

2015-2016 Report of the Faculty Athletics Representative  
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## **Faculty Athletics Representative Role**

### **General Description**

According to NCAA Bylaw 4.02.2, the “faculty athletics representative (FAR) is a member of an institution’s faculty or administrative staff who is designated by the institution’s chief executive officer or other appropriate entity to represent the institution and its faculty in the institution’s relationships with the NCAA and its conference(s).” In Bylaw 6.1.3 the NCAA further states that the faculty athletics representative “shall be a member of the institution’s faculty or an administrator who holds faculty rank and shall not hold an administrative or coaching position in the athletics department. Duties of the faculty athletics representative shall be determined by the member institution.”

The NCAA has provided some guidance on the typical responsibilities of the FAR. In a pamphlet describing the role of the FAR, it is stated: “Working closely with the CEO and the director of athletics, the FAR works to support a campus environment in which the athletics program is maintained as a vital component of the educational program and in which student-athletes constitute an integral part of the student body.” The FAR has “responsibility in several areas, including the enhancement of academic integrity, institutional control, and student-athlete welfare [...]” The NCAA also notes that the FAR serves as the “principal advisor to the CEO on all matters related to intercollegiate athletics” and helps “monitor the coordination of compliance efforts and rules education among campus entities outside the athletics department.”

### **Specific Responsibilities at University of Northern Iowa (UNI)**

The general scope of the FAR’s role at UNI is consistent with the description provided by the NCAA and summarized above. In addition, the FAR at UNI has certain other responsibilities. Committee responsibilities of the FAR are the following:

1. The FAR chairs the UNI Athletic Compliance Council.
2. The FAR chairs the Intercollegiate Athletic Advisory Council (IAAC).
3. The FAR chairs the Student-Athlete Appeals Committee (non-financial aid issues).
4. The FAR will offer to report annually on athletics to the Faculty Senate and other appropriate institutional boards and committees.
5. The FAR will meet at a minimum, on a quarterly basis with the President to review and/or discuss issues pertaining to intercollegiate athletics and UNI student-athletes.
6. The FAR will prepare and submit an annual report no later than June 30 of each year<sup>+</sup>, to the President and Provost, that will summarize his/her activities. Copies of the report shall be filed with the President, Provost, Vice President for Administration and Finance, and the Director of Athletics.
7. The FAR serves on committees that hire head coaches and senior athletic administrators.
8. The FAR serves on MVC committees, occasionally as chair. The FAR casts the institutional vote on all matters.
9. The FAR serves on NCAA committees, when appointed.

In addition to these committee responsibilities, the FAR shall:

1. Be responsible for the administration of the annual NCAA rules test, which all coaches must pass before recruiting off-campus.
2. Complete all NCAA and MVC Scholarship Nomination forms such as Walter Byers, NCAA & MVC Postgraduate Scholarships, etc., and should participate in the selection of nominees for other academic and athletic awards.
3. Be informed of any allegations of violations of NCAA, MVC, MAC, or of any conference rules or regulations, and of any inquiries into alleged or suspected rules violations.
4. Be signatory to NCAA and Conference forms ensuring that the processes used to verify that student-athletes meet all NCAA, Conference, and institutional requirements for eligibility, practice, financial aid, and competition.
5. Review and sign all requests for waivers and appeals of NCAA and Conference legislation, rules, or processes.
6. Receive and review the results of any audits of the Athletics Department.
7. Play a major role in any NCAA athletics certification program reviews.
8. Meet periodically with the Student Athletic Advisory Council (SAAC) and inform student-athletes about the FAR role as an independent source of counsel, assistance, and information to student-athletes and coaches.
9. Attend NCAA, FARA, Conference and compliance meetings on a regular basis.
10. Attend various awards ceremonies and other athletic-related activities.
11. Together with all members of the athletic administration, ensure that appropriate standards of student-athlete conduct, on and off campus, are established, clearly communicated, and consistently enforced.
12. Advocate for the welfare and well-being of student-athletes.
13. Accept any additional responsibilities or perform any other duties that relate to the intercollegiate athletics programs that are assigned by the president of the University or requested by the NCAA or Conference offices.

Updated July 2, 2011

<sup>+</sup> According to former FAR Lisa Jepsen, President Bill Ruud has agreed to adjust this deadline to later in the fall semester so that institutional data from the past academic year is more readily available. I began duties as FAR on August 1, 2015, after Lisa Jepsen moved into administration and was no longer eligible to be FAR. The Interim President (Jim Wohlpart) and Director of Athletics (David Harris) have agreed that the due date for this report will be August 1 in the future.

### **Missouri Valley Conference Responsibilities**

I served on two Missouri Valley Conference (MVC) sub-committees during 2015-2016: 1) Equity and Diversity; and 2) Conference Relations.

I attended the fall athletic administration meetings of the Missouri Valley Conference in St. Louis, Missouri, in October, 2015, with former AD Troy Dannen and former SWA Jean Berger. I also attended the Missouri Valley Football Conference (MVFC) administrator meetings in Chicago, in February, with head football coach

Mark Farley and acting AD Jean Berger. In May, I attended the Missouri Valley Conference athletic administrator meetings in Lake of the Ozarks, with AD David Harris and former SWA Jean Berger.

Topics discussed by FARs at these MVC and MVFC meetings included:

- Academic ethics/integrity
- NCAA graduate transfer rule
- Exit survey procedures
- Annual student-athlete surveys
- Administering compliance exams to coaches
- Communicating with student-athletes about the role of the FAR
- FAR travel budgets
- Presenting annual reports to faculty senate and other parties on campus
- Structure of athletics-related committees on campus
- Working with faculty to resolve conflicts
- Making various parties on campus aware of policies regarding student-athletes
- Nominating student-athletes for scholarships
- MVC scholarship criteria (re-evaluation)
- Voting and choosing MVC scholarship recipients
- Student-athlete mental health

## **Compliance Council**

The primary purpose of the UNI Athletic Compliance Council (chaired by the FAR) is to ensure that the University of Northern Iowa maintains institutional control of its athletics program. The Council is responsible for the implementation and implication of NCAA legislation, institutional and athletic conference rules; procedural enhancements; coordination and communication of information among Council members, coaches, and University administrators; and relevant areas of concern regarding student-athletes. A description of the committee can be found at the following website:

[http://www.uni.edu/senate/sites/default/files/compliance\\_team\\_description.pdf](http://www.uni.edu/senate/sites/default/files/compliance_team_description.pdf)

2015-2016 membership was as follows:

*Elaine Eshbaugh, Faculty Athletics Representative, Chair*

*Jean Berger, Deputy Athletic Director and Senior Woman Administrator*

*Jill Bevard, Clerk III, Financial Aid*

*Stacia Eggers, Assistant Athletic Director for Academic Services*

*Tim Gilson, Representative from Intercollegiate Athletic Advisory Council (IAAC)*

*Andrea Greve, Athletic Academic Advisor*

*Ben Messerli, Assistant Athletic Director for Compliance*

*Elizabeth Minard, Assistant Director of Gift Aid & Multicultural Relations, Financial Aid*

*Colby Reinking, Admissions Counselor*

*Justin Schemmel, Deputy Athletic Director for Internal Operations*

*Dan Schofield, Associate Director, Admissions*

*Diane Wallace, Assistant Registrar*

*Danielle Weide, Admissions Counselor*

Stacia Eggers and Andrea Greve assist student-athletes with their academic schedules, arrange tutoring if requested, refer students to on-campus student resources such as Disability Services and the Academic Learning Center, and monitor NCAA academic eligibility, including progress toward their degrees.

Dr. Tim Gilson is the liaison between the Compliance Council and the IAAC.

Justin Schemmel and Ben Messerli ensure that UNI is in compliance with all NCAA and athletic conference rules and regulations.

Elizabeth Minard and Jill Bevard process and monitor student-athletes' financial aid awards. They provide access to financial resources, inform students and families about their financial options, provide financial literacy education such as "Live Like A Student" and individual budget and loan counseling, and award financial aid to eligible students in a fair and consistent manner. They also serve on the financial aid appeals committee.

Dan Schofield, Colby Reinking, and Danielle Weide identify potential student-athletes in the admissions process, perform preliminary NCAA initial eligibility evaluations for incoming freshmen and transfer students, and serve as the contact people for admissions-related questions from prospective student-athletes, parents, coaches, and/or staff. They track all student-athletes who are admitted with a Regents Admission Index (RAI) less than 245, monitoring their GPAs and graduation rates.

Diane Wallace serves as the Registrar's Office contact for student-athlete related questions from student-athletes, coaches, staff, and Athletic Department administrators. Diane monitors, reports, and confirms to the Director of Compliance the initial academic eligibility and amateurism status of new students and the full-time status of all student-athletes as it pertains to eligibility for competition. She determines and monitors the academic initial eligibility certification for transfer students. Diane determines, monitors, and certifies continuing academic eligibility for student-athletes. Diane prepares the NCAA Graduation Success Rate Survey (GSR), IPEDS Federal Graduation Rate (FGR), and NCAA Academic Progress Rate (APR) reports.

The Compliance Council typically meets for an hour approximately once a month during the academic year and for an extended time (3-4 hours) once in the summer.

### **Intercollegiate Athletic Advisory Council**

The FAR chairs the University's Intercollegiate Athletic Advisory Council (IAAC), often called an "Athletics Board" or "Athletics Council" at other institutions.

The Intercollegiate Athletics Advisory Council oversees all aspects of the University of Northern Iowa's athletic program. Its primary responsibility is to monitor policies and activities related to the academic quality and integrity of the institution and the welfare of student-athletes. It also (a) supports the development and maintenance of a competitive intercollegiate athletic program which reflects favorably upon the university, (b) formulates new policies regarding athletics and student athletes, and (c) supports the Provost, the Vice President for Administration & Finance, and the University Senate on matters regarding athletics and student athletes.

A description of the committee can be found at the following website:

<http://www.vpaf.uni.edu/iaac/default.asp>

IAAC membership for the previous year was as follows:

*Administrative-- John Fritch Interim Dean & Professor, CHAS, June 2015-May 2018*

*COE-- Tim Gilson, Associate Professor, Educ Leadership & Post Secondary Ed, June 2013-May 2016*

*CBA-- David Surdam, Associate Professor, Economics June 2014-May 2017*

*CHAS-- Elizabeth Sutton, Assistant Professor, Art, June 2014-May 2017*

*CHAS-- Ronnie Bankston, Associate Professor, Communication Studies, June 2013-May 2016*

*CSBS-- Seth Brown, Professor, Psychology, June 2015-May 2018*

*Faculty Senate-- Todd Evans, Associate Professor, HPELS, June 2015-May 2016*

*Non-Voting Faculty-- William Koch, Instructor, Languages and Literature, June 2013-May 2016*

*Professional & Scientific-- Lisa Krausman, Admin Dietician/Purchasing, Mgr. Residence Administration, June 2015-May 2019*

*Student-- Abbie Shew, NISG, June 2015-May 2016*

*Student-athletes-- Stephanie Davison (women's basketball) & Jacob Rathmacher (football), SAAC, June 2015-May 2016*

*Faculty Athletics Rep--Elaine Eshbaugh, Associate Professor of Family Services and Gerontology*

*Community-- Bob Lee June 2015-May 2018*

*University Relations-- Jess Betts, Marketing Specialist*

*Diane Wallace, Registrar's Office*

*Athletic Department:*

*Troy Dannen (David Harris), Athletic Director*

*Jean Berger, Deputy Athletic Director/SWA*

*Justin Schemmel, Deputy Athletic Director for Internal Ops*

*Ben Messerli, Assistant Athletic Dir/Compliance*

*Stacia Eggers, Asst Athletic Director/Academic Services*

*Andrea Greve, Athletic Academic Advisor*

## **Compliance Report**

### **NCAA Compliance: Secondary Violations and Waivers**

UNI self-reported seven violations from July 1, 2015 through June 30, 2016. Six different sports were involved in these violations.

Most of the violations were minor, including a student-host introducing a prospective student-athlete to a booster during an athletic contest and a member of a coaching staff tweeting content not related to athletics to a prospective student-athlete. The most common penalty was a letter of admonishment and enhanced rules education.

The faculty athletics representative signed 26 waivers prepared by compliance. Two of these waivers were withdrawn, and the others were approved/accepted. Two requested others “cease and desist” making a profit off of the names and/or images of student-athletes by selling photos and t-shirts, and one requested coaches be able to send flowers to a prospective student-athletes who had lost a family member. All waivers contained appropriate supporting documentation. At this time, there do not appear to be any concerning patterns in violations and waivers.

It should be noted that Compliance staff make frequent efforts to educate coaches and student-athletes on rules and regulations to avoid violations.

## Demographic Characteristics of Student-Athletes

Compliance Council monitors demographic factors related to student-athletes. The demographic statistics continue show that the student-athlete population is more diverse than the overall student body population at UNI. Student-athletes are more likely to be from outside the State of Iowa and to be a racial/ethnic minority than students who are not student-athletes. Compliance Council also monitors the distribution of the undergraduate majors of the student-athletes and compares it to the overall student distribution. This is a safeguard to ensure that there is not a “clustering” of student-athletes in certain majors, which could indicate an issue that may require further investigation. The percentage of student-athletes with majors in the College of Business Administration (CBA) is similar to the general student population. It should be noted that there is a higher percentage student-athletes in the College of Education (COE) and a lower percentage in the College of Humanities, Arts, and Sciences (CHAS), and the College of Social and Behavioral Sciences (CSBS) when compared to the general student population. This is likely because student-athletes might have more interest in majors within Health, Physical Education, and Leisure Studies (HPELS, which is in the College of Education) such as movement and exercise science and physical education teaching.

### Racial/Ethnic Composition

	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
Minority Student-Athletes as a Percentage of Student-Athletes*	22%	24%	20%	18%	22%	21%
Minority Students as a Percentage of All Students	10%	9%	8%	8%	7%	7%

\*Includes only student-athletes receiving athletic financial aid.

### Residency Composition

	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
Out-of-State Student-Athletes as a Percentage of Student-Athletes**	32%	40%	34%	32%	41%	44%
All Out-of-State Students as a Percentage of All Students	11%	12%	11%	10%	9%	9%

\*\*Includes student-athletes receiving athletic financial aid and walk-ons.

### Academic Majors

	2015-16		2014-15		2013-14		2012-13	
	Student-Athletes**	Student Body	Student-Athletes**	Student Body	Student-Athletes**	Student Body	Student-Athletes**	Student Body
CBA	19.3%	19.4%	17.4%	19.0%	17.6%	19.3%	18.9%	19.1%
CHAS	29.7%	32.7%	28.2%	33.5%	29.4%	33.7%	29.0%	34.7%
COE	38.6%	22.2%	32.9%	21.3%	33.4%	21.1%	32.6%	20.5%
CSBS	8.3%	16.3%	10.9%	16.6%	9.9%	17.1%	12.9%	17.4%
UC***	4.1%	9.4%	10.6%	9.6%	9.4%	8.8%	6.6%	8.3%

\*\*Includes student-athletes receiving athletic financial aid and walk-ons.

\*\*\*Unspecified College



## Scholarships and Academic Honors

The Faculty Athletics Representative processes the nominations for UNI students to apply for several NCAA and Missouri Valley Conference academic awards. Students are eligible for the awards when they have concluded their athletic eligibility. For some awards, the student must be pursuing a graduate program. Our nominees excel in both their academic and athletic endeavors and devote substantial time to community service.

This year, the Athletic Department nominated Jacob Rathmacher (football) for an NCAA Postgraduate Scholarship and the Walter Byers Award. We nominated Sarah Kemp (swimming and diving) for the Missouri Valley Conference Postgraduate Scholarship. Also, we nominated Paige Knodle (women's track and field) for the Dr. Charlotte West leadership award administered through the Missouri Valley Conference. Conference FARs vote based on specified criteria to determine the recipients of the Missouri Valley Conference Postgraduate Scholarship and the Dr. Charlotte West leadership award.

Information about the Missouri Valley Conference Postgraduate Scholarship and the lists of winners can be found at the following website:

<http://www.mvc-sports.com/awards/excellenceaward/#.VbILmc4cOfQ>

Information about the Dr. Charlotte West award and the lists of winners can be found at the following website:

<http://www.mvc-sports.com/awards/drwestaward/>

In the 2015-2016 academic year, 14 UNI student-athletes (3 seniors, 5 sophomores, and 6 freshmen) participated in the University Honors Program. Student-athletes in men's basketball, women's basketball, football, men's golf, women's swimming and diving, and women's track and field participated in the program, which requires enhanced coursework and a senior honors project. Students are invited to join the Honors Program upon their admission to the University of Northern Iowa. Entrance requirements include: 1) ACT composite of 27 or above (SAT-CR&M of 1210 or above) and top 10% high school class rank, or 2) RAI of 330 or above. The Honors Program continues to accommodate the schedules of student-athletes so that they can participate in the program and athletics.

## Academic Reports

The Athletic Department through the Compliance Council tracks the grade point averages (GPA), and Academic Progress Rates (APR), Federal Graduation Rates (FGR), and Graduation Success Rates (GSR) for student-athletes. In addition, the Compliance Council tracks the percentage of admitted students with a Regents Admissions Index (RAI) of less than 245.

### Grade Point Averages by Team

Team	Spring 2016	Fall 2015
Basketball, Men's (BBM)	3.10	3.03
Basketball, Women's (BBW)	3.48	3.65
Cross Country, Men's (XCM)	3.17	3.20
Cross Country, Women's (XCW)	3.56	3.63
Football (FB)	2.82	2.70
Golf, Men's (GM)	3.32	2.98
Golf, Women's (GW)	3.40	3.57
Soccer, Women's (Soc)	3.05	3.02
Softball (SB)	3.01	3.17
Swimming and Diving, Women's (Swim)	3.53	3.44
Tennis, Women's (Ten)	3.27	3.10
Track and Field, Men's (TFM)	2.94	2.87
Track and Field, Women's (TFW)	3.46	3.47
Volleyball (VB)	3.37	3.44
Wrestling (W)	2.65	2.90
All Student-Athletes	3.09	3.06
All Male Student-Athletes	2.87	2.81
All Female Student-Athletes	3.35	3.37
All Minority Student-Athletes	2.61	2.73
All Minority Male Student-Athletes	2.51	2.58
All Minority Female Student-Athletes	2.96	3.24
All International Student-Athletes	3.34	3.32
All UNI Students	3.07	3.04
All UNI Male Students	2.88	2.84
All UNI Female Students	3.22	3.19
All UNI Minority Students	2.77	2.74
All UNI Minority Male Students	2.64	2.59
All UNI Minority Female Students	2.87	2.86
All International Students	2.87	2.71

Typically, student-athlete GPAs at UNI are similar to GPAs of the general student population. UNI student-athletes achieved a slightly higher GPA than the general student population in both fall 2015 and spring 2016.

### Historical Team GPAs (By Semester)

Team	S16	F15	S15	F14	S14	F13	S13	F12	S12	F11	S11	F10	S10	F09
BBM	3.10	3.03	3.01	3.07	3.21	3.06	2.69	3.09	2.78	2.98	3.21	3.23	2.80	2.99
BBW	3.48	3.65	3.61	3.47	3.56	3.57	3.51	3.59	3.27	3.53	3.36	3.30	3.48	3.43
XCM	3.17	3.20	3.26	3.11	3.01	2.90	3.11	3.47	3.42	3.36	3.23	3.30	3.21	3.02
XCW	3.56	3.63	3.68	3.61	3.36	3.28	3.52	3.30	3.40	3.37	3.54	3.38	3.26	3.30
FB	2.82	2.70	2.80	2.77	2.78	2.72	2.60	2.58	2.57	2.59	2.77	2.70	2.74	2.55
GM	3.32	2.98	2.92	3.05	2.97	2.97	2.98	2.92	3.13	3.01	3.19	3.05	2.89	2.90
GW	3.40	3.57	3.23	3.10	3.27	2.92	3.11	3.06	3.26	3.40	3.22	3.34	3.46	3.44
Soc	3.05	3.02	3.26	3.19	3.17	3.16	3.27	3.12	3.25	3.34	3.20	3.26	3.24	3.16
SB	3.01	3.17	3.24	3.34	3.32	3.22	3.25	3.32	3.41	3.42	3.25	3.28	3.30	3.31
Swim	3.53	3.44	3.41	3.45	3.47	3.33	3.56	3.43	3.30	3.32	3.34	3.43	3.31	3.38
Ten	3.27	3.10	3.29	2.83	2.96	2.95	3.44	3.24	3.66	3.56	3.36	3.49	3.45	3.49
TFM	2.94	2.87	3.06	3.08	2.91	2.90	2.94	3.00	3.14	3.01	3.08	3.07	2.89	2.84
TFW	3.46	3.47	3.51	3.41	3.27	3.24	3.29	3.25	3.27	3.24	3.48	3.31	3.37	3.23
VB	3.37	3.44	3.29	3.32	3.38	3.40	3.56	3.52	3.59	3.49	3.26	3.23	3.28	3.25
WR	2.65	2.90	2.90	2.90	2.59	2.75	2.84	2.66	2.53	2.70	2.57	2.51	2.60	2.60
All UNI Students	3.09	3.06	3.11	3.09	3.04	3.00	3.05	3.06	3.00	2.99	3.00	2.98	3.02	2.97

According to Institutional Program Performance (IPP) data from the NCAA, the GPA of UNI's student-athletes ranked between the 59<sup>th</sup> (2015) and 71<sup>st</sup> (2011) percentile of all division 1 schools nationwide over the previous five years.

The women's basketball team has placed in the top 15 teams of all 345 Division-I schools in the past nine years (except for 2010-11) based on team GPA. At the time of this report, the Women's Basketball Coaches Association had not posted the top 25 honor roll for the 2015-16 season. Most recent IPP data indicate that UNI's women's basketball team's GPA ranks at the 98<sup>th</sup> percentile of all division 1 institutions.

2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
12 <sup>th</sup>	7 <sup>th</sup>	7 <sup>th</sup>	14 <sup>th</sup>	26 <sup>th</sup>	7 <sup>th</sup>	6 <sup>th</sup>	6 <sup>th</sup>	2 <sup>nd</sup>

### Academic Progress Rate

“The Academic Progress Rate (APR) is a term-by-term measure of eligibility and retention for Division I student-athletes that was developed as an early indicator of eventual graduation rates.”

Quoted directly from the NCAA's website:

<http://www.ncaa.org/about/resources/research/academic-progress-rate-explained>

The APR, or Academic Progress Rate, holds institutions accountable for the academic progress of their student-athletes through a team-based metric that accounts for the eligibility and retention of each student-athlete for each academic term.

The APR is calculated as follows:

- Each student-athlete receiving athletically related financial aid earns one point for staying in school and one point for being academically eligible.

- A team's total points are divided by points possible and then multiplied by 1,000 to equal the team's Academic Progress Rate.
- In addition to a team's current-year APR, its rolling four-year APR is also used to determine accountability.

Currently, teams must earn a 930 four-year average APR or a 940 average over the most recent two years to participate in NCAA championships. In 2015-16 and beyond, teams must earn a four-year APR of 930 to compete in championships.

While the APR is intended as an incentive-based approach, it does come with a progression of penalties for teams that under-perform academically over time.

The first penalty level limits teams to 16 hours of practice per week over five days (as opposed to 20 over six days), with the lost four hours to be replaced with academic activities.

A second level adds additional practice and competition reductions, either in the traditional or non-championship season, to the first-level penalties. The third level, where teams could remain until their rate improves, includes a menu of possible penalties, including coaching suspensions, financial aid reductions and restricted NCAA membership. The Division I Committee on Academics, which oversees Division I's academic infrastructure, has the discretion to apply appropriate penalties once teams have fallen below the benchmark for three consecutive years.

While postseason bans are commonly applied as a penalty in the NCAA enforcement process, they are not considered as a penalty for poor academic performance. Instead, the requirement that teams achieve a minimum APR is simply a benchmark for participation in championships. Just as teams must win in competition to be eligible for championships, they must also achieve in the classroom.

The NCAA reports the current year (with a one year lag) and a rolling average of the most recent four years. UNI's APRs by team are reported in the table below.

**Current APRs** – (Note: Effective with 2014-15, APR Men’s Indoor/Outdoor and Women’s Indoor/Outdoor reporting are now collapsed into Men’s Track and Women’s Track.)

<b>Team</b>	<b>Multiyear* Rate (N)</b>	<b>2014- 2015 (N)</b>
Basketball, Men’s	995 (52)	1000 (13)
Basketball, Women’s	987 (60)	1000 (15)
Cross Country, Men’s	959 (25)	889 (5)
Cross Country, Women’s	1000 (35)	1000 (10)
Football	965 (328)	971 (86)
Golf, Men’s	1000 (15)	1000 (3)
Golf, Women’s	1000 (37)	1000 (8)
Soccer, Women’s	998 (106)	989 (23)
Softball	996 (69)	1000 (16)
Swimming and Diving, Women’s	992 (91)	1000 (24)
Tennis, Women’s	963 (29)	1000 (7)
Track and Field, Men’s	973 (135)	926 (33)
Track and Field, Women’s	982 (111)	991 (29)
Volleyball	1000 (54)	1000 (13)
Wrestling	987 (99)	957 (25)
<b>All Teams</b>	<b>977 (1492)</b>	<b>972 (310)</b>

\*The multiyear average includes the following years: 2011-12, 2012-13, 2013-14, and 2014-15.

According to most recent IPP data from the NCAA, UNI’s APR ranks at the 51<sup>st</sup> percentile of all division 1 schools and at the 50<sup>th</sup> percentile in the Missouri Valley Conference. Compliance council will continue to monitor the APRs of all teams with a focus on men’s cross country (single year APR 889, n = 5) and men’s track and field (single year APR 926, n = 33). APRs of teams with few athletes who receive financial aid should be interpreted with caution.

Several UNI teams were recognized by the NCAA for placing in the top 10% division 1 institutions for their 2014-2015 APR. These teams include men’s basketball, men’s and women’s golf, women’s cross country, and volleyball.

### **Graduation Rates**

Each year, the NCAA publicly announces the Graduation Success Rate (GSR) of all Division I institutions, along with a similar Division II Academic Success Rate (ASR). According to the most recent Graduation Success Rate data, 82 percent of Division I freshmen scholarship student-athletes who entered college in 2004 earned a degree. In Division II, 73 percent of freshmen student-athletes who entered college in 2004 graduated. The graduation-rate data are based on a six-year cohort prescribed by the U.S. Department of Education.

The NCAA developed the Division I Graduation Success Rate in response to college and university presidents who wanted graduation data that more accurately reflect the mobility among all college students today.

Both the Graduation Success Rate and the Academic Success Rate account for the academic outcomes of student-athletes who transfer from one institution to another. The rate compiled using the federal government's

methodology does not count transfers in and counts transfers out as graduation failures. Regardless of which rate is used, student-athletes are shown to graduate at a higher rate than their peers in the general student body.

Quoted directly from the NCAA’s website:

<http://www.ncaa.org/about/resources/research/graduation-success-rate>

Similar to the APRs, the FGRs are also reported with a one-year lag. Each school submits data by June 2016 that include the graduation rates for the freshman cohort class of 2009-10. The most recent FGR allows those freshmen six academic years to graduate. Like the APRs, FGRs include student-athletes who receive athletic financial aid (walk-ons are not included).

### Federal Graduation Rate (FGR) Comparisons and Demographics

	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05
<b>Four-Year Averages</b>						
Student-Athletes	66%	68%	67%	70%	73%	71%
Student Body	66%	66%	67%	67%	67%	67%
<b>Individual Years by Gender and Ethnicity</b>						
All Student-Athletes	68%	74%	63%	61%	73%	70%
All Male Student-Athletes	58%	61%	43%	53%	65%	62%
All Female Student-Athletes	77%	86%	84%	71%	82%	79%
All Minority Student-Athletes	35%	56%	25%	55%	40%	60%
All Non-Minority Student-Athletes	80%	79%	71%	68%	76%	73%
All UNI Students	68%	64%	66%	66%	67%	67%
All UNI Male Students	65%	61%	63%	59%	64%	62%
All UNI Female Students	69%	65%	69%	71%	69%	70%
All UNI Minority Students	43%	50%	42%	45%	47%	45%
All UNI Non-Minority Students	70%	65%	67%	68%	68%	68%

The overall comparisons between student-athlete graduation rates and UNI student-body graduation rates suggest that student-athletes graduate at similar or higher rates. According to IPP data, UNI’s multiyear FGR for student-athletes ranks at the 62% percentile of all division 1 schools in the nation and at the 50% percentile in the Missouri Valley Conference. UNI’s single year FGR falls in the top quartile of all division 1 institutions.

### FGRs by Team, Four-Year Averages

Team	09-10 Cohort	08-09 Cohort	07-08 Cohort	06-07 Cohort	05-06 Cohort	04-05 Cohort
Basketball, Men's	67%	62%	42%	54%	45%	45%
Basketball, Women's	88%	88%	80%	77%	71%	83%
Football	57%	64%	64%	67%	67%	62%
Golf, Men's	75%	50%	67%	80%	75%	75%
Golf, Women's	60%	64%	55%	55%	78%	71%
Soccer, Women's	88%	88%	87%	84%	81%	64%
Softball	73%	74%	71%	70%	67%	67%
Swimming and Diving, Women's	68%	83%	82%	80%	81%	62%
Tennis, Women's	63%	67%	67%	100%	100%	80%
Track & Field and Cross Country, Men's	57%	63%	63%	68%	71%	55%
Track & Field and Cross Country, Women's	86%	81%	86%	80%	83%	74%
Volleyball	91%	90%	100%	91%	100%	100%
Wrestling	42%	41%	46%	65%	65%	73%
Overall	66%	68%	67%	70%	71%	66%

The Graduation Success Rates (GSR) are calculated in the same way as the FGRs; the difference is that GSRs include transfer students. The year in which the student transfers to UNI, he/she enters that year's cohort along with new freshmen.

### GSRs by Team, Four-Year Averages (Including Transfer Students)

Team	09-10 Cohort	08-09 Cohort	07-08 Cohort	06-07 Cohort	05-06 Cohort	04-05 Cohort
Basketball, Men's	82%	75%	60%	73%	63%	75%
Basketball, Women's	100%	94%	93%	92%	92%	100%
Football	62%	69%	72%	76%	77%	69%
Golf, Men's	100%	100%	100%	100%	100%	100%
Golf, Women's	100%	100%	100%	100%	100%	100%
Soccer, Women's	100%	100%	100%	94%	94%	94%
Softball	94%	95%	100%	100%	89%	83%
Swimming and Diving, Women's	94%	95%	90%	85%	82%	73%
Tennis, Women's	86%	100%	100%	100%	100%	100%
Track & Field and Cross Country, Men's	67%	66%	70%	68%	73%	71%
Track & Field and Cross Country, Women's	93%	92%	96%	93%	96%	95%
Volleyball	100%	100%	100%	100%	100%	100%
Wrestling	55%	52%	55%	74%	71%	79%
Overall	80%	80%	82%	84%	83%	81%

### FGRs by Team, Single-Year Freshmen Cohorts

Team	09-10	08-09	07-08	06-07	05-06	04-05
Basketball, Men's	100%	100%	33%	60%	50%	0%
Basketball, Women's	50%	100%	100%	100%	33%	50%
Football	53%	56%	61%	60%	78%	56%
Golf, Men's	100%	NA	0%	100%	NA	NA
Golf, Women's	100%	67%	100%	25%	100%	33%
Soccer, Women's	80%	100%	87%	83%	83%	100%
Softball	100%	67%	100%	67%	83%	50%
Swimming and Diving, Women's	50%	67%	86%	67%	100%	50%
Tennis, Women's	50%	100%	0%	100%	100%	100%
Track & Field and Cross Country, Men's	57%	71%	33%	50%	75%	100%
Track & Field and Cross Country, Women's	91%	89%	83%	50%	80%	100%
Volleyball	100%	100%	100%	80%	100%	NA
Wrestling	50%	43%	14%	67%	43%	75%
Overall	68%	68%	63%	61%	71%	66%

### GSRs by Team, Single-Year Freshmen and Transfer Student Cohorts

Team	09-10	08-09	07-08	06-07	05-06	04-05
Basketball, Men's	100%	100%	33%	67%	33%	0%
Basketball, Women's	50%	100%	83%	100%	50%	50%
Football	48%	54%	52%	45%	76%	64%
Golf, Men's	100%	%	0%	50%	NA	100%
Golf, Women's	100%	75%	100%	25%	100%	NA
Soccer, Women's	80%	100%	87%	83%	88%	100%
Softball	100%	67%	100%	71%	88%	67%
Swimming and Diving, Women's	50%	67%	86%	57%	100%	33%
Tennis, Women's	50%	100%	33%	100%	100%	100%
Track & Field and Cross Country, Men's	62%	55%	60%	40%	75%	100%
Track & Field and Cross Country, Women's	91%	80%	87%	50%	80%	100%
Volleyball	100%	100%	100%	80%	100%	NA
Wrestling	40%	43%	20%	67%	38%	60%
Overall	66%	68%	63%	59%	76%	73%

Because many UNI teams have graduating cohorts of three or fewer seniors, the graduation rate can vary dramatically year to year and should be interpreted with caution.

### Admissions Exceptions

The Compliance Council monitors the number of student-athletes who do not achieve the benchmark Regents Admissions Index (RAI) of 245. The Compliance Council also tracks the percentage of student-athletes who are admitted with an RAI of less than 245 in comparison to the percentage of the overall student body who are admitted with an RAI of less than 245. Worthy of note for 2015, the number of admissions exceptions for



student-athletes is the same as 2014--maintaining a tie for lowest number (13) since the implementation of the RAI in 2009.

The number of students admitted with an RAI < 245 whose cumulative GPA is less than 2.5 one year after enrolling at UNI is less than half of the “at risk” student-athletes, which likely reflects careful monitoring by the athletic academic advisors and coaches. The Compliance Council plans to compare the academic performance of the student-athletes admitted with an RAI < 245 to the non-student-athletes admitted with an RAI < 245 when data is available.

More information about how RAI is calculated can be found here: <http://www.regents.iowa.gov/RAI/>

The RAI combines factors that strongly predict success at the Regent Universities: ACT or SAT test score, high school rank, high school cumulative grade-point average, and the number of completed high school core courses.

There are two RAI formulas for computing students' RAI scores, the Primary RAI formula (for students whose high school provides class rank) and the Alternative RAI formula (for students whose high school does not provide class rank).

The table below reports the number of students admitted with an RAI < 245 and tracks their academic progress; it includes both scholarship recipients and walk-ons.

**RAI < 245: Student-Athletes Compared to UNI Student Body**

<b>Year</b>	<b>Student-Athletes RAI&lt;245</b>	<b>Total Student Body RAI&lt;245</b>	<b>Total Enrolled New Freshmen (all RAIs)</b>	<b>Student-Athlete % of Total with RAI&lt;245</b>	<b>Student Body % of Total with RAI&lt;245</b>
Fall 2015	13	227	1,1916	5.7%	11.8%
Fall 2014	13	272	1,797	4.8%	15.1%
Fall 2013	17	257	1,722	6.6%	14.9%
Fall 2012	17	225	1,704	7.6%	13.2%
Fall 2011	21	260	1,942	8.1%	13.4%
Fall 2010	14	285	1,978	4.9%	14.4%
Fall 2009	15	298	1,946	5.0%	15.3%

**Details of Student-Athletes Admitted with RAI < 245**

<b>Year</b>	<b>Number</b>	<b>GPA 2.5 or above*</b>	<b>Academic Issues**</b>	<b>Teams</b>
2015-16	13	4	3	Football, Track & Field (men's & women's), Tennis
2014-15	13	4	4	Football, Track & Field (men's)
2013-14	17	8	1	Football, Track & Field (men's and women's), Wrestling
2012-13	17	7	3	Basketball (women's), Football, Soccer (women's), Track & Field (men's), Track & Field (women's), Wrestling
2011-12	21	6	3	Basketball (men's), Football, Golf (men's), Soccer (women's), Swimming (women's), Track & Field (men's), Track & Field (women's), Wrestling
2010-11	14	6	7	Football, Soccer (women's), Softball, Track & Field (men's), Wrestling
2009-10	15	4	6	Football, Track & Field (men's), Wrestling

\*Students whose cumulative GPA was 2.5 or greater one year after enrolling at UNI.

\*\* "Academic issues" includes students who earned a cumulative GPA less than 2.0 one year after being admitted, including those who received a warning, were placed on probation, or were suspended.

## Retention Rates

UNI student-athletes have significantly higher retention rates when compared to the general student population. The table below compares student-athletes who receive athletic financial aid to the entire student body.

### Retention

	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
Student-Athletes	%	96.8%	97.0%	97.8%	95.0%	96.0%	97.9%
All Students	%	80.1%	84.7%	82.9%	81.4%	82.0%	82.5%

Note: 2015-16 retention data not available until after 2<sup>nd</sup> week census (September) Fall 2016 semester.

UNI's single year student-athlete retention rate for 2014-2015 ranked at the 61<sup>st</sup> percentile of all division 1 schools in the nation. Data is not yet available for comparison in 2015-2016.

## Missed Class Policy and Travel Absences

The Department of Athletics has a missed class policy that provides strong incentives for students to attend each class in which they are enrolled.

“The Department of Intercollegiate Athletics at the University of Northern Iowa (referred to as UNI Department of Athletics) is committed to providing each student athlete with a positive academic experience. Academic achievement is the result of hard work and effort; therefore, the UNI Department of Athletics expects all student athletes to attend classes, to exhibit appropriate behavior both in and out of class, and to complete all assignments.”

The UNI Department of Athletics has created the following attendance policy as one way of assisting our student athletes and their academic success. Each head coach may endorse a more restrictive policy for his/her sports program.

Attendance at **EVERY** class and laboratory session is expected for all courses in which you are enrolled. Studies have shown that there is a direct correlation between classroom attendance and academic success. If you are having problems with a class, your professor is much more likely to be willing to work with you if you have demonstrated an interest in the course by attending the class. For student athletes this issue is even more critical because of the days that might be missed due to competition. It is **YOUR** responsibility to attend class every day, be on time and actively participate in the class.

Student athletes bear the responsibility of informing their professors of upcoming class absences due to competition. Student athletes should refer to their course syllabus carefully on assignment completion for any given class. Student athletes are responsible for understanding and meeting the instructor's expectations. Student athletes also are responsible for communicating with faculty prior to missing scheduled assignments and for making arrangements with faculty to complete all missed assignments. Athletics Academic Advisors will provide a form that will list each class missed due to athletic competition that can be shared with faculty. Concerns with completing missed assignments due to athletic competition are to be reported to the Athletics Academic Advisors in Athletics Academic Services.

**It is against NCAA rules for student athletes to miss class to attend practice or other athletics department events unrelated to official competition.**

The Athletics Academic Services staff may use the following methods to monitor class attendance and tardiness to classes:

- Direct grade check requests
- Telephone calls to and from professors
- Electronic communication with professors
- Personal meetings with professors
- Random class attendance checks

With proper documentation, the following circumstances generally constitute an *excused absence*:

- **Absence due to team travel and competition**

• **Absence due to illness** – Student athletes must provide documentation from the athletic training staff or a licensed medical facility to both the professor and the Athletics Academic Services staff **prior** to the next class meeting. *Note:* Depending on the professor’s attendance policy, missing class for an illness even with a physician’s note may not constitute an excused absence in that class. However, the Athletics Department may still consider the absence “excused” if proper documentation is provided.

• **Absence due to extenuating personal circumstances** such as death in the immediate family – the student athlete must notify the professor and a member of the Athletics Academic Services staff **prior** to the next class meeting. Appropriate documentation to provide proof of extenuating circumstances may be requested.

**Sanctions for missed classes due to unexcused absences (per course):**

• *First Unexcused Absence* – Reported to Sport Administrator and Head Coach.

• *Second Unexcused Absence* – Letter to Student Athlete and Head Coach. Parents/guardians of the student athlete will be notified.

• *Third Unexcused Absence* – Student Athlete will be suspended from one (1) practice beginning with the next scheduled practice. No athletically-related activities are allowed for a 24-hour period, including strength and conditioning activities, film sessions, individual workouts or any other activity that is required by the coaching staff.

• *Fourth Unexcused Absence* – Suspension from 10% of the team’s regular season scheduled competitions beginning with the next scheduled competition, which could also include post season.

**If a student athlete self-reports the first unexcused absence, the first absence will be waived. Absences can be self-reported to Athletics Academic Advisors, sport supervisors or the head coach.**

**Summer school classes are included and sanctions will be applied beginning with the fall semester.**

**Suspension Criteria:**

1. A suspension is defined as the inability to participate during an entire practice, game and/or competition. This includes all countable athletically related activities such as weight training or film sessions. Student athletes who have been suspended from practice and/or competition are not allowed to observe practice or attend the competition as a student-athlete. You may attend a home athletic event, but cannot participate in team activities, including team meals, locker room sessions or sit on the bench/sideline during the game.
2. Suspension(s) will be served at the first available opportunity and must be served consecutively as applicable.
3. Absences are calculated per course. Students who miss four (4) classes in one course will be subject to a 10% suspension. Each subsequent absence in that course will result in being suspended for one (1) additional competition.
4. Unexcused absences are “reset” each academic term and do not carryover. However, sanctions may be applied, when necessary, to the following term.
5. If the calculation of a suspension results in a percentage of a contest, the following formula shall be used:
  - a. .4 and below – round down to the nearest contest.
  - b. .5 and above – round up to the nearest contest.

6. In as much as most summer activities are voluntary, no suspensions may be served during voluntary summer workouts. Unexcused absence sanctions for missed summer classes may be applied to fall practice and/or competitions.
7. Scrimmages and exhibition games shall not be used in determining the total number of a
8. team's regular season scheduled contests.
9. Scrimmages and exhibition games shall not be used to satisfy suspensions.
10. Suspension from practice will be for the next scheduled practice.
11. Suspension from competition will be for the next scheduled contest, including post-season. If a sport splits their competition season between "championship" and "non-championship" segments, suspensions shall be served during the segment of the season concluding with the NCAA Championships (also known as the "championship" segment). If the next scheduled contest will not be until the following academic year, the suspension will carry over to that year.
12. The student athlete and the head coach will be notified in writing by the UNI Department of Athletics after the second absence.
13. If the UNI Department of Athletics receives a progress report with multiple unexcused absences from a professor without any prior notice of class absences, the student athlete's absences will be recorded as three and associated penalties will be administered.

### **Process to Appeal Unexcused Absences**

If a student athlete believes the information related to unexcused absences is not accurate, he/she has three (3) business days to formally appeal to the Senior Associate Athletic Director/SWA. This appeal shall be made in writing and presented in person and any pertinent documentation to support the student's perspective should be presented at that time. The appeal will be reviewed by the Senior Associate Athletic Director/SWA or designee and forwarded to the Director of Athletics for final review and ruling. The decision of the Director of Athletics is final. The student athlete's appeal will be responded to in writing, and copied to the Head Coach, the Sport Administrator, and the Athletics Academic Advisor within two (2) business days.

Note: This policy can be amended at the discretion of the Director of Athletics.

The University of Northern Iowa has a new "Class Attendance and Make-up Work" policy that affects student-athletes who must miss class due to travel for athletic competitions. The policy can be found at <https://www.uni.edu/policies/306> and is quoted here:

### **3.06 Class Attendance and Make-Up Work**

#### **Purpose:**

It is the expressed focus of the University of Northern Iowa to further the educational development of each of its students. On occasion events will necessitate a student's absence from class. This policy delineates the responsibilities of faculty members and students relating to class attendance and make-up work.

#### **Definition:**

The term "faculty member(s)" when used in this policy includes all regular, full-time faculty and all part-time course instructors, regardless of any other University employee classification which applies to the individual who teaches on a part-time basis.

## Policy:

### A. General Provisions

1. Faculty members who choose to have policies related to attendance and make-up work must distribute those policies by the end of the first week of instruction.
2. Students must adhere to each faculty member's policies regarding attendance and make-up work.
3. Faculty members who require attendance at activities or events that may conflict with a student's otherwise regularly scheduled classes are expected to be reasonable in setting these requirements. If a faculty member will require student attendance at an activity or event outside of the regularly scheduled class period, the affected students must be provided with written notice at least 10 university class days in advance of the event during the fall or spring semester and by the third day of the course for any summer term class. The faculty member must provide each student with a notice that can be given to the faculty member who instructs another course affected by the required attendance of the student. It is then the student's obligation to notify the other faculty member. In the case of extracurricular activities, a semester-long schedule should be prepared and distributed to the participating students at the beginning of the semester. It is the student's obligation to provide the schedule to his/her other faculty members. A student may not be penalized for missing a course activity which is outside of their regularly scheduled class time and conflicts with his/her other scheduled courses. If a faculty member has course activities which require attendance outside of scheduled class time, that faculty member must either provide the student an opportunity to make up the missed activity or event, or have in place a make-up policy that does not unjustly penalize a student for the missed activity or event.

### B. Absences

Occasionally, students will have reasonable cause to miss class. In order for both faculty members and students to plan effectively for these absences, the following procedures have been developed. Faculty members are encouraged to take into account the reason for an absence and make appropriate accommodations. Students are still responsible for demonstrating achievement of course learning goals, even when absences are necessary or reasonable. In situations with many absences, it may be most appropriate for the student to withdraw and retake the course in a future semester.

1. In the case of mandatory excused absences, students must be allowed to make up missed work, complete an equivalent assignment, or the professor and the student may mutually agree to waive the assignment without penalty. Faculty members have the discretion to determine what constitutes an appropriate make up work assignment. Some course requirements may not require a make-up, such as in cases where the class work has a very minimal point value or where the course requirement of minimal point value is a part of a series of dropped assignments.
  - a. The following absences must be excused:
    - **Required university related absences, including but not limited to athletic games/matches/meets or their equivalents,**
    - Absences due to military duty or veteran status, including service-related medical appointments where failure to appear might result in a loss of benefits.

- Absences because of pregnancy or childbirth for as long as the student’s doctor deems the absences medically necessary. When a student returns to school, she must be allowed to return to the same academic and extracurricular status as before her medical leave began.

- Legally mandated absences such as jury duty or court subpoena.

**b. Students participating in required university or legally mandated absences must inform each faculty member of their known and anticipated absences as far in advance as possible. Failure to inform faculty beforehand, when it is clearly possible to do so, may be treated as an unexcused absence.**

c. Faculty are not required to offer make-up work for extra credit tasks or assignments.

2. Except as outlined in B1, faculty members have the discretion to determine the reasonableness of absences due to extenuating circumstances, either predetermined or unexpected. Such absences include but are not limited to: non-university sanctioned educationally appropriate events and activities (e.g. attendance at a professional conference, lecture on campus); illness; significant personal emergency; bereavement; obligatory religious observances, etc.

a. When an absence is deemed “reasonable”, the faculty member provides the student an opportunity to make up missed work, or has in place a make-up policy that does not unjustly penalize a student for the absence.

b. Remedies for missed work due to a “reasonable” absence include but are not limited to replacement assignments; policies which may allow students to drop a certain number of assignments or exams; policies which might average a score for a missed exam or account for it in other ways, etc.

c. In each of these remedies, a “reasonable” standard should apply. In determining whether a remedy is reasonable, consideration should be given to the published syllabus.

### **C. Make-up Work Grievances Arising from Absences**

Should a faculty member refuse to allow a student to make up missed work, the faculty member’s decision can be appealed by the student using the grievance process outlined in Section 7 of 12.01 Student Academic Grievance Policy.

Faculty Senate, approved December 2, 2013

President’s Cabinet, approved March 3, 2014

President and Executive Management Team, approved March 4, 2014

Because student-athletes must travel to some competitions, the IAAC monitors the travel schedules of all teams.



## Missed Class Days Due to Team Travel

Team	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
Basketball, Men's	9	10	16	9	10	13.5
Basketball, Women's	13	12.5	12.5	10	6.5	12.5
Cross Country, Men's	8.5	6	5	6.5	4	4.5
Cross Country, Women's	8.5	6	5	6.5	4	5
Football	2.5	5.5	2.5	6	5	5
Golf, Men's	X	14	17	16	15	16
Golf, Women's	X	17	18	16	16	17.5
Soccer, Women's	X	7	4.5	6.5	6	6.5
Softball	10.5	9	10.5	8.5	13	8.5
Swimming and Diving, Women's	X	9.5	9.5	5.5	7	8
Tennis, Women's	X	8.5	12.5	11	10.5	11
Track & Field, Men's Indoor and Outdoor	17	16	16	10.5	13	11.5
Track & Field, Women's Indoor and Outdoor	17	16	16	10.5	13	11.5
Volleyball	10	12	14	12	9	9.5
Wrestling	X	4.5	5	4.5	2.5	4

X = Data unavailable for 2015-2016.

Missed class days will vary from year to year based on both non-conference and conference schedules. Coaches have no discretion on conference schedules. The IAAC monitors travel schedules for all teams. Changes in travel schedules which will increase missed classes must be approved by the faculty athletics representative.

## Student Athlete Advisory Committee

The Student Athlete Advisory Committee (SAAC) at UNI is composed of student-athlete representatives chosen by each varsity sport. Teams with up to 45 student-athletes have two representatives, while teams with more than 45 student-athletes have three representatives. One of SAAC's responsibilities is to "identify problems and concerns of the student-athletes and resolve those problems in order to improve the overall success of the athletic programs and department as a whole" (quoted from their Constitution). SAAC meets every other week during each academic semester.

SAAC organized a variety of events in 2015-16, including an all student-athlete fall welcome back picnic, Junior Panther Night, Hygiene Hijack, Hy-Vee fitness camp at Lowell and Hansen Elementary Schools, Toys for Tots holiday toy drive, and the annual Pro-Joe Challenge Dodgeball Tournament.

2015-16 SAAC Co-Presidents, Stephanie Davison (women's basketball) and Jacob Rathmacher (football), have been recognized for their scholarship, leadership, and community service by being nominated for various awards and scholarships. SAAC is advised by athletic academic advisor Andrea Greve.

It should be noted that SAAC is a national organization with the following functions (from <http://www.ncaa.org/student-athletes/ncaa-student-athlete-advisory-committees-saacs>):

- Generate a student-athlete voice within the NCAA structure.
- Solicit student-athlete response to proposed NCAA legislation.
- Recommend potential NCAA legislation.
- Review, react and comment to the governance structure on legislation, activities and subjects of interest.
- Actively participate in the administrative process of athletics programs and the NCAA.
- Promote a positive student-athlete image.

The MVC maintains a SAAC group (<http://www.mvc-sports.com/saac/>), which is advised by Indiana State Senior Women's Administrator, Angie Lansing. Amie Held (volleyball) represented UNI at the MVC level in 2015-2016.

## **Community Service**

SAAC members and the student-athlete body as a whole regularly participate in Athletic Department and SAAC-run community service projects. Projects during the 2015-16 academic year included a Boys & Girls Club mentoring night, Toys for Tots toy drive, Dance Marathon, Hygiene Hijack, Hy-Vee Fitness Camp at Lowell and Hansen Elementary Schools, Panther Reading Program, Pro-Joe Challenge Dodgeball Tournament, Relay for Life, and Special Olympics.

In the 2015-16 academic year, student-athletes performed 2,050 hours of community service. In previous years, student-athletes totaled approximately 1,692.5 hours (2014-15), 1,365.5 hours (2013-14), 1,289.5 hours (2012-13), 1,463 hours (2011-12), and 1,448 hours (2010-11). Since the Athletics Department began tracking the number of volunteer hours in 2010-11, student-athletes have recorded approximately 9,308 hours. The volunteer commitments of student-athletes each year contribute to the national recognition received by UNI.

### **Honorary Sideline Coach Program**

The Honorary Sideline Coach Program is designed to bring student-athletes and their professors together in an environment outside of the classroom. The program gives professors a chance to experience the athletic activities of student-athletes on game-day, as they are often invited to some combination of pre-game meals, pre-game practices, and locker-room talks. The professors have the opportunity to observe the game/match from the sidelines and are recognized at each event. Student-athletes can nominate a favorite professor who has helped make their experience at UNI a positive one. This year 35 faculty members, representing all colleges, were nominated by student-athletes to serve as Honorary Sideline Coaches at their respective events.

## **LGBT Inclusion Committee**

The Athletics Department is in the process of establishing a LGBT Inclusion Committee. This committee will be proactive in supportive student-athletics who identify as lesbian, gay, bisexual, and/or transgender. Proposed membership is as follows:

- Office of the General Counsel: Tim McKenna
- Counseling Center: Stephanie Germann
- Faculty Athletics Representative: Elaine Eshbaugh
- Senior Women's Administrator: Christina Roybal
- Compliance: Justin Schemmel
- Academics/Student Athlete Development: Stacia Eggers
- Coordinator for the LGBT Student Support Services: TBD (Allyson Rafanello has agreed to serve until the coordinator is hired)

## **Exit Interviews**

One important source of information about the experience that student-athletes receive at UNI is the exit survey. The faculty athletics representative receives the names of all student-athletes who are no longer participating in their respective sports for any reason and sends them an email with a link to the survey. The student-athletes could be leaving their teams because they have exhausted their athletic eligibility, are graduating, are transferring, or are remaining at UNI but have discontinued their athletic participation. All respondents are also offered an opportunity to meet with the FAR to do an in-person interview. The report is included here as Appendix A.

In the future, the exit interview procedure will likely be amended to allow for at least one student-athlete from each sport to do a face-to-face interview with the faculty athletics representative and sport supervisors in the spring. All student-athletes will still be invited to complete a confidential online survey. Although the response rate was higher in 2015-2016 compared to previous years, the faculty athletics representative will continue to seek methods to ensure a greater response rate.

## References

This report was developed in consultation with the following individuals:

David Harris, Director of Athletics

Jill Bevard, Clerk III, Financial Aid

Don Bishop, Head Athletic Trainer

David Harris, Athletic Director

Stacia Eggers, Assistant Athletic Director for Academic Services

Andrea Greve, Athletic Academic Advisor

Ben Messerli, Assistant Athletic Director for Compliance

Elizabeth Minard, Assistant Director of Gift Aid & Multicultural Relations, Financial Aid

Jessica Moon, Director, University Honors Program

Colby Reinking, Admissions Counselor

Justin Schemmel, Deputy Athletic Director for Internal Operations

Dan Schofield, Associate Director, Admissions

Diane Wallace, Assistant Registrar

Danielle Weide, Admissions Counselor

This report is distributed to the President, Provost, Vice President for Administration and Finance, and Athletic Director. Input is solicited from the Intercollegiate Athletic Advisory Council, Athletic Compliance Council, and Faculty Senate.

University of Northern Iowa  
Department of Athletics  
2015-2016 Student-Athlete Exit Survey Report

Elaine M. Eshbaugh, PhD  
Associate Professor of Applied Human Sciences  
NCAA Faculty Athletics Representative

Data were collected in December of 2015 and April-May of 2016. All student-athletes not continuing in athletics at UNI were sent a link via email to complete an anonymous online survey and invited to do an in-person exit interview with the NCAA Faculty Athletics Representative. The current survey was developed after review of the NCAA best practices “model” surveys from the NCAA website and in consultation with Faculty Athletics Representatives within the Missouri Valley Conference.

## Response Rates

In the fall of 2015 and spring of 2016, a total of 66 (29 female, 37 male) student-athletes completed the online exit survey. This is a response rate of over 65%, which is higher than in previous years. The improved response rate may be due, in part, to data collection in fall for students who complete their final season before the end of first semester. Previously student-athletes were only able to complete the survey in spring, and some student-athletes may have graduated in December or left the university for other reasons. Exiting student-athletes from all sports except tennis are represented in this data. The data here is presented as a summary of all sports to protect the anonymity of student-athletes. It should be noted that student-athletes may have skipped certain questions or responded Not Applicable, so the sample size may slightly differ for each item. The following shows respondents by sport:

Respondents by Sport

Answer Choices	Responses	
Men's Basketball	4.62%	3
Women's Basketball	10.77%	7
Men's Cross Country	3.08%	2
Women's Cross Country	1.54%	1
Football	26.15%	17
Men's Golf	4.62%	3
Women's Golf	4.62%	3
Men's Track and Field	4.62%	3
Women's Track and Field	13.85%	9
Swimming and Diving	7.69%	5
Tennis	0.00%	0
Softball	3.08%	2
Volleyball	7.69%	5
Wrestling	6.15%	4
Soccer	9.23%	6
<b>Total Respondents: 65</b>		

Note: One respondent did not indicate sport.



Nearly 90% (n = 57) of respondents were White/Caucasian, whereas six respondents identified as African-American and one identified as other. The following table displays reasons for respondents not continuing in athletics at UNI:

Answer Choices	Responses	
Exhausted eligibility and/or graduating	83.33%	55
Leaving team and continuing my education at UNI	9.09%	6
Leaving team and NOT continuing my education	0.00%	0
Leaving team and continuing my education elsewhere	6.06%	4
Injury/health-related concerns	3.03%	2
<b>Total Respondents: 66</b>		

### Factors in the Choice to Attend UNI

According to this data, the athletics program is among the most important factors in college decision-making for UNI student-athletes. About 87% (n = 52) of student-athletes indicated the athletics program was either important or very important in their decision to attend UNI. Furthermore, academics appeared to be an influential factor for most student-athletes in their choice to attend UNI. About 79% (n = 49) of student-athletes rated the academic program as important or very important. Coaching staff and NCAA Division 1 status were also influential factors. Coaching staff was important or very important to 77% of student-athletes, whereas Division 1 status was important or very important to 74% of student-athletes. Less influential factors included campus and location. The following table displays responses on all factors in the choice to attend UNI:

	<b>Very Unimportant</b>	<b>Unimportant</b>	<b>Neutral</b>	<b>Important</b>	<b>Very Important</b>	<b>Total</b>	<b>Weighted Average</b>
Location	<b>1.61%</b> 1	<b>14.52%</b> 9	<b>22.58%</b> 14	<b>48.39%</b> 30	<b>12.90%</b> 8	62	3.56
Academic program	<b>1.61%</b> 1	<b>6.45%</b> 4	<b>12.90%</b> 8	<b>33.87%</b> 21	<b>45.16%</b> 28	62	4.15
Athletics program	<b>0.00%</b> 0	<b>1.67%</b> 1	<b>11.67%</b> 7	<b>35.00%</b> 21	<b>51.67%</b> 31	60	4.37
Coaching staff	<b>1.64%</b> 1	<b>3.28%</b> 2	<b>16.39%</b> 10	<b>36.07%</b> 22	<b>42.62%</b> 26	61	4.15
Campus	<b>1.64%</b> 1	<b>4.92%</b> 3	<b>29.51%</b> 18	<b>47.54%</b> 29	<b>16.39%</b> 10	61	3.72
NCAA Division I status	<b>0.00%</b> 0	<b>0.00%</b> 0	<b>26.23%</b> 16	<b>32.79%</b> 20	<b>40.98%</b> 25	61	4.15
Financial aid (scholarship availability)	<b>6.45%</b> 4	<b>4.84%</b> 3	<b>14.52%</b> 9	<b>37.10%</b> 23	<b>37.10%</b> 23	62	3.94

### Perceptions of Athletic Academic Advisors

Athletic academic advisors are perceived positively by most student-athletes. For instance, 79% (n = 49) of student-athletes agreed or strongly agreed that athletics academic advisors were available when needed. In addition, 86% (n = 53) agreed or strongly agreed that the athletics academic advisors were supportive, and 71% (n = 44) agreed or strongly agreed that the athletics advisors provided helpful academic advising services. Open-ended comments suggested that student-athletes feel that athletic academic advisors are more helpful during freshman and sophomore years than junior and senior years. This likely reflects the effectiveness of athletic academic advisors in advising for UNI's liberal arts core and the nature of the more specific major advising needed for upperclassmen. Open-ended comments also reiterated the support and connection most student-athletes felt from their assigned athletic academic advisor. A few student-athletes noted the need to hire more athletic academic advisors because they felt that the athletic academic advisors had too many student-athletes to advise and could be more effective with a lighter load of advisees (Note: There is a plan to hire another athletic academic advisor). The following table displays responses regarding athletic academic advisors:

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>	<b>Weighted Average</b>
The athletic academic advisors were available when needed.	<b>4.84%</b> 3	<b>0.00%</b> 0	<b>16.13%</b> 10	<b>41.94%</b> 26	<b>37.10%</b> 23	62	4.06
The athletic academic advisors were supportive.	<b>1.61%</b> 1	<b>3.23%</b> 2	<b>9.68%</b> 6	<b>46.77%</b> 29	<b>38.71%</b> 24	62	4.18
The athletic academic advisors provided helpful academic advising services.	<b>1.61%</b> 1	<b>8.06%</b> 5	<b>19.35%</b> 12	<b>32.26%</b> 20	<b>38.71%</b> 24	62	3.98

## Perceptions of Faculty

Most student-athletes (66%; n = 41) agreed or strongly agreed that the faculty was sensitive to the special demands placed on student-athletes. The majority agreed or strongly agreed that they did not encounter difficulties in submitting missed exams or work due to competition. Only one individual indicated that he/she did *not* feel supported by professors. Open-ended comments indicated that most professors strive to work positively with student-athletes, particularly in smaller classes. In general, it appears that student-athletes perceive that faculty are following policies regarding missed class and make-up work related to athletics. The following table shows responses regarding faculty:

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>N/A</b>	<b>Total</b>	<b>Weighted Average</b>
The faculty was sensitive to the special demands placed on student-athletes.	<b>0.00%</b> 0	<b>4.84%</b> 3	<b>20.97%</b> 13	<b>50.00%</b> 31	<b>16.13%</b> 10	<b>8.06%</b> 5	62	3.84
When I missed class due to competitions, I did not encounter difficulties in submitting missed work.	<b>0.00%</b> 0	<b>6.45%</b> 4	<b>14.52%</b> 9	<b>48.39%</b> 30	<b>27.42%</b> 17	<b>3.23%</b> 2	62	4.00
When I missed class due to competitions, I did not encounter difficulties in making up exams.	<b>0.00%</b> 0	<b>3.23%</b> 2	<b>12.90%</b> 8	<b>50.00%</b> 31	<b>27.42%</b> 17	<b>6.45%</b> 4	62	4.09
I felt supported by my professors.	<b>0.00%</b> 0	<b>1.64%</b> 1	<b>16.39%</b> 10	<b>49.18%</b> 30	<b>29.51%</b> 18	<b>3.28%</b> 2	61	4.10

### **Perceptions of Head Coaches and Assistant Coaches**

Head coaches were rated by most student-athletes (93%; n = 57) as having good or very good knowledge of the sport. Most student-athletes (78%; n = 47) indicated that their head coach was good or very good at assessing their athletics ability fairly. A total of 16 student-athletes (26%) disagreed or strongly disagreed that their head coach was able to apply discipline equally to all team members. Furthermore, 15 student-athletes (25%) disagreed or strongly disagreed that their head coach communicated effectively with them. Like head coaches, assistant coaches were perceived by most student-athletes (74%; n = 51) as having good or very good knowledge of the sport. Open-ended comments about head coaches and assistant coaches were mostly positive. Comments indicated that many student-athletes feel strong connections with assistant coaches, and many assistant coaches, in particular, take an interest in student-athletes outside of athletics. Responses related to head and assistant coaches are shown in the following tables:

## Head Coaches

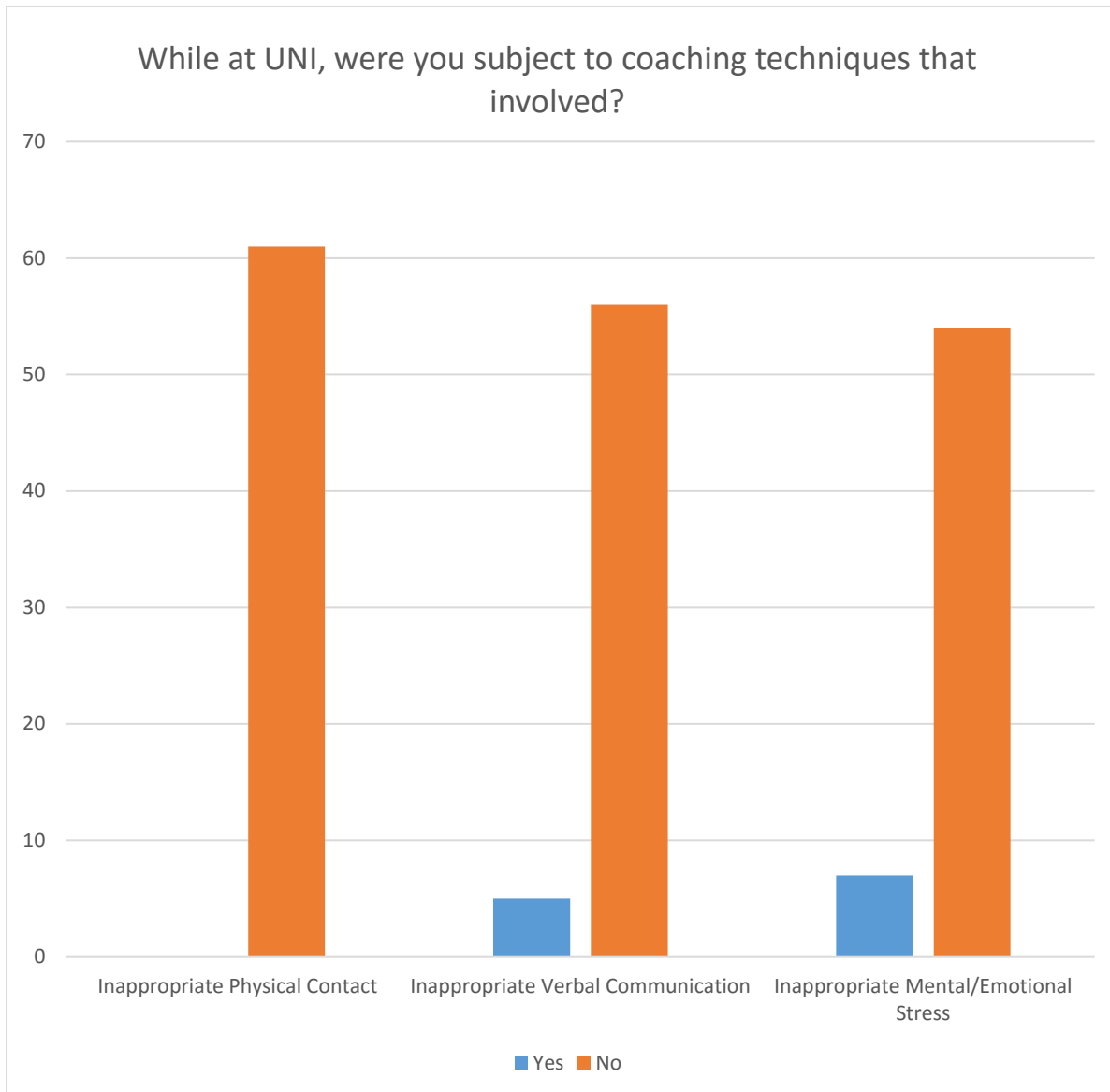
	<b>Very Poor</b>	<b>Poor</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Very Good</b>	<b>N/A</b>	<b>Total</b>	<b>Weighted Average</b>
Fair decision maker	<b>5.00%</b> 3	<b>8.33%</b> 5	<b>20.00%</b> 12	<b>43.33%</b> 26	<b>21.67%</b> 13	<b>1.67%</b> 1	60	3.69
Personal interest in you outside of athletics	<b>6.56%</b> 4	<b>11.48%</b> 7	<b>18.03%</b> 11	<b>26.23%</b> 16	<b>37.70%</b> 23	<b>0.00%</b> 0	61	3.77
Knowledge of the sport	<b>0.00%</b> 0	<b>0.00%</b> 0	<b>6.56%</b> 4	<b>21.31%</b> 13	<b>72.13%</b> 44	<b>0.00%</b> 0	61	4.66
Emphasis on academic achievement	<b>0.00%</b> 0	<b>9.84%</b> 6	<b>13.11%</b> 8	<b>29.51%</b> 18	<b>47.54%</b> 29	<b>0.00%</b> 0	61	4.15
Consideration of injuries	<b>3.28%</b> 2	<b>9.84%</b> 6	<b>14.75%</b> 9	<b>32.79%</b> 20	<b>37.70%</b> 23	<b>1.64%</b> 1	61	3.93
Relationship with you	<b>6.78%</b> 4	<b>11.86%</b> 7	<b>16.95%</b> 10	<b>33.90%</b> 20	<b>30.51%</b> 18	<b>0.00%</b> 0	59	3.69
Values sportsmanship	<b>0.00%</b> 0	<b>1.64%</b> 1	<b>21.31%</b> 13	<b>29.51%</b> 18	<b>47.54%</b> 29	<b>0.00%</b> 0	61	4.23
Equal application of discipline to all team members	<b>3.28%</b> 2	<b>22.95%</b> 14	<b>19.67%</b> 12	<b>24.59%</b> 15	<b>26.23%</b> 16	<b>3.28%</b> 2	61	3.49
Sensitive to the demands of your time	<b>4.92%</b> 3	<b>4.92%</b> 3	<b>22.95%</b> 14	<b>39.34%</b> 24	<b>26.23%</b> 16	<b>1.64%</b> 1	61	3.78
Helpfulness in achieving your academic goals	<b>1.64%</b> 1	<b>13.11%</b> 8	<b>24.59%</b> 15	<b>22.95%</b> 14	<b>34.43%</b> 21	<b>3.28%</b> 2	61	3.78
Demonstrated concern for your well-being	<b>3.28%</b> 2	<b>4.92%</b> 3	<b>21.31%</b> 13	<b>24.59%</b> 15	<b>45.90%</b> 28	<b>0.00%</b> 0	61	4.05
Availability for conversations about personal problems	<b>6.56%</b> 4	<b>3.28%</b> 2	<b>14.75%</b> 9	<b>34.43%</b> 21	<b>37.70%</b> 23	<b>3.28%</b> 2	61	3.97
Communicated effectively with you	<b>9.84%</b> 6	<b>14.75%</b> 9	<b>19.67%</b> 12	<b>29.51%</b> 18	<b>26.23%</b> 16	<b>0.00%</b> 0	61	3.48
Used positive methods to motivate you	<b>4.92%</b> 3	<b>11.48%</b> 7	<b>18.03%</b> 11	<b>34.43%</b> 21	<b>31.15%</b> 19	<b>0.00%</b> 0	61	3.75
Assessed your athletics abilities fairly	<b>3.33%</b> 2	<b>3.33%</b> 2	<b>15.00%</b> 9	<b>38.33%</b> 23	<b>40.00%</b> 24	<b>0.00%</b> 0	60	4.08
Fairly re-evaluated your athletics ability as the season progressed	<b>6.56%</b> 4	<b>4.92%</b> 3	<b>21.31%</b> 13	<b>27.87%</b> 17	<b>36.07%</b> 22	<b>3.28%</b> 2	61	3.85
Thinks the team is more important than the individual	<b>3.28%</b> 2	<b>4.92%</b> 3	<b>9.84%</b> 6	<b>42.62%</b> 26	<b>36.07%</b> 22	<b>3.28%</b> 2	61	4.07
Thinks winning is NOT everything	<b>3.28%</b> 2	<b>11.48%</b> 7	<b>14.75%</b> 9	<b>37.70%</b> 23	<b>29.51%</b> 18	<b>3.28%</b> 2	61	3.81
Positive example of ethical behavior	<b>1.64%</b> 1	<b>3.28%</b> 2	<b>14.75%</b> 9	<b>39.34%</b> 24	<b>39.34%</b> 24	<b>1.64%</b> 1	61	4.13

## Assistant Coaches

	<b>Very Poor</b>	<b>Poor</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Very Good</b>	<b>N/A</b>	<b>Total</b>	<b>Weighted Average</b>
Fair decision maker	<b>0.00%</b> 0	<b>3.28%</b> 2	<b>13.11%</b> 8	<b>40.98%</b> 25	<b>29.51%</b> 18	<b>13.11%</b> 8	61	4.11
Personal interest in you outside of athletics	<b>1.67%</b> 1	<b>1.67%</b> 1	<b>18.33%</b> 11	<b>30.00%</b> 18	<b>33.33%</b> 20	<b>15.00%</b> 9	60	4.08
Knowledge of the sport	<b>0.00%</b> 0	<b>0.00%</b> 0	<b>3.28%</b> 2	<b>29.51%</b> 18	<b>54.10%</b> 33	<b>13.11%</b> 8	61	4.58
Emphasis on academic achievement	<b>1.64%</b> 1	<b>1.64%</b> 1	<b>13.11%</b> 8	<b>39.34%</b> 24	<b>29.51%</b> 18	<b>14.75%</b> 9	61	4.10
Consideration of injuries	<b>0.00%</b> 0	<b>3.28%</b> 2	<b>8.20%</b> 5	<b>39.34%</b> 24	<b>34.43%</b> 21	<b>14.75%</b> 9	61	4.23
Relationship with you	<b>3.28%</b> 2	<b>0.00%</b> 0	<b>14.75%</b> 9	<b>32.79%</b> 20	<b>36.07%</b> 22	<b>13.11%</b> 8	61	4.13
Values sportsmanship	<b>0.00%</b> 0	<b>0.00%</b> 0	<b>13.33%</b> 8	<b>40.00%</b> 24	<b>33.33%</b> 20	<b>13.33%</b> 8	60	4.23
Equal application of discipline to all team members	<b>1.64%</b> 1	<b>3.28%</b> 2	<b>22.95%</b> 14	<b>27.87%</b> 17	<b>31.15%</b> 19	<b>13.11%</b> 8	61	3.96
Sensitive to the demands of your time	<b>0.00%</b> 0	<b>3.28%</b> 2	<b>21.31%</b> 13	<b>31.15%</b> 19	<b>31.15%</b> 19	<b>13.11%</b> 8	61	4.04
Helpfulness in achieving your academic goals	<b>1.64%</b> 1	<b>3.28%</b> 2	<b>18.03%</b> 11	<b>34.43%</b> 21	<b>24.59%</b> 15	<b>18.03%</b> 11	61	3.94
Demonstrated concern for your well-being	<b>3.28%</b> 2	<b>1.64%</b> 1	<b>6.56%</b> 4	<b>37.70%</b> 23	<b>36.07%</b> 22	<b>14.75%</b> 9	61	4.19
Availability for conversations about personal problems	<b>0.00%</b> 0	<b>3.28%</b> 2	<b>14.75%</b> 9	<b>36.07%</b> 22	<b>29.51%</b> 18	<b>16.39%</b> 10	61	4.10
Communicated effectively with you	<b>1.64%</b> 1	<b>4.92%</b> 3	<b>19.67%</b> 12	<b>32.79%</b> 20	<b>27.87%</b> 17	<b>13.11%</b> 8	61	3.92
Used positive methods to motivate you	<b>1.64%</b> 1	<b>4.92%</b> 3	<b>16.39%</b> 10	<b>34.43%</b> 21	<b>29.51%</b> 18	<b>13.11%</b> 8	61	3.98
Assessed your athletics abilities fairly	<b>1.64%</b> 1	<b>1.64%</b> 1	<b>13.11%</b> 8	<b>39.34%</b> 24	<b>31.15%</b> 19	<b>13.11%</b> 8	61	4.11
Fairly re-evaluated your athletics ability as the season progressed	<b>1.64%</b> 1	<b>3.28%</b> 2	<b>9.84%</b> 6	<b>40.98%</b> 25	<b>29.51%</b> 18	<b>14.75%</b> 9	61	4.10
Thinks the team is more important than the individual	<b>0.00%</b> 0	<b>1.64%</b> 1	<b>11.48%</b> 7	<b>34.43%</b> 21	<b>39.34%</b> 24	<b>13.11%</b> 8	61	4.28
Thinks winning is NOT everything	<b>0.00%</b> 0	<b>1.64%</b> 1	<b>18.03%</b> 11	<b>39.34%</b> 24	<b>26.23%</b> 16	<b>14.75%</b> 9	61	4.06
Positive example of ethical behavior	<b>0.00%</b> 0	<b>0.00%</b> 0	<b>14.75%</b> 9	<b>40.98%</b> 25	<b>31.15%</b> 19	<b>13.11%</b> 8	61	4.19

## Inappropriate Coaching Technique

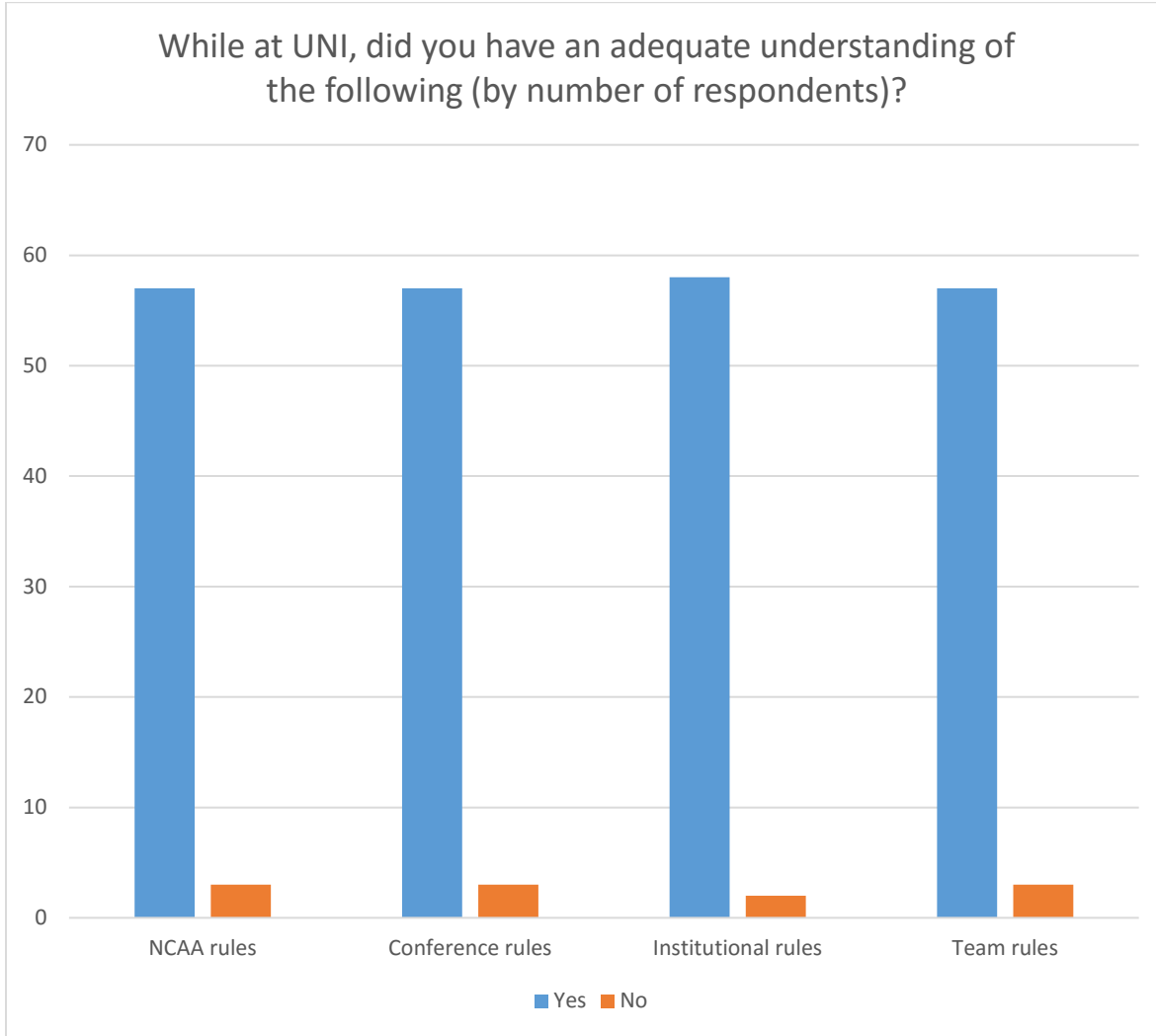
On this survey, no student-athletes indicated they were subject to inappropriate physical contact. Five student-athletes (8.2%) responded that they were subject to inappropriate verbal communication, and seven (11.5%) responded that they were subject to inappropriate mental/emotional stress. Although student-athletes who responded yes to any of these questions were invited to provide comments, most did not provide comments or provided only brief comments without specific detail or further information.





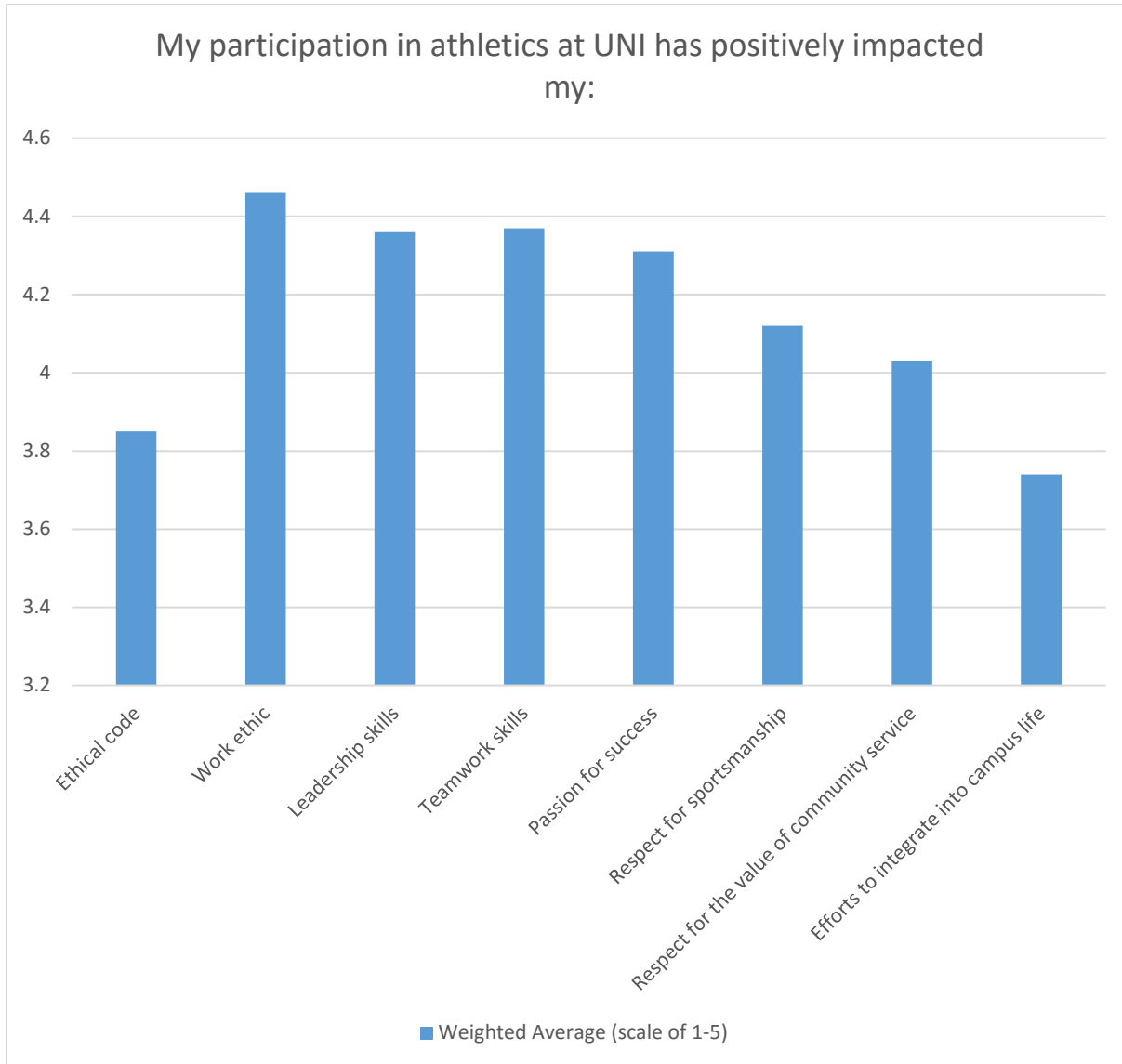
## Rules Education

At least 95% of student-athletes responded that they had an adequate understanding of rules in each of the following areas: NCAA rules, conference rules, institutional rules, and team rules. This is likely a result of increased education by compliance.



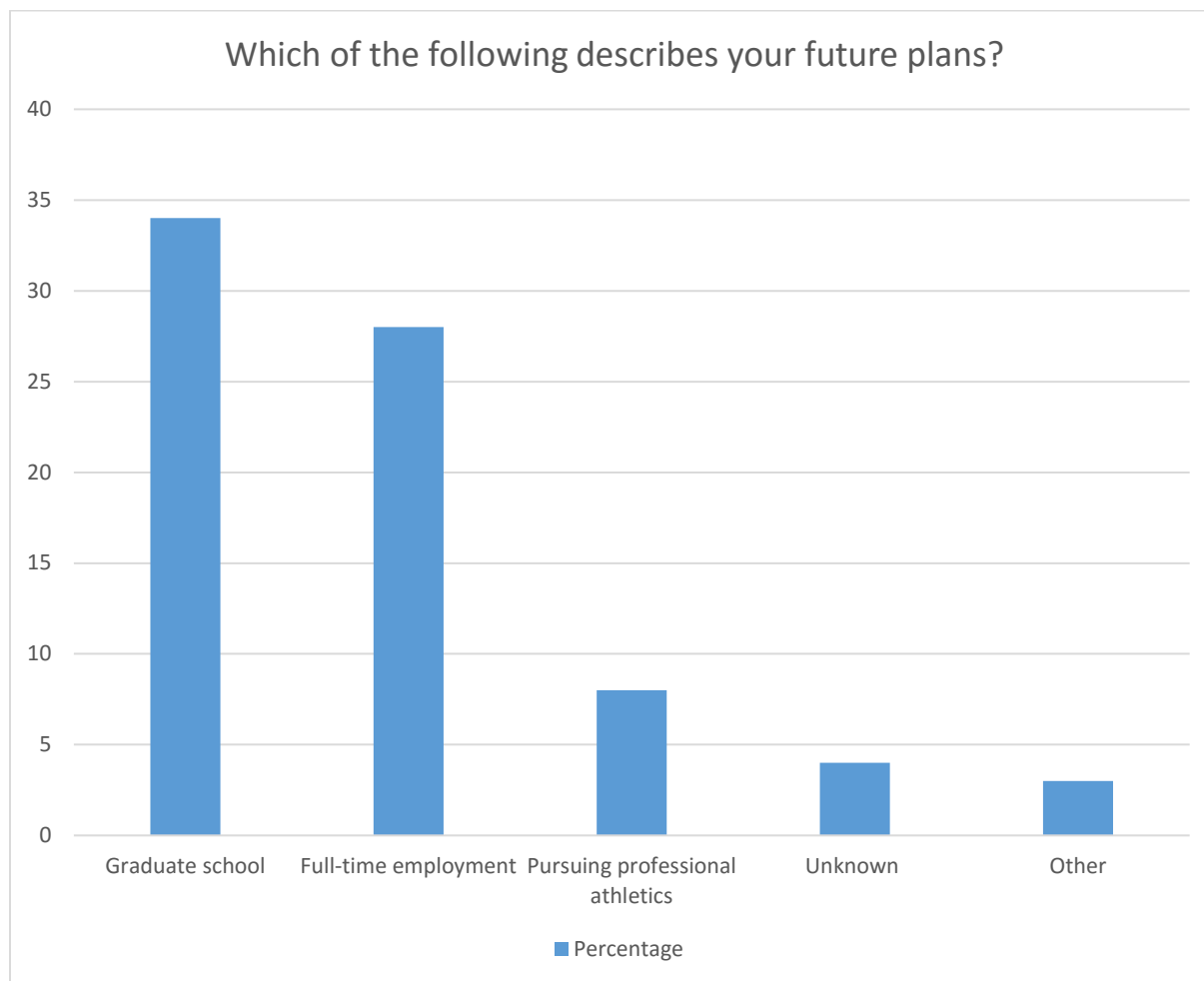
### Positive Impact of Athletics on Student-Athletes

Student-athletes indicated that participation in athletics positively impacted them. About 83% (n = 55) agreed or strongly agreed that it positively impacted their work ethic. Although there are lower mean impacts in the areas of ethical code and efforts to integrate into campus life, it should be noted that more than 50% of student-athletes still agreed or strongly agreed that their participation in athletics at UNI positively impacted their lives in these areas. These data show that athletics have a strong positive influence in the lives of student-athletes at UNI.



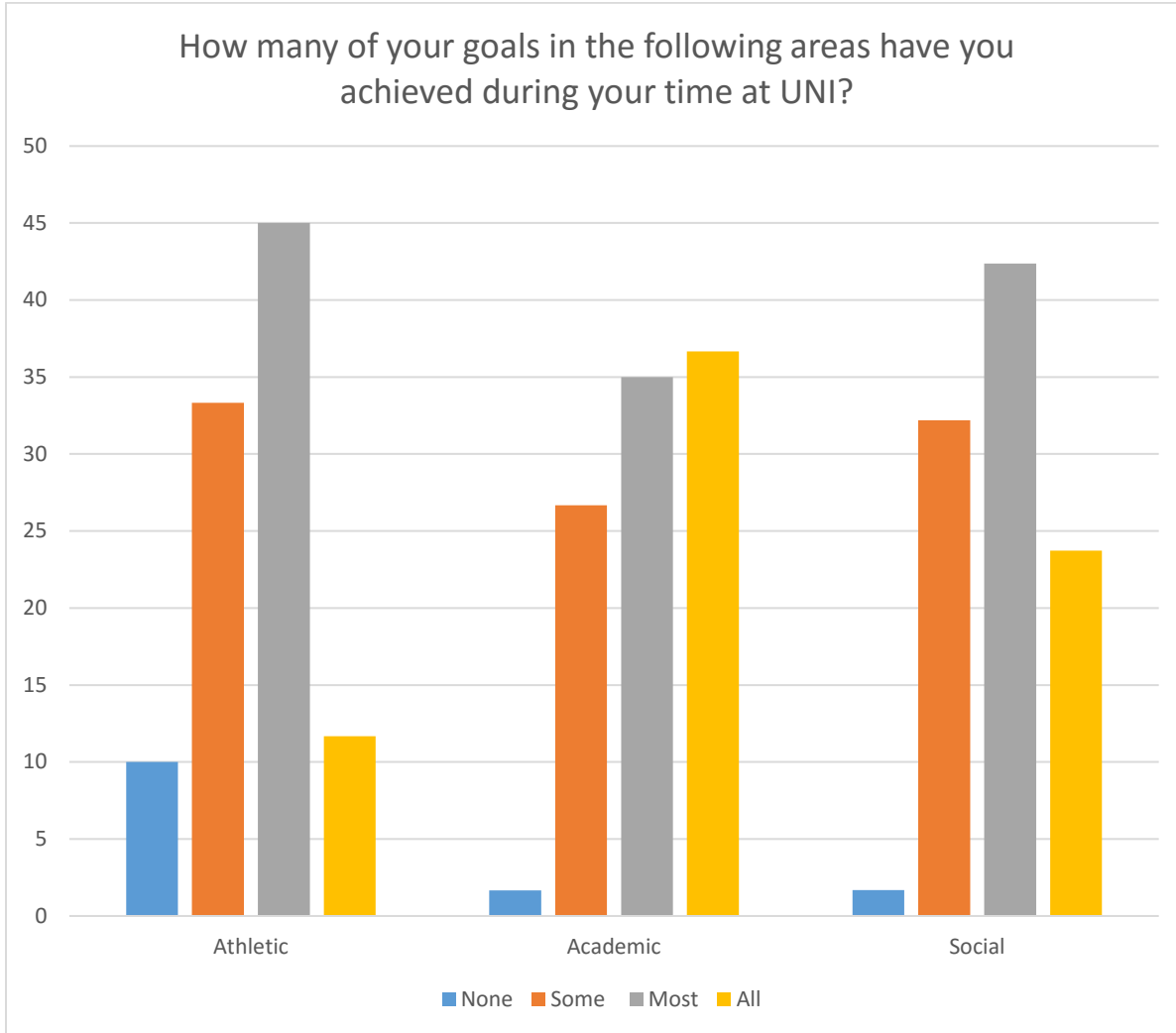
## Future plans

Student-athletes were asked to indicate their future plans. They were able to choose more than one option. A surprising number (57%;  $n = 34$ ) responded that they planned to attend graduate school. However, some student-athletes may have interpreted this question as an intention to graduate from school rather than to attend graduate school. This item will be reworded in future surveys for prevent confusion. Less than 50% ( $n = 28$ ) indicated that they were planning full-time employment, and 13% ( $n = 8$ ) planned to pursue professional athletics. One student who responded “other” planned to take a “gap year” away from college to make money, and another planned to attend a different college.



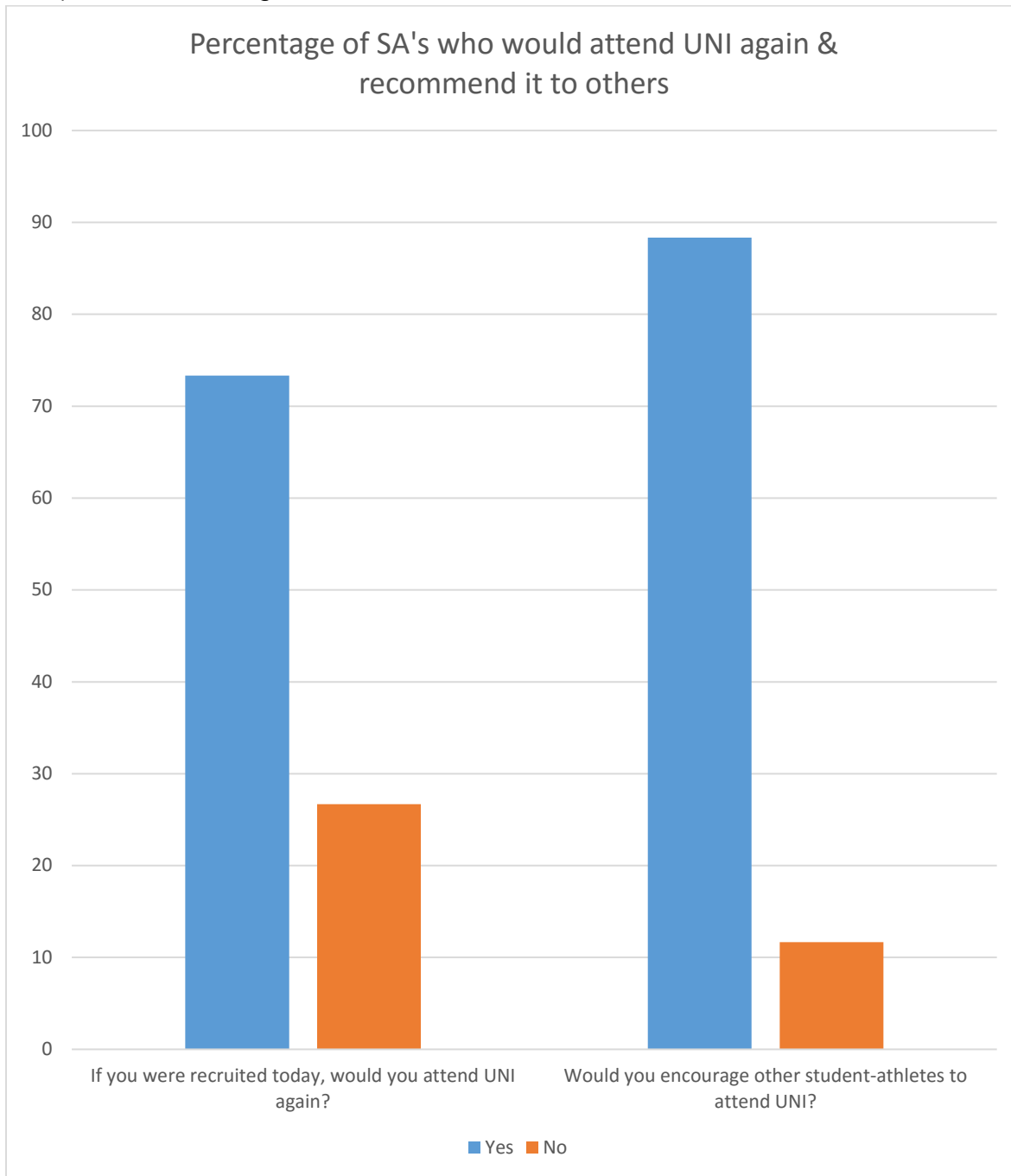
## Goals Achieved

Respondents were asked if their athletic goals, academic goals, and social goals were achieved during their time at UNI. They were able to specify whether none, some, most, or all of their goals were achieved. It appears that student-athletes met their academic goals at higher rates than their athletic and social goals. Forty-three student-athletes (72%) indicated that they had reached most or all of their academic goals. Thirty-nine student athletes (66%) responded that most or all of their athletic goals had been met, whereas the same number responded that most or all of their social goals had been met. The following figure shows responses by percentage:



### Likelihood to Recommend UNI

The following figure shows that the majority of student-athletes would recommend UNI to others and choose to attend UNI again if they were recruited today. Seventy-three percent (n = 44) of student-athletes would choose to attend UNI again if they were being recruiting today. Eighty-eight percent (n = 53) would encourage other student-athletes to attend this institution.



### **Face-to-Face Exit Interviews**

Student-athletes were invited to meet with the Faculty Athletics Representative to discuss their experiences as a student-athlete at UNI. Four student-athletes made an appointment, and three of the four attended their appointment. Two of these student-athletes had a previous connection with the Faculty Athletics Representative and used this as an opportunity to share future plans and goals. These two student-athletes did not voice any serious concerns about their experience. One student-athlete discussed a concern that has been passed on to the Athletic Director and will be considered when making future plans to educate coaches in our athletic programs. In the future, we may consider completing a face-to-face exit survey with a subset of athletes from each sport and including sport supervisors in this process. Student-athletes will still be given the opportunity to provide anonymous feedback through use of an online survey.

Questions and concerns about this report and general student-athlete well-being may be directed to:

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