



Accelerating Academic Success Program Current Grant Recipients with Initiatives



Updated December 1, 2014

NCAA ACCELERATING ACADEMIC SUCCESS PROGRAM

Table of Contents

NCAA ACCELERATING ACADEMIC SUCCESS PROGRAM OVERVIEW 1

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE 5

COPPIN STATE UNIVERSITY 9

JACKSON STATE UNIVERSITY 12

MISSISSIPPI VALLEY STATE UNIVERSITY 14

MOREHEAD STATE UNIVERSITY 17

NORFOLK STATE UNIVERSITY 20

NORTH CAROLINA CENTRAL UNIVERSITY 24

NORTHWESTERN STATE UNIVERSITY 28

TENNESSEE STATE UNIVERSITY 33

UTAH VALLEY UNIVERSITY 38

NCAA ACCELERATING ACADEMIC SUCCESS PROGRAM

NCAA Accelerating Academic Success Program Overview

Grant Program History.

August 2012, the NCAA Executive Committee approved the NCAA Accelerating Academic Success Program (formerly the NCAA Limited-Resource Institutions Grant Program Pilot). The purpose of this pilot program is to further the development of systems and enhancements that assist institutions in meeting the requirements of the NCAA Division I Academic Performance Program (APP), including increasing the graduation rates and academic success of student-athletes.

Eligible institutions were those non-Football Bowl Subdivision (FBS) institutions in the bottom 10 percent of resources of active Division I members, as determined by per capita institutional expenditures, per capita athletics department funding, and per capita Pell Grant aid for the student body.

A total pool of \$4.8 million is available for the grant program. Institutions were eligible to receive up to a maximum of \$300,000 per year for three years (subject to a yearly renewal assessment).

Thirty institutions were eligible for the pilot program; 24 institutions applied; and six were awarded grants. Grants will be distributed over three years and were awarded to the following campuses:

- ❖ California State University, Northridge for a total of \$900,000;
- ❖ Coppin State University for a total of \$900,000;
- ❖ Jackson State University for a total of \$900,000;
- ❖ Tennessee State University for a total of \$900,000;
- ❖ Morehead State University for a total of \$360,000; and
- ❖ Norfolk State University for a total of \$330,000.

Grant recipients were selected by a committee made up of representatives from the NCAA membership and staff. The group considered several criteria including presidential oversight, involvement of key staff, goals identified by the institution, the institution's ability to match grant funds, the demonstrated sustainability of the initiative, the institution's history in APP, and institution's infractions history.

"As the academic expectations for Division I student-athletes continue to increase, the NCAA is proud to offer assistance to those institutions that have demonstrated need and a plan for using these funds to contribute to student-athlete success," said NCAA executive vice president Dr. Bernard Franklin—a former HBCU president. "We hope these institutions will serve as a model for other schools as they seek to meet the new APR benchmarks. This pilot program is evidence of the NCAA's commitment to the achievement of our member institutions and the student-athletes on their campuses."

NCAA ACCELERATING ACADEMIC SUCCESS PROGRAM

Over the three years, the grant program pilot funds will be used to support new programming and expand existing programs through initiatives such as summer bridge programs, summer financial aid, and mentoring and tutoring. Institutions will also use the funds to add additional academic staff and technology.

Grant Program Changes for 2014-15 and 2015-16.

In 2014, a review was conducted of the impact of the NCAA Division I Academic Performance Program Supplemental Support Fund (SSF). The SSF was established, in 2007, to award grants for innovative solutions to barriers preventing student-athlete retention and progress-toward-degree completion with success to be measured by team NCAA Division I Academic Progress Rate (APR) and Graduation Success Rate (GSR) improvement. It is a single year grant which provides funds in smaller amounts than the AASP program – grants were between \$2,000 and \$40,000 per institution.

Given the initial outcomes from the AASP and the desire to strengthen the impact of the SSF, the NCAA Executive Committee supported a recommendation to combine the programs into one grant program, AASP, with two tiers of funding. Those tiers are: (1) the Single Year - Initiatives Grant with a maximum of \$100,000 a year; and (2) the Multiyear - Comprehensive Grant with a maximum of \$300,000 per year for three years. However, the changes in eligibility and requirements for the Single Year – Comprehensive Grant will not take effect until 2015-16 academic year.

Therefore, for 2014-15, the Single Year – Initiatives Grant level will have approximately \$1,000,000 to distribute to limited-resource institutions using criteria similar to those of the old Supplemental Support Fund. The Multiyear – Comprehensive Grant level will have approximately \$1,000,000 to distribute to limited-resource institutions.

For 2015-16, the Single Year - Initiative Grant will have different eligibility, funding and requirements. Here are a few of the changes:

1. **Purpose:** A single year grant to fund initiative(s) that supports the academic success of the institution's student-athletes by increasing eligibility, retention and/or grade-point averages.

This grant will be limited to initiatives related to: (1) direct student-athlete development (e.g., financial aid, life-skills, leadership, etc.); (2) technology; (3) equipment and furniture; (4) professional development for staff; and (5) renovations.

Requests for full-time staff positions may only be made through the Multiyear - Comprehensive Grant application.

NCAA ACCELERATING ACADEMIC SUCCESS PROGRAM

2. **Eligibility:**

- a. Those non-FBS institutions in the bottom 10 percent of resources of active Division I members, as determined by per capita institutional expenditures, per capita athletics department funding, and per capita Pell Grant aid for the student body; **OR**

Any institution, regardless of resources, in conferences in which at least 60 percent of the institutions of that conference are non-FBS institutions in the bottom 10 percent of resources of active Division I members; **AND**

- b. The institution has three teams below 930 AND the institution has NOT been subject to level II and III Committee on Academic Performance penalties in the last two APR years (academic years 2011-12 and 2012-13); **OR**

The institution has two or less teams below 930.

3. **Funding Level:** Institutions are eligible to receive up to a maximum of \$100,000. Institutions that are awarded an initiative grant are required to provide a 20 percent match of grant dollars. As mentioned earlier, the total of the grant funding pool has not increased. Therefore, to increase the amount of funding provided to institutions, not every grant request will be funded.

4. **Expected Outcome:** Successful completion of funded initiatives that support the academic success of the institution's student-athletes by showing an increase in eligibility, retention and/or grade-point averages.

5. **Factors Considered In Awarding Grants:**

- a. Endorsement of the chancellor or president as well as the director of athletics' approval, oversight and implementation of the plan.
- b. Involvement of head coaches of teams not meeting APR benchmarks.
- c. Specific request for use of NCAA dollars and rationale demonstrating how such expenditures will meet the grant program's expected outcomes.
- d. Demonstration of sustainability of proposed initiative(s)/programs(s) beyond the period of the grant.
- e. Strategies for assessing the impact of the initiative(s)/program(s).
- f. Historical overview and assessment of APRs.
- g. Review access to and use of grant funds from the NCAA (e.g., SSF and/or AASP pilot dollars, if any).
- h. Demonstrated success in implementation of APR improvement plans to date.

NCAA ACCELERATING ACADEMIC SUCCESS PROGRAM

- i. The circumstances surrounding an institution's involvement in a major enforcement investigation and/or a recent finding of lack of institutional control made against the institution by the NCAA Division I Committee on Infractions.
- j. The institution's ability to provide a 20 percent cash match of grant funds.
- k. Resource level of the institution.

An updated Accelerating Academic Success Program brochure, with the complete requirements and details, will be provided to all eligible institutions in the spring 2015.

California State University, Northridge



California State University
Northridge

Founded in 1958, California State University, Northridge is a vibrant and global community located on 356-acres in the heart of Los Angeles' San Fernando Valley. Northridge, which is among the nation's largest single-campus universities, encourages students to combine academic pursuits with hands-on experience. It also serves as the intellectual, economic and cultural heart of the Valley and beyond. Alumni include California Teachers of the Year as well as 2012's national Teacher of the Year, Grammy Award winners, public officials, nationally-recognized newscasters and a space shuttle astronaut. Their success reflects the hard work of Northridge students and the ongoing dedication of faculty and staff.

University Mission

California State University, Northridge exists to enable students to realize their educational goals and to promote the welfare and intellectual progress of students. We design programs and activities to help students develop the academic competencies, professional skills, critical and creative abilities, and ethical values of learned persons who live in a democratic society, an interdependent world, and a technological age; we seek to foster a rigorous and contemporary understanding of the liberal arts, sciences, and professional disciplines. We specifically value **respect for all people**. We aspire to behave as an inclusive, cooperative community. Our behaviors, policies, and programs affirm the worth and personal dignity of every member of the University community and contribute to a campus climate of civility, collegiality, tolerance, and reasoned debate.

Educational Opportunity Program

Educational Opportunity Program at CSUN (EOP) is designed to improve access and retention of historically low-income and educationally disadvantaged students. EOP students have the potential and demonstrated motivation to perform satisfactorily at a CSU, but they have not been able to realize their fullest potential because of their economic or educational background. The program provides admission and academic assistance to EOP-eligible undergraduate students. In many cases, the program offers financial assistance to eligible students. Campuses tailor their programs to accommodate the needs of their student population.

Educational Opportunities Resilient Scholars Program

Our mission is to empower former foster youth through higher education, and our program is committed to helping students exiting the foster care system succeed. Upon graduating each

student will be equipped with educational and interpersonal skills, helping them to be engaged citizens who go on to lead productive, meaningful lives.

Educational Opportunities/Trio Student Support Services Program

Student Support Services Program (SSSP) is dedicated to building a community of support, and we offer CSUN students the opportunity to participate in program services designed to develop the necessary skills to reach their academic and professional goals. We seek to increase the retention, persistence, and graduation rates of first generation, low income students. In partnership with University services, SSSP provides: Academic Support (tutoring), Career Counseling, Computer Lab, Cultural and Educational Enhancement Activities, Financial Literacy, Graduate School Information and Preparation Workshops, Holistic Advisement, Mentoring and Personal Development.

Academic Services For Student-Athletes (ASSA)

The mission of the Office of Academic Services for Student-Athletes is to assist in planning the student-athlete's educational and career goals. The office focuses on the individual needs of each student by providing academic advisement, eligibility information, and assistance in the interpretation of NCAA and University rules and regulations. The office also provides support services including tutoring, mentoring, "at-risk" programs, and other academic support services through its Matador Achievement Center.

The tutoring services provided to student-athletes by the Matador Achievement Center are intended to supplement tutorial services on campus. Student-athletes are able to work one-on-one with a tutor either by appointment during the day, or on a walk-in basis at night.

The purpose of the program is to provide student-athletes with a nurturing intellectual environment. The mentor can help increase a student's self-esteem and greatly improve social and intellectual skills. This is attained by constructive encouragement and consistent academic inspiration. The mentor works with the goal of empowering the student-athlete to become a more effective and independent learners.

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Undergraduate Student Demographic Breakdown

Total Undergraduate Students	31,893	
Gender		
Women	17,670	55%
Men	14,223	45%
Race/Ethnicity		
American Indian / Alaskan Native	62	<1%
Asian	3,592	11%
African American / Black	2,334	7%
Hispanic	11,612	36%
Native Hawaiian or Other Pacific Islander	91	<1%
White	8,835	28%
Two or More Races	869	3%
International	1,998	6%
Race/Ethnicity Not Reported	2,500	8%

CSUN is a certified Hispanic-serving institution (HIS) and an Asian-American Native-American Pacific-Islander-serving institution (AANAPISI).

ACCELERATING ACADEMIC SUCCESS FUNDED PROGRAM INITIATIVES

- **Biannual Review of Academic Resources**. Create and implement bi-annual review of academic resources beginning fall 2012 to provide comparative data. Using both qualitative data and student-athlete survey responses, the oversight committee will compare pre- and post-initiative grade-point averages (individual and team), four-year degree completion data, and equipment and facility utilization averages.

Utilize Advisor Track (existing software already on campus) program for signing in and out of the Matador Achievement Center and for scheduling appointments. This program will provide the ability to track usage of the center and provide us with data necessary for us to assess effectiveness and availability of academic resources provided.

- **Facility Development and Enhancement**. Facility development and enhancement is necessary to increase academic support space for the following improvements: additional staff offices; additional student space that is quiet, private and functional for individual or small group mentoring and tutoring; additional desktop and portable word processors and printers; new mobile technology for

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

a campus-wide myCSUNtablet initiative; and the provision of a community center where student-athletes from across all programs have opportunity to socialize.

- **Increase Academic Support Staff.** Create and post job descriptions for additional permanent staff. Restructure existing academic support staff positions to provide for most appropriate and functional reporting lines per the direction of the senior director of Undergraduate Studies. Search, hire and train new academic support staff. Mentoring and tutoring expansion and additional equipment.
- **Summer School Head Start Program.** Collaborate with the Associate Vice President for Undergraduate Studies and the director of the Educational Opportunity Program to create a six unit summer school offering for incoming freshmen to include University 100 and either remedial math or English as needed.

Create a summer workshop program to be facilitated by faculty liaisons to assist with orienting new students to college expectations; specifically to increase effective communication with professors and other interested parties (as measured with pre- and post- workshop surveys of behavior).

Create guidelines for selection of incoming first-time freshmen from academic at-risk teams. Specifically, we will encourage earlier recruitment so that first-time freshmen can take advantage of our summer head-start program.

Provide scholarship for 57 selected first-time freshmen for six-week summer program and mentoring and tutoring support. In addition, create and present life-skills workshops for students attending summer school.

Track the 57 selected student-athletes for academic success and subsequent graduation.

- **Update Technology.** Purchase mobile technology (tablets and small laptop computers) with Webcam and wireless Internet capabilities for student-athlete use. The technology can be checked out for a semester and can be used for all word processing needs on campus and as well as for Web-based tutoring or mentoring while student-athletes are away from campus on team travel, thus overcoming the negative impact of missing class.

Create stand-alone print stations in each academic support lab.

Add webcams to 10 of the existing desktops to be used by mentors and tutors for appointments with student-athletes while they are away.

Coppin State University



Coppin State University is a model urban, residential liberal arts university located in the northwest section of the City of Baltimore that provides academic programs in the arts and sciences, teacher education, nursing, graduate studies, and continuing education. An HBCU (Historically Black Colleges and Universities), Coppin has a culturally rich history as an institution providing quality educational programs and community outreach services. Coppin offers 53 majors and nine graduate-degree programs. A fully accredited institution, Coppin serves Baltimore residents as well as students from around the world, with flexible course schedules that include convenient day, evening, and weekend classes and distance learning courses.

Coppin, which was officially renamed Coppin State University on April 13, 2004, is accredited by the Middle States Association of Colleges and Schools. In addition, the undergraduate and graduate academic programs are accredited by a number of specialized agencies. Teacher education programs are accredited by the National Council for the Accreditation of Teacher Education and are approved by the Maryland State Department of Education.

Faculty members of Coppin State University are well qualified as confirmed by all of the accrediting agencies that evaluate our academic programs. Many hold terminal degrees in their field. They come to Coppin from diverse ethnic backgrounds, with outstanding credentials from leading universities throughout the country and abroad.

The student population is comprised of nearly 4,000 students who are enrolled in day, evening and weekend undergraduate/graduate courses. Many are Baltimore residents from very diverse ethnic, religious and socio-economic backgrounds. Coppin has graduated thousands of alumni who are making a tremendous impact in the State of Maryland in various fields, particularly Human Services.

Now, and in the years to come, Coppin State University will continue to help bring the dreams of its students to fruition through its educational programs, reach beyond its campus to help the community, and serve the citizens of Baltimore, the State of Maryland, and the nation.

Summary Mission Statement

Coppin State University, an urban, comprehensive, historically Black institution located in Baltimore, Maryland, offers quality undergraduate and graduate programs in teacher education, the liberal arts,

COPPIN STATE UNIVERSITY

mathematics, sciences, technology, and professional disciplines. The University provides educational access and diverse opportunities for students through excellence in teaching, research, and community engagement thus preparing analytical, socially responsible, lifelong learners. Coppin State University builds on a rich legacy of empowering students, promoting community revitalization, and strengthening relationships with local, national, and global partners.

School Colors: Reflex blue and antique gold. The bold colors of Coppin State University are immediately recognizable. Confident and distinguished, the colors weren't always as they are now.

Selected in the 1930s when Coppin State was a teacher's college, the university's original colors were pastel blue and pastel yellow, both favored by its mainly female student body. As more men began enrolling in the 1940s, the colors were changed to the familiar blue and gold of today.

Eagle Mascot: Paired with the proud blue and gold is Coppin's mascot: the majestic eagle. Representing courage, nobility and strength, it's as fitting for today's Coppin student body as it was over 100 years ago.

ACCELERATING ACADEMIC SUCCESS PROGRAM FUNDED INITIATIVES

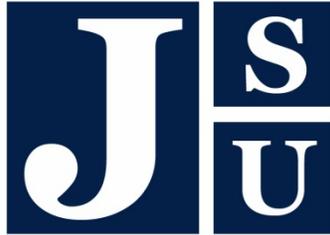
- **Create a Faculty Enrichment Program and a Peer Mentoring Program to Support Student-Athletes' Academic Needs at Coppin State University.** Faculty mentorship is a key component of academic success for student-athletes. There is a growing trend to include faculty members in the lives of student-athletes and athletic departments. A Faculty Enrichment Program between the athletic department and the Coppin State faculty will increase the contact hours between student-athletes and faculty. Faculty will serve as mentors, tutors, and will guide the student-athlete toward timely graduation. Additionally, the opportunity to increase contact hours between student-athletes and individual faculty will increase mentor opportunities.
- **Create a Mobile or Satellite Athletic Computer Lab for Away From Home Competition.** Purchase 25 new lap tops/iPad computers, 10 mobile hot spots and a tent for the athletic department to provide to teams for away contests.
- **Develop a Campus Wide Academic Progress Rate (APR) Team.** Provide the resources for the APR team to create and develop a comprehensive strategic APR Improvement Plan. The APR team will also document the contribution that NCAA pilot programs make toward the expected outcome.
- **Increase Academic Staff for the Athletic Academic Services at Coppin State University.** Hiring four academic staff members and three hourly workers to create the new Academic Services Department. Their titles are listed as follows:
 - Coordinator of Academics for Athletics;
 - Athletic Academic Advisors;
 - Athletic Academic Counselor/Eligibility Specialist; and
 - Class Checker.

COPPIN STATE UNIVERSITY

- **Increase Summer School and Winter Session Opportunities for Student-Athletes.** Increase the opportunities Coppin State student-athletes have to take summer and winter term classes, receiving credit towards their degrees.
- **Increase the Number of Real Time Graduates at Coppin State University by Establishing a Fifth Year Degree Completion Program for Student-Athletes Who Exhausted Eligibility.**
- **Notable Broad Base Development of APR "Best Practice" Procedures Campus Wide.** Provide three professional development opportunities to athletics staff, APR team members and/or academic administrators each year.
- **Provide Resources to Support Academic Readiness for our Student-Athletes.** An "at-risk" student is one who suffers from a learning disability; or has poor academic preparation prior to entering Coppin State.

Provide the necessary academic resources to identify "at-risk" student-athletes through diagnostic testing established intervention technique to help "at-risk" student-athletes prepare academically at Coppin State.

Jackson State University



History

Jackson State University has a distinguished history, rich in the tradition of educating young men and women for leadership, having undergone seven name changes as it grew and developed.

Founded as Natchez Seminary in 1877 by the American Baptist Home mission Society, the school was established in Natchez, Mississippi "for the moral, religious and intellectual improvement of Christian leaders of the colored people of Mississippi and the neighboring states." In November 1882, the school was moved to Jackson; in March 1899, the curriculum was expanded and the name was changed to Jackson College.

The state assumed support of the college in 1940, assigning to it the mission of training teachers. Subsequently, between 1953 and 1956, the curriculum was expanded to include a graduate program and bachelor's programs in the arts and sciences; the name was then changed to Jackson State College in 1956.

Further expansion of the curriculum and a notable building program preceded the elevation of Jackson State College to university status on March 15, 1974. In 1979, Jackson State was officially designated *the* Urban University of the State of Mississippi. Presently, Jackson State University, a public, coeducational institution, is supported by legislative appropriations supplemented by student fees and federal and private grants.

Vision

Building on its historic mission of empowering diverse students to become leaders, Jackson State University will become recognized as a challenging, yet nurturing, state-of-the-art technologically-infused intellectual community. Students and faculty will engage in creative research, participate in interdisciplinary and multi-institutional/ organizational collaborative learning teams and serve the global community.

Mission

The University produces technologically-advanced, diverse, ethical, global leaders who think critically, address societal problems and compete effectively.

ACCELERATING ACADEMIC SUCCESS PROGRAM FUNDED INITIATIVES

- **AAEC Staff**. The AAEC staffing element of the programming is intended to increase the number of full-time staff available to assist the student-athlete population.
- **Academic Software Initiative**. The academic software initiative is centered around using technology to expand student-athlete access to academic support services, while enhancing access for AAEC staff, coaches, and athletics administrators to real-time academic performance and progress information for student-athletes.

The initiative currently includes the use of two software packages: Grades First and Net Tutor. Utilization of Grades First centralizes the athletics academic support function. Study hall requirements and attendance, progress reports, team travel letters, advisement and tutoring appointments, student notes (from professor, tutor, advisor, coach, etc.), staff and student calendars, etc. are all managed within the portal.

- **Degree Completion Internship Program**. The JSU Degree Completion Internship Program assists student-athletes who have exhausted their eligibility with completing their remaining degree requirements while gaining valuable, on-the-job experience in the Division of Athletics. Recipients of this internship opportunity are required to work up to 20 hours weekly - a minimum of 10 - in one of the athletics offices or they may work with one of the sports programs (contingent upon applicable career goals). The internship opportunity pays a percentage of the student-athlete's financial balance based on grade-point average, in-state or out-of-state status, and on- or off-campus status.
- **Pro Path Initiative**. The Pro Path initiative is a new, formalized initiative intended to advance the matriculation period for student-athletes with exceptional talent levels (athletically and/or academically) who express an intent or desire to pursue professional opportunities at the conclusion of their eligibility. The program will assist student-athletes with advanced matriculation through development of accelerated academic success plans, development of written career plans and associated goals, assignment of an academic/career mentor, mandatory participation in Pro Path workshops, and a commitment of funding for 15 hours of summer school.
- **SMART Classroom Initiative**. The SMART Classroom Initiative is being developed in an area in the AAEC that will be designated for virtual and interactive learning for student-athletes. The SMART Classroom will be used to teach future ARMs course, as well as to: conduct small and mid-size group study sessions, to facilitate supplemental instruction, and to expose student-athletes to technology-based learning methods. Facility will also be used to conduct virtual study sessions once fully developed and implemented.

Mississippi Valley State University



Mission

Mississippi Valley State University, as a Carnegie Classified Master's University, provides comprehensive undergraduate and graduate programs in education, the arts and sciences, and professional studies. The University is driven by its commitment to excellence in teaching, learning, service, and research--a commitment resulting in a learner-centered environment that prepares critical thinkers, exceptional communicators, and service-oriented, engaged, and productive citizens. MVSU is fundamentally committed to positively impacting the quality of life and creating extraordinary educational opportunities for the Mississippi Delta and beyond.

History

Legislation authorizing the establishment of the institution under the name Mississippi Vocational College was enacted by the Mississippi Legislature in 1946. The express purpose for the new college was to train teachers for rural and elementary schools and to provide vocational training.

The groundbreaking ceremony was held February 19, 1950, with the late Honorable Governor Fielding Wright, the Board of Trustees of State Institutions of Higher Learning, the first president of the University, Dr. James Herbert White, and interested friends participating.

The college opened in the summer of 1950 with enrollment of 205 in-service teachers. The first academic year, 1950-51, opens with 14 regular students and seven faculty members. The college offered the Bachelor of Science degree in 14 areas and provided Extension Services. The name of the institution was changed to Mississippi Valley State College in 1964. The college was authorized to offer the liberal arts degree as well as the science and education degrees. Dr. Earnest A. Boykins, the college's second president, takes office in July 1971. The Honorable Governor William A. Waller signs into law the bill granting university status to the

MISSISSIPPI VALLEY STATE UNIVERSITY

institution on March 15, 1974. The institution name has since been known as Mississippi Valley State University.

The University began offering its first master's degree in 1976. The University now offers the master's degree in environmental health, elementary education, criminal justice, business administration, special education, rural public policy and the master of arts in teaching.

Enrollment: 2,500.

Location: Mississippi Valley State University is located in Leflore County, one mile northeast of Itta Bena, adjacent to U.S. Highway 82. The institution is located on a 450-acre tract of land. The site for the campus development consists of 200 acres.

Colors: Forest Green and White.

Mascot: Devil (aka Delta Devils).

Athletics: Competes in the Southwestern Athletic Conference.

ACCELERATING ACADEMIC SUCCESS PROGRAM FUNDED INITIATIVES

- **Athletic Academic Counselors** : Athletic Academic Counselors will work closely with our student-athletes during their first year. The objective is to make sure that the student-athlete is taking courses that go toward their desired major. The counseling process is a collaborative effort between the student-athlete and his or her sport Athletic Academic Counselor because we want you to have a clear understanding of the required courses and other academic requirements for his or her major. The proposed schedule will be shared with the student-athlete's faculty academic advisor or an advisor in the Center for Excellence in Student Learning (CESL).

Athletic academic counselors will meet with coaches on a regular basis to discuss the academic successes and needs of their athletes. Weekly academic reports will be shared with the head coaches to include study table and tutorial attendance reports as well as unexcused missed class time, unfulfilled assignments, and missed exams. Each student is assigned an athletic academic counselor to assist the student-athlete with a smooth transition by helping with study skills, goal setting and time management. At the start of each semester, the academic counselor will collect syllabi for each class and compile a calendar with due dates and scheduled tests for each student.

- **Interns** : Two (2) Interns will be assigned to work with the Academic Counselors and One (1) intern will assist the Learning Specialist/Life Skills Coordinator.
- **Learning Skills Specialist/Life Skills Coordinator** : The Learning Specialist will lead study halls, and be available during tutoring sessions to support student-athlete academic success.

MISSISSIPPI VALLEY STATE UNIVERSITY

- **Facility Improvements** : Enhancing the technology infrastructure will also play a role in improving academic success of our student-athletes. The majority of our team travel is provided by University's Transit Department. We currently do not have internet access on our buses. Through the grant initiative, we will install internet services on two 47 or 54 passenger buses and two 25 passenger buses over the grant period. We will also provide mobile internet hot spots and laptops for teams to utilize during team travel.

This includes purchasing computers, laptops, iPads, and other improvements to the study facility. Also includes carpeting, maintenance, repair and miscellaneous.

- **Professional Memberships for Staff** : Memberships to professional organizations for Director of Student-Athlete Academic Services, Athletic Academic Counselors, and Learning Specialist/Life Skills Coordinator.
- **Travel for Academic Support Staff** : The Director of Student-Athlete Academic Services and academic counselors will be assigned one or more sport teams and they will travel with their respective sport teams as needed to ensure the continuity of academic support and success.
- **Tutors** : The tutorial program will be an important component of the enhancements to the academic support services. The 15-20 tutors will be used to provide tutorials by appointment for student-athletes. There will be three options for tutorials services; scheduled individual sessions (one-on-one), drop-in tutoring, and team study halls. In all instances, appointments are approved by the Director and all tutorial sessions occur in one of the highly supervised support study areas. All tutors will receive training and meet the following criteria:
 - graduate or upper level (junior or senior) undergraduate student currently at MVSU
 - have a GPA of 3.0 or higher,
 - have received an "A" in the class(es) they intend to tutor,
 - are recommended by at least one MVSU faculty member, and approved by the interview committee.

Morehead State University



Morehead State University delivers strong and affordable education for friendly, ambitious students who thrive in a student-focused learning environment defined by small class sizes and faculty committed to teaching and student success.

In nearly 125 years, the sweep of history has carried Morehead State University and its predecessor institution, the Morehead Normal School, from one makeshift classroom to the high-tech world of Internet-based classes and a radio telescope/space tracking system which reaches from a campus ridgetop literally to the stars.

One student appeared on the first day of class in October 1887, in a little, rented cottage where the Adron Doran University Center now stands. Tens of thousands of students have come from the foothills and mountains, the river towns and the hillside farms of East Kentucky and beyond to seek the means to a better life in this beautiful, forested valley. Our first president, Frank Button, and his widowed mother, Phebe, literally spent their lives bringing "a light to the mountains" by founding a church-sponsored school to train teachers.

The University began as Morehead Normal School, which opened its doors in 1887. The private school closed in the spring of 1922 when the Kentucky General Assembly established Morehead State Normal School. The state institution accepted its first students in the fall of 1923 and graduated its first class in 1927. Name changes occurred in 1926 when "and Teachers College" was added, again in 1930 when it was shortened to Morehead State Teachers College, again in 1948 when "Teachers" was dropped and, finally, to university status in 1966. Thirteen men, starting with Frank C. Button, have served as president. Dr. Wayne D. Andrews assumed office as the 13th president on Jan. 1, 2005.

Enrollment: Nearly 11,000 students from 112 Kentucky counties, 45 states and 30 nations.

Carnegie Classifications: Master's Colleges and Universities and Larger Programs.

Academic Programs: 141 undergraduate degree programs including associate and baccalaureate degrees and 76 graduate degree programs including 69 master's degrees, five education specialist programs (Ed.S) in five specialty areas as well as two Ed. D programs.

MOREHEAD STATE UNIVERSITY

Locations: Main campus in Morehead, KY. Regional Campuses Centers in:

- ❖ Ashland.
- ❖ Jackson.
- ❖ Mount Sterling.
- ❖ Prestonsburg.
- ❖ West Liberty.
- ❖ Other location in East Kentucky and online.

Safety: The campus is ranked among the safest in the nation.

Colors: Blue and Gold.

Mascot: Eagle (aka Beaker).

Athletics: Charter member of the Ohio Valley Conference NCAA Division I. Football competes in the Pioneer Football League

ACCELERATING ACADEMIC SUCCESS PROGRAM FUNDED INITIATIVES

- **5th Year Aid/Summer School.** Funds marked for summer school aid will continue to be awarded on a priority system. Student-athletes requesting aid that need classes to become eligible, remain eligible or maintain progress toward degree will be given first priority. With any remaining funds, students that need classes to complete degree requirements or need to take additional classes to graduate on time will be awarded. Any additional requests for summer school will be accommodated as funding allows.

Fifth-year aid awards will be given in accordance with NCAA bylaws to student-athletes who have exhausted athletics eligibility.

- **Institutional Work Studies.** Currently all work studies that are employed in the Eagle Center are paid through their Federal Works study. We are very limited in the students that we select from because they have to financially qualify for the position. By funding all work study spots institutionally, we will be able to be more selective in the students we hire. We can recruit students in specific majors to work. By recruiting these students, they will be able to tutor in addition to working the desk.
- **Learning Specialist.** Currently student-athletes with diagnosed learning disabilities are accommodated for classes, but there are no on-campus specialized tutoring services. The addition of a learning specialist will make it possible for us to create and implement individualized learning plans for student-athletes. The learning specialist will assist in identifying at-risk student-athletes

MOREHEAD STATE UNIVERSITY

and coordinate wrap-around services with on campus and athletics department resources in addition to providing one-on-one tutoring with at-risk student-athletes.

- **Learning Specialist/GA office Set Up.** This initiative will create private space within the existing footprint of the Eagle Center to house the learning specialist and graduate assistants. The additional staff will need to be outfitted with computers, desk, chairs, phone line, office supplies, Internet connection, etc.
- **Professional Development.** Currently there is no professional development for the academic support staff. This money would allow all staff, current and proposed, to attend professional development conferences, maintain certifications and memberships that will benefit the academic success of our student-athletes. This allotment could also be used to get the Eagle Center N4A certified.
- **SAAC Budget.** We lose more retention points than eligibility points. The student-athlete advisory committee is a group that can give students a voice in the athletics department and governance structure of the NCAA. Research shows that engaging students and making them feel part of something bigger will increase their retention. Former student-athletes have also indicated through exit interviews that they think it would be worthwhile to do more large-group athletics department activities. They would like to get to know other students and feel more connected. By giving SAAC a budget and parameters for planning group activities, students should feel more connected to each other.
- **Tutoring/Mentoring Supplies.** Purchase textbooks for tutoring; planners for all student-athletes; mentor handbook and materials; and mentor/mentee kickoff event.

Norfolk State University



Norfolk State University was founded in 1935. The college, brought to life in the midst of the Great Depression, provided a setting in which the youth of the region could give expression to their hopes and aspirations. At its founding, it was named the Norfolk Unit of Virginia Union University. In 1942, the college became the independent Norfolk Polytechnic College, and two years later an Act of the Virginia Legislature mandated that it become a part of Virginia State College.

The College was able to pursue an expanded mission with even greater emphasis in 1956 when another Act of the Legislature enabled the institution to offer its first baccalaureate degree. The college separated from Virginia State College and became fully independent in 1969. Subsequent legislative acts designated the institution as a university in 1979 and authorized the granting of graduate degrees.

Today, the University is proud to be one of the largest predominantly black institutions in the nation. Furthermore, it is committed to pursuing its vital role of serving the people of the Hampton Roads area, the state, and the nation.

Mission, Vision and Core Values

Mission Statement

Through exemplary teaching, scholarship, and outreach, Norfolk State University transforms lives and communities by empowering individuals to maximize their potential, creating life-long learners equipped to be engaged leaders and productive global citizens.

Vision Statement

Norfolk State University will be recognized nationally for its outstanding academic programs, innovative research, scholarship, and global outreach, advancing the transformative power of education to change lives and communities.

NORFOLK STATE UNIVERSITY

Core Values

Norfolk State University's strength lies in its value system. These core values embody the principles, ideals, and beliefs of our students, faculty, staff, and Board of Visitors. They form the foundation for our actions, and reflect what's important to us as members of the Norfolk State University community:

1. **Academic Excellence** – We are dedicated to fostering the highest educational standards of excellence for student achievement and faculty teaching and scholarship by creating stimulating learning environments that promote intellectual growth, innovation and discovery, and life-long learning.
2. **Student-Centered** – Students are our top priority, and we are committed to helping them become globally competitive in an enriching, stimulating and supportive environment.
3. **Diversity** – We embrace and respect all people, cultures, ideas, beliefs, lifestyles, and perspectives.
4. **Integrity and Collegiality** – We expect everyone to be accountable for his or her actions and to engage in honest, ethical behavior. We value the contributions of each person, treating all with respect and civility, and affirm our shared responsibility for institutional success.
5. **Engagement** – We assert our commitment to serve as an important strategic partner and resource for the Hampton Roads region, Commonwealth of Virginia, and the nation by promoting educational attainment, cultural enrichment, and economic development.

NORFOLK STATE UNIVERSITY

Fall 2012 Fact Sheet

Category	2012	Category	2012
Total Student (Headcount)	7,100	Enrollment by College and School	
FTE (Full-Time Equivalency)	5,911	College of Liberal Arts	2,686
Full-Time Headcount	5,645	College of Science, Engineering and	2,293
Part-Time Headcount	1,455	School of Business	826
Total Undergraduates	6,367	School of Education ¹	681
Total Graduates	733	School of Social Work	614
Total Full-Time Undergraduates	5,209		
Men	1,931	Enrollment by Level	
Women	3,278	First-Time Freshmen	1,088
Total Full-Time Graduates	436	Other Freshmen	1,055
Men	105	Sophomores	1,233
Women	331	Juniors	1,213
Total Part-Time Undergraduates	1,158	Seniors	1,723
Men	313	Non-Degree Undergraduates	55
Women	845	Graduates	701
Total Part-Time Graduates	297	Non-Degree Graduates	32
Men	83	Degrees Conferred	
Women	214	Associate	77
Residency, Gender and Race		Certificate	
In-State	6,004	Bachelor	813
Out-of-State	1,096	Masters	261
Blacks	5,916	Doctoral (Psy.D)	0
Whites	388	Doctoral (Ph.D)	5
Others (includes international and unknown)	796	Campus Profile	
% Blacks	83.3%	Undergraduate Transfers	534
% Whites	5.5%	Residential Students	2,442
% Others (includes international and unknown)	11.2%	Student Athletes	311
% Female	65.7%	Credit Enrollment	
% Male	34.3%	On-Campus	7,084
Total Women	4,668	Off-Campus	16
Black	3,873	Mean (Average) Student Age	25
White	264		
Hispanic	115	Freshmen Retention Rate	74%
American Indian	11		
Asian American	32		
Pacific Islander	8		
Multiple Races	101		
International	18		
Unknown	246		
Total Men	2,432		
Black	2,043		
White	124		
Hispanic	53		
American Indian	3		
Asian American	15		
Pacific Islander	2		
Multiple Races	55		
International	36		
Unknown	101		

¹ Does not include teaching majors within other schools.



ACCELERATING ACADEMIC SUCCESS PROGRAM FUNDED INITIATIVES

- **Increased Staffing.** An additional full-time academic coordinator improves the ratio of staff to student-athletes. Provides more individualized service for student-athletes. Provides an additional check and balance for academic information regarding eligibility. Add new position of eligibility specialist. Creates centralized position responsible for assessing and processing academic reports used for certifying eligibility and Academic Performance Program (APP)/Graduation Success Rate (GSR) reports.
- **Summer Bridge.** Four-week program currently operated through the Office of First Year Experience and ACCESS (Academy for Collegiate Excellence and Student Success). The BRIDGE program is designed to help "at-risk" students transition into a college environment and prepare for college-level academics. Students participating in BRIDGE earn six hours (three in algebra and three in English), are assessed for writing and math skills and have an opportunity to become acclimated to the University.

NORTH CAROLINA CENTRAL UNIVERSITY

North Carolina Central University



**NORTH
CAROLINA
CENTRAL
UNIVERSITY**
FOUNDED 1910

Mission

North Carolina Central University is a comprehensive university offering programs at the baccalaureate, master's and selected professional levels. It is the nation's first public liberal arts institution founded for African-Americans. The university upholds a strong liberal arts tradition and a commitment to academic excellence in a diverse educational and cultural environment. It seeks to encourage intellectual productivity and to increase the academic and professional skills of its students and faculty.

The mission of the university is to prepare students academically and professionally to become leaders prepared to advance the consciousness of social responsibility in a diverse, global society. As the university continues to serve its traditional constituency of African-American students, it will also expand its commitment to meet the educational needs of a student body that is diverse in race and other socioeconomic qualities.

Teaching, supported by research, is the primary focus of the university. As a part of that focus, the university encourages its faculty to pursue intellectual development and rewards effective teaching and research. The university recognizes the mutually reinforcing impact of scholarship and service on effective teaching and learning. NCCU therefore encourages and expects faculty and students to engage in scholarly, creative and service activities that benefit the community.

Quick Facts

Chancellor: Dr. Debra Saunders-White

NORTH CAROLINA CENTRAL UNIVERSITY

Student Enrollment:

Number of Students: 8,155

Undergraduates: 6,369

Graduate / Professional: 1,786

Student Profile: 78% African-American, 12% White, 1.8% Hispanic; 1.2% Asian

International Students: 0.007 %

2010 Freshman-to-Sophomore Retention: 68%

Campus-housed Undergraduates: 33%

Student/Faculty Ratio: 15:1

Average Class Size: 21

Number of Degrees Offered: 78 (146 with concentration)

Bachelor's: 37

Master's/First Professional: 39

Certificates: 1

Doctoral: 1

Number of Degrees Awarded: 1,585

Top Undergraduate Degree Programs:

1. Criminal Justice
2. Family and Consumer Science
3. Business Administration

Top Graduate Degree Programs:

1. Law
2. Library Science
3. Public Administration

Number of Buildings: 64

Number of Registered Student Organizations: 135

Number of Honor Societies: 8

Athletic Conference: NCAA Division I MEAC (Mid-Eastern Athletic Conference): There are 310 student-athletes who compete in 14 NCAA Division I sports in the MEAC.

Tuition and Fees (per semester):

Undergraduate In-State: \$3,450.57

Undergraduate Out of State: \$8,737.07

NORTH CAROLINA CENTRAL UNIVERSITY

Graduate In-State: \$3,852.27 (excluding JD, MBA, MIS, MPA and PhD)

Graduate Out of State: \$9,676.77 (excluding JD, MBA, MIS, MPA and PhD)

Employees:

Employees: 1,813

Faculty: 666

Staff: 1,147

Service Projects

NCCU was the first UNC system campus to require community service for graduation, and we have gained national recognition from the Carnegie Foundation as a community-engaged university.

ACCELERATING ACADEMIC SUCCESS PROGRAM FUNDED INITIATIVES

- **Funds for Learning-Impacted Disability Testing** : Provide funding for cost associated with testing. The Office of Student Disability Services only provides certification for students with a current IEP. Many of our student-athletes have not had their IEP updated. Thus, there are student-athletes who cannot afford to pay for testing and therefore miss out on an opportunity to receive available services that will assist them with achieving eligibility and graduation.
- **Learning Specialist for Student-Athletes** : The Learning Specialist will provide assistance to academically at-risk student-athletes by developing, managing, implementing and monitoring a strategic study program to include providing mentors and tutors to at-risk student-athletes or student-athletes with learning-impacting disabilities. Duties include assessing the needs of at-risk student-athletes and developing success plans.

This individual will be responsible for providing academic support and services for the assigned group of individuals. This will be provided by being proactive, intrusive and by using research and knowledge gained in the field to create a sustained and individualized support system to enhance student success and help develop independent learners. This individual is also responsible for academic needs assessment for student-athletes with a learning disability or learning deficiencies. These responsibilities include serving as a liaison to Student Disability Services, gathering necessary special education documentation from high school/previous institution and helping students obtain reasonable accommodations through the university process. In addition, this position will when necessary provide referrals for further testing by a licensed Psychologist.

- **Preparing to Soar Program-Summer Bridge** : The University has an existing summer bridge program, Aspiring Eagles that was implemented in 2009. However, since the program is funded solely by state dollars, only state residents are eligible to attend. With over 70 percent of its

NORTH CAROLINA CENTRAL UNIVERSITY

student-athletes being from out-of-state, the program would bridge the gap for student-athletes left out by the current Aspiring Eagles program.

The goal of the PSP Program is to implement an intensive 7 or 8-week academic enrichment experience for incoming first generation, international and transfer student-athletes who will enroll at NCCU for the first time during the summer of 2015. The objective is to provide this enrichment experience to admitted students with SAT scores lower than 900, and/or an unweighted high school grade-point average of less than 2.5. PSP is designed to bridge the gap between high school and college by emphasizing academic preparedness development and enhancement of academic and social support and career awareness in order to provide these students with tools needed in order to successfully matriculate at NCCU.

Northwestern State University



Northwestern State University Statement

Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs.

Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

Athletics Mission Statement

Northwestern State University is committed to providing a multi-sport intercollegiate athletic experience for male and female students. Additionally, NSU is committed to assuring that women and minorities will be afforded the opportunities given to all staff and student-athletes. Just as the University strives for excellence academically, it will also reach for excellence in the Southland Conference and at the national level through NCAA Division I championships.

The success of the athletic program is not only measured by competitive standings but also by the academic achievement of student-athletes. All student-athletes are expected to meet entrance and academic standards set by the NCAA, the Southland Conference and the University. The ultimate goal of the program is to provide an opportunity for student-athletes to earn a degree, enter their chosen career field and have a positive impact on the lives of those they associate with on a personal and professional level.

NORTHWESTERN STATE UNIVERSITY

While striving for competitive success, those representing the NSU athletic department must also demonstrate a high level of sportsmanship towards opponents, fans, and officials and maintain a positive attitude which places the "spirit of competition" at the forefront of their words and actions regardless of the outcome of the contest. In addition, those representing NSU Athletics must exhibit knowledge of, respect for, and adherence to the ethical principles which are outlined in Bylaw 10 of the NCAA Manual. Generating positive publicity for the University should be achieved without compromising these ethical principles, including adherence to policies related to illegal gambling, recruiting, and the use of illegal drugs.

The Athletic Department is one component of a complete University. As part of the University, athletics makes a significant contribution to the attainment of the institutional goals of academic success, physical and emotional wellbeing and social development of student-athletes.

Enrollment: 9,447.

Location: Natchitoches, Louisiana

Colors: Purple and White.

Mascot: Demons (Vic the Demon).

Athletics: Competes in the Southland Conference.

ACCELERATING ACADEMIC SUCCESS PROGRAM FUNDED INITIATIVES

- **Academic Center Upgrades** : These upgrades will occur in three phases over the next three years. The first phase will allow student-athletes to access the academic center outside of normal operating hours. Currently, the Athletic Academic Center is open to all student athletes Monday-Thursday 8:00 a.m. -9:00 p.m. and Friday 8:00 a.m.-5:00p.m. These hours were conducive to the needs of the student-athletes until the on-campus library changed its hours. The library now closes at noon on Friday's, remains closed on Saturdays, and does not open again until Sunday at 2:00 p.m. Consequently, a two-day period exists during which student-athletes do not have access to a conducive study environment, and furthermore, this leaves many student-athletes without a proper place to study and complete coursework on Saturdays, which is sometimes the best day for student-athletes to focus on school work. The first proposed phase of this initiative would be to install a system which would allow student-athletes to access the academic center on weekends by swiping his/her student ID card.

The second phase of this initiative involves improving the overall study environment in the academic center. Currently, the Athletic Academic Center has 36 computers (housed in individual study carrels), four additional empty study carrels to be used by students who do not need a computer, and four individual study rooms, typically used for tutoring sessions. The current study carrels in place have been in the Athletic Academic Center since 2000, and are oversized, outdated,

and falling apart. Upgrades to the academic center would include the purchase of new study carrels, which would allow an additional four students to work productively in the academic center. Aside from adding additional space, the potential for updated and more comfortable study carrels will allow the student-athletes to have a more relaxing and productive study environment. An additional acquisition in this phase would be to purchase new chairs, as the current ones are starting to wear out as well. The purchase of new furniture would allow a more comfortable and nurturing environment to foster academic growth and productivity. Furthermore, the current set up of the Academic Center is not conducive to larger groups, like the football team, which come in for team study hall. During those times, it's not unlikely to find a handful of student-athletes sitting on the floor to do work.

The third phase of this initiative allows for electronic upgrades to the academic center. During a time when optimal access to superior electronics is vital to the current generation, the reliability of electronics within a study environment is paramount. This part of this initiative would allow for upgrades to the computers within the academic center. This phase of the grant would include re-networking the entire academic center, by adding an extra access point to make the wireless internet more accessible and efficient for student-athletes who choose to work on their personal computers. Finally, the institution would like to purchase a wall monitor to serve as an electronic message board for student-athletes as they enter the Academic Center. Student-athletes are continually pushing towards more electronic communication, and this would serve as a more effective way to communicate important academic information to the student-athletes (i.e. drop date information, registration information, academic workshops, tutoring, etc.).

- **Additional Academic Staff:** The third initiative requested is for an additional full-time employee on the NSU Athletic Department's academic staff which will enable the academic support program to better meet the needs of nearly 400 student-athletes. The current staff is composed of the Head Academic Coordinator, who also serves as the Athletic Department's Senior Woman Administrator and assumes a myriad of other duties, including sport oversight, and oversees the NCAA CHAMPS/Life Skills program; an Assistant Academic Coordinator, whose main responsibility is oversight for the department's Enhanced Academic Program (EAP) and who also assists with several other activities of the academic support program (i.e. annual Academic Achievement Banquet) and with the Life Skills program; and a graduate assistant who assists with the EAP program, as well with other duties. Between the two full-time staff members, all NCAA continuing eligibility is tracked for all fourteen teams at NSU. In addition, both full-time employees conduct guest coaching programs for football, men's basketball, and women's basketball, which honor professors on campus, as nominated by student-athletes. Having the ability to add a fourth individual to the academic support staff will help both delineate the current workload, which will result in a more efficient operation and more individual attention to student-athletes, and will also provide the opportunity to expand academic support programs, as needed. Most importantly, our Enhanced Academic Program is currently at capacity with 65-70 student-athletes as there are currently only two facilitators of this program. With the addition of another staff member with

NORTHWESTERN STATE UNIVERSITY

responsibilities within the Enhanced Academic Program, more student-athletes would be able to take advantage of the mentoring program. Furthermore, there is a need to include more freshmen among the 65-70 student-athletes enrolled in the Enhanced Academic Program but some emphasis must be placed on upperclassmen whose performance has jeopardized their team's APR. Having to allocate some (current) staff time to upperclassmen does not permit as much time as needed to include more freshmen in the EAP program. Adding more freshmen to the EAP program could help prevent those first-year student-athletes from getting to the point of jeopardizing their team's APR and it would be this new staff member who could assume oversight for additional freshmen added to the EAP program. The main job of the new staff member would be to serve as a "freshman-only" mentor in the Enhanced Academic Program to help them adjust to the transition of being a Division I student athlete.

- **Class Attendance Monitors** : During the 2012-13 academic year, the campus-wide in-house attendance reporting system became obsolete when the institution implemented a new student information system. Athletics suffered a major blow when this occurred, as the department depended on the attendance reporting system to monitor class attendance for those enrolled in the Enhanced Academic Program. In the past, the class attendance policy created for the Enhanced Academic Program had a major impact on the success of our student-athletes. Without a reliable attendance reporting system in place, the policy cannot be effective. For this reason, NSU believes it would be beneficial to employ class attendance monitors to require those enrolled in the Enhanced Academic Program to check-in during the day to ensure they are attending their classes.
- **In-House Tutoring Services** : Tutoring, in the eyes of the athletic administration, academic staff, and coaches, provides the necessary foundation and support for student-athletes to be successful. Since receiving funding from the Supplemental Support Fund for the tutoring program the last four years, student-athlete success has improved significantly. Thus, the athletic academic services staff recognizes the importance of providing tutors for the student-athletes and sees the necessity of maintaining that initiative to ensure student-athlete success. All tutors were required to undergo tutor training, as well as, an orientation session regarding NCAA rules. The institution would continue this training if further funding were received for this initiative. The funding also allows for the tutoring program to extend throughout the summer sessions. Additionally, with recent university budget cuts, it is possible for current campus tutoring (which has already been limited) to be eliminated, which would allow for no tutoring options for any students across campus.

Furthermore, the funding will also provide the opportunity for the staff to hire a graduate student as a tutor coordinator to allow the existing graduate assistant to focus more of their time on the Enhanced Academic Program, which works with at-risk student-athletes.

- **Leadership/Retention Programs** : NSU currently operates the Victorious for Life program, which is modeled after the NCAA's CHAMPS/Life Skills program. Monies will be allocated to both SAAC

and the Victorious for Life program. The staff plans to utilize this money for motivational/informational speakers, leadership opportunities, student-athlete development, personal assessments, and various retreats and/or workshops. The institution will also utilize a portion of the money to purchase special stoles for student-athlete graduates which would distinguish them from other graduates at commencement ceremonies. The institution believes that having the aforementioned programming available to student-athletes such as not only enhances their student-athlete experience by engaging them on a more personal basis, but also assists in the retention of student-athletes. Furthermore, as leadership and personal development are a part of this initiative, the institution believes the student athletes will have more of an opportunity to grow and mature, which typically results in better grades.

- **Purchase of Laptops for Athletic Travel** : This initiative will be taken in phases throughout the lifetime of the grant and will allow for the purchase of nine or ten new laptops. As internet courses have become more prevalent at our University, it is often that student-athletes need to access coursework while on the road. Furthermore, since our current laptops are five years old, some of them are no longer meeting the needs of our student-athletes and are not working as properly as they should. By doubling the amount of laptops available, more student-athletes would be able to take advantage of the opportunity to work on class work while on the road. This would result in student-athletes performing better in their classes, as they would be able to keep up with the speed of their class, regardless of their travel schedule. All in all, better performance in classes should result in more student-athletes remaining eligible and progressing towards graduation which will impact both the APR and GSR for teams at NSU.
- **Study Hall Monitors** : Employing study hall monitors would enable the academic staff to put more focus on everyday tasks in order to ensure all roles and responsibilities to the student athletes as academic coordinators are carried out. Furthermore, having a study hall monitor present at all times would ensure that student-athletes stay on-task and maximize time spent in study hall.
- **Summer School Assistance** : The students would receive summer scholarship money based on the following priority list:
 - 1) Ineligible student-athletes counting toward APR with an opportunity to regain eligibility over the summer, with an even higher priority given to student-athletes on team(s) below a 930 multi-year average or those close to the 930 threshold
 - 2) Incoming freshman deemed to be “at risk”
 - 3) Additional money would be disseminated to teams equally.

Tennessee State University



Found in 1912, *Tennessee State University, a Historically Black College and University (HBCU)*, fosters scholarly inquiry and research, lifelong learning, and a commitment to service. This 1890 land-grant institution is Nashville's only urban and comprehensive public University, as well as Middle Tennessee's first public Carnegie Doctoral/Research institution. Tennessee State University (TSU) is a comprehensive, urban, coeducational, land-grant institution offering undergraduate, graduate, and doctoral degrees.

Nashville, Tennessee is the state capital and second-largest city in the state with a population of 600,000. Nashville is known as "Music City USA" and "The Athens of the South." Our Nashville home offers two locations—the main campus sits on 520 acres near the Cumberland River in a residential neighborhood just 10 minutes northwest of downtown. The downtown campus, Avon Williams Campus, is in the heart of the city and within walking distance of Nashville's business and government district.

Academic Programs

Tennessee State University offers seven (7) doctoral programs, 24 Master's degrees, 42 Bachelor's degrees and two (2) Associate's degrees in numerous disciplines within its eight colleges (Liberal Arts; Business; Education; Health Sciences; Agriculture, Human and Natural Sciences; Engineering; Public Service and Urban Affairs; and the School of Graduate Studies and Research). Tennessee State University graduates the highest number of African-American bachelor degree holders in agriculture, agriculture operations, and agriculture-related sciences.

Degrees

Undergraduate: Bachelor of Arts; Bachelor of Science; Bachelor of Business Administration; Bachelor of Interdisciplinary Studies; Bachelor of Professional Studies; Bachelor of Science in Nursing; Associate in Applied Science; Teacher Certification.

Graduate: Master of Arts; Master of Science; Master of Business Administration; Master of Criminal Justice; Master of Education; Master of Engineering; Master of Public Administration; Master of Science in Nursing; Certificate in Health Administration and Planning; Certificate in Nonprofit Management; Specialist in Education.

TENNESSEE STATE UNIVERSITY

Doctoral: Doctor of Education; Doctor of Philosophy; Doctor of Physical Therapy.

Enrollment

Fall 2011 semester enrollment: 7,105 undergraduate and 2,060 graduate students. In 2012, the Institution distinguishes its Centennial with the highest enrollment ever at 9,165 students.

Faculty

450 full-time academic faculty and approximately 200 part-time faculty serve a robust and diverse student population drawn from 45 states (including the District of Columbia) and 33 countries. The undergraduate student-faculty ratio is 16 to 1 with 72.7% of faculty have terminal degrees.

Athletics

NCAA Division I Ohio Valley Conference; men's cross country, basketball, football (FCS), golf, tennis, track and field; women's cross country, basketball, golf, softball, tennis, track and field, volleyball.

Mission

Your future drives our mission at Tennessee State University. As an Historically Black College/University (HBCU), TSU fosters scholarly inquiry and research, lifelong learning, and a commitment to service.

Building on our heritage of strong instruction and solid research, we prepare you for leadership, professional success, personal achievement, and service to local, national, and international communities in our global society.

At Tennessee State University, you're the focus of our motto—Think. Work. Serve.—and the beneficiary of our core values:

- Excellence
- Learning
- Accountability
- Integrity
- Shared governance
- Diversity
- Service

Through the liberal education you receive at TSU, you'll grow and develop as a person who appreciates cultural diversity, embodies a sense of civic and social responsibility, and is well prepared to fulfill your life's goals.

ACCELERATING ACADEMIC SUCCESS PROGRAM FUNDED INITIATIVES

- **Academic Boot Camp and Excel-O-Rate and Summer Success Institute.** The Summer Success Institute is a four-week residential program, designed specifically for students who have been admitted with a grade-point average between 2.0 and 2.49. These students will be involved in a rigorous program consisting of reading, writing, mathematics, study skills and life skill enhancements and enroll in a three-credit hour critical thinking course that will provide enriching activities such as time management, decision making, and study skills, which are designed to ensure college survival and success. Cultural activities will be provided as well.

University-wide Academic Boot Camp and Excel-O-Rate Programs were launched in summer 2011 with 12 of the 96 enrollees being initial freshman student-athletes. During that summer, all 12 prospective student-athletes passed the general education core course, public speaking; a three-credit hour course designed to enhance their oral communication and articulation skills.

- **Athletic Academic Services Staffing.** Additional athletics personnel, an academic advisor, academic graduate assistants, faculty and professional tutors, will be hired from grant funds in spring 2013 to expand needed services. Due to spacing limitations, the athletics department will collaborate with the Student Success Center in positioning these new hires; however, when the athletics department relocates to a larger facility as planned, new personnel will relocate into the new athletics services facility.
- **Furnishing for New Athletic Facility.** This initiative will fund furnishings for the academic services area, study hall, offices, smart classroom, and student-athlete lounge in the new athletics facility.
- **Guest Speakers.** These funds will be used to cover the cost of bringing in guest speakers to participate in events created collaboratively with the Man Center and Women's Center.
- **Man Center and Women's Center.** The Man Center was established to provide increasingly higher levels of incremental academic, social, and leadership skills enabling support from freshmen year throughout the college experience. This Center, appropriately named the Man Center, will apply college enrichment tutoring and leadership opportunities to enhance self-confidence, promote independent thinking and analysis, and increase personal responsibility and academic success. The over-arching goals for the Center participants are to gain increased self-confidence; improve learning styles; achieve higher academic grades; create more positive attitudes toward learning; secure employment; and achieve financial self-sufficiency.

The Man Center promotes success in building relationships, decision-making, time management, self-image, and values. The Center increases the academic success of male students by enhancing

the total collegiate life experience through character building and integrity through programmatic guidance, mentorship, and exposure to positive role models. Through innovative programming, the Center provides an effective strategy for improving the social, academic, personal development, as well as the retention, persistence, and graduation rates for male students.

The Women's Center was established to encourage and support personal growth, academic enrichment, and professional development of all women on campus. The over-arching goals of the Center are to enhance academic achievement, personal development and create an environment where women and men can work productively together; serve as a catalyst for self-improvement and empowerment of female students, faculty, staff and the surrounding community; be a conduit to highly personalized academic preparation, on-time graduation, and a successful and enjoyable life of service for female students from all cultures; foster an appreciation for competition and productive coexistence in the global marketplace; help students contribute to the local, national, and international community of people and to understand the moral and ethical dilemmas set in the human dimensions and leadership challenges; and, to employ the appropriate behavior in and out of the classroom. Overall, the Women's Center will strive to create a safe and celebrative space for women to explore, learn, find support, reach their maximum potential as well as provide an environment suited to enrich personal, professional and academic lives.

- **MAYmester.** MAYmester is an academic program that begins immediately after the spring semester and four weeks prior to summer sessions. The requirement to receive tuition at no cost during MAYmester is a 2.5 grade-point average. Students residing on campus must pay for room and board. Students ineligible for the no-cost option may still take a course and pay for it. The NCAA AASP grant would fund the enrollment of student-athletes with a 2.0-2.4 grade-point average, as well as room and board for them to reside on campus. This program was launched in May 2011 with an enrollment of 33 student-athletes and 30 student-athletes in May 2012. After earning the three degree-seeking credit hours, nine student-athletes were able to earn the eligibility point for APR in May 2011 and six student-athletes in May 2012.
- **SUNsational Summer and Summer School for Olympic Sports.** SUNsational Summer is an academic program offered during the summer and available at no cost to students with at least a 3.0 grade-point average. Summer school funding for Olympic sports programs is almost non-existent due to budget limitations. The make-up of these teams, some of which are also small squad size programs, includes walk-ons who eventually are awarded partial scholarships. The NCAA AASP grant would fund the enrollment of student-athletes with a 2.0-2.9 grade-point average in the SUNsational Summer and provide, room and board for those residing on campus. SUNsational Summer and summer school funding supported by the grant would assist Olympic sports programs in the retention, eligibility and graduation of student-athletes.
- **Technology.** Computer labs, computer technology, iPads and laptops (including cases) and smart classrooms. Samsung Galaxy III tablets (including cases and keyboards) provided to all student-athletes.

- **X-treme Spring Break**. X-treme Spring Break is another important retention program. A short, intensive "mini-session," X-treme Spring Break provides opportunities for currently enrolled students to earn three additional credit hours within the spring semester. The primary requirement to receive a course at no cost during X-treme Spring Break is a 3.0 grade-point average. This program was launched in March 2011, but has only had one student-athlete in each of the two years. X-treme Spring Break is one of the more challenging programs for student-athletes to participate in because of the in-season playing and practice demands. Nonetheless, we believe this a viable option and another opportunity for student-athletes to earn additional credit hours toward eligibility.

Utah Valley University



Mission and Core Values

Mission

Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community.

As a regional state university composed of qualified professionals, we are committed to these core values:

LEARNING AND SCHOLARSHIP

UVU values preparing intellectually resilient graduates for a future of continuous and cross-disciplinary learning. We encourage students, faculty, and staff to engage in a broad array of academic, professional, and experiential learning opportunities and scholarly endeavors that foster professional and personal growth, that build real-world capabilities, and result in honest, challenging, and significant intellectual work.

CRITICAL AND CREATIVE THINKING

UVU values the broad acquisition of knowledge and recognizes the value of critical and creative thinking and practical skills. We prepare students to contribute to society, adapt creatively to new challenges, and thrive in an ever-changing world community.

ACADEMIC FREEDOM

UVU values the free exchange of ideas and builds an academic climate conducive to such expression. We encourage thoughtful debate and civil discourse. We respect the right and responsibility of faculty and students to explore topics relevant to the educational experience.

UTAH VALLEY UNIVERSITY

ETHICS AND INTEGRITY

UVU values ethics education and ethical behavior. We engage members of the campus and community in experiences that encourage a broader understanding of ethics across disciplines, professions, and communities. Honor and integrity, respect and civility, commitment and diligence are essential in our learning community and in interpersonal relationships.

ACCOUNTABILITY AND OPENNESS

UVU values the opportunity to be accountable for our academic, professional, and fiscal stewardships. We welcome the responsibility to assess and examine the effectiveness and implications of our programs and initiatives. UVU embraces open dialogue and transparent decision-making.

ENGAGED LEARNING

UVU values student engagement, scholarly excellence, and creative work. We support active learning and professional development for students, faculty, and staff. We cultivate community leadership and strong relationships that extend the university into the workplace and region.

DIVERSITY

UVU values a welcoming and diverse learning environment that embraces all people and transcends differences. Diversity enriches the intellectual and social engagement of the learning community. We support a student and workforce community that reflects the entire population.

GLOBAL ENGAGEMENT

UVU is a multicultural community that values cultural literacy and actively supports learning that crosses cultural and political boundaries. We engage locally, regionally, nationally, and globally in order to fulfill our mission.

Inclusion and Diversity

UVU is committed to preparing all students and employees for success in an increasingly complex, diverse, and globalized society. We promote civility and respect for the dignity and potential of each individual. We seek to advance the understanding of diverse perspectives. We value and promote collegial relationships and mutual respect among students, faculty, and staff.

We acknowledge and seek to address the needs of populations who are underrepresented and students with varying levels of academic preparation, even as we strive to provide access and support for all students and employees in ways that are culturally relevant and responsible.

ACCELERATING ACADEMIC SUCCESS PROGRAM FUNDED INITIATIVES

- **Academic Facilities Upgrade**: The Academic Facilities upgrade will consist of adapting the current academic center to meet the growing needs of both the staff and student-athletes. This upgrade will

include creating two new offices with appropriate computers and equipment, and private study carrels to limit distractions and encourage a productive study hall environment. All of these upgrades will take place in the current academic center area, providing staff with adequate space and resources to accomplish all of their work while having the privacy to conduct meetings with the student-athletes. This facilities upgrade also includes furniture, computers, printers, phones, and other office supplies as well as Grades First software for monitoring academics. All these changes should provide a more productive academic center for both staff and Student-Athletes.

- **Academic Staff Restructure** : The Academic Staff Restructure would include a new full-time Academic Advisor position. Reducing the Student-Athlete to Advisor ratio will allow the Director of Academics to focus on APR and other issues. The Director of Academics would then oversee the Academic staff of the department including academic advisors, at-risk mentors, and tutors. This position would also be responsible for implementing APR improvement plans and will play an integral role in the creation of future plans. To enhance APR Plan implementation and consistency the Director of Academics would also be responsible for advising the student-athletes or teams with APR issues. Currently this would include Men's Wrestling and Men's Basketball, as well as potential risks (i.e. Men's Soccer). This will enable these teams to receive the individualized attention they need while allowing UVU's other teams to receive increased attention, helping them avoid similar APR scenarios.

The second position in part of this restructuring is a full-time At-Risk Advisor. This position will provide individualized attention for approximately 25 at-risk student-athletes. The purpose behind the position will be to provide students with an individual and easily accessible resource who can manage, accommodate, and teach academic success skills. The at-risk academic advisor will help the athlete manage his or her schedule so that adequate study hall requirements are met, and the athlete is developing better study and time management skills. A part of managing an athlete's schedule is also tracking his or her academic progress. Through weekly meetings, the advisor will gather information about current and future projects, grades, and test results. Using this information, the at-risk advisor will work with the athlete to set and track goals for each class and for the semester as a whole. At-risk advisors will also accommodate a student athlete's academic success by arranging tutoring sessions, meetings with professors, or working with the athlete individually on academic skills. The goals of the at-risk athlete advisor are to prepare student-athletes to take responsibility for their own academic success, to realize their own academic goals to teach consistent, effective study habits, and to eventually have the student-athletes transition out of the program.

The third full-time position will be an NCAA Eligibility Certification Coordinator. Shifting the responsibilities of certification to a position in the Registrar's Office will alleviate significant pressure on the Athletic Compliance and Academic staff, allowing for more focused and effective use of time towards APR and GSR goals. Part-time positions include: two new student class attendance monitors and two part-time study hall coordinators. The aim of the class checkers is to

improve overall class attendance. These two attendance monitors will check class attendance of student-athletes by physically observing the student-athlete in class. This has proven successful with our Men's Basketball program but requires significant time out of the office for advisors. The part-time study hall coordinators will help the department to establish a more orderly, distraction-free study-hall. Currently, study hall is monitored by tutors, making it difficult for them to enforce rules when they are trying to help a student-athlete. This approach will establish a more efficient study area and also allow UVU to extend daily study hall hours, including Saturdays. In addition, a part-time on-campus retention mentor will be added that will be used to help retain student-athletes through current campus programs including first alert.

- **Summer Bridge Program** : With additional staff and facility upgrades in place, the Summer Bridge Program will look to improve the academic readiness of approximately 10 of our most at-risk student-athletes receiving aid during year one. It will look to expand to as many as 30 student-athletes by the end of the three years. This program will enroll academically at-risk freshman and transfers in second summer block. It will cover tuition, fees, books, room, and board. The students will take two courses for a total of 6-9 credits. These courses will consist of either math or English and a college student success course. During this program these student-athletes will also be introduced to the athletic academic services available including: tutors, study hall, and the at-risk mentor program. This program will aim to positively affect the academic performance of at-risk student-athletes and give them a leg up in staying eligible by having a positive academic experience, learning how to be successful in a college course, and getting positive numbers in credits earned and GPA. This should hopefully decrease the number of student-athletes who do not earn eligibility points in their first semesters at UVU as well as preventing these Summer Bridge participants from becoming 0 for 2s or 2 for 4s.