

PROVOST'S OVERSIGHT COMMITTEE FOR ATHLETIC-ACADEMIC AFFAIRS

FINAL REPORT ACADEMIC YEAR 2019-2020

**JANNA WONG, CHAIR
ALAN GREEN, FACULTY ATHLETIC REPRESENTATIVE**

Members:

Ben Carrington, Kate Crowley, Andrea Hollingshead, Steve Hydon,
Ashley Uyeshiro, Robin Scholefield, Scott Simon, Josh West

Ex-Officio Members:

Michael Blanton, Mike Bohn, Tim Brunold, Frank Chang,
Elizabeth Graddy, Andrew Hodge, Denise Kwok, Omar Villa

Student Members:

Nina Celic, John Thomas, Bayley Weber

OVERVIEW

The Provost's Oversight Committee for Athletic Academic Affairs (OCAAA) met monthly from November, 2019 to May, 2020 (the last two months via Zoom). Armed with charges from the Executive Provost and the Academic Senate, the meetings during Academic Year 2019-2020 were designed to study four aspects of the Student-Athlete experience: Academic Performance; Advising & Enrollment; Athletic Department & University Interface; and Student-Athlete Welfare & Equity. To that end, four subcommittees were created and OCAAA committee members were assigned to research the topics and make recommendations by the end of the year.

After meeting monthly and being updated by the ex-officio members and subcommittees, OCAAA offers the following recommendations.

RECOMMENDATIONS

Based on the monthly dialogue, subcommittee reports, and in response to the Provost's and Academic Senate's charges, we make the following recommendations regarding OCAAA for the coming year:

- Continue the current committee make up and meeting format until broader guidance for purpose and structure is provided by the Task Force on Student Athlete Experience at USC;
- Continue developing more robust data analytics systems to accommodate the various charges and recommendations from the subcommittees, Academic Senate, and Task Force;
- Remain available (where contractually possible) through the summer months for consultation and input to the Athletic Department, the Task Force, and Faculty

- Senate regarding various Student-Athlete-related reform and issues regarding campus return and athletics;
- Arrange periodic meetings (e.g., beginning, mid- and end of academic year) between the OCAAA Chair, the Faculty Athletic Representative, the President of the Academic Senate, and the Executive Vice Provost to ensure alignment and communication.

INTRODUCTION

OCAAA held its first meeting on November 13, 2019 and met monthly, with our final meeting on May 6, 2020. The meetings in April and May were held on Zoom due to campus closure. The meeting minutes are held in the office of the Executive Vice Provost.

OUR CHARGE FROM THE PROVOST'S OFFICE

*The **Oversight Committee for Athletic Academic Affairs** (OCAAA) was created by the Provost's Office at USC to provide faculty evaluation and guidance of the University's academic policies and programs related to student-athletes. As an oversight committee, OCAAA is chaired by a full-time faculty member and is entirely independent of the Department of Athletics. The Committee is further comprised of faculty, staff and senior administrators from a variety of academic units, USC's Faculty Athletic Representative (FAR) to the National Collegiate Athletic Association (NCAA), as well as student-athletes from a variety of teams. The Committee is charged with these responsibilities:*

- *Review and advise on programs, operations, and policies of the Student Athlete Academic Service (SAAS) office, which is a part of the Athletic Department.*
- *Review and advise on policies and practices designed to assure integrity in all academic-related matters for student-athletes.*
- *Review and advise on policies and practices designed to ensure compliance with NCAA and Pac-12 academic regulations.*
- *Review the academic performance of student-athletes, including grading patterns, and progress to degree and graduation rates.*

Last updated August 15, 2018

OUR CHARGE FROM THE ACADEMIC SENATE

The Executive Board recommends that this year, OCAAA's standing charge (which is detailed on OCAAA's website) should remain in place, and OCAAA should also be asked to discuss and make recommendations about: (1) the type of accommodations (e.g., missed class policies) should be given to student athletes to help ensure they have a reasonable opportunity to succeed academically; (2) how to foster a better relationship between our student athletes and the faculty who teach them, including how we can help our faculty understand their obligation to make every reasonable effort to help our student-athletes succeed academically; and (3) how to be more inclusive and better integrate our student athletes into the overall campus culture.

SATISFYING THE CHARGES

Working to satisfy the charges from the Provost and the Academic Senate, Janna Wong and Alan Green organized the monthly OCAAA meetings to be as productive as possible. To this end, we did not require Ex-Officio members to attend our monthly meetings but rather to act as consultants to the subcommittees. Instead, each Ex-Officio member would be called upon once during the year to offer an update on his/her expertise as it relates to the Student-Athletes (SAs). Meanwhile, our new Athletic Director Mike Bohn asked if he or his representative (Denise Kwok, the Senior Associate Athletic Director) could attend each meeting, a request we welcomed and approved.

Over the course of the academic year, we heard from the following Ex-Officio members:

- December 11 ***Denise Kwok, Director, SAAS, and Senior Associate Athletic Director***
Denise offered the committee an update on the work of SAAS and the Best Practices it follows when certain issues arise.
- January 8 ***Tim Brunold, Dean of Admission***
Tim spoke to the committee about the Admission process and, specifically, how it has been altered due to the recent Varsity Blues situation.
- February 5 ***Andrea Hodge, Vice Provost for Undergraduate Programs***
Andrea discussed the various programs and opportunities available to Student-Athletes (and all undergraduate students), including scholarships and fellowships, exam policies and other student issues.
- Scott Simon, Associate Vice President, Athletics Compliance***
Scott discussed the Student-Athlete academic processes. He told us about a new task force working group, co-chaired by Mike Bohn and the Provost, to study the Student-Athlete experience as a whole. He would like OCAAA to be an asset in this working group. The goal of this task force is to create a world-class Student-Athlete experience.
- March 4 ***Frank Chang, Registrar***
Frank updated us on registration processes that affect all students and especially Student-Athletes. He also discussed registration calendars and the process for grade corrections.
- April 1 (Zoom) ***Mike Bohn, Athletic Director, and Denise Kwok, Senior Associate Athletic Director***
Mike and Denise discussed the Student-Athlete experience since the closure of campus and the cessation of spring sports.
- May 6 (Zoom) ***Mike Blanton, Legal Affairs and Professionalism***
Mike introduced us to his office and its functions, including being the clearinghouse for complaints and subsequent tracking; trends; changes since the Varsity Blues situation.

We also had reports from the following subcommittees:

- Academic Performance
- Advising & Enrollment
- Athletic Department & University Interface

Their reports are available in the Appendix of this Final Report

In addition, Robin Scholefield and Dr. Ben Houlberg offered a report on the Culture of Athletics based on surveys they conducted with Student-Athletes. A copy of their presentation is found in the Appendix.

THE SUBCOMMITTEES

To satisfy the committee's charges, four subcommittees were created and OCAAA members were assigned to them. Each subcommittee was encouraged to consult with the ex-Officio member who had expertise in that area. The subcommittees created (and the members assigned) are as follows:

- Academic Performance (Steve Hydon, Ashley Uyeshiro)
- Advising & Enrollment (Andrea Hollingshead, Josh West)
- Athletic Department & University Interface (Kate Crowley, Scott Simon)
- Student-Athlete Welfare & Equity (Ben Carrington, Robin Scholefield)

The reports from Academic Performance, Advising & Enrollment and Athletic Department & University Interface Subcommittees are included in the Appendix of this Final Report. We did not receive a report from Student-Athlete Welfare & Equity, although we did have a report on Student-Athlete Culture from Robin Scholefield and her associate Dr. Ben Houlberg and that report is also included in the Appendix.

Subcommittee on Academic Performance

The Academic Performance Subcommittee was charged with examining data that reflected academic performance of student athletes compared to non- student athletes. The following list reflects the specific questions the sub-committee developed, and the preliminary answers to some of the more basic questions. As our committee explored some of these basic questions, we discovered there is much more data-gathering required to achieve a comprehensive picture of student-athlete academic performance. We plan to continue working with the Office of the Registrar, Office of Athletic Compliance, and Student-Athlete Academic Services (SAAS) to further delve into data to support informed decision-making for the committee, Provost, and Senate.

Steve Hydon and Ashley Uyeshiro, in consultation with Frank Change, Registrar, studied two key questions:

1. Are Student-Athletes being treated fairly?
2. How are our Student-Athletes doing academically?

In response to the first question, the subcommittee looked at the SA academic distribution across the university. The majors with the highest concentration of SAs are: Communication, Business, Public Policy and Sociology. They surmised the reasons for these four majors include:

- Time availability of classes;
- Flexibility of elective units for ease of scheduling;
- Core classes offered at non-practice times.

The subcommittee studied possible differential treatment of SAs by professors. They investigated the issue of grades, which has historically been conducted annually by OCAAA. Courses/professors with a history of grades to SAs that are too low or too high have traditionally been flagged and the professor or department chair has been informed of this discrepancy. The subcommittee identified the gaps in grades between SAs and non-SAs extends between -2.49 to 1.35 in grade point.

In response to the second question, the subcommittee discovered that many more questions are to be explored, especially with regard to the P/NP options offered in Spring 2020.

The subcommittee will continue to explore these issues and others, including:

- Drawing a “bar” on Admissions (i.e., having a minimum academic profile requirement) and the ability of SAs who fall below the bar to succeed at USC;
- Looking at how success is defined for SAs;
- Wondering if there is a way to integrate factors about Learning Disabilities into the raw data set

The subcommittee’s report, including all recommendations, is found in the Appendix.

Subcommittee on Advising & Enrollment

The Advising & Enrollment Subcommittee is charged with investigating policies that affect Student-Athletes (and all students, actually) in the classroom. We have long known, for example, about the Biology and Chemistry departments’ refusal to allow makeup final exams. Should the Department Chairs be encouraged (again) to find ways to accommodate all viable excuses for making up exams? For those students who have official university commitments that require several absences in a row (i.e., members of the Golf or Tennis teams), Rebecca suggests some alternatives that the professors can adopt, i.e., looking at advanced timelines, recording lectures. Can these policies be crafted so they can be distributed in time for the next academic year?

During the year, Andrea Hollingshead and Josh West identified three course policies that have a negative effect on academic progress of Student-Athletes in particular and students more generally:

1. No make-up exams;
2. No recordings of or otherwise making lectures available to students who miss class;
3. Not providing grade information to students as the semester progresses.

The subcommittee recommends that the Academic Senate or the Center for Excellence in Teaching distribute to all faculty members a broad survey to produce and ultimately share Best Practices for the three points mentioned above. Similarly, the organizations should consider surveying the students about their experiences of online teaching during this recent Spring semester. It was also suggested that the Academic units carefully evaluate the effect of the Pass/No Pass offer made to students during the Spring 2020 semester, although the subcommittee does not recommend any long-term changes to grade policies at this time.

OCAAA should use the knowledge from these surveys to inform special recommendations as they relate to Student-Athletes.

The subcommittee also suggests improving advising within Academic Units, which is currently of “uneven” quality. A review of the advisory units to develop Best Practices for all university advising units is recommended. In addition, they recommend future discussions about how SAAS and academic units can be better coordinated. Finally, the subcommittee recommends that all new OCAAA committee members tour SAAS each fall.

The subcommittee’s report, including all recommendations, is found in the Appendix.

Subcommittee on Athletic Department and University Interface

This subcommittee is charged with looking at ways that Student-Athletes can be integrated into campus life. For example, is USC following the NCAA-stated rules regarding housing? What, if anything, are Student-Athletes missing in their daily lives as students and athletes? Can any policy changes be suggested to make their lives easier and more fulfilling?

Kate Crowley and Scott Simon studied six different areas for integrating SAs into campus life:

- Individual Team Rules
 - Team rules vary significantly across all sports. A more unified approach to team rules should decrease barriers and influence athletics culture, therefore encouraging more SA participation in campus life. OCAAA could play a significant role by: maintaining oversight of team rules; developing a process for coaches to change rules; prohibiting rules that are detrimental to SA development.
- Professional Development
 - The Athletics Department does a great job of organizing professional development opportunities but some efforts are redundant to those of the university. Therefore, SAs may miss the opportunity to align with existing programs provided to the entire student population.
- Housing
 - NCAA rules stipulate not more than 49% of a dorm can be occupied by SAs. Housing is driven almost exclusively by each team’s head coach. Consider lowering the % threshold beyond NCAA requirements to de-cluster SAs. Have these ratios presented and approved by OCAAA.

- PHED 165 Class
 - SA enrollment and credit for this course would benefit from more oversight and clearer expectations. Consider using the units in a different way to find more opportunities to engage SAs outside of athletics. Have OCAAA help formulate expectations around credit for this course and provide ongoing review oversight.
- Faculty/Team “Matching” Program
 - A formal faculty/athletic team “matching” program (through OCAAA) may be mutually beneficial to creating an accessible pathway for student-faculty engagement. Inspired by the faculty-in-residence model, the partnership will help break down barriers between athletics and the university and provide a more transparent connection between OCAAA and athletics.
- Faculty Oversight Structure
 - Build on OCAAA’s “significant strides this year” by using this momentum to continue evaluating an appropriate faculty engagement structure.

The subcommittee’s report, including all recommendations, is found in the Appendix.

Subcommittee on Student-Athlete Welfare & Equity

This committee is charged with looking at the positive and negative experiences that Student-Athletes encounter during their years at USC. Are there policy changes that could be recommended to the Academic Senate? Is it possible to understand Student-Athletes’ experiences from an equity point of view – for example, there are concerns by some Student-Athletes of color who would like more attention paid to their experiences. And, efforts are currently underway to create affinity groups among the Student-Athletes. What can OCAAA suggest to give the Student-Athlete a more enriching and fulfilling experience?

As of this writing, the subcommittee has not submitted a Final Report.

CONCLUSION

Those of us who served on OCAAA this year were proud of what had been achieved and we all agree there is still work to be done. All members expressed a desire and interest in continuing their work on the committee next year.

APPENDIX 1:

OCAAA Student Athlete Academic Performance Subcommittee Report

Steve Hydon, Ashley Uyeshiro Simon, Frank Chang (Ex-Officio)

May 6th, 2020

The OCAAA Academic Performance Sub-Committee was charged with examining data that reflected academic performance of student athletes compared to non- student athletes. The following list reflects the specific questions the sub-committee developed, and the preliminary answers to some of the more basic questions (indicated in blue). As our committee explored some of these basic questions, we discovered there is much more data-gathering required to achieve a comprehensive picture of student-athlete academic performance. We plan to continue working with the Office of the Registrar, Office of Athletic Compliance, and Student-Athlete Academic Services (SAAS) to further delve into data to support informed decision-making for the committee, Provost, and Senate.

Section A: Are Student-Athletes (SAs) being treated fairly?

1. SA academic distribution across the University
 - a. How many SAs are in each school? How many students (in total) are there in each school? (%)
 - b. How many SAs are in each academic program? How many students (in total) are in each academic program? (%)
The majors that have the highest concentration of athletes are: Communication, Business, Public Policy, and Sociology
 - c. What does this tell us?
Frank's best guess as to why: time of class availability, flexibility with elective units for ease of scheduling, core classes offered at non-practice times
2. Professors and potential for differential treatment of SAs
 - a. How is grade inflation/deflation monitored and tracked now for all USC students?
 - b. Each semester, Frank creates a spreadsheet of courses with >20% SAs, comparing SAs to non-SAs, with their overall GPAs and course-specific GPAs. Can we compare these spreadsheets for the past 5 years, and also expand this to any class that has an athlete? Or would that data set be much too large? This may be something we'd want to track over time, looking at professors who, even though they may have a low number of SAs in class, may be treating them inequitably (grade inflation or deflation). For example, this past semester's data showed:

Are there gaps in GPA between athletes and non-athletes?	GPA gaps range from -2.49 – 1.35 grade points
In which courses do grades appear to be inflated?	The average USC GPA for undergrads is 3.35. A course on the OCAAA Grades Report with a higher GPA than 3.35 is above the university average. For athletes, this is applicable to 15 courses. For non-athletes, this is applicable to 30 courses.
In which courses do grades appear to be deflated?	The average USC GPA for undergrads is 3.35. A course on the OCAAA Grades Report with a GPA lower than a 3.0 is reported here:

	For athletes, this is applicable to 17 courses (range 1.43 – 2.93) For non-athletes, this is applicable to 2 courses (range 2.64 – 2.67) Four courses had a \geq -.50 difference between course GPA for athletes v. non-athletes
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- c. Which professors/courses (would this be two different spreadsheets?) consistently have a high % of SAs? Perhaps just look at the last 3 years?
 - i. Courses that consistently have 20% or more SAs in them are: GE courses (writing, foreign languages, diversity courses) and courses in majors with high athlete participation, like OT and SOCI.
 - ii. Longer-term follow-up question for the whole committee: What % of SAs should count as “high?”

Section B: How are our Student-Athletes doing academically?

1. For Spring 2020 (COVID-19), what % of SAs took classes P/NP or no record, and what % of non-SAs took classes P/NP or no record?
2. What is the average academic profile of our SAs when they are admitted (test scores, grades, first semester grades, etc.), broken down by sport, gender, and race/ethnicity? Are we able to compare their high school (or community college?) academic profiles with their USC academic profiles, to see if there are trends in students who are able to do well here academically, and those who are struggling?
 - a. How accurate is our first-year predictor?
 - b. What do those that are struggling have in common, and how can we help them? Are they a good fit for USC?
3. For the most at-risk students (either those identified upon admission, or those becoming at-risk after starting school), how are they doing with the support they have (in other words, can we see the at-risk students’ GPAs distributed on a graph?)
 - a. How many students who were identified as at-risk upon admission have GPAs below 2.3?
4. Is there a way to calculate APR-equivalent calculation for non-scholarship athletes? For non-scholarship athletes, would not include those who transferred to another school, or those who graduated, etc.
5. Can we break down data about APR and GSR by team, gender, race?
6. Graduate students
 - a. How many athletes are in graduate programs?
 - i. Answer: 22
 - b. How many are in each program?
 - i. Communication: 9
 - ii. Business Administration: 9
 - iii. Others?

Raw # and % IN												
Raw # and % W												
Raw # and % NC												
Raw # and % with late grade changes												
Retention/returning student rates (excluding those that graduated or transferred to another school)												
Graduation rates within 6 years (as calculated by USC standards, not GSR)												
Ave time it takes to complete degree (for those who completed a degree)												

Recommendations

Given the incomplete data set above, as well as the complexity of the data required to make educated decisions about student-athlete academic performance, we offer the following recommendations for continuation of this subcommittee into next year:

1. Along with consultation from the rest of the committee, create a list of questions/data which should be automatically updated each semester, distributed to, and tracked by the committee. These data should include, but are not limited to:
 - a. GPA broken down by SA/non-SA, race, gender, sport
 - b. % of classes dropped, IN, W, NC, or late grade change

- c. Tracking of professors who have large numbers of SAs in their classes, to ensure proper education, training, etc.
 - d. General academic profile of incoming SAs
 - e. Academic profiles and status updates about at-risk SAs (not individual status updates, but rather how that group is doing as a whole)
2. Access to raw, de-identified student data (if possible) to allow for better statistical modeling and multi-variate analysis of academic performance

Additional thoughts that may help guide our questioning

- Admissions: if we were to draw a “bar” (minimum academic profile requirement) for admission at all, where would we draw it, and who would this cut off (gender, race, ethnicity, SES, etc.)? Would the students that would be cut off still be able to succeed here with all the support available?
- How do we define “success” for our SAs? Grades, graduation rates, post-USC status, wellbeing and belonging, how much they integrate into the other parts of the university, etc.?
- Is there any way to integrate factors about learning disabilities into the raw data set?

APPENDIX 2

OCAAA Advising & Enrollment Subcommittee Report
Andrea Hollingshead & Josh West
May 6, 2020

Our Charge:

The Advising & Enrollment Subcommittee is charged with investigating policies that affect Student-Athletes (and all students, actually) in the classroom. We have long known, for example, about the Biology and Chemistry departments' refusal to allow makeup final exams. Should the Department Chairs be encouraged (again) to find ways to accommodate all viable excuses for making up exams? For those students who have official university commitments that require several absences in a row (i.e., members of the Golf or Tennis teams), Rebecca suggests some alternatives that the professors can adopt, i.e., looking at advanced timelines, recording lectures. Can these policies be crafted so they can be distributed in time for the next academic year?

Sub-Committee Summary:

We identified and discussed three course policies that can negatively affect the academic progress of Student-Athletes (and students more generally): 1) No make-up exams, 2) No recording of or otherwise making lectures available to students who missed class, and 3) Not providing grade information to students as the semester progresses, and particularly going into final exams. We discussed possible solutions and considerations for each policy (See below for details).

Over the past six weeks, USC instructors have had to quickly adapt their course policies to a completely online learning environment, which must accommodate students living in different time zones with different access to technology. Many instructors' previously strict policies regarding make-up exams and recording lectures were relaxed this semester. It is possible that faculty initially resistant to making changes to overly strict policies will be more open in the future, or at least that this experience will prove informative about what other arrangements might be possible in the future.

The past six weeks have also been a time of great experimentation and innovation in course content delivery and exam administration across the university. **We recommend that the USC Academic Senate and/or Center for Excellence in Teaching should conduct a broad survey with faculty to produce and share a set of best practices across the university. Similarly, we encourage a survey of student experiences with online teaching, to learn about what elements can be adopted to improve classroom-based teaching.** In the future, OCAAA can use that knowledge to inform specific recommendations as they relate to Student-Athletes.

We also think it will be important to evaluate carefully the effect of the Spring 2020 change in the P/NP grade option for student-athletes. **However, we do not recommend any long-term changes to grade option policies at this time.**

Course Policies that Negatively Affect Student-Athletes

- No make-up exams. When instructors do not allow students to take make-up exams, they disadvantage students who are engaged in other university activities, including but not limited to athletics. We view “dropping” one exam during the semester to be insufficient, because it still puts students who cannot attend an exam at a disadvantage relative to their peers. The current university policy on this topic is confusing to both students and faculty. **It should therefore be a high priority for USC to formulate a clear policy about make-up exams.**

The enhanced opportunity for cheating and the considerable investment of time involved in creating exams are two reasons why some instructors resist giving make-up exams. This semester instructors are experimenting with take-home exams, online exams that randomize questions and their order for every student, and different methods for online exam proctoring. As mentioned earlier, **a systematic assessment of the strengths and limitations of different exam administration procedures is needed before a specific recommendation can be made.**

- No recording of lectures. Providing access to lecture recordings and/or notes benefits all students not just those who missed class. It also benefits instructors who can simply direct students with questions to the lecture where the topic was addressed. Zoom makes lecture recording easier. Instructors are also experimenting with a “flipped classroom” where recordings of lectures are made in advance of class and classroom time is spent on activities that apply lecture content. Even when we return to classroom teaching, USC could become a leader in “smart classrooms” that record classes for students to review afterwards.
- Providing timely grade information. We learned from our student-athlete OCAA members and advisors that some instructors provide little or no information about students’ standing in the course before final exams. Department chairs can and should encourage instructors to make sure their grades are up to date going into final exams. Student-athletes can also be encouraged by their academic advisors to inquire about their standing before final exams.

Needed Improvement to Advising within Academic Units

Discussions in this year’s meetings have emphasized what many at USC know, which is that the quality of advising across academic units is uneven. Student Athlete Academic Services (SAAS) is a model for academic advising at USC, and academic units could benefit from learning more about SAAS. At the

same time, better advising within academic units — and particularly increased coordination with SAAS — could benefit student-athletes. **We recommend (1) a review of advising within academic units, including formulating a set of “best practices”, (2) future discussion about how SAAS and academic unit advising can be better coordinated, and (3) that new OCAAA committee members be given a tour of SAAS each fall.**

APPENDIX 3

OCAAA Subcommittee Project (2019-20) Athletic Department and University Interface

Charge: This subcommittee is charged with looking at ways that student-athletes can be integrated into campus life.

Members: Scott Simon, Kate Crowley, Mike Blanton

Our project team explored different areas in and around athletics that could support ways student-athletes can be integrated into campus life. The areas below are just suggestions and can be used as a source of inspiration to continue exploration. A common theme we kept at the forefront of our analysis was to find ways to get OCAAA more involved in evaluation and oversight of the student-athlete experience to better define “integration into campus life” as an ongoing value/purpose.

Individual Team Rules

People of Influence:

- Paul Perrier (Sr Associate AD/Sport Administration)
- Mike Bohn (Athletic Director)
- Alan Green (FAR)

Team rules vary significantly across sports from non-existent to a multi-page manual of specific and rigid rules. These documents (or lack thereof) play an important role in the student-athlete experience and, specifically, in their ability and freedom to integrate into campus life. For example, some team rules prohibit and/or discourage student-athletes from participating in social and/or developmental offerings outside of athletics like clubs and jobs. A more unified, deliberate approach to team rules may not only decrease barriers but influence the athletics culture to encourage more student-athlete participation with campus life. Further, we believe this subject matter falls within the scope of OCAAA’s role and is a space we should be more involved in.

Ideas to consider:

- Set “minimum” conduct rules for all sports so all student-athletes have the same baseline
- Make rules easily accessible to all student-athletes
- OCAAA should maintain oversight of team rules and keep them on file (updated annually)
- Develop a process for coaches to change team rules and ensure the changes are clearly communicated to the student-athletes
- Prohibit certain rules that are detrimental to student-athlete development and create barriers to integrate into campus life

Professional Development

People of Influence:

- Whitney Rotrock (SAAS, Personal Development Coordinator)
- McCall Hall (Athletic, Director of Community Outreach)
- Joyce Bell (Sr Associate AD/SWA)

Athletics does a very good job organizing professional development opportunities for student-athletes in the form of community service, career/job events, speakers, etc. However, some efforts are duplicative of the work done around campus and may miss opportunities to align with existing USC programs provided to the entire student population. Further, these job functions are housed in different internal departments within athletics and could be better coordinated with each other.

Ideas to consider:

- Work with the people of influence, above, to identify opportunities to partner with existing campus events (both community service and networking)
 - Visions and Voices, Job fairs, Community Service, etc.
- Consider reorganizing these functions to better coordinate among each other and within the University
- Explore the expansion of programming to include alumni relations

Housing

People of Influence:

- Paul Perrier (Sr Associate AD/Sport Administration)
- Mike Bohn (Athletic Director)
- Joyce Bell (Sr Associate AD/SWA)
- Kris Klinger/Chris Ponsiglione (Aux/Housing)

NCAA rules maintain not more than 49% of a dorm (or wing/floor within a dorm) can be occupied by student-athletes. While measures are taken to ensure compliance with this standard, housing is driven almost exclusively by each team's head coach. Further, roommate and dorm assignments are intertwined with the recruiting process, which commits programs to specific housing plans that create a very different experience from the general student population (e.g., freshman living off campus).

Ideas to consider:

- Explore lowering the % threshold in an effort to de-cluster student-athletes beyond NCAA requirements
- Have student-athlete housing ratios presented and approved by OCAAA
 - This review can also include other data points of interest (e.g., dorm changes, housing related disciplinary trends, etc.)
- Explore re-aligning housing expectations with the general student body

PHED 165 Class

People of Influence:

- Denise Kwok (Sr Associate AD/SAAS)
- Alan Green (FAR)

The general student body is afforded up to four (4) units of PHED credit that can count towards their degree. Since student-athletes have unique and demanding time demands to their sport, they are permitted to enroll in PHED 165, which is open only for student-athletes as a reasonable way for them to take advantage of the same four units of PHED credit, should they choose. Based on our review, student-athlete enrollment and credit for PHED would benefit from more oversight and clearer expectations. We believe this is a space OCAAA should be more involved in.

Ideas to consider:

- Include OCAA to help formulate expectations around credit for this course, and provide ongoing review oversight
- Consider using the four units in a different way to find more opportunities to engage outside of athletics. For example, identifying other one-unit classes that could replace one or two of the PHED credits that allows student-athletes to integrate into campus life (e.g., Thrive).

Faculty/Team “Matching” Program

People of Influence:

- Paul Perrier (Sr Associate AD/Sport Administration)
- Mike Bohn (Athletic Director)
- Alan Green (FAR)

The student-athlete experience is demanding, and it can be challenging to find time/opportunities to engage outside of athletics. A formal faculty/athletic team “matching” program (through OCAAA) may be mutually beneficial to creating an accessible pathway for student-faculty engagement. Inspired by the faculty in residence model used in residential life, this faculty would not replace the FAR, but be generally accessible for student-athlete support. Further, the partnership will help break down barriers between athletics and the rest of the university and provide a more transparent connection between OCAAA and athletics.

Ideas to consider:

- OCAAA can help create a “checklist” of areas that the faculty should be aware of (e.g., many of the topics identified above – housing, team rules) and can serve as a network of support that works in concert with the FAR (more in the vein of mentorship/guidance)
- The faculty should be welcomed as part of the support team and included on a regular basis (including travel)
- As OCAAA’s responsibilities continue to be focused and refined, consider team/student-athlete engagement to be one of the core responsibilities

Faculty Oversight Structure

People of Influence:

- Alan Green (FAR)
- Faculty Senate
- Provost’s Office

OCAAA has made significant strides this year and that momentum should be leveraged to continue evaluating an appropriate faculty engagement structure. While ancillary, a strong and cohesive faculty oversight structure will enable more consistent and focused engagement with athletics to identify and evaluate issues and get those issues (with recommendation) to the appropriate campus authority. If more student-athlete integration with campus life is a core value of USC, OCAAA can find more opportunities to advance this cause with a more comprehensive and connected governance structure.

Ideas to consider:

- Develop a staggered term structure to OCAAA participation
- Ensure a member of the faculty senate executive board is always a member of OCAAA

- Consider FAR selection to be connected to OCAAA participation (current or recent participant)
- Develop clear oversight/review categories for OCAAA for a more focused and efficient experience
 - This could be done by establishing specific subcommittees related to critical areas (e.g., admissions, SA experience/integration, progress towards degree, etc.)
- Include a coordinator/project manager to help continue the workflow between OCAAA meeting sessions
- Scheduled OCAAA reports to the faculty senate (at least once a year)
- A published annual report documenting the work performed that is accessible (potentially published on the OCAAA website)
- Examples from peer institutions
 - UNC (<https://apsa.unc.edu/information-about-faculty-athletic-committees-at-acc-institutions/>)
 - Texas (<https://policies.utexas.edu/policies/intercollegiate-athletics-council>)



APPENDIX 4
USCPSI
USC PERFORMANCE SCIENCE INSTITUTE

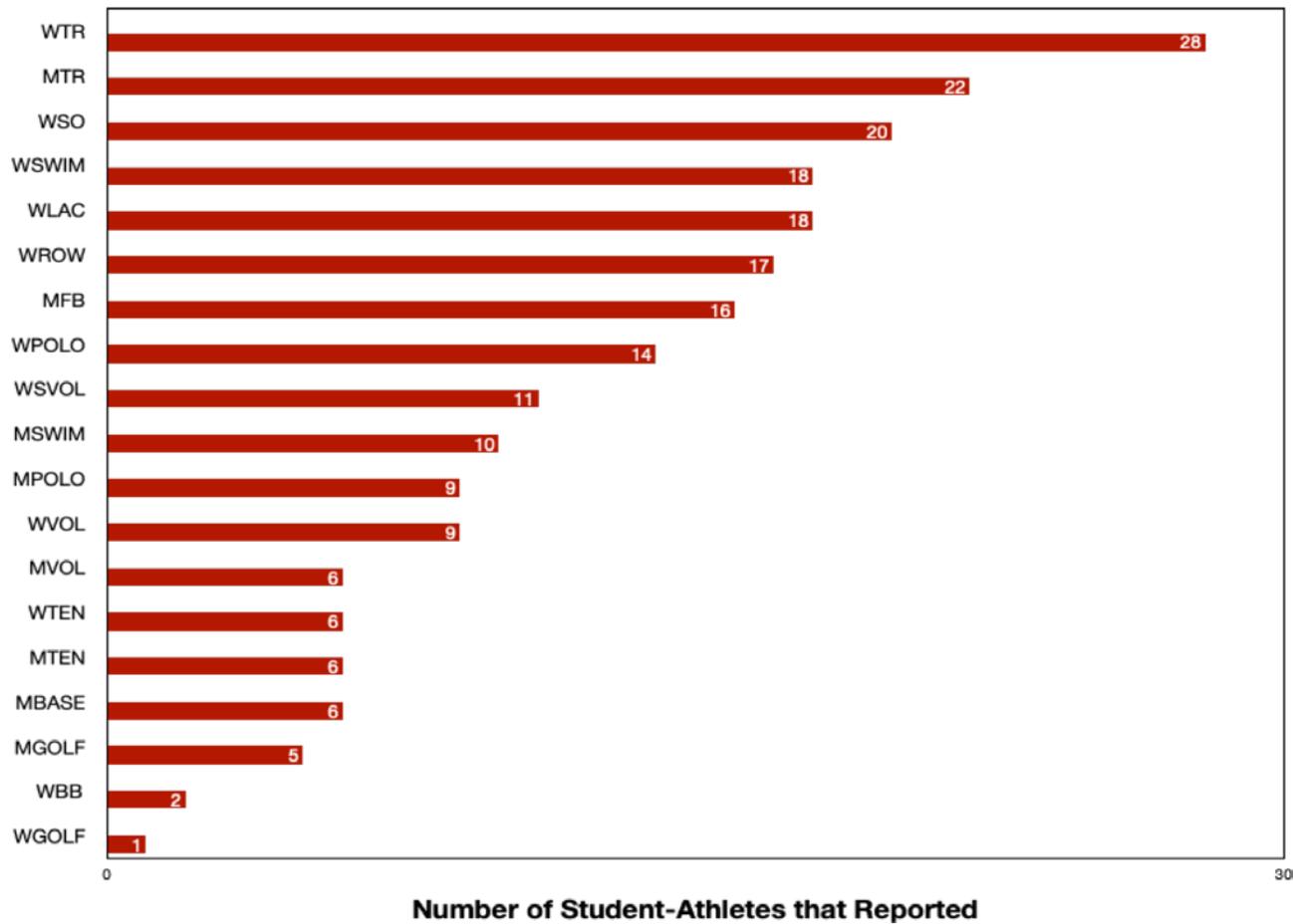
Climate Survey

with
USC
Student
Athletes

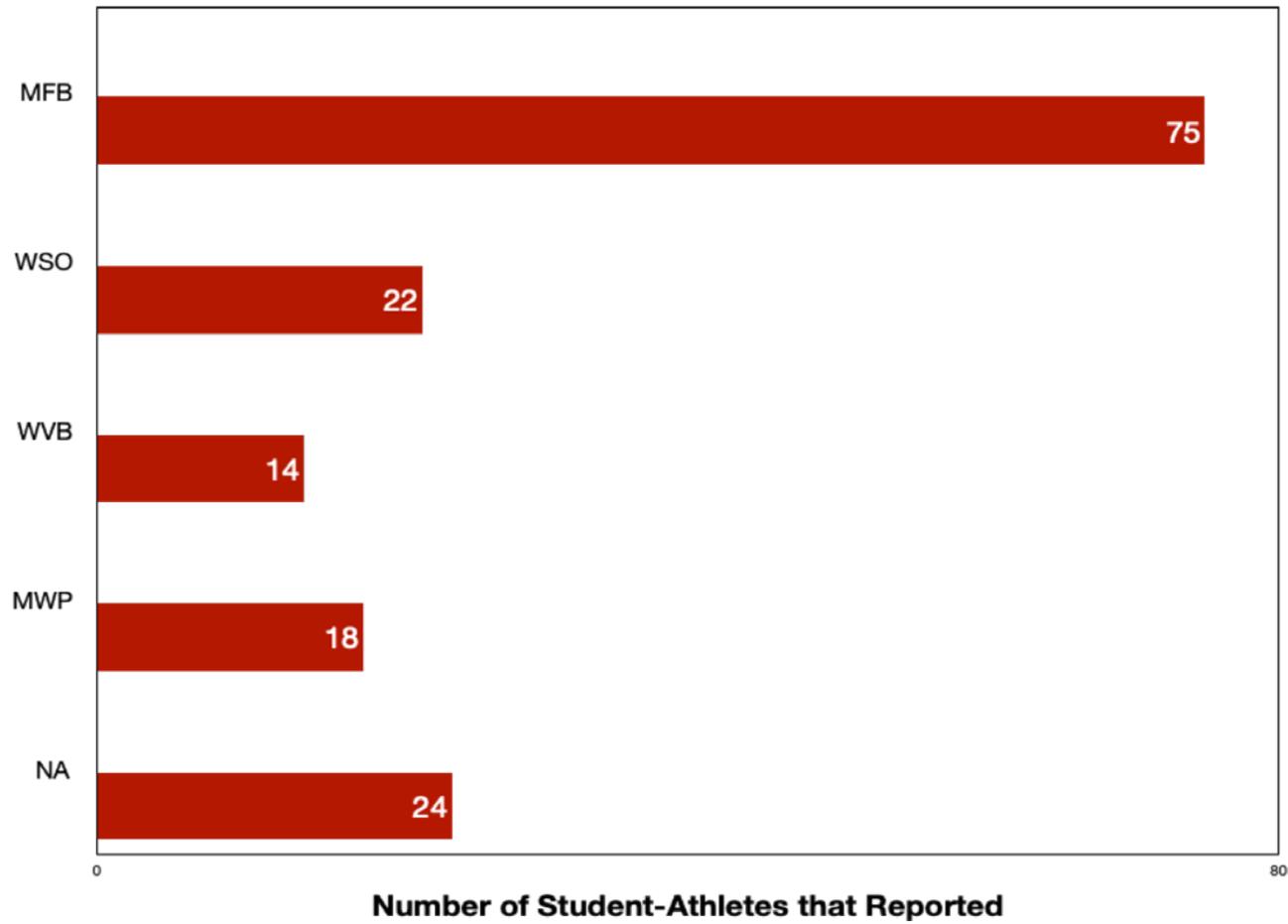
Survey Respondent **Demographics**

- Surveys distributed to **all USC student-athletes** from April - May 2019 and to 4 teams (**Football, W Soccer, W Volleyball, M Water Polos**) from Dec 2019 – Jan 2020
- 2018-2019 Climate survey completed by **293 student-athletes**
 - 30% Freshman, 23% Sophomores, 25% Juniors, 17% Seniors, 5% Fifth-Year Seniors or GraduateStudents
 - 62% Female
 - 68% Caucasian, 16% Black or African American, 6% Asian American, 5% Latinix, 5% Other
- Fall 2019 Climate survey completed by **154 student-athletes**
 - 30% Freshman, 21% Sophomores, 20% Juniors, 12% Seniors, 7% Fifth-Year Seniors or GraduateStudents
 - 65% Female
 - 18% final year as a student-athlete
 - 59% Caucasian, 24% Black or African American, 4% Asian American, 8% Latinix, 13% Other

Student-Athlete participation by Sport 2018-2019



Student-Athlete participation by Sport Fall 2019



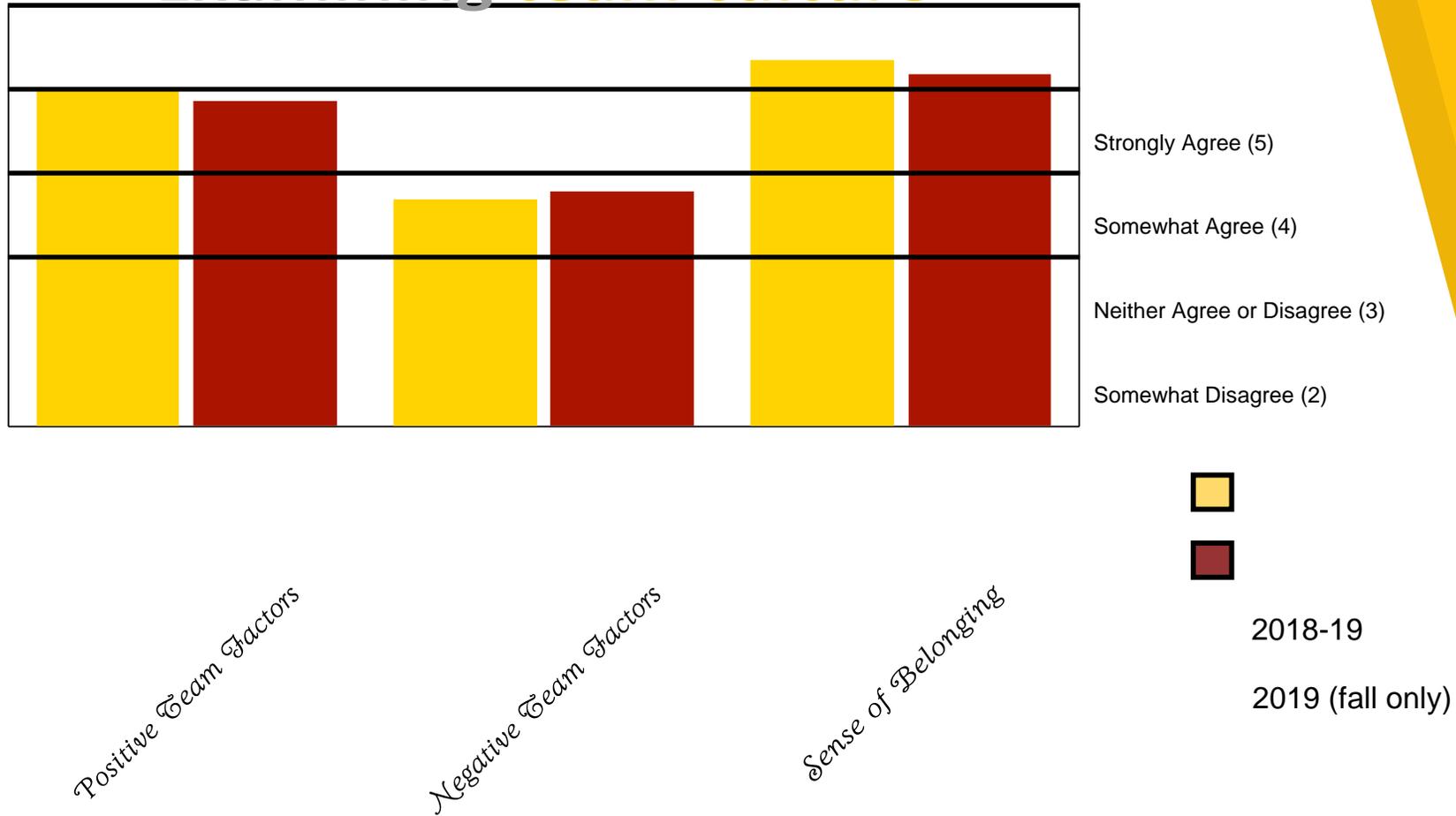
Examining **team culture**

- Sense of belonging included feelings of being valued and a part of the team.

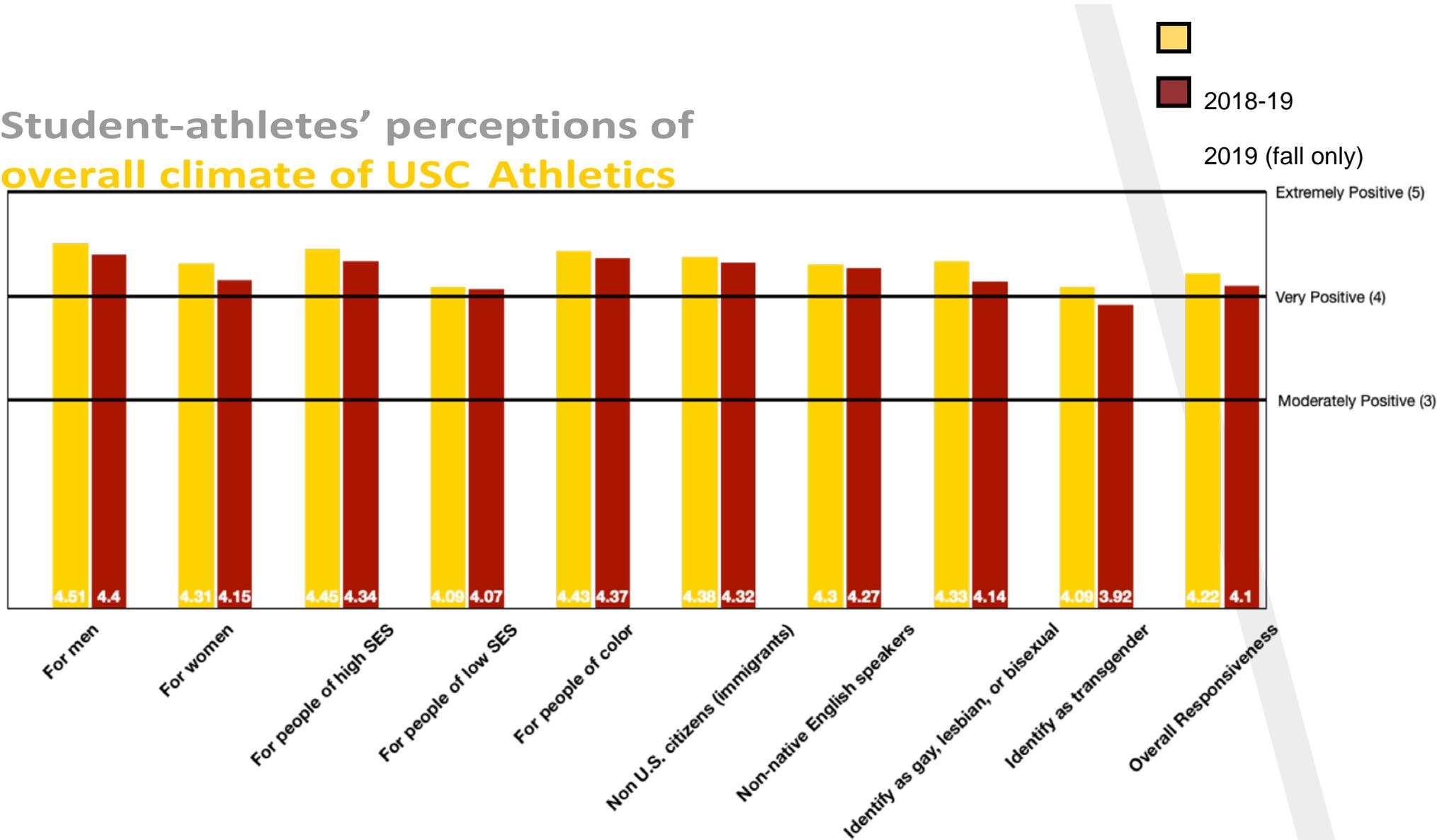
- Positive team dynamics included:
 - trust
 - respect
 - empathy
 - caring

- Negative team dynamics included:
 - fear of speaking up
 - favoritism
 - negative emotions
 - inconsistency

Examining team culture



Student-athletes' perceptions of overall climate of USC Athletics



Student-athletes' perceptions of **Academic experience and faculty at USC**

The faculty at USC have a positive opinion of student athletes

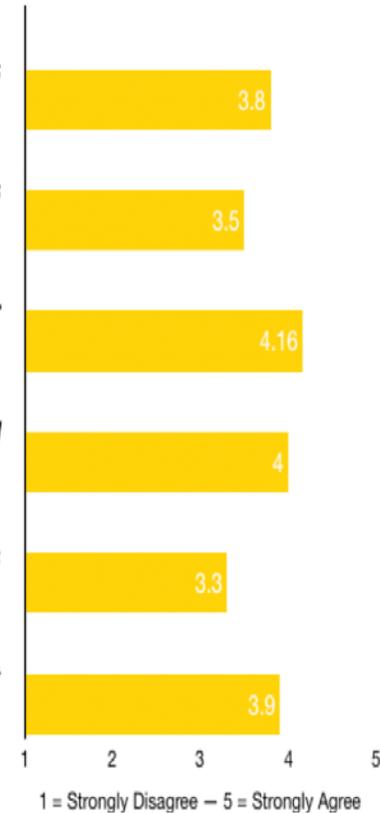
As an athlete, I'm viewed as a legitimate student by my professors and instructors

I've developed meaningful relationships with at least one faculty member or other non-athletic campus leader

Professors accommodating when I miss class, labs or other academic expectations for competition or team travel

As an athlete, I'm viewed as a legitimate student by other non-athlete students

My team has a culture that encourages academic achievement



THANK YOU

For additional information about the USC Athletics Survey, please contact:

Dr. Robin Scholefield

Or

Dr. Ben Houlberg

Director of Research at USC's Performance Science Institute

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