

INSTRUMENT

2009-2010
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT

Academic Integrity

Operating Principle

2.1 Academic Standards.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). In each case, provide:
 - a. The original "condition" imposed;
 - b. The action(s) taken by the institution;
 - c. The date(s) of the action(s); and
 - d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted as by the committee.

1. Condition

1.0 No conditions for certification as they relate to Operating Principle 1.2 (Academic Standards) were imposed by the committee in its Cycle 2 certification decision.

Action

1.0 No conditions for certification were imposed by the committee in its Cycle 2 certification decision so no action was taken.

Action Date

1.0 No conditions for certification were imposed by the committee in its Cycle 2 certification decision so no action was taken.

Explanation for partial or non-completion

1.0 No conditions for certification were imposed by the committee in its Cycle 2 certification decision so no action was taken and therefore there were no partial or noncomplete actions.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 2.1 (Academic Standards). Specifically include:
 - a. The original plan;
 - b. The action(s) taken by the institution;
 - c. The date(s) of the action(s); and
 - d. An explanation for any partial or noncompletion of such plans.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

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1. Original Plan

The issue(s) identified was "Athletes-as-Scholars." The goal(s) was "to monitor the academic progress of student-athletes as a sport-specific basis." The step(s) to achieve the goal(s) was "because of our emphasis on Athletes-as-Scholars, we have determined that each sport should have a specific coach to monitor the progress on student-athletes in that sport. Our policy has been amended and communicated to reflect this change." The individuals/officers responsible for implementation were "coaches." There was no specific timetable for completing the work.

Action

The action(s) taken by the institution include involving the coaches on a continuing basis in the monitoring of the student-athletes' academic progress. This includes the circulation of an Academic Progress Report which the student-athletes take to each one of their teachers on a weekly basis. The teacher completes the report by noting the student-athlete's grade and attendance. The teacher may also make a comment related to the student-athlete's academic progress. The student-athlete then submits the form to his or her coach and the academic athletic advisor.

Action Date

May 2004 and ongoing /weekly.

Explanation for partial or non-completion

Action is ongoing.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.1 (Academic Standards), including any plans or recommendations developed through the institution's involvement in the NCAA Division I Academic Performance Program (APP) Data Review process, if applicable. In each case, provide:

- a. The additional plan;
- b. The action(s) taken by the institution;; and
- c. The date(s) of the actions.

a. The additional plan for improvement is to engender more effective communication between the academic athletic advisor and faculty members by centralizing the reporting of academic performance with one form letter from the academic athletic advisor to all instructors of student-athletes.

b. The action(s) taken by the institution includes the use of a centralized letter from the academic athletic advisor to the faculty members as shown and explained in Item No. 2.1.8.

c. The use of the centralized letter will be instituted by the spring semester of 2011.

4. Describe the process by which student-athletes are admitted to the institution and identify the agencies vested with this responsibility. In what ways (if any) do the process and/or criteria used for the admission of student-athletes differ from the process for admitting students in general? Be specific and give careful attention to key decision points (e.g., second-level or subsequent review process, appeals procedure) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the athletics department plays (if any) in the admissions process for student-athletes.

The admissions process is identical for student-athletes and regular students with this exception. A student-athlete who is qualified under the NCAA Division I guidelines is admitted to the institution on a sliding scale as prescribed by the NCAA initial eligibility standards. These standards are different from the standards established by Alcorn State University.

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The NCAA uses a sliding scale with a core GPA of 2.0 and no minimum ACT score.

The role of athletics department in the admissions process is as follows:

The athletics department distributes hard copies of the ASU application to prospective student-athletes. The coaches communicate with recruits prior to the admissions process within the guidelines established by the NCAA. However, once a student-athlete has committed to the institution, the admissions process for the student-athlete is identical to the process for a general student.

With the exception noted above, the admissions process by which student-athletes and students in general are admitted to Alcorn State University is as follows.

ADMISSION TO THE UNIVERSITY

GENERAL

All inquiries concerning admission to Alcorn State University should be directed to the Office of Admissions. To be eligible for admission, a person must be a graduate of a recognized high school.

Persons who are not high school graduates are required to pass the General Education Development(GED) test and make a satisfactory score on the ACT and/or SAT before being admitted.

Applications for admission are accepted any time during the calendar year. Persons interested in applying should write or call the Admissions Office for an application and instructions for applying.

All applicants should have high school and/or college transcripts, ACT or SAT scores, or a GED passing score certificate sent directly to the Office of Admissions, Alcorn State University, Alcorn State, Mississippi, 39096.

When the application for admission, ACT or SAT profile, transcript and/or GED certificate is received, the applicant will be notified concerning his/her status. It is advantageous to submit a partial transcript, as this will enable the staff to evaluate the academic record and provide an early response to the applicant's request for admission. Partial transcripts should include all available grades earned from freshman year to present. The partial transcript does not substitute for the final transcript, which should be submitted after graduating from high school.

Alcorn State University adheres to the principle of equal opportunity. The university does not discriminate on the grounds of race, color, religion, sex, national origin, age or handicap.

ADMISSION TO FRESHMAN STANDING

The scholastic requirement for full admission to the freshman class is graduation from an accredited high school with at least a C average and completion of the 15.5 College Prep Curriculum as follows:

REQUIRED COLLEGE PREP CURRICULUM FOR HIGH SCHOOL

GRADUATES TO ATTEND ALCORN STATE UNIVERSITY

English: (4 Carnegie Units) Courses must require substantial communication skills (i.e., reading, writing, listening, and speaking).

Mathematics: (3 Carnegie Units) Algebra I, algebra II, and geometry. A fourth course in higher level mathematics is highly recommended.

Science: (3 Carnegie Units) Biology, advanced biology, chemistry, advanced chemistry, physics, and advanced physics or any other science course with comparable rigor and content. One Carnegie Unit from a physical science course with content at an introductory level may be used. Two of the courses chosen must be laboratory-based.

Social Studies: (3 Carnegie Units) United States history (1 unit), world history (1 unit with substantial geography component), government (1/2 unit), and economics (1/2 unit) or geography (1/2 unit).

Advanced Electives: (2 Carnegie Units) Foreign language, world geography, 4th year laboratory-based science, or 4th year mathematics. One unit must be in foreign language or world geography.

Computer Applications: (1/2 Carnegie Unit) The courses should include use of application packages, such as word processing and spreadsheets. The course should also include basic computer terminology and hardware operation.

Eighth Grade Units: Algebra I or first-year foreign language taken in the eighth grade will be accepted for admission provided course content is the same as the high school course.

EARLY ADMISSION

A student having 15 units may enter without graduating from high school if the student has an ACT Score of 21 or an SAT Score of 990 and a recommendation from the high school principal.

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ADMISSION POLICY

ADMISSION OF FRESHMEN

All applicants for admission to freshman standing at Alcorn State University are required to take the American College Testing Program examination or the SAT and have their scores submitted to the Office of Admissions.

There are five criteria to gain admission to Alcorn State University:

- *Complete the College Prep Curriculum with a minimum 3.2 GPA or
- *Complete the College Prep Curriculum with a minimum 2.5 GPA and score at least 16 or higher on the ACT (at least 790 on the SAT) or
- *Rank in the upper 50% of one's class and score at least 16 or higher on the ACT (at least 790 on the SAT) or
- *Complete the College Prep Curriculum with a minimum 2.0 GPA and score 18 or higher on the ACT (at least 870 on the SAT) or
- *Satisfy the NCAA standards for student-athletes who are full qualifiers under Division I guidelines.

Any students 21 years of age or over who do not have an ACT score or who do not meet minimum admission requirements as set forth under admission to the university may register without meeting these requirements. Such students may register for a maximum of 12 semester hours during the semester. Degree student status may be achieved by meeting the regular admission standards (including ACT score) or by completing a minimum of 12 semester hours with a C- or above average.

ADMISSION OF TRANSFER STUDENTS

To be eligible for admission as a transfer applicant, a student should have an official transcript showing credits and grades and an official statement of honorable dismissal sent directly from the college or university previously attended to the Admissions Office. All transfer students must receive an authorization form from the College for Excellence before entering a major department. A student who is not in good standing with the school from which he/she desires to transfer will not be granted admission to Alcorn until he/she is eligible for readmission to that school. Transfer students must have an overall average of C and the following required 24 semester hours:

- *6 semester hours of English Composition
- *3 semester hours of College Algebra or above
- *6 semester hours of Laboratory Science
- *9 semester hours of Transferable Electives

Full credit is given for all courses passed at other accredited institutions provided the courses and grades of C and above are equivalent to the requirements of the curriculum chosen at Alcorn. In all cases, in order for a student to qualify for graduation, he/she must possess a 2.0 average on a 4.0 scale based on his/her record at Alcorn as well as on his/her entire record.

A transfer student from a non-accredited college may be considered for admission on a one-by-one basis, providing the student meets the above semester hour requirements. Transfer applicants who meet the freshmen admission requirements at Alcorn State University, but choose to enroll at another institution, and who do not have the 24 or 15 hour requirement may transfer at any time provided the following provisions are met:

- *The applicant submits a formal application.
- *The applicant submits an official transcript from each college or university attended.
- *The applicant is in good standing at the last college or university attended.
- *The applicant submits a minimum American College Test (ACT) composite score of 16 or Scholastic Aptitude Test (SAT) composite of 790.
- *The applicant has a cumulative grade point average of 2.0 on a 4.0 scale (based on methods of computing GPA at Alcorn State University).

Evaluation of Credits:

The Dean of the College for Excellence, along with the department chairperson of the department to which the student has been admitted, determines courses that can be accepted in the degree program. Students will not receive transfer credit for the courses designed specifically for technical and vocational career programs, or remedial programs. Students transferring from one of the Mississippi public community colleges and following the CORE courses approved by the eight state universities will receive complete credit for the courses outlined in the CORE as stipulated in the articulation agreement between the public universities and the public community colleges' governing boards.

The chairperson of the department to which the applicant seeks a degree determines the way previously earned credits will apply in the degree program. Students ordinarily receive no transfer credit for courses designed specifically for technical and vocational career programs, or remedial programs.

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Once admitted to the university, a student must obtain written approval of his/her department chairperson before taking courses at another institution with the intention of transferring credits toward an Alcorn State University degree.

Grade Requirements: After enrollment at the university, all course work attempted at other institutions should be taken with prior approval from the College for Excellence, Department of Major, advisor, and Registrar. Transferred courses with D (1.00) will not apply for credit.

At the discretion of the executive officer, the university may allow a limited number of high risk transfer students to enter who have not met the entire 24-hour transfer requirement. This number shall be no greater than a number equivalent to 10 percent of the previous year's (for summer, fall, and spring terms) first-time transfer students. Each high risk student must have a minimum of fifteen transferable semester hours, with a minimum grade point average of 2.0 on a 4.0 scale. These hours must include six hours of English Composition.

Students from fully accredited institutions ordinarily will be given full credit for work transferred into the university as long as the courses taken are the same as, or equivalent to, courses offered in the department in which the student enrolls. **ADMISSION OF FORMER STUDENTS** Former students in good standing who have not enrolled for one or more semesters (summer session excluded) must file the brief application for readmission that is available in the Admissions Office. A former student must be in good standing before being readmitted. All applications for readmission should be on file at least 30 days prior to registration.

ADMISSION OF INTERNATIONAL STUDENTS

To be considered for admission, an international student must submit the regular Application for Admission form and transcript(s) from secondary school and/or colleges previously attended. A minimum composite score of 18 on the American College Test (ACT) or 790 or above on the SAT is required. The international student should give evidence of having adequate financial support (scholarships, loan, etc.) before his/her arrival on the campus. The university does not assume responsibility for a student who arrives with inadequate resources. Test of English as a Foreign Language (TOEFL) is required to adequately determine proficiency in the English language. If it is determined that English is used as a second language in the applicant's country of origin, TOEFL requirement may be waived. International students who score 500-523 PBT, 173-192 CBT, or 61-69 IBT on the TOEFL and demonstrate high academic accomplishment will be considered for admission and required to complete EN 105, Intermediate Composition and RE 111, Advanced Reading in the first year. The NACES requirement is waived for student-athletes who satisfy the NCAA standards by receiving a certification of full qualifier under D1 Guidelines. Official transcripts and certificates must be sent to the Office of Admissions. The I-20 form authorizing the student's visa is sent after the student is accepted. The applicant must submit official academic transcripts to a National Association of Credential Evaluation Services (NACES) member and pay the associated fee to assess the authenticity of these documents.

ADMISSION OF SPECIAL STUDENTS

Mature applicants who do not meet all requirements for admission to college standing or who are not candidates for degrees may be admitted as special students to courses for which they demonstrate adequate qualifications. A maximum of 30 semester hours may be taken as a special student. Special students may later become candidates for degrees when they meet regular entrance requirements.

ADMISSION OF VETERANS

Examination of Records:

School records and accounts pertaining to veterans and eligible persons enrolled are readily identifiable and available for examination by authorized representatives of the government. All permanent records are maintained in the Registrar's Office.

Entrance Requirements:

Proof that entrance requirements were met at the time of enrollment is a part of the student's permanent record.

Previous Education and Training Requirements:

The university will consider all previous education and/or training of the veteran when he/she applies for admission. The previous education and/or training must become a part of the veteran's permanent record at the university. It is the sole responsibility of the veteran to inform the university if he/she has attended any other school, college, or university prior to entering Alcorn State. If the veteran fails to report any such previous education and/or training, the university will not be held responsible to the Veterans Administration.

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5. Describe the process by which students who do not meet the institutions standard or normal entrance requirements may be admitted, and identify the agencies vested with this responsibility. This should include any second-level or subsequent review processes or appeals procedures that may be used when students are not automatically admitted because they do not meet the institution's published entrance requirements.

The process by which students who do not meet the institution's standards or normal entrance requirements may be admitted through the following process.

Students who do not meet the normal criteria for admission will be invited to campus for an interview. The interview will include a computerized exam called Accuplacer. The results will determine whether a student receives a full admit to freshman standing or will be required to attend our Summer Developmental Program. Upon successful completion of the Summer Developmental Program, students may enroll in the fall semester and be required to participate in a year-long academic support program. If a student fails to successfully complete the Summer Developmental Program, the student will be advised to seek other academic alternatives outside the institution.

Students entering Alcorn State University as freshmen will be placed in English and mathematics courses based on established cut-off scores in the subtest areas of the ACT assessment. Students scoring below the cut-off scores will be placed in intermediate English, mathematics and/or reading courses.

A student who has not completed high school but is 18 or older and wishes to enroll at Alcorn State University must take and successfully pass the General Education Development (GED) test. To take the GED, a student must:

*Be 18 years or older.

*Be out of school for six months or more.

*Be a resident of Mississippi for 30 days or more.

The agency vested with the responsibility for admitting students who may not meet the institution's standard or normal entrance requirements is the institution's Admissions Office.

There is no second-level or subsequent review process or appeals procedures for entrance to Alcorn State University.

6. Compare and explain any differences between the percentage of first-year student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item No. 5 and the percentage of first-year students in general who were so admitted. Provide these comparative data for the four most recent academic years.

The percentage of first-year student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item No. 5 for the four most recent academic years is as follows:

2006: 0%

2007: 0%

2008: 0%

2009: 0%

The percentage of first-year students in general who were admitted through any of the processes described in Self-Study Item No. 5 for the four most recent academic years is as follows:

2006: 7%

2007: 8%

2008: 6%

2009: 7%

No explanation is needed because no student-athletes were admitted.

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7. Compare and explain any differences in the admissions profiles of student-athletes who received athletics aid with the profiles of students in general by submitting the following information for the four most recent academic years: average standardized test scores for first-year student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups) and for all entering first-year students (by gender and by racial or ethnic group).

If any of the institution's sports teams had student-athletes certified through the pilot early academic certification program from August 1, 2007, through July 31, 2008, provide an explanation regarding how the inclusion of these average core-course grade-point averages affects the data provided.

In the 2005-2006 academic year, the difference in composite ACT scores between male student-athletes who received athletics aid and the entering first-year male students was +9.8.

It is the position of the institution that there is no significant difference between the scores so no explanation is needed.

In the 2006-2007 academic year, the difference in composite ACT scores between male student-athletes who received athletics aid and the entering first-year male students was +5.

It is the position of the institution that there is no significant difference between the scores so no explanation is needed.

In the 2007-2008 academic year, the difference in composite ACT scores between male student-athletes who received athletics aid and the entering first-year male students was +5.

It is the position of the institution that there is no significant difference between the scores so no explanation is needed.

In the 2008-2009 academic year, the difference in composite ACT scores between male student-athletes who received athletics aid and the entering first-year male students was +11.

It is the position of the institution that there is no significant difference between the scores so no explanation is needed.

In the 2005-2006 academic year, the difference in composite ACT scores between female student-athletes who received athletics aid and the entering first-year female students was -1.8.

It is the position of the institution that there is no significant difference between the scores so no explanation is needed.

In the 2006-2007 academic year, the difference in composite ACT scores between female student-athletes who received athletics aid and the entering first-year female students was +2.

It is the position of the institution that there is no significant difference between the scores so no explanation is needed.

In the 2007-2008 academic year, the difference in composite ACT scores between female student-athletes who received athletics aid and the entering first-year female students was -3.

It is the position of the institution that there is no significant difference between the scores so no explanation is needed.

In the 2008-2009 academic year, the difference in composite ACT scores between female student-athletes who received athletics aid and the entering first-year female students was +11.

It is the position of the institution that there is no significant difference between the scores so no explanation is needed.

By racial and ethnic group, the composite ACT scores between the student-athletes who received athletics aid and the entering first-year students did not vary greatly. The largest variance for the four most recent academic years was +2.9. It is the position of the institution that there is no significant difference between the scores so no explanation is needed.

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- 8.** Describe the institution's specific academic support programs to ensure acclimation, academic success and retention of first-year student-athletes with special academic needs and first-year student-athletes admitted through any of the processes described in Self-Study Item Number 5.

There are no academic support programs to ensure acclimation, academic success and retention of first-year student-athletes with special academic needs.

Since no student-athletes have been admitted through any of the processes described in Self-Study Item Number 5, there are no academic support programs to ensure acclimation, academic success and retention of such student-athletes.

- 9.** For the four most recent academic years, assess and evaluate acclimation, retention and the academic success of student-athletes with special academic needs [as defined by the institution (e.g. at-risk, education-impacting disability)] and those student-athletes admitted through any of the processes described in Self-Study Item No 5. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

If the institution does not employ a special, or alternate, admissions process, the institution must assess and evaluate acclimation, retention and the academic success of student-athletes in the lowest (i.e., fourth) quartile of the institution's general student academic profile or for an alternate group defined by a different benchmark (e.g., quintile) typically used by the institution. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

There are no academic support programs to ensure acclimation, academic success and retention of first-year student-athletes with special academic needs in the last four most recent academic years because no student-athletes with special academic needs as defined by the institution have been admitted to the institution in the last four years.

Since no student-athletes have been admitted through any of the processes described in Self-Study Item Number 5, there are no academic support programs to ensure acclimation, academic success and retention of such student-athletes.

Since there are no academic support programs, there are no programs to assess and evaluate.

However, the institution has identified the need for academic support programs for first-year student-athletes as a plan for improvement.

- 10.** List the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify initial eligibility for student-athletes. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' initial eligibility.

Every high school recruited prospect and/or a two year college prospect (defined as a prospective student-athlete or PSA) that is enrolling in a four-year college for the first time is required to apply to the NCAA Eligibility Center. Application to this agency and submitting the required documents will determine his/her academic and amateurism status, if applicable.

The compliance officer and the coaches enters the PSA's information into the Eligibility Center data base using the institution four digit number and password; the PSA's, if applied, name and eligibility center identification number detailing the status or if information is missing;

The compliance officer receives freshmen student-athlete qualification status from the NCAA Eligibility Center;

The compliance officer receives and updates list of prospective student-athletes, forwards list to the office of admissions, if applicable and notifies the coaching staff of student admissibility.

The compliance officer receives update from the admissions office, and registrar's office, and determines transfer student-athlete eligibility status.

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The compliance officer identifies incoming transfer student-athletes who are subject to degree declaration requirements per bylaw 14.4.3.1.4.

Upon final confirmation from the registrar and/or admissions, the compliance officer evaluates prospective student-athlete eligibility status, and notifies the coaching staff.

The compliance officer and the registrar or designee complete and sign the Initial-Transfer Eligibility Form.

The compliance officer submits the completed Initial-Transfer Eligibility Form to the conference either by facsimile and/or mail.

11. List the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify transfer eligibility for student-athletes. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' transfer eligibility.

A prospective student-athlete (for example, a 2-year and/or 4-year transfer PSA) who decides to transfer to the certifying institution (Alcorn State) must have the first institution complete in its' entirety the certifying institution's "Transfer Release Questionnaire," submit an official academic transcript, complete the certifying online admission application and apply to the NCAA Eligibility Center for academic and amateurism status (if applicable).

The academic athletic advisor and the compliance officer retrieve a copy of the official academic transcript from the Admissions Office to determine compliance with Bylaws 14.4 Progress Toward Degree Requirement and 14.5 Transfer Regulation.

Those transfer students who meet all applicable transfer requirements are placed on the conference prescribed Initial-Transfer Eligibility Form. The registrar or his designee and the compliance officer complete this form.

The compliance coordinator submits the completed Initial-Transfer Eligibility Form to the conference either by facsimile and/or mail.

12. List the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify continuing eligibility for student-athletes. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' continuing eligibility.

The compliance officer and academic athletic advisor review satisfactory progress and academic eligibility for all student athletes who have eligibility remaining pursuant to Bylaw 14.2 Season of Competition and Bylaw 14.4 Progress toward Degree Requirements

The compliance officer and academic athletic advisor identify student-athletes who require summer school credits/ grade point average for continuing eligibility.

At the conclusion of the institutions' second summer session, the registrar or his designee and the compliance officer complete the prescribed conference form entitled Continuing Eligibility Form.

The completed Continuing Eligibility Form is prepared by the registrar or designee and the compliance officer.

The compliance officer submits the completed Continuing Eligibility Form to the conference either by facsimile and/or mail.

The compliance officer, academic athletic advisor and the faculty athletic representative (FAR) ensure that all student-athletes sign the required forms such as the Student-Athlete Statement and the Drug Consent Form at the beginning of the fall term of each academic year.

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- 13.** Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for student-athletes who received athletics aid and the most recent four-class average Federal Graduation Rate of all students.

If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate for student-athletes and the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

The most recent four-class average Federal Graduation Rate for student-athletes who received financial aid is 49% and the most recent four-class average Federal Graduation Rate for all students is 44%. (Source: 2007-2008 Federal Graduation Rate Report)

Since the FGR for student-athletes exceeds the FGR for all students, there is no need for a Plan for Improvement.

- 14.** Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity within team) and the most recent four-class average Federal Graduation Rate for all students, including comparable student-body subgroups (i.e., gender, ethnicity).

If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of a student-athlete subgroup and the most recent four-class average Federal Graduation Rate for all students or comparable student-body subgroup, the institution must develop a plan for improvement to address the issue.

FGR (by team)

Baseball 53%
Men's Basketball 43%
Men's Cross Country 43%
Football 48%
All Other Male Sports 38%

Total for All Male Sports: 47%

All Student Athletes: 49%

FGR (by gender) Student-Athletes vs. All Students

Male Student-Athletes 47%
Male Students 36%
Female Student-Athletes 54%
Female Students 51%

FGR (by ethnicity) Student-Athletes vs. All Students

All Students
Indians 100%
Blacks 44%
Whites 30%
Hispanics 29%
Non-Resident Aliens 52%

Ethnicity within Team

Baseball
Blacks 50%
Hispanics 100%
Non Resident Aliens 50%
Team FGR: 53%

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Men's Basketball
Blacks 100%
Team FGR: 43%

Men's Cross Country Track
Blacks 100%
Team FGR: 43%

Football
Blacks 100%
Team FGR: 48%

All Other Male Sports
Blacks 50%
Other 50%
FGR: 38%

Women's Basketball
Black 100%
FGR: 50%

Women's Cross Country Track
Black 100%
FGR: 54%

All Other Women's Sports
Black 57%
Other 100%
Non Resident Aliens 60%
FGR: 60%

Source: 2007-2008 NCAA Federal Graduation Rates Report

Since the FGR for student-athletes is higher in comparison to all students in the categories of gender and ethnicity, there is no need for a Plan for Improvement.

- 15.** Analyze, explain and address any differences between the corresponding Federal Graduation Rate projected by the most recent NCAA Division I Academic Progress Rate (APR) for each sports team and the most recent multiyear four-class average Federal Graduation Rate for all students.

If there is a difference that cannot be adequately explained between a sports team's projected Federal Graduation Rate and the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

No projection was received by the institution from the NCAA.

- 16.** Analyze, explain and address any differences between the most recent four-cohort average Graduation Success Rate (GSR) for each sports team and the most recent four-cohort GSR for all student-athletes.

If there is a difference that cannot be adequately explained between the most recent four-cohort GSR for any sports team and the GSR for all student-athletes, the institution must develop a plan for improvement to address the issue.

If the data in the charts include sports that are not used by the institution for NCAA sports sponsorship and/or sports in which the NCAA does not conduct a championship, the institution may provide an explanation of how the inclusion/exclusion of the sport(s) affects the analysis of the data.

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FGR for All Student-Athletes: 49%
 FGR for All Female Student-Athletes: 54%
 FGR for All Male Student-Athletes: 47%
 FGR for All Students: 44%
 FGR for All Female Students: 51%
 FGR for All Male Students: 36%

GSR for Men's Teams (baseball, basketball, cross country track, football, and tennis): 100%

GSR for Women's Teams (basketball, cross country track, softball, tennis and volleyball): 99%

GSR for All Student-Athletes: 99%

Women's bowling was discontinued in the 2006-2007 academic year.

Since the FGR for male student-athletes, female student-athletes and all student-athletes is higher in comparison to all male students, all female students and all students, there is no need for a Plan for Improvement.

- 17.** Analyze, explain and address any differences between the most recent four-class retention rate for student-athlete subgroups (i.e., sport, gender, ethnicity, ethnicity within teams) and the most recent four-class retention rate for all student-athletes, including comparable student-athlete subgroups (i.e., gender, ethnicity).

If there is a difference that cannot be adequately explained between the most recent four-class retention rate for any student-athlete subgroup and the retention rate for all student-athletes or comparable student-athlete subgroup, the institution must develop a plan for improvement to address the issue.

Retention Rate

(Sport)

Baseball 854
 Men's Basketball 93
 Men's Cross Country 899
 Football 915
 Men's Golf 967
 Tennis 979
 Men's Outdoor Track 911
 Women's Basketball 946
 Cross Country 926
 Women's Golf 1,000
 Softball 975
 Women's Soccer 953
 Women's Tennis 967
 Women's Track 943
 Women's Volleyball 943

(Gender)

All Male Student-Athletes 908
 All Female Student-Athletes 954
 All Student-Athletes 927

All Student-Athletes

Pacific Islanders/Asian 944
 Blacks 924
 Hispanics 954
 Whites 810
 Non Resident Aliens 967
 Others 1,000

Ethnicity within Teams

Academic Integrity

Baseball
Blacks 850
Hispanics 882
Whites 857
Non Resident Aliens 875
Overall 854

Men's Basketball
Black 934
Overall 934

Men's Cross Country
Blacks 889
Non Resident Aliens 938
Overall 899

Football
Blacks 916
Whites 667
Overall 915

Men's Golf
Asian 1,000
Black 1,000
Hispanics 1,000
White 800
Non Resident Aliens 900
Overall 967

Men's Tennis
Pacific Islander/Asian 1,000
Black 1,000
Hispanics 1,000
Non Resident Aliens 971
Overall 979

Men's Track
Blacks 892
Non Resident Aliens 1,000
Overall 911

Women's Basketball
Pacific Islander/Asian 750
Blacks 954
Overall 946

Women's Cross Country
Blacks 922
Hispanics 1,000
Overall 926

Women's Golf
Black 1,000
Non Resident Alien 1,000
Other 1,000
Overall 1,000

Women's Softball
Blacks 871
Hispanics 1,000
White 889
Overall 975

Women's Soccer
Blacks 957

Academic Integrity

Hispanics 1,000
Non Resident Alien 900
Overall 953

Women's Tennis
Asian/Pacific Islander 1,000
Blacks 1,000
Non Resident Alien 962
Overall 967

Women's Track
Blacks 940
Hispanics 1,000
Non Resident Alien 1,000
Overall 943

Women's Volleyball
Blacks 938
Non Resident Alien 1,000
Overall 943

Since the FGR for student-athletes is higher in comparison to all students in the category of retention rate, there is no need for a Plan for Improvement.

18. Describe the athletics department's written policies and procedures related to scheduling competitions and practices to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, including how the institution monitors this area.

The athletics department's written policies and procedures related to scheduling competitions and practices to minimize student-athlete's conflicts with class time and/or final examinations periods due to participation in intercollegiate athletics are contained in the Policies and Procedures Manual of the Department of Athletics. That written policy is as follows:

Scheduling competitions and practices to minimize student-athletes' conflicts with class time is the most important priority for the athletics department. At the beginning of every semester, each faculty member receives a letter from each specific sports program outlining travel dates for competitions and practices for each student-athlete in his or her class. Each student-athlete is responsible for making sure the faculty member receives the letter and for determining whether the professor will be able to accommodate the student-athlete's travel and practice schedule. If the faculty member approves of the student-athlete's schedule, the student will be responsible for completing all the assignments in the class on time. If the faculty member cannot work with the student-athlete's schedule, an alternative class will be given to the student-athlete. However, if a class is required for degree completion, the student-athlete will be required to take the class, and the academic athletic advisor, FAR and the associate athletic director/SWA will work with the coach and the student-athlete to discuss practice and competition schedules. In addition, the institution monitors the progress of each student-athlete by using a progress report sent by the athletic department to the instructor of the class in which the student athlete is enrolled. On the progress report, instructors are asked to list dates of absences and tardies, and to give the current grade and any missed assignments. They are also asked to make comments about attitude and participation, and suggestions for improvement.

The institution has identified a need to monitor this area in a more effective way. The following form letter will be circulated beginning in the spring of 2011.

TO:

FROM:

Re: Student-athlete travel schedule

The student listed below is a member of the ASU _____ team and will miss some classes while representing the university in competition. All teams seek to schedule games on weekends but the team will also be traveling or competing at these times and dates during the semester which may conflict with some classes. These are the days that team members will need to miss classes during this semester.

Any assistance that you can give these students in allowing them some flexibility to make up class requirements is greatly appreciated by the student, by the Athletics Department and by me. The athletics department is committed to supporting its student-athletes in their academic achievements and progress to graduation and will work with you to make sure that athletes are able to complete their academic assignments and requirements. A Student

Academic Integrity

Worksheet is attached to this letter. This is to allow you to indicate work assignments that will need to be completed to make up for anticipated absences. Please give this worksheet to the student.

If, in your judgment, there are academic reason that would prohibit you from working with this student-athlete on make-up work and covering absences from class, please contact me at 3968 immediately. If you have questions or other concerns please contact:

R.L. Coleman, Academic Athletic Advisor

Student's Name: _____

Student ID: _____

PROGRESS REPORT

STUDENT-ATHLETE PROGRESS REPORT

Semester _____

TO: _____

FROM: R.L. Coleman, Academic Athletic Advisor

Progress to degree is crucial for student-athletes and we appreciate your helping students on this issue. To facilitate the academic progress of student-athletes enrolled in your class and to support your efforts in the classroom, we would appreciate it if you would complete this Academic Progress Report. Your comments may also be helpful in alerting us to potential problems and we will address them quickly. All student-athletes have signed a written release for this information to be shared with their academic advisors, coaches, and sport administrators. When the form is complete, please return to R.L.Coleman, Bowles Hall, academic athletic advisor, rlc Coleman @alcorn.edu by _____.

Thank you for your assistance and cooperation. It is because of your support that we are able to provide quality services to our student-athletes.

Academic Progress Report

Student Name:

Class:

ATTENDANCE:

Date(s) of Absences:

of Tardies:

Current Grade:

MISSED ASSIGNMENTS (PLEASE ENTER DATE ASSIGNMENTS WERE DUE.)

The utilization of the form letter is shown as a plan for improvement at the end of 2.1 Academic Standards.

19. Describe the institution's written missed-class policies for all students, including any exceptions or differences that exist for student-athletes.

The institution's written missed-class policy for all students, including all student-athletes, appears on page 86 of the ASU 2008-10 General Catalog. The policy is as follows.

Regular and prompt class attendance is required of all students enrolled at Alcorn State University. Consistent class attendance by students applies to all classes whether these are lecture or laboratory sessions or periods. The instructor records absences when they occur. No matter how justifiable the circumstances for class absences, students must attend a minimum three-fourth of the meetings for a given course in order to be eligible to receive credit in that course. If a student, for any reason, accumulates absences in a course in excess of one-fourth of the scheduled class meetings for a semester or summer session and does not officially withdraw from the course, he/she receives the grade of F in that course unless the circumstances are deemed extenuating by the Vice President for Academic Affairs. Excused absences do not apply. Students are allowed one hour of unexcused absence for each semester hour of a course. Students with excessive absences will be reported to the Office of Counseling and Testing. The university reserves the right to withdraw a student who has been excessively absent from classes. Whenever students miss classes, they are not relieved of responsibilities to meet all course requirements and complete all class assignments. All official excuses issued by the Office of Counseling and Testing shall be honored.

20. Using supporting data, analyze, explain and address missed class time for the last two years for each sports team.

Here is the supporting data for missed class time for the last two years for each sports team:

Academic Integrity

2008-2009

Class Days Missed

Sport:

Men Basketball 11

Women Basketball 12

Football 4

Baseball 11

Softball 8

Volleyball 9

Soccer 6

Tennis 16

Track 12

Golf 8

2009-2010

Class Days Missed

Sport:

Men Basketball 12

Women Basketball 9

Football 5

Baseball 15

Softball 14

Volleyball 13

Soccer 6

Tennis 21

Track 11

Golf 8

Men's and women's basketball, men's and women's golf and men's and women's tennis are fall and spring sports.

The class attendance policy as quoted in Item No. 19 states that "excused absences do not apply" to the requirement that a student must attend 75 percent of all classes in order to be eligible to receive a passing grade. Because student-athletes receive excused absences for all missed-class days due to scheduled travel and competitions, none of the missed-class time figures quoted above violates the school's written missed class policy. Therefore, the institution has determined that none of the missed-class time figures quoted above are excessive or violate the institution's written missed-class time policy.

However, the use of the form letter as noted in Item No. 18 will help to increase the communication between the academic athletic advisor and faculty members regarding student-athletes' missed class days. The institution of the form letter will be shown as a plan for improvement at the end of the section entitled 2.1 Academic Standards.

- 21.** Describe the means by which the athletics department's policies and procedures regarding the scheduling of athletics competition and practices (as described in Self-Study Item No. 18) and the institution's missed- class policies (as described in Self-Study Item No. 19) are directly communicated in writing to student-athletes, athletics department staff members and appropriate faculty and administrative staff.

Student-athletes are informed of the scheduling policy in team meetings, in compliance meetings and through the Compliance Matters link within the athletics department Web site. Student-athletes are informed of the scheduling policy in writing through the dissemination of the Student-Athlete Handbook. Student-athletes are given a copy of the team's playing and practice schedules. They must sign a form stating they have received the schedule.

Student-athletes are informed in writing of the institution's missed-class policies through the Student Handbook disseminated to all students at Alcorn State University during orientation at the beginning of each academic year.

Athletics department staff are informed of the scheduling policy in department meetings and in writing through the department's Policies and Procedures Manual. They are also informed by the compliance officer during department meetings.

Athletics department staff are informed of the institution's missed-class policies during department meetings. Athletics department staff are informed in writing of the institution's missed-class policies by the compliance officer during department meetings.

Academic Integrity

Faculty members are informed about the scheduling policy through the dissemination of the information in writing by the student-athlete who has the responsibility to take the team's schedule to each of his or her instructors at the beginning of each class term.

Faculty members are informed about the missed-class policy during department meetings. Faculty members are informed about the missed-class policy in writing through the ASU General Catalog which is available on the university's Web site.

- 22.** If the institution has developed a plan for improvement(s) during the current self-study process for Operating Principle 2.1, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

The plan(s) for improvement were developed by the Rules Compliance Subcommittee over the course of the self-study. The plan(s) for improvement were reviewed and approved by the president, co-chairs of the Steering Committee, the faculty athletics representative and the director of athletics before being reviewed and approved by the Steering Committee and the Faculty Athletics Committee. The plan(s) for improvement were included in the draft of the self-study plan that was posted to the university's Web site. A feedback option was also provided. A press release was circulated in the campus publication entitled ASU Today which informed the campus community that the self-study plan had been posted to the university's Web site and was available for review and for feedback.

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
1.0 Need for better communication between academic athletic advisor and faculty members regarding student-athlete class attendance.	1.0 Increase the communication between academic athletic advisor and faculty members to increase student-athletes' academic performance	1.0 Institute centralized form letter to be sent from academic athletic advisor to faculty members.	1.0 Acadmic Athletic Advisor, AD, FAR, Compliance Officer	1.0 Spring 2011 and ongoing.
2.0 Need to identify student-athletes with special academic needs.	2.0 Institute viable system of identifying and treating student-athletes with special academic needs.	2.0 Train a current member of the health and physical education faculty as a Learning Specialist who can then identify student-athletes with special acadmic needs on a continuing basis.	2.0 AD, FAR, Vice President for Academic Affairs	2.0 Spring 2011 and ongoing.

Academic Integrity

Operating Principle

2.2 Academic Support.

Self-Study Items

1. List all "conditions for certification" imposed by the Committee on Athletics Certification in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). In each case, provide:

- a. The original "condition" imposed;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

1. Condition

No conditions for certification as they relate to Operating Principle 2.2 (Academic Standards) were imposed by the committee in its Cycle 2 certification decision.

Action

No conditions for certification were imposed by the committee in its Cycle 2 certification decision so no action was taken.

Action Date

No conditions for certification were imposed by the committee in its Cycle 2 certification decision so no action was taken.

Explanation for partial or non-completion

No conditions for certification were imposed by the committee in its Cycle 2 certification decision so no action was taken and therefore there were no partial or noncomplete actions.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 2.2 (Academic Support). Specifically include:

- a. The original plan;
- b. The action(s) taken by the institution;
- c. The date(s) of the actions; and
- d. An explanation for any partial or noncompletion of such plans.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

1. Original Plan

The issue was "Student-Athlete Support Services." The goals were:

- 1.0 All student-athletes will maintain a minimum semester grade-point average of 2.00.

Academic Integrity

Action

The steps to achieve Goal No. 1 were:

- 1.1 Student-athletes will attend at least five hours of tutorial/study sessions per week.
- 1.2 The student-athletes actually meet with the academic athletic advisor twice a semester.
- 1.3 Head coaches will correspond bi-weekly with academic athletic advisor to discuss progress of team.

Individuals/Officers Responsible for Implementation College for Excellence (Academic Athletic Advisor).

Action Date

- 1.1 May 2004 and ongoing/weekly
- 1.2 May 2004 and ongoing/weekly
- 1.3 May 2004 and ongoing/weekly

Explanation for partial or non-completion

- 1.1 The plan was successfully completed.
- 1.2 The plan was successfully completed.
- 1.3 The plan was successfully completed.

2. Original Plan

- 2.0 All student-athletes will graduate within six years of initial collegiate enrollment.

Action

The steps to achieve Goal No. 2 were:

- 2.1 "Student-athletes will maintain the NCAA minimum satisfactory progress standard per year."

College for Excellence (Academic Athletic Advisor)

- 2.2 Student-athletes will complete class schedules through academic athletic advisor.
- 2.3 Student-athletes will not be allowed to make any class schedule changes without the consent of academic athletic advisor.
- 2.4 Coordinator of student-athlete support services will correspond with university and athletic personnel on all enhancement activities offered.

Individuals/Officers Responsible for Implementation: Academic Athletic Advisor.

Action Date

- 2.1 May 2004 and ongoing/bi-weekly.
- 2.2 May 2004 and ongoing
- 2.3 May 2004 and ongoing
- 2.4 July 2003 and ongoing/bi-weekly

Explanation for partial or non-completion

- 2.1 The plan was successfully completed.
- 2.2 The plan was successfully completed.

Academic Integrity

2.3 The plan was successfully completed.

2.4 The plan was successfully completed.

3. Original Plan

3.0 All student-athletes and coaches will participate in any NCAA sponsored enhancement/compliance program offered by the athletics department.

Action

The steps to achieve Goal No. 3, were:

3.1 Coordinator of student-athlete support services will correspond with university and athletic personnel on all enhancement activities offered.

3.2 Student-athletes and coaches will participate in at least five hours compliance rules education seminar annually.

Individuals/Officers Responsible for Implementation: Coordinator of Student's Athletic Support Services, Department of Athletic Staff.

Action Date

3.1 July 2003 and ongoing.

3.2 July 2003 and ongoing

Explanation for partial or non-completion

3.1 The plan was successfully completed.

3.2 The plan was successfully completed.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.2 (Academic Support). In each case, provide:

- a. The additional plan;
- b. The action(s) taken by the institution; and
- c. The date(s) of the action(s).

a. There was no additional plan because no plans for improvement were developed by institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.2 (Academic Support).

b. No action was taken because no plans for improvement were developed by institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.2 (Academic Support).

c. There are no dates of the action(s) because no plans for improvement were developed by institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.2 (Academic Support).

4. Explain how the institution is organized to provide academic support and advising services to student-athletes, either through institutional programming or student-athlete support services. In addition, provide a description of reporting lines and responsibilities assigned to specific staff members.

Through its division of enrollment management, ASU has focused on increasing coordination and integration of the following student-athlete academic support services: admissions, advising and registration, counseling, advising on academic eligibility issues, monitoring degree progress, mentoring and tutorial services, career counseling, and campus life activities.

First, ASU provides admissions services and programs to support student-athlete success. The division of enrollment management has developed and implemented systems and mechanisms for the effective administration and implementation of the university's admissions policies that impact student-athletes (admissions and records).

Academic Integrity

The division has also designated and trained an admissions evaluator to assist with more efficient processing of applications from student-athletes. This individual facilitates the coding of student-athletes into the Banner 8 system soon after admission to the university. This coding can extend the privilege of priority registration to student athletes, however priority registration is not yet available.

The progress of student-athlete registration is tracked through student grouping reports provided by The College for Excellence and the Registrar's Office. Student-athletes receive additional support in academic advising and their academic progress is tracked by the academic athletic advisor. Scholarship benefits are also coordinated for student-athletes with the financial aid office to avoid student-athletes from being purged from the institutions Banner System.

Currently, academic advising is mandatory for all student-athletes prior to registration. Advising for students and for student-athletes occurs in either the specific degree seeking area and/or the College for Excellence. In addition, the College for Excellence provides comprehensive advising and counseling to student-athletes through the academic athletic advisor who also assists in planning educational programs consistent with the requirements of their degree program and with student-athletes' own goals, interests, and abilities; assists student-athletes in creating a comprehensive academic plan, identifies their academic problems, monitors their academic performance and assists the athletic compliance officer with eligibility issues to ensure compliance with NCAA and conference rules, and assists the coaching staff and compliance officer with academic progress reports; makes certain that the academic athletic advisor monitors and evaluates student success and implements corrective measures when necessary; and communicates with faculty, coaches, and athletic administrators about student-athletes' academic progress through the academic athletic advisor.

The reporting lines and oversight are visually reflected in an organizational chart that will be made available to the Peer-Review Team.

In descriptive terms, the reporting lines are as follows. The president of ASU maintains clear and direct oversight of the athletics program. The director of athletics reports directly to the president and meets with him weekly. The FAR also reports directly to the president and meets with him at least monthly. The compliance officer reports to the director of athletics and also meets periodically with the president to report on compliance and other issues.

In addition to the athletics director and FAR, the Faculty Athletics Committee (FAC) also make recommendations directly to the president.

In descriptive terms, the reporting lines are as follows. The president maintains clear and direct oversight of the athletics program. The athletics director reports directly with the president and meets with him weekly. The FAR also reports directly to the president and meets with him at least monthly. The compliance officer reports directly to the athletics director and also meets periodically with the president and the FAR to report on compliance-related issues. The academic athletic advisor reports to the dean of the general college. The dean of the general college reports directly to the vice president for academic affairs/provost. The vice president for academic affairs/provost reports directly to the president. The department advisors report to the chairperson of the department. The chairperson reports directly to the dean of his or her unit. The dean of his or her unit reports directly to the vice president for academic affairs/provost.

5. Explain how the institution's staffing, physical space and financial support for student-athlete academic support services has been reviewed by appropriate institutional academic authorities to ensure they meet the academic needs of student-athletes at the institution (this review must be conducted as part of the self-study process).

The institution's staffing, physical space and financial support of the student-athlete academic support services has been reviewed by appropriate academic authorities to ensure that they meet the academic needs of student-athletes at the institution in this manner.

The review was done after the academic support services evaluation was conducted. The dean of general college and the academic athletic advisor reviewed the academic support services evaluation and found that the staffing, physical space and financial support of the student-athlete academic support services is adequate.

However, the dean of general college and the academic athletic advisor made important recommendations to the Steering Committee for NCAA Recertification about staffing, physical space and financial support. Their recommendations included: to open a satellite resource center at the Whitney Complex, to increase the monetary support for the satellite center, and to add a person to the staff of the academic athletic advisor.

Academic Integrity

6. Using the program areas for academic support services listed below, describe the following (this program analysis must be conducted as part of the self-study process):

- a. The specific academic support services offered to student-athletes (if any);
- b. Any policies that govern which students can use these services;
- c. The mechanisms by which student-athletes and staff are made aware of these services;

If the institution has additional or different academic support services not included in the following list of examples, please click "Add Academic Support Area" in the ACS.

1. Academic counseling/advising: Course selection, class scheduling, priority registration.

a. The specific academic support services offered to student-athletes (if any).

With regard to course selection, the academic athletic advisor meets with each student-athlete to determine the major and, based on the major, the courses are designed based on the major. They chooses courses on the team's practice and competition schedule.

With regard to class scheduling, the academic athletics advisor and student-athlete design a class schedule to minimize missed-class time based on the team's practice and competition schedule.

With regard to priority registration, there is no priority registration for student-athletes. Priority registration will be a plan for improvement.

b. Any policies that govern which students can use these services; and

With regard to course selection. the academic athletic advisor only advises the student-athletes.

With regard to class scheduling, the academic athletic advisor only advises the student-athletes.

With regard to priority registration, there is no priority registration. Priority registration will be a plan for improvement.

c. The mechanisms by which student-athletes and staff are made aware of these services.

With regard to course selection, the student-athletes are informed through orientation by the FAR, academich athletic advisor and the compliance officer which occurs at the beginning of each term.

With regard to class scheduling, the student-athletes are informed through orientation by the FAR, academich athletic advisor and the compliance officer which occurs at the beginning of each term.

With regard to priority registration, the student-athletes are informed through orientation by the FAR, academich athletic advisor and the compliance officer which occurs at the beginning of each term.

2. Tutoring: Availability; procedures and criteria for obtaining assistance; assignment, qualifications, training, experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.

a. The specific academic support services offered to student-athletes (if any).

The tutoring services available to student-athletes are identical to the services available to the general student population.

Tutoring for all students is available in the College for Excellence Study Hall/Tutoring Center. The center provides tutoring for English, writing and mathematics, as well as courses in a variety of disciplines. The COE employs tutors, graduate assistants and one full-time staff person (the academic athletic advisor). The College of Excellence is a major component of the academic support programs and is available to all

Academic Integrity

students, including student-athletes, free of charge.

All students follow the same procedures for obtaining tutorial services. Student-athletes who need further assistance with reading and writing skills may attend tutoring sessions at the ASU Writing Center. The Writing Center provides services to all ASU students on Monday through Wednesday from 9 a.m. until 5 p.m., Thursday from 9 a.m. until 7 p.m. and Friday from 9 a.m. until 12 noon. The Writing Center has resources available with regard to writing in the MLA or APA formats as well as writing across the curriculum.

The procedures are as follows: All initial freshman student-athletes are required to attend study hall regardless of grade point average. All upperclassmen who are student-athletes are required to attend study hall if their GPA is under 2.5.

The criteria for obtaining assistance is to be a part-time or full-time undergraduate at Alcorn State University.

The tutors are assigned to students on a first come, first served basis.

The qualifications for tutors are as follows: at least a sophomore with a 3.0 GPA and 3.0 in subject matter.

Tutors receive two hours of training and read 20-page training manual.

Tutors need no prior experience.

The tutor's compensation is \$8.00 per hour for five hours a week.

The graduate tutor coordinator's compensation is \$10 per hour for 10 hours a week.

The pupil load is one student per 50 minutes.

All tutors must be students at Alcorn State University.

b. Any policies that govern which students can use these services; and

The services are open to all students at Alcorn State University.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Student-athletes are informed about tutoring services during ASU orientation and also by their professors, faculty advisors, the academic athletic advisor, coaches, advisors from the COE, the FAR, athletic website, the Student-Athlete Handbook, athletics department website, and student-athlete orientation meetings.

3. Academic progress monitoring and reporting: Individual's responsibility, frequency, procedures for periodic grade and attendance checks.

a. The specific academic support services offered to student-athletes (if any).

The academic athletic advisor, FAR and compliance officer take primary responsibility for monitoring student-athletes' attendance, grades, and progress toward a degree. Student-athletes are advised oncourse selection and course sequencing and are referred to appropriate academic support services if they begin to struggle in their classes. Progress letters by way of student-athletes are also sent to faculty on behalf of student-athletes requesting information on the students' attendance, participation, grades and completion of assignments.

In addition to the work done by the academic athletic advisor, FAR, and compliance officer, the registrar's office reviews the transcripts of all student-athletes each semester to ensure continued eligibility and calculates progress toward degree completion.

The frequency of academic progress and reporting is done at least twice a term via the midterm and final grades which are evaluated by the academic athletic advisor and reported to the respective head coaches.

b. Any policies that govern which students can use these services; and

Academic Integrity

All student-athletes are required to participate in advising sessions with the academic athletic advisor and the compliance officer at least once per semester.

- c.** The mechanisms by which student-athletes and staff are made aware of these services.

Student-athletes are made aware of these services and requirements during orientation.

4. Assistance for special academic needs: Provisions for diagnosis and treatment of education-impacting disabilities (EID).

- a.** The specific academic support services offered to student-athletes (if any).

All students, including student-athletes, with a learning disability (or any other type of disability) are entitled to the services which requires accommodations. The services offered provide appropriate accommodations and resources to students with verified permanent or temporary disabilities. Also, the department provides appropriate assessment for students to identify accommodations and services necessary for academic access. In addition, the department works with faculty, administration and staff to create and maintain an inclusive and supportive environment where individuals with disabilities have full and equal access to all university programs.

- b.** Any policies that govern which students can use these services; and

There are no policies that govern which students can use these services other than verification of the disability. ASU does not have a learning disabilities specialist on staff, so students who have not already been diagnosed prior to matriculation are provided with a list of community providers who can perform learning disabilities assessments. The cost of this assessment is not covered by ASU. The university does not discriminate on the basis of disability in admission or access to its programs, services and activities. The university complies with the requirements of Title VI of the Civil Rights Act of 1964 and the regulations adopted hence: No person shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any programs.

- c.** The mechanisms by which student-athletes and staff are made aware of these services.

Student-athletes are made aware of these services in various ways, such as the Student-Athlete Handbook, on the Compliance Matters link within the Department of Athletics Web site, one-on-one meetings with the FAR, academic athletics advisor, associate athletics director/SWA, coaches, faculty, and the Office of Counseling and Testing and resource fairs throughout the academic year. This information is also provided to SAAC and at student-athlete orientation meetings.

5. Assistance for at-risk students: Availability including institution-wide assistance.

- a.** The specific academic support services offered to student-athletes (if any).

The College for Excellence (COE) serves "at risk" through advising and assistance through monitored study hall, tutoring and workshops for all students, including student-athletes, on academic probation. The workshops focus on academic and personal skills needed to succeed in college.

- b.** Any policies that govern which students can use these services; and

All students may avail themselves of the services provided through the COE.

- c.** The mechanisms by which student-athletes and staff are made aware of these services.

Student-athletes and staff are made aware of these services by the academic athletic advisor, advisors from degree seeking programs, faculty, coaches, FAR, SAAC representatives and two scheduled orientation sessions.

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6. Academic support facilities: Availability of study rooms, computers and labs.

a. The specific academic support services offered to student-athletes (if any).

Student-athletes, as with all ASU students, have access to study rooms and about 27-30 computers in the study hall located in Bowles Hall to serve about 50 students at one time. The 500-sq. ft. study hall in Bowles Hall is available six days a week. There are computer labs available to all students in other locations across campus, including the library, math and science building and the Alcorn Writing Center.

b. Any policies that govern which students can use these services; and

These services are available to all ASU students, including student-athletes.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Students are made aware of services by the academic athletic advisor, advisors from degree seeking academic programs, faculty, coaches, FAR, institutional and athletic orientation and SAAC representatives.

7. Academic evaluation of prospective student-athletes: Review of academic profiles of prospective student-athletes.

a. The specific academic support services offered to student-athletes (if any).

All prospective student-athletes are evaluated through the NCAA Initial Eligibility Center. If the Center reports that the prospective student-athlete is academically eligible, the compliance officer puts the athlete on the Initial/Transfer of Eligibility Form which is then certified by the registrar, the FAR compliance officer, head coach and the athletic director.

b. Any policies that govern which students can use these services; and

All prospective student-athletes follow this procedure.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Prospective student-athletes are made aware of these services by their institution and Alcorn State University.

8. Student-athlete degree selection: Degree program assistance.

a. The specific academic support services offered to student-athletes (if any).

Student-athletes are expected to choose a major by the end of their second year. All students, including student-athletes, discuss degree and major selection with their advisors and the COE academic advisors. Representatives of the various academic programs are present during orientation to give degree program assistance. All entering freshman are required to take UL 101: Adjustment to University Life, a course that includes discussions of majors and careers. Student-athletes are also advised by the academic athletic advisor, who may refer student-athletes having difficulty choosing a major to Career Services.

b. Any policies that govern which students can use these services; and

All students, including student-athletes, may use the advising services of Career Services. Only studentathletes are advised by the academic athletic advisor.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Students learn what is offered through Career Services via referral, the University's TV and radio broadcast station, campus postings, and e-mail.

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9. Learning assessments: Provisions for testing and evaluation (e.g., placement testing).

a. The specific academic support services offered to student-athletes (if any).

At the Counseling and Testing Center, students are given placement test and a variety of other assessments, including graduate admission tests, i. e., GMAT, GRE, etc. A host of other tests are administered at the center.

b. Any policies that govern which students can use these services; and

including student-athletes, must take English and mathematics placement tests, unless they are exempted by their Scholastic Aptitude Test (SAT) or ACT, advanced placement, or early assessment program scores, or by the completion and transfer of a college level course that satisfies the requirement (with a grade of "C" or better). Students may satisfy the upper division graduation writing requirements by taking a test or by completing a qualified course with a grade of "C" or better. Others tests are available for students who request them.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Student-athletes are made aware of these services by the catalog, athletic academic advisor, advisors from Counseling and Testing Center, faculty, coaches, FAR, orientation material and sessions, and the institution's Web sites.

10. Success skills: Study skills, note and test taking, writing and grammar skills, time-management skills.

a. The specific academic support services offered to student-athletes (if any).

All first-time freshmen, and transfers including student-athletes, must complete UL 101: Adjustment to University Life. This course includes a focus on skills needed to succeed in college (e.g., time management skills, study skills, test taking, speed reading, healthy habits, etc.). The COE assists students who encounter academic difficulties and offers several courses designed to support student success, including GC 102 & 103 Survival Skills. These courses offer an extensive regimen of topics and activities designed for students to develop and expand the skills necessary to succeed in higher education. those classes included, but are not limited to critical reading, thinking and effective relationships in a collegial society.

b. Any policies that govern which students can use these services; and

All initial incoming freshmen and first-time transfer students must enroll in UL 101. Therefore, all students must participate in this success skills course.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Student-athletes are made aware of these services by the College of Excellence staff members, academic athletic advisor, advisors from degree awarding departments, faculty, coaches, FAR, and orientation representatives.

11. Study hall: Availability, facilities, attendance policies.

a. The specific academic support services offered to student-athletes (if any).

The academic athletic advisor oversees study hall and tutorial services for student-athletes.

b. Any policies that govern which students can use these services; and

Study hall is available to all student-athletes. However, students with GPAs lower than 2.50 are required to spend four to eight hours a week at study hall. A student-athlete who need tutoring may see the academic

Academic Integrity

athletic advisor to discuss shifting hours from his or her evening study hall to meeting with an appropriate tutor. Students must sign in to create a record of their attendance.

- c. The mechanisms by which student-athletes and staff are made aware of these services.

Students learn about the academic support through the orientation program, coaches, FAR, compliance officer, academic athletic advisor and the student-athlete handbook.

12. First year/transfer orientation: Availability, attendance requirements.

- a. The specific academic support services offered to student-athletes (if any).

All students, including student-athletes, attend the ASU orientation session. Orientation sessions attended by student-athletes include presentations by the compliance officer, academic athletic advisor, FAR and a student-athlete. In addition to attending orientation, student-athletes meet with the compliance officer and other athletics department staff and are personally informed of all available services.

- b. Any policies that govern which students can use these services; and

All students are required to attend an orientation session that includes presentations by representatives from key areas of the campus. Student-athletes also attend specific orientation sessions that include the academic athletic advisor, compliance officer and FAR

- c. The mechanisms by which student-athletes and staff are made aware of these services.

Student-athletes are informed of the institution's orientation schedule in their admission letter and are informed of the athletic department's orientation schedule through posted signage. In addition, the academic athletic advisor ensures that the student-athletes are made aware of the requirements to attend orientation sessions.

13. Mentoring: Availability of mentors, identification and assignment methods, frequency of interaction.

- a. The specific academic support services offered to student-athletes (if any).

Each team through the vice president for academic affairs and provost will be requested to assign at least one or more faculty members or staff members (outside the athletics department) to act as mentors on a volunteer basis. Mentors may attend practices and games and possibly travel with the team.

- b. Any policies that govern which students can use these services; and

These services will be available to all student-athletes.

- c. The mechanisms by which student-athletes and staff are made aware of these services.

Student-athletes will be made aware of these services through the student-athlete handbook, team meetings, the Faculty Athletics Committee (FAC) meeting at the beginning of the year, and a notification from the Student Affairs committee (formerly the Student-Athlete Advisory Committee).

14. Posteligibility programs: Availability of scholarships, assistantships and academic support.

- a. The specific academic support services offered to student-athletes (if any).

The availability of scholarships and assistantships is predicated upon the availability of funds.

Academic Integrity

All academic support services available to all student-athletes while they are eligible remain available after their availability is exhausted.

b. Any policies that govern which students can use these services; and

The Fifth Year Athletic Aid Program requires students to be in their fifth year, to have exhausted their eligibility, to be within 30 hours of graduation, and to be recipients of athletic aid the proceeding academic year.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Student-athletes learn about the post eligibility programs through the Student-Athlete Handbook, the orientation program, coaches, FAR, compliance officer and the academic athletic advisor.

7. Please submit a copy of the written report from the most recent academic support services evaluation. [Please use the file upload link contained within this question on the ACS to submit a copy of the institution's most recent academic support services evaluation.]

The Academic Support Services at Alcorn State University Evaluation report has been uploaded.

List of attachments

1. ASU-Academic Support Services Evaluation 101210.pdf

8. Identify the academic authorities outside the athletics department responsible for conducting the institution's academic support services evaluation and explain the process used in selecting these individuals to ensure they do not have day-to-day responsibilities in the academic support services area. Also, provide the date of the institution's most recent academic support services evaluation.

The academic authorities outside the athletic department responsible for conducting academic support services evaluation are as follows:

Dr. Keith McGee, Assistant Professor of Biology, College of Arts and Sciences(Committee Chair)
Dr. Peter Malik, Associate Professor of English, College of Arts and Sciences
Dr. Dickson Idusuyi, Professor, Department of Social Sciences, College of Arts and Sciences
Mr. Garry Lewis, Instructor, Department of Health, Physical Education & Recreation
Mr. Corey Cooper, President, Student Government President

The explanation for the process used in selecting these individuals to ensure that they do not have day-to-day responsibilities in the academic support services are is as follows. The Faculty Athletics Committee reviewed a potential list of candidates and selected individuals, based on their positions and responsibilities, were outside of the athletics department and did not have day-to-day responsibilities in the academic support services area.

The date of the most recent academic support services evaluation is October 12, 2010.

9. If the institution used an outside individual or entity (e.g. conference office, peer colleagues) to assist in the coordination or facilitation of the academic support services evaluation, provide the name(s) and affiliation(s) of the individual(s). Further, describe the process used in selecting this authority outside the institution to ensure the individual(s) is knowledgeable of academic support services. Also, provide a description of the authority's involvement in the academic support services evaluation.

The institution did not utilize the services of an outside individual or entity to perform its most recent academic support services evaluation.

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- 10.** Describe the process used by the institution during development of the self-study to review the most recent academic support services evaluation to determine any necessary corrective actions. In addition, identify the individuals involved in this review.

The Academic Support Service Committee's written report was provided to the Academic Integrity Subcommittee which approved it. The report was then reviewed by the Steering Committee for NCAA Recertification which approved it. The report was then reviewed by the president of the institution and he approved it.

The report made recommendations on corrective actions. The Academic Integrity Subcommittee, the Steering Committee and the president reviewed the recommendations and approved the recommendations for implementation.

- 11.** Identify relevant corrective actions planned as a result of the process described in Self-Study Item No. 10 or actions previously planned or implemented from the most recent academic support services evaluation. Provide:

- a. The plan(s) or action(s) implemented; and
- b. The date(s) of actions taken or specific timetable(s) for completion of the plan(s).

a.

- (1) The first plan is to train an individual to become a Learning Specialist to diagnose special needs students.
- (2) The second plan to open an Academic Resource Center in the Whitney Complex.

b.

- (1) The date to train the individual to become a Learning Specialist is spring of 2012.
- (2) The date to open the Academic Resource Center is fall of 2011.

- 12.** List all APR improvement plans developed and approved by the institution if required by the NCAA Division I Committee on Academic Performance. In each case, provide:

- a. The original plan;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such required actions.

1. Original Plan

1.0 Thirty-six percent (36%) of Baseball players withdrew from the program.

Action

1.1 Strengthen the Student-Athlete Orientation Program by emphasizing the importance of the following: a. Adherence to University and the Department of Athletics' policies; b. Communicate the purpose and role of the Student Athlete Advisory Council; c. Address academic expectations; d. Review and encourage the use of student-athlete support resources.

1.2 Establish two formal seminars to address student-athlete/coach conflicts, which will be mandatory for all student-athletes (100% participation). A qualified individual/consultant (s) will be contracted to conduct the seminars.

1.3 The Student-Athlete Advisory Council will be monitored for functionality and attendance to ensure compliance.

Academic Integrity

1.4 Revisit the mandatory exit interviews process with head coaches and the FAR to include the following: (a) If the student-athlete does not attend the exit interview, the release will not be granted. (b) If the Head Coach does not participate, the replacement scholarship will be withheld.

Action Date

1.1 The Student-Athlete Orientation Program is already established and functioning. Effectively immediately, additional emphasis will be placed on the specified areas detailed in this plan.

1.2 The first formal student-athlete/coaches conflict seminar will be conducted in Aug 2009. The second one will be conducted in Dec 2009.

1.3 Beginning Aug 2009, the Student-Athlete Advisory Council will be monitored for functionality and attendance to ensure compliance.

1.4 The Student-Athlete Advisory Council and exit interviews are already functional.

Explanation for partial or non-completion

1.1 Formative evaluation was conducted during the year. As a result, we determined that during the Student-Athlete Orientation Program, enough emphasis was not placed on the areas that we have specified in this plan.

1.2 Although we projected initiating the student-athlete/coaches conflict seminars prior to the end of Spring 2009, it was not implemented due to limited resources.

1.3 Exit interview requirements were in-place but not enforced because student-athletes would specifically request "release" after having physically departed from the university.

2. Original Plan

2.0 Increased number of student-athletes requiring academic tutorial assistance, with limited resources to sufficiently and adequately meet the demand.

Action

2.1 Hired 21 tutors in the Fall of 2008 and 17 in the Spring of 2009. The general education core curriculum was covered. Upper division academic majors were 85% covered. Tutors were only allowed to work 20 hours/month because of funding. These same tutors were available for assisting the student body at large and not dedicated for student-athletes. Coordination is ongoing for the use of Faculty Tutors beginning Fall 2009.

2.2 Hire another Academic Enhancement Officer to work with the student-athletes and one Tutor Coordinator (Academic Coach). We currently have one Academic Advisor for 15 sports. He also serves as the Tutor Coordinator.

2.3 Hired two Graduate Assistants in Spring 09. They were also limited to 20 hours/month and the compensation packet was not adequate because of lack of funds. For our APP Improvement Plan to be successful, we need to hire two more Graduate Assistants and offer an attractive compensation packet.

2.4 Utilized a university-wide computer lab and one classroom (30 persons) as the Academic Support Center for Student-Athletes. These areas were shared with the student body. We are in the process of identifying a dedicated area for this purpose. Coordination is ongoing for the purpose of utilizing the Math Center and Writing Center as necessary. These university resources already have dedicated tutors on site.

2.5 Monitor student-athletes usage of the athletic tutorial services. This function was conducted by the Academic Advisor in Fall 08 and with the assistance of the Graduate Assistants in Spring 09.

Action Date

Academic Integrity

2.1 Peer Tutorials began in Fall 2008. The location and funding source was identified and the program began in earnest on September 26, 2008.

2.2 The Academic Enhancement Officer, and Tutor Coordinator, were not staffed due to lack of funds. The university hopes to hire the Academic Enhancement Officer by August 1, 2009.

2.3 Two Graduate Assistant positions were not staffed due to lack of funds. The University hopes to hire a Graduate Assistants by September 1, 2009.

2.4 A dedicated location for the tutoring center has been identified but not the funding necessary to properly staff and equip it. Student-athlete usage of the Writing Center and the Math Center began in Aug 2007.

2.5 This function was conducted by the Academic Advisor in Fall 08 and with the assistance of the Graduate Assistants in Spring 09.

Explanation for partial or non-completion

2.1 Action completed.

2.2 The main reason the goal was not accomplished was the lack of resources, both financial and human. However, a Peer Tutorial Program was initiated; this resource had to be shared with the entire university student body. The sessions were held in a regular classroom setting, which was not conducive for a structured study hall/tutoring environment.

2.3 Two Graduate Assistant positions were not staffed due to lack of funds.

2.4

2.5

3. Original Plan

3.0 Alcorn State university is located in a rural setting and there is a lack of modern residential facilities to address the needs of the student population

Action

3.1 Annually, the Residential Halls undergo painting, renovation, and refurbishing.

3.2 All student-athletes are housed in the most up-to-date residential facilities.

3.3 The University's Privatized Housing project (1,200 beds) was supposed to be operational in Aug 2009; however, due to the challenging economic situation, the date has been adjusted to August 2010. The Ground-breaking Ceremony is scheduled for August 2009.

Action Date

3.1 The annual maintenance/up-keep of residence halls will be completed by August 2009

3.2 The annual maintenance/up-keep of residence halls will be completed by August 2009.

3.3 The privatized housing project is scheduled to be operational by August 2010.

Explanation for partial or non-completion

3.1 We met the goal of ensuring our student-athletes are housed in the most up-to-date residential facilities available which are clean, freshly painted, secure, and operating properly (plumbing/electrical/mechanical).

Academic Integrity

3.2 We met the goal of ensuring our student-athletes are housed in the most up-to-date residential facilities available which are clean, freshly painted, secure, and operating properly (plumbing/electrical/mechanical).

3.3 We did not meet our goal of having a brand new residential facility operational by the Fall of 2009 because of challenging economic crisis.

4. Original Plan

4.0 Student-athlete class attendance and related course attendance expectations (e.g., faculty office hours, review sessions, group/project/case meetings, and other extra-curricular academic activities) adversely affect APR.

Action

4.1 Student-athlete rosters entered into the online rolls system.

4.2 Encourage instructors to use the online roll book approximately 35% of instructors use online roll book).

4.3 Provide the Online-Rolls Report to coaches weekly.

4.4 Work with coaches to ensure that practice/competition during class time is minimized.

4.5 Review competition schedules in advance to minimize missed class time.

4.6 FAR facilitates annual meeting with Head Coaches and Academic Department Heads.

4.7 Coaches meet bi-weekly with student-athletes to discuss issues/concerns.

4.8 Coaches obtain class schedules of all student-athletes and periodically visit classes unannounced.

Action Date

4.1 The Online Roll Book Policy is in effect but not strictly enforced. The result is an incomplete report being provided to the coaches that is of little use. The Athletic-Academic Council will present this as a discussion topic with the university leadership.

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4.3 The Online Roll Book Policy is in effect but not strictly enforced. The result is an incomplete report being provided to the coaches that is of little use. The Athletic-Academic Council will present this as a discussion topic with the university leadership.

4.4 Each team's practice/competition schedule is thoroughly reviewed to ensure minimum disruptions with class times. Most of our coaches are meeting with their student-athletes to discuss issues/concerns. Several of the coaches are physically checking the attendance practices of their student-athletes on a regular basis.

4.5 Each team's practice/competition schedule is thoroughly reviewed to ensure minimum disruptions with class times. Most of our coaches are meeting with their student-athletes to discuss issues/concerns. Several of the coaches are physically checking the attendance practices of their student-athletes on a regular basis.

4.6 The FAR will coordinate a meeting with the departments heads and the head coaches no later than August 10, 2009 to discuss student-athlete attendance, academic expectations and other issues that will ensure success in the classroom.

4.7

The FAR will coordinate a meeting with the departments heads and the head coaches no later than August 10, 2009 to discuss student-athlete attendance, academic expectations and other issues that will ensure success in the classroom.

Academic Integrity

4.8

Explanation for partial or non-completion

4.1 Online reporting of student-athletes class attendance by instructors is mandatory but evaluation indicated that it is not strictly enforced at this time. Hopefully, this will change in the near future. On average, our overall academic success rate is well above 85% as we only lost 6 scholarship student-athletes due to academic reasons during the Fall 2007-Spring 2008 academic year.

4.2 Online reporting of student-athletes class attendance by instructors is mandatory but evaluation indicated that it is not strictly enforced at this time. Hopefully, this will change in the near future. On average, our overall academic success rate is well above 85% as we only lost 6 scholarship student-athletes due to academic reasons during the Fall 2007-Spring 2008 academic year.

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5. Original Plan

5.0 A significantly large number of at-risk student-athletes, as defined by the Faculty Athletic Committee, are not being retained. At-risk is defined as first generation, low socio-economic status, generally from the South/Southwest region of Mississippi, and below "Mean" national/international test scores.

Action

5.1 Enforce the mandatory class attendance policy, communicate the importance of participating in study hall, organize peer tutors, Strictly monitor the process, and provide progress reports on at-risk student-athletes.

5.2 Review test-taking techniques and ways to develop good study habits.

5.3 Implement mandatory counseling session with the academic advisor three (3) times each semester, which will be documented utilizing sign-in rosters.

5.4 Ensure that all student-athletes admitted to the university via the Summer Developmental Program complete the required Survival Skills courses. Special emphasis will be placed on their academic progress, which will be closely monitored on a monthly basis.

5.5 Research best practices and discuss strategies which will strengthen our APR Improvement Plan.

Action Date

5.1 The process began in Spring 2008 and the evaluation continues. 1) Mandatory study hall was instituted for all incoming freshmen, transfer students, and student-athletes with a cumulative grade point below 2.5. 2) Coaches utilize progress reports that student-athletes must present to their instructors for completion and return to their respective coaches.

5.3 Upon receipt of the results, several student-athletes were determined to be At-risk and were properly counseled and monitored throughout the academic year. They are strongly encouraged to attend scheduled seminars during the upcoming 2009-2010 academic year that will address the following: (a) Study skills; (b) Career advising & major selection; (c) Coping skills; (d) Relationship development skills, and; (e) Test taking skills.

Academic Integrity

5.4 Effective in August 2008, all incoming students were required to take the Noel-Levitz College Student Inventory and the Measure of Academic Proficiency and Progress (MAPP) Assessment Test. 4) Summer Developmental Program graduates are being monitored, but not to the fullest extent possible because of the limited number of academic support personnel.

5.5 Effective in August 2008.

Explanation for partial or non-completion

5.1 Funding to support additional academic support personnel (Tutors, Learning Specialist, Academic Advisor, etc.) will assist the Department of Athletics in securing the necessary fiscal, technological and human resources essential to providing a Student-athlete Academic Center which will afford the accomplishment of this goal during the 2009-2010 academic year.

5.2 Funding to support additional academic support personnel (Tutors, Learning Specialist, Academic Advisor, etc.) will assist the Department of Athletics in securing the necessary fiscal, technological and human resources essential to providing a Student-athlete Academic Center which will afford the accomplishment of this goal during the 2009-2010 academic year.

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5.5 Funding to support additional academic support personnel (Tutors, Learning Specialist, Academic Advisor, etc.) will assist the Department of Athletics in securing the necessary fiscal, technological and human resources essential to providing a Student-athlete Academic Center which will afford the accomplishment of this goal during the 2009-2010 academic year.

13. If the institution has developed a plan(s) for improvement(s) during the current self-study process for Operating Principle 2.2, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

The plan(s) for improvement were developed by the Academic Integrity Subcommittee over the course of the self-study. The plan(s) for improvement were reviewed and approved by the president, co-chairs of the Steering Committee, the faculty athletics representative and the director of athletics before being reviewed and approved by the Steering Committee and the Faculty Athletics Committee. The plan(s) for improvement were included in the draft of the self-study plan that was posted to the university's Web site. A feedback option was also provided. A press release was circulated in the campus publication entitled ASU Today which informed the campus community that the self-study plan had been posted to the university's Web site and was available for review and for feedback.

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
1.0 Increase availability of tutoring services by opening a satellite resource center at the Whitney Complex and increasing physical space.	1.0 Increase the availability of tutoring services to student-athletes.	1.0 Construct and furnish the resource center.	1.0 Dean for College for Excellence, Academic Athletic Advisor, Athletics Director, FAR	1.0 Spring 2011
2.0 To improve the ratio of academic support staff to student-athletes.	2.0 Increase the availability and timeliness of academic support services to student-athletes.	2.0 Identify and hire an additional academic support services staff member.	2.0 Dean for College for Excellence, Academic Athletic Advisor	2.0 Spring 2011

Academic Integrity

Special-Admissions

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID

1. Indicate the numerical percentage of entering first-year students who were admitted through special exception provisions during the four most recent academic years. List the most recent academic year's data first and include all first-year students entering the institution during the year.

Column 1. Calculate this percentage by dividing the number of all entering first-year students who were admitted through special exception provisions by the total number of entering first-year students.

2. Indicate the numerical percentage of first-year student-athletes receiving athletics aid* who were admitted through special exception provisions during the four most recent academic years. Include nonqualifiers who were ineligible for aid. List the most recent academic year's data first.

Column 2. Calculate this percentage by dividing the number of entering first-year student-athletes receiving athletics aid* who were admitted through special exception provisions by the total number of entering first-year students.

		1	2
	Year	All First-Year Students	All First-Year Student-Athletes on Athletics Aid
Percent of Specially Admitted Students		%	%
		%	%
		%	%
		%	%

*Institutions that do not award athletics aid should compile this data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.12.1.

Note: Institutions are not required to report data if the number of students in a group is two or less.

Name of person completing this chart: _

Title: _

Academic Integrity

Special-Admissions by Sport

FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID BY SPORTS GROUP

1. Indicate the total number of entering first-year student-athletes receiving athletics aid * by sport group who were admitted through special exception provisions during the four most recent academic years. List the most recent academic year's data first.
2. Indicate the total number of entering first-year student-athletes receiving athletics aid *. List the most recent academic year's data first.

Year	All First Year Student-Athletes		Baseball		Men's Basketball		Football		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/ Cross Country		Women's Other Sports		
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	
-																			
-																			
-																			
-																			

*Institutions that do not award athletics aid should compile this data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.12.1.

Note: Institutions are not required to report data if the number of students in a group is two or less.

Name of person completing this chart: _

Title: _

Academic Integrity

Test Scores by Gender

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR
STUDENT-ATHLETES ON ATHLETICS-AID

		Gender								
		Male Students		Male Student Athletes		Female Students		Female Student Athletes		
		Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score		-								
		-								
		-								
		-								

Name of person completing this chart: _

Title: _

Academic Integrity

Test Scores by Racial or Ethnic Group - Old Race/Ethnicity Categories Chart (IPEDS)

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR
STUDENT-ATHLETES ON ATHLETICS-AID

Racial or Ethnic Group - All Entering First-year Students															
		Am. Ind./AN		Asian/PI		Black		Hispanic		White		NR Alien		Other	
Year	Score	# of Students													
Average Standardized Test Score	-														
	-														
	-														
	-														

Racial or Ethnic Group - All Entering First-year Student Athletes on Aid															
		Am. Ind./AN		Asian/PI		Black		Hispanic		White		NR Alien		Other	
Year	Score	# of Students													
Average Standardized Test Score	-														
	-														
	-														
	-														

Name of person completing this chart: _
Title: _

Academic Integrity

Test Scores and GPA by Sport

FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

		Sport Group															
		Football		M e n ' s Basketball		Baseball		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		W o m e n ' s Basketball		Women's Track/ Cross Country		Women's Other Sports	
Year		Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core- Course GPA	-																
	-																
	-																
	-																

		Sport Group															
		Football		M e n ' s Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		W o m e n ' s Basketball		Women's Track/ Cross Country		Women's Other Sports	
Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
A v e r a g e Standardized Test Score	-																
	-																
	-																
	-																

Name of person completing this chart: _

Title: _

Academic Integrity

Federal Graduation Rates - Comparison Chart

Information obtained to complete this chart

- 2007-2008 NCAA Federal Graduation Rates Report

	FGR
All Students	44%
Student Athletes	49%

Academic Integrity

Federal Graduation Rates by Racial and Ethnic Group

Information obtained to complete this chart

- 2007-2008 NCAA Federal Graduation Rates Report

Men's Team	Team FGR by Racial and Ethnic Group							Team FGR	All SA's	All Male SA's	All Male Students	All Male Students FGR by Racial and Ethnic Group						
	Am. Ind./AN	Asian/PI	Black	Hispanic	White	NR Alien	Other					Am. Ind./AN	Asian/PI	Black	Hispanic	White	NR Alien	Other
Baseball	%	%	50%	100%	%	50%	%	53%	49%	47%	36%	0%	0%	36%	17%	25%	44%	%
Basketball	%	%	43%	%	%	%	%	43%										
CC Track	%	%	43%	%	%	%	%	43%										
Football	%	%	50%	%	0%	%	%	48%										
Others	%	%	50%	0%	%	0%	%	38%										

Women's Team	Team FGR by Racial and Ethnic Group							Team FGR	All SA's	All Female SA's	All Female Students	All Female Students FGR by Racial and Ethnic Group						
	Am. Ind./AN	Asian/PI	Black	Hispanic	White	NR Alien	Other					Am. Ind./AN	Asian/PI	Black	Hispanic	White	NR Alien	Other
Basketball	%	%	50%	%	%	%	%	50%	49%	54%	51%	100%	%	50%	100%	43%	71%	%
CC Track	%	%	54%	%	%	%	%	54%										
Others	%	%	57%	%	100%	50%	%	60%										

All Student's	All Students FGR by Racial and Ethnic Group						
	Am. Ind./AN	Asian/PI	Black	Hispanic	White	NR Alien	Other
44%	100%	%	44%	29%	33%	52%	%

Academic Integrity

Federal Graduation Rates by Sport

Information obtained to complete this chart

- 2007-2008 NCAA Graduation Success Rates Report(Columns 1-2 below)
- 2007-2008 NCAA Federal Graduation Rates Report(Columns 3-6 below)

1	2	3	4	5	6
Men's Team	Team FGR	All Students FGR	All Male Students FGR	All SA's FGR	All Male SA's FGR
Baseball	53%	44%	36%	49%	47%
Basketball	43%				
CC Track	43%				
Football	48%				
Golf	0%				
Tennis	60%				

1	2	3	4	5	6
Women's Team	Team FGR	All Students FGR	All Female Students FGR	All SA's FGR	All Female SA's FGR
Basketball	50%	44%	51%	49%	54%
Bowling	50%				
CC Track	54%				
Softball	100%				
Tennis	50%				
Volleyball	60%				

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Academic Progress Rates

Information obtained to complete this chart

- 2007-2008 NCAA Academic Progress Rate Report(Columns 1-2 below)
- 2007-2008 NCAA Projected Federal Graduation Rate Chart(Columns 3 below)
- 2007-2008 NCAA Federal Graduation Rates Report(Columns 4 below)

1	2	3	4
Men's Team	Team MultiYear APR	Team Projected FGR	All Students FGR
Baseball	896	%	44%
Basketball	934	%	
Cross Country	944	%	
Football	913	%	
Golf	967	%	
Tennis	990	%	
Track, Indoor	0	%	
Track, Outdoor	957	%	

1	2	3	4
Women's Team	Team MultiYear APR	Team Projected FGR	All Students FGR

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Basketball	938	%	44%
Bowling	0	%	
Cross Country	940	%	
Golf	1000	%	
Softball	979	%	
Soccer	930	%	
Tennis	975	%	
Track, Indoor	0	%	
Track, Outdoor	951	%	
Volleyball	949	%	

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Graduation Success Rates

Information obtained to complete this chart

- 2007-2008 NCAA Graduation Success Rates Report(Columns 1-2 below)
- 2007-2008 NCAA Federal Graduation Rates Report(Columns 3 below)

1	2	3
Men's Team	Team GSR	All SA's GSR
Baseball	100%	99%
Basketball	100%	
CC Track	100%	
Football	100%	
Tennis	100%	

1	2	3
Women's Team	Team GSR	All SA's GSR
Basketball	91%	99%
Bowling	100%	
CC Track	100%	
Softball	100%	
Tennis	100%	
Volleyball	100%	

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Retention Rates - Men's Sports

Information obtained to complete this chart

- 2007-2008 NCAA Academic Progress Rate Report
- 2007-2008 NCAA Retention Rate Report

Men's Team	Team Retention by Ethnicity							Team Rate
	Am. Ind./AN	Asian/PI	Black	Hispanic	White	NR Alien	Other	
Baseball			850	882	857	875		854
Basketball			934					934
Cross Country			889			938		899
Football	**	**	916		667	**	**	915
Golf		1000	1000	1000	800	900		967
Tennis		1000	1000	1000		971		979
Track, Indoor			1000			1000		0
Track, Outdoor			892			1000		911
ALL SA's	**	944	924	952	810	967	1000	927
ALL Male SA's	**	1000	906	917	786	956	**	908

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Retention Rates - Women's Sports

Information obtained to complete this chart

- 2007-2008 NCAA Academic Progress Rate Report
- 2007-2008 NCAA Retention Rate Report

Women's Team	Team Retention by Ethnicity							Team Rate
	Am. Ind./AN	Asian/PI	Black	Hispanic	White	NR Alien	Other	
Basketball		750	954					946
Bowling			1000		667			0
Cross Country			922	1000		**		926
Golf			1000			1000	1000	1000
Softball			971	1000	889	1000		975
Soccer			957	1000	**	900	**	953
Tennis		1000	1000			962		967
Track, Indoor			1000					0
Track, Outdoor			940	1000		1000		943
Volleyball			938			1000		943
ALL SA's	**	944	924	952	810	967	1000	927
ALL Female SA's		875	951	1000	857	975	1000	954