

Academic Integrity

Self-Study Report, Evaluation, and Plans for
Improvement

The University at Buffalo Self-Study Report on NCAA
Certification

August 27, 2002



University at Buffalo
The State University of New York

SELF-STUDY INSTRUMENT

ACADEMIC INTEGRITY

Previous Certification Self-Study

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

There were no "corrective actions," or "conditions for certification," or "strategies for improvement" imposed by the Division I Committee on Athletics Certification related to academic integrity in the previous self-study. In all operating principles the University was classified as in conformity.

Two concerns raised by the NCAA committee were the ratio of student-athletes/advisors and the upper limit of 100 for special admission students. These items are addressed more specifically in the section on academic support. The ratio is much more positive at this point; the number of special admissions is considerably below the 100 student limit and will likely stay well below this limit.

In the previous NCAA Self-Study (1995) several issues were raised regarding academic support to student-athletes. Listed below are those issues that were identified to be of significant concern and the action taken by the University and the Division of Athletics in response:

- Changing General Education requirements and the resulting confusion assumed a greater need for academic support.

General Education requirements were in transition at the time of the previous self-study (1995), and have since stabilized as is outlined in the University's Undergraduate Catalog (2001-2002), pgs. 24-27, ([Attachment 21](#)). To meet the changing needs of student-athletes, the Office of Athlete Academic Services has grown to four full-time and three part-time Graduate Student Academic Advisors.

- The students and advisors need a system to readily evaluate the effects of a change in majors on the student-athletes' academic progress. The anticipated development of a Degree Audit Reporting System (D.A.R.S.), which is expected to provide greater access to students and advisors with degree progress information, will address this issue when it is completed.

The Degree Audit Reporting System (DARS) has been implemented and is of tremendous assistance to students and advisors. The program provides a printout on demand via the University's website outlining the student's academic progress toward the University's major requirements. This information is essential in determining a student's academic standing and NCAA compliance (*Attachment 2-2*).

- The scheduling process needs to be streamlined to allow for efficient course registration. It is expected that when the proposed "touch tone" telephone registration procedure is completed, it will improve the course registration for student-athletes.

A touch-tone system of course registration, Billing, Inquiry, Registration, Drop/Add (BIRD), has been in use for several years and has recently been complemented with a web based registration system, Student Online Access to Records (SOAR). Both systems have been successful in smoothing out the course registration process. Student-athlete course registration each semester is further aided by priority registration, which helps produce schedules that minimize the conflict between team practice, travel, and competition (*Attachment 2-3*).

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process in the academic integrity area. Also, describe any additional plans for improvement/recommendations developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification. Specifically include: (a) the original plan; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completions.

Based on the previous self-study, the availability of and use of study tables was evaluated. While study-table requirements remain largely with the coach, generally all new students are required to attend regularly their first semester. Additionally, student-athletes determined to be academically "at risk" are required to attend. While study-table locations may vary, they are largely held in room 94 Alumni Arena and at the Stadium in the football team room. The Division of Athletics has developed plans (*Attachment 2 -4*) for the expansion of and the upgrading of study-table space and the computer lab.

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

None required.

Operating Principle

2.1 Academic Standards: The Association's fundamental principles indicate that an intercollegiate athletics program shall be designed and maintained as a vital component of the institution's

educational system, and student-athletes shall be considered an integral part of the student body. Consistent with this philosophy, the institution shall demonstrate that:

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

Self Study Items

1. Describe the process by which student-athletes are admitted to your institution, and compare it to the process for admitting students generally. Give careful attention to key decision points (e.g., establishment of admissions criteria, approval of special admissions) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the athletics department plays (if any) in the admissions process for student-athletes.

The avenues of entry to undergraduate status at the University at Buffalo include the following:

- Regular freshman admission;
- individualized admission (special consideration);
- Educational Opportunity Program admission;
- transfer admission; and
- international admission.

Student-athletes are considered for admission through each of these categories. Each has distinguishing application and credentials requirements. The Office of Admissions management staff coordinates the admission of student-athletes, regardless of entrance category. Representatives of the Division of Athletics distribute applications to recruited student-athletes, but do not participate in the admissions review process. The Office of Admissions receives all completed applications and official transcripts.

Regular Freshman Admission

Applicants for regular freshman admission are considered based on a simultaneous evaluation of three scholastic measures: cumulative high school average through the junior year, percentile rank in class through the junior year, and standardized test score results (SAT

or ACT). Selection begins with a competitive ranking of all complete applications. A minimum ranking value for acceptance is established based on the quality of the applicant population and the overall enrollment objective for that particular cycle. Individual admissions officers are responsible for reviewing applicants from the specific set of high schools assigned to them. They pay particular attention to applicants whose credentials place them around the established minimum ranking value.

Individualized (Special Consideration) Admission

The Individualized Admission process will be described in response to question number 3.

Educational Opportunity Program Admission

The Educational Opportunity Program provides an avenue for admission and means of support for New York State residents whose educational, financial, and cultural background would otherwise prevent them from enrolling at the University at Buffalo. Applicants must demonstrate potential for academic success and document financial eligibility.

EOP cannot admit students who would be eligible under the University's regular admissions criteria. Academic acceptance criteria for EOP are reviewed each year based on enrollment objectives and the quality of the applicant pool. Current acceptance criteria fall into three ranges: EOP freshman applicants with high school averages of 80 or higher, and SAT combined scores of at least 830, are academically acceptable. Those with high school averages of less than 77, and SAT scores of less than 800, are denied. Those who fall between these limits are considered by a committee composed of representatives from the Office of Admissions and EOP. Student-athletes who satisfy both academic and financial requirements may be admitted through the Educational Opportunity Program.

Each year, the University at Buffalo's Educational Opportunity Program enrolls between 200 and 210 first-year students from a pool of approximately 2,000 applicants; of the 200-plus enrolled, only two or three per year are student-athletes.

EOP students in general, but student-athletes in particular, have access to all services available to other athletes, and additional services available to EOP students. These services include an EOP counselor and EOP monitors. In addition, all EOP student-athletes are required to attend the summer transition program, which is optional for other EOP students.

Transfer Admission

Transfer students may be considered for admission to the University at Buffalo following completion of 24 semester hours of college-level work at an accredited college or university, and if they have achieved a cumulative grade point average of 2.0 or higher. Transfer applicants with fewer than 24 semester hours are considered based upon evaluation of both their high school records and all prior college-level coursework. Student-athletes with previous college work must meet the criteria, e.g. regular freshman, individualized or EOP admission, for transfer admission to the University.

International Admission

International students are applicants who are not U.S. citizens or permanent residents. For admission, the University at Buffalo looks for strong academic achievement in secondary school or previous college or university coursework. In addition, non-native English speakers must provide proof of language proficiency as evidenced by a minimum score of 213 (computer)/550 (paper) on the TOEFL (Test of English as a Foreign Language) or a 6.5 overall band score on the IELTS (International English Language Testing System). Federal Immigration and Naturalization Service regulations stipulate that the University verifies the applicant's ability to meet all financial obligations for the duration of the intended degree program. If a student seeking a student visa is admitted, financial documentation must be provided to International Admissions for preparation of the Certificate of Visa Eligibility. Student-athletes who are international students must satisfy both academic and financial requirements.

2. Compare the admissions profiles of student-athletes who received athletes grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years: average standardized test scores for freshman student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I graduation rates disclosure form) and for all entering freshmen students (by gender and by racial or ethnic group). [Note: Use Attachment No. 1 and the graduation-rates disclosure form methodology to compile these data.]

During the three years under study (1998-1999, 1999-2000, and 2000-2001), the academic profiles for student-athletes were generally comparable to, although slightly lower than, the profile of the entire entering class. The amount of variability by gender and by race was negligible. (See [Attachment 2-5a](#), “Standardized Test Scores by Gender for Freshman Students Generally and Freshman Student-Athletes on Athletics Aid;” [Attachment 2-5b](#), “Standardized Test Scores by Racial or Ethnic Group for Freshman Students Generally and Freshman Student-Athletes on Athletics Aid;” and [Attachment 2-5c](#), “GPA and Test Scores by Sport Group for Freshman Student-Athletes on Athletics Aid.”) As noted regarding the table below (self-study item 3b) there was a statistical difference between male student-athletes and the student body in general. We were unable to do a similar statistical analysis to compare sports due to the low number of athletes in each sport.

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

Freshman applicants, including recruited student-athletes, who fail to meet regular admissions minimum requirements may be admitted through the Individualized Admissions Program. Additional consideration may be given to creative or performing arts talent that is related to their intended major, demonstrated leadership abilities, or abnormal circumstances affecting high school performance. University faculty in the appropriate academic department, based on portfolio or audition results, evaluate creative or performing art talent.

Leadership and circumstance cases are developed with assistance from a UB Admissions advisor.

The University's Faculty Senate has approved a policy permitting the admission of student-athletes who fail to meet regular freshman admission criteria, provided they satisfy NCAA Division I initial eligibility requirements. The Division of Athletics refers recruited student-athletes to the Office of Admissions. The Assistant Director of Admissions evaluates the transcripts of these students to confirm completion of the NCAA established core curriculum, and required grades and standardized test scores. There are no exceptions below the NCAA minimum requirements.

3. b. Compare and explain any differences between the percentage of freshman student-athletes receiving athletics aid who were admitted through any of the processes described in part (a) above and the percentage of freshman students generally who were so admitted. Provide these comparative data for the three most recent academic years. For the student-athlete data, information should be displayed for each of the sport groups, organized by year, and listed in the NCAA Division I Graduation-Rates supplemental form. [Note: Use Attachment No. 2 to compile these data.]

Most student-athletes are admitted through the University's Regular Admissions process. For those student-athletes who are admitted through Individualized Admissions, the University's Individualized Admissions Program uses the NCAA criteria for determination of admission status. These criteria, published in the NCAA handbook, indicate that the student must have completed a core of 13 courses, must have an acceptable average based on these courses, and must meet standardized test score criteria. When the University's Office of Admissions receives approval for a student-athlete from the NCAA, the student's name is then placed in the "can be considered for admission" category.

In order to provide additional data-driven discussion materials for this report, the UB Office of Institutional Analysis examined the pre-admission academic performance (i.e., SATs and high school grades) among 9,376 UB undergraduates scholar-athletes and non-athletes. These undergraduates were enrolled as first-time freshmen in academic years 1998-99 through 2000-01. Student-athletes were identified as those receiving partial or full athletic grant-in-aid according to the Division of Athletics' NCAA compliance reports.

Overall, non-athletes scored significantly higher than athletes on both sections of the SAT and on high school rank in academic years 1998-99 and 1999-2000. In 2000-2001, however, only the better performance of non-athletes on the verbal SAT reached a marginal statistical significance. Otherwise the two groups did not differ. This pattern suggests a move toward greater academic parity between athletes and non-athletes: athletes have raised their scores, while non-athletes have maintained theirs.

As the chart below indicates, female scholar-athletes and non-athletes were statistically similar in their high school and SAT performance. Male non-athletes had significantly better scores on the verbal and math SATs and higher class ranks. These statistically significant differences were mirrored by practically significant ones in the total sample. The pattern of

statistical significance did not change over the three years surveyed, although in practical terms male athletes narrowed the performance gap in 2000-2001.

	Mean		Statistical Significance	p
	Non-Athletes	Athletes		
	(n=4870)	(n=97)		
Men				
SAT Verbal	548	491	√	<.001
SAT Math	586	518	√	<.001
SAT Composite	1134	1014	√	<.001
HS Average	87	86		.367
HS Rank	71	54	√	<.001
Women	(n=3999)	(n=75)		
SAT Verbal	538	511		.084
SAT Math	542	531		.580
SAT Composite	1080	1045		.595
HS Average	89	88		.331
HS Rank	75	65		.061

Data compiled by David Cook, Assistant Director, Office of Admissions and analyzed by Jeff Dutton, Vice Provost for Institutional Analysis.

Among men’s sports carrying at least five athletic grants, football was associated with the lowest SATs and high school ranks. Male non-athletes showed stronger academic performance than men in each sport except track and swimming.

In the preliminary analyses of underrepresented minorities, athletes and non-athletes did not differ statistically on SATs or high school averages. However, due to the small number of minority scholar-athletes at UB, it is unclear whether our sample would have been adequate to find any difference.

Although a substantial overall performance gap exists between male athletes and non-athletes in our sample, our data suggests that it may continue to diminish or even disappear within the next few academic years. Clearly UB is working hard to maintain parity in the academic admission requirements of athletes and non-athletes, as per Division 1A regulations. Nonetheless, extension of this analysis over the coming years is warranted, if only to address internally any gender or race related differences between athletes and non-athletes.

Attachment 26, “Special Admissions Information for Freshman Students Generally and Freshman Student-Athletes on Athletics Aid by Year,” is appended.

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

2-4 Transfers

- 1) Place on Institution Request List (IRL) to determine qualifier status with the NCAA Clearinghouse.
 - a) If they were a qualifier they need:
 - i) two semesters at junior college
 - ii) 12 hours for every semester enrolled
 - iii) minimum of 24 hours
 - iv) 2.0 GPA
 - b) If they were NOT a qualifier they need:
 - i) minimum of 2.0 GPA
 - ii) at least three semesters at junior college
 - iii) minimum of 48 hours
 - iv) A.A. degree
 - v) 25% of degree completed if the Prospective Student-Athlete (PSA) is entering 5th semester of enrollment (35% for football)
- 2) Coach needs to verify that PSA has applied to UB.
 - a) Coach should contact Admissions to ensure the PSA is "flagged" as an athlete.
 - b) verify that student has been accepted to UB
- 3) Coach and Office of Compliance need to follow up with the PSA:
 - a) final transcript with spring grades
 - b) proof of AA OR letter from registrar of junior college stating that AA has been received (if needed)
- 4) The Office of Compliance forwards names, person numbers and sport of all transfer PSA's to Scholarship and Eligibility Coordinator in Undergraduate Education for continuing eligibility certification.
 - a) scholarship and Eligibility Coordinator in Undergraduate Education forwards evaluations to Faculty Athletic Representative
 - b) faculty Athletic Representative reviews the evaluations and forwards them to the Office of Compliance
- 5) The compliance office enters all continuing eligibility information for transfer student-athletes into CA4.
 - a) If the PSA is entering in spring semester, the Head Coach must submit a roster addition form.
 - b) verify seasons used at junior college
- 6) *Once the student-athlete arrives for the first day of classes, go to [Paperwork for issuance of final official roster \(Attachment 2-7\)](#).*

4-4 Transfers

- 1) The coach requests a transfer release from UB Compliance Office. Office of Compliance will fax the release to the desired institution.
 - a) *when the transfer release arrives from another institution, make a copy for coach and file in release folder

- 2) Review the questions on transfer release:
 - a) Was the Prospective Student-athlete (PSA) an athlete at the previous institution?
 - b) Were they a qualifier for NCAA?
 - c) How many seasons did they use?
 - d) Were they in good academic standing at previous institution?
 - e) Did they meet satisfactory progress?
 - f) Did they sign a National Letter of Intent?
 - g) Has the UB coach been granted permission to contact student?
 - h) Has there been a release from residency requirement? (Football/Men's Basketball N/A)
 - i) ** Four year to four-year basketball/football transfers always must complete one year in residence before being eligible for competition.
- 3) Determine eligibility based on which transfer exception student falls under (if any)
- 4) The coach needs to verify that PSA has applied to UB.
 - a) coach should contact Admissions to ensure the PSA is "flagged" as an athlete
 - b) verify that student has been accepted to UB
 - c) coach should follow up to ensure PSA has sent final transcripts
- 5) The Office of Compliance must follow up at the end of the semester immediately prior to transfer to verify the student's eligibility with the previous institution information once grades from that semester have been reported.
- 6) re-review the release to determine which transfer exception (if any) the student meets
- 7) Office of Compliance forwards names, person numbers and sport of all transfer PSA's to Scholarship and Eligibility Coordinator in Undergraduate Education for continuing eligibility certification
 - a) Scholarship and Eligibility Coordinator in Undergraduate Education forwards evaluations to Faculty Athletic Representative
 - b) Faculty Athletic Representative reviews the evaluations and forwards them to the Office of Compliance
- 8) The Compliance office enters all continuing eligibility information for transfer into CA4.
 - a) If the PSA is entering in spring semester, the Head Coach must submit a roster addition form.
- 9) *Once the student-athlete arrives for the first day of classes, go to [Paperwork for issuance of final official roster](#).*

4-2-4 Transfers

- 1) The coach should verify that the student has applied to UB.
 - a) coach must have Admissions flag student as an athlete
- 2) Prospective Student-athletes (PSA) must have final transcripts sent to UB Admissions from junior college and from four-year institution.
- 3) The Compliance Coordinator must verify that PSA meets the requirements for a 4-2-4 transfer:

- a) *helpful for coaches to submit copies of transcripts directly to Compliance Coordinator for preliminary review
 - i) requirements:
 - (1) minimum of 24 hours at Junior College
 - (2) one calendar year since he/she has left four-year school
 - (3) graduated from Junior College
 - (4) If PSA does not meet the requirements, he/she must meet one of the exceptions listed in bylaw 14.5.6.1.
- 4) The Office of Compliance forwards names, person numbers and sport of all transfer PSA's to Scholarship and Eligibility Coordinator in Undergraduate Education for continuing eligibility certification
 - a) Scholarship and Eligibility Coordinator in Undergraduate Education forwards evaluations to Faculty Athletic Representative
 - b) Faculty Athletic Representative reviews the evaluations and forwards them to the Office of Compliance
- 5) The Compliance Coordinator will review continuing eligibility certification to ensure the PSA meets all requirements of a 4-2-4 transfer or meets one of the exceptions
- 6) The Compliance office enters all continuing eligibility information for transfer into CA4
 - a) If the PSA is entering in spring semester, the Head Coach must submit a roster addition form.
- 7) *Once the student-athlete arrives for the first day of classes, go to [Paperwork for issuance of final official roster](#).*

International Transfers

- 1) All international transfers (students coming from international colleges) are considered four-year college transfers for NCAA regulations. No transfer release is needed.
- 2) Prospective Student-Athletes (PSA) must send all transcripts to UB International Admissions.
 - a) coach must request the PSA to be flagged as an athlete with International Admissions
- 3) coach must follow up to with International Admissions to ensure PSA meets UB admission standards for international transfers
- 4) Office of Compliance will determine eligibility based on four-year college transfer requirements
 - a) generally, international transfers will meet the One Time Transfer Exception, bylaw 14.5.5.2.10.
- 5) The Office of Compliance forwards names, person numbers, and sport of all transfer PSAs to Scholarship and Eligibility Coordinator in Undergraduate Education for continuing eligibility certification.
 - a) Scholarship and Eligibility Coordinator in Undergraduate Education forwards evaluations to Faculty Athletic Representative
 - b) Faculty Athletic Representative reviews the evaluations and forwards them to the Office of Compliance

- 6) The Compliance office enters all continuing eligibility information for transfer into CA4.
 - a) If the PSA is entering in spring semester, the Head Coach must submit a roster addition form.
 - b) If the student-athlete is an international student, he/she must fill out the International Student Questionnaire prior to practice and competition.
 - c) verify seasons used at the foreign institution, if applicable.
- 7) *Once the student-athlete arrives for the first day of classes, go to [Paperwork for issuance of final official roster](#).*

Paperwork for Issuance of Final Official Roster

- 1) Prior to practice and competition, the Office of Compliance must verify all student-athletes are enrolled full time (minimum 12 credit hours). During the first week of classes, student-athletes may practice but not compete if they are enrolled in less than 12 credit hours.
- 2) All student-athletes must attend an NCAA squad meeting to sign required UB and NCAA forms BEFORE ANY PRACTICE ACTIVITY.
 - a) If the student-athlete is an international student, he/she must fill out the International Student Questionnaire prior to practice and competition.
- 3) The Office of Compliance will then provide each coach with an official roster and memo stating which student-athletes, if any, are ineligible for practice and competition.
 - a) a copy of the roster is sent to Athletic Communications
 - b) a copy of the roster is sent to Office of Athlete Academic Services
 - i) *It is the responsibility of the coach to review this roster carefully and notify the Office of Compliance with any changes or discrepancies.*
- 4) Affirmation of Eligibility, Squad Lists and Eligibility Checklists:
 - a) The Office of Compliance will generate a Student-Athlete Affirmation of Eligibility form for each sport which will list all of the students who signed the Student-Athlete Statement and the Drug Testing Consent Form. This list must be signed by both the coach and Director of Athletics prior to the first competition.
 - b) The squad lists must be printed, reviewed by the Office of Compliance, and signed by the Faculty Athletic Representative, the Compliance Director, and the Financial Aid Coordinator. A copy of all squad lists goes to the Mid-American Conference prior to the first date of competition. A copy must also be filed in the current academic year sport folder.
 - c) Eligibility checklists must be printed, reviewed by the Office of Compliance, and signed by the Compliance Director, and the Compliance Coordinators. A copy of all eligibility checklists goes to the Mid American Conference prior to the first date of competition. A copy must also be filed in the current academic year sport folder.

As is noted in the aforementioned procedures, the information certified on the *Continuing Eligibility Progress Worksheet* is also utilized by the FAR and the Compliance Coordinators for certification of transfer credit and percentage of degree requirements necessary for transfer certification. The academic and satisfactory progress standing of each student-athlete is determined by the Scholarship and Eligibility Coordinator and approved by the

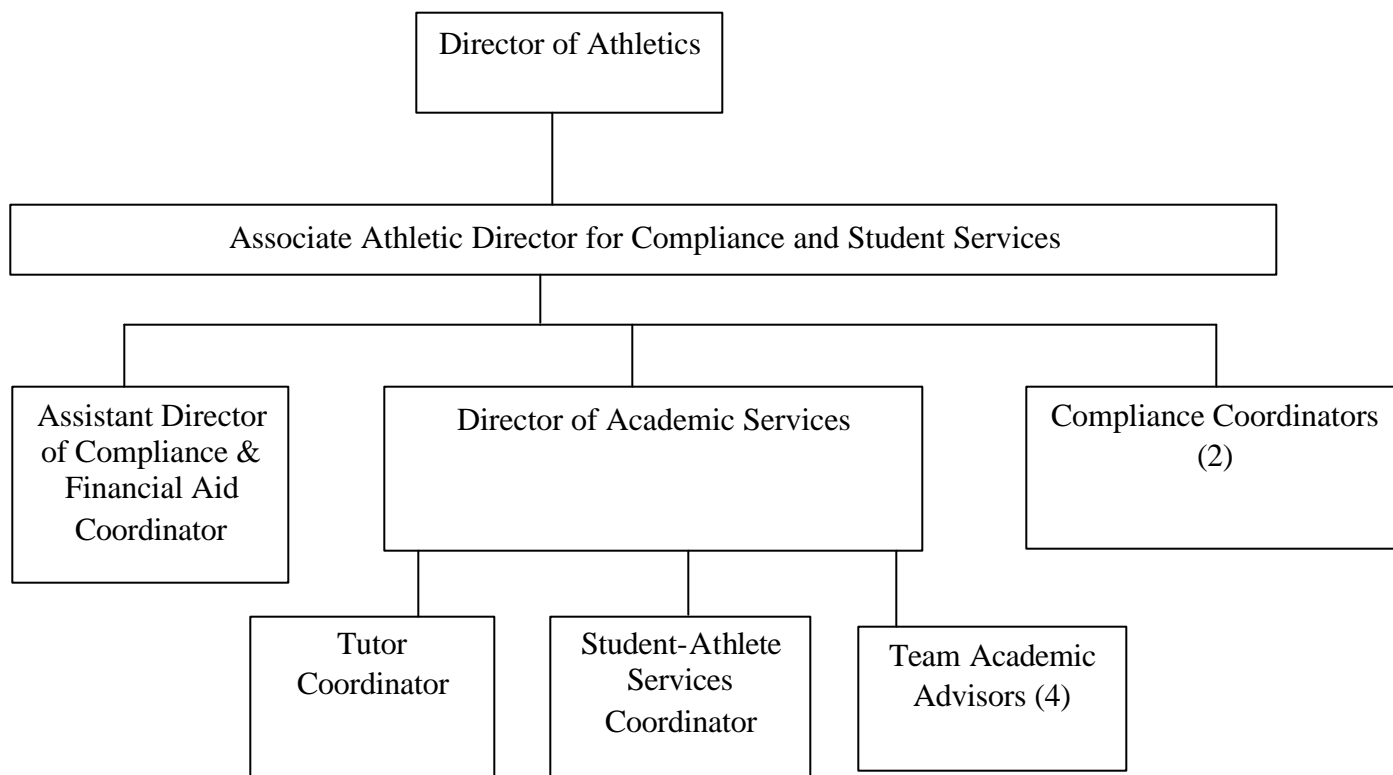
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 - a) a copy of the roster is sent to Athletic Communications
 - b) a copy of the roster is sent to Office of Athlete Academic Services
 - i) *It is the responsibility of the coach to review this roster carefully and notify the Office of Compliance with any changes or discrepancies.*
- 4) Affirmation of Eligibility, Squad Lists and Eligibility Checklists:
 - a) The Office of Compliance will generate a Student-Athlete Affirmation of Eligibility form for each sport which will list all of the students who signed the Student-Athlete Statement and the Drug Testing Consent Form. This list must be signed by both the coach and Director of Athletics prior to the first competition.
 - b) The squad lists must be printed, reviewed by the Office of Compliance, and signed by the Faculty Athletic Representative, the Compliance Director, and the Financial Aid Coordinator. A copy of all squad lists goes to the Mid-American Conference prior to the first date of competition. A copy must also be filed in the current academic year sport folder.
 - c) The eligibility checklists must be printed, reviewed by the Office of Compliance, and signed by the Compliance Director, and the Compliance Coordinators. A copy of all eligibility checklists goes to the Mid American Conference prior to the first date of competition. A copy must also be filed in the current academic year sport folder.

As is noted in the aforementioned procedures, the information on the *Continuing Eligibility Progress Worksheet* is determined by the Scholarship and Eligibility Coordinator and certified by the Faculty Athletics Representative. The Faculty Athletics Representative is the final signatory regarding academic standing at UB. The Compliance Coordinators review this academic standing as well as all other requirements necessary to certify a student-athlete for practice and competition. The FAR, in cooperation with the Compliance Coordinator, has final signature authority on official eligibility squad lists.

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



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

- a. The specific academic support services offered to student-athletes (if any);
- b. Any policies that govern which students can use these services;
- c. The mechanisms by which student-athletes are made aware of these services;
- d. The mechanism for periodic review and approval by academic authorities outside athletics of these services.
 - Academic Advising - Course selection, class scheduling, degree program assistance, priority registration.
 - Tutoring - Availability, procedures and criteria for obtaining assistance; assignment, qualifications, training, experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.
 - Success Skills - Study skills, note and test taking, writing and grammar skills, time management skills.
 - Study hall - Availability, facilities, policy for mandatory attendance.
 - Freshman/transfer orientation - Availability, attendance requirements.
 - Academic progress monitoring and reporting - Individual's responsibility, frequency, procedures for periodic grade and attendance checks

Evaluation and Plan for Improvement

Given the responses to the self-study items on the previous page, complete the responses below to: (1) indicate (with a yes or no) whether each part of the operating principle exists in the athletics program, and (2) evaluate whether the activities of the athletics program are in substantial conformity with the operating principle as a whole. [Note: In completing this assessment, make sure that all relevant information from the other three certification areas is considered, given that some overlap does exist.]

Where the institution concludes in its evaluation that it does not conform to the operating principle as a whole or to any particular element(s) of the operating principle [as indicated by a "Currently No" response to the element(s)] or that problems or deficiencies exist in this area, outline the institution's specific plans for improvement, which include/meet the following required elements: (a) in writing, (b) developed through broad-based campus participation, (c) issues/problems identified in the self-study, (d) measurable goals the institution intends to attain to address the issues/problems, (e) step(s) to achieve the goals, (f) the specific timetable for completing the work, (g) individuals/offices responsible for carrying out the actions, (h) institutional approval, and (i) means for funding. [Note: Please see Appendix A, Page 51 for an example format outlining all required elements of a plan.]

2.1 Academic Standards.

	Currently Yes	Found on Page(s)	Currently No	If Currently No or If Deficiencies Exist, Indicate Improvement Number
Does the institution demonstrate that: a. The institution admits only student-athletes who have reasonable expectations of obtaining academic degrees?	X	51 – 53		
(1) If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, the contrast is analyzed and explained by appropriate institutional authorities?	X	53 – 55		

(please see following page)

	Currently Yes	Found on Page(s)	Currently No	If Currently No or If Deficiencies Exist, Indicate Improvement Number
(2) If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, this disparity is analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities?	X	61 – 62		
b. Academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher?	X	51 – 53, 62		
c. The responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally?	X	51 – 54, 56- 61		

	Yes	No
On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.1 (Academic Standards)?	X	

[Note: The institution should not indicate "yes" regarding conformity with the operating principle as a whole unless it has indicated "Currently Yes" for each element of the operating principle or has below a plan to address any "Currently No" response to any element(s) of the operating principle.]
 (please see following page)

2.2 Academic Support

	Currently Yes	Found on Page(s)	Currently No	If Currently No or If Deficiencies Exist, Indicate Plan For Improvement Number
Does the institution demonstrate that:				
a. Adequate academic support services are available for student-athletes?	X	63 – 67		
b. Student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing?	X	63 – 67		
c. When it is determined that student-athletes have special academic needs, these needs are addressed?	X	66 – 67		
d. The support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics?	X	64		

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

Yes	No
X	

[Note: The institution should not indicate “yes” regarding conformity with the operating principle as a whole unless it has indicated “Currently Yes” for each element of the operating principle or has below a plan to address any “Currently No” response to any element(s) of the operating principle.]

(please see following page)

2.3 Scheduling

	Currently Yes	Found on Page(s)	Currently No	If Currently No or If Deficiencies Exist, Indicate Plan For Improvement Number
Does the institution demonstrate that written policies are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.12?	X	67		

	Yes	No
On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.3 (Scheduling)?	X	

[Note: The institution should not indicate "yes" regarding conformity with the operating principle as a whole unless it has indicated "Currently Yes" for each element of the operating principle or has below a plan to address any "Currently No" response to any element(s) of the operating principle.]

(please see following page)

Academic Integrity Institutional Plan for Improvement

Plan #	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officer Responsible for Implementation	Specific Timetable for Completing Work	Approval of goal from Institutional Authority
2.1	The entrance scores of male athletes are lower than for non-athletes in general.	Since graduation rates are the measure of academic success, and since the graduation rates for athletes are not different from the general student body, this difference in entrance scores does not seem to be a problem. Nonetheless, continued monitoring of entrance scores will allow the Division to monitor this issue.	The use of special admission categories should be monitored.	Associate Athletic Director for Compliance and Student Services .	Since the gap between athlete and non-athlete scores already is becoming narrower, 2 years should be sufficient time to determine if the existing difference significantly affects graduation rates .	Director of Admissions
2.2	The Office of Athlete Academic Services is currently responsible to the Associate Athletic Director for Compliance and Student Services.	The University should review the current structure and consider placement of the Office of Athlete Academic Services within a unit that is consistent with other student advising offices.	The Director of Athletics initiates the review in consultation with the Office of Enrollment and Retention.	Director of Athletics	This should be completed before the beginning of the 2003-2004 academic year.	University President and Provost