



**UNC Constituent Institution Responses  
for the  
Second Meeting of the Legislative Commission  
on  
Fair Treatment of College Student-Athletes**

**October 11, 2018**

**UNC Constituent Institution Responses for Second Meeting of  
Legislative Commission on Fair Treatment of College Student-Athletes**

**Executive Summary**

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University of North Carolina (UNC) constituent institutions provide high-quality, focused academic and student support services to all students, including student-athletes. In response to the Legislative Commission on Fair Treatment of College Student-Athletes (Commission) questions, the following pages include basic information collected through an internal survey and the survey output are provided for review.<sup>1</sup> Summary of the information submitted in this packet is included below.

1. Intercollegiate Athletics monitoring, authority, and responsibility
  - a. Per UNC Policy, chancellors are delegated the authority and responsibility to oversee and monitor intercollegiate athletics at their institutions.
  - b. To support these efforts, boards of trustees, chief academic officers, athletics departments, and numerous other institutional faculty, staff, and administrators are routinely involved in the management and oversight of intercollegiate athletics.
  - c. Each UNC institution produces an annual report that is shared with the UNC President and UNC Board of Governors detailing their athletics activities and compliance with applicable policies.
2. Minimum Requirements
  - a. Academic requirements for student-athletes mirror the requirements for all students at UNC institutions in order to maintain good academic standing (with a minimum cumulative GPA of 2.0).
    - i. In some instances, if student-athletes temporarily dip below the 2.0 standard, the NCAA guidelines are followed that allow for a probation period to steadily improve an individual's academic performance.
  - b. Many UNC institutions require first-year student-athletes to participate in structured study hours to assist with transitions to university life while participating in athletics programs.
  - c. If student-athletes begin to struggle academically at any point during their academic careers, all UNC institutions have study hours, tutors, and academic advisors to assist and support them.
  - d. Attendance policies for UNC institutions vary, with some setting minimum attendance standards across the institution, while others allow faculty to establish their own policy as articulated in the course syllabus.
    - i. UNC institutions follow the NCAA requirement that student-athletes may not miss classes due to practice schedules and some athletics departments monitor class attendance closely.
    - ii. A limited number of unexcused absences are allowed for all students and, generally, attendance policies require student-athletes to abide the same attendance policies as non-student-athletes.

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<sup>1</sup> Missing data for the specific questions asked in the summaries provided do not necessarily mean that no data exist or are unknown. These are artifacts of the collection process where the data did not need to be submitted via the survey as they are explained elsewhere or by other institutions (such as the NCAA minimum requirements which are the same across all member institutions).

### 3. Student Majors and Performance

- a. Across all institutions, the most popular majors for student-athletes are: business, management, marketing, and related support services; parks, recreation, leisure, and fitness studies; and communication, journalism, and related programs.
- b. Additional programs of interest reflect the diverse missions and academic strengths of UNC institutions.
  - i. Criminal justice, education, health, and psychology are some of the other popular areas of studies for student-athletes.
- c. Many of these programs of study share their popularity among UNC undergraduate students, with the five most popular degrees awarded across the UNC system being: business, management, marketing, and related support services; health professions; biological and biomedical sciences; social sciences; and communication, journalism, and related programs.

### 4. Graduation Rates

- a. Graduation rates for student-athletes vary widely across UNC institutions and when compared with non-student-athletes, their performance is similarly varied.
  - i. When using the federal graduation rate as a comparison:
    - 1. Nine institutions have student athlete graduation rates that are higher than their general student population;
    - 2. Three institutions have student athlete graduation rates that are roughly equivalent to their general student population; and
    - 3. Three institutions have student athlete graduation rates that are slightly lower than their general student population.

### 5. Course Quality

- a. UNC institutions have implemented rigorous processes to monitor course quality and annual perform audits to review any clustering of student-athletes in courses, transcript reviews of student-athletes to ensure course enrollments are not providing any improper academic benefits, and monitoring student-athlete GPAs in courses compared to non-student-athlete GPAs. The chief academic officers at each institution oversee these processes and analyses, as well as all other course quality-related matters.
  - i. This process ensures compliance with UNC Policy and is reported annually to chancellors, boards of trustees, and the UNC Board of Governors.
  - ii. All institutions are actively engaged in monitoring, evaluating, and overseeing the academic activities of student-athletes to ensure that courses, including non-standard courses and independent studies, provide the academic rigor and quality expected of UNC institutions.

### 6. Extended Financial Assistance for Degree Completion

- a. Thirteen UNC institutions provide various forms of extended financial assistance for student-athletes to support their degree completion goals.

## UNC Constituent Institution Responses for Second Meeting of Legislative Commission on Fair Treatment of College Student-Athletes

Response from: Appalachian State University  
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

Appalachian State University ▼

### 1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?  
 (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?  
 (c) How do these requirements compare with NCAA and conference requirements for your institution?

|   | Student-athletes at your institution  | Non-student-athletes at your institution | NCAA requirements   | Conference requirements |
|---|---|--|---|-------------------------|
| Minimum GPA for eligibility                       | Beginning of 2nd year- 1.8;<br>Beginning of 3rd year- 1.90;<br>Beginning of 4th year- 2.0 | 2.0                                      | Beginning of 2nd year- 1.8;<br>Beginning of 3rd year- 1.90;<br>Beginning of 4th year- 2.0 | none                    |
| Minimum required study hours                      | 3 to 4 hours during their 1st semester  | none                                     | none  | none                    |
| Minimum class attendance                          | per professor   | per professor                            | none  | none                    |
| Other requirement #1 (please list, if applicable) |   |  |   |                         |
| Other requirement #2 (please list, if applicable) |   |  |   |                         |
| Other requirement #3 (please list, if applicable) |   |  |   |                         |
| Other requirement #4 (please list, if applicable) |   |  |   |                         |

If there are other comments or additional information you would like to include for this section on Minimum Requirements, please do so in the space below.

Student Athletes have the same academic requirements as traditional students; Here is what is listed in the Student Bulletin: Academic Standing (Probation and Suspension Policy) To continue at Appalachian in good academic standing, or to return to good-standing after being on probation, undergraduate students must maintain, as a minimum, all of the following: a 2.0 cumulative grade point average a satisfactory ratio of 67% earned hours to attempted semester hours. Failure to earn a minimum grade point average of 2.0 in the cumulative grade point average, or a satisfactory ratio of 67% earned hours to attempted semester hours, will automatically place the student on academic probation. The satisfactory ratio of earned hours to attempted semester hours is equivalent to the percentage set by Federal Title IV regulations for Satisfactory Academic Progress. Academic Standing is calculated at the end of each semester, including Summer Session. (Note: The cumulative grade point average earned through Appalachian is computed ONLY on the basis of coursework taken at Appalachian; i.e., grades earned on coursework taken through other collegiate institutions are not computed in or allowed to affect the grade point average at Appalachian, and therefore not used to determine academic standing.) This academic standing policy is effective for all new, continuing and returning undergraduate students enrolled Fall 2014 and after. While on academic probation, however, a student will, within the limits prescribed below, be allowed to continue: An undergraduate, whether admitted as a freshman, a transfer, or a special (non-degree seeking) student, will be allowed to enroll for a maximum of two (2) fall or spring semesters while carrying a cumulative grade point average below 2.0. The two allowed semesters of probation are cumulative and do not necessarily have to be consecutive terms. The Dean of the student's college or school, or the Director of University College Advising, may choose to attach specific requirements while the student is enrolled on academic probation. These requirements may include, but are not limited to, special advising sessions, a limitation on the number of credit hours taken, a requirement that certain courses be repeated, enrollment in developmental courses, etc. The exception to the minimum GPA policy applies to some students earning a 0.0 GPA. Any undergraduate degree-seeking full-time student enrolled in her/his first semester (fall or spring) at Appalachian State University will be academically suspended if she/he receives a GPA of 0.0 (including "I" incomplete grades) for that semester and must return under the forgiveness policy outlined below. Full-time students are defined for these purposes as students who are registered for 12 or more hours at the end of drop/add. A student may appeal this type of academic suspension in writing to the University Registrar prior to the subsequent term. A date for the appeal deadline will be set prior to each term. The University Registrar will convene an Appeals Board. The Board's decision will be based on (1) the student's letter of appeal which must include the reason for poor academic performance, (2) documentation of extenuating circumstances, and (3) a plan for improving academic performance. Student conduct records will be reviewed by the Board in making their decision. The Board's decision is final. If the student uses the two semesters of academic probation mentioned above, but fails to earn a cumulative grade-point average sufficient to place her or him in good academic standing, the student will then be academically suspended. At that point, the student's only recourse is to enroll during the University's summer terms until such time that the cumulative grade-point average places her or him in good academic standing. (Since grades earned and hours attempted during the summer are calculated in the student's academic status, it should be remembered that the grades earned and hours attempted during the summer may not only return the student to good academic standing, they may also place or continue the student in academic difficulty. A summer term does not, however, count as one of the two semesters allowed while on academic probation. Undergraduate students in academic difficulty - whether on probation or suspension - may always attend Appalachian during the summer.) The University has academic "Forgiveness Policies" (described under the Office of Admissions section of this catalog) which allow an undergraduate student to re-apply for admission even though she or he has been academically suspended. Understand, however, that these policies have both minimum waiting periods and academic stipulations which must be met before the student is allowed to re-enroll in an academic term other than the summer. Study Hall requirements for student athletes are: 3 -4 hours per week for their first semester, after the first semester the Academic Advisor, Head Coach and Learning Specialist evaluate the student athletes academic progress to determine if they need to continue in study hall. Class attendance is the same as traditional students, each professor determine this for their class.

## 2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

|  | 2017-2018         |   | 2017-2018                 |   | 2017-2018               |   |
|--|-------------------|---|---------------------------|---|-------------------------|---|
|  | Most common major | % of students in group selecting this major | Second most common major  | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Business          | 28.0  | Parks, Recreation studies | 17.0  | Communication           | 8.0   |
| All full-time students enrolled at the institution | Business          | 14.0  | Education                 | 10.2  | Health                  | 10.2  |

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

|  | 2016-17           |   | 2016-17                  |   | 2016-17                 |   |
|--|-------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Business          | 20.1  | Health                   | 18.3  | Parks and rec           | 16.0  |
| All full-time students enrolled at the institution | Business          | 18.9  | Education                | 10.5  | Health                  | 8.4   |

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

|  | 2015-16           |   |  | 2015-16                  |   |  | 2015-16                 |   |
|--|-------------------|---|--|--------------------------|---|--|-------------------------|---|
|  | Most common major | % of students in group selecting this major |  | Second most common major | % of students in group selecting this major |  | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Business          | 21.5  |  | Parks and rec            | 15.1  |  | Health                  | 14.5  |
| All full-time students enrolled at the institution | Business          | 19.1  |  | Education                | 11.0  |  | Health                  | 8.4   |

2b. What is the average GPA for each group of students for each of the past three academic years?

|  | 2017-18     | 2016-17     | 2015-16     | 2014-15     |
|--|-------------|-------------|-------------|-------------|
|  | Average GPA | Average GPA | Average GPA | Average GPA |
| Student-athletes                                   |             | 3.01        | 3.05        | 3.08        |
| All full-time students enrolled at the institution |             | 3.19        | 3.11        | 3.10        |

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

Advising for Student Athletes: Academic Services for Student Athletes is a support component housed within the Student Learning Center. We provide a comprehensive range of academic advising, personal support and eligibility oversight for student athletes at Appalachian. Our professional staff works closely with the individual students, teams and coaches of all established varsity sports programs at our University. Appalachian values academic excellence as well as athletic achievements and insists that individuals are students first and athletes second. Academic Services for Student Athletes helps students prioritize academics by providing this comprehensive support system throughout the student athlete's college career. These services, offered to all our intercollegiate student athletes include: Orientation, Academic Advising, Career and personal counseling, Free tutoring, NCAA eligibility information, Priority registration, Athletic study hall, Progress reports. University College Academic Advising Center: Mission Statement: Academic Advising and Orientation introduces students to the University's academic and co-curricular opportunities. We advise and collaborate with students as they navigate the curriculum and develop their educational plans.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

|                  | 2017-18                                    | 2016-17                                    | 2015-16                                    |
|------------------|--|--|--|
|                  | % participating in activities listed above | % participating in activities listed above | % participating in activities listed above |
| Student-athletes | 21.3                                       | 20.5                                       | 25.9                                       |

If there are other comments or additional information you would like to include for this section on Student Majors and Performance, please do so in the space below.

For questions: 2a- Note: Major is spring major if enrolled in spring. If only enrolled fall, then major is fall major. 2b- Note: Mean end of year spring cumulative GPA 2d- Note: Internship and study abroad are from student courses during the academic year. Summer internships and summer study abroad not included, per "2d- for the past three academic years " Clubs/organizations are those only loaded into Banner (NCAA/Varsity sports removed). Extracurricular activities may include club sports for non-athletes. Not all clubs/organizations have memberships loaded into Banner

### 3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

|                     | 2017-18 | 2016-17 | 2015-16 |  |
|---------------------|---------|---------|---------|--|
| Student-Athlete FGR | 55      | 64      | 66      |  |
| All student FGR     | 72      | 70      | 69      |  |

If there are other comments or additional information you would like to include for this section on Graduation Rates, please do so in the space below.

What is the Federal Graduation Rate (FGR) Federally mandated calculation for all schools that offer athletic scholarships. Counts all transfers as academic failures, so essentially measures the percentage of students who complete a BA/BS from their initial school within six years. What is the Graduation Success Rate (GSR) In the GSR calculation, student-athletes who depart a school while in good academic standing (would have met NCAA's and school's progress-toward-degree standards) are essentially passed from that school's cohort to another school's cohort. In the Federal rate, they are all considered non-graduates. Student-athletes who depart in poor academic standing (e.g., SA's GPA or credit accumulation does not have them on-track to graduate in 5 years or less) are deemed non-graduates by both the Federal rate and the GSR. NCAA research has shown that the GSR is much closer to a true student-centered graduation rate relative to the Federal calculation. In addition to accounting for likely transfers in/out, the GSR also includes mid-year enrollees (not included in the Federal calculation) and non-scholarship athletes at Division I schools that do not offer athletics scholarships. The NCAA Division I GSR also tracks graduation over six years.

### 4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

|  | 2017-18 | 2016-17 | 2015-16 |  |
|--|---------|---------|---------|--|
| # of courses where course clustering of student-athletes have been identified. | 43      | 74      | 68      |  |

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18

The office of Academic Services for Student Athletes works with our Institutional Research Office to identify class sections in which student athlete enrollment meets the definition of class clustering. Once such class sections, if any, are identified, the Academic Advisor for each enrolled student athlete evaluates the student athlete's class schedule and program of study to see if the class can be switched to another section or if the student can take the class during a different semester. The staff of Academic Services for Student Athletes meets regularly to discuss classes that student athletes frequently need to take and work prior to the beginning of each term to prevent class clustering.

2016-17

2015-16

The office of Academic Services for Student Athletes works with our Institutional Research Office to identify class sections in which student athlete enrollment meets the definition of class clustering. Once such class sections, if any, are identified, the Academic Advisor for each enrolled student athlete evaluates the student athlete's class schedule and program of study to see if the class can be switched to another section or if the student can take the class during a different semester. The staff of Academic Services for Student Athletes meets regularly to discuss classes that student athletes frequently need to take and work prior to the beginning of each term to prevent class clustering.



4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

Appalachian State University expects all faculty to provide a rigorous program of study for the classes they teach. For non-standard courses, permission is required from the departmental chair. The university follows the Standards of Scholarship as published in the Undergraduate Bulletin: Standards of Scholarship: In its mission statement, Appalachian State University aims at "providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers" as well as "maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students." Such rigor means that the foremost activity of Appalachian students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work. In all work for a degree, scholarly performance is expected. The student is expected to demonstrate academic competence, intellectual honesty and responsibility, a willingness to do more than the minimum required, and the ability to think critically and constructively. State statutes concerning standards of scholarship are as follows: 14-118.2. Assisting, etc., in obtaining academic credit by fraudulent means. 1. It shall be unlawful for any person, firm, corporation or association to assist any student, or advertise, offer or attempt to assist any student, in obtaining or in attempting to obtain, by fraudulent means, any academic credit, or any diploma, certificate or other instrument purporting to confer any literary, scientific, professional, technical or other degree in any course of study in any university, college, academy or other educational institution. The activity prohibited by this subsection includes, but is not limited to, preparing or advertising, offering, or attempting to prepare a term paper, thesis, or dissertation for another and impersonating or advertising, offering or attempting to impersonate another in taking or attempting to take an examination. 2. Any person, firm, corporation or association violating any of the provisions of this section shall be guilty of a misdemeanor punishable by a fine of not to exceed five hundred dollars (\$500.00), imprisonment for not more than six months, or both. Provided, however, the provisions of this section shall not apply to the acts of one student in assisting another student as herein defined if the former is duly registered in an educational institution and is subject to the disciplinary authority thereof. (1963, c.781; 1969, c. 1224, s.7.) Further, the Undergraduate Bulletin provides the following descriptions for Independent Study, Individual Study and Internships: Independent Study: Independent study is the term applied to the study of a subject not listed in the regular curricular offerings. Under the independent study program, a student designs a project and then individually pursues the study under the auspices of an instructional staff member who serves as a consultant for the student during the course of the study. The student must be either degree seeking, working toward teacher licensure or have special permission from the dean. In all cases, permission from the departmental chair (in which the course is offered) will need to be secured. The vehicles for this are course numbers 2500, 3500, 4500, 5500, 6500 and 7500 depending on the level of the student. For information on independent study, students should consult the chair of the department in which the independent study is to be done. Individual Study: Individual study is the pursuit of a regularly listed course by a student without attending classes on a regular basis. The student must be either degree seeking, working toward teacher licensure or have special permission from the dean. In all cases, permission from the departmental chair (in which the course is offered) will need to be secured. If the departmental chair approves, then she or he will suggest one or more faculty members in the department who might supervise the student in the course. If the faculty member agrees to supervise the student, the student and faculty member will work out the method of study. The grade for the course will be submitted to the Registrar in the regular way at the end of the semester in which the project is completed. Instructional Assistance Program: The instructional assistance program is designed for students interested in participating, for academic credit, in supervised experiences in the instructional process on the University level through direct participation in classroom situations. Students with junior or senior standing are eligible to participate in this program. An undergraduate student may include a maximum of 3 semester hours credit under the Instructional Assistance Program toward meeting graduation requirements. For further information, the student should contact the chair of the department in which she/he wishes to engage in instructional assistance. Internship: The following University policy applies to internships, practica, field experiences, clinicals, and student teaching and the term internships will be used to encompass all such experiences. By offering realistic on-the-job experiences and personal contacts with employers, internships provide students with opportunities to learn outside of the regular classroom and to formulate career plans based on their experiences. The following administrative standards govern internships, practical, field experiences, clinicals, and student teaching for credit at Appalachian State: Students pursuing an official Appalachian State University program of study that leads to a degree, certificate, or licensure are considered eligible to enroll for internship credit. Academic credit will be based upon a minimum of 40 field placement hours per semester hour credit. Departments and programs may have additional academic requirements, including additional hours. Internship courses are graded on an S/U basis. In the event an internship is embedded within a course, the experience will be graded as indicated in the course syllabus. Internship experience and enrollment must be concurrent. Internship credit will not be granted retroactively. Students must contact the appropriate program, department, college advisor, or designated representative for instructions on approval and registration procedures. All standards listed below are minimum standards; academic departments and programs may have higher and/or additional requirements. The program, academic department, or college dean's office will make the final determination whether 1. the student's proposed internship experience is appropriate for the program requirements; 2. the person serving as the student's supervisor at the internship site is fully qualified to supervise the intern; 3. the student's internship is approved and registration is finalized in advance; 4. the student's proposed internship adheres to all University, state, and federal regulations and guidelines; 5. the student has a cumulative GPA of no less than 2.0; 6. the student meets the class standing requirement, Junior or Senior status or other as determined by department, and meets all requirements of their academic department and/or program Appalachian State University requires professional liability insurance coverage for all students enrolled in internship or practicum courses, including student teaching. When a student registers for an internship, a fee is applied to the student's account to purchase professional liability insurance coverage. The Office of International Education & Development (OIED) is responsible for reviewing and certifying/not certifying all international internships. Students seeking internships outside the United States must submit an application to OIED no fewer than two (2) weeks prior to intended departure in order to allow time for review and processing of pre-departure paperwork. An internship contract\* will be signed outlining the responsibilities of the University, of the student, and of the participating agency or internship host. \*The ASU Internship Contract form is available within the Internship Inventory. Students should see the Internship Coordinator within their academic department/program to start the process of internship approval.

##### 5. Extended Financial Assistance for Degree Completion.

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
  - If yes, please provide information about these programs in the space below.
  - If no, please enter NA.

Appalachian State University's athletic teams continue to offer financial assistance to student athletes whose athletic eligibility has expired so that those students may complete their degree, provided the student has not voluntarily quit the team or rendered themselves academically ineligible. Academic advising for student athletes is provided by the Academic Services for Student Athletes (ASA) staff to ensure that student athletes maintain satisfactory progress towards their degree per both university and NCAA requirements. In addition, for student athletes who have left the institution prior to completing their degree and subsequently wish to return and complete that degree, ASA advisors work with the student to navigate re-entry to the university and apply to the NCAA for financial assistance through the NCAA Degree Completion Award.

## UNC Constituent Institution Responses for Second Meeting of Legislative Commission on Fair Treatment of College Student-Athletes

Response from: East Carolina University  
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

East Carolina University ▼

### 1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?  
 (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?  
 (c) How do these requirements compare with NCAA and conference requirements for your institution?

|   | Student-athletes at your institution   | Non-student-athletes at your institution | NCAA requirements    | Conference requirements |
|---|--|--|----------------------|-------------------------|
| Minimum GPA for eligibility                       | Student-athletes are eligible if they are meeting NCAA GPA standards and are not on academic suspension. | 2.0                                      | NCAA (1.8, 1.9, 2.0) | none                    |
| Minimum required study hours                      | based on GPA, class  | none                                     | none                 | none                    |
| Minimum class attendance                          | see notes next page  | instructor determines                    |                      |                         |
| Other requirement #1 (please list, if applicable) |  |  |                      |                         |
| Other requirement #2 (please list, if applicable) |  |  |                      |                         |
| Other requirement #3 (please list, if applicable) |  |  |                      |                         |
| Other requirement #4 (please list, if applicable) |  |  |                      |                         |

If there are other comments or additional information you would like to include for this section on Minimum Requirements, please do so in the space below.

minimum class attendance policy: 3 unexcused absences in same class = suspension from next scheduled competition. 4 unexcused absences in same class = suspension from one or more competitions based on number of competitions for sport. 5 unexcused absences in the same class = suspension for remainder of the season.

### 2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

|  | 2017-2018         |   | 2017-2018                |   | 2017-2018               |   |
|--|-------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Communication     | 11.3  | Management               | 7.7   | Undecided               | 7.5   |
| All full-time students enrolled at the institution | Nursing           | 9   | Management               | 7   | Biology                 | 5   |

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

|  | 2016-17           |   | 2016-17                  |   | 2016-17                 |   |
|--|-------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Communication     | 14.5  | Management               | 7.2   | Undecided               | 6.8   |
| All full-time students enrolled at the institution | Nursing           | 9   | Management               | 7   | Biology                 | 5   |

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

|  | 2015-16           |   | 2015-16                  |   | 2015-16                 |   |
|--|-------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Communication     | 16.3  | Criminal Justice         | 7.0   | Management              | 6.3   |
| All full-time students enrolled at the institution | Management        | 6   | Biology                  | 5   | Elementary Education    | 4   |

2b. What is the average GPA for each group of students for each of the past three academic years?

|  | 2017-18     | 2016-17     | 2015-16     | 2014-15     |
|--|-------------|-------------|-------------|-------------|
|  | Average GPA | Average GPA | Average GPA | Average GPA |
| Student-athletes                                   | 3.09        | 3.00        | 2.96        |             |
| All full-time students enrolled at the institution | 2.98        | 2.97        | 2.98        |             |

Q21. 2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

ECU's Academic Advising and Assistance for Student-Athletes includes the following. ECU Collaborative Advising System: All academic advisors across the university are a part of the collaborative advising system. Student-athletes are assigned both an advisor in their major and an athletics academic advisor. Students meet with both to discuss course selection and degree progression. The two advising entities collaborate regularly, and campus advisors are encouraged to question any oddities they may notice in a student-athlete's schedule. Student-athletes trying to decide on a major are encouraged by the athletic advisors to schedule appointments with campus advisors in majors of interest. Student-athletes are also encouraged to meet with a career counselor in the career center to conduct career exploration. Athletic advisors as well as the faculty athletics representative serve as liaisons between coaches and academic departments when concerns arise regarding major requirements and athletics participation. All parties work together to assist the student-athlete in successfully participating in the desired major and in athletics. The faculty athletics representative and the University Athletics Committee also conduct periodic reviews of major information and selection both from numbers data and student survey information. ECU Academic Support Services: All student-athletes are provided academic support services through the Student Development Office in Athletics. Support services include: structured and organized study halls, weekly academic update meetings with academic coordinators, study skills seminars, access to a learning specialist, access to learning technologies, access to tutors and mentors, career development services, study center access, freshman transition course.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

|                  | 2017-18                                    | 2016-17                                    | 2015-16                                    |
|------------------|--|--|--|
|                  | % participating in activities listed above | % participating in activities listed above | % participating in activities listed above |
| Student-athletes | 1.2%                                       | 1.0%                                       | 1.0%                                       |

If there are other comments or additional information you would like to include for this section on Student Majors and Performance, please do so in the space below.

While ECU does not track extracurricular activity data for the student-athlete population, the institution can provide the following information for the current student-athlete population. Campus Student Leadership Board = 1 student-athlete Fellowship of Christian Athletes = 30 student-athletes Honors College = 18 student-athletes ECU Ambassadors = 1 student-athlete SportWorks Ministry = 180 student-athletes Also, the above study abroad percentages are based on the number of student-athletes being tracked at the end of the spring term for each requested academic year. All study abroad programs, however, were completed during that academic year's summer terms.

### 3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

|                     | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------------------|---------|---------|---------|---------|
| Student-Athlete FGR |         | 66      | 71      | 67      |
| All student FGR     |         | 63      | 60.4    | 59      |

### 4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

|  | 2017-18 | 2016-17 | 2015-16 |
|--|---------|---------|---------|
| # of courses where course clustering of student-athletes have been identified. | NA      | 87      | 145     |

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18

2016-17

NA

2015-16

NA

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

Annually the Provost and Sr. Vice Chancellor for Academic Affairs and the Vice Chancellor for Health Sciences reminds the Academic Deans of the ECU Workload Regulation and UNC Academic Integrity Regulation. An ECU faculty member is limited to teaching no more than three (3) undergraduate independent study sections in a semester or summer session without written approval from the dean. Department chairs are required to submit requests to exceed the three section limit to the deans for consideration and, if approved, the dean will maintain appropriate documentation of such approval in compliance with the records retention schedule. In addition, during the annual course clustering audit each independent study/directed readings course with student-athlete enrollment is identified. Review of those student-athlete's academic transcript and program requirements are then reviewed for concerns or irregularities.

If there are other comments or additional information you would like to include for this section on Course Quality, please do so in the space below.

\*Prior to the adoption of 700.6.1.1, ECU was conducting the course audit using a 20% clustering threshold. The decision was made to continue to use that percentage as opposed to the UNC Policy of 25% or more student-athlete enrollment per section. Thus, the numbers reported are those courses with a 20% or higher student-athlete enrollment per section.

##### 5. Extended Financial Assistance for Degree Completion.

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
  - If yes, please provide information about these programs in the space below.
  - If no, please enter NA.

Post-participation athletics aid is only available for student-athletes who need it to complete their undergraduate degree, depending on availability of funds. No post-participation athletics aid will be granted for completion of graduate level or certificate level classes. Aid will be considered for undergraduate student-athletes who have exhausted eligibility but have not completed their undergraduate degree requirements. Approval will be considered for up to one additional year aid from the end of his/her current athletics grant-in-aid. Any aid that is approved will not be for an amount or percentage higher than was received during the regular academic year and does not include cost of attendance. Past academic performance, behavior, and adherence to University and Athletics Department Codes of Conduct will be taken into consideration when deciding on aid. Applications not meeting the criteria listed above will be considered on a case-by-case basis by the Athletics Leadership Team with the final decision residing with the Director of Athletics.

## ATHLETICS DEPARTMENT CLASS ATTENDANCE POLICY

The Athletics Department has an obligation to every students-athlete, the student-athlete's family, and our university's integrity to insure that ECU student-athletes have the very best opportunity to achieve academic success. In order to meet this obligation, GRADUATION MUST BE EVERY STUDENT-ATHLETE'S, EVERY COACH'S, EVERY ADMINISTRATOR'S TOP PRIORITY.

To pursue success in athletics, student-athletes must attend and be on time for every practice and meeting while respecting the team's policies and procedures as well as individual teammates and coaches. That is also the expectation for student-athletes academically – to attend and be on time for every class and academic appointment while respecting the university's policies and procedures as well as their individual classmates, professors and academic coaches.

To maintain focus on this top priority, the Athletics Department has implemented several policies to assist in the monitoring of each student-athlete's progress.

### CLASS ATTENDANCE

Regular attendance in class sessions is a critical component of a student-athlete's academic progress and success. This class attendance policy requires student-athletes to attend classes daily and complete all assigned academic work to avoid academic failure. Student-athletes must be on time for their classes and prepared with all necessary textbooks and course assignments.

To assist the student-athlete in complying with this policy, the following procedures will be implemented:

- Within the first week of each semester, student-athletes will communicate with their individual course instructors regarding class sessions that will be missed as a result of team travel. During this time, each student-athlete should present his/her instructor with a copy of the "team travel letter" provided by the Office of Student Development. Student-athletes must make arrangements with instructors for completing any missed work and must communicate any changes in their travel schedule to instructors as soon as possible.
- A student-athlete will be considered absent if he/she is not present when the class is checked. The student-athlete is responsible for reporting each missed class and late arrival in class to their assigned coach and the Office of Student Development.
- Class attendance will also be monitored through direct communication with professors and through progress reports. **Students are to arrive on time for each class and to remain for the duration of class.**
- **Other than team-related travel, excused absences are based on the University's attendance policy.** If a student-athlete is ill and unable to attend class or a scheduled academic appointment, he/she is expected to contact his/her athletic trainer and academic coordinator immediately. If a student-athlete has a family emergency, he/she should contact his/her assigned coach and his/her athletics academic coordinator.

- A head coach may impose additional penalties for unexcused absences as long as the penalties are provided in writing and are distributed to all student-athletes at the beginning of each academic year. The head coach must also provide a copy of the additional penalties to his/her sport administrator.
- **Student-athletes should also be mindful that some academic departments have a much stricter unexcused absence policy. It is the responsibility of the student to know and adhere to each academic department's policy in addition to the Athletics Department's policy on class attendance.**

Failure to meet academic expectations as it pertains to class attendance will result in specific actions.

### DISCIPLINARY ACTIONS

This policy applies to all terms including summer.

- **1 Unexcused Absence:**
  - E-mail warning from the sport administrator to coach and student-athlete.
  - Parents may be notified.\*
- **2 Unexcused Absences in the same class:**
  - E-mail warning from the sport administrator to coach and student-athlete.
  - Miss the next practice session.
  - Parents may be notified.\*
- **3 Unexcused Absences in the same class:**
  - E-mail from sport administrator to student-athlete, coach.
  - Suspension from next scheduled competition.
  - Parents will be notified informing them about the sanctions for the next two violations, e.g. suspension from additional competitions and possible scholarship cancellation.\*
- **4 Unexcused Absences in the same class:**
  - Suspension from next competition(s) as follows:
    - 1 competition – cross country, football, golf, soccer, swimming, track
    - 2 competitions – basketball, tennis, volleyball
    - 3 competitions – baseball, softball
  - E-mail from sport administrator to student-athlete and coach.
- **5 Unexcused Absences in the same class:**
  - Suspension for the remainder of season (practice and competition).
  - May result in cancellation of scholarship for next semester (Letter sent from the Director of Athletics).
  - Meeting occurs with student-athlete, sport administrator, coach, Assistant Athletics Director for Student Development.

### NOTES:

- Three tardies in the same class equals one absence.
- Student-athletes are allowed to appeal a reported absence according to the procedures outlined in the *System for Monitoring Student-Athlete Attendance*. Students who falsify an appeal will have their appeal denied and will receive two levels of disciplinary action – one for the missed class and one for fabrication and falsification of the appeal.

- Missed classes accumulate within each semester (fall semester; spring semester). For summer session I and summer session II, the count will start over for each session.
- If the maximum violation occurs in the fall semester, then the scholarship may be revoked for the following spring semester.
- If the maximum violation occurs in the spring semester, then the scholarship may be revoked for the following summer session.
- If the maximum violation occurs in the summer session, then the scholarship may be revoked for the following fall semester.

## **PROCESS**

The athletics department uses three primary methods for monitoring the class attendance of its student-athletes as follows:

1. University Starfish Alerts
2. Student-Athlete Progress Reports
3. Athletics Department Class Checkers

In addition, the department may use any other credible reporting sources in determining student-athlete class attendance.

The communication process for reporting student-athlete absences is outlined in the *System for Monitoring Student-Athlete Attendance* document and is provided to all head coaches and sport administrators.

- \* Student-athletes should complete the Buckley/FERPA form on OneStop to authorize parent(s) and/or third parties to have access to and inquire about their attendance record at ECU. Four options are available and the student-athlete may choose any combination (Academic, Financial, Judicial and Other). If "Other" is selected, the student-athlete must enter specific records they are authorizing.



## UNC Constituent Institution Responses for Second Meeting of Legislative Commission on Fair Treatment of College Student-Athletes

Response from: Elizabeth City State University  
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

Elizabeth City State University ▼

### 1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?  
 (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?  
 (c) How do these requirements compare with NCAA and conference requirements for your institution?

|   | Student-athletes at your institution | Non-student-athletes at your institution | NCAA requirements | Conference requirements |
|---|--------------------------------------|--|-------------------|-------------------------|
| Minimum GPA for eligibility                       | 2.0                                  | 2.0                                      | 2.0               | 2.0                     |
| Minimum required study hours                      | 15                                   | 12                                       | 12                | 12                      |
| Minimum class attendance                          | NA                                   | NA                                       | NA                | NA                      |
| Other requirement #1 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #2 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #3 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #4 (please list, if applicable) |                                      |  |                   |                         |

If there are other comments or additional information you would like to include for this section on Minimum Requirements, please do so in the space below.

Institution has no attendance policy but there exists a 10% student absence policy for athletes.

### 2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

|  | 2017-2018                     |   | 2017-2018                |   | 2017-2018               |   |
|--|-------------------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major             | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Physical Education and health | 15  | Business                 | 14.4  | Sport management        | 13  |
| All full-time students enrolled at the institution | Business                      | 12.4  | Biology                  | 10.4  | Criminal justice        | 8.4   |

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

|  |                    |      |  |          |      |  |                  |      |
|--|--------------------|------|--|----------|------|--|------------------|------|
| Student-athletes                                   | Physical education | 14.6 |  | Business | 13.9 |  | Sport management | 12.7 |
| All full-time students enrolled at the institution | Business           | 12.6 |  | Biology  | 9.8  |  | Criminal justice | 9.1  |

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

|  | 2015-16            |   | 2015-16                  |   | 2015-16                 |   |
|--|--------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major  | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Physical education | 11.7  | Business                 | 15.8  | Criminal justice        | 12.9  |
| All full-time students enrolled at the institution | Business           | 11.7  | Criminal justice         | 10.1  | Physical education      | 8.7   |

2b. What is the average GPA for each group of students for each of the past three academic years?

|  | 2017-18     | 2016-17     | 2015-16     | 2014-15     |
|--|-------------|-------------|-------------|-------------|
|  | Average GPA | Average GPA | Average GPA | Average GPA |
| Student-athletes                                   | 2.75        | 2.73        | 2.76        |             |
| All full-time students enrolled at the institution | 2.82        | 2.79        | 2.81        |             |

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

Academic Tutoring and Advisors. Non-student athletes have access to the same amount of tutoring and advisement.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

|                  | 2017-18                                    | 2016-17                                    | 2015-16                                    |
|------------------|--|--|--|
|                  | % participating in activities listed above | % participating in activities listed above | % participating in activities listed above |
| Student-athletes | NA   | NA   | NA   |

### 3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

|                     | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------------------|---------|---------|---------|---------|
| Student-Athlete FGR |         | 56      | 57      | 61      |
| All student FGR     |         | 39      | 41      | 39      |

**4. Course Quality.**

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

|  | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|--|---------|---------|---------|---------|
| # of courses where course clustering of student-athletes have been identified. | 18      | 20      | 21      |         |

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18

Effective Summer 2018, Chancellor Karrie Dixon with the assistance of Academic Affairs, has worked to remove all coaches from teaching in the department of Sports Management/Physical Education. Enrollment in the Sports Management major has declined. An introduction of new degree fields has shifted majors and provided small population of student athletes other areas of study. With the change in the Chief Academic Affairs Officer, the institution has made a conscious effort in changing the landscape of degree selection amongst student athletes.

2016-17

Irregularities occurred within the Sports Management curriculum. This was due to the popularity of the Sports Management major amongst student athletes.

2015-16

Irregularities occurred within the Sports Management curriculum. This was due to the popularity of the Sports Management major amongst student athletes.

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

Under the new administration of Chancellor Dixon, the quality of all academic programs are assessed to ensure we meet the UNC standards of quality education. The implementation of a culture of continuous improvement of academic quality and compliance. The creation and implementation of a new standard (Accountability, Commitment and Excellence) known as A.C.E. stimulates a general raising amongst academic programs. Faculty and administration cooperation to comprehensively evaluate our degree programs has provided the institution the opportunity to ensure that our academic programs meet professional higher education standards and support our accreditation as a UNC affiliate institution.

**5. Extended Financial Assistance for Degree Completion.**

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
  - If yes, please provide information about these programs in the space below.
  - If no, please enter NA.

|    |
|----|
| NA |
|----|

## UNC Constituent Institution Responses for Second Meeting of Legislative Commission on Fair Treatment of College Student-Athletes

Response from: Fayetteville State University  
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

Fayetteville State University ▼

### 1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?  
 (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?  
 (c) How do these requirements compare with NCAA and conference requirements for your institution?

|   | Student-athletes at your institution        | Non-student-athletes at your institution | NCAA requirements                           | Conference requirements                     |
|---|---|--|---|---|
| Minimum GPA for eligibility                       | 2.0   | 2.0                                      | 2.0   | 2.0   |
| Minimum required study hours                      | 10 hour per week for students under 2.5 gpa |  |   |   |
| Minimum class attendance                          | 12 hours per semester (FT)                  |  | 12 hours per semester (FT)                  | 12 hours per semester (FT)                  |
| Other requirement #1 (please list, if applicable) | pass 9 hours previous semester              |  | pass 9 hours previous semester              | pass 9 hours previous semester              |
| Other requirement #2 (please list, if applicable) | pass 24 hours previous 2 fulltime semesters |  | pass 24 hours previous 2 fulltime semesters | pass 24 hours previous 2 fulltime semesters |
| Other requirement #3 (please list, if applicable) |   |  |   |   |
| Other requirement #4 (please list, if applicable) |   |  |   |   |

### 2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

|  | 2017-2018         |   | 2017-2018                |   | 2017-2018  |   |
|--|-------------------|---|--------------------------|---|--|---|
|  | Most common major | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major  | % of students in group selecting this major |
| Student-athletes                                   | Business          | 17.0  | Education                | 14.0  | Psychology   | 11.0  |
| All full-time students enrolled at the institution | Health            | 14.0  | Business                 | 12.0  | Homeland security, law enforcement, firefighting and related protective services | 11.0  |

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

|  | 2016-17   |   | 2016-17                  |   | 2016-17                 |   |
|--|---|---|--------------------------|---|-------------------------|---|
|  | Most common major   | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Business, Management, Marketing, and related support services | 22.6  | Education                | 17.0  | Health                  | 15.1  |
| All full-time students enrolled at the institution | Public administration and social service professions          | 9.3   | Health                   | 9.1   | Psychology              | 8.0   |

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

|  | 2015-16  |   | 2015-16                  |   | 2015-16  |   |
|--|--|---|--------------------------|---|--|---|
|  | Most common major  | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major  | % of students in group selecting this major |
| Student-athletes                                   | Homeland security, law enforcement, firefighting and related protective services | 25.9  | Business                 | 22.4  | Social sciences  | 9.4   |
| All full-time students enrolled at the institution | Business   | 10.0  | Health                   | 9.0   | Homeland security, law enforcement, firefighting and related protective services | 8.0   |

2b. What is the average GPA for each group of students for each of the past three academic years?

|  | 2017-18     | 2016-17     | 2015-16     |
|--|-------------|-------------|-------------|
|  | Average GPA | Average GPA | Average GPA |
| Student-athletes                                   | 3.05        | 2.80        | 2.70        |
| All full-time students enrolled at the institution | 2.98        | 3.03        | 2.96        |

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

FSU have academic advisors for all majors across campus including: Military Affiliated students, Special Visiting or Professional Development, First-Time Freshman, Undecided, Business, Education, Biological Sciences, Communication, Languages and Cultures, English, Performing and Fine Arts, Criminal Justice, Fire and Emergency Services Administration, Government and History, Mathematics and Computer Science, Chemistry and Physics, Nursing, Professional Studies, Psychology, Social Work, Sociology and CAS Online Degree Completion Programs. We have tutorial services in our Mathematics Support Center as well as in the Writing Center. FSU also offer Supplemental Instruction in some classes where SI leaders provide three one-hour sessions of academic support each week. Also, if you qualify, Student Support Services will also help to enhance students' academic skills. These services are offered to all students, including student-athletes.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

|                  | 2017-18                                    | 2016-17                                    | 2015-16                                    |
|------------------|--|--|--|
|                  | % participating in activities listed above | % participating in activities listed above | % participating in activities listed above |
| Student-athletes | NA   | NA   | NA   |

### 3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

|                     | 2017-18 | 2016-17 | 2015-16 |  |
|---------------------|---------|---------|---------|--|
| Student-Athlete FGR | 58      | 58      | 59      |  |
| All student FGR     | 32      | 33      | 32      |  |

### 4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

|  | 2017-18 | 2016-17 | 2015-16 |  |
|--|---------|---------|---------|--|
| # of courses where course clustering of student-athletes have been identified. | 0       | 0       | 0       |  |

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

|         |    |
|---------|----|
| 2017-18 | NA |
| 2016-17 | NA |
| 2015-16 | NA |

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

**5. Extended Financial Assistance for Degree Completion.**

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
  - If yes, please provide information about these programs in the space below.
  - If no, please enter NA.

NA



## UNC Constituent Institution Responses for Second Meeting of Legislative Commission on Fair Treatment of College Student-Athletes

Response from: North Carolina A&T State University  
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

North Carolina A&T State University ▼

### 1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?  
 (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?  
 (c) How do these requirements compare with NCAA and conference requirements for your institution?

|   | Student-athletes at your institution | Non-student-athletes at your institution | NCAA requirements | Conference requirements |
|---|--------------------------------------|--|-------------------|-------------------------|
| Minimum GPA for eligibility                       | consistent with NCAA                 | 2.0                                      | 1.8, 1.9, 2.0     | same as NCAA            |
| Minimum required study hours                      | 4                                    | 0  | 0                 | 0                       |
| Minimum class attendance                          | 87%                                  | 0  | 0                 | 0                       |
| Other requirement #1 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #2 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #3 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #4 (please list, if applicable) |                                      |  |                   |                         |

If there are other comments or additional information you would like to include for this section on Minimum Requirements, please do so in the space below.

The NCAA requires a 1.8 after the first two full-time semesters and a 1.9 after the fourth full-time semester. The major must be declared by the fifth semester, and at NCAT the student-athlete must have a 2.0 to declare a major. However, our student-athletes are pushed to meet the university's 2.0. Student-athletes who are recruited with at-risk profiles get special interventions.

### 2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

|  | 2017-2018                                      |   | 2017-2018   |   | 2017-2018   |   |
|--|--|---|---|---|---|---|
|  | Most common major                              | % of students in group selecting this major | Second most common major  | % of students in group selecting this major | Third most common major                                   | % of students in group selecting this major |
| Student-athletes                                   | Parks, recreation, leisure and fitness studies | 18.7  | Liberal Studies   | 11.5  | Criminal Justice  | 10.8  |
| All full-time students enrolled at the institution | Communication, journalism and related programs | 2.1   | Parks, recreation, leisure and fitness studies & communication, journalism and related programs | 2.1   | Liberal arts and sciences, general studies and humanities | 1.7   |

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

|  | 2016-17  |   | 2016-17   |   | 2016-17   |   |
|--|--|---|---|---|---|---|
|  | Most common major                              | % of students in group selecting this major | Second most common major                                  | % of students in group selecting this major | Third most common major                                       | % of students in group selecting this major |
| Student-athletes                                   | Parks, recreation, leisure and fitness studies | 22.3  | Liberal arts and sciences, general studies and humanities | 14.9 14.9                                   | Business, Management, Marketing, and related support services | 9.9   |
| All full-time students enrolled at the institution | Parks, recreation, leisure and fitness studies | 2.5   | Communication, journalism and related programs            | 2.5   | Liberal arts and sciences, general studies and humanities     | 2.2   |

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

|  | 2015-16   |   | 2015-16  |   | 2015-16   |   |
|--|---|---|--|---|---|---|
|  | Most common major   | % of students in group selecting this major | Second most common major   | % of students in group selecting this major | Third most common major                                       | % of students in group selecting this major |
| Student-athletes                                   | Parks, recreation, leisure and fitness studies            | 24.0  | Homeland security, law enforcement, firefighting and related protective services | 11.5  | Business, Management, Marketing, and related support services | 11.5  |
| All full-time students enrolled at the institution | Liberal arts and sciences, general studies and humanities | 2.4   | Public administration and social service professions                             | 2.4   | Psychology  | 2.3   |

2b. What is the average GPA for each group of students for each of the past three academic years?

|  | 2017-18     | 2016-17     | 2015-16     |
|--|-------------|-------------|-------------|
|  | Average GPA | Average GPA | Average GPA |
| Student-athletes                                   | 2.94        | 2.89        | 2.79        |
| All full-time students enrolled at the institution | 2.84        | 2.81        | 2.76        |

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

Students may choose any major for which they are qualified. Intercollegiate Athletics advises students on which majors they'll likely qualify for, but they have never been funneled or steered. The Student Athlete Academic Enhancement program in the Center for Academic Excellence is a part of Academic Affairs and supplements advisement and support. Student-athletes are primarily advised by their faculty advisors.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

|                  | 2017-18                                    | 2016-17                                    | 2015-16                                    |
|------------------|--|--|--|
|                  | % participating in activities listed above | % participating in activities listed above | % participating in activities listed above |
| Student-athletes | NA   | NA   | NA   |

**3. Graduation Rates**

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

|                     | 2017-18 | 2016-17 | 2015-16 |  |
|---------------------|---------|---------|---------|--|
| Student-Athlete FGR | 54      | 54      | 55      |  |
| All student FGR     | 44      | 44      | 44      |  |

Q26. If there are other comments or additional information you would like to include for this section on Graduation Rates, please do so in the space below.

The student-athlete graduation rates are higher than the general student body, and both are generally increasing. One should examine PWI's graduation rates by race and gender because you want to detect and avoid exploitation.

**4. Course Quality.**

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

|  | 2017-18 | 2016-17 | 2015-16 |  |
|--|---------|---------|---------|--|
| # of courses where course clustering of student-athletes have been identified. | NA      | 37      | 45      |  |

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18

NA

2016-17

For 16-17, 37 sections were flagged, 3 were irregular, 22 transcripts were examined, no course grades were inconsistent with student-athlete past performance (ie, no systematic cheating suspected)

2015-16

For 15-16, 45 sections were flagged, 11 were irregular, 19 transcripts were examined, no course grades were inconsistent with student-athlete past performance (ie, no systematic cheating suspected)

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

For the University, we meet the standards of the SACS-COC. Within degree programs, specific disciplinary accreditation is maintained. For programs with no national accrediting bodies, external review is required. Each instructor in the University must be credentialed/evaluated as qualified to teach each course assigned to him or her, per SACS-COC. Each course includes evaluations of the course and of the instructor. Student-athletes are surveyed about cheating. Career Services conducts employer surveys.

##### 5. Extended Financial Assistance for Degree Completion.

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
  - If yes, please provide information about these programs in the space below.
  - If no, please enter NA.

The Department of Athletics offers limited fifth year aid to student-athletes who have exhausted athletic eligibility, and the money comes from the athletics budget. Intercollegiate Athletics is only one-third self-sustaining and cannot use any state funding.

## UNC Constituent Institution Responses for Second Meeting of Legislative Commission on Fair Treatment of College Student-Athletes

Response from: North Carolina Central University  
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

North Carolina Central University ▼

### 1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?  
 (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?  
 (c) How do these requirements compare with NCAA and conference requirements for your institution?

|   | Student-athletes at your institution        | Non-student-athletes at your institution    | NCAA requirements              | Conference requirements        |
|---|---|---|--------------------------------|--------------------------------|
| Minimum GPA for eligibility                       | 2.0 (Can have one semester to be under 2.0) | 2.0 (Can have one semester to be under 2.0) | depends on academic year       | depends on academic year       |
| Minimum required study hours                      | team by team                                | none  | none                           | none                           |
| Minimum class attendance                          | cannot miss class for practice              | none  | cannot miss class for practice | cannot miss class for practice |
| Other requirement #1 (please list, if applicable) |   |   |                                |                                |
| Other requirement #2 (please list, if applicable) |   |   |                                |                                |
| Other requirement #3 (please list, if applicable) |   |   |                                |                                |
| Other requirement #4 (please list, if applicable) |   |   |                                |                                |

### 2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

|  | 2017-2018         |   | 2017-2018                |   | 2017-2018               |   |
|--|-------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Business          | 16  | Criminal justice         | 13  | mass communication      | 12  |
| All full-time students enrolled at the institution | Criminal justice  | 12  | Business                 | 10  | Psychology              | 7   |

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

|  | 2016-17           |   |  | 2016-17                  |   |  | 2016-17                 |   |
|--|-------------------|---|--|--------------------------|---|--|-------------------------|---|
|  | Most common major | % of students in group selecting this major |  | Second most common major | % of students in group selecting this major |  | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | business          | 14  |  | criminal justice         | 12  |  | physical education      | 12  |
| All full-time students enrolled at the institution | criminal justice  | 12  |  | business                 | 9   |  | nursing                 | 9   |

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

|  | 2015-16           |   |  | 2015-16                  |   |  | 2015-16                 |   |
|--|-------------------|---|--|--------------------------|---|--|-------------------------|---|
|  | Most common major | % of students in group selecting this major |  | Second most common major | % of students in group selecting this major |  | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | criminal justice  | 14  |  | psychology               | 13  |  | business                | 13  |
| All full-time students enrolled at the institution | criminal justice  | 12  |  | business                 | 10  |  | psychology              | 9   |

2b. What is the average GPA for each group of students for each of the past three academic years?

|  | 2017-18     | 2016-17     | 2015-16     |
|--|-------------|-------------|-------------|
|  | Average GPA | Average GPA | Average GPA |
| Student-athletes                                   | 3.02        | 2.95        | 2.93        |
| All full-time students enrolled at the institution | 2.72        | 2.77        | 2.81        |

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

Student-athletes receive academic support through Student-Athlete Academic Support Services (SAASS). SAASS does not work with general student population and serve as secondary advisors for student-athletes focusing both NCAA Progress Towards Degree requirements and graduation.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

|                  | 2017-18                                    | 2016-17                                    | 2015-16                                    |
|------------------|--|--|--|
|                  | % participating in activities listed above | % participating in activities listed above | % participating in activities listed above |
| Student-athletes | NA   | NA   | NA   |

**3. Graduation Rates**

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

|                     | 2017-18              | 2016-17                         | 2015-16                         | 2014-15                         |
|---------------------|----------------------|---------------------------------|---------------------------------|---------------------------------|
| Student-Athlete FGR | <input type="text"/> | <input type="text" value="58"/> | <input type="text" value="48"/> | <input type="text" value="49"/> |
| All student FGR     | <input type="text"/> | <input type="text" value="44"/> | <input type="text" value="43"/> | <input type="text" value="42"/> |

**4. Course Quality.**

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

|  | 2017-18                         | 2016-17                         | 2015-16                         |                      |
|--|---------------------------------|---------------------------------|---------------------------------|----------------------|
| # of courses where course clustering of student-athletes have been identified. | <input type="text" value="53"/> | <input type="text" value="44"/> | <input type="text" value="54"/> | <input type="text"/> |

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18

No irregularities after review of each class

2016-17

No irregularities after review of each class

2015-16

No irregularities after review of each class

**5. Extended Financial Assistance for Degree Completion.**

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
  - If yes, please provide information about these programs in the space below.
  - If no, please enter NA.

Yes, through our academic support staff and our coaches we offer financial aid to those student-athletes who had not completed their degree.



## UNC Constituent Institution Responses for Second Meeting of Legislative Commission on Fair Treatment of College Student-Athletes

Response from: North Carolina State University  
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

North Carolina State University ▼

### 1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?  
 (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?  
 (c) How do these requirements compare with NCAA and conference requirements for your institution?

|   | Student-athletes at your institution | Non-student-athletes at your institution | NCAA requirements | Conference requirements |
|---|--------------------------------------|--|-------------------|-------------------------|
| Minimum GPA for eligibility                       | 2.0                                  | 2.0                                      | NCAA req's        | none                    |
| Minimum required study hours                      | varies by sport, but required        | none                                     | none              | none                    |
| Minimum class attendance                          | campus policy                        | campus policy                            | none              | none                    |
| Other requirement #1 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #2 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #3 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #4 (please list, if applicable) |                                      |  |                   |                         |

### 2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

|  | 2017-2018         |   | 2017-2018                |   | 2017-2018               |   |
|--|-------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Sports management | 16.7  | Exploratory studies      | 11.0  | Business                | 10.1  |
| All full-time students enrolled at the institution | Business          | 7.3   | Engineering              | 7.1   | Exploratory studies     | 4.7   |

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

|  | 2016-17             |   | 2016-17                  |   | 2016-17                 |   |
|--|---------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major   | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Exploratory studies | 17.4  | Sports Management        | 14.5  | Communication           | 10.1  |
| All full-time students enrolled at the institution | Engineering         | 7.4   | Business                 | 6.3   | Exploratory studies     | 4.8   |

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

|  | 2015-16            |   | 2015-16                  |   | 2015-16                 |   |
|--|--------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major  | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | First-year College | 25.0  | Sports Management        | 12.1  | Communication           | 8.7   |
| All full-time students enrolled at the institution | Engineering        | 7.9   | Business                 | 6.1   | First-year College      | 5.2   |

2b. What is the average GPA for each group of students for each of the past three academic years?

|  | 2017-18     | 2016-17     | 2015-16     |
|--|-------------|-------------|-------------|
|  | Average GPA | Average GPA | Average GPA |
| Student-athletes                                   | 3.03        | 2.95        | 2.97        |
| All full-time students enrolled at the institution | 3.21        | 3.18        | 3.15        |

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

In many ways, advising offered to student-athletes is similar to the advising offered to non-student-athletes on NC State's campus. In addition to being assigned a campus advisor in his or her major, student-athletes are assigned an academic coordinator through the Academic Support Program for Student-Athletes. The academic coordinators are trained as cross-disciplinary advisors and assist students from all majors with advising issues; pre-registration advising; work with student-athletes to evaluate interests, strengths, areas for improvement; and help set up an academic support plan that includes tutoring and/or study hall to help student-athletes succeed in the classroom. At NC State, the academic coordinators also teach USC 103 and USC 104 to all incoming student-athletes. The USC 104 course focuses a significant portion of the semester on major selection. Throughout the course, students evaluate their own goals, strengths, and interests to help best select their major of interest. The course also helps student-athletes understand the prerequisites for each major and chart a path to declaring their major.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

|                  | 2017-18                                    | 2016-17                                    | 2015-16                                    |
|------------------|--|--|--|
|                  | % participating in activities listed above | % participating in activities listed above | % participating in activities listed above |
| Student-athletes | unknown                                    | unknown                                    | unknown                                    |

### 3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

|                     | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------------------|---------|---------|---------|---------|
| Student-Athlete FGR |         | 64      | 64      | 64      |
| All student FGR     |         | 79      | 78      | 76      |

### 4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

|  | 2017-18 | 2016-17 | 2015-16 |  |
|--|---------|---------|---------|--|
| # of courses where course clustering of student-athletes have been identified. | 64      | 62      | 102     |  |

Q34. 4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

|         |    |  |
|---------|----|--|
| 2017-18 | NA |  |
| 2016-17 | NA |  |
| 2015-16 | NA |  |

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4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

NA

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**5. Extended Financial Assistance for Degree Completion.**

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
  - If yes, please provide information about these programs in the space below.
  - If no, please enter NA.

Yes, we have the Reconnect Program in place to provide advising and financial assistance to former student-athletes who wish to return to NC State to finish their undergraduate degree. The Reconnect Program provides guidance with the re-admissions process, academic advising, assistance with course selection, tutoring, and financial assistance. More information about the program can be found here: <https://aspsa.dasa.ncsu.edu/reconnect-program/>.

## **NC STATE UNIVERSITY ATTENDANCE POLICY FOR AT-RISK STUDENT-ATHLETES**

### **BACKGROUND**

A central theme of the mission of the NC State University Athletics Department is to prepare student-athletes to compete at the highest level and to inspire them to be leaders now and for the future by providing the best environment to achieve their athletic, academic, and personal aspirations.

Due to competition schedules, student-athletes must miss an occasional class. These absences are anticipated and are usually excused in accordance with university policy [REG 02.20.3].

However, an excessive number of unexcused absences cannot be permitted for academically at-risk student-athletes. Further, a number of departments have attendance policies that do not differentiate between excused and unexcused absences (e.g., English). Once the established absence limit has been exceeded, students automatically fail the course.

In April 2010, the Council on Athletics recommended a class attendance policy be implemented for student-athletes and also a policy for academic appointments. The following permanent policy is endorsed by the Council on Athletics. In September of 2014, the Council on Athletics reviewed and updated the policy to clarify certain elements of the policy. This document contains the revised policy as approved by the Council on September 26, 2014.

### **STUDENTS SUBJECT TO THE POLICY:**

- All incoming freshmen reviewed by the Special Committee (subject to policy for the first year of enrollment).
- Incoming freshmen recommended by the Faculty Academic Committee based on a review of academic records and risk factors known to impact graduation. Factors to be reviewed include: High School Grade Point Average, Test Scores, Core GPA, and Summer School Performance.
- All incoming scholarship 2-year college transfers (who were non-qualifiers) requiring advocacy for admissions (subject to the policy for the first year of enrollment).
- Returning student-athletes with eligibility remaining based on the following scale:
  - 2<sup>nd</sup> – 4<sup>th</sup> semester: < 2.35 TGPA
  - 5<sup>th</sup> semester and beyond: < 2.20 TGPA
- Any student-athlete not subject to the policy who is missing class excessively, is not completing assignments, is not attending tutor sessions, or has a progress report of any “D” grade or lower in a particular course is subject to being added to the at-risk group. **The Faculty**

**Academic Committee of the Council may place a student-athlete who fits this description under the policy at any time during the semester. Students added to the policy through this process, will be required to meet with the Director of the Academic Support Program for Student-Athletes (ASPSA) and the Sport Supervisor.** These student-athletes will be required to attend all remaining classes in that course and will be considered on zero tolerance (next reported official absence **(as defined by this policy)** will result in suspension from competition).

#### NOTIFICATION PROCESS:

The Director of ASPSA will notify all head coaches, sports supervisors, the Faculty Athletics Representative, and the Chair of the Faculty Academic Committee in writing prior to the first day of the semester with names of student-athletes subject to the attendance policy, as well as the policy outline and purpose.

The student-athlete will also be informed in writing if he/she is included in this group and the policy will be explained to him/her. Each student subject to the policy will be asked to sign a statement indicating they have read and understood the policy.

Parents/Legal guardians of student-athletes subject to the policy will be notified via mail using the permanent home address on file. They will be provided with a copy of the policy as well as the opportunity to provide contact information so they can be notified of each official absence reported.

#### **CLASS ATTENDANCE POLICY**

##### **A. ATTENDANCE CHECKS:**

The Academic Support Program for Student-Athletes will use the following methods to monitor class attendance:

1. Random Class Checks
2. Communication (e.g., progress reports, telephone calls) with Professors

If an instructor reports a student as absent or if a student is reported absent by the class checker, the student will be notified via email. If a student did attend this class, then he/she should refer to section C (below) to file an official appeal. If no appeal is made within 48 hours, then the official absence notification will be used.

The instructor may define absences for the purpose of academic credit as he or she sees fit. The intent and purpose of this policy is to encourage the student-athlete to be physically present in the instructional environment (classroom, laboratory, etc.). Attendance for the purpose of this policy will be considered in the light of the policy's intent and purpose.

*NOTE: Faculty have the discretion to create their own attendance policy for each of their classes which may be more restrictive. These policies are noted on the respective course*

*syllabus. Students must be aware of the class attendance policy for each of their courses. Further, students must communicate directly with their instructors regarding excused absences.*

**B. PENALTIES FOR VIOLATIONS OF THE POLICY:**

The following penalties pertain to the number of **unexcused** classes missed **per course** in a semester.

1. **First unexcused absence:**

Reported in writing to student-athlete, Head Coach, parent/guardian and Sport Supervisor and the student's academic adviser.

2. **Second unexcused absence:**

Reported in writing to the Sport Supervisor, Head Coach, Director of Athletics, Faculty Athletics Representative, the Chair of the Faculty Academic Committee, the student-athlete, and parent(s)/guardian(s). All will be reminded in writing that **a third unexcused absence will result in a suspension from 5% of the competition schedule OR 1 competition (whichever is less)**. The student-athlete will also be required to meet with the Director of ASPSA and the Sport Supervisor.

3. **Third unexcused absence:**

The student-athlete **will be suspended from 5% of the competition schedule or 1 competition, whichever is less** and will be required to meet with the Director of Athletics. The student-athlete, Head Coach, parent(s)/guardian(s) and Sport Supervisor will be notified in writing of the suspension and that **each subsequent absence will result in the suspension from an additional 10% of the competition schedule in the current schedule. The penalty may be carried over to the next year's schedule if needed.**

**\*\* If it is determined a student did not follow the appropriate class check-in procedures including signing in with a class checker and leaving without attending class, this may result in the reporting of an official absence. Information will be reviewed by the Director of ASPSA and the Faculty Athletics Representative.**

**C. PROCESS TO APPEAL OFFICIAL ABSENCES:**

If a student-athlete receives the official absence notification and believes the information is inaccurate, incomplete or the result of other extenuating circumstances, he/she has 48 hours from the time of e-mail notification to declare to the Director of ASPSA that he/she can provide documented proof of attendance or documentation that the student was physically present for instruction. The documentation must be provided within five business days to the Director of the Academic Program for Student-Athletes in order for the absence to be removed from his/her file. Appeals will be reviewed by the Director of ASPSA in consultation with the Faculty Athletics Representative and the Chair of the Faculty Academic Committee. The student-athlete shall remain eligible for competition until the appeal is reviewed and a final decision rendered.

**D. SUSPENSION SPECIFICS:**

1. The suspended event(s) will be the next event(s) in the schedule, including post-season events. A student-athlete suspended for violating the class attendance policy will **not** be permitted to travel unless he/she completes the requirements of the penalty prior to completion of the contest. If the event from which the student-athlete is suspended is a home competition, the student-athlete may dress out for the game and sit on the bench, if the coach permits. The student-athlete will not be permitted to miss class for any practice/preparation on the day of competition unless he/she completes the penalty prior to completion of the contest. .

2. In the event ASPSA's first report indicates a student-athlete has already accumulated three (3) or more unexcused class absences the student-athlete, Head Coach, parent(s)/guardian(s) and Sport Supervisor will be notified in writing that the student will be considered on zero tolerance such that **the next reported absence will result in a suspension from 5% of competition OR one competition, whichever is less**. The student-athlete will also be required to meet with the Director of Academic Support Program for Student-Athletes and the Sport Supervisor. **Each subsequent absence will result in the suspension from an additional 10% of the competition schedule per absence.**

**E. HEAD COACH RULES:**

Coaches may have a more stringent class attendance policy, but it must be communicated to the team in writing at the beginning of the school year, after concurrence with the Sport Supervisor and notification to the Director of the ASPSA.



## UNC Constituent Institution Responses for Second Meeting of Legislative Commission on Fair Treatment of College Student-Athletes

Response from: University of North Carolina Asheville  
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

UNC Asheville ▼

### 1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?  
 (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?  
 (c) How do these requirements compare with NCAA and conference requirements for your institution?

|   | Student-athletes at your institution   | Non-student-athletes at your institution | NCAA requirements   | Conference requirements |
|---|--|--|---|-------------------------|
| Minimum GPA for eligibility   | must meet NCAA and institutional expectations                                    | 2.0 or higher                            | 1.8=before start of 3rd semester 1.9=before start of 5th semester 2.0=till graduation | none                    |
| Minimum required study hours  | if less than 2.3, must have 6 hours  | none                                     | none  | none                    |
| Minimum class attendance  | all unless excused   | none                                     | none  | none                    |
| Other requirement #1 (please list, if applicable) Freshmen fundamentals | : SA's attend six 1 hour sessions focused on successful college transition tips. |  |   |                         |
| Other requirement #2 (please list, if applicable)                       |  |  |   |                         |
| Other requirement #3 (please list, if applicable)                       |  |  |   |                         |
| Other requirement #4 (please list, if applicable)                       |  |  |   |                         |

If there are other comments or additional information you would like to include for this section on Minimum Requirements, please do so in the space below.

N4A recommended guidelines for academic and life skills program evaluation are followed. (Guidelines attached) At the beginning and end of every semester, the Head Coach, Assistant AD for Student-Athlete Success, the Sr. Associate AD for Internal Operations/Compliance identify "at risk" student-athletes by reviewing academic documentation for freshmen, incoming transfers, and continuing student-athletes with low GPA's or earned hours. Student-athletes who are "academically at risk" will also be identified, and an action plan will be developed to assist those students. The Head Coach and Assistant AD for Student-Athlete Success meet prior to each semester to review academic documentation for all student-athletes. Meetings with students are then arranged as needed. These meetings may also include the Director of Athletics, Senior Woman Administrator, Faculty Athletics Representative, and others who might be helpful resources. The requirements for Good Academic Standing at UNC Asheville. Good Academic Standing Students with a semester and cumulative GPA of 2.0 or higher and who successfully complete at least 67% of their attempted hours each semester are considered to be in Good Academic Standing. Academic Warning Students are placed on Academic Warning if any of the following three conditions occur: • The student's semester GPA is < 2.0, • The student's cumulative GPA is < 2.0, or • The student's successful completion rate (earned hours divided by attempted hours), either for the semester or cumulative, is less than 67%. To continue enrollment, students on Academic Warning must either regain Good Academic Standing, as described above, or meet all of the following Criteria for Continued Enrollment each semester until they regain Good Academic Standing. Criteria for Continued Enrollment while on Academic Warning • Earn a semester GPA of at least 2.25; • Successfully complete at least 70% of their attempted hours each semester, AND • Meet with a OneStop Advisor prior to the first day of class to complete an Academic Recovery contract. This contract may stipulate additional requirements that the student must fulfill in order to continue enrollment. Note: Students who earn all F grades or a combination of all F, U, or W grades in a semester will be Suspended without a period of Academic Warning.

## 2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

|  | 2017-2018                     |   | 2017-2018                |   | 2017-2018               |   |
|--|-------------------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major             | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Health and Wellness Promotion | 29%   | Management               | 20%   | Biology                 | 11%   |
| All full-time students enrolled at the institution | Psychology                    | 8%  | Business                 | 8%  | Environmental Science   | 7%  |

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

|  | 2016-17                       |   | 2016-17                  |   | 2016-17                 |   |
|--|-------------------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major             | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Health and Wellness Promotion | 24%   | Business                 | 21%   | Biology                 | 10%   |
| All full-time students enrolled at the institution | Business                      | 7%  | Psychology               | 7%  | Biology                 | 7%  |

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

|  | 2015-16                       |   | 2015-16                  |   | 2015-16                 |   |
|--|-------------------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major             | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Health and Wellness Promotion | 25%   | Business                 | 22%   | Biology                 | 10%   |
| All full-time students enrolled at the institution | Environmental Science         | 8%  | Psychology               | 8%  | Biology                 | 8%  |

2b. What is the average GPA for each group of students for each of the past three academic years?

|  | 2017-18     | 2016-17     | 2015-16     |
|--|-------------|-------------|-------------|
|  | Average GPA | Average GPA | Average GPA |
| Student-athletes                                   | 3.16        | 3.18        | 3.11        |
| All full-time students enrolled at the institution | 3.04        | 2.95        | 2.91        |

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

As a degree seeking student at UNC Asheville each student has an assigned academic advisor within their declared major. Student-athletes benefit from an additional academic support structure that integrates academic review within the Athletics Department. Student-athletes have access to all university wide supports of peer tutors, the writing lab, supplemental instruction and the math lab. Additionally, student-athletes have access to athletic department tutors who are predominantly retired faculty members.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

|                  | 2017-18                                    | 2016-17                                    | 2015-16                                    |
|------------------|--|--|--|
|                  | % participating in activities listed above | % participating in activities listed above | % participating in activities listed above |
| Student-athletes | 10% internships,<br>3% study abroad        | 18% internships<br>5% study abroad         | 25% internships<br>5% study abroad         |

If there are other comments or additional information you would like to include for this section on Student Majors and Performance, please do so in the space below.

In addition to access to all university activities, student-athletes may elect to participate in the Athletics Department Leaders for Leaders mentoring program. This pairs an interested student-athlete with a mentor who is most often retired from the career area the student-athlete is exploring. On average our student-athletes volunteer 6 hours each. Many choose to do more than that out of individual interest. Student-athletes also actively participate in Undergraduate Research. Undergraduate Research is self-directed or -designed academic work by an individual student or team of students that addresses a research question with the expectation of a scholarly or creative product intended for publication or presentation on or off campus. Students undertake this work with a faculty mentor for at least one academic term or intensive summer, through which students learn and assume their roles as researchers and creators.

### 3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

|                     | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------------------|---------|---------|---------|---------|
| Student-Athlete FGR |         | 79%     | 56%     | 60      |
| All student FGR     |         | 62%     | 60%     | 68      |

### 4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

|  | 2017-18 | 2016-17 | 2015-16 |
|--|---------|---------|---------|
| # of courses where course clustering of student-athletes have been identified. | NA      | 81      | 67      |

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18

2016-17

• Reports related to “flagged” sections and student-athletes, as described in the UNC Policy 700.6.1.I[G], were generated by the Office of Institutional Research. These reports included additional data, such as majors, class-times, and cumulative GPAs for the student-athletes and non-athletes in the identified class sections.

• Provost Joseph Urgo, the Academic Deans, and the Assistant Provost for Academic Administration met on September 19, 2017 to discuss and review the reports. The reports contained data related to:

- o The grade distribution between student-athletes and non-student-athletes in the eighty-one (81) flagged sections.
- o The grade distribution between flagged sections and non-flagged sections of same course.

2015-16

• Reports related to “flagged” sections and student-athletes, as described in the UNC Policy 700.6.1.I[G], were generated by the Office of Institutional Research. These reports included additional data, such as majors, class-times, and cumulative GPAs for the student-athletes and non-athletes in the identified class sections.

• Provost Joseph Urgo, the Academic Deans, and the Assistant Provost for Academic Administration reviewed the summary reports. The reports contained data related to:

- o The grade distribution between student-athletes and non-student-athletes in the sixty-seven (67) flagged sections.
- o The grade distribution between flagged sections and non-flagged sections of same course.

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

2016-17 Blue Ribbon Plan UNC Asheville Athletics has developed a Blue Ribbon plan to make student-athletes aware of the tools at their disposal. The following four pillars align with the goals and objectives of both the University and the Athletics department. Developing Sporting Excellence is a major goal of every student-athlete. The Blue Ribbon program identifies support services for student-athletes such as injury prevention/rehabilitation, nutrition, strength and conditioning and education. The committee consists of a dozen members representing staff from the athletics department, student health & counseling, as well as external physicians and physical therapists. Supporting Academic Life is a critical component of development. Working directly with freshman to understand the college classroom environment and expectations can be key to their success. Skills range from understanding the syllabus to knowing how to communicate with a professor. An awareness of the support services and the maturity to seek out help when needed are reinforced. First year programming exists to build confidence in areas like study skills, stress management, test taking strategies, time management and effective communications with professors. Engaging through leadership and service allows student-athlete to explore areas of interest, contribute back to their community and hone leadership skills. Student athletes volunteer in our community in activities ranging from reading to elementary students to teaching a sports clinic in partnership with Special Olympics. Student-athletes connect with the larger community and learn valuable teamwork and leadership skills. Each student is asked to reflect on the value, rationale and goals of such work to give the effort meaning. Transition to life after college may seem a long way down the road for freshmen, but seniors know it is just around the corner. This focus area concentrates on life skills such as networking, interview skills, and financial literacy along with career panels hosted by former student-athletes. Leaders for Leaders In January of 2015 all graduating student-athletes were given the opportunity to request a mentor. Volunteers from The Cliffs at Walnut Cove and Osher Lifelong Learning Institute (OLLI) were paired with student-athletes. Every effort was made to pair the student-athletes and retirees based on general career interests. The format of the program was intentionally vague, simply asking participants to communicate with each other monthly. Contact methods included phone calls or emails, attending home events together, as well as a "walk and talk" around campus. Based on feedback from the initial pilot, a decision was made to open the program up to students before their senior year to allow more contact time between the student and mentor. Now in its third year, program participation has risen to 60 student-athletes (representing almost 40% of those eligible to join). Additional adjustments need to be established to incorporate increased interest beyond the original two communities. Several campus groups such as AVID, and the MGMT department are beginning similar programs. We plan to partner with them to help build the best service opportunities for students and volunteers. The Leaders for Leaders program will begin to offer programming to student-athletes taught by mentors to improve job skills, etiquette, etc. 2015-16 UNC Asheville Leaders for Leaders program The Leaders for Leaders program matches retired community members with UNC Asheville student-athletes with the goal of providing mentoring during the transition between college and the workplace. In January of 2015 all graduating student-athletes were given the opportunity to request a mentor. Ten student-athletes from seven different sports requested a match. Based on the expressed interest from two different communities, five retired volunteers from The Cliffs at Walnut Cove and five from the Osher Lifelong Learning Institute (OLLI) were paired with student-athletes. Every effort was made to pair the student-athletes and retirees based on general career interests. The format of the program was intentionally vague, simply asking participants to communicate with each other monthly. The initial introductions were made at a luncheon and included a presentation of pertinent NCAA compliance information. Over the five month pilot, all ten pairs communicated more regularly than required. Contact methods included phone calls or emails, attending home events together, as well as a "walk and talk" around campus. At the close of the academic year the participants met to critique the format of the program. The consensus was the program was a success. Several of the mentors and student-athletes from 2015 still remain in touch a year and half after graduation. Based on feedback from the initial pilot, a decision was made to open the program up to students before their senior year to allow more contact time between the student and mentor. Now in its third year, program participation has risen to 60 student-athletes (representing almost 40% of those eligible to join). We have participation from student-athletes in every sport. The growth in interest from the student-athletes allowed an expansion of the program to include mentors from current and former University and Athletics Boards as well as alumni. The program's success has inspired a similar partnership to start this year with UNC Asheville's AVID (Advancement Via Individual Determination) program matching first generation students with volunteers from OLLI.

##### 5. Extended Financial Assistance for Degree Completion.

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
  - If yes, please provide information about these programs in the space below.
  - If no, please enter NA.

Our population of student-athletes who have exhausted eligibility and not graduated is so small we can review on a case by case basis for support opportunities. These may include scholarship, guaranteed departmental work study, NCAA degree completion awards etc. . The majority of student-athletes who attend UNC Asheville for 4+ years and exhaust eligibility, graduate within the NCAA allotted five year clock. Please refer to Graduation Rate data.

## UNC Constituent Institution Responses for Second Meeting of Legislative Commission on Fair Treatment of College Student-Athletes

Response from: University of North Carolina-Chapel Hill  
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

UNC-Chapel Hill ▼

### 1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?  
 (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?  
 (c) How do these requirements compare with NCAA and conference requirements for your institution?

|   | Student-athletes at your institution | Non-student-athletes at your institution | NCAA requirements | Conference requirements |
|---|--------------------------------------|--|-------------------|-------------------------|
| Minimum GPA for eligibility                       | 2.0                                  | 2.0                                      | 1.8, 1.9, 2.0     |                         |
| Minimum required study hours                      |                                      |  |                   |                         |
| Minimum class attendance                          |                                      |  |                   |                         |
| Other requirement #1 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #2 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #3 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #4 (please list, if applicable) |                                      |  |                   |                         |

### 2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

|  | 2017-2018                   |   | 2017-2018                |   | 2017-2018               |   |
|--|-----------------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major           | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Exercise and Sports Science | 15  | Communication Studies    | 9   | Economics               | 6   |
| All full-time students enrolled at the institution | Biology                     | 9   | Psychology               | 7   | Economics               | 6   |

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

|  | 2016-17                     |   | 2016-17                  |   | 2016-17                 |   |
|--|-----------------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major           | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Exercise and Sports Science | 19  | Communication Studies    | 9   | Business                | 6   |
| All full-time students enrolled at the institution | Biology                     | 9   | Psychology               | 7   | Economics               | 6   |

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

|  | 2015-16                     |   | 2015-16                  |   | 2015-16                 |   |
|--|-----------------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major           | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Exercise and Sports Science | 17  | Communications Studies   | 10  | Business                | 6   |
| All full-time students enrolled at the institution | Biology                     | 9   | Psychology               | 7   | Economics               | 6   |

2b. What is the average GPA for each group of students for each of the past three academic years?

|  | 2017-18     | 2016-17     | 2015-16     |
|--|-------------|-------------|-------------|
|  | Average GPA | Average GPA | Average GPA |
| Student-athletes                                   | 2.94        | 2.96        | 2.92        |
| All full-time students enrolled at the institution | 3.30        | 3.28        | 3.25        |

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

The College of Arts and Sciences Academic Advising Program at UNC-Chapel Hill provides comprehensive academic advising for all students from orientation through graduation. Approximately 80 percent of Carolina's student-athletes are in the College of Arts and Sciences and the remaining 20 percent are in the Professional Schools. All student-athletes in the College of Arts and Sciences must see an advisor each semester (non student-athletes are only required to see an advisor in their first semester, then again going into their sixth or seventh semester). During academic advising sessions with each student-athlete, an advisor emphasizes key points depending on the student's semester term as well as academic, career and life goals. Advising sessions focus on four general learning outcomes: 1. Personal discovery, self-assessment and identity development (who I am, what I value) 2. Educational goals 3. Major and minor exploration 4. Learning abilities and preferences – share Academic Support Program for Student-Athletes services and resources (more on ASPSA below), Learning Center, Writing Center, Accessibility Resources, faculty/academic department connections In addition to these advising appointments, a University Career Services counselor provides office hours in the student-athlete academic facility once a week, allowing student-athletes additional opportunities to learn more about their choices of majors. For incoming student-athletes in the summer, in partnership with University Career Services, a career and education management planning program is also used to help students explore career interests. In addition to the Academic Advising program, the Academic Support Program for Student-Athletes reports directly to the Office of the Executive Vice Chancellor and Provost and provides numerous academic services to student-athletes including tutoring, secondary academic and career advising, institutional and NCAA eligibility tracking, and coordination of academic honors and awards. For more on all of these services, please visit <https://apsa.unc.edu/> (cataloging all of the academic processes relating to student-athletes) and ASPSA's website, <https://aspsa.unc.edu/>.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

|                  | 2017-18                                    | 2016-17                                    | 2015-16                                    |
|------------------|--|--|--|
|                  | % participating in activities listed above | % participating in activities listed above | % participating in activities listed above |
| Student-athletes | Internships 6.3%<br>study abroad 2.0%      | Internships 5.6%<br>study abroad 2.0%      | Internships 5.9%<br>study abroad 1.9%      |

### 3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

|                     | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------------------|---------|---------|---------|---------|
| Student-Athlete FGR | NA      | 68%     | 72%     | 72      |
| All student FGR     | NA      | 89%     | 90%     | 90      |

### 4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

|  | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|--|---------|---------|---------|---------|
| # of courses where course clustering of student-athletes have been identified. | 173     | 159     | 157     |         |



4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18

-- A total of 173 class sections (2 percent of the 8,036 sections) met or exceeded the 25% threshold for student-athlete enrollments. Using the review procedures described above, none of the class sections was found to be irregular.

-- The committee examined the transcripts of 231 student-athletes flagged for review due to their enrollment in 3 or more clustered sections, and none of them was found to be irregular.

2016-17

--A total of 159 class sections (2 percent of the 7,843 sections) met or exceeded the 25% threshold for student-athlete enrollments. Using the review procedures described below, none of the class sections was found to be irregular.

--The committee examined the transcripts of 224 student-athletes flagged for review due to their enrollment in 3 or more clustered sections, and none of them was found to be irregular.

2015-16

--A total of 157 class sections (2 percent of the 7,916 sections) met or exceeded the 25% threshold for student-athlete enrollments. Using the review procedures described below, none of the class sections were found to be irregular.

--The committee examined the transcripts of 288 student-athletes flagged for review due to their enrollment in 3 or more clustered sections, and none of them was found to be irregular.

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

In order to identify any issues of concern about the enrollments of student-athletes, many factors are taken into consideration in these reviews, and new criteria are added as the Committee continues to refine the analysis. As previously mentioned, the Committee currently includes the Dean of Undergraduate Education in the College of Arts & Sciences, the University Registrar, a representative from the Office of Institutional Research, the Faculty Athletics Representative and two representatives from the Faculty Athletics committee. Results are provided to the Dean of Undergraduate Education and to the Office of Institutional Research to be incorporated into an annual report to The University of North Carolina system. The review process established by UNC-Chapel Hill is conducted at multiple points and levels. All sections that meet or exceed the threshold are reviewed twice per term. The first review occurs after the add/drop period (post-census). The second review occurs after grades have been awarded. The academic year is defined as summer 1 and 2, fall, and spring. This includes both a qualitative and quantitative assessment of the following considerations:

- Enrollment review - For the enrollment review at the end of the first 10 days of class, the composition of the cluster may be analyzed based on the following:
  - o The majors of the students to determine if the course is required for the students' curriculum;
  - o The number of students from any one team;
  - o The number of sections offered for the individual course and the course scheduled time of day;
  - o The number of clustered sections that the primary instructor teaches as compared to non-clustered sections.
- Transcript review
  - o A transcript review is conducted for students who were enrolled in three or more clustered sections during the academic year to ensure that the enrolled courses are consistent with the context of the student's curriculum;
  - o An additional transcript review may be conducted for students who have been identified based on the grade analysis below.
- Grade review - For the grade review at the end of the term, the grading patterns of the clustered sections may be examined based on the following:
  - o Average grades awarded to student athletes versus non-student athletes; sections having a difference of greater than .50 grade points (in either direction) are reviewed at the individual course section level;
  - o Grading pattern of clustered courses that are numbered higher than the student's academic class standing;
  - o Grade distribution of clustered vs. non-clustered sections of the same course;
  - o Grading patterns of the primary instructors in clustered sections compared to non-clustered sections.
- Syllabus review - A syllabus review was conducted to ensure that the course requirements, meeting patterns, and grading standards are comparable to other courses at that level. Any concerns identified in the syllabi or the grade reviews are referred to the appropriate administrator for the relevant professional school or College.

(b) What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality? UNC-Chapel Hill has numerous policies and procedures, many of which have been established and/or updated since 2012 and are designed to assure the academic rigor of its courses and the integrity of the credit hours awarded for completion. Course Approval Processes The College of Arts and Sciences and the professional schools approve courses authorized for degree credit through a multi-stage review process which begins with an endorsement by departmental faculty and ends with the final approval by their respective administrative boards, which consist primarily of faculty. These reviews consider the expected learning outcomes, the academic quality of the contents, the level of instruction, student time and effort required, amount of instructor contact with students, and appropriateness of the mode and format of instruction, among many other factors. The University adheres to the Carnegie unit for contact time, which is 750 minutes per credit hour. For lecture and seminar courses, students must spend a minimum of two hours outside the classroom for each hour spent in class. These expectations apply to all instructional delivery modes, including online and face-to-face at off-campus sites. University policy also specifies that students taking independent study courses must devote a minimum of three hours each week for each credit hour, or at least nine hours per week for a three-credit independent study course. Regular Course and Program Review Processes The University requires periodic program and curricular reviews to reassess the contents, level, and credit hours assigned to individual courses. Curriculum Reviews. Individual courses, their contents, and their credit hour values are examined as part of periodic curricular evaluations. For example, courses that meet General Education curriculum requirements are reviewed on a regular basis by the Administrative Boards of the College of Arts and Sciences and related committees. Program Review. The Program Review process involves an external evaluation of the program, including an assessment of the curriculum and course requirements. Individual courses, their contents, and credit hour values are assessed to determine the extent to which the curriculum provides students with the intended depth, breadth, and level of knowledge for that discipline or field. Accreditation Reviews. Nearly 40 specialized accreditation agencies review individual academic programs and professional schools at UNC-Chapel Hill. Accreditation requirements in many fields specify the knowledge, competencies, and skills that students must demonstrate upon completing the curriculum and courses. Assessment of Program-Level Student Learning Outcomes. Results from the annual assessments of student learning outcomes provide additional information on the academic quality and rigor of courses through examination of student work products (e.g., final exams or term papers). Student Evaluations of Instruction. The University's Carolina Course Evaluation Instrument asks students about course and instructional quality. In 2012, questions about whether the course met as scheduled, the amount of time they spent on out-of-class work for the course, and how many times students met with the instructor outside of class were added to the evaluations. Faculty Workload Review. The UNC Board of Governor's faculty workload policy (400.3.4) establishes standards for faculty teaching loads, deans' and department chairs' responsibilities for oversight of individual faculty teaching loads, and procedures for monitoring compliance. In addition, University policy limits the number of independent study students a faculty member can supervise each term. These policies help ensure that faculty are able to devote sufficient time to their students and classes. Monitoring Course Integrity The University established addition procedures and controls that have been implemented since 2012 to monitor the integrity of the courses delivered. They include: Auditing Compliance with Syllabus Policy. University policies require that instructors provide a syllabus to students in every course they teach by the first day of class. The syllabus describes course goals, learning outcomes, required activities, grading methods, and course policies. Syllabus Guidelines are provided to faculty to help them effectively communicate to students the course standards and expectations they must meet to successfully complete the course. The Provost's Office oversees an audit of a random sample of syllabi each term to check for compliance with the policy. Auditing Compliance with Independent Study Policy. A student and faculty member must execute an independent study contract specifying the work to be produced and the approximate time commitments for various activities, including the frequency of meetings with the instructor. This contract, which became a requirement in 2012-13, must be approved by the department chair and the dean prior to the beginning of the term. The Provost's Office oversees an audit of a random sample of contracts each semester to check for compliance with the policy. Auditing Classroom Presence. The Provost's Office oversees an audit of a random sample of lecture, lab, and recitation classes to confirm that they meet in their designated locations at the scheduled time.

##### 5. Extended Financial Assistance for Degree Completion.

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students)?
  - If yes, please provide information about these programs in the space below.
  - If no, please enter NA.

Yes. For student-athletes who leave Carolina before completing their undergraduate degree, no matter how long they've been gone, UNC's degree-completion program, Complete Carolina, assists them in achieving academic success. The Department of Athletics assists former student-athletes with completion of the requisite credits to achieve their degree. The Department encourages former student-athletes to return subject to the following conditions:

- Former student-athletes must be re-admitted to the University. Once re-admitted, a former student-athlete is eligible to receive financial assistance up to, but not exceeding, the level of financial assistance or need-based assistance provided during the time the applicant was a student-athlete receiving financial aid. For instance, a student-athlete who received a half scholarship is eligible for payment up to half of the course costs (applied to tuition, fees and books) for the course of study/major/minor that he or she began in, if still available.
- Complete Carolina participants must be willing and able to enroll in coursework at UNC in as much as NCAA rules prohibit the institution from providing a former student-athlete athletics grant-in-aid to attend another institution. Since 2014, 15 Tar Heels have graduated using the Complete Carolina program. Six more are on pace to graduate in 2018-19, and 18 more are participating.

## UNC Constituent Institution Responses for Second Meeting of Legislative Commission on Fair Treatment of College Student-Athletes

Response from: University of North Carolina Charlotte  
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

UNC Charlotte ▼

### 1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?  
 (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?  
 (c) How do these requirements compare with NCAA and conference requirements for your institution?

|   | Student-athletes at your institution | Non-student-athletes at your institution | NCAA requirements | Conference requirements |
|---|--------------------------------------|--|-------------------|-------------------------|
| Minimum GPA for eligibility                       | same as ncaa                         |  | 1.8,1.9,2.0       |                         |
| Minimum required study hours                      |                                      |  |                   |                         |
| Minimum class attendance                          |                                      |  |                   |                         |
| Other requirement #1 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #2 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #3 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #4 (please list, if applicable) |                                      |  |                   |                         |

### 2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

|  | 2017-2018          |   | 2017-2018                |   | 2017-2018               |   |
|--|--------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major  | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | University College | 16.4  | Business                 | 12.7  | Psychology              | 7.5   |
| All full-time students enrolled at the institution | University College | 9.9   | Computer Science         | 8.7   | Business                | 7.2   |

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

|  | 2016-17            |   | 2016-17                  |   | 2016-17                 |   |
|--|--------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major  | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | University College | 16.7  | Business                 | 8.1   | Sociology               | 7.2   |
| All full-time students enrolled at the institution | University College | 9.7   | Business                 | 7.1   | Computer Science        | 6.9   |

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

|  |                    |      |           |      |                  |     |
|--|--------------------|------|-----------|------|------------------|-----|
| Student-athletes                                   | University College | 13.5 | Sociology | 10.1 | Psychology       | 7.1 |
| All full-time students enrolled at the institution | University College | 10.1 | Business  | 6.7  | Computer Science | 6.6 |

2b. What is the average GPA for each group of students for each of the past three academic years?

|  | 2017-18     | 2016-17     | 2015-16     |
|--|-------------|-------------|-------------|
|  | Average GPA | Average GPA | Average GPA |
| Student-athletes                                   | 3.04        | 2.99        | 2.97        |
| All full-time students enrolled at the institution | 3.04        | 3.02        | 2.99        |

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

In most cases, student-athletes have access to more pro-active and consistent advising that allows them to sample and choose appropriate majors leading to timely graduation – appropriate meaning consistent with their interest, strengths and career goals and timely meaning no more than 5 years. Student-athletes, upon enrollment, have a progress to degree (PTD) sheet produced based on their intended major and year of enrollment. The PTD sheet is discussed with the student to allow them to see what their actual time to degree will be based on their year and academic transcripts. The PTD is updated every semester. If a student-athlete is getting off track, options are discussed and the student is always given their choice to determine if they stay in the major or choose another. The choice could impact their NCAA eligibility. The actual real time to degree piece is not regularly available to general students.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

|                  | % participating in activities listed above | % participating in activities listed above | % participating in activities listed above |
|------------------|--|--|--|
| Student-athletes | na   | na   | na   |

### 3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

|                     | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------------------|---------|---------|---------|---------|
| Student-Athlete FGR |         | 71%     | 73%     | 73      |
| All student FGR     |         | 55%     | 54%     | 54      |

### 4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

|  | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|--|---------|---------|---------|---------|
| # of courses where course clustering of student-athletes have been identified. |         | 29      | 34      | 33      |

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

\*\*\*See attachment

2017-18

2016-17

2015-16

Q37. 4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

\*\*\*See attachment

**5. Extended Financial Assistance for Degree Completion.**

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
  - If yes, please provide information about these programs in the space below.
  - If no, please enter NA.

5th year or "degree completion funds" are available every year for Charlotte student-athletes. Assuming the individual has made satisfactory progress and can complete the degree within the extra year, funds are set aside to assist in degree completion. Student-athletes on scholarship in their final year of eligibility will receive the lesser of A) the scholarship they received in their final season of eligibility or B) full tuition and fees for the classes needed to complete their degree. As an example - if tuition and fees are \$10,000 and a student was on a \$5000 scholarship in their last season of eligibility, they would receive an award of \$5000. If the student was on a \$15,000 scholarship in their last season of eligibility, they would receive \$10,000 toward the full cost of tuition and fees. Moderating the totals allow us to serve all student-athletes that require additional time to complete their degree. In limited cases, full scholarships can be awarded to complete degrees, but those are disbursed as required. Additionally, while not tied directly to athletics or financial aid, in 2005 the institution created the 49er Finish Program which assists former undergraduate UNC Charlotte students with completing their degrees through personalized advising services. Using a concierge approach, the program aims to make the transition as smooth as possible for 49er Finish students returning to UNC Charlotte. Offered through the Office of Adult Students & Evening Services (OASES), the 49er Finish Program serves as a model degree completion program across the state and nation. Recently the program was named a 'Model of Excellence' in the winter edition of the University Business Magazine. The athletic department has assisted many of our former student-athletes with aid in concert with their utilization of this program.

## Campus Clustering Review Process

### Review of Clustering

The Director of the Athletic Academic Center in conjunction with Institutional Research produce a list of all sections of courses that met the UNC System definition of clustering (when student-athletes make up 25% or more of the section enrollment) for the preceding academic year (summer terms, fall semester and spring semester).

Review of course clustering consist of the following:

1. Grade distribution between student-athletes and non-student-athletes in flagged sections. The Associate Provost for Undergraduate Studies and Dean of University College reviews grade distributions in flagged sections for irregularities.
2. Grade distribution between flagged sections and non-flagged sections of the same course. The Associate Dean for Graduation and Advising reviews the grade distributions for irregularities.
3. Transcript reviews of student-athletes who enrolled in three or more flagged sections per academic year (including summers). The Associate Dean for Graduation and Advising reviews the transcripts for irregularities.
4. The report is written, utilizing the provided template, and reviewed by the Chancellor.
5. The report is reviewed by the UNC Charlotte Board of Trustees Athletics Committee.

### Notes:

The review looks for grade distributions that were substantially different than the corresponding distributions (student-athlete vs non-student athlete and flagged section vs, non-flagged sections). Individual transcripts are reviewed to see if grades in flagged sections were substantially higher than those in non-flagged courses.

The Athletic Academic Center is a department within the Office of Undergraduate Education which is a part of the Academic Affairs Division. The Director of the Athletic Academic Center reports directly to the Associate Provost for Undergraduate Studies and Dean of University College, who in turn reports directly to the Provost.

UNC Charlotte student-athletes have primary academic advisors in their majors as well as secondary Athletic Academic Advisors. The Athletic Academic Advisors in consultation with the primary academic advisors register only entering new student-athletes for their initial courses. After the entering semester all student-athletes are responsible for meeting with their primary and secondary advisors to build a semester schedule and register for their course via Banner Self Service.

## UNC Constituent Institution Responses for Second Meeting of Legislative Commission on Fair Treatment of College Student-Athletes

Response from: University of North Carolina Greensboro  
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

UNC Greensboro 

### 1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?  
 (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?  
 (c) How do these requirements compare with NCAA and conference requirements for your institution?

|  | Student-athletes at your institution | Non-student-athletes at your institution | NCAA requirements          | Conference requirements    |
|--|--------------------------------------|--|----------------------------|----------------------------|
| Minimum GPA for eligibility  | 2.0                                  | 2.0                                      | standard                   | none                       |
| Minimum required study hours   | 4-6 hours                            |  |                            |                            |
| Minimum class attendance   | all classes unless excused           | all classes unless excused               | all classes unless excused | all classes unless excused |
| Other requirement #1 (please list, if applicable) <input type="text"/> | <input type="text"/>                 | <input type="text"/>                     | <input type="text"/>       | <input type="text"/>       |
| Other requirement #2 (please list, if applicable) <input type="text"/> | <input type="text"/>                 | <input type="text"/>                     | <input type="text"/>       | <input type="text"/>       |
| Other requirement #3 (please list, if applicable) <input type="text"/> | <input type="text"/>                 | <input type="text"/>                     | <input type="text"/>       | <input type="text"/>       |
| Other requirement #4 (please list, if applicable) <input type="text"/> | <input type="text"/>                 | <input type="text"/>                     | <input type="text"/>       | <input type="text"/>       |

### 2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

|  | 2017-2018         |   | 2017-2018                |   | 2017-2018               |   |
|--|-------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Business          | 20.4  | Kinesiology              | 10.4  | Pre-kinesiology         | 6.5   |
| All full-time students enrolled at the institution | Business          | 8.7   | Biology                  | 6.7   | Psychology              | 5.8   |



2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

|  | 2016-17           |   | 2016-17                  |   | 2016-17                 |   |
|--|-------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Business          | 18.4  | Kinesiology              | 9.8   | Pre-Kinesiology         | 8.5   |
| All full-time students enrolled at the institution | Business          | 8.7   | Biology                  | 7.2   | PSychology              | 5.8   |

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

|  | 2015-16           |   | 2015-16                  |   | 2015-16                 |   |
|--|-------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Business          | 14.8  | Pre-Kinesiology          | 11.1  | Communications          | 8.2   |
| All full-time students enrolled at the institution | Business          | 8.1   | Biology                  | 7.3   | Psychology              | 5.8   |

2b. What is the average GPA for each group of students for each of the past three academic years?

|  | 2017-18     | 2016-17     | 2015-16     |
|--|-------------|-------------|-------------|
|  | Average GPA | Average GPA | Average GPA |
| Student-athletes                                   | 3.25        | 3.19        | 3.13        |
| All full-time students enrolled at the institution | 2.90        | 2.91        | 2.90        |

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

Student-athletes complete their academic advising through their university academic advisors assigned in their major. They meet with their academic advisor and obtain an advising code, just like every other student on campus. They are encouraged to choose their own majors and course requirements. Athletic Academic Coaches within the Intercollegiate Athletic Department help students navigate choosing class times that do not conflict with practice if possible. (See attached for information regarding UNCG's Spartan Academic Support Services)

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

|                  | 2017-18                                    | 2016-17                                    | 2015-16                                    |
|------------------|--|--|--|
|                  | % participating in activities listed above | % participating in activities listed above | % participating in activities listed above |
| Student-athletes | na   | na   | na   |

If there are other comments or additional information you would like to include for this section on Student Majors and Performance, please do so in the space below.

There are majors and programs on campus that require internships and study abroad experiences. We have many student-athletes in these majors. In addition, some student-athlete complete internships without earning credit or participate in study abroad programs through other institutions. These are not points of data that we collect as an athletic department at this time.

### 3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

|                     | 2017-18              | 2016-17 | 2015-16 | 2014-15 |
|---------------------|----------------------|---------|---------|---------|
| Student-Athlete FGR | <input type="text"/> | 62      | 42      | 50      |
| All student FGR     | <input type="text"/> | 54      | 54      | 56      |

### 4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

|  | 2017-18 | 2016-17 | 2015-16 |                      |
|--|---------|---------|---------|----------------------|
| # of courses where course clustering of student-athletes have been identified. | NA      | 3       | 3       | <input type="text"/> |

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18

2016-17

Office of Institutional Research "flagged" course sections of 25% or greater student-athlete enrollment. For "flagged" sections, there was statistically significant difference in mean course grade between athletes and non-athletes in REL 217. Non-athletes had a higher mean course grades. Between flagged and non-flagged sections, statistically significant difference in mean course grade for ECO 201 at the .05 level of significance. Students in the flagged section had higher mean course grades. No correction action planned.

2015-16

Office of Institutional Research "flagged" course sections of 25% or greater student-athlete enrollment. For "flagged" sections, no statistically significant difference in mean course grade between athletes and non-athletes. Between flagged and non-flagged sections, statistically significant difference in mean course grade for FFL100 - No correction action planned, as FFL courses are taught by different instructors every semester.

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

UNC Greensboro (UNCG) has a long-standing and comprehensive review process that includes all courses, regardless of mode of delivery or pedagogy, and is overseen by the faculty. The review begins in the department, where faculty within the discipline review and approve all course approvals initiated within any of their programs. The review includes the course description, learning outcomes, basic texts, principle topics covered, and description of activities and assignments. Faculty ensure the course content meets the level of course requested (100, 200, 300 level, etc.) and the University's expectations for college-level learning. They consider whether the credit hours indicated are aligned with the work and stated goals of the course. This review includes ensuring that credit hours specified are in keeping with the learning outcomes described in the required syllabus. The same review process is followed for undergraduate and graduate courses. When approved by the department, courses are then reviewed in the same manner by faculty within the school or unit to which the department belongs. This ensures faculty outside of the discipline have agreed the course meets the standards for academic expectations at UNC Greensboro. After the unit approves the course, a final review is conducted by university-wide faculty curriculum committees, the Undergraduate Curriculum Committee (UCC) and the Graduate Studies Committee (GSC). These committees review the same content to make sure that each course represents the rigor and level of learning expected by all courses at UNCG. The UCC reviews undergraduate course requests, and the Graduate Studies Committee reviews graduate course requests. All additions, changes and deletions of courses, including online, off-campus, independent studies, and all course types are reviewed through this process.

**5. Extended Financial Assistance for Degree Completion.**

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
  - If yes, please provide information about these programs in the space below.
  - If no, please enter NA.

The Department of Athletics awards athletics aid for those who have exhausted eligibility on a case-by-case basis based on the sports' athletics scholarship budget.

## UNC Constituent Institution Responses for Second Meeting of Legislative Commission on Fair Treatment of College Student-Athletes

Response from: University of North Carolina Pembroke  
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

UNC Pembroke ▼

### 1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?  
 (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?  
 (c) How do these requirements compare with NCAA and conference requirements for your institution?

|   | Student-athletes at your institution | Non-student-athletes at your institution | NCAA requirements | Conference requirements |
|---|--------------------------------------|--|-------------------|-------------------------|
| Minimum GPA for eligibility                       | 2.0                                  | 2.0                                      |                   |                         |
| Minimum required study hours                      | NA                                   | NA                                       | NA                | NA                      |
| Minimum class attendance                          | NA                                   | NA                                       | NA                | NA                      |
| Other requirement #1 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #2 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #3 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #4 (please list, if applicable) |                                      |  |                   |                         |

### 2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

|  | 2017-2018         |   | 2017-2018                |   | 2017-2018               |   |
|--|-------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | NA                |   | NA                       |   | NA                      |   |
| All full-time students enrolled at the institution | Business          | 13.7  | Biology                  | 10.7  | Criminal Justice        | 8.7   |

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

|  | 2016-17           |   | 2016-17                  |   | 2016-17                 |   |
|--|-------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Education         | 33  | Business                 | 19  | Liberal Arts/Sciences   | 14  |
| All full-time students enrolled at the institution | Business          | 12.7  | Biology                  | 10.4  | Criminal Justice        | 9.3   |

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

|  | 2015-16                 |   | 2015-16                  |   | 2015-16                 |   |
|--|-------------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major       | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Education               | 41  | Business                 | 17  | Public Administration   | 12  |
| All full-time students enrolled at the institution | Business Administration | 11.4  | Biology                  | 9.4   | Criminal Justice        | 9.4   |

2b. What is the average GPA for each group of students for each of the past three academic years?

|  | 2017-18     | 2016-17     | 2015-16     |
|--|-------------|-------------|-------------|
|  | Average GPA | Average GPA | Average GPA |
| Student-athletes                                   | 2.89        | 2.78        | 2.75        |
| All full-time students enrolled at the institution | 2.73        | 2.65        | 2.66        |

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

All academic support services are available to the general student body. To ensure students have flexibility in choice of major, student-athletes receive priority registration and have a primary academic advisor who reports outside of the athletics department.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

|                  | 2017-18                                    | 2016-17                                    | 2015-16                                    |
|------------------|--|--|--|
|                  | % participating in activities listed above | % participating in activities listed above | % participating in activities listed above |
| Student-athletes | na   | na   | na   |

### 3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

|                     | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------------------|---------|---------|---------|---------|
| Student-Athlete FGR |         | 56      | 48      | 54      |
| All student FGR     |         | 40      | 36      | 34      |

### 4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

|  | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|--|---------|---------|---------|---------|
| # of courses where course clustering of student-athletes have been identified. | NA      | 200     | 162     |         |

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18

No irregularities were found upon the academic affairs course review in any year. Clustering at smaller institutions is difficult to avoid, particularly in more popular majors that also have many elective courses due to limitations of course section availability.

2016-17

No irregularities were found upon the academic affairs course review in any year. Clustering at smaller institutions is difficult to avoid, particularly in more popular majors that also have many elective courses due to limitations of course section availability.

2015-16

No irregularities were found upon the academic affairs course review in any year. Clustering at smaller institutions is difficult to avoid, particularly in more popular majors that also have many elective courses due to limitations of course section availability.

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

Course clustering and grade distribution is reviewed by Academic Affairs administration annually. UNCP is in good standing with the academic accrediting body (SACS).

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**5. Extended Financial Assistance for Degree Completion.**

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
  - If yes, please provide information about these programs in the space below.
  - If no, please enter NA.

Degree completion assistance following eligibility is rare at UNCP but has been offered on a case by case basis, dependent upon a student's individual circumstances and budget availability.



## UNC Constituent Institution Responses for Second Meeting of Legislative Commission on Fair Treatment of College Student-Athletes

Response from: University of North Carolina at Wilmington  
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

UNC Wilmington ▼

### 1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?  
 (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?  
 (c) How do these requirements compare with NCAA and conference requirements for your institution?

|   | Student-athletes at your institution | Non-student-athletes at your institution | NCAA requirements | Conference requirements |
|---|--------------------------------------|--|-------------------|-------------------------|
| Minimum GPA for eligibility                       | 2.0                                  | 2.0                                      | Standard NCAA     |                         |
| Minimum required study hours                      | 6 hours as freshmen or if below 2.3  | none                                     |                   |                         |
| Minimum class attendance                          | required unless excused              |  |                   |                         |
| Other requirement #1 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #2 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #3 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #4 (please list, if applicable) |                                      |  |                   |                         |

If there are other comments or additional information you would like to include for this section on Minimum Requirements, please do so in the space below.

The UNCW student policy: An undergraduate is automatically placed on academic probation when the cumulative GPA drops below 2.00 at the end of either Fall or Spring semester (not Summer). Students on probation are limited to a 14-hour course load during the Fall and Spring semesters and no more than 4 hours per Summer session. When a student is placed on academic probation, it is the responsibility of the student to arrange regular meetings with the academic advisor or department chair/director to consider specific academic intervention strategies. Students are removed from probation at the end of any term (Fall, Spring, or Summer) where the cumulative GPA reaches 2.00. Students placed on academic probation at the end of the Fall semester will have the following Spring, Summer, and Fall semesters to reach the required 2.00 cumulative GPA. During the probationary period, students are expected to earn a term GPA of at least 2.33 each semester. Failure to do so will result in their immediate dismissal. If the student's cumulative GPA does not reach a 2.00 by the end of the Fall semester, the student will be dismissed. Under no circumstances will a student dismissed for failure to reach the prescribed term GPA or cumulative GPA be approved to enroll at UNCW for the following Spring, Summer, and Fall semesters. Students placed on academic probation at the end of the Spring semester will have the following Summer, Fall, and Spring semesters to reach the required 2.00 cumulative GPA. During the probationary period, students are expected to earn a term GPA of at least 2.33 each semester. Failure to do so will result in their immediate dismissal. If the student's cumulative GPA does not reach a 2.00 by the end of the Spring semester, the student will be dismissed. Under no circumstances will a student dismissed for failure to reach the prescribed term GPA or cumulative GPA be approved to enroll at UNCW for the following Summer, Fall, and Spring semesters. Students should refer to the Scholarship and Financial Aid (OSFA) section related to Policy on Return of Title IV Funds for information about how academic probation impacts financial aid eligibility. Term Dismissal Excluding students who withdraw from all courses in a semester, students who do not earn at least a 1.00 semester GPA in any regular term (Fall or Spring) are subject to Academic Term Dismissal and must appeal to the appropriate dean or director to determine academic status. Students seeking an appeal must submit the required documentation by the established deadline to the appropriate dean or director. Students must understand that the submission of an appeal does not guarantee that he or she will be allowed to attend. During the appeal review period, students may not attend any classes at UNCW. Academic Term Dismissal appeals may result in reinstatement, probation, or dismissal for either one or two regular semesters. Students placed on probation may be required to complete an academic contract. Students who choose not to appeal the Academic Term Dismissal will be automatically dismissed from the university and will not under any circumstances be permitted to enroll for two consecutive, regular semesters and any intervening Summer term.

## 2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

|  | 2017-2018         |   |  | 2017-2018                |   |  | 2017-2018               |   |
|--|-------------------|---|--|--------------------------|---|--|-------------------------|---|
|  | Most common major | % of students in group selecting this major |  | Second most common major | % of students in group selecting this major |  | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Business          | 35.7  |  | Biology                  | 8.6   |  | Exercise science        | 7.9   |
| All full-time students enrolled at the institution | Nursing           | 17.8  |  | Business                 | 13.8  |  | Psychology              | 4.9   |

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

|  | 2016-17           |   |  | 2016-17                  |   |  | 2016-17                 |   |
|--|-------------------|---|--|--------------------------|---|--|-------------------------|---|
|  | Most common major | % of students in group selecting this major |  | Second most common major | % of students in group selecting this major |  | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Business          | 27.9  |  | Exercise science         | 9.8   |  | Public health           | 8.2   |
| All full-time students enrolled at the institution | Nursing           | 16.4  |  | Business                 | 13.8  |  | Psychology              | 5.5   |

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

|  | 2015-16           |   |  | 2015-16                  |   |  | 2015-16                 |   |
|--|-------------------|---|--|--------------------------|---|--|-------------------------|---|
|  | Most common major | % of students in group selecting this major |  | Second most common major | % of students in group selecting this major |  | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Business          | 19.9  |  | Exercise science         | 12.3  |  | Parks and rec           | 8.9   |
| All full-time students enrolled at the institution | Nursing           | 16.0  |  | Business                 | 13.8  |  | Psychology              | 5.2   |

2b. What is the average GPA for each group of students for each of the past three academic years?

|  | 2017-18     | 2016-17     | 2015-16     |
|--|-------------|-------------|-------------|
|  | Average GPA | Average GPA | Average GPA |
| Student-athletes                                   | 3.25        | 3.21        | 3.20        |
| All full-time students enrolled at the institution | 3.27        | 3.23        | 3.25        |

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

UNCW Athletics SASS (Student-Athlete Support Services) provide freshman student-athletes with weekly academic focus meetings. During these meetings the freshman student-athletes meet with their assigned academic coordinator to review recent academic results and upcoming assignments. Study hall is required for all freshman student-athletes the entire first academic year. Some student-athletes are assigned an academic mentor to monitor academic progress, and they will meet on a weekly basis as well. Tutoring in the SASS office is available for student-athletes only for math and science subjects. SASS staff conducts four freshman workshops during the first semester. These are activities that support a healthy transition from high school to college. Student-athletes utilize the University Learning Center, a resource available to non-athletes for all other tutoring needs. This is the general tutoring center on campus.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

|                  | 2017-18                                    | 2016-17                                    | 2015-16                                    |
|------------------|--|--|--|
|                  | % participating in activities listed above | % participating in activities listed above | % participating in activities listed above |
| Student-athletes | 10   | 10   | 9  |

### 3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

|                     | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------------------|---------|---------|---------|---------|
| Student-Athlete FGR |         | 73      | 72      | 66      |
| All student FGR     |         | 72      | 71      | 70      |

### 4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

|  | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|--|---------|---------|---------|---------|
| # of courses where course clustering of student-athletes have been identified. | 0       | 0       | 0       |         |

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18

2016-17

2015-16

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

All courses have to be approved by faculty run curricular bodies at all levels (Department--School/College—University/Full Faculty Senate) that vet them for academic rigor, quality, and learning outcomes that support University and program level outcomes. Courses that meet general education competencies and requirements are further reviewed by our University Studies Committee to ensure they meet additional learning outcomes as established by the faculty. Independent studies, fieldwork, and credit bearing internships and other “non-standard” courses are reviewed, vetted and approved at department and then Dean level on standard forms for the purpose, and include course objectives and clear expectations of student work required and grading expectations. Syllabi are included in these reviews, and syllabi for all courses taught are collected and preserved at department level. All instructors are credentialed through the office of academic affairs as well as at department and school/college level.

##### 5. Extended Financial Assistance for Degree Completion.

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
  - If yes, please provide information about these programs in the space below.
  - If no, please enter NA.

Yes, this is done on a case by case basis. UNCW Athletics has assisted with financial assistance in the past three years to complete degrees in the following sports: Women's tennis, Baseball, Men's golf and Women's swimming.

## UNC Constituent Institution Responses for Second Meeting of Legislative Commission on Fair Treatment of College Student-Athletes

Response from: Western Carolina University  
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

Western Carolina University ▼

### 1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?  
 (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?  
 (c) How do these requirements compare with NCAA and conference requirements for your institution?

|   | Student-athletes at your institution | Non-student-athletes at your institution | NCAA requirements | Conference requirements |
|---|--------------------------------------|--|-------------------|-------------------------|
| Minimum GPA for eligibility                       | 1.8, 1.9, 2.0                        | 2.0                                      | 1.8, 1.9, 2.0     | none                    |
| Minimum required study hours                      | 0-6                                  | NA                                       | NA                | NA                      |
| Minimum class attendance                          | varies by class                      | varies by class                          | none              | none                    |
| Other requirement #1 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #2 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #3 (please list, if applicable) |                                      |  |                   |                         |
| Other requirement #4 (please list, if applicable) |                                      |  |                   |                         |

### 2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

|  | 2017-2018         |   | 2017-2018                |   | 2017-2018               |   |
|--|-------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Communication     | 8.5   | Biology                  | 7.4   | Psychology              | 6.9   |
| All full-time students enrolled at the institution | Criminal justice  | 5.1   | Biology                  | 5.0   | Psychology              | 4.1   |

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

|                  | 2016-17           |   | 2016-17                  |   | 2016-17                 |   |
|------------------|-------------------|---|--------------------------|---|-------------------------|---|
|                  | Most common major | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes | Business          | 37.3  | Parks, recreation        | 11.9  | Education               | 9.5   |

|  |                  |     |         |     |            |     |
|--|------------------|-----|---------|-----|------------|-----|
| All full-time students enrolled at the institution | Criminal justice | 5.6 | Biology | 5.3 | Psychology | 4.1 |
|--|------------------|-----|---------|-----|------------|-----|

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

|  | 2015-16           |   | 2015-16                  |   | 2015-16                 |   |
|--|-------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | Business          | 33.7  | Health                   | 11.0  | Education               | 9.9   |
| All full-time students enrolled at the institution | Criminal justice  | 5.7   | Biology                  | 5.0   | Psychology              | 4.0   |

2b. What is the average GPA for each group of students for each of the past three academic years?

|  | 2017-18     | 2016-17     | 2015-16     |
|--|-------------|-------------|-------------|
|  | Average GPA | Average GPA | Average GPA |
| Student-athletes                                   | 3.13        | 3.03        | 3.04        |
| All full-time students enrolled at the institution | 3.07        | 3.06        | 3.07        |

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

All students at Western Carolina University are advised by professional advisors in the university's advising center. This is the same advising center that is used by non-student-athletes, and the center operates through oversight of the university's provost office. Two of these professional advisors are responsible for advising student-athletes; guiding them through major and course selection throughout their career. Daily academic support and monitoring of study hall/tutor needs is monitored by academic counselors within the athletic department, located in the Student-Athlete Academic Support Services unit. These counselors utilize tutoring resources in the Writing and Learning Commons, which provides the same assistance to the entire student body. Completion of degree for student-athletes is monitored by an eligibility committee; comprised of the academic advisors, the faculty athletics representative, the registrar, the athletics SWA, and the Director of Compliance in athletics.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

|                  | 2017-18                                    | 2016-17                                    | 2015-16                                    |
|------------------|--|--|--|
|                  | % participating in activities listed above | % participating in activities listed above | % participating in activities listed above |
| Student-athletes | 6.9  | 4.2  | 4.9  |

If there are other comments or additional information you would like to include for this section on Student Majors and Performance, please do so in the space below.

The information provided in the non-athletic extracurricular activities is limited to internships and study abroad only. We do not track student-athletes that participate in greek life, clubs, and other extra curricular activities.

3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

|                     | 2017-18 | 2016-17 | 2015-16 |  |
|---------------------|---------|---------|---------|--|
| Student-Athlete FGR | 59      | 53      | 53      |  |
| All student FGR     | 58      | 56      | 55      |  |

4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

|  | 2017-18 | 2016-17 | 2015-16 |  |
|--|---------|---------|---------|--|
| # of courses where course clustering of student-athletes have been identified. | 76      | 71      | 77      |  |

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18

NA

2016-17

NA

2015-16

NA

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

In addition to reviews for clustering, special efforts are taken to ensure that all courses offered at WCU provide academic rigor and quality for all students. While student-athletes are allowed priority registration, special sections are not created for them. Therefore, student-athletes are afforded the same academic rigor and quality as all other WCU students. While there have been a few student-athletes enrolled in distance programs (e.g. M.S. in Sport Management), there is no distinction between student-athletes and non-student-athletes. Internships may be required for students in distance programs, but requirements are the same for all students. Further, independent studies are not typically offered in WCU's distance programs. For students enrolled in residential programs, independent studies are not offered in large quantities. Most students do not do independent studies. Those professors who do independent studies with students typically only have 1-2 students enrolled in an independent study during any semester.

**5. Extended Financial Assistance for Degree Completion.**

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
  - If yes, please provide information about these programs in the space below.
  - If no, please enter NA.

On occasion, and through an application/request process, the athletic department will provide/seek funding to assist student-athletes with degree completion upon exhausting their eligibility. The NCAA provides degree completion award funds to student-athletes who fail to complete their degree within the 5-year eligibility period. For this program, student-athletes must be within 30 hours of degree completion to qualify.



## UNC Constituent Institution Responses for Second Meeting of Legislative Commission on Fair Treatment of College Student-Athletes

Response from: Winston-Salem State University  
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

Winston-Salem State University ▼

### 1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?  
 (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?  
 (c) How do these requirements compare with NCAA and conference requirements for your institution?

|   | Student-athletes at your institution | Non-student-athletes at your institution | NCAA requirements       | Conference requirements |
|---|--------------------------------------|--|-------------------------|-------------------------|
| Minimum GPA for eligibility                       | 2.0                                  | 2.0                                      |                         |                         |
| Minimum required study hours                      | 8                                    |  |                         |                         |
| Minimum class attendance                          | required unless excused              | required unless excused                  | required unless excused | required unless excused |
| Other requirement #1 (please list, if applicable) |                                      |  |                         |                         |
| Other requirement #2 (please list, if applicable) |                                      |  |                         |                         |
| Other requirement #3 (please list, if applicable) |                                      |  |                         |                         |
| Other requirement #4 (please list, if applicable) |                                      |  |                         |                         |

### 2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

|  | 2017-2018         |   | 2017-2018                |   | 2017-2018               |   |
|--|-------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | exercise science  | 20  | sports management        | 15  | business                | 6   |
| All full-time students enrolled at the institution | nursing           | 27  | exercise science         | 7   | biology                 | 6   |

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

|  | 2016-17           |   | 2016-17                  |   | 2016-17                 |   |
|--|-------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | exercise science  | 17  | sports management        | 13  | business                | 6   |
| All full-time students enrolled at the institution | nursing           | 29  | biology                  | 5   | healthcare management   | 5   |

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

|  | 2015-16           |   | 2015-16                  |   | 2015-16                 |   |
|--|-------------------|---|--------------------------|---|-------------------------|---|
|  | Most common major | % of students in group selecting this major | Second most common major | % of students in group selecting this major | Third most common major | % of students in group selecting this major |
| Student-athletes                                   | exercise science  | 17  | sports management        | 11  | business                | 6   |
| All full-time students enrolled at the institution | nursing           | 27  | healthcare management    | 5   | exercise science        | 5   |

What is the average GPA for each group of students for each of the past three academic years?

|  | 2017-18     | 2016-17     | 2015-16     |
|--|-------------|-------------|-------------|
|  | Average GPA | Average GPA | Average GPA |
| Student-athletes                                   | 2.86        | 2.85        | 2.77        |
| All full-time students enrolled at the institution | 2.83        | 2.82        | 2.82        |

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

Winston-Salem State provided early registration for specific populations, including student athletes, that allows early registration for the courses that meet their general education and/or degree requirements. As a result, these populations also receive advising earlier than the general population to insure the correct courses are identified and selected. This helps to avoid these students from delays in completing all requirements. Incoming freshmen and transfer student athlete also receive early advising and registration to help understand academic expectations as well as the resources available for academic success. Required participation in the Academic Enhancement Program (AEP) creates an environment and time management guide to help student-athletes complete their weekly coursework in the Student Success Center at Hill Hall with the goal to avoid any academic deficiencies that impact athletic eligibility.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

|                  | 2017-18                                    | 2016-17                                    | 2015-16                                    |
|------------------|--|--|--|
|                  | % participating in activities listed above | % participating in activities listed above | % participating in activities listed above |
| Student-athletes | na   | na   | na   |

**3. Graduation Rates**

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

|                     | 2017-18              | 2016-17 | 2015-16 | 2014-15 |
|---------------------|----------------------|---------|---------|---------|
| Student-Athlete FGR | <input type="text"/> | 64      | 64      | 64      |
| All student FGR     | <input type="text"/> | 47      | 47      | 47      |

**4. Course Quality.**

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

|  | 2017-18 | 2016-17 | 2015-16 |                      |
|--|---------|---------|---------|----------------------|
| # of courses where course clustering of student-athletes have been identified. | 674     | 578     | 726     | <input type="text"/> |

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18

na

2016-17

na

2015-16

na

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

**5. Extended Financial Assistance for Degree Completion.**

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
  - If yes, please provide information about these programs in the space below.
  - If no, please enter NA.

Winston-Salem State University offers financial awards to students who qualify that are close to completing their degree. These awards are not for just student-athletes. Any student who qualifies for the funding is eligible to receive it. The scholarship fund is called Almost Home.