

ACADEMIC INTEGRITY

Previous Certification Self-Study

1. List all “corrective actions,” “conditions for certification” or “strategies of improvement” imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to academic integrity issues.

ITEM: Analyze, explain and address (through specific plans for improvement) the graduation rates of the university's black and transfer student-athletes. This review must be conducted by appropriate academic authorities of the institution under clearly established and approved policies.

A plan was submitted to the Committee on Academics Certification by December 31, 1997 as requested. The plan, written and analyzed by the faculty athletic representative, is used by student-athlete development as the implementation and evaluation model for continual self-evaluation of the issue of black and transfer student-athletes' performance.

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.

Previous Certification Self-Study Item: An effort is being made by the Athletic Director and the Faculty Athletic Representative in talks with the faculty and administrators to indicate that a key responsibility for maintaining academic integrity for student-athletes lies with the individual instructor and professor; this will be done both formally and informally. At the formal level, the Athletic Director or the Faculty Athletic Representative will speak to the Faculty Senate on a regular basis to discuss issues pertaining to the integration of student-athletes into the main stream of student life on this campus. (See previous self-study page 89.)

The policies and procedures which assign responsibility for maintaining and promoting the principles of academic integrity are incorporated in a number of university documents. “The Faculty Responsibilities Related to Student Academic Integrity” section in the faculty handbook defines the role and responsibility of individual faculty in upholding academic integrity. In addition, the “Academic Integrity Standards and Procedures” section in the student handbook not only outlines the important role faculty

play in fostering principles of truth and academic honesty, but further defines the assignment of responsible instructor in the academic integrity process.

The academic integrity web page produced by the Office of Student Affairs to consolidate and clarify academic integrity policies and procedures includes a summary of guiding principles. The second of three principles states that, “The faculty (here interpreted to include graduate students and others who have the responsibility for teaching classes) have the primary responsibility for creating a learning environment in which students are encouraged and expected to value integrity and behave honestly.”

In addition, the vice provost for academic affairs periodically issues memoranda to all faculty, department chairs, and deans reminding faculty of their role in upholding academic integrity principles as they go about their daily classroom activities of scheduling and administering tests, assigning grades, and conducting their courses in ways that uphold academic regulations. Finally, the faculty athletic representative and the athletic director in presentations to the faculty senate, academic classes, and university organizations include in their comments special emphasis on the critical role faculty play in upholding standards for student-athletes.

Previous Certification Self-Study Item: Special efforts will be made to encourage the football coaches to recruit academically better qualified student-athletes. (See previous self-study page 90.)

The admission profiles for football student-athletes, though lower than other sports, are not significantly lower. The average standardized test score for entering football student-athletes is 904, 929, and 919 for the years 1998, 1999, and 2000, respectively. This compares with the average standardized test scores for all entering male student-athletes of 936, 977 and 988 for the same years. The difference of the average for the three years (927 for football and 967 for all male student-athletes) is just under 40 points, or 4.14 percent.

The four-year average graduation rate for football for the years 1992-1993 through 1995-1996 was 53.9 percent, which is slightly higher than the four-year average graduation of 52.3 percent for all male athletes. This rate is slightly lower than the four-year average graduation rate for all male freshmen, which is 55.4 percent. The trend for the graduation rate of football student-athletes is positive, with a rate of 64.3 percent for the 1995-1996 year, which is nearly 7 percent higher than the graduation rate for all male freshmen that same year of 57.3 percent.

Previous Certification Self-Study Item: Washington State University is not satisfied with the graduation rates of its African-American students or student-athletes and is currently engaged in a concerted effort to rectify the situation. This includes the use of EXCEL and ELECTRIC COMMUNITY WRITING activities. Efforts are underway to contact universities with successful programs and to develop plans for adopting such programs at WSU. It is too early, however, to establish a meaningful dateline for expecting significant results from this endeavor. A plan will be formulated in which the services provided by the Athletic Department, the Multi-Cultural Center, and the Student Advising and Learning Center will be coordinated to address more specifically the problems involved in educating African-American student-athletes. (See previous self-study page 92.)

Since Washington State University conducted its previous self-study, many of the existing support services for student-athletes have been strengthened and some new ones have been added. While most of these services do not cater specifically to African American student-athletes, never before have they had this many opportunities to receive academic and social support at WSU. Through collaboration between the athletic department's student-athlete development, the Office of Multicultural Student Services, staff, and coaches, African American student-athletes are continually informed and encouraged to utilize these services.

All first-year African American student-athletes are offered a mentor through the multicultural student service's student mentor program. In addition, they have access to the athletic department's peer academic counselor program. In both of these programs, successful junior or senior WSU students meet with them regularly to offer friendship, guidance, and support. When academic or social problems are detected that require additional resources, staff members are called into action immediately. The athletic department created the minority student-athlete mentoring program in July 2002 to introduce minority student-athletes to additional resources to manage the transition and retention issues unique to minority student-athletes attending a predominantly white institution.

As reported in the previous self-study, the athletic department has a guided study program that provides individual tutoring and monitored and structured study sessions for student-athletes. This program has been strengthened with the addition of a study options component. In accordance with this component, at-risk student-athletes are required to spend at least 10 hours per week in a structured learning environment working on specific areas identified as needing improvement. While these services target student-athletes showing the most need, all student-athletes can access them.

Another new program at WSU is already having a significant impact on the African American student population. WSU receives federal funding for the TRIO program called Student Support Services (SSS). This program offers at-risk students one-on-one advising, career planning, financial aid advocacy, and supplemental writing/math instruction. During its first year of operation, the SSS program served 54 African American students equaling 34 percent of the total number of students participating. (Of the 54 African American students served, two (3.7 percent) were athletes.)

Not to be underestimated in its positive impact on academic performance, African American student-athletes have easy access to the university's best computer technology. With the completion of the Bohler addition in 1997, student-athletes have been able to utilize the academic resource center. The center consists of a large computer lab with 24 state-of-the-art computers that are upgraded every three years. Laptops are also available through the center. In addition, study rooms specially designed to foster group interaction are available. It is common to see African Americans among the groups of student-athletes working together on class assignments in this facility. The physical location of the academic resource center directly outside the academic support office has greatly enhanced interaction between student-athletes, peer counselors, and tutors.

African American student-athletes also have free access to the academic enrichment center within WSU's multicultural center. Established in 1999, the academic enrichment center provides student-athletes an alternative location to access computers, receive tutoring, and other academic support. The center is located within a few feet of the African American student center.

Previous Certification Self-Study Item: As noted in the discussion of [previous self-study] item 9, the graduation rate for transfer student-athletes is 22 percent lower than the graduation rate for all transfer students. At this time, we are not clear as to the reasons for this discrepancy. An effort will be made in the near future to study the problem more carefully and consider possible ways of reducing this differential. (See previous self-study page 91.)

Transfer student-athlete graduation rates have been increasing, as have other student-athlete graduation rates, over the four-year period of 1992-1993 through 1995-1996. The four-year average graduation rate for transfer student-athletes is 56.3 percent compared with 65.6 percent for all transfer students. This gap has been decreasing over the four-year period. The 1995-1996 year graduation rate for transfer student-athletes is 68.2

percent which is over 3 percent higher than the graduation rate for all transfer students, which was 65.0 percent.

Previous Certification Self-Study Item: A written statement regarding scheduling policy will be forthcoming in the next academic year. The Athletic Director will take overall responsibility for establishing this policy in writing. There will be no future athletic events scheduled during exam weeks, except those mandated by the Pacific-10 Conference and NCAA events. (See previous self-study page 94.)

Although it took longer than anticipated, a written scheduling policy was drafted in February 2002. The policy formalizes guidelines that have been in practice for many years and articulates the responsibility of student-athletes, coaches, and other athletic department personnel to keep academics in the forefront of all event scheduling. (See appendix A)

Previous Certification Self-Study Item: The Athletic Department should establish a system for determining entering students' academic goals. The exit/interview survey should be modified to probe student responses in order to determine which academic goals had not been met by students. (See previous self-study page 157, Commitment to Equity section)

New and returning students undergo a rigorous assessment and reevaluation of their academic goals in a guided self-examination and discovery process. Student-athlete development in the athletic department works together with other units and academic advisors from across the university. Appendix B describes the academic advising process, which includes academic goal-setting.

Student-athlete development focuses on creating academic profiles for each student-athlete and creating academic and career goals from those data, and then providing the support necessary for the achievement as well as re-evaluation of these goals. Students are provided life skills training, student mentoring, career services and academic services that include assessment, counseling, monitoring, study skills, tutoring, and study sessions. In addition, all new students must participate in PROWL (Providing Responsible Options With Life skills), the life skills program. PROWL covers five key commitments for student-athletes: academic excellence, athletic excellence, career development, personal development, and community service. This mandatory semester-long class is designed to help new students successfully transition to the role of student-athlete by helping them establish academic and career goals and understand the avenues and support available to achieve those goals.

Finally, the athletic department has a peer academic counselor mentoring program that recruits current junior and senior level student-athletes to assist new student-athletes by meeting weekly with them during their first semester of enrollment. First semester transition issues such as time management, goal setting, and accessing resources are addressed. Help is offered toward adjusting to Division I level expectations both in the classroom and in their sport. During Fall 2001 the program had 15 counselors, each serving two or three students.

Previous Certification Self-Study Item: Students also report some conflict in attending class with travel, competition, and practice. It is recommended that coaches and the Athletic Department continue to be vigilant to keep such conflict at minimum. (See previous self-study page 157, Commitment to Equity section)

The development of a written scheduling policy has helped emphasize the importance of scheduling practices and competitions during times that least conflict with academic obligations. Written into the final policy is a guideline stating that either the athletic director or senior associate athletic director must review and monitor event schedules. The athletic department's student-athlete development staff routinely communicates information to both coaches and student-athletes to aid them in creating schedules that minimize missed class time.

Peer Review Team Report Item: Evaluate graduation rates and recommend action to improve. (See the 1996 peer-review team's report, recommendation No. 2 page 12.)

Graduation rates for student-athletes have been steadily increasing over the past four years. The four-year average graduation rate for student-athletes from 1992-1993 through 1995-1996 is 58 percent compared with 59 percent for all students. The 1996 graduation rate for all student-athletes was 61.7 percent, which is higher than the 60.2 percent graduation rate for all students for the same year.

Actions to improve student-athlete graduation rates began in 1994, including additional funding for tracking student-athlete degree progress, increased funding for the academic and career services support unit, increased funding for the summer session financial aid program, and created an academic standards program designed to help students improve their academic performance. These continuing changes have had and will continue to have a positive and measurable impact on the graduation rates of student-athletes.

Operating Principle: Academic Standards

Academic Standards, Item 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 admission 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 admission process for student-athletes.

Student-athletes are given no preferential treatment in the admissions process at Washington State University. All students are held to the same standards for admission. The following discussion outlines the process and the criteria by which students are considered for admission to the university.

In order to be considered for admission, all entering freshmen students, including potential student-athletes, must submit the application, application fee, official high school transcript through the 11th grade, and SAT or ACT test scores to the admissions office. In addition, transcripts must be submitted for any college-level work completed subsequent to high school. The admissions office evaluates this information according to the admission criteria for the university and notifies students of their admission decision. If the information is incomplete, the office notifies the prospective student of what information/documentation is still lacking. The same procedure is used for student-athletes.

Students are eligible for regular admission to WSU as freshmen if they have the required 15 core units from high school (or college-level equivalent) and an admissions index number (AIN) of 28 or higher. The AIN is calculated based on a composite of the high school GPA and a test score (either ACT or SAT). The AIN was developed by the Higher Education Coordinating Board (HECB) of the State of Washington and has been in place since 1989 for all public baccalaureate institutions in the state. This index is based on estimates of the probability of student success in college level course work.

Students with AIN scores below 28 or with deficient core units are asked to submit a narrative and other supporting documents. The narrative asks a series of questions designed to gauge the applicant's motivation and fitness for alternative admission to WSU, as well as allowing the student to describe other factors that contributed to their high school academic performance. After admission officer review of the narrative, admission is granted or denied. If denied, the applicant may request an appearance before the admission subcommittee of the university Academic Affairs Committee. This

committee's decision is final. In no case can a student whose high school grade point average is below 2.0 or has more than three core units deficient be admitted, even through special consideration. This requirement is mandated by the HECB, which also requires that WSU accept no more than 15 percent of incoming students through alternative admission in a given year.

The Higher Education Coordinating Board allows flexibility in the admission of freshman students who are age 25 or over. Students in this category can be admitted by meeting two of the following four requirements: 1) Submit satisfactory scores on the SAT, ACT or other acceptable tests; 2) Present a high school diploma with a minimum of a 2.5 GPA, or a passing score on the GED certification test; 3) Submit an essay demonstrating entry-level critical thinking and communication skills; 4) Present evidence of success outside the classroom and strong motivation to succeed in college.

Application files from home-schooled students are reviewed individually. Students must provide documentation of all subjects studied and how they have completed the core courses required for freshman admission. Students must also provide their official scores from either the SAT or ACT. If a transcript is presented, the student's file is reviewed by admissions staff for admission eligibility and completion of core courses. If a transcript is not available, the student's file is referred to the admission subcommittee for review.

Application files from students who present GED test scores in lieu of proof of high school graduation are reviewed individually for eligibility for admission. Students may be asked to submit records of any high school work completed up to the time of withdrawal in order to further assess their ability to succeed academically at Washington State University. Students whose files indicate they may not be prepared for college level work may appeal for special consideration through the admission subcommittee for review.

Transfer students who have earned at least 27 semester (40) quarter hours of transferable credit from a regionally accredited college or university with a 2.0 cumulative GPA or higher, will normally be admitted as space allows. Transfer applicants with fewer than 27 semester (40) quarter hours of transferable credit must also meet the admission requirements for freshmen, including the AIN and core requirements.

In the case of student-athletes, the admission's office notifies the compliance office of students who do not meet admission criteria. Student-athletes then have the same recourse for special consideration as is available for any other student.

Prospective student-athletes are responsible for submitting their materials to the admissions office and when necessary, submitting special admission materials to the admission subcommittee (e.g., letters of support and narrative statements). The associate athletic director for student-athlete development may also provide supporting documentation and assistance in the alternative admission process. Student-athletes may request that coaches and the associate athletic director for student-athlete development appear before the admission subcommittee with them.

Academic Standards, Item 2: Compare the admission 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 freshmen 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 ethnic group). [Note: Use Attachment No. 1 and the graduation-rates disclosure form methodology to compile these data.]

The admission data used for this report were for the 1998, 1999, and 2000 academic years. The relevant tables comparing student-athletes with the general student body are in appendix C. In the following figures, data are not displayed for categories that contain two or less student-athletes for that particular year.

Gender Comparison: Table 1 of appendix C summarizes the SAT scores for freshman student-athletes compared with all entering freshmen by gender and year of admission to the university. The entering male students had the highest scores of any group; the entering male student-athletes test scores are lower but improving over the three years. The three-year average for male student-athletes was 967 while the three-year average for all entering males was 1059, a difference of 92, or 8.7 percent. For the last year of the study, 2000, the difference between entering student-athletes compared with all entering male students SAT scores was 70, or 6.6 percent. On average, the scores for entering women athletes were approximately the same for the other entering women students. The three-year average for female student-athletes was 1019 while the three-year average for all entering female students was 1022.

Racial/Ethnic Comparison: The specific data breakdowns for racial/ethnic groups are shown in appendix C, table 2. There is little variation from year to year among the ethnic groups, with the exception of entering African American student-athletes whose scores

have decreased somewhat over the three-year period. Scores for groups with two or fewer student-athletes are not presented.

Table 2 compares African American and white student-athletes, the two groups with the largest numbers, with the African American and white general entering student body for the three comparison years. On average, entering African American student-athlete SAT scores are approximately the same as the general entering African American student population. For white students, entering student-athlete scores are slightly lower than entering white students overall.

Sport Group Comparisons: Specific breakdown by sport groups are shown in appendix C, table 3. Men's basketball, baseball and men's track and cross country had SAT scores averaging over 1000 points. Football, on average, was somewhat lower than the other men's sports with a three-year average of 917. Women's track and cross country and women's other sports were also high, averaging, over the three years, near or at 1000 points. Since fewer than three new scholarship-athletes participated in women's basketball during 1998 and 1999, only one year's data is reported here and is also near 1000 points at 953.

Overall, the standardized test scores for each sport group are fairly consistent from year to year and are similar to other sports within each gender group. In cases where the average entering SAT scores are highly varied (e.g., women's track/cross country and men's track/cross country), the number of students in the sample is low (under 10).

Further analysis of average SAT scores for entering freshmen and student-athletes was performed to determine if differences between all freshmen and student-athletes, male versus female, and ethnic comparisons were significant. The analysis showed a statistically significant difference in average SAT scores between entering male versus female students, with male students scoring higher than female students. When analyzing only student-athletes, the difference was less significant. Also, average SAT for entering freshmen versus student-athletes as a whole showed a significant difference, with student-athletes scoring lower. Analysis of African American male versus female and student-athlete compared with all African American freshmen showed no statistically significant difference in either comparison. Among white students, males scored higher than females and athletes scored lower than non-athletes by a statistically significant margin.

Academic Standards, Item 3a: 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 appeal procedures which may be utilized when students are not automatically admitted because they do not meet the institution's published entrance requirements.

Students with an Admissions Index Number (AIN) below 28 are asked to submit a narrative and other supporting documents. The narrative asks a series of questions designed to gauge the applicant's motivation and fitness for special admission to WSU, as well as allowing the student to describe other factors in their high school academic performance. After admission officer review of the narrative, admission is granted or denied. If denied, the applicant may request an appearance before the admissions subcommittee. This committee's decision is final.

Applicants with core subject deficiencies are reviewed by an admissions officer who determines whether or not to waive or defer the deficiency. Beginning with the Fall 2002 cycle, applicants with core subject deficiencies are asked to submit a narrative and other supporting documents; their application is then subject to the same process described above for applicants with less than a 28 AIN.

In the case of student-athletes, the admission office notifies the compliance coordinator of students who do not meet admission criteria. Student-athletes then have the same recourse for special consideration as is available for any other student.

The athletic department's compliance office distributes application materials to the coaches, generates admission status reports through the admissions office database, and notifies head coaches of acceptances, denials, or the option to appeal to the admission subcommittee. The compliance office also notifies the athletic eligibility coordinator in the registrar's office when student-athletes have been admitted.

Academic Standards, Item 3b: 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.]

Specific breakdowns for alternative admission for all entering students generally, and for student-athletes organized by year and sports group are given in appendix C, table 4, and discussed below. Included in alternative admission numbers are both students admitted with an admissions index number below 28, the minimum for Washington State University, and students who did not meet core subject requirements required for admission.

In 1998, 16.1 percent of all entering freshmen entered through the alternative admission process. For freshmen student-athletes, 28.1 percent entered through the alternative admission process. Among the freshmen student-athletes entering through alternative admission, 50 percent were in football, 22.2 percent in women's other sports, 11.1 percent in men's basketball, and 5.6 percent were in women's track/cross country, women's basketball, and men's other sports. In 1998, of the total freshmen scholarship athletes from each sport, the following percentages entered through the alternative admissions program: women's basketball, 100 percent; football, 52.9 percent; men's other sports, 50 percent; men's basketball, 40 percent; women's other sports, 16 percent; women's track and cross country, 14.3 percent.

In 1999, 9.6 percent of all students entered through the alternative admissions process, compared to 9.8 percent for student-athletes. Of those alternative admission student-athletes, 83.3 percent were in football, 16.7 percent were in women's other sports.

In 2000, the percent of students entering through the alternative admission process increased from 9.6 percent to 11.2 percent. The increase for scholarship student-athletes was from 9.8 percent to 28.2 percent. This 28.2 percent represented 20 scholarship student-athletes from a total of 71 scholarship student-athletes admitted. Of this group, 45 percent were in football, 30 percent from women's other sports, 15 percent from women's track/cross country, 5 percent from baseball, and 5 percent from men's basketball.

The percentages in most sport groups are relatively unstable because of the small number of student-athletes involved. The instability in these numbers is due to variations in the recruiting outcome, and not in changes in procedures or standards for admission. Overall, football has the highest proportion of student-athletes admitted in this way. The number and proportion of alternative admissions in football has varied with the recruiting class.

Academic Standards, Item 4: 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).

As a general rule, the academic credentials of transfer student-athletes are evaluated by the admissions office for transferable degree credit requirements and by the registrar's office for any other satisfactory progress requirements, in consultation with the athletic compliance and student-athlete development office. Upon review, the athletic eligibility coordinator in the registrar's office, makes a recommendation to the faculty athletic representative, who certifies the eligibility status of the transfer student-athlete. Rules and regulations of both the NCAA and the Pac-10 conference are followed when considering the eligibility for transfer student-athletes.

The following steps are taken to certify initial eligibility for transfer student-athletes:

Coach:

- Identifies prospective transfer student-athletes and provides a list to compliance office
- Requests prospective student-athlete's high school transcript, previous college transcripts, and test score sent to the compliance office.
- Completes unofficial transfer evaluation form and submits to the compliance office
- Reports results of eligibility review to prospective student-athlete
- Facilitates prospective student-athlete application to WSU
- Requests student-athlete's final transcript be sent to the compliance office

Compliance Office:

- Assesses whether prospective student-athlete was a qualifier out of high school.
- Distributes unofficial transfer evaluation report to admissions office and registrar's office of prospective student-athlete's desire to transfer to WSU
- Requests eligibility reviews by admissions office and registrar's office
- Facilitates delivery of prospective student-athlete's academic information, including area of degree interest, to admissions office
- Retains copy of transfer evaluation transfer credit report (TCR) and degree audit in prospective student-athlete's recruiting file.
- Receives eligibility review from academic eligibility coordinator (AEC) and checks review for accuracy

- Distributes results of eligibility review to associate athletic director for student development
- Forwards all transcripts to admissions office

Student-Athlete Development Office

- Receives eligibility review from compliance office.
- Meets with prospective transfer student-athlete during on campus visit.
- Reviews transfer evaluation with coach.
- Provides prospective student-athlete with advising assistance for future schedules to ensure student meets transfer and satisfactory progress rules.

Admissions Office

- Generates ID number for prospective student-athlete.
- Evaluates prospective transfer student-athlete's two-year college academic record(s) to determine transferable degree credit.
- Issues transfer credit report
- Forwards copies of transfer credit report to registrar's office athletic eligibility coordinator

Registrar's Office

- Athletic eligibility coordinator receives transfer credit report from admissions office and commences satisfactory progress review of prospective student-athlete's college academic record
- Reports results of official evaluation to the compliance office
- Verifies prospective student-athlete's status under NCAA satisfactory progress rules
- Reviews final complete transcripts
- Forwards eligibility recommendation to faculty athletic representative.
- Updates satisfactory progress worksheet to be included with the Pac-10 eligibility report and updates WSU eligibility report

Prospective Student-Athlete

- Submits final transcripts and admission materials directly to compliance office for distribution to admissions office.

Faculty Athletic Representative

- Certifies prospective student-athlete's eligibility status.

Academic Standards, Item 5: 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.

Upon review of student-athlete academic records, the athletic eligibility coordinator in the registrar's office, makes recommendations to the faculty athletic representative, who certifies the continuing eligibility status of all student-athletes. The athletic eligibility coordinator monitors full-time enrollment on a daily basis, which is tracked on the WSU eligibility report.

Compliance Office

- In conjunction with faculty athletic representative's office, confirms years of competition remaining for each student-athlete.

Academic Services

- Associate athletic director for student-athlete development distributes preliminary and final eligibility certification with instructions to head coaches.
- Associate athletic director for student-athlete development reviews each student-athlete's satisfactory progress evaluation with the athletic eligibility coordinator to determine academic status of each student-athlete. A preliminary review is done midway through the second semester and after the second semester has ended. Final review begins after summer session grades are posted.
- Associate athletic director for student-athlete development disseminates preliminary and final eligibility information to counselors and student-athletes.

Registrar's Office (Athletic Eligibility Coordinator)

- Orders transcripts for all student-athletes at the end of each semester and at the end of summer session.
- Captures current student-athlete satisfactory progress (SASP) database and saves for current academic year. Enters information for new student-athletes and updates information for continuing student-athletes for each sport into the SASP database. Includes all projected returning student-athletes with eligibility remaining, all transfer student-athletes, and all partial and nonqualifiers.

- Evaluates student-athletes' academic status using transcripts and departmental degree checklists or university degree audit reports (DARS) for student-athletes who have certified a major.
- Enters evaluated information into the SASP database and prints satisfactory progress cover sheet to be included with departmental degree check sheet or DARS report prior to review sessions with academic services. Consults with designated academic department liaisons or the DARS Coordinator to resolve questionable cases or to clarify discrepancies within the university's degree audit system.
- Reviews satisfactory progress cover sheet with associate athletic director for student-athlete development.
- Maintains documentation in student-athletes' files.
- Confirms reinstatement with the Student Advising and Learning Center (SALC) for students showing deficiency. Works with academic office to confirm deficiency contracts are on file for those who must present reinstatement contracts. Confirms reinstatement status of deficient student-athletes with the Student Advising and Learning Center (SALC). The student-athlete personal development office receives the reinstatement contract from the student-athlete and then notifies the athletic eligibility coordinator. The athletic eligibility coordinator updates the satisfactory progress database and daily eligibility report, and then files the reinstatement contract in the student-athlete's compliance file.
- Makes recommendation to faculty athletic representative regarding the continuing eligibility status of student-athletes.
- Confirms with faculty athletic representative office that SASP database is updated and is ready to generate Pac-10 eligibility report. Updates WSU eligibility report based on faculty athletic representative's determination.

Faculty Athletic Representative

- Performs periodic audits of satisfactory progress evaluations
- Reviews grade changes from grade change report provided by registrar's office to maintain the academic integrity of a student-athlete's academic records and the overall athletic program
- Certifies continuing eligibility of all student-athletes
- Updates Pac-10 and NCAA squad lists
- Assists with management of SASP database

Academic Standards, Item 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.

See appendix D.

Academic Standards, Item 7: Review the graduation rates for student-athletes who received athletics grants-in-aid, various student-athlete subgroups and for students generally during the last three years, and comment on any trends or significant changes.

The tables presented in appendix E provide the six-year graduation rates for four freshmen cohorts beginning in 1992-1993 through 1995-1996 by various subcategories. As shown in the gender and sport, freshmen cohorts report (table 1), the four-year average graduation rate for student-athletes, from the 1992-1993 cohort through the 1995-1996 cohort is 58 percent compared with 59 percent for all undergraduates at Washington State University for this same period. The trend of graduation rates for student-athletes is positive, rising from 48.2 percent in 1992-1993 up to 61.7 percent in 1995-1996. This last rate is more than one percent higher than the graduation rate for all freshmen students for 1995-1996 freshman cohort.

The comparison of male student-athletes with the male student body over the same period shows an improvement in the graduation rate of male student-athletes. The freshman cohort four-year average for male student-athletes is 52.3 percent compared with 55.4 percent for the all-male freshmen cohort. Comparing by sport, only men's basketball and baseball are below the 50 percent mark for their four-year average graduation rate. The low number of students in these sport categories may account for the variability of the graduation rate. Student-athletes who believe they have a better chance of competing at other institutions tend to transfer; a smaller proportion are academically ineligible and leave the university, and a few athletes leave because they have professional offers, especially in baseball. The other reasons they leave are similar to other college students, including finances, job opportunities, marriage, family problems, etc.

The average graduation rate for women student-athletes over the four-year period is slightly higher than for women students in general (63.25 percent for student-athletes; 62.53 percent for women students generally). Graduation rates for female student-athletes are consistently high, and, on average, higher than the graduation rate for all female students.

According to the six-year graduation rates by ethnicity and gender data (see appendix E, table 2), the overall graduation rates for African American student-athletes is positive. The four-year average for African American student-athletes is 41.8 percent compared with 43.2 percent for all African American students. The four-year average for male African American student-athletes is 44.4 percent compared with 38.3 percent for all male African American students.

The four-year average for women African American student-athletes is 30 percent, much lower than the graduation rate for female African American students in the general student body. This difference might be due to low numbers in the sample (10) for female African American student-athletes. The four-year rate for white male student-athletes is 59.3 percent. This is over 2 percent higher than the four-year average rate for all white male undergraduates, which is 57.3 percent. Similarly, the graduation rate for white women student-athletes, averaged over the four-year period is 69.4 percent which is nearly 5 percent higher than the four-year average rate of 63.5 percent for all white undergraduate women. The numbers for student-athletes in other racial/ethnic categories are too small to make meaningful comparisons.

The breakdown by gender and sport, transfer cohorts report (see appendix E, table 3) shows the trend for transfer student-athletes is very positive, rising from a low in 1992-1993 of 42.1 percent to a high of 68.2 percent for the 1995-1996 cohort. The graduation rate for student-athletes for 1995-1996 was more than 3 percent higher than the graduation rate for all transfer students for the same year. The four-year rate for male transfer student-athletes is 45.8 percent compared with 63.3 percent for all male transfer students, while the four-year rate for female transfer student-athletes is 85.7 percent compared with 68.5 percent for all female transfer students. The lowest four-year graduation rates for men's sports were football at 40 percent and basketball at 25 percent.

The NCAA satisfactory progress requirement that went into effect for the 1992 entering freshmen class, combined with the academic efforts of the athletic department, has greatly impacted graduation rates at Washington State University. This NCAA legislation requires student-athletes to meet a specific percentage of their degree requirements and maintain a minimum cumulative GPA based on their completed number of full-time terms of enrollment (e.g., after four full-time terms student-athletes must have completed a minimum 25 percent with a minimum 1.80 cum GPA; after six full-time terms they must have completed 50 percent with a minimum 1.90 cum GPA; and if they compete during their 5th year, they must complete 75 percent with a minimum 1.90 cum GPA

prior to their last season of competition). Their degree progress must be evaluated in one degree program. Student-athletes are no longer taking courses across many different departments throughout their career nor are they overtaking electives just to meet the basic NCAA rule of 24 credits per academic year. They are now taking credits for a specific purpose and they are expected to be very close to the university's minimum 2.00 GPA graduation requirement. Prior to 1992, student-athletes could compete with any cumulative GPA.

In 1994, WSU committed additional resources to track student-athletes' degree progress. The president's office provided funding for the registrar's office to hire an athletic eligibility coordinator. This position's primary purpose is to compile accurate degree audits for each student-athlete. These audits are then reviewed by the faculty athletic representative during the certification of eligibility process. Athletic department staff members and student-athletes have benefited greatly from this additional resource.

The athletic eligibility coordinator provides excellent information for athletic academic counselors to use as a planning tool during advising sessions each semester, enabling them to focus on course applicability and time-to-degree, and on assisting students with their graduation planning. Also in 1994, the university committed the necessary funding to purchase the degree audit reporting system (DARS) automated degree audit system and the staffing to implement the program. The need to track requirements for NCAA eligibility certification greatly impacted the university's decision to purchase this system. DARS is now one of the most valuable advising tools for athletic academic counselors.

Also in 1994, the athletic department committed to increasing funding for the academic and career services support unit (now known as student-athlete development unit). The department added academic staffing to better focus on servicing at-risk students and to improve career services and personal progress and development. Since 1994, the department has increased staff by four individuals and changed two part-time positions to full time. Additionally, the department increased funding for the summer school financial aid program and degree completion financial aid program, and began planning a new facility for the academic resource center (occupied in November 1997). This new facility includes a computer lab, access to laptops, access to staff for assistance in research, writing, and tutoring, access to study groups and structured study sessions, staff offices, and quiet study spaces.

The athletic department also initiated the academic standards program in 1994, which stated that all student-athletes (regardless of sport) were expected to earn a 2.50 or higher cumulative GPA. This expectation is presented as an athletic department expectation, e.g., coming directly from the athletic director, for all sports. If below that standard, student-athletes are placed in the services at a level of intensity based on individual assessment. Student-athletes earn their way out of these required services by improving their cumulative GPA and hopefully reaching the 2.50 cumulative GPA mark by their senior year. Staff and administration expect improved academic performance and reinforce this expectation on a daily or weekly basis. The message sent by this program to student-athletes is the university expects students to be on track to graduate as well as be competitive athletically.

The goal of the athletic department is to graduate 100 percent of the student-athletes who exhaust their eligibility. For the past 10 NCAA graduation reports (e.g., 1986-87 freshmen class through 1995-96 freshmen class) WSU athletics has graduated an average of 89 percent of those exhausting eligibility. For the 1993 entering freshmen class 94 percent graduated, for the 1994 entering freshmen class 100 percent graduated, and for the 1995 entering freshmen class 84 percent graduated.

Academic Standards, Item 8: Describe the specific goal(s) that your institution has set for graduation of students generally and for graduation of student-athletes.

Washington State University is committed to increase the percentage of students graduating with baccalaureate, professional and advanced degrees and to increase the overall graduation rate of its student body. The university's long-term goal for freshmen graduation rates is to reach the 75th percentile five-year graduation rate among our peers, which is currently 62.6 percent (71.0 percent for the 75th percentile of the six-year graduation rate). The following partial table is taken from the institution's accountability plan submitted to the Higher Education Coordinating Board and represents the graduation rate goal for this current biennium.

Washington State University Five-Year Graduation Rate Goal			
Common Measures	1995-1996 Baseline Performance	1996-1999 Avg. Baseline Performance	2001-03 Plan Targets
Five-year freshman graduation rate	55.7 percent	53.8 percent	55.9 percent

The preceding table represents the five-year graduation rate goal for the institution. The athletics department, based on a six-year graduation rate, has set a goal of being at or above the university's six-year graduation rate, and has met this goal for the three most recent cohorts graduating in six years.

Academic Standards, Item 9: Please attach 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.

Student-athletes are not singled out for exception in any of our academic standards and policies. All standards and policies are applied equally, not only to student-athletes, but to all students in attendance at Washington State University. Focus groups conducted with student-athletes during that study showed that they believe they are held to the same academic standards as the rest of the students at the university. NCAA GPA requirements were thought to be too low by some student-athletes, but acknowledged that these requirements help them stay on track toward graduation. Specific policies and standards are noted below, and each affirmed individually.

Definition of Full-time Status: Full-time status is defined in different ways for the different purposes at WSU. The most common definitions are:

- Financial Aid = 12 credits
- Tuition = 10 to 18 credits
- Full-time equivalent (FTE) undergraduate student = 15 credits

Student-athletes are held to a definition of full-time status for financial aid in order to participate in NCAA competition.

Good Academic Standing: Students at WSU must achieve a 2.00 GPA in order to be considered in good academic standing. A cumulative GPA, or two consecutive semester GPAs that fall below a 2.00 will cause the student to be considered deficient and ineligible to continue their studies. Students who are academically deficient must apply for reinstatement with the Student Advising and Learning Center. Reinstated students are then re-enrolled and allowed to continue if they meet conditions established in the reinstatement contract, including meeting minimum academic standards by the end of the semester. Student-athletes are subject to these same standards and processes as the rest of the student population.

President's Honor Roll: The president's honor roll is awarded to undergraduates who achieve a 3.50 cumulative GPA, or achieve a 3.75 semester GPA in at least nine graded credits. Student-athletes are awarded this honor in the same way as the rest of the student population.

Correction of Grade Errors: According to the university's academic regulations, an instructor may not change a grade after it has been filed with the registrar, except in the case of clerical error. The signature of the department chair is also required. Grade changes made for student-athletes are bound by the same standard as for other students. Departments are required to certify that the grade change is due to clerical error. Every grade change for student-athletes is personally reviewed by the faculty athletic representative (FAR). The provost's office will review the grade change in conjunction with the faculty athletic representative after the FAR's initial review.

Adding/Dropping/Withdrawing from a Course: Adding a course can be done using the automated system through the fifth day of the semester. After this time, university policy requires an instructor's signature to add a class. Student-athletes follow the same policy with the additional requirement that a signature from an athletic academic counselor is required before the courses can be processed and added to the student-athlete's schedule. The same is true for dropping and/or withdrawing from a course, in that student-athletes must obtain a signature from an academic counselor before the drop or withdraw will be processed. Student-athletes follow the same deadlines and university rules as other students for these transactions.

Operating Principle: Academic Support

Academic Support, Item 1: Identify, using an organizational or flow chart, 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).

Please see appendixes F and G for organizational and advising process flow charts.

The athletic department's academic and career services unit implemented a major reorganization in July 2002 (note updated organizational chart for student-athlete development). This reorganization allowed for a reallocation of resources to enhance the delivery of support services for student-athletes and to better meet the individual needs of our at-risk student-athletes, minority student-athletes, and to strengthen the athletics

department's focus on retention, graduation, career development, and personal/professional development.

Along with career services, academic programs and services, access to technology via the academic resource center, the student-athlete development unit now includes a commitment to providing services, staff, and programming for personal development (including the NCAA life skills program) and the PROWL resource center.

Through the reallocation of an existing budget, the student-athlete development unit was able to add an academic counselor position to enhance the level of service provided to our football program, created a senior-level academic counselor position to provide more coverage and support for sports other than basketball and football, and allowed the unit to reassign one academic counselor to work primarily with the men's basketball program. In addition, two positions and a student resource center were established for the personal development area to emphasize the athletic department's commitment to providing resources and services to address the non-academic factors impacting retention, graduation, career development, and the health and wellness of our student-athletes.

With the additional staffing and student-athlete personal development facility the athletics department demonstrates a continuing effort to developing programs and resources to more effectively meet the individual academic, career, and personal and professional development needs of each student-athlete competing at Washington State University.

Included in the newly created personal development area and PROWL resource center is the minority student-athlete mentoring program. This faculty mentoring program is designed to foster a positive and supportive relationship with minority student-athletes in order to facilitate their educational, social, and personal growth, while providing guidance to help them gain and maintain control over the overwhelming responsibilities they face in transitioning into a predominantly white institution. This program is coordinated by two newly created full-time positions (minority student-athlete mentoring coordinator and program director for personal development). Both positions have offices adjacent to the PROWL resource center). The personal development area and PROWL resource center will also provide our student-athlete development staff more opportunities to service the transition needs of our new transfer and international student-athletes.

Academic Support, Item 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.*

(These items begin on the next page.)

Academic Advising**A. The specific academic support services offered to student-athletes (if any):**

- Student-athletes receive advising from athletic academic counselors in addition to that from their university advisor. All undergraduate students are required to meet with their university academic advisor each semester. Athletic academic counselors provide pre and post advising for student-athletes to ensure they understand university and NCAA requirements, and to ensure academic schedules are realistic and meet NCAA requirements.
- Priority registration for student-athletes to allow them to handle scheduling conflicts and to minimize class absences due to competition schedules

B. Any policies that govern which students can use these services:

- Only student-athletes listed on the daily eligibility report and student-athletes receiving athletics aid through the athletic department's degree completion program have access to priority registration
- Athletic academic counselors do not have the authority to release holds on the registration system. These can only be released by university advisors to ensure advising takes place.

C. The mechanisms by which student-athletes are made aware of these services:

- Student-athlete handbook
- WSU athletics department web site
- Compliance meeting conducted each fall by compliance staff and associate athletic director for student-athlete development
- New student orientation sessions conducted each fall by the student-athlete development staff
- Team meetings – athletic academic counselor meets with team
- Information located on bulletin boards at the Bohler addition academic resource center
- On-campus recruiting visits where recruits meet with an athletic academic counselor to discuss available services after enrollment
- Academic advisors may refer student-athletes to their athletic academic counselor for guidance
- University reinstatement contracts
- Meetings with career services staff
- Recommendations from other athletic department student services staff
- Contact with teammates and other student-athletes
- Team Student-Athlete Advisory Committee representatives

D. The mechanisms for periodic review and approval by academic authorities outside athletics:

- The Associate athletic director for student-athlete development and the program director for academic and career services present sessions regarding advising student-athletes at university advisor training sessions and peer advising sessions. These sessions focus on issues and concerns regarding effectively advising the student-athlete population. To ensure adequate training, the student-athlete development staff also works closely with the advisors at the Student-Advising and Learning Center (e.g., attend training sessions and access SALC's educational materials such as the university advising manual).
- The University Compliance Committee (includes SALC, registrar, admissions, financial aid) reviews all procedures impacting the NCAA eligibility certification process (e.g., tracking degree progress).
- The faculty athletic representative reviews all procedures impacting student-athletes' eligibility, enrollment, retention, and graduation (e.g., advising philosophy, schedule review, reinstatement, graduation rates).

Tutoring

A. The specific academic support services offered to student-athletes (if any):

- Student-athletes are encouraged to use the tutoring services provided by the university, including those provided at the Student Advising and Learning Center, in academic departments, in residence halls, and the writing center.
- Athletic academic counselors work closely with faculty, multicultural student services, and the Student Advising and Learning Center to help student-athletes understand their tutoring options
- Each semester the athletic academic staff offers group tutorials/study teams for many general education courses

B. Any policies that govern which students can use these services:

- All student-athletes listed on the daily eligibility report (including walk-ons) and former student-athletes receiving athletics aid through the athletic department's degree completion program have access to tutoring through the athletic department budget.
- Per SALC tutoring policies, student-athletes who "no show" for two or more scheduled tutoring sessions will be dropped from tutoring. Student-athletes are billed for each no-show tutoring appointment.

C. The mechanisms by which student-athletes are made aware of these services:

- Student-athlete handbook
- WSU athletics web site
- SALC publications and web site
- Multicultural student services publication
- Athletic department flyers each semester
- Team academic counselors refer student-athletes, as necessary, to the appropriate tutoring opportunity.
- New student-athletes and continuing student-athletes with under 2.20 cumulative GPA learn about tutoring opportunities from their athletic academic counselor during their weekly academic meeting. These students are expected to access tutoring as needed. High-risk student-athletes (under 2.00 cumulative GPA) are required to access tutoring for each class.

D. The mechanisms for periodic review and approval by academic authorities outside athletics:

- The SALC tutor program coordinator works closely with the athletic department's learning services coordinator to ensure the appropriate level of services is available for student-athletes and monitors the academic integrity of the procedures in place for tutors and student-athletes.
- The faculty athletic representative reviews tutor contracts and working agreements.

Success Skills

A. The specific academic support services offered to student-athletes (if any):

- Academic counselors, the learning services coordinator, and the academic intern work with individuals and small groups to help student-athletes who need to improve basic skills such as vocabulary development, textbook use, reading comprehension, concentration skills, time management, memory skills, note taking, grammar, and writing.
- High-risk students are provided with academic skills packets (available to all student-athletes) and a set of basic time management tools at the start of each semester. These packets contain easy-to-use reviews of, and guides to, developing college-level study skills. The academic counselors use these materials in their weekly meetings.
- Trained study skills facilitators and writing tutors also work with at-risk students to reinforce their study skills through the guided study program.
- The student-athlete development staff meets weekly with new student-athletes and with returning student-athletes with under a 2.20 cumulative GPA to provide a structured academic support program and to track academic progress in each class. Time management is the primary focus of these meetings. The academic counselors also assist the student-athletes with advising, career exploration, and goal setting.

B. Any policies that govern which students can use these services:

- All student-athletes listed on the daily eligibility report (including walk-ons) and former student-athletes receiving athletics aid through the athletic department's degree completion program have access to tutoring through the athletic department budget.
- Per Student Advising and Learning Center tutoring policies, student-athletes who "no show" for two or more scheduled tutoring sessions will be dropped from tutoring. Student-athletes are billed for each no-show tutoring appointment.

C. The mechanisms by which student-athletes are made aware of these services:

- Student-athlete handbook
- WSU athletics web site
- Weekly meetings between student-athlete development staff and new student-athletes
- SALC publications and web site
- Multicultural student services publication
- Athletic department flyers each semester
- Team academic counselors refer student-athletes, as necessary, to the appropriate tutoring opportunity.
- New student-athletes and continuing student-athletes with under 2.20 cumulative GPA learn about support services and tutoring opportunities from their athletic academic counselor during their weekly academic meeting. These students are expected to access tutoring and support services as needed. High-risk student-athletes (under 2.00 cumulative GPA) are required to access tutoring for each class.

D. The mechanisms for periodic review and approval by academic authorities outside athletics:

- The SALC tutor program coordinator works closely with the athletic department's Learning Services Coordinator to ensure the appropriate level of services are available for student-athletes and monitors the academic integrity of the procedures in place for tutors, student-athletes, and support services.
- The faculty athletic representative reviews tutor contracts and working agreements.
- The faculty athletic representative reviews the curriculum for the PROWL class, and additionally, the curriculum advising committee includes faculty from outside athletics.

Study Hall – Availability, Facilities, Policy for Mandatory Attendance

A. The specific academic support services offered to student-athletes (if any):

- The study options program is a required 10-hour per week study program. The intent is to provide a structured learning environment and to allow student-athletes to determine what type of assistance that will best benefit them. Almost any structured and monitored study session will help complete the 10-hour requirement. Examples include tutoring, professor/TA meetings, proctored study sessions, guided study teams, work done in the academic resource center reviewed by the lab monitor, work done during guided study reviewed by a facilitator, and work done while traveling to compete (monitored by coaching staff). Any student-athlete can utilize the study options approach (via coach request, academic counselor referral or personal request) however, there are criteria for mandatory use of study options (see assessment document, appendix H).
- The guided study program provides monitored and structured study sessions for student-athletes with guided study facilitators. The facilitators are upper class or graduate-level students who have been trained in study skill instruction and/or writing skills. The athletic department learning services coordinator and/or the university writing lab coordinator train them. The facilitators serve as learning strategy tutors and help students with: 1) study skills in specific content areas, and 2) writing skills across all content areas. These sessions take place in the academic resource center (which is housed in Bohler addition), thus allowing student-athletes access to technology for their writing and research needs. While some student-athletes are targeted by this program and their participation and attendance monitored daily, these structured study teams are open and available to all student-athletes.
- Writing tutors (from the university writing center) are also available several evenings at the academic resource center.
- Football study hours is a program designed specifically for high-risk and new football student-athletes. Two or three two hour study sessions a week are scheduled in the Bohler addition academic resource center each semester by the football academic liaison. Student-athletes are required by the head coach to attend. During these sessions, football student-athletes are expected to come prepared to study either in a small group or one-on-one with one of the Athletic academic counselors. Learning strategies and study skills are the focus of these sessions. Writing and research assistance are also available from the academic resource center computer lab staff.

B. Any policies that govern which students can use these services:

- All study programs are open to all student-athletes listed on the daily eligibility report. In addition, the program director of academic and career services and the learning services coordinator assess each student's academic record based on past performance and any available testing documentation to determine who would benefit from the study options program and guided study sessions. New student-athletes and high-risk returning students may be required to attend, with attendance monitored by the athletic academic staff and attendance reports provided coaches. (See assessment document, appendix H.)
- The athletic department's learning services coordinator is responsible for recruiting, training, scheduling, and supervising guided study facilitators.

C. The mechanisms by which student-athletes are made aware of these services:

- Student-athlete handbook (updated and distributed each fall)
- WSU athletic department web site (<http://wsucougars.ocsn.com/ot/sa-services.html>)
- New student orientation sessions conducted each fall by the student-athlete development staff
- Team meetings – athletic academic counselor meets with team
- Information located on bulletin boards at the Bohler addition academic resource center
- On-campus recruiting visits where recruits meet with an athletic academic counselor to discuss available services after enrollment
- Recommendations from other athletic department student services staff
- Contact with teammates and other student-athletes
- Weekly academic meetings with athletic department academic counselors

D. The mechanisms for periodic review and approval by academic authorities outside athletics:

- The faculty athletic representative and director of the Student Advising and Learning Center review and approve all support programs available for student-athletes.

Freshman/Transfer Orientation
<p>A. The specific academic support services offered to student-athletes (if any):</p> <ul style="list-style-type: none"> • New student-athletes participate in an academic and career services orientation prior to their first semester of enrollment. The orientation includes a survey of existing university and athletic department resources. • All student-athletes are encouraged to participate in university orientations. Additionally, new student-athletes in the sports of men's and women's basketball are able to attend classes funded by athletics during the summer session prior to the first fall semester of enrollment. These students are involved in athletic department orientation activities throughout the summer term bridge program
<p>B. Any policies that govern which students can use these services:</p> <ul style="list-style-type: none"> • All new student-athletes are required to attend athletic department orientation.
<p>C. The mechanisms by which student-athletes are made aware of these services:</p> <ul style="list-style-type: none"> • All new student-athletes receive information about university and department orientations in the summer prior to enrollment via an athletic department mailing. Mid-year transfers are also provided an orientation during the first week of the semester by the student-athlete development staff. Coaches provide reminders and incorporate the orientation into their required activities.
<p>D. The mechanisms for periodic review and approval by academic authorities outside athletics:</p> <ul style="list-style-type: none"> • The faculty athletic representative periodically reviews freshmen and transfer orientation programs.

Academic Progress Monitoring

A. The specific academic support services offered to student-athletes (if any):

- Weekly academic meetings: All new first semester student-athletes, returning students under 2.00 cumulative GPA, and most students with 2.00-2.20 cumulative GPA meet weekly with their assigned team academic counselor, learning services coordinator, or peer academic counselor. The academic counselor develops an individual academic success plan for each student in a weekly meeting and monitors their progress throughout the semester (plan includes time management, goal setting, tracking and planning for assignment due dates and test preparation, checking/discussing class notes to determine level of class attendance, planning tutor and study sessions, individual work with study skills and learning strategies, writing and research assistance, and academic and career planning). Weekly reports are distributed to head coaches every Monday during the academic year and summer school. (See assessment document, appendix H.)
- Four- and 12-week evaluation (instructor-student conference): To better track class attendance, assignment completion, and participation in class, an “effort” evaluation is mailed or hand-carried by the student-athlete to each professor/instructor of targeted/at-risk student-athletes. The intent is to encourage a student-instructor/professor conference, and place more responsibility on the at-risk student-athlete to interact with faculty members earlier in the semester and through the end of the semester.
- Midterm grade report: The university reports midterm grades for freshmen and entering transfer students. In addition, the student-athlete development office mails a request for midterm grades to each professor/instructor of all student-athletes. The faculty are requested to respond on the athletic department’s confidential web site. Coaches and academic counselors receive copies of each returned evaluation form and a summary of all reports for each student-athlete. The midterm report assists the academic staff and coaches in providing immediate intervention and reinforcement at a point in the semester when the student-athletes still have an opportunity to improve their academic performance.

B. Any policies that govern which students can use these services:

- All new student-athletes, returning students under 2.00 cumulative GPA, and most returning students with 2.00-2.20 cumulative GPA are required to meet weekly with their assigned team academic counselor, learning services coordinator, or peer academic counselor. The program director of academic and career services evaluates student-athletes with 2.20-2.49 cumulative GPA on an individual basis to determine if they will be required to meet weekly with an academic counselor. Student-athletes with over 2.50 cumulative GPA may also request to meet weekly with their team academic counselor.
- The midterm grade request is sent to each professor/instructor for each student-athlete’s class. All student-athletes have access to this service. A letter requesting their response is mailed in the eighth week and the faculty are asked to respond via the academic and career services REACT web site. To encourage a higher response rate, a reminder is mailed in the 10th week.
- Four- and 12-week evaluations are utilized for student-athletes identified by the program director for retention and graduation or (e.g., targeted, high-risk student-athlete).

C. The mechanisms by which student-athletes are made aware of these services:

- New student orientation
- Head coach follow-up after forms are returned
- Team academic counselor
- Student-athlete handbook
- WSU athletic department web site (<http://wsucougars.ocsn.com/ot/sa-services.html>)

D. The mechanisms for periodic review and approval by academic authorities outside athletics:

- The faculty athletic representative reviews monitoring programs and provides feedback as necessary.

Assistance for Special Academic Needs
A. The specific academic support services offered to student-athletes (if any):

- Any student-athlete with a documented learning disability or physical impairment will meet with the athletic department's learning services coordinator to develop an individual academic success plan and for referral to available university resources. The learning services coordinator works closely with the disability resource center on campus and the student's athletic counselor to ensure the student's needs are being met.
- The disability resource center provides services for qualified student-athletes (level of services is consistent with the services provided for any student who provides the appropriate testing documentation). These services are primarily in the form of academic accommodations (access to books on tape, individual testing carrels for extra-time on exams in a distraction-free environment, scribes, note takers, etc.). The disability resource center does not currently have the staff to provide developmental academic assistance to students.
- The learning services coordinator coordinates NCAA waiver requests for under 12 credit enrollment with the compliance staff.
- Learning services coordinator coordinates access to additional resources available in the university and internally within the academic office. Developmental academic services for the special needs population are not present on campus. The learning services coordinator attempts to augment university services for the special academic needs of students via consultation with various university resources (faculty/staff, counseling/testing center, disability resource center staff, other professionals). From this input, and working individually with the special needs student-athletes, the learning services coordinator and the academic counselors attempt to develop effective academic strategies and academic plans utilizing all available resources.

B. Any policies that govern which students can use these services:

- Student-athletes with learning disabilities have access to the same level of services provided to all students with learning disabilities. Student-athletes must provide the appropriate type of testing documentation to the director of the disability resource center as is required of any student on campus.

C. The mechanisms by which student-athletes are made aware of these services:

- Athletic academic counselors
- Head coach
- New student orientation
- Recruiting process
- Faculty referral
- Parent referral
- Student request for assistance

D. The mechanisms for periodic review and approval by academic authorities outside athletics:

- The director of the disability resource center reviews all testing documentation for student-athletes to determine the appropriate and/or required level of services.

Learning Assessments

A. The specific academic support services offered to student-athletes (if any):

- The student-athlete development staff assess the academic strengths and weaknesses of student-athletes using existing academic records and assessment instruments.
- During new student orientation each semester, the athletic department learning services coordinator administers the scholastic abilities test for adults (SATA) to new transfer students who were non-qualifiers out of high school, and freshmen who entered the university with a 30 admission index number or less (less than 28 = alternate admit). Learning services coordinator reviews SATA results with testing services staff to develop appropriate individual strategies and to determine if further testing is warranted.
- The learning services coordinator reviews class schedules (in consultation with director of the disability resource center) for students with learning disabilities each semester to ensure their schedule is in line with their individual academic success plan, NCAA academic requirements, their academic plan for graduation, and is consistent with the necessary time accommodation allowed by the NCAA.
- Referrals to the university testing services: The learning services coordinator refers student-athlete, coach, or academic staff requests for testing to the university testing services office.
- University placement exams: All WSU students must take math and English placement exams.

B. Any policies that govern which students can use these services:

- All student-athletes who request assessment and testing will be referred to the disability resource center and university testing services. (No fee required)
- All new freshmen on campus must take the English and math placement exams to determine the appropriate English or math course in which to enroll as part of meeting the university's general education requirements.

C. The mechanisms by which student-athletes are made aware of these services:

- Athletic academic counselors
- Head coach
- New student orientation
- Recruiting process
- Faculty referral
- Parent referral
- Student request for assistance
- Faculty advisor

D. The mechanisms for periodic review and approval by academic authorities outside athletics:

- The director of testing services (at counseling services) manages all referrals for testing and reviews the athletic department's procedures for those referrals.

Mentoring**A. The specific academic support services offered to student-athletes (if any):**

- Peer academic counseling program: The peer academic counseling (PAC) program is designed to assist new student-athletes with their transition from high school or community college. Peer counselors give the new student-athlete a contact person to provide advice, support and assistance. These counselors are often current or former student-athletes, successful juniors, seniors, or graduate students with a wealth of knowledge about how to succeed at WSU. Peer counselors may receive credit from the psychology department or fulfill internship hours for the athletic department's degree completion program. Peer counselors meet with each assigned student-athlete weekly. They emphasize time management and assist student-athletes with planning a weekly schedule. They help students with note taking and test taking strategies and provide tips on talking with professors and accessing tutoring help.
- University mentoring resources: Student-athletes are encouraged to take advantage of the many university resources that provide mentoring to all students. Among the resources utilized by student-athletes are: Office of Multicultural Student Services, Student Advising and Learning Center, Counseling Services, Women's Resource Center and the Gay, Lesbian, Bisexual and Allies Association. Additionally, university faculty and staff mentor students through the advising process.
- The athletic department created the minority student-athlete mentoring program in July 2002 to introduce minority student-athletes to additional resources to manage the transition and retention issues unique to minority student-athletes attending a predominantly white institution.

B. Any policies that govern which students can use these services:

- The program director for retention and graduation and the head coach review the academic preparedness of the entering class and determine who would benefit from peer counseling. High- or moderate-risk student-athletes are assigned to full-time academic counselors, not peer counselors.
- The athletic department's academic staff recruits, trains, and supervises peer academic counselors. Students are encouraged to volunteer, however, they may receive credit from the psychology department or credit for completing hours for their athletic department internship requirement.
- The program director for personal development and the minority student-athlete mentoring coordinator assess minority student-athletes needs and match them with university minority faculty mentors.

C. The mechanisms by which student-athletes are made aware of these services:

- Student-athlete handbook (updated and distributed each fall)
- WSU athletic department web site (<http://wsucougars.ocsn.com/ot/sa-services.html>)
- New student orientation sessions (conducted each fall by the academic and career services staff)
- On campus recruiting visits (recruits meet with an athletic academic counselor to discuss available services after enrollment)

D. The mechanisms for periodic review and approval by academic authorities outside athletics:

- The psychology department only allows credit for peer counseling if enrolled in their practicum course (required attendance once/week).

Assistance for At-Risk Students

A. The specific academic support services offered to student-athletes (if any):

- FAST START Seminars are planning sessions organized by the athletic department's learning services coordinator. After attending FAST START, students are prepared to begin the second week of school and their second week meeting with their academic counselor. High-risk student-athletes are expected to attend a FAST START Seminar for assistance with organizing their syllabi in their binder, completing their semester time management calendar and reviewing the academic skills packet (quick review of college study skills with easy-to-use instructions and ideas for study skill development). This packet is included in the binder and can be used by the academic counselor and student throughout the weekly meeting process. (See assessment document, appendix H.)
- Weekly meetings: The athletic academic counselors meet weekly with student-athletes to provide a structured academic support program and to track academic progress in each class. A detailed weekly contact report is distributed every Monday to the head coaches. The academic counselors assist the student-athlete with class selection, major selection, graduation planning, career planning, time management, goal setting, study skills, and learning strategies. The counselors work closely with university faculty to monitor grades and class attendance. The staff also communicates with the student's faculty to provide assistance with rescheduling or making up class assignments and exams missed due to team travel. Proactive weekly monitoring improves communication among the academic counselors, student-athletes, coaches, advisors, and instructors.
- Study Skills: Student-athletes who need to improve basic skills such as vocabulary development, textbook use, reading comprehension, concentration skills, time management, memory skills, note taking, grammar and writing skills have many opportunities to do so. The athletic department learning services coordinator, academic intern, and academic counselors work individually and in small groups to meet the needs of these students. Trained study skills facilitators and writing tutors are also available to work with these students Sunday through Thursday nights at the guided study program.
- Tutoring: All high- and moderate-risk student-athletes are encouraged or required, based on staff assessment of their academic history, to access tutors at Student Advising and Learning Center and other campus resources, to work individually with teaching assistants, and to meet with their professors during office hours throughout the semester.

B. Any policies that govern which students can use these services:

- Students under 2.00 cumulative GPA are required to have a weekly "service" for each class (e.g., tutor, TA meeting, professor meeting, study team) and are required to meet weekly with their assigned athletic academic counselor.
- Students with 2.00-2.20 cumulative GPA are required to meet weekly with their assigned athletic academic counselor and are encouraged to access tutoring and study teams as needed.
- Students with 2.21-2.49 cumulative GPA may be assigned to a weekly academic meeting as determined by the program director for retention and graduation.

C. The mechanisms by which student-athletes are made aware of these services:

- Head coach
- Athletic academic counselor
- Student-athlete handbook

D. The mechanisms for periodic review and approval by academic authorities outside athletics:

- The faculty athletics representative reviews support programs for at-risk students and provides feedback as necessary.

Post-Eligibility Programs**A. The specific academic support services offered to student-athletes (if any):**

- Degree completion program (DCP), exhausted eligibility: The purpose of the degree completion program is to provide financial assistance to students who have completed their athletic eligibility to enable them to complete the requirements for their first bachelor's degree.

B. Any policies that govern which students can use these services:

- In order to be considered, a student-athlete must: 1) Meet all NCAA financial aid requirements. 2) Have a 2.0 cumulative GPA and have earned a minimum of 90 credit hours over 8 semesters. 3) Be within one semester of a degree if they have been on athletic aid for five years or be within two semesters of a degree if they have been on athletic aid for four years or less. 4) Enroll in a minimum of 15 credit hours each semester of the award unless their degree requirements are less. No more than 18 credit hours can be taken in a semester at WSU expense. 5) Aid is approved from semester-to-semester on the basis of successful academic progress. 6) If a student earns "F", "W", "I" in any class, future aid may be impacted. If the above criteria are not met, the student-athlete can appeal to the associate athletic director for student-athlete development.
- Financial assistance includes: 1) DCP financial aid during the summer term immediately following their last year of eligibility will be proportionate to the previous academic year. 2) DCP financial aid during the first academic year term after eligibility is exhausted will be limited to tuition, required fees, and required text books.
- Internship requirement: 1) All student-athletes in the DCP will be assigned an internship in the athletic department. The required hours will be determined by previous history of athletic financial assistance (exception: internships are not required during summer school). 2) If a DCP student-athlete has an off-campus internship required for graduation or a student teaching requirement, the athletic department's DCP internship requirement will be waived for those student-athletes who are within six years of post secondary enrollment and have not received more than 10 semesters of athletics aid.
- Academic Support: DCP students have access to all available academic services (e.g., tutoring, study teams, computer lab access, midterm grade evaluations, advising/academic planning, weekly academic meetings, career services, senior professional development portfolio and senior meetings).

C. The mechanisms by which student-athletes are made aware of these services:

- On campus recruiting visits
- Student-athlete handbook
- WSU athletics web site
- Head coach
- Team academic counselor
- Senior student-athlete meetings (annual required meetings in September and January)

D. The mechanisms for periodic review and approval by academic authorities outside athletics:

- The compliance staff reviews procedures/contracts and audits financial aid awards on an annual basis.
- The university financial aid office (athletics financial aid coordinator) processes all financial aid awards through the university financial aid office.

Additional Athletic Academic Support Services

A. The specific academic support services offered to student-athletes (if any):

- Degree completion program (DCP), medical exception: The purpose of the medical exception degree completion program is to assist scholarship student-athletes suffering from a career ending injury in completing their first bachelor's degree. Financial aid may be available for a student-athlete who is injured while participating in his/her sport based upon the team physician's recommendation that they are not physically able to complete four years of eligibility.

B. Any policies that govern which students can use these services:

- The team physician determines access to this service. If a serious injury exists, the head coach and the head athletic trainer will meet to discuss the injury. If warranted and appropriate, the director of athletic training services will consult with the WSU team physician to determine if the injury is career ending. If determined to be career ending, the director of athletic training services will meet with the sport supervisor to review the student-athlete's medical history and the recommendation for medical degree completion. If approved by the sport supervisor, the director of athletic training services will forward the appropriate medical documentation to the compliance office for review.
- If approved for medical degree completion financial aid, the following apply: 1) Students must enroll in a minimum of 15 credit hours each semester of the award unless their degree requirements are less. No more than 18 credit hours can be taken in a semester at WSU expense. 2) Aid will be awarded in proportion to the amount of financial aid received during their last year of eligibility. 3) Students will be assigned a 20-hour a week internship in the athletic department. 4) Aid will be awarded by semester on the basis of successful academic progress. Aid may not be renewed for students who become deficient, as defined by university academic regulations. 5) The maximum time of award is four years (determined by the student's clock start). 6) The degree should be completed during the period of this financial award. If a student earns "F", "W", "I" in any class, future aid may be impacted.
- Academic support: DCP students have access to all available academic services (e.g., tutoring, study teams, computer lab access, midterm grade evaluations, advising/academic planning, weekly academic meetings if under 2.00 cumulative GPA, career services, senior professional development portfolio, and senior meetings).

C. The mechanisms by which student-athletes are made aware of these services:

- The director of athletic training services and team physician initiate contact with a student-athlete who has suffered a career ending injury. The trainer and physician review the injury with the student-athlete and recommend the student-athlete no longer compete. The physician forwards an official letter to the Compliance Office to initiate moving the scholarship from the sport to the athletic department's degree completion budget.

D. The mechanisms for periodic review and approval by academic authorities outside athletics:

- The compliance staff reviews procedures/contracts and audits financial aid awards on an annual basis.
- The compliance staff reviews each medical degree completion request. Financial aid is not awarded until approved by the compliance staff.

The following is additional information for the academic support operating principle, Item 2:

Summer Session Financial Aid Program

The goal of WSU funded summer session is to enhance progress toward a degree and provide the student the opportunity to complete his or her degree at the same time eligibility is completed at Washington State University. If a student-athlete quits his/her team with the intent to transfer to another institution, the summer session financial aid agreement will become null and void immediately.

NCAA criteria for summer session financial aid:

- In order to be considered for summer session financial aid, the student-athlete must have been in residence at least one term of the regular academic year and must have received athletically related financial aid.
- Summer session financial aid may be awarded only in proportion to the amount of athletically related financial aid received during the previous academic year.
- Summer session financial aid can be awarded only for WSU Pullman enrolled course work.

WSU criteria for summer school financial aid:

- The associate athletic director for student-athlete development will determine award of summer session financial aid based on the best academic plan for graduation for each student-athlete. Any student not recommended for funding may appeal the recommendation with the athletic director.
- To receive full consideration for summer financial aid, student-athletes must earn at least nine credits with a minimum 2.00 fall semester GPA. Student-athletes who do not meet this minimum standard may not be funded. Academic progress will be reevaluated during the spring semester to determine whether aid will be awarded or if the student will need to appeal through the athletic director's office.
- Request for aid for off-campus internship credits will be evaluated on an individual basis. If off-campus internship hours are approved, aid will only include tuition and required books.

- WSU distance degree programs credits will not be funded through WSU athletics' summer aid program.
- A maximum of two summer session courses will be funded (equivalent student-athletes will be funded for proportionate amount).
- If students qualify for stipend funding per NCAA rules, stipends will be awarded on a weekly basis (e.g., per number of weeks enrolled). Maximum funding for summer stipends will be eight weeks.
- To receive full stipend when enrolled in a six or eight week summer session, student-athletes must be enrolled in a minimum of two courses.
- If enrolled in a four-week summer session, student-athletes may enroll in only one course.

Access to Technology

The academic resource center located in the Bohler addition provides the following resources:

- Computer lab (24)
- Laptops (13)
- Internet & e-mail
- Library access
- Scanner
- Black and white and color printers
- Career resources
- Writing and research assistance

The center is open to all student-athletes, degree completion students, student athletic trainers, student managers, and graduate assistant coaches.

The athletic department also encourages student-athletes to use university student computer labs and provides them the server pass fee to do so. The labs provide access to PC or Macintosh computers, as well as popular software, Internet access, multimedia, library resources, training sessions, lab monitor assistance, and access to the library database system

Career Services

The following career services are available for all students at Washington State University, and athletic department academic staff work closely with the university career services staff to ensure student-athletes are aware of these services and encouraged to access them.

- Interview skills and workshops
- Majors fair and career fair
- Senior planning meetings
- SIGI software for career exploration
- Alumni connections
- Job search strategies
- Assistance with resume preparation

The following career services available for student-athletes only:

- Senior professional development portfolio: The senior professional development portfolio is a joint publication created by career services and the athletic department. This publication is produced to link student-athletes with potential employers in an attempt to assist with the transition from being a student-athlete to a working professional. The portfolio is a compilation of resumes for all graduating student-athletes and is distributed to over 500 potential employers annually. The distribution list varies from Cougar alumni to a large variety of small firms and large businesses. The publication is also distributed to companies as they come to campus for on-campus interviewing each spring. Senior student-athletes are expected to participate in the portfolio project. Coaches are asked to make this project mandatory for their seniors.
- Senior folder: A senior folder is provided to each senior student-athlete at the senior banquet, hosted every spring semester by Washington State University Intercollegiate Athletics and the Grey W Club. The senior folder includes: business cards for the student-athlete, copies of their resume published in the professional development portfolio, sample cover letter, professional development portfolio mailing list, and handouts to assist with writing cover letters, interviews, and job searching strategies.
- PROWL resource center: Career books, handouts, resource notebook for career opportunities, and internet access are available in the PROWL resource center to assist student-athletes with career exploration and career development. Student-

athletes are encouraged to access these resources in a self-guided manner and request individual assistance as needed.

Academic Recognition

WSU recognizes individual student-athletes on the WSU athletics all-academic team:

- Semester honor roll: Student-athletes are recognized for achieving at least 3.0 GPA while passing a minimum of 12 credits in a given semester.
- Two Semester All-Academic Team: Student-athletes are recognized for earning a minimum of 24 credits with a minimum 3.0 GPA average during the previous spring and fall semesters or maintain a 3.0 or higher cumulative GPA (these student-athletes receive an award with the excellence in academics insignia at a WSU athletic event).
- Freshmen/Transfer All-Academic Team: Freshmen and first-semester transfers are recognized for earning a minimum of 12 credits with 3.0 GPA in the first semester at WSU (these student-athletes receive an award with the excellence in academics insignia at a WSU athletic event).
- WSU Top 50 (All-American Scholar Collegiate Program): Student-athletes are recognized for previous academic year performance. Varsity student-athletes, who maintain a minimum 3.30 cumulative GPA, have been on the roster for two semesters, and have earned a minimum 24 credits fall and spring semesters are recognized.
- Senior Excellence in Academics Award: Student-athletes are recognized for their academic careers at WSU. Seniors who earn a minimum 90 credits with a minimum 3.50 cumulative GPA, have been members of the WSU Athletics All-Academic Team each semester, enrolled at WSU two years as a student-athlete, and excelled in their degree program are recognized at the annual senior banquet.
- Cougar Pride Academic Salute: The top 12 student-athletes are recognized each year for their academic, athletic, community service, and leadership accomplishments.
- Cougar star performers: Each semester student-athletes with under 2.70 cumulative GPA are recognized as “star performers” if they earn minimum 12 credits with minimum 2.50 semester GPA, and their semester GPA is at least .25 higher than their cumulative GPA.

The athletic department's academic and career services staff coordinate academic recognition with oversight from the athletic department's Award and Scholarship Committee (administrative staff and coaches).

Scholarship Book Purchase and Book Return

The compliance office manages the athletic department's book loan program. The office staff issues each scholarship student-athlete (on book scholarship) a book form with all required textbooks listed for their current enrolled schedule. Student-athletes receiving books as part of the athletic financial aid package must purchase text books at the student book store with their official book form. If students would like to keep any book or if any book is not returned by the deadline, 50 percent of the book value will be billed to the student's account. The compliance staff reviews the book loan program each year and conducts an annual audit of the program.

Operating Principal: Scheduling

Scheduling, Item 1: Attach 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 scheduling policy for athletic events is designed to minimize conflict with class time and examination periods (see appendix A). During examination periods coaches should make every effort to avoid events that are not Pac-10 mandated or NCAA tournament play. To help ensure this is happening, the university athletic director or senior associate athletic director must approve all non Pac-10 or NCAA events. The faculty athletic representative interacts with the athletic director and senior associate athletic director on these decisions. Sporting events that are potentially in conflict with classes are considered on an individual basis taking into consideration exam schedules as well as the impact they have on the team's success or potential to qualify for NCAA championships.

No faculty member shall be required to excuse a WSU student-athlete from class, an exam, quiz or any other class assignment because of a conflict with regularly scheduled athletic practices. To help prevent these occurrences, student-athletes are given priority registration allowing them to enroll in classes that fill quickly. Occasionally, student-athletes may postpone taking a course until after the season is finished or when it is more conducive to the student's academic success. Coaches are expected to be understanding

and accommodating to academic issues during instances when class requirements conflict with practices or competitions.

Washington State University student-athletes follow the same guidelines for seeking excused absences as the general student body. These guidelines were approved by the Faculty Senate and are found in the university catalog as rule 73(a) in the appendix on academic regulations. Under these official guidelines, students have the responsibility of notifying each of their instructors one week in advance of scheduled athletic events. The guidelines state, “Students who are required to participate in off-campus, university-sponsored activities such as field trips, musical performances, judging teams, intercollegiate athletic events, etc., should obtain an official ‘class absence form’ from the faculty or staff member supervising the off-campus activity.” It states that the form shall include specific information about the dates the student will not be in class, nor available for an exam, and signed by the supervising faculty or staff member. Student-athletes are responsible for completing all readings, making up any missed assignments or exams, and acquiring all lecture notes and other materials introduced in the class during their absence.

A total of 19 athletic events were scheduled during finals weeks between fall 1998 and spring 2001 (see appendix I). Twelve of them were non-Pac-10 or NCAA sanctioned events. Of these 12 events, five of them occurred in Pullman thereby increasing the possibility of student-athletes taking exams. With the exception of just two golf tournaments during this span of time, all non-Pac-10 or NCAA events took place during the weekend. It should be noted that very few students were affected and all completed required final exams

While 19 competitions were scheduled during finals week, it appears that the amount of hardship student-athletes may have endured was minimal. Many students claim that fewer professors are scheduling final and midterm exams and are opting for more flexible assignments such as research papers or special projects. Thus, the number of actual competition/exam conflicts for student-athletes seems to have declined in recent years.

Scheduling, Item 2: Describe the procedures used by the institution to monitor missed class time for student-athletes.

The athletic department does not systematically monitor missed class time by student-athletes. It is the responsibility of student-athletes to make sure they attend class regularly. Occasionally some coaches will perform informal classroom checks on their

student-athletes. Upon the recruitment of any student-athlete and continuing upon enrollment at WSU, the athletic department clearly and regularly stresses the importance of attending classes and meeting established academic standards. Athletic department staff closely monitor the academic performance for each student-athlete as reflected in the wide range of academic support programs available to student-athletes.

Scheduling, Item 3: Analyze, explain and address missed class time that has been determined by the institution to be significant or excessive for any sport(s).

Student-athletes participating in golf, tennis, and baseball are most likely to miss class time. All of these sports are played outdoors and take place during parts of both the spring and fall semesters. There are several reasons why these particular sports produce more missed class time compared with other sports. Long and cold winters in the Pullman area often force the teams to travel to warmer climates to compete. Another significant factor is that the WSU golf team does not have its own home golf course sufficient for competitive play, forcing the team to travel eight to 30 miles to practice and 70 to 150 miles to host events. Also, most golf courses do not allow tournament play on weekends.

A critical issue to examine is how the missed class time has affected student-athlete academic performance. A historical review of the academic records for student-athletes in golf and tennis indicate these teams consistently rank among the best of any sport in terms of academic performance. In fact, both these teams have an average team GPA above 3.0. However, the baseball team's average GPA is consistently lower. A look at team grades for baseball between 1991 and 2001 shows an average GPA of 2.65 for fall semester and 2.47 for spring semester.

Because the spring semester average GPA is lower, it suggests that baseball's demands during the season can have an impact on a player's GPA. However, after reviewing the academic progress of baseball players, it should be noted that the team's average cumulative GPA and average credits earned each year demonstrate that baseball players are on track to meet NCAA satisfactory requirements and graduate while enrolled at WSU (for example, during 2001-02, the baseball team cumulative GPA was 2.61 and the team members averaged 26 credits for the academic year.)

Evaluation and Plan for Improvement

Academic Standards				
	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. 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 is analyzed and explained by appropriate institutional authorities?	✓	103-118		
a. The institution admits only student-athletes who have reasonable expectations of obtaining academic degrees? (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?	✓	103-118		
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?	✓	103-118		
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?	✓	103-118		

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

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?	✓	118-137		
b. Student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing?	✓	118-137		
c. When it is determined that student-athletes have special academic needs, these needs are addressed	✓	118-137		
d. The support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics?	✓	118-137		

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

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?	✓	137-139		

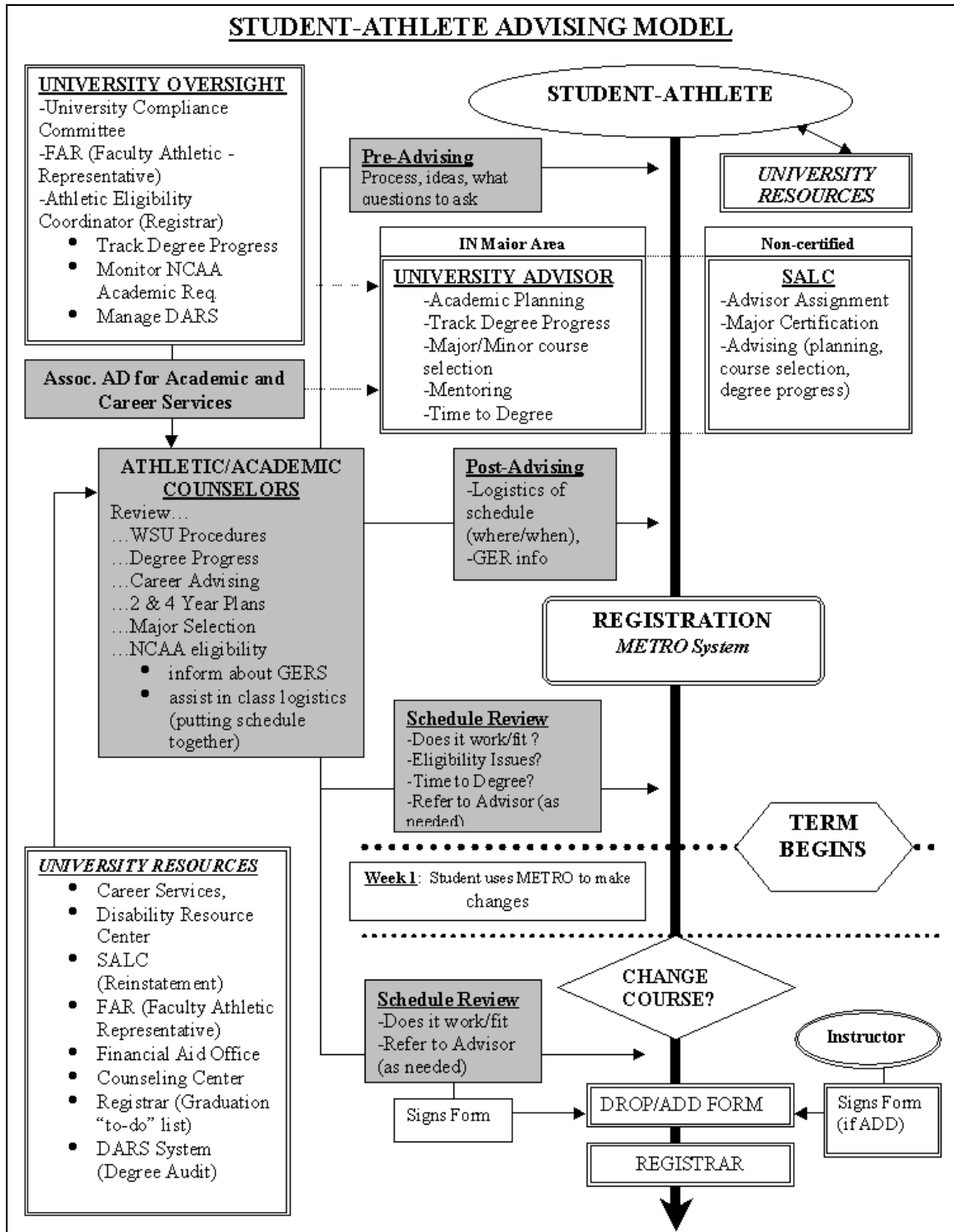
On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.3 (Scheduling)? **Yes.**

Appendix A, Athletic Department Scheduling Policy

Washington State University
Athletics Department Scheduling Policy
(4/11/02)

1. Coaches are responsible for scheduling non-conference events, and they are to make every effort to minimize missed class time due to team travel. Coaches will select departure dates and times for conference and non-conference events with this in mind.
2. Event schedules are reviewed and monitored by the sport supervisor (athletic director or senior associate athletic director) to ensure budget and academic issues are considered.
3. Coaches will provide their sport supervisor with a tentative schedule for review and approval prior to making any commitment to the host institution.
4. Coaches will not schedule non-conference events during finals week. (The sport supervisor may approve exceptions to this policy if there is no academic impact on the student).
5. The compliance staff reviews each event schedule prior to departure to ensure the sport is in compliance with all applicable NCAA rules.
6. If coaches would like to leave campus more than one day in advance of their team competition, they must have prior approval from the sport supervisor. If departure is more than 48 hours prior to their scheduled event, coaches must request permission from the sport supervisor and the faculty athletics representative prior to confirming travel plans. If approved, the compliance staff will request permission from the NCAA to waive the “48 hour rule”. Travel expenses will not be authorized until the NCAA approves the waiver.
7. Student-athletes will not schedule classes during scheduled practice times. And, student-athletes will not miss class to attend a re-scheduled practice session.

Appendix B, Student-Athlete Advising Model



Appendix C, Table 1 – Standardized Test Scores by Gender

ACADEMIC INTEGRITY ATTACHMENT NO. 1

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID*

PART I-A: Standardized Test Scores, by Gender

Calculate and provide the average (mean) standardized test scores for all entering freshman students and freshman student-athletes who received athletics aid* (include nonqualifiers who were ineligible for athletically related aid) during the three most recent academic years, by gender. Report all scores as either recentered SAT or ACT sumscores. Individual student-athlete scores should be converted using the table provided on page 21 before the average (mean) test scores are calculated. If possible, this same procedure should be used in converting the scores of freshman students generally. Otherwise, the average score for freshman students generally may be converted using the table provided on page 21. List the most recent academic year's data first and include all freshman students entering the institution during the year.

Year	Gender							
	Male Students		Male Student Athletes		Female Students		Female Student Athletes	
	Score	#of Students	Score	#of Students	Score	# of Students	Score	# of Students
2000	1058	1161	988	26	1027	1235	992	40
1999	1068	1166	977	27	1018	1267	1037	30
1998	1050	1361	936	30	1022	1484	1027	33

*Institutions that do not award athletics aid should compile these data for freshman student-athletes who were recruited, as determined by the institution.

Average standardized test scores reported here are primarily SAT composite scores. Scores for those students and student-athletes who submitted only composite ACT scores were converted to SAT scores using a conversion table developed by the Washington Higher Education Coordinating Board.

Name of person completing this chart: Cathy Fulkerson, Institutional Research
 Title: Planning Analyst II Date: 2/18/02

Appendix C, Table 2 – Standardized Test Scores by Racial or Ethnic Group

ACADEMIC INTEGRITY ATTACHMENT NO. 1

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID*

PART I-B: Standardized Test Scores, by Racial or Ethnic Group

Calculate and provide the average (mean) standardized test scores for all entering freshman students and freshman student-athletes who received athletics aid* (include nonqualifiers who were ineligible for athletically related aid) during the three most recent academic years, by racial or ethnic group. Report all scores as either recentered SAT or ACT sumscores. Individual student-athlete scores should be converted using the table provided on page 21 before the average (mean) test scores are calculated. If possible, this same procedure should be used in converting the scores of freshman students generally. Otherwise, the average score for freshman students generally may be converted using the table provided on page 21. List the most recent academic year's data first and include all freshman students entering the institution during the year.

		Racial or Ethnic Group - All entering Freshman Students												
		Am. Ind./AN		Asian/P/I		Black		Hispanic		White		Other		
Year	Score	#of Students	Score	#of Students	Score	#of Students	Score	#of Students	Score	#of Students	Score	#of Students	Score	#of Students
2000	1025	28	986	145	914	85	930	80	1055	1971	1090	87		
1999	1022	32	1011	113	928	69	994	66	1049	2037	1058	116		
1998	1032	53	1012	156	895	81	954	101	1044	2307	1053	147		
Average Standardized Test Score														

		Racial or Ethnic Group - All entering Freshman Student-Athletes on Aid*												
		Am. Ind./AN		Asian/P/I		Black		Hispanic		White		Other		
Year	Score	#of Students	Score	#of Students	Score	#of Students	Score	#of Students	Score	#of Students	Score	#of Students	Score	#of Students
2000		0	923	4	845	10	1012	3	1029	42	993	7		
1999	**	**	0	0	928	9	**	**	1021	44	**	**		
1998		0	**	**	943	11	1010	3	994	41	1022	6		
Average Standardized Test Score														

*Institutions that do not award athletics aid should compile these data for freshman student-athletes who were recruited, as determined by the institution.
 **Institutions are not required to report data if the number of students in a group is 2 or less.

Average standardized test scores reported here are primarily SAT composite scores. Scores for those students and student-athletes who submitted only composite ACT scores were converted to SAT scores using a conversion table developed by the Washington Higher Education Coordinating Board.

Am. Ind./AN-American Indian/Alaskan Native Asian/P/I - Asian/Pacific Islander
 Other includes non-reporting domestic students as well as international students.

Name of person completing this chart: Cathy Fulkerson

Appendix C, Table 3 – GPA and Test Scores, by Sport Group

ACADEMIC INTEGRITY ATTACHMENT NO. 1

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID*

PART II: GPA and Test Scores, by Sport Group

Calculate and provide the average (mean) standardized test scores for all entering freshman students and freshman student-athletes who received athletics aid* (include nonqualifiers who were ineligible for athletically related aid) during the three most recent academic years, by racial or ethnic group. Report all scores as either recentered SAT or ACT sumscores. Individual student-athlete scores should be converted using the table provided on page 21 before the average (mean) test scores are calculated. List the most recent academic year's data first and include all freshmen students entering the institution during the year.

Year	Sport Group															
	Football		Men's Basketball		Baseball		Men's Track/ Cross Country		Men's Other Sports & Mixed Sports		Women's Basketball		Women's Track/ Cross Country		Women's Other Sports	
	Core GPA	#of Stu	Core GPA	#of Stu	Core GPA	#of Stu	Core GPA	#of Stu	Core GPA	#of Stu	Core GPA	#of Stu	Core GPA	#of Stu	Core GPA	#of Stu
2000	2.63	13	***	***	3.28	5	3.43	4	***	***	3.74	3	3.19	7	3.53	29
1999	2.88	13	***	3	3.62	5	3.28	5	***	***	***	***	3.36	3	3.51	24
1998	2.94	17	***	***	3.39	5	3.16	3	***	***	***	***	3.22	6	3.41	24
Average	Score	#of Stu	Score	#of Stu	Score	#of Stu	Score	#of Stu	Score	#of Stu	Score	#of Stu	Score	#of Stu	Score	#of Stu
2000	919	13	***	***	986	5	1175	4	***	***	953	3	890	8	1022	30
1999	929	13	1013	3	1028	5	1040	5	***	***	***	***	1053	3	1034	25
1998	904	17	***	***	1022	5	953	4	***	***	***	***	1009	7	1037	25
Average	Score	#of Stu	Score	#of Stu	Score	#of Stu	Score	#of Stu	Score	#of Stu	Score	#of Stu	Score	#of Stu	Score	#of Stu
Standardized	919	13	1013	3	1028	5	1040	5	***	***	***	***	1053	3	1034	25
Test Score**	904	17	***	***	1022	5	953	4	***	***	***	***	1009	7	1037	25

* Institutions that do not award athletics aid should compile these data for freshman student-athletes who were recruited, as determined by the institution.

** Average Standardized test scores reported here are primarily SAT composite scores. Act composite scores were converted to SAT scores using a conversion table developed by the Washington Higher Education Coordinating Board.

*** Institutions are not required to report data if the number of students in a group is two or less.

Name of person completing this cha Date: 2/18/02
Title: Planning Analyst II

Appendix C, Table 4 – Student-Athletes on Athletics Aid

ACADEMIC INTEGRITY ATTACHMENT NO. 2

ACADEMIC INTEGRITY: SELF STUDY ITEM NO. 3
FOR OPERATING PRINCIPLE 2.1

Special Admissions Information

FOR FRESHMAN STUDENTS GENERALLY
AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID*, BY YEAR

Indicate the number percentage of entering freshman students who were admitted through special exception provisions and the number of entering freshman student-athletes receiving athletics aid* (include partial and nonqualifiers who were ineligible for aid) who also were so admitted, by eight sports groups and overall, during the three most recent academic years. List the most recent academic year's data first and include all freshmen students entering the institution during the year.

Year	All Freshman Students	All Freshman Student Athletes on Athletics Aid**	Sport Group (Freshman)											
			Baseball	Men's Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	Women's Basketball	Women's Track/Cross Country	Women's Other Sports				
2000	11.2%	28.2%	***	***	9	0	0	0	0	0	0	0	0	6
1999	9.6%	9.8%	0	0	5	0	0	0	0	0	0	0	0	***
1998	16.1%	28.1%	0	***	9	0	0	0	0	0	0	0	***	4

* Institutions that do not award athletics aid should compile these data for freshman student-athletes who were recruited, as determined by the institution.

**Calculate this percentage by dividing the number of entering freshman student-athletes receiving athletics aid who were admitted through special exception provisions by the total number of entering freshman student-athletes receiving athletics aid.

***Institutions are not required to report data if the number of students in a group is two or less. Data consists of all new freshmen enrolled on the Pullman campus full-time, fall semesters; special admits include those under the age of 25 with a calculated admissions index less than 28, domestic students missing a high school GPA or standardized test score, and those with a core course deficiency. Special admits include students with a GED as well as those who are home-schooled.

Source: New student files, athletics, admissions

Date: 1/15/02

Revised: 2/28/02

Name of person completing this chart: Cathy Fulkerson

Title: Planning Analyst II

Appendix D, NCAA Graduation Rates Report Memo for 2002



MEMORANDUM

September 17, 2002

P.O. Box 6222
Indianapolis, Indiana
46206-6222
Telephone 317/917-6222

Shipping/Overnight Address:
1802 Alonzo Watford Sr. Drive
Indianapolis, Indiana 46202
www.ncaa.org

TO: Chief Executive Officers]
Faculty Athletics Representatives]
Directors of Athletics] -- of NCAA Division I
Senior Woman Administrators] Member Institutions.
Compliance Coordinators]

FROM: Cedric W. Dempsey
President.

SUBJECT: Official 2002 NCAA Graduation-Rates Reports.

Enclosed is a copy of the 2002 NCAA Graduation-Rates Report for your institu-
tion. This document contains the official graduation-rates data that are to be pro-
vided to recruits and recruits' parents per NCAA Bylaw 13.3.1.2. Also enclosed
is a cover sheet that explains the data in the report, which is to be provided along
with the report to the above-named individuals. The report and cover sheet are
being mailed to each Division I institution's chief executive officer, faculty athlet-
ics representative, director of athletics, senior woman administrator and compli-
ance coordinator so that there will be five copies on your campus.

It is important to note that these documents may not be altered or highlighted in
any way when they are given to the student-athlete and his or her parents. It is
permissible, however, to forward supplemental material that explains or high-
lights the information in your institution's report. The enclosed report will imme-
diately replace all previous NCAA graduation-rates reports and is the only report
that will satisfy the reporting conditions set forth in the bylaw.

The reports for each member institution will be found on the NCAA Web site at
http://www.ncaa.org/library/research.html.

Please contact Maria DeJulio at 913/397-7668 if you have questions about this
report.

CWD:mkd

Enclosures

Equal Opportunity/
Affirmative Action
Employer

National Collegiate Athletic Association

An association of 1,200 colleges, universities and conferences serving the student-athlete

Appendix D, NCAA Graduation Rates Report Memo for 2002 (cont.)

INFORMATION ABOUT THE DIVISION I GRADUATION-RATES REPORT

This information sheet and the enclosed 2002 NCAA Graduation-Rates Report have been prepared by the NCAA, based on data provided by the institution in compliance with NCAA Bylaw 30.1 and the Federal Student Right-to-Know and Campus Security Act. Each NCAA Division I college or university is required to distribute this sheet and the report to prospective student-athletes and parents, as specified in Bylaw 13.3.1.2.

The graduation-rates report provides information about two groups of students at the college or university identified at the top of the form: (1) all undergraduate students who were enrolled in a full-time program of studies for a degree, and (2) student-athletes who received athletics aid from the college or university for any period of time during their entering year. [Note: Athletics aid is a grant, scholarship, tuition waiver or other assistance from a college or university that is awarded on the basis of a student's athletics ability.]

The report gives graduation information about students and student-athletes entering in 1995. This is the most recent graduating class for which the required six years of information is available. The report provides information about student-athletes who received athletics aid in one or more of eight sports categories: football, men's basketball, baseball, men's track/cross country, men's other sports and mixed sports, women's basketball, women's track/cross country, and other women's sports. For each of those sports categories, it includes information on six self-reported racial or ethnic groups: American Indian or Alaska Native, Asian or Pacific Islander, Black, Hispanic, Non-Resident Alien, White, and Other (not included in one of the other six groups or not available) and the total (all seven groups combined).

A graduation rate (percent) is based on a comparison of the number (N) of students who entered a college or university as first-time, full-time students in a given year and the number of those who graduated within six years. For example, if 100 students entered and 60 graduated within six years, the graduation rate is 60 percent. It is important to note that graduation rates are affected by a number of factors: Some students may work part-time and need more than six years to graduate, some may leave school for a year or two to work or travel, some may transfer to another college or university, or some may be dismissed for academic deficiencies.

Three different measures of graduation rates are presented in this report: (1) freshman-cohort rate, (2) transfer-cohort rate and (3) exhausted-eligibility rate. The freshman-cohort rate indicates the percentage of freshmen who entered during a given academic year and graduated within six years. The transfer-cohort graduation rate is calculated only for those student-athletes who transferred to an institution and indicates the percentage of transfer student-athletes who graduated within six years of the entering class to which they were assigned. The exhausted-eligibility rate indicates the percentage of student-athletes who used all of their athletics eligibility at this college or university and who graduated by August 2000.

1. Graduation-Rates Data. The box at the top of the graduation-rates report provides freshman-cohort graduation rates for all students and for student-athletes who received athletics aid at this college or university. [Note: Anytime a cell includes only one or two students, the data in that cell and one other will be suppressed so that no individual can be identified.]


Appendix D, NCAA Graduation Rates Report Memo for 2002 (cont.)

Information about the Division I
Graduation-Rates Report
Page No. 2

- a. All students. This section provides the freshman-cohort graduation rates for all full-time, degree-seeking students by race or ethnic group. It shows the rate for men who entered as freshmen in 1995-96, and the four-class average, which includes those who entered as freshmen in 1992-93, 1993-94 and 1994-95. The same rates are provided for women. The total for 1995-96 is the rate for men and women combined, and the four-class average is for all students who entered in 1992-93, 1993-94, 1994-95 and 1995-96.
 - b. Student-athletes. This section provides the freshman-cohort graduation rates and also the transfer graduation rates for student-athletes in each race and ethnic group who received athletics aid. Information is provided for men and women separately and for all student-athletes. Transfer rates include student-athletes who, based on the number of credits accepted by the institution, were placed in the entering classes 1992-93, 1993-94, 1994-95 or 1995-96.
 - c. Student-athletes by Sports Categories. This section provides the identified graduation rates as in 1-b of the Graduation Rates Report for each of the eight sports categories. (The small letters indicate the value of N.)
 - d. Graduation Rates of Those Exhausting Eligibility. This section provides the graduation rates of student-athletes who entered during the 1986-87 through 1995-96 academic years and exhausted their eligibility at the college or university. The rate indicates the percentage who had graduated by August 2001.
2. Undergraduate Enrollment Data (all students who were enrolled in the fall of 2000-01).
- a. All students. This section indicates the number of full-time, undergraduate students enrolled for the 2000 fall term and the number of men and women in each racial or ethnic group.
 - b. Student-athletes. This section identifies how many student-athletes were enrolled for the 2000 fall term and the number of men and women in each racial or ethnic group.
 - c. Student-athletes by Sports Categories. This section provides the enrollment data as identified in 3-b of the Graduation Rates Report for each of the eight sports categories.
3. Standards for Transfer Student-Athletes. These are standards an institution uses to determine placement of transfer student-athletes in the appropriate class. For purposes of this report, there are two sets of standards: (1) standards that are the same as NCAA minimums set forth in NCAA Bylaw 14.5 or (2) standards that exceed those specified minimums.

The National Collegiate Athletic Association
August 19, 2002 TAP:mkd

Appendix D, NCAA Graduation Rates Report for 2002 (cont.)

 OFFICIAL 2002 DIVISION I GRADUATION-RATES REPORT																																																																																																																																																								
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d. Graduation Rates of Those Exhausting Eligibility (Student-Athletes # entering during 1986-87 through 1995-96)																																																																																																																																																								
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Appendix D, NCAA Graduation Rates Report for 2002 (cont.)

WASHINGTON STATE UNIVERSITY

2. UNDERGRADUATE-ENROLLMENT DATA (All full-time students enrolled Fall 2000-01)

a. All Students

	MEN N	WOMEN N	TOTAL N
Am. Indian/AN	100	103	203
Asian/PI	400	333	733
Black	216	168	384
Hispanic	237	223	460
White	5413	5645	11058
N-R Alien	303	215	518
Other	440	328	768
Total	7109	7015	14124

b. Student-Athletes #

	MEN N	WOMEN N	TOTAL N
Am. Indian/AN	0	2	2
Asian/PI	8	4	12
Black	49	10	59
Hispanic	1	4	5
White	67	85	152
N-R Alien	7	25	32
Other	4	4	8
Total	136	134	270

c. Student-Athletes # by Sports Categories

MEN	-BASKETBALL-	-BASEBALL-	-CC/TRACK-	-FOOTBALL-	-OTHER-
Am. Indian/AN	0	0	0	0	0
Asian/PI	0	2	0	6	0
Black	8	3	2	36	0
Hispanic	0	0	0	1	0
White	2	14	14	30	7
N-R Alien	1	0	3	2	1
Other	1	0	0	3	0
Total	12	19	19	78	8

WOMEN	-BASKETBALL-	-CC/TRACK-	-OTHER-
Am. Indian/AN	0	1	1
Asian/PI	1	0	3
Black	1	9	0
Hispanic	1	1	2
White	10	10	65
N-R Alien	2	3	20
Other	0	2	2
Total	15	26	93

3. STANDARDS FOR TRANSFER STUDENT-ATHLETES #


This institution's standards exceed the NCAA minimums.

Only student-athletes receiving athletics aid are included in this report.

NOTE: "*****" OR "****" indicates data are suppressed for privacy purposes.



Appendix D, NCAA Graduation Rates Report for 2001

 OFFICIAL 2001 GRADUATION-RATES REPORT																																																																																																																																																																																																																																																																							
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Values for N (a. 1-5, b. 6-10, c. 11-15, d. 16-20, e. greater than 20)																																																																																																																																																																																																																																																																							
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Appendix D, NCAA Graduation Rates Report for 2001 (cont.)

WASHINGTON STATE UNIVERSITY

2. UNDERGRADUATE-ENROLLMENT DATA (All full-time students enrolled fall 1999-00)

a. All Students			b. Student-Athletes #				
	MEN	WOMEN	TOTAL		MEN	WOMEN	TOTAL
	N	N	N		N	N	N
Am. Indian/AN	109	142	251	Am. Indian/AN	0	2	2
Asian/PI	405	344	749	Asian/PI	3	2	5
Black	197	159	356	Black	41	9	50
Hispanic	243	237	480	Hispanic	3	4	7
White	5506	5589	11095	White	78	79	157
N-R Alien	298	215	513	N-R Alien	8	21	29
Other	471	339	810	Other	4	5	9
Total	7229	7025	14254	Total	137	122	259

c. Student-Athletes # by Sports Categories


MEN	-BASKETBALL-	-BASEBALL-	-CC/TRACK-	-FOOTBALL-	-OTHER-
Am. Indian/AN	0	0	0	0	0
Asian/PI	0	1	0	2	0
Black	5	2	2	32	0
Hispanic	0	1	1	1	0
White	4	18	14	33	9
N-R Alien	0	3	3	2	0
Other	2	0	1	1	0
Total	11	25	21	71	9
WOMEN	-BASKETBALL-	-CC/TRACK-	-OTHER-		
Am. Indian/AN	0	1	1		
Asian/PI	1	0	1		
Black	1	7	1		
Hispanic	1	1	2		
White	7	14	58		
N-R Alien	3	2	16		
Other	1	1	3		
Total	14	26	82		

3. STANDARDS FOR TRANSFER STUDENT-ATHLETES #

This institution's standards exceed the NCAA minimums.

Only student-athletes receiving athletics aid are included in this report.

NOTE: "*****" OR "****" indicates data are suppressed for privacy purposes.



Appendix D, NCAA Graduation Rates Report for 2000

NCAA OFFICIAL 2000 GRADUATION-RATES REPORT												
SHINGTON STATE UNIVERSITY												
FRESHMAN-COHORT GRADUATION RATES		All Students		Student-Athletes #								
1993-94 Graduation Rate		59%		60%								
Four-Class Average		61%		57%								
i. Graduation-Rates Data												
a. All Students												
MEN												
FRESHMAN RATE												
93-94 4-CLASS												
N % N %												
WOMEN												
FRESHMAN RATE												
93-94 4-CLASS												
N % N %												
TOTAL												
FRESHMAN RATE												
93-94 4-CLASS												
N % N %												
Am. Indian/AN	13	15	44	36	23	39	72	42	36	31	116	40
Asian/PI	74	55	223	51	71	65	225	60	145	60	448	56
Black	43	42	111	40	34	59	92	60	77	49	203	49
Hispanic	35	40	116	47	35	49	97	55	70	44	213	51
White	978	57	3445	60	1022	64	3686	65	2000	60	7131	62
N-R Alien	28	64	91	60	30	80	86	69	58	72	177	64
Other	26	54	135	56	19	42	108	66	45	49	243	60
Total	1197	55	4165	58	1234	63	4366	64	2431	59	8531	61
b. Student-Athletes #												
MEN												
FRESHMAN RATE												
93-94 4-CLASS												
N % N %												
TRANSFER												
4-CLASS												
N % N %												
WOMEN												
FRESHMAN RATE												
93-94 4-CLASS												
N % N %												
TRANSFER												
4-CLASS												
N % N %												
TOTAL												
FRESHMAN RATE												
93-94 4-CLASS												
N % N %												
TRANSFER												
4-CLASS												
N % N %												
Am. Indian/AN	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
Asian/PI	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
Black	14	57	39	41	23	30	3	0	5	0	3	67
Hispanic	0	*****	*****	*****	0	*****	*****	*****	0	*****	*****	*****
White	13	62	66	53	27	63	26	69	106	69	19	84
N-R Alien	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
Other	*****	*****	3	33	6	33	*****	*****	6	33	4	75
Total	29	59	115	49	61	44	33	61	125	64	30	80
c. Student-Athletes # by Sport Category												
BASEBALL												
FRESHMAN RATE												
93-94 4-CLASS												
% N % N												
TRANSFER												
4-CLASS												
% N % N												
MEN'S BASKETBALL												
FRESHMAN RATE												
93-94 4-CLASS												
% N % N												
TRANSFER												
4-CLASS												
% N % N												
MEN'S CC/TRACK												
FRESHMAN RATE												
93-94 4-CLASS												
% N % N												
TRANSFER												
4-CLASS												
% N % N												
Am. Indian/AN	-	-	-	-	-	-	-	-	-	-	-	-
Asian/PI	-	-	100-a	0-a	-	-	-	-	-	-	-	-
Black	-	-	-	-	50-a	50-a	17-b	-	100-a	50-a	67-a	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
White	0-a	32-d	40-b	-	-	60-a	100-a	-	0-a	60-a	100-a	-
N-R Alien	-	-	100-a	-	-	-	-	-	-	-	-	0-a
Other	-	-	-	0-a	-	-	0-a	-	-	-	50-a	-
Total	0-a	38-e	31-c	-	50-a	56-b	25-b	-	50-a	57-b	67-c	-
FOOTBALL												
FRESHMAN RATE												
93-94 4-CLASS												
% N % N												
TRANSFER												
4-CLASS												
% N % N												
OTHER												
FRESHMAN RATE												
93-94 4-CLASS												
% N % N												
TRANSFER												
4-CLASS												
% N % N												
Am. Indian/AN	100-a	100-a	-	-	-	-	-	-	-	-	-	-
Asian/PI	0-a	0-a	-	-	-	100-a	-	-	-	-	-	-
Black	55-c	39-e	29-c	-	-	-	-	-	-	-	-	-
Hispanic	-	0-a	-	-	-	-	-	-	-	-	-	-
White	71-b	63-e	63-b	-	100-a	60-b	67-a	-	-	-	-	-
N-R Alien	-	0-a	100-a	-	-	-	-	-	-	-	-	-
Other	-	33-a	0-a	-	-	-	100-a	-	-	-	-	-
Total	60-d	48-e	42-e	-	100-a	64-c	75-a	-	-	-	-	-
WOMEN'S BASKETBALL												
FRESHMAN RATE												
93-94 4-CLASS												
% N % N												
TRANSFER												
4-CLASS												
% N % N												
WOMEN'S CC/TRACK												
FRESHMAN RATE												
93-94 4-CLASS												
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TRANSFER												
4-CLASS												
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WOMEN'S OTHER												
FRESHMAN RATE												
93-94 4-CLASS												
% N % N												
TRANSFER												
4-CLASS												
% N % N												
Am. Indian/AN	100-a	100-a	-	-	-	-	-	-	-	-	100-a	-
Asian/PI	-	-	-	-	-	-	-	-	-	50-a	-	-
Black	-	-	67-a	-	0-a	0-a	-	-	-	0-a	-	-
Hispanic	-	-	-	-	-	-	-	-	-	50-a	0-a	-
White	100-a	80-b	100-a	-	86-b	71-e	60-a	-	61-d	67-e	92-c	-
N-R Alien	-	-	-	-	-	-	-	-	100-a	67-a	100-a	-
Other	-	0-a	-	-	0-a	50-a	100-a	-	0-a	33-a	67-a	-
Total	100-a	75-c	80-a	-	55-c	59-e	67-b	-	60-d	64-e	84-d	-
d. Graduation Rates of Those Exhausting Eligibility (Student-Athletes # entering during 1984-85 through 1993-94)												
Number Exhausting Eligibility = 287 Graduation Rate = 83%												
Values for N (a. 1-5, b. 6-10, c. 11-15, d. 16-20, e. greater than 20)												
# Only student-athletes receiving athletics aid are included in this report.												

Appendix D, NCAA Graduation Rates Report for 2000 (cont.)

WASHINGTON STATE UNIVERSITY

2. UNDERGRADUATE-ENROLLMENT DATA (All full-time students enrolled fall 1998-99)

a. All Students

	MEN	WOMEN	TOTAL
	N	N	N
Am. Indian/AN	127	150	277
Asian/PI	434	371	805
Black	202	142	344
Hispanic	245	258	503
White	5680	5583	11263
N-R Alien	331	274	605
Other	466	331	797
Total	7485	7109	14594

b. Student-Athletes #

	MEN	WOMEN	TOTAL
	N	N	N
Am. Indian/AN	0	3	3
Asian/PI	6	3	9
Black	40	10	50
Hispanic	3	6	9
White	78	82	160
N-R Alien	9	18	27
Other	6	6	12
Total	142	128	270

c. Student-Athletes # by Sports Categories

MEN	-BASKETBALL-	-BASEBALL-	-CC/TRACK-	-FOOTBALL-	-OTHER-
Am. Indian/AN	0	0	0	0	0
Asian/PI	0	2	0	4	0
Black	3	2	1	34	0
Hispanic	0	0	1	2	0
White	6	17	12	34	9
N-R Alien	1	2	5	1	0
Other	2	1	1	2	0
Total	12	24	20	77	9


WOMEN	-BASKETBALL-	-CC/TRACK-	-OTHER-
Am. Indian/AN	0	1	2
Asian/PI	1	0	2
Black	1	8	1
Hispanic	1	1	4
White	6	16	60
N-R Alien	3	1	14
Other	1	1	4
Total	13	28	87

3. STANDARDS FOR TRANSFER STUDENT-ATHLETES #

This institution's standards exceed the NCAA minimums.

Only student-athletes receiving athletics aid are included in this report.

NOTE: "*****" OR "*****" indicates data are suppressed for privacy purposes.



Appendix E, Table 1 – Graduation Rates by Gender and Sport

		WASHINGTON STATE UNIVERSITY 6 YEAR GRADUATION RATES FOR SCHOLARSHIP ATHLETES BY GENDER AND SPORT, FRESHMEN COHORTS														
		1992-1993			1993-1994			1994-1995			1995-1996			4 Class Avg.		
		# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	
Men		14	6	42.86%	20	12	60.00%	17	8	47.06%	14	9	64.29%	65	35	53.85%
Football		3	0	0.00%	**	**	50.00%	3	2	66.67%	**	**	0.00%	9	3	33.33%
Baseball		5	2	40.00%	**	**	0.00%	3	1	33.33%	6	3	50.00%	16	6	37.50%
Track&Field/Cross Country		0	0	0.00%	**	**	50.00%	**	**	100.00%	5	4	80.00%	9	7	77.78%
Tennis		5	2	40.00%	**	**	100.00%	0	0	0.00%	0	**	**	6	3	50.00%
Golf		**	**	0.00%	**	**	100.00%	0	0	0.00%	**	**	100.00%	4	3	75.00%
Total all sports-Men		28	10	35.71%	29	17	58.62%	25	13	52.00%	27	17	62.96%	109	57	52.29%
Women		4	2	50.00%	2	2	100.00%	4	2	50.00%	**	**	50.00%	12	7	58.33%
Basketball		6	5	83.33%	11	6	54.55%	5	4	80.00%	**	**	100.00%	24	17	70.83%
Track&Field/Cross Country		4	3	75.00%	7	3	42.86%	**	**	100.00%	7	3	42.86%	19	10	52.63%
Soccer		**	**	0.00%	3	2	66.67%	6	5	83.33%	3	1	33.33%	14	8	57.14%
Volleyball		3	1	33.33%	3	2	66.67%	5	3	60.00%	7	5	71.43%	18	11	61.11%
Swimming		**	**	50.00%	0	**	50.00%	**	**	100.00%	**	**	50.00%	6	4	66.67%
Golf		0	0	0.00%	**	**	50.00%	0	0	0.00%	3	2	66.67%	5	3	60.00%
Tennis		5	4	80.00%	5	4	80.00%	**	**	50.00%	7	5	71.43%	19	14	73.68%
Crew		26	16	61.54%	33	20	60.61%	25	18	72.00%	33	20	60.61%	117	74	63.25%
Total all sports-Women		54	26	48.15%	62	37	59.68%	50	31	62.00%	60	37	61.67%	226	131	57.96%
Total Athletes - All Sports		207	1195	58.95%	2431	1437	59.11%	2469	1418	57.43%	2512	1514	60.27%	9439	5564	58.95%
Total New Freshmen to WSU		1008	567	56.25%	1197	661	55.22%	1271	674	53.03%	1295	743	57.37%	4771	2645	55.44%
Men		1019	628	61.63%	1234	776	62.88%	1198	744	62.10%	1217	771	63.35%	4668	2919	62.53%
Women																

**Numbers are masked when less than three students are in an entering category.

Appendix E, Table 2 – Graduation Rates by Ethnicity and Gender

Academic Standards Self-Study Item No. 7 - # 2

WASHINGTON STATE UNIVERSITY
4-YEAR AVERAGE 6-YEAR GRADUATION RATES BY ETHNICITY AND GENDER
FRESHMAN COHORTS, SCHOLARSHIP ATHLETES AND ALL NEW FRESHMEN

	1992-1993		1993-1994		1994-1995		1995-1996		4 Class Average	
	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad
Total Athletes	54	26	62	37	50	31	60	37	226	131
Black	10	2	17	8	15	7	13	6	55	23
Am.Ind./AN	0	0	**	**	**	0	**	**	3	2
Asian/Pi	0	0	**	0	0	0	**	**	4	2
Hispanic	**	0	0	0	**	0	3	1	3	3
Other	**	0	3	1	5	4	8	4	18	10
White	38	22	39	26	27	18	35	25	139	91
Male Athletes	28	10	29	17	25	13	27	17	109	57
Black	9	2	14	8	11	5	11	5	45	20
Am.Ind./AN	0	0	**	**	0	0	0	0	**	**
Asian/Pi	**	0	**	0	0	0	0	0	**	**
Hispanic	**	0	0	0	**	0	**	**	3	2
Other	**	0	0	0	0	0	**	**	4	1
White	15	6	13	8	12	6	14	12	54	32
Female Athletes	26	16	33	20	25	18	33	20	117	74
Black	0	0	**	**	**	2	0	0	0	0
Am.Ind./AN	0	0	**	**	**	0	**	**	**	**
Asian/Pi	**	0	0	0	0	0	0	0	**	**
Hispanic	**	0	0	0	0	0	3	1	**	**
Other	**	0	3	1	5	4	6	4	14	9
White	23	16	26	18	15	12	21	13	85	59
Total Freshmen	2027	1195	2431	1437	2469	1418	2512	1514	9439	5564
Black	50	20	77	38	61	24	60	25	248	107
Am.Ind./AN	30	15	36	11	52	26	51	22	169	74
Asian/Pi	94	40	145	87	143	77	130	70	512	274
Hispanic	48	28	70	31	80	46	98	45	296	150
Other	102	59	103	64	130	72	151	98	486	293
White	1703	1033	2000	1206	2003	1173	2022	1254	7728	4666
Total Men	1008	567	1197	661	1271	674	1295	743	4771	2645
Black	28	9	43	18	36	12	42	18	149	57
Am.Ind./AN	10	5	13	2	22	9	21	8	66	24
Asian/Pi	47	17	74	41	83	42	73	38	277	138
Hispanic	29	14	35	14	34	18	50	23	148	69
Other	63	33	54	32	64	26	86	54	267	145
White	831	489	978	554	1032	567	1023	602	3864	2212
Total Women	1019	628	1234	776	1198	744	1217	771	4668	2919
Black	22	10	34	20	25	12	18	7	89	40
Am.Ind./AN	20	10	23	9	30	17	36	14	103	50
Asian/Pi	47	23	71	46	60	35	57	32	235	136
Hispanic	19	14	35	17	46	28	48	22	148	81
Other	39	26	49	32	66	46	65	44	219	148
White	872	544	1022	652	971	606	959	652	3864	2454

Notes: ** Numbers are masked when less than 3 entering students are in a category.

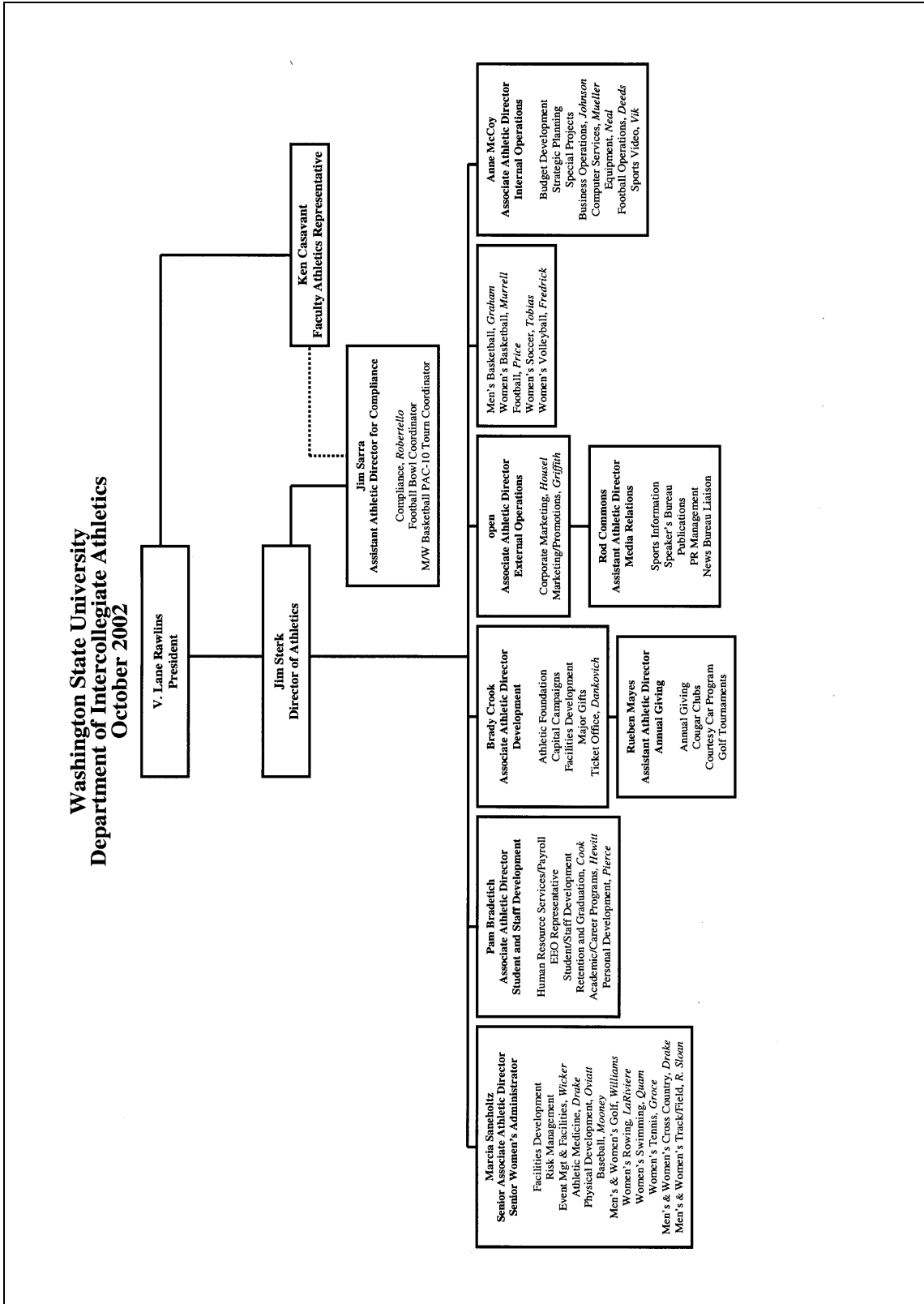
Am. Ind./AN - American Indian/Alaskan Native; Asian/Pi - Asian/Pacific Islander; Other - non-reported domestic students as well as international students.

Appendix E, Table 3 – Six-Year Graduation Rates for Scholarship Athletes, Transfer Only

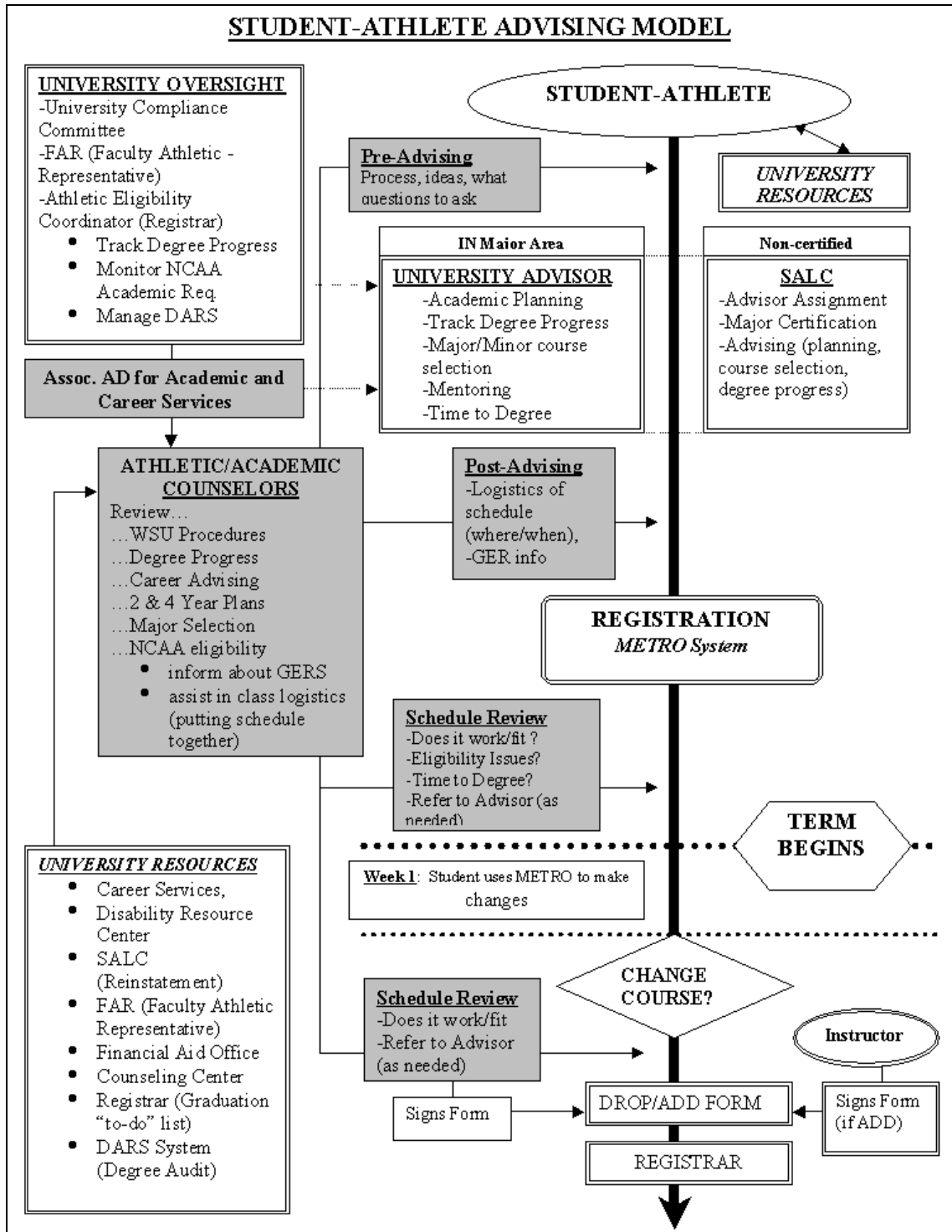
		WASHINGTON STATE UNIVERSITY 6 YEAR GRADUATION RATES FOR SCHOLARSHIP ATHLETES BY GENDER AND SPORT, TRANSFER STUDENTS ONLY																	
		1992-1993		1993-1994		1994-1995		1995-1996		1994-1995		1995-1996		4 Class Avg.					
		# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad		
Men		6	33.33%	5	60.00%	9	22.22%	10	50.00%	9	22.22%	10	50.00%	30	40.00%	12	40.00%		
Football		**	0.00%	3	33.33%	**	0.00%	**	0.00%	**	0.00%	**	0.00%	8	25.00%	2	25.00%		
Basketball		**	0.00%	**	100.00%	4	50.00%	3	100.00%	4	50.00%	3	100.00%	10	60.00%	6	60.00%		
Baseball		5	40.00%	0	0	4	75.00%	**	100.00%	4	75.00%	**	100.00%	10	60.00%	6	60.00%		
Track&Field/Cross Country		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Tennis		**	100.00%	0	0	0	0	0	0	0	0	0	0	**	100.00%	**	100.00%		
Golf		15	33.33%	9	55.56%	19	36.84%	16	62.50%	19	36.84%	16	62.50%	59	27	45.76%	27	45.76%	
Total all sports-Men		15	33.33%	9	55.56%	19	36.84%	16	62.50%	19	36.84%	16	62.50%	59	27	45.76%	27	45.76%	
Women		4	75.00%	5	80.00%	6	100.00%	6	83.33%	6	100.00%	6	83.33%	6	83.33%	5	83.33%	5	83.33%
Basketball		0	0	**	100.00%	0	0	0	0	0	0	0	0	**	0.00%	**	0.00%	**	0.00%
Track&Field/Cross Country		0	0	0	0	0	0	**	100.00%	0	0	**	100.00%	**	100.00%	**	100.00%	**	100.00%
Soccer		0	0	0	0	0	0	**	100.00%	0	0	**	100.00%	0	0	0	0	0	0
Volleyball		0	0	0	0	0	0	**	100.00%	0	0	**	100.00%	**	100.00%	**	100.00%	**	100.00%
Swimming		0	0	0	0	0	0	**	100.00%	0	0	**	100.00%	**	100.00%	**	100.00%	**	100.00%
Golf		**	100.00%	0	0	0	0	**	100.00%	0	0	**	100.00%	**	100.00%	**	100.00%	**	100.00%
Tennis		0	0	**	100.00%	**	100.00%	**	100.00%	**	100.00%	**	100.00%	**	100.00%	**	100.00%	**	100.00%
Crew		**	100.00%	**	100.00%	3	100.00%	**	50.00%	3	100.00%	**	50.00%	7	6	85.71%	6	85.71%	
Total all sports-Women		4	75.00%	5	80.00%	6	100.00%	6	83.33%	6	100.00%	6	83.33%	21	18	85.71%	18	85.71%	
Total Athletes - All Sports		19	42.11%	14	64.29%	25	52.00%	22	68.18%	25	52.00%	22	68.18%	80	45	56.25%	45	56.25%	
Total Transfer Undergraduates		1813	65.86%	1755	65.36%	1766	66.14%	1653	65.03%	1766	66.14%	1653	65.03%	6987	4584	65.61%	4584	65.61%	
Transfer Undergraduates - Men		1056	62.97%	963	63.34%	981	61.89%	908	61.89%	981	61.89%	908	61.89%	3908	2475	63.33%	2475	63.33%	
Transfer Undergraduates - Women		757	69.88%	792	67.80%	785	67.52%	745	68.86%	785	67.52%	745	68.86%	3079	2109	68.50%	2109	68.50%	

Notes: **Numbers are masked when less than 3 students are in an entering category.
As of 1990-91, all undergraduate, full-time transfer student athletes are placed into NCAA cohorts according to the number of transfer credits earned.
For example, a new transfer student-athlete to WSU in 1995-96 who enters as a sophomore is placed into the 1994-95 cohort for graduation tracking purposes.
Similar cohorts were created for all transfer undergraduates for comparison purposes.

Appendix F – Athletic Department Organizational Chart



Appendix G – Student-Athlete Advising Process Flow Chart



Appendix H – Student-Athlete Assessment Document

STUDENT-ATHLETE ASSESSMENT - CRITERIA (Revised September 5, 2002)

High Risk

All student-athletes in the “**high risk group**” are returners who are “deficient” and/or **below 2.0 CUM GPA**; or they are new students who were non-qualifiers out of high school, alternate admits, or those with a documented learning disability. The Office of Academic Standing (SALC) is taking a new stance on reinstatement and have indicated they will deny any student below 2.0 two semesters in a row. Therefore, we will provide an enhanced level of services for all of these students. Assigned academic counselors will not have a great deal of flexibility with this group. To ensure consistency in our services within teams and among all of our teams, each student in the “high risk group” will participate in the following: (*exceptions: seniors*)

- Tutoring for every course (if applicable and available – otherwise TA or guided study team).
- 4 and 12 week student-instructor conference – evaluation form will be provided.
- Daytime study hours twice per week.
- Meet w/ professor for every course by the 2nd week of school, continue meetings during the semester.
- Weekly meeting w/Academic Counselor. (per criteria, some will have an Indiv. Academic Success Plan)
- Study Options Program – 10 hours per week
- Attend FAST Start workshop (per criteria, a list of FAST start participants will be provided).
- Guided Study Teams (if applicable-learning services coord. assigns groups based on program criteria)
- Complete goal setting sheet.

Moderate Risk

Students are considered to be of “moderate risk” if they are **below a 2.2 CUM GPA and/or below 2.0 for the previous semester**. They are *not* new and they are *not* seniors – this is at least their second semester at WSU. They are not doing well enough to be on their own, but they are not doing as poorly as the high risk group. Students in this group are still in weekly meetings, however, counselors will have some flexibility with this group. The assigned academic counselor will develop a plan and communicate closely with the head coach. The services required for this group are: (*exceptions: one sem. under 2.00 with over 2.50 cum gpa may not be included in this group. Returners earning less than 12 credits previous semester may be added to this group*)

- Weekly meeting with Academic Counselor.
- Study Options Program – 10 Hours per week.
- Complete goal setting sheet.

New Students

These students are in **their first semester at WSU**. They need the opportunity to be involved with our services and get to know our staff. They may also need to build study habits that will give them the opportunity to succeed at WSU. We should try to have a positive impact on as many students as possible. Therefore, new first semester students will participate in the following:

- Weekly meeting with Academic Counselor.
- Study Options Program – 10 hours per week – (Director/Coach will assess).
- Meet w/ professor for every course by the 2nd week of school, continue meetings during the semester.
- Guided Study Teams (if applicable-learning services coord. assigns groups based on program criteria)
- Complete goal setting sheet.

Appendix H – Student-Athlete Assessment Document (cont.)

ACADEMIC SUPPORT PROGRAMS- CRITERIA (Revised Fall 2002)

Weekly Meetings

The purpose of a weekly meeting is to:

1. Build rapport with a new student-athlete, and improve rapport with the returners.
2. Teach skills necessary to ensure academic success.
3. Provide a contact for each student-athlete who may have academic/personal issues – issues can either be dealt with in the meeting if appropriate or this allows the counselor to refer the student to the appropriate area/person on campus.
4. Assist the student-athlete with course/major/career selection.
5. Identify all campus/athletic department resources (such as tutoring/computer labs/professors/TA's/counseling center/MSS/PROWL Resource Center; etc).
6. Provide weekly monitoring report for head coaches.

Criteria for weekly meetings:

- Scholarship students are a priority
- New students (per director and coach assessment)
- CUM GPA 2.2 as a guideline
- All deficient student-athletes

Individual Academic Success Plans (IASP)

The learning services coordinator prior to the start of the semester will develop individual academic plans. The director and learning services coordinator will monitor implementation, evaluation, and completion of each plan.

Criteria for IASP:

- “High risk” returning students
- “High risk” new students
- New students with documented learning disability
- Returning students with documented learning disability who have below 2.20 cum gpa

FAST START

The FAST START workshop is a planning and organizational session and is facilitated by the learning services coordinator prior to the 2nd week of school each semester.

Criteria for FAST START:

- Scholarship student-athletes are the priority
- “High risk” returning students
- “High risk” new students
- New students with documented learning disability
- Returning students with documented learning disability who have below 2.20 cum gpa

Appendix H – Student-Athlete Assessment Document (cont.)

GUIDED STUDY TEAMS

The learning services coordinator will assign a facilitator to a team of 3-5 students from a common class. The facilitator will assist students with developing learning strategies for this particular class on a weekly basis. With the acquired learning strategies students will be able to meet as a study group/team throughout the semester and study independently in preparation for exams, quizzes, and projects.

Criteria for G.S. Teams:

- Scholarship student-athletes are the priority
- Returners under 2.00 cum gpa
- Returners under 2.00 sem gpa previous term
- New students under 27 AIN
- Transfers who were non-qualifiers, per NCAA Clearinghouse
- New students with documented learning disability
- Returning students with documented learning disability who have below 2.20 cum gpa

NOTE: If students are not assigned to study teams or would like additional assistance, a Guided Study Facilitator is also available to work one-on-one with students Sunday – Thursday 7:00 -10:00 PM at the Academic Resource Center. The facilitator assists with learning strategies across all content areas.

STUDY OPTIONS PROGRAM

This is a required 10 hour per week study program. The intent is to provide a structured learning environment and to allow the students to determine what type of assistance will best benefit them. Almost any structured, monitored study session will help complete the 10 hour requirement. Examples include: tutoring, Professor/TA meetings, study sessions, guided study teams, work done in the ARC structured by the lab monitor, work done during guided study structured by a facilitator.

Criteria for Study Options:

- The “high risk” group
- The “moderate risk” group
- New students (as determined by team counselor and coach)

P.R.O.W.L. SEMINAR

The P.R.O.W.L. seminar is a graded seminar for one academic credit designed for student-athletes new to WSU athletics. The seminar facilitators focus on providing the information and skills needed for making a successful transition to the role of WSU student-athlete. The seminar meets for one hour a week during the Fall Semester, and in the Spring Semester for January enrollees. The P.R.O.W.L. seminar curriculum covers a range of topics presented both by content experts and student-athlete peers. Typical topics include Media Management, Career Development, Leadership, Diversity Topics, Substance Abuse, Relationship Development, Nutrition, Coping Skills, Transitions, Money Management, and more. The seminar is facilitated by the Program Director for Academic and Career Services and the Program Director for Personal Development.

Appendix I – Athletic Events Scheduled During Finals Week

WSU Athletic Events Scheduled During Finals Week
Fall 1998-Spring 2001

SEMESTER	FINALS WEEK	TEAM	COMPETITION DATE	COMPETITION	LOCATION
Fall 1998	Dec. 14-19	WBB	Fri., Dec. 18	Gonzaga	Pullman*
Spring 1999	May 3-8	WGO	Mon., May 3	Northwest Shootout	Tualatin, OR*
		WGO	Thur-Sat, May 6-8	NCAA West Regional	College Station, TX
		MGO	Fri-Sat, May 7-8	US Intercollegiate	Stanford, CA*
		MBA	Sat., May 8	California	Pullman
		T&F	Sat., May 8	WSU Invitational	Pullman
Fall 1999	Dec 13-18	WBB	Sun., Dec. 19	Toledo	Toledo, OH*
Spring 2000	May 1-6	MGO	Fri-Sat, May 5-6	US Intercollegiate	Stanford, CA*
		MBA	Sat., May 6	Washington	Seattle, WA*
		T&F	Sat., May 6	WSU Invitational	Pullman
Fall 2000	Dec. 18-23	MBB	Sat., Dec 23	Sacramento State	Pullman
Spring 2001	May 5-12	WGO	Thur-Sat, May 10-12	NCAA West Regional	Corvallis, OR
		MBA	Sat., May 5	Lewis-Clark State	Lewiston, ID*
		MBA	Sat., May 12	USC	Los Angeles, CA*
		T&F	Sat., May 5	Palouse Team Invitational	Pullman
		T&F	Sat., May 12	Modesto Relay	Modesto, CA*
		T&F	Sat., May 12	Pac-10 Dec/Heptathlon Champs	Berkeley, CA
		Row	Sat., May 5	Windermere Opening Day Regatta	Seattle, WA*
		Row	Sun., May 13	Pac-10 Rowing Championships	Rancho Cordova, CA*

*Non-Pac-10 and NCAA events