

ANNUAL REPORT OF THE UNIVERSITY SENATE ATHLETIC COMMITTEE (USAC) May 2015

COMMITTEE MEMBERSHIP:

Chair, Max Utsler, Journalism

Joy Ward, Ecology & Evolutionary Biology

Phillip DeLaTorre, Law

Catherine Shenoy, Business

Robert Pogorek, Public Safety

Amy Smith, Policy Office Director

Ingrid Peterson, Mathematics

Peter Ukpokodu, African American Studies

Chris Wallace, Housing Office Administration, University Support Staff

Brent Lee, Graduate Student

Sophia Templin, Student

Gabby Dimarco, Student Athlete Advisory Committee

Ella Tenerelli, Student Senate

Ex-Officio (non-voting):

Paul Buskirk, Associate Athletics Director, Student Athlete Support Services

Susan Williams, Chemical & Petroleum Engineering, Faculty Athletic Representative to the NCAA

*Note: This report was written in response to the FY15 standing and specific charges. To facilitate the report's coherence, responses to specific charges have been incorporated into the discussion of standing charges, where appropriate.

STANDING CHARGES

Standing Charge #1. Review KU and Kansas Athletics Inc. (KAI) efforts to promote and maintain academic excellence, as they pertain to athletics. (Ongoing)

- a. Identify potential barriers to student athlete integration into curricular and extra-curricular activities, and recommend mechanisms to overcome such barriers
- b. Recommend campus initiatives to target academic success of student athletes, including collaboration with the ongoing academic programs at the Student Athlete Support Center
- c. Recommend educational programs and communication strategies to increase community awareness of issues such as Academic Progress Rate (APR), progress towards degree and similar regulations as well as academic honors and awards to student-athletes
- d. Review current year data on missed class days due to competition and travel
- e. Review the following KAI academic reports: Spring and Fall Student-athlete Grade Summary, NCAA Academic Progress Rate Institutional Report, and Graduation Rates
- f. Review the KAI report on academic majors for student-athletes and non-athletes

The committee reviewed the following indicators of academic progress: Spring and Fall 2014 overall and team grade point averages (Appendix A), NCAA Academic Progress Rate (APR) Reports 2012-13, 2013-14 and 4-year Multiyear Reports (Appendix B) and Graduation Rates (Appendix C),

In Fall 2014, the all-sports combined grade point average was 2.94 down from 2.95 in the fall of 2013. 192 student-athletes on active rosters achieved a GPA of 3.0-3.99. That number was up 10 from the previous fall. 34 achieved a 4.0 in Fall 2014, up eight from Fall 2013. Team GPA's

ranged from a low of 2.48 (football) to a high of 3.40 (men's golf). Football also showed the biggest drop from the previous fall when it posted a 2.65 GPA. Men's golf showed the greatest improvement, up from the 3.12 of the previous fall. Men's basketball improved from 2.55 to 2.93. Women's Basketball rose from 2.66 to 3.03. Soccer improved from 3.13 to 3.34. The NCAA does not monitor team GPA's.

The NCAA Academic Progress Rate (APR) is a measure of individual team accomplishments intended to help universities stay attuned to academics in the realm of athletics. APR looks at two measurements: 1) Did the student athlete successfully complete the previous semester) and 2) Did he/she return to the university? If the answer is "yes/yes" then that participant earns a perfect score. The NCAA has determined a score of 930 to be the benchmark. The 2013-2014 APR Report shows Men's Golf, Women's Cross Country and Women's Golf all registering perfect scores of 1000.

A single year of an APR below 930 does not lead to any NCAA sanctions but does serve as a warning signal to the individual sport. The 2013-14 report shows Football falling to a score of 908. That is significant drop because of the large number of members of the team. Sports with relatively smaller rosters such as golf and tennis can fluctuate greatly from year to year. Men's Outdoor Track (924) Men's Indoor Track (926) both fell below the 930 mark.

All Women's Sports checked in at 963 or above. Baseball showed the biggest improvement over 2012-13 rising from 952 to 970.

The new 4-year, 2013-14 Multiyear APR is the key measurement. It currently shows no KU programs fall below the NCAA benchmark of 930 (the new value put forth by NCAA) that would require a team improvement plan and could lead to a post-season ban.

Football earned a Multiyear APR score of 945. Men's Basketball checked in at 995. The NCAA reports a Multiyear APR of *all* Division I schools as 956 for Football and 961 for Men's Basketball.

Men's Golf, Women's Cross Country, Women's Rowing, Women's Golf and Women's Volleyball all registered scores above 980. All other sports scored 950 or higher.

Student-athlete graduation rates continue to exceed the rate for all KU students (2007-08) freshman-cohort graduation rate – all students (62 percent), student-athletes (82 percent) and 4-year class averages – all students (62 percent), student athletes (71 percent). The student-athlete graduation success rate for the 2006-07 freshman cohort, calculated separately, was 85 percent, one percent above the 2006-07 student-athlete cohort. Overall, KAI has maintained high graduation success rates during the past four-year time period.

These three indicators demonstrate continued academic progress in KU athletics.

USAC also looked at the majors of student-athletes to see if any clustering was taking place. Student-athletes have represented 2.25 to 2.39 percent of the student population from Fall of 2010 to Fall 2014.

Table 1 shows the number of majors by the percent of student-athletes enrolled. For example, Fall 2010 shows 59 majors with no student athlete enrollment and two majors with more than 18 percent student-athlete enrollment. If student-athletes enroll in majors in the same proportion as other students we would expect about 2.3 percent of enrollment in larger majors to be student athletes. For smaller majors we would expect significant variation over time.

Only two majors have consistently reported more than 5 percent of all majors, Pre-Business and Liberal Arts and Sciences. Most of the clustering above 12 percent student-athlete enrollment is not represented by Pre-Business. Since 2012, we do see a larger representation in Liberal Arts and Sciences for student athletes.

Table 1. Number of Majors in each Percentage Category 2010 - 2014

| % of SA in Major | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 |
|-------------------------|------------------|------------------|------------------|------------------|------------------|
| 0 | 59 | 61 | 57 | 58 | 62 |
| 0.01 - 2 | 28 | 35 | 39 | 36 | 30 |
| 2.01 - 4 | 23 | 13 | 15 | 20 | 22 |
| 4.01 - 6 | 7 | 7 | 3 | 2 | 2 |
| 6.01 - 8 | 2 | 5 | 5 | 4 | 2 |
| 8.01 - 10 | 2 | 1 | 1 | 6 | 3 |
| 10.01 - 12 | 3 | 1 | 2 | 0 | 1 |
| 12.01 - 14 | 1 | 3 | 2 | 1 | 3 |
| 14.01 - 16 | 0 | 0 | 1 | 1 | 2 |
| 16.01 - 18 | 0 | 0 | 1 | 0 | 1 |
| >18 | 2 | 1 | 1 | 2 | 1 |
| SA Percent Overall | 2.30 | 2.34 | 2.39 | 2.34 | 2.25 |

Table 2 reports the majors by year with over 12 percent student-athlete enrollment. African and African-American Studies appear every year. American Studies appears four of five years, and Sociology, Community Health, and Liberal Arts and Sciences appear for three years.

Table 2. Majors w/more than 12 percent Student-Athlete Enrollment 2010-14

| Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|---|
| African and African-American Studies |
| American Studies |
| Pre-Sport Science/Community Health | Community Health | Community Health | | |
| | Health and Physical Education | | | Health and Physical Education |
| | | Sociology | Sociology | Sociology |
| | | Liberal Arts and Sciences | Liberal Arts and Sciences | Liberal Arts and Sciences |
| | | | | Pre-Physical Education/Health Teacher Education |
| | | | | Pre-Veterinary Medicine |
| | | | | Pre-Optometry |

RECOMMENDATIONS:

Specific Charges FY15:

The committee recommends continued review of the 2013-14 data in comparison with 2014-15 with specific emphasis on variability across sports, and determination of whether the new requirement of the 930 APR will be continue to be met in the future. The committee noted no troubling trends in the clustering of majors study but does recommend continued monitoring.

Specific Charge #1: Review the potential impact of implementation of the University’s common core on the academic progress of student-athletes.

Findings (following meetings with Paul Buskirk, counselors and tutors in Academic Support Services in Athletics):

- 1) The general feeling at KU Athletics is that the KU Core gives student-athletes more options and flexibility. Glenn Quick, Associate Athletics Director - Academic and Career Counseling, said the Core has been beneficial for student-athletes because that flexibility offers greater opportunity for exploration of coursework.
- 2) While the KU Core generally gives more options and flexibility, the limited options to meet Goal 6 restrict student choice. Athletics would like to see more Core approved-courses and more courses that meet multiple goals because they see this as creating more flexibility for all students, not just the athletes.

- 3) Athletics raised a concern about courses that are exclusively offered on the Edwards Campus. These courses are unavailable for scholarship athletes. Scholarships cannot pay for course offerings at satellite campuses because of NCAA rules. The intent of that rule did not cover courses offered at branches such as the Edwards Campus. Yet, the rule stands. Shared course numbers on the Lawrence campus might be one consideration.
- 4) KU is generally more restrictive than peer institutions that allow transfer credit of "D" in some areas. The requirement for 100 hours in the CLAS was especially problematic for transfer students, especially when changing schools. Paul Buskirk said that initially his biggest concern was for athletes transferring into KU. However, the opt-in/out options that were written into the Core policy for transfer students largely addressed his concerns. The current KU transfer rule is the same as the NCAA transfer rule.
- 5) Online courses offer flexibility with regard to attendance that is particularly helpful for in-season athletes. However, many online courses have additional work requirements and deadlines that make it more difficult for student athletes to keep up. Course structure, whether online or face-to-face, is key for the student athlete, particularly in-season. Known, pre-determined structure and requirements are more manageable and allow the student athlete to be more proactive.
- 6) Committee members received a copy of the Tutoring Handbook. The handbook covers the safeguards to prevent excessive and improper assistance from the tutors. The Tutoring Center operates transparently. Michelle Robinson invited committee members to visit the center at any time. The athletics department is considering developing a satellite writing center to be located in the Tutoring Center.
- 7) "Assured admissions" begins in the summer of 2015. Any student offered a scholarship, in any area, not just athletics, is automatically admitted to KU. Those admits must still meet NCAA requirements. The KU policy is similar to that of Texas Tech.
- 8) Overall the KU Core is well-accepted and working for the student athletes. Most of what was stated in last year's report is still applicable.

Specific Charge #2: Monitor the Effects of the new NCAA eligibility requirements (e.g. high school course requirements and timing of courses, new GPA and SAT/ACT requirements) and the impact they may have in 2016 when they go into effect.

Changes in the NCAA requirements actually help as more rigor required up front elevates the qualifications of the incoming student athlete. KU independently raised its admission requirements for 2016 and will continue to exceed the NCAA requirements.

Specific Charge #3: Collaborate with KAI on strategies to promote increased awareness of student-athlete academic honors and awards to the broader University community

No new findings

RECOMMENDATIONS:

Specific Charges FY15:

Continue evaluation of Graduation Success Rates (GSR) and Academic Progress Report (APR).

Continue to review the potential impact of implementation of the University's common core on the academic progress of student-athletes, particularly on how this is impacting student-athletes that are transfer students.

Monitor the effects of the new NCAA eligibility requirements (e.g., high school course requirements and timing of courses, new GPA and SAT/ACT requirements) and the impacts this may have in 2016 when they go into effect. Assess the impact of "assured admissions."

Continue to collaborate with KAI on strategies to promote increased awareness of student-athlete academic honors and awards to the broader University and Lawrence community.

Standing Charge #2. Review KU and KAI efforts to provide a premiere student-athlete experience. (Ongoing)

- a. Recommend mechanisms to enable broader discussions of opportunities to improve the student-athlete experience
- b. Provide review of programs designed to ensure the academic success, personal development, and personal welfare of student athletes
- c. Review, summarize and disseminate KAI reports identifying student wellness parameters including but not limited to drug testing practices and policies, nutrition and physical health, psychological and emotional well-being, and social integration. (Not gathered for FY15 report)
- d. Review data resulting from KAI exit-interview and KAI survey questions regarding participation in the broader campus community.

KU Leads

This program includes leadership academy, career development, community outreach and other events. Carrah Haley describes KU Leads as "anything outside of sports that student-athletes are involved in." When developing the program, KAI considered what was best for KU and how they could connect students to their community. Haley said research has shown that when student-athletes connect with someone outside of their coach and eligibility staff, they develop more commitment to the program. Currently, KU is the only university in the country doing one-on-one leadership mentoring, which was mandated by Athletics Director Zenger in response to research on the efficacy of this type of programming.

Based on this, KU developed a leadership academy for freshmen which includes weekly meetings with a leadership mentor, reading *I Dare You* by William Danforth and *Slight Edge* by Jeff Olson. These books educate students about striving for their dreams and goals and finding the time to make them happen. Another book included in the academy is *Balcony People* by Joyce Landorf

Heatherley which helps readers explore their own peer group formation. For student-athletes this conversation is tailored to get them thinking about protecting their talent and helping them explore their personal leadership style.

In the sophomore year, the leadership academy hosts retreats for emergent leaders. In these retreats they work with leadership mentors. Other activities in the second year include building their resumes and developing their professional networks using tools such as LinkedIn.

In the junior year, the leadership academy offers communication seminars that focus on teaching student-athletes how to communicate. All modalities of communication are explored in these seminars, including professional emails, telephone, and one-on-one conversation.

This program is still new enough that the first cohort of athletes are in their junior year. Therefore, next year will be the first chance to have a senior class in the leadership academy. In the senior year, Athletics staff plan to round out the program with discussions of civic engagement, mental, physical, social, spirituality (being present and the importance of disconnecting to ensure you have time work recharge), and gratitude.

KAI requires all freshmen to participate but has no requirement for participation after the first year. The majority of students value the benefits of the program during the first year and voluntarily remain engaged. Fourteen mentors currently support the program.

Career Services

In the past year the athletics department hired Carrah Haley as its first full-time Director of Career Development. Few schools have such a position. During the academic year Haley initiated several new programs.

- Career Boot Camp—a preparatory event for Career Night included former KU student athletes who talked about how to “win” at Career Night.
- Career Night—36 companies participated. 40 former student athletes and 80 current student athletes attended the event.
- Jayhawks After College centered mostly on 5th year students who had used up their athletic eligibility. Topics included: life balance, training for health, living healthy on a budget, investments.
- Freshman career testing and assessment
- Workshops on interview tips and resume and cover letter writing

- Mock job interviews
- Faculty Mentor Nights—faculty mentors are organized by sport. Haley organized three different mentor/student athlete sessions organized around academic and career interests: business, journalism/communication and law. Student athlete attendance was strong for each event.

In the future Haley plans to gather and organize information on job placement. The department would like to create a career development program targeted at football players and consider providing more post-graduation services.

Social integration of student-athletes within the broader campus community continued as a charge to the committee, particularly with respect to the “monitoring of data resulting from KAI exit-interview and KAI survey questions regarding participation in the broader campus community and review of Student Senate/SAAC task force recommendations.”

RECOMMENDATIONS:

Specific Charges FY15:

Monitor the progress of the programs. Currently the students who most need the help are the least likely to take advantage of the programs and services. Also, student-athletes will be as involved as their coaches recommend, so getting the coaches on board is essential.

At this point in time there is no effort to track career placement. Career placement could be an important recruitment tool for KU Athletics.

Specific Charge #4: Continue to monitor data resulting from KAI exit-interview and KAI survey questions regarding participation in the broader campus community and review Student Senate/SAAC task force recommendations. *(FY15 data not gathered at the time of this report).*

Kansas Athletics, Inc. (KAI) provided the following information regarding student-athlete perceptions of opportunities to integrate into campus activities. KAI administered first and third year surveys, as well as, senior exit surveys. The department used web-based “Survey Monkey” to collect this data. All student-athletes who have exhausted their eligibility are included in the senior surveys. The 2014 survey had a 30 percent response rate. Seventy-five percent of the respondents were female, and 85 percent were Caucasian. KAI is considering developing an app for the survey to encourage wider participation. They also need coaches need to get on board and promote the survey for the response rate numbers to improve.

The Senior Exit Interview Instrument is divided into two main sections. The first section deals with the student-athletes academic and social experience. The second section inquires about the athletic experience. Over the past year, each Sport Supervisor conducted individual Senior Exit Interviews with the student-athletes who exhausted their eligibility during the 2013-14 academic year. The Sport Supervisors are now interviewing student-athletes from the 2014-15 academic year.

The NCAA recommends the 1st and 3rd year surveys and most schools also utilize an exit interview. The past two year's review of the 1st and 3rd year surveys is much more extensive than in the past because of the HLC Reaccreditation Site Visit with Athletics.

In the 2013-2014 survey student-athletes cited their experience as above average. They rated the academic experience at KU as strong and said they received good support from KU sports medicine. They said they were satisfied with the social media exposure they were afforded at KU but said it would be nice to have more. Some of those surveyed said they did not feel their coach was cognizant of their academic rigor. A similar number of respondents said their professors did not understand their athletic commitment. Only a small percentage reported their athletic participation hindered their academic performance.

In response to last year's survey, Athletics has increased the number of times they meet with SAAC members and officers to twice per month. The 2014-15 survey was not available in time to include in this report.

RECOMMENDATIONS:

Specific Charges FY15:

Continue to monitor data resulting from KAI exit-interview and KAI survey questions regarding participation in the broader campus community and review Student Senate/SAAC task force recommendations.

Standing Charge #3. Help to ensure that KU maintains athletic compliance with University, Big XII and NCAA rules. (Ongoing)

- a. Recommend educational programs and communication strategies to ensure the KU community better understands our combined responsibility for compliance.
- b. Review and summarize KAI reports identifying athletic compliance parameters including but not limited to ten-day absence policies, academic screening practices and recruiting practices.

Specific Charge #4. Continue to work with KAI Compliance staff to identify strategies for disseminating information to faculty and appropriate staff regarding compliance issues and regulations that are affected by academic actions and decisions.

No compliance issues emerged during the 2014-15 academic year that warranted concern by the Committee. The 2014-15 Athletics Committee met with Randy Krahulik, Associate Athletic Director for Compliance to better understand how NCAA changes impact compliance. Krahulik reminded the committee that education and monitoring have prevented the department from falling victim to “failure to monitor and lack of institutional control.” The compliance staff meets with all of the student athletes at the beginning of the year and meets with the coaches monthly. Compliance education also extends to the financial aid office, the registrar’s officer, the bursar and the bookstore.

The committee reviewed 2014-15 policies and procedures on missed class days, as well as data on missed class days due to competition, including related travel days (Appendix C). The KAI policy states student-athletes can only miss a maximum of 10 class days unless approved by the Athletics Director. The missed-class policies at KU are self-imposed policies and are not required by the NCAA. Missed class days represent total class days missed by *any* member of the team (one or more) and do not represent the total missed by a single student.

For Fall 2014, 14 sports met the requirement. Men’s golf missed 12.5 days. Women’s golf missed 11 days and Volleyball missed 10.5 days. KAI administrators approved these exceptions through the existing review and exceptions process. Soccer had been over the limit in 2013 but came under the limit in 2014.

For Spring 2015, 15 sports came under the limit. Baseball missed 19.5 days. Softball missed 13.5 days. Student-athletes who compete in both indoor and outdoor track missed 11.5 days. KAI administrators approved these exceptions through the existing review and exceptions process. Baseball missed seven more days than 2014. Softball stayed the same.

The committee concluded that the academic monitoring in place continues to effectively support student-athletes’ academic progress. However, several committee members voiced concerns over the number of missed class days for softball and baseball. Some members of the committee have heard concerns from fellow faculty members about the impact of missed class days on student learning. The committee recommends continued monitoring of both the policy and data for missed class days in light of the expansion of the Big XII Conference to include schools requiring significantly greater travel distances. Also, the increased success of some teams has increased levels of post-season competition. That could potentially further increase missed class periods. The committee will continue to monitor the impact of this factor.

RECOMMENDATION

FY 14 Specific Charges:

Continue dialogue with KAI Compliance staff to identify strategies for disseminating information to faculty and appropriate staff regarding compliance issues and regulations that are impacted by academic actions and decisions.

Monitor missed class day policies, as well as the impacts of these policies (and approved exceptions) on student-athlete performance in the classroom.

Standing Charge #4. Help ensure that KU strategic goals pertaining to athletics are accomplished. (Ongoing)

- a. Recommend educational programs and communication strategies to enhance the balance between academics and athletics, as well as to promulgate broad understanding of the goals and priorities of each.
- b. Review KU and KAI practices and policies pertaining to diversity in athletics, including Title IX compliance.

The USAC did not specifically address the issue of diversity and Title IX. KAI has instituted a process of external consultant audits in each of these areas. Continued progress has occurred across the time of the initial review (2004) in roster management, financial assistance and facilities. Considerable funding has been required for progress in the area of facilities' improvements. The addition of facilities in Rock Chalk Park has significantly addressed discrepancies in this area. The USAC toured this facility in spring of 2014, plus other facilities supported by KU Athletics throughout the 2014-15 academic year.

Standing Charge #5. Help to facilitate systematic dialog between KU and KAI regarding items of mutual interest. (Ongoing)

- a. Recommend mechanisms for improved communication between KAI and faculty, staff and students.
- b. Work with KAI to avoid potentially divisive issues of interest to faculty, staff and students.
- c. Maintain regular communications with the NCAA/Big XII Faculty Representative, the
- d. Athletics Advisory Committee (AAC), KAI, and University Governance to ensure the needs of each are being served.

The committee's FY12 recommendation for the additional student member representing the Student Athlete Advisory Committee (SAAC) was approved by University Senate and the Chancellor and became effective with the FY14 committee. This addition added an important voice to the committee's work. The student SAAC rep attended every meeting in the fall semester. To accommodate the largest number of USAC members, we scheduled meetings for 12:30 Tuesdays for the spring semester. Sport conflicts (golf) made it impossible for her to attend any meetings.

The same was true for another student-athlete member of the committee. The faculty and staff members were delighted to have two student-athletes agree to serve on the committee. She

also attended every meeting the fall. She also had sport (softball) conflicts with every meeting time in the spring semester.

For the third straight year, the member appointed by Student Senate did not attend a single meeting. The committee is hoping that this can change in future years, because student involvement is critical for proper decision-making on this committee.

An additional student member was a terrific member of the committee. Graduate student Brent Lee is an athletic department tutor. He provided valuable information and insight for the committee. We would suggest someone from that area should always be on the committee.

Two other notes about committee membership, Ingrid Peterson from the Department of Mathematics was a member. She serves at the head of Kansas Algebra Program (KAP), an organization that works closely with a large number of student-athletes and tutors. Her insight was especially helpful. Also, the addition of Peter Ukpokdu from African American Studies was significant given the number of student-athletes who take courses or major in that area of study.

As noted in previous committee reports, the structure of the USAC continues to work well to facilitate communication between University Senate and Kansas Athletics. The six faculty members of the USAC also serve on the Athletics Advisory Committee, the advisory committee to the Athletics Director. Athletic Director Zenger has initiated a model of supplementary quarterly meetings with each of the constituent groups represented on the Advisory Committee (i.e., faculty, students, alumni). The restructured format has provided more direct access to current issues and an opportunity for USAC members to gain an increased understanding of the athletic enterprise.

For the second straight year, Dr. Zenger hosted a USAC lunch meeting to discuss important issues in athletics in an informal setting. The “no agenda” program allowed for a very open discussion about the real and potential issues facing the athletics department, particularly in the area of academics. The USAC hopes Dr. Zenger will provide this opportunity for next year’s committee.

The ex-officio members of USAC (Associate AD for Student-Athlete Support Services, and the Faculty Athletics Representative) continue to play significant roles in providing context for the committee’s deliberations and facilitating timely access to information. These people are critical to the success of this committee, as well as Amy Smith who provided critical perspectives from the Provost’s Office. Her role was likewise critical to the committee, particularly as Core standards were being evaluated in light of student-athlete success.

ATTACHMENTS

- A. Student-Athlete Grade Summaries
- B. Academic Progress Report (APR)
- C. 2014-15 Missed Class Days

Appendix A

Student-Athlete Grade Summary

Fall 2014

Team GPA's

| | | |
|-----------------------|------|---------------------|
| Baseball | 2.81 | |
| Men's Basketball | 2.93 | |
| Women's Basketball | 3.03 | |
| Football | 2.48 | |
| Men's Golf | 3.40 | New record for team |
| Women's Golf | 3.33 | |
| Rowing | 3.01 | |
| Softball | 3.13 | |
| Soccer | 3.34 | |
| Swimming & Diving | 3.37 | |
| Tennis | 3.18 | |
| Men's Track & Field | 2.80 | |
| Men's Cross Country | 3.17 | |
| Women's Track & Field | 3.16 | |
| Women's Cross Country | 3.34 | |
| Volleyball | 3.27 | |
| | | |
| All Sports Combined | 2.94 | |

Athletics Director's Honor Roll

| | |
|-----------|--|
| 4.00 | 34 |
| 3.00-3.99 | <u>192</u> |
| | |
| Total | 226 (52 percent of students on active rosters) |

Appendix B

Academic Progress Report 2013-14

| Sport | APR | APR | APR |
|------------------------|-------------|-------------|----------------|
| | 2012-13 (N) | 2013-14 (N) | Multiyear Rate |
| Baseball | 952 (27) | 970 (28) | 956 (105) |
| Men's Basketball | 1000 (13) | 959 (13) | 995 (52) |
| Men's Cross Country | 970 (9) | 947 (10) | 975 (53) |
| Football | 957 (93) | 908 (88) | 945 (357) |
| Men's Golf | 1000 (9) | 1000 (8) | 985 (35) |
| Men's Track, Indoor | 966 (32) | 926 (35) | 954 (137) |
| Men's Track, Outdoor | 953 (34) | 924 (37) | 950 (141) |
| Women's Basketball | 1000 (11) | 957 (12) | 956 (48) |
| Women's Cross Country | 969 (9) | 1000 (7) | 993 (39) |
| Women's Rowing | 978 (59) | 985 (53) | 983 (237) |
| Women's Golf | 972 (10) | 1000 (10) | 986 (40) |
| Women's Softball | 985 (17) | 973 (20) | 978 (75) |
| Women's Soccer | 964 (23) | 986 (20) | 965 (99) |
| Women's Swimming | 971 (27) | 982 (28) | 973 (114) |
| Women's Tennis | 1000 (8) | 968 (9) | 969 (35) |
| Women's Track, Indoor | 958 (31) | 977 (36) | 970 (132) |
| Women's Track, Outdoor | 958 (31) | 978 (37) | 970 (134) |
| Women's Volleyball | 1000 (14) | 963 (15) | 990 (53) |

(N)=Number of student-athletes represented

Multi-year rate covers four years, 2010-11, 2011-12, 2012-13, 2013-14

Appendix C

2014-15 Missed Class Days Logs

Fall

| Sport | Days Missed | |
|-----------------------|--------------------|------------------------|
| Baseball | 0 | |
| Men's Basketball | 2 | |
| Women's Basketball | 1.5 | |
| Cross Country | 2 | |
| Football | 0 | |
| Men's Golf | 12.5 | Approved by AD 8/25/14 |
| Women's Golf | 11 | Approved by AD 10/3/14 |
| Rowing | 1.5 | |
| Softball | 4 | |
| Soccer | 9 | |
| Swimming | 4.5 | *Divers missing 3 days |
| Tennis | 9 | |
| Men's Indoor Track | 0 | |
| Women's Indoor Track | 0 | |
| Men's Outdoor Track | 0 | |
| Women's Outdoor Track | 0 | |
| Volleyball | 10.5 | Approved by AD 10/3/14 |

Spring

| Sport | Days Missed | |
|-----------------------|--------------------|------------------------|
| Baseball | 19.5 | Approved by AD 2/26/15 |
| Men's Basketball | 4 | |
| Women's Basketball | 7.5 | |
| Cross Country | 0 | |
| Football | 0 | |
| Men's Golf | 9 | |
| Women's Golf | 7.5 | |
| Rowing | 6.5 | |
| Softball | 13.5 | Approved by AD 2/26/15 |
| Soccer | 0 | |
| Swimming | 0 | |
| Tennis | 9 | |
| Men's Indoor Track | 4 | |
| Women's Indoor Track | 4 | |
| Men's Outdoor Track | 7.5 | |
| Women's Outdoor Track | 7.5 | Approved by AD 2/26/15 |
| Volleyball | 0 | |

