



September 22, 2023

Colleagues,

In 2022, then-president Michael H. Schill engaged the [National Association of Academic Advisors and Student-Athlete Development Professionals](#) (N4A) to conduct an external program review of the University of Oregon's Services for Student-Athletes (SSA). This unit reports to the Office of the Provost and provides academic support to student-athletes that includes academic advising, tutoring, and specialized learning support as needed.

The N4A represents a broad community of professionals across NCAA Division I, as well as other divisions, and is focused on student-athlete development and academic success, professional development, ethics and integrity, and equity and inclusion.

In keeping with the university's goal of continuous assessment and improvement, the purpose of the review was to benchmark SSA's programming against that of comparable athletic-conference programs and identify best practices. It is important that the academic support given to student-athletes is consistent with the overall quality of student success at the UO and that the unit is operating effectively.

The final report can be found on the following pages and is also published on the Office of the Provost website. To abide by university personnel policies, the Office of General Counsel reviewed the report and redacted specific information that identifies individuals.

The N4A review consisted of an examination of policy and other documents provided by UO; the completion of an Academic Integrity Assessment by 200 UO student-athletes, staff, coaches, and administrators; and a three-day visit in February 13-15, 2023, by a team of reviewers selected and supported by the N4A. This point-in-time review considered SSA in the context of best-practice standards at similarly situated and resourced universities, and consistent with the expectations of leading professionals in their field. It dovetails with the university's ongoing commitment to assessment and improvement in student advising and support, both for students at large and for students served by specialty advising units (e.g., student-athletes, Pell Grant-eligible students, students from underrepresented backgrounds.)

The report documents that UO has a solid foundation on which to build. It also finds significant room for improvement, for example, in advising processes and documentation; staff training and professional development; and integration with academic advising across campus and athletics



support services. By implementing strategies suggested in the report, the UO can become a national leader in providing exceptional support to our student-athletes.

The university has enacted a series of changes and improvements in SSA over the last several months, which the N4A report reinforces are steps in the right direction. These improvements include:

- Changes to the organizational structure of the unit to enhance support and oversight from both the Office of the Provost and the Department of Intercollegiate Athletics.
- Addressing advisor retention concerns, ensuring the academic advising team is fully staffed, and assessing additional staffing needs in the unit.
- Identifying opportunities for greater coordination and collaboration with other units that similarly provide academic support to UO students.

I have confidence that our SSA colleagues will engage constructively in the process of continual improvement. The president and I will track SSA's impact and continued progress towards achieving national best practices. We will support and encourage SSA in its focus on staff development, high-impact advising, and the provision of robust support to our student-athletes as they grow, learn, and develop to their fullest potential as students and as athletes.

Sincerely,

A handwritten signature in black ink that reads "Janet Woodruff-Borden". The signature is written in a cursive style.

Janet Woodruff-Borden
Interim Provost and Executive Vice President



University of Oregon

N4A Program Review—February 13-15, 2023

Executive Summary

A voluntary review of the Services for Student-Athletes (SSA) and other support services and processes associated with the student-athletes at the University of Oregon was conducted on February 13-15, 2023 by Kim Durand, Senior Associate Athletics Director for Student Development, University of Washington and Christine Jackson, Senior Associate Athletic Director/Student-Athlete Support Services & Executive Director of Athletic Academics, Mississippi State University. The request for a program review was submitted to the National Association of Academic Advisors and Student-Athlete Development Professionals (N4A) by Sandy Weintraub and the Office of the President of the University of Oregon. The purpose of the review was to provide an external evaluation of the University of Oregon SSA unit, benchmark the program against comparable Power 5 well-resourced programs, review the Academic Integrity instrument, and identify best practices in working with student-athletes.

During the review, approximately 35 meetings were conducted, and 62 individuals were interviewed. In addition, selected academic-related documents and records were reviewed before and during the visit. This review is intended to assist the University of Oregon in examining and improving aspects of its academic program. Detailed observations and suggestions for best practices will follow in the full Program Review Report.

There were several areas where the University of Oregon program does exceptionally well. We considered these on par with top programs nationally.

- **Exceptional student-athletes:** committed to excellence academically, athletically, socially. They are clearly a talented, committed, thoughtful representation of all the university has to offer.
- **The Jaqua Center facility:** gorgeous building, location, functional and welcoming space for student-athletes and staff and a clear asset in recruiting.
- **Student-Athlete Development program:** exceptional leadership that delivers wide ranging, impactful programming, and relationships with student-athletes throughout their careers. A model program based on N4A national best practices.
- **Diversity, Equity, Inclusion and Belonging work and commitment:** exceptional leadership, vision, and impact in a short period of time that is far-reaching and collaborative with campus and community. Innovation and engagement across groups are evident.

- **Budget/resources:** consensus that the program is provided with the budget and resources necessary to deliver high quality services for student-athletes.

Several overarching areas emerged throughout the review that are negatively impacting the ability for the University of Oregon to provide student-athlete support services and results expected at a Power 5, well-resourced institution. More detail and best practices will be featured in the program review report to follow.

- **Leadership Commitment and Ownership from the University**

- Ownership of the daily leadership and management of the Jaqua Center and SSA program is desperately needed and was universally noted during the review.
- Systematic issues cripple the ability to serve student-athletes including the ability to post positions in a timely manner, hire and retain quality staff, and provide competitive pay equity. There are currently five open positions in the program which impacts existing staff and service to students. Turnover, low morale, and burnout are evident and were universally cited.
- Review of staff performance. [REDACTED] appear to perform at an industry standard level. We heard these concerns in most meetings by multiple constituents.
- Setting of an academic culture with performance expectations for SSA leadership, staff, coaches, and student-athletes coupled with a genuine care for student-athletes.
- National searches and competitive salaries are needed to fill the five open positions in the Jaqua Center.
- Intensive training and onboarding protocols and procedures will be essential once new staff members are hired.
- An intentional commitment to professional development by joining and attending N4A National Convention and other program offerings to learn more about the industry standards and expectations.

- **Internal Infrastructure, Policies, Expectations and Accountability**

- Inconsistency or absence of internal policies and procedures including documents, tracking, academic reports, academic integrity policies, and consistent modes of delivering service. Few documents, policies or reports were provided that are standard amongst Power 5 programs.
- A major area of concern is there were a substantial number “Don’t Know” responses by those categorized as “Academics.” Of the five respondents, there were 33 out of 71 questions that at least 2 people responded with “Don’t Know”. Immediate and intentional education of the academic staff to the policies and procedures as well as expectations should be a priority to limit any potential academic integrity or misconduct issues.
- Lack of advising documents, graduation plans and projections, timely grade reports and communication with coaches.
- Absence of clarity around function, structure, expectations, and leadership.
- Evidence of possible FERPA issues specifically in the weekly meetings where compliance and academic issues are reviewed with multiple coaching staffs

- Concern from staff about a lack of onboarding, training, professional development, universal standards and expectations and supervision of staff.
 - Delineation of duties, checks and balances, and responsibility between Compliance and SSA staff. Academic meetings and reports to coaches should be led by the SSA staff. We noted a lack of clarity around who was responsible for leading weekly meetings, following up on issues and documentation.
 - Comprehensive training for all academic staff on policies and procedures, academic integrity protocols, and professional development opportunities for staff are needed.
 - Clear process for determining caseloads for learning services team with consistent onboarding and off boarding measures with a goal of fostering student independence.
- **Men's Basketball & Football Specific Challenges**
 - We were unable to dive too deeply into the specific issues surrounding men's basketball as we did not meet with any coaches or student-athletes. Our recommendations are therefore based on APR/GSR data and trends along with reports from interviews conducted.
 - A commitment to and execution of plans to address long-standing issues including low Graduation Success Rate (GSR) and Academic Progress Rate (APR) scores in men's basketball which are among the lowest in the nation.
 - In addition to men's basketball, additional APR/GSR improvement plans should be implemented for the sports of baseball, football, men's golf, men's track & field, softball, women's lacrosse, and women's track & field – all of which fall under the 980 APR mark.
 - Comprehensive academic support plans for both men's basketball and football need to be developed and implemented.
 - Clear expectations and boundaries need to be developed between SSA and football staff (player development staff) including clarity about grade reporting, consistency and accuracy of reports, responsibility for class checking and study hours. Player development staff report to the Head Coach so intensive academic training, policies, and attention to academic integrity protocols are needed to ensure compliance.

A comprehensive Program Review Report and an Academic Integrity Assessment Report (AIA) will be sent in the next 30 days. Both reports are recommended to be distributed to appropriate campus and athletic personnel as the university deems appropriate. As a part of this review, a follow-up is recommended with N4A consultants, Kim Durand, and Christine Jackson, approximately six months after receiving the final report.

We look forward to the follow-up meeting and, in the meantime, encourage the University of Oregon leadership and staff to contact us if there are any follow-up questions or clarity we can provide.



University of Oregon

N4A Program Review—February 13-15, 2023 Program Review Full Report

Introduction

A voluntary review of the Services for Student-Athletes (SSA) and other support services and processes associated with the student-athletes at the University of Oregon was conducted on February 13-15, 2023, by Kim Durand, Senior Associate Athletics Director for Student Development, University of Washington and Christine Jackson, Senior Associate Athletic Director/Student-Athlete Support Services & Executive Director of Athletic Academics, Mississippi State University. The request for a program review was submitted to the National Association of Academic Advisors and Student-Athlete Development Professionals (N4A) by Sandy Weintraub and the Office of the President of the University of Oregon. The purpose of the review was to provide an external evaluation of the University of Oregon SSA unit, benchmark the program against comparable Power 5 well-resourced programs, review the Academic Integrity instrument, and identify best practices in working with student-athletes.

During the review, approximately 35 meetings were conducted, and 63 individuals were interviewed. In addition, selected academic-related documents and records were reviewed before and during the visit. This review is intended to assist the University of Oregon in examining and improving aspects of its academic program. Detailed observations and suggestions for best practices follow in this full Program Review Report.

PROFILE

Location: Eugene, Oregon
Institution: Public
Division: I
Nickname: Ducks
Conference: Pac-12 Conference

2022-2023 Undergraduate Enrollment:
Male: 44.5%
Female: 55.5%
Total: 19,568 undergraduates

Total Student-Athletes (as of Fall 2023):
Male: 255
Female: 233
Total: 488

2015 – 2016 Federal Graduation Rate for Student-Athletes: 67%
Graduation Rate for All Students: 72%
Four-Class Average for Student-Athletes: 62%
Four-Class Average for All Students: 74%
Student-Athlete GSR: 84%

Men's Teams - 2012-2015 Cohorts – Graduation Rates

Men's Sport	Graduation Success Rate (GSR)	Federal Graduation Rate (FGR)
Baseball	78%	31%
Basketball	20%	8%
Cross Country/Track & Field	75%	56%
Football	76%	65%
Golf	78%	55%
Tennis	100%	100%

Women's Teams - 2012-2015 Cohorts – Graduation Rates

Women's Sport	Graduation Success Rate (GSR)	Federal Graduation Rate (FGR)
Basketball	100%	44%
Cross Country/Track & Field	78%	56%
Golf	100%	100%
Lacrosse	97%	74%
Soccer	100%	74%
Softball	82%	70%
Tennis	100%	63%

2020-21 Men's Multiyear Academic Progress Rate (APR) Four-Year and 2020-21 Year

Men's Sport	4-yr APR Average	2020-21 APR
Baseball	959	958
Basketball	948	974
Cross Country	992	990
Football	960	939
Golf	948	909
Tennis	1000	1000
Track & Field	945	980

2020-21 Women's Multiyear Academic Progress Rate (APR) Four-Year and 2020-21 Year

Women's Sport	4-yr APR Average	2020-21 APR
Basketball	984	978
Beach Volleyball	NA	NA
Cross Country	993	972
Golf	1000	1000
Lacrosse	988	983
Soccer	995	1000
Softball	968	1000
Tennis	992	1000
Track & Field	971	987
Volleyball	987	1000

PARTICIPANTS IN THE REVIEW

Name	Title
Paige Haagen	Tutorial Coordinator
Sara Jackson-Wells	Learning Specialist
Blake Postma	Learning Specialist
David Salmon	Math Learning Specialist
Chris Young	Academic Adviser
Kylee Floyd	Academic Adviser
Jennifer Jackson	Academic Adviser
Jeanene Gray	Interim Director of Academic Advising
Erin Hays	Director of Admissions
Josh Gordon	Faculty Athletics Representative
Sandy Weintraub	Senate Secretary and Advisor to the President
Brian Fish	Executive Director, Men's Basketball
Rob Mullens	Director of Athletics
Lorraine Davis	Advisor to the Provost, Supervisor of the Jaqua Center
Janet Woodruff Borden	Interim Provost
Katie Harbert	Assistant Athletic Director, Student-Athlete Development
Jody Sykes	Director of Compliance
Leanne Brooks	Assistant Director of Compliance

Chris Minson	Chair, Intercollegiate Athletics Advisory Council (IAAC)
Tom Lininger	IAAC member, Professor, School of Law
Paul Swangard	IAAC member, Professor, School of Journalism
Da'Mon Merkerson	Senior Associate Athletics Director for Diversity, Equity, Inclusion & Belonging
Steve Stolp	Executive Director, Services for Student-Athletes
Jackie Nared Hairston	Assistant Women's Basketball Coach
Sadie Edwards	Assistant Women's Basketball Coach
GeAnna Luaulu-Summers	Director of Creativity & Student-Athlete Support, Women's Basketball
Jodie Berry	Associate Head Women's Basketball Coach
Brielle Moseley	Director of Women's Basketball Operations
Kelly Graves	Head Women's Basketball Coach
	3 Women's Basketball student-athletes
	6 Track & Field student-athletes
Josh Seitz	Director of Operations, Track & Field
Seth Henson	Assistant Coach, Track & Field
Chris Solinsky	Assistant Coach, Track & Field
Jerry Schumacher	Head Track & Field Coach
Rosa Chavez-Jacuinde	Director of Multicultural Academic Excellence
Valerie Johnson	Deputy Athletic Director, Senior Woman's Administrator and Deputy Title IX Coordinator
Eric Roedl	Deputy Athletic Director
	10 Football student-athletes
Tony Washington Jr	Graduate Assistant Coach, Football & former football student-athlete
Marshall Malchow	Chief of Staff, Football
Matt Noyer	Assistant AD for Football Operations
Eden Mahina	Director of Player Academic Development
Koa Ka'ai	Offensive Analyst, Football & former football student-athlete
Dan Lanning	Head Football Coach
Patrick Phillips	Interim President, University of Oregon
Kassy Fisher	Chief of Staff, Office of the Provost

REVIEWED DOCUMENTS & WEBSITES

- List of Recent Departures from Services for Student-Athletes (SSA) Staff
- Services for Student-Athletes Organizational Chart
- Federal Graduation Rate Report
- 2012-2015 Graduation Success Rate Report
- 2012 APR Improvement Plan – Men’s Basketball
- 2020-21 Academic Progress Rate (APR) Institutional Report
- Report of Major Distribution of Student-Athletes
- N4A Review of Academic Services for Student-Athletes Admissions Report
- Pac-12 Review of Services for Student-Athletes (SSA) Report (May 2015)
- Executive Summary – Analysis of Student-Athlete Monitoring, Finances, and Academic Success (report prepared by Stephen Stolp)
- FY 2023 Budget for Services for Student-Athletes (SSA)
- 2021-22 Report of Student-Athlete Opportunity Fund
- 2021-22 Academic Enhancement Reporting of Expenses submission
- 2021-22 SAF and SAOF Reporting of Expenses submission.
- Summer School budget
- Annual presentations from FAR Dr. Josh Gordon for each team (Power Points)
- 2020 Student-Athlete Survey of SSA via SSA
- Faculty Athletics Representative Annual Report to Intercollegiate Athletics Advisory Committee (June 5, 2018)
- University of Oregon Post-Season Interview Process document (August 10, 2017)
- Exit Interview Document
- University of Oregon Athletics Post Season Interviews form – 2019-2020
- 2021-2022 Student-Athlete Development Program Report & Evaluation
- Various Tutor program documents:
 - Tutor Phone/E-mail Release Form
 - NCAA Rules & Regulations form
 - Code of Responsibility for Security and Confidentiality of Student-Athlete Information
 - University of Oregon Education Records Policy
- University of Oregon Student-Athlete Handbook (2021-2022)
- NCAA.org for APR & GSR comparative data with conference peers

AREAS REVIEWED

A. Data Reports Review

We reviewed the following data reports:

- 2012-2015 Graduation Success Rate Report
- 2020-21 Academic Progress Rate (APR) Institutional Report
- Federal Graduation Rate (FGR) data from 2012-2015
- Major distribution data for Oregon student-athletes
- Class distribution data for Oregon student-athletes

Findings:

- The overall GSR for Oregon is 84% which ranks 12th in the Pac-12 Conference.
- The GSR for women's teams is generally high ranging from 78-100%. Four women's teams have a multi-year rate of 100% as does Men's Tennis.
- Men's Basketball has a GSR of 20% for the 2012-2015 cohorts.
- Except for Men's Tennis, men's teams have a GSR of 78% or below.
- Based on the 2020-21 APR data, two teams sport a perfect 1000 – Men's Tennis & Women's Golf.
- Multi-year APR rates falling in the bottom 20% of teams nationally by sport are Baseball (959), Men's Basketball (948), Football (960), Men's Golf (948), Men's Track & Field (945), Softball (968), Women's Lacrosse (988), and Women's Track & Field (971).
- There do not appear to be any red flags or unusual clustering based on the **class** distribution data for student-athletes.
- Most University of Oregon student-athletes are pre-majors/exploratory majors (approximately 126) in the first two years of their academic careers. There seems to be a significant clustering of student-athletes in a small number of majors:
 - General Social Science: 56
 - Business: 53
 - Psychology: 41
 - Human Physiology: 34
 - Journalism: 25

Recommendations:

- Convene campus/athletics working group to learn about and address the low APRs and GSRs for identified teams. Develop internal APR/GSR improvement plans. Engage the FAR, campus and athletics leadership, coaches, SSA and Compliance staff in the process. Goals could be defined as the department-wide qualifying APR (990) or GSR (90%) needed to receive the NCAA academic distribution.
- Benchmark data and programs across similar institutions who also face the changing landscape of college athletics including the transfer portal, students with professional sports aspirations, outside pressures, mental health, and post-pandemic drop in academic preparation. Consider visiting similar campuses/programs.

- With the assistance of the Faculty Athletics Representative (FAR) and the Intercollegiate Athletics Advisory Committee (IAAC) conduct a review of student-athlete major distribution annually. Analyze any trends. Consider conducting workshops or sessions for under-classmen to learn about a wide variety academic majors/minors and options before they select their majors. Perhaps bring academic departmental advisors or faculty from programs to share options.
- Review sport specific data with regards to major clustering.
- Add questions to student-athlete survey to gain feedback from students as to the real or perceived barriers to their ability to enroll in a specific major (e.g. curriculum based, athletic conflicts, competitive admission)

B. Sport Specific Improvement Plans – Men’s Basketball & Football

Findings:

- We were unable to dive too deeply into the specific issues with Men’s Basketball as we did not meet with any student-athletes or members of the coaching staff during our visit.
- Oregon has recently had several student-athletes leave for professional basketball domestically or in Europe and left the institution in good academic standing impacting both APR and GSR.
- The football program has undergone four head coaching changes in recent years. This has significantly impacted APR and will continue to impact GSR for a few more years. By all accounts, the new head coach and staff are committed to the academic success and accountability of their student-athletes.
- The head football coach has recently hired four full-time staff members as part of the player development program to have hands on engagement with student-athletes. These staff check classes, meet with students regularly, and communicate academic issues with coaching staff. It was expressed these hirings were a result of not feeling as though the staff had accurate, timely, and detailed information on which to act.
- Weekly meetings with the entire football and relevant SSA staff are conducted in person.
- Concerns with the number of ineligible student-athletes, surprises, a lack of information, transactional rather than relational interactions, a lack of availability, a lack of clarity regarding duties and expectations were all themes expressed by those we met with during our visit.
- Student-athletes expressed appreciation and trust with one advisor, [REDACTED], and wanted that to be noted. Likewise, she was singled out by several members of the coaching and support staff with whom we met.

Recommendations:

- Devise a comprehensive and intensive academic support program for football and men’s basketball programs with benchmarked staff, budget, APR/GSR benchmarks and industry best practices.
- Recruit nationally and fill open adviser positions for both programs with experienced staff from other schools who have extensive experience with high-profile, revenue sports. Off-load academic advising caseloads from the Executive Director so he can train, oversee, collaborate, and communicate with all stakeholders.
- Review structure, staffing, reporting, communication between SSA and football staff. Set clear expectations and boundaries of every role associated with academic support for both men’s basketball and football including player development staff. Communicate regularly with sport

administrators and campus leadership/FAR on progress toward academic benchmarks and goals.

C. Components of Services for Student-Athletes (SSA)

Academic Facilities & Resources

Findings:

- The Services for Student-Athletes (SSA) program is housed in the John E Jaqua Academic Center for Student-Athletes, a 40,000 square foot, start-of-the art facility on campus owned and maintained by the University of Oregon Athletics department.
- The main floor is a shared space with a café, classroom(s), offices, and center for student-athlete development. The space also features impressive design features celebrating Oregon's 119 Academic All-Americans, and other prestigious NCAA academic and scholarship awards.
- Every single interviewee shared the impact of the Jaqua center and described it as a gorgeous, functional, welcoming space for student-athletes. The location is conveniently located amongst several athletics facilities and with easy access to campus dorms.
- The Jaqua Center is a spectacular asset in recruiting.
- Universally, those we interviewed agreed that all the necessary resources and funding are provided to deliver high quality services for student-athletes.

Recommendations:

- In a few cases, funding could be repurposed to other areas to further drive impact (e.g. fewer tutoring sessions could yield the ability to pay more competitive tutor pay rates)

Reporting Lines, Leadership, and Staffing of SSA

Findings:

- The SSA staff and department report solely to the Office of the Provost with direct supervision provided by Special Assistant to the President and Provost, Dr. Lorraine Davis. Dr. Davis sits on the senior leadership team of the athletics department and has regular, direct contact with Athletics Director Rob Mullens. She is a [REDACTED] with decades of experience on campus and within athletics.
- Steve Stolp serves as the Executive Director of the Jaqua Academic Center.
- The student-athlete development program led by Assistant Athletic Director Katie Harbert is housed in the Jaqua center but reports solely to Athletics.
- Our impression is that most stakeholders appreciate and support the current model of SSA reporting to the Provost's office and Student-Athlete development reporting to Athletics.
- The recent departure of the Director of Academic Support who had served in various roles for 17 years has created a vacuum in leadership of the unit. Another staff member has been placed in the interim role while maintaining her current heavy advising caseload. In addition,

- two other advising positions remain open causing the remaining staff to take on additional teams and caseloads.
- When fully staffed, the SSA program approximately 22 staff members including academic advisors, learning specialists, a tutorial coordinator, IT consultants, an office manager, café staff (there is a café located and staffed on the first floor), and SSA leadership. At the time of our review, there were 5 open full-time positions. In addition, there are numerous part-time and student positions including tutors, front desk staff, lab, and IT assistants.
 - Almost all SSA & campus administration interviewees described significant systematic issues with posting, interviewing, compensating, and hiring staff for vacant positions due to HR policies, a lack of urgency, salary inequities and delays. One example is that it took 10 months to fill a tutorial coordinator position that oversees over 1700 weekly tutoring appointments therefore impacting the availability of services for student-athletes.
 - Many staff members have been at the University of Oregon for many years and are well-versed in campus policies, majors, classes, and campus environment.
 - We found a disturbing lack of support and trust in leadership both inside and outside of the building with negative impacts on staff morale, retention, communication and overall success. There appears to be a lack of consistency, clarity on expectations and direction, job responsibilities and standards and overall communication. Several interviewees described a divided culture within the staff and a lack of support/advocacy by either campus or athletics. Many brought up salary inequities when compared with campus advisors.

Recommendations:

- Expedite the ability to post, interview, fill, and onboard open staff positions. SSA needs assistance from campus administration to make this happen. Eliminate salary inequities with campus and peer campus advisor positions to recruit and retain qualified, committed staff.
- Have Executive Director or FAR work with campus HR to conduct equity study of athletics adviser salaries with campus advisers as well as with Power 5 peers.
- Consider reviewing other reporting line structures or a more collaborative structure. Although stakeholders reported approving of the current reporting lines, a significant gap is present between SSA and Student-Athlete development with little reported collaboration or synergy around efforts. Potential models could include a dual report line for both programs to campus and athletics. It is clear the campus has moved to a holistic approach for all students merging academic support services, advising, and career exploration and placement. Are there best practices in this model that would improve and align the student-athlete experience?
- Conduct regular meetings between SSA and Student-Athlete development leadership and discover ways to collaborate on programming, communication, and mutual support for academic and student-athlete development services for student-athletes.
- Review current and proposed SSA reorganization and leadership structure. Where possible, eliminate the responsibility of those in leadership positions to take on advising caseloads and teams to focus on leadership and management as primary functions.
- With leadership transitions in the Office of the President and the Office of the Provost, evaluate the best solution for a liaison relationship for SSA and the Provost's office to facilitate needed support and changes for SSA during this time of transition.
- Provide comprehensive training of all academic staff of the policies and processes within the academic unit to provide consistent services.
- Develop and implement a professional development plan for each full-time staff member as a way to better morale in the Jaqua Center.

Academic Advising

Findings:

- Academic advisers are assigned to specific teams and serve as team lead for each sport. They receive information from learning specialists and tutors and are responsible for reporting and communication with each sport program.
- The Executive Director has advising responsibilities for several teams including baseball, men's basketball, and football due to open advisor positions. He has served as the academic advisor for baseball for several years.
- Through the interview process, various staff within and outside of the unit, reported a high level of burnout, a lack of professional development opportunities and support, unrealistic demands, a lack of uniformity of expectations and caseloads and a lack of leadership, advocacy, and support.
- Several described a reactive, stressful, "crisis management" culture with an emphasis on keeping students eligible with little support. The impression is that there isn't time to plan and proactively advise for graduation.
- Advisers also indicated a dramatic increase in the number of student-athletes with significant mental health issues impacting both their academics and daily life and a need for more mental health for students and clear policies and pathways to get students the help needed in a timely manner.
- Apart from a few teams, regular or weekly meetings with coaching staffs are not conducted and there seems to be little consistency across the advising unit regarding communication, reports, and problem-solving with coaching staffs.
- Requested reports and examples, tracking documents, graduation plans were not provided and several interviewees were not aware of whether they were regularly used. It seems that one report is used where tutor and advisor comments/reports are entered and coaches are given access but both academic and coaching staffs reported the report is cumbersome, and doesn't easily identify concerns and items that need immediate attention.
- Coaches and other staff reported inaccuracy or absence of reports, a lack of proactive graduation plans, advising mistakes that prolong graduation and limited communication and responsiveness of SSA staff.
- There seems to be little trust between SSA staff and coaching/administrative staffs as expressed in interviews.
- Several student-athletes reported they felt they were "told" what majors and classes to take by advisors despite interest in other majors and classes. Several shared they were told to take classes "because they were easy." Several shared their interactions with advisers were transactional and not relational.
- Advisers shared the difficulty with limited major options, especially for transfer and midyear students.
- In several interviews, across groups, we were told of impacted classes and offerings at the university broadly and a lack of class availability due to larger than expected yield of incoming admissions classes over several years.
- Several sports programs utilize tours of the Jaqua building during recruiting but don't utilize SSA staff in recruiting visits, opting for either Katie Harbart or the FAR.
- Based on the findings outlined above, we conclude that [REDACTED] are performing at a Power 5 industry standard level. While this is not entirely their fault, and they are in a challenging environment, it is impacting the student-athlete academic experience and fuels a lack of trust. One notable exception shared by several students and

coaches across teams was the caliber of service and relationships with [REDACTED].

Recommendations:

- As urgently as possible, hire qualified, committed staff to fill the vacant Director of Academic Services and open advisor positions.
- Address salary and title inequities if they exist with campus advisors.
- Assess sport assignments and caseloads across advisors once the unit is fully staffed including potentially hiring an additional academic advisor to offload the advising load from the Executive Director role insuring he has the capacity and time to perform the leadership and management duties. Very few, if any, Power 5 directors of academics have an advising caseload.
- Establish a standardization of advising protocol: tracking systems, reports, policies, procedures & communication frequency across advisors. This would ensure quality control, service consistency, and clear expectations for the unit.
- Conduct thorough performance reviews with goals and expectations for each academic adviser with any improvement plans needed.
- Implement a comprehensive training program for incoming advisers.
- Clarify and reiterate protocols and procedures for student-facing staff to refer students in need of mental health services. Consider one point person from SSA to liaison with sports medicine staff who can secure appointments and services for student-athletes in need.
- Conduct short, quarterly confidential student-athlete surveys on their experiences with SSA staff and services to identify concerns and successes. Engage SAAC leadership in the process and review responses with athletics leadership.

Learning Specialists & Learning Support

Findings:

- Learning specialists meet one on one or in small groups with student-athletes identified as in need of additional support. Most work holistically across subjects but there are some specialists focused on subject specific areas (e.g., math learning specialist)
- Learning specialists also collaborate with the disability resource services office on campus to ensure students with documented learning differences can receive appropriate accommodations.
- Several coaching staffs noted the competency, work ethic, and success of the learning specialists working with their students.
- Advisers identify students in need and document them on a spreadsheet. Learning specialists then “select” and sign up for students they work with. Criteria are typically low gpa and potential eligibility issues.
- As mentioned above, mental health needs are the biggest challenge they face in their work with students. An increase in services could have a significant impact.
- The size of learning specialist caseloads and severity of need have increased dramatically in the past few years across sports.
- Reports of sessions, tasks accomplished, and academic progress are reported to the advisor of the sport.

- A significant concern during interviews was the inability of any staff member to clearly articulate academic integrity policies, procedures, and reporting when a learning specialist suspects an academic integrity violation.

Recommendations:

- Educate all staff on academic integrity policies, protocols, and reporting requirements. Track alleged violations and resolutions. Ensure the Executive Director and FAR are informed of any alleged academic integrity issues. Identify a staff member to work with compliance on any potential violations and/or eligibility implications.
- Implement a structured, consistent, and holistic protocol across the unit for identifying students in need of learning services and work with a learning specialist. Include and measure factors such as mental health, injury, documented or suspected learning disability in addition to low gpa and eligibility concerns.
- Consider assigning learning specialists caseloads based on a clear format (e.g., by sport, by adviser caseloads, by year in school) to build consistent communication, collaboration between advisers and learning specialists.
- Have clear measurements and data to inform decisions about moving students off caseloads and toward independence.
- Implement and fund learning disability testing if one doesn't already exist.

Tutoring Services

Findings:

- The SSA program recently hired a tutorial coordinator after a long vacancy in the position.
- The tutoring program runs an astounding 1700 tutoring sessions per week.
- The coordinator actively recruits potential tutors with assistance from faculty, campus departments, and the Honors College.
- The tutorial coordinator is developing a plan to conduct quarter by quarter training for tutors.
- Tutor pay rates start at \$14.25 per hour and are not competitive with campus tutor rates.
- Tutors want more direct contact with advisers to share concerns about the students they tutor.
- All tutoring notes (from sessions) are shared with the academic adviser.

Recommendations:

- Budget for increase in hourly rates for tutors to make positions competitive with those on campus. Perhaps reducing the number of sessions (see structured study section) could repurpose additional funds for an increase in hourly pay rates.
- Utilize members of the IAAC for assistance in recruiting tutors from their respective departments.
- Develop office hours or other meetings for tutors to engage with advisers and share concerns about assigned students.
- Continue a commitment to robust tutor onboarding and training being implemented by the new tutorial coordinator.
- Establish written policies for student-athletes that are hired to tutor other student-athletes.

Structured Study

Findings:

- Structured Study is a tiered program of required support measured by contact time with staff and assigned tutoring.
 - Tier One: 2.30 gpa and below & all first-year students
8 hours of mandatory contact time per week
 - Tier Two: 2.31 – 2.60 gpa
6 hours of mandatory contact time per week
 - Tier Three: 2.61 – 3.00 gpa
4 hours of mandatory contact time per week
 - Tier Four: 3.00 gpa and above
Voluntary utilization of service
- The program is a “one size fits all” regardless of year in school, academic need, major, or eligibility status.
- Some student-athletes reported that even if they were solid graduate, upper-class students, or students in the Honors program, they are mandated to have contact hours that weren’t needed. Some classes don’t lend themselves to tutoring – examples such as labs, studio classes, group-based classes causing frustration and tension with advisers.

Recommendations:

- With a goal of moving students to independence (Tier Four) as soon as possible, provide adjustments and flexibility to the structured study program for transfers, grad students, upperclassmen, and others who can be independent. Empower advisers and academic staff to make adjustments based on the individual student and not a rigid policy. This could reduce the expense and scheduling of such a large number of sessions weekly and enable funds to be redirected to higher tutor pay rates.

D. Admissions Process (Special Admits, Admissions Appeals process)

Findings:

- Hired in July 2022, Erin Hays is the new Director of Admissions at the University of Oregon.
- As a quarter institution, Oregon can admit and enroll students entering fall, winter, or spring quarters.
- Prospective student-athletes are reviewed holistically by the Office of Admissions like any other student. The admissions professional reviews the completed file and can either make an admissions decision or code the application as Admissions Advisor Group (AAG) for transfer to the Director of Admissions for a second review. The Director of Admissions can make an admissions decision or may convene the Admissions Advisory Group (AAG) comprised of the Vice President for Student Services and Enrollment Management, Special Assistant to the Provost, a faculty member, and the Director of Admissions for a decision.
- To date, transfer prospective student-athletes largely come from 4-year institutions rather than 2- year institutions.
- There doesn’t appear to be a cap on the total number of AAG admits annually. Of those admitted through AAG from Winter 2019 through Fall 2022, 46% have been from the sport of football.

- Non-AAG student-athlete admits are similar to the entering gpa of the regular student applicant (3.83 regular student vs. 3.63 prospective student-athlete applicant).
- Over the past 4 years, 65 prospective student-athletes have been admitted under the AAG process with an average high school gpa of 2.70.
- Transfer applicants' coursework and grades are reviewed by admissions staff. An English Composition course and a math course are required for admission to the University of Oregon. Credit review for progress toward degree requirements is reviewed and analyzed by the Registrar's Office.
- The Director of Admissions was not aware of any tracking or reports were created by either SSA or Admissions to track long term academic success of AAG admits but she is new to the role.
- No coaches or athletics staff outside of the Compliance department have direct contact with staff from Admissions.
- Admissions staff liaisons attend the ACAG (Athletics, Compliance, Advising Group) for regular meetings to discuss processes, challenges, and policies.

Recommendations:

- The report prepared for our review by Admissions was informative, thorough, and tracked important trends. Consider producing this same report annually and sharing with stakeholders including Compliance, SSA staff, IAAC, and the Office of the Provost to identify trends, positive results, and any potential challenges.
- Consider having SSA or Compliance staff report annually on the academic status of each AAG admitted student-athletes to IAAC, Admissions, and the FAR. This check and balance will help ensure student-athletes admitted under AAG status are achieving academically and progressing toward graduation at a rate comparable to their peers.
- Develop a standardized support plan for any AAG admitted student-athlete that may include summer bridge, structured study, more frequent meetings with an advisor and/or learning specialist, etc. Involve and inform coaching staffs on support plan for accountability and reinforcement.

E. Compliance (Rules Education/Training, Continuing Eligibility Certification, Tracking & Reporting of Academic Progress during each quarter)

Findings:

- A member of the compliance staff conducts tutor training on NCAA rules and matters annually.
- No specific compliance training is conducted for SSA staff, yet they are sent regular rules, interpretations, legislative changes, and newsletters via e-mail with coaching staff and others.
- Concern was expressed about a lack of clarity around academic integrity protocols and when to include compliance staff and what the internal process is for reporting potential academic misconduct to campus authorities.
- Compliance staff are often involved with certification or rules violations on the back end and not proactively.
- The FAR is actively involved in any grade changes that impact eligibility and does outreach to faculty members as needed.

- Two-hour weekly meetings (referred to as “the Thursday meeting” include all SSA staff, Compliance staff, and academic liaisons or coaches from each sport.
- Meetings are conducted by Zoom and start with issues in the Olympic sports and last 1 hour. After the portion, SSA/Compliance staff who work with football depart to the football complex for in-person weekly meeting with football staff.
- All academic reports are compiled by the Assistant Director of Compliance and sent to the coaching staffs. She leads the weekly meetings to review potential issues and eligibility concerns.
- APR and GSR data and submission is handled by the Assistant Director of Compliance

Recommendations:

- As the Thursday meeting was described, it poses a significant FERPA violation. Coaches and liaisons from other sports should not be privy to academic information, gpas, academic status, and conduct information for student-athletes on other teams. If this is happening, it needs to be corrected immediately.
- Shift the compilation and running of the Thursday meetings to SSA staff. Academic meetings should be run by academic staff who have direct daily contact with student-athletes and coaches. Each adviser could lead their team reviews.
- We recommend conducting these meetings in person in time slots so a coaching staff can finish and leave at a scheduled time. This would allow for coaches/liaisons without issues to be excused from the meetings and respectful of time. It could also lead to building trust and relationships between coaching staffs and SSA staff.
- Consider a set format and template for reporting information that facilitates timely and efficient communication.
- Create a small working group (perhaps chaired by the FAR) to restructure the Thursday meetings, agree on format, standardized template, and information sharing.

F. Faculty Engagement /Faculty Perception of Student-Athletes and Athletics

Findings:

- The [REDACTED] is engaged, knowledgeable, proactive, and deeply committed to improving the student-athlete experience at the University of Oregon.
- The Intercollegiate Athletics Advisory Committee (IAAC) is committed to assisting student-athletes and the overall athletics program. A new committee chair is experienced and respected on campus. New members have been added and are eager to discover productive ways to get engaged. The goal for IAAC is to convene two meetings per quarter but has been difficult to accomplish with scheduling.
- Multiple representatives stated that the relationship on campus between athletics and faculty is much improved, perhaps the best it has ever been.
- Several mutual areas of interest between campus and athletics emerged during our time including a holistic student/student-athlete experience, commitment to diversity, equity and inclusion, a healthy balance and appreciate of both academics and athletics in the overall university experience.

Recommendations:

- Encourage the FAR and IAAC Chair to meet each summer to identify meeting schedule and specific topics to cover for the upcoming year. Topics could include: student-athlete mental health, APR and GSR, impacts and strategies of NIL & transfer portal, academic success of AAG admits, student-athlete development and DEI programming, NCAA & Pac-12 meeting updates, student-athlete major and class distribution, Title IX and any other desired topics.
- We recommend the FAR and IAAC annually compare APR and GSR scores by sport with conference (and other) peer institutions to benchmark and review trends.
- Consider meeting monthly as an IAAC group.
- Have FAR continue to create, track, and share data in key academic areas including gpa, APR, GSR, student-athlete majors and class selection.
- Continue to maximize the positive campus/athletics relationship noted by conducting a robust faculty outreach program. Some ideas may include (and some may be in place already):
 - Present at any new faculty orientations to explain services and requests for progress reports and missed class time.
 - Visit colleges and assign staff liaison relationships.
 - Lunch and learn events/open houses for interested faculty.
 - Expand faculty recognition events (guest coach programs) if desired.
 - Faculty appreciation or discounted ticket packages for Oregon sporting events.
 - Invite faculty members to practice or host them at Olympic sports events.

G. Student-Athlete Development Leadership & Programming

Findings:

- Impactful and comprehensive student-athlete development, leadership, career development, mentoring and community service programs are provided to all University of Oregon student-athletes under the leadership of [REDACTED]
- There appears to be a holistic and comprehensive mission and vision for the program which is commonly understood by all stakeholders we met with during our visit.
- Virtually every student-athlete we met with could identify Katie and could discuss in detail the programming and opportunities associated with the program.
- The program is seen as an asset during recruiting and many coaches mentioned Katie and the student-athlete development program as a difference-maker in recruiting and in their students' experience at Oregon.
- Unique and committed programs include SAAC, Be Oregon (DEIB student group) , and other affinity groups by all accounts are thriving with active student-athlete engagement.
- The mentoring program boasts 180 professional and personal adult mentors leading to over 100 student-athletes being matched with an individual mentor.
- Study abroad experiences are also available for student-athletes through Courts for Kids.
- The program seems to be innovative, adaptable to evolving student-athlete needs, and a model program. It represents best practices as outlined in the N4A best practices document.
- [REDACTED] is respected nationally and is a thought leader in the student-athlete development space.

- Representatives from both Student-Athlete Development and SSA expressed little collaboration and communication between the two units and the desire to have more regular interaction and common goals to enhance the student-athlete experience and enhance communication.

Recommendations:

- Conduct regular monthly meetings between leadership of SSA and Student-Athlete Development to work on common goals and programming, communication, and opportunities for collaboration.
- Consider quarterly meetings between all SSA and Student-Athlete Development staff, the Senior Woman’s Administrator and the FAR for the same purposes listed above.
- Develop a long-term plan to add services and staffing as needed to sustain this program as a national model.

H. Diversity, Equity, and Inclusion Leadership & Programming

Findings:

- [REDACTED] has provided outstanding leadership and programming for student-athletes, coaches, and staff. Universally, interviewees knew him, and could describe his educational efforts and department-wide initiatives.
- Several student-athletes singled out his contributions and impact in a short period of time.
- Key areas of focus besides education include hiring and retention of diverse coaches and staff in a multitude of roles and reducing the isolation of Black coaches and staff.
- Monthly collaboration on DEIB programming between Katie Harbart and Da’Mon occur.
- Quarterly, mandatory in-person sessions are executed for each team.
- Extensive efforts are in place to educate and advise coaches around DEIB best practices and create a belonging culture on each team.
- Student-athletes of color expressed an overall sense of inclusion and belonging within their teams and the athletics department but less comfort on campus and within the city of Eugene. They are often “the only one” in classrooms and in community settings. Leaders we met with during our visit seem to be aware of this and are championing efforts to improve the experience and representation for student-athletes of color.

Recommendations:

- Continue supporting the DEIB efforts and enhancements under [REDACTED] leadership
- Continue concerted efforts underway to hire diverse leadership, staff, and coaches of color.
- In addition to the above practices, athletics may consider ways to support and highlight Eugene’s women and minority owned businesses at events where student-athletes and fans can engage with these businesses.
- Continue to provide welcoming spaces for student-athletes of color within athletics but develop ways to partner with campus and community members to provide these spaces as well.

I. Additional Recommended Best Practices

Recommendations:

- We highly recommend a small working group visit 2-3 other Power 5 institutions for 24-48 hours the University of Oregon would like to emulate. We are confident schools would be willing to share academic goals, programs, benchmarking, and strategies in a variety of areas to identify and share additional best practices and industry standards.
- Offer opportunities for and investment in professional development for staff including N4A regional/national conferences and mentoring programs.
- Consider encouraging and funding academic staff to travel with teams on away trips to visit with schools and learn best practices.

Closing General Comments

We are very appreciative of the opportunity to complete an N4A Program Review for the University of Oregon. We believe the timing aligns well with an unprecedented time in the university's history with a new President having just been selected and bold goals to elevate the academic ranking of the university as a whole. We also sensed a commitment by many stakeholders during our visit to improve the academic success and service provided for University of Oregon student-athletes. Given the best practices advocated in this report, we are available and interested in supporting your goals and processes if we can be of assistance. As offered at the beginning of the process, a formal 6 month check in will be scheduled with any desired stakeholders to review goals, offer any support, and share best practices.

We look forward to watching Oregon's success in the future!

Kim Durand
Senior Associate Athletic Director for Student Development
University of Washington

Christine Jackson
Senior Associate Athletic Director/Student-Athlete Support Services &
Executive Director of Athletic Academics
Mississippi State University



May 24, 2023

Sandy Weintraub
Senate Secretary and Advisor to the President
Director, Oregon Law Commission
110 Johnson Hall
1226 University of Oregon, Eugene, OR 97403-1226

Dear Mr. Weintraub,

Thank you for inviting us to assist in improving your athletic academic support services through the facilitation of the Academic Integrity Assessment. Academic integrity is a major national priority and an assessment of current institutional policies and procedures in relation to those expectations is necessary to reduce any potential risks to the institution. Your engagement in this process exemplifies the institutions' commitment to its students and to the services the institutions provides in support of their well-being.

Enclosed for your review is a summary of the information that we gathered through the administration of the assessment survey. The documentation includes a breakdown of responses to each question, graphical representation for each question and a comprehensive listing of all comments provided by survey respondents for both the self-assessment aspect of the process and the user component of the process intended to ensure those involved with or who interact with institutional academic support functions (e.g., coaches, athletic administrators, student-athletes, advisors, tutors, mentors,) are fully aware of institutional and departmental policies, procedures and expectations.

In terms of next steps, the information contained in the report is meant to be a starting point for further discussion and potential adjustments to educational efforts, current procedures or the development of new policies. Specifically, if potential opportunities for improvement were identified based on a percentage of overall responses or outlined by a relevant constituency group and that component is reflective of the institutional culture then a modification or new initiative might be considered.

For example, establishing a timeline to review written academic integrity policies should have a regular evaluation process. This will allow the institution to address any concerns or include additional information on a regular basis. Further, if an important group was not aware of a current and pertinent institutional policy then the institution might consider improved communication mechanisms or more formalized and targeted educational efforts. Alternatively, if the area outlined by the question is not applicable to that specific groups, then no additional consideration is needed.



Again, you are in the best position to determine if the academic support services being offered are effectively meeting the needs of the student-athletes (in the context of the institution and in relation to NCAA rules). Items outlined in the summary do not necessitate the need to make an adjustment as it may not be appropriate or pertinent based on the philosophy or mission of the institution. However, it does provide an opportunity for you to discuss and evaluate the topical area and make modifications to policies, procedures, educational efforts or monitoring systems (if any).

We very much appreciate the institutional support and opportunity to assist with improving your academic support functions. If we can be of further assistance in analyzing the data, or if you have any additional questions or comments regarding the enclosed documentation, please do not hesitate in contacting us.

Sincerely,

Kim Durand
Senior Associate Athletic Director for Student Development
University of Washington Athletics

Christine Jackson
Senior Associate AD-Student-Athlete Support Services & Executive Director of Athletic
Academics
Mississippi State University

46,000+
Student-Athletes

19,000
Teams

1,100
Institutions

90
Championships

24
Sports

3
Divisions

1
Goal



Academic Integrity Assessment

Institutional Summary of Findings

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Academic Integrity Assessment

Institutional Effectiveness Profile

Strengths:

Favorability Rating

Self-Assessment

Policies & Procedures	Questions 2, 3, 4, 5, 6, 7, 9.	100%
Communication	Questions 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 26, 27, 29.	100%
Monitoring	Questions 30, 31, 32, 33, 36, 37, 41, 48, 49.	100%

Comprehensive-Assessment

Policies & Procedures	#2. Written institutional policies regarding academic integrity exist.	99%
Policies & Procedures	#11. Written athletic academic advising policies and procedures exist.	99%
Policies & Procedures	#26. Learning specialists acknowledgement confirming rules regarding academic integrity.	99%
Policies & Procedures	#28. Written departmental policies and procedures regarding the use of facilities exist.	99%
Policies & Procedures	#4. Written institutional policies regarding academic integrity are communicated.	98%
Policies & Procedures	#14. Counselors and advisors are provided formal education regarding academic assistance.	98%
Policies & Procedures	#44. Departmental standards of online exams or coursework in the academic center exist.	98%
Policies & Procedures	#46. Written departmental policies regarding the mentoring of student-athletes exist.	98%
Policies & Procedures	#68. Written departmental policies and procedures for providing books exist.	98%
Policies & Procedures	#31. Written procedures for academic preparedness of prospective student-athletes exist.	97%
Policies & Procedures	#69. Regular education regarding book policies and procedures occurs.	96%
Policies & Procedures	#5. Formal education regarding NCAA rules relating to academic integrity occurs annually.	95%
Policies & Procedures	#53. Written departmental policies relating to academic support for online course assignments	95%
Policies & Procedures	#59. A departmental policy outlining expectations regarding personal relationships and social interactions outside the workplace between student-athletes and academic support personnel including tutors, student employees and mentors exist.	95%
Policies & Procedures	#60. A departmental policy outlining expectations regarding personal relationships and social interactions outside the workplace between student-athletes and coaches exist.	95%
Tutoring & Mentoring	#20. Tutors sign a written acknowledgement confirming an understanding NCAA.	99%
Tutoring & Mentoring	#16. Written departmental policies and procedures regarding tutoring exist.	98%
Tutoring & Mentoring	#49. Mentors are provided education regarding permissible amount of assistance provided.	98%
Tutoring & Mentoring	#50. Mentors are required to sign a written acknowledgement of NCAA rules.	98%
Tutoring & Mentoring	#18. Tutors are required to complete a mandatory orientation upon hire.	96%
Tutoring & Mentoring	#17. Education regarding departmental tutoring policies and procedures occurs annually.	95%
Tutoring & Mentoring	#19. Tutors are provided education regarding permissible amount of academic assistance	95%
Tutoring & Mentoring	#48. Mentors are required to complete a mandatory orientation upon hire.	95%
Monitoring	#71. Departmental policies regarding academic support for team travel exist.	98%
Monitoring	#29. Education relating to the use of academic support facilities occurs annually.	97%
Monitoring	#32. Education regarding assessing academic preparedness of prospective student-athletes.	97%
Monitoring	#70. Book procedures are monitored.	96%

Opportunities for Improvement:

Favorability Rating

Self-Assessment

Policies & Procedures	#46. A formal policy regarding access to student-athlete usernames and passwords by coaches or athletic department personnel exists.	67%
Policies & Procedures	#47. A formal policy regarding access to student-athlete usernames and passwords by academic support personnel exists.	67%
Monitoring	#35. A formal process to monitor online courses that transfer student-athletes complete at other institutions the semester immediately prior to enrollment exists.	67%
Monitoring	#38. Athletic department staff or coaches teach courses in which student-athletes are enrolled.	13%
Monitoring	#40. Grade distributions are reviewed for courses taught by athletic department staff, coaches or academic support personnel in which student-athletes are enrolled.	40%



Academic Integrity Assessment

Institutional Effectiveness Profile

Comprehensive-Assessment

Tutoring	#21. Tutoring occurs outside the academic support center.	54%
Tutoring	#22. Student-athletes are hired to tutor other student-athletes.	28%
Online Courses	#55. Mentors provide student-athletes assistance in completing online courses.	46%
Online Courses	#56. Tutors provide student-athletes assistance in completing online courses.	46%
Online Courses	#57. Counselors and advisors provide student-athletes assistance in completing online courses.	46%
Exam Proctoring	#61. Counselors and advisors proctor exams for student-athletes.	20%

Overview of Methodology:

Academic integrity is a national priority, and the purpose of this report is to assist institutions in distinguishing academic support functions they perform effectively and to assist institutions in recognizing academic support areas they might consider adjusting to ensure integrity and appropriate conduct. For purposes of this assessment, risk are factors associated with NCAA rules violations, academic integrity issues and the threat of public scrutiny relating to institutional processes evidenced in NCAA major infraction cases, secondary violation reports and highlighted by media reports. In addition, the four pillars of institutional control that encompass compliance systems (e.g., does a written policy exist), rules education programming (e.g., is the policy communicated to the appropriate individuals), monitoring systems (e.g., are procedures being followed and in a timely manner), and a commitment to compliance are inherent in the survey questions as that is the viewpoint by which the NCAA Committee on Infractions assesses academic integrity matters.

Results from the survey are summarized in the above institutional effectiveness profile. Information gathered includes top strengths, potential opportunities for improvement, overall summary of responses for each question and a comprehensive summary of all comments. Items with a lower favorability ranking do not necessitate the need to make an adjustment to that process, as it may not be appropriate based on the philosophy of the institution. However, it does provide an opportunity to discuss and evaluate the topical area and make appropriate modifications relating to developing policies, communicating standards to applicable constituency groups, or enhancing monitoring systems. Additionally, regardless of the favorability rating if specific questions were responded to with a significant number of “Don’t Know” then the opportunity for increased or targeted education may exist.

Analysis of Results – Self Assessment:

Overall, ten respondents completed the survey. Those ten were comprised of three academic support, one faculty, four compliance, and two academic affairs.

Results from the *Self-Assessment* were especially strong with over 63% of all responses receiving a 100% favorability rating. This was especially prevalent in the areas associated with communication and monitoring. Questions 11-49 of the survey relate specifically to this component, and most were answered extremely favorably by those individuals with direct oversight and responsibility within each department or functional area being fully aware of such institutional standards.

Potential opportunities for improvement exist regarding policies and procedures, primarily pertaining to access to student-athlete information including passwords and user names (#46 and #47). These continue to be significant areas in academic integrity and should have a written policy for athletic department constituents. Previous major infractions cases involving the inappropriate or unauthorized use of student-athlete login information reinforce the need to include restrictive policies and procedures at institutional and department levels. Additionally, if academic services staff access to student academic progress information is essential, it may be helpful to request observer access to student information within the campus’ learning management system.



Academic Integrity Assessment

Institutional Effectiveness Profile

Another area for improvement is the area of monitoring and formalizing a process to address online courses that transfer students complete this semester immediately prior to enrollment, coaches teaching courses in which student athletes are involved and grade distribution of those specific classes (#35, #38, and #40).

The new NCAA rules have also expanded the application of academic integrity to any situation in which an institutional staff member is involved. Therefore, the institution might consider individually assessing the results of each question to determine if a significant number of “No” or “Don’t Know” responses exist and implement the applicable educational programming to ensure everyone is informed and aware of institutional expectations. Additionally, if a specific functional area (e.g., compliance, academics) entrusted with direct oversight and expertise for the institution but did not respond or responded with “Don’t Know” the institution might consider further collaboration and communication relative to these areas to ensure institutional control.

Analysis of Results – Comprehensive Assessment:

The results of the *Comprehensive Assessment* were 42 of 71 questions resulted in a favorability rating of 90% or higher and 73% of all questions had a favorability rating of over 75% with 6 questions receiving a score below 55%. Based on the information provided, potential areas for additional education relate to tutoring outside of Jaqua Center (#21), student-athletes hired to tutor other student-athletes (#22), academic support in the completion of assignments relating to online courses (#55, #56, #57), and counselors and advisors proctoring exams (#61).

It appears tutoring occurs outside of the academic support center. While alone, this is not necessarily a concern, it is important to ensure that the department has policies and educational foundations for academic support professionals, tutors, mentors, and student-athletes to understand parameters and safeguards to ensure academic integrity within this area. The institution might consider formalized training including a sign-off of understanding and acknowledgment along with approval logs for where and when tutoring and proctoring take place. This will allow staff members to do random checks and review to verify that policies and procedures are being followed. Additional parameters and education along with consultation with the Compliance staff when student-athletes can be hired as tutors. Student-athletes both giving and receiving tutorial help should understand the context with which academic integrity exist and need to adhere to the institution’s rules and regulations. Ensuring tutors and student-athletes are aware of this and know how to communicate issues or concerns is in the institution’s best interest.

To address the questions related to respondents’ familiarity with policies in online course work and staff proctoring exams, it would be beneficial to review current policies and procedures in both the Student-Athlete Handbook and academic staff manuals. Additionally, this could be added as an area of additional emphasis in compliance rules education team meetings and with professional staff at the beginning of each academic year. Furthermore, these points could be emphasized during academic integrity and misconduct education meetings during the department’s new student-athlete orientation.

The institution might consider reviewing current guidelines and providing additional clarification regarding (1) who can proctor (e.g., testing center, academic services unit at another institution, Faculty Athletics Representative), and (2) in what circumstances (e.g., travel, medical issue, or physical disability).

As evident and applicable to the results outlined in the self-assessment, the institution might consider individually reviewing results of each question to determine if a significant number of exist and implement the applicable educational programming or communication strategies to ensure appropriate individuals are informed and aware of institutional expectations.



Academic Integrity Assessment

Institutional Effectiveness Profile

A major area of concern is there were a substantial number “Don’t Know” responses by those categorized as “Academics”. Of the five respondents, there were 33 out of 71 questions that at least 2 people responded with “Don’t Know”. Immediate and intentional education of the academic staff to the policies and procedures as well as expectations should be a priority to limit any potential academic integrity or misconduct issues.

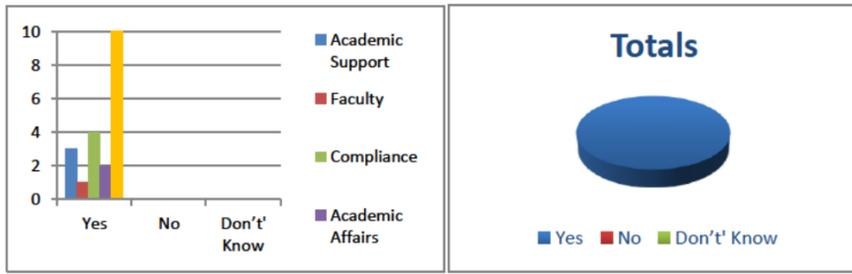
The comments provided were very limited in nature and scope. Of the 212 participants, only on average 17 respondents provided comments but on average 195 skipped the opportunity to give a comment. With the limited meaningful comments, it was difficult to assess specific academic integrity improvement strategies. However, the institution might consider assessing policy adjustments and/or educational efforts for most circumstances representing potential opportunities for improvement.

Potential Next Steps:

A sound academic support services program begins with senior-level administrators assuming leadership roles in establishing a commitment to academic initiatives. In that regard, a teleconference can be arranged to further analyze and discuss the contents of the report with the institutional liaison. In addition, a status report will be requested from the institution six months following distribution of this report to determine how recommendations or opportunities for improvement have been implemented.

University of Oregon Self Assessment Survey Results: : Academic Support Functions

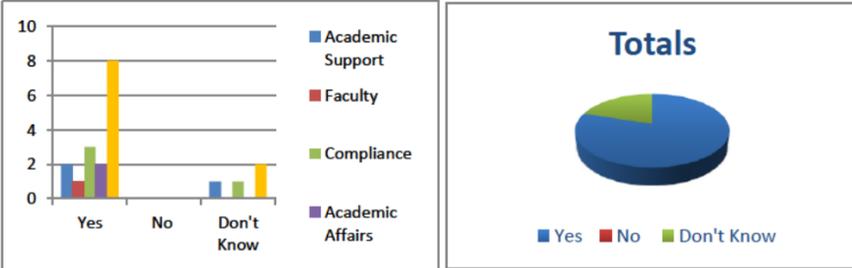
2. Written institutional policies and procedures regarding academic integrity exist.



Responded		Yes	No	Don't Know
3	Academic Support	3	0	0
1	Faculty	1	0	0
4	Compliance	4	0	0
2	Academic Affairs	2	0	0
10	Totals	10	0	0

Favorability Rating 100%

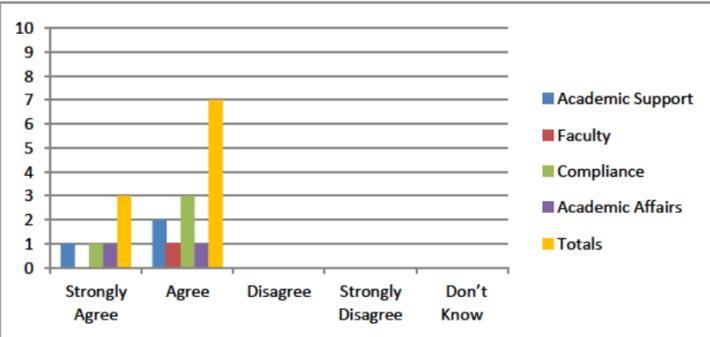
3. An institutional process for regular evaluation of written institutional policies and procedures regarding academic integrity exists.



Responded		Yes	No	Don't Know
3	Academic Support	2	0	1
1	Faculty	1	0	0
4	Compliance	3	0	1
2	Academic Affairs	2	0	0
10	Totals	8	0	2

Favorability Rating 100%

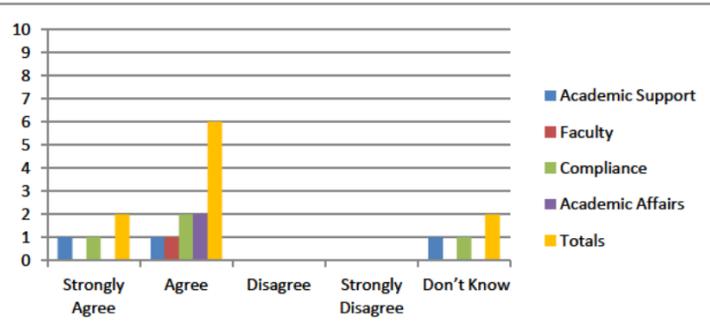
4. Written institutional policies regarding academic integrity are appropriate and effective.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	1	2	0	0	0
1	Faculty	0	1	0	0	0
4	Compliance	1	3	0	0	0
2	Academic Affairs	1	1	0	0	0
10	Totals	3	7	0	0	0

Favorability Rating 100%

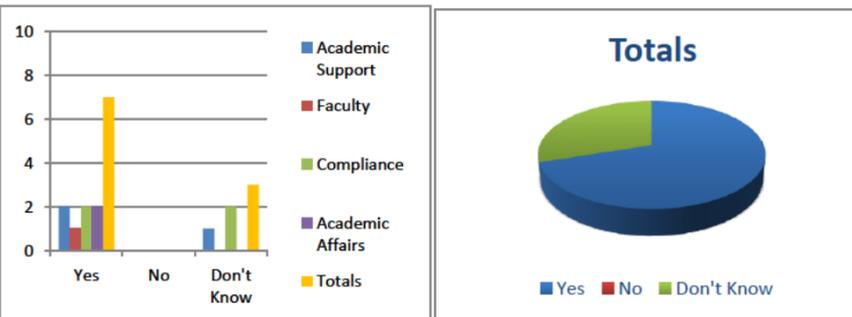
5. Written institutional policies and procedures regarding academic integrity are regularly evaluated.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	1	1	0	0	1
1	Faculty	0	1	0	0	0
4	Compliance	1	2	0	0	1
2	Academic Affairs	0	2	0	0	0
10	Totals	2	6	0	0	2

Favorability Rating 100%

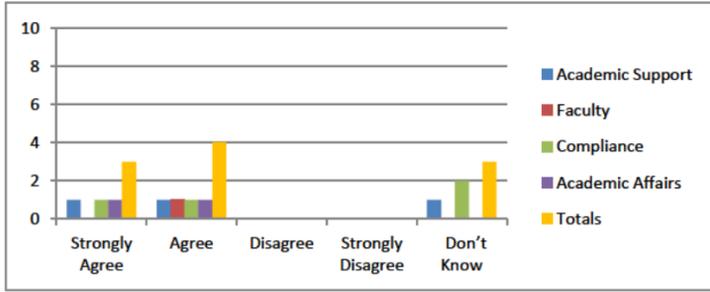
6. Written institutional policies and procedures outlining the process for "adjudication" of academic integrity cases exist.



Responded		Yes	No	Don't Know
3	Academic Support	2	0	1
1	Faculty	1	0	0
4	Compliance	2	0	2
2	Academic Affairs	2	0	0
10	Totals	7	0	3

Favorability Rating 100%

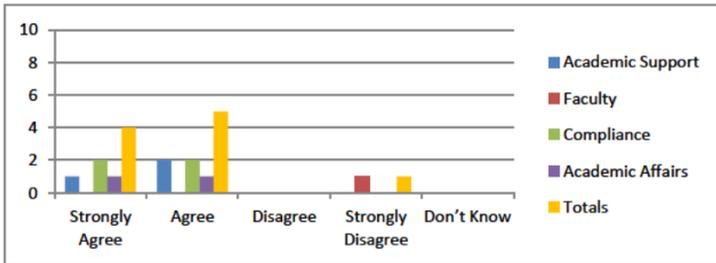
7. Policies and protocols regarding how institutional academic integrity cases are to be adjudicated are clear and unambiguous.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	1	1	0	0	1
1	Faculty	0	1	0	0	0
4	Compliance	1	1	0	0	2
2	Academic Affairs	1	1	0	0	0
10	Totals	3	4	0	0	3

Favorability Rating 100%

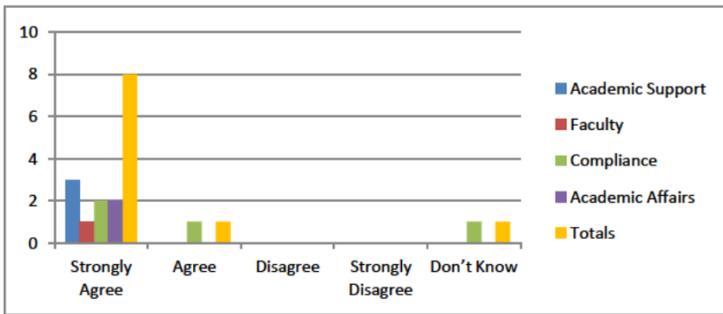
8. The process and timeline for adjudication of academic integrity cases is followed by the institution.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	1	2	0	0	0
1	Faculty	0	0	0	1	0
4	Compliance	2	2	0	0	0
2	Academic Affairs	1	1	0	0	0
10	Totals	4	5	0	1	0

Favorability Rating 90%

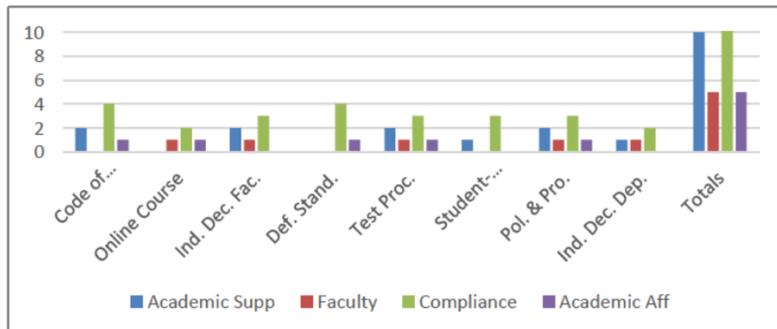
9. The responsibility and authority for investigating alleged violations of academic integrity is assigned to campus officials outside of athletics.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	3	0	0	0	0
1	Faculty	1	0	0	0	0
4	Compliance	2	1	0	0	1
2	Academic Affairs	2	0	0	0	0
10	Totals	8	1	0	0	1

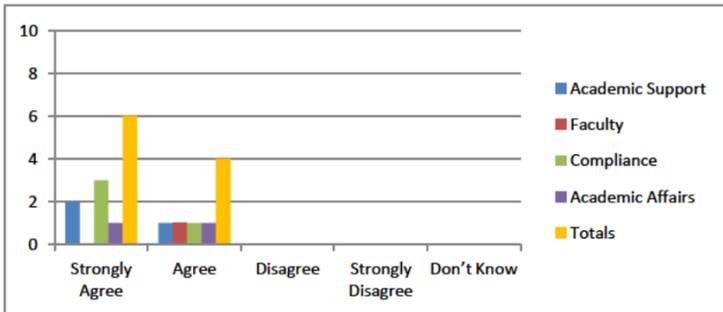
Favorability Rating 100%

10. Written institutional policies regarding academic support and procedures regarding academic integrity include references to the following (check all that apply).



	Academic Supp	Faculty	Compliance	Academic Aff
Code of Conduct	2	0	4	1
Online Course	0	1	2	1
Ind. Dec. Fac.	2	1	3	0
Def. Stand.	0	0	4	1
Test Proc.	2	1	3	1
Student-Student	1	0	3	0
Pol. & Pro.	2	1	3	1
Ind. Dec. Dep.	1	1	2	0
Totals	10	5	24	5

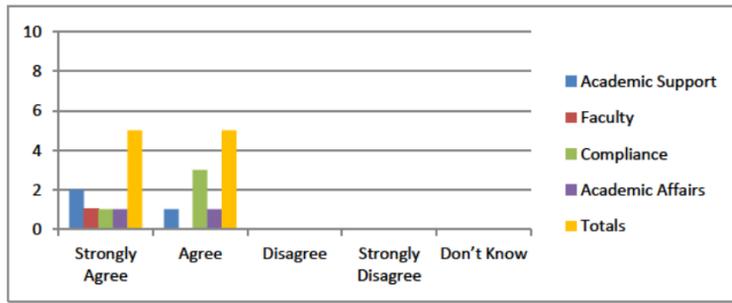
11. Written institutional and departmental policies and procedures regarding academic integrity are regularly communicated to all student-athletes.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	2	1	0	0	0
1	Faculty	0	1	0	0	0
4	Compliance	3	1	0	0	0
2	Academic Affairs	1	1	0	0	0
10	Totals	6	4	0	0	0

Favorability Rating 100%

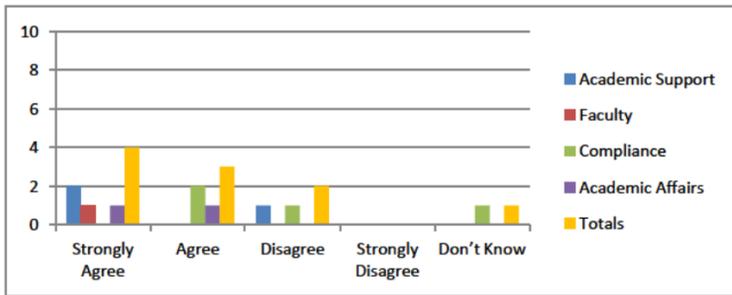
12. Written institutional and departmental policies and procedures regarding academic integrity are regularly communicated to all coaches.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	2	1	0	0	0
1	Faculty	1	0	0	0	0
4	Compliance	1	3	0	0	0
2	Academic Affairs	1	1	0	0	0
10	Totals	5	5	0	0	0

Favorability Rating 100%

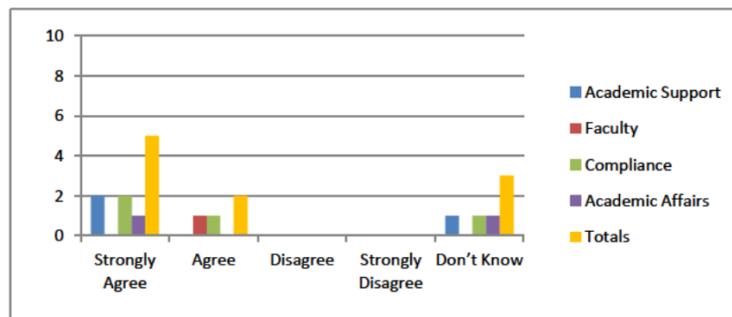
13. Written institutional and departmental policies and procedures regarding academic integrity are regularly communicated to all athletic department staff.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	2	0	1	0	0
1	Faculty	1	0	0	0	0
4	Compliance	0	2	1	0	1
2	Academic Affairs	1	1	0	0	0
10	Totals	4	3	2	0	1

Favorability Rating 78%

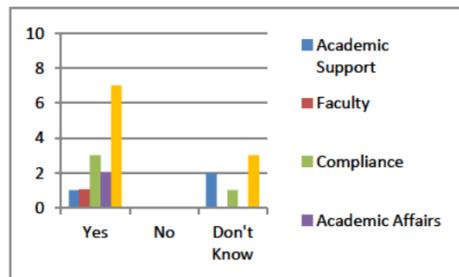
14. Written institutional and departmental policies and procedures regarding academic integrity are regularly communicated to all academic support personnel including student employees, tutors, mentors, learning specialist, academic coaches and advisors.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	2	0	0	0	1
1	Faculty	0	1	0	0	0
4	Compliance	2	1	0	0	1
2	Academic Affairs	1	0	0	0	1
10	Totals	5	2	0	0	3

Favorability Rating 100%

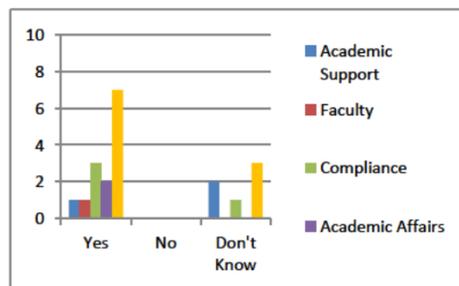
15. Basketball administrative staff and coaches understand the written institutional and departmental policies and procedures regarding academic misconduct.



Responded		Yes	No	Don't Know
3	Academic Support	1	0	2
1	Faculty	1	0	0
4	Compliance	3	0	1
2	Academic Affairs	2	0	0
10	Totals	7	0	3

Favorability Rating 100%

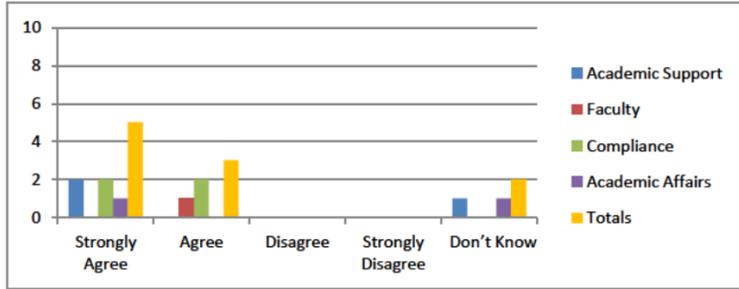
16. Football administrative staff and coaches understand the written institutional and departmental policies and procedures regarding academic misconduct.



Responded		Yes	No	Don't Know
3	Academic Support	1	0	2
1	Faculty	1	0	0
4	Compliance	3	0	1
2	Academic Affairs	2	0	0
10	Totals	7	0	3

Favorability Rating 100%

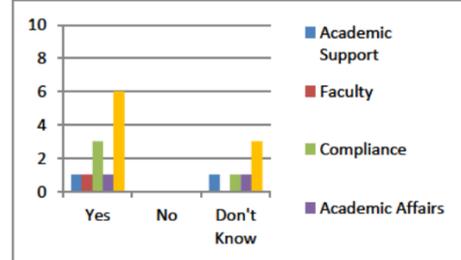
17. Departmental academic support personnel including student employees, tutors, mentors, learning specialists, academic coaches and advisors understand the written policies and procedures regarding academic misconduct.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	2	0	0	0	1
1	Faculty	0	1	0	0	0
4	Compliance	2	2	0	0	0
2	Academic Affairs	1	0	0	0	1
10	Totals	5	3	0	0	2

Favorability Rating 100%

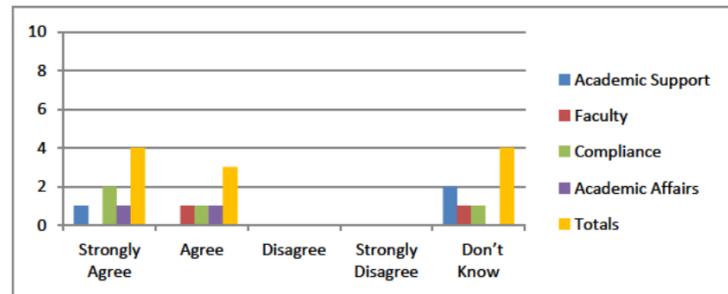
18. Student employees are advised to "NOT" provide impermissible academic assistance at the direction of a coach, administrator or representative of athletic interests.



Responded		Yes	No	Don't Know
2	Academic Support	1	0	1
1	Faculty	1	0	0
4	Compliance	3	0	1
2	Academic Affairs	1	0	1
9	Totals	6	0	3

Favorability Rating 100%

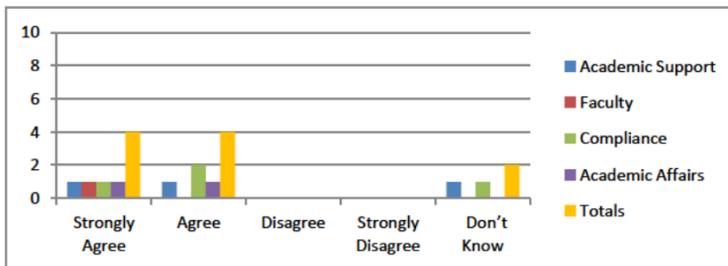
19. Regular communication regarding academic integrity and impermissible academic assistance occurs between institutional constituency groups.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	1	0	0	0	2
2	Faculty	0	1	0	0	1
4	Compliance	2	1	0	0	1
2	Academic Affairs	1	1	0	0	0
11	Totals	4	3	0	0	4

Favorability Rating 100%

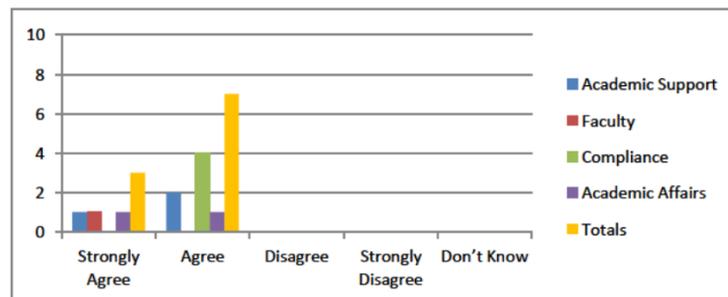
20. Communication between institutional entities regarding academic integrity or impermissible academic assistance is appropriate.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	1	1	0	0	1
1	Faculty	1	0	0	0	0
4	Compliance	1	2	0	0	1
2	Academic Affairs	1	1	0	0	0
10	Totals	4	4	0	0	2

Favorability Rating 100%

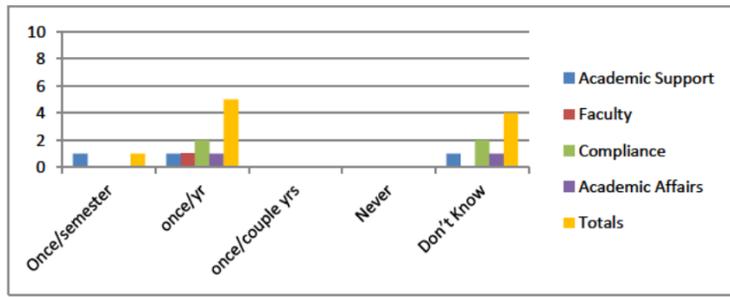
21. Expectations regarding academic integrity standards are clearly and frequently communicated.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	1	2	0	0	0
1	Faculty	1	0	0	0	0
4	Compliance	0	4	0	0	0
2	Academic Affairs	1	1	0	0	0
10	Totals	3	7	0	0	0

Favorability Rating 100%

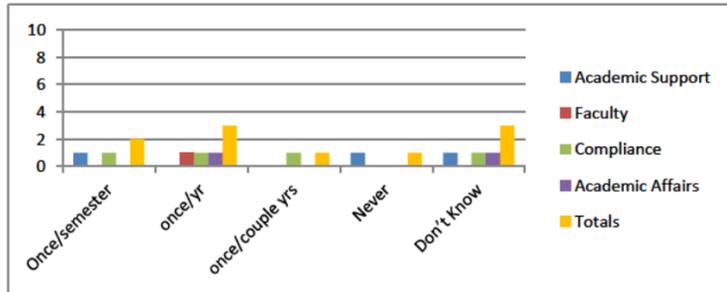
22. Formal education regarding academic integrity expectations and impermissible academic assistance is provided to coaches.



Responded		Once/semester	once/yr	once/couple yrs	Never	Don't Know
3	Academic Support	1	1	0	0	1
1	Faculty	0	1	0	0	0
4	Compliance	0	2	0	0	2
2	Academic Affairs	0	1	0	0	1
10	Totals	1	5	0	0	4

Favorability Rating 100%

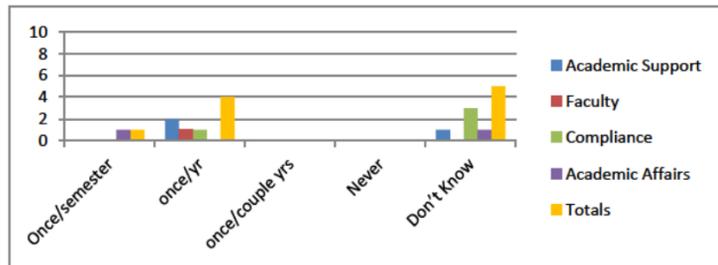
23. Formal education regarding academic integrity expectations and impermissible academic assistance is provided to athletic department staff.



Responded		Once/semester	once/yr	once/couple yrs	Never	Don't Know
3	Academic Support	1	0	0	1	1
1	Faculty	0	1	0	0	0
4	Compliance	1	1	1	0	1
2	Academic Affairs	0	1	0	0	1
10	Totals	2	3	1	1	3

Favorability Rating 71%

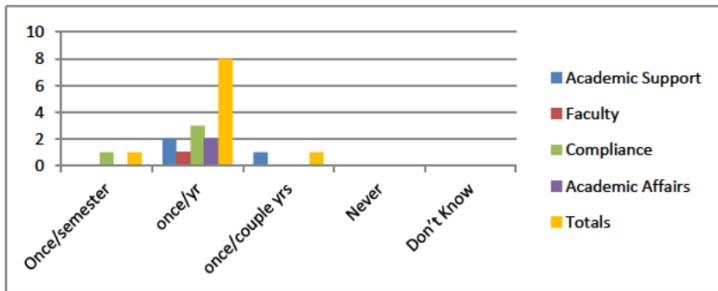
24. Formal education regarding academic integrity expectations and impermissible academic assistance is provided to academic support personnel including student employees, tutors, mentors, learning specialist, academic coaches and advisors.



Responded		Once/semester	once/yr	once/couple yrs	Never	Don't Know
3	Academic Support	0	2	0	0	1
1	Faculty	0	1	0	0	0
4	Compliance	0	1	0	0	3
2	Academic Affairs	1	0	0	0	1
10	Totals	1	4	0	0	5

Favorability Rating 100%

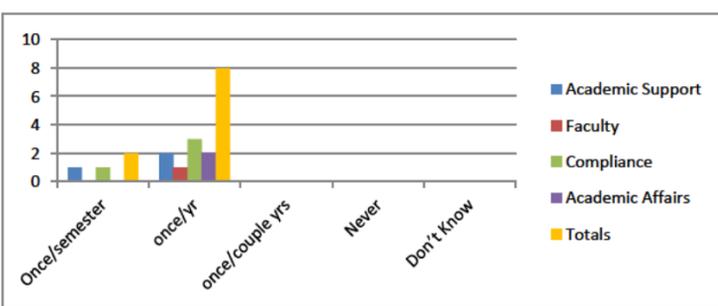
25. Formal education regarding academic integrity expectations and impermissible academic assistance is provided to student-athletes.



Responded		Once/semester	once/yr	once/couple yrs	Never	Don't Know
3	Academic Support	0	2	1	0	0
1	Faculty	0	1	0	0	0
4	Compliance	1	3	0	0	0
2	Academic Affairs	0	2	0	0	0
10	Totals	1	8	1	0	0

Favorability Rating 90%

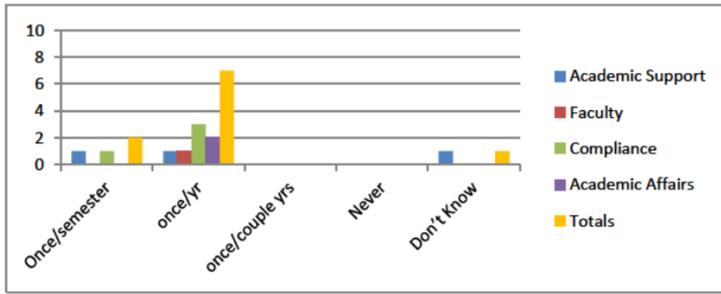
26. Written institutional and departmental policies and procedures regarding academic integrity are communicated to student-athletes.



Responded		Once/semester	once/yr	once/couple yrs	Never	Don't Know
3	Academic Support	1	2	0	0	0
1	Faculty	0	1	0	0	0
4	Compliance	1	3	0	0	0
2	Academic Affairs	0	2	0	0	0
10	Totals	2	8	0	0	0

Favorability Rating 100%

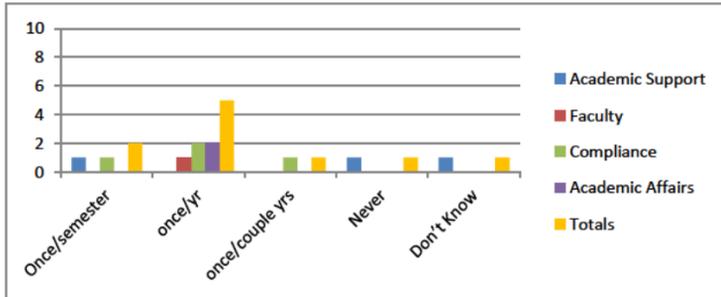
27. Written institutional and departmental policies and procedures regarding academic integrity are communicated to coaches.



Responded		Once/semester	once/yr	once/couple yrs	Never	Don't Know
3	Academic Support	1	1	0	0	1
1	Faculty	0	1	0	0	0
4	Compliance	1	3	0	0	0
2	Academic Affairs	0	2	0	0	0
10	Totals	2	7	0	0	1

Favorability Rating 100%

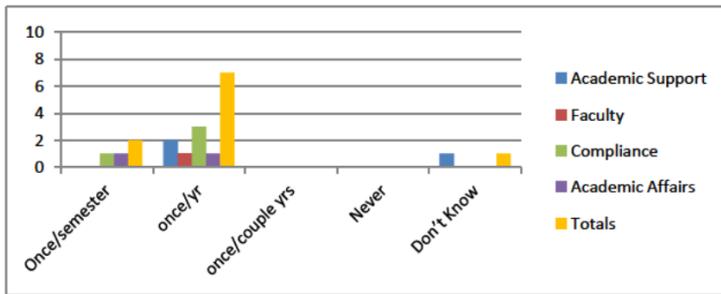
28. Written institutional and departmental policies and procedures regarding academic integrity are communicated to athletic department staff.



Responded		Once/semester	once/yr	once/couple yrs	Never	Don't Know
3	Academic Support	1	0	0	1	1
1	Faculty	0	1	0	0	0
4	Compliance	1	2	1	0	0
2	Academic Affairs	0	2	0	0	0
10	Totals	2	5	1	1	1

Favorability Rating 78%

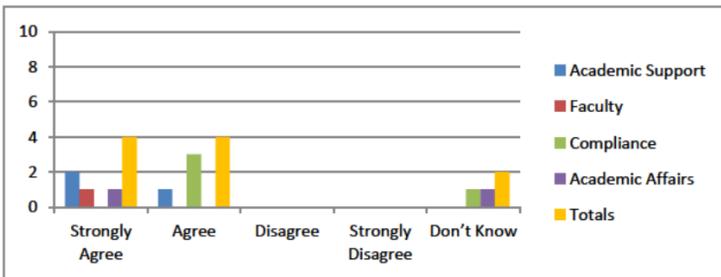
29. Written institutional and departmental policies and procedures regarding academic integrity are communicated to athletic academic support personnel.



Responded		Once/semester	once/yr	once/couple yrs	Never	Don't Know
3	Academic Support	0	2	0	0	1
1	Faculty	0	1	0	0	0
4	Compliance	1	3	0	0	0
2	Academic Affairs	1	1	0	0	0
10	Totals	2	7	0	0	1

Favorability Rating 100%

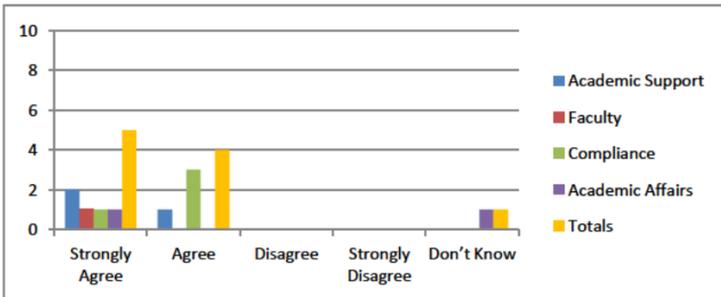
30. Academic advising and support operations report or have regular access to senior academic executives such as chief academic officers ensuring there is regular communication and oversight.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	2	1	0	0	0
1	Faculty	1	0	0	0	0
4	Compliance	0	3	0	0	1
2	Academic Affairs	1	0	0	0	1
10	Totals	4	4	0	0	2

Favorability Rating 100%

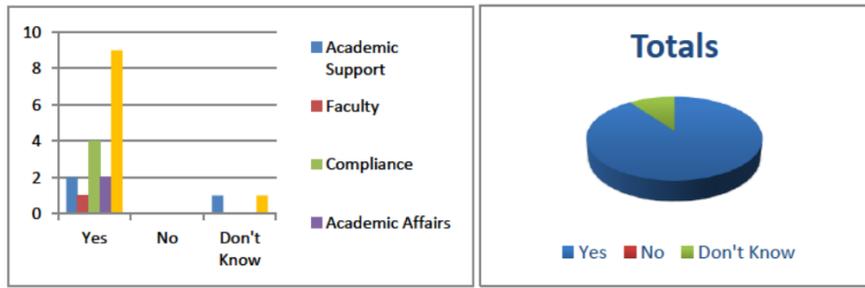
31. Athletic department staff or coaches do not have supervisory responsibility or influence the selection of academic support staff for their team.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	2	1	0	0	0
1	Faculty	1	0	0	0	0
4	Compliance	1	3	0	0	0
2	Academic Affairs	1	0	0	0	1
10	Totals	5	4	0	0	1

Favorability Rating 100%

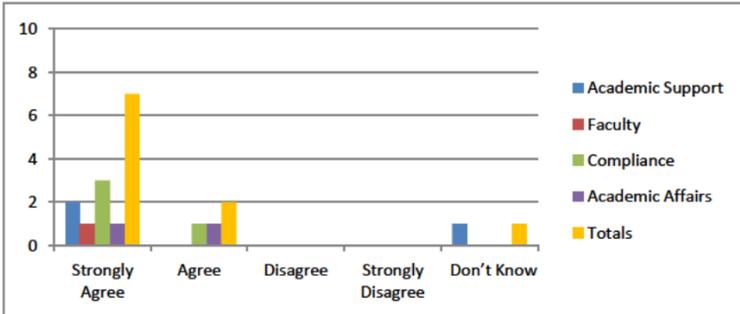
32. A departmental process of reporting concerns regarding academic integrity exists.



Responded		Yes	No	Don't Know
3	Academic Support	2	0	1
1	Faculty	1	0	0
4	Compliance	4	0	0
2	Academic Affairs	2	0	0
10	Totals	9	0	1

Favorability Rating 100%

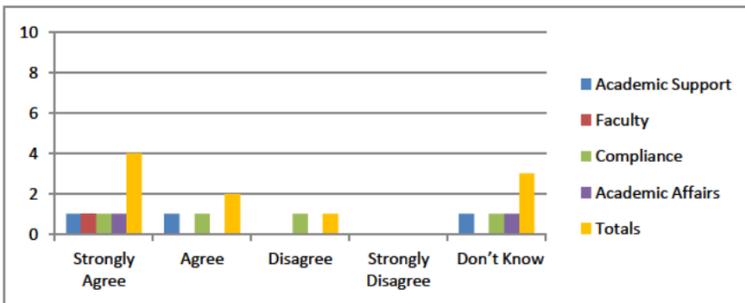
33. Athletic academic support staff are educated in recognizing questionable academic integrity activities.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	2	0	0	0	1
1	Faculty	1	0	0	0	0
4	Compliance	3	1	0	0	0
2	Academic Affairs	1	1	0	0	0
10	Totals	7	2	0	0	1

Favorability Rating 100%

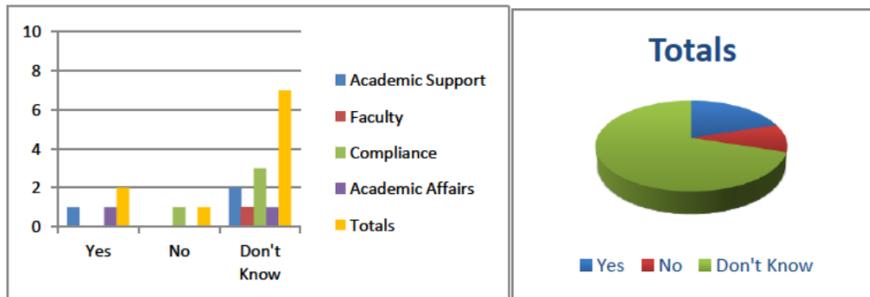
34. Academic support personnel are comfortable with bringing forward concerns regarding academic integrity.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	1	1	0	0	1
1	Faculty	1	0	0	0	0
4	Compliance	1	1	1	0	1
2	Academic Affairs	1	0	0	0	1
10	Totals	4	2	1	0	3

Favorability Rating 86%

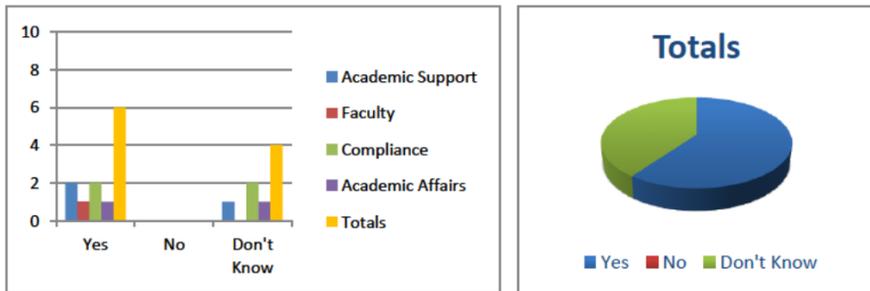
35. A formal process to monitor online courses that transfer student-athletes complete at other institutions the semester immediately prior to enrollment exists.



Responded		Yes	No	Don't Know
3	Academic Support	1	0	2
1	Faculty	0	0	1
4	Compliance	0	1	3
2	Academic Affairs	1	0	1
10	Totals	2	1	7

Favorability Rating 67%

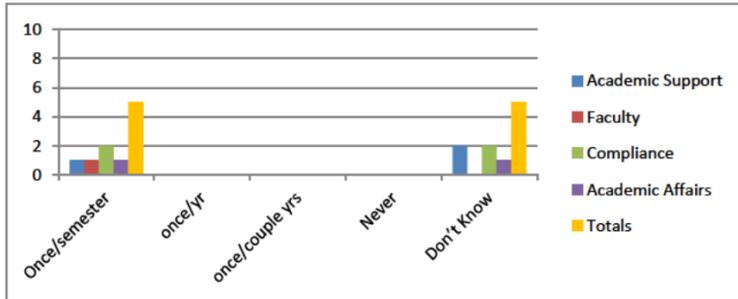
36. A formal process to monitor the number of student-athletes enrolled in each section of a course exists.



Responded		Yes	No	Don't Know
3	Academic Support	2	0	1
1	Faculty	1	0	0
4	Compliance	2	0	2
2	Academic Affairs	1	0	1
10	Totals	6	0	4

Favorability Rating 100%

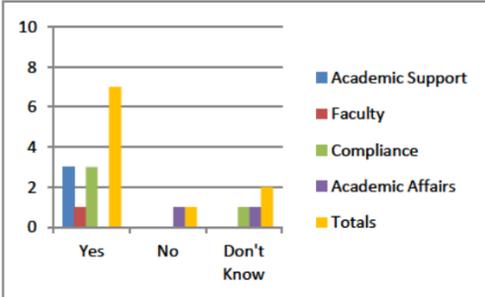
37. The number of student-athletes enrolled in each course is evaluated.



Responded		Once/semester	once/yr	once/couple yrs	Never	Don't Know
3	Academic Support	1	0	0	0	2
1	Faculty	1	0	0	0	0
4	Compliance	2	0	0	0	2
2	Academic Affairs	1	0	0	0	1
10	Totals	5	0	0	0	5

Favorability Rating 100%

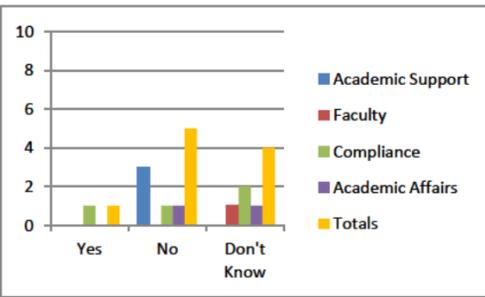
38. Athletic department staff or coaches teach courses in which student-athletes are enrolled.



Responded		Yes	No	Don't Know
3	Academic Support	3	0	0
1	Faculty	1	0	0
4	Compliance	3	0	1
2	Academic Affairs	0	1	1
10	Totals	7	1	2

Favorability Rating 13%

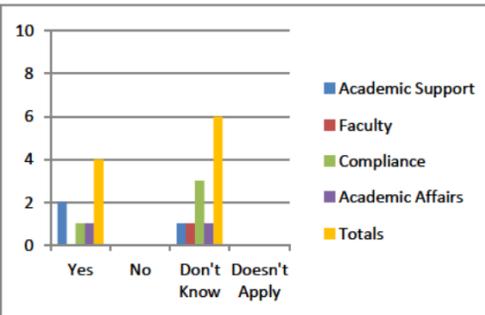
39. Athletic academic support staff teach courses in which student-athletes are enrolled.



Responded		Yes	No	Don't Know
3	Academic Support	0	3	0
1	Faculty	0	0	1
4	Compliance	1	1	2
2	Academic Affairs	0	1	1
10	Totals	1	5	4

Favorability Rating 83%

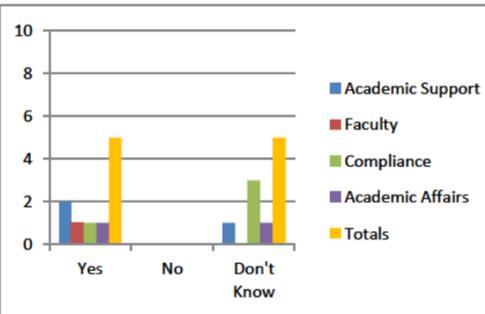
40. Grade distributions are reviewed for courses taught by athletic department staff, coaches or academic support personnel in which student-athletes are enrolled.



Responded		Yes	No	Don't Know	Doesn't Apply
3	Academic Support	2	0	1	0
1	Faculty	0	0	1	0
4	Compliance	1	0	3	0
2	Academic Affairs	1	0	1	0
10	Totals	4	0	6	0

Favorability Rating 40%

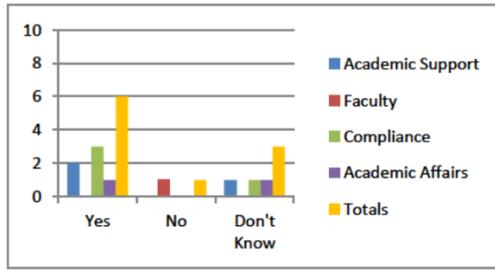
41. A formal procedure for comparing "major distribution" between student-athletes and the regular student population exists.



Responded		Yes	No	Don't Know
3	Academic Support	2	0	1
1	Faculty	1	0	0
4	Compliance	1	0	3
2	Academic Affairs	1	0	1
10	Totals	5	0	5

Favorability Rating 100%

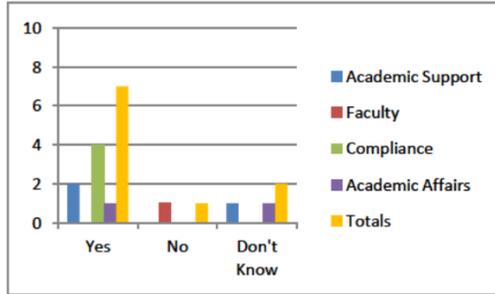
42. A formal policy outlining expectations regarding personal relationships and social interactions outside the workplace



Responded		Yes	No	Don't Know
3	Academic Support	2	0	1
1	Faculty	0	1	0
4	Compliance	3	0	1
2	Academic Affairs	1	0	1
10	Totals	6	1	3

Favorability Rating 86%

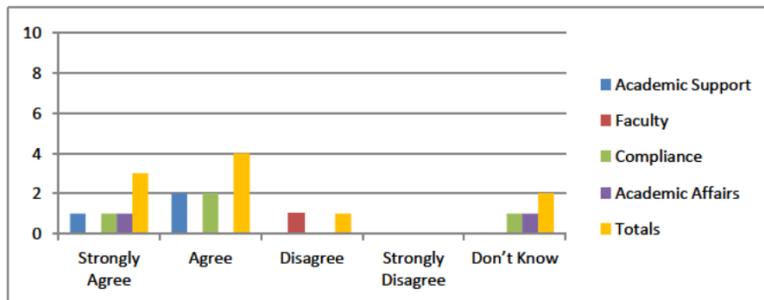
43. A formal process outlining hiring standards or qualifications of academic support personnel including tutors, student employees and mentors exists.



Responded		Yes	No	Don't Know
3	Academic Support	2	0	1
1	Faculty	0	1	0
4	Compliance	4	0	0
2	Academic Affairs	1	0	1
10	Totals	7	1	2

Favorability Rating 88%

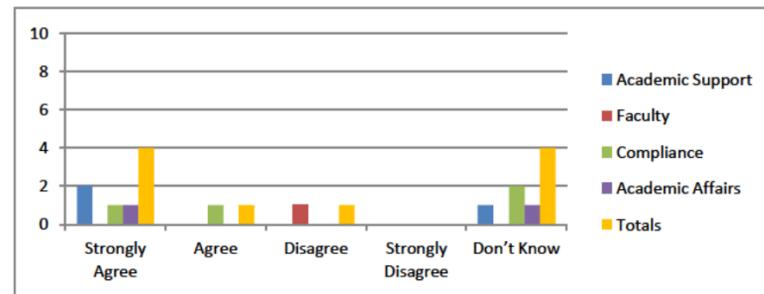
44. A formal "new hire" orientation is conducted for all academic support personnel including tutors, student employees and mentors prior to participating in any academic support functions.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	1	2	0	0	0
1	Faculty	0	0	1	0	0
4	Compliance	1	2	0	0	1
2	Academic Affairs	1	0	0	0	1
10	Totals	3	4	1	0	2

Favorability Rating 88%

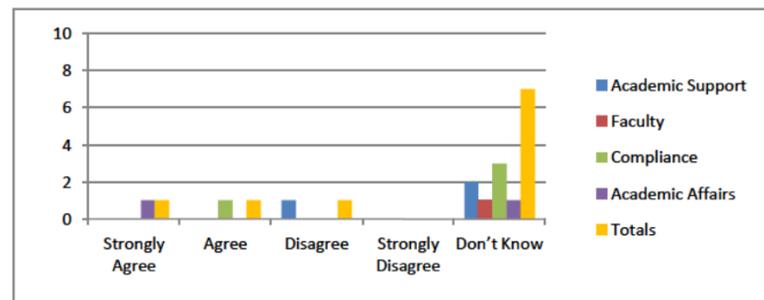
45. A written acknowledgement of expectations, institutional academic integrity policies and appropriate levels of academic support for student-athletes is completed by all academic support personnel including tutors, student employees and mentors prior to individuals participating in any employment activities.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	2	0	0	0	1
1	Faculty	0	0	1	0	0
4	Compliance	1	1	0	0	2
2	Academic Affairs	1	0	0	0	1
10	Totals	4	1	1	0	4

Favorability Rating 83%

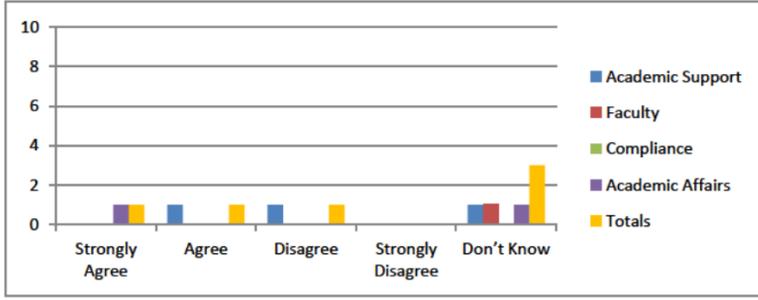
46. A formal policy regarding access to student-athlete usernames and passwords by coaches or athletic department personnel exists.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	0	0	1	0	2
1	Faculty	0	0	0	0	1
4	Compliance	0	1	0	0	3
2	Academic Affairs	1	0	0	0	1
10	Totals	1	1	1	0	7

Favorability Rating 67%

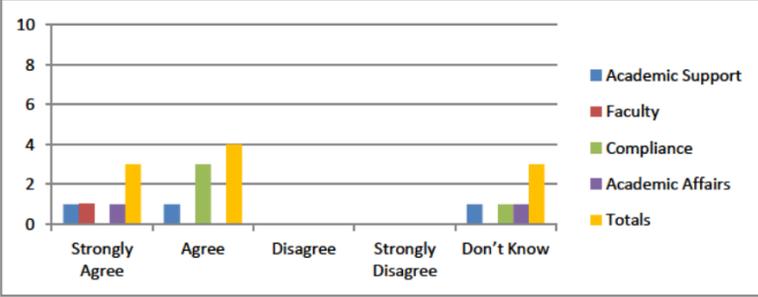
47. A formal policy regarding access to student-athlete usernames and passwords by academic support personnel exists.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	0	1	1	0	1
1	Faculty	0	0	0	0	1
0	Compliance	0	0	0	0	0
2	Academic Affairs	1	0	0	0	1
6	Totals	1	1	1	0	3

Favorability Rating 67%

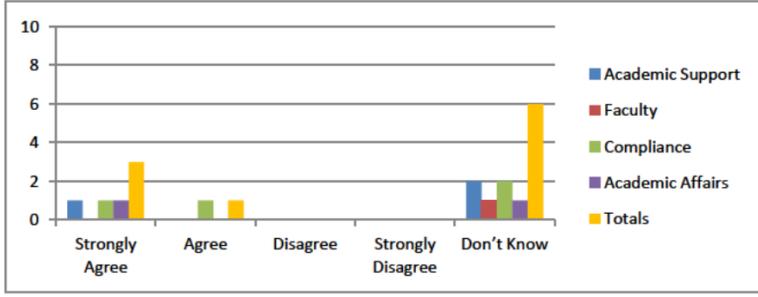
48. Formal policies regarding academic support for team travel exist.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	1	1	0	0	1
1	Faculty	1	0	0	0	0
4	Compliance	0	3	0	0	1
2	Academic Affairs	1	0	0	0	1
10	Totals	3	4	0	0	3

Favorability Rating 100%

49. Departmental policies and procedures regarding the use of laptop computers including saving and deleting previous coursework exist.

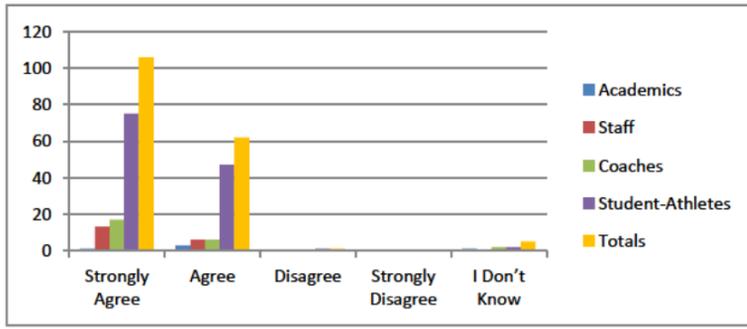


Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Academic Support	1	0	0	0	2
1	Faculty	0	0	0	0	1
4	Compliance	1	1	0	0	2
2	Academic Affairs	1	0	0	0	1
10	Totals	3	1	0	0	6

Favorability Rating 100%

University of Oregon Comprehensive Academic Risk Survey Results

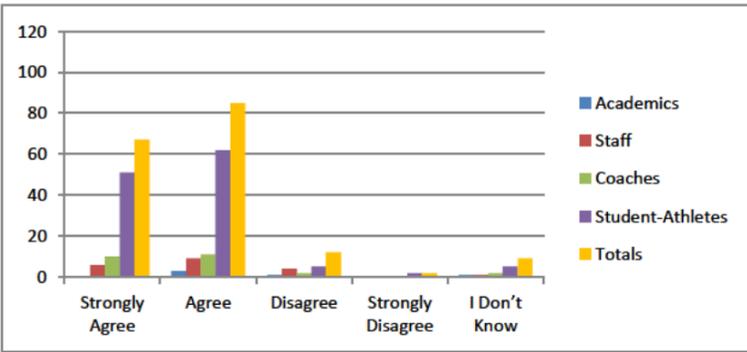
2. Written institutional policies regarding academic integrity exist.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	1	3	0	0	1
19	Staff	13	6	0	0	0
25	Coaches	17	6	0	0	2
125	Student-Athletes	75	47	1	0	2
174	Totals	106	62	1	0	5

Favorability Rating: 99%

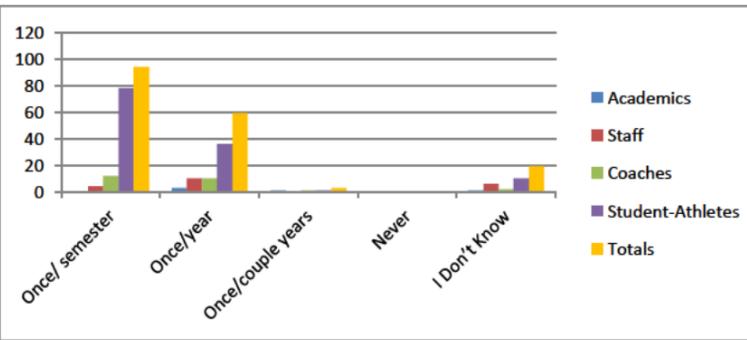
3. Written institutional policies regarding academic integrity are regularly communicated.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	3	1	0	1
20	Staff	6	9	4	0	1
25	Coaches	10	11	2	0	2
125	Student-Athletes	51	62	5	2	5
175	Totals	67	85	12	2	9

Favorability Rating: 92%

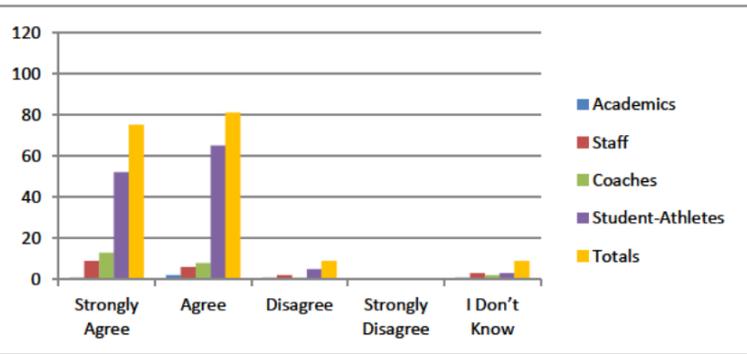
4. Written institutional policies regarding academic integrity are communicated.



Responded		Once/ semester	Once/year	Once/couple ye	Never	I Don't Know
5	Academics	0	3	1	0	1
20	Staff	4	10	0	0	6
25	Coaches	12	10	1	0	2
125	Student-Athletes	78	36	1	0	10
175	Totals	94	59	3	0	19

Favorability Rating: 98%

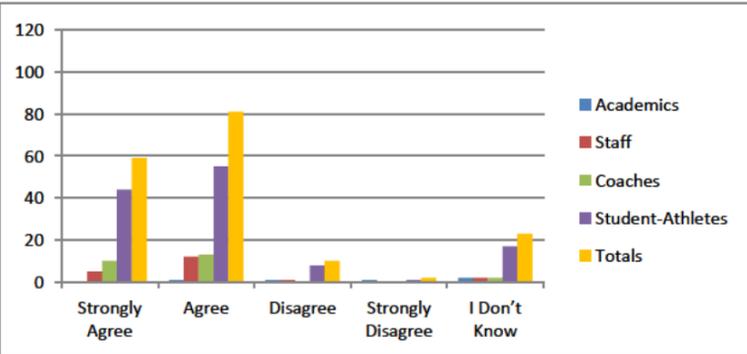
5. Formal education regarding NCAA rules relating to academic integrity occurs annually.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	1	2	1	0	1
20	Staff	9	6	2	0	3
24	Coaches	13	8	1	0	2
125	Student-Athletes	52	65	5	0	3
174	Totals	75	81	9	0	9

Favorability Rating: 95%

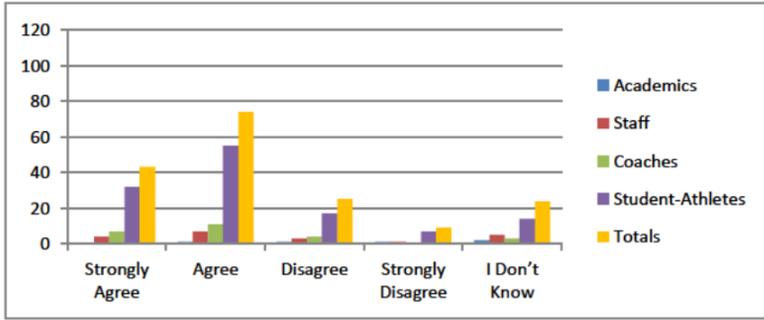
6. A formal process to report concerns regarding academic integrity exists.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	1	1	1	2
20	Staff	5	12	1	0	2
25	Coaches	10	13	0	0	2
125	Student-Athletes	44	55	8	1	17
175	Totals	59	81	10	2	23

Favorability Rating: 92%

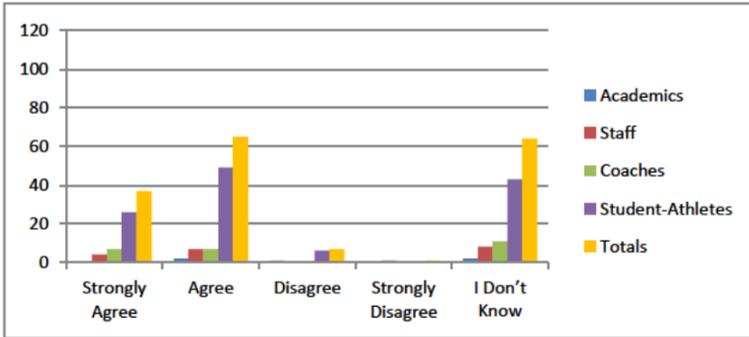
7. Individuals are comfortable bringing forward academic integrity concerns.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	1	1	1	2
20	Staff	4	7	3	1	5
25	Coaches	7	11	4	0	3
125	Student-Athletes	32	55	17	7	14
175	Totals	43	74	25	9	24

Favorability Rating: 77%

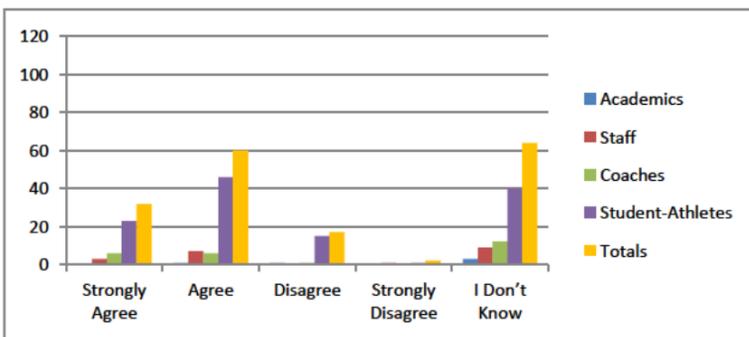
8. Institutional or departmental policies prohibiting access to student-athlete usernames and passwords by individuals other than the student-athlete exists.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	2	1	0	2
20	Staff	4	7	0	1	8
25	Coaches	7	7	0	0	11
124	Student-Athletes	26	49	6	0	43
174	Totals	37	65	7	1	64

Favorability Rating: 93%

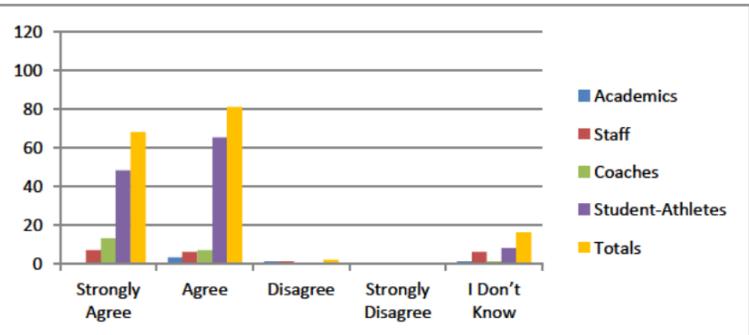
9. Education regarding the prohibition of access to student-athlete usernames and passwords by individuals other than the student-athlete occurs.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	1	1	0	3
20	Staff	3	7	0	1	9
25	Coaches	6	6	1	0	12
125	Student-Athletes	23	46	15	1	40
175	Totals	32	60	17	2	64

Favorability Rating: 83%

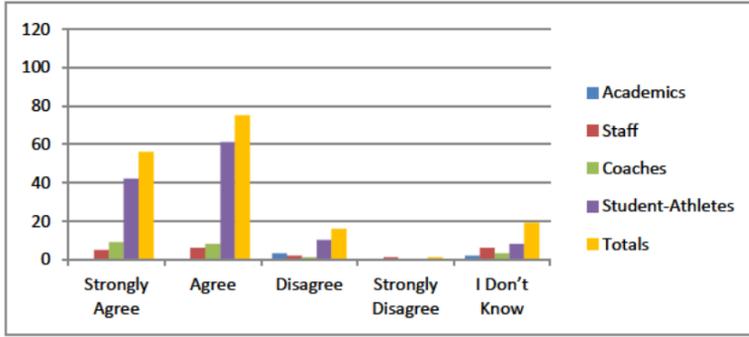
11. Written athletic academic advising policies and procedures exist.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	3	1	0	1
20	Staff	7	6	1	0	6
21	Coaches	13	7	0	0	1
121	Student-Athletes	48	65	0	0	8
167	Totals	68	81	2	0	16

Favorability Rating: 99%

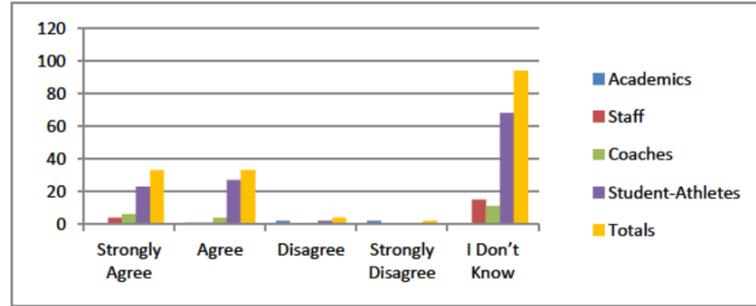
12. Regular education regarding athletic academic advising policies and procedures occurs.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	0	3	0	2
20	Staff	5	6	2	1	6
27	Coaches	9	8	1	0	3
121	Student-Athletes	42	61	10	0	8
167	Totals	56	75	16	1	19

Favorability Rating: 89%

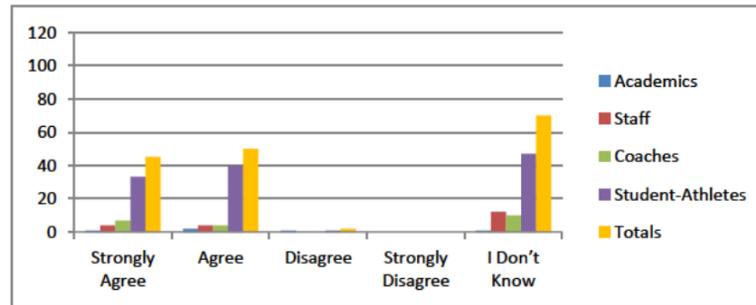
13. Counselors and advisors are required to complete a mandatory orientation upon hire.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	1	2	2	0
20	Staff	4	1	0	0	15
27	Coaches	6	4	0	0	11
120	Student-Athletes	23	27	2	0	68
166	Totals	33	33	4	2	94

Favorability Rating: 92%

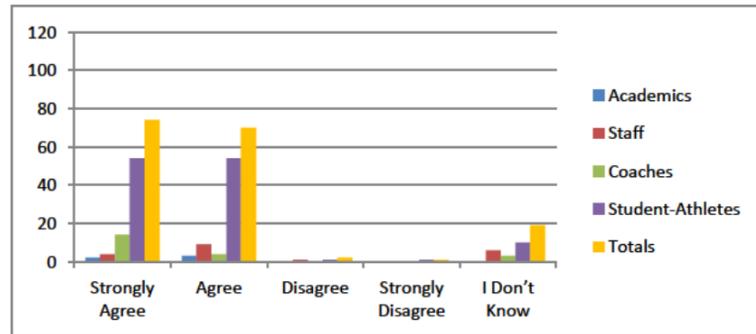
14. Counselors and advisors are provided formal education regarding the permissible amount of academic assistance



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	1	2	1	0	1
20	Staff	4	4	0	0	12
27	Coaches	7	4	0	0	10
121	Student-Athletes	33	40	1	0	47
167	Totals	45	50	2	0	70

Favorability Rating: 98%

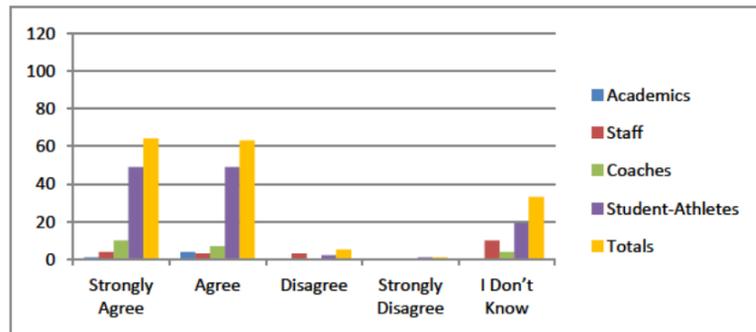
16. Written departmental policies and procedures regarding tutoring exist.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	2	3	0	0	0
20	Staff	4	9	1	0	6
27	Coaches	14	4	0	0	3
120	Student-Athletes	54	54	1	1	10
166	Totals	74	70	2	1	19

Favorability Rating: 98%

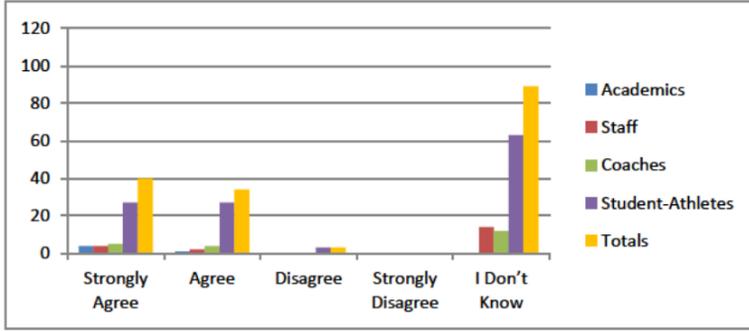
17. Education regarding departmental tutoring policies and procedures occurs annually.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	1	4	0	0	0
20	Staff	4	3	3	0	10
27	Coaches	10	7	0	0	4
120	Student-Athletes	49	49	2	1	19
166	Totals	64	63	5	1	33

Favorability Rating: 95%

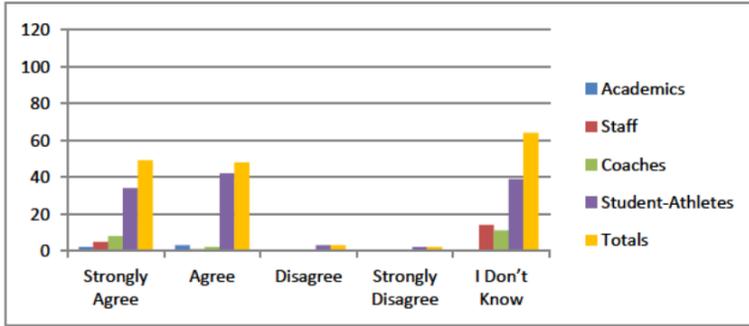
18. Tutors are required to complete a mandatory orientation upon hire.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	4	1	0	0	0
20	Staff	4	2	0	0	14
21	Coaches	5	4	0	0	12
120	Student-Athletes	27	27	3	0	63
166	Totals	40	34	3	0	89

Favorability Rating: 96%

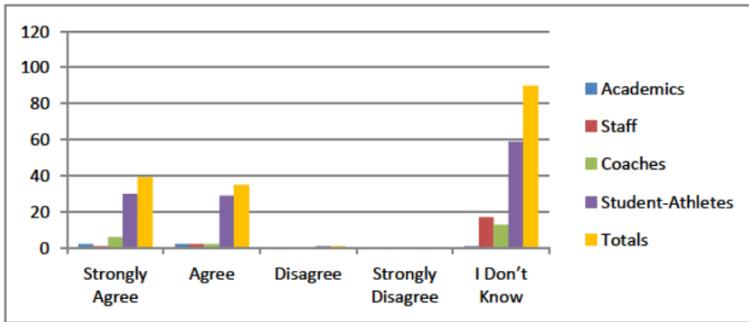
19. Tutors are provided formal education regarding the permissible amount of academic assistance that may be provided.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	2	3	0	0	0
20	Staff	5	1	0	0	14
21	Coaches	8	2	0	0	11
120	Student-Athletes	34	42	3	2	39
166	Totals	49	48	3	2	64

Favorability Rating: 95%

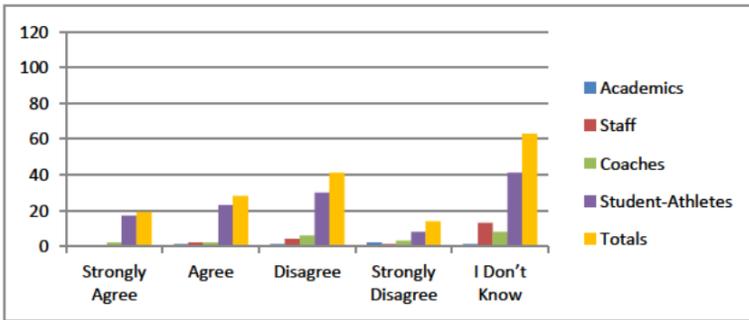
20. Tutors sign a written acknowledgement confirming an understanding of institutional standards and NCAA rules regarding academic integrity.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	2	2	0	0	1
20	Staff	1	2	0	0	17
21	Coaches	6	2	0	0	13
119	Student-Athletes	30	29	1	0	59
165	Totals	39	35	1	0	90

Favorability Rating: 99%

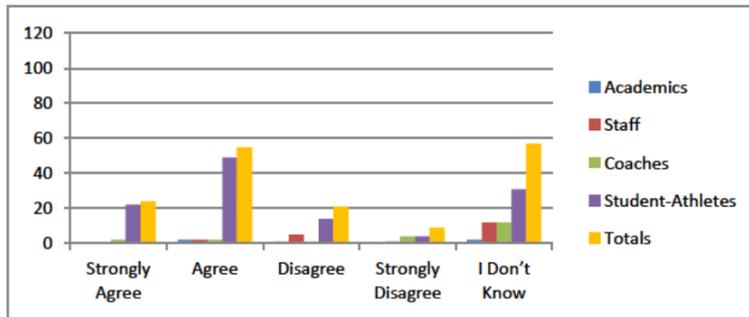
21. Tutoring occurs outside the academic support center.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	1	1	2	1
20	Staff	0	2	4	1	13
21	Coaches	2	2	6	3	8
119	Student-Athletes	17	23	30	8	41
165	Totals	19	28	41	14	63

Favorability Rating: 54%

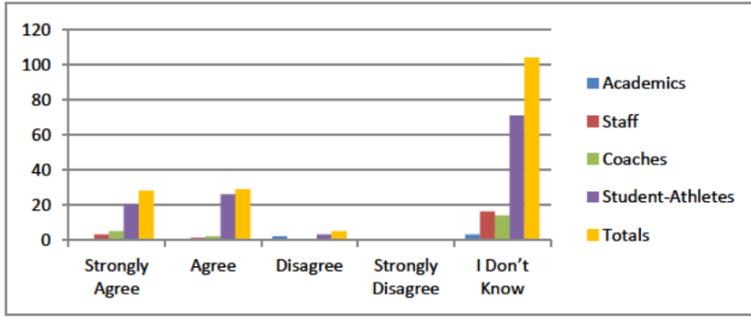
22. Student-athletes are hired to tutor other student-athletes.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	2	1	0	2
20	Staff	0	2	5	1	12
21	Coaches	2	2	1	4	12
120	Student-Athletes	22	49	14	4	31
166	Totals	24	55	21	9	57

Favorability Rating: 28%

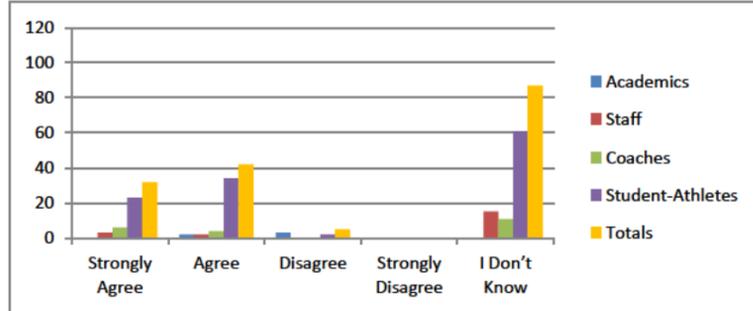
24. Learning specialists are required to complete a mandatory orientation upon hire.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	0	2	0	3
20	Staff	3	1	0	0	16
21	Coaches	5	2	0	0	14
120	Student-Athletes	20	26	3	0	71
166	Totals	28	29	5	0	104

Favorability Rating: 92%

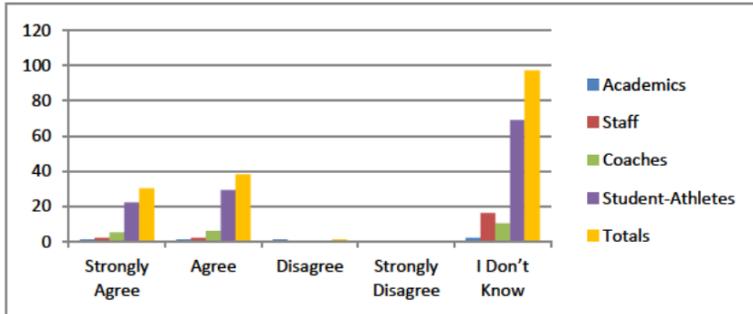
25. Learning specialists are provided education regarding the permissible amount of assistance that may be provided.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	2	3	0	0
20	Staff	3	2	0	0	15
21	Coaches	6	4	0	0	11
120	Student-Athletes	23	34	2	0	61
166	Totals	32	42	5	0	87

Favorability Rating: 94%

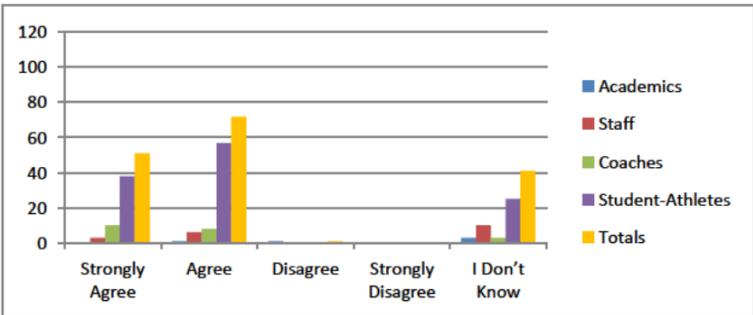
26. Learning specialists sign a written acknowledgement confirming an understanding of institutional standards and NCAA rules regarding academic integrity.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	1	1	1	0	2
20	Staff	2	2	0	0	16
21	Coaches	5	6	0	0	10
120	Student-Athletes	22	29	0	0	69
166	Totals	30	38	1	0	97

Favorability Rating: 99%

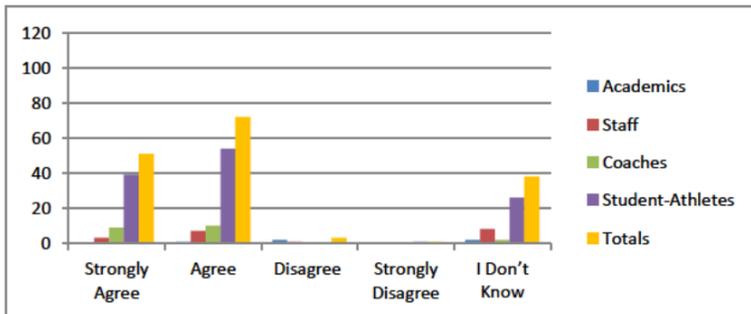
28. Written departmental policies and procedures regarding the use of academic support facilities exist.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	1	1	0	3
19	Staff	3	6	0	0	10
21	Coaches	10	8	0	0	3
120	Student-Athletes	38	57	0	0	25
165	Totals	51	72	1	0	41

Favorability Rating: 99%

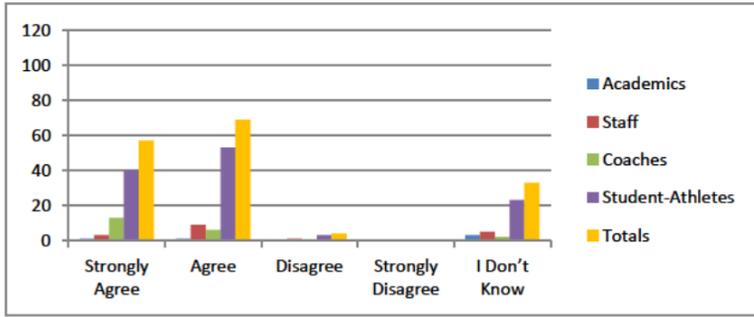
29. Education relating to the use of academic support facilities occurs annually.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	1	2	0	2
19	Staff	3	7	1	0	8
21	Coaches	9	10	0	0	2
120	Student-Athletes	39	54	0	1	26
165	Totals	51	72	3	1	38

Favorability Rating: 97%

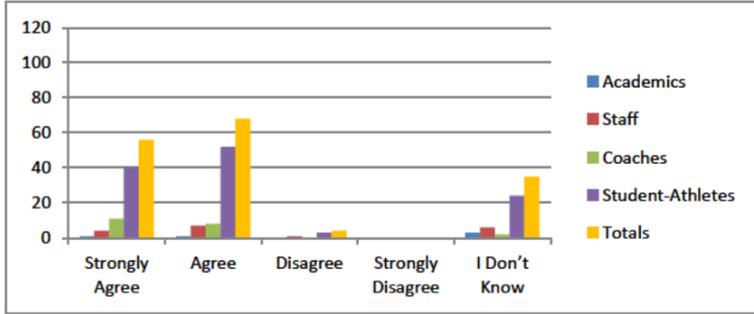
31. Written departmental procedures for assessing the academic preparedness of prospective student-athletes exist (e.g., NCAA initial-eligibility standards, transfer regulations).



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	1	1	0	0	3
18	Staff	3	9	1	0	5
21	Coaches	13	6	0	0	2
119	Student-Athletes	40	53	3	0	23
163	Totals	57	69	4	0	33

Favorability Rating: 97%

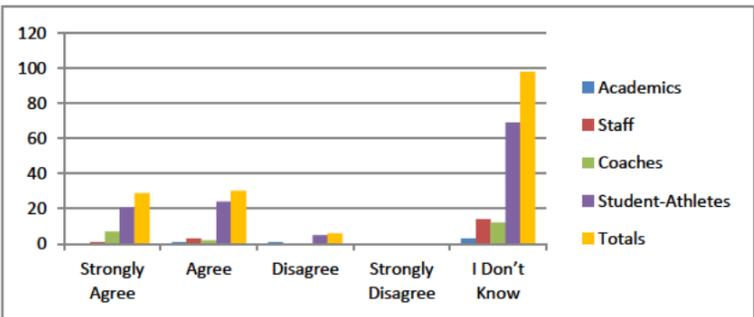
32. Education regarding assessing the academic preparedness of prospective student-athletes occurs annually (e.g., NCAA initial-eligibility standards, transfer regulations).



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	1	1	0	0	3
18	Staff	4	7	1	0	6
21	Coaches	11	8	0	0	2
119	Student-Athletes	40	52	3	0	24
163	Totals	56	68	4	0	35

Favorability Rating: 97%

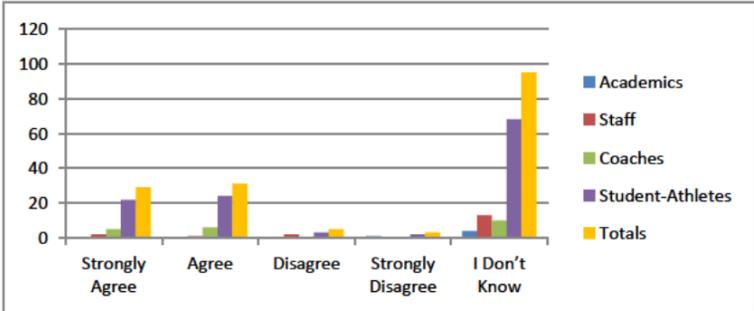
33. Institutional or departmental policy for identifying and evaluating a significant jump in a test score exist.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	1	1	0	3
18	Staff	1	3	0	0	14
21	Coaches	7	2	0	0	12
119	Student-Athletes	21	24	5	0	69
163	Totals	29	30	6	0	98

Favorability Rating: 91%

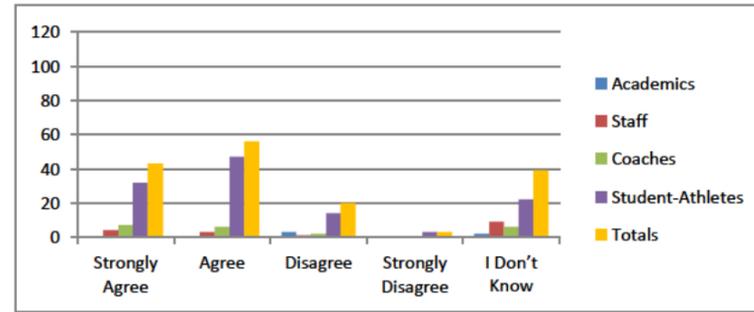
34. A formal process to monitor online courses that transfer student-athletes complete at other institutions the semester immediately prior to enrollment exists.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	0	0	1	4
18	Staff	2	1	2	0	13
21	Coaches	5	6	0	0	10
119	Student-Athletes	22	24	3	2	68
163	Totals	29	31	5	3	95

Favorability Rating: 88%

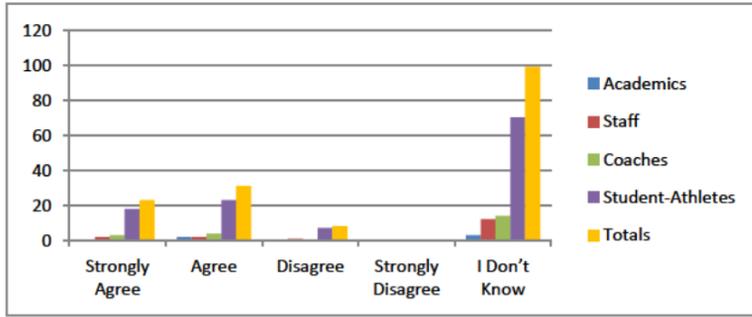
36. Regular education relating to advising student-athlete's in their degree selection occurs (e.g., developmental vs. prescriptive philosophy).



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	0	3	0	2
17	Staff	4	3	1	0	9
21	Coaches	7	6	2	0	6
118	Student-Athletes	32	47	14	3	22
161	Totals	43	56	20	3	39

Favorability Rating: 81%

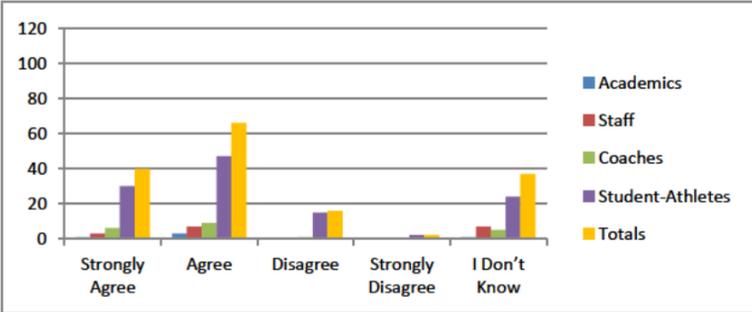
37. The number of student-athletes in each degree program is monitored.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	2	0	0	3
17	Staff	2	2	1	0	12
21	Coaches	3	4	0	0	14
118	Student-Athletes	18	23	7	0	70
161	Totals	23	31	8	0	99

Favorability Rating: 87%

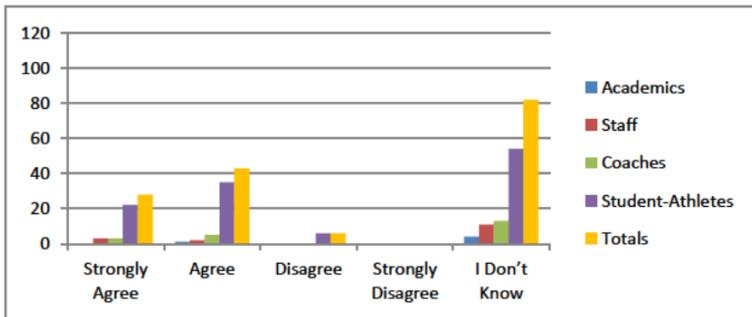
38. Student-athletes are advised of all options prior to changing their major.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	1	3	0	0	1
17	Staff	3	7	0	0	7
21	Coaches	6	9	1	0	5
118	Student-Athletes	30	47	15	2	24
161	Totals	40	66	16	2	37

Favorability Rating: 85%

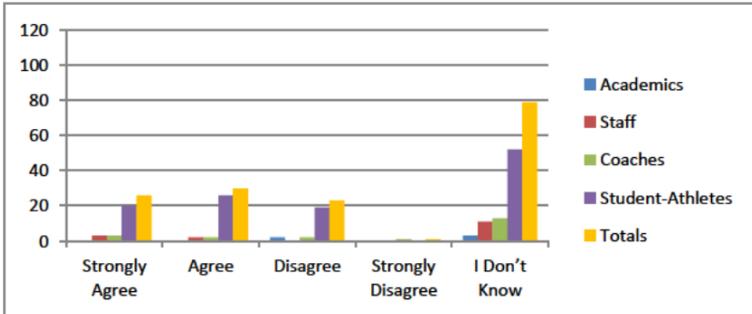
40. Written departmental policies regarding the use of the computer lab exist.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	1	0	0	4
16	Staff	3	2	0	0	11
21	Coaches	3	5	0	0	13
117	Student-Athletes	22	35	6	0	54
159	Totals	28	43	6	0	82

Favorability Rating: 92%

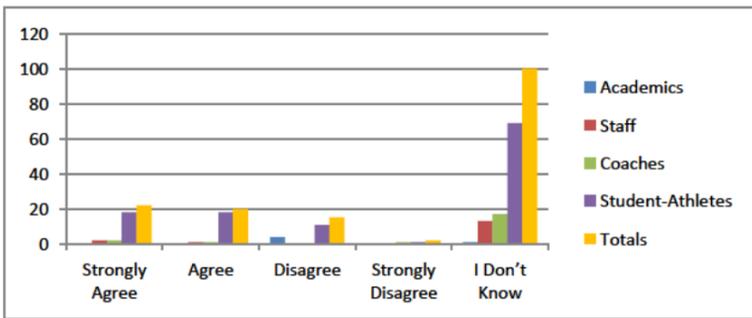
41. Regular education regarding the use of the computer lab occurs.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	0	2	0	3
16	Staff	3	2	0	0	11
21	Coaches	3	2	2	1	13
117	Student-Athletes	20	26	19	0	52
159	Totals	26	30	23	1	79

Favorability Rating: 70%

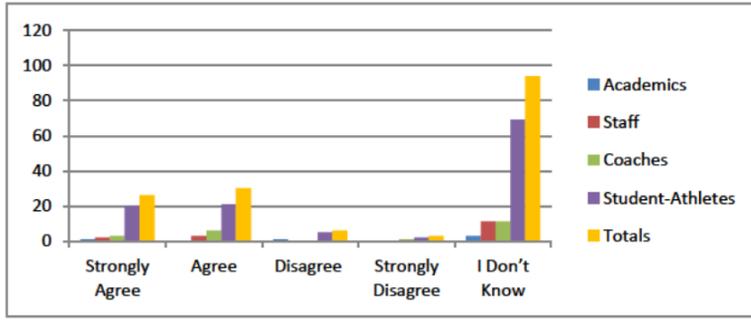
42. The computer lab is supervised at all times.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	0	4	0	1
16	Staff	2	1	0	0	13
21	Coaches	2	1	0	1	17
117	Student-Athletes	18	18	11	1	69
159	Totals	22	20	15	2	100

Favorability Rating: 71%

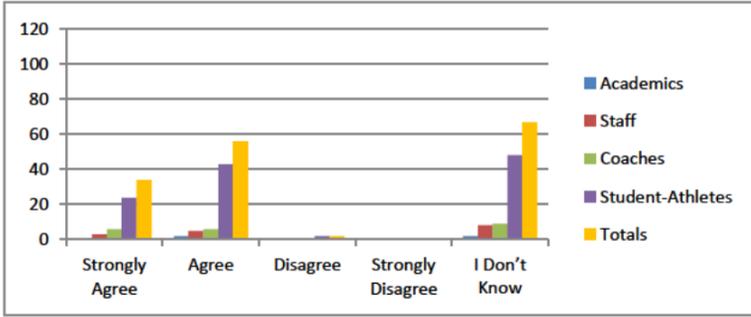
43. Departmental procedures regarding the use of laptop computers including saving and deleting previous coursework exist.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	1	0	1	0	3
16	Staff	2	3	0	0	11
21	Coaches	3	6	0	1	11
117	Student-Athletes	20	21	5	2	69
159	Totals	26	30	6	3	94

Favorability Rating: 86%

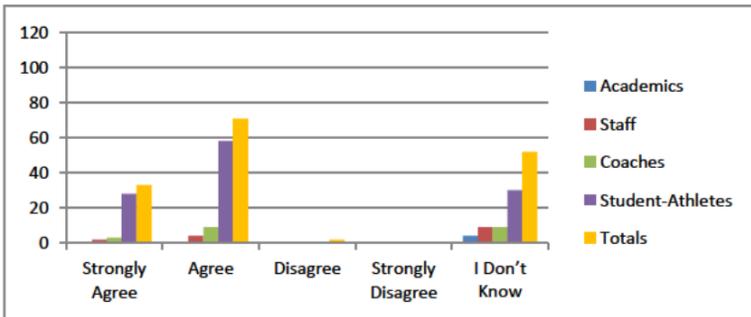
44. Departmental standards regarding the completion of online exams or coursework in the academic center exist.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	1	2	0	0	2
16	Staff	3	5	0	0	8
21	Coaches	6	6	0	0	9
117	Student-Athletes	24	43	2	0	48
159	Totals	34	56	2	0	67

Favorability Rating: 98%

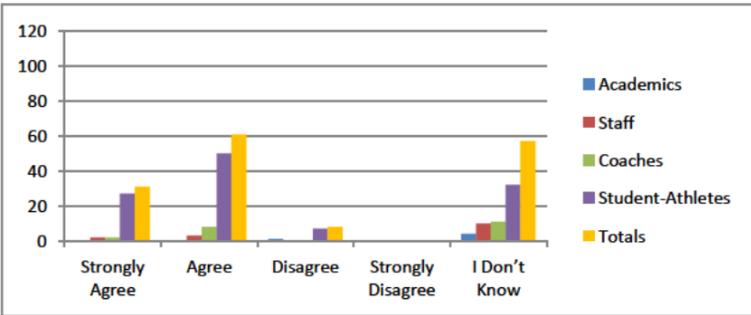
46. Written departmental policies regarding the mentoring of student-athletes exist.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	0	1	0	4
15	Staff	2	4	0	0	9
21	Coaches	3	9	0	0	9
117	Student-Athletes	28	58	1	0	30
158	Totals	33	71	2	0	52

Favorability Rating: 98%

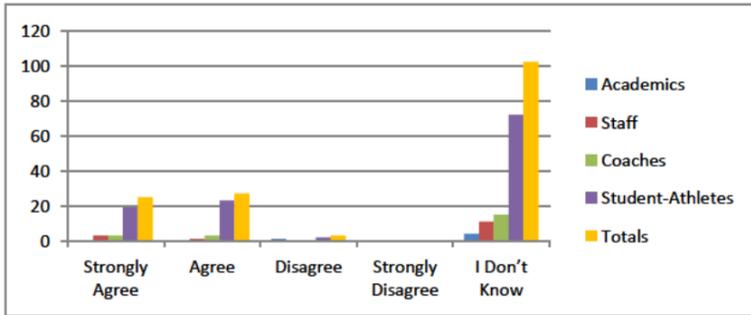
47. Regular education regarding mentoring policies and procedures occurs.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	0	1	0	4
15	Staff	2	3	0	0	10
21	Coaches	2	8	0	0	11
116	Student-Athletes	27	50	7	0	32
157	Totals	31	61	8	0	57

Favorability Rating: 92%

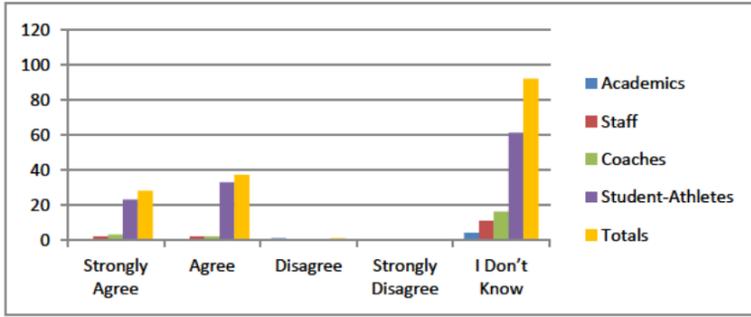
48. Mentors are required to complete a mandatory orientation upon hire.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	0	1	0	4
15	Staff	3	1	0	0	11
21	Coaches	3	3	0	0	15
116	Student-Athletes	19	23	2	0	72
157	Totals	25	27	3	0	102

Favorability Rating: 95%

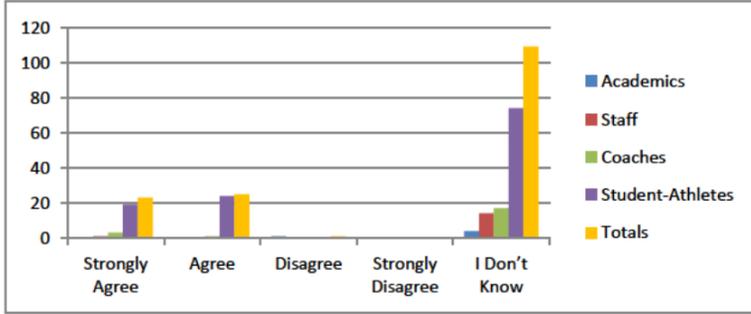
49. Mentors are provided formal education regarding the permissible amount of assistance that may be provided.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	0	1	0	4
15	Staff	2	2	0	0	11
21	Coaches	3	2	0	0	16
117	Student-Athletes	23	33	0	0	61
158	Totals	28	37	1	0	92

Favorability Rating: 98%

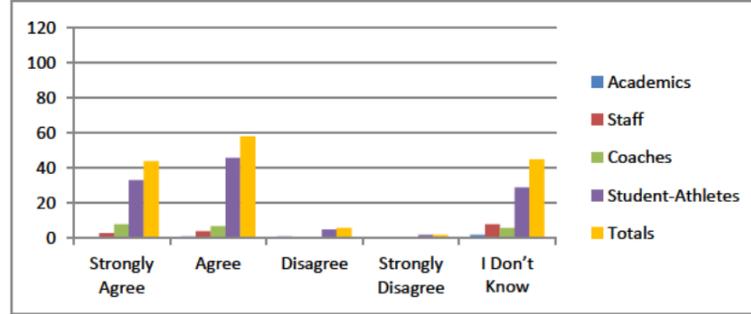
50. Mentors are required to sign a written acknowledgement of NCAA rules.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
5	Academics	0	0	1	0	4
15	Staff	1	0	0	0	14
21	Coaches	3	1	0	0	17
117	Student-Athletes	19	24	0	0	74
158	Totals	23	25	1	0	109

Favorability Rating: 98%

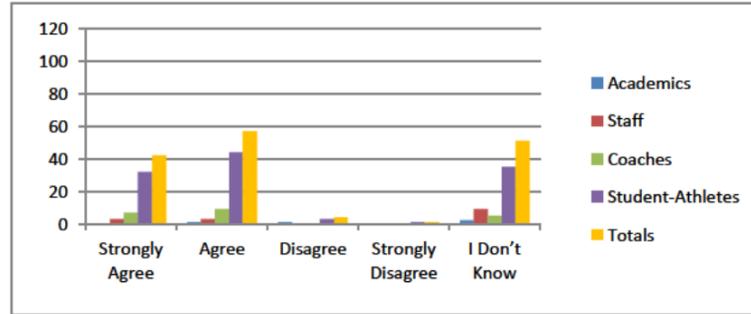
52. Expectations regarding the appropriate amount of academic support that may be provided in completing online coursework is regularly communicated by the appropriate institutional authority (e.g., faculty, provost).



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
4	Academics	0	1	1	0	2
15	Staff	3	4	0	0	8
21	Coaches	8	7	0	0	6
115	Student-Athletes	33	46	5	2	29
155	Totals	44	58	6	2	45

Favorability Rating: 93%

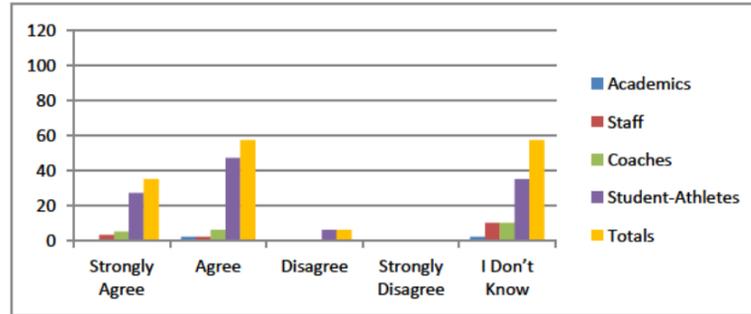
53. Written departmental policies relating to providing academic support for online course assignments exist.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
4	Academics	0	1	1	0	2
15	Staff	3	3	0	0	9
21	Coaches	7	9	0	0	5
115	Student-Athletes	32	44	3	1	35
155	Totals	42	57	4	1	51

Favorability Rating: 95%

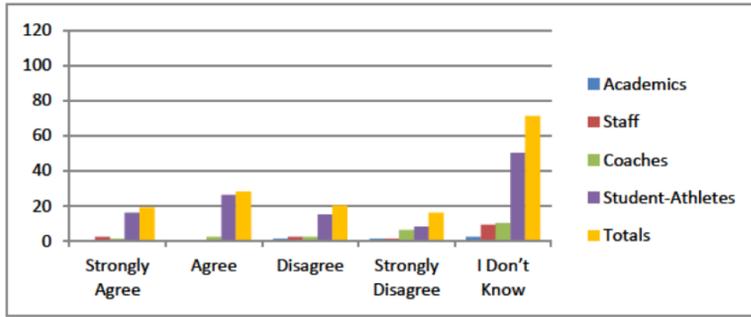
54. Education relating to providing academic support for online course assignments occurs annually.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
4	Academics	0	2	0	0	2
15	Staff	3	2	0	0	10
21	Coaches	5	6	0	0	10
115	Student-Athletes	27	47	6	0	35
155	Totals	35	57	6	0	57

Favorability Rating: 94%

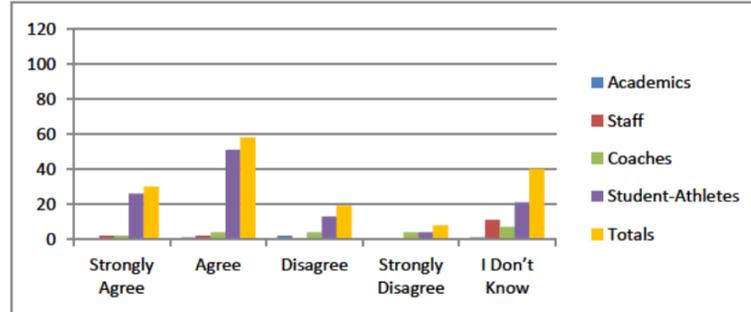
55. Mentors provide student-athletes assistance in completing online courses.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
4	Academics	0	0	1	1	2
14	Staff	2	0	2	1	9
21	Coaches	1	2	2	6	10
115	Student-Athletes	16	26	15	8	50
154	Totals	19	28	20	16	71

Favorability Rating: 43%

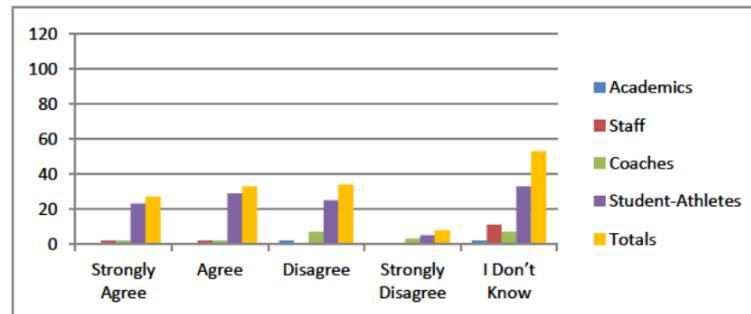
56. Tutors provide student-athletes assistance in completing online courses.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
4	Academics	0	1	2	0	1
15	Staff	2	2	0	0	11
21	Coaches	2	4	4	4	7
115	Student-Athletes	26	51	13	4	21
155	Totals	30	58	19	8	40

Favorability Rating: 23%

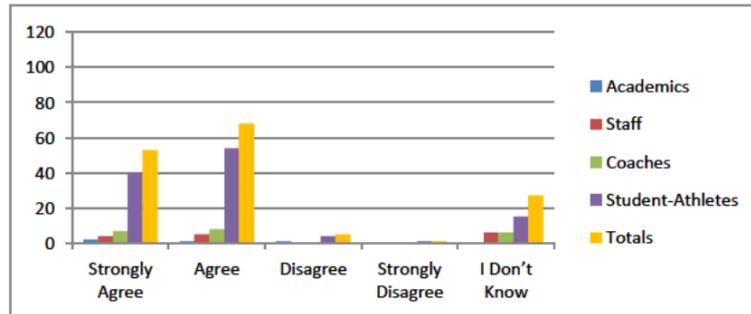
57. Counselors and advisors provide student-athletes assistance in completing online courses.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
4	Academics	0	0	2	0	2
15	Staff	2	2	0	0	11
21	Coaches	2	2	7	3	7
115	Student-Athletes	23	29	25	5	33
155	Totals	27	33	34	8	53

Favorability Rating: 41%

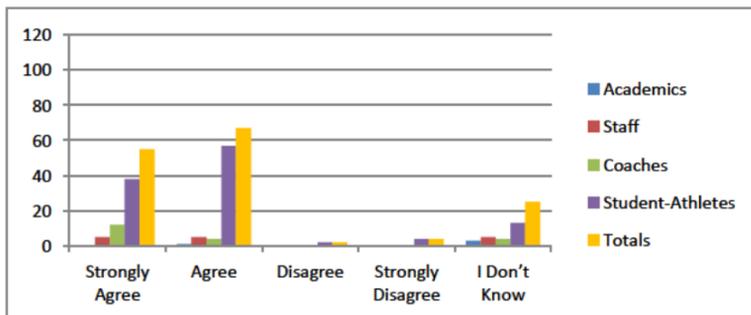
59. A departmental policy outlining expectations regarding personal relationships and social interactions outside the workplace between student-athletes and academic support personnel including tutors, student employees and mentors exist.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
4	Academics	2	1	1	0	0
15	Staff	4	5	0	0	6
21	Coaches	7	8	0	0	6
114	Student-Athletes	40	54	4	1	15
154	Totals	53	68	5	1	27

Favorability Rating: 95%

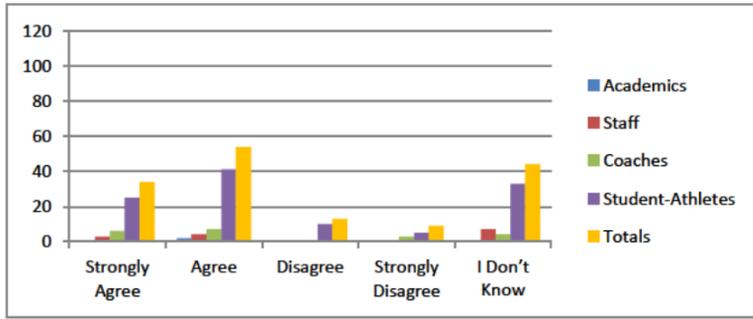
60. A departmental policy outlining expectations regarding personal relationships and social interactions outside the workplace between student-athletes and coaches exist.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
4	Academics	0	1	0	0	3
15	Staff	5	5	0	0	5
20	Coaches	12	4	0	0	4
114	Student-Athletes	38	57	2	4	13
153	Totals	55	67	2	4	25

Favorability Rating: 95%

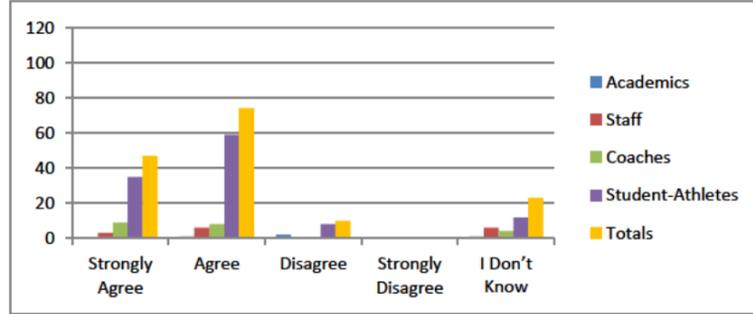
61. Counselors and advisors proctor exams for student-athletes.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
4	Academics	0	2	1	1	0
15	Staff	3	4	1	0	7
27	Coaches	6	7	1	3	4
114	Student-Athletes	25	41	10	5	33
154	Totals	34	54	13	9	44

Favorability Rating: 20%

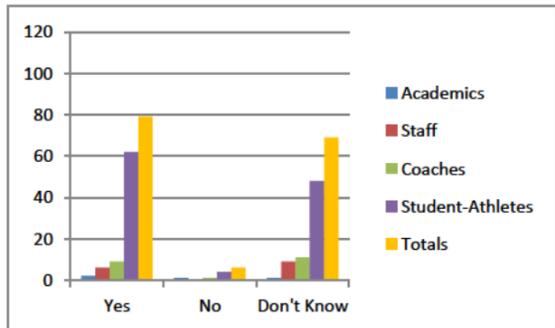
63. Counselors and advisors have clearly defined duties and expectations.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
4	Academics	0	1	2	0	1
15	Staff	3	6	0	0	6
27	Coaches	9	8	0	0	4
114	Student-Athletes	35	59	8	0	12
154	Totals	47	74	10	0	23

Favorability Rating: 92%

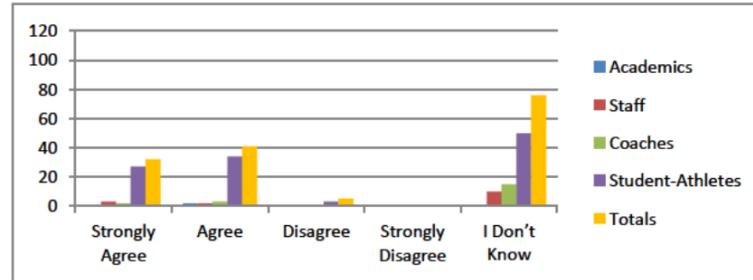
64. A departmental policy outlining hiring standards or qualifications of academic support personnel including tutors, student employees and mentors exists.



Responded		Yes	No	Don't Know
4	Academics	2	1	1
15	Staff	6	0	9
27	Coaches	9	1	11
114	Student-Athletes	62	4	48
154	Totals	79	6	69

Favorability Rating: 93%

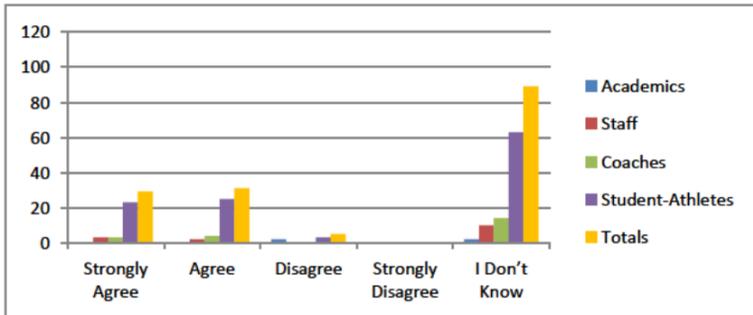
65. Counselors and advisors are integrated into the regular university advising network.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
4	Academics	0	2	1	0	1
15	Staff	3	2	0	0	10
27	Coaches	2	3	1	0	15
114	Student-Athletes	27	34	3	0	50
154	Totals	32	41	5	0	76

Favorability Rating: 94%

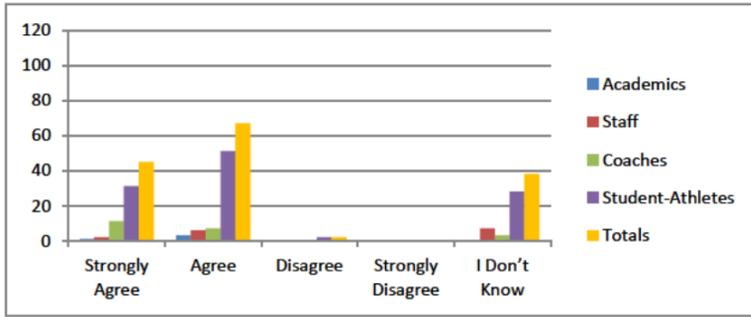
66. Counselors and advisors are involved in on-going training.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
4	Academics	0	0	2	0	2
15	Staff	3	2	0	0	10
27	Coaches	3	4	0	0	14
114	Student-Athletes	23	25	3	0	63
154	Totals	29	31	5	0	89

Favorability Rating: 92%

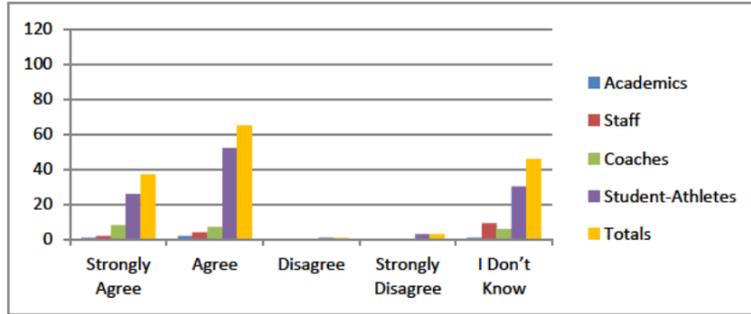
68. Written departmental policies and procedures for providing books exist.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
4	Academics	1	3	0	0	0
15	Staff	2	6	0	0	7
21	Coaches	11	7	0	0	3
112	Student-Athletes	31	51	2	0	28
152	Totals	45	67	2	0	38

Favorability Rating: 98%

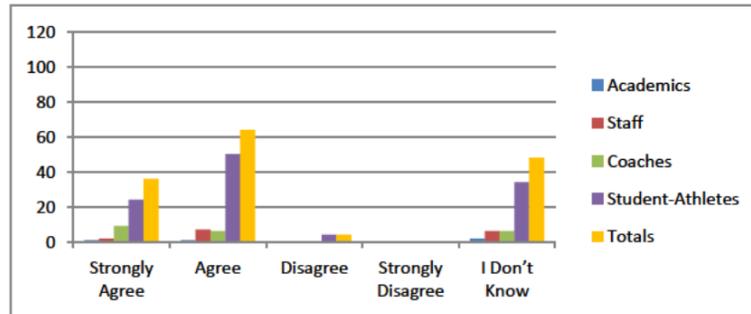
69. Regular education regarding book policies and procedures occurs.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
4	Academics	1	2	0	0	1
15	Staff	2	4	0	0	9
21	Coaches	8	7	0	0	6
112	Student-Athletes	26	52	1	3	30
152	Totals	37	65	1	3	46

Favorability Rating: 96%

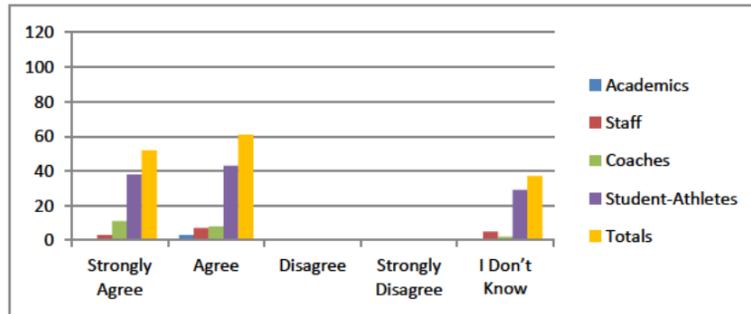
70. Book procedures are monitored.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
4	Academics	1	1	0	0	2
15	Staff	2	7	0	0	6
21	Coaches	9	6	0	0	6
112	Student-Athletes	24	50	4	0	34
152	Totals	36	64	4	0	48

Favorability Rating: 96%

71. Departmental policies regarding academic support for team travel exist.



Responded		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
4	Academics	0	3	0	0	1
15	Staff	3	7	0	0	5
21	Coaches	11	8	0	0	2
112	Student-Athletes	38	43	1	1	29
152	Totals	52	61	1	1	37

Favorability Rating: 98%

Q10 Please provide any additional comments regarding institutional policies, procedures or educational efforts.

Answered: 22 Skipped: 190

	PLEASE PROVIDE ANY ADDITIONAL COMMENTS REGARDING INSTITUTIONAL POLICIES, PROCEDURES OR EDUCATIONAL EFFORTS.		TOTAL
Q1: Academic Support Staff		0.00% 0	0.00% 0
Q1: Athletic Department Staff		100.00% 1	4.55% 1
Q1: Coach		100.00% 3	13.64% 3
Q1: Student-Athlete		100.00% 18	81.82% 18
Total Respondents	22		22

#	Q1: ACADEMIC SUPPORT STAFF	DATE
	There are no responses.	
#	Q1: ATHLETIC DEPARTMENT STAFF	DATE
1	Educational efforts are extremely inconsistent. Advisors routinely do not communicate with select student-athletes, do not hold student-athletes to the same standards regarding academic appointments and do not clearly communicate policies and procedures and their intent.	2/27/2023 8:10 PM
#	Q1: COACH	DATE
1	Students probably receive more education than we as coaches do but typically compliance provides education and our FAR also reviews academic integrity policies.	2/28/2023 9:39 PM
2	As a strength coach/support staff we are not brought into the academic sphere as much as formal coaching staffs (head/assistant coaches)	2/24/2023 4:00 PM
3	NA	2/24/2023 3:21 PM
#	Q1: STUDENT-ATHLETE	DATE
1	N/a	2/27/2023 5:53 PM
2	N/A	2/27/2023 5:46 PM
3	never heard of the policy about passwords and usernames	2/27/2023 4:09 PM
4	N/a	2/27/2023 3:23 PM
5	N/A	2/27/2023 2:02 PM
6	N/a	2/27/2023 2:02 PM
7	n/a	2/27/2023 2:01 PM
8	N/A	2/27/2023 2:00 PM
9	i'm only a freshman and know the importance of academic integrity quite well.	2/27/2023 1:55 PM
10	N/a	2/27/2023 1:48 PM
11	N/A	2/22/2023 11:15 PM
12	NA	2/22/2023 7:01 PM
13	None	2/22/2023 6:20 PM
14	N/a	2/22/2023 6:04 PM
15	N/A	2/22/2023 5:17 PM
16	n/a	2/22/2023 2:04 AM
17	.	2/22/2023 12:41 AM
18	None	2/21/2023 3:53 PM

Q15 Please provide any additional comments regarding institutional academic counseling or advising services.

Answered: 22 Skipped: 190

PLEASE PROVIDE ANY ADDITIONAL COMMENTS REGARDING INSTITUTIONAL ACADEMIC COUNSELING OR ADVISING SERVICES.		TOTAL
Q1: Academic Support Staff	100.00%	4.55%
	1	1
Q1: Athletic Department Staff	100.00%	4.55%
	1	1
Q1: Coach	100.00%	4.55%
	1	1
Q1: Student-Athlete	100.00%	86.36%
	19	19
Total Respondents	22	22

#	Q1: ACADEMIC SUPPORT STAFF	DATE
1	There has been limited written policies and limited communication of policies due to low staff, immense workload, and a Director who just left the unit.	2/23/2023 2:55 AM
#	Q1: ATHLETIC DEPARTMENT STAFF	DATE
1	Advising is inconsistent and frankly, not readily available when it is needed most during registration windows. Student-athletes often do not receive a reply from our advisor.	2/27/2023 8:11 PM
#	Q1: COACH	DATE
1	Our team advising services are very good and we are lucky to have a great advisor. I know it is not true for all teams however.	2/24/2023 3:23 PM
#	Q1: STUDENT-ATHLETE	DATE
1	N/a	2/27/2023 5:54 PM
2	I'm given tutoring even when I don't need it or didn't ask for it	2/27/2023 5:48 PM
3	N/A	2/27/2023 5:46 PM
4	i dont know what they get	2/27/2023 4:10 PM
5	N/a	2/27/2023 3:23 PM
6	N/a	2/27/2023 2:03 PM
7	n/a	2/27/2023 2:03 PM
8	N/A	2/27/2023 2:02 PM
9	N/A	2/27/2023 2:01 PM
10	weekly meetings with our academic advisor are super helpful	2/27/2023 1:57 PM
11	N/A	2/22/2023 11:16 PM
12	NA	2/22/2023 7:02 PM
13	None	2/22/2023 6:20 PM
14	N/a	2/22/2023 6:05 PM
15	The Jaqua provides an extensive amount of academic services for student-athletes at the University of Oregon.	2/22/2023 5:18 PM
16	Academic counseling is weak and sometimes misleading in my experience	2/22/2023 5:14 PM
17	none	2/22/2023 2:06 AM
18	.	2/22/2023 12:41 AM
19	None	2/21/2023 3:54 PM

Q23 Please provide any additional comments regarding institutional tutoring services.

Answered: 19 Skipped: 193

PLEASE PROVIDE ANY ADDITIONAL COMMENTS REGARDING INSTITUTIONAL TUTORING SERVICES.		TOTAL
Q1: Academic Support Staff		0.00% 0
Q1: Athletic Department Staff		100.00% 1
Q1: Coach		100.00% 1
Q1: Student-Athlete		100.00% 17
Total Respondents	19	19

#	Q1: ACADEMIC SUPPORT STAFF	DATE
	There are no responses.	
#	Q1: ATHLETIC DEPARTMENT STAFF	DATE
1	for question 22, even though SAs tutor other SAs, I believe there is a prohibition on tutoring their teammates.	1/26/2023 11:30 AM
#	Q1: COACH	DATE
1	Not sure about the overall training and qualifications of tutors. Most are helpful. I have heard from some student-athletes that some tutors confuse them or have problems teaching them certain things. For example, how to complete formulas in chemistry has been a recent one I heard of from a student-athlete.	2/24/2023 3:26 PM
#	Q1: STUDENT-ATHLETE	DATE
1	N/a	2/27/2023 5:55 PM
2	N/A	2/27/2023 5:47 PM
3	i think some student athletes are hired but i dont know	2/27/2023 4:10 PM
4	N/a	2/27/2023 3:23 PM
5	N/a	2/27/2023 2:04 PM
6	N/A	2/27/2023 2:03 PM
7	n/a	2/27/2023 2:03 PM
8	N/A	2/27/2023 2:02 PM
9	tutoring is super helpful as well	2/27/2023 1:57 PM
10	I am currently a student-athlete that was hired to tutor other student-athletes. This is through the means of my own as I have accelerated my studies to be able to do so. I went through the same excruciating process as any other tutor would and continue to uphold the standards that non student-athlete tutors do. There is clear boundaries and expectations set upon hire. I am not allowed to tutor any of my teammates or anyone that I have close relations with. I am extremely grateful for this work opportunity that allows me to hold employment while being a student-athlete.	2/27/2023 1:50 PM
11	n/a	2/22/2023 11:16 PM
12	NA	2/22/2023 7:02 PM
13	None	2/22/2023 6:20 PM
14	N/a	2/22/2023 6:05 PM
15	none	2/22/2023 2:07 AM
16	.	2/22/2023 12:42 AM
17	None	2/21/2023 3:57 PM

Q27 Please provide any additional comments regarding services provided for special academic needs.

Answered: 20 Skipped: 192

PLEASE PROVIDE ANY ADDITIONAL COMMENTS REGARDING SERVICES PROVIDED FOR SPECIAL ACADEMIC NEEDS.		TOTAL
Q1: Academic Support Staff	100.00%	5.00%
	1	1
Q1: Athletic Department Staff	100.00%	5.00%
	1	1
Q1: Coach	100.00%	10.00%
	2	2
Q1: Student-Athlete	100.00%	80.00%
	16	16
Total Respondents	20	20

#	Q1: ACADEMIC SUPPORT STAFF	DATE
1	Updated policies and procedures are needed	2/23/2023 2:56 AM
#	Q1: ATHLETIC DEPARTMENT STAFF	DATE
1	Learning specialists, especially [REDACTED] have been instrumental to the success of some of our high-risk student-athletes. She works continually to help them in their academics and its very much appreciated.	2/28/2023 12:54 PM
#	Q1: COACH	DATE
1	This was regarding tutoring actually- there may be some student athletes hired for tutoring but I am not sure.	2/28/2023 9:43 PM
2	NA	2/24/2023 3:26 PM
#	Q1: STUDENT-ATHLETE	DATE
1	N/a	2/27/2023 5:55 PM
2	N/A	2/27/2023 5:48 PM
3	i dont know anything about learning specialists	2/27/2023 4:11 PM
4	N/a	2/27/2023 3:23 PM
5	N/a	2/27/2023 2:04 PM
6	N/A	2/27/2023 2:03 PM
7	n/a	2/27/2023 2:03 PM
8	N/A	2/27/2023 2:03 PM
9	not sure what else to add	2/27/2023 1:58 PM
10	n/a	2/22/2023 11:16 PM
11	NA	2/22/2023 7:03 PM
12	None	2/22/2023 6:21 PM
13	N/a	2/22/2023 6:05 PM
14	none	2/22/2023 2:07 AM
15	.	2/22/2023 12:42 AM
16	None	2/21/2023 3:58 PM

Q35 Please provide any additional comments regarding assessing the academic preparation of prospective student-athletes.

Answered: 14 Skipped: 198

PLEASE PROVIDE ANY ADDITIONAL COMMENTS REGARDING ASSESSING THE ACADEMIC PREPARATION OF PROSPECTIVE STUDENT-ATHLETES.		TOTAL
Q1: Academic Support Staff	0	0.00% 0
Q1: Athletic Department Staff	1	7.14% 1
Q1: Coach	2	14.29% 2
Q1: Student-Athlete	11	78.57% 11
Total Respondents	14	14

#	Q1: ACADEMIC SUPPORT STAFF	DATE
	There are no responses.	
#	Q1: ATHLETIC DEPARTMENT STAFF	DATE
1	For question 33, while there is a process, it has not been used in some time. Further, it will go away since test scores are no longer needed for admission or EC status.	1/26/2023 11:32 AM
#	Q1: COACH	DATE
1	I'm not sure what the question about monitoring online classes. We only receive course description and grade of the class in outside classes.	2/28/2023 9:45 PM
2	Very good job in communicating what PSA's need to complete or how on track they are. Constant communication on this end from compliance.	2/24/2023 3:28 PM
#	Q1: STUDENT-ATHLETE	DATE
1	N/a	2/27/2023 5:56 PM
2	N/A	2/27/2023 5:49 PM
3	N/a	2/27/2023 3:24 PM
4	N/A	2/27/2023 2:04 PM
5	n/a	2/27/2023 2:04 PM
6	N/A	2/27/2023 2:04 PM
7	NA	2/22/2023 7:03 PM
8	None	2/22/2023 6:22 PM
9	none	2/22/2023 2:08 AM
10	.	2/22/2023 12:42 AM
11	None	2/21/2023 4:00 PM

Q39 Please provide any additional comments relating to institutional policies, procedures or educational efforts regarding degree selection.

Answered: 15 Skipped: 197

PLEASE PROVIDE ANY ADDITIONAL COMMENTS RELATING TO INSTITUTIONAL POLICIES, PROCEDURES OR EDUCATIONAL EFFORTS REGARDING DEGREE SELECTION.			TOTAL
Q1: Academic Support Staff		100.00% 1	6.67% 1
Q1: Athletic Department Staff		100.00% 1	6.67% 1
Q1: Coach		100.00% 2	13.33% 2
Q1: Student-Athlete		100.00% 11	73.33% 11
Total Respondents	15		15

#	Q1: ACADEMIC SUPPORT STAFF	DATE
1	Advisor philosophies differ in the unit which impacts how advisors operate with their students. There is a need for more communal and philosophical cohesion to occur within the staff so that all students are given the best services.	2/23/2023 2:59 AM
#	Q1: ATHLETIC DEPARTMENT STAFF	DATE
1	Often times our student-athletes are told their options are limited and they are discouraged from taking a certain major	2/28/2023 1:07 PM
#	Q1: COACH	DATE
1	Our particular academic advisor does not seem well versed in majors besides business. Particularly if a person is interested in the sciences, they aren't recommended to take important Pre requ series. My experience with other academic advisors is that they have much better insight in all the majors/classes so I don't think it's a departmental education issue as it is this one particular advisor for women's tennis.	2/28/2023 9:48 PM
2	NA	2/24/2023 3:28 PM
#	Q1: STUDENT-ATHLETE	DATE
1	N/a	2/27/2023 5:56 PM
2	N/A	2/27/2023 5:50 PM
3	N/a	2/27/2023 3:24 PM
4	n/a	2/27/2023 2:05 PM
5	N/A	2/27/2023 2:04 PM
6	N/A	2/27/2023 2:04 PM
7	NA	2/22/2023 7:04 PM
8	None	2/22/2023 6:22 PM
9	none	2/22/2023 2:09 AM
10	.	2/22/2023 12:43 AM
11	None	2/21/2023 4:01 PM

Q58 Please provide any additional comments relating to online courses.

Answered: 11 Skipped: 201

PLEASE PROVIDE ANY ADDITIONAL COMMENTS RELATING TO ONLINE COURSES.		TOTAL	
Q1: Academic Support Staff		0.00%	0.00%
		0	0
Q1: Athletic Department Staff		100.00%	9.09%
		1	1
Q1: Coach		100.00%	9.09%
		1	1
Q1: Student-Athlete		100.00%	81.82%
		9	9
Total Respondents	11		11

#	Q1: ACADEMIC SUPPORT STAFF	DATE
	There are no responses.	
#	Q1: ATHLETIC DEPARTMENT STAFF	DATE
1	Is 55 a trick question? That would be a violation. Our mentor program is the SA development and focuses on life skills and careers. It should have nothing to do with course completion if the mentors are following the program plan.	1/26/2023 11:35 AM
#	Q1: COACH	DATE
1	NA	2/24/2023 3:30 PM
#	Q1: STUDENT-ATHLETE	DATE
1	N/a	2/27/2023 5:59 PM
2	N/A	2/27/2023 5:52 PM
3	N/a	2/27/2023 3:24 PM
4	n/a	2/27/2023 2:07 PM
5	N/A	2/27/2023 2:07 PM
6	NA	2/22/2023 7:05 PM
7	None	2/22/2023 6:22 PM
8	.	2/22/2023 12:43 AM
9	None	2/21/2023 4:07 PM

Q62 Please provide any additional comments relating to ethical factors that could impact academic integrity.

Answered: 13 Skipped: 199

PLEASE PROVIDE ANY ADDITIONAL COMMENTS RELATING TO ETHICAL FACTORS THAT COULD IMPACT ACADEMIC INTEGRITY.		TOTAL
Q1: Academic Support Staff		0.00% 0
Q1: Athletic Department Staff		7.69% 1
Q1: Coach		7.69% 1
Q1: Student-Athlete		84.62% 11
Total Respondents	13	13

#	Q1: ACADEMIC SUPPORT STAFF	DATE
	There are no responses.	
#	Q1: ATHLETIC DEPARTMENT STAFF	DATE
1	tutor and SA relationships (outside the academic setting) are addressed annually with the SAs.	1/26/2023 11:36 AM
#	Q1: COACH	DATE
1	NA	2/24/2023 3:31 PM
#	Q1: STUDENT-ATHLETE	DATE
1	They proctor exams when's travel occurs, or when there is an athletic related reason as to why the student athlete cannot be present for their exam.	2/28/2023 1:35 PM
2	N/a	2/27/2023 6:00 PM
3	N/A	2/27/2023 5:53 PM
4	Student athlete and coach personal relationships are not monitored very well.	2/27/2023 4:35 PM
5	N/a	2/27/2023 3:24 PM
6	n/a	2/27/2023 2:08 PM
7	N/A	2/27/2023 2:07 PM
8	NA	2/22/2023 7:06 PM
9	None	2/22/2023 6:23 PM
10	.	2/22/2023 12:43 AM
11	None	2/21/2023 4:08 PM

Q10 Please provide any additional comments regarding institutional policies, procedures or educational efforts.

Answered: 16 Skipped: 218

PLEASE PROVIDE ANY ADDITIONAL COMMENTS REGARDING INSTITUTIONAL POLICIES, PROCEDURES OR EDUCATIONAL EFFORTS.		TOTAL
Q1: Academic Support Staff	0	0.00% 0
Q1: Athletic Department Staff	0	0.00% 0
Q1: Coach	1	6.25% 1
Q1: Student-Athlete	15	93.75% 15
Total Respondents	16	16

#	Q1: ACADEMIC SUPPORT STAFF	DATE
	There are no responses.	
#	Q1: ATHLETIC DEPARTMENT STAFF	DATE
	There are no responses.	
#	Q1: COACH	DATE
1	Have not been able to check into them as first season here	10/25/2021 4:19 PM
#	Q1: STUDENT-ATHLETE	DATE
1	I thought our academic advisors were able to look at all of our academic information, but not sure if that relates to them having access to our login information on Blackboard or not. Therefore I put don't know on 8 & 9.	10/24/2021 5:47 PM
2	N/A	10/22/2021 6:50 PM
3	Great staff! They want what's best for student athletes!!	10/22/2021 12:05 PM
4	-	10/22/2021 10:47 AM
5	I think everyone should have study hall hours. All athletes should be equal	10/13/2021 10:24 AM
6	NA	10/12/2021 6:14 PM
7	N/A	10/7/2021 10:43 AM
8	A bigger study hall room for student athletes	10/6/2021 12:11 PM
9	n/a	10/5/2021 1:05 PM
10	n/a	10/5/2021 11:42 AM
11	None	10/4/2021 8:05 PM
12	N/A	10/4/2021 6:27 PM
13	N/A	10/4/2021 5:51 PM
14	N/A	10/4/2021 5:45 PM
15	None	10/4/2021 5:42 PM

Q15 Please provide any additional comments regarding institutional academic counseling or advising services.

Answered: 10 Skipped: 224

PLEASE PROVIDE ANY ADDITIONAL COMMENTS REGARDING INSTITUTIONAL ACADEMIC COUNSELING OR ADVISING SERVICES.		TOTAL
Q1: Academic Support Staff	0	0.00% 0
Q1: Athletic Department Staff	0	0.00% 0
Q1: Coach	1	100.00% 1
Q1: Student-Athlete	9	90.00% 9
Total Respondents	10	10

#	Q1: ACADEMIC SUPPORT STAFF	DATE
	There are no responses.	
#	Q1: ATHLETIC DEPARTMENT STAFF	DATE
	There are no responses.	
#	Q1: COACH	DATE
1	Feel they do a great job servicing the number of student-athletes with limited resources and manpower	10/22/2021 4:01 PM
#	Q1: STUDENT-ATHLETE	DATE
1	N/A	10/22/2021 6:50 PM
2	N/a	10/13/2021 10:24 AM
3	NA	10/12/2021 6:14 PM
4	N/A	10/7/2021 10:44 AM
5	n/a	10/5/2021 11:44 AM
6	None	10/4/2021 8:06 PM
7	N/a	10/4/2021 6:28 PM
8	N/A	10/4/2021 5:52 PM
9	N/A	10/4/2021 5:45 PM

Q23 Please provide any additional comments regarding institutional tutoring services.

Answered: 10 Skipped: 224

PLEASE PROVIDE ANY ADDITIONAL COMMENTS REGARDING INSTITUTIONAL TUTORING SERVICES.		TOTAL
Q1: Academic Support Staff		0.00% 0
Q1: Athletic Department Staff		0.00% 0
Q1: Coach		0.00% 0
Q1: Student-Athlete		100.00% 10
Total Respondents	10	10

#	Q1: ACADEMIC SUPPORT STAFF	DATE
	There are no responses.	
#	Q1: ATHLETIC DEPARTMENT STAFF	DATE
	There are no responses.	
#	Q1: COACH	DATE
	There are no responses.	
#	Q1: STUDENT-ATHLETE	DATE
1	On 22 I don't mean that they are only hired to tutor other athletes, but that they can do that as well as regular students	10/24/2021 5:49 PM
2	N/A	10/22/2021 6:51 PM
3	Na	10/13/2021 10:25 AM
4	NA	10/12/2021 6:15 PM
5	N/A	10/7/2021 10:44 AM
6	n/a	10/5/2021 11:44 AM
7	None	10/4/2021 8:07 PM
8	N/a	10/4/2021 6:32 PM
9	N/A	10/4/2021 5:52 PM
10	N/A	10/4/2021 5:46 PM

Q30 Please provide any additional comments regarding academic support facilities or resources.

Answered: 10 Skipped: 224

PLEASE PROVIDE ANY ADDITIONAL COMMENTS REGARDING ACADEMIC SUPPORT FACILITIES OR RESOURCES.			TOTAL
Q1: Academic Support Staff		0.00%	0.00%
		0	0
Q1: Athletic Department Staff		0.00%	0.00%
		0	0
Q1: Coach		0.00%	0.00%
		0	0
Q1: Student-Athlete		100.00%	100.00%
		10	10
Total Respondents	10		10

#	Q1: ACADEMIC SUPPORT STAFF	DATE
	There are no responses.	
#	Q1: ATHLETIC DEPARTMENT STAFF	DATE
	There are no responses.	
#	Q1: COACH	DATE
	There are no responses.	
#	Q1: STUDENT-ATHLETE	DATE
1	N/A	10/22/2021 6:52 PM
2	Na	10/13/2021 10:25 AM
3	NA	10/12/2021 6:15 PM
4	N/A	10/7/2021 10:45 AM
5	bigger study hall for student athletes	10/6/2021 12:13 PM
6	We need a bigger study hall room with private study rooms	10/6/2021 12:10 PM
7	n/a	10/5/2021 11:45 AM
8	N/a	10/4/2021 6:33 PM
9	N/A	10/4/2021 5:52 PM
10	N/A	10/4/2021 5:47 PM

Q58 Please provide any additional comments relating to online courses.

Answered: 6 Skipped: 228

PLEASE PROVIDE ANY ADDITIONAL COMMENTS RELATING TO ONLINE COURSES.		TOTAL
Q1: Academic Support Staff		0.00% 0
Q1: Athletic Department Staff		0.00% 0
Q1: Coach		0.00% 0
Q1: Student-Athlete		100.00% 6
Total Respondents	6	6

#	Q1: ACADEMIC SUPPORT STAFF	DATE
	There are no responses.	
#	Q1: ATHLETIC DEPARTMENT STAFF	DATE
	There are no responses.	
#	Q1: COACH	DATE
	There are no responses.	
#	Q1: STUDENT-ATHLETE	DATE
1	N/A	10/22/2021 6:55 PM
2	N/A	10/7/2021 10:46 AM
3	They are great when in season and travelling, but can be hard to follow sometimes when teachers don't release a detailed syllabus or emails to alert students as to what is expected/due dates at the beginning of the semester.	10/5/2021 11:47 AM
4	N/a	10/4/2021 6:39 PM
5	N/A	10/4/2021 5:53 PM
6	N/A	10/4/2021 5:50 PM

Q72 Please provide any additional comments regarding factors that might impact academic support services provided to student-athletes.

Answered: 7 Skipped: 227

PLEASE PROVIDE ANY ADDITIONAL COMMENTS REGARDING FACTORS THAT MIGHT IMPACT ACADEMIC SUPPORT SERVICES PROVIDED TO STUDENT-ATHLETES.		TOTAL
Q1: Academic Support Staff	0	0.00% 0
Q1: Athletic Department Staff	0	0.00% 0
Q1: Coach	0	0.00% 0
Q1: Student-Athlete	7	100.00% 100.00%
Total Respondents	7	7

#	Q1: ACADEMIC SUPPORT STAFF	DATE
	There are no responses.	
#	Q1: ATHLETIC DEPARTMENT STAFF	DATE
	There are no responses.	
#	Q1: COACH	DATE
	There are no responses.	
#	Q1: STUDENT-ATHLETE	DATE
1	Since I have classes that require me to be present in a lab to do work, it becomes very hard to keep up with classes when traveling. And I don't think the school has any rules saying that less can be expected of me even when traveling multiple days every week. The professors seem to expect just as much even though I have less opportunity to keep up with the workload. This most likely only applies for STEM/engineering classes though.	10/24/2021 5:57 PM
2	N/A	10/22/2021 6:56 PM
3	N/A	10/7/2021 10:46 AM
4	n/a	10/5/2021 11:48 AM
5	Na	10/4/2021 6:39 PM
6	N/A	10/4/2021 5:54 PM
7	N/A	10/4/2021 5:52 PM

**National Association of Academic and Student-Athlete Development Professionals (N4A)
Best Practices for Promoting and Maintaining a Culture of Student-Athlete Success,
Accountability, and Academic Integrity**

It is the expectation of the N4A that student-athletes will make academic progress in a manner consistent with other students in accordance with institutional academic codes of conduct. Ideally, student-athletes should engage in academic pursuits based upon their personal passions and career interests and compete with character in the classroom. This document has been developed to provide a template so that individual institutions may create policies and practices that fit their unique needs, yet adhere to the core values of student engagement, personal development, academic rigor, and integrity. The policies and practices herein are not a prescriptive list of specific instructions; rather, they are meant to serve as structural support for this philosophical foundation, and take into account wide arrays of resource allocation and institutional differences. When building policies from the base provided, institutions should take great care to include representatives from their campus communities and align with existing policies that may already exist. While various constituent groups (coaches, faculty, athletics personnel, etc.) are mentioned throughout the document, more than any other group, student-athletes themselves must be educated and trained to understand, accept, and value a culture of independent learning that places a premium on their well-being and holistic development.

NON-TRADITIONAL COURSES

The recent proliferation of nontraditional courses has created an additional complexity for academic support units for student-athletes in monitoring these courses. The N4A recommends each campus create a broad-based campus committee (including athletics and non-athletics department personnel) to define non-traditional courses on their campus, identify existing, campus-wide policies and procedures regarding non-traditional courses and wherever possible, align with these campus policies and procedures. Issues of concern for committees to address include, but are not limited to:

- enrollment guidelines and restrictions for student-athletes
- academic support strategies for non-traditional courses (i.e., tutorial)
- proctoring of online exams and assignments
- access/completion of online assignments and exams in athletic facilities
- restrictions on non-academic athletics department personnel (i.e., coaches, operations staff, etc.)
- evaluation of academic outcomes for student-athletes in non-traditional courses as compared to overall student body
- education and training for students and staff
- syllabus collection
- annual reporting structures
- off-campus testing procedures
- general security standards
- educate staff in recognizing questionable activities and how to report/document violations

ACADEMIC SUPPORT CENTERS / COMPUTER LABS

As academic support programs have developed, so have the growth of academic support centers. While not all centers are stand-alone facilities, the N4A defines any location where student-athletes are assigned to complete study hall/tutorial assignments as an area the following practices should be considered. Though not an exhausted list, the N4A recommends each campus consider the following practices for oversight of academic support centers:

- clearly defined schedule for supervision of the facility/center
- clearly defined restrictions regarding non-academic athletics department personnel
- clearly defined parameters regarding individuals and activities in each space
- education and training for students and staff to include reporting of questionable activities
- regular evaluation for all personnel engaged in providing academic support (e.g., advising, tutoring, mentoring)
- policy regarding services available to former student-athletes
- documented policies and procedures to report any violation of institutional or NCAA policy
- safety issue should be addressed when academic centers are open late at night (i.e., locked doors, student-athletes unable to leave the academic center alone after a specific time, etc.)
- a clear plan of action of any emergencies or harmful situations should be established

ACADEMIC SUPPORT PERSONNEL

Regardless of title or employment status, personnel hired specifically to provide academic support services to student-athletes (i.e., tutors, mentors, learning specialists) must take great care to foster a student-driven environment with clearly defined expectations and limitations. These employees must be committed to the highest levels of academic integrity, and have a strong conviction to uphold the mission of the institution. Though not an exhaustive list, the N4A recommends each campus consider the following practices related to personnel hired specifically to provide academic assistance to student-athletes:

- required participation in comprehensive training program
- policy to encourage and clearly outline reporting of suspicious or questionable activity
- personnel records with documentation of any previous issues, warnings, and/or violations of institutional policy
- monitoring and supervision of adherence to all policies
- well-established hiring policies and practices
- policy related to non-work related communication with student-athletes, staff, and coaches (i.e., social media communication)
- ongoing training and evaluation of personnel
- policies regarding access to online student records and accounts
- required exit interviews of all personnel
- policies outlining tutorial relationships based on relevant factors (e.g., prior relationships with student-athletes, sport)
- communication with University staff about changes/trends in University code of conduct policy

CAMPUS COMMUNICATION

The campus community including faculty, staff, and students are critically important in fostering and promoting an environment of academic integrity. Given the complexities surrounding a student-athlete's collegiate experience, the N4A recommends each campus consider the following practices regarding communication with campus constituents:

- clearly defined role and responsibility of the Faculty Athletics Representative (FAR) communicated broadly to campus
- communicate expectation that student-athletes not be granted special treatment from faculty because of their participation in intercollegiate athletics
- policy developed regarding appropriate communication between faculty and athletics personnel (e.g., faculty and coaches, staff and coaches, admissions personnel)
- documentation practices to define on-campus recruiting rules and restrictions
- Support campus policy for proper identification and communication of academic misconduct and educate coaches and athletics department personnel
- communicate with faculty of nontraditional courses to determine what they consider appropriate academic support (i.e. tutorial) for their assignments

ACADEMIC ADVISING / COUNSELING

Student-athletes must be encouraged to explore and actively seek their own individual academic interests. Policies and practices should reflect this philosophy so that with regard to course enrollment and major selection, their experience as a group is indistinguishable from that of the general student body on any given campus. The N4A recommends each campus develop policies and practices that encourage student-athletes to actively engage in the process of course and major selection, and to consider the following practices related to specific course enrollment and matriculation of majors:

- ongoing collaboration with campus units to educate student-athletes on major and course options, and other academic opportunities
- review by semester the student-athlete course enrollment compared to overall campus student enrollment
- annual review of distribution of student-athletes across majors on campus
- documented procedures for academic advising of student-athletes
- ongoing education for academic support staff in academic programs on campus
- efforts to facilitate communication between academic support personnel and campus advisors
- efforts to connect student-athletes with major and college advisors regularly
- outreach efforts with campus career services and student-athlete development office to connect major selection with career objectives and job placement
- active involvement of student-athletes in all academic advising conversations

SUMMARY

The National Association of Academic and Student-Athlete Development Professionals (N4A) is a group of professionals committed to the holistic development of the collegiate student-athlete with an emphasis on academic opportunity, development, and success. Understanding the complexities of the student-athlete experience and the pressures associated with the drive for athletic achievement, the core of our work is the empowerment of the student-athlete throughout the matriculation process and making an effective transition to life beyond intercollegiate athletics. Central to this mission is an unyielding commitment to academic integrity. As academic and student-athlete development professionals we are committed to helping create and uphold a culture of integrity that emphasizes student-athlete engagement and academic rigor. At every turn, student-athletes should be given opportunities to make choices that challenge themselves and increase their odds of being successful after graduation and away from their field of competition.



The Academic Integrity Assessment (AIA) is an online survey instrument intended to ensure institutions are aligned with NCAA standards regarding academic integrity and to help proactively identify opportunities for improvement by ensuring the appropriate written policies, procedures, education and monitoring systems are in place. The assessment is not intended to identify violations in academic support functions or compliance related areas, but rather stimulate broad based discussions between key institutional stakeholders regarding topics that may impact academic integrity