

A Profile of the Ineligible and Not-Retained (0/2) Student-Athletes of the Atlantic Coast
Conference

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A thesis submitted to the faculty of the University of North Carolina at Chapel Hill in partial
fulfillment of the requirements for the degree of Master of Arts in the Department of
Exercise and Sport Science (Sport Administration).

Chapel Hill
2008

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ABSTRACT

SHELLY J. GREEN: A Profile of the Ineligible and Not-Retained (0/2) Student-Athletes of
the Atlantic Coast Conference
(Under the direction of Barbara Osborne, J.D.)

The Academic Progress Rate is a metric of points earned by student-athletes for retention and eligibility. Student-athletes that leave school academically ineligible receive a score of 0/2. This study sought to identify common characteristics of the 0/2 student-athletes of the Atlantic Coast Conference.

Six ACC schools participated in the study, providing data on 190 student-athletes that were identified as 0/2 over the past four years. A general profile of an 0/2 student-athlete is a Black male, leaving during the 4th or 5th year of enrollment, having exhausted athletic eligibility, who was academically eligible the term prior to the 0/2 term. The most important finding of the study was that the greatest majority of student-athletes fail out of school in their last semester of eligibility.

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ACKNOWLEDGMENTS

I have appreciated the support of many people throughout my time at UNC. I would especially like to thank the members of my committee for their continued support and encouragement. I want to extend a special thanks to Barbara Osborne for her time and commitment to this project as my advisor. I also want to thank my co-workers in the Compliance Office at UNC. Lance, Susan, and Amy provided me with answers, support and guidance as I battled my way through this thesis study.

The loving support of my family has remained strong and shown me unconditional love. You have helped me recognize my special talents, encouraged me to continue when the tasks and workloads became difficult, and provided avenues to ensure that I am successful in my endeavors. Thank you for believing in me.

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CHAPTER I

INTRODUCTION

On March 31, 2006 the National Collegiate Athletic Association (NCAA) celebrated its 100th birthday. A year-long celebration marked this historic event. The current NCAA President Myles Brand said, “The focus of our Centennial celebration is to commemorate 100 years of intercollegiate athletics, focusing on 100 years of the student-athlete, in a manner that honors the past, highlights the advocacy and reform initiatives of the present, and provides a look into the future” (Kearns, 2006, p. 1).

The NCAA was founded because of brutality in the sport of football -- during 1905, there were 18 deaths and 148 serious injuries. Upon the urgings of President Theodore Roosevelt, the academic and athletic leaders of Yale, Princeton and Harvard met with the President to change the rules within the game of football and ultimately save it from being abolished (Smith, 1981). In December 1905, reforms and rule changes occurred during meetings comprised of faculty representatives of 62 academic institutions. Executive committees were formed, and in March 1906 the first constitution and bylaws of the Intercollegiate Athletic Association of the United States (IAAUS) were issued. The organization continued under the name IAAUS until 1910 when the current name NCAA was adopted (Crowley, 2006). Throughout the 100 years of the NCAA’s existence the purpose remains the same: “to ensure that college sports are fair, safe, equitable and sportsmanlike and to integrate intercollegiate athletics within higher education” (Kearns, 2006, p. 1).

During the early years of the game of football, the athletes that represented the academic institutions were not eligible student-athletes by the current standards. Athletes during the late 1890's would often play for the highest paying school and compete for multiple different institutions while not being enrolled in school. As the NCAA evolved into a rule making body, eligibility standards were passed for those who could/could not compete as student-athletes. The initial and continuing eligibility standards for student-athletes were high debated topics that underwent many changes. All of the changes that occurred during the 100 year existence of the NCAA have influenced the evolvement of the current academic standards. Those changes were: 1.600 rule, 2.0 high school grade point average (GPA), Proposition 48, Proposition 42, and Proposition 16. All of these changes provided the information needed to create the current academic standards, the Academic Progress Rate, passed by the NCAA Board of Governors in 2004.

The Division I Board of Directors believed that the Academic Progress Rate (APR) would be a historic academic reform that will restore academic integrity to collegiate athletics. After more than three years of research, there were four proposals adopted at the Division I Board of Directors 2004 meeting contributing to the academic reform. The first proposal, No. 03-112, established the basis of the academic reform with the formula deriving the APR score. The next two proposals, No. 03-113 and No. 03-144, outlined the penalty structure that occurs with APR scores below the cutoff point. The final proposal, No. 02-72, established the Graduation Success Rate (GSR), a measure of calculating graduation rates that differed from the federally reported graduation rates (Brown, 2004).

The APR measurement is a metric of points earned by student-athletes for retention and eligibility on a year by year basis. Eligibility and retention has been shown through

research as the best indicators of graduation. Student-athletes receiving athletic aid can earn a maximum of four points per academic year, two points for eligibility and two points for remaining at the academic institution. The APR is reported on a 1000 point scale. For example, a squad of 10 student-athletes could earn a total of 40 points in two semesters. If two student-athletes did not pass the minimum credit hours necessary for that semester to remain eligible and then chose to leave the institution, they would be considered 0/2.

Assuming the other 8 student-athletes maintained academic eligibility and returned to school the next semester, they would each earn 2/2. The team total would be 36, as four points were lost due to the two 0/2's, and the result would be a team APR of 900. A team APR score of 925, equal to a 60 percent Graduation Success Rate, is necessary to avoid immediate penalties of student-athletes leaving an institution while academically ineligible (Defining Academic Reform, nd).

Data calculated from 2003-2004 was released preliminarily to serve as a warning to those squads who fell under the 925 mark. Immediate financial aid penalties, also called contemporaneous penalties, comes from student-athletes that are ineligible academically and do not return (0/2 student-athlete) to the college/university. Athletic teams with an APR score below 925 will not be able to award the vacated scholarship from the departed 0/2 athlete during the following year. The maximum number of contemporaneous penalties that will be assessed to one team is 10 percent of the team's financial aid limit as mandated by the NCAA. The first contemporaneous penalties will be assessed from a two-year data set from 2003-2004 and 2004-2005. The "historically based" penalties are based on a four year average APR score. The severity of the penalty progresses each successive year of failing to reach the APR rate of 925. The first sanction of four is a warning letter, next comes loss of

scholarships, followed by restricted access to post-season play, and the final sanction is restricted NCAA membership (Brown, 2005a).

Statement of Purpose

The purpose of the research is to identify common characteristics to develop a profile of the 0/2 student-athletes of the ACC conference. Ultimately, the hope is that this profile will assist the compliance offices and academic support personnel of the ACC to reduce the number of athletes becoming classified as 0/2.

Research Questions

For each of the four initial years (2003-2004, 2004-2005, 2005-2006, 2006-2007) for which APR was determined:

1. What percent of the athletes were classified as 0/2 and what trend, if any, are observable from year to year?
 - a. In baseball?
 - b. In basketball?
 - c. In football?
 - d. In all other sports?
 - e. For each gender?
 - f. For each race?
2. What are the descriptive statistics (mean, median, standard deviation, range) of high school GPAs for 0/2 student-athletes?
 - a. In baseball?
 - b. In basketball?
 - c. In football?

- d. In all other sports?
 - e. For each gender?
 - f. For each race?
3. What are the descriptive statistics (mean, median, standard deviation, range) of scores on the SAT and/or ACT for 0/2 student-athletes?
- a. In baseball?
 - b. In basketball?
 - c. In football?
 - d. In all other sports?
 - e. For each gender?
 - f. For each race?
4. What other factors may have had an impact on the student-athlete's 0/2 status?
- a. Redshirt status?
 - b. Significant coaching change?
 - c. Professional sports?

Definitions of Terms

0/2 Student-Athlete: An 0/2 student-athlete is an individual that is academically ineligible and leaves the institution.

Academic Progress Rate (APR): An academic standard that began in the fall of 2004 that measures the eligibility and retention of scholarship student-athletes. Points are awarded for each semester with a maximum score of 4/4 if the student-athlete remains at the institution academically eligible for the academic year. Per semester, one point is awarded for a student-athlete who is academically eligible to return to the school and one point is

awarded if the student-athlete actually returns. Contemporaneous penalties are in place if an athletic team's overall APR score is less than 925 and contains student-athletes with a score of 0/2. The 0/2 student-athlete's scholarship cannot be passed on to an incoming student-athlete for the upcoming year.

Atlantic Coast Conference (ACC): A twelve-team association founded on May 8, 1953 that is a part of the NCAA. The home office is in Greensboro, North Carolina and overseen by Commissioner John Swofford. The twelve teams are: Boston College University, Clemson University, Duke, Florida State University, Georgia Institute of Technology, North Carolina State University, University of Maryland, University of Miami, University of North Carolina, University of Virginia, Virginia Polytechnic Institute, and Wake Forest University.

Contemporaneous Penalties: If a team Academic Progress Rate is below 925 and a scholarship athlete leaves the institution academically ineligible and earns an individual APR score of 0/2 then the team is subject to a scholarship penalty. The team will deduct a scholarship from the overall maximum allowed by the NCAA for the ensuing academic year. Scholarships deducted are not to exceed 10% of the total scholarships allowed for that sport by the NCAA.

Continuing Eligibility: After the initial enrollment, student-athletes remain eligible by meeting the continuing eligibility standards. Those standards include, but are not limited to, the declaration of a major by the beginning of the third year of enrollment, meeting progress-toward-degree requirements, and earning a minimum grade point average. The progress-toward-degree requirements differ for those students enrolled prior to August 1, 2003, and those student-athletes first enrolling in college on or after August 1, 2003 (see Appendix A).

Core Courses: Those high school courses that qualify for credit toward high school graduation. By design, core courses are geared toward preparing students academically for college. Each individual high school determines which of their courses receive the distinction of core through criteria provided by the NCAA. Those student-athletes first entering into college on or after August 1, 2008 must complete 16 core courses in the areas of English, mathematics, natural/physical science, social science, foreign language, or nondoctrinal religion/philosophy (2007-2008 NCAA Manual, 2007).

Graduation Success Rate (GSR): A measurement that more accurately describes the graduation rate of student-athletes than the Federal Graduation Rates. The GSR does not penalize an institution when a student-athlete in good academic standing transfers to another academic institution.

Historical Penalties: A progression of penalties assessed to an institution for consecutive years of an APR below 900. The first penalty is public warning. The second occasion results in additional restrictions of financial aid, restricted practice hours and playing season, and recruiting limitations. The third occasion results in the teams being ineligible for post-season competition. The fourth occasion results in all the athletic programs of the institution to be reclassified as restricted membership status of Division I for a year.

Knight Commission: The Knight Foundation Commission on Intercollegiate Athletics was formed in October 1989 in response to a series of scandals in college sports. The Knight Commission keeps close watch on college athletics; in particular, the Commission seeks reform in the areas of recruiting, gender equity, and academics. The Knight Commission is not officially connected with the NCAA.

National Collegiate Athletic Association (NCAA): The major governing body of intercollegiate athletics.

Nonqualifier: “A nonqualifier is a student who has not graduated from high school or who, at the time specified in the regulation has not successfully completed the required core-curriculum or has not presented the required minimum core-curriculum grade-point average and/or the corresponding SAT/ACT score required for a qualifier” (NCAA Manual, 2007, p. 127).

Proposition 42: Passed by the NCAA in 1989, Prop. 42 amended the partial qualifier rule of Prop. 48 by prohibiting those students from receiving athletically related aid, but student-athletes did have the ability to receive institutional aid not related to athletics. Prop. 42 became effective during the 1990-1991 academic year.

Proposition 48: Passed by the NCAA in 1983, Prop. 48 mandated that student-athletes must have a minimum SAT score of 700 and a minimum GPA of 2.0 in at least 11 core courses. Incoming student-athletes that did not meet the standardized test requirements or GPA requirements were labeled a “partial qualifier.” The partial qualifiers were ineligible to compete in athletics during the initial year of collegiate enrollment after admission to the academic institution. The partial qualifiers lost a year of athletic eligibility, but the student was able to receive athletic grants-in-aid. Prop. 48 became effective in 1988 (see Appendix B).

Proposition 16: Implemented in 1995, Prop. 16 increased the number of required core courses to 13. A sliding scale was introduced to offset low test scores with a high GPA (see Appendix C).

Qualifier: A qualifier is a prospective student-athlete who has met all of the initial eligibility requirements as established by the NCAA. Those requirements are: graduation from high school, completion of required high school core courses, meeting the minimum GPA requirement of the core courses, and minimum required score on either the ACT or SAT.

Redshirt: The one year spent not in competition by a student-athlete. A redshirt can be used as time to recover from an injury or time spent to develop athletically. A redshirt may be used once during a student-athlete's career unless a medical hardship waiver is applied for and approved. In order for a year to be counted as a redshirt year, the student-athlete may practice with the team but may not take part in competition.

Standardized Tests: The Scholastic Aptitude Test (SAT) and American College Testing (ACT) are the college entrance exams designed to give college admissions officials a common measurement of the intellectual ability for incoming students.

Squad Size Adjustment: The squad size adjustment is utilized for those athletic teams whose rolling year APR score is comprised of less than 30 student-athletes. The adjustment serves as a statistical margin of error so small athletic programs are not penalized because of the small squad size.

Assumptions

It is assumed the respondents answered the survey questions honestly and correctly. It is also assumed that all of the applicable individual student-athlete information was submitted.

Limitations

1. The researcher had no control over the feedback from the survey respondents.

2. There may be differences in the way information is obtained for the individual student-athletes between the 12 academic institutions of the Atlantic Coast Conference.

Delimitations

This study analyzes data from colleges and universities that are a part of the Atlantic Coast Conference that sponsor varsity sports at the Division I level.

Significance of the Study

This study will serve as a close examination of the demographics and high school academic achievements of the student-athletes of the Atlantic Coast Conference who left the member institutions as an 0/2 by Academic Progress Rate Standards. This study was completed after four years of APR data was made available, and may assist the member institutions of the ACC, and potentially similar Division I institutions, in the identification of academically-needy student-athletes and the retainment of these student-athletes. The criteria for identifying the 0/2 profile in this study were the student-athletes must have attended one of the 12 ACC schools during the four year APR interval, received athletically related aid, and left the institution academically ineligible.

CHAPTER II

REVIEW OF LITERATURE

The NCAA began focusing its attention on academic reform during the mid-1980's. During this period of time, initial eligibility was the main focus with the emphasis being placed on the student-athletes' high school grade point average (GPA), results of standardized tests, and completion of high school core courses. The educational reform began to show positive results in the student-athletes graduating at a higher rate than the general student body. This chapter will discuss the relevant literature relating to graduation rates and academic success as it relates to collegiate athletics. The first section will discuss the history of NCAA academic legislation. Section two will discuss the Atlantic Coast Conference, and the final section will discuss previous research about Proposition 48, Proposition 16, reactions, and Academic Progress Rate (APR).

History of Academic Reform

Academic reform was debated at the 59th NCAA Convention, which was held in 1965. Outgoing NCAA President, Robert Ray, lobbied for the establishment of a national minimum academic expectancy in the awarding of athletic grant-in-aids for student-athletes. Individual schools and conferences were to comply with the amendment that came into effect on January 1, 1966, or they forfeited the right to participate in national championships until the schools were compliant for two years. The formula to achieve the 1.6 grade point average (GPA) used a combination of high school class rank and scores from standardized tests (Ray praises achievements, 1965).

The legislation of the 1.600 proposal reads:

Limits its scholarship or grants-in-aid awards to incoming student-athletes who have a predicted minimum grade point average of 1.6000 (based on a maximum of 4.000) as determined by demonstrable institutional, conference or national experience tables. Limits its subsequent scholarship and grants-in-aid awards and eligibility for participation to student-athletes who have a grade point average either accumulative or for the previous academic year, of 1.600 (Minimum Academic Floor, 1965, p. 4).

This first academic standard was resisted and criticized from multiple sources. Some academic institutions believed the NCAA should not be involved with a decision that for the previous 60 years had been a task for the individual institutions. Others criticized the mediocre standard of a C- grade average as acceptable for athletes. Yet another group of individuals and institutions felt that the 1.6 rule and the use of standardized tests to create the measurement standard created a bias toward financially disadvantaged students. The debate over the 1.6 rule lasted for eight years.

During the 1973 Convention, a majority vote defeated the original 1.600 proposal; the vote was broken down into 224 against-218 in of favor the rule. For legislation to be defeated a two-thirds majority vote must be reached. To be eligible by the 2.0 requirement, student-athletes had to have a 2.0 high school GPA coming into college, was viewed as being less complex than the previous 1.6 rule. “Previously, a student-athlete had to predict he could maintain at least a 1.6 grade point average in college studies before he could be awarded an athletically related scholarships or practice or play intercollegiate athletics” (Convention delegates adopt numbers, 1973, p. 1).

Academic scandals became prevalent during the years following the 1973 Convention. Five members of the Pacific-10 conference were caught in an academic scandal involving pre-determined grades for athletes, ineligible students participating in athletic contests, and earning academic credits at schools unattended by the student-athletes. Beyond

the penalties issued by the Pacific-10 conference office, the NCAA penalized the schools through loss of television rights, game forfeitures and reduction in grants-in-aid to student-athletes (Arizona State University, 1980; University of California, Los Angeles, 1981; Oregon State University, 1981; University of Oregon, 1981; University of Southern California, 1982).

Because of the bad publicity and fallout from the collegiate athletics/academics scandals, academic eligibility legislation became a topic at the 1983 Convention. New legislation was sponsored and created with the help and input from the American Council on Education (ACE) and the NCAA Council with the intent of preventing unethical academic practices and the mistreatment of student-athletes. The proposed legislation, Proposition 48, required all incoming freshman student-athletes to have a 2.0 GPA in 11 specified high school core courses. Additionally, freshmen were required to earn a minimum score of 700 on the Scholastic Aptitude Test (SAT), or a comparable composite score of 15 on the American College Testing (ACT). The SAT and ACT are standardized tests that assess high school students' general educational development and their ability to complete college-level work. Incoming student-athletes that did not meet the standardized test requirements or GPA requirements were labeled a "partial qualifier." The partial qualifiers were ineligible to compete in athletics during the initial year of collegiate enrollment after admission to the academic institution, lost a year of athletic eligibility, but the student was able to receive athletic grants-in-aid. After a debate which lasted over two hours, the delegates passed Proposition 48 with a 52 percent majority (Convention acts on, 1983).

Again, criticisms arose due to the use of the standardized tests as a measurement of academic eligibility. The National Association for Equal Opportunity represented more than

100 predominately black colleges at the 1983 Convention and claimed "...the requirements would disproportionately affect students from economically deprived backgrounds, particularly minority students and most particularly African-Americans"(Crowley, 2006, p. 65). Proposition 48 was gradually phased in from 1986 and 1987, and was fully carried out in 1988 (see Appendix B). During the 1989 Convention, Proposition 42 amended the partial qualifier rule of Proposition 48 by prohibiting those students from receiving athletically related aid, but student-athletes did have the ability to receive institutional aid not related to athletics. Proposition 42 became effective during the 1990-1991 academic year (Convention drops grants, 1989).

A series of scandals occurred during the late 1970's and 1980's in college sports. In 1989, the Knight Commission was formed by the John S. and James L. Knight Foundation in reaction to these highly public scandals. The Commission is comprised of presidents and chancellors of universities, former college athletes, attorneys, and journalists. The goal of the Commission was to ensure that academic integrity remained intact throughout college athletics. The Knight Commission's first report on college athletics, *Keeping Faith with the Student-Athlete*, was published in 1991. The Commission agreed with the passing of Proposition 48. The report questioned the requirement of only 11 core courses required during high school for student-athletes, the Knight Commission found that 91 percent of Division I-A programs recommended more than 11 courses for a "normal" student applicant. Additional recommendations were made regarding "academic progress, graduation rates, and strengthening of initial eligibility requirements" (Keeping Faith, 1991, p. 28-30).

The positive sentiments for Proposition 48 by the Knight Commission were the opposite of what John Thompson, head basketball coach at Georgetown University, felt for

the changes made to initial eligibility standards by Proposition 42. Thompson protested the continued use of standardized tests and the exclusionary financial aid legislation brought about Proposition 42. In January 1989, Thompson stated he would “not be on the bench in an NCAA-sanctioned Georgetown basketball game until I am satisfied that something has been done to provide these student-athletes with appropriate opportunity and hope for access to a college education” (Chubb, 1989, p. 1). The Georgetown head coach boycotted two of his team’s games following that statement. Thompson said, “I’m in support of 2.0. I’m not in support of SAT scores, which have proven to be culturally biased” (Chubb, 1989, p. 1). A counter argument to Thompson’s protest, written by Francis Bonner, the faculty athletic representative at Furman University, ran in the February 1989 issue of *The NCAA News*. Bonner wrote, “Any high school senior who has paid more than token attention to his academic courses should be able to make satisfactory grades on the core curriculum and at least 700 on the SAT.” (Bonner, 1989, p. 4). The article went on to agree with Thompson that the use of standardized tests is discriminatory toward students unprepared academically for college, but not toward a particular race group or socioeconomic sector (Bonner, 1989).

Academics and initial eligibility became a main focus of legislation during the 1992 NCAA Convention. The initial eligibility rules established from Proposition 48 were modified in 1992 by Proposition 16, and were fully implemented during the 1996-1997 academic year. Proposition 16 introduced an initial eligibility index (see Appendix C), or sliding-scale, to be used to determine initial eligibility in relationship to high school GPA scores and standardized test scores. Incoming student-athletes could offset a low GPA score with a high score on the SAT. Additionally, a high GPA score would compensate a low SAT score. There were limits to the lowest point for the standardized score and core GPA. These

limits were set at 900/21 test score and a 2.0 GPA. Arguments were again made about the discriminatory impact on the use of test scores as an eligibility standard. Other portions of academic legislation passed during the 1992 Convention increased the number of required high school core courses from 11 to 13 (see Appendix B), and required student-athletes to complete a percentage of their degree each year. Prior to the start of the third academic year, 25 percent of the degree requirements had to be met, 50 percent by the fourth year, and 75 percent by the fifth year. (Pickle, 1992).

In 1997, four African-American student-athletes filed a law suit against the NCAA complaining that Proposition 16, and most specifically the use of standardized scores, created an unintentional disparate impact on African-American student-athletes in violation of Title VI of the Civil Rights Act of 1964 (*Cureton v. NCAA*, 1999). The district court of Pennsylvania determined that the NCAA did have to comply with Title VI because the National Youth Sports Program (NYSP) that the NCAA received financial assistance from the U.S. Department of Health and Human Services. The court then enjoined the NCAA from using standardized-test scores as a determinate of eligibility. However, the NCAA appealed and the Third Circuit court reversed the decision by the district court, holding that although the NYSP did receive federal financial assistance, the NCAA Foundation which administers the NYSP was a separate charitable entity from the NCAA as a national governing body. The plaintiffs filed an appeal of the Circuit Court decision. Without being able to rely on the clout of Title VII, the plaintiffs attempted to argue that the NCAA used Proposition 16 as an instrument of intentional discrimination. The district court denied the request for appeal, and the Third Circuit affirmed this decision (*Cureton v. NCAA*, 1999).

Although the plaintiffs did not win in the *Cureton* case, they succeeded in bringing to light significant research on the impact of both Proposition 48 and 16 clearly indicating that the use of cut-scores created problematic discriminatory consequences. Consequently, the Division I Board of Directors determined the sliding scale should not have a limit, fully allowing high GPA scores to compensate for low standardized-test results (see Appendix D). This new academic standard became effective in 2002. In order to assure that the high school GPA would not be inflated to compensate for low standardized test scores, the required number of core courses from high school was increased to 14 courses, effective for incoming freshman during 2005-2007, with a 2.0 GPA (see Appendix B). This figure will increase for the incoming freshman in fall 2008 to 16 core courses (Crowley, 2006).

Insuring that collegiate student-athletes had minimum preparation for the rigor of collegiate courses was not the only academic concern of the NCAA. In 1984, the NCAA began tracking the graduation rates of student-athletes and released reports annually using data collected from the federal government. The 2003 report revealed student-athletes that began college in 1996 graduated within six years of enrollment at a higher percentage than any other class since the NCAA began measuring the graduation rates. However, from 1992 to 1995, eight Division I basketball teams did not graduate a player that entered college between the years 1992-1995. The eight schools included dominant basketball schools like University of Memphis, UNLV, and Oklahoma. Data like this is no longer available for future reports due to changes in the way that the Student Right to Know Act is interpreted by the U.S. Department of Education. Colleges and universities are required to make graduation rates for all students and scholarship student-athletes available to the public. Any category of data with that would display less than three people graduating must be suppressed. Any

information released cannot identify particular students; as a result schools that do not graduate any athletes of a particular race group cannot be released (Suggs, 2003).

The NCAA announced in 2004 the intent to provide their own graduation rate formula of student-athletes on athletic scholarship by interpreting data directly from the school and not information gathered by the federal government. This change occurred because the federal rate did not take into account student-athletes who transferred from an institution while in good academic standing. Those student-athletes who transferred adversely affected the federal rates. The Graduation Success Rate (GSR), name given by the NCAA to their graduation rate formula, does not penalize a school for an athlete who transfers in good academic standing before graduation. Additionally, transfers on scholarship are included in the rating. The GSR legislation was passed in 2003 and began being used in 2005 (Wolverton, 2006a). In a report released by the NCAA in September 2006, the overall GSR for Division I was at 77 percent, up a percentage point from the previous year. This data comes from the four-year class of cohorts that entered college from 1996-1999. When comparing graduation rates by gender, male student-athletes are graduating at 70 percent and female student-athletes are graduating at 86 percent (Christianson, 2006).

There was a continued concern of athletes exhausting their athletic eligibility while not making significant progress toward graduating. What occurred was athletes taking were classes to stay eligible but did not make strides toward earning a college degree. A potential solution to student-athletes exhausting athletics eligibility without completing an academic degree was proposed by the NCAA Board of Directors and adopted in October 2002 to be effective for the incoming class of 2003. The strengthened continuing-eligibility standards,

known as the 40-60-80 rule, required student-athletes to maintain a course toward graduation by completing 40 percent of his/her degree prior to the start of the third year in college, 60 percent by the fourth year and 80 percent by the fifth year. Additionally, all student-athletes must complete a minimum of six credit hours toward degree per semester to remain eligible for the next semester. Previously, student-athletes had to meet lower standards related to course-progress requirements of 25 percent, 50 percent, 75 percent. NCAA officials hope the elevated progress requirements will limit the number of student-athletes exhausting athletics eligibility without making strides toward graduation (Wolverton, 2007a).

A “real time” measure of academic standards was developed in 2004 through the Academic Progress Rate (APR). The APR is a measurement of two key factors: eligibility and retention. Both factors are measured once per semester for each scholarship student-athlete. An academically eligible student-athlete that remained at the academic institution would earn an individual APR score of 4/4 for the year. The Division I Board of Directors derived a cutoff score of the APR at 925, which is equivalent to a 60 percent GSR. Schools have more incentive than ever before to recruit solid student-athletes and to emphasize academics once the student-athlete is admitted. Contemporaneous penalties from low APR scores for individual student-athletes or academic teams can occur immediately. If a team APR score is below 925 and an academically ineligible student-athlete left the school, then that scholarship cannot be awarded for the next year. Student-athletes who are not academically eligible and leave the institution receive an APR score of 0/2. The maximum number of scholarships a team can lose because of 0/2 is 10 percent of the team financial aid limit as set by the NCAA. Exceptions do apply to when this immediate penalty is enforced (Defining Academic Reform, nd).

For those athletic teams that display a history of low APR scores below 900, there are historical penalties that involve a greater sanction than the contemporaneous penalties. The first-year sanction is a public warning letter for poor performance when a team falls below the 900 mark. The second-year sanctions restrict scholarships in addition to recruiting and practice time. The third-year sanctions result in the loss of post-season competition for the athletic team. Four consecutive years of low academic performance places the institution on restricted membership status. During this time frame the school will not be considered a Division I college or university (Defining Academic Reform, nd).

Because the APR is a four year measure, the data from 2006-2007 will complete the first full data set. The data sets from the years 2003-2004, 2004-2005, and 2005-2006 had the benefit of a squad size adjustment to offset low scores. The squad size adjustment will still be used for any athletic team with a combined cohort of less than 30 student-athletes. As stated by the NCAA, “The adjustment will prevent some teams from being unfairly assessed a penalty in the short term. The adjustment helps ensure that low-performing teams are accurately identified given the smaller than ideal data set (i.e. less than four years)” (NCAA backgrounder on squad-size adjustments, nd, p. 1).

Academic Progress Report Results 2003-2004

The results of the 2003-2004 APR became public in January 2005. The data compiled estimated that seven percent of all teams within Division I would be subject to contemporaneous penalties starting with the 2005-2006 school year. The first contemporaneous penalties, a deduction in the total number of scholarships awarded due to an ineligible and not retained student-athlete on a team APR score below 925, will be assessed after the two years of data are available (Brown, 2005b). Of the 5,720 teams in

Division I athletics that received an APR score, 1,198 teams scored less than 925. The report breaks down the numbers even further:

“Of the 234 football teams in Division I, 113 had grades below 925. Among them were 9 of the top 25 in the final Associated Press poll of the 2004 season, including the national champion. In men’s basketball, the 65-team tournament field from 2004 included 25 that failed to make the academic standard, including Connecticut, which won the national championship, and Oklahoma State University, which reached the Final Four” (Suggs, 2005, p. A40).

Academic Progress Report Results 2004-2005

The second year of APR data for 2004-2005 was released in March 2006. A total of 99 teams from 65 schools will lose athletic scholarships over the following year. Of the teams penalized, 61 of the teams come from the sports of football, baseball, and men’s basketball. The 99 teams account for two percent of all the teams that make up Division I. The NCAA predicted from the 2003-2004 data that seven percent of all teams would be subject to the contemporaneous penalties after the second year of APR data was released. A main reason why there was a drop in the percentage of teams penalized was the squad size adjustment. For squads made up of less than 30 student-athletes a statistical adjustment was made to the APR scores. Because of this adjustment the 137 men’s basketball teams that earned a score of less than 925, only 37 teams scored low enough after the adjustment to lose scholarships. The squad size adjustment will be assessed only during the years prior to a four year average (Wolverton, 2006b).

An article featured by *Inside Higher Education* (2006), reported on some of the academic institutions that had multiple squads losing athletic scholarships as a result of the 2004-2005 APR data. New Mexico State lost scholarships in football, men’s basketball and baseball. In an attempt to give insight into why the student-athletes left the institution, school officials gave the reason for the loss of scholarships could be multiple changes made

in the coaching staff and athletic administrators. California State University at Sacramento lost scholarships in baseball, football, men's basketball, and men's and women's track and field. One of the potential reasons for the scholarship losses given by Terry Wanless, the athletic director, was eight coaching changes in less than four years (Lederman, 2006).

Academic Progress Report Results 2005-2006

The third year of APR data for 2005-2006 was released in May 2007. The number of teams penalized was 112, which was an increase from the previous set of APR data. Again, this number was deceptive because of the squad size adjustment that is in place until four years of data are available. Potentially, without the adjustment, 44 percent of men's basketball teams, 40 percent of football teams and 35 percent of baseball teams could have lost scholarships. Forty-nine teams received a warning letter for scoring under 900 for a third consecutive year. The historical penalties will begin being assessed after the 2006-2007 data is submitted. The first penalty is a public warning letter, a second year under 900 will lead to loss of scholarships and reduction in playing time and practice time. A third straight sub-900 year will restrict post-season competition play for the underperforming team, and a fourth consecutive year will restrict the Division I status of all sports within a school's athletic department (Christianson, 2007). Eighty-one teams lost scholarships during the 2006-2007 academic year. Within Division I-A football 12 teams lost scholarships, but only the University of Arizona was from the Bowl Championship Series conference. Of the 14 affected men's basketball teams, two high profile programs lost scholarships, the University of Cincinnati and Iowa State. The NCAA granted penalty waivers to more than 50 historically black colleges, which allowed them to avoid contemporaneous penalties. Even

with the granted waivers, teams from historically black colleges accounted for more than 13 percent of those penalized (Wolverton, 2007b).

Academic Progress Report Results 2006-2007

The data for the 2006-2007, the fourth year of the APR, was not available for this study. The NCAA deadline for the APR data to be submitted was six weeks after the start of the 2007-2008 academic year. The data will be made public by the NCAA in May 2008.

Atlantic Coast Conference

This study will look at the impact of the APR on one Division I athletic conference, the Atlantic Coast Conference (ACC). The ACC was founded on May 8, 1953 in Greensboro, North Carolina with seven charter members. The membership of the conference has changed since those first schools broke away from the Southern Conference. The only school to withdraw from the conference was the University of South Carolina, one of the founding members, in June 1971. The league currently stands at 12 members split into an Atlantic Division and a Coastal Division.

The ACC has set a high standard of excellence in athletics. During the 55 years of existence, there have been 105 team national championships and 139 individual student-athlete championships. The standards of academics are also held in high regard by the ACC. Those honored as members of the ACC Academic Teams must earn a cumulative 3.0 during their academic career as well as a 3.0 during the semester directly prior to when the award was earned. A portion of the conference mission statement reads,

The Atlantic Coast Conference, through its member institutions, seeks to maximize the educational and athletic opportunities of its student-athletes, while enriching their quality of life. It strives to do so by affording individuals equitable opportunity to pursue academic excellence and compete at the highest level of intercollegiate athletics competition in a broad spectrum of sports and championships (2005-2006

Annual Report, nd, p. 2).

When the conference membership expanded to 12 members, a portion of the money made from the conference football championship game was set aside for academics. An academic partnership between the 12 universities called, Inter-Institutional Academic Collaborative, allows all students, not just athletes, to benefit from academic programs at the various institutions. The initial budget to make this program possible is \$400,000 per year for three years (Daniels, 2003).

Each member of the ACC is allowed to admit a maximum of four nonqualifiers to their institution in an academic year. Of the four admits, there can be no more than two in men's sports and two in women's sports with no more than one nonqualifier per sport. Nonqualifiers who have been granted a partial waiver by the NCAA Initial Eligibility Waiver Committee are permitted to receive athletically related aid and practice with the team (ACC Manual 2007-2008).

Table 1 illustrates the differences between the ACC institutions.

Table 1

Atlantic Coast Conference Institutional Data

Institution	Affiliation	Joined The ACC	Federal Four Year Class Average	2006 Graduation Success Rate
Boston College	Private	2005	87%	96%
Clemson University	Public	1953	58%	84%
Duke University	Private	1953	90%	97%
Florida State University	Public	1991	60%	77%
Georgia Institute of Technology	Public	1978	59%	69%
University of Maryland	Public	1953	70%	76%
University of Miami	Private	2004	62%	79%
University of North Carolina	Public	1953	70%	81%
North Carolina State University	Public	1953	55%	69%
University of Virginia	Public	1953	78%	84%
Virginia Tech University	Public	2004	68%	82%
Wake Forest University	Private	1953	75%	93%

Note. Data used in this table for each institution was obtained from the Atlantic Coast Conference Web site and the NCAA 2006 Division I Federal Graduation Rate Data.

Proposition 48

A study completed in 1993 by Martin Benson compared college student-athlete graduation rates before and after Proposition 48 was implemented in 1986. The study analyzed the college careers of 3,383 student-athletes admitted during the 1984-1985

academic year (prior to the implementation of Proposition 48) with 2,435 student-athletes admitted during 1986-1987. The population sample was comprised of student-athletes, of black or white race, who received athletics aid during their freshman year, and did not transfer from the institution during their academic career. The results of the study showed that:

Graduation rates increased between 1984-1985 and 1986. However, those increases were not uniform across all groups and seemed to have appeared in interesting places. While the Proposition 48 legislation was spurred by perceived abuses in the revenue sports, the people who seemed to be positively affected (at least in terms of graduation rates) are the female student-athletes and male student-athletes in non-revenue sports. Revenue-sports groups stayed the same or drop slightly in terms of graduation rates. (Benson, 1993, p. 9).

Proposition 48 and Intercollegiate Athletes' Graduation Rates (1999), a dissertation by William F. Sheehan, investigated the impact Proposition 48 had on the graduation rates of student-athletes at the Division I level. Comparisons were made in the study between the graduation rates of the entire student body and student-athletes, and student-athletes on the basis of gender and race. Individuals, student-athletes and the general student body, who entered school between 1983 and 1990, were included in the study. The findings of the study displayed the graduation rate of student-athletes increased as compared to the general student body. The years previous to the implementation of Proposition 48, 1983-1985, and the early years of this study, 1986-1988, showed black student-athletes graduating at rates lower than white student-athletes. The two years of the study post-Proposition 48, 1989-1990, showed that black student-athletes graduated at a higher rate than the white student-athletes (Sheehan, 1999).

Proposition 16

The National Center for Educational Statistics released a report in 1995 that showed that the stricter initial eligibility requirements of Proposition 16 versus Proposition 48 lowered the percentage of qualifying freshman meeting initial eligibility requirements. Eighty-three percent of those enrolling in college for the first time in 1993 were eligible under the initial eligibility standards of Proposition 48. The percentage of the same athletes entering under the requirements of Proposition 16 eligibility standards dropped to 65 percent (“Who can play,” 1995).

Academic Progress Rate

Professors and coaches of the student-athletes have questioned the “progress-toward-degree” portion of the most recent academic reform. Because the degree requirements that must be met make it difficult for student athletes to change majors late in their academic career, this portion of the APR requirement could direct student-athletes toward degrees of an “easier” standard. A dissertation by Jennifer Kulics, *An Analysis of the Academic Behaviors and Beliefs of Division I Student-Athletes and Academic Administrators: The Impact of the Increased Percentage Toward Degree Requirements*, surveyed 1,000 athletes at six universities in the Mid-American Conference; found that approximately one in four students would change their majors if declared ineligible due to percentage requirements. More than 11 percent of those student-athletes surveyed stated their choice for academic major was based primarily on athletic eligibility (2007).

Summary

The real time measurement properties of the APR, by its nature, encourages both coaches and schools to focus recruiting efforts on high school prospects with both athletic

and academic potential. Recruiting academically challenged student-athletes could create both a short and long-term impact on the team.

CHAPTER III

METHODOLOGY

Instrument

The Principal Investigator developed a survey (see Appendix E) including 19 questions to obtain the information needed to create a profile of the NCAA Division I student-athletes in the Atlantic Coast Conference who left the institutions academically ineligible. The survey questions for this study resulted from an independent survey, constructed by researching literature, and developed by the author. The email was sent electronically using Survey Monkey and was confidential to both the University and the individual student-athletes. A pilot study of the survey tool was completed by appropriate academic administrators at Division I institutions for validity and reliability, to gauge reaction, observations, and made suggestion of the questions asked.

Participants

The participants of this research were the compliance coordinators and the Academic Support Program Directors at each of the 12 member institutions of the Atlantic Coast Conference. The sample of the population was the student-athletes who left the academic institutions academically ineligible during the four year APR data record.

Procedure

A letter (see Appendix F) explaining the purpose of the study was sent to the head of compliance and academic services for each of the 12 member institutions of the Atlantic

Coast Conference. The memo gave a brief explanation of how to access the survey instrument, the benefit to the members of the ACC through full disclosure of the APR data, information regarding the email being sent with more detailed information in regards to the survey, and a way to contact the researcher with any questions or the option to not take part in this study.

The follow-up email (see Appendix G) to the memo contained the link to access Survey Monkey. All information was confidential to both the school and student-athlete. A blanket reminder email (see Appendix H) was sent to all 12 academic institutions one week prior to the close date of the study. The data collection deadline was January 18, 2008.

Statistical Analysis

The study will examine the common characteristics of high school GPA's, standardized test scores, use of a redshirt season, and coaching changes by comparing descriptive parameters for each sport, gender, and race. Basic descriptive statistics will be used to develop a profile of 0/2 student-athletes of the ACC.

CHAPTER IV

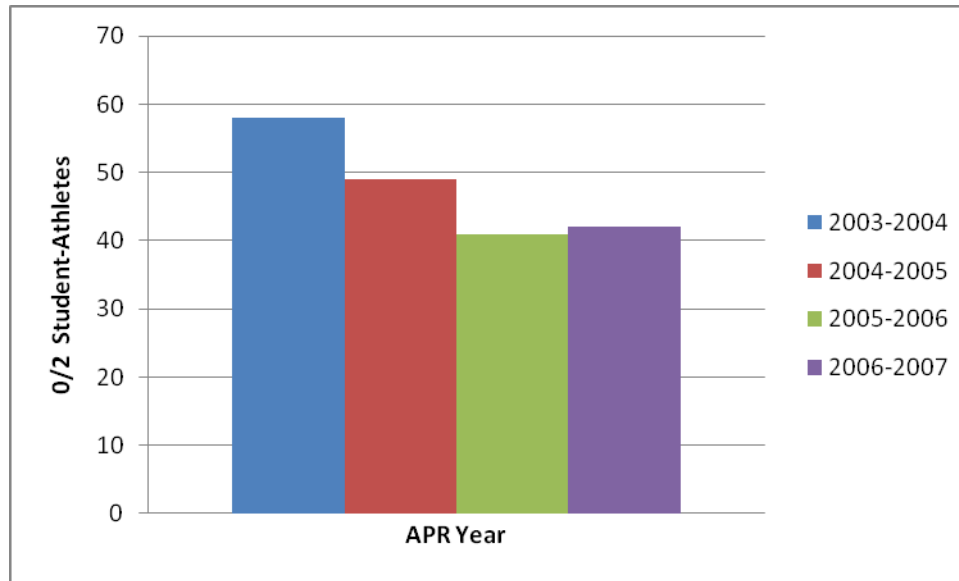
RESULTS

Descriptive Statistics

The purpose of the research is to identify common characteristics to develop a profile of the ineligible and not retained (0/2) student-athletes of the ACC. Data was collected on a total of 190 student-athletes from six ACC institutions through data submission into the survey instrument. Figure 1 displays the 0/2 student-athletes for the submitted data. The data submitted by the six institutions was combined for all reported information. The largest total of 0/2 student-athletes occurred during 2003-2004, the first reporting year of APR data, with 58 0/2 student-athletes. There were 49 reported 0/2 student-athletes in 2004-2005, 41 0/2's in 2005-2006 and 42 0/2's in 2006-2007.

Figure 1

0/2 Student-Athletes



The first research question examined the percentage of student-athletes classified by sport, gender, and race as 0/2 for each of the four years of APR data. The sports of baseball, basketball, and football were compiled individually, and the information for the remaining sports of cross country, fencing, golf, ice hockey, lacrosse, rifle, rowing, soccer, softball, track and field, volleyball, and wrestling were combined into one category labeled All Other. Table 2 displays the total number for each sport category by APR year. In baseball there were 8 reported 0/2 student-athletes in 2003-2004, 2 in 2004-2005, 4 in 2005-2006, and 2 in 2006-2007. In basketball there were 6 reported 0/2 student-athletes in 2003-2004, 5 in 2004-2005, 4 in 2005-2006, and 4 in 2006-2007. In football there were 27 reported 0/2 student-athletes in 2003-2004, 23 in 2004-2005, 21 in 2005-2006, and 17 in 2006-2007. In the combined category of all other, there were 27 reported 0/2 student-athletes in 2003-2004, 19 in 2004-2005, 12 in 2005-2006, and 19 in 2006-2007.

Table 2

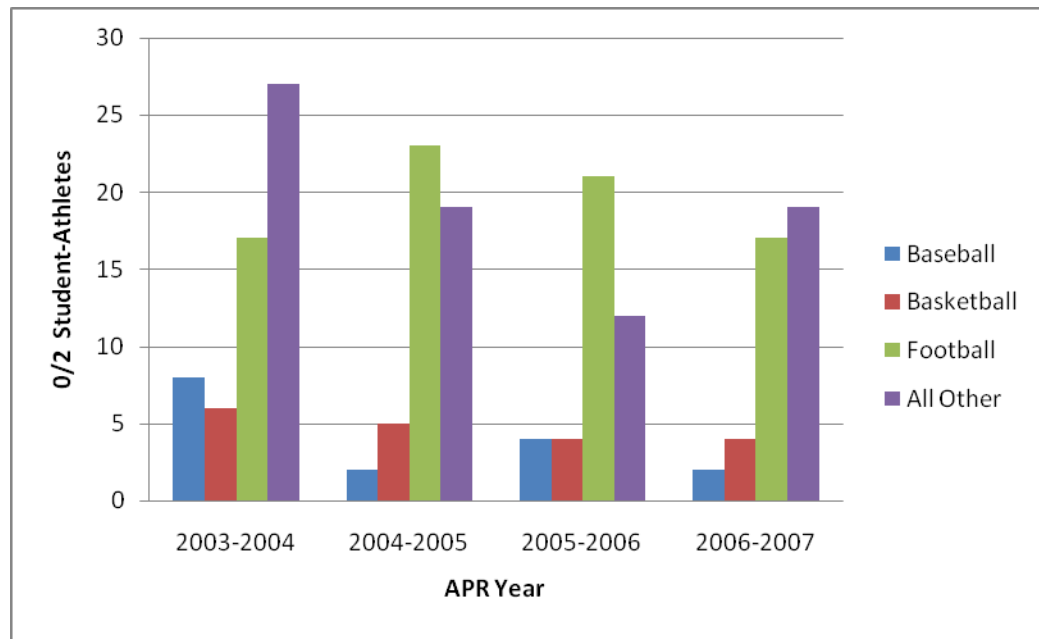
Breakdown of 0/2 Student-Athletes by Sport

	2003-2004	Percent Total	2004-2005	Percent Total	2005-2006	Percent Total	2006-2007	Percent Total
Baseball	8	13.80%	2	4%	4	9.80%	2	4.80%
Basketball	6	10.30%	5	10.20%	4	9.80%	4	9.50%
Football	17	29.30%	23	46.90%	21	51.20%	17	40.50%
All Other	27	46.60%	19	38.80%	12	29.20%	19	45.20%

Figure 2 displays a visual comparison the breakdown of 0/2 student-athletes by APR year for each of the mentioned sports.

Figure 2

Breakdown of 0/2 Student-Athletes by Sport



The 190 subjects were then analyzed by gender. Table 3 displays the number and percentage of 0/2 student-athletes for each year of the APR. Males represented the greatest percentage of the 0/2 student-athletes during all four years.

Table 3

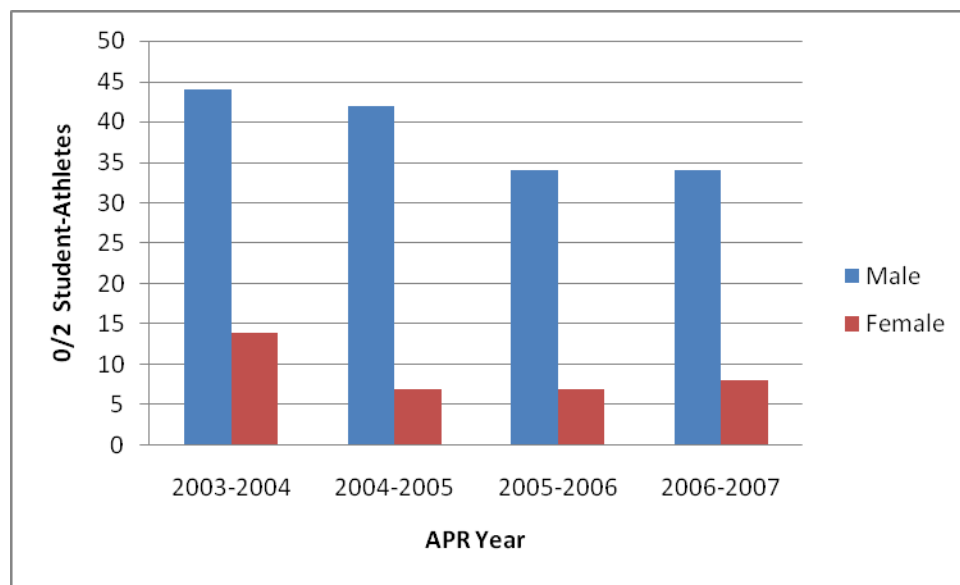
Breakdown of 0/2 Student-Athletes by Gender

	2003-2004	Percent Total	2004-2005	Percent Total	2005-2006	Percent Total	2006-2007	Percent Total
Male	44	75.90%	42	85.80%	34	82.90%	34	81%
Female	14	24.10%	7	8.20%	7	17.10%	8	19%

Figure 3 displays a visual comparison the breakdown of 0/2 student-athletes by gender for each year of the APR.

Figure 3

Breakdown of 0/2 Student-Athletes by Gender



The 190 subjects were analyzed in categories based on race. The races of Black and White were compiled individually, and the information for American Indian, Asian/Pacific, and Hispanic were combined into one category labeled All Other. Table 4 displays that Blacks and Whites were the overwhelming percentage of the student-athletes categorized as 0/2's.

Table 4

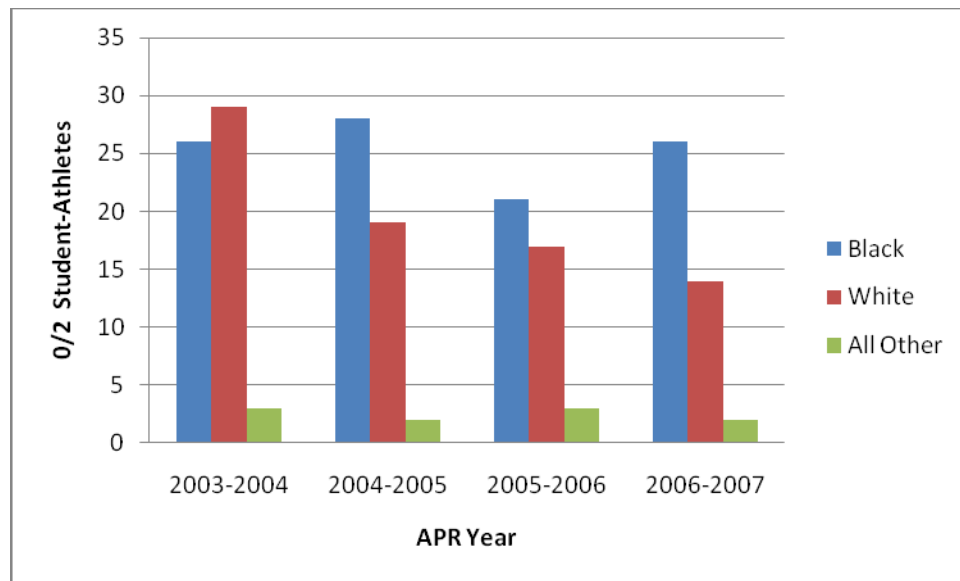
Breakdown of 0/2 Student-Athletes by Race

	2003-2004	Percent Total	2004-2005	Percent Total	2005-2006	Percent Total	2006-2007	Percent Total
Black	26	44.80%	28	57.10%	21	51.20%	26	61.90%
White	29	50%	19	38.80%	17	41.50%	14	33.30%
All Other	3	5.20%	2	4.10%	3	7.30%	2	4.80%

Figure 4 displays a visual comparison of the breakdown of 0/2 student-athletes by race for each year of the APR.

Figure 4

Breakdown of 0/2 Student-Athletes by Race



The second research question examined the differences in high school GPA of the 0/2 student-athletes in the categories of sport, gender, and race. Table 5 includes the descriptive statistics that were used to analyze the data by sport category.

Table 5

Descriptives: High School Core GPA by Sport

	Mean	Median	Standard Deviation	Low	High	N
Baseball	3.048	3.255	0.560	2.29	3.571	6
Basketball	2.879	2.8	0.528	1.75	4.2	18
Football	2.618	2.5	0.407	1.64	3.851	65
All Other	3.039	3.035	0.458	2.142	4.07	62

The sport of baseball had the highest core GPA of all sports as demonstrated by the mean ($\mu = 3.048$, $\sigma = .560$), and the median ($\tilde{\chi} = 3.255$) was greater than all other classifications. The sport of football had the lowest core GPA of all sports as demonstrated by the mean ($\mu = 2.618$, $\sigma = .407$) and the median ($\tilde{\chi} = 2.5$) was lower than all classifications.

Table 6 includes the descriptive statistics used to analyze the data by gender.

Table 6

Descriptives: High School Core GPA by Gender

	Mean	Median	Standard Deviation	Low	High	N
Female	3.129	3.117	0.521	1.75	4.2	30
Male	2.767	2.67	0.453	1.64	4.07	121

Females had the highest core GPA as demonstrated by the mean the mean ($\mu = 3.129$, $\sigma = .521$), and the median ($\tilde{\chi} = 3.117$) were greater than all scores of the male gender with the mean ($\mu = 2.767$, $\sigma = .453$) and the median ($\tilde{\chi} = 2.67$).

Table 7 includes the descriptive statistics used to analyze the data by race. The 148 subjects with usable GPA data were analyzed in catagories based on race. The races of Black and White were compiled individually, and the information for American Indian, Asian/Pacific, and Hispanic were combined into one category labeled All Other.

Table 7

Descriptives: High School Core GPA by Race

	Mean	Median	Standard Deviation	Low	High	N
Black	2.703	2.633	0.437	1.64	4.2	91
White	3.052	3.09	0.487	2.142	4.07	49
All Other	3.069	3.019	0.654	2.35	3.851	8

The All Other category had the highest mean core GPA of all the races as demonstrated by the mean ($\mu = 3.069$, $\sigma = .654$). Blacks had the lowest core GPA of the races as demonstrated by the mean ($\mu = 2.709$, $\sigma = .437$) and the median ($\tilde{\chi} = 2.633$) were lower than all classifications.

The third research question examined the SAT and/or ACT scores of the 0/2 student-athletes in the categories of sport, gender, and race. Those subjects with a sum ACT score were converted to an SAT composite score for the ability to make an equal comparison between the scores. Table 8 includes the descriptive statistics used to analyze the data by sport category.

Table 8

Descriptives: SAT Score by Sport

	Mean	Median	Standard Deviation	Low	High	N
Baseball	1140	1100	161.864	920	1360	7
Basketball	946.363	890	129.79	810	1220	11
Football	930	900	104.071	710	1190	53
All Other	1050	1010	142.627	840	1390	53

The sport of baseball had the highest SAT score of all sports as demonstrated by the mean ($\mu = 1140$, $\sigma = 161.864$), and the median ($\tilde{\chi} = 1100$) were greater than all other

classifications. The sports of basketball and football had the lowest SAT scores of the sports as demonstrated by the basketball mean ($\mu = 946.363$, $\sigma = 129.79$) and median ($\tilde{\chi} = 890$) and the football mean ($\mu = 930$, $\sigma = 104.071$) and median ($\tilde{\chi} = 900$).

Table 9 includes the descriptive statistics used to analyze the data by gender.

Table 9

Descriptives: SAT Scores by Gender

	Mean	Median	Standard Deviation	Low	High	N
Female	969.524	950	109.749	840	1260	21
Male	999.709	980	148.433	710	1390	103

Males had the highest SAT score as demonstrated by the mean ($\mu = 999.709$, $\sigma = 148.433$), and the median ($\tilde{\chi} = 980$) were greater than all scores of the female gender, the mean ($\mu = 969.524$, $\sigma = 109.749$) and the median ($\tilde{\chi} = 950$).

Table 10 includes the descriptive statistics used to analyze the data by race.

Table 10

Descriptives: SAT Scores by Race

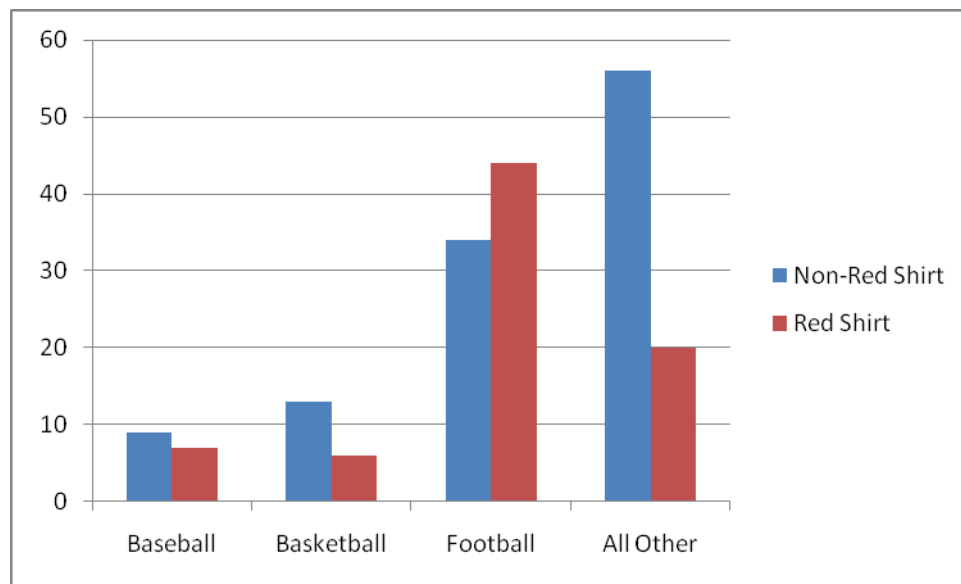
	Mean	Median	Standard Deviation	Low	High	N
Black	931.587	890	110.937	710	1220	63
White	1055.926	1020	144.046	790	1390	54
All Other	1088.571	1130	145.078	890	1260	7

The All Other category had the highest SAT scores of all the races, mean ($\mu = 1088.571$, $\sigma = 145.078$) and the median ($\tilde{\chi} = 1130$). Blacks had the lowest mean and median SAT scores of the races, the mean ($\mu = 931.587$, $\sigma = 110.937$) and the median ($\tilde{\chi} = 890$).

The forth research question examined any additional factors that could have had an impact on the student-athlete's 0/2 status. There were a total of 77 student-athletes that used a redshirt and 110 student-athletes that did not use a redshirt season. Figure 5 shows the breakdown of those subjects that used a redshirt and those that did not.

Figure 5

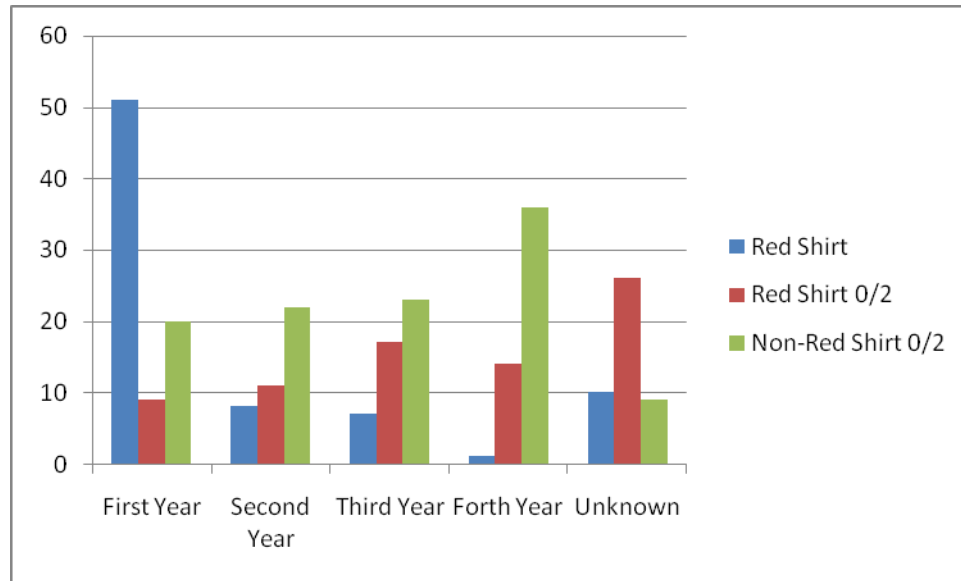
Redshirt versus Non-Redshirt



A majority of the baseball and football student-athletes, as reported by the ACC schools, utilized the redshirt season. The largest percentage of the reported student-athletes used their first year of school as the redshirt season. The fourth year of school had the largest number of non-redshirt student-athletes become an 0/2. The fifth year of school had the largest number of redshirt student-athletes become an 0/2. Figure 6 shows the year in which the subjects from this study utilized the redshirt year and the year when the 0/2 occurred for both redshirt and non-redshirt student-athletes.

Figure 6

Comparison: Redshirt Use and 0/2 Year



A small number of the reported 0/2 student-athletes experienced a significant coaching change during their collegiate athletic career. There was a reported 15 football and 9 student-athletes from the All Other category. Table 11 displays the results of coaching changes and non-coaching changes.

Table 11

Significant Coaching Changes

	Baseball	Basketball	Football	All Other
Coaching Change	0	2	15	9
Non-Coaching Change	16	19	78	77

A small number of the subjects in this study left school to play professional sports. The sport of football had the highest number of student-athletes leave for professional sports, but the sports of baseball and basketball had a larger percentage leave. Forty-four percent of

the reported baseball student-athletes and 37% of the reported basketball players left school for professional sports. Table 12 displays the results of leaving for professional sports and those that did not leave for professional sports.

Table 12

Professional Sports

	Baseball	Basketball	Football	All Other
Left for Professional Sports	7	7	18	7
Did Not Leave for Professional Sports	16	19	78	77

CHAPTER V

DISCUSSION

Of the 12 ACC institutions, six universities participated in this study. Information pertaining to the academic institutions and the individual student-athletes remained confidential throughout the submission of data through the survey. Information was submitted on a total of 190 student-athletes for the four years of APR data.

Research question one sought to observe trends in the percentages of athletes classified as 0/2 during the four years of APR data. The information for the sports of baseball, basketball, and football were compiled separately. All of the remaining sports were combined into one category entitled All Other. The percentage of baseball student-athletes classified as 0/2 fluctuated during the four years of data. In 2003-2004, baseball reported eight 0/2's which made up 13.8% of the total fifty-eight 0/2's for that year. Baseball 0/2's decreased in for the next three years of APR data. The sport of basketball remained consistent in both number and percentage for the four years. In 2003-2004, there were six reported 0/2's, or 10% of that year's total number. Basketball 0/2's dropped to five in the following year and remained a consistent four for the last two years of APR data. The sport of football had high numbers of 0/2's for all four years of data. In 2004-2005 there were 23 reported 0/2 football student-athletes, which made up nearly 47% of all 0/2 athletes for that year. In 2005-2006 the number of football 0/2's decreased to 21, but the total percentage increased to 51% of the year's total. The category of All Other and football made up the majority of the 0/2's of all four years of data. The percentage of All Other 0/2's fluctuated

from the highest percentage in 2003-2004 with almost 47% to a low of 29% in 2005-. The 27 reported 0/2 student-athletes in 2003-2004 also marked the highest number total for that category during the four years.

After each year of APR data is made public, the NCAA releases those sports and schools that have the lowest APR scores. The trend, for the three years of data that is currently public, has been that the sports of baseball, football, and men's basketball have scored the lowest. As previously stated during the literature review, for 2003-2004, 61 of the 99 sports with APR scores below 925 were baseball, football, and men's basketball. In 2005-2006, 75 of the 112 teams with failing scores were again from the sports of baseball, football, and men's basketball.

Not a single school from the ACC has been penalized. The ACC is known as a strong athletics conference, and is also a strong academic conference. Table 13 reports the scores from the 2005-2006 NCAA APR Public Report of the ACC schools. Currently, all 36 teams of baseball, football, and men's basketball have earned satisfactory team APR scores. The NCAA also publishes a list of schools earning high scores per sport as compared to all Division I institutions. Nine of the 12 ACC schools were recognized. Boston College and Duke University were each recognized in 12 sports. A complete list of recognized schools and sports from the ACC can be found on Table 14. Six schools from the conference submitted information for this study, and the number of 0/2 student-athletes for the sports of baseball, basketball, and football are low. In a perfect world the maximum number of potential APR points for one year earned for a fully funded squad in each of the sports mentioned above are; baseball = 140, men's basketball = 52, and football = 340. For a baseball squad to be below the 925 mark, there would have to be five 0/2's and one 1/2. For

a men's basketball team to fall below the 925 mark there would have to be two 0/2's, and for football it would take thirteen 0/2's to fall below that mark.

Table 13

ACC Three Year APR Scores

	Baseball	Football	Men's Basketball
Boston College	958	976	940
Clemson Univ.	959	945	894*
Duke Univ.	967	978	972
Florida State Univ.	941	952	980
Georgia Tech	974	959	944
Univ. of Maryland	963	944	908*
Univ. of Miami	947	966	938
Univ. of North Carolina	988	948	993
NC State	943	942	947
Univ. of Virginia	954	948	917*
Virginia Tech	922*	928	934
Wake Forest	975	966	986

* Denotes team is not subject to contemporaneous (immediate) penalties because of the squad-size adjustment.

Note. Data used in this table for each institution was obtained from the NCAA Division I 2005-2006 Academic Progress Rate Public Report.

Table 14

ACC Top Performing Schools

Boston College	Men's Fencing Men's Football Men's Outdoor Track Men's Skiing Women's Crew Women's Fencing	Women's Field Hockey Women's Skiing Women's Soccer Women's Softball Women's Tennis Women's Volleyball
Duke University	Men's Cross Country Men's Football Men's Golf Men's Indoor Track Men's Outdoor Track Men's Soccer	Men's Soccer Women's Fencing Women's Indoor Track Women's Outdoor Track Women's Soccer Women's Volleyball
Florida State University	Men's Basketball Men's Golf Women's Softball	
Georgia Tech	Men's Golf	
University of Maryland	Women's Cross Country Women's Gymnastics	
University of Miami	Men's Cross Country Men's Swimming	
University of North Carolina	Men's Baseball Men's Basketball Men's Fencing Women's Basketball	Women's Fencing Women's Golf Women's Volleyball
University of Virginia	Men's Golf Women's Golf Women's Lacrosse Women's Soccer	Women's Softball Women's Volleyball
Wake Forest University	Men's Basketball Men's Cross Country Men's Indoor Track Men's Outdoor Track	Men's Tennis Women's Volleyball

Note. Data used in this table for each institution was obtained from the NCAA 2006-2007 Public Recognition List.

Additionally, research question one sought to observe trends in the percentages of 0/2's by race and gender. Males consistently were the overwhelming percentage of the 0/2's. In 2003-2004, females with 14 reported 0/2's, were at their highest percentage of 24% for all

four years of data. Combined, Blacks and Whites made up over 90% of the 0/2's. In 2003-2004, Whites with 29 reported 0/2's or 50%, had their highest total. In 2006-2007, Blacks with 26 reported 0/2's or 62% had their highest total of the four years of data. Within the sport of basketball, all of the 0/2's were Black. There were 10 Black females, and nine Black males. Within the sport of football, 63 reported 0/2's were Black, 12 were White and three from the combined category of All Other. The majority of White 0/2's were found within the sport of All Other. There were 16 female 0/2's and 37 male 0/2's.

Research questions two and three sought to examine the academics of the 0/2 student-athletes through the analyzing of the high school core GPA's and SAT scores. Not all of the 190 subjects have a reported high school core GPA or SAT scores ACT scores for subjects without a reported SAT were converted to an SAT score using the conversion table provided by the College Board. For those subjects that had both and SAT and ACT score, the higher of the two scores was used to be consistent with admission processes.

A large discrepancy did not exist between the reported core GPA's of the 0/2 student-athletes within the three sports analyzed. The sport of baseball had the highest mean high school core GPA with ($\mu = 3.048$), and the category of All Other followed close behind with ($\mu = 3.039$). The sports of basketball and football had the lowest mean core GPA's with ($\mu = 2.879$) and ($\mu = 2.618$). Females reported highest mean high school core GPA with ($\mu = 3.129$). Top core GPA by race was very close between Whites and the combined category of All Others with ($\mu = 3.052$) and ($\mu = 3.069$).

A Study of Non-Competitive Athletic Admissions at the University of North Carolina at Chapel Hill (1975), a thesis study completed by Richard Baddour, analyzed those student-athletes that were admitted into the University of North Carolina at Chapel Hill (UNC) with

academic marks below the standards of a competitive admission. Within the study, competitive admission is defined as, those students who are admitted to the school within the academic standards among all other students. The non-competitive admittees, were defined as, those applicants who were not as academically competitive as other students, but special circumstances caused these applicants to be admitted. In the case of student-athletes, that special circumstance is their athletic ability (Baddour, 1975). The situation described is what occurs at UNC, and it is the assumption of this researcher that similar processes are in place at all of the ACC academic institutions.

Table 15 displays the SAT scores for the current freshman class at the ACC schools. These are the scores for the entire freshman student body. Scores were found on the institutional websites either under a section on admission standards or a webpage with facts about the school.

Table 15

Average SAT Scores of Freshman Class

	Average SAT Score	Middle 50% SAT Score
Boston College		1910-2110*
Clemson Univ.		1140-1290
Duke Univ.		1270-1560
Florida State Univ.		1140-1280
Georgia Tech		1250-1440
Univ. of Maryland		
Univ. of Miami	1275	
Univ. of North Carolina	1293	
NC State		
Univ. of Virginia		1200-1420
Virginia Tech		1100-1290
Wake Forest		1280-1400

* Denotes the use of the critical reading/verbal, math, and writing scores. All other schools use critical reading/verbal and math to obtain the middle 50% range.

Because this study was confidential to those schools that submitted data, the SAT scores for a particular school could not be determined. Instead, a middle range of SAT scores was tabulated by sport category as shown in Table 16. The upper boundaries of the middle 50% scores for the sports of baseball and the combined category of All Other do fall in line with the lower boundaries of scores for the freshman class of the ACC universities.. The scores of baseball and football are well below the middle 50% scores for the freshman class.

Table 16

Middle 50% of SAT Scores

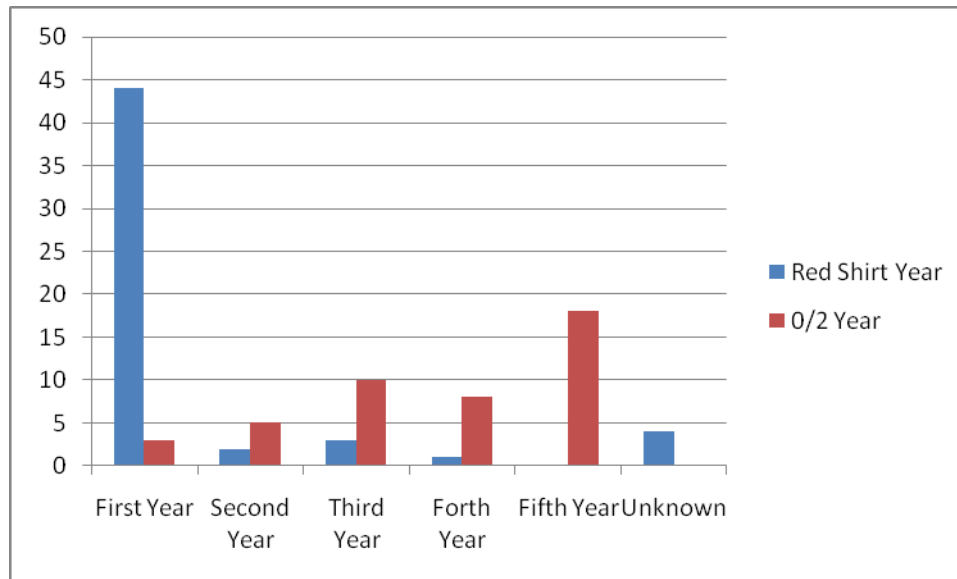
	Average SAT Score	Middle 50% SAT Score
Baseball	1100	1030-1270
Basketball	890	875-995
Football	900	870-1010
All Other	1010	940-1150

Research question four sought to observe any other factors that could have an impact on the student-athlete's 0/2 status. One of the factors analyzed was the use of a redshirt year. A large number of the reported student-athletes used a redshirt season at some point during the athletic career. To refresh, a redshirt is a year not spent competing by a student-athlete. This may only be used once during a career and the athlete is still able to practice with the team. Of the 190 subjects, 77 utilized a redshirt year at some point during their athletic career. Of the reported 77 redshirts 51, or 66%, were taken during the first year of school.

The sport of football was the only individual sport analyzed. Fifty-seven percent of the reported football student-athletes utilized a redshirt season. Thirty-four of the 44 redshirt seasons occurred in were used during the first year of school. Sixteen of the reported football student-athletes that used a redshirt left during their fifth year of school. The use of a redshirt season appeared to have no impact when the 0/2 status occurred. Figure 7 displays the reported year football players used a redshirt season and when the 0/2 occurred.

Figure 7

Football Redshirts



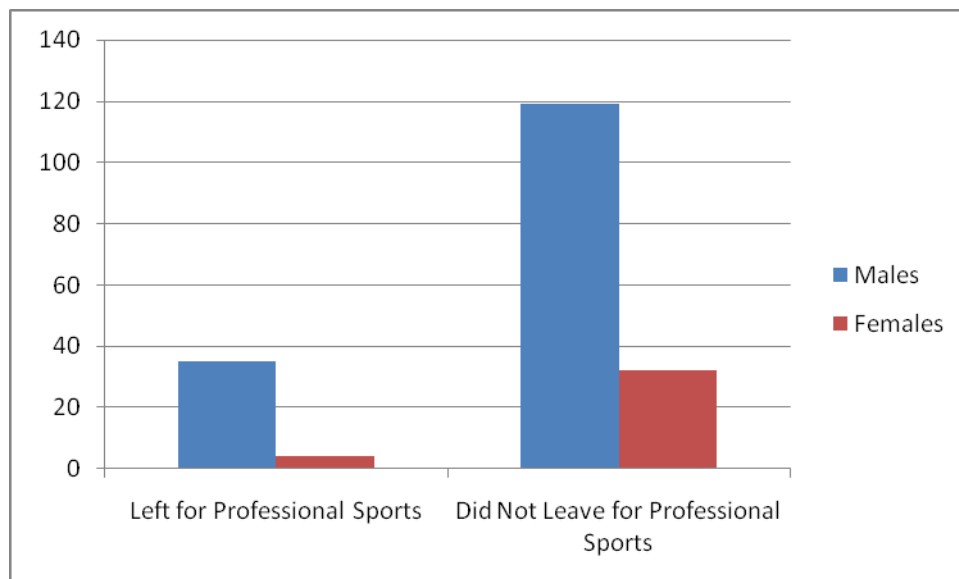
Another factor having potential impact into the O/2 status was a coaching change occurring during the student-athlete's collegiate athletic career. The wording of the survey question was "Did a significant coaching change occur from the time the student-athlete signed an NLI or financial aid agreement through the point they became an O/2? (a significant coaching change would be a head coach or the athlete's primary position coach)." Although the survey had been piloted and had surface validity, this proved a difficult question for many of the administrators to answer.. The information needed to answer this question had the potential to be from a year as early as 1999-2000 for those student-athletes that became an O/2 in 2003-2004. Information about a coaching change is not typical information that is kept on an academic record. There is also the factor of the academic administrators not being employed for long period of time or not knowing who the primary position coaches were for the student-athletes. Even so, there were 26 reported student-

athletes that experienced a coaching change while in school. Fifteen of the student-athletes came from the sport of football, two from basketball and the remaining nine came from the combined category of All Other. All 26 student-athletes that experienced a coaching change were male. The occurrence of a coaching change did not appear to have an impact on when the student-athlete's 0/2 status.

The final portion of research question four dealt with student-athletes that left school academically ineligible to play professional sports. There were a reported 20%, or 39 student-athletes, that left school to play professional sports. Of those, only four were female student-athletes all from the sport of basketball. Figure 8 displays the data by gender of those student-athletes that left school for professional sports.

Figure 8

Professional Sports by Gender

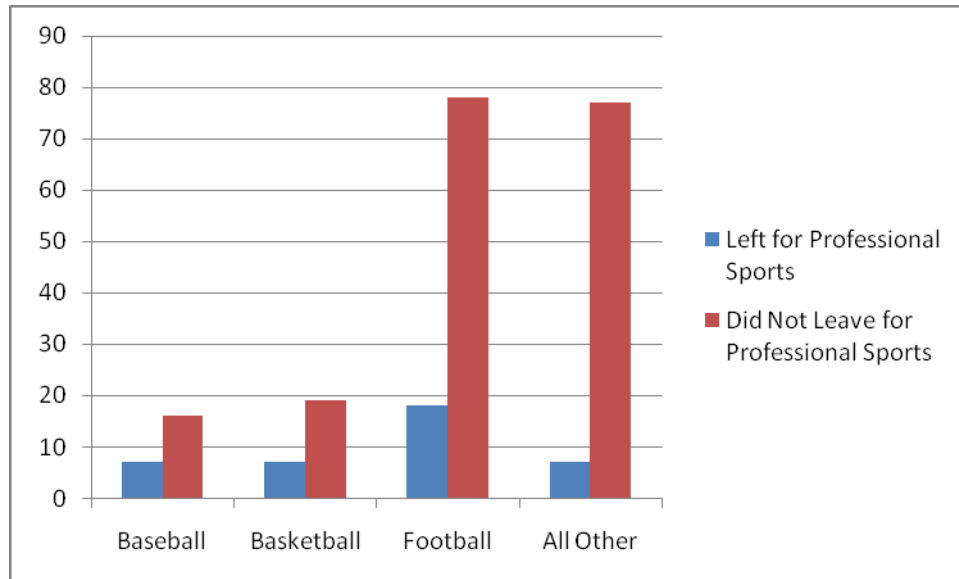


The largest number of student-athletes that left school to play professionally came from the sport of football. However, the highest percentage came from the sports of baseball

and basketball. There was a reported 44% of baseball and 37% of basketball 0/2 student-athletes that left school to play professional sports. Figure 9 displays the data of the 0/2's that left for professional opportunities by sport.

Figure 9

Professional Opportunities by Sport



Of the reported 39 0/2 student-athletes that left for professional sports, 30 left during their fourth or fifth year of school, eight left during their third year of school and the remaining student-athlete left during the first year. Again, as discussed above during the redshirt results, 90% of the student-athletes during the term prior to the 0/2 term received a 2/2 (academically eligible and retained), one student-athlete was reported as a 1/2 (retained but not academically eligible) and three had an unknown status.

Only a small percentage of high school athletes receive an athletic scholarship to play collegiate sports. Statistics released by the NCAA in 2007 showed that approximately 3%, or less than one in 35, male basketball players will compete at an NCAA institution. For female basketball athletes, 3.3% of high school athletes will compete at an NCAA institution. The

hopeful athlete that wants to play football or baseball in college has a slightly better percentage increase. In the sport of football, 5.7% of the 306,221 high school athletes will go on to play football in the NCAA. In the sport of baseball, 6.1% of the 134,477 high school athletes will play baseball at an NCAA institution. Those numbers do not guarantee that an athletic scholarship will be awarded to the lucky few to play in college. These numbers decreased for the percentage of collegiate student-athletes who play professional sports. The percent of NCAA men's basketball players who play professional basketball is 1.2% and 1.0% of female student-athletes. Those percentages for the sports of football and baseball are .08% and .45% (Bracken, 2007). Recently, the NCAA has produced a series of public service announcements showcasing former student-athletes that went to be doctors, lawyers, and business men/women. The tagline for all of these commercials is "There are over 380,000 student-athletes and just about all of them will be going pro is something other than sports."

Public perception is that the student-athletes who leave school early do so to play professionally. The reality is only a small percentages of college athletes that make professional teams. The percentage of student-athletes who left school to play professional sports, as reported in this survey, is higher than the numbers provided by the NCAA of those that actually make a professional team. Those student-athletes that left school academically ineligible to play professional sports was 20%. However, this percentage of athletes leaving for professional reasons can be deceiving. It is unknown if those athletes actually did make a professional team.

Profile of the 0/2 Student-Athlete

A profile, based on reported data, has been created for student-athletes in the sports of baseball, basketball and football. A common profile could not be created for the combined

sports category of All Other due to the 14 sports that comprised the category. Within the sport of baseball, the 0/2 student-athlete is White, leaves school during their fourth year, was a 2/2 the term prior, was a qualifier, was not a special admit to the university, and left the university for professional sports. Within the sport of women's basketball, the 0/2 student-athlete is Black, leaves during the fourth or fifth year, was a qualifier, was a special admit to the university. Within the sport of men's basketball, the 0/2 student-athlete is Black, leaves during the fourth or fifth year, was a qualifier, used four years of eligibility and was a 2/2 the term prior. Within the sport of football, the 0/2 student-athlete is Black, leaves during the fourth or fifth year, used four years of eligibility, was a 2/2 the term prior and used a redshirt during the first year of school.

Future Research

One of the main goals of the research was to create a profile of common characteristics of the 0/2 student-athletes of the Atlantic Coast Conference to assist in the reduction of student-athletes being classified as 0/2. This research was limited by the number of schools from the ACC that participated. With only six of the 12 schools participating a definitive picture of the 0/2 student-athletes could not be created.

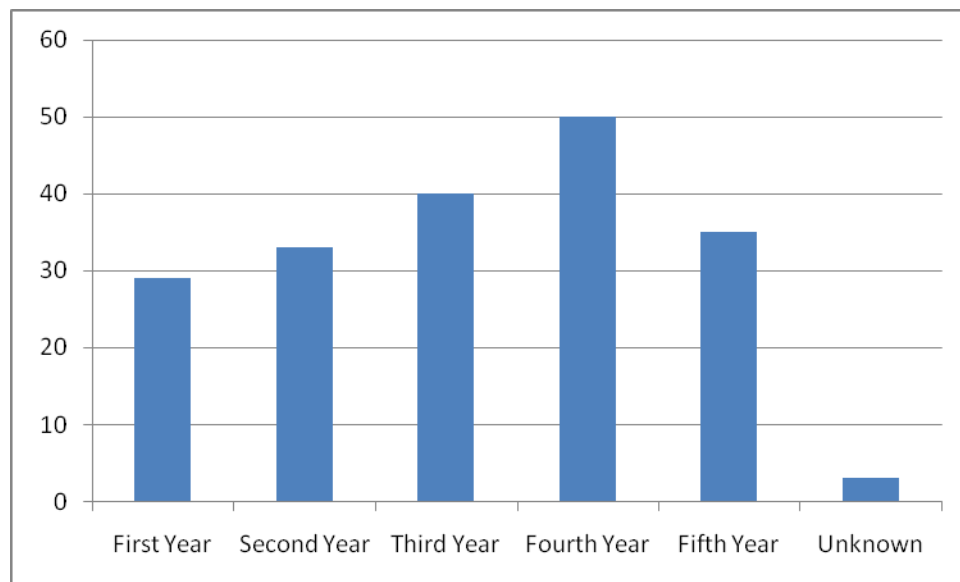
Additional limitations of this study should be addressed, such as the fact this research only looked at the 0/2 student-athletes of the ACC. The research was limited in scope so that comparisons could not be drawn between the 2/2 student-athletes and the 0/2 student-athletes.

As mentioned in the literature review, the NCAA became concerned about student-athletes exhausting their athletic eligibility, while making minimal progress toward graduation. One of the proposed solutions to this problem was to strengthen the continuing

eligibility requirements with the 40-60-80 rule. This rule was designed to keep student-athletes on course toward graduation by completing 40 percent of their degree prior to the start of the third year in college, 60 percent by the fourth year and 80 percent by the fifth year. This new standard became effective for the student-athletes initially enrolling in 2003. The largest majority of the student-athletes categorized as 0/2, as reported by the data, left school during the later years of college. Figure 10 displays the year in school in which the student-athletes were classified as an 0/2.

Figure 10

Year the 0/2 Occurred



The figure above goes against the target goal of the 40-60-80 measure. Student-athletes have continued to leave school without graduating as their athletic eligibility is exhausted. In the data submitted by the six ACC schools, there was a reported 85 student-athletes who left school during either the fourth or fifth year of enrollment. The mix of the 85 student-athletes was from the sports of baseball, basketball, football, and the category of All Other. Only 10 of the 85 student-athletes that left school during their fourth and fifth

years were academically ineligible during the term prior to the 0/2 term. Sixty-one of the student-athletes were a 2/2 (academically eligible and retained) immediately preceding the 0/2 term and the prior term status of the remaining 10 student-athletes was unknown. These student-athletes are exhausting their athletic eligibility and not completing their college degree. What are these student-athletes doing after they leave school that late into their academic career?

Future research could focus on the large number of athletes leaving school without graduating. As shown in the reported data, a large number of student-athletes left school during the fourth and fifth years. At this point the four years of athletic eligibility had been used up, but the student-athlete had not meet all of the requirements for graduation. The future research could focus on how many credits shy those players are from graduating that leave during the fourth or fifth year. Then, if the student-athlete does return to finish their degree, what was the length of time between when the student-athlete initially left school and then returned to complete their degree. This research could be beneficial to those that leave for professional reasons. The USA Today, in a 2006 article, lists the average career of a player in the National Football League (NFL) at less than four years. The article goes on to say that two years after no longer playing in the NFL, 78% of NFL players are divorced, bankrupt or unemployed (Memba, 2006). Time Magazine lists the average career in the National Basketball Association at 4.82 years and Science Daily lists the average Major League Baseball career at 5.6 years (Barovick,1999 & University of Colorado at Boulder, 2007). With the average career for professional athletes at these three main sporting arenas at less than six years, colleges can stress in importance of a completing a college education for those athletes entering their fourth and fifth years in school. It should be a priority of the

universities, and the coaching staff especially, to emphasize the importance of a career after athletics, and the importance of an education to achieving that second career.

The goals of this study were to find the common characteristics of the 0/2 student-athletes of the Atlantic Coast Conference and create a profile to assist in the reduction of future 0/2 student-athletes. The Academic Progress Rate is a relatively new measurement of retention and eligibility. This spring will reveal the forth set of data for schools. Will the ACC stay unblemished in penalties? An estimation from the data submitted for this study appears that they will.

Appendix A

Progress-toward-degree requirements for student-athletes entering college prior to August 1, 2003

Academic Requirements	Good Academic Standing	6 hours completed per term ^	24 hours completed during the previous academic year	Hours earned during academic year and summer terms (75/25) *	Declaration of a major	Percent of Degree Requirements (25/50/75)	Cumulative GPA per term (90/95) +
Academic Year							
Start of Year 2	Yes	Yes	Yes	Yes	N/A	N/A	N/A
Start of Year 3	Yes	Yes	Yes	Yes	Yes	25%	90% (1.8 GPA)
Start of Year 4	Yes	Yes	Yes	Yes	Yes	50%	95% (1.9 GPA)
Start of Year 5	Yes	Yes	Yes	Yes	Yes	75%	95% (1.9 GPA)

Progress-toward-degree requirements for student-athletes entering college on or after August 1, 2003

Academic Requirements	Good Academic Standing	6 hours completed per term ^	24 hours completed during the previous academic year	18 hours completed during fall and spring semester#	Declaration of a major	Percent of Degree Requirements (40/60/80)	Cumulative GPA per term (90/95) +
Academic Year							
Start of Year 2	Yes	Yes	Yes	Yes	N/A	N/A	90% (1.8 GPA)
Start of Year 3	Yes	Yes	N/A	Yes	Yes	40% (48 hours)	95% (1.9 GPA)
Start of Year 4	Yes	Yes	N/A	Yes	Yes	60% (72 hours)	100% (2.0 GPA)
Start of Year 5	Yes	Yes	N/A	Yes	Yes	80% (96 hours)	100% (2.0 GPA)

- ^ Student-athletes must pass six hours during the preceding regular academic term to be eligible for the next regular academic term.
- * Student-athletes must earn at least 75 percent of the minimum number of semester hours required for the progress toward degree requirements during the regular academic term. The student-athlete can not earn more than 25 percent of the minimum number of semester hours required for the progress toward degree requirements during the summer term.
- # Student-athletes must earn 18 hours of academic credit prior to the start of the third semester of enrollment. Hours earned during the summer may not be used to meet this requirement.
- + Student-athletes must maintain the cumulative GPA required for the start of the academic year in order to compete the following semester. Institutions are required to certify the GPA requirement on a term-by-term basis by the first date of competition of the academic term.

Appendix B

Initial Eligibility Requirements

Minimum Core-Curriculum and Grade-Point Average

	Proposition 48	Proposition 16	Proposition 26	Proposition 26
Passed	January 1983	January 1992	April 2003	April 2003
Effective Date	August 1, 1986	August 1, 1995	August 1, 2005	August 1, 2008
English	3 years	3 years	4 years	4 years
Mathematics	2 years	2 years	2 years	3 years
Natural/physical science	2 years	2 years	2 years	2 years
Social science	2 years	2 years	2 years	2 years
Additional academic courses in English, math or natural/physical science	—	2 years	1 year	1 year
Additional academic courses in any of the above areas or foreign language, philosophy, or nondoctinal religion	2 years	2 years	3 years	4 years
Core curriculum grade-point average	2.000	Initial Eligibility Index (see Appendix C)	Initial Eligibility Index (see Appendix D)	Initial Eligibility Index (see Appendix D)

Appendix C

Requirements of NCAA Proposition 16

A student-athlete with a core grade-point average in Column 1 had to obtain the corresponding minimum SAT score in Column 2 or ACT score in Column 3

Core GPA	Minimum Required SAT	Minimum Required ACT
Above 2.500	700	17
2.500	700	17
2.475	710	18
2.450	720	18
2.425	730	18
2.400	740	18
2.375	750	18
2.350	760	19
2.325	770	19
2.300	780	19
2.275	790	19
2.250	800	19
2.225	810	20
2.200	820	20
2.175	830	20
2.150	840	20
2.125	850	20
2.100	860	21
2.075	870	21
2.050	880	21
2.025	890	21
2.000	900	21

Below 2.000 Not Eligible

Appendix D

Requirements of NCAA Proposition 23

Freshman entering school for the first time after August 1, 2005 may establish eligibility using the following eligibility index.

Core GPA	SAT	Sum ACT
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.650	760	62
2.625	770	63

2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

Appendix E

Atlantic Coast Conference APR Survey

1. Default Section					
* 1. Year of APR Data					
<input type="text"/>					
* 2. Sport					
<input type="text"/>					
* 3. Gender of Student-Athlete					
<input type="radio"/> Male	<input type="radio"/> Female				
4. Student-Athlete Race					
<input type="radio"/> American Indian	<input type="radio"/> Asian/Pacific	<input type="radio"/> Black	<input type="radio"/> Hispanic	<input type="radio"/> White	<input type="radio"/> Other
5. Student-Athlete Core High School GPA					
<input type="text"/>					
6. Student-Athlete SAT Critical Reading Score (enter N/A if the student-athlete did not take the SAT)					
<input type="text"/>					
7. Student-Athlete SAT Math Score (enter N/A if the student-athlete did not take the SAT)					
<input type="text"/>					
8. Student-Athlete ACT Sum Score (enter N/A if the student-athlete did not take the ACT)					
<input type="text"/>					
9. In what academic year did the 0/2 occur of the individual student-athlete?					
<input type="radio"/> First Year	<input type="radio"/> Second Year	<input type="radio"/> Third Year	<input type="radio"/> Fourth Year	<input type="radio"/> Fifth Year	
10. What was the academic standing of the student-athlete in the academic term directly prior to the 0/2?					
<input type="radio"/> 2/2	<input type="radio"/> 1/2	<input type="radio"/> Unknown			
11. Number of years of eligibility used through the 0/2 term					
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
12. Did the student-athlete redshirt?					
<input type="radio"/> Yes	<input type="radio"/> No				
13. If the answer to #12 is yes, in what academic year did the student-athlete redshirt?					
<input type="radio"/> First Year	<input type="radio"/> Second Year	<input type="radio"/> Third Year	<input type="radio"/> Fourth Year	<input type="radio"/> Fifth Year	
14. Did the student-athlete transfer into an ACC institution?					
<input type="checkbox"/> Yes					
<input type="checkbox"/> No					
<input type="checkbox"/> Previously attended a 4 year institution					
<input type="checkbox"/> Previously attended a 2 year institution					

15. Was the student-athlete a special admit into the academic institution?

☐ Yes

☐ No

16. What was the student-athlete's initial eligibility certification?

☐ Qualifier

☐ Partial Qualifier

☐ Nonqualifier

17. Did the student-athlete leave the institution to play professional athletics?

☐ Yes

☐ No

18. Did a significant coaching change occur from the time the student-athlete signed an NLI or financial aid agreement through the point they became an 0/2? (a significant coaching change would be a head coach or the athlete's primary position coach)

☐ Yes

☐ No

☐ Unknown

19. How many student-athletes were included in the calculation of the team APR score?

Appendix F

Invitation Cover Letter

February 13, 2008

Dear _____ :

My name is Shelly Green and I am a second year graduate student in the Sport Administration program at the University of North Carolina at Chapel Hill. In fulfillment of my graduate degree I am completing a thesis studying the characteristics of ineligible and not-retained (0/2) student-athletes. The purpose of the study is to identify common characteristics of the 0/2 student-athletes to create a profile that may assist the member institutions of the ACC in the identification of academically-needy student-athletes and the retainment of these student-athletes.

Due to the fact there is not a known designee who compiles the APR data at all schools, there will be two persons at each ACC member institution receiving this letter. Participation will require completing a survey, and you will receive a copy of the results in appreciation of your participation. Those persons identified were compliance coordinators and the head of academic support. I am requesting that only one survey be filled out per school. Please email me at sjgreen@unca.unc.edu if you are not the appropriate person to participate, or do not wish to participate, in this survey.

I realize that the APR data for 2006-2007 will not be made available to the public until May 2008. In order to complete my research, I am dependent on the cooperation of compliance and academic coordinators at each of the ACC schools.

Please let me assure you that no student-athlete or institution will be identifiable in this research. The survey will be administered through Survey Monkey, an on-line research service, and I will not have any way of identifying those responding. This method was chosen to maintain anonymity as well as the highest level of confidentiality. I realize that the APR data for 2006-2007 will not be made available to the public until May 2008. In order to complete my research, I am dependent on the voluntary cooperation of compliance and academic coordinators at each of the ACC schools. It is estimated it will take five minutes to enter the information for each applicable student-athlete.

You will receive an email with a link that will direct you to the survey. This email will also contain a short set of directions as to how to take the survey. Please attempt to complete the survey within three weeks of receiving the email. If you have any questions or concerns about this study, please feel free to contact me at 919/824-2235, or my faculty advisor, Barbara Osborne JD, at 919/962-5173. This study has received approval of the Institutional Review Board at the University of North Carolina at Chapel Hill. At any point of this study if questions arise in to the rights as participants of this research study, please contact the co-chair of the IRB, Dr. Stuart Rennie, at 919/966-3113.

Thank you in advance for your assistance.

Sincerely,

Shelly Green
Graduate Student
Exercise and Sport Science

Appendix G

Survey Link with Email Directions

Dear _____,

Thank you for agreeing to assist in the collection of information about the ineligible and not-retained (0/2) student-athletes from your college/university. As a reminder, the purpose of the study is to identify common characteristics of the 0/2 student-athletes to create a profile that may assist the member institutions of the ACC in the identification of academically-needy student-athletes and the retainment of these student-athletes. Below you will find a link to the survey.

Please enter the information for each student-athlete individually. When the information for the first athlete is completed, please click on the Next Student-Athlete button and continue the process. Please be assured that none of the information entered will be identifiable to the student-athletes or the institutions.

If you are not able to complete data entry for all student-athletes, you may exit the survey and re-enter as many times as necessary using the provided link in this email. However, once a student-athlete's information is submitted you will not be able to go back and change that information. As a suggestion, please attempt to gather all of the information necessary to complete the information for each of the student-athletes prior to entering the data into the survey. The estimated time to enter the data for one student-athlete is five minutes. When all 0/2 student-athlete information has been entered, please submit the information by clicking on the "Next Student-Athlete" button, then close the internet window to exit the survey.

As a participant in a research study, you have the right to ask, and have answered, any questions you may have about this research. If you have questions, or concerns, you should contact me at sjgreen@unca.unc.edu, my advisor, Barbara Osborne at sportlaw@unc.edu, or the Institutional Review Board at 919/966-3113 or IRB_subjects@unc.edu.

To indicate your consent to participate in this study and get started, please click on the link below:

http://www.surveymonkey.com/s.aspx?sm=u8oMZxpsxUdxNXiZ_2bvIwww_3d_3d

Thank you for your participation!

Sincerely,

Shelly Green
Graduate Student
Exercise and Sport Science

Appendix H

Reminder Email Directions

Dear _____,

Six weeks ago, you should have received an email explaining my research project related to 0/2 student-athletes with a link to participate. In order to assure confidentiality, I do not know the identity of those who have completed the study. If you have, thank you so much, and please ignore the rest of this message! If you have not completed the study, the complete information and link is included below. If additional time is needed beyond the January 18th deadline, please contact me – it is more important that I receive the information than the date I actually receive it! I thank you in advance for your participation!

The purpose of the study is to identify common characteristics of the 0/2 student-athletes to create a profile that may assist the member institutions of the ACC in the identification of academically-needy student-athletes and the retainment of these student-athletes.

Please enter the information for each student-athlete individually. When the information for the first athlete is completed, please click on the “Next Student-Athlete” button and continue the process. All of the information entered will not be identifiable to the student-athletes or the institutions.

If you are not able to complete data entry for all student-athletes, you may exit the survey and re-enter as many times as necessary using the provided link in this email. However, once a student-athlete’s information is submitted you will not be able to go back and change that information. As a suggestion, please attempt to gather all of the information necessary to complete the information for each of the student-athletes prior to entering the data into the survey. The estimated time to enter the data for one student-athlete is five minutes. When all 0/2 student-athlete information has been entered, please submit the information by clicking on the “Next Student-Athlete” button, then close the internet window to exit the survey.

As a participant in a research study, you have the right to ask, and have answered, any questions you may have about this research. If you have questions, or concerns, you should contact me at sjgreen@unca.unc.edu, my advisor, Barbara Osborne at sportlaw@unc.edu, or the Institutional Review Board at 919/966-3113 or IRB_subjects@unc.edu.

To indicate your consent to participate in this study and get started, please click on the link below:

http://www.surveymonkey.com/s.aspx?sm=u8oMZxpsxUdxNXiZ_2bvIwww_3d_3d

Thank you for your participation!

Sincerely,

Shelly Green
UNC-CH Graduate Student
Exercise and Sport Science

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