NCAA Division I Academic Cabinet
September 12-13, 2011, Meeting Schedule
NCAA National Office
Indianapolis, Indiana

Sunday, September 11	Monday, September 12	Tuesday, September 13
Travel Only	**Breakfast** *Please eat breakfast at your hotel; it is included with your room rate.*	**Breakfast** *Please eat breakfast at your hotel; it is included with your room rate.*
	Academic Cabinet Meeting 8 a.m. to Noon Palmer Pierce A, B and C *Main Floor*	**Academic Cabinet Meeting** 8 a.m. to 11 a.m. Palmer Pierce A, B and C *Main Floor*
	Lunch Noon to 1 p.m. *Atrium*	**No Lunch Provided**
	Academic Cabinet Meeting 1 to 5:30 p.m. Palmer Pierce A, B and C *Main Floor*	(Return travel after 2 p.m.)

A G E N D A

National Collegiate Athletic Association
Division I Academic Cabinet

NCAA National Office
Indianapolis, Indiana

September 12-13, 2011

Pre-Meeting Teleconference.

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

~~2. Review the June 2011 report of the NCAA Division I Academic Cabinet. [Supplement No. 2] (Alex Smith)~~

~~3. Updates from the Division I governance structure.~~

~~a. NCAA Division I Board of Directors/Presidential Retreat update. [Supplement No. 3] (Jennifer Strawley)~~

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

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

~~d. Other Division I cabinet/council updates. [Supplement No. 6] (Juliette Kenny)~~

~~e. NCAA Division I Student-Athlete Advisory Committee update. [Supplement No. 7] (Carolyn Boyd)~~

~~4. NCAA DII Academic Requirements Committee Timeline of Academic Review. (Jennifer Smith)~~

~~5. Review of legislation and interpretations. (A. Smith)~~

~~a. Identification of proposals, if any, for review during in-person meeting. [Supplement No. 8]~~

~~b. Review recent interpretations of interest to the Academic Cabinet. [Supplement No. 9]~~

~~6. Update on graduation rate release. (Todd Petr)~~

~~7. Review articles of interest. [Supplement No. 10] (A. Smith)~~

In-Person Meeting.

8. Welcome and announcements.

9. Teleconference follow up, if necessary.

10. Presidential Retreat follow up; initial-eligibility standards.

    a. Increased standards. [Supplement No. 11] (Strawley, Tom Paskus)

    b. Year of academic readiness/partial qualifiers. (Strawley)

        (1) How should athletically related financial aid be considered?

        (2) How should practice be considered?

        (3) Establish standards for student-athletes who use year of academic readiness.

    c. Possible changes to progress-toward-degree standards. [Supplement No. 12] (Katy Yurk)

    d. Implementation timeline. (Bill Regan, Steve Clar)

    e. Special admissions/comparison of student-athlete and student body academic credentials. [Supplement No. 13] (Andy Louthain)

11. Review implementation timeline for two-year college transfers. [Supplement No. 14] (A. Smith)

12. Update from the NCAA Eligibility Center. [Supplement No. 15] (Gary deCastro, Todd Leyden and Lisa Mills)

a. Final certification statistics.

b. Update regarding submission of final transcripts and waivers for early academic certifications.

c. Update regarding submission of academic information and waivers for two-year college transfers.

d. Open dialog with the cabinet.

13. Review progress-toward-degree-waiver outcomes. [Supplement No. 16] (Yurk)

14. Review of legislation in the 2011-12 legislative cycle. (A. Smith)

a. Legislation referred to the Academic Cabinet. [Supplement Nos. 17 and 18]

Anticipated Action Item:

- Formulate positions on proposals in the 2011-12 legislative cycle.

b. Legislation sponsored by the Academic Cabinet. [Supplement No. 19]

(1) Two-year college community response to two-year transfer proposals.

(2) Request to add home school students to six-semester transcript proposal.

c. Other legislation the Academic Cabinet has comment regarding, if any. [Supplement No. 20 to be distributed at the meeting.]

Anticipated Action Item:

- Formulate positions on identified proposals.

15. Review dates of future Academic Cabinet meetings.

    a. February 6-7, 2012; Dallas, Texas.

    - Please notify staff liaisons if you plan to travel Sunday, February 5. Deadline for notification is December 1. Meeting time has been arranged to allow for members to fly in Monday morning.

    - February 6 — Morning travel to Dallas. Meeting from 2 to 9 p.m.

    - February 7 — Meeting from 8 a.m. to 2 p.m. Return travel after 4 p.m.

    b. June xx-xx, 2012; Indianapolis, Indiana.

    - June xx — Travel anytime.

    - June xx — Meeting from 8 a.m. to 5 p.m.

    - June xx — Meeting from 8 a.m. to noon. Return travel after 2 p.m.

16. Other business.

17. Adjournment.

2011-12 NCAA Division I Academic Cabinet Roster

SUPPLEMENT NO. 1

MAILING ADDRESS	PHONE/FAX/EMAIL	CONFERENCE & SUBDIVISION	TERM EXPIRES
Tom Adair Faculty Athletics Representative Texas A&M University, College Station Department of Physics MS 4242 College Station, Texas 77843-4242	Phone: 979/847-9451 Fax: 979/845-2590 E-mail: adair@physics.tamu.edu **Assistant: Minnette Bilbo** **Phone: 979/847-9451** E-mail: Bilbo@physics.tamu.edu	Big 12 Conference FBS	July 2014
Carray Banks Faculty Athletics Representative Norfolk State University Technology Department Head 700 Park Avenue RTC 420 N Norfolk, Virginia 23504	Phone: 757/823-2421 Fax: 757/823-8215 E-mail: cbanks@nsu.edu	Mid-Eastern Athletic Conference FCS	July 2015
John Bruno Faculty Athletics Representative The Ohio State University 57 Psychology Building Columbus, Ohio 43210	Phone: 614/292-1770 Fax: 614/688-4733 E-mail: bruno.1@osu.edu **Assistant: Tatiana Tramel** **Phone: 614/292-6512** E-mail: tramel.2@osu.edu	Big Ten Conference FBS	July 2014
Thomas K. Burman Director of Athletics University of Wyoming 1000 East University Avenue Laramie, Wyoming 82071	Phone: 307/766-2292 Fax: 307/766-5414 E-mail: tburman@uwyo.edu **Assistant: Kathy Hearne** **Phone: 307/766-2292** E-mail: kdhearne@uwyo.edu	Mountain West Conference FBS	July 2014
Carolyn Callahan Faculty Athletics Representative University of Virginia Curry School of Education 405 Emmet Street South Charlottesville, Virginia 22903	Phone: 434/924-0791 Fax: 434/924-1384 E-mail: cmc@virginia.edu **Assistant: Lisa Miller** **Phone: 434/982-2849** E-mail: lam3v@virginia.edu	Atlantic Coast Conference FBS	July 2014 ***Administrative Committee Member***
Barbara Church Senior Associate Director of Athletics Metro Atlantic Athletic Conference 712 Amboy Avenue Edison, New Jersey 08837-3554	Phone: 732/738-5455 Fax: 732/738-8310 E-mail: bchurch@maac.org	Metro Atlantic Athletic Conference Division I	July 2012
David Dosser Faculty Athletics Representative East Carolina University 349 Ward Sports Medicine Building, Ficklen Drive Greenville, North Carolina 27858	Phone: 252/916-6634 Fax: 252-737-1278 E-mail: dosserd@ecu.edu **Assistant:** **Phone:** E-mail:	Conference USA FBS	July 2014
Eric Hall Faculty Athletics Representative Elon University Koury Center 143C 2525 Campus Box Elon, North Carolina 27244	Phone: 336/278-5880 Fax: 336/278-6767 E-mail: ehall@elon.edu **Assistant:** **Phone:** E-mail:	Southern Conference FCS	July 2015
Donna Heinel Senior Woman Administrator University of Southern California University Park Campus 203A Heritage Hall HER 203A, M/C 0602 Los Angeles, California 90089-0602	Phone: 213/740-1636 Fax: 213/740-1306 E-mail: dheinel@usc.edu **Assistant:** **Phone:** E-mail:	Pacific-10 Conference FBS	July 2014

MAILING ADDRESS	PHONE/FAX/EMAIL	CONFERENCE & SUBDIVISION	TERM EXPIRES
Herman Holt, Jr., chair Faculty Athletics Representative University of North Carolina, Asheville One University Heights, CPO 2010 Asheville, North Carolina 28804-3299	Phone: 828/232-5167 Fax: 828/232-5179 E-mail: hholt@unca.edu **Assistant: Brenda Henderson** **Phone: 828/251-6443** E-mail: bhenders@unca.edu	Big South Conference Division I	July 2012 ***Administrative Committee Member***
Loretta Lamar Associate Director of Athletics/SWA U.S. Naval Academy 566 Brownson Road Annapolis, Maryland 21402-5000	Phone: 410/293-8936 Fax: 410/293-8959 E-mail: lamar@usna.edu	Patriot League FBS	July 2012
Deland Myers Faculty Athletics Representative North Dakota State University NDSU Department 1200 P.O. Box 6050 Fargo, North Dakota 58108-6050	Phone: 701/231-9450 Fax: 701/231-6246 E-mail: Deland.Myers@ndsu.edu **Assistant: Linda Gangelhoff** **Phone:** 701/231-5614 E-mail: linda.gangelhoff@ndsu.edu	Summit League FCS	July 2015
Jackie Mynarski Senior Compliance Administrator Mid-American Conference 24 Public Square, 15th Floor Cleveland, Ohio 44113	Phone: 216/566-4622 Fax: 216/696-2633 E-mail: jmynarski@mac-sports.com	Mid-American Conference FBS	July 2014 ***Administrative Committee Member***
Annette O'Connor Faculty Athletics Representative LaSalle University 1900 West Olney Avenue Philadelphia, Pennsylvania 19141-1199	Phone: 215/951-1247 Fax: 215/951-1772 E-mail: oconnor@lasalle.edu	Atlantic 10 Conference Division I	July 2012
Cinnamon Sheffield Associate Athletic Director University of North Texas 1155 Union Circle #311397 Denton, Texas 76203	Phone: 940/565-3385 Fax: 940/565-3655 E-mail: cinnamon.sheffield@unt.edu **Assistant: Becky Hall** **Phone: 940/565-2789** E-mail: becky.hall@unt.edu	Sun Belt Conference FBS	July 2014
Sean Simmons Assistant Athletics Director Robert Morris University Department of Athletics 6001 University Boulevard Moon Township, Pennsylvania 15108-1189	Phone: 412/397-4928 Fax: 412/397-4943 E-mail: simmonss@rmu.edu	Northeast Conference FCS	July 2015
Shannon Strahl Associate Athletics Director, Compliance Gonzaga University 502 East Boone Avenue Spokane, Washington 99258-0066	Phone: 509/313-5700 Fax: 509/313-5787 E-mail: strahl@athletics.gonzaga.edu **Assistant: Jana Wolff** **Phone: 509/313-3981** E-mail: wolff@athletics.gonzaga.edu	West Coast Conference Division I	July 2015
Bradley Teague Director of Athletics University of Central Arkansas 314 Western Avenue Conway, Arkansas 72035	Phone: 501/450-3150 Fax: 501/450-3151 E-mail: bteague@uca.edu **Assistant: Milisa Moore** **Phone:** 501/450-3239 E-mail: mmoore@uca.edu	Southland Conference	July 2012 (Eligible for reappointment)

MAILING ADDRESS	PHONE/FAX/EMAIL	CONFERENCE & SUBDIVISION	TERM EXPIRES
Kaitlyn Vincek Eastern Michigan University 1309 North Huron River Drive Apartment 11 Ypsilanti, Michigan 48197 *As of September 1:* 511 Emmet Street, Apartment 1	Phone: 248/921-8115 E-mail: Kaitlyn.vincek@gmail.com	SAAC Representative Mid-American Conference	July 2012
Ken White Faculty Athletics Representative Utah State University 4815 Old Main Hill Logan, Utah 84322-7400	Phone: 435/797-2162 Fax: 435/797-2118 E-mail: ken.white@usu.edu **Assistant: Jean Edwards** **Phone: 435/797-2162** E-mail: jean.edwards@usu.edu	Western Athletic Conference FBS	July 2014
David Williams II Director of Athletics Vanderbilt University 305 Kirkland Hall Nashville, Tennessee 37240	Phone: 615/322-8331 Fax: 615/322-3930 E-mail: david.williams@vanderbilt.edu **Assistant: Jo Ann Patterson** **Phone: 615/322-8331** E-mail: joann.patterson@vanderbilt.edu	Southeastern Conference FBS	July 2014
Elaine Wise Faculty Athletics Representative University of Louisville Humanities Building 303 Belknap Campus 2301 South 3rd Street Louisville, Kentucky 40208	Phone: 502/852-7149 Fax: 502/852-0078 E-mail: elaine.wise@louisville.edu **Assistant: Cindy Saling** **Phone: 502/852-6811** E-mail: cindy.saling@louisville.edu	Big East Conference FBS	July 2014

NCAA STAFF LIAISONS		
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REPORT OF THE
NCAA DIVISON I ACADEMIC CABINET
JUNE 27-28, 2011, MEETING

KEY ITEMS.

1. Review of NCAA Division I Academic Eligibility Requirements for Two-Year College Transfers. The NCAA Division I Academic Cabinet continued its discussion of possible changes to two-year college transfer academic requirements. Based on membership and two-year college feedback regarding the most recent draft package of concepts, the cabinet refined the concepts and sponsored legislative proposals for the 2011-12 legislative cycle. Specifically, the cabinet sponsored three separate proposals in this area; increased academic standards, a year of academic preparedness and a new waiver structure.

2. **Review of NCAA Division I Initial-Eligibility Requirements.** The cabinet discussed potential changes to initial-eligibility requirements. The cabinet considered a spectrum of potential changes. Specifically, the cabinet explored increases to the current initial-eligibility model including an increase to the minimum core grade-point average. In addition, the cabinet considered the development of alternative initial-eligibility models.

ACTION ITEMS.

1. Legislative Items.

- None.

2. Nonlegislative Items.

- None.

INFORMATIONAL ITEMS.

1. Legislative: Cabinet Sponsored Proposals for the 2011-12 Legislative Cycle.

a. Transfer Regulations: Two-Year College Transfer Academic Requirements.

(1) Recommendation. The cabinet agreed to sponsor legislation to modify the current two-year college transfer academic requirements as follows:

(a) Qualifiers.

i. Increase minimum required transferable grade-point average under current NCAA Bylaw 14.5.4.1(b) from 2.000 to 2.500.

ii. Expand current men's basketball physical education activity course limit of two credits under current Bylaw 14.5.4.1.2 to all sports.

(b) Nonqualifiers.

i. Increase minimum required transferable grade-point average under current Bylaw 14.5.4.2(d) from 2.000 to 2.500 for purposes of competition only during the initial year in residence at the four-year institution. Receipt of athletics aid and practice would be permissible if all other transfer requirements are met while presenting a transferable grade-point average at or above a 2.000 but below 2.500.

ii. Expand current men's basketball physical education activity course limit of two credits under current Bylaw 14.5.4.2.4 to all sports.

iii. Amend transferable core-credit requirements under current Bylaw 14.5.4.2(b) to include three semester or four quarter hours of natural/physical science in addition to current English and math requirements.

(c) 4-2-4 Transfers.

- The proposal makes the increased academic standards applicable to 4-2-4 transfers. Specifically, 4-2-4 transfers who were deemed qualifiers would be subject to the 2.500 transferable grade-point average and physical education activity course limits. 4-2-4 transfers who were deemed nonqualifiers would be subject to the 2.500 transferable grade-point average, physical education activity course limits and core-credit requirements (i.e., English, math and science). Transferable credits from the four-year institution and/or two-year institution could be used to meet the core-credit requirements.

(2) Effective Date. In order to assure appropriate notice, an effective date of August 1, 2013, for student-athletes initially enrolling full time at a collegiate institution on or after August 1, 2013, is proposed. This allows for a full year of education after legislative adoption for student-athletes, the two-year college community and the NCAA membership before a student-athlete enters a two-year institution and is subject to the increased standards.

(3) Rationale. The proposed modifications were developed based on current data which indicate transfers from two-year institutions tend to underperform academically at four-year institutions on all academic measures studied by the NCAA [e.g., graduation rates, NCAA Division I Academic Progress Rate (APR), eligibility after initial year in residence, "0/2" rates] compared to transfers from four-year institutions or nontransfers. Additionally, statistical prediction modeling of four-year college outcomes from two-year college academic variables indicated three key predictors of academic success at the four-year institution. The key predictors are: (1) two-year college grade-point average; (2) a low number of physical education activity courses; and (3) successful completion of core credits in English, math, and natural or physical science. High school academic record (e.g., qualifier versus nonqualifier) does not provide additional predictive value once a two-year college academic profile is established and thus the cabinet is recommending increased standards for both qualifiers and nonqualifiers.

The cabinet's decision to raise the minimum grade-point average to compete from 2.000 to 2.500 was based on data indicating that two-year college transfers with grade-point average's below 2.500 experience academic issues at the four-year institution at a higher rate than other students. To mirror the academic outcomes of nontransfer student-athletes or four-year transfer student-athletes in their junior year of enrollment, the minimum grade-point average would need to be raised higher than a 2.500. However, given the other increased standards recommended by the cabinet (e.g., limit on physical education activity courses and the establishment of a core curriculum for nonqualifiers) the cabinet recommends 2.500 as the appropriate grade-point average increase at this time.

The data on physical education activity courses show that student-athletes taking larger numbers of physical education activity courses underperform academically. In addition, the data show that one third of two-year college transfers are transferring nine or more physical education activity courses.

Additionally, the data demonstrate that completion of a core curriculum of English, math and science are predictive of academic success. Therefore, the cabinet is recommending that three credits of natural/physical science be added to the current English and math requirements.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact (Academic or Athletic). Establishes legislation that data predicts will assist two-year college student-athletes in achieving academic success at a four-year institution and graduation.

b. Eligibility Requirements – Year of Academic Readiness at Two-Year Collegiate Institution.

(1) Recommendation. The cabinet agreed to sponsor legislation to provide an opportunity for student-athletes who are academically underprepared for four-year college work to engage in a foundational year during their initial year of full-time enrollment at a two-year institution without that year impacting either the student-athlete's five-year clock or benchmark triggers for purposes of percentage-of-degree requirements. Specifically proposed aspects of this year of academic readiness include:

(a) Must occur during first year of enrollment at the two-year institution and during the student-athlete's initial year of collegiate enrollment.

(b) No competition would be allowed during this year of academic readiness, although a student-athlete could practice and receive athletically related financial aid.

(c) Eligibility for use of the year of academic readiness would be based on the student-athlete being certified as a nonqualifier by the NCAA Eligibility Center.

(d) The student-athlete and two-year college would be required to acknowledge through the NCAA Eligibility Center that he/she has used the year of academic readiness during initial year of enrollment at the two-year institution.

(e) A student-athlete's five-year period of eligibility would not be triggered until after the year of academic readiness. Additionally, full-time terms completed during this year of readiness would not

be counted in relation to progress-toward-degree percentage benchmarks. A student-athlete would be considered a full-time college student for purposes of applying additional NCAA legislation.

(f) Student-athletes must attend a two-year college(s) full time for a minimum of five full-time semesters/seven quarters prior to transfer to the Division I institution. Terms of enrollment must be consecutive, although existing exceptions would remain applicable (i.e., military service, Peace Corps, church mission).

(g) On enrollment at an NCAA institution the student-athlete engaging in the year of academic readiness will have two seasons of competition remaining regardless of seasons used at the two-year institution.

(h) For student-athletes engaging in the year of academic readiness, in-person on- or off-campus contact could not occur until the third year of enrollment at a two-year institution.

(i) Student-athletes engaging in the year of academic readiness could receive six years of athletically related financial aid within a seven year period.

(j) Failure to meet all requirements of the year of academic readiness (e.g., competition during first year, transfer prior to five semesters/seven quarters) would result in the year counting for purposes of clock, progress-toward-degree benchmarks and recruiting contacts. Additionally, the student-athlete would no longer be considered to have engaged in the year of academic readiness for purposes of allowing the extended term of athletically related financial aid.

(k) The year of academic readiness will not be considered a denied participation opportunity for purposes of a five-year clock extension request.

(l) This proposal does not impact any current NCAA legislation related to time between high school graduation and enrollment at a two-year institution (e.g., pre-enrollment amateurism, delayed enrollment, plus-one) nor does it impact current legislation regarding multiple two-year college attendance.

(m) All of the conditions and requirements for the year of academic readiness must be met or the student-athlete will trigger the five-year clock and all progress-toward degree requirements on initial full-time collegiate enrollment.

(2) Effective Date. In order to assure appropriate notice, an effective date of August 1, 2013, for student-athletes initially enrolling full time at a collegiate institution on or after August 1, 2013, is proposed.

(3) Rationale. In an effort to assist students who are graduating from high school without foundational academic skills to succeed academically at four-year collegiate institutions, and evidence of current enrollment patterns at two-year institutions on a part time, often self-funded basis by student-athletes in order to engage in remedial coursework, the cabinet puts forward this proposal as means to provide additional time for underprepared student-athletes to gain the academic fundamentals necessary to succeed ultimately in a four-year college. Specifically, the year of academic readiness provides the opportunity for student-athletes who need remediation the means to obtain the academic foundation by allowing for access to aid (federal and athletics), not triggering their NCAA clock or progress-toward-degree standards and appropriately emphasizing an academic focus. The proposal notes the current educational shift toward remediation/foundational learning skill development occurring at the two-year level, since many NCAA institutions do not offer remedial courses. Further, the proposal allows for relative ease of administration and the potential for academic development on an individualized basis that could lead to more academic options upon transfer.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact (Academic or Athletics). Provides an opportunity for underprepared student-athletes to gain the academic foundation needed to be academically successful at a four-year institution and graduate.

c. Transfer Regulations – Two-year Transfer – Waivers.

(1) Recommendation. The cabinet agreed to sponsor legislation to expand the NCAA Division I Progress-Toward-Degree Waivers Committee from an eight-member body to a 14-member body and divide the group into two

subcommittees; one authorized to consider progress-toward-degree waiver requests and one addressing two-year college transfer requests.

(2) Effective date. The effective date for the implementation of the waiver subcommittee would be August 1, 2012. This provides time for the waiver subcommittee to be in place, establish guidelines and directives prior to the new legislation taking effect.

(3) Rationale. The focus on the academic preparedness and potential academic success of two-year transfers when transferring to NCAA four-year institutions, as evidenced by the other cabinet proposals, requires waiver appeals be heard by an academic governance body with the appropriate expertise to evaluate such waivers.

(4) Estimated Budget Impact. Minimal in that the current committee only meets by teleconference, not in person.

(5) Student-Athlete Impact (Academic or Athletics). Provides an avenue for assessment of the academic preparedness of two-year college transfers.

d. Six-Semester Transcript Requirement.

(1) Recommendation. The cabinet agreed to sponsor legislation to require prospective student-athletes to submit all official transcripts, representing the first six semesters of high school, to the NCAA Eligibility Center prior to a prospective student-athlete's signing of a National Letter of Intent (NLI) or an institution's written offer of financial aid. Violations would be considered de minimis and not affect a prospective student-athlete's eligibility. Further, prospective student-athletes from foreign countries and home schooled prospective student-athletes would be excluded from the requirement.

(2) Effective Date. August 1, 2012. This will ensure consistent application of the legislation to all prospective student-athletes and provide appropriate notice.

(3) Rationale. Previous proposals, including NCAA Division I Proposal No. 2006-46-A, have been adopted with the intent of improving the academic information shared between prospective student-athletes and institutions, as well as with the NCAA Eligibility Center. This proposal is intended to continue this pattern of facilitating academic information sharing in a timely manner while minimizing overall administrative burden. Ensuring

six semesters of transcripts are available for evaluation prior to signing of an NLI or an institution's written offer of financial aid will allow for identification of potential academic issues regarding NCAA initial-eligibility requirements and timely discussion of academically sound potential solutions. Additionally, prospective student-athletes who are able to take advantage of early academic certification will be identified and processed in a manner that will allow for campus and NCAA resources to be appropriately allocated in relation to final eligibility certifications.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact (Academic or Athletics). Allows for early identification of potential academic issues to assist prospective student-athletes.

2. Nonlegislative.

a. Review of Division I Initial-Eligibility Requirements. The cabinet discussed potential changes to initial-eligibility requirements. The most current data were presented to inform the cabinet's discussion. Discussion centered on the full spectrum of potential changes, including a review of previously discussed options.

In reviewing the spectrum of potential changes, the cabinet noted interest in having presidential/NCAA Division I Board of Directors input prior to the cabinet formalizing any specific proposal. Specifically, the cabinet noted the option to pursue specific changes to the current initial-eligibility model (e.g., core course taking patterns, increased grade-point average) as juxtaposed to the development of alternative initial-eligibility models which could represent fundamental and significant change from the current initial-eligibility model.

The cabinet expressed initial preference for an alternative, multi-category model for initial eligibility. This model could continue the current nonqualifier distinction resulting in student-athletes who are nonqualifers being ineligible for competition, practice and athletically related financial aid. The model also could establish a category of prospective student-athletes whose secondary academic record clearly identifies them as prepared to be academically successful, and therefore, eligible for athletics aid, full practice and competition as an entering freshman. This could be based on six-semester certification standards. Prospective student-athletes who were not identified as nonqualifers or meeting

the standard to be clearly prepared to be academically successful, would be eligible for athletics aid and limited practice as entering freshman. These student-athletes could also meet specific additional academic profiles that evidence likelihood of academic success to earn the ability to engage in full practice activities and competition (e.g., through additional academic assessments like writing and reading exams academic preparedness could be demonstrated).

b. **Initial-Eligibility Waivers and Prospective Student-Athlete Reviews.** The cabinet received a report on the number and outcome of initial-eligibility waivers indicating that the NCAA academic and membership affairs staff has reviewed 573 initial-eligibility waivers for 2010-11. In addition, the academic and membership affairs staff has processed 298 prospective student-athlete review cases.

In addition, the cabinet approved an initial-eligibility waiver directive to guide the NCAA staff and NCAA Division I Initial-Eligibility Waivers Committee's review of initial-eligibility waivers that centered on academic preparedness of student-athletes on enrollment at an NCAA member institution.

c. **Progress-Toward-Degree Waivers.** The cabinet received a report regarding progress-toward-degree waivers indicating that the academic and membership affairs staff processed 577 requests for the 2010-11 academic year.

d. **Academic Fraud.** The cabinet was provided an update on the review of current NCAA legislation, interpretations and policies related to academic fraud committed by student-athletes, including feedback gathered from the membership during seminars, focus group calls and meetings at National Association of Academic Advisors for Athletics (N4A). The cabinet will continue to examine issues related to academic fraud.

e. **Academic Eligibility Waiver Policies and Procedures.** The cabinet approved changes to the Initial-Eligibility Waivers Committee Policies and Procedures and Progress-Toward-Degree Waivers Committee Policies and Procedures. The primary updates included removal of minimum threshold language and redefining quorum for appeal teleconferences in the Initial-Eligibility Waivers Committee Policies and Procedures.

f. **Academic Cabinet Policies and Procedures.** The cabinet approved amendments to its policies and procedures to properly reflect the duties and makeup of the NCAA Division I Academic Cabinet Administrative Committee and to modify its selection of a cabinet chair to more closely align with policies and procedures within the Division I governance structure generally.

g. Discussion of High School All-Star Game Limits. The cabinet discussed the current high school all-star game limits in response to a third-party request to sponsor a proposal to eliminate current restrictions. The cabinet declined to sponsor a proposal to either eliminate or lessen the restrictions noting the potential academic impact.

h. Election of New Chair and Administrative Committee. The cabinet elected Herman Holt; Faculty Athletics Representative, University of North Carolina, Ashville, Big South Conference, as chair. In addition, the cabinet appointed Herman Holt, Carolyn Callahan, Faculty Athletics Representative, University of Virginia, Atlantic Coast Conference and Jackie Mynarski, Senior Compliance Administrator, Mid-American Conference as the Administrative Committee.

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

Division I Leaders Call for Sweeping Changes to College Athletics.

By Ronnie Ramos

NCAA.org

NCAA Division I presidents concluded their two-day summit by calling for bold, sweeping changes to improve intercollegiate athletics.

Saying they were "fed up" with cheating and a lack of accountability, the presidents were adamant about advancing several major initiatives they want addressed – and decided quickly:

- Rewrite the NCAA rule book to reduce the number of rules and focus on the most significant issues.
- Improve academic standards for student-athletes and tie a team's academic performance to participation in all NCAA championships.
- Revamp the NCAA penalty structure and increase the levels of violations.
- Refocus the NCAA enforcement staff to concentrate on major infractions.
- Strengthen the academic requirements for incoming freshman and student-athletes who transfer from two-year institutions.

"What stands out, above everything else, is the unanimity of thinking among university presidents who were assembled," said Penn State President Graham Spanier.

"There is an unwavering determination to change a number of things about intercollegiate athletics today. Presidents are fed up with the rule breaking that is out there, we are determined to elevate the academic standards. We are concerned about the rapidly escalating costs of running intercollegiate athletics programs."

During the two days of discussions, it became clear the presidents also wanted the changes fast-tracked.

"The presidents all came together with a very clear, strong consensus that status quo and continued order of the day is insufficient and that we need to have change in a number of key areas and we need to have it quickly," said NCAA President Mark Emmert, who convened the summit with more than 50 Division I presidents.

Not all of the changes will be popular with everyone, Spanier said. "Some of these things our coaches and our boosters might not like, but we need to do what I think you are going to see happen in the next year. "

Tim White, president of the University of California-Riverside and a member of the NCAA Executive Committee, echoed Spanier's resolve. "Quite frankly, it's time for tough love in intercollegiate athletics. It's as simple as that. It has to be timely, but it has to be tough."

After the summit, Emmert and several of the presidents provided an overview of the areas where the most significant changes will occur:

Revising the NCAA rule book

"We would love to throw out the rule book and start all over again, but that's actually impractical," Emmert said.

"We all agree the NCAA rule book needs some serious editing. The rules are in some cases too complex, unenforceable, in some ways convoluted and in some ways even irrelevant. We agreed we will, in very short order – meaning months, not years – bring back to the Division I Board of Directors a set of revisions to our rule book that will do two things: clear up the ancillary issues that are in the rule book and focus our attention on those things that are serious threats to the integrity of intercollegiate athletics.

"We want to focus on those things that actually make a difference in our institutions and not necessarily those things that deal with communication devices or whether or not a bagel has peanut butter on it… We can't legislate integrity. But we can define it and we can insist on it and that is what we intend to do."

Added Ed Ray, president of Oregon State and chair of the NCAA's Executive Committee: "The issue of integrity in the game is so important that we need to make certain the rules we operate with don't inadvertently get in our way … This is an important area where we think we need to take a new and creative look at the way we are managing rules and regulations so that we don't get distracted by small matters that keep us from the issues that need to be addressed."

Enforcement and penalty structure

A significant part of Wednesday's conversations focused on how the NCAA should focus its enforcement efforts and how to best create an effective penalty structure. "We have to make sure that we have a set of penalties associated with those serious rules violations that provide strong disincentives," Emmert said. "Those penalties need to create a healthy fear of being caught or the implications of being caught."

The presidents want more options than the current two-tiered approach of minor secondary violations and major violations. "Those violations today are too crude in their definition between just secondary and majors, and we need a multi-tiered model for defining inappropriate behavior," Emmert said.

The intended outcome is to more clearly define the major violations and then devote more of the NCAA's enforcement efforts in those areas.

That would serve as an effective deterrent, Penn State's Spanier said. Violators "should be afraid now, if they are going to go out and break any rules – because people have had enough of that.

"We are going to de-emphasize the nuisance rules no one cares about and focus significantly greater resources on the enforcement of major infractions… The folks that are trying to disrupt the integrity of intercollegiate athletics in this country are going to have to be held more accountable than has been the case in the past."

Improving academic requirements

The presidents endorsed plans to raise the academic standards of student-athletes. "We had a clear, strong consensus that we want to make sure that our students are just that: that they are students as well as athletes; that they are serious students, they are committed to being successful in the classroom and we are going to hold institutions more accountable than in the past," Emmert said.

The Division I Board of Directors will discuss such a proposal at its meeting Thursday.

The presidents also want to raise the academic requirements for incoming freshmen and those students who transfer from a two-year institution to a DI school. "We agreed to bring to our board a set of proposals around increasing initial eligibility expectations," Emmert said. "We agreed we would increase the expectations around GPA standards, increase the expectations around the core curriculum the students must take."

There also was consensus that appropriate academic performance should be required of all participants in NCAA championships. "We came to strong agreement that we want to make a decision to set clear academic expectations for participation in any of our tournaments," Emmert said. "If you don't meet those expectations, you will not be allowed to participate in our tournaments – including the men's basketball tournament."

What happens next

The Division I Board of Directors is scheduled to meet Thursday and then again during the upcoming academic year in October, January 2012 and April 2012. It is expected that the board will be asked to consider these presidential initiatives during each of those meetings. "I wouldn't describe this as an emergency but there is clearly a strong sense of urgency," Emmert said.

Penn State's Spanier was asked about that sense of urgency and what was different now. "What is different now is that a lot of things have reached the boiling point," he said. "Under the

NCAA's current governance structure, the Board of Directors has the authority to make some changes that historically it has been reluctant to make because we're a membership organization. But the presidents have reached a point where they've said there's too many things that are not working well and so the board needs to be prepared to take stronger actions directly."

Judy Genshaft, president of the University of South Florida and chair of the Division I Board of Directors, said the board is ready to act. "We want to take some action in a more rapid fashion and we do have the prerogative of doing so," she said. "We plan to have this year as a very, very impactful year for NCAA and for all the student-athletes. We are prepared to move forward as rapidly as we receive the recommendations – and they will start tomorrow."

The Division I Board of Directors will hear recommendations on specific changes to improve the culture and operation of Division I intercollegiate athletics at its upcoming meetings this academic year.

At its Oct. 27 meeting, the Board will discuss ways to create greater flexibility in the rules to support student-athlete well-being, especially on a conference-by-conference basis. Possible recommendations include multi-year scholarships and full-cost-of-attendance issues.

Also in October, the Division I Committee on Academic Performance will provide a series of recommendations designed to promote academic success among student-athletes. The recommendations will include new initial-eligibility, progress-toward-degree and two-four transfer standards, as well as the implementation plan for the Board-adopted 930 Academic Progress Rate penalty benchmark and the related penalty structure that will require teams to earn a multiyear APR of 930 to participate in the postseason.

At the 2012 NCAA Convention in January, the Board will address financial costs, evaluating current resource allocation practices and rules at all NCAA levels and recommend efficiencies. The Division I Leadership Council will also present recommendations on external influences and recruitment to the Board at its January meeting.

In April 2012, the Board will hear recommendations on amendments to the Division I Manual aimed at reducing the volume of unenforceable and inconsequential rules that are not national in scope. It will also review recommended legislative processes to ensure that any new rules align with those values.

Lastly, the Board will examine the enforcement process and penalties in April 2012, evaluating a new multi-level violation reporting and penalty structure that focuses on serious infractions.

The recommended changes to improve the culture and operation of Division I intercollegiate athletics will come to the Board from four presidentially led working groups. The groups are a direct outgrowth of an Aug. 9-10 Presidential Retreat called by NCAA President Mark Emmert.

Each working group will include a mix of presidents/chancellors and athletics administrators. The working groups, with chairs and vice-chairs, are:

- **Financial costs**; Mike Adams, University of Georgia, chair; and Ann Millner, Weber State University, vice chair
- **Enforcement**; Edward Ray, University of Oregon, chair; and Nancy Zimpher, State University of New York, vice chair
- **Rules**; James Barker, Clemson University, chair; Stedman Upham, University of Tulsa, vice chair
- **Student-athlete well-being**; Graham Spanier, Pennsylvania State University, chair; Sidney McPhee, Middle Tennessee State University, vice chair.

The full working group make up is listed below:

	Name	Position	Conference
Collegiate Model Enforcement	Pat Haden	AD	PAC-12
Collegiate Model Enforcement	Peggy Bradley-Doppes	AD	Sun Belt
Collegiate Model Enforcement	Grant Teaff	Coach	
Collegiate Model Enforcement	Robin Harris	Commissioner	IVY
Collegiate Model Enforcement	Dan Beebe	Commissioner	Big 12
Collegiate Model Enforcement	Linda Salfrank	Consultant	
Collegiate Model Enforcement	Julie Cromer	Consultant/SME	
Collegiate Model Enforcement	Eleanor Myers	FAR	A-10
Collegiate Model Enforcement	David Williams	IAC	IAC
Collegiate Model Enforcement	Ed Ray	President	PAC-12
Collegiate Model Enforcement	John Bravman	President	Patriot League
Collegiate Model Enforcement	LouAnna Simon	President	Big Ten
Collegiate Model Enforcement	Nancy Zimpher	President	FCS
Collegiate Model Enforcement	Chris Strobel	Staff	
Collegiate Model Enforcement	David Berst	Staff	
Collegiate Model Enforcement	Donald Remy	Staff	
Collegiate Model Enforcement	Jackie Campbell	Staff	
Collegiate Model Enforcement	Jen Henderson	Staff	
Collegiate Model Enforcement	Julie Roe-Lach, Lead	Staff	
Collegiate Model Enforcement	Tom Hosty	Staff	
Collegiate Model Enforcement	Kevin McShane	Student	
Collegiate Model Rules	Bob Bowlsby	AD	PAC-12
Collegiate Model Rules	Joe Castiglione	AD	Big 12
Collegiate Model Rules	Warde Manuel	AD	MAC
Collegiate Model Rules	Harvey Perlman	Chancellor	Big Ten
Collegiate Model Rules	Jim Haney	Coach	
Collegiate Model Rules	Beth DeBauche	Commissioner	OVC
Collegiate Model Rules	Greg Sankey	Commissioner	SEC

Collegiate Model Rules	Amy Folan	Consultant/SME	
Collegiate Model Rules	Dydia DeLyser	FAR	SEC
Collegiate Model Rules	Charles Nelms	President	MEAC
Collegiate Model Rules	Jim Barker	President	ACC
Collegiate Model Rules	John DeGoia	President	Big East
Collegiate Model Rules	Stedman Upham	President	C-USA
Collegiate Model Rules	Jon Duncan	Consultant	
Collegiate Model Rules	Brad Hostetter	Staff	
Collegiate Model Rules	David Berst	Staff	
Collegiate Model Rules	Donald Remy	Staff	
Collegiate Model Rules	Jackie Campbell	Staff	
Collegiate Model Rules	Kevin Lennon, Lead	Staff	
Collegiate Model Rules	LuAnn Humphrey	Staff	
Collegiate Model Rules	Steve Mallonee	Staff	
Collegiate Model Rules	Curtis Schickner	Student	
Resource Allocation	Judy Rose	AD	A-10
Resource Allocation	Mike Alden	AD	Big 12
Resource Allocation	Kathy Deboer	Coach	
Resource Allocation	Britton Banowsky	Commissioner	C-USA
Resource Allocation	Joey D'Antonio	Commissioner	Big East
Resource Allocation	Terry Donovan	Consultant/SME	
Resource Allocation	Deb Ladyman	Consultant/SME	
Resource Allocation	Jack Evans	Former FAR	ACC
Resource Allocation	Ann Millner	President	Big Sky
Resource Allocation	George Wright	President	SWAC
Resource Allocation	John Peters	President	MAC
Resource Allocation	Mike Adams	President	SEC
Resource Allocation	Nathan Hatch	President	ACC
Resource Allocation	David Berst	Staff	
Resource Allocation	Jackie Campbell	Staff	
Resource Allocation	Kathleen McNeely	Staff	
Resource Allocation	Keith Martin	Staff	
Resource Allocation	Scott Bearby	Staff	
Resource Allocation	Todd Petr	Staff	
Resource Allocation	Lauren Cochlin	Student	
Well-Being	Bernard Muir	AD	Colonial
Well-Being	Jack Swarbrick	AD	Big East
Well-Being	Beth Bass	Coach	
Well-Being	Judy MacLeod	Commissioner	C-USA
Well-Being	Kevin Weiberg	Commissioner	PAC-12
Well-Being	Percy Bates	FAR	Big Ten
Well-Being	Ann Weaver-Hart	President	A-10
Well-Being	Graham Spanier	President	Big Ten
Well-Being	Harris Pastides	President	SEC
Well-Being	Holden Thorp	President	ACC
Well-Being	Sidney McPhee	President	Sun Belt

Well-Being	Byron Hatch	Staff
Well-Being	Jackie Campbell	Staff
Well-Being	Kathleen McNeely	Staff
Well-Being	Kris Richardson	Staff
Well-Being	Scott Bearby	Staff
Well-Being	Todd Petr	Staff
Well-Being	Eugene Daniels	Student
Well-Being	Phil Martelli	Consultant/SME
Well-Being	David Berst	Staff

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REPORT OF
THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION
DIVISION I COMMUNICATIONS AND COORDINATION COMMITTEE (CCC)
AUGUST 16, 2011, CONFERENCE CALL

1. **Report of the Committee's April 19, 2011, Conference Call.** The committee approved the report of its April 19, 2011, conference call.

2. **Presidential Retreat.** The committee was informed of the following working groups that were established to advance the goals identified during the Presidential Retreat:

   a. A group that will review NCAA rules and athletics practices (e.g., personnel, travel, recruitment) to determine what institutional and NCAA resource efficiencies that can be achieved.

   b. A group that will work to identify areas where greater flexibility can be employed on a conference-by-conference basis to use resources in support of student-athlete well-being, particularly the value of grants-in-aid and multi-year scholarship commitments.

   c. A group that will review the NCAA Division I Manual to reduce the volume of unenforceable and inconsequential rules that fail to support the Association's core principles and place an emphasis on the most strategically important matters. This group also is charged with developing filters that ensure new legislation aligns and addresses the Association's core principles and values.

   d. A group that will develop a multi-level violation reporting and penalty structure that will focuses on primarily those infractions that clearly violate NCAA enduring values. The group also will consider the level and severity of penalties associated with the most egregious violations.

   It was also noted that the Division I Committee on Academic Performance (CAP) and the Division I Academic Cabinet continue to move forward with their recommendations related to initial-eligibility and two-year college transfer regulations, as well as a new Academic Progress Rate (APR) benchmark and penalty structure.

3. **Division I Student-Athlete Advisory Committee Update**. Scott Krapf, chair of the Division I Student-Athlete Advisory Committee (SAAC), reported on SAAC's recent meeting and noted that the Division I SAAC has had ongoing discussions regarding the following:

   - Creation of a Student-Athlete Voice Team to better ensure that the student-athlete voice is heard;
   - A division-wide community service project;

- Continued communication regarding a men's basketball recruiting model, and
- The Capitol One Cup and how it may be better structured.

Communications and Coordination Committee chair: Mike Alden, University of Missouri
Staff Liaison: Jacqueline Campbell, Division I governance

DIVISION I COMMUNICATIONS AND COORDINATION COMMITTEE AUGUST 16, 2011, TELECONFERENCE ATTENDANCE

Those Participating:

Mike Alden, University of Missouri – Leadership Council
Sarah Bobert, Marquette University – Awards, Benefits, Expenses and Financial Aid Cabinet
William Chaves, Eastern Washington University – Administration Cabinet
Mark Hollis, Michigan State University – Amateurism Cabinet
Herman Holt, University of North Carolina, Asheville – Academic Cabinet
Scott Krapf – Division I Student-Advisory Committee
Ian McCaw, Baylor University – Recruiting and Athletics Personnel Issues Cabinet
Judy Rose, University of North Carolina, Charlotte – Championships/Sports Management Cabinet
Jacqueline Campbell, NCAA – recording secretary

Not able to participate:
Carolyn Campbell-McGovern, Ivy League – Legislative Council

NCAA staff: David Berst, Jennifer Daniels, Diane Dickman, Lynn Holzman, Michelle Hosick, Steve Mallonee, Jarrett Newby, Binh Nguyen, Jobrina Perez, Carol Reep, Kris Richardson and Sharon Tufano also participated on the call.

REPORT OF THE NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE JULY 12-13, 2011, MEETING

***KEY ITEMS*.**

- **Recommended Changes to the NCAA Division I Academic Performance Program (APP).** The NCAA Division I Committee on Academic Performance continued its examination of the APP. Based on a comprehensive review of the program and membership feedback, the committee forwards recommendations to the NCAA Division I Board of Directors for its consideration in August. The recommendations include changes to the penalty structure and the NCAA Division I Academic Progress Rate (APR) penalty benchmark and filters used to identify academically underperforming teams.

***ACTION ITEMS*.**

1. Legislative Items.

- **APP Penalty Structure.**

(1) Recommendation. The Committee on Academic Performance requests the Board of Directors sponsor legislation for the 2011-12 legislative cycle to revise the APP penalty structure, as specified in Attachment A. The proposed single penalty structure will eliminate the current contemporaneous and historical penalties and replace them with a single five level penalty structure.

(2) Effective Date. 2015-16 will be the first year new APP penalties are imposed for impacted teams. Penalty reports issued in 2014-15 will reflect the new APR benchmark and new penalty structure. Attachment B provides additional detail regarding application of the effective date.

(3) Rationale. Data demonstrates that underperforming teams and institutions are positively influenced by the presence of some consequences for consistent academic underperformance. However, the primary purpose of the APP is not to penalize teams, but instead to strive for academic improvement. Penalties should not only serve as a reason for avoiding academic underperformance, but also through a cumulative and progress structure, serve as a motivating factor for teams and institutions to improve. The committee believes the new penalty structure will achieve the goals of the APP more effectively.

Specifically, integrating and streamlining the penalty structure will affirm the principle that the APP should be straightforward and understandable,

avoiding the complexities associated with the current two penalty structures. The contemporaneous-penalty structure has fulfilled its initial purpose, which was to bridge the gap between the inception of the APP and when historical penalties would eventually be applicable to teams. Thus, as was originally intended, this recommendation creates a single-penalty structure.

The waiver and appeals process will remain similar to the current historical-penalty structure with an initial NCAA staff review at Levels One through Four. The NCAA staff will not have the authority to render a decision on a waiver request at Level Five. All teams subject to Level Five penalties will appear before the committee for review and final penalty determination.

(4) Estimated Budget Impact. Limited. There is some impact in IT costs associated with reprogramming the technology that calculate penalties and issues penalty reports.

(5) Student-Athlete Impact. None.

2. Nonlegislative Items.

a. New APP Penalty Structure, APR Penalty Benchmark and Filter.

(1) Recommendation. The committee recommends the Board approve the following revisions to the Committee on Academic Performance policies and procedures:

(a) Amend the APR penalty benchmark from the current multiyear rates of 900 and 925 to a multiyear rate of 930 or above in order to avoid penalties within the new penalty structure. The committee recommends the Board adopt this change during its August 2011 meeting, thus putting the Division I membership on notice of this higher APR standard prior to the 2011-12 academic year.

(b) Replace the current filter system used for determining historical penalties with a single filter system that is based on improvement and is available to all teams/institutions. This improvement filter would use the current five improvement tests and increase the minimum most recent single-year APR required to meet the filter to 930 which matches the recommended APR penalty benchmark.

(c) Approve a longer transition timeline for lower resourced institutions. For the first two years following implementation of the new penalty structure (i.e., 2015-16 and 2016-17 penalty implementation years), teams in the bottom 15 percent of resources as defined by committee policy, would satisfy the improvement filter by earning a most recent single-year APR of 900 or above rather than 930 or above. After these two years, all teams would be subject to a most recent single-year APR of 930 or above in order to meet the improvement filter.

(d) Amend the APP policy consistent with the penalties identified for each of the five levels noted in Attachment A.

(2) Effective Date. 2015-16 will be the first year new APP penalties are implemented for impacted teams. Penalty reports issued in 2014-15 will reflect the new APR benchmark and new penalty structure. Attachment B provides additional detail regarding application of the effective date.

(3) Rationale. The Board has continued to emphasize the importance of the APR penalty benchmark equating to an approximate minimum Graduation Success Rate (GSR) of 50 percent. It is estimated an APR of 930 equates to just above an approximate 50 percent GSR. Setting the benchmark at 930 ensures the Board's directive of a minimum 50 percent GSR is met, while also encouraging continued improvement of academic performance.

In the past only teams at institutions that met "improvement plus" (which included meeting improvement and either the resource, mission or by-sport filter) could earn relief from historical penalties based on demonstrated improvement. The new filter provides all teams at all institutions the opportunity to avoid penalties based on demonstrated improvement. With the creation of an improvement only filter the other current filters (i.e., by-sport comparison, resources and institutional mission) will be eliminated as automatic filters to determine if a team is penalized when the team is below the multiyear APR benchmark. Though these filters are no longer used in the automated filter system it is essential that resources and institutional mission continue to be considered in the overall APP efforts.

Data shows institutions with the lowest available resources take more time to demonstrate improvement than those institutions with higher resources. The additional two years provided for lower resourced teams/institutions

(i.e., bottom 15 percent) to meet the new 930 APR minimum for the improvement filter is consistent with these findings.

Beyond the two-year period, institutional mission will be considered through the waiver process. Currently, institutional mission is taken into consideration through a quantitative comparison of federal graduation rates for the student body at the institution and a projected federal graduation rate based on APR for the team. This filter compares historic rates as a proxy relationship for institutional mission. The new model would provide institutions the opportunity to explain the unique mission of the specific institution through the waiver process. This approach provides more consideration for all of the elements that contribute to the mission of the institution. The committee believes this is a more accurate and fair way to address unique institutional missions rather than the current formulaic method which has provided minimal relief.

While the committee believes this is the proper approach to take in the area of resources and institutional mission it notes it is important to continue to solicit feedback and engage the institutions that are most affected by institutional mission and resources. The committee will continue to engage lower resourced institutions, their presidents and chancellors and conferences over the next several years as these changes are implemented.

With the transition from a two-tiered penalty structure to a single penalty structure there is a need to adjust the minimum most recent single-year APR to meet improvement. The minimum most recent single-year APR, set at the APR penalty benchmark of 930 or above, ensures that a team is moving toward a multiyear APR at or above this new benchmark.

The committee requests the Board approve the 930 APR penalty benchmark during it's August meeting with an effective date consistent with application of the revised penalty structure. This puts the membership on notice immediately of this increased APR standard. If the Board provides notice in August 2011 and the new penalty structure is approved by the membership in August 2012, the first year the new penalties in 2015-16 will be based on three years of new data out of the four year APR cohort.

Lasty, the new penalty structure will be cumulative and progressive and will add earlier, and more stringent, financial aid penalties. In addition, increased playing and practice season penalties have been added to Level

Four. The fifth level would include all of the Level One through Four penalties plus a menu of penalties that the Committee on Academic Performance could possibly impose. Level Five would include restricted membership only as an option the committee could select, not as a legislated penalty, as it is currently. This provides the committee with a litney of penalties that more appropriately address the underperforming team.

(4) Estimated Budget Impact. Limited. There is some impact in IT costs associated with reprogramming the technology that calculates penalties and issues penalty reports.

(5) Student-Athlete Impact. None.

b. Occasion-Three and -Four Historical Penalty Waiver Hearing Procedures.

(1) Recommendation. The committee recommends the Board approve a revision to the current Committee on Academic Performance policies and procedures for Occasion-Three and -Four Historical Penalty waiver hearings that requires the institutional staff member responsible for the implementation of the institution's APR improvement plan be in attendance at an institution's in-person penalty waiver hearing.

(2) Effective Date. Immediate.

(3) Rationale. Over the last three years the committee has increased its consideration of APR improvement plans during its Occasion-Three Historical Penalty waiver hearings. While the current policies and procedures encourage institutions to have in attendance the individual responsible for oversight of the APR improvement plan, it is not currently required. A number of institutions have not brought this individual to the hearing. With the increased focus on the creation and implementation of these plans it is essential that institutions be required to have this individual participate in the hearing. This requirement will not increase the number of institutional representatives who may attend the hearing, which is currently set at seven. Under this revised policy the required attendees will be: chancellor/president, director of athletics, head coach of penalized team, institutional staff member responsible for implementation of APR improvement plan, and three other individuals may participate at the institution's discretion.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

c. NCAA Division I Academic Performance Program Supplemental Support Fund (SSF).

(1) Recommendation. The committee recommends the Board approve and fund the APP Supplemental Support Fund for two additional years (i.e., 2011-12 and 2012-13).

(2) Effective Date. Immediate.

(3) Rationale. The APP Supplemental Support Fund's purpose is to support campus-based initiatives designed to foster student-athlete academic success at limited-resource institutions. Grants have been awarded in prior years for innovative solutions to barriers preventing student-athlete retention and progress-toward-degree completion. In addition, the program encourages sharing and adaptation of successful programs on all Division I campuses, including institutions that do not receive supplemental support. Continuing this fund will demonstrate the Association's commitment to a meaningful program that encourages academic achievement and facilitates academic improvement. Beginning in 2011-12, a criteria for the awarding of SSF funding shall require the institution to demonstrate a history of successful implementation of its APR improvement plan and describe how the initiative to be supported by the SSF is directly tied to the APR improvement plan. Such criteria would require a commitment of institutional resources to critical elements of the APR improvement plan. These institutional resources would be supplemented by the SSF award.

(4) Estimated Budget Impact. The program will be funded through incremental increases in funding from the NCAA Division I Academic Enhancement Fund. In the 2011-12 fiscal year, $955,000 will be available through the APP Supplemental Support Program and a two percent increase for 2012-13 for a total amount of $974,000.

(5) Student-Athlete Impact (Academics or Athletics). Will vary from initiative to initiative.

INFORMATIONAL ITEMS.

1. **Division I Revenue Sharing Models Based on APR.** The committee received an update on discussions regarding inclusion of academic success (e.g., APR) within the Division I revenue sharing model. The committee is generally supportive of the concept and encouraged continued discussion surrounding this issue.

2. **APR Trends in Men's and Women's Track and Field.** The committee reviewed four-year and single-year APR data for men's and women's track and field which the NCAA Division I Championships/Sports Management Cabinet requested as it considers a request to eliminate track and field regionals. Specifically, concerns have been raised regarding the time demands placed on student-athletes as these events create scheduling conflicts with spring final examination periods on some campuses. A review of the APR data indicates that eligibility rates for track and field rank at or near the bottom among both men's and women's sports. Eligibility issues are more likely to arise in the spring and both male and female track and field student-athletes who compete only in track (not cross country) are more likely to become ineligible at the end of the spring term. These findings parallel eligibility issues that have been seen previously in other single-semester sports, particularly baseball and football. Given the importance of this issue, the committee encourages further analysis in order to identify the reasons for the lagging eligibility rates in track and field. The committee noted that there may be other reasons for the Championships Cabinet to consider eliminating track and field regionals absent APRs. However, based on data it is difficult to directly correlate the eligibility issues seen in track and field with competing in the track regionals and thus further study is warranted.

3. **2010-11 Occasion-Three Historical Penalty Waivers.** The staff provided a summary of the decisions made by the staff and the committee for Occasion-Three Historical Penalty waivers submitted by institutions during the 2010-11 academic year. The staff made decisions on 11 of the 15 waivers submitted, while the committee conducted in-person hearings for four teams. The committee determined that information regarding the use of Supplemental Support Funds for those institutions considered low-resource should be included in the materials submitted for future penalty hearings.

4. **Institutional Involvement in Contemporaneous Penalty Waiver Appeals.** The NCAA Division I Committee on Academic Performance Subcommittee on Appeals discussed whether or not institutions should participate on teleconferences when appealing a staff decision of a contemporaneous penalty waiver. Currently, institutions participate in teleconferences only when appealing a staff decision in an APP Occasion-Two Historical Penalty waiver. The committee determined that given the recommended changes to the

APP penalty benchmarks and structure, and the review of penalty waiver and appeal processes, it does not recommend any changes to the current processes at this time.

5. APR Adjustment Requests for Professional Athletic Departures Impacted by NBA and NFL Lockouts. The committee approved a policy amendment to address the potential impact the NBA and NFL lockouts may have on APR adjustment requests for lost retention points due to professional athletics. This temporary policy change will permit adjustment requests for football and men's basketball student-athletes who depart an institution to pursue professional athletics as a vocation and were not retained for the 2011 spring semester or quarter but have earned the eligibility point, to be documented as follows if the lockouts continue through fall 2011:

(a) If a student-athlete was drafted by any professional sports league (e.g., Canadian Football League, United Football League, NFL and NBA) in 2011 that is sufficient documentation.

(b) For undrafted student-athletes, it would be acceptable documentation if the student-athlete was invited to and/or participated in the 2011 NFL Scouting Combine or the 2011 NBA Draft Combine.

(c) For student-athletes who do not meet either of the above criteria, it would be acceptable documentation if the student-athlete signs a contract with a professional sports team or organization within one year following the end of the lockout in the respective sport.

With the potential for an NFL and NBA lockout, it is necessary to explore other ways in which an institution may document a student-athlete's departure for professional athletics in order to obtain the adjustment for the lost retention point. Generally, institutions document this type of request by securing a team's roster with the student-athlete's name. However, during the lockout players are not permitted to sign with a team or even tryout, which poses challenges to institutions seeking this adjustment since merely being drafted by a professional sports team is not currently sufficient for the adjustment. This recommendation provides institutions with some flexibility to document this adjustment given the unique situation of a possible lookout, while keeping the original intent of the directive for professional athletics departures intact.

6. APP Data Reviews. The NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting received an update on the progress of the 60 institutions involved in APP data reviews for the 2011-12 academic year. The reviews for 26 of the 29 institutions selected for GSR reviews have been completed. The

reviews for the 31 institutions selected for the APR reviews have begun and it is anticipated that all data reviews will be completed by the APR data submission deadline for each institution.

7. Calculation of the GSR for Student-Athletes Who Leave an Institution as Eligible and Subsequently Return to the Institution. The Subcommittee on Data Collection and Reporting discussed the most appropriate GSR calculation for those student-athletes who leave the institution eligible and subsequently return to the institution within the six-year period but do not graduate. The subcommittee took no action at this time and requested that the staff research the frequency of these situations in each sport for future discussion.

8. Public Announcement of 2010-11 APR Data, 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 88 awards for 2010-11, which was the second year for these awards. This spring's release also included the Head Coaches' APR Portfolio and the public recognition awards recognized football by subdivision [i.e., Football Bowl Subdivision (FBS) and Football Championship Subdivision (FCS)] for the first time. This change provided the opportunity for each distinct subdivision's football teams to be honored for top academic performance.

Committee Chair: *Walter Harrison, University of Hartford, America East Conference*
Committee 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

ATTACHMENT A

NCAA Division I Academic Performance Program Recommended New Penalty Structure

The NCAA Division I Committee on Academic Performance requests the NCAA Division I Board of Directors sponsor legislation to revise the current NCAA Division I Academic Performance Program penalty structure as noted in this attachment. This document outlines the penalties teams would be subject to at each level of the revised penalty structure. Beginning with Level Two, the new penalties introduced at each level are highlighted in **bold**. Note that current contemporaneous penalties will be eliminated.

Level One:

1. Public notice.

2. Financial aid penalty: 10 percent from total aid awarded (four-year average).

Level Two:

1. Public notice.

2. Financial aid penalty: Ten percent from total aid awarded (four-year average).

3. Playing and practice seasons (**four-hour reduction per week to 16 hours**, **as well as loss of one day**): Lost hours must be used for academic purposes.

4. (*Baseball only*): **10 percent reduction to the length of playing season and number of contests against outside competition.**

Level Three:

1. Public notice.

2. Financial aid penalty: 10 percent from total aid awarded (four-year average).

3. Playing and practice seasons (four-hour reduction per week, as well as one day): Lost hours must be used for academic purposes.

4. Postseason Restriction.

5. (*Baseball only*): 10 percent reduction to the length of playing season and number of contests against outside competition.

Level Four:

1. Public notice.

2. Financial aid penalty: **20 percent from total aid awarded (four-year average)**.

3. In-season playing and practice seasons (four-hour reduction per week, as well as one day): Lost hours must be used for academic purposes.

4. Postseason restriction.

5. Additional playing season restrictions, as follows:

a. For the penalized team, reduction from eight hours to four hours per week for athletics activities outside of the playing season. These four hours must be replaced with academically-focused activities. Of the remaining four hours of athletics activities, not more than two hours per week may be spent on skill-related workouts.

AND

b. For the penalized team, elimination of the nontraditional playing season/out-of-season practice in sports that maintain a legislated nonchampionship segment as well as football, which would include:

(1) Baseball: no fall practice or competition.

(2) Football: no spring practice.

(3) Softball: no fall practice or competition.

(4) Men's Volleyball: No fall practice or competition.

(5) Women's Volleyball: No spring practice or competition.

(6) Men's and Women's Soccer: No spring practice or competition.

(7) Field Hockey: No spring practice or competition.

(8) Women's Lacrosse: No fall practice or competition.

OR

c. For a penalized team in a sport without a legislatively declared nontraditional playing season, a 10 percent reduction in the length of the playing season[1] and 10 percent reduction of allowable contests. [ATTACHMENT NO. 1]

6. (*Baseball only*): 10 percent reduction to the length of playing season and number of contests against outside competition.

Level Five (Hearing only):

At Level Five, there will be **no staff review**, and all teams will proceed directly to a hearing in front of the committee. Under this approach, the committee will not determine the team's entire penalty until after the hearing has been conducted, although the penalty would automatically include (subject to committee waiver) all elements associated with Levels One through Four. In total, the committee would have the following penalties to choose from:

All penalties from Levels One through Four, including:

1. Public notice.

2. Financial aid penalty: 20 percent from total aid awarded (four-year average).

3. Playing and practice seasons (four hour reduction per week, as well as one day): Lost hours must be used for academic purposes.

4. Postseason restriction.

5. Additional playing season restrictions, as follows:

   a. For the penalized team, reduction from eight hours to four hours per week for athletics activities outside of the playing season. These four hours must be replaced with academically-focused activities. Of the remaining four hours of athletics activities, not more than two hours per week may be spent on skill-related workouts.

      AND

[1] This 10 percent reduction would be *in addition to* any in-season playing and practice restrictions that are levied, which begin at Level Two.

b. For the penalized team, elimination of the nontraditional playing season/out-of-season practice in sports that maintain a legislated nonchampionship segment as well as football, which would include:

(1) Baseball: no fall practice or competition.

(2) Football: no spring practice.

(3) Softball: no fall practice or competition.

(4) Men's Volleyball: No fall practice or competition.

(5) Women's Volleyball: No spring practice or competition.

(6) Men's and Women's Soccer: No spring practice or competition.

(7) Field Hockey: No spring practice or competition.

(8) Women's Lacrosse: No fall practice or competition.

OR

c. For a penalized team in a sport without a legislatively declared nontraditional playing season, a 10 percent reduction in the length of the playing season and 10 percent reduction of allowable contests. [ATTACHMENT NO. 1].

6. (*Baseball only*): 10 percent reduction to the length of playing season and number of contests against outside competition.

In addition to the penalties from Levels One through Four, the committee would have the legislated authority to implement any or all of the following additional penalties.

1. Additional financial aid penalties above the 20 percent of average aid awarded.

2. Additional playing and practice season penalties above: (a) The 4 hour reduction and loss of one day of practice in-season; and (b) The four hours per week reduction outside of season.

3. Restricted membership.

4. Contest reductions, which could include:

a. Full-season competition restriction.

b. Cancellation of nonconference contests.

c. Any contest reductions as determined by the committee.

d. No competition during institution's scheduled exam period and/or week(s) surrounding the exam period.

Additional policy determinations and recommendations regarding new penalty structure:

1. Transition from current to revised penalty structure.

   Teams that are subject to APP penalties under the new structure would continue to advance in the penalty structure as if no change had been made. For example, a team that was subject to an Occasion-One Historical Penalty under the previous penalty structure would be subject to the new Level-Two APP Penalty if the team did not meet the multiyear benchmark and was subject to penalty. A team that has not been subject to historical penalties in the past but does not meet the new benchmark and is subject to the penalty would be subject to Level-One APP Penalties.

2. "Three clean year concept."

   The "three clean year concept" outlined in the committees policies will be maintained within this revised penalty structure. In summary, this policy results in a team advancing to the next level of penalties unless it has not been subject to any penalties for three consecutive years.

3. Self imposition of penalties.

   The committee and/or staff may choose to recognize and incorporate a penalty that is not found within the prescribed list of penalties, but is implemented by the institution. The staff and/or committee can recognize and incorporate an institution's self-imposed penalty within the penalty waiver process, whether it is a coach-specific penalty or other alternative measure.

4. Appeals processes.

   The following process for appeals will be used at the various levels of the new penalty structure:

a. Level One: Appeals to be heard by the Subcommittee on Appeals via paper submission.

b. Level Two: Appeals to be heard by the Subcommittee on Appeals via telephone, with institutional involvement, the extent of which is to be determined.

c. Levels Three and Four: Appeals to be heard through in-person hearings with the full committee.

d. Level Five: All cases to be heard by the full committee without prior staff review.

5. Penalty reporting.

Institutions will be required to provide evidence to the NCAA staff that required penalties have been implemented, beginning at Level One Penalties. This requirement allows the staff and committee to ensure the integrity of the APP penalty structure.

6. NCAA Division I Board of Directors Academic Performance Program Historical Penalties Appeals Subcommittee Review.

Under the new penalty structure, institutions would maintain the ability to appeal the committee's decision to the Division I Board of Directors Subcommittee on Historical Penalty Appeals at Levels Three, Four and Five. The standard of review for that subcommittee would remain the same as well; in order to have a decision overturned an institution must demonstrate that the committee abused its discretion in applying the legislation and/or policy and procedures of the APP.

ATTACHMENT NO. 1

List of Playing and Practice Reductions for Applicable Sports in Level Four

The following list outlines the additional playing and practice season penalties that teams would be subject to at Level Four of the revised penalty structure. Note that these penalties would only apply to sports where there is not a legislatively declared non-traditional segment.

1. **Men's and Women's Basketball:**

    a. **Reduction of 10 percent of playing and practice days between first allowable practice and end of playing season.**[2]

    b. **Reduction from 29 to 26 contests.**[3]

2. **Bowling:**

    a. **Reduction from 144 day season to 130 day season.**

    b. **Reduction from 26 to 23 dates of competition.**

3. **Cross Country:**

    a. **Reduction from 144 day season to 130 day season.**

    b. **Reduction from seven to six dates of competition.**

4. **Equestrian:**

    a. **Reduction from 144 day season to 130 day season.**

    b. **Reduction from 15 to 13 dates of competition.**

5. **Fencing:**

    a. **Reduction from 144 day season to 130 day season.**

    b. **Reduction from 11 to 10 dates of competition.**

6. **Golf:**

    a. **Reduction from 144 day season to 130 day season.**

    b. **Reduction from 24 to 22 dates of competition.**

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[2] The start date for men's and women's basketball varies depending on the year.

[3] For teams that plan to participate in a qualifying regular-season multiple team event (e.g., Maui Invitational), the reduction would be from 27 to 24 contests.

7. Gymnastics:

a. Reduction from 144 day season to 130 day season.

b. Reduction from 13 to 12 dates of competition.

8. Ice Hockey:

a. Reduction from 132 day season to 119 day season.

b. Reduction from 34 to 31 contests.

9. Men's Lacrosse:

a. Reduction from 132 day season to 119 day season.

b. Reduction from 17 to 15 dates of competition.

10. Rifle:

a. Reduction from 144 day season to 130 day season.

b. Reduction from 13 to 12 dates of competition.

11. Rowing:

a. Reduction from 156 day season to 140 day season.

b. Reduction from 20 to 18 dates of competition.

12. Rugby:

a. Reduction from 132 day season to 119 day season.

b. Reduction from 11 to 10 contests.

13. Skiing:

a. Reduction from 144 day season to 130 day season.

b. Reduction from 16 to 14 dates of competition in both alpine and nordic events.

14. Squash:

a. Reduction from 144 day season to 130 day season.

b. Reduction from 15 to 13 dates of competition.

15. Swimming and Diving:

a. Reduction from 144 day season to 130 day season.

b. Reduction from 20 to 18 dates of competition.

16. Tennis:

a. Reduction from 144 day season to 130 day season.

b. Reduction from 25 to 22 dates of competition.

17. Track and Field (Indoor or Outdoor only):

a. Reduction from 144 day season to 130 day season.

b. Reduction from 18 to 16 dates of competition.

18. Track and Field (Indoor *and* Outdoor):

a. Reduction from 156 day season to 140 day season.

b. Reduction from 18 to 16 dates of competition.

19. Water Polo:

a. Reduction from 132 day season to 119 day season.

b. Reduction from 21 to 19 dates of competition.

20 Wrestling:

a. Reduction from 144 day season to 130 day season.

b. Reduction from 16 to 14 dates of competition.

ATTACHMENT B

Timeline for the Implementation of the Recommended NCAA Division I Academic Progress Rate Penalty Benchmark and NCAA Division I Academic Performance Program Penalty Structure

The NCAA Division I Committee on Academic Performance recommends teams be subject to the penalties under the new penalty structure beginning with penalties imposed in the 2015-16 academic year. By fall 2015, teams will have received three years notice of the changes to the penalty structure. Penalized teams that perceive the change as mitigation for a waiver could make that argument in the APP penalty waiver process, but would not be automatically approved.

Overall Timeline Chart:

August 2011	Board of Directors provides notice of new 930 APR benchmark to the membership.	
2011-12	First year of data after notice.	April 2012 – Legislative proposals with new penalty structure potentially adopted.
2012-13	Second year of data after notice.	
2013-14	Third year of data after notice.	
2014-15	Fourth year of data after notice.	Penalty reports provided in 2014-15 notify member institutions of penalties under new structure based on previous four years of data. Three of the four years of data are after the Board notification to the membership.
2015-16		New penalties taken for first time in 2015-16.

SUPPLEMENT NO. 6

EXCERPTS FROM THE REPORT OF THE NCAA DIVISION I AWARDS, BENEFITS, EXPENSES AND FINANCIAL CABINET JUNE 21, 2011, MEETING

KEY ITEMS:

1. **Examination of Maximum Grant-in-Aid Limitations/Equivalency Versus Head Count Designations.** The NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet reviewed information that included an overview of statistical data provided by the NCAA research staff related to Division I current participation numbers, current trends in awarding aid and total number of student-athletes participating who do not receive athletics aid. The cabinet also examined concepts that could affect administration of team financial aid limits. Following the review, the cabinet agreed its members will solicit feedback from their campuses and conferences on whether current designations (head count or equivalency) and team financial aid limits are appropriate. The cabinet members will also engage their campuses and conferences in discussions on methods for calculating equivalencies, including methods that would not use actual and average figures the way they currently are used. Additionally, the cabinet charged the staff with collecting additional statistical information, including information related to participation numbers based on race/ethnicity, numbers of student-athletes who participate without receiving athletics aid and high school participation numbers. The cabinet will review the information and feedback at its September meeting.

Committee Char: *Sarah Bobert, Marquette University, Big East Conference*
Staff Liaisons: *Kris Richardson, Academic and Membership Affairs*
Shauna Cobb, Academic and Membership Affairs
Danielle Teetzel, Academic and Membership Affairs

**EXCERPTS FROM THE REPORT OF THE NCAA DIVISION I RECRUITING AND ATHLETICS PERSONNEL ISSUES CABINET
JUNE 22-23, 2011, MEETING**

INFORMATIONAL ITEMS:

2. Nonlegislative.

a. **Priority Item – Continuing Examination of the Recruiting Model – Recruiting Calendars.** The cabinet continued its comprehensive examination of recruiting models in the areas of contacts, evaluations, electronic transmissions, telephone calls and official visits. The cabinet reviewed feedback received from conferences, coaches associations and roundtables conducted at the recent regional rules seminars. Based on the feedback received, the cabinet agreed to sponsor legislative proposals related to electronic transmissions (e.g., text messages) and evaluations. In addition, the cabinet reviewed feedback submitted by sport specific groups and coaches associations regarding the development of recruiting calendars and establishing recruiting-person days or evaluation days in all sports for which such provisions do not apply. Based on the feedback, the cabinet sponsored proposals to establish recruiting calendars for men's and women's fencing, field hockey, men's ice hockey, women's gymnastics and wrestling. The cabinet noted a lack of consensus in the membership regarding concepts that would permit earlier contacts and official visits and the Leadership Council's current review of men's basketball recruiting issues. Therefore, the cabinet agreed to defer additional discussion of these concepts until after the review of the men's basketball recruiting issues is complete and the membership has reacted to the resultant model. During the upcoming year, the cabinet will explore potential concepts to deregulate and simplify recruiting rules.

b. **Request from the NCAA Eligibility Center Related to Submission of Official Transcripts.** The NCAA Eligibility Center requested that the cabinet consider sponsoring legislation to require a prospective student-athlete to submit all official transcripts, representing the first six semesters of high school, to the NCAA Eligibility Center before an institution would be permitted to issue a National Letter of Intent or an institutional financial aid agreement to the prospective student-athlete. The cabinet declined to sponsor legislation at this time due to concerns regarding how this could impact the issuing of a National Letter of Intent or an institutional financial aid agreement to a prospective student-athlete who is initially recruited late in the year. In particular, concern was expressed as it relates to sports (e.g., baseball) in which a prospective student-athlete may choose to pursue a professional career after having signed a National Letter of Intent or financial aid agreement, thus requiring late recruitment and signings of other prospective student-athletes. However, the cabinet expressed general support of a concept that would require a prospective

student-athlete to submit all official transcripts within an appropriate timeframe after he or she signs a National Letter of Intent or an institutional financial aid agreement.

c. **Academic Reform Efforts Regarding Two-Year College Transfer Requirements**. The NCAA Division I Academic Cabinet requested that the Recruiting and Athletics Personnel Cabinet review concepts related to recruitment of two-year college transfers who are nonqualifiers in conjunction with its development of an academic year of readiness for students who are significantly academically underprepared. Specifically, the Academic Cabinet recommends that the first year of academic enrollment for purposes of Bylaw 13.1.1.2 (contactable individuals -- two-year college prospective student-athletes) would not include the year of academic readiness. Therefore, on or off campus in-person recruiting contact (including unofficial and official visits) would not be permissible until after the second year of enrollment. The Recruiting and Athletics Personnel Issues Cabinet agreed generally with the concept, but recommended that the Academic Cabinet explore the possibility of an exception to contact restriction during the prospective student-athlete's final term if he or she is on track to graduate and fulfill the two-year transfer requirements at the conclusion of his or her second year of enrollment. In the alternative, the current legislative relief waiver process would apply.

Cabinet Chair: *Ian McCaw, Baylor University*
Staff Liaisons: *Jen Daniels, Academic and Membership Affairs*
Charnele Kemper, Academic and Membership Affairs
Jackie Thurnes, Enforcement Services
Leeland Zeller, Academic and Membership Affairs

EXCERPTS FROM THE REPORT OF THE NCAA DIVISION I AMATEURISM CABINET JUNE 28-29, 2011, MEETING

INFORMATIONAL ITEMS:

2. Nonlegislative Items.

a. **Use of Agents and Advisors Prior to Enrollment.** At the request of an NCAA Internal Working Group on Agent Legislation, the cabinet discussed potential legislative recommendations regarding the use of agents and advisors prior to enrollment for nonopt-in drafts that allow players to be drafted out of high school (e.g., baseball, hockey and soccer). In reviewing this issue, the cabinet noted that current legislation permits prospective student-athletes in all sports to receive advice regarding the draft process provided the individual providing the advice is not marketing his or her athletics ability or reputation, providing advice free of charge or directly involved in negotiations with a professional team. The cabinet was not prepared, at this point, to extend the legislation to permit negotiations by agents/advisors.

b. **Agent Registration Program.** The cabinet continued its discussion of a proposed national agent registration program that could serve as a resource for institutions and student-athletes that would assist in the agent/advisor education process. The cabinet showed strong support for such a program and requested the staff seek feedback from the National Association of Athletics Compliance, NCAA Division I Leadership Council and professional sports organizations.

c. **National Professional Sports Counseling Panel.** The cabinet appointed a subcommittee of the cabinet to establish a potential model of a national sports counseling panel.

d. **Amateurism Cabinet, Chair Appointment.** The cabinet appointed Mark Hollis, Michigan State University, as the chair of the Amateurism Cabinet, effective September 1, 2011.

e. **Football Issues Group Update.** The staff provided an update regarding its recent focus on collecting information related to emerging recruiting trends in football. Several trends indentified include:

(1) Involvement of street agents;

(2) Involvement of scouting/recruiting services and their relationships with college coaches and agents;

(3) Employment of individuals associated with prospective student-athletes at institutional camps;

(4) Marginalization of high school coaches during recruiting process; and

(5) Intent of nonprofit mentoring programs to insert themselves into the lives of prospective student-athletes and develop relationships with them and their families.

f. **NCAA Eligibility Center Update.** The cabinet received an update from the NCAA Eligibility Center amateurism certification staff including an overview of withholding conditions imposed since the inception of the NCAA Eligibility Center. The data shared included the most common conditions imposed, and the sports and foreign countries that have produced the greatest number of withholding conditions. The amateurism certification staff also provided an update on several educational initiatives, including the production of sport-specific international resources and the amateurism conference contact program.

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

EXCERPTS FROM THE REPORT OF THE NCAA DIVISION I ADMINISTRATION CABINET JUNE 29, 2011, MEETING

KEY ITEMS:

1. **Annual Review/Advancement of Provisional/Reclassifying Members**. The cabinet reviewed the progress of all 10 institutions currently in the process of reclassifying their sports programs to Division I active status. Specifically, the group reviewed the annual reports and updated strategic plans for all reclassifying and provisional members and focused on whether such institutions were meeting all applicable legislative requirements and were responsive to feedback provided to the institution the previous year by the cabinet. The cabinet agreed to recommend to the Division I Board of Directors that Florida Gulf Coast University, Houston Baptist University, University of North Carolina Central and University of South Carolina, Upstate, be elected to active Division I membership status.

INFORMATIONAL ITEMS:

2. **Committee Appointments**. The cabinet approved appointments to 11 Division I and Association-wide committees. A list of the appointments and reappointments is attached.

3. **Election of New Chair.** The cabinet elected Bill Chaves, director of athletics at Eastern Washington University representing the Big Sky Conference, to serve as chair of the cabinet.

Cabinet chair: *Rob Halvaks, Big West Conference*
Cabinet liaisons: *Jacqueline Campbell, Division I Governance*
Steve Mallonee, Academic and Membership Affairs
Dave Schnase, Academic and Membership Affairs
Sharon Tufano, Governance

EXCERPTS FROM COMMITTEE APPOINTMENTS
NCAA DIVISION I ADMINISTRATION CABINET
JUNE 29, 2011
(All appointments are effective September 1, 2011, unless otherwise noted.)

Division I Committee on Athletics Certification (immediate vacancy)
- Fred Washington, director of athletics, Prairie View A&M University, Southwestern Athletic Conference.

Division I Men's Basketball Issues Committee (immediate vacancy)
- Robert Mullens, director of athletics, University of Oregon, Pacific-10 Conference.

Division I Women's Basketball Issues Committee (immediate vacancy)
- Mary Taylor-Cowles, head women's basketball coach, Western Kentucky University, Sun Belt Conference.

Division I Initial Eligibility Waivers Committee (five immediate vacancies)
- Adam Creasy, academic counselor/learning specialist, University of Texas at Austin, Big 12 Conference.
- Kimya Massey, assistant director for academic services, University of Memphis, Conference USA.
- Scott Swain, assistant director/special needs program, University of Tennessee at Knoxville, Southeastern Conference.
- Susan Bradley, senior admissions assistant, Mississippi State University, Southeastern Conference.
- Brian Baptiste, assistant director of athletics for compliance, University of Delaware, Colonial Athletic Association.

Men's and Women's Fencing Committee (one immediate and one September vacancy)
- George Nelson, associate director of athletics, U.S. Air Force Academy, Mountain West Conference (September vacancy).
- Division III will fill the immediate vacancy.

Men's and Women's Rifle Committee (one immediate and one September vacancy)
- Eric Ruden, deputy director of athletics, U.S. Naval Academy, Patriot League (immediate vacancy).
- The cabinet supported the appointment of Mike Greene, head rifle coach, Columbus State University (Division II). This recommendation will be forwarded to Division II for approval.

Division I Men's Soccer Committee (three vacancies)

- John Kerr, head men's soccer coach, Duke University, Atlantic Coast Conference.
- Ray Reid, head men's soccer coach, University of Connecticut, Big East Conference.
- Thomas Burning, senior associate director of athletics, Southern Methodist University, Conference USA.

Division I Men's and Women's Tennis Committee (four vacancies)

- Reappoint Tim Cass, senior associate director of athletics, University of New Mexico, Mountain West Conference (men's interests).
- Appoint Tad Berkowitz, head tennis coach, University of Arizona, Pacific-10 Conference (men's interests).
- Re-advertise women's interests – Central and Southwest regions.

Division I Women's Volleyball Committee (one vacancy)

- Lynn Wheeler, associate director of athletics, University of Texas at Austin, Big 12 Conference.

Men's Water Polo Committee (no vacancies).

- Re-advertise for additional nominations.

Football Rules Committee (immediate vacancy)

- Bret Bielema, head football coach, University of Wisconsin, Madison, Big Ten Conference.

Women's Ice Hockey Committee (immediate vacancy)

- Rick Seeley, head women's ice hockey, Quinnipiac University, Northeast Conference.

EXCERPTS FROM THE REPORT OF THE NCAA DIVISION I LEADERSHIP COUNCIL AUGUST 2, 2011, MEETING

INFORMATIONAL ITEMS:

2. Discussion of Agent Activities. Rachel Newman, NCAA director of agent, gambling and amateurism activities, informed the Council of the following strategies being developed to address the agent-related issues:

a. Definition of an Agent. The Amateurism Cabinet has agreed to sponsor legislation for the 2011-12 legislative cycle to expand the definitions of an agent to limit the use of outside third parties to recruit and solicit prospective and enrolled student-athletes for financial gain.

b. Agent Registration Program. The Amateurism cabinet has reviewed a proposed program for agent registration and has asked that staff seek feedback regarding the program from the National Association of Athletics Compliance (NAAC), the Division I Leadership Council and various professional sports players' associations.

c. Potential Legislation Regarding the Use of Agents and Advisors Prior to Enrollment. The Amateurism Cabinet has reviewed recommendations to consider legislation to allow the use of agents and advisors prior to enrollment for nonopt-in drafts that allow players to be drafted out of high school. The Amateurism Cabinet did not support the position to permit the use of agents in these sports at this time. Discussion regarding sports-specific legislation regarding agents will continue.

d. Collaboration with the National Association of Attorney Generals (NAAG) and State Agencies. The NCAA staff has contacted NAAG in an effort to determine if the current definition of an "athlete agent" under the Uniform Athlete Agent Act (UAAA) subjects third-party actors to penalties for violating the UAAA. The staff will continue its efforts to collaborate with NAAG and other interested state and federal agencies.

e. **National Football League (NFL)/National Football League Players Association (NFLPA)/National Collegiate Athletic Association (NCAA)/Collegiate Commissioners Association (CCA)/American Football Coaches Association (AFCA) Task Force.** The staff plans to continue its discussions with the NFL/NFLPA/NCAA/CAA/AFCA Task Force in an effort to address improper agent activity with football student-athletes in order to better collaborate on educational and enforcement initiatives.

f. **National Basketball Association (NBA)/National Basketball Players Association (NBPA)/NCAA Dialogue.** Similar to football, the staff plans to continue its discussions with the NBA and NBPA in an effort to address improper agent activity in the sport of men's basketball.

g. **Women's Basketball Group on Agent Issues.** The staff plans to develop a task force to address agent issues in the sport of women's basketball.

h. **Educational Initiatives.** The staff continues to work on creating comprehensive agent education for all key stakeholders.

The Leadership Council took no formal action but encouraged its Agent Subcommittee to continue discussion and monitoring of these issues.

Leadership Council Chair:	*Mike Alden, University of Missouri*
Staff Liaisons:	*S. David Berst, Division I Governance*
	Jacqueline Campbell, Division I Governance
	Kevin Lennon, Academic and Membership Affairs

REPORT OF THE NCAA DIVISION I STUDENT-ATHLETE ADVISORY COMMITTEE

The NCAA Division I Student-Athlete Advisory Committee (SAAC) submits the following report from its July 22-24, 2011, meeting.

KEY ITEMS.

1. **Initial Review of 2010-11 Proposed Legislation.** The committee reviewed and began discussion of several legislative proposals for the 2011-12 legislative cycle. The committee will review these proposals in-depth during its fall webinar.

2. **Text Messaging.** The committee reviewed concepts related to electronic transmissions and engaged in a preliminary discussion related to legislation on this topic. The committee will seek feedback from student-athletes and continue the dialogue surrounding this issue.

ACTION ITEMS.

1. **Legislative Items.**

   None.

2. **Nonlegislative Items.**

   a. Selection of student-athletes to serve as representatives on NCAA Division I and association-wide cabinets and committees. The committee appointed the following student-athletes to specified association-wide and divisional cabinets and committees:

      (1) Academic Cabinet: Kaitlyn Vincek; Women's Volleyball; Eastern Michigan University; Mid-American Conference.

      (2) Amateurism Cabinet: Curtis Schickner; Baseball; University of Maryland, Baltimore County; America East Conference.

      (3) Awards, Benefits, Expenses and Financial Aid Cabinet: Lauren Cochlin; Women's Soccer; University of Wisconsin, Madison; Big Ten Conference.

      (4) Championships and Sports Management Cabinet: Logan Roberts; Men's Cross Country/Track and Field; Baylor University; Big 12 Conference.

      (5) Committee on Women's Athletics: Jessica Williams; Women's Track and Field; Virginia Commonwealth University; Colonial Athletic Association.

(6) Division I Administration Cabinet: Doug Prusoff, Men's Lacrosse, Lafayette College; Patriot League; and Missy White; Women's Volleyball; St. Mary's College of California; West Coast Conference.

(7) Minority Opportunity and Interests Committee: Alex Mendez; Baseball; University of South Florida; Big East Conference.

(8) Olympic Sports Liaison Committee: Jessica Stacey; Women's Swimming; University of Hawaii, Manoa; Western Athletic Conference.

INFORMATIONAL ITEMS.

1. **Guest speakers.** The committee welcomed several guest speakers from the NCAA staff to discuss issues involving student-athlete well-being:

   a. Charnele Kemper, associate director of academic and membership affairs, discussed recruiting legislation and proposals regarding electronic transmissions, including text messages and social media.

   b. Michael Mangarelli, associate director of amateurism certification, provided the committee an overview of the amateurism certification process and discussed legislation related to participation on a professional team prior to initial enrollment.

   c. Naima Stevenson, assistant general counsel and director of legal affairs, provided the committee an overview of the NCAA general counsel's office and an update on ongoing litigation involving the association.

   d. Brynna Barnhart and Tim Nevius, assistant and associate directors of enforcement, presented a condensed version of the "Enforcement Experience" to the committee and answered questions related to the enforcement process.

   e. Mary Wilfert, associate director of health and safety, updated the committee on the ongoing review of transgender student-athlete participation and anticipated policies on this topic. The committee was supportive of the steps being taken to address inclusion of transgender student-athletes.

   f. Greg Shaheen, interim executive vice president of championships and alliances, spoke to the committee about the championships structure, efforts to improve aspects of all NCAA championships and the recent meeting between SAAC members and executives at Capital One regarding the Capital One Cup.

2. **Cabinet and committee reports.** The committee was updated regarding Division I and association-wide cabinets and committees on which Division I SAAC members serve. Regarding the Committee on Sportsmanship and Ethical Conduct, the committee discussed how institutional SAACs could assist the administration and the NCAA by continuing to stress the importance of sportsmanship to other student-athletes and fans at competitions.

3. **NCAA Leadership Council.** The committee was updated on the Leadership Council's April meeting and its discussions related to men's basketball recruiting. The committee will continue to seek feedback and discuss recruiting model concepts for men's basketball.

4. **NCAA Legislative Council.** The committee was updated regarding the Legislative Council's April meeting and its final review of legislative proposals related to student-athlete well-being from the 2010-11 legislative cycle.

5. **Student-Athlete Reinstatement update**. The committee was updated regarding student-athlete reinstatement issues including guidelines for cases involving the failure of men's basketball student-athletes to withdraw their names from NBA draft according to the new deadline.

6. **Joint SAAC.** The committee met jointly with the Division II and Division III SAACs and select NCAA staff members for roundtable discussions. Additionally, each divisional SAAC chair provided an update on current topics and initiatives for the group.

7. **Media Team update.** The committee received an update regarding the SAAC's media team projects, including new blog entries and updates on Facebook and Twitter.

8. **2011 Gender Equity and Issues Forum.** SAAC member DJ Looney updated the committee regarding his attendance at the NCAA Gender Equity Forum, which took place May 1-3, 2011 in Washington, D.C.

9. **Student-Athlete voice.** The committee discussed its participation in a teleconference with the NCAA Executive Committee, its meeting with Capital One and the formation of a project team charged with continuing efforts to increase the committee's voice at the national, conference and institutional levels.

10. **Division I SAAC Award of Excellence.** The committee discussed the Division I SAAC Award of Excellence and considered the possibility of an annual award rather than a semester award. The committee determined that it will continue to present the award each fall and spring.

11. **Community Service Initiative.** The committee reviewed survey results from the membership related to a division-wide community service initiative and discussed next steps in the process.

12. **Attendance.** Attendance for the July meeting:

Conference	School	Name	Sport	Present
America East Conference	University of Maryland, Baltimore County	Curtis Schickner	Baseball	Yes
Atlantic 10 Conference	University of Rhode Island	Tristany Leikem	Women's' Tennis	Yes
Atlantic Coast Conference	North Carolina State University	CJ Williams	Men's Basketball	No
Atlantic Sun Conference	Stetson University	Carolyn Boyd	Softball	Yes
Big 12 Conference	Baylor University	Logan Roberts	Men's Track and Field	Yes
Big East Conference	University of South Florida	Alex Mendez	Baseball	Yes
Big South Conference	Winthrop University	Matthew Horn	Men's Soccer	Yes
Big Sky Conference	University of Northern Colorado	Natasha Law	Women's Volleyball	Yes
Big Ten Conference	University of Wisconsin, Madison	Lauren Cochlin	Women's Soccer	Yes
Big West Conference	Long Beach State University	Amanda Sims	Women's Basketball	No
Colonial Athletic Conference	Virginia Commonwealth University	Jessica Williams	Women's Track and Field	Yes
Conference USA	Southern Methodist University	Kelvin Beachum	Football	Yes

Horizon League	Wright State University	Cassandra Lloyd	Indoor Track and Field	Yes
Ivy Group	Cornell University	Ben Swinford	Baseball	Yes
Metro Atlantic Athletic Conference	Siena College	Kaitlyn Carew	Women's Swimming	Yes
Mid-American Conference	Eastern Michigan University	Kaitlyn Vincek	Women's Volleyball	Yes
Mid-Eastern Athletic Conference	North Carolina A&T State University	Carvell Copeland	Baseball	Yes
Missouri Valley Conference	Illinois State University	Scott Krapf	Men's Track and Field	Yes
Mountain West Conference	Colorado State University	Eugene Daniels	Football	Yes
Northeast Conference	Long Island University-Brooklyn	Nicholas Conklin	Men's Soccer	Yes
Ohio Valley Conference	Jacksonville State University	Chelsea Pelletier	Women's Soccer	Yes
Pacific -12 Conference	Oregon State University	Kevin McShane	Men's Basketball	Yes
Patriot League	Lafayette College	Doug Prusoff	Lacrosse	Yes
Southeastern Conference	Mississippi State University	DJ Looney	Football	Yes
Southern Conference	Western Carolina University	Chris Everett	Football	Yes
Southland Conference	Northwestern State University	Yaser Elqutub	Football	Yes
Southwestern Athletic Conference	Grambling State University	Taylour Smith	Softball	Yes
The Summit League	Western Illinois University	Brooke Stittleburg	Women's Volleyball	Yes

Sun Belt Conference	University of Arkansas, Little Rock	Rachael Maina	Women's Soccer	Yes
West Coast Conference	St. Mary's College of California	Missy White	Women's Volleyball	Yes
Western Athletic Conference	University of Hawaii	Jessica Stacy	Women's Swimming	Yes
Others:				
Legislative Council	Stanford University	Beth Goode, Senior Woman Administrator/ Senior Associate Athletics Director	Pacific 12 Conference	Yes
Leadership Council	University of Miami (Ohio)	Susan Lipnickey, Faculty Athletic Representative	Mid-American Conference	Yes

13. **Future Meeting Schedule.**

a. September 11, 2011 at 7 p.m. EST, Legislative Webinar.

b. November 18-20, 2011, Indianapolis.

c. January 10-14, 2012, in conjunction with NCAA Convention, Indianapolis.

d. Spring 2012, Teleconference.

e. July 2012, Indianapolis.

Committee Chair: Scott Krapf, Illinois State University, Missouri Valley Conference
Committee Vice-Chair: Eugene Daniels, Colorado State University, Mountain West Conference
Staff Liaisons: Katie Willett, Student-Athlete Affairs
Kelly Groddy, Academic and Membership Affairs
Brandy Hataway, Academic and Membership Affairs
Tim Nevius, Enforcement

REPORT OF THE
NCAA DIVISION I STUDENT-ATHLETE ADVISORY COMMITTEE

The NCAA Division I Student-Athlete Advisory Committee (SAAC) submits the following report from its May 9, 2011, teleconference.

KEY ITEMS.

1. **NCAA Division I Legislative Council meeting.** The committee received an update from the Legislative Council's April meeting, where the SAAC vice chair participated in the Council's discussion of certain legislative proposals, including proposal 2010-26 and its amendments regarding use of a student-athlete's name or likeness in promotions, advertisements and media activities.

2. **NCAA Division I Leadership Council meeting.** The committee received an update regarding the Leadership Council's April meeting, during which two committee members, the committee chair and a men's basketball student-athlete, participated in the Council's discussion of men's basketball recruiting issues. The committee will seek feedback from men's basketball student-athletes in the coming months to develop an informed position on emerging recruiting issues in that sport and provide further input to the Council in the future.

3. **Text messaging.** The committee reviewed its historical position on legislation pertaining to text messages including the intrusive and informal nature of the communication, its cost to prospective student-athletes and its potential to distract prospects from their high school academics and athletic performance. The committee discussed the pros and cons related to the restrictions on text messages and will engage in a more in-depth discussion during the July in-person meeting.

ACTION ITEMS.

- None.

INFORMATIONAL ITEMS.

1. **NCAA Executive Committee.** The committee was updated on the chair's participation in the Executive Committee's recent teleconference, which included a discussion regarding increased input from student-athletes on key issues affecting the association. The committee received positive feedback regarding their desire to strengthen the student-athlete voice and was invited to participate in future discussions with the Executive Committee.

2. **Community Service Initiative.** The committee received an update on the efforts of the service team regarding the development of a divisional community service project coordinated through Division I SAAC. Conference and campus SAAC advisors will be asked to complete a survey regarding potential service opportunities and the results will be discussed during the July in-person meeting.

3. **Division I SAAC Award of Excellence.** The committee announced that the Division I SAAC Award of Excellence was awarded to University of Kansas SAAC for their community service, sportsmanship and leadership initiatives.

4. **Future Meeting Schedule.**

   a. July 21-24, 2011, Indianapolis.

   b. September/October 2011, Legislative Webinar.

   c. Fall 2011, Indianapolis.

   d. January 10-14, 2012, in conjunction with NCAA Convention, Indianapolis.

Committee Chair: Scott Krapf, Illinois State University, Missouri Valley Conference
Committee Vice-Chair: Eugene Daniels, Colorado State University, Mountain West Conference
Staff Liaisons: Katie Willett, Student-Athlete Affairs
Kelly Groddy, Academic and Membership Affairs
Tim Nevius, Enforcement
Abigail Renaker, Academic and Membership Affairs

2011-12 NCAA Division I Legislative Proposals Not Sponsored by or Not Assigned to the NCAA Division I Academic Cabinet

The following proposals are currently active in the 2011-12 Division I legislative cycle and were not sponsored by the NCAA Division I Academic Cabinet or referred to the cabinet for review. During the pre-meeting teleconference, the cabinet will identify which proposals, if any, to review and consider issuing a position statement during the in-person meeting. All proposals in the cycle are provided for review.

Proposal Number: 2011-11

Title: ORGANIZATION -- GOVERNANCE STRUCTURE -- REMOVAL OF BYLAW 21

Intent: To specify that the Administration Cabinet shall oversee the administrative functions related to the management of the Division I governance structure and Division I representation on Association-wide and common committees; further, to remove Bylaw 21 from the Division I Manual and specify that policies and procedures related to selection, composition, duties, term of office and operation of committees and cabinets shall be published on the NCAA website.

Source: NCAA Division I Administration Cabinet

Proposal Number: 2011-12

Title: PERSONNEL -- DEFINITIONS AND APPLICATIONS -- GRADUATE ASSISTANT COACH -- BASKETBALL

Intent: In basketball, to permit an institution to employ one graduate assistant coach.

Source: Big East Conference

Proposal Number: 2011-13

Title: PERSONNEL -- DEFINITIONS AND APPLICATIONS -- GRADUATE ASSISTANT COACH -- BOWL SUBDIVISION FOOTBALL -- NO PREVIOUS FOOTBALL BOWL SUBDIVISION OR PROFESSIONAL COACHING EXPERIENCE

Intent: In bowl subdivision football, to specify that a graduate assistant coach must have either received his or her first baccalaureate degree or have exhausted athletics eligibility (whichever occurs later) within the previous seven years; or the individual must not have not previously served as a coach (either on a salaried or volunteer basis) at a Football Bowl Subdivision institution or in a professional football league.

Source: Big East Conference

Proposal Number: 2011-14

Title: PERSONNEL -- DEFINITIONS AND APPLICATIONS -- GRADUATE ASSISTANT COACH -- BOWL SUBDIVISION FOOTBALL -- NO PREVIOUS COLLEGIATE OR PROFESSIONAL COACHING EXPERIENCE

Intent: In bowl subdivision football, to specify that a graduate assistant coach shall have no previous professional or collegiate football coaching experience as a head or assistant coach.

Source: Pac-12 Conference, Big Ten Conference and Mid-American Conference

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Proposal Number: 2011-15

Title: PERSONNEL -- DEFINITIONS AND APPLICATIONS -- STUDENT ASSISTANT COACH -- FULL-TIME GRADUATE STUDENT WITHIN FIVE-YEAR PERIOD OF ELIGIBILITY

Intent: To permit a full-time graduate student within his or her five-year period of eligibility to serve as a student assistant coach, provided he or she meets additional criteria, as specified.

Source: Southeastern Conference

Proposal Number: 2011-16

Title: PERSONNEL -- DEFINITIONS AND APPLICATIONS – UNDERGRADUATE STUDENT ASSISTANT COACH -- EXCEPTION -- NONPARTICIPANT -- FOOTBALL

Intent: To specify that in football, an individual who has neither engaged in intercollegiate football competition for the certifying institution nor engaged in other countable athletically related activities in intercollegiate football beyond a 14-consecutive-day period at the certifying institution may serve as an undergraduate student assistant coach, provided the individual meets the remaining criteria applicable to an undergraduate student assistant coach, as specified.

Source: Southern Conference

Proposal Number: 2011-17

Title: PERSONNEL -- CONTRACTUAL AGREEMENTS -- ATHLETICALLY RELATED INCOME -- PART-TIME OR VOLUNTEER STAFF WITH SPORT-SPECIFIC RESPONSIBILITIES

Intent: To specify that contractual agreements between a part-time or volunteer athletics department staff member with sport-specific responsibilities and an institution shall include the stipulation that the staff member is required to provide a written detailed account annually to the president or chancellor for all athletically related income and benefits from sources outside the institution.

Source: Big 12 Conference

Proposal Number: 2011-18

Title: PERSONNEL AND RECRUITING -- RECRUITING COORDINATION FUNCTION -- TELEPHONE CALLS -- RECEIPT OF CALLS FROM PROSPECTIVE STUDENT-ATHLETES

Intent: To eliminate the restriction on the receipt of telephone calls from prospective student-athletes (or prospective student-athletes' parents, legal guardians or coaches) that requires such calls to be received by the head coach or one or more of the assistant coaches who count toward the numerical limitations.

Source: Southeastern Conference

Proposal Number: 2011-19

Title: PERSONNEL -- LIMITATIONS ON NUMBER OF OFF-CAMPUS RECRUITERS AT ANY ONE TIME -- FOOTBALL -- EXCEPTION -- SPRING EVALUATION PERIOD

Intent: In bowl subdivision football, to specify that all nine assistant coaches may evaluate prospective student-athletes at any one time during the spring evaluation period; further, in championship subdivision football, to specify that all 11 coaches may evaluate prospective student-athletes at any one time during the spring evaluation period.

Source: Southeastern Conference

Proposal Number: 2011-20

Title: PERSONNEL -- LIMITATIONS ON THE NUMBER AND DUTIES OF COACHES -- OFF-CAMPUS RECRUITING -- WOMEN'S BASKETBALL -- NONSCHOLASTIC EVENTS DURING SPRING EVALUATION PERIOD

Intent: In women's basketball, to specify that four coaches may evaluate prospective student-athletes at any one time at nonscholastic events during the spring evaluation period.

Source: Big East Conference

Proposal Number: 2011-21

Title: PERSONNEL -- LIMITATION ON NUMBER OF OFF-CAMPUS RECRUITERS AT ANY ONE TIME -- EXCEPTION -- FOOTBALL -- CONTACT PERIOD

Intent: In football, to specify that during a contact period, a replaced coach is not required to return to the institution's campus before engaging in additional recruiting activities, provided not more than seven coaches engage in off-campus recruiting activities each day.

Source: Big East Conference and Big 12 Conference

Proposal Number: 2011-22

Title: PERSONNEL -- BENCH PERSONNEL RESTRICTION -- MEN'S BASKETBALL

Intent: In men's basketball, to specify that during a contest against outside competition, institutional bench personnel shall be limited to four coaches, one director of basketball operations (or similar position) and two additional individuals (e.g., athletic trainer, team physician, manager).

Source: West Coast Conference

Proposal Number: 2011-23

Title: AMATEURISM -- DEFINITIONS AND APPLICATIONS -- AGENT

Intent: To specify that an agent is any individual who, directly or indirectly, represents or attempts to represent an individual for the purpose of marketing his or her athletics ability or reputation for financial gain, or seeks to obtain any type of financial gain or

benefit from securing a prospective student-athlete's enrollment at an educational institution or from a student-athlete's potential earnings as a professional athlete.

Source: NCAA Division I Amateurism Cabinet

Proposal Number: 2011-24

Title: AMATEURISM -- AMATEUR STATUS -- EXPENSES FROM A SPONSOR FOR PRACTICE OR COMPETITION IN INDIVIDUAL SPORTS PRIOR TO FULL-TIME COLLEGIATE ENROLLMENT

Intent: In individual sports, to specify that, prior to full-time collegiate enrollment, a prospective student-athlete may accept up to actual and necessary expenses associated with an athletics event and practice immediately preceding the event, from a sponsor (e.g, neighbor, business) other than an agent, a member institution or a representative of an institution's athletics interests.

Source: NCAA Division I Amateurism Cabinet

Proposal Number: 2011-25

Title: AMATEURISM -- EXCEPTIONS TO AMATEURISM RULE -- PRIZE MONEY PRIOR TO FULL-TIME ENROLLMENT -- TENNIS -- $10,000 PER YEAR

Intent: In tennis, to specify that, prior to full-time collegiate enrollment, an individual may accept prize money based on his or her place finish or performance in open athletics events, not to exceed $10,000 per calendar year; further, to specify that once the individual has reached the $10,000 limit, he or she may receive additional prize money on a per-event basis, provided such prize money does not exceed his or her actual and necessary expenses for participation in the event.

Source: NCAA Division I Amateurism Cabinet

Proposal Number: 2011-27

Title: AMATEURISM AND EXECUTIVE REGULATIONS -- FINANCIAL DONATIONS AND ADVERTISING AND SPONSORSHIP OF NCAA CHAMPIONSHIPS -- PROFESSIONAL SPORTS ORGANIZATIONS

Intent: To specify that a professional sports organization may serve as a financial sponsor of an intercollegiate competition event, including regular season and postseason events,

provided the organization is not publicly identified as such; and that a professional sports organization may serve as a financial sponsor of an activity or promotion that is ancillary to the competition event and may be publicly identified as such; further, to eliminate the prohibition on professional sports organizations or personnel as acceptable advertisers in conjunction with NCAA championships.

Source: NCAA Division I Championships/Sports Management Cabinet

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Proposal Number: 2011-28

Title: RECRUITING -- PERMISSIBLE RECRUITERS -- GENERAL EXCEPTIONS -- PARENTS OF ENROLLED STUDENT-ATHLETES

Intent: To specify that on-campus contacts between a prospective student-athlete or the prospective student-athlete's parents (or legal guardians) and the parents (or legal guardians) of an enrolled student-athlete that occur on the day of a regularly scheduled on-campus athletics event shall be permissible.

Source: Southeastern Conference

Proposal Number: 2011-29

Title: RECRUITING -- PERMISSIBLE RECRUITERS -- STUDENT-ATHLETE -- OFF-CAMPUS CONTACTS DURING AN UNOFFICIAL VISIT

Intent: To specify that off-campus, in-person contacts between enrolled student-athletes and a prospective student-athlete are permissible if such contacts do not occur at the direction of a coaching staff member and the prospective student-athlete has notified the institution that he or she is making an unofficial visit.

Source: Southeastern Conference

Proposal Number: 2011-30

Title: RECRUITING -- TELEPHONE CALLS AND ELECTRONIC CORRESPONDENCE -- NO LIMITS ON OR AFTER FIRST PERMISSIBLE DATE

Intent: To deregulate the restrictions on telephone calls and electronically transmitted correspondence, as specified.

Source: Big East Conference

Proposal Number: 2011-31

Title: RECRUITING -- TELEPHONE CALLS -- NO LIMITS AFTER FIRST PERMISSIBLE DATE

Intent: To eliminate the limitations on the number and frequency of telephone calls to prospective student-athletes, as specified.

Source: NCAA Division I Recruiting and Athletics Personnel Issues Cabinet

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Proposal Number: 2011-32

Title: RECRUITING -- TELEPHONE CALLS -- PERMISSIBLE CALLERS -- EXCEPTIONS -- PRIOR TO COMMITMENT -- COMPLIANCE ADMINISTRATORS

Intent: To permit compliance administrators to make telephone calls to or receive telephone calls from a prospective student-athlete (or the prospective student-athlete's parents or legal guardians) with no limit on the timing or number of such calls, provided the calls relate only to compliance issues.

Source: NCAA Division I Recruiting and Athletics Personnel Issues Cabinet

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Proposal Number: 2011-33

Title: RECRUITING -- CONTACTS AND EVALUATIONS -- RECRUTING PERSON DAYS -- WOMEN'S BASKETBALL, WOMEN'S SAND VOLLEYBALL AND WOMEN'S VOLLEYBALL

Intent: In women's basketball, women's sand volleyball and women's volleyball, to eliminate the limitation on the number of evaluations per prospective student-athlete.

Source: NCAA Division I Recruiting and Athletics Personnel Issues Cabinet

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Proposal Number: 2011-34

Title: RECRUITING -- BASKETBALL EVALUATIONS -- WOMEN'S BASKETBALL -- EVALUATIONS DURING ACADEMIC YEAR EVALUATION PERIODS -- LIVE EVALUATIONS

Intent: In women's basketball, to specify that evaluations of live athletics activities during the academic year evaluation periods (other than permissible nonscholastic events) shall be limited to regularly scheduled high school, preparatory school and two-year college contests/tournaments and practices; and regular scholastic activities involving prospective student-athletes enrolled only at the institution at which the regular scholastic activities occur.

Source: NCAA Division I Recruiting and Athletics Personnel Issues Cabinet (Women's Basketball Issues Committee)

Proposal Number: 2011-35

Title: RECRUITING -- RECRUITING MATERIALS -- SPORTS OTHER THAN MEN'S BASKETBALL AND MEN'S ICE HOCKEY -- JUNE 15 AT CONCLUSION OF SOPHOMORE YEAR

Intent: In sports other than men's basketball and men's ice hockey, to specify that an institution shall not provide recruiting materials, including general correspondence related to athletics, to an individual (or his or her parents or legal guardians) until June 15 at the conclusion of his or her sophomore year in high school.

Source: Big South Conference

Proposal Number: 2011-36

Title: RECRUITING -- RECRUITING MATERIALS -- ELECTRONIC CORRESPONDENCE -- ALL FORMS PERMITTED ON OR AFTER SEPTEMBER 1 OF JUNIOR YEAR

Intent: To specify that an institution shall not send electronic correspondence (e.g., email, chat, instant messages, text messages) to an individual (or his or her parents or legal guardians) until September 1 at the beginning of his or her junior year in high school.

Source: West Coast Conference

Proposal Number: 2011-37

Title: RECRUITING -- RECRUITING MATERIALS -- ELECTRONIC CORRESPONDENCE -- ALL FORMS OF DIRECT CORRESPONDENCE PERMITTED

Intent: To specify that electronic correspondence (e.g., email, instant messages, facsimiles, text messages) may be sent to a prospective student-athlete (or the prospective student-athlete's parents or legal guardians), provided the correspondence is sent directly to the prospective student-athlete (or his or her parents or legal guardians) and is private between only the sender and recipient (e.g., no use of chat rooms, message boards, posts to "walls").

Source: NCAA Division I Recruiting and Athletics Personnel Issues Cabinet

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Proposal Number: 2011-38

Title: RECRUITING -- RECRUITING MATERIALS -- ELECTRONIC TRANSMISSIONS -- EXCEPTION -- SOCIAL MEDIA PLATFORMS -- AUTOMATED NOTIFICATIONS

Intent: To specify that automated electronic mail sent to a prospective student-athlete from a social media platform as the result an institutional staff member's action (e.g., accepting friend request or becoming a "follower" of a prospective student-athlete) shall not be considered electronic mail from the institutional staff member.

Source: Southeastern Conference

Proposal Number: 2011-39

Title: RECRUITING -- RECRUITING MATERIALS -- ADVERTISEMENTS AND PROMOTIONS -- CAMP OR CLINIC ADVERTISEMENTS -- CAMP OR CLINIC BROCHURES AVAILABLE AT EVENT VENUE

Intent: To specify that an institution may make institutional camp or clinic brochures available at the venue of an athletics event involving prospective student-athletes.

Source: Southern Conference

Proposal Number: 2011-40

Title: RECRUITING -- OFFICIAL (PAID) VISIT – ENTERTAINMENT/TICKETS ON OFFICIAL VISIT -- STUDENT HOST -- ENTERTAINMENT ALLOWANCE

Intent: To increase, from $30 to $40, the allowance that an institution may provide a student host for each day of a prospective student-athlete's official visit to cover all actual costs of entertaining the student host(s) and the prospective student-athlete; further, to

increase, from $15 to $20, the additional allowance an institution may provide the student host per day for each additional prospective student-athlete the host entertains.

Source: Big East

Proposal Number: 2011-41

Title: RECRUITING -- UNOFFICIAL (NONPAID) VISIT -- FIRST OPPORTUNITY TO VISIT

Intent: To specify that a prospective student-athlete may not make an athletically-related unofficial visit (e.g., no contact with coaching staff, no athletics-specific tour) before June 15th at the conclusion of the prospective student-athlete's freshman year of high school.

Source: Big South Conference

Proposal Number: 2011-42

Title: RECRUITING -- ENTERTAINMENT, REIMBURSEMENT AND EMPLOYMENT OF HIGH SCHOOL/COLLEG-PREPARATORY SCHOOL/TWO-YEAR COLLEGE COACHES AND OTHER INDIVIDUALS ASSOCIATED WITH PROSPECTIVE STUDENT-ATHLETES -- NONATHLETICS PERSONNEL

Intent: To permit an institutional department outside the athletics department (e.g., president's office, admissions) to host nonathletics high school, preparatory school or two-year college personnel (e.g., guidance counselors, principals) at a home intercollegiate athletics event and may provide such individuals food, refreshments, room expenses and a nominal gift, provided the visit is not related to athletics recruiting and there is no involvement by the institution's athletics department in the arrangements for the visit, other than providing (in accordance with established policy) free admissions to an athletics event.

Source: Big East Conference

Proposal Number: 2011-43

Title: RECRUITING AND FINANCIAL AID -- LETTER-OF-INTENT PROGRAMS, FINANCIAL AID AGREEMENTS -- LETTER OF INTENT RESTRICTION – LIMITATION ON NUMBER OF SIGNINGS -- BOWL SUBDIVISION FOOTBALL

Intent: In bowl subdivision football, to specify that there shall be an annual signing limit of 25 on the number of prospective student-athletes who may sign a National Letter of Intent or institutional offer of financial aid from December 1 through May 31; further to specify that a prospective student-athlete who signs a National Letter of Intent or an institutional offer of financial aid and becomes an initial counter for the same academic year in which the signing occurred (e.g., midyear enrollee) shall not count toward the annual limit on signings.

Source: Southeastern Conference

Proposal Number: 2010-45

Title: RECRUITING -- TRYOUTS -- NONSCHOLASTIC PRACTICE OR COMPETITION AND NONINSTITUTIONAL CAMPS AND CLINICS -- WOMEN'S BASKETBALL

Intent: In women's basketball, to specify that an institution [including any institutional department (e.g., athletics, recreational/intramural)] shall not host, sponsor or conduct a nonscholastic basketball practice or competition in which women's basketball prospective student-athletes participate on its campus or at an off-campus facility regularly used by the institution for practice and/or competition by any of the institution's sport programs, and to establish limited exceptions, as specified; further, to specify that the use of an institution's facilities for noninstitutional camps is limited to the months of June, July and August; finally, to prohibit evaluations at noninstitutional events, camps or clinics that occur on a Division I campus during evaluation periods.

Source: NCAA Division I Recruiting and Athletics Personnel Issues Cabinet (Women's Basketball Issues Committee)

Proposal Number: 2011-46

Title: RECRUITING -- TRYOUTS -- NONSCHOLASTIC PRACTICE OR COMPETITION AND NONINSTITUTIONAL CAMPS OR CLINICS -- FOOTBALL

Intent: In football, to specify that an institution [including any institutional department (e.g., athletics, recreational/intramural)] shall not host, sponsor or conduct a nonscholastic football practice or competition (e.g., seven-on-seven events) in which football prospective student-athletes participate on its campus or at an off-campus facility regularly used by the institution for practice and/or competition by any of the institution's sport programs; further, to limit the use of institutional facilities for noninstitutional camps or clinics that include prospect-aged participants to June and July in bowl subdivision football and to June, July and August in championship subdivision football.

Source: Southeastern Conference

Proposal Number: 2011-47

Title: RECRUITING -- TRYOUT -- LOCAL SPORTS CLUB -- FOOTBALL

Intent: In football, to prohibit a coach or a noncoaching staff member with football-specific responsibilities from being involved in any capacity in a football club that includes prospective student-athletes.

Source: Southeastern Conference

Proposal Number: 2011-48

Title: RECRUITING -- SPORTS CAMPS AND CLINICS -- RECRUITING CONVERSATIONS DURING INSTITUTION'S CAMPS AND CLINICS -- EXCEPTION -- SPORTS OTHER THAN MEN'S BASKETBALL

Intent: In sports other than men's basketball, to specify that it is permissible for an institution's coaches to engage in recruiting conversations with prospective student-athletes during the institution's camps or clinics.

Source: Big South Conference

Proposal Number: 2011-49

Title: RECRUITING -- SPORTS CAMPS AND CLINICS -- EMPLOYMENT AT CAMP OR CLINIC -- ATHLETICS STAFF MEMBERS -- NONINSTITUTIONAL, PRIVATELY OWNED CAMPS OR CLINICS – BOWL SUBDIVISION FOOTBALL -- HEAD COACH EXCEPTION – CHARITABLE OR NONPROFIT CAMP OR CLINIC

Intent: In bowl subdivision football, to specify that an institution's head coach may participate as a volunteer (e.g. counselor, guest lecturer, consultant) on one day in June or July outside the designated two periods of 15 consecutive days at a charitable or nonprofit camp or clinic, as specified.

Source: Mid-American Conference

Proposal Number: 2011-50

Title: RECRUITING -- USE OF RECRUITING FUNDS -- RECRUITING OR SCOUTING SERVICES -- CRITERIA FOR SUBSCRIPTION

Intent: In sports other than basketball and football, to specify that an institution may subscribe to a recruiting or scouting service involving prospective student-athletes, provided the service is made available to all institutions desiring to subscribe and at the same fee rate for all subscribers; further, to specify that an institution is permitted to subscribe to a service that provides scholastic and/or nonscholastic video. In basketball and football, to eliminate the restriction on subscribing to a service that includes access to nonscholastic video.

Source: Big East Conference, Conference USA and Mountain West Conference

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Proposal Number: 2011-51

Title: RECRUITING -- USE OF RECRUITING FUNDS -- RECRUITING OR SCOUTING SERVICES -- CRITERIA FOR SUBSCRIPTION -- SPORTS OTHER THAN BASKETBALL AND FOOTBALL

Intent: In sports other than basketball and football, to specify that an institution may subscribe to a recruiting or scouting service involving prospective student-athletes, provided the service is made available to all institutions desiring to subscribe and at the same fee rate for all subscribers; further, to specify that an institution is permitted to subscribe to a service that provides scholastic and/or nonscholastic video.

Source: Pac-12 Conference

Proposal Number: 2011-52

Title: RECRUITING -- USE OF RECRUITING FUNDS -- RECRUITING OR SCOUTING SERVICES -- CRITERIA FOR SUBSCRIPTION -- NCAA APPROVAL -- BASKETBALL AND FOOTBALL

Intent: In basketball and football, to specify that an institution shall not subscribe to a recruiting or scouting service unless the service has been approved by the NCAA pursuant to an annual approval process.

Source: Southeastern Conference

Proposal Number: 2011-53

Title: RECRUITING -- PRECOLLEGE EXPENSES -- DONATION OF ATHLETICS EQUIPMENT -- ELIMINATION OF 30-MILE RADIUS

Intent: To eliminate the restriction that precludes an institution from donating athletics equipment to a bona fide youth organization outside a 30-mile radius of the institution's campus.

Source: West Coast Conference

Proposal Number: 2011-54

Title: RECRUITING -- RECRUITING CALENDARS -- WOMEN'S BASKETBALL – JULY EVALUATION AND DEAD PERIODS

Intent: In women's basketball, to specify that during the time period of July 6-31, the recruiting calendar shall consist of, consecutively, a seven-day evaluation period, a 10-day dead period, a seven-day evaluation period and a two-day dead period.

Source: Atlantic Coast Conference

Proposal Number: 2011-55

Title: RECRUITING -- RECRUITING CALENDARS -- BOWL SUBDIVISION FOOTBALL -- EARLY JANUARY DEAD PERIOD

Intent: In bowl subdivision football, to revise the recruiting calendar to specify that January 4 through the Sunday during the week of the annual convention of the American Football Coaches Association shall be a dead period.

Source: NCAA Division I Recruiting and Athletics Personnel Issues Cabinet

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Proposal Number: 2011-56

Title: RECRUITING -- RECRUITING-PERSON DAYS AND RECRUITING CALENDAR -- FENCING

Intent: In fencing, to establish recruiting-person days and a recruiting calendar, as specified.

Source: NCAA Division I Recruiting and Athletics Personnel Issues Cabinet

Proposal Number: 2011-57

Title: RECRUITING -- RECRUITING-PERSON DAYS AND RECRUITING CALENDAR -- FIELD HOCKEY

Intent: In field hockey, to establish recruiting-person days and a recruiting calendar, as specified.

Source: NCAA Division I Recruiting and Athletics Personnel Issues Cabinet

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Proposal Number: 2011-58

Title: RECRUITING -- RECRUITING CALENDARS – WOMEN'S GYMNASTICS

Intent: In women's gymnastics, to establish a recruiting calendar, as specified.

Source: NCAA Division I Recruiting and Athletics Personnel Issues Cabinet

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Proposal Number: 2011-59

Title: RECRUITING -- RECRUITING CALENDARS -- MEN'S ICE HOCKEY

Intent: In men's ice hockey, to establish a recruiting calendar, as specified.

Source: NCAA Division I Recruiting and Athletics Personnel Issues Cabinet

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Proposal Number: 2011-60

Title: RECRUITING -- RECRUITING CALENDARS -- WRESTLING

Intent: In wrestling, to establish a recruiting calendar, as specified.

Source: NCAA Division I Recruiting and Athletics Personnel Issues Cabinet

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Proposal Number: 2011-61

Title: RECRUITING -- BASKETBALL EVENT CERTIFICATION -- WOMEN'S BASKETBALL -- NO EMPLOYMENT OF CURRENT STUDENT-ATHLETES

Intent: In women's basketball, to specify that a certified event shall not employ (either on a salaried or a volunteer basis) a current women's basketball student-athlete.

Source: Atlantic Coast Conference

Proposal Number: 2011-62

Title: ELIGIBILITY – GENERAL ELIGIBILITY REQUIREMENTS – ELIGIBILITY FORM – INTERNATIONAL STUDENT-ATHLETE

Intent: To eliminate the requirement that the eligibility of an international student-athlete shall be certified on an international student-athlete eligibility form.

Source: Big East Conference

Proposal Number: 2011-73

Title: FINANCIAL AID AND AWARDS, BENEFITS, AND EXPENSES -- TRAINING-TABLE MEALS -- ONE MEAL PER DAY -- STUDENT-ATHLETE NOT RECEIVING FULL BOARD -- FOOTBALL

Intent: In bowl subdivision football, to permit an institution to provide one training-table meal per day to a student-athlete who does not receive athletically related financial aid; further, in championship subdivision football, to permit an institution to provide one training-table meal per day to a student-athlete who does not receive athletically related financial aid that covers the full cost of board; finally, to specify that the provision of the one training-table meal per day to such a student-athlete shall not be considered financial aid.

Source: Big East Conference

Proposal Number: 2011-74

Title: FINANCIAL AID -- SUMMER FINANCIAL AID -- ENROLLED STUDENT-ATHLETES -- PROPORTIONALITY RESTRICTION -- EXHAUSTED ELIGIBILITY EXCEPTION

Intent: To specify that the summer aid proportionality restriction shall not apply to a student-athlete who has exhausted his or her eligibility and is enrolled in course work acceptable toward his or her degree requirements.

Source: Big 12 Conference

Proposal Number: 2011-75

Title: FINANCIAL AID -- SUMMER FINANCIAL AID -- PRIOR TO INITIAL FULL-TIME ENROLLMENT -- FOOTBALL -- COUNTER FOR THE ENSUING ACADEMIC YEAR

Intent: In football, to specify that a prospective student-athlete who receives athletically related financial aid during a summer term prior to initial full-time enrollment at the certifying institution shall be an initial and overall counter for the ensuing academic year.

Source: Southeastern Conference

Proposal Number: 2011-76

Title: FINANCIAL AID – MAXIMUM INSTITUTIONAL GRANT-IN-AID LIMITATIONS BY SPORT – EQUIVALENCY COMPUTATIONS

Intent: To specify that in calculating equivalencies, an institution may use either the actual or average amount received by the student-athlete as the numerator and either the actual full grant-in-aid value for the student-athlete or the average amount of a full grant-in-aid for all students at the institution as the denominator.

Source: NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet

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Proposal Number: 2011-77

Title: FINANCIAL AID – MAXIMUM INSTITUTIONAL GRANT-IN-AID LIMITATIONS BY SPORT – BASEBALL LIMITATIONS – MINIMUM EQUIVALENCY VALUE – EXCEPTION – FINAL YEAR OF ELIGIBILITY AND NOT PREVIOUSLY AIDED

Intent: In baseball, to specify that an institution may provide less than 25 percent of an equivalency to a student-athlete, provided the student-athlete is in the final year of eligibility and has not previously received athletically related financial aid in baseball.

Source: Big South Conference and Southern Conference

Proposal Number: 2011-78

Title: AWARDS, BENEFITS AND EXPENSES -- HOUSING AND MEALS -- FRUIT, NUTS AND BAGELS -- BAGEL SPREADS

Intent: To permit an institution to provide bagel spreads (e.g., butter, peanut butter, jelly, cream cheese) with bagels it may provide to a student-athlete at any time.

Source: Big East Conference

Proposal Number: 2011-79

Title: AWARDS, BENEFITS AND EXPENSES -- EXPENSES FOR STUDENT-ATHLETES FRIENDS AND RELATIVES -- PERMISSIBLE EXPENSES -- LIFE-THREATENING INJURY OR ILLNESS -- EXPENSES FOR ANY STUDENT-ATHLETE

Intent: To specify that the institution may pay transportation, housing and meal expenses for any student-athlete to be present in situations in which a student-athlete or a family member or legal guardian of a student-athlete suffers a life-threatening injury or illness, or in the event of a student-athlete's or student-athlete's family member or legal guardian's death.

Source: NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet

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Proposal Number: 2011-80

Title: AWARDS, BENEFITS AND EXPENSES -- EXPENSES PROVIDED BY THE INSTITUTION FOR PRACTICE AND COMPETITION -- NATIONAL TEAM TRYOUTS -- NOT MORE THAN TWO EVENTS

Intent: To permit an institution to provide actual and necessary expenses for a student-athlete to participate in not more than two national team tryout competition events, including events from which participants are selected for another tier of tryout competition or events from which final selections are made for the national team that will participate in the Olympic Games, Pan American Games, World Championships, World Cup or World University Games.

Source: NCAA Division I Championships/Sports Management Cabinet (Olympic Sports Liaison Committee)

Proposal Number: 2011-81

Title: AWARDS, BENEFITS AND EXPENSES -- OTHER TRAVEL EXPENSES PROVIDED BY THE INSTITUTION -- CONFERENCE-SPONSORED LIFE SKILLS PROGRAM

Intent: To permit an institution or conference to pay actual and necessary expenses for a student-athlete to attend a conference-sponsored life skills program (e.g., leadership, personal development, conflict resolution).

Source: Big 12 Conference

Proposal Number: 2011-82

Title: AWARDS, BENEFITS AND EXPENSES – PROVISION OF EXPENSES BY INDIVIDUALS OR ORGANIZATIONS OTHER THAN THE INSTITUTION – BENEFITS, GIFTS, AND SERVICES – MISCELLANEOUS BENEFITS – FUNDRAISERS FOR STUDENT-ATHLETES OR IMMEDIATE FAMILY MEMBERS

Intent: To specify that proceeds from fundraisers for student-athletes (or their immediate families) due to extreme circumstances beyond the student-athlete's control (e.g., life-threatening illness, natural disaster) may be given directly to the beneficiaries, with receipt kept on file by the institution, which must include the amount of expenses incurred and the total amount received.

Source: NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet

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Proposal Number: 2011-83

Title: PLAYING AND PRACTICE SEASONS – BASEBALL – MAXIMUM NUMBER OF CONTESTS -- 52

Intent: In baseball, to reduce, from 56 to 52, the limitation on the maximum number of contests with outside competition.

Source: West Coast Conference

Proposal Number: 2011-84

Title: PLAYING AND PRACTICE SEASONS -- WOMEN'S BASKETBALL -- PRESEASON PRACTICE -- ON-COURT PRACTICE -- ELIMINATION OF 5 P.M. START TIME ON FIRST PERMISSIBLE PRACTICE DATE

Intent: In women's basketball, to eliminate the 5 p.m. start time on the first permissible practice date.

Source: NCAA Division I Championships/Sports Management Cabinet (Women's Basketball Issues Committee)

Proposal Number: 2011-85

Title: PLAYING AND PRACTICE SEASONS -- MEN'S BASKETBALL -- PRESEASON PRACTICE -- ON-COURT PRACTICE -- 30 DAYS OF COUNTABLE ACTIVITIES WITHIN 40 DAYS PRIOR TO FIRST CONTEST

Intent: In men's basketball, to specify that an institution shall not commence on-court preseason basketball practice sessions prior to 5 p.m. on the date that is 40 days prior to the date of the institution's first regular-season contest; further, to specify that an institution shall not engage in more than 30 days of countable athletically related activities prior to its first regular-season contest.

Source: Big South Conference

Proposal Number: 2011-86

Title: PLAYING AND PRACTICE SEASONS -- WOMEN'S BASKETBALL -- FIRST PERMISSIBLE CONTEST DATE -- TUESDAY BEFORE THE SECOND FRIDAY OF NOVEMBER

Intent: In women's basketball, to specify that an institution shall not play its first contest (game or scrimmage) with outside competition in women's basketball prior to the Tuesday before the second Friday of November.

Source: Southeastern Conference

Proposal Number: 2011-87

Title: PLAYING AND PRACTICE SEASONS -- FOOTBALL -- NUMBER OF CONTESTS -- ANNUAL EXEMPTIONS -- COLLEGE FOOTBALL INVITATIONAL

Intent: In football, to specify that one contest played in a college football invitational event is exempt from the maximum number of football contests, as specified.

Source: Sun Belt Conference

Proposal Number: 2011-88

Title: PLAYING AND PRACTICE SEASONS -- GOLF -- PRESEASON PRACTICE AND FIRST DATE OF COMPETITION -- EXCEPTION -- TOPY CUP

Intent: In golf, to specify that an institution selected to participate in the Topy Cup may commence practice sessions five days before the practice round of the event and that the institution may participate in the competition before the legislated date for the first date of competition.

Source: Big West Conference

Proposal Number: 2011-89

Title: COMMITTEES – ASSOCIATION-WIDE COMMITTEES – RULES COMMITTEES WITHOUT CHAMPIONSHIP ADMINISTRATION RESPONSIBILITIES – SWIMMING AND DIVING, TRACK AND FIELD AND CROSS COUNTRY AND WRESTLING

Intent: To establish separate Men's and Women's Swimming and Diving Rules Committee, a separate Men's and Women's Track and Field and Cross Country Rules Committee and a separate Wrestling Rules Committee without championships administration responsibilities, as specified.

Source: NCAA Division I Championships and Sports Management Cabinet (Men’s and Women’s Swimming and Diving Committee, Men’s and Women’s Track and Field Committee, and Wrestling Committee)

Proposal Number: 2011-90

Title: COMMITTEES -- DIVISION I CABINETS AND COMMITTEES -- APPOINTMENT OF COMMITTEES -- CONFERENCE APPOINTMENT FOR REMAINDER OF TERM -- SPORTS COMMITTEES

Intent: To specify that if a member of a sports committee resigns or is removed from his or her position on the committee, the conference of which the committee member's institution was a member at the time of resignation or removal shall appoint an individual to complete the term of the committee member who resigned or was removed.

Source: Southland Conference

Proposal Number: 2011-91

Title: EXECUTIVE REGULATIONS – DAY OF COMPETITION -- NOON START TIME -- MEN'S GOLF CHAMPIONSHIPS

Intent: In men's golf, to specify that in instances in which the final day of the men's golf championships occurs on a Sunday, competition may begin prior to noon.

Source: NCAA Division I Championships/Sports Management Cabinet (Men's Golf Committee)

Recent Interpretations of Interest to the NCAA Division I Academic Cabinet

Title: No Time Limitation for High School Graduation (I)

Date Issued: August 10, 2011

Date Published: August 18, 2011

Type: Staff Interpretation

Item Ref: a

The academic and membership affairs staff confirmed there is no time limitation for high school graduation.

[References: NCAA Division I Bylaws 14.3.1 (eligibility for financial aid, practice and competition), 14.3.1.2.1 (core-curriculum time limitation) 14.3.5.2 (high school graduate); and an official interpretation (2/11/04, Item No. 1), which has been archived]

Title: Criteria for Determining Seasons of Competition for Prospective Student-Athletes Presenting Secondary-School Credentials from Countries with Multiple Tiers of Secondary-School Education who Subsequently Complete an Additional Year or Years of Secondary School in Another Country (I)

Date Issued: June 29, 2011

Date Published: July 7, 2011

Type: Staff Interpretation

Item Ref: a

The academic and membership affairs staff determined that a prospective student-athlete from a country with multiple tiers of secondary education, who successfully completes the initial tier of secondary education in his or her home country [e.g., General Certificate of Secondary Education in the United Kingdom] within the timeframe prescribed for completion by the country's ministry of education, and subsequently graduates from a secondary school in another country, including the United States, shall be permitted to advance his or her graduation date by one year.

The countries for which this policy applies are all multitiered leaving exam countries. This includes, but is not limited to, the United Kingdom; the University of Cambridge international exam program; New Zealand; Quebec, Canada; Scotland; the Caribbean exam countries and British patterned Africa.

[References: NCAA Division I Bylaws 14.2.3 (criteria for determining season of competition), 14.2.3.2 (tennis and swimming and diving), 14.2.3.2 (delayed enrollment -- tennis, swimming and diving and women's volleyball), 14.3.1.2.1 (core-curriculum time limitation) and 14.3.5.5 (international academic standards)]

Title: Contact with a Prospective Student-Athlete who Repeats Junior Year (I)

Date Issued: May 25, 2011

Date Published: June 3, 2011

Type: Staff Interpretation

Item Ref: a

The academic and membership affairs staff confirmed that an institution may make off-campus, in-person contact with a prospective student-athlete beginning July 1 following completion of his or her junior year even if the prospect will repeat the junior year; however, once the prospect begins classes as a junior for the following academic year, no further contact may occur until July 1 following the academic year or the first day of classes of the prospective student-athlete's senior year, whichever is earlier.

[References: NCAA Division I Bylaw 13.1.1.1 (time period for off-campus contacts -- general rule; and staff interpretation (4/24/91, Item No. b), which has been archived]

Academics a roadblock for athletes

Wilmington Star-News
July 31, 2011
By Powell Latimer

Corn stalks sprout up behind the visitors' bleachers at James Kenan High School's Bill Taylor Field. From the home stands, the fields stretch into the distance.

All told, it's just three miles of farmland to the south and east of the high school. Beyond those fields, a left turn onto Highway 11 will take you all the way to East Carolina University an hour away.

But for most football players at James Kenan, even that journey seems awfully long.

The Tigers have one of the best small-school football programs in coastal North Carolina. They won a state title in 2007 and have a 76-21 record in the past seven years.

But nobody from James Kenan's football program has matriculated to a Division I program since Sam Aiken went to North Carolina in 1999.

Star defensive end Dontril Hyman was the next-best chance.

The 6-foot-4 rusher committed to an athletic scholarship to East Carolina in the fall of 2010. But Hyman couldn't meet the minimum academic requirements and enrolled instead at Hinds Community College in Mississippi. He plans to transfer to ECU in 2013.

"Being a small school, the sheer numbers we can draw from are going to be a lot less than the big schools," James Kenan head coach Ken Avent said. "But academically, in eastern North Carolina we just struggle for whatever reason."

James Kenan's struggles are not unique. Schools across Southeastern North Carolina lack student support programs and lag behind the rest of the state academically. For prospective student-athletes at rural schools, navigating the NCAA eligibility process is a complicated and lonely endeavor.

Passing the test

Some of the best football programs in the state are a short drive from Wilmington. Small towns like Wallace, Tabor City, Warsaw and Elizabethtown shut down for Friday night football.

But few of their players ever get the chance to play in college, much less at a high level.

And while attracting college recruiters to smaller, rural high schools is a challenge, academic struggles derail many players with potential.

The NCAA eligibility requirements are a major stumbling block.

All student-athletes hoping to play in college first must register with the NCAA Clearinghouse website, filling out a short but highly detailed survey with a $65 fee.

Then, to determine a student-athlete's eligibility, colleges rely on a combination of core GPA and standardized test scores. The scale is sliding, meaning a higher GPA can carry a lower test score and vice versa.

But standardized tests aren't much of a priority for small schools.

Duplin, Pender, Bladen and Columbus counties all reported SAT scores below the state average in 2010. Only Pender County was within 150 points of the average score statewide.

Not only that, but for the past three years, only Bladen County had more than half its students even take the test.

Pender High School graduate Shaq Hooper is a prime example.

The quarterback for the Patriots' intricate option attack in 2010, Hooper ran a 4.37 40-yard dash at Duke University's football camp. He rushed for 1,455 yards and helped lead the team to the Class 1AA state title game his senior season.

But he found himself completely baffled the first time he sat down to take the SAT.

"It was mind-boggling," Hooper said. "It was crazy. I was like, 'Oh my God, there's no way I can do this.'"

Hooper said he plans to attend Catawba University in the fall and play football, but said academics held him back from going to a bigger school.

"I should have known more about the clearinghouse and the grades thing earlier in my career," Hooper said. "If I'd have done that, I probably would be going to a Division I school."

Making the grade

The grades themselves also can be confusing, because for college recruiters, some matter and some don't.

Knowing that different high schools offer different courses, the NCAA instead takes a core GPA from classes in math, English, history and science.

But often times, students struggle to comprehend the difference between core and regular GPA.

Former Pender football coach Tom Eanes has spent most of his career at small schools, coaching the Patriots for the past seven years before leaving for Ashley High School in Wilmington this year.

Eanes came face-to-face with the struggles of trying to educate student-athletes about the process.

He recalled frequently dealing with athletes who barely passed English, but maintained a solid GPA boosted by elective classes the NCAA doesn't count.

"They don't want to know what you do in wood carving, art and weight training," Eanes said. "They want to know what you do in English, history and math."

And even those students who try to keep up with the NCAA requirements can be confused by frequent changes.

Since 2000, the NCAA has changed minimum eligibility standards four times. In 2013 they'll change again, as Division II will require 16 core courses instead of 14.

Searching for guidance

School guidance counselors are charged with helping student-athletes stay eligible to play in college. But this area's rural high schools provide bigger challenges.

Coaches and guidance counselors attribute the lack of student-athletes in college to cultural factors and a general lack of knowledge about the process.

"Some of them don't even know what it's like outside the county, and if they've gone outside the county, it wasn't to see a college," James Kenan guidance counselor Danna Westerbeek said.

"A college campus is not something they're excited about."

Smaller schools also have fewer student support services than larger schools.

Westerbeek is one of two counselors at James Kenan, But more like it's one-and-a-half – Westerbeek's co-worker is also the career development coordinator.

Schools get federal money for guidance based on the number of students, but the fewer counselors at smaller schools are often stretched thin running other student service programs.

Comparatively, Ashley High School in Wilmington lists four full-time guidance counselors, a guidance secretary and coordinators for career development, special populations, ESL and testing.

Numbers show coastal North Carolina schools, which lack many of the listed programs, are some of the poorest in the state.

Bladen, Columbus and Duplin each identify at least 72 percent of students as needy, and Pender isn't far behind with 58.6 percent.

Westerbeek, a 16-year veteran of Duplin County Schools, says she works additional hours to tutor students in math and spent parts of her summer supervising summer remedial classes for no pay.

"You can't look at a child and say, 'Math's not my job,'" Westerbeek said. "It's not about what's in my responsibility. My responsibility is to get you through school and get you into college."

And while counselors frequently go above and beyond, there simply aren't enough hours for 11/2 counselors to help all 533 students at James Kenan.

For student-athletes at James Kenan and other small schools, the result is that they have to navigate the process on their own.

Hooper said he sent out tapes and transcripts to "two or three dozen" colleges in an attempt to get noticed, but few ever got back to him.

Getting out

The new coach at Pender, Tony Hudson, is an example of what can go right at a small school.

Hudson played at Pender and in college at Wofford. He took a pro-active approach to his recruitment, contacting every college that would take his calls. He started in California and worked his way east.

Hudson said that while the process can seem intimidating, it doesn't have to be.

"It's actually pretty simple," Hudson said. "It's just a matter of knowing to go do it, and having people on you to get it done."

But Hudson's case isn't the norm – both his parents went to college and the expectation was that he would go as well.

Many student-athletes in rural schools are the first people in their families to have a chance to go to college. For those students, Hudson said, the key remains education about the process.

"A lot of the kids coming up think it's 'this school writes me, I'm going,'" he said "That's not how the process works."

Hudson said it's important to note that a football scholarship isn't the only way to play football in college. Financial aid can help, and there are plenty of schools far from home or off the beaten trail.

"I think there's enough schools for kids to play," Hudson said. "If they're willing to do what it takes to go there."

Bar Raised for Athletic Eligibility

Inside Higher Ed
August 12, 2011
By Allie Grasgreen

The National Collegiate Athletic Association's announcement Thursday that it will require Division I teams to have at least half their athletes on track for graduation in order to be eligible for postseason play jolted some observers -- not least because the decision came out of a retreat for Division I college presidents that ended just the day before, making for an incredibly quick turnaround by NCAA standards.

But a concurrent announcement, albeit a less concrete one, could have even greater significance.

As part of its attempt to improve the academic integrity of college athletics, the NCAA will raise academic eligibility standards for incoming freshmen and transfer students in Division I -- and one outcome could be a strengthening of the NCAA's use of standardized test scores for determining academic eligibility, which was eased nearly a decade ago.

Given that the NCAA is raising its expectations for the students who are already playing college sports -- teams that fall below the postseason eligibility benchmark, a (newly raised) 930 average Academic Progress Rate over four years, will also be subject to financial penalties -- it only makes sense that colleges admit students who are academically capable of meeting those standards once in college, said Amy Perko, executive director of the Knight Commission on Intercollegiate Athletics.

"The bottom line is that the initial standards need to be stronger because it's not fair to the athletes who are not prepared to do the college-level work, and it's not good for college sports for those policies not to be in place," Perko said. "The postseason championship requirement is a commitment to the academic success, to show that academic value is a priority. Looking at the other standards to make sure they're consistent with the outcome that's achieved is why the eligibility rules need to be an area in which action is taken."

In a call with reporters Thursday, Division I leaders focused mostly on the new APR requirement. But, as NCAA President Mark Emmert said, they also want to examine the current eligibility requirements and consider how they could be changed. "All of the presidents and I agree that we need to have much more robust initial eligibility standards," he said.

What form the new rules could take hasn't been specified yet; besides taking a fresh look at the sliding test scores scale (more on that below), the presidents could also require incoming athletes to meet higher minimum grade point averages in high school or to complete a more robust core curriculum that's completed throughout high school,

not just shoved in during senior year. The Division I Board of Directors won't consider proposals on initial eligibility standards until one of its upcoming meetings in October or January. But the SAT requirement, which is still a divisive topic in higher education, could be particularly controversial because of its storied background. (At the October meeting the board will consider how quickly to enforce the new rules on the Academic Progress Rate; Walter Harrison, president of the University of Hartford and chair of the NCAA's Committee on Academic Performance, said he expects the phase-in will take three to five years.)

The NCAA's eligibility requirements for freshmen have long featured a sliding scale, whereby a student could make up for lower SAT or ACT scores with a higher GPA -- but still had to achieve a minimum score on the test. But after a group of black athletes sued the NCAA in 1997, alleging that the rule was discriminatory because minority students typically score lower on the SAT, the association approved academic reform legislation in 2003 that dropped the minimum requirement, created the APR system, and left the sliding scale intact. (That's despite the fact that the NCAA appealed the court's initial ruling and ultimately won the lawsuit. The NCAA maintained that the case was not the driver of the rules change).

So now, athletes can theoretically bomb the SAT but still be eligible with a high-enough GPA in their 16 core high school math, science, English and elective courses.

Gerald S. Gurney, senior associate director for academics and student life at the University of Oklahoma, has condemned this change for all sorts of reasons: it is probably linked to increased academic fraud; four-year institutions are not well-equipped to provide remedial education; and poor-performing students are shuffled through less-rigorous programs such as general studies, he says.

Opponents of overdependence on test scores argue that an SAT minimum effectively shuts out the students who may not score well but have the potential to ultimately succeed in college -- students who often come from low-income backgrounds. But Gurney, who is also the immediate past-president of the National Association of Academic Advisers for Athletics, says that's not the point.

"The real question is not about race and cultural bias. The real question, are these student athletes academically prepared to compete in a college classroom?" Gurney said, noting that his own research has found that students at one Bowl Championship Series institution who scored very low on the ACT also had significantly lower learning skills because they had difficulty reading. Not to mention that the growing problem of grade inflation makes high school GPA a dubious indicator of college preparedness, he said.

"It's far easier to gain initial eligibility today than since 2003. So I definitely feel that it is important to set a minimum test score standard, along with higher GPAs. Do I think that will ever happen, or at least in this edition of academic reform? No, I don't. I think what they're more likely to do is raise high school GPA regulations."

Perko didn't take as firm a stance on the SAT question, but noted that the NCAA's own tracking of athletes' academic performance -- from entry to exit -- speaks for itself.

"The data show that we're not getting the academic outcomes that are desired," she said. "The fact that they're looking at enhancing the initial eligibility requirements is an acknowledgment that the changes that were made have weakened, obviously, the standards in some of the academic profiles of the athletes who are currently participating."

An SAT minimum, Perko said, "definitely needs to be on the table."

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Improving Student Transfer from Community Colleges to Four-Year Institutions — The Perspective of Leaders from Baccalaureate-Granting Institutions



July 2011

The College Board

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Improving Student Transfer from Community Colleges to Four-Year Institutions —

The Perspective of Leaders from Baccalaureate-Granting Institutions

Project Description

Twenty-one higher education leaders were interviewed at 12 four-year institutions that are known for their commitment to transfer students; these leaders possess expertise in one or more facets of institutional administration, including outreach and recruitment, admission and enrollment, financial aid, and student and academic affairs. (The names, titles, and affiliations of these individuals are presented in Appendix 1.) These leaders were sent in advance a list of questions to be addressed during the interview. The questions focused on their work with transfer students in a variety of areas, including recruitment, enrollment planning, financial aid, and student and academic affairs. All interviews were taped and transcribed. This report reflects only a small portion of the entire set of conversations.

This project was conceived by Stephen J. Handel of the College Board, who also conducted the interviews and wrote this report.

Every attempt has been made to present as accurately as possible the views of the individuals who participated in this project, although their comments do not necessarily represent those of the College Board or its member institutions. Any errors, however, are the responsibility of the author.

Acknowledgments

This report would not have been possible without the help of the individuals listed in Appendix 1. They could not have been more supportive in providing their time and insights about the transfer process in the United States and the role of their institutions in enrolling and educating students from public community colleges.

At the College Board, the author benefited from the advice and counsel of colleagues throughout the organization, including Peter Negroni, Ronald Williams, Alan Heaps, and Adam Hillier. The expert production team included Leanne Snoeck (project management), Tylor Durand (design), Bill Tully and Suellen Leavy (desktop and layout), and Kiki Black, Carolyn Alexander and Lori Bednar (editorial review). The author is especially thankful to James Montoya for his guidance and support of this project.

For additional copies of this report or information about the College Board's community college initiatives, visit: www.collegeboard.com/communitycollege.

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PREFACE

"Transfer students are proven. You're not taking a chance with them. Once they come to a four-year institution you know they want a degree. Transfer students are a great investment."

Frank Ashley, Texas A&M University System

As the nation prepares to meet President Obama's goal of eight million new college graduates by 2020, the transfer process — the pathway between community colleges and four-year institutions — will take on an increasingly vital role. For many four-year colleges and universities, however, this pathway is uncharted territory. To help clear a path, this report highlights the perspective of four-year institution leaders who have had success in recruiting, enrolling and serving transfer students. It is hoped that their insights will assist other four-year college and university leaders who wish to enroll and educate transfer students from community colleges.

While the transfer process has garnered the attention of researchers for many decades, much of their work is focused on the challenges facing two-year institutions. Relatively little attention has been paid to the role of four-year colleges and universities. Yet these four-year institutions, both public and private, are responsible for admitting transfer students, evaluating and accepting students' course credits, and awarding financial aid. **Four-year colleges and universities represent the pivotal gatekeepers in the transfer pathway, although they have rarely asserted their role in the transfer process.** Recent events — a bruising recession, international competition and long-predicted demographic shifts now evident — have created an urgency among these institutions to investigate the viability and the long-term merit of a more efficient transfer system.

This report begins to redress this imbalance by giving greater voice to the four-year institution perspective by interviewing institutional leaders who are concerned with and committed to the needs of the community college transfer student.

Without properly consulting with the institutions that award the baccalaureate degree, the transfer process can never function in a way that supports the nation's need for an educated citizenry — in particular, a citizenry that authentically represents the diversity of this nation.

What follows is their assessment of the transfer process in the United States, the challenges they face — institutional, academic and programmatic — in serving transfer students and, most importantly, their perspective on the opportunities that accrue to a four-year institution that makes community college students an essential part of its campus community.

Twenty-one higher education leaders were interviewed at 12 four-year institutions that are known for their commitment to community college transfer students (see Appendix 1). Their institutions include public and private colleges and universities, public flagship and smaller institutions (including a private, liberal arts institution), and highly selective and moderately selective universities (see sidebar, p. 5).

Of course, 12 institutions represent only a fraction of the colleges and universities that recruit, admit and serve transfer students in the United States. But the purpose of this effort was not to inventory the work of *every* four-year institution, but to highlight the work of representative schools engaged successfully in this work. Any four-year leader interested in expanding the transfer efforts of his or her campus would be well-advised to consult with individuals who took the time to participate in this initiative, as well as leaders of any of the nearly 100 institutions listed by *U.S. News & World Report* as enrolling high numbers of transfer students.[1]

One final point: This report is only concerned with students attending *public community colleges* who transfer to a four-year institution with the intention of earning the baccalaureate degree. There are, of course, other kinds of students who transfer, particularly those who move from one four-year institution to another. The needs of those students are not addressed here, even though many of the institutions that were visited for this project enroll significant numbers of four-year transfer students. In theory, these students, sometimes called lateral transfers, could earn a degree from their original four-year institution but, for whatever reason, have chosen

to go elsewhere. The community college transfer student, however, *must* transfer to an upper-division institution or the student will never earn a bachelor's degree. Students who enroll in a community college have entered into an agreement — sometimes formally, but most of the time only implied — that they will be allowed to finish their bachelor's degree someplace else.

Four-Year Institutions Profiled in This Report

- Georgetown University, District of Columbia
- Iowa State University
- Syracuse University, New York
- Texas A&M University
- The University of Arizona
- University of California, Los Angeles
- University of Central Florida
- The University of North Carolina, Chapel Hill
- University of North Texas
- University of Southern California
- Virginia Tech
- Wheaton College, Massachusetts

PART 1

Why Transfer? Why Now?

"I think it's an advantageous time for four-year schools to start thinking about how their enrollment goals and their environment might be enhanced by considering transfer students."

Jerry Lucido, University of Southern California

Most four-year colleges and universities in the United States admit transfer students in some fashion. Few, however, have made community college students an integral part of their overall enrollment management strategy. The main reason appears to be a belief by many four-year institution leaders that there is an inexhaustible supply of high school graduates to recruit. But there are other reasons as well. For example, at smaller liberal arts colleges, which have anchored their institutions in a tightly structured four-year curriculum, enrolling community college students is difficult because there are few entrées for latecomers. Larger institutions, especially public four-year universities, manage to admit community college transfers, even relatively large numbers of them, but the effort is sometimes lackluster, a bow more to political pressure than a conscious decision to serve transfers with the same level of commitment they do for freshmen. Other four-year universities, especially those in the Southwest, are earnestly committed to reaching out to Native American students who attend two-year tribal colleges, but their efforts are challenged by the remoteness of some colleges and the reluctance of students to leave their families and homeland (a not dissimilar concern of students from other underserved groups).

Whatever the reason for avoiding transfer students, public community colleges — and the students they serve — have an increasing visibility among policymakers who see these institutions as serving greater numbers of students at a lower cost. They are also becoming more popular among students and parents who are anxious to extend their higher education resources in the face of rising four-year college tuitions and academic competition. Moreover, the college-going population is changing. According to the Western Interstate Commission for Higher Education (WICHE), the number of public high school graduates is expected to decline, reaching its lowest point in 2013-14.[2] Highlighting this volatile confluence of variables, a Brookings Institution study recently concluded, "Confronted with high tuition costs [at four-year institutions], a weak economy, and increased competition for admission to four-year colleges, *students today are more likely than at any other point in history to choose to attend a community college"* [emphasis added].[3]

Consider the following:

- **Community colleges are the largest postsecondary education segment and its share of the undergraduate population is likely to increase:** Community colleges enroll more than seven million students, nearly 44 percent of all undergraduates in the United States.[4] In the 2007-08 academic year, community colleges enrollment hit an all-time high, especially among traditional college-aged students (18–24 years). In comparison, enrollments at four-year institutions were flat. More remarkably, among all 18-to-24-year-olds in the United States, one student in 10 was attending a community college.[5]

- **Community college students want to transfer:** Transfer has been and continues to be a popular goal for a large proportion of incoming community college students. Surveys indicate that at least 50 percent and perhaps as many as 80 percent of all incoming community college students seek to transfer and earn a bachelor's degree.[6] Moreover, many students who intend to earn sub-baccalaureate credentials at a community college often increase their educational aspirations after starting at a two-year college.[7]

- **Community colleges will prepare more students for transfer in the future, especially students from middle-class backgrounds:** The American Association of Community Colleges (AACC) estimates that between 2007 and 2009, the number of full-time students enrolled in community colleges grew 24 percent.[8] And, as noted above, significant overall growth in

community college enrollment has been fueled largely by traditional-age students (18–24 years). Traditional-age students attending full time are far more likely than other students to have transfer and the bachelor's degree as a goal.

- **Community colleges attract students from underserved groups in greater numbers than four-year colleges and universities:** White students dominate community college enrollments as they do in four-year institutions. Compared to four-year institutions, however, community colleges enroll greater proportions of African American, Hispanic, and first-generation students, as well as students from the lowest-income level and single-parent families.[9] These relative proportions are likely to increase since, for example, the population of students from underrepresented ethnic groups is expected to increase substantially in the coming decades.[10] Moreover, students from underserved groups, especially Hispanic and Native American students, have traditionally enrolled in community colleges in greater numbers than in public four-year institutions, regardless of their income level.[11]

- **Community colleges cost less to attend than four-year institutions:** The cost of college is rising at two- and four-year colleges and universities, just not as fast or as much at community colleges. According to data compiled by the College Board and AACC, tuition and fees at community colleges average only 36.2 percent of the average four-year public college tuition and fee bill.[12]

- **Community colleges are more accessible than four-year institutions:** According to AACC, there is a community college located within driving distance of most Americans. Moreover, community colleges are more evenly distributed compared to four-year institutions. Twenty-nine percent of community colleges are located in cities, 24 percent in towns and 18 percent in rural areas.[13] In a recent survey of students, proximity was a major reason why they selected one school over another.[14]

Appreciating that community colleges offer a host of advantages to first-time students — advantages that four-year institutions are finding difficult to match — Frank Ashley, vice chancellor for academic affairs at the Texas A&M University System, recalls the advice he gave his staff when he supervised admissions at Texas A&M–Commerce: "Listen guys, we can't compete against the cost of the community college or their numerous locations. We should really concentrate our [outreach] funds toward recruiting transfer students …"

As four-year institution leaders like Frank Ashley will attest in the following pages, the higher education marketplace is changing, and transfer students will be an important and permanent part of it.

PART 2

Developing a Strategic Focus and Something More — Authentic Commitment

"Who is truly the voice for transfer students at your institution? Who are your champions? Is there an institutional commitment to transfer students? Is it a part of the institution's values? If it is not, you're just spinning your wheels."

Marc Harding, Iowa State University

The higher education leaders interviewed for this project stressed that a serious commitment to enroll and serve transfer students from community colleges cannot be a separate initiative, parked along a sidetrack, while the institution fulfills its mission on the main line. Minimally, the institution must value transfer students by including them as part of its strategic enrollment plan and, ideally, at the core of its institutional mission. If a four-year college or university does not foster an institution-wide appreciation of transfer students as full-fledged members of the campus community, their presence serves neither the student nor the institution well. Mark Allen Poisel, associate vice president for student development and enrollment services at the University of Central Florida,[15] describes the problem:

> *What happens, especially in large institutions, but throughout the country, is that transfer students are treated as second-class citizens. Intentionally or not, people design programs around freshmen. At the University of Central Florida, we value freshmen, but we value transfers too, understanding that sometimes our efforts might have to be the same, but sometimes might have to be different.*

Many of the higher education leaders interviewed for this report make a distinction between a *tactical* commitment to transfer students and a *strategic* one. The former being an opportunistic approach that sees the enrollment of transfer students as the only aim; and the latter approach that views the education of transfer students as a broader commitment, encompassing enrollment and service to these students after they matriculate at the four-year institution.

Without a long-term, strategic commitment, several leaders candidly argue that an institution's commitment to transfer students is nothing more than a mercenary process designed to enroll students as backfill for an otherwise unsuccessful freshman recruitment season.

"I think at some institutions there's a serious orientation toward transfer students to balance the ledgers," says Marc Cutright, associate professor of higher education at the University of North Texas.

Including transfers as part of its institutional mission allows faculty and staff to plan for these students with the same seriousness of effort that an institution approaches admission of first-time college students. This is necessary because transfer students present four-year colleges and universities with a series of challenges in almost all facets of the institution. Youlonda Copeland-Morgan, associate vice president for enrollment management at Syracuse University, remarks: "I think Syracuse is in the same place that every other institution finds itself: Struggling to determine the right number of transfer students and assessing how this number will impact housing, advising, financial aid and the curriculum."

Unless these and other areas are addressed, an institution may increase enrollment of transfers in the short term, only to lose them later through attrition and indifference, as noted by Laura Doering, director of transfer relations at Iowa State University: "We can't sustain our enrollment of transfer students without getting them to graduation."

What Transfer Students Bring to the Four-Year Campus

For colleges struggling with whether the enrollment of community college students should be a part of their institutional future, experts agree that these students offer a number of advantages to the campus community. First, transfer students play an important role in diversifying a campus, a strategic

goal of almost all higher education institutions. Alfred Herrera, assistant vice provost at the University of California–Los Angeles, explains:

> *The obvious advantage in admitting transfer students is that you obtain representation of students from different communities who have different life experiences. I think one of the goals of higher education is to prepare students to compete and perform well in the real world — to be able to change that world in ways that matter. Having students come from a variety of areas — whether it is geographic, cultural, ethnic, age — is a critical factor in that preparation.*

Transfer students bring diversity primarily because public community colleges enroll more students from underserved groups than any other higher education entity. The low cost, open admission and proximity of community colleges make them accessible to the widest variety of students in American society. Of the seven million community college students currently enrolled in for-credit courses, 42 percent are the first in their family to attend college, 46 percent are receiving financial aid and 45 percent are from an underrepresented ethnic minority group.[16] This access has been especially important to students from underserved groups, which will constitute an ever-larger share of the American population in the coming decades. Youlonda Copeland-Morgan summarizes this trend:

> *When we pay attention to the changing demographics of our students in our community and the rest of the country, the importance of community colleges becomes obvious. I mean you really have to be walking around with your eyes closed not to see this.*

This changing demographic has implications for almost all higher education institutions, but plays out in different ways around the country. In some regions — the West and the Southwest in particular — the number of students wanting a college education is exploding, due mainly to the rising number of college-age Latino students who begin their education at community colleges. In Texas, which has one of the highest proportions of Latino students in the United States, the community college is playing a pivotal role in the statewide "Closing the Gaps" initiative, which is designed to increase the academic achievement of all underserved students. According to Bonita Jacobs, executive director of the National Institute for the Study of Transfer Students at the University of North Texas.[17] "Transfers are our bread and butter. If we ignore the transfer population, there is no way the state will meet its Closing the Gaps goals."

In other regions of the country, four-year institutions are preparing for a static or lower high school graduation rate. This is especially true in the Midwest and New England. Students in community colleges become attractive as a pipeline to maintain or increase current enrollment levels. Yet all of the leaders interviewed for this project, regardless of their functional area, identified the importance of transfer students in terms more global than the immediate enrollment needs of their institutions.

"We made a decision very early that we were not going to enroll more transfers as a numbers game and partner only with our largest feeder community colleges. We see this as long-term relationship building," says Marc Harding, assistant vice president for enrollment and director of admissions at Iowa State University.

Moreover, although not all institutions in this report have a land-grant mission, most representatives spoke largely in land-grant terms, stressing how the enrollment of transfers serves not only the institution but also their communities and the nation. Jerry Lucido, executive director of the Center for Enrollment Research, Policy, and Practice at the University of Southern California, one of that state's largest private institutions, noted, "Serving transfer students serves USC's interest certainly in its enrollment functions, but it also serves social goals in … transforming our area and Los Angeles. In some ways, USC functions almost as a private land-grant university."

Iowa State University, one of the nation's largest public institutions, has made a significant effort in the last decade to increase the number of students that it enrolls from Iowa's community colleges. Although part of this initiative was driven by the need to maintain enrollment in a state with a projected decline in high school graduates, the most significant impetus was to reach out more broadly to the citizens of Iowa.

"We are a land-grant university, and we should be reaching out to community colleges and doing it better than anyone else," says Marc Harding.

The University of Arizona, also a land-grant institution, understands that it has a special responsibility to serve the state's constituents. "About 36 percent of the land base in Arizona is tribal land. We have a responsibility to reach out to those students," says Karen Francis-Begay, special advisor to the president on Native American affairs.

The final and most important advantage of transfer students is that most are good students. In fact, all of the higher education leaders interviewed for this report emphasized that transfer students perform well at their institutions and are at least as accomplished as their first-year students, sometimes more so. Angela Peterson, associate vice president for regional campuses at the University of Central Florida, notes that of the 10 outstanding senior awards UCF awarded last winter, seven were community college transfers.

Patricia McWade, dean of student financial aid services at Georgetown University says, "We have a very high graduation rate for transfer students. They graduate with distinction."

Janina Montero, vice chancellor for student affairs at UCLA, concurs, "Transfer students bring a focus to their academic work and they graduate at the same rate as our freshmen. Our transfers participate in all of our academic departments. They are really spread across all majors."

Summing up the advantages that transfer students bring to the four-year institution, Stephen Farmer, director of admission at the University of North Carolina–Chapel Hill, stresses that "enrolling transfer students is *not* charity."

The Role of Institutional Leadership

The experts agreed that a commitment to recruit, enroll and serve transfer students requires vision from administrative and faculty leadership. At Georgetown University, transfer students have been an important part of the student body for two decades. According to Patricia McWade, this came about as the result of the leadership of Father Timothy Healy, who led the institution from 1976 to 1989. "Father Healy had a vision back then to enroll students from community colleges," she says. A transfer plan soon followed, providing an important gateway for community college students to attend an elite four-year institution.

Leadership alone, while essential, is not enough, however. The experts agreed that a broader consensus must be formed.

"One of the problems in getting people to grab hold of the transfer issue is that we don't talk about it with senior staff," says Copeland-Morgan. She acknowledges that institutions are complex places and that staff are busy and sometimes distracted, but "enrollment is one of the pillars of the institution" and should be the concern of leaders throughout the university.

Leadership, especially in dealing with transfer students, should not be a one-way conversation.

"There was so little that we knew when we began our work with community college transfers, says Steve Farmer. "We approached it from the position of abject humility. Instead of trying to tell the world how to do it our way, we developed some partnerships with community college colleagues who could help us."

Leadership also is needed from community colleges. Bringing leaders together — faculty, staff and students — helps establish and maintain these pivotal interinstitutional partnerships. Alfred Herrera notes that UCLA's chancellor, for example, regularly visits community colleges throughout California, and he brings a team with him, including senior staff from admissions and student and academic affairs.

In Florida, leaders of two- and four-year institutions created the College Access Initiative (www.collegeaccess.ucf.edu), which focuses on providing access to bachelor's degrees to the Central Florida region. Transfer is an essential part of this initiative, with special attention to curriculum alignment from K–12 through higher education.

"It's about what we can do as a region that we cannot do independently," says Angela Peterson, from the University of Central Florida.[18]

PART 3

Reaching Out to Community College Transfer Students — It's Harder Than It Looks

"If you are going to recruit transfer students, you have to invest the time and the staff to do it."

Mildred R. Johnson, Virginia Tech

Reaching out to transfer students presents a unique set of outreach and recruitment challenges, differing significantly from those used to recruit freshman students. First, there is the problem of finding qualified students ready to transfer. Unlike high school cohorts that begin and end at roughly the same time, transfer cohorts are notoriously difficult to capture. Some students begin community college directly from high school, but many do not. In addition, only a small proportion of community college students transfer in two years, most take three or more years to complete a transfer program. Moreover, many students do not pursue a transfer goal until later in their community college careers, having enrolled initially for a certificate or an associate degree. The variability in a student's intentions, course-taking behavior and enrollment intensity (e.g., part-time enrollment) often exasperates recruiters who are accustomed to working with graduating high school seniors, all of whom transition to college at the same time.

The second problem, which only complicates the first, is the difficulty students have in preparing for transfer. Unlike freshmen, who are asked to complete virtually the same set of college-entrance requirements nationwide, transfer students are faced with completing a different set of entrance requirements for every four-year college and university they might consider entering. Alfred Herrera describes the problem for students in California:

> *One of the major differences between freshman and transfer applicants is a freshman knows he or she has to do four years of English composition and all of the other college-prep courses to go to any of our [University of California] campuses. A transfer applicant, however, must focus on prerequisite courses that will prepare him or her for a particular major. But the reality is we have nine different undergraduate campuses, and there could be nine different kinds of patterns of preparation for any given major.*

These problems make it difficult for a four-year institution to recruit transfer students in standardized ways. "When high school students come here [USC], we all know they're starting from scratch. When transfer students arrive, they've already started college, and one size doesn't fit all," says Timothy Brunold, dean of admission at the University of Southern California.

Steve Farmer adds, "This is an exaggeration, but you can take care of a first-year student in a minute and then your next appointment is a community college transfer student and you're talking about an hour. There are no rules that apply adequately to the personal circumstances of these students. You have to fit a program together to meet each student's strengths and gaps."

Speak Clearly and Often About Preparation

Given the complexities of preparing for transfer, how can four-year institutions best advise community college students? According to the experts, the outreach message must be purposeful, concise and clear — and focus on academic preparation. Community college students who prepare themselves well by completing rigorous and appropriate course work are far more likely to succeed than those who do not.

"If you want transfer students to be successful, academic preparation should not be an afterthought," recommends Timothy Brunold.

Kim Harves, senior assistant director of undergraduate admissions at Georgetown University, adds, "When it comes down to it, the student must have the appropriate course work to be able to graduate in four years."

But what kind of preparation should four-year institutions recommend? This is where the outreach message can become a bit cloudy, warn our experts. Many institutions advise students to take general education courses while attending a community college. This is fine, as far as it goes, but may not be specific enough.

"The challenge of getting into Virginia Tech, particularly as a transfer, is that we give preference to students who have completed English, math and science for their particular discipline. I'm not sure other schools are that specific," says Mildred Johnson, director of undergraduate admissions.

Kasey Urquidez, assistant vice president of student affairs at the University of Arizona, agrees: **"We know from our research here that no matter the students' major, if they have not fulfilled math, they are not going to do as well compared to students who have."**

Steve Farmer echoes this advice: "The transition between our partner schools — no matter how hard they work and how hard we work — the toughest part of the transition is in the STEM fields." He adds that the University of North Carolina–Chapel Hill, as a highly selective institution, has an obligation to be clear about what it will take to succeed at this institution. Otherwise, he says, "It's really an issue of throwing somebody into the deep end of the pool."

Higher education leaders stress that students should also prepare themselves for the major they wish to pursue at a four-year institution.

"Make sure your transfers are qualified by completing courses that they will need for their major," advises Angela Peterson. She adds, however, that this is harder than it sounds. For example, students who do not complete the lower-division preparation requirements at the community college will find it even more difficult to make the transition to a four-year institution, especially with majors in the natural and physical sciences, which require two years of lower-division classes in mathematics, physics, chemistry and biology. And students with no major at all face the highest hurdles: "Ten to 15 percent of our transfer students have not picked a major when they transfer to our campus," says Mark Allen Poisel. "Of course the problem, as we explain it to the students, is that it is much more difficult to pick classes if you don't have a major."

Creating a Transfer Pathway

Reaching out to prospective transfer students — helping them plan for a major, complete general education requirements, and strengthen their writing and math skills — makes the work of a recruiter a far more prescribed activity than simply talking about the success of the basketball team or giving tours of the spacious new student union. Indeed, enrolling transfer students is less about traditional recruitment and more about identifying and preparing students at community colleges, concludes higher education leaders.

The developmental aspects of outreach are apparent at UCLA, which has created a one-week summer bridge program for students planning to transfer to a UC campus. This program serves graduating high school students from underserved groups who plan to enroll at a community college. During the week, while residing in campus dormitories, students meet with professors and advisers, attend lectures and seminars, and gain familiarity with research and the academic community. They also spend significant time planning their transfer strategy. At the end of the week, "these students begin to see themselves as UCLA transfer students," says Alfred Herrera. "And they enter a community college with a plan of action that is essential for ultimate academic success."

Admission and outreach leaders at the University of North Carolina–Chapel Hill start preparing prospective transfer students while they are still in high school. Using a Jack Kent Cooke Foundation grant, they partner with community colleges in the Raleigh-Durham area to identify students in high school who might make a good fit at Chapel Hill (but who do not meet UNC's freshman admission requirements). Chapel Hill guarantees admission to these students if they attend a participating community college, complete a prescribed set of courses (and earn a specific GPA), and meet regularly with advisers at the two- and four-year institutions.

In addition, the UNC program allows these students to participate in Chapel Hill campus activities while they are still community college students. Program requirements are stringent and not all students are successful, reports Steve Farmer. But, he adds,

"We can't get students to make the sacrifices we think they must make unless we promise them that their work is going to pay off. Our program is designed to promise the student something that he or she willing to [make a] sacrifice for."

Several institutions participating in this initiative, including Georgetown University, the University of Central Florida, Iowa State University and Texas A&M University, have developed programs that link community colleges more closely to the four-year institution. For example, Georgetown's Preferred Consideration Program invites participating community colleges to nominate outstanding, nontraditional community college students who might be strong candidates to complete their undergraduate degree there. Other four-year institutions, such as the University of Arizona, send their advisers to visit community colleges on a regular basis. A sustained presence on the community college campus means that the four-year institution representative is in a good position to help guide prospective students in selecting courses that will prepare them for the upper division.

Community college leaders welcome these advisers on their campuses. They increase the community college's overall advising capacity, demonstrate the commitment of the four-year institution to community colleges and establish credibility — in the student's eyes — for the transfer process.

"Students will listen to a university representative before they'll listen to the community college adviser. Community college folks will tell you the same thing," says Mark Allen Poisel. He adds that this is not a criticism of community college counselors, but rather a reflection of the difficulty and uncertainty inherent in the current transfer process.

Nevertheless, our experts agree that the unsung community college counselor reaches many more students than any outreach office of a four-year institution can. And, if properly served, these professionals can be their institution's best outreach partner.

"Community college counselors are 'our voice,' throughout the state," says Marc Harding of Iowa State.

To strengthen this partnership and to increase its recruitment of community college transfers, Iowa State University developed the Admissions Partnership Program (see sidebar, p.14). The program includes three transfer admissions counselors who visit Iowa's 15 community colleges.

"Their job is not just to go out and set up a table in the student center to recruit students," says Laura Doering. "That's not how it works for our transfer recruitment process. Our counselors' job is to build relationships with students and community college counselors, talk with prospective students in transfer planning classes, and pay attention to what's new on the community college campus."

Outreach representatives from the University of Central Florida's DirectConnect program (see sidebar, p. 14) begin to work with community college students soon after they complete 30 units. The Central Florida advisers have an office on the community college campuses and spend most of their time there. In return, the community college provides space and an Internet connection. With advisers working at the community college and the four-year institution, transition issues for students are minimized.

Virginia Tech goes a step further. Campus representatives are empowered to admit students "on the spot." In January and early February, Virginia Tech representatives visit all community colleges in the state that request their services. The Virginia Tech representative makes individual appointments with students who are interested in transferring there. The representative reviews the students' transcripts and discusses their goals for admission to Virginia Tech. If a student meets all the requirements, he or she can be admitted before the day ends.

Of course, Virginia Tech advisers cannot admit every community college student with whom they meet. However, the advisers provide guidance to help inadmissible students plan their transfer strategy to attend Virginia Tech in the future. For example, if a student was denied admission as a freshman, the Virginia Tech adviser will write a transfer contract so that the student has an opportunity to return the following year.

"If students are willing to go to a community college, we will outline the courses they need for one year and if they earn certain grades — mostly A's and B's — then we will admit them for the following term," says Mildred Johnson.

Transfer Admission Guarantees and Dual Admission Programs

Community colleges and four-year institutions especially committed to strengthening transfer have developed formalized arrangements called transfer admission guarantee (TAG) or dual enrollment programs. Both function similarly: Community college students are provided with a guarantee of admission to the four-year institution if they complete an academic contract that delineates the courses and grades they must earn for admission. Programs differ, however, in the kinds of services they provide to prospective students.

Beyond the guarantee of admission, TAG programs usually require students to meet regularly with a community college or four-year adviser to assure that they are making appropriate academic progress. At the University of California, community college students can choose to enter into a TAG agreement online with one or more of seven participating campuses in the system. A student's application is then reviewed by his or her community college counselor and then forwarded to the UC campuses to which the student has applied.

Dual enrollment programs are generally more elaborate. In addition to academic advising, participating community college students are eligible to enroll in one or more courses at a four-year institution. In addition, they have access to programs and events at the four-year institution, such as libraries, special lectures, sporting events and, in some cases, on-campus housing.

"So isn't it cool that you can be an Admissions Partnership Program student taking courses at Des Moines Community College but living in our residence halls so you can feel a part of the Iowa State community?" says Marc Harding.

Both TAG and dual enrollment programs help community college students by providing a road map for transfer, while also introducing them to the culture of the four-year institution. Summing up the advantages of these initiatives, Frank Ashley, vice chancellor for academic affairs at Texas A&M, notes:

"Community college students are no longer gambling with their educational future. They know what they need to do to transfer."

TAG and dual enrollment programs discussed in this report include the following:

- DirectConnect: http://www.regionalcampuses.ucf.edu/directconnect.asp
- Admissions Partnership Program: http://www.admissions.iastate.edu/partnership/
- Blinn Team (Transfer Enrollment at A&M): http://blinnteam.tamu.edu/
- University of California Transfer Admission Guarantee: http://www.universityofcalifornia.edu/admissions/transfer/guarantee/index.html

Location, Location, Location …

A successful partnership with one or more community colleges inevitably leads to requests for participation from other community colleges. However, a single four-year institution may be unable to serve all community colleges in a state or a region. Marc Harding at Iowa State recommends that, given the complexity of the transfer process, most four-year institutions should begin by partnering with their local community college(s). Easy access allows both the two- and four-year institutions to sustain and strengthen the ongoing conversations that will be needed to build a productive transfer pathway.

Texas A&M at College Station recruits most of its transfers from nearby Blinn College, a partnership that represents one of the first dual admission programs in the nation. Eligible students are admitted concurrently to Blinn College and Texas A&M. These students are allowed to complete up to six credits per semester at A&M and have access to all of A&M's campus programs and services. If they earn at least a B average at Blinn, they automatically transfer to A&M as juniors.

"We developed this model about 11 years ago and called it the 'Blinn Team.' It has become a model around the nation," says Frank Ashley. "The reason this model works is proximity. Both institutions are in the same area."

Some four-year institutions develop partnerships with community colleges well beyond their immediate region, however. This works best, experts agree, when such a pathway connects well to the mission of the institution. For example, Iowa State nets only 21 students in any given year from a community college three hours away in the northwest part of the state. Yet, serving these students is important for Iowa State's Department of Agriculture, which has devoted time and resources to developing articulation agreements and other services to make sure students are well prepared for transfer.

Training Outreach and Recruitment Staff

Leaders of four-year institutions agree that recruitment staff must be trained to work with prospective community college applicants in ways that are different from freshmen recruitment staff. Timothy Brunold says, "I've got some real hotshot young recruiters, but they don't know anything about how to talk to transfer students. Most recruitment folks have never advised continuing college students. Your representatives have to be more precise. You don't want to send anybody down the wrong path."

Karen Francis-Begay says four-year institution representatives need to "get out of their comfort zone." Speaking about the importance of personal visits to Native American communities but applying this advice universally, she says: "I take administrators on site visits to the communities of our students and let them see not only the challenges that rural Arizona faces but also the richness of these communities and why students are so devoted to them."

Making students aware of the obstacles that might appear along the transfer pathway is one aim of UCLA's transfer peer mentor program. Former community college transfer students, now currently enrolled at UCLA, visit prospective students at community colleges in the Los Angeles basin. With the credibility of a student who has transferred successfully, these individuals are able to address not only the challenges that face prospective students preparing to transfer but also the ways in which their academic lives will change when they enroll at UCLA. For students from underserved groups who might not see themselves as "UCLA material," peer mentors offer themselves as an example of success, as well as uncensored advice about the challenges and opportunities that lie ahead.

PART 4

Admitting and Enrolling Community College Transfer Students — Taking the Plunge

"There is no such thing as seamless transfer. The articulation of courses is important, but in the scheme of things, it's the least of it."

Steve Farmer,
The University of North Carolina–Chapel Hill

Experts agree that the goal of any successful transfer process is to admit academically prepared students who are ready to begin the major at the four-year institution. It makes little sense to enroll students only to have them repeat or complete additional lower-division courses. While the goal is clear, the road getting there may be rocky.

Outwardly, the admission process for transfer students is very much like the process for freshmen. Prospective students complete an application, write an essay, forward transcripts from all the schools they have attended and perhaps send letters of recommendation. In fact, most four-year institutions have some kind of process in place to review applicants from other postsecondary institutions. But this is where the similarities end. Four-year colleges and universities interested in recruiting significant numbers of community college students have to prepare for three challenges: evaluating the transfer students' application files, which are more difficult to review than freshman files; assessing the students' preparation for their intended major; and determining the students' educational fit.

Transfer applicants may apply to a variety of majors, unlike freshmen who, by and large, enter college undeclared. This means that almost every transfer applicant has a unique pattern of courses that must be carefully evaluated. Moreover, transfer applicants are likely to have completed additional courses to satisfy the general education requirements at one or more four-year institutions. So, unless a four-year institution has a standardized articulation agreement covering all majors and GE requirements (a rare occurrence, say our experts), admission evaluators are faced with the time-consuming responsibility of reviewing each course for appropriate application of credit (general education, preparation for the major and general electives). The job of the admission staff assigned to evaluate these transcripts is enormous.

The second challenge is assuring that the community college student is prepared for the major and has demonstrated sufficient mastery of lower-division work to make the leap to the upper division. This determination will be derived largely from the pattern of courses and grades a student has earned at the community college. Yet, not all courses are comparable, despite legislative mandates to the contrary. Without an articulation agreement, faculty members and admission staff are faced with judging a student's preparation based on little more than a title on a transcript.

The third challenge for four-year institutions is in assuring a reasonable educational fit between student and institution, which our experts argue is as essential a criterion for transfers as it is for first-year students. "UCLA is a very popular place … but that does not necessarily mean it's a good fit for all transfers," says Janina Montero.

Although "educational fit" is something of a nebulous, catch-all phrase used in freshman admission, it means something more concrete with transfer students. Our experts recommend that beyond determining transfer of credit and academic preparation for the major, there should be a commitment to review a transfer student's application more broadly. Although the admission directors participating in this project — who are associated with some of the most selective and/or popular institutions in the nation — could easily fill a class using academic criteria alone, they insist that it is critical to take into account the unique backgrounds and circumstances that transfer students bring to the four-year institution.

Kim Harves says Georgetown faculty and staff scrutinize the transfer applicant's file to make sure that "the student's course work is appropriate and that the student has demonstrated success at

the college level." But, she adds, Georgetown is committed to a comprehensive admission process. "We read everything."

Adds UCLA's Alfred Herrera:

> *My argument has always been that if a transfer student can juggle a full-time job, a full community college class load, and family responsibilities, and still perform at a reasonably high academic level, there's no reason why they couldn't be successful at this institution.*

Despite these challenges — assessing transfer credit, determining preparation for the major and assuring educational fit — many four-year colleges and universities successfully admit and serve hundreds of transfer students each year. How do they do it?

Assuming that a four-year institution has already established a substantive partnership with one or more community colleges (as described in Part 2), our experts outline a series of tasks: Align courses and programs to ensure that students are well prepared for the upper division, develop reasonable and transparent credit-transfer policies that provide students with specific guidelines about the courses that will — and will not — transfer, solicit faculty commitment and involvement in the admission review process, and create institutional incentives to enroll transfers.

Aligning Curricula: The Art of Articulation

If the aim of course articulation — agreements that describe how courses from a community college will transfer to a four-year institution — is to prepare students making the transition from a two-year to a four-year institution, this goal is lost in the sometimes rancorous discourse that reflects relationships between two- and four-year institutions. Community colleges complain that four-year institutions are not sufficiently interested in transfer and that this is reflected in their reluctance to accept community college course work for transfer credit. Four-year institutions counter that they are responsible for the bachelor's degree and must be assured that the courses they accept are appropriate and equivalent.

"The articulation agreement is crucial, but it's not enough," says Steve Farmer. "And if it's used too narrowly or legalistically — as a treaty that maintains the demilitarized zone between two empires — then it can actually work against the interest of students."

Jerry Lucido adds, "I am not one who wants to get hung up on the philosophical issue that our definition of a liberal education is better than someone else's. That's a big problem we just need to get over and accept more courses, frankly."

Marc Cutright, a University of North Texas faculty member, understands the need of faculty to assure comparability of courses among institutions and hopes that two- and four-year college faculty will come together to resolve disjunctures in curriculum alignment. But, he adds, "Either faculty will do it or it will be done to them by state lawmakers — with a likely outcome that their response will be ham-handed and counterproductive."

Legislative mandate appears to be a popular solution with states such as Florida, Arizona, Maryland and several others requiring all courses offered in public institutions to be transferable. But, homogenizing the curriculum appears to satisfy no one and it represents a lost opportunity for two- and four-year faculty to collectively determine how best to prepare students for the baccalaureate degree, which, after all, is both the purpose and the desired outcome of curriculum alignment. Laura Doering comments, **"Creating good articulation means keeping the student at the center."**

Still, institutions across the country are experimenting with ways of creating stronger curriculum alignment among institutions using nontraditional methods. Faculty members at the University of Central Florida, for example, are working with their peers at several local community colleges to develop a curriculum focusing on undergraduate research that bridges the two- and four-year institutions. Students in the community college develop a research agenda that they will follow when they enter the upper division at UCF, reports Angela Peterson.

Creating Transparent Transfer Credit Policies

Articulation is at the core of most discussions of transfer because without some agreement about the transferability of credit, students are forced to select classes at the community college based on a

series of "educated" guesses. Even so, many four-year institutions do not inform their admitted transfer students how their credit will transfer until these students are well into their first term at the senior institution.

In a study of four-year institutions in Texas, Marc Cutright found that "it is not uncommon for students to be two, three or four months into their first semester at the senior institution before they get an evaluation of the transferability and applicability of their credits from the community college."

At Iowa State, students who participate in the Admissions Partnership Program receive credit evaluations showing how the courses completed at their community college will apply toward the Iowa State degree. And they receive this official credit evaluation every semester.

"Providing this information on a regular basis allows students to stay on track to graduate within a reasonable amount of time," says Marc Harding.

At Georgetown University, prospective students receive a credit evaluation about 15 days after they receive their letter of admission. They have this evaluation in hand prior to making a decision about whether to accept the offer of admission. Colleen Miltenberg, assistant director of undergraduate admissions at Georgetown University, believes that telling students how their credit will transfer before making a decision to come to Georgetown is critical: "We don't want to put the student in the position of making a decision to attend Georgetown and then finding out later that, 'Oh, by the way, you thought you had three semesters of transfer credit, but you only have two semesters.'"

Marc Cutright is even more candid: "Would you be interested in buying a car if you signed a contract and the dealer said, 'We'll get back to you in three months with the price'?"

Involving Faculty

Experts agree that if an institution's aim is to admit transfer students who are prepared for their chosen major, faculty must be involved from the beginning — not simply to create an admission policy (though that is essential), but as participants who are actively engaged in the admission process — reading applications, assessing student preparation and consulting with admission staff.

Georgetown University's success in admitting and graduating transfer students is due in part to the participation of faculty in the review of applicants' files. Faculty members are in a better position than staff to assess the preparedness of students based on the courses completed at the community college. Georgetown's Miltenberg notes that "faculty read the applications of the students they will be teaching." This helps Georgetown select students "who are really going to be viable candidates," she says.

Camille Martinez-Yaden, director of Project Native III, a teacher preparation program jointly sponsored by the University of Arizona and Tohono O'odham Community College, believes that the influence of faculty is magnified if they also teach at the community college. In her experience, "it makes a difference to students to see a representative traversing the boundary between the two institutions."

At Wheaton College, the role of the faculty is pivotal in other ways. As a "quintessential" small, private New England college, Wheaton's curriculum, developed over its nearly 200-year history, is steeped in the liberal arts, spanning a traditional four-year college time frame. This can make it difficult for transfer students to find an entry point midstream.

Gail Berson, dean of admission and student aid at Wheaton, says, "The genesis of the private, liberal arts institution is built around a four-year academic experience … That's how the faculty think about the delivery of the curriculum." Acknowledging that this may create barriers for the admission of transfer students, she notes that Wheaton faculty are currently working with faculty colleagues within Miami Dade College's honors program to fashion ways of preparing potential transfers for a private, liberal arts college experience. She emphasizes that faculty expertise in building curricular connections between two different kinds of institutions is essential.

Creating Incentives: Identifying Transfer Targets and Admission Preferences

Institutions that admit large numbers of transfer students emphasize the need to have separate admission targets for freshmen and transfers. Otherwise the admission process becomes muddled, making it too easy to focus on freshmen — the traditional constituency — rather than on transfer students. Moreover, according to our experts, a transfer "target" motivates staff by providing clear direction for recruitment efforts.

To emphasize the importance of community college students to their campus, Iowa State uses three undergraduate admission targets to guide their recruitment and outreach strategy. One target is for freshmen and the latter two are for transfer students.

"When we discuss enrollment goals … there are always two transfer numbers," says Lora Doering. "An overall number for transfers and a number for Iowa *community college* transfers. That's a constituency we go after very specifically."

In addition to admission targets, some four-year institutions grant community college students preference in the admission process over applicants from other four-year colleges and universities. The California Master Plan for Higher Education mandates that community college students be evaluated before all other transfer applicants. This helps explain why nearly 90 percent or more of all transfers to the University of California and California State University come from California's community colleges. Although the practice is not prevalent nationally, there was support for this strategy among the leaders participating in this project.

"Why shouldn't transfers be first in line for consideration?" asks Marc Cutright. "Why should they be last in line? These people have proven they can succeed in college."

PART 5

Providing Financial Aid to Community College Transfer Students — It's Not Just the Money

"The higher education community has not figured out how to serve transfer students well in the area of financial aid."

Youlonda Copeland-Morgan, Syracuse University

That financial aid is an important element for student success is a given, but it is largely ignored insofar as transfer students are concerned. The goal, higher education leaders report, is to provide sufficient aid to transfer students so they may fully engage in the campus community. There are challenges, however, facing both the student and the institution in making this happen.

Research conducted on the financial aid behavior of community college students indicates that many do not apply for financial aid at all, even though they might be eligible. According to the College Board report, *The Financial Aid Challenge*, "In 2007-08, 58 percent of Pell-eligible students who attended community colleges either full time or part time applied for federal financial aid, compared with 77 percent of Pell-eligible students at four-year public institutions."[19]

The College Board report speculates that this is partly due to the relatively low cost of community colleges compared to four-year colleges and universities. As a result, many students are able to attend college part time while holding a job. (AACC reports that 47 percent of part-time students hold a part-time job and 40 percent of part-timers work full time.[20]) Moreover, many community college students are the first in their family to attend college and may not understand the complexities of applying for financial aid.

If students do not apply for financial aid while attending a community college, they will have very little experience with the process when it comes time to transfer. Like high school students, they may not understand the forms to be completed or the deadlines that must be met. The result, as documented in the College Board report, is that community college students are less likely to apply for aid. Without some assistance, these students' likelihood of success is diminished for several reasons.

First, whatever the price that community college students were paying at their former institution will be higher at a four-year college or university, even at highly subsidized public institutions. For highly specialized or selective institutions, especially those in the private, not-for-profit sector, costs are especially high. "Who would have thought that we would be talking about a college education [costing] in excess of $200,000?" says Gail Berson. "Most community college students are not in a position to underwrite this cost on their own," she adds.

Second, transfer students will be faced with the prospect of going to school full time and will be expected to complete a minimum number of units per year. The rise in the cost of textbooks and lab materials alone will significantly increase college expenses. Finally, unless students are able to transfer to a four-year institution near their community college, housing and commuting costs will increase, perhaps significantly. In response, many transfer students rely on strategies that worked at the community college, such as holding a full-time job, which, however honorable, may have perilous consequences for their academic progress.

Our experts highlight two main financial aid challenges facing most four-year institutions that wish to serve transfer students. The first challenge is the very reason why many institutions want transfer students — their educational, economic and/or cultural diversity. This diversity, however, makes fashioning a financial aid package for transfers more difficult than packaging for a first-year student. "You can't have a one size fits all formula," says Youlonda Copeland-Morgan. "A transfer student could be married with kids or single and 19 years old."

The second challenge, ironically, is that although most transfer students enter a four-year institution older than freshmen, many are not "old enough." Now in their early 20s or older, some transfer students consider themselves independent from their parents

and have been living that way for several years. But the federal government's definition for financial independence is strict, placing students in a financial aid catch-22: Although they receive no resources from their parents, current financial aid rules expect parents to contribute to their son's or daughter's educational expenses.

"Transfer students are just old enough that parents don't feel they have a responsibility to contribute to their education," says Copeland-Morgan. "They're 21, they're 22 — parents consider them independent, even if they're not."

Patricia McWade agrees. Most of Georgetown's transfer students are dependent according to the federal definition, but "the reality is that they are often not that closely aligned with their parents."

This perception of transfer students as independent leads some four-year institutions to calculate transfer students' need only as the direct cost of attending college — fees, tuition and books. Other costs, such as housing and transportation, may not be included because it is assumed that these students are already living on their own, which, indeed, may be the case. Yet it is likely they are working a low-wage job or have insufficient extra resources to make college-going successful.

Providing transfer students with less aid may keep an institution's discount rate manageable, but our experts warn that there will be a greater cost if students do not have sufficient resources to participate fully in the campus community. Time to degree and graduation rates will likely suffer. When Copeland-Morgan came to Syracuse three years ago, the institution decided to provide community college transfer students with complete financial aid packages. The institution's discount rate went up, though it is still lower than the freshman rate. Syracuse sees this as an appropriate and necessary investment, since it is likely that more transfer students will complete a degree now that they have sufficient financial aid.

Innovations in Policies and Practices

All of the higher education leaders interviewed for this report acknowledge the difficulties inherent in addressing the financial aid needs of community college transfer students. Understanding these needs, however, has led them to develop innovative policies and practices for transfer students:

- **Package Transfers like Dependent Students:** When Syracuse distributes its institutional grant aid, rather than make the sometimes difficult determination of whether a transfer student is dependent or independent, the University now treats all transfer students up to age 24 as if they were dependent. Since many institutions package independent students to direct costs or significantly reduce the percentage of grant aid they receive, packaging them like dependent students means that independent students will get the same favorable aid awards as students who entered the University as freshman. This policy reduces the need for transfer students to borrow more expensive private loans and provides resources for room and board since many independent students live off campus and are not charged directly by the institution for these expenses. Copeland-Morgan explains, "We have established a policy that says if a student is 24 years old or younger they will be evaluated just as we would our dependent students. The assumption is that by age 24 a student has not been able to amass any substantial resources from income or elsewhere to fundamentally change his or her ability to pay for college."

- **Make Work-Study Work for Transfers:** Many community college students prefer to support themselves through school by working and many wish to continue to do so after transfer. If their jobs are far from campus, however, the commute may undercut their academic success. Georgetown University takes advantage of the Federal Work-Study Program to address the needs of transfer students who wish to work. This program allows students to take a job on or near campus — with decent wages — keeping them more closely tethered to the campus.

  "Work-study fits nicely for transfer students," says Patricia McWade. "Sometimes, it's hard to get transfer students to leave the job they already have. We try to educate them that this might be a better way for them to earn the money to pay for college."

- **Create Financial Aid Partnerships that Serve Students:** Interinstitutional partnerships in Florida and Texas encourage full-time enrollment by allowing students to complete courses at both institutions concurrently. By doing so, students are in a position to secure sufficient financial aid. Mark Allen Poisel of the University of Central Florida explains, "If a student declares UCF as their home institution, they can take two classes with us and two with Valencia [community college]. We can categorize them as a full-time student and can award them full-time student aid so long as they provide verification of enrollment at the other institution." Texas A&M's comprehensive consortia agreement with Blinn College allows "Blinn Team" members to complete up to six credits at Texas A&M–College Station, while concurrently enrolled at the community college (see Part 2). Concurrent enrollment allows students another avenue to be full time and thereby maximize their financial aid award.

- **Fund Transfer Student Scholarships:** Transfer student scholarships at four-year institutions are rare. Although private institutions rely significantly on internal or endowment funds to attract students, including transfers, to their campuses, this strategy has been applied sparingly at public four-year colleges and universities. However, as student fees and tuition rise at public institutions, especially highly selective ones that compete with private universities, their leaders are beginning to see the value in funding scholarships to help draw students to their institutions.

  When Frank Ashley was interim provost at Texas A&M–Commerce, they used scholarship dollars to recruit the best community college students: "We told every community college in Texas, 'Any student you have that is a member of *Phi Theta Kappa* [the national community college honor society], we will automatically give them a $2,000 scholarship.' Since then, Commerce has increased its enrollment from 7,900 transfer students to over 10,000."

- **Help Students Understand Their Financial Aid Future:** Students who begin college at a community college and who wish to transfer often have little idea about how they will finance their education across two institutions. Who could blame them? Even an experienced financial aid counselor would have difficulty determining the "best" financial aid package for students whose educational trajectory includes transfer. How long will they attend a community college? Will they attend full time or part time? Will they apply for financial aid or work their way through college? Any combination of these decisions will significantly affect both the amount and the kind of financial aid available to students.

  Understanding the complexity inherent in the transfer process, especially regarding the financial aid literacy of community college students, Syracuse University is piloting an ambitious dual admission program that attempts to bridge this knowledge gap in a substantive way. Similar to other dual enrollment programs, eligible community college students will be dually enrolled at both the two- and four-year institutions; course credits will transfer as a result of a comprehensive articulation agreement; and students will be automatically admitted to the four-year institution upon completion of certain courses and grades. *Unlike* other dual admission programs, however, Syracuse plans to meet the full financial need of students who successfully fulfill their community college dual enrollment requirements — and will communicate this to students *in advance*. Copeland-Morgan explains, "Our belief is that if transfer students knew what it would take for them to transfer to Syracuse University, including how much aid the institution will provide them, it is an incentive for them to do well in their first two years."

  Copeland-Morgan stresses that this is not a guarantee of admission. Students must fulfill their dual enrollment agreement and meet Syracuse's entrance requirements. The proposal's aim is to reduce the complexity of the transfer process by minimizing concerns about financial aid, while, at the same time, creating a powerful incentive for students to perform well at the community college.

PART 6

Creating a Transfer Receptive Culture — Honoring the Presence and Contributions of Community College Transfer Students

"People say transfer students will take care of themselves. The reality is they won't. If you really want to help them get the baccalaureate degree, you've got to have services for them when they get to the four-year institution."

Mark Allen Poisel, University of Central Florida

Recruiting and admitting transfer students pre-stages what may be the most challenging part of establishing a comprehensive and strategic transfer initiative: serving them as full-fledged members of the campus community. All of our experts stress that while most four-year institutions in the United States enroll transfer students, the extent to which they are considered an honored part of the student body varies significantly. **"Our transfers are either USC Trojans or they're not," says Timothy Brunold. "I don't want a bunch of students running around with a 'Scarlet T.' on their chest."**

Although transfer has been around for over 100 years, there are some assumptions that have undermined students' full integration on four-year campuses. One of these assumptions, according to our experts, is that because transfer students have college experience, they require less attention and fewer services than first-time college students. This idea — not unreasonable, just uninformed — does not account for the sometimes radical transition that students must make from a community college to a four-year institution.

"We need to debunk the myth that once a student is in higher education, they know what they're doing," says Mark Allen Poisel.

UCLA's Alfred Herrera agrees and adds, "Without some assistance, transfer students are like Alice in Wonderland. They go from one place to another and have no clue about the culture of the institution."

Herrera's point about the culture of the institution is pivotal. Over two decades ago, researchers Richard Richardson and Louis Bender concluded that enhancing the success of transfer students must include helping them adjust from one kind of institution to another, "each with its own set of values and basic assumptions."[21] At best, Richardson and Bender argue, two- and four-year institutions fail to acknowledge their unique academic cultures and the attitudes and behaviors that each produces. In recent years, however, more attention is being paid to the programs and services that establish a "transfer culture" that helps transfer students navigate the chasm between the community college and four-year institution (see sidebar, p. 24).

The perception, then, that transfer students are more sophisticated than they really are stems at least in part from the notion that community colleges operate precisely like four-year institutions (and vice versa). There are similarities, of course, but also significant differences that often trip up transfer students. For example, community colleges are generally smaller and less expensive than four-year institutions. Community colleges offer part-time enrollment, while four-year institutions are likely to insist on full-time engagement. Lacking on-campus housing, most community college students commute to school, while students in four-year institutions are far more likely to live on or near campus. The vast majority of two-year institutions are on semesters, while some four-year institutions are on a much shorter quarter system.

"Transfer students struggle with the quarter system," says Janina Montero. "They are going from a semester system to a quarter system, and it is a challenge."

At the University of Arizona, which pays special attention to recruiting students from two-year tribal colleges, they work with both the students and the family to ease the transition. "Many of our students are first in their family to attend college. This carries prestige within their families but also a great deal of responsibility. Often times there are greater expectations on them — they feel an obligation to

A Transfer Culture

What factors on community college and four-year institution campuses propel transfer students toward earning the baccalaureate degree? Who are the individuals that set the stage for student transfer success? In what ways do they contribute to the development or enhancement of a transfer culture on college campuses?

Only recently have researchers and policymakers been devoting significant attention to the elements that enhance student transfer success at two- and four-year institutions. Much of this work relies heavily on the research literature concerning college-going cultures, which has documented the importance of the high school context in the preparation of first-time college students. High schools that support an ethos of college going via high academic expectations, as well as offering college-preparatory curriculum, are more effective in focusing student expectations toward higher education goals.

The same logic animates the idea of a "transfer-going culture" at community colleges and "transfer-receptive culture" at four-year institutions. The transfer policies and practices of community colleges and four-year institutions that link the success of their institutions to student transfer and completion of the baccalaureate degree are more likely to see increases in overall transfer rates. The research and policy literature is only just beginning to gain momentum — indeed, the impetus for this report is to identify important transfer elements at four-year colleges and universities. Preliminary findings suggest that institution leaders who establish transfer and baccalaureate completion as an institutional priority, while ensuring that their students see these goals as expected and attainable, are more likely to create campuses that value transfer and the obligations inherent in supporting a transfer culture.[22]

Although researchers will continue to isolate programs, policies and services that sustain and enhance a transfer-going culture, more encouraging perhaps is the willingness of faculty and staff, as well as legislators and other policymakers, to take seriously the needs of community college transfer students by addressing the ways in which two- and four-year institutions can serve them effectively.

go home when there is a crisis or to help the family financially," says Francis-Begay. "Sometimes, it can be overwhelming."

Paradoxically, some transfer students believe they do not need help making the adjustment from a two-year to a four-year college. With a year or more of postsecondary experience, they may be lured into assuming that the transition will be a breeze. But, as Poisel advises, "Don't assume that just because they don't *want* something, that they don't *need* it."

"They don't seek help," Poisel continues, "because they think they know the policies. But unless the four-year institution's policies and procedures are exactly like the community college they're coming from, transfer students are going to go through a transition. They think they know stuff when, let's face it, they don't."

Francis-Begay adds, "Sometimes our students don't share their hardships with the university community. Yet, I think a lot of times just letting people know that they need assistance could alleviate some of the burden."

Connecting Transfer Students to the Four-Year Campus Culture

Helping students connect to the culture of a four-year institution is as important for transfer students as it is for freshman students. Researchers such as Alexander Astin, Vincent Tinto and others have shown that students who bond quickly and well with their new environment are more likely to succeed academically. Most recently, the National Survey of Student Engagement revealed that transfer students, compared to first-year students, are less likely to participate in high-impact activities, such as study abroad, internships, research, and senior seminar or capstone activities.[23] Thus, it is especially important for four-year faculty and staff to engage transfer students early.

Connecting transfer students well to the campus community commits four-year institutions to understand and monitor their students' campus experiences. Yet, according to our experts, many four-year institutions have considerable difficulty even assessing the time-to-degree and graduation rates of these students. There is no conspiracy to exclude transfer students, our experts say, but simply a lack of attention to the needs of this student constituency. Understanding the extent to which these students connect effectively with the campus community will inform and improve transfer services for subsequent community college students.

Collecting and analyzing data also help defuse prejudices about the academic "worthiness" of transfer students held by some faculty and staff. It is also an effective way to help community colleges pinpoint disciplines in which their transfer students are not measuring up academically.

"It's hard to argue with data," says Frank Ashley. "We are able to run data on the transfer students who come to our university, and we provide these data to our community college partners. This is not finger-pointing. We *want* their students. We say to them: How can we help you make your students successful?"

But what does it mean to connect with the campus community? UCLA's Janina Montero says, **"Most of the students who come from community colleges have not really experienced an on-campus student life. We want their experience at UCLA to be full, even if it is only for two years."**

One of the ways that UCLA does this is by reserving on- or near-campus housing for transfer students. In a city known for cars and freeways, Montero says, "we want to make the commute as short as possible. We want to give them an opportunity to engage the university."

"How transfers fit into the campus is something we talk with them about a great deal," says Patricia McWade. "We want them to get the best of experiences here at Georgetown. But we also appreciate that their experience will be different than if they started here as 17- or 18-year-olds."

Helping students engage the campus community requires the development of some basic transfer services. Some will look very much like what is already offered to freshman students but calibrated differently (e.g., orientation). Other services may be unique (e.g., transfer centers). Higher education leaders participating in this report suggest the following.

Orientation

Freshman orientations dominate the college landscape and their importance in providing students with a good start to the college experience is generally unquestioned. Orientation programs for transfer students are less prominent and, even if an institution offers one, it is almost always a slimmed-down version of the freshman event.

"At many four-year institutions, freshman orientation lasts two or three days, but transfer orientation is only a few hours. What's wrong with this picture?" says Alfred Herrera.

Mildred Johnson at Virginia Tech recalls, "When I came here in 1995, there was no orientation for transfer students. We sent them a letter and said, 'You've been offered biology,' along with a list of advisers whom they needed to contact. The university wasn't thinking about meeting their needs. They just assumed that since these students had been to college for a year or two, they knew everything. But what we later learned was that they needed help with the transition."

Higher education leaders stress that transfer orientation should be somewhat different from the freshman version. For example, more time should be spent on developing a first-term course schedule that aligns well with whatever the student has completed at the community college. Moreover, since the number of transfer admits is likely to be smaller than the number of freshman admits, colleges can take advantage of this by offering orientation programs that are more interactive. Mark Allen Poisel notes that UCF's first foray into a transfer orientation program gathered all students in the student union, which was not especially conducive to planning courses. "Now, it's very different," he says. "Students come in and sit at a round table with eight other transfer students. They are better able to make friends and establish connections."

Bonita Jacobs at the University of North Texas recommends that a four-year institution think carefully about what their transfer orientation program will address and try to accommodate students' diverse needs as specifically as possible. When Jacobs was responsible for orientation a few years ago, she recalls that the freshman orientation program would only need minor tweaks every year. But with transfer orientation, "every year it was throw it out and start over!"

"Transfer students are so diverse," Jacobs says. "Some transfers do not have the scholastic skills to start at a four-year institution. Other transfers are highly motivated, but have been out of school for 10 years. Another set are honors students who started at a community college for financial reasons. We were trying to develop a generic orientation session to fit all of their needs and that was not realistic."

The University of Arizona has dispensed almost completely with the traditional orientation model. Once applicants receive a letter of admission, they are able to access an online "academic tour" that is specific to their major. "After they complete this tour, they are eligible to meet with an academic adviser in their major. They can do this by telephone if they live out of town or they can do so in person," says Kasey Urquidez.

Transfer Centers

In addition to an orientation program for transfer students, our experts recommend transitional structures to help students manage the first term at the four-year institution. One approach is to establish "transfer centers" to create a home for transfer students on the four-year campus. Models vary, but most are designed as a place where transfer students can meet one another on campus, consult with academic advisers, and obtain information about programs and services on campus. These centers serve as a clearinghouse or "one-stop" service center. The danger with such centers, however, is that students may be less inclined to explore the rest of the four-year institution. Staying cloistered from the rest of the campus defeats the very purpose for enrolling transfers. To address this concern, the University of Arizona started a transfer center and placed it prominently within the student union building at the center of campus. "The center allows transfers to meet one another [and conducts a variety of activities] to help these students to feel part of the campus," says Kasey Urquidez.

"Don't always treat transfers as a special case," recommends Mark Allen Poisel. "Develop a program for them, create a home for them, and

then get them in the mainstream with everything else, and all of a sudden you're looking in a classroom where you don't know the difference."

Transfer Skills Courses

A growing trend among four-year institutions is to offer transfer students special transition courses in their first term on campus. These courses highlight the challenges they will face and provide strategies for overcoming them. UCLA, for example, offers "Life Skills for College Students," which focuses on decision making, emotional and cognitive development, and communications. "When they take that course, they're able to connect with the institution faster because they are in a room with people like themselves," says Janina Montero.

The University of North Texas also offers transfers a wide variety of services designed specifically to address their needs, including time management, study skills and selecting a major. In addition, the campus offers guidance on money management, "because suddenly transfer students are in an institution where college costs are much greater," says Bonita Jacobs.

Transfer Student Housing

Several of our experts recommend that housing be reserved specifically for transfer students. **"There's a belief that transfer students don't live in campus housing. It's not true," says Jacobs.**

As noted earlier, UCLA offers new transfer students on-campus housing as a way of helping them fully participate in campus life. It also makes college more affordable, especially in cities, such as Los Angeles, where rents are high. Other institutions, such as Georgetown, are following this lead. These institutions understand, however, that traditional dormitories may not appeal to older students. In addition, students with families need far different accommodations. As a result, institutions must think carefully, our experts recommend, about both the quantity and the type of housing they are willing to reserve for transfer students.

The University of Central Florida has addressed the need for transfer student housing in a different way. The proximity of community colleges near UCF, coupled with other interinstitutional agreements in articulation and financial aid, has created an academic culture that makes it hard to tell whether any given student is enrolled in a community college or in UCF. This is reflected in the local housing stock, where one would be likely to find, as described by Mark Allen Poisel, an apartment house that includes students from multiple institutions.

PART 7

Parting Thoughts — Looking Ahead

"If you're going to enroll transfer students… there should be a critical mass on campus — not a token presence."

Janina Montero, UCLA

The modest goal of this report has been to give voice to the needs and challenges facing four-year institutions as they work to recruit, enroll and serve community college students; and to solicit and publicize the advice of higher education leaders whose experience serving transfers would be of help to other four-year colleges and university leaders wishing to enhance their commitment to these students.

The reason for assembling these voices is clear. First, community colleges are no longer institutions for "other people's kids." As described in Part 1, community colleges enroll more students than any other postsecondary segment in the United States, and the popularity of these institutions is likely to increase in the coming decades. Second, the severity of the current recession, combined with the increasing cost of attending a four-year college, has forced many families to consider the community college option — families that, only a few years ago, would not have entertained the notion of sending their children to a two-year institution. Third, students from underserved groups attend community colleges in greater numbers than four-year institutions and, according to virtually every demographer alive, these student groups, especially Hispanic students, are predicted to post the greatest gains in population for the foreseeable future.

The growing popularity of community colleges means that the transfer process will become increasingly important as a pathway for students who wish to earn a bachelor's degree. The four-year institution leaders interviewed for this report understand this trend and recommend concrete strategies to strengthen transfer. Their advice to other four-year institution leaders can be summarized as follows:

- Create an institution-wide vision that includes transfer students.
- Treat transfers in outreach, admission, and academic and student affairs with a devotion similar to that of first-year students; and
- Understand that the needs of transfer students may be different than those of first-year students.

Despite the clear-eyed counsel provided by their peers in this report, many four-year institution leaders may not be persuaded of the long-term viability of the transfer pathway and the benefits that accrue to an institution that seeks and serves community college transfer students. Their reluctance is not entirely misplaced. For leaders of the nation's most selective institutions, reaching out to community college students may hold little promise of institutional advancement because it could interfere with their recruitment of traditional-age first-year students. Although it is debatable whether this freshman-focused model of enrollment management will endure, the persistent message from the higher education leaders interviewed for this report is that without a mission-driven rationale and a commitment from the highest levels of leadership, a college's embrace of transfer will likely fail.

Moreover, four-year institution leaders have been warned before about the need to enroll more transfers. Predicted declines in high school graduation rates as well as economic recessions — both factors foretold by education pundits as indicators of the rise of transfer — came and went in the past 20 years with little effect on four-year college transfer student enrollments. Even the nation's retreat on affirmative action via California's Proposition 209 and other state initiatives, which was predicted to heighten the importance of transfer as a legal pathway for sustaining student diversity at four-year institutions, was not incentive enough for these institutional leaders to recruit more community college students.

Conditions today, however, are unique. As noted earlier, the nation's slow recovery from the most severe recession in nearly 100 years has had a devastating effect on the college plans of families

throughout the United States. Faced with steady and significant increases in college tuition, especially among public four-year institutions as states try to balance budgets, many families are seriously considering community colleges as a way of making college affordable. The enrollment spike of full-time community college students, coupled with a decline in the average age of students attending these institutions, described in Part 1, support this trend.

Furthermore, the recession has only exacerbated this nation's need for educated workers in a global economy that is challenging U.S. economic dominance. An analysis by Jobs for the Future predicts that the United States must produce nearly 20 percent more bachelor's degree holders — over and above current production levels — in order to meet our nation's needs for an educated workforce.[24] Such growth must include a more efficient transfer pathway.

Finally, the United States has not made a significant dent in the educational achievement gap among students from different racial, ethnic and income groups. As is well known among most higher education professionals, the graduation rate for Asian and white students is significantly higher than the rates for African American, Hispanic and Native American students.[25] Yet the only way to increase bachelor's degree production in the United States by 20 percent, as recommended by the Jobs for the Future report, is by increasing the number of bachelor degree recipients among groups that are predicted to have the greatest growth in population.[26] **If it is true that access and equity is a goal embraced by most colleges and universities in the country, then a partnership with — perhaps even a reliance on — community colleges and the transfer pathway will be essential.**

As four-year college and university leaders contemplate the trajectory of their institutions in the coming decade, they might ask themselves whether a reluctance to admit and educate transfer students stems from something other than reasonable concerns about mission fit, enrollment needs, and adequacy of facilities to accommodate these students. Perhaps it is a reluctance steeped in the very idea of what a four-year college or university should be or do for America in the new century. Still, if there is one overarching theme in this report, it is this: Four-year college and university leaders *can* shape their institutions to effectively accommodate transfer students, advancing not only the transfer process as it was envisioned over 100 years ago, but demonstrating the pivotal role that their institutions play in tackling the nation's educational challenges in the 21st century.

Appendix 1

Interview Participants

The following higher education leaders generously offered their advice and counsel about the transfer process at their institution. This report would not have been possible without their willingness to share their thoughts about the challenges facing community college transfer students, the contributions these students make to their institutions, and the need for two- and four-year institutions to strengthen the transfer pathway.

Frank Ashley, Vice Chancellor for Academic Affairs, The Texas A&M University System–College Station

Gail Berson, Dean of Admission and Student Aid, Vice President for Enrollment, Wheaton College, Norton, Mass.

Timothy E. Brunold, Dean of Admission, University of Southern California, Los Angeles

Youlonda Copeland-Morgan, Associate Vice President of Enrollment Management and Director of Scholarships and Financial Aid, Syracuse University, New York

Marc Cutright, Director of the Center for Higher Education and Associate Professor of Higher Education, University of North Texas–Denton

Laura Doering, Senior Associate Registrar and Director of Transfer Relations, Iowa State University–Ames

Stephen M. Farmer, Associate Provost and Director of Admission, The University of North Carolina–Chapel Hill

Karen Francis-Begay, Special Advisor to the President on Native American Affairs, The University of Arizona–Tucson

Marc Harding, Assistant Vice President for Enrollment and Director of Admissions, Iowa State University–Ames

Kim Harves, Senior Assistant Director, Office of Undergraduate Admissions, Georgetown University, Washington, D.C.

Alfred Herrera, Assistant Vice Provost and Director of the Center for Community College Partnerships, University of California–Los Angeles

Bonita Jacobs, Executive Director, National Institute for the Study of Transfer Students and Associate Professor in Higher Education, University of North Texas–Denton

Mildred R. Johnson, Director of Undergraduate Admissions, Virginia Tech, Blacksburg

Jerome A. Lucido, Research Professor of Education and Executive Director, USC Center for Enrollment Research, Policy, and Practice, University of Southern California, Los Angeles

Camille Martinez-Yaden, Director, Undergraduate Teacher Preparation and Graduate Educational Leadership Training, Project Native III, University of Arizona–Tucson and Tohono O'odham Community College–Sells

Patricia McWade, Dean of Student Financial Aid Services, Georgetown University, Washington, D.C.

Colleen K. Miltenberg, Assistant Director, Office of Undergraduate Admissions, Georgetown University, Washington, D.C.

Janina Montero, Vice Chancellor — Student Affairs, University of California–Los Angeles

Angela Peterson, Associate Vice President for Regional Campuses, University of Central Florida–Orlando

Mark Allen Poisel, Associate Vice President for Student Development and Enrollment Services, University of Central Florida–Orlando

Kasey Urquidez, Assistant Vice President of Student Affairs and Dean of Admission, The University of Arizona–Tucson

Other higher education leaders contributed their time in support of this project, although they were not formally interviewed for this report: Shawn Brick (Office of the President, University of California), Dave Holger (Iowa State University), Larry Ebbers (Iowa State University), Frankie Santos Laanan (Iowa State University), Kim Linduska (Des Moines Area Community College), Shirley Ort (The University of North Carolina–Chapel Hill) and Susan Wilbur (Office of the President, University of California).

Appendix 2

Summary and Recommendations

Higher education leaders interviewed for this report suggest the following to initiate or improve transfer at four-year colleges and universities. These recommendations are not meant to be exhaustive and not all will be appropriate for every institution. Nevertheless, these strategies may assist other four-year institution leaders who are considering community college transfer students as a new or larger component of their campus community.

Leadership and Commitment

Four-year institutions' enrollment and education of transfer students should be a part of the campus mission and should be supported at the highest levels of administrative and faculty leadership. Suggested strategies to achieve this include the following:

- Develop a strategic, as opposed to a tactical, enrollment plan, one that is mission driven and sees the recruitment and enrollment of transfer students as a long-term commitment.
- Engage a broad consensus of senior leaders in academic affairs, enrollment management, outreach, student affairs and financial aid in the commitment to serve transfer students.
- Understand the challenges and obligations that follow from a decision to bring transfer students to a campus, which may require an institution to evaluate all aspects of its operations, including recruitment, admission and student and academic affairs.

Outreach and Preparation

Four-year institutions should provide transfer students with the guidance they will need to prepare for and apply to their four-year institution. Suggested strategies include the following:

- Calibrate an outreach message that is purposeful, concise and clear — and that focuses on academic preparation.
- Develop productive and sustainable relationships with community colleges locally; expand as resources and commitment allow.
- Establish a presence on the community college campus that will help guide prospective transfer applicants in selecting courses that will prepare them for the transition to the four-year institution.
- Support community college counselors by keeping them up-to-date on programs and services at the four-year institution.
- Train recruitment staff in ways that will help them serve transfer students effectively, especially since transfer students usually present a more complex academic profile than freshman students.

Admission and Enrollment

Four-year institutions should enroll academically prepared students who are able to pursue their major immediately after transfer. Suggested strategies include the following:

- Create transparent transfer credit policies so that students know how to prepare for transfer while attending the community college.

- Complete a credit evaluation for all transfer students before they enroll at the four-year institution.
- Involve faculty in the admission process so that they are actively engaged — reading applications, assessing student preparation and consulting with admission staff.
- Identify transfer student enrollment targets that are separate from freshman targets.
- Grant community college applicants preference in the admission process over transfer applicants from four-year colleges and universities.

Financial Aid

Four-year institutions should provide sufficient aid to transfer students so that they may engage fully in the campus community. Suggested strategies include the following:

- Use Federal Work-Study Program funds for transfer students since many of these students prefer to work while in college. Holding a work-study job is more likely to keep transfer students close to campus, which helps them connect to the campus community more easily.
- Create partnerships with community colleges that help students attend school full time and to receive full financial aid.
- Fund scholarships specifically for transfer students.
- Help students face their financial aid future by developing information, resources and incentives that span the transfer student's transition from a community college to a four-year institution.

Student and Academic Affairs

Four-year institutions should create a welcoming environment for transfer students by addressing their unique transitional issues, while working to engage them fully in the intellectual life of the campus. Suggested strategies include the following:

- Dismiss the assumption that transfer students require less attention or service than first-time students because they have already been to college. Similarly, do not assume that just because a transfer student does not *want* something (e.g., orientation), that he or she does not *need* it.
- Monitor and assess the transfer student experience as you would the first-year student experience.
- Offer an orientation program for transfer students that addresses their unique needs and concerns.
- Create a campus "home" for transfer students by establishing a campus transfer center that allows students to meet others like themselves, obtain access to sustained advising and prepare for the transition to the larger campus community.
- Offer special transition courses for transfer students.
- Reserve housing for transfer students on or near campus to shorten (or eliminate) their commute, providing them with time to fully engage the campus community.

Endnotes

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[9] Recent data indicate that the proportions of Native American and Asian American/Pacific Islander students attending two- or four-year institutions are roughly the same.

[10] WICHE estimates that virtually all the growth in the number of high school graduates between now and 2014-15 will be among Hispanics (54 percent growth), Asian American/Pacific Islanders (32 percent), Native Americans (7 percent) and African Americans (3 percent). See *Knocking at the College Door: Projections of High school Graduates by State, Income, and Race/Ethnicity* (2008). Boulder, CO: Western Interstate Commission for Higher Education, p. xiv. (Retrieved April 18, 2011 from http://www.wiche.edu/info/publications/knocking_complete_book.pdf.)

[11] Currently, 53 percent of all Hispanic undergraduates and 55 percent of all Native American undergraduates are enrolled in community colleges. See American Association of Community Colleges (2011). *Community College Fast Facts*, p.1. (Retrieved April 7, 2011, from http://www.aacc.nche.edu/AboutCC/Documents/FactSheet2011.pdf.)

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[15] Since the time of this interview, Mark Allen Poisel accepted a position as associate provost for student affairs at Pace University in New York.

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Driving change in college athletics

NCAA.org
July 19, 2011

Significant and strategic change is needed in Division I intercollegiate athletics, NCAA President Mark Emmert said today as he provided the framework for next month's presidential retreat in Indianapolis.

"The integrity of collegiate athletics is seriously challenged today by rapidly growing pressures coming from many directions," Emmert said. "We have reached a point where incremental change is not sufficient to meet these challenges. I want us to act more aggressively and in a more comprehensive way than we have in the past. A few new tweaks of the rules won't get the job done."

The retreat, on August 9-10, will focus on three overarching areas: continued expectations for student-athlete academic success; fiscal sustainability in Division I, and fortifying the integrity of the enterprise.

Retreat participants will engage in collaborative breakout sessions on the three topic areas, and discussions will gauge the priorities and, importantly, the appetite for change on these key issues across the diverse group.

President Emmert announced plans for the presidential retreat earlier this year with the goal to drive substantive change on issues affecting the collegiate model of athletics and discuss direction for the division for the coming years.

President Emmert has reached out and spoken to many conference commissioners, athletic directors, faculty representatives and other constituents in advance of this retreat and some will attend.

"The huge financial differences across Division I make it very hard to create 'one-size-fits-all rules,'" Emmert said. "In order to address the real issues in front of us I believe we have to be more flexible and aggressive, while recognizing the different needs of our members and the financial situations they face."

President Emmert has made clear that the need for change is not about specific incidents that have happened on campuses. It is about fundamental concerns that commercialism is overwhelming amateurism; that some student-athletes' and coaches' behaviors are fundamentally at odds with the values of higher education; and that an even sharper focus is needed on educating student-athletes through athletics.

"Decision-making rests with the presidents. Strong, decisive presidential leadership is critical to the future of Division I intercollegiate athletics," said Emmert. "In my discussions with presidents, chancellors and conference commissioners leading up to this retreat, I have learned there is a deep sense of concern about the issues and an

eagerness to address them. We can't continue to sail in all directions. We need to set a clear course and establish the will to navigate the rough seas ahead."

NCAA President Mark Emmert: Increased Emphasis on Student-Athlete Academic Performance Due in Part to Reforms

Diverse: Issues In Higher Education
June 6, 2011
By Mindy Charski

Today there's a greater emphasis on the performance of student-athletes in the classroom—thanks in part to academic reforms of the National Collegiate Athletic Association over the past decade—and there will be more "constructive transformations" in the next 12 to 18 months, according to NCAA president Mark Emmert, who spoke to the National Association of Academic Advisors for Athletics (N4A) on Saturday in Dallas.

"We have to make sure we keep our eye on the ball of what our business is, and it is in fact the nature of advancing student success on the field, in the classroom, and in life, and doing that in a context that is highly complex, with lots of competing forces and demands on it," said Emmert, who took the NCAA's helm in October 2010.

The complexities are indeed vast. For instance, a disproportionately high number of Historically Black Colleges and Universities are facing penalties for their performance on the latest round of Academic Progress Rate scorecards (APRs), which track classroom performance of teams. Yet their school presidents are not asking for a break. "One of the messages loud and clear from them was, 'We don't want lower standards. We want help in helping our young men and women perform better but at the same time we want to make sure we're providing opportunities,'" Emmert said.

Likewise, Emmert said programs that are failing are often those that have the fewest resources. He said the NCAA is allocating grants from a $1 million pool to schools that are missing their APR targets to help them improve. "Whether that's enough resources or not is unclear, but it is a step in that direction," he said.

A number of potential reforms, meanwhile, could have significant implications for community colleges, Emmert said. Those schools could pick up more students if the academic requirements to play sports at an NCAA Division I or II college were raised. "That's not a bad thing because [community colleges] are in many cases much better in dealing with students who have remedial education needs," he said.

Emmert also stressed that initial eligibility standards are mere minimums and each school ultimately determines its own admission rules. "We're trying to put in place standards for a broad range of institutions but at the end of the day individual institutions have to say, 'We have a kid who reads at a third grade level and we're not going to take him' if that's where the rubber hits the road," Emmert said.

When universities do accept students who are wholly unprepared to handle academic rigors, advisors often face the task of remediating them as quickly as possible. "As universities have raised their admission standards and it's become so competitive for the average student on campus, and the NCAA minimum standards of qualifying are relatively low, you have this tremendous gap," said N4A president Gerald Gurney, an assistant professor at the University of Oklahoma. The classroom challenges can lead to conflicts with faculty and coaches, he added.

That's problematic since, as discussed in one workshop, when resources are low it's particularly important to have coaches support their players' academic goals and for advisors to build relationships with faculty members. Identifying at-risk students early on—Bryant University advisers said they do so through an assessment during a June orientation—is also valuable for providing adequate academic support.

One of those Bryant advisers, Assistant Director-Academic Services for Student Athletes Aaron Dashiell, said Emmert's presence at the event sent a message. "I think it shows his commitment to wanting to work with anyone and everyone who is committed to improving the educational process and to graduating our student athletes and moving them further along and having successful careers outside of athletics," Dashiell said.

The N4A's four-day convention drew 570 attendees, up from 400 last year. Katie Rasmussen, an academic advisor at Baylor University, was attending the annual gathering for the third time. She was among those who found this year's sessions informative, including one about career counseling for students. Her daily challenge, she said, is getting at-risk students excited about school and helping them graduate. "Sometimes they don't really see the end goal," she said. "It seems like it's so far away, so [it's] keeping them motivated to keep going to school and work hard."

Farrey: Big changes coming to NCAA

ESPN
August 7, 2011
By Tom Farrey

Six years ago, as happens every six years or so, a big meeting was held for a collective wringing of hands by the bespectacled chieftains who control college sports and thus can change it for the better but for decades have chosen not to do so because they're gripped with the fear that they might just lose their jobs in the process. Then-NCAA honcho Myles Brand convened that 50-member group, and the "Presidential Task Force on the Future of Division I Athletics" went to work. It produced nothing of any real value.

Now comes Mark Emmert, successor to Brand, who on Tuesday will welcome 50 or so university leaders to Indianapolis for an urgent retreat, where over two days they will begin to chart a new, presumably more cogent and less scandalous future for Division I sports. He's sounding the alarm. You may be excused for hitting the snooze button.

Walter Byers once said that real change will only come from the outside. Byers, if you recall, was the NCAA's original executive director, who from 1951 until 1987 built the organization we now know and then wrote a book in retirement explicitly repudiating the model it's based on -- the zealous pursuit of revenue in the name of "clean" competition.

So let me utter a seemingly ridiculous prediction: This one's going to be different. Emmert's tea party will matter. Fundamental change will come, with some cajoling.

Why?

Because the insiders are now outsiders.

Used to be, the only folks agitating for true reform were the disenfranchised. The faculty whistleblowers and conscientious objectors of the Drake Group. An occasional coach of mixed credibility, like Jerry Tarkanian, who was willing to invite the wrath of the NCAA enforcement arm and committee on infractions. Former college jocks who wrote books about athlete exploitation, like Rick Telander and the late Dick DeVenzio, or who started under-funded athlete advocacy groups, like Ramogi Huma. Or, well-connected groups that nonetheless sat outside the vast NCAA bureaucracy and thus could be largely ignored, like the Knight Commission on Intercollegiate Sports.

This state of affairs wasn't so long ago. Last year I got a call from a source who had just attended a small, academic conference in California. He said, you wouldn't believe it, there was this former conference commissioner who declared that it's time to start letting athletes receive a cut of their jersey sales and other forms of outside income as a matter of fairness. Mike Gilleran ran the West

Coast Conference for 24 years until 2008, from the John Stockton to Hank Gathers to Steve Nash to Ronny Turiaf eras. A lawyer, he was smart and well-respected. He also was very much alone in his opinion, which he had formed as a commissioner but didn't share with anyone until retirement. So we put him on camera for an "Outside the Lines" piece on Emmert, who expressed little appetite for sharing more of NCAA members' loot with athletes.

Since then, we've seen SEC commissioner Mike Slive propose to lift the value of an athletic scholarship to cover the cost of attendance (an extra $3,000 a year) and make them multi-year deals to better live up the idea of a "full ride." He also wants academic reforms that would sideline many top prospects -- a higher minimum entering core-course GPA (2.5 instead of 2.0), and freshman ineligibility for those who fall below that mark so they can focus on school. We've seen the other BCS conference commissioners line up behind Slive, who also received a text shortly after his July announcement from Emmert saying, "Great speech." It appears Mr. Emmert's thinking has evolved a bit since our piece.

If it were up to Steve Spurrier and some other coaches, they'd pay them out of their own pockets. They get it -- how would you like to walk into a home of a family living at the poverty line and take that question from a mother of a blue chipper asking if your $4 million salary and her son's $20,000-a-year scholarship constitutes a fair shake? The traditional response -- Do you know what the value of a college education is? -- doesn't wash as easily these days, with the huge broadcast contracts that are being signed.

In March, Ohio State athletic director Gene Smith was asked by USA Today about whether football and basketball players deserve more consideration than athletes in lesser-known sports. "The hardest thing for our association to do is treat those kids differently," he said. "But you know what? Their lives are different. They're different than the field hockey athlete. They're different than the swimmer. They're under different pressures."

The NCAA and Ohio State have spent untold sums of money investigating the sale of memorabilia to a local tattoo parlor owner who gave Terrelle Pryor and other players about $14,000 in cash and benefits. Asked why they got rid of their championship rings and other personally owned trinkets, most of them claimed financial hardship, that they or family needed the cash. Convenient, yes, but not implausible. In many cases, athletes don't come from money. As former Buckeyes receiver Ray Small told "Outside the Lines," "We all know NCAA rules, but when you need something you don't care about no rules."

Moreover, Pryor was arguably the most celebrated athlete on the most celebrated team -- college or professional -- in the state of Ohio. He's on the phone with LeBron James and Mike Vick. Of course he's going to want to shop at Saks like the lesser-known, better-paid NHL stars of the Columbus Blue Jackets. Of course he's going to drive a series of sweet loaner cars, if offered. Of course he's going to find it hard to understand why he can't get a penny for his signature when some fan is selling it on eBay for big bucks.

"It's very hard to keep these guys from being tempted by outside forces," said Andy Geiger, who left as Ohio State athletic director in 2005 and is now retired. "There's no way to stop that. They're famous guys in that community and they will get things offered to them. At the end of the day, the only check and balance is their own discipline."

Ohio State has one of, if not the largest compliance staffs in the country. It's three or four times the size of many staffs. And it couldn't stop the violations, or the lies that cost the Buckeyes their revered football coach as well as the program its sterling reputation.

That's telling.

And it's bad for business. That's why the BCS commissioners are now sounding like reformers. So many billions have flowed into their constituents' coffers in recent years, their model has become disconnected from that of most other schools for whom the NCAA rulebook remains a largely viable document. As stewards of massive brands tied to network and licensing cash, Slive and his peers are vulnerable to NCAA bowl bans, headlines that induce cynicism, and anti-trust lawsuits by former athletes who very well could convince judges that the NCAA doesn't have a right to sell their likenesses.

The leaders of the six BCS conferences stand above college sports as we once knew it, newly minted outsiders.

Poised to bolt if they don't get their way. Breaking away from the NCAA is an option.

The challenge for Emmert is carving a new path forward that recognizes these political realities, no easy task in an organization as byzantine as the NCAA. But it starts with the asking of a simple question, according to Geiger: "What is our mission?"

The most honest answer is: To entertain. That's the mission of all spectator sports. But the school presidents who hired Emmert last year are in no position to state as much, given the tax and other advantages of being tied to the university. They will say they are in the business of education, and they probably wish that were true.

The NCAA could go a long way to clean up college sports tomorrow with one rule change -- no special admissions for athletes. Tell athletes, you can only play for our team if you can enter college through the same door as other students, on your academic and other non-athletic credentials. OK, you were captain of your high school team, so you get a few bonus points for that. But not a free pass through admissions, courtesy of the coach.

Some of the most revealing documents that we came across in looking at Ohio State were those unrelated to the NCAA violations. They were a series of hand-written affidavits signed by Pryor, receiver DeVier Posey and running back Daniel Herron after several pairs of cleats disappeared from the locker room following a

game last November. Police finally got around to interviewing the players seven months later, after each of them had been found to have sold memorabilia at the tattoo parlor. No one ended up getting charged for the missing cleats, but read their statements to police, and judge for yourself whether their spelling and grammar is that of college-level students.

The elimination of special admissions for athletes is too radical for the BCS bosses. But Slive's proposals do give Emmert tools to work with. If the NCAA lifts the standards for incoming freshmen, then commits to a full-cost scholarship for their academic careers, then Emmert could buy credibility with judges and regulators who are starting to ask whether players are being treated fairly. Last month, U.S. Secretary of Education Arne Duncan signaled his support for multi-year scholarships, telling me, "I think it's a valid point you hear about players -- they come in as a big recruit, then their knee gets blown out, and all of the sudden they're sort of an afterthought. I think it'd maybe not only be a four-year thing, but a five- or six-year commitment. The point is to get that degree."

Duncan seems less enamored of pay-for-play, whatever that is. As debated commonly, it's been taken to mean that schools would be asked to compensate players above the value of their scholarships. Emmert has drawn a hard line in the sand, saying that won't happen as long he's NCAA president, knowing that doing so could cause athletes to be treated as employees with all the associated costs (income taxes, worker's comp, etc.). Maybe that's how they should be regarded, as researchers such as Richard Southall of the University of North Carolina call them exalted "migrant workers" for the way some are used. But there is another way to be paid -- by outside sources including companies or individuals. That ban is harder to defend, the notion that universities have the right to prohibit compensation from non-university sources. No other students are restricted.

So let me utter a second, seemingly ridiculous prediction: It'll be OK one day for a Terrelle Pryor to sell his trinkets or signature to a memorabilia collector, or his image to a Nike or EA Sports. And college sports will survive, even thrive, just as the Olympics and tennis did when they realized strict adherence to amateurism was impeding growth.

The NCAA hasn't yet announced the salary of Emmert. But he's about to become the most underpaid executive in sports. Progress, with its potholes and promise, is the only option left for the NCAA.

In sports, classroom stats tough to track

The Topeka Capital-Journal
July 18, 2011
By Austin Meek

The sprawling industry of college sports is governed by an elegantly simple transaction.

Athletes commit their time and talents. In return, they receive a scholarship and the chance to earn a college diploma.

Recent scandals like the one at Ohio State, where players traded memorabilia for tattoos, have renewed debate about this core contract, prompting discussion of amateurism, academics, player compensation and the entire NCAA philosophy.

In a valid contract, both sides receive something of value. While the value generated by players can be measured in victories, ticket sales and TV contracts, the value of education is harder to quantify. To assess the educational side of the equation, two questions must be answered: How are athletes performing in the classroom, and more importantly, does anyone know?

Various metrics exist to measure the academic performance of athletes, the most notable being the NCAA's Academic Progress Rate. The APR, introduced 2003-04, paints a generally rosy picture of classroom performance. Average scores have risen from 960 to 973 since the NCAA started tracking the APR, and only one BCS football program (Louisville) and two BCS men's basketball programs (LSU and Connecticut) suffered scholarship penalties in the latest round of APR data. Locally, Kansas and Kansas State surpassed the benchmark score of 925 in every sport they sponsored in 2009-10.

So are athletes getting smarter, or are schools simply getting wise to the system? Tom Penders, the former basketball coach at Texas, George Washington and Houston, has an answer.

"What a lot of schools are doing now is they're playing this APR game, and they're not going to get caught," Penders said. "They're not going to get caught with a bad APR, so they're going to play games. It might be adding someone in the band onto the roster. It might be giving kids grades at the end of the second semester even though they just disappear just to keep their APR high.

"You say, 'Oh, no.' Yes, it does happen."

Academic evolution

The APR isn't the only way to measure academic performance. The Student Right To Know Act, passed in 1990, introduced the Federal Graduation Rate, which measures

the percentage of incoming freshmen who graduate within six years. A last-minute addition to the legislation required schools to report Federal Graduation Rates for one subset of the student body: scholarship athletes.

The FGR had a glaring problem, at least in the eyes of athletic administrators: It didn't account for transfers. If a player transferred and graduated from another institution, it counted against the original school's rate. Similarly, schools received no credit for graduating players who started their careers elsewhere.

Criticism of the FGR prompted the NCAA to develop a formula called the Graduation Success Rate, which accounts for players who transfer or leave school to play professionally.

The GSR addressed one problem, but another issue remained. Incoming freshmen are given six years to complete their degrees, making it difficult to create a snapshot of academic performance. By the time a recruiting class shows up in the GSR, the coach could be gone to another job, saddling his successor with poor graduation numbers.

Thus, the APR was created. The APR provides a contemporaneous measurement of retention and eligibility, with scores calculated on a scale of 1,000. Schools earn APR points for athletes who remain eligible and enrolled, with points deducted for players who leave the school or become academically ineligible.

With the formula in place, the NCAA asked its research team to develop a benchmark score to indicate academic health.

"Bless the researchers – I'm showing a little bias here -- the researchers were given a horrendous decision," said Paul Buskirk, associate athletic director for student support at KU. "They were told by the presidents to come up with a measurement based on one year's worth of data. I'm confident the researchers pushed back and said, 'We can give you something, but we need years to come up with whether this model is actually going to turn out the way we think it's going to turn out.'

"But their model said that 925, over the course of time, would equal a Federal Graduation Rate of 50 percent."

The 925 score became the threshold for schools to avoid APR penalties, though later research showed it correlated to a graduation rate of 42 percent instead of the desired 50 percent.

The NCAA has considered raising its APR benchmarks to reflect the difference, but that won't happen without a fight.

"All hell is going to break loose if that happens," Buskirk said. "Most coaches don't understand where the number came from, and that's OK. But they've been beaten to death, sometimes by me, that their numbers have to be 925.

"So if we've told them that's the number they have to make, if we now in the middle of the game say, 'Sorry guys, it's not 925, it's going to be 950,' it's like, 'Oh my gosh, what are we going to do?'"

Jill Shields, associate athletic director for student support at K-State, said a more manageable adjustment from 925 to 930 could be on the horizon.

"The NCAA is reviewing the Academic Performance Program, and it is very likely that the rate will be increased for institutions in the near future," Shields said in an email to The Capital-Journal.

Dead coach walking

If you ask Penders, the APR needs more than a minor tweak.

"I wrote a book called Dead Coach Walking, and I devoted a lot of ink to the problems that exist," said Penders, who won 648 games before retiring in 2010. "There are so many. If you ask me a direct question about one, it leads me to another. It's an extremely hypocritical process that coaches have to endure."

Penders believes academic progress should be measured with graduation rates, not retention and eligibility. He's also dubious that the APR is accomplishing its stated goal, which was to promote higher graduation rates.

"Over eight years, it's improved 2 percent," Penders said. "Well (shoot), you might as well blame that on the global warming."

Penders has become an outspoken critic of current system, believing it unfairly scapegoats coaches for institutional problems. As evidence of the system's flaws, Penders cited data showing schools can ace the APR while still having low graduation rates.

"What that means is they've kept kids eligible for four years, and then guess what, son? You're not getting a degree," Penders said. "That is the height of exploitation."

According to Penders and other coaches, the APR still doesn't solve the transfer problem. The APR's retention component penalizes schools when players transfer, even if the players are leaving for legitimate reasons like playing time or homesickness.

"I was a transfer student, and I worked out pretty good," K-State basketball coach Frank Martin said. "Why do we punish (coaches) because people transfer? I don't understand.

"The reason it got put in was to prevent coaches from running players off. To a certain extent, now the players hold the coaches hostage. So if they don't do what they're supposed to do, you can't run them off or else you pay a price."

The APR does offer a transfer exclusion, which forgives the penalty for players who transfer to another four-year institution. But the exclusion requires a 2.6 grade-point average, which Penders said is often unrealistic given the time demands placed on athletes.

"I was a student athlete who played two sports, was captain in basketball and baseball, and I don't remember being over a 2.5 until very late in my academic career," he said. "It was hard. I missed so many classes. I cared.

"Not too many professions are out there where they ask you what your grade-point average was. They want to know if you got a degree."

Conflicting data

The maze of academic metrics can make it difficult to construct a complete picture, which was evident when USA Today published a report on basketball APRs in March.

While K-State was celebrating a Graduation Success Rate of 81 percent, tops in the Big 12 for a fourth straight year, U.S. Secretary of Education Arne Duncan was suggesting the Wildcats were among 10 teams who should be barred from the NCAA Tournament because of poor graduation rates in men's basketball.

"Kansas State is graduating 100 percent of their white ballplayers, but 14 percent of their black ballplayers," Duncan told USA Today. "That's an 86 percent gap there, 86 percentage points ... There are mammoth caverns between academic outcomes for white and black athletes and I think that is simply unacceptable."

That statement is true, though subject to the limitations of a small sample size. It also is true that K-State's basketball APR has risen steadily in Martin's four seasons, topping the 925 threshold when the latest numbers were released in May.

Contradictions like that are common when wading through academic data. And even if you can synthesize the various measures into a coherent picture, there's the larger question of whether the numbers can be trusted.

"Some schools are just going to hand out grades even though they're sending players to the NBA left and right," Penders said, referring to players who leave school mid-semester. " 'Oh, he had a C on March 30? Give him a C.'

"That's what's going on, is that schools are wise to the system."

Now, back to the original skill-for-scholarship transaction. Given what we know about academic performance — or more accurately, what we don't — is it still a square deal?

That's a matter of personal opinion, and one that will continue to polarize.

"Personally, I'm not a proponent of pay-for-play," Shields said. "A student-athlete is a student first, and they are provided incredible opportunities to obtain college degrees from some of the finest institutions across the country.

"The demands of training and competition are extremely difficult at this level, but the opportunity to receive a college diploma while playing the sport you love has tremendous value."

NCAA Adopts Academic Requirement for Tournament-Bound Teams, Promises Quick Action on Other Key Changes

The Chronicle of Higher Education
August 11, 2011
By Libby Sander

NCAA officials voted on Thursday to strengthen a key academic requirement for all Division I teams, and adopted a related policy calling for teams to hit that benchmark before competing in national championships.

Both measures are offshoots of a two-day retreat of 50 or so university presidents, who recommended that the Division I Board of Directors take swift action to toughen academic standards for college athletes.

Under the new policies, Division I teams will have to amass a four-year average academic-progress rate of 930 or greater, or else risk sanctions. (The current penalty threshold for the rate, which the NCAA uses to gauge athletes' progress toward their degrees, is 900.)

The new benchmark of 930, which equates to roughly a 50-percent graduation rate, would also serve as the cutoff for teams to take part in any NCAA-sponsored national championships. NCAA officials expressed hope that the new requirement would also apply to postseason competition for football teams in the Football Bowl Subdivision, whose national championship is governed by the Bowl Championship Series, not the NCAA.

The postseason requirement has long been a cornerstone of reforms advocated by the Knight Commission on Intercollegiate Athletics, which first recommended such a policy in a 2001 report.

Walter Harrison, president of the University of Hartford, said implementation of the new policies—especially the postseason requirement—would be gradual, over the course of several years, with details to be worked out in time for the board's next meeting, in October.

Other changes to the academic-progress rate include adopting a single-penalty format: Instead of the two-tiered approach in place for several years, with cutoffs of 900 and 925 for penalties of varying severity, 930 will be the only standard that matters.

"We're hoping to phase this in so all our institutions and coaches will have a chance to think about their particular circumstances and how they're going to improve their team APR's," said Mr. Harrison, who chairs the NCAA's Committee on Academic Performance, which monitors the academic-progress rates. He offered the details during an afternoon phone call with reporters.

In the seven years that the NCAA has been tracking the academic performance of athletes, the academic-progress rate and the penalties associated with it have often been the focus of criticism. Large, wealthy athletic programs with extensive academic-support services, critics say, are better equipped to help athletes succeed in the classroom. On Thursday, Mr. Harrison said that when crafting the guidelines, the committee would pay special attention to the new policies' effect on institutions with limited resources, especially those at historically black colleges and universities.

But on the championships requirement, he said, adherence to the 930 score is likely to be firm, with little room for reconsideration.

"The message I've been getting from the board is, Not too much leverage there," Mr. Harrison said. "If there's any appeal at all, it's going to be pretty tightly defined, and there may not be any."

Other Possible Changes

Another proposal the board is likely to consider in coming months is whether to allow athletic conferences to create their own policies permitting multiyear scholarships, or scholarships that would cover the full cost of attendance. While the presidents this week expressed "complete and unequivocal unanimity" that college athletes would never be paid, they also directed the board and NCAA staff to examine existing scholarship rules for possible improvements, said the NCAA's president, Mark A. Emmert.

"We agreed that Division I is a very big tent," said Edward J. Ray, president of Oregon State University and chair of the NCAA's executive committee. With annual budgets ranging from $5-million to $145-million, mandating associationwide rules governing scholarships could be unfair, he said. "Maybe one size doesn't fit all."

If the board does grant leagues flexibility on scholarship rules, academic expectations could be greater for those that choose to offer lengthier or more-robust scholarships, Mr. Emmert said.

Other matters the board could take up in October or in January would be proposals to:

* Toughen academic standards for incoming athletes, both from high school and community colleges.

* Expand the NCAA's definition of "agents" and "third parties," possibly to include family members who claim to "represent" prospective athletes.

* Overhaul the association's lengthy rule book through "aggressive editing".

* Strengthen the penalties associated with the most-serious violations of NCAA rules.

Repeating a phrase he has emphasized several times this week, Mr. Emmert said the board planned to take up these and other matters over a course of "months, not years." And he had bold predictions for an organization frequently faulted for its slow response to problems: "Those who say that we're incapable of moving quickly will be pleasantly surprised in the coming weeks and months."

NCAA retreat: Quit punting, start talking

Austin American Statesman
July 30, 2011
By Ken Herman

College football approacheth. Hooray. I, like you, have some ideas about how to fix some of its problems. Hooray.

Unlike you, I'm paid to purvey my ideas on rectangular sheets of paper sold in greater Central Texas. Hooray. You, of course, are cordially invited to tell me I'm crazy. Boo.

We all assume improper money flows to players under tables in college towns across this great land — and in a tattoo parlor in Columbus, Ohio, near Ohio State. And we all favor higher graduation rates among football players, though some stats indicate they're not much different from the overall student body graduation rate.

We all agree change is needed. NCAA President Mark Emmert agrees with us.

"We have reached a point where incremental change is not sufficient to meet these challenges," he said in announcing an Aug. 9-10 retreat to discuss college sports' problems.

Some folks say college football players should be paid. They are. But payment comes in a currency (free college education) that doesn't interest some of them.

And how would it work if we did pay them cash? Would all colleges pay the same so we would avoid bidding wars for high school kids? Would every player (star quarterback and third-string deep snapper) be paid the same? It just wouldn't work. I'm not sure what would.

But I have a couple of ideas — something borrowed and something new — about graduation rates.

New: Instead of extracurricular, make football curricular. Allow players to major in football.

College prepares kids for careers, preferably in an industry in which they can make a living (though there are art history majors). Football is a thriving industry with many jobs, and not just for players. Why not a football major with broad-based courses, as well as courses that could prepare for a football-related career, such as coaching or front office. Seems more realistic, for players who choose it, than forcing them to pretend they want to be kinesiologists.

The borrowed idea is sensible and radical: Stop admitting athletes to schools they haven't academically earned their way into. Anybody understand why we allow that? (Answers concerning money will not be accepted.)

ESPN's Doug Gottlieb recently said his brother Gregg, an assistant basketball coach at University of California-Berkeley, told him no players at that school were academically qualified for admission. Players are put in schools for which they are not qualified, and we expect them to succeed — while playing big-time sports.

In 1997, then-Rep. Ron Wilson, D-Houston, proposed making athletes meet the same academic standards as other students.

"You might as well blow up the football field and the basketball courts and make parking lots out of them," then-University of Texas basketball coach Tom Penders said.

Legendary UT football coach Darrell Royal said student-athletes would flee the state, and "when the athletes leave, then attendance will fall. Then the coaches would leave. ... Then we're out of the athletic business."

Yes, this is a fine mess we've created for ourselves.

Wilson's proposal was in reaction to pushback against preferential college admission treatment for minority students with lesser academic records. "Why is it OK to get a running back in with a 2.0 (GPA), but you don't want to let in someone who wants to be a chemical engineer or a nuclear physicist who happens to be African American or Hispanic with the same GPA?" Wilson said back then. "It's the height of hypocrisy."

Probably so. But lots about college football teeters near the height of hypocrisy. Maybe Emmert's big retreat will produce big ideas. Or maybe it's best just to look the other way, fire up the big-screen and enjoy the games.

Looks like the 2011 season's first televised game — Murray State at Louisville — kicks off Sept. 1 at 5 p.m. Hooray.

NCAA retreat to tackle three main topics

ESPN
August 9, 2011
By Dana O'Neil

On the surface, it looks like just another dog-and-pony show, a bureaucratic tap dance at which much will be discussed and little accomplished.

But those who have been invited to the NCAA presidential retreat and the man who is hosting it insist that won't be the case.

When 54 university presidents and a cross-section of athletic administrators and conference commissioners gather Tuesday and Wednesday in Indianapolis, the goal won't be merely to discuss college athletics reform.

It will be to make reform happen.

"I don't want to be melodramatic, but this meeting is very important," NCAA president Mark Emmert told ESPN.com on the eve of the retreat. "We do have serious challenges, and we do need to make some serious reforms. I don't think there is any debate about that. I want us to be able to build a consensus around those things that are most important for the NCAA to pay attention to and then address those things quickly."

This group in and of itself doesn't have the authority to enact legislation. But because of the power brokers involved -- especially the university presidents -- any recommendations and endorsements it makes will carry serious weight and likely fly up the NCAA flagpole a lot faster than the typical tortoise pace. Some suggestions, in fact, could be brought before the NCAA board of directors as soon as Thursday.

"I would say if we don't make significant movement, we will have failed," said Jo Potuto, the faculty athletic representative at Nebraska and former chair of the committee on infractions. "If we don't come away from this meeting with some sort of model for change, it will be a disaster."

As with most things in life, the impetus for change comes in part from reaching the abyss. A gathering like this has been on Emmert's radar for some time, but this past year -- the NCAA's nadir -- has brought plenty of converts to his call to arms.

Big-name coaches have lost their jobs, and big-name universities have been rocked by ongoing scandal.

Mixed in with the anger at the alleged rulebreakers has been an equal frustration with how those alleged rulebreakers have -- or, more to the point, have not -- been punished.

Toss in escalating television contracts and coaches' salaries, and you have a groundswell of people wondering what in the world the NCAA is really all about.

Out of the rubble, the usually fractured and self-serving NCAA membership has finally reached a consensus: What the NCAA is really about needs to be redefined and the broken system needs serious repair.

"There are episodes every year like the ones we've seen this year," said Penn State president Graham Spanier, who will attend the retreat. "But it becomes almost an accumulation of frustrations. There have always been several of us who have had this level of frustration, but now I believe it's a majority of university presidents. I just think a number of us have gotten fed up."

SEC commissioner Mike Slive sounded the gong on the most glaring among the NCAA's current issues at his conference's media day last month. The rest of the big six commissioners fell in lockstep with his message at their own ensuing media gatherings.

Slive and Big Ten commissioner Jim Delany, two of the most outspoken and powerful commissioners, were puzzling omissions on the retreat invite list, but the topics the two have preached about will be a major part of the conversation.

Emmert said he wants this retreat to be an open discussion, but the key points he wants to address are similar to the key points the commissioners have discussed: academic standards, integrity and what he calls financial sustainability.

Specifically, here's what's on the docket:

Academic standards: There is a strong push to raise the required GPA from 2.0 to 2.5 for incoming freshmen.

"Since the standard test score was eliminated [and partnered with a sliding scale with GPA], you're finding more grade inflation," Big 12 commissioner Dan Beebe said. "We need to set the bar higher."

The NCAA already is considering one dramatic change: allowing partial qualifiers to receive their full scholarships and be able to practice -- but not compete -- with their team for one academic year.

It's not a new idea. It used to be called Prop 48.

"We've already had a lot of work go into issues of academic progress," Emmert said. "That's something we could deal with very quickly."

Integrity: Emmert has been outspoken in his hope that the NCAA will get tougher on its rulebreakers and he will find little resistance. But plenty of people also think that the bloated NCAA rulebook is at times its own worst enemy. There is a serious call to

deregulate the rulebook, to eliminate the less serious offenses in favor of concentrating on the bigger ones.

"We're busy catching the jaywalkers as they walk into the bank while someone is taking the vault out back," Beebe said. "We need to reform our legislation, reduce the amount of more trivial things and concentrate on the ones that really make a difference."

Potuto, whose job it once was to interpret those rules as part of the COI, agrees.

"We have a group of violations that are somewhere in the middle; they aren't secondary and they aren't really putting anyone at a competitive advantage," she said. "Yet we shoot ourselves in the foot because a lot of them have to be reported as major violations. We need to talk about what really matters. The NCAA should be a leaner, meaner machine."

Financial sustainability: No surprise that the money issue could be the most complicated.

Money is the great separator when it comes to the NCAA, with some schools having it in bulk and other scrimping for pennies. What works for one group can't or won't for another.

The current push is to find a way to close the small gap on a full scholarship and the actual cost of attendance at a university for an athlete.

But even the cost of attendance can be tricky. What is easy and affordable for the major conference with deep-pocketed football revenues is difficult and financially strangling to those without that money.

The issue then is how to allow for cost of attendance without further widening the gap between the haves and the have-nots.

"It would be nice if there was a recognition that there have been no perfect solutions since Adam and Eve," Potuto said. "No matter what policy decision you make, there will be consequences that some people don't like. But I think we need to keep the main objective in focus here, and that's how do we get where we want to get with the least amount of impact."

In essence, that's what this entire retreat will be about -- finding a common ground among a group of people who frankly have little besides job title in common. All of those invited are technically involved in college athletics. But college athletics as defined for Bernie Machen, the president of the University of Florida, and college athletics as defined for Penelope Kyle, the president at Radford University, are not necessarily one and the same.

Finding consensus among all the NCAA constituents -- from presidents to coaches and from big schools to small -- has been the organization's biggest stumbling block.

That's what makes the mission for this meeting so critical and so difficult.

"We are responsible for our own situation," Emmert said. "We need to make sure we have the will to fix what we can fix and make progress."

NCAA's stricter academic rules: What does it mean for your team?

CNN
August 17, 2011
By Ali Elkin

The NCAA is raising its academic requirements for postseason competition, including bowl games and March Madness, the organization announced Thursday in a news release.

Had the new rules been in effect during the 2010-11 academic year, the University of Connecticut would not have been able to compete in (and win) the NCAA basketball tournament. Syracuse and Florida State would have also been barred from the Big Dance, and the University of Southern California wouldn't have qualified for the "First Four" play-in game it lost to Virginia Commonwealth.

The NCAA calculates an academic progress rate that measures retention and graduation rates for every Division I team, reflecting the previous four academic years. The score comes out to a number as high as 1,000. Since its introduction in 2005, teams with APRs below 925 would face penalties, such as losing scholarships. Postseason bans would be issued only after three consecutive years of APRs below 900.

When the new rule is in full effect, only teams that have APRs of at least 930 will be able to compete in the postseason, according to a NCAA news release. The new rule will be gradually implemented over the next five years. An APR of 930 comes out to a 50% graduation rate, according to the news release.

"The board voted to raise the Academic Progress Rate benchmark from 900 to 930 and supported a penalty structure that will require teams to earn at least a 930 four-year, rolling APR in order to participate in postseason competition," the release said.

There was no mention in the announcement of teams being allowed to fall below this minimum for a certain number of years, as they have been in the past.

The idea for the new regulation came out of a conference between NCAA president Mark Emmert and 50 university presidents. After the conference ended last week, the Division I board of directors voted unanimously to approve the new rule.

Last year, UConn's APR for basketball was 893. Since it was not their third consecutive year below 900, the Huskies were able to compete in the NCAA tournament. If the new rules had been in effect, they would have been barred from the Big Dance. In fact, several teams would have been. The University of Texas – San Antonio would have been out, as would its play-in opponent Alabama State. No. 3 seed Syracuse may have lost to No. 11 Marquette because of a questionable call, but if the new academic benchmark had been in

place, the Orange wouldn't have played at all. Florida State University, with an APR of 926, would have already fallen short before it could fall short of beating Virginia Commonwealth University in the Sweet 16.

The rule, had it been in effect, would have also changed the look of the football postseason. All of last year's conference champions were in the clear APR-wise, but other competitors in post-season bowl games would not have been.

Though Michigan came nowhere close to beating Mississippi State in the Gator Bowl, it would have just missed the APR cutoff, with a score of 928. Maryland beat East Carolina in the Military Bowl, but the Terps' APR of 922 would have kept them from playing at all. The New Mexico Bowl and the Beef 'O' Brady's Bowl would have had completely different makeups, as Brigham Young, University of Texas – El Paso, University of Louisville and Southern Mississippi all had APRs below 930.

The NCAA news release said a detailed timeline for implementing the new academic benchmarks will be ready in October.

NCAA's well-intentioned APR increase still has major flaws

Sports Illustrated
August 12, 2011
By Andy Glockner

On the surface, Thursday's NCAA announcement of an increase in Academic Progress Report (APR) standards and tying schools' rolling averages into postseason eligibility is commendable.

An organization that often moves at a snail's pace needed fewer than 24 hours after two days of reform discussions to put words into action, and a system that's often accused of putting money first (and second and third) now has a more rigorous academic check to help provide balance.

That said, anytime you boil down academic progress at over 340 Division I basketball programs into a single number, you're asking for trouble. APR figures are generated by a formula with more loopholes than the U.S. tax code and are scaled the same way for everyone without regard for school size, athletic department finances, or racial and socioeconomic demographics of athletes. That's completely misguided, and as constructed, feels like an academic version of the RPI.

You know the RPI, that annual whipping boy of a calculation that simultaneously is disavowed by the NCAA as a selection criteria (technically true) and so impactful in terms of seeding and at-large selection (in terms of top-50 wins and schedule strength) that it's created a cottage industry of projections. The RPI formula, with an absence of scheduling regulations and the prevalence of guarantee games nationwide, remains heavily slanted toward major-conference teams. With the NCAA tournament money and quantifiable impact on recruiting at stake each year, big programs have massive incentive to game the system in their favor and smaller programs are at a profound disadvantage in trying to meet the same standards of inclusion.

Those themes may all sound very familiar in 2015-16 when these new APR regulations take effect.

There is no question the new APR requirements will hit smaller programs harder. These schools, especially in leagues like the SWAC and MEAC, don't have the budgets to provide the academic support necessary to help players remain on track as defined by the APR. It's no coincidence that many of these teams spend most of November and December away from campus, essentially as fundraising arms for the universities as they collect guarantee checks and 40-point losses. (Whether these programs should continue as Division I concerns is a related question, but for now they are classified as such, so any rules created need to account for their situations, too.)

What kind of impact are we talking about? Per the NCAA's own APR database, a total of three SWAC and MEAC schools (out of 21) would have been eligible to play in the NCAA Tournament if the new standard of 930 was applied to their current four-year averages. Your MEAC tournament final would be North Carolina A&T vs. Hampton. And faux congratulations to Alcorn State, which would win the SWAC auto bid by default. In the Ohio Valley Conference, also one of the nation's poorest, half of its members would be ineligible. Shouldn't a system do a better job of helping these schools educate players rather than taking away opportunities because they're underfinanced?

There's also no question, much like the RPI, that using the APR in a vacuum has flaws. The overarching goal of academic progress should be to ensure graduation, but there is a low correlation to the official NCAA "Graduation Success Rates," because you can't compare a snapshot of current academic standing against graduation rates that take six years to compile. More important, the way the formula accounts for transfers (who are a plus if they have a 2.6 GPA and a minus otherwise) and early entrants into the NBA draft (Kentucky thanks you for finishing your freshman classes, John Wall) puts responsibility on programs where they don't even control the choices being made by their athletes. The NCAA absolutely needs to address these inconsistencies, as two identical APRs currently can mean very different things.

And, sadly, there's probably no question that with the NCAA tournament at stake, there is now even more incentive for academic fraud to be perpetuated in order to keep a program eligible. The idealism of the college experience is nice, but not when billions of dollars in TV money and millions of dollars in coaching contracts are involved. Historically, grade changing and other malfeasance typically was the province of star players, so they could remain eligible. Now everyone's grades matter and there's way too much reward to assume that no one will risk cheating to make sure someone -- anyone -- doesn't jeopardize a program's NCAA chances.

So, yes, Thursday was a decent day for the NCAA, but it's not unfair for cynics to think the quick reaction at the presidents' retreat is as much a p.r. move as a well-thought out, long-term solution. The NCAA has been getting crushed by an avalanche of bad publicity and a perception that it no longer can effectively govern major-college athletics. Creating a stronger link between academic performance and athletics should be the main mandate of Mark Emmert's tenure, and he needs to take individual moments like this, improve them and cobble them into a long and painful process of NCAA reform.

Hopefully, that reform will be tailored to account for the differences across the NCAA's Division I members, which would be a much fairer landscape than the one announced on Thursday. For now, maybe we should dub this change the "Piñata Rule." Threatening to take away the NCAA tournament is a big stick to wave around, but the NCAA remains mostly blind while it's swinging it.

Raising of academic standards by NCAA laudable, but has pitfalls

The San Diego Union-Tribune
August 14, 2011
By Tim Sullivan

Raising the bar and lowering the boom, the National Collegiate Athletic Association is adding an "or else" to the education of athletes.

The NCAA's board of directors approved a plan last Thursday that will hold schools more accountable for their Academic Progress Rate at the risk of expensive and embarrassing postseason bans.

The initiative is a practical step toward higher standards that also carries symbolic significance at a point when college sports and corruption seem virtually synonymous. Yet while the reflex is to applaud the effort as a reaffirmation of the core mission of American colleges and universities, the reality is more of a mixed bag.

Requiring schools to maintain a four-year APR of 930 to qualify for bowl games or March Madness — legislation likely to be implemented in 2015-16 — may cause some schools to be more selective in recruiting and more committed to getting athletes degrees. But it's also likely to have a disproportionate impact on those schools that can least afford extensive tutoring programs while creating additional pressure to cut academic corners in the name of commerce.

"There are some unintended consequences," said Jay Larson, assistant athletic director for compliance at San Diego State. "It probably is a good thing for college athletics to put the focus back on academics (and) I think the schools with more academic resources will probably be OK.

"But there's more potential for academic fraud. And I think if they're going to hold teams to a higher standard and say you're not going to play in the postseason unless you have the 930, you have to raise the (initial) eligibility standard."

The APR formula attempts to measure an institution's success in steering athletes toward graduation. Points are allocated based on an athlete's maintaining eligibility and staying in school, and each scholarship athlete can qualify for two points per term.

The calculation allows for adjustments if an athlete transfers or begins a professional career in good academic standing or if he or she obtains a degree after exhausting eligibility, but the basic math measures the number of points attained divided by the number of points possible, multiplied by 1,000.

Because men's basketball teams are allotted only 13 scholarships, a single player who leaves school in mid-semester (such as SDSU's NBA-bound Kawhi Leonard) can lower a school's semester score below the 930 level. The new

standard would have made 12 participating teams ineligible for last spring's NCAA Basketball Tournament, including the Aztecs, as well as six of the 70 football bowl teams.

"All our programs have been moving up," SDSU Athletic Director Jim Sterk said. "And I would expect basketball to do the same. Our single year that fell after the tournament was a 958, so our overall multiyear for the coming year is a 938. So we're already over that threshold, but with a small cohort, the number can swing."

Since the NCAA began reporting APR statistics for the 2005-06 academic year, SDSU has demonstrated progress in its highest-profile programs, but has also been docked scholarships in baseball and football.

While the loss of even a single scholarship is a serious setback for any coach, the prospect of being excluded from postseason play falls under the general heading of "Stuff That Can Get You Fired."

"It's time for tough love in intercollegiate athletics," UC-Riverside President Tim White said during an NCAA retreat last week in Indianapolis. "It's as simple as that. It has to be timely, but it has to be tough."

Perhaps it ought to be more thoughtful, though. If the stewards of college sports are as consumed with integrity issues as NCAA President Mark Emmert professes, tying APR to a school's revenue potential arguably increases the incentive to cheat and, worse, closer to the core mission of a university.

It's one thing for an athlete to trade memorabilia for tattoos or to obtain access to automobiles unavailable to the ordinary student. It's quite another thing for athletes to submit ghost-written papers or have proxies take their tests in order to protect a school's revenue streams.

SDSU basketball coach Steve Fisher anticipates that the "trickle-down" impact of the new standard will be a class of athletes, "a little better prepared coming out of high school." At the collegiate level, Fisher expects an increase in independent study and pass/fail courses and sees potential for change in the deadlines for dropping classes.

He does not imagine coaches will shun high-profile players who view college as a temporary detour en route to the pros.

"I personally don't think that will happen," Fisher said. "I don't think anybody will pass up a player with the fear of what that might mean a year or two from them."

Until coaches are judged by their graduation rates, they will make the grade by winning.

SEC boss Slive uses his bully pulpit to strike a blow for reform

Sporting News
July 20, 2011
By Matt Hayes

He walked off the stage at SEC Media Days, a commissioner with big ideas and bigger dreams about reforming the suddenly stained image of college sports.

After throwing down a gauntlet of brazen reform ideas, the question had to be asked. So, I pulled SEC commissioner Mike Slive aside to get an answer to the one thing left floating in the room:

Will other conferences embrace the change?

"They better," said the most powerful man in college sports.

There's a reason Slive picked this time, this moment, to unveil radical change to college sports. A reason he used the SEC Media Days, with a record 1,000-plus credentialed media members in attendance, to mark his territory.

Because Mark Emmert couldn't.

Understand this about the NCAA and its utterly useless ability to create and make change in college sports: It's not the NCAA's fault.

The NCAA is powerless when it comes to making change, powerless to lead and cultivate an argument from a proposition to law – unless member institutions are in agreement. The job of president (see: Emmert) is voted upon by member institutions, and the president of the NCAA, in many ways, is simply beholden to university presidents.

That's what makes Slive's proclamation so stunning. No one listens to the NCAA president.

Everyone listens to the commissioner of the most powerful conference in college sports.

"Mark Emmert will not be surprised by what I've said," Slive said.

That's because Emmert and Slive and associate SEC commissioner Greg Sankey worked on this proposal for weeks, fine-tuning talking points that will eventually become the syllabus for the "retreat" Emmert announced last month – where university presidents and conference commissioners will gather to discuss serious change. The four key points:

- Cost-of-attendance scholarship increases. This is not necessarily a pay-for-play idea, but an opportunity to help players with cost-of-attendance needs.

  "But that money won't be there if you're not academically eligible or you're behaving poorly," Slive said.

- Raise minimum eligibility requirements for incoming freshmen and junior college transfers. The minimum grade point average would rise from the current requirement of 2.0 to 2.5, and a consistent completion of 16 core courses over four years of high school would be required. By showing consistent progress toward completion of the core courses, players wouldn't be saddled with a large number of core courses to complete in their final year in high school – a haven for academic fraud.

  This will also bring back a form of the old Proposition 48 rule, where those who don't qualify can go to school for a year but would not be eligible to play.

- Modernize recruiting rules. The new rules would consider the addition of texting as a form of communication, and specific dates for face-to-face visitation instead of the current convoluted calendar with random dates. Also, the rules would eliminate 7-on-7 camps run by street agents and eliminate third-party recruiting (see: street agents).

- Support Emmert's idea of increased rules enforcement that severely penalizes teams who cheat.

"We're just unpacking the box right now," Sankey said.

And opening a big can of controversy in the process.

Coaches, whose livelihood and fat salaries depend on recruiting, see their pool to choose from significantly shrinking.

"The commissioner and I agree on a lot of things, but not this one," said South Carolina coach Steve Spurrier. "For some reason, we try to make it more and more difficult for young men who come from difficult backgrounds and difficult settings. But whatever they say the requirements are, we'll abide by them. They make the rules."

Slive began the day by proclaiming, "Intercollegiate athletics has lost the benefit of the doubt." As he walked out of the ballroom, his wife, Elizabeth, cupped his face, kissed his cheek and whispered, "You were wonderful."

The 5-foot-7, 160-pounder stood in the box with a 38-ounce bat and took a big swing at the ills of college sports. Will others follow?

They better.

Stanford AD Bowlsby: Bench freshmen

San Francisco Chronicle
August 15, 2011
By Tom FitzGerald

NCAA President Mark Emmert held a two-day retreat with more than 50 university presidents late last week on the subject of athletic scholarships.

Stanford athletic director Bob Bowlsby wasn't there, but he thinks the NCAA could start the reform process by making freshmen ineligible for interscholastic sports.

"It would give them the opportunity for getting established on campus, academically and athletically as well," he said. "It's academically sound."

Freshman ineligibility dates back to the early 1900s, although the rules were loosened during wars because of shrinking college enrollments.

In 1968, the NCAA allowed freshmen to participate in all sports except football and basketball, then lifted the ban on the two main revenue sports four years later. An NCAA committee recommended reinstating the ban in 1983, but the proposition was defeated.

Maybe the time has come to return to the old system, Bowlsby said.

It would eliminate one-and-done basketball players, who take advantage of a system in which the NCAA acquiesced to the NBA's needs.

It might require more scholarship funds to field teams if freshmen couldn't play, Bowlsby said, "but I'm not sure that's absolutely true in every sport."

When a reporter suggested that it would be hard for the NCAA to transform a system so ingrained in the colleges and American culture, Bowlsby said, "Incremental change hasn't done us very much good in athletics. So I think perhaps something transformational is required."

Bowlsby also said the NCAA should consider exacting more timely and harsher penalties on schools that violate NCAA rules and provide incentives to schools with high Academic Progress Rate scores and graduation rates.

"That's where the rubber hits the road," he said. "If you don't get to participate in the postseason because your academic programs are failures, then that'll create some outrage."

According to Bowlsby, about 80 Division I schools wouldn't have been eligible for the NCAA Tournament in basketball "if the rules had been crisply enforced, including some that finished very high in the tournament."

He said, "It takes three years of multiple non-compliance to get to the point where you're actually withheld from awarding scholarships or withheld from participating in the postseason. It needs to be quicker and more severe."

Agreeing with many of the school presidents meeting in Indianapolis, Bowlsby thinks scholarship rules should be amended to cover the full cost of attendance, beyond the current room, board, tuition, books and supplies.

Bowlsby said the additional amounts should be based on financial need. "That's the fair way to do it."

Time to Take a Hard Look at School Sports

The Huffington Post
July 12, 2011
By Ted Kaufman

I am a college sports fan, always have been, always will be. I love watching the games, but I haven't liked watching what has been happening to the role of sports in our educational system.

Certainly, from a very early age sports should be part of the system. Healthy bodies, understanding teamwork and competition, learning the value of hard work and achieving excellence -- these are all important goals and values that participation in organized sports can encourage and nurture.

We seem to be forgetting those values. The extraordinary rise in pay for professional athletes may be one contributing factor. News of the latest $100 million contract spurs too many high school students to put aside the books and concentrate instead on developing a good jump shot or a blazing fastball. In many communities, college scholarships do not go to those who spend nights and weekends studying. They go to kids who can block and tackle.

Far too many of these teenagers not only dream about but actually plan on a career in professional sports. Forget books. That's not where the money is. Yet according to the National Collegiate Athletic Association, an NBA team will eventually draft only 3 in 10,000 high school senior boys playing interscholastic basketball. Only 8 in 10,000 -- still less than one tenth of one percent--of high school senior boys playing interscholastic football will eventually be drafted by an NFL team. The numbers in professional baseball and other professional sports are about the same. Placing all your bets as a teenager on making it as a professional athlete isn't much better than planning your life by buying a lottery ticket.

Too many of these teenage athletes will be left without the skills to succeed in a modern competitive environment. There is an even crueler reality. Even those few who do play professionally may have real problems. Sports Illustrated reported in March that 60 percent of NBA players are broke within five years of retiring. Within two years after their brief careers are over, 78 percent of NFL players are bankrupt or under financial stress because of joblessness or divorce.

How do we persuade teenagers that academic, rather than athletic, excellence is a lot more likely to result in a successful life and, yes, financial rewards? The people who run college sports are not helping.

I live for college basketball's March Madness and enjoy watching college football, but it is clear that both are having problems. On virtually every Division 1 campus, the highest paid faculty members are coaches. In some cases, these coaches continue to make

millions after egregious violations. The most glaring example is one basketball coach who has taken three teams to the final four NCAA championships in the past 15 years. Two of his teams had to forfeit honors because of recruiting violations. Both schools were put on probation, but this coach is presently working for a third top basketball powerhouse. What kind of message does that send about college educational priorities?

College football puts a great product on the field every Saturday but the costs are great. Of the top 120 college football programs all but 14 lose money. The University of Florida's athletic department has three airplanes to use at its discretion. I wonder how many airplanes are at the disposal of the engineering department.

The capper for me was last year's BCS football championship game. Bowl games used to be the way a small number of fortunate college football programs balanced their books, but last year it was different. Auburn and Oregon played in the championship game. Both teams received about $2.3 million for their appearance and you would assume a lot of that would go to help other academic university programs. You would be wrong. Oregon ran a DEFICIT on the game of almost $300,000 and Auburn doubled that with a $600,000 loss. What message does it send on priorities when a college spends almost $3 million on one football game?

Sports are an indispensable part of America, but educating our kids is the most important factor in determining our country's long-term success in a highly competitive world. It is time to take a hard look at the role of sports in our educational system.

Brief History of NCAA Division I Initial-Eligibility Standards

SUP. 11-a

- 1986 – Implementation of Proposition 48. Minimum 2.0 high school grade-point average in 11 core courses and minimum SAT/ACT required.
- 1995 – 13 core courses required.
- 1996 – Proposition 16. Same minimums as Proposition 48 with an additional sliding-scale requirement that eliminated eligibility for prospective student-athletes low on both grade-point average and test score.
- 2003 –14 core courses required. Minimum test scores eliminated and sliding scale extended. Students with low test scores now eligible if their grade-point average is fairly high. Minimum 2.0 core grade-point average maintained.
- 2008 – 16 core courses required.

NCAA Data Sources

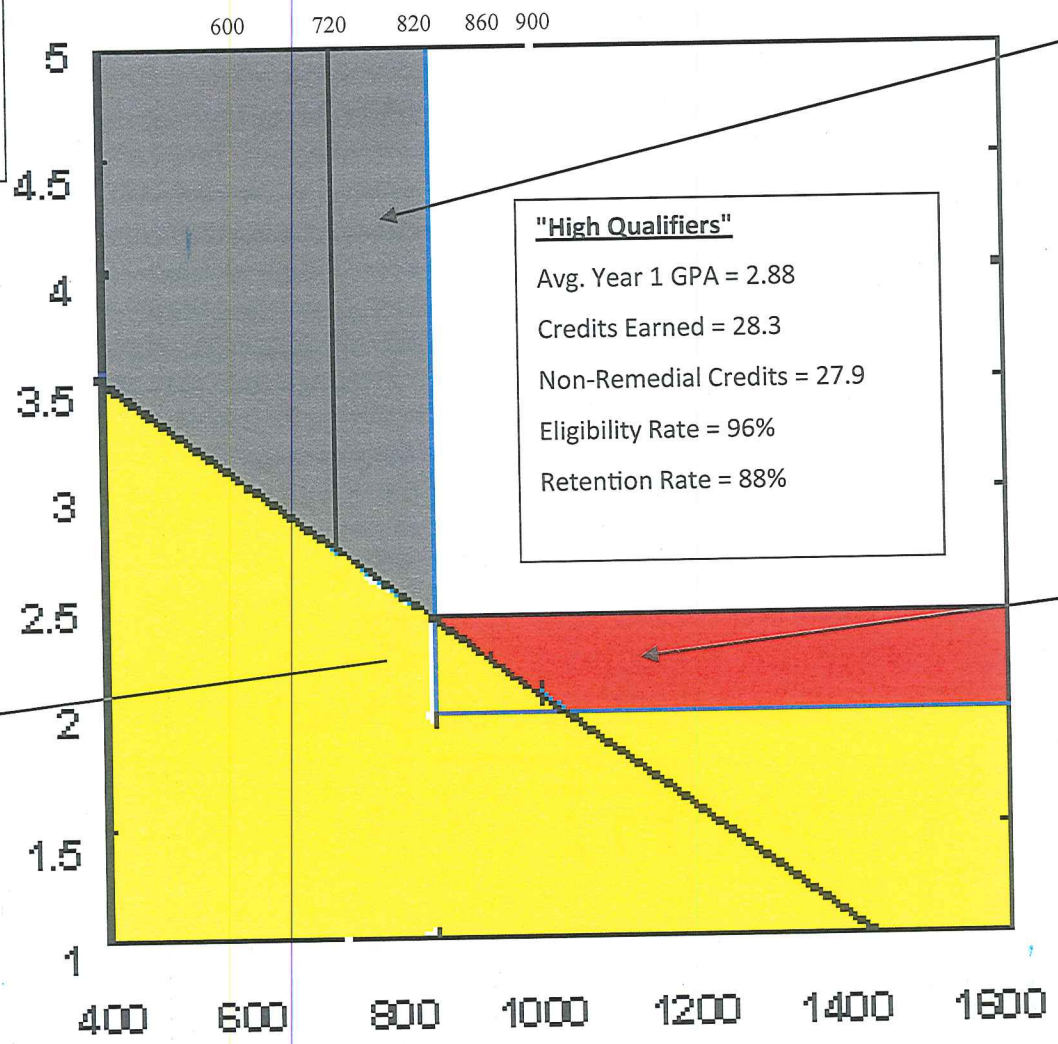
- The primary data sources used by NCAA Research in informing initial-eligibility legislation over the past 15 years include:
  - **Academic Performance Study (APS):** High school and college academic outcomes on 12,000 Division I student-athletes (1984-88 high school graduates). Data also available on several thousand Division II student-athletes.
  - **Initial Eligibility Clearinghouse (IEC)/NCAA Eligibility Center:** High school academic data on more than 1 million prospective student-athletes (1994-present).
  - **Academic Performance Census (APC)**: College academic outcomes of large samples (10k-20k per year) of Division I student-athletes (1994-2002). Some data also available on Division II student-athletes during some of these years.
  - **NCAA Division I Academic Performance Program (APP)/APC)**: Mandated collection of college academic outcomes on all Division I student-athletes (100,000 student-athletes per year; 2003-present).
- Taken together, these databases represent the most comprehensive national collection of data on high school and college academic performance.

Reasons for Review of Initial-Eligibility Standards (Leading to 2003 Rule Changes)

- NCAA committed to reviewing impact of standards.
- Frustrated by lack of predictive validity in using high school variables to predict college graduation.
- More recent data available.
- Board's charge = maximize graduation rates, while minimizing adverse impact.
- 1999 – Board identified academic consultants to assist its evaluation of initial-eligibility standards.

First-Year Academic Performance of Low-Test versus Low-GPA Qualifiers in Division I (2007-08 Division I Freshmen)

FINDINGS:
Initial research has shown that student-athletes who are eligible by the new standards but below the old test cut-score significantly outperformed students with higher test scores and low GPAs (e.g., between 2.0 and 2.5) during their first year in college. (Compare gray area to red area).



"Low Test"
Avg. Year 1 GPA = 2.43
Credits Earned = 26.3
Non-Remedial Credits = 24.5
Eligibility Rate = 89%
Retention Rate = 84%

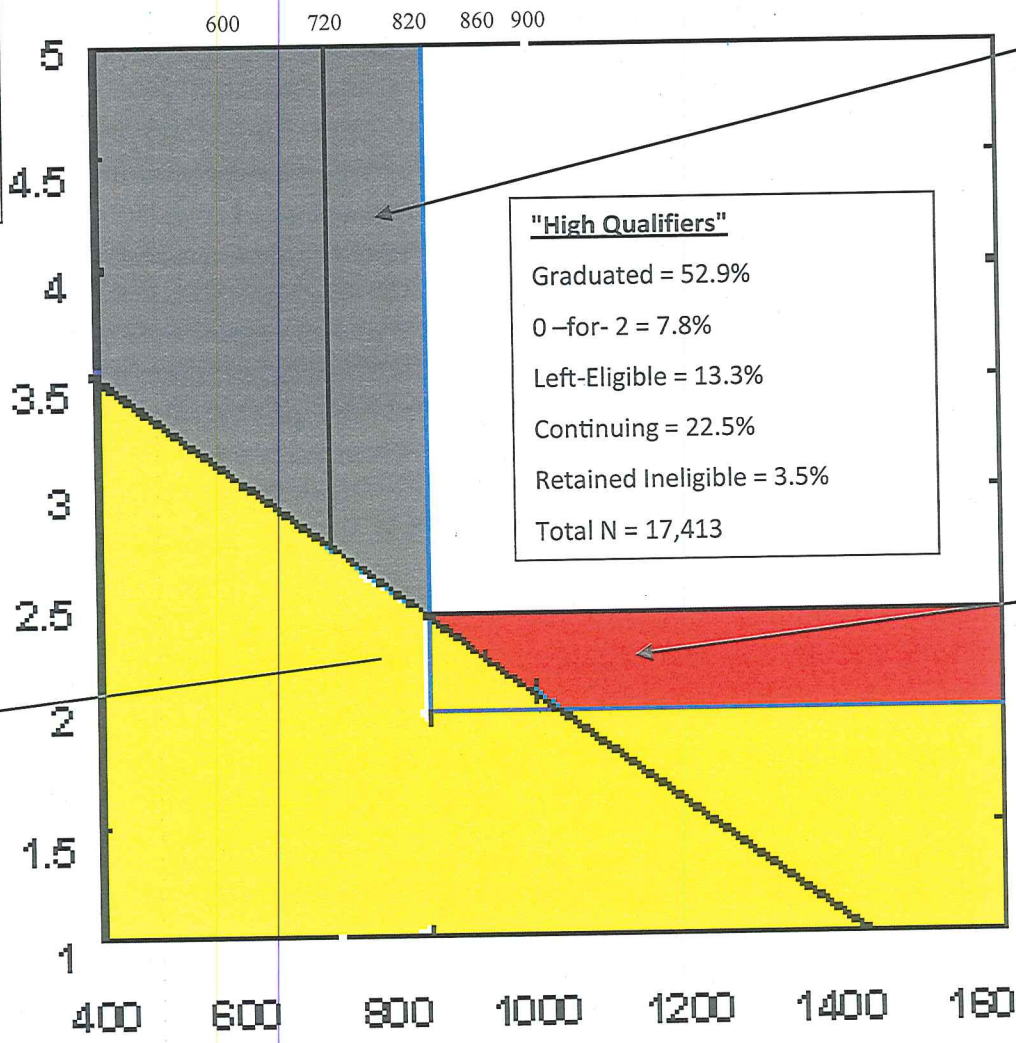
"High Qualifiers"
Avg. Year 1 GPA = 2.88
Credits Earned = 28.3
Non-Remedial Credits = 27.9
Eligibility Rate = 96%
Retention Rate = 88%

"Low HSCGPA"
Avg. Year 1 GPA = 2.22
Credits Earned = 24.5
Non-Remedial Credits = 24.0
Eligibility Rate = 81%
Retention Rate = 75%

"Below IE Scale"
Avg. Year 1 GPA = 2.30
Credits Earned = 25.2
Non-Remedial Credits = 23.8
Eligibility Rate = 85%
Retention Rate = 83%

Five -Year Academic Performance of Low-Test versus Low-GPA Qualifiers in Division I (2003-04 Division I Freshmen)

FINDINGS:
Initial research has also shown that student-athletes who are eligible by the new standards but below the old test cut-score significantly outperformed students with higher test scores and low GPAs (e.g., between 2.0 and 2.5) over their entire college careers. (Compare gray area to red area).



"Low Test"
Graduated = 38.3%
0 –for- 2 = 20.4%
Left-Eligible = 18.3%
Continuing = 14.6%
Retained Ineligible = 8.4%
Total N = 677

"High Qualifiers"
Graduated = 52.9%
0 –for- 2 = 7.8%
Left-Eligible = 13.3%
Continuing = 22.5%
Retained Ineligible = 3.5%
Total N = 17,413

"Low HSCGPA"
Graduated = 29.8%
0 –for- 2 = 28.0%
Left-Eligible = 17.0%
Continuing = 15.6%
Retained Ineligible = 9.7%
Total N = 860

"Below IE Scale"
Graduated= 25.7%
0 –for- 2 = 38.9%
Left-Eligible = 14.4%
Continuing = 11.0%
Retained Ineligible = 10.0%
Total N = 319

Summary of Research: General

- High school academic performance (grades, test scores, and core courses taken) is a good but far from perfect predictor of early academic success/failure in college (e.g., first-year grades).

- For this reason, Division I initial-eligibility rules and progress-toward-degree standards were revised to provide a more comprehensive monitoring of a student-athlete's real time likelihood of graduating.

- Knowledge of other characteristics of the student-athletes, their family situation, the colleges they are attending, etc. can add significantly to the prediction of college outcomes.

Summary of Research:
First-Year College Outcomes

- Both high school grade-point average in core academic classes and ACT/SAT scores have been shown to be moderately predictive of first-year grade-point average in college among Division I student-athletes. To a lesser degree, these variables are also predictive of the number of credits earned during that first year.

- Currently, high school grade-point average in core academic classes is two to three times more important in the prediction of first-year college outcomes than test scores.

Summary of Research: Prediction of College Graduation

- High school core grade-point average and ACT/SAT scores are both independently predictive of eventual graduation from college.
- The predictive power of core grade-point average appears stronger presently than that of high school test scores.
- Proximal college outcomes (e.g., first-year grades) are generally more predictable from high school academic characteristics than is graduation.

Summary of Research:
Changes in Predictability of College Outcomes

- Although high school grades have historically been shown to be more predictive of college grades than test scores, the size of the effect differential has increased as the NCAA has increased the number of core courses on which high school core grade-point average is based (from 11 in 1986 to 16 currently).

- The test scores and high school grade-point average used by the NCAA during the 1980's were equally predictive of graduation among Division I student-athletes. Today, high school grade-point average in core courses is a stronger predictor of graduation.

Summary of Research: Implications for Setting Initial-Eligibility Standards

- Predictability of these college academic outcomes from high school core grade-point average and ACT/SAT scores tends to be a bit stronger and more reliable at the upper part of the academic spectrum. That is, more factors may play into predicting academic failure than the level of academic success.

- Previous NCAA initial-eligibility rules (Propositions 48 and 16) employing a minimum test score were criticized for several reasons, including the following:

  - Test scores were effectively being weighted twice as strongly in the initial-eligibility formula as high school core grade-point average, despite research suggesting that grade-point average should be weighted the same or higher than test scores.

  - A sliding scale like that used currently should lead to more accurate predictions with reduced adverse impact for low income and minority student-athletes.

Summary of Research: Implications for Setting Initial Eligibility Standards

- The sliding scale employed in the current Division I initial-eligibility standards weights test score and high school core grade-point average equally with a minimum eligibility line set at about one standard deviation below the national average for college-bound students.
- Initial research has shown that student-athletes who are eligible by the new standards, but below the old test cut-score, significantly outperformed students with higher test scores and low grade-point averages (e.g., between 2.0 and 2.5) during their first year in college.
- Testing experts (e.g., the National Research Council and the testing companies themselves) continue to recommend using test scores in combination with other factors (as in the sliding scale) rather than in a manner where a poor test score in isolation (as in the single cut-score approach) can result in denial of opportunity.

Summary of Research: Nature of NCAA Initial-Eligibility Cut Scores

- On a statistical basis, under the single test cut score, some student-athletes were being declared ineligible even though their tests and grades indicated that they were better prepared than others who were declared eligible.

- Consider the following numbers based on statistical models using recent student-athlete data:
  - *Student A*: High school grade-point average = 2.5, SAT = 820. Probability of graduating in six years = 38%. Student declared eligible under Proposition 16.
  - *Student B*: High school grade-point average = 3.0, SAT = 700. Probability of graduating in six years = 45%. Student declared ineligible under Proposition 16.

Summary of Research: Core-Course Issues

- There is a great deal of variation in core-course offerings across high schools.
- Relationships between core-course offerings and characteristics of the high schools and communities exist.
- Generally, low socio-economic status and urban/rural location are related to lower numbers of core-course offerings even after school size is considered.
- Most Division I institutions require between 15 and 18 core courses for admission.
- Historically, student-athletes have adapted quickly to increases in NCAA core-course requirements.

Summary of Research: The Active (Direct) Impacts of High School Core Courses from APC 1994-1995

- The comparison of 1994 and 1995 classes shows an increase in graduation rate from 56.6% to 61.1%.
- This was coincident with a change in the initial-eligibility rules from NCC=11 to NCC=13 leading to ~2%-3% per core course.
- However, this minimum also had effects on (a) the scores on other academic variables (e.g., higher grade-point averages & ACTSAT), (b) on the demographic composition of the student-athletes (e.g., minority 30.8% to 24.0%), and (c) on different colleges and universities.
- After these sampling differences were considered in a statistical model, the marginal gain for student-athlete in the same school resulted in ~ **+1%** improvement in graduation rate for each one course increase in core courses (up to 13).

NOTE: Data presented to Academic Consultants in 2002

Potential Impacts of Grade-Point Average Based Initial-Eligibility Rules



Methods

- Data were analyzed from entering freshmen in the 2006-07 APP data collection. These data are the most recent data available that provide a complete high school record on all student-athletes. More recent data sets are missing core grade-point average information on a significant number of student-athletes due to the imposition of an early qualifier standard in 2007.

- Only those student-athletes from the APP data whose information could be matched to data from the NCAA Eligibility Center are included. This represents approximately 85% of the APP cohort (N = 24,888).

- Student-athlete outcomes for those students whose data were not matched were analyzed statistically to search for academic and demographic differences from those whose data are included in these analyses. No such differences were detected, so we view this sample as representative of the population.

Methods

- For the following analyses, potential rules based on core grade-point average minimums were applied to student-athletes who appeared in the 2006-07 APP freshman cohort.

- There is no way to accurately model possible behavioral changes on the part of students as a reaction to changes in the rules.

Freshman Academic Outcomes for Student-Athletes Meeting Various Grade-Point Average-Based Eligibility Standards

Entering Division I Freshmen 2006-07

	Academic Outcomes									
	Current		2.25		2.5		2.75		3.0	
Did Student Meet Minimum?	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Retention Rate	87.9%	81.6%	88.0%	80.2%	88.3%	80.9%	89.0%	81.2%	89.7%	82.7%
Eligibility Rate	94.6%	80.5%	94.7%	81.9%	95.2%	83.8%	96.2%	85.4%	97.0%	87.4%
Percent "0/2"	3.0%	10.3%	2.9%	10.7%	2.6%	9.5%	2.1%	8.2%	1.6%	7.0%
Freshman Grade-Point Average	2.84	2.42	2.85	2.21	2.88	2.25	2.94	2.29	3.01	2.36
Total Credits Earned	28.2	24.1	28.2	23.6	28.4	24.8	28.7	25.2	28.9	25.9
Non-Remedial Credits	27.7	23.0	27.8	22.9	27.9	24.0	28.3	24.4	28.7	25.0

2003-04 Entering Freshmen Data

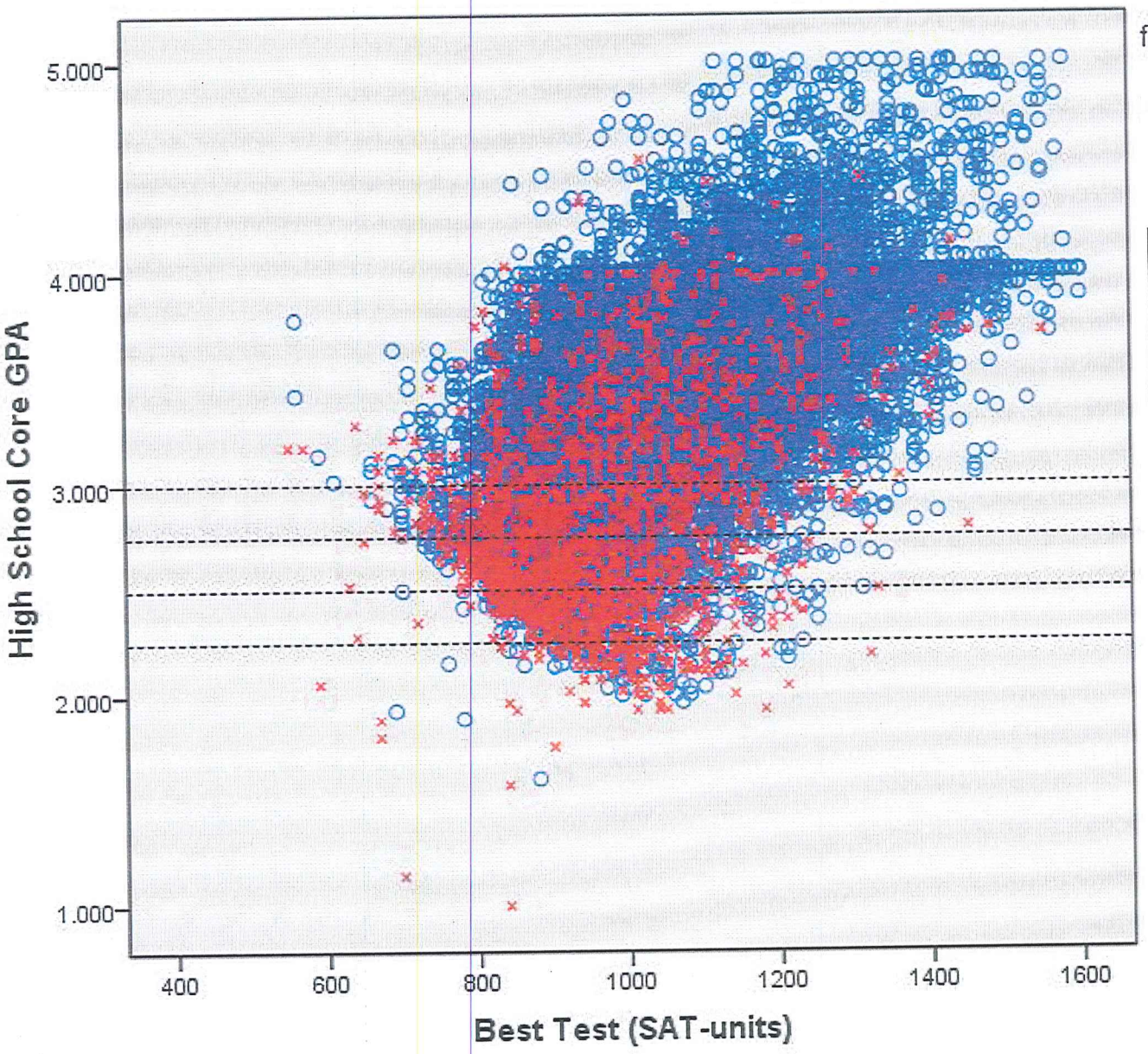
- Data were analyzed for entering freshmen in the 2003-04 APP data collection. These data allow us to assess impacts of rules in light of five-year academic outcomes for these student-athletes. There are 19,269 student-athletes with data available for these analyses. For these analyses, student-athletes were grouped in the following ways:
  - "Known Graduates" – Student-athletes who were reported as having graduated from their initial institution of enrollment within five years.
  - "Likely Graduates" – Group that includes known graduates, plus those student-athletes who are continuing their enrollment into the sixth year.
  - "0/2" – Left the institution while ineligible at any point during the five-year period.

Five-Year Academic Outcomes for Student-Athletes Meeting Various GPA-Based Eligibility Standards

Entering Division I Freshmen 2003-04

	Academic Outcomes									
	Current		2.25		2.5		2.75		3.0	
Did Student Meet Minimum?	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Known Graduation Rate	51.0%	22.7%	51.4%	25.6%	52.6%	30.1%	54.4%	34.3%	56.5%	36.9%
Likely Graduation Rate	72.7%	41.3%	73.3%	39.3%	75.0%	44.6%	77.5%	49.2%	80.3%	53.5%
Percent "0/2"	9.5%	42.7%	9.1%	35.1%	8.0%	29.8%	6.3%	25.6%	4.7%	21.9%
Proportion of Known Graduates and "0/2" Students Impacted by Each Potential Rule										
Known Graduates	99.8%	0.2%	98.9%	1.1%	95.4%	4.6%	88.3%	11.7%	79.2%	20.8%
"0/2s"	98.3%	1.7%	92.4%	7.6%	76.0%	24.0%	53.9%	46.1%	35.0%	65.0%

All Freshman Student-Athletes 2003-04
By Final Outcome (Grad versus "0/2")



FINDINGS:
There is significant overlap among the distribution of student-athletes who graduate from college and that of those who fail academically. This makes the task of setting standards with "minimal adverse impacts" more difficult.

NCAA Division I Academic Cabinet Review of Initial Eligibility

Presidential Retreat
Follow Up
September 2011

Overview

- Charge.
- Increase initial-eligibility standards.
- Discussion of athletically related aid and practice.
- Implementation timeline.
- Special admissions/comparison of student body to sports teams.

1

Presidential Retreat Summary

Called for sweeping changes to improve intercollegiate athletics, including:

- **Improving academic standards** and tying academic performance to participation in championships.
- Re-writing the NCAA manual to reduce rules and focus on the most significant issues.
- Revamping the NCAA penalty structure and re-focus enforcement staff on major infractions.
- Strengthening initial-eligibility and two-year transfer academic requirements.

2

Charge from Board of Directors

Increase NCAA Division I academic standards for incoming first-year student-athletes with emphasis on GPA and core-course requirements.

3

Key Questions: Increased Standards

- What adjustments should be made to the sliding scale?
  - Should GPA minimum be increased above a 2.000?
  - Should slope of sliding scale be adjusted?
  - Examine test score component.
- Should core-course taking patterns be established?
- Should standards for certification at six semesters be enhanced?

4

Key Questions: Athletically Related Aid

- How should athletically related financial aid be considered in initial- eligibility regulations?
- Should we create a tiered model that provides financial aid (and potentially practice) at a lower standard than financial aid?
  - Should that standard be set at current nonqualifier rule?
  - Should that standard be increased above current nonqualifier rule?
  - Should standard apply to all components of increased standards (e.g., core-course taking patterns)?

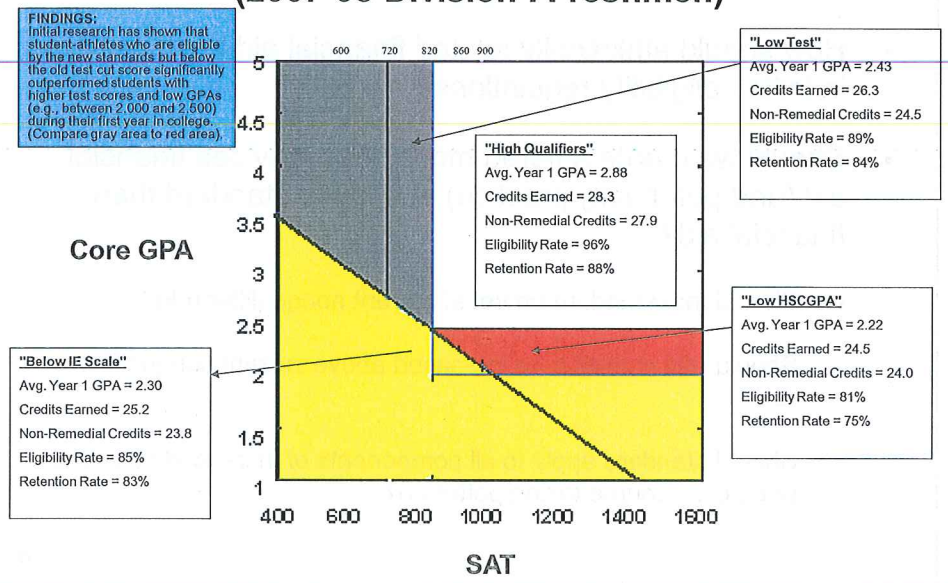
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Key Questions: Athletically Related Aid/Practice

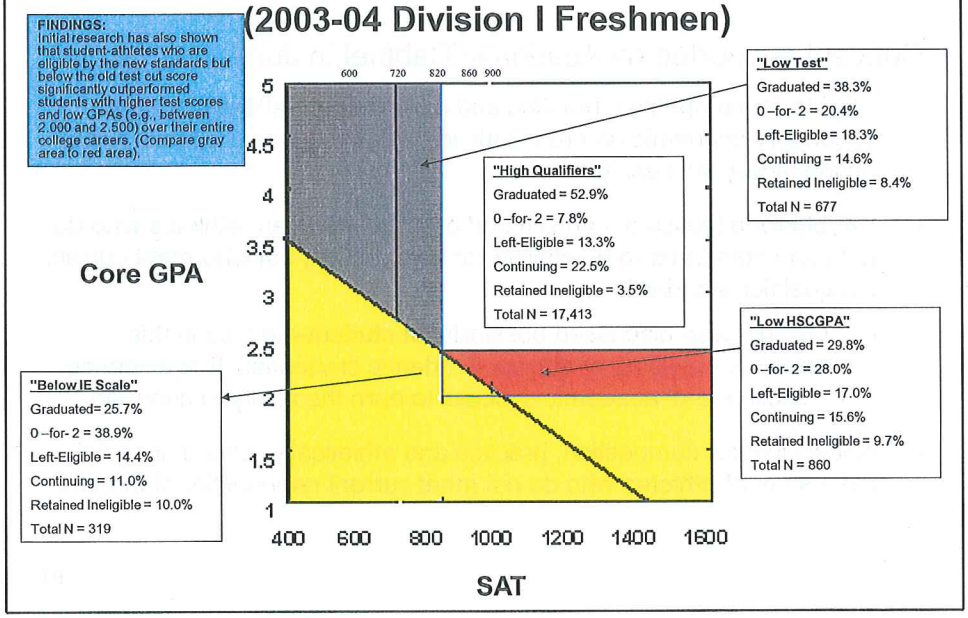
- How should practice be considered in initial-eligibility regulations?
- Should eligibility for practice be tied to the standard for competition or the standard for financial aid?
- Should limited practice be permitted at a lower level (e.g., level of permissible athletically related financial aid)?

6

First-Year Academic Performance of Low-Test versus Low-GPA Qualifiers in Division I (2007-08 Division I Freshmen)



Five -Year Academic Performance of Low-Test versus Low-GPA Qualifiers in Division I (2003-04 Division I Freshmen)



Options: Increased Standards

- Increase GPA floor.
- Adjust slope of sliding scale.
- Adjust slope of sliding scale below 820.
- Set minimum test score requirement.
- Develop high eligibility model for competition and establish lower standard for financial aid and practice.
  - Adjust sliding scale to predicted 2.600 GPA during initial year of collegiate enrollment.
  - Adjust sliding scale to predicated 3.000 GPA during initial year of collegiate enrollment.

9

Options: Increased Standards

Concept supported by Academic Cabinet in June:

- Eligible for competition practice and aid – student-athletes whose secondary academic record clearly identifies them as prepared to be academically successful.
- Eligible for athletics aid and limited practice – student-athletes who do not meet standards to be eligible for competition, but who meet current nonqualifier standard.
  - Cabinet also discussed possibility of student-athletes in this category providing additional academic credentials that evidenced a likelihood of academic success to earn the ability to compete.
- Not eligible for competition, practice and athletically related financial aid – student-athletes who do not meet current nonqualifier standards.

10

Additional: Increased Standards

- Require number of core courses be completed by the completion of junior year (include number in English, math and science).
- Establish minimum GPA needed after six semesters.
- Require number and type (e.g., Algebra 1) of core courses be completed after sophomore year.
- Require six-semester transcript be submitted (proposal in current cycle).
- Require test be completed in first six or seven semesters.
- Expand threshold for early academic qualifiers.

11

Options: Increased Standards

Additional data related to GPA, test score, six-semester certification and core-course taking patterns to be distributed at meeting.

12

Athletically Related Aid/Practice Historical Review

1972: Freshman eligibility. Athletics aid and practice tied to minimum predictive GPA.

1975: Bylaw changed to tie athletics aid and practice to minimum high school cumulative GPA of 2.000.

1986: Athletics aid if meets 2.000 high school cumulative GPA, but does not meet new core GPA and test score requirements. No practice.

1990: Aid received for meeting 2.000 high school cumulative GPA limited to nonathletic sources and based on financial need only. No practice.

1996: Aid (including athletics aid) and practice if meets core GPA of 2.525 or above and corresponding test score.

2005: Nonathletics aid from a nonathletics source based on need only if does not meet initial-eligibility requirements. No practice. [Current]

13

Options: Athletically Related Aid

Financial Aid:

Option 1: Permit athletically related financial aid above current standard but below increased standards.

Option 2: Permit athletically related financial aid for some portion of increased standards.

- Set athletically related financial aid standard at a higher GPA floor than 2.000.
- Require core-course taking pattern change (e.g., requirement of completing 10 after junior year) in order to receive athletically related financial aid.

Option 3: Prohibit athletically related financial aid below increased standards.

14

Options: Practice

Practice:

Option 1: Tie eligibility for practice to financial aid and allow all practice below increased standards.

Option 2: Tie eligibility to practice to financial aid and allow limited practice below increased standards (see next slides for possible options for limited practice).

Option 3: Tie eligibility for practice to competition and prohibit practice below increased standards.

15

Current Daily and Weekly Hour Limitations

During the Playing Season:

Maximum of 20 hours per week.

- Maximum of four hours per day.
- Must take one day off per week.

Outside of the Playing Season:

- Limited to eight hours per week.
- Required two days off per week.
- Permissible activities include weight training, conditioning and skill instruction.

16

Full Practice for Nonqualifiers

Option 1:

A nonqualifier is permitted to participate in all practice activities during the playing season and outside of the playing season. This includes, but is not limited to:

- Practice activities.
- Conditioning activities.
- Weight training.

17

Full Practice for Nonqualifiers

Pros:

- Student-athlete connected to the team.
- Coach has direct involvement with student-athlete to ensure academics are main focus.
- Easy to monitor.

Cons:

- Student-athlete committed to athletics endeavors and not focused only on academics.
- No penalty for not meeting initial-eligibility requirements.

18

Partial Access to Practice for Nonqualifiers

Option 2: Limited practice.

During the Playing Season.

1. Student-athlete may participate in practice activities on three days (or 12 hours) per week.
2. Student-athlete may only participate in conditioning activities, including weight training.
3. Student-athlete may only participate in countable athletically related activities that do not involve physical activities (e.g., film review, team meetings).

19

Partial Access to Practice for Nonqualifiers

Option 2: Limited practice.

Outside of the Playing Season.

1. Student-athlete may participate in all countable athletically related activities outside of the playing season.
2. Student-athlete may only participate in conditioning activities, including weight training.
3. Student-athlete may only participate in countable athletically related activities that do not involve physical activities (e.g., film review, team meetings).

20

Partial Access to Practice for Nonqualifiers

Pros:

- Holds a nonqualifier accountable for not meeting initial-eligibility standards.
- Provides connection to team and coaches.
- Will provide safe environment for workouts.
- Greater coach access decreases third-party involvement.

Cons:

- Does not provide 100 % focus to academics.
- Concern for physical safety of a student-athlete with sporadic athletic involvement.
- Impact on team dynamic with periodic attendance by nonqualifiers.
- Monitoring challenges.

21

Key Questions: Implementation Timeline

When should increased standards be implemented?

22

Implementation Timeline

Possible Options:

1. Effective for student-athletes initially enrolling on or after August 1, 2013. Provide waiver review for those between new standard and previous standard.
2. Delayed effective date – August 1, 2015 (provides three and a half years of notice).
3. Stagger implementation of effective dates.
   - Effective August 1, 2013 for changes to GPA and/or test score.
   - Provide delayed effective date for core course - August 1, 2015.

Under all options, immediate effective date for early automatic qualifiers.

23

Implementation Timeline

Option No. 1.

- Effective for student-athletes initially enrolling on or after August 1, 2013. Provide waiver review for those between new standard and previous standard.
  - Permits timely implementation of new standards.
  - Addresses academic readiness quickly; academic readiness versus meeting a standard.
  - Provides limited notice.
  - Impact on recruiting.
  - Increased waiver volume.
  - Initial-eligibility waivers can assess academic readiness and address prospective student-athletes that demonstrate academic readiness but fail to meet new standards.

24

Implementation Timeline

Option No. 1, continued.

- PSA currently meeting the old standard but who will not meet the increased standard.
  - Waiver process can account for a lack of notice.
  - Demonstrate success in years after notice provided (obtained appropriate number core courses and achieved above determined GPA).
  - Providing aid either by legislation or waiver relief mitigates impact by providing access to higher education.

25

Implementation Timeline

Option No. 2: Delayed effective date - August 1, 2015 (provides three and a half years of notice).

- Provides notice that is consistent with previous changes to initial-eligibility standards.
- Provides opportunity to change behavior without negatively affecting prospective student-athletes or potentially compromising standards.
- Permits greatest opportunity for education.
- Delays application of increased academic standards.

26

Implementation Timeline

Provide four years of notice.

- If adopted immediately - effective for prospective student-athlete's enrolling on or after August 1, 2015.
- If delayed until August 1, 2012 - effective for prospective student athlete's enrolling on or after August 1, 2016.

27

Implementation Timeline

Option No. 3.

1. Early academic qualifier - immediate effective date (August 1, 2012).
2. Core-course requirement - delayed effective date.
3. GPA/Test Score Index - Effective August 1, 2013.

28

Implementation Timeline

Option No. 3, continued.

- In lieu of immediate or one-year delay, phase in any changes to the sliding scale, e.g.,:
  - Year 1 (2012) – 2.150
  - Year 2 (2013) – 2.250
  - Year 3 (2014) – 2.350
  - Year 4 (2015) – 2.500
- Allows for notice and immediate application of new standards.
- Could cause confusion and inconsistent application.

29

Key Questions: Special Admissions/Comparison of Student Body

- How should special admission processes be examined?
- Can a report be generated to compare student body academic profiles with team academic profiles?
- How might the new athletics certification program assist with this review?

30

Special Admissions/Comparison of Student Body

Options.

- Require institutions to compare the academic profiles of the student body to each team/special admissions process and report these comparisons to the chancellor/president and faculty governance group annually.
- Use the new athletics certification process to collect and compare academic profiles of student body to each team/special admissions process and require institutions to report the information to the chancellor/president and faculty governance group annually.
- Use the new athletics certification process to compare this information but do not require annual reporting.

31

Alternate Progress-Toward-Degree Standards

Background.

A variety of academic topics were discussed under the umbrella of embedding academics during the NCAA Division I Presidential Retreat and the NCAA Division I Board of Director's August meetings. While changes to the current Division I progress-toward-degree standards were not specifically recommended, the staff intends to review the legislation in light of other academic developments and report back to the NCAA Division I Academic Cabinet in February. This document serves to provide the cabinet with a brief summary of the areas the staff will review.

Areas to be Reviewed.

1. Increasing progress-toward-degree credit-hour requirements for the first year of enrollment.

2. Increasing the number of remedial credit hours that could be used to meet progress-toward-degree credit-hour requirements in the first year of enrollment.

3. Increasing the cumulative grade-point-average requirement following the first year of enrollment.

4. Increasing term-by-term requirements from six to nine credit hours for all student-athletes throughout enrollment.

Data Driven Review of Admission Process and Comparison of Student-Body and Student-Athletes

Current Institutional Review of Special Admissions.

Currently, institutions are required to compare special admissions data as part of the NCAA Division I Committee on Athletics Certification program. Every ten years each institution is required to review the special admissions data from the three most recent years. Comparisons made include the percentage of students in the general student-body admitted through a special admissions process to the percentage of incoming student-athletes on an athletics scholarship admitted through a special admissions process. Each institution is asked to analyze any differences in the percentages and any trends that may be present and determine if there are issues that need to be addressed through a plan for improvement.

At this time the athletics certification program is being restructured. The importance and value of these comparisons is being discussed but no determination has been made concerning the future of these comparisons as part of the athletics certification program.

In addition, the current program requires institutions to compare the admissions profiles of the general student-body and student-athletes. Thus, it is worth considering expanding the special admissions review to include a comparison of academic profiles of the general student-body compared to each individual athletics team.

Option No. 1.

Institutions would be required to compare the percentage of student-athletes admitted through a special admissions process each year to the percentage of the general student-body admitted through a special admissions process. In addition, institutions would be required to compare the academic profiles of the general student-body to those of each individual athletics team. The comparison must be done on a by team basis. In this scenario institutions would be required to compare this information and keep a record of the comparison on campus but would not be required to provide the data or comparison to the NCAA national office. The institution would be required to report the information outside of athletics to the chancellor or president and to the academic governance body.

Discussion Points:

1. No outside oversight is in place. Institutions are responsible to ensure the completion of this analysis on an annual basis.

2. The athletics department could be required to provide an annual report to the chancellor or president and to the academic governance body. This does bring some transparency to the admissions of student-athletes to the campus at large.

3. This requirement could be legislated much like the completion of the certification of compliance form in NCAA Bylaw 18.4.2.

4. A list of comparisons would need to be created to provide to institutions to ensure uniformity among the membership.

5. Institutions could also be required to provide specific academic support to all incoming student-athletes who are admitted through a special admissions process.

Option No. 2.

The comparison of the special admissions and comparison of student-body and student-athlete data would be completed as part of the new athletics certification program. Each institution would be required to have its athletics department report the data and the comparison to the chancellor or president and the academic governance body regardless of whether or not issues were raised through the certification process. The comparison would include a comparison of the percentage of student-athletes admitted through a special admissions process each year to the percentage of the general student-body admitted through a special admissions process. In addition, it would include a comparison of the academic profiles of the general student-body to those of each individual athletics team. The comparison must be done on a by team basis.

While this area of the athletics certification program has not been completed, some preliminary discussions include the following options:

1. Comparing the academic profile of the general student-body to the academic profile of each athletics team. A specified difference in percentages would trigger a flag. Institutions would then have to complete additional requirements based on this information.

2. Comparing the percentage of students who were admitted through a special admissions process to the percentage of student-athletes who were admitted through the same special admissions process. A specified difference in percentages would trigger a flag. Institutions would then have to complete additional requirements based on this information.

3. Comparing the number of student-athletes admitted through a special admissions process to the aggregate number of student-athletes admitted through a special admissions process of a defined comparison group (e.g., conference institutions, resource levels, etc.). A specific difference in the numbers from the average of the comparison group would trigger a flag. Institutions would then have to complete additional requirements based on this information.

This concept has not been finalized but the NCAA Division I Board of Directors and the membership involved in the presidential retreat have shown support of increasing transparency around the admission of student-athletes. The ideas above would provide that increased transparency to the chancellor or president and academic governance body.

1. This information is not currently collected but would need to be submitted on an annual basis. This would include information regarding student-athletes as well as the general student-body.

2. The required annual reporting could be legislated in the same way as the first option.

Option No. 3.

The comparison of the special admissions and comparison of student-body and student-athlete data would be completed as part of the new athletics certification program. Institutions would not be required to report out on the comparisons in addition to the work being done within the athletics certification process.

1. Similar to Option No. 2 without a required report out from the athletics department.

2. If this area is flagged within the certification system additional action would be required of the institution (e.g., required report, further comparison and/or discussion on campus, etc.).

3. Institutions would still be held accountable for identifying and addressing issues but it would not be required to report the information outside of the athletics department. .

4. Data would need to be collected from institutions on an annual basis. This could include both student-athletes and the general student-body or just student-athletes depending on the design of the athletics certification program.

Review of 2-4 Transfer Implementation Timeline

The proposals related to 2-4 transfer increased academic standards, a year of academic readiness during the initial year of two-year collegiate enrollment and the formation of an appropriate appellate body that are currently in the 2011-12 legislative process have effective dates as recommended by the NCAA Division I Academic Cabinet of August 1, 2013; for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2013 (August 1, 2012 for formation of an appropriate appellate body). The NCAA Division I Board of Directors has requested that the these dates be reviewed in light of potential earlier action on the part of the Board of Directors relative to initial eligibility and 2-4 transfer eligibility standards. In light of this request, alternative effective dates are proposed for discussion in Section II below.

1. Current proposed effective dates.

   A. Increased academic standards for 2-4 and 4-2-4 transfers.

      Effective Date: August 1, 2013; for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2013.

      Rationale: This allows for a full year of education after legislative adoption for student-athletes, the two-year college community and the NCAA membership before a student-athlete enters a two-year institution and is subject to increased standards.

   B. Year of academic readiness at two-year college.

      Effective Date: August 1, 2013, for student-athletes initially enrolling full time at a collegiate institution on or after August 1, 2013.

      Rationale: This allows the two-year community college community and the NCAA a full year to develop appropriate mechanisms and potential legislative changes at the two-year college community level to adequately implement the year of academic readiness.

   C. Progress-Towards-Degree Waivers Committee for 2-4 and 4-2-4 transfer waivers.

      Effective Date: August 1, 2012.

      Rationale: This provides time for the waiver subcommittee to be in place, establish guidelines and directives prior to the new legislation taking effect.

2. Proposed amendments to the effective dates for consideration.

   A. Increased academic standards for 2-4 and 4-2-4 transfers.

Effective Date: August 1, 2012; for student-athletes initially enrolling full time in a two-year collegiate institution on or after August 1, 2012.

Rationale: Adequate education after legislative adoption either in October or January for student-athletes, the two-year college community and the NCAA membership before a student-athlete enters a two-year institution and is subject to the increased standards is achievable. No student-athlete currently enrolled in a two-year collegiate institution will be impacted.

B. Year of academic readiness at two-year college.

Effective Date: August 1, 2012, for student-athletes initially enrolling full time at a two-year collegiate institution on or after August 1, 2012.

Rationale: Legislative adoption either in October or January should still allow the two-year community college community and the NCAA sufficient time to develop appropriate mechanisms and potential legislative changes at the two-year college community level to adequately implement the year of academic readiness. The ability of the NCAA staff to continue discussions with the two-year community and NCAA Eligibility Center to lay the ground work for quick action in anticipation of such an implementation timeline should allow for maintenance of similar effective dates of both the year of readiness and increased standards. However, it is recommended that any appearance of delay in implementing changes at this stage should impact analysis of this effective date only.

C. Progress-Towards-Degree Waivers Committee for 2-4 and 4-2-4 transfer waivers.

Effective Date: April 1, 2012.

Rationale: This provides adequate time for the waiver subcommittee to be in place, establish guidelines and directives prior to the new legislation taking effect relative to the recommended revised effective dates.

Academic Certification Update*

Final Certifications

	Academic Year / Recruiting Cycle	
	2010-2011	**2011-2012**
Qualifier	79,664	66,662
Non-Qualifier	10,204	7,397

Early Academic Qualifiers

	Academic Year / Recruiting Cycle	
	2010-2011	**2011-2012**
EAQs	12,865	22,407

Update submission of final transcripts and waivers for Early Academic Qualifiers (14.3.1.1.1 & 14.3.1.1.1.1).
The NCAA Eligibility Center has received 1 Early Academic Qualifier transcript waiver for a prospective student-athlete enrolling in academic year 2010-11 (College of William and Mary); however, there are 344 prospective student-athletes who have not submitted their final transcripts.

Update submission of academic information and waivers for two-year college transfers (15.5.4.7 & 14.5.7.2).
The NCAA Eligibility Center has received 119 waivers for prospective student-athletes; however, there are 4,652 prospective student-athletes who have been identified as TRANSFER students which have not submitted complete academic information to the NCAA Eligibility Center.

*as of August 15, 2011

High School Review/Core Course Review Update

Type of School/Program	Number Reviewed	Number Approved	Number Denied	Number Needing Individual Review	Comments
Nontraditional Coursework Questionnaire. (Primarily used for nontraditional program within a traditional school.)	258	68	144	46	Most approved programs did not use typical software-based credit recovery; rather, they used other platforms/providers or offered blended learning environments. High number of denials relates to "brick and mortar" schools that use software-based credit recovery.
Nontraditional Academic Review Questionnaire. (Primarily used for schools/programs whose entire curriculum is nontraditional.)	195	159	31	5	True online/virtual schools meet NCAA nontraditional legislation more often, since programs tend to base their curriculum/ instruction/assessments on industry standards (e.g., *i*NACOL).
Academic Review Questionnaire. (Primarily used for schools who wish to establish a list of NCAA courses for the first time; may or may not have nontraditional component.)	146	74	6	66 Extended Evaluation	Schools under extended evaluation are those that either do not meet the initial review criteria or show some sort of academic irregularity that requires additional evaluation.
Proactive Outreach. (We reached out to schools/programs that had at least one PSA on an active IRL but that did not have a list of NCAA courses.)	636 schools identified (representing 650 PSAs) 315 schools contacted				Number of schools contacted is less because the schools did not need review (e.g., junior highs, colleges, wrong school selected, PSA was EAQ or final qualifier).

Core Course Review

	Calendar Year	
	2010	**2011**
Core Courses Submitted	103,566	63,109

Progress-Toward-Degree Waivers Outcomes Relative to Lost Eligibility Points

Background.

Access to the NCAA Division I Academic Performance Program (APP) data has allowed the staff to review student-athlete academic performance outcomes, including the NCAA Division I Academic Progress Rate (APR) eligibility point outcomes of student-athletes who have received waivers of progress-toward-degree requirements. At the request of the NCAA Division I Academic Cabinet, the staff conducted a review of all progress-toward-degree waivers granted from the 2003-04 academic year through the 2008-09 academic year in which the student-athletes who received a waiver later lost at least one eligibility point. The staff was specifically looking at the criteria used in approving the progress-toward-degree waiver and whether or not that was appropriate given the eventual outcome of lost eligibility points.

Findings.

The staff review resulted in the following findings:

Over the six years reviewed, 262 approved progress-toward-degree waivers involved student-athletes who eventually lost at least one APR eligibility point for their teams. This is out of 2,005 approved progress-toward-degree waivers over that time period, indicating that 13 percent of approved progress-toward-degree waivers in that time period resulted in future lost APR points. The year-by-year breakdown is as follows:

Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
# Approved Progress-Toward-Degree Waivers	210	260	303	374	385	473
# Eventually Losing APR Points	40	43	49	68	55	7

The progress-toward-degree waivers that resulted in later lost APR eligibility points involved a variety of bylaws. They are summarized below (note that individual student-athletes may have had multiple deficiencies involved in one waiver request):

Bylaw Waived	Full-Time Enrollment	Credits Earned in the Academic Year (75/25 Percent or 18/27 Hours)	6 Hours	GPA	12/24 Hours	Percentage of Degree	24/36 Hours	Other
	35	53	35	9	33	92	9	7

Pursuant to the progress-toward-degree waiver directive, the staff considers the likelihood of a student-athlete graduating within five years of initial enrollment in each waiver by using the

quality-point analysis. The majority of the reviewed cases involved student-athletes with a greater than 50 percent chance of graduating within five years of enrollment as determined by their total number of credits earned and their grade-point averages. This is not surprising, given that the majority of all progress-toward-degree waivers processed involve student-athletes who fall into this range. The breakdown of waiver recipients later losing eligibility points based on these criteria is as follows:

Likelihood of Graduation	<25 Percent	25-33 Percent	33-50 Percent	>50 Percent	N/A
	4	13	56	167	9

A total of 295 APR eligibility points were lost by progress-toward-degree waiver recipients in the time period reviewed. Some progress-toward-degree waiver recipients lost multiple points for their teams following the waiver approval. The staff noted that 87 waiver recipients in this group lost an eligibility point in the same term for which the waiver was granted; 127 were lost in the following term; and 81 were lost in later terms of enrollment.

Finally, the staff attempted to determine what progress-toward-degree requirement was not met at the point of the future lost eligibility point. This involved some speculation, as institutions are not required to report precisely why a student-athlete did not earn the eligibility point in a given year. Some deficiencies are very clear (e.g., failure to meet credit-hour and grade-point-average requirements), but in other instances the staff made an educated guess about the possibility that the student-athlete may have not met the percentage-of-degree requirement. Note that in some cases multiple bylaws were not met in one term; however, the result is the loss of only one eligibility point. The staff's findings are below:

Requirement Not Met in Future Eligibility Point Loss	24/36 Hours	6 Hours	Credit Hours Earned in the Academic Year (75/25 Percent or 18/27 Hours)	GPA	Percentage of Degree	Did Not Graduate After 5 Years of Enrollment	Unable to Determine
	6	96	70	67	79	48	23

Conclusions.

While no clear trending was identified that might predict a progress-toward-degree waiver case that could later lead to a loss of APR eligibility points, the staff noted the following:

1. Of the 2,005 cases approved, 87 percent did not result in future lost APR eligibility points. This indicates that generally the staff analysis is appropriate and that waiver decisions are appropriate.

2. Given that most of the student-athletes involved presented a quality-point analysis indicating an above 50 percent likelihood of graduation, the staff should review this calculation to be certain it is not skewed. For example, a large number of credit hours combined with a low grade-point average could present an above 50 percent quality-point analysis, so the staff should review such a case more closely to get a better sense of the student-athletes chance of graduation.

NCAA Division I Proposal Review Instructions for Cabinets and Committees

From July 15 through 5 p.m. Eastern time, Tuesday, October 25, modifications pertinent to proposals listed in the 2011-12 NCAA Division I Publication of Proposed Legislation (POPL) may be suggested by any conference or cabinet. Such modifications may either increase or decrease the scope of the proposal, provided they are germane to the original concept. Alternative proposals to legislation that appear in the POPL may also be submitted during this time period. The following describes the modification process:

Proposals Forwarded to the NCAA Division I Academic Cabinet. The cabinet should review each proposal as designated on the review chart, make a recommendation and/or forward it to the governance body to which it reports. In making a recommendation for each proposal, three options are available:

Option No. 1: Support as written with no suggested modification.

Option No. 2: Oppose and do not suggest any modification.

Option No. 3: Oppose and suggest modification to the proposal. As part of this option, a cabinet should indicate whether it wishes to sponsor an alternative proposal if the sponsor does not choose to modify its proposal as suggested. **If no such indication is provided, an alternative proposal will not be sponsored.**

Cabinets will include their positions (and any suggested modifications and position on a possible alternative proposal) and any rationale in their reports to the NCAA Division I Legislative Council.

Proposals recommended by a cabinet. The original sponsors of legislative proposals may modify proposals during the sponsor modification period. The cabinet that made the original recommendation should review the resultant proposals to ensure the legislation reflects what was intended or to recommend modifications. Any recommendations for modifications must be included in your reports to the Legislative Council.

Feedback from coaches associations or other constituent groups on various proposals. If the cabinet receives feedback on other proposals that are not listed for its review, please forward that feedback to the liaisons of the appropriate cabinet or committee. For example, if the Women's Basketball Coaches Association provides feedback to the NCAA Division I Women's Basketball Issues Committee on a recruiting proposal that affects all sports, that feedback should be forwarded to the liaisons to the NCAA Division I Recruiting and Athletics Personnel Issues Cabinet.

Proposals Designated for Review by NCAA Division I Academic Cabinet

Proposal Number: 2011-26

Title: AMATEURISM, RECRUITING, ELIGIBILITY AND AWARDS, BENEFITS AND EXPENSES -- WORLD UNIVERSITY CHAMPIONSHIPS

Intent: To include the World University Championships in all bylaws that apply to the World University Games.

A. Bylaws: Amend 12.1.2.4, as follows:

12.1.2.4 Exceptions to Amateurism Rule.

[12.1.2.4.1 through 12.1.2.4.13 unchanged.]

12.1.2.4.14 Commemorative Items for Student-Athletes Participating in Olympic Games, World University Games, **World University Championships,** Pan American Games, World Championships and World Cup Events. It is permissible for student-athletes to receive commemorative items incidental to participation in the Olympic Games, World University Games, **World University Championships,** Pan American Games, World Championships and World Cup events through the applicable national governing body. These benefits may include any and all apparel, leisure wear, footwear and other items that are provided to all athletes participating in the applicable event.

[12.1.2.4.15 unchanged.]

B. Bylaws: Amend 12.5.1, as follows:

12.5.1 Permissible.

[12.5.1.1 through 12.5.1.8 unchanged.]

12.5.1.9 Olympic, Pan American, World Championships, World Cup**,** ~~*and*~~ World University Games **and World University Championships**. A student-athlete's name or picture may be used to promote Olympic, Pan American, World Championships, World Cup**,** ~~*or*~~ World University Games **or World University Championships** as specified in this section.

[Remainder of 12.5.1 unchanged.]

C. Bylaws: Amend 13.1.7, as follows:

13.1.7 Limitations on Number of Evaluations.

[13.1.7.1 through 13.1.7.18 unchanged.]

13.1.7.19 Coaches' Attendance at Elite International Events. Coaching staff members may attend Olympic, Pan American, World Championships, World Cup**,** ~~*or*~~ World University Games **or World University Championships** competition that occurs outside the permissible contact and evaluation periods. However, attendance at qualifying competition for such events, including tryouts, remains subject to the applicable recruiting calendars.

[Remainder of 13.1.7 unchanged.]

D. Bylaws: Amend 14.1.8.3, as follows:

14.1.8.3 Waivers. Waivers may be granted to the minimum 12-semester or 12-quarter hour enrollment as follows:

[14.1.8.3.1 through 14.1.8.3.2 unchanged.]

14.1.8.3.3 Olympic Games, Pan American Games, World Championships, World Cup, World University Games**, World University Championships** or World Youth Championships -- Competition. The Progress-Toward-Degree Waivers Committee (see Bylaw 21.7.5.1.3.2) may waive the minimum full-time enrollment requirement for any participant in the Olympic Games, Pan American Games, World Championships, World Cup, World University Games**, World University Championships** or World Youth Championships (including junior levels of such events) who, because of such participation, may lose eligibility for practice and competition in any sports.

[Remainder of 14.1.8.3 unchanged.]

E. Bylaws: Amend 14.2.1, as follows:

14.2.1 Five-Year Rule. A student-athlete shall complete his or her seasons of participation within five calendar years from the beginning of the semester or quarter in which the student-athlete first registered for a minimum full-time program of studies in a collegiate institution, with time spent in the armed services, on official religious missions or with recognized foreign aid services of the U.S. government being excepted. For international students, service in the armed forces or on an official religious mission of the student's home country is considered equivalent to such service in the United States.

[14.2.1.1 through 14.2.1.3 unchanged.]

14.2.1.4 Athletics Activities Waiver. The Committee on Student-Athlete Reinstatement, or a committee designated by it, shall have the authority to waive this provision by a two-thirds majority of its members present and voting to permit student-athletes to participate in:

(a) Official Pan American, World Championships, World Cup, World University **Games, World University Championships** and Olympic training, tryouts and competition.

[14.2.1.4-(b) through 14.2.1.4-(c) unchanged.]

[Remainder of 14.2.1 unchanged.]

F. Bylaws: Amend 14.2.3.2, as follows:

14.2.3.2 Delayed Enrollment – Seasons of Competition.

[14.2.3.2.1 unchanged.]

14.2.3.2.1.1 Exception -- National/International Competition. For a maximum of one year after a prospective student-athlete's first opportunity to enroll full time in a collegiate institution following the one-year time period after his or her high school graduation date or the graduation date of his or her class, whichever occurs earlier, participation in the following organized national/international competition is exempt from application of Bylaw 14.2.3.2.1:

(a) Official Olympic Games, Pan American Games, World Championships, World Cup, World University Games **and World University Championships** competition;

(b) Officially recognized competition from which participants may directly qualify for final tryouts for a national team that will participate in the Olympic Games, Pan American Games, World Championships, World Cup**,** ~~or~~ World University Games **or World University Championships** and final tryout competition from which participants are selected for such teams; or

[14.2.3.2.1-(c) unchanged.]

[14.2.3.2.1.2 through 14.2.3.2.1.4 unchanged.]

14.2.3.2.1.5 Matriculation After 20th Birthday -- Tennis. In tennis, a student who is eligible under Bylaw 14.2.3.2, but who participates in organized tennis events after his or her 20th birthday and before full-time enrollment at the certifying institution shall be subject to the following:

(a) The student will be charged with one season of intercollegiate tennis competition for each calendar year after his or her 20th birthday and prior to full-time enrollment at the certifying institution during which the student-athlete has participated in organized tennis competition per Bylaw 14.02.9. [Note: This includes participation in intercollegiate tennis while enrolled full-time in another two-year or four-year institution; however, this provision replaces the season of competition counted in Bylaw 14.2 (only one season is used in any one year).]

(b) Upon matriculation at the certifying institution, the student-athlete must fulfill an academic year in residence before being eligible to represent the institution in intercollegiate tennis, unless the student transfers to the certifying institution with a minimum of 24 semester hours (or

equivalent) of transferable degree credit. (Note: All other NCAA transfer and academic eligibility requirements apply.)

14.2.3.2.1.5.1 Exception -- Olympic Games, Pan American Games, World Championships, World Cup**,** ~~*and*~~ World University Games **and World University Championships** Participation. Participation in the Olympic Games, Pan American Games, World Championships, World Cup**,** ~~*and*~~ World University Games **and World University Championships** is exempt from application of Bylaw 14.2.3.2.1.5.

G. Bylaws: Amend 14.4.3, as follows:

14.4.3 Eligibility for Competition.

[14.4.3.1 through 14.4.3.5 unchanged.]

14.4.3.6 Waivers of Progress-Toward Degree Rule. The Division I Progress-Toward-Degree Waivers Committee shall establish appropriate criteria for waivers of this legislation. The following waivers shall be administered by the conference members of the Association or, in the case of an independent institution, by the Division I Progress-Toward-Degree Waivers Committee.

[14.4.3.6-(a) unchanged.]

(b) International Competition. The credit hours required under the progress-toward-degree regulation of Bylaws 14.4.3.1 and 14.4.3.5-(c) may be prorated at nine hours per term of actual attendance during an academic year in which a student is not enrolled for a term or terms or is unable to complete a term as a full-time student as a result of participation in the FIFA World Youth Championship, Pan American Games, Olympic Games, World Championships, World Cup**,** ~~*or*~~ World University Games **or World University Championships** (including final Olympic tryouts and the officially recognized training program that directly qualifies participants for those tryouts). This waiver provision may be applied to no more than two semesters or three quarters. Credits earned by the student during the term or terms to which the waiver applies may be used to satisfy the 24-/36-hour [see Bylaw 14.4.3.1-(a)], percentage-of-degree (see Bylaw 14.4.3.2) and grade-point average requirements (see Bylaw 14.4.3.3).

[Remainder of 14.4.3 unchanged.]

H. Bylaws: Amend 14.7, as follows:

14.7 OUTSIDE COMPETITION, EFFECTS ON ELIGIBILITY
The eligibility of a student-athlete who engages in outside competition (see Bylaw 17.02.9) is affected as set forth in the following regulations.

[14.7.1 through 14.7.2 unchanged.]

14.7.3 Exceptions – All Sports. The following exceptions to the outside-competition regulations are permitted:

[14.7.3-(a) through 14.7.3-(d) unchanged.]

(e) Official World Championships, World University Games**, World University Championships** and World Cup Tryouts and Competition. A student-athlete may participate in official World Championships, World University Games**, World University Championships** and World Cup tryouts and competition.

[14.7.3-(f) unchanged.]

[Remainder of 14.7 unchanged.]

I. Bylaws: Amend 16.8.1.3, as follows:

16.8.1.3 Other Competition. During an academic year in which a student-athlete is eligible to represent an institution in athletics competition (or in the following summer), an institution may provide actual and necessary expenses related to participation in the following activities:

[16.8.1.3-(a) unchanged.]

(b) Specific competition (e.g., Olympic Trials) from which participants may directly qualify for the Olympic Games, Pan American Games, World Championships, World Cup**,** ~~*and*~~ World University Games **and World University Championships**; and

(c) One national team tryout competition event from which participants are selected for the national team that will participate in the Olympic Games, Pan American Games, World Championships, World Cup**,** ~~*or*~~ World University Games **or World University Championships**. Although national team participants may be selected from multiple tryout events for a particular listed competitive event, an institution may provide expenses for only one such tryout event for each of the listed competitive events.

Source: NCAA Division I Championships/Sports Management Cabinet (Olympic Sports Liaison Committee)

Effective Date: Immediate

Category: Amendment

Topical Area: Amateurism

Rationale: The World University Championships take place on even years and feature several individual sports and a few team sports that are not included in the World University Games,

which occur on odd years. The World University Championships have grown and have had increasing success in recent years. They allow a large number of students and university sports leaders to unite on occasions other than at the World University Games. By expanding the noted bylaws to include the World University Championships, student-athletes participating in baseball, softball, cross country and women's equestrian will receive the same opportunities and benefits as student-athletes who participate in the World University Games.

Budget Impact: Varies, depending on the relevant bylaws and eligibility of student-athletes to participate in the World University Championships.

Impact on Student-Athlete's Time: Varies.

Position Statement(s)
None

History

May 05, 2011: Submit; Submitted for consideration.
May 12, 2011: Olympic Sports Liaison Committee, Recommends Approval
Jun 24, 2011: Championships/Sports Management Cabinet, Sponsored

Proposal Number: 2011-63

Title: ELIGIBILITY -- GENERAL ELIGIBILITY REQUIREMENTS -- GRADUATE STUDENT/POSTBACCALAUREATE PARTICIPATION -- POSTSEASON EVENT FOLLOWING LAST TERM OF ELIGIBILITY

Intent: To specify that a student-athlete who is eligible during the term in which degree work is completed (or is eligible as a graduate) remains eligible for any postseason event that begins within 60 days after the end of the term in which the student completes the requirements for the degree (or graduate eligibility).**A. Bylaws:** Amend 14.1.8.2.1.3, as follows:

14.1.8.2.1.3 Final Semester/Quarter. A student-athlete may compete while enrolled in less than a minimum full-time program of studies, provided the student is enrolled in the final semester or quarter of the baccalaureate program and the institution certifies that the student is carrying (for credit) the courses necessary to complete degree requirements. The student granted eligibility under this provision shall be eligible for any ~~*NCAA championship and for any*~~ postseason ~~*licensed bowl game or National Invitation Tournament*~~ **event** that begins within 60 days following said semester or quarter, provided the student has not exhausted the five years for completion of the individual's four seasons of eligibility (see Bylaw 14.2). Thereafter, the student shall forfeit eligibility in all sports, unless the student completes all degree requirements during that semester or quarter and is eligible to receive the baccalaureate diploma on the institution's next degree-granting date. The Legislative Council Subcommittee for Legislative Relief may waive the 60-day requirement for instances in which ~~*an NCAA championship,*~~ **a** postseason ~~*licensed bowl game or National Invitation Tournament*~~ **event** is conducted at the conclusion of the traditional playing season but begins more than 60 days following the end of said term.

B. Bylaws: Amend 14.1.9.3, as follows:

14.1.9.3 ~~*NCAA Championship*~~ **Postseason Event** Following Last Term of Eligibility. A student-athlete who is eligible during the term in which degree work is completed (or is eligible as a graduate, per Bylaw 14.1.9) remains eligible for any ~~*NCAA championship for any*~~ postseason ~~*licensed bowl game or National Invitation Tournament*~~ **event** that begins within 60 days after the end of the term in which the student completes the requirements for the degree (or graduate eligibility). The Legislative Council Subcommittee for Legislative Relief may waive the 60-day requirement for instances in which ~~*an NCAA championship,*~~ **a** postseason ~~*licensed bowl game or National Invitation Tournament*~~ **event** is conducted at the conclusion of the traditional playing season but begins more than 60 days following the end of said term.

Source: Pac-12 Conference

Effective Date: Immediate

Category: Amendment

Topical Area: Eligibility

Rationale: Current legislation allows a student-athlete who is eligible during the term in which degree work is completed to participate in an NCAA championship, a licensed bowl game or the National Invitation Tournament (NIT). A legislative relief waiver was granted during the 2010-11 basketball playing season to allow participation in a different postseason event. The waiver was granted as a one-time occurrence and the requesting institution was encouraged to initiate the process for legislation to be sponsored to permanently address the issue. This proposal would allow a deserving student-athlete to participate with his or her teammates in any postseason event for which the institution qualifies.

Budget Impact: Expenses related to postseason event participation.

Impact on Student-Athlete's Time: Time related to postseason event participation.

Position Statement(s)
None

History
Jun 27, 2011: Submit; Submitted for consideration.

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Proposal Number: 2011-64

Title: ELIGIBILITY -- SEASONS OF COMPETITION: FIVE-YEAR RULE -- FIVE SEASONS OF ELIGIBILITY -- FOOTBALL

Intent: In football, to specify that a student-athlete shall not engage in more than five seasons of intercollegiate competition and may only engage in a fifth season at an institution at which the student-athlete previously used a season of competition.

Bylaws: Amend 14.2, as follows:

[Federated provision, FBS and FCS, divided vote]

14.2 SEASONS OF COMPETITION: FIVE-YEAR RULE

~~A~~ **In sports other than football, a** student-athlete shall not engage in more than four seasons of intercollegiate competition in any one sport (see Bylaws 14.02.7 and 14.3.3). **In football, a student-athlete shall not engage in more than five seasons of intercollegiate competition and may only engage in a fifth season at an institution at which the student-athlete previously used a season of competition.** An institution shall not permit a student-athlete to represent it in intercollegiate competition unless the individual completes all of his or her seasons of participation in all sports within the time periods specified below:

14.2.1 Five-Year Rule. A student-athlete shall complete his or her seasons of participation within five calendar years from the beginning of the semester or quarter in which the student-athlete first registered for a minimum full-time program of studies in a collegiate institution, with time spent in the armed services, on official religious missions or with recognized foreign aid services of the U.S. government being excepted. For international students, service in the armed forces or on an official religious mission of the student's home country is considered equivalent to such service in the United States.

[14.2.1.1 through 14.2.1.4 unchanged.]

14.2.1.5 Five-Year Rule Waiver. The Committee on Student-Athlete Reinstatement, or its designated committee, by a two-thirds majority of its members present and voting, may approve waivers of the five-year rule as it deems appropriate.

[14.2.1.5.1 unchanged.]

14.2.1.5.2 Application to Football Student-Athletes. Bylaw 14.2.1.5 shall not apply to a football student-athlete who engaged in five seasons of intercollegiate competition per Bylaw 14.2.

[14.2.2 through 14.2.3 unchanged.]

14.2.4 Hardship Waiver. A student-athlete may be granted an additional year of competition by the conference or the Committee on Student-Athlete Reinstatement for reasons of "hardship." Hardship is defined as an incapacity resulting from an injury or illness that has occurred under all of the following conditions:

[14.2.4-(a) through 14.2.4-(c) unchanged.]

[14.2.4.1 through 14.2.4.3 unchanged.]

14.2.4.4 Application to Football Student-Athletes. Bylaw 14.2.4 shall not apply to a football student-athlete who engaged in five seasons of intercollegiate competition per Bylaw 14.2.

14.2.5 Season-of-Competition Waiver -- Competition While Ineligible. In conjunction with a request for restoration of eligibility and any conditions imposed thereon per Bylaw 14.12, a student-athlete may be granted an additional season of competition by the Committee on Student-Athlete Reinstatement when the student- athlete participated in a limited amount of competition as a result of a good-faith, erroneous formal declaration of eligibility by the institution's appropriate certifying authority; or the student-athlete's good-faith, erroneous reliance on a coaching staff member's decision to put the student-athlete into competition prior to the coaching staff member receiving a formal declaration of the student-athlete's eligibility from the institution's appropriate certifying authority. The competition must have occurred under all of the following conditions:

[14.2.5-(a) through 14.2.5-(e) unchanged.]

[14.2.5.1 unchanged.]

14.2.5.2 Application to Football Student-Athletes. Bylaw 14.2.5 shall not apply to a football student-athlete who engaged in five seasons of intercollegiate competition per Bylaw 14.2.

14.2.6 Season-of-Competition Waiver—Competition While Eligible. A student-athlete may be granted an additional season of competition by the Committee on Student-Athlete Reinstatement in a case in which the student-athlete participated in a limited amount of competition while eligible due to a coach's documented misunderstanding of the legislation or other extenuating circumstances. In cases in which a student-athlete does not meet the criteria of this waiver, the Committee on Student-Athlete Reinstatement shall have authority to review and grant a waiver based on additional documented extenuating circumstances.

[14.2.6.1 through 14.2.6.3 unchanged.]

14.2.6.4 Application to Football Student-Athletes. Bylaw 14.2.6 shall not apply to a football student-athlete who engaged in five seasons of intercollegiate competition per Bylaw 14.2.

Source: Colonial Athletic Association

Effective Date: August 1, 2012

Category: Amendment

Topical Area: Eligibility

Rationale: Progress-toward-degree requirements specify that a student-athlete must complete eighty percent of his or her degree requirements entering the student-athlete's fifth year. This requirement implies that there are academic programs of four-plus years (nine semesters). For a student-athlete who engages in competition four seasons in four years but needs another term to graduate, a fifth season would keep the student-athlete more fully engaged academically, athletically and socially throughout his or her collegiate career. In addition, this change promotes student-athlete well-being since reduced squad sizes, in combination with injuries and "redshirting," often requires some student-athletes to participate in more game situations than would otherwise be necessary, particularly toward the end of the season. Permitting a fifth season of competition would allow more student-athletes to participate throughout the season. The combination of "redshirting," a missed season due to injuries and progress-toward-degree requirements often require the institution to extend the student-athlete's scholarship beyond four years. A fifth season of competition would allow participation during the entire period of the student-athlete's financial aid, potentially resulting in greater cost efficiency for the institution and an extra incentive for the student-athlete.

Budget Impact: Minimal, but could vary based on adjustments from current "redshirting" practices, injuries, and values of athletics scholarships.

Impact on Student-Athlete's Time: None. Increased participation would provide extra incentive academically and athletically.

Position Statement(s)
None

History
Jul 11, 2011: Submit; Submitted for consideration.

Proposal Number: 2011-66

Title: ELIGIBILITY -- SEASONS OF COMPETITION -- MINIMUM AMOUNT OF COMPETITION -- EXCEPTION -- NONCHAMPIONSHIP SEGMENT COMPETITION -- SOFTBALL

Intent: In softball, to permit a student-athlete to compete in an institution's non-championship segment without using a season of competition, as specified.

Bylaws: Amend 14.2.3.1, as follows:

14.2.3.1 Minimum Amount of Competition. Any competition, regardless of time, during a season in an intercollegiate sport shall be counted as a season of competition in that sport, except as provided in Bylaws 14.2.3.1.1, 14.2.3.1.2, 14.2.3.1.3 and 14.2.3.1.4. This provision is applicable to intercollegiate athletics competition conducted by a two-year or four-year collegiate institution at the varsity or subvarsity level.

[14.2.3.1.1 through 14.2.3.1.2 unchanged.]

14.2.3.1.3 Exception -- Nonchampionship Segment Competition -- Softball. In softball, a student-athlete may engage in intercollegiate competition during the segment of the playing season that does not conclude with the NCAA championship without using a season of competition, under the following conditions:

(a) The student-athlete is in her initial year of full-time enrollment at the certifying institution and has not previously been enrolled full-time at another collegiate institution;

(b) The student-athlete is a transfer student-athlete in her initial year of full-time enrollment at the certifying institution and was academically eligible for competition during the previous academic year at her previous institution during the segment of the playing season that concluded with the applicable governing body's (e.g., NJCAA, NCAA) softball championship; or

(c) The student-athlete is a continuing student and was academically eligible during the segment of the playing season that concluded with the NCAA championship during the previous academic year.

[14.2.3.1.3 through 14.2.3.1.4 renumbered as 14.2.3.1.4 through 14.2.3.1.5, unchanged.]

Source: Big 12 Conference

Effective Date: Immediate; applies retroactively to any student-athlete with eligibility remaining.

Category: Amendment

Topical Area: Eligibility

Rationale: This proposal applies the principle of the season of competition exception currently available in women's volleyball, men's and women's soccer, field hockey and men's water polo to softball. Eight contests are permitted during the nonchampionship segment of the softball playing and practice season. The nonchampionship segment is traditionally used as a means of preparing a team for the championship segment. However, because any amount of competition in the fall results in the use of a season of competition, it is difficult to achieve that goal. In many cases, it may be difficult for a coach to adequately assess the status of a student-athlete in the fall without placing her in actual competition. Currently, if a student-athlete competes in the fall, she uses a season of competition regardless of whether it is determined that she is not ready for competition in the championship segment. The limited amount of competition in the nonchampionship segment does not present a significant competitive advantage if student-athletes are allowed to compete without losing a season of competition.

Budget Impact: None.

Impact on Student-Athlete's Time: None.

Position Statement(s)
None

History
Jun 29, 2011: Submit; Submitted for consideration.

Proposal Number: 2011-67

Title: ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- ADVANCED PLACEMENT -- INTERNATIONAL CERTIFICATION

Intent: To specify that for purposes of fulfilling the advanced placement requirements for initial eligibility, "similar proficiency examination," must be an advanced or higher level, nationally administered proficiency exam with a uniform grading scale that is taken after high school graduation; further, to specify that an institution shall use the NCAA Eligibility Center to determine the initial eligibility of an international student-athlete pursuant to the advanced placement criteria.

Bylaws: Amend 14.3.5.4, as follows:

14.3.5.4 Advanced Placement. If the student-athlete is admitted with a minimum of 24-semester hours or a minimum of 36-quarter hours of advanced placement from a College Entrance Examination Board (CEEB) examination (or from a similar proficiency examination) and/or concurrent high school/college credit without previous enrollment at a collegiate institution, the student-athlete shall be immediately eligible. Credits earned from extension or summer-session courses may not be counted in satisfaction of this requirement. **A "similar proficiency examination," must be an advanced or higher level, nationally administered proficiency exam with a uniform grading scale that is taken after high school graduation.**

14.3.5.4.1 International Certification. An institution shall use the NCAA Eligibility Center to determine the initial eligibility of an international student-athlete pursuant to Bylaw 14.3.5.4.

Source: West Coast Conference

Effective Date: August 1, 2012

Category: Amendment

Topical Area: Eligibility

Rationale: This proposal codifies an International Student Records Committee definition of a "similar proficiency examination" to ensure consistent application of the legislation in determining freshman eligibility. The proposed legislation will not impact institutional autonomy for admitting and/or accepting a prospective student-athlete's advanced placement credit; however, the proposal does require the NCAA Eligibility Center to determine if an international prospect may be immediately eligible based on "similar proficiency examination" credit. Given the varied and unique international proficiency examinations, the expertise and experience of the NCAA Eligibility Center will ensure that there is a consistent certification process of international student-athletes who take such examinations.

Budget Impact: None.

Impact on Student-Athlete's Time: None.

Position Statement(s)
None

History
Jul 15, 2011: Submit; Submitted for consideration.

Proposal Number: 2011-68

Title: ELIGIBILITY -- PROGRESS-TOWARD-DEGREE REQUIREMENTS -- ELIGIBILITY FOR COMPETITION -- FULFILLMENT OF CREDIT-HOUR REQUIREMENTS -- ADDITIONAL REQUIREMENTS -- FOOTBALL -- EXCEPTION -- TEAM ACADEMIC PROGRESS RATE

Intent: In football, to specify that a student-athlete shall not be subject to the eligibility penalty for failure to successfully complete at least nine-semester hours or eight-quarter hours of academic credit during the fall term and earn the Academic Progress Rate eligibility point for the fall term, provided the institution's Academic Progress Rate for football is 965 or higher as of the first day of classes of the fall term in which the penalty would otherwise apply.

Bylaws: Amend 14.4.3.1.6, as follows:

[Federated provision, FBS and FCS, divided vote]

14.4.3.1.6 Additional Requirements -- Football. In football, a student-athlete who is a member of the institution's football team and who does not successfully complete at least nine-semester hours or eight-quarter hours of academic credit during the fall term and earn the Academic Progress Rate eligibility point for the fall term shall not be eligible to compete in the first four contests against outside competition in the following playing season.

[14.4.3.1.6.1 through 14.4.3.1.6.2 unchanged.]

14.4.3.1.6.3 Exception -- Team Academic Progress Rate. A student-athlete shall not be subject to the eligibility penalty in Bylaw 14.4.3.1.6, provided the institution's Academic Progress Rate for football is 965 or higher as of the first day of classes of the fall term in which the penalty would otherwise apply.

Source: Big East Conference

Effective Date: August 1, 2012

Category: Amendment

Topical Area: Eligibility

Rationale: The intent of additional academic requirements for football student-athletes is to help ensure that they progress toward a degree and, ultimately, graduate. Several institutions have achieved an exceptional football team Academic Progress Rate, thus demonstrating success in assisting football student-athletes toward graduation. An Academic Progress Rate score of 965 represents, approximately, a Graduation Success Rate in football of 75 percent. If an institution achieves such a score, its student-athletes should not be subject to eligibility penalties beyond

those currently in effect.

Budget Impact: None.

Impact on Student-Athlete's Time: None.

Position Statement(s)
None

History
Jul 14, 2011: Submit; Submitted for consideration.

Proposal Number: 2011-71

Title: ELIGIBILITY -- TRANSFER REGULATIONS -- FOUR-YEAR COLLEGE TRANSFERS -- ONE-TIME TRANSFER EXCEPTION -- WOMEN'S ICE HOCKEY

Intent: To specify that the one-time transfer exception to the four-year transfer residence requirement shall not be applicable to student-athletes in women's ice hockey.

Bylaws: Amend 14.5.5.2.10, as follows:

14.5.5.2.10 One-Time Transfer Exception. The student transfers to the certifying institution from another four-year collegiate institution, and all of the following conditions are met (for graduate students, see Bylaw 14.1.9.1):

(a) The student is a participant in a sport other than baseball, basketball, bowl subdivision football or ~~*men's*~~ ice hockey at the institution to which the student is transferring. A participant in championship subdivision football at the institution to which the student is transferring may use this exception only if the participant transferred to the certifying institution from an institution that sponsors bowl subdivision football and has two or more seasons of competition remaining in football or the participant transfers from a Football Championship Subdivision institution that offers athletically related financial aid in football to a Football Championship Subdivision institution that does not offer athletically related financial aid in football;

[Remainder of 14.5.5.2.10 unchanged.]

Source: Big Ten Conference

Effective Date: August 1, 2012; applicable to student-athletes who enroll full time at the certifying institution in a regular academic term as transfer students on or after August 1, 2012.

Category: Amendment

Topical Area: Eligibility

Rationale: The occurrence of student-athletes transferring in women's ice hockey is increasing each year. Men's hockey student-athletes currently are precluded from using the one-time transfer exception and three of the four women's ice hockey conferences have adopted similar intra-conference transfer rules whereby student-athletes that transfer within the conference must spend a year in residence prior to being eligible to compete. The American Women's Hockey Coaches Association supports the proposal.

Budget Impact: None.

Impact on Student-Athlete's Time: None.

Position Statement(s)
None

History
Jul 10, 2011: Submit; Submitted for consideration.

Proposal Number: 2011-72

Title: ELIGIBILITY -- OUTSIDE COMPETITION -- EXCEPTION -- USA FENCING NATIONAL CHAMPIONSHIP

Intent: In fencing, to specify that a student-athlete may compete during the academic year as a member of a USA Fencing member club team at the USA Fencing National Championships.

Bylaws: Amend 14.7.1, as follows:

14.7.1 Outside Competition -- Sports Other Than Basketball. A student-athlete in any sport other than basketball who participates during the academic year as a member of any outside team in any noncollegiate, amateur competition becomes ineligible for intercollegiate competition unless eligibility is restored by the Committee on Student-Athlete Reinstatement. A student-athlete is permitted to practice on such a team.

[14.7.1.1 through 14.7.1.4 unchanged.]

14.7.1.5 Exception -- USA Fencing National Championship. In fencing, a student-athlete may compete during the academic year as a member of a USA Fencing member club team in the USA Fencing National Championships.

[14.7.1.5 through 14.7.1.8 renumbered as 14.7.1.6 through 14.7.1.9, unchanged.]

Source: The Ivy League

Effective Date: Immediate

Proposal Category: Amendment

Topical Area: Eligibility

Rationale: The annual USA Fencing National Championships typically occur in July. Occasionally, however, the event has been moved from July to April to accommodate the Pan American Zonal Championships, the Olympics or other international competition. USA Fencing has indicated that the shift to April is only likely to occur in Olympic years in the future in order to accommodate Olympic trials and competition. Although there are individual events that take place during the course of this event, many student-athletes may not be able to attend if they are not permitted to compete on behalf of their USA Fencing club teams. The student-athletes are already attending this event for the individual competition, so no additional class time would be missed.

Budget Impact: Potential cost savings since costs could be covered by club teams.

Impact on Student-Athlete's Time: None.

Position Statement(s)
None

History
Jul 14, 2011: Submit; Submitted for consideration.

Proposals Sponsored by NCAA Division I Academic Cabinet

Proposal Number: 2011-44

Title: RECRUITING -- LETTER-OF-INTENT PROGRAMS, FINANCIAL AID AGREEMENTS -- SUBMISSION OF TRANSCRIPT TO ELIGIBILITY CENTER BEFORE SIGNING

Intent: To specify that an institution shall not permit a high school prospective student-athlete (other than a prospective student-athlete who attends a secondary school in a foreign country or a home-schooled prospective student-athlete) to sign a National Letter of Intent or an institution's written offer of financial aid until the NCAA Eligibility Center has received an official high school transcript for each high school the prospective student-athlete has attended through his or her sixth semester (or equivalent) of enrollment.

Bylaws: Amend 13.9, as follows:

13.9 LETTER-OF-INTENT PROGRAMS, FINANCIAL AID AGREEMENTS

[13.9.1 through 13.9.2 unchanged.]

13.9.3 Submission of Transcript to Eligibility Center Before Signing. An institution shall not permit a high school prospective student-athlete to sign a National Letter of Intent (NLI) or an institution's written offer of financial aid until the NCAA Eligibility Center has received an official high school transcript for each high school the prospective student-athlete has attended through his or her sixth semester (or equivalent) of enrollment. This provision does not apply to a prospective student-athlete who attends a secondary school in a foreign country or a home-schooled prospective student-athlete. [D]

Source: NCAA Division I Academic Cabinet

Effective Date: August 1, 2012

Category: Amendment

Topical Area: Recruiting

Rationale: Current legislative requirements that must be met before a written offer of athletically related aid may be provided have greatly improved the academic information shared between prospective student-athletes and institutions, as well as with the NCAA Eligibility Center. This proposal is intended to continue the pattern of facilitating academic information sharing in a timely manner while minimizing overall administrative burden. Ensuring that six-semester transcripts are available for evaluation prior to a prospective student-athlete's signing of an National Letter of Intent or an institution's written offer of financial aid will allow for identification of potential academic issues regarding NCAA initial-eligibility requirements and

timely discussion of academically sound solutions. To assist with the goal of this proposal, the NCAA Eligibility Center will conduct preliminary evaluations of six-semester transcripts even if a test score is not on file for a prospective student-athlete. Additionally, prospective student-athletes who qualify for early academic certification will be identified and processed in a manner that will allow for campus and NCAA resources to be appropriately allocated in relation to final eligibility certifications.

Budget Impact: None.

Impact on Student-Athlete's Time: None.

Position Statement(s)
None

History
Jun 10, 2011: Submit; Submitted for consideration.
Jun 28, 2011: Academic Cabinet, Sponsored

Proposal Number: 2011-65

Title: ELIGIBILITY -- TWO-YEAR COLLEGE TRANSFERS -- YEAR OF ACADEMIC READINESS AT TWO-YEAR COLLEGE

Intent: To establish a year of academic readiness for two-year college transfers, as specified.

A. Bylaws: Amend 13.1.1, as follows:

13.1.1 Contactable Individuals.

[13.1.1.1 unchanged.]

13.1.1.2 Two-Year College Prospective Student-Athletes. A prospective student-athlete who was not a qualifier as defined in Bylaw 14.02.11.1 and who is enrolled in the first year of a two-year college may not be contacted in person on or off an institution's campus for recruiting purposes. **A year of academic readiness (see Bylaw 14.2.2.6) shall not be considered a completed academic year for this purpose. A prospective student-athlete enrolled in a year of academic readiness may not be contacted in person on or off an institution's campus.**

[Remainder of 13.1.1 unchanged.]

B. Bylaws: Amend 13.6.2.3, as follows:

13.6.2.3 Post-High School Visits. The one-visit limitation and the limitations on total official visits apply separately to the period in which the prospective student-athlete is in high school and to the period beginning October 15 following the prospective student-athlete's completion of high school. Thus, a prospective student-athlete may be provided a maximum of 10 official visits -- five while in high school and five beginning with the October 15 following the prospective student-athlete's completion of high school. A prospective student-athlete is not required to graduate from high school in order to receive a permissible post-high school visit. [D]

13.6.2.3.1 Nonqualifier in First Year. A person who is not a qualifier and who is enrolled at a two-year college may not be provided an expense-paid visit to a member institution until he or she has completed an academic year at a two-year college. **A year of academic readiness (see Bylaw 14.2.2.6) shall not be considered a completed academic year for this purpose. A prospective student-athlete enrolled in a year of academic readiness may not be provided an expense-paid visit to a member institution.**

[13.6.2.3.2 unchanged.]

C. Bylaws: Amend 14.2.2, as follows:

14.2.2 Additional Applications of the Five-Year Rule.

[14.2.2.1 through 14.2.2.5 unchanged.]

14.2.2.6 Delay of Five Year Rule -- Two-Year College Transfers -- Year of Academic Readiness. A student-athlete's eligibility under the five-year rule shall not begin while the student is enrolled in his or her first academic year of a minimum full-time program of studies at a two-year college, provided all the following conditions are met:

(a) The student-athlete fulfills the requirements of a year of academic readiness at the two-year college;

(b) The student-athlete shall have spent a minimum of five full-time semesters/ seven full-time quarters in residence at the two-year college. Such enrollment shall occur in consecutive terms; and

(c) The student-athlete shall not engage in more than two seasons of competition in any one sport at the certifying institution.

14.2.2.6.1 Year of Academic Readiness. A student-athlete shall fulfill an year of academic readiness if all the following conditions are met:

(a) The student-athlete has registered with the NCAA Eligibility Center and has been certified as a nonqualifier;

(b) The student-athlete shall enroll in the year of academic readiness during the student-athlete's initial year of collegiate enrollment;

(c) The student-athlete and the two-year college have confirmed the student-athlete's enrollment in the year of academic readiness with the NCAA Eligibility Center;

(d) The student-athlete completes two semesters/three quarters of consecutive full-time enrollment at the two-year college; and

(e) The student-athlete does not engage in outside competition.

14.2.2.6.2 Multiple-Two Year Colleges. If a student-athlete has been in residence at two or more two-year colleges, the terms of residence at all two-year colleges may be combined to satisfy the residence requirement.

D. Bylaws: Amend 14.4.3, as follows:

14.4.3 Eligibility for Competition.

14.4.3.1 Fulfillment of Credit-Hour Requirements. Eligibility for competition shall be determined based on satisfactory completion of at least:

[14.4.3.1-(a) through 14.4.3.1-(c) unchanged.]

[14.4.3.1.1 unchanged.]

14.4.3.1.2 Transfer. To be eligible for competition, a transfer student-athlete must meet the following credit-hour requirements based on attendance at the previous institution(s) for the specified time and may use any hours of academic credit earned at any collegiate institution:

[14.4.3.1.2-(a) through 14.4.3.1.2-(d) unchanged.]

[14.4.3.1.2.1 unchanged.]

14.4.3.1.2.2 Exception -- Year of Academic Readiness. A year of academic readiness shall be exempt from the application of Bylaw 14.4.3.1.2 (see Bylaw 14.2.2.6).

[14.4.3.1.3 through 14.4.3.1.6 unchanged.]

14.4.3.1.7 Designation of Degree Program. A student-athlete shall designate a program of studies leading toward a specific baccalaureate degree at the certifying institution prior to participating in competition that occurs during or immediately before the third year of enrollment (fifth semester or seventh quarter) and thereafter shall make progress toward that specific degree. This provision shall be applicable to the eligibility not only of a continuing student, but also of a transfer student from a four-year or two-year collegiate institution who is entering his or her third year of collegiate enrollment, even if the student has not yet completed an academic year in residence or used a season of eligibility in a sport at the certifying institution. Designation of a specific baccalaureate degree program may be accomplished by: [D]

[14.4.3.1.7-(a) through 14.4.3.1.7-(b) unchanged.]

[14.4.3.1.7.1 through 14.4.3.1.7.2 unchanged.]

14.4.3.1.7.3 Exception -- Year of Academic Readiness. A year of academic readiness shall be exempt from the application of Bylaw 14.4.3.1.2 (see Bylaw 14.2.2.6).

[14.4.3.1.8 unchanged.]

14.4.3.2 Fulfillment of Percentage of Degree Requirements. A student-athlete who is entering his or her third year of collegiate enrollment shall have completed successfully at least 40

percent of the course requirements in the student's specific degree program. A student-athlete who is entering his or her fourth year of collegiate enrollment shall have completed successfully at least 60 percent of the course requirements in the student's specific degree program. A student-athlete who is entering his or her fifth year of collegiate enrollment shall have completed successfully at least 80 percent of the course requirements in the student's specific degree program. The course requirements must be in the student's specific degree program (as opposed to the student's major).

[14.4.3.2.1 unchanged.]

14.4.3.2.2 Application of Rule to Transfer Student. A student-athlete who is entering his or her third year of collegiate enrollment shall have completed successfully at least 40 percent of the course requirements in the student's specific degree program. A student-athlete who is entering his or her fourth year of collegiate enrollment shall have completed successfully at least 60 percent of the course requirements in the student's specific degree program. A student-athlete who is entering his or her fifth year of collegiate enrollment shall have completed successfully at least 80 percent of the course requirements in the student's specific degree program. The course requirements must be in the student's specific degree program (as opposed to the student's major).

[14.4.3.2.2.1 unchanged.]

14.4.3.2.2.2 Exception -- Year of Academic Readiness. A year of academic readiness shall be exempt from the application of Bylaw 14.4.3.2 (see Bylaw 14.2.2.6).

[14.4.3.2.3 through 14.4.3.2.4 unchanged.]

14.4.3.3 Fulfillment of Minimum Grade-Point Average Requirements. A student-athlete who is entering his or her second year of collegiate enrollment shall present a cumulative minimum grade-point average (based on a maximum 4.000) that equals at least 90 percent of the institution's overall cumulative grade-point average required for graduation. A student-athlete who is entering his or her third year of collegiate enrollment shall present a cumulative minimum grade-point average (based on a maximum of 4.000) that equals 95 percent of the institution's overall cumulative minimum grade-point average required for graduation. A student-athlete who is entering his or her fourth or later year of collegiate enrollment shall present a cumulative minimum grade-point average (based on a maximum of 4.000) that equals 100 percent of the institution's overall cumulative grade-point average required for graduation. If the institution does not have an overall grade-point average required for graduation, it is permissible to use the lowest grade-point average required for any of the institution's degree programs in determining the cumulative minimum grade-point average. The minimum grade-point average must be computed pursuant to institutional policies applicable to all students.

14.4.3.3.1 Application of Rule to Transfer Student. The provisions of Bylaw 14.4.3.3 shall be applicable to the eligibility of a transfer student from a two-year or four-year collegiate institution who has completed an academic term in residence at the certifying institution. A student-athlete who attends the certifying institution as a full-time student, transfers to another institution and later returns to the original institution is immediately subject to the provisions of Bylaw 14.4.3.3 on re-enrollment.

14.4.3.3.1.1 Exception -- Year of Academic Readiness. A year of academic readiness shall be exempt from the application of Bylaw 14.4.3.2 (see Bylaw 14.2.2.6).

[Remainder of 14.4.3 unchanged.]

E. Bylaws: Amend 15.3.1, as follows:

15.3.1 Eligibility of Student-Athletes for Financial Aid. Institutional financial aid may be awarded for any term during which a student-athlete is in regular attendance as an undergraduate with eligibility remaining under Bylaw 14.2, ~~*or*~~ within six years after initial enrollment in a collegiate institution (provided the student does not receive such aid for more than five years during that period), **within seven years after initial enrollment in a collegiate institution for a two-year college transfer who completes a year of academic readiness pursuant to Bylaw 14.2.2.6 (provided the student does not receive such aid for more than six years during the period),** or as a graduate eligible under Bylaw 14.1.9.

Source: NCAA Division I Academic Cabinet

Effective Date: August 1, 2013, for student-athletes initially enrolling full time at a collegiate institution on or after August 1, 2013.

Category: Amendment

Topical Area: Eligibility

Rationale: This proposal represents an effort to assist students who are graduating from high school without foundational academic skills to succeed academically at four-year collegiate institutions. Evidence of current enrollment patterns at two-year institutions indicate part-time and often, self-funded efforts by student-athletes in order to engage in remedial coursework. This proposal provides additional time for underprepared student-athletes to gain the academic fundamentals necessary to ultimately succeed at a four-year college. Specifically, the year of academic readiness provides the opportunity for student-athletes who need remediation with the means to obtain the academic foundation by allowing for access to aid (federal and athletics); not triggering their NCAA period of eligibility or progress-toward-degree standards; and

appropriately emphasizing an academic focus. The proposal notes the current educational shift toward remediation/foundational learning skill development occurring at the two-year level, since many NCAA institutions do not offer remedial courses. Further, the proposal allows for relative ease of administration and the potential for academic development on an individualized basis that could lead to more academic options upon transfer.

Budget Impact: None.

Impact on Student-Athlete's Time: Provides an opportunity for underprepared student-athletes to gain the academic foundation needed to be academically successful at a four-year institution and graduate.

Position Statement(s)
None

History

Jun 10, 2011: Submit; Submitted for consideration.

Jun 28, 2011: Academic Cabinet, Sponsored

Proposal Number: 2011-69

Title: ELIGIBILITY -- TRANSFER REGULATIONS -- 2-4 AND 4-2-4 COLLEGE TRANSFERS

Intent: To revise the two-year college and 4-2-4 college transfer requirements, as specified.

A. Bylaws: Amend 14.5.4, as follows:

14.5.4 Two-Year College Transfers. A student who transfers to a member institution from a two-year college or from a branch school that conducts an intercollegiate athletics program must complete an academic year of residence unless the student meets the following eligibility requirements applicable to the division of which the certifying institution is a member.

14.5.4.1 Qualifier. A transfer student from a two-year college who was a qualifier (per Bylaw 14.3.1.1) is eligible for competition in the first academic year in residence only if the student:

[14.5.4.1-(a) unchanged.]

(b) Has presented a minimum grade-point average of ~~*2.000*~~ **2.500** (see Bylaw 14.5.4.5.3.2); and

[14.5.4.1-(c) unchanged.]

[14.5.4.1.1 unchanged.]

~~*14.5.4.1.2 Use of Physical Education Activity Courses -- Men's Basketball. In men's basketball, not more than two credit hours of physical education activity courses may be used to fulfill the transferable degree credit and grade-point average requirements. However, a student-athlete enrolling in a physical education degree program or a degree program in education that requires physical education activity courses may use up to the minimum number of credits of physical education activity courses that are required for the specific degree program to fulfill the transferable degree credit and grade-point average requirements. Additional credit hours of physical education activity courses may not be used to fulfill elective requirements.*~~

14.5.4.2 Not a Qualifier.

14.5.4.2.1 Eligibility for Financial Aid, Practice and Competition. 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, practice and competition the first academic year in residence only if the student:

(a) Has graduated from the two-year college;

(b) Has completed satisfactorily a minimum of 48 semester or 72 quarter hours of transferable-degree credit acceptable toward any baccalaureate degree program at the certifying institution, including six semester or eight quarter hours of transferable English credit**,** ~~*and*~~ three semester or four quarter hours of transferable math credit **and three semester or four quarter hours of transferable natural/physical science credit**;

(c) Has attended a two-year college as a full-time student for at least three semesters or four quarters (excluding summer terms); and

(d) Has achieved a cumulative grade-point average of ~~*2.000*~~ **2.500** (see Bylaw 14.5.4.5.3.2).

14.5.4.2.2 Eligibility for Financial Aid and Practice. 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 the first academic year in residence only if the student:

(a) Has graduated from the two-year college;

(b) Has completed satisfactorily a minimum of 48 semester or 72 quarter hours of transferable-degree credit acceptable toward any baccalaureate degree program at the certifying institution, including six semester or eight quarter hours of transferable English credit, three semester or four quarter hours of transferable math credit and three semester or four quarter hours of transferable natural/physical science credit;

(c) Has attended a two-year college as a full-time student for at least three semesters or four quarters (excluding summer terms); and

(d) Has achieved a minimum cumulative grade-point average of 2.000 (see Bylaw 14.5.4.5.3.2).

[14.5.4.2.1 through 14.5.4.2.3 unchanged renumbered as 14.5.4.2.3 through 14.5.4.2.5, unchanged.]

~~*14.5.4.2.4 Use of Physical Education Activity Courses -- Men's Basketball. In men's basketball, not more than two credit hours of physical education activity courses may be used to fulfill the transferable-degree credit and grade-point average requirements. However, a student-athlete enrolling in a physical education degree program or a degree program in education that requires physical education activity courses may use up to the minimum number of credits of physical education activity courses that are required for the specific degree program to fulfill the transferable-degree credit and grade-point average requirements. Additional credit hours of physical education activity courses may not be used to fulfill elective requirements.*~~

[14.5.4.3 through 14.5.4.4 unchanged.]

14.5.4.5 Two-Year College Transfer Regulations. The following regulations shall be applied in administering the eligibility requirements for two-year college transfers.

[14.5.4.5.1 through 14.5.4.5.3 unchanged.]

14.5.4.5.4 Use of Physical Education Activity Courses. Not more than two credit hours of physical education activity courses may be used to fulfill the transferable-degree credit and grade-point average requirements. However, a student-athlete enrolling in a physical education degree program or a degree program in education that requires physical education activity courses may use up to the minimum number of credits of physical education activity courses that are required for the specific degree program to fulfill the transferable-degree credit and grade-point average requirements. Additional credit hours of physical education activity courses may not be used to fulfill elective requirements.

[14.5.4.5.4 through 14.5.4.5.7 renumbered as 14.5.4.5.5 through 14.5.4.5.8, unchanged.]

14.5.4.6 Exceptions for Transfers from Two-Year Colleges. A transfer student from a two-year college or from a branch school that conducts an intercollegiate athletics program is not subject to the residence requirement at the certifying institution if any one of the following conditions is met. An individual who is not a qualifier shall not be permitted to use the exceptions under this bylaw.

14.5.4.6.1 Discontinued/Nonsponsored Sport Exception. The student changed institutions in order to continue participation in a sport because the student's original two-year college dropped the sport from its intercollegiate program (even though it may subsequently establish that sport on a club basis) or never sponsored the sport on the intercollegiate level while the student was in attendance at that institution, provided the student never attended any other collegiate institution that offered intercollegiate competition in that sport and the student earned at least a minimum ~~*2.000*~~ **2.500** grade-point average (see Bylaw 14.5.4.5.3.2) at the two-year college.

[Remainder of 14.5.4 unchanged.]

B. Bylaws: Amend 14.5.6, as follows:

14.5.6 4-2-4 College Transfers. A student who transfers from a four-year college to a two-year college and then to the certifying institution shall complete one academic year of residence at the certifying institution prior to engaging in intercollegiate competition, unless:

(a) The student has completed an average of at least 12 semester or quarter hours of transferable-degree credit, with a cumulative minimum grade-point average of ~~*2.000*~~ **2.500**, acceptable toward any baccalaureate degree program at the certifying institution for each term of full-time attendance at the two-year college following transfer from the four-year college most recently attended;

[14.5.6-(b) and 14.5.6-(c) unchanged.]

14.5.6.1 Exceptions. A "4-2-4" transfer student who does not meet the requirements of Bylaw 14.5.6 is not subject to the residence requirement for intercollegiate competition if any of the following conditions are met:

[14.5.6.1-(a) unchanged.]

(b) The student initially was enrolled in a four-year collegiate institution that never sponsored the student's sport on the intercollegiate level while the student was in attendance at the institution (provided the student never had attended any other four-year collegiate institution that offered intercollegiate competition in that particular sport) and provided the student was a qualifier and satisfactorily completed an average of at least 12 semester or quarter hours of transferable-degree credit acceptable toward any baccalaureate degree program at the certifying institution during each academic term of attendance with a cumulative minimum grade-point average of ~~*2.000*~~ **2.500** (see Bylaw 14.5.4.5.3.2), and spent at least two semesters or three quarters in residence at the two-year college (excluding summer sessions); or

[14.5.6.1-(c) unchanged.]

14.5.6.2 Additional Transferable Degree Credit Requirements for Nonqualifiers. A student who was not a qualifier shall have satisfactorily completed a minimum of six semester or eight quarter hours of transferable English credit, three semester or four quarter hours of transferable math credit and three semester or four quarter hours of transferable natural/physical science credit. Remedial English, math and natural/physical science courses may not be used to satisfy this requirement. The student may use transferable English, math, and natural/physical science credits earned while enrolled at a previous four-year college to meet these requirements.

14.5.6.~~2~~**3** Use of Physical Education Activity Courses ~~– *Men's Basketball*. *In men's basketball, not*~~ **Not** more than two credit hours of physical education activity courses may be used to fulfill the transferable-degree credit and grade-point average requirements. However, a student-athlete enrolling in a physical education degree program or a degree program in education that requires physical education activity courses may use up to the minimum number of credits of physical education activity courses that are required for the specific degree program to fulfill the transferable-degree credit and grade-point average requirements. Additional credit hours of physical education activity courses may not be used to fulfill elective requirements.

[14.5.6.3 through 14.5.6.7 renumbered as 14.5.6.4 through 14.5.6.8, unchanged.]

Source: NCAA Division I Academic Cabinet

Effective Date: August 1, 2013; for student-athletes initially enrolling full time in a collegiate

institution on or after August 1, 2013.

Category: Amendment

Topical Area: Eligibility

Rationale: Current data indicate that transfers from two-year institutions tend to underperform academically at four-year institutions on all academic measures as compared to transfers from four-year institutions or nontransfers. Statistical prediction modeling of four-year college outcomes from two-year college academic variables indicated three key predictors of academic success at the four-year institution: (1) two-year college grade-point average; (2) low number of physical education activity courses; and (3) successful completion of core credits in English, math, and natural or physical science. The increase of the minimum grade-point average required for eligibility to compete is based on data indicating that two-year college transfers with grade-point averages below 2.500 experience academic issues at the four-year institution at a higher rate than other students. To mirror the academic outcomes of nontransfer student-athletes or four-year transfer student-athletes in their junior year of enrollment, the minimum grade-point average actually would need to be raised higher than 2.500; however, the 2.500 threshold is appropriate at this time.

Budget Impact: None.

Impact on Student-Athlete's Time: None.

Position Statement(s)
None

History

Jun 10, 2011: Submit; Submitted for consideration.

Jun 28, 2011: Academic Cabinet, Sponsored

Proposal Number: 2011-70

Title: ELIGIBILITY AND COMMITTEES -- 2-4 AND 4-2-4 TRANSFERS -- WAIVERS -- PROGRESS-TOWARD-DEGREE WAIVERS COMMITTEE

Intent: To increase, from eight to 14, the number of members of the NCAA Division I Progress-Toward-Degree Waivers Committee; further, to specify that the duties of the Progress-Toward-Degree Waivers Committee shall include oversight of the process for reviewing requests for waivers of the 2-4 and 4-2-4 transfer requirements.

A. Bylaws: Amend 14.5, as follows:

14.5 TRANSFER REGULATIONS

[14.5.1 through 14.5.3 unchanged.]

14.5.4 Two-Year College Transfers. A student who transfers to a member institution from a two-year college or from a branch school that conducts an intercollegiate athletics program must complete an academic year of residence unless the student meets the following eligibility requirements applicable to the division of which the certifying institution is a member.

[14.5.4.1 through 14.5.4.7 unchanged.]

14.5.4.8 Waivers. The Division I Progress-Toward-Degree Waivers Committee (see Bylaw 21.7.5.1.3.2) shall have the authority to waive all two-year college transfer requirements based on objective evidence that demonstrates circumstances that warrant the waiver of the normal application of those regulations. The committee shall establish the process for granting such waivers and shall report annually to the Academic Cabinet and to the membership the actions taken in summary aggregate form.

[14.5.5 unchanged.]

14.5.6 4-2-4 College Transfers. A student who transfers from a four-year college to a two-year college and then to the certifying institution shall complete one academic year of residence at the certifying institution prior to engaging in intercollegiate competition, unless:

[14.5.6-(a) through 14.5.6-(c) unchanged.]

[14.5.6.1 through 14.5.6.7 unchanged.]

14.5.6.8 Waivers. The Division I Progress-Toward-Degree Waivers Committee (See Bylaw 21.7.5.1.3.2) shall have the authority to waive all two-year college transfer requirements

based on objective evidence that demonstrates circumstances that warrant the waiver of the normal application of those regulations. The committee shall establish the process for granting such waivers and shall report annually to the Academic Cabinet and to the membership the actions taken in summary aggregate form.

B. Bylaws: Amend 21.7.5.1.3.2, as follows:

21.7.5.1.3.2 Progress-Toward-Degree Waivers Committee.

21.7.5.1.3.2.1 Composition. The Progress-Toward-Degree Waivers Committee shall consist of ~~*eight*~~ **14** members appointed by the Administration Cabinet.

21.7.5.1.3.2.2 Duties. The committee shall be responsible for:

(a) Oversight of the process for reviewing requests for waivers of all progress-toward-degree requirements set forth in Bylaw 14.4.3. The policies and procedures for the review of such waivers shall be approved by the Academic Cabinet; and

(b) Oversight of the process for reviewing requests for waivers of the two-year college transfer requirements set forth in Bylaw 14.5.4 and 14.5.6. The policies and procedures for the review of such waivers shall be approved by the Academic Cabinet; and

~~*(b)*~~ **(c)** Consideration of appeals of staff decisions related to waiver requests for which the committee has jurisdiction.

21.7.5.1.3.2.3 Appeals. After the NCAA staff has acted on a progress-toward-degree **or two-year college transfer** matter, the involved institution may appeal the decision to the Progress-Toward-Degree Waivers Committee. The committee's determination shall be final, binding and conclusive and shall not be subject to further review by any other authority.

Source: NCAA Division I Academic Cabinet

Effective Date: August 1, 2012

Category: Amendment

Topical Area: Eligibility

Rationale: The focus on the academic preparedness and potential academic success of two-year college transfers, as evidenced by other proposals sponsored by the Academic Cabinet, requires that waiver appeals be heard by an academic governance body with the appropriate expertise.

Estimated Budget Impact: Minimal. Committee only meets by teleconference.

Impact on Student-Athlete's Time: None.

Position Statement(s)
None

History

Jun 10, 2011: Submit; Submitted for consideration.

Jun 28, 2011: Academic Cabinet, Sponsored