

Executive Summary – NCAA Academic Reform

Goal of academic reform: Encourage improved academic performance and progress toward graduation for all student-athletes.

Enhance Academic Standards

Help ensure better-prepared student-athletes entering college and better-performing student-athletes while in college.

1. Increase progress-toward-degree requirements so that continuing eligibility can only be maintained if student-athletes make meaningful progress toward his/her degree each year. Specific rule changes include:
 - a. By start of year two – 24 hours with 1.800 grade-point average.
 - b. By start of year three – 40 percent of degree completed with 1.900 grade-point average.
 - c. By start of year four – 60 percent of degree completed with 2.000 grade-point average.
 - d. By start of year five – 80 percent of degree completed with 2.000 grade-point average.
 - e. Decrease number of remedial hours that can be used for eligibility.
 - f. All students must pass at least six hours each term to retain eligibility.
 - g. All students must pass at least 18 hours during the regular academic year.
2. Increase the number of academic core courses taken in high school from 13 to 14; NCAA Division I Board of Directors will consider an increase to 16 core courses.
3. Continued use of test score in determining initial eligibility, but adjustments made to rule to improve accuracy and fairness.

Increase Accountability for Academic Success

- Incentives/Disincentives framework being developed to encourage the improved academic performance of all student-athletes through a structure that rewards institutions and sports teams that achieve significant academic success while penalizing those that have a demonstrated history of academic underachievement.

Improve Measurements of Academic Success

1. NCAA graduation success rate. Federally mandated graduation rates are flawed in that they do not take into account transfer students. The NCAA graduation success rate is intended as a management tool to capture the academic success of those student-athletes who transfer and graduate.

2. Annual academic progress rate (AAPR). Incentives and disincentives would be tied to meaningful measures of academic performance, including the AAPR. The AAPR is intended to be a “real-time” assessment of each team’s academic performance.

Adjust Student-Athlete Time Demands

- Ongoing review of time demands placed on student-athletes to assure that they have the time to meet the new academic standards.

Strengthen Fiscal Responsibility, Management and Stability

An economic baseline study is underway to examine current financial practices in intercollegiate athletics. The study should assist the Division I leadership in taking appropriate and legally defensible action to address the funding dilemma in intercollegiate athletics.

Improve the Student-Athlete Experience

In addition to the work underway to encourage the academic performance and progress toward graduation for all student-athletes and adjustments to their athletics time demands, emphasis is being placed on the regulatory and campus athletics cultures to remove impediments that limit a student-athlete's ability to experience the full array of the “collegiate” experience.