

## ACADEMIC INTEGRITY COMMITTEE

### Exhibit List

<u>Number</u>	<u>Description</u>
1	*1997-98 University of Florida Undergraduate Catalog *(Entrance Requirements - pg. 35-41)
2	University Athletic Association Mission Statement
8	1997-98 University of Florida Athletics Compliance Policies & Procedures Manual
10	1996-97 University of Florida Student-Athlete Handbook
21	“Quest for Balance” Task Force to Review Intercollegiate Athletics
22	“The University Implements Recommendations in ‘The Quest for Balance’ Report”
23	1993 Letter to Jean Chance On Actions Taken Since 1991 Task Force
24	1997 Task Force Update on Actions Taken Since 1991 Task Force
25	Academic Comparisons of Student and Student-Athletes by Predictive Index
26	Description of Universal Tracking and Sample Tracking Screen
27	University of Florida Admissions Guidelines for Student-Athletes
28	College of Liberal Arts and Sciences Achievement in Instructional Mainstreaming
29	Number of Special Admit Requests for Student-Athletes
30	Office of Student Life Student-Athlete Development Program
31	1997-98 Student Development in the University Setting (SDS 3480) Syllabus
32	Choosing A Major: The Integrated Student Information System Brochure
33	Description of Noel/Levitz College Student Inventory
34	Campus Diplomats’ Evaluation of Student-Athlete Forum Program
35	*NCAA Graduation Rates Report (1994-1996)
36	*Degree Program Information

\* Document required by self-study instrument

## Academic Integrity Committee

**Self-Study Item #1: Describe any recent major changes in policy and organization that affect the institution's current efforts in matters related to the operating principles listed above regarding academic integrity, focusing on those implemented during the last three years.**

In 1991, President Lombardi appointed a task force of University faculty to review the intercollegiate athletics program at the University of Florida. The task force report, *Quest For Balance*, made over 30 recommendations for improvement (see exhibit 21). Following the completion of the task force's report, the President produced the *University Implements Recommendations in "The Quest For Balance" The Task Force Report on Intercollegiate Athletics* (see exhibit 22) explaining how and why specific recommendations would be implemented.

In 1993, a faculty member of the Intercollegiate Athletics Committee studied the recommendations made by the task force (see exhibit 23) to determine what implementation had occurred since the 1991 report. As part of the NCAA Athletics Certification process, the Academic Integrity Committee requested that the Associate Athletics Director for Academic Affairs conduct an additional follow-up (see exhibit 24) to determine actions since 1993 to assure that incremental adjustments for improvement of intercollegiate athletics were occurring as needed.

The University of Florida has significantly reduced the number of Provost admits (students admitted below the predictive index) each year since 1993 (see exhibit 24). All students, including student-athletes, admitted to the University meet one of the following criteria: 1) meet Board of Regents grade point average and standardized test score minimum, 2) have an acceptable predictive index ( see exhibit 8, pg. 27-28) and have been approved by the Admissions Committee, or 3) are admitted by the Provost if denied by the Admissions Committee pursuant to OP 2. The predictive index calculation gives the Admissions Committee an indication of a student's predicted first year grade point average (see exhibit 8 - pg. 27-28). The predictive index at which certain student-athletes will be accepted is lower than that for non-athletes due to the academic support services available to student-athletes.

Research conducted by the Intercollegiate Athletics Committee and Admissions Office (see exhibit 25) indicates that student-athletes perform on the average .4-.5 of a letter grade higher than comparable non-athletes. This fact illustrates OP 3 and OP 4 in that a student-athlete whose predictive index does not indicate a good chance for academic success will not be admitted to the University unless extenuating circumstances exist, such as a recent trend of improvement in grades, a documented learning disability, or a family crisis that may have affected an applicant's academic

achievement in a particular year.

All Athletic Association academic counselors in the Office of Student Life have been placed under the direction of the Associate Dean for Student Affairs, College of Liberal Arts and Sciences. They continue to be hired and evaluated by the Associate Athletics Director for Academic Affairs in conjunction with the Associate Dean. This process ensures that all academic advising is subject to the same standards and review for both student-athletes and non-athletes as prescribed by OP 3. The Office of Student Life was designed especially to provide academic support for student-athletes from the time that the student-athlete is admitted, pursuant to OP 4.

A University-wide advising system, Universal Tracking, began with the 1996-97 academic year. Each undergraduate student is provided with the optimal individual path through the curriculum to reach his or her degree objective. Three weeks prior to preregistration, an audit listing the courses required and electives possible, as defined by the student's chosen degree program (see exhibit 26), is sent to the student's local address and is made available via computer access. All students are "tracked" through their curricula, and a series of tracking criteria are utilized to determine if students are on- or off-track. Students off-track for a single term are required to see an advisor before registering for another term. Students off-track for more than two terms in the same major may be advised to seek a different major.

If a student changes majors, the University generates a new audit that outlines the optimal path through the curriculum towards the new degree or major. The critical tracking semester is then reset to the latest term for which the student is on track in the new major (see exhibit 1 - pg. 48). The Enrollment Management Council ensures that seats are available in required courses when students need them. Universal tracking was developed to improve both the academic advising process and graduation rates for all students.

Tracking is administered by the University's Office of Academic Affairs and by each College, insuring that authority rests outside the Athletic Association for student-athletes as required by OP 3. The tracking system works to alert academic counselors in the Office of Student Life as soon as a student-athlete is off-track so that the appropriate actions can be taken to prevent the student-athlete from falling behind in the quest for a degree and, in this way, supports OP 4. Tracking also is projected to improve the consistency in graduation rates among students generally and student-athletes, pursuant to OP 2.

## Academic Integrity Committee

**Self-Study Item #2: Describe the process by which student-athletes are admitted to your institution, and compare it to the process for admitting students generally. Give careful attention to key decision points (e.g., establishment of admissions criteria, approval of special admissions) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, that the athletics department plays (if any) in the admissions process for student-athletes.**

The University President outlined the process by which student-athletes shall be admitted to the University in a letter entitled *University of Florida Admissions Guidelines For Student-Athletes* (see exhibit 27). A student-athlete's application for admission to the University of Florida is submitted to the Admissions office with all of the required documentation, including application fee, official high school transcript and official standardized test scores. The application is reviewed to determine if the applicant meets the Board of Regents' grade point average and standardized test score minimum requirements. If so, the applicant is admitted as a regular admit.

If the applicant does not meet Board of Regents' minimum requirements, the admissions staff reviews the applicant's predictive index. If the predictive index is at least 1.6, the application is reviewed and the applicant is usually admitted as an Admission Committee admit. Admission Committee admits will normally attend the Achievement in Instructional Mainstreaming Program (see exhibit 28). If a student does not meet the 1.6 predictive index, the student may still be admitted by the Admissions Committee due to extenuating circumstances, such as a recent trend of improvement in grades, a documented learning disability, or a family crisis which may have affected an applicant's academic achievement in a particular year.

If the Admissions Committee denies the applicant, the application can, with the Director of Athletics' support, be referred to the Provost for special consideration. The Provost can then admit the applicant as a special admit or deny the application. The President has required that the number of requests for Provost admits be decreased each year until only a small number are requested on an annual basis (see exhibit 29). These admissions procedures illustrate OP 2.

All students follow the same procedures for admission. An application with the appropriate documentation (application fee, official high school transcript and official standardized test scores) must be submitted to the Admissions office. If the student-athlete applicant meets the Board of Regents' minimum requirements, the application may be accepted. If the applicant falls below the Board of Regents' minimum requirements, the applicant's predictive index is reviewed. Students generally must meet a minimum predictive index

of 2.0 to be admitted. A .4 discrepancy exists between student-athletes and non-athletes because the academic support services for student-athletes have traditionally increased their grade point averages an average of .4 higher than the grade point averages of comparably qualified non-athletes (see exhibit 25). This illustrates the University's commitment to OP 4. If the applicant does not meet Board of Regents' minimum requirements and has a predictive index below 2.0, the application is referred to the Admission Committee.

If the committee denies admission, the applicant can be referred to the Provost for review. The Athletic Association's only role in the admission process is to request that a student-athlete applicant be considered for admission by the Provost if denied by the Admissions Committee and, in this way, serve as an advocate for the applicant . The decision remains solely outside the Athletic Association pursuant to both OP 2 and 3.

## Academic Integrity Committee

**Self-Study Item #3: Compare the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years for which this information is available: average standardized test scores and average overall high school grade point average for freshman student-athletes who received athletics aid and for all entering freshman students.**

The academic profiles of freshman students over the past three years have been somewhat higher than the academic profiles of student-athletes during the same time period. The difference in average high school grade point average and test scores between the two groups has increased over the three-year period. While the grade point averages and test scores for freshman students have increased gradually every year since 1994, student-athletes' grade point averages and test scores first decreased and then increased to almost the same level they were in 1994.

Over the three-year period, the increase in freshman students' academic profiles is due to the academic rigor and increased competitiveness of students being admitted to the University of Florida. Note that the charts in the self-study only include student-athletes on athletics aid. The figures do not include those student-athletes who are Florida Merit Scholars, National Achievement Scholars, or Honors students who are attending the University on other academic scholarships, which are not counted as athletics aid.

The University of Florida has several student-athletes who are supported with academic scholarships and, therefore, are not represented in the athlete averages.

## Academic Integrity Committee

**Self-Study Item #4: Compare the number of freshman student-athletes receiving athletics aid who were admitted by special exception to the institution's standard or normal entrance requirements with the number of freshman students generally who were so admitted by providing these data for the three most recent academic years and, for the student-athlete data, for each of the eight sport groups organized by year listed in the Division I graduation-rates disclosure form.**

Those applicants accepted by special exception to the University are required to attend the Achievement in Instructional Mainstreaming program (see self-study item 7 for explanation) prior to their initial enrollment in the fall term. All admissions decisions are made by the Admissions office, the Admissions Committee or by the Provost. This is consistent with OP 3 that all admission decisions for student-athletes are made by the same authorities and in the same manner as they are for students generally.

All students admitted by special exception will normally attend the Achievement in Instructional Mainstreaming program. The rare exception is a student-athlete who receives a waiver due to participation in significant national or international athletic competition scheduled during the summer. Average attendance in the Achievement in Instructional Mainstreaming program by applicants admitted by special exception is approximately 250-300 per year. Of that number, 30-50 are student-athletes. OP 2 is relevant here as the University will admit some applicants by special exception, but those applicants are required to attend the summer program to ensure that they have a reasonable expectation of academic success.

The Achievement in Instructional Mainstreaming program continues through the following spring term. Individuals are tested for deficiencies and the need for remediation in reading, writing or math; each student's curriculum is fashioned to address any academic deficiencies identified. In this way, the Board of Regents' requirement that an individual learning plan be created for all students admitted by special exception is also satisfied.

The University of Florida covers the cost of room, board, books, tuition and fees for all students admitted by special exception who are required to attend the Achievement in Instructional Mainstreaming program. The decision to fund this program was made to provide adequate academic support for all specially admitted students, consistent with OP 4 (see exhibit 25).

## Academic Integrity Committee

**Self-Study Item #5: List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify initial eligibility for transfer student-athletes. Identify the individuals with final authority for certifying initial eligibility, and their title(s).**

Before a transfer student is listed on a squad list, the Admissions office determines his or her admissibility to the institution. If the Admissions office determines that the transfer student meets minimum admission standards, the student will be referred to the college offering the student's intended major. The college makes the final admission decision. If a transfer student is not admitted to the major, the student cannot be admitted to the University.

- ▶ The Registrar's office provides verification that the individual has met all NCAA transfer requirements, and the Office of Student Life adds the student's name to the squad list.
- ▶ The Assistant University Registrar and the University Registrar must approve and sign the squad list.
- ▶ The signature of the Director of Student Financial Affairs is required to verify that the aid that the student-athlete received and the aid provided by the institution are both within the individual and team limits established by the NCAA.
- ▶ The Director of Athletics verifies that the squad list has been reviewed and approved by both the Registrar and Director of Student Financial Affairs and signs the squad list. The Director of Athletics' signature indicates that, to the best of his or her knowledge, the information on the squad list is both accurate and complete.
- ▶ The Faculty Athletics Representative must sign the squad list to complete the process. The representative's signature verifies that the squad list has been reviewed and approved by the Director of Athletics, the Registrar, and the Director of Student Financial Affairs. It also verifies that, to the best of his or her knowledge, the information on the squad list is both accurate and complete.
- ▶ Throughout the process, both the Associate Athletics Director for Compliance and the Associate Athletics Director for Academic Affairs review and approve the lists.

These procedures are included in the University of Florida policies and procedures manual (see exhibit 8 - pg. 23-24).



Pursuant to OP 3, these same individuals, or their designees, in the registrar's and financial aid offices are the same ones that have authority over certifying academic standing for students generally. In addition, the Universal Tracking system monitors the academic standing of all students and is administered by individuals outside the Athletic Association.

## Academic Integrity Committee

**Self-Study Item #6: List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Identify the individuals with final authority for certifying continuing eligibility, and their title(s).**

- ▶ The Office of Student Life monitors satisfactory progress on a regular basis. The Coordinator for Compliance and Student Services, and the Assistant Athletics Director for Student Services, in conjunction with the Assistant University Registrar, are responsible for certifying student-athletes' continuing eligibility.
- ▶ The Office of Student Life provides the compliance office with a roster of student-athletes that the compliance office reviews with the head coach of each sport.
- ▶ The Coordinator for Compliance and Student Services and the Assistant Athletics Director for Student Services also generate preliminary rosters for all teams, including all walk-ons identified at that time, and provide the list to the Registrar's office.
- ▶ At this point, the appropriate dean or departmental representative within a college reviews the satisfactory progress of upper division student-athletes; whereas, the satisfactory progress of lower division student-athletes is reviewed by the Assistant University Registrar or the appropriate coordinator in the Admissions office.
- ▶ All satisfactory progress forms and preliminary rosters are then forwarded to the University Registrar for preliminary certification.
- ▶ Throughout the process, both the Associate Athletics Director for Compliance and the Associate Athletics Director for Academic Affairs review and approve the lists.

These procedures are included in the University of Florida policies and procedures manual (see exhibit 8 - pg. 23-24) and illustrate OP 3.

- ▶ The Office of the Registrar provides preliminary certification lists of continuing student-athletes to the Office of Student Life prior to each term. This process is repeated during the summer semester to review satisfactory progress.
- ▶ The Office of Student Life and the Assistant University Registrar maintain and monitor each student-athlete's full-time course load. If a student-athlete tries to drop a course, a University computer

program alerts the Registrar's office. The Registrar's office notifies the Office of Student Life that the student-athlete has tried to drop a course. The Office of Student Life then discusses with the student-athlete consequences of dropping the course and possible alternatives so that the individual can make an educated choice as to whether to drop the course. If a student-athlete wishes to drop below a full-time load, the individual is reminded that by doing so, he or she is ineligible for practice or competition.

OP 4 is illustrated in this situation as the academic counselors ensure that student-athletes are enrolled in the NCAA required number of units at all times or, if they must drop below that number for some reason, that they make up those units in another term to continue to meet satisfactory progress requirements.

Student-athletes also meet with academic counselors in their major department to ensure that they adhere to all requirements of their major degree program. This is consistent with the requirement for all students. The Universal Tracking System provides this in a step-by-step sequence.

## Academic Integrity Committee

**Self-Study Item #7: Describe the academic support system available to student-athletes. Include: (a) the specific academic support services (e.g., tutoring, posteligibility programs, study skills) offered; (b) any policies that govern which student can use these services; (c) the mechanisms by which student-athletes are made aware of these services; (d) the mechanism for institutional academic oversight of these services, and (e) any means of analyzing, explaining and addressing special academic needs of student-athletes (if any are identified).**

The University of Florida constructed a counseling center dedicated to academic support for undergraduate students which opened in the fall of 1995. Seventy percent of the facility is reserved for the Office of Student Life and houses the athletic academic counselors. The remainder of the facility serves as the academic advising center for students in the College of Liberal Arts and Sciences and those with undecided majors.

The Office of Student Life employs an Assistant Athletics Director for Student Services who also serves as an academic counselor, five additional full-time academic counselors, a Life Skills Coordinator, a Coordinator for Compliance and Student Services, and an Assistant in Academic Advising, all of whom report to the Associate Athletics Director for Academic Affairs. Items (a) through (c) below illustrate Florida's commitment to OP 4.

- a) The Office of Student Life's *Student-Athlete Development Program* (see exhibit 30) discusses the mission and operating principles of the office as well as listing and explaining each of the numerous academic support services available to University of Florida student-athletes. This includes the tutorial program, life skills, career development, internships, community service, ethics education, academic counseling, universal tracking, academic risk management, mentors, learning disability advising and personal counseling, in addition to the numerous other programs offered. This document summarizes the support available. Many programs also have individual brochures with more specific descriptions of the programs. These materials are available for review upon request.
- b) Student-athletes and other students associated with athletic teams (e.g., managers, trainers, cheerleaders), as well as post-eligibility student-athletes, have access to the Office of Student Life. All students have access to the University's academic advising and support programs. The difference between academic advisors in the Office of Student Life and those serving other undergraduate students is that members of the Office of Student Life are also educated about NCAA rules that are specific to student-athletes.

- c) There are numerous ways that student-athletes are made aware of the academic support services available. Student-athletes and parents are first informed during the recruiting process. All recruits meet with an Office of Student Life staff member during their official visit. Academic support programs are discussed with all students attending the new-student orientation program, called Preview.

In addition to the opportunity to attend Preview, all student-athletes are required to attend an orientation program conducted by the Office of Student Life. All student-athletes receive a copy of the University's *Student Guide*, as well as a copy of the *Student-Athlete Handbook* which also discusses rules, regulations, and available support.

All scholarship student-athletes receiving tuition and fees are also required to enroll in Student Development in a University Setting (SDS 3480), an orientation and life skills course (see exhibit 31).

Academic counselors meet with student-athletes on a regular basis. The Office of Student Life also uses direct mailings, newsletters, and team meetings to inform student-athletes about support services. The Integrated Student Information System is available to all students via the Internet (see exhibit 32).

- d) Oversight for the Office of Student Life, as well as the University's academic advisement center, is the responsibility of the Associate Dean for Student Affairs, College of Liberal Arts and Sciences, pursuant to OP 3. The Associate Athletics Director for Academic Affairs is responsible for the daily operation of the Office of Student Life.

Office of Student Life academic counselors receive training through the same programs as do the University academic counselors, with the addition of the NCAA rules education and life skills training.

- e) Like all University students, first time student-athletes admitted to the Achievement in Instructional Mainstreaming program with SAT or ACT subscores below Board of Regents' minimums complete college placement testing.

NCAA rules preclude the Athletic Association from paying for learning disability assessment during the summer prior to a student's initial full-time enrollment. Once a student-athlete registers with the Office of Students with Disabilities, seeking accommodation of a disability, and at any time after his or her initial full-time enrollment in a regular term, the student-athlete can be tested for learning disabilities.

If a bona fide learning disability is diagnosed by an appropriate

professional, the provision of reasonable accommodations will be coordinated by the Assistant Dean for Student Services in conjunction with the University's Americans with Disabilities Act Office. Such accommodations provided to student-athletes may require letters to professors indicating a student's need for special testing environments, extended time or untimed testing, or special note taking or other specific accommodations designed to enable the student to perform and meet the established academic requirements.

Each individual is unique and needs are assessed in order to best meet his or her academic needs in a fair manner. Additionally, the Office of Student Life utilizes the Noel Loevitz assessment (see exhibit 33) to determine academic needs of incoming first-time students. Individualized attention to the unique needs of student-athletes illustrates the University's commitment to OP 4. The committee noted that student-athletes in certain disciplines (e.g., art, architecture) were not provided with supplies necessary for the completion of their studies due to NCAA rules governing which supplies may be provided.

Since the spring of 1995, the Intercollegiate Athletics Committee and an Associate Provost have overseen a student/student-athlete forum (see exhibit 34) twice per year. The forum brings together student-athletes from all sports with undergraduate students for discussions about undergraduate life at the University of Florida. Two major service organizations, Cicerones and Campus Diplomats, host the event. The forum is aimed at the integration of student-athletes into the general undergraduate student body and illustrates the institution's commitment to OP 1.

## Academic Integrity Committee

### **Self-Study Item #8: Describe the institution's policies related to the scheduling of intercollegiate athletics competitions and practices that minimize interference with class time and examination periods.**

The University of Florida has some flexibility in scheduling athletic competitions; however, the Southeastern Conference schedules those competitions among its member institutions. Once the conference schedule is set, each coach is left with the responsibility of scheduling the remaining non-conference competitions and daily practices, subject to the approval of appropriate Athletic Association administrators.

To the extent possible, coaches schedule athletically related activities at times which do not conflict with the class schedules of their student-athletes, as prescribed by OP 5.

The University of Florida has class-specific attendance policies for all students, and students are encouraged to attend all classes. Individual professors frequently require attendance or use class participation as a means of evaluation. To ensure that students representing the University in extra-curricular events are not unduly penalized, the University has instituted the Twelve Day rule (see exhibit 1 - pg 48).

The Athletic Association does have a clearly defined class attendance policy for student-athletes, which is illustrated in exhibit 10, on page 22-24, and shows the University's adherence to OP 5.

## Academic Integrity Committee

### **Self-Study Item #9: Review the graduation rates for student-athletes and for students generally during the last three years, and comment on any trends or significant changes.**

Over the past three years, the graduation rates for both student-athletes and students generally have increased slightly each year (see exhibit 35) at the University of Florida.

Beginning with the 1994 NCAA Graduation Rates Report, each category enjoyed an increase of from one to three percentage points per year continuing through to the 1996 NCAA Graduation Rates Report. This trend of improvement is one that the University hopes to continue in the future.

The University of Florida expects the implementation of Universal Tracking to enhance and continue this trend. Use of the Integrated Student Information System to enhance the graduation potential for all students illustrates an adherence to OP 2, 3 and 4.

Committee members believe that it is important to note that the graduation rates report only includes student-athletes on athletics aid. The rates do not include those student-athletes who are Florida Merit Scholars, National Achievement Scholars or Honors students who are attending the University on other academic scholarships that do not count as athletics aid. The University of Florida has several student-athletes who are supported via academic scholarships and, therefore, are not represented in the student-athlete averages.



## Academic Integrity Committee

**Self-Study Item #10: Describe the specific goal(s) that your institution has set for graduation of students generally and for graduation of student-athletes.**

The Athletic Association's goal is for student-athletes to graduate at a rate equal to or greater than that of non-athletes at the University of Florida.

The University's goal is for students to graduate at a rate above the national average, and this philosophy further demonstrates the University of Florida's belief in an adherence to OP 2.

The infrastructure and resources developed at the University of Florida to assist all students in achievement of this graduation goal illustrates an adherence to OP 3, 4 and 5.

**Academic Integrity Committee  
Evaluation and Plan for Improvement**

1. Operating Principles

- (1) Student-Athletes Integrated in Student Body.** An intercollegiate athletics program shall be designed to be a vital part of the institution's educational system, and student-athletes shall be considered an integral part of the student body.

The Academic Integrity Committee found that the University of Florida is in substantial conformity with this operating principle as evidenced by the committee's response to self-study item 7.

- (2) Admissions and Graduation.** The institution shall admit only student-athletes who have reasonable expectations of obtaining academic degrees. If the graduation rate of student-athletes is significantly lower than that of the rest of the student body, this disparity shall be analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities under clearly established and approved policies. If the academic profile of entering student-athletes differs from that of the rest of the student body, the contrast shall be analyzed and explained by regular institutional authorities under clearly established and approved policies.

The Academic Integrity Committee found that the University of Florida is in substantial conformity with this operating principle as evidenced by the committee's responses to self-study items 1, 2, 4, 9, and 10.

- (3) Academic Authority.** The responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes shall be vested in the same agencies that have authority in these matters for student generally.

The Academic Integrity Committee found that the University of Florida is in substantial conformity with this operating principle as evidenced by the committee's responses to self-study items 1, 2, 4, 5, 6, 7, 9, and 10.

- (4) Academic Support.** Adequate academic support services shall be available for student-athletes. Student-athletes shall be encouraged and assisted in reaching attainable academic goals of their own choosing. When it is

**determined that individual student-athletes have special academic needs, these needs shall be addressed. The support services shall be approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics.**

The Academic Integrity Committee found that the University of Florida is in substantial conformity with this operating principle as evidenced by the committee's responses to self-study items 1, 2, 4, 6, 7, 9, and 10.

**(5) Scheduling. The scheduling of athletics competition and practice shall minimize conflicts between athletics participation and academic schedules, especially during examination periods.**

The Academic Integrity Committee found that the University of Florida is in substantial conformity with this operating principle as evidenced by the committee's responses to self-study items 8 and 10.

2. Mission and Purpose of the Institution

The Academic Integrity Committee found that the activities of the Athletic Association are consistent with the mission and purpose of the institution.

3. Plan for Improvement

The Academic Integrity Committee offered seven recommendations for improvement.

(1) The University of Florida depends heavily on the predictive index as an admission instrument. The academic integrity of this instrument must be researched thoroughly and, as needed, updated periodically. A routine evaluation should be made of (1) the parametric structure of the predictive index and (2) the predictive index's utility at predicting academic success. Therefore, the committee recommended that the University research the effectiveness of the predictive index to determine whether it accurately predicts first year success and whether it needs to be altered to accommodate the recentered SAT scores. In response, a study of the predictive index is underway and is being conducted by faculty members in the Economics Department, along with members of the Admissions office.

(2) The committee believes that the University of Florida's overall

academic integrity demands that the institution continue to limit the number of students admitted who predict below the critical predictive index (currently at 1.6). Research in number (1) above may change this value. In response, the University will continue to limit the number of students admitted below the critical index each year.

- (3) All aspects of the University of Florida receive periodic analysis that evaluate objectives, structures and accomplishments and failures. The academic progress of student-athletes, as compared to non-athletes, should receive a similar analysis. It was the recommendation of this committee that the Athletic Association request that the Intercollegiate Athletics Committee produce an annual report on the academic progress of all student-athletes, as compared to an appropriately matched set of non-athletes. This report should be provided to the Provost and the Director of Athletics. At a minimum, the report should address semester and summer grade point averages, honor rolls, and tracking status (on- or off-track). Summaries by team should be provided.

In response, the Director of Athletics formally requested that the Intercollegiate Athletics Committee conduct such a study on an annual basis, and the Intercollegiate Athletics Committee accepted the responsibility for producing the document annually.

- (4) Academic integrity includes responsibility for all student-athletes. Assessing the academic progress of individuals is an important facet of overall integrity. The committee recommended that the Athletic Association request that the Intercollegiate Athletics Committee review graduation rates of those student-athletes who do not complete their eligibility, whether they transfer, leave school, or remain at school without further athletics competition. In response, the Director of Athletics formally requested that the Intercollegiate Athletics Committee review graduation rates of those student-athletes who do not complete their eligibility for whatever reason, as well as those who complete their eligibility before graduation. The Intercollegiate Athletics Committee agreed to review graduation rates for these groups of student-athletes.
- (5) Objective reviews are crucial to maintaining the highest integrity and overall productivity in any aspect of a university. This committee recommended that the Athletic Association request that the Intercollegiate Athletics Committee or an

outside body complete a review of the Office of Student Life. In response, the Director of Athletics formally requested that the Intercollegiate Athletics Committee conduct such a review of the Office of Student Life, and the Intercollegiate Athletics Committee agreed to do so.

- (6) Academic integrity includes a commitment to student-athletes who have left the University but who later desire to return and complete their degrees. Currently, NCAA rules prohibit financial assistance to such former student-athletes. This committee recommended that the University explore with the NCAA the possibility of providing athletics aid until such time as a student-athlete completes his or her degree. The University of Florida plans to use the legislative process in the future to attempt to bring about changes in NCAA rules in this area.
- (7) A commitment to student-athletes includes addressing the total supplies a student-athlete must procure for a given course. Many such supplies are not superfluous purchases, but mandatory, instructor-demanded purchases. Currently, NCAA rules prohibit such purchases by institutions. This committee recommends that the University explore with the NCAA possible legislation to provide course related supplies. The University of Florida plans to use the legislative process in the future to attempt to bring about changes in NCAA rules in this area.