

Special Admits and Academic Reform: The Outcomes

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Key Discussion Points

- Academic Reform legislation passed in 2003 brought initial eligibility changes to the academic profile of incoming student-athletes
- APR's relationship to retention and eligibility
- Increased admissions access drives an increased need to provide support
- Where does graduation fit in?

Academic Reform Changes

- **Sliding Scale – no minimum standardized test cut-off score; value placed on HS GPA**
- **HS grade inflation**
- **Increased pressure to select special admits who will persist and graduate**
- **Clustering of majors**
- **Punitive measures in place for underperformance of retention and eligibility of student-athletes**

Academic Reform Changes: Similarities & Differences

- **At OU:**
 - Structured database and research already in place to track profiles and performance outcomes of specially admitted student-athletes
 - Have documented trends from 1998 – 2002 cohorts
 - How does 2003 cohort measure up as compared to admissions, performance, and persistence of previous cohorts?

Similarities

- **First Semester Academic Performance (GPA)**
 - NCAA Social Studies GPA
 - NCAA High School GPA
 - Number of High School Math Courses
- **First Year Academic Performance (GPA)**
 - 1st Semester GPA
 - Sports
 - Number of HS Math Courses
 - ACT Reading

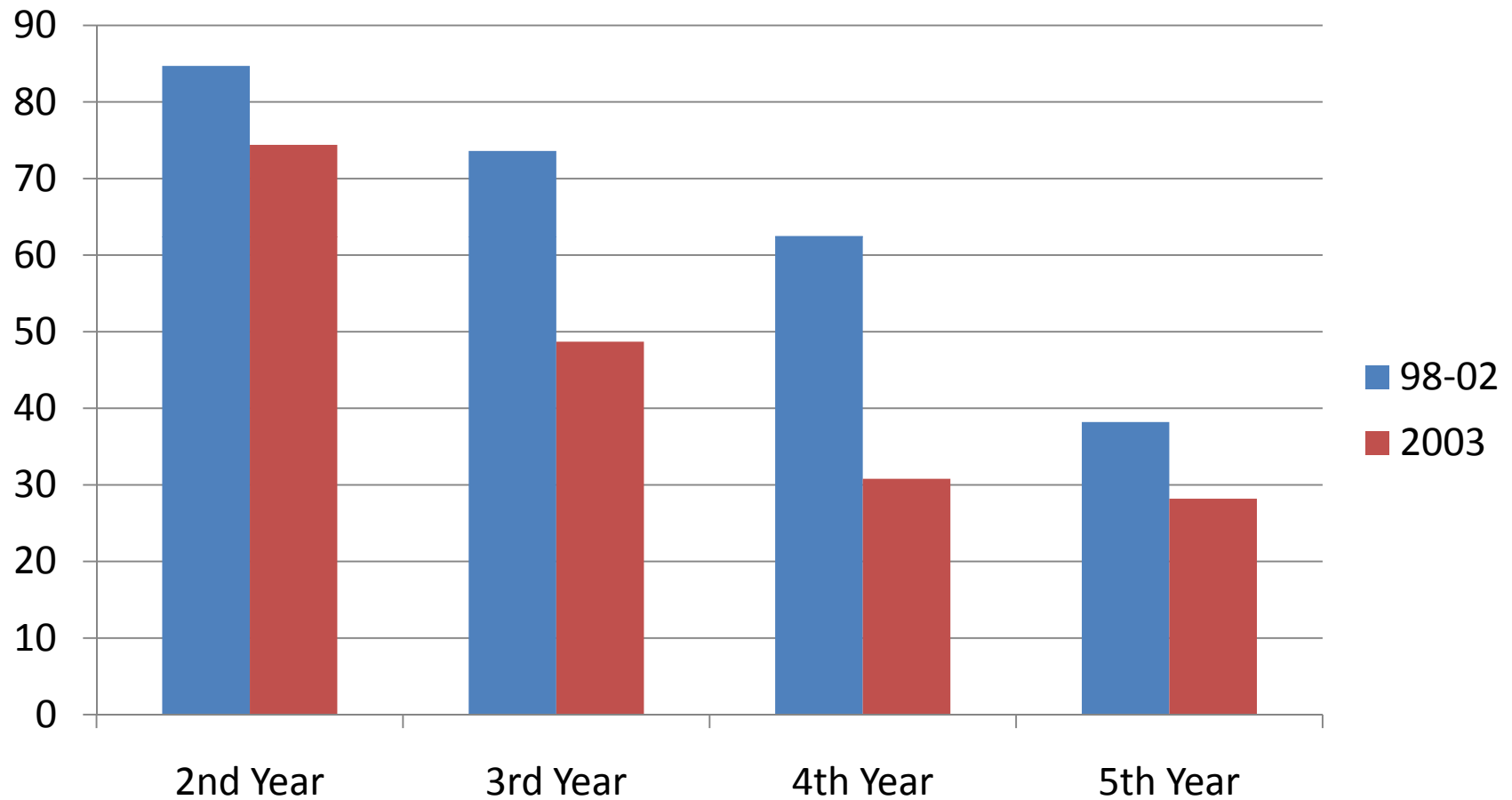
Similarities

- **Both Pre and Post Academic Reform Cohorts:**
 - **Key to Success is Good First Start**
 - **Experience a “Sophomore Slump”**
 - **Revenue vs. Non-Revenue**
 - **Athletic Eligibility Status**

Differences

- **Persistence**
 - **3rd Year Retention**
 - **Pre- Academic Reform: 73.6% continued**
 - **Post-Academic Reform: 48.7% continued**
 - **4th Year Retention**
 - **Pre-Academic Reform: 62.5% continued**
 - **Post-Academic Reform: 30.8% continued**

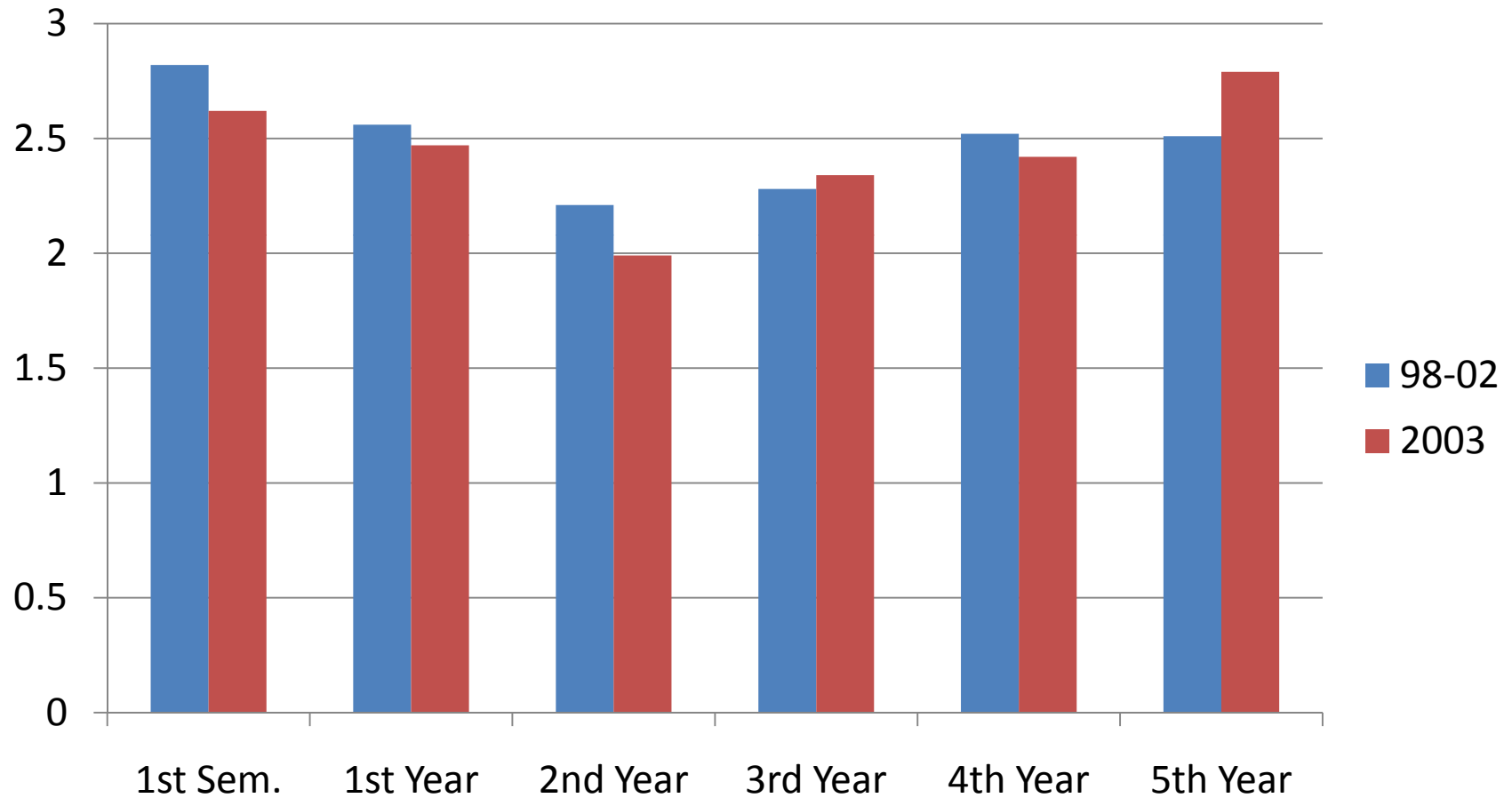
Persistence



Differences

- **Performance (GPA)**
 - **1st Semester**
 - Pre-Academic Reform: 2.82
 - Post-Academic Reform: 2.62
 - **1st Year**
 - Pre-Academic Reform: 2.56
 - Post-Academic Reform: 2.47
 - **2nd Year**
 - Pre-Academic Reform: 2.21
 - Post-Academic Reform: 1.99

Performance: GPA



Overall Observation

Changes in legislation are bringing in weaker classes of student-athletes, with more demands placed upon them.

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Mondays with Myles

“I think we’ve got it right”



http://www.doubleazone.com/2009/02/ncaa_academic_reform_mondays_with_myles_myles_brand_ncaa_president.php

Progress?

- **Debatable**
 - **Not about true progress**
 - Game of retention and eligibility
 - **APR - numbers game. No evidence of connection to graduation rates**
 - Predictive values of APR numbers seem incorrect
 - **Admissions – University admissions processes more critical than ever to have a data based guide for decision making**

NCAA President Myles Brand said the big question isn't whether athletes are as qualified as other students when they enroll but whether, given help, they can obtain degrees. "What you are really looking for is whether the student-athletes who are being accepted have the capability of graduating from that institution with the academic support they have available," Brand said.

**By Mike Knobler, The Atlanta Journal-Constitution
Sunday, December 28, 2008**

Providing Support with Access

- Tinto article “Access Without Support Is Not Opportunity”
- Institutional responsibility to give ALL students a fair chance at an education
- Will college presidents sacrifice a competitive disadvantage for higher standards?

Providing Support with Access

Academic Support Services offered at OU:

–**PROS** (Psychological Resources for OU Student-Athletes)

- Staff: 2 licensed psychologists, 1 post doctoral fellow, 2 pre-doctoral interns, 1 psychology doctoral GA, 2 psychology masters level GAs
- Assessment: Spelling, math, reading – WRAT IV
 - All scholarship student-athletes (289)
- Individualized plans (88) & additional testing
- ADHD testing
- Confidential Counseling services

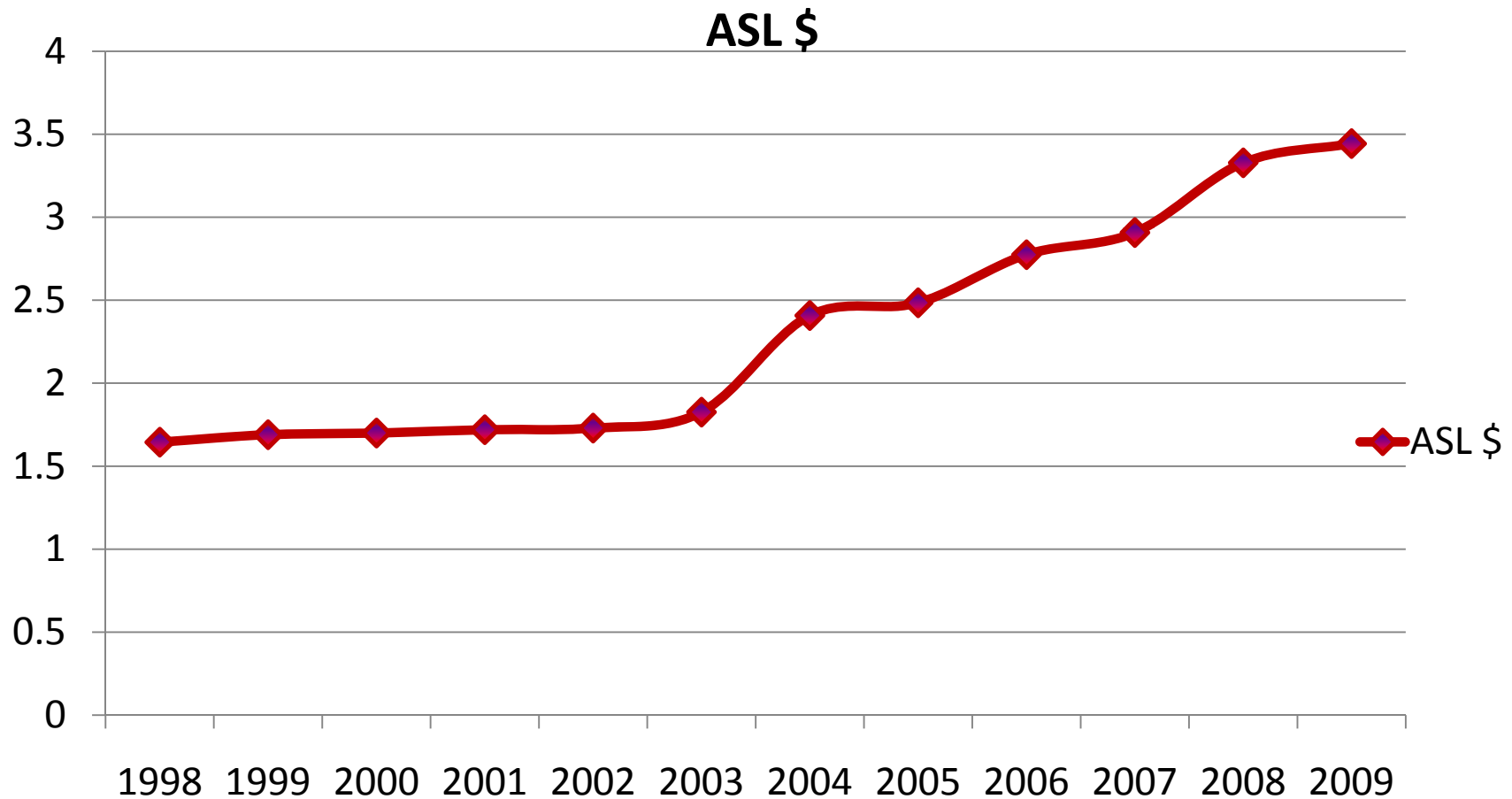
Providing Support with Access

- **Academic Support Services offered at OU:**
 - Tutoring (2528 individual; 917 group sessions)
 - Study Managers (20+) for 140 student-athletes
 - Class Monitoring (60,300 classes)
 - Reading Enhancement Specialists (2)
 - Study Skills Program
 - Weekly workshops
 - Monthly workshops (Sunday)

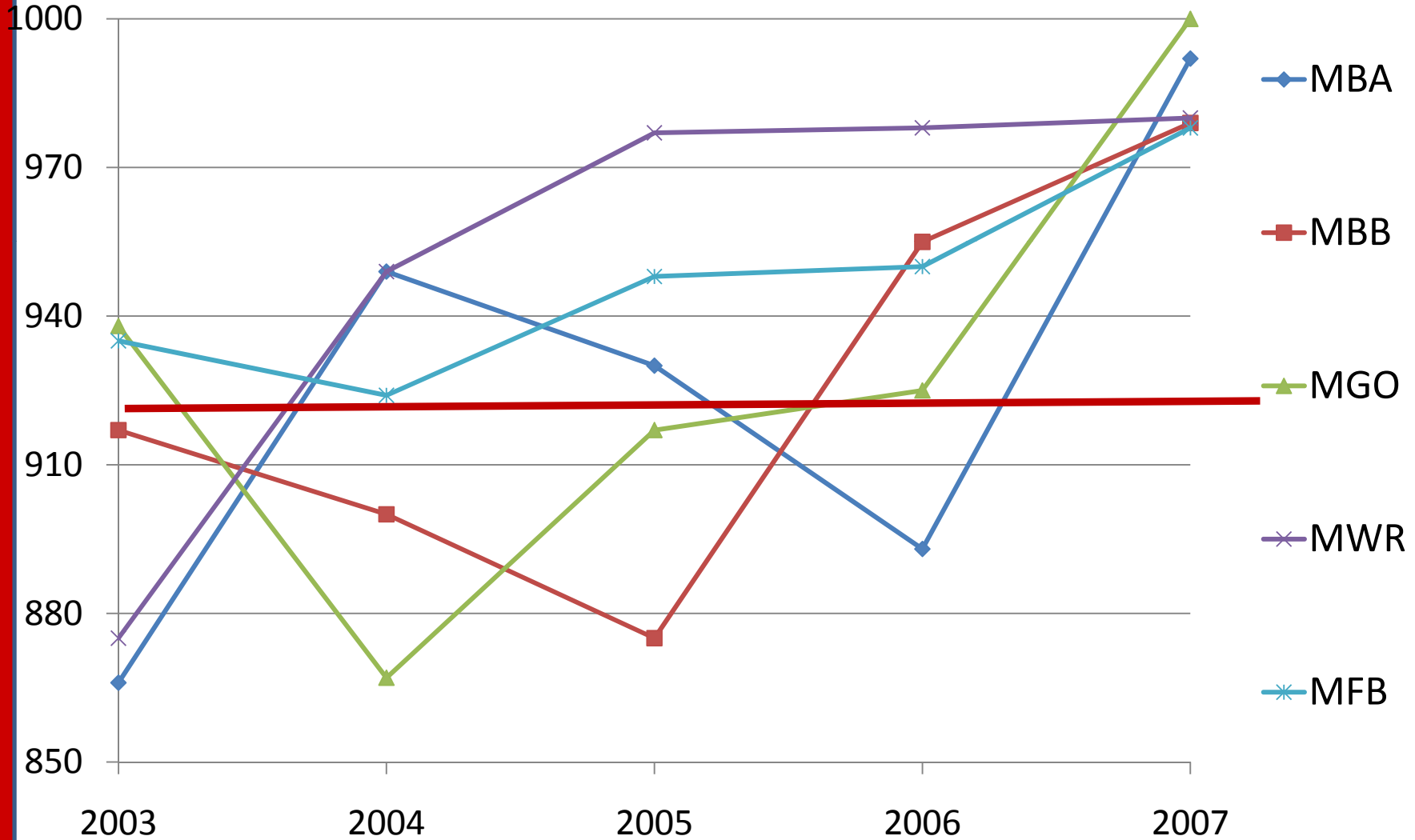
Providing Support with Access

- **Policy Creation**
 - Academic Review Committee
 - Special Admit Limits for Teams already on Penalty
 - Background Checks for Prospective Student-Athletes
 - Departmental Progress Toward Degree
 - Class Attendance Policy

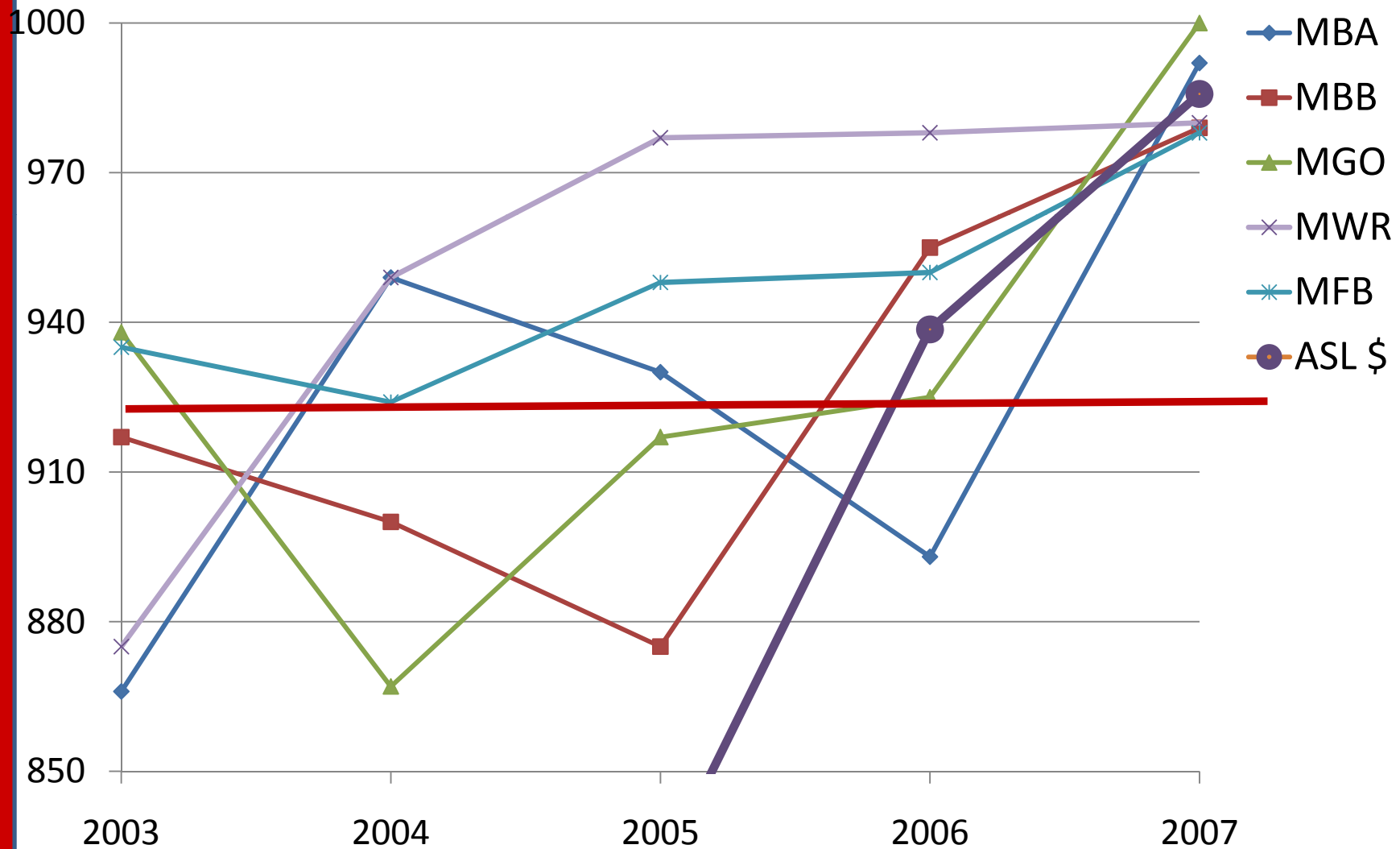
The Cost of Support



OU APR



The Cost of Support: APR & the Growth of ASL Budget



What Does 925 Mean?

- **Predictive Value?**
 - **At OU:**
 - No penalties
 - Estimated Grad Rates lower than NCAA prediction
 - **Coaches APR**
 - Measure of Retention and Eligibility
 - Useful?

Haves vs. Have Nots

- Higher education budget crises
 - At least for the next 2 years
- Widespread layoffs and cutbacks
- What if budgets are already thin?
- What if manpower is not available?
- What if administration is not supportive?
- Penalized teams tend to be from non-BCS conferences and underfunded institutions
- Will academic support be sacrificed?

Educate!!!

Thank you!



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