To the Graduate Council:

I am submitting herewith a thesis written by Louise L. Ericson entitled "Continuing Eligibility: A Reason for Change." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science with a major in Human Performance and Sport Studies.

Patricia A. Beitel

Dr. Patricia A. Beitel, Major Professor

We have read this thesis and
recommend its acceptance:

Dr. Dennie R. Kelley

Dr. Ralph E. Jones

Accepted for the Council:

Associate Vice Chancellor
and Dean of the Graduate School

# Continuing Eligibility:
# A Reason for Change

A Thesis Presented
for the
Master of Science Degree
The University of Tennessee, Knoxville

Louise L. Ericson

May, 1997

## ACKNOWLEDGEMENTS

The author wishes to thank her advisor, Dr. Patricia A. Beitel, and her other committee members, Dr. Dennie R. Kelley and Dr. Ralph E. Jones, for all their support, encouragement, and guidance throughout this endeavor. I would also like to thank the wonderful female student-athletes at The University of Tennessee who epitomize the term "well-intentioned" and who inspired me to pursue this study.

Lastly, I want to thank my husband, Alex, to whom I express my deepest appreciation for his continued love and support. I could have never made it through without you.

# ABSTRACT

The purposes of this study were to determine how the NCAA continuing eligibility rules affect the academic choices and the educational enhancement of the "well-intentioned" student-athlete and to determine what exceptions should be made so that this type of student-athlete is not punished by the system when no wrongful intent exists. Fourteen Directors of Athletic Academic Support Programs at NCAA Division I institutions were sent the survey instrument. Twelve were returned, indicating a response rate of 86%.

The study was broken down into seven areas: (a) departmental personnel background, knowledge, and interaction with the continuing eligibility rules, (b) defining the "well-intentioned" student-athlete, (c) implications for the student-athlete's future, (d) academic limitations of the "well-intentioned" student-athlete, (e) issues involving junior-college transfers, (f) adaptation, regulation, and supervision of the continuing eligibility rules, and (g) total estimation of "well-intentioned" student-athletes and junior-college transfers negatively affected by the continuing eligibility rules. A survey instrument was created by the researcher and addressed all of the above issues.

The respondents indicated that they have worked with these "well-intentioned" student-athletes and that they do recognize the continuing eligibility problems addressed throughout this study at their own institutions. The actual academic limitations were determined and subsequently some suggestions were made as to how to adapt the rules so as not to punish these student-athletes when no wrongful intent exists. The respondents

as a whole agreed that there is a general cause for concern regarding continuing eligibility and the "well-intentioned" student-athlete.

# TABLE OF CONTENTS

CHAPTER

PAGE

1. INTRODUCTION ..... 1
   - Statement of the Problem ..... 2
   - Definition of Terms ..... 3
   - Assumptions ..... 6
   - Delimitations ..... 6
   - Limitations ..... 7
   - Significance of the Study ..... 7

2. REVIEW OF LITERATURE ..... 8
   - Degree of Preparedness ..... 8
   - Degree of Preparedness vs. Success ..... 16
   - Degree of Success ..... 30

3. PROCEDURES ..... 40
   - Description of Subjects ..... 40
   - Rationale ..... 41
   - Overview of Scheduling ..... 44
   - Evaluation of the Information ..... 45

4. RESULTS AND DISCUSSION ..... 46
   - Department Personnel Background, Knowledge, and Interaction with the Continuing Eligibility Rules ..... 47
     - Results ..... 47
     - Discussion ..... 49
   - Defining the "Well-Intentioned" Student-Athlete ..... 49
     - Results ..... 49
     - Discussion ..... 52
   - Academic Limitations for the "Well-Intentioned" Student-Athlete ..... 53
     - Results ..... 53
     - Discussion ..... 55
   - Implications for the "Well-Intentioned" Student-Athlete' Future ..... 57
     - Results ..... 58
     - Discussion ..... 58
   - Issues Involving Junior-College Transfers ..... 59
     - Results ..... 59
     - Discussion ..... 64

CHAPTER

PAGE

4. (continued)
Adaptation, Regulation, and Supervision of the Continuing Eligibility Rules... 66
Results... 66
Discussion... 69
Total Estimation of "Well-Intentioned" Student-Athletes and Junior-College Transfers Negatively Affected by the Continuing Eligibility Rules... 71
Results... 71
Discussion... 73

5. SUMMARY, CONCLUSIONS, AND IMPLICATIONS... 74
Summary... 74
Conclusions... 75
Implications... 76

References... 78

APPENDICES... 81
Appendix A. Section 14.4 Satisfactory Progress Requirements 1995-96 NCAA Manual, pp. 152-58... 82
Appendix B. Questionnaire... 90
Appendix C. Cover Letter and Informed Consent... 98

Vita... 100

# LIST OF TABLES

TABLE

PAGE

1. Characteristics of the "Well-Intentioned" Student-Athlete..... 51

2. Academic Limitations of the "Well-Intentioned" Student-Athlete Ranked by Frequency..... 54

3. Academic Limitations of the "Well-Intentioned" Student-Athlete Ranked by Composite..... 54

4. Academic Limitations of the "Well-Intentioned" Junior-College Transfer Ranked by Frequency..... 61

5. Academic Limitations of the "Well-Intentioned" Junior-College Transfer Ranked by Composite..... 61

# LIST OF FIGURES

FIGURE

PAGE

1. Knowledge of the continuing eligibility rules (survey questions 6-10) as a function of the percentage of respondents and their Likert scale responses..... 48

2. Interaction with the continuing eligibility rules (survey questions 11-16) as a function of the percentage of respondents and their responses..... 48

3. Responsibilities of junior-college transfer eligibility difficulties (survey questions 45-47) as a function of the individual survey question and its respective frequencies..... 63

4. Adaptation, regulation, and supervision of the continuing eligibility rules (survey questions 48, 49, 53, 54) as a function of the individual survey question and its respective frequencies..... 67

5. Total estimation of "well-intentioned" student-athletes and junior-college transfers negatively affected by the continuing eligibility rules as a function of the percentage of student-athletes and respondent frequency..... 72

# CHAPTER 1

## INTRODUCTION

The coexistence of education and athletics continues to be a hard fought battle in higher education today. The spectrum ranges from one extreme of the inadequacy and lack of academic support services in intercollegiate athletic departments to the other extreme of the overabundance of support services that are too plentiful to be fully utilized. Either way, there is still a need for further examination in this area and understanding of the different concepts of student-athletes' academic success.

Most of the studies in this field deal with the academic difficulties of student-athletes and the reasons behind them. Ervin, Saunders, Gillis, and Hogrebe (1985) and Baumann and Heschen (1986) examine the lack of student-athlete preparedness for college, while Cone and Rosenbaum (1990) and Robinson and Goldman (1988) focus on the success of the student-athlete once in college. These studies are mainly determinants of the academic capability of student-athletes, in relation to the academic support services available, and their academic difficulties therewith.

However, there are many student-athletes who don't succeed for other reasons. These student-athletes have the academic capabilities to succeed in college and, more than not, have the intention to do so, but are influenced by other factors that hinder that success. For some it may be emotional or social problems, and for others it may be difficulty in abiding by certain eligibility rules and restrictions. For the latter, it may not be their intention to break the rules, but many student-athletes have fallen victim to the lack of flexibility or exception to these rules.

This study focuses on the "well-intentioned" student-athlete and how he or she may experience academic difficulty due to the NCAA continuing eligibility rules. With the implementation of these rules in August, 1992, to curb the academic injustices of many student-athletes and athletic departments, they have served to pose another problem for those student-athletes who were not originally among their targeted population.

## Statement of the Problem

The purposes of this study are to determine how the NCAA continuing eligibility rules affect the academic choices and the educational enhancement of the "well-intentioned" student-athlete and to determine what exceptions should be made so that this type of student-athlete is not punished by the system when no wrongful intent exists. The following research questions will be addressed:

1) What is the background of athletic department personnel in the field of academic support as it relates to continuing eligibility?

2) What type of student-athlete is considered "well-intentioned?"

3) Are NCAA Division I institutions experiencing problems with continuing eligibility rules with regard to their "well-intentioned" student-athletes?

4) How does the "well-intentioned" student-athlete experience academic limitations?

5) How do these rules ultimately affect the student-athlete's future and career goals?

6) Are these rules especially rigid for junior-college transfers and what problems

are unique to them?

7) Can the continuing eligibility rules be adapted without contributing to the system abuse that these rules were created to combat? If so, how?

8) What role should the NCAA take in making efforts to adapt these rules so that these "well-intentioned" student-athletes are not punished? How should they ultimately change the continuing eligibility rules?

9) If implemented, how should these exceptions be monitored?

a) Should the NCAA take an active role in monitoring and granting these exceptions?

b) Should the NCAA trust the individual institutions to self-regulation?

c) How will these affect further abuse?

10) To what degree, measured by percentage, are these institutions experiencing continuing eligibility problems with regard to their "well-intentioned" student-athletes and junior-college transfers?

## Definition of Terms

The following is a list of the theoretical and operational definitions of relevant terms in order to provide a clearer understanding of the information contained in this study:

**Academic Limitations**--The results of having to yield to certain circumstances that hinder educational growth and opportunity. For this study, they are significant in

representing the narrowed spectrum of academic choices student-athletes must stay within in order to comply with the continuing eligibility rules.

**Continuing Eligibility**--Rules established by the NCAA and placed into effect on August 1, 1992 that require student-athletes to follow a designated degree program and show satisfactory progress in that degree. This satisfactory progress is best defined in Article 14.4.3.2.2 of the 1995-96 NCAA Manual (Appendix A) which states:

> A student-athlete who is entering his or her third year of college enrollment shall have completed successfully at least 25 percent of the course requirements in the student's specific degree program. A student-athlete who is entering his or her fourth year of college enrollment shall have completed successfully at least 50 percent of the course requirements in the student's specific degree program. A student-athlete who is entering his or her fifth year of college enrollment shall have completed successfully at least 75 percent of the course requirements in the student's specific degree program (NCAA, p. 154).

Operationally, this rule will serve as the focus of this study as it can restrict a student-athlete's educational choices and can lead to academic limitations and difficulty.

**Exceptions**--Exclusions with regard to a specific case where a rule, general principle, etc. does not apply. For this study, it refers to the identification of procedures to follow for the "well-intentioned" student-athlete who falls victim to the continuing eligibility rules and would otherwise not be eligible for competition.

**Junior-College Transfers**--Student-athletes who attend a junior college for one or two years and then transfer to a four-year institution for the rest of their academic and athletic careers. Operationally, these student-athletes serve as examples of the restricting nature

of the continuing eligibility rules due to the specific nature of the junior-college curriculum.

**NCAA**--The National Collegiate Athletic Association is the governing body of intercollegiate athletics in the United States which is divided into three different divisions, Division I, Division II, and Division III. The participating schools are also divided into conferences within those divisions. This study will deal only with NCAA Division I schools.

**Student-athlete**--The title given to a student at an educational institution who also participates in intercollegiate athletics.

**System Abuse**--The tendency of student-athletes and/or athletic departments to exploit and violate the integrity of intercollegiate athletics and the rules set in place that attempt to keep it free from corruption.

"**Well-intentioned**"--A term used to represent the meaning to do good or do right, but is often connotated with the failure to meet or exceed the projected purpose or level of success. Operationally, it is used to describe the nature of a student-athlete who: (a) wants to achieve academic success, (b) wants to follow the rules established by the NCAA and the institution, and (c) does not try to abuse the system. This will be assessed in the survey instrument (Appendix B).

**Wrongful Intent**--The meaning or intention to do wrong or harm. Operationally, it

refers to the notion that some student-athletes and/or institutions intentionally break the rules and are aware of their actions in doing so.

## Assumptions

The following is a list of basic assumptions that will be made during this study:

(1) Subjects will respond truthfully to the questionnaire (Appendix B).

(2) Subjects have varied knowledge of the NCAA continuing eligibility rules.

(3) Subjects will be able to provide answers based on their experiences with continuing eligibility over the past 3 years.

(4) All participating NCAA Division I institutions have a Director of Student-Athlete Academic Support Services, or a similar position. For those institutions with separate men's and women's athletic departments, there will be two different individuals in this position who will be requested to participate.

## Delimitations

(1) Sample will consist only of Directors of Student-Athlete Academic Support Programs from NCAA Division I conference institutions.

(2) Research will focus only on continuing eligibility and will exclude other forms of satisfactory progress (i.e. 24 hour, GPA rules).

(3) The results will only be accountable from August 1, 1992, when the continuing eligibility rules were implemented, through the present.

## Limitations

(1) The results and findings will only be reflective of one NCAA Division I conference member institutions and the perceptions and experiences of the Directors for Student-Athlete Academic Support Programs.

(2) The subjects must answer truthfully in order to offer validity to the study.

## Significance of the Study

This applied research study provides information regarding the restrictions and limitations of the NCAA continuing eligibility rules and how they can have a negative effect on a student-athlete's academic success. The gathered information reflects the experiences of SEC member institutions and their Directors for Student-Athlete Academic Support Programs which can be utilized to determine possible problems with the continuing eligibility rules and the potential means and support for improving them. It also serves to provide a better understanding of possible reasons why these "well-intentioned" student-athletes experience academic difficulty. The NCAA Rules Committee can benefit from the findings which provide a valid picture of how these rules can hurt these student-athletes. The Directors of Student-Athlete Academic Support Programs around the country could also benefit in comparing their own difficulties to those of these subject institutions. This study provides evidence that these problems do exist and can establish the foundation within NCAA member institutions and the NCAA itself for concern and, eventually, change.

# CHAPTER 2

# REVIEW OF LITERATURE

This review of literature examines the possible reasons why student-athletes don't experience academic success. Ranging from academic capability to different eligibility restrictions, this paper addresses three different aspects of a student-athlete's academic career: their degree of preparedness, how this preparedness relates to college academic success, and the degree of and what constitutes academic success.

## Degree of Preparedness

Jerome Cramer (1986), a former editor of Phi Delta Kappan and a former student-athlete, paints an unpleasant picture of college athletics today with regard to academics. He indicates that one of the greatest sins of college athletic departments is to accept academically unqualified student-athletes and not provide an adequate educational experience for them. He also reports that surprisingly when Proposition 48 was established, many coaches criticized the move. The passing of Proposition 48 in 1983 (effective August 1, 1986) was a milestone in increasing the academic requirements of freshmen's test scores, requiring at least a 15 on the ACT or a 700 on the SAT. One would think that all schools would embrace the notion that all prospective student-athletes must meet a minimum level of academic achievement. This would prevent the major schools from accepting highly unqualified student-athletes in order to improve their sports prominence. Cramer (1986) claims that the individual institutions have been deficient in their responsibilities to uphold high academic standards and that this must be

done in order to steer athletic academic standards back on the right track.

With this focus on student-athletes lack of preparedness when they leave high school, one must look at means to improve this situation and provide some sort of solution. Weber, Sherman, and Tegano (1987) conducted a study to determine if a summer transition program for freshman football players would benefit the student-athletes' college academic performance over a two year period. The authors compared the incoming Scholastic Achievement Test (SAT) scores of these athletes to their college GPAs to determine if there was a significant difference.

Weber et al. (1987) investigated a land grant university with an enrollment of 22,000 that utilizes a summer transition program for incoming freshmen students with low admission qualifications. The summer transition program (STP) is designed to serve all students with low admission qualifications and is open to scholarship student-athletes *if they meet the criteria used to accept other students*. Because the NCAA prohibits granting financial aid to student-athletes to attend summer school unless there is evidence of prior matriculation at the institution, this "meeting of the criteria" is important. In the summers of 1983 and 1984, 28 entering freshmen football players were eligible to enroll in the STP. Thirteen of them chose to attend while 15 declined. To compare and analyze the achievement of these two groups, the authors used a simple one-way analysis of covariance design, ANCOVA. The incoming SAT scores were used as the covariate and the dependent variable was the cumulative GPA following the winter quarter of 1984. The GPA included two academic terms for the '84 group and five terms for the '83 group.

Weber et al. (1987) conducted a one-way analysis of variance test to guarantee the

equivalence of the two groups on the covariate measure of SAT scores. Then the authors performed a simple one-way analysis of covariance test. After adjusting the mean GPAs for each group to eliminate the effects of initial differences between the groups on SAT scores, the results showed that the mean adjusted GPA for the student-athletes who chose to participate in the STP prior to their freshman year was 1.90, whereas the GPA for those who did not attend the STP was 1.55, based on a 4.0 scale, ($p=.07$). The authors felt this was sufficient enough to raise suspicion about the benefits of the STP. Through further investigation, Weber et al. (1987) discovered other differences in academic standing between the two groups. A university mandate is that students must maintain a minimum GPA of 1.5 in order to matriculate. Therefore, the authors compared the frequencies of student-athletes below 1.5 in the two groups. The STP group accounted for only three (23%) below the academic eligibility level, whereas the nonparticipant group included seven student-athletes (46%). The authors also examined the frequencies of those who maintained a 2.0 to graduate. The STP group boasted seven students (53%) while the nonparticipant group only accounted for three (20%). These differences proved to be significant with a p value $< .025$. This determines that participation in the STP is an important constituent in maintaining academic eligibility and achieving a GPA equal to or above that required to graduate (Weber et al., 1987).

These findings indicate that the academic success of student-athletes can benefit from attending a summer transition program. Their GPAs were higher, their athletic and academic eligibility was more secure, and their graduation capabilities were greater than those who did not attend the STP (Weber et al., 1987). Grant and Hoeber found in 1978

that many universities have recognized for years that a transition experience assists students admitted with low qualifications in adapting to the new responsibilities of college. This may justify that prohibiting such programs for student-athletes is imprudent, especially since they have the additional stress of athletics to handle. Often with freshman athletes comes the difficulties in defining their roles as academic and athletic demands are amplified. This STP could provide them with opportunities for success early in their academic careers without the athletic pressures weighing on them. This would provide them with a sense of academic security and support which would in turn enable them to better adjust to the rigors of college life. Young student-athletes with low academic qualifications can succeed with the proper support and a summer transition program would only serve to benefit them.

Another approach is to examine the student-athlete's high school credentials (GPA, test scores, etc.) and try to predict the academic potential and performance of the student-athlete in college. Sinatra-Ostlund (1988) conducted a study whose goal was to develop a prediction formula consisting of variables that best predicted first semester fall GPAs of freshmen student-athletes. These predictions would serve to help advise appropriate academic course work for the group, to identify and to assist the incoming high risk freshmen to become better prepared academically, and to help identify high risk candidates during recruiting.

Sinatra-Ostlund (1988) sampled a population of Division I student-athletes by using 1,100 student-athletes competing from 1980-1985 at the University of Missouri-Columbia, 324 of which were football players. The variables included in the study were

the ACT composite score, all ACT subscores, high school percentile, high school size, race, hometown location, freshman or transfer status, scholarship status, fall UMC semester hours attempted/earned, and winter UMC hours attempted/earned. Fall GPA was used as the criterion variable while winter GPA and year GPA were also used to investigate any significant correlations.

In order to generate the best prediction formula for the fall GPA of freshmen student-athletes, Sinatra-Ostlund (1988) used a multiple regression procedure. Of all the variables, 5 were found to be significant in predicting fall GPA ($R^2 = .35$). Those variables were high school percentile, ACT English subscore, ACT Natural Science subscore, ACT Math subscore, and scholarship or non-scholarship status with a *p* value of .0001. The determined prediction formula is: 719.5 + 208.3x (0 if nonscholarship; 1 if scholarship) + 15.5x (high school percentile) + 15.8x (Natural Science ACT subscore) + 22.3x (English ACT subscore) - 11.82x (Math ACT subscore) x .001 - .26.

Sinatra-Ostlund (1988) then tested the formula on the 23 freshmen football players entering in the fall of 1987. The mean of the group's predicted fall GPA was 2.133 whereas the mean of the football players actual fall GPA was 2.057. The mean of the difference between the two was .079 which was not statistically significant ($p>.05$). There were some extreme differences that accounted for the variation. Personality and background (family or high school) along with levels of motivation could account for the differences. To aid in determining these differences, a student-athlete profile sheet was developed which pinpointed distinctive features about the incoming student-athletes that may have an impact on their fall GPA.

After developing an appropriate instrument to aid in determining the student-athletes academic potential, Sinatra-Ostlund (1988) decided the next step is to develop programs that will address these individual needs. The student-athletes can be divided into four categories after applying the prediction formula: (a) no or minimal risk, (b) little risk, (c) moderate risk, and (d) high risk. These divisions help in directing the student-athletes' needs as they relate to academic advising, individualization of the Study Skills Improvement Program, tutoring, schedule formulation, and the need for special learning workshops and individual diagnostic testing.

This process resulted in the better preparation of these freshmen student-athletes to succeed academically based on the structure they individually required. Sinatra-Ostlund (1988) points out that starting this process early by using the prediction formula before they even arrive enables the academic support staff to better serve the needs of the student-athletes and encourages them to accept the responsibility of academics in correlation to athletics. It will also enable the coaches to direct their recruiting efforts after gaining a better inclination of how academically prepared a potential student-athlete might be. This prediction formula may need to be redefined for other institutions and may also need to take other variables into consideration, but it provides an overall guideline for further research (Sinatra-Ostlund, 1988).

Because of this uproar over the unpreparedness of student-athletes, the NCAA decided in 1994 to raise the standards. In a review of new NCAA academic standards, Diegmueller (1994a) indicates that these tougher eligibility standards for freshman athletes are scheduled to take effect during the 1995-96 school year. The new standards

require high school students to record a grade point average of 2.5 on a 4.0 scale in 13 core courses in mathematics, English, and natural or physical science, where the current standard is a 2.0 GPA in only 11 core courses. The college entrance test scores, however, have not been raised, requiring a combined 700 on the SAT or a 17 on the ACT. Because many coaches feel that the standards are too difficult and unfairly affect minority student-athletes, the NCAA has added a stipulation with regards to test scores. Student-athletes with lower test scores but higher GPAs may be eligible to participate. The NCAA has created a sliding scale that matches low test scores to high GPAs so that the criteria is not so biased. This has attempted to suppress some of the argument that the SAT is culturally biased and places more emphasis on the high school GPA. Diegmueller (1994a) points out that the NCAA's move to toughen these academic standards was designed to accommodate the overall national strategy of improving student performance and raising the level of academic instruction in the schools.

There have been some difficulties in relaying some of these new standards set forth by the NCAA to the high schools. Because not just new academic standards, but also other important NCAA guidelines are often not communicated to the high schools, the prospective student-athletes suffer because they might fall victim to rules that they probably never knew existed. An example pointed out by Diegmueller (1994b) exemplifies the difficulties that the high schools are having in receiving information about the implementation of the NCAA Clearinghouse and its rules and regulations.

Diegmueller (1994b) indicates that this new system, which was designed to "level the playing field," requires students and their high schools to submit transcripts, grades,

and other documents to a central clearinghouse rather than to individual colleges and universities. Approved by the NCAA in January 1993, the clearinghouse was designed to combat the disparities that were arising. The old system would have the student submit the required forms and records to the individual institution which led to a lack of consistency. Some high school athletes were being told different things by different colleges or universities as to whether or not they had met the initial eligibility standards. This new process requires that the high school's core courses along with the student's records be sent to the clearinghouse and then the colleges can check on a student's status from a master list.

This information is vital to the high school athlete's chance to play college sports and many high schools are not even getting the news. Diegmueller (1994b) reports that the NCAA sent out information to 26,500 high schools to make them aware of the changes, but many are still in the dark and are, in turn, leading to even further unpreparedness of these students. This communications gap is restricting the high schooler's potential to become a college athlete. The establishment of the clearinghouse has aided in the "preventative maintenance" process enabling high schoolers to get a head start on the NCAA requirements, but a lack of knowledge or understanding of these standards could take the athlete out of the race.

In summary, these studies and reports show that measures have been taken over the last few years to demand more from these student-athletes academically to ensure their ability to make it in college. However, even though the standards have risen, many from the high school level all the way up through the college level and NCAA are not

providing the proper support services to improve these student-athletes' preparedness. Weber et al. (1987) proved that a summer transition program would be beneficial to the athletes in preparation for their freshman year, but the NCAA will still not allow the institution to fund this program for these student-athletes. Sinatra-Ostlund (1988) introduced the idea of a prediction formula to assist the athletic departments in their recruiting practices and in determining what services certain student-athletes might need ahead of time to prevent academic disaster, but many schools still have no program or policy of prevention. Diegmueller (1994a & 1994b) speaks of the new academic standards put forth by the NCAA and either the college coaches are complaining that the standards are too tough, or the high schools are still either not receiving information from the NCAA or are not instructing their students of the new standards. This lack of preparedness will continue until intervention at all levels occurs.

## Degree of Preparedness vs. Success

After examining the student-athlete's degree of preparedness, one must determine how it relates to the student-athlete's actual academic success in college. What effect does this preparation, or lack thereof, have on the student-athlete's academic potential and the degree of academic success they experience? Ervin, Saunders, Gillis, and Hogrebe (1985) conducted a study whose purpose was to examine the high school preparation and college academic performance of revenue-producing athletes enrolled in a developmental program for under prepared freshmen at a Division I-A institution. This study stemmed from the concern expressed by the academic community and the public

about the low number of revenue-producing athletes who graduate and about athletes who, after finishing four years of player eligibility, still demonstrate severe deficiencies in basic skills. In response to this, the National Collegiate Athletic Association passed Rule 48, to be implemented in August, 1986, in an effort to set minimum academic standards for freshman scholarship athletes entering Division I-A institutions. Ervin et al. (1985) made comparisons between high school preparation and college performance variables using SAT scores, high school grade point average (HSGPA), and race (black or white) in relation to their college GPA.

Ervin et al. (1985) sampled a population of football and basketball players from a large southeastern university who were enrolled in a developmental studies program during the 1981-82 and 1982-83 school years. The program provided classroom instruction in English, math, and reading as well as intensive counseling and tutorial services. Upon completion of these fundamental skills, the student-athletes are allowed to transfer into a degree program. Of the 49 men in the sample, 42 were football players, 33 of whom were scholarship athletes. There were 25 Black athletes and 24 White athletes. Of the football players, 22 were White and 20 were Black. The other 7 athletes were basketball players who were all receiving scholarships, 1 of whom was White, 6 of whom were Black.

For the grouping variables, Ervin et al. (1985) divided the 49 student-athletes into two SAT groups, where SAT $\geq$ 700 and SAT < 700, and two HSGPA groups, where HSGPA $\geq$ 2.50 and HSGPA < 2.50. Information was obtained regarding the student-athlete's SAT score, HSGPA, and the number of academic courses completed in high

school, these being English, math, science, foreign language, and social studies. This number only included the 10th and 11th grades and double weight was given to accelerated or advanced classes. The college GPA was determined by using the cumulative GPA in developmental studies courses only after the second quarter.

Ervin et al. (1985) used the Bonferoni approach to keep the Type 1 error rate constant over a number of post hoc comparisons. The *p* value in this approach was set at $p < .005$. The SAT score was not significantly related to HSGPA ® = -.06), but was significantly related to the number of academic courses taken in high school ® = .47), to the number of courses students were required to take in developmental studies ® = -.74), and to the second-quarter GPAs in developmental studies ® = .51). The HSGPA was not related to the number of developmental studies courses required ® = -.13) nor to the number of academic courses taken in high school
® = .00), but was related to the GPA after two quarters ® = .42).

Ervin et al. (1985) ran t-tests on the two SAT groups which showed significant differences ($p < .05$) between SAT groups for the number of academic courses taken in high school, for the number of developmental courses taken, and for the GPA after two quarters. They used a multiple regression approach to determine if a combination of SAT scores and HSGPA would be a better indicator of preparedness and found that there was no significant variance over and above the SAT scores and HSGPAs for any of the dependent variables. This suggests that a combination of these two could not predict performance in developmental studies any better than the two measures could when used separately.

Ervin et al. (1985) also found significant differences between Black and white student-athletes in their average SAT scores, in the number of high school academic courses completed, and in the number of required developmental courses. In comparing the two groups on SAT scores, 84% of the Blacks had scores below 700, whereas 29% of the whites had those scores ($p < .0001$). In the HSGPA groups, 57% of the whites had HSGPAs less than 2.50, whereas only 40% of the Blacks had HSGPAs lower than 2.50 ($p < .05$).

Ervin et al. (1985) concluded that SAT score is a significant indicator of academic potential of student-athletes. In its relation to Black and white student-athletes, even though Blacks had higher GPAs, their SAT scores were significantly lower and they took fewer academic courses in high school. Subsequently, Black student-athletes did not perform as well in the collegiate environment as did their white counterparts. As a result, Ervin et al. (1985) believe that there are a number of discrepancies and problems within the academic realm of athletics. These under prepared student-athletes are still being admitted to institutions where they may not be able to handle the academic workload. They might sit out a year as a non-qualifier, but there is no indication that the elimination of athletic activities during the freshman year will foster the necessary academic improvement. Ervin et al. (1985) continue by saying:

> If underprepared student-athletes who have little chance to succeed are admitted to academically competitive institutions, that is tantamount to exploiting the academic and personal potential of those students to gain the prestige and financial reward generally acquired by successful athletic powers. The revenue-producing goals of the athletic enterprises are diametrically opposed to the traditional academic service of higher educational institutions. This organizational conflict results in two

> divergent philosophies concerning the admission of students. The typical student is often admitted based on his or her potential to benefit form institutional programs, whereas the student-athlete is admitted for his potential to provide benefits to the institution. Rule 48 penalizes the severely under prepared student-athlete by placing him or her in an academic environment in which failure is a likely consequence; however, institutions who recruit such students suffer only the loss of those students' athletic services for one year (Ervin et al., 1985).

Rule 48 is a good start in ending this continued exploitation of these academically deficient student-athletes, but slight modifications may need to be made in order to ensure that these student-athletes are getting what is best for them, not for the university athletics department.

In another study of relating preparedness to college academic success, Baumann and Henschen (1986) studied the relationship between the ACT score and the actual GPA of student-athletes at a Division I university over a ten year period. They also examined the predictive validity of a predicted GPA formula (PGPA) and a high school grade point average (HSGPA) as estimates of actual GPA. Additional purposes were to determine the correlation of ACT, PGPA, and HSGPA with regard to race, gender, and sport.

Baumann and Henschen (1986) sampled a population of Division I athletes using a sample of 753 male and female athletes who had attended the University of Utah between 1974-75 and 1983-84 and who had terminated their studies at the time of this investigation. In order to protect academic confidentiality, identification numbers were assigned to the athletes thereby coding their information with regard to gender, race, sport, ACT score, HSGPA, PGPA, and actual GPA.

In order to establish the relationships between the independent variables of ACT scores, PGPA, and HSGPA, with the actual GPA of the overall student-athlete sample, pearson product-moment correlations were used. Baumann and Henschen (1986) also established correlation coefficients for sub-categories of race, gender, and sport. ACT and HSGPA were used in conjunction with a stepwise regression procedure to predict actual GPA which led to the computation of a multiple correlation coefficient and the establishment of a regression equation. A cross-validation was performed in order to protect the experiment from bias due to optimizing the coefficients of the predictor variables after which multiple correlation coefficients were determined on the subgroups of race, gender, and sport.

Baumann and Henschen (1986) discovered some differences among the correlations between the student-athlete's actual GPA and the other variables of ACT scores, HSGPA, PGPA, and a combination of ACT/HSGPA. ACT-GPA showed an overall correlation of .44, HSGPA-GPA showed a correlation of .55, and PGPA-GPA showed a correlation of .58. The combined variables of ACT/HSGPA along with actual GPA demonstrated a correlation of .60. The different correlations among the subgroups remained fairly similar except when considering the non-Caucasian race variable. In relation to the overall correlation of .44 for ACT-GPA, the non-Caucasian correlation was .28, however, this was not statistically significant when utilizing Fisher's z transformation.

This investigation revealed significantly that the ACT was a *moderate* predictor of academic success for all athletes in this study. HSGPA was also a moderate

predictor for the overall group. However, significant statistics show that the HSGPA was a better predictor than the ACT for academic success in the overall group. HSGPA was also a statistically significant better predictor for non-Caucasians than was the ACT. When the HSGPA and the ACT were combined using a regression equation, it proved to be the best academic success predictor for the entire group overall. When examining the race variable once again, this addition of the ACT was not to non-Caucasians' benefit as the HSGPA alone proved to be the best predictor for them (Baumann and Henschen, 1986).

Even though the ACT shows some validity in predicting academic success of student-athletes, Baumann and Henschen (1986) demonstrate that the HSGPA proves to be a better predictor. Combining the two variables (ACT/HSGPA) provided the best predictor for Caucasians while the HSGPA alone is best for non-Caucasians. Examinations within the sport subgroups show evidence that factors other than ACT are better predictors of academic success. This leads to a need for the further study of predictors of student-athletes' academic success and may call for a need to re-evaluate the importance of the ACT in determining the NCAA freshmen academic standards. The NCAA might need to place greater emphasis on the HSGPA than the ACT scores in order to predict the freshmen student-athlete's potential for academic success.

Another issue addressed is the difficulties freshmen student-athletes have in making the transition from high school to college not just athletically, but more importantly academically. This is due to many different factors, all of which place stress upon the student-athlete and lead to a harder adjustment. Roberts-Wilbur, Wilbur, and

Morris (1987) studied the impact of such pressures on freshmen student-athletes and to delineate specific stressors that make the athletic and academic transition particularly difficult for most freshman student-athletes.

In analyzing the pressures in the academic role, Roberts-Wilbur et al. (1987) point out numerous reasons that explain the poor academic performance of student-athletes. Such explanations include the use of questionable practices and eligibility criteria for student-athletes' enrollment in college, the admission of academically unqualified and under prepared student-athletes, the excessive time commitment required of student-athletes for participation in intercollegiate sports, and the general finding by the Carnegie Foundation that more and more young people, including student-athletes, emerge from high school prepared neither for work nor college.

The information presented in this article is based on the personal experiences and observations of Roberts-Wilbur et al., scholars and counseling psychologists who have worked with athletes, and a model of stress developed while working with three Division I football programs over a four-year period. The model relates mainly to those in revenue producing sports, but may be applied to other student-athletes as well. Roberts-Wilbur et al. (1987) focuses on the specific conditions that create stress for student-athletes (change, threat, frustration, and conflict) and how their inability to cope effectively with such conditions results in self-defeating behaviors related to poor academic and/or athletic performance. They continue in saying that freshmen student-athletes are in the position to make a dual transition involving academics and athletics where the demands of both are very different from what they expect. More often than not, these athletes are

under prepared for this dual transition and its emotional impact.

As a result, both areas suffer, especially academics. Roberts-Wilbur et al. (1987) feel that this academic transition may be particularly difficult for freshmen student-athletes. They support this notion with the point that:

> Many enter college not only under prepared for this level of work, but also unaware of how college-level work differs from high school. As mentioned, they often erroneously assume that college is a continuation of their academic experience in high school. For example, many athletes assume that the same amount of time and energy devoted to studying in high school will result in the same grades in college, that they will receive special treatment in the classroom because they are athletes, or that their academic performance is less important than their athletic performance. Also many enter college unmotivated and disinterested in their classes because they were not expected or encouraged to achieve academically during high school. Finally, many freshmen athletes fail to understand or accept the importance of education, often due to their unrealistic expectations and plans for a career in professional athletics (Roberts-Wilbur et al., 1987).

Roberts-Wilbur et al. (1987) identified four specific stress conditions that most commonly affect freshmen student-athletes: change, threat, frustration, and conflict. Change is one of the most significant stressors. Many freshmen athletes who expect college to be a continuation of their high school experience are surprised and shocked at the realization that some professors and students think less, rather than more, of them because they are athletes. This is something new for them and the adjustment is understandably hard.

Threat is definitely a potential stressor as defined by Roberts-Wilbur et al. (1987). From an academic perspective, the reality may be that they enter college lacking in some of the basic skills necessary for college-level work, but poor time management skills also

may contribute to athletes' feelings of inadequacy and the perceived threat of the classroom to their self-esteem. Roberts-Wilbur and Wilbur in 1986 found that in addition to student-athletes' academic unpreparedness and poor time management skills, most student-athletes have never learned, or been taught, the student role. Therefore, they often lack important or necessary skills, such as how to study for a test, how to take notes, how to behave in a college classroom, and how to approach a professor and ask for help. Not knowing the student role, or "academic game," therefore may be an additional factor that intensifies student-athletes' feelings of inadequacy and the classroom's threat to their self esteem.

Roberts-Wilbur et al. (1987) also consider frustration as a factor. Most freshmen enter college with unrealistic expectations, unaware of how it differs from high school. Many athletes become frustrated when they realize that they must attend classes, write papers, take exams, and read textbooks to remain eligible for participation in their sport. They also may be frustrated because academics is something that they do not enjoy and may not be prepared to perform. For those student-athletes who have limited goals and a primary focus on athletics, the importance of an education is not usually realized, and academic requirements are commonly experienced as frustrating distractions from the time demands of their sport.

Conflict is a major source of stress for freshmen student-athletes as well (Roberts-Wilbur et al., 1987). One of the major conflicts with which all athletes struggle, however, is how to do both: how to participate in their sport *and* meet their academic demands and requirements. This conflict is laden with daily decisions and often results in a significant

amount of stress.

Roberts-Wilbur et al. (1987) indicated that as a result of these stressors, freshmen student-athletes tend to adopt self-defeating coping behaviors. The most common response is the "fight or flight" syndrome, where "flight" is most common in responding to academic difficulties. At some point, almost all freshmen athletes cope with their fears of failure and academic inadequacy by simply avoiding anything related to the classroom. Examples include not attending class, going to class late, not studying, not attending study-table, not doing or turning in assignments, and withdrawing from classes. Student-athletes often mask their feelings of inadequacy and flight responses by acting "as if" they do not care about academic performance, not attempting to succeed academically, complaining about professors and classes, and distorting--to themselves and others--how well they are doing academically. The low graduation rates of college athletes, as well as the number of freshmen football players who are below a 2.0 overall GPA at the conclusion of their freshman year, further exemplifies the ineffectiveness of this coping behavior for most athletes and they tend to get themselves into an academic "hole" from which they do not escape (Roberts-Wilbur et al., 1987).

Roberts-Wilbur et al. (1987) concluded that these high-level stress conditions tend to negatively impact the academic and athletic performance of student-athletes their freshman year of college. As a result, they develop self-defeating behaviors that only promote these stressors even more so. Academic support staff should attempt to better understand the effects of these stressors and self-defeating behaviors on the student-athletes and in turn, develop the proper support systems and programs to facilitate their

ability to cope with this difficult transition to college. This understanding would be the first step in enhancing student-athletes' academic and athletic performance (Roberts-Wilbur et al., 1987).

To further the understanding of academic success among student-athletes, the factors that lead to graduation must be analyzed. Cone and Rosenbaum (1990) examined various measures that may be useful in predicting graduation among student-athletes. Instead of simply focusing on SAT scores and high school GPA, they utilized four groups of variables: demographics, high school preparation, university-related variables, and athletic participation.

Cone and Rosenbaum (1990) sampled 105 recruited student-athletes who entered California State University, Fullerton during the 1983-84 and 1984-85 academic years. The academic records of these student-athletes were provided by Admissions and Records. The student-athletes represented the eight priority sports: men's basketball, football, baseball, men's gymnastics, women's gymnastics, women's basketball. softball, and women's volleyball. Fifty-one percent entered the university as first time freshmen, 39% were community college transfers (28% of whom received their Associate of Arts degree), and 10% were transfers from other four-year institutions. SAT scores were available for 88% of the sample. Twenty-four percent "redshirted" one year while 11% of the sample started all four years and 42% never started. Thirty percent traveled with the team for three or more years.

Cole and Rosenbaum (1990) found that the demographic variables, ethnicity and gender, were both highly correlated with graduation as indicated by an analysis of the

bivariate relationships. Females graduated at a rate of 68% while men did so at a rate of 20%. Ethnicity was also highly correlated with graduation as White student-athletes were more likely to graduate (44%) than their minority peers (11%). Of those high school preparation variables evaluated, high school GPA, the number of F's received in high school, and the number of English and mathematics courses taken at the college preparatory level had the greatest effects on graduation. SAT scores showed little effect even though it was a significant variable. Of the university-related variables tested, only two (number of semesters on academic probation and whether or not the student had been disqualified) showed any relation to graduation. The athletic participation variables also affected the rate of graduation. Significance was determined by sport, of which the revenue-producing sports received the lowest graduation rates. The skill level was also a factor where those who rated highest among their coaches were less likely to graduate. Traveling with the team and not completing their last year of eligibility contributed to lower graduation rates.

Cone and Rosenbaum (1990) used a regression analysis to determine which of the four factors best predicted graduation rates of the student-athletes. The university variables were left out of the analysis because they were not significant and were theoretically redundant. The high school preparation variables show the most variance in graduation rates (36%). The high school grade point average and the number of high school math classes accounted for most of the variance. Gender and ethnicity, the two demographic variables, accounted for 20% of the variance. Gender was responsible for most of the variance as ethnicity, though significant in the bivariate analyses, was omitted

from the equation at the multivariate level. Fourteen percent of the variation can be attributed to the athletic participation variables. Only using the final year of eligibility and the number of years on the traveling squad remained significant in the regression equation.

In conclusion, Cone and Rosenbaum (1990) show that there are a number of variables that are important to the prediction of academic success. One important point is that the SAT variable, the most commonly used predictor of academic success, ranked lowest of the significant variables. High school GPA, which is most commonly paired with SAT scores, was only one of the significant variables used to predict graduation, thereby showing that the emphasis placed on these two variables with regards to admission standards is greater than it should be. Cone and Rosenbaum (1990) conclude that the classes taken, especially math, and the degree of academic motivation are most likely more important predictors of academic success than the use of standardized test scores. They feel that high school preparation and the motivation to succeed both academically and athletically are what guide the student-athlete to graduate and to receive a degree. Understanding the backgrounds of the student-athletes and their potential for academic success is key to providing them with the necessary academic support services setting a path for graduation.

In examining how a student-athlete's preparedness comes into play, it is important to realize its effect upon his or her actual academic success. Ervin et al. (1985) show that under prepared student-athletes are still being exploited by the institution and its athletic department and not taking into consideration the educational welfare of the individual.

This led to the discussion of Rule [Proposition] 48 and how its intentions are good, but how the athletic departments are still able to bypass its intentions and adhere to their self-serving interests. Baumann and Henschen (1986) discuss that the athlete is not actually being served because the academic standards set by the NCAA place too much emphasis on test scores and not enough on HSGPA. There still remains some question as to what are the best predictors of academic success, but these differences show that there is a need to re-evaluate the limited current standards and possibly devise new standards based on a wider spectrum of factors and predictors. This leads into the study conducted by Roberts-Wilbur et al. (1987) which indicates that there are many other factors that contribute to freshmen student-athletes' difficulties in academics and that these should be examined. Lastly, Cone and Rosenbaum (1990) consider a combination of these factors to determine graduation predictability among student-athletes. This understanding of these student-athletes preparedness and predictors of academic success need to be studied in conjunction with each other in order to provide the best services to the student-athletes while always serving their best interests.

## Degree of Success

The next step is then to examine the actual degree of success that these student-athletes experience while in college and then what leads them toward, or steers them away from, graduation. Robinson and Goldman (1988) conducted a study which examined the influence of a variety of academic success variables as they relate to the academic performance of Division I football student-athletes. They analyzed the

influence of scores from the Nelson-Denny reading test (NDRT), the Minnesota Scholastic Aptitude test (MSAT), the Brown-Holtzman Survey of study habits and attitudes (SSHA), ACT, and high school rank (HSR) on the academic success of each participant.

Robinson and Goldman (1988) sampled 49 varsity male football student-athletes at a large Midwestern university. All were American citizens and the racial breakdown was 71% white and 10% Black, with 19% not identifying themselves by race. These subjects entered the university in the fall of 1981 and this study analyzed their academic success six years after entering the university. Their academic success was determined by the student-athletes' college GPA, how long they matriculated at the university (LDOA), and whether or not they graduated.

Robinson and Goldman (1988) chose to use a wide variety of academic success variables because of the differences in opinion of the predictors and reasons for a student-athlete's academic success and failure. The Nelson-Denny reading test is a timed test that is used to assess student ability in the areas of academic achievement, reading comprehension, vocabulary development, and reading rate. The Brown-Holtzman Survey of Study Habits and Attitudes is used to identify factors that might not be related to scholastic aptitude scores but may influence academic outcomes. It consists of seven scale scores, one of which is Study Orientation (BHSO) which combines the Study Habits and the Study Attitudes scales to provide an overall measure of study habits and attitudes. The MSAT was designed to measure verbal ability and reading comprehension which consists of 78 items arranged in three sections: reading ability, same opposites, and

analogies.

After computing means and standard deviations of all of the academic success variables, Robinson and Goldman (1988) performed a Pearson correlation to assess the relationship between the subjects' GPAs and all of the academic success variables. A one-way analysis of variance (ANOVA) was run using the independent variable LDOA with each of the academic success variables to determine the effects that each of the academic success variables may have had on the length of time the student remained at the university. T-tests were performed using the student-athletes' graduation status and the academic success variables as well as on race and the academic success variables to determine those relational influences.

Robinson and Goldman (1988) found that the Pearson correlation coefficients indicated significant relationships between student-athletes' college GPAs and scores achieved on the MSAT, (r=.28, p.04) and Brown-Holtzman study orientation (r=.45, p.001). Strong relationships were observed between college GPA, and the Nelson-Denny vocabulary raw score (r=.26, p.04). The relationships between GPA and ACT (r=.25, p.059), between Nelson-Denny vocabulary and comprehension raw score (r=.24, p.06), and HSR (r=-.27, p.06) also appeared to be relatively strong though not significant. Despite the negative correlation coefficient of the HSR, a positive relationship still exists because low numbers here represent better scores.

The one-way ANOVA showed that no significant differences were found for any of the dependent variables with regard to LDOA. Robinson and Goldman (1988) found significant differences ($p \leq .05$) in the t-tests based on graduation status between those

athletes who graduated and those who did not on the Nelson-Denny vocabulary raw score, Nelson-Denny comprehension raw score, Nelson-Denny vocabulary and comprehension raw score, MSAT, and BHSO. Generally, those student-athletes who obtained a college degree scored higher on the academic success variables. With regards to race, the t-tests showed that Blacks scored significantly lower on all but one of the Nelson-Denny variables and on the MSAT. Only one of the five entering Black student-athletes obtained a degree, while sixteen of thirty-five white student-athletes obtained degrees.

In analyzing the data, Robinson and Goldman (1988) showed that when compared on the basis of scores earned on various measures, those student-athletes who achieved higher scores were more successful in terms of college GPA, the amount of time they stayed in school, and whether or not they obtained a degree. The significant positive relationships achieved on the MSAT and Nelson-Denny vocabulary raw score suggest that stronger vocabulary when combined with reading ability (particularly comprehension) may have an impact on academic success. This study also supports the common belief that traditional college predictors may be good indicators of a student-athlete's college academic potential. A positive relationship was found between college GPA and ACT scores as well as HSR where the higher the scores, the higher the college GPAs. Robinson and Goldman (1988) conclude that the academic preparation of student-athletes prior the entering college, as measured by a variety of variables, may have an influence on the academic success of these individuals.

Another issue is providing these student-athletes with the proper academic support

necessary to succeed in college. Many schools have developed different methods and models that attempt to serve this purpose. One model developed to improve academic support was the Model Study Tutor Program (MSTP) by Campbell and Hollstein in 1989 at the University of New Mexico. The goal of the program was to provide peer tutors for "at risk" student-athletes where both tutors and tutorees came from the same class. Terry, DeGroot, O'Brien, Campbell, & Hollstein (1991) then conducted a study to determine the effect of the Model Student Tutor Program (MSTP) when compared with the traditional study table on the academic performance of football players at the University of Wisconsin-La Crosse as measured by grades acquired in selected courses.

Terry et al. (1991) sampled a population of Division III athletes by using 81 football players from the University of Wisconsin--La Crosse in the fall semester of 1989. Two different sets of participants were used. One set was registered in Biology 100 (36 athletes) and the other was registered in 100 level English (45 athletes). Within each set, three groups were created: one group receiving peer tutoring, one group was assigned to the traditional study table, and a control group. Neither control group received any academic intervention.

Terry et al. (1991) used a post-test only control group experimental design where pretest scores were not evaluated. The student-athletes were randomly assigned to one of the three groups within their division (Biology 100 or 100 level English). Both the MSTP groups and the traditional study table groups had to participate in organized and monitored study hall and used the same amount of study time, but the MSTP groups received detailed tutoring instruction while the traditional study table group studied

without the tutorial help. The control groups did not receive the manipulated variable, the learning intervention, but were otherwise similar to the experimental groups. They followed the requirements for their group accordingly. The grade received in the particular class was the dependent variable and was determined at the end of the fall 1989 semester, thereby requiring a posttest-only control group design.

Terry et al. (1991) used a statistical method consisting of one-way and two-way analyses of variance (ANOVA). In determining if there was a statistical difference between the type of intervention used on the athletes' grades in literature based classes, a one-way ANOVA was used. The same test was used to determine if there was a statistical difference between the type of intervention used on the athletes' grades in science based courses. A two-way ANOVA was used in assessing statistical difference between the type of intervention used on the athletes' grades across course content. These tests, respectively, were similarly used to evaluate ACT scores of the athletes to determine any significant pre-disposing group differences.

The results showed that there was a significance ($p<.05$) between the types of intervention for a literature based course. Terry et al. (1991) concluded that it may be the effect of a structured discipline of a set study time that is monitored by someone of authority is conducive to this type of course. Peer tutoring was also effective but to a lesser degree. In relation to the science based courses, the results showed that there was not a significant difference ($p>.05$) between the types of intervention used and neither of them were effective. The authors concluded that the course content might have been harder or that the late intervention (during the fifth week) of the peer tutoring program

proved unbeneficial because of the necessity of early understanding in the building block nature of science classes. When comparing the type of intervention used across course content, Terry et al. (1991) found no significance. They concluded that it could not be shown that study table or peer tutoring would be more effective regardless of course content if one had to choose between the intervention strategies.

In conclusion, Terry et al. (1991) determined that future study is imminent in this field and more specifically with this program. They cite that external factors could have affected the results of this study leading to the lack of significance. One of which is the difference between the Division I mentality and the Division III mentality. With scholarships hanging over the student-athletes' heads, they might be more inclined to cooperate than nonscholarship athletes. These were Division III football players being tested and there might not have been the sense of urgency to comply with the program's demands as compared to a Division I program. Another factor is the required attendance at these organized study sessions. Requiring fewer meeting times per week might increase attendance. The more study sessions required, the poorer the cooperation. Another problem arose when the student-athletes did not cooperate and had to be dropped from the study (at the end, N=44 as compared to N=81 at the start). Terry et al. (1991) concludes that student-athletes, no matter what the Division, have very little time on their hands for their academics. A more formal study program where time maximization and support program quality are the focus would prove only beneficial to the student-athletes.

After discussing their academic experiences, the issue of graduation must be addressed. There are differing opinions about how much of the responsibility lies with

the student-athlete, and how much lies with the institution and the athletic department. Farrell (1993) discusses the NCAA graduation rates and he includes the opinions of Charles Whitcomb, chairman of the NCAA Minority Opportunities and Interests Committee. He feels that the ultimate responsibility of graduation rests on the shoulders of the student-athlete. These athletes have been given ample opportunities to graduate but many don't take advantage of them. Graduation rates will improve when student-athletes start accepting this responsibility.

Kenny Williamson, Assistant Basketball Coach at Florida State University, is also referred to by Farrell (1993). He believes the student-athletes who want to graduate do so. The university athletic department must provide the appropriate resources and then it is the responsibility of the student-athlete to meet the institution half way. He also believes that more emphasis should be placed on the student-athletes' preparation for college. They come to the institution and the problem already exists. He feels that the preparatory work must be done earlier in order to ensure athletic participation at the post secondary level.

Another view is that of Anna Price, an Assistant Athletic Director for Academic Support and Student Services at the University of Miami, who believes that graduation is an attainable goal (Price, 1993). She feels that the pressures stemming from graduation in college athletics are fairly recent. Because of this intense concern and the N.C.A.A. establishing stricter academic standards, colleges now are required to provide their graduation rates to all prospective student-athletes. Price feels that whatever has helped student-athletes to graduate has been overlooked. One of the most important aspects of

academic support is to enable these student-athletes to make the transition between high school and college.

Price (1993) also indicates that academic support is not just for those with academic difficulties, but for all student-athletes. It can encourage them to graduate because it enables them to identify with an institution, helps them with any non-academic difficulties, and it demands the commitment from the academic support personnel and the institution. She feels that students will live up to your expectations and if you expect them to do well in the classroom and graduate, they often will. Student-athletes choose their college based on its sports tradition and when high academic standards and graduation are integrated into that tradition, it will parallel what is expected of them in their athletic endeavors--excellence.

The student-athlete's degree of academic success hinges on a number of things. It starts with their preparedness, continues with the services that are provided for the student-athlete to achieve academic success, and the finality of graduation. Robinson and Goldman (1988) show that the academic preparation of these student-athletes influences the level of success they achieve and whether or not they graduate. Terry et al. (1991) show that there is potential for determining specific support services, i.e. peer tutoring program, that will benefit the academic plight of the student-athlete and could only contribute to his or her success. Graduation of student-athletes is one of the most controversial issues in athletics today. Farrell (1993) and Price (1993) may represent differing opinions as to who accepts most of the responsibility, the student-athlete or the athletic department, but both articles point out the problem of student-athletes being

under prepared for college academically and that the institution must help them make a successful transition from high school to college. Student-athlete academic success can no longer be determined from the top-down, i.e. emphasis on graduation rates. The focus must be redirected to the bottom-up where preventative measures are understood, accepted, and implemented in the beginning.

# CHAPTER 3

# PROCEDURES

The methods of this study were determined by a number of factors. In using a sample of NCAA Division I institutions from one conference, a questionnaire (Appendix B) was sent to all of the Directors for Student-Athlete Academic Support Services at these institutions. The questions were designed mainly to get their background, interaction with, and opinions of the NCAA continuing eligibility rules and the rules' effect on the "well-intentioned" student-athlete. The results gathered from the questionnaire were then evaluated in a descriptive nature. This provided pertinent information that aided in answering the problem statement and its related research questions. The following sections, description of subjects, rationale, overview of scheduling, and evaluation of the information, will address all these methods.

## Description of Subjects

The subject population was selected from NCAA Division I member institutions. The 14 subjects of this study were the Directors of Student-Athlete Academic Support Services, or the position most closely related, at 12 NCAA Division I universities within one conference. The difference between the number of subjects and the member institutions can be attributed to two institutions who provide separate men's and women's athletic departments. These schools have two additional individuals in this position. This study was limited to one conference based on the prediction that the researcher would get a response rate of 100%, or a percentage close to that. This predicted response

rate was due to the fact that the researcher has had direct access to or had association with all of the personnel in that conference.

## Rationale

The rationale used in selecting the information gathering techniques was based on the need to develop logical validity in instrumentation. The questionnaire was created to assess the subject's background knowledge, interaction with, and opinions of the current NCAA continuing eligibility rules. The questionnaire, although presented in different sections, was analyzed based on the following seven sections: (a) departmental personnel background, knowledge, and interaction with the continuing eligibility rules, (b) defining the "well-intentioned" student-athlete, (c) academic limitations of the "well-intentioned" student-athlete, (d) implications for the student-athlete's future, (e) issues involving junior-college transfers, (f) adaptation, regulation, and supervision of the continuing eligibility rules, and (g) total estimation of "well-intentioned" student-athletes and junior-college transfers negatively affected by the continuing eligibility rules. The purpose of each section as it relates to the problem statement and research questions are as follows.

**Departmental personnel background, knowledge, and interaction with the continuing eligibility rules**--It was important to attain some general information about the subject and the subjects' position background in order to better clarify their familiarity with the continuing eligibility rules. This section also determined the subject's knowledge of the rules and whether or not they felt comfortable in that knowledge as addressed in research question 1. Although it would normally be considered an

assumption that individuals in this position understand the rules, many in this field still do not, and this knowledge needs to be assessed in order to validate the rest of their responses on the questionnaire.

**Defining the "well-intentioned" student-athlete**--This section addressed the issue presented in research question 2. It attempted to characterize the "well-intentioned" student-athlete and to differentiate this student-athlete from those who experience problems with the continuing eligibility rules due to possible system abuse.

**Academic limitations of the "well-intentioned" student-athlete**--In answering research questions 3 and 4, this area identified the academic difficulties and limitations the "well-intentioned" student-athlete can experience due to the continuing eligibility rules.

**Implications for the student-athlete's future**--In dealing with the issues addressed in research question 5, this section clarified the restrictions placed on the "well-intentioned" student-athlete whose career interests may change and a change of major would be required. However, changing their major may declare them ineligible according to the continuing eligibility rules.

**Issues involving junior-college transfers**--Research question 6 takes into consideration the unique difficulties of the junior college transfer in trying to meet continuing eligibility standards. This section attempted to assess what those difficulties are and what role the junior college plays in the arduous process of transferring to a four-year institution.

**Adaptation, regulation, and supervision of the continuing eligibility rules**--

This section addresses research questions 7, 8, and 9 by determining what, if any, adaptations to the rules should be made for the "well-intentioned" student-athlete. It focused on the opinions and suggestions of the subjects for change. It also addressed the role of the NCAA in implementing these adaptations and what the subjects foresee as the best means of regulation and supervision of these adaptations.

**Total estimation of "well-intentioned" student-athletes and junior-college transfers negatively affected by the continuing eligibility rules**--In an attempt to determine to what degree these institutions experience problems with continuing eligibility, this section requested an overall percentage which relates to research question 10.

The questionnaire format was chosen due to the unfeasible nature of the interview for these distant fourteen subjects. It also provided for the subjects a more private atmosphere in which to voice their opinions. Due to the delicate nature of NCAA eligibility and the attempts to reform existing standards, the questionnaire format ensured the best means of response. This questionnaire was designed to reflect institutional experiences and allowed for some personal opinion of the subject. Some of the questions were in a Likert scale format which helped to provide a general response needed for those specific questions or a rank order of importance format. However, some questions requested written responses that couldn't be best determined with a reactional form of question.

Before it was distributed to the subjects, the questionnaire was sent to three experts in the field who were not participating as subjects in the study. Their opinions

were considered and changes were made accordingly before distribution. This process of gathering the information thereby established the logical validity it required.

## Overview of Scheduling

After receiving the critiqued questionnaires from the expert panel and the proper changes were made, the questionnaire was mailed to the 14 subjects. When the questionnaires were sent, they included the following: (a) an introductory letter which explained the purposes of the study and detailed the informed consent necessary (Appendix C), (b) the questionnaire itself (Appendix B), and (c) a self-addressed stamped envelope in which to return the instrument. Approximately 3-5 days after mailing, each subject was contacted by phone by the researcher to verify their receipt of the packet and answer any questions they might have.

Because all the instruments were not received by the due date indicated in the cover letter, a follow-up phone call was placed to all subjects requesting the return of their completed questionnaire and offering any points of clarification the subjects may have needed. A cut-off date was given to the subject during the phone call. This served as the best means of attempting to have all of the instruments returned. The questionnaires are being kept in a locked filing cabinet in the researcher's office at the University of Tennessee.

Once the cut-off date had passed, the results were determined and the data were analyzed. The questionnaires were labeled numerically at random from 1-14 and institutional names were attached to the data, as determined by the postmark on the return

envelope. (This technique was used only to determine who had yet to return their questionnaire.) Twelve of the fourteen questionnaires were returned, indicating a response rate of 86%. The data was analyzed and evaluated as a group, and individually when necessary, however, no institutional names were reported in the results.

## Evaluation of the Information

The results of the study will be evaluated in a descriptive nature, both qualitatively and quantitatively as needed. The seven sections to be analyzed, described in the Rationale section earlier in this chapter, were: (a) departmental personnel background, knowledge, and interaction with the continuing eligibility rules, (b) defining the "well-intentioned" student-athlete, (c) academic limitations of the "well-intentioned" student-athlete, (d) implications for the student-athlete's future, (e) issues involving junior-college transfers, (f) adaptation, regulation, and supervision of the continuing eligibility rules, and (g) total estimation of "well-intentioned" student-athletes and junior-college transfers negatively affected by the continuing eligibility rules. These seven areas reflect information of different types, i.e., Likert scale responses, yes/no questions, rank order of importance questions, numerical estimates, and written opinions. All of the above types of information were analyzed and described separately in order to provide a representation of each categorical area.

# CHAPTER 4

## RESULTS AND DISCUSSION

The purposes of this study were to determine how the NCAA continuing eligibility rules affect the academic choices and the educational enhancement of the "well-intentioned" student-athlete and to determine what exceptions should be made so that this type of student-athlete is not punished by the system. Data were collected from the Directors of Athletic Academic Support programs, or from an individual in a similar position, of 12 NCAA Division I institutions and all were members of the one conference. There were 14 respondents, however, due to two of the institutions having separate men's and women's athletic departments with two individuals in this position. Twelve of the fourteen questionnaires were returned, indicating a response rate of 86%.

The results of this study were analyzed in a descriptive nature. The subjects responded to the individual questions with Likert scale responses, rank order of importance, yes/no responses, numerical estimates, and short answer opinions. Although the questionnaire was designed categorically, some of those separate areas of importance were combined for results analysis and discussion. The findings were organized and analyzed as follows: (a) departmental personnel background, knowledge, and interaction with the continuing eligibility rules, (b) defining the "well-intentioned" student-athlete, (c) implications for the student-athlete's future, (d) academic limitations of the "well-intentioned" student-athlete, (e) issues involving junior-college transfers, (f) adaptation, regulation, and supervision of the continuing eligibility rules, and (g) total estimation of "well-intentioned" student-athletes and junior-college transfers negatively affected by the

continuing eligibility rules.

## Departmental Personnel Background, Knowledge, and Interaction with the Continuing Eligibility Rules

Research question 1 (Chapter 1) required that the background of the athletic academic personnel with relation to continuing eligibility be determined. The majority of the respondents (91.7%) indicated that they have been in this field since the inception of the continuing eligibility rules in August, 1992. Only one respondent was not, but was serving as a Graduate Assistant in Athletic Academic Advising at that time. This evidence indicates that the background of these respondents is strong in the area of athletics and academics.

### Results

Questions 6-10 of the instrument reflect the respondents' knowledge of the continuing eligibility rules (Figure 1). The wording of question 7 in the survey instrument requires an alteration to be made to the analysis of the results. In order to be consistent with the other questions, the question should have read, "I **do not** feel the need to refer to the NCAA Manual frequently for clarification of these rules." Because of this, a lower Likert scale response is actually of higher value than a response from the high end of the scale. Therefore, the responses were transposed to reflect the actual intent of the question (i.e., a response of 1 was given a value of 5, a 2 was given a value of 4, and a 3 remained a neutral response). With a mean response of 4.05 on the given Likert scale (1-strongly disagree to 5-strongly agree), there is evidence that the respondents understand the rules and feel fairly comfortable with them. Of the respondents, 75.0 % chose "agree"

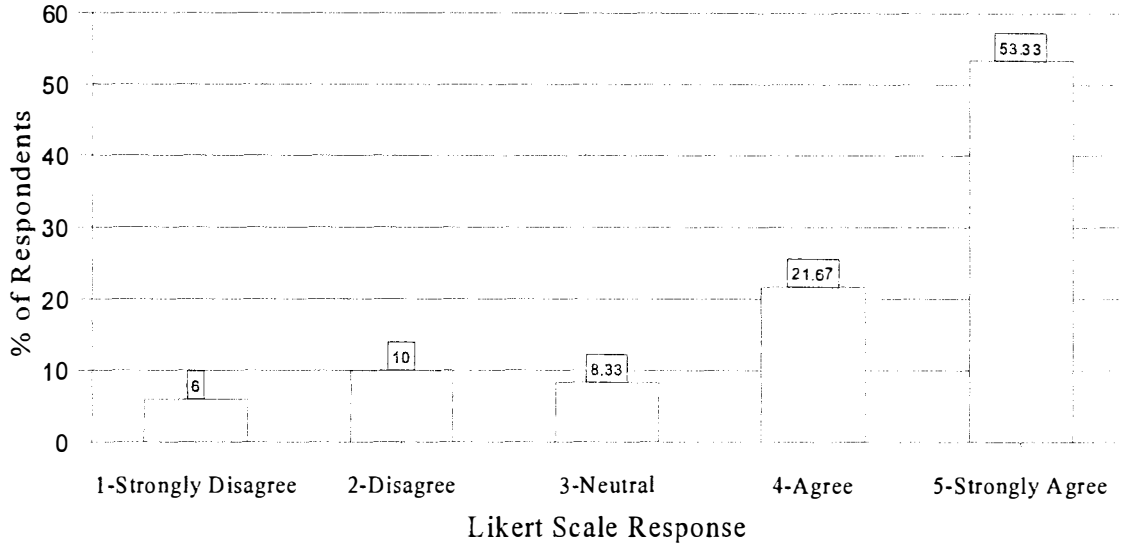



Figure 1. Knowledge of the Continuing Eligibility Rules (survey questions 6-10) as a function of the percentage of respondents and their Likert scale responses.

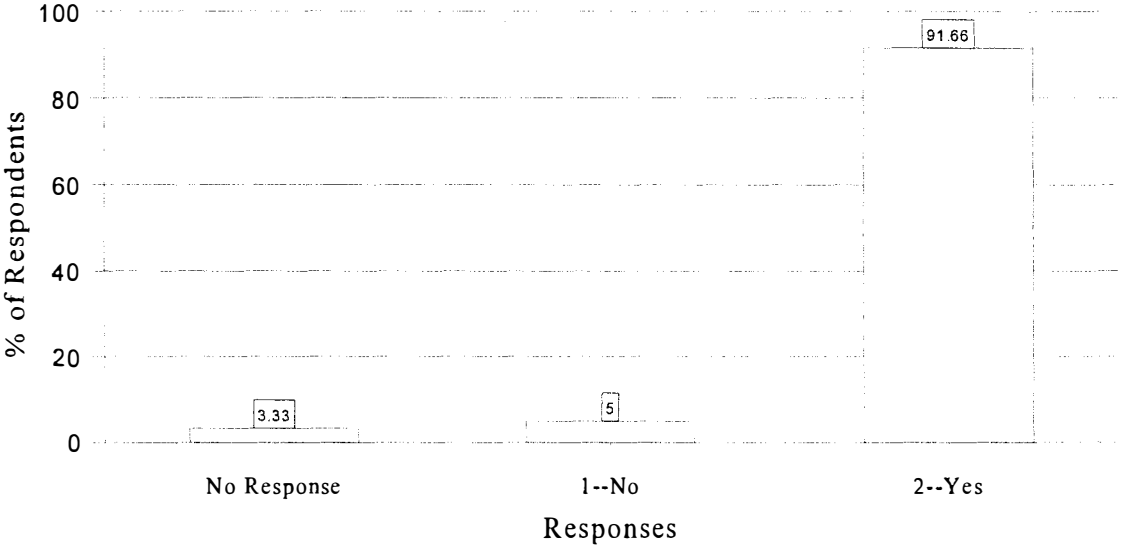



Figure 2. Interaction with the Continuing Eligibility Rules (survey questions 11-16) as a function of the percentage of respondents and their responses.

or "strongly agree" for their responses in these questions. Survey questions 11-15 detail the respondents' interaction with the continuing eligibility rules (Figure 2). Of the respondents, 91.67% chose "yes." This indicates strong evidence that the respondents' are involved in hands-on application of the rules.

**Discussion**

The subjects of this study were Directors of Academic Support Services of 12 NCAA Division I institutions, or someone in a similar position, whose departments are the overseers of monitoring academic eligibility of their student-athletes. All but one of these individuals were in their current positions when the continuing eligibility rules were instated in August of 1992, meaning that they have witnessed the inception of these rules and their effects on student-athletes for almost the past five years. They indicated that they are comfortable in their knowledge and understanding of the rules, and the vast majority of them deal with continuing eligibility on a regular basis in their departments. This, in turn, validates their other responses as qualified subjects in responding to this survey.

## Defining the "Well-Intentioned" Student-Athlete

The following results answer research question #2, describing what type of student-athlete is considered to be "well-intentioned."

**Results**

In survey questions 16-26, the respondents were to indicate their reaction on a Likert scale to the characteristics given which attempt to describe a "well-intentioned"

student-athlete (Table 1). Each characteristic was analyzed separately in order to evaluate its level of importance in the mind of the respondent. The lowest response rating on any of the characteristics was a mean of 3.83, indicating that the subjects generally agree with all of the characteristics in defining a "well-intentioned" student-athlete. Eight of the eleven characteristics exhibited a mean response rate of at least 4.00 (Table 1). The highest response rate was a mean of 4.58 on two different characteristics— "wants to succeed academically" and "attends class regularly." Three of the characteristics obtained the next highest response rate with a mean of 4.16 (Table 1): (a) is in good academic standing, (b) is education/degree oriented, and (c) is genuine about personal/career interests. The lowest response rate mentioned earlier, 3.83, was attributed to the characteristics: (a) rarely causes any 'problems,' and (b) is self-sufficient (Table 1). Thus, the "well-intentioned" student-athlete, as defined by the respondents, basically possesses all of the listed characteristics with the academic component, whether through actions or intent, being the most important.

Survey question 27 reflects that 100% of the respondents claim that they have worked with this type of "well-intentioned" student-athlete. Of the respondents, 75.0% agree that some of these athletes have experienced problems maintaining their eligibility as indicated in question 28 ($M$=1.75). However, question 29 reflects that only 50% of the respondents agree or strongly agree that continuing eligibility restrictions can be a source of academic difficulty for these "well-intentioned" student-athletes. A response of neutral was indicated by 25.0% of the respondents while the other 25% disagreed ($M$=3.33).

## Table 1

| Characteristics of the "Well-Intentioned" Student-Athlete | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Survey Question #** | **Characteristic** | **Mean** | **Likert Response Frequencies** | | | | |
| | | | **1** | **2** | **3** | **4** | **5** |
| 16 | Attends class regularly | 4.58 | | | 1 (8.3%) | 3 (25.0%) | 8 (66.7%) |
| 17 | Is in good academic standing | 4.16 | | | 1 (8.3%) | 8 (66.7%) | 3 (25.0%) |
| 18 | Wants to succeed academically | 4.58 | | | | 5 (41.7%) | 7 (58.3%) |
| 19 | Rarely causes any "problems" | 3.83 | | 1 (8.3%) | 3 (25.0%) | 5 (41.7%) | 3 (25.0%) |
| 20 | Is education/degree oriented | 4.16 | | 1 (8.3%) | 1 (8.3%) | 5 (41.7%) | 5 (41.7%) |
| 21 | Is honest | 3.92 | | | 4 (33.3%) | 5 (41.7%) | 3 (25.0%) |
| 22 | Is sincere | 4.08 | | | 3 (25.0%) | 5 (41.7%) | 4 (33.3%) |
| 23 | Does not intentionally abuse the "system" | 4.00 | | 1 (8.3%) | 1 (8.3%) | 7 (58.3%) | 3 (25.0%) |
| 24 | Is genuine about personal/career interests | 4.16 | | | 2 (16.7%) | 6 (50.0%) | 4 (33.3%) |
| 25 | Is self-sufficient | 3.83 | | | 4 (33.3%) | 6 (50.0%) | 2 (16.7%) |
| 26 | Follows the rules | 4.00 | | | 4 (33.3%) | 4 (33.3%) | 4 (33.3%) |

**Discussion**

Because of the many eligibility problems experienced by student-athletes, it is important to differentiate the difference between: (a) a student-athlete who is just trying to maintain eligibility and will abuse the system if necessary to do so, and (b) a "well-intentioned" student-athlete who has proven that their intent is not corrupt and simply wants to alter some of the previous academic choices that they have made. The rules were established in order to keep the eligibility oriented student-athlete from "majoring in eligibility" while attending college. However, the effects of the rules have carried over into the distinct category of "well-intentioned" student-athletes. This is why the respondents needed to define what a "well-intentioned" student-athlete is by discerning specific individual characteristics.

The respondents generally agreed with all eleven of the characteristics presented to them. They pinpointed the most discerning characteristics of the "well-intentioned" student-athlete to be: (a) attends class regularly and (b) wants to succeed academically. Closely behind those followed: (c) is education/degree oriented, (d) is genuine about personal/career interests, and (e) is in good academic standing. These are distinct personal characteristics that often do not accompany a student-athlete who is simply trying to "get by." This distinction is important to clarify in order to understand how these student-athletes can be unfairly affected by the continuing eligibility rules, as will be discussed in the next two sections.

## Academic Limitations for the "Well-Intentioned" Student-Athlete

In examining research question # 4 (Chapter 1), it is important to address what situations compose possible academic limitations for the "well-intentioned" student-athlete that may result from the continuing eligibility rules. These results determine those as well as how the respondents assigned them value and ranked them in order of importance.

### Results

Two different analyses were conducted: (a) rank by frequency, and (b) rank by composite. Survey questions 30-35 were designed so that the respondent had to choose from the list as well as assign each one of those choices a value. This allowed for the researcher to determine and rank the number of times a response was chosen to be important (rank by frequency), and it also allowed for the researcher to determine and rank the value of each of those responses, where a value of 1 indicates least important to a value of 3 which indicates most important (rank by composite). The frequency ranking was determined by totaling the number of times that question was chosen (Table 2); for example, survey question 30 was chosen nine times giving it a frequency of nine. The composite ranking was determined by totaling the different values of each response for each question (Table 3); for example, survey question 32 was assigned values of 1, 2, 3, 3, 3, 3, 3, and 3 which totaled a composite score of 21.

The results (Tables 2 and 3) indicated that two academic limitations were chosen most frequently as well as given the highest weight of importance: (a) question 30, personal/career interests could change resulting in a desire to pursue/change majors where

## Table 2

| Academic Limitations for the "Well-Intentioned" Student-Athlete<br>Ranked by Frequency | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Survey Question #** | **Ranking** | **Abbreviated Description** | **Freq. Total** | **Response Frequencies** | | | |
| | | | | **None** | **1** | **2** | **3** |
| 30 | 1 | "change of major where % may not be met" | 9 | 3 (25.0%) | 5 (41.7%) | 2 (16.7%) | 2 (16.7%) |
| 32 | 2 | "majors allowing few electives" | 8 | 4 (33.3%) | 1 (8.3%) | 1 (8.3%) | 6 (50.0%) |
| 31 | 3 | "academically struggling student-athletes" | 5 | 7 (58.3%) | 1 (8.3%) | 4 (33.3%) | |
| 33 | 4 | "promotes liberal arts majors" | 4 | 8 (66.6%) | 1 (8.3%) | 1 (8.3%) | 2 (16.7%) |
| 34 | 5 | "inhibits walk-ons who don't have degree %" | 3 | 9 (75.0%) | 1 (8.3%) | 2 (16.7%) | |
| 35 | 6 | "double majors or dual degrees" | 1 | 11 (91.7%) | 1 (8.3%) | | |

## Table 3

| Academic Limitations for the "Well-Intentioned" Student-Athlete<br>Ranked by Composite | | | |
|---|---|---|---|
| **Question #** | **Ranking** | **Abbreviated Description** | **Composite** |
| 32 | 1 | "majors allowing few electives" | 21 |
| 30 | 2 | "change of major where % may not be met" | 15 |
| 33 | 3 | "promotes liberal arts majors" | 9 |
| 31 | 4 | "academically struggling student-athletes" | 7 |
| 34 | 5 | "inhibits walk-ons who don't have degree %" | 5 |
| 35 | 6 | "double majors or dual degrees" | 1 |

percentages may not be met, and (b) question 32, some majors allow very few electives which can hurt a student-athlete who was undecided in his/her freshman and sophomore years and took courses which do not apply in the declared major (Table 2). Question 30, majors allowing few electives, was ranked highest by frequency (Table 2) but was second when ranked by composite (Table 3). Question 32, change of major, was ranked highest by composite (Table 3), but was second when ranked by frequency (Table 2).

A similar situation occurred with the third and fourth ranked academic limitations, question 31, academically struggling student-athletes may have difficulties reaching percentages, and question 33, promotes many student-athletes to choose liberal arts majors where electives are plentiful. Question 31, academic struggling student-athletes, was ranked third by frequency (Table 2) but fourth by composite (Table 3). Question 33, promotes liberal arts majors, was ranked third by composite (Table 3) but fourth by frequency (Table 2). The last two academic limitations, question 34, can inhibit walk-on student-athletes from gaining eligibility when they must meet degree percentages that they weren't concerned with earlier, and question 35, student-athletes seeking double majors or dual degrees may not meet degree percentages in either degree, rounded out the rankings with the fifth and sixth rankings respectively in both the frequency and the composite rank order of importance (Tables 2 and 3, respectively).

## Discussion

After defining the "well-intentioned" student-athlete, it is important to understand what possible situations or circumstances he/she could face that could have a negative effect on maintaining eligibility. The survey questions to determine some of the most

common of these academic limitations were designed so that the respondent could choose which ones he/she considered to be most important as well as rank those in order of importance. In the previous section, these results were analyzed from two different perspectives, rank by frequency and rank by composite, and for the most part, the two comparisons were similar. The respondents recognized two important academic limitations that led in both categories. One limitation dealt with a student-athlete experiencing a change in personal/career interests which could result in a need to change majors where degree percentages may not be met. The NCAA requires that a student-athlete declare a major by their fifth semester which is normally not a problem because the student-athlete does, or more importantly should, have an idea of what major he/she would like to pursue. He/she must meet 25% of this degree at this time which is rarely difficult to do. However, if the student-athlete changed his/her mind during this year and switched to a more appropriate major for their interests, it could set him/her back in their hours toward degree completion. By the seventh semester, this student-athlete would have to have completed 50% of this new degree which could be extremely difficult, depending on how far behind he/she is in the new major.

The other most common academic limitation as indicated by the respondents is closely related to the aforementioned. This limitation, however, is that some majors allow very few electives which can hurt a student-athlete who was undecided in his/her freshman and sophomore years and took courses which do not apply in the declared major. Because student-athletes do not have to choose a major until their fifth semester, they are encouraged to take numerous general liberal arts requirements that usually apply

to most majors, but do not always. Some majors allow for as little as zero elective hours which can hurt the student-athlete who took too many general liberal arts requirements for that specific major. Another issue is that the undecided student-athlete is often encouraged to experiment in some different academic disciplines if he/she has no specific interest. This could, however, be a detriment when he/she has to declare a major and these courses often wouldn't count toward their declared degree.

The other noted academic limitations were that the rules tend to promote student-athletes to pursue liberal arts majors where electives are plentiful and that academically struggling student-athletes may have a hard time reaching their degree percentages. The academic limitation that was ranked fifth in both areas should be noted as important to women's athletic programs who are trying to comply with Title IX by adding new sports. It referred to the notion that the continuing eligibility rules could inhibit walk-on student-athletes from gaining eligibility when they must meet degree percentages that they weren't concerned with earlier. This is most commonly related to adding new women's sports such as crew where walk-ons are or can be plentiful.

## Implications for the "Well-Intentioned" Student-Athlete's Future

In order to answer research question #5 (Chapter 1), this next section addresses how and to what degree these continuing eligibility rules affect the academic choices of the student-athlete with regard to their future. More specifically, it focuses on the situation of the student-athlete who wants to change majors in order to better prepare himself/herself for their future career path.

**Results**

Survey question 36 showed that 92% of the respondents indicated that they have had "well-intentioned" student-athletes who wanted to change their major, but in doing so would fall victim to the continuing eligibility rules and become ineligible ($M$=1.92). In question 37, 58.3% of the respondents indicated that 0% of their student-athletes chose to change their major anyway, and thus became ineligible. The other responses, ranging from 1-10%, comprised the other 41.7% of the respondents ($M$=1.55). One respondent chose not to answer. Overall, 75% of the respondents indicated that less than or equal to 1% of their student-athletes chose to change majors and lose eligibility. In question 38, 50% of the respondents either agree or strongly agree that the continuing eligibility rules can place restrictions on "well-intentioned" student-athletes whose interests may change resulting in the need to change their major ($M$=3.55). Of the remaining respondents, 16.7% disagreed while 25.0% remained neutral. One respondent did not answer.

**Discussion**

With regard to the future of the "well-intentioned" student-athlete, it is important to examine exactly how these continuing eligibility rules can hinder his/her academic choices to the point of putting eligibility before what is best for the student-athlete academically. The most relevant issue here focuses on the "well-intentioned" student-athlete who wants to change majors in order to better prepare himself/herself for the career path that he/she has chosen. The majority of the respondents indicated that they have had these "well-intentioned" student-athletes who want to change majors but, in doing so, the athlete would fall victim to the rules and become ineligible. Because over

half of the respondents indicated that the student-athlete has always chosen to remain eligible in deference to changing majors, this shows that the rules are hindering the academic choices of those student-athletes when no obvious wrongful intent exists.....the student-athletes are obviously not trying just to remain eligible because they already are in their current major. They just want to change their major and they are having to risk losing eligibility in the process. The other responses, ranging from one to ten percent, indicated that only a small percentage of the student-athletes are putting their academic choices first and giving up their eligibility.

## Issues Involving Junior-College Transfers

This area examines the uniqueness of junior-college transfers and their difficulties with the continuing eligibility rules, as posed by research question # 6 (Chapter 1). The main focal points of this section include determining the academic limitations affecting these junior-college transfers as well as understanding from where the difficulties may arise. The respondents are also able to indicate with whom they feel the responsibilities for these problems lie.

### Results

In survey question 39, 100% of the respondents indicated that they have worked with junior-college transfers who have experienced difficulty with the continuing eligibility rules. Questions 40-44 were analyzed similarly to the previously discussed academic limitations for "well-intentioned" student-athletes (questions 30-35) using a rank by frequency and rank by composite method. This allowed for the determination

and ranking of the number of times a response was chosen to be important (rank by frequency), and for the determination and ranking of the value of each of those responses, where a value of 1 indicated least important to a value of 3 which indicated most important (rank by composite). The frequency ranking was determined by totaling the number of times that question was chosen (Table 4); for example, survey question 40 was chosen eight times giving it a frequency of eight. The composite ranking was determined by totaling the different values of each response for each question (Table 5); for example, survey question 43 was assigned values of 1, 2, 3, 3, 3, 3, and 3 which totaled a composite score of 18. The results (Tables 4 and 5) indicated that two academic limitations for junior-college transfers were chosen most frequently as well as being given the highest weight of importance: (a) question 40, courses in general taken at the junior college often do not fulfill core courses at the four-year institution, and (b) question 43, the student-athlete may have to major in something that doesn't interest him/her in order to remain eligible. Question 40, junior college courses don't fulfill core courses, was ranked highest by frequency (Table 4) but was second when ranked by composite (Table 5). Question 43, having to choose a major of non-interest was ranked highest by composite (Table 5), but was second when ranked by frequency (Table 4).

The third ranked academic limitation for junior-college transfers in both categories was question 41, the student-athlete has completed numerous hours in P.E. type classes (namely their own sport) which can pose a problem in meeting the degree percentages. However, another academic limitation was tied with this one when ranked by frequency — question 44, the student-athlete may have taken remedial courses,

**Table 4**

| Academic Limitations for the "Well-Intentioned" Junior-College Transfer<br>Ranked by Frequency | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Survey Question #** | **Ranking** | **Abbreviated Description** | **Freq. Total** | **Response Frequencies** | | | |
| | | | | **None** | **1** | **2** | **3** |
| 40 | 1 | "JC courses don't fulfill core courses" | 8 | 4 (33.3%) | 1 (8.3%) | 3 (25.0%) | 4 (33.3%) |
| 43 | 2 | "having to choose a major of non-interest" | 7 | 5 (41.7%) | 1 (8.3%) | 1 (8.3%) | 5 (41.7%) |
| 41 | 3 | "too many P.E. type courses" | 6 | 6 (50.0%) | 2 (16.7%) | 3 (25.0%) | 1 (8.3%) |
| 44 | 4 | "non-transferrable remedial courses" | 6 | 6 (50.0%) | 3 (25.0%) | 3 (25.0%) | |
| 42 | 5 | "petition/substitute courses for degree hours" | 3 | 9 (75.0%) | 3 (25.0%) | | |

**Table 5**

| Academic Limitations for the "Well-Intentioned" Junior-College Transfer<br>Ranked by Composite | | | |
|---|---|---|---|
| **Question #** | **Ranking** | **Abbreviated Description** | **Composite** |
| 43 | 1 | "having to choose a major of non-interest" | 18 |
| 40 | 2 | "JC courses don't fulfill core courses" | 14 |
| 41 | 3 | "too many P.E. type courses" | 11 |
| 44 | 4 | "non-transferrable remedial courses" | 9 |
| 42 | 5 | "petition/substitute courses for degree hours" | 3 |

needed to strengthen his/her academic ability, that will not transfer to a four-year institution. Fourth in the composite ranking was question 44, non-transferrable remedial courses, followed by question 42, many courses have to be petitioned (request for course substitution) to count for certain degree requirements and these are rarely guaranteed, which ranked fifth in both the composite and the frequency categories (Tables 5 and 4 respectively).

Another area regarding junior-college transfers and their difficulties focused on the origin of these difficulties. The analysis of question 45 indicated that 50% of the respondents disagreed ($M$=2.83) that the junior college was unaware of the continuing eligibility restrictions placed on the transfer student-athlete (Figure 3). However, a few respondents added additional comments regarding this situation; i.e., "It is a matter of priority--keeping a player in school and eligible at the JC is more important than preparing them for eligibility at the four year school," "Or rather the JC does not care," and "I believe they know the rules but only care about graduating from the JC."

Although the mean was low on the previous question ($M$=2.83), the respondents' opinions about junior colleges were clarified with their responses regarding with whom the responsibilities for these problems lie. In question 46, 66.7% of the respondents felt that junior college were partly responsible for these problems due to their lack of understanding of the academic difficulties for a student-athlete in transferring to a four-year institution ($M$=3.58) while 25.0% of the respondents disagreed (Figure 3). Question 47 reflected that 83.3% of the respondents agreed ($M$=3.83) that the junior-college transfer student-athlete should be responsible for the knowledge and understanding of

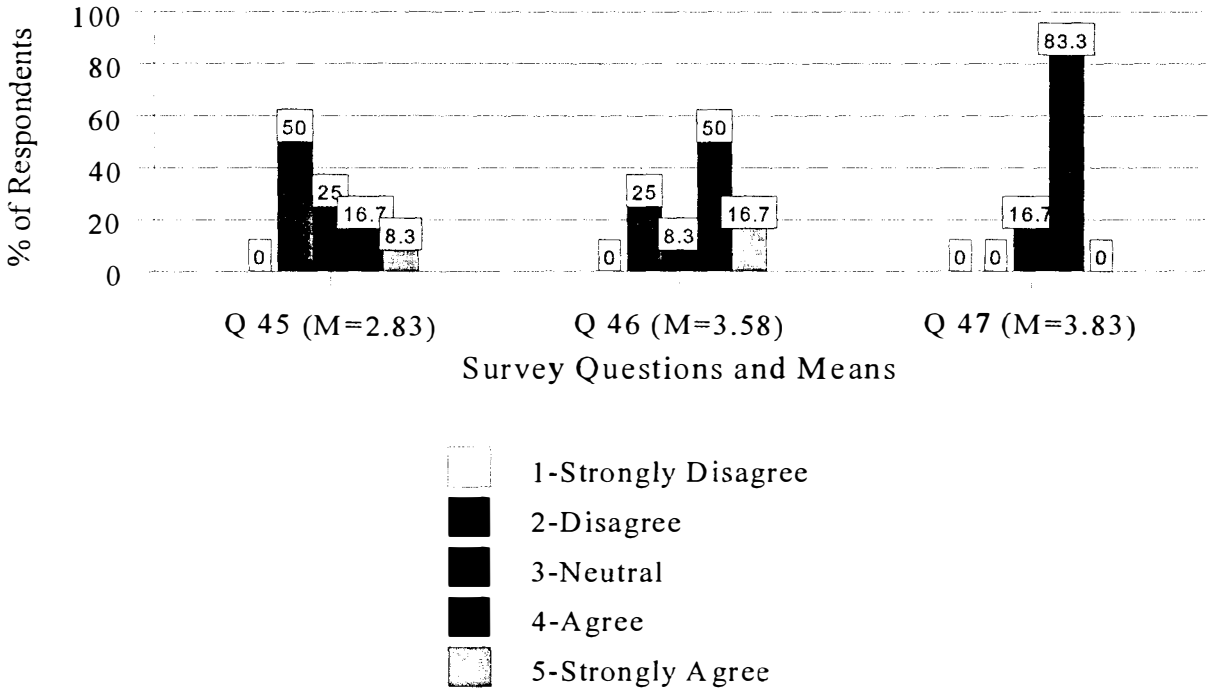



Figure 3. Responsibilities of Junior College Transfer Eligibility Difficulties (survey questions 45-47) as a function of the individual survey question and its respective respondent frequency percentage.

continuing eligibility rules governing a four-year institution (Figure 3). The continuing eligibility rules do affect the academic choices of the junior-college transfer whether it be as a result of academic limitations or as a result of a lack of knowledge and preparation for these rules upon transferring to a four-year institution.

**Discussion**

Bringing in junior-college transfers to a four year institution can be a continuing eligibility nightmare. All of the respondents indicated that they have dealt with junior-college transfers who have experienced difficulty with these rules. Of course, some of these student-athletes are not typically "well-intentioned" and do not fit into the parameters of this study. However, there are many out there who are, and they are the focus of this section.

The results for determining the academic limitations of these junior-college student- athletes were analyzed similarly to those of the general "well-intentioned" student-athlete, using a rank by frequency and rank by composite method. For the most part, the two comparisons were similar. There were two important academic limitations recognized by the respondents that led in both categories. One limitation deals with the fact that courses in general taken at the junior college often do not fulfill core courses at the four-year institution. Many come to a four-year institution without any college math courses, or at times, without any college English courses. These student-athletes often take out of the ordinary courses that are atypical to the general requirements or liberal arts requirements of a four year institution. Upon transferring, it may appear that the student-athlete has completed enough hours, but then when they are applied to a degree,

they are much farther behind than originally anticipated. The other most important academic limitation for junior-college transfers is relevant to the discussion in the previous two sections--the student-athlete may have to major in something that doesn't interest him/her in order to remain eligible. Once again, this creates a situation that dictates the student-athlete to choose between his/her academic interests and eligibility.

There were some other academic limitations, although not ranked as high as the previous two, that were important. One of these is that the student-athlete may have completed numerous P.E. type classes which could pose problems when trying to meet degree percentages. At some junior colleges, the student-athlete is required to register for the P.E. class of their sport in order to participate on the varsity athletic team. Taking remedial courses could also pose an academic limitation. Many of these student-athletes are at the junior college because they were simply not academically prepared for a four-year institution. However, many of the remedial courses that he/she needs in order to strengthen his/her academic ability will not transfer to a four-year institution.

One of the hot topics for discussion in athletic academic personnel circles is who is actually responsible for these problems regarding junior-college transfers and from where do the difficulties arise? The results show that it may not be that the junior college is not aware of the continuing eligibility restrictions, it is just that it may not be a matter of priority. Some feel the junior college is worried more about keeping him/her eligible or graduating the student-athlete from the junior college than they are preparing him/her for the transfer to a four-year institution. The majority of the respondents feel that the junior college simply lacks complete understanding of these academic difficulties and that

the student-athlete should be more responsible for the knowledge and understanding of the continuing eligibility rules governing a four-year institution.

## Adaptation, Regulation, and Supervision of the Continuing Eligibility Rules

This section reflects answers to research questions # 7, 8, and 9 with regard to adapting the rules in order to better accommodate the "well-intentioned" student-athlete. It will focus on what, if any, adaptations to the rules should be made and how those adaptations should be regulated and supervised.

### Results

In survey question 48, 41.7% of the respondents indicated that they felt that the rules should somehow be adapted to accommodate the "well-intentioned" student-athlete, while 33.3% disagreed and 25.0% remained neutral (Figure 4). Question 49 reflected that 58.3% felt that the NCAA should make a conscious effort to reexamine the rules so that these "well-intentioned" student-athletes are not penalized. However, 25.0% of the respondents disagreed (Figure 4).

In survey questions 50-52, a more open ended response was requested where the respondent could comment on how they felt the continuing eligibility rules should be adapted for the "well-intentioned" student-athlete who: (a) wants to change majors, and (b) who is a junior college transfer. Of the 50.0% of the subjects who responded to question 50, three basic opinions were expressed. Some felt that the NCAA should grant exceptions for a student-athlete who has a certain GPA and/or has already completed a certain number of hours in his/her previous degree. Another respondent felt that:

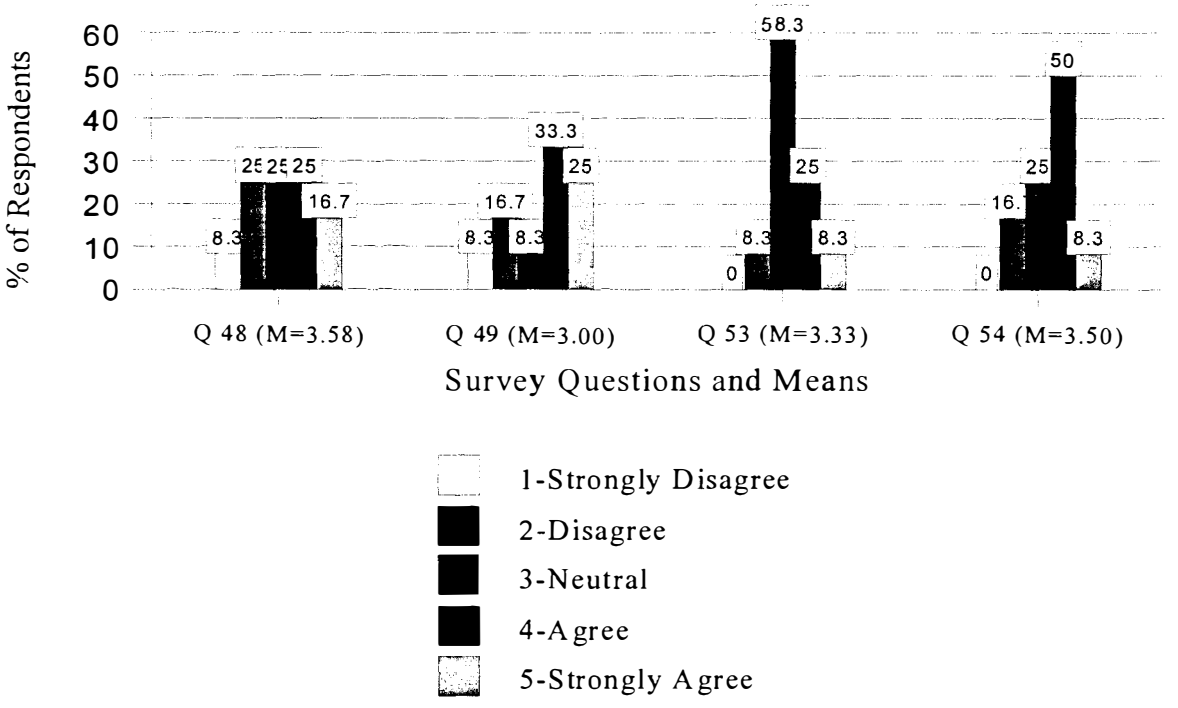



Figure 4. Adaptation, Regulation, and Supervision of the Continuing Eligibility Rules (survey questions 48, 49, 53, 54) as a function of the survey question and its respective frequencies.

> a regular student has the opportunity to change majors as often as he/she would like--the student-athlete does not. The student-athlete does not have the opportunity to "attempt" a more challenging major. The decision must be made sooner thus inhibiting ambition.

However, a few respondents indicated that they felt the waiver system that was already in place was acceptable for this type of situation. With regard to question 51 and the junior-college transfer, 41.6% of the respondents expressed opinion. Some felt that the rules should not change for junior-college transfers--whether it be because the junior college should be more informed about the student-athlete's course of study or whether it be that they felt the junior college was already doing a good job of enhancing the quality of the often poorly prepared two year prospect with more "academic" courses appearing on transcripts. One respondent, however, saw the other side of this opinion:

> Junior colleges must become more effective in preparing their students for this level of higher education. Due to lack of academic preparation, "jucos" must usually be placed in a less challenging major. Juco transfers must be required to be academically ready to achieve in higher education and thus have a legitimate chance to obtain a degree.

Survey question 52 asked for the respondents' opinions on what role, if any, should the NCAA take in making efforts to adapt these rules. Only 41.7% of the respondents provided comments, which ranged from increasing academic standards so that satisfactory progress won't be a problem to simply continuing to monitor and survey the data from the waivers filed through the NCAA. Three of the respondents focused on issues regarding junior-college transfers, whether it be to better educate the junior colleges, the student-athletes themselves, and the coaches or to put a limit on the number of junior-college transfers a school can accept due to one respondent's notion that "the

JC's are harming the integrity and sincerity of what four-year institutions are trying to accomplish."

With regard to monitoring these adaptations in survey question 53, 58.3% of the respondents remained neutral as to whether or not this should be left to the NCAA (Figure 4). Of the remaining respondents, 33.3% agreed/strongly agreed while 8.3% disagreed (Figure 4). In question 54, 58.3% of the respondents feel that the best means of monitoring is **not** self-regulation, where the individual institution is responsible for granting these exceptions (Figure 4). Neutral responses came from 25.0% of the respondents, while the remaining 16.7% disagreed (Figure 4).

Only 33.3% of the respondents expressed opinion on survey question 55 regarding how to best implement these adaptations without contributing to the system abuse that the rules were created to combat. The responses ranged from sole monitoring by the NCAA to a type of dual monitoring system with both the NCAA and the individual institution to letting each school handle it internally. Comments regarding internal monitoring reflected the common opinion that individual institutions don't trust one another. Another idea posed by one respondent was that a clearinghouse for change of major could be implemented which would include junior-college transfers as well. It could be over the internet/e-mail where the institutions could send in degree audits and other information required, thereby reducing the waiver process hassle.

## Discussion

The sample as a whole agreed how these rules can negatively affect the "well-intentioned" student-athlete. However, their opinions of how to adapt the rules are

varied. One is that the rules may already be the best they can be to suit the most number of student-athletes. Some feel that they prevent more injustice than they prevent the justice of this "well-intentioned" student-athlete. Another reason may be that the waiver system that is already in place addresses the issues of this study and that the NCAA would be willing to make accommodations given that enough evidence is provided. Despite the above variations, over half of the respondents feel that the NCAA should reexamine these rules and find possibly a better way to design the rules so that the "well-intentioned" student-athlete won't be penalized.

The two most important adaptations examined in this study focus on the "well-intentioned" student-athlete who: (a) wants to change majors, and (b) is a junior-college transfer. With regard to possible adaptations for the student-athlete who wants to change majors, focusing on GPA and current degree hour totals was most considerable. Also playing a role is the fact that a regular student can change majors as many times as he/she would like and that a student-athlete must be forced to choose by a certain matriculation point along with most likely having to stick with that degree to remain eligible. As far as junior-college transfers go, the adaptations suggested were minimal simply because the respondents felt that the junior college should make more of an effort to prepare the student-athlete for the transfer rather than simply focusing on what happens to him/her while attending the junior college. Another concern was also that the academic preparation could be so poor that the junior-college transfer does not have the liberty to choose a more challenging major at the four-year institution, forcing him/her to choose a less rigorous major.

With regard to adaptation regulation and supervision, the respondents were fairly neutral. They didn't necessarily feel that the NCAA is the best means of monitoring the adaptations, but showed more agreement in the fact that self-regulation by the individual institution is not a good idea. There was simply too much competition between schools and putting this matter of eligibility in their own hands could possibly lead to more injustice and system abuse. Some of the respondents' ideas with regard to monitoring, for example dual monitoring with both the institution and the NCAA and a clearinghouse sort of mentality, were good options for this adaptation implementation.

## Total Estimation of "Well-Intentioned" Student-Athletes and Junior-College Transfers Negatively Affected by the Continuing Eligibility Rules

After responding to the many different issues with the survey about the plight of the "well-intentioned" student-athlete and the junior-college transfer, the respondents were asked to make an estimation of how many of their student-athletes who fit the description had been negatively affected by the continuing eligibility rules since their inception in August, 1992. These results determine research question #10 (Chapter 1) and help determine to what degree this is occurring as measured by percentage.

### Results

Despite a mean response rating of 9.66%, 58.3% of the respondents indicated percentages greater than or equal to 10% (Figure 5). Only 16.7% of the respondents indicated 5% while 8.3% indicated 1%. Two respondents, 16.7%, indicated that none of their "well-intentioned" student-athletes had been negatively affected by the continuing

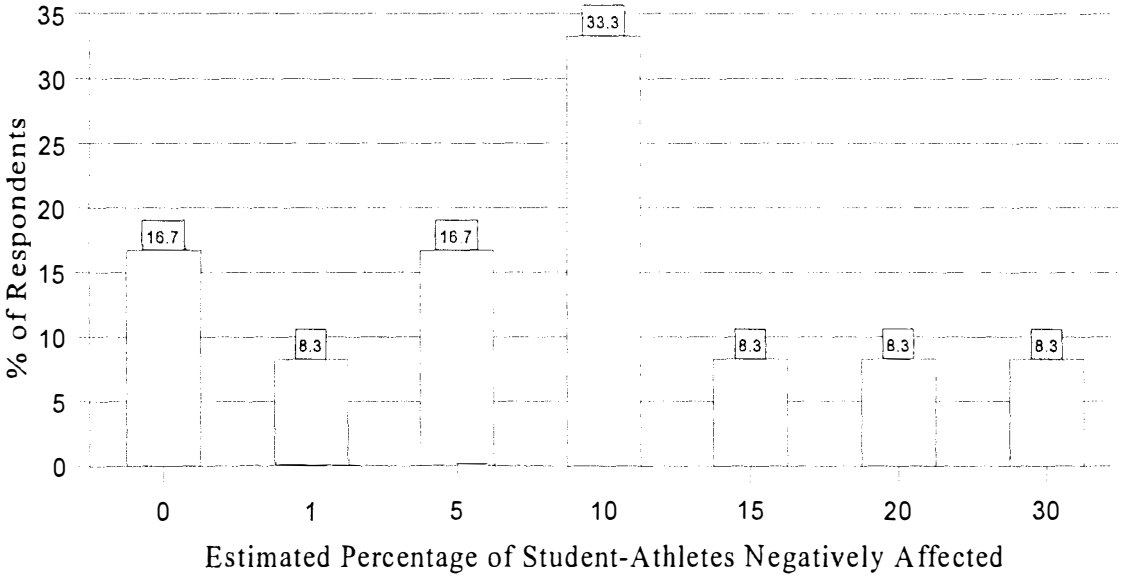



Figure 5. Total estimation of "well-intentioned" student-athletes and junior college transfers negatively affected by the continuing eligibility rules as a function of the percentage of student-athletes and respondent frequency percentage.

eligibility rules.

**Discussion**

Lastly, it is important to discuss to what degree these "well-intentioned" student-athletes are being negatively affected by the rules. When examining continuing eligibility problems, it is important to note that the numbers will not be very high. After narrowing down those student-athlete's who are considered to be "well-intentioned," the numbers are even smaller. However, there are enough of these athletes who are affected negatively by these rules to cause concern. Over half of the respondents indicated that at least 10% of their "well-intentioned" student-athletes have been affected negatively by the rules, which, in the area of continuing eligibility, is plenty. Even though the numbers of eligibility problems in college athletic departments tend to be small compared to the numbers of eligible student-athletes, these specific cases involving the "well-intentioned" student-athlete make up enough of these problems to be very time consuming and cause concern for athletic academic advisors.

# CHAPTER 5

# SUMMARY, CONCLUSIONS, AND IMPLICATIONS

## Summary

The purposes of this study were to determine how the NCAA continuing eligibility rules affect the academic choices and the educational enhancement of the "well-intentioned" student-athlete and to determine what exceptions should be made so that this type of student-athlete is not punished by the system when no wrongful intent exists. The participating subjects in this study were 14 Directors of Athletic Academic Support at NCAA Division I institutions. The questionnaire was developed by the researcher as the instrument to be utilized. The data gathered from the respondents, as analyzed in the seven areas detailed in Chapter 4, helped to determine their background, knowledge of and interaction with the continuing eligibility rules, as well as to determine their opinions of the rules and their effects on the "well-intentioned" student-athlete.

In reference to the specific literature reviewed, this study has brought new light into the realm of academic difficulties for student-athletes. The review of literature focuses on academic difficulties of student-athletes. however, not specifically on the "well-intentioned" student-athlete and his/her difficulty with eligibility rules. Normally, student-athletes experience academic difficulties because they were possibly underprepared for college, they might struggle to adjust to college life, or simply are having a hard time balancing academics and athletics. These types of academic difficulties can often lead to eligibility problems that stem from frequently failed courses,

poor grade point averages, or lack of academic progress. However, the student-athlete who has been successful academically is also now experiencing eligibility problems as well. The rules were intended to combat academic abuses within the athletic department, basically ensuring that student-athletes were showing progress towards a degree and not "majoring in eligibility." The rules are excellent for fighting those types of injustices, but are now proving to hinder the some of the academic choices of the "well-intentioned" student-athlete. Examples such as not being able to change majors to suit personal/career goals or rather not being able to take a course outside of the degree curriculum for extra educational enhancement are resulting from the rules. These athletic academic support personnel who participated in this study most likely have different opinions about all of the different NCAA academic and eligibility rules student-athletes must abide by; however, they all agree that the specific issues addressed throughout this study are inherent in their athletic departments and that they have negatively affected numerous "well-intentioned" student-athletes.

## Conclusions

As a whole, the respondents indicated that there is a cause for concern for these student-athletes. They proved to be knowledgeable of the rules and to interact with them on a regular basis in their job environment. They defined the "well-intentioned" student-athlete as one who is generally academically oriented, attends class regularly, and is genuine about personal/career interests. They identified some important academic limitations and common situations, i.e., change of major where percentages may not be

met or choosing a major that allows few electives, that tend to hinder the academic freedoms of the "well-intentioned" student-athlete. The respondents further indicated that their student-athletes who wanted to change majors but would face becoming ineligible chose to stay eligible under their previous major the majority of the time. They also addressed issues regarding the continuing eligibility difficulties of the junior-college transfer, i.e., courses taken at the junior-college often do not fulfill core courses at the four-year institution and having to choose a major of non-interest just to guarantee eligibility, and pinpointed that more responsibility for adequately preparing the student-athlete for transfer to a four-year institution should be assumed by the junior college, as well as by the student-athlete himself/herself. As a group, the respondents felt that there were possible adaptations that could be made in order to alleviate some of the problems these student-athletes are experiencing. They also estimated the total number of "well-intentioned" student-athletes at their institutions who have been negatively affected by the rules, which evidenced that this is an issue for concern.

## Implications

Further studies should be conducted in order to determine to what degree other NCAA Division I institutions are experiencing these problems. Hopefully, this evidence will encourage the NCAA to reexamine the continuing eligibility rules and possibly develop a means of preventing the "well-intentioned" student-athlete from being punished by the rules. Athletic academic personnel should also take an active role in implementing these changes, possibly through documentation of the experiences of the

"well-intentioned" student-athletes at their institutions who have been negatively affected by the rules. Their professional organization, the National Association of Academic Advisors for Athletics, could initiate a call for reexamination and reform, using the information from this study and the documentation from NCAA Division I member institutions. This study should shed more light on the academic difficulties that the "well-intentioned" student-athlete might face as a result of the NCAA continuing eligibility rules.

# REFERENCES

# REFERENCES

American Psychological Association. (1994). Publication Manual of the American Psychological Association (4th ed.). Washington, DC: Author.

Baumann, S., & Henschen, K. (1986). A cross-validation study of selected performance measures in predicting academic success among collegiate athletes. Sociology of Sport Journal, 3, 366-371.

Cone, A.E., & Rosenbaum, J.L. (1990, Spring) Predicting academic success among student-athletes. The Academic Athletic Journal, 1-8.

Cramer, J. (1986, May). Winning or learning? Athletics and academics in America. Phi Delta Kappan, 67, k1-k8.

Diegmueller, K. (1994a, January 19). N.C.A.A. to review eligibility standards for freshmen. Education Week, 13, 5.

Diegmueller, K. (1994b, April 13). New rules in play for college-sports eligibility. Education Week, 13, 8.

Ervin, L., Saunders, S.A., Gillis, H.L., & Hogrebe, M.C. (1985, March). Academic performance of student athletes in revenue-producing sports. Journal of College Student Personnel, 26, 119-124.

Farrell, C. (1993, July 29). Some sports administrators skeptical of higher NCAA graduation rates. Black Issues in Higher Education, 10, 22-24.

National Collegiate Athletic Association. (1995). NCAA 1995-96 Manual. Overland Park, KS: NCAA.

Price, A. (1993, December 2). Is graduation compatible with 'big-time' college athletics? Black Issues in Higher Education, 10, 59-60.

Roberts-Wilbur, J., Wilbur, M., & Morris, J.R. (1987, Spring). The freshman athlete's transition: Athletic and academic stressors. The Academic Athletic Journal, 23-33.

Robinson, D.C., & Goldman, M. (1988, Spring). Assessing the academic performance of college football players through the use of multiple measures: A six-year follow-up study. The Academic Athletic Journal, 35-40.

Sinatra-Osltund, C. (1988, Spring). The use of a GPA prediction formula to better prepare the freshman student-athlete for college academic success--one school's approach. The Athletic Academic Journal, 11-16.

Terry, L.R., DeGroot, W., O'Brien, D., Campbell, C., & Hollstein, U. (1991, Spring). A comparison of two intervention strategies on the academic performance of student-athletes. The Academic Athletic Journal, 1-15.

Thomas, J.R., & Nelson, J.K. (1990). Research Methods in Physical Activity (2nd ed.). Champaign, IL: Human Kinetics Books.

Weber, L., Sherman, T.M., & Tegano, C. (1987). Effects of a transition program on student athletes' academic success: An exploratory study. In A. Yiannakis & S.L. Greendorfer (Eds.), Applied Sociology of Sport (pp. 143-149). Champaign, IL: Human Kinetics.

# APPENDICES

# Appendix A

Section 14.4 Satisfactory Progress Requirements

1995-96 NCAA Manual, pp. 152-158

tion, the student-athlete shall be immediately eligible. Credits earned from extension or summer-session courses may not be counted in satisfaction of this requirement.

I/II **14.3.5.5 International Academic Standards.** A student from a foreign country shall satisfy both the requirements outlined in the NCAA Guide to International Academic Standards for Athletics Eligibility and the test-score requirements set forth in Bylaws 14.3.1.1-(b) and 14.3.1.2-(b).

## 14.4 SATISFACTORY-PROGRESS REQUIREMENTS

* **14.4.1 Satisfactory-Progress Requirements—All Divisions.** To be eligible to represent an institution in intercollegiate athletics competition, a student-athlete shall maintain satisfactory progress toward a baccalaureate or equivalent degree at that institution as determined by the regulations of that institution. As a general requirement, "satisfactory progress" is to be interpreted at each member institution by the academic authorities who determine the meaning of such phrases for all students, subject to controlling legislation of the conference(s) or similar association of which the institution is a member. (See 3.2.4.10 regarding the obligations of members to publish their satisfactory-progress requirements for student-athletes.) [Note: The restrictions, exceptions and waivers set forth in 14.4.3.4.4, 14.4.3.4.5 and 14.4.3.7 also apply to the general requirements for good academic standing and satisfactory progress.]

* **14.4.1.1 Exchange Student.** A bona fide exchange student as defined in 14.5.1.6.1 shall maintain satisfactory progress toward a baccalaureate or equivalent degree at the student's preceding educational institution.

* **14.4.1.2 Temporary Student.** A student-athlete having the status of temporary, transient or exchange student shall not represent an institution in intercollegiate athletics competition unless such status is specifically allowed and governed by provisions adopted by the membership.

I/II **14.4.2 Eligibility for Financial Aid and Practice—Divisions I and II.** Eligibility for institutional financial aid and practice during each academic year after a student-athlete's initial year in residence or after the student-athlete has utilized one season of eligibility in a sport shall be based upon the rules of the institution and the conference(s), if any, of which the institution is a member.

**14.4.3 Eligibility for Competition—Divisions I and II**

I/II **14.4.3.1 Fulfillment of Credit-Hour Requirements.** Eligibility for competition for a midyear transfer student-athlete, for a student-athlete subsequent to the student-athlete's first academic year in residence, or after the student-athlete has utilized one season of eligibility in any sport at the certifying institution shall be determined by the student-athlete's academic record in existence at the beginning of the fall term or at the beginning of any other regular term of that academic year, based upon: *(Revised: 1/10/92)*

(a) Satisfactory completion prior to each fall term of a cumulative total of academic semester or quarter hours equivalent to an average of at least 12 semester or quarter hours during each of the previous academic terms in academic years in which the student-athlete has been enrolled in a term or terms, or

(b) Satisfactory completion of 24 semester or 36 quarter hours of academic credit since the beginning of the previous fall term or since the beginning of the certifying institution's preceding regular two semesters or three quarters.

I/II **14.4.3.1.1 Academic Year in Residence.** The definition of "year in residence" for purposes of initiating the requirement for satisfactory-progress certification is based on full-time enrollment and attendance during any portion of a term in an academic year, except that when a student-athlete is granted a medical-absence waiver per Bylaw 14.4.3.6-(a) during the first year of academic residence, that term is not counted in determining whether the student-athlete has been in residence at the certifying institution for one academic year. *(Adopted: 1/10/92)*

I **14.4.3.1.2 Part-Time Enrollment—Division I.** Semester or quarter hours earned by a student-athlete while enrolled in less than a full-time program of studies (per 14.1.6.2.2) shall not be used to meet satisfactory-progress requirements of 14.4.3.1-(a) and 14.4.3.1-(b), unless the student-athlete is held accountable for the term(s) of part-time enrollment at the time of certification. *(Adopted: 1/11/94 effective 8/1/94; for credit hours earned during the 1994-95 academic year and thereafter. Revised: 1/10/95)*

I/II **14.4.3.1.3 Hours Earned During Regular Academic Year.** A student-athlete shall earn at least 75 percent of the semester or quarter hours required for satisfactory progress during the regular academic year. The student-athlete shall earn no more than 25 percent of the semester or quarter hours required for satisfactory progress during the summer or through correspondence courses taken during the 1993-94 academic year and thereafter.

*(Adopted: 1/10/92 effective 8/1/92, for credit hours earned during the 1992-93 academic year and thereafter, Revised: 1/11/94)*

**14.4.3.1.3.1 Waiver Procedures.** The NCAA Academic Requirements Committee shall have the authority to authorize waivers of this requirement based upon objective evidence that demonstrates circumstances that warrant the waiver of the normal application of this regulation. The committee shall establish the process for granting such waivers and shall report at least annually to the NCAA Council and to the membership the actions taken in summary aggregate form. *(Adopted: 1/10/92 effective 8/1/92, Revised: 1/16/93)* I/II

**14.4.3.1.4 Designation of Degree Program.** A student-athlete shall designate a program of studies leading toward a specific baccalaureate degree at the certifying institution by the beginning of the third year of enrollment (fifth semester or seventh quarter) and thereafter shall make satisfactory progress toward that specific degree. This provision shall be applicable to the eligibility not only of a continuing student, but also of a transfer student from a four-year or two-year collegiate institution who is entering his or her third year of collegiate enrollment, even if the student has not yet completed an academic year in residence or utilized a season of eligibility in a sport at the certifying institution. Designation of a specific baccalaureate degree program may be accomplished by: I/II

(a) Formal enrollment by the student-athlete in a specific baccalaureate degree program, or

(b) Approval by an appropriate academic official (who must not be an academic adviser/counselor employed by the athletics department) of the program leading to the specific baccalaureate degree that the student-athlete is pursuing.

**14.4.3.1.4.1 Documentation of Degree Program Designation.** If the designation is in accordance with (a) above, the official enrollment records of the institution shall constitute the documentation of the program against which satisfactory progress under this regulation shall be measured. If the designation is in accordance with (b), the record of the degree program designation, approved by the appropriate academic official, shall constitute that documentation. For purposes of certifying eligibility for competition, an appropriate academic official shall affirm in writing the number of credit hours applicable to the designated degree program that have been completed satisfactorily. The institution's records for all student-athlete degree program designations and satisfactory-progress evaluations shall be retained for inspection (upon request) by an authorized representative of the NCAA. I/II

**14.4.3.1.5 Hours Earned or Accepted for Degree Credit.** The provision that the calculation of credit hours under the satisfactory-progress regulation shall be based on hours earned or accepted for degree credit at the certifying institution in a student-athlete's specific baccalaureate degree program (see 14.4.3.1.4) shall be met as follows: I/II

(a) During the first two years of enrollment, a student-athlete who has not yet designated a specific baccalaureate degree program may use credits acceptable toward any of the institution's degree programs;

(b) By the beginning of the third year of enrollment (fifth semester or seventh quarter), a student-athlete shall be required to have designated a program of studies leading toward a specific baccalaureate degree. From that point, the credits used to meet the satisfactory-progress requirements must be degree credit toward the student's designated degree program; and

(c) A student-athlete who changes his or her designated degree program may comply with the satisfactory-progress requirements if (1) the change in programs is documented appropriately by the institution's academic authorities, (2) the credits earned prior to the change are acceptable toward the degree previously sought and (3) the credits earned from the time of the change are acceptable toward the new desired degree.

**14.4.3.2 Fulfillment of Percentage of Degree Requirements**

**14.4.3.2.1 Student-Athletes Entering Collegiate Institution On or After August 1, 1991, But Prior to August 1, 1992.** A student-athlete who is entering his or her fourth or subsequent year of collegiate enrollment shall have completed successfully at least 50 percent of the course requirements in the student's specific degree program as a prerequisite for further eligibility. *(Adopted: 1/10/91 effective 8/1/91 for student-athletes first entering a collegiate institution on or after August 1, 1991)* See 14.4.3.2.2 for provisions affecting student-athletes first entering a collegiate institution on or after August 1, 1992. I

**14.4.3.2.1.1 Application of Rule to Transfer and Continuing Student.** The provisions of 14.4.3.2.1 shall be applicable to the eligibility not only of a continuing student, but I

also of a transfer student from a two-year or four-year collegiate institution who is entering his or her fourth year of collegiate enrollment, even if the student has not yet completed an academic year in residence or utilized a season of eligibility in a sport at the certifying institution. *(Adopted: 1/10/91 effective 8/1/91, for student-athletes first entering a collegiate institution on or after August 1, 1991)*

I **14.4.3.2.1.2 Timing of Certification.** A student-athlete's eligibility under this provision shall be determined on the basis of the student's academic record in existence at the beginning of that student's fourth or subsequent academic year (i.e., seventh semester or tenth quarter) of full-time enrollment. If the student-athlete is ineligible under the provisions of the satisfactory-progress legislation at the beginning of that term, eligibility may be reinstated at the beginning of any other regular term of that student's specific academic year, based upon the student's subsequent fulfillment of the necessary degree requirements. *(Adopted: 1/11/94, Revised: 1/10/95)*

I **14.4.3.2.1.3 Waiver Procedures.** The NCAA Academic Requirements Committee shall have the authority to authorize waivers of the degree-requirement provisions of this legislation based upon objective evidence that demonstrates circumstances that warrant the waiver of the normal application of this regulation. The committee shall establish the process for granting such waivers and shall report at least annually to the NCAA Council and to the membership the actions taken in summary aggregate form. *(Adopted: 1/10/92 effective 8/1/92, Revised: 1/16/93)*

I **14.4.3.2.2 Student-Athletes Entering Collegiate Institution On or After August 1, 1992.** A student-athlete who is entering his or her third year of collegiate enrollment shall have completed successfully at least 25 percent of the course requirements in the student's specific degree program. A student-athlete who is entering his or her fourth year of collegiate enrollment shall have completed successfully at least 50 percent of the course requirements in the student's specific degree program. A student-athlete who is entering his or her fifth year of collegiate enrollment shall have completed successfully at least 75 percent of the course requirements in the student's specific degree program. *(Adopted: 1/10/92 effective 8/1/92)*

I **14.4.3.2.2.1 Application of Rule to Transfer and Continuing Student.** The provisions of 14.4.3.2.2 shall be applicable to the eligibility not only of a continuing student, but also of a transfer student from a two-year or four-year collegiate institution, even if the student has not yet completed an academic year in residence or utilized a season of eligibility in a sport at the certifying institution. *(Adopted: 1/10/92 effective 8/1/92, for student-athletes first entering a collegiate institution on or after August 1, 1992.)* See 14.4.3.2.1 for provisions affecting student-athletes first entering a collegiate institution on or after August 1, 1991, but prior to August 1, 1992.

I **14.4.3.2.2.2 Timing of Certification.** A student-athlete's eligibility under this provision shall be determined on the basis of the student's academic record in existence at the beginning of that student's third or subsequent academic year (i.e., fifth semester or seventh quarter) of full-time enrollment. If the student-athlete is ineligible under the provisions of the satisfactory-progress legislation at the beginning of that term, eligibility may be reinstated at the beginning of any other regular term of that student's specific academic year, based upon the student's subsequent fulfillment of the necessary degree requirements. *(Adopted: 1/11/94, Revised: 1/10/95)*

I **14.4.3.2.2.3 Waiver Procedures.** The NCAA Academic Requirements Committee shall have the authority to authorize waivers of the degree-requirement provisions of this legislation based upon objective evidence that demonstrates circumstances that warrant the waiver of the normal application of this regulation. The committee shall establish the process for granting such waivers and shall report at least annually to the NCAA Council and to the membership the actions taken in summary aggregate form. *(Adopted: 1/10/92 effective 8/1/92, Revised: 1/16/93)*

I/II **14.4.3.3 Fulfillment of Minimum Grade-Point Average Requirements.** A student-athlete shall meet the "satisfactory completion" provision of this requirement by maintaining a grade-point average that places the individual in good academic standing, as established by the institution for all students who are at an equivalent stage of progress toward a degree.

I **14.4.3.3.1 Division I.** A student-athlete who is entering his or her third year of collegiate enrollment shall present a cumulative minimum grade-point average (based upon a maximum of 4.000) that equals at least 90 percent of the institution's overall cumulative minimum grade-point average required for graduation. A student-athlete who is entering his or her fourth or subsequent year of collegiate enrollment shall present a cumulative minimum grade-point average (based upon a maximum of 4.000) that equals 95 percent of the

institution's overall cumulative minimum grade-point average required for graduation. If the institution does not have an overall grade-point average for graduation, it is permissible to utilize the lowest grade-point average required for any of the institution's degree programs in determining the cumulative minimum grade-point average. The minimum grade-point average must be computed pursuant to institutional policies applicable to all students. *(Adopted: 1/10/92 effective 8/1/92 for student-athletes first entering a collegiate institution on or after 8/1/92)*

**14.4.3.3.1.1 Application of Rule to Transfer and Continuing Student.** The provisions of 14.4.3.3.1 shall be applicable to the eligibility of a midyear transfer student from a two-year or four-year collegiate institution who has completed an academic term in residence, a student who has completed an academic year in residence, or a student who has utilized a season of eligibility in a sport at the certifying institution. *(Adopted: 1/10/92 effective 8/1/92, for student-athletes first entering a collegiate institution on or after August 1, 1992; Revised: 1/16/93)* I

**14.4.3.3.1.2 Timing of Certification.** A student-athlete's eligibility under this provision shall be determined on the basis of the student's academic record in existence at the beginning of that student's third or subsequent academic year (i.e., fifth semester or seventh quarter) of full-time enrollment. If the student-athlete is ineligible under the provisions of the satisfactory-progress legislation at the beginning of that term, eligibility may be reinstated at the beginning of any other regular term of that student's specific academic year, based upon the student's subsequent fulfillment of the minimum grade-point average requirement. *(Adopted: 1/11/94, Revised: 1/10/95)* I

**14.4.3.3.1.3 Waiver Procedures.** The NCAA Academic Requirements Committee shall have the authority to authorize waivers of the grade-point average provisions of this legislation based upon objective evidence that demonstrates circumstances that warrant the waiver of the normal application of this regulation. The committee shall establish the process for granting such waivers and shall report at least annually to the NCAA Council and to the membership the actions taken in summary aggregate form. *(Adopted: 1/10/92 effective 8/1/92, Revised: 1/16/93)* I

**14.4.3.3.2 Division II.** To fulfill the "satisfactory completion" provision of this requirement, a student-athlete who first enters a Division II institution subsequent to the 1988-89 academic year must achieve the following cumulative minimum grade-point average (based on a maximum of 4.000): *(Adopted: 1/14/89 effective 8/1/89)* II

(a) After the completion of the first season of competition: 1.600;

(b) After the completion of the second season of competition: 1.800; and

(c) After the completion of the third season of competition and subsequent seasons of competition: 2.000.

**14.4.3.3.2.1 Calculation of Grade-Point Average for Student-Athletes Entering a Division II Institution After the 1988-89 Academic Year.** For those student-athletes first entering a Division II institution subsequent to the 1988-89 academic year, the cumulative minimum grade-point average must be achieved at the certifying institution and shall be based on the method used by the institution for all students and shall include all course work normally counted by the institution in such calculations. *(Adopted: 1/14/88 effective 8/1/89, Revised: 1/10/91)* II

**14.4.3.3.2.2 Calculation of Grade-Point Average for Student-Athletes Entering a Collegiate Institution on or After August 1, 1991.** For those student-athletes first entering a collegiate institution on or after August 1, 1991, the cumulative minimum grade-point average must be achieved in all grades earned at the certifying institution and in all grades earned in all collegiate institutions. *(Adopted: 1/10/91 effective 8/1/91)* II

**14.4.3.3.2.3 Additional Grade-Point Average Calculation Provisions.** The following additional grade-point average calculation provisions shall apply: *(Revised: 1/10/91)* II

(a) **Summer-School Courses.** Summer-school courses shall be utilized in determining whether the student-athlete has achieved the minimum grade-point average.

(b) **Pass/Fail Grades.** Pass/fail grades shall not be utilized in determining the minimum grade-point average.

**14.4.3.3.2.4 Determination of Seasons of Competition.** Any competition in a season shall count as a season of competition for purposes of this legislation. The following provisions also shall apply: *(Adopted: 1/10/91)* I

(a) **Hardship Years.** Years for which the student-athlete was granted a hardship per 14.2.5 shall be included in determining the number of seasons of competition in which a student-athlete has participated.

(b) **Noncompetition/Redshirt Years.** Years in which the student-athlete does not compete shall not be considered in calculating the number of seasons of competition.

(c) **Transfer Students.** Years in which a transfer student competed at another institution shall be included as seasons of competition in determining the applicable grade-point standard.

(d) **Multisport Participant.** The grade-point average necessary for a multisport participant shall be determined on the basis of the number of seasons completed in the sport in which the student-athlete has competed in the most seasons of competition.

**14.4.3.4 Regulations for Administration of Satisfactory Progress**

I/II **14.4.3.4.1 Calculation of Credit Hours.** The calculation of credit hours to meet this requirement (see 14.4.3.1) shall be based upon hours earned or accepted for degree credit toward any of the institution's degree programs or, if the student-athlete has designated a specific baccalaureate degree program, toward credit in that degree program. Hours earned in the period following the regular academic year at the institution (e.g., hours earned in summer school) may be utilized to satisfy the academic credit requirements of this regulation.

I/II **14.4.3.4.2 Nontraditional Terms.** An institution that determines registration other than on a traditional semester- or quarter-hour basis shall submit a statement describing the continuing eligibility requirements applicable to its student-athletes for approval by the Academic Requirements Committee.

I/II **14.4.3.4.3 Advanced-Placement Tests/Credit by Examination.** Credit received through advanced-placement tests or by examination may be utilized by the student to meet the minimum satisfactory-progress requirement, provided the subject for which the examination is an alternative is offered by the institution as acceptable degree credit.

* **14.4.3.4.4 Prior Approval—Summer Courses at Other Institutions.** Prior approval by appropriate academic officials of the certifying institution is required if courses taken during another institution's summer term are to be utilized in determining the student's academic status (i.e., good academic standing and satisfactory progress). Under limited circumstances, the Academic Requirements Committee may grant waivers for student-athletes who did not request or receive prior approval.

* **14.4.3.4.5 Correspondence and Extension Courses From Another Institution.** Correspondence, extension and credit-by-examination courses taken from an institution other than the one in which a student-athlete is enrolled as a full-time student shall not be used in determining a student's academic standing or satisfactory progress.

* **14.4.3.4.5.1 Waivers.** Waivers of this restriction may be granted by the Academic Requirements Committee in response to written requests from member institutions for the evaluation of specified programs of studies involving the use of such courses.

* **14.4.3.4.5.2 Centralized Correspondence-Course Exception.** In a state that centralizes the offering of correspondence courses through one state institution, a student enrolled in another of the state's institutions may use a correspondence course from the institution authorized to offer such courses in determining the student's academic standing or satisfactory progress.

I/II **14.4.3.4.6 Remedial, Tutorial or Noncredit Courses.** Remedial, tutorial or noncredit courses may be used by the student to satisfy the minimum academic progress requirement only if they meet all of the following conditions:

(a) The courses must be considered by the institution to be prerequisites for specific courses acceptable for any degree program;

(b) The courses must be given the same weight as others in the institution in determining the student's status for full-time enrollment;

(c) Noncredit courses may not exceed the maximum institutional limit for such courses in any baccalaureate degree program (or the student's specific baccalaureate degree program once a program has been designated); and

(d) For those students first enrolled in the certifying institution beginning with the 1986-87 academic year, the credit in such courses shall not exceed 12 semester or 18 quarter hours, and the courses must be taken during the student's first academic year of collegiate enrollment.

**14.4.3.4.7 Incomplete Grades.** A student who receives an incomplete grade in a course may utilize the course in question to fulfill the minimum satisfactory-progress requirements, subject to the following conditions: I/II

(a) The incomplete grade must have been removed in accordance with the institution's regulations applicable to all students;

(b) Such a course may be counted only once after a grade has been achieved that is acceptable to the institution for determining satisfactory progress; and

(c) The course with the acceptable grade shall be counted either during the term in which the student initially enrolled in the course or during the term in which the incomplete grade was removed and acceptable credit was awarded.

**14.4.3.4.8 Repeated Courses.** Credit for courses that are repeated may be used by a student to satisfy the minimum academic progress requirements only under the following conditions: I/II

(a) A course repeated due to an unsatisfactory initial grade may be utilized only once, and only after it has been satisfactorily completed;

(b) Credit for a course that may be taken several times (e.g., a physical education activities course) shall be limited by institutional regulations; and

(c) Credits earned in courses that may be taken several times may not exceed the maximum institutional limit for credits of that type for any baccalaureate degree program (or for the student's specific baccalaureate degree program once a program has been designated).

**14.4.3.4.9 "Banked" Credit Hours.** When the eligibility of a student-athlete is based on the 12-hours-per-term average of cumulative credit [see 14.4.3.1-(a)], all credit hours (including those "banked" or earned in excess of the average of 12 per term prior to the designation of a specific baccalaureate degree program, even if such hours are not applicable to the designated degree program) may continue to be used to maintain satisfactory progress. I/II

**14.4.3.4.10 Credit From Other Institutions.** Credit hours earned at another institution prior to initial enrollment at the certifying institution may not be utilized to satisfy minimum academic progress requirements at that institution, except that such hours may be utilized to fulfill the percentage of degree requirements specified in 14.4.3.2.1 and 14.4.3.2.2. However, a student-athlete's total academic record subsequent to initial full-time enrollment at the certifying institution, including the record at other institutions later attended, may be considered in evaluating eligibility under the satisfactory-progress legislation. *(Revised: 1/16/93)* I/II

**14.4.3.5 Exceptions to Satisfactory-Progress Rule** *(Adopted: 1/10/90)* I/II

(a) **Missed term**—One time during a student-athlete's entire period of collegiate enrollment, the provisions of 14.4.3.1-(a) may be prorated at 12 hours per term of actual attendance if the student-athlete misses a complete term or consecutive terms during an academic year, subject to the following conditions: (1) The student-athlete engaged in no outside competition in the sport during the academic term or terms in which the student was not in attendance, (2) the student was eligible for enrollment during the student's absence and (3) at the time of certification, the student has fulfilled the satisfactory-progress requirements (per 14.4.3.1) for the terms in which the student was in attendance. A transfer student from a two-year college is not eligible to utilize this one-time exception during the first academic year of residence at the certifying institution in order to maintain eligibility during the second year in residence. Hours earned while enrolled as a part-time student during the "missed term" may not be counted in meeting the satisfactory-progress requirement. *(Revised: 1/10/90)*

(b) **Midyear enrollment**—For students entering the institution at the beginning of the second semester or the second or third quarter of an academic year, the credit hours required under the satisfactory-progress regulation of 14.4.3.1-(a) may be prorated at 12 units per term of actual attendance during the initial regular academic year of attendance. *(Revised: 1/10/90)*

(c) **Nonrecruited, nonparticipant**—A student-athlete may qualify for an exception to the application of the satisfactory-progress regulation for the initial season of eligibility if the student has been in residence at the certifying institution for more than one academic year; was not recruited; has not received athletically related financial assistance; has never practiced or participated in intercollegiate athletics, except that a student may have participated in limited preseason tryouts; and is otherwise eligible under all institutional, conference and NCAA rules. The student-athlete's eligibility in subsequent seasons would be governed by the provisions of the satisfactory-progress rule, which would be applied from the beginning of the first term the student began participation. *(Revised: 1/10/90, 1/10/92)*

(d) **Graduate Student Exception**—A graduate student who is otherwise eligible for regular-season competition shall be exempt from the provisions of this regulation.

I/II **14.4.3.6 Waivers of Satisfactory-Progress Rule.** The Academic Requirements Committee shall establish appropriate criteria for waivers of this legislation. Such waivers shall be administered by the conference members of the Association or, in the case of an independent institution, by the Eligibility Committee. Waivers of the satisfactory-progress rule may be granted under any of the following conditions:

(a) **Medical absence**—The credit hours required under the satisfactory-progress regulation of 14.4.3.1-(a) may be prorated at 12 units per term of actual attendance during an academic year in which a student misses a term or is unable to complete a term as a full-time student as a result of an injury or illness. Such an exception may be granted only when circumstances clearly supported by appropriate medical documentation establish that a student-athlete is unable to attend a collegiate institution as a full-time student as a result of an incapacitating physical injury or illness involving the student-athlete or a member of the student-athlete's immediate family. Credits earned by the student during the term to which the waiver applies may not be used in determining satisfactory progress.

(b) **International competition**—The credit hours required under the satisfactory-progress regulation of 14.4.3.1-(a) may be prorated at 12 hours per term of actual attendance during an academic year in which a student is not enrolled for a term or terms or is unable to complete a term as a result of participation in the Pan American, Olympic or World University Games (including final Olympic tryouts and the officially recognized training program that directly qualifies participants for those tryouts). This waiver provision may be applied to no more than two semesters or three quarters.

* **14.4.3.7 Waiver—Olympic Games.** The Academic Requirements Committee may waive this general satisfactory-progress requirement for any participant in the Olympic Games who, because of such participation, may lose eligibility for practice and competition in any sport.

I/II **14.4.3.8 Waiver—Learning-Disabled and Handicapped Student-Athletes.** The NCAA Academic Requirements Committee may waive the general satisfactory-progress requirements for a learning-disabled or handicapped student-athlete when objective evidence demonstrates that the institution has defined full-time enrollment for that student-athlete to be less than 12 hours to accommodate for the student's learning disability or handicap. *(Adopted: 1/10/95)*

## 14.5 TRANSFER REGULATIONS

I/II/III **14.5.1 Residence Requirement—General Principle.** A student who transfers (see 14.5.2) to a member institution from any collegiate institution is required to complete one full academic year of residence at the certifying institution before being eligible to compete for or to receive travel expenses from (see 16.8.1.2) the member institution, unless the student satisfies the applicable transfer requirements in this section or receives an exception or waiver as set forth in this section. *(Revised: 1/10/91 effective 8/1/91)*

III **14.5.1.1 Division III Exception.** A student who has not previously participated in intercollegiate athletics and who transfers from a two-year or four-year collegiate institution to a Division III institution shall be immediately eligible, under the Association's transfer regulations, to compete for the Division III institution, including NCAA championship competition. If the student has ever participated in intercollegiate athletics, the student must have been academically eligible had he or she remained at that institution. *(Revised: 1/10/91 effective 8/1/91)*

I/II/III **14.5.1.2 Determination of Year of Residence.** To satisfy an academic year of residence, a student shall:

(a) Be enrolled in and complete a minimum full-time program of studies for two full semesters or three full quarters, or

(b) Be enrolled in a minimum full-time program of studies for two full semesters or three full quarters and pass a number of hours that is at least equal to the sum total of the minimum load of each of the required terms.

I/II/III **14.5.1.2.1 Summer Term.** A summer term shall not be used to satisfy a term of residence but hours earned at the certifying institution during the summer may be used to satisfy the requirements of (b) above.

I/II/III **14.5.1.3 Fulfillment of Residence Requirement in Night School.** When a student transfers to

## Appendix B--Questionnaire

Please answer the following questions in regard to your experiences with continuting eligibility since 1992. There will be a number of sections addressing different issues and it is requested that you answer these questions honestly and to the best of your ability. Remember, your answers will remain confidential.

### Demographic Background

1. Were you in your current position, or a similar one, on August 1, 1992? 1. No 2. Yes

2. If not, when did you begin this position?_____

3. What was your previous position title?_____

4. What is your current position title?_____

5. Which type of athletic department do you represent? 1. Men's 2. Women's 3. Combined

Please circle the numbers below that best reflect your experiences.

### Knowledge of Continuing Eligibility Rules

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 6. I have a fairly comprehensive understanding of the NCAA Continuing Eligibility rules. | 1 | 2 | 3 | 4 | 5 |
| 7. I feel the need to refer to the NCAA Manual frequently for clarification of these rules. | 1 | 2 | 3 | 4 | 5 |
| 8. I clearly understand the NCAA's purpose in developing the rules that were intended to combat academic abuse. | 1 | 2 | 3 | 4 | 5 |
| 9. I clearly understand how continuing eligibility is monitored by the NCAA. | 1 | 2 | 3 | 4 | 5 |
| 10. I feel comfortable enough with these rules to academically advise student-athletes. | 1 | 2 | 3 | 4 | 5 |

**Interaction with Continuing Eligibility Rules**

| | | |
|---|---|---|
| 11. I deal with continuing eligibility for student-athletes on a regular basis. | 1. No | 2. Yes |
| 12. I participate in monitoring student-athletes' continuing eligibility. | 1. No | 2. Yes |
| 13. I inform student-athletes of their individual continuing eligibility requirements. | 1. No | 2. Yes |
| 14. I fully understand my institution's system for monitoring continuing eligibility. | 1. No | 2. Yes |
| 15. I feel competent in my ability to fully interpret a student-athlete's institutional degree audit for NCAA purposes. | 1. No | 2. Yes |

**The "Well-Intentioned" Student-Athlete**

The following is a list of characteristics or observable behaviors of student-athletes as they relate to academic progress and eligibility requirements. Please indicate your opinion as to whether or not these are applicable to **"well-intentioned"** student-athletes.

| | Strongly Disagree | Disagree | Maybe | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 16. Attends class regularly | 1 | 2 | 3 | 4 | 5 |
| 17. Is in good academic standing | 1 | 2 | 3 | 4 | 5 |
| 18. Wants to succeed academically | 1 | 2 | 3 | 4 | 5 |
| 19. Rarely causes any "problems" | 1 | 2 | 3 | 4 | 5 |
| 20. Is education/degree oriented | 1 | 2 | 3 | 4 | 5 |
| 21. Is honest | 1 | 2 | 3 | 4 | 5 |
| 22. Is sincere | 1 | 2 | 3 | 4 | 5 |
| 23. Does not intentionally abuse the "system" | 1 | 2 | 3 | 4 | 5 |
| 24. Is genuine about personal/career interests | 1 | 2 | 3 | 4 | 5 |
| 25. Is self-sufficient | 1 | 2 | 3 | 4 | 5 |
| 26. Follows the rules | 1 | 2 | 3 | 4 | 5 |

27. Do you work with, or have you worked with, any "well-intentioned" student-athletes as you have described above?

1. No 2. Yes

28. If so, have any of them experienced problems maintaining their continuing eligibility?

1. No 2. Yes

| | Strongly Disagree | Disagree | Maybe | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 29. I see that continuing eligibility restrictions can be a source of academic difficulty for these "well-intentioned" student-athletes at my institution. | 1 | 2 | 3 | 4 | 5 |

Of the following, please indicate which you feel are the **three most important** academic limitations placed on "well-intentioned" student-athletes as a result of the continuing eligibility rules? Please rank them in order of importance using the scale below. Please write in "**N/A**" for any statement that is not applicable for your university.

3----------2----------1
Most Important Least Important

_____30. Personal/Career interests could change resulting in a desire to pursue/change majors where percentages may not be met

_____31. Academically struggling student-athletes may have difficulties reaching percentages

_____32. Some majors allow very few electives which can hurt a student-athlete who was undecided in his/her freshman and sophomore years and took courses which do not apply in the declared major

_____33. Promotes many student-athletes to choose liberal arts majors where electives are plentiful

_____34. Can inhibit walk-on student-athletes from gaining eligibility when they must meet degree percentages that they weren't concerned with earlier (most commonly related to, but not exclusive to, the addition of new sports for Title IX purposes (i.e. Crew, Soccer, Softball, etc.))

_____35. Student-athletes seeking double majors or dual degrees may not meet percentages in either degree

**Implications for the Student-Athlete's Future**

36. Since August 1, 1992, or since the beginning of your experience working with continuing eligibility, have you had any "**well-intentioned**" student-athletes who wanted to change their major but in doing so would fall victim to the continuing eligibility rules and become ineligible?

1. No 2. Yes

37. What percentage of the above chose to do so anyway and lost their eligibility?_____

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 38. I feel that the continuing eligibility rules place restrictions on well-intentioned student-athletes whose academic and career interests may change, resulting in the need to change their major. | 1 | 2 | 3 | 4 | 5 |

**Junior College Transfers**

39. Have you dealt with any junior-college transfers who experienced difficulty with the continuing eligibility rules?

1. No 2. Yes

Of the following, please indicate which you feel are the **three most important** academic limitations placed on junior-college transfers as a result of the continuing eligibility rules? Please rank them in order of importance using the scale below. Please write in "**N/A**" for any statement that is not applicable for your university.

3----------2----------1
Most Important Least Important

_____40. Courses in general taken at the junior college often do not fulfill core courses at the four-year institution

_____41. The student-athlete has completed numerous hours in P.E. type classes (namely their own sport) which can pose a problem in meeting the degree percentages

_____42. Many courses have to be petitioned (request for course substitution) to count for certain degree requirements and these are rarely guaranteed

(SEE NEXT PAGE FOR MORE OPTIONS)

_____43. The student-athlete may have to major in something that doesn't interest him/her in order to remain eligible

_____44. The student-athlete may have taken remedial courses, needed to strengthen his/her academic ability, that will not transfer to a four-year institution

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 45. I feel that the junior-colleges are unaware of the continuing eligibility restrictions placed upon these student-athletes after transferring. | 1 | 2 | 3 | 4 | 5 |
| 46. I feel that junior colleges are partly responsible for these problems due to their lack of understanding of the academic difficulties for a student-athlete in transferring to a four-year institution. | 1 | 2 | 3 | 4 | 5 |
| 47. I feel the junior-college student-athlete should be responsible for the knowledge and understanding of continuing eligibility rules governing a four-year institution. | 1 | 2 | 3 | 4 | 5 |

| **Adapting the Rules** | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 48. I feel the continuing eligibility rules should somehow be adapted in order to accomodate the "well-intentioned" student-athlete. | 1 | 2 | 3 | 4 | 5 |
| 49. I feel the NCAA should make a conscious effort to re-examine the continuing eligibility rules so that these "well-intentioned" student-athletes are not penalized. | 1 | 2 | 3 | 4 | 5 |

Please detail below your opinions of how continuing eligibility rules should be adapted for the "**well-intentioned**" student-athlete who:

50. wants to change majors--_____

51. is a junior-college transfer--_____

52. What role, if any, should the NCAA take in making efforts to adapt these rules?

**Adaptation Regulation and Supervision**

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 53. I feel the monitoring of these adaptations should be left to the discretion of the NCAA. | 1 | 2 | 3 | 4 | 5 |
| 54. I **don't** feel the best means of monitoring is self-regulation, where the individual institutions are responsible for granting these exceptions. | 1 | 2 | 3 | 4 | 5 |

55. In examining your suggestions above, what method of implementation do you foresee for these adaptations that will not contribute to the system abuse that these rules were created to combat?

_____

_____

_____

_____

_____

_____

_____

**Total Estimation**

56. Please give your **best** estimate of how many "well-intentioned" student athletes **and** junior college transfers you have worked with since August 1, 1992 that have suffered for the reasons addressed throughout this questionnaire. *Please give your estimate as a PERCENTAGE of* ***only*** *those who have suffered out of the total number of well-intentioned student-athletes and junior college transfers you have worked with--****not*** *out of the total number of all student-athletes.*

_____%

Please feel free to make any additional comments about this study or this topic in general below.

_____

_____

_____

_____

_____

_____

_____

_____

***Thank you very much for your time and effort in completing this questionnaire. All of your responses, which will remain confidential, will be considered and your opinions are valuable to the completion of this study.***

## Appendix C--Cover Letter and Informed Consent

April 26, 1996

FIELD(Name)
FIELD(Title)
FIELD(Address)

Dear FIELD(Name):

As a part of my thesis requirements, I am conducting a research study entitled "Continuing Eligibility: A Reason for Change." The purpose of this study is to determine how the NCAA continuing eligibility rules affect the academic choices and the educational enhancement of the "well-intentioned" student-athlete and what exceptions and adaptations should be made so that this type of student-athlete is not punished by the system when no wrongful intent exists.

I am surveying a sample of individuals in your position at all member institutions in your conference. I request that you take some time to complete and return the attached questionnaire as a contribution to this study and our professional field. It is important to get the opinions of individuals in your position to provide the pertinent information needed because you best understand the problems of these NCAA eligibility guidelines. Your participation will serve to benefit this field as this study will hopefully shed some light on some of the problems with continuing eligibility that face the "well-intentioned" student-athlete and the junior-college transfer, and may propose a call for reform. Please look over the questionnaire and if you feel there is someone else in your athletic department who can better answer these questions, please pass the survey along to him/her and request its timely completion and return.

There will be no risks involved in completing this questionnaire and total confidentiality will be maintained. Your responses will remain confidential throughout the study as each survey will be assigned a number and individual, university, or conference names will **not** be used. These questionnaires will remain in a locked filing

cabinet in my office at the University of Tennessee Women's Athletic Department Academic Support office. Your participation is completely voluntary; refusal to participate will involve no penalty, and you may discontinue participation at any time. The questionnaire will take approximately 30-45 minutes to complete, depending on how in-depth your responses are. **Your completion and return of this questionnaire will serve as your informed consent.**

If you have any questions, please feel free to contact me at: The University of Tennessee Women's Athletic Department, 117 Stokely Athletics Center, Knoxville, TN, 37996 or at (423) 974-4275. You may also contact my advisor, Dr. Patricia A. Beitel, at: The University of Tennessee, Sport and Physical Activity Unit, HPER Building, Knoxville, TN, 37996 or at (423) 974-5111.

I thank you for your cooperation and your contribution to my thesis. Your responses are vital to this study and I appreciate your time and effort.

Sincerely,

Louise L. Ericson
M.S. Candidate in Sport Administration
and Graduate Assistant in Academic Support Services
Women's Athletic Department

Patricia A. Beitel, Ed.D.
Professor and Advisor

# VITA

Louise Ericson, a native of Nashville, TN, attended Guilford College in Greensboro, NC, and Belmont University in Nashville, TN, where she was a two sport athlete. In May, 1994, she graduated with a Bachelor of Science degree in Physical Education while minoring in Business Administration. She completed her teacher certification in December, 1994 and then pursued an internship with Vanderbilt University Athletic Department in Student Life and Academic Support Services. In the summer of 1995, Louise accepted a two year graduate assistant position with The University of Tennessee Women's Athletic Department Office of Academics and Student Life. She will graduate with a Master of Science degree in Human Performance and Sport Studies (Sport Administration concentration) in May, 1997 and will pursue a full time career in athletic academic advising.