



UNIVERSITY SYSTEM
of MARYLAND

Board of Regents
Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

May 29, 2025

Zoom Details to be Provided to Committee

Public Listen-Only Access: 301-715-8592; Conference ID: 965 9520 7261;
Password: 380747

[Meeting Announcement](#)

Call to Order

Chairman Gonella

1. [Mid-year Athletic Director Updates – Rotating – TU, UMES, FSU](#) (Information)

Steve Eigenbrot, Towson University
Tara Owens, University of Maryland Eastern Shore
Troy Dell, Frostburg State University
2. [Title IX Intercollegiate Athletics Status](#) (Information)
3. [Summary of Student-Athlete Admissions, Graduation, and Academic Progress](#) (Information)

OFFICE OF THE SENIOR VICE CHANCELLOR FOR ADMINISTRATION AND FINANCE**MEMORANDUM**

TO: Members of the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

Geoff Gonella
Tom McMillen
Hugh Breslin
Michelle Gourdine
Josiah Parker

Bill Wood
Linda Gooden, *ex officio*

FROM: Ellen Herbst

DATE: May 23, 2025

RE: Meeting of the Committee via Video Conference

The Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare of the USM Board of Regents will meet in public session via video conference at 10:00 a.m. on Thursday, May 29.

The agenda and supporting materials will be available on Nasdaq Boardvantage for members of the Board and the USM website at <https://www.usmd.edu/regents/agendas/>.

Zoom details will be provided to the Regents prior to the meeting.

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cc: Other Members, Board of Regents
Office of the Attorney General
Presidents (with ICA programs)
Athletic Directors
USM Council Leadership
Office of Communications
VCAF Managers

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Mid-Year Athletic Directors' Updates – Rotating – TU, UMES, FSU (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: May 29, 2025

SUMMARY: Each committee meeting, institution athletic directors are invited to provide a mid-year update focused on the unique issues and challenges currently facing their athletic program and discuss nationwide trends, developments, and future potential actions with an impact on their athletic programs.

This meeting we have invited athletic directors to each spend 15-20 minutes discussing their athletic program, including:

- Student health and safety
- Academic performance and progress
- Financial affairs of the program

Athletic directors presenting at this meeting include:

1. Steve Eigenbrot, Towson University
2. Tara Owens, University of Maryland Eastern Shore
3. Troy Dell, Frostburg State University

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Title IX Intercollegiate Athletics Status (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: May 29, 2025

SUMMARY: Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in the education programs receiving Federal financial assistance. Athletics are considered an integral part of an institution's education program and are therefore covered by this law. Failure to comply with the requirements of Title IX could result in administrative action revoking an institution's ability to receive federal funding, including student financial aid. Highlights of requirements for Title IX compliance follow.

Additionally, institutions with an intercollegiate athletics program are annually required to provide information to the Department of Education's Equity in Athletics Data Analysis website. As of early May 2025, EADA reports for reporting year 2023-2024 (which would usually be available at this time) were not posted on the Department's website. However, information about Title IX changes, training, processes, and/or procedures will be discussed.

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923 and Alison Wrynn (301) 445-1992

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Summary of student-athlete admissions, graduation, and academic progress (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: May 29, 2025

SUMMARY: Board of Regents Policy V-2.10 Policy on Intercollegiate Athletics details the Board of Regents' values and expectations of institutions that operate intercollegiate athletics programs. One of the basic principles articulated is:

Student athletes are first and foremost students, and it is the expectation of the Board of Regents that their academic performance and progress will be comparable to that of non-athletes.

A considerable volume of detailed information on the academic progress, admission profiles and graduation rates for student-athletes is reviewed by System Office staff.

To ensure that publicly-presented information does not jeopardize Federal student privacy requirements, staff have summarized the information for ease of use by the Regents and the attached report details the results of the review.

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

FY 2025 Academic Summary Report

Board of Regents' Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

May 29, 2025

“Student athletes are first and foremost students, and it is the expectation of the Board of Regents that their academic performance and progress will be comparable to that of non-athletes.”

This report summarizes the student-athlete academic performance and progress compared to the non-athlete student peers for the University System of Maryland (USM) institutions with NCAA Intercollegiate Athletics programs. The following summary includes the synthesis for the academic measures requested by the Chancellor in Policy (V-2.10 – USM Policy on Intercollegiate Athletics) and includes comparisons of the preparedness of incoming student-athletes, their ongoing academic success, and their graduation rates. Finally, a summary of the Academic Progress Rates (APR) is included to ensure that minimum NCAA standards are being met at each institution.

The Changing NCAA Environment and Academic Success

Institutional athletic programs continue to face disruption that impacts more than 500,000 student-athletes competing in Division I, II, or III sports. At the time of this report, the student-athlete compensation model continues to evolve beyond scholarships, roster size limits may be imposed, and tens-of-thousands (at least 10%) NCAA Division I and II student-athletes enter the transfer portal annually. While many articles were published about the financial business models and legal implications¹, academic success has been overlooked in these publications².

Research about student success in this unfamiliar environment has yet to be published. Specifically, the outcomes for all student-athlete transfers are unknown. While the NCAA hosts a robust tracking system for its student-athletes, the NCAA reports and metrics have yet to be modified to account for the degree attainment rates of students who leave in good standing and did not earn a roster spot at another NCAA institution. According to the NCAA, at least 30% of all Division I student athletes and almost 60% of Division II student-athletes that entered the Transfer Portal are not enrolled at an NCAA member institution.

¹ The Chronicle of Higher Education. (2025). *Understanding big time athletics: How to lead your college through chaos*. The Chronicle of Higher Education. <https://store.chronicle.com/products/understanding-big-time-athletics>

² Sellers, M. P. (2023). Name, image, and likeness (NILs): What impact will NILs have on students in the classroom? *Journal of Higher Education Theory and Practice*, 23(2). <https://doi.org/10.33423/jhetp.v23i2.5804>

The USM data collection is also missing transfers. USM data mirrored the NCAA data collection with one notable exception—USM included all student-athletes whereas the NCAA included scholarship (financially aided) recipients only. While USM accounts for the entire roster who enters as first-time new students, USM data are like the NCAA data in that transfer-out (leaving USM) degree attainment and transfer-in (entering USM) academic preparedness and degree attainment were unknown. Throughout this report, data limitations were included.

Summary of Academic Preparedness by Institution:

Institutions reported the high school GPA and SAT (Standardized Tests) scores for student-athletes and the institutional first-time, full-time fall cohort of new students. It should be noted that admission policies have transitioned to test-optional at most institutions, so any SAT averages reported were a subset of the entire population. However, with few exceptions, USM institutions reported similar academic preparedness for student-athletes when compared to their peers (See Table 1).

The exceptions to the Board Policy requiring similar academic preparedness were few. UMCP (University of Maryland, College Park) men student-athletes have lower high school GPA (3.68 vs 4.49) and SAT scores (1236 vs 1442) than their peers. UMCP women student-athletes have lower high school GPA (4.00 vs 4.50) and SAT scores (1258 vs 1407) than their peers. UMBC (University of Maryland, Baltimore County) men and women student-athletes have lower high school GPA (3.69 vs 4.03 for men and 3.97 vs. 4.27 for women) than their peers.

Table 1: Academic Preparation of Fall 2024 New First-time Full-Time Students

Regular Admit Students	Men				Women			
	All		Student-Athletes		All		Student-Athletes	
	HS GPA	SAT	HS GPA	SAT	HS GPA	SAT	HS GPA	SAT
Bowie State University	2.89	N/A	3.15	N/A	3.07	N/A	3.56	N/A
Coppin State University	2.75	978	2.82	N/A	3.02	979	3.43	N/A
Frostburg State University	3.27	N/A	3.48	N/A	3.60	N/A	3.84	N/A
Salisbury University	3.62	1259	3.70	1259	3.80	1249	3.96	1197
Towson University	3.73	1114	3.68	N/A	3.84	1070	3.95	N/A
University of Maryland, Baltimore County	4.03	1301	3.69	1284	4.27	1269	3.97	1188
University of Maryland, College Park	4.49	1442	3.68	1236	4.50	1407	4.00	1258
University of Maryland Eastern Shore	3.12	1046	3.08	N/A	3.29	1018	3.43	N/A

Special Admit Students	Men				Women			
	All		Student-Athletes		All		Student-Athletes	
	HS GPA	SAT	HS GPA	SAT	HS GPA	SAT	HS GPA	SAT
Towson University	2.65	N/A	2.61	N/A	2.67	N/A	2.64	N/A
University of Maryland, Baltimore County	3.24	N/A	N/A	N/A	3.35	990	N/A	N/A
University of Maryland, College Park	2.70	N/A	2.70	N/A	2.70	N/A	2.70	N/A

Note: Institutions with N/A for SAT scores are test-optional schools that do not report an average number. All Special Admits at UMCP are student-athletes.

Data Limitation Note: These data include aided and unaided new first-time students only. This report mirrored NCAA reporting and the practices where student-athletes rarely transferred. The volume and academic preparedness of transfer students are not reported.

Summary of Mid-Year Academic Performance

Following the fall semester, institutions reported the mid-year academic performance of all full-time undergraduate students. The average cumulative GPA, average fall credit hours attempted, average fall credit hours earned, percentage of students with cumulative GPA below 2.00, percentage of students earning fewer than 12.0 credits, and the percentage of students earning fewer than 6.0 credits were reported by the institutions.

Continuous academic achievement and progress towards degree attainment are essential for students to graduate, graduate on time, and remain academically eligible to compete in athletics. Student-athletes with a GPA below 2.00 jeopardize eligibility and retention, and student-athletes earning fewer credit hours may require student-athletes to complete more credits in the spring semester or register for summer courses to make sufficient progress toward degree completion.

With few exceptions, the trend for student-athletes is to have the same or higher cumulative GPA, have higher credit hour completion averages, have a lower percentage of students with cumulative GPA averages below 2.00, and a lower percentage of students completing fewer than 12.0 or 6.0 credit hours (See Table 2).

With only one exception, the data support the claim that most student-athletes are succeeding at rates like, if not higher than, their peers. Student-athletes at UMCP are not performing at the same rates as their peers. When comparing across institutions, the UMCP peer GPA averages and credit hour completion were the highest in the USM, but the UMCP student-athlete average cumulative GPA and average fall credit hour completion averages were more like other USM student-athletes averages.

Table 2: Mid-Year Academic Performance of Full-time Undergraduates After Fall 2024

	All Full-time Undergraduates					
		% of			% below 12	
	Average	Students	Average Fall		% below 6	Credit
	Cumulative	Under 2.0	Credit	Average Fall	Credit Hours	Hours
	GPA	Cumulative	Hours	Credit Hours	Complete in	Complete in
	GPA	GPA	Attempted	Completed	Fall Term	Fall Term
Bowie State University	2.86	11.1%	14.8	12.4	7.8%	23.7%
Coppin State University	2.75	16.3%	14.9	12.0	10.0%	30.5%
Frostburg State University	3.04	9.5%	14.9	13.4	4.2%	14.6%
Salisbury University	3.03	7.6%	15.0	13.6	5.2%	14.3%
Towson University	2.98	8.4%	14.8	13.2	4.7%	16.7%
University of Maryland, Baltimore County	3.15	6.3%	14.8	13.6	3.7%	13.9%
University of Maryland, College Park	3.43	1.6%	14.6	14.4	0.9%	6.4%
University of Maryland Eastern Shore	2.75	14.0%	15.0	14.0	3.5%	6.7%

	Student-Athletes					
		% of			% below 12	
	Average	Students	Average Fall		% below 6	Credit
	Cumulative	Under 2.0	Credit	Average Fall	Credit Hours	Hours
	GPA	Cumulative	Hours	Credit Hours	Complete in	Complete in
	GPA	GPA	Attempted	Completed	Fall Term	Fall Term
Bowie State University	2.86	8.2%	15.3	13.1	4.1%	21.6%
Coppin State University	3.12	1.0%	15.3	14.1	0.5%	8.2%
Frostburg State University	3.23	7.8%	15.0	14.3	1.6%	10.2%
Salisbury University	3.20	3.7%	14.8	14.1	1.9%	9.1%
Towson University	3.21	2.6%	14.7	14.0	1.1%	9.1%
University of Maryland, Baltimore County	3.36	0.8%	15.3	14.7	1.4%	3.7%
University of Maryland, College Park	3.13	3.2%	13.9	13.4	0.6%	9.7%
University of Maryland Eastern Shore	3.31	2.3%	15.1	14.6	0.5%	6.5%

Data Limitation Note: These data include all student-athletes on rosters as of the fall semester. The data includes both new first-time and new transfer student-athletes as well as both scholarship and non-scholarship student-athletes and offers the most complete picture of student-athlete academic performance within this report.

Summary of Academic Student Success

Graduation rates for first-time, full-time new undergraduates are measured across a 6-year timeframe. The USM institutions reported the regular admit graduation rates and percentage of undergraduates who “left in good standing” for the Fall 2018 first-time, full-time cohort and the subset of student-athletes within this cohort. Institutions provided these data for women and men as well as for regular admits and special admits (See Table 3).

There were general trends for the graduation rate data and the percentage of students who left in good standing. First, women graduated at higher rates than men, and this was true for both peer averages and student-athlete averages. Second, when combined, the graduation rate and the percentage of student-athletes who left in good standing were comparable or higher than their peers at all USM institutions.

The exceptions to the Board policy requiring similar academic achievement were few. First, the men student-athletes at UMCP graduated at lower rates than their peers (61.8% vs 87.3%), and the men student-athletes at UMBC graduated at lower rates than their peers (4.8% vs 64.8%). The women student-athletes at UMCP also graduated at lower rates than their peers (76.2% vs 90.4%). Additionally, women student-athletes at UMBC graduated at lower rates than their peers (28.6% vs 74.0%). All special admits in USM graduated or left in good standing at the same rate or better than their peers.

The NCAA GSR (Graduation Success Rates) and ASR (Academic Success Rates) reports data comparable to the graduation rate and left in good standing data discussed in Table 3. It should be noted that the GSR and ASR are reports that publish modified rates for student-athletes by including both the percentage of students who graduated and the percentage who left/transferred in good standing. The cohorts are appropriately adjusted to include new transfer students. This rate is higher than the federal graduation rate which does not include students who dropped out or transferred in good standing like the GSR and ASR. Athletic departments will often point to this measure as a better indicator of student success given the increased transfer-out rates in college athletics. Looking at Table 3, if one combined both the graduation rates and students who left in good standing, the rates will be appropriately adjusted for the entire student body as well as the student-athletes, and, as discussed, most student-athlete success rates are comparable to their peers.

Table 3: Graduation Rates and Percentage of Students Left in Good Standing for Fall 2018 New First-time Full-Time Students

Regular Admit Students Fall 2018	Men				Women			
	All		Student-Athletes		All		Student-Athletes	
	%		%		%		%	
	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing
Bowie State University	35.5%	30.4%	86.7%	13.3%	39.9%	42.7%	100.0%	0.0%
Coppin State University	17.7%	1.0%	56.0%	40.0%	29.0%	3.4%	64.5%	32.3%
Frostburg State University	42.5%	24.1%	52.3%	17.2%	57.6%	21.8%	80.0%	12.3%
Salisbury University	62.1%	22.5%	72.1%	17.6%	72.6%	19.7%	91.7%	8.3%
Towson University	60.9%	24.5%	48.1%	51.9%	74.5%	20.4%	72.4%	27.6%
University of Maryland, Baltimore County	64.8%	21.9%	4.8%	71.4%	74.0%	17.7%	28.6%	71.4%
University of Maryland, College Park	87.3%	9.7%	61.8%	34.5%	90.4%	8.4%	76.2%	21.4%
University of Maryland Eastern Shore	32.0%	68.0%	47.6%	42.9%	41.3%	58.7%	57.1%	33.3%

Special Admit Students Fall 2018	Men				Women			
	All		Student-Athletes		All		Student-Athletes	
	%		%		%		%	
	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing
Towson University	41.7%	41.7%	55.6%	33.3%	78.6%	14.3%	100.0%	0.0%
University of Maryland, Baltimore County	0.0%	71.4%	0.0%	71.4%	N/A	N/A	25.0%	75.0%
University of Maryland, College Park	55.2%	44.8%	45.5%	54.5%	81.8%	18.2%	50.0%	50.0%

Data Limitation Note: These data include only student-athletes who entered the university as first-time, full-time students. If the student-athlete left in good standing, it is unknown if the student joined another NCAA roster or if the student-athlete graduated from another institution. The student-athletes who entered the USM as new transfers were not included in the USM data collection.

The NCAA GSR includes only aided student-athletes. Should a student-athlete transfer and earn a roster spot at a USM institution, the new student-athlete is included in the GSR. Similarly, the NCAA ASR includes transfer-in students who earn a degree. Both the NCAA GSR and ASR do not account for the degree attainment of student-athletes who “leave in good standing” but do not earn a roster spot.

NCAA APR

The NCAA publishes an annual report to monitor academic eligibility and retention. High APR scores mean the sport was permitted to operate without penalties and is eligible for post-season competition. The APR scores are only based on scholarship athletes whereas the USM data previously discussed included all student-athletes. Per Policy (V-2.20 – USM Policy on Academic Achievement in Intercollegiate Athletics) all institutions met the multiyear APR benchmark of 930. In summary, all sports across all USM institutions are in good standing based on the NCAA APR scores and adjustments.

Data Limitation Note: The NCAA APR includes only Division I financially aided students. In August 2021, the NCAA Division I Board of Directors approved a modification to the APR calculation because of the transfer portal. Previously, when a student-athlete transferred, the original institution automatically lost a retention point in the APR metric. With the new change, if a transferring student-athlete meets the Division I progress toward degree requirements at the time of transfer, the original institution retains the retention point. However, if the student-athlete does not earn a roster spot at another institution, the student-athlete drops from any APR reporting. The degree attainment of student-athletes who do not complete while competing in NCAA sports is unknown and not included in APR reporting.