



**STRATEGIC REPORT OF THE
NCAA DIVISION I COMMITTEE ON ACADEMICS
FEBRUARY 11-12, 2020, MEETING
PREPARED FOR THE NCAA DIVISION I BOARD OF DIRECTORS**

KEY ITEMS.

- 1. Holistic review of the NCAA Division I Academic Performance Program.** [Academics] [Fairness] The NCAA Division I Committee on Academics continued its holistic review of the APP, informed by the guiding principles of the program. This review was endorsed by the NCAA Division I Board of Directors in August 2018, with the acknowledgement that the APP involves a multitude of elements that illustrate student-athlete academic success, especially the NCAA Division I Academic Progress Rate. The board expressed interest in ensuring that any recommended modifications maintain the validity of the APR as a valid predictor of graduation.

The committee received a report on the membership feedback process underway since the last committee meeting in October. The NCAA staff conducted three webinars between November 14, 2019, and January 9, 2020. Invitations were sent to the senior compliance officers and all NCAA Academic Portal users at each Division I member school. Approximately 275 individuals participated in the three webinars. Additionally, the staff reviewed the topics with several conferences and the executive board of the National Association of Academic and Student-Athlete Development Professionals. The staff solicited feedback on specific topics from the American Football Coaches Association and the executive board of the National Association of Basketball Coaches.

The following 10 topics were reviewed through these outreach efforts:

- a. APR and Graduation Success Rate cohort composition.
- b. Inclusion of postgraduate student-athletes in the APR cohort.
- c. Adjustment for APR retention points lost to professional sports departures.
- d. Delayed graduation points.
- e. Components and calculation of the APR.
- f. Accounting for transfers (and the 2.600 adjustment).
- g. APP penalty structure and filters.
- h. APP public recognition.
- i. Head coaches' APR.

The membership participating in these feedback opportunities were largely supportive of the status quo in its response to the options that were presented. Based on a review of the feedback and subsequent discussion, the committee asked the NCAA Division I Committee on

Academics Subcommittee on Data to continue to analyze the following topics to determine if policy revisions should be made:

- a. APR and GSR cohort composition.
- b. Inclusion of postgraduate student-athletes in the APR cohort and the awarding of the retention point.
- c. Components and calculation of the APR, specifically, possible credit for graduation at another institution and the GSR as a metric.
- d. APP penalty structure and filters related to limited-resource institutions.
- e. Maintaining the head coaches' APR.

The subcommittee will continue to review these specific areas; however, the subcommittee's focus does not preclude changes in the other areas of the review. The committee will make final decisions on any policy changes during its May meeting and will determine effective dates of any policy changes as well.

2. **Academic-based models for four-year college transfer student-athletes.** [Academics] [Fairness] During its October 2019 meeting, the Board of Directors approved a legislative moratorium on transfer legislation and charged the committee with developing recommendations for academic criteria associated with a four-year college transfer exception. The NCAA Division I Committee on Academics Subcommittee on Student-Athlete Academics initially developed potential options for the full committee to consider. The subcommittee based its work on previous committee discussions and several research-based academic risk factors for transfer student-athletes.

The committee reviewed the work of the subcommittee and discussed four potential academic models to include in a four-year college transfer exception. The committee agreed that all student-athletes should have the same ability to access a transfer exception, regardless of sport.

The follow models would be applied uniformly regardless of sport:

Model No. 1: A student-athlete presents a 3.0 GPA at the previous institution and is academically eligible at both institutions at the time of transfer.

Model No. 2: A student-athlete presents a 2.6 GPA at the previous institution and is academically eligible at both institutions at the time of transfer.

Model No. 3: A student-athlete either presents a 3.0 GPA at the previous institution or presents a 2.6 GPA and can graduate at the new institution during the same term that athletics eligibility is exhausted. The student-athlete must also be eligible at both institutions.

Model No. 4: A student-athlete who transfers in the first two years of enrollment must present a 2.6 GPA at the previous institution and be academically eligible at both institutions. A student-athlete who transfers after the start of the third year of enrollment must present a 3.0 GPA at the previous institution and be eligible at both institutions.

The committee discussed the importance of providing student-athletes the opportunity to transfer and continue to compete while mitigating any academic risk factors to graduation. The committee reviewed data that demonstrated the likelihood of graduation when considering these models in comparison to student-athletes who do not transfer. The committee noted that some of these models can provide the appropriate flexibility for student-athletes while mitigating many of the risk factors to graduation. The committee requested the Subcommittee on Student-Athlete Academics continue to examine Model Nos. 2 and 4 and collect additional data on the number of student-athletes who would meet these academic criteria and the projected graduation rates for transfer student-athletes in these two models. The committee will continue its review at its May meeting in anticipation of a membership feedback period during the spring and summer prior to the Board of Directors' fall meeting.

3. **College Basketball Reform – implementation of the Division I men’s and women’s basketball student-athlete degree completion program.** [Academics] [Well-Being] [Fairness] The committee received an update on implementation of the men’s and women’s basketball student-athlete degree completion assistance legislation. The committee noted the number of applications received for the 2020 spring term increased significantly compared to the applications received for the 2019 fall term. The current recipients need an average of nine credits to graduate at the conclusion of the 2020 spring term. The number of funding recipients is still relatively low, and the committee discussed efforts to educate the membership on the availability of the degree completion program for limited-resource institutions. Additionally, the committee received an update on the outreach efforts in the last year. These efforts include presentations at conference meetings, a session at the 2020 NCAA Convention, a presentation at the NBA G-League player orientation and presentations to several membership groups. This fall, the committee will begin collecting data through the Academic Portal to determine how many former student-athletes are being positively affected by this membership requirement for all of Division I.
4. **NCAA Academic-Athletics Summit.** [Academics] [Well-Being] The committee received a report on the inaugural Academic-Athletics Summit that was held in conjunction with the 2020 NCAA Convention in Anaheim, California. The summit was attended by 52 college presidents, provosts and athletics directors from 22 Division I conferences. The participants learned about and discussed the following topics:
 - a. Measuring Academic Success and the Predictive Impact on Retention – Lessons Learned from Student-Athlete Performance; and
 - b. Intercollegiate Athletics as a High-Impact Learning Practice.

The immediate feedback received by participants was positive, and additional feedback will be solicited from attendees within the next several months. This additional request will ask what has been done on each individual campus to continue the work that was completed at the summit.

The committee also discussed avenues that may be used to share the information discussed at the summit with the larger NCAA membership. The information shared among

participants at the summit may be useful to other presidents, provosts and athletics directors that were not able to attend.**5. NCAA Division I Academic-Based Revenue Distribution.** [Academics] [Fairness] The committee received an update on the state of the NCAA Division I Academic Unit and the ongoing educational and outreach efforts surrounding the distribution. The first distribution will be allocated in spring 2020. It is estimated that approximately 85 percent of Division I institutions will meet at least one of the three criteria to qualify for the distribution. This estimate is higher than the original projections made when the distribution was first approved by the Board of Directors and NCAA Board of Governors in 2016.

Numerous educational and outreach efforts have occurred over the last three years to ensure institutions are aware of the requirements and have plans to meet the requirements. These efforts include presentations at multiple conference meetings, NCAA Regional Rules Seminars, the NCAA Convention, as well as several campus visits to assist institutions in reviewing APR data. A website, www.ncaa.org/academicunit, has also been created to provide educational materials regarding the academic-based revenue distribution.

*Note: The associated NCAA core values are noted with each agenda item (academics, fairness, well-being, organizational).

For additional detail, the committee's full report may be accessed on ncaa.org by clicking [here](#).