

# NCAA Initial Eligibility



Diane Dickman has been at the NCAA for 16 years and has worked in intercollegiate athletics for nearly 25 years. Dickman holds the position of managing director of academic and membership affairs. Prior to joining the NCAA, Dickman served as an assistant director of athletics and senior woman administrator at the University of Tulsa, where she worked for six years.

Dickman received her bachelor's degree in 1986 from Tulsa and a master's degree in sports management from Tulsa in 1990.

As managing director of academic and membership affairs, Dickman has significant responsibilities with the day-to-day management of the staff. In addition, Dickman plays a critical role in advancing the academic reform agenda. Dickman's committee assignments include primary liaison to the NCAA Division I Academic Cabinet and the NCAA Division I Committee on Academic Performance.

Dickman is a former tour player on the LPGA, and former NCAA Division I student-athlete.



**Diane Dickman, Managing Director of Academic and  
Membership Affairs, NCAA**



# NFHS Winter Meetings

## -NCAA Update-

**January 5, 2012**

Diane Dickman, Managing Director  
Academic and Membership Affairs  
NCAA

# Topics

- NFHS and NCAA - share goals and objectives.
- Actions taken by the NCAA Division I Board of Directors October 2011 impacting secondary schools:
  - Initial-eligibility.
  - Two-year college transfers.
- Other issues of interest, including postseason access.
- Questions, some answers and general discussion.

# NCAA and NFHS...Common Goals

- Excerpts from NFHS Mission Statement “The NFHS serves ...by providing leadership for the administration of **education-based interscholastic activities, which support academic achievement....**”
- Excerpts from NFHS Beliefs “Participation in **education-based** interscholastic athletics and performing arts programs:
  - Enriches each student’s **educational experience.**
  - Promotes student **academic achievement.**”

# Common Goals...

- NCAA core purpose...
  - “...to integrate intercollegiate athletics into higher education so that the **educational experience** of the student-athlete is paramount.”
    - Embed **academics as a first expectation**.
    - ...sustain the collegiate/student-athlete model.

NFHS and NCAA share the fundamental core value of athletics within a student's educational experience.

# Embedding Academic Success

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**NCAA Division I Board of Directors  
Actions Taken During October 2011 Meeting**

# **Overview of Actions Taken by the NCAA Division I Board of Directors – October 2011**

- Adopted increased initial-eligibility standards.
- Adopted increased two-year college transfer standards.
- Adopted changes to the NCAA Division I Academic Performance Program (APP), including eligibility for postseason competition.

# Initial-Eligibility Standards: Academics as a First Expectation





# Timeline for Implementing New Standards

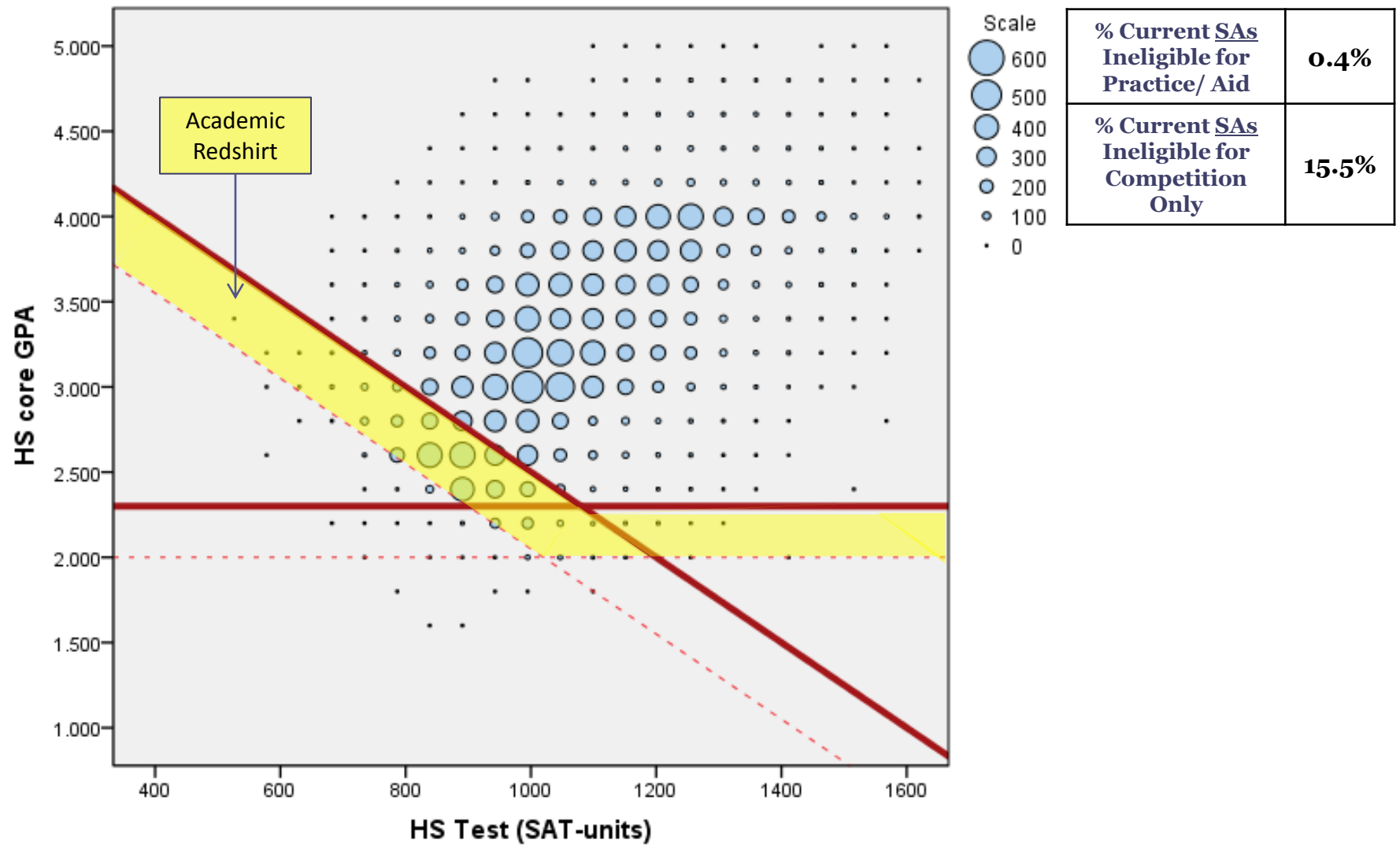
- New initial-eligibility standards are effective for students entering any collegiate institution full time on or after August 1, 2015.
- Current high school freshman and younger are impacted by these changes.
- Current high school sophomores, juniors and seniors are not impacted by these changes.

# New Initial-Eligibility Standards – Three Possible Outcomes

1. Full qualifier = competition, athletics aid, practice in first year.
2. Academic redshirt = athletics aid in first year, practice in first regular academic term.
3. Nonqualifier = no athletics aid, practice or competition in first year.

## New Initial-Eligibility Standard

### Sliding Scale Elevated to ~0.5 SD Below National Mean; 2.30 Floor



Note: All SAs in yellow area would be ineligible for competition only. New sliding scale for competition requires HSCGPA ~ 0.50 units higher for given test score compared to current rule.

# New Initial-Eligibility Standard Competition – FULL QUALIFIER

- PSAs must meet the following standard in order to compete, practice and receive athletics aid in the first year of collegiate enrollment:
  - Obtain a core GPA/test score that is set at approximately one-half of a standard deviation below the national student-body mean. This represents an increase from the current one standard deviation below the national student mean. The new sliding scale requires a high school core GPA to be approximately 0.5 GPA units higher for a given test score compared to the current qualifier standard (e.g., SAT of 1000 requires 2.5 high school core GPA for competition).
  - Obtain a minimum core GPA of 2.3 in the 16 core courses currently required.
  - Meet core-course requirements described in other slide.

# Core Course Progression for Competition – FULL QUALIFER Requirement

- This requirement must be met in order to compete in the first year of collegiate enrollment.
- Students must successfully complete 10 core courses *prior to* seventh semester (or equivalent) of high school.
- Seven of the 10 core courses must be successfully completed in English, math and natural/physical science.
- These core courses (and grades) must be used in calculating the core GPA for purposes of meeting the sliding scale and GPA minimum.

# New Initial-Eligibility Standard Practice and Athletics Aid

## Academic Redshirt Standard:

- Requires PSAs to meet the **current qualifier standard** for eligibility for practice during the first regular academic term and receipt of athletically related financial aid during the first year.
- Second semester (and second and third quarter) eligibility for practice based on successful completion of nine semester or eight quarter hours in the first regular academic term of enrollment.

Note: PSAs who fails to meet the new core-course requirement may meet the academic redshirt standard by earning the current 16 core-course requirements among other standards noted in this presentation.

# Nonqualifiers

- Students who do not meet the current qualifier standard (new academic redshirt standard) are not eligible for practice, competition or athletics aid in first year of full-time collegiate enrollment at NCAA member institution.

# Two-Year College Transfer Standards

**Academic Success as a First Expectation**



# Key Research Findings - Academic Performance of 2-4 Transfers

- Two-four transfer students enter NCAA Division I schools with lower high school grades and test scores than other groups of students.
- Two-four transfers leave college ineligible at higher rates than any other group of student-athletes.
- Two-four transfer graduation rates lag behind those of student-athletes who enter a Division I school from high school.

# Key Research Findings

- Grade-point average at the two-year institution is the best predictor of all first-year outcomes examined.
- Ineligibility rates decrease significantly as a function of increased two-year institution grade-point average.
- Student-athletes with more core academic credit perform better at four-year institutions. Science is a strong predictor.

# Key Research Findings

(continued)

- Students with high numbers of physical education activity credits tend to have less academic success at the four-year institution than their two-year institution grade-point average would predict.
- Generally, high school academic variables do not add appreciably to prediction once academic behavior at the two-year institution is known.

# Timeline for Increased Standards

- Students attending two-year colleges full time right now (fall 2011) are NOT impacted by these changes.
- Changes apply to students who are first time, full time after August 1, 2012.

# Two-Year Transfers who are **QUALIFIERS** in order to compete

- Increase transferable grade-point average from 2.000 to 2.500.
- Expand physical education activity course limit of two credits to ALL sports (currently applies only to men's basketball).
- All other current requirements would remain in effect.
- Athletics aid and practice permissible on transfer based on qualifier status.

# Two-Year Transfers who are **Nonqualifiers** in order to compete upon transfer

- Increase transferable grade-point average from 2.000 to 2.500.
- Require completion of transferable core credits as follows: three math, three science, six English. Science would be new requirement.
- All other current requirements would remain in effect (e.g., earn Associate of Arts degree or equivalent academic two-year degree, 48-transferable credits, minimum of three semesters/four quarters at two-year institution, progress-toward-degree requirements, etc).

# Academic Performance Program

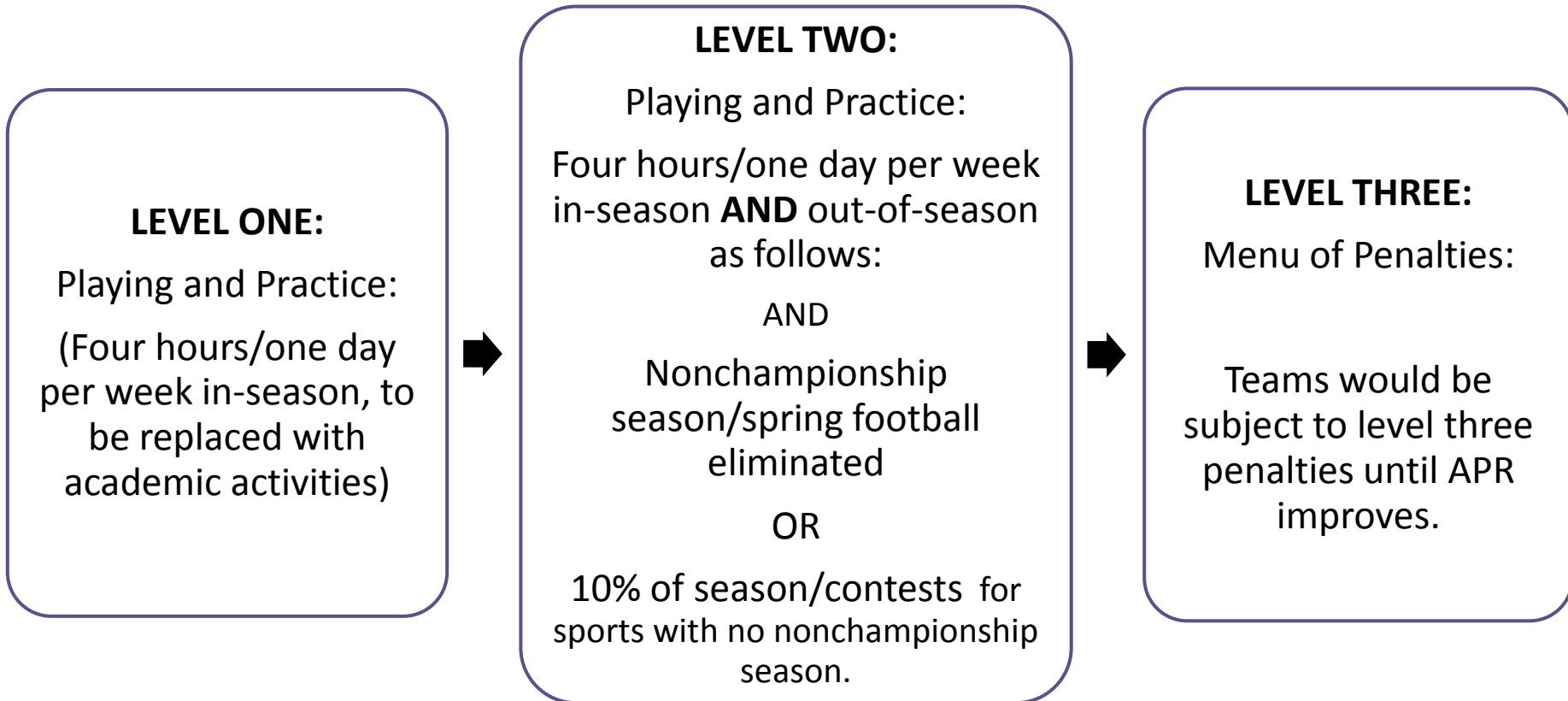
**Team Success  
and  
Academic Accountability**

# Access to Postseason Competition

- Established 930 NCAA Division I Academic Progress Rate (APR) as a minimum academic standard to participate in postseason competition. Transition to this benchmark to occur over next three years.
- Postseason includes all postseason events conducted after last regular season contest or end of conference tournament (e.g., includes bowl games, NIT, WNIT, etc.).
- Denied access to postseason includes individual competitors for teams not meeting academic standard.



# NEW PENALTY STRUCTURE: THREE LEVELS



# Access to Championships

- Access to championships and new penalty structure - effective 2012-13.
- Transition to full 930 APR to occur over next three years.

# Questions/comments may be directed to:

Diane Dickman [ddickman@ncaa.org](mailto:ddickman@ncaa.org)

- Questions/answers.
- General discussion and feedback.
  - What are the best ways the NCAA can help educate the secondary school community regarding these changes?
- Thank you.