

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.

None.

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) actions not taken or not completed; and (e) explanations for partial completion. 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.

a. Plan for Improvement:

Efforts will be made to continue improving graduation rates, not only for the student-athletes but also for non-athletes. The emphasis in the Prentice Gault Academic Center currently placed in academic support—including tutoring, advising, and computer assistance—may serve as a model for improved assistance to undergraduate students generally. Specific goals and a specific timetable seem unrealistic. Persistent efforts are required, and the Associate Athletics Director for Academic Affairs is responsible for promoting them.

A standing Provost Enrollment Management Board has been in place to monitor University graduation and retention. Since 2001, President David Boren initiated a Graduation Task Force to improve student retention and graduation. The task force is co-chaired by the Senior Vice-President for Academic Affairs and Provost and the Vice-President for Administration. Others on the task force include the Dean of Arts and Sciences, Dean of University College, Associate Athletics Director for Academic Affairs, the Registrar. A student body graduation goal was set at 60%. Steady progress has been made each year since its inception with a current six-year graduation rate of 54% through a variety of initiatives. Many effective retention initiatives have been made in the academic support programs offered in the Academic Center since the previous self-study. The 2003 NCAA Graduation Rates Report 1996 cohort reflected a student-athlete graduation rate of 74% compared to a 54% student body graduation rate. The 4-year average graduation rates are both at 51%. The 2003 year represents the highest student-athlete graduation rate in the history of the University and leads the Big 12 Conference. The University was awarded the 2003 NCAA Academic Achievement Award for most improved graduation rate. While most annual student-athlete cohorts compare favorably with the student body, the 2002 comparison reflected a period of transition and turmoil in Oklahoma athletics due in large part to coaching turnover and large scale transfer of student-athletes. The University recognizes that graduation rates may be variable until the cohorts represent the program success and stability currently enjoyed in the Athletics Department.

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.

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None.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 2.1 (Academic Standards). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

Not applicable.

5. 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.

The Associate Athletics Director for Academic Affairs identifies prospective student-athletes for the Office of Admissions. The Office of Admissions performs an evaluation on each prospective student-athlete to determine whether he/she meets regular admission requirements and advises the Associate Athletics Director for Academic Affairs of the results of these evaluations. Those prospects who meet regular admission requirements and become applicants for admission are processed and notified in the same manner as non-student athletes. For those prospective student-athletes who do not meet regular admission requirements, the Associate Athletics Director for Academic Affairs may recommend those who have a reasonable chance to be successful academically at the University for admission under the University's Alternative Admission Program. This program is authorized by the Oklahoma State Regents for Higher Education under the "Special Admission Policy."

All University of Oklahoma admission requirements and policies are authorized by the Oklahoma State Regents for Higher Education. Regular admission requirements include curricular units completed in high school and minimum performance standards. Curricular requirements include 15 units of specified coursework: 4 units of English; 3 units of mathematics, 2 units of laboratory science; 2 units of history, once of which must be American history; 1 unit of citizenship; and 3 additional units from subjects previously listed or foreign language or computer science.

Performance standards differ for residents and non-residents, but both include criteria for automatic or guaranteed admission, and criteria for being placed on a wait list from which students are admitted on a space available basis. Wait list decisions are based on a combination of criteria including (but not necessarily limited to) academic performance, high school and geographic distribution, special circumstances, high school activities, and University departmental interest or recommendation. Student-athletes are admitted from the University's wait list upon recommendation of the Associate Athletics Director for Academic Affairs and approval of the Director of Admissions.

The most current University performance standards for admission can be found at <http://www.ou.edu/admrec/undergrad.htm>.

6. Compare 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 and the graduation-rates disclosure form methodology to compile these data.]

(Please note: in these charts, the web format does not permit decimals.)

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The admissions profiles of student-athletes who received athletics grants-in-aid compared with students in general show significant differences. Disproportionate admissions profiles exist between black and white, male and female, and men's sports groups when compared to the student body.

7. 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.

The Oklahoma State Regents for Higher Education sets the criteria under which students may be admitted under special admission programs. That policy states: "The criteria must be oriented to identifying those students who (1) have a reasonable chance for academic success, (2) have unusual talent or ability in art, drama, music, sports and the like, or (3) are educationally or economically disadvantaged and show promise of being able to succeed " academically (Oklahoma State Regents' for Higher Education Policies and Procedures Manual). The Admissions Office or a particular academic unit or other student service office of the University screens applicants for potential for academic success. Applicants are often sponsored by particular units or departments within the University whose responsibility it is to see the students whom they recommend for admission get adequate support and counseling for academic success once they are enrolled. In the case of the student-athlete, the Associate Athletics Director for Academic Affairs conducts the screening process and makes the admission recommendations. In determining whether to make such recommendations for admission under the Alternative Admission Program, the Associate Athletics Director for Academic Affairs considers standardized test scores, grades in the core curriculum, writing skills, a personal interview, recommendations of counselors and teachers, and family history. The final decision regarding admission for applicants for the Alternative Admission Program rests with the Associate Vice President for Enrollment and Student Financial Services and the Director of Admissions.

8. 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 Number 7 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 to compile these data.]

It is the goal of the University to become a Tier 1 public research institution. Therefore, each year the University has raised its admissions standards. This trend has significantly widened the gap between specially admitted student-athletes' academic profiles when compared to the average student body.

Specially admitted student-athletes comprise a relatively large proportion of campus special admissions. The sports of football, men's basketball, baseball, and other men's sports represent the largest proportion of specially admitted student-athletes. Annual increases in resident and non-resident admissions standards have required the Athletics Department to use more special admissions. In an effort to improve the profiles of the University, many academic areas of the University no longer use or significantly curtail special admits. For these reasons, the number of student-athletes' special admissions has increased. The disparity between the average student and specially admitted student-athlete has grown, and student-athletes are at higher risk. Although the current academic support structure has been successful, increased support in personnel and resources will be necessary to meet future challenges of academically marginal student-athletes.

In May 2004, the Athletics Council established the Athletics Council Admissions Review Committee to provide an additional admissions review of highly marginal student-athletes to better ensure their competitiveness in the classroom. The committee is comprised of two faculty representatives from the Athletics Council Subcommittee on Academic Integrity, the Assistant Dean of University College, and the Associate Athletics Director for Academic Affairs (non-voting). This committee reviews prospective student-athletes whose profiles fall below a minimum threshold. The recommendations for admission by the committee are then submitted to the Athletics Director and the Associate Athletics Director for Academic Affairs for final approval.

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9. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify initial eligibility for transfer student-athletes. Identify by name and title the individual(s) with final authority for certifying initial eligibility.

The head coaches of the several sports notify the Athletics Student Life staff of the desired prospective student-athletes.

The Associate Athletics Director for Academic Affairs evaluates each individual's transcript(s) (official or unofficial, as available) and other records to determine the likelihood of eligibility for admission per University standards and for competition per NCAA and Big 12 standards. For transfer student-athletes, this ordinarily occurs during the academic year prior to transfer at a time when the student-athlete has not fulfilled the academic requirements for transfer.

Specifically for two-year transfers, no National Letter of Intent or Financial Aid Agreement can be issued without this review and the approval of the Associate Athletics Director for Academic Affairs with respect to both academic potential and character. The Associate Athletics Director for Academic Affairs will, when deemed helpful, provide the academic information for the prospective student-athlete to the Certifying Officer and/or the Director of Compliance for a preliminary review of the prospective student-athlete's academic progress, and for an estimation of any remaining requirements needed to meet eligibility standards.

The student-athlete applies for admission to the University. Staff of the Office of Admissions collects all of the official documents pertinent to admission and athletics eligibility, forward copies of these documents to the Director of Academic Records, who is the Certifying Officer, and make the admissions decisions.

The Certifying Officer reviews the academic records of the student-athletes and determines eligibility for competition, and when applicable, eligibility for an exception to the one-year-in-residence requirement based on the applicable two-year college rules for qualifiers/non-qualifiers, and the applicable exceptions for four-year transfers. If the academic records do not support a waiver of the one-year-in-residence requirements, the Certifying Officer communicates with the Director of Compliance who acquires the additional documentation needed (e.g., non-sponsored sport notification, initial eligibility qualifier status from the NCAA Clearinghouse, One-Time Transfer exceptions, etc.). Copies of the additional documentation are sent to the Certifying Officer and the Associate Athletics Director for Academic Affairs, and the Director of Compliance may participate in the evaluation of that information.

Included in the Certifying Officer's review and evaluation of academic records is (1) application of the 25/50/75 rule based on the student-athlete's declared major at OU (utilizing the degree audit report), (2) any participation after the student-athlete's 20th or 21st birthday and before entrance into higher education, (3) verification that the student-athlete is enrolled as a full-time student and that (s)he has a declared major where appropriate/required.

The Certifying Officer reports to the Director of Compliance and the Associate Athletics Director for Academic Affairs those transfer student-athletes that are eligible for competition by means of the Big 12 Conference Certificate of Eligibility form. Those transfer student-athletes that are determined not to be eligible are reported by the Certifying Officer on a separate memorandum with a description of what the student-athlete is lacking for eligibility for competition. This information is often accompanied by verbal communication as well.

The Certifying Officer has final authority in determining and certifying the academic components of a student-athlete's initial transfer eligibility. The Director of Compliance has final authority for determining non-academic aspects of initial transfer eligibility and the Faculty Athletics Representative has final authority with respect to authenticity and reliability of the step-by-step process described above.

10. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Identify by name and title the individual(s) with final authority for certifying continuing eligibility.

Dr. Gerald Gurney, Associate Athletics Director for Academic Affairs staff provides the Certifying Officer a list, by sport, of all returning student-athletes (regardless of scholarship status) and of all new student-athletes (transfer and freshman).

Richard D. Skeel, Director of Academic Records, is the Certifying Officer. He obtains/prints copies of each student-athlete's academic record, including OU and transfer work, and a copy of the student-athlete's degree audit report if applicable. He reviews each student-athlete's academic record in regard to (1) the 24-hour rule in the last two semesters and the 18-hour rule during the academic year; (2) the 24-hour averaging method rule, again taking into

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account the 18-hour rule during the academic year; (3) the 25/50/75 rule, utilizing the student-athlete's degree audit report; (4) the 90/95 GPA rule; (5) the seasons of competition rule; (6) full-time enrollment status; (7) declared major; (8) good academic standing; (9) the six-hour rule; (10) applicable exceptions and/or waivers granted for continuing eligibility.

The Certifying Officer reports to the Director of Compliance, Curtis W. Jones, and the Associate Athletics Director for Academic Affairs those continuing student-athletes that are eligible for competition by means of the Big 12 Conference Certificate of Eligibility form. Those continuing student-athletes that are determined not to be eligible are reported by the Certifying Officer on a separate memorandum with a description of what the student-athlete is lacking for eligibility for competition. This information is often accompanied by verbal communication as well.

The Certifying Officer has final authority in determining and certifying the academic components of a student-athlete's continuing eligibility. The Director of Compliance has final authority for determining all non-academic aspects of continuing eligibility. The Faculty Athletics Representative has final authority with respect to authenticity and reliability of the step-by-step process described above.

- 11.** 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 2003 NCAA Graduation Rate Report indicates higher graduation rates for student-athletes by gender, sport, and ethnicity when compared to the student body. On 4-year averages, student-athlete graduation trends are similar to that of the student body. Graduation rates reported in the cohorts from the mid to late 1990's reflect an unprecedented period coaching turnover in the University's athletics history. During this period, a large number of student-athletes transferred from the institution. With stability in the Athletics Program, we believe the potential is there for improvement, however, these rates will fluctuate. The subcommittee endorses examining the most appropriate reporting relationship for athletic academic support to assure appropriate institutional control.

- 12.** 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.

The academic standards for students at the University of Oklahoma are provided in the General Catalog (pgs 33-35 of the 2001-2003 catalog) or on the University website at <http://www.ou.edu/bulletins/01catalog/HTML/01catalog.htm> under the heading of Academic Standards. This information is also contained in the 2003-04 Student-Athlete Handbook (pgs 68-74) and the Athletics Department Operating Manual on page 502C.1.

The basic academic standards for undergraduate students at the University of Oklahoma require that they maintain a minimum cumulative retention grade point average of 1.70 for students with 30 or fewer hours attempted, or a 2.00 for students with more than 30 hours attempted. If a student falls below the minimum required grade point average they are placed on academic probation. Students on academic probation must maintain a minimum 2.00 grade point average in each semester in which they are enrolled on academic probation. They will be removed from academic probation when their cumulative retention grade point average meets the minimum required for their hours attempted. If a student on academic probation does not maintain a 2.00 grade point average in a term they will be suspended for poor scholarship and will not be eligible to enroll at the University for one semester.

The retention grade point average is based on all work attempted, both transfer and OU, minus those courses repeated or repleved in accordance with the academic forgiveness policy, as well as remedial courses, and PE

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activity courses. These standards are minimal. Each degree-recommending college may establish higher standards for retention.

These standards are applicable to all undergraduate students at the University.

The University of Oklahoma also has an Academic Misconduct policy. This policy is found in the General Catalog (pg 309 of the 2001-2003 catalog) or on the University website at <http://www.ou.edu/bulletins/01catalog/HTML/01catalog.htm> under the heading of Policies. It is also contained in the 2003-2004 Student Code (pgs 18-23) and in the Student-Athlete Handbook (pgs 114-116).

The Academic Misconduct Policy is applicable to all students at the University.

There are no exceptions to the institution's regular academic standards or policies available to student-athletes.

Evaluation

1. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is the contrast analyzed and explained by appropriate institutional authorities? **Currently Yes**
2. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is this disparity analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities? **Currently Yes**
3. Does the institution demonstrate that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher? **Currently Yes**
4. Does the institution demonstrate that the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally? **Currently Yes**

On the basis of the yes/no answers above and the plans for for correcting deficiencies, is the institution in substantial conformity with the operating principle. Yes

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| Elements | | Steps | | |
|--------------------------|-------------------|------------------------|-----------------------------------------------------|--------------------------------------------|
| Issues in the Self-Study | Measureable Goals | Steps to Achieve Goals | Individuals/Officers Responsible for Implementation | Specific Timetable for Completing the Work |
| Not applicable. | | | | |

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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.

None.

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) actions not taken or not completed; and (e) explanations for partial completion. 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.

Plans for Improvement:

Continuing joint efforts by the Athletics Department and Vice President for Student Affairs will be made to improve the integration of student-athletes into the general student body. The recent progress has been significant indeed, but with the history of the separate athletics housing, continuing creative initiatives are needed. The Associate Athletics Director for Academic Affairs is responsible, and should annually discuss progress and needs with the Athletics Council. Again, more specific goals and timelines seem appropriate.

Since 1996, former athletics housing has been transformed into the Sooner Housing Center, a fully integrated residential center managed by the Athletics Department and operated in full cooperation with the University Housing and Dining Services. In 1999, the housing center joined the campus housing community Faculty-in-Residence program and provided freshmen student-athletes and student residents with a live-in faculty learning experience. Through the leadership of President David L. Boren, the Faculty-in-Residence program brings the classroom into the residence halls and encourages the interaction and integration of all members of the University community. The Sooner Housing Center Faculty-in-Residence has improved student retention, faculty relations with student-athletes, and opportunities for learning outside the classroom through formal and informal educational activities.

The Athletics Department focuses on freshmen exposure to the campus and student body as its primary integration plan. The Sooner Housing Center residential experience serves as its primary vehicle. A variety of planned programs are designed each year to promote student-athlete and student resident interaction and integration with the student body and campus as a whole. Campus-centered and community service activities such as participation in the Big Event, homecoming blood drives and canned food drives, and Adopt-a-Campus Area serve to promote exposure to the student body.

The Sooner Housing Center was the recipient of the 2003 and 1998 President's Trophy, awarded to the outstanding housing center on campus for the promotion of academic excellence, participation in campus activities, and the promotion of cultural diversity. This award is in competition with all University housing centers and is indicative of the Department's efforts to promote student-athlete integration with the campus community.

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The Student-Athlete Advisory Board (SAAB) participates in a variety of campus-based activities. A SAAB representative serves on the Vice-President for Student Affairs advisory committee.

The Athletics Council Committee on Academic Integrity and Student Welfare reviews the integration of student-athletes into the student body. A written report is annually generated detailing these efforts and is submitted to the council for approval.

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.

None.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 2.2 (Academic Support). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

Not applicable.

5. 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).

The Associate Athletics Director for Academic Affairs has a dual reporting line to the Senior Vice-President for Academic Affairs and Provost and the Athletics Director. He is responsible for supervision of academic support and advising services to student-athletes. He is also a member of the Provost's Enrollment Management Board that reviews all activities pertaining to retention and graduation. Two Assistant Directors for Academic Affairs and two academic counselors offer academic, personal, and career counseling services to all student-athletes. The academic advising unit in the Prentice Gautt Academic Center is considered a University satellite advising unit and its counselors have the authority to advise and enroll student-athletes under the review and supervision of the Provost. A member of the academic center advising staff serves on the Provost's Advisory Committee of Academic Advisers.

An Assistant Director for Academic Affairs and Coordinator for Academic Services is responsible for providing supervised study, a comprehensive tutoring service, class attendance monitoring, and note-taking accommodations for student-athletes with disabilities. Approximately 80 tutors are employed by the Department to offer individual and group tutorials to student-athletes needing assistance with specific course content. A Learning Specialist, reporting to the Associate Athletics Director for Academic Affairs, assesses student-athlete levels of academic preparation and educational orientation and plans individual support plans tailored to match the needs of high-risk student-athletes.

The Prentice Gautt Academic Center houses seven learning centers including a writing center, study skills center, mathematics center, foreign language center, two computer centers, communications center and a career center. A coordinator responsible for specific academic and life skills goals supervises each center. All coordinators report to the Associate Athletics Director for Academic Affairs.

6. 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 review and approval of these services by academic authorities outside athletics of these services.

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

1. Academic advising. Course selection, class scheduling, degree program assistance, priority registration.

a. The specific academic support services offered to student-athletes, if any.

The academic advising performed for student-athletes at the Prentice Gautt Academic Center is considered a University satellite advising unit. Four academic counselors provide all student-athletes with professional academic advising and counseling services. The student-athlete to adviser ratio is approximately 125 to 1. The counselors help the student-athletes plan course schedules, choose degree programs and set personal goals.

The academic counselors receive progress reports during each semester. By using these reports, and by further communicating with instructors, the academic counselors can assist student-athletes who are experiencing problems achieving a balance between athletics and academics. Sometimes an injury, medical condition, family emergency or other problem can further complicate the student-athlete's situation. The academic counselor sometimes must communicate with coaches, trainers, instructors, deans and other personnel to help coordinate the solution to a student-athlete's problem.

The course selection process begins prior to the student-athletes first semester of attendance with advisement regarding their first pre-enrollment. The academic counselors work closely with faculty, department and college advisors in order to remain current with the University's many academic programs and to address the specific concerns of individual student-athletes. The counselors work closely with student-athletes to hear their concerns and help them solve problems.

Particularly, the counselors assist student-athletes in resolving dilemmas that arise from scheduling conflicts involving classes, practices and athletic competition. These problems can sometimes require student-athletes to plan several semesters in advance and experience and knowledge of the counselors is valuable in that process. Student-athletes are afforded priority registration to ensure they have the opportunity to meet NCAA progress towards degree requirements and to minimize scheduling conflicts.

b. Any policies that govern which students can use these services.

All student-athletes on any athletic roster are eligible for these services.

c. The mechanisms by which student-athletes are made aware of these services;

Student-athletes are made aware of advising services during recruitment, orientation, scheduled team meetings throughout the year, and in the Student-Athlete Handbook.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

e. The mechanism for approval of these services by academic authorities outside athletics.

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

2. Tutoring. Availability, procedures and criteria for obtaining assistance; assignment, qualifications, training experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.

a. The specific academic support services offered to student-athletes, if any.

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A comprehensive tutoring program of approximately 80 tutors provide one-to-one, small group, and supplemental instruction to all student-athletes. Tutors also assist student-athletes with study skills, problem solving techniques, and specific course material. Student-athletes can request a tutor for a particular subject through the Office of Academic Services at any time throughout the semester.

All tutors must meet the minimum academic qualifications and complete a two-day training session prior to their first tutor session each semester. All tutors receive a Tutorial Handbook and sign statements of understanding regarding fraternization, plagiarism, and sexual harassment policies. The Athletic Student Life Academic Services Operating Manual provides more detail for Academic Services staff.

Student-athletes specified by their academic counselor or coach as needing additional assistance outside the classroom are assigned to mandatory weekly supplemental instruction sessions. These sessions meet throughout the semester and provide student-athletes with additional instruction on course content and preparation for tests and assignments. The typical rates of pay for individual tutoring range from \$8-\$10 per hour. Group and supplemental instruction (5 or more) earns a 1.5 hourly rate. Minimum qualifications for tutors are a minimum 3.0 and a B grade in the course being tutored. Most tutors are Masters level or Doctoral level graduate students. All tutors are considered temporary casual employees that are subject to reappointment at the conclusion of each semester.

b. Any policies that govern which students can use these services.

All student-athletes on an athletics roster have unlimited access to tutors.

c. The mechanisms by which student-athletes are made aware of these services;

Student-athletes are made aware of these services during orientation, team meetings with the Assistant Director of Academic Affairs and Coordinator of Academic Services, and the Student-Athlete Handbook.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

e. The mechanism for approval of these services by academic authorities outside athletics.

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

3. Success skills. Study skills, note and test taking, writing and grammar skills, time management skills.

a. The specific academic support services offered to student-athletes, if any.

The Thompson Writing and Study Skills Centers provide an environment to help student-athletes generate ideas and strategies for writing assignments.

Under the supervision of the Learning Specialist, writing consultants help student-athletes organize their papers, review grammatical basics, and develop proofreading and library skills. The Study Skills Center offers student-athletes a laboratory to improve their reading skills, study skills, time-management skills, and receive accommodations for certified disabilities.

b. Any policies that govern which students can use these services.

All academic support services in the Prentice Gautt Academic Center are available to all student-athletes. There are no distinctions or limitations made on who may use the services.

c. The mechanisms by which student-athletes are made aware of these services;

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Student-athletes are made aware of these services during recruitment, orientation, scheduled team meetings throughout the year, and in the Student-Athlete Handbook.

- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

- e.** The mechanism for approval of these services by academic authorities outside athletics.

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

4. Freshman/transfer orientation. Availability, attendance requirements.

- a.** The specific academic support services offered to student-athletes, if any.

As a combined effort with other University units, the freshmen/transfer new student-athlete orientation is a continuous program of activities designed to provide a smooth transition to the university from high school or another college while providing information about resources and services available including academic and personal strategies for success.

All new student-athletes are made aware of academic support services primarily during a required athletic orientation at the start of each semester. New student-athletes are also acquainted to the services through required supervised study and the Student-Athlete Handbook. Academic counselors visit their assigned teams at the start of each semester to acquaint student-athletes with academic support services, policies, and new NCAA rules. The counselors repeatedly meet with their assigned teams throughout the year to follow-up on these matters.

A learning specialist tests and evaluates all new freshman and transfer student-athletes to determine individual academic preparation. All new student-athletes are required to attend University orientation including assessment of proficiency in mathematics and foreign language. Individual academic support plans are tailored to match student-athlete skills.

- b.** Any policies that govern which students can use these services.

All new freshmen and transfer student-athletes are required to attend orientation sessions.

- c.** The mechanisms by which student-athletes are made aware of these services;

Orientation schedules are sent to head coaches in the summer prior to orientation. Attendance is mandatory and checked during orientation sessions.

- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

- e.** The mechanism for approval of these services by academic authorities outside athletics.

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

5. Academic progress monitoring and reporting. Individual's responsibility, frequency, procedures for periodic grade and attendance checks.

- a.** The specific academic support services offered to student-athletes, if any.

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Class attendance and academic performance of student-athletes is monitored throughout the academic year. Regular reports are sent to the advisors, coaches and directors to keep them up-to-date on progress and attendance. Academic progress reports are sent to faculty every three weeks and data regarding instructor evaluations are placed into a database and regularly reported to coaches and academic counselors.

b. Any policies that govern which students can use these services.

The periodic monitoring of academic performance of student-athletes and trends of class attendance is performed for all student-athletes on athletic rosters.

c. The mechanisms by which student-athletes are made aware of these services;

The method of academic performance and class attendance monitoring is discussed during official and unofficial visits to campus and during new student-athlete orientation.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

e. The mechanism for approval of these services by academic authorities outside athletics.

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

6. Study hall. Availability, facilities, policy for mandatory attendance.

a. The specific academic support services offered to student-athletes, if any.

Availability, facilities, policy for mandatory attendance.

Study hall, which is located in Oklahoma Memorial Stadium, is available for student-athletes throughout the week. All new student-athletes and student-athletes assigned by their academic counselor or coach are required to attend mandatory study hall each week.

b. Any policies that govern which students can use these services.

All student-athletes may use study hall. First year student-athletes are assigned to mandatory supervised study during their first academic year. Student-athletes who are on any category of academic warning/probation and other student-athletes who are underachieving may be assigned to supervised study on the request of the academic adviser or coach.

c. The mechanisms by which student-athletes are made aware of these services;

Student-athletes are made aware of these services and supervised study expectations during recruiting visits and during orientation.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

e. The mechanism for approval of these services by academic authorities outside athletics.

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

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7. Assistance for special academic needs. Provisions for diagnosis and treatment of learning disabilities.

a. The specific academic support services offered to student-athletes, if any.

When a student-athlete requires psychological assessment, the Prentice Gautt Academic Center contracts the University of Oklahoma Counseling Psychology Clinic for those professional services.

This assessment includes intelligence testing, academic achievement testing, memory testing, attention and concentration testing, emotional/behavioral testing, and a clinical interview. Based upon these assessments, students with learning disabilities may register with the University of Oklahoma Office of Disability Services (ODS) to be approved for necessary accommodations. Treatments for disabilities are shared between the Office of Disability Services and the Academic Center under the direction of a Learning Specialist.

The campus ODS often provides extended time testing in a distraction free environment. The Athletics Department provides student-athletes with provision of special equipment, note-taking and reading services, and other prescribed accommodations.

b. Any policies that govern which students can use these services.

The Office of Disability Services on Campus governs policies for accommodations for all student-athletes with learning or physical disabilities. The student-athletes' academic adviser in direct communication with the Counseling Psychology Clinic arranges learning disability testing. All qualified student-athletes are fully accommodated.

c. The mechanisms by which student-athletes are made aware of these services;

Student-athletes often self-report their disabilities to their academic counselors and parents. The learning specialist makes all student-athletes aware of the services and coordinates their registration with the ODS.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

e. The mechanism for approval of these services by academic authorities outside athletics.

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

8. Learning assessments. Provisions for testing and evaluation (e.g., placement testing).

a. The specific academic support services offered to student-athletes, if any.

Student-athletes are assessed in the University New-Student Orientation Program, bases upon their ACT or SAT scores in mathematics, English and reading. These assessments are used for course placement. That program also assesses students who have received high school instruction in German, French, or Spanish to establish course placement in those languages.

The Career Center offers a variety of assessment tools to help student-athletes and their academic counselors in their discussions that involve career and major choices. These options include the Strong Interest Inventory and the Myers Briggs Personality Type Indicator.

Student-athletes are assisted in the registration for campus Disability Services process by the learning specialist in the Thompson Writing and Study Skills Center. This learning specialist also does assessment on an individual basis in the areas of study skills and reading skills and strategies.

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The University of Oklahoma Learning and Assessment Center is available to all OU students for continued assessment and skill development. Frequently, academic counselors will refer student-athletes to this center for testing or evaluation in a variety of areas.

b. Any policies that govern which students can use these services.

There are no distinctions made on which students may use these services.

c. The mechanisms by which student-athletes are made aware of these services;

Student-athletes are made aware of these services during recruiting visits and orientation.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

e. The mechanism for approval of these services by academic authorities outside athletics.

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

9. Mentoring. Availability of mentors, identification and assignment methods, frequency of interaction.

a. The specific academic support services offered to student-athletes, if any.

Mentoring is composed of two categories; academic and minority mentoring. Academic mentors are counselors assigned to academically at-risk student-athletes to assist them with study skills, problem solving techniques, and time management skills.

The primary goal of the Mentor program is to create an environment conducive to student-athlete success in the University academic setting. The mentor will establish a one-on-one professional relationship with the student-athlete in an attempt to provide valuable academic guidance. Mentors monitor the academic progress and attendance of classes and tutoring sessions by meeting with the student-athlete twice per week and through detailed reports sent via e-mail to the mentor coordinator, academic services coordinator, and to the student-athlete's corresponding academic counselor.

At its most basic level, minority-mentoring supplements the other programs (tutoring, academic mentoring, etc.) offered by the Athletics Student Life staff and it is available to all minority student-athletes. Minority mentoring focuses on personal development and is designed to provide our student-athletes with relationships among successful minority faculty and staff, thus establishing a personal network of resources for career opportunities. Minority mentors are dedicated to achieving a greater harmony between academic, athletic, and diverse social cultures, thus cultivating an enhanced experience at the University of Oklahoma. The newest component of minority mentoring is "Bridge Builders" - The African American Student-Athlete Network. The mission of "Bridge Builders" is to effectively address and find solutions to the academic, athletic, social, cultural, and emotional issues unique to African American student-athletes at the University of Oklahoma.

b. Any policies that govern which students can use these services.

All student-athletes may be assigned mentors upon request. The Bridge Builders Mentoring Program is restricted to African Americans. Academic advisers and coaches may request mentors for student-athletes.

c. The mechanisms by which student-athletes are made aware of these services;

Student-athletes are made aware of these services through flyers and brochures distributed around the academic and athletics facilities.

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- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

- e.** The mechanism for approval of these services by academic authorities outside athletics.

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

10. Assistance for at-risk students. Availability including institution-wide assistance.

- a.** The specific academic support services offered to student-athletes, if any.

All specially admitted student-athletes are required to enroll in UCOL 1002 (Gateway to College Learning) and sign a contract with an expected academic goal of a 2.0 grade point average at the conclusion of their first academic year. All student-athletes may use academic support and computer facilities available within the University such as the Writing Center, Modern Languages Laboratory, Office of Disability Services, the Housing Learning Center, etc.

- b.** Any policies that govern which students can use these services.

All at-risk students are required to enroll in UCOL 1002. All new student-athletes must attend study hall and are assigned to mandatory sessions in the academic center by the learning specialist and academic advisers.

- c.** The mechanisms by which student-athletes are made aware of these services;

At-risk students are sent a contract by the University assigning them to UCOL 1002 and conditioning their admission upon full utilization of services provided by the Athletics Department.

- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

- e.** The mechanism for approval of these services by academic authorities outside athletics.

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

11. Post-eligibility programs. Availability of scholarships, assistantships and academic support.

- a.** The specific academic support services offered to student-athletes, if any.

Post-eligibility, degree completion, and post-graduate opportunities are provided to student-athletes. A fifth year of exhausted eligibility assistance is provided to any scholarship student-athlete who has completed his/her eligibility and not yet completed the baccalaureate degree. They are limited to the average amount of aid awarded during their years of eligibility. Recipients must show evidence of a bona fide attempt to complete degree requirements, be enrolled in at least 12 credit hours or the number of hours to complete their degree that semester, and agree to participate in the department's academic support program. The Associate Athletics Director for Academic Affairs must approve any exception to these requirements.

Degree completion and postgraduate funds are made available to student-athletes who need more than ten semesters to complete their degree programs or wish to pursue graduate or professional school opportunities. Funds are available to any student-athlete who has earned a varsity letter and has

Academic Integrity

completed their eligibility. Funds are made available through the Student-Athlete Opportunity Fund and the OU Foundation. Student-athletes must earn these funds through required community service that is monitored by the Athletics Financial Aid Coordinator.

b. Any policies that govern which students can use these services.

The policies are summarized above.

c. The mechanisms by which student-athletes are made aware of these services;

Policies pertaining to these services are found in the Student-Athlete Handbook.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

e. The mechanism for approval of these services by academic authorities outside athletics.

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

12. Institution Entered Item

a. The specific academic support services offered to student-athletes, if any.

Academic support services are provided to all student-athletes in the Prentice Gautt Academic Center located in the McClendon Center for Intercollegiate Athletics. The newly renovated facility incorporates an academic advising center, communications center, foreign language center, two computer centers, mathematics center, writing center, study skills center, career center, classrooms, tutorial rooms, and study rooms. All student-athletes are eligible to utilize all services offered with the Academic Center. There are no distinctions or restrictions placed upon student-athletes, teams, or athletic scholarship status.

Two computer centers provide all student-athletes with approximately 200 personal and laptop units to assist them with word processing, spreadsheet programs, databases, graphic design programs, library research and access to the Internet.

The Kerr Foundation Foreign Language Center assists student-athletes with speaking, listening, and writing in another language. A modern languages faculty member coordinates the center. The center offers a computer-assisted multi-media environment for foreign language instruction.

A member of the Mathematics Department faculty member coordinates the Mathematics Center. She requires regularly assigned remedial math instruction for student-athletes required to enroll in preparatory courses. The center offers daily tutorial assistance for all courses daily.

The Career Center prepares student-athletes for the transition to non-athletic careers. Career preparation is enhanced through workshops in resume writing, business etiquette, interviewing and job-hunting skills workshops throughout the academic year. Student-athletes are encouraged to use the resources of the campus Career Services Office and the Career Center staff work cooperatively with campus offerings. An Athletics Department career fair is offered each February. The center also assists student-athletes with employment throughout the year as well as internship opportunities. The Football Lettermen's Association and the Athletics Student Life staff have developed a pilot football student-athlete mentoring network program. A similar program sponsored by the 'O' Club is being developed during the 2003-2004 year for all graduating student-athletes.

The Associate Athletics Director for Academic Affairs is an adjunct professor in the departments of Human Relations and Adult and Higher Education (program emphasis in intercollegiate athletics administration). A number of former student-athletes pursue graduate studies in these departments. Graduate assistantship opportunities are cultivated for former student-athletes aspiring to careers in athletics administration.

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The Academic Integrity and Student Welfare Subcommittee of the Athletics Council on an annual basis performs institutional oversight of the academic support and advising services.

b. Any policies that govern which students can use these services.

The policies are summarized above.

c. The mechanisms by which student-athletes are made aware of these services;

Policies pertaining to these services are found in the Student-Athlete Handbook.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

e. The mechanism for approval of these services by academic authorities outside athletics.

The Athletics Council Subcommittee on Academic Integrity reviews these services annually.

Evaluation

1. Does the institution demonstrate that adequate academic support services are available for student-athletes? **Currently Yes**
2. Does the institution demonstrate that student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing? **Currently Yes**
3. Does the institution demonstrate that, when it is determined that student-athletes have special academic needs, these needs are addressed? **Currently Yes**
4. Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics? **Currently Yes**

On the basis of the yes/no answers above and the plans for for correcting deficiencies, is the institution in substantial conformity with the operating principle. Yes

Academic Integrity

| Elements | | Steps | | |
|--------------------------|-------------------|------------------------|-----------------------------------------------------|--------------------------------------------|
| Issues in the Self-Study | Measureable Goals | Steps to Achieve Goals | Individuals/Officers Responsible for Implementation | Specific Timetable for Completing the Work |
| Not applicable. | | | | |

Academic Integrity

Operating Principle

2.3 Scheduling

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 2.3 (Scheduling). 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.

None.

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 2.3 (Scheduling). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. 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.

None.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.3 (Scheduling) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

None.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 2.3 (Scheduling). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

Not applicable.

5. Describe the institution's written policies related to the scheduling of intercollegiate athletics competitions and practices and describe how they minimize interference with class time and examination periods.

The policy of the Athletics Council approved March 3, 2000, is that in scheduling athletics events, "no team schedule ... will be approved ... if it provides that a student-athlete will miss more than 10 full days of classes in any semester." This restriction has been rigorously enforced, with exceptions granted rarely (most often in golf).

Further, "no intercollegiate athletics competition is permitted during scheduled final examination periods with exceptions for Big 12 and NCAA postseason competition." During final examination periods, "practice and strength and conditioning sessions are limited unless the participating student-athletes have completed all scheduled examinations."

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The Faculty Senate and University of Oklahoma Student Association have approved a policy governing make-up examinations other than final examinations due to required attendance in University-sponsored activities. "Faculty, if given notice of two class periods before an exam or quiz (excluding pop quizzes), should make every effort to find a reasonable accommodation by (a) giving a make-up exam, an early exam, or a quiz, (b) changing the exam schedule, or (c) dropping the exam or quiz and increasing the weight of another exam or quiz or other agreed upon approaches acceptable to the instructor and the student."

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

Prior to the sport season, the Athletics Director, the Associate Athletics Director for the sport, The Associate Athletics Director for Academic Affairs, and the Director of Compliance must approve athletic team schedules for compliance and conformity to the policy regarding missed class time. The Athletics Director or his designee reports to the Athletics Council at its first meeting of each academic year on exceptions made during the previous academic year. Further, an evaluation of missed class time is performed by the Athletics Council Subcommittee on Academic Integrity and Student Welfare and reported to the Council each year in its annual report.

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

The exceptions to the schedules regarding missed classes granted by the Athletics Director have not been deemed significant or excessive. Sports requesting more than six days submitted rationale for the absences and are attached to the schedule forms. Some have restricted marginal student-athletes from participating in more than ten missed class periods.

8. 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.

The missed class policies and procedures are explained in the Student-Athlete Handbook and discussed during new student-athlete orientations.

Evaluation

1. Does the institution demonstrate that written policies are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.12? **Currently Yes**

On the basis of the yes/no answers above and the plans for for correcting deficiencies, is the institution in substantial conformity with the operating principle. Yes

Academic Integrity

| Elements | | Steps | | |
|--------------------------|-------------------|------------------------|-----------------------------------------------------|--------------------------------------------|
| Issues in the Self-Study | Measureable Goals | Steps to Achieve Goals | Individuals/Officers Responsible for Implementation | Specific Timetable for Completing the Work |
| Not applicable. | Not applicable. | | | |

Academic Integrity

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART I-A: Standardized test Scores, by Gender

| | | Gender | | | | | | | |
|---------------------------------|---------------|---------------|---------------|-----------------------|---------------|-----------------|---------------|-------------------------|---------------|
| | | Male Students | | Male Student-Athletes | | Female Students | | Female Student-Athletes | |
| | | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students |
| Average Standardized Test Score | Academic Year | | | | | | | | |
| | 2003-2004 | 105 | 1849 | 85 | 54 | 100 | 1959 | 89 | 37 |
| | 2002-2003 | 103 | 1840 | 81 | 49 | 99 | 1993 | 84 | 31 |
| | 2001-2002 | 101 | 1778 | 83 | 40 | 97 | 1970 | 87 | 30 |

Name of person completing this chart: Richard D. Skeel & Cheryl K. Jorgensen

Title: Directors Academic Records, Institutional Research

Academic Integrity

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART I-B: Standardized Test Scores, by Racial or Ethnic Group

| Racial or Ethnic Group - All Entering Freshman Students | | | | | | | | | | | | | |
|------------------------------------------------------------------------|-----------|---------------|---------------|------------|---------------|-------|---------------|----------|---------------|-------|---------------|-------|---------------|
| | | Am. Ind. / AN | | Asian / PI | | Black | | Hispanic | | White | | Other | |
| Academic Year | | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students |
| Average Standardized Test Score | 2003-2004 | 101 | 291 | 103 | 198 | 86 | 200 | 98 | 122 | 103 | 2952 | 104 | 45 |
| | 2002-2003 | 98 | 267 | 99 | 206 | 86 | 181 | 95 | 145 | 102 | 2989 | 92 | 45 |
| | 2001-2002 | 97 | 312 | 99 | 197 | 86 | 188 | 96 | 124 | 100 | 2876 | 89 | 51 |
| Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid | | | | | | | | | | | | | |
| | | Am. Ind. / AN | | Asian / PI | | Black | | Hispanic | | White | | Other | |
| Academic Year | | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students |
| Average Standardized Test Score | 2003-2004 | 87 | 3 | | | 77 | 28 | 91 | 6 | 92 | 50 | | |
| | 2002-2003 | | | | | 75 | 29 | | | 88 | 45 | 81 | 4 |
| | 2001-2002 | 88 | 3 | | | 75 | 19 | | | 87 | 43 | 91 | 3 |

Name of person completing this chart: Richard D. Skeel & Cheryl K. Jorgensen

Title: Director Academic Records, Institutional Research

Academic Integrity

FOR FRESHMAN ON ATHLETICS-AID

PART II: GPA and Test Scores, by Sport Group

| | | Sport Group | | | | | | | | | | | | | | | |
|---------------------------------|-----------|-------------|---------------|------------------|---------------|----------|---------------|---------------------------|---------------|-------------------------------------|---------------|--------------------|---------------|-----------------------------|---------------|----------------------|---------------|
| | | Football | | Men's Basketball | | Baseball | | Men's Track/Cross Country | | Men's Other Sports and Mixed Sports | | Women's Basketball | | Women's Track/Cross Country | | Women's Other Sports | |
| Academic Year | | Core GPA | # of Students | Core GPA | # of Students | Core GPA | # of Students | Core GPA | # of Students | Core GPA | # of Students | Core GPA | # of Students | Core GPA | # of Students | Core GPA | # of Students |
| Average Core Course GPA | 2003-2004 | 3 | 21 | 2.6 | 4 | 3.4 | 7 | 3.6 | 11 | 3 | 11 | 3.6 | 4 | 3.6 | 6 | 3.6 | 27 |
| | 2002-2003 | 3.1 | 21 | 3 | 3 | 3.3 | 7 | 3.3 | 5 | 3.3 | 13 | 3.7 | 5 | 3.2 | 9 | 3.6 | 17 |
| | 2001-2002 | 2.9 | 23 | | | 3.3 | 6 | 3.4 | 3 | 3.5 | 7 | 3.7 | 4 | 3.5 | 7 | 3.3 | 19 |
| Academic Year | | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students |
| Average Standardized Test Score | 2003-2004 | 79 | 21 | 71 | 4 | 94 | 7 | 95 | 11 | 86 | 11 | 83 | 4 | 85 | 6 | 91 | 27 |
| | 2003-2004 | 75 | 21 | 73 | 3 | 83 | 7 | 88 | 5 | 90 | 13 | 87 | 5 | 75 | 9 | 89 | 17 |
| | 2003-2004 | 77 | 23 | | | 86 | 6 | 92 | 3 | 92 | 7 | 89 | 4 | 95 | 7 | 88 | 19 |

Name of person completing this chart: Richard D. Skeel & Cheryl K. Jorgensen

Title: Directors Academic Records, Institutional Research

Academic Integrity

SPECIAL-ADMISSIONS INFORMATION

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID, BY YEAR

| | | | Sport Group (Freshman) | | | | | | | | |
|---------------------|-----------|-----------------------|---------------------------------------------------|----------|----------------------|----------|---------------------------|-------------------------------------|--------------------------|-----------------------------|----------------------|
| | Year | All Freshman Students | All Freshman Student-Athletes on Athletics Aid ** | Baseball | M e n ' s Basketball | Football | Men's Track/Cross Country | Men's Other Sports and Mixed Sports | W o m e n ' s Basketball | Women's Track/Cross Country | Women's Other Sports |
| % of Special Admits | 2002-2003 | 2 | 42 | 29 | 75 | 81 | 27 | 54 | 25 | 17 | 18 |
| | 2001-2002 | 2 | 44 | 43 | 67 | 62 | 40 | 31 | 20 | 44 | 35 |
| | 2000-2001 | 2 | 49 | 67 | 0 | 74 | 33 | 14 | 25 | 43 | 32 |

Name of person completing this chart: Richard D. Skeel & Cheryl K. Jorgensen

Title: Directors Academic Records, Institutional Research