

## ACADEMIC INTEGRITY

### Operating Principle 2.1 Academic Standards

#### *Self-Study Items*

**1. List all “corrective actions,” “conditions for certification” or “strategies for improvement” imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). In each case, provide: (a) the original “corrective action,” “condition” or “strategy” imposed; (b) the action(s) taken by the institution; (c) the, date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.**

#### Strategy:

Analyze, explain and address (through specific plans for improvement) by appropriate institutional authorities the declining graduation rates of student-athletes and for various student-athlete subgroups (e.g. by race/ethnicity, team, gender)

#### Action:

The March 1, 2000 response to this strategy referenced that student-athlete graduation rates are examined annually by the Office of the University President, the Athletic Board of Control, and by the athletic administration. Both the NCAA rate and an internal senior rate for those who have completed eligibility are computed and distributed to these constituencies, as well as the coaching staff, for review. At the time of the certification team’s visit, graduation rates of student-athletes had declined slightly over a two-year period (1990 and 1991 classes). Since that time, the 1992 class graduated at a rate of 59.4% and the 1993 class graduated at a rate of 69.6%. Both of these figures exceed the University graduation rate. Projections for the next four student-athlete classes are all above the 60.0% level. Minority student-athlete graduation rates are projected to remain above the University minority rate. It should be noted that spring/summer grants-in-aid and post-eligibility grants (5<sup>th</sup> year aid) have been funded to higher levels within the past five years. Given the current athletic administration’s commitment to this area, this should continue to be a positive influence on graduation rates. The annual review by the athletic academic services oversight committee will also closely monitor graduation rates. This diversified group will assist in the ongoing evaluation of graduation rates and can offer suggestions for improvement. Areas of emphasis will continue to be minority student-athlete rates and revenue sport rates. Female student-athlete rates, which have often lagged male student-athlete rates at this University, are showing signs of improvement and that progress will be an additional area of scrutiny. Continual

examination of these subgroup rates will occur with the expectation that student-athletes will graduate at a higher rate than the general student body and regularly exceed 60%. Since the March 1, 2000 response, student-athlete graduation rates have exceeded the University totals for classes entering in 1994, 1995, 1996, 1997, and 1999. Only the 1998 class at 53% was lower than the University rate (55%). The 1996 class graduated a rate of 83%, the eighth highest total in the country for Division I institutions. The four-class average during this period has not been lower than 59% in 1994. Female student-athlete rates and minority student-athlete rates compare favorably with the University rate. For the three years studied in this certification cycle, student-athlete graduation rates are commendable with further review warranted in men's basketball. This is addressed in self-study item #10.

Date of Action:

See above narrative.

Noncompletion:

N/A

**2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.1 (Academic Standards). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.**

N/A

**3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.1 (Academic Standards) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.**

N/A

**4. Describe the process by which student-athletes are admitted to your institution and identify the agencies vested with this responsibility. In what ways (if any) do the process and/or criteria used for the admission of student-athletes differ from the process for admitting students generally. Be specific and, give careful attention to key decision points (e.g., establishment of admissions criteria, approval of, special admissions) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the athletics department plays (if any) in the admissions process for student-athletes.**

All applicants for undergraduate admission at Western Michigan University are judged by the same set of academic criteria. Prospective student-athletes who are expected to be regularly admissible to the University are encouraged to apply online and admissions counselors review these applications using normal standards and procedures.

When a student-athlete is determined to be questionable for admission during the recruitment process, coaches direct the prospect to apply by paper copy and mark the application with the specific sport name. If an initial review indicates that a student-athlete is not regularly admissible or admissible into the Alpha Program, the application is forwarded to the Associate Director of Admissions for review. The Alpha Program is a conditional admission program for individuals who show academic promise but who do not meet the criteria for regular admission to Western Michigan University because of the combination of high school grades, standardized test scores, and academic course trend. The Associate Director of Admissions will then discuss the applicant's options with the Associate Athletic Director for Academic and Compliance Services. As with all applicants who do not meet admissions requirements, student-athletes are encouraged to retake a standardized test and/or to forward their seventh or eighth semester grades when available.

In some instances, a student-athlete may be admitted as a "special" admit. Similar exceptions are made for other students with special talents in a specialized field. Typically, the University limits special admissions to a small number each year. Student-athlete special admits are tracked through the return of the terms and conditions of admissions form the student-athlete and their parent(s) must sign. Outside of athletics, the number of special admissions is very small and is not separately tracked.

**5. Compare and explain any differences in the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years: average standardized test scores for freshman student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I Graduation Rates Disclosure Form) and for all entering freshmen students (by gender and by racial or ethnic group). [Note: Use the supplied charts (Standardized Test Scores, by Gender on Page 19, Standardized Test Scores, by Racial or Ethnic Group on Page 20 and GPA and Test Scores, by Sport Group on Page 21) and the graduation-rates disclosure form methodology to compile these data.**

Test scores for entering student-athletes at Western Michigan University are comparable to those of all entering freshmen. Though slightly lower, male student-athlete test scores are comparable to those of all male students and female student-athlete test scores slightly exceed those of all female students.

When evaluating scores by ethnicity, no significant variations were apparent in the black and white cohorts. These two subgroups represent the vast majority of student-athletes

each year and allow for the best comparison with the general student body. International student-athletes are represented in modest totals in the “Other” category but there is no sound basis for test score comparison because of the reliance on the TOEFL exam for the general international population.

Test score results from the eight sport groups listed in the graduation rates disclosure form reflect further consistency with test scores of the general student body. Over the three-year period being analyzed, football test scores were lower than those of the male student population but no significant concerns have been identified. The three-year totals in football reflect an average ACT composite score over 20, a figure that suggests a reasonable opportunity for academic success at the University. The 2005-06 test score average in women’s basketball is comparatively low but appears to be a brief deviation from the norm.

**6. Please describe the process by which students may be admitted if they do not meet the institution’s standard or normal entrance requirements and identify the agencies vested with this responsibility. This should include any second-level or subsequent review processes or appeals procedures which may be utilized when students are not automatically admitted because they do not meet the institution’s published entrance requirements.**

When any prospective student does not meet entrance requirements, they may be considered for the Alpha Program. The Alpha Program is a conditional admission program for individuals who show academic promise but who do not meet the criteria for regular admission to Western Michigan University because of the combination of high school grades, standardized test scores, and academic course trend.

When student-athletes do not meet entrance requirements or Alpha Program requirements as determined by the Office of Admissions, they may be considered for a special admissions option by the associate director of admissions and, if necessary, the director of admissions. The associate director of admissions meets with the associate athletic director for academic and compliance services and determines which prospects may be considered for this option. Student-athletes being considered must be athletic scholarship recipients. Student-athletes with special admissions status must also meet NCAA initial eligibility requirements. The student is offered admission to the University after the student-athlete and parent(s) sign a document which outlines the terms and conditions of their admission. The director of intercollegiate athletics, head coach, and director of admissions sign a separate document detailing the division’s responsibility in monitoring the student-athlete. There is no appeal process for the student if this option is denied by the admissions office.

In practice, athletic special admits are a small number each year. The associate athletic director of academics and compliance is responsible for the identification and monitoring of prospective student-athletes in this category during the recruitment process and has ongoing communication with the associate director of admissions. In DIA the number of

student-athletes offered special admission is tracked through the return of the signed terms and conditions document.

**7. Compare and explain any differences between the percentage of freshman student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item Number 6 above and the percentage of freshman students generally who were so admitted. Provide these comparative data for the three most recent academic years. For the student-athlete data, information should be displayed for each of the sport groups, organized by year, and listed in the NCAA Division I Graduation-Rates Supplemental Form. [Use the supplied chart (Special-Admissions Information on Page 23 to compile these data.)]**

Western Michigan University admits a small percentage of students under special conditions (defined as the Alpha Program or individuals with special talents and abilities). For the three years being reviewed, less than one percent of the general student population was admitted under a special admissions program. For this same period, student-athlete admissions into a special program (defined as the Alpha Program or the special admissions program as defined in number 6 above) totaled approximately 14% of the student-athletes entering with athletic aid. In particular, the number of football student-athletes entering under a special program was higher than the student body and any other student-athlete group. This may be partially explained by the recruiting challenges of a struggling program that led to the dismissal of the coaching staff after the 2005 season. The 2005-06 class in football was dramatically improved.

While it is understood that student-athlete percentages may be higher than that of the student body, a yearly total in excess of 10% (typically more than 8-10 student-athletes) should command further review by the athletic administration, admissions office personnel, and the academic oversight committee. Close monitoring of football and men's basketball should be a priority. While admitting student-athletes into the Alpha Program does not generate the concerns posed by the special admissions option, both categories warrant special scrutiny on an annual basis, particularly in the sport of football.

**8. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify initial-eligibility and transfer-eligibility for student-athletes. Provide name(s) (including title(s)) of who has ultimate responsibility in determining student-athletes' initial and transfer eligibility.**

Initial Eligibility:

The process of initial eligibility certification is monitored and administered by the associate athletic director for academic and compliance services, Jeffrey Stone, and the registrar's office statistician, Lunny Green. Initial eligibility decisions are made by the NCAA Initial Eligibility Clearinghouse and monitored through that website.

Coaches identify prospective student-athletes and forward names and social security numbers to the associate athletic director for academic and compliance services to be coded into the NCAA Initial Eligibility Clearinghouse system. The associate athletic director for academic and compliance services regularly monitors this website and forwards periodic updates to the coaches. If particular transcript and/or test score issues arise, the associate director for admissions, Pamela Liberacki, may be called upon for assistance.

These student-athletes are also coded into the university student information system (Banner) and the NCAA Compliance Assistant Internet (CAi) system for inclusion on the team roster.

Final certification decisions by the NCAA Clearinghouse are loaded into CAi by the associate athletic director for academic and compliance services and are reviewed by the registrar's office statistician. These two individuals and the faculty athletics representative, Fred Sitkins, all have signature responsibility on the eligibility reports.

#### Transfer Eligibility (4-year Transfers):

The process of transfer eligibility certification is monitored and administered by the associate athletic director for academic and compliance services and the registrar's office statistician. Transfer credit evaluations are completed by credit evaluators in the office of admissions, utilizing standard University procedures.

Contact with 4-year transfer student-athletes cannot be initiated without the consent of the original institution. When that permission is granted, the director of compliance, Paul DeVries, forwards a transfer information form to the original institution requesting eligibility information. The prospect is asked to submit official transcripts to the office of admissions for a credit evaluation, which determines transferable hours toward a degree.

These student-athletes are coded into the university student information system (Banner) and the NCAA Compliance Assistant Internet (CAi) system for inclusion on the team roster. The associate athletic director for academic and compliance services assesses the number of transfer hours for eligibility purposes with the assistance of college academic advisors (if necessary) and that information is loaded into CAi and reviewed by the registrar's office statistician. A copy of the transfer information form completed by the previous institution is also provided to the registrar's office statistician.

Final certification decisions are loaded into CAi by the associate athletic director for academic and compliance services and are reviewed by the registrar's office statistician. These two individuals and the faculty athletics representative all have signature responsibility on the eligibility reports.

#### Transfer Eligibility (2-year Transfers):

The process of transfer eligibility certification is monitored and administered by the associate athletic director for academic and compliance services and the registrar's office statistician. Transfer credit evaluations are completed by credit evaluators in the office of admissions, utilizing standard University procedures.

The prospect is asked to submit official transcripts to the office of admissions for a credit evaluation, which determines transferable hours toward a degree. If there is any indication that the student will not be earning an associate's degree from the 2-year institution, the associate athletic director for academic and compliance services codes the student-athlete into the NCAA Initial Eligibility Clearinghouse database to review high school records and status (qualifier or nonqualifier).

These student-athletes are coded into the university student information system (Banner) and the NCAA Compliance Assistant Internet (CAi) system for inclusion on the team roster. The associate athletic director for academic and compliance services assesses the number of transfer hours for eligibility purposes with the assistance of college academic advisors (if necessary) and that information is loaded into CAi and reviewed by the registrar's office statistician.

Final certification decisions are loaded into CAi by the associate athletic director for academic and compliance services and are reviewed by the registrar's office statistician. These two individuals and the faculty athletics representative all have signature responsibility on the eligibility reports.

**9. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Provide name(s) (including title(s)) of who has ultimate responsibility in determining student-athlete's continuing eligibility.**

The process of continuing eligibility certification is monitored and administered by the associate athletic director for academic and compliance services and the registrar's office statistician. The college academic advisors also assess the degree applicability of student-athlete coursework each semester. General student-athlete progress reviews are generated by the university reporting system (Cognos), which is tied to the university student information system (Banner).

Monitoring compliance with the full-time enrollment rule (Bylaw 14.1.8.2.2) is accomplished through use of student-athlete roster reports generated by the Sport 001 and Sport 008 Reports in the university reporting system (Cognos). These reports refresh each night and are reviewed regularly by the associate athletic director for academic and compliance services, the athletic academic services staff, and the registrar's office statistician. In addition, this bylaw is reviewed extensively with all student-athletes in pre-season team eligibility meetings.

The six-hour rule (Bylaw 14.4.3.1) is monitored by the associate athletic director for academic and compliance services and the registrar's office statistician by use of the

Sport 005 Report in the university reporting system (Cognos). This report generates an overview of semester and cumulative grade point averages and hours earned at the end of each semester.

For continuing eligibility and progress toward degree assessments that occur at the close of the academic year, the associate athletic director for academic and compliance services and athletic academic services staff members generate an “anticipating eligibility” form based on current sport rosters (Sport Report 001 in the university reporting system (Cognos). A copy of this blank form is sent to the registrar’s office statistician.

When grades have been posted for spring semester, the associate athletic director for academic and compliance services and the registrar’s office statistician independently evaluate the academic standing of each student-athlete and determine whether there are any academic deficiencies. An important document used in this process is the NCAA Advising Record, which is completed each semester by a college academic advisor during mandatory student-athlete advising. Advisors attest to the degree applicability of all courses taken by student-athletes each semester.

When the eligibility analysis is complete, the associate athletic director for academic and compliance services prepares a list of eligibility issues that is forwarded to each coaching staff. A letter from the registrar, detailing the academic deficiency, is also e-mailed to the student-athlete. Due to the short time frame (three days) between the posting of spring grades and the beginning of the first summer session, telephone contact is also common.

The student-athlete letter directs students to gain prior approval for their summer coursework from the associate athletic director of academic and compliance services or the athletic academic services staff. Questions about the degree applicability of courses are routed through the college academic advisors and/or admissions office credit evaluators (transfer courses) and communicated to the registrar’s office statistician. If a student-athlete enrolls in a course at another institution, a final transcript is required and evaluated by the admissions office credit evaluators.

Credit hours earned and grade point average updates are entered into the NCAA Compliance Assistant Internet (CAi) database for use in the certification process for the next fall semester. Final certification decisions are loaded into CAi by the associate athletic director for academic and compliance services and are reviewed by the registrar’s office statistician. These two individuals and the faculty athletics representative all have signature responsibility on the eligibility reports that are completed for each sport prior to outside competition.

**10. Review the graduation rates for student-athletes who received athletics grants-in-aid, for various student-athlete subgroups and for students generally during the last three years, and comment on any trends or significant changes. Specifically, identify and explain deficiencies in graduation rates for any of the following when compared to the graduation rates of students generally: student-athletes generally, student-athletes of particular sport teams, student-athletes by gender, student-**

**athletes by ethnicity and student-athlete subgroups (i.e., ethnicity) within particular sport teams. If the graduation rate for student-athletes, or for any student-athlete subgroup, is less than the graduation rate for students generally, the institution must analyze, explain and address, as appropriate (1) the magnitude of the difference between the student-athlete (or subgroup) rate; and (2) the trends over the three reporting periods in these rate differences.**

The freshman cohort graduation rate data being analyzed is for the entering classes of 1997, 1998, and 1999. NCAA regulations allow each entering freshman six years to earn a degree from Western Michigan University to be reflected as a graduate. The two primary measures of NCAA graduation rates are the single-year percentage and the four-year average. The four-year data provide the most accurate assessment of performance as they are not influenced by small class sizes or one-year variances.

In the three years studied, student-athletes maintained a higher graduation rate than the general student body. With the exception of the 1999 class, which trailed the general study body total by two percent, the one-year rates and the four-year averages for student-athletes consistently exceeded University rates by ten percent or more.

Graduation rates for male and female student-athletes exceeded the norms for males and females on campus in all categories except the 1998 male student-athlete rate, which was five percent below the overall male student total for that particular year. All other one-year rates and four-year averages favored student-athletes.

Sport group graduation rate assessments for student-athletes compare favorably with the general student body, with the exception of men's basketball. The four-year average of the men's other category dipped in 1998 due to a one-year rate of 27% but that appears to be a one-year issue created by ice hockey student-athletes opting for professional sports careers and international students transferring out of the men's tennis program. An assessment of men's basketball covering the entering classes from 1994-1999 found that only two out of twelve student-athletes completed their athletic eligibility during that period (two others were medically exempted) and three graduated. Student-athlete retention in the program was an obvious weakness during this period as most individuals transferred to other institutions. Also, thirteen transfer students entered the program during this period, leading one to believe that freshman recruitment was not emphasized. A coaching change occurred in 2000 and projections show significant improvement in retention with as many fifteen of the nineteen freshmen who entered from 2000-2005 likely to finish their eligibility at Western Michigan University. Transfer student recruitment has been reduced and men's basketball graduation rates could exceed 60% over this six-year period.

With the exception of issues in men's basketball as detailed above, graduation rates for white and black student-athletes exceed those of the general student population on campus. These are the two primary ethnic groups in the student-athlete cohort although non-resident alien totals are influenced by Canadians in the men's ice hockey program. Comparisons within the non-resident alien group are difficult because of ethnic variance

of those individuals. International student-athletes are mainly Canadian hockey student-athletes and those individuals competing in the men's and women's tennis programs.

**11. Identify and describe the academic standards and policies contained in the university's catalog/bulletin, athletics department manual, student-athlete handbook and/or institutional handbook for students. Describe exceptions, if any, to the institution's regular academic standards and policies applicable to the general student body (e.g., good academic standing, definition of minimum full-time status) that are available to student-athletes.**

Western Michigan University's academic standards and policies are published in the 2005-06 Undergraduate Catalog on pages 9-31, 278-291 and <http://catalog.wmich.edu/index.php?catoid=1>. These policies are applicable to all students, including student-athletes, and cover the following general areas: tuition and fees; financial aid and scholarships; degrees, majors, and accreditation; graduation and academic advising; registration, records, and academic regulations; student rights and responsibilities, university and student services; and annual security report.

Academic policies described in the Western Michigan University Student-Athlete Handbook focus on the following general areas: class attendance; athletic travel and class absences; study table and tutoring; eligibility requirements; grade point average requirements; academic advising; academic honesty; declaration of major; transferring credit from other colleges and universities; web registration; grade point average computations and academic standards; changing courses (add/drop); and physical education credit for athletic participation.

Student-athletes are afforded the privilege of priority registration at Western Michigan University.

Student-athletes are also subject to the policies set forth in the Student Code of Conduct published by the Office of Student Conduct and the Student-Athlete Code of Conduct, which is printed in the Student-Athlete Handbook.

**12. Describe the procedures used by the institution to monitor missed class time for student-athletes.**

Prior to the beginning of registration for each semester, head coaches provide student-athletes and the Athletic Academic Services Staff with practice times. Efforts are made to schedule classes around these practice times; however, conflicts may be unavoidable, especially in cases where the student-athlete must register for a specific course required by their major.

Student-athletes at Western Michigan University are expected to attend all sessions of every class in which they are enrolled. Class attendance and participation are essential for academic success, so most cases of poor academic performance involve poor attendance. Since the instructor (in accordance with the syllabus) is the one who determines what

constitutes excessive absences in a given class, a student-athlete should consult their instructors in person early in the semester to clarify how absence-related issues will affect the class grade.

A student-athlete is not "automatically" excused from class because of athletic travel; therefore, it is the student-athlete's responsibility to make arrangements with instructors prior to traveling. With this in mind, it is hoped, but not assumed, that faculty will provide opportunities for student-athletes to make up work they have missed due to participation in intercollegiate athletics competition on behalf of the university. When given a make-up opportunity, a student-athlete is expected to work diligently to complete the assigned task and create as little disruption to the class and faculty as possible.

At the start of each semester, coaches provide student-athletes with team travel forms that are to be distributed to instructors. A copy of the form is also maintained in the Athletic Academic Services office. These forms list the contest date/location, date/time of departure, class days missed, as well as information on how to contact a coach and the Associate Athletic Director for Academic and Compliance Services. Student-athletes are directed to hand-deliver the travel form to their instructors and to make a personal introduction. At that time, student-athletes should clarify with each instructor if any of these travel dates conflict with scheduled exams and/or major class activities, and determine how these conflicts are to be resolved specifically. Student-athletes should also remind instructors approximately one week in advance of any classes that might be missed because of athletic competition or travel. Student-athletes are strongly advised to make initial contact with their instructors before the published drop/add deadline in a given semester, so that in a case of irresolvable schedule conflicts, there is adequate time to drop a class and enroll in one that fits both his/her scheduling and curricular needs.

In the event that a student is repeatedly absent from classes, the head coach is responsible for enforcing the team's class attendance policy. Excessive class absenteeism may result in a suspension of practice and/or game participation, loss of financial aid and/or dismissal from the team. Under NCAA guidelines, it is not permissible for a student-athlete to miss class for an on-campus practice.

Anticipated absences due to hospitalization, surgery, or family emergencies should be reported to Athletic Academic Services (the Associate Athletic Director for Academic and Compliance Services) as early as possible so that the Registrar is notified and official letters are sent to instructors. Students are responsible for arranging to make up any work missed due to such absences. Every effort should be made to avoid scheduling physician's appointments during class time. Student-athletes should remind the Athletic Training staff of their specific class schedules when setting up appointments.

Even under the best of circumstances, some aspects of student-athlete scheduling are beyond the control of the university. Competition schedules for sports are developed with the goal of providing competitive equity while remaining within budgetary constraints and applicable university, MAC, and NCAA regulations. Conference schedules are set by the Mid-American Conference and the Central Collegiate Hockey Association and non-

conference schedules are developed by the coaching staffs. Non-conference competition during exam week is strongly discouraged. In the sport of football, the Athletic Director and supervising Associate Athletic Director arrange non-conference scheduling in conjunction with the head football coach. All competition schedules are presented to the Athletic Board as an informational item and list the amount of class time that will be missed for each contest. During the course of a season, short-notice changes in competition and/or travel schedules may occur due to postseason play or weather conditions. In such cases, it is the student-athlete's responsibility to contact instructors as soon as possible to arrange for missed work prior to departure.

**13. Analyze, explain and address missed class time that has been determined by the institution to be significant or excessive for any sport(s).**

N/A

**14. Describe the means by which the institution's policies and procedures regarding the scheduling of athletics competition and practices (e.g., missed class policy) are communicated to student-athletes.**

Missed class policies are communicated to student-athletes through the Student-Athlete Handbook, the coaching staffs, and the athletic academic services staff. Student-athletes are reminded that it is their responsibility to complete assignments and tests prior to travel, unless otherwise directed by the instructor.

## **Operating Principle 2.2 Academic Support**

### *Self-Study Items*

**1. List all “corrective actions,” “conditions for certification” or “strategies for improvement” imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). In each case, provide: (a) the original “corrective action,” “condition” or “strategy” imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.**

#### Strategy:

Develop and implement a mechanism for evaluation of the athletics academic support program by an appropriate authority outside athletics.

#### Action:

During fall semester 1999, the athletic academic services oversight committee was established and approved as a standing committee of the Athletic Board of Control. Members include the Director of the (Campus) Center for Academic Support Programs, two directors of college academic advising, an academic affairs administrator appointed by the Provost, one faculty member selected by the Faculty Senate Executive Board, and two student-athletes (one male, one female) selected by the Faculty Athletics Representative to represent the Student-Athlete Advisory Board. The committee meets once per year in September or October to review athletic academic services support programming and outcomes, grade point averages of student-athletes, graduation rates, and notable campus and national issues. A chairperson is selected from the members and that individual provides oral and written reports to the Athletic Board of Control. This chairperson, if necessary, may call special meetings.

#### Dates of Action:

The athletic academic services oversight committee met September 26, 2003 and June 23, 2006. The meeting date of the committee has been adjusted to June of each year and annual meetings will continue with a June, 2007 session. This June date allows for a more timely assessment of student-athlete academic performance during the previous academic year as well as graduation rates and Academic Progress Rate (APR) results.

#### Noncompletion:

While this oversight committee provides the mechanism for the NCAA mandated review of academic services at least once every three years, an annual review is the preferred structure. The June, 2007 meeting and future June meetings will address this need.

**2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.2 (Academic Support). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.**

N/A

**3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.2 (Academic Support) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.**

Additional outside review of the athletic academic services program is provided on an ongoing basis by the Athletic Board. In 2005, the faculty athletics representative incorporated an academic update by the associate athletic director for academic and compliance services into monthly board meetings. Fall and spring semester academic analysis is studied by the board immediately following those semesters. Graduation rates and APR results are also studied.

As mandated, Western Michigan University developed an academic improvement plan for the football program based on the team's failure to meet established NCAA Division I Academic Performance Program (APP) benchmarks after the first two years of data collection. The academic performance program attempts to provide a "real time" measure of eligibility and retention issues. This academic improvement plan has been shared with the athletic director and Athletic Board and was implemented for the fall semester 2006.

**4. Identify how the *institution* is organized to provide academic support and advising services to student-athletes (i.e., reporting lines and identification of who does what).**

Academic support and advising at the University level begins with summer orientation for all freshman students. This program incorporates a variety of student development and academic programming and students meet with college academic advisors for curriculum information and to register for fall semester classes. This is a required program and coaches and athletic personnel are not permitted contact with participating student-athletes during the session. The Division of Intercollegiate Athletics mandates semester-by-semester undergraduate academic advising by the college academic advising offices throughout the student-athlete's enrollment at Western Michigan University.

Students who have not yet declared a major are advised by the University Curriculum through the Center for Academic Support Programs. A specific advising form is utilized in these meetings.

A variety of campus-based support systems are in place for all students. The Academic Skills Center within the Center for Academic Support Programs provides supplemental instruction for selected high-risk courses, content-area tutoring, and study skills workshops. The Writing Center is also housed within this unit and provides writing assistance to students on an appointment or drop-in basis. The Modular Math lab in the Department of Mathematics provides extensive tutoring for lower-level Mathematics classes (1090, 1100, 1110). Other departments provide content-area tutoring. The Office of Disabled Student Resources and Services provides support for students with disabilities. The Lee Honors College is an option for high-achieving students.

An academic services unit in the athletic department has been in place since 1987. Currently, there is a director of athletic academic services, an assistant director of athletic academic services, a part-time composition specialist, and several student tutors. The associate athletic director for academic and compliance services maintains an active role in academic support programming for student-athletes.

The responsibilities of the associate athletic director for academic and compliance services include individual meetings with student-athletes; initial and continuing eligibility; financial aid; special assistance fund; primary Clearinghouse contact; liaison with registrar's office, admissions, college advising offices, and bookstore; residency changes; pre-season team meetings; post-eligibility grants; summer school policies and procedures; NCAA Degree Completion Nominations; the university student information system (Banner); study table staffing (limited); graduation rate analysis; semester grade analysis by team; roster management; transfer requests; official visit certification; recruit meetings; Student-Athlete Advisory Board; Student-Athlete Handbook planning; and student development/life skills (CHAMPS) programming.

The responsibilities of the director of athletic academic services include individual meetings with student-athletes; coordination of academic services programming including study table and tutoring; study table staffing; coordination of the Ellis Athletic Academic Advising Center; Clearinghouse analysis; weekly study table reports to coaches; grade progress reports; academic advising tracking; "STAMPEDE" semester newsletter; summer orientation staffing; the university student information system (Banner); pre-season team meeting support; book loan procedures; Senior Recognition Ceremony; academic award nominations; Student-Athlete handbook production; and CHAMPS programming.

The responsibilities of the assistant director of athletic academic services include individual meetings with student-athletes; class attendance check system and monitoring; academic skills center workshop and program schedules; class syllabus bank or syllabus system; grade progress reports; study table staffing; priority registration; summer orientation staffing; study table punch card system; internships and summer jobs

programs; academic assessment tools; laptop distribution for team travel; CHAMPS assistance; Student-Athlete Handbook assistance and distribution; and study area supplemental materials.

The responsibilities of the part-time composition specialist include assigned individual meetings with student-athletes; walk-in writing and study skills assistance; and staff support.

Interns, when available, further assist with staff support.

All athletic academic services programming is supervised by full-time staff members.

**5. Using the following program areas for academic support issues as examples, please describe:**

- a. The specific academic support services offered to student-athletes (if any);**
- b. Any policies that govern which students can use these services;**
- c. The mechanisms by which student-athletes are made aware of these services;**
- d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and**
- e. The mechanism for periodic approval of these services by academic authorities outside athletics.**

**If the institution has additional or different academic support services not included in the list of examples, please click “Add Academic Support Area.”**

Academic Advising

► Specific Academic Support Services Offered to Student-Athletes:

Extensive academic advising is available in all colleges at Western Michigan University as all have professional advisors available to all students. Most colleges supplement these services with faculty advising as well, particularly in the College of Arts and Sciences and the College of Engineering and Applied Sciences. A mandatory semester-advising system is in place for student-athletes, requiring them to meet with an academic advisor in their particular college each semester of their enrollment. An advising record form (NCAA Advising Record) is completed at the time of advising with copies to the student, college advising file, athletic academic services, and the registrar’s office. Fall and spring semester deadlines are established and student-athletes who ignore these deadlines are subject to athletic suspensions. The athletic academic services staff provides advising support services that supplement these college advising sessions and regularly interact with the college advisors by telephone, e-mail, and through monthly meetings of the University Advising Council. Student-athletes are afforded the privilege of priority registration.

► Policies that Govern Which Student-Athletes Can Use Services:

These services are available to all current and post-eligibility student-athletes.

► Mechanisms by Which Student-Athletes are Made Aware of Services:

Student-athletes are made aware of these services through the Student-Athlete Handbook, Team Compliance and Eligibility Meetings, regular communication disseminated by the Athletic Academic Services staff to all coaches (e.g., Weekly Report), and through in-person contact with Athletic Academic Services staff members. Advising reminders are e-mailed to student-athletes each semester.

► Mechanism for Review of Services by Authorities Outside Athletics at least Once Every Three Years:

The Academic Oversight Subcommittee of the Athletic Board reviews athletic academic services programming on a yearly basis at the close of the academic year. The chair of the subcommittee reports the results of the meeting to the Athletic Board. This subcommittee commonly offers suggestions for improvement to athletic academic services staff members at the annual meeting. Two college academic advisors are members of this subcommittee.

► Mechanism for Periodic Approval of Services by Authorities Outside Athletics:

The Academic Oversight Subcommittee of the Athletic Board reviews athletic academic services programming on a yearly basis at the close of the academic year. The associate athletic director for academic and compliance services also serves as an ex-officio member of the Athletic Board and provides an academic and compliance update at monthly meetings. Student-athlete advising issues may also be addressed at monthly meetings of the University Advising Council which involves staff members from various campus offices.

Tutoring

► Specific Academic Support Services Offered to Student-Athletes:

A variety of tutoring and campus-based support systems are in place for students, many associated with the Center for Academic Support Programs. One branch of the center is the Academic Skills Center, which provides supplemental instruction for selected courses, some content-area tutoring, and a variety of college success seminars and effective reading workshops. The Writing Center, which provides writing assistance for all students, is also a part of the Center for Academic Support Programs. The athletic academic services program also provides content-area tutoring four nights a week in conjunction with evening study table, providing tutoring in a variety of subject areas with emphasis on math, science, and business. Tutors are available on a walk-in basis though specific appointments can be arranged by contacting an athletic academic services staff member. Athletic department tutors are typically upperclass students who have been high academic achievers at Western Michigan University and display strong interpersonal skills. Rates of pay for undergraduate and graduate students are established within

University compensation guidelines. The athletic academic services program also employs a part-time writing specialist, currently a retired high school English teacher, who is available on a drop-in and appointment basis approximately twenty hours per week. This staff member is the only part-time employee (tutor) authorized to assist student-athletes with writing assignments.

► Policies that Govern Which Student-Athletes Can Use Services:

These services are available to all current and post-eligibility student-athletes.

► Mechanisms by Which Student-Athletes are Made Aware of Services:

Student-athletes are made aware of these services through postings in the Ellis Athletic Academic Advising Center, the Student-Athlete Handbook, regular communication disseminated by the Athletic Academic Services staff to all coaches (e.g., Weekly Report), and through in-person contact with Athletic Academic Services staff members. The Center for Academic Support Programs is recommended by instructors and academic advisors when appropriate and maintains an updated website.

► Mechanism for Review of Services by Authorities Outside Athletics at least Once Every Three Years:

The Academic Oversight Subcommittee of the Athletic Board reviews athletic academic services programming on a yearly basis at the close of the academic year. The chair of the subcommittee reports the results of the meeting to the Athletic Board. This subcommittee commonly offers suggestions for improvement to athletic academic services staff members at the annual meeting. The Director of the Center for Academic Support Programs is a member of this subcommittee.

► Mechanism for Periodic Approval of Services by Authorities Outside Athletics:

The Academic Oversight Subcommittee of the Athletic Board reviews athletic academic services programming on a yearly basis at the close of the academic year. The associate athletic director for academic and compliance services also serves as an ex-officio member of the Athletic Board and provides an academic and compliance update at monthly meetings.

Success Skills

► Specific Academic Support Services Offered to Student-Athletes:

The Academic Skills Center in the Center for Academic Support Programs provides a variety of workshops to assist students with study skills, time management, and note and test taking. Athletic Academic Services staff members schedule regular meetings with selected student-athletes and consistently discuss study skills and time management matters. All student-athletes are provided with a Student-Athlete Handbook, which

incorporates a weekly planner for the academic year. Writing and grammar skills may be improved by using the Writing Center or the composition specialist on the athletic academic services staff as described previously.

► Policies that Govern Which Student-Athletes Can Use Services:

These services are available to all current and post-eligibility student-athletes.

► Mechanisms by Which Student-Athletes are Made Aware of Services:

Student-athletes are made aware of these services through postings in the Ellis Athletic Academic Advising Center, the Student-Athlete Handbook, regular communication disseminated by the Athletic Academic Services staff to all coaches (e.g. Weekly Report), and through in-person contact with Athletic Academic Services staff members. The Center for Academic Support Programs is recommended by instructors and academic advisors when appropriate and maintains an updated website.

► Mechanism for Review of Services by Authorities Outside Athletics at least Once Every Three Years:

The Academic Oversight Subcommittee of the Athletic Board reviews athletic academic services programming on a yearly basis at the close of the academic year. The chair of the subcommittee reports the results of the meeting to the Athletic Board. This subcommittee commonly offers suggestions for improvement to athletic academic services staff members at the annual meeting. The Director of the Center for Academic Support Programs is a member of this subcommittee.

► Mechanism for Periodic Approval of Services by Authorities Outside Athletics:

The Academic Oversight Subcommittee of the Athletic Board reviews athletic academic services programming on a yearly basis at the close of the academic year. The associate athletic director for academic and compliance services also serves as an ex-officio member of the Athletic Board and provides an academic and compliance update at monthly meetings.

Study Hall

► Specific Academic Support Services Offered to Student-Athletes:

Athletic department study table programs are managed and supervised by the Athletic Academic Services staff in the Ellis Athletic Academic Advising Center in Read Fieldhouse. Daytime study table hours are 8:00 a.m. to 4:30 p.m. Monday through Thursday and evening study table hours are Sunday, Monday, Tuesday, and Thursday evenings from 7:00 p.m. to 10:00 p.m. The center is open on Fridays but study table requirements may not be completed on that day. Sport coaches and the athletic academic services staff members determine study table requirements for each team with a

minimum requirement of 250 minutes per week (Sunday through Thursday). All freshmen are required to attend during their first semester on campus while transfers and upperclass student-athletes are evaluated by their previous college academic performance. Attendance is monitored through use of a time clock and a weekly report listing attendance and appropriate academic issues is forwarded to each coaching staff on Friday. A Tuesday evening study table progress report is forwarded to coaches when student-athletes have completed less than 100 minutes during that particular week, a sign of time management problems. Twelve desktop computers and ten laptop computers are available for student-athlete use during study table hours. The entire area is wireless allowing easy internet access. No study table minutes may be completed outside of the structured setting in the Ellis Athletic Academic Advising Center. The coaching staffs address repeated study table absences according to team policies. If attendance problems persist, the associate athletic director for academic and compliance services or the director of athletic academic services will address the matter with the appropriate coaching staff. Renovation of the Ellis Athletic Academic Advising Center is occurring during the 2006-07 academic year and additional study space is being added in what was previously the baseball locker room. Funding was made available through an Athletic Academic Services quasi-endowment fund that is used to assist with needed capital improvement projects.

► Policies that Govern Which Student-Athletes Can Use Services:

These services are available to all current and post-eligibility student-athletes. It is common for upperclass student-athletes not required to be in study table to use the facilities due to the close proximity to academic buildings on the main campus.

► Mechanisms by Which Student-Athletes are Made Aware of Services:

Student-athletes are made aware of these services through postings in the Ellis Athletic Academic Advising Center, the Student-Athlete Handbook, regular communication disseminated by the Athletic Academic Services staff to all coaches (e.g. Weekly Report), and through in-person contact with Athletic Academic Services staff members. Coaching staffs regularly reinforce study table requirements with their student-athletes.

► Mechanism for Review of Services by Authorities Outside Athletics at least Once Every Three Years:

The Academic Oversight Subcommittee of the Athletic Board reviews athletic academic services programming on a yearly basis at the close of the academic year. The chair of the subcommittee reports the results of the meeting to the Athletic Board. This subcommittee commonly offers suggestions for improvement to athletic academic services staff members at the annual meeting.

► Mechanism for Periodic Approval of Services by Authorities Outside Athletics:

The Academic Oversight Subcommittee of the Athletic Board reviews athletic academic services programming on a yearly basis at the close of the academic year. The associate athletic director for academic and compliance services also serves as an ex-officio member of the Athletic Board and provides an academic and compliance update at monthly meetings.

Freshman/Transfer Orientation

► Specific Academic Support Services Offered to Student-Athletes:

Freshman orientation is required of all incoming students at Western Michigan University. This two-day summer orientation incorporates a variety of developmental and academic programming and students also meet with college academic advisors to schedule fall classes. Athletic Academic Services staff members have an opportunity to meet with prospective student-athletes and possible walk-ons just prior to the beginning of the program to discuss practice times and other pertinent issues. Coaches are not permitted contact with student-athletes during the orientation sessions. Transfer orientation is not required at Western Michigan University but prospective student-athletes typically meet with a college advisor prior to initial registration to determine appropriate academic placements in their chosen major and/or minor and in general education courses. All student-athletes also participate in a team compliance meeting during August or September of each year for orientation to important compliance and eligibility information. As required by NCAA rules, incoming football student-athletes participate in a six-hour orientation session at the beginning of pre-season camp in August.

► Policies that Govern Which Student-Athletes Can Use Services:

All beginning Western Michigan University freshmen are required to attend summer orientation.

► Mechanisms by Which Student-Athletes are Made Aware of Services:

Student-athletes are made aware of campus-based orientation programs through the Office of Admissions and Orientation.

► Mechanism for Review of Services by Authorities Outside Athletics at least Once Every Three Years:

The Academic Oversight Subcommittee of the Athletic Board reviews athletic academic services programming on a yearly basis at the close of the academic year. The chair of the subcommittee reports the results of the meeting to the Athletic Board. Though there is not a separate student-athlete orientation program at Western Michigan University, this subcommittee could offer suggestions for development of this area at the annual meeting.

► Mechanism for Periodic Approval of Services by Authorities Outside Athletics:

The Academic Oversight Subcommittee of the Athletic Board reviews athletic academic services programming on a yearly basis at the close of the academic year. The associate athletic director for academic and compliance services also serves as an ex-officio member of the Athletic Board and provides an academic and compliance update at monthly meetings. Should an Athletic Board member determine that more analysis is needed in regards to student-athlete orientation programs, additional review would commence.

### Academic Progress Monitoring and Reporting

#### ► Specific Academic Support Services Offered to Student-Athletes:

The athletic academic services staff distributes a mid-semester grade progress report to instructors of selected classes after approximately eight weeks of the fall and spring semesters. Results are recorded, distributed to coaching staffs, and discussed with student-athletes when appropriate. At-risk student-athletes who have regular meetings with an athletic academic services staff member discuss academic progress on a continual basis so this report serves as confirmation of the self-reported information. Athletic Academic Services staff members also ask students to provide them with academic updates from class websites or webCT when utilized by instructors. On occasion, the athletic academic services staff initiates telephone or e-mail contact to gain information on student progress. For example, the Modular Mathematics Office (MATH 1090, 1100, 1110) provides telephone updates after each class test is graded. In Fall Semester 2006, the University initiated a mid-term grading option for all instructors through the university student information system (Banner). This provides an additional tracking system for student-athlete grades. The athletic academic services staff also uses a late-semester “Crunch Time Report” for study table attendees in which students list their estimated grade and remaining assignments for the final two to three weeks of the class. At no time should coaches seek grade information from faculty. Regarding class attendance checks, athletic academic services staff members conduct random class attendance checks throughout each semester with a goal of at least five classes per week. Staff members wait five minutes past the beginning of class and then report any absences to the coaching staff.

#### ► Policies that Govern Which Student-Athletes Can Use Services:

All current and post-eligibility student-athletes are subject to grade progress checks and class attendance checks.

#### ► Mechanisms by Which Student-Athletes are Made Aware of Services:

Student-athletes sign a Buckley Amendment Consent Form during the team’s pre-season meeting allowing athletic department access to their academic information. Distributing academic progress reports and conducting class attendance checks are completed at the discretion of the athletic academic services staff and don’t require advance student-

athlete notification. The Student-Athlete Handbook does include a statement that a student-athlete is expected to attend all meetings of a class for which he/she is registered and that class attendance and participation are essential for academic success. The handbook and information provided at team compliance meetings also clearly emphasize that student-athletes accept athletic grants-in-aid with the understanding that they will attend to academic responsibilities. Those who accept aid and then fail to attend classes or withdraw from all classes may be deemed guilty of misrepresentation and are subject to removal of such aid. Coaches maintain the right to remove student-athletes from their team for grossly ignoring academic responsibilities.

► Mechanism for Review of Services by Authorities Outside Athletics at least Once Every Three Years:

The Academic Oversight Subcommittee of the Athletic Board reviews athletic academic services programming on a yearly basis at the close of the academic year. The chair of the subcommittee reports the results of the meeting to the Athletic Board. This subcommittee commonly offers suggestions for improvement to athletic academic services staff members at the annual meeting.

► Mechanism for Periodic Approval of Services by Authorities Outside Athletics:

The Academic Oversight Subcommittee of the Athletic Board reviews athletic academic services programming on a yearly basis at the close of the academic year. The associate athletic director for academic and compliance services also serves as an ex-officio member of the Athletic Board and provides an academic and compliance update at monthly meetings. The Office of the Provost recommended the once-per-semester grade progress report system that is currently utilized by athletic academic services after faculty expressed concerns about multiple grade reporting requirements by various campus offices.

Assistance for Special Academic Needs

► Specific Academic Support Services Offered to Student-Athletes:

In situations involving a learning disability or specific academic needs, referrals are made to the Office of Disabled Student Resources and Services on campus. This office provides referral and advocacy activities with University departments and acts as a liaison for special classroom concerns. Student-athletes with documentation of a learning disability are instructed by athletic academic services personnel to provide that information to the Office of Disabled Student Resources and Services so they may be eligible for accommodations on campus. There is very limited assessment of learning disabilities available on campus although recent discussions have taken place between the associate director of academic and compliance services and the director of the office of disabled student resources and services about possible future assessment opportunities connected to graduate assistants and doctoral associates in the Counselor Education and Counseling Psychology Department.

► Policies that Govern Which Student-Athletes Can Use Services:

Student-athletes with appropriate medical and/or psychological documentation (diagnosis, summary of evaluation results, IEP, 504 Plan, etc.) must make contact with the Office of Disabled Student Resources and Services for a determination of whether they are eligible for campus services.

► Mechanisms by Which Student-Athletes are Made Aware of Services:

Student-athletes who are identified as learning disabled through athletic department contacts with the student, his/her family, or school personnel are directed to the Office of Disabled Student Resources and Services. An initial meeting may take place during the recruitment phase or when the student-athlete enrolls at the University. The Office of Disabled Student Resources and Services maintains an active website.

► Mechanism for Review of Services by Authorities Outside Athletics at least Once Every Three Years:

The Academic Oversight Subcommittee of the Athletic Board reviews athletic academic services programming on a yearly basis at the close of the academic year. The chair of the subcommittee reports the results of the meeting to the Athletic Board. This subcommittee commonly offers suggestions for improvement to athletic academic services staff members at the annual meeting.

► Mechanism for Periodic Approval of Services by Authorities Outside Athletics:

The Academic Oversight Subcommittee of the Athletic Board reviews athletic academic services programming on a yearly basis at the close of the academic year. The associate athletic director for academic and compliance services also serves as an ex-officio member of the Athletic Board and provides an academic and compliance update at monthly meetings. The associate athletic director of compliance and academic services and the director of the office of disabled student resources and services regularly review student-athlete accommodations as needed.

Learning Assessments

► Specific Academic Support Services Offered to Student-Athletes:

The athletic department does not maintain a learning assessment program other than to review a student-athlete's high school grade point average, standardized test scores, and possible enrollment in University remedial courses.

► Policies that Govern Which Student-Athletes Can Use Services:

N/A

► Mechanisms by Which Student-Athletes are Made Aware of Services:

N/A

► Mechanism for Review of Services by Authorities Outside Athletics at least Once Every Three Years:

N/A

► Mechanism for Periodic Approval of Services by Authorities Outside Athletics:

N/A

Mentoring

► Specific Academic Support Services Offered to Student-Athletes:

Mentoring services are provided by athletic academic services staff members to student-athletes who are determined to be academically at-risk based on their high school record or their previous performance at the University. As part of regular weekly meetings, staff members assess academic concerns as well as any athletic, personal, or adjustment issues that the individual may be experiencing. Student-athletes admitted through the Alpha (conditional admission) Program are provided additional academic support through the Center for Academic Support Programs.

► Policies that Govern Which Student-Athletes Can Use Services:

Student-athletes are selected for regular meetings with athletic academic services staff members based on their academic profile or through recommendations by the coaching staff who may be aware of other external factors. On occasion, student-athletes will request weekly meetings or ask to continue with weekly meetings even if their academic performance is sufficient to date. These requests are accommodated. Student-athletes admitted through the Alpha (probationary admit) Program are eligible for that program's specific support initiatives.

► Mechanisms by Which Student-Athletes are Made Aware of Services:

Student-athletes assigned to regular meetings are informed by the athletic academic services staff. Student-athletes admitted through the Alpha Program are informed of this placement by the Office of Admissions and Orientation.

► Mechanism for Review of Services by Authorities Outside Athletics at least Once Every Three Years:

The Academic Oversight Subcommittee of the Athletic Board reviews athletic academic services programming on a yearly basis at the close of the academic year. The chair of the subcommittee reports the results of the meeting to the Athletic Board. This subcommittee commonly offers suggestions for improvement to athletic academic services staff members at the annual meeting.

► Mechanism for Periodic Approval of Services by Authorities Outside Athletics:

The Academic Oversight Subcommittee of the Athletic Board reviews athletic academic services programming on a yearly basis at the close of the academic year. The associate athletic director for academic and compliance services also serves as an ex-officio member of the Athletic Board and provides an academic and compliance update at monthly meetings.

Assistance for At-Risk Students

► Specific Academic Support Services Offered to Student-Athletes:

Mentoring

► Specific Academic Support Services Offered to Student-Athletes:

Mentoring services are provided by athletic academic services staff members to student-athletes who are determined to be academically at-risk based on their high school record or their previous performance at the University. As part of regular weekly meetings, staff members assess academic concerns as well as any athletic, personal, or adjustment issues that the individual may be experiencing. Student-athletes admitted through the Alpha (conditional admission) Program are provided additional academic support through the Center for Academic Support Programs.

► Policies that Govern Which Student-Athletes Can Use Services:

Student-athletes are selected for regular meetings with athletic academic services staff members based on their academic profile or through recommendations by the coaching staff who may be more aware of other external factors. On occasion, student-athletes will request weekly meetings or ask to continue with weekly meetings even if their academic performance is sufficient to date. These requests are accommodated. Student-athletes admitted through the Alpha (probationary admit) Program are eligible for that program's specific support initiatives.

► Mechanisms by Which Student-Athletes are Made Aware of Services:

Student-athletes assigned to regular meetings are informed by the athletic academic services staff. Student-athletes admitted through the Alpha Program are informed of this placement by the Office of Admissions and Orientation.

► Mechanism for Review of Services by Authorities Outside Athletics at least Once Every Three Years:

The Academic Oversight Subcommittee of the Athletic Board reviews athletic academic services programming on a yearly basis at the close of the academic year. The chair of the subcommittee reports the results of the meeting to the Athletic Board. This subcommittee commonly offers suggestions for improvement to athletic academic services staff members at the annual meeting.

► Mechanism for Periodic Approval of Services by Authorities Outside Athletics:

The Academic Oversight Subcommittee of the Athletic Board reviews athletic academic services programming on a yearly basis at the close of the academic year. The associate athletic director for academic and compliance services also serves as an ex-officio member of the Athletic Board and provides an academic and compliance update at monthly meetings.

Post-Eligibility Programs

► Specific Academic Support Services Offered to Student-Athletes:

Student-athletes who have exhausted eligibility are allowed continued access to all advising services and academic support programs that were available to them as active student-athletes. Post-eligibility scholarships are available for all student-athletes, regardless of sport, provided reasonable academic progress has been made and are based on the percentage of athletic aid received during the final year as a competitive student-athlete. Funding sources are both campus-based and externally-based through the NCAA's Student-Athlete Opportunity Fund. The University has also made good use of funds from the NCAA Degree Completion Program which typically serves student-athletes enrolled in a sixth year, having graduated 52 student-athletes from this program since 1990-91.

► Policies that Govern Which Student-Athletes Can Use Services:

All post-eligibility student-athletes are eligible for services, regardless of their length of time away from the University. Post-eligibility grant-in-aid policies are included in the Student-Athlete Handbook.

► Mechanisms by Which Student-Athletes are Made Aware of Services:

Student-athletes who are completing eligibility and not graduating are contacted by athletic academic services staff members and asked to document their plans for graduation in writing. Following a review of academic progress, funding decisions are communicated to these individuals. Coaches are also provided a yearly update on the graduation status of all seniors in their program dating back to the 1988-89 academic year and are asked to direct nongraduates to the athletic academic services staff as appropriate.

► Mechanism for Review of Services by Authorities Outside Athletics at least Once Every Three Years:

The Academic Oversight Subcommittee of the Athletic Board reviews athletic academic services programming on a yearly basis at the close of the academic year. The chair of the subcommittee reports the results of the meeting to the Athletic Board. This subcommittee commonly offers suggestions for improvement to athletic academic services staff members at the annual meeting. Graduation rates, which can be greatly impacted by post-eligibility student-athletes, are an important part of this yearly review.

► Mechanism for Periodic Approval of Services by Authorities Outside Athletics:

The Academic Oversight Subcommittee of the Athletic Board reviews athletic academic services programming on a yearly basis at the close of the academic year. The associate athletic director for academic and compliance services also serves as an ex-officio member of the Athletic Board and provides an academic and compliance update at monthly meetings. Graduation rates, which can be greatly impacted by post-eligibility student-athletes, are presented annually to the Athletic Board.

► Policies that Govern Which Student-Athletes Can Use Services:

These services are available to all current and post-eligibility student-athletes. It is common for upperclass student-athletes not required to be in study table to use the facilities due to the close proximity to academic buildings on the main campus.

► Mechanisms by Which Student-Athletes are Made Aware of Services:

Student-athletes are made aware of these services through postings in the Ellis Athletic Academic Advising Center, the Student-Athlete Handbook, regular communication disseminated by the Athletic Academic Services staff to all coaches (e.g. Weekly Report), and through in-person contact with Athletic Academic Services staff members. Coaching staffs regularly reinforce study table requirements with their student-athletes.

► Mechanism for Review of Services by Authorities Outside Athletics at least Once Every Three Years:

The Academic Oversight Subcommittee of the Athletic Board reviews athletic academic services programming on a yearly basis at the close of the academic year. The chair of the subcommittee reports the results of the meeting to the Athletic Board. This subcommittee commonly offers suggestions for improvement to athletic academic services staff members at the annual meeting.

► Mechanism for Periodic Approval of Services by Authorities Outside Athletics:

The Academic Oversight Subcommittee of the Athletic Board reviews athletic academic services programming on a yearly basis at the close of the academic year. The associate

athletic director for academic and compliance services also serves as an ex-officio member of the Athletic Board and provides an academic and compliance update at monthly meetings.

**6. Please submit a copy of the report from the academic support services review to your NCAA staff liaison with the submission of your self-study report.**

A copy of the minutes from the June 23, 2006 meeting of the Athletic Academic Services Oversight Committee has been submitted.

**7. Describe relevant corrective actions planned or implemented from the academic support services review.**

No corrective actions were recommended by the Athletic Academic Services Oversight Committee at the June 23, 2006 meeting. Subsequent to this meeting, an APR Academic Improvement Plan for football was developed effective August 1, 2006 and presented to the Athletic Board on November 16, 2006. Progress on this improvement plan will be assessed at the next Athletic Academic Services Oversight Committee meeting after the 2006-07 academic year.

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<b>Issues in the Self-Study</b>	<b>Measurable Goals</b>	<b>Steps to Achieve Goals</b>	<b>Individuals Responsible for Implementation</b>	<b>Specific Timetable for Completing the Work</b>
<p><b>Plan #1 (2.1.9):</b> It is recommended that a continuing eligibility certification team be established to further educate additional personnel in the registrar's office and athletic department and to provide backup assistance in the evaluation of student-athlete academic records.</p>	<p>A continuing eligibility certification team will be established.</p>	<p>The Associate Athletic Director of Academic and Compliance Services and the Registrar will determine the appropriate staff members to comprise the certification team. The team will meet in May at the conclusion of each academic year to review student-athlete continuing eligibility.</p>	<p>The Associate Athletic Director of Academic and Compliance Services and the Registrar.</p>	<p>May 2007</p>
<p><b>Plan #2 (2.1.14):</b> It is recommended that the Athletic Board review the missed class policy guidelines and determine whether more specific guidelines be implemented.</p>	<p>The Athletic Board will review the athletic department missed class policy. Meeting minutes will reflect this analysis.</p>	<p>The Faculty Athletics Representative, Athletic Director, and the Associate Athletic Director of Academic and Compliance Services will review the current missed class policy. The Faculty Athletics Representative will list it as an action item at an Athletic Board Meeting. The Athletic Board will determine if</p>	<p>The Faculty Athletics Representative, Athletic Board, Athletic Director, and the Associate Athletic Director of Academic and Compliance Services.</p>	<p>August 2007</p>

		any updates are warranted. The Athletic Director and the Associate Athletic Director of Academic and Compliance Services will communicate in writing any updates to the coaching staff.		
<p><b>Plan #3 (2.2.5):</b> It is recommended that the agenda for the annual meeting of the Academic Oversight Committee be updated to ensure that all eleven areas examined in the self-study are incorporated.</p>	<p>The eleven areas examined in the self-study will be reviewed annually by the Academic Oversight Committee. Meeting minutes will reflect this analysis.</p>	<p>The Associate Athletic Director of Academic and Compliance Services will include the eleven areas as part of the agenda for the annual meeting. The Academic Oversight Committee will review the areas and provide advice as necessary.</p>	<p>The Associate Athletic Director of Academic and Compliance Services and the Academic Oversight Committee.</p>	<p>May/June 2007</p>