SELF-STUDY INSTRUMENT

ACADEMIC INTEGRITY

Previous Certification Self-Study

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

There were no “corrective actions,” “conditions for certification,” or “strategies for improvement” imposed by the NCAA Division I Committee on Athletics Certification identified in the first-cycle certification decision related to Academic Integrity.

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

Student-Athletes Integrated in Student Body

Recommendation 1. Continue to promote the development of a fully integrated Academic Learning Center for student-athletes and students from the general student body.

Action - The Younkin Success Center was opened in the Spring of 2000, providing programming and services dedicated to the success of the total student body. The Younkin Success Center houses the College of Education Academic Learning Lab, Career Connection, Counseling and Consultation Service, the Office of Faculty and TA Development, as well as the Student-Athlete Support Services Office (SASSO).
**Recommendation 2.** Continue evaluation and refinement of admissions criteria and academic support services to assure student success and graduation.

**Action** - Continuation of current practices as refined since last self-study (see Self Study Items # 1-3). Improved practices include the articulation of admission criteria to all athletic coaches at the beginning of each academic year, preliminary evaluations of potential student-athletes early in the recruitment process to assist in determining whether a student athlete should continue to be recruited based on the probability of admission, and a routine review by the Director of Athletics, the Associate Athletic Director of SASSO and the Office of Academic Affairs Liaison to Athletics of the academic credentials of prospective student-athletes which can terminate the recruitment of potential student-athletes if they are informed by the office of Undergraduate Admissions and First Year Experience (UAFYE) that the student is not eligible for admission.

**Recommendation 3.** Continue to expand co-sponsored educational programming and community service projects with other student organizations on campus.

**Action** - The Ohio State Champs Life Skills Program and the Student-Athlete Advisory Board have contributed to integrated programming with Greek Life, the Wellness Center, Office of International Education, the Counseling and Consultation Center, Career Connection, the Math/Stat Learning Center, the Writing Workshop and many others over the past few years. Programming has been specific to academic, personal development, career development, and leadership education, and community service.

**Recommendation 4.** Increase the interaction with faculty through faculty forums (integrate into work already being implemented by student organizations on campus).

**Action** – The purpose of this recommendation was to increase the interaction between student-athletes, SASSO staff, and faculty members in an attempt to improve communication and more effectively track student-athlete progress. As a result of much discussion, it was
determined that a more effective way of gaining academic knowledge has been to solicit academic feedback via technology (e-mails and spreadsheets). This alternative method has resulted in increased communication and more comprehensive information regarding the academic progress of student-athletes. The Athletic Council has also instituted a policy of having a team liaison for each team with a member of Council. Eight of the Council members are faculty. See Governance Attachment 5.

**Recommendation 5.** Increase the availability of computers for on-line communication and access with college offices, libraries, and student services.

**Action** - When the Youkin Success Center opened its doors in Spring 2000, the Fergus Computer Lab began to provide the student-athletes with the opportunity for computer access. The Fergus Computer Lab provides 25 desktop computers plus a printer for student-athlete use. SASSO also has a stock of laptop computers for coaches to sign out so student-athletes have the opportunity to do schoolwork while traveling.

**Admissions and Graduation**

**Recommendation 6.** Gather data on the percentage of conditional admits for the student-athlete population each year in order to compare to known data on the general student population.

**Action** - The Office of Enrollment Management keeps data on the percentage of the student-athletes who are "conditionally admitted" (i.e. as this term is used, those who are admitted by the faculty committee on admissions.) This information is available to Athletics or the Office of Academic Affairs upon request.

**Recommendation 7.** Track the number of preliminary evaluations of student-athlete transcripts that indicate they would be "dropped."
Action - SASSO maintains a spreadsheet of all prospective student-athlete academic credentials. Student-athlete transcripts are reviewed regularly by an "internal review committee," which includes the Director of Athletics (Andy Geiger), the Office of Academic Affairs Liaison to Athletics (David Frantz), and the Associate Athletic Director for SASSO (Kate Riffee). As student-athletes are “approved," they are kept as "active" on the spreadsheet. If prospective student-athletes are deemed "non admissible," they are immediately tagged as "inactive," but remain on the spreadsheet. A final tally of such cases needs to be reported more systematically.

Recommendation 8. Implement a procedure to allow for checks and balances regarding the work of the staff responsible for the review/evaluation of student-athletes during the admission process.

Action – A preliminary evaluation of transcripts and other academic credentials is performed by the Office of Admissions to determine the prospective student-athlete’s admissibility to Ohio State. If it is determined that a prospective student-athlete is admissible under the “rolling admission criteria,” the information is shared with the coach and the prospect’s admission process is monitored. If the prospective student-athlete does not meet the “rolling admit” guidelines, the credentials are reviewed by an internal review committee of the Office of Admissions to ensure a more comprehensive review. See sections 3a and 3b below.

Recommendation 9. Encourage increased accountability from coaches regarding the signing of “marginal” student-athletes.

Action - The recruitment of academically prepared student-athletes is a performance element that is a part of the coach's annual evaluation. The addition of the Athletic Department "internal review committee" has played a major role in the identification of academically at-risk student-athletes. All prospective student-athletes, scholarship and walk-ons, have their academic credentials reviewed by the Director of Athletics (Andy Geiger), the Office of Academic Affairs Academic Liaison to Athletics (David Frantz), and the Associate Athletic Director (Kate Riffee).
All credential packets are reviewed for an endorsement of admission as well as the approval of athletic grant in aid. If marginal cases arise, members of the committee have thorough discussions with the respective head coach. An on-going record is kept from year to year in order to track any patterns.

**Recommendation 10.** Continue Admissions workshops for coaching staff.

**Action -** Continuation of current practice at monthly coaches meetings

**Academic Authority**

**Recommendation 11.** Implement modern office practices utilizing work flow, automation and networked information systems, particularly with respect to eligibility, with the objective of unifying records retained and providing real-time access for all staff.

**Action -** The Office of the University Registrar has completely automated the flow of eligibility information. Reports are generated for the Athletic Counselors called the "Planning Report," which provide very specific eligibility information. The purpose of the reports is to provide the Athletic Counselors with information so they may "proactively" work with individual student-athletes and plan their academic progress. A copy of a Planning Report can be found in **Academic Attachment 1.** The "Eligibility Review List" is provided to the Athletic Counselors to provide a "snapshot" of eligibility data. A copy of an Eligibility Review List can be found in **Academic Attachment 2.** Both of the reports provided by the University Registrar are computer-generated. Finally, most academic colleges are fully utilizing the "Degree Audit" process accurately. All student-athletes are provided with a copy of their Degree Audit on a quarterly basis.

**Recommendation 12.** Encourage the hiring of a full time technology expert who would be responsible for the implementation and required training of recommendation one listed above
**Action** - The Department of Athletics Information Technology (IT) has three full-time and two part-time staff members. The IT staff works [with SASSO] to maintain their computers, to provide education on the use of software, to maintain the computers in the Fergus Computer Lab, to maintain the bank of laptop computers used by the student-athletes for travel, and to provide many related services.

**Academic Support**

**Recommendation 13.** Assign specific UVC (University College) advisors to work with student-athletes and identify them as adjunct members of the SASSO staff.

**Action** - Prior to the dissolution of University College, specific advisors were assigned to the student-athlete population in the College. Members of the staff were routinely in attendance at SASSO staff meetings. Communication improved dramatically, and the collaboration between SASSO and University College was in part responsible for more effective academic advising. Since UVC disbanded and the office of Undergraduate Student Academic Services (USAS) took over advising functions, similar practices remain. In USAS, there is a coordinator of advising for student-athletes and a designated person in each of the five Arts and Sciences colleges. In all academic colleges there is also a designated person who advises student-athletes. It is a great benefit for student-athletes to have one designated advisor in their academic college. Communication is streamlined, the opportunity to educate the college advisors on the various eligibility requirements exists, and SASSO and the academic colleges can provide a "checks and balances" system to avoid errors in advisement. It is important to note that the designation of one student-athlete advisor per college may lead to more support in smaller colleges than in larger ones. It is also important to note that turnover in advisors is sometimes a University-wide problem that affects student athletes as well as non-athletes.
**Recommendation 14.** Encourage a thorough review of the academic instruction provided on campus and the apparent connection to the increasing need for tutors.

**Action** - The Learning Support Group was designed to provide an opportunity for increased communication among units, by providing learning resources and encouraging collaboration amongst units. The Learning Support Group meets monthly. Within SASSO, there has been a significant increase in the collaboration between Athletics and the Writing Workshop and the Math/Stat Learning Lab. The Writing Workshop coordinates the tutor hiring and training of writing tutors, and the Math/Stat Learning Lab provides the same assistance for tutors in mathematics.

**Recommendation 15.** Encourage the incorporation of Life Skills programming as a condition of eligibility.

**Action** - As the Champs Life Skills Program continues to grow in scope and student-athlete participation, it was decided not to mandate workshop attendance as a condition of eligibility. The Champs Life Skills Program sponsors one program in the "major speakers series" each quarter. Attendance at these programs has increased dramatically. Many student-athletes take advantage of the programs offered by the Champs Life Skills Program through the "menu of workshops." Enrollment demand has increased for two classes designed to address life-skill issues for athletes, EduPAES 263 - Contemporary Issues Affecting College Student-Athletes class, as well as EduPAES 315 - Positive Transitions for Student-Athletes. SAAB and Majority of One both have very active memberships, and the majority of student-athletes take part in some form of community service each year.

**Recommendation 16.** Encourage all student-athletes to enroll, if possible, in EduPAES 263 prior to Graduation.

**Action** - Most student-athletes enroll and complete the course. Some academic programs allow very limited or no free electives, making mandatory enrollment in 263 not feasible.
Scheduling

**Recommendation 17.** Complete the policy guidelines for the Academic Progress and Eligibility Committee based on historical documentation of past practice and recommendations resulting in the NCAA Certification Self-Study Report.

**Action** - There is a continued need for this process to be evaluated. The recommendation is set as a priority for the Academic Progress and Eligibility Committee of the Athletic Council for the 2002-03 academic year. A complete and thorough review will be completed.

**Recommendation 18.** Encourage the NCAA/Big Ten review of scheduling procedures that require a student-athlete to miss the same weekday of class more than three times during a quarter.

**Action** - The Academic Progress and Eligibility Committee of the Athletic Council, during the 2000-01 academic year, conducted a review of student-athlete missed class time. The Committee found that missed class time for most sports did not exceed the University guideline of no more than five days per quarter. However, Big Ten and NCAA schedules, especially for post-season competition, continue to be an issue for schools on the quarter system like Ohio State. It is fair to say that the University has not been aggressive about encouraging reviews at the Big Ten and NCAA levels.

**Recommendation 19.** Encourage a continuous, thorough review of required student-athlete time for pre-game activities.

**Action** - The Academic Progress and Eligibility Committee of the Athletic Council has addressed the issue, but further steps need to be taken in a systematic function.

**Recommendation 20.** Encourage the consideration of a student-athlete's academic program when scheduling medical procedures.

**Action** - The Health and Social Responsibility Committee (HSR) was formed to improve
communication between the Sports Medicine Program and SASSO. The Health and Social Responsibility Committee is now making annual reports to the Equity and Student Welfare Committee of the Athletic Council. At monthly HSR meetings, the health and medical welfare of student-athletes is discussed. Because of certification, the Athletic Training staff will file a form with SASSO, notifying them of any impending surgeries of student-athletes. With this information, faculty can be notified and academic issues can be resolved prior to the medical procedure.

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

NOT APPLICABLE.

Operating Principle
2.1 Academic Standards

Self-Study Items

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

Admission decisions for all domestic undergraduate students entering The Ohio State University are made in the Office of Undergraduate Admissions and First Year Experience in consultation with the Faculty Committee on Admissions, which sets the admissions policies according to the philosophy and guidelines set by the University Senate and Board of Trustees. Student-athletes follow the same procedures, and are subject to the same admission criteria, as all
The criteria for freshman competitive admission to the Columbus campus were initially established for the class entering the Autumn of 1987, based on research that showed which factors had the greatest correlation to success as measured by grade point average and retention rate. These data are re-analyzed periodically to ensure that the criteria are still appropriate. Prior to 2002-2003, criteria for admissions differed from quarter to quarter; now Autumn quarter criteria apply to all quarters.

Admission criteria are clearly articulated in the various application bulletins (freshman, transfer, and international student applications) that are distributed by UAFYE and International Admissions upon request, through high school guidance offices, by various college and department staff, by the Athletics Department recruitment staff, and via the Internet.

Criteria for Freshman Admissions (domestic students)

Primary Criteria:

• Successful completion of the college preparatory curriculum while in high school. The minimum college prep requirements are listed below. Numbers in ( ) represent the recommended number of units for strong preparation.

  _ 4 units of college prep English
  _ (4) 3 units of college prep math
  _ (3) 2 units each of college prep science, social science, and the same foreign language
  _ 1 unit of a visual or performing art
  _ 1 additional unit of the above courses

• Performance in high school as shown by class rank or grade point average

• Performance on the ACT or SAT

Students may be given additional consideration if:

• they exceed the minimum curriculum in math, natural sciences, or foreign language
• they attend a competitive high school
• they provide cultural, economic, racial, or geographic diversity
• they possess particular outstanding talents
• they have been involved in extracurricular activities, significant work experience or leadership positions
• their high school performance was adversely affected by physical, mental, or learning environment factors
• they are eligible for and will benefit from organized support services at Ohio State.

Generally, 2-7 weeks after all materials are received, a decision is made to admit on a rolling basis, defer (until after the February 15th application deadline), or deny the application. Please refer to section 3a for a deferral, denial process.

Criteria for Domestic Transfer Students

Transfer students with 45 or more quarter hours of transferable credit from another post-secondary institution with a 2.0 grade point average or better will be automatically admitted to the University. Students with fewer than 45 hours will be considered for admission based upon a combination of their performance in high school and college. Many of the same factors as indicated for freshman applications will be considered in these cases.

Criteria for International Undergraduate Students

Generally speaking international students must meet more rigorous standards of admission. International applicants are evaluated based on their academic credentials as well as scores on the TOEFL or MELAB language tests, autobiography of goals, an affidavit of financial support, and a confidential bank statement.

Role of the Athletics Department in the Admission Process for Student-Athletes

The Department of Athletics has no decision-making authority in the admission process for student-athletes. A very proactive stance is taken so that clearly inadmissible students do not receive continued recruitment by the Department of Athletics. It is a routine procedure for the
Director of Athletics, the Associate Athletic Director for SASSO, and the Office of Academic Affairs Liaison to Athletics to review the credentials of prospective student-athletes and to stop recruiting potential student-athletes based on their own reading of the case or if they are informed by UAFYE that the student is not eligible for admission. To assist the Department of Athletics in maintaining high standards relative to its recruitment activities, UAFYE articulates the admission criteria to all athletic coaches at the beginning of each academic year. They also provide the Department of Athletics with preliminary evaluations of potential student-athletes early in the recruitment process to assist in determining whether a student athlete should continue to be recruited based on the probability of admission (please refer to the preliminary admissions review chart found in Academic Attachment 3). The Department recruits students to the University who possess outstanding athletic talent, not unlike other departments who recognize the unique contributions that individuals can bring to the University. Departments such as Dance, Art, and Music play a role in the recruitment of talented students, as does the Office of Minority Affairs, ROTC, the University Honors and Scholars Center, and the Office for Disability Services.

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

The Ohio State University undergraduate population has changed dramatically since the last NCAA review. The average ACT of entering freshmen went from a 3-year average of 23.0 (1992-1995, as reported in the 1996 NCAA certification report) to 25.2 in 2001. In addition, greater numbers of honors students matriculated, and the freshman class has increased in diversity every year. The student-athlete profile has changed over this same period although not
as dramatically. Data from 1999-2001 were collected for the general student population and student-athletes on athletic aid are formatted on the following pages as requested (see Tables 1-3). In addition, average ACT scores for 1999-2001 were calculated and compared to the 3-year average (1992-1995) data presented in our first NCAA Certification Self-Study. These data are presented in Tables 4 and 5.
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 sum scores. Individual student-athlete scores should be converted using the table provided on page 23 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 23. List the most recent academic year's data first and include all freshmen students entering the institution during the year.

<table>
<thead>
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<th>Gender</th>
<th>Male students</th>
<th>Male student-athletes</th>
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<td></td>
<td>Score</td>
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<td># of Students</td>
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<td>73</td>
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<tr>
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</tr>
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<td>2985</td>
<td>90.0</td>
<td>64</td>
</tr>
</tbody>
</table>

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

Name of person completing this chart: Will Haupt

Title: Statistical Information Specialist

Date: June 10, 2002
FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID*

PART IIB: 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 23 before the average (mean) test scores are calculated. If possible, this same procedure should be used in converting the scores of freshmen students generally. Otherwise, the average score for freshman students generally may be converted using the table provided on page 23. List the most recent academic year’s data first and include all freshmen students entering the institution during the year.

<table>
<thead>
<tr>
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<th>Am. Ind./AN</th>
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</table>

<table>
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<th>Black</th>
<th>Hispanic</th>
<th>White</th>
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<tr>
<td>Year</td>
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</table>

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

Am. Ind./AN—American Indian/Alaskan Native
Asian/PI—Asian/Pacific Islander

Name of person completing this chart: Will Haupt
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 and core-course grade-point average for 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 sum scores. Individual student-athlete scores should be converted using the table provided on page 23 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.

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<th>Sport Group</th>
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<th>Baseball</th>
<th>Men’s Track/Cross Country</th>
<th>Men’s Other Sports and Mixed Sports</th>
<th>Women’s Basketball</th>
<th>Women’s Track/Cross Country</th>
<th>Women’s Other Sports</th>
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<td></td>
<td></td>
</tr>
<tr>
<td>200.1</td>
<td>83.3</td>
<td>16</td>
<td>80.0</td>
<td>4</td>
<td>77.7</td>
<td>3</td>
<td>93.2</td>
<td>6</td>
<td>97.1</td>
<td>31</td>
<td>73.3</td>
<td>4</td>
<td>101.0</td>
<td>15</td>
<td>92.0</td>
<td>43</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

Name of person completing this chart: Will Haupt
### Table 4
3-Year Average Freshman ACT Scores
For Subpopulations of the General Student Body and Student-athletes on Athletics Aid
By Gender and Ethnicity

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>23.0</td>
<td>25.2</td>
<td>2.2</td>
</tr>
<tr>
<td>All Student Athletes</td>
<td>20.4</td>
<td>22.3</td>
<td>1.9</td>
</tr>
<tr>
<td>Male Students</td>
<td>23.5</td>
<td>25.9</td>
<td>2.4</td>
</tr>
<tr>
<td>Male Student Athletes</td>
<td>20.3</td>
<td>22.0</td>
<td>1.7</td>
</tr>
<tr>
<td>Female Students</td>
<td>22.4</td>
<td>24.8</td>
<td>2.4</td>
</tr>
<tr>
<td>Female Student Athletes</td>
<td>20.5</td>
<td>22.7</td>
<td>2.2</td>
</tr>
<tr>
<td>Black Students</td>
<td>19.4</td>
<td>20.9</td>
<td>1.5</td>
</tr>
<tr>
<td>Black Student Athletes</td>
<td>17.9</td>
<td>19.6</td>
<td>1.7</td>
</tr>
<tr>
<td>Hispanic Students</td>
<td>22.2</td>
<td>23.0</td>
<td>.8</td>
</tr>
<tr>
<td>Hispanic Student Athletes</td>
<td>-</td>
<td>24.1</td>
<td>-</td>
</tr>
<tr>
<td>White Students</td>
<td>23.4</td>
<td>25.9</td>
<td>2.5</td>
</tr>
<tr>
<td>White Student Athletes</td>
<td>21.7</td>
<td>23.1</td>
<td>1.4</td>
</tr>
</tbody>
</table>


### Table 5
3-Year Average Freshman ACT Scores
For Subpopulations of the General Student Body and Student-athletes on Athletics Aid
By Sports Group

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>19.3</td>
<td>20.1</td>
<td>.8</td>
</tr>
<tr>
<td>Basketball</td>
<td>18.7</td>
<td>20.2</td>
<td>1.5</td>
</tr>
<tr>
<td>Baseball</td>
<td>21.2</td>
<td>20.2</td>
<td>-1.0</td>
</tr>
<tr>
<td>Track</td>
<td>19.4</td>
<td>22.0</td>
<td>2.6</td>
</tr>
<tr>
<td>Other Sports</td>
<td>21.6</td>
<td>23.6</td>
<td>2.0</td>
</tr>
<tr>
<td>Basketball</td>
<td>18.6</td>
<td>19.8</td>
<td>1.2</td>
</tr>
<tr>
<td>Track</td>
<td>17.7</td>
<td>23.5</td>
<td>5.8</td>
</tr>
<tr>
<td>Other Sports</td>
<td>21.7</td>
<td>22.7</td>
<td>1.0</td>
</tr>
</tbody>
</table>

An inspection of ACT averages over time reveals that a discrepancy continues to exist between the general population and student-athletes. While this discrepancy has widened for some subgroups and has reduced for other subgroups, the magnitude of the overall gap between student-athletes and the larger student body has increased slightly. ACT scores for the general student body increased by 2.2 points during this time frame (23 versus 25.2) while scores for student-athletes increased by 1.9 (20.4 versus 22.3). It should be noted that there were significant increases in ACT scores for both male and female student-athletes and across all recordable minority categories. With the exception of Men’s Baseball, athletes in all sports groups improved across the two reporting periods.

It should be noted that significant gains have been made in the ACT scores of both student athletes and non-athletes. The University’s push to increase the preparedness of all students has been successful, and the Department of Athletics has adjusted its standards to be consistent with the total University. Increases in ACT scores has been partly due to more rigorous prescreening early in the recruitment process.

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 appeals procedures which may be utilized when students are not automatically admitted because they do not meet the institution’s published entrance requirements.

Our admission criteria clearly state three primary factors and several additional factors for consideration. All students admitted to the University meet our published criteria or they are denied. For the purpose of answering the spirit of the question, we will call an “automatic admit” one who is admitted under the three primary factors (college prep, class rank/GPA, standardized test scores). Another group of students is automatically denied because minimum expectations are not met following review of these primary factors.

If a student is not admitted or denied based on these factors, s/he is referred to the
UAFYE Internal Review Committee (IRC) that holistically reviews the additional factors (such as leadership, community service, work experience, special talents, adverse learning environments, eligibility for support on campus, etc. as found on pages 10-11). This committee is composed of seasoned admissions and enrollment management staff and staff from the Office of Minority Affairs. Student-athletes, like many other students, may fall into any of these categories (at minimum, special talents and eligibility for support). Students may again be admitted, deferred, or denied following the internal review process. When a student-athlete applicant is admitted through the process of the internal review conducted by the Office of Admissions, the applicant’s form is referred to the SASSO office where the counselor for that team, the head coach for that team, the Director of Athletics, and the Academic Liaison sign off, confirming the academic support that the applicant will receive upon enrollment. When students are not admitted, colleges, departments or the student have the right to present an appeal to the Faculty Committee on Admissions. This group determines if the student has a reasonable chance for success at Ohio State and makes the final decision. Approximately 20-30 appeals (including athletes) are referred to the Faculty Committee on Admissions each year.

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.**

The committee reviewed data from the past three years. On average, 32% of the applicants who are reviewed by the Faculty Committee on Admissions each year are potential student athletes. All of the student-athletes (100%) over the last three years were granted admission. The acceptance rate for student non-athletes averaged 60%.
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).

At Ohio State, the Office of the University Registrar is responsible and has final authority for coordinating the initial eligibility process for transfer student-athletes. The process is ongoing and is initiated when the Athletic Department provides the Office of the University Registrar with a squad list of potential transfer student-athletes.

The Office of the University Registrar determines the original type of transfer student process described in Self-Study Item #2 (2-year, 4-year, or 4-2-4 year). All students must go through the admissions process and be admitted to the University as well as have their transfer credit evaluated by the Office of Admissions. For all transfer students, the Office of the University Registrar verifies from the Student Data Base that the student has been admitted to the University. The Office of the University Registrar will then check for:

- years of residency at the previous institution
- qualification for the one-time exemption or any other applicable exceptions
- release from the previous institution, if applicable
- qualifier status
- previous degrees earned
- number of transferable hours
- grade point average at the previous institution

In addition, the Office of the University Registrar applies the 75/25 rule (Academic Attachment 4) and if necessary, initiates the 25/50/75 (Academic Attachment 4) process, which involves evaluation of degree hours in the student's program as well as progress toward the degree. Evaluation of degree hours in the student's program is conducted by the appropriate college office. If the student passes this evaluation, the Office of the University Registrar checks to be certain that fees have been paid and full-time hours are scheduled.

ACADEMIC INTEGRITY
The review of transfer student-athlete records is conducted by Tim Quinlan, Athletic Eligibility Coordinator in the Registrar's Office, under the supervision of Shelley Parker, Senior Degree Audit Program Coordinator in the Registrar's Office. Upon successful review, Big Ten Certified Eligibility is authorized by the Director of Athletics (Andy Geiger), University Registrar (Brad Myers), and Faculty Athletics Representative (Susan Hartmann) before the student is considered eligible. A report called an "Eligibility Review List" is provided to the coaches and athletic counselors to identify students who are eligible or ineligible, and a follow-up process is conducted to ensure that all appropriate forms and records are complete.

If declared ineligible, a student-athlete may not compete. He/she may appeal to NCAA or Big Ten Conference in accordance with their respective appeal policies. The nature of the student-athlete's ineligibility determines which appeal process needs to be pursued.

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.**

All Ohio State University student-athletes undergo a continuing eligibility review coordinated by the Office of the University Registrar with direct involvement from counselors in the appropriate college offices. Parts of this review occur quarterly, and the satisfactory progress check occurs annually. The Athletic Department compiles a squad list of student-athletes for the upcoming year (example given in *Academic Attachment 5*). When the student-athlete is identified as a previous Ohio State student, the Office of the University Registrar begins the evaluation process and checks according to the procedures outlined in Ohio State Counselors and Advisors for Progress and Eligibility (OSCAPE). The information collected includes the following:

- the student's complete academic history at Ohio State, determining if the student initiated
enrollment as a new first-quarter freshman or a transfer student, any and all previous majors at Ohio State, enrollment status (full or part-time) for the student's first 4 quarters at Ohio State, as well as any other factors that might have an effect on the student's eligibility.

- OSU quantitative (course hours) and qualitative (GPA) requirements
- Big Ten quantitative (course hours) and qualitative (GPA) requirements
- Year of residency
- College of enrollment

If the student has attended Ohio State for at least one full year, the Office of the University Registrar conducts a satisfactory progress check including application of the 75/25 rule while the appropriate college office concurrently evaluates the student based on the 25/50/75 rule. If the student-athlete is enrolled in the Colleges of the Arts and Sciences or in the Undergraduate Student Academic Services (USAS) area, more rigorous standards of “satisfactory progress” apply. See Academic Attachment 6 for a full description of the progress policy.

If both the Office of the University Registrar and the college office determine that the student has met satisfactory progress requirements, the Office of the University Registrar checks to be certain that fees have been paid and full-time hours are scheduled before certifying continuing eligibility. The comprehensive review of student-athlete records is conducted by Tim Quinlan, Athletic Eligibility Coordinator in the Registrar's Office, under the supervision of Shelley Parker, Senior Degree Audit Program Coordinator in the Registrar's Office. A report called an "Eligibility Review List" is then provided to the coaches and Athletic Counselors to identify students who are eligible or ineligible, and a follow-up process is conducted to ensure that all appropriate forms and records are complete.

Upon successful review, the Big Ten Certified Eligibility List is authorized by the Director of Athletics (Andy Geiger), University Registrar (Brad Myers), and Faculty Athletics Representative (Susan Hartmann) before the student is considered eligible. (A copy of the Big Ten Certified Eligibility List is found in Academic Attachment 4.) If ineligible, a student-
athlete can no longer compete. He/she may appeal to the Academic Progress and Eligibility Committee of the Athletic Council, Big Ten, or NCAA in accordance with their respective appeal policies. The nature of the student-athlete's declared ineligibility determines which appeal process needs to be pursued.
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.

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<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number in Cohort/Grad Rate</td>
<td>Number in Cohort/Grad Rate</td>
<td>Number in Cohort/Grad Rate</td>
<td>Number in Cohort/Grad Rate</td>
<td>Number in Cohort/Grad Rate</td>
</tr>
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<td>Total All Students</td>
<td>5502 0.57</td>
<td>5389 0.56</td>
<td>5283 0.56</td>
<td>5920 0.55</td>
<td>5788 0.56</td>
</tr>
<tr>
<td>All Students (Men)</td>
<td>2797 0.54</td>
<td>2764 0.54</td>
<td>2573 0.53</td>
<td>2973 0.53</td>
<td>2837 0.52</td>
</tr>
<tr>
<td>All Students (Women)</td>
<td>2705 0.60</td>
<td>2625 0.59</td>
<td>2710 0.59</td>
<td>2947 0.58</td>
<td>2951 0.60</td>
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<tr>
<td>Total Aid Student Athletes (All)</td>
<td>86 0.53</td>
<td>92 0.52</td>
<td>84 0.50</td>
<td>100 0.62</td>
<td>101 0.60</td>
</tr>
<tr>
<td>Total Aided Student Athletes (Men)</td>
<td>59 0.47</td>
<td>58 0.45</td>
<td>44 0.34</td>
<td>64 0.53</td>
<td>69 0.54</td>
</tr>
<tr>
<td>Men: Football</td>
<td>20 0.35</td>
<td>21 0.33</td>
<td>21 0.14</td>
<td>18 0.50</td>
<td>14 0.57</td>
</tr>
<tr>
<td>Men: Basketball</td>
<td>3 0.33</td>
<td>6 0.17</td>
<td>0 N/A</td>
<td>2 0.00</td>
<td>8 0.38</td>
</tr>
<tr>
<td>Men: Baseball</td>
<td>6 0.50</td>
<td>8 0.63</td>
<td>1 0.00</td>
<td>8 0.63</td>
<td>9 0.67</td>
</tr>
<tr>
<td>Men: Track/cross country</td>
<td>5 0.80</td>
<td>2 0.50</td>
<td>2 0.50</td>
<td>5 0.80</td>
<td>4 0.50</td>
</tr>
<tr>
<td>Men: Other Sports</td>
<td>25 0.52</td>
<td>21 0.57</td>
<td>20 0.55</td>
<td>31 0.52</td>
<td>34 0.53</td>
</tr>
<tr>
<td>Men: Minority**</td>
<td>20 0.30</td>
<td>18 0.22</td>
<td>16 0.13</td>
<td>20 0.45</td>
<td>14 0.50</td>
</tr>
<tr>
<td>Total Aided Student Athletes (Women)</td>
<td>27 0.67</td>
<td>34 0.65</td>
<td>40 0.68</td>
<td>36 0.78</td>
<td>32 0.75</td>
</tr>
<tr>
<td>Women: Basketball</td>
<td>2 1.00</td>
<td>5 0.80</td>
<td>3 0.33</td>
<td>1 0.00</td>
<td>5 0.60</td>
</tr>
<tr>
<td>Women: Track/cross country</td>
<td>3 1.00</td>
<td>4 0.50</td>
<td>1 0.00</td>
<td>4 1.00</td>
<td>4 0.75</td>
</tr>
<tr>
<td>Women: Other Sports</td>
<td>22 0.59</td>
<td>25 0.64</td>
<td>36 0.72</td>
<td>31 0.77</td>
<td>23 0.78</td>
</tr>
<tr>
<td>Women: Minority**</td>
<td>3 1.00</td>
<td>6 0.67</td>
<td>2 0.50</td>
<td>9 0.78</td>
<td>10 0.70</td>
</tr>
</tbody>
</table>

* The graduation rates for the 1992 Cohort reflect a change in procedure for calculating graduation rates. Prior to the 1992 group, the cohort included student athletes classified as qualifiers, nonqualifiers, and partial qualifiers. As of 1992, the graduation rates only include student athletes who were classified as qualifiers by the NCAA Clearinghouse.

** The classification ‘Minority’ includes all students identified as:
1) Native American or Alaskan Native
2) Asian or Pacific Islander
3) African American
4) Hispanic
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 comparison of the graduation rates for cohorts 1993 through 1995 (2000 report-2002 report) reflects a number of changes. Though the rate for the overall student population has remained significantly unchanged (55%-56%), the rate for all student-athletes has increased from 50% (1993) to 60% (1995). The overall male student-athlete rate has increased from 34% to 54% and the minority male rate has increased from 13% to 50%. Sport specific increases have also occurred in football (14% to 57%), men’s basketball (0 to 38%), and women’s basketball (33% to 60%). Though we are pleased with the direction the rates are taking, we are still closely monitoring the retention trends of all of the sub-groups.

Overall observations indicate that all but one athletic sub-group (men: other sports) has shown an increase since the 1993 cohort, while the overall graduation rate of the student body has remained constant. This is a significant linear trend. It is also worth noting that with the 1995 cohort report, Ohio State was one of four Big Ten institutions whose graduation rate for student-athletes was higher than the rate for the general student body.

A significant effort has gone into analyzing the trends in graduation rates and developing strategies for the continuation of positive trends, including significant expansion of the Student-Athlete Support Services Office (SASSO). (See 2.2.a below.)

The Younkin Success Center is the location of the SASSO program as well as a variety of other student-oriented services, as noted before. The campus Counseling and Consultation Service, Career Connection, Academic Learning Lab, and the Office of Faculty and TA Development oftentimes will collaborate with SASSO in the implementation of academic resource programming. This type of collaboration has resulted in the expansion of “shared programming” with other campus learning resources such as the Office of Disability Services,
the Writing Center, the Math/Stat Leaning Center, and a variety of College Academic Advisors. This interaction and collaboration of services has contributed a great deal to bringing the Athletic Department into the mainstream of campus academia, as well as to reducing budget expenditures for programming since expenses for programs were shared among offices.

In early 2000, an Ohio State group made a series of visits to three benchmark institutions to research their retention efforts. Visits were made to Penn State University, Florida State University, and the University of Nebraska. The examination of factors included recruitment and admissions, academic support programs, policies and progress toward graduation, and climate – the academic expectations placed on students and student-athletes to graduate and whether or not the campus environment supports those expectations. This experience resulted in recommendations and a proposed action plan. Please refer to Academic Attachment 7 for the report to Athletic Council.

Immediate action was taken related to structure, and the Office of Academic Affairs created a position titled Academic Liaison to Athletics. Dr. David Frantz was named to the position and serves, along with Andy Geiger, as co-supervisor of Dr. Kate Riffee, Associate Athletic Director for SASSO. Dr. Frantz reports to the Vice-Provost and Dean of Undergraduate Studies, Martha Garland. Dr. Frantz reports findings to the Office of Academic Affairs on at least a monthly basis and to the President every six months.

The retention visits suggested other variables that impact the retention and graduation rates of all students as well as student-athletes. These include the differences between colleges and universities as they relate to: semesters versus quarters, the number of credits needed to graduate, the competitiveness of the entry requirements for majors, the presence of a General Studies major, and the increase of international student-athletes.

The input of student-athletes is critical in designing an academic climate that supports retention. Student-athlete focus groups were formed to solicit feedback on a variety of programs
and services. The Student-Athlete Advisory Board (SAAB) instituted an Academic Integrity Committee to provide guidance to SASSO. In 2001, the committee designed and implemented a survey of coaches related to academic issues. The Student-Athlete Exit Survey was revised to include questions related to improving the academic climate throughout the Athletic Department.

Retention and graduation rate improvements have been impacted by changes in both hiring practices and performance reviews for coaches as noted above.

Many programmatic changes have been designed and instituted since 2000 to improve retention and foster an “academic climate.” Information on these programs, including the Academic Mentoring Program, Cooperative Learning Groups, Outreach Program, Majority of One, and Positive Transitions Program can all be found in the Student Athlete Handbook.

Procedures for tracking retention have been expanded in an attempt to determine institutional factors that lead to non-graduation. In addition, new intervention efforts now provide student-athletes with early programmatic support. As a cohort class is recruited, academic information is saved on a spreadsheet for future tracking purposes. Information is added to the spreadsheet on an annual basis to track progress toward degree. Once the cohort class comes in for graduation rate review, it is our hope that we will have enough information to provide a complete picture of graduates as well as non-graduates. The “stories” of the non-graduates are important to provide a clearer picture of the cohort class and pinpoint the factors that may lead to drop out or transfer. This information will result in continual programmatic improvement. One facet of the spreadsheet that we are currently monitoring is the number of student-athletes who receive academic scholarships as opposed to athletic aid. Under present guidelines, these top academic students are not counted in graduation rates cohorts. We want to investigate the impact these individuals would have on the rate if they were included in the calculation.

The revenue producing sports of football and men’s basketball require a more complex
system of academic tracking. Historically, seniors in these two sports have left mid-quarter (football-winter, basketball-spring) to prepare for the professional drafts of their respective sports. This has been problematic in that late withdrawal or failure to complete courses often has resulted in costly decreases in the grade point averages of these student-athletes. One new strategy involves an especially close monitoring of student-athletes potentially impacted by the professional draft to supervise their progress, attendance, and pattern of withdrawals. Our aim is to have each student-athlete who leaves prior to earning a degree depart the University in good academic standing. For those who follow such a course, our Outreach Program is a viable option for returning to complete the degree.

8. **Describe the specific goal(s) that your institution has set for graduation of students generally and for graduation of student-athletes.**

As outlined in the University's Academic Plan, *(Academic Attachment 8)*, The Ohio State University is committed to being among the nation's great comprehensive public teaching and research universities. Our goal is to reach a level of achievement that places us in the top half of the Big Ten universities and to be a leader of public research universities nationwide by the start of the next decade.

The University has a goal to improve the profile of undergraduate students and consequently, the graduation rate. Again, in recent years the graduation rates of student-athletes have been higher than the student body as a whole. Several University Senate committees (Council on Enrollment and Student Progress, Faculty Committee on Admissions), student/faculty groups (Council of Student Affairs), and administrators continue to explore these challenging issues and work on improving progress and graduation of all students at Ohio State. Ohio State University is continually working to increase the quality of the experience for all
those attending and graduating from the University. In fact, the University is currently researching issues related to graduation and retention rates and has recently instituted a 1st Year Experience program to enhance retention and further improve graduation rates.

Studies from the last two years, conducted by the Office of Academic Affairs, show that retention rates for new first quarter freshmen for Autumn Quarter have increased significantly. The University believes that this will translate into higher graduation rates for the general population in the near future. As the graduation rates for the general student population increase, our aim is to continue to have the graduation rate of student-athletes exceed that of the general student population by a recognizable margin.

In addition, the University has added academic expectations and incentives to coaches’ contracts where necessary to increase academic performance. Such coaches receive bonuses if academic incentives are met. Furthermore, coaches are evaluated on their team’s academic performance to ensure commitment to academic.

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.

The student-athlete population at The Ohio State University is not given any special or extraordinary relief from the academic standards or policies established for students. In fact, the student-athletes are often held to a much higher standard of academic performance. Student-athletes are held to the same standard of “good academic standing” and full time status set for the general student population. However, there can be no deviation from these standards without jeopardizing athletic eligibility. The qualitative and quantitative requirements for eligibility as
set by Ohio State, the Big Ten Conference, and the NCAA exceed the University definitions of “good standing.” Please refer to the SASSO manual (Academic Appendix 1).

**Operating Principle**

2.2: Academic Support

**Self-Study Items**

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).