

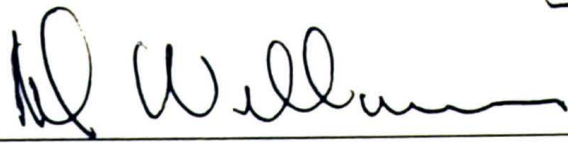
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**THE EFFECT OF THE NCAA INITIAL ELIGIBILITY INDEX FOR THE
1996 FRESHMAN CLASS: A CLOSER LOOK AT THE PAST FOUR CLASSES
AND THEIR RESPECTIVE STATISTICS AND NCAA STANDARDS**

JOE LUCKEY

To the Graduate Council:

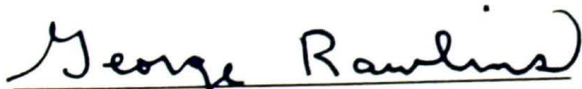
I am submitting herewith a Field Study written by Joe Luckey entitled, "The Effect of the NCAA Initial Eligibility Index for the 1996 Freshman Class: A Closer Look at the Past Four Classes and their respective statistics and NCAA standards." I have examined the final copy of this Field Study for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Education Specialist, with a major in Administration and Supervision.

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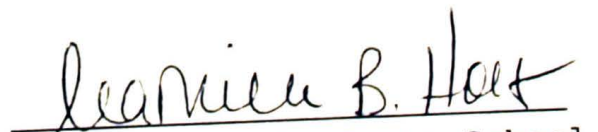
Dr. Al Williams, Major Professor

We have read this Field Study
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THE EFFECT OF THE NCAA INITIAL ELIGIBILITY INDEX FOR THE
1996 FRESHMAN CLASS: A CLOSER LOOK AT THE PAST FOUR CLASSES
AND THEIR RESPECTIVE STATISTICS AND NCAA STANDARDS

A Field Study
Presented to the
Graduate and Research Council of
Austin Peay State University

In Partial Fulfillment
of the Requirements for the Degree
Education Specialist

by
Joe Luckey
July 1996

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CHAPTER I

INTRODUCTION

On August 1, 1996, a new initial-eligibility sliding scale index will become effective for all first-time National Collegiate Athletic Association (NCAA) freshmen student-athletes. The new index is commonly referred to as Proposition 16 which was passed at the 1992 NCAA Convention. Stage one of the proposition took effect August 1, 1995 and stage two will take effect as mentioned above. This new legislation has caused a similar uproar as did legislation that was adopted ten years ago, known as Proposition 48. For the first time ever, Proposition 48 established a minimum standardized test score (700 SAT/17 ACT) and a grade-point average (gpa) in 11 core courses that all freshmen student-athletes had to meet in order to be declared initially eligible. Proposition 16 was passed to further strengthen the NCAA's commitment to academic standards and hopefully to allow those students who do not score as well on standardized tests to still gain their eligibility by maintaining a higher grade-point average.

Much debate has taken place since Proposition 16 was passed in 1992 concerning its effects on intercollegiate

athletics. Most critics claim that it will further decrease the opportunities of minorities and those from lower socioeconomic backgrounds. On the other hand, graduation rates will continue to increase as they have since the passing of Proposition 48.

This study will examine the literature concerning the NCAA's move to increase the academic standards, particularly through Proposition 48 and Proposition 16. Also, the literature will be reviewed to examine what most experts are predicting concerning the effects of Proposition 16. Many of the same debates were occurring exactly ten years ago as Proposition 48 was becoming effective.

PURPOSE OF STUDY

The change in initial-eligibility rules concerns coaches throughout the country, including those at Austin Peay State University (APSU). They are afraid that the new index will severely impact their recruiting efforts. The long-term effects of the new rule will not be known for years so that the past four classes at APSU will be looked at to see if the coaches were correct in their concerns that the number of kids to recruit would decrease. The freshmen classes for Austin Peay State University's athletic

department from 1992 to 1996 will be examined.

Information is being gathered on each of the student-athletes in the study in order to do a closer analysis of their high school information, their NCAA freshmen eligibility status and their progress at APSU. Obviously, only one class will have had an opportunity to graduate, the 1992 group, and they would have had only four years to accomplish this goal. The classes from 1992-on were chosen as they were the first at APSU to work under the services of an academic support program. The program was developed by Dr. Pete Gray, who came to APSU in May 1992, and this writer. The writer, who served as an intern for Dr. Gray in 1992-93, has been the coordinator since July, 1993.

STATEMENT OF THE PROBLEM

The problem to be investigated in this study is to examine those individuals who were eligible under the Proposition 48 legislation but would not be under Proposition 16 as it becomes effective, August 1, 1996. The intent of the study is to determine the number of athletes who would be ineligible under Proposition 16 and see how many of those are progressing toward a degree, or have, in fact graduated. That is the group of people that many

critics are upset about with the new legislation.

Once those individuals are identified, the study will take a closer look at particular statistics, including test scores, and compare that group's information with those who would be eligible. As much as possible, the high school grade-point averages of the students, especially in Austin Peay's 14 core units, will be examined to see if there has been an improvement. The purpose of all the legislation is to hopefully bring in student-athletes who are more academically prepared for college than before.

DEFINITION OF TERMS

Because of the many rules and terms that will be discussed in the review of literature and the case study, the list of terms defined below pertaining to NCAA Division I schools only.

The first initial eligibility rule requiring more than just a high school degree and a 2.00 cumulative grade-point average at the time of graduation that came into play was Proposition 48, or BYLAW 14.3 in the NCAA Manual. The 1993-94 NCAA Manual defined its requirements as:

14.3.1.1 Qualifier, Basic Requirements. A qualifier is defined as one who is a high school graduate and who has presented the following

qualifications:

(a) A minimum cumulative grade-point average of 2.000 in a successfully completed core curriculum of at least 11 academic courses per 14.3, including at least the following: English-3 years, Mathematics-2 years, Social Science-2 years, Natural or physical science--2 years, and Additional academic courses (in any of the above areas or foreign language, computer science, philosophy or nondoctrinal religion)--2 years.

b) A minimum 700 combined score on the SAT verbal and math sections, or a minimum composite score on the ACT of 15 (if taken prior to October 28, 1989) or 17 (if taken on or subsequent to October 28, 1989). The required SAT or ACT score must be achieved under national testing conditions on a national testing date. (Bollig, 1993, p. 129-130)

The core courses mentioned above had to be recognized academic courses that offered fundamental instructional components. The 1993-94 NCAA Manual mandates that "effective with the 1987-88 academic year and thereafter, at least 75 percent of the instructional content of a course must be in one or more of the required areas. For courses taken during and prior to the 1986-87 academic year to be considered core courses, at least some instructional elements must be included" (Bollig, 1993, p. 133).

The NCAA Manual also defines what each of those areas include in terms of courses counted for each subgroup.

Core courses in English shall include instructional elements in the following areas: grammar, vocabulary development, composition, literature, analytical reading or oral communication.

Core courses in mathematics shall include instructional elements in algebra, geometry, trigonometry, statistics(algebra-based) or calculus.

Core courses in natural or physical science shall include instructional elements in biology, chemistry, physics, environmental science, physical science, or earth science.

Core courses in social science shall contain instructional elements in history, social studies, economics, geography, psychology, sociology, government, political science and anthropology.

The remaining two years of additional academic credit must be from courses in the above areas or foreign language, computer science, philosophy or nondoctrinal religion courses (p. 133).

Effective August 1, 1995, the definition of a qualifier was amended. All of the above definitions held true except that 13 core courses were required instead of 11. The additional two courses had to be in English, mathematics or natural or physical science (Bollig, 1995).

Effective August 1, 1996, the definition of a qualifier changes greatly. A sliding scale index is now used requiring a particular grade-point average based on a specific test score. The index can be found in Appendix A. Thirteen core courses are still required but a few changes

have taken place. The thirteen units include: four years of English; two years in mathematics; two years in natural or physical science, one additional year in English, mathematics or natural or physical science; two years in social science, and two years in additional academic courses. Also, the specifics of the mathematics' requirements has changed. One year of algebra and one year of geometry or a higher-level mathematics course that is a prerequisite for geometry are required (Bollig, 1996). The NCAA has defined examples of the mathematics courses that will fit both requirements listed above. Level I courses that will meet the algebra requirement are: "Algebra I, Intermediate Math I, Elementary Statistics, College Math, Honors/AP Math, Introduction to Algebra and Probabilities/Statistics". Level II courses for the geometry requirement are: "Algebra II, Geometry, Integrated Math II, Honors/AP Math II, Advanced Math, Math Analysis, Calculus, Trigonometry, Elementary Analysis, Elementary Functions, Infinite Math and Discreet Math" (Pickle, 1996, p. 32).

The next issue deals with a qualifier, partial qualifier and nonqualifier. Qualifier was defined above.

The 1993-94 NCAA Manual defines partial qualifier as "a student who does not meet the requirements for a qualifier but who, at the time of graduation from high school, presents a cumulative grade-point average of at least 2.000 (p. 119). Initially, partial qualifiers could "receive institutional financial aid based on institutional and conference regulations but may not practice or compete during the first academic year in residence" (Tow, 1990, p. 115). Effective August 1, 1990, the partial qualifier definition changed with financial aid restrictions in that they could receive institutional financial aid, based on need only and not from an athletics source (Bollig, 1993). Effective August 1, 1996, the definition of a partial qualifier will change again. The partial qualifier also must graduate from high school and meet certain requirements in the core-curriculum grade-point average and the ACT/SAT scores. The new scale the partial qualifier must meet is listed in Appendix B. Also, the partial qualifier "may receive institutional financial aid, including athletically related financial aid, and may practice only on campus or at the institution's regular practice facility but may not compete during the first academic year in residence

(Bollig, 1996, p. 170). They still will only have three years of eligibility remaining.

A nonqualifier is then defined as "a student who has not graduated from high school or who, at the time specified in the regulation, presented neither the core curriculum grade-point average and SAT/ACT score required for a qualifier" (Bollig, 1993, p.119). A student who is recruited and is a nonqualifier is not eligible for practice, competition or institutional financial aid in the first year. If they were not recruited, the first two stipulations hold true but they can receive nonathletics institutional financial aid without regard to athletic ability (Bollig, 1993). Effective August 1, 1996, the nonqualifier "shall be eligible for nonathletics institutional financial aid that is not from an athletics source and is based on financial need only" (Bollig, 1996, p. 171).

The final definition deals with the actual certification of all freshmen student-athletes to determine their initial eligibility. This process used to be completed on the campuses of the individual institutions, normally by a certification analyst in the registrar's

office in coordination with a representative from the athletic department. Continuing eligibility is still conducted in this manner but all freshmen eligibility must be certified by the NCAA Initial-Eligibility Clearinghouse. Bollig (1996) states in the 1996-97 NCAA Manual, "A Division I or II institution shall utilize an initial-eligibility clearinghouse approved by the Council to determine the validity of the information on which the initial eligibility of a student-athlete is based" (p. 156).

LIMITATIONS OF THE STUDY

A limitation of the study concerns the 1996 freshman class as all student-athletes will not have been signed to an athletic scholarship and all their academic information will not totally be available at the time this paper is submitted. In addition, the paper will be limited to the 1992-1996 freshmen classes at APSU. Academic data will be limited to the Student Information System (SIS), available on the vax at APSU. Another limitation of this study is time. Only the 1992-93 class has had the opportunity to graduate and they only had that opportunity in four years. Ordinarily, NCAA graduation rates reports allow each student six years in order to graduate. Persistence rates also

differ for each class. The NCAA information, in particular the NCAA core grade-point average, on the eligibility of the 1996-97 class will not be available at the time of the paper. Another limitation involves foreign students who were included in the tables but very little of their information is available on SIS and thus were excluded in the actual methodology.

CHAPTER II

REVIEW OF LITERATURE

The National Collegiate Athletic Association (NCAA) has enacted a number of academic legislative reforms over the past ten years, most of which dealing with initial eligibility. These reforms have come because critics have pointed out abuses in many intercollegiate programs across the country. The claims involve the exploitation of athletes who are participating for universities all over the country. Critics claim that they are used for their four year of eligibility with no regard to their academic progress, their overall development as persons and ultimately their graduation from the university.

Two very disturbing reports were documented in the 1980's that spurned much of the reform that is being pushed today. Between 1973 and 1983, the Memphis State (now University of Memphis) men's basketball program graduated only 10 percent of its players. In fact, between, 1977 and 1983, only six of 58 graduated, all six being white (Funk, 1991). Similar results were found at North Carolina State University. For the 1976-78 classes for the football program, only two of 80 players graduated (Zangari, 1995).

An Ad Hoc Committee on the Problems of Major Intercollegiate Athletic Programs through the American Council on Education (ACE) was formed in 1982 to take a closer look at intercollegiate athletics. This group helped to put together two proposals, that were adopted at the 1983 NCAA Convention. The first dealt with an initial-eligibility standard, to commence in 1986, which would require grade-point average in core classes and a minimum standardized test-score. The second proposal dealt with athletes after their freshmen year. They should be meeting satisfactory progress toward a degree and in good academic standing (Funk, 1991). Also, the hours earned by the students had to be toward a specific degree program and the students had to designate a degree program prior to their third year in college. The first proposal, known as Proposition 48, was adopted and became effective in the fall of 1986. Before this rule, student-athletes only had to meet grade-point averages to be eligible as freshman. The NCAA had passed a 1.600 rule in 1965 for college-bound high school athletes to receive scholarships, requiring a 1.600 cumulative high school grade-point average. That number was increased to 2.000 in 1971 (Newman and Miller, 1995). The

1983 convention also introduced the terms, qualifier, partial qualifier and nonqualifier. Each term refers to the student's eligibility status and their financial aid status. The definition of the latter two has changed a few times over the years and will once again for August, 1996. The qualifier is the student who meets the present initial-eligibility standards and thus can receive an athletic scholarship.

Proposition 48 mandated that high school seniors achieve at least a 2.000 grade-point average in 11 core courses and achieve at least a 700 on the SAT or a composite score of 15 on the ACT. Effective October 28, 1989, the ACT composite score was changed to a 17. The 11 core courses include at least three years in English, two in mathematics, two in natural or physical science, two in social science, and two in additional academic areas. Racial and cultural discrimination was proclaimed vehemently by critics of the proposal. No colleges, historically black, had been consulted in the proposed legislation. Critics pointed out in 1983 that the average SAT score for whites was 443 as opposed to 339 for blacks. Therefore, they felt that a disproportionate number of blacks would be restricted access

to college. Others contended that the increased standards would motivate students to achieve at greater levels (Zangari, 1995). Supporters did not want colleges to be farm leagues for professional sports, enroll dumb jocks or recruit athletes who had no chance of graduating.

Since the adoption of Proposition 48 in 1986, a large amount of research has been conducted on its effects for college athletes. The numbers show increased graduation rates yet decreasing numbers of opportunities for minorities and lower income students. One statistic showed in 1986 that 400 men's basketball and football players were ineligible due to Proposition 48. Disturbing to the critics was the fact that 85 percent were black students. Blacks and students from low income backgrounds have deficient reading skills due to their experiences which cause them to struggle more significantly with standardized tests. They take longer on the tests than others. They lack the basic skills and background for the SAT and ACT. Funk (1991) continues to point out that a student with a ACT score of 35 will obviously be more prepared for college than one with a seven. But, those students with an ACT score of 16 and those with an ACT of 17, the difference in scores is very

minimal and thus harder to predict success in college. According to the NCAA, there is a great deal of difference as one student would be eligible immediately and one would not.

Edward Fort, chancellor of North Carolina A&T State University also spoke out against Proposition 48, "Black and rurally isolated white youths would be hurt by this. There is evidence that students from upper-income families sometimes score 100 points higher on these tests than those from disadvantaged backgrounds. It has nothing to do with academic potential" (US News & World Report, 1983, p. 75). US News & World Report (1983) also mentions that black colleges have worked very well in the past with marginal students who needed special assistance. The new legislation allowed them to still enroll but not compete in their freshmen year.

Those who approved of the legislation point out the improvement of graduation rates and the steady increase in the number of black scholarship athletes. In the early 1980's for scholarship athletes, 33% of basketball players and 37.5% of football players were graduating. For the freshman classes of '84 and '85 (the last two before

Proposition 48), that figure was 29%. The graduation rate of black athletes has improved to 40%. Debra Blum (1995) reported that 58% of all student-athletes that began as freshmen in 1988 graduated. She also states that 34% of all black athletes graduated. Blum (1994a) points out that 57% of the 1986 and 1987 class graduated, while 51% of the 1983-1985 classes graduated.

Eight years later the number of black scholarship athletes has rebounded and is exceeding previous numbers. Blum (1995a) speaks to a study about the number of black athletes entering NCAA Division I colleges. She states that before Proposition 48, the 1984 class showed 24.4% blacks and the 1986 class, 23.6%. Once Proposition 48 was implemented, the numbers did decrease for a short time, 19% for 1986 class, 20.8% for '87 class and 22.3% for '88 class. However, the numbers began to steady and rise above pre-Proposition 48 figures. The 1989 class listed 27.5% black, 24% for '90 class, 25.4% for '91 class, 25.2% for '92 class and 27.5% for '93 class.

Dr. Leroy Walker, the first black president of the Olympic Committee and a member of the Knight Foundation Commission on Intercollegiate Athletics, commented,

"Empirical evidence tells me clearly that the student-athlete will rise to the occasion if the expectations are raised and are reasonable. What I keep hearing from black kids across this country is, 'Don't sell us short'" (Swift, 1994, p. 88). Pointed out is the fact also that only 1.2% (15,000) of the entire black undergraduate enrollment are student-athletes. Swift reiterates Walker by commenting on what the NCAA message should be, "If you're good enough in the classroom, there will be a place for you--whether you're an athlete or not" (p. 88).

Harry Edwards, a sociologist who was a leader of black athletes in the 1960's pointed out, "I believe also that they (black educators) underestimate the intellectual capabilities of black athletes...Dumb jocks are not born, they're systematically created" (Creamer, 1983, p. 9).

During the 1990 convention, a modified version of Proposition 42, was passed dealing with student-athletes who do not meet the qualifier status of Proposition 48. This proposal had originally stated that all athletes would be denied any scholarships if they did not meet the basic initial-eligibility requirements. Once again, the proposal was deemed racist as disproportionate blacks did not meet

the requirements of Proposition 48. The modified version of the proposal allowed those athletes not making the grade academically to receive scholarships based on need only, not on athletic abilities, effective August 1990. Those students would remain ineligible as freshman and have three years of eligibility remaining. The convention also passed the rule requiring schools annually to report their graduation rates. Graduation rates began being reported for the 1983 & 1984 classes.

Under Proposition 48, the terms partial qualifier and nonqualifier originated. A partial qualifier graduated with a 2.000 cumulative high school grade-point average but did not meet the core course grade-point average and/or the minimum test-score. A nonqualifier did not meet any of the above (Lederman and Oberlander, 1989).

This legislation further concerned coaches as they felt many partial qualifiers would attend junior colleges first rather than paying their own way the first year at four-year schools and not being eligible. Little research has been conducted on the actual numbers of students who have gone the junior college route instead of attending the four year college. Once again, those involved disagree over the use

of junior colleges. Coaches would rather the players begin at their universities so that they will be able to work with them longer and also so that they won't have to recruit them again after two years at the junior college. Those from the academic world worry about the education student-athletes receive at the junior colleges. Many transfer in a number of credits that do not apply to degrees at four year institutions and are considered in another level as much an at-risk student as a freshmen athlete.

Bailey and Littleton (1991) stress the positive side of junior colleges, "2 year colleges provide access to postsecondary education for students, who for a variety of reasons, including inadequate academic preparation and personal preferences, are not ready to perform successfully in more rigorous 4-year college programs" (p. 86).

The 1992 NCAA convention was another highly controversial one as the initial eligibility standards were increased and Proposition 16 was adopted. The NCAA Academic Requirements Committee had been issued a directive in 1991 to further strengthen initial and continuing eligibility and thus they issued the recommendations. Originally, the legislation was deemed effective in August, 1995 but only

one part of it becoming effective then and the main part, the index, becomes effective August, 1996. Once again the same criticisms held true as proponents claimed the graduation rates would only increase while the critics claimed even more blacks and poorer students that were affected by Proposition 48 would lose opportunities disproportionately.

The convention also passed legislation concerning degree completion. Student-athletes would now be required to meet a percentage of their degree by a certain period and also a grade-point average for that period. The goal of both legislation was to get high school athletes to perform better now and hold college athletes more accountable. People want athletes to come better prepared and leave eventually with a degree. Lederman (1992) points out that fewer than 2% of college football and men's basketball players move on to professional careers.

One critic, Joseph Faust, former sports information director at North Carolina A&T, said, "To go along with the NCAA on this is to go against the principles on which these schools (historically black colleges) were founded. The NCAA is asking schools for African-Americans to exclude

African-Americans by using a test that has been shown to be culturally biased against African-Americans" (Taylor, 1992, p. 169). Taylor (1992) also points out that some educators and coaches think the new standards are at odds with the academic missions of the historically black colleges. He says, "these schools are so committed to educating students without strong educational backgrounds that there may be no longer be a place for them in the NCAA" (p. 169).

The Presidents' Commission did decide in the summer of 1994 to sponsor a proposal at the 1995 convention to delay the changes for one year, from 1995 to 1996. They also proposed to allow partial qualifiers to receive athletic scholarships and practice in the freshman year but they would still have only three years of eligibility. They did not reduce the minimum test-score requirement as desired by many black colleges and black coaches (Lederman, 1994). The proposal dealt with freshmen athletes who achieve a 2.500 core gpa but do not meet the minimum SAT (700) or ACT (17) requirements. According to the commission, this proposal for partial qualifiers takes into account the different colleges and the individual student-athletes, especially poor whites and African American students.

Charles Farrell (1994b) quoted Judith Albino, chair of the Presidents' Commission and President of the University of Colorado as saying, "Institutions, particularly the historically Black institutions, have demonstrated that they can take students who are not that strong, who are a great risk academically, that they can work with those students. Given that, it makes sense to leave the door open" (p. 35). Farrell also quotes William DeLauder, president of Delaware State College, as saying, "We want them to take courses that enable them to go to college and be successful. We have to push the core. We have to get kids into advanced courses. But these people are obsessed with the SAT" (p. 35).

Charles Farrell (1994a) also quoted Richard Lapchick, the director of the Center for the Study of Sport in Society at Northeastern University, as saying, "If you have a 2.5 grade-point average and a good letter of recommendation, they predict success at a lot of universities around the country. Maybe not at an Ivy League or an elite school, but at the overwhelming majority of schools, it predicts that a young person could do well, that they can do the work academically" (p. 34).

As the 1995 convention approached, another report was

released criticizing the NCAA's rules for eligibility and accusing the NCAA of discriminatory practices. The report, released by the McIntosh Commission for Fair Play in Student-Athlete Admissions, condemns the rules for excluding too many minorities, female, and low-income athletes who would have graduated had they been permitted enrollment. The commission, empaneled by the Florida-based, not-for-profit McIntosh Foundation, is the first outside group to analyze NCAA data on initial eligibility. The commission points out that even NCAA research shows the negative and disproportionate results for minorities, yet the rules are still implemented. They cited NCAA data showing 45% of African-Americans being eliminated by Proposition 48 that would have graduated had they been allowed to enroll, which is large in comparison to 6% for whites (Farrell, 1995a).

Russell Gough, a professor of ethics at Pepperdine University and a sports ethics fellow with the Institute for International Sport, said, "Sticking with an unfair rule and voting to make it even worse, despite the overwhelming evidence to the contrary, is morally questionable to say the least. It is unfair to exclude students who, in fact, would graduate simply to make the NCAA look like it is cracking

down on the programs which exploit athletes" (Farrell, p. 27).

Farrell listed a number of the recommendations from the McIntosh Commission report. They wanted Proposition 16 rescinded because it is not supported by NCAA data or its researchers and it excludes a greater proportion of minorities. They oppose a partial qualifier definition that still requires a minimum test score. They prefer no test score requirement at all for certifying freshman eligibility. The commission would like to see the NCAA go back to the practice of freshmen being ineligible. They wanted individual schools to determine their own academic standards, not the NCAA. They also stressed to continue monitoring the academic progress of student-athletes in regard to retention rates, grade-point averages, courses taken and completed and graduation rates. Finally, they advocated schools to help all students, not just athletes, make the transition from high school to college (Farrell, 1995a).

Upon conclusion of the 1995 NCAA Convention, the initial-eligibility standards passed at the '92 convention were delayed for another year in terms of implementation (as

sponsored by Presidents' Commission). Moreover, Proposition 48 requirements were boosted by requiring 13 core courses instead of 11 for the 1995-96 class. Also, the sliding scale index was delayed until August 1996. Two other votes dealing with partial qualifiers were taken. The proposal to drop a minimum test score requirement was defeated (168-155, 6 abstains and 7 nonvotes) as was the proposal to allow them to earn back a fourth year of eligibility (164-152, 7 abstains and 13 nonvotes). However, they did pass the proposal from the Presidents' commission which allows partial qualifiers to practice and receive athletically related aid (Blum & Lederman, 1995).

Once again there were two sides to the partial qualifier issue. Blum and Lederman quoted the supporters, "Those who wanted to retain the three year limit said that opening up the possibility of a fourth year would undermine the initial eligibility rules because high school athletes would have no incentive to meet the standards in the first place" (p. A35). She continued to quote the critics in discussing earning back a fourth year of eligibility, "such as opportunity would encourage athletes to work hard on studies once they are in college, and hence improve

graduation rates" (p. A35).

The same is true for the test score requirement and the standards in general. Blum and Lederman said the supporters "believe test-score requirement was needed to insure some kind of natural, standard measure of academic preparedness" (p. A 37). William B. DeLauder, President of Delaware State University, referred to denying college admission, an athletic scholarship or even a year of eligibility to athletes who fail to meet the NCAA's standards as a way of "locking those young people out" (p. A37). As the critics point out, sports is the only ticket to college for some students.

The issue of earning back a fourth year of eligibility seemed to have picked up more support during this convention despite its defeat. Blum spoke of the Presidents' Commission's indecision over the topic. Kenneth Shaw, a member of the Commission and President of Syracuse University, said, "I believe that the disagreement shows we vote our own consciences. We shouldn't feel badly. The vote reflects less a loss of cohesiveness among our group and more the honest ambivalence people feel about the issue" (p. A37).

The United States Department of Education's National Center for Education Statistics conducted and released results during the summer of 1995 of a study on the educational requirements of Proposition 16. They used transcripts with at least 16 credits from 1992 high school graduates. These students graduated with their class on time, applied to one or more colleges and had taken the SAT/ACT entrance exams. The center determined that 64.7% of those students would have been eligible under Proposition 16, yet 83.2% would have been eligible under Proposition 48 (Owings and McMillen, 1995). In fact, 46% of blacks would be eligible under Proposition 16 whereas 64% would be eligible under Proposition 48. Fifty-four percent of Hispanics would be eligible under the new rule yet that number would be 67.5% under the old. White students had a better percentage at 67% under Proposition 16 and 86% under Proposition 48.

The study also looked at the statistics in terms of economic backgrounds. The poorest families achieved an eligibility rate of 42% and 59% under the old rule. Even the high income group had only 73% under the new and 91% for the old rule (Dervarics, 1995). Witham (1995) also

discussed the middle income group from that report and 60.9% of them would be eligible. The high and low income groups included the top and bottom quartiles in terms of socio-economic backgrounds. These backgrounds were determined by the educational level and occupations of the parents and the family income.

Witham also pointed out that the report showed fewer students from the 1992 group meeting the course work than the test score requirement. Eighty-seven percent of the students had a SAT score over 700 but only 75% had the 13 core units. Ninety-six percent had met the required 11 core units under Proposition 48. They also found 94.7% had the 13 core units and at least a 2.000 gpa (Phase one of Proposition 16). Sixty-eight percent of blacks scored higher than the 700 SAT score, 70% of Hispanics, more than 90% of whites and nearly 90% of Asians had over 700 test scores. In addition, the study pointed out the percentage of students for each group who would have the required 2.500 gpa in the 13 core courses. Fewer than 60% of blacks would, 76% of Hispanics would, 84% of whites would and 93% of Asians would have the 2.500 gpa or better (Dervarics, 1995). Witham (1995) also noted some educational improvement of

black athletes: as he stated, 72% would have been ineligible in 1984-85 under new guidelines; whereas, 54% for the 1992 group would have been ineligible according to the Education Department.

Because the NCAA had increased the core courses to 13 for the 1995-96 academic year, some statistics as to the effect of Proposition 16 were gathered based on 55,524 prospective athletes from the 1995-96 NCAA Clearinghouse database. It was determined that 86.5% of those student-athletes would be eligible under the sliding scale, effective August 1, 1996. Five hundred ninety-seven (1%) students would be considered partial qualifiers and 8,086 would be nonqualifiers. The main concern of many people are the 4,174 who will be nonqualifiers under the new rule but are qualifiers under the current standard. They are referred to as "wedge" or "triangle people" (Blum, 1996b).

A measure, known as Proposition 19, to help this group of students was defeated at the 1996 NCAA Convention by three votes and then a second time by only two votes. Proposition 19 would have lowered the bar for partial qualifiers, considering those who have a 2.000 in the 13 core courses and at least a 68 sum score on the ACT/820 on

the recentered SAT. This would have created the same number as above of eligible students but would have increased the number of partial qualifiers by eight times, which is very important for the 1996-97 academic year when partial qualifiers will be able to practice and receive athletic scholarships (Blum, 1996a). Once again it was a battle over access for athletes versus increased graduation rates. Even more will be disqualified under the new rule that would have been able to graduate, mostly a disproportionate group of blacks and poorer students.

The MEAC (Mid Eastern Athletic Conference) had also sponsored legislation in response to Proposition 16 in hopes of dropping the necessity of the standardized test score. It stated that a student would need a 2.25 grade-point average in 13 core courses and there would be no minimum test score in order to be eligible. In support of dropping the test score requirement is the non-profit organization known as the National Center for Fair and Open Testing. This group "argues that the NCAA initial eligibility rules, particularly reliance on test scores, keep a disproportionate number of black, female, and low income athletes out of big-time sports" (Blum, 1996a, p. A33).

Farrell (1995b) also quotes the group as saying, "We believe that as long as you have the grade-point average and the core, you will get kids who adequately prepared" (p.23). Farrell also added a comment from Richard Lapchick, "Generally, SAT scores are problematic in that they are not good predictors for people who come from lower socioeconomic backgrounds, irrespective of race" (p.23). Their proposal was withdrawn however at the conference.

Another related topic of the initial eligibility legislation involves allowing those who are deemed partial qualifiers or those who meet some of the rules to earn back a fourth year of eligibility. This proposal has been defeated at seven of the last eight conventions, beginning in 1989. Blum (1994b) discusses both sides of this issue dealing with tougher academic standards.

The defenders of the standards claim that by allowing a fourth year of eligibility, it will take the teeth out of the initial eligibility standards. They argue that high school athletes will have little incentive to meet the initial standards if they know that they will be able to play four anyway. Colleges will then continue to recruit academically unprepared students. They claim that the

students must perform academically in order to have the privilege of performing athletically.

On the other hand, the critics of the standards claim that the students deserve the chance to earn the fourth year of eligibility back. If they are meeting satisfactory progress and progressing successfully toward a degree, why not allow them to play their fourth year? Also, the standards, especially the test score requirement, are racially and economically biased. This would give them the opportunity and through academic services, the support necessary to graduate. In an article in Sports Illustrated (1994), the magazine supports this idea by saying, "that extra season would be a compelling reward for an athlete who beats the odds and makes something of his stay on campus" (p. 16).

The NCAA also has a vested interest in the effects of the adopted legislation. In 1983 the NCAA formed the Special Committee on Academic Research, which then employed the services of Advanced Technology of Reston, Virginia, to study the impact of Proposition 48 on student-athletes who entered Division I institutions between 1977 and 1982. The results indicated an adverse effect on black

student-athletes. From there, the NCAA Research Committee began in 1985 the Academic Performance Study (APS) to examine the academic performance patterns of student-athletes. The APS research provided longitudinal data on a large sample of student-athletes nationwide, much of which was designed to support the Proposition 48 legislation (Zangari, 1995). Also, the research was used in 1991 to examine some of the issues concerning initial eligibility rules.

In July 1994, the NCAA published APS Report 91-07 which listed twenty findings from APS Reports 91-01 through 91-06 in terms of: 1) prediction of college graduation from high school academic variables; 2) comparisons of different demographic and sport groups; 3) comparisons among different colleges; 4) use of different variables for initial-eligibility and 5) differences in optimal cutpoints based on different utility structures (Benson, 1994). Eight of the findings were supportive of both Proposition 48 or Proposition 16.

The first finding stated that core grade-point averages and national test scores were significant predictors of college graduation. Next, test scores were strong

predictors, but the core grade-point average and test score when combined was a better predictor than either one alone. Thirdly, an equally weighted combination of both variables listed above was the single best predictor of graduation. Another finding stated that average rules, which place equal emphasis on the core gpa and test scores and do not employ cut-off points, lead to fewer false negative errors and less negative impact on minorities than the old and new initial-eligibility rules. Finding four indicated that females graduate at a significantly higher rate while finding six indicated blacks graduate at a significantly lower rates, especially in looking at their core grade-point average and test scores.

APS Report 91-03 applied Proposition 48 rules and Proposition 16 rules to a sample of more than 3,000 student-athletes to compare four outcomes: 1) overall percent ineligible; 2) false negatives-those declared ineligible under certain rule and who graduated; 3) true positives-percent declared eligible who graduated; and 4) true negatives-percent declared ineligible who didn't graduate (Zangari, 1995).

Zangari (1995) summarized some of that report's

findings. Proposition 48 was less restrictive in terms of group one, those who were ineligible. It had 27% ineligible as opposed to Proposition 16 with 31.7%. Proposition 48 also had fewer false negatives, 5.3% compared with 6.3%. Proposition 48 was also more accurate with true positives reaching 88.4% and Proposition 16 reaching 86.2%. Proposition 16 did have a higher percent accuracy on true negatives with 46.8% and Proposition 48, 39.9%.

Zangari (1995) also summarized three other findings from the ARS Report 91-07. He stated for those most interested in graduation, the rule with an increasingly stringent cut-off point should be used. However, in order to emphasize minority graduation, rules with no cut-off points should be used. Also, for equal emphasis on increased graduation rates and minority rates, the cut-off points should be lower than Proposition 48 or 16.

Ronald Zangari (1995) conducted a study at Clarion University in Pennsylvania to examine the effects of Proposition 16 in comparison with Proposition 48. He selected 164 freshmen athletes for the class of 1989. In his study, he used four variables: high school core grade-point average in the 11 core courses under Proposition 48,

test scores, the equally weighted average of the core gpa and the test score known as the index by the NCAA and college graduation in a five year period. He also used the two different rules known as Proposition 48 and Proposition 16. In accordance with other research documented by the NCAA, Zangari looked at the athletes in groups such as true negatives (those not eligible and did not graduate), false negatives (not eligible but did graduate), true positives (eligible and did graduate) and false positives (eligible and did not graduate). He found that under Proposition 48, 10.4% were ineligible while 30.5% would have been ineligible under Proposition 16. Also, the study found that Proposition 48 had 17.6% false negatives while Proposition 16 had 31.1%. That is the group of students most critics of initial eligibility standards are worried about as they did ultimately graduate. Zangari concluded that Proposition 16 was more restrictive than Proposition 48 as the NCAA research indicated and was less accurate on false negatives. Proposition 16 was more prone to errors because of the sliding scale and use of cut-off points. Limitations to this study included the fact that the graduation rate over a five year period was the only academic outcome used where

another possibility could have been persistence rates.

Only precollege test scores and core grade-point average were used as academic input. The 1989 students also fell under the rules of Proposition 48 and thus may have only strived for those expectations as opposed to the proposed rules of Proposition 16. Also, Clarion University is only one school and its results do not speak for every NCAA institution. Zangari did conclude by saying that the positive response to the raising of standards under Proposition 48 suggests that student-athletes will adapt and graduation rates will continue to climb.

Sometimes lost in the controversy over initial eligibility standards is the work that must be done with students-athletes once they set foot on the university campus. Despite the disagreement over the standards used to get athletes eligible, all coaches and administrators are in agreement that the best academic support programs are needed to ensure that the student-athletes graduate. Funk (1991) pointed out that 55% of all NCAA Division I institutions had some form of academic support for student-athletes in 1986. It would be safer to say in 1996 that that figure is over 90%. Each Division I institution as a part of the NCAA

television package with CBS for the basketball tournament receives money through the NCAA Enhancement Grant. This grant was started in 1992 and for the 1996-97 academic year, each school will receive \$50,000. At APSU, this grant provides for the entire academic services program for student-athletes.

Bailey and Littleton (1991) emphasized an environment for student-athletes that involved five areas. They stressed that effective communication about institutional, conference and NCAA regulations and policies must take place. This communication must be ongoing for the student-athletes. They suggest a student-athlete handbook that many schools currently employ. Next, appropriate and adequate academic support services must be offered. This is a supplement that can assist student-athletes with their unique requirements of practice, travel and the fact that many have academic deficiencies in comparison to the student body. Third, there should be opportunities for the social development of the student-athletes. This is a large part of the NCAA Life Skills program that many schools are beginning to adopt where the development of the total person is stressed. Fourth, the protection and enhancement of the

physical welfare of the athlete is necessary. Finally, a respect for the basic values of ethical behavior should be emphasized. This final part is one that many university athletic departments are being scrutinized for more and more by the press in our society today.

They also pointed out that mainstreaming student-athletes into the campus life is important, but they also recognize the fact that the "unique nature of intercollegiate athletics justifies treating student-athletes differently" (p.87). However, they conclude by saying, "institutions must resist pressures to admit students who do not have a reasonable chance of success academically, regardless of their athletic abilities" (p. 86).

Alison Cone and Jill Rosenbaum (1990) conducted their own study on predicting the academic success among student-athletes. One of the more interesting findings from their study stressed looking at the number of math classes a student took in high school. Looking at the classes taken in high school is important in addition to examining their high school gpa and test scores. They also pointed out an item that is impossible to measure but is probably the best

predictor of success, the student's degree of motivation. They said, "Preparation in high school and the motivation to succeed in both athletic and academic endeavors may be the keys to successful completion of a college degree" (p. 6). They went on to state, "It is possible to work with the marginally motivated student-athlete to develop a greater interest in academic success, but those who enter the university with poor motivation are difficult to change" (p. 6).

Harry Edwards addressed the issue of black athletes in particular and what was most important for their success in college. Most of the burden he placed on black parents as he said they "must instill black youths with values stressing the priority of educational achievement over athletic participation and even proficiency" (Funk, 1991, p. 138).

CHAPTER III

METHODOLOGY

The freshmen classes for Austin Peay State University's athletic department from 1992 to 1996 will be examined. Those student-athletes who received athletic aid in their first year at APSU will be used in the study. The 1992, 1993, and 1994 classes all entered under the rules of Proposition 48. The 1995 class entered under stage one of Proposition 16, which differed from Proposition 48 in that 13 core courses were required as opposed to 11. The 1996 class, which will be limited by the timing of this paper, will enter under stage two of Proposition 16, involving the new sliding scale index. This still requires a minimum test score and grade-point average but has raised the standards. A SAT test score of 700 (ACT=17) will require a gpa of 2.500 in the 13 core courses, while, on the other end of the index, a 900 SAT (21 ACT) will require a 2.000 gpa. The SAT also has recentered its scores after April 1995 so that a 700 is now viewed as a 820.

In order to examine many of the issues mentioned in the literature review above, the study took a closer look at Austin Peay's recruiting classes from 1992-1996. Using the

Student Information System (SIS) available to particular employees of APSU, data was accumulated for the tables in Appendix C. The names of the individuals involved are not disclosed although all student-athletes sign a form each year that allows the athletic department to release academic information.

Two main issues are involved with much of the information that is gathered in those tables. The first deals with information from APSU and then NCAA eligibility information. Austin Peay's data deals with the student's admissions information and also their information as a continuing student. The second part of the data deals with their NCAA initial-eligibility information, which will be described in more detail below.

For the NCAA data, the 1992-93, 1993-94, and 1994-95 classes all fell under the provisions of Proposition 48. The 1995-96 class came under stage one of Proposition 16 and the 1996-97 class is the first to be determined under stage two of Proposition 16. The first two classes and their NCAA eligibility were certified on campus. At APSU, this process was conducted through the Office of Records and Registration. Dr. Dennis Dulniak, Registrar, and Lynn

Whitfield, Certification Analyst, performed the majority of the paperwork on each of the student-athletes, which was then checked by the faculty representative and the athletic department. Thus, the highest possible NCAA core gpa was calculated and the test scores were posted. This information was then all sent in to the Ohio Valley Conference office.

Beginning with the 1994-95 class, this entire process was changed. All student-athletes who wanted their initial eligibility certified had to go through the NCAA Initial-Eligibility Clearinghouse. That information was then passed on to the institutions who requested their eligibility status. Each school submits names each July of those student-athletes who they want a final initial-eligibility certification established.

Fifteen different types of information were gathered on each student-athlete in the tables in Appendix C. Beginning from right to left, each category will be described below. The first one is the sport for each athlete (women's sports include basketball, cross country/track, rifle, softball, tennis and volleyball while men's sports include baseball, basketball, cross country, football, golf and tennis); their

race (white, black, Hispanic, Indian and Asian were used); and their gender (male or female).

The next five categories dealt with their information at the time of enrollment at APSU for the admissions office. Their cumulative high school gpa is listed, their high school rank (some high schools did not post a ranking), the percentage of that rank, the gpa computed by APSU for their 14 admissions core units (see Appendix D) and their national test scores for the SAT or ACT. All SAT scores after April, 1995 were recentered. The first three classes took the SAT before that date and the last class took the SAT after that date. The 1995-96 class is the only one that has students who took it before and after, in which those who took the recentered test have a "R" next to their SAT score.

In looking at the 14 core units required by APSU for admissions, they are very similar to the NCAA's required 13 core courses. Many parents and students get the two mixed up as they forget that each student must be admitted to the university of his/her choice and he/she also must be deemed eligible under NCAA policies. They are two separate issues! The core units are similar in that both require four English units, both require at least two units in mathematics

(Algebra I or higher) and two units in natural/physical sciences with labs included, two social science units are required and two additional academic units are required.

The main difference in the two groups is that APSU is more specific in its courses and the NCAA allows for more freedom. APSU actually specifies its two social sciences as one must be United States History and then limits what the other one can be. The mathematics requirements are Algebra I, Algebra II and Geometry (or Advanced Math course). The two additional academic areas are two years of foreign language. The final difference is the 14th unit, the visual or performing arts, of which these courses are never allowed for NCAA purposes. The NCAA as stated earlier in the paper has specified what can be counted under its 13 core courses. Each year the NCAA Initial-Eligibility Clearinghouse requests a Form 48-H from each high school documenting those courses the high school is using under each of the five areas. The clearinghouse then reviews those forms and sends back a confirmation to the high school of the approved courses.

An important fact to remember when comparing test scores is that the APSU admissions office uses the high

ACT composite score on one test or highest SAT total score on one test for their purposes. On the other hand, the NCAA allows students to add up their subscores on both the ACT and SAT to come up with a combined total score for eligibility. For the ACT/SAT category, the highest individual test score, as admissions would, is listed in the tables.

The next three categories in the tables deal with those NCAA statistics. The category labeled "NCAA GPA" is the initial eligibility core gpa. The next one labeled "Elig" indicates whether the student-athlete would have been eligible under Proposition 16. For the first three classes, this was determined by looking at their test scores, their NCAA core gpa, and their grades in the 14 APSU core requirements. The third category is their required gpa based on their highest SAT or ACT subtotals as determined by the Proposition 16 sliding-scale index.

The final four categories deal with the progress of each student-athlete at APSU. In the initial category, four different labels were used: Graduate (indicates they graduated May 1996), E (indicates they were still enrolled as of 5/31/96), Quit (indicates that they have quit school),

and TR (indicates that the student transferred to another school after leaving APSU but does not indicate whether or not they are still enrolled at that school). The next three categories list the overall cumulative gpa for each student, the total number of semesters at APSU (the maximum differs for each class), and the indicated major for each student at the time of graduation, for their present enrollment or at the time they left school.

CHAPTER IV

PRESENTATION OF DATA

The majority of the analysis was conducted on the first four freshman classes because of the large amount of information available at the time of the paper. The main statistic that the study was designed to examine was the number of student-athletes who were eligible under the NCAA rule in effect at the time of their entrance at APSU who would be classified as ineligible under the latest rule, Proposition 16. For the first four classes, 1992-95, 50 student-athletes out of 184 (27%) would be ineligible. The numbers for each class included: 1992-93 class--18/52 (35%); 1993-94 class--8/39 (21%), 1994-95 class--13/47 (28%), and the 1995-96 class--11/46 (24%). Twelve foreign student-athletes were not included in this part of the study.

Since the majority of the critics claimed that Proposition 16 would disproportionately affect minorities, the study also looked at the number of athletes by race who would be ineligible. Those numbers included: whites--17/117 (15%), blacks--30/59 (51%), and others (Indian, Hispanic and Asian)--3/8 (38%). Thus, blacks made up 60% of

the 50 ineligible student-athletes. The number of black student-athletes ineligible in order by year were 12(of 20), 4(of 12), 7(of 12), and 7(of 15). The only class that over half would not be ineligible under the new rule was the 1993-94 class, which also happened to be the smallest in terms of overall numbers. Overall, black student-athletes numbered 60 of the 196 (31%). At APSU, the black student-athletes are highly concentrated in three main sports-- basketball, football and cross country/track. Only one of the athletes in the first four classes participated in a sport other than the three mentioned. Adding in the fifth class, only two of the athletes were in a sport other than the three listed.

Another large discrepancy in the number of ineligible student-athletes involved gender. At APSU, female student-athletes although much smaller in terms of overall numbers have consistently outperformed male athletes in the classroom. Of the 50 ineligible athletes, only seven, or 14%, were female. The overall male to female ratio for the first four freshman classes was 135 males to 61 females.

Once the number of student-athletes ineligible under Proposition 16 was determined, the researcher chose a few

statistics to examine closer some of the characteristics between the two groups, eligible and ineligible. Those statistics included students graduated, students still enrolled, students who quit school, and students who transferred. Also, an average SAT, average ACT and average APSU core gpa were computed for the two groups in each individual class.

Overall, 50 ineligible student-athletes and 134 eligible athletes were scrutinized. Of the ineligible athletes, three graduated in four years, 28 are still enrolled, ten quit school and six transferred. The three that graduated were a Hispanic men's cross country runner, a black football player, and a white men's tennis player. Interestingly, only six of the 34 who would have been eligible under Proposition 16 graduated in four years as did three other foreign athletes. The above numbers were then broken down for the individual classes. For the 1992-93 class, three graduated, eight are enrolled, five quit, and two transferred. For the 1993-94 class, four are enrolled, two quit and two transferred. For the 1994-95 class, nine are enrolled, three quit and one transferred. Finally, for the 1995-96 class, ten are enrolled and one transferred.

These numbers would be even more interesting to look at five years from now to see how all four classes finished after a six-year period.

The next group of statistics included the test scores and the APSU admissions core gpa. Overall, the ineligible group had an average SAT score of 897.1 (only one took recentered SAT and scored 920), average ACT score of 17.3 and an APSU core gpa of 2.029. The eligible group had an average SAT of 910.5, an average ACT score of 20.9 and an average APSU core gpa of 2.809. The APSU core gpa was significantly different for each of the four freshman classes as well. The ACT average was normally three to four points higher for the eligible group.

The individual data for the four freshman classes are listed below with the ineligible group listed first and then the eligible group. For the 1992-93 class, the average SAT score was 792 and 810, the average ACT score was 18 and 21.3, and the average APSU core gpa was 2.085 and 2.870. For the 1993-94 class, the average SAT score was 810 and 960, the average ACT score was 18.1 and 20.7, and the average APSU core gpa was 2.051 and 2.843. For the 1994-95 class, the average SAT score was 810 and 931.4, the average

ACT score was 17.3 and 21.3, and the average APSU core grade-point average was 2.001 and 2.696. For the 1995-96 class, the average SAT score was 700 and 922, the average ACT score was 16.9 and 20.4, and the average APSU core gpa was 1.956 and 2.831.

For the 1996-97 class, only the first eight categories were computed for the 49 student-athletes. Four of the students also did not have their final high school transcripts in at the time of the paper so that only their test scores were available. The male-female ratio was 36-13 and the gender numbers were 34 white students, 13 black students, and two others. The average recentered SAT score was 995, the average ACT score was 20.8 and the average APSU core gpa was 2.943. One main thing to point out with this group was the fact that only one of the students has an APSU core gpa below 2.000 and only 12 of the 45 have core gpa below 2.500.

CHAPTER V

SUMMARY AND DISCUSSION

The goal of this field study was to identify the number of student-athletes who would be deemed ineligible under Proposition 16. From there, the two groups were compared based on three particular statistics. Fifty students were identified and the comparison showed a significant difference in the two groups in terms of APSU admissions core gpa. Ultimately, the goal for every student-athlete entering APSU is to graduate. Because of the timing of this paper, it is difficult to completely assess the overall progress of those students who would have been deemed ineligible. Therefore, the study looked at the first two classes, who have had four and three years respectively at APSU, to examine the progress of those 26 ineligible athletes. In most cases, the academic coordinator and staff have a strong idea about each of these students and their ability as well as their own personal desire to graduate.

The 1992-93 class had 18 of 52 students identified as being ineligible under Proposition 16. Twelve of those 18 students were black athletes. As stated earlier, three have graduated, eight are enrolled, five quit and two

transferred. The two that transferred both did so for athletic reasons and were both in good academic standing at APSU. Four of the five who quit school did so after completing at most two semesters and were for academic reasons. The fifth had completed seven semesters at APSU, had a strong opportunity of graduating, but was forced to withdraw from school for personal reasons. Of the eight still enrolled, one is on track to graduate in December 1996, four are on track to graduate in May 1997, two are planning on playing professionally this fall and have two semesters to complete their degrees, and one is on track to graduate in December 1997. One of the black athletes graduated, six are still enrolled and five either quit or transferred.

The 1993-94 class had eight of 39 students identified as being ineligible under Proposition 16. Four of those eight students are black. Four are enrolled, two have quit school and two have transferred. One of the students transferred to compete athletically at another school and one transferred to be closer to home and was not going to compete athletically anymore. The two who quit school were for academic reasons. All four of the students enrolled are

on track to graduate but will need two more years (five total) to finish their degrees. Two of the black students are enrolled and two have quit school.

Despite the fact that research showed a disproportionate negative effect on minorities, the NCAA passed Proposition 16, ten years after it passed its first controversial initial-eligibility legislation, Proposition 48. Proposition 16 goes into effect August 1, 1996, for all new freshmen student-athletes. The passing of Proposition 16 continues the battle of access to college versus increased graduation rates. Defenders of the legislation point out the positive effect of Proposition 48 as graduation rates have increased for all student-athletes, including minorities. Critics acknowledge the increase in graduation rates but they also point out that the opportunities for minority athletes will be further decreased by Proposition 16. Most do not have concerns with the 13 core courses but do have many strong opinions against the use of the standardized tests in determining freshmen eligibility.

In the short study of APSU and its last five recruiting classes, particularly the first four, 50 student-athletes were identified as being eligible under one rule but

ineligible under Proposition 16. The alarming statistic was the fact that 30 were black student-athletes, of which only 59 black student-athletes were examined. For those schools who recruit more minority students than APSU, it would be interesting to see if they came up with the same results and if so, Proposition 16 will have a tremendous negative effect on their recruiting. Also, in this study, only those student-athletes who had the minimum test scores were examined. One positive statistic that will hopefully have a positive impact for years to come was the APSU admissions core gpa for the 1996-97 recruiting class, 2.943. That number is very similar to the figures reached for each of the four recruiting classes, except that their numbers were for the eligible students only. If both group's grade-point averages were factored together for each of the classes, the gpa ranged from 2.500 to 2.680.

The goal of all involved is to bring in student-athletes who are academically prepared for college, provide them the best academic support system possible, keep retention rates up and ultimately graduate each student. Hopefully, the higher APSU admissions core gpa will mean more success for the students at APSU and increase the graduation rates of student-athletes. The overall progress

of the students in this study is difficult to measure at this time as only one class has had the opportunity to graduate. Also, it is the hope of those involved with the new legislation that high school students across the country will adapt to the new legislation as many feel students did when Proposition 48 was passed ten years ago. This is the idea that is difficult to measure. How many of those 50 student-athletes, deemed ineligible by Proposition 16, would have actually been ineligible if they had known that was the standard that they had to meet for eligibility purposes?

The increased grade expectations in the 13 core courses can only force students in high school to hopefully work harder, take more challenging courses, and thus prepare them more for college. Students could ultimately take 12 of the 13 core courses in the first three years and then use the senior year to complete the fourth unit of English and improve their grades in the other areas. Unfortunately to many critics, a minimum score is still required for the SAT or ACT tests. What many people forget is the fact that admissions standards for students are in the majority of cases more stringent than what is required by the NCAA for admissions purposes. APSU requires completion of the 14 units and either a 19 on the ACT or a 2.75 cumulative gpa.

Almost all students who meet those admissions requirements will meet NCAA requirements, with a few exceptions.

The effect of Proposition 16 will not be fully felt for another few years but the hope of academic coordinators is that high school students who have aspirations to compete at the intercollegiate level will challenge themselves academically more than they ever have before in high school. The increased work ethic will not only help them in school but also in their other life endeavors. One thing that cannot be measured or put in a table is one's individual motivation. Any academic coordinator can look at all the transcripts, test scores and data on each student but that does not indicate anything about that individual's work ethic and desire or motivation to succeed.

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APPENDIX A

1996 INITIAL-ELIGIBILITY INDEX

1996 INITIAL-ELIGIBILITY INDEX

<u>CORE GPA</u>	<u>SAT*</u>	<u>SAT RECENTERED#</u>	<u>SUM ACT@</u>
2.500 & above	700		
2.475	710	820	68
2.450	720	830	69
2.425	730	840-850	70
2.400	740	860	70
2.375	750	860	71
2.350	760	870	72
2.325	770	880	73
2.300	780	890	74
2.275	790	900	75
2.250	800	910	76
2.225	810	920	77
2.200	820	930	78
2.175	830	940	79
2.150	840	950	80
2.125	850	960	80
2.100	860	960	81
2.075	870	970	82
2.050	880	980	83
2.025	890	990	84
2.000	900	1000	85
		1010	86

*If taken prior to April 1, 1995

#If taken on or subsequent to April 1, 1995

@Previously, ACT score was calculated by averaging four subscores (of which a 16.5 was rounded to 17). New standards are based on sum of highest subscores.

APPENDIX B

1996 PARTIAL QUALIFIER INDEX

1996 PARTIAL QUALIFIER INDEX

<u>CORE GPA</u>	<u>SAT*</u>	<u>SAT RECENTERED#</u>	<u>SUM ACT@</u>
2.750 & above	600	720	59
2.725	610	730	59
2.700	620	730	60
2.675	630	740-750	61
2.650	640	760	62
2.625	650	770	63
2.600	660	780	64
2.575	670	790	65
2.550	680	800	66
2.500	690	810	67

*If taken prior to April 1, 1995

#If taken on or subsequent to April 1, 1995

@Previously, ACT score was calculated by averaging four subscores(of which a 16.5 was rounded to 17). New standards are based on sum of highest subscores.

APPENDIX C

TABLES FOR 1992-96 RECRUITING CLASSES

FIELD STUDY

1992-93 SIGNEES (11 core classes, 2.00, 17 or 700)

Sport	Race	Gender	HS GPA	HS RANK	Rank %	AP CORE	ACT/SAT	NCAA GPA	Elig	Index GPA	AP Status	AP GPA	AP SEM	MAJOR
BKB	W	F	3.20	28/181	85	3.286	18	3.540	Yes	2.275	Graduate	2.461	8	Health-Health Care Mgmt
BKB	W	F	3.45	45/433	90	3.346	19	3.500	Yes	2.325	TR	2.970	2	Elem. Educ.
BKB	W	F	3.18	50/405	88	2.917	27	3.040	Yes	2.000	Graduate	3.485	8	Math
BKB	B	F	2.88	128/374	66	2.692	19	2.950	Yes	2.300	Graduate	2.555	8	Comm-Public Relations
CC/TR	W	F	3.92	30/325	91	3.583	24	3.680	Yes	2.000	Graduate	3.156	8	Bus-Finance & GB
CC/TR	B	F	3.09	117/316	63	2.714	780	2.810	Yes	2.300	E	2.590	8	Health & Human Perf
CC/TR	W	F	2.61	143/313	54	2.385	18	2.590	Yes	2.300	E	2.236	6	Elem Educ
CC/TR	W	F	3.88	4/143	97	3.929	26	3.900	Yes	2.000	Graduate	3.792	8	Psychology
CC/TR	B	F	2.69	62/143	57	2.346	17	2.220	No	2.400	Quit	0.000	1	Health & Human Perf
CC/TR	B	F	2.54	82/143	43	2.077	17	2.270	No	2.400	Quit	1.955	7	Public Management
CC/TR	B	F	2.87	13/270	95	2.750	17	2.860	Yes	2.500	E	2.448	8	Sociology
CC/TR	B	F	2.09	69/255	73	2.393	820	2.900	Yes	2.200	Quit	0.625	2	Business
SB	W	F	2.92	48/310	85	2.786	18	3.000	Yes	2.500	TR	2.826	4	Nursing
SB	W	F	3.22	23/219	89	3.179	24	3.130	Yes	2.000	Quit	2.458	3	Biology
SB	W	F	3.03	21/132	84	3.071	21	3.220	Yes	2.000	E	3.325	8	Elem Educ
TN	W	F	Foreign				1040				Graduate	3.836	7	Business-Economics
TN	W	F	Foreign				860				E	3.191	7	Health & Human Perf
VB	W	F	2.79	69/181	62	2.321	20	2.680	Yes	2.225	Quit	WD	0	Business
VB	W	F	3.26	41/269	85	3.179	23	3.500	Yes	2.000	E	2.773	8	History
BS	W	M	3.27			2.769	20	3.000	Yes	2.225	E	2.43	8	Business
BS	W	M	3.50	4/39	90	3.429	21	3.450	Yes	2.050	E	2.735	8	Business-Mgmt
BS	W	M	2.50	10/287	97	2.346	20	2.360	Yes	2.150	Quit	1.292	2	PrePharmacy
BS	W	M	2.66	292/630	54	2.536	25	2.590	Yes	2.000	E	2.149	8	Public Management
BS	W	M	2.37			2.179	750	2.450	No	2.375	E	1.923	8	Health & Human Perf
BKB	B	M	2.33	48/74	35	2.192	18	2.450	No	2.350	TR	2.015	6	Sociology
BKB	B	M	2.41	94/172	45	2.231	18	2.590	No	2.425	E	2.069	8	Sociology
BKB	B	M	1.93	57/73	22	1.833	16	2.180	No	2.500	E	2.158	8	Public Management
CC	W	M	2.79	60/295	80	2.536	17	2.500	Yes	2.475	Quit	2.2	4	Health & Human Perf
CC	H	M	2.28	136/310	56	2.357	17	2.540	No	2.475	Graduate	2.352	8	Public Mgmt PSCI
CC	W	M	3.33	89/301	70	2.462	25	2.950	Yes	2.000	E	2.436	8	Computer Science

Sport	Race	Gender	HS GPA	HS RANK	Rank %	AP CORE	ACT/SAT	NCAA GPA	Elig	Index GPA	AP Status	AP GPA	AP SEM	MAJOR
FB	W	M	3.33	18/143	87	3.357	22	3.400	Yes	2.000	E	3.438	8	Comm-Radio&TV
FB	W	M	2.78	67/157	57	2.773	24	3.000	Yes	2.000	E	2.31	8	Pub Mgmt-Criminal Justice
FB	B	M	2.31			2.000	18	2.000	No	2.425	E	2.121	8	Comm-Radio & TV
FB	B	M	2.72			2.385	17	2.630	No	2.500	Quit	1.6	2	Business
FB	B	M	2.14	178/255	30	1.846	17	2.000	No	2.350	Graduate	2.195	8	Business-Mgmt
FB	B	M	3.00			2.929	900	2.950	Yes	2.000	E	3.07	8	Psychology/Sociology
FB	B	M	2.66	35/234	85	2.571	18	2.590	Yes	2.400	E	2.143	8	Health & Human Perf
FB	W	M	2.76	22/39	44	2.643	740	2.540	Yes	2.325	Quit	2	2	Computer Science
FB	W	M	2.66			2.091	770	2.000	No	2.325	E	2.454	8	Health & Human Perf
FB	B	M	2.16	165/233	29	2.154	15	2.090	No	2.500	Quit	0.000	2	Business
FB	W	M	1.66			1.714	860	2.180	No	2.100	TR	2.059	4	Health & Human Perf
FB	A	M	2.00	263/409	36	1.950	790	2.130	No	2.275	Quit	1.208	2	Eng Tech
FB	W	M	3.26	52/342	85	3.071	28	3.310	Yes	2.000	E	2.642	8	Comm-Public Relations
FB	B	M	2.12	88/167	47	1.964	17	2.090	No	2.500	E	2.576	8	Sociology
FB	B	M	2.11	3/285	99	1.929	19	2.040	No	2.325	E	2.019	8	Agriculture
FB	W	M	2.97	17/63	73	2.571	17	2.770	Yes	2.500	E	1.946	8	Agriculture
FB	B	M	2.68	18/63	71	2.654	17	2.720	Yes	2.375	E	2.304	8	Chemistry
FB	B	M	2.53	84/210	60	2.286	18	2.360	No	2.375	E	2.638	8	Sociology
FB	B	M	3.24	22/310	93	3.286	18	3.360	Yes	2.375	E	2.366	8	Eng Tech
GF	W	M	2.75	81/263	69	2.571	22	2.590	Yes	2.000	E	2.944	8	Bus-Marketing
GF	W	M	2.76	65/175	63	2.577	19	2.590	Yes	2.250	E	2.687	8	Bus-Management
GF	I	M	Foreign				1060				Graduate	2.815	6	Bus-Management
GF	W	M	Foreign				870				E	2.000	8	Bus-Finance
GF	W	M	3.43	17/106	84	3.269	29	3.360	Yes	2.000	Graduate	3.585	8	History
GF	W	M	3.00	52/287	82	2.692	22	3.130	Yes	2.000	E	2.465	8	Bus-Finance
TN	W	M	2.25	312/470	34	2.000	790	2.400	No	2.200	Graduate	2.623	8	Bus-Marketing
TN	W	M	Foreign				720				Graduate	3.488	8	Bus-Finance

1993-94 SIGNEES (11 core classes, 2 00, 17 or 700)

Sport BKB	Race W	Gender F	HS GPA 2.68	HS RANK 210/398	Rank % 47	AP CORE 2.269	ACT/SAT 20	NCAA GPA 2.640	Elig Yes	Index GPA 2.150	AP Status E	AP GPA 2.489	AP SEM 6	MAJOR Bus-Management
CC/TR	B	F	Foreign				1010				TR	3.636	2	Bus-Accounting
CC/TR	B	F	2.62	57/198	71	2.464	18	2.640	Yes	2.350	TR	1.783	3	Pre-Med
CC/TR	B	F	2.87	65/317	79	2.679	18	2.820	Yes	2.400	Deceased	1.974	3	Communication
CC/TR	W	F	3.69	14/133	89	3.750	900	3.910	Yes	2.000	E	3.329	6	Nursing
SB	W	F	2.20	233/410	43	1.929	16	2.040	No	2.425	TR	1.535	4	Nursing
SB	W	F	2.71	147/410	64	2.429	19	2.500	Yes	2.200	TR	1.960	2	Nursing
VB	W	F	3.45	108/647	83	3.269	27	3.450	Yes	2.000	TR	3.000	6	Nursing
VB	W	F	3.34	102/514	80	3.154	930	3.410	Yes	2.000	E	3.315	6	Psychology
VB	W	F	2.41	275/406	32	2.000	23	2.140	Yes	2.000	E	2.205	6	Health & Human Perf
VB	W	F	3.56	41/310	87	3.429	23	3.500	Yes	2.000	E	3.105	5	Nursing
VB	B	F	2.33	58/103	44	2.750	19	2.900	Yes	2.325	E	3.191	6	Special Educ.
BS	W	M	3.46	99/539	82	3.429	23	3.540	Yes	2.000	E	3.068	6	Art
BS	W	M	2.53	180/273	34	2.077	18	2.360	No	2.300	TR	2.447	4	Business
BS	W	M	2.36	234/367	36	2.464	760	2.450	Yes	2.350	TR	1.490	4	Art
BS	W	M	3.02	13/119	89	2.846	23	2.900	Yes	2.000	E	2.968	6	Eng Tech
BS	W	M	3.53	23/305	92	3.357	24	3.540	Yes	2.000	E	2.765	6	Eng Tech
CC	A	M	3.12	44/228	81	2.929	20	2.810	Yes	2.200	TR	3.063	2	Business
CC	W	M	3.43	63/410	85	3.214	18	3.230	Yes	2.350	E	2.728	6	Health & Human Perf
CC	W	M	3.03	35/254	86	2.833	24	2.810	Yes	2.000	E	2.222	6	Bus-Marketing
FB	W	M	2.83	75/259	71	2.571	20	2.910	Yes	2.150	TR	2.500	4	Business
FB	W	M	2.37	150/345	57	2.542	17	2.550	Yes	2.500	E	2.123	6	Agriculture
FB	W	M	2.45	37/92	60	2.500	18	2.590	Yes	2.400	E	1.857	6	Agriculture
FB	W	M	2.61	132/300	56	2.286	21	2.640	Yes	2.050	E	2.682	6	Pub Mgmt-Criminal Justice
FB	A	M	3.22	38/216	82	3.107	18	3.180	Yes	2.425	E	2.682	6	Health-Wellness
FB	W	M	3.17			2.964	18	2.360	No	2.425	E	2.263	6	Health & Human Perf
FB	B	M	2.52	187/405	54	2.154	23	2.360	Yes	2.000	E	2.773	6	Comm Radio & TV
FB	B	M	2.37	38/167	77	2.036	18	2.310	No	2.425	E	1.886	6	Business
FB	B	M	2.43			2.077	19	2.420	Yes	2.050	QUIT	1.000	2	Undecided
FB	W	M	2.38			1.731	810	2.000	No	2.225	E	2.049	6	History
FB	W	M	3.33	61/259	76	2.846	19	3.140	Yes	2.275	TR	2.625	1	Undecided
FB	B	M	3.41	6/213	97	3.357	21	3.360	Yes	2.100	E	2.478	6	Business
FB	B	M	3.22	24/201	88	2.909	18	3.050	Yes	2.350	E	2.549	6	Chemistry

1994-95 SIGNEES(11 core classes, 2 00, 17 or 700)

Sport	Race	Gend	HS GPA	HS RANK	Rank %	AP CORE	ACT/SAT	NCAA GPA	Elig	Index GPA	AP Status	AP GPA	AP SEM	MAJOR
BKB	W	F	2.85	89/202	56	2.385	19	2.880	Yes	2.275	E	2.591	4	Elem Educ
BKB	W	F	4.00	1/385	100	4.000	29	4.000	Yes	2.000	E	3.810	4	Physics
BKB	W	F	3.24	22/299	93	3.125	25	3.540	Yes	2.000	E	3.381	4	Business
BKB	W	F	3.02	24/87	72	3.000	790	3.040	Yes	2.275	E	2.145	4	Special Educ
BKB	W	F	3.20	42/144	71	3.000	17	3.130	Yes	2.500	QUIT	2.000	1	Undecided
BKB	W	F	3.33	24/210	89	3.500	17	3.500	Yes	2.425	E	2.902	4	Nursing
CC/TR	W	F	3.63	42/421	90	3.536	26	3.960	Yes	2.000	TR	3.880	2	Nursing
CC/TR	B	F	2.58	52/208	75	2.357	16	2.680	No	2.475	E	1.971	4	Communication
CC/TR	B	F	3.34	27/253	89	3.192	22	3.560	Yes	2.000	E	3.514	4	Pub Mgmt-Criminal Justice
CC/TR	B	F	2.47	105/208	50	2.393	17	2.630	No	2.475	QUIT	1.800	2	Nursing
CC/TR	W	F	2.43	89/167	47	2.071	18	2.136	No	2.400	QUIT	0.000	1	Radiologic Tech
TN	W	F	2.85			2.714	25	2.690	Yes	2.000	E	3.050	4	Health-Wellness
TN	W	F	3.65	11/126	91	3.643	24	3.920	Yes	2.000	E	3.571	4	Biology
VB	W	F	3.04	40/126	68	3.077	20	3.660	Yes	2.125	QUIT	2.375	1	Biology
BKB	B	M	2.36	180/262	31	1.962	17	2.360	No	2.500	E	1.951	4	Comm-Public Relations
BKB	W	M	2.36	223/368	39	1.962	810	2.270	No	2.250	E	1.982	4	Business
BKB	W	M	3.42			3.321	23	3.690	Yes	2.000	E	3.243	4	History
BS	W	M	2.57	119/441	73	2.308	18	2.310	Yes	2.275	QUIT	1.000	3	Undecided
BS	W	M	2.73	170/333	49	2.231	19	2.450	Yes	2.250	TR	2.440	2	Undecided
BS	W	M	2.63	85/307	72	2.179	23	2.680	Yes	2.000	E	2.389	4	Geology
BS	W	M	3.34	84/467	82	3.154	1050	3.860	Yes	2.000	TR	2.645	2	Chemistry
BS	W	M	2.60			2.357	21	2.630	Yes	2.025	E	2.815	4	Biology
BS	W	M	2.85			2.798	22	3.130	Yes	2.000	E	3.214	4	Business-Finance
CC	B	M	2.62	103/307	66	2.458	19	2.630	Yes	2.275	QUIT	1.939	3	Health
CC	W	M	2.49	62/116	47	2.111	24	2.270	Yes	2.000	QUIT	0.560	2	Music
FB	B	M	2.73			2.131	19	2.500	No	2.325	E	1.745	4	Biology
FB	W	M	1.97	310/389	20	1.857	20	2.680	Yes	2.200	QUIT	0.000	1	Undecided
FB	B	M	2.34	119/251	53	2.321	16	2.770	Yes	2.500	E	2.366	4	Chemistry
FB	W	M	2.28	229/289	21	2.071	21	2.220	Yes	2.025	TR	2.500	2	Business
FB	W	M	2.20	24/43	44	1.893	22	2.180	Yes	2.000	E	1.735	4	Agriculture
FB	W	M	1.97	63/93	32	1.821	16	2.000	No	2.500	QUIT	2.250	2	Agriculture
FB	W	M	2.96	137/774	82	2.458	980	2.772	Yes	2.000	TR	2.219	2	Business

Sport	Race	Gend	HS GPA	HS RANK	Rank %	AP CORE	ACT/SAT	NCAA GPA	Elig	Index GPA	AP Status	AP GPA	AP SEM	MAJOR
FB	B	M	2.00	458/717	36	1.769	17	2.227	No	2.475	E	2.231	4	Communication
FB	W	M	2.07	73/116	37	2.077	16	2.500	No	2.500	E	2.125	4	Political Science
FB	W	M	1.86	192/262	27	1.786	17	2.450	No	2.400	TR	2.435	2	Health & Human Perf
FB	B	M	1.82	269/295	9	1.731	940	2.136	Yes	2.000	QUIT	1.000	2	Agriculture
FB	B	M	1.76	237/324	27	1.462	17	2.170	No	2.475	E	1.976	4	Pub Mgt-Criminal Justice
FB	B	M	3.13			3.000	19	3.290	Yes	2.150	E	1.880	4	Biology
FB	W	M	2.38	5/146	97	2.250	910	2.450	Yes	2.000	E	2.283	4	Business
FB	W	M	2.08	26/41	37	1.857	18	2.810	Yes	2.400	E	2.000	4	Agriculture
FB	W	M	3.43	26/161	84	3.357	25	3.590	Yes	2.000	E	2.985	4	Agriculture
FB	B	M	2.47	154/319		2.107	20	2.180	No	2.100	E	2.040	4	Business
FB	W	M	2.55	18/41	56	2.429	19	3.180	Yes	2.275	E	2.236	4	Agriculture
FB	W	M	2.60	128/289	56	2.115	17	2.040	No	2.425	E	1.857	4	Eng Tech
FB	W	M	2.53	130/295	56	2.286	21	2.400	Yes	2.100	E	1.800	4	Eng Tech
GF	W	M	3.25	72/297	76	3.038	970	3.590	Yes	2.000	TR	2.393	2	Preprof
GF	W	M	2.96	253/492	49	3.038	880	3.390	Yes	2.225	TR	3.444	2	Business
TN	W	M	Foreign				1060				E	3.333	4	Business
TN	W	M	Foreign				700				QUIT	1	1	Health & Human Perf

1995-96 SIGNEES(13 core classes, 2 000, 17 or 700)

Sport	Race	Gender	HS GPA	HS RANK	Rank %	AP CORE	ACT/SAT	NCAA GPA	Elig.	Index GPA	AP Status	AP GPA	AP SEM	MAJOR
BKB	W	F	2.55	78/176	56	2.143	17	2.480	Yes	2.425	E	2.737	2	Undecided
BKB	B	F	3.40	35/143	75	3.286	17	3.300	Yes	2.425	E	2.625	2	Undecided
BKB	W	F	3.69	26/501	94	3.500	30	4.120	Yes	2.000	E	4	2	Engl Tech
RI	A	F	3.70	73/406	82	3.607	930	3.884	Yes	2.000	E	2.364	2	Preprof.
RI	A	F	3.31	34/341	90	3.286	21	3.380	Yes	2.075	E	2.455	2	Nursing
RI	W	F	3.10	32/188	82	3.038	23	3.260	Yes	2.000	E	2	2	Nursing
RI	W	F	3.23	34/224	84	2.821	19	3.192	Yes	2.225	E	3.258	2	Nursing
SB	W	F	2.46	160/197	19	2.107	17	2.090	No	2.500	E	1.789	2	Health & Human Perf
SB	W	F	3.48	15/153	90	3.250	21	3.420	Yes	2.000	E	2.5	2	Biology
SB	W	F	2.91	77/276	72	2.750	23	2.800	Yes	2.000	TR	1.968	2	Psychology
SB	W	F	3.14	62/445	86	2.962	17	3.380	Yes	2.475	E	2.143	2	Radiology Tech
SB	W	F	2.56	108/209	48	2.607	20	2.850	Yes	2.075	QUIT	1.385	2	Chemistry
SB	W	F	3.27	16/165	90	3.357	20	3.340	Yes	2.100	E	2.375	2	Undecided
SB	W	F	3.35	29/341	91	3.214	24	3.300	Yes	2.000	E	3.133	2	Env. Geography
TN	W	F	3.78	7/102	93	3.769	1180	3.840	Yes	2.000	E	3.485	2	Undecided
TN	W	F	3.44	50/241	79	3.429	20	3.500	Yes	2.325	E	3.5	2	Art
BKB	W	M	3.09	14/59	76	2.750	23	3.150	Yes	2.000	E	2.656	2	Health & Human Perf
BKB	B	M	2.31	62/101	38	2.036	700	2.110	No	2.500	TR	2.375	2	Undecided
BKB	W	M	2.07	76/105	27	2.115	810	2.230	Yes	2.225	E	1.893	2	Undecided
BS	W	M	3.35	13/70	80	3.143	19	3.380	Yes	2.175	E	2.767	2	Engl Tech
BS	W	M	2.64			2.679	22	2.420	Yes	2.000	E	2.214	2	Engl Tech
BS	W	M	3.27	52/229	77	3.393	21	3.590	Yes	2.000	E	2.107	2	Undecided
CC/TR	W	M	2.37	66/202	67	1.893	20	2.040	No	2.175	E	2.107	2	Eng Tech
FB	W	M	2.29			2.107	20	2.070	No	2.125	E	2.667	2	Business
FB	W	M	3.47	16/109	85	3.357	26	3.550	Yes	2.000	E	3.406	2	Biology
FB	B	M	3.08	92/274	66	2.893	17	2.840	Yes	2.500	E	2.552	2	Engl Tech
FB	W	M	2.50	150/250	40	2.286	19	2.300	Yes	2.300	E	2.286	2	Business
FB	B	M	2.83	100/216	53	2.679	21	2.800	Yes	2.050	E	2.148	2	Engl Tech
FB	B	M	2.07	138/225	38	1.679	18	2.000	No	2.425	E	1.563	2	Undecided
FB	W	M	3.22	114/406	71	3.000	17	3.190	Yes	2.475	E	3.4	2	Health
FB	B	M	2.41	84/258	67	2.143	16	2.140	No	2.500	E	1.5	2	Undecided
FB	B	M	2.63	110/260	57	2.607	16	2.530	Yes	2.500	E	2.471	2	Eng Tech

Sport	Race	Gender	HS GPA	HS RANK	Rank %	AP CORE	ACT/SAT	NCAA GPA	Elig	Index GPA	AP Status	AP GPA	AP SEM	MAJOR
FB	B	M	2.20	61/183	66	1.929	17	2.420	Yes	2.375	E	1.667	2	Undecided
FB	H	M	2.40	166/286	41	1.857	16	2.400	No	2.500	E	1.6	2	Undecided
FB	B	M	2.17	189/225	16	1.929	18	2.000	No	2.350	E	2.091	2	Psychology
FB	B	M	2.26	60/145	58	2.071	20	2.140	No	2.175	E	1	2	Undecided
FB	B	M	2.55			1.583	920R	2.030	No	2.250	E	2.19	2	Undecided
FB	B	M	2.52	182/427	57	2.286	19	2.530	Yes	2.500	E	2.714	2	Business
FB	W	M	2.70			2.250	18	2.650	Yes	2.325	E	1.474	2	Undecided
FB	B	M	2.21	47/230	79	1.893	860	2.500	Yes	2.075	E	1	2	Undecided
FB	B	M	2.73	50/102	50	2.577	18	2.570	Yes	2.350	E	2.333	2	Business
FB	W	M	2.86	71/233	69	2.393	19	2.500	Yes	2.300	E	2.679	2	Agriculture
FB	B	M	2.42	14/54	74	2.107	17	2.110	No	2.500	E	1.4	2	Undecided
GF	W	M	Foreign				1050				E	3.813	2	Undecided
GF	W	M	Foreign				1050R				E	2	2	Undecided
GF	W	M	Foreign				1320				E	3.917	2	Business
TN	A	M	3.29	32/215	85	3.375	25	3.460	Yes	2.000	E	2.714	2	Business
TN	W	M	2.71	176/445	60	2.464	22	2.890	Yes	2.000	E	2.500	2	Business
TN	W	M	2.10	101/153	33	2.000	830	2.540	Yes	2.175	E	2.435	2	Political Science

1996-97 SIGNEES(13 core classes, 2.500 with 17 or 820--index)

Sport	Race	Gender	HS GPA	HS RANK	Rank %	AP CORE	ACT/SAT	NCAA GPA	Elig.	Index GPA	AP Status	AP GPA	AP SEM	MAJOR
BKB	W	F	3.47	24/96	75	3.500	18							
BKB	W	F	3.47	25/96	74	3.464	16							
CC/TR	B	F	2.88	91/240	72	2.750	19							
CC/TR	I	F	3.40	28/326	91	3.357	20							
CC/TR	H	F	3.44	14/326	96	3.464	21							
CC/TR	B	F	2.31	180/358	50	1.964	16							
CC/TR	B	F	3.23	73/240	70	3.000	16							
SB	W	F	3.93			3.929	30							
SB	W	F	3.87	31/285	89	3.857	19							
SB	B	F	3.66	43/352	88	3.571	18							
SB	W	F	3.89	30/285	89	3.929	29							
VB	W	F	3.36	66/327	80	3.192	22							
VB	W	F	3.80	20/77	74	3.625	990							
BS	W	M	3.47	25/156	84	3.208	20							
BS	W	M	3.00	15/28	46	2.821	21							
BS	W	M	2.53			2.357	20							
BS	W	M	3.65	31/231	87	3.429	24							
BS	W	M	2.47	151/254	41	2.295	19							
BS	W	M	3.36			3.143	22							
BS	W	M					18							
BKB	B	M	2.35	188/327	43	2.167	17							
BKB	W	M	3.69	9/150	94	3.643	24							
CC	W	M	3.02	214/410	48	2.923	970							
CC	W	M	3.00	33/118	72	2.893	17							
CC	W	M	3.63	33/322	90	3.667	23							
FB	W	M	2.25	24/28	14	2.071	24							
FB	B	M	2.48	68/110	38	2.321	18							
FB	W	M	3.00	54/127	57	2.857	18							
FB	W	M	2.72	113/194	42	2.077	20							
FB	B	M	2.66	47/283	83	2.571	18							

Sport	Race	Gender	HS GPA	HS RANK	Rank %	AP CORE	ACT/SAT	NCAA GPA	Elig.	Index GPA	AP Status	AP GPA	AP SEM	MAJOR
FB	W	M	3.80	6/180	97	3.731	28							
FB	B	M					1040							
FB	W	M	3.15	78/180	57	2.893	19							
FB	W	M	3.48	18/160	89	3.500	23							
FB	B	M	2.49	258/402	36	2.250	980							
FB	B	M	3.02	11/174	94	2.923	18							
FB	W	M	2.44	69/90	23	2.144	21							
FB	W	M	2.71	74/160	54	2.536	17							
FB	B	M	2.18	128/258	50	2.000	22							
FB	B	M					20							
FB	W	M	3.17	152/376	60	2.786	26							
FB	B	M	2.67	63/258	76	2.536	21							
GF	W	M	3.40	33/283	88	3.250	22							
GF	W	M	3.55	42/217	81	3.429	25							
GF	W	M					21							
GF	W	M	2.79	248/401	38	2.750	21							
GF	W	M	3.09	73/298	76	2.964	18							
GF	W	M	2.71	45/73	38	2.269	20							
GF	W	M	2.49	35/72	51	2.423	28							

APPENDIX D

AUSTIN PEAY STATE UNIVERSITY
ADMISSIONS--14 HIGH SCHOOL UNITS

ENGLISH--4 units required

Courses meeting requirement: English I, II, III, IV

Courses not meeting requirement: Journalism, Speech,
Business Communication

ALGEBRA--2 units required

Courses meeting requirement: Algebra I or Math for
Technology II and Algebra II

Courses not meeting requirement: Pre-Algebra

ADVANCED MATH--1 unit required

Courses meeting requirement: Unified Geometry, Trigonometry,
Advanced Math Survey, Calculus,
Analytical Geometry, Advanced
Algebra, Probability & Statistics

Courses not meeting requirement: Arithmetic, Applied Math I&II,
Business Math, Computer
Technology, Accounting I,II,&III,
Math for Technology I

NATURAL/PHYSICAL SCIENCE--2 units required

Courses meeting requirement: Biology I&II, Chemistry I&II,
Physics, Anatomy and Physiology,
General Science, Physical
Science, Geology, Principles of
Technology, Ecology &
Conservation of Natural Resources

Courses not meeting requirement: Computer Science, Earth and Space
Science, Life Science, Principles
of Technology II

SOCIAL STUDIES--1 unit required

Courses meeting requirement: World History, Ancient History,
Modern History, World Geography,
European History

Courses not meeting requirement: Contemporary Issues, U.S. Govt.,
Anthropology, Civics, Economics,
Sociology, Psychology

U.S. HISTORY--1 unit required

Courses meeting requirement: U.S. History

FOREIGN LANGUAGE-2 units required, in the same language

Courses meeting requirement: Latin, French, Spanish,
Japanese, Russian, German

Courses not meeting requirement: Computer Languages

VISUAL/PERFORMING ARTS--1 unit required

Courses meeting requirement: Vocal Music, Instrumental, Music
Theory, Visual Arts, Art or Music
History, General Music, Theatre
Arts (Drama)

Courses not meeting requirement: Physical Education, Industrial
Arts, Drafting, Speech,
Commercial Art