Item 1. List all “conditions for certification” imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support).

No conditions for certification were imposed by the committee in its Cycle 2 certification decision related to Operating Principle 2.2 (Academic Support).

Item 2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 2.2 (Academic Support).

No plans for improvement/recommendations were necessary, thus no actions were necessary.

Measurable Standard No. 1
If the institution developed a plan for improvement for Operating Principle 2.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

a. The committee will not accept the following explanations for partial completion or noncompletion:
   (1) The institution did not possess sufficient funds to implement the plan.
   (2) The institution has had personnel changes since the original development of the plan.
   (3) The institution does not have documentation of actions taken to implement the plan.

b. The committee will accept the following explanation for partial completion or noncompletion:
   • The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.

The University of Montana is in compliance with Measurable Standard No. 1.

Item 3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.2 (Academic Support). For each additional plan, provide:
   a. The additional goal:
   b. The steps taken by the institution to achieve the goal:
   c. The dates the step was completed:

The University of Montana’s (UM) Department of Intercollegiate Athletics (IA) developed a Five Year Strategic Plan in 2007. In it, the first strategic goal is to “Assist and encourage student-athletes to reach their full academic potential.” The Strategic Plan states broad principles and objectives rather than specific individual tasks, calling for annual review by unit heads to
determine progress towards meeting plan objectives. During these reviews, a number of academic areas were targeted for additional development.

1. Create an additional Academic Advisor position in Intercollegiate Athletics.
   a. The additional goal:
      At the last certification cycle (Cycle 2), Athletic Academic Services (AAS) consisted of one full-time professional staff member – the Coordinator of Athletic Academic Services (CAAS) -- and a part-time graduate student assistant. This level of staffing substantially limited the scope of the services that could be provided through AAS. Accordingly, IA sought to create, and hire for, a new half-time academic advisor position to improve the consistency and availability of academic support for student-athletes.

      It was also expected that, with the additional staffing, AAS would be able to restructure administration of the textbook scholarship program, develop and offer a two-credit seminar for first semester student-athletes, and offer special workshops for student-athletes during Orientation and the academic year.

   b. The steps taken by the institution to achieve the goal:
      Following prescribed UM procedures, the new position was proposed, established, and subsequently staffed in January 2008. Funding was requested and approved by UM (2007), the role description was written by the Senior Associate Athletic Director (SAAD) and approved by the Office of Human Resource Services (HRS), HRS conducted the recruitment, and the new hire was selected (late 2007).

   c. The dates the step(s) was completed:
      The goal has been achieved. The new IA academic advisor commenced work in January 2008. The position was established initially at half time, but was increased to full time in July 2008, due to increased workload.

2. Create a tutoring program for student-athletes.
   a. The additional goal:
      The goal was to develop a tutoring program which provided course-specific, one-on-one tutoring as needed by student-athletes. This was deemed necessary because in Autumn 2008, The University of Montana moved from one-on-one student tutoring to a group model; also, tutoring was available for a limited number of courses and typically offered at times that conflicted with practice and training schedules. Although student-athletes have access to the new UM program, it was insufficient to meet their needs. Also, it
was desired that the in-house tutoring be made available at no charge to the student-athletes.

b. The steps taken by the institution to achieve the goal:
A proposal was developed for creating and administering an in-house tutoring program, funding was approved and made available by the department, and the program was established and implemented (August 2008). Tutors were recruited, based primarily on faculty recommendations, and student-athletes were made aware of the new tutoring resources at team meetings and during advising sessions. Later (August 2010), a training manual was developed for tutors working in the program.

c. The dates the step(s) was completed:
The tutoring program was proposed, approved, and fully implemented in Autumn 2008.

3. Develop an online student-athlete midterm grade reporting system.
   a. The additional goal:
The goal was to develop an online system for UM faculty to report on the academic progress of any student-athletes in their courses, to replace the former manual reporting procedure. This would facilitate the midterm grade checks by AAS for all student-athletes which, in turn, would assist with advising and enable AAS to do early (or earlier) intervention, if needed, and referral to appropriate resources.
   b. The steps taken by the institution to achieve the goal:
AAS and the Registrar’s Office collaborated in developing the online system and related procedures (summer 2007). The system went live and faculty were notified during the subsequent fall semester (2007).
   c. The dates the step(s) was completed:
The online system began operating in Fall 2007.

Item 4. Explain how the institution is organized to provide academic support and advising services to student-athletes, either through institutional programming or student-athlete support services. In addition, provide a description of reporting lines and responsibilities assigned to specific staff members.

Student-athletes at The University of Montana (UM) receive academic support from Athletic Academic Services (AAS) in the Department of Intercollegiate Athletics (IA). AAS provides support that is at least comparable to that available to all UM students on campus, including student-athletes. AAS is located within the campus-wide Undergraduate Advising Center, rather than in the IA department, so that athletic academic advisors can work closely with other academic advisors on campus. The two
AAS provides a wide range of academic support to student-athletes including tutoring, academic monitoring, orientation, a two-credit course for first-time student-athletes (New Student-Athlete Seminar), support with travel and missed class, and referral to other campus resources as needed or requested. AAS provides academic advising to ensure that all student-athletes are making progress toward a degree and also fulfilling NCAA academic eligibility requirements. Similar to all other students, student-athletes also receive advising from their academic departments.

The entire role description of the Coordinator position will be available during the site visit. The relevant portion is as follows: The position manages Athletic Academic Services and is responsible for providing academic services to student-athletes with the goal of athletic and academic retention and success of student-athletes. This position responds to the demands of several dramatically different worlds; interacts extensively with the Intercollegiate Athletics Department directors and personnel; keeps in close contact with the athletic coaches regarding student-athlete recruits, active student-athlete academic and study requirements/eligibility; works within the academic community as the primary academic resource person for all student-athletes; and resides within the University College*, an academic department which provides direct academic advising and assistance to a large population of students (including a subset of the student-athlete population). The position designs, delivers and administers the Athletic Academic Services Program, manages the academic advising delivery system for student-athletes, participates in student-athlete academic eligibility certification, tracks and reports student-athlete academic progress and reviews programs, and establishes effective communication systems with campus academic, administrative, athletic offices and NCAA representatives.

(*Note: “University College” is now referred to as the “Undergraduate Advising Center”.)

The entire role description of the IA Academic Advisor will be available during the site visit. The relevant portion is as follows: The Athletic Academic Advisor is expected to provide academic advising to a subset of the student-athlete population with the goal of athletic and academic retention and success of student-athletes. In this capacity, the advisor must be responsive to the demands of several dramatically different worlds. The advisor interacts with Intercollegiate Athletics Department personnel; the athletic
Coaches are in close contact with the advisor regarding student-athlete recruits, active student-athlete academic and study requirements/eligibility; the advisor strongly identifies with the academic community as an academic resource person for student-athletes; and the advisor resides within the Undergraduate Advising Center, an academic department which provides direct academic advising and assistance to a large population of students (including a subset of the student-athlete population).

Material to be available for site visit:
Org chart for Athletics
Role descriptions for Coordinator, Athletic Academic Services and Athletic Academic Advisor

Measurable Standard No. 2
Academic support services must be available to student-athletes either through institutional programming or through student-athlete support services.

Measurable Standard No. 3
The institution must demonstrate that its institutional structures and reporting lines for student-athlete academic support services are organized such that academic advising for student-athletes is an integral part of the institution’s educational system.

The University of Montana is in compliance with Measurable Standards 2 and 3.

Item 5. Explain how the institution’s staffing, physical space and financial support for student-athlete academic support services has been reviewed by appropriate institutional academic authorities to ensure they meet the academic needs of student-athletes at the institution (this review must be conducted as part of the self-study process).

The University of Montana (UM) Department of Intercollegiate Athletics (IA) developed a Five-Year Strategic Plan for 2007-11, which has been reviewed annually since then. The Strategic Plan includes an environmental analysis, taking into consideration economics, demographic and conference issues. It also provides a structure for the continuous evaluation and prioritization of budgetary, fundraising and academic support needs.

The IA strategic plan is subject to review by the internal Athletics Strategic Planning and Budget Committee and is subject to the approval of the University President. In addition, under the new Planning and Assessment Continuum of The University of Montana, the IA strategic plan (like all strategic plans) will also be reviewed by the University Planning Council and the Council of Vice Presidents.

The University of Montana contracted with The Compliance Group (8889 Bourgade Street, Lenexa, Kansas, 66219) to conduct a review of the athletic academic services.
(AAS) and rules compliance programs. In the final report (October 2010), the Compliance Group concluded that “...the institution has an effective compliance and AAS program.” The reviewers made several suggestions for improvement which are currently under review.

Materials to be available for site visit:

The University of Montana Department of Intercollegiate Athletics Five-Year Strategic Plan 2007-2011
Montana Compliance Review report – FINAL

Measurable Standard No. 4
The institution must demonstrate that its staffing, physical space and financial support for student-athlete academic support services have been reviewed by appropriate institutional authorities and determined to meet the academic needs of student-athletes at the institution. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The University of Montana is in compliance with Measurable Standard 4.

Item 6. Using the program areas for academic support services listed below, describe the following (this program analysis must be conducted as part of the self-study process):

a. The specific academic support services offered to student-athletes (if any);
b. Any policies that govern which students can use these services; and
c. The mechanisms by which student-athletes are made aware of these services.

(1) Academic counseling/advising: Course selection, class scheduling, priority registration.

a. The specific academic support services offered to student-athletes (if any)
Student-athletes work with staff from Athletic Academic Services on course selection, academic planning, tracking of progress toward a degree and academic eligibility. In addition, student-athletes meet with advisors from the academic department(s) of their chosen major(s). Student-athletes receive priority registration after students with disabilities, graduate students, and seniors. They are placed in the same registration time slot as students participating in Four Bear (the University’s four-year graduation guarantee program).

b. Any policies that govern which students can use these services
Advising at The University of Montana is mandatory for all undergraduate students in order to register for courses. The current catalog states:

“All undergraduate students are required to meet with their advisor at least once each semester to review educational progress, discuss future plans and secure schedule approval prior to registration. Additional meetings are recommended for information and guidance on dropping and/or adding courses, changing/declaring
majors, exploring available resources and ensuring that graduation requirements are met.”
(http://www.umt.edu/catalog/acad/acadadvise/default.html)

All student-athletes at the University are encouraged to utilize the academic counseling and advising provided by Athletic Academic Services. All services are offered by AAS are available to any student-athlete regardless of their sport, athletic aid status, recruit status, or any other variables. By standard practice, student-athletes can continue to utilize these services after they have exhausted their eligibility. There is no policy in effect which limits services to actively competing student-athletes.

c. The mechanisms by which student-athletes are made aware of these services.
There are several ways that student-athletes are notified of these services, including:

Recruiting: The Coordinator of Athletic Academic Services (CAAS) and the Athletic Advisor meet with most of the prospective student-athletes that come on an official recruiting visit to UM. These meetings are either one-on-one or in a group setting. In addition, the coaches inform prospects of the services throughout the recruiting process.

Orientation: The CAAS and the Athletic Advisor contact student-athletes at the beginning of the summer to confirm their attendance at summer orientation. For those that attend orientation on campus, they receive an invitation to a new student-athlete meeting in their orientation folders upon arriving on campus. During this meeting, new student-athletes and their parents are informed of the services provided through Athletic Academic Services. These students also meet either one-on-one or as a group with the athletic academic advisors to finalize their fall class schedules. For students that elect to complete an on-line orientation, the athletic academic advisors contact these students over the phone to inform them of the services available. In addition, staff members of the Orientation office and staff and faculty of various departments across campus inform new student-athletes of the existence of Athletic Academic Services.

Team meetings: The Coordinator of Athletic Academic Services and the Athletic Academic Advisor give presentations at each team meeting in the fall to inform students of the services provided.

Student-Athlete Handbook: Each student-athlete is given a hard copy and the website address for the Student-Athlete Handbook which outlines the services provided in Athletic Academic Services.

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

a. The specific academic support services offered to student-athletes (if any);
Athletic Academic Services coordinates free one-on-one tutoring for all student-athletes in any subject needed. Student-athletes request a tutor from the office, and the Athletic Academic Services staff assists in arranging the first meeting between tutor and student-athlete.

Tutors hired by the office must have successfully completed the courses they intend to tutor and be recommended by instructors or other advisors. Upon hiring, all tutors receive and review with Athletic Academic Services staff a tutor training manual that covers material such as approaches to tutoring, learning types, tutor expectations, academic fraud issues and guidelines. Tutors read and sign a comprehensive “Ethical Guidelines for Tutors” letter of agreement and maintain detailed time and progress reports.

Starting undergraduate tutors are paid $7.50 per hour and graduate tutors earn $8.00, and returning tutors receive a .50/hour increase each academic year. The number of hours and pupil loads for each tutor varies depending on the subject demand and tutor availability. In addition, student-athletes have access to free tutoring that is available to all students through the Office for Student Success, which provides group tutoring in certain subjects.

b. Any policies that govern which students can use these services; and
AAS will provide tutoring to any student-athlete regardless of their sport, athletic aid status, recruit status, or other variable. By standard practice, student-athletes can continue to utilize AAS tutoring after they have exhausted their eligibility. There is no policy in effect which limits services to actively competing student-athletes. Tutoring offered through The Office for Students Success is available to all currently enrolled students.

c. The mechanisms by which student-athletes are made aware of these services.
There are several ways that student-athletes are notified of these services, including:

Recruiting: The Coordinator of Athletic Academic Services (CAAS) and the Athletic Advisor meet with most of the prospective student-athletes that come on an official recruiting visit to UM. These meetings are either one-on-one or in a group setting. In addition, the coaches inform prospects of the services throughout the recruiting process.

Orientation: The CAAS and the Athletic Advisor contact student-athletes at the beginning of the summer to confirm their attendance at summer orientation. For those that attend orientation on campus, they receive an invitation to a new student-athlete meeting in their orientation folders upon arriving on campus. During this meeting, new student-athletes and their parents are informed of the services provided through Athletic Academic Services. These students also meet either one-on-one or as a group with the athletic academic advisors to finalize their fall class schedules. For students
that elect to complete an on-line orientation, the athletic academic advisors contact
these students over the phone to inform them of the services available. In addition,
staff members of the Orientation office and staff and faculty of various departments
across campus inform new student-athletes of the existence of Athletic Academic
Services.

Team meetings: The Coordinator of Athletic Academic Services and the Athletic
Academic Advisor give presentations at each team meeting in the fall to inform students
of the services provided.

Student-Athlete Handbook: Each student-athlete is given a hard copy and the website
address for the Student-Athlete Handbook which outlines the services provided in
Athletic Academic Services.

(3) Academic progress monitoring and reporting: Individual’s responsibility, frequency,
procedures for periodic grade and attendance checks.

a. The specific academic support services offered to student-athletes (if any);
Notices of academic progress reports are sent at the midpoint of each semester to
instructors who have student-athletes in their courses. Instructors are asked to
complete an on-line report to share information about students’ current overall grade,
scores on papers, exams, and tests, and class attendance. This information is collected
and used for early intervention if needed and advising purposes. The reports are
distributed to the appropriate coaches and student-athletes. Class attendance checks
are not conducted by Athletic Academic Services.

b. Any policies that govern which students can use these services
Athletic Academic Services issues requests for progress reports for any student-athlete
regardless of their sport, athletic aid status, recruit status, or other variable. By
standard practice, student-athletes can continue to utilize these services after they have
exhausted their eligibility. There is no policy in effect which limits services to actively
competing student-athletes.

c. The mechanisms by which student-athletes are made aware of these services.
Student-athletes are contacted directly by Athletic Academic Services staff if they are
not making adequate progress in one or more classes.

(4) Assistance for special academic needs: Provisions for diagnosis and treatment of
education-impacting disabilities (EID).

a. The specific academic support services offered to student-athletes (if any);
Student-Athletes with a documented learning disability are referred to Disability
Services for Students (DSS) for accommodations. Reasonable accommodations include
extended testing times, textbooks on CD, sign language interpreters, and course relocation to physically accessible classrooms. While DSS does not provide diagnostics for students with suspected learning disabilities, they refer students to off-campus professionals and may provide provisional accommodations. Assessments for attentional disabilities are available through the Curry Health Center on campus.

b. Any policies that govern which students can use these services
All University of Montana students are eligible to utilize the support offered through the DSS and the Curry Health Center.

c. The mechanisms by which student-athletes are made aware of these services.
There are several ways that student-athletes are notified of these services, including:

Team meetings: The Coordinator of Athletic Academic Services and the Athletic Academic Advisor give presentations at each team meeting in the fall to inform students of the services provided.

Advising sessions: The CAAS and the AAA may refer a student to DSS during the course of an advising session if there is disclosure of a suspected or previously diagnosed disability.

University website: DSS maintains a comprehensive website (http://life.umt.edu/dss/default.php) regarding all services provided. A direct link is provided on The University of Montana’s home page.

(5) Assistance for at-risk students: Availability including institution-wide assistance.

a. The specific academic support services offered to student-athletes (if any);
The Athletic Academic Services staff and coaches identify at the beginning of each academic year, and as needed during the semester, students that may be at-risk. Support for at-risk students is individualized based on the student’s need. This support may include: meeting weekly with an athletic academic advisor to review academic concerns and progress, designated study and tutoring times, check-ins with instructors, and extra grade-checks conducted by Athletic Academic Services.

b. Any policies that govern which students can use these services
All student-athletes identified as at-risk are encouraged to utilize the services provided by AAS. These services are available for any student-athlete regardless of their sport, athletic aid status, recruit status, or other variable. By standard practice, student-athletes can continue to utilize these services after they have exhausted their eligibility. There is no policy in effect which limits services to actively competing student-athletes.

c. The mechanisms by which student-athletes are made aware of these services.
There are several ways that student-athletes are notified of these services, including:

**Team meetings:** The Coordinator of Athletic Academic Services and the Athletic Academic Advisor give presentations at each team meeting in the fall to inform students of the services provided.

**Student-Athlete Handbook:** Each student-athlete is given a hard copy and the website address for the Student-Athlete Handbook which outlines the services provided in Athletic Academic Services.

**Advising sessions:** The CAAS and the AAA may recommend individualized support during the course of an advising session if there is identification of need.

(6) Academic support facilities: Availability of study rooms, computers and labs.

a. The specific academic support services offered to student-athletes (if any);
All student-athletes have access to the Jacobson Academic Center, a computer lab located in the Athletic Department. The academic center includes 10 computers and 2 printers. It is open during the academic year from 7:30AM-6:00PM Monday through Friday. Separate study rooms for athletes are not currently available.

b. Any policies that govern which students can use these services
All student-athletes at the University have access to the Jacobson Academic Center, regardless of their sport, athletic aid status, recruit status, or any other variables. By standard practice, student-athletes can continue to access the JAC after they have exhausted their eligibility. There is no policy in effect which limits access to actively competing student-athletes.

c. The mechanisms by which student-athletes are made aware of these services.
There are several ways that student-athletes are notified of the Jacobson Academic Center, including:

**Recruiting:** The Coordinator of Athletic Academic Services (CAAS) and the Athletic Advisor meet with most of the prospective student-athletes that come on an official recruiting visit to UM. These meetings are either one-on-one or in a group setting. In addition, the coaches inform prospects of the services throughout the recruiting process.

**Orientation:** The CAAS and the Athletic Advisor contact student-athletes at the beginning of the summer to confirm their attendance at summer orientation. For those that attend orientation on campus, they receive an invitation to a new student-athlete meeting in their orientation folders upon arriving on campus. During this meeting, new student-athletes and their parents are informed of the services provided through Athletic Academic Services. These students also meet either one-on-one or as a group with the athletic academic advisors to finalize their fall class schedules. For students that elect to complete an online orientation, the athletic academic advisors contact these students over the phone to inform them of the services available. In addition, staff members of the Orientation office and staff and faculty of various departments
across campus inform new student-athletes of the existence of Athletic Academic Services.

**Team meetings:** The Coordinator of Athletic Academic Services and the Athletic Academic Advisor give presentations at each team meeting in the fall to inform students of the services provided.

**Student-Athlete Handbook:** Each student-athlete is given a hard copy and the website address for the Student-Athlete Handbook which outlines the services provided in Athletic Academic Services.

(7) **Academic evaluation of prospective student-athletes:** Review of academic profiles of prospective student-athletes.

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

The compliance office at The University of Montana evaluates the academic status of prospective student-athletes. The process is articulated in the Grizzly Athletics Compliance Policies and Procedures manual (pages 15-16) as follows:

**Initial Certification**

The following steps constitute the initial certification procedures for incoming freshman student-athletes at The University of Montana (UM).

1. Prior to the beginning of each semester, the Senior Associate Athletic Director (AAD) requests team rosters from coaches, with new incoming freshmen identified.
2. Throughout the recruiting process, coaches are encouraged to provide transcripts to the AAD for an unofficial core course review. The AAD apprises the coaches of potential eligibility issues of any incoming freshman student-athlete.
3. The AAD submits the new students to the NCAA Eligibility Center database, and the AAD apprises coaches of initial eligibility issues.
4. The AAD monitors initial eligibility statuses of new students via the web. Once a student is certified as a qualifier and amateurism status is finalized, the AAD provides the information to the athletics certification specialist in the Registrar’s Office.
5. The athletics certification specialist in the Registrar’s Office completes the conference eligibility form.
6. Athletic aid is not posted to the student-athlete’s account until s/he has been certified.
7. See also below Procedures for Completion of Big Sky Conference Eligibility Reports.

**Transfer Student-Athlete Certification**

The following steps constitute the initial certification procedures for transfer student athletes at The University of Montana (UM):

1. During the recruiting process, transfer transcripts should be provided to the AAD for an unofficial evaluation to determine whether the student will meet UM, Conference and NCAA transfer academic requirements. The AAD apprises the coaches of potential eligibility issues of any transfer student-athlete. If warranted, the Recruiting Advisory
Board will provide a recommendation (see explanation in Coaching section of departmental policy handbook).

2. For each transfer student-athlete whose name appears on a team roster, the AAD collects from the Admissions Office copies of original transfer school(s) transcripts, and from the Registrar’s Office a transcript of credits and grades which includes all previous work transferred from another institution(s) posted to the UM transcript. The AAD completes an Eligibility Checklist Administrative Form and provides to the Faculty Athletic Representative.

3. Using the regulations of UM, the Big Sky Conference, and the National Collegiate Athletic Association, the Faculty Athletic Representative evaluates the transfer student’s complete academic record to determine eligibility for financial aid, practice, and competition.

4. Based upon the analysis and judgment of the Faculty Athletic Representative, the athletics certification specialist in the Registrar’s Office completes the conference eligibility form.

5. Athletic aid is not posted to the student-athlete’s account until s/he has been certified.

6. See also below Procedures for Completion of Big Sky Conference Eligibility Reports.

b. Any policies that govern which students can use these services
All prospective athletes are evaluated for eligibility and identification of potential risk status.

c. The mechanisms by which student-athletes are made aware of these services.
Prospective students are made aware of this process during recruitment.

(8) Student-athlete degree selection: Degree program assistance.

a. The specific academic support services offered to student-athletes (if any);
Student-athletes receive a variety of support in selecting their academic area of study. Degree selection is a topic of conversation during recruiting visits on campus when prospective student-athletes meet with Athletic Academic Services staff and with academic professors, and during summer orientations. Career and major exploration is a topic covered in the New Student-Athlete Seminar that freshman student-athletes complete. Degree selection is also discussed during advising meetings, and Athletic Academic Services staff members refer students to other campus resources such as Career Services and academic departments.

b. Any policies that govern which students can use these services
Student-athletes meet regularly with Athletic Academic Services staff. This opportunity is available to any student-athlete regardless of their sport, athletic aid status, recruit status, or any other variables. By standard practice, student-athletes can continue to
utilize these services after they have exhausted their eligibility. There is no policy in effect which limits services to actively competing student-athletes.

c. The mechanisms by which student-athletes are made aware of these services. There are several ways that student-athletes are notified of these services, including:

**Recruiting:** The Coordinator of Athletic Academic Services (CAAS) and the Athletic Advisor meet with most of the prospective student-athletes that come on an official recruiting visit to UM. These meetings are either one-on-one or in a group setting. In addition, the coaches inform prospects of the services throughout the recruiting process.

**Orientation:** The CAAS and the Athletic Advisor contact student-athletes at the beginning of the summer to confirm their attendance at summer orientation. For those that attend orientation on campus, they receive an invitation to a new student-athlete meeting in their orientation folders upon arriving on campus. During this meeting, new student-athletes and their parents are informed of the services provided through Athletic Academic Services. These students also meet either one-on-one or as a group with the athletic academic advisors to finalize their fall class schedules. For students that elect to complete an on-line orientation, the athletic academic advisors contact these students over the phone to inform them of the services available. In addition, staff members of the Orientation office and staff and faculty of various departments across campus inform new student-athletes of the existence of Athletic Academic Services.

**Team meetings:** The Coordinator of Athletic Academic Services and the Athletic Academic Advisor give presentations at each team meeting in the fall to inform students of the services provided.

**Student-Athlete Handbook:** Each student-athlete is given a hard copy and the website address for the Student-Athlete Handbook which outlines the services provided in Athletic Academic Services.

(9) Learning assessments: Provisions for testing and evaluation (e.g., placement testing).

a. The specific academic support services offered to student-athletes (if any);
All incoming students take placements tests on line or during new student orientation. Placement exams results are used by academic advisors to properly place students into math, chemistry, English, and foreign language courses.

b. Any policies that govern which students can use these services
These tests are used for all new students.

c. The mechanisms by which student-athletes are made aware of these services.
Student athletes receive the same communications as all incoming students. Athletic Academic Services staff is available to respond to questions or provide assistance to athletes.
(10) Success skills: Study skills, note and test taking, writing and grammar skills, time-management skills.

a. The specific academic support services offered to student-athletes (if any);
Freshman student-athletes enroll during the fall semester in a 2 credit course, New Student-Athlete Seminar, taught by the staff of Athletic Academic Services. The course is mandatory for scholarship athletes and strongly recommended for all others. Topics in the course include general study skills including note taking, reading, test taking, and time management. The course also covers major and career exploration, sleep and stress management, financial decision making, nutrition, and an introduction to campus resources. This is the second year the class has been offered. In 2011, Athletic Academic Services will go through the University’s Curriculum Committee to seek approval to offer the class as a permanent course.

b. Any policies that govern which students can use these services
New Student Athlete Seminar is mandatory for incoming scholarship athletes and strongly recommended for all others in their first semester of attendance.

c. The mechanisms by which student-athletes are made aware of these services.
There are several ways that student-athletes are notified of this course, including:
Recruiting: The Coordinator of Athletic Academic Services (CAAS) and the Athletic Advisor meet with most of the prospective student-athletes that come on an official recruiting visit to UM. These meetings are either one-on-one or in a group setting. In addition, the coaches inform prospects of the services throughout the recruiting process.
Orientation: The CAAS and the Athletic Advisor contact student-athletes at the beginning of the summer to confirm their attendance at summer orientation. For those that attend orientation on campus, they receive an invitation to a new student-athlete meeting in their orientation folders upon arriving on campus. During this meeting, new student-athletes and their parents are informed of the services provided through Athletic Academic Services. These students also meet either one-on-one or as a group with the athletic academic advisors to finalize their fall class schedules. For students that elect to complete an on-line orientation, the athletic academic advisors contact these students over the phone to inform them of the services available. In addition, staff members of the Orientation office and staff and faculty of various departments across campus inform new student-athletes of the existence of Athletic Academic Services.
Team meetings: The Coordinator of Athletic Academic Services and the Athletic Academic Advisor give presentations at each team meeting in the fall to inform students of the services provided.
**Student-Athlete Handbook:** Each student-athlete is given a hard copy and the website address for the Student-Athlete Handbook which outlines the services provided in Athletic Academic Services.

(11) **Study hall: Availability, facilities, attendance policies.**

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

Athletic Academic Services currently does not offer study hall for student-athletes. Some coaches of various sports choose to conduct and manage study tables for their own teams. Study halls have been offered by Athletic Academic Services in the past, but are not presently because of limited space and staff resources.

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

Study Hall is not currently available. When Study Hall is available through Athletic Academic Services, it is open to any student-athlete regardless of their sport, athletic aid status, recruit status, or other variable. By standard practice, student-athletes can continue to utilize these services after they have exhausted their eligibility. There is no policy in effect which limits services to actively competing student-athletes.

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

When Study Hall was offered, student-athletes were made aware of services at team meetings. Notice was also included in the Student-Athlete Handbook (available to the student-athlete online and in hard copy).

(12) **First year/transfer orientation: Availability, attendance requirements.**

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

All students at The University of Montana are required to attend an orientation before matriculating at the University, including student-athletes. Three orientations (two on-campus, one delivered electronically) are available over the summer for students beginning fall semester, and one orientation is available in January for students beginning spring semester. Athletic Academic Services staff meets with new student-athletes during these orientations one-on-one or in a group setting to provide info and finalize class registration. After school starts each fall, Athletic Academic Services coordinates a separate orientation for freshman student-athletes that covers topics such as time management, organization, adjusting to college, and campus involvement. Also an orientation for transfer students is hosted by Athletic Academic Services in order to review academic eligibility, degree requirements, and academic and personal support services available on campus.
b. Any policies that govern which students can use these services
All students are required to attend an Orientation. Student-athletes attend all general population sessions in addition to those directed towards their academic needs.

c. The mechanisms by which student-athletes are made aware of these services.
All admitted students receive notification regarding Orientations. Sessions targeted for student-athletes are highlighted in the Orientation Program. Students are also made aware of the sessions via communications from Athletic Academic Services staff.

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

a. The specific academic support services offered to student-athletes (if any);
Student-athletes may choose to participate in the Career Athletes program, where they can seek out a career mentor. There are also several mentoring programs across campus in which student-athletes may participate if appropriate. These include the Minority Mentoring Program which is available for all minority students, a Native American mentoring program conducted by the American Indians Student Services, and a foreign student mentoring program conducted by the Foreign Student and Scholar Services Office. Frequency of interaction varies significantly with individual programs and student interest.

b. Any policies that govern which students can use these services
Mentorship programs are available to any student-athlete regardless of their sport, race, citizenship, athletic aid status, recruit status, or other variable. By standard practice, student-athletes can continue to utilize these programs after they have exhausted their eligibility. There is no policy in effect which limits services to actively competing student-athletes.

c. The mechanisms by which student-athletes are made aware of these services.
There are several ways that student-athletes are notified of these services, including:
Recruiting: The Coordinator of Athletic Academic Services (CAAS) and the Athletic Advisor meet with most of the prospective student-athletes that come on an official recruiting visit to UM. These meetings are either one-on-one or in a group setting. In addition, the coaches inform prospects of the services throughout the recruiting process.
Orientation: The CAAS and the Athletic Advisor contact student-athletes at the beginning of the summer to confirm their attendance at summer orientation. For those that attend orientation on campus, they receive an invitation to a new student-athlete meeting in their orientation folders upon arriving on campus. During this meeting, new student-athletes and their parents are informed of the services provided through Athletic Academic Services. These students also meet either one-on-one or as a group
with the athletic academic advisors to finalize their fall class schedules. For students that elect to complete an on-line orientation, the athletic academic advisors contact these students over the phone to inform them of the services available. In addition, staff members of the Orientation office and staff and faculty of various departments across campus inform new student-athletes of the existence of Athletic Academic Services.

**Team meetings:** The Coordinator of Athletic Academic Services and the Athletic Academic Advisor give presentations at each team meeting in the fall to inform students of the services provided.

**Student-Athlete Handbook:** Each student-athlete is given a hard copy and the website address for the Student-Athlete Handbook which outlines the services provided in Athletic Academic Services.

### (14) Post-eligibility programs: Availability of scholarships, assistantships and academic support.

**a. The specific academic support services offered to student-athletes (if any);**
After their eligibility is exhausted, academic support is still provided to student-athletes through Athletic Academic Services. Student-athletes have the opportunity to apply for degree completion scholarships awarded through the Athletic Department. As announcements of scholarships and assistantships are received from the NCAA, Intercollegiate Athletics evaluates the qualifications of the student-athletes and makes nominations as appropriate.

**b. Any policies that govern which students can use these services**
All services are offered by AAS are available to any student-athlete regardless of their sport, athletic aid status, recruit status, or any other variables. By standard practice, student-athletes can continue to utilize these services after they have exhausted their eligibility. There is no policy in effect which limits services to actively competing student-athletes.

**c. The mechanisms by which student-athletes are made aware of these services.**
Students who might potentially benefit from one or more of these opportunities are notified by Athletic Academic Services staff.

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

No additional or different academic support services.

**Materials to be available for the site visit:**

The University of Montana Undergraduate catalog (http://www.umt.edu/catalog/)
Measurable Standard No. 5
Information related to all academic support services must be clearly communicated to student-athletes and staff (e.g., through inclusion in the student-athlete handbook, discussion during team meetings, through inclusion in personnel manuals, review during staff orientation).

Measurable Standard No. 6
The institution must provide effective support services for student-athletes with learning disabilities and/or other special needs, either through institutional programming or through student-athlete support services.

The University of Montana is in compliance with Measurable Standards 5 and 6.

Item 7. Please submit a copy of the written report from the most recent academic support services evaluation. [Please use the file upload link contained within this question on the ACS to submit a copy of the institution’s most recent academic support services evaluation.]

Upload a copy of “An Evaluation of: Athletic Academic Services”. The information below is summarized from the evaluation as needed to address the individual items.

a. Academic counseling/advising resources and services
Academic advising/counseling is provided by the Coordinator of Athletic Academic Services (CAAS) and the Athletic Academic Advisor (AAA). Both are highly trained in providing developmental and intrusive advising. They have a combined caseload of approximately 300 students. This is well within the parameters set by the National Academic Advisors Association (NACADA) for advisors working with athletes. They work closely with the staff of the Undergraduate Advising Center to remain current on academic policy and procedure. When students move to a declared major, the CAAS and
AAA maintain contact with the departmental advisor to promote consistency of advising and ensure compliance with NCAA regulations.

b. Tutoring

Athletic Academic Services coordinates free one-on-one tutoring for all athletes in any subject needed. AAS utilizes 13-17 individual tutors each semester. Topics covered include Chemistry, Physics, Math, Statistics, Writing, Geology, Sociology, Psychology, Biology, Accounting, Management Information Systems, Economics, and Anatomy and Physiology. Student-athletes also have access to university-wide “Study Jam”, which provides group study opportunities and tutoring for students in high enrollment courses. Tutors for both programs are recruited from recommendations of instructional faculty and receive comparable training. Student athletes needing assistance with writing may access The Writing Center, which provides individual support for writing skill development. Students may use the support whether or not the writing is for a course in the Writing Program. Recruitment, training and oversight of AAS tutors are comparable to Study Jam tutors, but AAS tutors receive a lower compensation. This may need to be addressed to avoid migration of experienced advisors away from AAS.

c. Academic progress monitoring and reporting

The University of Montana currently uses an academic progress monitoring system referred to as “Early Alert.” Faculty members teaching introductory level courses are asked to assign a mid-semester grade of “Deficiency” to any student in danger of failing. Students are encouraged to meet with their instructor and advisor to discuss their options. The monitoring provided by Athletic Academic Services is considerably more intrusive and comprehensive. Notices of academic progress reports are sent at the midpoint of each semester to instructors who have student-athletes in their courses. Instructors are asked to complete an online report to share information about students’ current overall grade, scores on papers, exams, and tests, and class attendance. This information is collected and used for early intervention (if needed) and advising purposes. The reports are distributed to the appropriate coaches and student-athletes.

d. Assistance for special academic needs

Student-athletes with documented or suspected learning disabilities are referred to the Office of Disability Services for diagnosis and accommodations. Since this office operates outside of Athletic Academic Services, it was not included in the evaluation.

e. Assistance for at-risk students

Assistance for at-risk student-athletes is highly individualized. Identification is made on the basis of prior academic performance (SAT/ACT scores, class rank and size). Assistance includes weekly meetings with Athletic Academic Services to review academic concerns and progress, designated study and tutoring times, check-ins with instructors and additional grade-checks. An indicator of the success of these strategies is
provided by a review of the academic performance of student-athletes in comparison to non-athletes. Probation rates are lower for student-athletes than for all undergraduates; on indicators of good performance (percentage with grade point averages over 3.0, on Dean’s List, and with a term grade point average of 4.0) student-athletes out-perform non-athletes. Taken together, these findings indicate that the services available to student-athletes are effective.

**f. Academic support facilities**

A computer lab is available to student-athletes in the Jacobson Academic Center. There are 10 computers to meet the needs of 300 students. Student-athletes may also access any of the general use computing facilities on campus. This is a potential area for improvement should resources become available. The university does not currently have dedicated space for study halls or tutoring for student-athletes. Again, this is a resource issue for both student-athletes and the general student population.

**g. Academic evaluation of prospective student-athletes**

Potential recruits are pre-screened for eligibility by Jean Gee, the Senior Associate Athletic Director. Recruits have the opportunity to meet with a member of Athletic Academic Services staff on a campus visit, but they are reviewed for admission to the university by the Office of Enrollment Services-Admissions.

**h. Student-athlete degree selection**

Student-athletes have the same access to academic majors as non-athletes. Student-athletes entering without a declared major work closely with the Coordinator of Athletic Academic Services (CAAS) and the Athletic Academic Advisor (AAA) to determine the major best suited to the student’s interests and strengths, and to do so within the first three semesters. The CAAS and AAA may also refer students to meet with counselors in the Career Services or Internship Services offices, or with advisors from major departments.

**i. Learning assessments**

All entering students are required to take a math placement test. ACT/SAT scores are used to determine initial writing placement. Placement tests are also available for students interested in taking chemistry, music and foreign language courses. These tests are administered outside of Athletic Academic Services, but AAS staff may direct or prompt student-athletes to take the tests in a timely fashion. Student-athletes with pre-diagnosed education-impacting difficulties are referred to Disability Services for Students for accommodation. Testing for attentional disabilities is available through the Curry Health Center. All students are referred to off-campus sites for diagnosis of suspected learning disabilities.

**j. Success skills**

The New-Student-Athlete Seminar class was developed three years ago to “assist students in the development of necessary skills to be a successful college student”.

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**NCAA Self-Study – Campus Review Draft**

**Operating Principle 2.2 – Academic Support**

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Instruction includes study skills, campus resources as well as personal and career development. It is mandatory for student-athletes on scholarship. Evaluations of the course were strongly positive, with all students indicating the course had helped with time-management, study skills, and goal setting. The course is being reviewed this year for permanent approval by the curriculum review subcommittee of The University of Montana’s Faculty Senate.

Include: link to course syllabus (posted on the VPSA website)

k. Study hall
There is no current formalized Study Hall. Past versions were problematic due to inadequate space, structure and supervision. Given the demonstrated value of alternative support services provided by Athletic Academic Services (tutoring, intervention, monitoring), Study Hall was not deemed to be a cost- or time-effective strategy. If dedicated space and staff resources become available at some point in the future, The University of Montana may revisit the option.

l. First year/transfer orientation
Orientation is mandatory for all University of Montana incoming students, whether transfer or first year. No separate orientation is offered for student-athletes. Group information sessions outlining the services provided by Athletic Academic Services staff are incorporated into framework of Orientation. AAS works closely with the Director of Orientation to minimize conflict between student-athlete-specific and all-student sessions. AAS staff members meet with student-athletes (and families) one-on-one as needed for advising and schedule finalization.

m. Mentoring
A variety of mentoring programs are available on campus. Athletic Academic Services does not coordinate a separate program, but may refer a student-athlete to the Minority Mentoring Program or to programs run by the Foreign Student and Scholar Services Office or the American Indian Student Services Office when appropriate. The University of Montana began working with a national program, Career Athletes, in the fall of 2010.

n. Post-eligibility program
All services provided by Athletic Academic Services are available to student-athletes after they have exhausted their eligibility. No separate post-eligibility program is necessary.

o. Any other relevant service provided to student-athletes
Athletic Academic Services does not provide any additional services.

Item 8. Identify the academic authorities outside the department of athletics responsible for conducting the institution’s academic support services evaluation and explain the process
used in selecting these individuals to ensure they do not have day-to-day responsibilities in the academic support services area. Also, provide the date of the institution’s most recent academic support services evaluation.

The academic support services available through Athletic Academic Services are designed to be comparable to those available campus-wide to all UM students, while still being tailored to meet the specialized demands placed on the student-athlete. Accordingly, the individuals selected to evaluate Athletic Academic Support are those individuals most closely involved in the creation, delivery and evaluation of campus-wide services. Three individuals (*) involved in the evaluation are also members of the Self-Study Team, but do not work either directly or indirectly for Intercollegiate Athletics.

S. Beth Howard, Evaluation Team Leader, Director of the Undergraduate Advising Center*
Sharon O’Hare, Executive Director of the Office for Student Success
Mark Cracolice, Professor, Department of Chemistry*
Darlene Samson, Acting Director, TRiO Student Support Services Program
Juana Alcala, Director of Marketing and Recruitment, Undergraduate Admissions*

The evaluation was completed in February, 2011.

Item 9. If the institution used an outside individual or entity (e.g., conference office, peer colleagues) to assist in the coordination or facilitation of the academic support services evaluation, provide the name(s) and affiliation(s) of the individual(s). Further, describe the process used in selecting this authority outside the institution to ensure the individual(s) is knowledgeable of academic support services. Also, provide a description of the authority’s involvement in the academic support services evaluation.

The University of Montana hired The Compliance Group (8889 Bourgade Street, Lenexa, Kansas) in 2010 to review the Athletic Academic Program and components of the Compliance Program. The Department of Intercollegiate Athletics (IA) went through a limited solicitation process which included conferring with other schools to get recommendations for competent independent evaluators. This process was initiated by Jean Gee, Senior Associate Athletic Director. James Gibson, Assistant Athletic Director for Fiscal Operations, was involved in the fiscal aspects. Gibson followed the procedures for “sole source” contracting and prepared all the necessary documents which were then processed by the purchasing officer for the University. The Department selected The Compliance Group, considered by the college athletic departments conferred with to be the “gold standard” among compliance evaluators. The University and IA had had no prior relationship, contractual or otherwise, with the Compliance Group.

Item 10. Describe the process used by the institution during development of the self-study to review the most recent academic support services evaluation to determine any necessary corrective actions. In addition, identify the individuals involved with this review.
The evaluation was distributed to all members of the Operating Principle 2.2 Subcommittee for review. Membership included representatives from the faculty, Associated Students of The University of Montana, administrative staff within and outside of athletics, a community member and a student-athlete. Members were asked to identify the strengths and weaknesses of Athletic Academic Services. If they perceived weaknesses, we asked how they felt those issues could be most appropriately resolved.

**Measurable Standard No. 10**
The institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.

The University of Montana is in compliance with Measurable Standard No. 10.

11. Identify relevant corrective action(s) planned as a result of the process described in Self-Study Item No. 10 or actions previously planned or implemented from the most recent academic support services evaluation. Provide:
   a. The plan(s) or action(s) implemented; and
   b. The date(s) of actions taken or specific timetable(s) for completion of the plan(s).

The evaluation made several recommendations, but did not identify the need for corrective actions. The University of Montana will review the recommendations and consider plans for implementation as appropriate.

**Item 12.** List the most recent APR Improvement Plans developed and approved by the institution for any team if required by the NCAA Division I Committee on Academic Performance. In each case, provide:
   a. The original goal(s);
   b. The step(s) taken by the institution to achieve the goal(s);
   c. The date(s) the step(s) was completed; and
   d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve

The University of Montana in Cycle 2 Certification had no corrective action required. All teams are achieving their educational objectives and academic goals. There is no APR Improvement plan in place as the department has not received APR penalties.

**Measurable Standard No. 11**
The institution must provide evidence that the most recent NCAA Division I Academic Progress Rate improvement plans developed and approved by the institution during the previous self-study or as required by the NCAA Division I Committee on Academic Performance have been implemented. If the plan(s) was modified or not fully
implemented, the institution must provide a written explanation prepared and approved by appropriate
institutional authorities.

The University of Montana is in compliance with Measurable Standard No. 11.

Item 13. If the institution has developed a plan(s) for improvement during the current self-
study process for Operating Principle 2.2, describe the institution’s efforts to ensure the
plan(s) for improvement was developed through a process involving broad-based
participation and has received formal institutional approval.

No plans for improvement have been developed for Operating Principle 2.2 during the current
self-study process.