

2004 CU NCAA CERTIFICATION...ACADEMIC INTEGRITY

Operating Principle 2.1

Academic Standards

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

- a. The institution admits only student-athletes who have reasonable expectations of obtaining academic degrees.
 1. If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, the contrast shall be analyzed and explained by appropriate institutional authorities.
 2. If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, this disparity shall be analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities.
 - b. Academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher.
 - c. The responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally.
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Self-Study Item 2.1.1

List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not Applicable.

Self-Study Item 2.1.2

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

University of Colorado Academic Integrity Action Plan for Improvement

1997 First-Cycle Action Plan						2001 Interim Report			
Study Item	Op Principle	Intended End Result	Specific Strategies	Specific Individual/Office Assigned the Responsibility	Specific Timetable	Task Complete?	Action Taken	Date	Explanation
#1, 2	3	More effective admissions process	a. Timely communication between coaches, prospects & their families, Academic Support Services, Admissions Office, and the Certifying Officer, with increased documentation	Asst. AD for Academic Services & Dir. Of Admissions	Ongoing Daily	Y	Oversight of the admissions process for student-athletes was moved from the Office of Academic Support Services to the Compliance Office in the spring of 1998. Since this time there has been increased communication between athletics and the Admissions Office and information has been processed in a more timely fashion.	Ongoing	
#2	3		b. Formal evaluation of the previous year recruiting/admission process; include input from student-athletes	Office of Admissions and Assistant AD for Academic Services	Annually	Y	A meeting is held annually with key individuals to assess the pervious year's admissions process for student-athletes. However, there needs to be more involvement from student-athletes in this process.	Ongoing	Recommendation: OASS to institute a survey for the freshman class to obtain their input on the recruiting and admissions process.
#2	3		c. All prospects' applications on file before Orientation	Coaches, Academic Support Services, Dir. of Admissions	Annually	Y		Ongoing	

University of Colorado Academic Integrity Action Plan for Improvement

1997 First-Cycle Action Plan

2001 Interim Report

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#2	3		d. Prospects should not be invited to campus without a positive admissions decision	Coaches, Academic Support Services	Ongoing	Y	Prospects are not allowed to report to campus until they have been admitted to the university.	Ongoing	Prospects may attend preseason workouts prior to the start classes if they have been admitted, even if their Clearinghouse status is in process for a waiver review with the NCAA. Such PSAs and their families are warned that they cannot attend classes, practice or receive financial aid after classes begin if their waiver has not been secured.
#3	2	Admit only student-athletes who have a reasonable expectation for graduation	Provide a forum for ongoing discussions regarding campus admissions standards, the academic rigor of the classroom, and how best to meet the academic needs of the student-athletes at all levels of preparation	Coaches, Academic Support Services, Office of Admissions and CU academic community	Ongoing	Y	Formal meetings have been held with coaches, athletics administrators and Admissions Office staff to address issues related to the admissions process and standards for admissions to the University. Recruits are also exposed to faculty and academic staff within athletics and the campus community to address the academic rigors at CU during their on-campus visit and during the campus orientation programs.	Ongoing	
#4	2	Admit only student-athletes who have a reasonable expectation for graduation	a. Implement the recommendations of the Wild Card Review Committee	Registrar and Office of Academic Support Services	Ongoing	N	The Wild Card admissions program ended after fall 1998. The Admissions Office and the Chancellor's Admissions Review Committee decided that all student-athletes should follow a uniform admissions process. All PSA's who may not meet the admissions standards for the University are required to meet with a representative from the Admissions Office during their recruiting trip in order to inform them of the admissions standards and to give a preliminary assessment of their admissibility to the University.	Ongoing	Student-athletes not admitted as Regular Admits may be admitted to the McNeil Program (formerly the Academic Access Institute) by decision of the Admissions Office. Student-athletes are a minority in the McNeil Program as many other students are admitted in this group annually.

University of Colorado Academic Integrity Action Plan for Improvement

<i>1997 First-Cycle Action Plan</i>						<i>2001 Interim Report</i>			
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#4	2		b. Develop and implement a Wild Card Academic Support Program	Office of Academic Support Services	Fall 1997	N	See Item number 4, a.		New programs have been developed in the fall of 2000 for all student-athletes who are at-risk academically, not just those who meet the former Wild Card criteria. See new initiatives/concerns for Academic Integrity, Interim Report Item #7.
#4	2		c. Strictly follow the wild card procedures already in place	OASS, coaches, Dir. of Admissions, Wild Card Committee	No Later than August 1997	N	See Item number 4, a.		
#4	2		d. Implement an admissions "Hold" on registration of all Wild Card admits pending certification by the NCAA	Office of Admissions	Fall 1997	yes & no	See Item number 4, a.		Prospective student-athletes may be admitted prior to a final determination of NCAA Qualifier status, but do not report for preseason practice or classes until a final Clearinghouse decision or an NCAA waiver is in process.
#5	3	Effective certification of eligibility process	a. Ensure that all essential paperwork is sent to relevant offices in a timely fashion	Registrar and Asst. AD for Academic Support Services	Immediately	Y	The transfer and walk-on Checklist must be completed and all relevant paperwork must be on file for the student-athlete to be certified as eligible, as well as to practice and receive the services of the department.	Ongoing	The Checklist process is now coordinated in the Compliance Office.
#5	3		b. Enforce the standard that a student is only eligible at the time of the signing of the NCAA Eligibility Certificate	Registrar, Athletic Director & All Head Coaches	Immediately	Y	Student-athletes are only eligible at the time of the signing of the NCAA Eligibility Certificate and each respective head coach signs the Certificate prior to the first competition.	Ongoing	The Compliance Office communicates this before each sport season to the Head Coach of each sport.

University of Colorado Academic Integrity Action Plan for Improvement

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#5	3		c. Each Dean's Office prepare a preliminary assessment of the student-athlete's satisfactory progress and send to the OASS	Each Academic Dean	Annually in February	Y	The reporting lines for the Athletics Academic Support Office have moved to the campus. As a result each college fills out the satisfactory progress sheet on each student-athlete the week after the last day to drop courses each semester and they are to be returned to OASS prior to the deadline to add courses in continuing educations, as a back up. The summer reports are processed each term on each student-athlete enrolled in the term and returned by the college in a timely fashion.		Therefore, we are in a much better position overall with this process
#6	3	Streamline the certification process for continuing eligibility	Develop a computerized audit program which utilizes the Student Information System directly	Registrar Office	Fall 1997	Y	The University has a degree audit system on the Student Information System. It is currently being updated. Also, since the self-study in 1997, the implementation of the NCAA Compliance Assistance Software has enhanced the ability to monitor satisfactory progress on all student-athletes.	Ongoing	It is recommended that each Dean's Office verify satisfactory progress on each student-athlete within four weeks of the conclusion of each semester and as soon as possible after the final grades for summer session have been posted, for those students in summer school for eligibility purposes.
#6	3	Ensure tentative team rosters are accurate prior to beginning of the certification process	Review internal processes	Coaches and Certifying Office	Immediately	Y	Compliance and Financial Aid conduct a preliminary review of each roster at the end of spring semester with each head coach & the Certifying Officer to update each team roster. A final meeting is held prior to fall semester to verify the accuracy of each team roster for certification purposes. Coaches are required to notify the Compliance Office immediately of changes to the roster.	Ongoing	The Compliance Office conducts an additional roster review for the Spring semester.
#7	4	Improve the academic performance of student-athletes	a. Add a staff member to Academic Support Services	Director of Admissions, Athletic Director and Assoc. AD for Student Services	1997-98	Y	An Educational Strategist was hired.	Fall 1999	The Office has also received State approval for an additional position and the option to fill the position is currently being considered.
#7	4		b. Upgrade OASS computer equipment	Asst. AD for Academic Services	Fall 1997	Y	All computers in the Herbst Academic Center computer lab have been replaced since fall 1997. However, the current size of the computer lab does not meet the needs of the student-athlete population.	Ongoing	

Self-Study Item # 2.1.3

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.

As early as 1994, several initiatives have been explored to improve the retention and academic success of student-athletes. Some of those programs are described below.

(1) Freshman Year Orientation program. This has been implemented and occurs in multiple ways. New student-athletes, whether freshmen or transfer students attend mandatory academic orientations conducted by the University and/or the Athletics Department's Academic Support Services staff.

The principal entity within the Athletics Department charged with the responsibilities of an academic support system is the Herbst Academic Center (HAC) for Student-Athletes. Part of the freshman year orientation program includes a thorough introduction to HAC services and programs. We here list several items that are particularly important to first year students, but are generally also available to all student-athletes.

Mark Nelson, the Assistant Athletics Director for Academic Services oversees all operations within the HAC. Mark's position has a direct reporting line to the Vice Chancellor for Student Affairs and a dotted reporting line to the Executive Director for Enrollment Management for issues related to admissions and athletics certification. The purpose of this particular reporting line is to ensure that all admissions to the campus are treated by a single entity with consistent application of admission criteria.

The Herbst Center facility was created in 1990 following the generous donation by CU alumnus Clancy A. Herbst, Jr. The facility occupies more than 2,400 square feet and includes:

- **A computer laboratory with 30 computers**
- **A classroom for tutoring that includes an additional 5 computers**
- **Office space for 10 staff members**
- **The Varsity Room includes individual study nooks, each equipped with a desktop computer, and provides a quiet study and tutorial space throughout the day**
- **A reference library with more than 800 sources**

The HAC offers various academic skills, career development, orientation and community service programs available to all student-athletes.

Each student-athlete is assigned an academic counselor from a staff of four Assistant Directors (Troy Kema, Katherine Sulentic, Beth Wellik and Karen Wyatt). Each Assistant Director works with individual students to determine her/his needs for advising, study group participation, study skills development, tutoring, time management and life skills development. The Assistant Director is a facilitator for referrals to services available within and outside of the HAC and is assigned specific athletic teams. Student-athletes with special needs are assigned to Karen Wyatt, Assistant Director for Learning and Personal Development. Each student-athlete also is assigned an academic advisor from the school or college in which they are enrolled and HAC counselors coordinate with the respective academic advisors about each student.

The HAC staff disseminates, collects and shares midterm progress reports with each student-athlete and the respective head coach, prescribing tutoring and other measures as needed for student-athletes to improve their academic performance. Midterm progress reports are e-mailed, during the fourth week, to faculty who are teaching classes that have student-athletes within either the DEGREE or GOLD program. An additional email goes out near the end of the semester, four weeks prior to finals. (The DEGREE and GOLD programs are described below in detail). This allows for a pro-active approach in identifying any academic deficiencies early in the semester and/or as students head into their final exams. Near the middle

of the semester, a hardcopy progress report is mailed to faculty for all student-athletes, including those who may not be required to attend any academic support programs within HAC, in order to assess their performance.

The Assistant Director for Learning and Personal Development (Karen Wyatt) screens and refers student-athletes for diagnostic testing of learning disabilities or other special academic needs. Testing, diagnosis and plans for any needed accommodations are done by the campus's Disability Services department, which includes four specialists in learning disabilities. The HAC and Disability Services have an excellent working relationship and coordinate initial screenings within the HAC, if requested by the student-athlete.

The HAC staff maintains regular contact with the advising centers and offices within the various colleges and academic departments. HAC staff helps student-athletes to effectively utilize the campus's resources for advising, assessing degree progress, and understanding academic policies. All student-athletes are required to meet with their respective academic advisor on campus prior to registration each term. Registration stops are removed only when the student-athlete presents a signed registration form from their primary advisor on campus

All student-athletes have a registration stop placed on the campus registration system by the Registrar's Office the first day of each term. This prevents a student-athlete from adding and/or dropping courses without permission from a HAC staff member. This also helps in monitoring full-time enrollment by all student-athletes, since they would not be allowed to fall below full-time enrollment without the knowledge and approval of the HAC.

(2) Student-athlete entrance interviews. This role has been assumed by the Life Skills Coordinator (Justina Boyd) and involves an assessment and evaluation of the individual student's needs and goals as a CU student-athlete.

(3) Development of student-athlete and parents' handbook. This has been accomplished in a single volume for both student-athletes and for parents. Every student-athlete is provided a copy, as are parents or guardians.

The HAC offers various academic skills, career development, orientation and community service programs available to all student-athletes. The new Life Skills Coordinator, Justina Boyd began offering a credit-bearing study and life skills course to all freshman and transfer student-athletes.

The HAC offers the following academic support programs for student-athletes who have been identified as needing additional academic support:

DEGREE PROGRAM (DEgree Goals Realized through Educational Enhancement)

This program addresses the unique educational and/or affective needs of the following student-athletes:

a. Students entering the University of Colorado-Boulder (CU-Boulder) who have or have a documented handicapping condition. Examples of these handicapping conditions are:

- LD (Learning Disability)
- ED (Emotional Disability)
- ADD/ADHD (Attention Deficit Disorder/Attention Deficit with
- Hyperactivity Disorder)

b. Students with ESL/LEP (English as a Second Language/Limited English Proficiency) concerns. Not all student-athletes whose first language is other than English are ESL/LEP concerns.

- c. Low ACT and/or SAT scores
- d. Low high school GPA
- e. Justifiable academic and/or emotional concerns on the part of the parents and/or coaches

The HAC staff, in collaboration with relevant campus entities such as Disability Services, ensures that these students receive the individualized support needed to be retained and graduate. Students who have, for example, dyslexia are provided appropriate accommodations for this type of disability as are students who might be hearing impaired or have other disability issues.

GOLD PROGRAM (Goals, Organization and Learning Development Program)

The GOLD Program is designed to assist student-athletes in their academic pursuits at the CU-Boulder. It is designed for student-athletes to build study and time management skills necessary to take control of and enhance their academic performance. Student-athletes are required to participate in this program on a semester-to-semester basis until the Herbst Academic Center, one's respective head coach and the student-athlete all agree upon termination from the program. The GOLD Program is mandatory for all students who fall into any one of the following categories:

- a. Those on academic probation or dismissal from the university
- b. Those with a 2.3 GPA or lower
- c. Those who are at risk of losing athletic eligibility and/or are required to participate by his or her respective head coach

The GOLD Program consists of weekly meetings with an assigned Assistant Director within the HAC. Student-athletes are required to sign a contract outlining their obligation to the program and need to be aware that any concerns and/or problems with their academic progress may be shared with their respective head coach. It is the aim of this program that all student-athletes will work honestly and diligently to improve their academic standing as student-athletes at the CU-Boulder.

The programs described above are guided by the Athletic Department's *Athletics 2010* goals, developed in 2000 which emphasizes the improvement of educational outcomes for student-athletes. The 2003 report card on *Athletics 2010* details a set of very specific goals, status and factors that contribute to meeting those goals:

Education Vision

Courtesy: CUBuffs.com

Release: 08/15/2003

Goal: Graduate every student-athlete that completes eligibility.

Status: 79% of eligible student-athletes graduated last year (per 10-year exhausted eligibility graduation rate).

Success Factors: Must have collective effort from the department: recruit potentially academically successful student-athletes, coaches must be supportive and engaged, student-athletes will be on an academic track for graduation and we will implement and support NCAA academic reforms.

Goal: We will retain nine out of ten student-athletes enrolled at CU.

Status: 1999/2000--2000/2001 96%. Life skills position in development and hiring stage. SAAC and mentors are heavily involved in lives of student-athletes.

Success Factors: Recruit academically prepared student-athletes, provide a nurturing and positive experience while at CU. Work with life skills position, SAAC and mentors to provide that experience.

Goal: We will provide every student-athlete with a mentor.

Status: 138 out of 350 student-athletes have a mentor. 68 will be rematched this fall.

Success Factors: Need to make program mandatory. Need more volunteers (mentors) and must have appropriate staffing.

Goal: Our student-athletes will attain a 3.0 GPA.

Status: Athletics' total cumulative GPA at the end of the 2001-2002 academic year - 2.83. All-time high (10 years of records). Spring semester cumulative average was 2.84. Football, soccer and men's basketball made significant improvement.

Success Factors: Recruit academically prepared student-athletes. Coaches must emphasize and support academic process. Academic support programs are essential.

Goal: We will establish nationally recognized leadership and personal development programs for student-athletes.

Status: Position has been created and filled. This person will coordinate and enhance current leadership, personal development and other life skills programs. Programs and speakers have already taken place or are planned for the year.

Success Factors: Supportive and mutual campus involvement. Student Affairs and campus administration must be involved to help create a well-rounded experience.

Goal: Every student-athlete will have an opportunity to accept an internship position or professional job offer within two months of graduation.

Status: The Director of Life Skills position is being created and will coordinate career development. A career development program has been implemented and will continue which includes an annual planning guide, partnerships with businesses, resume workshops, etc. Survey will be given to seniors during the summer following graduation to determine progress.

Success Factors: Work collaboratively with campus programs—and vice versa—to deliver opportunities for student-athletes.

In addition to the Herbst Center's services, student-athletes have access to all other academic support services offered by the CU-Boulder. Important among these are:

Student Academic Services Center (SASC)

SASC provides content area tutoring, expert-led study groups, academic skill workshops and coaching, alternative core curriculum courses in writing and mathematics, supplemental instruction in key introductory courses, academic guidance, and referral services to academically needy students. Within SASC are the McNeill Academic Program for first generation college students; a federal Student Support Services retention program targeting low income, first generation, and students with disabilities; and a federal Ronald E. McNair Post-Baccalaureate Achievement Program to prepare disadvantaged students for graduate school.

Academic Advising

Each school and college provides academic advising to its students. Student-athletes have full access to college advisors and the Herbst Center works closely with the advisors.

Life Skills

The Athletics Department recently hired a Director of Student-athlete Development in the Student Services division, Justina Boyd, and began offering a credit-bearing life skills course to all freshman and transfer student-athletes. The life skills program includes community service activities for all student-athletes on a large scale (food drive, holiday angels, hospital visits, Healthy Kids Day, EXPAND, etc.) and career services; as well as numerous workshops and presentations.

Organizational Changes

The theme of Athletics Department governance and organizational structure continues to be one of increased integration with and control by the academic parts of the campus administrative system. Beginning in 1995, the Athletic Department was moved from the President's office (Elizabeth Hoffman, President) to the Boulder campus Chancellor's office (Richard Byyny, Chancellor) so that the Athletics Director reported directly to the Chancellor—the chief operating office for the Boulder campus.

In late fall of 2002, the entire Academic Counseling portion of the Athletic Department was administratively moved into the Division of Student Affairs and Mark Nelson, Academic Director, began to report directly to Barbara Schneider, Executive Director of Admissions and Enrollment Management, who also serves as the campus Eligibility Certification Officer. The purpose of this administrative change was to increase the strength of connections of the Academic Counseling unit with respect to academic policies, advising, certification to the academic units of the various schools and colleges and to connect the Athletic Academic Counseling program more strongly with the Division of Student Affairs.

In 2004, the campus began implementation of dramatic reorganization and reassignment of oversight responsibilities and duties for the Athletics Department (Richard Tharp, Athletics Director) continuing the general theme of integrating the Athletics Department within the campus organization as a whole. In this new structure, many additional campus components will have specific responsibilities and contributions to make to the Athletics Department. The Chancellor has implemented 17 specific, far-reaching administrative and organizational changes, several of which effect student-athlete academic issues. From the Chancellor's Plan come the following academic-specific items:

1. An Academic Policy Board for Athletics, composed of faculty, staff and students, will advise the Provost on a wide range of departmental issues, such as admissions standards, recruiting practices, hiring processes, long-range planning and others. This Board has been appointed with the following members:

Scott Adler, chair, Political Science faculty, three-year term
Liz Bradley, Computer Science faculty, one-year term
Ted Snow, Astrophysical & Planetary Sciences faculty, two-year term
Mel Branch, Mechanical Engineering faculty, three-year term
Patty Limerick, Center for the American West faculty, two-year term
David Clough, Chemical Engineering faculty, two-year term
Cal Duncan, Business faculty, one-year term
Pamela Diggle, Ecology and Evolutionary Biology faculty, two-year term
Ron Stump, Vice Chancellor for Student Affairs, three-year term
Bill Kaempfer, Vice Provost, three-year term
Karen Morris, Associate Athletic Director, three-year term
Veronica Crespín, UCSU representative, one-year term
Veronica Johns-Richardson, representative SAAC, one-year term
Pi'i Aiu, Head Volleyball Coach, one-year term

2. The Provost will develop policies guiding academic decisions related to athletics, such as admissions, financial aid, eligibility, progress toward graduation and academic support, with input from the Academic Policy Board. For example, a plan will be developed to help ensure that recruits accepted to attend CU-Boulder are prepared to succeed academically. The Provost has begun work on this action item, with plans for completion of initial drafts early in the fall 2004 semester. Revised admissions policies will be implemented beginning in fall 2004, for student-athletes applying for fall 2005 enrollment. The Athletics Director will provide regular reports (at least quarterly) to the campus Dean's Council and to academic department chairs. The Provost is in the process of scheduling regular meetings by the Athletics Director with academic leadership groups, beginning with the fall semester, on such topics as finances, academic success, recruiting, athletic success, and NCAA policy matters.

3. The Vice Chancellor for Student Affairs (Ron Stump) will assume additional liaison responsibilities for oversight of the integration of athletics more fully into the life of the campus.

4. Athletics Student Services will report to the Vice Chancellor for Student Affairs, in order to promote further integration of student-athletes into the campus student body. Integration of athletics student services has begun with the scheduling of meetings between athletics and student affairs personnel.

Connections Between Athletics and Academics

For the last few years, the principal academic body with direct connection to athletics has been the Boulder Faculty Assembly and, within that group, there is a special athletics committee. That committee and the Director of the Herbst Academic Center meet regularly about issues of academics and athletics. In addition, the entire body, the Boulder Faculty Assembly has passed the following motion that describes their position on the interaction between athletics and academics.

**Boulder Faculty Assembly
Intercollegiate Athletics Committee Motion:
Interaction between Athletics and Academics**

BFA-M-2-0301

To: All faculty, instructors, varsity coaches, and athletics advisors

From: The Boulder Faculty Assembly

Subject: The interaction between Athletics and Academics at CU Boulder

The purpose of this document is to circulate a summary of campus policies and practices regarding situations where conflicts arise between athletic events and classes. Our goal is to help clarify the rights and responsibilities of student-athletes, coaches, advisors, faculty, and instructors, and to anticipate and help solve problems. This information may be especially useful for new or junior faculty, and in any case it may help guide decisions about how to deal with conflicts when they arise. We also felt it helpful for us to describe the academic support services provided to student-athletes by the Athletic Department, in conformance with NCAA regulations.

This document was prepared by the BFA Committee on Intercollegiate Athletics, with the cooperation of the Athletics Department, and pertains only to intercollegiate varsity sports. Thus it does not address conflicts related to other forms of athletic participation by students, such as club sports, intramurals, or the band and cheer squads.

I. Overview

It is campus policy, and our belief as well, that participation in intercollegiate athletics is a valuable part of the college experience for students, and that student-athletes represent the university in a positive way. Hence athletic participation should be accommodated within the academic context. On the other hand, it is also campus policy that academics has priority at all times, that student-athletes must satisfy all class requirements, and that instructors have

substantial authority in deciding how to handle conflicts.

It is the recommendation of our committee that conflicts between athletic participation and academics be accommodated as constructively as possible. It is primarily the student-athlete's responsibility to notify instructors as soon as possible about conflicts with athletic events and to seek accommodation. Faculty should be aware that the Office of Academic Support Services in the Athletic Department can assist in several ways when conflicts arise.

II. Policies and practices regarding conflicts.

Sometimes travel to games or tournaments requires student-athletes to miss classes. In general the authority over how to resolve such conflicts rests entirely with the instructor. The only relevant documentation about this is the general attendance policy that is printed in the University Catalog for each college, in which it is specified that students must work with their instructors if they miss class for "good cause." Thus an instructor has the right to refuse to allow make-ups or provide other accommodations -- but also, in our view, the instructor has a mandate to try to resolve such conflicts in a manner that does not unduly penalize the student-athlete.

For conflicts with classes during the regular term, instructors have final authority to decide how or whether to accommodate schedule conflicts. During final exams, when normal policy forbids participation in athletic competitions, our committee must also approve any exceptions, after the instructors have already done so. Recent examples occurred when the volleyball team qualified for the NCAA tournament, which takes place during fall semester exams; and when several track athletes and one soccer player were invited to Olympic qualifying events at the time of spring semester exams. In these cases, with the concurrence of the instructors and in consultation with the Office of Academic Support Services in Athletics, our committee has authorized such exceptions.

Normally, team schedules are known well in advance, so student-athletes are able to communicate with their instructors at the beginning of the term. In addition, the Office of Academic Support services usually provides written notification of conflicts, also far in advance. However, situations can arise where a student-athlete may make the travel roster and/or qualify for a game or tournament at the last minute. In that event the student-athlete may not be able to provide much advance notice of an upcoming absence.

Faculty responses to schedule conflicts have varied widely. Most attempt to work with the student-athletes to resolve schedule conflicts, usually by allowing assignments to be turned in late; scheduling early or make-up tests; or simply excusing the absence (in classes where attendance is taken). Some faculty have taken a harder line, offering no make-up opportunities, in which case the student-athlete either misses a game or tournament or loses credit for class time and work missed.

Should the absence be on the day of a scheduled quiz or exam, members of the Office of Academic Support Services staff are quite willing to assist in proctoring the quiz or exam at a convenient time for the faculty member and student-athlete.

In cases where it is known in advance that many schedule conflicts will arise (as, for example,

when a required weekly lab conflicts with athletic team practice), it may be advisable for the student not to take that particular course during the term in question. This possibility should be a part of the consideration at the beginning of the semester, when student-athletes inform their instructors of known conflicts. Academic counselors in the Office of Student Support Services should also be aware of such situations and advise accordingly.

III. Communications between Athletics and faculty.

In order to avoid any appearance of pressure by the Athletics Department on instructors, Athletics policy forbids coaches from initiating contact with instructors regarding grades, schedule conflicts, or academic progress of specific student-athletes. Any instructor who feels that inappropriate contact has been made should contact the Athletic Director, the director of Academic Support Services, or any member of the BFA Committee on Intercollegiate Athletics. Names and contact information appear at the end of this memo.

There is no rule forbidding instructors from contacting athletics staff. In fact, the Athletic Support Services Department would very much like to hear from instructors should there be a concern with poor attendance, poor academic performance, disruptive classroom behavior, etc. -- or if a student-athlete is performing particularly well in a class.

The Office of Academic Support Services in the Athletics Department monitors the progress and status of student-athletes in class, and has used various methods for notifying instructors when student-athletes are enrolled in their classes and for soliciting progress reports during the term. Response to these inquiries by instructors is voluntary, but helpful to the Athletics Department in recognizing and averting academic problems among the student-athletes. Current Department policy is that student-athletes considered to be "at risk" (i.e., those with GPAs below 2.3) will personally bring progress report forms to their instructors, up to twice a semester. In addition, for all student-athletes, regardless of academic standing, instructors will be contacted by Academic Support Services at mid-semester for status reports.

A new policy this year requires each student-athlete to meet with his/her primary advisor (in the appropriate academic college) to obtain a signed form listing recommended classes. This procedure is meant to ensure that student-athletes are in touch with their academic programs, instead of relying solely on Academic Support Services within the Athletics Department as they plan their course and major decisions.

IV. Academic support services in Athletics.

The Office of Academic Support Services within Athletics provides academic support programs to all student-athletes at the University of Colorado. This office advises student-athletes, keeps track of their records, GPAs, and course schedules, provides tutoring and academic skills training, runs mandatory study programs for student-athletes whose GPAs are below 2.3, communicates with various offices on campus to provide support for special needs students, such as the learning disabled, and also hires numerous subject tutors to augment the classroom learning environment.

One of the primary goals for this office is to integrate student-athletes into the campus

community, to enhance their experience as a student at the University of Colorado. The staff encourages open communication with faculty, advisors and other offices on campus. Please feel free to contact them at any time.

Self-Study Item # 2.1.4

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

CU's requirements, identified during the interim report process, were:

Analyze, explain and address (through specific plans for improvement) the graduation rates of minority football student-athletes, consistent with the provisions of Bylaw 23.2.2.2. Appropriate academic authorities of the institution under clearly established and approved policies must conduct the review.

CU was asked to provide NCAA Graduation rates data from the most recent three years for which the information was available, with comments on any trends or significant changes.

The issue of graduation rates for minority football student-athletes is addressed in section (2.1.11) below, which provides a comprehensive review of graduation rates of all students. This review was conducted by the NCAA Academic Integrity sub-committee, appointed by Chancellor, Richard Byyny, M.D. The data were obtained directly from the Office of Institutional Analysis from the central university data archives and all such analyses were conducted under the direction of sub-committee Chair, Dr. Michael Grant, Associate Vice Chancellor for Undergraduate Education, working independently of the Athletics Department.

Self-Study Item # 2.1.5

Describe the process by which student-athletes are admitted to your institution and identify the agencies vested with this responsibility. In what ways (if any) do the process and/or criteria used for the admission of student-athletes differ from the process for admitting students generally? Be specific and give careful attention to key decision points (e.g., establishment of admissions criteria, approval of special admissions) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the athletics department plays (if any) in the admissions process for student-athletes.

At CU-Boulder admissions decisions for all students—incoming first-year, transfer, athlete, musician or general student—are based on multiple criteria: high school grades, quality of high school course work, scores on standardized exams (either the ACT or the SAT), time-dependent trends in academic performance in high school, and other indicators (such as home schooling, G.E.D. equivalency tests, etc.). The Admissions Office also takes into account other factors, such as first-generation status, which may help CU meet its commitments to under-represented groups on campus. Students who are Colorado resident first-time freshmen earn 'guaranteed admission' if they meet these conditions:

- Graduate from high school by July of the year they are applying for admission
- Complete the minimum academic preparation standards (MAPS)
- Meet or exceed the required high school rank in class, or grade point average, and test scores
- Maintain consistent or improving grades and high quality of courses (students who fail to do so jeopardize their chances of admission even if the guarantee requirements have been met)
- Maintain a grade point average of at least a 2.00 for any college courses taken during high school

The Colorado Commission on Higher Education has established an index score that is a linear combination of high school GPA plus ACT or SAT scores. For CU-Boulder, the CCHE has established a floor of 103 with a 'window' of exceptions for students who fall below that index number based on individual evaluation of each student's case and consideration of other relevant admission factors. Clearly, student-athletes constitute a highly disproportionate share of admissions in the lowest end of the academic preparation measures. These procedures are applied to student-athletes in the same way they are applied to all applicants to CU-Boulder. The final decision on admissions rests with the Executive Director of Admissions, Dr. Barbara Schneider.

In practice, for student-athletes, the initial interest often comes from the coaches of the various sports indicating their potential desire to recruit that individual to CU-Boulder. The coaches provide the Admissions Office and the Herbst Academic Center the names and academic transcripts from the student-athlete's high school or transfer institution, as appropriate. The Admissions Office and Herbst staffs make an initial, informal and unofficial assessment of the student's qualifications with respect to CU-Boulder's requirements. If the student's prospects look positive from an academic admissions perspective, the coaches may then proceed with normal recruiting efforts. If the student's situation does not look positive, the relevant coaches will be so informed and, in general, discouraged from recruiting such students. In any case, formal admission does not occur until the student makes formal application to be admitted to the University via standard protocols and the Admissions Office makes a final, binding decision based on the criteria listed in the preceding paragraphs. The single element that may be different for student-athletes is the application deadline. The general population application deadline is normally February 15 for incoming first year students whereas the corresponding deadline for student-athletes is usually May 15. Similarly, transfer students in the general population are expected to apply by April 1 whereas student-athlete transfers usually will have until May 15.

Self-Study Item #2.1.6

Compare the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years: average standardized test scores for freshman student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I graduation rates disclosure form) and for all entering freshmen students (by gender and by racial or ethnic group). [Note: Use the supplied charts and the graduation-rates disclosure form methodology to compile these data.]

Our campus has tabulated the data for the entry years of 2001, 2002 and 2003 and reviewed the general patterns. The NCAA requests information on standardized test scores (ACT and SAT) and on high school grade point averages as the metrics of comparison although CU-Boulder employs multiple dimensions in its admissions decisions. The average high school GPA for all students in 2001 was 3.48 and the corresponding figure for the student-athletes was 3.13. The average SAT for all students in that same year was 1162 and 996 for the athletes. The average 'summed' ACT scores for all students in 2001 was 99 and the corresponding number for athletes was 80. A similar pattern is present in the 2003 entering class figures where the general student body GPA, SAT, and ACT scores were 3.52, 1175 and 101; the corresponding figures for the athletes were 3.14, 1010, and 84.

In addition to the NCAA-specified charts and summary figures just presented, the campus examined the admissions profiles of student-athletes who received athletic grants-in-aid compared to all other students over the most recent four year period available (entry in 2000, 2001, 2002). These analyses a detailed look at several academic indicators using a combined indicator approach in addition to the individual academic indicator approach described above.

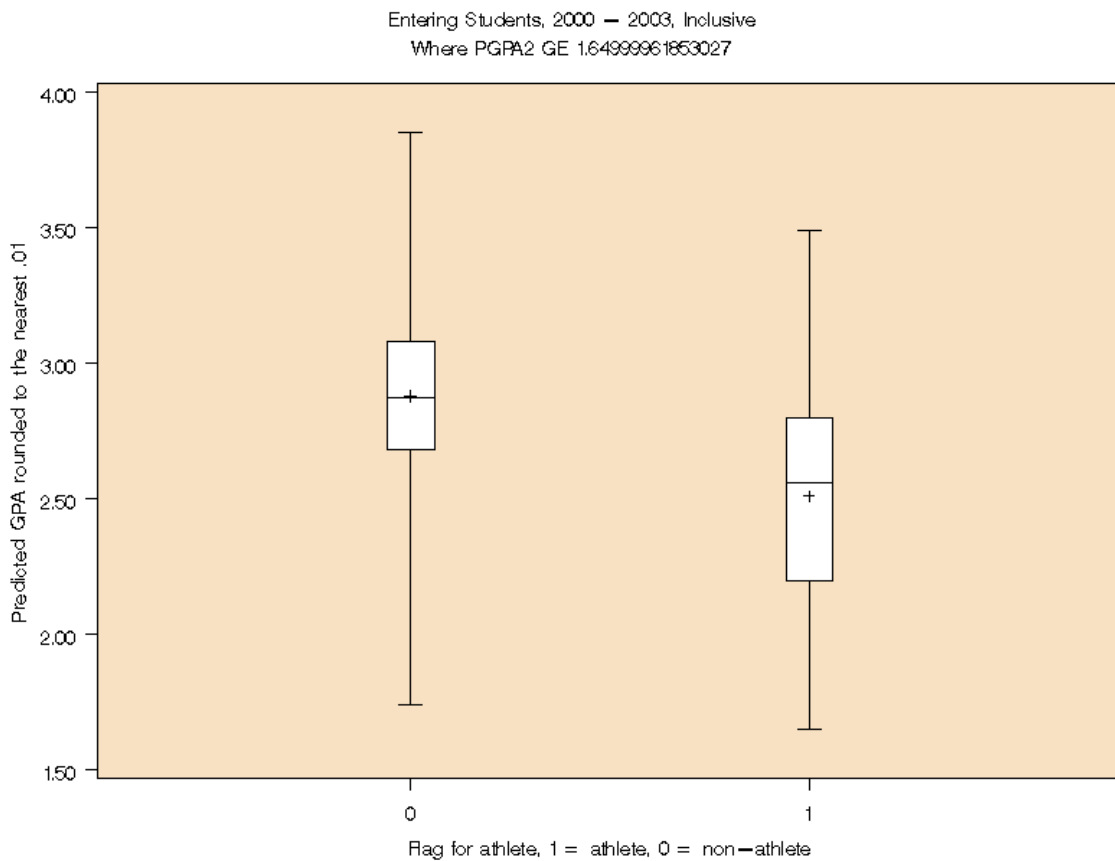
Detailed Analysis of Academic Preparation

The campus has built a multiple regression model that predicts cumulative grade point averages for all incoming students based on their high school grade point averages and their standardized test scores (ACTE or SAT). The campus has chosen to use this quantitative descriptor—predicted grade point average (PGPA)—as the best available synthetic measure of academic preparation of incoming students. The PGPA model proves to

be quite accurate when making predictions about academic performance (as measured by cumulative grade point average) of large groups. For example, the current cumulative GPA for non-athletes in the 2000 through 2003 entering classes was 2.89 through spring 2004; the PGPA model predicted 2.88. For student-athletes, the PGPA for those same four years was 2.52 while the current cumulative GPA for the student-athletes was 2.63 (Fig. 1). However, as with most statistically-based models, the predictions for small groups and, certainly for individuals, can be quite inaccurate as we show below in the fine-scaled analysis sections.

The admission profiles of student-athletes who received athletics grants-in-aid indicate a variable but generally lower level of academic preparation (PGPA) as indicated by Figure 1 below. These data cover all students entering in any of the four entry years (2000-2003) and compare athletes with grants-in-aid to all other students.

Figure 1. Comparative description of academic preparation for student-athletes (1 on x-axis) vs. all other students (0 on x-axis) using predicted grade point average (PGPA) as our best combined statistical measure of academic preparation. The upper horizontal edge of the box marks the 75th percentile, the lower edge, the 25th percentile, so the box includes the middle 50%. The plus inside the box marks the arithmetic mean and the horizontal line inside the box marks the medium. The extended lines (whiskers) mark the most extreme points.



Using the PGPA as our best measure of academic preparation, we have conducted a rather extensive set of analyses comparing student-athletes to students who are not athletes for the entry years 2000 - 2003. The first set of comparisons follows the standard pattern of comparing student-athletes to the student body as a whole. We follow that section with a more refined, more discriminating examination of student-athlete academic performance by comparing the student-athletes to all non-athletes with similar academic preparation (as measured by the PGPA) in recognition of the fact that student-athletes, as a group, show lower levels of academic preparation than the student body as a whole. We also examined retention rates, current grade point averages and graduation rate patterns.

Comparison of student-athletes to all other students: Academic Preparation

Student-athletes are numerically a small fraction of the campus population, comprising slightly less than 1.00% of the undergraduate total. For the entry years of 2000 through 2003, inclusive, there were 207 athletes and 20,939 other students represented in our database. The Academic Integrity sub-committee conducted these analyses independently of the Athletics Department directly from campus data archives.

Figure 1, above, provides a graphical summary of the predicted grade point averages for athletes and all other students, summed over these four years. The statistical disparity in academic preparation at the time of admission can be easily seen in the Box plot depiction. The arithmetic mean for athletes was 2.51, for all other students it was 2.88.

The next several sections provide more specific but similar comparisons, wherein the data were partitioned by sports and genders, as requested by the NCAA, and also by different levels of academic preparation. We caution the reader to recognize that statistical conclusions may not be valid in many of the following results and the values should be viewed as simple descriptions only, because of the small number of students involved in several of the highly partitioned analyses.

Table 1 displays the PGPA's for student-athletes in each sport separately and for males and females separately. Men's basketball and football exhibit the lowest average levels of academic preparation at 2.17 and 2.28 respectively. The average PGPA for all entering student-athletes is 2.63.

Table 1. *Predicted Grade Point Averages for Student-Athletes, 2000-2003, by Sport.* The N obs column indicates total number in the sample, whereas the N column indicates those for which we were able to calculate a predicted grade point average.

Females

<u>Sport</u>	<u>N obs</u>	<u>N</u>	<u>Mean PGPA</u>
Basketball	11	9	2.75
Golf	11	7	2.75
Skiing	8	6	2.62
Soccer	17	17	2.57
Tennis	6	2	3.03
Track	24	24	2.73
Volleyball	13	13	2.71

Males

Basketball	11	11	2.17
Football	65	64	2.28
Golf	6	6	2.71
Skiing	4	1	2.62
Tennis	6	1	2.31
Track	25	25	2.63

Comparison of student-athletes with other students with similar academic preparation levels

To amplify the broad comparison of Figure 1 above, we have chosen to make a set of comparisons between student-athletes and other students, explicitly focusing on comparable levels of academic preparation using the synthetic variable predicted grade point average (PGPA). To that end, we have stratified all students in the 2000 through 2004 entering classes into six arbitrary levels or 'bins' of our predicted grade point average measure of

academic preparation: Stratum 1 contains all students with PGPA's less than 2.00, stratum 2 contains all students with PGPA's 2.00 or higher but less than 2.25; Stratum 3 contains all students with PGPA's 2.25 to <2.50, Stratum 4, 2.50 to < 2.75, Stratum 5, 2.75 to < 3.0, and Stratum 6, 3.0 and higher PGPA. We then compare student-athletes in each stratum to all other students in those same bins as a way of making comparisons between sets of students with reasonably similar levels of academic preparation.

Table 2. *Counts of students by athletics status and academic preparation.*

The column labeled '0' identifies student who are not athletes and the column label '1' indicates student-athletes. The row labels are the six strata of level of academic preparation described in a previous paragraph. Inside each box, from top to bottom, is the number of students in that category combination, the percentage of the total 20,948, the percentage of that stratum, and the last number is the percentage for that column. For example, there are 27 non-athletes in the population with PGPA's of less than 2.00 and that number is 0.13% of the 20,948 in the data set. Those 27 students comprise 54% of all students admitted with PGPA's less than 2.0 and, finally, they comprise 0.13% of all non-athletes in the data set.

Stratum		Athlete(1 = athlete, 0 = non-athlete)		
Frequency	Percent			
Row Pct	Col Pct	0	1	Total
1		27 0.13 54.00 0.13	23 0.11 46.00 12.37	50 0.24
2		261 1.25 90.31 1.26	28 0.13 9.69 15.05	289 1.38
3		6686 31.92 98.82 32.20	80 0.38 1.18 43.01	6766 32.30
4		6555 31.29 99.48 31.57	34 0.16 0.52 18.28	6589 31.45
5		4825 23.03 99.67 23.24	16 0.08 0.33 8.60	4841 23.11
6		2408 11.50 99.79 11.60	5 0.02 0.21 2.69	2413 11.52
Total		20762 99.11	186 0.89	20948 100.00

There are several important points to be made about Table 2. CU-Boulder admitted about the same number of students (27) that are not athletes with predicted grade point averages below 2.0 as student-athletes (23) with PGPA's less than 2.0 (44). These numbers verify that admission decisions for CU-Boulder take into account multiple factors in addition to academic preparation for all students since a 2.0 is required for almost all academic programs. It also indicates those broad criteria of likely academic success are applied to students who are not athletes as well as to athletes. On the other hand, 12.4% of the student-athletes admitted fell into stratum 1 compared to the 0.13% of all other students who showed this level of academic preparation. This table shows that student-athletes at the lower levels of academic preparation (strata) are admitted at proportional rates substantially greater than are other students; the proportion of athletes declines steadily with increasing levels of academic preparation.

Table 3 displays the distribution of athletes according to sport and academic preparation strata for males. The explanations of the numbers inside each box are the same as given above for Table 2.

Table 3. Counts of female athletes by strata and by sport

stratum	SPORT(Sport)						
Frequency							
Percent							
Row Pct							
Col Pct	BASKETBALL	FOOTBALL	GOLF	SKIING	TENNIS	TRACK	Total
1	4	14	0	0	0	3	21
	3.70	12.96	0.00	0.00	0.00	2.78	19.44
	19.05	66.67	0.00	0.00	0.00	14.29	
	36.36	21.88	0.00	0.00	0.00	12.00	
2	4	14	1	0	0	3	22
	3.70	12.96	0.93	0.00	0.00	2.78	20.37
	18.18	63.64	4.55	0.00	0.00	13.64	
	36.36	21.88	16.67	0.00	0.00	12.00	
3	1	31	3	1	1	9	46
	0.93	28.70	2.78	0.93	0.93	8.33	42.59
	2.17	67.39	6.52	2.17	2.17	19.57	
	9.09	48.44	50.00	100.00	100.00	36.00	
4	2	4	0	0	0	6	12
	1.85	3.70	0.00	0.00	0.00	5.56	11.11
	16.67	33.33	0.00	0.00	0.00	50.00	
	18.18	6.25	0.00	0.00	0.00	24.00	
5	0	1	2	0	0	1	4
	0.00	0.93	1.85	0.00	0.00	0.93	3.70
	0.00	25.00	50.00	0.00	0.00	25.00	
	0.00	1.56	33.33	0.00	0.00	4.00	
6	0	0	0	0	0	3	3
	0.00	0.00	0.00	0.00	0.00	2.78	2.78
	0.00	0.00	0.00	0.00	0.00	100.00	
	0.00	0.00	0.00	0.00	0.00	12.00	
Total	11	64	6	1	1	25	108
	10.19	59.26	5.56	0.93	0.93	23.15	100.00

Of the 21 male athletes admitted with PGPA's less than 2.00, 18 (85.7%) played either basketball or football. A similar pattern exists in admission for those with PGPA between 2.00 and 2.25.

Table 4. Counts of female athletes by strata and by sport. Numbers are defined in legend for Table 2 above.

stratum		SPORT (Sport)							
Frequency	Percent								
Row Pct	Col Pct	BASKETBALL	GOLF	SKIING	SOCCER	TENNIS	TRACK	VOLLEYBALL	Total
1	0	0	0	0	1	0	1	0	2
	0.00	0.00	0.00	0.00	1.28	0.00	1.28	0.00	2.56
	0.00	0.00	0.00	0.00	50.00	0.00	50.00	0.00	
	0.00	0.00	0.00	0.00	5.88	0.00	4.17	0.00	
2	1	0	1	2	0	1	1	6	
	1.28	0.00	1.28	2.56	0.00	1.28	1.28	7.69	
	16.67	0.00	16.67	33.33	0.00	16.67	16.67		
	11.11	0.00	16.67	11.76	0.00	4.17	7.69		
3	4	3	3	8	0	8	8	34	
	5.13	3.85	3.85	10.26	0.00	10.26	10.26	43.59	
	11.76	8.82	8.82	23.53	0.00	23.53	23.53		
	44.44	42.86	50.00	47.06	0.00	33.33	61.54		
4	2	3	0	5	1	8	3	22	
	2.56	3.85	0.00	6.41	1.28	10.26	3.85	26.21	
	9.09	13.64	0.00	22.73	4.55	36.36	13.64		
	22.22	42.86	0.00	29.41	50.00	33.33	23.08		
5	1	1	2	1	1	5	1	12	
	1.28	1.28	2.56	1.28	1.28	6.41	1.28	15.38	
	8.33	8.33	16.67	8.33	8.33	41.67	8.33		
	11.11	14.29	33.33	5.88	50.00	20.83	7.69		
6	1	0	0	0	0	1	0	2	
	1.28	0.00	0.00	0.00	0.00	1.28	0.00	2.56	
	50.00	0.00	0.00	0.00	0.00	50.00	0.00		
	11.11	0.00	0.00	0.00	0.00	4.17	0.00		
Total	9	7	6	17	2	24	13	78	
	11.54	8.97	7.69	21.79	2.56	30.77	16.67	100.00	

There were only 2 female student-athletes admitted with PGPA's less than 2.00 accounting for 2.5% of all female student-athletes.

While it is quite clear that male athletes in the sports of football and basketball account for a disproportionate share of students admitted to CU-Boulder with predicted grade point averages of less than 2.0, a similar number of students who are not athletes are also admitted with PGPA less than 2.0. As mentioned earlier, our statistical model for PGPA works quite well with the student body as a whole, or large subsets of students. As is generally true for statistical models, the predictive capability of the model is quite poor with small subsets. To illustrate, we show the specific predicted grade point average for the group of athletes admitted with PGPA less than 2.0 compared to the actual earned cumulative GPA in Figure 2 below. We also show the same for the set of students who did not receive grants-in-aid in Figure 3.

Figure 2. Comparison of actual cumulative GPA (vertical axis) for student-athletes admitted with a PGPA (horizontal axis) less than 2.00.

Where PGPA2 GE 1.64999961853027 AND Athlete EQ 1 AND stratum EQ 1

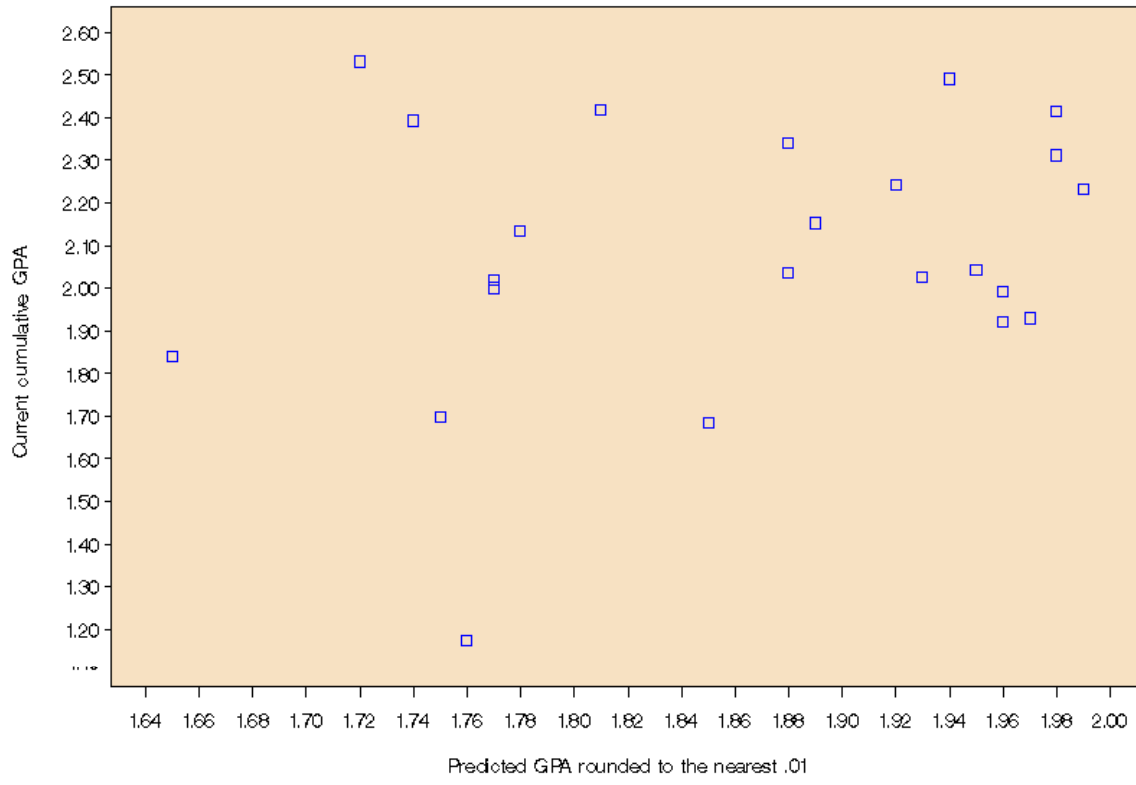
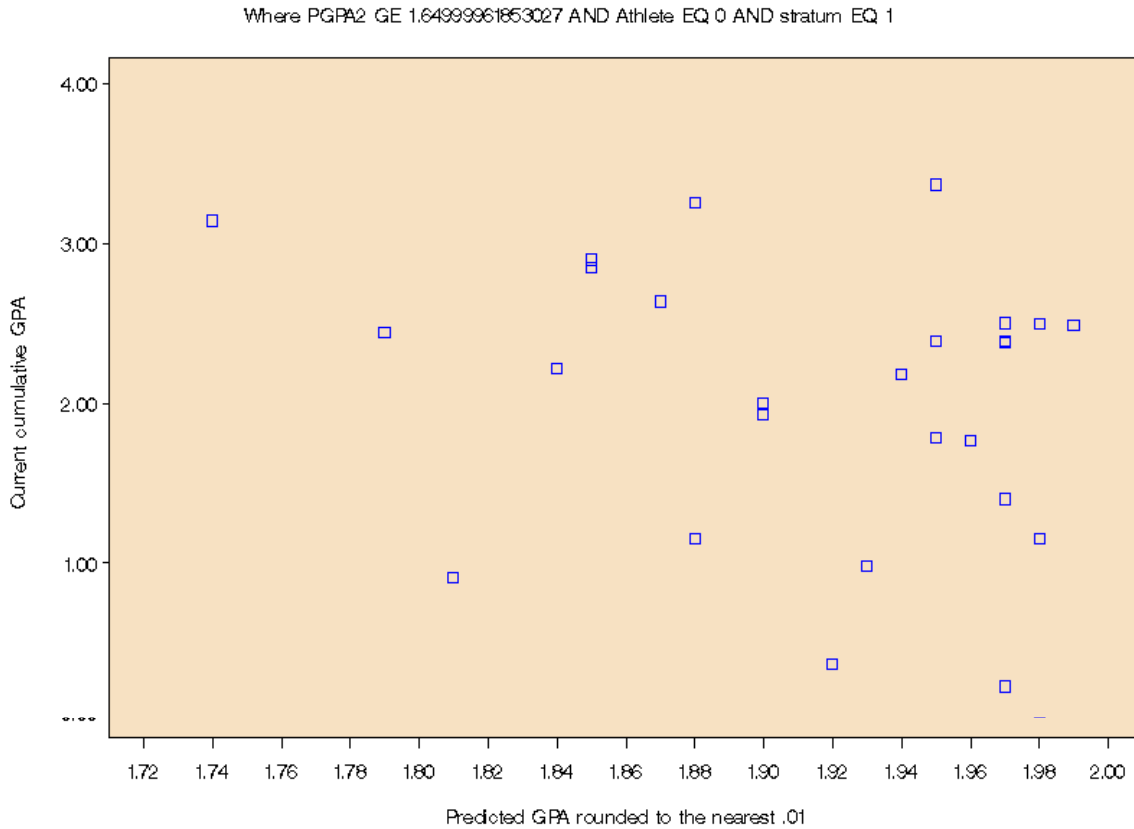


Figure 3. Comparison of actual cumulative GPA for students who were not athletes admitted with a PGPA less than 2.00.



Figures 2 and 3 show clearly that student academic performance as measured by cumulative GPA cannot be predicted, even approximately, by any standard, large-sample statistical model within the lowest level of academic preparation—other factors are much more important than the academic indicators of high school GPA and standardized test scores. Although we do not here present the details, the same complete lack of utility in predicting cumulative GPA for these subsets of students is present regardless of whether standardized SAT or ACTE scores alone or the Colorado Commission on Higher Education (CCHE) index score or high school GPA are used as simple predictors. The fundamental reason for the lack of predictability resides partly in the small number of students in the analysis but mostly due to the inadequacy of any simple metric of prediction. This caveat must be kept in mind when examining finely divided subsets of students whether by predicted GPA or sport or ethnicity or any other criteria.

Figure 4. Comparison of predicted grade point averages with current cumulative grade average, means within each of the six academic preparation categories for student athletes.

Where athlete EQ 1

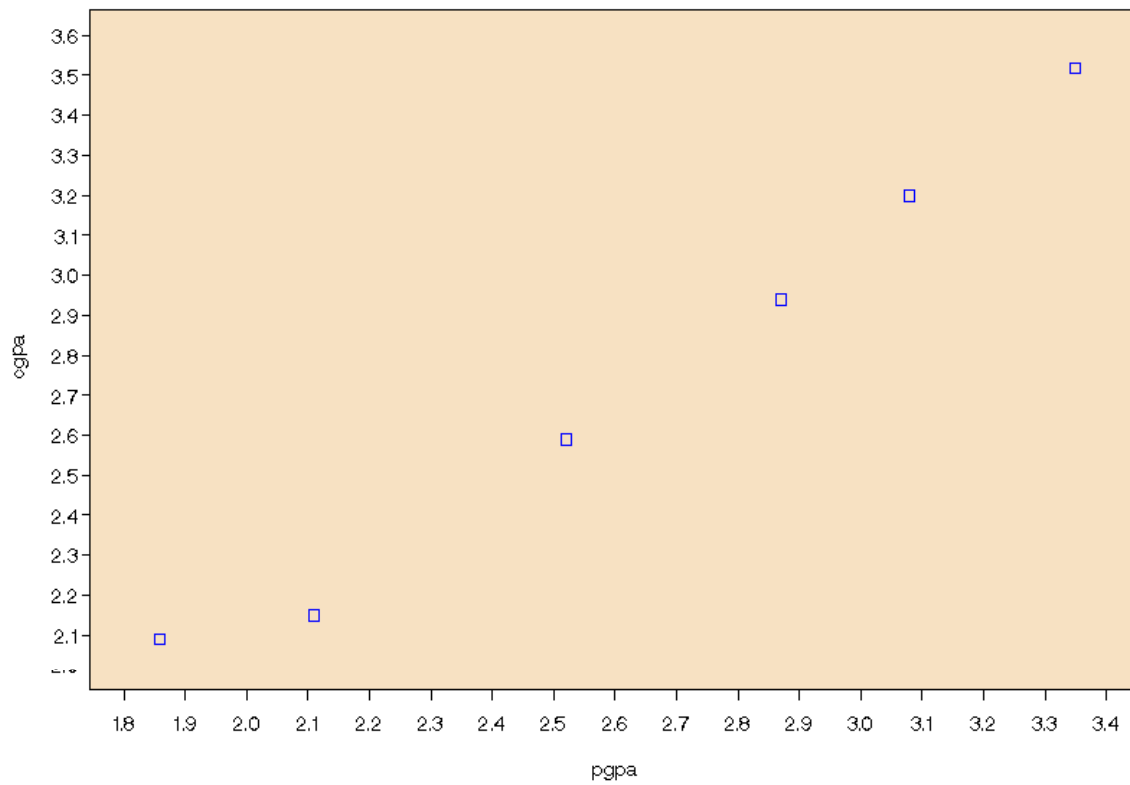
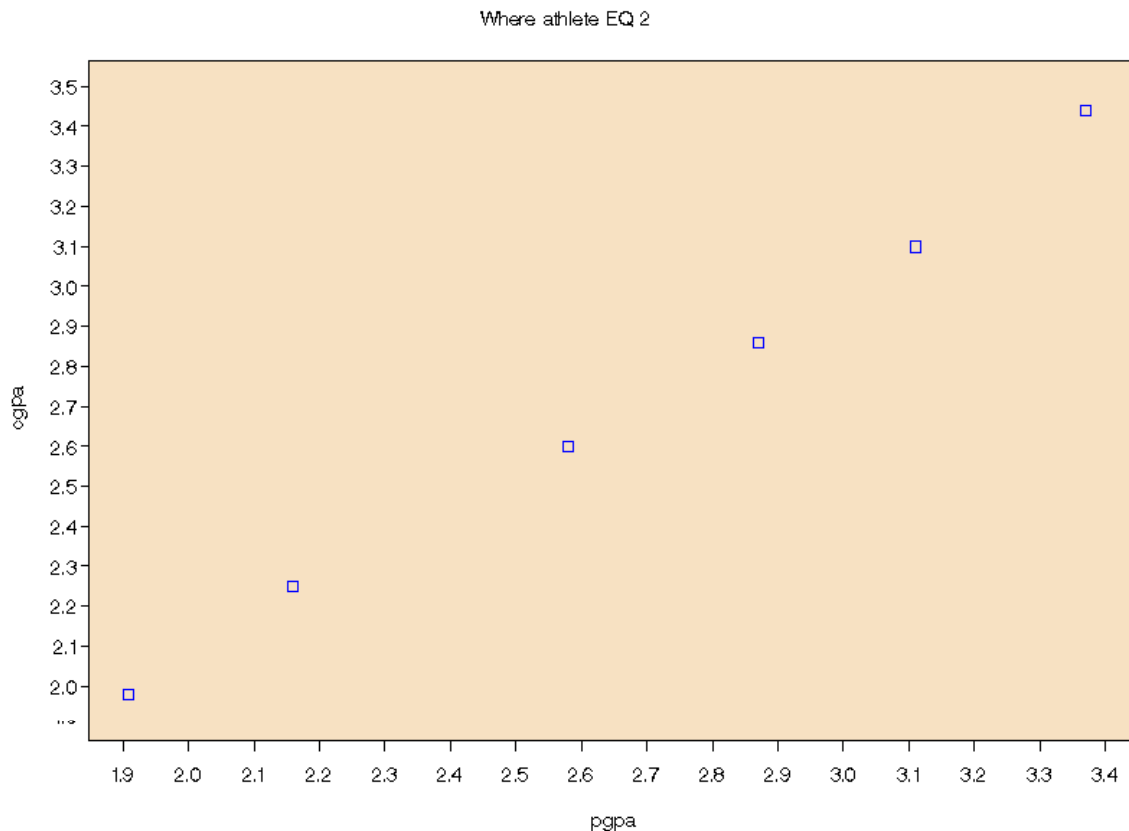


Figure 5. Comparison of predicted grade point averages with current cumulative grade average, means within each of the six academic preparation categories for students who are not on athletic scholarship.



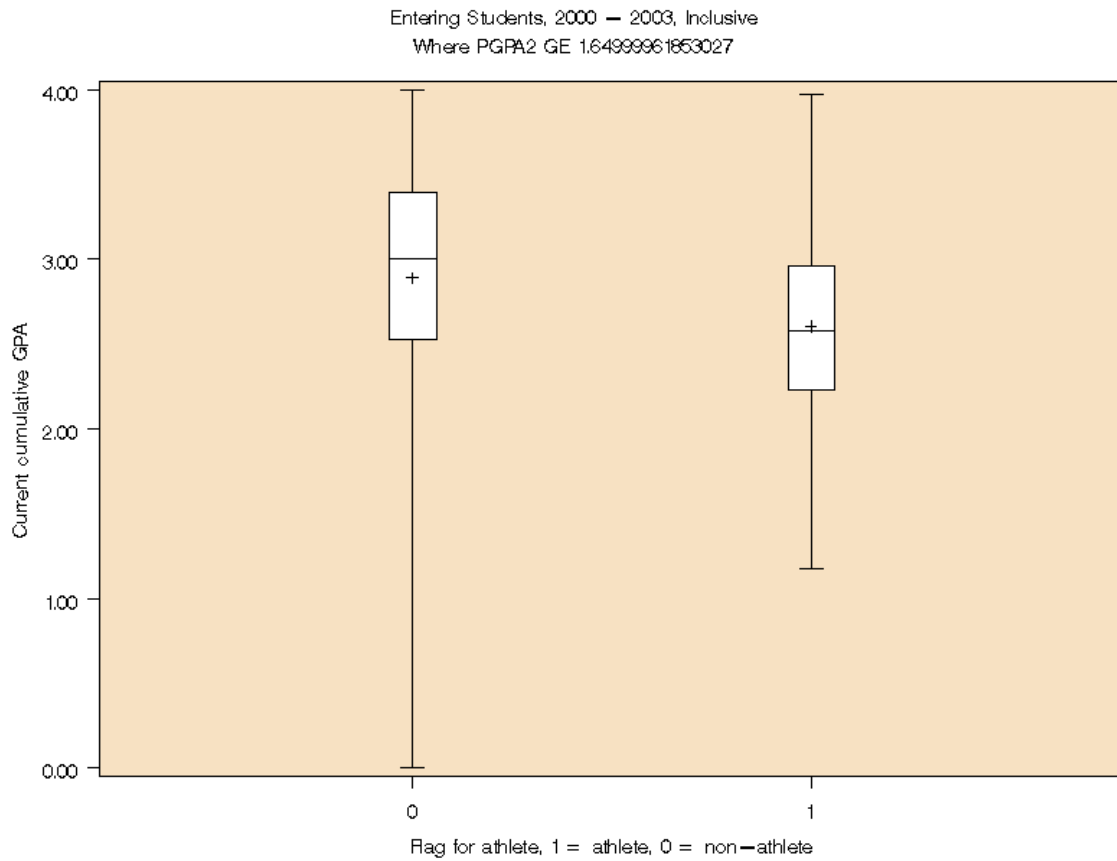
Across categories, (Figures 4 and 5), the predicted and earned grade point averages match extremely well.

Comparison of student-athletes to all other students: Academic Performance

The preceding section focused on our best measure of academic preparation at the time of admission; this section will focus on the quality of actual academic performance here at CU as measured by cumulative grade point averages. To the extent possible, we have made the same set of comparisons as above: student-athletes versus all others and have then partitioned the student populations according to the same criteria with respect to academic preparation. We then compared earned GPAs overall and within the partitioned groups as above.

Our first comparison, in Figure 2, illustrates the current cumulative grade point averages for all 207 athletes in the chosen data base was 2.63 through spring 2003 while the rest of the undergraduate student body earned a cumulative GPA of 2.89. Most majors require a cumulative GPA of 2.00 as well as a 2.0 in the major field.

Figure 6. Actual earned GPAs through spring 2003 for athletes and all other students. See legend in Figure 1 for detailed explanation of Box plot structure.



Our second comparison, Table 5, employs the previously described stratified sample but focusing, this time, on the cumulative GPA comparing student-athletes with all other students.

Table 5. Comparison of earned and predicted GPA for athletes and all other students partitioned into the six arbitrary levels of academic preparation.

Non-Athletes:

	Predicted GPA	Actual GPA	N
Stratum 1	1.91	1.98	27
Stratum 2	2.16	2.25	258
Stratum 3	2.58	2.60	6,627
Stratum 4	2.87	2.86	6,496
Stratum 5	3.11	3.10	4,796
Stratum 6	3.37	3.44	2,399

Athletes:

	Predicted GPA	Actual GPA	N
Stratum 1	1.86	2.09	23
Stratum 2	2.11	2.16	28
Stratum 3	2.52	2.59	80
Stratum 4	2.87	2.94	34
Stratum 5	3.08	3.20	16
Stratum 6	3.35	3.52	5

In all six strata, the spring 2003 cumulative grade point average for student-athletes exceeded the predicted GPA. More importantly, the average GPAs in all six strata were well above the usual 2.00 minimum for most academic requirements. The same comparison for non-athletes produced a similar pattern in that the actual GPA matched or exceeded the predicted in all six strata. On a stratum by stratum basis, the student-athletes' grade point averages were equal to or higher than the GPAs of the non-athletes, although the differences were usually fairly small. The sample sizes for athletes were quite small in most strata so the results should be interpreted with caution.

Tables 6 and 7 show the current cumulative GPAs for female and male athletes across all sports. There is, of course, no comparable comparison available for other students other than the 2.89 figure that lumps all non-athletes together.

Table 6. *Cumulative GPA through Spring 2003 for female athletes by sport*

SPORT	N Obs	Mean
BASKETBALL	9	2.97
GOLF	7	2.74
SKI	6	3.23
SOCCER	17	2.64
TENNIS	2	3.18
TRACK	24	2.84
VOLLEYBALL	13	2.82

Table 7. *Cumulative GPA through Spring 2003 for male athletes by sport*

SPORT	N Obs	Mean
BASKETBALL	11	2.27
FOOTBALL	64	2.33
GOLF	6	2.56
SKIING	1	2.88
TENNIS	1	2.51
TRACK	25	2.72

Again the closest comparison we can make is the 2.89 overall cumulative GPA for non-athletes. Among the seven sports groups for females, two (basketball and skiing) exceeded the non-athlete mean. Among the six sports for males, none exceeded the non-athlete mean. Among the male sports basketball had the lowest GPA followed next by football. In all cases, the GPA averages for student-athletes were well above the usual 2.00 academic minimum standard.

Graduation Rates Analyses

According to our data, posted on the NCAA website, the 'all students' freshman-cohort six-year graduation rates by the end of summer 2001, 2002 and 2003 were, respectively, 64%, 65% and 67% for the general student body and 52% 62% and 53% for student-athletes. These are the numbers most comparable to AAU published data. Those figures show that athletes graduate at rates 12 – 14 percentage points below those of the general student body. Expressed in a different way, the graduation rates for athletes over this three-year sample would have

had to be higher by about 23% ($13\%/56\% = 0.23$) to match the student body as a whole for this three-year period, at the common six-year graduation benchmark. The student-athlete graduation rate, as calculated by the Herbst Academic Center, for students who exhaust their eligibility status at CU-Boulder is 79%; the closest comparable figure we have for all students is a 91% graduation rate for students who attended at least eight semesters by the end of the sixth calendar year from first enrollment. On a percentage basis, the student population as a whole graduated at a rate 15% higher than student-athletes who exhausted their eligibility status.

We note some very small differences in the numbers reported for all students on the NCAA web site and those published by CU-Boulder's Office of Planning, Budget and Analysis. Our PBA office reports all-student six-year graduation rates for those same cohorts as 65%, 67% and 68%. That office does not publish student-athlete data separately. The differences noted likely are due to small rounding errors and slightly different inclusion criteria such as receiving grants-in-aid or not.

We have tabulated the distribution of student-athletes into the six ethnic/racial categories for which we keep records (A = Asian, B = Black, H = Hispanic, N = XXX, U = unreported, and W = exempt) for each sport. When subdivided this finely, the number of students in many categories is so small as to obviate any ability to make statistical comparisons.

Table 8. Numbers of students, SPORT by ETHNIC Group for Males

SPORT(Sport)	ETHNIC(Race/ethnic/citizenship)						Total
Frequency	A	B	H	N	U	W	
Percent							
Row Pct							
Col Pct							
BASKETBALL	0	10	0	0	0	1	11
	0.00	9.26	0.00	0.00	0.00	0.93	10.19
	0.00	90.91	0.00	0.00	0.00	9.09	
	0.00	19.61	0.00	0.00	0.00	2.00	
FOOTBALL	1	36	1	0	2	24	64
	0.93	33.33	0.93	0.00	1.85	22.22	59.26
	1.56	56.25	1.56	0.00	3.13	37.50	
	50.00	70.59	50.00	0.00	100.00	48.00	
GOLF	0	0	0	0	0	6	6
	0.00	0.00	0.00	0.00	0.00	5.56	5.56
	0.00	0.00	0.00	0.00	0.00	100.00	
	0.00	0.00	0.00	0.00	0.00	12.00	
SKIING	0	0	0	0	0	1	1
	0.00	0.00	0.00	0.00	0.00	0.93	0.93
	0.00	0.00	0.00	0.00	0.00	100.00	
	0.00	0.00	0.00	0.00	0.00	2.00	
TENNIS	1	0	0	0	0	0	1
	0.93	0.00	0.00	0.00	0.00	0.00	0.93
	100.00	0.00	0.00	0.00	0.00	0.00	
	50.00	0.00	0.00	0.00	0.00	0.00	
TRACK	0	5	1	1	0	18	25
	0.00	4.63	0.93	0.93	0.00	16.67	23.15
	0.00	20.00	4.00	4.00	0.00	72.00	
	0.00	9.80	50.00	100.00	0.00	36.00	
Total	2	51	2	1	2	50	108
	1.85	47.22	1.85	0.93	1.85	46.30	100.00

Table 9. Numbers of students, SPORT by ETHNIC for Females

Percent Row Pct Col Pct	A	B	H	U	W	Total
BASKETBALL	0 0.00 0.00 0.00	3 3.85 33.33 30.00	0 0.00 0.00 0.00	1 1.28 11.11 50.00	5 6.41 55.56 8.62	9 11.54
GOLF	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 1.28 14.29 25.00	0 0.00 0.00 0.00	6 7.69 85.71 10.34	7 8.97
SKIING	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 1.28 16.67 50.00	5 6.41 83.33 8.62	6 7.69
SOCCER	0 0.00 0.00 0.00	1 1.28 5.88 10.00	1 1.28 5.88 25.00	0 0.00 0.00 0.00	15 19.23 88.24 25.86	17 21.79
TENNIS	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 1.28 50.00 25.00	0 0.00 0.00 0.00	1 1.28 50.00 1.72	2 2.56
TRACK	0 0.00 0.00 0.00	6 7.69 25.00 60.00	1 1.28 4.17 25.00	0 0.00 0.00 0.00	17 21.79 70.83 29.31	24 30.77
VOLLEYBALL	4 5.13 30.77 100.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	9 11.54 69.23 15.52	13 16.67
Total	4 5.13	10 12.82	4 5.13	2 2.56	58 74.36	78 100.00

Table 10. Number of students with different levels of academic preparation, Strata by ETHNIC for Athletes

Frequency							Total
Percent							
Row Pct	A	B	H	N	U	W	
Col Pct							
1	0	18	1	0	1	3	23
	0.00	9.68	0.54	0.00	0.54	1.61	12.37
	0.00	78.26	4.35	0.00	4.35	13.04	
	0.00	29.51	16.67	0.00	25.00	2.78	
2	1	20	0	0	0	7	28
	0.54	10.75	0.00	0.00	0.00	3.76	15.05
	3.57	71.43	0.00	0.00	0.00	25.00	
	16.67	32.79	0.00	0.00	0.00	6.48	
3	4	19	1	1	3	52	80
	2.15	10.22	0.54	0.54	1.61	27.96	43.01
	5.00	23.75	1.25	1.25	3.75	65.00	
	66.67	31.15	16.67	100.00	75.00	48.15	
4	1	4	3	0	0	26	34
	0.54	2.15	1.61	0.00	0.00	13.98	18.28
	2.94	11.76	8.82	0.00	0.00	76.47	
	16.67	6.56	50.00	0.00	0.00	24.07	
5	0	0	1	0	0	15	16
	0.00	0.00	0.54	0.00	0.00	8.06	8.60
	0.00	0.00	6.25	0.00	0.00	93.75	
	0.00	0.00	16.67	0.00	0.00	13.89	
6	0	0	0	0	0	5	5
	0.00	0.00	0.00	0.00	0.00	2.69	2.69
	0.00	0.00	0.00	0.00	0.00	100.00	
	0.00	0.00	0.00	0.00	0.00	4.63	
Total	6	61	6	1	4	108	186
	3.23	32.80	3.23	0.54	2.15	58.06	100.00

Table 11. Number of students with different levels of academic preparation (strata) by by ETHNIC for all students not on athletic scholarship.

stratum	ETHNIC(Race/ethnic/citizenship)							Total
	A	B	H	N	U	W	Z	
1	4 0.02 14.81 0.31	7 0.03 25.93 2.51	8 0.04 29.63 0.65	0 0.00 0.00 0.00	1 0.00 3.70 0.10	7 0.03 25.93 0.04	0 0.00 0.00 0.00	27 0.13
2	28 0.13 10.73 2.18	38 0.18 14.56 13.62	74 0.36 28.35 6.02	5 0.02 1.92 3.21	3 0.01 1.15 0.31	109 0.52 41.76 0.65	4 0.02 1.53 6.90	261 1.26
3	439 2.11 6.57 34.24	127 0.61 1.90 45.52	530 2.55 7.93 43.09	71 0.34 1.06 45.51	306 1.47 4.58 31.13	5186 24.98 77.57 30.92	27 0.13 0.40 46.55	6686 32.20
4	361 1.74 5.51 28.16	48 0.23 0.73 17.20	357 1.72 5.45 29.02	41 0.20 0.63 26.28	272 1.31 4.15 27.67	5464 26.32 83.36 32.57	12 0.06 0.18 20.69	6555 31.57
5	288 1.39 5.97 22.46	51 0.25 1.06 18.28	195 0.94 4.04 15.85	32 0.15 0.66 20.51	248 1.19 5.14 25.23	3998 19.26 82.86 23.83	13 0.06 0.27 22.41	4825 23.24
6	162 0.78 6.73 12.64	8 0.04 0.33 2.87	66 0.32 2.74 5.37	7 0.03 0.29 4.49	153 0.74 6.35 15.56	2010 9.68 83.47 11.98	2 0.01 0.08 3.45	2408 11.60
Total	1282 6.17	279 1.34	1230 5.92	156 0.75	983 4.73	16774 80.79	58 0.28	20762 100.00

These counts show that the campus admitted similar numbers of students with predicted GPA of less than 2.0 (stratum 1) in both the student-athlete and non-athlete categories. However, the proportional patterns were dramatically different. Student-athletes who were admitted with predicted GPA of less than 2.0 comprised 12% of the student-athlete total whereas non-athletes admitted with predicted GPA of less than 2.0 comprised 0.13% of the non-athlete total.

Self-Study Item # 2.1.7

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

Please refer to Item 2.1.4 where admissions processes are described.

Self-Study Item # 2.1.8

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

Please refer to 2.1.6 above, in particular Tables 1, 2, 5, 10, and 11; and Figures 2, 3.

Self-Study Item #2.1.9

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

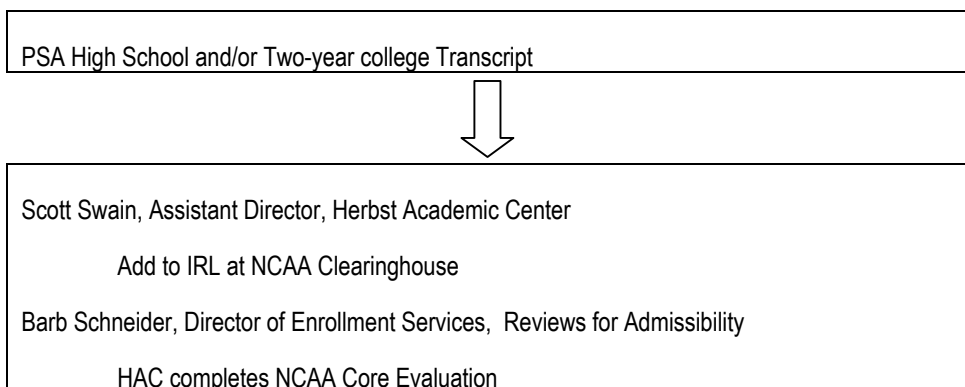
Please refer to item 2.1.4 above.

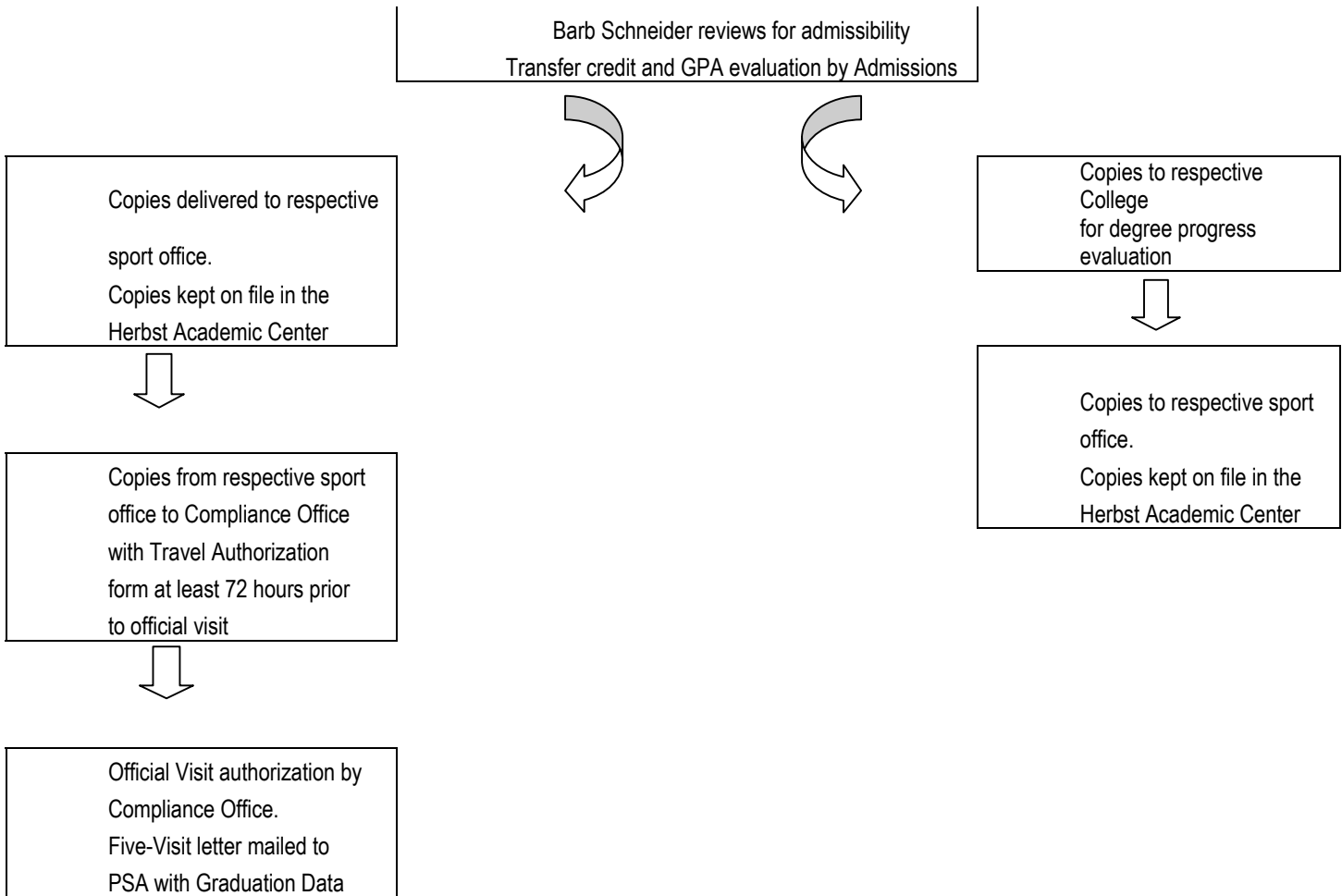
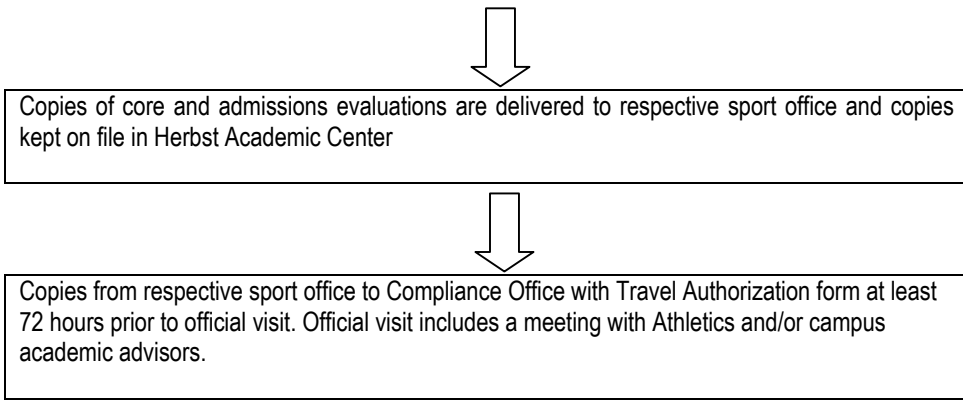
Self-Study Item #2.1.10

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

The oversight for initial and continuing eligibility was relocated to the Herbst Academic Center in January of 2002, as part of the change in reporting line. The Official Certification Officer is now the Executive Director for Enrollment Management/Executive Director of Admissions, who signs off on the eligibility for all student-athletes for final athletics certification.

During the recruitment process, all prospective student-athlete (PSA) transcripts are evaluated for NCAA core course requirements by the Assistant Director for Academics and Eligibility in the Herbst Academic Center for Student-Athletes (see PSA flowcharts below).





Each new student-athlete, freshman or transfer, is required to fill out an Affirmation of Eligibility form (attached) to document their status prior to enrollment at the University of Colorado. The data in Part D of this form is completed by the Director of the Herbst Academic Center for Student-Athletes and the Executive Director for Enrollment Management/Executive Director of Admissions is the final signature required prior to athletics certification. All data are then entered into the NCAA Compliance Assistant software by the Herbst Academic Center for Student-Athletes for final athletics certification.

Self-Study Item #2.1.11

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

While graduation rates are the key indicator of academic success, there are many steps between entry and graduation that need to be monitored and examined. In particular, we have analyzed the retention rates for student-athletes and all other students as measured by enrollment in the fall of their sophomore years following admission as first-year students the previous year.

Given the strong association between academic preparation level and the rates at which students return to school, we examined the patterns of retention at CU-Boulder by comparing student-athletes to the rest of the student body. We first modeled retention (specifically enrolled in the fall of their sophomore year) on all non-athletes in the four-year sample and then applied that logistic regression model to the student-athletes using predicted GPA as the predictive variable in the regression and retention (binary, yes enrolled, no not enrolled) as the outcome variable.

The predicted retention rate for all non-athletes was 83% which, not surprisingly, matches the observed retention rate of 83%. The equation was, of course, built on this subset of students. For student-athletes, the predicted retention rate was 77% by the logistic model whereas the actual retention rate was 89%. Clearly, student-athletes return for their sophomore years at a rate higher than the rest of the student body based on predicted grade point averages.

Table 12 provides more specific comparisons of retention rates for the six strata of academic preparation, for athletes and the rest of the student body.

Table 12. *Comparison of retention rates to fall of sophomore year for student-athletes and all other students by level of academic preparation. Fractions in parentheses are the numbers returning over the numbers originally enrolled for which we have appropriate data.*

Stratum	Non-Athletes	Athletes
1	63% (17/27)	79% (15/19)
2	74% (166/182)	91% (20/22)
3	79% (4031/5093)	93% (57/61)
4	83% (3939/4733)	86% (19/22)
5	85% (2955/3475)	71% (5/7)
6	88% (1514/1714)	100% (4/4)

The overall retention rate for all students during this time period was 83%.

Clearly, the overall pattern of retention is that student-athletes return to campus for the fall of their sophomore year at rates significantly higher than the rest of the student body overall and, more so, when compared to entering students with similar academic preparation levels.

Graduation Rates of Student-Athletes

The campus provides counts of graduation rates of student-athletes in combined form and for the categories of ethnicity, gender and sport, separately. These are the same data provided annually to the U.S. Department of Education (IPEDS) and the NCAA.

We first summarize results for all full-time, first-time freshmen entering during the summer or fall of the specified year.

Entering 1995:

35% graduated in 4 years (through summer of 1999)
60% graduated in 5 years
65% graduated in 6 years (68% for females, 63% for males)

By sport, the six-year graduation rates (the standard interval for most reporting purposes) for student athletes:

38% for football (8 of 21)
33% for basketball; men (1 of 3), 0% women (0 of 1)
67% for track and cross-country men (1 of 3)
100% for track and cross-country women (2 of 2)
100% for all other sports combined, men (4 of 3)
92% for all other sports combined, women 12 of 13)
All athletes combined, 62%:
48% men, 88% women

Entering 1996:

39% graduated in 4 years (through summer of 2000)
62% graduated in 5 years
67% graduated in 6 years (69% for females, 64% for males)

By sport, the six-year graduation rates (the standard interval for most reporting purposes) for student-athletes:

53% for football (10 of 19)
0% for basketball; men (0 of 2), women (0 of 1)
100% for track and cross country men (1 of 1)
50% for track and cross country women (2 of 4)
33% for all other sports combined, men (1 of 3)
75% for all other sports combined, women (6 of 8)
All athletes combined, 63%:
48% men, 62% women

Entering 1997:

37% graduated in 4 years (through summer of 2001)
63% graduated in 5 years
68% graduated in 6 years (70% for females, 66% for males)

By sport, the six-year graduation rates (the standard interval for most reporting purposes) fro student-athletes:

44% for football (8 of 18)
40% for basketball; men (2 of 5), 17% women (1 of 6)
60% for track and cross country men (3 of 5)
50% for track and cross country women (2 of 4)
43% for all other sports combined, men (4 of 7)
73% for all other sports combined, women (8 of 11)
All athletes combined, 48%:
46% men, 52% women

Table 13 shows the patterns of graduations for all students-- not just student-athletes--who entered CU, full time, during the summer or fall of 1995. The same patterns for student-athletes are displayed according to sport and gender. Again, we caution the reader about the small numbers, which can and do make percentages vary dramatically. In Tables 14, 15 and 16, we make the same presentation for entering class of 1996 and 1997, the last of which constitutes our most up-to-date data.

Table 13	Graduation Rates for All First Year, Full Time Students Entering Fall 1995, by summer 2001					
	All	In 4 yrs	In 5 yrs	in 6 yrs	Still enrolled	Grad or still
					6 years	enrolled 6 years
Aliens						
male	23	35%	43%	57%	4%	61%
female	14	43%	57%	57%	0%	57%
Black						
male	48	13%	42%	48%	0%	48%
female	37	14%	38%	54%	3%	57%
AmInd						
male	8	38%	38%	38%	25%	63%
female	13	8%	31%	38%	0%	38%
Asian						
male	142	25%	49%	57%	2%	59%
female	137	29%	58%	62%	1%	63%
Hispanic						
male	145	13%	35%	43%	3%	47%
female	131	27%	44%	53%	2%	56%
White						
male	1739	30%	60%	66%	3%	69%
female	1624	45%	67%	70%	2%	72%
Unknown						
male	50	30%	54%	58%	2%	60%
female	64	48%	69%	73%	2%	75%
All						
male	2020	28%	57%	63%	3%	66%
female	4175	42%	64%	68%	2%	70%
All	4175	35%	60%	65%	2%	68%

Table 14 displays the most comparable figures for student-athletes receiving grants-in-aid by sport and ethnicity:

Table 14. Graduation Rates for student-athletes, entering fall 1995 by end of summer, 2001

Football	All	Grad in 4	Grad in 5	Grad in 6	Still enrld after 6	Grad or still enrld after 6
Black	7	0%	14%	14%	0%	14%
Hispanic	1	0%	0%	0%	0%	0%
White	12	0%	50%	50%	0%	50%
Unknown	1	0%	100%	100%	0%	100%
All	21	0%	38%	38%	0%	38%

Basketball, Males	All	Grad in 4	Grad in 5	Grad in 6	Still enrld after 6	Grad or still enrld after 6
Black	3	0%	33%	33%	0%	33%
White	1	0%	0%	0%	0%	0%
All	3	0%	25%	25%	0%	25%

Basketball, Females	All	Grad in 4	Grad in 5	Grad in 6	Still enrld after 6	Grad or still enrld after 6
White	1	0%	0%	0%	0%	0%
All	1	0%	0%	0%	0%	0%

Track, Cross Country, males	All	Grad in 4	Grad in 5	Grad in 6	Still enrld after 6	Grad or still enrld after 6
Hispanic	3	0%	67%	67%	0%	67%
White	0	0%	100%	100%	0%	100%
All	3	0%	67%	67%	0%	67%

Track, Cross Country, females	All	Grad in 4	Grad in 5	Grad in 6	Still enrld after 6	Grad or still enrld after 6
White	2	0%	100%	100%	0%	100%
All	2	0%	100%	100%	0%	100%

All other reported sports, males	All	Grad in 4	Grad in 5	Grad in 6	Still enrld after 6	Grad or still enrld after 6
Aliens	2	100%	100%	100%	0%	100%
White	2	0%	100%	100%	0%	100%
All	4	0%	100%	100%	0%	100%

All other reported sports, females	All other reported sports, females					
	All	Grad in 4	Grad in 5	Grad in 6	Still enrld after 6	Grad or still enrld after 6
Aliens	3	67%	100%	100%	0%	100%
White	9	44%	89%	89%	0%	89%
Unknown	1	100%	100%	100%	0%	100%
All	13	0%	100%	100%	0%	100%

All athletes	All	Grad in 4	Grad in 5	Grad in 6	Still enrld after 6	Grad or still enrld after 6
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Aliens

Male	2	100%	100%	100%	0%	100%
Female	3	67%	100%	100%	0%	100%

Black

Male	10	0%	20%	20%	0%	20%
Female	0					

Hispanic

Male	4	0%	50%	50%	0%	50%
Female	0					

White

Male	14	0%	57%	57%	0%	57%
Female	12	33%	83%	83%	0%	83%

Unknown

Male	1	100%	100%	100%	0%	100%
Female	1	100%	100%	100%	0%	100%
All	47	19%	62%	62%	0%	62%

Table 15	Graduation Rates for All First Year, Full Time Students Entering Fall 1996, by summer 2002					
	All	In 4 yrs	In 5 yrs	in 6 yrs	Still enrolled	Grad or still
					6 years	enrolled 6 years

Aliens

male	18	39%	56%	56%	0%	56%
female	9	22%	44%	44%	0%	44%

Black

male	38	11%	26%	32%	0%	32%
female	36	28%	56%	64%	0%	64%

Amlnd

male	14	21%	43%	43%	0%	43%
female	19	37%	47%	58%	0%	63%
Asian						
male	125	23%	46%	51%	5%	55%
female	132	32%	57%	64%	5%	70%
Hispanic						
male	101	30%	48%	51%	7%	58%
female	118	35%	57%	63%	3%	65%
White						
male	1616	33%	61%	67%	3%	70%
female	1610	48%	68%	71%	2%	73%
Unknown						
male	58	29%	57%	64%	3%	67%
female	61	48%	62%	64%	2%	66%
All						
male	1970	32%	59%	64%	3%	67%
female	1985	46%	66%	69%	2%	71%
All						
All	3955	39%	62%	67%	3%	69%

Graduation Rates for student-athletes, entering fall 1996 by end of summer, 2002

Football	All	Grad in 4	Grad in 5	Grad in 6	Still enrld after 6	Grad or still enrld after 6
Black	9	11%	22%	22%	0%	22%
Asian	1	0%	0%	0%	0%	0%
White	9	11%	89%	89%	0%	89%
All	19	11%	53%	53%	0%	53%

Basketball, Males	All	Grad in 4	Grad in 5	Grad in 6	Still enrld after 6	Grad or still enrld after 6
Black	1	0%	0%	0%	0%	0%
White	1	0%	0%	0%	0%	0%
All	2	0%	0%	0%	0%	0%

Basketball, Females	All	Grad in 4	Grad in 5	Grad in 6	Still enrld after 6	Grad or still enrld after 6
Black	1	0%	0%	0%	0%	0%
White	0	0%	0%	0%	0%	0%

All	1	0%	0%	0%	0%	0%
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Track, Cross Country, males	All	Grad in 4	Grad in 5	Grad in 6	Still enrld after 6	Grad or still enrld after 6
White	1	0%	100%	100%	0%	100%
All	1	0%	100%	100%	0%	100%

Track, Cross Country, females	All	Grad in 4	Grad in 5	Grad in 6	Still enrld after 6	Grad or still enrld after 6
White		0%	67%	67%	0%	67%
Unknown		0%	0%	0%	0%	0%
All		0%	50%	50%	50%	50%

All other reported sports, males	All	Grad in 4	Grad in 5	Grad in 6	Still enrld after 6	Grad or still enrld after 6
White	3	0%	33%	33%	0%	33%
All	3	0%	33%	33%	0%	33%

All other reported sports, females	All	Grad in 4	Grad in 5	Grad in 6	Still enrld after 6	Grad or still enrld after 6
White	7	29%	86%	86%	0%	86%
Unknown	1	0%	0%	0%	0%	0%
All	8	25%	75%	75%	75%	75%

All athletes

Black

Male	10	20%	20%	20%	0%	20%
Female	1	0%	0%	0%	0%	0%

Asian

Male	1	0%	0%	0%	0%	0%
Female	0					

White

Male	14	7%	71%	71%	0%	71%
Female	10	20%	80%	80%	0%	80%

Unknown

Female	2	0%	0%	0%	0%	0%
All	38	11%	53%	53%	0%	53%

Table 16	Graduation Rates for All First Year, Full Time Students Entering Fall 1997, by summer 2003					
	All	In 4 yrs	In 5 yrs	in 6 yrs	Still enrolled	Grad or still
					6 years	enrolled 6 years
Aliens						
male	20	30%	45%	55%	0%	55%
female	15	40%	47%	53%	0%	53%
Black						
male	47	15%	47%	57%	4%	62%
female	42	29%	48%	52%	5%	57%
Amlnd						
male	16	19%	38%	38%	0%	38%
female	16	6%	38%	38%	0%	38%
Asian						
male	121	21%	49%	55%	2%	58%
female	134	34%	63%	69%	2%	72%
Hispanic						
male	139	19%	47%	55%	4%	59%
female	112	29%	56%	59%	3%	62%
White						
male	1692	32%	62%	68%	3%	71%
female	1769	45%	68%	72%	1%	73%
Unknown						
male	71	32%	59%	65%	4%	69%
female	70	46%	60%	64%	3%	67%
All						
male	2106	30%	59%	66%	3%	68%
female	2158	43%	66%	70%	1%	71%
All	4264	37%	63%	68%	2%	70%

Graduation Rates for student-athletes, entering fall 1996 by end of summer, 2002

Football	All	Grad in 4	Grad in 5	Grad in 6	Still enrld after 6	Grad or still enrld after 6
Black	11	9%	45%	45%	9%	55%
White	7	14%	43%	43%	0%	43%
All	18	11%	44%	44%	6%	50%

Basketball, Males	All	Grad in 4	Grad in 5	Grad in 6	Still enrld after 6	Grad or still enrld after 6
Black	4	25%	50%	50%	0%	50%
White	1	0%	0%	0%	0%	0%
All	5	20%	40%	40%	0%	40%

Basketball, Females	All	Grad in 4	Grad in 5	Grad in 6	Still enrld after 6	Grad or still enrld after 6
Black	4	0%	0%	0%	0%	0%
White	2	50%	50%	50%	0%	50%
All	6	0%	17%	17%	0%	17%

Track, Cross Country, males	All	Grad in 4	Grad in 5	Grad in 6	Still enrld after 6	Grad or still enrld after 6
Black	1	0%	100%	100%	0%	100%
White	3	0%	67%	67%	0%	67%
Unknown	1	0%	0%	0%	0%	0%
All	5	0%	60%	60%	0%	60%

Track, Cross Country, females	All	Grad in 4	Grad in 5	Grad in 6	Still enrld after 6	Grad or still enrld after 6
Black	1	0%	100%	100%	0%	100%
White	1	0%	0%	0%	0%	0%
Unknown	2	0%	50%	50%	0%	50%
All	4	0%	50%	50%	50%	50%

All other reported sports, males	All	Grad in 4	Grad in 5	Grad in 6	Still enrld after 6	Grad or still enrld after 6
Black	1	0%	0%	0%	0%	0%
White	6	33%	50%	50%	17%	67%
All	7	0%	29%	43%	14%	57%

All other reported sports, females	All	Grad in 4	Grad in 5	Grad in 6	Still enrld after 6	Grad or still enrld after 6
White	2	0%	50%	50%	50%	50%
Unknown	9	44%	78%	78%	0%	78%
All	11	36%	73%	73%	0%	73%

All athletes

Alien

Male	1	0%	0%	0%	0%	0%
Female	2	0%	50%	50%	50%	50%

Black

Male	16	13%	50%	50%	0%	50%
Female	5	0%	20%	20%	0%	20%

White

Male	17	6%	41%	47%	6%	53%
Female	13	31%	69%	69%	0%	69%

Unknown

Male	1	0%	0%	0%	0%	0%
All	56	13%	46%	48%	4%	52%
All	38	11%	53%	53%	0%	53%

These data show that student-athlete graduation rates are roughly comparable to graduation rates of the over-all student body, with the exception of football and basketball student-athletes. Football graduation rates, at the six-year benchmark, were typically fell about 21 percentage points (mid 40s) below that of the student body as a whole (mid 60s). To reach the same graduation level for students as a whole, the football graduation rate would need to improve by around 46% over these past levels.

Both the men's rate and the women's rate of graduation for basketball fell substantially below the levels for other athletes and for the over-all student body for this time period. The women's rate of 12% graduation and the men's rate of 30% graduation indicate we are falling short with respect to academic success among these young men and women. The men's program would need to increase graduation rates by over 100% and the women's program by over 500% from these past levels.

Self-Study Item #2.1.12

Identify and describe the academic standards and policies contained in the university's catalog/bulletin, athletics department manual, student-athlete handbook and/or institutional handbook for students. Describe exceptions, if any, to the institution's regular academic standards and policies applicable to the general student body (e.g., good academic standing, definition of minimum full-time status) that are available to student-athletes.

Although there are some specific differences in the admissions practices among the different schools and colleges at CU-Boulder, the campus catalog provides the following information for all prospective undergraduate students about admission to CU Boulder:

Admission Criteria

Multiple factors are considered in evaluating students' applications for admission to CU-Boulder. Although

academic performance in high school (high school GPA and the quality of course work) is the most important indicator of success, other factors are also considered. These include students' college entrance test scores (either the SAT or ACT), the trend in their grades, and the extent to which the minimum academic preparation standards (MAPS) are met. For information on MAPS, see the chart in this section. Typically, the university has more qualified freshman applicants than there are places. Therefore, admission is competitive, and students with the highest qualifications are selected. We have no special exceptions or standards that apply to student-athletes.

Applicants whose records reflect nontraditional grading systems, unusual curricula, or high school equivalency through the GED test will receive individual consideration and are urged to apply.

Table 13. Minimum Academic Preparation Standards (MAPS)
One unit equals one year of high school study or one semester of college course work.

	College of Architecture and Planning	College of Arts and Sciences	Leeds School of Business	College of Engineering and Applied Science	College of Music
English	4	4 (includes 2 of composition)	4 (includes 2 of composition)	4	4
Mathematics	3	3 (includes 2 of algebra and 1 of geometry)	4 (includes at least 2 of algebra, 1 of geometry, and 1 of college preparatory math such as trigonometry, analytic geometry, or elementary functions)	4 (includes at least 2 of algebra, 1 of geometry, and 1 of college preparatory math such as trigonometry, analytic geometry, or elementary functions)	3
Natural Science	3 (includes physics and/or biology)	3 (includes 2 of lab science, 1 of which must be either chemistry or physics)	3 (includes 2 of lab science, 1 of which must be either chemistry or physics)	3 (includes 1 of chemistry and 1 of physics)	3
Social Science	3	3 (includes 1 of U.S. or world history and 1 of geography; if U.S. history is used to meet the history requirement, the geography requirement may be met with 1/2 unit of geography and 1/2 unit of world history)	3 (includes 1 of U.S. or world history and 1 of geography; if U.S. history is used to meet the history requirement, the geography requirement may be met with 1/2 unit of geography and 1/2 unit of world history)	2	2
Single foreign language	2	3	3	3	2
Academic elective	1			1	1 (in the arts)
TOTAL UNITS	16	16	17	17	15

2.1 Academic Standards - Evaluation

Question	Currently Yes	Currently No
Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is the contrast analyzed and explained by appropriate institutional authorities?	<input type="checkbox"/>	<input type="checkbox"/>
Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is this disparity analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities?	<input type="checkbox"/>	<input type="checkbox"/>
Does the institution demonstrate that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher?	<input type="checkbox"/>	<input type="checkbox"/>
Does the institution demonstrate that the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally?	<input type="checkbox"/>	<input type="checkbox"/>

On the basis of the yes/no answers above and the plans for correcting deficiencies below, is the institution in substantial conformity with Operating Principle 2.1 (Academic Standards)?

Yes No

Operating Principle 2.2

Academic Support

Members of the Association have the responsibility to conduct intercollegiate athletics programs in a manner designed to protect and enhance the educational welfare of student-athletes and to assure proper emphasis on educational objectives. Consistent with this responsibility, the institution shall demonstrate that:

- a. Adequate academic support services are available for student-athletes.
- b. Student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing.
- c. When it is determined that individual student-athletes have special academic needs, these needs are addressed.
- d. The support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics.

Self-Study Item # 2.2.1

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

developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not Applicable.

Self-Study Item # 2.2.2

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

University of Colorado Academic Integrity Action Plan for Improvement									
1997 First-Cycle Action Plan						2001 Interim Report			
Study Item	Op Principle	Intended End Result	Specific Strategies	Specific Individual/Office Assigned the Responsibility	Specific Timetable	Task Complete?	Action Taken	Date	Explanation
#7	4	Improve the academic performance of student-athletes	a. Add a staff member to Academic Support Services	Director of Admissions, Athletic Director and Assoc. AD for Student Services	1997-98	Y	An Educational Strategist was hired.	Fall 1999	The Office has also received State approval for an additional position and the option to fill the position is currently being considered.
#7	4		b. Upgrade OASS computer equipment	Asst. AD for Academic Services	Fall 1997	Y	All computers in the Herbst Academic Center computer lab have been replaced since fall 1997. However, the current size of the computer lab does not meet the needs of the student-athlete population.	Ongoing	

Self-Study Item #2.2.3

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.

Investments in Academic Support

The Student Services segment of the Athletics Department added a new position of Director of Student Development and Enrichment Program (Student Life Program Coordinator, Justina Boyd) This position assists scholarship athletes in being successful students at CU-Boulder with special emphasis on responsible

decision-making in contexts outside the classroom and outside athletic competitions as well as with planning their personal development goals. In addition, a new fulltime position of counselor within the Academic Counseling section of Athletics has been added to increase the availability of individual professional guidance for student-athletes; there are now four counselors: Troy Kema, Katherine Sulentic, Beth Wellik, Karen Wyatt.

Highlighted below are six specific actions taken to improve retention and successful graduation of student-athletes.

(1) The Athletics Department has established a new position -- 'Life Skills Coordinator'-- currently occupied by Justina Boyd. This position was created to develop supportive programs: (a) in an academic context (e.g. by creating a specific university course dedicated to understanding how to be a successful CU student), (b) in a social context, with special emphasis on the unusual aspects of being student-athletes, (c) providing personal guidance and counseling, (d) encouraging personal maturation and development and (e) providing career counseling and guidance in conjunction with the campus-wide Office of Career Services, Counseling Services, and other general student services.

(2) The Herbst Academic Center has significantly enhanced its capabilities in tracking individual student academic progress semester-by-semester in order to identify potential academic difficulties before they grow into problems. This unit has strengthened its communication links to the deans' offices, especially Arts and Sciences, where the responsibility for decisions regarding normal academic progress, academic appeals, etc. lies. The experiences over the last year and half, since the move of HAC into the academic structure of the campus have been very significantly improved. It is also true, that the academic advising offices continue to perceive that the integration of student-athletes into the campus as a whole needs continued attention and improvement. The practice of providing individualized help and counseling for student-athletes, not generally available to most other students, may reduce the student's sense of personal responsibility for their own education and retard the development of that self-responsible state of personal maturity.

(3) The Herbst Academic Center has added a full time counselor to the academic support staff to increase the availability of professional guidance to individual students in a one- on-one context. This increase in staffing was in response to the increase in the number of student-athletes on campus and the consequent demand for academic counseling support.

(4) The Athletics Department has developed an extensive student-athlete handbook which is distributed to all athletes (and their parents) and which covers an extremely broad range of issues. This handbook is subject to continuous updating and revision as circumstances so indicate.

(5) The formalized student study hall program has been revised and improved. In addition to the procedural revisions, there has been a significant financial investment in new computing hardware and software for student-athlete use. This equipment was installed during the summer of 2004 and includes additional space assignment. Here are the formal requirements:

'Student-athletes assigned to study hall are required to complete eight hours of study hall per week and those records are kept for each individual. Study hall hours can be earned any time during our normal hours, but they must be completed in the Herbst academic center! Under no circumstances will student-athletes be given study hall credit for any type of academic work done outside the Herbst Academic Center. Specific rules apply and must be adhered to at all times during study hall. The rules are as follows:

- During study hall, students will not be permitted to lounge in the hallway area. All studying must be done in the computer lab or in the Herbst study hall area (Varsity Room). Library research or other outside study activities must take place outside of study hall hours.
- Student-athletes may work in the computer lab. However, **no personal e-mailing or personal web browsing is to be done during study hall hours.**

- The study hall area in the east end of the Varsity Room will be closed from 5:00 pm - 7:00 pm due to the large amount of traffic and noise associated with training table. The room will be open for studying during this time. However, it will not be staffed with a study hall monitor and student-athletes will not receive credit toward study hall. The computer lab will remain open and be staffed during these hours.
- Any time less than 30 minutes will no longer count toward your weekly study hall hours.
- Student-athletes are expected to bring enough academic work for the entire time they are signed in at study hall.
- No tobacco use is permitted in any location of the Herbst Academic Center.
- A study hall absence is considered any of the following: Failure to attend study hall, leaving the designated study areas at any time without checking out, disruptive or disrespectful behavior.
- If you wish to leave the study hall area for any reason, you must sign out and then sign in again when you return. If you fail to do so, you will not be given credit for study time.
-

(6) The Herbst Academic Center has developed and made available to appropriate students, the specific details of post-eligibility degree programs which conform to NCAA guidelines.

Self-Study Item #2.2.4

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

Please see Self-Study Item #2.2.2

Self-Study Item #2.2.5

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

The principal entity within the Athletics Department charged with the responsibilities of an academic support system is the Herbst Academic Center (HAC) for Student-Athletes. Mark Nelson, the Assistant Athletic Director for Academic Services, oversees all operations within the HAC. Mark's position has a direct reporting line to the Vice Chancellor for Student Affairs and a dotted reporting line to Barbara Schneider, the Executive Director for Enrollment Management for issues related to admissions and athletics certification. The HAC facility provides the following academic support to student-athletes:

- **All documents necessary for the admissions of student-athletes are coordinated by Mark Nelson, and forwarded to Barbara Schneider. In addition, during the recruiting process, all prospective student-athletes' academic credentials are screened for admissibility through Barbara Schneider.**
- **Initial-eligibility for athletics participation is determined by Mark Nelson, Director and Scott Swain, Assistant Director for Academics and Eligibility on all high school and transfer student-athletes. For additional details, please see Self-study item #2.1.4.**

Research Opportunities

The Undergraduate Research Opportunities Program (UROP) was designed to create research partnerships between faculty and undergraduate students. "Research" in this context is interpreted as any scholarly or creative activity ranging from traditional scientific experimentation to the creation of new artistic works. Undergraduate students at all academic levels--freshmen through senior--can participate in UROP because of the broad range of initiatives that are offered. UROP is a campus-wide program, supporting students from all

schools and colleges in all academic disciplines. UROP participants may receive financial assistance to perform their research.

Residential Academic Programs

The University of Colorado supports eleven residential academic programs, focusing on areas as diverse as natural science, leadership, ethnic living and learning, and international affairs. All offer small classes and close faculty contact.

Residence Hall Academic Support

All UCB residence halls offer academic support services, such as group tutoring and organized study groups, to their residents.

Honors Programs

Students can qualify to graduate with honors in all colleges and schools at UCB. Also, CU supports two honors programs that permit students to take small, challenging classes and participate in intellectually stimulating co-curricular activities.

Disability Services (described above)

Supports any UCB student with documented disabilities. Offers free screening for possible disabilities. Offers scholarships to fund diagnostic testing for students unable to afford it.

The Athletic Department sponsors a Degree Completion Program for student-athletes who left the university to pursue a professional sports career without obtaining his/her degree. In order to participate, the former student-athlete must complete an application for funding, which needs to be approved by their respective head coach, the compliance office and the Director of Athletics and/or his/her designee.

If approved, the participant must sign a contract that requires her/him to work unpaid within the athletic department (e.g., supervise study halls, serve as a guest speaker) based on the number of credits they are enrolled. In return, the returning student-athlete can receive academic support services and complete obtain their degree.

Self-Study Item #2.2.6

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

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

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

Please see Self-Study Items #2.1.3 and #2.2.3.

2.2 Academic Support - Evaluation

Question	Currently Yes	Currently No
Does the institution demonstrate that adequate academic support services are available for student-athletes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the institution demonstrate that student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the institution demonstrate that, when it is determined that student-athletes have special academic needs, these needs are addressed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

On the basis of the yes/no answers above and the plans for correcting deficiencies below, is the institution in substantial conformity with Operating Principle 2.2 (Academic Support)?

Yes No

Operating Principle 2.3

Scheduling

It is a principle of the Association to ensure that, in the conduct of intercollegiate athletics, student-athletes have sufficient time for their academic programs. In accordance with this principle, the institution shall demonstrate that written policies are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.12.

Self-Study Item #2.3.1

List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.3 (Scheduling). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not Applicable.

Self-Study Item #2.3.2

List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.3 (Scheduling). Specifically include: (a) the original plan; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

University of Colorado Academic Integrity Action Plan for Improvement									
1997 First-Cycle Action Plan						2001 Interim Report			
Study Item	Op Principle	Intended End Result	Specific Strategies	Specific Individual/Office Assigned the Responsibility	Specific Timetable	Task Complete?	Action Taken	Date	Explanation
#8, 9	2, 5	Reduce missed class time and increase class performance	Create and enforce a uniform missed class policy which includes the Asst. AD for Academics in the decision process	Athletic Director and Asst. AD for Academic Affairs	Fall 1997	yes & no	The Athletics Department created a uniform missed class policy after first-cycle Certification. Most sport programs use the previously developed policy but each sport program can have its own policy and disciplinary action for missing class.	Ongoing	

Self-Study Item #2.3.3

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

Not Applicable.

Self-Study Item #2.3.4

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

See Self-study item #2.3.2.

Self-Study Item #2.3.5

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

The University of Colorado at Boulder continues to employ the following policies which have been in effect for several years and which work quite well.

Final Exams. The University forbids practices and competition during the final exam period (reading days no longer are part of the academic calendar). Any exceptions must be approved by a majority vote of the Boulder Faculty Assembly's Committee on Intercollegiate Athletics.

Missed class policies. There is no institutional requirement concerning class attendance but the Athletics Department maintains its own internal policies as follows:

(1) Class attendance is mandatory and will take precedence over any practice opportunities. Student-athletes will not be required to attend any practice/activities that result in a missed scheduled class or final exam. Activities considered practice include (a) preparation and conditioning time (weight training, running, etc.), (b) training room time (rehab, taping, etc.), meetings (including individual film watching), and (c) on-field/court practice.

(2) Coaches will make schedules so that competition and travel time do not keep student-athletes out of any one class more than five days each semester, without permission to do so from the Athletic Director.

(3) Media and recruiting requests will not interfere with class or exam schedules.

(4) Each team's head coach formulates a policy regarding missed classes and the penalty incurred. For instance, women's basketball policy for the last several years has been as follows: if an athlete misses a class or arrives 10 minutes late for that class, she will not practice that day, but instead must study during practice time at the gymnasium. Repeated misses result in suspension for a game(s).

(5) The Herbst Academic Center works to encourage student-athletes to be independent, responsible individuals. Students are expected to attend classes on a regular basis. To this end, the Herbst Center attempts to educate students on the need to attend classes and does not regularly check classes to determine attendance. Rather, it monitors student attendance through ongoing discussions with individual faculty.

If the Herbst Center determines that a student-athlete is missing class or mandatory tutorial session, it notifies the appropriate coach in writing. The coach is expected to implement appropriate corrective action.

(6) **Preferential Scheduling for Student-Athletes.** To minimize conflicts between practice and class time, student-athletes are given preferential scheduling and register prior to the general population each term. Preferential scheduling avoids conflicts between classes and practice for the majority of student-athletes. There are exceptional circumstances that require students to attend evening classes; the Athletic Department is charged the extra tuition if the student is on scholarship.

These policies are communicated to our student athletes in several ways.: (1) it is included on page 21 of the student-athlete handbook that each recruit and student-athlete receive from our office, (2) the Herbst staff discusses this process with each team at the beginning of the school year in a team meeting and (3) they explain the process to each student-athlete when they come to their office to receive their "class absence" letter at the beginning of each semester.

Self-Study Item #2.3.6

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

The Herbst Academic Center works to encourage student-athletes to be independent, responsible individuals. Students are expected to attend classes on a regular basis. To this end, the Herbst Center attempts to educate students on the need to attend classes and does not regularly check classes to determine attendance. Rather, it monitors student attendance through ongoing discussions with individual faculty

If the Herbst Center determines that a student-athlete is missing class or mandatory tutorial session, it notifies the appropriate coach in writing. The coach is expected to implement appropriate corrective action.

Self-Study Item #2.3.7

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

Excessive missed class time by any specific sport has not been an issue in the last five years at CU. For example, in the fall of 2004, there was an increase in the number of missed classes for the women's volleyball team when they had to switch from charter flights to commercial flights due to budget constraints. This was brought to the attention of the administration and this problem was corrected by an agreement to return to the charter flight strategy.

Self-Study Item #2.3.8

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

Please see #2.3.2 above

2.3 Scheduling - Evaluation

Question	Currently Yes	Currently No
Does the institution demonstrate that written policies are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.12?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

On the basis of the yes/no answers above and the plans for correcting deficiencies below, is the institution in substantial conformity with Operating Principle 2.3 (Scheduling)?

Yes No

The NCAA spreadsheet forms for test scores by gender and by ethnicity for athletes and for all other students follow. Two versions of the tables are provided. The first table in each grouping shows current test values, which may reflect the results of repeated tests following matriculation. The second table in each section was reported to the NCAA according to its parameters.

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

Calculate and provide the average (mean) standardized test scores for all freshman student and freshman student-athletes who received athletics aid* (include nonqualifiers who were ineligible for athletically related aid) during the three most recent academic years, by gender. Report all scores as either recentered SAT or ACT sumscores. Individual student-athlete scores should be converted using the [conversion chart](#) before the average (mean) test scores are calculated. If possible, this same procedure should be used in converting the scores of freshman students generally. Otherwise, the average score for freshman student generally may be converted using the [conversion chart](#). List the most recent academic year's data and include all freshman students entering the institution during the year.

Gender									
	Academic Year	Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2000-2001	1130	2629	969	23	1130	2466	1052	18
	2001-2002	1135	2573	1022	15	1135	2409	1078	19
	2002-2003	1148	2747	1004	45	1093	2604	1019	28

Gender									
	Academic Year	Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2000-2001	1148	2617	907	23	1099	2454	1004	18
	2001-2002	1160	2575	996	15	1112	2406	1053	19
	2002-2003	1148	2748	959	45	1093	2604	976	28

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID*
PART I-B: Standardized test Scores, by Racial or Ethnic Group

Calculate and provide the average (mean) standardized test scores for all freshman student and freshman student-athletes who received athletics aid* (include nonqualifiers who were ineligible for athletically related aid) during the three most recent academic years, by racial or ethnic group. Report all scores as either recentered SAT or ACT sumscores. Individual student-athlete scores should be converted using the [conversion chart](#) before the average (mean) test scores are calculated. If possible, this same procedure should be used in converting the scores of freshman students generally. Otherwise, the average score for freshman student generally may be converted using the [conversion chart](#) . List the most recent academic year's data and include all freshman students entering the institution during the year.

Racial or Ethnic Group - All Entering Freshman Students													
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2000-2001	1053	29	1097	300	965	85	1044	279	1132	4184	1151	211
	2001-2002	1085	38	1110	299	1009	75	1036	317	1147	3933	1168	329
	2002-2003	1077	53	1090	360	945	97	1023	325	1131	4333	1173	221
Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid													
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2000-2001	N/A	N/A	N/A	N/A	885	13	1025	2	1075	22	1005	4
	2001-2002	N/A	N/A	1050	2	1009	7	1080	1	1039	23	910	1
	2002-2003	1120	1	1010	2	879	25	1080	2	1049	39	948	4

Racial or Ethnic Group - All Entering Freshman Students													
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2000-2001	1053	29	1097	300	993	72	1045	277	1133	4165	1154	209
	2001-2002	1085	38	1111	297	1012	68	1036	316	1148	3912	1168	329
	2002-2003	1078	52	1091	358	968	73	1022	323	1132	4294	1176	219
Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid													
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2000-2001	N/A	N/A	N/A	N/A	817	13	954	2	1028	19	910	2
	2001-2002	N/A	N/A	1050	2	980	7	1080	1	1057	21	NA	NA
	2002-2003	1040	1	966	2	877	24	1130	2	1013	39	855	2

FOR FRESHMEN STUDENT-ATHLETES ON ATHLETICS AID*
Part II: GPA and Test Scores, by Sport Group

Calculate and provide the average (mean) standardized test scores for all freshman student and freshman student-athletes who received athletics aid* (include nonqualifiers who were ineligible for athletically related aid) during the three most recent academic years, by sport group. Report all scores as either recentered SAT or ACT sumscores. Individual student-athlete scores should be converted using the [conversion chart](#) before the average (mean) test scores are calculated. List the most recent academic year's data and include all freshman students entering the institution during the year.

Sport Group																	
	Academic Year	Football		Men's Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/Cross Country		Women's Other Sports	
		Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2000-2001	2.89	16	3.20	3	NOT APPLICABLE.	NOT APPLICABLE.	3.27	3	NOT APPLICABLE.	NOT APPLICABLE.	3.52	3	3.28	6	3.63	5
	2001-2002	2.89	6	2.37	2	NOT APPLICABLE.	NOT APPLICABLE.	3.60	4	3.67	2	3.16	2	4.03	3	3.43	12
	2002-2003	2.91	23	2.72	4	NOT APPLICABLE.	NOT APPLICABLE.	3.24	10	3.41	6	3.84	2	3.36	8	3.47	17
	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2000-2001	956	16	927	3	NOT APPLICABLE.	NOT APPLICABLE.	1053	3	1060	1	1057	3	1045	6	1056	9
	2001-2002	1002	6	1025	2	NOT APPLICABLE.	NOT APPLICABLE.	1073	4	933	3	1067	3	1200	3	1052	13
	2002-2003	963	24	915	4	NOT APPLICABLE.	NOT APPLICABLE.	1105	10	1056	7	860	2	981	8	1053	18

The following Table displays SAT, ACT, Converted Scores, Core grade point averages and the CCHE Index score for all scholarship student-athletes entering in 2000, 2001 and 2003.

ETHNICITY	GENDER	SPORT	SAT	ACT	CONVERTED SCORE	CORE GPA	CCHE Score
B	M	FOOTBALL	780		780	3.00	89
W	F	BASKETBALL		84	990	3.86	103
B	M	BASKETBALL		76	910	3.07	94
H	M	FOOTBALL		73	880	2.50	73
W	M	FOOTBALL	1090	83	1090	3.34	98
O	F	OTHER	1120		1120	NOT APPLICABLE.	103
W	F	TRACK	1060	95	1100	2.73	95
W	F	OTHER	1080	93	1080	3.50	106
W	M	FOOTBALL	1050		1050	2.61	107
W	F	OTHER	1260		1260	4.03	121
W	F	TRACK	1150		1150	3.94	119
O	F	OTHER	1080		1080	NOT APPLICABLE.	991
B	M	BASKETBALL	860		860	2.73	89
B	M	FOOTBALL	780	86	1010	2.80	92
B	M	FOOTBALL	980		980	3.26	103
W	F	TRACK	1110		1110	2.88	
B	M	FOOTBALL	830		830	2.65	
W	M	FOOTBALL	780	70	850	2.46	
O	F	OTHER	880		880	NOT APPLICABLE.	991
B	F	TRACK	810	78	930	3.19	92
W	M	FOOTBALL	1090		1090	3.80	112

ETHNICITY	GENDER	SPORT	SAT	ACT	CONVERTED SCORE	CORE GPA	CCHE Score
B	M	TRACK	850	52	850	2.50	79
O	F	OTHER	940		940	NOT APPLICABLE.	991
B	M	FOOTBALL		70	850	2.88	82
W	M	OTHER	1060		1060	NOT APPLICABLE.	991
W	F	OTHER	870	85	1000	3.46	103
H	M	TRACK	1170	99	1170	3.38	112
W	M	TRACK	1140	94	1140	3.93	114
B	F	BASKETBALL	560	71	860	2.69	82
W	M	FOOTBALL	990		990	3.00	100
B	M	FOOTBALL	750	69	830	2.57	
W	M	FOOTBALL		81	960	2.92	89
B	F	TRACK	860	75	900	3.34	91
W	M	FOOTBALL	1040	99	1140	2.69	97
W	F	OTHER	1090		1090	3.57	108
W	F	OTHER	1050		1050	3.61	103
B	M	FOOTBALL	900	77	920	3.03	88
W	F	TRACK		92	1080	3.59	104
W	M	FOOTBALL	1040		1040	2.65	
W	M	BASKETBALL		86	1010	3.81	107
W	F	BASKETBALL	1130	118	1320	4.00	129

Academic Integrity Self-Study Instrument - Plan For Improvement

Element			Steps to Achieve Element			
Element Operations	Issues	Measurable Goals	Step Operations	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
2.1.3 Academic Standards	Integration of Athletics and Academics	Improved communication, reporting and accountability	Change administrative structure	Faculty involvement, Provost and VC Student Affairs responsibilities	Chancellor, Provost, Athletics Director, Academic Policy Board for Athletics	Ongoing
2.1.6 Academic Standards	Academic Preparation/ Improved Admission Profiles	Decrease proportion of Student-Athletes admitted with Predicted GPAs less than 2.0	Increased emphasis on academic preparation by recruiters and admissions officers	Steady reduction, year by year, in the proportion	Athletics Director, coaches, faculty, admissions office	Annually
2.1.6 Academic Standards	Graduation rates	Increase graduation rates of football and men's basketball scholarship athletes	Improved academic preparation; improved support services	Top 3 in the Big XII Conference	Athletics Director, Coaches, Herbst Academic Center, faculty	Ongoing