

12-14-2005 NCAA GSR Teleconference for Background Information with Erik Christianson, Kevin Lennon, Todd Petr

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2 ERIK CHRISTIANSON: Thank you for joining  
3 us today.

4 This call is to provide background  
5 information on the Graduation Success Rate. The NCAA will  
6 be announcing team scores related to GSR, as we call it,  
7 this coming Monday, December 19th.

8 In advance of that announcement, we wanted  
9 to provide some background information on GSR, why it's  
10 different than the academic progress rate, and how it fits  
11 into the broader academic reform initiative here at the  
12 NCAA.

13 Joining today on the call is Kevin Lennon,  
14 vice president for Membership Services at the NCAA, and  
15 also Todd Petr, managing director for research at the  
16 NCAA.

17 In just a moment, we'll hear from Kevin and  
18 Todd about the GSR.

19 I'd like to just mention a couple of things  
20 for the call today and for the announcement related to  
21 Monday. The call today is considered a background  
22 session, but it is on the record.

23 We also wanted to point out that the  
24 telephonic press conference on Monday, December 19th, for  
25 the announcement of the GSR team scores is right now

1 scheduled for 12 p.m. Eastern time. If that changes, we  
2 will let you know.

3 So without any more information, I will  
4 turn the call next to Kevin Lennon.

5 Kevin.

6 KEVIN LENNON: Thank you, Erik. And good  
7 day to you all. Thanks for taking the time to be with  
8 us.

9 We are very pleased to be able to provide  
10 this background session to give you a better understanding  
11 of the Graduation Success Rate within the broader context  
12 of academic reform. Many of you participated on a similar  
13 call last year, as it related to the release of our  
14 Academic Progress Rate information. And it's our intent  
15 to continue to provide these sessions, with Erik's help,  
16 to give you the necessary background for your stories.  
17 And again, we appreciate your time being here.

18 The release that Erik outlined for you on  
19 Monday is another step along the way -- a historic one for  
20 the NCAA, as it relates to academic reform. And as you  
21 are all aware, this has been a president-led reform effort  
22 that has significant membership support. And I'm pleased  
23 to provide some information today that, I think, will at  
24 least share with you how the Graduation Success Rate fits  
25 in with the broader context of academic reform.

1                   As the presidents moved forward with  
2 academic reform initiatives, it was in their minds that  
3 this was a part of a broader academic reform package. And  
4 then all of this needs to be taken into consideration as  
5 each component works together to achieve the ultimate  
6 goal, which is to improve the academic success of our  
7 student athletes and to increase the graduation rate among  
8 all of our student athletes.

9                   The first step along that way was enhancing  
10 the academic standards. That will entail trying to  
11 identify and better prepare our students coming into our  
12 colleges, and then seek better academic performance from  
13 our students while they're in college.

14                  For the currently enrolled student  
15 athletes, that reform is well on its way. This is the  
16 first year where we have increased progress towards degree  
17 requirements for our incoming juniors. We're beginning to  
18 analyze that data, as it makes itself available. But  
19 we're very encouraged that, again, that component of  
20 reform is beginning to take hold on our campuses.

21                  From an initial eligibility perspective, we  
22 have informed the secondary school community and our  
23 prospective student athletes that there is an increased  
24 expectation for the academic courses that they will take  
25 in high school in order to be academically eligible and

1 compete when they become freshmen on our Division I  
2 campuses.

3           Each student will be required to have  
4 completed at least 16 core academic courses, starting in  
5 2008. And it's our belief that core selection among high  
6 school students at sophomore, junior, and senior levels  
7 need to have been adjusted to make sure that they are, in  
8 fact, prepared for these increased standards, so with the  
9 presence of going about enhancing those academic  
10 standards.

11           The second component of that related to  
12 improved metrics or measurements of academic success. And  
13 we'll spend a good portion of today talking about the  
14 Graduation Success Rate.

15           That Graduation Success Rate, we believe,  
16 is a better measurement as it relates to the outcome of  
17 graduation. We believe there's significant enhancements  
18 of the Graduation Success Rate when compared with the  
19 Federal Graduation Rate that you are all more familiar  
20 with. And again, we believe that it's going to more  
21 accurately capture the academic success of our student  
22 athletes.

23           And Todd Petr, at the end of my  
24 presentation here, will provide you more detail about the  
25 GSR or the Graduation Success Rate.

1                   The other metric that I think you're  
2                   increasingly becoming aware of and working its way into  
3                   your vocabulary is the Academic Progress Rate, the APR.  
4                   This is the realtime, term-by-term measurement that  
5                   measures, in addition to graduation, the eligibility and  
6                   retention of our scholarship student athletes. It has the  
7                   added benefit, again, of being a much more realtime,  
8                   term-by-term measurement. And we anticipate that that  
9                   data, for the second class, will be available sometime in  
10                  February of 2006.

11                  But both of those measurements, now with  
12                  the Monday release, the Graduation Success Rate, are at  
13                  play, will be metrics that you, as well as our membership,  
14                  will be focusing on as they evaluate the academic success  
15                  of their student athletes. And we're certainly excited  
16                  about that.

17                  And then the third component was increased  
18                  accountability through a structure that penalizes poor  
19                  performance among sports teams, but also provides rewards,  
20                  incentives, for institutions and sports teams that are  
21                  improving their academic performance on the team level.  
22                  That work continues to be championed and stewarded by our  
23                  Committee on Academic Performance. And we can certainly  
24                  respond to specific questions at the end about some of the  
25                  work that is before the committee as it relates to

1 penalties, incentives, and rewards.

2           Before I turn it over to Todd, just one  
3 point of note. The information that you're going to  
4 receive this Monday, related to team Graduation Success  
5 Rates, is, in fact, focused on team performance. An  
6 institutional GPR rate will be issued publicly, I believe,  
7 on January 19th.

8           But one of the reasons that we have decided  
9 to simply put forward the team rate is we want the public,  
10 we'd like you, and we certainly would like our  
11 institutions, to focus on the team's academic performance  
12 as the key unit of measurement, as the key unit of  
13 emphasis.

14           Team academic performance -- and with the  
15 involvement of our student athletes, obviously, our  
16 coaches, academic advisors, all in the athletic  
17 department -- is where we can make the most change in  
18 improvement in academic performance at as local a level as  
19 possible. And in our structure that is at the team level.  
20 So it is purposeful. While the team number is being  
21 provided this coming Monday, it places the emphasis where  
22 it needs to be placed, and that is on individual team  
23 performance. But we will provide, again, about a month  
24 from now, an overall institutional Graduation Success  
25 Rate.

1                   So with that background, I'd like to turn  
2                   it over to Todd Petr who is going to provide more specific  
3                   information on the Graduation Success Rate.

4                   Todd.

5                   TODD PETR: Thank you, Kevin, and Erik. I  
6                   appreciate it. And thanks everybody for taking the time  
7                   today.

8                   I want to give a little specific  
9                   information about the Graduation Success Rate. And in  
10                  general, I'll tailor my comments to comparing it to the  
11                  Federal Graduation Rate, with which we've all become  
12                  familiar over the last 15 years or so, since that's been  
13                  in use as a measurement of academic success.

14                 To give a little definitional background,  
15                 the federal formula -- you could phrase the research  
16                 question being asked by the federal formula as: What  
17                 portion of traditional first-time -- first-year students  
18                 is graduating within six years from the institution at  
19                 which they started their undergraduate career?

20                 The GSR, in contrast, could be phrased as:  
21                 After accounting for students who are likely to have  
22                 transferred out to another school, what proportion of all  
23                 students -- and that would be traditional or transfers  
24                 in -- present at an institution at some time is graduating  
25                 within six years?



1                   And what the big -- the large difference  
2 here is the way that the GSR treats transfer students,  
3 both into and out of an institution. Specifically, the  
4 GSR adds to the federal cohort those students that  
5 transfer into an institution, either from a two-year  
6 college or a four-year college, but come to an NCAA  
7 Division I institution from some other place.

8                   Also, the GSR then removes individuals from  
9 the calculation who leave the institution, but would have  
10 been academically eligible to compete or were in good  
11 academic standing when they actually left the institution.  
12 So those are the big differences.

13                   A couple of assumptions that we make here:  
14 By removing the students who are on track academically, we  
15 are essentially assuming them to be transfers to another  
16 institution. It's not 100 percent the case. But we have  
17 data that says the vast majority of these folks do, in  
18 fact, transfer to other institutions.

19                   At the same time, by treating all students  
20 who separate in poor academic standing as unsuccessful,  
21 we are assuming them to be academic failures. That, we  
22 feel, is a fairly conservative way of dealing with those  
23 individuals. We do, in fact, know that some of those  
24 folks end up transferring and being successful at other  
25 institutions, but they are held as non-counters in this

1 particular format.

2                   Let me talk a little bit about why our  
3 board of directors, specifically of the NCAA -- the  
4 Division I board of directors has asked us to pursue a  
5 rate that is this Graduation Success Rate in addition to  
6 the Federal Graduation Rate.

7                   One of the things that has become clear  
8 over time is that students in general -- there's a lot of  
9 transfer behavior among students in this country. The  
10 national data recently indicates that close to 60 percent  
11 of all new bachelor's degree recipients attend more than  
12 one college during their undergraduate career. And these  
13 are important information -- it's important data talking  
14 about the mobility of students. Our president asked us to  
15 create a rate that would better track that sort of  
16 mobility.

17                   One way to measure what I think is the  
18 importance of this new rate is that the total size of the  
19 cohort that will be analyzed with the GSR versus the  
20 federal rate -- and using as an example the data that will  
21 be released next Monday which takes into account the  
22 entering cohorts from 1995 through 1998 -- that is folks  
23 who were freshmen in one of those four years.

24                   The federal rate that we'll see will  
25 include about 67,000 students -- the student athletes that

1 entered our NCAA Division 1 institutions during that time.  
2 The GSR, on the other hand, will track about 91,000  
3 student athletes that includes both freshmen and transfers  
4 in. So it's an increase of about 35 percent in terms of  
5 the total number of students that are tracked, which,  
6 again, speaks to the idea that there's a great deal of  
7 mobility in the system that wasn't being tracked by the  
8 Federal Graduation Rate.

9 Another reason we wanted to move to this is  
10 that the federal rate treats all transfers out as  
11 nongraduates, regardless of their standing when they  
12 leave. And it also ignores the transfers in, as we  
13 discussed.

14 So by the definition of the federal rate, a  
15 transfer can never be considered a graduate from any  
16 institution. And we think that's a flaw that we're trying  
17 to improve upon in the Graduation Success Rate.

18 On Monday -- as both Erik and Kevin alluded  
19 to, on Monday what will be released is a report that  
20 provides simply the team by team Graduation Success Rates  
21 and federal rates for Division I schools. So for every  
22 sport that's sponsored at a school, there will be two  
23 numbers: A grad success rate and a federal rate.

24 Additionally, we will be providing  
25 aggregate data for Division I as a whole, and then broken

1 down also by our subdivisions, 1A, AA, and AAA. So that's  
2 what you'll see in the release on Monday.

3 On January 19th, just to be clear about  
4 what that is, that is the overall -- rates for the overall  
5 institution will be released in a format that includes  
6 both the Federal Graduation Rate and grad success rate  
7 information broken down by ethnicity and some sports. It  
8 will look much more like previous reports that had the  
9 federal rate. And that will be what's released in  
10 January.

11 Just to give you a foreshadowing of  
12 generalities that we'll see in the GSR data. In  
13 aggregate, the GSR rates will be higher than the Federal  
14 Graduation Rates, primarily due to better capturing the  
15 academic behavior of those transfer students.

16 It's important to note, though, at the  
17 squad level, the grad success rate could be either higher  
18 or lower than the traditional federal formula. It's  
19 really based on the number of transfers into the system  
20 and how those transfers do academically. So if the school  
21 has had significant -- or a sports team -- excuse me --  
22 has had a significant number of transfers in and those  
23 transfers have not fared very well academically, that  
24 sports team will actually have a lower GSR than the  
25 federal rate. It's anticipated that about 7 to 10 percent

1 of teams in sports like men's baseball, basketball, and  
2 football, will have lower GSRs than their Federal  
3 Graduation Rate.

4 Grad rates from the federal formulas will  
5 continue to be calculated, and these will continue to be  
6 the only -- currently the only graduation rates that are  
7 directly comparable -- that a comparable rate is  
8 calculated for the student body.

9 And, again, all the federal rates for the  
10 student body will be released in the January release,  
11 along with the more detailed report on student athletes.

12 I think, Erik, with that, I'll leave it.

13 ERIK CHRISTIANSON: All right. Thanks,  
14 Todd. And thanks, Kevin.

15 We'll now turn to the phones and take any  
16 questions that people may have today.

17 THE OPERATOR: Thank you. If you'd like to  
18 ask a question, press the star key, followed by the digit  
19 1 on your touch-tone telephone. Please make sure your  
20 mute function is turned off to allow your signal to reach  
21 our equipment. Again, press star 1 for questions.

22 We'll gone to Mike Knobler, Atlanta Journal  
23 Constitution.

24 ERIK CHRISTIANSON: Hi, Mike. Go ahead.

25 MIKE KNOBLER: Hi. Why no overall student

1 GSRs? Are the data just not available?

2 KEVIN LENNON: This is Kevin. Yeah. No.  
3 The data is available. But, again, what we really want to  
4 do is focus on the team GSR rate. That is something that  
5 we have done with the APR. That is the unit of analysis.  
6 We are trying to really shift the paradigm, if you will,  
7 from institutional academic measures and back to the team  
8 measures. We're going to provide that. But we felt on  
9 the initial release year, we really want the focus to be  
10 on individual team performance.

11 MIKE KNOBLER: Yeah. I'm not sure you're  
12 understanding my question. I'm not talking about an  
13 overall athlete GSR -- an overall student body GSR.

14 In January, you're going to release an  
15 overall student body GSR?

16 KEVIN LENNON: No. Todd can address the  
17 limitations of --

18 TODD PETR: No. At this point, without  
19 federal buy-in, if you will, institutions believe it's  
20 still too burdensome to have to collect a secondary rate,  
21 in addition to the federal rate, for their entire student  
22 body. And so while I think there will be some discussions  
23 with the federal government about moving to a graduation  
24 success type rate or releasing such a rate, at this point,  
25 NCAA is only pursuing this for our student athlete

1 population.

2                   ERIK CHRISTIANSON: Thanks. Next question,  
3 please.

4                   THE OPERATOR: We'll go next to Scott  
5 Cooper, Sacramento Bee.

6                   ERIK CHRISTIANSON: Hey, Scott. Go ahead.

7                   SCOTT COOPER: Thank you. Just had a quick  
8 clarification. Is what is being announced on Monday and  
9 then in January strictly Division I?

10                  TODD PETR: On Monday, it's strictly  
11 Division I. In January, I believe -- I know it'll be  
12 Division I, and I believe Division II and III will also be  
13 released at the same time with their federal graduation  
14 rates. They don't -- Divisions II and III are not  
15 calculating Graduation Success Rates at this time, so they  
16 would just have the Federal Graduation Rate.

17                  SCOTT COOPER: How is it handled among  
18 athletic departments that have a Division I and maybe  
19 their football is 1AA?

20                  TODD PETR: Todd. Anybody who is 1A, 1AA,  
21 or 1AAA will have Graduation Success Rates that will be  
22 released on Monday -- so the entirety of Division I,  
23 regardless of their subdivision.

24                  SCOTT COOPER: Thank you.

25                  THE OPERATOR: We'll go next to Steve

1 Wieberg, USA Today.

2 ERIK CHRISTIANSON: Go ahead.

3 STEVE WIEBERG: Hey, Kevin. A couple of  
4 quick questions. One, a player who would leave early for  
5 a draft, if he were in good academic standing, is he  
6 simply counted as a transfer out? In other words, will  
7 schools get relief on that front as well?

8 KEVIN LENNON: They would. And the key  
9 thing there is that you left in good standing from the  
10 first institution, that would not count against the first  
11 school.

12 STEVE WIEBERG: And secondly, if we are  
13 going to compare any improvement or, you know, falling in  
14 grad rates, we're still going to have to refer to the  
15 governmental rates, because there won't be any benchmark  
16 previously for the GSR; correct?

17 KEVIN LENNON: I think that's right. You  
18 just don't have the apples-to-apples comparison, given the  
19 limitations of what Todd talked about with the federal  
20 data.

21 TODD PETR: Right. And obviously, as we  
22 build a GSR trend line, as we go forward. But, yeah, if  
23 you want to look historically, the federal rate is all  
24 that's available for us this year, Steve.

25 STEVE WIEBERG: And then one final



1 question, have you all determined yet how the GSR is going  
2 to be factored with the APR in assessing penalties?

3 KEVIN LENNON: Well, this is Kevin, Steve.  
4 As we have contemplated the penalty structure, you know,  
5 the GSR was largely contemplated to factor in when you hit  
6 the most severe level of penalties.

7 And just as a reminder for the group here,  
8 we have the contemporaneous penalties which are in place  
9 this particular year, focused again on two years of APR  
10 data.

11 As historical penalties come to be rolled  
12 out over the next couple of years, there's a series of  
13 levels of those penalties, beginning with the warning  
14 letter, then followed by sanctions regarding scholarship  
15 limitations, recruiting restrictions, playing season  
16 restrictions. And all of that has really largely been  
17 contemplated to focus more on kind of APR scores.

18 As you hit the next level of penalties  
19 regarding championship competition and membership status,  
20 the more severe penalties, I think GSR is something that  
21 the committee continues to think about how it will be  
22 factored in. It relates a little bit to some of the  
23 mission relief concepts that we talked about, as  
24 institutions would make arguments about how the  
25 performance of their student athletes are, in fact,

1 superior to those of their regular students.

2 So it becomes a source of kind of  
3 mitigation, as it relates to the penalties. And that --  
4 but it's clear that the committee is going to continue to  
5 have to see, over time, how the historical penalties  
6 unfold and then how the Graduation Success Rates, more  
7 specifically, come into play.

8 STEVE WIEBERG: Thanks, Kevin.

9 THE OPERATOR: As a reminder, press star 1,  
10 if you'd like to ask a question.

11 We'll go next to Ted Hutton, South Florida  
12 Sun Sentinel.

13 ERIK CHRISTIANSON: Hey, Ted, go ahead.

14 TED HUTTON: Yeah. I'm just trying to  
15 figure the -- if they're going to compare -- if this is an  
16 institution thing, but the federal -- you know, the  
17 federal numbers won't be the same, will there ever be that  
18 apples-to-apples comparison? How can you get mission  
19 relief if the graduation rate, federal rate is, you know,  
20 30 percent and the GSR says it's, you know, a different  
21 number? You won't be able to have that comparison, will  
22 you?

23 KEVIN LENNON: Well, you know, I guess a  
24 couple of things here. And Todd, I think, just briefly  
25 touched on it. You know, we are keenly interested in

1 encouraging the federal government to look at our GSR,  
2 because we think it does have great benefits across the  
3 board. As Todd pointed out, it's consistent with the  
4 academic patterns that we see of not just student  
5 athletes, but students across the board. So some day,  
6 Ted, we may actually have the comparison that we think  
7 will be most appropriate.

8 Yes. There's always going to be a  
9 challenge when you start to talk about mission and you're  
10 comparing the student athlete population using a different  
11 metric with the student athletes.

12 There are some conversions that Todd and  
13 Tom and others can help a little bit with, that talks  
14 about how certain rates might project -- whether it's an  
15 APR rate projecting to a GSR. I think we're still looking  
16 at issues as it relates to how one may correlate the  
17 federal rates with Graduation Success Rates on individual  
18 campuses.

19 And there's some statistical things that we  
20 can do to try to create a much more approximate  
21 comparison.

22 But is it going to be one of the challenges  
23 that we have two different kind of measurements, the fed  
24 rate and GSR? I think it is, Ted. But it's one I think  
25 we're going to have the committee continue to look at.

1                   TED HUTTON: I know with the APR you had a,  
2 you know, basically a margin of error, You know, and with  
3 penalties attached. Will there be a similar thing with  
4 this as you build the base? Or is that needed? Or how  
5 will that -- how will these numbers work?

6                   TODD PETR: We're not presenting any sort  
7 of confidence interval or size adjustment.

8                   One thing you'll note here is that we've  
9 asked our institutions to collect a full four years' worth  
10 of data right after the bat. And so that's sort of the  
11 general cohort that we've always worked with, with the  
12 Federal Graduation Rate. That's the number that's in the  
13 federal law.

14                  And we have that full four-year group here  
15 within the grad success rate. So we think we've got a  
16 fairly stable metric, and we're not recording those spot  
17 size adjustments or confidence intervals here.

18                  TED HUTTON: So when we report these  
19 numbers, we wouldn't say that these would have any impact  
20 right now on any scholarship limits or penalties; is that  
21 correct?

22                  KEVIN LENNON: No. This is Kevin. All of  
23 those are tied right back to the APR. And as I mentioned,  
24 in the question back to Steve, that the GSR from an  
25 academic reform incentives or academic reform penalty

1 structure will not really come into play for a couple of  
2 years, and certainly are impacting the contemporaneous  
3 penalties phase which we're in right now. That's tied  
4 solely back to the APR.

5 ERIK CHRISTIANSON: Thank you. Next  
6 question, please.

7 THE OPERATOR: We have a follow-up  
8 question. Steve Wieberg, USA Today.

9 STEVE WIEBERG: Kevin and Todd, I was  
10 wondering, I assume you all have had a chance to digest  
11 these. Do you see a correlation between high and low APRs  
12 and high and low team grad rates?

13 TODD PETR: Yeah. There is a correlation,  
14 Steve. There's a correlation between the federal rate and  
15 the GSR, and also between the GSR and the Academic  
16 Progress Rate. Those who do better on one tend to do  
17 better on the others. It's not perfect. In correlational  
18 terms, it's a correlation of about .7, so it's fairly  
19 high, but it's not perfect, which is, you know, we hope  
20 we're finishing somewhat slightly different things, so we  
21 wouldn't expect a perfect correlation.

22 But as we move forward, I think we expect  
23 that the APR will be very predictive of the grad success  
24 rate at these -- you know, within these same teams and  
25 within the schools. Right now we're comparing an APR on

1 kids who are currently there, with a GSR on kids who have  
2 now left the institution. So that lessens what we're able  
3 to do with it. But there's -- these things are definitely  
4 correlated.

5 KEVIN LENNON: And this is Kevin, Steve.  
6 The only thing I would add that while, as Todd noted, a  
7 correlation exists, I don't think that's going to account  
8 for the improved academic behavior, particularly in the  
9 last two years, of our student athletes. We are very  
10 hopeful that as a result of the academic reform package as  
11 a whole and the fact that I think it is on everyone's  
12 radar screen -- our coaches, our student athletes, our  
13 administrators -- that we are, in fact, going to see  
14 improved academic performance, that over time will reflect  
15 itself in the outcome of graduation as we will report the  
16 Graduation Success Rate.

17 So while the correlation make exist now,  
18 we're very hopeful that the February release of the second  
19 year of the APR will be something that we can point to  
20 that says, you know, we really do see improved academic  
21 performance, in terms of eligibility and retention at  
22 least, from year one to the next. And then ultimately,  
23 that will reflect itself out in the GSR score in the next  
24 several years.

25 ERIK CHRISTIANSON: Next question, please.

1 THE OPERATOR: We'll go next to Doug  
2 Lederman, Inside Higher Ed.

3 ERIK CHRISTIANSON: Doug, go ahead.

4 DOUG LEDERMAN: Hi, gentlemen. A couple of  
5 sort of clarification questions. Am I right that  
6 there's -- because -- that there will be no racial data  
7 released until the institutional report?

8 TODD PETR: That's correct.

9 DOUG LEDERMAN: Okay. Secondly, will  
10 this -- you reported as a four-year -- this will be  
11 reported as a four-year rolling average?

12 TODD PETR: That's -- yes. The --

13 DOUG LEDERMAN: Okay. So there won't be  
14 any way to track -- even though it looks at four course --  
15 four classes -- four cohorts, you won't be able to see  
16 changes among those four years?

17 TODD PETR: No.

18 DOUG LEDERMAN: Or movement in those four  
19 years?

20 TODD PETR: No. At the sport level you get  
21 such small --

22 DOUG LEDERMAN: Right.

23 TODD PETR: -- you can get such small  
24 groups of students that it's difficult to do.

25 DOUG LEDERMAN: Got it.

1                   TODD PETR: So at this point, it's just the  
2 four-year aggregate.

3                   DOUG LEDERMAN: Right. Which is why there  
4 won't be comparison -- we won't be able to do any  
5 comparisons until future years.

6                   TODD PETR: Correct. Like a trend kind of  
7 thing, yes.

8                   DOUG LEDERMAN: Got it. And lastly, just  
9 to understand the numbers. You talked -- I think it  
10 was -- well, I think maybe it was -- I don't remember,  
11 Kevin or Todd -- but you talked about the federal rate. I  
12 guess this was you, Todd, talking about the federal rate  
13 having touched -- included about 67,000 students and the  
14 GSR 91,000. Do I have those numbers right?

15                   TODD PETR: Yes.

16                   DOUG LEDERMAN: Do -- am I -- the 91,000,  
17 is that the total -- I just -- total pool or -- I mean,  
18 before or after people have been excluded and count --

19                   TODD PETR: Right. It is the total pool  
20 before anybody's been excluded; so it's the number that  
21 are considered in the calculation.

22                   DOUG LEDERMAN: Got it.

23                   TODD PETR: When you move that -- when you  
24 remove those that left in good standing, that number is  
25 about -- it's in the mid 70s -- 73, 74,000; something like



1 that. It's about 10 percent -- it's still about  
2 10 percent higher than the federal number.

3 DOUG LEDERMAN: Got it. Okay. All right.  
4 That's -- so that's what I wanted to understand. So there  
5 is a -- that shows that there are a whole bunch of people  
6 coming into the system as transfers in and some smaller  
7 portion than that transferring out and being counted as  
8 having left in good standing?

9 TODD PETR: Yes.

10 DOUG LEDERMAN: Right. Okay.

11 TODD PETR: And, of course, some of that  
12 91,000 are probably present in two cohorts -- their  
13 original and one that they perhaps transferred to.

14 DOUG LEDERMAN: Oh, that's interesting.  
15 Right.

16 And then sorry, one last question. And  
17 this relates to the whole question about why there's not a  
18 comparable rate for all students because of the whole unit  
19 records question that is affecting the federal government.  
20 But how are you -- you are able to track these students  
21 obviously through some kind of unique identifier. Has  
22 that caused any -- does it cause any of the same kind of  
23 heartburn that the unit records question causes at the  
24 federal level related to all students?

25 TODD PETR: Actually, Steve, for the grad

1 rates, we don't do this on an individual level basis.

2 These reportings are done --

3 DOUG LEDERMAN: On institutions.

4 TODD PETR: -- done on an aggregate. I  
5 mean, it's by team, by rates.

6 DOUG LEDERMAN: Yeah. Got it.

7 TODD PETR: I mean, it's pretty narrow, but  
8 that's how we do it.

9 DOUG LEDERMAN: It. So that -- okay. All  
10 right. Thanks. I appreciate the help.

11 ERIK CHRISTIANSON: Next question, please.

12 THE OPERATOR: We'll go next to Scott  
13 Cooper, Sacramento Bee.

14 ERIK CHRISTIANSON: Scott, go ahead.

15 SCOTT COOPER: On the 91,000 with the GSR,  
16 what years is that? Is it broken down by years that  
17 people began as freshmen? Is it broken down by when the  
18 students graduated?

19 TODD PETR: Yeah. It's broken down by --  
20 it tracks when they enter. Those are '95 to '98 entering  
21 classes. So if, given the six years to graduate, it would  
22 be the '01 to '04 graduating classes, if you would.

23 SCOTT COOPER: And another Division I  
24 person is another one since we've got two schools in this  
25 area that are sort of -- one is in transition; another one

1 has played Division II before. They're counted as  
2 Division I, even if they haven't been in Division I  
3 through the entirety of this program?

4 TODD PETR: Yes. The provisional members  
5 are counted as Division I. There are a couple that  
6 because of the timing of where they are in the timing --  
7 if they're fairly early in that move, they won't have grad  
8 success rates. I can't remember who those are off the top  
9 of my head. But, generally, as you move to Division I,  
10 you're going to be in this process.

11 SCOTT COOPER: Even if they were  
12 Division II during the '95 to '98 period?

13 TODD PETR: Yeah. Because they were --  
14 again, they may not have GSR data, but they're going to  
15 have federal data, because they were collecting it for  
16 those periods anyway.

17 SCOTT COOPER: And lastly, the GSR focusing  
18 obviously on graduation, the APR you said is more of a  
19 sort of a term-by-term with the immediate eligibility. Is  
20 it fair to say that the GSR is more of a big picture  
21 overview? And the APR is more of a moment by moment?

22 KEVIN LENNON: Yeah. This is Kevin. I  
23 think that's one way to look at it. The Graduation  
24 Success Rate measures the ultimate outcome, which is  
25 graduation.

1                   The APR does, in fact, have one component  
2                   that measures graduation, but it also picks up eligibility  
3                   and retention as well, and awards a point for each on a  
4                   term-by-term basis. So I guess that's how I would look at  
5                   it.

6                   One is much more contemporaneous and  
7                   realtime. The other again is the six-year period that  
8                   Todd has talked about.

9                   SCOTT COOPER: But if a team falls below  
10                  the GSR limit, there's no penalty specifically; it's more  
11                  of a measuring stick, and the penalties are all related to  
12                  the APR; is that right?

13                  TODD PETR: That's correct.

14                  SCOTT COOPER: Okay.

15                  TODD PETR: There's no cut point that's  
16                  been defined for a GSR, as there is for an APR.

17                  SCOTT COOPER: Thank you.

18                  ERIK CHRISTIANSON: Next question, please.

19                  THE OPERATOR: At this time, no further  
20                  questions in the queue.

21                  ERIK CHRISTIANSON: Okay. Thank you all  
22                  for joining us today.

23                  Just a couple of reminders that we will be  
24                  announcing the GSR team scores and their corresponding  
25                  federal rates this coming Monday, December 19th, at

1 12 p.m. Eastern. At that time we'll be issuing a press  
2 release and also making public the team scores and also  
3 the aggregate Division I scores on our web site at  
4 NCAA.org.

5 And then approximately a month later, on  
6 January 19th, we will be releasing the overall GSR scores,  
7 the overall federal rates, including ethnicity and other  
8 breakdowns, as well.

9 Thank you again for joining us today.

10 THE OPERATOR: This now concludes today's  
11 conference. Thank you for your participation. You may  
12 now disconnect.

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