NCAA Division I Academic Performance Program
NCAA Division I Academic Progress Rate Improvement Plans Guidelines

Purpose.

This document is intended to provide institutions with steps to consider when developing a plan to improve student-athlete academic performance, retention and graduation. In addition, the document highlights those items the NCAA Division I Committee on Academic Performance requires institutions to include in the plan.

The committee recommends that institutions use Attachments A, B and C to collect and analyze data regarding individual student-athlete and team NCAA Division I Academic Progress Rate (APR) performance. Attachment A is an example of how to organize the data collected in an effort to determine what issues need to be addressed.

After identifying issues that need to be addressed, an APR improvement plan must be developed for each identified issue. [Attachment D]

Background.

During its April 2005 meeting, the committee approved a requirement that each institution must develop an APR improvement plan for any team(s) that fails to meet the established APR benchmarks in the contemporaneous- and historical-penalty structure. The committee believed this requirement would encourage low-scoring teams and institutions to make improvements in student-athlete academic performance, retention and graduation. The committee identified specific guidelines requiring institutions to: (1) Address athletics and institutional cultural changes needed to support better student-athlete academic performance, retention and graduation; (2) Specify appropriate, progressive goals for improvement; and (3) Outline active engagement of academic support services. The guidelines also require involvement of the head coaches and appropriate approval of the plan by executive-level institutional authorities.

In January 2007, the committee continued its review of the APR improvement plans and confirmed that these plans need to address the areas of: admissions, retention, academic support and graduation. Finally, at its April 2007 meeting, the committee amended its policies to require teams with an APR below 900 to submit their APR improvement plans to the NCAA national office. In addition to submitting its APR improvement plans, each institution must submit copies of all previous APR improvement plans, progress reports of those plans and any intended plans amendments.

As part of an institution’s request for relief from a contemporaneous and/or historical penalty, it will be required to submit the applicable team’s APR improvement plans. Additionally, the institution will have to provide evidence of the plan’s implementation, effectiveness in addressing current issues, evaluation and revision of the plans, and specific APR goals for the team(s). APR improvement plans will also be collected and evaluated through data reviews, athletics certification and Supplemental Support Fund applications.
Step One: Identify APR Improvement Plan Development Team.

The committee requires broad-based campus participating in the APR improvement planning process. Institutions should establish a team that will be responsible for development, assessment, evaluation and submission (as appropriate based on the requirements) of the institutions APR improvement plans. Planning teams should include representatives from both in and outside of the athletics department including, but not limited to some of the following individuals:

1. Faculty athletic representative.
2. Director of the academic support program.
3. Compliance director.
4. Head coach.
5. Academic administrator.
6. Athletics administrator.
7. Faculty athletics council member.
8. Admissions officer.
10. Enrollment management administrator.
11. Campus academic advisor.

Planning teams should identify a primary contact responsible for electronically submitting the plan to the national office by the established deadline.

Step Two: Data analysis.

Institutions should complete and submit a data analysis to identify the specific issues impacting the team’s APR. Factors that could be reviewed in this analysis include:

1. Overall APR.
a. The team’s percentile rank compared against:
   (1) All other NCAA Division I teams.
   (2) All other Division I teams in the same sport.
   (3) The institution’s teams.

b. Multi-year APR trends.

2. Eligibility.
   a. Academic profile of student-athletes losing “E” points.
   b. Multi-year APR trends.
   c. Team’s eligibility APR compared against the institution’s teams.

3. Retention.
   a. Academic profile of student-athletes losing “R” points.
   b. Multi-year APR trends.
   c. Team’s retention APR compared against the institution’s teams.
   d. Point of departure.
   e. Athletics profile of student-athletes not retained.
   f. Qualitative analysis of reasons for departure (e.g., exit interview result, team culture survey results).

4. Analysis of any 0/2’s.
   a. Academic standing prior to term that was 0/2.
   b. Seasons of competition used.
   c. Engagement of student-athlete during the 0/2 term.
d. Athletics standing prior to term that was 0/2.

5. Entering academic profile of the team members.

6. Team academic record, including term-by-term grade-point averages and term-by-term hours earned.

7. Mitigating factors that affect the team’s APR (e.g., coaching change). Demonstrate a clear connection between the mitigating factor and the impact on the team’s APR.

**Step Three.**

Summarize observations, draw conclusions of data analysis and identify primary issues/areas needing improvement. Describe specific events or mitigating circumstances that impacted the team’s APR.

**Step Four.**

The committee has identified a list of program areas that impact academic performance, retention and graduation of student-athletes. Those areas can be grouped into three categories: pre-enrollment, enrollment and graduation/post enrollment.

Review the program areas that your institution has identified as connected to your areas needing improvement. The committee does not require that all program areas are reviewed.

Additional program areas for review can also be included in the plan.

**Pre-Enrollment.**

1. Recruitment of prospective student-athletes.
   
   a. Policies and procedures: Include individuals involved and their specific responsibilities.
   
   b. Areas of evaluation (e.g., athletics, academic, character).

2. Evaluation of academic readiness of prospective student-athletes and assessment to determine individual and collective academic support needs.
3. Special admissions policies and procedures.

4. Admission of prospective student-athletes.

**Enrollment.**

1. Academic support.
   
   a. **Academic Advising:** Course selection, class scheduling, degree program assistance and priority registration.
   
   b. **Defining “At-Risk” Status:** Institutional criteria for determining status.
   
   c. **Tutoring:** Availability; procedures and criteria for obtaining assistance; assignment, qualifications, training, experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience and other terms and conditions of employment.
   
   d. **Success Skills:** Study skills, note and test taking, writing and grammar skills and time-management skills.
   
   e. **Study Hall:** Availability, facilities and policy for mandatory attendance.
   
   f. **Freshman/Transfer Orientation:** Availability and attendance requirements.
   
   g. **Academic Progress Monitoring and Reporting:** Individual’s responsibility, frequency, procedures for periodic grade and attendance checks.
   
   h. **Assistance for Special Academic Needs:** Provisions for diagnosis and treatment of learning disabilities.
   
   i. **Learning Assessments:** Provisions for testing and evaluation (e.g., placement testing).
   
   j. **Mentoring:** Availability of mentors, identification and assignment methods and frequency of interaction.
   
   k. **Assistance for At-Risk Students:** Availability including institutional-wide assistance.
1. **Assistance For Students Who Have Exhausted Eligibility:** Availability of support services and frequency of interaction.

2. Missed class time.
   a. Policies to minimize conflicts with class time and/or final examination periods.
   b. Academic support for student-athletes missing class/support services due to athletics participation.
   c. Monitoring missed class time.
   d. Scheduling of practice, travel, athletics activities, pre/post game activities (e.g., pregame, field preparation) and voluntary workouts.

3. Student-athlete development.
   a. Career planning programming.
   b. Programming addressing life skills.

4. Retention.
   a. Coaching/administrative changes.
   b. Scholarship management/personnel management.
   c. Counseling/support services.
   d. Administrative practices when student-athletes request transfer release.
   e. Professional departures.

**Graduation/Post-Enrollment.**

1. Post-eligibility programs: Availability of scholarships, assistantships and academic support.

2. Monitoring progress toward graduation.

3. Programs for student-athletes leaving the institution to pursue professional athletics careers.
Step Five: Development of APR Improvement Plan.

APR Improvement Plans must meet the following requirements:

1. **Broad-based campus participation:** The plan must be developed with opportunities for significant input from appropriate constituency groups inside and outside of athletics.

2. **Issues/problems:** The plan must include identification of challenges, issues or problems confronting the team in its pursuit of improved student-athlete academic performance.

3. **Measurable goals:** The plan must include the measurable goals the institution intends to achieve to improve the APR/Graduation Success Rate (GSR) of the team.

4. **Steps to achieve the goals:** The plan must outline specific steps the institution will take to achieve the goals and address the identified issues/problems.

5. **Timetable(s):** The plan must include unambiguous timetables for completing each step of the work.

6. **Individuals/offices responsible for carrying out the specific actions:** The plan must designate individuals and/or offices responsible for carrying out the actions identified by the institution.

7. **Institutional approval:** The plan must be formally adopted by the institution’s final authority in such matters to ensure that it carries the commitment and support of the entire institution. If funding is needed for plan implementation, approval of the plan by the appropriate institutional authority signifies the institution’s commitment to fund the plan. Further, such approval implies continued institutional implementation of the plan in the event of personnel turnover and/or executive leadership changes. Finally, the plan should be reviewed and approved by three of the following individuals: chancellor/president; provost, director of athletics; faculty athletics representative; head coach, compliance director, and/or director of academic support. At least one of these individuals must report outside of the athletics department.

8. **Stand alone and in writing:** The plan shall be committed to paper and be a stand-alone document.

9. **Ongoing evaluation:** The plan must be evaluated for effectiveness at least bi-annually and revised appropriately.
Step Six: Establish Specific Target APR Goals.

Institutions are required to develop specific APR goals as part of their APR Improvement Plan. Additionally, for any team with an APR less than 900 and as part of any request for relief from a contemporaneous and/or historical penalty, an institution will need to provide single-year APR goals (i.e., overall APR, eligibility and retention) for the immediate year and for each subsequent year until the team’s multi-year APR has improved to 925.

The goals established should be reasonable for the team to achieve, and must demonstrate that the team’s APR will improve to 925 within a reasonable period of time given the team’s current APR, characteristics of the institution and available resources. Additionally, the goals must demonstrate improvement in the areas of noted deficiencies. For example if a team’s eligibility rate is above 925, but its retention rate is 825, the team’s APR goal must demonstrate an improvement to the team’s retention APR, as well as an improved overall APR.

It is important to note that the goals provided as part of an APR Improvement Plan may be used to establish the conditions a team must satisfy as part of a conditionally approved waiver of a contemporaneous and/or historical penalty.

Implementation, Progress and Changes.

Any team with an APR below 900 will be required to submit its APR Improvement Plan to the national office. In addition to the plan, the institution must submit the following:

1. All previous APR Improvement Plans;
2. Progress reports of previous improvement plans;
3. Information regarding any intended amendments to the plan;
4. Outline of process for evaluation/assessment of APR Improvement Plan;
5. Identification of individuals involved in broad-based assessment and plan development; and
6. Identification of a primary contact.

Institutions are expected to continually evaluate a team’s APR improvement plan to ensure the plan addresses the current academic performance of the team.
## Multi-Year Team APR Analysis

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Academic Year APR</th>
<th>Multi-Year APR</th>
<th>Eligibility</th>
<th>Retention</th>
<th>Total Points Earned</th>
<th>Delayed Graduation Points Earned</th>
<th>Total Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-04</td>
<td>896</td>
<td>896</td>
<td>22</td>
<td>21</td>
<td>43</td>
<td>0</td>
<td>48</td>
</tr>
<tr>
<td>2004-05</td>
<td>935</td>
<td>915</td>
<td>23</td>
<td>20</td>
<td>43</td>
<td>0</td>
<td>46</td>
</tr>
<tr>
<td>2005-06</td>
<td>960</td>
<td>931</td>
<td>25</td>
<td>23</td>
<td>48</td>
<td>0</td>
<td>50</td>
</tr>
</tbody>
</table>

The National Collegiate Athletic Association
July 6, 2007
CL:ld
## Semester School Summary of Points Lost

<table>
<thead>
<tr>
<th>SPORT</th>
<th>NAME</th>
<th>Eligible for Next Semester (pts)</th>
<th>Retained for Next Semester (pts)</th>
<th>Points Possible (2pts)</th>
<th>Comment</th>
<th>Year</th>
<th>HS GPA</th>
<th>Trans GPA</th>
<th>Trans Hrs</th>
<th>Trans Hrs. Toward Degree</th>
<th>Test Score</th>
<th>Entering Major</th>
<th>TGPA</th>
<th>Sem Pts. Lost GPA</th>
<th>THP</th>
<th># of Sem Enr</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 0 1 2 F04</td>
<td></td>
<td></td>
<td>Transferred/ Left in Good Standing</td>
<td>2004</td>
<td>4.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>990</td>
<td>Undecided</td>
<td>3.867</td>
<td>3.867</td>
<td>16</td>
<td>1</td>
<td>Undecided</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0 0 0 2 SP04</td>
<td></td>
<td></td>
<td>Not Academically Eligible - Did not return</td>
<td>2004</td>
<td>3.13</td>
<td>2.72</td>
<td>34</td>
<td>34</td>
<td>910</td>
<td>Communications</td>
<td>1.780</td>
<td>1.400</td>
<td>51</td>
<td>4</td>
<td>Communications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 0 1 2 SP04</td>
<td></td>
<td></td>
<td>Transferred/ Left in Good Standing</td>
<td>2004</td>
<td>3.38</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1060</td>
<td>Biological Sc.</td>
<td>2.360</td>
<td>2.100</td>
<td>28</td>
<td>2</td>
<td>Biological Sc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 0 1 2 S05</td>
<td></td>
<td></td>
<td>Transferred/ Left in Good Standing</td>
<td>2005</td>
<td>3.58</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1140</td>
<td>Business</td>
<td>3.340</td>
<td>3.220</td>
<td>54</td>
<td>4</td>
<td>Business</td>
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<tr>
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<td>1 0 1 2 S06</td>
<td></td>
<td></td>
<td>Transferred/ Left in Good Standing</td>
<td>2006</td>
<td>2.42</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1000</td>
<td>Undecided</td>
<td>2.115</td>
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<td>29</td>
<td>2</td>
<td>Undecided</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 0 1 2 S06</td>
<td></td>
<td></td>
<td>Transferred/ Left in Good Standing</td>
<td>2006</td>
<td>4.15</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1340</td>
<td>Business</td>
<td>3.778</td>
<td>4.000</td>
<td>41</td>
<td>2</td>
<td>Business</td>
</tr>
</tbody>
</table>

### Team Academic Profile:
- 2003-2004 Team GPA: 3.22
- 2004-2005 Team GPA: 3.1
- 2005-2006 Team GPA: 3.23
- 2003-2004 Ave Hr. Earned: 27
- 2004-2005 Ave Hr. Earned: 28
- 2005-2006 Ave Hr. Earned: 28

### Key:
- HS GPA – High school grade-point average.
- Trans GPA – Transfer grade-point average of incoming transfer student-athletes.
- Trans Hrs – Transfer hours of incoming transfer student-athletes.
- Trans Hrs. Toward Degree – Degree applicable transfer hours of incoming transfer student-athletes.
- Test Score – SAT or ACT score.
- Entering Major – Major of student-athlete on enrollment.
- TGPA – Cumulative grade-point average at the conclusion of the term student-athlete lost point(s).
- Sem Pts. Lost GPA – Term grade-point average in the term where student-athlete lost point(s).
- THP – Total hours passed.
- # of Sem Enr. – Number of full-time semesters enrolled by the student-athlete.

### OTHER:
- New Head Coach hired in Spring 2005

The National Collegiate Athletic Association
July 6, 2007
APR Points Lost
2003-2006 Institutional Summary
* Number reflects the number of students; not the points lost.

48 – Transferred.

18 – Suspended (4 walked away in final season of eligibility).

10 – Did not pass six hours (2 walked away in final season of eligibility).

6 – Did not meet NCAA grade-point average requirements.

4 – Disciplinary issues; removed from the team.

14 – Went professional (adjustments approved – 1/1).

2 – Working on completing graduation requirements (late grade change/paperwork).

2 – Did not graduate in five years.

2 – Withdrew from the university (0/2).

1 – Withdrew mid-semester; transferred.

APR Points Lost
2003-2006 Team Summary
* Number reflects the number of students; not the points lost.

6 – Transferred/left in good academic standing.

1 – Not academically eligibility/did not return (0/2).

1 – Withdrew from the university (0/2).
## SAMPLE APR IMPROVEMENT PLAN

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Issue(s)</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goal</th>
<th>Specific Target APR Goals (not required for teams &lt;900)</th>
<th>Individuals Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
<th>Met Goal. Did not meet goal. If not, what reason?</th>
<th>What adjustments/revisions occurred as result of plan evaluation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Enrollment</td>
<td>Institution special admits 30 percent more student-athletes than the general student body.</td>
<td>Review the special admit policy; specifically, determine whether the minimum threshold for granting special admits should be changed.</td>
<td>Assign admissions office and athletics department to review standards and policies annually and modify as needed. Determine the discrepancy regarding the larger number of special admit student-athletes. Determine whether institutional/academic support programs are sufficient to support this proportion of special admits.</td>
<td>Director of admissions and director of athletics.</td>
<td>Three-year plan (2005-08). Annually monitor and review the special admit program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>Large number of students transferring to other institutions. Current retention APR is 885</td>
<td>Reduce the number of students transferring and improve overall APR to 925. Increase single year retention score to &gt;920.</td>
<td>2006-2007 Require all students requesting release to meet with sport administrator and have exit interview. Coach not allowed to grant release until meeting has occurred. Review exit interviews and identify any areas requiring attention, take appropriate action.</td>
<td>2006-07 895 Retention. 2007-2008 910 Retention. 2008-2009 920 Retention.</td>
<td>Senior associate athletics director for internal affairs. Head Coach. Faculty Athletics Representative.</td>
<td>Beginning in Fall 2006. Annually monitor the process.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SAMPLE APR IMPROVEMENT PLAN

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>High number of 0/2’s.</th>
<th>Increase eligibility APR and decrease the number of 0/2’s.</th>
<th>Prior to the fall semester identify student-athletes who may be considering professional departure. Work with student-athletes to develop academic plan and establish expectations. Reevaluate academic plan after fall semester and the season. Develop programming to have former college players currently playing professionally to speak to student athletes about importance of using all resources while enrolled, seeking sound advice about professional departure, and share personal stories.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility</td>
<td>Head Coach, Director of Academic Support, Sport Administrator. Life Skills Coordinator, Head Coach.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>“Walk aways” by student-athletes pursuing professional opportunities.</th>
<th>Reduce the number of 0/2’s in baseball, men’s basketball and football due to student-athletes “walking away” while pursuing professional opportunities. Identify student-athletes who may be pursuing professional opportunities. Establish meeting between student-athlete, coach, sport administrator and academic support staff to review expectations and academic plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Coach. Director of Academic Support Unit. Sport Administrator.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immediately.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-Enrollment</th>
<th>Number of transfer student-athletes not meeting eligibility requirements.</th>
<th>Reduce the number of transfer student-athletes not meeting eligibility requirements. Evaluate the incoming profile of transfer student-athletes. Determine if a more rigorous review process needs to be implemented to determine ability of student-athlete to be successful at institution.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of admissions. Associate athletics director. Director of Academic Support Unit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005-2006 Review the profile of transfer student athletes who did not meet eligibility requirements. Note any trends and make suggestions for revision of review process if necessary.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>