

Evaluation and Plan for Improvement

Given the responses to the self-study items on the previous page, complete the responses below to: (1) indicate (with a yes or no) whether each part of the operating principle exists in the athletics program, and (2) evaluate whether the activities of the athletics program are in substantial conformity with the operating principle as a whole. [Note: In completing this assessment, make sure that all relevant information from the other three certification areas is considered, given that some overlap does exist.]

Where the institution concludes in its evaluation that it does not conform to the operating principle as a whole or to any particular element(s) of the operating principle [as indicated by a "Currently No" response to the element(s)] or that problems or deficiencies exist in this area, outline the institution's specific plans for improvement, which include/meet the following required elements: (a) in writing, (b) developed through broad-based campus participation, (c) issues/problems identified in the self-study, (d) measurable goals the institution intends to attain to address the issues/problems, (e) step(s) to achieve the goals, (f) the specific timetable for completing the work, (g) individuals/offices responsible for carrying out the actions, (h) institutional approval, and (i) means for funding. [Note: Please see Appendix A, Page 51 for an example format outlining all required elements of a plan.]

2.1 Academic Standards.

	Currently Yes	Found on Page(s)	Currently No	If Currently No or If Deficiencies Exist, Indicate Improvement Number
Does the institution demonstrate that: a. The institution admits only student-athletes who have reasonable expectations of obtaining degrees? (1) If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, the contrast is analyzed and explained by appropriate institutional authorities?	X	3, 5		
	X	5 – 7		

(please see following page)

	Currently Yes	Found on Page(s)	Currently No	If Currently No or If Deficiencies Exist, Indicate Improvement Number
(2) If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, this disparity is analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities?	X	13, 14		
b. Academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher?	X	3 – 7		
c. The responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally?	X	3 – 7;14		
On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.1 (Academic Standards)?	X			

[Note: The institution should not indicate "yes" regarding conformity with the operating principle as a whole unless it has indicated "Currently Yes" for each element of the operating principle or has below a plan to address any "Currently No" response to any element(s) of the operating principle.]

(please see following page)

2.2 Academic Support

	Currently Yes	Found on Page(s)	Currently No	If Currently No or If Deficiencies Exist, Indicate Improvement Number
Does the institution demonstrate that:				
a. Adequate academic support services are available for student-athletes?	X	15 - 19		
b. Student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing?	X	15 - 19		
c. When it is determined that student-athletes have special academic needs, these needs are addressed?	X	18 - 19		
d. The support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics?	X	17		
	Yes	No		
On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.2 (Academic Support)?	X			

[Note: The institution should not indicate "yes" regarding conformity with the operating principle as a whole unless it has indicated "Currently Yes" for each element of the operating principle or has below a plan to address any "Currently No" response to any element(s) of the operating principle.]

(please see following page)

2.3 Scheduling

	Currently Yes	Found on Page(s)	Currently No	If Currently No or If Deficiencies Exist, Indicate Improvement Number
Does the institution demonstrate that written policies are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.4.4.12?	X	19		

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.3 (Scheduling)?	Yes	No
	X	

[Note: The institution should not indicate "yes" regarding conformity with the operating principle as a whole unless it has indicated "Currently Yes" for each element of the operating principle or has below a plan to address any "Currently No" response to any element(s) of the operating principle.]

(please see following page)

Academic Integrity Institutional Plan for Improvement

Plan #	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officer Responsible for Implementation	Specific Timetable for Completing Work	Approval of goal from Institutional Authority
2.1	The entrance scores of male athletes are lower than for non-athletes in general.	Since graduation rates are the measure of academic success, and since the graduation rates for athletes are not different from the general student body, this difference in entrance scores does not seem to be a problem. Nonetheless, continued monitoring of entrance scores will allow the division to monitor this issue.	The use of special admission categories should be monitored.	Associate Athletic Director for Compliance and Student Services.	Since the gap between athlete and non-athlete scores already is becoming narrower, 2 years should be sufficient time to determine if the existing difference significantly affects graduation rates.	Director of Admissions
2.2	The Office of Athlete Academic Services is currently responsible to the Associate Athletic Director for Compliance and Student Services.	The University should review the current structure and consider placement of the Office of Athlete Academic Services within a unit that is consistent with other student advising offices.	The Director of Athletics initiates the review in consultation with the Office of Enrollment and Retention.	Director of Athletics	This should be completed before the beginning of the 2003-2004 academic year.	University President and Provost