

Academic Improvement Plan, Football University of California, Berkeley

Description of NCAA Academic Progress Rate and Graduation Success Rate

In April 2002, the National Collegiate Athletic Association (NCAA) passed legislation outlining an academic reform package for all member institutions. These reforms were created in order to provide a more accurate and “real-time” depiction of student athlete academic success, as well as to provide a series of incentives and disincentives for institutions based upon their respective performance rates.

The academic progress rate (APR) is a term-by-term measure of eligibility, retention and graduation for student athletes who have received athletics grant-in-aid during the academic terms in question. A score of 1000 on the APR is the highest score possible for any given intercollegiate athletic team.

The Graduation Success Rate (GSR) represents a four-year average based on a six-year cohort, meaning that the latest report includes only those student athletes who received athletic scholarships and enrolled at Berkeley as freshmen or incoming transfers from 2002-05, and completed their degree within six years. Each intercollegiate athletic team receives an individual GSR score.

Data collection began with the 2003-2004 academic year, resulting in completion of the first four-year rate in fall 2007. Individual institutional and team rates are reported at the beginning of each fall, based upon student athlete academic performance during the previous academic year. Teams and institutions not meeting the established national benchmark were subject to contemporaneous penalties beginning with the 2005-2006 academic year. In 2011, the minimum Academic Progress Rate increased from 900 to 930, setting a new national benchmark with corresponding penalties.

UC Berkeley Performance on the Academic Progress Rate & Graduation Success Rate

Attachment A illustrates the Academic Progress Rates for all NCAA intercollegiate teams since the program’s inception. The University of California, Berkeley has averaged an NCAA Division I APR score of 976 (out of a possible 1000 points) since the program was established in 2003-2004. Most Berkeley teams have received an annual score of 1000 at least once during this period, including football, men's and women's basketball and softball. Many teams have received perfect multi-year scores of 1000, including men’s and women’s tennis, men’s and women’s gymnastics and women’s

crew. Several of our teams have received Public Recognition Awards for teams finishing in the top ten percentile nationally.

Attachment B displays the Graduation Success Rates for all NCAA intercollegiate athletic teams since the program's establishment. The current GSR for all Cal student athletes in this cohort is 80 percent, seven points higher than in 2005 – the first year results were tabulated – and only one point below Cal Athletics all-time high of 81 percent that was achieved two years ago. Three teams achieved a perfect 100 percent GSR – women's golf, women's volleyball and women's water polo – while 16 of 23 evaluated sports were at 85 percent or higher.

Men's basketball, which had experienced low GSR rates for several years, showed a significant rise in its score, from 33 to 50 percent, due in part to an Academic Improvement Plan that was drafted specifically for the team back in 2004-05. Both of the team's student athletes who entered Cal in the fall of 2005 have earned their degrees. Continued improvement is expected in the future.

At the same time, the report shows that the GSR rate for Cal football fell to 48 percent, down from 54 percent the previous year, due in large part to the fact that only seven of 19 incoming freshmen in 2005 graduated within six years. Three additional members of that class have since received their degrees, but are not included in the success rate since their academic work was completed beyond the six-year time limit. Four student athletes from that same class elected to enter the NFL draft before completing their degree requirements.

The APR scores for the football team have also been trending downward over the past several years. Football APR scores over the past three years have all been under the newly established minimum benchmark of 930.

Academic Improvement Plan

Based upon these developments and concerns with the academic engagement and performance of the football team at the University of California, Berkeley, the Department of Intercollegiate Athletics organized an Academic Performance Working Group in the spring of 2012, comprised of senior athletic administrators, academic support staff, the Faculty Athletics Representative and the football team's entire coaching staff. This group met monthly since the working group's establishment and until the termination of the head football coach in November 2012.

In addition to the Academic Performance Working Group, the University Athletics Board has required that an Academic Improvement Plan be established for the institution's football team, similar to the one established for men's basketball in 2004-2005. The Academic Improvement Plan Committee is comprised of the following members:

Robert Jacobsen, Faculty Athletics Representative, Member of the University Athletics Board, Professor of Physics

Sandy Barbour, Member of the University Athletics Board, Director of Intercollegiate Athletics

Solomon Fulp, Chief Operating Officer and Football Sports Supervisor, Intercollegiate Athletics

Sonny Dykes, Head Football Coach

Meg Conkey, Member of the University Athletics Board, Professor of Anthropology

Edwin Epstein, Chair of the Faculty Advisory Committee to the Athletic Study Center, Professor Emeritus of International Area Studies

Sheldon Zedeck, Member of the Faculty Advisory Committee to the Athletic Study Center, Professor of Psychology

Kathleen Ryan, Co-Chair, Student Athlete Admissions Committee, Associate Professor of Plant and Microbial Biology

Derek Van Rheenen, Member University Athletics Board, Director of the Athletic Study Center

Keiko Price, Director of Football Student Athlete Development, Athletic Study Center

The following individuals will act in support of the Academic Improvement Committee:

Aaron Giacosa, Academic Advisor, Athletic Study Center

Josh Alley, Director of Athletic Eligibility, Office of the Faculty Athletics Representative

Chris Stivers, Assistant Athletics Director for Compliance

In November 2012, the Athletic Director relieved the Head Football Coach of his duties. A new Head Football Coach was hired the following month. The attached Academic Improvement Plan will be adopted by the new head coach and his coaching staff.

The Plan designates areas for improvement of academic progress for football student athletes, focusing on admissions, transitional programs such as Summer Bridge, subsequent summer programs, monitoring academic support and progress, advising and tutorial assistance for special academic needs, mentoring, and a clear system of accountability and responsibility. The Plan also identifies existing deficiencies in the team's pursuit of improved academic performance. The Plan sets measurable goals and outlines specific steps and timetables for the institution to achieve its commitment to the academic improvement of the team's student athletes. While the working group believes that the academic success of student athletes must involve a broad-based institutional commitment, certain key individuals have more regular (i.e., daily) interaction with student athletes. The Plan places increased responsibility on these persons for carrying out the recommended actions.

More generally, the Plan has been developed to serve as a template to provide a roadmap for all intercollegiate athletic teams at Berkeley, including certain academic expectations for student athletes, their coaches, the Athletics Department and the Athletic Study

Center (ASC). Where these expectations are not met, interventions will seek to ensure Berkeley's commitment to the academic success of its student athletes.

Attachment C frames measurable goals, steps to achieve those goals, persons responsible for implementation, and a timetable for their completion.

While the Athletics Department and the Athletic Study Center will monitor these matters on a day-to-day basis, the Office of the Faculty Athletics Representative will also review progress of the Plan regularly to assure that the measurable goals outlined above are realized. The Director of Intercollegiate Athletics, the Director of the Athletic Study Center and the Faculty Athletics Representative will apprise the University Athletics Board of the plan's implementation. Progress reports on the implementation of this Academic Improvement Plan will be provided at each meeting of the University Athletics Board. These reports will be addressed to Vice Chancellor of Administration and Finance John Wilton and the co-chairs of the UAB, Vice Provost of Teaching, Learning, Academic Planning and Facilities Cathy Koshland and Chair of the Academic Senate Christina Maslach. An annual progress report on the plan will be provided for the Chancellor in Fall 2013.

ATTACHMENT A – INSTITUTIONAL APR SCORES

| Team | 2003-04 Score | 2004-05 Score* | 2005-06 Score* | 2006-07 Score | 2007-08 Score | 2008-09 Score | 2009-10 Score | 2010-11 | 2011-12 Tentative | Multi- Year Score** |
|-------------------|------------------|-------------------|-------------------|------------------|------------------|------------------|------------------|---------|----------------------|---------------------------|
| Baseball | 967 | 966 | 992 | 959 | 951 | 960 | 967 | 967 | 1000 | 972 |
| M. Basketball | 938 | 903 | 962 | 963 | 945 | 1000 | 887 | 977 | 942 | 950 |
| M. C. Country | 916 | 1000 | 975 | 864 | 1000 | 1000 | 966 | 1000 | 917 | 977 |
| Football | 926 | 964 | 1000 | 973 | 938 | 963 | 921 | 923 | 920 | 932 |
| M. Golf | 977 | 909 | 1000 | 1000 | 1000 | 983 | 1000 | 958 | 1000 | 986 |
| M. Gym | 958 | 940 | 977 | 1000 | 1000 | 1000 | 941 | 1000 | 962 | 977 |
| M. Soccer | 962 | 968 | 940 | 954 | 968 | 950 | 990 | 975 | 938 | 963 |
| M. Swimming | 978 | 973 | 930 | 968 | 990 | 939 | 973 | 958 | 945 | 953 |
| M. Tennis | 964 | 964 | 900 | 969 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 |
| M. Track | 940 | 970 | 926 | | | | | | 939 | 985 |
| M. Track, Indoor | | | | 933 | 958 | 1000 | 974 | 1000 | | |
| M. Track, Outdoor | | | | 933 | 969 | 1000 | 974 | 1000 | | |
| M. Water Polo | 945 | 926 | 982 | 981 | 965 | 988 | 983 | 967 | 937 | 969 |
| W. Basketball | 981 | 954 | 950 | 1000 | 1000 | 950 | 917 | 938 | 960 | 941 |
| W. C. Country | 1000 | 955 | 972 | 1000 | 1000 | 981 | 957 | 1000 | 970 | 978 |
| W. Crew | 1000 | 962 | 1000 | 1000 | 1000 | 1000 | 1000 | 990 | 992 | 996 |
| Field Hockey | 972 | 959 | 962 | 967 | 1000 | 972 | 980 | 1000 | 989 | 987 |
| W. Golf | 1000 | 1000 | 969 | 912 | 1000 | 944 | 1000 | 967 | 906 | 955 |
| W. Gymnastics | 980 | 979 | 1000 | 1000 | 952 | 941 | 1000 | 1000 | 1000 | 1000 |
| W. Lacrosse | 988 | 975 | 1000 | 990 | 1000 | 1000 | 973 | 980 | 990 | 985 |
| Softball | 1000 | 983 | 984 | 894 | 882 | 943 | 944 | 1000 | 950 | 965 |
| W. Soccer | 990 | 1000 | 976 | 992 | 1000 | 980 | 990 | 981 | 991 | 986 |
| W. Swimming | 989 | 971 | 935 | 979 | 980 | 991 | 1000 | 977 | 983 | 987 |
| W. Tennis | 1000 | 955 | 1000 | 941 | 1000 | 974 | 1000 | 1000 | 1000 | 1000 |
| W. Track | 981 | 926 | 985 | | | | | | 940 | 943 |
| W. Track, Indoor | | | | 963 | 963 | 940 | 963 | 931 | | |
| W. Track, Outdoor | | | | 963 | 963 | 942 | 963 | 931 | | |
| Volleyball | 978 | 1000 | 960 | 1000 | 976 | 1000 | 1000 | 977 | 979 | 995 |
| W. Water Polo | 969 | 925 | 932 | 1000 | 988 | 1000 | 1000 | 956 | 971 | 982 |
| TOTALS | 965 | 959 | 968 | 967 | 970 | 974 | 972 | 977 | 965 | 976 |

* adjusted upward for graduation bonus, where applicable

** tentative based on 2011-2012

| | 1999-2002 | | 2000-2003 | | 2001-2004 | | 2002-2005 | |
|------------------|-----------|-----|-----------|-----|-----------|-----|-----------|-----|
| | GSR | FED | GSR | FED | GSR | FED | GSR | FED |
| Baseball | 84 | 65 | 88 | 64 | 86 | 62 | 86 | 55 |
| M. Basketball | 20 | 15 | 30 | 15 | 33 | 20 | 50 | 36 |
| M. C Country | 67 | 60 | 85 | 76 | 88 | 64 | 89 | 69 |
| Football | 64 | 57 | 65 | 62 | 54 | 52 | 48 | 47 |
| M. Golf | 75 | 64 | 70 | 56 | 78 | 63 | 78 | 67 |
| M. Gym | 88 | 86 | 67 | 75 | 78 | 88 | 88 | 100 |
| M. Soccer | 79 | 82 | 79 | 79 | 73 | 70 | 79 | 65 |
| M. Swimming | 78 | 75 | 79 | 76 | 86 | 85 | 88 | 88 |
| M. Tennis | 57 | 60 | 75 | 67 | 78 | 67 | 88 | 67 |
| M. Track Indoor | 67 | 60 | 85 | 76 | 88 | 64 | 89 | 69 |
| M. Track Outdoor | 67 | 60 | 85 | 76 | 88 | 64 | 89 | 69 |
| M. Water Polo | 67 | 73 | 67 | 67 | 69 | 67 | 69 | 63 |
| W. Basketball | 92 | 80 | 92 | 82 | 92 | 64 | 83 | 64 |
| W. C Country | 85 | 83 | 84 | 85 | 82 | 77 | 87 | 82 |
| W. Crew | 94 | 85 | 93 | 85 | 87 | 83 | 91 | 91 |
| W. Field Hockey | 87 | 86 | 86 | 89 | 88 | 90 | 87 | 88 |
| W. Golf | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| W. Gym | 100 | 100 | 90 | 90 | 91 | 83 | 92 | 86 |
| W. Lacrosse | 91 | 86 | 93 | 83 | 92 | 81 | 93 | 82 |
| Softball | 81 | 75 | 62 | 58 | 67 | 60 | 45 | 31 |
| W. Soccer | 88 | 80 | 92 | 81 | 89 | 86 | 93 | 90 |
| W. Swimming | 96 | 86 | 100 | 89 | 100 | 89 | 95 | 69 |
| W. Tennis | 80 | 75 | 88 | 71 | 86 | 57 | 88 | 71 |
| W. Track Indoor | 86 | 83 | 84 | 85 | 82 | 77 | 87 | 82 |
| W. Track Outdoor | 86 | 83 | 84 | 85 | 82 | 77 | 87 | 82 |
| Volleyball | 92 | 85 | 92 | 92 | 91 | 91 | 100 | 100 |
| W. Water Polo | 83 | 78 | 88 | 82 | 100 | 82 | 100 | 84 |

ATTACHMENT B – GSR SCORE

ATTACHMENT C: NCAA ACADEMIC IMPROVEMENT PLAN

ADMISSIONS, SUMMER BRIDGE & SUBSEQUENT SUMMER PROGRAMS:

1. **Issue:** The institution has historically had an admissions policy under which student athlete applications are tagged and designated an admit category. Some of these student athletes are admitted regularly. Others fall into one of several categories. Traditionally, category A applicants are UC-eligible; category B are slightly less than UC-eligible; while categories C and D are Admission by Exception. The Student Athlete Admissions Committee (SAAC) reviews all of these applications, but pays special attention to the C's and D's (a total of twenty with a maximum of four D's) to determine their suitability for admission to Berkeley.

Goal: Assure that admitted students have the greatest possible opportunity to succeed academically at Berkeley. Educate coaches about the admissions process so they will recruit the best possible student athletes. Student athletes recruited to Berkeley must be evaluated as a good institutional fit, possessing characteristics such as academic interest, a strong work ethic and an absolute commitment to graduating with a Berkeley degree.

Steps to Achieve Measurable Goal: The Admissions, Enrollment and Preparatory Education (AEPE) Committee has recently reviewed and revised the admissions policy for student athletes, adopting a new set of categories (Gold, Blue and Red) in order to streamline the process and increase the academic rigor of the admissions process. The Student Athlete Admissions Committee (SAAC), co-chaired by the Associate Vice Chancellor of Admissions and Enrollment and a member of AEPE, will engage in a more intensive review of all football applicants regardless of admissions category. Within this revised policy, the committee will consider setting minimum admissions criteria to ensure the long-term success of the football team. For example, the committee may consider minimum standardized test scores for freshman applicants (> 400 per SAT/ACT subject test), minimum 2.5 HS GPA in A-G requirements with no more than two deficient grades in high school, etc. The committee may also require transfer student athletes to have fulfilled two-thirds of the university requirements (quantitative reasoning, R1A and R1B). SAAC will discuss each football prospect individually. In addition to writing a letter of support, the football coaching staff and Head Coach will speak to SAAC more often about an applicant's academic potential, as well as the steps needed to ensure his academic success if admitted. The Director of the Athletic Study Center and Faculty Athletics Representative, both voting members of the SAAC, will report semi-annually to the SAAC on the academic and degree progress of members of the football team. The

SAAC will monitor recruiting trends by position and share these with the football coaching staff, the Football Sports Supervisor and the Director of Intercollegiate Athletics.

Individuals Responsible for Implementation: Admissions, Enrollment and Preparatory Education (AEPE) Committee, Student Athlete Admissions Committee (SAAC), Head Football Coach and football coaching staff, Faculty Athletics Representative, Director of the Athletic Study Center, Football Sports Supervisor, and Director of Intercollegiate Athletics.

Timetable: This program began in the 2012-2013 academic year.

2. **Issue:** Transition into Berkeley's academic environment is difficult for many students. For example, about 5% of all freshmen are placed on academic probation during their first academic year. Those students admitted-by-exception (including student athletes) are more likely to be placed on academic probation during their first year. In the last several years, these probation numbers have been particularly pronounced for Freshmen Admission by Exception student athletes. Football student athletes comprise the largest percentage of these AbE admits. Since football prospects are often over represented among category Red (formerly C or D) admits, achieving academic success can be more challenging for them.

Goal: Provide an intensive summer transition experience for new students.

Steps to Achieve Measurable Goal: SAAC will mandate that all football first year students, regardless of admissions category, attend the Summer Bridge Program, which has proven successful in helping students make academic, social and personal adjustments from high school to Berkeley. The intent of having all freshman football student athletes a part of this summer transitional program is to promote a high-performance team culture, where academic achievement is paramount, as early as possible. The Athletics Department will provide the necessary funding for Summer Bridge for these student athletes. Non-scholarship football student athletes will also be encouraged to attend Summer Bridge. All student athletes will be held to the same high academic standards. Each student athlete enrolled in this program will sign a contract, clarifying expectations and requirements for successful completion of Summer Bridge. In cases where student athletes do not successfully complete the program, the SAAC may rescind admissions or mandate an academic red-shirt year as appropriate.

Individuals Responsible for Implementation: Athletics Admissions Committee, Summer Bridge Director, Director of Athletic Study Center, Director of Intercollegiate Athletics, Football Head Coach and coaching staff.

Timetable: This program began in summer 2012. Following this past summer, one football student athlete's admission was rescinded while another's athletic eligibility remained contingent upon several academic conditions.

- Issue:** Many student athletes approach their final years of athletic eligibility without fulfilling all of their university requirements, such as Reading and Composition (R1A and R1B), Quantitative Reasoning and Foreign Language. These requirements must be fulfilled in the first two years of a student's academic and degree progress. All five undergraduate colleges established new guidelines for more timely completion of the Reading and Composition requirement. Those who do not complete both halves of this requirement by the end of their sophomore year will have their registration blocked until the student meets with a college advisor and commits to an academic plan to fulfill such course work.

Goal: Timely completion of university course requirements by all students, but especially football student athletes who may enter the institution less academically prepared, will contribute to more meaningful academic and degree progress. The ultimate goal of such progress will be increased graduation rates for student athletes generally and football student athletes specifically.

Steps to Achieve Measurable Goal: An institutional commitment to offer the necessary number of courses at times which do not conflict with the athletic scheduling requirements of student athletes is a necessary prerequisite for the realization of the timely completion of all university course requirements. Summers provide an excellent time to offer these courses for the football student athletes, as these students are expected to remain on campus and train athletically. In order to receive an athletic scholarship over the summer, these students must enroll in classes for a minimum of six units. The institution must coordinate subsequent summer sessions during which time students who initially attended Summer Bridge (and are therefore less likely to have fulfilled these requirements prior to matriculation) may enroll in Reading and Composition and Quantitative Reasoning courses with the requisite academic support to ensure the greatest opportunity for academic success. The Athletic Department must commit athletic scholarship monies to fund these revenue student athletes' enrollment in these courses. The Athletic Study Center must provide the necessary tutorial support for these increased courses during the summer as well as during the fall and spring semesters. Summer Sessions will need to coordinate the appropriate academic departments and hire the required faculty to offer courses at times available to this student population. These courses will be available to non-student athletes, with a concerted effort to integrate these select sections with other former Summer Bridge students or those who have yet to fulfill these university requirements. Such course offerings will help ensure that all students, including football student athletes, fulfill these requirements by the end of the summer session

of their sophomore year. These programs can be referred to as Summer Bridge Squared and Cubed. Summer Sessions will work closely with the College of Letters and Science, Athletic Study Center and Education Opportunity Program/Student Life Advising Services to ensure the success of these courses.

Individuals Responsible for Implementation: Director of Summer Sessions, Director of Athletic Study Center (both of whom report to the Vice Provost of Teaching, Learning, Academic Planning and Facilities), Director of Education Opportunity Program/Student Life Advising Services, Director of Advising, College of Letters and Sciences, Director of Intercollegiate Athletics, Head Football Coach, Faculty Athletics Representative.

Timetable: This program will begin in summer 2013.

ACADEMIC SUPPORT:

4. Issue: The football team is the largest intercollegiate athletic team, with a tremendous diversity of academic ability. There has been an increase in the number of academically vulnerable football student athletes in the past several years, creating a culture of low academic achievement and expectation. This culture has forced a triage approach to academic support, focusing attention on the most at-risk student athletes and limiting the Athletic Study Center's ability to individualize academic support for all members of the football team. The number of at-risk football student athletes has also stretched the resources of the Athletic Study Center.

Goal: Create a high-performance culture within the football program, where academic achievement is paramount. Provide academic support for the entire team from low to high achieving student athletes. Support student self-reliance and independence through successful models of teaching and learning.

Steps to Achieve Measurable Goal: Review existing models of academic support and make changes where inefficiencies exist. Create an academic monitoring program (see # 10 below), so that all stakeholders are on the same page with a shared team commitment to academic engagement and performance.

5. Issue: A Director of Football Student Athlete Development, two learning specialists, five academic advisors (who also have responsibilities for advising other intercollegiate athletic teams) and approximately thirty undergraduate and graduate tutors provide academic support to members of the football team. In the past several years, it has become clear that the academic needs of the football student athletes have grown to the point that student tutors no longer are able to

provide the necessary level or intensity of academic support required for certain members of this team. Most other academic support units for student athletes within the Pacific-12 Athletic Conference have a staff which includes professional learning specialists to serve this at-risk student population. Berkeley hired its first learning specialist for men's basketball as a result of their Academic Improvement Plan. It has been a successful model of academic support, despite the team being smaller and having a different team culture than football.

Goal: Expand the resources available for academic support for members of the football team. Particular emphasis should be placed on tutorial support and hiring additional learning specialists to work with the most academically vulnerable members of this team

Steps to Achieve Measurable Goal: Hire at least one additional professional full-time learning specialist to work with current and future football student athletes. Their job description will focus on knowledge of learning theory, study strategies and learning styles and disabilities. These learning specialists will coordinate with the ASC Tutorial Coordinator, academic advisors, and undergraduate and graduate tutors to provide enhanced academic support for the most academically vulnerable members of the football team. These learning specialists must report into the ASC (and not football), so as to ensure institutional integration and academic integrity.

Individuals Responsible for Implementation: Learning Specialists, Director of Football Student Athlete Development, Director of Athletic Study Center, Head Football Coach, Director of Intercollegiate Athletics, Football Sports Supervisor, Faculty Athletics Representative.

Timetable: This program began in Spring/Summer 2012, when two learning specialists were hired for the football team. These professional staff positions are currently working with the most academically vulnerable members of the team. A third learning specialist is currently in the process of being hired.

6. Tutorial support is available, primarily in the evening, on an individual, group, or drop-in basis. Historically, football has mandated a subset of their student athletes to receive tutorial support. These football student athletes have often been resistant and have not fully utilized the tutorial support that has been available to them.

Goal: Mandate at least six hours of tutoring (both study skills and content tutoring) per week for selected (CAP) students. Incentivize student use of academic support and student improvement in academic performance. Limit the number of mandated

hours for students based upon academic performance and degree progress, in line with the mission of developing self-reliant and independent learners.

Steps to Achieve Measurable Goal: All new football student athletes (freshmen and transfers), and continuing students who have a cumulative GPA at 2.25 or below or who have a GPA below 2.0 in the preceding semester will be required to meet with a learning specialist or designated study skills tutor for a minimum of six hours a week. This will apply to active team members as well as those on medical non-counter and post-eligibility aid. The Director of Football Student Athlete Development and ASC academic advisors for football will provide the football coaching staff and ASC tutorial coordinator with a list of students who meet the criteria for a tutor. The tutorial coordinator will assign a tutor to work with these students throughout the course of the semester. The tutors will provide weekly reports to the tutorial coordinator regarding any missed or late starting tutoring sessions. The Director of Football Student Athlete Development will notify the Head Coach and his staff about any missed or late sessions.

Individuals Responsible for Implementation: The Director of Football Student Athlete Development, learning specialists for football, ASC Academic Advisors, ASC Tutorial Coordinator, Head Coach and football coaching staff, football student athletes.

Timetable: This program will begin in Spring 2013.

7. Issue: Prompt communication of academic concerns regarding student athlete performance is essential to remedy problems. Because the Head Coach and football coaching staff interact with the student athletes daily and control matters that are valued by the student (tickets, playing time, scholarship, etc.), it is critical to have a mechanism whereby the coach and athletic administration are apprised regularly on the academic progress of the team's student athletes.

Goal: Provide weekly information to the Head Coach and football coaching staff about all student athletes' academic progress and performance.

Steps to Achieve Measurable Goal: The Director of Football Student Athlete Development, the learning specialists and ASC academic advisors will provide, at a minimum, a weekly update to the Head Coach and position coaches on the academic progress of all active, medical non-counter and post-eligibility student athletes. The update will include recommended schedule changes, important deadlines, classroom performance, attendance at tutorials and other scheduled sessions, and general comments about what the student is doing or needs to do. Information deemed critical will be communicated at once to the appropriate parties. The Director of Athletics and

Football Sports supervisor will be apprised of any egregious and/or consistent academic issues with football student athletes.

Individuals Responsible for Implementation: Director of Football Student Athlete Development, ASC Academic Advisors, Head Coach and football coaching staff, Football Sports Supervisor, and the Director of Intercollegiate Athletics.

Timetable: This program will begin in Spring 2013.

8. Issue: Once a recruited student athlete has committed to the university in order to matriculate as a student and compete athletically, the institution should likewise commit to provide the greatest opportunity for the student athlete to graduate and earn a meaningful degree. Student athletes who have left the university prior to earning a degree and graduating from the institution may negatively impact the image of the Cal football program as well as the university as a whole. In addition to low graduation rates, Academic Progress Rates may also negatively impact the program and the university as a whole. Returning student athletes on athletic aid, who are not genuinely committed academically, may cost the team APR points.

Goal: Provide the necessary resources to provide financial aid for former football student athletes who genuinely seek to complete their degrees. Expand the Athletic Study Center's Degree Completion Program.

Steps to Achieve Measurable Goal: The institution must provide the financial support in order for the ASC to continue to coordinate the Degree Completion Program, which serves all student athletes and not solely football. This support may be realized through philanthropy and donor gifts. A scholarship fund, as modeled at other institutions, would allow some of these returning student athletes to qualify for financial aid if their athletic scholarship eligibility has elapsed. Coaches should work closely with Athletic Study Center staff to communicate with former student athletes the institution's commitment to help these former student athletes complete their degrees from the University of California, Berkeley. IA and the ASC should review best practices from other institutions regarding the financial support of returning student athletes without risking further hits to a team's respective APR scores. A part- or full-time staff position focused specifically on the APR and GSR should be created and piloted within the Athletic Study Center in Spring 2013. This position will work closely with the Director of Athletic Eligibility and the Office of the Faculty Athletics Representative and all Intercollegiate Athletic teams to coordinate the Degree Completion Program, prioritizing those teams with greatest need.

Individuals Responsible for Implementation: Director of Athletic Eligibility, Faculty Athletics Representative, Head Coach and football coaching staff, Football

Sports Supervisor, Director of Intercollegiate Athletics, Director of the Athletic Study Center, Director of Football Student Athlete Development, ASC Academic Advisors, Development Office.

Timetable: A part or full-time position should be created at the Athletic Study Center to coordinate the Degree Completion Program. Hire this position in Spring or Summer 2013.

CLASS ATTENDANCE, ACADEMIC MONITORING & ACCOUNTABILITY:

9. Issue: Attending class on a consistent basis, completing assignments and taking examinations on time affect academic performance. The demands of travel, workouts, practice, and competitions can conflict with class time and examinations.

Goal: Minimize the number of missed classes and exams due to athletics commitments.

Steps to Achieve Measurable Goal: The Head Coach, Director of Intercollegiate Athletics and Faculty Athletics Representative should develop the maximum number of days that the team is allowed to miss class or exams, to be determined after a review of conference commitments, excluding post-season play. They should adjust conference and non-conference travel to meet that number. Forms of expedited travel, such as chartered flights, should be considered provided the financial resources are available. The Faculty Athletics Representative, ASC Director, Head Coach, and the Director of Intercollegiate Athletics should review scheduling of practice times, inclusive of weight training, surgeries, and rehabilitation, to facilitate regular class attendance for the greatest availability of courses. The Director of Intercollegiate Athletics should arrange for practice facilities to be available to meet the time constraints of the developed schedule. Class checks should be carried out by the coaching staff to insure student accountability. Repercussions for class non-attendance should be swiftly and evenly enforced.

Individuals Responsible for Implementation: Faculty Athletics Representative, Director of Intercollegiate Athletics, Head Coach and football coaching staff, ASC Director.

Timetable: This should be implemented to the greatest extent possible in 2013-2014.

10. Issue: Because coaches interact with student athletes on a daily basis, it is essential that the coaching staff is fully integrated into the academic life of the

student. The Head Coach and his coaching staff are the stakeholders most able to effectively support the academic progress of the student athletes on his/her team.

Goal: Regularize full utilization of an academic monitoring system such as the Academic Game Plan.

Steps to Achieve Measurable Goal: The Head Coach and his coaching staff, in cooperation with the advising staff of the Athletic Study Center, will develop an academic monitoring system for all active, medical non-counter and post-eligibility student athletes to operate year round, including the summer term. Graduate assistants and assistant coaches will be operationally responsible under direct supervision of the Head Coach. Students will be required to check-in with a designated coach and ASC advisor on a pre-determined number of occasions per week. The check-in will entail a review of notes, readings, drafts and upcoming assignments. The review of notes serves to check class attendance but is not attended to serve solely as a verification of class attendance. The check on books insures that students have their books, and are doing and properly annotating their reading. A review of drafts and upcoming assignments assures that the student is allocating time wisely. All students should be expected to utilize a time planning resource. If students are having particular difficulties, the Director of Football Student Athlete Development, learning specialists, academic advisors and tutorial coordinator will insure that additional academic support be provided. To assist in the full utilization of this academic monitoring system, the Director of Football Student Athlete Development, the Football Sports Supervisor and Faculty Athletics Representative will regularly monitor the implementation of this system.

Individuals Responsible for Implementation: Head Coach and football coaching staff, Director of Football Student Athlete Development, Director of Athletic Study Center, Athletic Study Center advising and tutorial staff, Football Sports Supervisor, Director of Intercollegiate Athletics, Faculty Athletics Representative.

Timetable: Spring 2013.

11. Issue: Accountability is critical for both academic and athletic success. Clear standards of behavior with meaningful consequences are an important part of any academic improvement plan. A reinforced system of shared accountability should develop a team culture in which academic and athletic behaviors are seen as dependent on one another to achieve ultimate team success. Captains and upperclassmen who do not attend class and are visibly disengaged from the academic enterprise of the university are not team leaders.

Goal: Develop a clear system of rewards and penalties for students' academic efforts and behaviors. Implement performance-based sanctions, such as loss of tickets,

reduced playing time, and/or suspensions for missed classes, advising or tutorial meetings.

Steps to Achieve Measurable Goal: The Head Coach and football coaching staff should develop a consistent system of rewards and penalties for positive and negative behaviors, regardless of the status of the player. The system must be explained to and understood by the students. The coaching staff, ASC academic advisors and ASC Director must advise the Head Coach of instances where students are not meeting expected and agreed-upon standards. It is best if the system operates under the assumption that students are truthful unless proven otherwise. The Director of Intercollegiate Athletics and Faculty Athletics Representative should review the system and act as the final arbiters if necessary. Ultimately, the students must internalize the standards set by the Head Coach and the system should evolve into a self-monitoring process by which fellow students hold each other accountable for following academic and athletic guidelines and shared expectations. It is believed that the full utilization of an academic monitoring system will help reinforce the value placed upon academic and degree progress of the football team at the University of California, Berkeley.

Individuals Responsible for Implementation: Head Coach and football coaching staff, Director of Intercollegiate Athletics, Faculty Athletics Representative, Student Athletes.

Timetable: The system should be developed and implemented in 2012-2013. The starting quarterback was held out from the beginning of one game during the 2012 season in line with this recommendation.

12. Issue: Students who are the first in their families to attend college and who come from underrepresented groups face particular challenges and possible feelings of displacement and alienation. Mentors who have shared similar backgrounds and experiences and have been successful as student athletes can help new students adjust to the demands of Berkeley.

Goal: Create a mentor program for football student athletes.

Steps to Achieve Measurable Goal: The Head Coach, football coaching staff and former football student athletes, in conjunction with the Director of ASC and the Director of Intercollegiate Athletics, should identify a list of mentors (ideally, current or former student athletes who have graduated or are reenrolled seeking to complete their degrees) who are able to work with students throughout the year. The Head Coach will then set up a program and schedule for mentors to meet with the team or individuals on an as-needed basis. The mentors will help students understand the academic rigor and expectations of a Berkeley education, encourage the students to

use the resources available to them, and provide support for the myriad challenges that these particular students may face.

Individuals Responsible for Implementation: Head Coach and football coaching staff, former football student athletes who seek to be mentors, ASC Director, Director of Intercollegiate Athletics.

Timetable: The system should be developed during Spring 2013 and implemented as soon as mentors have been identified and are able to support these students. Ideally, the mentor program should begin during Summer Bridge 2013.

ATHLETICS DEPARTMENT:

13. Issue: The Director of Intercollegiate Athletics and Head Football Coach are the central stakeholders in making sure that the Academic Improvement Plan is successfully implemented.

Goal: Make the implementation and outcomes of the Academic Improvement Plan a measurable goal for the Head Coach's annual job evaluation and a standing topic at regular meetings between the Head Coach and Director of Intercollegiate Athletics.

Steps to Achieve Measurable Goal: The Director of Intercollegiate Athletics should schedule regular meetings with the Head Coach to review the academic progress of the football student athletes. These meetings should review all components for successful implementation of the Academic Improvement Plan. Couple academic success in the football program by including incentives and disincentives into (re)negotiated coaching contracts.

Individuals Responsible for Implementation: Director of Intercollegiate Athletics, Head Coach.

Timetable: Meetings should begin in Spring 2013.

14. Issue: Communication and cohesion among all parties involved is an essential part of any plan.

Goal: Actively engage the Director of Intercollegiate Athletics and Academic Improvement Committee in monitoring the Plan and its outcomes.

Steps to Achieve Measurable Goal: The Director of Intercollegiate Athletics and Faculty Athletics Representative should schedule at least one meeting per semester of

all parties who contribute to the successful implementation of the Academic Improvement Plan, including the Head Coach and football coaching staff, Director of Football Student Athlete Development, Football Sports Supervisor, ASC Director, ASC Academic Advisors and learning specialists, and Academic Improvement Plan Committee members. This group will review, evaluate and modify the Plan as necessary and, either individually or as a group, will deal appropriately with noncompliance by any person who fails to meet its requirements. Additional meetings will be scheduled if either the Faculty Athletics Representative or the Director of Intercollegiate Athletics deems them necessary. Progress reports on the implementation of this Academic Improvement Plan will be provided at each meeting of the University Athletics Board. These reports will be addressed to Vice Chancellor of Administration and Finance John Wilton and the co-chairs of the UAB, Vice Provost of Teaching, Learning, Academic Planning and Facilities Cathy Koshland and Chair of the Academic Senate Christina Maslach. An annual progress report on the plan will be provided for the Chancellor in Fall 2013. This system of checks and balances will ensure the successful implementation of the Academic Improvement Plan for football at the University of California, Berkeley.

Individuals Responsible for Implementation: Faculty Athletics Representative, Director of Intercollegiate Athletics, Academic Improvement Plan Committee

Timetable: Meetings should begin in Spring 2013.

STUDENT ATHLETES:

15. Issue: The ultimate success of the Academic Improvement Plan will depend on the student athletes themselves. They need to fully accept the Plan and strive to have the highest possible individual and cumulative GPA, APR score and graduation rate as one of several team goals.

Goal: Define academic success for the football program, so that *at a minimum*;

- all football student athletes pass 9 out of 13 units in the Fall;
- all football student athletes maintain a Cum GPA of 2.0 or higher;
- all football student athletes pass all classes (no F grades);
- all football student athletes are NCAA eligible every semester;
- all football student athletes remain in good academic standing with the University of California each semester (no probation or suspension);
- all football student athletes graduate in 4.5 years or sooner;
- the cumulative team GPA is at least a 2.8;
- the team's single year APR is at least a 950 and multi-year APR is at least a 960.

Steps to Achieve Measurable Goal: Student athletes must commit to taking the following steps: (1) Attend class regularly and be on time. (2) Manage their time so that academic work has at least equal priority with athletic endeavors. (3) Take full advantage of the academic and mentoring support available to them and seek additional support when necessary. (4) Assume responsibility for all aspects of their academic life and hold them accountable to the standard established by the Athletics Department and the football coaching staff. Finally, (5) team leaders and upperclassmen should strive to set an example for younger players of valuing academics as well as athletic performance. Team leaders must graduate and set a positive example for the football program so as to help create a high-performance culture within the football program, where academic achievement is paramount.

Individuals Responsible for Implementation: Football Student Athletes

Timetable: Immediately.