A G E N D A

National Collegiate Athletic Association

Division I Committee on Academic Performance

NCAA national office
Indianapolis, Indiana

July 12-13, 2012

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

2. Review April report of the NCAA Division I Committee on Academic Performance. [Supplement No. 2] (Diane Dickman)

3. Update from the NCAA Division I Presidential Advisory Group and the NCAA Division I Board of Directors April meeting. [Supplement Nos. 3 and 4] (Walter Harrison)

4. Review June report of the NCAA Division I Academic Cabinet. [Supplement No. 5] (Dickman)

5. NCAA Division I Academic Performance Program (APP) public release. (Katy Yurk)

   a. Public recognition.

      (1) Copy of public recognition NCAA Division I Academic Progress Rate (APR) press release. [Supplement No. 6]

      (2) Public recognition awards by sport. [Supplement No. 7]

   b. Public release of APRs and penalties.

      (1) Press release and NCAA News accompanying stories. [Supplement No. 8]

      (2) Summary of penalties and APR data. [Supplement No. 9] (Tom Paskus)

      (3) Teams with postseason ineligibility. [Supplement No. 10]

   c. Summary of Elite 89 awards for 2011-12. [Supplement No. 11]

   d. Discuss future timing of public APP press releases. [Supplement No. 12]

(1) Discuss football bowls' input regarding June notice of ineligible teams for the following football season.

(2) Discuss timing and release for student-athletes who transfer from teams ineligible for postseason.

Anticipated Action Items:

- Possible action to change procedure.

6. Review of Level-Three APP penalties waiver hearings.

a. Review summary of decisions – staff and committee. [Supplement No. 13] (Andy Louthain)

b. Review decision reports. [Supplement Nos. 14a, b, c, d, e, f] (Dickman)

- Jacksonville State University letter. [Supplement No. 14g] (Bill Regan)

c. Update on NCAA Division I Board of Directors Subcommittee on Appeals decisions. (Dickman)

d. Items for consideration.

(1) Materials provided for hearings to committee. (Regan)

(2) Pre-hearing procedures sign-off. [Supplement Nos. 15a, b] (Regan)

e. Open discussion and observations.

Anticipated Action Items:

- Potential action on any recommendations or discussion.

7. Discuss hearing reports and possibility of public availability. [Supplement No. 16] (Kenny)

8. Review and take action on the report from the NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting. [Supplement No. 17] (David Jamison and Binh Nguyen)

Anticipated Action Items:

- Approve amendment to the definition of the APR cohort.

9. Update from Historically Black Colleges and Universities Limited-Resourced Institutions Advisory Group. [Supplement No. 18] (Dickman)

   a. Update on pilot program.

   b. Other.

10. Consider revisions to the APP penalty waiver process and waiver directive, including: [Supplement Nos. 19, 20, 21]

   a. Postseason access and subcommittee on appeals review – should procedures be amended to include institutional representatives on teleconferences? (Regan)

   b. Discuss option of taking postseason penalty one year early. (Louthain)

   c. Consider revisions to waiver directives. (Katy Yurk)

Anticipated Action Items:

- Potential changes to waiver directive, procedures.

11. Discuss data years used to determine penalties/postseason. [Supplement No. 22] (Andy Louthain)

Anticipated Action Items:

- Possible change to current data used.

12. Consider the timing of serving postseason ineligibility when team has failed to meet conditions from previous waiver. [Supplement No. 23] (Louthain)

Anticipated Action Items:

- Possible change to policy.

13. Revisit the definition of limited resource and the various applications of this status in the APP. [Supplement No. 24] (Louthain)

Anticipated Action Items:

- Possible referral to Limited-Resource Advisory Group.

14. Update on initial-eligibility standards. (Dickman)

    a. 2016 effective date. (Dickman)

    b. Update regarding educational efforts and two-year college transfer standards. [Supplement No. 25] (Kenny)

    c. Ongoing membership dialog on initial eligibility.

    d. General discussion.

15. Update on NCAA Division I Bylaw 14 deregulation. [Supplement No. 26] (Regan)

    a. Discuss academic fraud.

    b. Consider progress-toward-degree standards. [Supplement No. 27] (Petr)

16. Update on NCAA Division I Academic Progress Rate Improvement Plans. [Supplement No. 28] (Yurk)

17. Discuss information regarding NCAA Division I Academic Performance Program Supplement Support Fund. [Supplement No. 29] (Bob Chichester)

18. Update on two-year NCAA working group. [Supplement No. 30] (Dickman)

19. Initial discussion regarding 4-4 transfer and various APR retention issues. [Supplement Nos. 31a, b, c, d, e] (Dickman)

    a. 4-4 transfers generally; (Paskus)

    b. White paper on 4-4 transfers; (Clar)

    c. Concept of any departure with 2.6 GPA yielding an adjustment;

    d. Men's basketball "one-and-done" data; (Yurk) and

    e. Other.

20. Review future meeting schedule.

    a. October 1-3; Indianapolis.

        - October 1 - Travel anytime.
        - October 2 - Full committee from 8 a.m. to 5 p.m.
        - October 3 - Full committee meets from 8 a.m. to noon. Return travel after 2 p.m.

    b. February 17-19, 2013; Indianapolis.

        - February 17 - Travel anytime.
        - February 18 - Full committee meets from 8 a.m. to 5 p.m. (Hearings included.)
        - February 19 - Full committee meets from 8 a.m. to noon. Return travel after 2 p.m.

    c. April 16-19; 2013, Indianapolis.

        - April 16 - Travel anytime.

- April 17 - Full committee meets from 8 a.m. to 5 p.m. (Hearings included.)
- April 18 - Full committee meets from 8 a.m. to 5 p.m. (Hearings included.)
- April 19 - Full committee meets from 8 a.m. to noon. Return travel after 2 p.m.

21. Other business.

22. Adjournment.

A G E N D A

National Collegiate Athletic Association

Division I Committee on Academic Performance

NCAA national office
Indianapolis, Indiana

July 12-13, 2012

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

2. Review April report of the NCAA Division I Committee on Academic Performance. [Supplement No. 2] (Diane Dickman)

3. Update from the NCAA Division I Presidential Advisory Group and the NCAA Division I Board of Directors April meeting. [Supplement Nos. 3 and 4] (Walter Harrison)

4. Review June report of the NCAA Division I Academic Cabinet. [Supplement No. 5] (Dickman)

5. NCAA Division I Academic Performance Program (APP) public release. (Katy Yurk)

   a. Public recognition.

      (1) Copy of public recognition NCAA Division I Academic Progress Rate (APR) press release. [Supplement No. 6]

      (2) Public recognition awards by sport. [Supplement No. 7]

   b. Public release of APRs and penalties.

      (1) Press release and NCAA News accompanying stories. [Supplement No. 8]

      (2) Summary of penalties and APR data. [Supplement No. 9] (Tom Paskus)

      (3) Teams with postseason ineligibility. [Supplement No. 10]

   c. Summary of Elite 89 awards for 2011-12. [Supplement No. 11]

   d. Discuss future timing of public APP press releases. [Supplement No. 12]

(1) Discuss football bowls' input regarding June notice of ineligible teams for the following football season.

(2) Discuss timing and release for student-athletes who transfer from teams ineligible for postseason.

Anticipated Action Items:

- Possible action to change procedure.

6. Review of Level-Three APP penalties waiver hearings.

a. Review summary of decisions – staff and committee. [Supplement No. 13] (Andy Louthain)

b. Review decision reports. [Supplement Nos. 14a, b, c, d, e, f] (Dickman)

- Jacksonville State University letter. [Supplement No. 14g] (Bill Regan)

c. Update on NCAA Division I Board of Directors Subcommittee on Appeals decisions. (Dickman)

d. Items for consideration.

(1) Materials provided for hearings to committee. (Regan)

(2) Pre-hearing procedures sign-off. [Supplement Nos. 15a, b] (Regan)

e. Open discussion and observations.

Anticipated Action Items:

- Potential action on any recommendations or discussion.

7. Discuss hearing reports and possibility of public availability. [Supplement No. 16] (Kenny)

8. Review and take action on the report from the NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting. [Supplement No. 17] (David Jamison and Binh Nguyen)

Anticipated Action Items:

- Approve amendment to the definition of the APR cohort.

9. Update from Historically Black Colleges and Universities Limited-Resourced Institutions Advisory Group. [Supplement No. 18] (Dickman)

   a. Update on pilot program.

   b. Other.

10. Consider revisions to the APP penalty waiver process and waiver directive, including: [Supplement Nos. 19, 20, 21]

   a. Postseason access and subcommittee on appeals review – should procedures be amended to include institutional representatives on teleconferences? (Regan)

   b. Discuss option of taking postseason penalty one year early. (Louthain)

   c. Consider revisions to waiver directives. (Katy Yurk)

Anticipated Action Items:

- Potential changes to waiver directive, procedures.

11. Discuss data years used to determine penalties/postseason. [Supplement No. 22] (Andy Louthain)

Anticipated Action Items:

- Possible change to current data used.

12. Consider the timing of serving postseason ineligibility when team has failed to meet conditions from previous waiver. [Supplement No. 23] (Louthain)

Anticipated Action Items:

- Possible change to policy.

13. Revisit the definition of limited resource and the various applications of this status in the APP. [Supplement No. 24] (Louthain)

Anticipated Action Items:

- Possible referral to Limited-Resource Advisory Group.

14. Update on initial-eligibility standards. (Dickman)

    a. 2016 effective date. (Dickman)

    b. Update regarding educational efforts and two-year college transfer standards. [Supplement No. 25] (Kenny)

    c. Ongoing membership dialog on initial eligibility.

    d. General discussion.

15. Update on NCAA Division I Bylaw 14 deregulation. [Supplement No. 26] (Regan)

    a. Discuss academic fraud.

    b. Consider progress-toward-degree standards. [Supplement No. 27] (Petr)

16. Update on NCAA Division I Academic Progress Rate Improvement Plans. [Supplement No. 28] (Yurk)

17. Discuss information regarding NCAA Division I Academic Performance Program Supplement Support Fund. [Supplement No. 29] (Bob Chichester)

18. Update on two-year NCAA working group. [Supplement No. 30] (Dickman)

19. Initial discussion regarding 4-4 transfer and various APR retention issues. [Supplement Nos. 31a, b, c, d, e] (Dickman)

    a. 4-4 transfers generally; (Paskus)

    b. White paper on 4-4 transfers; (Clar)

    c. Concept of any departure with 2.6 GPA yielding an adjustment;

    d. Men's basketball "one-and-done" data; (Yurk) and

    e. Other.

20. Review future meeting schedule.

    a. October 1-3; Indianapolis.

        - October 1 - Travel anytime.
        - October 2 - Full committee from 8 a.m. to 5 p.m.
        - October 3 - Full committee meets from 8 a.m. to noon. Return travel after 2 p.m.

    b. February 17-19, 2013; Indianapolis.

        - February 17 - Travel anytime.
        - February 18 - Full committee meets from 8 a.m. to 5 p.m. (Hearings included.)
        - February 19 - Full committee meets from 8 a.m. to noon. Return travel after 2 p.m.

    c. April 16-19; 2013, Indianapolis.

        - April 16 - Travel anytime.

- April 17 - Full committee meets from 8 a.m. to 5 p.m. (Hearings included.)
- April 18 - Full committee meets from 8 a.m. to 5 p.m. (Hearings included.)
- April 19 - Full committee meets from 8 a.m. to noon. Return travel after 2 p.m.

21. Other business.

22. Adjournment.

NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE

MAILING ADDRESS	PHONE/FAX/E-MAIL	SUBCOMMITTEES	CONFERENCE & SUBDIVISION	TERM EXPIRES
Jan Blade Faculty Athletics Representative Delaware State University 1200 North Dupont Highway Dover, Delaware 19901	Phone: 302/857-6607 Fax: 302/857-6618 Email: jblade@desu.edu **Assistant:** **Phone:** Email:	Appeals	Mid-Eastern Athletic Conference FCS	09/12
Jerry Bovee Director of Athletics Weber State University 2701 University Circle Ogden, Utah 84408	Phone: 801/626-7738 Fax: 801/626-8962 Email: jerrybovee@weber.edu **Assistant: Beth Bass** **Phone: 801/626-6817** Email: bbass@weber.edu	Data Collection and Reporting Appeals	Big Sky Conference FCS	09/15
Jennifer Brown Senior Woman Administrator Western Carolina University 2511 Ramsey Center Cullowhee, North Carolina 28723	Phone: 828/227-2337 Fax: 828/227-7688 Email: brownj@email.wcu.edu **Assistant: Kim Jamison** **Phone: 828/227-2011** Email: Kjamison@email.wcu.edu	Appeals	Southern Conference FCS	09/12
Michael Cross Director of Athletics Bradley University 1501 West Bradley Avenue Peoria, Illinois 61625	Phone: 309/677-2670 Fax: Email: mcross@bradley.edu **Assistant: Deanna Schick** **Phone:** Email: dschick@bradley.edu	Data Collection and Reporting	Missouri Valley Conference Division I	09/12
Jack Evans Hettleman Professor of Business Emeritus University of North Carolina, Chapel Hill 4706 McColl Building, Campus Box 3490 Chapel Hill, North Carolina 27599-3490	Phone: 919/962-4602 Fax: Email: evansj@kenan-flagler.unc.edu **Assistant:** **Phone:** Email:	Ad Hoc Member	Atlantic Coast Conference FBS	09/13
Kenneth Ferguson Faculty Athletics Representative University of Missouri, Kansas City 5100 Rockhill Road, LAW 2-310 Kansas City, Missouri 64110	Phone: 816/235-2386 Fax: 816/235-5276 Email: fergusonk@umkc.edu **Assistant: Elizabeth Couzens** **Phone: 816/235-1582** Email: couzense@umkc.edu	Data Collection and Reporting	The Summit League Division I	09/12

MAILING ADDRESS	PHONE/FAX/E-MAIL	SUBCOMMITTEES	CONFERENCE & SUBDIVISION	TERM EXPIRES
Walter Harrison, chair President University of Hartford 200 Bloomfield Avenue, Computer Center-3 West Hartford, Connecticut 06117-1599	Phone: 860/768-4417 Fax: 860/768-5417 Email: horky@hartford.edu **Assistant: Ilena Rosenstein** **Phone: 860/768-4418** Email: rosenstei@hartford.edu	Administrative Committee Chair	America East Conference Division I	09/13 Eligible for reappointment.
David Jamison Provost & Senior Vice President, Academic Affairs Robert Morris University 6001 University Boulevard Moon Township, Pennsylvania 15108-1189	Phone: 412/397-6225 Fax: 412/397-3851 Email: Jamison@rmu.edu **Assistant: Kelly Burchell** **Phone: 412/397-6226** Email: Burchell@rmu.edu	Data Collection and Reporting Chair	Northeast Conference FCS	09/13
Melvin Johnson Past President and Professor of Economics Tennessee State University 3500 John A. Merritt Boulevard Nashville, Tennessee 37209	Phone: 615/541-9060 Fax: 615/963-7407 Email: mnj@tnstate.edu **Assistant:** **Phone:** Email:		Ohio Valley Conference FCS	09/13
Barbara F. Luebke Faculty Athletics Representative University of Rhode Island 230 Chafee Hall Kingston, Rhode Island 02881	Phone: 401/874-5490 Fax: 401/874-4450 Email: bfluebke@uri.edu **Assistant:** **Phone:** Email:	Data Collection and Reporting Appeals	Atlantic 10 FCS	09/14
Roderick McDavis, vice chair President Ohio University Cutler Hall 108 Athens, Ohio 45701	Phone: 740/593-1804 Fax: 740/593-9196 Email: mcdavis@ohio.edu **Assistant: Kelli Swart** **Phone: 740/593-9754** Email: swartk1@ohio.edu	Administrative Committee	Mid-American Conference FBS	09/15
Lisa Melz Director of Athletic Academic Services/SWA Western Illinois University 116 Brophy Hall Macomb, Illinois 61455	Phone: 309/298-1721 Fax: 309/298-2981 Email: LA-Melz@wiu.edu **Assistant: Sue Danner** **Phone: 309/298-1879** Email: LS-Danner@wiu.edu	Appeals	The Summit League FCS	09/13

MAILING ADDRESS	PHONE/FAX/E-MAIL	SUBCOMMITTEES	CONFERENCE & SUBDIVISION	TERM EXPIRES
John Morris Senior Associate Director of Athletics University of Washington Conibear Shellhouse Room 137 Seattle, Washington 98195-4070	Phone: 206/543-4621 Fax: 206/616-5813 Email: jgmorris@u.washington.edu **Assistant: Ann Higgins** **Phone: 206/543-0981** Email: higginsa@u.washington.edu	Appeals Chair	Pacific-12 Conference FBS	09/14
Vince Nicastro Director of Athletics Villanova University 800 Lancaster Boulevard Jake Nevin Field House Villanova, Pennsylvania 19085	Phone: 610/519-4110 Fax: 610/519-7987 Email: Vincent.nicastro@villanova.edu **Assistant: Susan Guarino** **Phone: 610/519-4110** Email: susan.guarino@villanova.edu	Appeals	Big East Conference FCS	09/15
Brennan O'Donnell President Manhattan College 4513 Manhattan College Parkway Riverdale, New York 10471	Phone: 718/862-7301 Fax: 718/862-8030 Email: Brennan.odonnell@manhattan.edu **Assistant: Veronica Boland** **Phone: 718/862-7301** Email: veronica.boland@manhattan.edu		Metro Atlantic Athletic Conference	09/15
Greg Sankey Associate Commissioner Southeastern Conference 2201 Richard Arrington Boulevard North Birmingham, Alabama 35203	Phone: 205/458-3000 ext. 3005 Fax: 205/458-3031 Email: gsankey@sec.org **Assistant: Tayloe Steedman** **Phone:** Email: tsteedman@sec.org	Data Collection and Reporting	Southeastern Conference FBS	09/13
RESEARCH STAFF				
Tom Paskus Principal Research Scientist NCAA P.O. Box 6222 Indianapolis, Indiana 46206-6222	Phone: 317/917-6403 Fax: 317/917-6364 Email: tpaskus@ncaa.org **Assistant: Karen Cooper** **Phone: 317/917-6307** Email: kcooper@ncaa.org			
Todd Petr Managing Director of Research NCAA P.O. Box 6222 Indianapolis, Indiana 46206-6222	Phone: 317/917-6305 Fax: 317/917-6364 Email: tpaskus@ncaa.org **Assistant: Karen Cooper** **Phone: 317/917-6307** Email: kcooper@ncaa.org			

MAILING ADDRESS	PHONE/FAX/E-MAIL	SUBCOMMITTEES	CONFERENCE & SUBDIVISION	TERM EXPIRES
NCAA STAFF LIAISONS				
Diane Dickman Managing Director of Academic and Membership Affairs NCAA	Phone: 317/917-6621 Fax: 317/917-6865 Email: ddickman@ncaa.org **Assistant: Bridget Rigney** **Phone: 317/917-6671** Email: brigney@ncaa.org	Administrative Committee		
Kevin Lennon Vice President of Academic and Membership Affairs NCAA	Phone: 317/917-6614 Fax: 317/917-6864 Email: klennon@ncaa.org **Assistant: Lynn Dickey** **Phone: 317/917-6616** Email: ldickey@ncaa.org			
Bill Regan Director of Academic and Membership Affairs NCAA	Phone: 317/917-6697 Fax: 317/917-6919 Email: bregan@ncaa.org **Assistant: Holly Clary** **Phone: 317/917-6608** Email: hclary@ncaa.org	Administrative Committee		
John Shukie Director of Academic and Membership Affairs NCAA	Phone: 317/917-6041 Fax: 317/917-6920 Email: jshukie@ncaa.org **Assistant: Kim Hubert** **Phone: 317/917-6615** Email: khubert@ncaa.org	Administrative Committee		

REPORT OF THE
NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE
APRIL 23-25, 2012, MEETING

***KEY ITEM*.**

- **NCAA Division I Proposal No. 2011-94 Eligibility – Freshman Academic Requirements – Eligibility for Financial Aid, Practice and Competition – Core Course Requirements and Initial-Eligibility Index.** The NCAA Division I Committee on Academic Performance recommends the NCAA Division I Board of Directors amend the effective date of NCAA Division I Proposal Nos. 2011-94, 2012-6 and 2012-7 to August 1, 2016, for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2016.

***ACTION ITEMS*.**

1. Legislative Items.

- **NCAA Division I Proposal No. 2011-94 Eligibility – Freshman Academic Requirements – Eligibility for Financial Aid, Practice and Competition – Core Course Requirements and Initial-Eligibility Index, Proposal No. 2012-6 – Eligibility – Freshman Academic Requirements – Eligibility for Financial Aid, Practice and Competition – Qualifier – Core-Course Requirements – Exception – International Prospective Student-Athletes, and Proposal No. 2012-7 – Eligibility – Progress-Toward-Degree Requirements – Eligibility for Practice during Each Term of the Initial Year in Residence.**

  (1) Recommendation. The Committee on Academic Performance recommends the Board of Directors amend the effective date of Proposal No. 2011-94 to August 1, 2016; for students initially enrolling full time in a collegiate institution on or after August 1, 2016. This one-year delay would also require amendments to the effective date of Proposal Nos. 2012-6 and 2012-7.

  (2) Effective Date. August 1, 2016; for students initially enrolling full time in a collegiate institution on or after August 1, 2016.

  (3) Rationale. Feedback from the NCAA membership indicates general support for delaying the effective date from August 2015 to August 2016. The current effective date was set to ensure that prospective student-athletes have adequate time to learn, understand and meet the new initial-eligibility standards. The timing of the adoption of the legislation resulted in a limited opportunity to educate prospective student-athletes that are freshman in high school during the 2011-12 academic year. With the

current effective date, these prospective student-athletes would be responsible for meeting the new initial-eligibility standards. Delaying the effective date of this legislation will allow for a robust education plan to be realized for the first class of prospective student-athletes that will be responsible for meeting the new standards. The membership, including the NCAA Division I Academic Cabinet, generally support this one-year delay.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

2. Nonlegislative Items.

a. NCAA Division I Academic Performance Program Manual.

(1) Recommendation. The Committee on Academic Performance recommends the Board of Directors approve the NCAA Division I Academic Performance Program Manual for the 2012-13 academic year, which is included in the Committee on Academic Performance meeting materials, Supplement No. 6.

(2) Effective Date. Immediate.

(3) Rationale. The APP Manual was updated based on the changes adopted by the Board in October 2011 and throughout this past year. The Committee on Academic Performance policies and procedures have been combined to include the former penalties guide, data collection guide, NCAA Division I Academic Progress Rate Adjustment Directive, and APP penalty waiver directive. The documents have been combined into one document that will assist institutions with the 2012-13 data collection process and penalty applications and will be posted on the committee's page on the NCAA website at www.ncaa.org. NCAA legislation requires Board approval of the committee's policies and procedures annually.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

b. Proposal No. 2011-69 Eligibility – Transfer Regulations – 2-4 and 4-2-4 College Transfers.

(1) Recommendation. The Committee on Academic Performance recommends the Board of Directors seek membership input on a possible one-year delay in the effective date for Proposal No. 2011-69. Specifically, the two-year college community has requested a delay for Proposal No. 2011-69 in order to provide a longer period of education for the two-year college community. The current effective date is August 1, 2012; for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2012. In addition, the Committee on Academic Performance seeks further input regarding Proposal No. 2011-65 Eligibility – Two-Year College Transfers – Year of Academic Readiness at Two-Year College and possible amendments.

(2) Effective Date. Immediate.

(3) Rationale. NCAA research indicates that two-year college transfer student-athletes underperform academically upon enrollment at a four-year institution. Increased standards were adopted by the Board in October 2011 to better predict academic success at time of enrollment at a four-year institution. Further, the Board tabled Division I Proposal No. 2011-65 Eligibility – Two-Year College Transfers – Year of Academic Readiness at Two-Year College. The intent of this proposal is to provide academically underprepared student-athletes with an opportunity to gain an educational foundation to be successful at time of enrollment at a four-year institution. The Committee on Academic Performance seeks membership input prior to its July meeting regarding a possible delay in effective date of Proposal No. 2011-69 with a possible recommendation for consideration by the Board in August. The committee did note, however, that unlike the delay recommended for initial eligibility, no currently enrolled two-year college students are impacted by the current 2012 effective date. In addition, the Committee on Academic Performance seeks further input regarding possible amendments to Proposal No. 2011-65.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

INFORMATIONAL ITEMS.

1. **Penalty Hearings**. The committee conducted five hearings for five teams subject to Level-Three Penalties.

2. **Review of the Application of Various APP Penalties.** The committee discussed the application of various APP penalties. For the sport of men's basketball, the committee confirmed that the 10 percent reduction of the playing and practice season results in a reduction of 10 days taken at the beginning of the season. Specifically, a basketball team subject to a reduction of the playing and practice season must start its regular season 10 days later than first permitted day of in-season practice. Additionally, the committee confirmed for the sports of men's and women's basketball, the APP penalty that requires a reduction of 10 percent of the number of contests results in a three game reduction from the maximum number of permissible contests. Further, the committee confirmed that summer access is not included in the prescribed level-One and -Two APP penalties. Finally, the committee confirmed that a team subject to a Level-Two APP penalty that reduces the number of hours of athletically related activities outside the playing season from eight hours to four hours is not required to provide an additional day off as part of the out-of-season penalty due to the limited number of hours of athletically related activity.

3. **APR and Penalty Reporting Forms.** The Committee on Academic Performance approved the institutional and public APR and penalty reports to be used during the 2012-13 academic year. The reports are intended to provide institutions with teams' APR, as well as a summary of the teams' penalties and/or postseason ineligibility.

4. **Definition of Graduation within the Academic Performance Program.** The NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting considered a scenario in which a student-athlete completes all requirements for graduation after a summer term but does not officially graduate until the following winter because the institution does not have a summer commencementand does not confirm degrees until end of winter term. The subcommittee was asked to determine whether such a student-athlete should be considered a graduate after the summer term for the purposes of the APR.

   The current definition of graduation, as found in the APP Data Collection Guide, states: "A student-athlete is considered "graduated" for purposes of the APR if he or she has completed all graduation requirements (e.g., academic and administrative) and is considered by the institution to have graduated."

   Under this definition, an institution would not be permitted to mark a student-athlete as graduated for the previous spring-retention point because the institution does not officially consider such student-athletes as graduated until the degree is conferred. The

institution would also not be permitted to award the eligibility point for the spring term if the student-athlete in this situation has completed 10 semesters or 15 quarters as a full-time student. The subcommittee agreed not to change the current definition of graduation, but noted that institutions that lose APR points for such student-athletes may request relief for any lost points through the APR adjustment process since such circumstances are outside the control of the student-athlete. The subcommittee noted that changes to the definition of graduation has implications beyond this scenario and thus, this was best handled in the adjustment process.

5. **Limited-Resource Institution Pilot Program Concept.** The committee received an update regarding the development of a pilot program for limited-resource institutions and enhancements to the NCAA Division I Academic Performance Program Supplemental Support Fund. The committee was generally supportive of the two recommendations, noting that they will be reviewed by the NCAA Executive Committee Finance Subcommittee and potentially acted on by the Board in August.

6. **NCAA Division I Academic Performance Program Press Releases.** The committee received an update on the annual Division I Academic Progress Rate, Penalty, Postseason Ineligiblity, and Public Recognition press releases. The public release will occur in mid-June and institutions can expect communication in May with more specifics.

7. **Update on the Governance Survey.** The committee received an update on an upcoming survey from the national office to all governance committee members.

8. **Update on Men's and Women's Basketball Coaches' Meetings.** The committee received an update regarding recent meetings with the Women's Basketball Coaches Association and the National Association of Basketball Coaches.

9. **APR Data and Penalties.** The committee received a summary of the most recent APR data submitted by member institutions and a summary of the penalties imposed under the new APP penalty structure and access to postseason, which will be available for public review in June.

10. **March Teleconference Report of the NCAA Division I Committee on Academic Performance.** The committee reviewed the report.

11. **NCAA Working Group on the Collegiate Model – Bylaw 14.** The committee received an update on the NCAA Working Group on the Collegiate Model – Rules and provided feedback on the principles and preliminary concepts developed for NCAA Division I Bylaw 14. The committee expressed concern that elimination of the requirement for institutions to submit final high school transcripts for early academic qualifiers will have

a detrimental impact on the research efforts crucial to informing initial-eligibility legislation standards and policies. The committee recommended the research staff be consulted before a final decision on the elimination of this requirement is made.

12. NCAA Division I Academic Progress Rate Adjustment Requests for Student-Athletes who Transfers From an Institution Subject to Postseason Ineligibility. The committee approved an amendment to the APR adjustment directive when a student-athlete transfers from an institution in which his/her term is ineligible for postseason competition due to the APP and the student does not need an NCAA Division I Legislative Council Subcommittee for Legislative Relief waiver for the residency requirement (e.g., sports that allow for the one-time transfer exception or situations where a student-athlete transfers to a Division II institution). The retention point will be adjusted provided the following criteria are met:

a. The student-athlete immediately transferred to another four-year institution. This requires full-time enrollment at the new institution at the next available regular academic term.

b. The student-athlete did not lose any APR points at that institution, including the eligibility point in the last semester of enrollment prior to transfer.

c. The penalty would preclude the institution's team in that sport from participating in postseason competition during all of the remaining seasons of the student-athlete's eligibility.

This change will be effective with the 2011-12 APR data, submitted fall 2012 and would not apply retroactively. Such requests will be considered during the normal adjustment process with appropriate documentation (e.g., transcripts) to be provided by the institution requesting the adjustment.

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

April 23-25, 2012	
Attendees	Absentees
Jan Blade, Delaware State University	Melvin Johnson, Tennessee State University
Jerry Bovee, Weber State University	
Jennifer Brown, Western Carolina University	
Michael Cross, Bradley University	
Jack Evans, University of North Carolina, Chapel Hill *(participated via teleconference)*	
Kenneth Ferguson, University of Missouri, Kansas City	
Walter Harrison, University of Hartford	
David Jamison, Robert Morris University	
Barbara Luebke, University of Rhode Island	
Roderick McDavis, Ohio University	
Lisa Melz, Western Illinois University	
John Morris, University of Washington	
Vince Nicastro, Villanova University	
Brennan O'Donnell, Manhattan College	
Greg Sankey, Southeastern Conference	
Other NCAA Staff Members in Attendance: Kelly Brooks, Steve Clar, Greg Dana, Diane Dickman, Bernard Franklin, Michelle Hosick, Kevin Lennon, Andy Louthain, Matt Maher, Binh Nguyen, Tom Paskus, Todd Petr, Bill Regan, Tiese Roxbury, John Shukie, Jennifer Smith, Naima Stevenson, Jenn Strawley, Katy Yurk.	

EXCERPTS FROM THE REPORT OF THE APRIL 25, 2012, MEETING OF THE DIVISION I PRESIDENTIAL ADVISORY GROUP

1. **Report from NCAA Division I Committee on Academic Performance (CAP).** PAG received a preliminary report regarding Academic Progress Rate (APR) data that will be released in June. A summary was provided regarding national and sport-group averages, trends and penalties. PAG also was informed of the following action items that will be recommended to the Board of Directors:

    a. That the Board amend the effective date of Proposal No. 2011-94 – Eligibility – Freshman Academic Requirements – Eligibility for Financial Aid, Practice and Competition – Core Course Requirements and Initial Eligibility Index to August 1, 2016. The sense of the group was to support a one-year delay in the effective date.

    b. That the Board seek membership input on a possible one-year delay in the effective date of Proposal No. 2011-69 – Eligibility -- Transfer Regulations – 2-4 and 4-2-4 College Transfers. There were comments from several PAG members suggesting that the concerns expressed may not warrant a delay in the effective date.

    c. That the Board approve amendments to the NCAA Division I Academic Performance Program (APP) for Limited-Resource Institutions that would amend the transition to the new 930 APR benchmark for APP penalties and access to postseason competition for limited-resource institutions. This appeared to be a consensus item.

    d. That the Board approve CAP policies and procedures for the 2012-13 academic year. This appeared to be a consensus item.

Subcommittee chair: William Meehan, Jacksonville State University, Ohio Valley Conference
Staff Liaisons: S. David Berst, Division I governance
Jacqueline Campbell, Division I governance

Division I Presidential Advisory Group April 25, 2012, Meeting	
PAG ATTENDEES	**PAG ABSENTEES**
William Beauchamp, University of Portland, West Coast Conference	James Ammons, Florida A&M University, Mid-Eastern Athletic Conference
John Broderick, Old Dominion University, Colonial Athletic Association	John Bravman, Bucknell University, Patriot League
David Chicoine, South Dakota State University, Summit League	Joanne Glasser, Bradley University, Missouri Valley Conference
Greg Dell'Omo, Robert Morris University, Northeast Conference	Penelope Kyle, Radford University, Big South Conference
Philip Dubois, University of North Carolina, Charlotte, Atlantic 10 Conference	David Hopkins, Wright State University, Horizon League
Walter Harrison, University of Hartford, America East Conference	Kerry Romesburg, Jacksonville University, Atlantic Sun University
John Hurley, Canisius College, Metro Atlantic Athletic Conference	Randall Webb, Northwestern State University, Southland Conference
William Meehan, Jacksonville State University, Ohio Valley Conference	Timothy White, University of California, Riverside, Big West Conference
Ann Millner, Weber State University, Big Sky Conference	
Kenneth Peacock, Appalachian State University, Southern Conference	

David Skorton, Cornell University, Ivy league	
George C. Wright, Prairie View A&M University, Southwestern Athletic Conference.	
Commissioners in Attendance	**Commissioners Not In Attendance**
Tom Burnett, Southland Conference	Bernadette McGlade, Atlantic 10 Conference
Beth DeBauche, Ohio Valley Conference	
Tom Douple, Summit League	
Rich Ensor, Metro Atlantic Athletic Conference	
Dennis Ferrell, Big West Conference	
Doug Fullerton, Big Sky Conference	
Carolyn Schlie Femovich, Patriot League	
Ted Gumbart, Atlantic Sun Conference	
Robin Harris, Ivy League	
Amy Huchthausen, America East Conference	
John Imarino, Southern Conference	
Kyle Kallander, Big South Conference	
Jon LeCrone, Horizon League	
Noreen Morris, Northeast Conference	
Duer Sharp, Southwestern Athletic Conference	
Dennis Thomas, Mid-Eastern Athletic Conference	
Patty Viverito, Missouri Valley Conference	
Tom Yeager, Colonial Athletic Association	
Jamie Zaninovich, West Coast Conference	
Future PAG member attending as observers:	
Rita Cheng, Southern Illinois University, Carbondale, Missouri Valley Conference Kay Norton, University of Northern Colorado, Big Sky Conference	
NCAA staff liaisons in attendance: David Berst, Jacqueline Campbell	
Other NCAA staff members who were in attendance for all or portions of the meeting: Troy Arthur, Diane Dickman, Mark Emmert, Bernard Franklin, Michelle Hosick, Jim Isch, Kevin Lennon, Mark Lewis, Steve Mallonee, Kathleen McNeely, Tom Paskus, Todd Petr, Bill Regan, Donald Remy, Wallace Renfro, Jennifer Strawley and Bob Williams.	

EXCERPTS FROM THE REPORT OF THE APRIL 26, 2012, MEETING OF THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION DIVISION I BOARD OF DIRECTORS

1. **Report of the January 14, 2012, Board of Directors Meeting. The Board approved the report of its January 14, 2012, meeting.** (Unanimous Voice Vote)

2. **President's Report.** NCAA President Mark Emmert reported the following:

   a. **Presidential Retreat Initiatives.** President Emmert noted that while the journey thus far may not have been easy, the membership has made significant progress to date on the various presidential retreat initiatives. It was noted that much work remains, but with the current acknowledgement of the need for greater membership input, the review process moving forward likely will have the membership more engaged and the working groups receiving increased and more thoughtful feedback.

3. **Presidential Retreat Initiatives.**

   a. NCAA Division I Committee on Academic Performance (CAP). Walt Harrison, chair of the Committee on Academic Performance, presented the following recommendations:

   (1) That the Board amend the effective date of Proposal No. 2011-94 – Eligibility – Freshman Academic Requirements – Eligibility for Financial Aid, Practice and Competition – Core Course Requirements and Initial Eligibility Index to August 1, 2016.

   BOARD ACTION: **The Board agreed to delay the effective date as recommended.** (Unanimous Voice Vote) [See Proposal No. 2012-8.]

   (2) That the Board seek membership input on a possible one-year delay in the effective date of Proposal No. 2011-69 – Eligibility – Transfer Regulations – 2-4 and 4-2-4 College Transfers.

   BOARD ACTION: The Board defeated the recommendation. [For 1 (Schmidly), Against 16, Abstain 0.]

   (3) That the Board approve amendments to the NCAA Division I Academic Performance Program (APP) that would amend the transition to the new 930 Academic Progress Rate (APR) benchmark for APP penalties and access to postseason competition for limited-resource institutions [teams in the bottom 15

percent of all Division I member institutions in resources, excluding Football Bowl Subdivison (FBS) institutions].

BOARD ACTION: **The Board approved the amendments as recommended, which included a number of recommendations from the Historically Black Colleges and Universities and Limited-Resource Insititutions Advisory Group that will assist in the ongoing efforts to improve the APR of limited-resource institutions.** (Unanimous Voice Vote)

(4) That the Board approve CAP policies and procedures for the 2012-13 academic year.

BOARD ACTION: **The Board approved the CAP policies and procedures.** (Unanimous Voice Vote)

b. **Transforming Intercollegiate Athletics Student-Athlete Well-Being Working Group**. Sidney McPhee, chair of the working group, noted that the working group has distributed various models for a possible miscellaneous expense allowance (MEA) toward total cost of attendance for review and comment by Division I conferences and constituent groups. It also was noted that the working group plans to conduct a focus group meeting of selected financial aid officers, directors of athletics, faculty athletics representatives, compliance officers, student-athlete advisory committee members, senior woman administrators and commissioners in an effort to evaluate the practical and administrative burdens in the implementation of the models, as well as to ensure that gender equity interests are fully addressed. The hope is for the working group to present a final recommendation for Board consideration in August. [Reference Supplement No. 4.]

c. **Transforming Intercollegiate Athletics Resource Allocation Working Group**. The Board was informed that the Resource Allocation Working Group has essentially completed its work with the last action taken by the NCAA Division I Presidential Advisory Group (PAG) to defeat a recommendation to reduce scholarships in Football Championship Subdivision (FCS) football from 63 to 60, with 80 overall counters. It also was noted that the issue of the appropriate number of contests in all sports will be reviewed by the Transforming Intercollegiate Athletics Collegiate Model -- Rules Working Group in conjunction with the NCAA Division I Championships/Sports Management Cabinet. The issue of possible limits of noncoaching staff members in the sports of men's and women's basketball and football also will be considered by the Rules Working Group as it evaluates Bylaw 11.

d. **Transforming Intercollegiate Athletics Collegiate Model -- Rules Working Group**. James Barker, chair of the working group, reviewed with the Board the working group's activity over the course of the past six months and the expected timeline of its work moving forward. It was noted that at the core of the group's work is the development of principles/values/commitments on which to base the rules. One of the more difficult hurdles to get over will be a shift in focus from competitive equity to fairness in competition when thinking about the rules. The working group continues to reach out to the membership and various constituent groups to seek feedback on a proposed set of changes to the NCAA Constitution and operating bylaws. President Barker noted the importance of presidential engagement in this review process, and more importantly, in the future implementation of any rules changes. [Reference Supplement No. 5.]

e. **Transforming Intercollegiate Athletics Collegiate Model -- Enforcement Working Group**. Ed Ray, chair of the working group, updated the Board on the working group's progress with developing new infractions case procedures (including changing the size and composition of the Committee on Infractions), creating a multi-level NCAA rules violation structure and an enhanced penalty structure for NCAA rules infractions. This group plans to present some final recommendations for Board action in August. [Reference Supplement No. 6.]

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

Division I Board of Directors April 26, 2012, Meeting	
ATTENDEES	**ABSENTEES**
Stanley Albrecht, Utah State University, Western Athletic Conference	Nathan Hatch, Wake Forest University, Atlantic Coast Conference
Guy Bailey, Texas Tech University, Big 12 Conference	William R. Harvey, Hampton University, Mid-Eastern Athletic Conference
James Barker, Clemson University, Atlantic Coast Conference (alternate)	
William Beauchamp, University of Portland, West Coast Conference	
Judy Genshaft, University of South Florida, Big East Conference, chair	
David Hopkins, Wright State University, Horizon League	
Sidney McPhee, Middle Tennessee State University, Sun Belt Conference	
William Meehan, Jacksonville State University, Ohio Valley Conference	
Ann Millner, Weber State University, Big Sky Conference	
Harris Pastides, University of South Carolina, Southeastern Conference	
John Peters, Northern Illinois University, Mid-American Conference	
Edward Ray, Oregon State University, Pacific-12 Conference	
David Schmidly, University of New Mexico, Mountain West Conference	
Lou Anna Simon, Michigan State University, Big Ten Conference (joined via teleconference)	
David Skorton, Cornell University, Ivy League	
Steadman Upham, University of Tulsa, Conference USA	
Timothy White, University of California, Riverside, Big West Conference	

NCAA staff liaisons in attendance: David Berst, Jacqueline Campbell
Future Board members attending as observers: John Broderick, Old Dominion University, Colonial Athletic Association Rita Cheng, Southern Illinois University, Carbondale, Missouri Valley Conference John Welty, California State University, Fresno, Mountain West Conference
Guests from other Division I governance bodies: Michael Alden, University of Missouri, chair of the Division I Leadership Council Carolyn Campbell-McGovern, Ivy League, chair of the Division I Legislative Council Walter Harrison, University of Hartford, chair of the Division I Committee on Academic Performance
Other NCAA staff members in attendance for portions of the meeting: Troy Arthur, Erik Christianson, Joni Comstock, Diane Dickman, Amy Dunham, Mark Emmert, Abe Frank, Bernard Franklin, Lynn Holzman, Michelle Hosick, Jim Isch, Greg Johnson, Kevin Lennon, Mark Lewis, Steve Mallonee, Keith Martin, Kathleen McNeely, Delise O'Meally, Tom Paskus, Todd Petr, Donald Remy, Wallace Renfro, Julie Roe Lach, Ronnie Ramos, Crissy Schluep, Dave Schnase, Jennifer Strawley, Robert Vowels, Bob Williams and Niu Xiaomu.

REPORT OF THE
NCAA DIVISION I ACADEMIC CABINET
JUNE 11-12, 2012, MEETING

***KEY ITEMS*.**

1. **Review of NCAA Division I Progress-Toward-Degree Standards.** The NCAA Division I Academic Cabinet continued its review of progress-toward-degree standards and examined research regarding college academic outcomes of student-athletes. The cabinet determined not to recommend changes to grade-point average and credit hour requirements at this time. The cabinet also discussed the possibility of reducing or eliminating some legislative requirements for academically high-achieving student-athletes who are in their third collegiate year or beyond. The cabinet will continue this discussion in September.

2. **Review of Early Academic Certification and Obvious Waiver Standards.** The cabinet approved the new early academic qualification standards that were included in the initial-eligibility changes adopted by the NCAA Division I Board of Directors last October. The cabinet reviewed research regarding early academic certifications and the college outcomes of students who meet the current and recommended new standard. Amending the early academic certification standard in the manner recommended would maximize early certification decisions for those prospective student-athletes who are nearly certain to meet the eight-semester standard. The recommended new standard ensures appropriate academic rigor and achievement at the six-semester mark to ensure, with a high degree of certainty, early college success academically. Further, the cabinet recommended the effective date of the new early academic qualifications standards be amended to August 1, 2013, for students initially enrolling full time in a collegiate institution on or after August 1, 2013 to allow prospective student-athletes to take advantage of the legislation sooner, noting the new qualifications will potentially increase the number of early academic qualifiers while still maintaining a high level of academic rigor and achievement in high school. Additionally, the cabinet reviewed data regarding the obvious waiver standard and a data-based tool to assist in analyzing initial-eligibility waivers. The cabinet modified the obvious waiver standard effective immediately which expands the pool of prospective student-athletes for which a waiver would not need to be filed. The new criteria continue to ensure that these prospective student-athlete's academic profiles predict academic success in the first academic year.

***ACTION ITEMS*.**

1. **Legislative Items.**

   a. **Revision of student-host prohibition to include academic redshirt.**

(1) Recommendation. The Academic Cabinet recommends the NCAA Division I Legislative Council adopt noncontroversial legislation expanding the current prohibition against nonqualifiers serving as student hosts to include academic redshirts.

(2) Effective Date. August 1, 2016, for students initially enrolling full time in a collegiate institution on or after August 1, 2016.

(3) Rationale. As a result of the newly adopted initial-eligibility standards, the cabinet reviewed all legislation where classification of the student-athlete as a qualifier or nonqualifier is referenced. Student-athletes, who meet the new initial-eligibility standards for academic redshirts, while allowed to practice during their first academic year in residence at the institution, should be primarily focused on academics during this year to maximize academic outcomes. Therefore, additional activities that could potentially impact this academic focus, such as serving as a student host, should be eliminated where possible.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

b. Revision of the two-year transfer standard for athletically related financial aid and practice.

(1) Recommendation. The Academic Cabinet recommends the Legislative Council adopt noncontroversial legislation amending NCAA Division I Bylaw 14.5.4.2 from not a qualifier to nonqualifiers to specify that only nonqualifers are ineligible for practice and financial aid if two-year college transfer standards are not satisfied.

(2) Effective Date. August 1, 2016, for students initially enrolling full time in a collegiate institution on or after August 1, 2016.

(3) Rationale. As a result of the newly adopted initial-eligibility standards, the cabinet reviewed all legislation where classification of the student-athlete as a qualifier or nonqualifier is referenced. Two-year transfer standards for athletically related financial aid and practice, set forth in Bylaw 14.5.4.2.2 (eligibility for financial aid and practice), specifies that a transfer student from a two-year college who was "not a qualifier" (per Bylaw 14.3.1.1) is eligible for institutional financial aid and practice during the first academic year in residence only if the student meets certain academic provisions. Student-

athletes who are classified as academic redshirts are eligible to receive athletically related financial aid and practice during their initial academic year if initially enrolled at an NCAA Division I institution. To the same extent that athletically related financial aid and practice remain available for qualifiers who choose to initially enroll in a two-year institution and do not meet the two-year transfer academic requirements upon transfer, it should remain applicable to academic redshirts without the need to meet another academic standard.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

c. Effective date of early academic certification standard.

(1) Recommendation. The Academic Cabinet recommends the Legislative Council amend the effective date of the new early academic qualifications standards to August 1, 2013, for students initially enrolling full time in a collegiate institution on or after August 1, 2013.

(2) Effective Date. August 1, 2013, for students initially enrolling full time in a collegiate institution on or after August 1, 2013.

(3) Rationale. Moving the effective date of the early academic qualifications from August 1, 2016 to August 1, 2013 will allow prospective student-athletes to take advantage of the legislation sooner. The new qualifications will potentially increase the number of early academic qualifiers while still maintaining a high level of academic rigor and achievement in high school. Further, a 2013 effective date will allow for some additional notice to the membership and to prospects.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

2. Nonlegislative Items.

- None.

***INFORMATIONAL ITEMS*.**

1. Legislative.

- None.

2. Nonlegislative.

a. Report of the NCAA Division I Academic Cabinet. The cabinet reviewed the report of the February 2012, meeting and April 2012, teleconference.

b. Report of the NCAA Division I Board of Directors Meeting. The cabinet reviewed the report of the April 2012, meeting.

c. Report of the NCAA Division I Committee on Academic Performance. The cabinet reviewed the reports of the February and April 2012, meetings and March 2012, teleconference.

d. Additional Division I Cabinet/Council Updates. The cabinet reviewed the most recent reports of additional Division I cabinets and councils.

e. Review of Legislation and Interpretations. The cabinet reviewed the status of proposals sponsored or requested by the cabinet and proposals reviewed by the cabinet in the 2011-12 legislative cycle. Additionally, the cabinet reviewed interpretations published since the last cabinet meeting with an academic focus.

f. NCAA International Student Records Committee Update. The cabinet reviewed the reports of the March 2012, meeting and May 2012, teleconference.

g. NCAA Eligibility Center Update. The cabinet received an update regarding current certification and high school reviews as well as a timeline of transition from their current physical location to the NCAA national office. Additionally, information regarding the latest "chalk talk" webinar and priority processing was provided.

h. NCAA Division I Academic Progress Rate (APR) Release Update. The cabinet was provided the current timeline for release of APR information.

i. Two-Year/NCAA Working Group Update. The cabinet was provided an update of the working group tasked with reviewing potential concepts that may assist

academically underprepared prospective student-athletes. The group will hold its first in-person meeting June 26.

j. **Review NCAA Division I Academic Cabinet Policies and Procedures.** The cabinet reviewed and approved their policies and procedures, noting no additional substantive changes since last approved during the February 2012 meeting. These policies are provided in Supplement No. 14 in the cabinet's meeting materials.

k. **Prospective Student-Athlete Reviews.** The cabinet received a report on the number and outcome of prospective student-athlete review cases. During the June 1, 2011 to April 30, 2012 timeframe, the academic and membership affairs staff processed 110 Division I prospective student-athlete review cases.

The cabinet also reviewed the report of the NCAA Division I Student Records Review Committee April and May 2012, teleconferences, and approved the Student Records Review Committee Policies and Procedures and an updated trigger list. Additionally, the cabinet approved a prospective student-athlete review directive to guide the NCAA staff and Student Records Review Committee in the review of prospective student-athlete review cases. The directive places emphasis on the validity of a prospective student-athlete's academic credentials for the purpose of meeting initial-eligibility requirements The directive is provided in Supplement No. 22 of the cabinet's meeting materials.

l. **Initial-Eligibility Waiver and Progress-Toward-Degree Waiver Statistics**. The cabinet received a report on the number and outcome of initial-eligibility waivers indicating that the NCAA academic and membership affairs staff reviewed 571 Division I initial-eligibility waivers in the July 1, 2011 to May 16, 2012 period.

In addition, the academic and membership affairs staff processed 511 Division I progress-toward-degree waiver requests for the period of July 1, 2011 through May 16, 2012.

m. **Summer Athletic Activities in Men's Basketball.** The cabinet reviewed legislation adopted January 2012 that permits men's basketball student-athletes to participate in eight hours per week of required weight training, conditioning and skill-related instruction during an eight-week period during the summer without enrollment in summer school, provided certain academic conditions are satisfied. The cabinet noted that institutions have the opportunity to seek relief from these academic components through the legislative relief waiver process; however, the cabinet recommended that the NCAA Division I Legislative Council

Subcommittee for Legislative Relief deny such legislative relief waivers, given the intent of the summer access legislation. The cabinet will review all cases processed during its June 2013 meeting.

n. Initial Eligibility and Two-Year College Educational Outreach Initiatives. The cabinet received an update on educational outreach initiatives related to the initial-eligibility and two-year college transfers standards adopted during the 2011-12 academic year. A comprehensive educational outreach plan has been developed that considers and addresses the concerns of member institutions, athletics conferences, high school administrators and coaches, the two-year college community, prospective student-athletes and outside professional organizations regarding the impact of the newly adopted academic legislation. The cabinet encouraged staff to continue to seek collaborative relationships with member institutions, high schools and two-year colleges in an effort to facilitate the sharing of information and resources with key constituents.

o. Academic Redshirt Status Relative to Current Qualifier/Nonqualifier Legislation. The cabinet reviewed current recruiting and transfer legislation based on qualifier status in light of the academic redshirt standard effective August 1, 2016. The cabinet agreed that current references to qualifier, nonqualifier and not a qualifier be maintained except in reference to student hosts, where it was agreed that the prohibition be expanded to academic redshirts, and in reference to eligibility for athletics aid and practice for two-year transfers, where it was agreed that the applicable bylaw reference only nonqualifiers due to an academic redshirt's initial-eligibility status allowing for aid and practice if initially enrolled at a four-year institution. Legislative changes were recommended in action items for both of these bylaws.

p. Application of 10 Core-Course Initial-Eligibility Requirement to Prospective Student-Athletes with a Diagnosed Education-Impacting Disability. The cabinet discussed the application of the 10 core-course requirement set forth in Bylaw 14.3.1.1 (qualifier), a component of the new initial-eligibility standard for competition, to prospective student-athletes with a diagnosed education-impacting disability. The cabinet determined that, effective August 2016, a prospective student-athlete's inability to satisfy the 10 core-course requirement due to his or her education-impacting disability should be reviewed in the initial-eligibility waiver process. As such, the NCAA Division I Initial-Eligibility Waivers Committee can determine specifically how the prospective student-athlete's education-impacting disability may or may not have a direct impact on the 10 core-course requirement and make an individualized assessment about whether the deficiency should be waived or not. The cabinet recommended that it assess the impact of the 10 core-course requirement on prospective student-athletes with

a diagnosed education-impacting disability after the 2016-17 academic year and determine whether further discussion is necessary.

q. **Early Academic Qualification Standards.** The cabinet approved the new early academic qualifications standards that were included in the initial-eligibility changes adopted by the Board of Directors last October. The new qualifications include:

(1) Decreasing the current minimum combined score on the SAT critical reading and math sections from 1000 to 900;

(2) Decreasing the current minimum sum score on the ACT from 85 to 75;

(3) Maintaining the current core-course grade-point average requirement of 3.000 or higher (based on a maximum of 4.000);

(4) Increasing the number of core courses from 13 to 14 on completion of six semesters (or the equivalent); and

(5) Requiring the successful completion of two additional core courses in the areas of English, math and natural or physical science such that the subject area requirement is three core courses in English, two core courses in math, two core courses in natural or physical science *and* two core courses in English, math or natural or physical science.

The cabinet reviewed research regarding early academic certifications and the college outcomes of students who meet the current and recommended new standard. Amending the early academic certification standard in the manner recommended would maximize early certification decisions for those prospective student-athletes who are nearly certain to meet the eight-semester standard. The recommended new standard ensures appropriate academic rigor and achievement at the six-semester mark to ensure, with a high degree of certainty, early college success academically.

r. **NCAA Eligibility Center Obvious Waiver Standard.** The cabinet reviewed the current obvious waiver standard which, if achieved, allows a prospective student-athlete to be certified as a qualifier via an automatic waiver despite not having satisfied the minimum initial-eligibility requirements. Currently, to receive an obvious waiver, a prospective student-athlete must present a maximum core-course deficiency of one unit and a core-course grade-point average that corresponds with his or her standardized test score on a sliding scale that, relative to the initial-eligibility index set forth in Bylaw 14.3.1.1.2 (initial-eligibility

index), requires a core-course grade-point average that is approximately .900 grade point units higher for a given test score.

Following a review of data provided by the NCAA research staff, the cabinet noted that there are a number of student-athletes who clearly demonstrate a likelihood of academic success during their initial year of collegiate enrollment at a member institution, but who present a core-course deficiency greater than one unit. Effective immediately, the cabinet amended the obvious waiver standard to allow for a maximum core-course deficiency of two units, with a maximum one-unit deficiency in any given subject area. The cabinet agreed that the current obvious waiver sliding scale remain unchanged but that possible adjustments to the scale be reviewed prior to the 2013-14 academic year.

s. **Initial-Eligibility Waiver Directive.** The cabinet revisited the initial-eligibility waiver directive approved February 2012. During its February meeting, the cabinet had supported a process that takes into account a data-based analysis of a student-athlete's likelihood of academic success during his or her first year of full-time collegiate enrollment at a member institution. As such, the cabinet was presented with a quantitative prediction model that takes into consideration a student-athlete's core-course grade-point average, standardized test score, total number of core-course units, total number of core-course units in English, math and natural or physical science, total number of core-course units earned during grade 12, and the interaction between the total number of core-course units earned and the core-course grade-point average.

The cabinet expressed support for the model and encouraged staff and the Initial Eligibility Waivers Committee, in analyzing initial-eligibility waiver cases, to weigh the likelihood of a student-athlete's academic success relative to the mitigating circumstances presented as reasons for the initial-eligibility deficiency. The cabinet amended the February 2012 initial-eligibility waiver directive to allow a more favorable review of initial-eligibility waiver cases involving academically high-achieving student-athletes who clearly demonstrate a likelihood of academic success during the initial year of full-time collegiate enrollment. The cabinet approved the revised initial-eligibility waiver directive and encouraged the use of the data-based analysis tool during the 2012-13 academic year. The initial-eligibility waiver directive was amended by the cabinet and is attached to this report.

t. **Two-Year College Transfer Waiver Directive.** The cabinet reviewed and approved a two-year college transfer waiver directive to guide the academic and membership affairs staff and the NCAA Division I Two-Year Transfer Waivers Subcommittee in the review of two-year college transfer waivers. Per the

directive, institutions seeking a two-year transfer waiver on behalf of a student-athlete for relief of Bylaws 14.5.4 (two-year transfers) and 14.5.6 (4-2-4 college transfers) must present evidence of a likelihood of academic success at the four-year collegiate institution, as well as compelling mitigating circumstances for the deficiency. In assessing a student-athlete's likelihood of academic success, the cabinet supported consideration of the student-athlete's two-year college grade-point average in transferable credit hours and his or her successful completion of transferable credit hours in English, math and natural and/or physical science. The directive is provided in Supplement No. 29 in the cabinet's meeting materials.

u. **Progress-Toward-Degree Waiver Directive.** The cabinet reviewed and approved the Progress-Toward-Degree Waiver Directive to guide the academic and membership affairs staff and the NCAA Division I Progress-Toward-Degree Waivers Subcommittee in its review of progress-toward-degree waivers. The cabinet noted that there have been no changes to the Progress-Toward-Degree Waiver Directive in the most recent academic year. The directive is provided in Supplement No. 26 in the cabinet's meeting materials.

v. **Academic Eligibility Waiver Policies and Procedures.** The cabinet approved the NCAA Division I Initial Eligibility Waivers Committee Policies and Procedures and NCAA Division Progress-Toward-Degree Waivers Committee Policies and Procedures. The cabinet supported and approved amendments to the decision language in the Initial-Eligibility Waivers Committee Policies and Procedures in an effort to mirror the decision language in the Initial-Eligibility Waivers Committee's Initial-Eligibility Waiver Directive. There were no changes to the Progress-Toward-Degree Policies and Procedures. The two policies are provided in Supplement Nos. 15 and 16 respectively in the cabinet's meeting materials.

w. **Progress-Toward-Degree Standards Review.** The cabinet continued its review of progress-toward-degree standards and examined research regarding college academic outcomes of student-athletes. The cabinet noted the importance of maintaining progress-toward-degree standards that increase the likelihood of graduation within a five-year period and discussed several options for increasing progress-toward-degree standards, including increasing the required cumulative grade-point average to 2.000 for each academic year of collegiate enrollment and/or requiring the successful completion of nine-semester hours or eight-quarters hours of academic credit during each term of full-time collegiate enrollment. The cabinet indicated that given all other recent academic changes, it did not support increased progress-toward degree standards at this time.

Additionally, the cabinet discussed the possibility of providing academically high-achieving student-athletes with relief from some of the legislative progress-toward degree requirements. Specifically, the cabinet will review if greater flexibility can be provided during the junior and senior year for student-athletes who have demonstrated academic success and are clearly on track to graduate, possibly within four years for example. The cabinet will further examine the possibility of reducing the certification burden for academically high-achieving student-athletes during its September meeting.

x. **Four-Year College Transfer Standards Review.** The cabinet engaged in a preliminary discussion regarding potential modifications to the current four-year college transfer requirements. The cabinet discussed the significance of the academic year in residence, the potential creation of research-based academic requirements for transfers, the need for sport-specific transfer requirements and the impact that the act of transferring has on individual and team academic success. The cabinet asked the staff to provide additional research related to four-year college transfers and will continue its discussion in September.

y. **Eligibility for Postseason Competition between Terms for Multiple-Round Events.** The cabinet continued its discussion regarding the application of academic eligibility bylaws relative to multiple-round postseason competition where the competition may begin during a regular academic term, but distinct rounds may occur between terms. The cabinet expressed concern that a student-athlete, under current legislation, may engage in NCAA championship or other postseason activity after failing to successfully complete progress-toward degree requirements during the preceding regular academic term. Additionally, the cabinet noted the ability for student-athletes under current legislation to continue to compete in regular season competition between terms based on the timing of official certification of ineligibility up to the first day of classes for the next term. The cabinet requested the staff provide specific legislative concepts that could result in earlier required certification of ineligibility between terms that could be applicable regardless of competition for review during its September meeting.

z. **NCAA Division I Institutional Performance Program**. The cabinet received an update and provided feedback on the development of the NCAA Division I Institutional Performance Program, which shall serve to assist member institutions in reviewing their athletics programs based on identified measures that align with the core values and principles of the NCAA, as well as the institution's mission. Discussion centered on the program's efforts to assess issues related to academics, fiscal matters, gender, diversity and the student-athlete experience. The cabinet

noted that membership feedback will continue to be solicited throughout the 2012-13 academic year.

aa. **NCAA Working Group on the Collegiate Model -- Rules.** The cabinet received an update on the NCAA Working Group on the Collegiate Model -- Rules and provided feedback on the principles developed for NCAA Division I Bylaw 14. The cabinet supported the creation of an operating bylaw focused exclusively on academic legislation and encouraged the movement of legislation that does not directly support academic success to other operating bylaws. To this end, the cabinet encouraged the merging of the bylaws that govern the NCAA Division I Academic Performance Program with those that regulate the academic performance of student-athletes.

In addition, the cabinet provided feedback on the potential elimination of legislation that is directly supported by institutional academic policy. The cabinet was in agreement that legislation that is inconsequential or directly accounted for by institutional academic policy should not be in included in the NCAA Division I Manual.

The cabinet engaged in preliminary discussions regarding the need to define academic fraud. Additionally, the cabinet acknowledged the need to identify the appropriate role of the NCAA in investigating and resolving allegations of a violation of academic integrity. The cabinet asked that the issue of academic fraud be addressed at a future meeting.

bb. **NCAA Enforcement Working Group.** The cabinet received an update on the NCAA Enforcement Working Group and provided feedback. The cabinet commended the working group's progress with creating a multilevel NCAA rules violation structure, an enhanced penalty structure for NCAA rules infractions and for making efforts to expedite cases. The cabinet supported the creation of penalty guidelines for Level I and II cases and noted that predictability, consistency and transparency should be mainstays of the enforcement process. Discussion centered on the need to define shared responsibility and engage in regular communication with Working Group on the Collegiate Model - Rules. The cabinet provided feedback on the concept of shared responsibility and noted that defining the roles and responsibilities of member institutions, conferences and the national office will be critical to future success.

cc. **Election of New Chair and Administrative Committee Update.** The cabinet elected Ken White, faculty athletics representative, Utah State University, Western Athletic Conference, as chair. In his capacity as chair, Ken also replaces Herman Holt, faculty athletics representative, University of North Carolina,

Ashville, Big South Conference, on the NCAA Division I Academic Cabinet Administrative Committee.

Committee Chair: Herman Holt, Jr., University of North Carolina, Asheville, Big South Conference
Staff Liaisons: Diane Dickman, Academic and Membership Affairs
Alex Smith, Academic and Membership Affairs
Jennifer Strawley, Academic and Membership Affairs

NCAA Division I Academic Cabinet June 11-12, 2012, Meeting	
ATTENDEES	**ABSENTEES**
Carray Banks, Norfolk State University, Mid-Eastern Athletic Conference	David Williams, Vanderbilt University, Southeastern Conference
John Bruno, The Ohio State University, Big Ten Conference	
Thomas Burman, University of Wyoming, Mountain West Conference	
Carolyn Callahan, University of Virginia, Atlantic Coast Conference	
Barbara Church, Metro Atlantic Athletic Conference	
David Dosser, East Carolina University, Conference USA	
Eric Hall, Elon University, Southern Conference	
Rhonda Hatcher, Texas Christian University, Big 12 Conference	
Donna Heinel, University of Southern California, Pacific-12 Conference	
Herman Holt, Jr., University of North Carolina, Asheville, Big South Conference	
Loretta Lamar, United States Naval Academy, Patriot League	
Deland Myers, North Dakota State University, Summit League	
Jackie Mynarski, Mid-American Conference	
Annette O'Connor, LaSalle University, Atlantic 10 Conference	

Cinnamon Sheffield, University of North Texas, Sun Belt Conference	
Sean Simmons, Robert Morris University, Northeast Conference	
Shannon Strahl, Gonzaga University, West Coast Conference	
Lloyd Taylor, The Citadel, Southern Conference	
Bradley Teague, University of Central Arkansas, Southland Conference	
Kaitlyn Vincek, Eastern Michigan University, Mid-American Conference, Student-Athlete Advisory Committee	
Ken White, Utah State University, Western Atlantic Conference	
Elaine Wise, University of Louisville, Big East Conference	
NCAA staff liaisons in attendance: Diane Dickman, Alex Smith and Jennifer Strawley	
Additional NCAA staff in attendance: Jackie Campbell, Andrew Cardamone, Stephanie Castera, Steve Clar, Shauna Cobb, Greg Dana, Gary deCastro, Doug Healey, Michelle Hosick, Juliette Kenny, Kevin Lennon, Andrew Louthain, Binh Nguyen, Tom Paskus, Todd Petr, Bill Regan, Lisa Roesler, Tiese Roxbury, Dave Schnase, John Shukie, Laura Wurtz and Kathryn Yurk.	

FOR IMMEDIATE RELEASE
Thursday, June 14, 2012

MEDIA CONTACT
Emily Potter
Assistant Director of Public
and Media Relations
317/917-6117

ACADEMIC EXCELLENCE IN DIVISION I HONORED BY NCAA

More than 950 NCAA Division I sports teams were honored by the NCAA for earning Public Recognition Awards, based on their most recent multi-year Academic Progress Rate. These awards are given each year to teams with APRs in the top 10 percent in each sport.

Full APRs for all teams, including access to postseason play and penalties for low-performing teams, will be released June 20.

The 954 teams publicly recognized this year for high achievement represent 560 women's teams and 394 men's or mixed squads.

Top performing APRs this year ranged from 978 to a perfect 1,000, with the majority of teams earning a perfect APR. The number of teams in some sports may exceed 10 percent depending on the number of perfect scores.

"These teams prove that it is possible to not just balance academic and athletic commitment, as most student-athletes do; it is possible to exceed standards and post outstanding academic scores," said NCAA President Mark Emmert. "The drive and determination shown in the classroom and on the field by these men and women represent what it means to be an NCAA student-athlete."

Five national champions from the 2010-11 season are included in this year's award list: University of Notre Dame women's soccer; University of California, Los Angeles women's golf; Brown University women's rowing; Arizona State University softball; and The Ohio State University men's volleyball.

A total of 261 schools, out of 347 Division I colleges and universities, placed at least one team on the top APR list. Additionally, 8 schools that offer athletics in more than one division, out of 49 overall within the NCAA, placed Division I teams on the list.

Dartmouth College had the most teams (23) recognized, followed by Brown University (20) and Harvard University (18).

In 2011, 909 teams were recognized.

In seven years of the NCAA's academic reform program, 2,946 different teams have received Public Recognition Awards, representing 46 percent of eligible teams during that time. Of that total, 209 teams have received Public Recognition Awards each of the seven years of the program.

Each year, the NCAA tracks the classroom performance of student-athletes on every Division I team through the annual scorecard of academic achievement, known as APR. The score measures eligibility and retention each semester or quarter and provides a clear picture of the academic culture in each sport. The most recent APRs are multi-year rates based on scores from the 2007-08, 2008-09, 2009-10 and 2010-11 academic years.

ORG_ID	SCHOOL NAME	SPORT_CODE	Multi_Year_APR_Rate	SPORT NAME
509	Northwestern University	FBS	995	FBS Football
66	Boise State University	FBS	989	FBS Football
193	Duke University	FBS	989	FBS Football
518	The Ohio State University	FBS	988	FBS Football
503	Northern Illinois University	FBS	987	FBS Football
574	Rice University	FBS	986	FBS Football
147	Clemson University	FBS	983	FBS Football
419	Middle Tennessee State University	FBS	983	FBS Football
587	Rutgers, State Univ of New Jersey, New Brunsw	FBS	982	FBS Football
721	U.S. Air Force Academy	FBS	980	FBS Football
415	University of Miami (Florida)	FBS	980	FBS Football
736	Vanderbilt University	FBS	978	FBS Football
173	Davidson College	FCS	995	FCS Football
80	Brown University	FCS	993	FCS Football
813	Yale University	FCS	993	FCS Football
540	University of Pennsylvania	FCS	992	FCS Football
175	University of Dayton	FCS	990	FCS Football
172	Dartmouth College	FCS	988	FCS Football
554	Princeton University	FCS	987	FCS Football
342	Lafayette College	FCS	986	FCS Football
275	Harvard University	FCS	985	FCS Football
158	Columbia University-Barnard College	FCS	984	FCS Football
236	Fordham University	FCS	983	FCS Football
27	Appalachian State University	FCS	982	FCS Football
167	Cornell University	FCS	982	FCS Football
251	Georgetown University	FCS	982	FCS Football
83	Bucknell University	MBA	1000	Baseball
285	College of the Holy Cross	MBA	1000	Baseball
172	Dartmouth College	MBA	1000	Baseball
331	Kent State University	MBA	1000	Baseball
674	Stanford University	MBA	1000	Baseball
415	University of Miami (Florida)	MBA	1000	Baseball
428	University of Minnesota, Twin Cities	MBA	1000	Baseball
703	University of Texas at Austin	MBA	1000	Baseball
813	Yale University	MBA	1000	Baseball
158	Columbia University-Barnard College	MBA	998	Baseball
540	University of Pennsylvania	MBA	998	Baseball
193	Duke University	MBA	997	Baseball
249	George Washington University	MBA	997	Baseball
736	Vanderbilt University	MBA	996	Baseball
80	Brown University	MBA	995	Baseball
167	Cornell University	MBA	995	Baseball
342	Lafayette College	MBA	995	Baseball
513	University of Notre Dame	MBA	995	Baseball
1,092	Gardner-Webb University	MBA	993	Baseball
251	Georgetown University	MBA	993	Baseball
275	Harvard University	MBA	993	Baseball
450	Mount St. Mary's University	MBA	993	Baseball
14,927	Belmont University	MBA	992	Baseball
173	Davidson College	MBA	992	Baseball
306	Indiana University, Bloomington	MBA	992	Baseball
236	Fordham University	MBA	991	Baseball
606	Saint Joseph's University	MBA	991	Baseball
404	University of Memphis	MBA	991	Baseball
749	Wake Forest University	MBA	991	Baseball
51	Baylor University	MBA	990	Baseball
690	Temple University	MBA	990	Baseball
301	University of Illinois, Champaign	MBA	990	Baseball
14,927	Belmont University	MBB	1000	Men's Basketball
87	Butler University	MBB	1000	Men's Basketball

ORG_ID	SCHOOL NAME	SPORT_CODE	Multi_Year_APR_Rate	SPORT NAME
198	East Tennessee State University	MBB	1000	Men's Basketball
352	Lehigh University	MBB	1000	Men's Basketball
554	Princeton University	MBB	1000	Men's Basketball
625	Samford University	MBB	1000	Men's Basketball
328	University of Kansas	MBB	1000	Men's Basketball
404	University of Memphis	MBB	1000	Men's Basketball
418	University of Michigan	MBB	1000	Men's Basketball
513	University of Notre Dame	MBB	1000	Men's Basketball
703	University of Texas at Austin	MBB	1000	Men's Basketball
158	Columbia University-Barnard College	MBB	996	Men's Basketball
167	Cornell University	MBB	996	Men's Basketball
80	Brown University	MBB	995	Men's Basketball
83	Bucknell University	MBB	995	Men's Basketball
285	College of the Holy Cross	MBB	995	Men's Basketball
193	Duke University	MBB	995	Men's Basketball
1,068	Elon University	MBB	995	Men's Basketball
559	Purdue University	MBB	995	Men's Basketball
575	University of Richmond	MBB	995	Men's Basketball
738	University of Vermont	MBB	995	Men's Basketball
342	Lafayette College	MBB	994	Men's Basketball
540	University of Pennsylvania	MBB	993	Men's Basketball
68	Boston University	MBB	990	Men's Basketball
173	Davidson College	MBB	990	Men's Basketball
175	University of Dayton	MBB	990	Men's Basketball
277	University of Hawaii, Manoa	MBB	990	Men's Basketball
433	University of Mississippi	MBB	990	Men's Basketball
545	University of Pittsburgh	MBB	990	Men's Basketball
551	University of Portland	MBB	990	Men's Basketball
674	Stanford University	MBB	989	Men's Basketball
726	U.S. Naval Academy	MBB	987	Men's Basketball
774	Western Michigan University	MBB	986	Men's Basketball
77	Brigham Young University	MBB	985	Men's Basketball
148	Cleveland State University	MBB	985	Men's Basketball
649	South Dakota State University	MBB	985	Men's Basketball
272	University of Hartford	MBB	985	Men's Basketball
810	Wright State University	MBB	985	Men's Basketball
27	Appalachian State University	MCC	1000	Men's Cross Country
68	Boston University	MCC	1000	Men's Cross Country
81	Bryant University	MCC	1000	Men's Cross Country
83	Bucknell University	MCC	1000	Men's Cross Country
87	Butler University	MCC	1000	Men's Cross Country
101	California State University, Northridge	MCC	1000	Men's Cross Country
102	California State University, Sacramento	MCC	1000	Men's Cross Country
153	Colgate University	MCC	1000	Men's Cross Country
172	Dartmouth College	MCC	1000	Men's Cross Country
207	Eastern Washington University	MCC	1000	Men's Cross Country
220	Fairfield University	MCC	1000	Men's Cross Country
234	Florida State University	MCC	1000	Men's Cross Country
236	Fordham University	MCC	1000	Men's Cross Country
249	George Washington University	MCC	1000	Men's Cross Country
251	Georgetown University	MCC	1000	Men's Cross Country
299	Illinois State University	MCC	1000	Men's Cross Country
305	Indiana State University	MCC	1000	Men's Cross Country
316	Jacksonville University	MCC	1000	Men's Cross Country
327	Kansas State University	MCC	1000	Men's Cross Country
342	Lafayette College	MCC	1000	Men's Cross Country
99	Long Beach State University	MCC	1000	Men's Cross Country
371	Loyola University Chicago	MCC	1000	Men's Cross Country
369	Loyola University Maryland	MCC	1000	Men's Cross Country
414	Miami University (Ohio)	MCC	1000	Men's Cross Country

ORG_ID	SCHOOL NAME	SPORT_CODE	Multi_Year_APR_Rate	SPORT NAME
440	Montana State University-Bozeman	MCC	1000	Men's Cross Country
482	Niagara University	MCC	1000	Men's Cross Country
490	North Carolina State University	MCC	1000	Men's Cross Country
500	Northeastern University	MCC	1000	Men's Cross Country
624	Sam Houston State University	MCC	1000	Men's Cross Country
1,356	Seattle University	MCC	1000	Men's Cross Country
639	Siena College	MCC	1000	Men's Cross Country
654	Southeast Missouri State University	MCC	1000	Men's Cross Country
660	Southern Illinois University Edwardsville	MCC	1000	Men's Cross Country
599	St. Francis College (New York)	MCC	1000	Men's Cross Country
674	Stanford University	MCC	1000	Men's Cross Country
683	Stony Brook University	MCC	1000	Men's Cross Country
698	Texas Christian University	MCC	1000	Men's Cross Country
699	Texas Southern University	MCC	1000	Men's Cross Country
718	Tulane University	MCC	1000	Men's Cross Country
725	U.S. Military Academy	MCC	1000	Men's Cross Country
164	University of Connecticut	MCC	1000	Men's Cross Country
272	University of Hartford	MCC	1000	Men's Cross Country
301	University of Illinois, Champaign	MCC	1000	Men's Cross Country
380	University of Maine, Orono	MCC	1000	Men's Cross Country
392	University of Maryland, College Park	MCC	1000	Men's Cross Country
473	University of New Mexico	MCC	1000	Men's Cross Country
459	University of North Carolina at Greensboro	MCC	1000	Men's Cross Country
458	University of North Carolina, Charlotte	MCC	1000	Men's Cross Country
497	University of North Texas	MCC	1000	Men's Cross Country
513	University of Notre Dame	MCC	1000	Men's Cross Country
572	University of Rhode Island	MCC	1000	Men's Cross Country
738	University of Vermont	MCC	1000	Men's Cross Country
736	Vanderbilt University	MCC	1000	Men's Cross Country
742	Virginia Polytechnic Institute & State University	MCC	1000	Men's Cross Country
749	Wake Forest University	MCC	1000	Men's Cross Country
758	Weber State University	MCC	1000	Men's Cross Country
2,915	Wofford College	MCC	1000	Men's Cross Country
813	Yale University	MCC	1000	Men's Cross Country
193	Duke University	MFE	1000	Men's Fencing
184	University of Detroit Mercy	MFE	1000	Men's Fencing
813	Yale University	MFE	1000	Men's Fencing
30	Arkansas State University	MGO	1000	Men's Golf
67	Boston College	MGO	1000	Men's Golf
80	Brown University	MGO	1000	Men's Golf
81	Bryant University	MGO	1000	Men's Golf
87	Butler University	MGO	1000	Men's Golf
97	California State University, Fullerton	MGO	1000	Men's Golf
116	Canisius College	MGO	1000	Men's Golf
147	Clemson University	MGO	1000	Men's Golf
153	Colgate University	MGO	1000	Men's Golf
285	College of the Holy Cross	MGO	1000	Men's Golf
167	Cornell University	MGO	1000	Men's Golf
172	Dartmouth College	MGO	1000	Men's Golf
173	Davidson College	MGO	1000	Men's Golf
176	DePaul University	MGO	1000	Men's Golf
193	Duke University	MGO	1000	Men's Golf
201	Eastern Illinois University	MGO	1000	Men's Golf
220	Fairfield University	MGO	1000	Men's Golf
222	Fairleigh Dickinson University, Metropolitan	MGO	1000	Men's Golf
229	Florida Atlantic University	MGO	1000	Men's Golf
251	Georgetown University	MGO	1000	Men's Golf
255	Georgia Institute of Technology	MGO	1000	Men's Golf
275	Harvard University	MGO	1000	Men's Golf
308	Indiana University-Purdue University, Fort Wayne	MGO	1000	Men's Golf

ORG_ID	SCHOOL NAME	SPORT_CODE	Multi_Year_APR_Rate	SPORT NAME
306	Indiana University, Bloomington	MGO	1000	Men's Golf
310	Iona College	MGO	1000	Men's Golf
342	Lafayette College	MGO	1000	Men's Golf
366	Louisiana Tech University	MGO	1000	Men's Golf
370	Loyola Marymount University	MGO	1000	Men's Golf
371	Loyola University Chicago	MGO	1000	Men's Golf
419	Middle Tennessee State University	MGO	1000	Men's Golf
454	Murray State University	MGO	1000	Men's Golf
509	Northwestern University	MGO	1000	Men's Golf
521	Oklahoma State University	MGO	1000	Men's Golf
574	Rice University	MGO	1000	Men's Golf
600	Saint Francis University (Pennsylvania)	MGO	1000	Men's Golf
606	Saint Joseph's University	MGO	1000	Men's Golf
625	Samford University	MGO	1000	Men's Golf
635	Seton Hall University	MGO	1000	Men's Golf
674	Stanford University	MGO	1000	Men's Golf
29	University of Arizona	MGO	1000	Men's Golf
164	University of Connecticut	MGO	1000	Men's Golf
175	University of Dayton	MGO	1000	Men's Golf
183	University of Denver	MGO	1000	Men's Golf
184	University of Detroit Mercy	MGO	1000	Men's Golf
257	University of Georgia	MGO	1000	Men's Golf
334	University of Kentucky	MGO	1000	Men's Golf
393	University of Maryland, Eastern Shore	MGO	1000	Men's Golf
466	University of Nevada	MGO	1000	Men's Golf
504	University of Northern Iowa	MGO	1000	Men's Golf
513	University of Notre Dame	MGO	1000	Men's Golf
650	University of South Dakota	MGO	1000	Men's Golf
664	University of Southern Mississippi	MGO	1000	Men's Golf
693	University of Tennessee at Chattanooga	MGO	1000	Men's Golf
746	University of Virginia	MGO	1000	Men's Golf
736	Vanderbilt University	MGO	1000	Men's Golf
742	Virginia Polytechnic Institute & State University	MGO	1000	Men's Golf
754	Washington State University	MGO	1000	Men's Golf
782	Wichita State University	MGO	1000	Men's Golf
813	Yale University	MGO	1000	Men's Golf
690	Temple University	MGY	1000	Men's Gymnastics
726	U.S. Naval Academy	MGY	1000	Men's Gymnastics
68	Boston University	MIH	1000	Men's Ice Hockey
80	Brown University	MIH	1000	Men's Ice Hockey
172	Dartmouth College	MIH	1000	Men's Ice Hockey
554	Princeton University	MIH	1000	Men's Ice Hockey
607	St. Lawrence University	MIH	1000	Men's Ice Hockey
469	University of New Hampshire	MIH	1000	Men's Ice Hockey
513	University of Notre Dame	MIH	1000	Men's Ice Hockey
83	Bucknell University	MLA	1000	Men's Lacrosse
153	Colgate University	MLA	1000	Men's Lacrosse
172	Dartmouth College	MLA	1000	Men's Lacrosse
513	University of Notre Dame	MLA	1000	Men's Lacrosse
739	Villanova University	MLA	1000	Men's Lacrosse
813	Yale University	MLA	998	Men's Lacrosse
67	Boston College	MSK	1000	Men's Skiing
275	Harvard University	MSK	1000	Men's Skiing
153	Colgate University	MSO	1000	Men's Soccer
285	College of the Holy Cross	MSO	1000	Men's Soccer
169	Creighton University	MSO	1000	Men's Soccer
172	Dartmouth College	MSO	1000	Men's Soccer
355	Liberty University	MSO	1000	Men's Soccer
509	Northwestern University	MSO	1000	Men's Soccer
617	St. Peter's College	MSO	1000	Men's Soccer

ORG_ID	SCHOOL NAME	SPORT_CODE	Multi_Year_APR_Rate	SPORT NAME
540	University of Pennsylvania	MSO	1000	Men's Soccer
14,927	Belmont University	MSO	997	Men's Soccer
80	Brown University	MSO	997	Men's Soccer
87	Butler University	MSO	997	Men's Soccer
167	Cornell University	MSO	997	Men's Soccer
176	DePaul University	MSO	997	Men's Soccer
1,068	Elon University	MSO	997	Men's Soccer
183	University of Denver	MSO	997	Men's Soccer
260	Gonzaga University	MSO	996	Men's Soccer
500	Northeastern University	MSO	996	Men's Soccer
739	Villanova University	MSO	996	Men's Soccer
193	Duke University	MSO	995	Men's Soccer
575	University of Richmond	MSO	995	Men's Soccer
813	Yale University	MSO	995	Men's Soccer
23	American University	MSW	1000	Men's Swimming
67	Boston College	MSW	1000	Men's Swimming
285	College of the Holy Cross	MSW	1000	Men's Swimming
193	Duke University	MSW	1000	Men's Swimming
236	Fordham University	MSW	1000	Men's Swimming
251	Georgetown University	MSW	1000	Men's Swimming
369	Loyola University Maryland	MSW	1000	Men's Swimming
556	Providence College	MSW	1000	Men's Swimming
415	University of Miami (Florida)	MSW	1000	Men's Swimming
80	Brown University	MSW	997	Men's Swimming
726	U.S. Naval Academy	MSW	997	Men's Swimming
457	University of North Carolina, Chapel Hill	MSW	997	Men's Swimming
513	University of Notre Dame	MSW	997	Men's Swimming
275	Harvard University	MSW	996	Men's Swimming
6	Alabama A&M University	MTE	1000	Men's Tennis
68	Boston University	MTE	1000	Men's Tennis
81	Bryant University	MTE	1000	Men's Tennis
83	Bucknell University	MTE	1000	Men's Tennis
285	College of the Holy Cross	MTE	1000	Men's Tennis
158	Columbia University-Barnard College	MTE	1000	Men's Tennis
172	Dartmouth College	MTE	1000	Men's Tennis
173	Davidson College	MTE	1000	Men's Tennis
202	Eastern Kentucky University	MTE	1000	Men's Tennis
249	George Washington University	MTE	1000	Men's Tennis
251	Georgetown University	MTE	1000	Men's Tennis
255	Georgia Institute of Technology	MTE	1000	Men's Tennis
299	Illinois State University	MTE	1000	Men's Tennis
2,699	Indiana University-Purdue University at Indianap	MTE	1000	Men's Tennis
342	Lafayette College	MTE	1000	Men's Tennis
369	Loyola University Maryland	MTE	1000	Men's Tennis
416	Michigan State University	MTE	1000	Men's Tennis
446	Morgan State University	MTE	1000	Men's Tennis
450	Mount St. Mary's University	MTE	1000	Men's Tennis
454	Murray State University	MTE	1000	Men's Tennis
509	Northwestern University	MTE	1000	Men's Tennis
554	Princeton University	MTE	1000	Men's Tennis
639	Siena College	MTE	1000	Men's Tennis
603	St. John's University (New York)	MTE	1000	Men's Tennis
674	Stanford University	MTE	1000	Men's Tennis
698	Texas Christian University	MTE	1000	Men's Tennis
518	The Ohio State University	MTE	1000	Men's Tennis
718	Tulane University	MTE	1000	Men's Tennis
31	University of Arkansas, Fayetteville	MTE	1000	Men's Tennis
107	University of California, Berkeley	MTE	1000	Men's Tennis
180	University of Delaware	MTE	1000	Men's Tennis
272	University of Hartford	MTE	1000	Men's Tennis

ORG_ID	SCHOOL NAME	SPORT_CODE	Multi_Year_APR_Rate	SPORT NAME
418	University of Michigan	MTE	1000	Men's Tennis
458	University of North Carolina, Charlotte	MTE	1000	Men's Tennis
513	University of Notre Dame	MTE	1000	Men's Tennis
703	University of Texas at Austin	MTE	1000	Men's Tennis
732	University of Utah	MTE	1000	Men's Tennis
756	University of Washington	MTE	1000	Men's Tennis
731	Utah State University	MTE	1000	Men's Tennis
736	Vanderbilt University	MTE	1000	Men's Tennis
739	Villanova University	MTE	1000	Men's Tennis
742	Virginia Polytechnic Institute & State University	MTE	1000	Men's Tennis
812	Xavier University	MTE	1000	Men's Tennis
813	Yale University	MTE	1000	Men's Tennis
81	Bryant University	MTI	1000	Men's Track, Indoor
83	Bucknell University	MTI	1000	Men's Track, Indoor
87	Butler University	MTI	1000	Men's Track, Indoor
153	Colgate University	MTI	1000	Men's Track, Indoor
193	Duke University	MTI	1000	Men's Track, Indoor
236	Fordham University	MTI	1000	Men's Track, Indoor
251	Georgetown University	MTI	1000	Men's Track, Indoor
371	Loyola University Chicago	MTI	1000	Men's Track, Indoor
590	Sacred Heart University	MTI	1000	Men's Track, Indoor
609	Saint Louis University	MTI	1000	Men's Track, Indoor
683	Stony Brook University	MTI	1000	Men's Track, Indoor
272	University of Hartford	MTI	1000	Men's Track, Indoor
459	University of North Carolina at Greensboro	MTI	1000	Men's Track, Indoor
513	University of Notre Dame	MTI	1000	Men's Track, Indoor
575	University of Richmond	MTI	1000	Men's Track, Indoor
657	University of Southern California	MTI	1000	Men's Track, Indoor
2,915	Wofford College	MTI	1000	Men's Track, Indoor
172	Dartmouth College	MTI	999	Men's Track, Indoor
158	Columbia University-Barnard College	MTI	998	Men's Track, Indoor
688	Syracuse University	MTI	997	Men's Track, Indoor
749	Wake Forest University	MTI	997	Men's Track, Indoor
68	Boston University	MTI	996	Men's Track, Indoor
275	Harvard University	MTI	996	Men's Track, Indoor
813	Yale University	MTI	996	Men's Track, Indoor
23	American University	MTI	995	Men's Track, Indoor
660	Southern Illinois University Edwardsville	MTI	995	Men's Track, Indoor
367	University of Louisville	MTI	995	Men's Track, Indoor
540	University of Pennsylvania	MTI	995	Men's Track, Indoor
81	Bryant University	MTO	1000	Men's Track, Outdoor
83	Bucknell University	MTO	1000	Men's Track, Outdoor
87	Butler University	MTO	1000	Men's Track, Outdoor
153	Colgate University	MTO	1000	Men's Track, Outdoor
193	Duke University	MTO	1000	Men's Track, Outdoor
236	Fordham University	MTO	1000	Men's Track, Outdoor
251	Georgetown University	MTO	1000	Men's Track, Outdoor
371	Loyola University Chicago	MTO	1000	Men's Track, Outdoor
590	Sacred Heart University	MTO	1000	Men's Track, Outdoor
609	Saint Louis University	MTO	1000	Men's Track, Outdoor
683	Stony Brook University	MTO	1000	Men's Track, Outdoor
718	Tulane University	MTO	1000	Men's Track, Outdoor
272	University of Hartford	MTO	1000	Men's Track, Outdoor
459	University of North Carolina at Greensboro	MTO	1000	Men's Track, Outdoor
513	University of Notre Dame	MTO	1000	Men's Track, Outdoor
575	University of Richmond	MTO	1000	Men's Track, Outdoor
2,915	Wofford College	MTO	1000	Men's Track, Outdoor
172	Dartmouth College	MTO	999	Men's Track, Outdoor
67	Boston College	MTO	998	Men's Track, Outdoor
158	Columbia University-Barnard College	MTO	998	Men's Track, Outdoor

ORG_ID	SCHOOL NAME	SPORT_CODE	Multi_Year_APR_Rate	SPORT NAME
688	Syracuse University	MTO	997	Men's Track, Outdoor
469	University of New Hampshire	MTO	997	Men's Track, Outdoor
749	Wake Forest University	MTO	997	Men's Track, Outdoor
68	Boston University	MTO	996	Men's Track, Outdoor
80	Brown University	MTO	996	Men's Track, Outdoor
275	Harvard University	MTO	996	Men's Track, Outdoor
813	Yale University	MTO	996	Men's Track, Outdoor
23	American University	MTO	995	Men's Track, Outdoor
194	Duquesne University	MTO	995	Men's Track, Outdoor
340	La Salle University	MTO	995	Men's Track, Outdoor
660	Southern Illinois University Edwardsville	MTO	995	Men's Track, Outdoor
540	University of Pennsylvania	MTO	995	Men's Track, Outdoor
275	Harvard University	MVB	1000	Men's Volleyball
99	Long Beach State University	MVB	1000	Men's Volleyball
541	Pepperdine University	MVB	1000	Men's Volleyball
590	Sacred Heart University	MVB	1000	Men's Volleyball
674	Stanford University	MVB	1000	Men's Volleyball
518	The Ohio State University	MVB	1000	Men's Volleyball
83	Bucknell University	MWP	1000	Men's Water Polo
599	St. Francis College (New York)	MWP	1000	Men's Water Polo
674	Stanford University	MWP	1000	Men's Water Polo
193	Duke University	MWR	1000	Men's Wrestling
554	Princeton University	MWR	992	Men's Wrestling
416	Michigan State University	MWR	991	Men's Wrestling
68	Boston University	MWR	990	Men's Wrestling
509	Northwestern University	MWR	990	Men's Wrestling
674	Stanford University	MWR	987	Men's Wrestling
725	U.S. Military Academy	MWR	985	Men's Wrestling
540	University of Pennsylvania	MWR	985	Men's Wrestling
14,927	Belmont University	WBB	1000	Women's Basketball
83	Bucknell University	WBB	1000	Women's Basketball
172	Dartmouth College	WBB	1000	Women's Basketball
176	DePaul University	WBB	1000	Women's Basketball
189	Drake University	WBB	1000	Women's Basketball
310	Iona College	WBB	1000	Women's Basketball
342	Lafayette College	WBB	1000	Women's Basketball
371	Loyola University Chicago	WBB	1000	Women's Basketball
416	Michigan State University	WBB	1000	Women's Basketball
514	Oakland University	WBB	1000	Women's Basketball
554	Princeton University	WBB	1000	Women's Basketball
574	Rice University	WBB	1000	Women's Basketball
649	South Dakota State University	WBB	1000	Women's Basketball
175	University of Dayton	WBB	1000	Women's Basketball
418	University of Michigan	WBB	1000	Women's Basketball
522	University of Oklahoma	WBB	1000	Women's Basketball
694	University of Tennessee, Knoxville	WBB	1000	Women's Basketball
794	University of Wisconsin-Green Bay	WBB	1000	Women's Basketball
735	Valparaiso University	WBB	1000	Women's Basketball
749	Wake Forest University	WBB	1000	Women's Basketball
275	Harvard University	WBB	996	Women's Basketball
562	Quinnipiac University	WBB	996	Women's Basketball
674	Stanford University	WBB	996	Women's Basketball
813	Yale University	WBB	996	Women's Basketball
23	American University	WBB	995	Women's Basketball
285	College of the Holy Cross	WBB	995	Women's Basketball
158	Columbia University-Barnard College	WBB	995	Women's Basketball
167	Cornell University	WBB	995	Women's Basketball
173	Davidson College	WBB	995	Women's Basketball
191	Drexel University	WBB	995	Women's Basketball
194	Duquesne University	WBB	995	Women's Basketball

ORG_ID	SCHOOL NAME	SPORT_CODE	Multi_Year_APR_Rate	SPORT NAME
327	Kansas State University	WBB	995	Women's Basketball
369	Loyola University Maryland	WBB	995	Women's Basketball
386	Marist College	WBB	995	Women's Basketball
590	Sacred Heart University	WBB	995	Women's Basketball
219	University of Evansville	WBB	995	Women's Basketball
428	University of Minnesota, Twin Cities	WBB	995	Women's Basketball
433	University of Mississippi	WBB	995	Women's Basketball
502	University of Northern Colorado	WBB	995	Women's Basketball
540	University of Pennsylvania	WBB	995	Women's Basketball
2,915	Wofford College	WBB	995	Women's Basketball
736	Vanderbilt University	WBW	1000	Women's Bowling
222	Fairleigh Dickinson University, Metropolitan	WBW	991	Women's Bowling
617	St. Peter's College	WBW	991	Women's Bowling
23	American University	WCC	1000	Women's Cross Country
47	Ball State University	WCC	1000	Women's Cross Country
72	Bradley University	WCC	1000	Women's Cross Country
87	Butler University	WCC	1000	Women's Cross Country
101	California State University, Northridge	WCC	1000	Women's Cross Country
102	California State University, Sacramento	WCC	1000	Women's Cross Country
148	Cleveland State University	WCC	1000	Women's Cross Country
153	Colgate University	WCC	1000	Women's Cross Country
285	College of the Holy Cross	WCC	1000	Women's Cross Country
173	Davidson College	WCC	1000	Women's Cross Country
176	DePaul University	WCC	1000	Women's Cross Country
198	East Tennessee State University	WCC	1000	Women's Cross Country
1,068	Elon University	WCC	1000	Women's Cross Country
220	Fairfield University	WCC	1000	Women's Cross Country
229	Florida Atlantic University	WCC	1000	Women's Cross Country
236	Fordham University	WCC	1000	Women's Cross Country
244	Furman University	WCC	1000	Women's Cross Country
1,092	Gardner-Webb University	WCC	1000	Women's Cross Country
249	George Washington University	WCC	1000	Women's Cross Country
255	Georgia Institute of Technology	WCC	1000	Women's Cross Country
260	Gonzaga University	WCC	1000	Women's Cross Country
275	Harvard University	WCC	1000	Women's Cross Country
314	Jackson State University	WCC	1000	Women's Cross Country
331	Kent State University	WCC	1000	Women's Cross Country
342	Lafayette College	WCC	1000	Women's Cross Country
352	Lehigh University	WCC	1000	Women's Cross Country
363	Longwood University	WCC	1000	Women's Cross Country
365	Louisiana State University	WCC	1000	Women's Cross Country
386	Marist College	WCC	1000	Women's Cross Country
450	Mount St. Mary's University	WCC	1000	Women's Cross Country
482	Niagara University	WCC	1000	Women's Cross Country
509	Northwestern University	WCC	1000	Women's Cross Country
527	Oral Roberts University	WCC	1000	Women's Cross Country
539	Pennsylvania State University	WCC	1000	Women's Cross Country
554	Princeton University	WCC	1000	Women's Cross Country
556	Providence College	WCC	1000	Women's Cross Country
562	Quinnipiac University	WCC	1000	Women's Cross Country
574	Rice University	WCC	1000	Women's Cross Country
576	Rider University	WCC	1000	Women's Cross Country
590	Sacred Heart University	WCC	1000	Women's Cross Country
600	Saint Francis University (Pennsylvania)	WCC	1000	Women's Cross Country
606	Saint Joseph's University	WCC	1000	Women's Cross Country
625	Samford University	WCC	1000	Women's Cross Country
626	San Diego State University	WCC	1000	Women's Cross Country
639	Siena College	WCC	1000	Women's Cross Country
674	Stanford University	WCC	1000	Women's Cross Country
688	Syracuse University	WCC	1000	Women's Cross Country

ORG_ID	SCHOOL NAME	SPORT_CODE	Multi_Year_APR_Rate	SPORT NAME
711	Towson University	WCC	1000	Women's Cross Country
721	U.S. Air Force Academy	WCC	1000	Women's Cross Country
109	University of California, Irvine	WCC	1000	Women's Cross Country
140	University of Cincinnati	WCC	1000	Women's Cross Country
175	University of Dayton	WCC	1000	Women's Cross Country
219	University of Evansville	WCC	1000	Women's Cross Country
277	University of Hawaii, Manoa	WCC	1000	Women's Cross Country
328	University of Kansas	WCC	1000	Women's Cross Country
380	University of Maine, Orono	WCC	1000	Women's Cross Country
391	University of Maryland, Baltimore County	WCC	1000	Women's Cross Country
415	University of Miami (Florida)	WCC	1000	Women's Cross Country
463	University of Nebraska, Lincoln	WCC	1000	Women's Cross Country
456	University of North Carolina, Asheville	WCC	1000	Women's Cross Country
457	University of North Carolina, Chapel Hill	WCC	1000	Women's Cross Country
504	University of Northern Iowa	WCC	1000	Women's Cross Country
513	University of Notre Dame	WCC	1000	Women's Cross Country
522	University of Oklahoma	WCC	1000	Women's Cross Country
551	University of Portland	WCC	1000	Women's Cross Country
534	University of the Pacific	WCC	1000	Women's Cross Country
794	University of Wisconsin-Green Bay	WCC	1000	Women's Cross Country
731	Utah State University	WCC	1000	Women's Cross Country
735	Valparaiso University	WCC	1000	Women's Cross Country
736	Vanderbilt University	WCC	1000	Women's Cross Country
2,915	Wofford College	WCC	1000	Women's Cross Country
80	Brown University	WCR	1000	Women's Rowing
83	Bucknell University	WCR	1000	Women's Rowing
153	Colgate University	WCR	1000	Women's Rowing
172	Dartmouth College	WCR	1000	Women's Rowing
352	Lehigh University	WCR	1000	Women's Rowing
369	Loyola University Maryland	WCR	1000	Women's Rowing
398	Massachusetts Institute of Technology	WCR	1000	Women's Rowing
500	Northeastern University	WCR	1000	Women's Rowing
590	Sacred Heart University	WCR	1000	Women's Rowing
606	Saint Joseph's University	WCR	1000	Women's Rowing
631	Santa Clara University	WCR	1000	Women's Rowing
175	University of Dayton	WCR	1000	Women's Rowing
813	Yale University	WCR	1000	Women's Rowing
80	Brown University	WFE	1000	Women's Fencing
148	Cleveland State University	WFE	1000	Women's Fencing
167	Cornell University	WFE	1000	Women's Fencing
193	Duke University	WFE	1000	Women's Fencing
457	University of North Carolina, Chapel Hill	WFE	1000	Women's Fencing
540	University of Pennsylvania	WFE	1000	Women's Fencing
27	Appalachian State University	WFH	1000	Women's Field Hockey
81	Bryant University	WFH	1000	Women's Field Hockey
83	Bucknell University	WFH	1000	Women's Field Hockey
285	College of the Holy Cross	WFH	1000	Women's Field Hockey
786	College of William and Mary	WFH	1000	Women's Field Hockey
158	Columbia University-Barnard College	WFH	1000	Women's Field Hockey
167	Cornell University	WFH	1000	Women's Field Hockey
172	Dartmouth College	WFH	1000	Women's Field Hockey
251	Georgetown University	WFH	1000	Women's Field Hockey
275	Harvard University	WFH	1000	Women's Field Hockey
340	La Salle University	WFH	1000	Women's Field Hockey
352	Lehigh University	WFH	1000	Women's Field Hockey
500	Northeastern University	WFH	1000	Women's Field Hockey
539	Pennsylvania State University	WFH	1000	Women's Field Hockey
690	Temple University	WFH	1000	Women's Field Hockey
540	University of Pennsylvania	WFH	1000	Women's Field Hockey
575	University of Richmond	WFH	1000	Women's Field Hockey

ORG_ID	SCHOOL NAME	SPORT_CODE	Multi_Year_APR_Rate	SPORT NAME
14,927	Belmont University	WGO	1000	Women's Golf
61	Bethune-Cookman University	WGO	1000	Women's Golf
68	Boston University	WGO	1000	Women's Golf
72	Bradley University	WGO	1000	Women's Golf
80	Brown University	WGO	1000	Women's Golf
83	Bucknell University	WGO	1000	Women's Golf
87	Butler University	WGO	1000	Women's Golf
285	College of the Holy Cross	WGO	1000	Women's Golf
786	College of William and Mary	WGO	1000	Women's Golf
156	Colorado State University	WGO	1000	Women's Golf
169	Creighton University	WGO	1000	Women's Golf
172	Dartmouth College	WGO	1000	Women's Golf
201	Eastern Illinois University	WGO	1000	Women's Golf
207	Eastern Washington University	WGO	1000	Women's Golf
1,068	Elon University	WGO	1000	Women's Golf
234	Florida State University	WGO	1000	Women's Golf
1,092	Gardner-Webb University	WGO	1000	Women's Golf
251	Georgetown University	WGO	1000	Women's Golf
260	Gonzaga University	WGO	1000	Women's Golf
275	Harvard University	WGO	1000	Women's Golf
19,651	High Point University	WGO	1000	Women's Golf
314	Jackson State University	WGO	1000	Women's Golf
327	Kansas State University	WGO	1000	Women's Golf
352	Lehigh University	WGO	1000	Women's Golf
363	Longwood University	WGO	1000	Women's Golf
454	Murray State University	WGO	1000	Women's Golf
472	New Mexico State University	WGO	1000	Women's Golf
482	Niagara University	WGO	1000	Women's Golf
490	North Carolina State University	WGO	1000	Women's Golf
493	North Dakota State University	WGO	1000	Women's Golf
509	Northwestern University	WGO	1000	Women's Golf
514	Oakland University	WGO	1000	Women's Golf
523	Old Dominion University	WGO	1000	Women's Golf
539	Pennsylvania State University	WGO	1000	Women's Golf
554	Princeton University	WGO	1000	Women's Golf
579	Robert Morris University	WGO	1000	Women's Golf
630	San Jose State University	WGO	1000	Women's Golf
639	Siena College	WGO	1000	Women's Golf
647	South Carolina State University	WGO	1000	Women's Golf
649	South Dakota State University	WGO	1000	Women's Golf
599	St. Francis College (New York)	WGO	1000	Women's Golf
603	St. John's University (New York)	WGO	1000	Women's Golf
692	Tennessee Technological University	WGO	1000	Women's Golf
26,172	Texas A&M University-Corpus Christi	WGO	1000	Women's Golf
14	University at Albany	WGO	1000	Women's Golf
8	University of Alabama	WGO	1000	Women's Golf
32	University of Arkansas, Little Rock	WGO	1000	Women's Golf
110	University of California, Los Angeles	WGO	1000	Women's Golf
157	University of Colorado, Boulder	WGO	1000	Women's Golf
175	University of Dayton	WGO	1000	Women's Golf
184	University of Detroit Mercy	WGO	1000	Women's Golf
219	University of Evansville	WGO	1000	Women's Golf
301	University of Illinois, Champaign	WGO	1000	Women's Golf
367	University of Louisville	WGO	1000	Women's Golf
404	University of Memphis	WGO	1000	Women's Golf
415	University of Miami (Florida)	WGO	1000	Women's Golf
433	University of Mississippi	WGO	1000	Women's Golf
434	University of Missouri, Columbia	WGO	1000	Women's Golf
457	University of North Carolina, Chapel Hill	WGO	1000	Women's Golf
460	University of North Carolina, Wilmington	WGO	1000	Women's Golf

ORG_ID	SCHOOL NAME	SPORT_CODE	Multi_Year_APR_Rate	SPORT NAME
494	University of North Dakota	WGO	1000	Women's Golf
513	University of Notre Dame	WGO	1000	Women's Golf
529	University of Oregon	WGO	1000	Women's Golf
540	University of Pennsylvania	WGO	1000	Women's Golf
575	University of Richmond	WGO	1000	Women's Golf
651	University of South Florida	WGO	1000	Women's Golf
657	University of Southern California	WGO	1000	Women's Golf
694	University of Tennessee, Knoxville	WGO	1000	Women's Golf
746	University of Virginia	WGO	1000	Women's Golf
796	University of Wisconsin, Madison	WGO	1000	Women's Golf
735	Valparaiso University	WGO	1000	Women's Golf
736	Vanderbilt University	WGO	1000	Women's Golf
749	Wake Forest University	WGO	1000	Women's Golf
812	Xavier University	WGO	1000	Women's Golf
813	Yale University	WGO	1000	Women's Golf
80	Brown University	WGY	1000	Women's Gymnastics
167	Cornell University	WGY	1000	Women's Gymnastics
490	North Carolina State University	WGY	1000	Women's Gymnastics
587	Rutgers, State Univ of New Jersey, New Brunsw	WGY	1000	Women's Gymnastics
654	Southeast Missouri State University	WGY	1000	Women's Gymnastics
29	University of Arizona	WGY	1000	Women's Gymnastics
31	University of Arkansas, Fayetteville	WGY	1000	Women's Gymnastics
108	University of California, Davis	WGY	1000	Women's Gymnastics
257	University of Georgia	WGY	1000	Women's Gymnastics
301	University of Illinois, Champaign	WGY	1000	Women's Gymnastics
428	University of Minnesota, Twin Cities	WGY	1000	Women's Gymnastics
434	University of Missouri, Columbia	WGY	1000	Women's Gymnastics
469	University of New Hampshire	WGY	1000	Women's Gymnastics
457	University of North Carolina, Chapel Hill	WGY	1000	Women's Gymnastics
756	University of Washington	WGY	1000	Women's Gymnastics
813	Yale University	WGY	1000	Women's Gymnastics
67	Boston College	WIH	1000	Women's Ice Hockey
80	Brown University	WIH	1000	Women's Ice Hockey
153	Colgate University	WIH	1000	Women's Ice Hockey
500	Northeastern University	WIH	1000	Women's Ice Hockey
590	Sacred Heart University	WIH	1000	Women's Ice Hockey
67	Boston College	WLA	1000	Women's Lacrosse
80	Brown University	WLA	1000	Women's Lacrosse
83	Bucknell University	WLA	1000	Women's Lacrosse
285	College of the Holy Cross	WLA	1000	Women's Lacrosse
172	Dartmouth College	WLA	1000	Women's Lacrosse
173	Davidson College	WLA	1000	Women's Lacrosse
193	Duke University	WLA	1000	Women's Lacrosse
251	Georgetown University	WLA	1000	Women's Lacrosse
342	Lafayette College	WLA	1000	Women's Lacrosse
352	Lehigh University	WLA	1000	Women's Lacrosse
355	Liberty University	WLA	1000	Women's Lacrosse
554	Princeton University	WLA	1000	Women's Lacrosse
606	Saint Joseph's University	WLA	1000	Women's Lacrosse
540	University of Pennsylvania	WLA	1000	Women's Lacrosse
575	University of Richmond	WLA	1000	Women's Lacrosse
51	Baylor University	WSB	1000	Women's Softball
67	Boston College	WSB	1000	Women's Softball
68	Boston University	WSB	1000	Women's Softball
80	Brown University	WSB	1000	Women's Softball
81	Bryant University	WSB	1000	Women's Softball
285	College of the Holy Cross	WSB	1000	Women's Softball
158	Columbia University-Barnard College	WSB	1000	Women's Softball
167	Cornell University	WSB	1000	Women's Softball
172	Dartmouth College	WSB	1000	Women's Softball

ORG_ID	SCHOOL NAME	SPORT_CODE	Multi_Year_APR_Rate	SPORT NAME
251	Georgetown University	WSB	1000	Women's Softball
352	Lehigh University	WSB	1000	Women's Softball
414	Miami University (Ohio)	WSB	1000	Women's Softball
472	New Mexico State University	WSB	1000	Women's Softball
482	Niagara University	WSB	1000	Women's Softball
509	Northwestern University	WSB	1000	Women's Softball
554	Princeton University	WSB	1000	Women's Softball
660	Southern Illinois University Edwardsville	WSB	1000	Women's Softball
670	Texas State University-San Marcos	WSB	1000	Women's Softball
5	University of Akron	WSB	1000	Women's Softball
235	University of Florida	WSB	1000	Women's Softball
400	University of Massachusetts, Amherst	WSB	1000	Women's Softball
433	University of Mississippi	WSB	1000	Women's Softball
513	University of Notre Dame	WSB	1000	Women's Softball
540	University of Pennsylvania	WSB	1000	Women's Softball
735	Valparaiso University	WSB	1000	Women's Softball
739	Villanova University	WSB	1000	Women's Softball
813	Yale University	WSB	1000	Women's Softball
28	Arizona State University	WSB	997	Women's Softball
176	DePaul University	WSB	997	Women's Softball
692	Tennessee Technological University	WSB	997	Women's Softball
80	Brown University	WSK	1000	Women's Skiing
172	Dartmouth College	WSK	1000	Women's Skiing
183	University of Denver	WSK	1000	Women's Skiing
23	American University	WSO	1000	Women's Soccer
80	Brown University	WSO	1000	Women's Soccer
81	Bryant University	WSO	1000	Women's Soccer
83	Bucknell University	WSO	1000	Women's Soccer
285	College of the Holy Cross	WSO	1000	Women's Soccer
167	Cornell University	WSO	1000	Women's Soccer
172	Dartmouth College	WSO	1000	Women's Soccer
173	Davidson College	WSO	1000	Women's Soccer
176	DePaul University	WSO	1000	Women's Soccer
342	Lafayette College	WSO	1000	Women's Soccer
1,320	Presbyterian College	WSO	1000	Women's Soccer
587	Rutgers, State Univ of New Jersey, New Brunsw	WSO	1000	Women's Soccer
660	Southern Illinois University Edwardsville	WSO	1000	Women's Soccer
551	University of Portland	WSO	1000	Women's Soccer
657	University of Southern California	WSO	1000	Women's Soccer
738	University of Vermont	WSO	1000	Women's Soccer
756	University of Washington	WSO	1000	Women's Soccer
736	Vanderbilt University	WSO	1000	Women's Soccer
28	Arizona State University	WSO	998	Women's Soccer
387	Marquette University	WSO	998	Women's Soccer
625	Samford University	WSO	998	Women's Soccer
14,927	Belmont University	WSO	997	Women's Soccer
148	Cleveland State University	WSO	997	Women's Soccer
198	East Tennessee State University	WSO	997	Women's Soccer
249	George Washington University	WSO	997	Women's Soccer
275	Harvard University	WSO	997	Women's Soccer
596	St. Bonaventure University	WSO	997	Women's Soccer
603	St. John's University (New York)	WSO	997	Women's Soccer
711	Towson University	WSO	997	Women's Soccer
301	University of Illinois, Champaign	WSO	997	Women's Soccer
671	University of Louisiana at Lafayette	WSO	997	Women's Soccer
513	University of Notre Dame	WSO	997	Women's Soccer
813	Yale University	WSO	997	Women's Soccer
67	Boston College	WSW	1000	Women's Swimming
68	Boston University	WSW	1000	Women's Swimming
80	Brown University	WSW	1000	Women's Swimming

ORG_ID	SCHOOL NAME	SPORT_CODE	Multi_Year_APR_Rate	SPORT NAME
81	Bryant University	WSW	1000	Women's Swimming
153	Colgate University	WSW	1000	Women's Swimming
285	College of the Holy Cross	WSW	1000	Women's Swimming
172	Dartmouth College	WSW	1000	Women's Swimming
173	Davidson College	WSW	1000	Women's Swimming
248	George Mason University	WSW	1000	Women's Swimming
249	George Washington University	WSW	1000	Women's Swimming
251	Georgetown University	WSW	1000	Women's Swimming
275	Harvard University	WSW	1000	Women's Swimming
342	Lafayette College	WSW	1000	Women's Swimming
352	Lehigh University	WSW	1000	Women's Swimming
370	Loyola Marymount University	WSW	1000	Women's Swimming
381	Manhattan College	WSW	1000	Women's Swimming
509	Northwestern University	WSW	1000	Women's Swimming
574	Rice University	WSW	1000	Women's Swimming
630	San Jose State University	WSW	1000	Women's Swimming
718	Tulane University	WSW	1000	Women's Swimming
513	University of Notre Dame	WSW	1000	Women's Swimming
28	Arizona State University	WTE	1000	Women's Tennis
14,927	Belmont University	WTE	1000	Women's Tennis
68	Boston University	WTE	1000	Women's Tennis
71	Bowling Green State University	WTE	1000	Women's Tennis
72	Bradley University	WTE	1000	Women's Tennis
83	Bucknell University	WTE	1000	Women's Tennis
87	Butler University	WTE	1000	Women's Tennis
148	Cleveland State University	WTE	1000	Women's Tennis
153	Colgate University	WTE	1000	Women's Tennis
1,014	College of Charleston (South Carolina)	WTE	1000	Women's Tennis
285	College of the Holy Cross	WTE	1000	Women's Tennis
165	Coppin State University	WTE	1000	Women's Tennis
169	Creighton University	WTE	1000	Women's Tennis
172	Dartmouth College	WTE	1000	Women's Tennis
176	DePaul University	WTE	1000	Women's Tennis
191	Drexel University	WTE	1000	Women's Tennis
201	Eastern Illinois University	WTE	1000	Women's Tennis
229	Florida Atlantic University	WTE	1000	Women's Tennis
231	Florida International University	WTE	1000	Women's Tennis
236	Fordham University	WTE	1000	Women's Tennis
244	Furman University	WTE	1000	Women's Tennis
1,092	Gardner-Webb University	WTE	1000	Women's Tennis
249	George Washington University	WTE	1000	Women's Tennis
251	Georgetown University	WTE	1000	Women's Tennis
275	Harvard University	WTE	1000	Women's Tennis
299	Illinois State University	WTE	1000	Women's Tennis
306	Indiana University, Bloomington	WTE	1000	Women's Tennis
314	Jackson State University	WTE	1000	Women's Tennis
315	Jacksonville State University	WTE	1000	Women's Tennis
342	Lafayette College	WTE	1000	Women's Tennis
352	Lehigh University	WTE	1000	Women's Tennis
28,600	Lipscomb University	WTE	1000	Women's Tennis
369	Loyola University Maryland	WTE	1000	Women's Tennis
388	Marshall University	WTE	1000	Women's Tennis
402	McNeese State University	WTE	1000	Women's Tennis
439	Monmouth University	WTE	1000	Women's Tennis
440	Montana State University-Bozeman	WTE	1000	Women's Tennis
446	Morgan State University	WTE	1000	Women's Tennis
482	Niagara University	WTE	1000	Women's Tennis
539	Pennsylvania State University	WTE	1000	Women's Tennis
562	Quinnipiac University	WTE	1000	Women's Tennis
574	Rice University	WTE	1000	Women's Tennis

ORG_ID	SCHOOL NAME	SPORT_CODE	Multi_Year_APR_Rate	SPORT NAME
576	Rider University	WTE	1000	Women's Tennis
579	Robert Morris University	WTE	1000	Women's Tennis
609	Saint Louis University	WTE	1000	Women's Tennis
625	Samford University	WTE	1000	Women's Tennis
1,356	Seattle University	WTE	1000	Women's Tennis
639	Siena College	WTE	1000	Women's Tennis
649	South Dakota State University	WTE	1000	Women's Tennis
660	Southern Illinois University Edwardsville	WTE	1000	Women's Tennis
665	Southern University, Baton Rouge	WTE	1000	Women's Tennis
599	St. Francis College (New York)	WTE	1000	Women's Tennis
670	Texas State University-San Marcos	WTE	1000	Women's Tennis
700	Texas Tech University	WTE	1000	Women's Tennis
518	The Ohio State University	WTE	1000	Women's Tennis
718	Tulane University	WTE	1000	Women's Tennis
721	U.S. Air Force Academy	WTE	1000	Women's Tennis
86	University at Buffalo, the State University of New	WTE	1000	Women's Tennis
5	University of Akron	WTE	1000	Women's Tennis
8	University of Alabama	WTE	1000	Women's Tennis
9	University of Alabama at Birmingham	WTE	1000	Women's Tennis
107	University of California, Berkeley	WTE	1000	Women's Tennis
108	University of California, Davis	WTE	1000	Women's Tennis
111	University of California, Riverside	WTE	1000	Women's Tennis
1,004	University of Central Arkansas	WTE	1000	Women's Tennis
128	University of Central Florida	WTE	1000	Women's Tennis
157	University of Colorado, Boulder	WTE	1000	Women's Tennis
164	University of Connecticut	WTE	1000	Women's Tennis
175	University of Dayton	WTE	1000	Women's Tennis
180	University of Delaware	WTE	1000	Women's Tennis
288	University of Houston	WTE	1000	Women's Tennis
404	University of Memphis	WTE	1000	Women's Tennis
418	University of Michigan	WTE	1000	Women's Tennis
463	University of Nebraska, Lincoln	WTE	1000	Women's Tennis
456	University of North Carolina, Asheville	WTE	1000	Women's Tennis
458	University of North Carolina, Charlotte	WTE	1000	Women's Tennis
2,711	University of North Florida	WTE	1000	Women's Tennis
540	University of Pennsylvania	WTE	1000	Women's Tennis
650	University of South Dakota	WTE	1000	Women's Tennis
651	University of South Florida	WTE	1000	Women's Tennis
694	University of Tennessee, Knoxville	WTE	1000	Women's Tennis
703	University of Texas at Austin	WTE	1000	Women's Tennis
796	University of Wisconsin, Madison	WTE	1000	Women's Tennis
797	University of Wisconsin, Milwaukee	WTE	1000	Women's Tennis
736	Vanderbilt University	WTE	1000	Women's Tennis
739	Villanova University	WTE	1000	Women's Tennis
748	Wagner College	WTE	1000	Women's Tennis
771	Western Illinois University	WTE	1000	Women's Tennis
774	Western Michigan University	WTE	1000	Women's Tennis
782	Wichita State University	WTE	1000	Women's Tennis
810	Wright State University	WTE	1000	Women's Tennis
812	Xavier University	WTE	1000	Women's Tennis
813	Yale University	WTE	1000	Women's Tennis
23	American University	WTI	1000	Women's Track, Indoor
67	Boston College	WTI	1000	Women's Track, Indoor
87	Butler University	WTI	1000	Women's Track, Indoor
102	California State University, Sacramento	WTI	1000	Women's Track, Indoor
153	Colgate University	WTI	1000	Women's Track, Indoor
173	Davidson College	WTI	1000	Women's Track, Indoor
236	Fordham University	WTI	1000	Women's Track, Indoor
251	Georgetown University	WTI	1000	Women's Track, Indoor
370	Loyola Marymount University	WTI	1000	Women's Track, Indoor

ORG_ID	SCHOOL NAME	SPORT_CODE	Multi_Year_APR_Rate	SPORT NAME
369	Loyola University Maryland	WTI	1000	Women's Track, Indoor
386	Marist College	WTI	1000	Women's Track, Indoor
554	Princeton University	WTI	1000	Women's Track, Indoor
556	Providence College	WTI	1000	Women's Track, Indoor
562	Quinnipiac University	WTI	1000	Women's Track, Indoor
551	University of Portland	WTI	1000	Women's Track, Indoor
735	Valparaiso University	WTI	1000	Women's Track, Indoor
2,915	Wofford College	WTI	1000	Women's Track, Indoor
285	College of the Holy Cross	WTI	998	Women's Track, Indoor
172	Dartmouth College	WTI	998	Women's Track, Indoor
275	Harvard University	WTI	998	Women's Track, Indoor
540	University of Pennsylvania	WTI	998	Women's Track, Indoor
158	Columbia University-Barnard College	WTI	997	Women's Track, Indoor
316	Jacksonville University	WTI	997	Women's Track, Indoor
513	University of Notre Dame	WTI	997	Women's Track, Indoor
703	University of Texas at Austin	WTI	997	Women's Track, Indoor
739	Villanova University	WTI	997	Women's Track, Indoor
244	Furman University	WTI	996	Women's Track, Indoor
527	Oral Roberts University	WTI	996	Women's Track, Indoor
812	Xavier University	WTI	996	Women's Track, Indoor
83	Bucknell University	WTI	995	Women's Track, Indoor
109	University of California, Irvine	WTI	995	Women's Track, Indoor
469	University of New Hampshire	WTI	995	Women's Track, Indoor
456	University of North Carolina, Asheville	WTI	995	Women's Track, Indoor
23	American University	WTO	1000	Women's Track, Outdoor
67	Boston College	WTO	1000	Women's Track, Outdoor
87	Butler University	WTO	1000	Women's Track, Outdoor
153	Colgate University	WTO	1000	Women's Track, Outdoor
173	Davidson College	WTO	1000	Women's Track, Outdoor
236	Fordham University	WTO	1000	Women's Track, Outdoor
260	Gonzaga University	WTO	1000	Women's Track, Outdoor
342	Lafayette College	WTO	1000	Women's Track, Outdoor
369	Loyola University Maryland	WTO	1000	Women's Track, Outdoor
386	Marist College	WTO	1000	Women's Track, Outdoor
554	Princeton University	WTO	1000	Women's Track, Outdoor
556	Providence College	WTO	1000	Women's Track, Outdoor
562	Quinnipiac University	WTO	1000	Women's Track, Outdoor
631	Santa Clara University	WTO	1000	Women's Track, Outdoor
1,356	Seattle University	WTO	1000	Women's Track, Outdoor
551	University of Portland	WTO	1000	Women's Track, Outdoor
627	University of San Diego	WTO	1000	Women's Track, Outdoor
735	Valparaiso University	WTO	1000	Women's Track, Outdoor
2,915	Wofford College	WTO	1000	Women's Track, Outdoor
102	California State University, Sacramento	WTO	998	Women's Track, Outdoor
285	College of the Holy Cross	WTO	998	Women's Track, Outdoor
172	Dartmouth College	WTO	998	Women's Track, Outdoor
275	Harvard University	WTO	998	Women's Track, Outdoor
540	University of Pennsylvania	WTO	998	Women's Track, Outdoor
158	Columbia University-Barnard College	WTO	997	Women's Track, Outdoor
316	Jacksonville University	WTO	997	Women's Track, Outdoor
503	Northern Illinois University	WTO	997	Women's Track, Outdoor
513	University of Notre Dame	WTO	997	Women's Track, Outdoor
575	University of Richmond	WTO	997	Women's Track, Outdoor
703	University of Texas at Austin	WTO	997	Women's Track, Outdoor
739	Villanova University	WTO	997	Women's Track, Outdoor
244	Furman University	WTO	996	Women's Track, Outdoor
527	Oral Roberts University	WTO	996	Women's Track, Outdoor
109	University of California, Irvine	WTO	996	Women's Track, Outdoor
812	Xavier University	WTO	996	Women's Track, Outdoor
80	Brown University	WVB	1000	Women's Volleyball

ORG_ID	SCHOOL NAME	SPORT_CODE	Multi_Year_APR_Rate	SPORT NAME
81	Bryant University	WVB	1000	Women's Volleyball
83	Bucknell University	WVB	1000	Women's Volleyball
156	Colorado State University	WVB	1000	Women's Volleyball
158	Columbia University-Barnard College	WVB	1000	Women's Volleyball
169	Creighton University	WVB	1000	Women's Volleyball
172	Dartmouth College	WVB	1000	Women's Volleyball
173	Davidson College	WVB	1000	Women's Volleyball
193	Duke University	WVB	1000	Women's Volleyball
1,068	Elon University	WVB	1000	Women's Volleyball
222	Fairleigh Dickinson University, Metropolitan	WVB	1000	Women's Volleyball
236	Fordham University	WVB	1000	Women's Volleyball
244	Furman University	WVB	1000	Women's Volleyball
248	George Mason University	WVB	1000	Women's Volleyball
251	Georgetown University	WVB	1000	Women's Volleyball
19,651	High Point University	WVB	1000	Women's Volleyball
287	Houston Baptist University	WVB	1000	Women's Volleyball
299	Illinois State University	WVB	1000	Women's Volleyball
308	Indiana University-Purdue University, Fort Wayne	WVB	1000	Women's Volleyball
352	Lehigh University	WVB	1000	Women's Volleyball
386	Marist College	WVB	1000	Women's Volleyball
444	Morehead State University	WVB	1000	Women's Volleyball
509	Northwestern University	WVB	1000	Women's Volleyball
554	Princeton University	WVB	1000	Women's Volleyball
559	Purdue University	WVB	1000	Women's Volleyball
579	Robert Morris University	WVB	1000	Women's Volleyball
600	Saint Francis University (Pennsylvania)	WVB	1000	Women's Volleyball
635	Seton Hall University	WVB	1000	Women's Volleyball
659	Southern Illinois University at Carbondale	WVB	1000	Women's Volleyball
518	The Ohio State University	WVB	1000	Women's Volleyball
175	University of Dayton	WVB	1000	Women's Volleyball
272	University of Hartford	WVB	1000	Women's Volleyball
295	University of Idaho	WVB	1000	Women's Volleyball
2,707	University of Missouri-Kansas City	WVB	1000	Women's Volleyball
463	University of Nebraska, Lincoln	WVB	1000	Women's Volleyball
457	University of North Carolina, Chapel Hill	WVB	1000	Women's Volleyball
502	University of Northern Colorado	WVB	1000	Women's Volleyball
504	University of Northern Iowa	WVB	1000	Women's Volleyball
540	University of Pennsylvania	WVB	1000	Women's Volleyball
551	University of Portland	WVB	1000	Women's Volleyball
651	University of South Florida	WVB	1000	Women's Volleyball
703	University of Texas at Austin	WVB	1000	Women's Volleyball
749	Wake Forest University	WVB	1000	Women's Volleyball
772	Western Kentucky University	WVB	1000	Women's Volleyball
782	Wichita State University	WVB	1000	Women's Volleyball
812	Xavier University	WVB	1000	Women's Volleyball
80	Brown University	WWP	1000	Women's Water Polo
249	George Washington University	WWP	1000	Women's Water Polo
275	Harvard University	WWP	1000	Women's Water Polo
631	Santa Clara University	WWP	1000	Women's Water Polo
490	North Carolina State University	XRI	1000	Mixed Rifle
698	Texas Christian University	XRI	1000	Mixed Rifle
726	U.S. Naval Academy	XRI	1000	Mixed Rifle
466	University of Nevada	XRI	1000	Mixed Rifle
741	Virginia Military Institute	XRI	1000	Mixed Rifle

Latest News

Home > Resources > Latest News > 2012 > June

Most Division I teams deliver top grades

Latest data show continued impact of academic reforms

The majority of Division I sports teams are posting top grades, according to the NCAA's latest Academic Progress Rates.

The most recent four-year Division I APR is 973, up three points over last year. The average four-year rate also rose in the high-profile sports of men's basketball, football and baseball.

Now in its ninth year, APR is resulting in real measurable impacts, said NCAA President Mark Emmert.

"We expect student-athletes to meet their dual responsibilities, and most of them are doing so," Emmert said.

In the NCAA's highest profile sports, the average four-year APR for men's basketball is 950, up five points over last year; football is 948, up two points; and baseball is 965, up six points.

Through APR, nearly 10,000 former student-athletes have returned to campus and earned their degrees in the past eight years. In the process, their teams earned an extra APR point. Of these 9,822 students, almost half (4,505) were in men's basketball, football and baseball.

"That is real impact," Emmert said.

Academic Progress Rates

Key Points

- Academic reform is a success. It has not yet arrived, but has made an impact. It has changed the academic performance of student-athletes and our expectations of their academic performance.
- NCAA academic initiatives are all about having students show up ready to learn, being supported when they are with us, and holding student-athletes, coaches, teams and universities accountable.
- Increased academic standards are about the 99 percent of student-athletes who will be going pro in something other than sports.

Every Division I sports team calculates its APR each academic year, based on the eligibility and retention of each scholarship student-athlete. Teams scoring below certain thresholds

can face sanctions, such as scholarship losses and restrictions on practice. Rates are based on the past four years' performance.

Emmert stressed that APRs over time have seen dramatic improvement. Year-to-year comparisons, though, are showing some flattening out over time and even some slight decreases, which is not unexpected, he added.

At the same time, teams performing at the low end of the APR scale are doing better, Emmert said.

The Division I Board of Directors last fall approved tougher academic standards, including setting a new standard that teams must meet to compete in the postseason.

The standard for postseason access starts at 900 APR but over the next few years climbs to 930, which equates to a 50 percent Graduation Success Rate. To assist limited-resource institutions, the board gave these schools and their teams more flexibility to meet the standards.

According to the latest APR figures, 15 teams will not have access to the postseason for the 2012-13 season, compared to only eight last season.

"This is not a penalty—it's our expectation," Emmert said. "Just as a team needs a winning record to make the playoffs or the tournament, they need a winning record in the classroom as well."

The 15 include 10 men's basketball teams, three football teams, one men's soccer team and one wrestling team.

In terms of penalties, 35 teams with APRs below 900 (out of 54) are facing sanctions next season including restrictions on practice and regular season competition and other penalties, including reductions in scholarships. All 15 teams that lost postseason access also have APR penalties.

Emmert emphasized that the current Division I reform package will lead to greater impact in the future, particularly with increased academic standards for incoming students and transfers from two-year colleges.

Emmert said the higher standards are needed to address key areas in need of additional improvement, including men's basketball and football. While APRs have gotten better over time in these two high-profile sports, they are still the lowest among all NCAA sports.

Support from NCAA member colleges and universities has been critical in developing the higher standards,

Teams with postseason ineligibility for 2012-13 season (all of these teams also face APR penalties)

Men's Basketball

- California State University, Bakersfield*
- Jacksonville State University
- Mississippi Valley State University
- Texas A&M Corpus Christi
- Towson University
- University of Arkansas, Pine Bluff
- University of California, Riverside
- University of Connecticut
- UNC-Wilmington
- University of Toledo

*Data still under review

said Walter Harrison, chair of the NCAA Committee on Academic Performance and president of the University of Hartford.

"These changes will lead to higher academic expectations and better-prepared students coming to our colleges and universities," Harrison said.

To ensure fairness in APR, the NCAA provides adjustments for student-athletes who transfer with certain grade point averages and those who leave in good academic standing for professional athletics careers.

This past year, 702 student-athletes were granted APR adjustments for professional departures, out of 6,412 Division I sports teams. Almost half (44 percent) were in baseball. Of the 64 adjustments for men's basketball, only five were for first-year college student-athletes.

Football

- Hampton University
- North Carolina A&T State University
- Texas Southern University

Men's Soccer

- Central Connecticut State University

Men's Wrestling

- University of Northern Colorado

(Eight teams were ineligible for the postseason in 2011-12)

There are 1,068 fewer student-athletes this year who are "0-for-2," compared to 2004-05, the first year of APR penalties. This term defines student -athletes who leave school academically ineligible and do not earn either point in the APR calculation.

After years of decline, there was a slight increase in the number of 0-for-2 students in 2010-11 compared to the previous year. The increase of 94 students was mostly in sports other than men's basketball and football.

Still, the number of students considered 0-for-2 is down 27 percent since 2004-05 and account for only 2.4 percent of Division I student-athletes.

Last week, 954 teams were publicly recognized for posting multi-year APRs in the top 10 percent of each sport.

The most recent APR scores are multi-year rates based on the scores from the 2007-08, 2008-09, 2009-10 and 2010-11 academic years.

APR scores per institution, along with penalties per school and teams receiving public recognition, are available online through the NCAA's searchable database.

Teams with penalties for 2012-13 season

There are 35 Division I teams facing penalties in 2012-13 for not meeting the mark academically. This means they posted an APR score below 900. The NCAA's revised penalty structure has three levels, with penalties increasing in severity at each level. The specific penalties for each team are listed on their school's penalty report in the APR searchable database.

Level One penalties focus on practice restrictions so teams can focus on academics. Teams facing this penalty lose four hours of practice time one day per week. That time must be replaced with academic activities. There are 26 teams this year with this level of penalty.

Level Two penalties include the Level One penalty, along with a reduction of four hours of practice time out of season replaced with academic activities. This level also includes the elimination of the nonchampionship season or spring football. Teams without a nonchampionship season face a reduced number of contests. There are no teams in this penalty category this year due to the transition from the prior penalty structure.

Level Three penalties include all Level One and Two penalties, plus a menu of potential additional penalties. These can include financial aid reductions; additional practice and contest restrictions; coach-specific penalties (including game and recruiting restrictions); restricted access to practice for incoming students who fall below certain academic standards; restricted membership; and potential multiyear bans on postseason competition. There are nine teams this year with this level of penalty.

Teams facing Level One APR penalties

- Alabama State University: men's basketball, football
- California State University, Bakersfield: men's basketball, men's golf
- Central Connecticut State University, men's soccer
- Chicago State University: men's track indoor, men's track outdoor
- Delaware State University: men's basketball
- Florida A&M University: women's volleyball
- Hampton University: football
- North Carolina Central University: men's cross country, men's track indoor, men's track outdoor
- Prairie View A&M University: football, men's track indoor, men's track outdoor
- South Carolina State University: men's track indoor
- Southern University: men's track indoor, men's track outdoor
- Texas A&M University, Corpus Christi: men's basketball
- Towson University: men's basketball
- University of Arkansas, Pine Bluff: men's basketball
- University of California, Riverside: men's basketball
- University of Connecticut: men's basketball

Teams facing Level Three APR penalties

- Chicago State University: women's cross country
- Grambling State University: men's basketball
- Jacksonville State University: men's basketball
- Mississippi Valley State University: men's basketball
- North Carolina A&T State University: football
- Texas Southern University: football
- University of Louisiana at Monroe: men's basketball
- University of Maryland, Eastern Shore: men's basketball
- University of Toledo: men's basketball

- University of North Carolina, Wilmington: men's basketball
- University of Northern Colorado: men's wrestling

Printed from:
http://www.ncaa.org/wps/wcm/connect/public/NCAA/Resources/Latest+News/2012/June/Most
pageDesign=print+template
on
Mon Jul 2 11:00:49 EDT 2012

Latest News

Mid-Eastern Athletic Conference creates model for improvement

By Michelle Brutlag Hosick
NCAA.org

In the last four years, Mid-Eastern Athletic Conference schools have steadily increased their Academic Progress Rates, a notable feat for a conference composed largely of limited-resource schools. Though some trouble spots undeniably exist, the improvement is real.

The conference attributes its progress to the leadership of its presidents and chancellors in creating new strategies to work toward academic success. The bedrock of those strategies, Commissioner Dennis Thomas said, is a change in recruiting philosophy, accompanied by a new approach to academic support for student-athletes.

"As a conference, we have really stressed the importance of recruiting student-athletes who have the characteristics for success, talented student-athletes who can do college work," Thomas said. "I want to really commend the presidents and chancellors for setting the table with higher expectations and holding people accountable for results."

Thomas said the conference has emphasized with coaches, athletics directors and others that the road to academic success starts on the recruiting trail: Coaches must recruit academically capable kids who are also talented in their sport. He doesn't believe the skills are mutually exclusive.

"We don't buy into that concept," Thomas said. "The facts are that there are plenty of institutions who recruit talented student-athletes who also do well academically. They have winning records, and they win championships. These are not unchartered waters. "We're not going to make excuses."

In addition to being more selective in recruiting, MEAC schools have benefited by paying special attention to academic support in athletics. In some cases, connecting academic support in athletics to the total university support system helped support student-athletes and created more accountability outside athletics.

Morgan State Athletics Director Floyd Kerr said that facilitating broad-based participation in the academic success of student-athletes – including the president's office, student affairs,

academic affairs, coaches, athletics and the student-athletes themselves – builds an atmosphere of commitment to academic performance. Creating that culture on Morgan State's campus was critical to the improvement that school has experienced.

While MEAC schools have definitely improved, the data reveal areas of concern. Several schools have teams in the penalty structure, and some will be ineligible for postseason in 2012-13. As the standards rise over the next several years (and with the requirement for postseason eligibility increasing from a 900 APR to a 930), the number of teams at risk for postseason ineligibility and penalties could increase if the improvement is not sustained.

Thomas acknowledged that while the improvement is good news, the MEAC schools are not complacent.

"This is not a destination. This is a continuous process," he said. "When it comes to improving student-athletes' (academic success), I don't think you can ever say that we've completed our task. Every year you have a new group coming in and striving to do their best academically. We had that prior to APR, and we will continue to have that."

Kerr said the coaches of his two most academically troubled programs – men's basketball and football – took the initiative to create an individualized academic action plan specific to their teams. The individual plans supplement the school's overall academic improvement plan, a document the NCAA requires for any school with a team below 925.

"The coaches saw the need (for these plans). They identified and addressed the problem when we went through our analysis for the overall improvement plan," Kerr said. "Based on the activities inside the team, to change the team culture and emphasize the commitment to academics, they knew there were things they could control."

Some of those include weekly checks of class notes, weekly individual counseling sessions and restructuring daily activities to emphasize the importance of success in the classroom.

"We expect academic wins as well as athletics wins," Kerr said. "We integrate academic activities into the student-athletes' weekly plans that parallel the athletics obligations. They have academic obligations outside the classroom that are tied to the team. When this was implemented, it started to change the culture within the teams."

The culture change was successful enough that Kerr now encourages all his coaches to do the same, regardless of their academic performance.

Commissioner Thomas said that while some approaches may work at one institution (like Morgan State), he recommended each institution in need of academic improvement study what might help and map a strategy based on their own goals and mission.

"Sometimes you can be successful if you try to replicate what other places have done," he said. "But every school has a different mission and a different way of doing things. You can't just say they need to do this and this and this. Every conference is different. Every institution is different."

Jan Blade, faculty athletics representative at MEAC-member Delaware State, serves as a member of the Committee on Academic Performance. Blade, who provides the voice of Historically Black Colleges and Universities to the committee, must espouse a holistic perspective as a committee member.

"We talk about resources quite a bit (during CAP meetings)," she said. "I think we (at limited-resource schools) have to remember we have to do with what we have and make the most of it. We have to find resources that are not being used on campus. And we have to find ways to get the academic side more involved with the athletics side."

Both Thomas in the MEAC office and Kerr on Morgan State's campus know the pursuit of academic success never ends, but a change in the priorities of the program can set the table for a higher level of performance than in the past.

"As new kids come into our program, they walk right into the new culture," Kerr said. "They don't see the history. They have a fresh start and it becomes the norm."

The new normal for MEAC schools is simple: successful academics, successful athletics.

Printed from:
http://www.ncaa.org/wps/wcm/connect/public/ncaa/resources/latest+news/2012/june/mid-eastern+athletic+conference+creates+model+for+improvement?pageDesign=print+template
on
Mon Jul 2 11:02:01 EDT 2012

"We talk about resources quite a bit (during CAP meetings)," she said. "I think we (at limited-resource schools) have to remember we have to do with what we have and make the most of it. We have to find resources that are not being used on campus. And we have to find ways to get the academic side more involved with the athletics side."

Both Thomas in the MEAC office and Kerr on Morgan State's campus know the pursuit of academic success never ends, but a change in the priorities of the program can set the table for a higher level of performance than in the past.

"As new kids come into our program, they walk right into the new culture," Kerr said. "They don't see the history. They have a fresh start and it becomes the norm."

The new normal for MEAC schools is simple: successful academics, successful athletics.

Printed from:
http://www.ncaa.org/wps/wcm/connect/public/ncaa/resources/latest+news/2012/june/mid-easterm+athletic+conference+creates+model+for+improvement?pageDesign=print+template
on
Mon Jul 2 11:02:01 EDT 2012

SUPPLEMENT NO. 9

National and Sport-Group APR Averages, Trends and Penalties

June 2012

NCAA Research

Average Four-Year APRs

(Includes 2007-08 through 2010-11 Academic Years)

	Four-Year Average
Overall	**973 (+3)**
Baseball	**965 (+6)**
Men's Basketball	**950 (+5)**
Football	**948 (+2)**
Women's Basketball	**970 (+2)**

Notes: (1) APR displayed for all squads submitting data for 2010-11 (N=6,412)
(2) Numbers in parentheses are point changes from 4-year APRs reported in May 2011.
(3) Changes in aggregates over time reflect changes in academic behaviors, changes in the institutional composition of Division I and changes in how retention was calculated beginning with 2007-08 data.

Average APRs by Sport for Men's Teams
(Four-Year APRs for 2007-08 thru 2010-11)

SPORT	# Teams	Four-Year APR Average
Baseball	297	965
Basketball	344	950
Cross Country	314	973
Fencing	18	970
Football (FBS)	120	952
Football (FCS)	123	944
Golf	298	973
Gymnastics	16	983
Ice Hockey	58	982
Lacrosse	60	972
Rifle (co-ed)	23	973
Skiing	11	975
Soccer	203	968
Swimming	137	974
Tennis	260	973
Track (Indoor)	258	963
Track (Outdoor)	277	965
Volleyball	23	976
Water Polo	22	979
Wrestling	80	960

Average APRs by Sport for Women's Teams
(Four-Year APRs for 2007-08 thru 2010-11)

SPORT	# Teams	Four-Year APR Average
Basketball	342	970
Bowling	34	957
Crew	84	986
Cross Country	341	981
Fencing	22	978
Field Hockey	78	990
Golf	254	985
Gymnastics	62	988
Ice Hockey	34	987
Lacrosse	91	987
Skiing	12	983
Soccer	321	980
Softball	288	978
Swimming	196	985
Tennis	321	982
Track (Indoor)	312	974
Track (Outdoor)	318	975
Volleyball	327	980
Water Polo	33	980

Aggregate Trends in Single-Year APR, Eligibility and Retention

NCAA Research

Changes in the APR Distribution among all Squads Submitting Data in Each Year (2003-04 to 2010-11)

Number of Squads = 5,828	Average APR	Median APR	APR Distribution Standard Deviation
2003-04	960.6	971	44.2
2004-05	960.6	971	43.6
2005-06	961.4	971	42.1
2006-07	964.3	974	39.6
2007-08	971.2	981	35.4
2008-09	973.0	983	34.3
2009-10	973.8	984	35.5
2010-11	974.0	983	32.4

Notes:
(1) Rates include adjustments and delayed graduation points.
(2) Analyses based on N=5,828 squads that have sponsored the sport within Division I during all eight years of the APR program.
(3) APR retention calculation changed beginning in 2007-08 to grant point adjustments for certain transfer students (timing of calculation change indicated in red).

Changes in the Eligibility Rate Distribution among all Squads Submitting Data in Each Year (2003-04 to 2010-11)

Number of Squads = 5,828	Average Eligibility Rate	Eligibility Distribution Standard Deviation
2003-04	965.2	54.4
2004-05	963.6	52.0
2005-06	963.9	51.3
2006-07	966.6	49.5
2007-08	969.8	45.7
2008-09	972.8	43.0
2009-10	974.3	43.5
2010-11	974.3	40.4

Notes:
(1) Analyses based on N=5,828 squads that have sponsored the sport within Division I during all eight years of the APR program.
(2) Median eligibility rates were at or near 1000 in each of the years (approximately 50% of all squads lose no eligibility points in a given year).

Changes in the Retention Rate Distribution among all Squads Submitting Data in Each Year (2003-04 to 2010-11)

Number of Squads = 5,828	Average Retention Rate	Median Retention Rate	Retention Distribution Standard Deviation
2003-04	953.9	964	52.1
2004-05	954.2	966	53.6
2005-06	954.7	964	51.7
2006-07	957.1	967	49.5
2007-08	967.7	980	41.5
2008-09	968.9	981	40.8
2009-10	969.4	982	41.3
2010-11	970.2	982	38.8

Notes:
(1) Analyses based on N=5,828 squads that have sponsored the sport within Division I during all eight years of the APR program.
(2) APR retention calculation changed beginning in 2007-08 to grant point adjustments for certain transfer students (timing of calculation change indicated in red).

Changes in the Average APR, Eligibility Rate and Retention Rate among all Squads Submitting Data in Each Year (2003-04 to 2010-11)

Number of Squads = 5,828	Average APR	Average Eligibility	Average Retention
2003-04	961	965	954
2004-05	961	964	954
2005-06	961	964	955
2006-07	964	967	957
2007-08	971	970	968
2008-09	973	973	969
2009-10	974	974	969
2010-11	974	974	970

Notes:
(1) Analyses based on N=5,828 squads that sponsored the sport within Division I during all 8 years of APR program.
(2) Eligibility and retention rates do not include delayed graduation points (APR does include them).
(3) Retention calculation changed in 2007-08 to grant point adjustments for certain transfer students.

Sport Trends in Single-Year APR, Eligibility and Retention

NCAA Research

APR, Eligibility and Retention Trends in Selected Sports

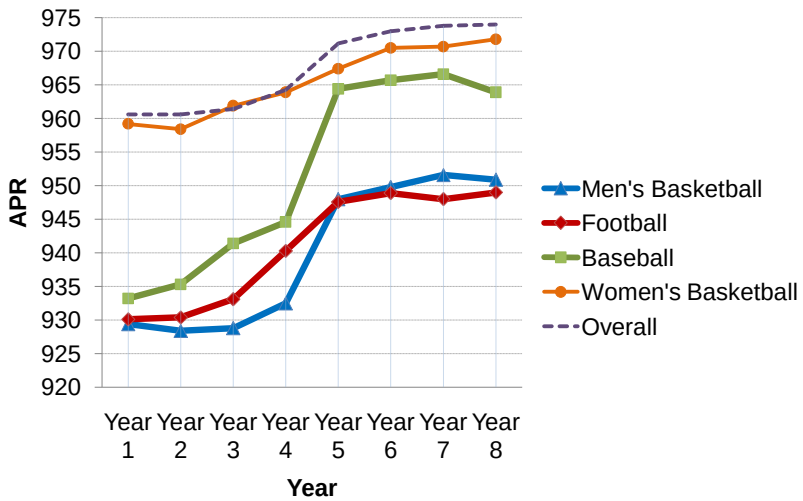
APR	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Baseball	933.2	935.3	941.4	944.6	964.4	965.7	966.6	963.9
Men's Basketball	929.4	928.4	928.8	932.5	948.0	949.8	951.6	950.9
Football	930.1	930.4	933.1	940.3	947.6	948.9	948.0	949.0
Women's Basketball	959.2	958.4	961.9	963.9	967.4	970.5	970.7	971.8

ELIGIBILITY	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Baseball	940.6	938.0	940.2	950.4	968.3	967.6	972.3	969.8
Men's Basketball	936.5	935.3	935.9	947.3	958.1	956.4	960.7	960.3
Football	921.2	919.5	921.8	929.1	934.3	938.3	936.9	939.7
Women's Basketball	970.8	968.4	974.8	973.9	970.5	976.6	977.1	977.0

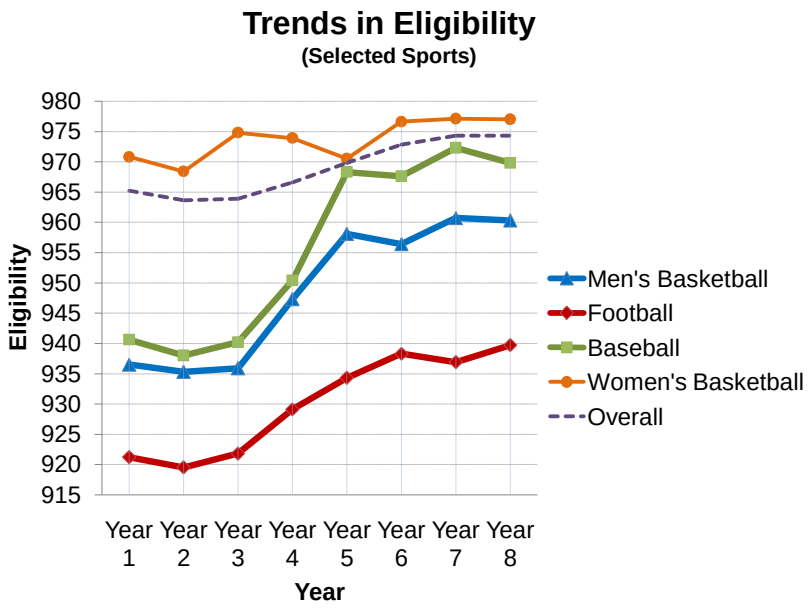
RETENTION	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Baseball	919.2	923.5	930.6	928.4	947.1	952.6	952.1	950.7
Men's Basketball	917.0	910.5	909.2	907.1	928.1	934.8	932.7	931.8
Football	933.7	933.3	935.9	941.5	949.6	949.7	949.6	949.7
Women's Basketball	945.0	944.8	945.3	949.8	959.9	960.2	961.6	963.7

Notes:
1. Analyses based on 274 baseball squads, 323 men's basketball squads, 230 football squads, and 321 women's basketball squads that sponsored the sport within Division I during all eight years.
2. APR retention calculation changed beginning in 2007-08 to grant point adjustments for certain transfer students (timing of calculation change indicated in red). Change did not affect eligibility rate calculation.

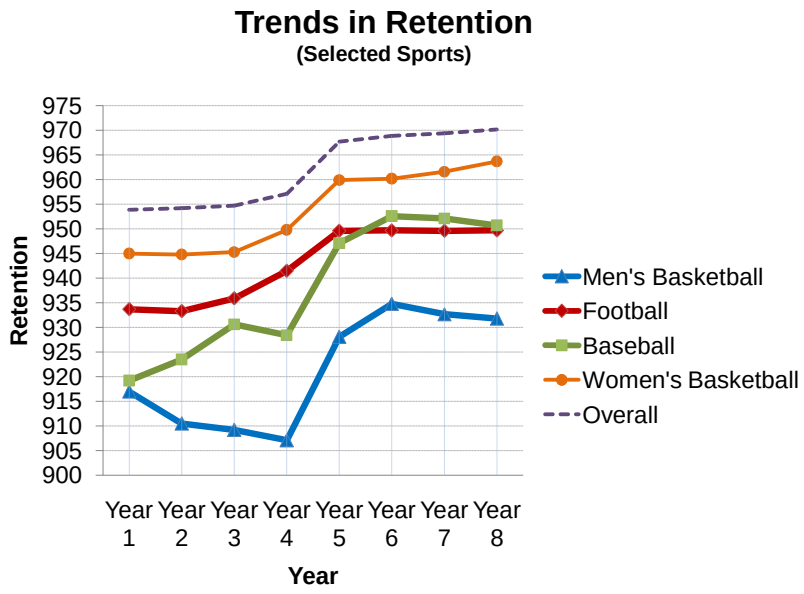
Trends in APR
(Selected Sports)



Notes: Analyses based on 274 baseball squads, 323 men's basketball squads, 230 football squads, and 321 women's basketball squads that sponsored the sport within Division I during all eight years. Overall APR trend line includes the four sports displayed. APR retention calculation changed beginning in 2007-08 (year 5).



Notes: Analyses based on 274 baseball squads, 323 men's basketball squads, 230 football squads, and 321 women's basketball squads that sponsored the sport within Division I during all eight years. Overall APR trend line includes the four sports displayed.



Notes: Analyses based on 274 baseball squads, 323 men's basketball squads, 230 football squads, and 321 women's basketball squads that sponsored the sport within Division I during all eight years. Overall APR trend line includes the four sports displayed. APR retention calculation changed beginning in 2007-08 (year 5).

Average APRs by Sport for Men's Teams
(Single-Year APRs in Sports with 50 or More Teams)

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Baseball	933	935	941	945	964	966	967	964
Basketball	929	928	929	932	948	950	952	951
Cross Country	959	961	962	966	967	971	978	979
Football	930	930	933	940	948	949	948	949
Golf	963	960	962	962	973	978	974	969
Ice Hockey	971	972	967	971	980	981	982	981
Lacrosse	969	972	976	973	975	975	976	974
Soccer	954	953	953	961	969	969	970	966
Swimming	973	962	965	970	973	977	974	978
Tennis	959	966	959	967	969	970	976	974
Track (Indoor)	951	951	949	956	959	965	965	964
Track (Outdoor)	951	952	950	956	961	966	967	964
Wrestling	944	938	944	947	965	959	962	959

Notes: Analyses based on N=5,828 squads that sponsored the sport within Division I during all eight years. Retention calculation changed in 2007-08 (timing of calculation change indicated in red) to grant point adjustments for certain transfer students.

Average Eligibility Rates by Sport for Men's Teams
(Single-Year Eligibility Rates in Sports with 50 or More Teams)

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Baseball	941	938	940	950	968	968	972	970
Basketball	937	935	936	947	958	956	961	960
Cross Country	957	966	963	962	962	968	973	974
Football	921	919	922	929	934	938	937	940
Golf	971	966	967	964	975	979	977	971
Ice Hockey	981	980	979	981	984	986	986	985
Lacrosse	974	975	978	981	978	978	979	975
Soccer	962	962	961	967	972	973	974	970
Swimming	970	960	963	967	966	972	972	974
Tennis	970	974	970	973	969	975	982	980
Track (Indoor)	944	941	935	943	942	953	953	952
Track (Outdoor)	943	941	935	942	944	954	954	952
Wrestling	944	933	937	936	956	950	961	952

Notes: Analyses based on N=5,828 squads that sponsored the sport within Division I during all eight years.

Average Eligibility Rates by Sport for Men's Teams
(2010-11 vs. 2005-06 Single-Year Rate)

Rank	SPORT	2010-11	Δ E-Rate
1	Ice Hockey	985	+6
2	Tennis	980	+10
3	Lacrosse	975	-3
4	Swimming	974	+11
5	Cross Country	974	+11
6	Golf	971	+4
7	Soccer	970	+9
8	Baseball	970	+30
9	Basketball	960	+24
10	Track (Outdoor)	952	+17
11	Track (Indoor)	952	+17
12	Wrestling	952	+15
13	Football	940	+18

Notes: Analyses based on N=5,828 squads that sponsored the sport within Division I during all 8 years. Δ E-Rate = 2010-11 single-year eligibility rate minus 2005-06 single-year eligibility rate.

Average Retention Rates by Sport for Men's Teams
(Single-Year Retention Rates in Sports with 50 or More Teams)

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Baseball	919	923	931	928	947	953	952	951
Basketball	917	910	909	907	928	935	933	932
Cross Country	959	955	959	967	968	971	978	980
Football	934	933	936	941	950	950	950	950
Golf	953	951	955	957	968	974	969	966
Ice Hockey	959	959	952	955	972	972	974	974
Lacrosse	962	968	973	963	970	969	971	970
Soccer	942	940	941	948	960	959	962	956
Swimming	973	962	962	970	976	977	972	978
Tennis	947	957	946	958	966	960	967	965
Track (Indoor)	956	958	958	963	969	970	970	970
Track (Outdoor)	955	958	960	962	971	972	972	970
Wrestling	942	934	941	947	964	959	957	959

Notes: Analyses based on N=5,828 squads that sponsored the sport within Division I during all eight years. Retention calculation changed in 2007-08 (timing of calculation change indicated in red) to grant point adjustments for certain transfer students.

Average APRs by Sport for Women's Teams
(Single-Year APRs in Sports with 50 or More Teams)

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Basketball	959	958	962	964	967	970	971	972
Crew	985	976	985	987	985	984	986	986
Cross Country	972	971	970	972	979	978	983	986
Field Hockey	983	985	984	983	989	991	989	989
Golf	973	971	977	977	985	985	985	984
Gymnastics	982	982	983	985	988	989	990	987
Lacrosse	983	985	985	986	987	991	988	989
Soccer	972	972	973	976	978	981	980	982
Softball	966	966	965	970	977	979	979	979
Swimming	978	979	979	979	983	984	988	984
Tennis	969	970	973	970	984	983	976	987
Track (Indoor)	965	965	964	965	971	972	976	977
Track (Outdoor)	966	966	966	967	971	974	977	978
Volleyball	968	970	969	972	979	980	980	979

Notes: Analyses based on N=5,828 squads that sponsored the sport within Division I during all eight years. Retention calculation changed in 2007-08 (timing of calculation change indicated in red) to grant point adjustments for certain transfer students.

Average Eligibility Rate by Sport for Women's Teams
(Single-Year Eligibility Rates in Sports with 50 or More Teams)

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Basketball	971	968	975	974	970	977	977	977
Crew	989	981	986	987	986	983	985	985
Cross Country	977	975	976	975	978	980	984	986
Field Hockey	989	993	990	991	992	994	994	994
Golf	980	975	982	984	986	990	987	987
Gymnastics	983	981	983	987	987	988	988	989
Lacrosse	992	989	991	990	990	991	989	991
Soccer	983	982	980	983	981	983	984	985
Softball	971	971	970	974	978	981	979	981
Swimming	982	983	984	980	982	986	990	984
Tennis	981	979	984	982	989	987	984	990
Track (Indoor)	966	962	959	961	964	965	971	973
Track (Outdoor)	966	964	959	962	963	966	971	973
Volleyball	978	980	979	983	984	984	983	982

Notes: Analyses based on N=5,828 squads that sponsored the sport within Division I during all 8 years.

Average Eligibility Rates by Sport for Women's Teams
(2010-11 Rate vs. 2005-06 Rate)

Rank	SPORT	2010-11	Δ E-Rate
1	Field Hockey	994	+4
2	Lacrosse	991	+0
3	Tennis	990	+6
4	Gymnastics	989	+6
5	Golf	987	+5
6	Cross Country	986	+10
7	Crew	985	-1
8	Soccer	985	+5
9	Swimming	984	+0
10	Volleyball	982	+3
11	Softball	981	+11
12	Basketball	977	+2
13	Track (Outdoor)	973	+14
14	Track (Indoor)	973	+14

Notes: Analyses based on N=5,828 squads that sponsored the sport within Division I during all 8 years. Δ E-Rate = 2010-11 single-year eligibility rate minus 2005-06 single-year eligibility rate.

Average Retention Rate by Sport for Women's Teams
(Single-Year Retention Rates in Sports with 50 or More Teams)

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Basketball	945	945	945	950	960	960	962	964
Crew	981	971	982	984	981	982	984	984
Cross Country	966	966	962	965	976	975	981	983
Field Hockey	976	976	975	973	986	987	981	983
Golf	965	966	971	969	982	978	981	979
Gymnastics	979	980	981	983	987	988	992	985
Lacrosse	974	980	977	979	983	988	985	985
Soccer	960	960	963	966	972	976	973	977
Softball	961	958	956	961	973	975	977	973
Swimming	973	974	973	975	982	980	984	983
Tennis	956	959	961	957	976	978	967	982
Track (Indoor)	963	966	966	965	974	975	977	979
Track (Outdoor)	964	966	969	967	975	977	979	980
Volleyball	956	958	956	958	973	974	974	974

Notes: Analyses based on N=5,828 squads that sponsored the sport within Division I during all eight years. Retention calculation changed in 2007-08 (timing of calculation change indicated in red) to grant point adjustments for certain transfer students.

Subgroup Trends

NCAA Research

Football Trends Split by Subdivision

FBS	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
APR	931	932	940	942	952	954	951	954
Eligibility	918	919	927	930	939	943	939	946
Retention	936	933	940	942	952	951	952	952

FCS	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
APR	929	929	926	938	943	944	945	944
Eligibility	924	920	916	928	929	933	935	933
Retention	931	933	931	941	947	948	947	947

Note: Analyses based on 230 football squads (120 in FBS vs. 110 in FCS) that sponsored the sport within Division I during all eight years.

Trends in APR 0-for-2s

NCAA Research

Rank Ordering of Single-Year 0-for-2 Rates by Sport for Men's Teams in 2010-11

SPORT	Percent 0-for-2
Football	4.8%
Basketball	4.4%
Wrestling	3.6%
Baseball	3.4%
Golf	2.9%
Track (Indoor)	2.8%
Track (Outdoor)	2.7%
Soccer	2.7%
Lacrosse	2.6%
Swimming	2.3%
Ice Hockey	1.9%
Cross Country	1.7%
Tennis	1.5%

Notes: Analysis based on N=6,412 squads that sponsored the sport within Division I during 2010-11

Rank Ordering of Single-Year 0-for-2 Rates by Sport for Women's Teams in 2010-11

SPORT	Percent 0-for-2
Basketball	2.3%
Track (Indoor)	1.7%
Track (Outdoor)	1.5%
Softball	1.4%
Volleyball	1.4%
Golf	1.3%
Swimming	1.1%
Cross Country	1.1%
Soccer	1.1%
Crew	0.8%
Tennis	0.7%
Gymnastics	0.6%
Lacrosse	0.6%
Field Hockey	0.6%

Notes: Analysis based on N=6,412 squads that sponsored the sport within Division I during 2010-11

Changes in the Number of 0-for-2s among all Squads Submitting Data in Each Year (2003-04 to 2010-11)

Number of Squads = 5,828	Number of 0-for-2s on these Squads	Percent of Total Student-Athlete Cohort
2003-04	3,811	3.6%
2004-05	3,847	3.6%
2005-06	3,618	3.3%
2006-07	3,196	2.9%
2007-08	2,972	2.7%
2008-09	2,824	2.5%
2009-10	2,685	2.4%
2010-11	2,779	2.5%

Notes:
(1) Analyses based on N=5,828 squads that sponsored the sport within Division I during all eight years.
(2) "0-for-2" defined as student-athletes separating from a school while academically ineligible.
(3) 0-for-2 counts based on cohort definitions – SAs playing multiple sports could appear as multiple 0-for-2s.
(4) Change from 2004-05 to 2010-11 represents a 27% reduction in the number of 0-for-2s.
(5) Across all 6,412 current squads, there were 2,995 0-for-2s (out of 122,483 SAs in cohort; 2.4% of total)

Sport Trends in Number of 0-for-2s -- Student-Athletes Leaving School While Academically Ineligible

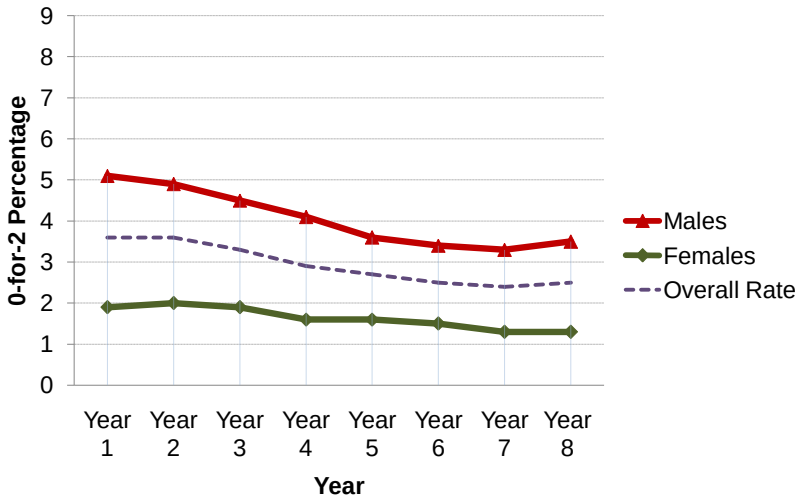
SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Men	2,894 (5.1%)	2,889 (4.9%)	2,689 (4.5%)	2,393 (4.1%)	2,139 (3.6%)	2,055 (3.4%)	1,987 (3.3%)	2,091 (3.5%)
Women	917 (1.9%)	958 (2.0%)	929 (1.9%)	803 (1.6%)	833 (1.6%)	769 (1.5%)	698 (1.3%)	688 (1.3%)

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Baseball	413 (5.6%)	381 (5.0%)	337 (4.4%)	307 (4.0%)	235 (3.0%)	213 (3.0%)	189 (2.8%)	233 (3.4%)
Men's Basketball	319 (7.8%)	316 (7.6%)	308 (7.3%)	254 (6.1%)	198 (4.7%)	193 (4.6%)	188 (4.5%)	182 (4.4%)
Football	1,302 (7.0%)	1,283 (6.8%)	1,151 (6.1%)	1,046 (5.6%)	934 (4.9%)	913 (4.8%)	935 (4.8%)	928 (4.8%)
Women's Basketball	135 (3.0%)	146 (3.2%)	121 (2.7%)	98 (2.2%)	129 (2.9%)	100 (2.2%)	107 (2.4%)	99 (2.2%)

Notes:
(1) Analyses based on squads that sponsored the sport within Division I during all eight years. Rifle participants not included in gender breakdown.
(2) N = Number of student-athletes leaving school while ineligible (0-for-2s) during that academic year (includes SAs who left ineligible after exhausting their eligibility).
(3) % = Percentage of individuals in that sport who were 0-for-2s in that academic year.

Yearly 0-for-2 Rates by Sex

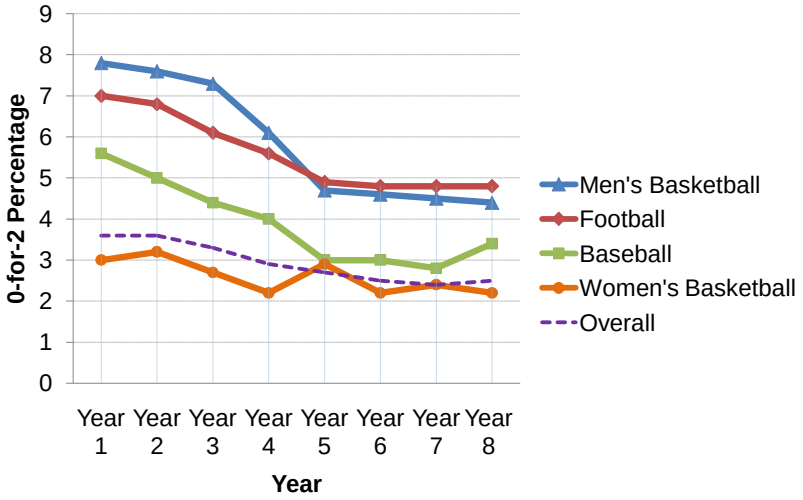
(% of SAs Participating that became APR 0-for-2 in that Year)



Notes:
Analyses based on squads that sponsored the sport within Division I during all eight years. Overall rates include all men's and women's sports.

Yearly 0-for-2 Rates by Sport

(% of SAs Participating that became APR 0-for-2 in that Year)



Notes:
Analyses based on 274 baseball squads, 323 men's basketball squads, 321 women's basketball squads and 230 football squads that sponsored the sport within Division I during all eight years. Overall rates include the four sports displayed.

Trends in the Number of Transfer Student-Athletes

NCAA Research

APR as a Function of Transfer Status
(Semester schools only)

Student Category	2009-10 APR	2010-11 APR
Non-Transfers	971	970
2-Year Transfers	925	926
4-Year Transfers	950	950

2010-11 Transfer Composition of Division I Student-Athlete Population (by Sport)

	Overall		Baseball	Men's Basketball	Football	Women's Basketball
Non-Transfers	88.3%		77.2%	73.5%	87.2%	83.3%
2-year Transfers	5.3%		19.9%	15.6%	7.7%	8.4%
4-year Transfers	6.4%		2.9%	10.9%	5.1%	8.3%

Note: Percentages represent transfer status (did student-athlete enter current Division I school from high school, a 2-year college or another 4-year college?) in the 2010-11 APR cohort. Lifetime transfer rates will be higher (for example, some of the student-athletes in the APR cohort are first-year college students who may eventually transfer).

2010-11 Transfer Composition of Division I Student-Athlete Population (Men's Sports)

Sport	2-year	4-year
Baseball	19.9%	2.9%
Basketball	15.6%	10.9%
Cross Country	2.5%	7.6%
Football	7.7%	5.1%
Golf	4.4%	7.8%
Ice Hockey	2.0%	4.0%
Lacrosse	0.8%	3.4%
Skiing	0.0%	11.0%
Soccer	3.6%	11.2%
Swimming	1.9%	4.6%
Tennis	2.3%	15.0%
Track (Indoor)	3.9%	7.9%
Track (Outdoor)	4.2%	7.8%
Wrestling	2.5%	4.4%

2010-11 Transfer Composition of Division I Student-Athlete Population (Women's Sports)

SPORT	2-year	4-year
Basketball	8.4%	8.3%
Bowling	4.4%	8.8%
Crew	1.4%	4.0%
Cross Country	2.3%	6.2%
Field Hockey	0.3%	3.2%
Golf	2.3%	7.7%
Gymnastics	0.5%	2.9%
Lacrosse	0.8%	3.4%
Skiing	0.0%	10.2%
Soccer	1.3%	5.5%
Softball	6.2%	4.7%
Swimming	0.9%	4.6%
Tennis	1.7%	13.0%
Track (Indoor)	3.0%	6.6%
Track (Outdoor)	3.0%	6.5%
Volleyball	4.8%	8.0%

Trends in Transfer Composition of Division I Student-Athlete Population

	Overall							
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Non-Transfers	86.7%	86.8%	87.2%	87.5%	88.0%	88.6%	88.7%	88.4%
2-year Transfers	6.1%	5.9%	5.6%	5.3%	5.1%	4.9%	5.0%	5.3%
4-year Transfers	7.2%	7.2%	7.2%	7.2%	6.9%	6.5%	6.3%	6.4%

Note: Trends in total Division I student-athlete population composition across N=5,828 teams competing in Division I during this eight-year period.

Trends In Number (Percent) of Transfers Into Division I: Men's Baseball

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Non-Transfers	5,356 (72.7)	5,505 (72.7)	5,589 (72.7)	5,665 (74.1)	5,738 (74.0)	5,455 (76.3)	5,327 (77.8)	5,258 (77.5)
2-year Transfers	1,423 (19.3)	1,418 (18.7)	1,399 (18.2)	1,333 (17.4)	1,370 (17.7)	1,276 (17.9)	1,280 (18.7)	1,325 (19.5)
4-year Transfers	593 (8.0)	651 (8.6)	697 (9.1)	649 (8.5)	647 (8.3)	416 (5.8)	242 (3.5)	199 (2.9)

Note: Trends in total Division I student-athlete population composition across N=5,828 teams competing in Division I during this eight-year period.

Trends In Number (Percent) of Transfers Into Division I: Men's Basketball

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Non-Transfers	3,038 (74.0)	3,027 (72.6)	3,031 (72.0)	3,009 (72.0)	3,093 (73.7)	3,088 (74.2)	3,123 (74.8)	3,072 (73.9)
2-year Transfers	685 (16.7)	726 (17.4)	751 (17.9)	725 (17.3)	652 (15.5)	635 (15.3)	633 (15.2)	643 (15.5)
4-year Transfers	385 (9.4)	415 (10.0)	425 (10.1)	447 (10.7)	450 (10.7)	439 (10.5)	421 (10.1)	444 (10.7)

Note: Trends in total Division I student-athlete population composition across N=5,828 teams competing in Division I during this eight-year period.

Trends In Number (Percent) of Transfers Into Division I: Men's Football

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Non-Transfers	16,150 (86.6)	16,429 (86.8)	16,565 (87.1)	16,428 (87.2)	16,663 (87.7)	16,765 (87.8)	16,934 (87.8)	16,901 (87.4)
2-year Transfers	1,514 (8.1)	1,519 (8.0)	1,422 (7.5)	1,374 (7.3)	1,348 (7.1)	1,373 (7.2)	1,405 (7.3)	1,477 (7.6)
4-year Transfers	987 (5.3)	990 (5.2)	1,022 (5.4)	1,038 (5.5)	987 (5.2)	958 (5.0)	948 (4.9)	968 (5.0)

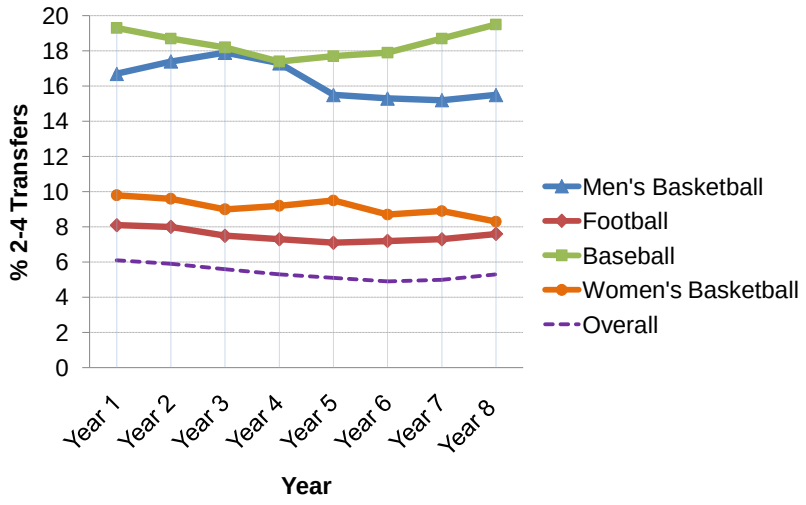
Note: Trends in total Division I student-athlete population composition across N=5,828 teams competing in Division I during this eight-year period.

Trends In Number (Percent) of Transfers Into Division I: Women's Basketball

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Non-Transfers	3,744 (82.6)	3,770 (83.1)	3,821 (84.2)	3,800 (83.6)	3,768 (83.6)	3,768 (84.1)	3,749 (83.6)	3,703 (83.5)
2-year Transfers	445 (9.8)	434 (9.6)	409 (9.0)	418 (9.2)	427 (9.5)	391 (8.7)	397 (8.9)	368 (8.3)
4-year Transfers	341 (7.5)	331 (7.3)	309 (6.8)	326 (7.2)	313 (6.9)	324 (7.2)	338 (7.5)	364 (8.2)

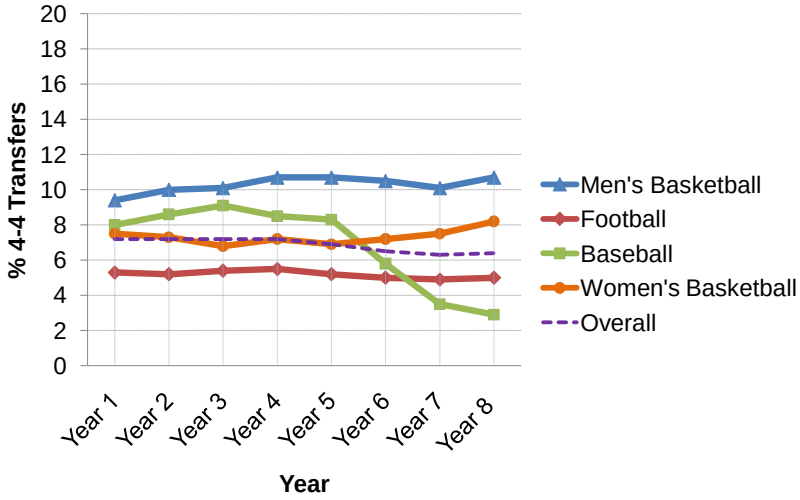
Note: Trends in total Division I student-athlete population composition across N=5,828 teams competing in Division I during this eight-year period.

Trends in the Proportion of Two-Year College Transfers in APR Cohorts



Notes:
Analyses based on 274 baseball squads, 323 men's basketball squads, 321 women's basketball squads and 230 football squads that sponsored the sport within Division I during all eight years. Overall rates include the four sports displayed.

Trends in the Proportion of Four-Year College Transfers in APR Cohorts



Notes:
Analyses based on 274 baseball squads, 323 men's basketball squads, 321 women's basketball squads and 230 football squads that sponsored the sport within Division I during all eight years. Overall rates include the four sports displayed.

APR Point Adjustments

NCAA Research

What are APR point adjustments?

- Under certain conditions, the NCAA may excuse a lost APR eligibility or retention point in a team's APR calculation. For example, a student leaving school in a given term while academically eligible would normally lose that team a retention point. If that student received an adjustment because they met the criteria for the professional sports departure adjustment, their retention point loss would be excused.

- There are several circumstances under which teams may be eligible to receive adjustments to lost eligibility or retention points in the APR calculation:
  - Student-athlete leaves school while academically eligible with a GPA of 2.6 or higher (and other academic factors met) and transfers immediately as a full-time student to another four-year college (retention point loss adjusted).
  - Student-athlete leaves school while academically eligible to pursue a professional sports opportunity (retention point loss adjusted).
  - Student-athlete or family member illness / personal difficulties, natural disaster, family hardship, degree program or sport discontinued, opportunity to compete in Olympics or other international competition (eligibility and/or retention point loss adjusted).

Number of APR Adjustments Granted by Sport Grouping (2010-11 AY)

	Transfer	Professional Departure	Other Eligibility or Retention	Overall Total
Men's Baseball (297 teams)	177	309	9	495
Men's Basketball (344 teams)	161	64	14	239
Men's Football (243 teams)	160	155	40	355
Men's Other (2,058 teams)	579	135	47	761
Women's Basketball (342 teams)	163	11	8	182
Women's Other (3,128 teams)	1,158	28	112	1,298
Total	**2,398**	**702**	**230**	**3,330**

Note: Includes all N=6,412 squads currently in Division I.

Professional Sports Departure Adjustments to APR

- In 2010-11, approximately 700 student-athletes across the 6,412 Division I teams received an APR retention point adjustment associated with departing school early (while in academic good standing) for a professional sports opportunity.
- 309 (44%) of these professional sports departure adjustments to APR occurred in the sport of baseball.
- Of the 64 professional departure adjustments in men's basketball, only 5 were for first-year college students (so-called "one-and-done" student-athletes).

Transfer Adjustment Trends by Sport Grouping

	2007-08	2008-09	2009-10	2010-11
Men's Baseball	179	159	172	172
Men's Basketball	137	132	160	156
Men's Football	130	135	168	153
Men's Other	461	463	548	562
Women's Basketball	153	171	183	158
Women's Other	939	1,007	1,083	1,111

Note: Includes only N=6,203 squads in APR each of last 4 years.

APR Delayed Graduation Points

Total Number of Delayed Graduation Points

- Over the past eight years 9,822* student-athletes earned APR points for their former team by returning to college after their eligibility expired and earning a degree.
- Among high-profile men's sports, delayed graduation points total:
  - Men's Baseball: 1,241
  - Men's Basketball: 705
  - Men's Football: 2,559
- In other words, 4,505 former student-athletes in these three men's sports returned to college and graduated, earning their former team APR points. Note that these student-athletes are not typically counted as graduates in the calculation of the federal graduation rate or in the GSR.

* Includes all N=6,412 squads currently in Division I.

Distribution of Total Number of Delayed Graduation Points Earned

2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
655	995	1,234	1,431	1,568	1,438	1,333	1,168

Note: Includes all N=6,412 squads currently in Division I.

Trends in Total Number of Delayed Graduation Points Earned

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Overall	653	994	1,226	1,404	1,500	1,360	1,218	1,086
Baseball	107	143	187	161	210	166	125	99
Men's Basketball	48	91	108	92	94	79	84	87
Women's Basketball	24	38	40	48	45	45	29	32
Football	194	286	299	354	398	346	332	296

Note: Includes only N=5,828 squads in APR each of last eight years.

Outcomes for Squads Below APR=900 Benchmark

Summary of Number of Teams Below APR Penalty/Postseason Eligibility Benchmark

- The number of teams below the current APR penalty benchmark continues to drop. This year, 54 teams were below the 900 benchmark.
- The majority of squads below 900 are:
  - Limited-resource (80%)
  - HBCU (57%)
  - FCS (65%)
- As of June 18:
  - 15 teams are ineligible for postseason competition (pending data review on one team)
  - 35 teams will receive a level one or level three penalty

Squads with Multi-Year APRs Below 900 (with squad-size adjustment)

Benchmark	Number (Percent) Total Teams Below APR Benchmark	Number (Percent) All Limited-Resource Teams Below
900	54 (0.8%)	43 (5.8%)

Note: Total number of teams = 6,365 with at least two years of APR data. Data review pending on one team.

Postseason Eligibility Outcomes for Squads Below APR=900

NCAA Research

Divisional Characteristics of Postseason Ineligibility for Squads With 4-Year APRs Below 900

Category	NCAA Division I FBS	NCAA Division I FCS	NCAA Division I No Football	NCAA Division II/III (multi-divisional)	Total
(A) APR < 900 and Ineligible for Postseason	2 (13.3%)	9 (60.0%)	4* (26.7%)	0 (0%)	15*
(B) APR < 900 but Remain Eligible for Postseason	2 (5.1%)	26 (66.7%)	11 (28.2%)	0 (0%)	39
Total	4 (7.4%)	35 (64.8%)	15 (27.8%)	0 (0%)	54

Note: Within-ineligibilty category percentages shown. Total number of teams = 6,365.
[2,351 in FBS (36.9%); 2,258 in FCS (35.5%);1,590 in Div. I No FB (25.0%); 166 multi-divisional (2.6%)]
*Pending data review on one team.

Institutional Characteristics of Squads Below 900 Related to Postseason Eligibility

Category	Total	Limited-Resource
(A) APR < 900 and Ineligible for Postseason	15*	7* (47%)
(B) APR < 900 but Remain Eligible for Postseason	39	36 (92%)
Total	54	43 (80%)

Note: Within-penalty category percentages shown. Total number of teams = 6,365
745 teams from low resource institutions (11.7% of total).
*Pending data review on one team.

Number of Squads < 900 by Sport and Postseason Eligibility Outcomes

Team Eligibility	Men's Baseball	Men's Basketball	Men's Football	Other Men's Sports	Women's Sports
(A) APR < 900 and Ineligible for Postseason	0 (0%)	10* (67%)	3 (20%)	2 (13%)	0 (0%)
(B) APR < 900 but Remain Eligible for Postseason	3 (8%)	12 (31%)	4 (10%)	12 (31%)	8 (21%)
Total	3 (6%)	22 (41%)	7 (13%)	14 (26%)	8 (15%)

*Pending data review on one team.

Penalty Outcomes for Squads Below APR=900

NCAA Research

Divisional Characteristics of Penalties for Squads With 4-Year APRs Below 900

Category	NCAA Division I FBS	NCAA Division I FCS	NCAA Division I No Football	NCAA Division II/III (multi-divisional)	Total
(A) Level One Penalty	1 (3.8%)	18 (69.2%)	7 (26.9%)	0 (0%)	26
(B) Level Three Penalty	2 (22.2%)	5 (55.6%)	2 (22.2%)	0 (0%)	9
(C) No Penalty	1 (5.3%)	12 (63.2%)	6 (31.6%)	0 (0%)	19
Total	4 (7.4%)	35 (64.8%)	15 (27.8%)	0 (0%)	54

Note: Within-ineligibilty category percentages shown. Total number of teams = 6,365.
[2,351 in FBS (36.9%); 2,258 in FCS (35.5%);1,590 in Div. I No FB (25.0%); 166 multi-divisional (2.6%)]

Institutional Characteristics of Squads Below 900 Related to Penalty Outcomes

Category	Total	Limited-Resource
(A) Level One Penalty	26	18 (69%)
(B) Level Three Penalty	9	7 (78%)
(C) No Penalty	19	18 (95%)
Total	54	43 (80%)

Note: Within-penalty category percentages shown. Total number of teams = 6,365
745 teams from limited-resource institutions (11.7% of total).

Number of Squads < 900 by Sport and Penalty Outcomes

Team Eligibility	Men's Baseball	Men's Basketball	Men's Football	Other Men's Sports	Women's Sports
(A) Level One Penalty	0 (0%)	9 (35%)	3 (12%)	13 (50%)	1 (4%)
(B) Level Three Penalty	0 (0%)	6 (67%)	2 (22%)	0 (0%)	1 (11%)
(C) No Penalty	3 (16%)	7 (37%)	2 (11%)	1 (5%)	6 (32%)
Total	3 (6%)	22 (41%)	7 (13%)	14 (26%)	8 (13%)

Confidential – Not for Distribution

Teams Subject to NCAA Division I Academic Performance Program Penalties and/or Postseason Ineligibility for 2012-13
~As of June 15, 2012 ~

Institution	Sport	Postseason Status and Penalty Type	Team's Penalty and Access to Postseason Competition in 2012-13	Notes
Alabama State University	MBB	Level-One NCAA Division I Academic Performance Program (APP) penalty	Four hours and one day of practice in season	Team met the limited resource filter to avoid postseason ineligibility [limited resource + 50 percent Graduation Success Rate (GSR)].
Alabama State University	MFB	Level-One APP penalty	Four hours and one day of practice in season	Team met the limited resource filter to avoid postseason ineligibility (limited resource + 50 percent GSR).
California State University, Bakersfield	MBB	Postseason ineligibility and Level-One APP penalty	• Postseason ineligibility • Four hours and one day of practice in season	Staff is still reviewing NCAA Division I Academic Progress Rate (APR) data.
California State University, Bakersfield	MGO	Level-One APP penalty	Four hours and one day of practice in season	• Team met the limited resource filter to avoid postseason ineligibility (limited resource + 50 percent GSR). • Institution may appeal staff findings on APR Improvement Plan so it can use the limited-resource review to avoid APP penalties.
Central Connecticut State University	MSO	Postseason ineligibility and Level-One APP penalty	• Postseason ineligibility • Four hours and one day of practice in season	
Chicago State University	MTI	Level One APP Penalty	Four hours and one day of practice in season	Team met the limited resource filter to avoid postseason ineligibility (limited resource + 50% GSR)
Chicago State University	MTO	Level One APP Penalty	Four hours and one day of practice in season	Team met the limited resource filter to avoid postseason ineligibility (limited resource + 50% GSR)
Chicago State University	WCC	Level-Three APP penalty	• Six hours and one day of practice in season • Ten percent reduction in length of season	Team met the limited resource filter to avoid postseason ineligibility (limited resource + 50 percent GSR).
Delaware State University	MBB	Level-One APP penalty	Four hours and one day of practice in season	• Team met the improvement filter to avoid postseason ineligibility (APR of at least 930 in two most recent

				years).
Florida A&M University	WVB	Level-One APP penalty	Four hours and one day of practice in season	Team met the limited resource filter to avoid postseason ineligibility (limited resource + 50 percent GSR).
Grambling State University	MBB	Level-Three APP penalty	• Limited to 10 MBB scholarships • Four hours and one day of practice in season • Four hours of practice out of season • Ten percent reduction in length of season • Two game reduction in length of season	• Team met the limited resource filter to avoid postseason ineligibility (limited resource + 50 percent GSR). • The committee partially approved the institution's request for waiver of a 10 percent reduction in the number of contests. Pursuant to this partial approval, the institution will be subject to a two game reduction in the number of permissible contests.
Hampton University	MFB	Postseason ineligibility and Level-One APP penalty	• Postseason ineligibility • Four hours and one day of practice in season	
Jacksonville State University	MBB	Level-Three APP penalty	• Postseason ineligibility • Limited to 11 MBB scholarships • Four hours and one day of practice in season • Four hours of practice out of season • Ten percent reduction in contests and length of season	• Team met the improvement filter to avoid postseason ineligibility (APR of at least 930 in two most recent years). • Team did not meet conditions for conditionally approved waiver in 2010-11. Postseason ineligibility was waived in that waiver, but the failure to meet the condition brings it back.
Mississippi Valley State University	MBB	Postseason ineligibility and Level-Three APP penalty	• Postseason ineligibility • Four hours and one day of practice in season • Ten percent reduction in contests and length of season	• Team received relief of the four-hour out-of-season practice penalty conditioned on it achieving a 950 single-year APR in 2011-12 and fully implementing its APR Improvement Plan. • The institution did not offer any self-imposed penalties, but did present a newly adopted academic profile for recruited prospective men's basketball student-athletes to the committee during the hearing.
North Carolina A&T State University	MFB	Postseason ineligibility and Level-Three	• Postseason ineligibility • Four hours and one day of practice in season	Institution was encouraged to extend the ban on special or extraordinary admissions for any initial counters (freshman or transfer) beyond 2012-13.

		APP penalty	• Four hours of practice out of season • Elimination of spring football practice and the spring game in 2013 • No special or extraordinary admissions for any initial counters (freshman or transfer) during 2012-13 academic year	
North Carolina Central University	MCC	Level-One APP penalty	Four hours and one day of practice in season	Team met the limited resource filter to avoid postseason ineligibility (limited resource + 50 percent GSR).
North Carolina Central University	MTI	Level-One APP penalty	Four hours and one day of practice in season	Team met the limited resource filter to avoid postseason ineligibility (limited resource + 50 percent GSR).
North Carolina Central University	MTO	Level-One APP penalty	Four hours and one day of practice in season	Team met the limited resource filter to avoid postseason ineligibility (limited resource + 50 percent GSR).
Prairie View A&M University	MFB	Level-One APP penalty	Four hours and one day of practice in season	Team met the limited resource filter to avoid postseason ineligibility (limited resource + 50 percent GSR).
Prairie View A&M University	MTI	Level-One APP penalty	Four hours and one day of practice in season	Team met the limited resource filter to avoid postseason ineligibility (limited resource + 50 percent GSR).
Prairie View A&M University	MTO	Level-One APP penalty	Four hours and one day of practice in season	Team met the limited resource filter to avoid postseason ineligibility (limited resource + 50 percent GSR).
South Carolina State University	MTI	Level-One APP penalty	Four hours and one day of practice in season	Team met the limited resource filter to avoid postseason ineligibility (limited resource + 50 percent GSR).
Southern University	MTI	Level-One APP penalty	Four hours and one day of practice in season	Team met the limited resource filter to avoid postseason ineligibility (limited resource + 50 percent GSR).
Southern University	MTO	Level-One APP penalty	Four hours and one day of practice in season	Team met the limited resource filter to avoid postseason ineligibility (limited resource + 50 percent GSR).
Texas A&M University - Corpus Christi	MBB	Postseason ineligibility and Level-One APP penalty	• Postseason ineligibility • Four hours and one day of practice in season	
Texas Southern University	MFB	Postseason ineligibility and Level-Three APP penalty	• Postseason ineligibility • Four hours and one day of practice in season • Four hours of practice	

			out of season • Elimination of spring football practice and the spring game in 2013	
Towson University	MBB	Postseason ineligibility and Level-One APP penalty	• Postseason ineligibility • Four hours and one day of practice in season	
University of Arkansas, Pine Bluff	MBB	Postseason ineligibility and Level-One APP penalty	• Postseason ineligibility • Four hours and one day of practice in season	
University of California, Riverside	MBB	Postseason ineligibility and Level-One APP penalty	• Postseason ineligibility • Four hours and one day of practice in season	
University of Connecticut	MBB	Postseason ineligibility and Level-One APP penalty	• Postseason ineligibility • Four hours and one day of practice in season	
University of Louisiana at Monroe	MBB	Postseason ineligibility and Level-Three APP penalty	• Four hours and one day of practice in season • Ten percent reduction in contests and length of season • Four hours of practice out of season • Placement of the team into "receivership" under the purview of the Presidential Athletics Task Force • Limited recruiting and admission of student-athletes • Imposition of stringent penalty structure for unsatisfactory academic performance of current	Team served postseason ban in 2011-12.

			student athletes	
University of Maryland, Eastern Shore	MBB	Level-Three APP penalty	• Ten percent reduction in contests and length of season • Four hours of practice out of season	Team met the limited resource filter to avoid postseason ineligibility (limited resource + 50 percent GSR).
University of North Carolina, Wilmington	MBB	Postseason ineligibility and Level-One APP penalty	• Postseason ineligibility • Four hours and one day of practice	
University of Northern Colorado	MWR	Postseason ineligibility and Level-One APP penalty	• Postseason ineligibility • Four hours and one day of practice	
University of Toledo	MBB	Postseason ineligibility and Level-Three APP penalty	• Postseason ineligibility • Four hours and one day of practice in season • Ten percent reduction in contests and length of season • Four hours of practice out of season	

Summary

1. There are 35 teams facing some APP penalty – 26 with Level-One APP penalties and nine with Level-Three APP penalties.

2. There are 15 teams ineligible for postseason competition in 2012-13 (10 men's basketball, one men's soccer, three football and one wrestling). As a frame of reference, eight teams were ineligible for postseason competition in 2011-12

Elite 89
2011-12 Academic Year Update

Overview.

The Elite 89 award, founded by the NCAA, recognizes the true essence of the student-athlete by honoring the individual who has reached the pinnacle of competition at the national championship level in his or her sport, while also achieving the highest academic standard among his or her peers. The Elite 89 is presented to the student-athlete with the highest cumulative grade-point average participating at the finals site for each of the NCAA's championships.

All grade-point averages are based on a straight grading scale to ensure consistency among institutions. All ties are broken by the number of credits completed.

Eligible student-athletes are sophomores or above who have participated in their sport for at least two years with their school. They must be an active member of the team, traveling and competing at the championship.

Fall 2011 Award Recipients.

From the NCAA fall championships season, 22 student-athletes were named top academic performers through the Elite 89 program. The 22 award winners by sport and division (I, II, III or National Collegiate), school, and major of study and grade-point average are as follows:

Fall 2011 Elite 89 Award Recipients			
Sport (Division)	**Name**	**Institution**	**Major (grade-point average)**
Men's Cross Country (I)	Joseph Thompson	University of North Carolina at Greensboro	Finance (3.963)
Men's Cross Country (II)	Dalton Moberly	University of Central Missouri	Social Studies Education (3.950)
Men's Cross Country (III)	John DeWitt	University of Wisconsin, Oshkosh	Secondary Education – Mathematics (4.0)
Women's Cross Country (I)	Ahna Lewis	West Virginia University	Secondary Education and English (4.0)

Women's Cross Country (II)	Whitney Bishoff	Anderson University (South Carolina)	Early Childhood Elementary Education (4.0)
Women's Cross Country (III)	Liz Phillips	Washington University in St. Louis	Biomedical Engineering (4.0)
Field Hockey (I)	Marta Malmberg	University of North Carolina, Chapel Hill	Psychology (3.933)
Field Hockey (II)	Nancy Stehman	West Chester University of Pennsylvania	Special Education (4.0)
Field Hockey (III)	Meredith Jeffries	The College of New Jersey	Deaf and Hard of Hearing/Elementary Education (3.875)
Football (FCS)	Greg Sprowls	Sam Houston State University	Biology (3.750)
Football (II)	Eric Love	Pittsburg State University	Construction Engineering Technology (3.683)
Football (III)	Jared Kiesow	University of Wisconsin, Whitewater	Elementary Education (3.894)
Men's Soccer (I)	Paul Willoughby	University of North Carolina, Charlotte	International Studies (4.0)
Men's Soccer (II)	Harald Gracholski	Lynn University	Business Administration (4.0)
Men's Soccer (III)	Brad Wassink	Calvin College	English and Political Science (3.949)
Women's Soccer (I)	Mollie Pathman	Duke University	Sports Medicine (3.912)

Women's Soccer (II)	Megan Foster	California State University, Chico	Undeclared (3.942)
Women's Soccer (III)	Jessica Tarantino	William Smith College	Economics and Mathematics (4.0)
Women's Volleyball (I)	Amanda Saxton	Florida State University	Media and Communication Studies (4.000)
Women's Volleyball (II)	Kate Barton	California State University, San Bernardino	Business (4.0)
Women's Volleyball (III)	Tessa Smolinski	Springfield College	Communication Disorders (4.0)
Men's Water Polo	Brian Donohoe	University of California, San Diego	History (3.952)

Winter 2012 Award Recipients.

From the NCAA winter championships season, 31 student-athletes were recognized through the Elite 89 program. The 31 award winners by sport and division (I, II, III or National Collegiate), school and major of study and grade-point average are as follows:

Winter 2012 Elite 89 Award Recipients			
Sport (Division)	**Name**	**Institution**	**Major (grade-point average)**
Women's Bowling	Megan Buja	University of Maryland, Eastern Shore	Human Ecology/Dietetics (4.0)
Men's Basketball (I)	Aaron Craft	The Ohio State University	Exercise Science (3.888)

Men's Basketball (II)	Sean Lowery	Stonehill College	Marketing (3.794)
Men's Basketball (III)	Nick Anderson	Illinois Wesleyan University	Accounting (3.975)
Women's Basketball (I)	Lindsay Palmer	Baylor University	Sport Management (3.985)
Women's Basketball (II)	Lisa Elmer	Pittsburg State University	Accounting (4.0)
Women's Basketball (III)	Lexi Baltes	Illinois Wesleyan University	English (3.877)
Mixed Fencing	Christine McIntosh	Cornell University	Biological Sciences (3.893)
Men's Gymnastics (I)	Lukasz Adamczyk	University of Illinois, Chicago	Spanish and Biochemistry (4.0)
Women's Gymnastics (I)	Rachel Terry	University of Alabama	Early Childhood Education (4.0)
Men's Ice Hockey (I)	Thomas Hill	Ferris State University	Finance (3.851)
Men's Ice Hockey (III)	Igor Martinez	Norwich University	Civil Engineering (3.850)
Women's Ice Hockey (I)	Carolyne Prevost	University of Wisconsin, Madison	Kinesiology (3.779)
Women's Ice Hockey (III)	Marah Sobczak	Gustavus Adolphus College	Physics (3.858)

Mixed Rifle	Alix Moncada	University of Texas, El Paso	Business (3.968)
Mixed Skiing	Andreas Haug	University of Colorado, Boulder	Business (4.0)
Men's Swimming and Diving (I)	Brent Sterling	University of Tennessee, Knoxville	Biological Sciences (3.980)
Men's Swimming and Diving (II)	Kristian Krc	Ouachita Baptist University	Pre-engineering and Physics (4.0)
Men's Swimming and Diving (III)	Joseph Huyett	Stevens Institute of Technology	Mechanical Engineering (4.0)
Women's Swimming and Diving (I)	Wendy Trott	University of Georgia	International Affairs (3.975)
Women's Swimming and Diving (II)	Anna McIntyre	Florida Southern College	Pre-medicine and Biology (4.0)
Women's Swimming and Diving (III)	Chelsea Wiese	Hope College	Public Accounting (4.0)
Men's Indoor Track and Field (I)	Will Barry	Texas A&M University, College Station	Civil Engineering (4.0)
Men's Indoor Track and Field (II)	Shawn Boss	University of Central Missouri	Computer Information Systems (4.0)
Men's Indoor Track and Field (III)	Kyle Hannon	Massachusetts Institute of Technology	Electrical Engineering and Computer Science (3.920)

Women's Indoor Track and Field (I)	Frances Dowd	Virginia Polytechnic Institute and State University	Environmental Policy and Planning (4.0)
Women's Indoor Track and Field (II)	Shelby Janutol	Ferris State University	Biology (4.0)
Women's Indoor Track and Field (III)	Lauren Kuntz	Massachusetts Institute of Technology	Mechanical Engineering and Physics (4.0)
Wrestling (I)	Daniel Kenneth Mitchell	American University	Business Administration (3.953)
Wrestling (II)	Cody Lensing	Augustana College	Biochemistry and Philosophy (3.960)
Wrestling (III)	Anthony Valek	Augsburg College	Accounting and Management (3.870)

Spring 2012 Award Recipients.

From the NCAA spring championships season, 36 student-athletes were honored through the Elite 89 program. The 36 award winners by sport and division (I, II, III or National Collegiate), school, and major of study and grade-point average are as follows:

Spring 2012 Elite 89 Award Recipients			
Sport (Division)	**Name**	**Institution**	**Major (grade point-average)**
Baseball (I)	Erik Payne	University of South Carolina, Columbia	International Business and Insurance and Risk Management (3.897)
Baseball (II)	Benjamin Keller	Minnesota State University, Mankato	Mechanical Engineering (4.0)

Baseball (III)	Zachary Badanes	State University of New York at Cortland	Biology (3.980)
Men's Golf (I)	Cory Whitsett	University of Alabama	Management (3.984)
Men's Golf (II)	Daniel Stapff	Barry University	Finance (3.918)
Men's Golf (III)	Michael Mortensen	University of St. Thomas (Minnesota)	Actuarial Science (3.935)
Women's Golf (I)	Kim Kaufman	Texas Tech University	Political Science (4.0)
Women's Golf (II)	Jenny Konop	University of Indianapolis	Biology (3.932)
Women's Golf (III)	Vanessa Kleckner	St. Olaf College	Biology (3.980)
Men's Lacrosse (I)	Tyler Brenneman	University of Notre Dame	Economics and Political Science (3.782)
Men's Lacrosse (II)	Todd Nakasuji	Limestone College	Business (4.0)
Men's Lacrosse (III)	Michael Tota	State University of New York at Cortland	Business Economics (3.951)
Women's Lacrosse (I)	Heather Wentz	Syracuse University	Newspaper (3.697)
Women's Lacrosse (II)	Liz Wilson	West Chester University of Pennsylvania	Special Education (3.934)
Women's Lacrosse (III)	Jamie Flood	State University of New York at Cortland	Kinesiology (3.840)

Rowing (I)	Shelly Tremaglio	Cornell University	History (3.957)
Rowing (II)	Megan Northey	Western Washington University	Kinesiology (3.920)
Rowing (III)	Sarah Jane Otey	U.S. Coast Guard Academy	Marine and Environmental Studies (3.973)
Softball (I)	Alex Boulet	Louisiana State University	Mathematics (3.986)
Softball (II)	Brianna Hancock	Valdosta State University	Accounting and Finance (3.950)
Softball (III)	Kelsey Kittleson	Luther College	Biology (4.0)
Men's Tennis (I)	Bruno Abdelnour	University of Illinois, Champaign	Mechanical Engineering (3.969)
Men's Tennis (II)	Ji Hoon Heo	Hawaii Pacific University	International Studies (3.920)
Men's Tennis (III)	Bryan Chow	Williams College	Classics and Biology (3.938)
Women's Tennis (I)	Mary Anne Mcfarlane	University of Alabama	Human Performance and Exercise Science (3.994)
Women's Tennis (II)	Tabtip Louhabanjong	Indiana University of Pennsylvania	Foreign Language, Literatures and Linguistics (4.0)
Women's Tennis (III)	Nandita Krishnan	Johns Hopkins University	Public Health (3.860)

Men's Outdoor Track and Field (I)	Miles Unterreiner	Stanford University	History (3.960)
Men's Outdoor Track and Field (II)	Dawson Vorderbruegge	California State University, Stanislaus	English (3.937)
Men's Outdoor Track and Field (III)	Timothy Layng	Moravian College	Biology (3.956)
Women's Outdoor Track and Field (I)	Ryann Kraiss	Kansas State University	Psychology (3.955)
Women's Outdoor Track and Field (II)	Kristen McGlynn	Adams State College	English and Creative Writing (4.0)
Women's Outdoor Track and Field (III)	Jaela Dinsmore	Willamette University	Latin America Studies and Spanish (3.989)
Men's Volleyball (NC)	Ian Karbiener	Lewis University	Business Administration (3.907)
Men's Volleyball (III)	Steven Coniglio	Baruch College	Actuarial Science (3.897)
Women's Water Polo (NC)	Kiara Cerda	Loyola Marymount University	Biology (3.950)

Committee on Academic Performance Post-Season Ineligibility Decisions
Public Relations and Transfer Implications

Background.

In October 2011, the NCAA Division I Board of Directors approved a new qualification standard for access to postseason competition. The standard established a 930 Academic Progress Rate (APR) as a minimum academic standard to participate in postseason competition. Transition to this benchmark will occur over the next three years. In year one of the transition, for teams wishing to participate in postseason competition during the 2012-2013 academic year, the minimum academic standard is a multi-year APR of 900. This APR was calculated for each team using data from the 2007-2008 through 2010-2011 academic years. Data for this APR calculation was reported to the NCAA by the member institutions between June 2011 and November 2011.

Teams that did not achieve the 900 multi-year APR benchmark for postseason eligibility were eligible to file waivers with the NCAA staff. Of the ten teams that did not meet the standard, waivers were filed for all ten teams. The waivers were filed during December 2011 and January 2012. Institutions with teams whose waivers were denied by the NCAA staff had the option to appeal the staff decision to the Committee on Academic Performance Subcommittee on Appeals. Of the denied waivers, eight appeals were filed, and all eight decisions were upheld. Institutions whose appeals were denied had the opportunity to request a review of that appeal decision by the chair of the Committee on Academic Performance. Five institutions requested this review, and all five decisions were upheld. The NCAA publicly released the information about the teams that did not earn 2012-2013 postseason eligibility on June 20, 2012.

During the waiver and appeal process, public interest in these cases was high. Student-athletes on teams that were not eligible for the 2012-2013 postseason began to consider their options for transferring to another institution. At the same time, coaches from other institutions began to show an interest in student-athletes from teams that had not earned 2012-2013 postseason eligibility. The combined circumstances surrounding the timing of the waiver and appeal processes, the high public interest, and the student-athlete well-being considerations have created a need to reexamine certain policies and procedures.

Staff Recommendation.

The staff recommends the committee amend its procedures regarding the public release of APR data. The staff recommends two changes to the procedures:

1. Move the annual scheduled public release of all APR data forward to April or early May. Given the media interest in some teams who are ineligible for postseason, an earlier public release allows the NCAA to be more proactive with respect to media coverage. In addition, an earlier release provides more timely notice to student-athletes impacted by their team being ineligible..

2. Amend CAP procedures to allow for individual APR releases regarding the postseason ineligibility of a team or group of teams as warranted. These additional releases would

occur earlier than the main APR release, as soon as the appeal process was exhausted for any team expected to generate significant media attention. The timing and number of these releases would be determined annually as needed in consultation with the NCAA public and media relations staff. The decisions on what teams to be released individually would be determined consistent with other PMR criteria for proactive release of information related to student-athlete reinstatement and waiver cases.

Action Items

1. Should the public release of APR data be moved to an earlier date, most likely in late April or early May?

2. Should individual public releases be added to the process for team-specific APR data and post-season ineligibility on an as-needed basis?

The following table summarizes the NCAA Division I Academic Performance Program (APP) Level Three Penalty Waivers Considered in 2011-12 academic year. The chart includes all teams that were subject to Level Three Penalties.

Institution/Sport	Final Decision Rendered by	Postseason Competition	In-Season Penalties	Out-of-Season Penalties	Additional Penalties	Multiyear APR	Single-Year APRs in Cohort
Chicago State University Women's Cross Country	NCAA Staff	Team was not subject to postseason ineligibility due to limited resource filter.	10 percent reduction in length of season. Limited to 4 days and 14 hours of practice time per week in 2012-13. Conditional Relief	Limited to 4 hours of countable athletically related activity per week. No Relief	See "In-Season Penalties" – additional hours and days off.	809	06-07: 800 07-08: 850 08-09: 730 09-10: 893
Grambling State University Men's Basketball	NCAA Division I Committee on Academic Performance	Team was not subject to postseason ineligibility due to limited resource filter.	10 percent reduction in length of season. 2-game reduction in number of contests. Limited to 5 days and 16 hours of practice time per week in 2012-13. Partial Relief	Limited to 4 hours of countable athletically related activity per week. No Relief	Limited to awarding 10 scholarships due to an unmet condition. No Relief	858	06-07: 827 07-08: 872 08-09: 882 09-10: 864

Institution/Sport	Final Decision Rendered by	Postseason Competition	In-Season Penalties	Out-of-Season Penalties	Additional Penalties	Multiyear APR	Single-Year APRs in Cohort
Jacksonville State University Men's Basketball	NCAA Division I Committee on Academic Performance	Team is ineligible for the 2012-13 postseason due to an unmet condition. No Relief	10 percent reduction in length of season. 10 percent reduction in number of contests. Limited to 5 days and 16 hours of practice time per week in 2012-13. No Relief	Limited to 4 hours of countable athletically related activity per week. No Relief	Limited to awarding 11 scholarships due to an unmet condition. No Relief	889	06-07: 769 07-08: 940 08-09: 974 09-10: 898
Mississippi Valley State University Men's Basketball	NCAA Division I Committee on Academic Performance	Team ineligible for the 2012-13 postseason. No Relief	10 percent reduction in length of season. 10 percent reduction in number of contests. Limited to 5 days and 16 hours of practice time per week in 2012-13. No Relief	No Penalty Conditional Relief	No Additional Penalties	865	06-07: 932 07-08: 795 08-09: 854 09-10: 881

Institution/Sport	Final Decision Rendered by	Postseason Competition	In-Season Penalties	Out-of-Season Penalties	Additional Penalties	Multiyear APR	Single-Year APRs in Cohort
North Carolina A&T State University Football	NCAA Division I Committee on Academic Performance	Team ineligible for the 2012-13 postseason. No Relief	Limited to 5 days and 16 hours of practice time per week in 2012-13. No Relief	Elimination of spring football for 2013. Limited to 4 hours of countable athletically related activity per week. No Relief	No special or extraordinary admissions for any initial counters (freshman or transfer) during 2012-13 academic year.	880	06-07: 857 07-08: 848 08-09: 927 09-10: 883
Texas Southern University Football	NCAA Division I Committee on Academic Performance	Team ineligible for the 2012-13 postseason. No Relief	Limited to 5 days and 16 hours of practice time per week in 2012-13. No Relief	Elimination of spring football for 2013. Limited to 4 hours of countable athletically related activity per week. No Relief		811	06-07: 881 07-08: 796 08-09: 734 09-10: 854

Institution/Sport	Final Decision Rendered by	Postseason Competition	In-Season Penalties	Out-of-Season Penalties	Additional Penalties	Multiyear APR	Single-Year APRs in Cohort
University of Arkansas, Fayetteville Men's Basketball	NCAA Staff	Team was not subject to postseason ineligibility due to improvement filter.	No Penalty Full Relief	No Penalty Full Relief	No Penalties	894	06-07: 755 07-08: 955 08-09: 918 09-10: 957
University of Louisiana at Monroe Men's Basketball	NCAA Staff	Team is eligible for 2012-13 postseason competition. Full Relief	10 percent reduction in length of season. 10 percent reduction in number of contests. Limited to 5 days and 16 hours of practice time per week in 2012-13. No Relief	Limited to 4 hours of countable athletically related activity per week. No Relief	Placement of team into "Receivership" under the purview of the presidential athletics taskforce. Limited recruiting and admission of at risk student-athletes. Imposition of postseason restriction on an individual student-athlete basis based on academic achievement.	843	06-07: 894 07-08: 870 08-09: 712 09-10: 909

Institution/Sport	Final Decision Rendered by	Postseason Competition	In-Season Penalties	Out-of-Season Penalties	Additional Penalties	Multiyear APR	Single-Year APRs in Cohort
University of Maryland, Eastern Shore Men's Basketball	NCAA Staff	Team was not subject to postseason ineligibility due to limited resource filter.	10 percent reduction in length of season. 10 percent reduction in number of contests. Partial Relief	Limited to 4 hours of countable athletically related activity per week. No Relief		898	06-07: 897 07-08: 947 08-09: 923 09-10: 840
University of Toledo Men's Basketball	NCAA Division I Committee on Academic Performance	Team ineligible for the 2012-13 postseason No Relief	10 percent reduction in length of season. 10 percent reduction in number of contests. Limited to 5 days and 16 hours of practice time per week in 2012-13. No Relief	Limited to 4 hours of countable athletically related activity per week. No Relief		869	06-07: 826 07-08: 813 08-09: 896 09-10: 939

Institution/Sport	Final Decision Rendered by	Postseason Competition	In-Season Penalties	Out-of-Season Penalties	Additional Penalties	Multiyear APR	Single-Year APRs in Cohort
Summary of 3 waiver decisions	**10 teams from 10 institutions.** **4 staff decisions.** **6 committee hearings.** **2 appeals to NCAA Division I Board of Directors APP Penalties Appeals Subcommittee**	**5 teams will have no postseason in 2012-13.** **1 team received conditional relief from postseason ineligibility.** **4 teams were not subject to postseason ineligibility due to a filter.**	**1 team received full relief.** **3 teams received partial relief.** **1 team did not request relief.** **5 teams received no relief.**	**1 team received full relief.** **1 team received conditional relief.** **3 teams did not request relief.** **5 teams received no relief.**	**4 teams offered additional penalties.** **The committee accepted 3 team's additional penalties.** **6 teams did not offer additional penalties.**		

Grambling State University
Men's Basketball
NCAA Division I Academic Performance Program
Conditional Occasion Three Historical Penalty and Academic Performance Program
Level-Three Penalty Hearing Decision Report
April 24, 2012

Introduction.

The central purpose of the NCAA Division I Academic Performance Program (APP) is to ensure that the Division I membership is dedicated to providing student-athletes with exemplary educational and intercollegiate-athletics experiences in an environment that recognizes and supports the primacy of the academic mission of its member institutions, while enhancing the ability of student-athletes to earn a degree.

The Division I membership is committed to providing higher education for a diverse body of student-athletes within the context of an institution's academic and admissions standards for all students through a system that rewards those institutions and teams that demonstrate commitment toward academic progress, retention and graduation of student-athletes and penalizes those that do not. The NCAA Division I Committee on Academic Performance ("committee") is charged with overseeing the hearing process for academically underperforming teams.

April 24, 2012, representatives from Grambling State University ("Grambling") appeared before the committee for a hearing on APP Level-Three Penalties for its men's basketball program.[1] Additionally, this team was granted a conditional waiver for Occasion-Three Historical Penalties, which otherwise would have been applicable in 2011-12. The team failed to meet the required condition, resulting in these Occasion Three Historical Penalties being applicable.[2] This committee also considered those applicable penalties when making a final determination of applicable penalties for the Grambling men's basketball team.

Description of Penalties.

Pursuant to the policies and procedures of the APP, the Grambling men's basketball team was subject to the following penalties as a result of failing to satisfy the condition for relief from Occasion Three Historical Penalties during 2010-11:

1. Loss of one scholarship from the four-year average of 10.5. The men's basketball team is limited to awarding 10 scholarships during the 2012-13 academic year.[3]

[1] See Appendix A for a list of participants in the hearing, including representatives from the institution, conference, waiver case staff and NCAA staff supporting the committee.
[2] The institution did not request relief of these Occasion-Three Historical Penalties.
[3] Please note that, per committee policy in headcount sports, the four-year average of 10.5 scholarships is rounded to the next highest number, 11. Therefore, the one-scholarship penalty would result in a maximum of 10 scholarships awarded in 2012-13.

2. Loss of four hours of countable athletically related activities per week during the men's basketball team's playing and practice season. With this penalty, the men's basketball team would be limited to a maximum of 16 hours of countable athletically related activities each week during the 2012-13 season. These four hours must be replaced with four hours of academic activities. The men's basketball team would also be subject to the loss of one day of countable athletically related activities per week. With this penalty, the team would be limited to five days of countable athletically related activity per week.

Pursuant to the policies and procedures of the APP, the Grambling men's basketball team was subject to the following Level-Three Penalties:

1. A 10 percent reduction in the number of contests and length of the playing season during the 2012-13 academic year.

    a. The start date for on-court preseason basketball practice sessions would be 5 p.m. Monday October 22, 2012.

    b. The number of contests would be limited to 24 contests and one qualifying regular-season multiple team event or 26 contests if the institution does not participate in a qualifying regular-season multiple-team event.

2. Loss of four hours of countable athletically related activities per week during the men's basketball team's playing and practice season. With this penalty, the men's basketball team would be limited to a maximum of 16 hours of countable athletically related activities each week during the 2012-13 season.[4] These four hours must be replaced with four hours of academic activities. The men's basketball team would also be subject to the loss of one day of countable athletically related activities per week. With this penalty, the team would be limited to five days of countable athletically related activity per week.[5]

3. Loss of four hours of countable athletically related activities per week outside of the men's basketball team's playing and practice season. With this penalty, the men's basketball team would be limited to a maximum of four hours of countable athletically related activities each week outside the 2012-13 playing season. These four hours must be replaced with four hours of academic activities.

4. Any additional penalties levied by the committee as an outcome of this hearing.

[4] Please note that the men's basketball team is subject to a total penalty of eight hours of in-season practice reductions per week based on the failure to meet the required condition on the 2010-11 Occasion-Three Historical Penalty as well as the APP Level Three penalties.

[5] Per NCAA Bylaw 17.1.6.4, "During the playing season, all countable athletically related activities shall be prohibited during one calendar day per week." This penalty would subject to the team to all countable athletically related activities being prohibited during two calendar days per week.

Grambling did not offer any additional or alternative penalties in lieu of the penalties noted above.

Grambling sought full relief from the 10 percent reduction in the number of contests for its men's basketball team during the 2012-13 playing season. It did not seek relief from the penalties resulting from failing to miss the required condition on the Occasion-Three Historical Penalty any other Level-Three penalties.

This report will provide:

1. Background on the historical academic performance of Grambling's men's basketball team; and

2. Findings and determinations of the committee with respect to postseason ineligibility and penalties.

Historical Academic Performance.

This section of the report is intended to highlight key historical academic performance information. It does not contain all of the information considered by or available to the committee.

Grambling men's basketball team had a multiyear NCAA Division I Academic Progress Rate (APR) of 858 on a scale of 1000. The team's single-year APR's were 864 (2010-11), 882 (2009-10), 872 (2008-09) and 827 (2007-08).

Grambling men's basketball team's Graduation Success Rate (GSR) was 63 percent for the 2001-2004 cohort, 78 percent for the 2000-2003 cohort, 69 percent for the 1999-2002 cohort and 64 percent for the 1998-2001 cohort.

The team's Federal Graduation Rates were 63 percent for the 2001-2004 cohort, 58 percent for the 2000-2003 cohort, 57 percent for the 1999-2002 cohort and 57 percent for the 1998-2001 cohort. The institution's overall student-body Federal Graduation Rates in the most recent academic year is 30 percent.

The Grambling men's basketball team was previously subject to the following APP penalties: Occasion-One Historical Penalties in 2007-08; Occasion-Two Historical Penalties in 2008-09; and Occasion-Three Historical Penalties in 2009-10.

The Grambling women's softball team has been subject to the following APP penalties: Occasion-One Historical Penalties in 2005-06.

The variance between the historical penalty benchmark and Grambling men's basketball team's multiyear APR is 42 points [900 (historical penalty benchmark) – 858 = 42].

Grambling's men's basketball team did not meet the improvement filter for Level-Two and Level-Three penalties, which requires an average of a 950 APR over the two most recent single-year APRs. The average APR for Grambling men's basketball team over these two years was 873.

Grambling's men's basketball team did not meet the improvement filter for access to postseason competition, which requires an average of a 930 APR over the two most recent single-year APRs. The average APR for Grambling's men's basketball team over these two years was 873.

Grambling's men's basketball team did not meet the improvement filter for ineligibility for postseason competition and APP penalties provided to limited resource institutions. Grambling's men's basketball team did not demonstrate meaningful improvement because its 2010-11 single-year APR was below 900 (864). Per committee policy, for a team to demonstrate meaningful improvement, its most recent single-year APR must be above 900 and it must meet one of five improvement tests.

Grambling's men's basketball team met the mission filter for access to postseason competition. Institutions identified as having limited resources, defined by the committee as being in the bottom 15 percent of resources for all Division I institutions, are reviewed using the mission filter. Grambling is classified as a limited-resource institution. If a limited-resource institution's penalized teams have a four-year GSR of at least 50 percent in the most recent year, that team avoids the loss of access to postseason using this filter. This filter is only available the first time a team is subject to the loss of access to postseason competition. With a GSR of 63 percent in the most recent year, the men's basketball team met the mission filter.

Committee Determinations and Rationale.

1. Factors Considered.

In making its determination on the Level-Three penalties, the committee included consideration of the following factors:

a. Mitigating circumstances and whether the mitigating circumstances were within the control of the member institution and student-athlete(s).

b. Historical-academic performance of the respective penalized team(s) and/or student-athlete(s).

c. Number of teams at the institution subject to penalties.

d. Size of variance between the team's APR and the historical-penalty "benchmark."

e. History of penalties and waivers for affected team(s) and the outcome of any previous conditional waivers granted.

f. Review of current NCAA Division I Academic Progress Rate Improvement Plan and implementation of previously submitted Academic Progress Rate Improvement Plan(s).

g. Other factors deemed relevant to the case.

In making its determination on the penalties from the conditionally approved Occasion-Three waiver, the committee included consideration of the following factors:

a. Mitigating circumstances and whether the mitigating circumstances were within the control of the institution and student-athlete(s).

b. If multiple conditions were assigned, the number of conditions met and historical-academic performance of the respective penalized team.

c. Size of variance between the team's most recent single-year APR and the APR required as the condition.

d. Improvement of the team's APR, eligibility and/or retention APR.

e. Review of current APR Improvement Plan and implementation of previously submitted APR Improvement Plan(s).

f. Any additional information provided by the institution or relevant to the appeal.

2. Determinations for Each Penalty Element and Postseason Restriction.

The following sections each address a distinct element, whether:

a. Included in the base Level-Three penalties;

b. Self-imposed by the institution;

c. Chosen by the committee from its menu of available penalties; or

d. Based on a previously conditionally approved waiver.

The committee reviewed each penalty element separately. After thorough review and careful consideration of the materials submitted by the NCAA waiver case staff and the institution for the April 24, 2012, hearing (see Appendix B for a list of documents received and reviewed by the committee), and based on the rationale and findings as outlined in this section, pursuant to the authority vested in it by NCAA Division I Bylaw 23.3.1, the committee has made the following determinations.

3. Occasion-Three Historical Penalties – Failure to Satisfy Condition for Relief.

As a result of the institution failing to satisfy its condition for relief from Occasion-Three Historical Penalties in 2010-11, the men's basketball team is subject to the following penalties.[6]

a. Financial Aid Reductions.

Loss of one scholarship from the four-year average of 10.5 (rounded to 11). The men's basketball team is limited to awarding 10 scholarships during the 2012-13 academic year. The institution did not request relief from this penalty.

b. In-Season Playing and Practice Restrictions.

Loss of four hours of countable athletically related activities per week during the men's basketball team's playing and practice season. With this penalty, the men's basketball team would be limited to a maximum of 16 hours of countable athletically related activities each week during the 2012-13 season. These four hours must be replaced with four hours of academic activities. The institution did not request relief from this penalty. The men's basketball team would also be subject to the loss of one day of countable athletically related activities per week. With this penalty, the team would be limited to five days of countable athletically related activity per week

4. Base Level-Three Penalties.

a. In-Season Playing and Practice Restrictions.

The institution did not request relief from the in-season playing and practice season restrictions for 2012-13. However, the committee provided relief from

[6] Please note that, per its policies, the committee may only provide full relief or full denial of the penalties for failure to meet a required condition.

this penalty given the institution's failure to satisfy the condition for relief from 2010-11 resulted in a loss of four hours of countable athletically related activity and one day of practice each week during the playing season. The committee noted that an eight hour and two day per week practice penalty did not appear warranted in this case. As a result, the institution will be limited to a maximum of 16 hours and five days of countable athletically related activities per week during the 2010-12 playing and practice season.

b. Out-of-Season Playing and Practice Restrictions.

The institution did not request relief from the out-of-season playing and practice season restrictions for 2012-13. The men's basketball team will be subject to a loss of four hours of countable athletically related activity each week outside of its 2012-13 playing and practice season. These four hours must be replaced with four hours of academic activities. As a result of this penalty, the institution will be limited to a maximum of four hours of countable athletically related activities per week outside of its 2012-13 playing and practice season.

c. Additional Playing and Practice Reductions.

The institution did not request relief from the reduction of 10 percent in the length of the playing season during the 2012-13 academic year. The men's basketball team will be subject to a reduction of 10 percent in the length of the playing season during the 2012-13 academic year. As a result, the men's basketball team may not commence on-court preseason basketball practice sessions until 5 p.m. Monday October 22, 2012.

The institution requested relief from the reduction of 10 percent in the number of contests during the 2012-13 academic year. The committee partially approved the institution's request for waiver of a 10 percent reduction in the number of contests. Pursuant to this partial approval, the institution will be subject to a two game reduction in the number of permissible contests. As a result, the men's basketball team is limited to participating in 27 contests during the 2012-13 academic year. Further, any contests which are part of a qualifying regular-season multiple-team event as defined by Bylaw 17.3.5.1.1 must count as individual contests.

5. Additional Penalties Invoked by the Committee.

In Level-Three penalties, the committee reserves the authority to invoke penalties that are tailored to the specific institution and team. The penalties available to the committee at Level Three include, but are not be limited to, the following:

a. Playing and practice season restrictions, above what is noted above;

b. Contest reductions, up to a full-season cancellation;

c. Financial aid penalties;

d. Multiyear postseason ineligibility;

e. Coaches penalties such as a suspensions, recruiting limits or rules seminar attendance; and

f. Restricted membership.

The committee did not impose any additional penalties beyond those noted above.

6. Rationale for Decisions.

In reaching its decision, the committee noted that the Grambling men's basketball team has underperformed over the past four years, with a multiyear APR of 858. The team has especially struggled with respect to retaining its student-athletes. The team's four-year retention rate is a 786, including three single-year scores below 800. Conversely, the men's basketball team's eligibility rate for the past three years is a 955 (2010-11), 1000 (2009-10) and 950 (2008-09), and the team's multiyear eligibility rate is 929. The committee noted that retaining student-athletes is a key component to the APR, and while frequent turnover at the institution may have contributed to such low retention figures, this alone does not provide suitable mitigation for relief.

The committee encourages the institution to continue moving forward with its plan to form a Presidential Task Force on Athletics, a group which will review the student-athlete experience at the institution and provide recommendations to the president on how to integrate athletics with the rest of the institution and its educational mission.

The committee noted the institution's failure to this point in implementing a sustainable plan for improving the men's basketball team's academic performance, and remained unclear as to how the institution will resolve its inability to successfully retain men's basketball student-athletes. Further, given the lost APR points during the 2011 fall term, including one student-athlete that was not retained and one student-athlete that was academically ineligible, the committee expressed its concern as to the length of time it will take the men's basketball team to achieve the required multiyear APR benchmarks.

The committee noted an apparent disconnect between some of the institution's stated initiatives and the specific impact that they might have on eligibility and retention of student-athletes. For example, during its presentation, the institution focused on an

increase in funding for student-athlete academic support services, tutoring and monitoring of study halls and class attendance, as well as a proposed class attendance policy. While the committee lauded the establishment of these programs and initiatives, it also noted that this information is only indirectly related to the retention of student-athletes, which has been the major cause of low APRs. The committee would encourage the institution to consider additional initiatives aimed at retention of student-athletes as well. In addition, the committee noted that the plans provided for improving the academic performance of student-athletes should be as broad-based as possible, involving not just the athletic department, but also constituents from throughout the campus' academic and administrative departments, such as the provost's office.

In considering the institution's request for relief from the 10 percent reduction in the number of contests during the 2012-13 playing season, the committee noted that there may be a negative correlation between three additional contests, particularly if played as away-from-home contests, and the retention of student-athletes. The committee noted that allowing for more time on campus during the fall semester may provide the student-athletes with a greater connection to the institution. However, by providing relief for one of the lost contests, the committee recognized that Grambling has demonstrated some positive academic trending, especially with its eligibility rates.

7. Decision Summary.

The committee's decision in the matter of Grambling's men's basketball team's Missed Conditional Occasion-Three Historical Penalty and Level-Three APP Penalty results in the following being applicable in the 2012-13 academic year:

a. Loss of four hours and one day of countable athletically related activity each week during the 2012-13 playing and practice season.[7]

b. Loss of four hours of countable athletically related activity each week outside of its 2012-13 playing and practice season.

c. Reduction of 10 percent in the length of the playing season during the 2012-13 academic year. The team may not commence on-court preseason basketball practice sessions until 5 p.m. Monday October 22, 2012.

d. Reduction of two contests during the 2012-13 playing and practice season for a maximum of 27 contests. Any contests which are part of a qualifying regular-

[7] Please note that the men's basketball team was also subject to another additional four hour and one day per week restriction as part of the Level Three penalties, which was waived by the committee.

season multiple-team event as defined by Bylaw 17.3.5.1.1 must count as individual contests.

e. Limited to awarding 10 scholarships during the 2012-13 academic year.

APPENDIX A

Grambling State University
Men's Basketball
Waiver Hearing Participants
April 24, 2012

The following institutional representatives participated in this hearing on behalf of Grambling State University:

1. Percy "Chico" Caldwell, director of athletics;

2. Valencia Clemons, director of academic enhancement;

3. Aaron James, assistant athletics director and interim men's basketball coach;

4. Kevin Kendrick, assistant director of compliance;

5. Genese Lavalais, coordinator of academic enhancement; and

6. Frank Pogue, president.

The following member of the Southwestern Athletic Conference appeared on behalf of the conference:

- Edgar Gantt, assistant commissioner for compliance.

The following members of the NCAA Division I Committee on Academic Performance participated in this hearing and deliberations:

1. Jan Blade, Delaware State University;

2. Jennifer Brown, Western Carolina University;

3. Michael Cross, Bradley University;

4. Kenneth Ferguson, University of Missouri, Kansas City;

5. Walter Harrison, University of Hartford, chair;

6. David L. Jamison, Robert Morris University;

7. Barbara Luebke, University of Rhode Island;

8. Roderick McDavis, Ohio University, vice-chair;

9. Liza Melz, Western Illinois University;

10. John Morris, University of Washington;

11. Vince Nicastro, Villanova University;

12. Brennan O'Donnell, Manhattan College; and

13. Gregory Sankey, Southeastern Conference.

The following committee members did not participate in the hearing:

1. Jerry Bovee, Weber State University; and

2. Melvin N. Johnson, Tennessee State University.

The following members of the NCAA waiver case staff presented to the committee and were present only when the institutional representatives were in the hearing:

1. Juliette Kenny, NCAA academic and membership affairs;

2. Andrew Louthain, NCAA academic and membership affairs;

3. Bill Regan, NCAA academic and membership affairs; and

4. Tiese Roxbury, NCAA research.

The following members of the NCAA staff supported the committee during the hearing and deliberations:

1. Stephen Clar, NCAA academic and membership affairs;

2. Diane Dickman, NCAA academic and membership affairs; and

3. John Shukie, NCAA academic and membership affairs.

Naima Stevenson, a member of the NCAA legal counsel office, was also present for the hearing and the deliberations.

APPENDIX B

Grambling State University
Men's Basketball
Documents Received and Reviewed by the Committee[8]

In addition to presentations by the NCAA waiver case staff, representatives of Grambling State University, and a question and answer period conducted by the committee, the following documents were received and reviewed by the committee in connection with this hearing:

1. PowerPoint presentation slides from the NCAA waiver case staff.

2. PowerPoint presentation slides from Grambling State University hearing participants.

3. Information on the men's basketball team's historical academic performance, including:

    a. Team's multiyear APR;

    b. Team's single-year APRs from 2007-08 through 2010-11;

    c. Number of delayed-graduation points from 2007-08 through 2010-11;

    d. Number of "0/2" student-athletes from 2007-08 through 2010-11;

    e. Multiyear and single-year eligibility APR from 2007-08 through 2010-11;

    f. Multiyear and single-year retention APR from 2007-08 through 2010-11;

    g. GSR and Federal Graduation Rate information from 1998-2001 through 2001-2004 cohorts; and

    h. Individual student-athlete's academic information from 2007-08 through 2010-11.

4. Multiyear penalty history for all teams at Grambling from 2007-08 through 2010-11.

5. Penalty summaries for all teams at Grambling from 2007-08 through 2010-11.

6. Year-by-year history of the men's basketball team's APP penalties from 2007-08 through 2010-11.

7. Penalty waiver request.

8. Institution's APR Improvement Plan for all teams.

9. Institutional APR reports for all teams at Grambling from 2007-08 through 2010-11.

---

[8] The committee also employed a court reporter from Stewart Richardson and Associates in order to provide an official written record of the hearing.

10. Institutional waiver rationale and request for relief for the men's basketball team.

The committee reviewed all supporting documents submitted by the institution, including:

1. The men's basketball four-year revenue analysis;

2. Men's basketball APR data analysis;

3. Proposed student-athlete missed class attendance policy; and

4. The institution's PowerPoint presentation submitted to the committee April 24, 2012.

Jacksonville State University
Men's Basketball
NCAA Division I Academic Performance Program
Conditional Occasion-Three Historical Penalty and Academic Performance Program
Level-Three Penalty Hearing Decision Report
April 24, 2012

Introduction.

The central purpose of the NCAA Division I Academic Performance Program (APP) is to ensure that the Division I membership is dedicated to providing student-athletes with exemplary educational and intercollegiate-athletics experiences in an environment that recognizes and supports the primacy of the academic mission of its member institutions, while enhancing the ability of student-athletes to earn a degree.

The Division I membership is committed to providing higher education for a diverse body of student-athletes within the context of an institution's academic and admissions standards for all students through a system that rewards those institutions and teams that demonstrate commitment toward academic progress, retention and graduation of student-athletes and penalizes those that do not. The NCAA Division I Committee on Academic Performance ("committee") is charged with overseeing the hearing process for academically underperforming teams.

April 24, 2012, representatives from Jacksonville State University ("Jacksonville State") appeared before the committee for a hearing on APP Level-Three Penalties for its men's basketball program. [1]

Additionally, this team was granted a conditional waiver for Occasion-Three Historical Penalties that otherwise would have been applicable in 2011-12. The team failed to meet the required condition, resulting in these Occasion-Three Historical Penalties being applicable. This committee also considered these conditional penalties during the hearing.

Description of Penalties.

Pursuant to the policies and procedures of the APP, the Jacksonville State men's basketball team was subject to the following penalties as a result of failing to satisfy the condition for relief from Occasion-Three Historical Penalties:

1. Ineligibility for Postseason Competition. The men's basketball team would be ineligible to participate in any postseason competition during 2012-13 including, but not limited to, the 2013 NCAA championship.

[1] See Appendix A for a list of participants in the hearing, including representatives from the institution, conference, waiver case staff and NCAA staff supporting the committee.

2. Loss of four hours of countable athletically related activities per week during the men's basketball team's playing and practice season. With this penalty, the men's basketball team would be limited to a maximum of 16 hours of countable athletically related activities each week during the 2012-13 season. These four hours must be replaced with four hours of academic activities. The men's basketball team would also be subject to the loss of one day of countable athletically related activities per week. With this penalty, the team would be limited to five days of countable athletically related activity per week. [2]

3. Loss of one counter from the men's basketball team's four-year average of 12, resulting in a maximum financial aid team limit of 11 counters in 2012-13. [3]

Pursuant to the policies and procedures of the APP, the Jacksonville State men's basketball team was subject to the following Level-Three Penalties:

1. A 10 percent reduction in the number of contests and length of the playing season during the 2012-13 academic year.

    a. The start date for on-court preseason basketball practice sessions would be 5 p.m. Monday October 22, 2012.

    b. The number of contests would be limited to 24 contests and one qualifying regular-season multiple team event or 26 contests if the institution does not participate in a qualifying regular-season multiple-team event.

2. Loss of four hours of countable athletically related activities per week during the men's basketball team's playing and practice season. With this penalty, the men's basketball team would be limited to a maximum of 16 hours of countable athletically related activities each week during the 2012-13 season. These four hours must be replaced with four hours of academic activities. The men's basketball team would also be subject to the loss of one day of countable athletically related activities per week. With this penalty, the team would be limited to five days of countable athletically related activity per week. [4]

[2] Per NCAA Bylaw 17.1.6.4, "During the playing season, all countable athletically related activities shall be prohibited during one calendar day per week." This penalty would subject to the team to all countable athletically related activities being prohibited during two calendar days per week.

[3] Bylaw 15.02.3 defines a counter as "an individual who is receiving institutional financial aid that is countable against the aid limitations in that sport."

[4] Please note that the men's basketball team is subject to a total penalty of 8 hours of in-season practice reductions per week based on the failure to meet the required condition on the 2010-11 Occasion-Three Historical Penalty as well as the APP Level Three penalties. The men's basketball team would also be subject to the loss of two days of countable athletically related activities per week. With this combined penalty, the team would be limited to four days of countable athletically related activity per week.

3. Loss of four hours of countable athletically related activities per week outside of the men's basketball team's playing and practice season. With this penalty, the men's basketball team would be limited to a maximum of four hours of countable athletically related activities each week outside the 2012-13 playing season. These four hours must be replaced with four hours of academic activities.

4. Any additional penalties levied by the committee as an outcome of this hearing.

Jacksonville State did not offer any additional or alternative penalties in lieu of the penalties noted above.

Jacksonville State sought full relief of all penalties from the missed conditional waiver and Level-Three penalties.

This report will provide:

1. Background on the historical academic performance of Jacksonville State's men's basketball team; and

2. Findings and determinations of the committee with respect to the missed conditional waiver, Level-Three penalties and postseason ineligibility.

Historical Academic Performance.

This section of the report is intended to highlight key historical academic performance information. It does not contain all of the information considered by or available to the committee.

Jacksonville State's men's basketball team had a multiyear NCAA Division I Academic Progress Rate (APR) of 889 on a scale of 1000. The team's single-year APR's were 898 (2010-11), 974 (2009-10), 940 (2008-09) and 769 (2007-08).

Jacksonville State's men's basketball team's Graduation Success Rate (GSR) was 50 percent for the 2001-2004 cohort, 67 percent for the 2000-2003 cohort, 59 percent for the 1999-2002 cohort and 50 percent for the 1998-2001 cohort.

The team's Federal Graduation Rates were 17 percent for the 2001-2004 cohort, 50 percent for the 2000-2003 cohort, 36 percent for the 1999-2002 cohort and 23 percent for the 1998-2001 cohort. The institution's overall student-body Federal Graduation Rates in the most recent academic year is 35 percent.

Jacksonville State's men's basketball team was previously subject to the following APP penalties: Occasion-One Historical Penalties in 2006-07 and Occasion-Two Historical Penalties in 2007-08.

Jacksonville State's football team has been subject to the following APP penalties: Occasion-One Historical Penalties in 2005-06, Occasion-Two Historical Penalties in 2006-07 and Occasion-Three Historical Penalties in 2007-08.

The variance between the historical penalty benchmark and Jacksonville State's men's basketball team's multiyear APR is 11 points [900 (historical penalty benchmark) – 889 = 11].

Jacksonville State's men's basketball team did not meet the improvement filter for Level-Two and Level-Three penalties, which requires an average of a 950 APR over the two most recent single-year APRs. The average APR for Jacksonville State's men's basketball team over these two years was 932.

Jacksonville State's men's basketball team met the improvement filter for access to postseason competition, which requires an average of a 930 APR over the two most recent single-year APRs. The average APR for Jacksonville State's men's basketball team over these two years was 932.

Jacksonville State's men's basketball team did not meet the improvement filter for ineligibility for postseason competition and APP penalties provided to limited-resource institutions. Jacksonville State's men's basketball team did not demonstrate meaningful improvement because its 2010-11 single-year APR was below 900 (898). Per committee policy, for a team to demonstrate meaningful improvement, its most recent single-year APR must be above 900 and it must meet one of five improvement tests.

Jacksonville State's men's basketball team also met the mission filter for access to postseason competition. Institutions identified as having limited resources, defined by the committee as being in the bottom 15 percent of resources for all Division I institutions, are reviewed using the mission filter. Jacksonville State is classified as a limited-resource institution. If a limited-resource institution's penalized teams have a four-year GSR of at least 50 percent in the most recent year, that team avoids the loss of access to postseason using this filter. This filter is only available the first time a team is subject to the loss of access to postseason competition. With a GSR of 50 percent in the most recent year, the men's basketball team met the mission filter.[5]

[5] Please note that while Jacksonville State's men's basketball team met the improvement and mission filters for access to post-season competition, it remained subject to postseason ineligibility due to the missed conditional waiver in 2010-11.

Committee Determinations and Rationale.

1. Factors Considered.

In making its determination on the penalties from the conditionally approved Occasion-Three waiver, the committee included consideration of the following factors:

a. Mitigating circumstances and whether the mitigating circumstances were within the control of the institution and student-athlete(s).

b. If multiple conditions were assigned, the number of conditions met and historical-academic performance of the respective penalized team.

c. Size of variance between the team's most recent single-year APR and the APR required as the condition.

d. Improvement of the team's APR, eligibility and/or retention APR.

e. Review of current NCAA Division I Academic Progress Rate Improvement Plan and implementation of previously submitted APR Improvement Plan(s).

f. Any additional information provided by the institution or relevant to the appeal.

In making its determination on the Level-Three penalties, the committee included consideration of the following factors:

a. Mitigating circumstances and whether the mitigating circumstances were within the control of the member institution and student-athlete(s).

b. Historical-academic performance of the respective penalized team(s) and/or student-athlete(s).

c. Number of teams at the institution subject to penalties.

d. Size of variance between the team's APR and the historical-penalty "benchmark."

e. History of penalties and waivers for affected team(s) and the outcome of any previous conditional waivers granted.

f. Review of current Academic Progress Rate Improvement Plan and implementation of previously submitted APR Improvement Plan(s).

g. Other factors deemed relevant to the case.

2. Determinations for Each Penalty Element and Postseason Restriction.

The following sections each address a distinct element, whether:

a. Included in the base Level-Three penalties;

b. Self-imposed by the institution;

c. Chosen by the committee from its menu of available penalties; or

d. Based on a previously conditionally approved waiver. The committee reviewed each penalty element separately. After thorough review and careful consideration of the materials submitted by the NCAA waiver case staff and the institution for the April 24, 2012, hearing (see Appendix B for a list of documents received and reviewed by the committee) and based on the rationale and findings as outlined in this section, pursuant to the authority vested in it by NCAA Bylaw 23.3.1, the committee has made the following determinations.

3. Occasion Three Historical Penalties – Failure to Satisfy Condition.

As a result of the institution failing to satisfy its condition for relief from Occasion-Three Historical Penalties in 2010-11, the men's basketball team is subject to the following penalties: [6]

a. Financial Aid Penalties.

The institution requested relief of the loss of one scholarship from the four-year average of 12, which was denied by the committee. The men's basketball team is limited to awarding 11 men's basketball scholarships during the 2012-13 academic year.

b. In-Season Playing and Practice Restrictions.

The institution requested relief from the loss of four hours of countable athletically related activities per week during the men's basketball team's playing and practice season, which was denied by the committee. With this penalty, the men's basketball team would be limited to a maximum of 16 hours of countable athletically related activities each week during the 2012-13 season. These four

[6] Please note that, per its policies, the committee may only provide full relief or full denial of the penalties for failure to meet a required condition.

hours must be replaced with four hours of academic activities. The men's basketball team would also be subject to the loss of one day of countable athletically related activities per week. With this penalty, the team would be limited to five days of countable athletically related activity per week

c. Postseason Competition.

The institution requested relief from its ineligibility to participate in any postseason competition during the 2012-13 academic year including, but not limited to, the 2013 NCAA Division I Men's Basketball Tournament. This request was denied by the committee.

4. Base Level-Three Penalties.

a. In-Season Playing and Practice Restrictions.

The institution requested relief from the in-season playing and practice season restrictions for 2012-13, which was granted by the committee. The men's basketball team will not be subject to an additional loss of four hours of countable athletically related activity each week during the 2012-13 playing and practice season.[7] The committee provided relief from this penalty given the institution's failure to satisfy the condition for relief from 2010-11 which resulted in a loss of four hours of countable athletically related activity and one day of practice each week during the playing season. The committee noted that an eight hour and two day per week practice penalty did not appear warranted in this case. As a result, the institution will be limited to a maximum of 16 hours and five days of countable athletically related activities per week during the 2010-12 playing and practice season

b. Out-of-Season Playing and Practice Restrictions.

The institution requested relief from the out-of-season playing and practice season restrictions for 2012-13, which was not granted by the committee. The men's basketball team will be subject to a loss of four hours of countable athletically related activity each week outside of its 2012-13 playing and practice season. These four hours must be replaced with four hours of academic activities. As a result of this penalty, the institution will be limited to a maximum of four hours of countable athletically related activities per week outside of its 2012-13 playing and practice season.

[7] The team remains subject to a four-hour and one day reduction in countable athletically related activities per week in-season based upon the missed conditional waiver.

c. Additional Playing and Practice Reductions.

The institution requested relief from the reduction of 10 percent in the number of contests and length of the playing season during the 2012-13 academic year, which was not granted by the committee. The men's basketball team will be subject to a reduction of 10 percent in the number of contests and length of the playing season during the 2012-13 academic year. As a result, the men's basketball team may not commence on-court preseason basketball practice sessions until 5 p.m. Monday October 22, 2012. In addition, the men's basketball team is limited to participating in 24 contests and one qualifying regular-season multiple team event or 26 contests if it does not participate in a qualifying regular-season multiple-team event during the 2012-13 academic year.

5. Penalties Self-Imposed by the Institution.

In Level-Three penalties, institutions have the ability to impose alternative or additional penalties. The institution did not offer any self-imposed penalties.

6. Additional Penalties Invoked by the Committee.

In Level-Three penalties, the committee reserves the authority to invoke penalties that are tailored to the specific institution and team. The penalties available to the committee at Level Three include, but are not be limited to, the following:

a. Playing and practice season restrictions, above what is noted above;

b. Contest reductions, up to a full-season cancellation;

c. Financial aid penalties;

d. Multiyear postseason ineligibility;

e. Coaches penalties such as a suspensions, recruiting limits or rules seminar attendance; and

f. Restricted membership.

The committee did not impose any additional penalties beyond those noted above.

7. Rationale for Decisions.

a. Conditional Occasion-Three Penalties.

In its review of the appeal of the Occasion-Three penalties for failing to meet the condition of a 942 single-year APR in the 2010-11 academic year, the committee's policies state that it must focus its review on the academic performance during the year that the condition was not met (i.e., 2010-11). The committee noted that the institution offered the 942 single-year APR as its conditional benchmark but the actual single-year APR was 898.

In reviewing the mitigating circumstances offered by the institution with respect to the 898 APR in 2010-11, the committee noted that these circumstances were clearly within the control of the institution. The committee noted that the institution and the men's basketball coaching staff were aware that they were subject to potential APP penalties but chose to recruit and enroll players that presented a higher risk of possible academic underperformance. Specifically, the institution enrolled two two-year college transfers, including one initial nonqualifier, for the 2010-11 academic year and both of these student-athletes lost APR points. While the committee realized that these student-athletes were recruited late in the recruiting process, and the head men's basketball coach has a demonstrated track record of working with academically challenged student-athletes, the institution was aware of the risks that it was taking in enrolling these student-athletes and it is clear that these circumstances were within the control of the institution.

The committee also noted that the lost APR points in 2010-11 are not all directly attributable to the two student-athletes noted above. However, the committee did not find any suitable mitigation for providing relief with respect to the rationale provided for the other lost APR points in 2010-11. The committee also noted that the team grade-point average for the 2011 spring semester was a 1.890, with six student-athletes achieving a grade-point average below 2.000 and the team earning an average of 9.31 credits that semester, which was the lowest average of any semester within the four-year period. In summary, the institution was unable to provide suitable mitigation to warrant providing full relief of the Occasion-Three penalties that had previously been conditionally approved.[8]

b. Level-Three APP Penalties.

In reviewing the appeal of the Level-Three APP penalties, the committee focused on the academic performance of the men's basketball team over the course of the four-year period that comprises the multiyear APR. The committee noted that while the men's basketball team had shown improvement in both the 2008-09 and 2009-10 academic years, achieving 940 and 974 APRs respectively, the

[8] See Note No. 6 regarding policies on review of missed conditional waivers.

committee was concerned about the regression back under the 900 benchmark with an 898 in the 2010-11 academic year. In addition, the committee noted that the men's basketball team has performed poorly when compared to other teams at the institution. Currently, it is the only team subject to APP penalties at the institution, and while significant improvement has been seen with many teams at the institution, the men's basketball team has been slower to increase its APR above the appropriate benchmarks.

The committee encouraged the institution to remain vigilant in its initiatives to improve the academic performance of its men's basketball team. The committee expressed its concern with the general incoming academic profile of student-athletes entering the men's basketball program over the last four years and noted how this may have had negative implications on academic performance, especially in light of increased admissions requirements for the general student body at the institution during that same period. Additionally, the institution's director of academic enhancement and tutoring services stated that "initial nonqualifier two-year transfers are where we are getting in trouble," and noted that is "difficult to integrate them into university services." The committee encouraged the institution to monitor closely the academic profiles of incoming student-athletes to ensure academic preparedness. The committee also encouraged the institution to seek out broad-based solutions for academic performance, including increased involvement from academic administrators, such as the provost and faculty athletics representative. Such offices should be integral to the development and monitoring of academic policies that impact student-athlete eligibility and retention.

In summary, the committee noted that APP historical penalties are the result of the NCAA Division I Board of Directors adopting the APP with the intention of developing a penalty structure designed to restrict or deny the benefits of the Association for those teams that have a demonstrated history of academic underachievement. The committee observed that the Jacksonville State's men's basketball team had underperformed academically over the relevant four-year period. The committee also noted that it set the penalty benchmark threshold at a multiyear APR of 900 because it determined it to be an appropriate measure. Jacksonville State's multiyear APR was 889. The Jacksonville State men's basketball team was unable to provide suitable mitigation to convince the committee that, aside from a reduction in the in-season practice restrictions, the threshold for penalties should be lowered in this case, and the waiver request was therefore denied.

8. Decision Summary.

The committee's decision in the matter of Jacksonville State University's men's basketball team's Missed Conditional Occasion-Three Historical Penalty and Level-Three APP Penalty results in the following being applicable in the 2012-13 academic year:

a. Loss of four hours and one day of countable athletically related activity each week during the 2012-13 playing and practice season.

b. Loss of four hours of countable athletically related activity each week outside of its 2012-13 playing and practice season.

c. Reduction of 10 percent in the number of contests and length of the playing season during the 2012-13 academic year. The team may not commence on-court preseason basketball practice sessions until 5 p.m. Monday October 22, 2012. The team is limited to participating in either 24 or 26 contests based on whether it participates in a qualifying regular-season multiple-team event.

d. Ineligibility to participate in any postseason competition during the 2012-13 academic year, including but not limited to the 2013 NCAA Championship.

e. Loss of one counter from their four-year average of 12. The men's basketball team is limited to awarding 11 counters during the 2012-13 academic year

9. Transfer Information.

As a result of the men's basketball team's ineligibility for postseason competition in the 2012-13 academic year, the committee has the legislative authority to:

a. Provide other institutions with permission to contact a student-athlete whose team is ineligible for postseason competition during the remaining seasons of the student-athlete's eligibility (Bylaw 13.1.1.3.4); and

b. Recommend to the NCAA Division I Legislative Council Subcommittee for Legislative Relief that the one-year residence requirement be waived for a student-athlete who transfers to a member institution to continue the student-athlete's opportunity for full participation in a sport because the student-athlete's original institution is ineligible for postseason competition for the student-athlete's remaining seasons of competition [Bylaw 14.8.2-(e)].

Per its policies and procedures, the committee will delay announcing its final determination as to whether other institutions may contact student-athletes on the men's basketball team who will be entering their final season of athletics eligibility in 2012-13 without receiving written permission from Jacksonville State until all appeal opportunities have been exhausted. If permission to contact is granted, however, any

recruiting institution must provide notice to Jacksonville State of the recruitment and Jacksonville State may establish reasonable restrictions related to the contact (e.g., no visits during class time), provided such restrictions do not preclude the opportunity for the student-athlete to discuss transfer possibilities with the other institution. Regardless of the committee's decision, the institution may still grant permission to contact any student-athletes pursuant to Bylaw 13.1.1.3. It should be noted that the committee's grant of a permission to contact a student-athlete does not provide any assurance that a transfer residency requirement waiver will be granted.

With respect to waiver of the transfer residency requirement, pursuant to Bylaw 14.8.2, only the Subcommittee for Legislative Relief has the authority to waive the required residence period. Therefore, requests for relief must be submitted by a member institution through the regular Subcommittee for Legislative Relief waiver application process. However, when a request cites as a rationale the student-athlete's former team being ineligible for postseason competition due to an APP penalty for the remainder of a student-athlete's seasons of eligibility, the NCAA staff, at the discretion of the committee will have an opportunity to review the request and make a recommendation to the Subcommittee for Legislative Relief. Prior to providing a recommendation to the Subcommittee for Legislative Relief, the NCAA staff will specifically examine the academic impact of the proposed transfer, including: (1) The student-athlete's career APR eligibility and retention point history; (2) The student-athlete's grade-point average and credit hours earned; and (3) The impact of the transfer on the student-athlete's anticipated date of graduation.

The legislative relief waiver will then be reviewed in accordance with the Subcommittee for Legislative Relief policies and procedures. At this time, the committee will withhold any decision on whether it will recommend waiving the residence requirement for any individual student-athlete until the NCAA staff has an opportunity to review a particular request. Finally, if one of the applicable Jacksonville State student-athletes (i.e., a student-athlete entering his final year of athletics eligibility) is granted a waiver of the transfer residency requirement, and ultimately does transfer to another institution, Jacksonville State will be granted an adjustment of the lost retention point for that student-athlete, if applicable. The eligibility point will be earned based on the student-athlete's academic performance.

It is incumbent on the institution to notify student-athletes on the impacted team regarding postseason ineligibility and the transfer policies.

APPENDIX A

Jacksonville State University
Men's Basketball
Waiver Hearing Participants
April 24, 2012

The following institutional representatives participated in this hearing on behalf of Jacksonville State University:

1. Greg Bonds, associate athletics director for internal affairs;

2. Misty Cassell, assistant athletic director for compliance;

3. James Green, head men's basketball coach;

4. Warren Koegel, director of athletics;

5. William A. Meehan, president;

6. Janet Moore, director of academic enhancement and tutoring services; and

7. Maureen Newton, faculty athletics representative.

The following member of the Ohio Valley Conference appeared on behalf of the conference:

- Beth DeBauche, commissioner.

The following members of the NCAA Division I Committee on Academic Performance participated in this hearing and deliberations:

1. Jan Blade, Delaware State University;

2. Jennifer Brown, Western Carolina University;

3. Michael Cross, Bradley University;

4. Kenneth Ferguson, University of Missouri, Kansas City;

5. Walter Harrison, University of Hartford, chair;

6. David L. Jamison, Robert Morris University;

7. Barbara Luebke, University of Rhode Island;

8. Roderick McDavis, Ohio University, vice chair;

9. Liza Melz, Western Illinois University;

10. John Morris, University of Washington;

11. Vince Nicastro, Villanova University;

12. Brennan O'Donnell, Manhattan College; and

13. Gregory Sankey, Southeastern Conference.

The following committee members did not participate in the hearing:

1. Jerry Bovee, Weber State University; and

2. Melvin N. Johnson, Tennessee State University

The following members of the NCAA waiver case staff presented to the committee and were present only when the institutional representatives were in the hearing:

1. Ryan Hall, NCAA academic and membership affairs;

2. Andy Louthain, NCAA academic and membership affairs;

3. Bill Regan, NCAA academic and membership affairs; and

4. Tiese Roxbury, NCAA research.

The following members of the NCAA staff supported the committee during the hearing and deliberations:

1. Diane Dickman, NCAA academic and membership affairs; and

2. John Shukie, NCAA academic and membership affairs.

Naima Stevenson, a member of the NCAA legal counsel office, was also present for the hearing and the deliberations.

APPENDIX B

Jacksonville State University
Men's Basketball
Documents Received and Reviewed by the Committee[9]

In addition to presentations by the NCAA waiver case staff, representatives of Jacksonville State, and a question and answer period conducted by the committee, the following documents were received and reviewed by the committee in connection with this hearing:

1. PowerPoint presentation slides from the NCAA waiver case staff.

2. PowerPoint presentation slides from Jacksonville State hearing participants.

3. Information on the men's basketball team's historical academic performance, including:

    a. Team's multiyear APR;

    b. Team's single-year APRs from 2007-08 through 2010-11;

    c. Number of delayed-graduation points from 2007-08 through 2010-11;

    d. Number of "0/2" student-athletes from 2007-08 through 2010-11;

    e. Multiyear and single-year eligibility APR from 2007-08 through 2010-11;

    f. Multiyear and single-year retention APR from 2007-08 through 2010-11;

    g. GSR and Federal Graduation Rate information from 1998-2001 through 2001-2004 cohorts; and

    h. Individual student-athlete's academic information from 2007-08 through 2010-11.

4. Multiyear penalty history for all teams at Jacksonville State from 2007-08 through 2010-11.

5. Penalty summaries for all teams at Jacksonville State from 2007-08 through 2010-11.

6. Year-by-year history of men's basketball team's APP penalties from 2007-08 through 2010-11.

7. Penalty Waiver request.

8. Institution's APR Improvement Plan for all teams.

---

[9] The committee also employed a court reporter from Stewart Richardson and Associates in order to provide an official written record of the hearing.

9. Institutional APR reports for all teams at Jacksonville State from 2007-08 through 2010-11.

10. Institutional waiver rationale and request for relief for men's basketball team.

The committee reviewed all supporting documents submitted by the institution, including:

1. Sample of SAMS Course Performance Evaluation;

2. Sample of Grades First Progress Report;

3. Sample Athletic Scholarship Approval Forms (2.600 grade-point average or below);

4. Head Coaches' Evaluation Form;

5. Assistant Coaches' Evaluation Form;

6. HPE-189-Academic Success for Student-Athletes Course Syllabus;

7. Information on Habitudes Leadership Program;

8. Letters to Faculty Regarding Student-Athlete Progress Reports;

9. Faculty Senate Meeting Materials;

10. Student-Athlete Questionnaire for Student-Athlete Academic Support Services;

11. Defined Roles of the Coordinator of Student-Athlete Academic Support Services;

12. Sample of Spreadsheet Used to Track Academic Services Needed;

13. Academic Roundtable—Flyer, Checklist and Survey;

14. Senior Mentoring Program Student Survey;

15. Prospective Student-Athlete Academic Profile and Interest;

16. Men's Basketball APR Projections;

17. Lost APR Points (Football and Men's Basketball, 2007-08 through 2010-11);

18. 2009-10 Summary of APR Points Lost for Men's Basketball;

19. Men's Basketball Fall 2011 Grades;

20. Men's Basketball Signee Profiles (2007-08 through 2011-12); and

21. Power Point slides provided to the committee at the hearing.

Mississippi Valley State University
Men's Basketball
NCAA Division I Academic Performance Program Level-Three Penalty and Access to Postseason Competition Hearing Decision Report
April 24, 2012

Introduction.

The central purpose of the NCAA Division I Academic Performance Program (APP) is to ensure that the Division I membership is dedicated to providing student-athletes with exemplary educational and intercollegiate-athletics experiences in an environment that recognizes and supports the primacy of the academic mission of its member institutions, while enhancing the ability of student-athletes to earn a degree.

The Division I membership is committed to providing higher education for a diverse body of student-athletes within the context of an institution's academic and admissions standards for all students through a system that rewards those institutions and teams that demonstrate commitment toward academic progress, retention and graduation of student-athletes and penalizes those that do not. The NCAA Division I Committee on Academic Performance ("committee") is charged with overseeing the hearing process for academically underperforming teams.

April 24, 2012, representatives from Mississippi Valley State University ("Mississippi Valley") appeared before the committee for a hearing on APP Level-Three Penalties and denied access to postseason competition for its men's basketball program.[1] In accordance with the Committee on Academic Performance policies, waiver requests for teams within Level Three of the APP penalty structure that are also ineligible for postseason competition have their cases heard and penalties assigned by the full committee during an in-person hearing.

Description of Penalties.

Pursuant to the policies and procedures of the APP, Mississippi Valley State's men's basketball team was subject to postseason competition ineligibility and the following Level-Three penalties:

1. Postseason Ineligibility.

- The men's basketball team would be ineligible to participate in any postseason competition during 2012-13, including but not limited to the 2013 NCAA Division I Men's Basketball Championship.

[1] See Appendix A for a list of participants in the hearing, including representatives from the institution, conference, waiver case staff and NCAA staff supporting the committee.

2. Level-Three Penalties.

a. A 10 percent reduction in the number of contests and length of the playing season during the 2012-13 academic year.

b. The start date for on-court preseason basketball practice sessions would be 5 p.m. Monday October 22, 2012.

c. The number of contests would be limited to 24 contests and one qualifying regular-season multiple team event or 26 contests if the institution does not participate in a qualifying regular-season multiple-team event.

d. Loss of four hours of countable athletically related activities per week during the men's basketball team's playing and practice season. With this penalty, the men's basketball team would be limited to a maximum of 16 hours of countable athletically related activities each week during the 2012-13 season. These four hours must be replaced with four hours of academic activities. The men's basketball team would also be subject to the loss of one day of countable athletically related activities per week. With this penalty, the team would be limited to five days of countable athletically related activity per week.[2]

e. Loss of four hours of countable athletically related activities per week outside of the men's basketball team's playing and practice season. With this penalty, the men's basketball team would be limited to a maximum of four hours of countable athletically related activities each week outside the 2012-13 playing season. These four hours must be replaced with four hours of academic activities.

f. Any additional penalties levied by the committee as an outcome of this hearing.

Mississippi Valley did not offer any additional or alternative penalties in lieu of the penalties noted above.

Mississippi Valley sought full relief of all penalties from and postseason ineligibility.

This report will provide:

1. Background on the historical academic performance of Mississippi Valley's men's basketball team; and

[2] Per NCAA Bylaw 17.1.6.4, "During the playing season, all countable athletically related activities shall be prohibited during one calendar day per week." This penalty would subject to the team to all countable athletically related activities being prohibited during two calendar days per week.

2. Findings and determinations of the committee with respect to post-season ineligibility and penalties.

Historical Academic Performance.

This section of the report is intended to highlight key historical academic performance information. It does not contain all of the information considered by or available to the committee.

Mississippi Valley's men's basketball team had a multiyear NCAA Division I Academic Progress Rate (APR) of 865 on a scale of 1000. The team's single-year APR's were 881 (2010-11), 854 (2009-10), 795 (2008-09) and 932 (2007-08).

Mississippi Valley's men's basketball team's Graduation Success Rate (GSR) was 35 percent for the 2001-2004 cohort, 29 percent for the 2000-2003 cohort, 45 percent for the 1999-2002 cohort and 38 percent for the 1998-2001 cohort.

The team's Federal Graduation Rates were 38 percent for the 2001-2004 cohort, 29 percent for the 2000-2003 cohort, 33 percent for the 1999-2002 cohort and 38 percent for the 1998-2001 cohort. The institution's overall student-body Federal Graduation Rates in the most recent academic year is 31 percent.

Mississippi Valley's men's basketball team was previously subject to the following APP penalties: Occasion-One Historical Penalties in 2008-09 and Occasion-Two Historical Penalties in 2009-10.

Mississippi Valley has not had other teams subject to APP penalties.

The variance between the historical penalty benchmark and Mississippi Valley's men's basketball team's multiyear APR is 35 points [900 (historical penalty benchmark) – 865= 35].

Mississippi Valley's men's basketball team did not meet the improvement filter for Level-Two and Level-Three penalties, which requires an average of a 950 APR over the two most recent single-year APRs. The average APR for Mississippi Valley's men's basketball team over these two years was 867.

Mississippi Valley's men's basketball team did not meet the improvement filter for access to postseason competition, which requires an average of a 930 APR over the two most recent single-year APRs. The average APR for Mississippi Valley's men's basketball team over these two years was 867.

Mississippi Valley's men's basketball team did not meet the improvement filter for ineligibility for postseason competition and APP penalties provided to limited resource institutions. Mississippi Valley's men's basketball team did not demonstrate meaningful improvement because its 2010-11 single-year APR was below 900 (881). Per committee policy, for a team to demonstrate meaningful improvement, its most recent single-year APR must be above 900 and it must meet one of five improvement tests.

Mississippi Valley's men's basketball team did not meet the mission filter for access to postseason competition. Institutions identified as having limited resources, defined by the committee as being in the bottom 15 percent of resources for all Division I institutions, are reviewed using the mission filter. Mississippi Valley is classified as a limited-resource institution. If a limited-resource institution's penalized teams have a four-year GSR of at least 50 percent in the most recent year, that team avoids the loss of access to postseason using this filter. This filter is only available the first time a team is subject to the loss of access to postseason competition. With a GSR of 35 percent in the most recent year, the men's basketball team has not met the mission filter.

Committee Determinations and Rationale.

1. Factors Considered.

In making its determination on the Level-Three penalties and the waiver for post-season ineligibility in this case, the committee included consideration of the following factors:

a. Mitigating circumstances and whether the mitigating circumstances were within the control of the member institution and student-athlete(s).[3]

b. Historical-academic performance of the respective penalized team(s) and/or student-athlete(s).

c. Number of teams at the institution subject to penalties.

d. Size of variance between the team's APR and the historical-penalty "benchmark."

e. History of penalties and waivers for affected team(s) and the outcome of any previous conditional waivers granted.

[3] This factor for purposes of the postseason ineligibility includes a more stringent extraordinary mitigating circumstances threshold as noted in the committee's waiver directive which was part of the hearing materials.

f. Review of current NCAA Division I Academic Progress Rate Improvement Plan and implementation of previously submitted Academic Progress Rate Improvement Plan(s).

g. Other factors deemed relevant to the case.

2. Determinations for Each Penalty Element and Postseason Restriction.

The following sections each address a distinct element, whether:

a. Included in the base Level-Three penalties;

b. Self-imposed by the institution;

c. Chosen by the committee from its menu of available penalties; or

d. The APP postseason competition ineligibility.

The committee reviewed each penalty element separately. After thorough review and careful consideration of the materials submitted by the NCAA waiver case staff and the institution for the April 24, 2012, hearing (see Appendix B for a list of documents received and reviewed by the committee), and based on the rationale and findings as outlined in this section, pursuant to the authority vested in it by NCAA Division I Bylaw 23.3.1, the committee has made the following determinations.

3. Base Level-Three Penalties.

a. In-Season Playing and Practice Restrictions.

The institution requested relief from the in-season playing and practice season restrictions for 2012-13, which was not granted by the committee. The men's basketball team will be subject to a loss of four hours of countable athletically related activity each week during the 2012-13 playing and practice season. These four hours must be replaced with four hours of academic activities. As a result of this penalty, the institution will be limited to a maximum of 16 hours of countable athletically related activities per week during its 2012-13 playing and practice season. The men's basketball team will also be subject to the loss of one day of countable athletically related activities per week. With this penalty, the team will be limited to five days of countable athletically related activity per week.

b. Out-of-Season Playing and Practice Restrictions.

The institution requested relief from the out-of-season playing and practice season restrictions for 2012-13, which was conditionally granted by the committee. The men's basketball team will *not* be subject to a loss of four hours of countable athletically related activity each week outside of its 2012-13 playing and practice season if it receives a 950 single-year APR in the 2011-12 academic year, and fully implements its APR Improvement Plan, including the newly-adopted admissions requirements for incoming student-athletes, as noted later in this report. If the men's basketball team fails to meet this condition, the penalty would be implemented for the 2013-14 academic year.

c. Additional Playing and Practice Reductions.

The institution requested relief from the reduction of 10 percent in the number of contests and length of the playing season during the 2012-13 academic year, which was not granted by the committee. The men's basketball team will be subject to a reduction of 10 percent in the number of contests and length of the playing season during the 2012-13 academic year. As a result, the men's basketball team may not commence on-court preseason basketball practice sessions until 5 p.m. Monday October 22, 2012. In addition, the men's basketball team is limited to participating in 24 contests and one qualifying regular-season multiple team event or 26 contests if it does not participate in a qualifying regular-season multiple-team event during the 2012-13 academic year.

4. Penalties Self-Imposed by the Institution.

In Level-Three penalties, institutions have the ability to impose alternative or additional penalties. The institution did not offer any self-imposed penalties. However, the institution did present a newly adopted academic profile for recruited prospective men's basketball student-athletes to the committee during the hearing. This profile was as follows:

a. For incoming freshman student-athletes:

(1) 3.000 grade-point average in core courses;

(2) ACT score of 18 or higher; and

(3) Preliminary qualifier.

b. For four-year college transfer student-athletes:

(1) 2.600 transferable grade-point average or higher;

(2) Twenty-four hours passed in the last two semesters;

(3) Twelve hours passed in the last full-time semester;

(4) Two years of eligibility remaining; and

(5) Initial NCAA qualifier as determined by the NCAA Eligibility Center.

c. For two-year college transfer student-athletes:

(1) 2.800 transferable core grade-point average or higher;

(2) Twenty-four hours passed in the last two full-time semesters;

(3) Twelve hours passed in the last full-time semester;

(4) Associate of Arts degree awarded; and

(5) Three years of eligibility remaining on the student's five-year clock.

5. Additional Penalties Invoked by the Committee.

In Level-Three penalties, the committee reserves the authority to invoke penalties that are tailored to the specific institution and team. The penalties available to the committee at Level Three include, but are not be limited to, the following:

a. Playing and practice season restrictions, above what is noted above;

b. Contest reductions, up to a full-season cancellation;

c. Financial aid penalties;

d. Multiyear postseason ineligibility;

e. Coaches penalties such as a suspensions, recruiting limits or rules seminar attendance; and

f. Restricted membership.

The committee did not impose any additional penalties beyond those noted above.

6. APP Postseason Competition Ineligibility.

The institution requested and was not granted relief from the men's basketball team's ineligibility to participate in any postseason competition during the 2012-13 academic year, including the 2013 NCAA Division I Men's Basketball Championship. The institution will not be eligible to participate in any men's basketball postseason competition during the 2012-13 academic year.

7. Rationale for Decisions.

a. Postseason Ineligibility.

The committee noted the institution did not identify any extraordinary mitigation for the team's academic underperformance as required by the committee in its policies and procedures and the waiver directive.[4] No mitigation was identified that was clearly outside the control of the institution, the department of athletics and the student-athletes which impacted the team's APR over multiple years. The institution's failure to cite extraordinary mitigation resulted in the denial of the postseason competition request pursuant to the committee's policies and procedures.

b. Level-Three Penalties.

In making its determination regarding the Level-Three penalties, the committee noted that the men's basketball team has underperformed academically across the four-years that comprise the multiyear APR, including three consecutive years of single-year APRs under 900. In addition, the men's basketball team has underperformed when compared to other teams at the institution. Currently, it is the only team subject to APP penalties at the institution, and while significant improvement has been seen with many teams at the institution, the men's basketball team has been slower to increase its APR.

The committee noted that the institution has had difficulty retaining student-athletes that have exhausted their athletics eligibility, and graduating these

[4] The committee's waiver directive states the following with respect to waivers of postseason competition. The institution's cited mitigation must be clearly out of the control of the institution, the athletics department and the team's student-athletes. It must pertain to matters not previously addressed in the APP (e.g., small squad size, institutional mission). Finally, it must have impacted the team over the multiple years that make up the four-year APR. An example of mitigation that would be considered extraordinary is a natural disaster that impact a team's APR over multiple years. An example of mitigation that would not be considered extraordinary would be head coaching change, significant leadership change at the institution, or institutional reclassification.

student-athletes towards graduation. The committee encourages the institution to continue to work on creating initiatives and programs that focus on retaining such student-athletes. Similarly, the committee noted that the team has historically had issues with the academic performance of its student-athletes during the spring semester, and the committee encourages the institution to continue working on programs that will help address this consistent concern.

The committee understands and respects both the mission of Mississippi Valley, to provide access to relevant and high quality educational opportunities to all students, as well as the makeup of the student body, including more than 80 percent of students coming from the Mississippi Delta, a majority of whom are first-generation students. However, the committee noted that the Academic Performance Program has provided a number of alternative opportunities to demonstrate academic success and improvement for teams at limited-resource institutions and the institution's men's basketball team was unable to meet these standards. Given that the overwhelming majority of other teams at the institution have been able to move steadily towards higher APR benchmarks, including eight of the 18 teams receiving the conference's highest team grade-point average award, the institution was unable to provide the committee with reason to provide greater relief for the men's basketball team, which has not demonstrated similar improvement.

The committee applauds the institution for the recruiting profile outlined during its PowerPoint presentation. The committee noted that this type of substantive change in academic profiles is likely to have a positive impact on the academic performance of the team over the course of the next several years. The committee urged the institution to remain committed to the outlined profile, and to avoid allowing exceptions until the team has a sustained four-year APR above 930.

The committee was also encouraged by the involvement demonstrated by the academic administration at the institution, especially the provost's office. The committee noted that it is through such collaborative efforts that systemic change in academic performance and academic culture can be attained. The committee encouraged the provost and faculty to remain intimately involved in the institution's APR committee and monitoring of academic-related policies. In addition, the committee noted the recent adoption of measures to increase student-athlete success, such as the addition of traveling tutors and computers, and enhancements to the Center for Excellence in Student Learning.

In summary, the committee noted that APP historical penalties are the result of the NCAA Division I Board of Directors adopting the APP with the intention of developing a penalty structure designed to restrict or deny the benefits of the

Association for those teams that have a demonstrated history of academic underachievement. The committee observed that the Mississippi Valley men's basketball team had underperformed academically over the relevant four-year period. The committee also noted that it set the historical penalty benchmark threshold at a multiyear APR of 900 because it determined it to be an appropriate measure. Mississippi Valley's multiyear APR was 865. Finally, the committee noted while laudable goals and strategies are currently in place, and are set to be deployed going forward to improve academic performance, Mississippi Valley has been slow to take meaningful steps to address its low APR in men's basketball.

8. Decision Summary.

The committee's decision in the matter of Mississippi Valley's men's basketball team's Level-Three Penalty and Post-Season Ineligibility Waiver results in the following being applicable in the 2012-13 academic year:

a. Loss of four hours and one day of countable athletically related activity each week during the 2012-13 playing and practice season.

b. Reduction of 10 percent in the number of contests and length of the playing season during the 2012-13 academic year. The team may not commence on-court preseason basketball practice sessions until 5 p.m. Monday October 22, 2012. The team is limited to participating in either 24 or 26 contests based on whether it participates in a qualifying regular-season multiple-team event.

c. Ineligibility to participate in any postseason competition during the 2012-13 academic year, including but not limited to the 2013 NCAA Men's Basketball Championship.

9. Transfer Information.

As a result of the men's basketball team's ineligibility for postseason competition in the 2012-13 academic year, the committee has the legislative authority to:

a. Provide other institutions with permission to contact a student-athlete whose team is ineligible for postseason competition during the remaining seasons of the student-athlete's eligibility (Bylaw 13.1.1.3.4); and

b. Recommend to the NCAA Division I Legislative Council Subcommittee for Legislative Relief that the one-year residence requirement be waived for a student-athlete who transfers to a member institution to continue the student-

athlete's opportunity for full participation in a sport because the student-athlete's original institution is ineligible for postseason competition for the student-athlete's remaining seasons of competition [Bylaw 14.8.2-(e)].

Per its policies and procedures, the committee will delay announcing its final determination as to whether other institutions may contact student-athletes on the men's basketball team who will be entering their final season of athletics eligibility in 2012-13 without receiving written permission from Mississippi Valley until all appeal opportunities have been exhausted. If permission to contact is granted, however, any recruiting institution must provide notice to Mississippi Valley of the recruitment and Mississippi Valley may establish reasonable restrictions related to the contact (e.g., no visits during class time), provided such restrictions do not preclude the opportunity for the student-athlete to discuss transfer possibilities with the other institution. Regardless of the committee's decision, the institution may still grant permission to contact any student-athletes pursuant to Bylaw 13.1.1.3. It should be noted that the committee's grant of a permission to contact a student-athlete does not provide any assurance that a transfer residency requirement waiver will be granted.

With respect to waiver of the transfer residency requirement, pursuant to Bylaw 14.8.2, only the Subcommittee for Legislative Relief has the authority to waive the required residence period. Therefore, requests for relief must be submitted by a member institution through the regular Subcommittee for Legislative Relief waiver application process. However, when a request cites as a rationale the student-athlete's former team being ineligible for postseason competition due to an APP penalty for the remainder of a student-athlete's seasons of eligibility, the NCAA staff, at the discretion of the committee will have an opportunity to review the request and make a recommendation to the Subcommittee for Legislative Relief. Prior to providing a recommendation to the Subcommittee for Legislative Relief, the NCAA staff will specifically examine the academic impact of the proposed transfer, including: (1) The student-athlete's career APR eligibility and retention point history; (2) The student-athlete's grade-point average and credit hours earned; and (3) The impact of the transfer on the student-athlete's anticipated date of graduation.

The legislative relief waiver will then be reviewed in accordance with the Subcommittee for Legislative Relief policies and procedures. At this time, the committee will withhold any decision on whether it will recommend waiving the residence requirement for any individual student-athlete until the NCAA staff has an opportunity to review a particular request. Finally, if one of the applicable Mississippi Valley student-athletes (i.e., a student-athlete entering his final year of athletics eligibility) is granted a waiver of the transfer residency requirement, and ultimately does transfer to another institution, Mississippi Valley will be granted an adjustment of the lost retention point for that

student-athlete, if applicable. The eligibility point will be earned based on the student-athlete's academic performance.

It is incumbent on the institution to notify student-athletes on the impacted team regarding postseason ineligibility and the transfer policies.

APPENDIX A

Mississippi Valley State University
Men's Basketball
Waiver Hearing Participants
April 24, 2012

The following institutional representatives participated in this hearing on behalf of Mississippi Valley State University:

1. Garfield Burke, faculty athletics representative;

2. Kathie Golden, faculty representative president;

3. Anna Hammond, executive vice president/provost;

4. John Jones, associate provost, institutional effectiveness, assessment, research and strategic planning;

5. Donna Oliver, president;

6. Donald Sims, director of athletics;

7. Alyse Wells-Kilbert, assistant athletics director/academic enhancement/head women's volleyball coach;

8. Cheneé Williams, associate athletics director; and

9. Sean Woods, head men's basketball coach.

The following member of the Southwestern Athletic Conference appeared on behalf of the conference:

- Edgar Gantt, assistant commissioner for compliance.

The following members of the NCAA Division I Committee on Academic Performance participated in this hearing and deliberations:

1. Jan Blade, Delaware State University;

2. Jennifer Brown, Western Carolina University;

3. Michael Cross, Bradley University;

4. Kenneth Ferguson, University of Missouri, Kansas City;

5. Walter Harrison, University of Hartford, chair;

6. David L. Jamison, Robert Morris University;

7. Barbara Luebke, University of Rhode Island;

8. Roderick McDavis, Ohio University, vice-chair.

9. Liza Melz, Western Illinois University.

10. John Morris, University of Washington;

11. Vince Nicastro, Villanova University;

12. Brennan O'Donnell, Manhattan College; and

13. Gregory Sankey, Southeastern Conference.

The following committee members did not participate in the hearing:

1. Jerry Bovee, Weber State University; and

2. Melvin N. Johnson, Tennessee State University.

The following members of the NCAA waiver case staff presented to the committee and were present only when the institutional representatives were in the hearing:

1. Andy Cardamone, NCAA academic and membership affairs;

2. Andy Louthain, NCAA academic and membership affairs;

3. Bill Regan, NCAA academic and membership affairs; and

4. Tiese Roxbury, NCAA research.

The following members of the NCAA staff supported the committee during the hearing and deliberations:

1. Diane Dickman, NCAA academic and membership affairs; and

2. John Shukie, NCAA academic and membership affairs.

Naima Stevenson, a member of the NCAA legal counsel office, was also present for the hearing and the deliberations.

APPENDIX B

Mississippi Valley State University
Men's Basketball
Documents Received and Reviewed by the Committee[5]

In addition to presentations by the NCAA waiver case staff, representatives of Mississippi Valley State University, and a question and answer period conducted by the committee, the following documents were received and reviewed by the committee in connection with this hearing:

1. PowerPoint presentation slides from the NCAA waiver case staff.

2. PowerPoint presentation slides from Mississippi Valley State hearing participants.

3. Information on the men's basketball team's historical academic performance, including:

    a. Team's multiyear APR;

    b. Team's single-year APRs from 2007-08 through 2010-11;

    c. Number of delayed-graduation points from 2007-08 through 2010-11;

    d. Number of "0/2" student-athletes from 2007-08 through 2010-11;

    e. Multiyear and single-year eligibility APR from 2007-08 through 2010-11;

    f. Multiyear and single-year retention APR from 2007-08 through 2010-11;

    g. GSR and Federal Graduation Rate information from 1998-2001 through 2001-2004 cohorts; and

    h. Individual student-athlete's academic information from 2007-08 through 2010-11.

4. Multiyear penalty history for all teams at Mississippi Valley from 2007-08 through 2010-11.

5. Penalty summaries for all teams at Mississippi Valley from 2007-08 through 2010-11.

6. Year-by-year history of men's basketball team's APP penalties from 2007-08 through 2010-11.

7. Penalty waiver request.

8. Institution's APR Improvement Plan for all teams.

---

[5] The committee also employed a court reporter from Stewart Richardson and Associates in order to provide an official written record of the hearing.

9. Institutional APR reports for all teams at Mississippi Valley State from 2007-08 through 2010-11.

10. Institutional waiver rationale and request for relief for men's basketball team.

The committee reviewed all supporting documents submitted by the institution, including:

1. Institutional Power Point for Committee on Academic Performance Hearing;

2. Articles on Proposed University Mergers;

3. Summary of Revenue and Expenditures (Educational and General and Auxiliary Enterprises Funds)(2006-07 through 2010-11);

4. Men's Basketball Game Revenue (2007-2011);

5. Men's Basketball Schedules (2009-10 through 2011-12);

6. Academic Profiles for Men's Basketball Team (2008 through 2011);

7. Eligibility and Retention Points for 2007-08 through 2010-11;

8. Analysis of Eligibility Points;

9. Term-by-Term Academic Performance (2008-09 through 2011-12);

10. Freshman and Transfer Academic Profiles;

11. Transcripts of Two-Year College Transfers;

12. Center of Excellence in Student Learning;

13. The Athletic Round Table: An Academic Progress Rate (APR) Improvement Plan Enhancement;

14. Recruiting Prospective Student-Athletes Policy;

15. Policies on Student-Athlete Academic Goals/Freshman Workshops/Transfer/At-Risk Continuing Student Advising;

16. Continuing Student-Athletes;

17. Policies on Academic Advisors/Student-Athletes Missed Class Policy/Department of Athletics Scheduling Policy/Team Travel Schedules;

18. Head Coach and Athletic Director Contract Addendum (Recommended);

19. Academic Advisor Job Posting;

20. Athletic Department Organizational Chart; and

21. Documents Provided to the Committee at the Hearing.

North Carolina A&T State University
Football
NCAA Division I Academic Performance Program Level-Three Penalty and Access to Postseason Competition Hearing Decision Report
April 23, 2012

Introduction.

The central purpose of the NCAA Division I Academic Performance Program (APP) is to ensure that the Division I membership is dedicated to providing student-athletes with exemplary educational and intercollegiate-athletics experiences in an environment that recognizes and supports the primacy of the academic mission of its member institutions, while enhancing the ability of student-athletes to earn a degree.

The Division I membership is committed to providing higher education for a diverse body of student-athletes within the context of an institution's academic and admissions standards for all students through a system that rewards those institutions and teams that demonstrate commitment toward academic progress, retention and graduation of student-athletes and penalizes those that do not. The NCAA Division I Committee on Academic Performance ("committee") is charged with overseeing the hearing process for academically underperforming teams.

April 23, 2012, representatives from North Carolina A&T State University ("North Carolina A&T') appeared before the committee for a hearing on APP Level-Three Penalties and access to postseason competition for its football program.[1] In accordance with the Committee on Academic Performance policies, waiver requests for teams within Level Three of the APP penalty structure that are also ineligible for postseason competition have their cases heard and penalties assigned by the full committee during an in-person hearing.

Additionally, this team was granted a conditional waiver for Occasion-Three Historical Penalties which otherwise would have been applicable in 2011-12. The team failed to meet the required condition, resulting in these Occasion-Three Historical Penalties being applicable. This committee also considered these conditional penalties during the hearing.

Description of Penalties.

Pursuant to the policies and procedures of the APP including the waiver directive, North Carolina A&T's football team was subject to the following, Level-Three penalties and postseason ineligibility:

[1] See Appendix A for a list of participants in the hearing, including representatives from the institution, conference, waiver case staff and NCAA staff supporting the committee.

1. Occasion Three Historical Penalties Based on Unmet Condition.

- Ineligibility for postseason competition. The football team would be ineligible to participate in any postseason competition during 2012-13, including but not limited to the 2013 NCAA Football championship.

2. Level-Three Penalties.

a. Elimination of spring football practice and the spring game/scrimmage as outlined in NCAA Division I Bylaw 17.9.6.4.

b. Loss of four hours of countable athletically related activities per week during the football team's playing and practice season. With this penalty, the football team would be limited to a maximum of 16 hours of countable athletically related activities each week during the 2012 playing season. These four hours must be replaced with four hours of academic activities. The football team would also be subject to the loss of one day of countable athletically related activities per week. With this penalty, the team would be limited to five days of countable athletically related activity per week.[2]

c. Loss of four hours of countable athletically related activities per week outside of the football team's playing and practice season. With this penalty, the football team would be limited to a maximum of four hours of countable athletically related activities each week outside the 2012 playing season. These four hours must be replaced with four hours of academic activities.

d. Any additional penalties levied by the committee as an outcome of this hearing.

3. Postseason Ineligibility.

- The football team would be ineligible to participate in any postseason competition during 2012-13, including but not limited to the Division I NCAA Football Championship.[3]

[2] Per NCAA Bylaw 17.1.6.4, "During the playing season, all countable athletically related activities shall be prohibited during one calendar day per week." This penalty would subject to the team to all countable athletically related activities being prohibited during two calendar days per week.

[3] The committee noted that the football team is subject to postseason ineligibility both based upon its failure to meet the required condition of an Occasion-Three penalty in 2010-11 as well as based on the current postseason ineligibility standard. However, based upon the committee's policies, the institution may serve this post-season ineligibility concurrently during the 2012-13 academic year.

North Carolina A&T offered the following self-imposed penalties in lieu of the applicable penalties:

1. Reduction of its 2012 spring football practice by 50 percent to seven practice opportunities and a reduction to no more than four hours of countable athletically related activities per week out of season.

2. Reduction of permissible athletics aid awards in football by 10 percent (not to exceed 27 initial counters, 76 overall counters and 57 equivalencies) for the 2012-13 academic year.

3. Suspension of special or extraordinary admissions for initial counters (freshmen and transfer student-athletes) for the 2012-13 academic year.

North Carolina A&T sought the following relief from the Level-Three penalties and postseason ineligibility.

1. Conditional relief of the loss of four hours and one day of practice activity per week in season if the team achieves a single-year NCAA Division I Academic Progress Rate (APR) of 940 in 2011-12.

2. Full relief of the spring football practice and out-of-season practice penalty for the 2012-13 academic year.

This report will provide:

1. Background on the historical academic performance of North Carolina A&T's football team; and

2. Findings and determinations of the committee with respect to post-season ineligibility and penalties.

Historical Academic Performance.

This section of the report is intended to highlight key historical academic performance information. It does not contain all of the information considered by or available to the committee.

North Carolina A&T's football team had a multiyear APR of 880 on a scale of 1000. The team's single-year APR's were 883 (2010-11), 927 (2009-10), 848 (2008-09) and 857 (2007-08).

North Carolina A&T's football team's Graduation Success Rate (GSR) was 38 percent for the 2001-2004 cohort, 35 percent for the 2000-2003 cohort, 26 percent for the 1999-2002 cohort, and 40 percent for the 1998-2001 cohort.

The team's Federal Graduation Rates were 37 percent for the 2001-2004 cohort, 38 percent for the 2000-2003 cohort, 28 percent for the 1999-2002 cohort and 40 percent for the 1998-2001 cohort. The institution's overall student-body Federal Graduation Rates in the most recent academic year is 39 percent.

North Carolina A&T's football team was previously subject to the following APP penalties: Occasion-Three Historical Penalty in 2010-11, Occasion-Two Historical Penalty in 2009-10 and Occasion-One Historical Penalty in 2008-09.

No other teams at North Carolina A&T have been subject to APP penalties.

The variance between the historical penalty benchmark and North Carolina A&T's football team's multiyear APR is 20 points [900 (historical penalty benchmark) – 880 = 20].

North Carolina A&T's football team did not meet the improvement filter, which requires an average of a 950 APR over the two most recent single-year APRs. The average APR for North Carolina A&T's football team over these two years was 905.

North Carolina A&T's football team did not meet the improvement filter for access to postseason competition, which requires an average of a 930 APR over the two most recent single-year APRs. The average APR for North Carolina A&T's football team over these two years was 905.

North Carolina A&T's football team did not meet the improvement filter for ineligibility for postseason competition and APP penalties provided to limited resource institutions. North Carolina A&T's football team did not demonstrate meaningful improvement because its 2010-11 single-year APR was below 900 (883). Per committee policy, for a team to demonstrate meaningful improvement, its most recent single-year APR must be above 900 and it must meet one of five improvement tests.

North Carolina A&T's football team did not meet the mission filter for access to postseason competition. Institutions identified as having limited-resources, defined by the committee as being in the bottom 15 percent of resources for all Division I institutions, are reviewed using the mission filter. North Carolina A&T is classified as a limited-resource institution. If a limited-resource institution's penalized teams have a four-year GSR of at least 50 percent in the most recent year, that team avoids the loss of access to postseason using this filter. This filter is only available the first time a team is subject to the loss of access to postseason competition. With a GSR of 38 percent in the most recent year, the football team has not met the mission filter.

Committee Determinations and Rationale.

1. Factors Considered.

In making its determination on the Level-Three penalties and the waiver for postseason ineligibility in this case, the committee included consideration of the following factors:

a. Mitigating circumstances and whether the mitigating circumstances were within the control of the member institution and student-athlete(s).[4]

b. Historical-academic performance of the respective penalized team and/or student-athlete(s).

c. Number of teams at the institution subject to penalties.

d. Size of variance between the team's APR and the historical-penalty "benchmark."

e. History of penalties and waivers for the affected team and the outcome of any previous conditional waivers granted.

f. Review of current NCAA Division I Academic Progress Rate Improvement Plan and implementation of previously submitted Academic Progress Rate Improvement Plan(s).

g. Other factors deemed relevant to the case.

2. Determinations for Each Penalty Element and Postseason Restriction.

The following sections each address a distinct element, whether:

a. Included in the base Level-Three penalties;

b. Self-imposed by the institution;

c. Chosen by the committee from its menu of available penalties;

d. Based on a previously conditionally approved waiver; or

e. The APP postseason competition ineligibility.

[4] This factor for purposes of the postseason ineligibility includes a more stringent extraordinary mitigating circumstances threshold as noted in the committee's waiver directive which was part of the hearing materials.

The committee reviewed each penalty element separately. After thorough review and careful consideration of the materials submitted by the NCAA waiver case staff and the institution for the April 23, 2012, hearing (see Appendix B for a list of documents received and reviewed by the committee), and based on the rationale and findings as outlined in this section, pursuant to the authority vested in it by Bylaw 23.3.1, the committee has made the following determinations.

3. Base Level-Three Penalties.

a. In-Season Playing and Practice Restrictions.

The institution requested conditional relief from the in-season playing and practice season restrictions for 2012-13, which was not granted by the committee. The football team will be subject to a loss of four hours of countable athletically related activity each week during the 2012-13 playing and practice season. These four hours must be replaced with four hours of academic activities. As a result of this penalty, the institution will be limited to a maximum of 16 hours of countable athletically related activities per week during its 2012-13 playing and practice season. The football team will also be subject to the loss of one day of countable athletically related activities per week. With this penalty, the team will be limited to five days of countable athletically related activity per week.

b. Out-of-Season Playing and Practice Restrictions.

The institution requested conditional relief from the out-of-season playing and practice season restrictions for 2012-13, which was not granted by the committee. The football team will be subject to a loss of four hours of countable athletically related activity each week outside of its 2012-13 playing and practice season. These four hours must be replaced with four hours of academic activities. As a result of this penalty, the institution will be limited to a maximum of four hours of countable athletically related activities per week outside of its 2012-13 playing and practice season.

c. Elimination of Spring Football Practice and the Spring Game/Scrimmage.

The institution requested conditional relief from the elimination of its spring football practice and the spring game/scrimmage for 2012-13, which was not granted by the committee. As a result of this penalty, the institution will not be able to conduct spring football practice in 2013 or the spring game/scrimmage, as outlined in Bylaw 17.9.6.4.

4. Penalties Self-Imposed by the Institution.

In Level-Three penalties, institutions have the ability to impose alternative or additional penalties. The institution has offered the following self-imposed penalties:

a. Reduction of 2012 spring football practice by 50 percent, limiting the football team to seven practice opportunities.

b. Reduction of 2011-2012 out-of-season athletically related activity to no more than four hours per week.

c. Reduction of the number of permissible athletics aid awards in football by 10 percent (not to exceed 27 initial counters, 76 overall counters and 57 equivalencies) during 2012-13 academic year.

d. No special or extraordinary admissions for any initial counters (freshman or transfer) during 2012-13 academic year.

The committee noted that the first two self-imposed penalties had already occurred prior to the date of the hearing. However, the committee chose not to accept the third self-imposed penalty from the institution. The committee accepted the fourth self-imposed penalty and encourages the institution to consider extending this policy until it is above the 930 APR required to avoid penalties or postseason ineligibility.

5. Additional Penalties Invoked by the Committee.

In Level-Three penalties, the committee reserves the authority to invoke penalties that are tailored to the specific institution and team. The penalties available to the committee at Level Three include, but are not be limited to, the following:

a. Playing and practice season restrictions, above what is noted above;

b. Contest reductions, up to a full-season cancellation;

c. Financial aid penalties;

d. Multiyear postseason ineligibility;

e. Coaches penalties such as a suspensions, recruiting limits or rules seminar attendance; and

f. Restricted membership.

The committee did not impose any additional penalties beyond those noted above.

6. APP Postseason Competition Ineligibility.

The institution did not request relief from the football team's ineligibility to participate in any postseason competition during the 2012-13 academic year, including the 2013 NCAA Championship. The institution will not be eligible to participate in any football postseason competition during the 2012-13 academic year.

7. Rationale for Decisions.

a. Postseason Ineligibility.

The institution did not request relief from the football team's postseason competition ineligibility, either based on its failure to meet the required condition from the 2010-11 Occasion-Three Historical Penalty or the current APP standard for postseason competition.

b. APP Penalties.

In reaching its decision to deny the institution's request for relief, the committee noted that the football team has academically underperformed over the course of the past four years. Specifically, over the past four years, the football team had only one year with an overall APR greater than 900, and had no single-year eligibility rates above 900 during the period. The committee also noted that the football team is the only team at the institution subject to APP penalties, and that a number of teams at the institution have improved their academic performance significantly over the past four years. The committee was unable to find suitable mitigation to excuse the relative academic underperformance of the institution's football team.

The committee also noted that there was a lack of specificity in the institution's APR improvement plan regarding the support and monitoring to be provided for football student-athletes. For example, there is no mandatory class attendance policy. Without more specific details regarding the support to be provided to student-athletes, the committee was unable to determine that the institution's APR improvement plan will affect systematic and sustained improvement in the academic performance of the football team.

The committee also noted the absence of an appropriate academic profile which can be used to guide its admissions decisions for incoming freshmen and transfer student-athletes. The committee noted the importance of identifying an academic

profile for incoming student-athletes to be successful as an important first step to ensuring student-athletes are in the best position to be successful at the institution. The committee addressed the penalties suggested by the institution and noted that the reduction in the 2012 spring practice was a positive step. However, the committee encouraged the institution to discontinue the special admissions process, rather than simply suspend it, until it identifies an appropriate academic profile for incoming student-athletes and until the football team's multiyear APR reaches the acceptable standard of 930 or above. The committee also expressed a desire for the institution to award a full allotment of athletic scholarships in 2012-13, rather than reduce the opportunities for student-athletes. By allowing a full allotment of scholarships, the institution will be able to enroll a greater number of student-athletes that are suitably academically prepared to succeed.

In summary, the committee noted that APP historical penalties are the result of the NCAA Division I Board of Directors adopting the APP with the intention of developing a penalty structure designed to restrict or deny the benefits of the Association for those teams that have a demonstrated history of academic underachievement. The committee observed that the North Carolina A&T's football team had underperformed academically over the relevant four-year period. The committee also noted that it set the historical penalty benchmark threshold at a multiyear APR of 900 because it determined it to be an appropriate measure. North Carolina A&T's multiyear APR was 880. Finally, the committee noted while laudable goals and strategies are currently in place, and are set to be deployed going forward, the institution was slow to take meaningful steps to address the low APR. The institution was unable to provide suitable mitigation to convince the committee that the threshold for penalties should be lowered in this case, and the waiver request was therefore denied.

8. Decision Summary.

The committee's decision in the matter of North Carolina A&T's football team's Level-Three Penalty and Post-Season Ineligibility Waiver results in the following being applicable in the 2012-13 academic year for the football team:

a. Loss of four hours and one day of countable athletically related activity each week during the 2012-13 playing and practice season.

b. Loss of four hours of countable athletically related activity each week outside of its 2012-13 playing and practice season.

c. Elimination of spring football practice and the spring game/scrimmage.

d. Suspension of special or extraordinary admissions for the 2012-13 academic year.

e. Ineligibility to participate in any postseason competition during the 2012-13 academic year.

9. Transfer Information.

As a result of the football team's ineligibility for postseason competition in the 2012-13 academic year, the committee has the legislative authority to:

a. Provide other institutions with permission to contact a student-athlete whose team is ineligible for postseason competition during the remaining seasons of the student-athlete's eligibility (Bylaw 13.1.1.3.4); and

b. Recommend to the NCAA Division I Legislative Council Subcommittee for Legislative Relief that the one-year residence requirement be waived for a student-athlete who transfers to a member institution to continue the student-athlete's opportunity for full participation in a sport because the student-athlete's original institution is ineligible for postseason competition for the student-athlete's remaining seasons of competition [Bylaw 14.8.2-(e)].

Per its policies and procedures, the committee will delay announcing its final determination as to whether other institutions may contact student-athletes on the football team who will be entering their final season of athletics eligibility in 2012-13 without receiving written permission from North Carolina A&T until all appeal opportunities have been exhausted. If permission to contact is granted, however, any recruiting institution must provide notice to North Carolina A&T of the recruitment and North Carolina A&T may establish reasonable restrictions related to the contact (e.g., no visits during class time), provided such restrictions do not preclude the opportunity for the student-athlete to discuss transfer possibilities with the other institution. Regardless of the committee's decision, the institution may still grant permission to contact any student-athletes pursuant to Bylaw 13.1.1.3. It should be noted that the committee's grant of a permission to contact a student-athlete does not provide any assurance that a transfer residency requirement waiver will be granted.

With respect to waiver of the transfer residency requirement, pursuant to Bylaw 14.8.2, only the Subcommittee for Legislative Relief has the authority to waive the required residence period. Therefore, requests for relief must be submitted by a member institution through the regular Subcommittee for Legislative Relief waiver application process. However, when a request cites as a rationale the student-athlete's former team being ineligible for postseason competition due to an APP penalty for the remainder of a student-athlete's seasons of eligibility, the NCAA staff, at the discretion of the committee

will have an opportunity to review the request and make a recommendation to the Subcommittee for Legislative Relief. Prior to providing a recommendation to the Subcommittee for Legislative Relief, the NCAA staff will specifically examine the academic impact of the proposed transfer, including: (1) The student-athlete's career APR eligibility and retention point history; (2) The student-athlete's grade-point average and credit hours earned; and (3) The impact of the transfer on the student-athlete's anticipated date of graduation.

The legislative relief waiver will then be reviewed in accordance with the Subcommittee for Legislative Relief policies and procedures. At this time, the committee will withhold any decision on whether it will recommend waiving the residence requirement for any individual student-athlete until the NCAA staff has an opportunity to review a particular request. Finally, if one of the applicable North Carolina A&T student-athletes (i.e., a student-athlete entering his final year of athletics eligibility) is granted a waiver of the transfer residency requirement, and ultimately does transfer to another institution, North Carolina A&T will be granted an adjustment of the lost retention point for that student-athlete, if applicable. The eligibility point will be earned based on the student-athlete's academic performance.

It is incumbent on the institution to notify student-athletes on the impacted team regarding postseason ineligibility and the transfer policies.

APPENDIX A

North Carolina A&T State University
Football
Waiver Hearing Participants
April 23, 2012

The following institutional representatives participated in this hearing on behalf of North Carolina A&T State University:

1. Rod Broadway, head football coach;

2. Tracey Ford, head of the center for academic excellence;

3. Earl Hilton, director of athletics;

4. Katreshia Louis-Verrett, associate athletics director/compliance; and

5. Harold Martin, chancellor.

The following member of the Mid-Eastern Athletic Conference appeared on behalf of the conference:

- Dennis Thomas, commissioner.

The following members of the NCAA Division I Committee on Academic Performance participated in this hearing and deliberations:

1. Jerry Bovee, Weber State University;

2. Jennifer Brown, Western Carolina University;

3. Michael Cross, Bradley University;

4. Kenneth Ferguson, University of Missouri, Kansas City;

5. Walter Harrison, University of Hartford, chair;

6. David L. Jamison, Robert Morris University;

7. Barbara Luebke, University of Rhode Island;

8. Roderick McDavis, Ohio University, vice-chair;

9. Liza Melz, Western Illinois University;

10. John Morris, University of Washington;

11. Vince Nicastro, Villanova University;

12. Brennan O'Donnell, Manhattan College; and

13. Gregory Sankey, Southeastern Conference.

The following members of the committee did not participate in this hearing and deliberations due to a conflict of interest:

1. Jan Blade, Delaware State University; and

2. Melvin N. Johnson, Tennessee State University.

The following members of the NCAA waiver case staff presented to the committee and were present only when the institutional representatives were in the hearing:

1. Andy Louthain, NCAA academic and membership affairs;

2. Tom Paskus, NCAA research.

3. Bill Regan, NCAA academic and membership affairs;

4. Katy Yurk, NCAA academic and membership affairs;

The following members of the NCAA staff supported the committee during the hearing and deliberations:

1. Steve Clar, NCAA academic and membership affairs;

2. Diane Dickman, NCAA academic and membership affairs; and

3. John Shukie, NCAA academic and membership affairs.

Naima Stevenson, a member of the NCAA legal counsel office, was also present for the hearing and the deliberations.

APPENDIX B

North Carolina A&T State University
Documents Received and Reviewed by the Committee[5]

In addition to presentations by the NCAA waiver case staff and representatives of North Carolina A&T State University and a question and answer period conducted by the committee, the following documents were received and reviewed by the committee in connection with this hearing:

1. PowerPoint presentation slides from the NCAA waiver case staff.

2. PowerPoint presentation slides from North Carolina A&T's hearing participants.

3. Information on the football team's historical academic performance, including:

    a. Team's multiyear APR;

    b. Team's single-year APRs from 2007-08 through 2010-11;

    c. Number of delayed-graduation points from 2007-08 through 2010-11;

    d. Number of "0/2" student-athletes from 2007-08 through 2010-11;

    e. Multiyear and single-year eligibility APR from 2007-08 through 2010-11;

    f. Multiyear and single-year retention APR from 2007-08 through 2010-11;

    g. GSR and Federal Graduation Rate information from 1998-2001 through 2001-2004 cohorts; and

    h. Individual student-athlete's academic information from 2007-08 through 2010-11.

4. Multiyear penalty history for all teams at North Carolina A&T from 2007-08 through 2010-11.

5. Penalty summaries for all teams at North Carolina A&T from 2007-08 through 2010-11.

6. Year-by-year history of the football team's APP penalties from 2007-08 through 2010-11.

7. Penalty Waiver request.

8. Institution's APR Improvement Plan for all teams.

---

[5] The committee also employed a court reporter from Stewart Richardson and Associates in order to provide an official written record of the hearing.

9. Institutional APR reports for all teams at North Carolina A&T from 2007-08 through 2010-11.

10. Institutional waiver rationale and request for relief for the football team.

The committee reviewed all supporting documents submitted by the institution, including the institution's APR Data Analysis and the institution's power point presentation.

Texas Southern University
Football
NCAA Division I Academic Performance Program Level-Three Penalty and Access to Postseason Competition Hearing Decision Report
April 23, 2012

Introduction.

The central purpose of the NCAA Division I Academic Performance Program (APP) is to ensure that the Division I membership is dedicated to providing student-athletes with exemplary educational and intercollegiate-athletics experiences in an environment that recognizes and supports the primacy of the academic mission of its member institutions, while enhancing the ability of student-athletes to earn a degree.

The Division I membership is committed to providing higher education for a diverse body of student-athletes within the context of an institution's academic and admissions standards for all students, through a system that rewards those institutions and teams that demonstrate commitment toward academic progress, retention and graduation of student-athletes and penalizes those that do not. The NCAA Division I Committee on Academic Performance ("committee") is charged with overseeing the hearing process for academically underperforming teams.

April 23, 2012, representatives from Texas Southern University ("Texas Southern") appeared before the committee for a hearing on APP Level-Three Penalties and access to postseason competition for its football program.[1] In accordance with the Committee on Academic Performance policies, waiver requests for teams within Level Three of the APP penalty structure that are also ineligible for postseason competition have their cases heard and penalties assigned by the full committee during an in-person hearing.

Description of Penalties.

Pursuant to the policies and procedures of the APP, Texas Southern's football team was subject to postseason competition ineligibility and the following Level-Three Penalties:

1. Postseason Ineligibility.

- The football team would be ineligible to participate in any postseason competition during 2012-13, including but not limited to, the NCAA Division I Football Championship.

[1] See Appendix A for a list of participants in the hearing, including representatives from the institution, conference, waiver case staff and NCAA staff supporting the committee.

2. Level-Three Penalties.

a. Elimination of spring football practice and the spring game/scrimmage as outlined in NCAA Division I Bylaw 17.9.6.4.

b. Loss of four hours of countable athletically related activities per week during the football team's playing and practice season. With this penalty, the football team would be limited to a maximum of 16 hours of countable athletically related activities each week during the 2012-13 season. These four hours must be replaced with four hours of academic activities. The football team would also be subject to the loss of one day of countable athletically related activities per week. With this penalty, the team would be limited to five days of countable athletically related activity per week.[2]

c. Loss of four hours of countable athletically related activities per week outside of the football team's playing and practice season. With this penalty, the football team would be limited to a maximum of four hours of countable athletically related activities each week outside the 2012-13 playing season. These four hours must be replaced with four hours of academic activities.

d. Any additional penalties levied by the committee as an outcome of this hearing.

Texas Southern did not offer any self-imposed penalties in lieu of the applicable penalties and postseason eligibility.

Texas Southern sought complete relief from all penalties and postseason ineligibility, with the following exception:

- The institution requested a waiver of the one-day per week in-season reduction in countable athletically related activities but not the four-hour per week reduction.

This report will provide:

1. Background on the historical academic performance of Texas Southern's football team; and

2. Findings and determinations of the committee with respect to ineligibility and penalties.

[2] Per Bylaw 17.1.6.4, "During the playing season, all countable athletically related activities shall be prohibited during one calendar day per week." This penalty would subject the team to all countable athletically related activities being prohibited during two calendar days per week.

Historical Academic Performance.

This section of the report is intended to highlight key historical academic performance information. It does not contain all of the information considered by or available to the committee.

Texas Southern's football team had a multiyear NCAA Division I Academic Progress Rate (APR) of 811 on a scale of 1000. The team's single-year APR's were 854 (2010-11), 734 (2009-10), 796 (2008-09) and 881 (2007-08).

Texas Southern's football team's Graduation Success Rate (GSR) was 37 percent for the 2001-2004 cohort, 34 percent for the 2000-2003 cohort, 43 percent for the 1999-2002 cohort and 44 percent for the 1998-2001 cohort.

The team's Federal Graduation Rates were 29 percent for the 2001-2004 cohort, 26 percent for the 2000-2003 cohort, 32 percent for the 1999-2002 cohort and 34 percent for the 1998-2001 cohort. The institution's overall student-body Federal Graduation Rate in the most recent academic year is 12 percent.

Texas Southern's football team was previously subject to the following APP penalties: 2008-09 (Occasion-One Historical Penalty) and 2009-10 (Occasion-Two Historical Penalty).

Based on Texas Southern's 2010-11 APR data, the football team is the only team at the institution subject to an APP penalty and/or postseason ineligibility.

The variance between the historical penalty benchmark and Texas Southern's football team's multiyear APR is 89 points [900 (historical penalty benchmark) – 811 = 89)].

Texas Southern's football team did not meet the improvement filter for Level-Two and Level-Three Penalties, which requires an average of a 950 APR over the two most recent single-year APRs. The average APR for Texas Southern's football team over these two years was 794.

Texas Southern's football team did not meet the improvement filter for access to postseason competition, which requires an average of a 930 APR over the two most recent single-year APRs. The average APR for Texas Southern's football team over these two years was 794.

Texas Southern's football team did not meet the improvement filter for ineligibility for postseason competition and APP penalties provided to limited resource institutions. Texas Southern's football team did not demonstrate meaningful improvement because its 2010-11 single-year APR was below 900 (854). Per committee policy, for a team to demonstrate meaningful improvement, its most recent single-year APR must be above 900 and it must meet one of five improvement tests.

Texas Southern's football team did not meet the mission filter for access to postseason competition. Institutions identified as having limited resources, defined by the committee as being in the bottom 15 percent of resources for all Division I institutions, are reviewed using the mission filter. Texas Southern is classified as a limited-resource institution. If a limited-resource institution's penalized teams have a four-year GSR of at least 50 percent in the most recent year, that team avoids the loss of access to postseason using this filter. This filter is only available the first time a team is subject to the loss of access to postseason competition. With a GSR of 37 percent in the most recent year, the football team has not met the mission filter.

Committee Determinations and Rationale.

1. Factors Considered.

In making its determination in this case, the committee included consideration of the following factors:

a. Mitigating circumstances and whether the mitigating circumstances were within the control of the member institution and student-athlete(s).[3]

b. Historical-academic performance of the respective penalized team(s) and/or student-athlete(s).

c. Number of teams at the institution subject to penalties.

d. Size of variance between the team's APR and the historical-penalty "benchmark."

e. History of penalties and waivers for affected team(s) and the outcome of any previous conditional waivers granted.

f. Review of current NCAA Division I Academic Progress Rate Improvement Plan and implementation of previously submitted Academic Progress Rate Improvement Plan(s).

g. Other factors deemed relevant to the case.

2. Determinations for Each Penalty Element and Postseason Restriction.

The following sections each address a distinct element, whether:

[3] This factor for purposes of the postseason competition restriction includes a more stringent extraordinary mitigating circumstances threshold as noted in the committee's waiver directive which was part of the hearing materials.

a. Included in the base Level-Three penalties;

b. Self-imposed by the institution;

c. Chosen by the committee from its menu of available penalties; or

d. The APP postseason competition ineligibility.

The committee reviewed each penalty element separately. After thorough review and careful consideration of the materials submitted by the NCAA waiver case staff and the institution for the April 23, 2012, hearing (see Appendix B for a list of documents received and reviewed by the committee) and based on the rationale and findings as outlined in this section, pursuant to the authority vested in its by Bylaw 23.3.1, the committee has made the following determinations.

3. Base Level-Three Penalties and APP Postseason Competition Ineligibility.

a. In-Season Playing and Practice Restrictions.

The institution requested partial relief from the in-season playing and practice season restrictions for 2012-13, which was not granted by the committee. The football team will be subject to a loss of four hours of countable athletically related activity each week during the 2012-13 playing and practice season. These four hours must be replaced with four hours of academic activities. As a result of this penalty, the institution will be limited to a maximum of 16 hours of countable athletically related activities per week during its 2012-13 playing and practice season. The football team will also be subject to the loss of one day of countable athletically related activities per week. With this penalty, the team will be limited to five days of countable athletically related activity per week.

b. Out-of-Season Playing and Practice Restrictions.

The institution requested relief from the out-of-season playing and practice season restrictions for 2012-13, which was not granted by the committee. The football team will be subject to a loss of four hours of countable athletically related activity each week outside of its 2012-13 playing and practice season. These four hours must be replaced with four hours of academic activities. As a result of this penalty, the institution will be limited to a maximum of four hours of countable athletically related activities per week outside of its 2012-13 playing and practice season.

c. Elimination of Spring Football Practice and the Spring Game/Scrimmage.

The institution requested relief from the elimination of its spring football practice and the spring game/scrimmage for 2012-13, which was not granted by the committee. As a result of this penalty, the institution will not be permitted to conduct spring football practice or the spring game/scrimmage, as outlined in Bylaw 17.9.6.4.

4. Additional Penalties Invoked by the Committee.

In Level-Three Penalties, the committee has the authority to invoke penalties that are tailored to the specific institution and team. The penalties available to the committee at Level Three include, but are not be limited to, the following:

a. Playing and practice season restrictions, above what is noted above;

b. Contest reductions, up to a full-season cancellation;

c. Financial aid penalties;

d. Multiyear postseason ineligibility;

e. Coaches penalties such as suspensions, recruiting limits or rules seminar attendance; and

f. Restricted membership.

The committee did not impose any additional Level-Three penalties beyond those noted above.

5. APP Postseason Competition Ineligibility.

The institution requested and was not granted relief from the football team's ineligibility to participate in any postseason competition during the 2012-13 academic year, including but not limited to the 2013 NCAA Division I Football Championship.

6. Rationale for Decisions.

a. APP Penalties.

In reaching its decision on the imposition of APP penalties, the committee noted the overall historic academic underperformance of Texas Southern's football team. In the most recent four-year period the team's single-year APRs were as

follows: 854, 734, 796 and 881. Thus, the football team's single-year APR has been below 900 each of the previous four years and below 800 during two of the four years. The committee also noted that in the most recent four-year period, the football team's retention rate exceeded 900 only once, with a 925 during the 2010-11 academic year. Single-year retention rates during this same period were: 925, 834, 826, and 867. Further, Texas Southern's football team had 54 "0/2" student-athletes and only 18 graduates in the most recent four-year period, with three in the last two years.

With respect to the entire institution, Texas Southern implemented new admission requirements for its general student body in 2009 and 2010, moving from an open admissions institution to requiring a high school grade-point average of 2.000 and then 2.500 for all entering students. As noted in the hearing, the primary mission for Texas Southern is to provide opportunities for a college degree to students who often are academically unprepared for college and that the university was created to serve African-Americans who were denied admission to traditionally white universities.

Representatives also noted that the institution is transitioning to improve overall student graduation rates, given common circumstances that students bring to its campus, such as: (1) Family incomes below the poverty level; (2) First students from their families to attend college; and (3) Students who take freshmen seminars in order to learn how to take class notes, manage time and select an area of study that is compatible with their academic qualities.

The committee understands and respects the mission and student body composition of the institution, but notes that the Academic Performance Program has provided a number of alternative opportunities to demonstrate academic success and improvement for teams at uniquely missioned and/or limited-resource institutions and the institution's football team did not meet these standards. In addition, the committee noted that as recently as 2009, the institution had 11 programs that were below the historical penalty threshold of 900. At this time, only *two* teams are below that benchmark, with the men's basketball team at 899 and demonstrating improvement. Given that the overwhelming majority of other teams at the institution have successfully moved towards these benchmarks, the institution was unable to provide the committee with suitable explanation of the football team's inability to make similar improvement.

The institution also asserted that, during the 2008-09 and 2009-10 academic years, policies and procedures were in place for enrollment and certification of student-athletes but were not appropriately followed. Specifically, the head football coach, compliance officer and registrar's office incorrectly certified

student-athletes and offered more athletics scholarships to initial counters than were permitted per NCAA legislation. The president asserted that this incorrect certification, which was "the result of collusion between the football coach and the university compliance officer, should be considered "a mitigating circumstance that can be classified as an extraordinary, out-of-the-normal realm of conduct that one expects of its employees." The committee noted that regardless of whether the student-athletes in question were incorrectly certified or competed while ineligible, as alleged by the institution, these student-athletes were members of the institution's football team and were subject to the same academic performance standards as all other student-athletes. The institution stated that some of these student-athletes "came in, never saw the classroom." This does not relieve the institution of its obligations to meet Division I academic requirements. The committee did not find the mitigation asserted regarding the alleged collusion of these employees to be suitable mitigation for relief from the Level-Three penalties.

The committee was also aware that the institution may be facing penalties, both potential and self-imposed, through the NCAA Division I Committee on Infractions, which would be based on the behavior noted above by the former university compliance officer and former head football coach. The committee noted that both the policies and procedures of the Academic Performance Program and the Committee on Infractions explicitly state that any penalties imposed in one process are separate and apart from penalties that could be imposed in another. The committee imposed penalties that are available to it, based on its policies and procedures, and based on the academic performance of student-athletes at the institution and not based on the actions that may be considered rules infractions and; thus, fall under the jurisdiction of the Committee on Infractions.

The committee was encouraged by some of the recent actions of the administration at Texas Southern, both inside and outside of the department of athletics. The committee noted that the president has expanded the compliance office, which is responsible for certifying and monitoring student-athletes' academic progress, from one to five individuals, including one individual who works entirely with the football team. Further, since 2009 academic year, Texas Southern has established increasing academic standards for entering students, including raising the high school core-course grade-point average requirement for an entering student to 2.500 in 2012. The athletics department has also implemented a policy that all entering two-year college transfers must have three seasons of eligibility remaining and at least a 2.600 grade-point average.

In addition, Texas Southern stated that there are no exceptions or exemptions in the admissions process for student-athletes who do not meet the academic requirements of the university. Further, the institution is requiring all freshman and transfer student-athletes to spend 20 hours per week in study hall, has increased funding for tutorials, instituted mandatory study hall hours for student-athletes with less than a 2.500 grade-point average and implemented penalties for student-athletes with class attendance issues. Finally, the committee commends Texas Southern for changing its academic environment through the establishment of such programs as its Student Academic Enhancement Services Program.

Despite the committee's observation of recent changes in academic culture, the Texas Southern football team has underperformed academically during the four-year period that comprises the multiyear APR. The committee especially noted that, as the APRs of all other teams at the institution have improved, the football team has continued to perform poorly. In summary, the committee noted that APP historical penalties are the result of the NCAA Division I Board of Directors adopting the APP with the intention of developing a penalty structure designed to restrict or deny the benefits of the Association for those teams that have a demonstrated history of academic underachievement. The committee observed that Texas Southern's football team had underperformed academically over the relevant four-year period. The committee also noted that it set the historical penalty benchmark threshold at a multiyear APR of 900 because it determined it to be an appropriate measure. Texas Southern's multiyear APR was 811. Finally, the committee noted while laudable goals and strategies are currently in place, and are set to be deployed going forward, Texas Southern was slow to take meaningful steps to address the low APR. The Texas Southern football team was unable to provide suitable mitigation to convince the committee that the threshold for penalties should be lowered in this case and the waiver request was therefore denied.

b. Postseason Ineligibility.

With respect to postseason ineligibility, the committee noted the institution did not identify any extraordinary mitigation for the team's academic underperformance as required by the committee in its policies and procedures and the waiver directive.[4] No mitigation was identified that was clearly outside the

[4] The committee's waiver directive states the following with respect to waivers of postseason competition. The institution's cited mitigation must be clearly out of the control of the institution, the athletics department and the team's student-athletes. It must pertain to matters not previously addressed in the APP (e.g., small squad size, institutional mission). Finally, it must have impacted the team over the multiple years that make up the four-year APR. An example of mitigation that would be considered extraordinary is a natural disaster that impact a team's APR over multiple years. An example of mitigation that would not be considered extraordinary would be head coaching change, significant leadership change at the institution, or institutional reclassification.

control of the institution, the department of athletics and the student-athletes which impacted the team's APR over multiple years. The institution's failure to cite extraordinary mitigation resulted in the denial of the postseason competition request pursuant to the committee's policies and procedures.

7. Decision Summary.

The committee's decision in the matter of Texas Southern's football team's Level-Three Penalty and Postseason Ineligibility Waiver results in the following being applicable in the 2012-13 academic year for the football team:

a. Loss of four hours and one day of countable athletically related activity each week during the 2012-13 playing and practice season.

b. Loss of four hours of countable athletically related activity each week outside of its 2012-13 playing and practice season.

c. Elimination of spring football practice and the spring game/scrimmage.

d. Ineligibility to participate in any postseason competition during the 2012-13 academic year.

8. Transfer Information.

As a result of the football team's ineligibility for postseason competition in the 2012-13 academic year, the committee has the legislative authority to:

a. Provide other institutions with permission to contact a student-athlete whose team is ineligible for postseason competition during the remaining seasons of the student-athlete's eligibility (Bylaw 13.1.1.3.4); and

b. Recommend to the NCAA Division I Legislative Council Subcommittee for Legislative Relief that the one-year residence requirement be waived for a student-athlete who transfers to a member institution to continue the student-athlete's opportunity for full participation in a sport because the student-athlete's original institution is ineligible for postseason competition for the student-athlete's remaining seasons of competition [Bylaw 14.8.2-(e)].

Per its policies and procedures, the committee will delay announcing its final determination as to whether other institutions may contact student-athletes on the football team who will be entering their final season of athletics eligibility in 2012-13 without receiving written permission from Texas Southern until all appeal opportunities have

been exhausted. If permission to contact is granted, however, any recruiting institution must provide notice to Texas Southern of the recruitment and Texas Southern may establish reasonable restrictions related to the contact (e.g., no visits during class time), provided such restrictions do not preclude the opportunity for the student-athlete to discuss transfer possibilities with the other institution. Regardless of the committee's decision, the institution may still grant permission to contact any student-athletes pursuant to Bylaw 13.1.1.3. It should be noted that the committee's grant of a permission to contact a student-athlete does not provide any assurance that a transfer residency requirement waiver will be granted.

With respect to waiver of the transfer residency requirement, pursuant to Bylaw 14.8.2, only the Subcommittee for Legislative Relief has the authority to waive the required residence period. Therefore, requests for relief must be submitted by a member institution through the regular Subcommittee for Legislative Relief waiver application process. However, when a request cites as a rationale the student-athlete's former team being ineligible for postseason competition due to an APP penalty for the remainder of a student-athlete's seasons of eligibility, the NCAA staff, at the discretion of the committee will have an opportunity to review the request and make a recommendation to the Subcommittee for Legislative Relief. Prior to providing a recommendation to the Subcommittee for Legislative Relief, the NCAA staff will specifically examine the academic impact of the proposed transfer, including: (1) The student-athlete's career APR eligibility and retention point history; (2) The student-athlete's grade-point average and credit hours earned; and (3) The impact of the transfer on the student-athlete's anticipated date of graduation.

The legislative relief waiver will then be reviewed in accordance with the Subcommittee for Legislative Relief policies and procedures. At this time, the committee will withhold any decision on whether it will recommend waiving the residence requirement for any individual student-athlete until the NCAA staff has an opportunity to review a particular request. Finally, if one of the applicable Texas Southern student-athletes (i.e., a student-athlete entering his final year of athletics eligibility) is granted a waiver of the transfer residency requirement, and ultimately does transfer to another institution, Texas Southern will be granted an adjustment of the lost retention point for that student-athlete, if applicable. The eligibility point will be earned based on the student-athlete's academic performance.

It is incumbent on the institution to notify student-athletes on the impacted team regarding postseason competition restriction and the transfer policies.

APPENDIX A

Texas Southern University
Football
Waiver Hearing Participants
April 23, 2012

The following institutional representatives participated in this hearing on behalf of Texas Southern University:

1. Daryll Asberry, head football coach;

2. Kimberly Evans, football academic coordinator;

3. Jacob Greer, academic certification officer;

4. Anna James, faculty athletics representative;

5. Charles McClelland, director of athletics;

6. Michael Moleta, senior associate athletics director;

7. Dr. John Rudley, president; and

8. Jaunelle White, director of compliance.

The following member of the Southwestern Athletic Conference appeared on behalf of the conference:

- Edgar Gantt, assistant commissioner for compliance.

The following members of the NCAA Division I Committee on Academic Performance participated in this hearing and deliberations:

1. Jan Blade, Delaware State University;

2. Jerry Bovee, Weber State University;

3. Jennifer Brown, Western Carolina University;

4. Michael Cross, Bradley University;

5. Kenneth Ferguson, University of Missouri, Kansas City;

6. Walter Harrison, University of Hartford, chair;

7. David L. Jamison, Robert Morris University;

8. Barbara Luebke, University of Rhode Island;

9. Roderick McDavis, Ohio University, vice chair;

10. Lisa Melz, Western Illinois University;

11. John Morris, University of Washington;

12. Vince Nicastro, Villanova University; and

13. Brennan O'Donnell, Manhattan College.

The following members of the committee did not participate in this hearing and deliberations due to a conflict of interest:

- Gregory Sankey, Southeastern Conference.

The following committee members did not participate in the hearing:

- Melvin N. Johnson, Tennessee State University.

The following members of the NCAA waiver case staff presented to the committee and were present only when the institutional representatives were in the hearing:

1. Juliette Kenny, NCAA academic and membership affairs;

2. Andy Louthain, NCAA academic and membership affairs;

3. Tom Paskus, NCAA research; and

4. Bill Regan, NCAA academic and membership affairs.

The following members of the NCAA staff supported the committee during the hearing and deliberations:

1. Diane Dickman, NCAA academic and membership affairs;

2. Matt Maher, NCAA academic and membership affairs; and

3. John Shukie, NCAA academic and membership affairs.

Naima Stevenson, a member of the NCAA legal counsel office, was also present for the hearing and the deliberations.

APPENDIX B

Texas Southern University
Football
Documents Received and Reviewed by the Committee[5]

In addition to presentations by the NCAA waiver case staff and representatives of Texas Southern University and a question and answer period conducted by the NCAA Division I Committee on Academic Performance, the following documents were received and reviewed by the committee in connection with this hearing:

1. PowerPoint presentation slides from the NCAA waiver case staff.

2. PowerPoint presentation slides and organization chart from Texas Southern hearing participants.

3. Information on the football team's historical academic performance, including:

    a. Team's multiyear APR;

    b. Team's single-year APRs from 2007-08 through 2010-11;

    c. Number of delayed-graduation points from 2007-08 through 2010-11;

    d. Number of "0/2" student-athletes from 2007-08 through 2010-11;

    e. Multiyear and single-year eligibility APR from 2007-08 through 2010-11;

    f. Multiyear and single-year retention APR from 2007-08 through 2010-11;

    g. GSR and Federal Graduation Rate information from 1998-2001 through 2001-2004 cohorts; and

    h. Individual student-athlete's academic information from 2007-08 through 2010-11.

4. Multiyear penalty history for all teams at Texas Southern from 2007-08 through 2010-11.

5. Penalty summaries for all teams at Texas Southern from 2007-08 through 2010-11.

6. Year-by-year history of football team's APP penalties from 2007-08 through 2010-11.

7. Penalty waiver request.

8. Institutional APR reports for all teams at Texas Southern from 2007-08 through 2010-11.

---

[5] The committee also employed a court reporter from Stewart Richardson and Associates in order to provide an official written record of the hearing.

9. Institution's APR Improvement Plan for all teams.

10. Institutional waiver rationale and request for relief for the football team.

The committee reviewed all supporting documents submitted by the institution, including:

1. Waiver Rationale Letter;

2. Fall, Spring and Four-Year Data Analysis;

3. Freshman Academic Profiles;

4. Transfer Academic Profiles;

5. Student-Athlete Certification Procedure Cover Page and Calendar;

6. Squad List;

7. Transcript;

8. Majors By Terms;

9. PTD Audit Sheet;

10. Degree Plan;

11. Certification Audit Finding;

12. Eligibility Certification Report; and

13. 2011-12 APR Status & Projection Worksheet.

University of Toledo
Men's Basketball
NCAA Division I Academic Performance Program Level-Three Penalty and Access to Postseason Competition Hearing Decision Report
February 2012

Introduction.

The central purpose of the NCAA Division I Academic Performance Program (APP) is to ensure that the Division I membership is dedicated to providing student-athletes with exemplary educational and intercollegiate-athletics experiences in an environment that recognizes and supports the primacy of the academic mission of its member institutions, while enhancing the ability of student-athletes to earn a degree.

The Division I membership is committed to providing higher education for a diverse body of student-athletes within the context of an institution's academic and admissions standards for all students through a system that rewards those institutions and teams that demonstrate commitment toward academic progress, retention and graduation of student-athletes and penalizes those that do not. The NCAA Division I Committee on Academic Performance ("committee") is charged with overseeing the hearing process for academically underperforming teams.

On February 20, 2012, representatives from University of Toledo ("Toledo") appeared before the committee for a hearing on APP Level-Three Penalties and denied access to postseason competition for its men's basketball program.[1] In accordance with the Committee on Academic Performance policies, waiver requests for teams within Level Three of the APP penalty structure that are also ineligible for postseason competition have their cases heard and penalties assigned by the full committee during an in-person hearing.

Additionally, this team was granted a conditional waiver for Occasion-Two Historical Penalties during 2011-12. The team failed to meet the required condition, resulting in these Occasion-Two Historical Penalties being applicable. This committee also considered those applicable penalties when making a final determination of applicable penalties for the Toledo's men's basketball team.

Description of Penalties.

Pursuant to the policies and procedures of the APP including the waiver directive, Toledo's men's basketball team was subject to the following Level-Three Penalties and postseason competition restriction:

1. The men's basketball team would be ineligible to participate in any postseason

[1] See Appendix A for a list of participants in the hearing, including representatives from the institution, conference, waiver case staff and NCAA staff supporting the committee.

competition during 2012-13, including but not limited to the 2013 NCAA championship.

2. A 10 percent reduction in the number of contests and length of the playing season during the 2012-13 academic year.

3. Loss of eight hours of countable athletically related activities per week during the men's basketball team's playing and practice season. With this penalty, the men's basketball team would be limited to a maximum of 12 hours of countable athletically related activities each week during the 2012-13 season. These eight hours must be replaced with eight hours of academic activities. The men's basketball team would also be subject to the loss of two days of countable athletically related activities per week. With this penalty, the team would be limited to four days of countable athletically related activity per week.[2] [Note: These penalties include the applicable penalties based on the institution's unmet condition from the 2011-12 conditional waiver.]

4. Loss of four hours of countable athletically related activities per week outside of the men's basketball team's playing and practice season. With this penalty, the men's basketball team would be limited to a maximum of four hours of countable athletically related activities each week outside the 2012-13 playing season. These four hours must be replaced with four hours of academic activities.

5. Any additional penalties levied by the committee as an outcome of this hearing.

University of Toledo offered the following self-imposed penalties in lieu of the applicable penalties:

1. A 10 percent reduction in the number of contests and length of the playing season during the 2012-13 academic year.

2. Loss of four hours of countable athletically related activities per week during the men's basketball team's playing and practice season. With this penalty, the men's basketball team would be limited to a maximum of 16 hours of countable athletically related activities each week during the 2012-13 season. These four hours must be replaced with four hours of academic activities. The men's basketball team would also be subject to the loss of one day of countable athletically related activities per week. With this penalty, the team would be limited to five days of countable athletically related activity per week.

3. Loss of four hours of countable athletically related activities per week outside of the

[2] Per Bylaw 17.1.6.4, "During the playing season, all countable athletically related activities shall be prohibited during one calendar day per week." This penalty would subject to the team to all countable athletically related activities being prohibited during two calendar days per week.

men's basketball team's playing and practice season. With this penalty, the men's basketball team would be limited to a maximum of four hours of countable athletically related activities each week outside the 2012-13 season. These four hours must be replaced with four hours of academic activities.

4. Loss of two counters from the permissible number of 13 overall counters. With this penalty, the men's basketball team would be limited to a maximum of 11 overall counters in the 2012-13 season.

5. Limit the number of off-campus recruiters by one during the 2012-13 season.

University of Toledo sought the following relief from the Level-Three Penalties and postseason ineligibility.

1. Waiver of the postseason competition restriction for 2012-13.

2. Reduction of the loss of eight hours and two days of countable athletically related activities per week during the playing and practice season to the loss of four hours and one day of countable athletically related activities per week.

3. Any additional penalties the committee is authorized to impose.

This report will provide: (a) background on the historical academic performance of Toledo's men's basketball team; and (b) findings and determinations of the committee with respect to penalties.

Historical Academic Performance.

This section of the report is intended to highlight key historical academic performance information. It does not contain all of the information considered by or available to the committee.

Toledo's men's basketball team had a multiyear NCAA Division I Academic Progress Rate (APR) of 869 on a scale of 1000. The team's single-year APR's were 939 (2010-11), 896 (2009-10), 813 (2008-09) and 826 (2007-08).

Toledo's men's basketball team's Graduation Success Rate (GSR) was 89 percent for the 2001-2004 cohort, 75 percent for the 2000-2003 cohort, 67 percent for the 1999-2002 cohort, and 60 percent for the 1998-2001 cohort.

The team's Federal Graduation Rates were 64 percent for the 2001-2004 cohort, 54 percent for

the 2000-2003 cohort, 46 percent for the 1999-2002 cohort and 43 percent for the 1998-2001 cohort. The institution's overall student-body Federal Graduation Rates in the most recent academic year is 45 percent.

Toledo's men's basketball team was previously subject to the following APP penalties: 2008-09 (Contemporaneous Penalty and Occasion-One Historical Penalty), 2009-10 (Occasion-Two Historical Penalty) and 2010-11 (Ineligible for Postseason Competition and Level-Three Penalty).

Toledo's men's cross country has been subject to the following APP penalties: 2006-07 (Occasion-One Historical Penalty) and 2007-08 (Occasion-Two Historical Penalty).

The variance between the historical penalty benchmark and Toledo's men's basketball team's multiyear APR is 31 points [900 (historical penalty benchmark) – 869 = 31)].

Toledo's men's basketball team did not meet the improvement filter, which requires an average of a 950 APR over the two most recent single-year APRs. The average APR for Toledo's men's basketball team over these two years was 918.

Committee Determinations and Rationale.

1. Factors Considered.

In making its determination in this case, the committee included consideration of the following factors:

a. Mitigating circumstances and whether the mitigating circumstances were within the control of the member institution and student-athlete(s).[3]

b. Historical-academic performance of the respective penalized team(s) and/or student-athlete(s).

c. Number of teams at the institution subject to penalties.

d. Size of variance between the team's APR and the historical-penalty "benchmark."

e. History of penalties and waivers for affected team(s) and the outcome of any previous conditional waivers granted.

[3] This factor for purposes of the postseason competition restriction includes a more stringent extraordinary mitigating circumstances threshold as noted in the committee's waiver directive which was part of the hearing materials.

f. Review of current NCAA Division I Academic Progress Rate Improvement Plan and implementation of previously submitted Academic Progress Rate Improvement Plan(s).

g. Other factors deemed relevant to the case.

2. Determinations for each Penalty Element and Postseason Restriction.

The following sections each address a distinct element, whether (a) included in the base Level-Three Penalties; (b) self-imposed by the institution; (c) chosen by the committee from its menu of available penalties; or (d) the APP postseason competition ineligibility. The committee reviewed each penalty element separately. After thorough review and careful consideration of the materials submitted by the NCAA waiver case staff and the institution for the February 20, 2012, hearing (see Appendix B for a list of documents received and reviewed by the committee), and based on the rationale and findings as outlined in this section, pursuant to the authority vested in it by NCAA Division I Bylaw 23.3.1, the committee has made the following determinations.

Base Level-Three Penalties and APP Postseason Competition Ineligibility.

a. In-Season Playing and Practice Restrictions.

The institution requested partial relief from the in-season playing and practice season restrictions for 2012-13, which was granted by the committee. The men's basketball team will be subject to a loss of four hours of countable athletically related activity each week during the 2012-13 playing and practice season. These four hours must be replaced with four hours of academic activities. As a result of this penalty, the institution will be limited to a maximum of 16 hours of countable athletically related activities per week during its 2012-13 playing and practice season. The men's basketball team will also be subject to the loss of one day of countable athletically related activities per week. With this penalty, the team will be limited to five days of countable athletically related activity per week.

b. Out-of-Season Playing and Practice Restrictions.

The institution did not request relief from the out-of-season playing and practice season restrictions for 2012-13. The men's basketball team will be subject to a loss of four hours of countable athletically related activity each week outside of its 2012-13 playing and practice season. These four hours must be replaced with four hours of academic activities. As a result of this penalty, the institution will

be limited to a maximum of four hours of countable athletically related activities per week outside of its 2012-13 playing and practice season.

c. Additional Playing and Practice Reductions.

The institution did not request relief from the reduction of 10 percent in the number of contests and length of the playing season during the 2012-13 academic year. The men's basketball team will be subject to a reduction of 10 percent in the number of contests and length of the playing season during the 2012-13 academic year.

d. Postseason Competition Ineligibility.

The institution requested and was not granted relief from the men's basketball team's ineligibility to participate in any postseason competition during the 2012-13 academic year, including the 2013 NCAA Championship. The institution will not be eligible to participate in any men's basketball postseason competition during the 2012-13 academic year.

Additional Penalties Invoked by the Committee.

In Level-Three Penalties, the committee reserves the authority to invoke penalties that are tailored to the specific institution and team. The penalties available to the committee at Level Three include, but are not be limited to, the following: (a) playing and practice season restrictions, above what is noted above; (b) contest reductions, up to a full-season cancellation; (c) financial aid penalties; (d) multiyear postseason ineligibility; (e) coaches penalties such as a suspensions, recruiting limits or rules seminar attendance; and (f) restricted membership. The committee did not impose any additional penalties beyond those noted in items one through four above.

3. Rationale for Decisions.

The committee noted the institution did not identify any extraordinary mitigation for the team's academic underperformance as required by the committee in its policies and procedures and the waiver directive.[4] No mitigation was identified that was clearly

[4] The committee's waiver directive states the following with respect to waivers of postseason competition. The institution's cited mitigation must be clearly out of the control of the institution, the athletics department and the team's student-athletes. It must pertain to matters not previously addressed in the APP (e.g., small squad size, institutional mission). Finally, it must have impacted the team over the multiple years that make up the four-year APR. An example of mitigation that would be considered extraordinary is a natural disaster that impact a team's APR over multiple years. An example of mitigation that would not be considered extraordinary would be head coaching change, significant leadership change at the institution, or institutional reclassification.

outside the control of the institution, the department of athletics and the student-athletes which impacted the team's APR over multiple years. The institution's failure to cite extraordinary mitigation resulted in the denial of the postseason competition request pursuant to the committee's policies and procedures.

The institution recommended that in lieu of postseason ineligibility the following penalties apply: Loss of two counters from the permissible number of 13 overall counters and a limit on the number of off-campus recruiters by one during the 2012-13 season. However, the committee did not find these alternative penalties persuasive because in this instance they were not considered to be as serious or meaningful as the loss of postseason competition as prescribed by the committee. Additionally, the committee noted that scholarship reductions limit the institution's opportunities to recruit student-athletes who can be positive academic contributions to the team, particularly given the stated cultural shift predicted to enhance the team's future APR.

In reaching its decision, the committee noted the overall historic academic underperformance of Toledo's men's basketball team. In the most recent four-year period the team's single-year APRs were as follows: 826, 813, 896, and 939. Thus, only the 2010-11 APR exceeded 900 (939). The committee also noted that in the most recent four-year period, the men's basketball team's retention rate exceeded 900 only during the 2010-11 academic year (917). Single-year retention rates during this same period were: 826, 792, 783 and 917. Further, Toledo's men's basketball team had eight "0/2" student-athletes and only three graduates in the most recent four-year period.

Additionally, Toledo's men's basketball team received a conditional waiver for the 2010-11 academic year and therefore avoided some of the otherwise applicable penalties. The waiver was conditioned on the team achieving a single-year APR for 2010-11 of 960. However, the team failed to satisfy the condition with an APR of 939.

The committee also noted Toledo's decision to provide a previous head men's basketball coach significant latitude in recruiting academically less-prepared men's basketball prospective student-athletes in hopes of achieving a more athletically successful team. In part, this decision resulted in the men's basketball team having an APR repeatedly below 900. With this context, the committee noted that the most recent improvement plan identifies specific admissions criteria for men's basketball prospective student-athletes that are equivalent to the NCAA "qualifier" standard. The committee recognized that the current administration and head basketball coach appear to be committed to ensuring high academic standards for the men's basketball team, but the committee would suggest the institution consider adding an element to the APR Improvement Plan that includes some minimum admissions standards potentially above NCAA qualifier requirements.

The committee was encouraged by the recent actions of the administration at Toledo, both inside and outside of the department of athletics. The committee noted the president stated on several occasions that the campus' culture has dramatically changed since 2008-09 academic year. The institution hired a new men's basketball coach spring 2010 with a sound APR history. In addition, the improvement plan required an increase in study table hours. The institution and men's basketball team are encouraged to continue to follow through on the policies that are described in their APR Improvement Plan and were outlined in their presentation to the committee.

The institution requested partial relief from the reduction of eight hours and two days of countable athletically related activity per week during the playing and practice season. The men's basketball teams' grade-point average and APR both improved in the most recent academic year. Further, the institution demonstrated its commitment to incoming student-athlete success by developing its summer bridge program. The committee agreed that the institution has demonstrated recent academic success and granted partial relief from the eight hours and two days of countable athletically related activity per week during playing and practice season, resulting in half the applicable penalty applying in 2012-13 (i.e., four hours and one day reduction from the NCAA in-season maximums).

In summary, the committee noted that APP historical penalties are the result of the NCAA Division I Board of Directors adopting the APP with the intention of developing a penalty structure designed to restrict or deny the benefits of the Association for those teams that have a demonstrated history of academic underachievement. The committee observed that the Toledo's men's basketball team had underperformed academically over the relevant four-year period. The committee also noted that it set the historical penalty benchmark threshold at a multiyear APR of 900 because it determined it to be an appropriate measure. Toledo's multiyear APR was 869. Finally, the committee noted while laudable goals and strategies are currently in place, and are set to be deployed going forward, Toledo was slow to take meaningful steps to address the low APR. The Toledo's men's basketball team was unable to provide suitable mitigation to convince the committee that the threshold for a postseason penalty should be lowered in this case, and the waiver of this penalty was therefore denied.

4. Decision Summary.

The committee's decision in the matter of University of Toledo's men's basketball team's Level-Three Penalty results in the following penalties applicable in the 2012-13 academic year:

a. In-Season Playing and Practice Season Restrictions.

The men's basketball team is subject to a loss of four hours of countable athletically related activity each week during the 2012-13 playing and practice season. These four hours must be replaced with four hours of academic activities. As a result of this penalty, the team will be limited to a maximum of 16 hours of countable athletically related activities per week during its 2012-13 playing and practice season. The men's basketball team will also be subject to the loss of one day of countable athletically related activities per week. With this penalty, the team will be limited to five days of countable athletically related activity per week.

b. Out-of-Season Playing and Practice Season Restrictions.

The men's basketball team is subject to a loss of four hours of countable athletically related activity each week outside of its 2012-13 playing and practice season. These four hours must be replaced with four hours of academic activities. As a result of this penalty, the institution will be limited to a maximum of four hours of countable athletically related activities per week outside of its 2012-13 playing and practice season. The men's basketball team will also be subject to the loss of one day of countable athletically related activities per week. With this penalty, the team will be limited to four days of countable athletically related activity per week.

c. Additional Playing and Practice Season Restrictions.

The men's basketball team is subject to a reduction of 10 percent in the number of contests and length of the playing season during the 2012-13 academic year.

d. Postseason Ineligibility.

The men's basketball team is ineligible to participate in any postseason competition during the 2012-13 academic year, including but not limited to the 2013 NCAA Championship.

5. Transfer Information.

As a result of the men's basketball team's ineligibility for postseason competition in the 2012-13 academic year, the committee has the legislative authority to:

Provide other institutions with permission to contact a student-athlete whose team is ineligible for postseason competition during the remaining seasons of the student-athlete's eligibility (Bylaw 13.1.1.3.4); and

- Recommend to the NCAA Division I Legislative Council Subcommittee for Legislative Relief that the one-year residence requirement be waived for a student-athlete who transfers to a member institution to continue the student-athlete's opportunity for full participation in a sport because the student-athlete's original institution is ineligible for postseason competition for the student-athlete's remaining seasons of competition (Bylaw 14.8.2-(e)).

Per its policies and procedures, the committee will delay announcing its final determination as to whether other institutions may contact student-athletes on the men's basketball team who will be entering their final season of athletics eligibility in 2012-13 without receiving written permission from Toledo until all appeal opportunities have been exhausted. If permission to contact is granted, however, any recruiting institution must provide notice to Toledo of the recruitment and Toledo may establish reasonable restrictions related to the contact (e.g., no visits during class time), provided such restrictions do not preclude the opportunity for the student-athlete to discuss transfer possibilities with the other institution. Regardless of the committee's decision, the institution may still grant permission to contact any student-athletes pursuant to Bylaw 13.1.1.3. It should be noted that the committee's grant of a permission to contact a student-athlete does not provide any assurance that a transfer residency requirement waiver will be granted.

With respect to waiver of the transfer residency requirement, pursuant to Bylaw 14.8.2, only the Subcommittee for Legislative Relief has the authority to waive the required residence period. Therefore, requests for relief must be submitted by a member institution through the regular Subcommittee for Legislative Relief waiver application process. However, when a request cites as a rationale the student-athlete's former team being ineligible for postseason competition due to an APP penalty for the remainder of a student-athlete's seasons of eligibility, the NCAA staff, at the discretion of the committee will have an opportunity to review the request and make a recommendation to the Subcommittee for Legislative Relief. Prior to providing a recommendation to the Subcommittee for Legislative Relief, the NCAA staff will specifically examine the academic impact of the proposed transfer, including: (1) The student-athlete's career APR eligibility and retention point history; (2) The student-athlete's grade-point average and credit hours earned; and (3) The impact of the transfer on the student-athlete's anticipated date of graduation.

The legislative relief waiver will then be reviewed in accordance with the Subcommittee for Legislative Relief policies and procedures. At this time, the committee will withhold any decision on whether it will recommend waiving the residence requirement for any individual student-athlete until the NCAA staff has an opportunity to review a particular request. Finally, if one of the applicable Toledo student-athletes (i.e., a student-athlete entering his final year of athletics eligibility) is granted a waiver of the transfer residency

requirement, and ultimately does transfer to another institution, Toledo will be granted an adjustment of the lost retention point for that student-athlete, if applicable. The eligibility point will be earned based on the student-athlete's academic performance.

It is incumbent on the institution to notify student-athletes on the impacted team regarding postseason competition restriction and the transfer policies.

APPENDIX A

University of Toledo
Men's Basketball
Waiver Hearing Participants
February 20, 2012

The following institutional representatives participated in this hearing on behalf of University of Toledo:

1. Larry Burns, Vice President for External Affairs;

2. Sue Irmen, Academic Advisor for Men's Basketball/CHAMPS Life Skills Coordinator;

3. Dr. Lloyd Jacobs, President;

4. Tod Kowalczyk, Head Men's Basketball Coach;

5. Brian Lutz, Associate Athletics Director for Compliance;

6. Michael O'Brien, Vice President for Athletics; and

7. Celia Regimbal, Faculty Athletics Representative.

The following member of the Mid-American Conference appeared on behalf of the conference:

- Dr. Jon Steinbrecher, Commissioner.

The following members of the NCAA Division I Committee on Academic Performance participated in this hearing and deliberations:

1. Jan Blade, Delaware State University;

2. Jerry Bovee, Weber State University;

3. Jennifer Brown, Western Carolina University;

4. Michael Cross, Bradley University;

5. Kenneth Ferguson, University of Missouri, Kansas City;

6. Walter Harrison, University of Hartford, chair;

7. David L. Jamison, Robert Morris University;

8. Barbara Luebke, University of Rhode Island;

9. John Morris, University of Washington;

10. Vince Nicastro, Villanova University;

11. Brennan O'Donnell, Manhattan College; and

12. Gregory Sankey, Southeastern Conference.

The following members of the committee did not participate in this hearing and deliberations due to a conflict of interest:

- Roderick McDavis, Ohio University, vice-chair.

The following committee members did not participate in the hearing:

1. Melvin N. Johnson, Tennessee State University, and

2. Liza Melz, Western Illinois University.

The following members of the NCAA waiver case staff presented to the committee and were present only when the institutional representatives were in the hearing:

1. Andy Louthain, NCAA Academic and Membership Affairs; and

2. Tom Paskus, NCAA Research.

3. Bill Regan, NCAA Academic and Membership Affairs;

The following members of the NCAA staff supported the committee during the hearing and deliberations:

1. Diane Dickman, NCAA Academic and Membership Affairs; and

2. Matt Maher, NCAA Academic and Membership Affairs.

Naima Stevenson, a member of the NCAA legal counsel office, was also present for the hearing and the deliberations.

APPENDIX B

University of Toledo
Men's Basketball
Documents Received and Reviewed by the Committee[5]

In addition to presentations by the NCAA waiver case staff, representatives of Toledo, and a question and answer period conducted by the committee, the following documents were received and reviewed by the committee in connection with this hearing:

1. PowerPoint presentation slides from the NCAA waiver case staff.

2. PowerPoint presentation slides from Toledo hearing participants.

3. Information on the men's basketball team's historical academic performance, including:

    a. Team's multiyear APR;

    b. Team's single-year APRs from 2007-08 through 2010-11;

    c. Number of delayed-graduation points from 2007-08 through 2010-11;

    d. Number of "0/2" student-athletes from 2007-08 through 2010-11;

    e. Multiyear and single-year eligibility APR from 2007-08 through 2010-11;

    f. Multiyear and single-year retention APR from 2007-08 through 2010-11;

    g. GSR and Federal Graduation Rate information from 2007-08 through 2010-11; and

    h. Individual student-athlete's academic information from 2007-08 through 2010-11.

4. Multiyear penalty history for all teams at Toledo from 2007-08 through 2010-11.

5. Penalty summaries for all teams at Toledo from 2007-08 through 2010-11.

6. Year-by-year history of men's basketball team's APP penalties from 2007-08 through 2010-11.

7. Penalty Waiver request.

8. Institution's APR Improvement Plan for all teams.

9. Institutional APR reports for all teams at Toledo from 2007-08 through 2010-11.

---

[5] The committee also employed a court reporter from Stewart Richardson and Associates in order to provide an official written record of the hearing.

10. Institutional waiver rationale and request for relief for men's basketball team.

The committee reviewed all supporting documents submitted by the institution, including:

1. APR projections, with penalty;
2. APR analysis 2007 – 2011;
3. Actual men's basketball APR;
4. APR as of mid-year 2011-12;
5. Athlete final grades;
6. Student-athlete survey;
7. Demographic information;
8. Student-athlete academic progress report;
9. Student schedule;
10. Student transcript;
11. Application for admission;
12. Academic profiles of recruited men's basketball student-athletes;
13. Men's basketball APR history;
14. Former student-athlete statement;
15. Head coach information and related stories;
16. 2011 fall semester grade summary men's basketball;
17. Student-athlete weekly class breakdown;
18. Advisory Committee to the president May 13, 2009, agenda;
19. 2009-10 men's basketball recruiting class;
20. APR history of Toledo sports programs, 2004 – 2008;

21. Athletics Advisory Committee first report;

22. Academic outcomes for student-athletes;

23. Academic recovery plan for the 2005-06 academic year;

24. Summer enrollment of incoming first-year student-athletes;

25. Continuing student-athlete summer school enrollment;

26. Athletic financial aid guidelines;

27. Student-athlete academic plan of degree coursework 2006-07 academic year;

28. Team grade-point average by year 2003 – 2006;

29. Committee on strategic issues and planning April 19, 2005;

30. 2003-04 academic year men's golf team;

31. Action plan to improve academic performance rating;

32. APR grade-point average analysis of Mid-American Conference eligibility rules;

33. Comparison of admission standards versus NCAA standards;

34. Men's basketball initial-eligibility worksheets;

35. Division I head coach APR portfolio; and

36. Academic Performance Committee December 3, 2010, meeting.

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

May 30, 2012

VIA ELECTRONIC MAIL

President William Meehan
Jacksonville State University
700 Pelham Road North
Jacksonville, Alabama 36265

Dear President Meehan:

This is in regard to the request filed by your institution to delay the imposition of a portion of the NCAA Division I Academic Performance Conditional Occasion-Three Historical Penalty that your men's basketball program is otherwise subject to during the 2012-13 academic year.

In an email dated May 15, 2012, Jacksonville State University requested to delay a portion of the financial aid penalty from its Conditional Occasion Three Historical Penalty. Specifically, the institution requested that 12 financial aid counters be permissible during the 2012-13 academic year and 12 counters during the 2013-14 academic year. The team, if not subject to penalties in 2013-14, could award up to the maximum of 13 counters. Per the current penalty, the team is subject to a loss of one counter from their four-year average of 12 and; therefore, was limited to awarding 11 counters during the 2012-13 academic year.

The NCAA staff liaisons to the NCAA Division I Committee on Academic Performance have granted your institution's request with the following stipulations:

1. The men's basketball program is limited to allowing 11 counters to participate in outside competition during the 2012-13 academic year. Therefore, one of the 12 financial aid counters would be unable to participate in outside competition during the 2012-13 academic year.

2. The men's basketball program will be limited to awarding a maximum of 11 counters in the 2013-14 academic year.

Please note that this decision is contingent on Jacksonville State retaining the 12 men's basketball student-athletes that are either currently enrolled at the institution or have signed a National Letter of Intent and/or financial aid agreement with the institution. If one of these students does not enroll at Jacksonville State for the 2012-13 academic year, the team would be subject to the penalties as outlined in its original NCAA Division I Academic Performance Program decision, and would not be permitted to add an additional counter for the 2012-13 academic year. In addition, the team would not be subject to the restrictions in 2013-14 as outlined above.

The following chart outlines the maximum number of counters and student-athletes allowed to participate in outside competition during the 2012-13 and 2013-14 academic years.

Year	Financial Aid Counters	Outside Competition
2012-13	12	11
2013-14	11	11

If you have any questions, please don't hesitate to contact me.

Sincerely,

John Shukie
Director of Academic and Membership Affairs

JBS:kh

- Supplement Nos. 15a and 15b draft materials for the NCAA Division I Committee on Academic Performance input.

- These procedures are similar to pre-hearing NCAA Division I Infractions Committee information provided in advance to member institutions.

- The result of sending these in advance would be a shortened chair script during hearings and advance communications to schools.

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

VIA OVERNIGHT DELIVERY

<Date>

<President Name>
<Institution Name>
<Address>
<City, State Zip>

Dear President _____:

The NCAA Division I Committee on Academic Performance has scheduled an appearance by representatives of <Institution Name> for <time, date>, in the <name of meeting room> at the NCAA national office headquarters in Indianapolis to consider the <team/sport> NCAA Division I Academic Performance Program penalties.

In keeping with the premise of presidential control of athletics, committee policies require that the institution's chancellor/president attend the hearing. Additionally, the committee policies require that, at a minimum, the following individuals be included among the university representatives: the director of athletics; the head coach of the impacted team; and the primary person responsible for implementation of your NCAA Division I Academic Progress Rate Improvement Plan. At your earliest convenience, please inform me if there are any anticipated difficulties in having the aforementioned individuals attend. You are welcome to have other university personnel attend the hearing as you deem appropriate; however, we request that you limit your group to a total of eight representatives.

To assist you in preparing for the hearing, I have enclosed a document which describes in more detail procedures and other information regarding a Committee on Academic Performance hearing.

Please contact me at the NCAA office if you have any questions regarding the hearing or enclosed procedures.

Sincerely,

John Shukie
Director of Academic and Membership Affairs

JBS:kh

cc: Selected NCAA Staff Members (letter only)

National Collegiate Athletic Association
An association of over 1,200 members serving the student-athlete
Equal Opportunity/Affirmative Action Employer

Procedures Followed During Hearings Before the NCAA Division I Committee on Academic Performance

The purpose of this document is to provide institutions with advance written information regarding the procedures that will be followed during a hearing before the NCAA Division I Committee on Academic Performance.

Timeframe for a Hearing.

- Although it is difficult to predict the exact length of a hearing, the committee generally schedules hearings in two-hour blocks.

Proceedings.

1. A certified court reporter is present at all committee hearings to transcribe a record of the proceedings. This transcription will be made available to the NCAA Division I Board of Directors Academic Performance Program Historical Penalties Appeals Subcommittee if the committee's decision is appealed.

2. During the hearing, the committee uses microphones to ensure that all parties can be heard and that an accurate recording is produced.

3. Beverages will be provided throughout the hearing at the back of the room.

Individuals in Attendance.

1. **Committee on Academic Performance:** The committee is comprised of 15 members, including three institutional presidents, and includes at least two members from each of the three Division I membership subdivisions. The committee is chaired by Dr. Walter Harrison, president of the University of Hartford, and the vice-chair is Dr. Roderick McDavis, president of Ohio University.

2. **Institution:** At a minimum, the following individuals from the involved institution should be in attendance: chancellor/president, director of athletics, head coach of the involved sport(s) and the institutional staff member with primary oversight of implementation of the NCAA Division I Academic Progress Rate Improvement Plan. You are welcome to have other university personnel attend the hearing as you deem appropriate, however we request that you limit your group to a total of eight representatives

3. **NCAA Staff:** At a minimum the following NCAA staff members will be in attendance: director of academic and membership affairs that supports the committee, assistant or

associate director of academic and membership affairs that will present the case on behalf of the NCAA waiver case staff and the NCAA assistant general counsel.

4. **Conference R epresentatives:** One or more representatives from the institution's conference office may attend committee hearings, at the conference commissioner's discretion.

5. **Other Individuals:** The committee has the discretion to allow other individuals to attend hearings on a case-by-case basis, which will be communicated with the institution.

Introductions.

1. The chair will call the meeting to order and the members of the committee and NCAA staff supporting the committee will introduce themselves.

2. Following the chair's introductions, the institution and the waiver case staff will introduce themselves, followed by any conference representatives who are present and any other individuals in attendance.

3. After introductions, the chair will make several announcements, followed by opening statements by the NCAA waiver case staff and institution.

Opening Statements/Question and Answer/Closing Statements.

1. A representative from the NCAA waiver case staff will first provide an opening statement, which is generally limited to 20 minutes in length.

2. On conclusion of the waiver case staff's presentation, the chancellor/president, will provide an opening statement, also limited to 20 minutes. The chancellor/president may divide these 20 minutes among the institution's representatives as he/she deems appropriate but the committee does expect to hear from the chancellor/president during some portion of the opening statement.

3. The opening statement should provide information regarding each party's general view of the case.

4. After completion of the opening statements, members of the committee will have the opportunity to ask questions of the institutional representatives as well as the NCAA waiver case staff. This question and answer period is not time-limited.

5. After the conclusion of the question and answer period, the committee will hear brief closing statements from all parties.

6. The waiver case staff will make its closing statement first, followed by the institution. Closing statements should be limited to no longer than 10 minutes. The closing statement provides an opportunity for each party to summarize the discussions that occurred during the hearing and to provide a brief statement regarding the case, adding any thoughts participants may have that were not discussed during the hearing.

Committee on Academic Performance Record.

1. On receipt of all hearing materials, the NCAA staff supporting the committee will provide the institution and committee all of the materials that will comprise the record in the case. What the committee knows about this case is limited to the information contained in this record. Please note that the committee does not receive all of the information and material which the academic and membership affairs staff has received from the institution.

2. Subject to the approval of the committee for good cause shown, additional documents may be submitted at the hearing, provided copies (at least 30) are available for all in attendance. The committee has the discretion to determine what additional information will be made part of the record. The committee may also request additional material during the hearing or the committee's deliberations, with copies provided to all parties.

3. The committee's findings in a case will be based on this record and any statements made at the hearing. Should there be an appeal, the list of documents comprising the record, the hearing transcript and the committee's hearing report will constitute the full and complete record from these proceedings.

Procedural Issues.

- If there are any concerns regarding the processing of this appeal and/or conduct of the academic and membership affairs staff, then such concerns must be addressed in a written submission to the committee with a copy to the academic and membership affairs staff. This submission must address both the contours of any such procedural claim **and** what the involved party believes to be the consequent prejudice. The committee also will provide an opportunity for response from the institution and/or academic and membership affairs staff. Failure to raise such claims in a written submission may constitute a waiver of any such claim. Among other things, such a waiver precludes raising these issues on appeal.

Deliberations and Release of Report.

The committee will, after adjournment, spend whatever time is necessary in deliberations in order to fully consider all the information in the record and then to resolve the issues and determine which penalties the university will be subject to, if any. The committee will draft a written report of its decision, which will be provided to the chancellor/president within 21 days of this hearing. In all cases, the rationale for the committee's decision, and any conditions imposed, will be specifically outlined in this decision report.

Prior to sending notification of the availability of the report, the committee chair along with a member of the NCAA staff, will notify the chancellor/president of the decision by telephone.

If the committee determines that the team will be ineligible for postseason competition for the [insert year] academic year, the committee has the authority to provide other institutions with permission to contact a student-athlete whose team is ineligible for postseason competition during the remaining seasons of the student-athlete's eligibility. The committee also has the authority to recommend that the one-year transfer residence requirement be waived for such student-athletes. While the committee is not obligated to exercise this legislative authority, if it chooses to do so, the details of its decision will be available to the institution in the written report.

The NCAA strives to preserve the confidentiality of the hearing proceedings and those providing information. The committee cautions all parties to refrain from revealing the specific details of what is discussed in the hearing, especially with the media, until a decision has been reached by the committee. In the interim, if the institution receives inquiries from any media sources regarding the substance of the hearings, we request that you please consult with the NCAA public and media relations staff prior to offering any comment. The contact for the NCAA public and media relations staff is Erik Christianson, who can be reached at 317/917-6115.

If the NCAA public and media relations staff receives inquiries regarding the substance of these hearings, it may acknowledge that the institution did attend a hearing but will not provide details regarding the hearing to any media sources until a decision has been made by the committee and provided to the institution, unless the staff is required to do so to correct any public misinformation. Once the written committee decision has been provided to the institution, the NCAA staff may issue a press release regarding the committee's decision. Regardless of whether a press release is issued, the NCAA staff will release information regarding the outcome of this hearing through its standard process for updating the institution's public NCAA Division I Academic Progress Rate penalty summary.

Appeal of Decision.

Any appeals of the committee's decision must be submitted electronically to the NCAA national office within 21 calendar days of written notification of the committee's decision. In appealing the decision, the institution must demonstrate that the committee abused its discretion in applying the legislation and/or policy and procedures of the NCAA Division I Academic Performance Program. You may not present new information or data in your appeal that was not presented to this committee. If you do choose to appeal, a subcommittee of the Board of Directors may choose to hear the case and all appealed penalties are stayed until the subcommittee makes its decision. You will be required to submit an appellate brief explaining the rationale for appealing the committee's decision, which may only address how you believe the committee abused its discretion in applying the legislation and/or policies and procedures and how these abuses reasonably could have resulted in a different decision.

Questions.

Any other questions about the hearing proceedings or other matters regarding this hearing may be directed to John Shukie, director of academic and membership affairs at 317/917-6041 or jshukie@ncaa.org.

SUPPLEMENT NO. 16

Review of NCAA Division I Committee on Academic Performance Hearing Reports

The NCAA Division I Committee on Academic Performance provides each institution that attends an in-person hearing with the committee a full, written report which outlines the committee's decision regarding penalties, its rationale, as well as other relevant information. To date, these penalty reports are solely provided to the institution, both to the chancellor or president via email as well as through uploading to the waiver portal of the LSDBi electronic database.

This document is intended to begin discussion on whether the committee's decision reports should be distributed to a wider audience, and if so, what form those decision reports should take. Subsequent to this discussion, the staff will coordinate with legal counsel and public relations staff to determine appropriate next steps. Supplement No. 14 within this meeting's materials provide examples of hearing decision reports.

This document will outline several possible approaches, briefly highlighting possible advantages and drawbacks to each option.

Current Relevant Processes.

The most similar process to the committee's hearing process is that of the NCAA Division I Committee on Infractions (COI). Under the current COI policies, reports are released publicly in conjunction with an individualized press release. An example of a recent public infractions report is provided as with this supplement. [Attachment]

It should be noted that many of the institutions that appear before the committee are subject to Freedom of Information Act (FOIA) requests, as public institutions. Therefore, under some circumstances, the institutions would be required to disclose a version of the Committee on Academic Performance penalty report, likely redacted, to any person or media entity.

Options to Consider.

1. Option No. 1: Maintain the Status Quo.

The current committee procedure allows for provision of the hearing report to the individual institution, but does not provide for wider distribution of the report to the media or other member institutions.

a. Positives.

(1) Allows for institutions to manage the release of hearing information to the general public and media.

(2) Committee hearing decisions are less precedent-based than COI, and hearing reports may not have the same precedential value for other member institutions.

b. Negatives.

(1) Compared to infraction processes, this provides for less transparency into the hearing process for the general public and media.

(2) Does not provide other institutions with the ability to review decision rationale, and perhaps influence behavior based on the committee's comments.

2. Option No. 2: Provide Hearing Reports to Other Member Institutions.

Hearing reports would be provided to other institutions through a web-based system such as LSDB*i* and would be available to any institutions that have access to that system.

a. Positives.

(1) May assist institutions in preparing for in-person hearings in front of the committee by analyzing arguments that have been successful or unsuccessful in the past.

(2) May assist institutions in preemptively instituting programs to raise academic performance by reviewing initiatives that have been successful for teams that have previously gone through the hearing process.

b. Negatives.

(1) By providing access to other member institutions, but not the general public, the risk would be run that the report would be "leaked", given the widespread access to it.

(2) Institutions may over-value the precedential impact of the report (e.g., "Institution X had a 890 multiyear NCAA Division I Academic Progress Rate (APR), and so do we, so the same relief should be provided) without reviewing the underlying rationale for the decision and other factors that might have been in place.

3. Option No. 3: Provide Redacted or Modified Public Reports.

Similar to the public infractions report, the committee could publish a report for each team that appears in front of it. If this is an option that the committee deems agreeable, the staff would take further steps to determine the exact makeup of those reports. For example, how detailed the reports would be with respect to institution-specific information, such as names, improvement programs, etc.

a. Positives.

(1) Provides transparency into the hearing process for the general public and media, which has not existed to this point.

(2) May assist institutions in preparing for in-person hearings in front of the committee by analyzing arguments that have been successful or unsuccessful in the past.

(3) May assist institutions in pre-emptively instituting programs to raise academic performance by reviewing initiatives that have been successful for teams that have previously gone through the hearing process.

b. Negatives.

(1) Provides for further scrutiny and negative publicity for teams that have academically underperformed.

(2) Staff would need to be cognizant of the level of data that is provided to avoid any legal issues with respect to student-specific or administrator-specific information.

(3) Staff and committee would need to consider whether reports would only be published for teams that appear at in-person hearings, or whether it should be expanded to all teams subject to APR penalties or post-season ineligibility. This would require creation of reports that do not necessarily exist at the current time.

UNIVERSITY OF SOUTH CAROLINA, COLUMBIA
PUBLIC INFRACTIONS REPORT
APRIL 27, 2012

A. INTRODUCTION.

On Friday, February 17, 2012, officials from the University of South Carolina appeared before the NCAA Division I Committee on Infractions to address allegations of NCAA violations in the football and track and field programs. The majority of the violations involved football student-athletes and prospects.

The infractions in this case were limited and centered on two separate, unrelated set of circumstances, which resulted in NCAA violations: (1) student-athletes living in a local hotel at what proved to be a discounted rate; and (2) the impermissible involvement of two representatives of the institution's athletics interests in the institution's football and men's basketball recruiting efforts and the provision of extra benefits by the two athletics representatives. There was also a concomitant failure to monitor by the institution. With the exception of one issue in Finding B-1, the institution did not contest any of the allegations.

The violations in this case first came to light in July 2010 when the enforcement staff received information that a football student-athlete ("student-athlete 1") received benefits from agents. In response to this information, student-athlete 1 was interviewed by the enforcement staff and the institution. During that interview, student-athlete 1 reported that he lived in a Columbia hotel ("local hotel"). This prompted the enforcement staff to review student-athlete 1's housing arrangements at this hotel. During August 2010, the enforcement staff conducted on-campus interviews with student-athletes and administrators, and confirmed that the local hotel met the definition of a "representative of the institution's athletics interests." Further, it was determined that the local hotel had been providing 12 student-athletes benefits in the form of reduced rent, and in some cases, deferred payment for rent, which resulted in the violations set forth in Finding B-1.

With regard to the violations documented in Finding B-2, impermissible recruiting inducements and extra benefits from two athletics representatives, the violations occurred in connection with prospects' and student-athletes' involvement in a foundation ("the foundation"). This foundation was established and funded by a representative of the institution's athletics interests who was an alumnus ("representative 1") with assistance from another representative, who was also a graduate of the institution ("representative 2"). The foundation was established in or about 2007 and focused on the mentoring and support of inner-city high school students, some of whom were (or later became)

recruited prospective student-athletes. In November 2010, the enforcement staff received information regarding possible impermissible recruiting activity by representative 1 under the guise of this foundation. The subsequent inquiry resulted in the discovery of the violations set forth in Finding B-2.

A member of the Southeastern Conference, the institution has an enrollment of approximately 26,000 students. The institution sponsors nine men's and 11 women's intercollegiate sports. This was the institution's fifth major infractions case, the institution having last appeared before the committee in November 2005 for a case involving its football program. As a result of the 2005 case, the institution is considered a repeat violator under NCAA Bylaw 19.5.2.1.1. The institution also had previous infractions cases in February 1991 (men's basketball), March 1987 (men's basketball), and January 1967 (men's basketball and football).

B. FINDINGS OF VIOLATIONS OF NCAA LEGISLATION.

1. PREFERENTIAL TREATMENT AND IMPERMISSIBLE EXTRA BENEFITS – DISCOUNTED LODGING. [NCAA Bylaws 12.1.2.1.6, 16.02.3, 16.11.2.1 and 16.11.2.3-(a)]

From May 2009 through October 2010, a local hotel provided preferential treatment and extra benefits with an estimated value of $50,886.80 to 12 student-athletes in the form of reduced rent that generally was not available to the regular student population for off-campus housing. Additionally, the local hotel made special arrangements with nine of the student-athletes to pay their rent at later dates, thereby providing an impermissible loan to the student-athletes. Under NCAA legislation, the local hotel is considered to be a representative of the institution's athletics interests. Specifically:

a. From May 29, 2009, to February 24, 2010, and April 5 to August 22, 2010, the local hotel provided a two-bedroom suite to a football student-athlete ("student-athlete 2") at a reduced daily rate of $14.59 for a total of 418 days. Student-athlete 2 occupied the suite with another football student-athlete for 239 days of 418 days. Therefore, this reduced rate constituted preferential treatment and later an extra benefit valued at $16,940.[1] Additionally, student-athlete 1 did not pay rent from May 2009 through February 2010, and made arrangements with the local hotel to defer rent payments until a later date, constituting an impermissible loan.

[1] For an explanation regarding preferential treatment and extra benefits, see the discussion under Committee Rationale

b. From June 2009 to August 2010 (approximately 14 months), the local hotel provided a two-bedroom suite to student-athlete 1 at a reduced daily rate of $14.59 for approximately 459 days. Student-athlete 1 occupied the suite alone. Therefore, this reduced rate initially constituted preferential treatment and later an extra benefit estimated at $19,466.19. Further, in June 2009, student-athlete 2 stopped paying rent and made special arrangements with the local hotel to defer rent payments until the 2010 fall semester, constituting an impermissible loan.

c. From November 28, 2009, to August 23, 2010, the local hotel provided a two-bedroom suite to a football student-athlete ("student-athlete 3") at the reduced daily rate of $14.59 for 268 days. Student-athlete 3 occupied the suite with a roommate. Therefore, this constituted preferential treatment and later an extra benefit estimated at $5,626.39. Further, student-athlete 3 did not pay rent until August 2010 and made special arrangements with the local hotel to defer rent payments until the 2010 fall semester, constituting an impermissible loan.

d. From February 16 to August 23, 2010, the local hotel provided a two-bedroom suite to a football student-athlete ("student-athlete 4") at a reduced daily rate of $14.59 for 188 days. Student-athlete 4 occupied the suite with a roommate. Therefore, this constituted preferential treatment and later an extra benefit estimated at $3,929.99. Further, since student-athlete 4 did not pay rent, he made special arrangements with the local hotel to defer rent payments until the 2010 fall semester, constituting an impermissible loan.

e. From May 9 to August 20, 2010, the local hotel provided a two-bedroom suite to a football student-athlete ("student-athlete 5") at a reduced daily rate of $14.59 for 103 days. Student-athlete 5 occupied the suite with a roommate. Therefore, this constituted an extra benefit estimated at $2,184.12. Further, student-athlete 5 made arrangements with the local hotel to defer rent payments until the 2010 fall semester, constituting an impermissible loan.

f. From May 9 to August 22, 2010, the local hotel provided a two-bedroom suite to a football student-athlete ("student-athlete 6") at a reduced daily rate of $14.59 for 106 days. Student-athlete 6 occupied the suite with a roommate. Therefore, this constituted an extra benefit estimated at $2,247.73. Further, after student-athlete 6 failed to pay any rent, the local hotel made arrangements with student-athlete 6 to defer rent payments until the 2010 fall semester, constituting an impermissible loan.

g. From April 20 to August 20, 2010, the local hotel provided a two-bedroom suite to a football student-athlete ("student-athlete 7") at the reduced daily rate of $14.59 for 121 days. Student-athlete 7 occupied the suite alone. Therefore, this constituted an extra benefit estimated at $5,131.61. Additionally, after student-athlete 7 paid $440 and $450 toward rent in July and August, respectively, he made payment arrangements with the local hotel to pay the remaining balance for the 2010 fall semester, constituting an impermissible loan.

h. From July 26 to August 19, 2010, the local hotel provided a one-bedroom suite to a football student-athlete ("student-athlete 8") at a reduced daily rate of $14.59 for approximately 24 days. Student-athlete 8 occupied the suite alone. Therefore, this constituted an extra benefit estimated at $509.

i. From August 1 to 19, 2010, the local hotel provided a two-bedroom suite to a football student-athlete ("student-athlete 9") at the reduced daily rate of $14.59 for 19 days. Student-athlete 9 occupied the suite with a roommate. Therefore, this constituted an estimated extra benefit of $402.90. Further, student-athlete 9 made arrangements with the local hotel to defer rent payments until the 2010 fall semester, constituting an impermissible loan.

j. From August 1 to 19, 2010, the local hotel provided a two-bedroom suite to a football student-athlete ("student-athlete 10") at a reduced daily rate of $14.59 for 19 days. Student-athlete 10 occupied this suite with a roommate. Therefore, this constituted an estimated extra benefit of $402.90. Further, student-athlete 10 made arrangements with the local hotel to defer rent payments until the 2010 fall semester, constituting an impermissible loan.

k. From August 1 to the last week in September 2010, the local hotel provided a two-bedroom suite to a women's track and field student-athlete ("student-athlete 11") at a reduced daily rate of $14.16 for 37 days. Student-athlete 11 occupied the suite with a roommate. Therefore, this constituted an estimated extra benefit of $792.54.

l. From August 1 to October 3, 2010, the local hotel provided a two-bedroom suite to a women's track and field student-athlete ("student-athlete 12") at a reduced daily rate of $14.16 for 37 days. Student-athlete 12 occupied this suite with a roommate. Therefore, this constituted an estimated extra benefit of $792.54.

Committee Rationale

The enforcement staff and the institution were in substantial agreement on the facts of this finding and that those facts constituted violations of NCAA legislation. The only issue in question was when the local hotel attained the status of "a representative of the institution's athletics interests." It was the enforcement staff's position that the local hotel became an athletics representative in August 2009 when the institution's compliance staff became aware that it was charging a specific monthly rate to two football student-athletes for their housing during the 2009-10 academic year, and, at that time, the compliance staff should have known that these rates were discounted. The institution believed that the local hotel became an athletics representative in March 2010 when it joined the institution's official booster organization, the Gamecock Club. Regardless of when the local hotel became an athletics representative, NCAA violations still occurred. The only difference would be that, if the local hotel were ruled to have become an athletics representative in August 2009, the discounted rates and any deferred rent payments provided to student-athletes for the period from August 2009 through October 2010, would all be considered extra benefits. On the other hand, if it were determined that the local hotel became an athletics representative in March 2010, then the discounted rates and any deferred rent payments allowed between August 2009 and March 2010 would be considered "preferential treatment," while such benefits provided after March 2010 would be considered extra benefits under NCAA legislation. The committee concluded that the institution became an athletics representative in March 2010 when it joined the booster club. In the final analysis, this determination has little substantive impact on the seriousness of the violation.

As background, the local hotel is located approximately two miles from the institution's campus. It was originally a condominium complex but was later converted to a hotel. Each two-bedroom unit is similar to a furnished apartment and is conducive to long-term residence. "Hotel-type" amenities are provided, including linen and housekeeping services, toiletries, courtesy transportation, a full breakfast buffet, high-speed internet access, and two televisions with cable service. In addition, a fully-equipped kitchen is included. In the past, the institution's athletics department has paid for new employees to reside at the hotel, including the institution's head football coach, who lived at the hotel for approximately seven months after he was first hired. The hotel manager ("hotel manager") stated that the institution's student-athletes were the first residents to sign leases at the hotel. The leases were provided at the student-athletes' request because the institution's compliance office required student-athletes living off campus to provide a lease.

As set forth above in Finding B-1-a, the first student-athlete to move into the hotel was student-athlete 2. Student-athlete 2 underwent surgery in January 2009. He and his mother stayed at the local hotel while he recovered from his surgery. In May 2009, after

the spring 2009 semester, student-athlete 2 decided to live off campus. He contacted the hotel manager about living at the local hotel because of its proximity to campus and the appeal of its apartment-style setup. The hotel manager reported that he agreed to allow student-athlete 2 and subsequent student-athletes to live at the hotel on an extended term basis due to a downturn in the local economy and the business' relatively low occupancy rates. The hotel manager agreed to rent a two-bedroom unit to student-athlete 2 and another football student-athlete for $900 per month ($450 per person). The hotel manager believed that a monthly rent of $900 for a two-bedroom unit at his hotel was comparable to the rates charged for furnished apartments in the Columbia area. Student-athlete 2 moved into the hotel on May 29, 2009, but did not inform the institution's Office of Compliance Services (OCS) that he had done so until August 2009. Shortly after student-athlete 2 moved into the hotel, student-athlete 1 learned of student-athlete 2's living arrangements and approached the hotel manager about living there as well. The hotel manager provided to student-athlete 1 the same rental terms as he offered to student 2, (i.e., $900 per month for a two-bedroom unit). Student-athlete 1 moved into the hotel on or about May 29, 2009. As with student-athlete 2, student-athlete 1 did not inform OCS that he had moved into the hotel until August 2009. Subsequently, other student-athletes learned through "word of mouth" from fellow student-athletes of the hotel and the advantages of living there.

In August 2009, upon being informed by the three football student-athletes that they were living at the hotel, the institution's compliance staff made a good-faith effort to compare the rates charged by the hotel with rates charged for rent at local apartments. But, as the institution agrees, this approach was flawed.[2] The appropriate analysis would have been to compare the rates which the hotel charged to student-athletes to the rates charged to other extended stay guests, including newly-hired athletics employees. The reason for this is that the hotel was not comparable to furnished apartments in the local area. It was, as documented earlier in this report, a hotel that offered enhanced services and facilities, amenities not available to residents of typical apartments. In addition, the hotel allowed the student-athletes to live in the hotel for extended periods of time without paying rent, yet suffer no consequences. This failure to require timely rent payment was tantamount to a loan.

While living at the local hotel, student-athletes paid a daily rate of $14.59 per person or $29.18 per two-bedroom suite. The committee noted that an enforcement staff member

[2]The institution's incomplete analysis of the rates charged at the local hotel was originally alleged to be part of the institution's failure to monitor. The committee ultimately concluded that, because the institution made a good-faith effort to compare rates at the hotel with those charged for other local apartments, including reviewing the leases and speaking with the hotel manager in an effort to determine that the lease rates were appropriate, this did not rise to the level of a failure to monitor. However, a failure to monitor was found based upon the impermissible recruiting activity by two representatives of the institution's athletics interest [Findings B-2 and B-3]

stayed at the hotel and was charged a nightly rate of $123.67. In examining the rates the institution had to pay for a two-bedroom suite for extended stays by newly hired employees, the rates varied. The average rate was approximately $67 per night for a two-bedroom suite. The lowest nightly rate paid by the institution for a two-bedroom extended stay was $57 a night. The enforcement staff used the lowest rate charged to the institution for extended stays ($57) for student-athlete reinstatement purposes and in drafting the allegation that is now Finding B-1.

The difference between what should have been charged to the student-athletes for residing at the hotel and what they actually paid resulted in preferential treatment and extra benefits totaling nearly $51,000, as set forth above.

The committee believes that the institution may have missed an earlier opportunity to detect the violations. In late November 2009, student-athlete 3 was removed from institution housing for disciplinary reasons. In mid-February 2010, student-athlete 4 was also removed from institution housing for similar reasons. As earlier established, both moved into the local hotel; student-athlete 3 on November 28, 2009, and student-athlete 4 on February 16, 2010. The institution's compliance office was unaware of either of these student-athletes moving into the local hotel until August 2010. This was discussed in the following exchange, which took place at the hearing:

COMMITTEE MEMBER: So, they (student-athletes 3 and 4) went out of the dorms, but they didn't provide you any indication of where they were moving to?

COMPLIANCE STAFF MEMBER: No, sir, they did not.

COMMITTEE MEMBER: And there wouldn't be some kind of mechanism to kind of track where folks were going once they moved out of the dorms.

COMPLIANCE STAFF MEMBER: There are several moving parts in the department how we do our housing, and it was just something that slipped through the cracks . . .

2. IMPERMISSIBLE RECRUITING ACTIVITY AND EXTRA BENEFITS. [NCAA Bylaws 13.01.3, 13.01.4, 13.1.1.1, 13.1.2.1, 13.2.1 and 16.11.2.1]

From the spring of 2009 through February 2011, representative 1 and representative 2 (a) made impermissible recruiting contacts with, and provided impermissible recruiting inducements to, prospective student-athletes; and (b) provided extra benefits to student-athletes through a foundation which those representatives had previously established. The inducements and benefits totaled over $8,000. Specifically:

a. From the 2009 fall semester through February 2011, representative 1 had impermissible recruiting contacts with and provided recruiting inducements to a then prospective football and men's track student-athlete ("prospect 1"). The value of the impermissibly financed visits and inducements provided to prospect 1 totaled over $2,700. Specifically:

(1) At an annual alumni event in Philadelphia for the men's and women's track team, which was sponsored by representative 1, prospect 1 was introduced to the institution's head track coach as an elite track prospective student-athlete in the 2010 spring semester.

(2) Additionally, through the foundation, representative 1 impermissibly financed four unofficial visits on January 28, June 6 and November 20, 2010, and January 24, 2011, to the institution, covering the total cost of travel, hotel and meals for prospect 1 and his father.

(3) Additionally, representative 1 provided prospect 1 and his parents' two gift cards valued at $170 and, on at least five occasions between October 2009 and June 2010, representative 1 provided prospect 1 and his parents' meals and entertainment at his home through parties associated with the foundation.

(4) Further, during prospect 1's official visit to the institution on October 6, 2010, representative 1 provided transportation, drinks and entertainment to prospect 1's parents at a private party he paid for.

(5) Finally, in October 2010, in furtherance of his recruiting objectives, representative 1 sent an email to the institution's director of development, which eventually was forwarded to the compliance department, unsuccessfully requesting that the institution's president meet with prospect 1's mother during his official visit in an effort to persuade her that the institution would be the best place for her son to enroll. This email was never shown to the president.

b. During the spring of 2009, representative 1 and representative 2 made impermissible recruiting contacts with, and provided recruiting inducements to a then prospective football student-athlete ("prospect 2").

Specifically, representative 2 introduced prospect 2 to an assistant football coach at the institution. Additionally, during the spring of 2009, representative 2 financed two unofficial visits to the institution. The value of the impermissibly financed visits provided to prospect 2 totaled approximately $400.

c. In June 2010, representatives 1 and 2 brought prospect 3 and other prospective student-athletes to the institution's campus through a foundation-sponsored trip to participate in the institution's seven-on-seven team and football individual camps. During the camps, the institution offered prospect 3 a football grant-in-aid. Also, representative 1 paid for a dinner boat cruise as entertainment for prospect 3 and the other prospective student-athletes during the trip. Additionally, on January 24, 2011, the foundation impermissibly financed another unofficial visit (covering the total cost of travel, hotel and meals) for prospect 3 to attend "Junior Day" at the institution. The value of the impermissible benefit provided to prospect 3 was approximately $175.

d. During the spring and summer of 2010, representatives 1 and 2 made impermissible recruiting contacts with, and provided recruiting inducements to a then football prospective student-athlete ("prospect 4"). Specifically, in June 2010, through a foundation-sponsored activity, representatives 1 and 2 brought prospect 4, his father and other prospective student-athletes to the institution's campus to participate in the institution's seven-on-seven team and individual football camps. Additionally, representative 1 financed a dinner boat cruise as entertainment for prospect 4, his father and the other prospective student-athletes.

e. During the 2009 fall semester, representatives 1 and 2 made impermissible recruiting contacts with, and provided recruiting inducements to a then men's basketball prospective student-athlete ("prospect 5"). Specifically, in September 2009, representative 2 contacted an assistant men's basketball coach at the institution to gauge the institution's interest in recruiting prospect 5. Subsequently, in October and November 2009, representative 1 financed prospect 5's two unofficial visits to the institution (covering the total cost of travel, hotels and meals) for prospect 5 and his girlfriend. Further, representative 1 provided $200 in cash to prospect 5. During one of prospect 5's visits, the assistant men's basketball coach also met with representative 1. The value of the impermissibly financed visits provided to prospect 5 totaled approximately $1,210.

f. During the weekend of June 5-7, 2010, approximately 30 other foundation prospective student-athletes (in addition to the prospective student-athletes mentioned in Findings B-2-a, B-2-b and B-2-c) visited campus to participate in the institution's seven-on-seven team and individual football camps. These other foundation-sponsored prospective student-athletes, who were not recruited by the institution, attended a dinner cruise on Lake Murray in Irmo, South Carolina, which was paid for by representative 1 at a total cost of $3,350. In addition to the 30 prospective student-athletes on the dinner cruise with representative 1, representative 1 permitted 16 members of the men's and women's track team and their head coach to go on the dinner cruise. The dinner cruise constituted extra benefits for the 16 track student-athletes and was valued at $33.50 per student-athlete. Further, the men's and women's head track coach had impermissible off-campus recruiting contact on the dinner cruise with prospect 1 referenced in Finding B-2-a.

Committee Rationale

The enforcement staff and the institution were in agreement on the facts of this finding and that those facts constituted violations of NCAA legislation. The committee finds that the violations occurred.

For background purposes, as set forth in the introduction of this report, the foundation was established by representative 1, with assistance from representative 2, both of whom are graduates of the institution. The foundation's board of directors includes former football student-athletes from other institutions. All of the foundation's board members contribute financially to the organization, but representative 1 is the primary financier, contributing about 90 percent of the funds the foundation needed for its activities.

Representative 1 has been an active financial supporter of the institution in the past.[3] Representative 1 was considered to be a "booster" at all times relevant to Finding B-2. Representative 2 was not a representative of the institution's athletics interests until 2009, when he assisted in the recruitment of a prospective student-athlete (Finding B-2-c).[4]

[3] Representative 1 is a Pennsylvania businessman who has been an institution football season ticket holder in the past, a member of the Gamecock Club booster organization, an active member of his local alumni chapter and a regular financial contributor to the institution, with contributions totaling over $190,000 during his lifetime.

[4] Representative 2 was an educator and a retired high school football coach. He has never been a member of the Gamecock Club booster organization and has never donated to the institution.

The foundation's stated mission is to "provide supplementary support to high school student-athletes in both their academic and athletics endeavors." The foundation is involved with approximately 100 students in eight chapters across the country and focuses on assisting underprivileged students from single parent households. The organization assists students with Scholastic Aptitude Test prep sessions and college application information sessions. From an athletics standpoint, the foundation sought to expose prospects to college campuses by arranging unofficial visits to various institutions and through participation in sports camps and other athletics events. Representatives 1 and 2 said their goal was to assist prospects in securing scholarship offers and meeting NCAA initial eligibility standards and admissions standards at the institution of their choice. The foundation attempted to provide opportunities to athletes of varying skill levels. Many of the students who participate in foundation-sponsored activities are not Division I prospects and ultimately may not compete in intercollegiate athletics.

The committee acknowledged that some of the motivation and purpose for representatives 1 and 2 establishing the foundation were well-intentioned. However, several of the prospective student-athletes involved in the foundation did not need assistance in getting scholarship offers, as they were elite athletes. For example, prospects 1 and 2 were destined to be offered athletics scholarships regardless of any assistance from the foundation. Prospect 1 enrolled at South Carolina while prospect 2 enrolled at another Southeastern Conference institution. Regardless of the assistance provided to high school students who may not have been recruited prospective student-athletes, it was clear that some of the representatives' efforts in administering the foundation were aimed at assisting the institution in the recruitment of prospects. For instance, the foundation named the fathers of two prospects to its Board of Directors. The institution offered scholarships to both prospects. Additionally, representatives 1 and 2 organized, sponsored and attended more trips to their *alma mater* than to other institutions. Further, one of the representatives was present for several of the mentoring group trips to the institution but did not attend any of the mentoring group's trips to other institutions. The same representative stated that he was more involved in planning the trips to the institution's campus. The institution acknowledges that these trips benefited its recruitment of the prospects it recruited who are included in Finding B-2.

As earlier established, representative 1 was a prominent booster. He held season tickets in a privileged area of the stadium for many years and has generously donated to the institution. Moreover, he was a member of the institution's Alumni Association Board of Governors and president of his local alumni chapter. He was known to members of the athletics program as a booster and had a personal relationship with the institution's head track coach. Therefore, his involvement with prospective student-athletes should have raised concerns within the athletics department. This is discussed in greater detail in Finding B-3, failure to monitor.

Finally, the committee has noted a trend in recent years whereby unofficial visits have taken on increased importance in recruiting, particularly for the two "flagship" sports, football and men's basketball. By using unofficial visits, institutions avoid the costs associated with official visits, such as transportation, lodging and meals. Further, prospective student-athletes on unofficial visits are not required to provide academic transcripts or college preparatory test scores, and to be placed on the institution's request list with the NCAA's Eligibility Center, as they would if taking an official visit. Using unofficial visits allows the institution and prospective student-athletes to "save" official visits and thus expand recruiting opportunities. Frequently, unofficial visits are financed not by the prospective student-athlete and his/her family, but by a third party. Representatives 1 and 2, through the auspices of their foundation, financed unofficial visits for prospects 1, 2, 3, 4 and 5, along with 30 other, "non-elite," prospective student-athletes. These unofficial visits provided the institution's coaches important early access to these recruits.

3. FAILURE TO MONITOR. [NCAA Constitution 2.8.1]

The institution violated the principles of rules compliance in that it failed to monitor and investigate the impermissible activities of representatives 1 and 2 as set forth in Finding B-2. During the 2008-09 through 2010-11 academic years, the institution became aware of their recruiting activities. Yet, these matters were neither adequately pursued nor sufficiently investigated for potential NCAA rules violations. Specifically:

a. In the fall of 2009, an assistant men's basketball coach ("assistant men's basketball coach") learned that representative 1 had accompanied prospect 5 on an unofficial visit to the institution's campus.

b. In the spring of 2009, representative 2 introduced an assistant football coach to prospect 2 during prospect 2's unofficial visit to the institution. In February 2010, representative 2 emailed the same assistant football coach regarding prospect 3 and offered to bring prospect 3 to the institution's campus. Then, in June 2010, representatives 1 and 2 brought prospect 3 on an unofficial visit to the institution's campus.

c. In June 2010, representative 1 invited the men's and women's track team on a dinner cruise near the institution's locale. Attending this dinner cruise were 30 prospective student-athletes and 16 track student-athletes, along with the track team's head coach.

d. In October 2010, representative 1 sent an email to the institution's director of development and asked if the president of the institution could meet with representative 1 and the mother of prospect 1 at a football game on campus so that the president could persuade prospect 1's mother that her son should attend the institution as a student-athlete. This email was never shown to the president, but it was read by the institution's compliance officer and discussed with an assistant football coach. Yet, the institution only asked representative 1 not to engage in this activity and failed to further investigate the extent of representative 1's activities with the institution's athletics programs.

Committee Rationale

The enforcement staff and the institution were in substantial agreement to the facts of this finding and that those facts constituted violations of NCAA legislation. The committee finds that the violations occurred.

The institution appeared to have measures in place to ensure institutional control of its athletics program, including a committed staff, a comprehensive NCAA rules-education program, a number of compliance monitoring systems and a good history of reporting secondary violations. Unfortunately, some of the institution's athletics staff members missed opportunities to detect the violations set forth in Finding B-2, and as a result, the institution agreed that it failed to monitor the athletics program.

As set forth in Finding B-3, it is agreed that at least four athletics department employees failed to recognize that representative 1's and representative 2's involvement with prospective student-athletes could be violations of NCAA legislation. As a result of this failure, violations occurred.

Regarding Finding B-3-a, the assistant men's basketball coach identified in the finding stated that, when he first met representative 1 and prospect 5 during the young man's first unofficial visit, he was unaware of representative 1's status as a "booster." The assistant men's basketball coach later saw representative 1 at a football game and noticed that representative 1 was in a premium seating area. At that time, the assistant men's basketball coach concluded that representative 1 must be a booster. The assistant men's basketball coach stated that, prior to this encounter with representative 1 at that football contest, the basketball staff had already evaluated prospect 5 and concluded that he would not be recruited by the institution. The assistant men's basketball coach stated that, because there were no plans to recruit prospect 5, he did not think about possible ramifications of representative 1's relationship with prospect 5 in terms of NCAA rules and regulations.

Regarding Finding B-3-b, for clarification purposes, the institution's recruitment of prospect 2 began prior to the unofficial visit in the spring of 2009 referenced in this finding. Although representative 2 did not initiate prospect 2's recruitment by the institution, he had impermissible contact with prospect 2. In reference to prospect 3, he was one of approximately 50 prospective student-athletes who traveled with the foundation group to the institution campus in June 2010 to participate in the seven-on-seven event. Because the seven-on-seven event involved competition, the expenses, which the foundation paid for prospect 3 and the other prospects (nearly all of whom were not recruited by the institution) in connection with this unofficial visit were permissible, with the exception of the dinner boat cruise discussed in Finding B-2-c. That dinner cruise was deemed to be excessive entertainment.

Regarding Finding B-3-c, it is undisputed that representative 1 paid for this trip. The head track coach stated that he decided to attend the dinner cruise in part because he knew a group of male high school students would be on the cruise, and he wanted to make sure his female student-athletes were treated properly. Prospect 1 was among the foundation-sponsored prospects on the dinner cruise, and the head track coach said he spoke briefly with prospect 1 during the event. The head track coach also stated that he knew representatives 1 and 2 were present on the dinner cruise. The head track coach recalled seeing representative 1 two months before the dinner cruise at an alumni event representative 1 sponsored for the men's and women's track and field team in conjunction with competition in Pennsylvania. The head track coach recalled meeting prospect 1 at this event and also that representative 1 spoke to him about prospect 1 and his athletic ability. It was agreed that the head track coach should have recognized that representative 1's involvement with prospect 1 might raise compliance concerns and that the head track coach should have contacted the compliance office to make certain there were no actual or potential violations.

Regarding Finding B-3-d, it was agreed that the compliance office's response to representative 1's email to the development office was inadequate. Representative 1's email, combined with the responses of other institutional employees who reviewed the email, indicated that representative 1 (a) was a representative of the institution's athletics interests; (b) was directly involved prospect 1's recruitment and seeking to gain the prospect's commitment to attend the institution; (c) planned to have impermissible contact with prospect 1's mother and provide her a ticket in a premium seating area during prospect 1's official visit to the institution; and (d) requested that the director of development ask the institution's president to speak with prospect 1's mother in an effort to convince her to allow her son to attend the institution. Under these circumstances, the compliance office should have contacted representative 1 directly to address these obvious concerns, as well as inquire about his previous contact and involvement with prospect 1 and his family. Further, the compliance office also should have spoken with prospect 1 and his family about the prospect's relationship with representative 1 and to

warn them that NCAA bylaws prohibited representative 1 from having any contact with them unless they had an established relationship under NCAA guidelines. Rather than taking this action, a compliance staff member contacted the assistant football coach who recruits the area where prospect 1 lived. When the assistant football coach informed the compliance staff member that he knew representative 1, the staff member requested that the assistant football coach inform representative 1 to refrain from any involvement with prospect 1, as well as other prospects. The investigation revealed that the assistant football coach did as he was told. However, despite these admonitions to representative 1, representative 1 had impermissible contact with, and provided impermissible benefits to, prospect 1's parents only a few days later, during prospect 1's official visit to the institution's campus. [See: Finding B-2-a-(4)]

C. PENALTIES.

For the reasons set forth in Parts A and B of this report, the Committee on Infractions found that this case involved major violations of NCAA legislation. In determining the appropriate penalties to impose, the committee considered the institution's self-imposed penalties and corrective actions. [Note: The institution's corrective actions are contained in Appendix Two.]

The committee also considered the institution's cooperation in the processing of this case. Cooperation during the infractions process is addressed in Bylaw 19.01.3 - **Responsibility to Cooperate**, which states in relevant part that, "All representatives of member institutions shall cooperate fully with the NCAA enforcement staff, Committee on Infractions, Infractions Appeals Committee and Board of Directors. The enforcement policies and procedures require full and complete disclosure by all institutional representatives of any relevant information requested by the NCAA enforcement staff, Committee on Infractions or Infractions Appeals Committee during the course of an inquiry." Further, NCAA Bylaw 32.1.4 – **Cooperative Principle**, also addresses institutional responsibility to fully cooperate during infractions investigations, stating, in relevant part, "The cooperative principle imposes an affirmative obligation on each institution to assist the enforcement staff in developing full information, to determine whether a possible violation of NCAA legislation has occurred and the details thereof." The committee took into consideration the enforcement staff's assessment of the cooperation exhibited by the institution. At the hearing, the enforcement staff made the following comments regarding that cooperation:

> (The institution) exceeded expectations by adding additional individuals to be interviewed that really helped flush out certain facts (comprising Findings B-1 and B-2). Additionally, before the enforcement staff had an opportunity to execute its document request, the institution provided the

enforcement staff with the most damaging information, (the email from representative 1 to the institution's president) requesting (the president's) assistance in the recruitment of a prospective student-athlete.

The committee decided not to impose more stringent sanctions in this case, including a postseason ban because: i) the cooperation exhibited by the institution went beyond its obligation under Bylaws 19.01.3.3 and 32.1.4; ii) the violations were limited in scope; iii) the institution self-imposed significant penalties and; iv) there was no unethical conduct in this case. The committee imposes the following penalties. Those penalties self-imposed by the institution and adopted by the committee are so noted:

1. Public reprimand and censure.

2. Three years of probation beginning April 27 2012, and concluding on April 26, 2015. (The institution similarly suggested three years of probation but that the probationary period commence on the day of the institution's response – December 13, 2011, rather than the date of this infractions report.)

3. The number of initial athletically related financial aid awards in football that are countable under Bylaw 15.02.3 shall be reduced by three from the maximum allowed (25) during both the 2013-14 and 2014-15 academic years. This limits the institution to 22 initial grants those two years under current rules. (Institution imposed).

4. The number of total athletically related financial aid awards in football shall be reduced by three from the maximum allowed (85) during both the 2013-14 and 2014-15 academic years. This limits the institution to 82 total scholarships those two years under current rules. (The institution suggested that it have the discretion to reduce some initial and total grants-in-aid during the 2012-13 academic year depending upon the number of prospects signing letters of intent during the February 2012 signing period. The committee ruled that the initial and total grant reductions must all be taken in 2013-14 and 2014-15 and in equal number those two years.)

5. A fine of $18,500 payable to the NCAA. (Institution imposed)

6. Official visits in football will be limited to 30 (maximum = 56) for the 2012-13 academic year. (Institution imposed)

7. Official visits in men's and women's track and field will be limited to 50 (maximum = unlimited) for the 2012-13 academic year. (Institution imposed)

8. The head track coach will be suspended from coaching the men's and women's track teams during the 2012 Penn Relays. (Institution imposed) In addition to this suspension, the Southeastern Conference previously suspended the head track coach from off-campus recruiting activities and prohibited him from having telephone contact with any prospects for a period of 120 days.

9. An assistant men's basketball coach was withheld from recruiting during the period December 1, 2011, through December 31, 2011. (Institution imposed)

10. An assistant football coach was prohibited from recruiting off campus for the period of January 1, 2012, through January 31, 2012. (Institution imposed)

11. For an indefinite period of time beginning in September 2011, the institution disassociated from its athletics programs representative 1, representative 2 and the manager of the local hotel. (Institution imposed)

12. During this period of probation, the institution shall:

    a. Continue to implement a comprehensive educational program on NCAA legislation to instruct the coaches, the faculty athletics representative, all athletics department personnel and all institution staff members with responsibility for the certification of student-athletes' eligibility for admission, financial aid, practice or competition;

    b. Submit a preliminary report to the office of the Committees on Infractions by July 1, 2012, setting forth a schedule for the administration of this compliance and educational program; and

    c. File with the office of the Committees on Infractions annual compliance reports indicating the progress made with this program by February 15 of each year during the probationary period. Particular emphasis should be placed on the monitoring of student-athletes' off-campus housing and the education and monitoring of athletics representatives particularly relating to recruiting legislation. The reports must also include documentation of the institution's compliance with the penalties adopted and imposed by the committee.

13. During the period of probation, the institution shall:

    a. Inform prospective student-athletes in football and track and field that the institution is on probation for three years and the violations committed. If a prospective student-athlete takes an official paid visit, the information

regarding violations, penalties and terms of probation must be provided in advance of the visit. Otherwise, the information must be provided before a prospective student-athlete signs a National Letter of Intent.

b. Publicize the information annually in football and track media guides (or web posting), as well as in a general institution alumni publication to be chosen by the institution with the assent of the office of the Committees on Infractions. A copy of the media guides, alumni publication, and information included in recruiting material shall be included in the compliance reports to be submitted annually to the Committees on Infractions.

14. The above-listed penalties are independent of and supplemental to any action that has been or may be taken by the Committee on Academic Performance through its assessment of contemporaneous, historical, or other penalties.

15. At the conclusion of the probationary period, the institution's president shall provide a letter to the committee affirming that the institution's current athletics policies and practices conform to all requirements of NCAA regulations.

As required by NCAA legislation for any institution involved in a major infractions case, the University of South Carolina, Columbia, shall be subject to the provisions of NCAA Bylaw 19.5.2.3, concerning repeat violators, for a five-year period beginning on the effective date of the penalties in this case, April 27, 2012.

Should the University of South Carolina, Columbia, appeal either the findings of violations or penalties in this case to the NCAA Infractions Appeals Committee, the Committee on Infractions will submit a response to the appeals committee.

The Committee on Infractions advises the institution that it should take every precaution to ensure that the terms of the penalties are observed. The committee will monitor the penalties during their effective periods. Any action by the institution contrary to the terms of any of the penalties or any additional violations shall be considered grounds for extending the institution's probationary period or imposing more severe sanctions or may result in additional allegations and findings of violations.

Should any portion of any of the penalties in this case be set aside for any reason other than by appropriate action of the Association, the penalties shall be reconsidered by the Committee on Infractions. Should any actions by NCAA legislative bodies directly or

indirectly modify any provision of these penalties or the effect of the penalties, the committee reserves the right to review and reconsider the penalties.

NCAA COMMITTEE ON INFRACTIONS
Britton Banowsky, chair
John S. Black
Brian P. Halloran
Eleanor W. Myers
James O'Fallon
Dennis E. Thomas
Rodney Uphoff
Christopher Griffin (coordinator of appeals)

APPENDIX ONE

CASE CHRONOLOGY.

1983

Representative 1 graduated from the institution. Since his graduation, representative 1 has made financial contributions totaling over $190,000 and has been a member of the Gamecock Club booster organization for nearly 10 years.

1984

Representative 2 graduated from the institution. Representative 2 became a representative of the institution's athletics interests in 2009 when he assisted the institution in recruiting activities.

2004

November – The institutions current head football coach was hired by the institution and temporarily moved into the local hotel for an extended stay. The local hotel charged the athletics department a nightly rate of $69 for the head football coach's extended stay (seven and one-half months).

2004 to 2011 – The institution's athletics department used the local hotel for housing newly employed coaches and athletics department staff members during transitional relocation periods. The average daily rate charged for these extended stays was $67. The lowest daily rate charged for one of these extended stays was $57.

2009

May 29 – The first football student-athlete (student-athlete 2) moved into the local hotel. He was charged a daily rate of $14.59 for his extended stay.

August – Another football student-athlete (student-athlete 1) moved into the local hotel. Lease agreements were provided to then assistant director of compliance. The assistant director of compliance contacted the manager of the local hotel to discuss basic concepts underlying NCAA legislation. The manager of the local hotel informed the assistant director for compliance that the student-athlete rate was not a discounted rate. As a result, the assistant director for compliance approved the student-athletes living at the local hotel.

October – The institution verbally offered prospect 1 a scholarship.

Summer or early fall – Prospect 1's father joined the foundation's board of directors.

November – Prospect 1 and his father took an unofficial visit to the institution.

2010

January – The Gamecock Club invited the local hotel to become a member and solicited a donation.

January 28 – Prospect 1 took a foundation-sponsored unofficial visit to the institution to attend the "Junior Day" for prospective student-athletes.

February 3 – Representative 2 sent an assistant football coach an email evaluation of prospect 3 and offered to bring prospect 3 to campus.

March – The local hotel gave a $10,000 donation to the institution's Gamecock Club.

June 5-7 – Prospect 1 and prospect 3 went on a foundation-sponsored unofficial visit to the institution to participate in the institution's seven-on-seven football team camp. Representative 1 paid for this trip and brought 30 other prospective student-athletes on the trip.

June 5 – Sixteen members of the men's and women's track team and the head track coach attended a dinner boat cruise with the 30 prospective student-athletes. The dinner cruise was sponsored by representative 1 and cost him over $3,000.

June 6 – A foundation-sponsored seven-on-seven team participated in the institution's camp. During this camp, prospect 3 was offered a football scholarship.

July – The enforcement staff received information that student-athlete 2 received benefits from agents. Student-athlete 2 was interviewed by the enforcement staff and institution. During that interview, student-athlete 2 reported that he lived at the local hotel. The enforcement staff reviewed his housing arrangements at the hotel.

Early August – The enforcement staff conducted on-campus interviews with student-athletes and administrators, and confirmed that the local hotel was a representative of the institution's athletics interests and had been providing 12 student-athletes benefits in the form of reduced rent.

August and September – The institution submitted a request for the reinstatement of football and women's track and field student-athletes through the student-athlete reinstatement process, related to impermissible benefits provided by the local hotel.

September 7 – Student-athlete 2 was dismissed from the football team.

September 8 – The enforcement staff issued a notice of inquiry to the institution.

October 5 – Representative 1 emailed the institution's director of development requesting that the institution's president visit his club seats at a football game to help sell prospect 1's mother on the institution during prospect 1's upcoming official paid visit.

October 6 – The assistant director for compliance asked the assistant football coach to contact representative 1 regarding his email request. The assistant football coach contacted representative 1 and informed him that his request was against NCAA legislation.

October 8-10 – Prospect 1 went on an official paid visit to the institution. Representative 1 provided prospect 1's parents benefits during this visit.

October – The enforcement staff concluded its investigation into the local hotel and was ready to begin processing the violations.

November - The enforcement staff received information regarding impermissible recruiting activity by representative 1 and the foundation.

2011

February 3 – Prospect 1 signed a National Letter of Intent with the institution.

February 17 to May – The enforcement staff and institution conducted off-campus interviews regarding the foundation.

May 24 – The enforcement staff requested bank records for prospect 1's parents, representative 1 and the foundation.

June to August – The enforcement staff and institution conducted on-campus interviews regarding the foundation.

July 1 – Prospect 1 enrolled at the institution.

August 31 – The institution requested reinstatement for prospect 1 through the student-athlete reinstatement process.

September 13 – The institution appealed the student-athlete reinstatement decision for prospect 1.

September 19 – The enforcement staff issued the notice of allegations to the president of the institution.

December 13 – The institution submitted a response to the notice of allegations to the enforcement staff and NCAA Division I Committee on Infractions.

December 16 – The enforcement staff conducted a prehearing conference with the institution.

2012

February 17 – The institution appeared before the NCAA Division I Committee on Infractions.

April 27 – Infractions Report No. 370 was released.

APPENDIX TWO

CORRECTIVE ACTIONS SPECIFIED IN THE INSTITUTION'S DECEMBER 13, 2011, RESPONSE TO THE NOTICE OF ALLEGATIONS.

The institution has undertaken or will undertake the following corrective actions as a result of violations acknowledged in this inquiry.

1. Prospect 1 (who later became a student-athlete at the institution) was withheld from competition as a result of his involvement in violations of NCAA bylaws.

2. The institution ended its recruitment of prospects 3 and 4 as a result of the violations set forth in Findings 2-c and 2-d.

Personnel Actions

3. In addition to being suspended from recruiting during the period December 1-31, 2011, (Penalty C-9), an assistant men's basketball coach was issued a letter of reprimand as a result of his involvement in or knowledge of potential violations set forth in Finding B-2-e and Finding B-3-b-(1). The assistant men's basketball coach will also be required to attend a 2012 NCAA Regional Rules Seminar.

4. In addition to being suspended from the Penn Relays and having recruiting restrictions placed on him by the Southeastern Conference as set forth in Penalty C-8, the institution issued a letter of reprimand to the head track and field coach as a result of his involvement in or knowledge of potential violations set forth in Findings B-2-a-(1), Finding B-2-f and Finding B-3-b-(3). Further, he will not be permitted to receive any salary bonuses for the 2011-12 academic year and will not receive any salary increase for 2012-13 academic year. He will also be required to attend a 2012 NCAA Regional Rules Seminars.

5. In addition to being suspended from recruiting off campus during the period January 1-31, 2011 (Penalty C-10), an assistant football coach was issued a letter of reprimand as a result of his involvement in or knowledge of potential violations set forth in Findings B-2-a-(c), B-3-b-(2) and B-3-b-(4). In addition, he is prohibited from receiving any salary bonuses for the 2012-13 academic year and will not receive any salary increase for the 2013-14 academic year. He will also be required to attend a 2012 NCAA Regional Rules Seminar.

6. The institution issued a letter of reprimand to a staff member in the compliance office and reassigned that staff member within the same office. This action was taken as a result of "errors in judgment" relating to Findings B-1, B-2-a-(4), B-2a-(5), and B-3-b-(4). The

staff member will attend the NCAA Regional Rules Seminar and Southeastern Conference compliance educational meetings.

Other Actions

7. Review of Student-Athlete Housing. Following the NCAA investigation into student-athlete housing at the local hotel, the director of compliance initiated a review of the monitoring of student-athlete housing and implemented various enhancements. These enhancements went into effect as noted below.

   a. During the fall of 2010, the athletics department began the implementation of a compliance software system known as Assistant Coach Systems ("ACS"). The purpose of this initiative is to minimize the risk of human error, increase the level of sophistication with various compliance monitoring systems and provide for increased efficiencies within the compliance operation. Utilization of ACS allows OCS to more effectively and efficiently monitor student-athlete housing by providing the ability to electronically sort and analyze the information in a number of ways, including by rental amount, landlord, and location. In the past, OCS maintained this information on paper forms.

   b. Since August 2009, student-athletes living off campus have been required to submit a copy of their leases to OCS by September 1 of each academic year. Beginning the fall of 2011, student-athletes living off campus are also required to submit a copy of their lease to OCS within three weeks of any new or modified off-campus housing arrangement throughout the academic year. Student-athletes are also required to complete a housing form through ACS by September 1 of each academic year and within three weeks of any new or modified off-campus housing arrangement throughout the academic year. Information contained in the lease and the ACS housing form is cross-referenced to verify consistency.

   c. Beginning the summer of 2012, student-athletes living off campus are required to submit a copy of their leases to OCS prior to June 1 of each summer in addition to providing summer contact information as previously required.

   d. Beginning the fall of 2011, OCS has maintained information regarding the owners/landlords of off-campus housing leased by student-athletes and cross-referenced against the institution's donor database, the Gamecock Club membership database and season ticket holder records. If the owner/landlord is identified as a donor or season ticket holder, OCS staff mails the owner/landlord NCAA educational information and reviews again the housing arrangement involving the student-athlete.

e. Beginning the fall of 2011, OCS uses Google Earth to enhance the staff's familiarity with the areas where student-athletes are living, and OCS staff conducts an in-person "drive by" of student-athlete housing as needed.

f. Beginning the fall of 2011, OCS staff contacts the department of athletics human resources administrator annually to determine whether any new staff hires are living in residential housing where student-athletes also reside. If so, rental rates for new staff will be compared to the rental rates charged student-athletes to ensure consistency and verify that student-athletes are not receiving an extra benefit.

8. Enhanced Rules Education Involving Boosters, Recruiting Inducements and Extra Benefits. There was no indication during the investigation that boosters were not well educated on NCAA regulations concerning boosters, recruiting inducements and extra benefits. Nonetheless, OCS has enhanced rules education provided to these individuals. OCS distributes a booster educational resource, the "Rules of the Game," in the suite areas of the football, basketball and baseball facilities in which boosters are seated. The "Rules of the Game" brochure addresses the topics of extra benefits and recruiting inducements. During the fall of 2011, OCS implemented a new Twitter account, *@USCCompliance*, which allows OCS to educate boosters and all followers, including institutional employees and student-athletes, on NCAA rules and regulations.

9. Athletics All Staff Meetings. Beginning with the 2011-12 academic year, the athletics department added a compliance component to its monthly departmental all-staff meetings. Previously, compliance matters were addressed with this group on a periodic basis. With this change, a compliance topic is discussed at every meeting. This provides the opportunity for rules education information to be presented to all members of athletics department staff. For example, on September 21, 2011, OCS conducted a rules education session with athletics department staff focusing on issues raised in the NCAA Notice of Allegations, including the disassociation of representatives of athletics interests and third parties involved in the recruiting process. OCS educated coaches and staff on issues related to third party "mentors" or "handlers" affiliated with prospects and how to handle such issues if they arise. OCS staff discussed the facts and issues in this case, as well as those from other recent major infractions cases. OCS also instructed its coaches to have no contact with the disassociated representatives.

10. Campus Education**.** OCS has developed a "Dos and Don'ts" educational resource for institutional officials reporting directly to the President that includes guidelines regarding extra benefits and impermissible recruiting inducements. OCS has also expanded the rules education for the Bursars Office, Office of Student Financial Aid and Scholarships,

Office of the Registrar, Office of Admissions and the University Athletics Advisory Committee for those individuals whose job responsibilities involve athletics department matters. This education covers a variety of topics including recruiting inducements, extra benefits and representatives of athletics interests. OCS has provided a "Rules of the Game" brochure to all institution development officers and will continue to hold annual rules education meetings with all athletics department development officers and staff. OCS will also conduct rules education meetings with institution development staff in the future.

11. Compliance Monitoring and Education Involving Elite Student-Athletes. OCS has enhanced relationships and communication between the staff and the institution's elite student-athletes (and their parents) in order to foster better monitoring and educational efforts with this group. These enhancements include the following:

12. Director of Player Development. The institution increased the athletics department's administrative staff by adding the director of player development position in March 2011. The position, currently held by a former professional athlete himself is designed to enhance the institution's efforts to address issues relative to those student-athletes who are most likely to have an opportunity at a career in professional athletics and to prepare these student-athletes for the transition to professional athletics without jeopardizing their student-athlete status. OCS and the former professional athlete have jointly developed a plan to educate these individuals about NCAA regulations related to elite student-athlete issues, including a communication strategy to assist them in recognizing, reporting, and protecting themselves from individuals such as agents and agent-runners who may try to circumvent NCAA legislation and institution policies through the provision of extra benefits and inducements.
    (a) The institution has established relationships with individuals at the NFLPA so that the institution has access to their expertise in dealing with matters that may arise.
    (b) Beginning Fall 2011, the institution implemented the use of a software program ("Socialverse") to monitor the social networking activities (e.g., Facebook, Twitter) of its elite student-athletes. The software will allow the institution to enhance its monitoring of interactions between student-athletes and individuals such as boosters, agents and agent-runners.

13. Student-Athletes. OCS partnered with the NCAA, bringing a guest speaker from the NCAA enforcement staff to meet with the football team and staff to address issues related to agents and extra benefits. The parents of football student-athletes were sent a copy of the "Rules of the Game" brochure in October 2011 and continue to be sent timely reminders as appropriate through the parents' email listserv. In addition, OCS partnered with the Dodie Academic Enrichment Services staff, the football staff, and a former employee at the NFLPA, to develop an educational session for the parents of football

student-athletes. During this presentation, extra benefits and the penalties associated with accepting impermissible benefits from sports agents were discussed. Additionally, OCS makes a presentation as part of the athletics department's annual orientation for new student-athletes. This presentation reviews NCAA legislation regarding extra benefits and boosters. Student-athletes in the sports of football, men's basketball and track were advised to avoid contact with disassociated representatives.

14. Restructure of the Office of Compliance Services. Effective May 2011, OCS was restructured to increase its efficiency and effectiveness. Specifically, the reporting lines and responsibilities were revised to enable staff with the greatest experience and knowledge to review information and provide guidance on matters that require the most judgment. In addition, a full-time position with partial compliance responsibilities was converted to a dedicated compliance position, and an intern position was replaced by a regular, full-time staff position, bringing the total number of full-time compliance personnel to nine. Beginning February 2011, a plan was implemented that allows for a comprehensive and continuing review of all compliance-related processes and policies involving the athletics department and campus units that are affected by NCAA legislation. The purpose is to enable a high level of scrutiny such that all compliance-related processes are periodically assessed.

15. Seven-on-Seven Summer Camp Non-Scholastic Team Ban. Beginning the summer of 2011, the athletics department banned non-scholastic teams from participating in the institution's seven-on-seven summer camp.

16. Representative 1 Hosted Events. The institution has prohibited representative 1 from hosting an event sponsored by the Alumni Association for the men's and women's track and field teams at the Penn Relays. The institution has also prohibited representative 1 from hosting a freshman send-off event, sponsored by the Alumni Association, for incoming freshman students from the Philadelphia area.

REPORT OF THE NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE SUBCOMMITTEE ON DATA COLLECTION AND REPORTING JULY 5, 2012, TELECONFERENCE

***ACTION ITEMS*.**

1. Legislative Items.

- None.

2. Nonlegislative Items.

- **Definition of the NCAA Academic Progress Rate Cohort.**

(1) Recommendation. The NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting recommends the NCAA Division I Committee on Academic Performance approve an exception to the definition of the NCAA Division I Academic Progress Rate (APR) cohort to student-athletes who are five years beyond initial full-time collegiate enrollment and have exhausted eligibility.

(2) Effective Date. Immediate, beginning with the 2011-12 APR cohort to be reported fall 2012.

(3) Rationale. The overall intent of the NCAA Division I Academic Performance Program (APP) is student-athlete graduation. In line with the NCAA Division I Proposal No. 2011-97's intent, policies should be put in place to incentivize institutions to bring back former student-athletes to help them earn their degrees. In addition, student-athletes who are beyond five years of initial enrollment generally no longer contribute to competitive success of their teams on the court and generally are motivated totally by the objective of degree completion.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

***INFORMATIONAL ITEMS*.**

1. Update on the Graduation Success Rate (GSR) Data Collection. The Subcommittee on Data Collection and Reporting received a report on the GSR data collection process

for submission of data for the 2005-06 cohort which was due June 1. It was noted that all institutions have now submitted the requisite data.

2. Update on APP Data Reviews. The subcommittee received an update on the progress of the 41 institutions that have been selected for APP data reviews for this year.

Subcommittee Chair: David Jamison, Robert Morris University, Northeast Conference
Staff Liaisons: Andy Louthain, Academic and Membership Affairs
Binh T. Nguyen, Academic and Membership Affairs

April 17, 2012	
Attendees	Absentees
Jerry Bovee, Weber State University	Michael Cross, Bradley University
Barbara Luebke, University of Rhode Island	Kenneth Ferguson, University of Missouri, Kansas City
Greg Sankey, Southeastern Conference	
Other Participants Greg Dana, Maria DeJulio, Christine Simatacolos	

MID-EASTERN ATHLETIC CONFERENCE

2730 ELLSMERE AVENUE • NORFOLK, VA 23513 • www.meacsports.com

OFFICE OF THE COMMISSIONER

BETHUNE-COOKMAN UNIVERSITY
Daytona Beach, FL

COPPIN STATE UNIVERSITY
Baltimore, MD

DELAWARE STATE UNIVERSITY
Dover, DE

FLORIDA A&M UNIVERSITY
Tallahassee, FL

HAMPTON UNIVERSITY
Hampton, VA

HOWARD UNIVERSITY
Washington, DC

UNIVERSITY OF MARYLAND EASTERN SHORE
Princess Anne, MD

MORGAN STATE UNIVERSITY
Baltimore, MD

NORFOLK STATE UNIVERSITY
Norfolk, VA

N.C. CENTRAL UNIVERSITY
Durham, NC

N.C. A&T STATE UNIVERSITY
Greensboro, NC

SAVANNAH STATE UNIVERSITY
Savannah, GA

S.C. STATE UNIVERSITY
Orangeburg, SC

July 5, 2012

Dr. Walt Harrison
Chair, Committee on Academic Performance
c/o Andy Cardamone
NCAA
P.O. Box 6222
Indianapolis, IN 46206

Dear Dr. Harrison:

This letter is written regarding the Committee of Academic Performance (CAP) decision and subsequent approval by the Division I Board of Directors to allow a longer transition period to the new APR score of 930 for Limited Resource Institutions as recommended by the Historically Black Colleges/Universities (HBCUs) and Limited Resource Institutions Academic Advisory Group. The Mid-Eastern Athletic Conference (MEAC) supports this recommendation; however, this transition was intended to include all HBCUs in Division I.

On September 20, 2011 in Washington, D.C., NCAA President Mark Emmert, NCAA Executive Vice President Dr. Bernard Franklin, NCAA Vice President for Academic and Membership Affairs Kevin Lennon lead a session chaired by Hampton University President Dr. William R. Harvey regarding The NCAA Division I Academic Performance Program (APP) – Developing Partnerships and Strategies for Success in an effort to discuss and develop ways in which the NCAA national office could continue to support the academic and athletic success of HBCUs. It was clearly communicated during the session that HBCUs were not against higher academic standards but needed time to meet the standards and additional funding was needed for the Supplemental Support Fund in order for HBCUs and Limited Resource Institutions to obtain needed technology, staffing, etc. to achieve the new 930 APR score.

Out of that meeting, the HBCU and Limited Resource Institutions Academic Advisory Group was established to provide advice and feedback regarding the standards, penalties, policies and procedures recommended by CAP and to develop and recommend strategies and mechanisms to assist all HBCUs and limited resource institutions in the NCAA Division I Academic Performance Program (APP). In the discussions from the group's meeting in December, the group was trying to find ways to assist institutions in meeting the new standards while capturing all HBCUs. It was noted that the bottom 10 percent of Division I institutions did not include all HBCUs for access to the Supplemental Support Fund and there was a need to find a way that would include all HBCUs.

The subsequent recommendation from the HBCUs and Limited Resource Institutions Academic Advisory Group subcommittee to the CAP failed to include all HBCUs but only spoke to Limited Resource Institutions that fell into the bottom 15 percent of Division I institutions. The bottom 15 percent still did not capture all HBCUs who still share the same issues and academic missions.

The bottom 15 percent of the Division I institutions does not include three HBCUs which all fall within the MEAC which are Delaware State University, Hampton University and Howard University. This creates a competitive issue within our conference in that all but three of our thirteen institutions have the opportunity to take advantage of the longer transition to the new standard. The MEAC is composed of thirteen like institutions with the same academic mission. This creates an imbalance and puts the three institutions at a competitive disadvantage with recruiting and access to postseason play. These institutions should have the same opportunity and access to the longer transition as all the other MEAC institutions and Division I HBCUs.

We are seeking for the Committee on Academic Performance to recommend to the Division I Board of Directors that all HBCUs be included in the longer transition to the new academic standard which was the original intent of the HBCUs from the beginning.

Respectfully,

Dennis E. Thomas, Ed. D.
Commissioner

DET/sos

cc: Kevin Lennon
Dr. Bernard Franklin
Dr. William R. Harvey
Dr. Jan Blade

Review of Potential Amendments to the NCAA Division I Committee on Academic Performance's NCAA Division I Academic Performance Program Penalty and Ineligibility for Post Season Waivers Policies and Procedures

Purpose and Background.

In the fall 2011, the NCAA Division I Committee on Academic Performance revised its penalty structure and established a minimum NCAA Division I Academic Progress Rate (APR) as a requirement for participation in postseason competition. Those changes required the committee to amend its policies for processing and reviewing requests to waive an NCAA Division I Academic Performance Program (APP) penalty or a team's ineligibility for postseason competition. The NCAA staff and committee, after having the benefit of operating with the committee's policies this year, have identified several areas within those policies that should be revisited to determine if further changes are needed.

This document attempts to identify those issues raised by the staff and committee during the year and provide possible recommendations for the committee's consideration.

Waiver Issues – All Types.

Issue No. 1 – Data Accuracy and Waivers.

Frequently, institutions raise inaccuracies with the penalized team's data as mitigation in an APP waiver request. These inaccuracies range from the correctness of the data to potential adjustments that have not been submitted. Currently, the staff and committee consider mitigation during its consideration of the waiver. However, in most instances these may remain an issue throughout the waiver process because of a lack of documentation or a disagreement regarding the legitimacy of the data issue or adjustment.

Should all outstanding issues regarding team's data be addressed before a waiver decision is rendered?

Options.

No. Maintain the current process that permits staff and committee to review assertions that an institution's data is inaccurate as part of its consideration of the waiver request. This allows the staff and committee to review the issues without slowing down its review of the waiver.

Yes. Resolve all data issues before the staff or committee considers the merits of the waiver. This will ensure that the data being reviewed is accurate and will resolve all data questions before a waiver decision is rendered.

Staff Recommendation.

The staff recommends the committee amend its policies to require institutions to confirm the data considered as part of the waiver is accurate and no data issues are outstanding before the staff and committee proceed with the review of the waiver. This shall include a designated window of time for the member institutions to submit data changes as part of the waiver timeline. Failure to submit appropriate documentation will result in use of existing data. This process will provide for resolution of all data issues asserted by an institution as part of its waiver request before issuing a waiver decision. Specifically, all adjustments would be processed and decided consistent with applicable adjustment policies and directives and all data issues (e.g., delayed graduates, data errors) must be supported by documentation. During the process of reviewing the institution's data the staff and/or committee reserves the option to request documentation to substantiate any or all of the team's multiyear APR. Any changes to the team's APR resulting from the data issues raised in the waiver will be made to the team's APR.

Issue No. 2 – Reconsideration of Cases.

This year several institutions requested the staff reconsider the institution's waiver request several months after the appeal decision was rendered. In the most extreme case, the staff received information and was asked to reconsider the waiver on May 24, 2012, months after the final decision. The committee's current policies permit the consideration of a waiver request if new information is submitted.

Should the staff and/or committee continue to reconsider a waiver decision as long as new information is presented?

Options.

Yes. Maintain the committee's current policy that permits the reconsideration of a waiver provided new information is submitted. With postseason eligibility in question the need to "get it right" is paramount. If information is available that would result in a different outcome that information must be considered.

No. Amend the committee's policies to provide an institution one opportunity to request reconsideration. This will ensure that all arguments and information is submitted and the process is not unnecessarily prolonged. Additionally, after the appeal decision only nondata related mitigation would be reconsidered. Any data issue raised after an appeal decision will be reviewed as either part of a formal data review or when the APR data is submitted the subsequent year.

Staff Recommendation.

The staff recommends amending the policy to provide one opportunity for reconsideration and limiting the scope of the reconsideration as outlined under the "no" option.

Review of Ineligibility for Postseason Waivers.

Issue No. 1 – Institutional Presence on Waiver Calls.

The committee's current policies provide for instances in which a postseason ineligible team is provided only written communication with the NCAA Division I Committee on Academic Performance Appeals Subcommittee. In other instances, postseason ineligible teams are provided either in person or by phone interaction with the committee unless Level-Two penalties are involved. This year a number of institutions expressed frustration with not being able to explain verbally its waiver rationale. Those institutions expressed concern that the subcommittee did not properly consider its arguments.

Should all institutions subject to no postseason be permitted to verbally participate to some extent in the appeals process?

Options.

No. Maintain the committee's current policies. The threshold for providing relief is so high that adding the institution to the appeal teleconference is not necessary and would only serve to make the teleconference longer.

Yes. Permit the institution to participate on the appeal teleconference anytime a team is subject to postseason ineligibility. Due to the significance of postseason ineligibility it is difficult to distinguish why the institution is able to participate on the appeal teleconference on all occasions except the first. Additionally, by allowing an institution to participate on appeal teleconferences the institution is able to present its case and respond to any questions the subcommittee has regarding the waiver. It also removes questions of any perceived bias by the staff.

Staff Recommendation.

The staff recommends the committee amend its policies to permit an institution to participate with a provision for a time limit (e.g., 10 minutes to present case) in any appeal when a team is subject to postseason ineligibility.

Issue No. 2 – Appeals of Postseason to Committee on Academic Performance Chair.

Currently, the committee's policies permit an institution subject to postseason ineligibility to appeal a decision of the subcommittee to the committee chair. This year a majority of decisions involving postseason ineligibility were appealed to the committee chair.

Is this policy still manageable and/or needed?

Options.

Yes. Maintain the current policy permitting institutions to appeal to the committee chair when the subcommittee denies a waiver request for relief from postseason ineligibility. The current policy was developed to provide consistency with the appellate structure for Level-Three penalties. Since the appellate opportunity for Level-Three penalties has not changed, the need for consistency is still necessary. Additionally, for those cases that become contentious, having the opportunity for a college or university president to review the appeal provides a necessary level of review.

No. Eliminate the opportunity to appeal to the committee chair. The current process provides adequate opportunity for the fair review of any request for relief from postseason ineligibility. Further, the additional level of appeal is not necessary now that the committee, staff and membership are familiar with the process. Finally, since it is very likely that the number of ineligible teams will increase as the benchmark moves to 930, consideration must be given to the practicality of the committee chair and vice chair continuing to review an increasing number of appeal requests.

Issue No. 3 – Postseason Ineligibility Notification to Student-Athletes.

The committee's current policies require an institution subject to postseason ineligibility to advise its student-athletes regarding the team's ineligibility for postseason competition and the transfer policy. However, the committee's policies do not prescribe when an institution must notify its student-athletes of this information. Since the public release of the APR and penalized teams does not occur until late spring or early summer, some institutions have not advised its student-athletes of the team's ineligibility until the public release.

Should the committee require institutions to advise student-athletes on a team subject to postseason ineligibility of the team's status and transfer policy by a prescribed date?

Options.

No. This is a decision that belongs to the institution because there are too many variables that may affect when an institution should advise its student-athletes of the teams postseason status.

Prescribing a date may cause unnecessary harm to an institution at a time when it is managing a very significant issue. Finally, although some institutions may wait until late in the spring or summer to advise its student-athletes of the team's postseason status, it is not known if these institutions are the exception or if this is common practice.

Yes. Allowing institutions to wait until late in the spring or the summer negatively impacts student-athletes who may want to transfer. The later a student-athlete is informed of the option to transfer the less opportunity he or she will have to actually be able to transfer. By waiting, institutions undermine the legislated exception and impact student-athlete welfare. One option the committee could adopt could require a team subject to postseason ineligibility to advise its student-athletes of the team's status and the transfer opportunity within 14 calendar days of receipt of the written decision of the final appellate opportunity. This will allow the institution to exhaust all appellate opportunities and still provide timely notice. If adopted, an institution's request for reconsideration would not delay its obligation to advise its student-athletes of the team's status and the available transfer opportunity.

- Discussion Document -
Timing of the Imposition of Ineligibility for Postseason Competition
- Imposing the Ineligibility Early -

During the past year since the NCAA Division I Board of Directors approved a change to require teams to meet an academic requirement (i.e., APR of 930) in order to compete in postseason contests, the NCAA Division I Committee on Academic Performance has heard a number of requests from institutions to allow teams subject to ineligibility for postseason competition to impose the postseason ineligibility the academic year immediately after the year the APR benchmark was not met (i.e., one year earlier than the current policy requires).

The committee has discussed this request in the past during APP penalty hearings. One concern expressed by the committee has been institutions requesting to impose the ineligibility for postseason during a season in which the team's athletic record shows no true opportunity to participate in postseason competition. The committee noted this request would turn the penalty into one of convenience for the institution and has denied the request.

In light of the new APP penalty structure and the APR benchmark for access to postseason competition the committee decided to revisit this concept to determine if there was a system that could be put in place that would allow for some flexibility in the timing of the postseason competition ineligibility without creating a situation that makes the ineligibility for postseason less meaningful. The following model suggests a way to safeguard against the concerns the committee has previously discussed.

It should be noted that this model would only be applicable to postseason ineligibility and not to the APP penalties. While Level One and Two penalties are prescribed for all teams subject to them, institutions will not know the official multiyear APR by the beginning of the academic year and will, therefore, not know whether to start imposing the penalties. Additionally, the protocol for assigning Level Three penalties does not allow for institutions the opportunity to impose the penalties at the beginning of the academic year. Level Three Penalties are assigned by the committee, or staff, after reviewing all pertinent information for each team subject to Level Three Penalties. This process cannot occur until all data is submitted and the institution presents its information, either through a paper review with the staff or through a hearing with the committee.

An institution desiring to impose a team's ineligibility for postseason competition during the same academic year in which the multiyear APR is reported must meet the following requirements:

1. The institution must notify the committee of its intention to take the postseason ineligibility in the current year prior to the team's first competition;

2. The institution must in writing forgo the opportunity to request a waiver of the team's postseason ineligibility;

3. The team must not already be ineligible for postseason competition during the same season; and

4. The team must present a single-year APR of at least 930 in the most recent academic year (i.e., the academic year prior to the year the institution wishes to impose the team's ineligibility for postseason competition).

Requiring institutions to notify the committee prior to the first competition alleviates some of the concerns over teams taking the ineligibility during a season that the team is performing poorly. The decision will be made prior to any games are played. This concept also provides for all teams to be treated equitably regardless of the sport season (i.e., fall sports versus spring sports). The committee could also consider a slightly less aggressive stance on this point (e.g., less than 10 percent of maximum allowed contests completed.)

In many cases, institutions will need to make the decision prior to the submission of the most recent APR data. Institutions will need to review the data earlier to determine if a team will be penalized. While the data will not be finalized until the census date, institutions can make very accurate projections by the first competition of any given sport.

Requiring a single-year APR of at least 930 will safeguard against situations in which an institution knows it will be ineligible for postseason competition and makes the decision to "run off" student-athletes at the end of the academic year.

If an institution is permitted to impose ineligibility for postseason early student-athletes who have one season of competition remaining may be adversely impacted because they would not have adequate time to consider transferring to another institution.

Committee Questions:

1. Should institutions be permitted to impose a postseason ineligibility early? If so, what is the effective date?

2. If so, does the above model contain the appropriate requirements?

3. Should institutions be required to notify the committee of its intention to impose the postseason ineligibility early prior to the first competition or is there a certain percentage of the season that could be played prior to the notification?

4. If a single-year APR is required, is 930 the right rate?

Review of NCAA Division I Committee on Academic Performance
Academic Performance Program
Access to Postseason and Penalty Waiver Directive

Background.

The NCAA Division I Academic Performance Program (APP) Access to Postseason and Penalty Waiver Directive provides the NCAA staff and the NCAA Division I Committee on Academic Performance guidance in reviewing the membership's requests to waive a team's APP penalties or ineligibility for postseason competition. It was revised for the 2011-12 academic year to reflect the addition of the NCAA Division I Academic Progress Rate (APR) as an element for determining eligibility for postseason competition. Specifically, the committee established a high threshold for relief when an institution requests a waiver of a team's ineligibility for postseason competition, the first time a team faces such ineligibility.

During the committee's consideration and review of waivers for access to postseason competition, it identified the need to review the standard for relief to determine if it is applicable in all cases. Additionally, the staff has identified suggested changes to the directive that are either editorial or help align the directive with the committee's analysis and consideration of waivers.

This document is formatted to address more substantial changes that merit discussion first. These issues are specific to teams seeking waivers of postseason ineligibility the first time the team fails to achieve the needed APR to qualify for such a benefit. Staff suggested changes are identified in the current directive with shading. (Attachment)

Items for Discussion.

The current waiver directive stipulates that the committee has established a very high threshold for relief when a waiver of postseason ineligibility is requested the first time a team faces this issue. Essentially, the institution must demonstrate extraordinary mitigation that impacted the team's multiyear APR to gain consideration for waiver relief. The committee has defined extraordinary mitigation as events or circumstances clearly outside of the control of the institution, the department of athletics and the student-athletes, and impacting the team over multiple years making up the multiyear cohort. The committee has specifically stated that head coaching change, institutional leadership changes and divisional reclassification are not considered extraordinary. This year, failure to meet the extraordinary mitigation requirement resulted in the denial of all requests to waive postseason ineligibility the first time a team faced it. While the other factors to be considered were reviewed (e.g., APR Improvement Plan, academic factors and alternatives to ineligibility for postseason competition), none of those elements could be used to provide waiver relief because of the high threshold established by the committee (need for extraordinary circumstances).

Sample teams facing ineligibility for postseason competition for the first time that requested waiver relief:

Team	Single-Year APRs	Multiyear APR	Mitigation	Review of Other Factors
Team A	909, 844, 826, 978.	889	None.	No previous plan, lack of academic achievement until most recent year; alternatives to postseason ineligibility not considered substantial.
Team B	942, 904, 840, 800.	873	Coaching change following last data year.	No previous plan, lack of academic achievement; no real alternatives to postseason ineligibility proposed.
Team C	920, 821, 865, 940.	890	Coaching change two years ago.	No previous plan; current plan demonstrated clear commitment to academic improvement; academic improvement past two years; no real alternatives to postseason ineligibility proposed.

Question:

- Is the committee comfortable maintaining its standard for relief the first time a team faces postseason ineligibility?

Options:

Option No. 1: Continue to adhere to the current high threshold for relief the first time a team faces ineligibility for postseason competition.

Points to Consider:

a. The strict standard has sent a clear message to the membership that the APP is now serving as an access point for postseason competition and that failure to meet the benchmark is not easily excusable.

b. It is unlikely that any team will qualify for relief from postseason ineligibility the first time it is subject to the ban.

c. This will ensure consistency in how teams are treated in the waiver process from this year to next year.

d. The high threshold has made review of these waiver requests more efficient for the staff and the NCAA Division I Committee on Academic Performance Subcommittee on Appeals.

e. This is consistent with the NCAA Division I Board of Directors and the Committee on Academic Performance's general principle that below the estimated 50 percent graduation rate, a team should face the postseason penalty based on the four-year academic underperformance. However, future years allow for a more advanced improvement and mitigation review.

Option No. 2: Maintain the requirement for extraordinary mitigation however, allow relief to be provided in cases where extraordinary circumstances are not present but the institution has demonstrated sustainable academic improvement, has developed an APR Improvement Plan that effectively addresses the team's critical issues, has demonstrated implementation of prior plans and has provided appropriate alternatives to postseason ineligibility.

Points to Consider:

a. This would allow staff and the committee to provide relief in a limited number of cases that satisfy very specific criteria.

b. Allowing the institution to develop alternatives to postseason ineligibility may result in more effective and meaningful alternatives for a particular team or institution.

c. The staff hesitates to provide a list of alternatives that would be considered equivalent to postseason ineligibility. What is the best way for an institution to explain how the alternative equates to a loss of access to postseason competition?

Option No. 3: Eliminate the need for extraordinary mitigation and instead consider only some mitigation and the other factors in some combination (the current model the second and subsequent times a team faces postseason ineligibility).

Points to Consider:

a. This would mark a significant shift from the approach used this year when considering waiver requests the first time a team faced ineligibility for postseason competition. This would allow coaching change, changes in the institution's senior leadership and the institution's decision to reclassify to all merit consideration of a waiver request if the institution could demonstrate the impact of the event on the team's point loss.

b. What is the appropriate combination of factors that must be present to grant relief from postseason ineligibility the first time a team faces this issue? What if a team presented no mitigation?

c. This may not be consistent with the Board's change to the Committee on Academic Performance as noted in Option No. 1, Item e.

ATTACHMENT
SUPPLEMENT NO. 21

NCAA Division I Committee on Academic Performance
Academic Performance Program
Access to Postseason and Penalty Waiver Directive
(With Proposed Changes Noted)

Background.

The central purpose of the NCAA Division I Academic Performance Program (APP) is to ensure that the NCAA Division I membership is dedicated to providing student-athletes with an exemplary education and intercollegiate athletics experience in an environment that recognizes and supports the primacy of the academic mission of its member institutions while enhancing the ability of student-athletes to earn a degree. Additionally, the program provides an academic access point to NCAA benefits including postseason competition.

When a team's academic performance, measured by the multiyear NCAA Division I Academic Progress Rate (APR), falls below 930, that team becomes ineligible for postseason competition and is subject to penalties. The NCAA Division I Committee on Academic Performance has established a transition period in which the APP penalty benchmark will be 900 for penalties taken in 2012-13 and 2013-14 (i.e., directive is effective immediately for review of waivers submitted in 2011-12). In addition, filters are applied to teams' data to account for improvement and resources in the penalty calculation. NCAA Bylaws 18.4.2.3.1, 23.2.2.3 and 23.3 provide for waivers of APP penalties or access to postseason competition. The committee has approved this directive to provide guidance to the NCAA staff and the NCAA Division I Committee on Academic Performance Subcommittee on Appeals in reviewing APP penalty waiver requests.

Guiding Principles.

1. Requests to waive ineligibility for postseason and APP Level-One, -Two and -Three penalties will be considered independently. The requests are filed simultaneously, but the access to postseason competition and APP penalties have different standards for relief.

2. APP penalty and postseason ineligibility waiver requests involve a review of the entire athletics team's overall academic performance. The APR is a team rate and not based on the academic performance of a single student-athlete. Therefore, the review of waiver requests shall consider all student-athletes included in the team's multiyear APR. This approach considers the loss of all APR points, not just those of select students. This approach could be referred to as the "top-down approach" (e.g., start at an APR of 1000 and explain the loss of all points).

3. APR Improvement Plans are reviewed with the waiver request. Plans should be designed to assist teams in achieving APRs above the penalty benchmarks in a

reasonable time by identifying and addressing critical issues impacting a team's APR.

4. The identification of academically under-performing teams that are subject to an APP penalty includes consideration of resource level and squad size. Therefore, the staff/subcommittee/committee will generally not consider these elements in its review of APP penalty waiver or loss of access to postseason waiver requests.

Waivers of Ineligibility for Postseason Competition.

1. First Time Team is Ineligible for Postseason Competition. Institutions are permitted to submit a waiver request the first time a team is subject to postseason competition ineligibility. The committee has established a high threshold for relief in these cases and generally, relief will not be provided.

- Factors to be Considered. The staff/subcommittee will consider the following factors in reviewing such a request:

  (1) Extraordinary Mitigating Circumstances. The institution's cited mitigation must be clearly out of the control of the institution, the athletics department and the team's student-athletes. It must pertain to matters not previously addressed in the APP (e.g., small squad size, institutional mission). Finally, it must have impacted the team's academic performance over the multiple years that make up the four-year APR. An example of mitigation that would be considered extraordinary is a natural disaster that impacted a team's APR over multiple years. An example of mitigation that would not be considered extraordinary would be head coaching change, significant leadership change at the institution, or institutional reclassification.

  (2) APR Improvement Plan. An institution's commitment to improving the penalized team's academic performance as outlined in the APR Improvement Plan must be considered in reviewing a waiver requesting relief from postseason competition ineligibility. Previous plans will be reviewed for a history of implementation of initiatives to address critical issues. Current plans will be reviewed for identification of critical areas impacting academic success as well as other components demonstrating the institution's accountability toward meeting the stated goals of the APP (e.g., graduating student-athletes).

(3) Academic Factors. A waiver request must include a comprehensive review of the team's historical academic performance to determine if the team's placement in the APP penalty structure is the result of habitual underperformance or the result of some anomaly (see the list on Page No. 4). Overall, academic performance will be evaluated to determine if the team is demonstrating sustainable academic improvement.

(4) Alternative Penalty Options. Within the waiver request, an institution may ask that an alternative to postseason ineligibility be imposed on the team. The institution must include an explanation of how this proposal equates to a loss of postseason access.

2. Second and Subsequent Times Team is subject to Loss of Postseason Competition. Institutions are permitted to request a waiver of a team's loss of access to postseason competition.

- Factors to be Considered. The second or subsequent time a team loses access to postseason competition, the staff/subcommittee/committee will review the request using the same factors used in considering an APP penalty waiver (see Page Nos. 4 – 7 for more information). If a team has demonstrated meaningful improvement and some of the factors in item 3-b below are present, the level of mitigation required to receive relief may be less stringent than what is required the first time a team was ineligible for postseason competition.

3. Notes on Outcomes. A loss of access to postseason competition waiver request will be approved, conditionally approved or denied.

a. Waiver requests the first time a team is subject to postseason ineligibility should be denied if the institution cannot demonstrate extraordinary mitigating circumstances as described on Page No. 2. Other factors listed in item number one above will be examined, but absent extraordinary mitigation are not likely to result in an approval.

b. Waiver requests the second and subsequent times a team faces postseason ineligibility should be denied if the institution cannot demonstrate:

(1) Significant academic improvement that is sustainable;

(2) Mitigating circumstances as defined on Page No. 7;

(3) An APR Improvement Plan that demonstrates the institution's commitment to improving the team's academic performance by identifying critical issues that have impacted the team's APR and addressing those issues with clear steps and specific, measurable goals. Additionally, the institution is expected to demonstrate a history of implementation of critical issues from any previous APR Improvement Plan(s).

(4) An expectation that the team will achieve an APR of 930 or higher in a reasonable period of time.

APP Penalty Waivers.

Institutions are permitted to request a waiver of a team's APP penalties. The staff/subcommittee/committee will consider the following factors in reviewing such a request:

1. Academic Factors. Evaluating a team's academic performance is an important part of the APP penalty waiver process. The staff/subcommittee/committee's review of a team's academic performance may include consideration of the following elements:

   a. A comprehensive review of the team's historical APP performance, including any penalty history and academic performance to determine if the team's placement in the APP penalty structure is the result of habitual underperformance or the result of some anomaly. Overall, academic performance will be evaluated to determine if the team is demonstrating sustainable academic improvement.

   b. The team's Graduation Success Rate and Federal Graduation Rate, if available.

   c. Eligibility and Retention. The team's eligibility and retention will be compared against the following:

      (1) All other Division I teams in the same sport.

      (2) The institution's teams.

d. The team's academic profile including hours earned, grade-point average, eligibility and retention points.

e. The academic profile of the team when admitted to the member institution, including admissions status as compared to the general student-body and/or other student-athletes at the institution.

f. The number of graduates the team has generated over the four years that make up the multiyear rate.

g. The number of student-athletes who were not academically eligible and not retained included in the multiyear APR.

h. Other academic data elements that may be relevant to the case.

2. Other Factors. The staff/subcommittee/committee's review of a team's academic performance may also include consideration of the following elements:

a. Size of variance between the team's APR and the applicable APP penalty benchmark (930).

b. The team's single-year APRs that comprise the multiyear rate. Specifically, the number of single-year APRs above or below the penalty benchmarks (930).

c. The institution's history of implementation of critical issues of its previous APR Improvement Plan as well as the current plan's ability to identify and address critical issues that have impacted the team's APR with clear steps and specific, measurable goals.

d. Mitigating circumstances that have affected the team's APR (see below).

e. An institution may request that an alternative penalty be imposed in lieu of the assigned APP penalty or a penalty option from the menu offered at Level-Three. Should an institution offer an alternative penalty, the staff/committee/subcommittee would consider the various factors as well as the alternate penalty in the decision. The institution must demonstrate how the alternate penalty equates to the penalty it would replace.

f. Teams asserting that they have advanced in the penalty structure due to corrections to APP data identified in an APP data review must demonstrate that the current penalty is due to a lost opportunity for the institution to identify academic issues impacting the teams academic performance; to develop an appropriate APR Improvement Plan and to have an opportunity to rectify academic issues. If the institution can demonstrate this lost opportunity to identify and correct academic issues affecting the team's academic performance the staff and/or subcommittee/committee may consider this a mitigating circumstance warranting relief from a penalty, however all such requests will be reviewed on a case-by-case basis to allow for other factors to be reviewed as well.

3. Mitigating Circumstances. Circumstances will be considered as compelling mitigating factors if the institution can demonstrate that they had a direct correlation, supported by objective documentation, to the team's ability to earn eligibility/graduation and/or retention points. The institution may reference mitigation that was considered in a previous waiver request if the impact of the mitigation is evidenced in the current APR. A team whose APR is negatively affected by a unique one-time circumstance, but otherwise is not historically an underperforming team, should be treated differently than a team that has a history and pattern of academic underachievement.

Circumstances not considered compelling mitigation may include, but are not limited to, the following:

a. Unreasonable reliance by a student-athlete on misinformation from an institutional staff member (e.g., misadvisement);

b. Institutional lack of understanding regarding the APP;

c. Failure to develop and implement an APR Improvement Plan;

d. Conferences and/or institutions with more stringent academic standards than NCAA Division I progress-toward-degree requirements; or

e. Circumstances submitted in a request to receive an adjustment of an individual student-athlete's lost retention and/or eligibility or graduation point if the institution received relief for those circumstances by way of an APR adjustment.

Institutions are limited to submitting information concerning mitigating circumstances only for the academic years used to calculate that team's current multiyear APR.

However, the staff, subcommittee and committee reserve the right to consider any relevant information that would explain the team's historical performance.

4. Level-Three Penalty Options. An institution with a team subject to Level-Three penalties must self-impose penalties from a list of menu options. These penalties are in addition to the prescribed penalties. The institution may also elect to request an alternative penalty be imposed. The staff/committee will consider the institution's self-imposed penalty elements in the waiver decision. The staff/committee can also prescribe additional penalties for the team.

5. Notes on Outcomes. An APP penalty waiver request will be partially or fully approved or conditionally approved, or denied. Requests will likely be denied if the institution cannot demonstrate:

   a. Significant academic improvement that is sustainable; OR

   b. The team is performing well academically but for one or more years of APP data impacted by compelling, documented mitigating circumstances;

   c. An APR Improvement Plan that demonstrates the institution's commitment to improving the team's academic performance by identifying critical issues that have impacted the team's APR and addressing those issues with clear steps and measurable goals;

   d. An expectation that the team will achieve an APR of 930 or higher in a reasonable period of time; and

   e. Appropriate self-imposed penalties at Level-Three.

Use of Conditional Approvals.

Waivers of APP penalties and ineligibility for postseason competition may receive conditional approval. A waiver that is conditionally approved does not waive the team's penalty or ineligibility for postseason competition unless the team satisfies the stated condition(s). These conditions may include, but are not limited to:

1. Demonstrated implementation of the institution's written APR Improvement Plan, especially issues identified as critical to the team's academic improvement or any element specifically required by the staff/subcommittee/committee;

2. Attendance at mandatory educational sessions;

3. Meeting or maintaining single-year eligibility and retention goals and/or, meeting or maintaining a specified single-year APR without the inclusion of delayed-graduation points;

4. Requiring the institution to demonstrate it has 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 rationale;

5. Requiring the institution to impose limits, restrictions or penalties that are part of its APR Improvement Plan or cited in its waiver/hearing rationale (e.g., withhold a head coach from contests);

6. Requiring an institution to use the NCAA Facilitating Learning and Achieving Graduation/Graduation Risk Overview program; and

7. Requiring an institution comply with identified minimal academic profiles for entering student-athletes that are part of its APR Improvement Plan or its waiver/hearing rationale. *(Revised: 10/2008;10/2010)*

An institution/team that fails to meet the stated condition(s) by the given timeframe shall have the waiver decision converted to a denial and the APP penalty or postseason ineligibility must be applied to the team within the prescribed period of time.

Review of Conditionally Approved Penalty Waivers.

At a point established by the committee, the staff verifies that all established conditions were satisfied (e.g., single-year APR, acceptable implementation of APR Improvement Plan). If the staff concludes that the team has not satisfied the established condition(s), the committee, subcommittee or staff may consider mitigating circumstances presented by the institution. Such reviews shall occur on a case-by-case basis, and shall include consideration of any mitigation for the team's failure to reach the target APR, as well as the totality of the team's circumstances with regard to the imposed conditions. In such cases, the staff will review factors including improvement in the single-year and multiyear APR, how close the team came to meeting the target and mitigating circumstances. This action does not change an institution's opportunity to explain why it failed to meet the condition(s) or to appeal a decision by the staff. Appeals of the staff's determinations will be heard by the body that reviewed or would have reviewed the original waiver.

Finally, if it is determined that a conditional waiver is not satisfied and the waiver is denied, the institution must impose the resulting penalties in the time period prescribed by the committee, but generally the academic year following denial of the appeal or, if there was no appeal, following determination that the conditions were not met (e.g., determined condition was not met in 2011-12 results in the imposition of the penalties in 2012-13).

If the team is subject to a penalty in the next academic year, the team is potentially subject to the penalty level that was conditionally waived and the next penalty level if it fails to meet the conditions of the waived penalty.

APR Improvement Plans.

APR Improvement Plans are meant to encourage institutions that have a team with an APR below 930 to implement strategies to improve the academic performance, eligibility, retention and graduation of the student-athletes on the team. Institutions seeking relief from an APP penalty are expected to demonstrate that the team's academic performance will improve and will achieve an APR of 930 in a reasonable period of time. Therefore, APR Improvement Plans submitted with a waiver will be reviewed as follows:

1. Institutions/teams will be accountable for identifying and addressing issues impacting the penalized team's ability to move its APR above the established penalty benchmark. The following shall be addressed:

    a. Using data analysis, identify any issues impacting the academic performance, eligibility, retention and graduation of the team's student-athletes and develop meaningful initiatives to address the issues.

    b. Develop specific and measurable goals to address the issues, steps to meet the goals, timetables for implementation and persons responsible for each step outlined in the plan.

    c. Identify specific target APR goals for the team(s) for the current and future academic years that will assist the team in meeting the 930 benchmark in a reasonable period of time.

    d. Demonstrate implementation of initiatives the institution developed in any previous APR Improvement Plan, that address the critical issues impacting the team's academic success.

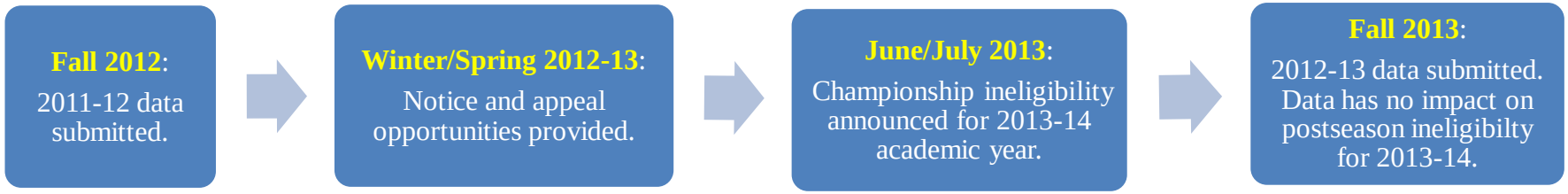
2. If an institution fails to create and submit an appropriate APR Improvement Plan, there is a presumption that any penalty waiver request will be denied.

NCAA Division I Academic Performance Program
Review of Options for Timing of Data Collection and Penalties

Over the past year, the NCAA Division I Committee on Academic Performance has discussed a number of options for collection of Academic Performance Program (APP) data and implementation of APP penalties. Based upon that discussion, the committee has narrowed the options for further discussion, as outlined within this document. This document outlines two approaches, and provides an example of how the processes would work in the upcoming academic year and is followed by a summary of some of the positive and negative aspects to each approach. These approaches should also be considered in conjunction with Supplement No. 20, the discussion of teams that opt out of the waiver process in order to impose post-season ineligibility and/or APP penalties immediately.

Option No. 1: Current Data Collection and Penalty Processes

Example:



Option No. 1.

1. Summary.

Maintenance of the current system of data collection and penalties.

2. Positives.

a. Maintains continuity from the current method of data collection and penalty processes, allowing for a smooth transition.

b. Notice is provided to institutions and student-athletes regarding postseason ineligibility.

c. Clarity for championships purposes at the beginning of the academic year regarding what teams will be ineligible for participation.

3. Negatives.

a. Penalties could be considered delayed and; therefore, impacting fewer student-athletes that had a role in the lower NCAA Division I Academic Progress Rates (APRs).

b. Unable to take into account the most recent year's APR in the determination of penalties. This is particularly challenging in cases in which the very recent APR would put a team over the 930 benchmark.

Option No. 2: Current Data Collection/Penalty Processes with

Fall Review of New *Multiyear* APR and Expedited Submission/Hearing Processes

Example:

Fall 2012:
2011-12 data submitted.

Winter/Spring 2012-13:
Track 1: Notice and appeal opportunities provided.

June/July 2013:
Track 1: Championship ineligibility announced for 2013-14 academic year.

Track 2: Teams with three-year APR (removing 2008-09) below an established benchmark (e.g., 940) are put on ***notice*** of possible penatlies .

Fall 2013:
Track 1: 2012-13 data submitted early for penalized team. If adding 2012-13 APR takes team above ***multiyear*** penalty benchmark (e.g., 930 multiyear); team receives postseason eligibility ***back***.

Track 2: Teams with three-year APR (removing 2008-09) below an established benchmark (e.g., 940) required to submit data earlier. If below penalty benchmark with addition of 2012-13 data, move to waiver/hearing process immediately.

Fall/Winter 2013-14:
Track 2: Expedited appeals/hearing process. Wherever timing allows (e.g., basketball) teams are not eligible for postseason in 2013-14 academic year.

For teams that were not in Track 2, but still fall below benchmark, will go through "regular" hearing process.

Option No. 2.

1. Summary.

Provides for continuation of the current system of data collection and penalties while allowing for consideration of most up-to-date multiyear APR for assessing whether penalties should be repealed for that academic year.

Provides notice to teams that have the possibility of postseason ineligibility that they will be required to undergo an expedited data submission process, with the push to have all teams through any hearing/appeals process prior to championship selection.

2. Positives.

- Allows for review of the most up-to-date multiyear APR for teams to avoid penalties, placing the focus on the most recent academic performance available and; therefore, including an impact on more of the student-athletes that may have been part of the academic issues.

3. Negatives.

a. There may be some teams whose three-year APR may put them above a 940 but with a poor single-year APR may still fall below the penalty benchmark and thus not subject to postseason ineligibility.

b. Would place a premium on very swift review of data and appeals, which could result in errors and inaccuracies.

c. Not all sports would be treated similarly, as selections for fall championships and bowl games would occur too soon for appeals to have been heard.

d. Could be considered by media, membership and general public as a “watering down” of academic penalties.

e. Could be considered too lenient by allowing teams an extra year of data to determine eligibility. Essentially, this model provides for a four or five year APR review with the team benefitting from whichever number is higher.

f. Although this option allows for use of more recent data, it does not really address the issue raised about punishing "innocent" student-athletes. The student-athletes who caused the team to drop below the benchmark are already gone no matter how quickly you impose postseason ineligibility.

g. Creates a complicated and complex system with different tracks for teams. Will be hard to communicate to membership, media and general public.

h. With an expedited process, it is possible to develop a system for the first time a team falls below the benchmark, however, how would this timing play out for teams in Level Three penalties? For example, once teams are beyond the first time of being ineligible for postseason, the application of this process becomes incredibly complicated and difficult to meet expectations for timing, giving need for full hearing and assessment of the menu of penalties.

Timing for Serving Postseason Ineligibility
Failing to Meet Conditions from Previous Waiver

Within the NCAA Division I Academic Performance Program penalty structure, the NCAA staff and the NCAA Division I Committee on Academic Performance have the authority to provide conditional relief from postseason ineligibility. Under the current penalty structure, if a team receives conditional relief from postseason ineligibility, and then fails to meet the condition imposed, this results in the decision converting to a denial and the loss of access to postseason competition applies to the academic year *following notification of the failure to satisfy the conditions*.

The following provides an example of how the timing of conditional relief currently applies:

1. Fall 2011: Men's basketball team submits 2010-11 NCAA Division I Academic Progress Rate (APR) information and is subject to postseason ineligibility in 2012-13 academic year based on multiyear APR.

2. Spring 2012: Through waiver process, team is provided conditional relief from postseason ineligibility in 2012-13 if it receives a single-year APR of 950 in 2011-12.

3. Fall 2012: Team submits 2011-12 APR information and does not meet the 950 single-year APR condition.

4. Spring 2013: Based on current policy, team is eligible to compete in 2013 Division I men's basketball tournament.

5. Spring 2014: Team is ineligible to participate in Division I men's basketball tournament based on missing condition in 2011-12 academic year.

As illustrated in the above scenario, the penalty served for missing a conditional APR can be far removed from the timing of the original penalty. For example, in the scenario above, the ineligibility that could have been served in 2012-13 is not served until the 2013-14 academic year, which further distances the timing of the penalty from the student-athletes that may have been the cause of the academic underperformance. In addition, in a number of instances, teams have been subject to postseason ineligibility for a *second time* during the intervening academic year. For instance, in the above example, it is possible that the team is subject to "concurrent" postseason ineligibility in 2013-14 based on: (1) The missed condition in 2011-12, as well as; (2) Its multiyear APR after submission of data in fall 2012. In these instances, the team would only be required to serve one year of postseason ineligibility rather than in two consecutive years.

The following paragraphs provide options for the committee's consideration, as well as a staff recommendation.

Option No. 1 – Status Quo.

Maintain the current timing of the missed conditional penalty.

As noted above, the current timing can cause situations where the penalty is being taken even further removed from the academic underperformance as well as situations where a team is subject to two, concurrent, postseason ineligibility requirements. This option does provide the most possible notice to the institution and student-athletes.

Option No. 2 – Eliminate/Restrict "Conditional" Relief.

Restrict the staff and committee from providing conditional relief from penalties.

As the APR benchmarks transition towards 930, teams will have the opportunity to avoid penalties by demonstrating academic success over the two most recent years. The committee could determine that the potential relief from postseason ineligibility provided under these transitional benchmarks is sufficient and any teams that are not meeting the heightened penalty benchmarks or the transitional filters, should not receive the benefit of conditional relief.

Conversely, the use of conditional relief has historically been a means for the staff and committee to provide relief to teams and institutions that have demonstrated some academic improvement and have created what appears to be a strong NCAA Division I Academic Progress Rate Improvement Plan. By providing conditional relief, it continues to place a burden on institutions to perform well academically, while still rewarding the team for demonstrated academic improvement.

Option No. 3 – Expedite Postseason Penalty Implementation.

Require teams that miss a conditional APR benchmark to serve the penalty in the next academic year. For example, in the scenario noted above, the team would be *ineligible* to compete in the *2012-13* championship.

With this option, the student-athletes would not have the benefit of notice regarding the postseason ineligibility and the subsequent ability to transfer. For example, for teams that are currently subject to postseason ineligibility, student-athletes are provided notice in the spring that they will be ineligible for the postseason for the following academic year. However, under this option, it would not be evident whether the team had met the condition until the APR information is submitted in the fall. By the time that information has been submitted, the student-athletes would be unable to transfer.

However, the committee could treat student-athletes on teams receiving conditional relief as similar to student-athletes on teams that are clearly subject to postseason ineligibility in the following academic year. For example, if a team is subject to conditional relief, the committee could recommend that student-athletes with one year of eligibility remaining be able to transfer and be immediately eligible to participate, per the current parameters set forth in committee policy.

In some fall sports, it may be impossible for the team to serve the penalty in the academic year that APR data is submitted. For example, by the time a fall sport team at a quarter-system institution has finished the corrections/adjustments phase of data collection, the selection for the championship may have already occurred. In that instance, the team would be ineligible for postseason in the following academic year.

Staff Recommendation.

The staff recommends Option No. 3, as it ties the serving of the penalty as close to the timing of the academic underperformance as possible. In addition, under this option student-athletes on the team, who have one year of eligibility remaining, could be provided the ability to transfer as if the team will be subject to postseason ineligibility.

Definition of Limited Resource Institutions
-Discussion Document-

The NCAA currently uses four separate definitions for limited resource institutions. Each definition is used in different programs or processes that are mostly independent of each other. The definitions are as follows:

1. The NCAA Division I Academic Performance Program (APP) Penalty Structure Mission Filter: A limited resource institution is defined as an institution within the bottom 15 percent of resources based on current APP criteria.

2. APP Limited Resource Institution Transition Process: A limited resource institution is defined as an institution with the bottom 15 percent of resources based on current APP criteria that is not a member of the Football Bowl Subdivision (FBS).

3. Limited Resource Institutions Pilot Program: A limited resource institution is defined as an institution within the bottom 10 percent of resources based on current APP criteria that is not a member of the FBS.

4. Supplemental Support Fund (SSF): A limited resource institution is defined as an institution within the bottom 10 percent of resources based on current APP criteria.

Prior to the NCAA Division I Committee on Academic Performance meetings that took place during fall 2011 only one definition was used for limited resource institutions. The previous definition was institutions within the bottom 10 percent of resources based on current APP criteria. The definition included all the NCAA Division I institutions and was used for the SSF and to apply the mission filter in the previous APP penalty structure.

During its fall meetings, the committee created recommendations for the NCAA Division I Board of Directors to make significant changes to the APP penalty structure and waiver process. The committee recommended a new filter structure be adopted. One of the new filters created was a mission filter that took into account the institution's resource level and the team's current Graduation Success Rate (GSR). As the committee discussed this filter it decided to expand the definition of limited resource institutions for this filter to include the bottom 15 percent of resources. This decision was based on allowing more leeway for institutions that look very similar to the bottom 10 percent. The data shows a more significant difference after the bottom 15 percent.

The committee also recommended that a Historically Black Colleges and Universities Advisory Group (HBCU) be formed to provide input to the committee on the changes being made to the APP penalty structure. This advisory group was expanded to include all limited resource institutions. This group provided recommendations to the committee during its February 2012 meeting and the committee decided to forward the recommendations on to the Board of Directors during its March 2012 teleconference. The recommendations created a separate transition

time frame and filter system for limited resource institutions. The committee again decided to modify the definition of limited resource institutions specifically for this process. The committee decided to continue to use the bottom 15 percent but exclude any institution that was a member of the FBS. In making this decision the committee agreed that any institution that has made the decision to compete at the FBS level has made the decision to provide significant financial support to its athletics program and should not receive the assistance that other limited resource institutions are able to receive.

The Finance Committee of the NCAA Executive Committee charged the NCAA staff in early January 2012 to provide recommendations on how to use specific funds allocated as part of the White Settlement Case. One of the recommendations put forward was the creation of a limited resource institution pilot program that will provide a significant amount of financial assistance to a limited number of institutions to implement programs to increase the academic performance of student-athletes. The definition being used in the pilot program is the bottom 10 percent of resources excluding all institutions that are members of FBS. The staff used the same rationale the committee used when recommending the exclusion of FBS institutions.

Option One: Continue to operate with distinct definitions for each of the programs and processes mentioned above.

Points to consider.

1. Each of these definitions serves a purpose and was created after much thought by the committee and other groups.

2. Two of the items listed above are only temporary (i.e., limited resource transition and limited resource pilot program). The limited resource transition period will end with the 2015-16 academic year and the pilot program is currently a three-year program.

3. This option allows more institutions access to relief from penalties while not changing how many institutions can request grant dollars from the SSF.

4. Continuing to use a number of different definitions for the same term is confusing to the membership, the committee and staff.

Option Two: Create one definition that can be used for all programs and processes. The definition created under this option could be one of the four definitions currently used.

Points to consider.

1. If a definition using the bottom 10 percent is chosen a number of institutions will be excluded from a number of benefits provided to institutions that look very similar.

2. If a definition using the bottom 15 percent is chosen, the average amount of financial support given to each institution through SSF will be significantly reduced unless the resources allocated to SSF are significantly enhanced.

3. The limited resource institutions pilot program requirement of institutions being in the bottom 10 percent cannot be revised by the committee. However, the committee could recommend a change to the Executive Committee.

4. This approach will provide consistency and will alleviate confusion regarding limited resource institutions.

5. Even under one definition for all purposes the committee will need to determine the appropriateness of allowing FBS institutions to be included within the definition of limited resource.

6. Should the same number of institutions be added to the list of limited resource institutions as are removed due to the FBS status?

Option Three: Create one definition for limited resource institutions and revise the SSF policies to reflect the change. Under this option not all limited resourced institutions would be eligible for SSF, only those that are in the bottom 10 percent of resources.

The definition of limited resource institutions would be the following:

A limited resource institution is defined as an institution with the bottom 15 percent of resources based on current APP criteria that is not a member of the FBS.

The SSF policies would be rewritten to state that the funds are only available to limited resourced institutions that are in the bottom 10 percent of resources. While this option does not substantially change the functional definition of limited resource institutions it does alleviate some of the confusion associated with the different areas being discussed.

Points to consider.

1. This option creates a consistent definition for limited resource institutions while still allowing flexibility in terms of funding the SSF and continuing to make amounts provided meaningful to each institution.

2. Removing FBS institutions will remove six institutions defined as limited resource institutions.

3. No FBS institution that would be removed from the limited resource institution list benefited from the resource filter within the APP penalty structure and the postseason ineligibility analysis during the 2011-12 academic year.

4. Removing FBS institutions could reasonably affect two teams from a single institution during the 2012-13 academic year in regard to the APP penalty structure and postseason ineligibility analysis.

5. Removing FBS institutions will also remove four institutions from being eligible to receive grant dollars through SFF.

6. The four FBS institutions impacted have not requested and received significant funding for initiatives through SSF.

7. Should the same number of institutions be added to the list of limited resource institutions as are removed due to FBS status?

Questions to Discuss:

1. Is there a need to have one consistent definition for limited resource institutions?

2. Should this topic be forwarded to the HBCU/Limited Resource Advisory Group for comment?

3. Should FBS institutions be included in any discussion of limited resource institutions?

4. If a single definition is the appropriate decision, when should it be implemented?

Staff Recommendation:

The staff recommends that the committee solicit input on this issue from the HBCU/Limited Resource Advisory Group prior to its September meeting and finalize a decision after obtaining that input. The committee may prefer to reduce or add to the options presented before seeking further comment.

NCAA Division I Initial Eligibility and Two-Year College Educational Outreach

Overview.

In October 2011, the NCAA Division I Board of Directors voted to adopt legislation implementing recommendations to improve the academic success of student-athletes. The NCAA Division I Academic Cabinet and the NCAA Division I Committee on Academic Performance, created a package of proposals aimed at improving academic success. The package of proposals included increased initial-eligibility standards, increased two-year college transfer standards, an amendment to the NCAA Division I Academic Performance Program to establish an academic standard of 930 for participation in the postseason and an increased penalty benchmark of 930.

With the aforementioned proposals now codified in legislation, the need for clearly defined implementation efforts and educational outreach initiatives is paramount. This document serves to provide an overview of educational outreach efforts related exclusively to the new initial-eligibility and two-year college transfer standards.

Educational Outreach Developments.

Since the Board of Directors meeting in October 2011, NCAA staff has acknowledged the need to develop an educational plan that considers and addresses the concerns of institutions, athletics conferences, prospective and current student-athletes and outside organizations regarding the impact of the newly adopted academic legislation. To date, NCAA staff has:

1. Established an internal working group for the purpose of developing an educational outreach plan that will ensure ongoing education of key constituents regarding newly adopted academic legislation.

2. Established an internal working group to develop a comprehensive, user-friendly resource page on NCAA.org that is devoted to academic matters.

3. Initiated a review of past and current educational outreach efforts, as well as existing communication channels.

4. Engaged the NCAA Eligibility Center in an examination of its outreach, education and engagement plan.

5. Identified and connected with various academic advising, faculty and sport-specific organizations and associations regarding NCAA academic standards and available academic resources.

6. Created an internal tracking sheet of annual conventions, conferences and in-person meetings held by athletic conferences, coaches associations, professional organizations

[e.g., National Association of Academic Advisors for Athletics (N4A), National Academic Advising Association (NACADA), National Federation of State High School Associations (NFHS)] and other key groups; many of which have already served as valuable forums for the sharing of information regarding recently adopted academic legislation.

Educational Outreach Broad Objectives.

The national office is committed to providing the membership and associated groups with viable educational resources that will allow them to be proactive in creating a culture that supports the academic success of student-athletes. In the coming months, the NCAA staff aims to:

1. Identify and address critical issues facing internal and external constituents relative to educational outreach.

2. Continue to identify and develop strategies for fostering collaboration with various outside organizations.

3. Continue to seek collaborative relationships with member institutions and the two-year college community in an effort to facilitate the sharing of information, resources and expertise with institutional staff members, coaches, prospective and current student-athletes.

4. Manage NCAA partnerships and educational outreach with academic and faculty organizations in a way that encourages regular and constructive dialogue regarding newly adopted academic legislation.

5. Solicit membership input regarding education, engagement and outreach initiatives.

6. Establish policies and procedures that ensure timeliness, consistency and accuracy in the delivery of information.

7. Explore new mediums (e.g., social media, video) for educational outreach purposes.

Educational Outreach Staff-Specific Objectives.

The initial-eligibility and two-year college educational outreach campaign requires effective collaboration amongst several national office groups; five of which will serve critical roles in engaging and educating internal and external constituents regarding the increased academic standards. Below is a brief description of each group, as well as an overview of each group's goals relative to initial eligibility and two-year college education outreach:

Academic and Membership Affairs.

The academic and membership affairs staff, a department of the NCAA's membership and student-athlete affairs group, works to assist the membership in understanding the regulations that govern intercollegiate athletic programs, implementing academic reform initiatives to encourage increased academic success, providing educational resources relative to NCAA legislation, interpretations and academic programs, and conducting comprehensive self-studies of intercollegiate athletics programs. Academic and membership affairs is primed to disseminate information regarding the initial-eligibility and two-year college academic standards to the membership, as well as select outside organizations. The academic and membership affairs staff is committed to the education and outreach of:

1. Coaches associations (e.g., American Football Coaches Association, National Association of Basketball Coaches, Women's Basketball Coaches Association, etc.).

2. Affiliate groups/professional organizations within higher education (e.g., N4A, NACADA, etc.).

3. Professional sports organizations (e.g., National Basketball Association, National Football League, Major League Baseball, etc.).

4. National governing bodies (e.g., USA Football, USA Track and Field, etc.).

5. Philanthropic organizations that fund college scholarships (e.g., United Negro College Fund).

6. Churches and religious organizations.

7. Youth basketball and football sports organizations/communities (e.g., 7-on-7 football organizations, AAU basketball and football teams, iHoops online community, etc.).

8. Regional and national convention/event operators and attendees (e.g., Indiana Black Expo, Future Farmers of America, etc.).

Communications.

The NCAA communications department, the division responsible for developing and disseminating Association-related contest and information, is committed to advancing NCAA messages regarding increased academic standards. Moving forward, the group will seek to:

1. Leverage existing social media platforms to distribute information relative to the new academic standards (e.g., Facebook, Twitter, YouTube, etc.).

2. Explore the possibility of public service announcements regarding the NCAA's commitment to the academic success of student-athletes.

3. Engage and educate the media regarding the new academic legislation.

4. Recognize intercollegiate athletic administrators, member institutions, conferences and affiliate groups for their commitment to educational outreach.

5. Respond to media inquiries regarding the increased academic standards.

6. Tailor messages to target audiences (e.g., prospective student-athletes, high school coaches).

7. Explore the use of radio and television geared toward the coverage of high school athletic events.

Corporate Alliances.

The corporate alliances staff oversees the NCAA Corporate Champion and Corporate Partner Program, which is committed to developing marketing and promotional activities surrounding NCAA championships. The program is comprised of several corporations, all of whom emphasize the role of athletics in higher education through their commitment of dollars, personnel and expertise, as well as their support of NCAA youth clinics and fan interactive experiences. The corporate alliances staff aims to:

1. Educate existing and potential corporate partners regarding the increased academic standards, and the resulting marketing and promotional opportunities.

2. Use "on-air talent" during NCAA championships to educate viewers about the new initial-eligibility and two-year college transfer standards.

3. Explore ways in which to engage EA Sports, the developer of sports video games, in educational outreach efforts.

NCAA Eligibility Center.

The mission of the NCAA Eligibility Center is to ensure college-bound student-athletes, member institutions and high schools understand the requirements to participate in NCAA Division I and Division II athletics and to certify college-bound student-athletes' academic and amateur

credentials in accordance with NCAA standards. The work of the NCAA Eligibility Center will be vital to the success of the initial-eligibility educational outreach effort. The group is committed to the education and outreach of:

1. States, counties and high school districts with the largest nonqualifier and academic redshirt populations.

2. Youth basketball and football sports organizations/communities (e.g., 7-on-7 football organizations, AAU basketball and football teams, iHoops online community, etc.).

3. High school associations (e.g., American School Counselor Association, National Association of Secondary School Principals, NFHS, etc.).

Additionally, the NCAA Eligibility Center is committed to the development, enhancement and distribution of:

1. Email blasts.

2. E-newsletters.

3. Brochures.

4. Existing publications (e.g., NCAA Guide for the College-Bound Student-Athlete).

5. Posters.

Enforcement.

The NCAA enforcement program is committed to ensuring integrity and fair play among the NCAA membership, and imposing appropriate and fair penalties if and when violations occur. Enforcement works closely with the basketball and football communities. As such, the group will be instrumental in engaging prospective student-athletes, coaches, administrators and event operators regarding initial-eligibility and two-year college transfer standards. Examples of educational outreach by the enforcement group include:

1. Presentations to prospective student-athletes, high school coaches and event operators at select basketball and football events.

2. Distribution of educational materials at select basketball and football events.

3. Distribution of educational materials to basketball event operators during the basketball event and summer league certification process.

4. Collaboration with the parents of former prospective student-athletes who are assisting the NCAA Division I Basketball Focus Group with general outreach and education.

Membership Input.

Membership input regarding initial-eligibility and two-year college educational outreach efforts is welcome and encouraged. If you wish to submit recommendations and/or feedback regarding the proposed educational outreach initiatives, please contact Juliette Kenny at jkenny@ncaa.org.

Academic Success Principles

The following is a list of principles developed to guide the academic behavior of student-athletes, teams and institutions. It is envisioned that these principles will become bylaws in the general principle section of the new academic success bylaw.

1. Student-athletes participating in intercollegiate athletics are generally expected to earn a baccalaureate or equivalent degree within five years of initial full-time collegiate enrollment. All intercollegiate competition shall be completed within this period of time.

2. Academic standards should facilitate a student-athlete's opportunity to earn a baccalaureate or equivalent degree.

    a. Academic standards should ensure that prospective and transfer student-athletes are academically prepared for the academic rigors of pursuing a degree while participating in intercollegiate athletics.

    b. Academic standards should ensure that enrolled student-athletes are making meaningful progress toward a baccalaureate degree.

3. Eligibility for practice, competition and receipt of athletics aid shall be conditioned on satisfying academic standards of the association, the conference, if any, of which the institution is a member and the certifying member institution.

4. Student-athletes, prospective student-athletes and institutional staff members should engage in sound academic behavior that demonstrates academic integrity in accordance with institutional policies and NCAA legislation.

5. Academic progress, retention and graduation of student-athletes and team academic standards are a means of access to postseason competition and other privileges of Division I membership.

6. Student-athletes should be provided appropriate academic support based on their individual needs, institutional mission and academic standards and NCAA academic requirements. Institutions should consider their ability to provide such support in the recruitment and admission of student-athletes.

7. Admissions decisions for both entering first-year and two- and four-year transfer student-athletes are the sole responsibility of each member institution and shall adhere to the institution's admission policies.

8. Consistent with NCAA bylaws, each member conference and member institution must establish policies to limit class time missed due to student-athletes' participation in intercollegiate athletics and such policies shall be reviewed and approved by the appropriate institutional body/individual outside of athletics.

National Collegiate Athletic Association
Working Group on the Collegiate Model – Rules

NCAA Bylaw 14 (Eligibility)
Concepts Discussion Document

The purpose of this document is to solicit input from the NCAA Division I membership on concepts currently being considered by the NCAA Working Group on the Collegiate Model – Rules. This feedback will be used by the working group as it continues to finalize its recommendations for the NCAA Division I Board of Directors. Please forward any feedback and comments to rulesworkinggroup@ncaa.org.

Name:

Institution/Conference/Organization:

Title:

Date:

Concept No. 1: Create an academic success operating bylaw that focuses specifically on student-athlete and team academic success. All legislation that directly related to academics (e.g., initial-eligibility requirements, progress-toward-degree requirements, full-time enrollment) would be maintained in the academic success operating bylaw. This includes merging the bylaws that govern the NCAA Division I Academic Performance Program with those that regulate the academic performance of student-athletes.

Rationale: Restructuring the operating bylaw to focus on academic-specific legislation will emphasize the primacy of academics at an individual and institutional level. It will allow for greater focus on those bylaws that will directly affect and support student-athlete academic performance.

Points to Consider:

- This may require the development of a new operating bylaw (e.g., eligibility for competition) or embedding legislation that is not primarily focused on student-athlete and team academic success in an existing operating bylaw, if the legislation is deemed necessary.
    - The determination of the legislation that would be included in the new operating bylaw and the legislation that would be embedded in existing operating bylaws would be filtered through the established values for those operating bylaws.

Questions:

1. Do you support this concept? ○ Yes ○ No

2. Why or why not?

3. Will the creation of an academic success operating bylaw increase efficiency for institutional personnel? ○ Yes ○ No

4. Why or why not?

5. Will the creation of a separate bylaw focused on non-academic elements of a student-athlete's eligibility for competition provide clarity and ease in application of the legislation?

Yes No

6. Why or why not?

Concept No. 2: Eliminate specified legislation; and further, eliminate legislation that is directly supported by institutional academic policy. Examples include:

1. Documentation of degree program designation requirement (NCAA Bylaw 14.4.3.1.7.1) and the portion of the designation of degree program (Bylaw 14.4.3.1.7) legislation that prescribe the steps that must be taken for a student-athlete to declare a degree.

2. Permit a student-athlete to practice, but not compete, for a 45-day period regardless of recruited status or participation in the sport of women's rowing. (Bylaws 14.3.5.1.1, 14.3.5.1.2 and 14.3.5.1.2.1)

Rationale: Legislation that is inconsequential or directly accounted for by institution's academic policy should no longer be included in the NCAA Division I Manual based on the newly established commitments.

Points to Consider:

- The timing of a student-athlete's designation of a degree is mandated in the percentage-of-degree requirements legislation.

- Institutional policy for all students should dictate the required steps that must be taken for a student-athlete to declare a degree.

- A single temporary certification period eliminates the need to determine the recruited status of a student-athlete.

- The sport-specific exception for women's rowing is not necessary given the ability of the NCAA Eligibility Center to quickly render final academic certifications.

Questions:

1. Do you support eliminating the legislative items referenced in Concept No. 2, Item Nos. 1 and 2?

   ◯ Yes ◯ No

2. Why or why not?

3. Do you support eliminating legislation that is redundant to institutional academic policy?

Yes No

4. Why or why not?

Concept No. 3: Consider the appropriate definition of academic fraud for NCAA purposes and the role the NCAA should play in investigating and resolving allegations of a violation of academic integrity by prospective and continuing student-athletes.

Rationale: Appropriately identifying the role of the NCAA and possible changes to legislation, policies and associated penalties for occurrences of academic fraud or misconduct by both prospective and continuing student-athletes is necessary to maintain the enduring values of the NCAA.

Points to Consider:

- Currently, a violation of academic fraud may exist even if an institution determines that the act did not violate institutional academic misconduct policies.
- The NCAA has created several mechanisms for dealing with pre-enrollment academic fraud, including high school review staff, the prospective student-athlete review process and with respect to standardized test misconduct and fraud, the NCAA has generally deferred to the work of the testing agencies, and their procedures for whether a test score should be invalidated.
- The NCAA does little to no review of test-score fraud or other pre-enrollment academic fraud issues.
- In order to be an NCAA violation, there must be an institutional nexus to the misconduct. Thus, not all institutional offenses are violations of NCAA legislation (e.g., downloading a paper from the Internet and turning it in as a student's own work).
- A student-athlete may be found not to have knowingly engaged in academic fraud if there is some factual evidence of ambiguity as to whether the assistance crossed the line of appropriate or reasonable tutoring activities or there was no substantive addition to the student-athlete's work (e.g., editorial revisions to a paper). In those instances, the institution's findings are very relevant to the resolution of the matter.

Questions:

1. Should the NCAA be more involved in the review of pre-enrollment academic fraud allegations? ◯ Yes ◯ No

2. Why or why not?

3. What if the institution is involved? ◯ Yes ◯ No

4. Why or why not?

5. What academic misconduct by a prospective student-athlete should be considered a violation of NCAA legislation?

6. What academic misconduct by an enrolled student-athlete should be a violation of NCAA rules?

   a. Should legislation distinguish between academic fraud and academic misconduct? ◯ Yes ◯ No

   b. Are certain activities less egregious than others? For example, is there a difference between receiving too much assistance with a paper versus turning in a paper that was completely written by someone else? ◯ Yes ◯ No

   c. If certain activities are less egregious than others, is there value in creating a scale of academic misconduct and a corresponding penalty structure? ◯ Yes ◯ No

7. Should a distinction be made if there is or is not an athletics nexus to the academic fraud committed? ◯ Yes ◯ No

   a. Is the presence of an athletics nexus a prerequisite for NCAA involvement (in terms of interpreting and penalizing academic fraud)? ◯ Yes ◯ No

   b. Should a student-athlete be treated in the same manner as a general student if his or her institution determines that institutional athletics staff members did not facilitate the wrongful behavior? ◯ Yes ◯ No

c. Should a student-athlete be treated in the same manner as a general student if his or her institution determines that institutional staff members facilitated the wrongful behavior but were not motivated by the student-athlete's athletics reputation or skill?

Yes No

8. Should distinctions be made between institutional athletics employees (e.g., tutor, coach, work-study student or administrative assistant)?

Yes No

9. How should the NCAA weigh the institutional determinations of academic misconduct alleged or committed by student-athletes?

a. Should a student-athlete be in violation of NCAA legislation if there was an athletics nexus, but his or her institution determines that academic fraud did not take place?

Yes No

b. Why or why not?

c. Should a student-athlete be subject to an NCAA violation if there is no institutional nexus?

Yes No

d. Why or why not?

e. What weight, if any, should be given to varying institutional policies with respect to academic fraud? So, what might be considered academic fraud on one campus, would not be considered as such on another.

Concept No. 4: Consider modifying current four-year college transfer requirements to include academic component(s).

Rationale: Legislation governing the eligibility of four-year college transfers currently attempts to balance a number of concerns. The current legislation may not adequately address academic issues. In light of the Association's emphasis on student-athlete academic success and academic-based metrics, an assessment of the four-year college transfer legislation is needed to ensure the requirements align with academic success and enduring values of the Association.

Points to Consider:

- Permitting a student-athlete to transfer and be immediately eligible based on leaving the first institution academically eligible and meeting eligibility requirements (e.g., percentage-of-degree requirements) at the second institution is consistent with the principle of graduating within five years after initial collegiate enrollment.

- Concept does not include a recommendation to amend the Bylaw 13 (recruiting) requirements, therefore, the institution's right to deny permission to contact would be maintained.

- The transfer requirements could also include an NCAA Division I Academic Progress Rate (APR) component. For example, the student-athlete will not, and has not previously, impacted an institution negatively in the academic performance report (e.g., student-athlete maintained a 2.600 grade-point average).

Questions:

1. Should all student-athletes be required to serve an academic year in residence at the time of transferring from one four-year institution to another four-year institution?

   ○ Yes ○ No

2. Why or why not?

3. Should student-athletes in some sports be required to serve an academic year of residence at the time of transferring from one four-year institution to another?

   ○ Yes ○ No

4. Why or why not?

5. What sports should be included in the one-time transfer exception?

6. Is there an academic reason to support prohibiting student-athletes in certain sports from transferring and being immediately eligible?

Yes No

7. Do you support sport-specific transfer requirements determined by the overall APR for that sport?

Yes No

8. Why or why not?

9. Do you support a multiple-layer approach to a student-athlete's access to practice, competition and athletically related financial aid? For example, a student-athlete who meets some but not all of the requirements may be permitted to practice, but not compete while serving a year in residence?

Yes No

10. Why or why not?

11. Do you support the establishment of research-based academic requirements for transfers (note this could be in addition to requiring a year of residence in certain sports)?

Yes No

12. Why or why not?

Concept No. 5: Consider modifying progress-toward-degree requirements.

Rationale: Progress-toward-degree standards ensure that student-athletes are earning degree applicable credits and appropriately progressing toward a degree. Part of embedding academic success as a first expectation is to ensure that progress-toward-degree standards support continued progress toward a degree and ultimately graduation.

Points to Consider:

- Current progress-toward-degree standards require a minimum grade-point average, earning of a percentage of a degree and the passing of a minimum number of hours in a given semester and year.
- Currently there are limited instances where NCAA legislation differs based on sport.

Questions:

1. Do the current standards adequately progress a student-athlete toward achieving a degree? ◯ Yes ◯ No

2. Why or why not?

3. Should the current grade-point average minimum that requires a percentage of the grade-point average needed for graduation be simplified and require a 2.000 minimum each year? ◯ Yes ◯ No

4. Why or why not?

5. Should the nine-hour requirement that is currently in place for football student-athletes be extended to all sports? ◯ Yes ◯ No

6. Why or why not?

7. Are the current percentage-of-degree benchmarks appropriate? ◯ Yes ◯ No

8. Why or why not?

Please click on the following button to attach this form to an email: **rulesworkinggroup@ncaa.org**

Evaluation of Current Division I Progress Toward Degree Standards

Division I Academic Cabinet
June 2012

NCAA Research

Overview

- Review data related to GPA
- Review data related to credit hours
- Review data related to percentage of degree
- Possible models
- High academic achieving student-athletes and PTD standards
- Discussion

General Findings Presented to Academic Cabinet in February

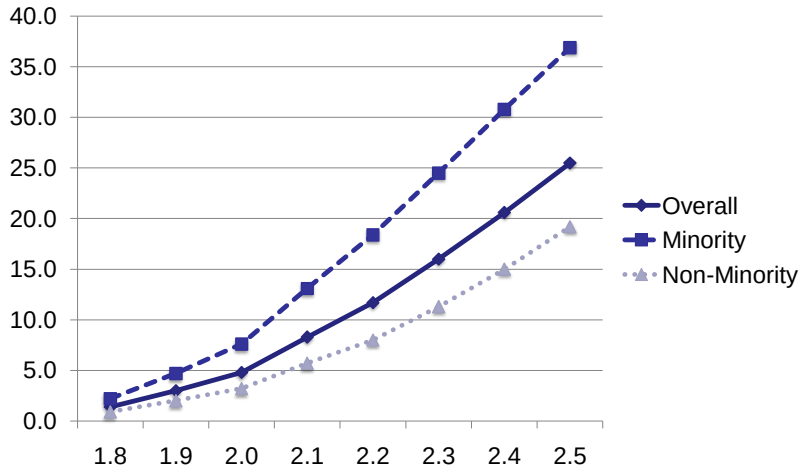
- GPA standards: Few student-athletes who go on to succeed academically fail to earn a 2.0 GPA beginning in freshman year. However, a few do and the balance between a standard that is too strict vs. too lax should be considered.

Percentage of First-Year Student-Athletes Meeting Year-End GPA Standards

	Meet 1.8 GPA	Would Meet 1.9 GPA	Would Meet 2.0 GPA
Overall	98.8	97.5	96.0
Males	98.4	96.4	94.3
Females	99.3	98.7	97.9
Minority	98.1	96.0	93.7
Non-Minority	99.3	98.5	97.4
FBS	99.0	97.7	96.2
FCS	98.5	96.9	95.3

Note: 2009-10 APP data; Analyses include only first-year student-athletes who entered in the fall term and were retained through the end of that academic year.

Percent of Student-Athletes Not Meeting Various First-Year GPA Cuts



Note: 2007-08 longitudinal cohort; Analyses include first-year student-athletes who began at any institution in fall 2007 and were retained into the following academic year.

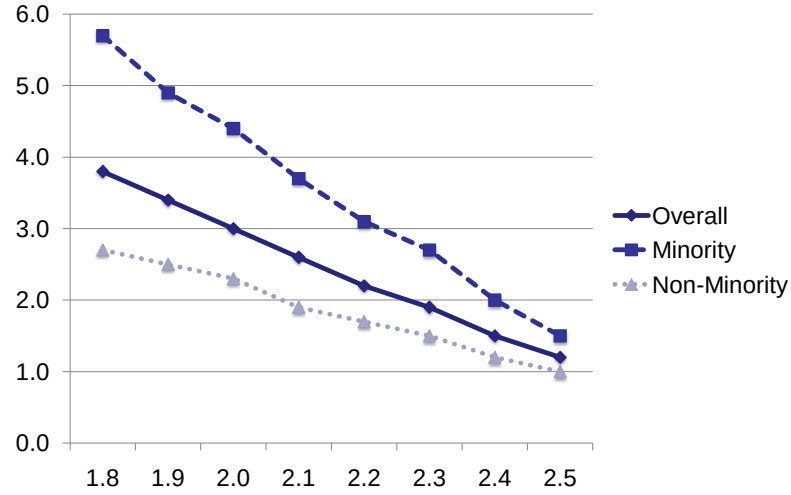
Percentage of First-Year Student-Athletes Meeting Year-End GPA Standards by Sport

	Meet 1.8 GPA	Would Meet 1.9 GPA	Would Meet 2.0 GPA
Baseball	99.2	98.2	96.1
Men's Basketball	99.2	96.6	93.9
Football	98.3	95.4	92.5
Men's Other	98.1	96.6	95.1
Women's Basketball	99.2	98.3	96.8
Women's Other	99.3	98.8	98.0

Note: 2009-10 APP data; Analyses include only first-year student-athletes who entered in the fall term and were retained through the end of that academic year.

Percent of Student-Athletes Meeting Various First-Year GPA Standards but not Eligible at End of Year 2

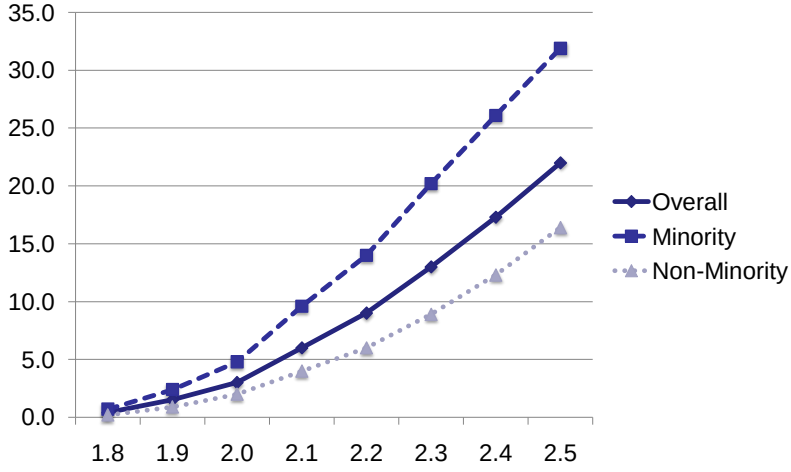
(False Negative Percentage)



Note: 2007-08 longitudinal cohort; Analyses include first-year student-athletes who began at any institution in fall 2007 and were retained into the following academic year.

Percent of Student-Athletes Not Meeting Various First-Year GPA Standards but Eligible at End of Year 2

(False Positive Percentage)



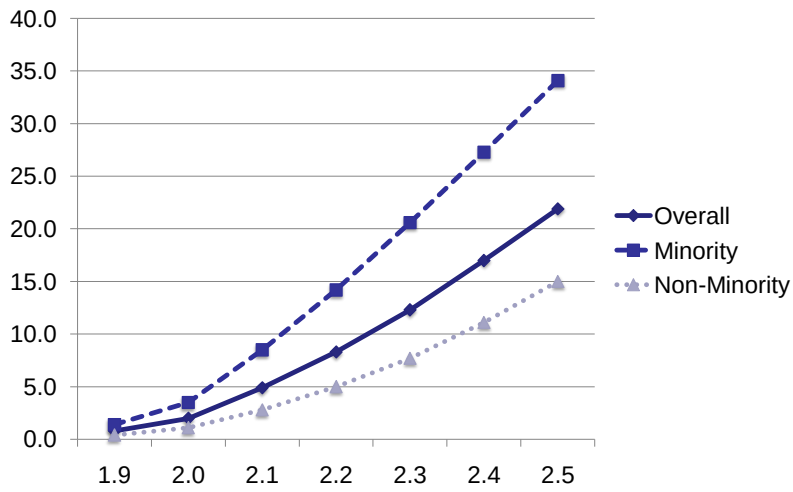
Note: 2007-08 longitudinal cohort; Analyses include first-year student-athletes who began at any institution in fall 2007 and were retained into the following academic year.

Percentage of Second-Year Student-Athletes Meeting Year-End GPA Standards

	Meet 1.9 GPA	Would Meet 2.0 GPA
Overall	99.5	98.4
Males	99.3	97.6
Females	99.7	99.2
Minority	99.0	97.0
Non-Minority	99.7	99.2
FBS	99.6	98.5
FCS	99.2	97.9

Note: 2009-10 APP data; Analyses include those student-athletes who began at any institution in fall 2008 and were retained through the end of the 2009-10 academic year.

Percent of Student-Athletes Not Meeting Various Second-Year GPA Cuts



Note: 2006-07 longitudinal cohort; Analyses include first-year student-athletes who began at any institution in fall 2006 and were retained into their third academic year.

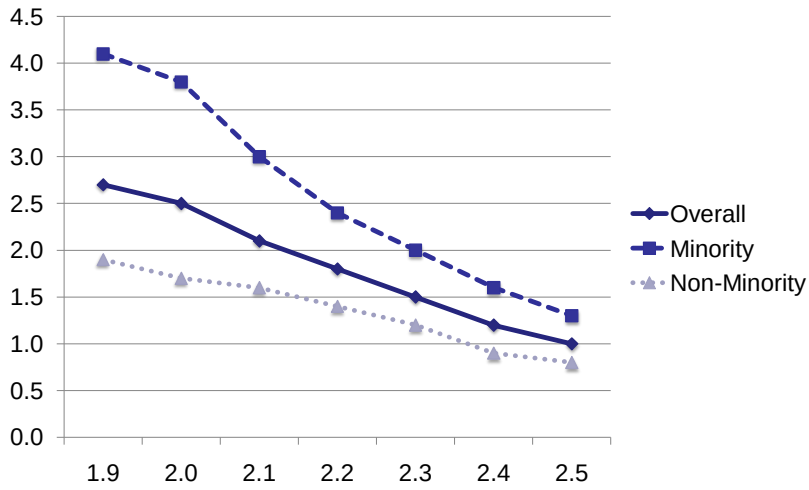
Percentage of Second-Year Student-Athletes Meeting Year-End GPA Standards by Sport

	Meet 1.9 GPA	Would Meet 2.0 GPA
Baseball	99.4	98.6
Men's Basketball	99.4	98.1
Football	99.0	96.4
Men's Other	99.5	98.2
Women's Basketball	99.7	98.9
Women's Other	99.7	99.2

Note: 2009-10 APP data; Analyses include those student-athletes who began at any institution in fall 2008 and were retained through the end of the 2009-10 academic year.

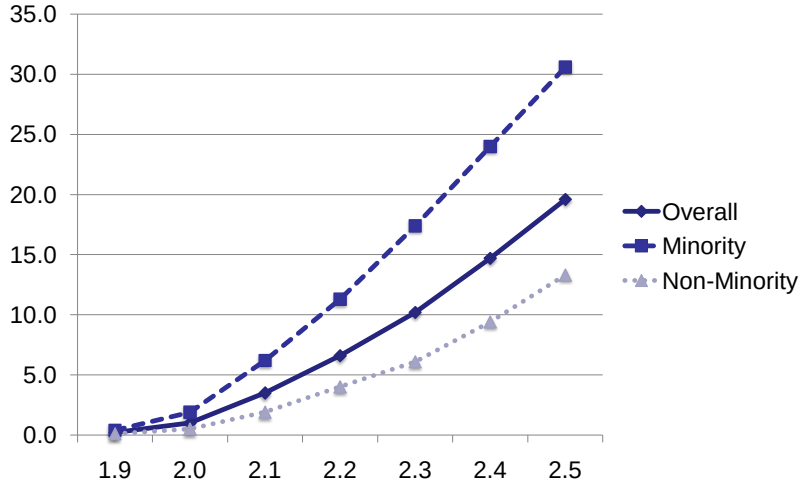
Percent of Student-Athletes Meeting Various Second-Year GPA Standards but not Eligible at End of Year 3

(False Negative Percentage)



Note: 2006-07 longitudinal cohort; Analyses include first-year student-athletes who began at any institution in fall 2006 and were retained into their third academic year.

Percent of Student-Athletes Not Meeting Various Second-Year GPA Standards but Eligible at End of Year 3
(False Positive Percentage)



Note: 2006-07 longitudinal cohort; Analyses include first-year student-athletes who began at any institution in fall 2006 and were retained into their third academic year.

General Findings Presented to Academic Cabinet in February

- 6 credit hour rule: A large majority of student-athletes already earn at least 9 credit hours per semester. Previous research has shown that those who do not make such steady progress toward a degree are more likely to experience negative academic outcomes.

Average Term-by-Term Credit Hours Earned (Semester Schools)

	Semester 1	Semester 2	Summer
Overall	13.8	13.7	1.8
Males	13.5	13.4	2.0
Females	14.3	14.1	1.6
Minority	13.3	13.3	2.5
Non-Minority	14.2	14.0	1.4

Note: 2009-10 APP data; Analyses include all student-athletes who were present in the fall term and were retained through the end of the academic year.

Average Term-by-Term Credit Hours Earned by Sport (Semester Schools)

	Semester 1	Semester 2	Summer
Baseball	14.2	13.3	0.9
Men's Basketball	12.9	12.3	3.7
Football	12.5	13.1	3.0
Men's Other	14.1	13.9	1.2
Women's Basketball	13.7	13.0	3.2
Women's Other	14.4	14.2	1.4

Note: 2009-10 APP data; Analyses include all student-athletes who were present in the fall term and were retained through the end of the academic year.

Percentage of Student-Athletes Meeting Various Term-by-Term Credit Hour Standards (Semester Schools)

	Earned 6 credit hours in Semester 1	Earned 6 credit hours in Semester 2	Earned 9 credit hours in Semester 1	Earned 9 credit hours in Semester 2	Earned 12 credit hours in Semester 1	Earned 12 credit hours in Semester 2
Overall	98.9	98.3	96.2	95.2	88.2	87.2
Males	98.5	97.9	94.8	94.2	84.7	84.3
Females	99.4	98.8	97.8	96.4	92.2	90.3
Minority	98.4	97.8	94.2	93.5	82.5	82.5
Non-Minority	99.2	98.6	97.4	96.2	91.6	89.9
FBS	98.9	98.2	95.3	94.5	85.1	84.4
FCS	98.5	98.1	96.1	95.3	89.2	88.4

Note: 2009-10 APP data; Analyses include all student-athletes who were present in the fall term and were retained through the end of the academic year.

Percentage of Student-Athletes Meeting Various Term-by-Term Credit Hour Standards (by Sport at Semester Schools)

	Earned 6 credit hours in Semester 1	Earned 6 credit hours in Semester 2	Earned 9 credit hours in Semester 1	Earned 9 credit hours in Semester 2	Earned 12 credit hours in Semester 1	Earned 12 credit hours in Semester 2
Baseball	99.4	98.5	97.3	95.4	91.0	85.9
M Basketball	98.9	96.3	95.3	90.4	81.5	75.4
Football	97.2	97.5	90.7	93.3	75.7	80.4
Men's Other	99.2	98.4	97.2	95.2	90.5	88.4
W Basketball	99.3	97.8	97.1	93.6	88.6	83.1
Women's Other	99.4	98.9	97.8	96.7	92.6	91.1

Note: 2009-10 APP data; Analyses include all student-athletes who were present in the fall term and were retained through the end of the academic year.

General Findings Presented to Academic Cabinet in February

- 24 credit hour rule: Although few student-athletes are currently tripped up by this standard, requiring 27 or 30 credit hours in the first year could impact a substantial number of otherwise academically successful SAs.

Percentage of First-Year Student-Athletes Meeting Year 1 Credit Hour Standards

	Earned 24 credit hours	Earned 27 credit hours	Earned 30 credit hours
Overall	97.8	84.3	60.0
Males	97.4	82.3	58.0
Females	98.2	86.4	62.2
Minority	96.8	82.7	61.4
Non-Minority	98.3	85.3	59.2
FBS	98.1	84.5	61.1
FCS	97.7	84.5	61.2

Note: 2009-10 APP data; Analyses include only freshman student-athletes who began in the fall term of 2009-10 and were retained through the end of the academic year. Summer bridge and end-of-year summer hours included in yearly total.

Percentage of First-Year Student-Athletes Meeting Year 1 Credit Hour Standards (by Sport)

	Earned 24 credit hours	Earned 27 credit hours	Earned 30 credit hours
Baseball	97.5	77.4	41.8
Men's Basketball	99.0	93.2	79.4
Football	97.9	85.5	67.1
Men's Other	96.7	79.7	52.5
Women's Basketball	99.4	94.8	83.0
Women's Other	98.0	85.4	59.8

Note: 2009-10 APP data; Analyses include only freshman student-athletes who began in the fall term of 2009-10 and were retained through the end of the academic year. Summer bridge and end-of-year summer hours included in yearly total.

General Findings Presented to Academic Cabinet in February

- 40-60-80 rule: We did not examine in depth the impact of increasing this standard. It was noted, however, that 2-year and 4-year college transfers may have more difficulty with the current yearly benchmarks than non-transfers.

Other Questions to Consider about Division I PTD Standards

- How do the current PTD standards align with recent changes to initial eligibility and 2-year college transfer requirements? To changes in the Academic Performance Program?
- How should the overarching PTD rules relate to recent PTD changes in football? To PTD expectations for new IE academic redshirts?

Sport-Specific Issues Related to PTD

- Time demands of the sport play a role in degree progress. Part of the issue we saw in football/baseball (and with in-season underperformance generally).
- Depressed in-season academic performance noted in sports not competing during all academic terms. That is, we see more eligibility point losses (which relate to later eligibility and graduation) when they do not result in a loss of competition.
- Example of track/field:
  - Spring-term eligibility rates for MTR and WTR are lowest within gender groupings.
  - Eligibility rates especially low among those track athletes not also competing in cross country.
  - Time demands are low in the sport relative to baseball and football.

Potential PTD Modifications for Consideration

Potential Models for Consideration

1. 2.0 cumulative GPA at end of each year and 9 credit hours/term.
2. 9 credit hours/term but leave GPA requirements as they currently stand.
3. 2.0 cumulative GPA at end of each year but leave other credit hour and PTD requirements as they currently stand.
4. Provide forgiveness from credit hour regulations for high end student-athletes.
5. No changes to PTD.

Additional Research Related to a 9-Credit Hour Standard

Longitudinal Outcomes for Division I Student-Athletes as a Function of Meeting 9 Credits / Term

Second-Year Outcomes (2008-09 AY)		
	< 9 credit hours (both terms)	9+ credit hours (both terms)
% Ineligible	16.9	3.2
Year-end cumulative GPA	2.29	2.95

Note: 2007-08 longitudinal cohort; Analyses include first-year student-athletes who began at any institution in fall 2007 and were retained into the following academic year.

Longitudinal Outcomes for Division I Student-Athletes as a Function of Meeting 9 Credits / Term

Second-Year Outcomes (2008-09 AY)		
	< 9 credit hours (both terms)	9+ credit hours (both terms)
% Ineligible	11.1	1.5
Year-end cumulative GPA	2.38	2.97

Note: 2007-08 longitudinal cohort; Analyses include first-year student-athletes who began at any institution in fall 2007 and were retained through the end of their second academic year.

Percentage of First-Year Student-Athletes Meeting 9 Credit Hour Standard (by GPA range)

	N	Earned 9 credit hours in Semester 1	Earned 9 credit hours in Semester 2
< 2.000	803	81.1	78.0
2.000-2.249	1,590	92.0	94.6
2.250-2.499	2,034	94.8	97.3
2.500-2.749	2,563	97.8	98.6
2.750-2.999	2,852	98.7	99.4
3.000-3.249	3,128	98.9	99.4
3.250-3.499	2,538	99.5	99.5
3.500-3.749	2,020	99.5	99.8
> 3.750	1,663	99.8	99.8

Note: 2009-10 APP data; Analyses include only first-year student-athletes who entered in the fall term and were retained through the end of that academic year at semester schools only.

Percentage of Second-Year Student-Athletes Meeting 9 Credit Hour Standard (by GPA range)

	N	Earned 9 credit hours in Semester 1	Earned 9 credit hours in Semester 2
< 2.000	285	78.4	77.4
2.000-2.249	1,279	87.8	92.8
2.250-2.499	1,950	94.8	96.4
2.500-2.749	2,377	97.3	97.6
2.750-2.999	2,813	98.4	98.5
3.000-3.249	3,000	99.2	99.2
3.250-3.499	2,496	99.4	99.4
3.500-3.749	2,015	99.7	99.7
> 3.750	1,382	99.8	99.9

Note: 2009-10 APP data; Analyses include only second-year student-athletes who entered in the fall term and were retained through the end of that academic year at semester schools only.

Percentage of Third-Year Student-Athletes Meeting 9 Credit Hour Standard (by GPA range)

	N	Earned 9 credit hours in Semester 1	Earned 9 credit hours in Semester 2
< 2.000	73	65.3	62.1
2.000-2.249	1,062	88.8	91.7
2.250-2.499	1,760	94.2	94.4
2.500-2.749	2,264	97.5	97.8
2.750-2.999	2,551	98.4	98.6
3.000-3.249	2,813	98.9	99.2
3.250-3.499	2,536	99.3	98.8
3.500-3.749	1,827	99.6	99.2
> 3.750	1,286	99.5	98.8

Note: 2009-10 APP data; Analyses include only third-year student-athletes who entered in the fall term and were retained through the end of that academic year at semester schools only.

Research Results

- As we have seen previously in football, student-athletes who currently do not earn 9 credits/semester experience future eligibility problems at a much higher rate than student-athletes who hit that benchmark each term.
- Student-athletes not meeting the 9 credit mark typically possess low GPAs. Very few SAs with high GPAs (e.g., above 3.00) are failing to meet a 9 hour benchmark each term.
- Note, however, that these data relate to total credits earned and not necessarily degree applicable credits.

Additional Research Related to a 9-Credit Hour Standard Combined with a 2.00 GPA Requirement

Percentage of First-Year Student-Athletes Meeting 2.0 GPA & 9 Credit Hours Standard in Both Semesters

	Meet conjunctive standard
Overall	90.8
Males	88.0
Females	93.7
Minority	87.0
Non-Minority	93.1
FBS	91.6
FCS	88.1

	Meet conjunctive standard
Baseball	93.2
Men's Basketball	86.8
Football	83.8
Men's Other	89.9
Women's Basketball	93.0
Women's Other	93.8

Note: 2009-10 APP data; Analyses include only first-year student-athletes who entered in the fall term and were retained through the end of that academic year at semester schools only.

Percentage of Second-Year Student-Athletes Meeting 2.0 GPA & 9 Credit Hours Standard in Both Semesters

	Meet conjunctive standard
Overall	92.8
Males	91.0
Females	94.5
Minority	89.1
Non-Minority	94.8
FBS	93.3
FCS	90.2

	Meet conjunctive standard
Baseball	93.9
Men's Basketball	93.2
Football	86.7
Men's Other	93.3
Women's Basketball	93.7
Women's Other	94.6

Note: 2009-10 APP data; Analyses include only second-year student-athletes who entered in the fall term and were retained through the end of that academic year at semester schools only.

Percentage of Third-Year Student-Athletes Meeting 2.0 GPA & 9 Credit Hours Standard in Both Semesters

	Meet conjunctive standard
Overall	93.5
Males	92.2
Females	95.0
Minority	91.3
Non-Minority	94.8
FBS	93.7
FCS	92.2

	Meet conjunctive standard
Baseball	94.5
Men's Basketball	92.0
Football	89.4
Men's Other	93.9
Women's Basketball	95.3
Women's Other	94.9

Note: 2009-10 APP data; Analyses include only third-year student-athletes who entered in the fall term and were retained through the end of that academic year at semester schools only.

Research Results

- If a rule requiring 9 hours/term and a 2.00 GPA was in place now, the impact would range from about 10% among first-year students to less than 7% for juniors.
- Impacts would be largest among male student-athletes, particularly in football (all years) and men's basketball (first year).
- We expect that impacts in football will be much smaller next year (implementation of fall 9-credit hour standard in that sport).

Academically Successful Student-Athletes

Consider providing greater flexibility in credit hour requirements for high academic achieving student-athletes.

- Allow for students in their third year of enrollment and beyond.
- Require a certain GPA
- Require student-athlete on four-year track to graduate (25/50/75)
- Only require meeting of percentage of degree and enrollment full-time. Allow flexibility on credit hour completion.

NCAA Division I Academic Progress Rate Improvement Plan Update

NCAA Division I Academic Progress Rate Improvement Plans Reviewed in 2011-12.

The NCAA staff reviewed 130 NCAA Division I Academic Progress Rate (APR) Improvement Plans in 2011-12. That a significant increase on the 72 plans that were reviewed in 2010-11. The variance represents the change in the NCAA Division I Committee on Academic Performance's policy that now requires all teams with a multiyear APR below 930 to submit a plan for improvement for staff review.

2012-13 APR Improvement Plan Dates.

All institutions with at least one team with a multiyear APR below 930 are required to submit an improvement plan to the national office. The following is a list of due dates for the plans depending on the team's circumstances.

2012-13 Team/Institution Reporting Requirements.	Submission Deadline.
Teams that received a conditional waiver of penalties in 2011-12 (implementation only).	October 1
NCAA Division I Academic Performance Program (APP) Supplemental Support Fund (SSF) recipient institutions (implementation only).	October 1
Limited-resource teams that met the "improvement plus" filter in 2011-12 (implementation only).	October 1
Limited-resource teams that hope to meet the "improvement plus" filter in 2012-13.	October 1
Teams with a multiyear APR below 900.	November 1
Institutions requesting SSF.	November 1
Teams requesting a waiver of an APP penalty or with waiver request (whichever is earlier).	November 1
Teams with a multiyear APR below 930.	January 14, 2013

Supplement
No. 29
To Be Distributed
at the meeting

SUMMARY OF THE TWO-YEAR/NCAA WORKING GROUP JUNE 26, 2012, MEETING

The Two-Year/NCAA Working Group met in Dallas, Texas and the outcomes are summarized as follows:

1. **Discussion Regarding Possible Options and Alternatives to NCAA Division I Proposal No. 2011-65 (Year of Academic Readiness).** The working group discussed alternatives to Proposal No. 2011-65, which is currently tabled. The group identified, as a primary goal of any amended proposal, ensuring the establishment of academic pathways leading to academic success for student-athletes. Current legislation provides the following avenues for student-athletes to participate in NCAA Division I athletics:

   a. Student-athletes who have not previously attended a four-year institution may be immediately eligible by meeting initial-eligibility requirements. Those standards will increase for competition effective August 1, 2016.

   b. Student-athletes who do not meet the 2016 initial-eligibility standards for competition, but meet the current initial-eligibility standards, may serve an academic redshirt year permitting receipt of athletics aid in the first academic year and practice in the first academic term.

   c. Student-athletes may attend a two-year institution and meet the transfer requirements to be immediately eligible when enrolling at a four-year institution.

   d. Student-athletes who attend a two-year institution and do not meet the transfer requirements may serve a transfer year in residence and then meet progress-toward-degree standards. Athletics aid can be provided to nonqualifier student-athletes who do not meet the increased grade-point-average requirement (i.e., 2.500). [Note: The group discussed if this should be expanded to provide aid to a student-athlete who does not meet the requirements for other reasons (e.g., short core or did not obtain Associate of Arts degree)].

   In addition to these available options, the group considered providing an avenue that provides for three years at the two-year institution prior to four-year college enrollment. This model would provide academically underprepared student-athletes the opportunity to remediate academic deficiencies and gain the academic foundation needed to be successful at the four-year institution.

   The working group considered a set of criteria that could be contemplated in the initial development of a three year, two-year college model. To keep the student-athlete's clock from starting, the year must be served during the initial year of enrollment at the two-year institution. Future discussion will consider the academic requirements that must be completed during that first year. For example, should the student be required to complete a specified number of remedial hours (e.g, 50 percent of all coursework)? Should the

legislation require that courses be completed in a traditional classroom setting and not through online or correspondence courses?

The group agreed that any NCAA legislation should be less complex than Proposal 2011-65 and that the two-year community should develop academic requirements for the three-year model that would result in student's meeting the NCAA transfer requirements and their overall academic success. Two-year college representatives present in the meeting agreed to work with all the two-year college athletics associations and other national academic two-year college associations (e.g., American Association of Community Colleges) to begin dialog and development of these academic benchmarks during each year of the three years a student would be enrolled in the two-year college setting.

2. Follow-up for Working Group:

a. **Two-Year College Representatives -** The working group agreed that the two-year college leaders present in the meeting should work with leaders from the major governing two-year college bodies to develop specific academic criteria which could be adopted by community colleges to help ensure appropriate academic progression for all two-year college student-athletes who may transfer to a Division I institution. Specific questions to be addressed include how a student-athlete accesses the three-year model, what academic requirements should be completed at the two-year institution in each year of enrollment in the three-year program and whether a pilot program is appropriate.

b. **NCAA Representatives -** The NCAA will seek feedback from various NCAA entities (e.g., NCAA Division I Legislative Council, NCAA Division I Academic Cabinet, NCAA Division I Committee on Academic Performance, conferences, NCAA Division I Board of Directors) regarding the concept.

3. Timeline. It is anticipated that this review and discussion will take place throughout the 2012-13 academic year. The working group will meet via teleconference and in-person as needed to provide updates on the development of concepts and to share feedback from the Division I membership and two-year college community.

Committee Chair: Carolyn Callahan, University of Virginia, Atlantic Coast Conference
Staff Liaison: Diane Dickman, Academic and Membership Affairs
Jennifer Strawley, Academic and Membership Affairs

Two-Year/NCAA Working Group June 26, 2012, Meeting	
ATTENDEES	**ABSENTEES**
Carray Banks, Norfolk State University, Mid-Eastern Athletic Conference	
Carolyn Callahan, University of Virginia, Atlantic Coast Conference	
Carlyle Carter, California Community College Athletic Association	
Joseph D'Antonio, Big East Conference	
David Jamison, Robert Morris University, Northeast Conference	
Mary Ellen Leicht, National Junior College Athletic Association	
Joe Luckey, National Association of Academic Advisors for Athletics	
Brian King, Cabrillo College	
John Morris, Colorado State University, Mountain West Conference	
Greg Sankey, Southeastern Conference	
Ken White, Utah State University, Western Athletic Conference	
NCAA staff in attendance: Diane Dickman, Jennifer Fraser and Jennifer Strawley.	

June 12, 2012

Mark A. Emmert
President

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

Mr. Jim Haney
Executive Director
National Association of Basketball Coaches
1111 Main Street, Suite 1000
Kansas City, Missouri 64105

Dear Jim:

I hope this letter finds you well and enjoying the start of summer.

I want to ask for your help in an important matter impacting student-athletes and member institutions.

As you are aware, there continues to be much discussion in our membership and in the general public as to NCAA rules governing transfer requirements and the process by which students must seek permission to transfer. In my travels, I have heard concerns raised from why certain sports are subject to a one-year residence requirement upon transfer and not others, why teams lose NCAA Division I Academic Progress Rate (APR) points for students who are eligible to transfer (but do not have a 2.600 grade-point average) and then receive a scholarship elsewhere, and why schools can deny or limit a student's ability to talk with other schools once a decision has been made to transfer.

Broader concerns range from about the increase in transfers generally and the increased involvement of third parties in encouraging transfers, and the resulting impact on the student's academic progress, the team they are leaving and the school as a whole. Some have expressed concern with any policy or legislative change that may encourage more transfers.

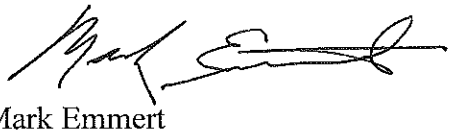
All of this suggests we need a comprehensive examination of all transfer-related issues, and we need to hear from you and your colleagues to make sure the regulations are appropriate, reasonable and promote student success.

To that end, I am asking staff to work with the appropriate cabinets, NCAA Division I Leadership Council, and key professional organizations like yours to assure that all viewpoints are heard. Given the complexities of this area, it is likely that this review will begin soon and continue over the next several months.

I have asked Kevin Lennon, NCAA Vice President of Academic and Membership Affairs, to reach out to you to provide more specific information on the charge and how you can help.

Thanks in advance for your help with this important matter.

Sincerely,



Mark Emmert
NCAA President

ME:ld

cc: FARA Leadership
NACDA Leadership
NCAA Division I Academic Cabinet]
NCAA Division I Committee on Academic Performance]
NCAA Division I Leadership Council] chairs
NCAA Division I Recruiting and Athletics Personnel Issues Cabinet]
NCAA Division I Student-Athlete Advisory Committee]
1A Athletics Directors' Association
1A Faculty Athletics Representatives
Selected NCAA Staff Members

June 12, 2012

Mark A. Emmert
President

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

Ms. Beth Bass
Chief Executive Officer
Women's Basketball Coaches Association
4646 Lawrenceville Highway
Liburn, Georgia 30047

Dear Beth:

I hope this letter finds you well and enjoying the start of summer.

I want to ask for your help in an important matter impacting student-athletes and member institutions.

As you are aware, there continues to be much discussion in our membership and in the general public as to NCAA rules governing transfer requirements and the process by which students must seek permission to transfer. In my travels, I have heard concerns raised from why certain sports are subject to a one-year residence requirement upon transfer and not others, why teams lose NCAA Division I Academic Progress Rate (APR) points for students who are eligible to transfer (but do not have a 2.600 grade-point average) and then receive a scholarship elsewhere, and why schools can deny or limit a student's ability to talk with other schools once a decision has been made to transfer.

Broader concerns range from about the increase in transfers generally and the increased involvement of third parties in encouraging transfers, and the resulting impact on the student's academic progress, the team they are leaving and the school as a whole. Some have expressed concern with any policy or legislative change that may encourage more transfers.

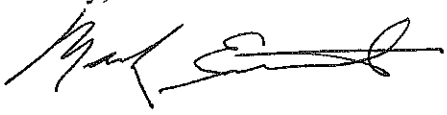
All of this suggests we need a comprehensive examination of all transfer-related issues, and we need to hear from you and your colleagues to make sure the regulations are appropriate, reasonable and promote student success.

To that end, I am asking staff to work with the appropriate cabinets, NCAA Division I Leadership Council, and key professional organizations like yours to assure that all viewpoints are heard. Given the complexities of this area, it is likely that this review will begin soon and continue over the next several months.

I have asked Kevin Lennon, NCAA Vice President of Academic and Membership Affairs, to reach out to you to provide more specific information on the charge and how you can help.

Thanks in advance for your help with this important matter.

Sincerely,



Mark Emmert
NCAA President

ME:ld

cc: FARA Leadership
NACDA Leadership
NCAA Division I Academic Cabinet]
NCAA Division I Committee on Academic Performance]
NCAA Division I Leadership Council] chairs
NCAA Division I Recruiting and Athletics Personnel Issues Cabinet]
NCAA Division I Student-Athlete Advisory Committee]
1A Athletics Directors' Association
1A Faculty Athletics Representatives
Selected NCAA Staff Members

June 12, 2012

Mark A. Emmert
President

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

Mr. Grant Teaff
Executive Director
American Football Coaches Association
100 Legends Lane
Waco, Texas 76706

Dear Grant:

I hope this letter finds you well and enjoying the start of summer.

I want to ask for your help in an important matter impacting student-athletes and member institutions.

As you are aware, there continues to be much discussion in our membership and in the general public as to NCAA rules governing transfer requirements and the process by which students must seek permission to transfer. In my travels, I have heard concerns raised from why certain sports are subject to a one-year residence requirement upon transfer and not others, why teams lose NCAA Division I Academic Progress Rate (APR) points for students who are eligible to transfer (but do not have a 2.600 grade-point average) and then receive a scholarship elsewhere, and why schools can deny or limit a student's ability to talk with other schools once a decision has been made to transfer.

Broader concerns range from about the increase in transfers generally and the increased involvement of third parties in encouraging transfers, and the resulting impact on the student's academic progress, the team they are leaving and the school as a whole. Some have expressed concern with any policy or legislative change that may encourage more transfers.

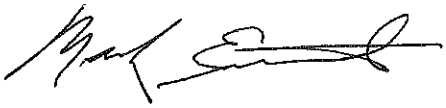
All of this suggests we need a comprehensive examination of all transfer-related issues, and we need to hear from you and your colleagues to make sure the regulations are appropriate, reasonable and promote student success.

To that end, I am asking staff to work with the appropriate cabinets, NCAA Division I Leadership Council, and key professional organizations like yours to assure that all viewpoints are heard. Given the complexities of this area, it is likely that this review will begin soon and continue over the next several months.

I have asked Kevin Lennon, NCAA Vice President of Academic and Membership Affairs, to reach out to you to provide more specific information on the charge and how you can help.

Thanks in advance for your help with this important matter.

Sincerely,



Mark Emmert
NCAA President

ME:ld

cc: FARA Leadership
NACDA Leadership
NCAA Division I Academic Cabinet]
NCAA Division I Committee on Academic Performance]
NCAA Division I Leadership Council] chairs
NCAA Division I Recruiting and Athletics Personnel Issues Cabinet]
NCAA Division I Student-Athlete Advisory Committee]
1A Athletics Directors' Association
1A Faculty Athletics Representatives
Selected NCAA Staff Members

Review of Current Research on Transfer Behaviors, Transfer Impacts and the 2.6 APR Transfer Adjustment

Division I Committee on Academic Performance
July 2012

NCAA Research

Contents

- Trends in 4-4 transfer frequency
- Academic performance of 4-4 transfer student-athletes
- Potential reasons for transfer
- Historical research on the 2.6 APR transfer adjustment

Trends in the Number of Transfer Student-Athletes

NCAA Research

2010-11 Transfer Composition of Division I Student-Athlete Population (by Sport)

	Overall		Baseball	Men's Basketball	Football	Women's Basketball
Non-Transfers	88.3%		77.2%	73.5%	87.2%	83.3%
2-year Transfers	5.3%		19.9%	15.6%	7.7%	8.4%
4-year Transfers	6.4%		2.9%	10.9%	5.1%	8.3%

Note: Percentages represent transfer status (did student-athlete enter current Division I school from high school, a 2-year college or another 4-year college?) in the 2010-11 APR cohort. Lifetime transfer rates will be higher (for example, some of the student-athletes in the APR cohort are first-year college students who may eventually transfer).

2010-11 Transfer Composition of Division I Student-Athlete Population (Men's Sports)

Sport	2-year	4-year
Baseball	19.9%	2.9%
Basketball	15.6%	10.9%
Cross Country	2.5%	7.6%
Football	7.7%	5.1%
Golf	4.4%	7.8%
Ice Hockey	2.0%	4.0%
Lacrosse	0.8%	3.4%
Skiing	0.0%	11.0%
Soccer	3.6%	11.2%
Swimming	1.9%	4.6%
Tennis	2.3%	15.0%
Track (Indoor)	3.9%	7.9%
Track (Outdoor)	4.2%	7.8%
Wrestling	2.5%	4.4%

2010-11 Transfer Composition of Division I Student-Athlete Population (Women's Sports)

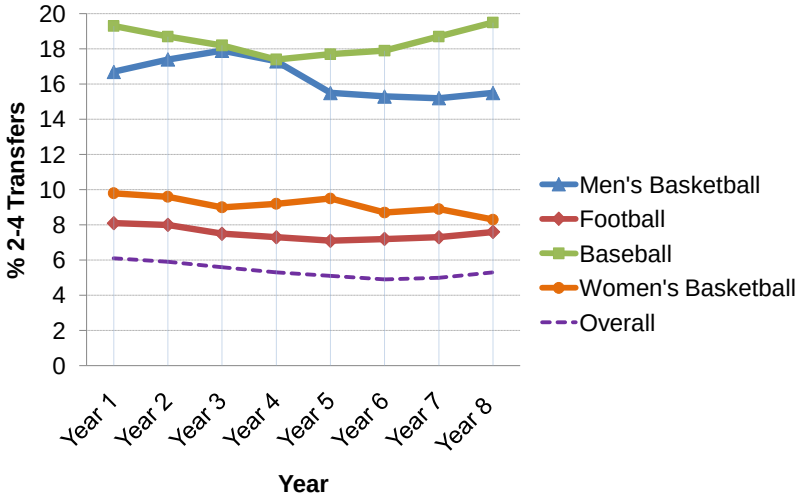
SPORT	2-year	4-year
Basketball	8.4%	8.3%
Bowling	4.4%	8.8%
Crew	1.4%	4.0%
Cross Country	2.3%	6.2%
Field Hockey	0.3%	3.2%
Golf	2.3%	7.7%
Gymnastics	0.5%	2.9%
Lacrosse	0.8%	3.4%
Skiing	0.0%	10.2%
Soccer	1.3%	5.5%
Softball	6.2%	4.7%
Swimming	0.9%	4.6%
Tennis	1.7%	13.0%
Track (Indoor)	3.0%	6.6%
Track (Outdoor)	3.0%	6.5%
Volleyball	4.8%	8.0%

Trends in Transfer Composition of Division I Student-Athlete Population

	Overall							
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Non-Transfers	86.7%	86.8%	87.2%	87.5%	88.0%	88.6%	88.7%	88.4%
2-year Transfers	6.1%	5.9%	5.6%	5.3%	5.1%	4.9%	5.0%	5.3%
4-year Transfers	7.2%	7.2%	7.2%	7.2%	6.9%	6.5%	6.3%	6.4%

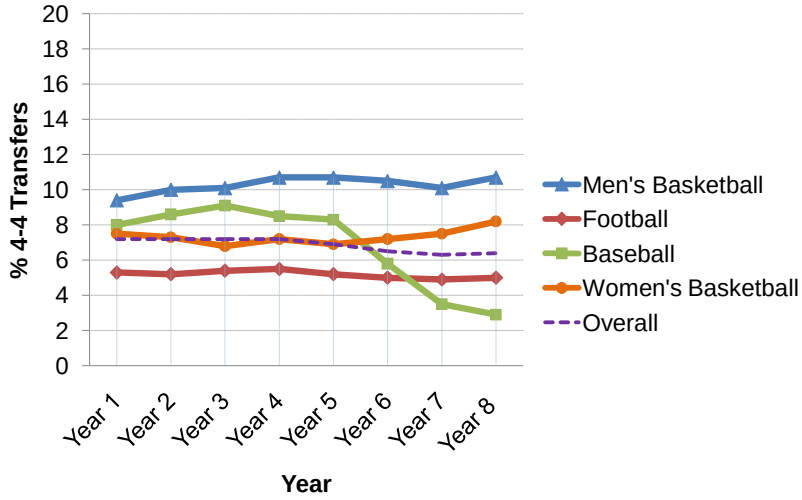
Note: Trends in total Division I student-athlete population composition across N=5,828 teams competing in Division I during this eight-year period.

Trends in the Proportion of Two-Year College Transfers in APR Cohorts



Notes:
Analyses based on 274 baseball squads, 323 men's basketball squads, 321 women's basketball squads and 230 football squads that sponsored the sport within Division I during all eight years. Overall rates include the four sports displayed.

Trends in the Proportion of Four-Year College Transfers in APR Cohorts



Notes:
Analyses based on 274 baseball squads, 323 men's basketball squads, 321 women's basketball squads and 230 football squads that sponsored the sport within Division I during all eight years. Overall rates include the four sports displayed.

Trends In Number (Percent) of Transfers Into Division I: Men's Baseball

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Non-Transfers	5,356 (72.7)	5,505 (72.7)	5,589 (72.7)	5,665 (74.1)	5,738 (74.0)	5,455 (76.3)	5,327 (77.8)	5,258 (77.5)
2-year Transfers	1,423 (19.3)	1,418 (18.7)	1,399 (18.2)	1,333 (17.4)	1,370 (17.7)	1,276 (17.9)	1,280 (18.7)	1,325 (19.5)
4-year Transfers	593 (8.0)	651 (8.6)	697 (9.1)	649 (8.5)	647 (8.3)	416 (5.8)	242 (3.5)	199 (2.9)

Note: Trends in total Division I student-athlete population composition across N=5,828 teams competing in Division I during this eight-year period.

Trends In Number (Percent) of Transfers Into Division I: Men's Basketball

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Non-Transfers	3,038 (74.0)	3,027 (72.6)	3,031 (72.0)	3,009 (72.0)	3,093 (73.7)	3,088 (74.2)	3,123 (74.8)	3,072 (73.9)
2-year Transfers	685 (16.7)	726 (17.4)	751 (17.9)	725 (17.3)	652 (15.5)	635 (15.3)	633 (15.2)	643 (15.5)
4-year Transfers	385 (9.4)	415 (10.0)	425 (10.1)	447 (10.7)	450 (10.7)	439 (10.5)	421 (10.1)	444 (10.7)

Note: Trends in total Division I student-athlete population composition across N=5,828 teams competing in Division I during this eight-year period.

Trends In Number (Percent) of Transfers Into Division I: Men's Football

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Non-Transfers	16,150 (86.6)	16,429 (86.8)	16,565 (87.1)	16,428 (87.2)	16,663 (87.7)	16,765 (87.8)	16,934 (87.8)	16,901 (87.4)
2-year Transfers	1,514 (8.1)	1,519 (8.0)	1,422 (7.5)	1,374 (7.3)	1,348 (7.1)	1,373 (7.2)	1,405 (7.3)	1,477 (7.6)
4-year Transfers	987 (5.3)	990 (5.2)	1,022 (5.4)	1,038 (5.5)	987 (5.2)	958 (5.0)	948 (4.9)	968 (5.0)

Note: Trends in total Division I student-athlete population composition across N=5,828 teams competing in Division I during this eight-year period.

Trends In Number (Percent) of Transfers Into Division I: Women's Basketball

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Non-Transfers	3,744 (82.6)	3,770 (83.1)	3,821 (84.2)	3,800 (83.6)	3,768 (83.6)	3,768 (84.1)	3,749 (83.6)	3,703 (83.5)
2-year Transfers	445 (9.8)	434 (9.6)	409 (9.0)	418 (9.2)	427 (9.5)	391 (8.7)	397 (8.9)	368 (8.3)
4-year Transfers	341 (7.5)	331 (7.3)	309 (6.8)	326 (7.2)	313 (6.9)	324 (7.2)	338 (7.5)	364 (8.2)

Note: Trends in total Division I student-athlete population composition across N=5,828 teams competing in Division I during this eight-year period.

Trends in the Percentage of Incoming 4-Year Transfers by Conference

Conference	2007-08	2008-09	2009-10	2010-11
Ivy	1.0	0.9	0.7	0.7
Patriot	1.6	1.5	1.4	1.5
Big Ten	4.6	4.3	4.1	4.3
Atlantic Coast	5.2	4.4	4.6	4.9
Metro Atlantic	6.0	5.2	5.7	5.0
Northeast	5.5	5.3	5.3	5.2
Southern	7.2	7.1	5.7	5.3
Pacific-12	5.7	5.6	5.4	5.4
Southeastern	6.7	6.3	5.8	5.8
Big East	6.5	6.0	5.9	5.8
Mid-American	5.4	5.2	5.6	5.9
Atlantic 10	6.2	5.5	6.0	5.9
Big West	5.7	5.5	5.4	6.1
Horizon	8.7	7.9	7.6	6.3
Mountain West	7.9	8.1	7.2	7.0
West Coast	8.5	6.8	6.0	7.2

Conference	2007-08	2008-09	2009-10	2010-11
Missouri Valley	6.6	6.6	6.3	7.2
Summit	8.8	8.7	7.4	7.2
Big South	8.4	7.3	7.2	7.3
Western	8.1	7.5	7.7	7.3
Big Sky	9.1	8.2	8.0	7.5
Colonial	8.4	8.0	8.4	7.6
America East	7.3	7.5	7.1	8.0
Big 12	7.7	8.0	7.9	8.0
Ohio Valley	8.5	7.7	8.3	8.1
Southwestern	7.6	8.9	9.1	8.3
Conference USA	9.0	8.8	8.3	8.7
Southland	8.8	8.8	8.5	9.3
Sun Belt	11.5	9.6	9.2	9.4
Atlantic Sun	11.0	10.6	9.3	9.6
Mid-Eastern	11.5	10.8	10.2	10.6

Note: Averages based only on squads with data in each of the past four years. Grouped using 2011-12 conference membership (thus, constant squad Ns on each row). Conferences sorted by 2010-11 column.

Trends in the Percentage of Incoming 4-Year Transfers by Conference in Men's Basketball

Conference	2007-08	2008-09	2009-10	2010-11
Big Ten	6.6	7.2	4.6	2.7
Ivy	2.5	3.2	4.3	4.2
West Coast	13.8	11.3	8.6	5.1
Patriot	5.9	4.6	5.5	6.5
Big South	6.2	5.6	5.6	7.0
Atlantic Coast	6.0	6.0	5.9	7.0
Big Sky	10.8	13.2	13.2	8.4
Pacific-12	9.7	8.7	5.8	8.6
America East	10.3	11.1	12.8	8.8
Southland	5.0	4.9	4.5	9.2
Mid-American	10.8	6.8	5.2	9.4
Colonial	14.0	17.6	17.8	9.9
Big East	8.4	11.4	10.1	10.1
Horizon	18.2	17.1	11.5	10.2
Missouri Valley	7.5	10.1	8.8	10.3
Northeast	7.3	8.0	9.0	10.3

Conference	2007-08	2008-09	2009-10	2010-11
Southern	6.7	5.3	6.7	10.6
Atlantic Sun	17.5	11.9	11.5	10.9
Atlantic 10	15.6	12.9	10.4	11.2
Ohio Valley	10.3	9.0	6.7	11.4
Mid-Eastern	10.1	11.5	9.1	11.5
Southeastern	9.5	8.7	9.0	12.2
Western	17.3	13.1	15.0	12.7
Metro Atlantic	16.4	13.8	14.0	13.5
Big 12	7.6	10.1	6.6	13.6
Summit	16.0	16.4	16.4	14.5
Conference USA	14.6	14.7	13.8	15.2
Southwestern	8.5	11.2	14.2	15.6
Sun Belt	17.6	13.6	13.8	16.3
Mountain West	13.1	14.2	16.8	17.9
Big West	15.5	15.9	19.5	23.5

Note: Averages based only on squads with data in each of the past four years. Grouped using 2011-12 conference membership (thus, constant squad Ns on each row). Conferences sorted by 2010-11 column.

40% of Freshman MBB Players Have Left Their First School by End of Sophomore Year

- Followed 1,000+ freshman men's basketball players:
  - 18% left their initial school while eligible as freshmen;
  - 4% left that school while ineligible as freshmen;
  - 16% left the initial school while eligible as sophomores;
  - 2% left the school ineligible as sophomores;
  - 60% continued into year three at their original school.
- Schools only submit destination information to NCAA if applying for an APR transfer adjustment or professional departure adjustment. By our current best guess:
  - 60% continue into year 3;
  - Less than 2% leave while eligible for documented professional opportunities;
  - 38% otherwise leave (it appears most transfer, some drop out completely, a few others leave for undocumented professional opportunities).
- Conducting a follow-up study this summer with National Student Clearinghouse to trace collegiate pathways of MBB student-athletes versus those in other sports.

APR Point Adjustments For Transfer or Professional Departure

What are APR point adjustments?

- Under certain conditions, the NCAA may excuse a lost APR eligibility or retention point in a team's APR calculation. For example, a student leaving school in a given term while academically eligible would normally lose that team a retention point. If that student received an adjustment because they met the criteria for the professional sports departure adjustment, their retention point loss would be excused.

- There are several circumstances under which teams may be eligible to receive adjustments to lost eligibility or retention points in the APR calculation:
  - Student-athlete leaves school while academically eligible with a GPA of 2.6 or higher (and other academic factors met) and transfers immediately as a full-time student to another four-year college (retention point loss adjusted).
  - Student-athlete leaves school while academically eligible to pursue a professional sports opportunity (retention point loss adjusted).
  - Student-athlete or family member illness / personal difficulties, natural disaster, family hardship, degree program or sport discontinued, opportunity to compete in Olympics or other international competition (eligibility and/or retention point loss adjusted).

Number of APR Adjustments Granted by Sport Grouping (2010-11 AY)

	Transfer	Professional Departure	Other Eligibility or Retention	Overall Total
Men's Baseball (297 teams)	177	309	9	495
Men's Basketball (344 teams)	161	64	14	239
Men's Football (243 teams)	160	155	40	355
Men's Other (2,058 teams)	579	135	47	761
Women's Basketball (342 teams)	163	11	8	182
Women's Other (3,128 teams)	1,158	28	112	1,298
Total	**2,398**	**702**	**230**	**3,330**

Note: Includes all N=6,412 squads currently in Division I.

Professional Sports Departure Adjustments to APR

- In 2010-11, approximately 700 student-athletes across the 6,412 Division I teams received an APR retention point adjustment associated with departing school early (while in academic good standing) for a professional sports opportunity.
- 309 (44%) of these professional sports departure adjustments to APR occurred in the sport of baseball.
- Of the 64 professional departure adjustments in men's basketball, only 5 were for first-year college students (so-called "one-and-done" student-athletes).

Transfer Adjustment Trends by Sport Grouping

	2007-08	2008-09	2009-10	2010-11
Men's Baseball	179	159	172	172
Men's Basketball	137	132	160	156
Men's Football	130	135	168	153
Men's Other	461	463	548	562
Women's Basketball	153	171	183	158
Women's Other	939	1,007	1,083	1,111

Note: Includes only N=6,203 squads in APR each of last 4 years.

Sport Trends in Single-Year APR, Eligibility and Retention

APR, Eligibility and Retention Trends in Selected Sports

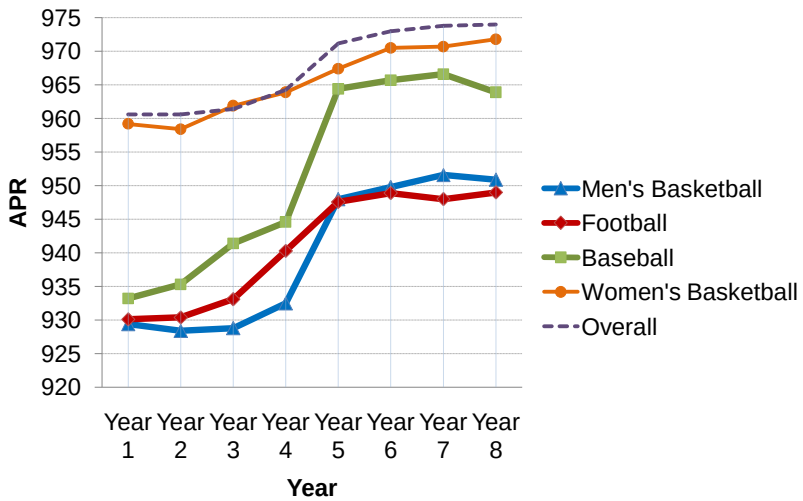
APR	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Baseball	933.2	935.3	941.4	944.6	964.4	965.7	966.6	963.9
Men's Basketball	929.4	928.4	928.8	932.5	948.0	949.8	951.6	950.9
Football	930.1	930.4	933.1	940.3	947.6	948.9	948.0	949.0
Women's Basketball	959.2	958.4	961.9	963.9	967.4	970.5	970.7	971.8

ELIGIBILITY	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Baseball	940.6	938.0	940.2	950.4	968.3	967.6	972.3	969.8
Men's Basketball	936.5	935.3	935.9	947.3	958.1	956.4	960.7	960.3
Football	921.2	919.5	921.8	929.1	934.3	938.3	936.9	939.7
Women's Basketball	970.8	968.4	974.8	973.9	970.5	976.6	977.1	977.0

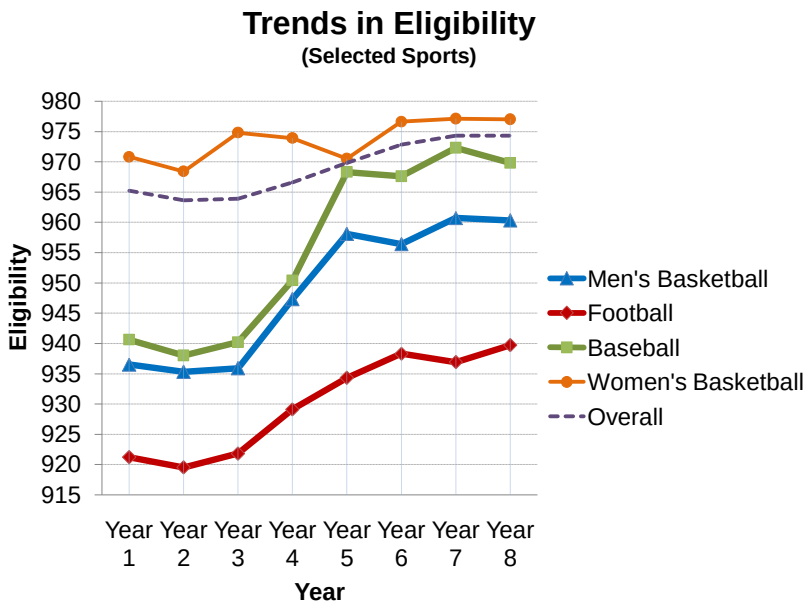
RETENTION	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Baseball	919.2	923.5	930.6	928.4	947.1	952.6	952.1	950.7
Men's Basketball	917.0	910.5	909.2	907.1	928.1	934.8	932.7	931.8
Football	933.7	933.3	935.9	941.5	949.6	949.7	949.6	949.7
Women's Basketball	945.0	944.8	945.3	949.8	959.9	960.2	961.6	963.7

Notes:
1. Analyses based on 274 baseball squads, 323 men's basketball squads, 230 football squads, and 321 women's basketball squads that sponsored the sport within Division I during all eight years.
2. APR retention calculation changed beginning in 2007-08 to grant point adjustments for certain transfer students (timing of calculation change indicated in red). Change did not affect eligibility rate calculation.

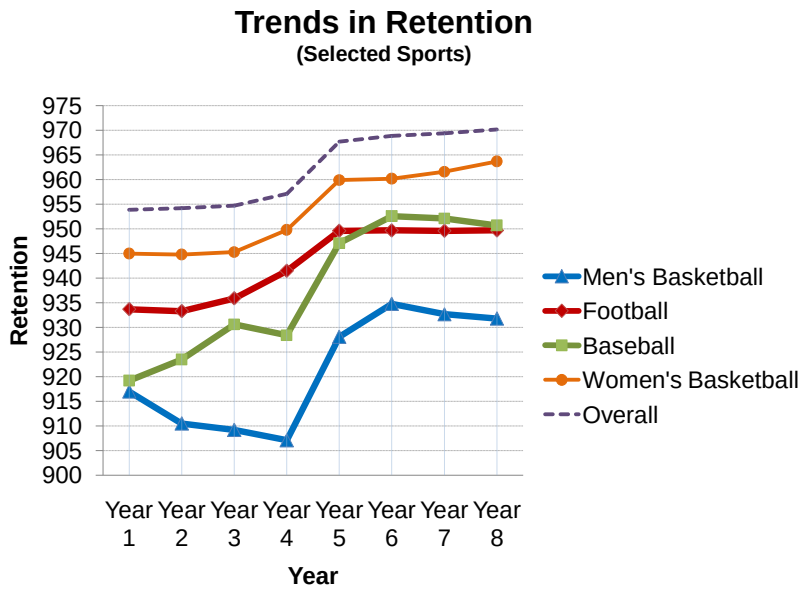
Trends in APR
(Selected Sports)



Notes: Analyses based on 274 baseball squads, 323 men's basketball squads, 230 football squads, and 321 women's basketball squads that sponsored the sport within Division I during all eight years. Overall APR trend line includes the four sports displayed. APR retention calculation changed beginning in 2007-08 (year 5).



Notes: Analyses based on 274 baseball squads, 323 men's basketball squads, 230 football squads, and 321 women's basketball squads that sponsored the sport within Division I during all eight years. Overall APR trend line includes the four sports displayed.



Notes: Analyses based on 274 baseball squads, 323 men's basketball squads, 230 football squads, and 321 women's basketball squads that sponsored the sport within Division I during all eight years. Overall APR trend line includes the four sports displayed. APR retention calculation changed beginning in 2007-08 (year 5).

Academic Performance of Transfer Student-Athletes

APR as a Function of Transfer Status
(Semester schools only)

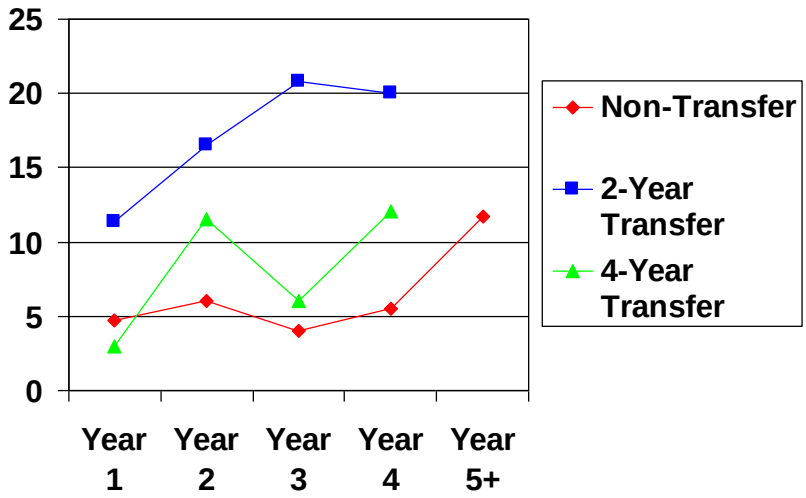
Student Category	Overall 2010-11 APR	MBB 2010-11 APR	MBB 2010-11 Eligibility
Non-Transfers	970	955	971
2-Year Transfers	926	907	920
4-Year Transfers	950	947	942

APR 0-for-2 Percentage as a Function of Transfer Status

Men's Basketball 2010-11 Participants

Student Category	MBB 2010-11 0-for-2s
Non-Transfers	3.1%
2-Year Transfers	9.7%
4-Year Transfers	5.0%

Percentage of 0/2s by Year in School as a Function of Transfer Status for Men's Basketball (2005-06)



Impact of Transfer on Student-Athletes

1. Multiple NCAA studies of student-athletes support the conclusion that in aggregate transferring leads to:
   a) a lower probability of student-athlete graduation
   b) longer time to degree among those who graduate
   c) a higher likelihood of dropout (e.g., as a 0/2) at the destination college.

2. The negative academic impacts of transferring are strongest among the lowest-performing student-athletes. In contrast, student-athletes departing with strong academic records appear to be impacted by transferring to a smaller degree.

Research Example 1: Number of APR 0-for-2s in a Sport as a Function of Academic and Demographic Characteristics

- Statistical analysis (e.g., logistic regression modeling) shows that the following variables are independently predictive of eventual 0-for-2 status:
  - Lower HS grades
  - Lower HS test score
  - Having transferred from either a 2-year or a 4-year school.
  - Being male
  - Being from a racial / ethnic minority group

- This analysis indicates that even after we control for academic characteristics and a limited set of demographic variables, transfers into a school are more likely to leave the new school as 0-for-2s. This effect is similar for 2-4 and 4-4 transfers. <u>In other words, after controlling for these variables, it is the act of transferring itself, not whether transfer occurred from a 2-year or 4-year college, that relates to increased negative academic outcomes</u>.

- The analysis shows that the high number of 0-for-2s in men's basketball are expected given the academic backgrounds and transfer frequency of the student-athletes in the sport.

Research Example 2: Credit Loss for 4-4 Transfers

- Using longitudinal data from the 2008 Division I APP census, we determined in a recent study that student-athlete transfers between Division I schools tend to lose a significant number of credits upon transfer.
  - The percentage of credits that do not transfer increases the later the transfer occurs; freshmen and sophomores lose roughly 20% of their credit hours while juniors/seniors lose about 30%.
  - Credit loss is highest among transfers in football and men's basketball.
  - After four years of college, 4-4 transfers within Division I who were continuously enrolled were still about 8 credit hours behind non-transfers (after statistically controlling for high school academic background). The 4-4 transfers were also significantly less likely to graduate in four years than similar non-transfers.

Research on the Academic Effects of Transferring among Division I Student-Athletes (Example Model 3)

- Research study conducted by Dr. Jack McArdle (University of Southern California) using NCAA SCORE data.
- SCORE survey completed by former Division I student-athletes (entered college in1994) at approximately age 30.
- Respondents asked to detail their complete post-secondary educational pathway.
- Models run to test whether students who transferred during college experienced the same graduation success as non-transfers with similar academic achievement in their first year at the initial college.

Results (Example Model 3)

- Transfers graduated at a lower rate than non-transfers.
- The time to graduation among eventual graduates was longer among transfers.
  - Among non-transfers who graduated, 66.3% completed within four years (vs. 40.6% among transfer graduates). The five-year numbers were 95.4% among non-transfer grads and 84.2% among transfer grads.
- Graduation rate differentials between non-transfers and transfers were highest among student-athletes who did not perform well academically in their first year of college (e.g., < 2.6 GPA); differentials were present but smaller at high academic achievement levels.

Distribution of Time to Degree for Student-Athletes Transferring vs. Others

Years to BA/BS	SA Overall (100%)	SA who stayed in one school (73.7%)	SA who transferred (26.3%)
1-3 years	1.6	1.5	1.8
4 years	58.6	64.8	38.8*
5 years	32.6	29.1	43.6*
6 years	4.7	2.8	10.7*
7 years	1.8	1.1	4.2*
Overall Graduation Rate	88.2%	91.3%	79.7%

Notes: Weighted number of Student-Athletes ~ 3,952 from SCORE-2006 Survey, asterisk indicated comparison significant at α=.05

Estimated Graduation Rates Based on First Year GPA for Student-Athletes

Transfers vs. Non-Transfers

First Year GPA	SA Overall (100%)	SA who stayed in one school (73.7%)	SA who transferred (26.3%)	Difference (Non-Transfers – Transfers)
≤ 1.60	68.3%	74.1%	58.0%	16.1%
≤ 1.80	74.3%	79.1%	65.3%	13.8%
≤ 2.00	79.5%	83.5%	71.2%	12.3%
≤ 2.20	83.8%	86.8%	76.5%	10.3%
≤ 2.40	87.4%	89.6%	81.1%	8.5%
≤ 2.60	90.3%	91.9%	85.0%	6.9%
≤ 2.80	92.6%	93.8%	88.2%	5.6%
≤ 3.00	94.3%	95.1%	90.8%	4.3%
> 3.00	95.7%	96.3%	92.8%	3.5%

Notes: Based on statistical projections for each GPA category. Weighted number of student-athletes ~ 3,952 from SCORE-94 survey.

Summary of Models -- Transfer Effects on Academic Attainment

- The act of transferring among student-athletes is related to negative academic outcomes even after controlling for prior academic achievement.
- A study of former Division I student-athletes surveyed at age 30 indicated that the act of transferring was associated with a decrease in the probability of graduating and a longer time to graduate among eventual graduates.
- Although many mechanisms might be involved in the negative impact of transfer, one may be the substantial credit hour loss experienced by these student-athletes.

Potential Reasons for Transferring

Methods

- Data from 2006 NCAA GOALS survey.
- Survey information collected from approximately 20,000 Division I, II and III student-athletes including:
  - 1,678 (8.3%) transfers from a 2-year college
  - 1,692 (8.1%) transfers from a 4-year college
- Some analyses used a subpopulation of only men's basketball, baseball and football student-athletes (primary sports where transfer occurs)

Reasons for Transferring

	2-year	4-year
Academic reasons	45.6%	35.0%
Athletic reasons	79.0%	78.4%
Medical reasons	4.6%	6.4%
Financial reasons	14.7%	22.3%
Family/Personal reasons	18.0%	43.7%

Note: Student-athletes could endorse more than one reason.

- Athletic reasons for transfer were primary among student-athlete transfers.
- When asked their primary reason for attending their current college, over 70% of 2-year transfers and nearly 60% of 4-year transfers reported "athletics participation," compared to approximately 50% of non-transfers.

Reasons for Transferring

Men's Basketball, Baseball and Football only

	2-year	4-year
Academic reasons	34.2%	22.0%
Athletic reasons	80.8%	81.3%
Medical reasons	5.1%	6.5%
Financial reasons	13.5%	19.5%
Family/Personal reasons	16.2%	43.4%

Note: Student-athletes could endorse more than one reason.

- In this subpopulation, athletic reasons for transfer predominated.
- When asked their primary reason for attending their current college, over 77% of 2-year transfers and nearly 71% of 4-year transfers reported "athletics participation," compared to approximately 60% of non-transfers.

How much do you agree or disagree that each of the following reasons contributed to your decision to attend your current college?
(% Responding Agree or Strongly Agree)

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
Academic offerings or reputation	63%	65%	66%	69%	58%	75%
Athletics participation	79%	83%	80%	82%	86%	86%
Proximity to home	63%	56%	60%	46%	54%	49%
Proximity to sig. other	25%	29%	33%	17%	19%	13%
Social scene/friends	39%	40%	40%	31%	22%	25%
Other peoples' expectations	42%	49%	51%	37%	39%	37%

Note: Endorsement of top two scale points on 6-point scale

Academic versus Athletics Reasons Driving Decision to Attend this College.

(% Responding Agree or Strongly Agree)

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
Academics	63%	65%	66%	69%	58%	75%
Athletics	79%	83%	80%	82%	86%	86%
Division II						
Academics	49%	59%	67%	61%	71%	70%
Athletics	84%	83%	81%	81%	91%	83%
Division III						
Academics	62%	75%	78%	75%	84%	83%
Athletics	76%	81%	85%	74%	82%	72%

Note: Endorsement of top two scale points on 4-point scale

I would have attended this college even if a different coach was here.

(% Responding Agree or Strongly Agree)

	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
Division I						
N	52%	42%	59%	58%	43%	58%
Division II						
N	47%	41%	52%	59%	49%	59%
Division III						
N	61%	58%	60%	69%	65%	73%

Note: Endorsement of top two scale points on 6-point scale

Research on Coaching Change

- Previous analyses have shown that APRs in men's basketball tend to be associated with a 2 to 3 year APR dip (encompassing both the end of the previous coach's tenure and the beginning of the new staff's arrival).

Abusive Supervision Scale

- Select items from Abusive Supervision Scale (Tepper, 2000)
- Items --- My head coach…
  - puts me down in front of others
  - ridicules me
  - makes negative comments about me to others

Average Scale Scores on Abusive Supervision Scale for Head Coaches

(Higher numbers = Perceived as more disrespectful)

Division I							
	Baseball	Men's Basketball	Football		All Other Men's Sports	Women's Basketball	All Other Women's Sports
			FBS	FCS			
N	2.31	2.64	2.25	2.08	2.12	2.30	2.03
Division II							
N	2.33	2.59	1.97		1.95	2.45	1.91
Division III							
N	2.02	2.33	1.85		1.95	2.22	1.75

My head coach puts me down in front of others
(% Responding Somewhat Agree or Strongly Agree)

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
N	27%	31%	22%	20%	25%	21%
Division II						
N	26%	34%	15%	15%	32%	17%
Division III						
N	16%	26%	12%	16%	27%	14%

Note: Endorsement of top two scale points on 5-point scale

How likely do you think it is that you will become a professional and/or Olympic athlete in your sport?
(% responding at least 'somewhat likely')

Division I						
Baseball	Men's Basketball	Football		All Other Men's Sports	Women's Basketball	All Other Women's Sports
60%	76%	58%	46%	37%	44%	16%
Division II						
43%	48%	41%		30%	25%	10%
Division III						
19%	21%	15%		13%	5%	5%

Note: Endorsement of top three scale points on 6-point scale

Sample of Historical Research on the 2.6 APR Transfer Adjustment

Review

- In 2007, CAP examined data on the eligibility and retention components of APR, their validity in predicting graduation and the potential impact of revamping APR by redefining retention or changing the weighting of the components.
- The following slides touch on a few issues discussed at that time.

Options Discussed in 2007

1. Adjust the APR for student-athletes who depart after earning the eligibility point.

2. Adjust the APR for student-athletes who depart with a sufficiently strong likelihood of continuing to progress toward graduation (e.g., have a high cumulative GPA).

3. Adjust the APR for student-athletes who depart based on a more comprehensive review of the student-athlete's record and situation.

Prediction of Graduation Rates from APR and its Components

1. To this point, the validity of the APR metric has been judged based on the correlation between APR and the graduation success rate (GSR) or (previous to the implementation of GSR) the federal graduation rate. Such a correlation is often termed a "validity coefficient".

2. This correlation refers to the property that the rank ordering of teams by APR be similar to the rank ordering of teams by GSR.

3. Note that this standard is independent of the linking of an APR penalty cut-score to a projected GSR value for teams at that margin.

Prediction of Graduation Rates from APR and its Components

4. Prediction models of historical GSR from the eligibility and retention components of APR indicate that eligibility is nearly twice as strong a predictor of GSR as retention but that both are statistically significant contributors to the prediction.

5. Retention is the more important component in the prediction of historical federal graduation rates by APR. Because federal graduation rates are still used to compare the student body to that of student-athletes, it is important to continue to monitor the APR's validity coefficient in predicating the federal rate.

6. This committee has previously examined alternative APR metrics that de-emphasize or eliminate the retention component. These included:
   - An optimized combination of eligibility and retention based on the aforementioned prediction models of GSR. This model weights E nearly twice as much as R in computing APR.
   - An eligibility-only model. This would mitigate some future penalties in baseball and men's basketball but would negatively impact most other sports. Overall, more teams would be subject to penalties. Retention helps rather than hurts APRs for most squads, so removal of that component from the formula has a negative impact for many.

Summary of Validity Coefficients for Predicting Graduation Rates

	Validity Coefficients	
Model	**Correlation between form of APR and GSR**	**Correlation between form of APR and federal grad rate**
Current 3-Year APR	**.478**	**.433**
Alt. Model 1: APR with E = 1.8*E	**.488**	**.422**
Alt. Model 2: Eligibility-only model	**.466**	**.363**

Definitions:
Current 3-Year APR: Raw 3-Year APR (no squad size adjustment)
Alt. Model 1: Optimized combination of E,R based on predictive modeling of GSR (weights E * 1.8)
Alt. Model 2: Teams judged solely on eligibility rate

Correlation between APR and Models Differentially Accounting for Transfers

APR Model	GSR	Federal Rate
APR (current)	.478	.433
APR (transfer with >3.0 cumulative GPA excused)	.482	.408
APR (transfer with >2.8 cumulative GPA excused)	.483	.403
APR (transfer with >2.6 cumulative GPA excused)	.476	.392
APR (transfer with >2.4 cumulative GPA excused)	.466	.380
APR (all transfer excused)	.456	.367

Prediction of GSR from Eligibility and Retention -- 2007

- Analyses used three-year APR data and the most recent four-cohort federal graduation rate and GSR data. Initial results:
  - When predicting GSR, both eligibility and retention are statistically significant contributors to the prediction. Eligibility is a stronger predictor, but retention does increase the statistical accuracy of the prediction.
  - When predicting federal graduation rate, the findings are the same as they were in the pilot study. Specifically, both elements are significant but retention is a stronger individual predictor.
  - The APR and its components (eligibility and retention) appear to provide a slightly more accurate prediction of the GSR than they do of the federal graduation rate for these athletics teams.
  - Raw eligibility and retention rates taken together actually provide a slightly better prediction of GSR and the federal graduation rate than does APR. This is likely due to the inclusion of graduation bonus points within the APR formula.

Shift in the APR Distribution

1. In addition to a potential change in the correspondence of the rank ordering of teams by APR to that of GSR (i.e. the validity coefficient), an adjustment for transfers would cause an upward shift in the APR distribution.

2. The implications of the upward shift would include the movement of the average APR by up to 15 points depending on the inclusiveness of the transfer adjustment.

Shift in the APR Distribution

3. Although the APR distribution would be shifting, the number of graduates counted by the GSR and the calculation of GSR would not be affected by the APR metric change. This implies that:
   - The 900 and 925 cut-scores would correspond to lower predicted GSR cut-offs than they do currently. In other words, penalty lines would be more permissive.
   - To maintain the predicted GSR values of the current 900 and 925 cut-offs, the penalty lines would have to be moved.

4. In summary, the shift in the APR distribution resulting from a transfer adjustment would necessitate a change in the stated predicted GSR corresponding to the penalty lines or a change in the penalty lines to maintain the current predicted GSR values at the penalty lines.

Changes in the National APR Distribution as a Function of Models Differentially Accounting for Transfers

APR Model	Mean	SD
Current 3-Year APR	960	33
APR with transfer excused if GPA>3.0	967	32
APR with transfer excused if GPA>2.8	968	32
APR with transfer excused if GPA>2.6	970	31
APR with transfer excused if GPA>2.4	972	30
APR with all eligible transfers excused	975	29

Average APR by Sport for Alternative Transfer Models

(Averages Across All Division I Squads)

SPORT	Current 3-Year APR	3.00 Xfer Exception	2.80 Xfer Exception	2.60 Xfer Exception	2.40 Xfer Exception	All R excused
Baseball	**935**	**942**	**947**	**951**	**956**	**959**
Basketball	**928**	**931**	**933**	**936**	**940**	**951**
Football	**931**	**933**	**934**	**936**	**938**	**945**
Other Men's	**958**	**963**	**965**	**967**	**969**	**972**
Women's	**970**	**977**	**978**	**980**	**981**	**983**

Average APR for Alternative Transfer Models

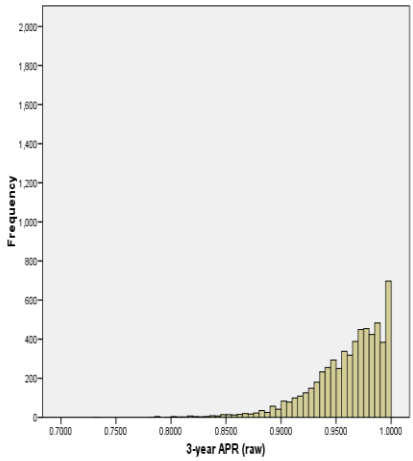
(Averages by Conference Grouping and HBCU Status)

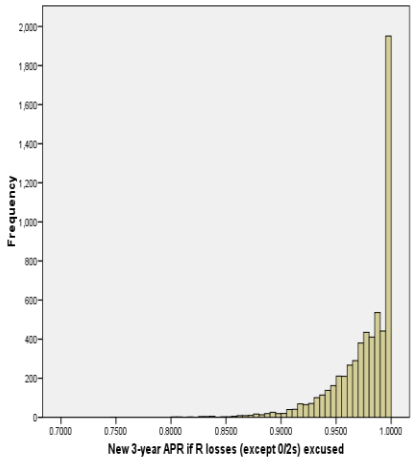
Conference Grouping	Current 3-Year APR	3.00 Xfer Exception	2.80 Xfer Exception	2.60 Xfer Exception	2.40 Xfer Exception	All R excused
Equity Conferences	966	971	973	975	976	979
Other Conferences	958	965	967	969	971	974

HBCU Status	Current 3-Year APR	3.00 Xfer Exception	2.80 Xfer Exception	2.60 Xfer Exception	2.40 Xfer Exception	All R excused
HBCU Squads	931	937	939	941	944	948
Non-HBCU Squads	962	969	970	972	974	977

Interpretation: A model excusing R-point losses of transfers benefits squads at non-equity conferences slightly more than those at equity conferences (gap shrinks as rule becomes more permissive). HBCU squads benefit relative to other squads as the transfer exception becomes more permissive, although the effect is small.

APR Distribution vs. APR with Adjustment to Retention Point Loss for All Transfers (N=6,110)





Number of Transfers in Good Standing Meeting Various Cumulative GPA Cuts

(Men's Teams – Averages Across All Division I Squads)

SPORT	Total N (3-Yr)	3.00	2.80	2.60	2.40
Baseball	9.9	2.6	4.0	5.6	7.2
Basketball	3.9	0.5	0.9	1.3	1.9
Cross Country	1.4	0.5	0.7	0.9	1.1
Football	14.6	1.9	3.0	4.5	6.7
Fencing	0.5	0.2	0.3	0.4	0.4
Golf	1.5	0.5	0.7	0.9	1.1
Gymnastics	1.2	0.4	0.6	0.7	0.9
Ice Hockey	5.0	1.4	2.1	3.1	4.0
Lacrosse	3.4	0.7	1.1	1.6	1.9
Rifle (Co-ed)	0.9	0.4	0.5	0.6	0.6
Skiing	2.2	1.3	1.5	1.8	1.9
Soccer	4.5	1.7	2.2	2.7	3.3
Swimming	2.1	0.7	1.1	1.3	1.6
Tennis	1.7	0.9	1.0	1.2	1.4
Track (Indoor)	3.0	0.9	1.3	1.6	2.0
Track (Outdoor)	3.1	0.9	1.3	1.6	2.1
Volleyball	1.8	0.5	0.8	1.0	1.3
Water Polo	1.6	0.5	0.8	1.1	1.2
Wrestling	3.7	0.9	1.1	1.5	2.1

Number of Transfers in Good Standing Meeting Various Cumulative GPA Cuts

(Women's Teams – Averages Across All Division I Squads)

SPORT	Total N (3-Yr)	3.00	2.80	2.60	2.40
Basketball	3.3	1.2	1.6	2.0	2.5
Bowling	1.5	0.6	0.8	1.0	1.3
Crew	2.1	1.1	1.4	1.6	1.8
Cross Country	1.5	0.9	1.1	1.2	1.3
Fencing	0.6	0.2	0.2	0.3	0.4
Field Hockey	2.1	1.0	1.3	1.5	1.8
Golf	1.2	0.7	0.8	0.9	1.0
Gymnastics	1.3	0.8	0.8	1.0	1.1
Ice Hockey	3.3	1.0	1.6	2.1	2.5
Lacrosse	2.1	1.0	1.2	1.5	1.7
Skiing	2.3	1.6	2.0	2.1	2.1
Soccer	3.7	2.0	2.4	2.8	3.2
Softball	2.9	1.3	1.6	2.0	2.3
Swimming	2.3	1.2	1.5	1.8	1.9
Tennis	1.5	0.9	1.0	1.2	1.3
Track (Indoor)	3.2	1.6	1.9	2.2	2.5
Track (Outdoor)	3.1	1.6	1.9	2.2	2.5
Volleyball	2.3	1.2	1.5	1.7	1.9
Water Polo	2.3	1.1	1.3	1.3	1.7

Research Findings on Four-Year Transfers in Division I Men's Basketball (May 2012)

Introduction.

Academic Progress Rate (APR) data in Division I indicate continued retention problems in men's basketball. In the most recent APR data collection (2010-11), the national retention figure in men's basketball of 932 was nearly 20 points below that of the next lowest sport and trending downward. Much of this retention point loss is due to high rates of student-athlete transfer in the sport. Research findings on the frequency of transfer, impacts of transfer on academic success and potential reasons for transfer are detailed in the following sections.

Frequency of Transfer.

Because schools do not routinely collect data on transfer destinations of non-retained student-athletes, NCAA analyses have focused on year-to-year changes in the number of transfer student-athletes within Division I APR cohorts:

- During the 2010-11 academic year, of the 4,424 men's basketball student-athletes in Division I APR cohorts 482 (11%) were transfers from other four-year institutions. A total of 689 (16%) came from two-year colleges and 3,253 (73%) were participating at their first college.

- The proportion of four-year transfers in men's basketball APR cohorts has remained at about 11% since 2006-07. Prior to 2006-07, four-year transfers represented 9-10% of the total. The upward shift in 2006-07 mirrored a decrease in the number of two-year college transfers within Division I.

- There are other sports with similar or higher proportions of four-year college transfers. These include men's soccer (11%), women's tennis (13%) and men's tennis (15%). Nationally, 6% of all student-athletes on APR rosters in 2010-11 were 4-year college transfers.

In analyses that follow individual student-athletes from their freshman year forward, we gain a clearer picture of men's basketball departure:

- Forty percent of men's basketball student-athletes who enter Division I as freshmen currently depart their initial school by the end of sophomore year.

- Although we cannot confirm destinations for all these men's basketball player departures, it appears that most transfer to another college. Very few are departing early to play professional basketball (for example, there were only 10 so-called "one and done" departures documented in the sport in 2010-11).

Academic Performance of Four-Year College Transfers.

- Four-year college transfers in men's basketball have Graduation Success Rates (GSRs) that are similar to those of non-transfers. However, this represents an under-performance on the part of the four-year transfers since they enter a team's GSR cohort already having completed one or more years of schooling.

- Despite having similar academic backgrounds, the aggregate APR for student-athletes who previously transferred from a four-year college (950) is about 20 points lower than for non-transfers (971).

- Even after statistically controlling for school financial resources and student-athlete academic preparation, teams with more transfers tend to have lower APRs.

- Four-year transfers in men's basketball are at higher risk for becoming an APR 0-for-2 (leaving school academically ineligible) in comparison to their non-transfer peers. This result holds even when we account for academic and demographic backgrounds of the student-athletes.

- One component of the enhanced academic problems for four-year college transfers relates to credit loss upon transfer. An NCAA longitudinal study of transfers moving from one Division I school to another showed that the typical frosh/sophomore transfer loses about 20% of their credit hours while juniors/seniors lose about 30%. These losses are highest among transfers in football and men's basketball. Transfers who do eventually graduate average a longer time to degree than non-transfers.

- When followed to approximately age 30 (NCAA SCORE study), we have found that student-athlete transfers have a lower lifetime graduation rate than non-transfers. The graduation rate differential between transfers and non-transfers is largest among those student-athletes who struggled academically while at their initial college. For example, student-athletes with a 2.20 GPA or lower in the first year who transferred had an aggregate graduation rate that was 10% lower than similar student-athletes who did not transfer.

- A 2009 study of Division I student-athlete academic support services indicated that both two-year and four-year transfers across sports are much less likely than similar freshmen or other groups of academically at-risk student-athletes to be targeted for academic support (or remedial coursework).

College Choice and Reasons for Transfer.

As part of the NCAA's GOALS study of 20,000 current student-athletes, a series of questions was asked of student-athletes about the factors that contributed to their college choice(s) and, for those who changed schools, their reason(s) for transferring.

- Only 4 in 10 men's and women's basketball players in Division I indicated they would likely have attended their current college if a different coach had been there, which is a lower percentage than indicated by student-athletes in other sports. Given the coaching turnover among college basketball coaches, this connection with a particular coach could play a role in decision to transfer.

- About half of Division I men's basketball student-athletes noted that the expectations of others played a role in their college choice and 40% referenced the social scene as important to their choice. Only Division I football players showed numbers similarly high.

- Like many student-athletes, men's basketball players were more likely to report that their academic experiences to that point matched their expectations than they were to report that their athletic experiences matched expectations.

- Men's basketball players were more likely than other student-athletes to report perceiving their coaches as having treated them disrespectfully by putting them down in front of others, ridiculing them or making negative comments about them.

- At higher rates than other Division I student-athletes, men's basketball players stated that they would prefer to spend more time in college on sports pursuits.

- Men's basketball players were among the most likely student-athletes in Division I to express dissatisfaction with how often they are able to visit home/family while at college.

- More than three-quarters of Division I men's basketball student-athletes (and half of those playing the sport in Division II) think it is at least somewhat likely that they will become a professional or Olympian in their sport, which is by far the highest percentage seen in any sport.

- Although they were similar to other Division I student-athletes on these dimensions, 83% of men's basketball student-athletes agreed that athletics factors played a role in college choice while only 65% cited academic factors.

- More than half (53%) of Division I men's basketball players said that they highly self-identify as both students and athletes. However, 27% self-identify as athletes but not students. Previous NCAA research has shown that low academic self-identity is related to a lower likelihood of degree attainment even after statistically controlling for high school preparation and professional sports aspirations.

- Men's basketball student-athletes who had previously transferred (either from a two-year or a four-year school) were overwhelmingly likely to cite that they transferred for sports-related reasons.

Conclusion.

Division I men's basketball student-athletes appear to be transferring at high rates. APRs in the sport are low in comparison to other sports, due in large measure to these retention difficulties. Several converging lines of research have shown that the act of transferring among Division I student-athletes, particularly among those who do not have a strong academic record, negatively impacts time to degree and degree attainment. This may be due in some measure to sudden and unplanned transfer (for example, coursework taken without thought to how it might transfer to another institution) and inadequate support/transitional services at the receiving institution. There is also substantial evidence that a good deal of transfer in men's basketball is related to sport issues rather than academic or other issues. Given the extremely high proportion of men's basketball players (across division) who believe they can eventually play professionally, there appears to be limited hesitation to change schools if playing time is less than desired or the connection to a coach changes.

The NCAA research staff is currently in the process of studying a number of additional issues related to student-athlete transfer and will make those data available as soon as possible.

– Discussion Document –
Possible Implementation of Academic Requirements for
Four-Year Transfer Student-Athletes

Background.

As one of its three mission critical priorities, the NCAA has identified the need to "embed academics as a first expectation." In October 2011, the NCAA Division I Board of Directors adopted a package of academic proposals that emphasized the primacy of academics and further embedded academics as a first expectation. Ultimately, the goal is for all student-athletes, including transfers, to graduate within five years of their initial collegiate enrollment.

With the mission critical priority of embedding academics and its basic underlying principles defining student-athlete success as background, this paper will discuss whether the eligibility of four-year transfer student-athletes should have an academic requirement as part of the transfer requirements. As part of this discussion, the paper will review the current four-year transfer legislation, its legislative history and rationale as well as data related to 4-4 transfers. The paper is intended to generate discussion related to 4-4 transfers and ultimately put forward possible options for consideration.

Current Legislation.

Legislation related to the eligibility of four-year transfers has existed since the late 1940s, when the NCAA membership adopted its first transfer eligibility rules. The current rule, which has not substantively changed since its initial adoption, requires a transfer student-athlete from a four-year institution to serve an academic year in residence at a second four-year institution prior to being eligible for competition. A student-athlete is considered a transfer when departing an institution at which he or she was enrolled full-time and attended at least one day of classes. A student-athlete also "triggers" transfer status from an institution by practicing, competing or by receiving athletically related financial aid from that institution.

Several legislated exceptions permit a transfer student-athlete to be immediately eligible for competition. Four of the exceptions directly address transfers for academic reasons: the educational exchange exception, the exchange student exception, the discontinued academic program exception and the international student program exception. However, only the educational exchange exception mandates any academic-based criteria in order to apply the exception. It requires the student-athlete to receive a baccalaureate degree from the exchange program institution in order to be immediately eligible after returning to his or her initial school.

A number of legislated exceptions address transfers for non-academic reasons. These exceptions permit a student-athlete to be immediately eligible for competition if the student-athlete: (1) transfers from an institution that discontinued or never sponsored the student-athlete's sport; (2) did not participate in athletics at his or her previous institution; (3) is returning to his or her original institution without participating at a second institution; and (4) was never recruited by the certifying institution or received athletically related financial aid at any institution. None of

these exceptions require any level of academic performance in order to be applied for a student-athlete to be immediately eligible for competition.

The one-time transfer exception is generally considered the most common transfer exception. It permits a student-athlete to be immediately eligible after transfer provided: (1) the student-athlete has not previously transferred from a four-year institution; (2) the student-athlete's current institution does not object to the transfer; and (3) the student-athlete would have been academically eligible had he or she remained at the prior institution. The one-time transfer exception is not available to student-athletes in the sports of baseball, basketball, bowl subdivision football (student-athletes may "transfer down" to a football championship subdivision institution) and men's ice hockey.

Only two of the transfer exceptions (the educational exchange exception and the one-time transfer exception) mandate a level of academic performance or academic criteria as a requirement for their application. The one-time transfer exception's academic requirement is simply the legislated progress-toward-degree standards all student-athletes must satisfy in order to retain competition eligibility, regardless of their transfer status. In other words, it does not impose any additional academic requirements not already in place for all student-athletes. Further, the one-time transfer exception permits a student-athlete's current institution to object to the transfer based solely on non-academic (i.e., athletic) reasons. As previously stated, the educational exchange exception requires a student-athlete to obtain a baccalaureate degree from the exchange program institution, but does not include any grade-point average or credit-hour requirements.

A student-athlete who does not satisfy any of the legislated exceptions may receive athletically related financial aid and practice while serving the transfer year in residence. Eligibility for athletically related financial aid during a transfer year in residence is now conditioned on whether the transfer student-athlete was academically eligible to compete in the next academic term had he or she remained at the previous institution.

Legislative History and Rationale.

As stated above, the transfer rule has been in place since the late 1940s. Although the legislative history does not produce much rationale for the transfer legislation, the rule has always been housed in the NCAA's bylaw regarding eligibility for competition. Rationale for the transfer exceptions provides support for the notion that the transfer legislation is in place as a means to govern fair competition between institutions. Further, there is no evidence in the majority of the legislative history to indicate the transfer legislation is in place to ensure the academic success of student-athletes.

The one-time transfer exception was adopted in 1984 with no discussion regarding student-athlete academic performance. In fact, the only academic requirement in the rule at the time of its adoption was the general requirement that the student-athlete was in good academic standing at his or her current institution. Initially, the rule was applicable to all sports except football and men's basketball. In 1986, a proposal to eliminate the one-time transfer exception altogether was defeated. The defeated proposal was based on perceived abuses of the rule related to recruiting of current student-athletes and difficulties with certification of good academic standing. At the same time, women's basketball was excluded from its application. In 2007, a similar amendment to exclude baseball from the one-time transfer exception was adopted.

There are other rules applicable to four-year transfer student-athletes that speak to the principle of fair competition. NCAA Bylaw 14.5.5.3 prohibits a transfer student-athlete who qualifies for an exception to the transfer residence requirement to compete during the championship segment of the playing season for his new institution if he competed during the championship segment of the playing season for his previous institution. Rationale from NCAA Proposal No. 1995-69 states, "*Concern has arisen among many member institutions regarding the practice of a student-athlete transferring from one four-year institution to another during the traditional playing season and competing in the same sport at both institutions during the same academic year. This proposal would eliminate the opportunity for such a practice to occur for all four-year college transfers…*"

Relevant Four-Year Transfer Data.

1. Nationally, six percent of all student-athletes on NCAA Division I Academic Progress Rate (APR) rosters in 2010-11 were four-year college transfers.

2. Transfer student-athletes are more at risk of academic failure at all points in time after transfer in comparison to nontransfers.

3. The act of transferring delays degree attainment for student-athletes who eventually graduate and decreases the probability that student-athletes will earn a four-year degree by age 30.

4. Despite having similar academic backgrounds, the aggregate APR for student-athletes who previously transferred from a four-year college (950) is about 20 points lower than for nontransfers (971).

5. Historically, four-year transfer student-athletes have had much higher 0-for-2 rates at their receiving institutions than nontransfers at those schools.

6. When followed to approximately age 30 in the NCAA's Study of Outcomes and Recent Experiences research study, it was found that student-athlete transfers have a lower lifetime graduation rate than nontransfers.

Men's Basketball.

1. In the sport of men's basketball, forty percent of men's basketball student-athletes who enter Division I as freshmen depart their original institutions within their first two years of enrollment.

2. During the 2010-11 academic year, of the 4,424 men's basketball student-athletes in Division I APR cohorts, 482 (11 percent) were transfers from other four-year institutions. A total of 689 (16 percent) came from two-year colleges and 3,253 (73 percent) were participating at their first college.

3. The proportion of four-year transfers in men's basketball APR cohorts has remained at about 11 percent since 2006-07. Prior to 2006-07, four-year transfers represented 9 to10 percent of the total.

4. There are other sports with similar or higher proportions of four-year college transfers. These sports include men's soccer (11 percent), women's tennis (13 percent), and men's tennis (15 percent).

5. Four-year transfers in men's basketball are at higher risk for becoming an APR 0-for-2 (leaving school academically ineligible) in comparison to their nontransfer peers. This result holds even accounting for the academic and demographic backgrounds of the student-athletes.

Essential Discussion Questions.

The following questions are designed to generate discussion regarding whether or not the four-year transfer legislation should be grounded in student-athlete academic performance.

1. Should academic performance be considered the fundamental principle used to determine the competition eligibility of four-year transfer student-athletes?

The authority to establish an academically based four-year transfer rule is twofold. First, the current effort to ensure that all Division I legislation supports one of the NCAA's core principles provides authority to explore the establishment of an academically based four-year transfer rule. This is especially true given that one of the core principles is to

embed academic success as a first priority for student-athletes. Second, there is precedent within the current legislation and from the NCAA Division I Committee on Academic Performance to connect the competition eligibility of student-athletes, including transfer student-athletes, to their academic performance.

Two-Year Transfer Legislation.

Two-year transfer legislation sets forth several academic requirements that must be satisfied in order for the student-athlete to be immediately eligible for competition. Included in those requirements is a minimum transferable grade-point average, which was recently increased from a 2.000 to a 2.500, effective for student-athletes transferring on or after August 1, 2012. The two-year transfer requirements also mandate satisfactory completion of core credits. The longer a student-athlete is enrolled at a two-year institution, the more credits he or she must transfer to the four-year institution. Two-year transfer student-athletes must also earn a specific number of transferrable credits in English, math and science. Finally, the legislation limits the number of physical education activity credits that can be used to satisfy the transferable credit-hour requirements.

All of these academic performance requirements are grounded in ensuring student-athlete academic success. When the Division I membership adopted the increased standards in 2011, it cited current data indicating that two-year transfers tend to underperform academically at four-year institutions on all academic measures, as compared to transfers from four-year institutions or nontransfers. Increased two-year transfer standards were created based on key research and specific academic outcomes of two-year college transfer student-athletes.

Baseball-Specific Legislation.

In the sport of baseball, a determination was made that student-athletes were underperforming academically, especially given their secondary-school records entering college. Therefore, a series of legislation was adopted to help improve the academic performance of baseball student-athletes. These changes included prohibiting baseball student-athletes from using the one-time transfer exception. Rationale for that proposal stated in relevant part:

> *Data reviewed by the Baseball Academic Enhancement Working Group indicated baseball has one of the highest transfer rates and suffers from low NCAA Division I Academic Progress Rate (APR) and graduation rates among all Division I sports. The working group concluded that the low APR found among baseball teams is largely the result of baseball*

> *student-athletes with strong academic backgrounds making slow progress toward a degree and tending to change schools or leave college early and often.*

According to the NCAA research staff, there is a negative relationship between transfer and academic outcomes. In the aggregate, APRs are currently substantially lower among transfer student-athletes. For example, nontransfers averaged a 971 APR in 2009-10, while transfer student-athletes averaged 950. Historically, four-year transfer student-athletes have also had much higher APR 0-for-2 rates at their receiving institution than nontransfers at those schools. That is, more of them end up leaving that subsequent school while academically ineligible. The sport of baseball used this data, and other data set forth above, to support the adoption of legislation that was designed to embed academic success for baseball student-athletes. The same may provide precedent for doing so in all sports.

Other Legislative Precedent.

As previously stated, a student-athlete serving a transfer year in residence may practice and receive athletically related financial aid. The ability to receive athletically related financial aid is now conditioned on whether the student-athlete was academically eligible to compete in the next academic term had he remained at the previous institution. Rationale for Proposal No. 2005-171, which created the current Bylaw 14.5.5.4, states in part: "*...this requirement is an added incentive to student-athletes to continue academic progress by placing the responsibility on the student-athlete to maintain academic progress in order to qualify for athletics aid if he or she chooses to transfer to another four-year institution."* Not only would an academically based four-year transfer rule be consistent with the rationale for this rule, it would also be consistent with the academic reform movement across all areas of the Division I legislation.

Committee on Academic Performance Policy.

The Committee on Academic Performance has adopted an academic-based requirement for permitting teams to receive retention points for student-athletes who transfer out of the institution while academically eligible. In order to receive the retention point, a transfer student-athlete must leave with a minimum grade-point average of 2.600. This standard was developed based on research demonstrating that transfers with a minimum grade-point average of 2.600 or higher will graduate at the same rate as student-athletes with a 2.000 grade-point average who do not transfer out of their institution. The data reviewed by the committee also demonstrated that the loss of credit hours for transfer student-athletes is a function of academic performance, and that student-athletes with a

grade-point average below 2.600 lose 25 to 30 percent of their credit hours when transferring.

In summary, the core principle of embedding academic success, the legislative precedent involving two-year transfers, baseball student-athletes and the Committee on Academic Performance's transfer adjustment policy may provide support for developing four-year transfer legislation grounded in academic performance of transfer student-athletes.

2. If academic performance is considered the fundamental principle used to determine the competition eligibility of four-year transfer student-athletes, what are the appropriate academic performance standards?

If an academically based four-year transfer rule is adopted, the next determination that must be made is in regards to the appropriate academic standards. It is highly likely that the NCAA research staff will need to analyze and publish relevant data in order to determine the appropriate academic benchmarks for a four-year transfer rule.

The Committee on Academic Performance's transfer adjustment policy (requiring a minimum 2.600 grade-point average) provides guidance on an appropriate academic standard. Another option for consideration, especially given the academic challenges faced by transfers at their new institutions, is to establish a standard that requires the student-athlete present a grade-point average when transferring that predicts to successful degree completion in four years. In others, a standard that will be met by those student-athletes who properly positioned and prepared so as to not suffer any negative academic impact after transfer.

3. How (if at all) should the principles of academic performance and fair competition interact within the transfer legislation? More specifically, should student-athletes in all sports be held to the same set of transfer requirements and have the same transfer exceptions available?

As set forth in the legislative history section, the transfer legislation was designed to protect fair competition by guarding against student-athletes freely leaving a program and being immediately eligible for competition at a second institution. The narrowly tailored exceptions to this rule were created for transfer situations unrelated to athletics, or for students with no previous exposure to intercollegiate athletics. If an academically based standard is in place, student-athletes who satisfy that standard will be able to transfer solely for athletic reasons, something the NCAA has legislated against for the better part of three decades. This is especially true in those sports (basketball, baseball, ice hockey)

in which the one-time transfer exception is not applicable. Because we know transfer student-athletes are more at risk of academic failure than nontransfers, removing the prohibition against the one-time transfer exception in these four sports will result in a negative impact on academic performance. Therefore, although the transfer rules have been primarily motivated by competitive issues, maintaining those rules will likely have a positive academic impact.

Another argument against the development of an academic standard for transfer eligibility, is that establishment of benchmark academic requirements may result in penalizing student-athletes who pursue difficult degree programs. It may also penalize student-athletes with a diagnosed education-impacting disability. Student-athletes in these scenarios can—often with accommodations provided by their institution—satisfy the same eligibility standards all other student-athletes must satisfy. To hold them to additional academic standards may by inequitable and at the very least, require additional accommodations.

4. What changes, if any, should be made to the one-time transfer legislation?

The one-time transfer exception was adopted in 1984 with no discussion regarding student-athlete academic performance. Initially, the rule was applicable to all sports except football and men's basketball. In 1986, women's basketball was excluded from its application. In 2007, a similar amendment to exclude baseball from the one-time transfer exception was adopted. Of the four sports that prohibit use of the one-time transfer exception, only baseball relied on academic data as rationale for its prohibition.

If an academically based four-year transfer rule is not adopted, or if academic requirements for the use of transfer exceptions are not adopted, it may still be worthwhile to consider restricting use of the one-time transfer exception based on by-sport APR history.

5. Should access to practice be restricted for transfers serving a year in residence? If so, is there an appropriate academic standard for lifting such a restriction?

Current legislation does not generally restrict practice during the initial year following transfer unless the student-athlete was serving a nonqualifier year in residence at the previous institution (i.e., was not eligible to practice at the previous institution at the time of transfer).

Under an academically based four-year transfer model, academic benchmarks could provide student-athlete's the opportunity to earn eligibility for practice in the second and later terms of the initial year in residence as with the recently adopted academic redshirt legislation.

6. What is the appropriate legislation to govern the competition eligibility of graduate student-athlete transfers?

In 2006, Proposal No. 2005-54 was adopted and permitted a graduate student-athlete with eligibility remaining to transfer and enroll in a specific graduate degree program at another institution and be immediately eligible for competition. The rationale for the proposal indicated, in part, "*A student-athlete who earned his or her undergraduate degree has achieved the primary goal of graduation and should be permitted to choose a graduate school that meets both his or her academic and athletics interests, regardless of his or her previous transfer history.*" The legislation was subject to override and ultimately defeated by membership vote at the January 2007 NCAA Convention. Therefore, only those graduate student-athletes meeting the one-time transfer exception were eligible to compete at a second institution.

In 2011, Proposal No. 2010-52 was adopted to permit a graduate student-athlete with eligibility remaining in those sports with a prohibition against the one-time transfer exception to transfer and be immediately eligible if the student-athlete fulfilled the remaining one-time transfer requirements and the previous institution did not renew the student-athlete's athletically related financial aid. The rationale for the proposal stated, "*the requirement of graduation and enrollment in a graduate or professional school provides an appropriate threshold for access to this exception*."

These two proposals are a good example of the balance between academic achievement and fair competition outlined above. At some level, both proposals support the notion that if a student-athlete graduates, he or she has achieved academic success and should be allowed to compete for any institution. At the same time, complete freedom of graduate student-athletes to transfer and compete may have a significant impact on fair competition.

<u>Options for Consideration</u>.

1. Establish an academically based transfer rule for four-year transfers.

Establish a rule that conditions the competition eligibility of four-year transfer student-athletes on academic benchmarks. Possible academic requirements, all of which would include being eligible had the student-athlete remained at the previous institution, include:

(a) A grade-point average that projects to graduation within a four-year timeframe;

(b) A grade-point average of 2.600 or higher;

(c) A grade-point average of 2.600 or higher and completion of all applicable credit-hour and percentage-of-degree requirements at the previous institution (similar to the Committee on Academic Performance transfer adjustment policy);

(d) A grade-point average of 2.500 or higher and completion of credit hours based on the amount of full-time terms spent at the previous four-year institution (similar to the current two-year transfer legislation);

(e) A grade-point average of 2.500 or higher and completion of credit hours based on the amount of full-time terms spent at the previous four-year institution (similar to the current two-year transfer legislation) and completion of a prescribed number of credits in English, math and science (similar to the two-year transfer legislation); or

(f) A grade-point average of 2.500 or higher and satisfaction of the appropriate percentage-of-degree requirements based on transferrable degree credit at the certifying institution.

The current effort to ensure that all Division I legislation supports one of the NCAA's core principles provides authority to explore the establishment of an academically based four-year transfer rule. This is especially true given that one of the core principles is to embed academic success as a first priority for student-athletes. There is also precedent from the current legislation and from the Committee on Academic Performance to connect the competition eligibility of student-athletes, including transfer student-athletes, to their academic performance. Finally, significant research data demonstrates that academically based competition eligibility standards help to ensure student-athlete academic success.

2. Establish an academically based transfer requirement for all transfer exceptions, including the one-time transfer exception.

Maintain general components of current transfer regulations, but incorporate an academic requirement into all exceptions. The general premise that a student-athlete must serve a transfer year in residence would remain, but exceptions would continue with an academic requirement. For example, student-athletes who use the one-time transfer exception would be required to meet a research-based academic requirement in order to be immediately eligible.

Possible academic requirements, all of which would include being eligible had the student-athlete remained at the previous institution, include:

(a) A grade-point average that projects to graduation within a four-year timeframe;

(b) A grade-point average of a 2.600 or higher;

(c) A grade-point average of 2.600 or higher and completion of all applicable credit-hour and percentage-of-degree requirements at the previous institution (similar to the Committee on Academic Performance transfer adjustment policy);

(d) A grade-point average of 2.500 or higher and completion of credit hours based on the amount of full-time terms spent at the previous four-year institution (similar to the current two-year transfer legislation); or

(e) A grade-point average of 2.500 or higher and completion of credit hours based on the amount of full-time terms spent at the previous four-year institution (similar to the current two-year transfer legislation) and completion of a prescribed number of credits in English, math and science (similar to the two-year transfer legislation).

(f) A grade-point average of 2.500 or higher and satisfaction of the appropriate percentage of degree requirements based on transferrable degree credit at the certifying institution.

3. Establish additional academic requirements restricting access to practice.

Under the current legislation, transfer student-athletes who do not satisfy the transfer legislation for competition must serve a year in residence, during which they are eligible to practice. If an academically based four-year transfer rule is adopted, it is ripe for consideration whether additional academic requirements should be established in order for a student-athlete to be eligible for practice. Any of the ideas academic requirements set forth above could serve as academic benchmarks for restricting access to practice

during a transfer student-athlete's year in residence. Requiring minimum standards for academic achievement to be immediately eligible for practice would help a student-athlete who was already underachieving academically at his or her previous institution acclimate to a new academic environment following an event (i.e., transfer) that data suggests is itself predictive of a decreased likelihood of graduation.

4. Maintain the status quo.

Maintaining the current four-year transfer legislation is an option that is supported by the legislative history. The current transfer rule and its accompanying exceptions help to ensure fair competition by limiting the free movement of student-athletes between institutions solely for athletic reasons. The ability to embed academic success is grounded in the initial-eligibility and progress-toward-degree standards. Significant research has been reviewed in the increased initial- and continuing-eligibility standards in the past decade. By holding all student-athletes to these standards, the NCAA provides sufficient support for the principle of embedding academic success. Any additional academic requirements are not necessary and/or unrelated to the values protected by the current transfer legislation

Additional Nonacademic Based Options for Consideration.

1. Eliminate the permission to contact requirement.

A second institution may not contact a student-athlete at his or her current institution without written permission from the student-athlete's current institution. If permission to contact is not granted, the second institution may not encourage the student-athlete to transfer and cannot provide athletically related financial aid to that student-athlete during his first year in residence at the second institution.

Several potential options for amending the four-year transfer legislation arise from a review of the permission-to-contact rule. Included in these options is elimination of the one-time transfer legislation entirely. This option would allow a student-athlete to communicate freely with other institutions and explore opportunities best suited to his or her ongoing academic and athletic objectives. A student-athlete would remain subject to existing transfer restrictions with respect to eligibility for competition, which may require serving a year in residence prior to being eligible for competition and, in limited circumstances, practice.

Eliminating the permission-to-contact requirement altogether may have limited practical impact in regard to intraconference transfers. Some institutions routinely restrict permission to contact within the conference as a matter of course, and 25 Division I conferences have some form of intraconference transfer rule that imposes additional restrictions (beyond NCAA legislation) for student-athletes who transfer between institutions within the conference. Intraconference penalties currently include some or all of the following: (1) one to two years in residence prior to competition, (2) ineligibility for athletics and/or institutional aid for one, two or all remaining years, and (3) loss of one or more seasons of eligibility (in that conference).

Another argument in opposition to eliminating the permission-to-contact requirement is that doing so may create a "free-agent" environment where there is no legislative deterrent to contacting student-athletes at other four-year institutions. Division I institutions would be free to initiate contact with enrolled student-athletes, which may lead to higher profile institutions recruiting overachieving student-athletes from lower profile institutions or soliciting transfer from student-athletes who appear dissatisfied with playing opportunities at their current institution. Institutions could withhold granting the one-time transfer exception in sports where the exception is available; however, this would not be a deterrent in football, basketball, men's ice hockey or baseball where the exception is not available anyway.

2. Adopt a self-release model for permission to contact.

Another option is to adopt the NCAA Division III self-release model for permission to contact. This model allows a student-athlete to communicate with and explore opportunities with other institutions. It requires a student-athlete to initiate the communication with potential transfer institutions and encourages the student-athlete to maintain an open and honest dialogue with his or her current institution. Under the current Division III model, a student-athlete initiates a 30-day window during which to discuss the possibility of transfer by sending a self-release form to a desired institution. The current institution is not notified unless the student-athlete renews the self-release for an additional 30-day period.

A self-release model may reduce opportunities for institutions to solicit the transfer of student-athletes enrolled at other institutions; but still does not provide a specific enforcement mechanism for preventing attempts to do so (i.e., an institution cannot prevent a student-athlete from issuing a self-release to an institution that it believes had previously initiated impermissible contact).

3. Tie the permission to contact requirement to practice and not athletic aid.

A third option related to the permission-to-contact requirement is to attach the requirement to a transfer student-athlete's access to practice, rather than to the receipt of athletically related financial aid. Under this option, a student-athlete who transfers without receiving permission to contact could still be immediately eligible for athletically related financial aid, provided he or she would have been academically eligible had he or she remained at the previous four year institution, but would not be eligible for practice during his or her transfer year in residence.

Rigney, Bridget

From: Dickman, Diane
Sent: Tuesday, July 10, 2012 8:44 AM
To: Rigney, Bridget
Subject: FW: CCA/APR follow up

From: Lennon, Kevin
Sent: Wednesday, July 04, 2012 8:43 PM
To: Tom Yeager
Subject: RE: CCA/APR follow up

Tom,

Good to see you as well, and sorry for the delay.

CAP is examining the retention issue more broadly and will begin discussions at the July meeting. As part of this discussion we will be sure to include the concept that if a student-athlete leaves with a 2.6 the retention point should not be lost. In addition, we have a group that is examining transfer issues, understanding that a student-athlete can transfer with below a 2.6 and lose a retention point, but still be eligible for practice and aid (and in some sports competition). CAP will examine if there should be a closer tie between the 2.6 and transfer.

The NCAA research staff has continued to track the number of African American student-athletes participating in NCAA athletics and also the number of African American graduates. Research does indicate that minority participation dipped initially after propositions 48 and 16, but bounced back over time while graduation numbers elevated. After the implementation of the sliding scale in 2003, we saw the largest increase in African American student-athlete participation numbers. In addition, the number of African American graduates is at an all time high.

You may be interested to know that Kevin Anderson shared with me at NACDA that a group of minority athletic administrators are expressing concerns regarding the new initial eligibility standards, and I am reaching out to them to see how we can share their thoughts most effectively with CAP. So perhaps there is an opportunity to do the same with Paul and Ron? I would be interested in your thoughts as to how to best proceed with your two coaches.

Thanks, and hope you are enjoying the 4th.

Kevin

From: Tom Yeager [mailto:tyeager@caasports.com]
Sent: Tuesday, June 26, 2012 10:56 AM
To: Lennon, Kevin
Subject: CCA/APR follow up

Kevin, good seeing you in Chicago. A quick reminder/follow up on 2 things you were going to send me.

1. APR – Just the idea of a "non-returning" student standard to cover all situations – 2.6 no need to differentiate pro/transfer/drop out etc.

2. Data on the ethnic participation around the adoption of prop 48. Our impression was that the minority participation number remained about the same despite claims that it would be modified substantially towards white males. Similar claims seem to be starting – it would be good to have the stats that can refute immediately – or be fed to selected individuals before they are made.

Thanks.
TY

NCAA Men's Basketball Student-Athletes
Drafted Into the NBA After One Year of Enrollment

The National Basketball Association (NBA) requires a young man to be 19 years old and one year removed from high school graduation in order to be eligible for the NBA draft. This rule was effective with the 2006 draft. This document provides the list of NCAA men's basketball student-athletes who opted into the NBA draft after one year of enrollment and who were drafted, as well as their NCAA Division I Academic Progress Rate (APR) performance in their final term of enrollment. There may be other men's basketball student-athletes who departed after one year of enrollment for other professional athletics opportunities, however for purposes of this discussion, we are referenceing only those leaving for NBA opportunites

2011 Draft:

Pick No.	Name	Institution	APR Status in Last Term of Enrollment	Hours Attempted/Passed in Last Term	Term GPA/Cum. GPA in Last Term	2011-12 Basketball Status
1	Student-Athlete A	Duke University	2/2 (due to lockout)	16/12	2.466/2.77	Cleveland Cavaliers
3	Student-Athlete B	University of Kentucky	1/1	15/9	2.667/2.556	Utah Jazz
4	Student-Athlete C	University of Texas	2/2 (due to lockout)	12/9	2.5/3.5	Cleveland Cavaliers
8	Student-Athlete D	University of Kentucky	1/1	12/12	4.0/4.0	Detroit Pistons
19	Student-Athlete E	University of Tennessee	2/2 (due to lockout)	15/8	2.35/2.49	Milwaukee Bucks
29	Student-Athlete F	University of Texas	1/1	12/9	3.335/3.7783	San Antonio Spurs
49	Student-Athlete G	University of Kansas	1/1	12/9	2.13/2.88	Memphis Grizzlies

Number drafted after one year of enrollment: 7
- Number of 0/2s: 0
- Number of 1/1s (left eligible; pro adjustment): 4
- Number of 2/2s (due to lock-out): 3

CONFIDENTIAL

2010 Draft:

Pick No.	Name	Institution	APR Status in Last Term of Enrollment	Hours Attempted/Passed in Last Term	Term GPA/Cum. GPA in Last Term	2011-12 Basketball Status
1	Student-Athlete H	University of Kentucky	1/1	16/12	3.5/3.414	Washington Wizards
3	Student-Athlete I	Georgia Tech	1/1	15/9	3.0/2.38	Utah Jazz
4	Student-Athlete J	University of Kentucky	1/1	16/6	2.0/2.273	Sacramento Kings
12	Student-Athlete K	University of Kansas	1/1	15/9	3.44/3.54	New Orleans Hornets
18	Student-Athlete L	University of Kentucky	1/1	16/12	2.25/1.966	Los Angeles Clippers
19	Student-Athlete M	University of Texas	1/1	12/9	1.0/2.833	Boston Celtics
29	Student-Athlete N	University of Kentucky	0/2	15/0	0.0/1.28	Orlando Magic
33	Student-Athlete O	Marshall University	0/2	16/0	0.0/2.0	Sacramento Kings
40	Student-Athlete P	University of Cincinnati	1/1	12/12	3.0/3.139	Indiana Pacers
47	Student-Athelte Q	University of Oklahoma	0/2	12/1	0.3/1.28	Unknown

Number drafted after one year of enrollment: 10
Number of 0/2s: 3
Number of 1/1s (left eligible; pro adjustment): 7

CONFIDENTIAL

2009 Draft:

Pick No.	Name	Institution	APR Status in Last Term of Enrollment	Hours Attempted/Passed in Last Term	Term GPA/Cum. GPA in Last Term	2011-12 Basketball Status
4	Student-Athlete R	University of Memphis	1/1	12/11	1.75/2.232	Sacramento Kings
9	Student-Athelte S	University of Southern California	1/1	15/11	2.8/2.363	Toronto Raptors
17	Student-Athlete T	University of California, Los Angeles	0/2	13/4	1.77/2.34	Philadelphia 76ers
24	Student-Athlete U	Ohio State University	1/1	12/12	2.0/3.002	Charlotte Bobcats

Number drafted after one year of enrollment: 4
Number of 0/2s: 1
Number of 1/1s (left eligible; pro adjustment): 3

CONFIDENTIAL

2008 Draft:

Pick No.	Name	Institution	APR Status in Last Term of Enrollment	Hours Attempted/Passed in Last Term	Term GPA/Cum. GPA in Last Term	2011-12 Basketball Status
2	Student-Athlete V	Kansas State University	1/1	12/6	1.75/2.353	Minnesota Timberwolves
3	Student-Athlete W	University of Southern California	1/1	8/8	2.5/2.409	Memphis Grizzlies
5	Student-Athlete X	University of California, Los Angeles	0/2	12/0	0.0/3.18	Minnesota Timberwolves
7	Student-Athlete Y	Indiana University	1/1	12/9	1.675/2.248	New Orleans Hornets
11	Student-Athlete Z	University of Arizona	1/1	12/9	2.333/2.778	Toronto Raptors
14	Student-Athlete AA	Louisiana State University	0/2	6/6	1.0/2.125	Minnesota Timberwolves
19	Student-Athlete BB	North Carolina State University	1/1	15/12	1.42/1.75	Sacramento Kings
23	Student-Athlete CC	Ohio State University	0/2	12/0	0.0/3.37	Denver Nuggets
28	Student-Athlete DD	Syracuse University	0/2	13/7	1.777/1.571	Sacramento Kings
35	Student-Athlete EE	Texas A & M University	1/1	12/11	2.75/2.833	Los Angeles Clippers

Number drafted after one year of enrollment: 11
Number of 0/2s: 4
Number of 1/1 (left eligible; pro adjustment): 6
Number not in the APP cohort: 1

CONFIDENTIAL

2007 Draft

Pick No.	Name	Institution	APR Status in Last Term of Enrollment	Hours Attempted/Passed in Last Term	Term GPA/Cum. GPA in Last Term	2011-12 Basketball Status
1	Student-Athlete FF	Ohio State University	0/2	14/0	0.0/3.3	Unknown
2	Student-Athlete GG	University of Texas	1/1	12/12	3.333/3.0	Oklahoma City Thunder
4	Student-Athlete HH	Ohio State University	1/1	17/7	2.35/2.97	Memphis Grizzlies
8	Student-Athlete II	University of North Carolina	1/1	12/12	2.425/2.11	Dallas Mavericks
10	Student-Athlete JJ	University of Washington	1/1	15/10	2.95/3.54	Philadelphia 76ers
12	Student-Athlete KK	Georgia Tech University	0/2	15/8	1.9/1.95	Philadelphia 76ers
19	Student-Athlete LL	Georgia Tech University	1/1	15/8	2.25/2.13	Unknown (charged with murder 2011)
21	Student-Athlete MM	Ohio State University	1/1	17/7	1.85/2.72	Oklahoma City Thunder

Number drafted after one year of enrollment: 8
Number of 0/2s: 2
Number of 1/1 (left eligible; pro adjustment): 6

2006 Draft:

Pick No.	Name	Institution	APR Status in Last Term of Enrollment	Hours Attempted/Passed in Last Term	Term GPA/Cum. GPA in Last Term	2011-12 Basketball Status
17	Student-Athlete NN	University of Memphis	0/2	11/7	1.364/2.25	New Jersey Nets

Number drafted after one year of enrollment: 1
Number of 0/2s: 1

CONFIDENTIAL

2005 Draft:

Pick No.	Name	Institution	APR Status in Last Term of Enrollment	Hours Attempted/Passed in Last Term	Term GPA/Cum. GPA in Last Term	2011-12 Basketball Status
2	Student-Athlete OO	University of North Carolina	1/1	12/12	2.075/2.13	Atlanta Hawks

Number drafted after one year of enrollment: 1
Number of 0/2s: 0
Number of 1/1 (left eligible; pro adjustment): 1

2004 Draft:

Pick No.	Name	Institution	APR Status in Last Term of Enrollment	Hours Attempted/Passed in Last Term	Term GPA/Cum. GPA in Last Term	2011-12 Basketball Status
7	Student-Athlete PP	Duke University	1/1	16/16	2.58/2.68	Chicago Bulls
14	Student-Athlete QQ	University of Minnesota	0/2	Not reported	Not reported	New Jersey Nets
43	Student-Athlete RR	University of California, Los Angeles	0/2	5/15	1.0/1.4	New Orleans Hornets

Number drafted after one year of enrollment: 3
Number of 0/2s: 1
Number of 1/1 (left eligible; pro adjustment): 2

Summary:

1. Since the NCAA Division I Academic Performance Program (APP) data was first collected in 2003-04, there have been 45 men's basketball student-athletes drafted into the NBA after one year of college enrollment.

2. Since the NBA "one -and-done" rule went in effect, there have been 41.

CONFIDENTIAL

3. In 2004 and 2005, one student-athlete left his institution ineligible ("0/2").

4. Since 2006, 11 have left ineligible ("0/2").

5. The various institutions received APR adjustments for all student-athletes who left eligible ("1/1").

6. The NBA lockout in 2011-12 led to several student-athletes earning both points, because they returned to their institutions following the spring term while waiting for the lockout to be resolved.

CONFIDENTIAL

REPORT OF THE
NCAA DIVISION I ACADEMIC CABINET
JUNE 11-12, 2012, MEETING

***KEY ITEMS*.**

1. **Review of NCAA Division I Progress-Toward-Degree Standards.** The NCAA Division I Academic Cabinet continued its review of progress-toward-degree standards and examined research regarding college academic outcomes of student-athletes. The cabinet determined not to recommend changes to grade-point average and credit hour requirements at this time. The cabinet also discussed the possibility of reducing or eliminating some legislative requirements for academically high-achieving student-athletes who are in their third collegiate year or beyond. The cabinet will continue this discussion in September.

2. **Review of Early Academic Certification and Obvious Waiver Standards.** The cabinet approved the new early academic qualification standards that were included in the initial-eligibility changes adopted by the NCAA Division I Board of Directors last October. The cabinet reviewed research regarding early academic certifications and the college outcomes of students who meet the current and recommended new standard. Amending the early academic certification standard in the manner recommended would maximize early certification decisions for those prospective student-athletes who are nearly certain to meet the eight-semester standard. The recommended new standard ensures appropriate academic rigor and achievement at the six-semester mark to ensure, with a high degree of certainty, early college success academically. Further, the cabinet recommended the effective date of the new early academic qualifications standards be amended to August 1, 2013, for students initially enrolling full time in a collegiate institution on or after August 1, 2013 to allow prospective student-athletes to take advantage of the legislation sooner, noting the new qualifications will potentially increase the number of early academic qualifiers while still maintaining a high level of academic rigor and achievement in high school. Additionally, the cabinet reviewed data regarding the obvious waiver standard and a data-based tool to assist in analyzing initial-eligibility waivers. The cabinet modified the obvious waiver standard effective immediately which expands the pool of prospective student-athletes for which a waiver would not need to be filed. The new criteria continue to ensure that these prospective student-athlete's academic profiles predict academic success in the first academic year.

***ACTION ITEMS*.**

1. **Legislative Items.**

   a. **Revision of student-host prohibition to include academic redshirt.**

(1) Recommendation. The Academic Cabinet recommends the NCAA Division I Legislative Council adopt noncontroversial legislation expanding the current prohibition against nonqualifiers serving as student hosts to include academic redshirts.

(2) Effective Date. August 1, 2016, for students initially enrolling full time in a collegiate institution on or after August 1, 2016.

(3) Rationale. As a result of the newly adopted initial-eligibility standards, the cabinet reviewed all legislation where classification of the student-athlete as a qualifier or nonqualifier is referenced. Student-athletes, who meet the new initial-eligibility standards for academic redshirts, while allowed to practice during their first academic year in residence at the institution, should be primarily focused on academics during this year to maximize academic outcomes. Therefore, additional activities that could potentially impact this academic focus, such as serving as a student host, should be eliminated where possible.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

b. Revision of the two-year transfer standard for athletically related financial aid and practice.

(1) Recommendation. The Academic Cabinet recommends the Legislative Council adopt noncontroversial legislation amending NCAA Division I Bylaw 14.5.4.2 from not a qualifier to nonqualifiers to specify that only nonqualifers are ineligible for practice and financial aid if two-year college transfer standards are not satisfied.

(2) Effective Date. August 1, 2016, for students initially enrolling full time in a collegiate institution on or after August 1, 2016.

(3) Rationale. As a result of the newly adopted initial-eligibility standards, the cabinet reviewed all legislation where classification of the student-athlete as a qualifier or nonqualifier is referenced. Two-year transfer standards for athletically related financial aid and practice, set forth in Bylaw 14.5.4.2.2 (eligibility for financial aid and practice), specifies that a transfer student from a two-year college who was "not a qualifier" (per Bylaw 14.3.1.1) is eligible for institutional financial aid and practice during the first academic year in residence only if the student meets certain academic provisions. Student-

athletes who are classified as academic redshirts are eligible to receive athletically related financial aid and practice during their initial academic year if initially enrolled at an NCAA Division I institution. To the same extent that athletically related financial aid and practice remain available for qualifiers who choose to initially enroll in a two-year institution and do not meet the two-year transfer academic requirements upon transfer, it should remain applicable to academic redshirts without the need to meet another academic standard.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

c. Effective date of early academic certification standard.

(1) Recommendation. The Academic Cabinet recommends the Legislative Council amend the effective date of the new early academic qualifications standards to August 1, 2013, for students initially enrolling full time in a collegiate institution on or after August 1, 2013.

(2) Effective Date. August 1, 2013, for students initially enrolling full time in a collegiate institution on or after August 1, 2013.

(3) Rationale. Moving the effective date of the early academic qualifications from August 1, 2016 to August 1, 2013 will allow prospective student-athletes to take advantage of the legislation sooner. The new qualifications will potentially increase the number of early academic qualifiers while still maintaining a high level of academic rigor and achievement in high school. Further, a 2013 effective date will allow for some additional notice to the membership and to prospects.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

2. Nonlegislative Items.

- None.

***INFORMATIONAL ITEMS*.**

1. Legislative.

- None.

2. Nonlegislative.

a. Report of the NCAA Division I Academic Cabinet. The cabinet reviewed the report of the February 2012, meeting and April 2012, teleconference.

b. Report of the NCAA Division I Board of Directors Meeting. The cabinet reviewed the report of the April 2012, meeting.

c. Report of the NCAA Division I Committee on Academic Performance. The cabinet reviewed the reports of the February and April 2012, meetings and March 2012, teleconference.

d. Additional Division I Cabinet/Council Updates. The cabinet reviewed the most recent reports of additional Division I cabinets and councils.

e. Review of Legislation and Interpretations. The cabinet reviewed the status of proposals sponsored or requested by the cabinet and proposals reviewed by the cabinet in the 2011-12 legislative cycle. Additionally, the cabinet reviewed interpretations published since the last cabinet meeting with an academic focus.

f. NCAA International Student Records Committee Update. The cabinet reviewed the reports of the March 2012, meeting and May 2012, teleconference.

g. NCAA Eligibility Center Update. The cabinet received an update regarding current certification and high school reviews as well as a timeline of transition from their current physical location to the NCAA national office. Additionally, information regarding the latest "chalk talk" webinar and priority processing was provided.

h. NCAA Division I Academic Progress Rate (APR) Release Update. The cabinet was provided the current timeline for release of APR information.

i. Two-Year/NCAA Working Group Update. The cabinet was provided an update of the working group tasked with reviewing potential concepts that may assist

academically underprepared prospective student-athletes. The group will hold its first in-person meeting June 26.

j. **Review NCAA Division I Academic Cabinet Policies and Procedures.** The cabinet reviewed and approved their policies and procedures, noting no additional substantive changes since last approved during the February 2012 meeting. These policies are provided in Supplement No. 14 in the cabinet's meeting materials.

k. **Prospective Student-Athlete Reviews.** The cabinet received a report on the number and outcome of prospective student-athlete review cases. During the June 1, 2011 to April 30, 2012 timeframe, the academic and membership affairs staff processed 110 Division I prospective student-athlete review cases.

The cabinet also reviewed the report of the NCAA Division I Student Records Review Committee April and May 2012, teleconferences, and approved the Student Records Review Committee Policies and Procedures and an updated trigger list. Additionally, the cabinet approved a prospective student-athlete review directive to guide the NCAA staff and Student Records Review Committee in the review of prospective student-athlete review cases. The directive places emphasis on the validity of a prospective student-athlete's academic credentials for the purpose of meeting initial-eligibility requirements The directive is provided in Supplement No. 22 of the cabinet's meeting materials.

l. **Initial-Eligibility Waiver and Progress-Toward-Degree Waiver Statistics**. The cabinet received a report on the number and outcome of initial-eligibility waivers indicating that the NCAA academic and membership affairs staff reviewed 571 Division I initial-eligibility waivers in the July 1, 2011 to May 16, 2012 period.

In addition, the academic and membership affairs staff processed 511 Division I progress-toward-degree waiver requests for the period of July 1, 2011 through May 16, 2012.

m. **Summer Athletic Activities in Men's Basketball.** The cabinet reviewed legislation adopted January 2012 that permits men's basketball student-athletes to participate in eight hours per week of required weight training, conditioning and skill-related instruction during an eight-week period during the summer without enrollment in summer school, provided certain academic conditions are satisfied. The cabinet noted that institutions have the opportunity to seek relief from these academic components through the legislative relief waiver process; however, the cabinet recommended that the NCAA Division I Legislative Council

Subcommittee for Legislative Relief deny such legislative relief waivers, given the intent of the summer access legislation. The cabinet will review all cases processed during its June 2013 meeting.

n. Initial Eligibility and Two-Year College Educational Outreach Initiatives. The cabinet received an update on educational outreach initiatives related to the initial-eligibility and two-year college transfers standards adopted during the 2011-12 academic year. A comprehensive educational outreach plan has been developed that considers and addresses the concerns of member institutions, athletics conferences, high school administrators and coaches, the two-year college community, prospective student-athletes and outside professional organizations regarding the impact of the newly adopted academic legislation. The cabinet encouraged staff to continue to seek collaborative relationships with member institutions, high schools and two-year colleges in an effort to facilitate the sharing of information and resources with key constituents.

o. Academic Redshirt Status Relative to Current Qualifier/Nonqualifier Legislation. The cabinet reviewed current recruiting and transfer legislation based on qualifier status in light of the academic redshirt standard effective August 1, 2016. The cabinet agreed that current references to qualifier, nonqualifier and not a qualifier be maintained except in reference to student hosts, where it was agreed that the prohibition be expanded to academic redshirts, and in reference to eligibility for athletics aid and practice for two-year transfers, where it was agreed that the applicable bylaw reference only nonqualifiers due to an academic redshirt's initial-eligibility status allowing for aid and practice if initially enrolled at a four-year institution. Legislative changes were recommended in action items for both of these bylaws.

p. Application of 10 Core-Course Initial-Eligibility Requirement to Prospective Student-Athletes with a Diagnosed Education-Impacting Disability. The cabinet discussed the application of the 10 core-course requirement set forth in Bylaw 14.3.1.1 (qualifier), a component of the new initial-eligibility standard for competition, to prospective student-athletes with a diagnosed education-impacting disability. The cabinet determined that, effective August 2016, a prospective student-athlete's inability to satisfy the 10 core-course requirement due to his or her education-impacting disability should be reviewed in the initial-eligibility waiver process. As such, the NCAA Division I Initial-Eligibility Waivers Committee can determine specifically how the prospective student-athlete's education-impacting disability may or may not have a direct impact on the 10 core-course requirement and make an individualized assessment about whether the deficiency should be waived or not. The cabinet recommended that it assess the impact of the 10 core-course requirement on prospective student-athletes with

a diagnosed education-impacting disability after the 2016-17 academic year and determine whether further discussion is necessary.

q. **Early Academic Qualification Standards.** The cabinet approved the new early academic qualifications standards that were included in the initial-eligibility changes adopted by the Board of Directors last October. The new qualifications include:

(1) Decreasing the current minimum combined score on the SAT critical reading and math sections from 1000 to 900;

(2) Decreasing the current minimum sum score on the ACT from 85 to 75;

(3) Maintaining the current core-course grade-point average requirement of 3.000 or higher (based on a maximum of 4.000);

(4) Increasing the number of core courses from 13 to 14 on completion of six semesters (or the equivalent); and

(5) Requiring the successful completion of two additional core courses in the areas of English, math and natural or physical science such that the subject area requirement is three core courses in English, two core courses in math, two core courses in natural or physical science *and* two core courses in English, math or natural or physical science.

The cabinet reviewed research regarding early academic certifications and the college outcomes of students who meet the current and recommended new standard. Amending the early academic certification standard in the manner recommended would maximize early certification decisions for those prospective student-athletes who are nearly certain to meet the eight-semester standard. The recommended new standard ensures appropriate academic rigor and achievement at the six-semester mark to ensure, with a high degree of certainty, early college success academically.

r. **NCAA Eligibility Center Obvious Waiver Standard.** The cabinet reviewed the current obvious waiver standard which, if achieved, allows a prospective student-athlete to be certified as a qualifier via an automatic waiver despite not having satisfied the minimum initial-eligibility requirements. Currently, to receive an obvious waiver, a prospective student-athlete must present a maximum core-course deficiency of one unit and a core-course grade-point average that corresponds with his or her standardized test score on a sliding scale that, relative to the initial-eligibility index set forth in Bylaw 14.3.1.1.2 (initial-eligibility

index), requires a core-course grade-point average that is approximately .900 grade point units higher for a given test score.

Following a review of data provided by the NCAA research staff, the cabinet noted that there are a number of student-athletes who clearly demonstrate a likelihood of academic success during their initial year of collegiate enrollment at a member institution, but who present a core-course deficiency greater than one unit. Effective immediately, the cabinet amended the obvious waiver standard to allow for a maximum core-course deficiency of two units, with a maximum one-unit deficiency in any given subject area. The cabinet agreed that the current obvious waiver sliding scale remain unchanged but that possible adjustments to the scale be reviewed prior to the 2013-14 academic year.

s. **Initial-Eligibility Waiver Directive.** The cabinet revisited the initial-eligibility waiver directive approved February 2012. During its February meeting, the cabinet had supported a process that takes into account a data-based analysis of a student-athlete's likelihood of academic success during his or her first year of full-time collegiate enrollment at a member institution. As such, the cabinet was presented with a quantitative prediction model that takes into consideration a student-athlete's core-course grade-point average, standardized test score, total number of core-course units, total number of core-course units in English, math and natural or physical science, total number of core-course units earned during grade 12, and the interaction between the total number of core-course units earned and the core-course grade-point average.

The cabinet expressed support for the model and encouraged staff and the Initial Eligibility Waivers Committee, in analyzing initial-eligibility waiver cases, to weigh the likelihood of a student-athlete's academic success relative to the mitigating circumstances presented as reasons for the initial-eligibility deficiency. The cabinet amended the February 2012 initial-eligibility waiver directive to allow a more favorable review of initial-eligibility waiver cases involving academically high-achieving student-athletes who clearly demonstrate a likelihood of academic success during the initial year of full-time collegiate enrollment. The cabinet approved the revised initial-eligibility waiver directive and encouraged the use of the data-based analysis tool during the 2012-13 academic year. The initial-eligibility waiver directive was amended by the cabinet and is attached to this report.

t. **Two-Year College Transfer Waiver Directive.** The cabinet reviewed and approved a two-year college transfer waiver directive to guide the academic and membership affairs staff and the NCAA Division I Two-Year Transfer Waivers Subcommittee in the review of two-year college transfer waivers. Per the

directive, institutions seeking a two-year transfer waiver on behalf of a student-athlete for relief of Bylaws 14.5.4 (two-year transfers) and 14.5.6 (4-2-4 college transfers) must present evidence of a likelihood of academic success at the four-year collegiate institution, as well as compelling mitigating circumstances for the deficiency. In assessing a student-athlete's likelihood of academic success, the cabinet supported consideration of the student-athlete's two-year college grade-point average in transferable credit hours and his or her successful completion of transferable credit hours in English, math and natural and/or physical science. The directive is provided in Supplement No. 29 in the cabinet's meeting materials.

u. **Progress-Toward-Degree Waiver Directive.** The cabinet reviewed and approved the Progress-Toward-Degree Waiver Directive to guide the academic and membership affairs staff and the NCAA Division I Progress-Toward-Degree Waivers Subcommittee in its review of progress-toward-degree waivers. The cabinet noted that there have been no changes to the Progress-Toward-Degree Waiver Directive in the most recent academic year. The directive is provided in Supplement No. 26 in the cabinet's meeting materials.

v. **Academic Eligibility Waiver Policies and Procedures.** The cabinet approved the NCAA Division I Initial Eligibility Waivers Committee Policies and Procedures and NCAA Division Progress-Toward-Degree Waivers Committee Policies and Procedures. The cabinet supported and approved amendments to the decision language in the Initial-Eligibility Waivers Committee Policies and Procedures in an effort to mirror the decision language in the Initial-Eligibility Waivers Committee's Initial-Eligibility Waiver Directive. There were no changes to the Progress-Toward-Degree Policies and Procedures. The two policies are provided in Supplement Nos. 15 and 16 respectively in the cabinet's meeting materials.

w. **Progress-Toward-Degree Standards Review.** The cabinet continued its review of progress-toward-degree standards and examined research regarding college academic outcomes of student-athletes. The cabinet noted the importance of maintaining progress-toward-degree standards that increase the likelihood of graduation within a five-year period and discussed several options for increasing progress-toward-degree standards, including increasing the required cumulative grade-point average to 2.000 for each academic year of collegiate enrollment and/or requiring the successful completion of nine-semester hours or eight-quarters hours of academic credit during each term of full-time collegiate enrollment. The cabinet indicated that given all other recent academic changes, it did not support increased progress-toward degree standards at this time.

Additionally, the cabinet discussed the possibility of providing academically high-achieving student-athletes with relief from some of the legislative progress-toward degree requirements. Specifically, the cabinet will review if greater flexibility can be provided during the junior and senior year for student-athletes who have demonstrated academic success and are clearly on track to graduate, possibly within four years for example. The cabinet will further examine the possibility of reducing the certification burden for academically high-achieving student-athletes during its September meeting.

x. **Four-Year College Transfer Standards Review.** The cabinet engaged in a preliminary discussion regarding potential modifications to the current four-year college transfer requirements. The cabinet discussed the significance of the academic year in residence, the potential creation of research-based academic requirements for transfers, the need for sport-specific transfer requirements and the impact that the act of transferring has on individual and team academic success. The cabinet asked the staff to provide additional research related to four-year college transfers and will continue its discussion in September.

y. **Eligibility for Postseason Competition between Terms for Multiple-Round Events.** The cabinet continued its discussion regarding the application of academic eligibility bylaws relative to multiple-round postseason competition where the competition may begin during a regular academic term, but distinct rounds may occur between terms. The cabinet expressed concern that a student-athlete, under current legislation, may engage in NCAA championship or other postseason activity after failing to successfully complete progress-toward degree requirements during the preceding regular academic term. Additionally, the cabinet noted the ability for student-athletes under current legislation to continue to compete in regular season competition between terms based on the timing of official certification of ineligibility up to the first day of classes for the next term. The cabinet requested the staff provide specific legislative concepts that could result in earlier required certification of ineligibility between terms that could be applicable regardless of competition for review during its September meeting.

z. **NCAA Division I Institutional Performance Program**. The cabinet received an update and provided feedback on the development of the NCAA Division I Institutional Performance Program, which shall serve to assist member institutions in reviewing their athletics programs based on identified measures that align with the core values and principles of the NCAA, as well as the institution's mission. Discussion centered on the program's efforts to assess issues related to academics, fiscal matters, gender, diversity and the student-athlete experience. The cabinet

noted that membership feedback will continue to be solicited throughout the 2012-13 academic year.

aa. **NCAA Working Group on the Collegiate Model -- Rules.** The cabinet received an update on the NCAA Working Group on the Collegiate Model -- Rules and provided feedback on the principles developed for NCAA Division I Bylaw 14. The cabinet supported the creation of an operating bylaw focused exclusively on academic legislation and encouraged the movement of legislation that does not directly support academic success to other operating bylaws. To this end, the cabinet encouraged the merging of the bylaws that govern the NCAA Division I Academic Performance Program with those that regulate the academic performance of student-athletes.

In addition, the cabinet provided feedback on the potential elimination of legislation that is directly supported by institutional academic policy. The cabinet was in agreement that legislation that is inconsequential or directly accounted for by institutional academic policy should not be in included in the NCAA Division I Manual.

The cabinet engaged in preliminary discussions regarding the need to define academic fraud. Additionally, the cabinet acknowledged the need to identify the appropriate role of the NCAA in investigating and resolving allegations of a violation of academic integrity. The cabinet asked that the issue of academic fraud be addressed at a future meeting.

bb. **NCAA Enforcement Working Group.** The cabinet received an update on the NCAA Enforcement Working Group and provided feedback. The cabinet commended the working group's progress with creating a multilevel NCAA rules violation structure, an enhanced penalty structure for NCAA rules infractions and for making efforts to expedite cases. The cabinet supported the creation of penalty guidelines for Level I and II cases and noted that predictability, consistency and transparency should be mainstays of the enforcement process. Discussion centered on the need to define shared responsibility and engage in regular communication with Working Group on the Collegiate Model - Rules. The cabinet provided feedback on the concept of shared responsibility and noted that defining the roles and responsibilities of member institutions, conferences and the national office will be critical to future success.

cc. **Election of New Chair and Administrative Committee Update.** The cabinet elected Ken White, faculty athletics representative, Utah State University, Western Athletic Conference, as chair. In his capacity as chair, Ken also replaces Herman Holt, faculty athletics representative, University of North Carolina,

Ashville, Big South Conference, on the NCAA Division I Academic Cabinet Administrative Committee.

Committee Chair: Herman Holt, Jr., University of North Carolina, Asheville, Big South Conference
Staff Liaisons: Diane Dickman, Academic and Membership Affairs
Alex Smith, Academic and Membership Affairs
Jennifer Strawley, Academic and Membership Affairs

NCAA Division I Academic Cabinet June 11-12, 2012, Meeting	
ATTENDEES	**ABSENTEES**
Carray Banks, Norfolk State University, Mid-Eastern Athletic Conference	David Williams, Vanderbilt University, Southeastern Conference
John Bruno, The Ohio State University, Big Ten Conference	
Thomas Burman, University of Wyoming, Mountain West Conference	
Carolyn Callahan, University of Virginia, Atlantic Coast Conference	
Barbara Church, Metro Atlantic Athletic Conference	
David Dosser, East Carolina University, Conference USA	
Eric Hall, Elon University, Southern Conference	
Rhonda Hatcher, Texas Christian University, Big 12 Conference	
Donna Heinel, University of Southern California, Pacific-12 Conference	
Herman Holt, Jr., University of North Carolina, Asheville, Big South Conference	
Loretta Lamar, United States Naval Academy, Patriot League	
Deland Myers, North Dakota State University, Summit League	
Jackie Mynarski, Mid-American Conference	
Annette O'Connor, LaSalle University, Atlantic 10 Conference	

Cinnamon Sheffield, University of North Texas, Sun Belt Conference	
Sean Simmons, Robert Morris University, Northeast Conference	
Shannon Strahl, Gonzaga University, West Coast Conference	
Lloyd Taylor, The Citadel, Southern Conference	
Bradley Teague, University of Central Arkansas, Southland Conference	
Kaitlyn Vincek, Eastern Michigan University, Mid-American Conference, Student-Athlete Advisory Committee	
Ken White, Utah State University, Western Atlantic Conference	
Elaine Wise, University of Louisville, Big East Conference	
NCAA staff liaisons in attendance: Diane Dickman, Alex Smith and Jennifer Strawley	
Additional NCAA staff in attendance: Jackie Campbell, Andrew Cardamone, Stephanie Castera, Steve Clar, Shauna Cobb, Greg Dana, Gary deCastro, Doug Healey, Michelle Hosick, Juliette Kenny, Kevin Lennon, Andrew Louthain, Binh Nguyen, Tom Paskus, Todd Petr, Bill Regan, Lisa Roesler, Tiese Roxbury, Dave Schnase, John Shukie, Laura Wurtz and Kathryn Yurk.	

Latest News

Home > Resources > Latest News > 2012 > June

Most Division I teams deliver top grades

Latest data show continued impact of academic reforms

The majority of Division I sports teams are posting top grades, according to the NCAA's latest Academic Progress Rates.

The most recent four-year Division I APR is 973, up three points over last year. The average four-year rate also rose in the high-profile sports of men's basketball, football and baseball.

Now in its ninth year, APR is resulting in real measurable impacts, said NCAA President Mark Emmert.

"We expect student-athletes to meet their dual responsibilities, and most of them are doing so," Emmert said.

In the NCAA's highest profile sports, the average four-year APR for men's basketball is 950, up five points over last year; football is 948, up two points; and baseball is 965, up six points.

Through APR, nearly 10,000 former student-athletes have returned to campus and earned their degrees in the past eight years. In the process, their teams earned an extra APR point. Of these 9,822 students, almost half (4,505) were in men's basketball, football and baseball.

"That is real impact," Emmert said.

Academic Progress Rates

Key Points

- Academic reform is a success. It has not yet arrived, but has made an impact. It has changed the academic performance of student-athletes and our expectations of their academic performance.
- NCAA academic initiatives are all about having students show up ready to learn, being supported when they are with us, and holding student-athletes, coaches, teams and universities accountable.
- Increased academic standards are about the 99 percent of student-athletes who will be going pro in something other than sports.

Every Division I sports team calculates its APR each academic year, based on the eligibility and retention of each scholarship student-athlete. Teams scoring below certain thresholds

can face sanctions, such as scholarship losses and restrictions on practice. Rates are based on the past four years' performance.

Emmert stressed that APRs over time have seen dramatic improvement. Year-to-year comparisons, though, are showing some flattening out over time and even some slight decreases, which is not unexpected, he added.

At the same time, teams performing at the low end of the APR scale are doing better, Emmert said.

The Division I Board of Directors last fall approved tougher academic standards, including setting a new standard that teams must meet to compete in the postseason.

The standard for postseason access starts at 900 APR but over the next few years climbs to 930, which equates to a 50 percent Graduation Success Rate. To assist limited-resource institutions, the board gave these schools and their teams more flexibility to meet the standards.

According to the latest APR figures, 15 teams will not have access to the postseason for the 2012-13 season, compared to only eight last season.

"This is not a penalty—it's our expectation," Emmert said. "Just as a team needs a winning record to make the playoffs or the tournament, they need a winning record in the classroom as well."

The 15 include 10 men's basketball teams, three football teams, one men's soccer team and one wrestling team.

In terms of penalties, 35 teams with APRs below 900 (out of 54) are facing sanctions next season including restrictions on practice and regular season competition and other penalties, including reductions in scholarships. All 15 teams that lost postseason access also have APR penalties.

Emmert emphasized that the current Division I reform package will lead to greater impact in the future, particularly with increased academic standards for incoming students and transfers from two-year colleges.

Emmert said the higher standards are needed to address key areas in need of additional improvement, including men's basketball and football. While APRs have gotten better over time in these two high-profile sports, they are still the lowest among all NCAA sports.

Support from NCAA member colleges and universities has been critical in developing the higher standards,

Teams with postseason ineligibility for 2012-13 season (all of these teams also face APR penalties)

Men's Basketball

- California State University, Bakersfield*
- Jacksonville State University
- Mississippi Valley State University
- Texas A&M Corpus Christi
- Towson University
- University of Arkansas, Pine Bluff
- University of California, Riverside
- University of Connecticut
- UNC-Wilmington
- University of Toledo

*Data still under review

said Walter Harrison, chair of the NCAA Committee on Academic Performance and president of the University of Hartford.

"These changes will lead to higher academic expectations and better-prepared students coming to our colleges and universities," Harrison said.

To ensure fairness in APR, the NCAA provides adjustments for student-athletes who transfer with certain grade point averages and those who leave in good academic standing for professional athletics careers.

This past year, 702 student-athletes were granted APR adjustments for professional departures, out of 6,412 Division I sports teams. Almost half (44 percent) were in baseball. Of the 64 adjustments for men's basketball, only five were for first-year college student-athletes.

Football

- Hampton University
- North Carolina A&T State University
- Texas Southern University

Men's Soccer

- Central Connecticut State University

Men's Wrestling

- University of Northern Colorado

(Eight teams were ineligible for the postseason in 2011-12)

There are 1,068 fewer student-athletes this year who are "0-for-2," compared to 2004-05, the first year of APR penalties. This term defines student -athletes who leave school academically ineligible and do not earn either point in the APR calculation.

After years of decline, there was a slight increase in the number of 0-for-2 students in 2010-11 compared to the previous year. The increase of 94 students was mostly in sports other than men's basketball and football.

Still, the number of students considered 0-for-2 is down 27 percent since 2004-05 and account for only 2.4 percent of Division I student-athletes.

Last week, 954 teams were publicly recognized for posting multi-year APRs in the top 10 percent of each sport.

The most recent APR scores are multi-year rates based on the scores from the 2007-08, 2008-09, 2009-10 and 2010-11 academic years.

APR scores per institution, along with penalties per school and teams receiving public recognition, are available online through the NCAA's searchable database.

Teams with penalties for 2012-13 season

There are 35 Division I teams facing penalties in 2012-13 for not meeting the mark academically. This means they posted an APR score below 900. The NCAA's revised penalty structure has three levels, with penalties increasing in severity at each level. The specific penalties for each team are listed on their school's penalty report in the APR searchable database.

Level One penalties focus on practice restrictions so teams can focus on academics. Teams facing this penalty lose four hours of practice time one day per week. That time must be replaced with academic activities. There are 26 teams this year with this level of penalty.

Level Two penalties include the Level One penalty, along with a reduction of four hours of practice time out of season replaced with academic activities. This level also includes the elimination of the nonchampionship season or spring football. Teams without a nonchampionship season face a reduced number of contests. There are no teams in this penalty category this year due to the transition from the prior penalty structure.

Level Three penalties include all Level One and Two penalties, plus a menu of potential additional penalties. These can include financial aid reductions; additional practice and contest restrictions; coach-specific penalties (including game and recruiting restrictions); restricted access to practice for incoming students who fall below certain academic standards; restricted membership; and potential multiyear bans on postseason competition. There are nine teams this year with this level of penalty.

Teams facing Level One APR penalties

- Alabama State University: men's basketball, football
- California State University, Bakersfield: men's basketball, men's golf
- Central Connecticut State University, men's soccer
- Chicago State University: men's track indoor, men's track outdoor
- Delaware State University: men's basketball
- Florida A&M University: women's volleyball
- Hampton University: football
- North Carolina Central University: men's cross country, men's track indoor, men's track outdoor
- Prairie View A&M University: football, men's track indoor, men's track outdoor
- South Carolina State University: men's track indoor
- Southern University: men's track indoor, men's track outdoor
- Texas A&M University, Corpus Christi: men's basketball
- Towson University: men's basketball
- University of Arkansas, Pine Bluff: men's basketball
- University of California, Riverside: men's basketball
- University of Connecticut: men's basketball

Teams facing Level Three APR penalties

- Chicago State University: women's cross country
- Grambling State University: men's basketball
- Jacksonville State University: men's basketball
- Mississippi Valley State University: men's basketball
- North Carolina A&T State University: football
- Texas Southern University: football
- University of Louisiana at Monroe: men's basketball
- University of Maryland, Eastern Shore: men's basketball
- University of Toledo: men's basketball

- University of North Carolina, Wilmington: men's basketball
- University of Northern Colorado: men's wrestling

Printed from:
http://www.ncaa.org/wps/wcm/connect/public/NCAA/Resources/Latest+News/2012/June/Most
pageDesign=print+template
on
Mon Jul 2 11:00:49 EDT 2012

Latest News

Mid-Eastern Athletic Conference creates model for improvement

By Michelle Brutlag Hosick
NCAA.org

In the last four years, Mid-Eastern Athletic Conference schools have steadily increased their Academic Progress Rates, a notable feat for a conference composed largely of limited-resource schools. Though some trouble spots undeniably exist, the improvement is real.

The conference attributes its progress to the leadership of its presidents and chancellors in creating new strategies to work toward academic success. The bedrock of those strategies, Commissioner Dennis Thomas said, is a change in recruiting philosophy, accompanied by a new approach to academic support for student-athletes.

"As a conference, we have really stressed the importance of recruiting student-athletes who have the characteristics for success, talented student-athletes who can do college work," Thomas said. "I want to really commend the presidents and chancellors for setting the table with higher expectations and holding people accountable for results."

Thomas said the conference has emphasized with coaches, athletics directors and others that the road to academic success starts on the recruiting trail: Coaches must recruit academically capable kids who are also talented in their sport. He doesn't believe the skills are mutually exclusive.

"We don't buy into that concept," Thomas said. "The facts are that there are plenty of institutions who recruit talented student-athletes who also do well academically. They have winning records, and they win championships. These are not unchartered waters. "We're not going to make excuses."

In addition to being more selective in recruiting, MEAC schools have benefited by paying special attention to academic support in athletics. In some cases, connecting academic support in athletics to the total university support system helped support student-athletes and created more accountability outside athletics.

Morgan State Athletics Director Floyd Kerr said that facilitating broad-based participation in the academic success of student-athletes – including the president's office, student affairs,

academic affairs, coaches, athletics and the student-athletes themselves – builds an atmosphere of commitment to academic performance. Creating that culture on Morgan State's campus was critical to the improvement that school has experienced.

While MEAC schools have definitely improved, the data reveal areas of concern. Several schools have teams in the penalty structure, and some will be ineligible for postseason in 2012-13. As the standards rise over the next several years (and with the requirement for postseason eligibility increasing from a 900 APR to a 930), the number of teams at risk for postseason ineligibility and penalties could increase if the improvement is not sustained.

Thomas acknowledged that while the improvement is good news, the MEAC schools are not complacent.

"This is not a destination. This is a continuous process," he said. "When it comes to improving student-athletes' (academic success), I don't think you can ever say that we've completed our task. Every year you have a new group coming in and striving to do their best academically. We had that prior to APR, and we will continue to have that."

Kerr said the coaches of his two most academically troubled programs – men's basketball and football – took the initiative to create an individualized academic action plan specific to their teams. The individual plans supplement the school's overall academic improvement plan, a document the NCAA requires for any school with a team below 925.

"The coaches saw the need (for these plans). They identified and addressed the problem when we went through our analysis for the overall improvement plan," Kerr said. "Based on the activities inside the team, to change the team culture and emphasize the commitment to academics, they knew there were things they could control."

Some of those include weekly checks of class notes, weekly individual counseling sessions and restructuring daily activities to emphasize the importance of success in the classroom.

"We expect academic wins as well as athletics wins," Kerr said. "We integrate academic activities into the student-athletes' weekly plans that parallel the athletics obligations. They have academic obligations outside the classroom that are tied to the team. When this was implemented, it started to change the culture within the teams."

The culture change was successful enough that Kerr now encourages all his coaches to do the same, regardless of their academic performance.

Commissioner Thomas said that while some approaches may work at one institution (like Morgan State), he recommended each institution in need of academic improvement study what might help and map a strategy based on their own goals and mission.

"Sometimes you can be successful if you try to replicate what other places have done," he said. "But every school has a different mission and a different way of doing things. You can't just say they need to do this and this and this. Every conference is different. Every institution is different."

Jan Blade, faculty athletics representative at MEAC-member Delaware State, serves as a member of the Committee on Academic Performance. Blade, who provides the voice of Historically Black Colleges and Universities to the committee, must espouse a holistic perspective as a committee member.

"We talk about resources quite a bit (during CAP meetings)," she said. "I think we (at limited-resource schools) have to remember we have to do with what we have and make the most of it. We have to find resources that are not being used on campus. And we have to find ways to get the academic side more involved with the athletics side."

Both Thomas in the MEAC office and Kerr on Morgan State's campus know the pursuit of academic success never ends, but a change in the priorities of the program can set the table for a higher level of performance than in the past.

"As new kids come into our program, they walk right into the new culture," Kerr said. "They don't see the history. They have a fresh start and it becomes the norm."

The new normal for MEAC schools is simple: successful academics, successful athletics.

Printed from:
http://www.ncaa.org/wps/wcm/connect/public/ncaa/resources/latest+news/2012/june/mid-eastern+athletic+conference+creates+model+for+improvement?pageDesign=print+template
on
Mon Jul 2 11:02:01 EDT 2012

"We talk about resources quite a bit (during CAP meetings)," she said. "I think we (at limited-resource schools) have to remember we have to do with what we have and make the most of it. We have to find resources that are not being used on campus. And we have to find ways to get the academic side more involved with the athletics side."

Both Thomas in the MEAC office and Kerr on Morgan State's campus know the pursuit of academic success never ends, but a change in the priorities of the program can set the table for a higher level of performance than in the past.

"As new kids come into our program, they walk right into the new culture," Kerr said. "They don't see the history. They have a fresh start and it becomes the norm."

The new normal for MEAC schools is simple: successful academics, successful athletics.

Printed from:
http://www.ncaa.org/wps/wcm/connect/public/ncaa/resources/latest+news/2012/june/mid-easterm+athletic+conference+creates+model+for+improvement?pageDesign=print+template
on
Mon Jul 2 11:02:01 EDT 2012

Elite 89
2011-12 Academic Year Update

Overview.

The Elite 89 award, founded by the NCAA, recognizes the true essence of the student-athlete by honoring the individual who has reached the pinnacle of competition at the national championship level in his or her sport, while also achieving the highest academic standard among his or her peers. The Elite 89 is presented to the student-athlete with the highest cumulative grade-point average participating at the finals site for each of the NCAA's championships.

All grade-point averages are based on a straight grading scale to ensure consistency among institutions. All ties are broken by the number of credits completed.

Eligible student-athletes are sophomores or above who have participated in their sport for at least two years with their school. They must be an active member of the team, traveling and competing at the championship.

Fall 2011 Award Recipients.

From the NCAA fall championships season, 22 student-athletes were named top academic performers through the Elite 89 program. The 22 award winners by sport and division (I, II, III or National Collegiate), school, and major of study and grade-point average are as follows:

Fall 2011 Elite 89 Award Recipients			
Sport (Division)	**Name**	**Institution**	**Major (grade-point average)**
Men's Cross Country (I)	Joseph Thompson	University of North Carolina at Greensboro	Finance (3.963)
Men's Cross Country (II)	Dalton Moberly	University of Central Missouri	Social Studies Education (3.950)
Men's Cross Country (III)	John DeWitt	University of Wisconsin, Oshkosh	Secondary Education – Mathematics (4.0)
Women's Cross Country (I)	Ahna Lewis	West Virginia University	Secondary Education and English (4.0)

Women's Cross Country (II)	Whitney Bishoff	Anderson University (South Carolina)	Early Childhood Elementary Education (4.0)
Women's Cross Country (III)	Liz Phillips	Washington University in St. Louis	Biomedical Engineering (4.0)
Field Hockey (I)	Marta Malmberg	University of North Carolina, Chapel Hill	Psychology (3.933)
Field Hockey (II)	Nancy Stehman	West Chester University of Pennsylvania	Special Education (4.0)
Field Hockey (III)	Meredith Jeffries	The College of New Jersey	Deaf and Hard of Hearing/Elementary Education (3.875)
Football (FCS)	Greg Sprowls	Sam Houston State University	Biology (3.750)
Football (II)	Eric Love	Pittsburg State University	Construction Engineering Technology (3.683)
Football (III)	Jared Kiesow	University of Wisconsin, Whitewater	Elementary Education (3.894)
Men's Soccer (I)	Paul Willoughby	University of North Carolina, Charlotte	International Studies (4.0)
Men's Soccer (II)	Harald Gracholski	Lynn University	Business Administration (4.0)
Men's Soccer (III)	Brad Wassink	Calvin College	English and Political Science (3.949)
Women's Soccer (I)	Mollie Pathman	Duke University	Sports Medicine (3.912)

Women's Soccer (II)	Megan Foster	California State University, Chico	Undeclared (3.942)
Women's Soccer (III)	Jessica Tarantino	William Smith College	Economics and Mathematics (4.0)
Women's Volleyball (I)	Amanda Saxton	Florida State University	Media and Communication Studies (4.000)
Women's Volleyball (II)	Kate Barton	California State University, San Bernardino	Business (4.0)
Women's Volleyball (III)	Tessa Smolinski	Springfield College	Communication Disorders (4.0)
Men's Water Polo	Brian Donohoe	University of California, San Diego	History (3.952)

Winter 2012 Award Recipients.

From the NCAA winter championships season, 31 student-athletes were recognized through the Elite 89 program. The 31 award winners by sport and division (I, II, III or National Collegiate), school and major of study and grade-point average are as follows:

Winter 2012 Elite 89 Award Recipients			
Sport (Division)	**Name**	**Institution**	**Major (grade-point average)**
Women's Bowling	Megan Buja	University of Maryland, Eastern Shore	Human Ecology/Dietetics (4.0)
Men's Basketball (I)	Aaron Craft	The Ohio State University	Exercise Science (3.888)

Men's Basketball (II)	Sean Lowery	Stonehill College	Marketing (3.794)
Men's Basketball (III)	Nick Anderson	Illinois Wesleyan University	Accounting (3.975)
Women's Basketball (I)	Lindsay Palmer	Baylor University	Sport Management (3.985)
Women's Basketball (II)	Lisa Elmer	Pittsburg State University	Accounting (4.0)
Women's Basketball (III)	Lexi Baltes	Illinois Wesleyan University	English (3.877)
Mixed Fencing	Christine McIntosh	Cornell University	Biological Sciences (3.893)
Men's Gymnastics (I)	Lukasz Adamczyk	University of Illinois, Chicago	Spanish and Biochemistry (4.0)
Women's Gymnastics (I)	Rachel Terry	University of Alabama	Early Childhood Education (4.0)
Men's Ice Hockey (I)	Thomas Hill	Ferris State University	Finance (3.851)
Men's Ice Hockey (III)	Igor Martinez	Norwich University	Civil Engineering (3.850)
Women's Ice Hockey (I)	Carolyne Prevost	University of Wisconsin, Madison	Kinesiology (3.779)
Women's Ice Hockey (III)	Marah Sobczak	Gustavus Adolphus College	Physics (3.858)

Mixed Rifle	Alix Moncada	University of Texas, El Paso	Business (3.968)
Mixed Skiing	Andreas Haug	University of Colorado, Boulder	Business (4.0)
Men's Swimming and Diving (I)	Brent Sterling	University of Tennessee, Knoxville	Biological Sciences (3.980)
Men's Swimming and Diving (II)	Kristian Krc	Ouachita Baptist University	Pre-engineering and Physics (4.0)
Men's Swimming and Diving (III)	Joseph Huyett	Stevens Institute of Technology	Mechanical Engineering (4.0)
Women's Swimming and Diving (I)	Wendy Trott	University of Georgia	International Affairs (3.975)
Women's Swimming and Diving (II)	Anna McIntyre	Florida Southern College	Pre-medicine and Biology (4.0)
Women's Swimming and Diving (III)	Chelsea Wiese	Hope College	Public Accounting (4.0)
Men's Indoor Track and Field (I)	Will Barry	Texas A&M University, College Station	Civil Engineering (4.0)
Men's Indoor Track and Field (II)	Shawn Boss	University of Central Missouri	Computer Information Systems (4.0)
Men's Indoor Track and Field (III)	Kyle Hannon	Massachusetts Institute of Technology	Electrical Engineering and Computer Science (3.920)

Women's Indoor Track and Field (I)	Frances Dowd	Virginia Polytechnic Institute and State University	Environmental Policy and Planning (4.0)
Women's Indoor Track and Field (II)	Shelby Janutol	Ferris State University	Biology (4.0)
Women's Indoor Track and Field (III)	Lauren Kuntz	Massachusetts Institute of Technology	Mechanical Engineering and Physics (4.0)
Wrestling (I)	Daniel Kenneth Mitchell	American University	Business Administration (3.953)
Wrestling (II)	Cody Lensing	Augustana College	Biochemistry and Philosophy (3.960)
Wrestling (III)	Anthony Valek	Augsburg College	Accounting and Management (3.870)

Spring 2012 Award Recipients.

From the NCAA spring championships season, 36 student-athletes were honored through the Elite 89 program. The 36 award winners by sport and division (I, II, III or National Collegiate), school, and major of study and grade-point average are as follows:

Spring 2012 Elite 89 Award Recipients			
Sport (Division)	**Name**	**Institution**	**Major (grade point-average)**
Baseball (I)	Erik Payne	University of South Carolina, Columbia	International Business and Insurance and Risk Management (3.897)
Baseball (II)	Benjamin Keller	Minnesota State University, Mankato	Mechanical Engineering (4.0)

Baseball (III)	Zachary Badanes	State University of New York at Cortland	Biology (3.980)
Men's Golf (I)	Cory Whitsett	University of Alabama	Management (3.984)
Men's Golf (II)	Daniel Stapff	Barry University	Finance (3.918)
Men's Golf (III)	Michael Mortensen	University of St. Thomas (Minnesota)	Actuarial Science (3.935)
Women's Golf (I)	Kim Kaufman	Texas Tech University	Political Science (4.0)
Women's Golf (II)	Jenny Konop	University of Indianapolis	Biology (3.932)
Women's Golf (III)	Vanessa Kleckner	St. Olaf College	Biology (3.980)
Men's Lacrosse (I)	Tyler Brenneman	University of Notre Dame	Economics and Political Science (3.782)
Men's Lacrosse (II)	Todd Nakasuji	Limestone College	Business (4.0)
Men's Lacrosse (III)	Michael Tota	State University of New York at Cortland	Business Economics (3.951)
Women's Lacrosse (I)	Heather Wentz	Syracuse University	Newspaper (3.697)
Women's Lacrosse (II)	Liz Wilson	West Chester University of Pennsylvania	Special Education (3.934)
Women's Lacrosse (III)	Jamie Flood	State University of New York at Cortland	Kinesiology (3.840)

Rowing (I)	Shelly Tremaglio	Cornell University	History (3.957)
Rowing (II)	Megan Northey	Western Washington University	Kinesiology (3.920)
Rowing (III)	Sarah Jane Otey	U.S. Coast Guard Academy	Marine and Environmental Studies (3.973)
Softball (I)	Alex Boulet	Louisiana State University	Mathematics (3.986)
Softball (II)	Brianna Hancock	Valdosta State University	Accounting and Finance (3.950)
Softball (III)	Kelsey Kittleson	Luther College	Biology (4.0)
Men's Tennis (I)	Bruno Abdelnour	University of Illinois, Champaign	Mechanical Engineering (3.969)
Men's Tennis (II)	Ji Hoon Heo	Hawaii Pacific University	International Studies (3.920)
Men's Tennis (III)	Bryan Chow	Williams College	Classics and Biology (3.938)
Women's Tennis (I)	Mary Anne Mcfarlane	University of Alabama	Human Performance and Exercise Science (3.994)
Women's Tennis (II)	Tabtip Louhabanjong	Indiana University of Pennsylvania	Foreign Language, Literatures and Linguistics (4.0)
Women's Tennis (III)	Nandita Krishnan	Johns Hopkins University	Public Health (3.860)

Men's Outdoor Track and Field (I)	Miles Unterreiner	Stanford University	History (3.960)
Men's Outdoor Track and Field (II)	Dawson Vorderbruegge	California State University, Stanislaus	English (3.937)
Men's Outdoor Track and Field (III)	Timothy Layng	Moravian College	Biology (3.956)
Women's Outdoor Track and Field (I)	Ryann Kraiss	Kansas State University	Psychology (3.955)
Women's Outdoor Track and Field (II)	Kristen McGlynn	Adams State College	English and Creative Writing (4.0)
Women's Outdoor Track and Field (III)	Jaela Dinsmore	Willamette University	Latin America Studies and Spanish (3.989)
Men's Volleyball (NC)	Ian Karbiener	Lewis University	Business Administration (3.907)
Men's Volleyball (III)	Steven Coniglio	Baruch College	Actuarial Science (3.897)
Women's Water Polo (NC)	Kiara Cerda	Loyola Marymount University	Biology (3.950)

Committee on Academic Performance Post-Season Ineligibility Decisions
Public Relations and Transfer Implications

Background.

In October 2011, the NCAA Division I Board of Directors approved a new qualification standard for access to postseason competition. The standard established a 930 Academic Progress Rate (APR) as a minimum academic standard to participate in postseason competition. Transition to this benchmark will occur over the next three years. In year one of the transition, for teams wishing to participate in postseason competition during the 2012-2013 academic year, the minimum academic standard is a multi-year APR of 900. This APR was calculated for each team using data from the 2007-2008 through 2010-2011 academic years. Data for this APR calculation was reported to the NCAA by the member institutions between June 2011 and November 2011.

Teams that did not achieve the 900 multi-year APR benchmark for postseason eligibility were eligible to file waivers with the NCAA staff. Of the ten teams that did not meet the standard, waivers were filed for all ten teams. The waivers were filed during December 2011 and January 2012. Institutions with teams whose waivers were denied by the NCAA staff had the option to appeal the staff decision to the Committee on Academic Performance Subcommittee on Appeals. Of the denied waivers, eight appeals were filed, and all eight decisions were upheld. Institutions whose appeals were denied had the opportunity to request a review of that appeal decision by the chair of the Committee on Academic Performance. Five institutions requested this review, and all five decisions were upheld. The NCAA publicly released the information about the teams that did not earn 2012-2013 postseason eligibility on June 20, 2012.

During the waiver and appeal process, public interest in these cases was high. Student-athletes on teams that were not eligible for the 2012-2013 postseason began to consider their options for transferring to another institution. At the same time, coaches from other institutions began to show an interest in student-athletes from teams that had not earned 2012-2013 postseason eligibility. The combined circumstances surrounding the timing of the waiver and appeal processes, the high public interest, and the student-athlete well-being considerations have created a need to reexamine certain policies and procedures.

Staff Recommendation.

The staff recommends the committee amend its procedures regarding the public release of APR data. The staff recommends two changes to the procedures:

1. Move the annual scheduled public release of all APR data forward to April or early May. Given the media interest in some teams who are ineligible for postseason, an earlier public release allows the NCAA to be more proactive with respect to media coverage. In addition, an earlier release provides more timely notice to student-athletes impacted by their team being ineligible..

2. Amend CAP procedures to allow for individual APR releases regarding the postseason ineligibility of a team or group of teams as warranted. These additional releases would

occur earlier than the main APR release, as soon as the appeal process was exhausted for any team expected to generate significant media attention. The timing and number of these releases would be determined annually as needed in consultation with the NCAA public and media relations staff. The decisions on what teams to be released individually would be determined consistent with other PMR criteria for proactive release of information related to student-athlete reinstatement and waiver cases.

Action Items

1. Should the public release of APR data be moved to an earlier date, most likely in late April or early May?

2. Should individual public releases be added to the process for team-specific APR data and post-season ineligibility on an as-needed basis?

REPORT OF THE NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE SUBCOMMITTEE ON DATA COLLECTION AND REPORTING JULY 5, 2012, TELECONFERENCE

***ACTION ITEMS*.**

1. Legislative Items.

- None.

2. Nonlegislative Items.

- **Definition of the NCAA Academic Progress Rate Cohort.**

(1) Recommendation. The NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting recommends the NCAA Division I Committee on Academic Performance approve an exception to the definition of the NCAA Division I Academic Progress Rate (APR) cohort to student-athletes who are five years beyond initial full-time collegiate enrollment and have exhausted eligibility.

(2) Effective Date. Immediate, beginning with the 2011-12 APR cohort to be reported fall 2012.

(3) Rationale. The overall intent of the NCAA Division I Academic Performance Program (APP) is student-athlete graduation. In line with the NCAA Division I Proposal No. 2011-97's intent, policies should be put in place to incentivize institutions to bring back former student-athletes to help them earn their degrees. In addition, student-athletes who are beyond five years of initial enrollment generally no longer contribute to competitive success of their teams on the court and generally are motivated totally by the objective of degree completion.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

***INFORMATIONAL ITEMS*.**

1. Update on the Graduation Success Rate (GSR) Data Collection. The Subcommittee on Data Collection and Reporting received a report on the GSR data collection process

for submission of data for the 2005-06 cohort which was due June 1. It was noted that all institutions have now submitted the requisite data.

2. Update on APP Data Reviews. The subcommittee received an update on the progress of the 41 institutions that have been selected for APP data reviews for this year.

Subcommittee Chair: David Jamison, Robert Morris University, Northeast Conference
Staff Liaisons: Andy Louthain, Academic and Membership Affairs
Binh T. Nguyen, Academic and Membership Affairs

April 17, 2012	
Attendees	Absentees
Jerry Bovee, Weber State University	Michael Cross, Bradley University
Barbara Luebke, University of Rhode Island	Kenneth Ferguson, University of Missouri, Kansas City
Greg Sankey, Southeastern Conference	
Other Participants Greg Dana, Maria DeJulio, Christine Simatacolos	

MID-EASTERN ATHLETIC CONFERENCE

2730 ELLSMERE AVENUE • NORFOLK, VA 23513 • www.meacsports.com

OFFICE OF THE COMMISSIONER

BETHUNE-COOKMAN UNIVERSITY
Daytona Beach, FL

COPPIN STATE UNIVERSITY
Baltimore, MD

DELAWARE STATE UNIVERSITY
Dover, DE

FLORIDA A&M UNIVERSITY
Tallahassee, FL

HAMPTON UNIVERSITY
Hampton, VA

HOWARD UNIVERSITY
Washington, DC

UNIVERSITY OF MARYLAND EASTERN SHORE
Princess Anne, MD

MORGAN STATE UNIVERSITY
Baltimore, MD

NORFOLK STATE UNIVERSITY
Norfolk, VA

N.C. CENTRAL UNIVERSITY
Durham, NC

N.C. A&T STATE UNIVERSITY
Greensboro, NC

SAVANNAH STATE UNIVERSITY
Savannah, GA

S.C. STATE UNIVERSITY
Orangeburg, SC

July 5, 2012

Dr. Walt Harrison
Chair, Committee on Academic Performance
c/o Andy Cardamone
NCAA
P.O. Box 6222
Indianapolis, IN 46206

Dear Dr. Harrison:

This letter is written regarding the Committee of Academic Performance (CAP) decision and subsequent approval by the Division I Board of Directors to allow a longer transition period to the new APR score of 930 for Limited Resource Institutions as recommended by the Historically Black Colleges/Universities (HBCUs) and Limited Resource Institutions Academic Advisory Group. The Mid-Eastern Athletic Conference (MEAC) supports this recommendation; however, this transition was intended to include all HBCUs in Division I.

On September 20, 2011 in Washington, D.C., NCAA President Mark Emmert, NCAA Executive Vice President Dr. Bernard Franklin, NCAA Vice President for Academic and Membership Affairs Kevin Lennon lead a session chaired by Hampton University President Dr. William R. Harvey regarding The NCAA Division I Academic Performance Program (APP) – Developing Partnerships and Strategies for Success in an effort to discuss and develop ways in which the NCAA national office could continue to support the academic and athletic success of HBCUs. It was clearly communicated during the session that HBCUs were not against higher academic standards but needed time to meet the standards and additional funding was needed for the Supplemental Support Fund in order for HBCUs and Limited Resource Institutions to obtain needed technology, staffing, etc. to achieve the new 930 APR score.

Out of that meeting, the HBCU and Limited Resource Institutions Academic Advisory Group was established to provide advice and feedback regarding the standards, penalties, policies and procedures recommended by CAP and to develop and recommend strategies and mechanisms to assist all HBCUs and limited resource institutions in the NCAA Division I Academic Performance Program (APP). In the discussions from the group's meeting in December, the group was trying to find ways to assist institutions in meeting the new standards while capturing all HBCUs. It was noted that the bottom 10 percent of Division I institutions did not include all HBCUs for access to the Supplemental Support Fund and there was a need to find a way that would include all HBCUs.

The subsequent recommendation from the HBCUs and Limited Resource Institutions Academic Advisory Group subcommittee to the CAP failed to include all HBCUs but only spoke to Limited Resource Institutions that fell into the bottom 15 percent of Division I institutions. The bottom 15 percent still did not capture all HBCUs who still share the same issues and academic missions.

The bottom 15 percent of the Division I institutions does not include three HBCUs which all fall within the MEAC which are Delaware State University, Hampton University and Howard University. This creates a competitive issue within our conference in that all but three of our thirteen institutions have the opportunity to take advantage of the longer transition to the new standard. The MEAC is composed of thirteen like institutions with the same academic mission. This creates an imbalance and puts the three institutions at a competitive disadvantage with recruiting and access to postseason play. These institutions should have the same opportunity and access to the longer transition as all the other MEAC institutions and Division I HBCUs.

We are seeking for the Committee on Academic Performance to recommend to the Division I Board of Directors that all HBCUs be included in the longer transition to the new academic standard which was the original intent of the HBCUs from the beginning.

Respectfully,

Dennis E. Thomas, Ed. D.
Commissioner

DET/sos

cc: Kevin Lennon
Dr. Bernard Franklin
Dr. William R. Harvey
Dr. Jan Blade

Evaluation of Current Division I Progress Toward Degree Standards

Division I Academic Cabinet
June 2012

NCAA Research

Overview

- Review data related to GPA
- Review data related to credit hours
- Review data related to percentage of degree
- Possible models
- High academic achieving student-athletes and PTD standards
- Discussion

General Findings Presented to Academic Cabinet in February

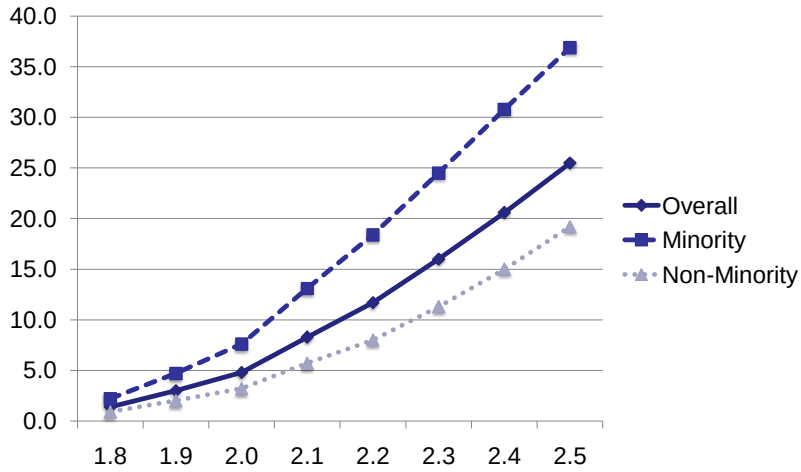
- GPA standards: Few student-athletes who go on to succeed academically fail to earn a 2.0 GPA beginning in freshman year. However, a few do and the balance between a standard that is too strict vs. too lax should be considered.

Percentage of First-Year Student-Athletes Meeting Year-End GPA Standards

	Meet 1.8 GPA	Would Meet 1.9 GPA	Would Meet 2.0 GPA
Overall	98.8	97.5	96.0
Males	98.4	96.4	94.3
Females	99.3	98.7	97.9
Minority	98.1	96.0	93.7
Non-Minority	99.3	98.5	97.4
FBS	99.0	97.7	96.2
FCS	98.5	96.9	95.3

Note: 2009-10 APP data; Analyses include only first-year student-athletes who entered in the fall term and were retained through the end of that academic year.

Percent of Student-Athletes Not Meeting Various First-Year GPA Cuts



Note: 2007-08 longitudinal cohort; Analyses include first-year student-athletes who began at any institution in fall 2007 and were retained into the following academic year.

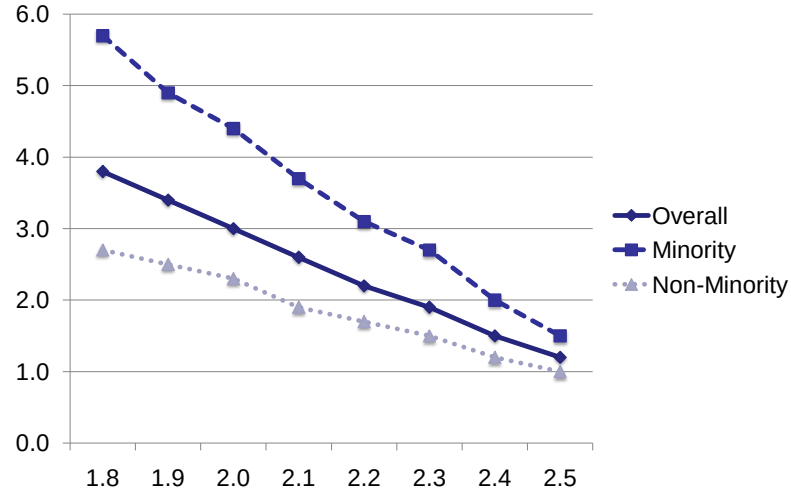
Percentage of First-Year Student-Athletes Meeting Year-End GPA Standards by Sport

	Meet 1.8 GPA	Would Meet 1.9 GPA	Would Meet 2.0 GPA
Baseball	99.2	98.2	96.1
Men's Basketball	99.2	96.6	93.9
Football	98.3	95.4	92.5
Men's Other	98.1	96.6	95.1
Women's Basketball	99.2	98.3	96.8
Women's Other	99.3	98.8	98.0

Note: 2009-10 APP data; Analyses include only first-year student-athletes who entered in the fall term and were retained through the end of that academic year.

Percent of Student-Athletes Meeting Various First-Year GPA Standards but not Eligible at End of Year 2

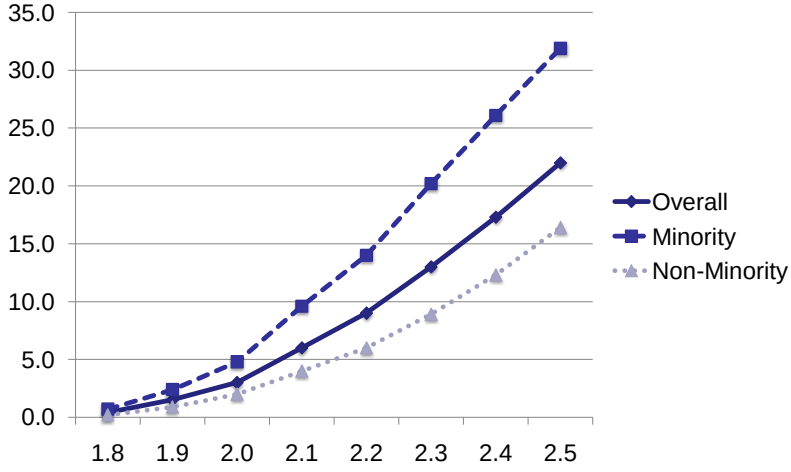
(False Negative Percentage)



Note: 2007-08 longitudinal cohort; Analyses include first-year student-athletes who began at any institution in fall 2007 and were retained into the following academic year.

Percent of Student-Athletes Not Meeting Various First-Year GPA Standards but Eligible at End of Year 2

(False Positive Percentage)



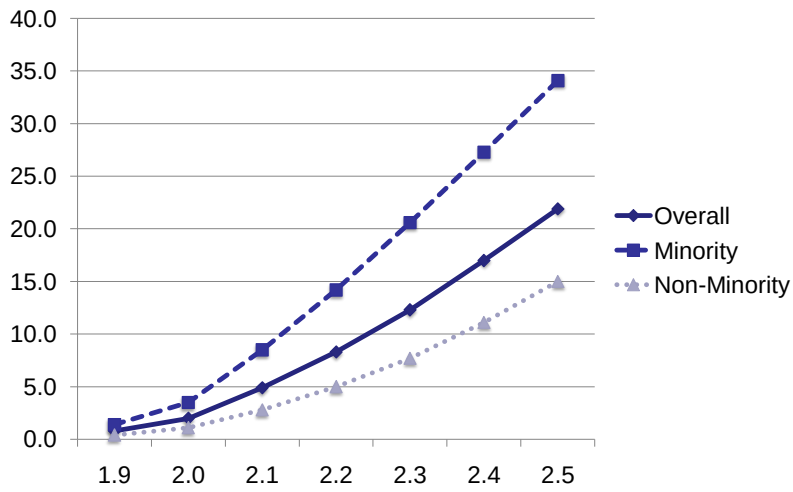
Note: 2007-08 longitudinal cohort; Analyses include first-year student-athletes who began at any institution in fall 2007 and were retained into the following academic year.

Percentage of Second-Year Student-Athletes Meeting Year-End GPA Standards

	Meet 1.9 GPA	Would Meet 2.0 GPA
Overall	99.5	98.4
Males	99.3	97.6
Females	99.7	99.2
Minority	99.0	97.0
Non-Minority	99.7	99.2
FBS	99.6	98.5
FCS	99.2	97.9

Note: 2009-10 APP data; Analyses include those student-athletes who began at any institution in fall 2008 and were retained through the end of the 2009-10 academic year.

Percent of Student-Athletes Not Meeting Various Second-Year GPA Cuts



Note: 2006-07 longitudinal cohort; Analyses include first-year student-athletes who began at any institution in fall 2006 and were retained into their third academic year.

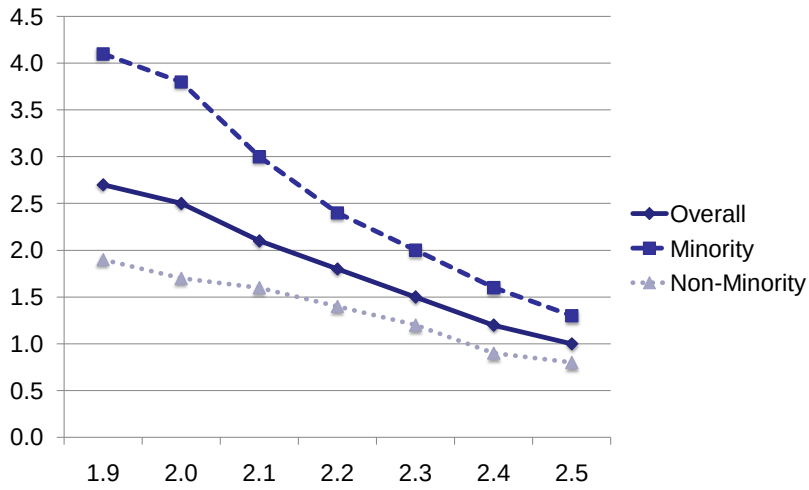
Percentage of Second-Year Student-Athletes Meeting Year-End GPA Standards by Sport

	Meet 1.9 GPA	Would Meet 2.0 GPA
Baseball	99.4	98.6
Men's Basketball	99.4	98.1
Football	99.0	96.4
Men's Other	99.5	98.2
Women's Basketball	99.7	98.9
Women's Other	99.7	99.2

Note: 2009-10 APP data; Analyses include those student-athletes who began at any institution in fall 2008 and were retained through the end of the 2009-10 academic year.

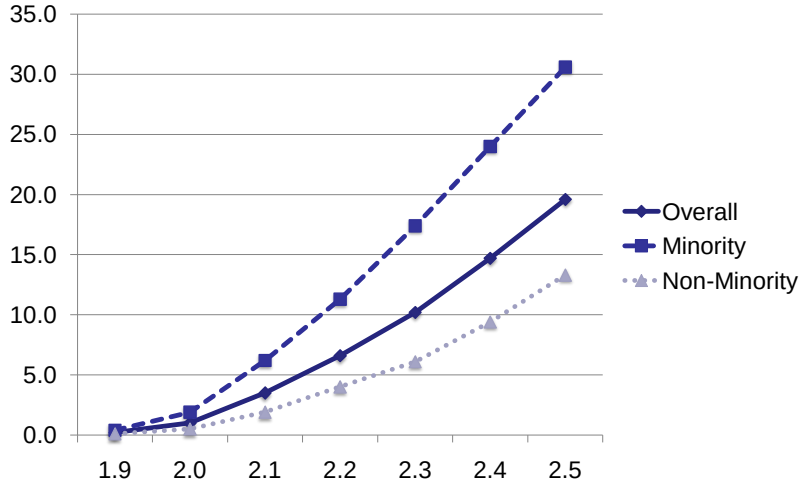
Percent of Student-Athletes Meeting Various Second-Year GPA Standards but not Eligible at End of Year 3

(False Negative Percentage)



Note: 2006-07 longitudinal cohort; Analyses include first-year student-athletes who began at any institution in fall 2006 and were retained into their third academic year.

Percent of Student-Athletes Not Meeting Various Second-Year GPA Standards but Eligible at End of Year 3
(False Positive Percentage)



Note: 2006-07 longitudinal cohort; Analyses include first-year student-athletes who began at any institution in fall 2006 and were retained into their third academic year.

General Findings Presented to Academic Cabinet in February

- 6 credit hour rule: A large majority of student-athletes already earn at least 9 credit hours per semester. Previous research has shown that those who do not make such steady progress toward a degree are more likely to experience negative academic outcomes.

Average Term-by-Term Credit Hours Earned (Semester Schools)

	Semester 1	Semester 2	Summer
Overall	13.8	13.7	1.8
Males	13.5	13.4	2.0
Females	14.3	14.1	1.6
Minority	13.3	13.3	2.5
Non-Minority	14.2	14.0	1.4

Note: 2009-10 APP data; Analyses include all student-athletes who were present in the fall term and were retained through the end of the academic year.

Average Term-by-Term Credit Hours Earned by Sport (Semester Schools)

	Semester 1	Semester 2	Summer
Baseball	14.2	13.3	0.9
Men's Basketball	12.9	12.3	3.7
Football	12.5	13.1	3.0
Men's Other	14.1	13.9	1.2
Women's Basketball	13.7	13.0	3.2
Women's Other	14.4	14.2	1.4

Note: 2009-10 APP data; Analyses include all student-athletes who were present in the fall term and were retained through the end of the academic year.

Percentage of Student-Athletes Meeting Various Term-by-Term Credit Hour Standards (Semester Schools)

	Earned 6 credit hours in Semester 1	Earned 6 credit hours in Semester 2	Earned 9 credit hours in Semester 1	Earned 9 credit hours in Semester 2	Earned 12 credit hours in Semester 1	Earned 12 credit hours in Semester 2
Overall	98.9	98.3	96.2	95.2	88.2	87.2
Males	98.5	97.9	94.8	94.2	84.7	84.3
Females	99.4	98.8	97.8	96.4	92.2	90.3
Minority	98.4	97.8	94.2	93.5	82.5	82.5
Non-Minority	99.2	98.6	97.4	96.2	91.6	89.9
FBS	98.9	98.2	95.3	94.5	85.1	84.4
FCS	98.5	98.1	96.1	95.3	89.2	88.4

Note: 2009-10 APP data; Analyses include all student-athletes who were present in the fall term and were retained through the end of the academic year.

Percentage of Student-Athletes Meeting Various Term-by-Term Credit Hour Standards (by Sport at Semester Schools)

	Earned 6 credit hours in Semester 1	Earned 6 credit hours in Semester 2	Earned 9 credit hours in Semester 1	Earned 9 credit hours in Semester 2	Earned 12 credit hours in Semester 1	Earned 12 credit hours in Semester 2
Baseball	99.4	98.5	97.3	95.4	91.0	85.9
M Basketball	98.9	96.3	95.3	90.4	81.5	75.4
Football	97.2	97.5	90.7	93.3	75.7	80.4
Men's Other	99.2	98.4	97.2	95.2	90.5	88.4
W Basketball	99.3	97.8	97.1	93.6	88.6	83.1
Women's Other	99.4	98.9	97.8	96.7	92.6	91.1

Note: 2009-10 APP data; Analyses include all student-athletes who were present in the fall term and were retained through the end of the academic year.

General Findings Presented to Academic Cabinet in February

- 24 credit hour rule: Although few student-athletes are currently tripped up by this standard, requiring 27 or 30 credit hours in the first year could impact a substantial number of otherwise academically successful SAs.

Percentage of First-Year Student-Athletes Meeting Year 1 Credit Hour Standards

	Earned 24 credit hours	Earned 27 credit hours	Earned 30 credit hours
Overall	97.8	84.3	60.0
Males	97.4	82.3	58.0
Females	98.2	86.4	62.2
Minority	96.8	82.7	61.4
Non-Minority	98.3	85.3	59.2
FBS	98.1	84.5	61.1
FCS	97.7	84.5	61.2

Note: 2009-10 APP data; Analyses include only freshman student-athletes who began in the fall term of 2009-10 and were retained through the end of the academic year. Summer bridge and end-of-year summer hours included in yearly total.

Percentage of First-Year Student-Athletes Meeting Year 1 Credit Hour Standards (by Sport)

	Earned 24 credit hours	Earned 27 credit hours	Earned 30 credit hours
Baseball	97.5	77.4	41.8
Men's Basketball	99.0	93.2	79.4
Football	97.9	85.5	67.1
Men's Other	96.7	79.7	52.5
Women's Basketball	99.4	94.8	83.0
Women's Other	98.0	85.4	59.8

Note: 2009-10 APP data; Analyses include only freshman student-athletes who began in the fall term of 2009-10 and were retained through the end of the academic year. Summer bridge and end-of-year summer hours included in yearly total.

General Findings Presented to Academic Cabinet in February

- 40-60-80 rule: We did not examine in depth the impact of increasing this standard. It was noted, however, that 2-year and 4-year college transfers may have more difficulty with the current yearly benchmarks than non-transfers.

Other Questions to Consider about Division I PTD Standards

- How do the current PTD standards align with recent changes to initial eligibility and 2-year college transfer requirements? To changes in the Academic Performance Program?
- How should the overarching PTD rules relate to recent PTD changes in football? To PTD expectations for new IE academic redshirts?

Sport-Specific Issues Related to PTD

- Time demands of the sport play a role in degree progress. Part of the issue we saw in football/baseball (and with in-season underperformance generally).
- Depressed in-season academic performance noted in sports not competing during all academic terms. That is, we see more eligibility point losses (which relate to later eligibility and graduation) when they do not result in a loss of competition.
- Example of track/field:
  - Spring-term eligibility rates for MTR and WTR are lowest within gender groupings.
  - Eligibility rates especially low among those track athletes not also competing in cross country.
  - Time demands are low in the sport relative to baseball and football.

Potential PTD Modifications for Consideration

Potential Models for Consideration

1. 2.0 cumulative GPA at end of each year and 9 credit hours/term.
2. 9 credit hours/term but leave GPA requirements as they currently stand.
3. 2.0 cumulative GPA at end of each year but leave other credit hour and PTD requirements as they currently stand.
4. Provide forgiveness from credit hour regulations for high end student-athletes.
5. No changes to PTD.

Additional Research Related to a 9-Credit Hour Standard

Longitudinal Outcomes for Division I Student-Athletes as a Function of Meeting 9 Credits / Term

Second-Year Outcomes (2008-09 AY)		
	< 9 credit hours (both terms)	9+ credit hours (both terms)
% Ineligible	16.9	3.2
Year-end cumulative GPA	2.29	2.95

Note: 2007-08 longitudinal cohort; Analyses include first-year student-athletes who began at any institution in fall 2007 and were retained into the following academic year.

Longitudinal Outcomes for Division I Student-Athletes as a Function of Meeting 9 Credits / Term

Second-Year Outcomes (2008-09 AY)		
	< 9 credit hours (both terms)	9+ credit hours (both terms)
% Ineligible	11.1	1.5
Year-end cumulative GPA	2.38	2.97

Note: 2007-08 longitudinal cohort; Analyses include first-year student-athletes who began at any institution in fall 2007 and were retained through the end of their second academic year.

Percentage of First-Year Student-Athletes Meeting 9 Credit Hour Standard (by GPA range)

	N	Earned 9 credit hours in Semester 1	Earned 9 credit hours in Semester 2
< 2.000	803	81.1	78.0
2.000-2.249	1,590	92.0	94.6
2.250-2.499	2,034	94.8	97.3
2.500-2.749	2,563	97.8	98.6
2.750-2.999	2,852	98.7	99.4
3.000-3.249	3,128	98.9	99.4
3.250-3.499	2,538	99.5	99.5
3.500-3.749	2,020	99.5	99.8
> 3.750	1,663	99.8	99.8

Note: 2009-10 APP data; Analyses include only first-year student-athletes who entered in the fall term and were retained through the end of that academic year at semester schools only.

Percentage of Second-Year Student-Athletes Meeting 9 Credit Hour Standard (by GPA range)

	N	Earned 9 credit hours in Semester 1	Earned 9 credit hours in Semester 2
< 2.000	285	78.4	77.4
2.000-2.249	1,279	87.8	92.8
2.250-2.499	1,950	94.8	96.4
2.500-2.749	2,377	97.3	97.6
2.750-2.999	2,813	98.4	98.5
3.000-3.249	3,000	99.2	99.2
3.250-3.499	2,496	99.4	99.4
3.500-3.749	2,015	99.7	99.7
> 3.750	1,382	99.8	99.9

Note: 2009-10 APP data; Analyses include only second-year student-athletes who entered in the fall term and were retained through the end of that academic year at semester schools only.

Percentage of Third-Year Student-Athletes Meeting 9 Credit Hour Standard (by GPA range)

	N	Earned 9 credit hours in Semester 1	Earned 9 credit hours in Semester 2
< 2.000	73	65.3	62.1
2.000-2.249	1,062	88.8	91.7
2.250-2.499	1,760	94.2	94.4
2.500-2.749	2,264	97.5	97.8
2.750-2.999	2,551	98.4	98.6
3.000-3.249	2,813	98.9	99.2
3.250-3.499	2,536	99.3	98.8
3.500-3.749	1,827	99.6	99.2
> 3.750	1,286	99.5	98.8

Note: 2009-10 APP data; Analyses include only third-year student-athletes who entered in the fall term and were retained through the end of that academic year at semester schools only.

Research Results

- As we have seen previously in football, student-athletes who currently do not earn 9 credits/semester experience future eligibility problems at a much higher rate than student-athletes who hit that benchmark each term.
- Student-athletes not meeting the 9 credit mark typically possess low GPAs. Very few SAs with high GPAs (e.g., above 3.00) are failing to meet a 9 hour benchmark each term.
- Note, however, that these data relate to total credits earned and not necessarily degree applicable credits.

Additional Research Related to a 9-Credit Hour Standard Combined with a 2.00 GPA Requirement

Percentage of First-Year Student-Athletes Meeting 2.0 GPA & 9 Credit Hours Standard in Both Semesters

	Meet conjunctive standard
Overall	90.8
Males	88.0
Females	93.7
Minority	87.0
Non-Minority	93.1
FBS	91.6
FCS	88.1

	Meet conjunctive standard
Baseball	93.2
Men's Basketball	86.8
Football	83.8
Men's Other	89.9
Women's Basketball	93.0
Women's Other	93.8

Note: 2009-10 APP data; Analyses include only first-year student-athletes who entered in the fall term and were retained through the end of that academic year at semester schools only.

Percentage of Second-Year Student-Athletes Meeting 2.0 GPA & 9 Credit Hours Standard in Both Semesters

	Meet conjunctive standard
Overall	92.8
Males	91.0
Females	94.5
Minority	89.1
Non-Minority	94.8
FBS	93.3
FCS	90.2

	Meet conjunctive standard
Baseball	93.9
Men's Basketball	93.2
Football	86.7
Men's Other	93.3
Women's Basketball	93.7
Women's Other	94.6

Note: 2009-10 APP data; Analyses include only second-year student-athletes who entered in the fall term and were retained through the end of that academic year at semester schools only.

Percentage of Third-Year Student-Athletes Meeting 2.0 GPA & 9 Credit Hours Standard in Both Semesters

	Meet conjunctive standard
Overall	93.5
Males	92.2
Females	95.0
Minority	91.3
Non-Minority	94.8
FBS	93.7
FCS	92.2

	Meet conjunctive standard
Baseball	94.5
Men's Basketball	92.0
Football	89.4
Men's Other	93.9
Women's Basketball	95.3
Women's Other	94.9

Note: 2009-10 APP data; Analyses include only third-year student-athletes who entered in the fall term and were retained through the end of that academic year at semester schools only.

Research Results

- If a rule requiring 9 hours/term and a 2.00 GPA was in place now, the impact would range from about 10% among first-year students to less than 7% for juniors.
- Impacts would be largest among male student-athletes, particularly in football (all years) and men's basketball (first year).
- We expect that impacts in football will be much smaller next year (implementation of fall 9-credit hour standard in that sport).

Academically Successful Student-Athletes

Consider providing greater flexibility in credit hour requirements for high academic achieving student-athletes.

- Allow for students in their third year of enrollment and beyond.
- Require a certain GPA
- Require student-athlete on four-year track to graduate (25/50/75)
- Only require meeting of percentage of degree and enrollment full-time. Allow flexibility on credit hour completion.

NCAA Division I Academic Progress Rate Improvement Plan Update

NCAA Division I Academic Progress Rate Improvement Plans Reviewed in 2011-12.

The NCAA staff reviewed 130 NCAA Division I Academic Progress Rate (APR) Improvement Plans in 2011-12. That a significant increase on the 72 plans that were reviewed in 2010-11. The variance represents the change in the NCAA Division I Committee on Academic Performance's policy that now requires all teams with a multiyear APR below 930 to submit a plan for improvement for staff review.

2012-13 APR Improvement Plan Dates.

All institutions with at least one team with a multiyear APR below 930 are required to submit an improvement plan to the national office. The following is a list of due dates for the plans depending on the team's circumstances.

2012-13 Team/Institution Reporting Requirements.	Submission Deadline.
Teams that received a conditional waiver of penalties in 2011-12 (implementation only).	October 1
NCAA Division I Academic Performance Program (APP) Supplemental Support Fund (SSF) recipient institutions (implementation only).	October 1
Limited-resource teams that met the "improvement plus" filter in 2011-12 (implementation only).	October 1
Limited-resource teams that hope to meet the "improvement plus" filter in 2012-13.	October 1
Teams with a multiyear APR below 900.	November 1
Institutions requesting SSF.	November 1
Teams requesting a waiver of an APP penalty or with waiver request (whichever is earlier).	November 1
Teams with a multiyear APR below 930.	January 14, 2013

Supplement
No. 29
To Be Distributed
at the meeting

SUMMARY OF THE TWO-YEAR/NCAA WORKING GROUP JUNE 26, 2012, MEETING

The Two-Year/NCAA Working Group met in Dallas, Texas and the outcomes are summarized as follows:

1. **Discussion Regarding Possible Options and Alternatives to NCAA Division I Proposal No. 2011-65 (Year of Academic Readiness).** The working group discussed alternatives to Proposal No. 2011-65, which is currently tabled. The group identified, as a primary goal of any amended proposal, ensuring the establishment of academic pathways leading to academic success for student-athletes. Current legislation provides the following avenues for student-athletes to participate in NCAA Division I athletics:

   a. Student-athletes who have not previously attended a four-year institution may be immediately eligible by meeting initial-eligibility requirements. Those standards will increase for competition effective August 1, 2016.

   b. Student-athletes who do not meet the 2016 initial-eligibility standards for competition, but meet the current initial-eligibility standards, may serve an academic redshirt year permitting receipt of athletics aid in the first academic year and practice in the first academic term.

   c. Student-athletes may attend a two-year institution and meet the transfer requirements to be immediately eligible when enrolling at a four-year institution.

   d. Student-athletes who attend a two-year institution and do not meet the transfer requirements may serve a transfer year in residence and then meet progress-toward-degree standards. Athletics aid can be provided to nonqualifier student-athletes who do not meet the increased grade-point-average requirement (i.e., 2.500). [Note: The group discussed if this should be expanded to provide aid to a student-athlete who does not meet the requirements for other reasons (e.g., short core or did not obtain Associate of Arts degree)].

   In addition to these available options, the group considered providing an avenue that provides for three years at the two-year institution prior to four-year college enrollment. This model would provide academically underprepared student-athletes the opportunity to remediate academic deficiencies and gain the academic foundation needed to be successful at the four-year institution.

   The working group considered a set of criteria that could be contemplated in the initial development of a three year, two-year college model. To keep the student-athlete's clock from starting, the year must be served during the initial year of enrollment at the two-year institution. Future discussion will consider the academic requirements that must be completed during that first year. For example, should the student be required to complete a specified number of remedial hours (e.g, 50 percent of all coursework)? Should the

legislation require that courses be completed in a traditional classroom setting and not through online or correspondence courses?

The group agreed that any NCAA legislation should be less complex than Proposal 2011-65 and that the two-year community should develop academic requirements for the three-year model that would result in student's meeting the NCAA transfer requirements and their overall academic success. Two-year college representatives present in the meeting agreed to work with all the two-year college athletics associations and other national academic two-year college associations (e.g., American Association of Community Colleges) to begin dialog and development of these academic benchmarks during each year of the three years a student would be enrolled in the two-year college setting.

2. Follow-up for Working Group:

a. **Two-Year College Representatives -** The working group agreed that the two-year college leaders present in the meeting should work with leaders from the major governing two-year college bodies to develop specific academic criteria which could be adopted by community colleges to help ensure appropriate academic progression for all two-year college student-athletes who may transfer to a Division I institution. Specific questions to be addressed include how a student-athlete accesses the three-year model, what academic requirements should be completed at the two-year institution in each year of enrollment in the three-year program and whether a pilot program is appropriate.

b. **NCAA Representatives -** The NCAA will seek feedback from various NCAA entities (e.g., NCAA Division I Legislative Council, NCAA Division I Academic Cabinet, NCAA Division I Committee on Academic Performance, conferences, NCAA Division I Board of Directors) regarding the concept.

3. Timeline. It is anticipated that this review and discussion will take place throughout the 2012-13 academic year. The working group will meet via teleconference and in-person as needed to provide updates on the development of concepts and to share feedback from the Division I membership and two-year college community.

Committee Chair: Carolyn Callahan, University of Virginia, Atlantic Coast Conference
Staff Liaison: Diane Dickman, Academic and Membership Affairs
Jennifer Strawley, Academic and Membership Affairs

Two-Year/NCAA Working Group June 26, 2012, Meeting	
ATTENDEES	**ABSENTEES**
Carray Banks, Norfolk State University, Mid-Eastern Athletic Conference	
Carolyn Callahan, University of Virginia, Atlantic Coast Conference	
Carlyle Carter, California Community College Athletic Association	
Joseph D'Antonio, Big East Conference	
David Jamison, Robert Morris University, Northeast Conference	
Mary Ellen Leicht, National Junior College Athletic Association	
Joe Luckey, National Association of Academic Advisors for Athletics	
Brian King, Cabrillo College	
John Morris, Colorado State University, Mountain West Conference	
Greg Sankey, Southeastern Conference	
Ken White, Utah State University, Western Athletic Conference	
NCAA staff in attendance: Diane Dickman, Jennifer Fraser and Jennifer Strawley.	

Review of Current Research on Transfer Behaviors, Transfer Impacts and the 2.6 APR Transfer Adjustment

Division I Committee on Academic Performance
July 2012

NCAA Research

Contents

- Trends in 4-4 transfer frequency
- Academic performance of 4-4 transfer student-athletes
- Potential reasons for transfer
- Historical research on the 2.6 APR transfer adjustment

Trends in the Number of Transfer Student-Athletes

NCAA Research

2010-11 Transfer Composition of Division I Student-Athlete Population (by Sport)

	Overall		Baseball	Men's Basketball	Football	Women's Basketball
Non-Transfers	88.3%		77.2%	73.5%	87.2%	83.3%
2-year Transfers	5.3%		19.9%	15.6%	7.7%	8.4%
4-year Transfers	6.4%		2.9%	10.9%	5.1%	8.3%

Note: Percentages represent transfer status (did student-athlete enter current Division I school from high school, a 2-year college or another 4-year college?) in the 2010-11 APR cohort. Lifetime transfer rates will be higher (for example, some of the student-athletes in the APR cohort are first-year college students who may eventually transfer).

2010-11 Transfer Composition of Division I Student-Athlete Population (Men's Sports)

Sport	2-year	4-year
Baseball	19.9%	2.9%
Basketball	15.6%	10.9%
Cross Country	2.5%	7.6%
Football	7.7%	5.1%
Golf	4.4%	7.8%
Ice Hockey	2.0%	4.0%
Lacrosse	0.8%	3.4%
Skiing	0.0%	11.0%
Soccer	3.6%	11.2%
Swimming	1.9%	4.6%
Tennis	2.3%	15.0%
Track (Indoor)	3.9%	7.9%
Track (Outdoor)	4.2%	7.8%
Wrestling	2.5%	4.4%

2010-11 Transfer Composition of Division I Student-Athlete Population (Women's Sports)

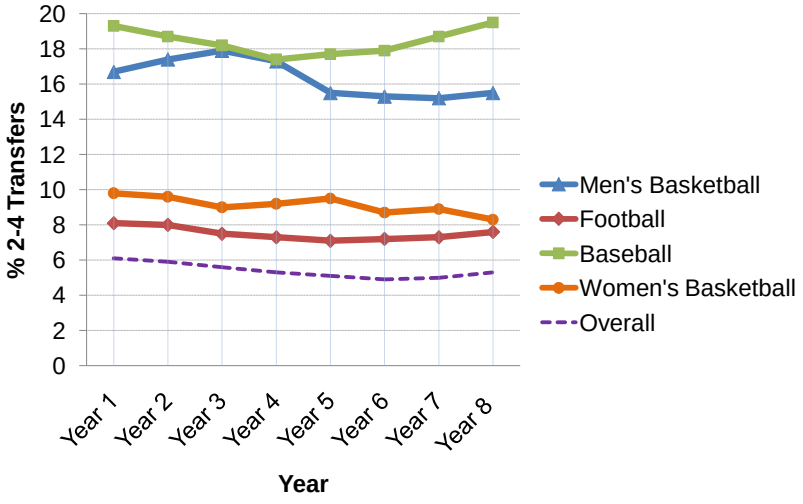
SPORT	2-year	4-year
Basketball	8.4%	8.3%
Bowling	4.4%	8.8%
Crew	1.4%	4.0%
Cross Country	2.3%	6.2%
Field Hockey	0.3%	3.2%
Golf	2.3%	7.7%
Gymnastics	0.5%	2.9%
Lacrosse	0.8%	3.4%
Skiing	0.0%	10.2%
Soccer	1.3%	5.5%
Softball	6.2%	4.7%
Swimming	0.9%	4.6%
Tennis	1.7%	13.0%
Track (Indoor)	3.0%	6.6%
Track (Outdoor)	3.0%	6.5%
Volleyball	4.8%	8.0%

Trends in Transfer Composition of Division I Student-Athlete Population

	Overall							
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Non-Transfers	86.7%	86.8%	87.2%	87.5%	88.0%	88.6%	88.7%	88.4%
2-year Transfers	6.1%	5.9%	5.6%	5.3%	5.1%	4.9%	5.0%	5.3%
4-year Transfers	7.2%	7.2%	7.2%	7.2%	6.9%	6.5%	6.3%	6.4%

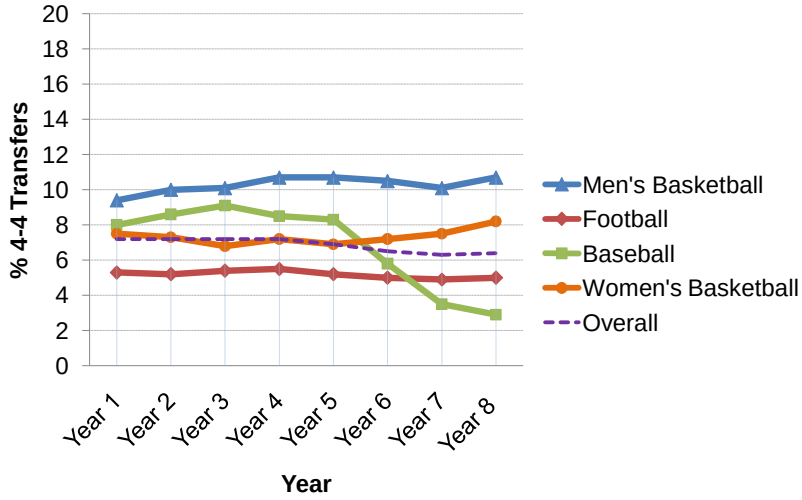
Note: Trends in total Division I student-athlete population composition across N=5,828 teams competing in Division I during this eight-year period.

Trends in the Proportion of Two-Year College Transfers in APR Cohorts



Notes:
Analyses based on 274 baseball squads, 323 men's basketball squads, 321 women's basketball squads and 230 football squads that sponsored the sport within Division I during all eight years. Overall rates include the four sports displayed.

Trends in the Proportion of Four-Year College Transfers in APR Cohorts



Notes:
Analyses based on 274 baseball squads, 323 men's basketball squads, 321 women's basketball squads and 230 football squads that sponsored the sport within Division I during all eight years. Overall rates include the four sports displayed.

Trends In Number (Percent) of Transfers Into Division I: Men's Baseball

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Non-Transfers	5,356 (72.7)	5,505 (72.7)	5,589 (72.7)	5,665 (74.1)	5,738 (74.0)	5,455 (76.3)	5,327 (77.8)	5,258 (77.5)
2-year Transfers	1,423 (19.3)	1,418 (18.7)	1,399 (18.2)	1,333 (17.4)	1,370 (17.7)	1,276 (17.9)	1,280 (18.7)	1,325 (19.5)
4-year Transfers	593 (8.0)	651 (8.6)	697 (9.1)	649 (8.5)	647 (8.3)	416 (5.8)	242 (3.5)	199 (2.9)

Note: Trends in total Division I student-athlete population composition across N=5,828 teams competing in Division I during this eight-year period.

Trends In Number (Percent) of Transfers Into Division I: Men's Basketball

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Non-Transfers	3,038 (74.0)	3,027 (72.6)	3,031 (72.0)	3,009 (72.0)	3,093 (73.7)	3,088 (74.2)	3,123 (74.8)	3,072 (73.9)
2-year Transfers	685 (16.7)	726 (17.4)	751 (17.9)	725 (17.3)	652 (15.5)	635 (15.3)	633 (15.2)	643 (15.5)
4-year Transfers	385 (9.4)	415 (10.0)	425 (10.1)	447 (10.7)	450 (10.7)	439 (10.5)	421 (10.1)	444 (10.7)

Note: Trends in total Division I student-athlete population composition across N=5,828 teams competing in Division I during this eight-year period.

Trends In Number (Percent) of Transfers Into Division I: Men's Football

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Non-Transfers	16,150 (86.6)	16,429 (86.8)	16,565 (87.1)	16,428 (87.2)	16,663 (87.7)	16,765 (87.8)	16,934 (87.8)	16,901 (87.4)
2-year Transfers	1,514 (8.1)	1,519 (8.0)	1,422 (7.5)	1,374 (7.3)	1,348 (7.1)	1,373 (7.2)	1,405 (7.3)	1,477 (7.6)
4-year Transfers	987 (5.3)	990 (5.2)	1,022 (5.4)	1,038 (5.5)	987 (5.2)	958 (5.0)	948 (4.9)	968 (5.0)

Note: Trends in total Division I student-athlete population composition across N=5,828 teams competing in Division I during this eight-year period.

Trends In Number (Percent) of Transfers Into Division I: Women's Basketball

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Non-Transfers	3,744 (82.6)	3,770 (83.1)	3,821 (84.2)	3,800 (83.6)	3,768 (83.6)	3,768 (84.1)	3,749 (83.6)	3,703 (83.5)
2-year Transfers	445 (9.8)	434 (9.6)	409 (9.0)	418 (9.2)	427 (9.5)	391 (8.7)	397 (8.9)	368 (8.3)
4-year Transfers	341 (7.5)	331 (7.3)	309 (6.8)	326 (7.2)	313 (6.9)	324 (7.2)	338 (7.5)	364 (8.2)

Note: Trends in total Division I student-athlete population composition across N=5,828 teams competing in Division I during this eight-year period.

Trends in the Percentage of Incoming 4-Year Transfers by Conference

Conference	2007-08	2008-09	2009-10	2010-11
Ivy	1.0	0.9	0.7	0.7
Patriot	1.6	1.5	1.4	1.5
Big Ten	4.6	4.3	4.1	4.3
Atlantic Coast	5.2	4.4	4.6	4.9
Metro Atlantic	6.0	5.2	5.7	5.0
Northeast	5.5	5.3	5.3	5.2
Southern	7.2	7.1	5.7	5.3
Pacific-12	5.7	5.6	5.4	5.4
Southeastern	6.7	6.3	5.8	5.8
Big East	6.5	6.0	5.9	5.8
Mid-American	5.4	5.2	5.6	5.9
Atlantic 10	6.2	5.5	6.0	5.9
Big West	5.7	5.5	5.4	6.1
Horizon	8.7	7.9	7.6	6.3
Mountain West	7.9	8.1	7.2	7.0
West Coast	8.5	6.8	6.0	7.2

Conference	2007-08	2008-09	2009-10	2010-11
Missouri Valley	6.6	6.6	6.3	7.2
Summit	8.8	8.7	7.4	7.2
Big South	8.4	7.3	7.2	7.3
Western	8.1	7.5	7.7	7.3
Big Sky	9.1	8.2	8.0	7.5
Colonial	8.4	8.0	8.4	7.6
America East	7.3	7.5	7.1	8.0
Big 12	7.7	8.0	7.9	8.0
Ohio Valley	8.5	7.7	8.3	8.1
Southwestern	7.6	8.9	9.1	8.3
Conference USA	9.0	8.8	8.3	8.7
Southland	8.8	8.8	8.5	9.3
Sun Belt	11.5	9.6	9.2	9.4
Atlantic Sun	11.0	10.6	9.3	9.6
Mid-Eastern	11.5	10.8	10.2	10.6

Note: Averages based only on squads with data in each of the past four years. Grouped using 2011-12 conference membership (thus, constant squad Ns on each row). Conferences sorted by 2010-11 column.

Trends in the Percentage of Incoming 4-Year Transfers by Conference in Men's Basketball

Conference	2007-08	2008-09	2009-10	2010-11
Big Ten	6.6	7.2	4.6	2.7
Ivy	2.5	3.2	4.3	4.2
West Coast	13.8	11.3	8.6	5.1
Patriot	5.9	4.6	5.5	6.5
Big South	6.2	5.6	5.6	7.0
Atlantic Coast	6.0	6.0	5.9	7.0
Big Sky	10.8	13.2	13.2	8.4
Pacific-12	9.7	8.7	5.8	8.6
America East	10.3	11.1	12.8	8.8
Southland	5.0	4.9	4.5	9.2
Mid-American	10.8	6.8	5.2	9.4
Colonial	14.0	17.6	17.8	9.9
Big East	8.4	11.4	10.1	10.1
Horizon	18.2	17.1	11.5	10.2
Missouri Valley	7.5	10.1	8.8	10.3
Northeast	7.3	8.0	9.0	10.3

Conference	2007-08	2008-09	2009-10	2010-11
Southern	6.7	5.3	6.7	10.6
Atlantic Sun	17.5	11.9	11.5	10.9
Atlantic 10	15.6	12.9	10.4	11.2
Ohio Valley	10.3	9.0	6.7	11.4
Mid-Eastern	10.1	11.5	9.1	11.5
Southeastern	9.5	8.7	9.0	12.2
Western	17.3	13.1	15.0	12.7
Metro Atlantic	16.4	13.8	14.0	13.5
Big 12	7.6	10.1	6.6	13.6
Summit	16.0	16.4	16.4	14.5
Conference USA	14.6	14.7	13.8	15.2
Southwestern	8.5	11.2	14.2	15.6
Sun Belt	17.6	13.6	13.8	16.3
Mountain West	13.1	14.2	16.8	17.9
Big West	15.5	15.9	19.5	23.5

Note: Averages based only on squads with data in each of the past four years. Grouped using 2011-12 conference membership (thus, constant squad Ns on each row). Conferences sorted by 2010-11 column.

40% of Freshman MBB Players Have Left Their First School by End of Sophomore Year

- Followed 1,000+ freshman men's basketball players:
  - 18% left their initial school while eligible as freshmen;
  - 4% left that school while ineligible as freshmen;
  - 16% left the initial school while eligible as sophomores;
  - 2% left the school ineligible as sophomores;
  - 60% continued into year three at their original school.
- Schools only submit destination information to NCAA if applying for an APR transfer adjustment or professional departure adjustment. By our current best guess:
  - 60% continue into year 3;
  - Less than 2% leave while eligible for documented professional opportunities;
  - 38% otherwise leave (it appears most transfer, some drop out completely, a few others leave for undocumented professional opportunities).
- Conducting a follow-up study this summer with National Student Clearinghouse to trace collegiate pathways of MBB student-athletes versus those in other sports.

APR Point Adjustments For Transfer or Professional Departure

What are APR point adjustments?

- Under certain conditions, the NCAA may excuse a lost APR eligibility or retention point in a team's APR calculation. For example, a student leaving school in a given term while academically eligible would normally lose that team a retention point. If that student received an adjustment because they met the criteria for the professional sports departure adjustment, their retention point loss would be excused.

- There are several circumstances under which teams may be eligible to receive adjustments to lost eligibility or retention points in the APR calculation:
  - Student-athlete leaves school while academically eligible with a GPA of 2.6 or higher (and other academic factors met) and transfers immediately as a full-time student to another four-year college (retention point loss adjusted).
  - Student-athlete leaves school while academically eligible to pursue a professional sports opportunity (retention point loss adjusted).
  - Student-athlete or family member illness / personal difficulties, natural disaster, family hardship, degree program or sport discontinued, opportunity to compete in Olympics or other international competition (eligibility and/or retention point loss adjusted).

Number of APR Adjustments Granted by Sport Grouping (2010-11 AY)

	Transfer	Professional Departure	Other Eligibility or Retention	Overall Total
Men's Baseball (297 teams)	177	309	9	495
Men's Basketball (344 teams)	161	64	14	239
Men's Football (243 teams)	160	155	40	355
Men's Other (2,058 teams)	579	135	47	761
Women's Basketball (342 teams)	163	11	8	182
Women's Other (3,128 teams)	1,158	28	112	1,298
Total	**2,398**	**702**	**230**	**3,330**

Note: Includes all N=6,412 squads currently in Division I.

Professional Sports Departure Adjustments to APR

- In 2010-11, approximately 700 student-athletes across the 6,412 Division I teams received an APR retention point adjustment associated with departing school early (while in academic good standing) for a professional sports opportunity.
- 309 (44%) of these professional sports departure adjustments to APR occurred in the sport of baseball.
- Of the 64 professional departure adjustments in men's basketball, only 5 were for first-year college students (so-called "one-and-done" student-athletes).

Transfer Adjustment Trends by Sport Grouping

	2007-08	2008-09	2009-10	2010-11
Men's Baseball	179	159	172	172
Men's Basketball	137	132	160	156
Men's Football	130	135	168	153
Men's Other	461	463	548	562
Women's Basketball	153	171	183	158
Women's Other	939	1,007	1,083	1,111

Note: Includes only N=6,203 squads in APR each of last 4 years.

Sport Trends in Single-Year APR, Eligibility and Retention

APR, Eligibility and Retention Trends in Selected Sports

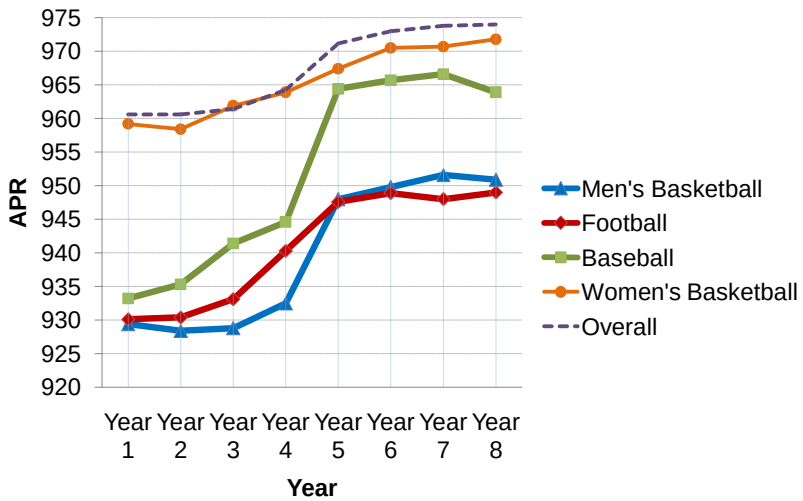
APR	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Baseball	933.2	935.3	941.4	944.6	964.4	965.7	966.6	963.9
Men's Basketball	929.4	928.4	928.8	932.5	948.0	949.8	951.6	950.9
Football	930.1	930.4	933.1	940.3	947.6	948.9	948.0	949.0
Women's Basketball	959.2	958.4	961.9	963.9	967.4	970.5	970.7	971.8

ELIGIBILITY	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Baseball	940.6	938.0	940.2	950.4	968.3	967.6	972.3	969.8
Men's Basketball	936.5	935.3	935.9	947.3	958.1	956.4	960.7	960.3
Football	921.2	919.5	921.8	929.1	934.3	938.3	936.9	939.7
Women's Basketball	970.8	968.4	974.8	973.9	970.5	976.6	977.1	977.0

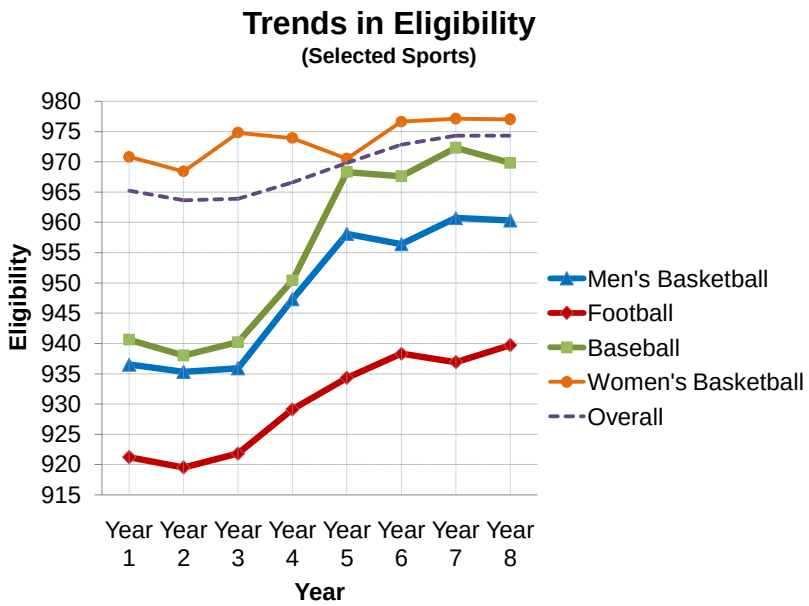
RETENTION	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Baseball	919.2	923.5	930.6	928.4	947.1	952.6	952.1	950.7
Men's Basketball	917.0	910.5	909.2	907.1	928.1	934.8	932.7	931.8
Football	933.7	933.3	935.9	941.5	949.6	949.7	949.6	949.7
Women's Basketball	945.0	944.8	945.3	949.8	959.9	960.2	961.6	963.7

Notes:
1. Analyses based on 274 baseball squads, 323 men's basketball squads, 230 football squads, and 321 women's basketball squads that sponsored the sport within Division I during all eight years.
2. APR retention calculation changed beginning in 2007-08 to grant point adjustments for certain transfer students (timing of calculation change indicated in red). Change did not affect eligibility rate calculation.

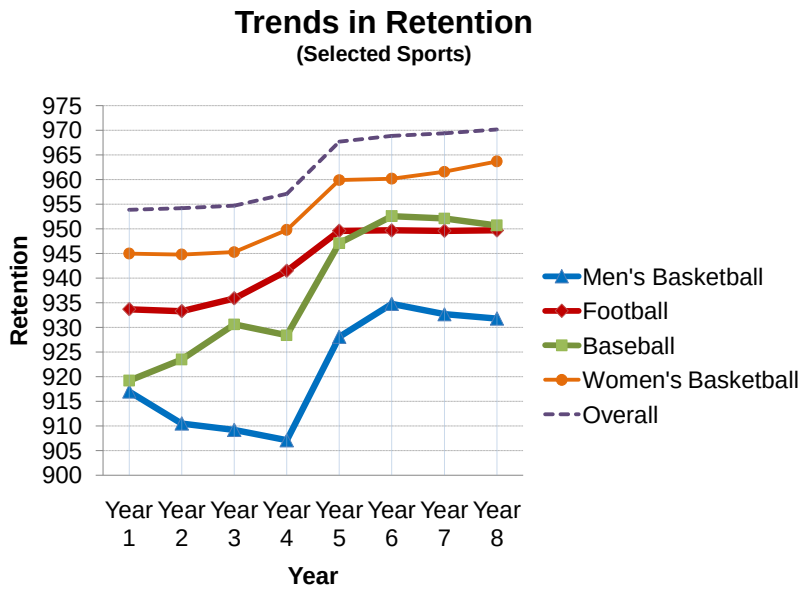
Trends in APR
(Selected Sports)



Notes: Analyses based on 274 baseball squads, 323 men's basketball squads, 230 football squads, and 321 women's basketball squads that sponsored the sport within Division I during all eight years. Overall APR trend line includes the four sports displayed. APR retention calculation changed beginning in 2007-08 (year 5).



Notes: Analyses based on 274 baseball squads, 323 men's basketball squads, 230 football squads, and 321 women's basketball squads that sponsored the sport within Division I during all eight years. Overall APR trend line includes the four sports displayed.



Notes: Analyses based on 274 baseball squads, 323 men's basketball squads, 230 football squads, and 321 women's basketball squads that sponsored the sport within Division I during all eight years. Overall APR trend line includes the four sports displayed. APR retention calculation changed beginning in 2007-08 (year 5).

Academic Performance of Transfer Student-Athletes

APR as a Function of Transfer Status
(Semester schools only)

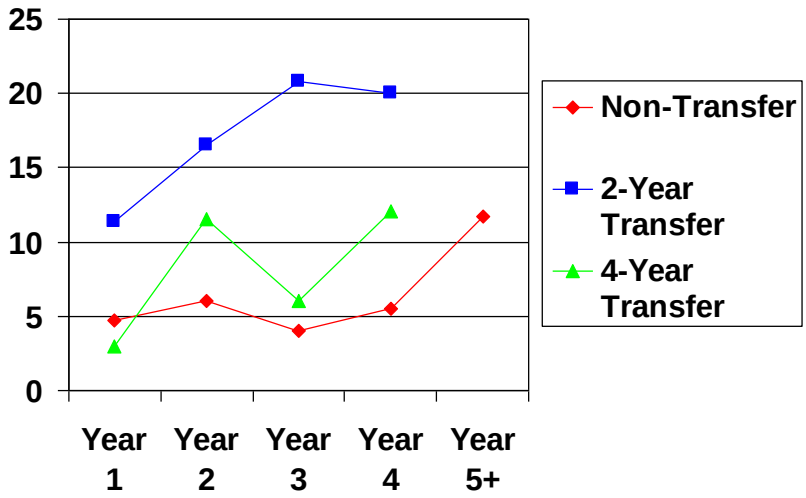
Student Category	Overall 2010-11 APR	MBB 2010-11 APR	MBB 2010-11 Eligibility
Non-Transfers	970	955	971
2-Year Transfers	926	907	920
4-Year Transfers	950	947	942

APR 0-for-2 Percentage as a Function of Transfer Status

Men's Basketball 2010-11 Participants

Student Category	MBB 2010-11 0-for-2s
Non-Transfers	3.1%
2-Year Transfers	9.7%
4-Year Transfers	5.0%

Percentage of 0/2s by Year in School as a Function of Transfer Status for Men's Basketball (2005-06)



Impact of Transfer on Student-Athletes

1. Multiple NCAA studies of student-athletes support the conclusion that in aggregate transferring leads to:
   a) a lower probability of student-athlete graduation
   b) longer time to degree among those who graduate
   c) a higher likelihood of dropout (e.g., as a 0/2) at the destination college.

2. The negative academic impacts of transferring are strongest among the lowest-performing student-athletes. In contrast, student-athletes departing with strong academic records appear to be impacted by transferring to a smaller degree.

Research Example 1: Number of APR 0-for-2s in a Sport as a Function of Academic and Demographic Characteristics

- Statistical analysis (e.g., logistic regression modeling) shows that the following variables are independently predictive of eventual 0-for-2 status:
  - Lower HS grades
  - Lower HS test score
  - Having transferred from either a 2-year or a 4-year school.
  - Being male
  - Being from a racial / ethnic minority group

- This analysis indicates that even after we control for academic characteristics and a limited set of demographic variables, transfers into a school are more likely to leave the new school as 0-for-2s. This effect is similar for 2-4 and 4-4 transfers. <u>In other words, after controlling for these variables, it is the act of transferring itself, not whether transfer occurred from a 2-year or 4-year college, that relates to increased negative academic outcomes</u>.

- The analysis shows that the high number of 0-for-2s in men's basketball are expected given the academic backgrounds and transfer frequency of the student-athletes in the sport.

Research Example 2: Credit Loss for 4-4 Transfers

- Using longitudinal data from the 2008 Division I APP census, we determined in a recent study that student-athlete transfers between Division I schools tend to lose a significant number of credits upon transfer.
  - The percentage of credits that do not transfer increases the later the transfer occurs; freshmen and sophomores lose roughly 20% of their credit hours while juniors/seniors lose about 30%.
  - Credit loss is highest among transfers in football and men's basketball.
  - After four years of college, 4-4 transfers within Division I who were continuously enrolled were still about 8 credit hours behind non-transfers (after statistically controlling for high school academic background). The 4-4 transfers were also significantly less likely to graduate in four years than similar non-transfers.

Research on the Academic Effects of Transferring among Division I Student-Athletes (Example Model 3)

- Research study conducted by Dr. Jack McArdle (University of Southern California) using NCAA SCORE data.
- SCORE survey completed by former Division I student-athletes (entered college in1994) at approximately age 30.
- Respondents asked to detail their complete post-secondary educational pathway.
- Models run to test whether students who transferred during college experienced the same graduation success as non-transfers with similar academic achievement in their first year at the initial college.

Results (Example Model 3)

- Transfers graduated at a lower rate than non-transfers.
- The time to graduation among eventual graduates was longer among transfers.
  - Among non-transfers who graduated, 66.3% completed within four years (vs. 40.6% among transfer graduates). The five-year numbers were 95.4% among non-transfer grads and 84.2% among transfer grads.
- Graduation rate differentials between non-transfers and transfers were highest among student-athletes who did not perform well academically in their first year of college (e.g., < 2.6 GPA); differentials were present but smaller at high academic achievement levels.

Distribution of Time to Degree for Student-Athletes Transferring vs. Others

Years to BA/BS	SA Overall (100%)	SA who stayed in one school (73.7%)	SA who transferred (26.3%)
1-3 years	1.6	1.5	1.8
4 years	58.6	64.8	38.8*
5 years	32.6	29.1	43.6*
6 years	4.7	2.8	10.7*
7 years	1.8	1.1	4.2*
Overall Graduation Rate	88.2%	91.3%	79.7%

Notes: Weighted number of Student-Athletes ~ 3,952 from SCORE-2006 Survey, asterisk indicated comparison significant at α=.05

Estimated Graduation Rates Based on First Year GPA for Student-Athletes

Transfers vs. Non-Transfers

First Year GPA	SA Overall (100%)	SA who stayed in one school (73.7%)	SA who transferred (26.3%)	Difference (Non-Transfers – Transfers)
≤ 1.60	68.3%	74.1%	58.0%	16.1%
≤ 1.80	74.3%	79.1%	65.3%	13.8%
≤ 2.00	79.5%	83.5%	71.2%	12.3%
≤ 2.20	83.8%	86.8%	76.5%	10.3%
≤ 2.40	87.4%	89.6%	81.1%	8.5%
≤ 2.60	90.3%	91.9%	85.0%	6.9%
≤ 2.80	92.6%	93.8%	88.2%	5.6%
≤ 3.00	94.3%	95.1%	90.8%	4.3%
> 3.00	95.7%	96.3%	92.8%	3.5%

Notes: Based on statistical projections for each GPA category. Weighted number of student-athletes ~ 3,952 from SCORE-94 survey.

Summary of Models -- Transfer Effects on Academic Attainment

- The act of transferring among student-athletes is related to negative academic outcomes even after controlling for prior academic achievement.
- A study of former Division I student-athletes surveyed at age 30 indicated that the act of transferring was associated with a decrease in the probability of graduating and a longer time to graduate among eventual graduates.
- Although many mechanisms might be involved in the negative impact of transfer, one may be the substantial credit hour loss experienced by these student-athletes.

Potential Reasons for Transferring

Methods

- Data from 2006 NCAA GOALS survey.
- Survey information collected from approximately 20,000 Division I, II and III student-athletes including:
  - 1,678 (8.3%) transfers from a 2-year college
  - 1,692 (8.1%) transfers from a 4-year college
- Some analyses used a subpopulation of only men's basketball, baseball and football student-athletes (primary sports where transfer occurs)

Reasons for Transferring

	2-year	4-year
Academic reasons	45.6%	35.0%
Athletic reasons	79.0%	78.4%
Medical reasons	4.6%	6.4%
Financial reasons	14.7%	22.3%
Family/Personal reasons	18.0%	43.7%

Note: Student-athletes could endorse more than one reason.

- Athletic reasons for transfer were primary among student-athlete transfers.
- When asked their primary reason for attending their current college, over 70% of 2-year transfers and nearly 60% of 4-year transfers reported "athletics participation," compared to approximately 50% of non-transfers.

Reasons for Transferring

Men's Basketball, Baseball and Football only

	2-year	4-year
Academic reasons	34.2%	22.0%
Athletic reasons	80.8%	81.3%
Medical reasons	5.1%	6.5%
Financial reasons	13.5%	19.5%
Family/Personal reasons	16.2%	43.4%

Note: Student-athletes could endorse more than one reason.

- In this subpopulation, athletic reasons for transfer predominated.
- When asked their primary reason for attending their current college, over 77% of 2-year transfers and nearly 71% of 4-year transfers reported "athletics participation," compared to approximately 60% of non-transfers.

How much do you agree or disagree that each of the following reasons contributed to your decision to attend your current college?
(% Responding Agree or Strongly Agree)

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
Academic offerings or reputation	63%	65%	66%	69%	58%	75%
Athletics participation	79%	83%	80%	82%	86%	86%
Proximity to home	63%	56%	60%	46%	54%	49%
Proximity to sig. other	25%	29%	33%	17%	19%	13%
Social scene/friends	39%	40%	40%	31%	22%	25%
Other peoples' expectations	42%	49%	51%	37%	39%	37%

Note: Endorsement of top two scale points on 6-point scale

Academic versus Athletics Reasons Driving Decision to Attend this College.

(% Responding Agree or Strongly Agree)

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
Academics	63%	65%	66%	69%	58%	75%
Athletics	79%	83%	80%	82%	86%	86%
Division II						
Academics	49%	59%	67%	61%	71%	70%
Athletics	84%	83%	81%	81%	91%	83%
Division III						
Academics	62%	75%	78%	75%	84%	83%
Athletics	76%	81%	85%	74%	82%	72%

Note: Endorsement of top two scale points on 4-point scale

I would have attended this college even if a different coach was here.

(% Responding Agree or Strongly Agree)

	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
Division I						
N	52%	42%	59%	58%	43%	58%
Division II						
N	47%	41%	52%	59%	49%	59%
Division III						
N	61%	58%	60%	69%	65%	73%

Note: Endorsement of top two scale points on 6-point scale

Research on Coaching Change

- Previous analyses have shown that APRs in men's basketball tend to be associated with a 2 to 3 year APR dip (encompassing both the end of the previous coach's tenure and the beginning of the new staff's arrival).

Abusive Supervision Scale

- Select items from Abusive Supervision Scale (Tepper, 2000)
- Items --- My head coach…
  - puts me down in front of others
  - ridicules me
  - makes negative comments about me to others

Average Scale Scores on Abusive Supervision Scale for Head Coaches

(Higher numbers = Perceived as more disrespectful)

Division I							
	Baseball	Men's Basketball	Football		All Other Men's Sports	Women's Basketball	All Other Women's Sports
			FBS	FCS			
N	2.31	2.64	2.25	2.08	2.12	2.30	2.03
Division II							
N	2.33	2.59	1.97		1.95	2.45	1.91
Division III							
N	2.02	2.33	1.85		1.95	2.22	1.75

My head coach puts me down in front of others
(% Responding Somewhat Agree or Strongly Agree)

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
N	27%	31%	22%	20%	25%	21%
Division II						
N	26%	34%	15%	15%	32%	17%
Division III						
N	16%	26%	12%	16%	27%	14%

Note: Endorsement of top two scale points on 5-point scale

How likely do you think it is that you will become a professional and/or Olympic athlete in your sport?
(% responding at least 'somewhat likely')

Division I						
Baseball	Men's Basketball	Football		All Other Men's Sports	Women's Basketball	All Other Women's Sports
60%	76%	58%	46%	37%	44%	16%
Division II						
43%	48%	41%		30%	25%	10%
Division III						
19%	21%	15%		13%	5%	5%

Note: Endorsement of top three scale points on 6-point scale

Sample of Historical Research on the 2.6 APR Transfer Adjustment

Review

- In 2007, CAP examined data on the eligibility and retention components of APR, their validity in predicting graduation and the potential impact of revamping APR by redefining retention or changing the weighting of the components.
- The following slides touch on a few issues discussed at that time.

Options Discussed in 2007

1. Adjust the APR for student-athletes who depart after earning the eligibility point.

2. Adjust the APR for student-athletes who depart with a sufficiently strong likelihood of continuing to progress toward graduation (e.g., have a high cumulative GPA).

3. Adjust the APR for student-athletes who depart based on a more comprehensive review of the student-athlete's record and situation.

Prediction of Graduation Rates from APR and its Components

1. To this point, the validity of the APR metric has been judged based on the correlation between APR and the graduation success rate (GSR) or (previous to the implementation of GSR) the federal graduation rate. Such a correlation is often termed a "validity coefficient".

2. This correlation refers to the property that the rank ordering of teams by APR be similar to the rank ordering of teams by GSR.

3. Note that this standard is independent of the linking of an APR penalty cut-score to a projected GSR value for teams at that margin.

Prediction of Graduation Rates from APR and its Components

4. Prediction models of historical GSR from the eligibility and retention components of APR indicate that eligibility is nearly twice as strong a predictor of GSR as retention but that both are statistically significant contributors to the prediction.

5. Retention is the more important component in the prediction of historical federal graduation rates by APR. Because federal graduation rates are still used to compare the student body to that of student-athletes, it is important to continue to monitor the APR's validity coefficient in predicating the federal rate.

6. This committee has previously examined alternative APR metrics that de-emphasize or eliminate the retention component. These included:
   - An optimized combination of eligibility and retention based on the aforementioned prediction models of GSR. This model weights E nearly twice as much as R in computing APR.
   - An eligibility-only model. This would mitigate some future penalties in baseball and men's basketball but would negatively impact most other sports. Overall, more teams would be subject to penalties. Retention helps rather than hurts APRs for most squads, so removal of that component from the formula has a negative impact for many.

Summary of Validity Coefficients for Predicting Graduation Rates

	Validity Coefficients	
Model	**Correlation between form of APR and GSR**	**Correlation between form of APR and federal grad rate**
Current 3-Year APR	**.478**	**.433**
Alt. Model 1: APR with E = 1.8*E	**.488**	**.422**
Alt. Model 2: Eligibility-only model	**.466**	**.363**

Definitions:
Current 3-Year APR: Raw 3-Year APR (no squad size adjustment)
Alt. Model 1: Optimized combination of E,R based on predictive modeling of GSR (weights E * 1.8)
Alt. Model 2: Teams judged solely on eligibility rate

Correlation between APR and Models Differentially Accounting for Transfers

APR Model	GSR	Federal Rate
APR (current)	.478	.433
APR (transfer with >3.0 cumulative GPA excused)	.482	.408
APR (transfer with >2.8 cumulative GPA excused)	.483	.403
APR (transfer with >2.6 cumulative GPA excused)	.476	.392
APR (transfer with >2.4 cumulative GPA excused)	.466	.380
APR (all transfer excused)	.456	.367

Prediction of GSR from Eligibility and Retention -- 2007

- Analyses used three-year APR data and the most recent four-cohort federal graduation rate and GSR data. Initial results:
  - When predicting GSR, both eligibility and retention are statistically significant contributors to the prediction. Eligibility is a stronger predictor, but retention does increase the statistical accuracy of the prediction.
  - When predicting federal graduation rate, the findings are the same as they were in the pilot study. Specifically, both elements are significant but retention is a stronger individual predictor.
  - The APR and its components (eligibility and retention) appear to provide a slightly more accurate prediction of the GSR than they do of the federal graduation rate for these athletics teams.
  - Raw eligibility and retention rates taken together actually provide a slightly better prediction of GSR and the federal graduation rate than does APR. This is likely due to the inclusion of graduation bonus points within the APR formula.

Shift in the APR Distribution

1. In addition to a potential change in the correspondence of the rank ordering of teams by APR to that of GSR (i.e. the validity coefficient), an adjustment for transfers would cause an upward shift in the APR distribution.

2. The implications of the upward shift would include the movement of the average APR by up to 15 points depending on the inclusiveness of the transfer adjustment.

Shift in the APR Distribution

3. Although the APR distribution would be shifting, the number of graduates counted by the GSR and the calculation of GSR would not be affected by the APR metric change. This implies that:
   - The 900 and 925 cut-scores would correspond to lower predicted GSR cut-offs than they do currently. In other words, penalty lines would be more permissive.
   - To maintain the predicted GSR values of the current 900 and 925 cut-offs, the penalty lines would have to be moved.

4. In summary, the shift in the APR distribution resulting from a transfer adjustment would necessitate a change in the stated predicted GSR corresponding to the penalty lines or a change in the penalty lines to maintain the current predicted GSR values at the penalty lines.

Changes in the National APR Distribution as a Function of Models Differentially Accounting for Transfers

APR Model	Mean	SD
Current 3-Year APR	960	33
APR with transfer excused if GPA>3.0	967	32
APR with transfer excused if GPA>2.8	968	32
APR with transfer excused if GPA>2.6	970	31
APR with transfer excused if GPA>2.4	972	30
APR with all eligible transfers excused	975	29

Average APR by Sport for Alternative Transfer Models

(Averages Across All Division I Squads)

SPORT	Current 3-Year APR	3.00 Xfer Exception	2.80 Xfer Exception	2.60 Xfer Exception	2.40 Xfer Exception	All R excused
Baseball	**935**	**942**	**947**	**951**	**956**	**959**
Basketball	**928**	**931**	**933**	**936**	**940**	**951**
Football	**931**	**933**	**934**	**936**	**938**	**945**
Other Men's	**958**	**963**	**965**	**967**	**969**	**972**
Women's	**970**	**977**	**978**	**980**	**981**	**983**

Average APR for Alternative Transfer Models

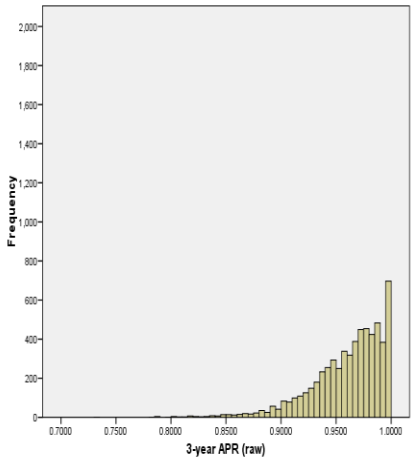
(Averages by Conference Grouping and HBCU Status)

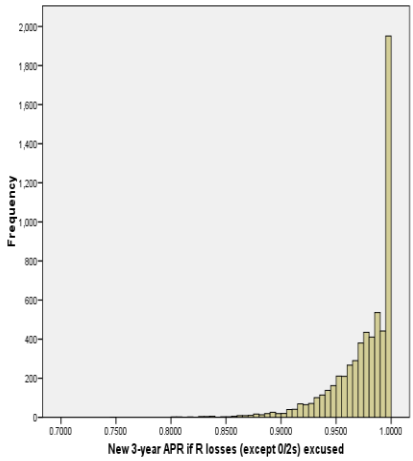
Conference Grouping	Current 3-Year APR	3.00 Xfer Exception	2.80 Xfer Exception	2.60 Xfer Exception	2.40 Xfer Exception	All R excused
Equity Conferences	966	971	973	975	976	979
Other Conferences	958	965	967	969	971	974

HBCU Status	Current 3-Year APR	3.00 Xfer Exception	2.80 Xfer Exception	2.60 Xfer Exception	2.40 Xfer Exception	All R excused
HBCU Squads	931	937	939	941	944	948
Non-HBCU Squads	962	969	970	972	974	977

Interpretation: A model excusing R-point losses of transfers benefits squads at non-equity conferences slightly more than those at equity conferences (gap shrinks as rule becomes more permissive). HBCU squads benefit relative to other squads as the transfer exception becomes more permissive, although the effect is small.

APR Distribution vs. APR with Adjustment to Retention Point Loss for All Transfers (N=6,110)





Number of Transfers in Good Standing Meeting Various Cumulative GPA Cuts

(Men's Teams – Averages Across All Division I Squads)

SPORT	Total N (3-Yr)	3.00	2.80	2.60	2.40
Baseball	9.9	2.6	4.0	5.6	7.2
Basketball	3.9	0.5	0.9	1.3	1.9
Cross Country	1.4	0.5	0.7	0.9	1.1
Football	14.6	1.9	3.0	4.5	6.7
Fencing	0.5	0.2	0.3	0.4	0.4
Golf	1.5	0.5	0.7	0.9	1.1
Gymnastics	1.2	0.4	0.6	0.7	0.9
Ice Hockey	5.0	1.4	2.1	3.1	4.0
Lacrosse	3.4	0.7	1.1	1.6	1.9
Rifle (Co-ed)	0.9	0.4	0.5	0.6	0.6
Skiing	2.2	1.3	1.5	1.8	1.9
Soccer	4.5	1.7	2.2	2.7	3.3
Swimming	2.1	0.7	1.1	1.3	1.6
Tennis	1.7	0.9	1.0	1.2	1.4
Track (Indoor)	3.0	0.9	1.3	1.6	2.0
Track (Outdoor)	3.1	0.9	1.3	1.6	2.1
Volleyball	1.8	0.5	0.8	1.0	1.3
Water Polo	1.6	0.5	0.8	1.1	1.2
Wrestling	3.7	0.9	1.1	1.5	2.1

Number of Transfers in Good Standing Meeting Various Cumulative GPA Cuts

(Women's Teams – Averages Across All Division I Squads)

SPORT	Total N (3-Yr)	3.00	2.80	2.60	2.40
Basketball	3.3	1.2	1.6	2.0	2.5
Bowling	1.5	0.6	0.8	1.0	1.3
Crew	2.1	1.1	1.4	1.6	1.8
Cross Country	1.5	0.9	1.1	1.2	1.3
Fencing	0.6	0.2	0.2	0.3	0.4
Field Hockey	2.1	1.0	1.3	1.5	1.8
Golf	1.2	0.7	0.8	0.9	1.0
Gymnastics	1.3	0.8	0.8	1.0	1.1
Ice Hockey	3.3	1.0	1.6	2.1	2.5
Lacrosse	2.1	1.0	1.2	1.5	1.7
Skiing	2.3	1.6	2.0	2.1	2.1
Soccer	3.7	2.0	2.4	2.8	3.2
Softball	2.9	1.3	1.6	2.0	2.3
Swimming	2.3	1.2	1.5	1.8	1.9
Tennis	1.5	0.9	1.0	1.2	1.3
Track (Indoor)	3.2	1.6	1.9	2.2	2.5
Track (Outdoor)	3.1	1.6	1.9	2.2	2.5
Volleyball	2.3	1.2	1.5	1.7	1.9
Water Polo	2.3	1.1	1.3	1.3	1.7

June 12, 2012

Mark A. Emmert
President

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

Mr. Jim Haney
Executive Director
National Association of Basketball Coaches
1111 Main Street, Suite 1000
Kansas City, Missouri 64105

Dear Jim:

I hope this letter finds you well and enjoying the start of summer.

I want to ask for your help in an important matter impacting student-athletes and member institutions.

As you are aware, there continues to be much discussion in our membership and in the general public as to NCAA rules governing transfer requirements and the process by which students must seek permission to transfer. In my travels, I have heard concerns raised from why certain sports are subject to a one-year residence requirement upon transfer and not others, why teams lose NCAA Division I Academic Progress Rate (APR) points for students who are eligible to transfer (but do not have a 2.600 grade-point average) and then receive a scholarship elsewhere, and why schools can deny or limit a student's ability to talk with other schools once a decision has been made to transfer.

Broader concerns range from about the increase in transfers generally and the increased involvement of third parties in encouraging transfers, and the resulting impact on the student's academic progress, the team they are leaving and the school as a whole. Some have expressed concern with any policy or legislative change that may encourage more transfers.

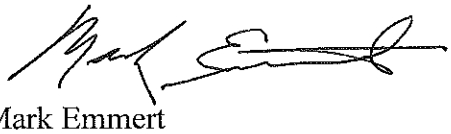
All of this suggests we need a comprehensive examination of all transfer-related issues, and we need to hear from you and your colleagues to make sure the regulations are appropriate, reasonable and promote student success.

To that end, I am asking staff to work with the appropriate cabinets, NCAA Division I Leadership Council, and key professional organizations like yours to assure that all viewpoints are heard. Given the complexities of this area, it is likely that this review will begin soon and continue over the next several months.

I have asked Kevin Lennon, NCAA Vice President of Academic and Membership Affairs, to reach out to you to provide more specific information on the charge and how you can help.

Thanks in advance for your help with this important matter.

Sincerely,



Mark Emmert
NCAA President

ME:ld

cc: FARA Leadership
NACDA Leadership
NCAA Division I Academic Cabinet]
NCAA Division I Committee on Academic Performance]
NCAA Division I Leadership Council] chairs
NCAA Division I Recruiting and Athletics Personnel Issues Cabinet]
NCAA Division I Student-Athlete Advisory Committee]
1A Athletics Directors' Association
1A Faculty Athletics Representatives
Selected NCAA Staff Members

June 12, 2012

Mark A. Emmert
President

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

Ms. Beth Bass
Chief Executive Officer
Women's Basketball Coaches Association
4646 Lawrenceville Highway
Liburn, Georgia 30047

Dear Beth:

I hope this letter finds you well and enjoying the start of summer.

I want to ask for your help in an important matter impacting student-athletes and member institutions.

As you are aware, there continues to be much discussion in our membership and in the general public as to NCAA rules governing transfer requirements and the process by which students must seek permission to transfer. In my travels, I have heard concerns raised from why certain sports are subject to a one-year residence requirement upon transfer and not others, why teams lose NCAA Division I Academic Progress Rate (APR) points for students who are eligible to transfer (but do not have a 2.600 grade-point average) and then receive a scholarship elsewhere, and why schools can deny or limit a student's ability to talk with other schools once a decision has been made to transfer.

Broader concerns range from about the increase in transfers generally and the increased involvement of third parties in encouraging transfers, and the resulting impact on the student's academic progress, the team they are leaving and the school as a whole. Some have expressed concern with any policy or legislative change that may encourage more transfers.

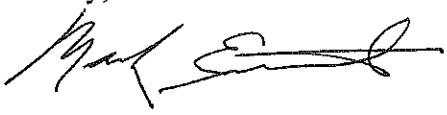
All of this suggests we need a comprehensive examination of all transfer-related issues, and we need to hear from you and your colleagues to make sure the regulations are appropriate, reasonable and promote student success.

To that end, I am asking staff to work with the appropriate cabinets, NCAA Division I Leadership Council, and key professional organizations like yours to assure that all viewpoints are heard. Given the complexities of this area, it is likely that this review will begin soon and continue over the next several months.

I have asked Kevin Lennon, NCAA Vice President of Academic and Membership Affairs, to reach out to you to provide more specific information on the charge and how you can help.

Thanks in advance for your help with this important matter.

Sincerely,



Mark Emmert
NCAA President

ME:ld

cc: FARA Leadership
NACDA Leadership
NCAA Division I Academic Cabinet]
NCAA Division I Committee on Academic Performance]
NCAA Division I Leadership Council] chairs
NCAA Division I Recruiting and Athletics Personnel Issues Cabinet]
NCAA Division I Student-Athlete Advisory Committee]
1A Athletics Directors' Association
1A Faculty Athletics Representatives
Selected NCAA Staff Members

June 12, 2012

Mark A. Emmert
President

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

Mr. Grant Teaff
Executive Director
American Football Coaches Association
100 Legends Lane
Waco, Texas 76706

Dear Grant:

I hope this letter finds you well and enjoying the start of summer.

I want to ask for your help in an important matter impacting student-athletes and member institutions.

As you are aware, there continues to be much discussion in our membership and in the general public as to NCAA rules governing transfer requirements and the process by which students must seek permission to transfer. In my travels, I have heard concerns raised from why certain sports are subject to a one-year residence requirement upon transfer and not others, why teams lose NCAA Division I Academic Progress Rate (APR) points for students who are eligible to transfer (but do not have a 2.600 grade-point average) and then receive a scholarship elsewhere, and why schools can deny or limit a student's ability to talk with other schools once a decision has been made to transfer.

Broader concerns range from about the increase in transfers generally and the increased involvement of third parties in encouraging transfers, and the resulting impact on the student's academic progress, the team they are leaving and the school as a whole. Some have expressed concern with any policy or legislative change that may encourage more transfers.

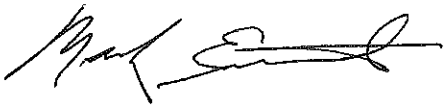
All of this suggests we need a comprehensive examination of all transfer-related issues, and we need to hear from you and your colleagues to make sure the regulations are appropriate, reasonable and promote student success.

To that end, I am asking staff to work with the appropriate cabinets, NCAA Division I Leadership Council, and key professional organizations like yours to assure that all viewpoints are heard. Given the complexities of this area, it is likely that this review will begin soon and continue over the next several months.

I have asked Kevin Lennon, NCAA Vice President of Academic and Membership Affairs, to reach out to you to provide more specific information on the charge and how you can help.

Thanks in advance for your help with this important matter.

Sincerely,



Mark Emmert
NCAA President

ME:ld

cc: FARA Leadership
NACDA Leadership
NCAA Division I Academic Cabinet]
NCAA Division I Committee on Academic Performance]
NCAA Division I Leadership Council] chairs
NCAA Division I Recruiting and Athletics Personnel Issues Cabinet]
NCAA Division I Student-Athlete Advisory Committee]
1A Athletics Directors' Association
1A Faculty Athletics Representatives
Selected NCAA Staff Members

Research Findings on Four-Year Transfers in Division I Men's Basketball (May 2012)

Introduction.

Academic Progress Rate (APR) data in Division I indicate continued retention problems in men's basketball. In the most recent APR data collection (2010-11), the national retention figure in men's basketball of 932 was nearly 20 points below that of the next lowest sport and trending downward. Much of this retention point loss is due to high rates of student-athlete transfer in the sport. Research findings on the frequency of transfer, impacts of transfer on academic success and potential reasons for transfer are detailed in the following sections.

Frequency of Transfer.

Because schools do not routinely collect data on transfer destinations of non-retained student-athletes, NCAA analyses have focused on year-to-year changes in the number of transfer student-athletes within Division I APR cohorts:

- During the 2010-11 academic year, of the 4,424 men's basketball student-athletes in Division I APR cohorts 482 (11%) were transfers from other four-year institutions. A total of 689 (16%) came from two-year colleges and 3,253 (73%) were participating at their first college.

- The proportion of four-year transfers in men's basketball APR cohorts has remained at about 11% since 2006-07. Prior to 2006-07, four-year transfers represented 9-10% of the total. The upward shift in 2006-07 mirrored a decrease in the number of two-year college transfers within Division I.

- There are other sports with similar or higher proportions of four-year college transfers. These include men's soccer (11%), women's tennis (13%) and men's tennis (15%). Nationally, 6% of all student-athletes on APR rosters in 2010-11 were 4-year college transfers.

In analyses that follow individual student-athletes from their freshman year forward, we gain a clearer picture of men's basketball departure:

- Forty percent of men's basketball student-athletes who enter Division I as freshmen currently depart their initial school by the end of sophomore year.

- Although we cannot confirm destinations for all these men's basketball player departures, it appears that most transfer to another college. Very few are departing early to play professional basketball (for example, there were only 10 so-called "one and done" departures documented in the sport in 2010-11).

Academic Performance of Four-Year College Transfers.

- Four-year college transfers in men's basketball have Graduation Success Rates (GSRs) that are similar to those of non-transfers. However, this represents an under-performance on the part of the four-year transfers since they enter a team's GSR cohort already having completed one or more years of schooling.

- Despite having similar academic backgrounds, the aggregate APR for student-athletes who previously transferred from a four-year college (950) is about 20 points lower than for non-transfers (971).

- Even after statistically controlling for school financial resources and student-athlete academic preparation, teams with more transfers tend to have lower APRs.

- Four-year transfers in men's basketball are at higher risk for becoming an APR 0-for-2 (leaving school academically ineligible) in comparison to their non-transfer peers. This result holds even when we account for academic and demographic backgrounds of the student-athletes.

- One component of the enhanced academic problems for four-year college transfers relates to credit loss upon transfer. An NCAA longitudinal study of transfers moving from one Division I school to another showed that the typical frosh/sophomore transfer loses about 20% of their credit hours while juniors/seniors lose about 30%. These losses are highest among transfers in football and men's basketball. Transfers who do eventually graduate average a longer time to degree than non-transfers.

- When followed to approximately age 30 (NCAA SCORE study), we have found that student-athlete transfers have a lower lifetime graduation rate than non-transfers. The graduation rate differential between transfers and non-transfers is largest among those student-athletes who struggled academically while at their initial college. For example, student-athletes with a 2.20 GPA or lower in the first year who transferred had an aggregate graduation rate that was 10% lower than similar student-athletes who did not transfer.

- A 2009 study of Division I student-athlete academic support services indicated that both two-year and four-year transfers across sports are much less likely than similar freshmen or other groups of academically at-risk student-athletes to be targeted for academic support (or remedial coursework).

College Choice and Reasons for Transfer.

As part of the NCAA's GOALS study of 20,000 current student-athletes, a series of questions was asked of student-athletes about the factors that contributed to their college choice(s) and, for those who changed schools, their reason(s) for transferring.

- Only 4 in 10 men's and women's basketball players in Division I indicated they would likely have attended their current college if a different coach had been there, which is a lower percentage than indicated by student-athletes in other sports. Given the coaching turnover among college basketball coaches, this connection with a particular coach could play a role in decision to transfer.

- About half of Division I men's basketball student-athletes noted that the expectations of others played a role in their college choice and 40% referenced the social scene as important to their choice. Only Division I football players showed numbers similarly high.

- Like many student-athletes, men's basketball players were more likely to report that their academic experiences to that point matched their expectations than they were to report that their athletic experiences matched expectations.

- Men's basketball players were more likely than other student-athletes to report perceiving their coaches as having treated them disrespectfully by putting them down in front of others, ridiculing them or making negative comments about them.

- At higher rates than other Division I student-athletes, men's basketball players stated that they would prefer to spend more time in college on sports pursuits.

- Men's basketball players were among the most likely student-athletes in Division I to express dissatisfaction with how often they are able to visit home/family while at college.

- More than three-quarters of Division I men's basketball student-athletes (and half of those playing the sport in Division II) think it is at least somewhat likely that they will become a professional or Olympian in their sport, which is by far the highest percentage seen in any sport.

- Although they were similar to other Division I student-athletes on these dimensions, 83% of men's basketball student-athletes agreed that athletics factors played a role in college choice while only 65% cited academic factors.

- More than half (53%) of Division I men's basketball players said that they highly self-identify as both students and athletes. However, 27% self-identify as athletes but not students. Previous NCAA research has shown that low academic self-identity is related to a lower likelihood of degree attainment even after statistically controlling for high school preparation and professional sports aspirations.

- Men's basketball student-athletes who had previously transferred (either from a two-year or a four-year school) were overwhelmingly likely to cite that they transferred for sports-related reasons.

Conclusion.

Division I men's basketball student-athletes appear to be transferring at high rates. APRs in the sport are low in comparison to other sports, due in large measure to these retention difficulties. Several converging lines of research have shown that the act of transferring among Division I student-athletes, particularly among those who do not have a strong academic record, negatively impacts time to degree and degree attainment. This may be due in some measure to sudden and unplanned transfer (for example, coursework taken without thought to how it might transfer to another institution) and inadequate support/transitional services at the receiving institution. There is also substantial evidence that a good deal of transfer in men's basketball is related to sport issues rather than academic or other issues. Given the extremely high proportion of men's basketball players (across division) who believe they can eventually play professionally, there appears to be limited hesitation to change schools if playing time is less than desired or the connection to a coach changes.

The NCAA research staff is currently in the process of studying a number of additional issues related to student-athlete transfer and will make those data available as soon as possible.

– Discussion Document –
Possible Implementation of Academic Requirements for
Four-Year Transfer Student-Athletes

Background.

As one of its three mission critical priorities, the NCAA has identified the need to "embed academics as a first expectation." In October 2011, the NCAA Division I Board of Directors adopted a package of academic proposals that emphasized the primacy of academics and further embedded academics as a first expectation. Ultimately, the goal is for all student-athletes, including transfers, to graduate within five years of their initial collegiate enrollment.

With the mission critical priority of embedding academics and its basic underlying principles defining student-athlete success as background, this paper will discuss whether the eligibility of four-year transfer student-athletes should have an academic requirement as part of the transfer requirements. As part of this discussion, the paper will review the current four-year transfer legislation, its legislative history and rationale as well as data related to 4-4 transfers. The paper is intended to generate discussion related to 4-4 transfers and ultimately put forward possible options for consideration.

Current Legislation.

Legislation related to the eligibility of four-year transfers has existed since the late 1940s, when the NCAA membership adopted its first transfer eligibility rules. The current rule, which has not substantively changed since its initial adoption, requires a transfer student-athlete from a four-year institution to serve an academic year in residence at a second four-year institution prior to being eligible for competition. A student-athlete is considered a transfer when departing an institution at which he or she was enrolled full-time and attended at least one day of classes. A student-athlete also "triggers" transfer status from an institution by practicing, competing or by receiving athletically related financial aid from that institution.

Several legislated exceptions permit a transfer student-athlete to be immediately eligible for competition. Four of the exceptions directly address transfers for academic reasons: the educational exchange exception, the exchange student exception, the discontinued academic program exception and the international student program exception. However, only the educational exchange exception mandates any academic-based criteria in order to apply the exception. It requires the student-athlete to receive a baccalaureate degree from the exchange program institution in order to be immediately eligible after returning to his or her initial school.

A number of legislated exceptions address transfers for non-academic reasons. These exceptions permit a student-athlete to be immediately eligible for competition if the student-athlete: (1) transfers from an institution that discontinued or never sponsored the student-athlete's sport; (2) did not participate in athletics at his or her previous institution; (3) is returning to his or her original institution without participating at a second institution; and (4) was never recruited by the certifying institution or received athletically related financial aid at any institution. None of

these exceptions require any level of academic performance in order to be applied for a student-athlete to be immediately eligible for competition.

The one-time transfer exception is generally considered the most common transfer exception. It permits a student-athlete to be immediately eligible after transfer provided: (1) the student-athlete has not previously transferred from a four-year institution; (2) the student-athlete's current institution does not object to the transfer; and (3) the student-athlete would have been academically eligible had he or she remained at the prior institution. The one-time transfer exception is not available to student-athletes in the sports of baseball, basketball, bowl subdivision football (student-athletes may "transfer down" to a football championship subdivision institution) and men's ice hockey.

Only two of the transfer exceptions (the educational exchange exception and the one-time transfer exception) mandate a level of academic performance or academic criteria as a requirement for their application. The one-time transfer exception's academic requirement is simply the legislated progress-toward-degree standards all student-athletes must satisfy in order to retain competition eligibility, regardless of their transfer status. In other words, it does not impose any additional academic requirements not already in place for all student-athletes. Further, the one-time transfer exception permits a student-athlete's current institution to object to the transfer based solely on non-academic (i.e., athletic) reasons. As previously stated, the educational exchange exception requires a student-athlete to obtain a baccalaureate degree from the exchange program institution, but does not include any grade-point average or credit-hour requirements.

A student-athlete who does not satisfy any of the legislated exceptions may receive athletically related financial aid and practice while serving the transfer year in residence. Eligibility for athletically related financial aid during a transfer year in residence is now conditioned on whether the transfer student-athlete was academically eligible to compete in the next academic term had he or she remained at the previous institution.

Legislative History and Rationale.

As stated above, the transfer rule has been in place since the late 1940s. Although the legislative history does not produce much rationale for the transfer legislation, the rule has always been housed in the NCAA's bylaw regarding eligibility for competition. Rationale for the transfer exceptions provides support for the notion that the transfer legislation is in place as a means to govern fair competition between institutions. Further, there is no evidence in the majority of the legislative history to indicate the transfer legislation is in place to ensure the academic success of student-athletes.

The one-time transfer exception was adopted in 1984 with no discussion regarding student-athlete academic performance. In fact, the only academic requirement in the rule at the time of its adoption was the general requirement that the student-athlete was in good academic standing at his or her current institution. Initially, the rule was applicable to all sports except football and men's basketball. In 1986, a proposal to eliminate the one-time transfer exception altogether was defeated. The defeated proposal was based on perceived abuses of the rule related to recruiting of current student-athletes and difficulties with certification of good academic standing. At the same time, women's basketball was excluded from its application. In 2007, a similar amendment to exclude baseball from the one-time transfer exception was adopted.

There are other rules applicable to four-year transfer student-athletes that speak to the principle of fair competition. NCAA Bylaw 14.5.5.3 prohibits a transfer student-athlete who qualifies for an exception to the transfer residence requirement to compete during the championship segment of the playing season for his new institution if he competed during the championship segment of the playing season for his previous institution. Rationale from NCAA Proposal No. 1995-69 states, "*Concern has arisen among many member institutions regarding the practice of a student-athlete transferring from one four-year institution to another during the traditional playing season and competing in the same sport at both institutions during the same academic year. This proposal would eliminate the opportunity for such a practice to occur for all four-year college transfers…*"

Relevant Four-Year Transfer Data.

1. Nationally, six percent of all student-athletes on NCAA Division I Academic Progress Rate (APR) rosters in 2010-11 were four-year college transfers.

2. Transfer student-athletes are more at risk of academic failure at all points in time after transfer in comparison to nontransfers.

3. The act of transferring delays degree attainment for student-athletes who eventually graduate and decreases the probability that student-athletes will earn a four-year degree by age 30.

4. Despite having similar academic backgrounds, the aggregate APR for student-athletes who previously transferred from a four-year college (950) is about 20 points lower than for nontransfers (971).

5. Historically, four-year transfer student-athletes have had much higher 0-for-2 rates at their receiving institutions than nontransfers at those schools.

6. When followed to approximately age 30 in the NCAA's Study of Outcomes and Recent Experiences research study, it was found that student-athlete transfers have a lower lifetime graduation rate than nontransfers.

Men's Basketball.

1. In the sport of men's basketball, forty percent of men's basketball student-athletes who enter Division I as freshmen depart their original institutions within their first two years of enrollment.

2. During the 2010-11 academic year, of the 4,424 men's basketball student-athletes in Division I APR cohorts, 482 (11 percent) were transfers from other four-year institutions. A total of 689 (16 percent) came from two-year colleges and 3,253 (73 percent) were participating at their first college.

3. The proportion of four-year transfers in men's basketball APR cohorts has remained at about 11 percent since 2006-07. Prior to 2006-07, four-year transfers represented 9 to10 percent of the total.

4. There are other sports with similar or higher proportions of four-year college transfers. These sports include men's soccer (11 percent), women's tennis (13 percent), and men's tennis (15 percent).

5. Four-year transfers in men's basketball are at higher risk for becoming an APR 0-for-2 (leaving school academically ineligible) in comparison to their nontransfer peers. This result holds even accounting for the academic and demographic backgrounds of the student-athletes.

Essential Discussion Questions.

The following questions are designed to generate discussion regarding whether or not the four-year transfer legislation should be grounded in student-athlete academic performance.

1. Should academic performance be considered the fundamental principle used to determine the competition eligibility of four-year transfer student-athletes?

The authority to establish an academically based four-year transfer rule is twofold. First, the current effort to ensure that all Division I legislation supports one of the NCAA's core principles provides authority to explore the establishment of an academically based four-year transfer rule. This is especially true given that one of the core principles is to

embed academic success as a first priority for student-athletes. Second, there is precedent within the current legislation and from the NCAA Division I Committee on Academic Performance to connect the competition eligibility of student-athletes, including transfer student-athletes, to their academic performance.

Two-Year Transfer Legislation.

Two-year transfer legislation sets forth several academic requirements that must be satisfied in order for the student-athlete to be immediately eligible for competition. Included in those requirements is a minimum transferable grade-point average, which was recently increased from a 2.000 to a 2.500, effective for student-athletes transferring on or after August 1, 2012. The two-year transfer requirements also mandate satisfactory completion of core credits. The longer a student-athlete is enrolled at a two-year institution, the more credits he or she must transfer to the four-year institution. Two-year transfer student-athletes must also earn a specific number of transferrable credits in English, math and science. Finally, the legislation limits the number of physical education activity credits that can be used to satisfy the transferable credit-hour requirements.

All of these academic performance requirements are grounded in ensuring student-athlete academic success. When the Division I membership adopted the increased standards in 2011, it cited current data indicating that two-year transfers tend to underperform academically at four-year institutions on all academic measures, as compared to transfers from four-year institutions or nontransfers. Increased two-year transfer standards were created based on key research and specific academic outcomes of two-year college transfer student-athletes.

Baseball-Specific Legislation.

In the sport of baseball, a determination was made that student-athletes were underperforming academically, especially given their secondary-school records entering college. Therefore, a series of legislation was adopted to help improve the academic performance of baseball student-athletes. These changes included prohibiting baseball student-athletes from using the one-time transfer exception. Rationale for that proposal stated in relevant part:

> *Data reviewed by the Baseball Academic Enhancement Working Group indicated baseball has one of the highest transfer rates and suffers from low NCAA Division I Academic Progress Rate (APR) and graduation rates among all Division I sports. The working group concluded that the low APR found among baseball teams is largely the result of baseball*

> *student-athletes with strong academic backgrounds making slow progress toward a degree and tending to change schools or leave college early and often.*

According to the NCAA research staff, there is a negative relationship between transfer and academic outcomes. In the aggregate, APRs are currently substantially lower among transfer student-athletes. For example, nontransfers averaged a 971 APR in 2009-10, while transfer student-athletes averaged 950. Historically, four-year transfer student-athletes have also had much higher APR 0-for-2 rates at their receiving institution than nontransfers at those schools. That is, more of them end up leaving that subsequent school while academically ineligible. The sport of baseball used this data, and other data set forth above, to support the adoption of legislation that was designed to embed academic success for baseball student-athletes. The same may provide precedent for doing so in all sports.

Other Legislative Precedent.

As previously stated, a student-athlete serving a transfer year in residence may practice and receive athletically related financial aid. The ability to receive athletically related financial aid is now conditioned on whether the student-athlete was academically eligible to compete in the next academic term had he remained at the previous institution. Rationale for Proposal No. 2005-171, which created the current Bylaw 14.5.5.4, states in part: "*...this requirement is an added incentive to student-athletes to continue academic progress by placing the responsibility on the student-athlete to maintain academic progress in order to qualify for athletics aid if he or she chooses to transfer to another four-year institution."* Not only would an academically based four-year transfer rule be consistent with the rationale for this rule, it would also be consistent with the academic reform movement across all areas of the Division I legislation.

Committee on Academic Performance Policy.

The Committee on Academic Performance has adopted an academic-based requirement for permitting teams to receive retention points for student-athletes who transfer out of the institution while academically eligible. In order to receive the retention point, a transfer student-athlete must leave with a minimum grade-point average of 2.600. This standard was developed based on research demonstrating that transfers with a minimum grade-point average of 2.600 or higher will graduate at the same rate as student-athletes with a 2.000 grade-point average who do not transfer out of their institution. The data reviewed by the committee also demonstrated that the loss of credit hours for transfer student-athletes is a function of academic performance, and that student-athletes with a

grade-point average below 2.600 lose 25 to 30 percent of their credit hours when transferring.

In summary, the core principle of embedding academic success, the legislative precedent involving two-year transfers, baseball student-athletes and the Committee on Academic Performance's transfer adjustment policy may provide support for developing four-year transfer legislation grounded in academic performance of transfer student-athletes.

2. If academic performance is considered the fundamental principle used to determine the competition eligibility of four-year transfer student-athletes, what are the appropriate academic performance standards?

If an academically based four-year transfer rule is adopted, the next determination that must be made is in regards to the appropriate academic standards. It is highly likely that the NCAA research staff will need to analyze and publish relevant data in order to determine the appropriate academic benchmarks for a four-year transfer rule.

The Committee on Academic Performance's transfer adjustment policy (requiring a minimum 2.600 grade-point average) provides guidance on an appropriate academic standard. Another option for consideration, especially given the academic challenges faced by transfers at their new institutions, is to establish a standard that requires the student-athlete present a grade-point average when transferring that predicts to successful degree completion in four years. In others, a standard that will be met by those student-athletes who properly positioned and prepared so as to not suffer any negative academic impact after transfer.

3. How (if at all) should the principles of academic performance and fair competition interact within the transfer legislation? More specifically, should student-athletes in all sports be held to the same set of transfer requirements and have the same transfer exceptions available?

As set forth in the legislative history section, the transfer legislation was designed to protect fair competition by guarding against student-athletes freely leaving a program and being immediately eligible for competition at a second institution. The narrowly tailored exceptions to this rule were created for transfer situations unrelated to athletics, or for students with no previous exposure to intercollegiate athletics. If an academically based standard is in place, student-athletes who satisfy that standard will be able to transfer solely for athletic reasons, something the NCAA has legislated against for the better part of three decades. This is especially true in those sports (basketball, baseball, ice hockey)

in which the one-time transfer exception is not applicable. Because we know transfer student-athletes are more at risk of academic failure than nontransfers, removing the prohibition against the one-time transfer exception in these four sports will result in a negative impact on academic performance. Therefore, although the transfer rules have been primarily motivated by competitive issues, maintaining those rules will likely have a positive academic impact.

Another argument against the development of an academic standard for transfer eligibility, is that establishment of benchmark academic requirements may result in penalizing student-athletes who pursue difficult degree programs. It may also penalize student-athletes with a diagnosed education-impacting disability. Student-athletes in these scenarios can—often with accommodations provided by their institution—satisfy the same eligibility standards all other student-athletes must satisfy. To hold them to additional academic standards may by inequitable and at the very least, require additional accommodations.

4. What changes, if any, should be made to the one-time transfer legislation?

The one-time transfer exception was adopted in 1984 with no discussion regarding student-athlete academic performance. Initially, the rule was applicable to all sports except football and men's basketball. In 1986, women's basketball was excluded from its application. In 2007, a similar amendment to exclude baseball from the one-time transfer exception was adopted. Of the four sports that prohibit use of the one-time transfer exception, only baseball relied on academic data as rationale for its prohibition.

If an academically based four-year transfer rule is not adopted, or if academic requirements for the use of transfer exceptions are not adopted, it may still be worthwhile to consider restricting use of the one-time transfer exception based on by-sport APR history.

5. Should access to practice be restricted for transfers serving a year in residence? If so, is there an appropriate academic standard for lifting such a restriction?

Current legislation does not generally restrict practice during the initial year following transfer unless the student-athlete was serving a nonqualifier year in residence at the previous institution (i.e., was not eligible to practice at the previous institution at the time of transfer).

Under an academically based four-year transfer model, academic benchmarks could provide student-athlete's the opportunity to earn eligibility for practice in the second and later terms of the initial year in residence as with the recently adopted academic redshirt legislation.

6. What is the appropriate legislation to govern the competition eligibility of graduate student-athlete transfers?

In 2006, Proposal No. 2005-54 was adopted and permitted a graduate student-athlete with eligibility remaining to transfer and enroll in a specific graduate degree program at another institution and be immediately eligible for competition. The rationale for the proposal indicated, in part, "*A student-athlete who earned his or her undergraduate degree has achieved the primary goal of graduation and should be permitted to choose a graduate school that meets both his or her academic and athletics interests, regardless of his or her previous transfer history.*" The legislation was subject to override and ultimately defeated by membership vote at the January 2007 NCAA Convention. Therefore, only those graduate student-athletes meeting the one-time transfer exception were eligible to compete at a second institution.

In 2011, Proposal No. 2010-52 was adopted to permit a graduate student-athlete with eligibility remaining in those sports with a prohibition against the one-time transfer exception to transfer and be immediately eligible if the student-athlete fulfilled the remaining one-time transfer requirements and the previous institution did not renew the student-athlete's athletically related financial aid. The rationale for the proposal stated, "*the requirement of graduation and enrollment in a graduate or professional school provides an appropriate threshold for access to this exception*."

These two proposals are a good example of the balance between academic achievement and fair competition outlined above. At some level, both proposals support the notion that if a student-athlete graduates, he or she has achieved academic success and should be allowed to compete for any institution. At the same time, complete freedom of graduate student-athletes to transfer and compete may have a significant impact on fair competition.

<u>Options for Consideration</u>.

1. Establish an academically based transfer rule for four-year transfers.

Establish a rule that conditions the competition eligibility of four-year transfer student-athletes on academic benchmarks. Possible academic requirements, all of which would include being eligible had the student-athlete remained at the previous institution, include:

(a) A grade-point average that projects to graduation within a four-year timeframe;

(b) A grade-point average of 2.600 or higher;

(c) A grade-point average of 2.600 or higher and completion of all applicable credit-hour and percentage-of-degree requirements at the previous institution (similar to the Committee on Academic Performance transfer adjustment policy);

(d) A grade-point average of 2.500 or higher and completion of credit hours based on the amount of full-time terms spent at the previous four-year institution (similar to the current two-year transfer legislation);

(e) A grade-point average of 2.500 or higher and completion of credit hours based on the amount of full-time terms spent at the previous four-year institution (similar to the current two-year transfer legislation) and completion of a prescribed number of credits in English, math and science (similar to the two-year transfer legislation); or

(f) A grade-point average of 2.500 or higher and satisfaction of the appropriate percentage-of-degree requirements based on transferrable degree credit at the certifying institution.

The current effort to ensure that all Division I legislation supports one of the NCAA's core principles provides authority to explore the establishment of an academically based four-year transfer rule. This is especially true given that one of the core principles is to embed academic success as a first priority for student-athletes. There is also precedent from the current legislation and from the Committee on Academic Performance to connect the competition eligibility of student-athletes, including transfer student-athletes, to their academic performance. Finally, significant research data demonstrates that academically based competition eligibility standards help to ensure student-athlete academic success.

2. Establish an academically based transfer requirement for all transfer exceptions, including the one-time transfer exception.

Maintain general components of current transfer regulations, but incorporate an academic requirement into all exceptions. The general premise that a student-athlete must serve a transfer year in residence would remain, but exceptions would continue with an academic requirement. For example, student-athletes who use the one-time transfer exception would be required to meet a research-based academic requirement in order to be immediately eligible.

Possible academic requirements, all of which would include being eligible had the student-athlete remained at the previous institution, include:

(a) A grade-point average that projects to graduation within a four-year timeframe;

(b) A grade-point average of a 2.600 or higher;

(c) A grade-point average of 2.600 or higher and completion of all applicable credit-hour and percentage-of-degree requirements at the previous institution (similar to the Committee on Academic Performance transfer adjustment policy);

(d) A grade-point average of 2.500 or higher and completion of credit hours based on the amount of full-time terms spent at the previous four-year institution (similar to the current two-year transfer legislation); or

(e) A grade-point average of 2.500 or higher and completion of credit hours based on the amount of full-time terms spent at the previous four-year institution (similar to the current two-year transfer legislation) and completion of a prescribed number of credits in English, math and science (similar to the two-year transfer legislation).

(f) A grade-point average of 2.500 or higher and satisfaction of the appropriate percentage of degree requirements based on transferrable degree credit at the certifying institution.

3. Establish additional academic requirements restricting access to practice.

Under the current legislation, transfer student-athletes who do not satisfy the transfer legislation for competition must serve a year in residence, during which they are eligible to practice. If an academically based four-year transfer rule is adopted, it is ripe for consideration whether additional academic requirements should be established in order for a student-athlete to be eligible for practice. Any of the ideas academic requirements set forth above could serve as academic benchmarks for restricting access to practice

during a transfer student-athlete's year in residence. Requiring minimum standards for academic achievement to be immediately eligible for practice would help a student-athlete who was already underachieving academically at his or her previous institution acclimate to a new academic environment following an event (i.e., transfer) that data suggests is itself predictive of a decreased likelihood of graduation.

4. Maintain the status quo.

Maintaining the current four-year transfer legislation is an option that is supported by the legislative history. The current transfer rule and its accompanying exceptions help to ensure fair competition by limiting the free movement of student-athletes between institutions solely for athletic reasons. The ability to embed academic success is grounded in the initial-eligibility and progress-toward-degree standards. Significant research has been reviewed in the increased initial- and continuing-eligibility standards in the past decade. By holding all student-athletes to these standards, the NCAA provides sufficient support for the principle of embedding academic success. Any additional academic requirements are not necessary and/or unrelated to the values protected by the current transfer legislation

Additional Nonacademic Based Options for Consideration.

1. Eliminate the permission to contact requirement.

A second institution may not contact a student-athlete at his or her current institution without written permission from the student-athlete's current institution. If permission to contact is not granted, the second institution may not encourage the student-athlete to transfer and cannot provide athletically related financial aid to that student-athlete during his first year in residence at the second institution.

Several potential options for amending the four-year transfer legislation arise from a review of the permission-to-contact rule. Included in these options is elimination of the one-time transfer legislation entirely. This option would allow a student-athlete to communicate freely with other institutions and explore opportunities best suited to his or her ongoing academic and athletic objectives. A student-athlete would remain subject to existing transfer restrictions with respect to eligibility for competition, which may require serving a year in residence prior to being eligible for competition and, in limited circumstances, practice.

Eliminating the permission-to-contact requirement altogether may have limited practical impact in regard to intraconference transfers. Some institutions routinely restrict permission to contact within the conference as a matter of course, and 25 Division I conferences have some form of intraconference transfer rule that imposes additional restrictions (beyond NCAA legislation) for student-athletes who transfer between institutions within the conference. Intraconference penalties currently include some or all of the following: (1) one to two years in residence prior to competition, (2) ineligibility for athletics and/or institutional aid for one, two or all remaining years, and (3) loss of one or more seasons of eligibility (in that conference).

Another argument in opposition to eliminating the permission-to-contact requirement is that doing so may create a "free-agent" environment where there is no legislative deterrent to contacting student-athletes at other four-year institutions. Division I institutions would be free to initiate contact with enrolled student-athletes, which may lead to higher profile institutions recruiting overachieving student-athletes from lower profile institutions or soliciting transfer from student-athletes who appear dissatisfied with playing opportunities at their current institution. Institutions could withhold granting the one-time transfer exception in sports where the exception is available; however, this would not be a deterrent in football, basketball, men's ice hockey or baseball where the exception is not available anyway.

2. Adopt a self-release model for permission to contact.

Another option is to adopt the NCAA Division III self-release model for permission to contact. This model allows a student-athlete to communicate with and explore opportunities with other institutions. It requires a student-athlete to initiate the communication with potential transfer institutions and encourages the student-athlete to maintain an open and honest dialogue with his or her current institution. Under the current Division III model, a student-athlete initiates a 30-day window during which to discuss the possibility of transfer by sending a self-release form to a desired institution. The current institution is not notified unless the student-athlete renews the self-release for an additional 30-day period.

A self-release model may reduce opportunities for institutions to solicit the transfer of student-athletes enrolled at other institutions; but still does not provide a specific enforcement mechanism for preventing attempts to do so (i.e., an institution cannot prevent a student-athlete from issuing a self-release to an institution that it believes had previously initiated impermissible contact).

3. Tie the permission to contact requirement to practice and not athletic aid.

A third option related to the permission-to-contact requirement is to attach the requirement to a transfer student-athlete's access to practice, rather than to the receipt of athletically related financial aid. Under this option, a student-athlete who transfers without receiving permission to contact could still be immediately eligible for athletically related financial aid, provided he or she would have been academically eligible had he or she remained at the previous four year institution, but would not be eligible for practice during his or her transfer year in residence.

Rigney, Bridget

From: Dickman, Diane
Sent: Tuesday, July 10, 2012 8:44 AM
To: Rigney, Bridget
Subject: FW: CCA/APR follow up

From: Lennon, Kevin
Sent: Wednesday, July 04, 2012 8:43 PM
To: Tom Yeager
Subject: RE: CCA/APR follow up

Tom,

Good to see you as well, and sorry for the delay.

CAP is examining the retention issue more broadly and will begin discussions at the July meeting. As part of this discussion we will be sure to include the concept that if a student-athlete leaves with a 2.6 the retention point should not be lost. In addition, we have a group that is examining transfer issues, understanding that a student-athlete can transfer with below a 2.6 and lose a retention point, but still be eligible for practice and aid (and in some sports competition). CAP will examine if there should be a closer tie between the 2.6 and transfer.

The NCAA research staff has continued to track the number of African American student-athletes participating in NCAA athletics and also the number of African American graduates. Research does indicate that minority participation dipped initially after propositions 48 and 16, but bounced back over time while graduation numbers elevated. After the implementation of the sliding scale in 2003, we saw the largest increase in African American student-athlete participation numbers. In addition, the number of African American graduates is at an all time high.

You may be interested to know that Kevin Anderson shared with me at NACDA that a group of minority athletic administrators are expressing concerns regarding the new initial eligibility standards, and I am reaching out to them to see how we can share their thoughts most effectively with CAP. So perhaps there is an opportunity to do the same with Paul and Ron? I would be interested in your thoughts as to how to best proceed with your two coaches.

Thanks, and hope you are enjoying the 4th.

Kevin

From: Tom Yeager [mailto:tyeager@caasports.com]
Sent: Tuesday, June 26, 2012 10:56 AM
To: Lennon, Kevin
Subject: CCA/APR follow up

Kevin, good seeing you in Chicago. A quick reminder/follow up on 2 things you were going to send me.

1. APR – Just the idea of a "non-returning" student standard to cover all situations – 2.6 no need to differentiate pro/transfer/drop out etc.

2. Data on the ethnic participation around the adoption of prop 48. Our impression was that the minority participation number remained about the same despite claims that it would be modified substantially towards white males. Similar claims seem to be starting – it would be good to have the stats that can refute immediately – or be fed to selected individuals before they are made.

Thanks.
TY

NCAA Men's Basketball Student-Athletes
Drafted Into the NBA After One Year of Enrollment

The National Basketball Association (NBA) requires a young man to be 19 years old and one year removed from high school graduation in order to be eligible for the NBA draft. This rule was effective with the 2006 draft. This document provides the list of NCAA men's basketball student-athletes who opted into the NBA draft after one year of enrollment and who were drafted, as well as their NCAA Division I Academic Progress Rate (APR) performance in their final term of enrollment. There may be other men's basketball student-athletes who departed after one year of enrollment for other professional athletics opportunities, however for purposes of this discussion, we are referenceing only those leaving for NBA opportunites

2011 Draft:

Pick No.	Name	Institution	APR Status in Last Term of Enrollment	Hours Attempted/Passed in Last Term	Term GPA/Cum. GPA in Last Term	2011-12 Basketball Status
1	Student-Athlete A	Duke University	2/2 (due to lockout)	16/12	2.466/2.77	Cleveland Cavaliers
3	Student-Athlete B	University of Kentucky	1/1	15/9	2.667/2.556	Utah Jazz
4	Student-Athlete C	University of Texas	2/2 (due to lockout)	12/9	2.5/3.5	Cleveland Cavaliers
8	Student-Athlete D	University of Kentucky	1/1	12/12	4.0/4.0	Detroit Pistons
19	Student-Athlete E	University of Tennessee	2/2 (due to lockout)	15/8	2.35/2.49	Milwaukee Bucks
29	Student-Athlete F	University of Texas	1/1	12/9	3.335/3.7783	San Antonio Spurs
49	Student-Athlete G	University of Kansas	1/1	12/9	2.13/2.88	Memphis Grizzlies

Number drafted after one year of enrollment: 7
- Number of 0/2s: 0
- Number of 1/1s (left eligible; pro adjustment): 4
- Number of 2/2s (due to lock-out): 3

CONFIDENTIAL

2010 Draft:

Pick No.	Name	Institution	APR Status in Last Term of Enrollment	Hours Attempted/Passed in Last Term	Term GPA/Cum. GPA in Last Term	2011-12 Basketball Status
1	Student-Athlete H	University of Kentucky	1/1	16/12	3.5/3.414	Washington Wizards
3	Student-Athlete I	Georgia Tech	1/1	15/9	3.0/2.38	Utah Jazz
4	Student-Athlete J	University of Kentucky	1/1	16/6	2.0/2.273	Sacramento Kings
12	Student-Athlete K	University of Kansas	1/1	15/9	3.44/3.54	New Orleans Hornets
18	Student-Athlete L	University of Kentucky	1/1	16/12	2.25/1.966	Los Angeles Clippers
19	Student-Athlete M	University of Texas	1/1	12/9	1.0/2.833	Boston Celtics
29	Student-Athlete N	University of Kentucky	0/2	15/0	0.0/1.28	Orlando Magic
33	Student-Athlete O	Marshall University	0/2	16/0	0.0/2.0	Sacramento Kings
40	Student-Athlete P	University of Cincinnati	1/1	12/12	3.0/3.139	Indiana Pacers
47	Student-Athelte Q	University of Oklahoma	0/2	12/1	0.3/1.28	Unknown

Number drafted after one year of enrollment: 10
Number of 0/2s: 3
Number of 1/1s (left eligible; pro adjustment): 7

CONFIDENTIAL

2009 Draft:

Pick No.	Name	Institution	APR Status in Last Term of Enrollment	Hours Attempted/Passed in Last Term	Term GPA/Cum. GPA in Last Term	2011-12 Basketball Status
4	Student-Athlete R	University of Memphis	1/1	12/11	1.75/2.232	Sacramento Kings
9	Student-Athelte S	University of Southern California	1/1	15/11	2.8/2.363	Toronto Raptors
17	Student-Athlete T	University of California, Los Angeles	0/2	13/4	1.77/2.34	Philadelphia 76ers
24	Student-Athlete U	Ohio State University	1/1	12/12	2.0/3.002	Charlotte Bobcats

Number drafted after one year of enrollment: 4
Number of 0/2s: 1
Number of 1/1s (left eligible; pro adjustment): 3

CONFIDENTIAL

2008 Draft:

Pick No.	Name	Institution	APR Status in Last Term of Enrollment	Hours Attempted/Passed in Last Term	Term GPA/Cum. GPA in Last Term	2011-12 Basketball Status
2	Student-Athlete V	Kansas State University	1/1	12/6	1.75/2.353	Minnesota Timberwolves
3	Student-Athlete W	University of Southern California	1/1	8/8	2.5/2.409	Memphis Grizzlies
5	Student-Athlete X	University of California, Los Angeles	0/2	12/0	0.0/3.18	Minnesota Timberwolves
7	Student-Athlete Y	Indiana University	1/1	12/9	1.675/2.248	New Orleans Hornets
11	Student-Athlete Z	University of Arizona	1/1	12/9	2.333/2.778	Toronto Raptors
14	Student-Athlete AA	Louisiana State University	0/2	6/6	1.0/2.125	Minnesota Timberwolves
19	Student-Athlete BB	North Carolina State University	1/1	15/12	1.42/1.75	Sacramento Kings
23	Student-Athlete CC	Ohio State University	0/2	12/0	0.0/3.37	Denver Nuggets
28	Student-Athlete DD	Syracuse University	0/2	13/7	1.777/1.571	Sacramento Kings
35	Student-Athlete EE	Texas A & M University	1/1	12/11	2.75/2.833	Los Angeles Clippers

Number drafted after one year of enrollment: 11
Number of 0/2s: 4
Number of 1/1 (left eligible; pro adjustment): 6
Number not in the APP cohort: 1

CONFIDENTIAL

2007 Draft

Pick No.	Name	Institution	APR Status in Last Term of Enrollment	Hours Attempted/Passed in Last Term	Term GPA/Cum. GPA in Last Term	2011-12 Basketball Status
1	Student-Athlete FF	Ohio State University	0/2	14/0	0.0/3.3	Unknown
2	Student-Athlete GG	University of Texas	1/1	12/12	3.333/3.0	Oklahoma City Thunder
4	Student-Athlete HH	Ohio State University	1/1	17/7	2.35/2.97	Memphis Grizzlies
8	Student-Athlete II	University of North Carolina	1/1	12/12	2.425/2.11	Dallas Mavericks
10	Student-Athlete JJ	University of Washington	1/1	15/10	2.95/3.54	Philadelphia 76ers
12	Student-Athlete KK	Georgia Tech University	0/2	15/8	1.9/1.95	Philadelphia 76ers
19	Student-Athlete LL	Georgia Tech University	1/1	15/8	2.25/2.13	Unknown (charged with murder 2011)
21	Student-Athlete MM	Ohio State University	1/1	17/7	1.85/2.72	Oklahoma City Thunder

Number drafted after one year of enrollment: 8
Number of 0/2s: 2
Number of 1/1 (left eligible; pro adjustment): 6

2006 Draft:

Pick No.	Name	Institution	APR Status in Last Term of Enrollment	Hours Attempted/Passed in Last Term	Term GPA/Cum. GPA in Last Term	2011-12 Basketball Status
17	Student-Athlete NN	University of Memphis	0/2	11/7	1.364/2.25	New Jersey Nets

Number drafted after one year of enrollment: 1
Number of 0/2s: 1

CONFIDENTIAL

2005 Draft:

Pick No.	Name	Institution	APR Status in Last Term of Enrollment	Hours Attempted/Passed in Last Term	Term GPA/Cum. GPA in Last Term	2011-12 Basketball Status
2	Student-Athlete OO	University of North Carolina	1/1	12/12	2.075/2.13	Atlanta Hawks

Number drafted after one year of enrollment: 1
Number of 0/2s: 0
Number of 1/1 (left eligible; pro adjustment): 1

2004 Draft:

Pick No.	Name	Institution	APR Status in Last Term of Enrollment	Hours Attempted/Passed in Last Term	Term GPA/Cum. GPA in Last Term	2011-12 Basketball Status
7	Student-Athlete PP	Duke University	1/1	16/16	2.58/2.68	Chicago Bulls
14	Student-Athlete QQ	University of Minnesota	0/2	Not reported	Not reported	New Jersey Nets
43	Student-Athlete RR	University of California, Los Angeles	0/2	5/15	1.0/1.4	New Orleans Hornets

Number drafted after one year of enrollment: 3
Number of 0/2s: 1
Number of 1/1 (left eligible; pro adjustment): 2

Summary:

1. Since the NCAA Division I Academic Performance Program (APP) data was first collected in 2003-04, there have been 45 men's basketball student-athletes drafted into the NBA after one year of college enrollment.

2. Since the NBA "one -and-done" rule went in effect, there have been 41.

CONFIDENTIAL

3. In 2004 and 2005, one student-athlete left his institution ineligible ("0/2").

4. Since 2006, 11 have left ineligible ("0/2").

5. The various institutions received APR adjustments for all student-athletes who left eligible ("1/1").

6. The NBA lockout in 2011-12 led to several student-athletes earning both points, because they returned to their institutions following the spring term while waiting for the lockout to be resolved.

CONFIDENTIAL

REPORT OF THE
NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE
JULY 12-13, 2012, MEETING

***KEY ITEMS*.**

1. **New Initial-Eligibility Standards Educational Efforts.** The NCAA Division I Committee on Academic Performance discussed the ongoing educational efforts for the new initial-eligibility standards. The committee requested the staff review all current legislation and interpretations regarding both coaching and noncoaching staff involvement in educating prospective student-athletes, including prospective student-athletes who have not started the ninth grade, regarding academic standards to ensure appropriate involvement of campus personnel in the overall educational efforts. Given the NCAA Working Group on Collegiate Model – Rules' ongoing work and the 2016 initial-eligibility standards, the committee is interested in ensuring a proper balance between educating students and high school personnel and current recruiting-based limitations on such activities.

2. **Data Years Used to Determine Access to Postseason Competition and NCAA Division I Academic Performance Program (APP) Penalties.** The committee reviewed and reaffirmed its current policies and procedures regarding NCAA Division I Academic Progress Rate (APR) data and implementation of penalties and/or postseason ineligibility.

***ACTION ITEMS*.**

1. **Legislative Items.**

   - **None.**

2. **Nonlegislative Items.**

   a. **APP Policy Change: Amending the APR Cohort Definition.**

      (1) Recommendation. The Committee on Academic Performance recommends the NCAA Division I Board of Directors approve an exception to the definition of the APR cohort for student-athletes who are five years beyond initial full-time collegiate enrollment and have exhausted athletics eligibility as defined by the Committee on Academic Performance policies.

      (2) Effective Date. Immediate, beginning with the 2011-12 APR cohort to be reported fall 2012.

(3) Rationale. With the adoption of NCAA Division I Proposal No. 2011-97, former student-athletes may return to an institution and receive athletically related financial aid. Students who return to school under this provision do not represent the institution in intercollegiate competition; rather have returned to complete their degrees. Institutions should be encouraged to assist such students by providing financial aid without such students potentially negatively impacting a team's APR. This recommendation is consistent with the intent of the new legislation and would ensure such students are not in the APR cohort.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. This amendment encourages student-athletes who have not earned a degree to return to an institution and graduate, while providing an institution the flexibility to offer athletically related financial aid to the former student-athlete without the possibility of such aid resulting in lost APR points.

b. APP Policy Change: Require Attendance of Chief Academic Officer at APP Level-Three Penalty Waiver Hearings.

(1) Recommendation. The Committee on Academic Performance recommends the Board approve a revision to the APP Level-Three Penalty Waiver hearing policies to require the chief academic officer to attend the hearing with the institution.

(2) Effective Date. Immediate, beginning with hearings conducted during the 2012-13 academic year.

(3) Rationale. One of the core purposes of the APP is to assist institutions in improving academic success. The hearing setting provides an opportunity for committee members to discuss academic performance and allows the committee members to ask questions regarding academic performance. Many of those questions are designed to evaluate the academic commitment of the institution within the context of the overall academic mission. Requiring the chief academic officer to attend will allow for these questions to be answered by a senior academic administrator at the institution.

(4) Estimated Budget Impact. Travel costs for an additional institutional staff member. These costs are paid by the member institution.

(5) Student-Athlete Impact. None.

c. APP Policy Changes: APP Penalty and Ineligibility for Postseason Competition Waiver Policies and Procedures.

(1) Recommendation. The Committee on Academic Performance recommends the Board approve the following revisions to the APP penalty and ineligibility for postseason competition waiver policies and procedures:

(a) Amend the policies to require institutions to confirm the data considered as part of the waiver is accurate and no data issues are outstanding before the staff and committee proceed with the review of the waiver. Failure to confirm accuracy and finality of data within the prescribed timeframe would result in denial of a waiver.

(b) Amend the policy to provide one opportunity for an institution to request reconsideration of a waiver and limiting the scope of reconsideration to only nondata related mitigation. Any remaining data issues will be reviewed the following year in accordance with established policies and timelines for data reviews and adjustments.

(c) Amend the policy to require an institution subject to postseason ineligibility to advise its student-athletes regarding the team's ineligibility for postseason competition and the transfer policy within 48 hours of the final notice of penalties or within 48 hours from the decision following the institution's final appellate opportunity, whichever is later. Additionally, require institutions to note within the NCAA's APP system the date that student-athletes have been notified.

(2) Effective Date. Immediate.

(3) Rationale. The committee continues to refine its waiver policies with particular focus on ensuring a fair and effective process. This includes balancing ample time for institutions to finalize data and put forward mitigation in the waiver process. These policy changes are intended to ensure resolution of all data issues prior to a waiver request being decided therefore expediting the waiver process. Additionally, limiting institutions

to one reconsideration opportunity also will help ensure that each school puts forward all waiver mitigation rather than repeatedly requesting reconsideration based on an additional fact. The postseason ineligibility notification to student-athletes will provide student-athletes with ample time to explore opportunities to transfer in order to continue postseason participation. The committee noted that these changes will help ensure the waiver process is effective, efficient, and fair to all member institutions. The immediate effective date ensures that all future requests fall under this policy.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

***INFORMATIONAL ITEMS*.**

1. Data Years used to Determine Access to Postseason Competition and APP Penalties. The committee reviewed and reaffirmed its current policies and procedures regarding APR data and implementation of academic penalties and/or postseason eligibility. These policies were originally devised after considering several important conditions and objectives that are desired in the APP, as listed below.

a. Penalty decisions should be based on a body of data sufficient to support valid decisions;

b. Procedures should provide adequate time for a fair and deliberate process that ensures that data are correct and all waiver requests put forward by an institution are given thorough review;

c. Data used in making decisions on penalties or eligibility for postseason competition should be as close as practicable in time to the implementation of those decisions; and

d. Procedures should enable consideration of student-athletes' interests in transferring if their own academic performances have been strong and they are in their last season of eligibility.

After discussion over several meetings, the committee concluded the current process is effective and achieves a careful and appropriate balance among these factors. The committee expects to continue with these policies and procedures in the future.

2. **Initial-Eligibility Standards Educational Efforts.** The committee discussed the ongoing educational efforts for the new initial-eligibility standards which take effect in 2016. The committee requested the staff review all current legislation and interpretations regarding both coaching and noncoaching staff involvement in educating prospective student-athletes, including prospective student-athletes who have not started the ninth grade regarding academic standards to ensure appropriate involvement of campus personnel in the overall educational efforts. Given the Rules Working Group's ongoing work and the 2016 initial-eligibility standards, the committee is interested in ensuring a proper balance between educating students and high school personnel and current recruiting-based limitations on such activities. For example, the committee requested the staff explore coaches associations' interest in possibly permitting unlimited written or electronic communications between eighth graders and head coaches for the sole purpose of educating such students on the new academic requirements. Additionally, the committee noted that some current interpretations related to noncoaching personnel providing in-person education to junior high and high school students may be too limiting given the need to provide comprehensive education on the new requirements. The committee plans to continue its discussion on this topic at its October meeting with an intention to make a recommendation to the Board to consider during its October meeting. Finally, the committee strongly encourages the staff to develop public service announcements that the NCAA and member conferences could air when commercial spots are available for broadcast.

3. **APP Level Three Penalty Waiver Hearing Procedures – Pre-Hearing Procedures Letter.** The committee revised its APP Level-Three Penalty Waiver hearing procedures to include sending a letter to institutions noting the hearing procedures prior to the actual hearing. This change is effective immediately, beginning with hearings held during the 2012-13 academic year. Each year, hearings begin with the chair of the committee reading a script detailing the procedures of the hearing. Providing the information prior to the hearing allows for more time for the actual hearings and provides member institutions with key information prior to the hearing. This process is similar to one used by the NCAA Division I Committee on Infractions and has been deemed effective and useful in that context.

4. **NCAA Division I Academic Performance Program Waiver Directive**. The committee reviewed the APP Access to Postseason and Penalty Waiver Directive. The committee approved revisions to the directive, effective immediately (attached). The changes were editorial and clarifying in nature. The committee also reaffirmed its high threshold for relief for teams facing ineligibility for postseason competition.

5. **Postseason Ineligibility – Timing of Taking Penalty.** The committee discussed the timing of the imposition of the ineligibility for postseason competition. Specifically, the

committee discussed the possibility of an institution taking the penalty during the same academic year in which the multiyear APR is reported. The committee agreed that institutions shall not be permitted to impose ineligibility for postseason competition during the same academic year in which the multiyear APR is reported. The committee will continue to review this issue and requested staff provide additional information for discussion during a future meeting.

6. **Institutional Presence on APP Appeal Calls.** The committee requested the staff provide additional information regarding the possibility of an institutions' president/chancellor presenting information to the NCAA Division I Committee on Academic Performance Subcommittee on Appeals during waiver calls for institutions with teams that are ineligible for postseason competition.

7. **Definition of Limited-Resourced Institutions.** The committee discussed the four different definitions currently used by the NCAA to determine "limited-resourced institutions." These include definitions used to determine eligibility for supplemental support funds, mission filter for APP penalty determination, longer transition timeline for meeting the new 930 APR requirement, and the new pilot program designed to assist schools in improving APR. Prior to the fall 2011, only one definition was used for limited-resourced institutions. The committee agreed to refer the issue regarding the definition of limited-resourced institutions to the Historically Black Colleges and Universities Limited-Resourced Advisory Group for feedback. Additionally, as part of this referral, the committee discussed the nuance that some HBCUs are not limited resourced as defined by any of the current definitions. This results in members of the advisory group not representing a limited-resourced institution as currently defined. The committee invites input from the advisory group on this matter.

8. **Pilot Program Designed to Assist Limited-Resourced Institutions.** The committee received an update on the pilot program which is designed to provide grants to limited-resourced institutions for specified institutional initiatives aimed at improving APRs.

9. **Longer Transition to New 930 Requirements for Limited-Resourced Institutions.** The committee reviewed a letter received from the Mid-Eastern Athletic Conference requesting the longer transition period to the new APR penalty benchmark apply to all HBCUs not just limited-resourced institutions. The committee agreed to refer the letter to the advisory group for feedback with the intention of reviewing the request during its October meeting.

10. **2011-12 APP Level-Three Penalty Waivers.** The staff provided a summary of the decisions made by the staff and the committee for APP Level-Three Penalty waivers submitted by institutions during the 2011-12 academic year. The staff made decisions on

four of the 10 waivers submitted, while the committee conducted in-person hearings for six teams.

11. Public Availability of APP Level-Three Penalty Hearing Reports. The committee discussed the possibility of making APP Level-Three Penalty hearing reports available to the public. The committee agreed that the reports shall not be made available to the public at this time. However, the committee did note that as the staff continues to work with schools in preparation for hearings and during penalty waiver cases, it should continue to help schools understand key items the committee generally considers most relevant in cases it reviews.

12. Public Announcement of 2011-12 APR Data, Postseason Ineligibility, Penalties and Public Recognition Awards. The committee received a summary of the most recent public release of institutional APRs and APP penalties, public recognition awards, and the Elite 89 awards for 2011-12, and also included the Head Coaches' APR Portfolio. This year's release also included those teams subject to postseason ineligibility during the 2012-13 academic year.

The committee discussed the timing of future public APP press releases. The committee requested the staff continue to explore the timing of the release to provide the earliest possible release to allow institutions and student-athletes with the most time to make informed decisions regarding the upcoming academic year. The committee agreed a release in the early spring (e.g., late April, May) would be ideal, and the timing should also allow for individual releases as necessary.

13. Serving Postseason Ineligibility when a Team has Failed to Meet Conditions from a Previous Waiver. The committee discussed the current policy that requires a team that has failed a condition from a previous waiver to take the postseason ineligibility in the year following the notification of the missed condition. The committee discussed the possibility of requiring the team to take the postseason ineligibility earlier than the current policy permits. While it is important to take the postseason ineligibility as soon as possible, there needs to be a balance with the best interests of those student-athletes that could be affected by this approach. The committee agreed to continue to discuss this issue in future meetings.

14. NCAA Division I Graduation Success Rate Data Collection. The NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting received a report on the Graduation Success Rate (GSR) data collection process for submission of data for the 2005-06 cohort which was due June 1. It was noted that all institutions have now submitted the requisite data.

15. **APP Data Reviews.** The Subcommittee on Data Collection and Reporting received an update on the progress of the 41 institutions involved in APP data reviews leading up to the 2012-13 academic year. It is anticipated that most reviews will be completed prior to the beginning of the start of the fall term for each institution with all reviews being completed by the APR data submission deadline for each institution.

16. **NCAA Division I Academic Performance Rate Improvement Plans.** The committee received an update on APR Improvement Plans. The staff reviewed 130 plans during the 2011-12 academic year, an increase of roughly 60 plans from the 2010-11 academic year. This variance represents the change in the committee's policy that now requires institutions to submit an APR Improvement Plan for all teams with a multiyear APR below 930 for a staff review.

17. **Four-Year College Transfers and Various APR Retention Issues.** The committee received a report on various transfer data and began discussions on a number of issues regarding APR retention issues, including four-year college transfer student-athletes. Retention continues to be a valid component of APR and an important predictor of graduation. The committee agreed to continue to discuss transfer issues to determine if academic performance should be a fundamental consideration in transfer eligibility legislation and to provide comments on possible revisions to transfer legislation. As part of this review, the committee will consider how the current 2.6 GPA transfer adjustment intersects with 4-4 transfer requirements for student-athletes.

18. **NCAA Division I Bylaw 14 Deregulation.** The committee received an update on the work of the Rules Working Group related to the deregulation of NCAA Division I Bylaw 14.

19. **NCAA Division I Academic Performance Program Supplemental Support Fund.** The committee received an update on the use of the NCAA Division I Academic Performance Program Supplemental Support Fund monies over the previous academic year. The committee also received an update on anticipated future SSF funding.

20. **Two-Year College NCAA Working Group.** The committee received an update on the work of the Two-Year College/NCAA Working Group.

21. **April NCAA Division I Presidential Advisory Group and NCAA Division I Board of Directors Meetings.** The committee received an update from these meetings.

22. **June Report from the NCAA Division I Academic Cabinet.** The committee reviewed the report.

23. **April Report of the NCAA Division I Committee on Academic Performance.** The committee reviewed the report.

Committee Chair: *Walter Harrison, University of Hartford, America East Conference*
Staff Liaisons: *Diane Dickman, Academic and Membership Affairs*
Jenn Fraser, 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

July 12-13, 2012	
Attendees	Absentees
Jan Blade, Delaware State University	Jennifer Brown, Western Carolina University
Jerry Bovee, Weber State University	
Michael Cross, Bradley University	
Jack Evans, University of North Carolina, Chapel Hill	
Kenneth Ferguson, University of Missouri, Kansas City	
Walter Harrison, University of Hartford	
David Jamison, Robert Morris University	
Melvin Johnson, Tennessee State University	
Barbara Luebke, University of Rhode Island	
Roderick McDavis, Ohio University	
Lisa Melz, Western Illinois University	
John Morris, University of Washington	
Vince Nicastro, Villanova University	
Brennan O'Donnell, Manhattan College	
Greg Sankey, Southeastern Conference	
Other NCAA Staff Members in Attendance: David Berst, Bob Chichester, Erik Christianson, Steve Clar, Diane Dickman, Bernard Franklin, Jenn Fraser, Michelle Hosick, Juliette Kenny, Kevin Lennon, Andy Louthain, Binh Nguyen, Tom Paskus, Todd Petr, Bill Regan, Wally Renfro, Tiese Roxbury, Jennifer Smith, Naima Stevenson, Wendy Walters, Katy Yurk.	

ATTACHMENT

NCAA Division I Committee on Academic Performance
Academic Performance Program
Access to Postseason and Penalty Waiver Directive

Background.

The central purpose of the NCAA Division I Academic Performance Program (APP) is to ensure that the NCAA Division I membership is dedicated to providing student-athletes with an exemplary education and intercollegiate athletics experience in an environment that recognizes and supports the primacy of the academic mission of its member institutions while enhancing the ability of student-athletes to earn a degree. Additionally, the program provides an academic access point to NCAA benefits including postseason competition.

When a team's academic performance, measured by the multiyear NCAA Division I Academic Progress Rate (APR), falls below 930, that team becomes ineligible for postseason competition and is subject to penalties. The NCAA Division I Committee on Academic Performance has established a transition period in which the APP penalty benchmark will be 900 for penalties taken in 2012-13 and 2013-14 (i.e., directive is effective immediately for review of waivers submitted in 2011-12). In addition, filters are applied to teams' data to account for improvement and resources in the penalty calculation. NCAA Bylaws 18.4.2.3.1, 23.2.2.3 and 23.3 provide for waivers of APP penalties or access to postseason competition. The committee has approved this directive to provide guidance to the NCAA staff and the NCAA Division I Committee on Academic Performance Subcommittee on Appeals in reviewing APP penalty waiver requests.

Guiding Principles.

1. Requests to waive ineligibility for postseason and APP Level-One, -Two and -Three penalties will be considered independently. The requests are filed simultaneously, but the access to postseason competition and APP penalties have different standards for relief.

2. APP penalty and postseason ineligibility waiver requests involve a review of the entire athletics team's overall academic performance. The APR is a team rate and not based on the academic performance of a single student-athlete. Therefore, the review of waiver requests shall consider all student-athletes included in the team's multiyear APR. This approach considers the loss of all APR points, not just those of select students. This approach could be referred to as the "top-down approach" (e.g., start at an APR of 1000 and explain the loss of all points).

3. APR Improvement Plans are reviewed with the waiver request. Plans should be designed to assist teams in achieving APRs above the penalty benchmarks in a

reasonable time by identifying and addressing critical issues impacting a team's APR.

4. The identification of academically under-performing teams that are subject to an APP penalty includes consideration of resource level and squad size. Therefore, the staff/subcommittee/committee will generally not consider these elements in its review of APP penalty waiver or loss of access to postseason waiver requests.

Waivers of Ineligibility for Postseason Competition.

1. First Time Team is Ineligible for Postseason Competition. Institutions are permitted to submit a waiver request the first time a team is subject to postseason competition ineligibility. The committee has established a high threshold for relief in these cases and generally, relief will not be provided.

   - Factors to be Considered. The staff/subcommittee will consider the following factors in reviewing such a request:

     (1) Extraordinary Mitigating Circumstances. The institution's cited mitigation must be clearly out of the control of the institution, the athletics department and the team's student-athletes. It must pertain to matters not previously addressed in the APP (e.g., small squad size, institutional mission). Finally, it must have impacted the team's academic performance over the multiple years that make up the four-year APR. An example of mitigation that would be considered extraordinary is a natural disaster that impacted a team's APR over multiple years. An example of mitigation that would not be considered extraordinary would be head coaching change, significant leadership change at the institution, or institutional reclassification.

     (2) APR Improvement Plan. An institution's commitment to improving the penalized team's academic performance as outlined in the APR Improvement Plan must be considered in reviewing a waiver requesting relief from postseason competition ineligibility. Previous plans will be reviewed for a history of implementation of initiatives to address critical issues. Current plans will be reviewed for identification of critical areas impacting academic success as well as other components demonstrating the institution's accountability toward meeting the stated goals of the APP (e.g., graduating student-athletes).

(3) Academic Factors. A waiver request must include a comprehensive review of the team's historical academic performance to determine if the team's placement in the APP penalty structure is the result of habitual underperformance or the result of some anomaly (see the list on Page No. 4). Overall, academic performance will be evaluated to determine if the team is demonstrating sustainable academic improvement.

(4) Alternative Penalty Options. Within the waiver request, an institution may ask that an alternative to postseason ineligibility be imposed on the team. The institution must include an explanation of how this proposal equates to a loss of postseason access.

2. Second and Subsequent Times Team is subject to Loss of Postseason Competition. Institutions are permitted to request a waiver of a team's loss of access to postseason competition.

- Factors to be Considered. The second or subsequent time a team loses access to postseason competition, the staff/subcommittee/committee will review the request using the same factors used in considering an APP penalty waiver (see Page Nos. 4 – 7 for more information). If a team has demonstrated meaningful improvement and some of the factors in item 3-b below are present, the level of mitigation required to receive relief may be less stringent than what is required the first time a team was ineligible for postseason competition.

3. Notes on Outcomes. A loss of access to postseason competition waiver request will be approved, conditionally approved or denied.

a. Waiver requests the first time a team is subject to postseason ineligibility should be denied if the institution cannot demonstrate extraordinary mitigating circumstances as described on Page No. 2. Other factors listed in item number one above will be examined, but absent extraordinary mitigation are not likely to result in an approval.

b. Waiver requests the second and subsequent times a team faces postseason ineligibility should be denied if the institution cannot demonstrate:

(1) Significant academic improvement that is sustainable;

(2) Mitigating circumstances as defined on Page No. 7;

(3) An APR Improvement Plan that demonstrates the institution's commitment to improving the team's academic performance by identifying critical issues that have impacted the team's APR and addressing those issues with clear steps and specific, measurable goals. Additionally, the institution is expected to demonstrate a history of implementation of critical issues from any previous APR Improvement Plan(s).

(4) An expectation that the team will achieve an APR of 930 or higher in a reasonable period of time.

APP Penalty Waivers.

Institutions are permitted to request a waiver of a team's APP penalties. The staff/subcommittee/committee will consider the following factors in reviewing such a request:

1. Academic Factors. Evaluating a team's academic performance is an important part of the APP penalty waiver process. The staff/subcommittee/committee's review of a team's academic performance may include consideration of the following elements:

   a. A comprehensive review of the team's historical APP performance, including any penalty history and academic performance to determine if the team's placement in the APP penalty structure is the result of habitual underperformance or the result of some anomaly. Overall, academic performance will be evaluated to determine if the team is demonstrating sustainable academic improvement.

   b. The team's Graduation Success Rate and Federal Graduation Rate, if available.

   c. Eligibility and Retention. The team's eligibility and retention will be compared against the following:

      (1) All other Division I teams in the same sport.

      (2) The institution's teams.

d. The team's academic profile including hours earned, grade-point average, eligibility and retention points.

e. The academic profile of the team when admitted to the member institution, including admissions status as compared to the general student-body and/or other student-athletes at the institution.

f. The number of graduates the team has generated over the four years that make up the multiyear rate.

g. The number of student-athletes who were not academically eligible and not retained included in the multiyear APR.

h. Other academic data elements that may be relevant to the case.

2. Other Factors. The staff/subcommittee/committee's review of a team's academic performance may also include consideration of the following elements:

a. Size of variance between the team's APR and the applicable APP penalty benchmark (930).

b. The team's single-year APRs that comprise the multiyear rate. Specifically, the number of single-year APRs above or below the penalty benchmarks (930).

c. The institution's history of implementation of critical issues of its previous APR Improvement Plan as well as the current plan's ability to identify and address critical issues that have impacted the team's APR with clear steps and specific, measurable goals.

d. Mitigating circumstances that have affected the team's APR (see below).

e. An institution may request that an alternative penalty be imposed in lieu of the assigned APP penalty or a penalty option from the menu offered at Level-Three. Should an institution offer an alternative penalty, the staff/committee/subcommittee would consider the various factors as well as the alternate penalty in the decision. The institution must demonstrate how the alternate penalty equates to the penalty it would replace.

f. Teams asserting that they have advanced in the penalty structure due to corrections to APP data identified in an APP data review must demonstrate that the current penalty is due to a lost opportunity for the institution to identify academic issues impacting the teams academic performance; to develop an appropriate APR Improvement Plan and to have an opportunity to rectify academic issues. If the institution can demonstrate this lost opportunity to identify and correct academic issues affecting the team's academic performance the staff and/or subcommittee/committee may consider this a mitigating circumstance warranting relief from a penalty, however all such requests will be reviewed on a case-by-case basis to allow for other factors to be reviewed as well.

3. Mitigating Circumstances. Circumstances will be considered as compelling mitigating factors if the institution can demonstrate that they had a direct correlation, supported by objective documentation, to the team's ability to earn eligibility/graduation and/or retention points. The institution may reference mitigation that was considered in a previous waiver request if the impact of the mitigation is evidenced in the current APR. A team whose APR is negatively affected by a unique one-time circumstance, but otherwise is not historically an underperforming team, should be treated differently than a team that has a history and pattern of academic underachievement.

Circumstances not considered compelling mitigation may include, but are not limited to, the following:

a. Unreasonable reliance by a student-athlete on misinformation from an institutional staff member (e.g., misadvisement);

b. Institutional lack of understanding regarding the APP;

c. Failure to develop and implement an APR Improvement Plan;

d. Conferences and/or institutions with more stringent academic standards than NCAA Division I progress-toward-degree requirements; or

e. Circumstances submitted in a request to receive an adjustment of an individual student-athlete's lost retention and/or eligibility or graduation point if the institution received relief for those circumstances by way of an APR adjustment.

Institutions are limited to submitting information concerning mitigating circumstances only for the academic years used to calculate that team's current multiyear APR.

However, the staff, subcommittee and committee reserve the right to consider any relevant information that would explain the team's historical performance.

4. Level-Three Penalty Options. An institution with a team subject to Level-Three penalties must self-impose penalties from a list of menu options. These penalties are in addition to the prescribed penalties. The institution may also elect to request an alternative penalty be imposed. The staff/committee will consider the institution's self-imposed penalty elements in the waiver decision. The staff/committee can also prescribe additional penalties for the team.

5. Notes on Outcomes. An APP penalty waiver request will be partially or fully approved or conditionally approved, or denied. Requests will likely be denied if the institution cannot demonstrate:

   a. Significant academic improvement that is sustainable; OR

   b. The team is performing well academically but for one or more years of APP data impacted by compelling, documented mitigating circumstances;

   c. An APR Improvement Plan that demonstrates the institution's commitment to improving the team's academic performance by identifying critical issues that have impacted the team's APR and addressing those issues with clear steps and measurable goals;

   d. An expectation that the team will achieve an APR of 930 or higher in a reasonable period of time; and

   e. Appropriate self-imposed penalties at Level-Three.

Use of Conditional Approvals.

Waivers of APP penalties and ineligibility for postseason competition may receive conditional approval. A waiver that is conditionally approved does not waive the team's penalty or ineligibility for postseason competition unless the team satisfies the stated condition(s). These conditions may include, but are not limited to:

1. Demonstrated implementation of the institution's written APR Improvement Plan, especially issues identified as critical to the team's academic improvement or any element specifically required by the staff/subcommittee/committee;

2. Attendance at mandatory educational sessions;

3. Meeting or maintaining single-year eligibility and retention goals and/or, meeting or maintaining a specified single-year APR without the inclusion of delayed-graduation points;

4. Requiring the institution to demonstrate it has 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 rationale;

5. Requiring the institution to impose limits, restrictions or penalties that are part of its APR Improvement Plan or cited in its waiver/hearing rationale (e.g., withhold a head coach from contests);

6. Requiring an institution to use the NCAA Facilitating Learning and Achieving Graduation/Graduation Risk Overview program; and

7. Requiring an institution comply with identified minimal academic profiles for entering student-athletes that are part of its APR Improvement Plan or its waiver/hearing rationale. *(Revised: 10/2008;10/2010)*

An institution/team that fails to meet the stated condition(s) by the given timeframe shall have the waiver decision converted to a denial and the APP penalty or postseason ineligibility must be applied to the team within the prescribed period of time.

Review of Conditionally Approved Penalty Waivers.

At a point established by the committee, the staff verifies that all established conditions were satisfied (e.g., single-year APR, acceptable implementation of APR Improvement Plan). If the staff concludes that the team has not satisfied the established condition(s), the committee, subcommittee or staff may consider mitigating circumstances presented by the institution. Such reviews shall occur on a case-by-case basis, and shall include consideration of any mitigation for the team's failure to reach the target APR, as well as the totality of the team's circumstances with regard to the imposed conditions. In such cases, the staff will review factors including improvement in the single-year and multiyear APR, how close the team came to meeting the target and mitigating circumstances. This action does not change an institution's opportunity to explain why it failed to meet the condition(s) or to appeal a decision by the staff. Appeals of the staff's determinations will be heard by the body that reviewed or would have reviewed the original waiver.

Finally, if it is determined that a conditional waiver is not satisfied and the waiver is denied, the institution must impose the resulting penalties in the time period prescribed by the committee, but generally the academic year following denial of the appeal or, if there was no appeal, following determination that the conditions were not met (e.g., determined condition was not met in 2011-12 results in the imposition of the penalties in 2012-13).

If the team is subject to a penalty in the next academic year, the team is potentially subject to the penalty level that was conditionally waived and the next penalty level if it fails to meet the conditions of the waived penalty.

APR Improvement Plans.

APR Improvement Plans are meant to encourage institutions that have a team with an APR below 930 to implement strategies to improve the academic performance, eligibility, retention and graduation of the student-athletes on the team. Institutions seeking relief from an APP penalty are expected to demonstrate that the team's academic performance will improve and will achieve an APR of 930 in a reasonable period of time. Therefore, APR Improvement Plans submitted with a waiver will be reviewed as follows:

1. Institutions/teams will be accountable for identifying and addressing issues impacting the penalized team's ability to move its APR above the established penalty benchmark. The following shall be addressed:

    a. Using data analysis, identify any issues impacting the academic performance, eligibility, retention and graduation of the team's student-athletes and develop meaningful initiatives to address the issues.

    b. Develop specific and measurable goals to address the issues, steps to meet the goals, timetables for implementation and persons responsible for each step outlined in the plan.

    c. Identify specific target APR goals for the team(s) for the current and future academic years that will assist the team in meeting the 930 benchmark in a reasonable period of time.

    d. Demonstrate implementation of initiatives the institution developed in any previous APR Improvement Plan, that address the critical issues impacting the team's academic success.

2. If an institution fails to create and submit an appropriate APR Improvement Plan, there is a presumption that any penalty waiver request will be denied.