ACADEMIC INTEGRITY

Operating Principle

2.1 Academic Standards. The Association’s fundamental principles indicate that an intercollegiate athletics program shall be designed and maintained as a vital component of the institution’s educational system and student-athletes shall be considered an integral part of the student body. Consistent with this philosophy, the institution shall demonstrate that:

a. The institution admits only student-athletes who have reasonable expectations of obtaining academic degrees.
   1) If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, the contrast shall be analyzed and explained by appropriate institutional authorities.
   2) If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athletes or comparable student-body groups, this disparity shall be analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities.

b. Academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA’s standards, whichever are higher.

c. The responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally; and

d. Written policies related to scheduling are established in all sports to minimize student-athletes’ conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.13.

Self-Study Items

1. List all “corrective actions” “conditions for certification” or “strategies for improvement” imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.1.

   No required actions.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.1

   During the first certification, the institutional self-study recommended that the academic records of all student-athletes be examined by the Director of Academic Support at the end of each semester. This review was suggested to identify whether specific student athletes are ineligible or are in danger of becoming ineligible. This review process has been instituted and the academic records of all student-athletes are scrutinized by the Director of Academic Support and Disability Services and the Assistant Director of Athletics for
Compliance at the conclusion of each semester. (See Section 2.2.11 for a further description of this review.)

The first self-study also resulted in the recommendation that the institution address the lack of a clear policy regarding whether class absences for participation in intercollegiate athletic contests are “excused” or “unexcused.” While much discussion of this issue has taken place in several venues (Committee on Athletics, Academic Affairs Board, Student-Athlete Affairs Council), a written statement defining excused vs. unexcused absences has not emerged. The university policy regarding classroom attendance continues to be that each faculty member is responsible for determining class absence guidelines for their individual course (see item 12, below). This policy emphasizes that the primary focus of a student at Colgate is academics, and that course-related activities take precedence over athletic or other extra-curricular events. This policy is emphasized in the student-athlete handbook and is clearly stated to student-athletes by coaches and/or academic administrators at the beginning of each season. In addition, discussions directed at minimizing the conflicts between required out-of-class academic activities and athletic practices or contests were re-initiated in the fall of 2005 and continue within the Committee on Athletics and the Academic Affairs Board.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.1 developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Since the first cycle report, Colgate has adopted more stringent standards of academic progress for enrolled students. Under the new policy, students must maintain a term average of 2.00 or higher during the entire period of their enrollment at the University. Failure to maintain these standards is grounds for academic warning or dismissal.

A second major policy change since the first cycle review is the implementation of athletic scholarships for select varsity sports, with the intention of increasing both the competitiveness of our athletic program and the academic profile of entering student-athletes. The first athletic scholarships were offered to the class matriculating in the fall of 2004. These scholarships are given only in men’s and women’s basketball, lacrosse, soccer, ice hockey, and women’s swimming and diving, as well as in women’s field hockey, volleyball, and softball. Football, track and field, cross country, golf, and tennis do not offer athletic scholarships, although need-based aid packages are offered to football players as determined by demonstrated financial need. Based on standardized test scores and high school GPAs of matriculating students, these changes appear to have increased the academic profiles of incoming students in those sports offering scholarships (see section 2.1.5).

4. Describe the process by which student-athletes are admitted to your institution and identify the agencies vested with this responsibility.

In order to optimize communication throughout the student-athlete recruitment process, there is a formal relationship between the Office of Admission and the
Department of Athletics. There are four experienced staff members, including the Dean of Admission, who serve as admission liaisons to the varsity sports. Each designated admission staff member is assigned to work with specific coaches throughout the recruitment and admission process.

Recruitment phase
Coaches are asked to submit transcripts and test scores for prospective athletes to be reviewed by the admission liaison. Colgate University follows strict guidelines set forth by the Patriot League committee to calculate an Academic Index (AI) for each student-athlete being recruited by a coach, using the student’s unweighted GPA and standardized test scores. All recruits must reach an academic minimum standard that is determined by the academic quality of Colgate’s overall student body. This policy ensures that Patriot League member institutions, including Colgate, admit student-athletes with academic profiles consistent with the rest of their student body. It should be noted that the only two NCAA conferences to use an AI for admitting student-athletes are the Patriot League and the Ivy League, and the Ivy League has a “league minimum” AI for admitted students, rather than an AI that is determined by the academic profile of the admitting institution. As a result, Colgate’s minimum AI is currently higher than the minimum for Ivy League institutions, meaning that a student-athlete with an AI that may not allow them to be admitted to Colgate could potentially enroll at Harvard, Princeton, or Yale.

After this initial review of test scores and high school transcripts, the Office of Admission liaison lets the coach know if the student meets the academic criteria to be potentially admissible to Colgate University. This is only a preliminary review based on preliminary material. From this review, the admission liaison will then tell a coach if a student-athlete is likely for admission, possible for admission, or unlikely for admission. All final decisions are made when the full application has been received and reviewed by the Office of Admission.

The Director of Athletics is responsible for allocating the amount of scholarship money and admission support slots available for each sport. During the recruitment phase, coaches work closely with the Office of Admission to determine which athletes will need athletic support for admission, which athletes will receive academic scholarships, and how the coaches will allocate money and admission support.

Coaches also work with the Director of First-Year Aid to determine the financial need for each recruit. It is a Colgate financial aid policy that a family’s demonstrated financial aid be met if the student is receiving athletic scholarship or need-based aid. As with the Office of Admission early read, this is a preliminary analysis of the student’s financial status. A student will be requested to submit updated tax information before a final decision is made regarding financial need.

The coach and the admission liaison meet several times throughout the recruiting cycle. Once the coach is set with a final recruiting roster, he/she submits this information to the admission liaison to review with the Dean of Admission. Once the Dean of Admission agrees a candidate is “likely” to be admitted, the student
is encouraged to submit his/her application to Colgate and begin the application phase. This early read is unique to the student-athlete recruiting process.

Application phase
All student-athletes are required to submit application documents in order to complete their application to Colgate. There are no exceptions or waivers of required information for student-athletes. Colgate asks that student-athletes who are receiving scholarship or athletic support in the admission process commit to Colgate University either through the Early Decision Option I or Early Decision Option II program. This Early Decision requirement only pertains to student-athletes receiving athletic support or scholarship from the coach and does not apply to student-athletes who are applying/accepted through the general admissions pool.

Once submitted, every application from a student-athlete follows the same admission review process as the general application population. All required materials must be submitted in order for an applicant to be reviewed and accepted to Colgate University.

- All applications are read and reviewed by two admission officers.
- All applicants are reviewed and admitted by the Dean of Admission.
- All student-athletes receive their admission decision via US mail and/or Federal Express at the same time as the general applicant pool.
- Like all other accepted students, all student-athletes must submit an enrollment certificate and an enrollment deposit.

The role of the coaches is very informal in the application phase. Coaches may follow-up with students during a weekly phone call to let them know if items are still missing from their application package. All formal communication regarding the application status must come directly from the Office of Admission to the student-athlete.

5. Compare and explain any difference in the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general:

See Academic Integrity Attachment No. 1 for raw data regarding admissions profiles of student-athletes receiving athletics aid compared to students in general.

While the average standardized test scores of entering male and female student-athletes receiving athletics merit aid are lower than those of the general student body (which also includes student-athletes not receiving athletic financial aid), the average SAT scores of admitted student-athletes range from 1113 – 1217, indicating that the University is accepting high-quality students into its athletic programs. Importantly, increased average standardized test scores of student-athletes in classes entering Colgate after the institution of scholarships suggest an upward trend in academic quality of student-athletes enrolling at the University. (2004 was the first year athletic scholarships were offered.) This trend of increasing test scores for students admitted after the implementation of
scholarships is consistent across both genders and across different racial/ethnic groups.

See Attachment II for raw data examining test scores and GPAs for entering student-athletes by sport group. Sports groups analyzed have average GPAs ranging from 3.15 – 3.85 and SAT scores ranging from 1000 – 1288. Again, it is noted that both average GPA and standardized test scores increased between 2003 and 2004 for all sports offering scholarships and remained higher for the 2005 entering class. (Note: Football, Track/Cross Country, and some “other sports” included on Attachment 2 do not offer athletic scholarships. Importantly, the AI for admitted students in these sports has also shown an upward trend over the past four years.)

6. Describe the process by which students may be admitted if they do not meet the institution’s standard or normal entrance requirements and identify the agencies vested with responsibility.

The Office of Undergraduate Studies (OUS) provides a mechanism for qualified students (both athletes and non-athletes) from disadvantaged backgrounds to gain admission to Colgate. Under the umbrella of the Center for Learning, Teaching, and Research, the Office of Undergraduate Studies provides opportunities for admission and ongoing academic assistance to students who demonstrate strong academic potential to succeed but who have not had the range of educational opportunities and privileges of the traditional Colgate applicant. The graduation rate of students admitted through OUS is impressive and has been comparable to, and in some years has even surpassed, that of the general population. In the past 10 years, two OUS seniors earned the Class of 1819 Award, one of the most University’s most prestigious honors, given to the student who made the most significant contributions to intellectual and communal life at Colgate. In order to be considered for OUS, a student must demonstrate a need for significant financial assistance and come from a disadvantaged academic background.

The OUS admissions process for student-athletes begins with a Colgate coach bringing to his/her admissions liaison the high school transcript and standardized testing results for the applicant. The liaison then reviews the information with the Dean of Admission who consults with the Associate Dean of Admission/Coordinator of Multi-Cultural Recruitment. The Coordinator of Multi-Cultural Recruitment will send the relevant academic materials (transcript and SAT or ACT scores) to the Director of OUS, who will offer her opinion on the viability of the recruit’s admission to Colgate through OUS. The final decision on admission will be made by the Dean of Admission, though a prospective student-athlete (or any prospective student) will not be admitted into OUS unless the admission is supported by the Director of OUS.

7. Compare and explain any differences between the percentage of freshman student-athlete receiving athletics aid who were admitted through any of the processes described in Self-Study Item Number 6 above and the percentage of freshman students generally who were so admitted.
See Academic Integrity Attachment No. 2. While the percentages presented on the attachment suggest differences in admission of student-athletes compared to non-athletes through OUS, much of this apparent difference is likely due to the small number of students admitted through OUS. Each year, approximately 35 – 40 students are admitted to Colgate via OUS. Of these, roughly 5 – 7 are aided student-athletes. Since Colgate only enrolls approximately 60 aided student-athletes per year, this small number of OUS student-athletes is actually a significant percentage of the total number of student-athletes entering the university. In addition, a larger number of potential student-athletes come from financially disadvantaged backgrounds, making this subset of applicants more likely to be eligible for acceptance through the OUS program.

8. List the step-by-step sequence of actions taken by particular individuals on your institutions campus to certify initial-eligibility and transfer-eligibility for student-athletes.

Initial eligibility is determined by the Assistant Director of Athletics for Compliance utilizing data provided by the NCAA clearinghouse as per NCAA mandated procedures. Student-athletes must also be determined to be eligible by Patriot League standards, which are more stringent than those imposed by the NCAA.

For transfer-eligibility, the Assistant Director of Athletics for Compliance obtains permission to contact the student as per NCAA rules. Once a potential transfer student-athlete expresses an interest in enrolling at Colgate, the student's current college transcript is then forwarded to Colgate's Registrar, where both the courses taken and courses in progress are scrutinized to determine the number of transfer credits that will be accepted by Colgate. The Assistant Director of Athletics for Compliance also contacts the Director of Admissions to determine if the student meets Colgate’s admissions criteria. As part of the admissions process, the Director of Admissions examines the student’s standardized test scores and high school grades if they are transferring during their first year; test scores, high school grades, and college grades if a sophomore; or college grades only if a junior. If the student meets Colgate’s admissions standards, the Registrar and Assistant Director of Athletics for Compliance meet to determine the student’s eligibility based on satisfactory progress rules provided by the NCAA. If the student-athlete is not immediately eligible by these standards, the student is not accepted for admission to the University.

9. List the step-by-step sequence of actions taken by particular individuals on your institutions campus to certify student-athletes continuing eligibility:

Eligibility is determined by NCAA standards as long as a student remains enrolled at Colgate. Colgate’s requirements for continuation are more stringent than the NCAA eligibility standards. In order to remain in good academic standing at Colgate, a student must be enrolled in at least three courses per semester and must maintain at least a 2.0 grade point average.

The sequence of actions taken to certify continuing enrollment at Colgate and eligibility for athletic participation is described in Colgate’s Physical Education, Recreation and Athletics (PERA) policies and procedures manual (p66): “A
student's failure to meet the minimum standards described above is identified by the Registrar (Gretchen Herringer). The Registrar informs the Administrative Advisors (from the office of the Dean of the College) and the Committee on Standards and Academic Standing (CSAS). The CSAS convenes at the end of each semester to determine whether the student is to be placed on academic warning or is to be dismissed from the college. Notice of actions taken by the Committee is issued by the Dean of the College and his or her staff. Student-athletes who have been placed on academic warning are normally permitted to participate in athletics, unless individual circumstances warrant otherwise. The process assures that only those students making satisfactory progress toward the degree are eligible to represent Colgate in intercollegiate competition. Colgate's performance standards meet and/or exceed both the spirit and the letter of the NCAA's eligibility standards.

10. Review the graduation rates for student-athletes who received athletics grants-in-aid, for various student-athlete subgroups and for students generally during the last three years, and comment on any trends or significant changes.

A careful comparison of graduation rates for student-athletes who received athletics need-based aid compared to the general student body reveals that aided student-athletes at Colgate graduate in four years at a slightly lower rate than the general Colgate student body, but end up with an overall graduation rate nearly equivalent to the general student population.

For the cohort of students who entered Colgate in 1999, 88.3% of all students and 77.1% of student-athletes who received athletics need-based aid graduated in four years. By six years after matriculation, 91.1% of students and 88.6% of aided student-athletes had graduated. For the fall 2000 entering class, 84.3% of students and 80.8% of student-athletes who received athletics need-based aid graduated four years after matriculation. For 2001, 85.1% of students and 79.7% of aided student-athletes graduated in four years. Six years have not passed since the 2000 and 2001 classes matriculated, so six-year graduation rates are not yet available for these groups. However, for the 1997 matriculating class 88.7% of students graduated in six years, while 88.2% of aided student-athletes graduated over the same time period. For the 1998 entering class, 89.3% of students and 89.7% of student athletes graduated in six years. The graduation rates for Colgate's generally student body is nearly equal to the graduation rate of aided student-athletes.

Examination of individual sports teams and ethnicities revealed a similar pattern of graduation rates, with no individual team or racial/ethnic group having a graduation rate divergent from the rate of the general student population.

11. Identify and describe the academic standards and policies contained in the university’s catalog/bulletin, athletics department manual, student-athlete handbook and/or institutional handbook for students.

The academic standards and policies for all students (including all student-athletes) are described in detail in the University Catalogue and in the PERA Procedures and Policies manual. The Colgate Student-Athlete Handbook has a
section that describes general guidelines for successfully navigating academics at Colgate that includes a web link to a site for academic planning maintained by the Center for Teaching, Learning, and Research.

12. Describe the procedures used by the institution to monitor missed class time for student-athletes.

Colgate’s official policy is that attendance policies for each class are determined by the professor of that course and do not differ for student-athletes and the general student population. Colgate’s official statement regarding classroom attendance reads as follows:

“Students who have enrolled at Colgate have made a commitment to participate in the educational program of the institution. Attendance at all classes is expected and is an important part of one’s academic development. Since most faculty at Colgate put a premium on student participation in class, absence is likely to be detrimental to the student’s learning in any course. Attendance practices for each course will be announced by the faculty member at the beginning of each term. Conflicts between curricular and co-curricular activities should be avoided by careful planning and scheduling of activities. The rare but unavoidable conflict should be worked out well in advance by the student with the faculty member’s permission.”

While each student is ultimately responsible for attending class, the institution makes an effort to detect students missing excessive class time. Colgate has a mid-semester course warning system that asks faculty to report if poor class attendance is negatively influencing a student’s course grade. The Director of Academic Support and Disability Services reviews each of these mid-semester warnings and passes along pertinent information regarding absences and classroom performance to coaches. In addition, some coaches contact professors directly throughout the semester to make certain that student-athletes on their team are attending all classes.

Class absence policies and guidelines are described in the student-athlete handbook. Integrated into these guidelines in the handbook is a section reiterating Colgate’s commitment to academics and outlining mechanisms for student-athletes to minimize academic/athletic conflicts and to deal appropriately with such conflicts as they arise.

13. Analyze, explain and address missed class time determined by the institution to be significant or excessive for any sport:

Scheduling policies at Colgate are designed to minimize conflicts with academic courses. Both the PERA procedures and policies manual and the student-athlete handbook clearly state that academic activities take priority over athletic events. Athletic practices are scheduled for times outside the normal academic day. Every effort is made to avoid scheduling athletic contests during the week, and those that do occur during the week generally involve regional opponents and do not require an overnight stay. Finally, athletic administrators review all
competition schedules and travel itineraries in an effort to minimize missed class time.

Coaches at Colgate are acutely aware of the importance of scheduling practices, travel, and events to avoid missing class time. A head coach is a member of the First-year Advisory Board a committee whose primary charge is to provide Colgate students with a first-year experience that makes them aware of Colgate's academic expectations and prepares them to succeed in this rigorous academic environment. This committee, working with the Dean of First-Year Students and the Athletics Department, has been instrumental in making certain that fall early-season athletic contests do not conflict with orientation activities for first-year student, thus allowing student-athletes to participate in all first-year student orientation activities.

Coaches in sports from all seasons consider academic issues as they schedule contests and travel itineraries. One example of coach’s efforts to avoid conflicts with academics is the football team’s schedule for weekend road contests. On the Friday of an away game, the football team holds practice on Colgate’s campus after the end of afternoon classes, and then boards the bus to travel to the opponent’s site. The team often arrives late in the evening at the site of the next day’s game, but they avoid having any student-athlete miss class to participate in the athletic contest. Similar examples of creative scheduling to avoid academic conflicts can be described for most other sports.

The subcommittee did not find any examples of a particular sport that has had absences determined to be significant or excessive. However, Colgate does not currently have a written description of scheduling policies designed to minimize class conflicts. We are currently addressing this absence of written guidelines as Plan for Improvement #?? on page ?? of this document.

14. Describe the means by which the institutions policies and procedures regarding the scheduling of athletics competition and practices (e.g., missed class policy) are communicated to student-athletes.

The scheduling policy is verbalized by the Assistant Athletic Director for Compliance to all members of each team at the Athletic Certification meeting that occurs at the beginning of each season. Some coaches also address scheduling policies at team meetings, and some teams meet with members of the Dean of the College staff where they receive additional reinforcement regarding scheduling policies.

In addition, mechanisms to help students avoid class absences and academic conflicts are outlined in the student-athlete handbook.
Operating Principle

2.2 Academic Support. Members of the Association have the responsibility to conduct intercollegiate athletics programs in a manner designated to protect and enhance the educational welfare of student-athletes and to assure proper emphasis on educational objectives. Consistent with the responsibility, the institution will demonstrate that:

a. Adequate academic support services are available for student-athletes.
b. Student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing.
c. When it is determined that individual student-athletes have special academic needs, these needs are addressed.
d. The support services are reviewed and approved periodically by academic authorities outside the department of intercollegiate athletics; and
e. There is a commitment to the fair treatment of student-athletes, particularly in their academic role as students.

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

There were no corrective actions, conditions for certification or strategies for improvement imposed by the Committee.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.2 (Academic Support). Specifically include: (a) the original plan; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

There were no plans developed during the first-cycle certification process.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.2 (Academic Support) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Since the first-cycle certification, Colgate has made a number of important improvements in the area of academic support.

Colgate University adopted a new Strategic Plan in 2003. One significant part of the new strategic plan is developing liberal arts skills and enhancing academic support for all students. To this end, the “Center for Learning, Teaching and
"Research" opened in fall 2005. The Center encompasses various academic programs, services, and resources, including developmental academic advising, mentoring, support services and accommodations for students with disabilities. In addition, the Center houses the Office of Undergraduate Studies (OUS), Colgate’s opportunity program for “economically disadvantaged” students. In collaboration with faculty, the Center is also launching new programs, including “Access to Excellence in the Sciences” and “learning tables” to engage faculty and students in discussions about the learning process. The Center is available to all students.

Also as part of its Strategic Plan, Colgate’s new “Vision for Residential Education” (VRE) offers programs and activities to enhance a wide range of essential life skills and competencies. This program has garnered a great deal of national attention. In large part, VRE programming is targeted for each class. The first year experience (FYE) includes: (1) “Think Tank” Lunch conversations held weekly in a private dining room at the Dining Hall, giving students the opportunity to meet a different faculty member each week and engage in open conversation in virtually any topic of interest. (2) Life skills program track workshops, which provide first year students with various experiential learning opportunities; themes including leadership, citizenship, emotional intelligence, and healthy body image. (3) Residential Programs that give students the chance to live and work with students who share those interests. Residential themes include: Leadership Options For Tomorrow (LOFT), CAndOO (Community Action Outreach Opportunity). The Sophomore Year Experience (SYE) programming revolves around “Arts of Democracy,” including programs aimed at engaging students in thinking about their role as citizens in both the local and global community. The Broad Street Initiative presents an opportunity for juniors and seniors to form self-governing residential communities.

The LEDGE, a study center in Reid Athletic Center is available to all students. Student athletes find its location to be an ideal one for taking advantage of short periods of study time between conditioning or rehabilitation and practice.

When LEDGE opened? Resources and oversight?

4. Identify how the institution is organized to provide academic support and advising services to student-athletes (i.e., reporting lines and identification of who does what).

At Colgate, student-athletes have access to the same academic support and advising services as the general student population. With regard to the organization of advising services, both the Provost/Dean of the Faculty and Dean of the College divisions oversee particular academic advising functions. The Committee on Academic Advising, a standing committee of the Academic Affairs Board, which is chaired by the Provost/Dean of the Faculty, is responsible for all aspects of Colgate’s programs for academic (faculty) advising. The Associate Dean for Administrative Advising who reports to the Dean of Student Affairs oversees administrative advising. [For more information about academic support and advising services, please see responses to item #5.] With regard to academic support services, the professional staff of the Center for Learning, Teaching and Research, report to the Provost/Dean of the Faculty.
5. Using the following program areas for academic support issues as examples, please describe
   a. The specific academic support services offered to student-athletes (if any);
   b. Any policies that govern which students can use these services;
   c. The mechanisms by which student-athletes are made aware of these services;
   d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and
   e. The mechanism for periodic approval of these services by academic authorities outside athletics of these services.

If the institution has additional or different academic support services not included in the list of examples, please click "Add Academic Support Area."

**Academic Advising** – Course selection, class scheduling, degree program assistance, priority registration.

a. The specific academic support services offered to student-athletes (if any);

   All academic advising policies apply to all students.

   All incoming students, athletes or not, have a faculty adviser who assists them with academic planning and course selection. The faculty adviser is also the student’s first year seminar (FSEM) instructor and typically continues in that advising role until that student declares a concentration (major) in the spring of the sophomore year, at which time he/she selects a new adviser in the appropriate department or program. A student is free to change his/her adviser at any time either before or after he/she declares a concentration.

   Students consult with advisers in order to review course selections and obtain signatures required for processing registration and other forms as appropriate. Students are encouraged to maintain frequent contact with their faculty advisers. Responsibility for insuring that degree requirements are met is ultimately the responsibility of the student.

   In addition to an academic (faculty) adviser, each student has an administrative adviser (dean), a member of the Dean of the College division, who advises students on questions about policy and procedures that cannot be answered by reading the Catalogue, Student Handbook, or other publications. These questions commonly deal with graduation requirements, attendance patterns, personal or academic leaves of absence, withdrawal from the University, disciplinary matters, or emergencies or problems that may impact on the quality of a student's academic work. The Dean of First-Year students serves as the administrative adviser to all first-year students. As sophomores, all students are reassigned to another administrative adviser with whom they remain through graduation from Colgate.

   The Center for Career Services offers extensive advising and career exploration resources, including individual advising, peer advising, career presentations and guest speakers, programs and workshops and an extensive alumni network. Services are available to all students.
Each varsity athletic team has a “faculty liaison” that voluntarily assists the team, serving as an informal source of advice and counsel for players and coaches concerning academic issues. The role of faculty liaison constitutes a bridge between the academic and athletic programs.

b. Any policies that govern which students can use these services;

All students use these services.

c. The mechanisms by which student-athletes are made aware of these services;

All students learn about these services before fall term classes begin through a series of summer mailings and required programs during new student orientation. Ongoing conversations regarding academic support and advising occur in each First-Year Seminar (FSEM) course, which includes an introduction to library services and the Writing Center. Students also learn about a variety of resources in meetings with their administrative advisers.

Varsity teams meet their faculty liaisons at a reception held during the academic year.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

Policies regarding academic advising are reviewed by the Committee on Academic Advising approximately every 3 three years. Administrative advising functions are reviewed on a frequent and ongoing basis by the Associate Dean for Administrative Advising to whom the Committee on Standards on Academic Standing (CSAS) serves as advisory.

e. The mechanism for periodic approval of these services by academic authorities.

See d.

**Tutoring:** Availability, procedures and criteria for obtaining assistance; assignment, qualifications, training experience, etc. compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.

a. The specific academic support services offered to student-athletes (if any);

All tutoring policies apply to all students.

Students are urged to seek individual help for particular courses from their course instructors.

Tutoring is primarily department or program based and the type of tutoring offered varies. For instance, the Math Department sponsors a “math clinic,” which is available for any student who is taking a course in introductory calculus or statistics. In addition, the department provides a list of students who are
available to provide individual/private tutoring to interested students and the fee is determined by the tutor. The Interdisciplinary Writing Department sponsors the Writing Center, which is available to any student who would like to work with a peer consultant on a writing assignment. Departmental tutoring is free of charge.

The Center for Learning, Teaching and Research is poised to advise any student who is looking for academic assistance. Along with academic departments, the Center is working on enhancing tutoring services at Colgate; efforts include sponsoring workshops for tutors and maintaining a “suggestion box” as a means for getting continual feedback from students about their academic experiences, which includes their feedback about tutoring.

b. Any policies that govern which students can use these services;

All students may use these services.

c. The mechanisms by which student-athletes are made aware of these services;

Professors inform students of the tutoring services associated with their particular courses.

The Center for Learning, Teaching and Research publishes a list of all available tutoring services and makes that list available to students, faculty, and coaches.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

Tutoring is reviewed by individual departments and programs. The Center for Learning, Teaching and Research is working closely with faculty to review and enhance tutoring opportunities at Colgate. Currently, the Center’s focus is on math and science tutoring and the Center staff is working closely with the Division of Natural Sciences and Mathematics to enhance support for introductory math and chemistry courses.

e. The mechanism for periodic approval of these services by academic authorities outside athletics of these services.

See d.

Success Skills: Study skills, note and test taking, writing and grammar skills, time management.

a. The specific academic support services offered to student-athletes (if any);

All policies concerning success skills apply to all students.

b. Any policies that govern which students can use these services;
There are a number of resources available to help students develop “success skills.” The first year seminar (FSEM), a required one-semester course for all first year students, has as one of its foci the developing of writing skills. Writing assistance is also available through the Writing Center. Administrative advisers are poised to assist students with study skills and time management. The Director of Academic Support and Disability Services provides individualized instruction to students who need help with particular academic skills or their overall approach to academic work. The Office of Career Services assists students with the development of communication skills in the context of helping them explore and prepare for meaningful and satisfying careers. Counseling and Psychological Services assists students with stress management and relaxation techniques.

c. The mechanisms by which student-athletes are made aware of these services;

All students are made aware of their academic resources during First-Year Orientation. Student athletes are reminded of these resources, once again, at a meeting for all first year athletes during First-Year Orientation. FSEM instructors/academic advisers and administrative advisers serve as an ongoing information and referral source for academic assistance.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

Enhancing student success skills is an essential goal for the First-Year Experience Program that is overseen by the Dean of First-Year Students who is assisted with planning and program review by the First-Year Advisory Board (FYAB). The FYAB includes representation from across the campus, including faculty, Career Services, Counseling Services, Center for Learning, Teaching, and Research, and Athletics. The First-Year Seminar Program is reviewed on a yearly basis by the faculty Coordinator of the FSEM Program in consultation with the Associate Dean of the Faculty and as advised by the Dean of First-Year Students, University Registrar, and Director of Academic Support and Disability Services.

e. The mechanism for periodic approval of these services by academic authorities outside athletics of these services.

See d.

Study Hall

a. The specific academic support services offered to student-athletes (if any);

Some coaches require students to attend study halls on an as-needed basis. This might be a single student or subset of students on the team who are in academic jeopardy.

b. Any policies that govern which students can use these services;
No. Study halls are arranged as needed.

c. The mechanisms by which student-athletes are made aware of these services;

Individual coaches inform students when they are expected to participate in study halls.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

There is no review.

e. The mechanism for periodic approval of these services by academic authorities outside athletics of these services.

There is no approval.

**Freshman/Transfer Orientation:** Availability, attendance requirements.

a. The specific academic support services offered to student-athletes (if any);

All academic policies apply to all students and academic support services are provided for all students.

Student-athletes are required to participate fully in first-year orientation activities provided for all students. Activities that are mandatory for all students are designated with an asterisk (*) on the orientation schedule. In order to anticipate and avert potential conflict between orientation activities and athletic schedules, the Dean of First-Year Students maintains ongoing communication with coaches and Athletic Administrators involved in scheduling competitions for fall sports.

During first-year orientation there is an introductory meeting for first year athletes. The Director of Athletics and the Dean of First-Year Students work together to select an appropriate time for that meeting so that it does not conflict with other essential orientation activities. The meeting introduces students to the Director of Athletics, Faculty, Co-Presidents of the Student Athlete Advisory Committee (SAAC), the Assistant Director of Athletics/Director of Compliance, and the Director of Academic Support and Disability Services. The purpose of the meeting is to reinforce the message given to all students throughout first year orientation; namely, that academics take priority over all other activities and that students should take full advantage of resources across the campus in order to achieve academic success.

There is an orientation for transfer students, which begins on the Friday preceding the first week of classes.

The acclimatization program for new members of the football squad primes students for taking full advantage of their campus resources and to participate fully in first year orientation. The theme of the program, “Leave No One Behind,”
was intended to foster a team commitment to academic excellence. The program introduced students to faculty and administrators, including the Dean of First-Year Students. In addition to group sessions with faculty and administrators, each student had an opportunity to meet individually with a member of the faculty or an administrator to ask questions and to discuss individual concerns.

b. Any policies that govern which students can use these services;

First-year orientation or transfer orientation are required of all new students. The acclimatization period is required by the NCAA.

c. The mechanisms by which student-athletes are made aware of these services;

The Deans who direct first-year orientation and transfer orientation, respectively, notify students about their responsibilities in terms of participation in orientation activities. FSEM faculty also meet with students early in the orientation program, both in class and for individual advising meetings.

The Football Coach and Assistant Director of Athletics/Compliance Officer inform students about the required acclimatization program.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

The Dean of First-Year Students and the First-Year Advisory Board review orientation on a yearly basis and transfer orientation is reviewed each year by the administrative adviser/Dean who coordinates the program and advises all transfer students. The acclimatization program is coordinated by the Director of Academic Support and Disability Services and the Assistant Director of Athletics/Director of Compliance.

e. The mechanism for periodic approval of these services by academic authorities outside athletics of these services.

See d.

**Academic Progress Monitoring and Reporting:** Individual’s responsibility, frequency, procedures for periodic grade and attendance checks.

a. The specific academic support services offered to student-athletes (if any);

Each faculty member determines the policies concerning and attending and grading for his/her classes, and ultimately, students are responsible for monitoring their own academic progress and performance.

Student athletes receive Class Absence Guidelines, which outline expectations concerning communicating directly with faculty in anticipation of conflicts between academic activities and athletic competition. Those guidelines were
prepared and formally approved by the Committee on Athletics, a standing committee of the Academic Affairs Board

At approximately the midpoint of the semester, the faculty is asked to submit mid-semester progress reports for those students who are performing below C level. Copies of those reports are sent to the student, faculty adviser, administrative adviser and instructor. The Director of Academic Support and Disability Services, who has access to all reports, identifies students who may be in academic jeopardy. When student-athletes receive such reports, she works closely with the Associate Director of Athletics/Director of Compliance and with coaches to identify student-athletes who may be in jeopardy and to develop action plans to assist those students and to connect them with important academic resources.

For members of the men’s basketball team, their coaches request periodic progress reports from the instructors of their players and require the players to have periodic face-to-face meetings with their instructors.

b. Any policies that govern which students can use these services;

While they are urged by the Provost/Dean of the Faculty and Dean of the College to submit reports, particularly for first-year students who not performing satisfactorily, faculty members are not required to complete mid-semester progress reports. Consequently, students should not rely exclusively on these reports as a means to determine whether or not they are making sufficient progress in a course.

Administrative advisers/Deans monitor the academic progress of their particular advisees. Typically, administrative advisers (“Deans”) contact students who receive two or more reports. For students who receive three or more reports, parents/guardians are notified.

Charged by the Dean of the Faculty/Provost, the Committee on Academic Advising will review current systems for monitoring student performance and consider the possibility of soliciting feedback from faculty at an earlier point in the semester in order to assist students deemed to be academically vulnerable. This committee is meeting to carry out this review during Spring, 2006.

c. The mechanisms by which student-athletes are made aware of these services;

All students learn about these services from individual instructors, the Office of the Dean of Student Affairs, and faculty advisers. Additionally, student athletes learn of these services from the Assistant Director of Athletics/Director of Compliance and their coaches.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and
These services are reviewed regularly by the Committee on Standards and Academic Standing.

e. The mechanism for periodic approval of these services by academic authorities outside athletics of these services.

See d.

**Assistance for Special Academic Needs:** Provision for diagnosis and treatment of learning disabilities.

a. The specific academic support services offered to student-athletes (if any);

All academic policies apply to all students and all academic support services are equally available to student-athletes and students who do not participate in athletics.

The Director of Academic Support and Disability Services is the point of contact for matters concerning students with disabilities, including learning disabilities, and provides individualized assistance, as appropriate. For students who suspect that they may have a learning disability, she provides guidance about resources for pursuing a formal evaluation.

b. Any policies that govern which students can use these services;

Accommodations and services are provided on a case-by-case basis to students who request assistance.

c. The mechanisms by which student-athletes are made aware of these services;

All incoming students receive copies of a brochure “Information for Students with Disabilities.” Students are also referred for assistance, as appropriate, by administrative advisers and faculty advisers.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

Ongoing review by the Office of the Provost/Dean of the Faculty, along with a campus wide committee and the Accommodations Review Group (ARG), which oversee accommodations in housing and dining for students with special needs.

e. The mechanism for periodic approval of these services by academic authorities outside athletics of these services.

See d.

**Learning Assessments:** Provisions for testing and evaluation (e.g., placement testing)

a. The specific academic support services offered to student-athletes (if any);
All academic policies apply to all students.

No remedial courses are offered.

In general, there are no placement tests; determinations about course placement are determined by the student in consultation with faculty advisers and course instructors. A determination of who needs writing instruction is based upon standardized test scores (e.g., SAT, ACT). Placement in language courses is primarily based upon number of years of prior language instruction.

b. Any policies that govern which students can use these services;

Policies apply to all students.

c. The mechanisms by which student-athletes are made aware of these services;

Students learn of the services through their administrative advisers and faculty advisers.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

Policies fall under the purview of the Office of the Provost/Dean of the Faculty.

e. The mechanism for periodic approval of these services by academic authorities outside athletics of these services.

There is no involvement by athletics in academic testing and evaluation.

Mentoring: Availability of mentors, identification and assignment methods, frequency of interaction.

a. The specific academic support services offered to student-athletes (if any);

Faculty and alumni mentoring, both formal and informal, is readily available to any student who makes the effort to inquire. To obtain alumni mentors, students contact Career Services, through which they have access to an extensive network of potential alumni contacts who are poised to assist them with information and advice about careers and internships.

In an effort to ensure that student-athletes have the opportunity to be mentored by Alumni throughout their time at Colgate, the Director of Athletics has initiated a mentor program specifically for student-athletes. The main emphasis is for the student and mentor to talk about future careers and what steps should be taken to reach career goals. Ideally, once students begin thinking about what they want to do after Colgate they will become more motivated and directed in their undergraduate program. In the pilot year of this program, members of the football team were assigned mentors. We intend that every sport have a similar program.
This spring, there will be a meeting to plan for all student-athletes to be assigned mentors.

Each sport also has a faculty liaison, who is a faculty member that volunteers to serve as an informal advisor, resource, and mentor to student-athletes on that team. Faculty liaisons attend some practices, team meetings, and contests and seek to establish a rapport with team members that encourages student-athletes to seek them out for assistance and advice.

b. Any policies that govern which students can use these services;

Each faculty liaison, in consultation with the coach determines the kind of involvement he/she will have with the team.

c. The mechanisms by which student-athletes are made aware of these services;

The Director of Athletics informs student-athletes about the alumni mentoring opportunity.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

The Committee on Athletics (which reports to the Academic Affairs Board) reviews the Faculty Liaison Program and the Alumni Mentoring Program.

e. The mechanism for periodic approval of these services by academic authorities outside athletics of these services.

See d.

**Assistance for At-risk Students:** Availability including institution-wide assistance.

a. The specific academic support services offered to student athletes, if any.

Policies apply to all students deemed to be in academic jeopardy.

See item 6 above concerning Academic Progress Monitoring and Reporting.

b. Any policies that govern which students can use these services.

All students use these services.

c. The mechanisms by which students can use these services.

All students learn about these services from individual instructors, Administrative advisers, and faculty advisers. Additionally student-athletes also learn of these services from the Assistant Director of Athletics/Director of Compliance and their coaches.
d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

These services are reviewed by the Office of the Dean of Student Affairs and the Office of the Dean of the Provost/Dean of the Faculty.

At The Center for Learning, Teaching and Research, we are looking closely at the issue of which students may be “at risk.” For example, first generation college students are a group in which we are particularly interested and we are exploring ways to reach out to identify and reach out that group of students. We are also discussing “at risk” courses; those in which there is a high rate of failure and withdrawal and how to enhance those courses to support students in those courses.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

See d.

Post-Eligibility Programs: Availability of scholarships, assistantships and academic support.

a. The specific academic support services offered to student-athletes, if any.

We do not provide financial aid for student-athletes who have exhausted their eligibility.

b. Any policies that govern which students can use these services.

The Financial Aid Office is responsible for making sure that no student, athlete or not, has received more than 8 semesters of financial aid or the equivalent if they are transfer students.

c. The mechanisms by which students can use these services.

Not applicable.

d. The mechanism for review of these services by academic authorities outside athletics.

Not applicable.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

Not applicable.

6. Please submit a copy of the report from the academic support services review to your NCAA staff liaison with the submission of your self-study report.
Two reviews, one performed for the Office of Undergraduate Studies (OUS), Colgate’s opportunity program for disadvantaged students, and a second internal review done as part of the proposal for the development of a learning center at Colgate were the catalysts for the development of the Center for Learning, Teaching and Research at Colgate.

Academic Support Services at Colgate is not a component of the Division of Athletics. Oversight and administration of Academic Support falls under the purview of departments outside of Athletics. As such, Colgate’s Academic Support program is not required to submit a report to the NCAA every three years.

7. Describe relevant corrective actions planned or implemented from the academic support services review.

NCAA review of Colgate’s Academic Support Services is not required.
ACADEMIC INTEGRITY: SELF-STUDY ITEM NO. 3
FOR OPERATING PRINCIPLE 2.1

Special Admissions Information

FOR FRESHMAN STUDENTS GENERALLY
AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID *

Indicate the numerical percentage of entering freshman students who were admitted through special exception provisions and of entering freshman student-athletes receiving athletics aid* (include partial and nonqualifiers who were ineligible for aid) who also were so admitted, by eight sport groups and overall, during the three most recent academic years. List the most recent academic year's data first and include all freshman students entering the institution during the year.

<table>
<thead>
<tr>
<th>Class % of Special Admits</th>
<th>All Freshman Students</th>
<th>All Freshman Student-Athletes on Athletics Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year</td>
<td>Baseball</td>
</tr>
<tr>
<td>2008</td>
<td>4.9</td>
<td>10.5</td>
</tr>
<tr>
<td>2007</td>
<td>5.4</td>
<td>11.4</td>
</tr>
<tr>
<td>2006</td>
<td>3.9</td>
<td>11.2</td>
</tr>
</tbody>
</table>

*Institutions that do not award athletics aid should compile these data for freshman student-athletes who were recruited, as determined by the institution.

Note: Institutions are not required to report data if the number of students in a group is two or less.

a. Calculate this percentage by dividing the number of all entering freshmen who were admitted through special exception provisions by the total number of freshmen who participated.

b. Calculate this percentage by dividing the number of entering freshman student-athletes receiving athletics aid who were admitted through special exception provisions by the total number of entering freshman student-athletes receiving athletics aid.

c. Calculate this percentage by dividing the number of entering freshman student-athletes in that sport receiving athletics aid who were admitted through special exception provisions by the total number of entering freshman student-athletes receiving athletics aid who were admitted through special exception provisions.

Name of person completing this chart: [Signature]

Title: Senior Associate Dean for Admission Operations

Date: 1-6-06
FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID*

PART I-A: Standardized Test Scores, by Gender

Calculate and provide the average (mean) standardized test scores for all entering freshman students and freshman student-athletes who received athletics aid* (include nonqualifiers who were ineligible for athletically related aid) during the three most recent academic years, by gender. Report all scores as either recentered SAT or ACT sum scores. Individual student-athlete scores should be converted using the table provided on Page 22 before the average (mean) test scores are calculated. If possible, this same procedure should be used in converting the scores of freshman students generally. Otherwise, the average score for freshman students generally may be calculated using the table provided on Page 22. List the most recent academic year's data first and include all freshman students entering the institution during the year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Gender</th>
<th>Male students</th>
<th>Male student athletes</th>
<th>Female students</th>
<th>Female student athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td></td>
<td>1304</td>
<td>360*</td>
<td>1154</td>
<td>31</td>
</tr>
<tr>
<td>2003</td>
<td></td>
<td>1345</td>
<td>342</td>
<td>1162</td>
<td>35</td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td>1387</td>
<td>371</td>
<td>1113</td>
<td>377</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* One student with TOEFL testing only not included.

* Institutions that do not award athletics aid should compile these data for freshman student-athletes who were recruited, as determined by the institution.

Name of person completing this chart:  

Susan A. Dally Lathrop
Title: Senior Associate Dean for Admission Operations
Date: 1-6-06

ACADEMIC INTEGRITY ATTACHMENT NO. 1

ACADEMIC INTEGRITY
FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID*

PART 18: Standardized Test Scores, by Racial or Ethnic Group

Calculate and provide the average (mean) standardized test scores for all entering freshman students and freshman student-athletes who received athletics aid* (include nonqualifiers who were ineligible for athletically related aid) during the three most recent academic years, by racial or ethnic group. Report all scores as either recentered SAT or ACT sum scores. Individual student-athlete scores should be converted using the table provided on Page 22 before the average (mean) test scores are calculated. If possible, this same procedure should be used in converting the scores of freshmen students generally. Otherwise, the average score for freshmen students generally may be converted using the table provided on Page 22. List the most recent academic year's data first and include all freshmen students entering the institution during the year.

### Racial or Ethnic Group - All Entering Freshman Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Am. Ind./AN</th>
<th>Asian/PI</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
<td># of Students</td>
</tr>
<tr>
<td>2007</td>
<td>1293</td>
<td>3</td>
<td>1348</td>
<td>63*</td>
<td>1194</td>
<td>28</td>
</tr>
<tr>
<td>2006</td>
<td>1250</td>
<td>7</td>
<td>1351</td>
<td>55*</td>
<td>1299</td>
<td>40</td>
</tr>
<tr>
<td>2005</td>
<td>1323</td>
<td>3</td>
<td>1351</td>
<td>48</td>
<td>1166</td>
<td>41</td>
</tr>
</tbody>
</table>

* One student with TOEFL testing only not included

### Racial or Ethnic Group - All Entering Freshman Students on Aid*

<table>
<thead>
<tr>
<th>Year</th>
<th>Am. Ind./AN</th>
<th>Asian/PI</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
<td># of Students</td>
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<tr>
<td>2007</td>
<td>1064</td>
<td>5</td>
<td>1196</td>
<td>50</td>
<td>1047</td>
<td>9</td>
</tr>
</tbody>
</table>

* Institutions that do not award athletics aid should compile these data for freshman student-athletes who were recruited, as determined by the institution.

Note: Institutions are not required to report data if the number of students in a group is two or less.

Am. Ind./AN—American Indian/Alaskan Native  Asian/PI—Asian/Pacific Islander

Name of person completing this chart: Susan A. Dolly-Lothrop

Title: Senior Associate Dean for Admission Operations  Date: 4-6-06
Calculate and provide the average (mean) standardized test scores and core course grade-point average for freshman student-athletes who received athletics aid* (include nonqualifiers who were ineligible for athletically related aid) during the three most recent academic years, by sport group. Report all scores as either recentered SAT or ACT sum scores. Individual student-athlete scores should be converted using the table provided on Page 22 before the average (mean) test scores are calculated. List the most recent academic year’s data first and include all freshmen students entering the institution during the year.

### Sport Group

<table>
<thead>
<tr>
<th>Sport Group</th>
<th>Year</th>
<th>Core GPA</th>
<th># of Stu.</th>
<th>Core GPA</th>
<th># of Stu.</th>
<th>Core GPA</th>
<th># of Stu.</th>
<th>Core GPA</th>
<th># of Stu.</th>
<th>Core GPA</th>
<th># of Stu.</th>
<th>Core GPA</th>
<th># of Stu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>2006</td>
<td>3.21</td>
<td>18</td>
<td>3.06</td>
<td>4</td>
<td>3.49</td>
<td>12</td>
<td>3.61</td>
<td>3</td>
<td>3.71</td>
<td>4</td>
<td>3.66</td>
<td>19</td>
</tr>
<tr>
<td>Men's Basketball</td>
<td>2005</td>
<td>3.21</td>
<td>18</td>
<td>3.06</td>
<td>4</td>
<td>3.49</td>
<td>12</td>
<td>3.61</td>
<td>3</td>
<td>3.71</td>
<td>4</td>
<td>3.66</td>
<td>19</td>
</tr>
<tr>
<td>Women's Track/Cross Country</td>
<td>2009</td>
<td>3.24</td>
<td>23</td>
<td>3.05</td>
<td>4</td>
<td>3.15</td>
<td>10</td>
<td>3.22</td>
<td>3</td>
<td>3.85</td>
<td>4</td>
<td>3.5</td>
<td>18</td>
</tr>
<tr>
<td>Men's Other, Sports and Mixed Sports</td>
<td>2008</td>
<td>3.10</td>
<td>23</td>
<td>3.05</td>
<td>4</td>
<td>3.24</td>
<td>22</td>
<td>3.02</td>
<td>4</td>
<td>3.15</td>
<td>10</td>
<td>3.22</td>
<td>3</td>
</tr>
<tr>
<td>Women's Basketball</td>
<td>2009</td>
<td>2.82</td>
<td>24</td>
<td>3.05</td>
<td>4</td>
<td>3.10</td>
<td>23</td>
<td>3.02</td>
<td>4</td>
<td>3.15</td>
<td>10</td>
<td>3.22</td>
<td>3</td>
</tr>
<tr>
<td>Women's Track/Cross Country</td>
<td>2008</td>
<td>2.82</td>
<td>24</td>
<td>3.05</td>
<td>4</td>
<td>3.10</td>
<td>23</td>
<td>3.02</td>
<td>4</td>
<td>3.15</td>
<td>10</td>
<td>3.22</td>
<td>3</td>
</tr>
<tr>
<td>Women's Other Sports</td>
<td>2009</td>
<td>2.82</td>
<td>24</td>
<td>3.05</td>
<td>4</td>
<td>3.10</td>
<td>23</td>
<td>3.02</td>
<td>4</td>
<td>3.15</td>
<td>10</td>
<td>3.22</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Institutions are not required to report data if the number of students in a group is two or less.

Name of person completing this chart: **Susan A. Dolly Cathro**

Title: **Senior Associate Dean for Admissions Operations**

Date: **1-6-06**
Plans for Improvement

*Item 2(d) Plan for Improvement:*

1. Program Area: Athletic Scheduling Policies

2. Issues: Although it is clear that coaches and athletic administrators place an emphasis on careful scheduling to avoid conflicts between athletics and academics, Colgate does not have a written plan describing scheduling procedures to minimize missed class for athletic events.

3. Measurable Goal: Generate a written policy and include this policy in the PERA Procedures and Policies manual and in the Student-Athlete Handbook.

4. Steps to Achieve Goal: An Associate Director of Athletics will write a policy that documents the current unwritten policy of carefully scheduling athletic practices, contests, and travel so as to avoid conflicts with academic coursework and class time. This policy will be reviewed by the Committee on Athletics, the Director of Athletics, the Director of Academic Support and Disability Services, and the Office of the Dean of the College prior to inclusion in the PERA manual and Student-Athlete Handbook.

5. Individuals responsible for oversight of plan: Director of Athletics and the Chair of the Committee on Athletics.

6. Timetable: The written plan will be incorporated into the PERA manual and Student-Athlete Handbook by September 2006.
Evaluation and Plan for Improvement

Given the responses to the self-study items on the previous page, complete the responses below to: (1) indicate [with a yes or no] whether each part of the operating principle exists in the athletics program, and (2) evaluate whether the activities of the athletics program are in substantial conformity with the operating principle as a whole. [Note: In completing this assessment, make sure that all relevant information from the other certification areas is considered, given that some overlap does exist.]

Where the institution concludes in its evaluation that it does not conform to the operating principle as a whole or to any particular element(s) of the operating principle [as indicated by a “Currently No” response to the element(s)] or that problems or deficiencies exist in this area, outline the institution’s specific plans for improvement, which include/meet the following required elements: (a) stand-alone and in writing, (b) developed through broad-based campus participation, (c) issues/problems identified in the self-study, (d) measurable goals the institution intends to attain to address the issues/problems, (e) step(s) to achieve the goals, (f) the specific timetable for completing the work, (g) individuals/offices responsible for carrying out the actions, and (h) institutional approval. [Note: Please see Appendix A, Page 43 for an example format outlining all required elements of a plan.]

### 2.1 Academic Standards.

<table>
<thead>
<tr>
<th>Currently Yes</th>
<th>Found On Page(s)</th>
<th>Currently No</th>
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</table>

Does the institution demonstrate that:

a. The institution admits only student-athletes who have reasonable expectations of obtaining academic degrees?

[1] If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, the contrast is analyzed and explained by appropriate institutional authorities?

✓ 23-26

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24 ACADEMIC INTEGRITY

REVISED MAY 2005
(2) If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, this disparity is analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities?

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<tbody>
<tr>
<td>Yes</td>
<td>28</td>
<td>No</td>
<td></td>
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b. Academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher?

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<tr>
<td>Yes</td>
<td>28-29</td>
<td>No</td>
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c. The responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally?

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<tbody>
<tr>
<td>Yes</td>
<td>23-29</td>
<td>No</td>
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</table>

d. Written policies related to scheduling are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.13?

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<tbody>
<tr>
<td>Yes</td>
<td>29-30</td>
<td>No</td>
<td>see pg 47</td>
</tr>
</tbody>
</table>
On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.1 (Academic Standards)?

Yes ☑
No __________

[Note: The institution should not indicate "yes" regarding conformity with the operating principle as a whole unless it has indicated "Currently Yes" for each element of the operating principle or has a plan to address any "Currently No" response to any element(s) of the operating principle.]

2.2 Academic Support.

<table>
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<th>Currently No</th>
<th>Improvement Plan For Improvement Number</th>
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</tbody>
</table>

Does the institution demonstrate that:

a. Adequate academic support services are available for student-athletes?

Yes ☑
No __________

31-43

b. Student-athletes are encouraged and assisted in achieving attainable academic goals of their own choosing?

Yes ☑
No __________

31-43

c. When it is determined that student-athletes have special academic needs, these needs are addressed?

Yes ☑
No __________

40-41

d. The support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics?

Yes ☑
No __________

31-43

e. There is a commitment to the fair treatment of student-athletes, particularly in their academic role as students?

Yes ☑
No __________

31-43

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.2 (Academic Support)?

Yes ☑
No __________

[Note: The institution should not indicate "yes" regarding conformity with the operating principle as a whole unless it has indicated "Currently Yes" for each element of the operating principle or has a plan to address any "Currently No" response to any element(s) of the operating principle.]