

**Discussion Draft  
Northern Arizona University  
NCAA Certification Self-Study  
Academic Integrity 2.1**

**Operating Principle****2.1 Academic Standards.****Self-Study Items**

1. List all “corrective actions,” “conditions for certification” or “strategies for improvement” imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). In each case, provide: (a) the original “corrective action,” “condition” or “strategy” imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or 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.

From the first-cycle certification decision, no corrective actions, conditions for certification, or strategies for improvement were imposed by the NCAA.

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

Although Northern Arizona University was found to be in substantial conformity with Operating Principle 1.2, the Steering Committee made the following two recommendations:

**(a) ORIGINAL PLAN**

1. The university policy, which prohibits scheduling athletic competition during reading week, is sometimes compromised by NCAA Championship Competition and by both men’s and women’s basketball due to limited opportunities for competition in December. It is recommended that the policy remain, but that requests for exceptions to the policy be allowed and reviewed by the Intercollegiate Athletic Committee (IAC).

2. It was recommended that a form be developed to document summer transfer work. Currently, inconsistencies occur among written records of approval across the academic units for student-athletes taking summer courses at an institution other than NAU.

**(b) NAU ACTIONS**

1. When necessary, the IAC reviewed requests for exceptions to the policy during reading week.

2. The assistant athletics director for academics developed and implemented the form.

**(c) DATES OF ACTIONS**

1. Beginning spring 1999, the IAC review requests from student-athletes for exceptions to the reading week policy. In the fall of 2007, the Final Week Policy and the End of Term Week Policy were revised to allow intercollegiate athletic competition to be scheduled during end of term and finals week if the competition is part of the approved Big Sky Conference schedule, or NCAA tournament or championship.

2. In April 1999, the assistant athletics director for academics developed a form and documented summer transfer work.

**(d) AN EXPLANATION FOR PARTIAL OR NON-COMPLETION OF SUCH REQUIRED ACTIONS**

Northern Arizona University has completed the two recommendations set forth by the Steering Committee from the first-cycle review.

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

To support the university's commitment to the Academic Progress Report (APR), beginning in July 2006, contracts for all head coaches include a statement to require that student-athletes maintain satisfactory academic performance. The multi-year contracts for head coaches include financial incentives for improved APR.

Since the first-cycle certification, Northern Arizona University has placed the *Student-Athlete Handbook* on the Athletics Department website, and it is updated annually. See <http://naustats.newtier.com/mensbb/handbook.pdf>. During the same time, the *Department of Intercollegiate Athletics Policies & Procedures Manual* was also placed on the Athletics Department website: <http://naustats.newtier.com/compliance/APP.pdf>. The manual is updated annually and also throughout the 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 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 admission policies of Northern Arizona University are set forth by the Arizona Board of Regents (ABOR), the governing body of the state's three public universities. Student-athletes adhere to the

same admission policies as all other undergraduates for the university and have an additional undergraduate admissions process prior to enrollment as noted below.

### **Role of Athletics Department in Admissions**

At Northern Arizona University, the Athletics Department plays a role in the admissions process prior to the student-athlete's admission. Once a student is identified as a prospective student-athlete for one of our athletic programs, the Athletics Department takes the following steps before the student-athlete applies:

1. Prospective student-athlete (SA) sends copies of his/her high school transcript and test scores to the coach.
2. The coach delivers that information to the academic coordinator for pre-evaluation.
3. The academic coordinator reviews the transcript/test scores and fills out a form for NAU Admissions and the NCAA Eligibility Center.
4. The academic coordinator summarizes why the prospective student-athlete does or does not appear to meet criteria for NAU/NCAA requirements and returns the evaluation to the coach. To ensure the information is accurate, academic coordinators receive evaluation process training from Admissions.
5. Based on information from item #4 above, the prospective SA may apply for admission or follow a recovery plan designed by the academic coordinator and an admissions counselor to help the student reach at least "conditional" admission standards.
6. Academic coordinators typically collect all admissions information (application, application fee, transcripts, test scores) and deliver them to the associate director in Undergraduate Admissions for processing.

### **Role of Admissions**

At Northern Arizona University, admissions information for **all applicants** can be found at <http://home.nau.edu/admissions/apply/admissreq.asp>

### **Domestic Freshman and Transfer Students:**

The application shows no distinction between applicants who are student-athletes and those who are not. Transcripts are required for evaluators in the Undergraduate Admissions Office to make an admission decision. In the case of student-athletes, transcripts often go first to the academic coordinator in the Athletics Department to be copied to the student file before they are delivered to the associate director in Undergraduate Admissions, where the transcript is processed as others mailed directly to admissions.

Criteria used to admit students are set by the Arizona Board of Regents. The same published standards apply to the evaluation of all domestic, undergraduate students.

### **International Students:**

With the exception of the financial guarantee, the admission process is the same for all international students. For a student-athlete, the Athletic Department must send a form with the dollar amount of the scholarship to the International Office; then the student must send a financial statement for the difference between the scholarship and the actual cost of attendance (approximately \$6000 USD). Students who are not athletes send a financial statement for the total cost of attendance. For admission

purposes, core courses are not required for international students as they are for domestic students. The admission decision is based on the overall GPA. TOEFL scores determine whether students are placed in an intensive English program or regular classes, but the scores do not determine admission status.

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

NOTE: For privacy reasons, statistics are not provided when there is a single student in the sport.

All Northern Arizona University, student-athletes receiving grants-in-aid were compared with all students during the three study years 2005 – 2007. Analysis of the data shows differences exist between the two populations.

#### COMPARISON BY GENDER

Male student-athletes consistently have lower average standardized test scores than the male general student population while female student-athletes' standardized test scores are more aligned with the female general student population.

#### COMPARISON BY ETHNICITY

Due to small numbers of ethnic student-athletes during the years studied, valid comparisons can be made only among the Black, Hispanic, White, and Other populations. In all categories, across all years and races, Northern Arizona University's general student population achieved higher test scores than our student-athletes did.

#### COMPARISON BY SPORT GROUP

Differences exist among sports for average core-course GPAs and standardized test scores for ethnic student-athletes. Overall, average core-course GPAs and standardized test scores decreased or remained the same for male student-athletes while female student-athlete average core-course GPAs and standardized test scores remained the same or increased.

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

**Domestic and Transfer Students:** Students who have been denied admission have the right to appeal. When a student notifies the admissions office that he or she would like to appeal, the student is sent information about the appeal process. Information about the process to appeal is not published, but is sent to the student upon request. The student is encouraged to provide information that is not captured on the admission application, such as letters of recommendation, a statement or explanation of poor academic performance, and descriptions of outside activities or volunteer work. An associate director of undergraduate admissions and/or the director of undergraduate admissions reviews the appeal. Nothing in a student file indicates that the student is a prospective student-athlete. The appeal process is the same for all undergraduate domestic students, with no one associated with athletics is involved in the process.

**International Students:**

International students who are denied admission receive letters indicating the reason for the decision, which is most commonly a low GPA. Some students are denied for insufficient financial funds, for which there is no appeal for review since it is an immigration regulation. Students are not denied because of low TOEFL scores alone. An admissions committee consisting of three employees reviews all applications. There is no formal appeal process, but if any student disputes the decision, the same committee that denied the application reviews the file.

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

For the three most recent academic years, no freshman student-athletes receiving athletics aid were admitted through an appeal process.

8. List step-by-step sequence of actions taken by particular individuals on your institution's campus to certify initial eligibility and transfer eligibility for SAs.

**Freshman Applicants**

1. The prospective SA sends copies of high school transcript and test scores to the coach.
2. The coach delivers that information to the academic coordinator for pre-evaluation.
3. The academic coordinator reviews the transcript/test scores and fills out a form to determine if the student fulfills the NCAA Eligibility Center requirements (initial eligibility).
4. The academic coordinator summarizes why the prospective student-athlete does or does not meet criteria for NCAA requirements and returns the evaluation to the coach.
5. Based on the evaluation, the coach tells the prospective student-athlete that he or she meets NCAA criteria, or that a recovery plan is required.  
Recovery plans may include the following:

- a. enrollment in core classes,
  - b. retaking the ACT/SAT test, or
  - c. retaking core classes to increase core GPA.
6. The coach ensures that the student-athlete registers with the NCAA Eligibility Center and completes the Amateurism Questionnaire then sends the appropriate information directly to the center.
7. After the student's senior year, entities (compliance, academics, coaches) in the NAU Athletic Department work together to check on the NCAA Eligibility Center status and communicate any necessary information.
8. Upon arrival to campus, the student-athletes are required to take and pass a physical, fill out NCAA paperwork, and register full-time (min. 12 units).
9. The Athletics Eligibility Committee meets bi-weekly and reviews NCAA Eligibility Status and other information for initial eligibility.
  - a. Committee consists of the faculty athletics representative (FAR), associate director of athletics/compliance, assistant compliance director, and the two academic coordinators.
  - b. Coaches receive CAi Eligibility Status Reports (ESR) weekly to identify student-athletes who are cleared or not cleared for initial eligibility.
10. Once students are certified for the NCAA EC and Amateurism, they are tagged as eligible to practice and compete in the NCAA Compliance Assistant Program, and a new Eligibility Status Report is distributed.
  - a. Student-athletes may not practice or compete until the ESR indicates that they are certified for each activity.

The FAR has ultimate responsibility in determining student-athlete's initial eligibility in conjunction with the assistant director of compliance, the associate athletic director for compliance, and the two academic coordinators providing assistance.

### **Transfer Applicants**

1. The prospective student-athlete sends copies of transcripts from all colleges attended to the coach.
2. The coach gives transcript copies to the academic coordinator to make an athletic transfer evaluation.
3. The academic coordinator reviews transcripts to determine the number of transferable credits and informs the coach of the student-athlete's NCAA transfer criteria status.
4. Once the student-athlete has committed to NAU, all the official transcripts are submitted to admissions, and credits posted on LOUIE, the FAR requests the Registrar's Office to complete an athletic transfer evaluation form to determine transferable units, colleges attended, GPA, and full-time terms.
5. At that time, the Compliance Office sends NCAA "tracers" to the appropriate schools to determine if the prospective student-athlete was eligible to participate in intercollegiate athletic competition at institutions attended previously.
6. To complete an eligibility spreadsheet, the academic coordinator asks the college advisor for the student-athlete's intended major.

7. With that information, the FAR and the Athletics Eligibility Committee review the information, and the FAR certifies the transfer student as eligible, or the student-athlete begins the academic year to establish residency.

Student-athletes may not practice or compete until the ESR indicates that they are certified for each activity.

The FAR has ultimate responsibility in determining a student-athlete's initial eligibility, with the assistant director of enrollment services, the assistant director of compliance, the associate athletic director for compliance, and the two academic coordinators providing assistance.

9. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility.

Academic advisors in the schools/colleges are responsible for informing students about degree requirements and progression to graduation. The academic advisors in the schools/colleges also record student transcript information and work with the athletic academic coordinators for eligibility certification in the following manner:

1. Academic coordinators (ACs) conduct training sessions with the Council of Academic Resource Services (CARS) in the fall and spring to review the NCAA Progress Towards Degree rules and processes.
  - a. A training manual has been created to assist with this process.
  - b. The Athletic Eligibility Spreadsheet has been developed to standardize the recording process and automatically calculate units and progress toward degree in a cumulative manner for each student-athlete. The spreadsheet captures the following information: number of transfer units accepted, number of units attempted and completed each term, cumulative GPA, academic standing, and percentage of credits completed for degree.
2. ACs establish timelines for athletic eligibility certification. After grades are posted each fall and spring term, advisors create or update the Athletic Eligibility Spreadsheets for student-athletes in their schools/colleges.
  - a. Because of workload demands, advisors are given two deadlines for completion of the spreadsheets. ACs identify at-risk students and ask advisors to complete the Athletic Eligibility Spreadsheets for these students by an earlier date so that ACs can determine if they need to be enrolled in a winter or summer term. Spreadsheets for remaining students are completed by the second deadline date.
3. The FAR and ACs review spreadsheets and focus on the following information: 6 units passed each fall and spring term, 18 units passed in the academic year, 24 units passed (for freshmen only), good academic standing, and percentage towards degree (if applicable).
4. The FAR and ACs determine continuing eligibility for each term and enter the information into the NCAA CAi system and on a "certification" spreadsheet created by the Athletics Academic Services Office.
5. During the fall and spring terms, academic coordinators run the Athletics Enrollment Changes report, indicating any of the following changes in student-athlete records: enrollment has dropped below 12 units, academic standing has changed, academic major has changed.

If any of these occur, the ACs work with students and advisors to determine why the student record has changed and if changes affect eligibility.

The FAR has ultimate responsibility in determining student-athlete's continuing eligibility, with information provided by lead academic advisors in each college: College of Social Behavioral Sciences, College of Engineering and Natural Sciences, College of Arts and Letters, College of Health and Human Services, College of Education, The W. A. Franke College of Business, and the Gateway Student-Success Center. Information is gathered and also reviewed by the two academic coordinators.

10. Review the six-year graduation rates for student-athletes who received athletics grants-in-aid for various student-athlete subgroups and for students generally during the last three years, and comment on any trends or significant changes. Specifically, identify and explain deficiencies in the six-year graduation rates for any of the following when compared to the graduation rates of students generally: student-athletes generally, student-athletes of particular sport teams, student-athletes by gender, student-athletes by ethnicity and student-athlete subgroups (i.e., ethnicity) within particular sport teams. If the six-year graduation rate for student-athletes, or for any student-athlete subgroup, is less than the graduation rate for students generally, the institution must analyze, explain and address, as appropriate (1) the magnitude of the difference between the student-athlete (or subgroup) rate; and (2) the trends over the three reporting periods in these rate differences.

Northern Arizona University's student-athletes have received several academic awards and recognitions. The following illustrates just a snapshot of the academic success NAU's student-athletes have attained for the three years of this self-study:

#### **2004 – 2005**

- The Northern Arizona University women's golf team ranked fifth in the competition for the National Golf Coaches Association (NGCA) All-Scholar Team GPA Award given this year for the first time. NAU posted a 3.62 GPA, trailing only Washington State (3.625), New Mexico (3.628), North Carolina-Wilmington (3.672) and South Carolina (3.752).
- The Northern Arizona women's soccer team earned the National Soccer Coaches Association of America (NSCAA) Team Academic Award for the second year in a row, boasting a cumulative team GPA of 3.18. A total of 363 intercollegiate soccer programs (73 men, 290 women) posted a team grade point average of 3.0 or higher during the 2004 – 2005 academic year, earning the NSCAA/Adidas Team Academic Award.
- The Northern Arizona University women's basketball team tied for fifth among the Academic Top 25 Team Honor Roll for NCAA Division I, with a team GPA of 3.392 for 2004 – 2005. The Women's Basketball Coaches Association (WBCA) awards recognize teams throughout the nation that have the highest GPAs among nominations submitted by WBCA-member coaches.

#### **2005-2006**

- For the second year in a row, NAU's women's golf team posted the highest GPA in the Big Sky Conference, achieving a cumulative team GPA of 3.55.
- For the third year in a row, women's soccer earned the NSCAA Team Academic Award, boasting a cumulative team GPA of 3.29.

- The NAU women's basketball team placed ninth on the Division I list for the second straight year with a team GPA of 3.38.

**2006-2007**

- The women's golf team posted the highest team GPA (3.55) for the third consecutive season in the Big Sky Conference.
- The women's soccer team received the NSCAA Team Academic Award for the fourth year in a row, with a cumulative team GPA of 3.31.
- The NAU women's basketball team was ranked in the WBCA Top 25 Team Academic Honor Roll for the third straight year.

The Northern Arizona University women's cross country team has been given the distinction of NCAA Division I All-Academic. To be honored as an All-Academic Team, teams were required to compete in an NCAA regional meet and have a cumulative GPA of at least 3.00.

Beginning in 2005, the Athletic Director's Honor Roll was created to recognize student-athletes on current rosters who achieve a 3.50 cumulative GPA. In 2005, 16% of student-athletes achieved the Athletic Director's Honor Roll while 2006 saw a slight increase in honor roll achievement with 19%.

For the 2007 academic year, NAU student-athletes continue their pattern of academic success as reflected below:

**Cumulative Team GPA Rankings through Spring 2007**

Women's Golf: 3.59  
Women's Tennis: 3.53  
Volleyball: 3.36  
Women's Basketball: 3.34  
Soccer: 3.31  
Women's Cross Country: 3.30  
Women's Indoor Track: 3.23  
Women's Swimming: 3.21  
Women's Outdoor Track: 3.19  
Men's Cross Country: 3.05  
Men's Tennis: 2.92  
Men's Outdoor Track: 2.85  
Men's Indoor Track: 2.82  
Men's Basketball: 2.80  
Football: 2.72

For the last three years, 37% of NAU student-athletes have consistently been Golden Eagle Scholar Athletes. Student-athletes who have achieved a 3.0 cumulative GPA are honored with a plaque at the Golden Eagle Scholar Athlete Banquet in the spring. In addition, a senior from the men and women teams is selected as the Golden Eagle Scholar Athlete of the Year. The selection is made by the Athletic Department administration and is based on academic, athletic, and community service achievements.

Analysis for graduation rates for student-athletes receiving grants-in-aid was conducted using the Graduation Rates Data annually submitted to NCAA based upon Integrated Post-Secondary Data System (IPEDS) and GSR, covering the graduation years for 2005, 2006, and 2007.

Overall, the six-year graduation rates during the last two study years, 2005 – 2006 and 2006 – 2007, show student-athletes completing their academic careers at a higher rate than the overall student population. Data for the three study years show that female student-athletes have slightly higher six-year graduation rates than their male counterparts. Student populations other than white are too low to provide sufficient information for analysis.

*Note:* The Plan for Improvement for Operating Principle 2.1 must be revised, considering the change in response to question 10. (See response to 2.1, question 5 above.)

### **Comparison of Six-Year Graduation Rates for Student-Athletes, 2005-2007**

#### **Students overall compared to student-athletes overall**

06/07: 47%/51%

05/06: 48%/54%

04/05: 50%/43%

#### **Students by Gender: Students Overall Compared**

Males Students Overall/Male Student-Athletes

06/07: 40%/44%

05/06: 45%/52%

04/05: 46%/24%

Female Students Overall/Female Student Athletes

06/07: 51%/57%

05/06: 50%/56%

04/05: 53%/70%

#### **Students by Ethnicity: Students Overall Compared**

Students Overall/Student-Athletes 2006-2007

N-R Alien 50%/\*\*\*

White 49%/55%

Hispanic 44%/\*\*\*

Asian/PI 42%/0

Black 40%/\*\*\*

Am Indian 28%/\*\*\*

Students Overall/Student-Athletes 2005-2006

White 49%/45%

Asian/PI 50%/\*\*\*

Hispanic 50%/\*\*\*

Black 44%/\*\*\*

N-R Alien 35%/100%  
Am Indian 32%/\*\*\*

**Students Overall/Student-Athletes 2004-2005**

Black 56%/\*\*\*  
White 52%/50%  
Asian/PI 47%/25%  
Hispanic 43%/\*\*\*  
N-R Alien 37%/\*\*\*  
Am Indian 33%/\*\*\*

**Student-Athletes Overall 2006-2007 Graduation Success Rate**

N-R Alien 71% (20 of 28)  
Hispanic 63% (12 of 19)  
White 61% (98 of 160)  
Asian/PI 47% (7 of 15)  
Black 44% (19 of 43)  
Am. Indian/AN –  
Other –

**Student-Athletes Overall 2005-2006 Graduation Success Rate**

N-R Alien 78% (18 of 23)  
Hispanic 67% (11 of 15)  
White 67% (94 of 141)  
Asian/PI 44% (8 of 18)  
Black 38% (16 of 42)  
Am. Indian/AN –  
Other –

**Student-Athletes Overall 2004-2005 Graduation Success Rate**

White 68% (99 of 146)  
N-R Alien 66% (19 of 29)  
Black 47% (18 of 38)  
Hispanic 44% (7 of 16)  
Asian/PI 43% (6 of 14)  
Am. Indian/AN –  
Other –

**Student-Athletes by Gender and Ethnicity**

**All Men's Sports 2006-2007 Graduation Success Rate**

Overall – 49% (75 of 153)  
N-R Alien 58% (7 of 12)  
Hispanic 54% (7 of 13)  
White 51% (41 of 81)  
Black 43% (15 of 35)

Asian/PI 42% (5 of 12)  
Am Indian/AN –  
Other –

**All Men's Sports 2005-2006 Graduation Success Rate**

Overall – 50% (71 of 145)  
N-R Alien 60% (6 of 10)  
Hispanic 58% (7 of 12)  
White 53% (39 of 74)  
Asian/PI 43% (6 of 14)  
Black 37% (13 of 35)  
Am Indian/AN –  
Other –

**All Men's Sports 2004-2005 Graduation Success Rate**

Overall – 50% (74 of 149)  
White 55% (44 of 80)  
N-R Alien 50% (7 of 14)  
Black 48% (15 of 31)  
Asian/PI 36% (4 of 11)  
Hispanic 31% (4 of 13)  
Am Indian/AN –  
Other –

**All Women's Sports 2006-2007 Graduation Success Rate**

Overall – 72% (81 of 112)  
Hispanic 83% (5 of 6)  
N-R Alien 81% (13 of 16)  
White 72% (57 of 79)  
Asian/PI 67% (2 of 3)  
Black 50% (4 of 8)  
Am Indian/AN –  
Other –

**All Women's Sports 2005-2006 Graduation Success Rate**

Overall – 80% (75 of 94)  
Hispanic 100% (3 of 3)  
N-R Alien 92% (12 of 13)  
White 82% (55 of 67)  
Asian/PI 50% (2 of 4)  
Black 43% (3 of 7)  
Am Indian/AN –  
Other –

**All Women's Sports 2004-2005 Graduation Success Rate**

Overall – 80% (75 of 94)

Hispanic 100% (3 of 3)  
White 83% (55 of 66)  
N-R Alien 80% (12 of 15)  
Asian/PI 67% (2 of 3)  
Black 43% (3 of 7)  
Am Indian/AN –  
Other –

### **Student-athletes by gender, ethnicity, and sport**

#### **Men's Sports 2006-2007**

##### **Basketball**

Overall: 47%  
White: 50%  
Black: 33%  
Hispanic: 100%  
NR Alien:  
Asian/PI:  
Am.Ind/AN: 0  
Other:

##### **Track & Field**

Overall: 62%  
White: 62%  
Black:  
Hispanic: 100%  
NR Alien: 50%  
Asian/PI:  
Am.Ind/AN: 100%  
Other:

##### **Football**

Overall: 47%  
White: 51%  
Black: 44%  
Hispanic: 50%  
NR Alien:  
Asian/PI: 42%  
Am.Ind/AN:  
Other: 50%

##### **Other Sports**

Overall: 50%  
White: 41%  
Black:

Hispanic:  
NR Alien  
Asian/PI:  
Am.Ind/AN:  
Other:

**Men's Sports 2005-2006**

**Basketball**

Overall: 47%  
White: 60%  
Black:  
Hispanic: 100%  
NR Alien:  
Asian/PI:  
Am.Ind/AN:  
Other:

**Track & Field**

Overall: 64%  
White: 67%  
Black:  
Hispanic: 100%  
NR Alien: 50%  
Asian/PI:  
Am.Ind/AN: 100%  
Other:

**Football**

Overall: 49%  
White: 57%  
Black: 42%  
Hispanic: 50%  
NR Alien:  
Asian/PI: 43%  
Am.Ind/AN: 100%  
Other:

**Other Sports**

Overall: 46%  
White: 38%  
Black:  
Hispanic:  
NR Alien: 100%  
Asian/PI:  
Am.Ind/AN:  
Other:

**Men's Sports 2004-2005**

**Basketball**

Overall: 53%  
White: 64%  
Black: 33%  
Hispanic: 50%  
NR Alien:  
Asian/PI:  
Am.Ind/AN:  
Other:

**Track & Field**

Overall: 75%  
White: 89%  
Black:  
Hispanic: 100%  
NR Alien: 50%  
Asian/PI:  
Am.Ind/AN:  
Other:

**Football**

Overall: 47%  
White: 53%  
Black: 52%  
Hispanic: 13%  
NR Alien: 33%  
Asian/PI: 36%  
Am.Ind/AN: 100%  
Other: 50%

**Other Sports**

Overall: 47%  
White: 41%  
Black:  
Hispanic:  
NR Alien: 67%  
Asian/PI:  
Am.Ind/AN: 100%  
Other:

**Women's Sports 2006-2007**

**Basketball**

Overall: 71%  
White: 82%

Black: 25%  
Hispanic: 100%  
NR Alien:  
Asian/PI: 100%  
Am.Ind/AN:  
Other:

**Track & Field**

Overall: 75%  
White: 60%  
Black: 67%  
Hispanic:  
NR Alien: 100%  
Asian/PI: 100%  
Am.Ind/AN: 50%  
Other:

**Other Sports**

Overall: 72%  
White: 72%  
Black: 100%  
Hispanic: 80%  
NR Alien: 63%  
Asian/PI:  
Am.Ind/AN: 100%  
Other: 100%

**Women's Sports 2005-2006****Basketball**

Overall: 72%  
White: 92%  
Black:  
Hispanic: 100%  
NR Alien: 100%  
Asian/PI: 100%  
Am.Ind/AN:  
Other:

**Track & Field**

Overall: 82%  
White: 70%  
Black: 67%  
Hispanic:  
NR Alien: 100%  
Asian/PI: 100%  
Am.Ind/AN:

Other:

**Other Sports**

Overall: 82%

White: 82%

Black: 100%

Hispanic: 100%

NR Alien: 80%

Asian/PI:

Am.Ind/AN: 100%

Other: 100%

**Women's Sports 2004-2005****Basketball**

Overall: 68%

White: 82%

Black:

Hispanic: 100%

NR Alien: 100%

Asian/PI: 50%

Am.Ind/AN: 100%

Other:

**Track & Field**

Overall: 85%

White: 78%

Black: 67%

Hispanic:

NR Alien: 100%

Asian/PI: 100%

Am.Ind/AN:

Other:

**Other Sports**

Overall: 83%

White: 85%

Black: 100%

Hispanic: 100%

NR Alien: 57%

Asian/PI:

Am.Ind/AN:

Other: 100%

11. Identify and describe the academic standards and policies contained in the university's catalog/bulletin, athletics department manual, *Student-Athlete Handbook* and/or institutional handbook

for students. Describe exceptions, if any, to the institution’s regular academic standards and policies applicable to the general student body (e.g., good academic standing, definition of minimum full-time status) that are available to student-athletes.

In the introduction of the *Undergraduate Catalog*, The Academic Continuation Policy spells out the academic standards for all students and is available in the Northern Arizona University Undergraduate catalog: <http://www4.nau.edu/academiccatalog/2007/academiccatalog.htm>. For undergraduate students, full-time status is defined as 12 or more units; however, if the degree program requires 120 units within eight terms, the student must take at least 15 units per term to complete the degree program. The minimum cumulative grade point average required for an undergraduate student to be in good academic standing is 1.8 for fewer than 15 credit hours, 1.9 for 15 – 29 credit hours, and 2.0 for more than 30 credit hours.

For student-athletes, information concerning academic standards and procedures for maintaining eligibility for practice, competition, and financial aid is found on pages 9 – 19 of the *Student-Athlete Handbook*. This handbook is provided to all student-athletes prior to athletic participation, and is available at <http://naustats.newtier.com/mensbb/handbook.pdf>. On page 9 of the student-athlete handbook is the statement, “Northern Arizona University student-athletes’ academic eligibility requirements may be more stringent than those of the NCAA or BSC.” To practice or compete, student-athletes at Northern Arizona University must enroll in at least 15 hours (unless fewer hours are needed to graduate) and must declare a major prior to beginning their fifth semester of collegiate enrollment (page 9). Student-athletes are allowed to enroll in 12 credit hours a semester, on a case-by-case basis, with permission from the academic coordinators. Student-athletes must be in “good academic standing” to represent Northern Arizona University in intercollegiate competition, requiring GPAs to be maintained based on the total number of credit hours taken.

<b>Net Credit Hours</b>	<b>NAU Cumulative GPA</b>
1-14	1.80
15-29	1.90
30+	2.00

Academic probation is a warning that a student’s academic situation is serious and needs immediate attention. Students who fail to improve are suspended. It is possible for students to remain on probation for several semesters and avoid suspension if they obtain at least a 2.00 grade-point average each semester while their cumulative grade-point average improves to equal or better than the standards above. Once the GPA exceeds the academic probation/suspension policy standard, the student is removed from academic probation and is considered in good academic standing with the university. It is expected that at the conclusion of any semester, the student-athlete will be in “good academic standing.” Not maintaining “good academic standing” can result in the loss of eligibility and/or other disciplinary actions.

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

According to the *Department of Intercollegiate Athletics Policy and Procedure Manual*, the following policies are in place for attendance, missed class time, and consequences resulting from missed class time:

### **Attendance Policy**

- Forms related to this attendance policy are located in the academic coordinator's office.
- The student-athlete is responsible for attending every class period except those periods or days excused with institutional excuses for athletics.
- Student-athletes are required to have the "attendance" form completed and signed each time they attend class:
  - All freshmen
  - All first-semester transfer students
    - All at-risk students—at-risk students are defined as students currently holding a 2.25 or lower cumulative GPA.
  - After the first full-time term, freshmen or transfer students are relieved of the attendance policy if they earn a 3.00 or higher GPA.
- All dates each class meets must be recorded on the "attendance" form with a coach/mentor to confirm when students should be in class.
- Student-athletes are responsible for obtaining signatures on the "attendance" form from the professor/instructor at the end of each class for which they do not have an institutional excuse.
- Each unexcused absence is addressed on an individual basis by the Department of Athletics.

The Intercollegiate Athletic Committee (IAC) generated an attendance policy implemented in the fall of 2007, monitoring missed classes more thoroughly throughout the academic year. This policy is a "work in progress" to be refined a means of quality control.

The Athletics Department has a policy for class time missed as well as the consequences for missed classes. Implemented in spring 2008, the policy is explained below.

**Class Time Missed** – Coaches are required to keep the amount of class time missed to an absolute minimum. Each schedule will be evaluated on its own merits, but class time missed is critical in terms of approval or disapproval. Any schedule requiring the student to miss five or more consecutive class days or more that 10 class days per semester must be approved by the athletic director or his designee.

### **Consequences for missed class:**

The consequence for missed classes varies, depending on the number of times the class meets weekly. Consequences for missed classes are also dependent on the number of times a class meets weekly. One missed classes is considered a first offense for classes meeting three times weekly, a second offense for classes meeting twice weekly, and a third offense for classes meeting only once weekly. Consequences for each offense are listed below:

- First offense: E-mail notification to student, coach, academic coordinator, and sport supervisor.
- Second offense (same class): Missed practice or any activity counted towards weekly countable hours, e.g., weight training, conditioning, or practice.

- Third offense (same class): Missed competition. If out of season, will carry over to first competition in next season. If eligibility is exhausted, student will be fined, and a hold will be put on account by the associate athletic director for compliance.

Documentation is to be provided for any of the exceptions for missed class, which include family issues, funeral, wedding, or illness, as well as certain extenuating circumstances.

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

The *Department of Intercollegiate Athletics Policy and Procedure Manual* spells out the policies coaches are expected to follow on missed class time. Coaches are required to keep the amount of class time missed to an absolute minimum. Each schedule is evaluated on its own merits, but this consideration is critical in terms of approval or disapproval. Any schedule requiring the student miss five or more consecutive class days or more than 10 class days per semester must be approved by the athletic director or his designee. Noted in the *Department of Intercollegiate Athletics Policy and Procedure Manual* is the procedure for Institutional Excuse or “excused absence(s)” approved for students who represent the university in various activities, including academic, athletic, and extracurricular. Athletic institutional excuses are approved by the vice provost for undergraduate studies. All students with an institutional excuse must follow the same procedures, as follows:

Students who have an institutional excuse must show a copy to the instructor at least five days prior to the absence from class. These students are responsible for the work they miss. The form must be approved at least five days prior to departure, and appropriate faculty must be notified before the activity. The Athletic Department’s policy for institutional excuses is noted below.

### **Athletic Department’s Policy**

The Athletic Department Academics is responsible for generating all athletically related institutional excuses. Coaches are responsible for the following:

1. Providing a complete travel schedule at the beginning of each semester.
2. Including the following in the travel schedule:
  - a. Date and time of departure from Flagstaff
  - b. Name and location of event
  - c. Date and time of return to Flagstaff
  - d. Complete listing of student-athletes\* traveling

**\*Student-athletes must be on roster and eligible for competition**
3. Copying the Institutional Excuse and distributing the form to their student-athletes.

Based on 2006 – 2007 institutional excuses from the Athletics Department, Men’s and Women’s Tennis missed the most days of class (approximately 25 per year) due to a lack of home-court facilities. The 2006 – 2007 season was the first time tennis had a home match.

Approximate number of annual class days missed per academic year:

Men's and women's basketball	15
Golf	17
Swim/Dive	11
Track/Field	11

Approximate number of class days missed per season:

Volleyball	15 days
Soccer, Cross Country, and Football	10 or fewer

Approximations vary, depending on each season's schedule/budget and whether the team qualifies for the Conference Tournament or any other post-season competition. As such, athletes who qualify for nationals will miss more days.

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

#### **Communication to Student-Athlete**

NAU's *Department of Intercollegiate Athletics Policy and Procedure Manual* contains policies regarding scheduling of competitions. Coaches are to communicate to their teams at the beginning of the term how much class time they will be missing, the importance of going to class and communicating with professors, and the procedure for institutional policies for missed classes.

#### **Communication to Athletic Department Staff**

Coaches communicate and gain approval for practice and competition schedules from the athletic director or the athletic administrator who supervises their respective sport. Compliance does periodic seminars regarding Scheduled Competitions/Missed Class and the 20-hr. Rule for head coaches

#### **Communication to Institutional Staff Members**

Coaches submit their travel schedules to the academic coordinators so that institutional excuses can be generated. To be allowed to make up work missed, student-athletes must present an excuse form to their professors at least five business days prior to departure. Professors are not required to honor policy if excuses are not presented within the five-day window.

The *Department of Intercollegiate Athletics Policy and Procedure Manual*

(<http://naustats.newtier.com/compliance/APP.pdf>), Section 304.1, page 107, displays the General Policies and Guidelines for scheduling competition, as well as for competitive schedule development, approval, and distribution processes.

Plan for Improvement (if one is needed, the following steps are to be completed)

(See attached *Plan for Improvement*)

**Discussion Draft  
Northern Arizona University  
NCAA Certification Self-Study  
Academic Integrity 2.2**

**Operating Principle  
2.2 Academic Support.  
Self-Study Items**

1. List all “corrective actions,” “conditions for certification” or “strategies for improvement” imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). In each case, provide: (a) the original “corrective action,” “condition” or “strategy” imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or 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. Not Applicable

From the first-cycle certification decision, no corrective actions, conditions for certification, or strategies for improvement were imposed by the NCAA.

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

Northern Arizona University’s Academic Integrity Subcommittee found the university to be in compliance with Operating Principle 2.2 and did not recommend plans for improvement.

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

Since the first-cycle review in 1998, several changes have been made in the area of academic support. An additional academic coordinator was hired in November 2007, and the two academic coordinators provide training of the NCAA rules and regulations for the lead advisors in each college.

Improvements in the delivery of on-campus academic advising have had a positive impact on student-athletes. The campus established the Gateway Student Success Center (GSSC) to provide centralized academic advising for all first-year students. After one year, students who have declared majors are transferred to their major colleges for academic advising. Those who are still exploring majors stay in

the GSSC. The GSSC also provides career and employment services and encourages students to begin thinking about the integration of academic and career goals early in their college education.

Since the first-cycle review, the colleges have added new advising positions, resulting in better-staffed offices. The increased staff allows advisors to provide personalized attention to special populations, such as student-athletes, international students, and students on academic probation.

The GSSC and college advising coordinators work together to ensure that student-athletes understand their curriculum requirements and make progress toward degrees. The creation of an electronic spreadsheet system to more easily and accurately track athletic eligibility was a joint effort between Athletics Department academic coordinators and the campus advising community.

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

Currently, Northern Arizona University provides academic support and advising services for student-athletes through two full-time academic coordinators and two full-time graduate assistants. The graduate assistants report to the academic coordinators, and the academic coordinators report to the associate athletic director of student-services/SWA.

Each academic coordinator supervises a graduate assistant, with sports divided between the two:

- Academic coordinator #1: football, women's basketball, swim/dive, men's and women's tennis, golf
- Academic coordinator #2: cross country, volleyball, soccer, men's basketball, track and field

Academic coordinators are responsible for pre-advisement, mentoring, recruiting, tracking NCAA progress towards degree, study hall, and attendance for their respective sports. Together, they coordinate the academic programs, orientations, tutoring services, and any other programming within Academic Services.

Regarding academic advisement, academic coordinators in the Athletics Department and the campus advisors collaborate to keep student-athletes on track. Academic advising services for student-athletes are similar to those provided to the general student population, with the added influence of the academic coordinators, who provide more intrusive contact and work with the coaches to ensure student-athletes maintain a focus on academic progress.

Freshman students of all majors are advised through the GSSC, where advisors explain undergraduate degree requirements, show students how to access academic information on the website, explain degree progression plans and major requirements, discuss athletic practice schedules, and help in the selection and scheduling of classes. Student-athletes are also encouraged to get to know the academic advising coordinators in their major colleges so that when they are transferred to the colleges for advising their sophomore year, they have already established a relationship.

Approximately four weeks into the semester, freshmen receive an e-mail from their GSSC advisors, asking them to discuss their current classes and course selection for the following term. Advisors check

mid-semester grades, and if any are failing at that time, advisors refer students to the appropriate services. These consultations are documented in the student information system (LOUIE) to inform college advisors about GSSC advisors' recommendations to students.

All freshmen have advising holds on their accounts and are not allowed to enroll in classes until they have spoken with their academic advisors. After student-athletes meet with their advisors in the GSSC, their holds are removed. They are encouraged to check in with their college advisors prior to enrolling. This provides an opportunity for the college advisors to share additional information about course content and faculty teaching styles that may enhance the student-athletes' academic success.

Students who have not declared a major are invited to explore career and academic options with their GSSC advisors. Students may use the online career-decision-making software, SIGI 3, or take the Strong Interest Inventory and Myers Briggs Type Indicator at the Counseling & Testing Center. Advisors help students clarify their values, interests, and skills and apply this information as they evaluate options.

Once students have completed 30 units of credit, they are no longer required to meet with an advisor prior to enrollment for classes unless they are on academic probation or have not yet declared a major. Student-athletes are encouraged to meet with advisors in their major colleges prior to enrollment even though they are not required to do so.

Academic coordinators and academic advisors work together to assure that student-athletes are properly advised. Training sessions ensure advisors know the NCAA Progress Towards Degree Rules, Practice Schedules, and any other circumstances specific to student-athletes. Services used by student-athletes include Learning Assistance Centers, Writing Center, CHAMPS/Life Skills Course, Gateway Student Success Center, Disability Resources, Counseling and Testing Center, and the Multicultural Student Center.

**Learning Assistance Centers (LAC)** <http://www4.nau.edu/lac/>

There are two Learning Assistance Centers on campus. Each center provides a variety of academic assistance services to NAU students free of charge. The LAC provides one-on-one tutoring, group tutoring, online tutoring, supplemental instruction sessions, math labs, academic success workshops, and the Writing Center. The LAC director reports to Educational Support Programs and is housed in Student Affairs.

**Writing Center** <http://www.nau.edu/english/Writing%20Center/index.html>

The Writing Center, in room 227 of the Liberal Arts building, operates under the auspices of NAU's English Department. Students enrolled at the university may receive assistance with their writing, either on a credit or non-credit basis, through the Writing Center. Students enrolled in Program for Intensive English (PIE) courses receive academic credit, but credits earned in these courses are not counted toward degree completion.

**CHAMPS/Life Skills Course (EPS 199)**

Academic and Personal Development is a course designed by Northern Arizona University's College of Education. The course assists student-athletes with career, personal, and academic development, and includes such topics as study skills, college major decisions, media relations, NCAA rules and

regulations, diversity issues, and career development. All freshman student-athletes on scholarships are required to participate in the course in their first year.

**Gateway Student Success Center (GSSC)** <http://www4.nau.edu/gateway/>

The Gateway Student Success Center provides academic advising for first-year students and career counseling and employment coaching for all students. The staff encourages students to “begin with the end in mind” and to intentionally integrate academic and career decision-making throughout their college experiences. The GSSC is housed in Academic Affairs and reports to the vice provost for undergraduate studies.

**Disability Resources** <http://www2.nau.edu/dr/>

Disability Resources promotes the full inclusion of persons with disabilities in the Northern Arizona University community. Its mission is to work in cooperation with students, faculty, staff, and the campus community to promote a universally designed environment and to ensure that all university opportunities are fully accessible. The Disability Resources director reports to Campus Health Services and is housed in Student Affairs.

Services are available at no cost to all Northern Arizona University students who have

- a disability that substantially limits one or more major life activities, i.e., walking, talking, learning, hearing, seeing, etc; and
- current documentation of such a disability.

Disability Resources services and accommodations include

- accessible parking, housing and computer labs;
- assistive technology devices, services;
- registration assistance and priority registration; and
- sign language interpretation.

**Counseling & Testing Center** <http://www.nau.edu/ctc/>

The Counseling & Testing Center (CTC) works to enhance the psychological growth, emotional well-being, and learning potential of Northern Arizona University students. This aim is accomplished by providing short-term psychological counseling, institutional testing, mental-health and substance-abuse educational programming, and consultation. C&TC director reports to Campus Health Services and is housed in Student Affairs.

**Multicultural Student Center (MSC)** <http://www.nau.edu/mcsc/>

Each semester, the Multicultural Student Center (MSC) serves nearly 2,500 NAU students, a diverse population that enriches the academic, cultural, and social life of the university. NAU takes pride in its long tradition of helping each student set and meet educational and personal goals. The MSC, on the second floor of the University Union, is part of that tradition. At the MSC, all students may receive personal assistance in areas dealing with academic advisement, counseling, financial aid, and tutorial/study skills. Students are also aided in their adjustment to the university environment by MSC mentors and peer advisors. The staff works with various departments to educate and promote understanding of the needs of minority students. Staff members also work closely with other Student Services departments and faculty in providing the highest quality services to NAU students. In addition, the MSC works with cultural clubs on campus throughout the year, helping to sponsor events and cultural heritage weeks. Though primarily a resource area, the MSC is also a place for students to

meet and interact. Students stay abreast of center activities and services via the MSC newsletter, *Threads*, published regularly and distributed to students and all university departments.

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

- a. The specific academic support services offered to student-athletes (if any);
- b. Any policies that govern which students can use these services;
- c. The mechanisms by which student-athletes are made aware of these services;
- d. The mechanism for review of these services by academic authorities outside athletics at least once every 3 years; and
- e. The mechanism for periodic approval of these services by academic authorities outside athletics.

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

### **Academic Advising**

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

**ADVISING CONSULTATION:** If student-athletes have academic issues, they are required to see their respective academic coordinators for academic advising prior to enrollment or at any point in the term. To be well-versed on degree requirements and course expectations, academic coordinators work closely with the colleges’ academic advising coordinators. Thus academic coordinators are equipped to recommend appropriate courses and timely corrective action, such as withdrawing from courses and retaking them in a winter or summer term.

**EARLY ENROLLMENT:** Student-athletes are placed in a student group that provides early enrollment privileges in advance of other undergraduate students. Other groups, including students with disabilities and Honors Program students, also have early enrollment privileges. Early enrollment is a benefit for student-athletes because it improves their ability to build effective class schedules for athletic practice, competition, and travel obligations.

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

Advising consultation is offered to all student-athletes and prospective student-athletes to ensure that all NCAA requirements are being met.

Student-athletes who are on the Eligibility Status Report the roster may take advantage of Early Enrollment. Tryout students or walk-ons may receive this privilege once they are added to the roster.

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

Student-athletes learn of these services in team meetings and through Compliance/NCAA Paperwork meetings. To understand academic requirements pertinent to them, student-athletes

who are new or late additions to the team must meet with their academic coordinators. The *Student-Athlete Handbook* distributed at the beginning of each fall term also provides explanation of academic requirements.

- d. The mechanism for review of these services by academic authorities outside athletics at least once every 3 years.

Services provided by advisors, staff in the Learning Assistance Centers, orientation staff, and Disability Resources are available to all NAU students. Grant-funded programs under the LAC umbrella require regular federal reporting. The Human Resources Department oversees the standard university procedures used to employ and evaluate staff in these units, and annual performance reviews of the services provided are conducted for all personnel.

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

Services provided by advisors, staff in the Learning Assistance Centers, orientation staff, and Disability Resources are available to all NAU students. Grant-funded programs under the LAC umbrella require regular federal reporting. The Human Resources Department oversees the standard university procedures used to employ and evaluate staff in these units, and annual performance reviews of the services provided are conducted for all personnel.

## **Tutoring**

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

Tutoring services are delivered through Learning Assistance Centers on campus. The Athletics Department has an agreement with the LACs, providing student-athletes the opportunity to receive three 45-minute tutoring sessions per subject, per week. Non-athletes may receive two 45-minute tutoring sessions per subject, per week.

All other tutoring services for student-athletes are the same as those for the general student body. Periodic tutoring is done within the Athletic Department if the academic coordinator or graduate assistant is competent in appropriate subjects and can be of service to a student-athlete.

In spring of 2008, the LAC hired and supervised tutors during student-athlete study halls funded through the Athletics Department.

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

All student-athletes (scholarship or walk-on) can utilize the Master Schedule. Student-athletes are required to obtain an “LAC Master Schedule” form from their academic coordinators in order to receive the three, 45-minute tutoring sessions per week from the LAC. Advance scheduling allows the student to see the same tutor, at the same time, on the same day each week throughout the semester. A review of the use of the Master Schedule Tutoring Services for the three study years shows that student-athletes have taken advantage of the LAC Master

Schedule: only 38 students used the LAC Master Schedule in 2004 – 2005, and in 2006 – 2007, the number was 98, a more than 250% increase. The Equity and Student-Athlete Well-Being section provides information for tutors and tutoring (3.2/6.6).

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

Student-athletes are made aware of these services through communication from their coaches and academic coordinators. Information for the LAC tutoring services includes assistance for math, writing, online tutoring, and Supplemental Instruction (a series of weekly review sessions for students taking historically difficult courses) can be found at [home.nau.edu/edsup/lac/lac\\_tutoring.asp](http://home.nau.edu/edsup/lac/lac_tutoring.asp) as well as in the *Student-Athlete Handbook*.

d. The mechanism for review of these services by academic authorities outside athletics at least once every 3 years.

Services provided by advisors, staff in the Learning Assistance Centers, orientation staff, and Disability Resources are available to all NAU students. Grant-funded programs under the LAC umbrella require regular federal reporting. The Human Resources Department oversees the standard university procedures used to employ and evaluate staff in these units, and annual performance reviews of the services provided are conducted for all personnel.

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

Services provided by advisors, staff in the Learning Assistance Centers, orientation staff, and Disability Resources are available to all NAU students. Grant-funded programs under the LAC umbrella require regular federal reporting. The Human Resources Department oversees the standard university procedures used to employ and evaluate staff in these units, and annual performance reviews of the services provided are conducted for all personnel.

### Success Skills

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

EPS 199: The Educational Psychology (EPS) 199 class, based off the NCAA CHAMPS/Life Skills Program and taught by the academic coordinators, is highly recommended for all first-year student-athletes on scholarship and available to walk-ons if openings are available. This class focuses on the five components of the CHAMPS/Life Skills Program and also offers information on personal development, athletic skills, and career development. EPS 199 includes lectures, activities, and discussions along with guest speakers from entities around campus.

Student-athletes are encouraged to attend Academic Success Workshops offered through the LAC to gain skills on studying, time management, stress management, and test anxiety.

**Connections on Campus!**

Seven people representing a variety of areas on campus are part of our CHAMPS/Life Skills Advisory Team, maintaining a commitment to supporting our student-athletes. They are great resources in their respective departments for student-athletes needing additional support outside the Athletic Department.

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

EPS 199 is available to all student-athletes receiving athletic aid. If seats are available, walk-ons may enroll with instructor consent.

LAC workshops are available to all student-athletes and other students on campus.

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

Information on EPS 199 is communicated to prospective student-athletes on recruiting trips, through their academic advising appointments at the Gateway Student-Success Center, and by coaches and academic coordinators. Information can also be found on the NAU Athletics Department website and in the *Student-Athlete Handbook*.

Academic coordinators and LAC communications inform students of LAC workshops and services. Also, guest speakers at New Student Orientation and EPS 199 instructors provide this information. Information regarding types of workshops, times, and locations is published on the LAC website.

**d. The mechanism for review of these services by academic authorities outside athletics at least once every 3 years**

EPS 199 is a class based on the university EPS 101 class, which is available to all university students. The EPS 199 content is altered to fit the specific goals of the NCAA CHAMPS/Life Skills Program. Rebecca Campbell, associate professor of education, coordinates and evaluates all instructors of EPS 101 and EPS 199.

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

EPS 199 is based on the university's EPS 101 course, which is available to all university students. EPS 199 content is tailored to the specific goals of the NCAA CHAMPS/Life Skills Program. Associate Professor of Education Rebecca Campbell coordinates and evaluates all instructors of EPS 101 and EPS 199.

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

Currently, first year student-athletes, athletes with a 2.50 or lower cumulative GPA, or athletes identified by coaches are required to clock a minimum of six hours of study hall per week as

required by the Athletic Department. However, coaches may require more study hall hours for their respective student-athletes. Study hall monitors are on duty in a designated location in the library from 4 – 10 p.m. Sundays and 6 – 10 p.m. Monday through Wednesday. Student-athletes clock in and out with their monitor. Sign-in sheets are tallied at the end of each week and the academic coordinator or graduate assistant notifies coaches of student-athletes' attendance. Consequences for missed study hall hours are determined by each sport program.

Some sport programs offer separate study halls during the week, monitored by an academic coordinator or graduate assistant.

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

Any student-athlete is eligible for this service. However, first-year student-athletes with a cumulative GPA below 2.50, or others whom coaches designate, must attend study hall until their GPAs improve. The Athletic Department policy states that new students who earn a GPA of 3.00 or better after their first semester or at least a 2.50 cumulative GPA after their first year are not required to attend study hall. Continuing student-athletes who do not maintain a GPA of at least 2.50 must attend study hall. Some sport programs have more stringent requirements.

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

New student-athletes learn of these services during their recruiting trips and upon arrival to campus. A meeting is set up for study hall participants to go over the rules/regulations during the first week of each term. Additional participants are made aware on an individual basis or via coaches.

d. The mechanism for review of these services by academic authorities outside athletics at least once every 3 years.

No review of study hall procedures by academic authorities outside the Athletics Department has been conducted. Study hall has been viewed by the university academic authorities as a special place set aside for student-athletes to study and not as an activity where student-athletes receive any kind of academic support. The study hall monitors are not considered to be university employees engaged in academic services. They are viewed as time keepers who track student-athletes participation in study hall.

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

No review of study hall procedures by academic authorities outside the Athletics Department has been conducted. Study hall has been viewed by the university academic authorities as a special place set aside for student-athletes to study and not as an activity where student-athletes receive any kind of academic support. The study hall monitors are not considered to be university employees engaged in academic services. They are viewed as time keepers who track student-athletes participation in study hall.

**First-Year Student-Athlete Orientation for Freshmen and First-Year Transfers**

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

All new student-athletes are required to attend an Athletic Department “first-year orientation” the Sunday before the fall semester begins. During this orientation, different individuals speak about their services, review sections of the *Student-Athlete Handbook*, conduct team building activities, introduce the Student-Athlete Advisory Committee (SAAC), and review study hall regulations. This orientation, required for all first-year student-athletes, is coordinated by SAAC and supervised by the CHAMPS/life skills coordinator and associate athletic director/SWA.

All new students are expected to attend Orientation prior to enrollment in their first term. Orientation is coordinated through the New Student Programs Office and provides students with campus information and academic advising to enhance the probability of their success. Student-athletes receive the same information and services as those provided to other incoming students. Academic advisors who meet with the new students during Orientation are aware of student-athletes’ special needs related to practice schedules, seasons of competition, and course demands.

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

New student-athletes are required to attend the student-athlete Orientation session.

All student-athletes are expected to participate in the orientation sessions conducted on campus by New Student Programs.

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

Student-athletes are made aware of Student-Athlete Orientation through their coaches.

Students become aware of university Orientation during the recruiting process. Information on Orientation can also be found on the NAU New Student Programs website:

[home.nau.edu/admissions/newstudentprograms/Orientation.asp](http://home.nau.edu/admissions/newstudentprograms/Orientation.asp).

- d. The mechanism for review of these services by academic authorities outside athletics at least once every 3 years.

Services provided by advisors, staff in the Learning Assistance Centers, orientation staff, and Disability Resources are available to all NAU students. Grant-funded programs under the LAC umbrella require regular federal reporting. The Human Resources Department oversees the standard university procedures used to employ and evaluate staff in these units, and annual performance reviews of the services provided are conducted for all personnel.

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

Services provided by advisors, staff in the Learning Assistance Centers, orientation staff, and Disability Resources are available to all NAU students. Grant-funded programs under the LAC umbrella require regular federal reporting. The Human Resources Department oversees the standard university procedures used to employ and evaluate staff in these units, and annual performance reviews of the services provided are conducted for all personnel.

### **Academic Progress Monitoring and Reporting**

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

**PROGRESS REPORTS:** Every semester, student-athletes are required to submit mid-term progress reports. These are distributed by the academic coordinators to the coaches, then to athletes, and are expected to be turned in two weeks after distribution.

Student-athletes with a D or an F in any course on their progress reports are required to fill out the “Action Plan” with their professors to identify how they are going to improve academically in that class.

The information is then reported to the coaches and sport supervisors.

**ATTENDANCE CHECKS:** Implemented in fall 2007, student-athletes who have a 2.25 cumulative GPA or lower or are new students are required to fill out a weekly attendance sheet with a signature from the professor for every class attended; this is submitted to their mentors, academic coordinators, or coaches. In addition, periodic e-mails are sent to verify attendance status for individual student-athletes.

If a student-athlete misses a class or fails to obtain a signature, coaches are notified and consequences are handled on a team-by-team basis.

First-year and at-risk student-athletes are assigned a mentor at the beginning of each semester. This mentor tracks academic progress through weekly meetings and reports the information weekly to the coaches.

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

All student-athletes on the roster are required to hand in a “mid-semester progress report.”

Student-athletes with a 2.25 cumulative GPA or lower, or who are new students, are required to do the attendance check. Coaches may require additional student-athletes to do attendance checks at their discretion.

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

Student-athletes are notified about the progress reports during their recruiting period and/or through their coaches. Academic coordinators and the Intercollegiate Athletic Committee (IAC) communicate attendance policy to the coaches.

d. The mechanism for review of these services by academic authorities outside athletics at least once every 3 years.

The Eligibility Committee meets every Tuesday and Thursday to review student-athlete progress reports and check eligibility status.

The current Attendance Policy, a work in progress, has no process for review to date.

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

No academic authorities outside the Athletics Department conduct periodic approval for progress reports.

## **The current Attendance Policy, a work in progress, has no process for review to date.**

### **Assistance for special academic needs**

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

Assistance for student-athletes with special academic needs is provided primarily by Disability Resources and Student Support Services, similar to any student on campus. All students who qualify may ask for help on their own or be referred by a faculty member, coach, or staff member. Students requiring academic assistance are identified through self disclosure or through the grade list provided to the coaches each semester.

All students with identified learning disabilities, including student-athletes, are eligible for tailored academic assistance offered through Disability Resources. These include academic modifications and accommodations as outlined in the American Disabilities Act. Disability Resources also provides adaptive technology applications available to students with disabilities.

Student Support Services (SSS) offers academic, financial aid, career, and personal assistance. The SSS staff provides study skills programs, arranges individual and group tutoring, offers the “laptop loan,” assists with FAFSA and scholarship applications, and provides personal career support through enrichment and leadership opportunities.

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

All students who qualify can use services provided by Disability Resources and Student Support Services. SSS is a federally funded TRIO program, providing academic support and education services for NAU undergraduate students who are low income (Pell Grant Eligible), first generation, and/or registered with Disability Resources. The SSS staff works with students as they adjust to campus life and the rigors of academic study by providing a variety of services to improve retention and graduation rates of all NAU students.

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

Information can be found on the NAU Disability Resource website: [nau.edu/dr/](http://nau.edu/dr/). It is also provided during fall orientation and can be found in the *Student-Athlete Handbook*: <http://naustats.newtier.com/mensbb/handbook.pdf>.

- d. The mechanism for review of these services by academic authorities outside athletics at least once every 3 years.

Services provided by advisors, staff in the Learning Assistance Centers, orientation staff, and Disability Resources are available to all NAU students. Grant-funded programs under the LAC umbrella require regular federal reporting. The staff is employed and evaluated in these units using standard university procedures as overseen by the Human Resources Department. The review of the services provided is conducted through the annual performance reviews of all personnel who work in these units.

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

Services provided by advisors, staff in the Learning Assistance Centers, orientation staff, and Disability Resources are available to all NAU students. Grant-funded programs under the LAC umbrella require regular federal reporting. The Human Resources Department oversees the standard university procedures used to employ and evaluate staff in these units, and annual performance reviews of the services provided are conducted for all personnel.

### **Learning assessments**

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

Student-athletes utilize our Counseling & Testing Center similar to any student at NAU.

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

All students are eligible to receive learning assessments/placement testing

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

Information can be found on the C&T Center website: [nau.edu/ctc/](http://nau.edu/ctc/). It is also provided during fall orientation and can be found in the *Student-Athlete Handbook* at [naustats.newtier.com/mensbb/handbook.pdf](http://naustats.newtier.com/mensbb/handbook.pdf).

- d. The mechanism for review of these services by academic authorities outside athletics at least once every 3 years.

Services provided by advisors, staff in the Learning Assistance Centers, orientation staff, and Disability Resources are available to all NAU students. Grant-funded programs under the LAC

umbrella require regular federal reporting. The staff is employed and evaluated in these units using standard university procedures as overseen by the Human Resources Department. The review of the services provided is conducted through the annual performance reviews of all personnel who work in these units.

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

Services provided by advisors, staff in the Learning Assistance Centers, orientation staff, and Disability Resources are available to all NAU students. Grant-funded programs under the LAC umbrella require regular federal reporting. The Human Resources Department oversees the standard university procedures used to employ and evaluate staff in these units, and annual performance reviews of the services provided are conducted for all personnel.

### **Mentoring**

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

First year and at-risk student-athletes are required to participate in the mentoring program through athletics. Student-athletes are assigned mentors (academic coordinator or Graduate assistant) at the beginning of each semester and are required to meet with them on a weekly basis to monitor their academic progress. Each mentor has an excel spreadsheet tracking all assignments, due dates, and grades. During each meeting, the mentor and mentee review new grades, talk about any concerns, arrange tutors if needed, and discuss any non-academic concerns confidentially.

At the end of each week, the coach for each sport is sent a “mentor report” on the academic progress of their student-athletes.

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

Any student-athlete can use the mentoring program. Mentoring is required for all freshman student-athletes and at-risk student-athletes identified by the coaches.

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

Student-athletes are made aware of this program during the recruiting process. In addition, information is located on the NAU Athletics website and in the *Student-Athlete Handbook*. Coaches and academic coordinators generate a “mentor list” for each sport before the beginning of each term.

- d. The mechanism for review of these services by academic authorities outside athletics at least once every 3 years.

Although no academic authorities outside the Athletics Department review mentoring practices, Academic Services in the Athletics Department periodically reviews these services and has the authority to make necessary changes. At this time, there is no formal review process.

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

No review of the mentoring program has been conducted.

### **Assistance for At-Risk Students**

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

Student-athletes who are “at-risk” are required to participate in the mentoring program, placed on attendance checks, and monitored closely through the Athletics Department. Student-athletes are tagged “at-risk” as are first-year student-athletes and continuing student-athletes with a cumulative GPA below 2.50.

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

Student-athletes can use the services mentioned previously as well as any service available to the general student population: Disability Resources, Counseling & Testing Center, and Student-Support Services.

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

Student-athletes learn of these services through their coaches and academic coordinators. Information is also provided on the NAU website for Disability Resources, Counseling & Testing Center and the Student Support Services website: <http://home.nau.edu/edsup/sss/>. Information regarding these services is provided during fall orientation and in the *Student-Athlete Handbook* <http://naustats.newtier.com/mensbb/handbook.pdf>.

- d. The mechanism for review of these services by academic authorities outside athletics at least once every 3 years.

Services provided by advisors, staff in the Learning Assistance Centers, orientation staff, and Disability Resources are available to all NAU students. Grant-funded programs under the LAC umbrella require regular federal reporting. The Human Resources Department oversees the standard university procedures used to employ and evaluate staff in these units, and annual performance reviews of the services provided are conducted for all personnel.

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

Services provided by advisors, staff in the Learning Assistance Centers, orientation staff, and Disability Resources are available to all NAU students. Grant funded programs under the LAC umbrella require regular federal reporting. The Human Resources Department oversees the standard university procedures used to employ and evaluate staff in these units, and annual performance reviews of the services provided are conducted for all personnel.

**Post Eligibility Programs**

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

Northern Arizona University's Department of Athletics has a Fifth-Year Exhausted Eligibility Grant-in-Aid Program in place. This program is designed to provide a student-athlete who has exhausted his/her eligibility to play to complete university degree requirements during his or her fifth year. Information concerning scholarships and aid for post-eligibility programs is also discussed in the section, Equity and Student-Athlete Well-Being, Operating Principle 3.1, question #8.

- b. Any policies that govern which students can use these services
- a. Fifth-year exhausted eligibility aid is not guaranteed. The student-athlete must apply for the aid and must be approved to receive the aid for his/her fifth year. Each application is evaluated on an individual basis
  - b. Each student-athlete is evaluated upon his/her coach's recommendation, whether the student-athlete has made satisfactory progress toward a degree, and the student-athlete's general behavior during his/her career at NAU.
  - c. The total number of hours remaining to graduate must be indicated by the student-athlete's campus advisor on each application in order for the application to be reviewed.
  - d. A fifth-year exhausted eligibility student-athlete receiving an athletic grant-in-aid is required to work 20 hours per week in a capacity assigned and monitored by the assistant director of athletics for compliance. This work requirement is comparable to the amount of time that a student-athlete spends on his/her sport during the season.
- c. The mechanisms by which student-athletes are made aware of these services

Student-athletes learn of this program during the recruiting process or, as they become close to the end of their eligibility, through the academic coordinators.

- d. The mechanism for review of these services by academic authorities outside athletics at least once every 3 years.

The Intercollegiate Athletic Association (IAC) reviews the Athletics Department academic program along with the Post Eligibility Program after each term. In addition, Financial Aid auditors review post eligibility scholarships once a year.

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

The IAC Governance and Commitment to Rules Compliance Sub Committee reviews the Post Eligibility Program to ensure NAU is in compliance with the Arizona Board of Regents Policy

6. Please submit a copy of the report from the academic support services review to your NCAA staff liaison with the submission of your self-study report. [Please use the file upload link contained within

this question on the athletics certification system (ACS) database to submit a copy of your most recent academic support services review.]

No review of academic support services has been conducted. The academic support services available to student-athletes are the same for all students and are evaluated annually in performance reviews of personnel who work in these units.

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

No relevant corrective actions have been planned for the review of academic support services.

Plan for Improvement (if one is needed, the following steps are to be completed).

*(See attached Plan for Improvement)*

<b>Issues in the Self-Study</b>	<b>Measurable Goals</b>	<b>Steps to Achieve Goals</b>	<b>Individuals Responsible for Implementation</b>	<b>Specific Timeline for Completing Work</b>
<b>Elements</b>	<b>Goals</b>	<b>Steps</b>		
1. The six-year graduation rate for minority student athlete population graduation rate is lower than the general minority population.	Demonstrate a comparable minority student-athlete six-year graduation rate.	<p>Annually review the minority graduation rates of the student athlete population.</p> <p>Gather information during senior exit interviews to determine what might be inhibiting their graduation goal.</p> <p>Review the minority graduation rates and information collected from senior exit interviews with the Diversity Issues Group (see 3.2/ 5 year Minority Plan)</p>	<p>Academic advisors</p> <p>Sports supervisors</p> <p>SWA then compiles the information to be reviewed by Diversity Issue Group and Academic advisors</p> <p>SWA AD Exec. VP- liaison</p>	Annually

<b>Issues in the Self-Study</b>	<b>Measurable Goals</b>	<b>Steps to Achieve Goals</b>	<b>Individuals Responsible for Implementation</b>	<b>Specific Timeline for Completing Work</b>
<b>Elements</b>	<b>Goals</b>	<b>Steps</b>		
1. Process for documenting hours earned toward a student-athlete's degree is a priority for the Athletics Department and the University.	<p>Monitor student-athletes' degree progress toward their degrees in a timely manner</p> <p>Develop a process that will place advising holds on all student-athlete accounts every term to prevent enrollment and require academic advising.</p>	<p>Require athletes to continue the practice established in the GSSC during their first year</p> <p>Student-athletes are to talk with an academic advisor to make sure that they are making appropriate choices to successfully complete their degrees in a timely manner</p>	Academic Coordinators in Athletics and the Academic Advising Coordinators in the colleges	This new policy is scheduled to begin in Fall 2008