Operating Principle
2.1 Academic Standards.

The Association’s fundamental principles indicate that an intercollegiate athletics program shall be designed and maintained as a vital component of the institution’s educational system, and student-athletes shall be treated consistently with the student body. Consistent with this philosophy, the institution shall demonstrate that:

a. The institution admits only student-athletes who have reasonable expectations of obtaining academic degrees;
   (1) If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is lower than that of other student-athlete or comparable student-body groups or subgroups, the contrast shall be analyzed and explained by appropriate institutional authorities.
   (2) If the measures of academic performance of student-athletes, as a whole or for any student-athlete subgroup, are lower than that of other student-athlete or comparable student-body groups or subgroups, this disparity shall be analyzed, explained and, if necessary, addressed (through specific plans for improvement) by appropriate institutional authorities.

b. Academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or conference or Association standards, whichever are higher;

c. If the retention rate of student-athletes, as a whole or for any student-athlete subgroup, is lower than that of other student-athlete or comparable student-body groups, this disparity shall be analyzed, explained and, if necessary, addressed through specific plans for improvement by appropriate institutional authorities;

d. Written policies related to scheduling 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 3.2.4.14; and

e. Assessment, evaluation and plans for improvement exist to ensure acclimation, retention and academic success for student-athletes with special academic needs and student-athletes who are admitted through the institution’s special-admission process or, for those institutions without a special-admission process, student-athletes in the lower quartile of the institution’s student academic profile.

Self-Study Items
1. List all conditions for certification imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). In each case, provide:
a. The original condition 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 non-completion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

There were no corrective actions, conditions for certification, or strategies for improvement pertaining to Academic Integrity, Operating Principle 2.1, in the second-cycle certification.

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 second-cycle certification process as they relate to Operating Principle 2.1 (Academic Standards). Specifically include:
a. The original plan;
b. The action(s) taken by the institution;
c. The date(s) of the action(s); and
d. An explanation for any partial or non-completion of such plans.

Please note, the institution will not be required to fulfill an element of a second-cycle plan if the element does not affect conformity with a current operating principle.

2.1 Academic Standards- Admissions

a. The Eight Percent Alternative Admission Category was established by the Oklahoma State Regents for Higher Education (OSRHE) in 1999 to insure access to the state’s research universities by a diverse range of students particularly first generation college attendees. As one method to address discrepancies in graduation rates between student-athletes and the total student population, OSU implemented a plan to limit the Alternative Admission of student-athletes to 9% of the university’s 8% cap.

b. OSU implemented the “9% of 8% plan” based on a rationale in the 2000 self-study instrument: “The extensive use of the ‘eight percent program’ in the admission of student-athletes can almost certainly be related to the Oklahoma State University Athletic Department’s poor ranking among Big 12 institutions in graduation rate.” At the time of the 2000 Self-Study, the graduation rates of student-athletes ranged from 34 to 47% while the general student body was graduating at a rate of 47 to 50% moving towards a goal of 60%.

According to records provided by OSU Institutional Research, against a target of 22-24 student-athletes who are alternatively admitted (9% of approximately 250 alternative admissions); the number of student-athletes who entered OSU under the new plan was as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>17</td>
</tr>
<tr>
<td>2002-03</td>
<td>16</td>
</tr>
<tr>
<td>2003-04</td>
<td>29*</td>
</tr>
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<tr>
<td>2006-07</td>
<td>37</td>
</tr>
<tr>
<td>2007-08</td>
<td>42</td>
</tr>
<tr>
<td>2008-09</td>
<td>34**</td>
</tr>
</tbody>
</table>

* On December 22, 2003 the “9% of 8% procedure” was adjusted to a rolling three year average.

**In May 2008, the Athletic Council recommended a revision to the plan to increase the number of alternative admits to no more than 40 student-athletes while limiting to 10 the number of those student-athletes with ACT scores below 17. (Recommendation will be available to the review team.)

c. The plan was implemented in 2001 with revisions mentioned above in 2003 and 2008.
d. Graduation rates for scholarship student-athletes are now similar to the general student population (58% for all students and 57% for student-athletes for the 2001-2002 cohort).

The number of student-athletes alternatively admitted began exceeding the 9% of 8% (or 22 - 24 admits including the rolling average) in 2005-2006.

Four events since the second-cycle certification resulted in partial completion of the plan without compromising progress toward the goal of comparable graduation rates:

* OSU added a minimum test score requirement to the third regular admissions category (admission based on GPA in high school core courses) so students who would have been regularly admitted in the past now became eligible for alternative admission;

* NCAA implemented the expanded sliding scale;

* Responsibility for oversight of alternative admission of student-athletes in the Athletics Department shifted from Academic Services for Student-Athletes to the NCAA Compliance Office; and

* OSU hired new Directors of Undergraduate Admissions, Provost/Senior Vice President for Academic Affairs (VPAA) and Vice President for Athletic Programs (VPAP)/Director of Intercollegiate Athletics (AD) who were not adequately informed about the need to enforce the plan.

2.1 Academic Standards - Graduation Rate

a. In a further plan to improve the graduation rates of student-athletes to the level of the OSU student population as a whole, a new academic center for student-athletes (Academic Services for Student-Athletes or ASSA) including learning labs and a comprehensive reading program was established.

b. The center was completed in 2001 and a career specialist was hired in 2005 to work with student-athletes there. Facilitators were hired to replace a voluntary faculty mentor program.

c. Full operation of the Academic Services for Student-Athletes facility and staffing occurred during the 2001 academic year.

d. The combination of facility availability and staff assignments had the desired effect of bringing graduation rates for student-athletes close to the level of the OSU student population as a whole (57% versus 58%).

2.1. Academic Standards – Missed Class Policies

Note: This issue was listed under Item 2.3 in the 2000 Self Study but has been moved to 2.1 in the 2008-2009 Self-Study Instrument.

a. An additional aspect of the plan to improve the academic performance and thus graduation rates of student-athletes involved the dissemination of information regarding the Missed Class Policy for team travel to instructors of student-athletes.

b. Athletic travel schedules are reviewed by the NCAA Compliance Office. The policy restricts missed classes to no more than 10 days per semester and no more than 6 absences on a single class day. (e.g. a student may not miss Friday classes more than 6 times in a semester.) Any exception or waiver requires approval by the Provost/VPAA. The Athletic Council is to be informed of any approved exception. Details of the policy are further discussed in Question 19.

c. The missed class policy was last revised in September 2006.

d. Memos about missed classes for athletic travel are generated for student-athletes upon request by the student or instructor. While those memos include a copy of the Missed Class Policy, they have not included a suggestion that questions be directed to members of the Academic Integrity Committee of the Athletic Council nor has a roster of that committee been attached as recommended in the original plan. The missed class policy is applied to schedules of athletic teams, however, instructors have the authority to enforce absence policies stated in the syllabus for each class and individual student-athletes are responsible for completing any missed work. The Athletic Council is responsible for reviewing athletic schedules and approved exceptions and recommended the change to the Missed Class Policy implemented in September of 2006 based on their review.
3. Describe any additional plans for improvement/recommendations as they relate to Operating Principle 2.1 (Academic Standards) developed by the institution since the second-cycle certification decision was rendered by the Committee on Athletics Certification, including any plans or recommendations developed through the institution’s involvement in the APP Data Review process, if applicable. Provide:
   a. The additional plan;
   b. The action(s) taken by the institution; and
   c. The date(s) of the action(s).

**Academic Performance Program (APP) Improvement Plan: General**
   a. The nine part plan addressed multiple elements related to academic performance of student-athletes. Each element will be discussed below and the full plan will be available to the review team.
   b. Because actions on this plan began in 2006, most have been completed as described in detail below:
   c. The plan was developed in 2006-2007 based on all sports below 925 in 2005-2006.

**Evaluation:**
   a. The institution developed a plan to provide an internal education and monitoring program for the Academic Performance Program.
   b. Responsibility for monitoring APP was assigned to the Associate AD for Compliance.
   c. The goal was met in 2005.

**Medical Exclusion/Exhausted Eligibility:**
   a. The institution developed a plan to monitor medical exclusions and student-athletes with exhausted eligibility to reduce lost points for eligibility by 50%.
   b. Actions included:
      - An education program for student-athletes on medical exclusion to explain NCAA eligibility requirements.
      - Required reporting to and participation with ASSA.
      - Creation of language in financial aid documents that cancels aid if eligibility requirements are not met.
   c. Responsibility was assigned to the Associate AD's for Compliance and Academic Services and the plan was completed in Fall 2008.

**Coach Incentives:**
   a. The plan involved developing contract language or addendums to coaches contracts to create incentives for coaches based on academic performance of student-athletes on their teams.
   b. After discussions between the VPAP/AD, Sr. Associate AD and the Associate AD for Compliance, the program was discontinued because it did not match the new VPAP/AD's goals and objectives.
   c. The step was eliminated in 2007.

**Risk Analysis Information:**
   a. The plan involved developing a program to define and identify potential risk factors in academic records for prospective student-athletes and distribute information to the coaching staff and sport administrator.
   b. The Associate AD for Compliance, Eligibility Coordinator and ASSA staff worked together to identify threshold standards to place prospective student-athletes in risk categories for review by head coach and sport administrator.
   c. The plan was completed in fall 2006.

**Transfer Student-athlete Analysis:**
   a. The plan called for a study and resulting recommendations regarding the role of transfer students in the institution's low Graduation Success Rates (GSR).
   b. The Big 12 and NCAA both began plans to collect similar data.
   c. The step was eliminated in 2007 to avoid duplication of efforts.

**Special Admission Management:**
   a. The plan involved development of a system to monitor and manage special admits so as not to exceed limits and to meet the department’s comprehensive objectives.
b. After admissions sets limits, sport counselors monitor coaches grant-in-aid requests in order to manage overall offers. The Director of Admissions, Eligibility Coordinator, VPAP/AD, Assoc. AD for Academic Services were all involved.

c. The plan was implemented in December of 2006, however, changes in the institution’s admissions policy in 2008 changed the focus of this plan from managing the number of alternative admits to limiting the number of student-athletes admitted with particularly low ACT scores.

**ASSA Evaluation**

a. The plan addressed the NCAA required evaluation of ASSA due every three years. Note: The NCAA guidelines were changed since the second –cycle self study to “every four years” so that NCAA guidelines and the self-study guidelines match.

b. An evaluation team was appointed by the Provost/VPAA with faculty member A.J. Johannes as chair. A thorough study was conducted and is attached as required in section 2.2.

c. The study was done in 2006-2007. In September 2008, a member of the evaluation team made a presentation of the report to the Athletic Council and the Director of ASSA responded to questions and reported on implementation of recommendations.

**Graduation Program for Athletes with Exhausted Eligibility**

a. The plan was developed to avoid the loss of an eligibility point for failure to graduate within five years by formalizing a plan to contact former athletes with exhausted eligibility.

b. ASSA staff and the Financial Aid Coordinator worked together to develop a plan and contact former athletes.

c. The plan has been so successful that since it was implemented in 2006, 50 have graduated, many more are in the pipeline and some are in graduate school.

**Staffing Issues in ASSA**

a. The plan was designed to address a need to add paid staff in ASSA to address the many goals related to academics in regards to student-athletes.

b. In 2005, a formerly volunteer program of academic mentors was converted to a program of paid academic facilitators with specific guidelines and reporting requirements. Since the previous self-study, a joint appointment with Career Services has added a career specialist to the ASSA team and an additional learning specialist was added.

c. Evaluation of staffing and reassignment of duties to meet developing needs is ongoing, however the conversion to paid facilitators was accomplished in 2005 and additional staffing was added in 2005 and 2007 to the point that this element of the plan is considered complete.

**APP Improvement Plan(s) Baseball**

a. OSU developed a plan to reduce eligibility points lost by 50% for draft-eligible juniors and seniors and limit eligibility points lost to a maximum of one per year.

b. The plan included summer financial aid and participation in post-season competition to resolve academic eligibility issues at the end of the academic year.


**APP Improvement Plan Football**

a. OSU developed a plan to reduce “0-for-2’s” by 50% for student-athletes who have exhausted eligibility.

b. The plan changed language in financial aid forms and developed a program to assist student-athletes in the completion of degree requirements while pursuing professional athletics.

c. The plan was implemented in the 2006-2007 academic year.

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
Admissions Process and Agencies vested:
Student-athletes and non-student-athletes follow the same criteria for admission except that student-athletes must also present evidence that they meet NCAA qualifications for initial eligibility. The Oklahoma State Regents for Higher Education (OSRHE) establish admission requirements for all state-supported institutions in Oklahoma. Undergraduate applications to Oklahoma State University including domestic freshman, undergraduate transfers and readmission applicants are processed through the Office of Undergraduate Admissions in the Division of Enrollment Management and Marketing which has the sole responsibility for admission of domestic undergraduate students. Beginning February 2009, applications for international students are processed by the staff in the Office of International Students and Scholars.

Process Differences:
One difference in the admission processing of potential student-athletes involves records scrutiny. The Athletic NCAA Compliance Office, reporting the Office of the President, provides a list of National Letter of Intent Signees to the Office of Undergraduate Admissions and the names of possible international athlete recruits to the Office of International Students and Scholars. The applications of “Letter of Intent Signees” are flagged within the student information system as Athletic Applicants to ensure proper review of all files prior to admittance. The athletic eligibility coordinator, an employee of the NCAA Compliance Office, works closely with Undergraduate Admissions and International Students and Scholars to inform prospective student-athletes of materials needed to complete the OSU application process and to ensure required documentation is received by OSU. The NCAA Compliance Office staff is limited to the role of information gathering and has no role in the admissions decision process.

Students in the general student population who are missing documents for admission are contacted by Undergraduate Admissions representatives including members of management staff, admission counselors, evaluation staff or the tele-counseling center

OSU Admissions Process Detail:
Domestic Freshman Applicants
The admission process for freshman begins during the senior year of high school and runs continually until enrollment closes. Applications are processed as they are received with notification of admissibility or requests for additional information mailed to the applicant within three to five working days. New freshmen applicants, still enrolled in high school, are given provisional acceptance until final high school transcripts are received indicating completion of all courses, final grades and the graduation date.

Three Admission Options
All freshman applicants, including athletes, who meet any of OSU’s first three options for admission:

1. 24 ACT/1090 SAT,
2. 3.0 overall GPA and top third of their class,
3. 3.0 core curricular requirement GPA and a 21 ACT/980 SAT
are admitted as soon as all required documentation is received.

Essay Review
All freshman applicants, including athletes, who do not meet the three mentioned admissions standards but who have at least a 3.0 core GPA or a 22-23 ACT/1020-1080 SAT score may complete seven essay questions to be reviewed by the Admissions Review Committee for regular admission.

International Freshman Applicants
International freshman applicants are not required to participate in the ACT/SAT (unlike domestic students.) Those achieving a 3.0 core GPA and pass the English language requirements are admitted to the University. Students who do not participate in the ACT/SAT exam are required to take the COMPASS placement exam prior to enrolling in coursework. International students who do not achieve the requisite 3.0 core GPA may be reviewed by the Admissions Review Committee for the possibility of regular or alternative admission (see below).

Alternative Admission
Freshman applicants who do not meet the first three options for admission, or who are denied regular admission by the Admissions Review Committee, may be admitted through an alternative admission
program. The number of alternative admissions for the entire student body (general and athlete applicants) is limited to 8% of the previous year’s enrolling freshman class.

Prior to Spring 2009, the Director of Undergraduate Admissions had sole responsibility for alternative admission decisions. However, amendments to streamline the alternative admissions procedures to ensure equality between athletic applicants and the general student body through the alternative admission program were approved in February 2009.

Transfer Applicants
Using OSRHE admissions standards and OSU's approved policy for admission on probation, applications for transfer students are processed daily, and the OSU Admissions Office (or the Office of International Students and Scholars) determines admissibility. Students accepted for admission who are enrolled elsewhere are given provisional acceptance until final transcripts are received.

Transfer applicants, including potential student-athletes, must meet the following requirements based on transfer credit hours to be admitted in good standing:

* more than 6 hours of transfer credit but less than 24 hours must meet one of the standard three options for freshman applicants in addition to a minimum 2.25 transfer GPA
* 24 hours but less than 60 hours must have a 2.25 transfer GPA and
* 60 or more hours must have a minimum 2.0 GPA.

Readmission Applicants
Applicants for readmission who meet the cumulative graduation/retention GPA requirements set by the OSRHE are admitted in good standing by the Office of Undergraduate Admissions (or the Office of International Students and Scholars) and allowed to enroll. Students who do not have the requisite cumulative graduation/retention GPA, may submit a Readmission Petition, which is forwarded to the Director of Academic Services of the appropriate college. Within certain limits allowed by OSRHE, the academic colleges are involved in making decisions regarding former students.

Roles of Personnel and Offices

Rod Johnson, NCAA Compliance Coordinator,
* provides Office of Undergraduate Admissions staff with lists of national letter of intent(NLI) signees
* provides the Office of International Students and Scholars with a list of international student athletic recruits
* contacts applicants regarding missing information
* works with Admissions staff to ascertain what required information has not been received

Note: The list of NLI signees is provided to the Director of Undergraduate Admissions, the Assistant Director of Admissions-Processing and Evaluation, and designated evaluation staff. Prospective student-athletes are identified in the student information system on the Admission Holds and Comments screen (screen 248). A hold is placed on these students so that they are not admitted without all necessary documentation to ensure eligibility.

Those who are responsible for the admission process within the Office of Undergraduate Admissions include:

TBA, Director of Undergraduate Admissions-
* charged with overseeing the admissions process for all domestic students.

Jeffrey Hartman, Assistant Director of Processing and Evaluation-
* charged with the oversight of the data tech, evaluation and scanning staff.
* may fill in for the Director if needed, and
* ensures the timely admittance of students through all mentioned admissions options.

Diana Richardson, Derek Moore, Nick Semtner, Marcia Winder, and Jessica Zapor-Gray, Data Tech Staff-
* enter applications, transcripts, test scores and application fees into the student information system,
* process any other information associated with a student’s application.

Nancy Callahan, Ruth Davis and Barbara Driskel, Evaluation Staff-
*review an applicant’s materials and acceptance to OSU for both domestic and international students
*evaluate materials for acceptance, transfer credits,
*review residency status for all applicants.

Kathy Franklin and Virginia Hammock, Scanning Team-Documentation-Undergraduate Admissions Office- Stephanie Howland, Betty Rollings and Jasmine Hill, Scanning Team-Registrar’s Office-
*Scan applications into the imaging system for shared use of Undergraduate Admissions staff and Office of Registrar’s staff. Both offices use the same database.

Kirsten Fullerton and Elizabeth Scott, staff in the Office of International Students and Scholars, perform the following tasks related to international student-athletes:
*enter applications, transcripts, test scores and application fees into the student information system,
*process any other information associated with a student’s application
*review an applicant’s materials and acceptance to OSU for international students.
*evaluate materials for acceptance, transfer credits,
*review residency status for all applicants.
*scan applications into the imaging system for shared use of Undergraduate Admissions and Office of Registrar staff. Both offices use the same database.

5. Describe the process by which students who do not meet the institution’s standard or normal entrance requirements may be admitted, and identify the agencies vested with this responsibility. This should include any second-level or subsequent review processes or appeals procedures that may be used when students are not automatically admitted because they do not meet the institution’s published entrance requirements.

**Alternative Admission**

Freshman applicants who do not meet the first three options for admission, or who are denied regular admission by the Admissions Review Committee (ARC), may be admitted through an alternative admission program. The number of alternative admissions for the entire student body (general and athlete applicants) is limited to 8% of the previous year’s enrolling freshman class.

Until January 2009, the Director of Undergraduate Admissions had sole responsibility for alternative admission decisions. A revision of the policy was approved in 2009 by the Directors of Student Academic Services, Instruction Council, Council of Deans and the President’s Cabinet. The revised policy is intended to ensure equity in the admission of both general students and student-athletes. The policy and procedure for Alternative Admission of First-Time entering freshman now assigns decisions regarding alternative admissions to the ARC.

The Provost/VPAA will appoint the ARC to include: a representative from Undergraduate Admissions, Faculty Council, University Academic Services, Academic Services for Student-Athletes, Institutional Diversity and Student Affairs. The committee is chaired by the Associate Vice President for Undergraduate Education.

To be considered for alternative admission, all applicants must have a 2.0 high school GPA, participate in ACT/SAT testing, and submit responses to a series of questions designed to assess cognitive and non-cognitive factors leading to academic success and persistence. If the applicant is a prospective student-athlete, he/she must be an NCAA qualifier to be considered by the ARC.

The ARC may authorize the Office of Undergraduate Admissions to alternatively admit students who meet specific criteria (e.g. students who meet all the following criteria: an unweighted core GPA of at least 2.5 or at least a 20 ACT and require completion of no more than one remedial course). Other students may be granted alternative admission after review by the committee.

For applicants who present at ACT composite score less than 17 or SAT less than 820, the committee will review the standard admission credentials along with any additional documentation (i.e. letters of recommendation, etc.) submitted by the applicant or departments to explain the support they will receive to
be academically successful. The number of special talent students admitted by this review process will be limited by the Provost/VPAA (the current limit for student-athletes in this category is 10 students per year.)

Applicants who are denied admission by the ARC may submit one request for an appeal to the committee. After one appeal, the decision of the ARC is considered final. The full policy will be available to the Review Team.

Transfer Applicants
Transfer applicants who do not meet the standard transfer criteria addressed in Question 3, may petition for admission to the Transfer Probation Program through University Academic Services. This process is the same for both student-athlete and general student applicants.

To be admitted on probation, a student must receive votes of approval by the Director of University Academic Services, the Director of Undergraduate Admissions and the Director of University Academic Services in the College in which the petitioner wishes to pursue a degree. If at least two out of three directors approve admission, the student will be enrolled through University Academic Services and must maintain a minimum 2.0 GPA each semester until he/she raises his/her cumulative graduation/retention GPA to the level required by OSHRE policy.

Non-Native English Speakers
OSRHE policy requires students for whom English is a second language to present evidence of language proficiency, typically through a passing score on the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS).

The policy allows “in extraordinary and deserving cases, the president or the president's designee may admit a student in lieu of the above requirements. In these situations, the applicant must have demonstrated proficiency in the English language by some other means prior to admission.” A few of these exceptions have been granted for student-athletes who scored less than the passing scores, but received letters of support from the Directors of the English Language Institute (ELI) and ASSA. These students were required to enroll part-time in the ELI as well as a full-time course load at the University.

In the past, the Director of Undergraduate Admissions served as the president's designee to waive this requirement. Along with changes to the Alternative Admissions program, The Provost/VPAA now approves the waiver of English language requirements based on demonstrated English proficiency.

6. Compare and explain any differences between the percentage of first-year student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item No. 5 and the percentage of first-year students in general who were so admitted. Provide these comparative data for the four most recent academic years.

First-year student-athletes receiving aid who were alternatively admitted make up a small percentage of all first-year students who were alternatively admitted. Student-athletes who are alternatively admitted make up less than 2% of (i.e. .5%, .8%, 1.1% and 1.3%) of all admissions. Alternative admissions totaled 4.3%, 7.1%, 11.3% and 7.9% of all newly-admitted students in the same four years. Nevertheless, that means student-athletes comprised 16% of all alternative-admissions in the most recent year studied—significantly more than the 8% goal. And it should be noted that many non-athletes who are alternatively admitted never actually enroll while a much large percentage of student-athletes granted alternative admission do enroll—certainly due to financial aid.

In general, Academic Affairs and the Athletic Department have worked together to reduce the number of student-athletes requiring extensive academic support services to a number that can be effectively managed as demonstrated in increased graduation rates of student-athletes. (i.e. through the policy adopted in 2008 to hold to 10 the number of student-athletes alternatively admitted with an ACT score below 17)

Nevertheless, more than 50% of first year student-athletes receiving aid were alternatively admitted in the most recent year and in men’s basketball 100% of first year students receiving aid were alternative admits -- in football, 86% -- so this area remains an issue requiring constant vigilance by the university. The
Academic Integrity Committee of the Athletic Council reviews these figures on an annual basis and reports concerns, variances and suggested policy changes.

7. Compare and explain any differences in the admissions profiles of student-athletes who received athletics aid with the profiles of students in general by submitting the following information for the four most recent academic years: average standardized test scores for first-year student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups) and for all entering first-year students (by gender and by racial or ethnic group).

There is no question that standardized test scores and high school core GPA’s of student-athletes, male and female and across ethnic lines, are significantly lower than those of the general student population. Male student-athletes score 214 points lower and female athletes 62 points lower on standardized tests. The four year average scores are below 1000 for football, men’s and women’s basketball, women’s track and men’s other sports. In 2007-2008 high school core GPA’s of student-athletes in football, men’s and women’s basketball and other men’s sports were below 3.0. The four year average was below 3.0 in football and men’s basketball.

Quoting from the report of the Provost/VPAA’s Task Force on Admission of Student-Athletes in March of 2008: “Historically, many of the student-athletes admitted through the alternative admission program are minority students. Consistent with the mission of a land-grant institution, the Athletic Department feels this admission avenue offers educational opportunities to students who, without athletics, would not have this type of opportunity.” At the same time, the Athletic Department has staffing and facilities in the ASSA to support the academic success of alternatively-admitted student-athletes. Recent data demonstrates that minority student-athletes are making a significant contribution to the diversity of the campus and are achieving academic success at rates equal to or better than minority students in general. Over half of the 2007 alternative admits were minority students.

It is actually a point of pride that the Academic Services for Student-Athletes at OSU, described by the last peer-review team as “exceptional”--even before the opening of a state-of-the-art academic center--is able to help these student-athletes achieve academic success and graduation rates that mirror or surpass the general student body as indicated by the chart in Question 9 reporting retention, probation, academic notice and GPA comparisons.

8. Describe the institution’s specific academic support programs to ensure acclimation, academic success and retention of first-year student-athletes with special academic needs and first-year student-athletes admitted through any of the processes described in Self-Study Item No. 5.

Pre-Enrollment Assessment
All new freshmen are evaluated for placement in remedial mathematics, reading, writing and science courses by their sub-scores on the ACT/SAT and high school grades. In addition, student-athletes complete a variety of assessment examinations, administered by ASSA, to determine special needs in academic areas. Learning styles assessment, Nelson-Denny tests, a writing sample, and mathematics assessments data are compiled to generate a student report that may recommend participation in the facilitator and tutoring programs and frequent grade checks.

Academic Services for Student-Athletes
Academic Services for Student-Athletes provides academic, personal and career support programs that foster the total development of student-athletes.

Academic support is a multi-faceted program that involves subject tutors, facilitators, learning groups, computer programs and academic enhancement contracts tailored to the specific needs of each athlete identified through assessment. A plan of long-term and short-term goals is identified for every athlete.
Based on identified academic strengths and weaknesses, some are required to attend course-specific group sessions. Some are assigned individual tutors. In addition, athletes sign study contracts that outline an individual plan of group and independent study monitored and guided by academic enhancement staff. All student-athletes are assigned facilitators from across the university and community who support the student-athlete’s long and short term academic goals. All have access to the ASSA located in the Joe & Connie Mitchell Academic Enhancement Center which includes a Reading & Writing Center, Math Center, Foreign Language Center and an Assistive Technology Center.

**Student-Athlete Sport Counselors**

Student-athletes meet with the ASSA staff before enrollment to discuss reasonable course load and possible courses. After student-athletes meet with their academic advisers (through each college on campus or University Academic Services (UAS)), student-athlete sport counselors review their schedules and may revise the schedules if necessary.

**Grade Checks**

Preliminary six week grades are requested from instructors of all students enrolled in freshman and sophomore level courses and for student-athletes enrolled in upper-division courses. Additional ten week grade checks are requested for student-athletes experiencing academic difficulties. The preliminary grades are reviewed by the student-athlete sport counselors with the student-athlete to address potential problems.

**University Academic Services**

All students and student-athletes who are alternatively admitted as first time students or provisionally admitted as transfer students are also monitored and advised by University Academic Services. Such students remain assigned to UAS until they have remediated academic deficiencies that caused the provisional admission and have achieved a 2.0 GPA within 24 hours of OSU coursework. UAS offers tutoring, sessions on study skills and individual academic counseling as well as course selection advising for students assigned to the unit.

**Student Disability Services**

Student-athletes with learning disabilities also receive services through the Office of Student Disability Services (SDS). SDS takes a comprehensive approach to provision of services that begins with verification of a learning disability through a formal psycho-educational evaluation, an interview with the student, and the collection of additional relevant data. The SDS office is prepared to assist students with: books on tape/disk, individual counseling and consultation, assistance in acquiring volunteer note takers, arrangements for alternative testing, priority enrollment and other special assistance when necessary. Students may also be referred to campus resources including: the Writing Center, Math Learning Resource Center, Speech Language and Audiology Clinics and the University Academic Services tutoring program. The goal of SDS is to develop successful independent learners who have equal access to and equal opportunity within the regular curriculum of the University.

9. For the four most recent academic years, assess and evaluate acclimation, retention and the academic success of student-athletes with special academic needs [as defined by the institution (e.g., at-risk, learning disabled)] and those student-athletes admitted through any of the processes described in Self-Study Item No. 5. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes. If the institution does not employ a special, or alternate, admissions process, the institution must assess and evaluate acclimation, retention and the academic success of student-athletes in the lowest (i.e., fourth) quartile of the institution’s general student academic profile or for an alternate group defined by a different benchmark (e.g., quintile) typically used by the institution. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

Student-athletes who are alternatively admitted have a higher one year retention rate and lower rates of probation (GPA less than 1.70 for freshmen or 2.00 for other students) and academic notice (freshman with GPA between 1.70 and 1.99) than alternatively admitted students who are not student-athletes. This trend has existed for the past four academic years.
In 2004-2005, alternatively-admitted student-athletes achieved a one year retention rate of 77.8% with only 1.6% on academic probation and 1.2% on academic notice compared to the all alternative admission averages of 64.4%, 5.6% and 5.4% in the corresponding categories. First semester GPA for alternatively-admitted student-athletes in 04-05 averaged 2.576 compared to the all-alternative-admit average of 2.526.

In 2005-2006, alternatively-admitted student-athletes achieved the following one-year-retention, probation and academic notice percentages compared to the all-alternative admission averages:

92.6% versus 64.4%, 3.7% versus 5.6% and 0% versus 5.4%.

In 2006-2007, alternatively-admitted student-athletes achieved the following one-year-retention, probation and academic notice percentages compared to the all-alternative admission averages:

83.8% versus 64.4%, 2.7% versus 5.6% and 0% versus 5.4%.

In 2007-2008, alternatively-admitted student-athletes achieved the following one-year-retention, probation and academic notice percentages compared to the all-alternative admission averages:

73.8% versus 64.4%, 0% versus 5.6% and 4.8% versus 5.4%.

The first semester GPA for student-athletes is similar to the average GPA of all alternatively admitted students (about 2.5). Therefore, despite lower academic indicators among alternatively-admitted student-athletes, the institution’s highly intrusive academic support services and facilities for student-athletes are meeting the goal of supporting academic success, acclimation and retention.

10. List the step-by-step sequence of actions taken by particular individuals on the institution’s campus to certify initial eligibility for student-athletes. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes’ initial eligibility.

1. All high school student-athletes wishing to compete in college must register with the NCAA Eligibility Center for initial eligibility determination. The Eligibility Center maintains and processes all initial eligibility certifications. In addition, international students must submit an International Student-Athlete Questionnaire to OSU.

2. OSU’s NCAA Compliance Office begins initial monitoring of first-year incoming athletes through the NCAA Eligibility Center. Names of first-year student-athletes are received from coaches.
   Rod Johnson - NCAA Compliance Coordinator, NCAA Compliance Office

3. Team rosters are electronically forwarded by OSU’s NCAA Compliance Office to the Registrar’s Office to begin the eligibility certification process.
   TBA - Sr. Administrative Support Assistant – NCAA Compliance Office

4. In addition to monitoring reports from the NCAA Eligibility Center for initial certification of each student-athlete, the Registrar’s Office performs the following functions for each first-time student-athlete:
   *Verifies admission to OSU.
   *Verifies full-time enrollment status.
   *Adds the student to the sport’s eligibility spreadsheet.
   *Flags the student in the student information system as a student-athlete by sport and participation status.
   Jaleta Thomason - Administrative Support Specialist II, primary,
   Paula Barnes - Assistant Registrar, secondary

5. After all students have been added to the team rosters, the Registrar’s Office forwards copies of eligibility tracking spreadsheets by sport to Academic Services for Student-Athletes (ASSA) and OSU NCAA Compliance office for review and updates as necessary.
   Jaleta Thomason – Administrative Support Specialist II, primary,
   Paula Barnes - Assistant Registrar, secondary
   Alan Good – Assistant Director, ASSA
   Lance Troester-soccer, softball, men’s and women’s tennis, NCAA Compliance Coordinator, NCAA Compliance Office
   Scott Williams - men’s and women’s golf, football and men’s basketball, Associate AD, NCAA Compliance Office
Ben Dyson- men’s and women’s track, wrestling, baseball, equestrian, women’s basketball, Assistant AD, NCAA Compliance Office

6. Prior to date of first competition, initial eligibility of student-athletes is certified on the Big 12 Conference Eligibility Report. This report indicates the overall eligibility status of each student-athlete, and is signed by either the registrar or assistant registrar before being sent to the NCAA Compliance Office.

Celeste Campbell - University Registrar
Rita Peaster - Associate Registrar
Jaleta Thomason and Paula Barnes – Administrative Support Specialist II and Assistant, Registrar, Registrar’s Office

The ultimate responsibility for certification of initial eligibility rests with the University Registrar.

11. List the step-by-step sequence of actions taken by particular individuals on the institution’s campus to certify transfer eligibility for student-athletes. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes’ transfer eligibility.

1. The roster of transfer student-athletes is provided electronically to the Registrar’s Office by OSU’s NCAA Compliance Office.
   TBA - Sr. Administrative Support Assistant, NCAA Compliance Office

2. Official transcripts from transfer institutions are received and processed by the Office of Undergraduate Admissions, and a copy is imaged into the student’s permanent file. The Registrar’s Office confirms the following from the official transcripts, as appropriate to the student’s transfer type:
   * AA degree (two year colleges) or attendance at 4 year institution.
   * Number of full time terms completed.
   * Transfer grade point average.
   * Number of transfer hours from two year institutions.
   Jaleta Thomason and Paula Barnes – Administrative Support Specialist II and Assistant Registrar, Registrar’s Office

3. Certification of Degree Enrollment and Percent of Degree Requirements forms are generated in batch for all student-athletes at the beginning of the semester. These forms include the student’s name, campus-wide ID, sport, college, degree program, and the list of courses in which the student is enrolled for the current semester. The form is used to verify whether the courses in which the student is enrolled are applicable to the student’s degree program, and to verify the student’s progress toward their degree.
   Jaleta Thomason and Paula Barnes – Administrative Support Specialist II and Assistant Registrar, Registrar’s Office,
   Doug Reed – Assistant Director, Institutional Research and Information Management

4. The Registrar’s Office forwards the Certification of Degree Enrollment and Percent of Degree Requirements forms to the student’s college. The information on this form is verified by designated degree certification personnel in each of the academic colleges, signed, and returned to the Registrar’s office.
   Carla Ackley – Graduation Certification Specialist, College of Agricultural Sciences and Natural Resources
   Sandra Mehan -- Graduation Certification Specialist, College of Arts and Sciences
   Barbara Bremer – Assistant Director of Student Academic Services, Spears School of Business
   Elizabeth Halley - Graduation Certification Specialist, College of Education,
   Kristi Thrift Seuhs -- Director of Academic Programs and Services, College of Human Environmental Sciences
   Kevin Moore – Director of Student Academic Services, College of Engineering, Architecture and Technology.
   Jaleta Thomason and Paula Barnes – Administrative Support Specialist II and Assistant Registrar, Registrar’s Office

5. Upon return of required forms, the Registrar’s Office uses NCAA and Big 12 conference bylaws to determine eligibility to compete. These bylaws encompass:
- designation of major by beginning of 5th full time academic term,
- continued full time enrollment status,
- 18 hours earned during academic year,
- GPA requirements,
- 6 credits passed per term, and
- appropriate percentage of degree requirements met:
  - 2nd year 24 credit hours,
  - 3rd year 40%,
  - 4th year 60%, and
  - 5th year 80%.

Jaleta Thomason and Paula Barnes - Administrative Support Specialist II and Assistant Registrar, Registrar's Office.

6. The Registrar's staff record findings on an eligibility spreadsheet [Attachment A] noting any exceptions or waivers. The spreadsheet is organized by sport and forwarded to ASSA and OSU NCAA Compliance offices for review and comment.

Jaleta Thomason and Paula Barnes - Administrative Support Specialist II and Assistant Registrar, Registrar's Office.
Alan Good – Assistant Director, ASSA
TBA – Sr. Administrative Support Assistance, NCAA Compliance Office

7. Prior to the date of first competition, transfer student-athletes who have met all eligibility requirements are added to the Big 12 Conference Eligibility Report [Attachment B] with official certification by signature of the University Registrar or Assistant Registrar.

Celeste Campbell - University Registrar
Rita Peaster - Associate Registrar
Jaleta Thomason and Paula Barnes – Administrative Support Specialist II and Assistant Registrar, Registrar's Office

12. List the step-by-step sequence of actions taken by particular individuals on the institution’s campus to certify continuing eligibility for student-athletes. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes’ continuing eligibility.

1. A roster of student-athletes is provided electronically to the Registrar’s Office by OSU’s NCAA Compliance Office.
   Stephanie Lucas - Sr. Administrative Support Assistant, NCAA Compliance Office

2. Continuing and returning student-athletes are listed on the eligibility spreadsheet in same manner as initial and new transfer students.
   Jaleta Thomason and Paula Barnes – Administrative Support Specialist II and Assistant Registrar, Registrar's Office

3. Certification of Degree Enrollment and Percent of Degree Requirements forms are generated in batch for all student-athletes at the beginning of the semester. These forms include the student’s name, campus-wide ID, sport, college, degree program, and the list of courses in which the student is enrolled for the current semester. The form is used to verify whether the courses in which the student is enrolled are applicable to the student’s degree program, and to verify the student’s progress toward their degree.
   Jaleta Thomason and Paula Barnes – Administrative Support Specialist II and Assistant Registrar, Registrar’s Office,
   Doug Reed – Assistant Director, Institutional Research and Information Management

4. The Registrar’s Office forwards the Certification of Degree Enrollment and Percent of Degree Requirements forms to the student’s college. The information on this form is verified by designated degree certification personnel in each of the academic colleges, signed, and returned to the Registrar’s office.
5. Upon return of required forms, the Registrar’s Office uses NCAA and Big 12 conference bylaws to determine eligibility to compete. These bylaws encompass:
   * designation of major by beginning of 5th full time academic term,
   * continued full time enrollment status,
   * 18 hours earned during academic year,
   * GPA requirements,
   * 6 credits passed per term, and
   * appropriate percentage of degree requirements met:
     2nd year 24 credit hours,
     3rd year 40%,
     4th year 60%, and
     5th year 80%.
   * Any exceptions or waivers to conference and NCAA rules are initiated through the NCAA Compliance Office.

Jaleta Thomason and Paula Barnes – Administrative Support Specialist II and Assistant Registrar, Registrar’s Office

6. Prior to date of first competition, continuing student-athletes who have met all eligibility requirements are added to the Big 12 Conference Eligibility Report [Attachment B] with official certification by signature of the University Registrar or Assistant Registrar.

Celeste Campbell – University Registrar
Rita Peaster – Assistant Registrar
Jaleta Thomason and Paula Barnes – Administrative Support Specialist II and Assistant Registrar, Registrar’s Office

After the eligibility report is officially certified by the Registrar, it is signed by the VPAP/AD, FAR and Head Coach before the report is sent to the Big 12 Conference.

Mike Holder – Vice President for Athletic Programs (VPAP)/Director of Intercollegiate Athletics (AD)
Meredith Hamilton – Faculty Athletics Representative (FAR)

7. Changes in enrollment or degree declaration throughout the academic term are monitored through online reports (i.e. dropping and/or adding of courses, and changes of major) by the Registrar’s Office, ASSA, and NCAA Compliance Offices.

Changes prompt new Certification of Degree Enrollment and Percent of Degree Requirements forms to be sent to academic colleges from the Registrar’s Office for review and updates as required.

Jaleta Thomason and Paula Barnes – Administrative Support Specialist II and Assistant Registrar, Registrar’s Office,
Alan Good – Assistant Director, ASSA

13. Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for student-athletes who received athletics aid and the most recent four-class average Federal Graduation Rate of all students.
If the most recent four-class average Federal Graduation Rate for student-athletes is lower than
the most recent four-class average Federal Graduation Rate for all students, the institution must
develop a plan for improvement to address the issue.

**Information obtained to complete this chart:**
- NCAA Federal Graduation Rates Report

[Note: Use the supplied chart (Federal Graduation Rates Comparison on page 33) to analyze
data.]

The NCAA Federal Graduation Rates Report shows graduation rates of student-athletes continue to rise and
in the most recent report for 2007-2008 are 57%, closely mirroring the 58% graduation rate for the general
student body.

The Federal Graduation Rate for the 2000-2001 cohort of student-athletes of 61% is higher than the 58%
rate for OSU’s general student body and a graduation success rate (GSR) of 75% for that same class of
student-athletes is an indicator that the institution’s improvement plans have been effective.

The progress is particularly dramatic when contrasted with graduation rates from the last self study which
showed a 1999 Federal Graduation Rate Report for the 1992-1993 entering class of 50% for the general
student body and 34% for student-athletes.

In the analysis of the four-class average for student-athletes, the majority of the percentage points lost for
non-graduates in the cohort is associated with transfer of student-athletes who were in good academic
standing (18%). This transfer rate is similar to the transfer rate for all OSU students. According to data
provided by the National Student Clearinghouse, approximately 15% of all students who enroll at OSU as
freshman are enrolled at another institution or graduate from another institution within six years. In addition,
a small number (5%) of student-athletes signed contracts to become professional athletes and 5% did not
return to school although they were in good academic standing. Only 6% of student-athletes did not
graduate because they were academically ineligible. These statements are further supported by an overall
GSR of 73% (GSR does not penalize an institution for non-graduates who leave the institution in good
academic standing) and an overall graduation rate of 81% for student-athletes who exhaust their athletic
eligibility at Oklahoma State University. Plans for improvement have been developed in an attempt to
address the two areas that have a negative impact on the student-athlete’s federal graduation rate.

14. Analyze, explain and address any differences between the most recent four-class average
Federal Graduation Rate for all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity
within team) and the most recent four-class average Federal Graduation Rate for all students,
including comparable student-body subgroups (i.e., gender, ethnicity). If the most recent four-
class average Federal Graduation Rate of a student-athlete subgroup is lower than the most
recent four-class average Federal Graduation Rate for all students or comparable student-body
subgroup, the institution must develop a plan for improvement to address the issue.

**Information obtained to complete this chart:**
- NCAA Graduation Success Rates Report
- NCAA Federal Graduation Rates Report

[Note: Use the supplied charts (Federal Graduation Rates by Sport on page 34 and Federal
Graduation Rates by Racial and Ethnic Group on page 35) to analyze data.]

Deficiencies have been identified for the following student-athlete subgroups:

**Baseball:** Of the 27 total baseball players included in the four-class average, only one student left the
institution without meeting all the academic standards established by the NCAA. The remaining
students transferred or left the institution to pursue professional athletics. It should be noted that two
students graduated outside the six-year window and three additional student-athletes from this four-year cohort are currently completing coursework towards their degree. The department-wide plans for improvement developed in Question 13 and the APR plans for improvement developed in Question 3 are appropriate to address the deficiency in the sport of baseball.

**Men’s basketball:** An analysis of men’s basketball shows a small cohort (6 participants) for the current four-year average. Over half of the cohort members who did not graduate transferred to another institution having met all NCAA academic requirements at the time of transfer. Based on this data, the institution will adopt the departmental academic improvement plan for retention addressed in the answer to self study item 13. It should be noted that the GSR of men’s basketball is 73% and the APR score of 957 is the second best score within the Big 12 Conference.

**Men’s golf:** The participation numbers in this sport lead to small cohort sizes. The four-year cohort includes eight participants. Three graduated and the remaining five transferred or left the institution early to pursue professional athletics. All five left the institution having met all academic requirements established by the NCAA. The sport of Men’s golf has a perfect APR score of 1000 and a GSR of 100%. The sport has been recognized by the NCAA on multiple occasions in the last few years for the overall academic success of its student-athletes. The departmental plan for improvement will be sufficient to address the issues faced by this sport.

**Men’s tennis:** The cohort size in this sport is too small to distinguish any trends for success or failure in this sport (4 participants). The current four-class average in this sport is an anomaly. A more accurate measurement of this team’s performance is the GSR which is 63%.

**Wrestling:** In the analysis of the four-class average federal graduation rate for the sport of wrestling, it should be noted one additional student-athlete graduated outside the mandated time frame and one additional cohort member is currently enrolled and completing the requirements for his degree. The majority of the remaining members of the cohort transferred from the institution having met all applicable NCAA academic eligibility requirements at the time of transfer. Therefore the department will implement a plan for improvement to address retention in wrestling.

**Women’s track:** Analysis of the numbers for women’s track demonstrates a one year anomaly that impacted the four-year average. A coaching change occurred in the 1998 academic year that led to the loss of a field events coach. The student-athletes recruited for these events in one academic cohort left the institution to transfer to an institution where they were able to continue their athletic careers. The federal graduation rate for the three remaining years was 62%.

**Women’s soccer:** The four-year average is only 2% below University average. Upon analysis of women’s soccer cohort, the average is significantly impacted by one academic cohort year. The remaining three years, the women’s soccer team presents an average graduation rate of 67%. All student-athletes in the cohort who did not graduate, transferred to another institution having met all applicable NCAA academic eligibility requirements at the time of transfer. This, along with the academic success of their other student-athletes, is reflected in a four-year GSR average of 88%.

Student-athletes at the institution outperform the general student body or like subgroups of the general student population in Federal Graduation Rates in the following subgroups:

- Black males
- Non-resident alien males
- Black males in basketball
- White females

(OSU enrolls fewer than five American Indian, Asian and Hispanic student-athletes annually so these data were not analyzed.)

However, student-athletes in the following categories currently post Federal Graduation Rates lower than the general student body or like subgroups of the student body

- White males
- White males in basketball
- White males in football
- White males in all other sports
- Black females
- Black females in basketball
- Black females in track and cross country
15. Analyze, explain and address any differences between the corresponding Federal Graduation Rate projected by the most recent NCAA Division I Academic Progress Rate (APR) for each sports team and the most recent multiyear four-class average Federal Graduation Rate for all students. If a sports team’s projected Federal Graduation Rate is lower than the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

Information obtained to complete this chart:
- NCAA Academic Progress Rates Report (APR multiyear rate column)
- NCAA Projected Federal Graduation Rates Conversion Chart

[Note: Use the supplied chart (Academic Progress Rates on pages 36-37) to analyze data.]

The following teams have a projected federal graduation rate below the current four-year University average:

**Baseball:** The individual APR scores in baseball in 2003-2004 and 2004-2005 were unacceptable. The coaches were making personnel decisions and recruiting decisions limited by an administrative violation of NCAA financial aid regulations that impacted the total scholarship dollars available to the program. They also lacked an understanding of the consequences the decisions would have on their APR score. Since that time their annual APR score has been 940 or higher. The APR plans for improvement included in response to question 3 will address the deficiencies in baseball’s projected federal graduation rate.

**Football:** The projected federal graduation rate for football is significantly impacted by the 2004-2005 annual APR number. Following the conclusion of that football season, the institution had a coaching personnel change in football. The new head football coach dismissed ten players from the team for violations of team policy including poor academic performance. An academic improvement plan was drafted that summer that has had a positive impact on the football team’s APR. The plan is addressed in question 3.

**Women’s basketball:** An analysis of the women’s basketball APR shows a significant number of points lost the last three years due to “0-for-2” student-athletes in the APR cohort. The program has also suffered from the loss of retention points due to a coaching change that occurred prior to the 2005-2006 academic year. An academic improvement plan has been adopted to address the issues identified in this sport (see question 3).

16. Analyze, explain and address any differences between the most recent four-cohort average Graduation Success Rate (GSR) for each sports team and the most recent four-cohort GSR for all student-athletes. If the most recent four-cohort GSR for any sports team is lower than the GSR for all student-athletes, the institution must develop a plan for improvement to address the issue.

Information obtained to complete this chart:
- NCAA Graduation Success Rates Report
- NCAA Federal Graduation Rates Report

[Note: Use the supplied chart (Graduation Success Rates on pages 38-39) to analyze data.]

Graduation success rates (GSR) for men’s basketball, cross-country/track and golf teams and all women’s teams were equal to or above the GSR for all student-athletes.
OSU’s student-athlete Graduation Success Rate of 73% is only 4% below the same cohort for Division I schools nationally – a major accomplishment for an institution lagging at the bottom of the Big 12 in our last self study. [See table for Question16]

The institution reports GSR’s higher than or equal to 73% in the following sports: (national figures)
* Men’s basketball –73% (59%)
* Men’s cross-country/track –89% (74%)
* Men’s golf- 100% (78%)
* All women’s teams

Men’s basketball, women’s soccer and women’s cross country/track have all made significant progress in raising GSR’s to above the 73% mark at OSU and also exceed Division 1 averages nationally.

The following sports report GSR’s lower than the 73% GSR for all student-athletes:

- **Baseball-51%**
  Baseball is showing progress in raising its GSR (the 2007-08 GSR is 60), but still falls below OSU’s 73% and national GSR of 68%. An analysis of the GSR totals in baseball provides a picture similar to the one addressed in the projected graduation rate analysis above. The sport of baseball at Oklahoma State University has traditionally recruited a significant number of transfer students. Because baseball is a spring sport, transfer student-athletes could transfer to the institution without meeting the appropriate progress towards degree requirements and use the fall semester to get academically eligible. This then put these student-athletes behind the prescribed academic progress requirements for all years. Combined with the fact that baseball players are eligible for the Major League Baseball draft following the completion of the third year of collegiate enrollment, many of the athletes would leave after their junior year without meeting the appropriate NCAA eligibility requirements. The NCAA has adopted rules that prohibit this type of academic eligibility loophole for this sport. The current academic recovery plans for the department and baseball will address this deficiency over time.

- **Football- 64%**
  Football has not made progress in lifting their low GSR (below OSU’s 73% and the national GSR of 67%). An analysis of football’s GSR reveals two key factors impacting their team GPR. First a coaching change occurred during the current four-year average leading to some personnel moves. Second, student-athletes who did not graduate often failed to maintain academic eligibility following the completion of their athletic eligibility. This is an issue that has been addressed under the improvement plan adopted by football following the 2004-2005 academic year.

- **Men’s tennis-63%**
  The GSR for men’s tennis has declined over the four years and the 2007-2008 GSR (50%) remains well below OSU (73%) and national averages (79%) GSR. As discussed above, the participation numbers for this sport lead to a small four-year cohort size. An analysis of the numbers show that the departmental improvement plan targeted at retention adopted in self study item 13 should be applied to this sport.

- **Wrestling-59%**
  Wrestling has made little progress in lifting their low GSR (the 2007-2008 GSR was 62%, below OSU’s 73% and the national GSR of 72%). An analysis of wrestling shows a deficiency in the performance of transfer student-athletes. The departmental plans adopted following the 2005-2006 academic year addressed many of these deficiencies.

Plans for improvement containing elements that have been successful in raising graduation rates in other subgroups are attached.

17. Analyze, explain and address any differences between the most recent four-class retention rate for student-athlete subgroups (i.e., sport, gender, ethnicity, ethnicity within team) and the most recent four-class retention rate for all student-athletes, including comparable student-athlete subgroups (i.e., gender, ethnicity). If the most recent four-class retention rate for any student-athlete subgroup is lower than the retention rate for all student-athletes or comparable student-athlete subgroup, the institution must develop a plan for improvement to address the issue.
Women’s basketball stands out as a subgroup that, at 857, significantly underperforms the 948 retention score for all female student-athletes in 2006-2007, the most recent figures available. A further analysis of the number shows the lack of retention is more likely related to a coaching change in 2005 at the end of a very difficult losing season.

Men’s basketball also underperforms at 895 compared to 942 for all male student-athletes but difficult coaching changes occurred at the end of the 2006 season and at the end of the 2008 season.

The institution also reports lower than average retention rates in:

- Women’s tennis-889
- Men’s tennis-929
- Football-932
- Wrestling-930
- Baseball-923

All of the men’s teams are within 20 points of the men’s sports retention number of 942.

Improvement plans containing elements that have proven successful in increasing retention in other subgroups are attached.

18. Describe the athletics department’s written policies and procedures related to scheduling competitions and practices to minimize student-athletes’ conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, including how the institution monitors this area.

It is the responsibility of each head coach, working closely with the NCAA Compliance Office, to ensure that athletic events are not scheduled that will conflict with the University policies for pre-finals and finals weeks. Schedules for all events are to be reviewed by the NCAA Compliance Office to ensure that they are consistent with the educational needs of participating students, Big 12 and NCAA standards, and University policy.

The missed class policy for student-athletes states that students will not be required to miss more than 10 full days of class in a semester and no class day (Monday, Tuesday, etc.) will be missed more than 6 times in a given semester. It is the responsibility of the student’s head coach to ensure that the missed class policy is not violated. In addition, no intercollegiate athletic events will be scheduled during finals week including the Sunday prior to finals week.

“During pre-finals week no student or campus organization may hold meetings, banquets, receptions, or may sponsor or participate in any activity, program, or related function which requires student participation.” (OSU Pre-finals Week policy). NCAA events may be scheduled during pre-finals week. However, those who schedule NCAA events are asked to honor the spirit of the University’s policy. Travel during pre-finals week is strongly discouraged. Exceptions to these rules may be granted for good cause by the Provost/VPAA.

Athletic schedules at OSU must either:

* Meet the standards of a policy developed by the Athletic Council restricting days missed to no more than 10 per semester with the further restriction that no one class be missed more than 6 times in a semester.

* Or be granted a specific exception or waiver by the Provost/VPAA and reported to the Athletic Council’s Academic Integrity Committee.
NCAA events are allowed during pre-finals week but are forbidden on the Sunday before and during finals week.

An exception to the above policies is the schedule for NCAA championships, conference championships, post-season events and tournaments over which the institution has no scheduling control.

Memos to instructors about missed classes are generated for student-athletes upon request; however instructors have total autonomy in enforcing absence policies for their classes.

Student-athletes bear individual responsibility for informing instructors of absences covered by the missed class policy, and otherwise meeting the instructor’s requirements regarding attendance policies, class work and examinations.

Missed class policies are distributed to student-athletes in handbooks, appear on the Academic Services for Student-Athletes website, and are included in annual briefings for coaches, academic counselors, tutors and academic advisors.

Responsibility for monitoring schedules and reporting violations to the President rests with the Academic Integrity Committee of the Athletic Council. Responsibility for requesting exceptions rests with the VPAP/AD or his/her designee. Responsibility for approving exceptions and reporting those to the Athletic Council which reports to the President rests with the Provost/VPAA.

19. Describe the institution’s written missed-class policies for all students, including any exceptions or differences that exist for student-athletes.

All students are expected to follow the absence policies established by their instructors. The orientation handbook given to new faculty states that “no penalty will be assessed for class absences unless the instructor provides a written attendance policy to the student within the first three lectures of a semester’. Attendance policies may be established by the college, department, or individual instructor. As a guideline, such policies should be based on students being acknowledged as mature individuals, and emphasis should be placed on developing a sense of their own responsibility for their education. In this regard, students should be held accountable for all work covered in a course despite valid reasons for absence from class. Absences for required participation in official university sanctioned events or military training are excused unless your written attendance policy indicates otherwise. Students are expected to adhere to attendance policies announced in their classes. They are advised to contact their instructors in advance, if possible, or immediately following an absence to clarify the validity of the absence and to arrange to make up work missed, if permitted within the announced attendance policy.”

In March 2009 the following updated attendance policy for all students was adopted for implementation in Fall 2009:

“Class attendance is a critical component of learning. Students are expected to attend and participate fully in all scheduled class meetings. A written attendance policy should be provided to students within the first three lectures of a semester. Faculty may choose to set a maximum total number of excused, sick, and unexcused absences. Faculty may also specify when absences will not be excused under any circumstance. If no policy is provided, no penalty may be assessed for class absences.

Faculty are encouraged to provide reasonable accommodation for students who are involved in sponsored activities of the University. For the purposes of this policy, a sponsored activity of the University includes any activity sponsored by an academic college or department, by an organization recognized by Campus Life, or by interscholastic athletics. Faculty may choose to define specific activities that do not qualify for accommodation, and/or require that the organization demonstrate that it has no reasonable option in scheduling the activity except during regular class periods. Instructors may require written documentation from the designated University sponsor for a sponsored activity.”
Students that will be absent from class for sponsored activities shall provide prior notification of their planned absence to their course instructors as early as possible. Instructors at their discretion may require homework, reports, papers, compositions, and projects to be turned in ahead of the missed classes and examinations to be taken before the planned absence.”

The syllabus attachment that instructors are asked to distribute to students states “Attendance usually has a high correlation with how well you perform in a course. Talk with your instructor about any absences. Many instructors consider attendance so essential that your grade may be affected by your absence. SOME DEPARTMENTS AND PROFESSORS HAVE MANDATORY ATTENDANCE POLICIES. Check your course syllabus or ask your instructor for this information. If you are required to participate in official university-sponsored activities or military training you should receive an excused absence unless the written course attendance policy indicates otherwise.”

Student-athletes are expected to follow the absence policy of their instructors. As described above, team schedules are reviewed for compliance with the Missed Class Policy for NCAA Athletes. Class attendance is discussed in Freshman Orientation, in courses at the University Academic Services Center and during a number of the services provided by Academic Services for Student-Athletes.

20. Using supporting data, analyze, explain and address missed class time for the last two years for each sports team.  

Schedules for the last two years revealed that most teams followed the missed class policy (no more than 10 missed class days excluding championships). The average number of days missed was 4.825 days per semester, less than half the allowed missed class time. The women’s outdoor track team exceeded the maximum of 10 absences both years. Baseball, men’s golf and soccer exceeded the maximum of 10 missed class days in one of the two years. Women’s track, men’s golf and soccer teams had satisfactory retention and academic performance as determined by APR and GSR. The committee feels APR and GSR should be evaluated when teams request an exception to the missed class policy.

21. Describe the means by which the athletics department’s policies and procedures regarding the scheduling of athletics competition and practices (as described in Self-Study Item No. 18) and the institution’s missed-class policies (as described in Self-Study Item No. 19) are communicated in writing to student-athletes, athletics department staff members and appropriate faculty and administrative staff.

Missed class policies are included in the Student-Athlete Handbook. Again, all schedules are approved by the Assoc. AD for Compliance, the Director of the ASSA and the Provost/VPAA and exceptions are reported to Athletic Council. All exceptions to policy are approved by the Provost/VPAA at the request of the VPAP/AD through his designee, the Assoc. AD for Compliance. Both exceptions and violations are reported to the President who discusses athletic schedules in his/her annual meeting with the entire Athletic Department.

22. If the institution has developed a plan for improvement(s) for Operating Principle 2.1, describe the institution’s efforts to ensure the plan for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

Once the self-study, including all plans for improvement, was drafted, the document was reviewed and approved by the OSU NCAA Certification Steering Committee comprised of representatives of a broad cross section of campus and community constituencies. Then the plan was circulated both in written form and in “town-meeting”-type sessions with Faculty Council, Staff Council, Deans Council, Athletic Council, Student-
Athlete’s Council, the Student Government Association, the University Executive Team, and the OSU/A&M Board of Regents. News releases regarding the study and plans for improvement were distributed to state and local news media and published on the OSU website at http://ncaacertification.okstate.edu.