

## Academic Integrity

### Operating Principle

#### 2.1 Academic Standards

##### Self-Study Items

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

None

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

No recommendations or suggestions were made.

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

Since 1998 Murray State University made a number of significant changes that impact academic standards at the institution. In 2004, the minimum number of credit hours required to obtain a bachelor's degree was reduced from 128 credit hours to 120 credit hours. This change was implemented to reduce time-to-degree completion and is in keeping with the standards set forth by Southern Association of Colleges and Schools (SACS), the University's primary accrediting agency. Every two years the University reviews and publishes its Undergraduate Catalogue, incorporating all changes to academic policies.

The University also developed a "Retention Alert System" (RTS) that tracks all students who are academically "at risk." The University committee that monitors the RTS includes a representative from the Athletics Department. The committee is further charged with developing retention strategies and monitoring six-year graduation rates. Student-athletes are included in this system along with all other undergraduate students at Murray State University.

Since the 1998 review, the Athletics Department has implemented new plans that impact academic standards for student-athletes. The Athletics Department has developed and implemented its Academic Progress Rate (APR) plan. It has developed a class attendance policy that sets clear consequences on missed classes. This class attendance policy is articulated in the Athletics Department's "Student-Athlete Handbook." This handbook is reviewed with all student-athletes at the beginning of each academic year during the annual student-athlete orientation. Student-athletes must sign a form attesting to the fact that they have received and reviewed the "Student-Athlete Handbook" and it is their responsibility to remain familiar with its contents.

The Athletics Department raised the grade point average (GPA) below which mandatory study hall is required. Previously student-athletes with GPAs of 2.5 or higher were not required to attend study hall. Currently study hall is mandatory for student-athletes with GPAs lower than 3.0.

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The Athletics Department is looking much more closely at the academic standing of prospective recruits. A "Prospective Student-Athlete Form" has been developed. This form is completed by head coaches and details each prospect's academic performance. Prospective student-athletes also submit academic information through an online Prospective Student-Athlete Form.

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

Admission standards for all students are established by Murray State University's Academic Council and are approved by the Provost, President, and Board of Regents. Kentucky's Council on Postsecondary Education sets minimum standards that all state institutions must follow. These minimum standards are exceeded by Murray State University.

Student-athletes are subject to the same admissions processes and criteria that apply to all students seeking admission to Murray State University. Student-athletes are admitted to the University without regard to their status as student-athletes. Murray State University utilizes an online application that does not request or allow for the input of information pertaining to a student's extracurricular activities (clubs, athletic participation, community work, etc.), nor does a student's file contain letters of recommendation that might reference athletic activities. As a consequence, admission personnel responsible for reviewing applications and admitting students do not know, from any admission materials, whether a particular student is a student-athlete during the admission decision process. While admissions personnel who review all student applications are not made aware of student-athlete applications, the Associate Athletic Director for Internal Operations provides the NCAA Eligibility Specialist in the Registrar's Office with the names of student-athletes who are applying for admission, so that, if admitted, the NCAA Eligibility Specialist can begin to prepare for the student-athlete's eligibility certification to enable the student to compete his/her freshman year.

All students seeking admission to Murray State University, including all student-athletes, must meet the following three criteria: 1) completion of a pre-college curriculum as outlined in the "Undergraduate Bulletin;" 2) rank in the top half of their graduating class or have a cumulative GPA of 3.0; and 3) have a ACT composite score of 18 or above. Students meeting all three requirements qualify for "admitted" status. Applicants who do not meet all three requirements are reviewed to determine if they qualify for "admitted with conditions" or "admitted with restrictions" status.

Students admitted with conditions or restrictions must complete designated developmental courses and are limited in the number of hours they may take each semester. As with all students seeking admission, student-athletes may be admitted under any of the above admission categories.

Students who do not meet the admissions requirements are denied admission and sent a letter that explains the opportunities to appeal. Data on special admissions through the appeals committee for student-athletes during 2004-2007 is on file for review by the Peer Review Team.

International student-athletes are admitted to the University under the same admission procedures and requirements used to admit all international students. International students must meet the same admission requirements as all student applicants. There are additional admission requirements for all international students, which are detailed under Question 8: True Freshmen International Student-Athlete Procedures.

Admission requirements presented in this section correspond with the 2007-2009 Undergraduate Catalog. Only small variations in admission requirements have occurred between each two-year cycle publication of the Undergraduate Catalog.

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5. Compare and explain any differences in the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years: average standardized test scores for freshman student-athlete who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I Graduation Rates Disclosure Form) and for all entering freshmen students (by gender and by racial or ethnic group). [Note: Use the supplied charts (Standardized Test Scores, by Gender, Standardized Test Scores, by Racial or Ethnic Group and GPA and Test Scores, by Sport Group) and the graduation- rates disclosure form methodology to compile these data.

In the first chart, Standardized Test Scores, by Gender (Part I-A), lower ACT scores are observed for freshman admitted as student-athletes as compared with all entering freshman. In 2004-2005, the ACT scores of male student-athletes lagged that of non-athlete males by 12 points. For female student-athletes the difference was 5 points. In subsequent years, the ACT differences have been narrowed to 8 (2005-2006) and 9 (2006-2007) points for males and to 1 (2005-2006) and 3 (2006-2007) points for females. This can be attributed, in part, to a change in recruiting philosophy brought about by a change in Athletics Department administration. Today, student-athletes with higher ACT scores are being actively recruited. As a consequence, additional improvements in student-athlete standardized test scores can be expected in future years.

Because the academic support programs have been strengthened in recent years by the Athletics Department, student-athletes, despite coming to the University with lower ACT scores, are academically outperforming their non-athlete counterparts. In the chart, one can see that the overall GPA of student-athletes is climbing and that in 2006-2007 their average GPA is higher than the GPA of full-time, degree-seeking MSU undergraduates. In 2004-2005, the GPA for all student-athletes was 2.76 and the GPA for all students was 2.90. In 2005-2006, the GPA for all student-athletes was 2.86 and the GPA for all students was 2.92. In 2006-2007, the GPA for all student-athletes was 3.00 and the GPA for all students was 2.94. The FAR supplied the student-athlete GPAs, while Tracy Roberts, the Research System Coordinator in the Registrar's Office supplied the GPAs for all students.

When freshman student-athletes are compared by racial and ethnic groups (Standardized Test Scores, by Racial or Ethnic Group, Part I-B) with all entering freshmen, differences are observed among racial and ethnic groups. Among all entering freshmen, one finds that black students have an average standardized test score that is approximately 15 points lower than white students. When black student-athletes are compared with white student-athletes, approximately a 15 point gap is again observed. Both student-athlete groups (white and black) have ACT scores that are only slightly lower (2 points) than their corresponding racial non-student-athlete group.

In the final chart, GPA and Test Scores, by Sport Group (Part II), the GPA scores for students in all sport groups is higher than 3.0, with the exception of men's basketball. Despite the fact that the male basketball players entered MSU with lower ACT scores; had to take remedial courses upon entering MSU; and had GPA's that ranged from 2.33 to 2.81 in their first year of classes, none of the men basketball student-athletes have been dismissed for academic reasons; none have lost their eligibility to play; and all have generally improved their academic performance over time.

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

Any applicant that does not meet Murray State University's published entrance requirements is sent a letter of denial by the Admissions Office. In this letter, the applicant is informed that an appeal is possible and that appeal must be made within two weeks of the receipt of the letter. The appeals process is detailed in the letter. This includes: a) a statement explaining the reason the applicant wants to attend college and, more specifically, Murray State; b) a list of any, and all, extenuating circumstances that prevented the applicant from ranking in the top one half of his/her class, or from achieving a 3.0 cumulative GPA, and from receiving a minimum ACT composite of 18 for entering freshman or maintaining a 2.0 GPA for transfer students and what the applicant plans to do differently to be successful; c) applicant's short term and long term goals; and d) documentation of all college entrance exam test dates and scores, if not already on file with the Admission Services Office.

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The appeal must also include at least one letter of support from the applicant's high school counselor, or, if a transfer student, a college professor, to be sent directly to the chair of the Undergraduate Admission Appeals Committee. The applicant must also schedule an interview through the Director of School Relations with a member of the School Relations Staff.

All appeals are reviewed by the Undergraduate Admission Appeals Committee. This committee consists of three faculty members appointed by the Provost, one student member, the Director of Murray State University Community College, and the Director of School Relations. Members on the committee generally hold long tenure on the committee and, therefore, have a good historical perspective of appeals and the success of students who have been admitted under appeal. The committee members are not made aware of any applicant's status as a student-athlete from the application materials. The committee works to evaluate the likelihood of success of an applicant in the academic program. Over the three year period of review, the committee reviewed 28 appeals, accepted 18, and denied 10. Eleven of these appeals were from student-athletes. Nine were accepted and two were denied.

7. 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 Self-Study Item Number 6 above and the percentage of freshman students generally who were so admitted. Provide these comparative data for the three most recent academic years. For the student-athlete data, information should be displayed for each of the sport groups, organized by year, and listed in the NCAA Division I Graduation-Rates Supplemental Form. [Use the supplied chart (Special-Admissions Information to compile these data.)]

The Admissions and Appeals Committee evaluates a student's likelihood of success in the Murray State University academic programs. Of the 18 students admitted between 2004 and 2007, sixteen are in good academic standing, one is not in good academic standing, and one has transferred to another university. Of the 18 students admitted under the appeals process, eight were student-athletes. At the end of fall 2007 semester, one of the eight student-athletes transferred to another university and was in good academic standing at the time of transfer. At the time of the submission of this self-study, the remaining seven student-athletes continue to progress towards their academic degrees.

8. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify initial eligibility and transfer eligibility for student-athletes. Provide name(s) [including title(s)] of who has ultimate responsibility in determining student-athletes' initial and transfer eligibility.

The following individuals are involved with certifying initial eligibility and transfer eligibility of student-athletes:

Katherine Kerr, Registrar  
 Tracy Roberts, Associate Registrar  
 Jennifer Husemann, Assistant Registrar/Credit Evaluation  
 Meagan Short, NCAA Eligibility Specialist, Registrar's Office  
 Barbara Rose, Transfer Admissions Clerk, Office of Admissions  
 Lori Brisendine, International Admissions Office  
 William Whitaker, Faculty Athletics Representative (FAR)  
 Allen Ward, Athletics Director (AD)  
 Matt Kelly, Associate Athletics Director for Internal Operations (AADIO)  
 Scott Hobbs, Assistant Athletics Director for Compliance (AADC)

Each student-athlete seeking admission to Murray State University must be judged eligible by either the NCAA Eligibility Center or the University's Registrars' Office. Determining which depends on whether the incoming student-athlete is either a new freshman or a transfer student.

### TRUE FRESHMEN PROCEDURES

For each "true freshman" an Institutional Request List (IRL) form must be completed. This form must be completed on line at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net). A hard copy is no longer accepted by the NCAA Eligibility Center.

1. The Athletic Compliance Officer or a member of the coaching staff enters the prospect's information into the Eligibility Center via the website.
2. The prospective student-athlete must submit a Student Release Form (SRF) and fee to the NCAA Eligibility Center via the website.

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3. The prospective student-athletes must direct their high schools to submit official and final transcripts with proof of graduation to the NCAA Eligibility Center. In addition, the prospect must have their official ACT or SAT scores sent directly from the testing agency to the Eligibility Center.
4. The NCAA Eligibility Center notifies Murray State University as to each prospect's qualifying status, for both academics and amateurism, through web-based status reports on the NCAA Eligibility Center website.
5. The Athletic Compliance Officer submits an Official Athletic Eligibility Certificate form for each prospective student-athlete for certification of eligibility to the NCAA Eligibility Specialist in the Registrars' Office. This form must be signed by the student-athlete, the Athletic Compliance Officer, and the Athletic Academic Advisor prior to submission.
6. The Registrars' Office certifies the prospect based on information secured from the University's Admissions Services (admissions status), the University Registrars' Office (full-time course load and officially enrolled), and the NCAA Eligibility Center (academics and amateurism).

### TRUE FRESHMAN INTERNATIONAL STUDENT-ATHLETES PROCEDURES

International student-athletes who are incoming freshmen, follow the same procedures as listed for all "True Freshmen," with the following additional requirements that must be completed prior to the issuance of I-20 or I-94 forms:

1. Student-athletes from non-English speaking countries are required to take the Test of English as a Foreign Language (TOEFL), or successfully complete Murray State University's English as Second-Language program. A minimum score of 500 on paper-based test or 173 (with a minimum of 18 in each section) on computer-based test is required for admission for all undergraduates.
2. All international students must provide to the University a Statement of Financial Support and appropriate documentation to the International Admissions Office. The Athletic Compliance Officer submits documentation verifying the amount of athletic related financial aid the student-athlete will receive for the next year.
3. All international students must have an official transcript sent directly from the registrar of each college, university, or secondary school they attended. All degrees must be noted. If the documents are not in English, they must be accompanied by a translation from an official source.

### TRANSFER STUDENT-ATHLETE PROCEDURES

This process must be completed within two weeks of the start of practice for all recruited and/or scholarship student-athletes. (During the 45-day period that commences upon completion of the compliance paperwork to certify eligibility, non-recruited walk-ons may participate in practice only.)

1. A coach identifies the transfer student-athlete and contacts the Athletic Compliance Officer with his or her name and the name of the institution from which he or she is transferring.
2. The Athletic Compliance Officer contacts the prospective student-athlete's institution with a Transfer Release form.
3. The previous institution completes the Transfer Release form and returns it to the Athletic Compliance Officer, who reviews the form for full-time enrollment, athletic aid, and seasons of competition.
4. The Athletic Compliance Officer completes a Transfer Evaluation and Certification Form. This form is forwarded to the Registrars' Office, along with the Transfer Release Form(s).
5. The Registrars' Office certifies the transfer student-athlete based upon the following information obtained from the Athletic Compliance Officer: a) the Transfer Release Form(s), b) the official academic transcripts from all previous institutions (and high school transcripts), c) SAT/ACT scores (=when necessary), and d) the transfer credit evaluation performed by the Transfer Certification Office when an Official Athletic Eligibility Certificate form is received.

### INTERNATIONAL STUDENT-ATHLETE TRANSFER PROCEDURES

International student-athletes, who are transfer student-athletes, follow the same procedures as for all transfer student-athletes, with the following additional requirements, which must be completed prior to issuing an I-20 or I-94 form:

1. International students must have their official transcripts evaluated by a recognized accrediting agency. Credits earned through educational institutions located outside the United States are considered for acceptance after an appropriate evaluation. Educational institutions must be recognized by the Ministry of Education (or other recognized accrediting body) of the respective country in order for credit to be accepted.
2. International student-athletes may be required to send their documents to an evaluation agency for a course-by-course evaluation report. One copy of this report must be sent directly to the Admissions Services at Murray State University. This report will then be reviewed by Murray State University Admissions Office to determine acceptable



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transfer credit. Student-athletes who are eligible for admission will be sent a copy of the Murray State University evaluation of transfer credit when it is completed.

**9. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Provide name(s) [including title(s)] of who has ultimate responsibility in determining student-athlete's continuing eligibility.**

The following individuals are involved with certifying initial eligibility and transfer eligibility of student-athletes:

Katherine Kerr, Registrar  
 Tracy Roberts, Associate Registrar  
 Meagan Short, NCAA Eligibility Specialist, Registrar's Office  
 William Whitaker, Faculty Athletics Representative (FAR)  
 Allen Ward, Athletics Director (AD)  
 Matt Kelly, Associate Athletics Director for Internal Operations (AADIO)  
 Scott Hobbs, Assistant Athletics Director for Compliance (AADC)

Continuing eligibility applies to student-athletes who have completed one full-time academic term in residence at Murray State University. The Registrars' Office must certify continuing eligibility (credit hours, grade point averages, and percentage of degree completion) of the student-athletes.

The process is as follows:

1. The Athletic Compliance Officer submits an Official Athletic Eligibility Certification Form for each student-athlete to the NCAA Eligibility Specialist in the Registrars' Office.
2. The NCAA Eligibility Specialist tracks the academic history for the student-athlete named on the Athletic Eligibility Certification Form. The eligibility status of all eligible student-athletes is entered onto the official Ohio Valley Conference Eligibility List. This list only includes those student-athletes who are eligible for intercollegiate competition.
3. The NCAA Eligibility Specialist submits a list of the student-athletes who are not eligible to the Athletic Compliance Officer.
4. The NCAA Eligibility Specialist forwards a copy of the Official Eligibility List, with the certification status, to the Registrar. The Registrar, who is the official certification officer, reviews the form and certifies the form with her signature. The completed and signed form is forwarded to the Athletics Compliance Officer.
5. The Athletic Compliance Officer is responsible for obtaining the signatures of the Director of Athletics and the Faculty Athletics Representative on the Official Eligibility List.
6. Once all three signatures (Registrar, AD, & FAR) are on the form, it is faxed to the Ohio Valley Conference office.
7. The Athletic Compliance Officer copies the forms and distributes them to the head coaches of the respective sports to notify them of the eligibility status of all student-athletes on their team rosters.
8. The NCAA Eligibility Specialist tracks the enrollment status of all student-athletes throughout the semester to ensure that full-time status is maintained at all times by all student-athletes. This includes both graduate and undergraduate student-athletes.
9. The NCAA Eligibility Specialist uses degree audits to verify that all enrolled or scheduled courses are countable towards official programs of study on file for each student-athlete. The NCAA Eligibility Specialist sends progress towards degree lists to the Athletic Compliance Officer showing any deficiencies, notes, or number of countable hours each student-athlete must earn during the academic year to remain eligible for the next season.
10. The NCAA Eligibility Specialist evaluates student-athletes each term to certify that the six-credit-hour and GPA regulations are satisfied. Following each spring term, after grades are posted, the NCAA Eligibility Specialist makes sure student-athletes have reached the required 18 and/or 24 countable hours and the appropriate percentage of degree completion has been met. Based on these evaluations, the head coaches are provided the names of student-athletes who may require summer school hours to maintain eligibility.

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

In the review of the six-year graduation rates from the previous three year's date (1998-99, 1999-2000, and 2000-01), it can be noted that the overall graduation rates for student-athletes has increased from 50% to 64% to 65%. This increase shows a significant improvement, especially when compared to the institution's overall graduation rates of 57%, 57%, and 56% for the same three-year period.

The reason for the improvement was the implementation of more rigorous academic policies implemented through an Academic Recovery Plan (APR) that was developed in response to the institution's Academic Progress Rate scores. During this time, the Weaver Center for Academic Excellence was developed as a resource to promote academic performance among all student-athletes. In addition, the institution started a Retention Alert System and reviewed the six-year graduation rates. This was also a time of transition in regard to staffing in the Athletics Department. A new Director of Athletics was hired. The responsibilities of NCAA athletic compliance, academic support for student-athletes, and senior woman administrator were taken from one person and the responsibilities were distributed among three separate staff members with full-time responsibilities. With these changes and a reemphasis on academic achievement, the graduation rates for student-athletes have improved year-by-year.

Despite this improvement, there are a couple of subgroups in some of the cohort groups that require additional analysis. The first of these subgroups is the men's and women's student-athletes subgroup graduation rates for the 1998-99 cohort. The rate for each of these subgroups was 50% compared to the institutional rate of 57%. The seven percent deficiency would normally be a concern, however, the subgroup rates for the next cohort (1999-2000) improved to 65% for men and 62% for women. The biggest issue for the 1998-99 cohort group was men's basketball (0%) and women's other sports (38%). In regard to men's basketball, a new coaching staff took over that year but did not stay at Murray State for all six years of the cohort group. In the next two years, the graduation rate for men's basketball was 67% and 100%. As for the women's sports (which includes golf, tennis, and volleyball), the white subgroup had a graduation rate of 0%. This was a subgroup that consisted of less than five student-athletes. There is no single explanation for this other than a couple women transferred and one completed her degree, but not within six years. In the next two years, the graduation rate for the white female subgroup increased to 57% and 77%.

The other subgroup needing an explanation is the 2000-01 male student-athlete subgroup. Their graduation rate was 38%, compared to the women's 73% and the institution's overall rate of 56%. The reason for this was two-fold: men's track and field and cross-country, and football. The graduation rate for men's track and field and cross-country was 0%. During the six-year period of this cohort, the sport of track and field was changed from a scholarship sport to a non-scholarship sport with track and field (indoor and outdoor) being eliminated as a varsity sport in 2006-07. The remaining men's program is non-scholarship cross-country. The graduation rate for football for this cohort group was 29%. During the six-year period of this cohort, there was a complete turnover of the coaching staff. Such changes in coaching staff are often accompanied by student-athletes transferring to other schools to find more playing time or a different atmosphere. A comprehensive academic recovery plan has been implemented for football, as well as all of varsity sports. This plan concentrates on recruiting high school student-athletes who have the best chance to succeed both academically and athletically, by providing the academic support system necessary for the student-athletes to succeed (study halls, tutors, access to laptop computers for road trips). Also, an additional full-time academic counselor was hired. Resultant from the implementation of the plan, the APR scores of the football team have risen over 129 points (during the 2006-07 academic year). The overall APR score is 962.

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

The academic standards and policies contained in the University's catalogs and the "Student-Athlete Handbook" cover: 1) minimum course loads per semester, 2) academic status (restrictions, probation, removal from probation, continuation on probation, suspension), 3) course drop/add procedures, 4) course registration, 5) auditing procedures, 6) withdrawal from school, and 7) administrative withdrawal.

Academic standards and policies that apply to the general student body apply to student-athletes. Minimum course load per semester is 12 credit hours for full-time status. For graduate students, the minimum course load is 9 hours for full-time status. Academic regulations related to probation, removal from probation, continuation of probation, and suspension are the same for student-athletes as for the general student population. Student-athletes do not receive special consideration when registering for classes. No special pre-registration period exists for student-athletes.

Student-athletes have added responsibilities for course auditing and drop/add procedures. In addition to the usual approval of the course instructor, student-athletes must also have the approval of the Associate Athletic Director for Internal Operations (AADIO). The general student population can drop/add courses electronically without consulting their academic advisor using the Racer-Touch system. Student-athletes are locked out of the drop/add feature of Racer-Touch if they attempt to drop below full-time status, which can only be done with the approval of the AADIO. Oversight by the AADIO helps ensure that student-athletes continue to be eligible for participation in their sports.

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

The attendance policy that applies to all undergraduates is published in the "Murray State University Handbook" (available online on RacerNet at <http://campus.murraystate.edu>). It states:

"Students are expected to attend all classes in which they are enrolled for credit or audit purposes. An instructor may establish attendance policies for each class so long as they: 1) are clearly published in the course syllabus, 2) distinguish between excused and unexcused absences, and 3) are consistent with university policies outlined in this Bulletin." Excused absences are allowed for personal illness, death in the immediate family, and participation in University sanctioned events.

In light of the possibility that classes may be missed for athletic competitions and to support high academic performance, the Athletics Department holds higher standards for class attendance. The Athletics Department policy for class attendance states: "The Department of Athletics requires student-athletes to attend punctually every class session of each course for which the student-athlete is enrolled." The Department further reserves the right to require a student to attend classes even when not required to do so by the course instructor. Student-athletes may seek an exception to this policy for any class in which the syllabus states that class attendance is optional or at the discretion of the student. All exceptions are processed through the Associate Athletic Director for Internal Operations (AADIO) and the Assistant Athletics Director for Compliance (AADC). No student-athletes have been granted blanket waivers to miss class, even when attendance was not required by the instructor. Under exceptional circumstances and generally only if the student-athlete is in good academic standing, the AADIO or AADC will allow a student-athlete to miss a class or classes when the instructor does not require attendance.

Excused absences for student-athletes are the same as for the general student population (personal illness, death in the immediate family, and participation in University sanctioned events). To ensure that all student-athletes have read and understand the Athletics Department attendance policy, they are required to sign and date the attendance policy section in the "Student-Athlete Handbook."

The Athletics Department employs several means to monitor student-athlete class attendance. Class attendance for all Murray State University students is monitored through the "Retention Alert" program. This program is monitored through the Retention Office. Through this system faculty are periodically asked throughout each semester to report student attendance and academic progress. Students identified as having academic difficulty or missing classes are contacted by the Retention Alert Office. Student-athletes sign a FERPA release to allow the Associate Athletics Director for Internal Operations (AADIO) to review their Retention Alert data. If student-athletes appear on the Retention Alert list, they are contacted by the AADIO.



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Additional proactive steps are taken by the Athletics Department to promote student-athlete class attendance and support academic performance. The Associate Athletic Director for Internal Operations (AADIO) maintains contact with course instructors throughout each semester to provide support for academic success. At the beginning of each semester, student-athletes are provided letters from the AADIO, which they are directed to present to all instructors of courses in which they are enrolled. In this letter the AADIO identifies the sport in which the student-athlete participates and explains that the student-athlete must adhere to the Athletic Department attendance policy, as well as the University course absence policy. The letter outlines the process the student-athlete must follow for an excused absence for a sporting event. Prior to each athletic event, the AADIO sends a letter, via the student-athlete, that provides information regarding team travel (the destination, date, and time of departure, date and time of return) and asks the instructor to work with the student-athlete to arrange for missed coursework and tests or exams.

The AADIO collects academic and performance information for each student-athlete from course instructors. If a problem or issue related to a particular student-athlete is identified, the AADIO works with the instructor to support student-athletes' academic success.

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

The Murray State University Athletic Department and the Ohio Valley Conference work to ensure that the status of student-athlete is emphasized and prioritized. To this end the number of away games is monitored for each sport and as many regional games as possible are scheduled allowing greater flexibility in departure and return times allowing student-athletes to attend more classes. The Faculty Athletics Representatives (FARs) in the Ohio Valley Conference meet annually to review dates of competition based upon support of academic success.

Because of the nature of the sports, it is an ongoing challenge to limit the amount of missed class time for men's and women's golf and baseball. To date, the accumulated missed class time has not been reflected in poor academic performance by student-athletes in these sports.

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

The Athletic Director reviews and approves schedules for each sport. He works, in an ongoing manner, to schedule as many nearby or regional competitions as possible, that will result in less missed class time by student-athletes, as well as more time available to student-athletes to devote to academic study.

Practice times are monitored each month to ensure compliance using the Countable Athletic Related Activities (CARA) report. The CARA report must be signed by each team's coach, as well as an individual who is not a coach (e.g. trainer, equipment manager, student-athlete). Athletic Department administrators periodically attend practices to "spot check" compliance with the department's practice policies.

Student-athlete class attendance policy is clearly articulated in the "Student Athlete Handbook." The handbook is reviewed each year by the Associate Athletic Director for Internal Operations (AADIO) at each team's orientation at the beginning of each academic year. To ensure that all student-athletes have read and understand the Athletic Department attendance policy, they are required to sign and date the attendance policy section in the "Student-Athlete Handbook."

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

- A copy of the institution's most recent catalog and/or bulletin.
- A copy of the institution's standard or regular, published entrance requirements, including the provisions under which students may be admitted by special exception to the institutions standard or normal entrance requirements.
- Information regularly reported to the chief executive officer, faculty senate or director of athletics concerning the academic performances of sports teams (if any).

## Academic Integrity

- All student-athlete eligibility files (including, when appropriate, final high-school transcripts, high schools' lists of approved core courses, and final certification reports, verification of standardized test scores, NCAA student-athlete statements, institutional transcripts, transfer documentation).
- Information from exit interviews of student-athletes.
- Athletics department manual and/or policies and procedures.
- Student-athlete handbook.
- Institutional handbook for students.

### Evaluation

1. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is the contrast analyzed and explained by appropriate institutional authorities? **Currently Yes**
2. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is this disparity analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities? **Currently Yes**
3. Does the institution demonstrate that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher? **Currently Yes**
4. Does the institution demonstrate that the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally? **Currently Yes**
5. Does the institution demonstrate that written policies related to scheduling 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 3.2.4.13? **Currently Yes**

# Academic Integrity

## Operating Principle

### 2.2 Academic Support

#### Self-Study Items

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

None

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

Recommendation: The peer-review team recommends that the university develop a plan for a periodic review of the academic support program.

The Athletics Department now conducts an annual review of its academic support program. The Faculty Athletics Representative and the Associate Athletic Director for Internal Operations conduct a review and audit at the conclusion of each academic year. Individuals consulted during the review include the Athletic Director, coaches, trainers, and student-athletes. While no written plan for this review exists, a plan for improvement has been developed and included in this self-study to ensure evaluation consistency.

Suggestion #1: The peer-review team suggests that the university complete a review of the assigned responsibilities of the academic/compliance coordinator and the senior woman administrator

A review of the responsibilities of the Senior Woman Administrator following the 1998 review resulted in the hiring of an additional person responsible for all compliance issues (Compliance Coordinator) in 1999. In 2004 another new position, Assistant Athletic Director for Academics, was created to oversee academics, removing this responsibility from the Senior Woman Administrator. In 2007 the Athletics Department reorganized its administrative positions resulting in the following positions: Associate Athletics Director for Internal Operations who has responsibility for Academics and an Assistant Athletics Director for Compliance who has responsibility for NCAA compliance. The Senior Woman Administrator duties now focus primarily on the welfare of women student-athletes.

Suggestion #2: The peer-review team suggests that the Athletics Department give greater attention to the student-athlete advisory council and encourage its regular activities as outlined by the university to ensure the needs of student-athletes are met.

During the 1998 visit, the Senior Woman Administrator was responsible for student-athlete academic support and also served as the compliance coordinator. She was also responsible for the Student-Athlete Advisory Council. With the separation of these duties and workload, the newly created position of Associate Athletics Director for Internal Operations (AADIO) assumed responsibility for the Student-Athlete Advisory Council. An additional position was created to work directly with student-athlete welfare entitled: Director of Life Skills Program. The Student-Athlete Advisory Council works directly with the Director of Life Skills Program, who serves as the advisor to the council. As a result the council has had a much greater voice and visibility in the Athletics Department. The council, which is made up of representatives from each team, meets at least once a month and is a valued source of input and ideas.

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Suggestion #3: The peer-review team suggests that the university utilize the MAP program to flag and monitor all NCAA eligibility guidelines for student-athletes.

The Murray State University MAP report has been an effective tool in flagging and monitoring NCAA eligibility guidelines. This report is used by the Registrar and is available to all student-athletes, academic advisors, and Athletics Department academic support personnel.

The University is in process of developing and installing a comprehensive data management program, the Enterprise Resource Planning System (Banner). This system will be installed over an extended period of time as each unit on campus accumulates historical data and reviews their work needs. This system includes an enhanced student data reporting system, that provides real-time student data and is scheduled for use in 2009.

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

The Athletic Department has continuously worked to upgrade the resources in the Weaver Center for Academic Enhancement. The number of workstations has been increased by 50% (from 20 to 30), increased the number of tutorial workstations, and purchased new furniture that is a better fit for all athletes. These improvements have resulted in an increase in use of the Center. Athletics academic support has also been provided with a budget for tutors. Volunteer tutors are still used, but now additional people can be hired as necessary. The Athletic Department is recognizing and celebrating student-athlete academic achievement and putting them forth as role models for the entire program. The first annual student-athlete banquet where student-athlete's academic achievements were recognized was held in the spring of 2007.

Over the past three years Murray State University student-athletes have been recognized for academic excellence and achievement by the larger athletic community. Murray State University student-athletes have been selected as Coca-Cola Community All-Americans (4), CoSIDA Academic All-District recipients, Ohio Valley Conference Medal of Honor Winners (a University record number of 20 men and women student-athletes), and Ohio Valley Conference Scholar of the Year (4), USAA All-Academic Winners (150), and Arthur Ashe, Jr. Scholars (4). Student-athletes have received academic awards from numerous national associations, including National Golf Coaches Association, International Tennis Association, National Soccer Coaches Association, Women's Basketball Coaches Association, United States Achievement Academy, and National Rifle Association.

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

The Associate Athletic Director for Internal Operations (AADIO) is primarily responsible for student-athlete academic support. The AADIO reports directly to the Athletic Director, who reports directly to the President. Reporting to the the AADIO are the Assistant Athletic Director for Compliance (AADC), the Academic Counselor, the Director of the Weaver Center for Academic Enhancement, the Director of the Life Skills Program, and student tutors.

Athletic Director: Has overall responsibility for student success and academic progress for Athletics Department.

Associate Athletic Director for Internal Operations: Has day-to-day supervision of all academic functions in athletics.

Assistant Athletic Director for Compliance: Has day-to-day oversight of all NCAA rules compliance relating to all sports and the departmental areas as a whole. He has responsibility for support of academic success and mentoring for men's and women's basketball, baseball, soccer, and volleyball.

Academic Counselor: Specifically deals with academic success and mentoring for men's and women's golf, men's and women's tennis, rifle, rowing and women's track and cross country.

Director of CHAMPS/Life Skills Program: has responsibility for Implementation and follow through for NCAA Life Skills Program and serves as the advisor to the Student-Athlete Advisory Council (SAAC).

Director of the Weaver Center for Academic Enhancement: has responsibility for the day-to-day operations of the Weaver Center, including scheduling of individual study halls and tutor appointments.

Student tutors are trained by the Associate Athletics Director for Internal Operations and are coordinated by the Director of the Weaver Center for Academic Enhancement. The students tutors generally work from 3 to 8 hours per week.

## Academic Integrity

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

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

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

**1. Academic Advising** Course selection, class scheduling, degree program assistance, priority registration.

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

As with all Murray State University students, the student-athletes' primary academic advisor is the departmental academic advisor related to their major area of study. The Associate Athletic Director for Internal Operations and the Academic Counselor serve in secondary advisory capacities. They work to support the student-athletes' academic success and provide ongoing guidance regarding their conformity with eligibility requirements. The AADIO and personnel who report to him (Academic Counselor, Director of CHAMPS/Life Skills program) provide guidance for academic success (including tutors and study halls), as well as guidance in successful life skills.

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

All student-athletes in good standing in the athletics program may use academic support services. Even when a student's eligibility expires, the Athletics Department provides services to help ensure that the student successfully completes his/her degree program.

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

Student-athletes are made aware of the academic services available as early as recruitment visits when they tour facilities and are provided information about these services. The Associate Athletic Director for Internal Operations (AADIO) provides an annual orientation session in August and at team meetings at the beginning of each semester. In addition the AADIO and coaches identify and seek out students in need of particular services and refer them appropriately. Academic support systems are included in the Student-Athlete Handbook.

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

While there has been ongoing assessment of the academic support program within the Athletics Department, reviews by bodies external to the Department have not been formalized or scheduled on a regular basis. Therefore, a plan for improvement is included in this section that provides a systematic procedure and policy for review of academic services by the Intercollegiate Athletics Council.

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

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement will



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address these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic services by academic authorities outside athletics.

**2. Tutoring** Availability; procedures and criteria for obtaining assistance; assignment, qualifications, training, experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.

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

Tutors are available to all student-athletes upon request. When a student-athlete appears to be in need of tutoring assistance, one is assigned whether or not requested by the student-athlete. Tutors are Murray State University students often from honor societies. Student tutors are sought who have earned an A or B in the course in which they are tutoring and attend a training session conducted by the Associate Athletic Director for Internal Operations (AADIO). The AADIO educates the tutors regarding NCAA rules for athletic tutors. Tutors must also complete training in the Family Educational Rights and Privacy Act (FERPA) before they can tutor students. Athletic Department tutors include paid and unpaid tutors. Paid tutors begin at minimum wage, except for courses for which it is difficult to find qualified tutors. In these cases, tutors are paid a rate competitive with other opportunities. Athletic Department tutoring is scheduled ahead of time. "Drop-in" tutoring is available to all students on campus through the Lowry Center.

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

All student-athletes in good standing in the athletics program may use tutoring services. Even when a student's eligibility expires, the Athletics Department provides services to help ensure that the student successfully completes his/her academic degree program.

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

Student-athletes are made aware of the academic services as early as the recruiting process, when academic support services are explained. The Associate Athletic Director for Internal Operations (AADIO) holds an annual orientation session in August and at team meetings at the beginning of each semester. In addition the AADIO and coaches identify and seek out students in need of particular services and refer them appropriately. Academic support systems, including explanation of tutoring opportunities, are included in the Student-Athlete Handbook.

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

While there has been ongoing assessment of the academic support program within the Athletics Department, reviews by bodies external to the Department have not been formalized or scheduled on a regular basis. Therefore, a plan for improvement is included in this section that provides a systematic procedure and policy for review of academic support services by the Intercollegiate Athletics Council beginning in 2008-2009 and recurring at least once every three years. The Intercollegiate Athletics Council has approved and endorsed this step.

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

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement will address these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic services by academic authorities outside athletics.

**3. Success Skills** Study skills, note and test taking, writing and grammar skills, time management skills.

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

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Success skills are addressed through the CHAMPS/Life Skills Program. Seminars are provided to all student-athletes that cover studying, time-management, note and test taking skills, grammar skills, among other things. Additionally, all Murray State University freshman must enroll in a one-hour Freshman orientation class. This course also covers life and academic success skills. A specific freshman orientation section is held for student-athletes that includes topics related to success as student-athletes.

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

All student-athletes in good standing in the athletics program have access to academic success skill training.

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

Student-athletes are made aware of the academic services through the Associate Athletic Director for Internal Operations (AADIO) at the annual orientation session in August and at team meetings at the beginning of each semester. In addition the AADIO and coaches identify and seek out students in need of particular services and refer them appropriately. Academic support systems are included in the Student-Athlete Handbook, however a plan for improvement is included in this document that provides for a detailed assessment of academic support services included in the Manual to ensure that there is a comprehensive listing in this document.

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

While there has been ongoing assessment of the academic support program within the Athletics Department, reviews by bodies external to the Department have not been formalized or scheduled on a regular basis. Therefore, a plan for improvement is included in this section that provides a systematic procedure and policy for review of academic services that occurs at least once every three years. The Intercollegiate Athletics Council has approved and endorsed this step.

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

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement will address these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic support services by academic authorities outside athletics.

**4. Study hall Availability, facilities, policy for mandatory attendance.**

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

A study hall facility is maintained at Stewart Stadium in the Weaver Center for Academic Enhancement. It is open for over 70 hours a week, six days a week. The hours are: M-TH: 7:45 am-9:30 pm; F: 7:45 am - 6 pm; Su-4:00 pm - 9:30 pm. All freshmen and first semester transfer student-athletes are required to attend study hall, as well as any student-athlete with a cumulative grade point average below 3.0. The amount of time each student-athlete must attend study hall is determined by the head coaches and the Associate Athletic Director for Internal Operations (AADIO) and is based on the individual student-athlete's academic needs. The study hall area includes 30 computer work stations, a study room, tutoring stations, and space for group work and study.

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

All student-athletes in good standing in the athletics program may use study halls and the Weaver Academic Enhancement Center during hours when it is open.

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

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Student-athletes are made aware of the academic services through the Associate Athletic Director for Internal Operations (AADIO) at the annual orientation session in August and at team meetings at the beginning of each semester. In addition the AADIO and coaches identify and seek out students in need of particular services and refer them appropriately. Academic support systems are included in the Student-Athlete Handbook, however a plan for improvement is included in this document that provides for a detailed assessment of academic support services included in the Manual to ensure that there is a comprehensive listing in this document.

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

While there has been ongoing assessment of the academic support program within the Athletics Department, reviews by bodies external to the Department have not been formalized or scheduled on a regular basis. Therefore, a plan for improvement is included in this section that provides a systematic procedure and policy for review of academic services that will occur at least once every three years. The Intercollegiate Athletics Council has approved and endorsed this step.

- e.** The mechanism for periodic approval of these services by academic authorities outside athletics.

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement will address these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic services by academic authorities outside athletics.

### **5. Freshman/transfer orientation** Availability, attendance requirements.

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

The Athletic Department holds a mandatory freshmen/transfer orientation session at the beginning of each fall term. The University also conducts summer orientation sessions available to all new students. As noted, freshmen also enroll in a freshmen orientation course. There is an orientation course that is especially designed for student-athletes.

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

All freshmen student-athletes are required to participate in a one-hour Freshman Orientation course, their first semester on campus.

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

Student-Athletes are advised when signing up for classes to take FY098 or FY099 in the section for student-athletes by their academic advisors and the Athletic Department academic advisors.

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

While there has been ongoing assessment of the academic support program within the Athletics Department, reviews by bodies external to the Department have not been formalized or scheduled on a regular basis. Therefore, a plan for improvement is included in this section that provides a systematic procedure and policy for review of academic services that will occur at least once every three years. The Intercollegiate Athletics Council has approved and endorsed this step.

- e.** The mechanism for periodic approval of these services by academic authorities outside athletics.

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement addresses

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these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic support services by academic authorities outside athletics.

### **6. Academic progress monitoring and reporting** Individual's responsibility, frequency, procedures for periodic grade and attendance checks.

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

The MAP reports provide information regarding academic progress and are monitored by the student-athlete's academic advisor and the Associate Athletic Director for Internal Operations and his staff. The Athletic Department attendance policy, which exceeds requirements for the general student body, is included in the "Student-Athlete Handbook." These policies are reviewed during annual student-athlete orientations and all student-athletes sign and date this attendance policy section in the "Student-Athlete Handbook."

Murray State University's Retention Alert program monitors the academic progress of all students. Periodically throughout each semester instructors are asked to report student attendance and academic progress. This office contacts students directly who are missing classes or who are reported as having academic difficulties. Student-Athletes sign a FERPA release, so that this information can be released to the Associate Athletics Director for Internal Operations (AADIO). The AADIO reviews these reports and provides academic support services to students who have need of such services.

The AADIO works with instructors to monitor academic progress of student-athletes and seeks input from instructors. If a problem or issue related to a student-athlete's academic performance is identified, the AADIO works with individual faculty members to provide support. In addition assistant coaches and head coaches track the academic progress of their student-athletes and work with the AADIO to refer student-athletes to appropriate support services.

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

All student-athletes in good standing are monitored for academic progress by the Associate Athletics Director for Internal Operations and his academic staff. MAP reports are prepared and available for all Murray State students.

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

Student-athletes are made aware of the academic services through the Associate Athletic Director for Internal Operations (AADIO) at the annual orientation session in August and at team meetings at the beginning of each semester. In addition the AADIO and coaches identify and seek out students in need of particular services and refer them appropriately. Academic support systems are included in the Student-Athlete Handbook, however a plan for improvement is included in this document that provides for a detailed assessment of academic support services included in the Manual to ensure that there is a comprehensive listing in this document.

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

While there has been ongoing assessment of the academic support program within the Athletics Department, reviews by bodies external to the Department have not been formalized or scheduled on a regular basis. Therefore, a plan for improvement is included in this section that provides a systematic procedure and policy for review of academic services that will occur at least once every three years. The Intercollegiate Athletics Council has approved and endorsed this step.

#### **e. The mechanism for periodic approval of these services by academic authorities outside athletics.**

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement addresses

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these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic support services by academic authorities outside athletics.

### 7. Assistance for special academic needs Provisions for diagnosis and treatment of learning disabilities.

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

The Associate Athletics Director for Internal Operations (AADIO) refers student-athletes determined to have special academic needs to the Murray State University Services for Students with Learning Disabilities (SSLD) office. This office assesses needs and provides services to support students with learning disabilities including tutoring, study skills classes, testing in distraction-free environment, and academic counseling. If the SSLD staff believes a student needs diagnostic and evaluation services, they refer the student to Murray State University's Counseling and Testing Center or Psychological Center, or to a private psychologist.

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

Assistance for special academic needs, including diagnosis and treatment, is available to all students, including student-athletes.

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

Student-athletes are made aware of the academic services through the Associate Athletic Director for Internal Operations (AADIO) at the annual orientation session in August and at team meetings at the beginning of each semester. In addition the AADIO and coaches identify and seek out students in need of particular services and refer them appropriately. Academic support systems are included in the Student-Athlete Handbook, however a plan for improvement is included in this document that provides for a detailed assessment of academic support services included in the Manual to ensure that there is a comprehensive listing in this document.

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

While there has been ongoing assessment of the academic support program within the Athletics Department, reviews by bodies external to the Department have not been formalized or scheduled on a regular basis. Therefore, a plan for improvement is included in this section that provides a systematic procedure and policy for review of academic support services that will occur at least once every three years. The Intercollegiate Athletics Council has approved and endorsed this step.

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

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement will address these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic support services by academic authorities outside athletics.

### 8. Learning assessments Provisions for testing and evaluation (e.g., placement testing).

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

Murray State University Services for Students with Learning Disabilities (SSLD) office assesses needs and provides services to support students with learning disabilities including tutoring, study skills classes, testing in distraction-free environment, and academic counseling. If the SSLD staff believes a student has undiagnosed learning disabilities they refer the student to Murray State University's Counseling and Testing Center for evaluation.



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

All Murray State University students have access to the University's Counseling and Testing Center. If learning disabilities are diagnosed, they then have access to the services of the Students with Learning Disabilities office.

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

Student-athletes are made aware of the academic services through the Associate Athletic Director for Internal Operations (AADIO) at the annual orientation session in August and at team meetings at the beginning of each semester. In addition the AADIO and coaches identify and seek out students in need of particular services and refer them appropriately. Academic support systems are included in the Student-Athlete Handbook, however a plan for improvement is included in this document that provides for a detailed assessment of academic support services included in the Manual to ensure that there is a comprehensive listing in this document.

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

While there has been ongoing assessment of the academic support program within the Athletics Department, reviews by bodies external to the Department have not been formalized or scheduled on a regular basis. Therefore, a plan for improvement is included in this section that provides a systematic procedure and policy for review of academic support services that will occur at least once every three years. The Intercollegiate Athletics Council has approved and endorsed this step.

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

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement addresses these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic support services by academic authorities outside athletics.

**9. Mentoring** Availability of mentors, identification and assignment methods, frequency of interaction.

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

Three individuals in the Athletic Department are responsible for "formal" student mentoring, although guidance may be provided by many persons (coaches, assistant coaches, trainers, etc.) within the Department. The AADIO, the CHAMPS/Life Skills Program Coordinator, and the Academic Counselor are primarily responsible for mentoring student-athletes. Individual mentoring is provided for students who show need, this includes: a) student-athletes who are admitted to the program with conditions; b) student-athletes who are on probation; c) student athletes who find themselves in stressful situations arising from academic challenges, family or personal issues, etc.; and d) student-athletes who seek assistance. Mentors are typically assigned by the AADIO on the basis of who is most likely to relate to and provide needed assistance to the student-athlete. Mentors may be changed when it is believed that someone else might be better able help the student-athlete.

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

All student-athletes have access to mentoring services through the Associate Athletics Director for Internal Operations.

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

Student-athletes are made aware of the academic services through the Associate Athletic Director for Internal Operations (AADIO) at the annual orientation session in August and at team meetings at the

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beginning of each semester. In addition the AADIO and coaches identify and seek out students in need of particular services and refer them appropriately. Academic support systems are included in the Student-Athlete Handbook, however a plan for improvement is included in this document that provides for a detailed assessment of academic support services included in the Manual to ensure that there is a comprehensive listing in this document.

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

While there has been ongoing assessment of the academic support program within the Athletics Department, reviews by bodies external to the Department have not been formalized or scheduled on a regular basis. Therefore, a plan for improvement is included in this section that provides a systematic procedure and policy for review of academic services that will occur at least once every three years. The Intercollegiate Athletics Council has approved and endorsed this step.

- e.** The mechanism for periodic approval of these services by academic authorities outside athletics.

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement addresses these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic support services by academic authorities outside athletics.

### **10. Assistance for at-risk students** Availability including institution-wide assistance.

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

At-risk students are referred to the Students with Learning Disabilities (SSLD) program when appropriate. Students who have not been determined to have learning disabilities, but who appear to be at risk academically are carefully monitored by the AADIO and the athletic academic staff.

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

All student-athletes have access to assistance if "at risk." The Associate Athletics Director for Internal Operations along with his staff work continuously to identify student-athletes who may be at risk.

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

Student-athletes are made aware of the academic services through the Associate Athletic Director for Internal Operations (AADIO) at the annual orientation session in August and at team meetings at the beginning of each semester. In addition the AADIO and coaches identify and seek out students in need of particular services and refer them appropriately. Academic support systems are included in the Student-Athlete Handbook, however a plan for improvement is included in this document that provides for a detailed assessment of academic support services included in the Manual to ensure that there is a comprehensive listing in this document.

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

While there has been ongoing assessment of the academic support program within the Athletics Department, reviews by bodies external to the Department have not been formalized or scheduled on a regular basis. Therefore, a plan for improvement is included in this section that provides a systematic procedure and policy for review of academic support services that will occur at least once every three years. The Intercollegiate Athletics Council has approved and endorsed this step.

- e.** The mechanism for periodic approval of these services by academic authorities outside athletics.

## Academic Integrity

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement will address these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic support services by academic authorities outside athletics.

### 11. Post-eligibility programs Availability of scholarships, assistantships and academic support.

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

Murray State University's athletics program provides a post-eligibility program, commonly referred to as a 5th-year program, for students who are in good academic standing at the end of their four-year eligibility period. Academic services are available to all "5th-year" students. This aid may include tuition, fees and books. It does not typically include room and board.

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

All student-athletes in good academic standing, who meet the Athletic Department criteria for post-eligibility programs, are eligible for 5th year services.

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

Student-athletes are made aware of the academic services through the Associate Athletic Director for Internal Operations (AADIO) at the annual orientation session in August and at team meetings at the beginning of each semester. In addition the AADIO and coaches identify and seek out students in need of particular services and refer them appropriately. Academic support systems are included in the Student-Athlete Handbook, however a plan for improvement is included in this document that provides for a detailed assessment of academic support services included in the Manual to ensure that there is a comprehensive listing in this document.

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While there has been ongoing assessment of the academic support program within the Athletics Department, reviews by bodies external to the Department have not been formalized or scheduled on a regular basis. Therefore, a plan for improvement is included in this section that provides a systematic procedure and policy for review of academic support services that will occur at least once every three years. The Intercollegiate Athletics Council has approved and endorsed this step.

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

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement will address these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic support services by academic authorities outside athletics.

### 6. Please submit a copy of the report from the academic support services review to your NCAA staff liaison with the submission of your self-study report. [ Please use the file upload link contained within this question on the athletics certification system (ACS) database to submit a copy of your most recent academic support services review.]

While an ongoing review of the academic support services has not been sustained since the last-cycle visit, a plan for improvement is included in this section of the self-study to remedy this deficit. Beginning in 2008 on, ongoing plan for review of the academic support services by academic professionals outside the Athletics Department will be headed by the Faculty Athletics Representative, who will engage a task force to provide policies and procedures for an ongoing review. Attached is a copy of the draft review form.

## Academic Integrity

### 7. Describe relevant corrective actions planned or implemented from the academic support services review.

While reviews within the Athletic Department are ongoing and outside reviews have been conducted in the past, this process has not been formalized as to process or schedule. The plan for improvement will address these issues systematically. A plan for improvement is included in this self-study to formalize the mechanisms for periodic approval of academic support services by academic authorities outside athletics.

### Evaluation

1. Does the institution demonstrate that adequate academic support services are available for student-athletes? **Currently Yes**
2. Does the institution demonstrate that student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing? **Currently Yes**
3. Does the institution demonstrate that, when it is determined that student-athletes have special academic needs, these needs are addressed? **Currently Yes**
4. Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics? **Currently No**
5. Does the institution demonstrate that there is a commitment to the fair treatment of student-athletes, particularly in their academic role as students? **Currently Yes**

## Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
There has not been a sustained effort in evaluating Academic Support services from authorities outside the Athletics Department.	Develop a systematic plan for evaluating Academic Support services.	Develop and implement a plan to review the academic support services by academic authorities outside the Athletics Department.	The Faculty Athletics Representative will convene a task force including academic authorities outside the Athletics Department to develop and initiate the plan.	2008-2009 and every three years following



Academic Integrity

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

PART I-A: Standardized test Scores, by Gender

Academic Year	Gender											
	Male Students			Male Student-Athletes			Female Students			Female Student-Athletes		
	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students		
Average Standardized Test Score	90	567	81	38	90	818	87	33	89	836	84	28
	2006-2007											
	2005-2006											
	2004-2005											

Name of person completing this chart: Tracy Roberts/Meagan Short  
 Title: Assistant Registrar-Reaserch/NCAA Eligibility Spc..

Academic Integrity

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

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

		Racial or Ethnic Group - All Entering Freshman Students																
		Am. Ind. / AN			Asian / PI			Black			Hispanic			White			Other	
Academic Year	Average Standardized Test Score	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	
2006-2007	76	7	94	10	87	75	87	91	21	90	1222	90	38					
2005-2006	80	6	92	14	82	78	82	75	8	87	1311	87	11					
2004-2005	93	8	87	13	77	75	77	83	10	93	1282	93	17					
		Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid																
		Am. Ind. / AN			Asian / PI			Black			Hispanic			White			Other	
Academic Year	Average Standardized Test Score	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	
2006-2007	0	0	0	0	22	73	22	0	0	89	48	69	1					
2005-2006	0	0	0	0	20	76	20	0	0	90	46	0	0					
2004-2005	0	0	0	0	13	71	13	0	0	87	30	71	1					

Name of person completing this chart: Tracy Roberts/Meagan Short

Title: Asstant Registrar-Research/NCAA Eligibility Spec.

Academic Integrity

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART II: GPA and Test Scores, by Sport Group

		Sport Group																							
		Football			Men's Basketball			Baseball			Men's Track/Cross Country			Men's Other Sports and Mixed Sports			Women's Basketball			Women's Cross Country			Women's Track/Other Sports		
Academic Year	Core GPA	# of Students	Score	Core GPA	# of Students	Score	Core GPA	# of Students	Score	Core GPA	# of Students	Score	Core GPA	# of Students	Score	Core GPA	# of Students	Score	Core GPA	# of Students	Score	Core GPA	# of Students		
Average Core Course GPA	2006-2007	3.031	24	2.495	4	3.371	6	0	0	3.422	5	3.533	4	3.37	17	3.691	11	3.235	5	3.609	14	3.496	20		
	2005-2006	3.212	11	2.809	3	3.324	6	0	0	3.062	7	2.972	4	3.27	6	3.493	17	2.972	4	3.27	6	3.493	17		
	2004-2005	3.025	7	2.33	3	3.392	2	0	0	3.251	5	2.972	4	3.27	6	3.493	17	2.972	4	3.27	6	3.493	17		
	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students		
Average Standardized Test Score	2006-2007	78	24	70	4	91	6	0	0	90	5	83	4	83	17	97	11	83	4	83	17	97	11		
	2005-2006	76	11	77	3	85	6	0	0	84	7	75	5	91	14	92	20	75	5	91	14	92	20		
	2004-2005	76	7	61	3	88	2	0	0	89	5	73	4	88	6	85	17	73	4	88	6	85	17		

Name of person completing this chart: Tracy Roberts/Meagan Short  
 Title: Assistant Registrar/NCAA Eligibility Spec.

Academic Integrity

**SPECIAL-ADMISSIONS INFORMATION**

**FOR FRESHMAN STUDENTS GENERALLY  
AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID, BY 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			
2006-2007	1%	7%	20%	0%	80%	0%	0%	0%	0%	0%	0%	0%	0%
2005-2006	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2004-2005	1%	6%	33%	0%	0%	0%	0%	33%	0%	0%	0%	33%	33%

Name of person completing this chart: Meagan Short  
 Title: NCAA Eligibility Specialist