

ACADEMIC INTEGRITY
NCAA ATHLETICS CERTIFICATION SELF-STUDY
2004-2005

Operating Principle

2.1 Academic Standards

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

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

Self-Study Items

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

No “corrective actions,” “conditions for certifications,” or “strategies for improvement” were imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision.

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

Based upon item 2.1.1 above, the university was required neither to take action nor to make plans for improvement or recommendations in its first-cycle certification process, relating to Operating Principle 2.1.

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

The 1997 peer-review team recommended that the Department of Intercollegiate Athletics prepare a student-athlete handbook. The department developed a comprehensive *Student-Athlete Handbook and Planner*. Each student-athlete receives an annually updated copy of the handbook at student-athlete orientation. Pertinent information in the handbook is referenced throughout the year during educational programs or team meetings (e.g., academic support, compliance, codes of conduct). Department personnel also receive copies of the handbook.

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

Not applicable, since no interim report was required.

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

The Board of Undergraduate Studies approves admissions criteria for all incoming students each year. These criteria form the blueprint that the Office of Admissions uses when making decisions

for admitting each year's group of freshmen and transfer applicants from a pool of over 10,000 applicants. The Office of Admissions works closely with the deans of each undergraduate college when making admissions decisions, but the Office of Admissions makes most freshman decisions. Admissions decisions for transfer students are made in the office of the dean of the applicant's intended college. The Office of Admissions is charged with coordinating all decisions, and all decision letters are sent from the Office of Admissions. This admissions process is standard for all Marquette freshmen and transfer students, including student-athletes.

The Office of Campus International Programs performs the same functions as the Office of Admissions for any applicant who is not a U.S. citizen or permanent resident of the United States, including prospective student-athletes. The Office of Campus International Programs recruits and admits all international freshmen and transfer students, including prospective student-athletes. These international student applications are subject to Marquette University's standard admissions requirements. Office of Campus International Programs staff are knowledgeable about international educational credentials and therefore are able to scrutinize these documents with regard to Marquette University admissions criteria. In addition, Marquette submits information to the U.S. Department of Homeland Security which issues the documents necessary for admitted international students to demonstrate eligibility to apply for F-1 student visas. If an applicant is transferring from a U.S. post-secondary institution or has graduated from a U.S. high school, the Office of Campus International Programs consults with the Office of Admissions about the application. The Office of Campus International Programs makes the admissions decision for all international applicants.

If a prospective student-athlete does not meet regular admissions standards, a committee composed of the dean of undergraduate admissions, the director of the Educational Opportunity Program, the director of student educational services, and the associate athletics director for academic support and student programs reviews the application. This committee gathers information from the coach and the Department of Intercollegiate Athletics to more completely assess the applicant's potential for success at Marquette. This committee then forwards its admissions recommendation to the dean of the applicant's intended college for a final decision. The committee convenes as needed, when applicants' files are ready for review, meeting about three times per year to review a total of four to seven cases.

As for non-athletics special admits, the Marquette Freshman Frontier Program admits about 100 freshmen; students in this program must complete a summer academic program prior to their enrollment in the fall. The Educational Opportunity Program admits about 75 freshmen who meet TRIO guidelines (federally funded TRIO programs serve low-income, first-generation college students who exhibit academic need); students in this program also complete a summer academic program. Both programs closely scrutinize applicants similarly to the Athletics Special Admits Committee.

2.1.6 Compare the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years: average standardized test scores for freshman student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight

sport groups listed in the NCAA Division I graduation rates disclosure form) and for all entering freshmen students (by gender and by racial or ethnic group).

[Note: Use the supplied charts and the graduation-rates disclosure form methodology to compile these data.]

The data gathered to summarize test scores and GPA indicate that there are no substantial differences between the admissions profiles of student-athletes who received athletics grants-in-aid and all entering students at Marquette University. Although tests of statistical significance were not applied to these data, there additional indicators that suggest student-athletes' profiles are comparable to all entering Marquette students. First, the proportion of student-athletes admitted through special consideration is smaller than the proportion of freshmen so admitted who are not student-athletes. The vast majority of the entering group of student-athletes meet Marquette's admissions standards. Second, Marquette's academic eligibility criteria are more stringent than those of the NCAA, and very few student-athletes are declared ineligible. Further, no student-athletes have been declared ineligible according to NCAA standards during the reporting years. Third, the proportion of student-athletes graduating after six years, as reported to the NCAA, is higher than the non-athlete cohort for each group. See also Attachments I-A, I-B, and II.

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

Each year the Board of Undergraduate Studies, a standing academic affairs committee, consults with the deans of each college to establish university admissions criteria for new student applicants. All regular undergraduate admissions decisions for new students are rendered by the Office of Undergraduate Admissions, which works closely with the deans of the colleges and adheres to the criteria established by the Board of Undergraduate Studies. All transfer student decisions are rendered by the office of the dean of the applicant's respective college. The Office of Undergraduate Admissions is responsible for coordinating the admissions process and for contacting students about their application status.

Non-athlete applicants whose entrance requirements fall below regular admissions norms may be admitted through one of three avenues: through the Educational Opportunity Program; through the Freshman Frontier Program; or through direct appeal to, and at the discretion of, the dean of the college to which the student appealed after denial from the Office of Admissions. The Educational Opportunity Program is a federally funded TRIO program serving low-income, first-generation college students who exhibit academic need. The Educational Opportunity Program maintains a separate and additional admissions process for its students to determine eligibility (per TRIO guidelines) and likelihood of success. Students must apply to the Educational Opportunity Program and interview with an Educational Opportunity Program admissions staff member, who verifies eligibility. Files of applicants meeting program admissions criteria are forwarded to the Educational Opportunity Program admissions committee composed of

Educational Opportunity Program administrative and advising staff members. This committee determines the final entering class for the program based upon academic and non-academic factors (perceived motivation, industriousness, potential, etc.). Students selected for the program are recommended to the dean of admissions for enrollment. The Educational Opportunity Program enrolls 55 to 75 new students each year, varying with program retention and graduation rates to maintain an overall program enrollment of 300.

The Freshman Frontier Program, administered by the College of Arts and Sciences, is a university-sponsored academic support program for an additional 70 to 100 students with admissions qualifications below the university's norms. These students participate in a summer bridge program and receive specialized advising and academic support during their first year at Marquette. The director of the Freshman Frontier Program reviews applications of students who either request enrollment in the program or who are referred by the Office of Admissions. The dean of arts and sciences forwards his admissions decisions to the Office of Admissions, based upon the recommendations of the director of the Freshman Frontier Program. Successful participation in the Freshman Frontier Program is often a condition of enrollment for students who fall outside regular admissions norms.

In rare cases (three to six each academic year), students denied regular admission for academic reasons may appeal that decision. The dean of admissions forwards such appeals to the dean of the applicant's intended college. Each dean determines both the process and criteria and makes the final enrollment decision for these students at his or her discretion.

If a prospective student-athlete does not meet regular admissions standards, a committee composed of the dean of undergraduate admissions, the director of the Educational Opportunity Program, the director of student educational services, and the associate athletics director for academic support and student programs reviews the application. This committee gathers information from the coach and the Department of Intercollegiate Athletics to more completely assess the applicant's potential for success at Marquette. This committee then forwards its admissions recommendation to the dean of the applicant's intended college for a final decision. The committee convenes as needed, when applicants' files are ready for review, meeting about three times per year to review a total of four to seven cases.

The Office of Campus International Programs performs the same functions as the Office of Admissions for any student applicant who is not a U.S. citizen or permanent resident of the United States, including prospective student-athletes. The Office of Campus International Programs recruits and admits all international freshmen and transfer students, including prospective student-athletes. These international student applications are subject to Marquette University's standard admissions requirements. Office of Campus International Programs staff are knowledgeable about international educational credentials and therefore are able to scrutinize these documents with regard to Marquette University admissions criteria. In addition, Marquette submits information to the U.S. Department of Homeland Security which issues the documents necessary for admitted international students to demonstrate eligibility to apply for F-1 student visas. If an applicant is transferring from a U.S. post-secondary institution or has graduated from a U.S. high school, the Office of Campus International Programs consults with the Office of

Admissions about the application. The Office of Campus International Programs makes the admissions decision for all international applicants.

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

The percentages indicated in Attachment 2 may give a misleading impression about Marquette special admits. The number of student-athlete special admits was three of 39 scholarship athletes in 2001-2002, five of 40 in 2002-2003, and four of 38 in 2003-2004. The number of special admit student-athletes has been consistent over the years, never exceeding five in a given year. The following data summarize all special admits between 2001-2002 and 2003-2004.

Group admitting	2001-2002	2002-2003	2003-2004
FFP	68	107	88
EOP	68	71	61
Student-athlete Special Admits	3	5	4
Total Special Admits	139	183	153
All Freshmen	1,665	1,652	1,887
% Special Admit	8.3%	11.1%	8.1%

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

Initial eligibility certification for transfer student-athletes begins with an analysis of the student-athlete's transcripts by the applicant's college to determine transferable credit. Upon completion of this analysis, the Associate Athletics Director for Academic Support and Student Programs, Tom Ford, and the Assistant Athletics Director for Compliance, Danielle Fitzgerald, review the credits accepted to determine if satisfactory progress (eligibility) requirements have been met. Student-athletes are listed on Conference USA squad lists as either eligible or ineligible. All squad lists are reviewed by the Registrar, Anthony Tortorella (will retire January 2005), and the Faculty Athletics Representative, Dr. Greg Naples, before submission to the conference office. Final authority for initial eligibility rests with the Vice Provost for Undergraduate Programs and Teaching, Dr. Margaret Bloom.

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

Continuing eligibility for first- and second-year students is determined by the associate athletics director for academic support and student programs, based on the Academic Principles Agreement transcribed below. Third-, fourth-, and fifth-year students must complete 12 credits per term and maintain a cumulative QPA of 2.0 while meeting NCAA satisfactory progress guidelines. (It should be noted that Marquette determines a student's academic average and his/her eligibility to graduate using a QPA [quality point average] system, rather than a GPA [grade point average] system. Each grade [A through F] earned in a course carries a specified number of quality points. The quality points earned in any given course equal the quality point value of the grade multiplied by the total number of semester hours credited. A student's quality point average is found by dividing the total number of quality points earned by the total number of semester hours credited in those courses for which quality points have been assigned.)

Marquette University Department of Intercollegiate Athletics
Office of the Academic Support and Student Programs

Academic Principles Agreement

All students participating in intercollegiate athletics at Marquette University are expected to make "Satisfactory Progress" towards a degree. While Marquette University, Conference USA, and the NCAA each have specific definitions of minimum progress requirements that must be met in order for student-athletes to compete, student-athletes should understand that the Department of Intercollegiate Athletics intends for all student-athletes to graduate in four years.

To ensure that minimum standards are met and that graduation is pursued, the student-athlete is expected to subscribe to the following academic principles:

- * Student-athletes are expected to complete a minimum of 12 credits in both the fall and spring semesters and earn a QPA of 2.0.
- * Other than absences due to competition, student-athletes are expected to attend all classes.
- * Student-athletes are expected to maintain contact with instructors outside of the classroom to ensure that competition-related absences cause minimal disruption to classroom routine.
- * Student-athletes are expected to consult with the associate athletics director for academic support and student programs regarding academic decisions (i.e., registration, add/drop, emergency absences from class, need for tutoring, declaration of major, etc.).
- * Student-athletes are expected to meet with the adviser assigned by their college.
- * All freshmen, and any other student identified by the associate athletics director for academic support and student programs, are required to attend Athletics Study Hall (**Eagle's Nest**).

* All student-athletes are expected to attend workshops and seminars provided by the department as part of its Eagle Flight Plan.

By signing this document the student-athlete agrees that he or she understands that meeting minimum eligibility standards does not guarantee the privilege of participation in intercollegiate athletics at Marquette University. Student-athletes who fail to adhere to the principles outlined in this agreement will have their eligibility put on a probationary status. Serious infractions relative to these standards can result in suspension of the student-athlete's eligibility to practice or to compete.

Tom Ford - Associate Athletics Director

Student signature / (Date)

end of transcribed form

Continuing eligibility is initially determined by the Associate Athletics Director for Academic Support and Student Programs, Tom Ford, and forwarded to the Assistant Athletics Director for Compliance, Danielle Fitzgerald, for inclusion on Conference USA squad lists. Eligibility information is verified by the Associate Registrar for Records, Helene Graf (will retire February 2005), who consults with individual colleges regarding progress toward degree. The Faculty Athletics Representative, Dr. Greg Naples, and the Registrar, Anthony Tortorella (will retire January 2005), review eligibility lists and forward them to the conference office.

In cases where a student-athlete is declared ineligible, notification of that status is forwarded to the student-athlete; his or her coach; the Intercollegiate Athletics Director, Bill Cords; the Faculty Athletics Representative, Dr. Greg Naples; and the Vice President for Student Affairs, Rev. Andy Thon, S.J. Appeals of eligibility status are reviewed by the Associate Athletics Director for Academic Support and Student Programs, Tom Ford; the Director of Intercollegiate Athletics, Bill Cords; the Faculty Athletics Representative, Dr. Greg Naples; and the Vice Provost for Undergraduate Programs and Teaching, Dr. Margaret Bloom. Details of the appeals process regarding Marquette's eligibility standards are transcribed below.

It should be noted that this appeals process applies only to those student-athletes who do not meet Marquette's standards for eligibility, which are more stringent than those of the NCAA. If a student-athlete does not meet the NCAA's criteria for eligibility, he or she is declared ineligible and may not appeal that decision to Marquette, but may appeal only to the NCAA.

DRAFT

**Marquette University
Office of the Provost**

Student-Athlete Academic Eligibility Appeal Process

1. In order for a student-athlete to engage in the Marquette appeal process to regain eligibility, the student must have fulfilled NCAA eligibility requirements and be in compliance with all other Marquette academic and intercollegiate athletics requirements.
2. The student must first meet with the associate athletics director for academic support and student programs to discuss his or her eligibility status and the appeal process.
3. If the student wishes to proceed with the appeal process, the student must then write a letter to the director of intercollegiate athletics indicating that he or she has met with the associate athletics director for academic support and student programs and explaining the rationale for the appeal. The associate athletics director will write a recommendation to the director of intercollegiate athletics regarding the appeal.
4. The director of intercollegiate athletics will review the student appeal and the recommendation of the associate director for academic support and student programs and will write a recommendation of his own. The two recommendations and a request for a consideration of the matter are forwarded to the vice provost for undergraduate programs and teaching with a copy to the faculty athletics representative. The faculty athletics representative provides a separate recommendation to the vice provost.
5. If there is no consensus among the four individuals on the appeal recommendation, then there will be further discussion among the four; the vice provost has authority to make the final decision.
6. The vice provost then will send a letter to the student-athlete informing him or her of the appeal decision. The vice provost may also choose to meet with the student to further explain the decision. If a student's eligibility is reinstated, the vice provost will so inform the registrar.

Revised draft 7/30/04
THW

end of transcribed section

The following data about student-athlete academic probation and eligibility show Marquette's academic progress status for the three reporting years (six semesters). (It should be noted that first- or second-year students with less than a 2.0 QPA brought on by extenuating circumstances, as determined by the associate athletics director for academic support and student programs, may be placed on probation. Student-athletes who are on probation are not declared ineligible and do not need to file an appeal.)

2001-2002

Fall 2001
Probation: 4
Ineligible: 3

Spring 2002
Probation: 1
Ineligible: 6
Successful appeals: 0 (2 regained eligibility after summer)

2002-2003

Fall 2002
Probation: 4
Ineligible: 3
Successful appeals: 1

Spring 2003
Probation: 2
Ineligible: 2

2003-2004

Fall 2003
Probation: 3
Ineligible: 3

Spring 2004
Probation: 2
Ineligible: 2
Successful appeals: 0 (1 regained eligibility after summer)

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

Statistics supplied to the NCAA for the past three years (2001-2002, 2002-2003, and 2003-2004) indicate no significant difference between the graduation rate for Marquette students generally and the graduation rate for Marquette student-athletes.

<u>Freshman Class</u>	<u>All students</u>	<u>Student Athletes</u>
1994-95	74%	77%
1995-96	74%	85%
1996-97	76%	74%

Further, we note with pride the GPAs of our various athletics teams as detailed in the memorandum transcribed below. The associate athletics director for academic support and student programs monitors student-athletes' progress toward graduation with the faculty athletics representative; their summary of 2003-2004 team GPAs to Conference USA appears below:

May 28, 2004

TO: Noreen Morris, Conference USA
 FROM: Tom Ford, Marquette University
 SUBJECT: Team/Institutional GPAs

Listed below are team and institutional GPAs. Attached are team rosters with GPA information.

WOMEN'S TRACK

Fall Semester GPA: 3.226
 Spring Semester GPA: 3.300
 Annual GPA: 3.283

WOMEN'S CROSS COUNTRY

Fall Semester GPA: 3.325
 Spring Semester GPA: 3.272
 Annual GPA: 3.299

MEN'S TRACK

Fall Semester GPA: 3.063
 Spring Semester GPA: 3.146
 Annual GPA: 3.105

MEN'S CROSS COUNTRY

Fall Semester GPA: 2.931
 Spring Semester GPA: 2.942
 Annual GPA: 2.937

WOMEN'S SOCCER

Fall Semester GPA: 3.318
 Spring Semester GPA: 3.350
 Annual GPA: 3.334

MEN'S GOLF

Fall Semester GPA: 2.994
Spring Semester GPA: 3.019
Annual GPA: 3.007

WOMEN'S TENNIS

Fall Semester GPA: 3.088
Spring Semester GPA: 3.208
Annual GPA: 3.148

WOMEN'S VOLLEYBALL

Fall Semester GPA: 2.914
Spring Semester GPA: 3.020
Annual GPA: 2.967

MEN'S TENNIS

Fall Semester GPA: 3.193
Spring Semester GPA: 3.119
Annual GPA: 3.156

MEN'S BASKETBALL

Fall Semester GPA: 2.304
Spring Semester GPA: 2.562
Annual GPA: 2.433

WOMEN'S BASKETBALL

Fall Semester GPA: 2.873
Spring Semester GPA: 2.797
Annual GPA: 2.835

MEN'S SOCCER

Fall Semester GPA: 2.677
Spring Semester GPA: 2.813
Annual GPA: 2.742

INSTITUTIONAL GPA

Fall Semester GPA: 3.015
Spring Semester GPA: 3.084
Annual GPA: 3.050

cc: Bill Cords
Greg Naples

end of transcribed report

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

Information to be available for review by the peer-review team, if requested:

- *A copy of the institution’s most recent catalog.*
- *A copy of the institution’s standard or regular, published entrance requirements, including the provisions under which students may be admitted by special exception to the institution’s standard or normal entrance requirements.*
- *Information regularly reported to the chief executive officer, faculty senate or director of athletics concerning the academic performances of sports teams (if any).*
- *All student-athlete eligibility files (including, when appropriate, final high-school transcripts, high schools’ lists of approved core courses, and final certification reports, verification of standardized test scores, NCAA student-athlete statements, institutional transcripts, transfer documentation).*
- *Information from exit interviews of student-athletes.*
- *Policies and procedures for the department of intercollegiate athletics (if available).*
- *University catalog/bulletin.*
- *Athletics department manual.*
- *Student-athlete handbook.*
- *Institutional handbook for students.*

The university requires that students maintain a minimum cumulative quality point average (QPA) of 2.000 to avoid academic censure (up to and including academic dismissal). In addition to this minimum, many colleges and programs have established more rigorous QPA expectations for their students seeking degrees. In order to be awarded a degree from the university in their major or program, all students, including student-athletes, must fulfill the academic requirements of their college and program. No exceptions to the regular standards and policies for good academic standing are made for student-athletes; the same standards apply to student-athletes that apply to the general student body. These academic standards and policies are set forth in the various documents requested to be available to peer reviewers during their visit. The documents are all available from the associate athletics director for academic support and student programs, in Room 229 of the Al McGuire Center.

2.1 Academic Standards - Evaluation

Question	Currently Yes	Currently No
Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body	<input type="checkbox"/>	<input type="checkbox"/>

groups, is the contrast analyzed and explained by appropriate institutional authorities?		
Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is this disparity analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Does the institution demonstrate that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Does the institution demonstrate that the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

Yes No

**Operating Principle
2.2 Academic Support**

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

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

Self-Study Items

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

No “corrective actions,” “conditions for certifications,” or “strategies for improvement” were imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision.

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

Based upon item 2.2.1 above, the university was required to take no action nor plans for improvement/recommendations in its first-cycle certification process relating to Operating Principle 2.2.

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

Three areas of improvement have been undertaken since the 1997 first-cycle certification:

- a) A part-time learning specialist was added to the staff to work with special needs/at-risk students. That position is now full-time and includes academic support responsibility for men’s basketball.
- b) A six-week summer academic program was instituted for all entering men’s and women’s basketball players in which students enroll in six hours of coursework, work with tutors, and participate in non-credit classes addressing time-management and study-skills strategies. Additional one-on-one sessions with academic specialists are scheduled as necessary.
- c) A new academic support facility was incorporated into the Al McGuire Center, which opened in late 2003.

The 1997 peer-review team suggested an outside evaluation of athletics academic support. To date, Marquette University has evaluated advising services and academic support within each

college; for example, the dean of the College of Communication would periodically review advising services. Thus, athletics academic support has been evaluated within the athletics program; some inherent, informal evaluation also occurs given the dual-advising system with the academic colleges and the use of university-wide educational development services.

Further, the director of student educational services informally evaluates many of the activities of athletics academic support services through her responsibilities for the following functions and activities:

1. Serving on the Athletics Special Admit Committee, which reviews credentials of student-athlete admissions applicants whose academic credentials fall outside regular admission norms and monitors the total number of players admitted through this mechanism with an eye to ensuring adequate academic support;
2. Administering, coordinating, and serving as lead instructor for the summer bridge program for newly enrolled basketball players;
3. Annually reviewing the persistence rates of student-athletes relative to the overall persistence of the greater campus, within the context of her role as director of the university's retention efforts;
4. As the director of the university-wide academic support area and as the college learning specialist, collaborating each semester with athletics academic support services in identifying tutors for courses that are difficult to support, providing workshops for groups of student-athletes and other resources on specific topics of interest or need, and serving as a referral source for student-athletes needing individual coaching on college success strategies;
5. Serving on the university-wide Board of Undergraduate Studies, a committee that reviews policies and programs affecting broad sections of the campus (e.g., attendance policies and registration policies).

Beyond these overarching functions that permit interaction with and review of the athletics academic area, the director of student educational services meets regularly with the associate athletics director for academic support and student programs to discuss the academic support functions of his office. If necessary, the director of student educational services and the associate athletics director for academic support and student programs discuss concerns about day-to-day issues affecting student-athlete academic success. In some cases, the associate provost for enrollment management might be consulted on issues that the director of student educational services and the associate athletics director for academic support and student programs cannot resolve. The associate provost reserves the right to consult with the provost, who may work with any appropriate area or unit to address the concerns raised.

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

Not answered at the direction of the NCAA.

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

The three members of the Department of Intercollegiate Athletics responsible for providing academic support and advice to student-athletes are: the associate athletics director for academic support and student programs; his assistant, the student programs coordinator; and the coordinator of academic programs for men's basketball. All three report to the director of intercollegiate athletics who, in turn, reports to the Office of the Senior Vice President.

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

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

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

- **Academic Advising – 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.**
- **Assistance for special academic needs – Provisions for diagnosis and treatment of learning disabilities.**
- **Learning assessments – Provisions for testing and evaluation (e.g., placement testing).**
- **Mentoring – Availability of mentors, identification and assignment methods, frequency of interaction.**

- *Assistance for at-risk students – Availability including institution-wide assistance.*
- *Post-eligibility programs – Availability of scholarships, assistantships and academic support.*

ACADEMIC ADVISING

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

Academic advising is accomplished through a dual advising system. Athletes have an adviser provided by their college and an adviser in the Department of Intercollegiate Athletics Office of Academic Support. The associate athletics director for academic support and student programs advises women's basketball, men's and women's soccer, women's volleyball, and men's golf, while the student programs coordinator advises men's and women's track and cross country teams and the men's and women's tennis. The coordinator for academic programs for men's basketball advises men's basketball. Marquette student-athletes with a student visa are also assigned an advisor in the Office of Campus International Programs who helps them maintain their visa status.

By monitoring satisfactory progress toward a degree for eligibility purposes, the athletics advising program complements the college advisor in making sure students are taking the right courses. In addition the athletics academic advisor assists with class scheduling to minimize conflicts between competition or practice and classes. The athletics academic advisor also reviews student-athlete academic eligibility decisions and provides input relative to Marquette and NCAA continuing eligibility rules. The athletics academic advisor also works with academic departments when student-athletes encounter closed classes or closed sections in the registration process and works with administrative departments to reconcile holds that may have been placed on student-athletes' class registration.

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

All student-athletes can make use of these services.

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

Student-athletes are made aware of these services through orientation, the student-athlete handbook, team meetings, the Eagle Exchange (an office newsletter sent out three times per semester), and e-mail sent at appropriate times.

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

To date, Marquette University has evaluated advising services and academic support within each college; for example, the dean of the College of Communication would periodically review advising services. Thus, athletics academic support has been evaluated within the athletics program; some inherent, informal evaluation also occurs given the dual-advising system with the academic colleges and the use of university-wide educational development services.

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3. Annually reviewing the persistence rates of student-athletes relative to the overall persistence of the greater campus, within the context of her role as director of the university's retention efforts;
4. As the director of the university-wide academic support area and as the college learning specialist, collaborating each semester with Athletics' academic support services in identifying tutors for courses that are difficult to support, providing workshops for groups of student-athletes and other resources on specific topics of interest or need, and serving as a referral source for student-athletes needing individual coaching on college success strategies;
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e. The mechanism for periodic review and approval of these services by academic authorities outside athletics.

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TUTORING

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

Tutoring services are available to all student-athletes through the student-athlete study center (The Eagle's Nest), which is open six days a week: 8 a.m. to 10 p.m. Monday through Thursday,

8 a.m. to 4 p.m. Friday, and 6 p.m. to 9 p.m. Sunday. Tutors are routinely available, and a schedule is posted for tutoring in all subjects typical to the freshman/sophomore curriculum (e.g., History 001/002, all math, foreign language, introductory sciences, and business administration core courses, etc.). The Eagle's Nest staff will arrange tutoring assistance for other courses by student request or staff/instructor recommendation. In addition, Eagle's Nest staff emphasizes group study for student-athletes in common classes; these study groups meet in advance of important exams. Students in the groups also assume responsibility for collecting information for group members who are absent from class due to competition.

Through an ongoing relationship with the campus Writing Center, Writing Center associates are assigned to work in the Department of Intercollegiate Athletics study hall. An "outreach" Writing Center in the study center accommodates the demanding schedules of student-athletes. Sessions with Writing Center associates follow the regular Writing Center model, which focuses on non-directive tutoring. Writing Center clients read their papers aloud to a Writing Center associate, a trained peer tutor who offers non-directive questions (e.g., Could you read your thesis to me again? What did you mean when you said...?). These questions are meant to encourage clients' critical thinking about their own papers. This model is different from directive models in which tutors "correct" clients' papers with pen in hand. Writing Center associates are graduate and undergraduate students. Graduate-level associates teach a section of English 001 or 002 in addition to their Writing Center duties. Undergraduate-level associates undergo tutor training in the Writing Center in conjunction with their enrollment in English 192.

Other Eagle's Nest tutors are hired based on overall QPA and QPA in classes to be tutored. A prospective tutor must have a minimum cumulative QPA of 3.0 and must have earned at least a B in any class to be tutored. The rate of pay follows university guidelines per job description with annual increases for years of participation. Tutor training takes place twice each fall term and once at the start of each spring term. Tutors are evaluated through tutee performance in assigned classes, student-athlete feedback, and attendance. Eagle's Nest professional staff trains and supervises tutors on a mostly individual basis. Eagle's Nest staff is currently developing an on-line tool called Desire to Learn that will provide additional training and evaluation for tutors; implementation of this tool is planned for January 2005.

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

All student-athletes can make use of these services.

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

Student-athletes are made aware of these services through orientation, the student-athlete handbook, team meetings, the Eagle Exchange (an office newsletter sent out three times per semester), and e-mail sent at appropriate times.

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

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SUCCESS SKILLS

a. The specific academic support services offered to student-athletes (if any); Study skills instruction is organized through the freshmen seminar, a non-credit, mandatory, eight-week course taught each fall by the associate athletics director for academic support and the student programs coordinator. Skills emphasized in the seminar include note-taking, exam preparation, and time management. Eagle's Nest staff performs regular individual follow-up; study center attendance is mandatory for all freshmen.

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

All student-athletes can make use of these services.

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

Student-athletes are made aware of these services through orientation, the student-athlete handbook, team meetings, the Eagle Exchange (an office newsletter sent out three times per semester), and e-mail sent at appropriate times.

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

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

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STUDY HALL

a. The specific academic support services offered to student-athletes (if any); Attendance at the Eagle's Nest Study Center is required for all new freshmen (six hours spread out over three nights per week) and for all continuing freshmen with less than a 3.0 fall semester QPA and sophomores with less than a 2.5 QPA. Juniors and seniors are not required to attend, unless study center staff determine an individual need. Consequences for non-attendance are determined by coaches. Reports regarding attendance are forwarded to coaches on a weekly basis.

The study center has computers available for up to 20 student-athletes at any given time, and the center is accessible 24 hours per day by identification card. Professional staff is available Monday through Thursday 8:30 a.m. to 10 p.m., Friday 8:30 a.m. to 4 p.m., and Sunday 6 p.m. to 9 p.m., with extended hours during exam periods. The study center, located on the 2nd floor of the Al McGuire Center, can comfortably accommodate 50 to 60 student-athletes at any time and has five rooms available for small group or individual tutoring.

b. Any policies that govern which students can use these services;
All student-athletes can make use of these services.

c. The mechanisms by which student-athletes are made aware of these services;
Student-athletes are made aware of these services through orientation, the student-athlete handbook, team meetings, the Eagle Exchange (an office newsletter sent out three times per semester), and e-mail sent at appropriate times.

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FRESHMAN/TRANSFER ORIENTATION

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

Orientation for freshman student-athletes occurs before orientation for all student-athletes, on the weekend prior to the start of the fall semester. The orientation includes a review of the student-athlete handbook, which includes:

- 1) Rules and regulations that govern their involvement in athletics;
- 2) Academic expectations and university rules regarding academic performance;
- 3) Explanation of academic services provided by the Department of Intercollegiate Athletics;
- 4) The role of athletics at Marquette.

In addition, staff members make presentations regarding strength and conditioning programs, the training and sports medicine program, facilities, sports information, and compliance issues. Because of the small numbers of transfer students (five to six), orientation for transfer students is done on an individual basis after orientation for all student-athletes.

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

All student-athletes can make use of these services.

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

Student-athletes are made aware of these services through orientation, the student-athlete handbook, team meetings, the Eagle Exchange (an office newsletter sent out three times per semester), and e-mail sent at appropriate times.

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

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Further, the director of student educational services informally evaluates many of the activities of Athletics' academic support services through her responsibilities for the following functions and activities:

1. Serving on the Athletics Special Admit Committee, which reviews credentials of student-athlete admissions applicants whose academic credentials fall outside regular admission norms and monitors the total number of players admitted through this mechanism with an eye to assuring adequate academic support;
2. Administering, coordinating, and serving as lead instructor for the summer bridge program for newly enrolled basketball players;
3. Annually reviewing the persistence rates of student-athletes relative to the overall persistence of the greater campus, within the context of her role as director of the university's retention efforts;
4. As the director of the university-wide academic support area and as the college learning specialist, collaborating each semester with Athletics' academic support services in identifying

tutors for courses that are difficult to support, providing workshops for groups of student-athletes and other resources on specific topics of interest or need, and serving as a referral source for student-athletes needing individual coaching on college success strategies;

5. Serving on the university-wide Board of Undergraduate Studies, a committee that reviews policies and programs affecting broad sections of the campus (e.g., attendance policies and registration policies).

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

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ACADEMIC PROGRESS MONITORING

a. The specific academic support services offered to student-athletes (if any); Progress is checked three times during the 16-week semester. At the fourth week, when Academic Progress Reports are sent to instructors (see transcribed copy below); at the eighth week, when midterm grades are received; and at the eleventh week, when a second progress report is sent to instructors of classes in which student-athletes received midterm grades of C or less. Attendance is reported on the Academic Progress Reports. More rigorous monitoring may occur for some at-risk students, as determined by the student's adviser.

MARQUETTE UNIVERSITY DEPARTMENT OF INTERCOLLEGIATE ATHLETICS

ACADEMIC PROGRESS REPORT

To: Professor X

Dept: Communications Studies

Re: Student John Doe
Sport: Men's Basketball

Course: CMST 131 **Semester:** Fall **Year:** 1999 **Date:**9/11/99

The information requested on this Academic Progress Report will be utilized to provide educational support to the Marquette student-athlete. The Department of Intercollegiate Athletics' effort to provide the best possible academic support services to student-athletes is dependent on the information you provide on classroom performance. Even more important to this effort are any suggestions you have that could lead to improved performance for this student-athlete. Your support is always appreciated.

Grade(s) received Test:_____ **Paper:**_____ **Project:**_____ **Quiz:** _____

Assignments Missed: _____

Date(s) Absent:_____

Suggestions for improvement? _____

The above mentioned student-athlete has signed a Personal Information Disclosure Consent Form authorizing faculty release of course/grade information to the Marquette University Department of Intercollegiate Athletics.

Thank you for taking the time to complete this form.

Please return to: Tom Ford, Athletics Department, McGuire Center

end of transcribed form

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

All student-athletes can make use of these services.

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

Student-athletes are made aware of these services through orientation, the student-athlete handbook, team meetings, the Eagle Exchange (an office newsletter sent out three times per semester), and e-mail sent at appropriate times.

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

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ASSISTANCE FOR SPECIAL NEEDS

a. *The specific academic support services offered to student-athletes (if any);* Provisions for diagnosis and treatment of learning disabilities are made through referral to the services available to all students. Testing is done through the Center for Psychological Services, and special considerations are arranged by the coordinator of disability services in the Office of Student Educational Services.

b. *Any policies that govern which students can use these services;*
All student-athletes who require these services can make use of them.

c. *The mechanisms by which student-athletes are made aware of these services;*
Student-athletes are made aware of these services through orientation, the student-athlete handbook, team meetings, the Eagle Exchange (an office newsletter sent out three times per semester), and e-mail sent at appropriate times.

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LEARNING ASSESSMENTS

a. *The specific academic support services offered to student-athletes (if any);* At-risk students (based on admissions profile) are given the Nelson-Denny reading test by the associate athletics director for academic support and student programs. Per adviser decision, students may also be given the Learning and Study Skills Inventory (LASSI). Any other testing would be done through the Center for Psychological Services.

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

All student-athletes who require these services can make use of them.

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

Student-athletes are made aware of these services through orientation, the student-athlete handbook, team meetings, the Eagle Exchange (an office newsletter sent out three times per semester), and e-mail sent at appropriate times.

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MENTORING

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

The intercollegiate athletics mentoring program is a part of the Life Skills program; mentoring centers on Life Skills topics. (The Life Skills program is discussed in greater detail elsewhere in this Academic Integrity report section.) A separate, additional career mentoring program between student-athletes and alumni is organized by the Student-Athlete Advisory Council.

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

All student-athletes can make use of these services.

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

Student-athletes are made aware of these services through orientation, the student-athlete handbook, team meetings, the Eagle Exchange (an office newsletter sent out three times per semester), and e-mail sent at appropriate times.

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ASSISTANCE FOR AT-RISK STUDENTS

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

The Eagle Intensified Study Program is monitored by the student's adviser and is individually designed and implemented by the Learning Specialist. The program is an intensive study-skills, time-management, and goal-setting program for new student-athletes admitted to the university under special conditions and for continuing students who fail to meet the criteria outlined in the Academic Principles Agreement.

STUDY SKILLS. The study skills portion emphasizes the following areas: note-taking; textbook reading; test preparation; and consistent, regular study. Student-athletes' classroom materials are used so new materials are not introduced.

TIME-MANAGEMENT. Time management emphasizes how to plan and use time more efficiently. Regular review of student-athletes' plans and comparisons between the plans and appropriate syllabi are a primary activity. Basic principles of goal setting are combined with the time-management portion of the program. Students set semester goals and weekly goals that correspond to longer range goals established by the Office of Academic Support.

PROGRAM EXPECTATIONS. Student-athletes are required to meet two hours per week (any Monday through Thursday morning between 8:00 a.m. and 11:00 a.m. in the Eagle's Nest) in addition to regular study hall hours. At the beginning of each semester, student-athletes are required to submit a copy of their syllabi for each class, which will be placed in their folder. Student-athletes must then fill out a student planner for the week, listing the activities that must be done to meet the week's goals and objectives that are generated from the syllabus.

Additional services are also provided through referral to the Office of Student Educational Services which offers one-on-one coaching for test taking and other college success strategies.

The university-wide tutoring program and disability services are also provided through this office.

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

All student-athletes who require these services can make use of them.

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

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4. As the director of the university-wide academic support area and as the college learning specialist, collaborating each semester with Athletics' academic support services in identifying tutors for courses that are difficult to support, providing workshops for groups of student-athletes and other resources on specific topics of interest or need, and serving as a referral source for student-athletes needing individual coaching on college success strategies;
5. Serving on the university-wide Board of Undergraduate Studies, a committee that reviews policies and programs affecting broad sections of the campus (e.g., attendance policies and registration policies).

Beyond these overarching functions that permit interaction with and review of the athletics academic area, the director of student educational services meets regularly with the associate athletics director for academic support and student programs to discuss the academic support functions of his office. If necessary, the director of student educational services and the associate athletics director for academic support and student programs discuss concerns about the day-to-day issues affecting student-athlete academic success. In some cases, the vice provost for

enrollment management might be consulted on issues that the director of student educational services and the associate athletics director for academic support and student programs cannot resolve. The vice provost reserves the right to consult with the provost, who may work with any appropriate area or unit to address the concerns raised.

Marquette University recognizes its need for more comprehensive and continuous assessment of all aspects of student learning. During the 2004-2005 academic year, the university will develop a comprehensive system of assessment of student learning and program outcomes. This system will include curricula, student outcomes, campus services, and all other educational and support units. By definition, athletics academic support services will be part of this university assessment system.

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

To date, Marquette University has evaluated advising services and academic support within each college; for example, the dean of the College of Communication would periodically review advising services. Thus, athletics academic support has been evaluated within the athletics program; some inherent, informal evaluation also occurs given the dual-advising system with the academic colleges and the use of university-wide educational development services.

Further, the director of student educational services informally evaluates many of the activities of athletics academic support services through her responsibilities for the following functions and activities:

1. Serving on the Athletics Special Admit Committee, which reviews credentials of student-athlete admissions applicants whose academic credentials fall outside regular admission norms and monitors the total number of players admitted through this mechanism with an eye to ensuring adequate academic support;
2. Administering, coordinating, and serving as lead instructor for the summer bridge program for newly enrolled basketball players;
3. Annually reviewing the persistence rates of student-athletes relative to the overall persistence of the greater campus, within the context of her role as director of the university's retention efforts;
4. As the director of the university-wide academic support area and as the college learning specialist, collaborating each semester with athletics academic support services in identifying tutors for courses that are difficult to support, providing workshops for groups of student-athletes and other resources on specific topics of interest or need, and serving as a referral source for student-athletes needing individual coaching on college success strategies;
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issues affecting student-athlete academic success. In some cases, the associate provost for enrollment management might be consulted on issues that the director of student educational services and the associate athletics director for academic support and student programs cannot resolve. The associate provost reserves the right to consult with the provost, who may work with any appropriate area or unit to address the concerns raised.

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POST-ELIGIBILITY PROGRAMS

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

The department offers a fifth-year aid program, described in detail in the document transcribed below. All services continue to be provided to enrolled students after eligibility has expired.

FIFTH YEAR AID APPLICATIONS AVAILABLE

NCAA rules limit the receipt of institutional athletics aid to five years. Fifth-year athletics aid may be available to scholarship student-athletes at Marquette University who have completed their eligibility in four years, but need to complete additional academic work to meet degree requirements. Such aid is administered on a semester basis. Student-athletes seeking fifth-year aid must make a formal written request to the Associate Athletics Director for Academic Support and Student Programs, Tom Ford, **no later than April 9th**. Applications are available in the Academic Center.

A committee made up of the assistant athletics director for compliance, the associate athletics director for academic support and student programs, and the director of intercollegiate athletics will consider applications for fifth year aid based on the following criteria:

1. Must have completed 96 credit hours by the end of spring semester of their fourth year.
2. Must have attained a minimum accumulative grade point of 2.00 by the end of summer semester of the fourth year.
3. Must be a team member in good standing relative to adherence to team rules and athletics department policies.
4. Must register for a minimum of 12 credit hours each semester (exception: fewer credits required for graduation).
5. Must maintain a 2.00 grade point average.
6. Must complete a work assignment of between 10 and 20 hours per week as assigned by the athletics department. No work assignment can involve students missing classes to attend to work responsibilities.

7. Must adhere to university academic policies.
8. Must meet twice per semester with the staff in the Office of Academic Support and Student Programs.
9. Must not be under contract to a professional sports organization. (NOTE: Athletics aid is discontinued immediately when a student-athlete signs a professional sports contract. However, aid already received for the current semester does not have to be repaid to the university by the student-athlete.)

Fifth-year athletics aid will be renewed each semester based on meeting the required standards. There may be exceptions to this policy, therefore any of the criteria listed may be waived by the director of intercollegiate athletics.

end of transcribed form

The faculty athletics representative, who reviews the senior exit interviews as a means of evaluation, provides oversight of academic support services. The faculty athletics representative also meets at least once each semester with the associate athletics director for academic support and student programs to review student-athletes' academic progress and the delivery of academic support services.

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

All student-athletes who meet the criteria described about can make use of these services.

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

Student-athletes are made aware of these services through orientation, the student-athlete handbook, team meetings, the Eagle Exchange (an office newsletter sent out three times per semester), and e-mail sent at appropriate times.

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

To date, Marquette University has evaluated advising services and academic support within each college; for example, the dean of the College of Communication would periodically review advising services. Thus, athletics academic support has been evaluated within the athletics program; some inherent, informal evaluation also occurs given the dual-advising system with the academic colleges and the use of university-wide educational development services.

Further, the director of student educational services informally evaluates many of the activities of Athletics' academic support services through her responsibilities for the following functions and activities:

1. Serving on the Athletics Special Admit Committee, which reviews credentials of student-athlete admissions applicants whose academic credentials fall outside regular admission norms and monitors the total number of players admitted through this mechanism with an eye to assuring adequate academic support;
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5. Serving on the university-wide Board of Undergraduate Studies, a committee that reviews policies and programs affecting broad sections of the campus (e.g., attendance policies and registration policies).

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Marquette University recognizes its need for more comprehensive and continuous assessment of all aspects of student learning. During the 2004-2005 academic year, the university will develop a comprehensive system of assessment of student learning and program outcomes. This system will include curricula, student outcomes, campus services, and all other educational and support units. By definition, athletics academic support services will be part of this university assessment system.

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

To date, Marquette University has evaluated advising services and academic support within each college; for example, the dean of the College of Communication would periodically review advising services. Thus, athletics academic support has been evaluated within the athletics program; some inherent, informal evaluation also occurs given the dual-advising system with the academic colleges and the use of university-wide educational development services.

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2.2 Academic Support - Evaluation

Question	Currently Yes	Currently No
Does the institution demonstrate that adequate academic support services are available for student-athletes?	<input type="checkbox"/>	<input type="checkbox"/>
Does the institution demonstrate that student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing?	<input type="checkbox"/>	<input type="checkbox"/>
Does the institution demonstrate that, when it is determined that	<input type="checkbox"/>	<input type="checkbox"/>

student-athletes have special academic needs, these needs are addressed?		
Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

Yes No

Operating Principle

2.3 Scheduling

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

Self-Study Items

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

No “corrective actions,” “conditions for certifications,” or “strategies for improvement” were imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision.

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

Based upon item 2.3.1 above, the university completed no action nor had developed plans for improvement/recommendations during its first-cycle certification process relating to Operating Principle 2.3.

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

Since the first-cycle certification decision was rendered by the Committee on Athletics Certification, plans for improvement in the area of Operating Principle 2.3 developed by the university include priority registration for student-athletes, which allows scheduling to accommodate practice times and to minimize absences from class due to competition.

As of spring 2004, the associate athletics director for academic support and student programs submits the names of student-athletes to the registrar. The registrar assigns these student-athletes the earliest available timeslots for registration. The student-athletes must still meet all other conditions for registering (meeting with adviser, bursar clearance, etc). The registrar and the Department of Intercollegiate Athletics Office of Academic Support monitor the process to ensure that no class or section becomes overpopulated with student-athletes, which minimizes absences in any one class or section due to competition. The recommendation for priority registration came from a study on athletics done by an Academic Affairs Subcommittee of the Committee on Faculty, and the provost followed the committee's recommendation.

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

Not answered at the direction of the NCAA.

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

The Marquette University Student-Athlete Handbook and Planner states the following:

Missing class for competition is inevitable for student-athletes. The Department of Intercollegiate Athletics will do everything possible to keep these absences from disrupting the learning process. However, the student must make an extra effort to maintain good relationships with professors.

The Marquette Department of Intercollegiate Athletics shall:

- * arrange practices to accommodate student-athlete academic schedules;
- * work with student-athletes and instructors to resolve any absence conflicts;
- * provide Class Absence Notification forms that list all possible absences from class due to athletic competition. (Student-athletes give instructors these forms at the beginning of each semester.)

The student-athletes shall:

- * provide instructors with Class Absence Notification forms and introduce themselves as student-athletes during the first week of classes;
- * be responsible for all material and work covered in class during an absence. Student-athletes are responsible for completing any make-up work resulting from their absence. In no case is an excuse from class attendance for competition to be interpreted as a release from class responsibilities;
- * reach an agreement with instructors several days in advance if the student-athlete feels that all assignments cannot be completed by due dates because of athletic competitions (Contact the Office of Academic Support and Student Programs with problems);
- * be prepared to offer verification of illness, injury, or emergency beyond their control if class is missed for reasons other than athletic competition.

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

Missed class time is regularly reported to the Conference USA Office on a standard report form. This report is transcribed below:

(pg. 1)

Missed Class Time Survey: Part 1

Institution:

Year:

Sport:

General Questions:

Does the institution provide tutoring and/or academic services to this team for away from home contests? Yes/No

If yes, provide details regarding what type of services and how often they are provided (e.g., every trip, on extended road trips only):

Was this team required to compete during a final exam period? Yes/No

If yes, list the dates of competition, indicate if the competition was home or away:

How many days of exams were affected?

Team GPA: Fall ____ Winter (if applicable) ____ Spring _____

Using Parts 2 and 3 on the attached pages, please complete the following information:

Total Missed Class Days
Conference Regular Season:
Conference Post Season:
Non-Conference Regular Season:
Non-Conference Post Season:

Total Missed Class Days
Conference Regular Season:
Conference Post Season:
Non-Conference Regular Season:
Non-Conference Post Season:

(pg. 2)

Missed Class Time Survey: Part 2

Institution:
Year:
Sport:

[page 2 constitutes a chart listing Regular Season competition information for the categories below:]

Opponent and Date
Home or Away
Conference or Non-Conference
Date/Time Team Departed Campus
Date/Time Team Returned to Campus
Days of Missed Class (list by __ days, if applicable)
Days of Missed Final Exams (list by __ days, if applicable)

(pg. 3)

Missed Class Time Survey: Part 3

Institution:
Year:
Sport:

[page 3 constitutes a chart listing Post Season competition information for the categories below:]

Opponent and Date
Home or Away
Conference or Non-Conference
Date/Time Team Departed Campus
Date/Time Team Returned to Campus
Days of Missed Class (list by __ days, if applicable)
Days of Missed Final Exams (list by __ days, if applicable)

end of transcribed form

The department also regularly monitors student-athletes' attendance as part its regular checks of academic progress. The Academic Progress Reports sent to instructors the fourth week (see transcribed copy below) include a report of the student-athlete's attendance in each class. A second progress report is sent to instructors of classes in which student-athletes received midterm grades of C or less. Academic Progress Reports request the dates of student-athlete absences in each class. More rigorous attendance and other academic monitoring may occur for some at-risk students, as determined by the student's adviser.

MARQUETTE UNIVERSITY DEPARTMENT OF INTERCOLLEGIATE ATHLETICS

ACADEMIC PROGRESS REPORT

To: Professor X
Dept: Communications Studies

Re: Student John Doe
Sport: Men's Basketball

Course: CMST 131 **Semester:** Fall **Year:** 1999 **Date:**9/11/99

The information requested on this Academic Progress Report will be utilized to provide educational support to the Marquette student-athlete. The Department of Intercollegiate Athletics' effort to provide the best possible academic support services to student-athletes is dependent on the information you provide on classroom performance. Even more important to this effort are any suggestions you have that could lead to improved performance for this student-athlete. Your support is always appreciated.

Grade(s) received Test:_____ **Paper:**_____ **Project:**_____ **Quiz:** _____

Assignments Missed:_____

Date(s) Absent: _____

Suggestions for improvement? _____

The above mentioned student-athlete has signed a Personal Information Disclosure Consent Form authorizing faculty release of course/grade information to the Marquette University Department of Intercollegiate Athletics.

Thank you for taking the time to complete this form.

Please return to: Tom Ford, Athletics Department, McGuire Center

end of transcribed form

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

The university currently has no standard attendance policy that covers significant or excessive missed class time. Each faculty member determines his or her attendance policy, and those policies apply to all students enrolled in his or her courses, regardless of whether they are student-athletes. Generally, student-athletes are able to work with faculty relative to absences. The Department of Intercollegiate Athletics Office of Academic Support also works with faculty to minimize any extra work for faculty members that might result from student-athlete absences (e.g., offering assistance in proctoring exams). The Department of Intercollegiate Athletics Office of Academic Support also collects and forwards essential work to traveling student-athletes to assist them in staying current with their academic work.

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

The university attendance policies, referred to in this section of the self-study report, item 2.3.7, are communicated through the student-athlete handbook (Student-Athlete Handbook and Planner 2004-2005), orientation, and team meetings with the assistant athletics director for compliance. Each college within the university has its own attendance policy, and each college policy allows faculty to determine their own attendance for their classes as long as it is presented to students in the course syllabus at the start of the semester. Each faculty member, then, is responsible for conveying her or his attendance policy to all students, including student-athletes.

2.3 Scheduling - Evaluation

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

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

Yes No