

ACADEMIC INTEGRITY

Previous Certification Self-Study

- 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 academic integrity issues. In each case, provide: (a) the original “corrective action,” “condition,” or “strategy” imposed; (b) the action(s) taken by the institution and the date(s) of the action(s); and (c) an explanation for any partial or non-completion 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.**

The corrective action relating to academic integrity issues required by the NCAA Committee on Athletics Certification after Radford University’s last self-study was:

"Ensure that the university's academic support services for student-athletes are approved and reviewed periodically by academic authorities outside the university's department of intercollegiate athletics, consistent with the institution's own recommendation (Page No. 43 of the university's self-study report)."

The Academic Coordinator for Athletics is a member of the Academic Advising Committee, which meets weekly, is chaired by the Associate Vice President for Academic Programs, and includes representatives of all campus offices providing support services for students. Members of this committee are regularly asked to bring other members of the committee up-to-date on issues affecting their student “constituents.” The Academic Coordinator has frequently sought the advice and counsel of the committee regarding matters like advising, orientation, and registration of student-athletes. She has also had private conversations with the Associate Vice President for Academic Programs about matters related to the academic support services the University provides for student-athletes. Thus, there has been a continuous informal review of these services by an academic authority outside the department of intercollegiate athletics.

However, the University has been remiss in establishing a more formal review and approval process. The University failed to meet its own recommendation primarily because of personnel changes in the Division of Academic Affairs at the University. At approximately the same time a formal review of academic support services should have been undertaken, a new Associate Vice President for Academic Programs was appointed. (The University recommended in the self-study that the individual in this position have responsibility for the review process.) In his attempts to fulfill multiple other administrative responsibilities, he did not initiate a formal review and approval of academic support services as planned.

The Intercollegiate Athletics Committee (IAC) has identified support services to be reviewed, named a review committee (chaired by the Associate Vice President for Academic Programs), and established a review timetable. If the review committee produces recommendations for changes in policies, procedures, or services impacting student-athletes, the IAC will work with the appropriate individuals and offices to implement and assess these changes.

- 2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendation developed by the institution during its first-cycle certification process in the governance and commitment to rules compliance area. Specifically include: (a) the original plan; (b) the action(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.**

	Original Plan	Action taken by Radford University	Date of Action
1	Widespread circulation of athletic mission statement.	To broaden the circulation of the Mission Statement, the Department of Intercollegiate Athletics (DIA) publishes it in the Student-Athlete Handbook, in media guides, and on the athletics website. The Intercollegiate Athletics Committee revises it when necessary and distributes it to the SGA and the University Senates for review.	December 2002
2	Deficiencies in academic record keeping.	Although turnover in personnel delayed addressing deficiencies, the current Academic Coordinator has improved this process. Examples of records are available and on file. A new platform is planned for the database used in record keeping, which will make it easier to access information from a variety of sources.	2002-03 Spring 2004
3	Effectiveness of exit interview process.	A biennial comprehensive survey and an annual exit survey have been developed and administered. A revision of the exit interview has been completed and will be implemented in 2004. Written surveys will be supplemented by face-to-face interviews and team surveys.	2000-01 2003-04
4	Student-athletes have limited contact with their assigned academic advisors.	The Athletics Academic Coordinator requires all student-athletes to see their regular academic advisors, from whom they must obtain a PIN code. Without the PIN, they cannot register for classes. Please see Self-Study Item 2.2.2 (Academic Advising) for more specific information about advising requirements. In addition, the Athletics Academic Coordinator works closely with the academic advisors of each college to provide athletes with appropriate academic support. The Athletics Academic Coordinator is a member of the Academic Advising Committee.	Fall 2002 2002-03

	Original Plan	Action taken by Radford University	Date of Action
5	Improvement needed in process for monitoring full-time enrollment.	Student-athletes cannot drop a class without the consent of the Academic Coordinator for athletics, and the effect on full-time status is monitored.	Fall 2001
6	Certification of continuing eligibility by authority outside of athletics.	The Faculty Athletics Representative, the Associate Vice President for Academic Programs, and the Vice President for Student Affairs monitor informally. A formal Compliance Committee comprised of persons outside athletics includes staff from the Offices of the Registrar and Financial Aid and from the faculty has been instituted and will conduct a review annually to assure that the certification of eligibility process is effective.	Fall 2002 Fall 2003 Any review should begin in 2003-04
7	Review of academic support services by an authority outside of athletics.	Since academic advising and New Student Programs are housed outside the athletic department, they are reviewed by the academic Deans and the Vice President for Academic Affairs. (See Self-Study Item 2.2.2, paragraph e) Support services within the Athletic Department will be reviewed by the formal Compliance Committee	See discussion of corrective action under previous item Fall 2003
8	No representative on University Academic Advising Committee	The Academic Coordinator for athletics serves on the university-wide Academic Advising Committee, which meets weekly	September 1997
9	Enhance orientation seminars for freshmen student-athletes.	All student-athletes will participate in University 100. The Academic Coordinator will teach an evening section especially for athletes and orientation materials for student-athletes will be covered in the course.	August 2003
10	Effectiveness of student-athlete study center.	Student-athletes using the study hall must sign an attendance sheet. The Athletics Academic Coordinator monitors attendance closely, a practice instituted in Fall 2002. The Athletics Academic Coordinator meets regularly with students in academic jeopardy. Computers for student use are available in the student-athlete study center.	Fall 2002
11	Scheduling policy during the first and last (exam) weeks of the semester	A written policy on scheduling is in the Compliance section of the <i>Intercollegiate Athletics Operations Manual</i> .	1997
12	Student-athletes being penalized for missing classes while representing the University	Refer to 2003-04 Student Handbook.	Spring 2003

2. Describe any additional plans for improvement/recommendations in the area of governance and rules compliance developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

None.

3. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on

11/5/2003

Athletics Certification during the institution's interim-report process (if applicable) as they relate to academic integrity issues.

Not applicable.

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 considered an integral part of 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 significantly lower than that of other student-athlete or comparable student-body groups, the contrast shall be analyzed and explained by appropriate institutional authorities.
 - (2) 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, this disparity shall be analyzed, explained and 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 the NCAA's standards, whichever are higher.
 - c. 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.

Self-Study Items

1. 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 process by which student-athletes are admitted to Radford University is identical to the process for admitting students generally. Specifically, prospective new freshmen students submit a completed official application along with a nonrefundable application fee, an official transcript of high school work completed, and the official results of Scholastic Assessment Test I or American College Testing Program.

Admissions criteria are established by the Office of Admissions and approved by the members of the Enrollment Management Committee, which includes all five Vice Presidents. These criteria are then reviewed by the President. Admissions criteria serve as guidelines rather than absolute standards for making decisions about applicants. Students are selected on the basis of their high school records (including

course of study, grade average and trend of achievement), standardized test results, an optional essay, and evidence of interest and motivation. In addition to the application and fee, transfer students must submit official transcripts from all previous colleges attended.

Radford University does not have a “special” or “conditional” admissions category, and the decision of the Admissions Office is final.

The Department of Intercollegiate Athletics (DIA) plays no role in the admissions decisions regarding student-athletes. However, a system has been put in place so that coaches can be advised by the Admissions Office on the possibility of an offer of admission for student-athletes who are potential recruits. Coaches may submit unofficial transcripts through the University’s Compliance Officer to the Director of Admissions. The Director provides a preliminary assessment of the student-athlete’s credentials using approved admissions criteria. This information is returned to the Compliance Officer who shares it with the appropriate coach. In this fashion potential recruits can be accurately advised regarding their chances for admission. Any prospects considered must still follow through with the formal application process.

Admissions procedures are addressed in the *Intercollegiate Athletics Operations Manual*. (Appendix _____) The document was previously updated in 1997 and was updated for Fall 2003.

In the future, review and evaluation of admissions and compliance decisions relating to the DIA will be the duty of a formal Compliance Committee that has been established through the Intercollegiate Athletics Committee. This committee is composed of the Compliance Coordinator, the Faculty Athletics Representative, the Registrar, the Director of Financial Aid, and one faculty member selected from the Intercollegiate Athletics Committee. The committee began meeting formally in Fall 2003. The charge of this committee is as follows:

- Meet on a regular basis to discuss NCAA and institutional compliance related issues.
- Annually review established compliance policies and procedures.
- Recommend any new policies and/or procedures or changes to existing policies and procedures.
- Oversee/assist in the investigation of any potential major NCAA rules violation. Annually review all NCAA secondary violations.

2. **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 and average overall high school grade point averages for freshmen 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 and ethnic group). [Note: Use Attachment No. 1 and the graduation-rates disclosure form methodology to compile these data.]

The first table in NCAA Attachment No. 1 shows that average standardized test scores for male student-athletes admitted in 1999-2000 were slightly higher than for male students as a whole and slightly lower in the following two years. A statistical analysis (t-test for Equality of Means and Levene's Test for Equality of Variances) indicated that these differences were not significant. There was, however a significant difference between average standardized test scores of female freshmen student-athletes and female students in general (t-test 0.036; anything less than 0.05 is significant), but it was the student-athletes who had the higher scores. *Female student-athletes had higher average standardized test scores than females in general in all three years of reported data.*

When the data are broken down by ethnic groups, (Table IB of NCAA Attachment No. 1), student-athletes on aid had higher average standardized test scores than total students of the same ethnic or racial group in 9 out of 12 categories represented. In the cases in which student-athletes scores were lower, sometimes only one student-athlete was represented (American Indian in 2000-01) or the differences were statistically insignificant.

Part II of NCAA Attachment No. 1 shows average core-course GPA and average standardized test scores by sport group. In some cases the number of students for whom average standardized test scores are reported exceeds the number of students for whom there are GPA data because some student-athletes are international students, who do not report a core-course GPA. Men's basketball players had lower scores than freshmen men as a whole, but with only 1 to 4 students entering as freshmen each year, it is difficult to make meaningful comparisons. In other male sports the scores were similar to those of the incoming male freshmen as a whole. In women's sports average standardized test scores were comparable and often higher than those of women in general. In 2001-2002 the incoming women basketball players (admittedly, n=3) had an average GPA of 3.96.

In summary, the freshmen entering Radford University as student-athletes on aid are as qualified academically as comparable groups of non-athletes. In some cases, the student-athletes are better qualified than other students.

**FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID
Standardized Test Scores, by Gender**

	Year	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	1999-2000	1009	553	1030	25	965	1032	1020	23
	2000-2001	1011	626	1007	18	970	1005	999	33
	2001-2002	1010	684	948	16	978	1084	992	24

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETIC AID
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	
Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average	1999-2000	986	3	978	29	887	120	936	25	989	1408		
Standardized	2000-2001	990	2	1019	40	862	99	938	19	994	1471		
Test Score	2001-2002	1010	2	977	32	868	87	979	52	998	1595		

		Racial or Ethnic Group-All Entering Student-athletes on Aid											
		Am. Ind./AN		Asian/PI		Black		Hispanic		White		Other	
Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average	1999-2000					977	3	993	3	1029	42		
Standardized	2000-2001	870	1	1030	1	940	9	940	1	1020	39		
Test Score	2001-2002			910	3	878	4	950	1	993	32		

**FOR FRESHMAN STUDENTS
STUDENT-ATHLETES ON ATHLETIC AID
GPA and Test Scores, by Sport Group**

		Sport Group															
		Football		Men's Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports		Women's Basketball		Women's Track/Cross Country		Women's Other Sports	
	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	1999-2000			2.65	1	2.65	1	2.65	2	2.96	17	3.56	2			3.47	20
	2000-2001			2.65	3	3.37	2	3.00	4	3.87	6	3.29	5	3.10	8	3.42	20
	2001-2002			3.10	4	2.90	7			3.03	5	3.96	3	2.50	1	3.21	20
	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	1999-2000			900	1	920	1	1040	2	1041	21	1065	2			1016	21
	2000-2001			887	3	1090	2	1078	5	987	8	1002	5	960	8	1014	20
	2001-2002			890	4	920	7			1032	5	947	3	910	1	1003	20

* Some student-athletes are International Students and do not report a Core-Course GPA

- 3.a. 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 that may be utilized when students are not automatically admitted because they do not meet the institution's published entrance requirements.**

Radford University does not have a special admissions category. The Office of Admissions is responsible for admitting all students.

- 3.b. 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 part (a) 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. [Note: Use Attachment No. 2 to compile these data.]**

Radford University does not have a special admissions category for any group of students.

- 4. 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 Registrar's Office receives a preliminary eligibility roster of student-athletes from the Compliance Coordinator. The Registrar's Office is responsible for verifying the student-athlete's name and ID; whether the student-athlete is a new, returning, or transfer student; semester of first enrollment; hours earned during the prior year; major; and GPA. Norma Whitlow from the Registrar's Office confirms whether or not the information provided by the Compliance Coordinator is correct, and if there are any discrepancies, she makes a notation on the preliminary list/roster. The list is returned to the Compliance Coordinator who then types up the formal paperwork in preparation for Norma Whitlow's signature. The roster also indicates whether or not each student-athlete is a transfer student. If the roster includes the name of any new transfer students, Tabitha Greear in the Admissions Office also reviews the list before it is sent back to the Compliance Coordinator. At Radford University, it is the Admissions Office that determines transfer credit equivalencies for all new incoming students; the Registrar's Office determines and processes transfer credit for continuing students.

Eligibility for student-athletes transferring from four-year institutions is based upon NCAA guidelines. The institutions from which the students transfer certify the student's eligibility. The final authority for certifying eligibility of student-athletes at Radford University is the Compliance Coordinator in the DIA.

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

The NCAA clearly specifies what student-athletes must achieve academically to maintain satisfactory progress toward graduation. Included are requirements that they pass 24 semester hours each year, only 25 percent of which may be completed during the summer (or they may average 12 hours per semester); they must declare a major by the beginning of their third year; they must achieve 90 percent of the (at Radford 2.00) grade point average required for graduation by the time they enter their fourth year, and 95 percent of this GPA by the beginning of their fifth year. In addition, they must complete 25, 50, and 75 percent of the requirements toward the degree by the end of their third, fourth, and fifth years, respectively.

Radford University's academic policies, as administered by the Registrar's Office, ensure that students meet the GPA requirements; i.e., all students who have attempted 30 semester hours or more and who do not have a 2.00 GPA at the end of the second summer session each year are subject to suspension. Thus, all students beginning their fourth or fifth years should already have a 2.00 GPA. The University makes no exceptions to this policy.

The Academic Coordinator, Ms. Holly Kerstner, monitors the academic progress and full-time enrollment requirement. It is her responsibility to compile information about student-athletes for the Big South Conference eligibility lists that are forwarded to the Conference Office. (Information required by the conference is more extensive than that submitted to the NCAA via NCAA squad lists.) These lists verify that student-athletes are meeting all academic requirements. They are signed by Ms. Kerstner; Mr. Greig Denny, Athletic Director; Mr. Chuck Hayes, NCAA Faculty Athletics Representative (FAR); and the head coach.

The Academic Coordinator and the Compliance Officer are able to monitor on a daily basis the enrollment status of all student-athletes. They have read-only access to the Registrar's database and periodically check student status. Each student-athlete is coded in the registrar's data base as "ATH". If a student-athlete presents a course withdrawal form to the Registrar's Office, the code alerts the staff to contact the athletics department. Before a student is able to drop a course, the request must be sent through the Academic Coordinator and the Compliance Officer, who may advise the student about whether to drop a class if the change in hours would affect eligibility.

- 2. Please attach as an appendix the institution's official NCAA graduation-rates report (institution's two-page report) for the three most recent academic years for which this information is available.**

There is no discrepancy between the graduation rates of student-athletes and all students. Student-athletes graduate consistently at a higher percentage than do all other students.

See Attachment _____.

- 7. Review the graduation rates for student-athletes who received athletics grants-in-aid, 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 sub-groups (i.e., ethnicity) within particular sport teams. If the graduation rate for student-athletes, or for any student-athlete sub-group, 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 sub-group rate; and (2) the trends over the three reporting periods in these rate differences.**

The six-year graduation rates reported to the NCAA in 2000, 2001, and 2002 can be found in Attachment _____. *The data clearly show that Radford University student-athletes are far more likely to graduate than the student body as a whole.* Data reported in 2000 show that 74% of the student-athletes who entered between 1984-85 and 1993-94 and who exhausted their eligibility, graduated. The 1993-94 graduation rates were marginally lower than those of the student body as a whole (45% for all students and 43% for student-athletes). The four-class average for the same period was 51% and 52% for all students and student-athletes, respectively. Graduation rates for the following two years were quite impressive. The 1994-95 graduation rate for student-athletes was 65%, compared to 46% for all students, and the four-class averages were 54% and 48% for student-athletes and all students, respectively. The graduation rate for those who exhausted their eligibility was 74%. The 2002 Official Division I Graduation-rates report indicates a 65% 1995-96 graduation rate for student-athletes versus 52% for all students and 57% versus 48% for the four-class average of student-athletes and all students. For those exhausting their eligibility, the graduation rate was 75% in 2002. *Radford University is justifiably proud of the graduation rates of its student-athletes.*

Six-year graduation rates for male student-athletes entering Radford University in 1993-94 (33%) fell significantly below those of male students as a whole (42%) mainly because of low rates for white male student-athletes (32%), who made up the bulk of the group. The results of the four-class averages, however, differed by only 45% versus 47% for all male students. More importantly, in the succeeding two years

male student-athletes graduated at a higher rate than male students as a whole (58% versus 36% and for 4-class 47% versus 44% in 1994-95 and 75% versus 49% and 52% versus 44% in 1995-96). Male student-athletes sharply increased their success rates in the final two years of the study and greatly outperformed other male students. The only other racial sub-group of male student-athletes whose graduation rates were lower than the control group were non-resident aliens, who graduated somewhat less frequently than other male non-resident aliens (4-class rate of 30% versus 38% for students entering in 1993-94, and 36% versus 40% in the following two years). Given that there were only 10-14 student-athletes per year in this group, the results are not particularly disturbing or even significant. Non-resident aliens are often financially able to attend RU only because of their athletic scholarship and may lack the funds to finish their education if their eligibility runs out. For all practical purposes, a non-resident alien without support outside an athletic scholarship may have to graduate within the four years of eligibility or not graduate at all. For reporting purposes, however, they are compared with non-athletes who have up to six years to complete their graduation requirements.

In some sports, male student-athletes sometimes graduated at a lower rate than men as a whole, but in many cases either the differences were insignificant or the numbers of students under consideration were too small to allow meaningful conclusions to be drawn from the data. In both the 2000 and 2002 reports, baseball players graduated at a lower rate than other men. Baseball players know they can improve their chances of being drafted by a professional league if they transfer to a university where they can play in Division I-A. They also learn about such opportunities while participating in the summer baseball camps. RU has had baseball players transfer from Radford and take friends with them. As long as RU plays in a less prestigious group, it will have to live with the reality of losing some baseball players to more fertile fields. Also, in the 2000 report male student-athletes in cross-country/track or other sports graduated at a rate lower than other males (for cross-country/track, 33% versus 42%, and for other sports, 36% versus 42%). The four-class average in that report was also lower (38% versus 47%) for men's cross-country/track. In each case the discrepancies are due to white males, not to any other racial group. In the 2001 data for other sports, the male non-resident aliens in the four-class average graduated at a lower rate (31%) than the control group (44%). The corresponding data for 2002 was similar: 30% versus 44%. The explanation for low graduation rates of non-resident aliens given at the end of the preceding paragraph also applies here.

Female student-athletes in every racial group outperformed women as a whole in every category in each of the three years studied. Female student-athletes who entered in 1994-95 exceeded the graduation rate of all women by an astounding 71% to 51%. When female student-athletes are analyzed by sport group, there are only a few cases in which women, as a whole, outperformed student-athletes, and most of these cases are based on data from only 1-5 students, which makes the difference insignificant. The only category involving a larger number of students was the 2002 data for women's basketball. Of the 1995-96 freshmen, only 33% of the women basketball players graduated, as compared with 54% of women at RU. However,

100% of the preceding class graduated, so that data for a single year should not be interpreted as a trend. On the whole, female student-athletes have proven themselves to be academically praiseworthy.

In summary, student-athletes at Radford University generally graduate at a higher rate than their non-athlete peers.

- 8. Please attach 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.**

Academic Standards and Policies can be found in the 2003-2004 undergraduate catalog on pp. 40-54. (Available on the web: www.radford.edu. Use pull-down menu on "Academics" link.) Additional information is in the Student-Athlete Handbook. (Appendix _____, pp. 25-27)

The academic standards and policies of Radford University apply equally to all students; no exceptions are made for student-athletes. For example, all students must maintain a 2.0 grade point average to remain in good standing, and students must take a minimum of 12 hours per semester to maintain full-time status.

Operating Principle

- 2.2 Academic Support.** Members of the Association have the responsibility to conduct intercollegiate athletics programs in a manner designed to protect and enhance the educational welfare of student-athletes and to assure proper emphasis on educational objectives. Consistent with this responsibility, the institution shall demonstrate that:
- a. Adequate academic support services are available for student-athletes.
 - b. Student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing.
 - c. When it is determined that individual student-athletes have special academic needs, these needs are addressed.
 - d. The support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics.

Self-study Items

1. Identify, using an organizational or flow chart, 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).
[See Appendix _____.](#)
2. 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 approval of these services by academic authorities outside athletics.

Academic Advising – Course selection, class scheduling, degree program assistance, priority registration.

- a. Student-athletes must consult with assigned academic advisors in their majors or the Academic Advising Centers located in each College. The Athletic Academic Coordinator and Compliance Coordinator work with the Advising Coordinators in each college to assist in selecting appropriate classes and schedules for student-athletes. There is no Advising Center specifically for student-athletes. Student-athletes are given priority in registration in order to accommodate their needs for classes that fit with their practice schedule.

The exit interviews conducted in 2000-01 asked student-athletes whether their academic advisor was effective in the student's academic program and advising process. Fifty-seven percent of males (50 out of 87) and 54% of females (49 out of 91) said their academic advisor was excellent or good. A survey of student-athletes conducted in Spring 2003 showed that 42 out of 46 student-athletes agreed or strongly agreed that the academic support services for student-athletes are adequate.

- b. This support service is available for all students, not just student-athletes, and is available whether or not the student-athletes have completed their eligibility.
- c. At the beginning of each year the Academic Coordinator meets with each athletic team to explain the services available, NCAA eligibility requirements, and Radford University academic policies. Student-athletes are also provided with a Student-Athlete Handbook that outlines the various services available to all students at RU and policies that impact athletes. Various team meetings are held throughout the year. The student-athlete electronic distribution list is a primary source of communication.
- d. Academic advising is the responsibility of Academic Affairs and is reviewed by that office.
- e. Dr. Stephen Lerch, Associate Vice President for Academic Programs, serves as Chair of the University's Academic Advising Committee. This committee includes the Advising Coordinators from each of the undergraduate colleges, the Academic Coordinator from the DIA, and representatives from other offices charged with providing academic support services, including the Office of New Student Programs and the Registrar's Office.

The Academic Advising Committee meets weekly to discuss matters pertaining to student orientation, registration, advising, progression, and retention. Members of the committee occasionally use their experiences in working with students to make suggestions for the improvement of academic support services. The committee, in turn, regularly makes recommendations to the University's Academic Policies and Procedures Committee for changes that will strengthen RU's academic standards, which apply to all students and not just student-athletes.

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 Academic Coordinator hires senior student-athletes to serve as tutors for other student-athletes. Four were hired this year. The tutors have a

cumulative grade point average of at least 3.0 and work in the Study Center helping student-athletes in their specific subject areas. Student-athletes may receive tutorial assistance by completing a Tutor Request form. The course instructor is also consulted to verify that the student-athlete has been attending class regularly. Student-athletes may, of course, also use academic support services available to the general student population such as the Writing Center or study sessions. Tutors that serve the general population are paid as work-study students; others are volunteers or private entrepreneurs who negotiate a fee with the student being tutored. See “e” below for additional information.

A survey of student-athletes conducted in Spring 2003 showed that 42 out of 46 student-athletes agreed or strongly agreed that the academic support services for student-athletes are adequate.

- b.** This support service is available for all student-athletes, including those who have completed their eligibility. If a student-athlete is removed from a team roster by quitting or being dismissed, the student is no longer able to receive these services.
- c.** At the beginning of each year the Academic Coordinator meets with each athletic team to explain the services available, NCAA eligibility requirements, and Radford University academic policies. Student-athletes are also provided with a Student-Athlete Handbook that outlines the various services available to all students at RU and policies that impact athletes. Various team meetings will be held throughout the year. The student-athlete electronic distribution list is a primary source of communication.
- d.** Although the DIA is primarily responsible for monitoring support services specifically for athletes, there is some oversight by the FAR. While the effectiveness of the services has not been assessed in any formal way, the Academic Coordinator sends a report each semester to Dr. Norleen Pomerantz, Vice President for Student Affairs, noting the grade point averages achieved by each team. The success the student-athletes at Radford have achieved in the classroom is at least an informal measure that the support services are effective.

The IAC will review these programs every three years

- e.** In late Fall 2003 or early Spring 2004, RU will open a Learning Resources Center (LRC) in Walker Hall, currently under renovation. As currently conceptualized, the LRC will offer services presently provided by the University’s Writing Center as well as tutoring in mathematics and computer science, assistance to students with reading difficulties, and help with other success skills. All departments and offices, including Intercollegiate Athletics, will be able to make referrals to the LRC.

The Director of the LRC, a member of the teaching faculty who has yet to be hired/assigned, will provide training/certification for tutors in other subjects. The LRC will then function as a clearinghouse for tutors' services. E.g., if a student needs a tutor in psychology, he/she could visit the LRC and receive a list of qualified tutors. The student would then contract with the tutor to receive tutoring services.

The Director of the LRC will report to the Associate Vice President for Academic Programs.

Success Skills – Study skills, note and test taking

- a. The Academic Coordinator, conducts workshops on study skills, note taking, and other academic skills. A member of the Department of Psychology, Dr. Joe King, has also been involved in workshops dealing with emotional issues for student-athletes. In addition, the university offers an orientation course called University 100, which covers these subjects and is offered to all incoming freshmen. Taught in small classes, each section of UNIV 100 is taught by a faculty member with the assistance of a student peer instructor. Among the overall student body, approximately 80% of incoming freshmen finish UNIV 100. Because the course is offered in the residence halls for all students living in residence communities, student-athletes sometimes had difficulty fitting UNIV 100 into their schedule. In 2002-2003, 42 out of 108 student-athletes were able to take UNIV 100. In 2003-2004, all freshmen student-athletes will take UNIV 100. Those who cannot fit the class offered in their residence halls into their schedules will be able to take a new section of UNIV 100 designed for student-athletes. That section will be taught by the Academic Coordinator and the peer instructor will be a student-athlete. For further information, please see Student-Athlete Handbook, Appendix _____, p. 26, CHAMPS.

A survey of student-athletes conducted in Spring 2003 showed that 42 out of 46 student-athletes agreed or strongly agreed that the academic support services for student-athletes are adequate.

- b. Athletic support services are available for all student-athletes, including those who have completed their eligibility. If a student-athlete is removed from a team roster by quitting or being dismissed, the student is no longer able to receive these services through the DIA.
- c. At the beginning of each year the Academic Coordinator meets with each athletic team to explain the services available, NCAA eligibility requirements, and Radford University academic policies. Student-athletes are also provided with a Student-Athlete Handbook that outlines the various services available to all students at RU and policies that impact athletes. Various team meetings

will be held throughout the year. The student-athlete electronic distribution list is a primary source of communication.

- d. Although the DIA is primarily responsible for monitoring support services specifically for athletes, there is some oversight by the FAR. While the effectiveness of the services has not been assessed in any formal way, the Academic Coordinator sends a report each semester to Dr. Norleen Pomerantz, Vice President for Student Affairs, noting the grade point averages achieved by each team. The success the student-athletes at Radford have achieved in the classroom is at least an informal measure that the support services are effective. The IAC will review these programs every three years.
- e. Counseling services are available to any student needing help with problems such as test anxiety, note-taking skills, etc. In late Fall 2003 or early Spring 2004, RU will open a Learning Resources Center (LRC) in Walker Hall, currently under renovation. As currently conceptualized, the LRC will offer services presently provided by the University's Writing Center as well as tutoring in mathematics and computer science, assistance to students with reading difficulties, and help with other success skills. All departments and offices, including Intercollegiate Athletics, will be able to make referrals to the LRC.

The Director of the LRC, a member of the teaching faculty who has yet to be hired/assigned, will provide training/certification for tutors in other subjects. The LRC will then function as a clearinghouse for tutors' services. E.g., if a student needs a tutor in psychology, he/she could visit the LRC and receive a list of qualified tutors. The student would then contract with the tutor to receive tutoring services.

The Director of the LRC will report to the Associate Vice President for Academic Programs.

Study Hall—Availability, facilities, policy for mandatory attendance.

- a. All freshmen and new transfer student-athletes are required to attend study hall at the Athletic Study Center for at least eight hours each week. Other student-athletes who are considered at-risk (grade point averages below 2.25) are required to complete additional hours, on a case-by-case basis. The Center is open from 8:30 a.m. to 3:00 p.m. and 5:00 p.m. to 9:00 p.m., Monday through Thursday, and from 8:30 a.m. to 3:00 p.m. on Friday. Freshmen who attain a GPA of 3.0 or higher may have reduced hours. Some coaches have higher GPA requirements for reduction of study hall hours. The Study Center is staffed by the Academic Coordinator and student-athlete monitors. The Study Center consists of one large study area, computer area, and three small rooms that can be used for students working in groups.

A survey of student-athletes conducted in Spring 2003 showed that 42 out of 46 student-athletes agreed or strongly agreed that the academic support services for student-athletes are adequate.

- b. This support service is available for all student-athletes, including those who have completed their eligibility. If a student-athlete is removed from a team roster by quitting or being dismissed, the student is no longer able to receive these services through the DIA.
- c. At the beginning of each year the Academic Coordinator meets with each athletic team to explain the services available, NCAA eligibility requirements, and Radford University academic policies. Student-athletes are also provided with a Student-Athlete Handbook that outlines the various services available to all students at RU and policies that impact athletes. Various team meetings will be held throughout the year. The student-athlete electronic distribution list is a primary source of communication.
- d. At the end of each semester the grade point average of each student-athlete is reviewed. The success the student-athletes at Radford have achieved in the classroom is at least an informal measure that the support services are effective. Although the DIA is primarily responsible for monitoring support services specifically for athletes, there is some oversight by the FAR. While the effectiveness of the services has not been assessed in any formal way, the Academic Coordinator sends a report each semester to Dr. Norleen Pomerantz, the Vice President for Student Affairs. The IAC will review these programs every three years.
- e. The Athletic Study Hall is currently not monitored by an academic authority outside of athletics, but the Compliance Committee will have oversight beginning in Fall 2003.

Freshman/transfer orientation—Availability, attendance requirements.

- a. There is no special freshman/transfer orientation for student-athletes. However, student-athletes are required to attend the university orientation known as Quest in the summer prior to attending RU. Exceptions are sometimes made for out-of-state students. Quest brings incoming freshmen students to campus for two days, not only to register for classes but also to receive information on campus life, academic advising, etc. The students spend a night in a residence hall under the supervision of Quest Assistants, who are selected from the returning student body.

A survey of student-athletes conducted in Spring 2003 showed that 42 out of 46 student-athletes agreed or strongly agreed that the academic support services for student-athletes are adequate.

- b. This support service is available for all students.
- c. The Office of New Student Programs notifies admitted students of Quest Orientation dates.
- d. The Quest Program, which serves all students, is formally evaluated each year through Academic Affairs.
- e. The freshmen and transfer orientation events are organized, administered and coordinated by the Office of New Student Programs, which reports to the Associate Vice President for Academic Programs.

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

- a. Although the DIA is primarily responsible for monitoring support services specifically for athletes, there is some oversight by the FAR. While the effectiveness of the services has not been assessed in any formal way, the Academic Coordinator sends a report each semester to Dr. Norleen Pomerantz, Vice President for Student Affairs, noting the grade point averages achieved by each team. Also, mid-term grades are provided for all freshmen and for new transfer students. Professors who teach student-athletes are often contacted by telephone or email about specific issues. Professors are sent a form inquiring about missed classes, grade in the course, and suggestions for improvement. The success the student-athletes at Radford have achieved in the classroom is at least an informal measure of the support provided to student-athletes at Radford University. A survey of student-athletes conducted in Spring 2003 showed that 42 out of 46 student-athletes agreed or strongly agreed that the academic support services for student-athletes are adequate.
- b. This support service is available for all student-athletes. If a student-athlete is removed from a team roster by quitting or being dismissed, the student is no longer able to receive these services.
- c. At the beginning of each year the Academic Coordinator meets with each athletic team to explain the services available, NCAA eligibility requirements, and Radford University academic policies. Student-athletes are also provided with a Student-Athlete Handbook that outlines the various services available to all students at RU and policies that impact athletes. Various team meetings will be held throughout the year. The student-athlete Electronic distribution list is a primary source of communication.
- d. Although the DIA is primarily responsible for monitoring support services specifically for athletes, there is some oversight by the FAR. While the effectiveness of the services has not been assessed in any formal way, the

Academic Coordinator sends a report each semester to Dr. Norleen Pomerantz, Vice President for Student Affairs, noting the grade point averages achieved by each team. The success the student-athletes at Radford have achieved in the classroom is at least an informal measure that the support services are effective. The IAC will review these programs every three years.

- e. The Associate Vice president for Academic Programs works with the Academic Coordinator to encourage faculty to complete academic progress reports for student-athletes.

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

- a. The Academic Coordinator works closely with the Disabilities Resource Office, which serves all students with documented disabilities, to provide needed services to student-athletes with special academic needs (e.g., student-athletes with learning disabilities). The Academic Coordinator's office is located in the Study Center, which is close to the Student's Residence Halls. The Academic Coordinator also works closely with the Counseling Center to refer student-athletes with emotional or psychological needs.

A survey of student-athletes conducted in Spring 2003 showed that 42 out of 46 student-athletes agreed or strongly agreed that the academic support services for student-athletes are adequate.

- b. Not applicable.
- c. Not applicable.
- d. This service is provided by the Disability Resource Office, which is in Student Affairs. It is reviewed by the program review process in Student Affairs.
- e. The Disability Resource Office reports to Dr. Ken Lott, the Associate Vice President for Student Affairs. The Disability Resource Office underwent a comprehensive program review in Spring 2000, as part of the five-year Student Affairs program review cycle.

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

- a. Radford University does not conduct placement testing. However, in certain subject areas such as mathematics and foreign languages, the chair of the department evaluates (for all students) incoming SAT scores, grades in relevant courses, the courses taken, and other factors that might influence placement and makes a recommendation, not a placement, for each student.

Foreign languages also offers a test of language skills to interested students to help determine the level at which the student enters study.

A survey of student-athletes conducted in Spring 2003 showed that 42 out of 46 student-athletes agreed or strongly agreed that the academic support services for student-athletes are adequate.

- b. Not applicable. Radford University does not provide placement testing.
- c. Not applicable. Radford University does not provide placement testing.
- d. Not applicable. Radford University does not provide placement testing.
- e. While RU does not have placement testing, students have the opportunity at the Center for Experiential Education and Career Development to use a variety of instruments to help them assess their skills and interests and clarify major and career possibilities. The Center for Experiential Education and Career Development reports to the Associate Vice President for Student Affairs.

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

- a. Radford University does not have a student mentoring program, other than the mentoring used in the FIRST program, described under “Assistance for at-risk students” below.
- b. Not applicable.
- c. Not applicable.
- d. Not applicable.
- e. Not applicable.

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

- a. Student-athletes who are determined to be at-risk are required to attend the Study Center for more than the eight hours required of other student-athletes. Any student at RU who is on probation is required to take a reduced load of courses and will receive a mid-term grade assessment. At risk students, including all upperclassmen with a GPA under 2.5, meet bi-weekly with the Academic Coordinator. The Advising Centers located in each College advise at-risk students on course selection, repeating a course (three courses can be repeated to replace the original grade), and advice on reviewing one’s choice of major.

In addition the university has special programs for all students who are deemed at risk. Radford's Success Track (FIRST) program is designed to extend a hand to entering first-year students whose high school academic records indicate that they would benefit from additional support and appropriate structure. Admission to RU for these students is contingent upon a student's agreement to participate in the FIRST program. Students participate in a structured study environment where a peer mentor staff is available, meet regularly with an academic advisor, are enrolled in University 100, and are limited in credit hours taken in a semester. Three student-athletes participated in the program last year, and all three were successful.

Another program offered to non-athletes and athletes alike is the Students On the Road To Success (SORTS) program. The SORTS program targets first year students who are subject to academic suspension and offers these academically unsuccessful students a second chance under the similarly structured and supportive basis of FIRST.

- b. This support service is available for all student-athletes, including those who have completed their eligibility.
- c. At the beginning of each year the Academic Coordinator meets with each athletic team to explain the services available, NCAA eligibility requirements, and Radford University academic policies. Student-athletes are also provided with a Student-Athlete Handbook that outlines the various services available to all students at RU and policies that impact athletes. Various team meetings will be held throughout the year. The student-athlete electronic distribution list is a primary source of communication.
- d. Since these programs are administered by the Office of New Student Programs, which is outside the Department of Intercollegiate Athletics, they are monitored by New Student Programs and the Office of the Vice President for Academic Affairs.
- e. Virtually all of the University's retention initiatives, including the FIRST and SORTS programs, are administered by the Office of New Student Programs, which reports to the Associate Vice President for Academic Programs.

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

- a. Radford University offers a post-eligibility program for students who are no longer participating in competitive sports but are completing their degrees. The same support offered to student-athletes is available to these students. Some students would be eligible to compete for academic scholarships, such

as those offered through the RU Foundation. Scholarship assistance from the athletics program for a fifth year is determined on a case-by-case basis.

A survey of student-athletes conducted in Spring 2003 showed that 42 out of 46 student-athletes agreed or strongly agreed that the academic support services for student-athletes are adequate.

- b.** This support service is available for all student-athletes, including those who have completed their eligibility. If a student-athlete is removed from a team roster by quitting or being dismissed, the student is no longer able to receive these services.
- c.** At the beginning of each year the Academic Coordinator meets with each athletic team to explain the services available, NCAA eligibility requirements, and Radford University academic policies. Student-athletes are also provided with a Student-Athlete Handbook that outlines the various services available to all students at RU and policies that impact athletes. Various team meetings will be held throughout the year. The student-athlete Electronic distribution list is a primary source of communication.
- d.** Although the DIA is primarily responsible for monitoring support services specifically for athletes, there is some oversight by the FAR. While the effectiveness of the services has not been assessed in any formal way, the Academic Coordinator sends a report each semester to Dr. Norleen Pomerantz, Vice President for Student Affairs, noting the grade point averages achieved by each team. The success the student-athletes at Radford have achieved in the classroom is at least an informal measure that the support services are effective.
- e.** Post-eligibility programs for student-athletes are not specifically monitored by an academic authority outside of athletics. The IAC will review these programs every three years.

Operating Principle

- 2.3 Scheduling. It is a principle of the Association to ensure that, in the conduct of intercollegiate athletics, student-athletes have sufficient time for their academic programs. In accordance with this principle, the institution shall 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.**

Self-Study Items

- 1. Attach 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 Department of Athletics recognizes the importance of academic pursuits and seeks to minimize scheduling conflicts. The *Intercollegiate Athletics Compliance Manual*, which is a part of the *Intercollegiate Athletics Operations Manual*, says, "Coaches are not allowed to schedule any contests during the first week of classes of each semester, or during the week of exams for each semester." The class schedules of student-athletes are formulated such that there are minimal conflicts between classes and practice and travel schedules. Thus, teams that practice in the afternoon have their players take as many classes as possible in the morning, so as not to conflict with afternoon practices or afternoon travel for evening games and matches. The Advising Coordinators from each college work closely with the Academic Coordinator in the DIA to avoid conflicts between classes and practice times. Coaches do the scheduling of games and matches for their teams. Before their schedules are finalized, they are forwarded to the Athletic Director, FAR, and Compliance Coordinator for approval. Three criteria are considered: NCAA regulations regarding scheduling versus Division I opponents, economic and logistical feasibility, and amount of class time missed. The fact that the Radford academic calendar is established at least three years in advance helps avoid scheduling conflicts. However, when sporting events have to be rescheduled, conflicts with academic obligations are more common.

Televised games and the academic calendars of other schools also have an impact upon scheduling. For example, because Radford's Spring commencement is earlier than many other schools, some of RU's student-athletes who participate in Spring sports are actually competing after they have participated in the commencement ceremony. The early graduation date has the advantage of reducing the amount of conflict between athletic activities and academic demands on student-athletes' time.

The exit interviews conducted in 2000-01 asked student-athletes to respond to the following: "The game schedule for my sport did not interfere with my

ability to perform in the classroom.” Of the 87 males who responded, 50, or 57%, responded strongly agree or agree. Fifty-four percent of the female student-athletes (49 out of 91) responded strongly agree or agree. A question on whether training and practice schedules give time to prepare for classes evoked a positive response (agree or strongly agree) from 50 of 87 males (67%) and 58 of 93 females (62%).

In a Spring 2003 student-athlete questionnaire 19 out of 29 women athletes agreed or strongly agreed with the statement, “Athletic events and practices are scheduled to minimize interference with my academic pursuits.” Thirteen out of 16 male students agreed or strongly agreed with the same statement, and two either disagreed or strongly disagreed. These results suggest that there is room for improvement in scheduling, at least with some women’s events.

Most student-athletes have academic schedules that do not interfere with practice times. It is important for student-athletes to take advantage of their privilege of priority registration, but some fail to see their academic advisor in time to get the classes they need. Also, coaches do not always give the Academic Coordinator a list of student-athletes in a timely manner. A change in coaching staff or late recruitment of a student-athlete can complicate getting an appropriate class schedule, and the budget restraints Radford has experienced in recent years compound this problem. However, most faculty and administrators go out of their way to solve these problems. Most science courses have a laboratory in the afternoon, and special arrangements have sometimes been made for a student-athlete. In some cases the Academic Coordinator has worked with coaches to rearrange practice times that are more reasonable. Sometimes courses that require an exceptional time commitment are scheduled for the nontraditional season.

Although scheduling around practice times is not usually problematic, occasional conflicts crop up when student-athletes miss classes or examinations for sporting events. Even when student-athletes inform faculty about the dates of scheduled sporting events at the beginning of the semester, events are sometimes rescheduled on short notice and professors may be less inclined to provide alternative arrangements without more advance notice. The decision on how to handle missed class time is in the hands of the professor teaching the class.

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

The university does not have a formal policy that automatically excuses students from class while they are representing the university. Student-athletes are encouraged to share their practice and competition schedules with their faculty members at the beginning of the semester, or as soon as they are

made available. Some student-athletes have encountered difficulties when approaching faculty about the need to miss classes because of travel to games and matches.

Although policies have been proposed that would require professors to accommodate students who miss classes because of university sanctioned events, no such policy has been enacted. The matter was brought before the Student Government Association (SGA) last year, and SGA plans to ask the faculty senate to consider a more formal policy of excusing from classes students who participate in university-sponsored events. No doubt questions will arise about the rights of faculty members to conduct their classes as they see fit.

According to a Spring 2003 survey of 46 student-athletes, 34 students either strongly agreed or agreed that, "My professors are cooperative in regarding missed class time due to athletic competition." Another 12 student-athletes answered disagree or strongly disagree to the same question. The data agree with anecdotal evidence that although most professors are cooperative and many go out of their way to help the student-athletes make up missed class time, there are still some professors who are less accommodating.

The fact that student-athletes have traditionally been above average academically has contributed to a positive attitude among a majority of the faculty. According to exit interviews conducted in 2000-01, 61% of males (53 out of 87) and 72% of females (67 out of 93) rated their professors as good or excellent on being concerned about the student-athlete's academic achievement. What we don't know is whether this concern leads faculty to cooperate with missed class time for sporting events or to demand that academics come first.

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

Professors at RU are periodically asked to fill out a student-athlete progress report. Included are questions about missed class times and suggestions for improvement. These reports become a part of the academic file kept on each student in the Academic Coordinator's office. The university has never singled out a particular sport for being responsible for excessive missed class time. However, as indicated by the questionnaire results given in items 1 and 2 above, although missed class time is not a major problem, the DIA continues to work with student-athletes and their faculty to assure that no more classes are missed than are absolutely necessary and that student-athletes take seriously their need to make up any missed class work.

4. 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.

At the beginning of each year the Academic Coordinator meets with each athletic team to explain Radford University academic policies. Student-athletes are also provided with a Student-Athlete Handbook that outlines policies that impact athletes. At team meetings held throughout the year issues of scheduling and missed class policy are discussed. The student-athlete electronic distribution list is a primary source of communication as specific issues develop.

In exit interviews conducted in 2000-01, student-athletes were asked, "Did your coaches put appropriate emphasis on your academic achievement?" Sixty-five out of 69 (94%) of males and 80 out of 80 (100%) of females responded excellent or good to that question. The Student-Athlete Questionnaire administered in Spring 2003 indicated that 41 out of 46 student-athletes recalled being given a copy of the Student-Athlete Handbook, and 36 out of 46 had read and understood the information it contained. Forty-four of the students said they were aware of NCAA rules regarding their eligibility as a student-athlete. The survey also provided evidence that academics were treated seriously at Radford University. Among the women, 19 strongly agreed and eight agreed with the statement, "My coach emphasizes academic achievement," and only one woman disagreed. Among the men 14 strongly agreed and two agreed with the same statement; one student disagreed. The data indicate that students are well informed and clearly aware of the importance of academics in their overall university experience.

Evaluation and Plan for Improvement

2.1 Academic Standards	Currently Yes	Found On Page(s)	Currently No	If Currently No, If Deficiencies Exist, or If an Enhancement has been identified, indicate Plan For Improvement Number
Does the institution 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 significantly lower than that of other student-athlete or comparable student-body groups, the contrast is analyzed and explained by appropriate institutional authorities?	Yes	pp. 5-8		
(2) 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, this disparity is analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities?	Yes	pp. 8-10		
b. 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?	Yes	p. 10		
c. 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?	Yes	pp. 4-5		
On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.1 (Academic Standards)?	Yes			

2.1 Academic Standards	Currently Yes	Found On Page(s)	Currently No	If Currently No, If Deficiencies Exist, or If an Enhancement has been identified, indicate Plan For Improvement Number
Does the institution demonstrate that:				
a. Adequate academic support services are available for student-athletes?	Yes	pp. 11-22		
b. Student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing?	Yes	pp. 11-22		
c. When it is determined that student-athletes have special academic needs, these needs are addressed?	Yes	pp. 19-22		
d. The support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics?		p.29 pp. 11-22	No	Plan for Improvement #1
On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.2 (Academic Support)?	Yes			
Does the institution demonstrate that written policies are established in all sports to minimize student-athletes' conflicts with class time due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.12?	Yes	p. 29 pp. 23-26		Plan for Improvement #2
On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.3 (Scheduling)?	Yes			

Plan for Improvement - Academic Integrity

	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
1	Oversight and review by academic authorities outside athletics needs to be formalized and improved.	Athletically-supervised academic support services will be reviewed every three years by IAC.	Schedule timeline for review.	Intercollegiate Athletics Committee (IAC)	Fall 2003
2	Students penalized for missed classes due to university sponsored events.	IAC members on Faculty Senate will present a policy proposal related to missed-classes.	IAC Faculty Senate members present proposal.	IAC	Spring 2004

11/5/2003