

Addendum

To Southern University & A and M College

Baton Rouge

Evaluation of Academic Support Services for Student-Athletes

Submitted by

December 2011

Summary: This evaluation concludes that the Athletic Academic Support Services program continues with commitment to the betterment of all student-athletes at Southern University, Baton Rouge. In some critical areas reviewed, recommendations to further enhance the program are made by a committee that was representative of the larger University community. The participants were very cooperative and provided candid responses. The original report, submitted in August 2011, followed the NCAA's Template for Academic Support Services Evaluation. The additional critical areas reviewed were not included in the recommended areas for evaluation, but were included in the certification report on page 3 of the *Summary of Actions Taken by the NCAA Division I Committee on Athletics*. Therefore, the Committee presents this evaluative report as an addendum to the original report

Additional Comments:

Description of Review Process

On page 3 of the *Summary of Actions Taken by the NCAA Division I Committee on Athletics*, please see the following comment: “Additionally, the committee noted your institution did not describe the process used to review the most recent academic support services evaluation, including the individuals involved, to determine if corrective actions are necessary.”

The members of the Committee to Assess Academic Support Services for Student-Athletes represented a broad-based, cross section of Southern University's disciplines and administrative units: Faculty (5), staff (3) and administrators (3). Dr. Christopher Hunte, Sr., a senior faculty member chaired the Committee.

More specifically, the committee members were as follows:

1. Christopher Hunte, Chair
2. Diola Bagayoko, Faculty Senate Parliamentarian
3. Dana Carpenter, Dean of University College
4. Jocelyn Freeman, Professor of Psychology
5. Thomas Miller, Vice President of Faculty Senate
6. Al Barron, University Foundation
7. Louis Metevia, Computer Lab Technician University Library
8. Yvonne Robertson, Admission Counselor
9. Della Netter-Perkins, Counselor/Instructor Honors College
10. Revathi Hines, Professor & Chair Public Policy
11. . Charisma Brown, Graduate Student

The Committee established the data collection process, developed and implemented the survey, and analyzed the data obtained. The draft of the report was submitted to the Self-Study Leadership Team and returned to the Committee with editorial changes and questions related to content.

The Chancellor received the full report, reviewing it with members of the Chancellor's Senior Leadership Team. The Provost then reviewed the report with representatives of Academic and Student Affairs. Both the Office of the Chancellor and the Office of Academic and Student Affairs requested clarification. These requests were submitted to the Self-Study Leadership Team and the Committee to Assess Academic Support Services for Student-Athletes. Clarifications were addressed and the document was returned to the Office of Academic and Student Affairs and Office of the Chancellor. The Chancellor accepted the report and its eight recommendations.

III. Summary of Recommendations and Chancellor's Response

	Implemented	In-Progress
Recommendation 1: Establishment of a professional development series for University employees assigned to promote the academic advancement of student-athletes.	Yes	
Recommendation 2: Implementation of a well-designed survey to obtain the perceptions and needs of student-athletes, tutors, advisors, and mentors.	Yes	
Recommendation 3: Development of a comprehensive Procedures Manual on Academic Support Services for Student-Athletes.	Yes	
Recommendation 4: Critically review current staffing associated with student-athletes' academic performance.	Yes	
Recommendation 5: Identify the crucial infrastructural needs associated with advising, counseling, tutoring, and mentoring student-athletes.		Yes
Recommendation 6: Maintain a comprehensive database on each student-athlete.	Yes	
Recommendation 7: Require the Office of Academic and Student Affairs and the Department of Athletics to submit the Semester Report on Student-Athletes' Academic Performance each semester for the next four years and to provide NCAA a comprehensive, written evaluation, approved by appropriate academic authorities outside athletics who do not have day-to-day responsibilities in the academic support services area. Further, this review must involve on-campus personnel as participants.		In-Progress
Recommendation 8: Establish the Southern University and A&M College Athletics Advisory Committee.	Yes	

*Recommendation 7: has been revised to include NCAA's recommendations on page 3 of the Summary of Actions Taken by the NCAA Division I Committee on Athletics,

IV. Institutional Response to Recommendations

The Chancellor of SUBR reviewed and approved the eight recommendations described in Section III of this report. Of the eight recommendations, seven were implemented immediately; while recommendation #7 was revised to include recent recommendations of the NCAA as stated on page 3 of the Summary of Actions Taken by the NCAA Division I Committee on Athletics. Therefore, recommendation 7 is continual.

V. Corrective Actions and Plans for Improvement

Based on the Chancellor's responses to the recommendations, the following corrective actions and time-lines were planned, established and implemented.

Evaluate six additional critical areas as directed by the NCAA on page 3 of the Summary of Actions Taken by the NCAA Division I Committee on Athletics. (See the attached Addendum) December 2011.

1. Make the evaluation committee more broad-based by adding two other members by Fall 8, 2011. (Action completed)
2. Evaluate and submit an evaluation report every four year to the NCAA beginning with fall 2011.
3. Working in conjunction with the University to establish a bridge summer program.
4. Integrate all student-athletes academic support services with CLTE and CSS (on-going)
5. Establish permanent study-hall and space and time for student-athletes by spring semester 2012.

out while traveling away from campus for competition. Study Hall personnel include: two academic counselors; six Graduate Athlete Mentors (GAMS); and five Student-Athlete Mentors (SAMs). An effort will be made to acquire at least ten GAMS for the spring semester (at least one per team).

Coaches require athletes to spend time according to the newly instituted athletics' department policy of Grades First Program. Students with grade point averages greater than 3.00 Study Hall hours and tutorial hours are at the discretion of the coaches. Students with GPAs 2.55-2.99 are required to spend 4 hours weekly in Study Hall; new freshmen and transfer students, 8 hours weekly; students with GPAs 2.30-2.54, 10 hours weekly; and those with GPAs less than 2.30, 15 hours of weekly Study Hall.

The Department of Athletics Study Hall Schedule is given below.

Sport	Location of Study Hall	Available Time
Football	Information Technology Room (Room 224)	6:00 P.M. – 8: P.M. M-Th
Track (Men and Women)	1 st Floor University Library (Room 110)	6:00 P.M. – 8: P.M. M-Th
Basketball (Men and Women)	Athletics Academic Center	Arrange by Coaches
Softball and Bowling	Room A-101 Mini Dome	6:00 P.M. – 8: P.M. M-Th
Volleyball	Room A-110 Mini Dome	6:00 P.M. – 8: P.M. M-Th
Baseball	Library Computer Lab	6:00 P.M. – 8: P.M. M-Th
Soccer	3 rd Floor Library	6:00 P.M. – 8: P.M. M-Th

*Main Study Hall, Room 107, G.G. Clark Activity Center (225-771-5044). Coordinators: Shelia Minor and Trayvean Scott.

Space in the Library is inadequate for conducting evening Study Hall sessions to accommodate larger numbers of student-athletes. This facility provides access to computers, private study stations, and access to individual or small group study sessions isolated from main study areas with adequate electronic equipment conducive to a collegiate learning experience. The Athletics Department is in the process of hiring a permanent study hall manager for football and expanding study hall space in the new field-house building. The Department of Athletics has established the following Study Hall policies to ensure reaching Study Hall objectives.

Study Hall Policy

- The Department of Athletics Study Hall is to be exclusively used for studying and academic preparation.
- All Student-Athletes in study hall must adhere to all stated.
- No books, no hours (non-academic related material is unacceptable)
- In order to receive study hall credit, all student-athletes must sign in and out at the monitor station. Please note that Athletes must sign in and out at the monitors' station each time they enter and leave study hall. Failure to follow this guideline will result in loss of all study hall time credits for the day.
- NO FOOD OR DRINKS ALLOWED in the study area.

- No use of cell phones, PDAs, iPods, MP3 players, and pagers. No DS, iPod touch or Nano). Playing games, watching movies, or nonacademic usage which includes, but is not limited to Twitter, Facebook, MySpace, OoVoo, etc. is strictly prohibited.
- No disruptive behavior (loud talking, casual socializing, or horse play)
- No uncooperative or disrespectful behavior.
- No sleeping.
- Males and Females: Inappropriate attire will not be tolerated (No strapless, backless, mid-drift, or practice shorts & tights; No hats, head wraps or saggy pants.
- Each student-athlete is expected to dispose of their trash properly before departing from study hall.
- Any student-athlete who does not comply with the above policies will be dismissed study hall and the Head Coach will be notified.

****ZERO-TOLERANCE POLICY**—Students-Athletes that do not follow these guidelines will be removed from study hall and lose game time. **

2. **GAM Mentoring**

According to the Timbuktu Academy (www.phys.subr.edu/timbuktu.htm) mentoring [1] is a complex process that entails listening, informing, supporting, empowering (or enabling), challenging, monitoring, and guiding to the next step. As such, the mentoring of student athletes has several components that overlap with other Critical Areas, including (1), (2), (5), (9-11), and (12), to specify some. Of course, the functions of role model discharged by coaches is a critical component of mentoring, so is the guidance provided by the coaches throughout the stay of student-athletes at SUBR and for their journeys beyond SUBR (professional sport, graduate school, entrepreneurship or the job market).

The above overlap notwithstanding, the *identification or availability* of mentors for student-athletes is ensured as follows: *every student-athlete is assigned to a mentor whose work serves in part to link together the interventions in some related critical areas.* These mentors are generally graduate students who undergo training for their mentoring functions. A few highly qualified seniors are also considered for the function of mentor. The majority of the Graduate Student Mentors of Student- Athletes (GAM-SA) have come from Education, Counseling, and Business Administration, Public Administration and law programs. Student-athletes with grade point averages (GPAs) over 3.0/4.0, and who demonstrate sound judgment, are also utilized as mentors of student-athletes. They are referred to as Student Athlete Mentors (SAMs), to distinguish them from the graduate mentors who are generally called G.A.M.s (Graduate Athlete Mentors).

The assignment of student athletes to mentors is done in a well-informed fashion. The Academic Counselor and coaching staff make lists of student athletes for the purpose of

placing them in the mentoring program. The lists are based on the student athletes' academic profiles and the Counselor's and coaches' knowledge of student-athletes. The table below shows, in columns 2 and 3, specific items that enter into the academic profile of a student-athlete.

JAG-ROAR (Respond, Observe, Assess, Retain) Early Alert System

Status	GPA	Student-Athlete Academic Profile	Mentor Assessment	Study Hall (hrs/wk)	Tutorial Services
BLUE	>3.0/4.0	Student Athletes who are academically exceptional and require very little mentoring and/or counseling. These students will be referred solely through CTLE. They will also serve as Student-Athlete Mentors (SAMs)	Bi-Monthly Meetings	Coaches Decision	Coaches Discretion
Green	2.55-2.99	Students who are progressing well academically.	Monthly Meetings	4.0/wk	Available at Students Request
Yellow	New Freshmen & Transfer Students	Students who have responded positively to academic tracking and monitoring. This level is reserved for those athletes whose GPA's have improved from Red or Orange status. All incoming freshmen and new transfers 2-4 year will also enter at this level.	Weekly Meetings	8.0/wk	Referred to tutorial services
Orange	2.3-2.54	Students who considered "at-risk" will require mandatory testing to reveal learning styles and study habits through the Southern Counseling Center.	Weekly Meetings	10.0/wk	Referred to tutorial Services
RED	<2.3/4.0	All APR teams in Historical Penalty 2 and 3 and current students whose GPAs fall below a 2.3/4.0.	Bi-Weekly Meetings	12.0/wk	Referred to tutorial Services

As per the table (Columns 2 and 3), the elements of the academic profile include the grade point average (GPA), at-risk status, and new freshmen and first year transfer classifications. Taking into the above referenced input from the coaching staff and the experiences and areas of specialization of the mentors, the Academic Counselor, Mr. Trayvean Scott, makes the final assignments of student- athletes to specific mentors.

The frequency of interactions between a student-athlete and his or her mentor depends on the group to which the student belongs. To avoid redundancy, we refer the reader to the

table above: for each group (Column 1) of student-athletes, the frequency of mentoring sessions, of one hour or more, is provided in Column 4. We illustrate the variation of the frequency (with the group to which the student-athlete belongs) by noting that it goes from bi-monthly (the lowest) for the student-athletes with GPAs above 3.0/4.0 to bi-weekly (highest frequency) for students with GPA below 2.3/4.0. We should note that the numbers of hours a student-athlete has to spend in Study Hall increases from the Blue group (GPA>3.0/4.0) to the Red one (GPA <2.3/4.0).

A tool for accountability, GradesFirst software, was acquired by the Department of Athletics during the summer 2011 semester and is designed to ensure that what is planned for student-athletes is what is verifiably executed. The “student first” initiative is designed to assist our student-athletes as well as the Department with a structure which ensures accountability at all levels. GradesFirst software, a part of this initiative, was piloted in the summer of 2011 and fully implemented in the fall of 2011 for student-athletes. *This software allows one to track electronically and to account for student-athletes’ actions (or lack thereof) in mentoring sessions, Study Hall, classroom attendance, tutorial appointments, and related assignments. Further, it provides instant access to professors’ email addresses and office hours.* As noted below, it is a key tool for the mentoring of student-athletes.

As a natural step following the transfer of the Academic Support Services for Student-Athletes from the Department of Athletics to the Office of Academic and Student Affairs, the Southern University Department of Athletics has partnered with the University’s Office of Academic Affairs and Student Affairs, led by the Provost, in an effort to provide additional funding and to maximize support and learning opportunities for student-athletes. In that regard, the Department of Athletics has now began the use of the University’s *Center for Student Success (CSS)* and the *Center for Teaching & Learning Excellence (CTLE)*, both of which are available to the general student population and assist with tutorial services and conduct workshops for our student-athletes. *Some of these workshops specifically enhance student athletes’ note taking, study skills or habits, and time management skills.* As per our definition of mentoring, these enabling or empowering activities are parts of our overall mentoring program. CTLE also assist greatly in the academic advisement of student-athletes. In particular, CTLE Advisors enter the class schedules of the student-athletes in the University’s registration software system (BANNER), using the time preferences indicated by the coaching staff.

The content of the mentoring sessions is partly described in the attached document (on G.A.M.) that outlines the seven steps to be taken during every mentoring session between a student-athlete and his or her mentor. The mentors work with assigned student-athletes in both small groups and one-on-one sessions, providing tutorial support pertaining to course content materials and study strategies. Their responsibilities include clarifying the materials from the students’ class lectures, handouts, and course texts. They assist, as needed, with various student success activities and work as a member of an academic support team. This position also requires the ability to work in a team, to maintain a positive attitude, and to work with students of diverse levels of academic preparedness and ethnic backgrounds.

We make every effort to verify that what is planned for a student-athlete is carried out. We noted above that GradesFirst allows the Department full access to the pertinent information on tutors in various disciplines. Mentors are to ensure the full access of their mentees to the available support services and they *are to report in GradesFirst after every mentoring session.* Student-athletes are responsible for signing in and out of GradesFirst at their arrival to and departure from Study Hall. Faculty members also report attendance and grades of student-athletes in GradesFirst. The Academic Counselor, Mr. Trayvean Scott, is the person in charge of regularly monitoring the content of GradesFirst in order to detect “early alerts” as they may appear through (a) *the reports on mentoring sessions*, (b) the logs for Study Hall, (c) the records of Tutorial Sessions, (d) classroom attendance logs, and (e) grades posted by instructors. Naturally, mentors directly alert him when their student-athletes do not meet Study Hall, Tutorial Session, Mentoring Session, Assignment, and related requirements.

This is the way accountability is ensured as far as mentoring and related critical areas are concerned.

3. Success Skills

Essential academic success skills such as; study skills, note and test taking, writing and grammar skills, and time-management skills are also skills taught through workshops by the Center for Student Success (CSS). The student-athlete Academic Specialist conducts a 10-week, one credit hour Learning Skills Workshop for approximately 45-55 student-athletes in the Fall Term. Student-athletes are placed in the workshop based on evaluations of their academic profiles. Students with documented difficulties in verbal and writing skills are given the highest priority for workshop spots. Each workshop is capped at approximately 14 student-athletes to maximize the learning experience. Topics covered include: learning styles, the principles of memory, time management, listening & note-taking skills, textbook comprehension, exam prep, test-taking, post-test evaluation techniques and writing strategies. Student-athletes are given “hands-on” homework assignments to reinforce the discussions of study skills. The workshops themselves are discussion and activity-based. In addition to the workshops, all incoming freshmen student-athletes are required to attend a final exams prep workshop each term of their freshmen year. All student-athletes are encouraged to attend the workshop. The workshop is advertised by coaching staffs (including flyers in the locker rooms), academic counselors, and in the main study hall area (poster-sized displays). Mentors also receive training in working with their student-athletes to improve their study skills. Student-athletes in need of more intensive study skills, they meet individually with the Academic Specialist or are referred to a Learning Skills specialist. Students with documented Learning Disabilities also work on their learning skills with Disability Services personnel and are referred to the Office of Disabilities. The Department of Athletics is currently seeking funds within our budget to pay individualized learning disability assessments.

Freshmen are required to complete two (2) hours of Freshman Seminar (110 & 111) that are geared toward developing cognitive skills and adjusting personally and socially to the college environment. These courses are also designed to provide information necessary for career planning and to offer a general overview of the world of work. At-risk student-athletes are required to spend 3 hours per day, for four (4) days (Monday through Thursday) and attend to their academic tasks in Study Hall.

In addition to the above, courses and workshop assist student-athletes to make informed decisions regarding their academic course of study and professional careers. All student-athletes are required to complete Freshman Studies (110&111), which allow structured exploration of potential majors. Instructors require students to attend workshops and job fairs coordinated by the Career Counseling Center and the University College. These workshops are facilitated by faculty representatives from every academic major offered by the University. Also, the Southern University Business and Industry Cluster sponsors one of the job fairs and the Interview Skills Workshop.

4. First-Year Transfer Athlete-Students Orientation

Orientation programs sponsored by Center for Success are for all student-athletes that are going to enroll in Southern University. The Early Registration for Incoming Freshmen (ERIF) and Southern University Jaguar Preview (SUJP) are designed for prospective freshmen who plan to pre-register during the summer for the fall enrollment. The program involves orientation, assessment, placement, advisement, and class scheduling. At the conclusion of both programs, freshmen students will have fulfilled all registration requirements. Jaguar Preview is mandatory for all first time freshmen students and transfer students with less than twelve credit hours. In order to register for classes, students must attend the entire program. Students and parents must pre-register in order to attend. Jaguar Preview is offered to introduce students to the appropriate resources, activities, and personnel to help them “connect” early and successfully to university life. Students have the opportunity to interact with academic deans, faculty, staff and current students, both within and beyond their prospective area of study. In addition, students are introduced to various campus resources as they tour the campus and facilities.

Student-athlete orientation is held at the beginning of every semester and all coaches and student-athletes are required to attend. At this meeting, all areas of the department are represented and the Chancellor, if his schedule permits usually attends. Faculty Athletics’ Representative, Senior Athletics’ Administrators’ as well as Compliance, Academics, student-services and wellness make presentations to our student-athletes to stress the importance of being well balanced. This orientation allows the University to provide the framework of expectations as well as the rules and regulations governing student-athletes behavior. All information given, including updated student-athlete contracts, are signed by the student-athletes and kept on file by the Academic Counselor, coordinator and the Compliance Officer.

Ms. Shelia Minor coordinates the mandatory orientation programs for student-athletes. This includes collaborating closely with SUBR New Student orientation program to ensure all entering student-athletes enroll in the appropriate classes to meet NCAA eligibility standards. To comply with the university's mandatory requirements, workshops are coordinated for late student-athletes admitted to the university. Subjects discussed in the orientation include: Study Hall rules and regulations; Compliance Issues (Continuing Eligibility Etc.) Financial Aid (Scholarships, Pell Grants, FAFSA, etc.)Next Semester's registration making the transition (Freshmen and Transfers) There are sign-in sheets that are kept for our records. Orientation is mandatory.

The Center for Student Success offers mini seminar series on topics such as discovering your learning style; what you want out of college; reading comprehension; critical thinking; effective note taking; motivation; managing your time and commitments while in college; how to be successful and graduate on time; stress management; and coping with the demands of college life for student-athletes.

5. Post-Eligibility Programs

Post eligibility students serve as Graduate Athlete Mentors (GAMS) within the Academic Counseling Center. There are six GAMS, (one is a volunteer counselor), and five Student-Athlete Mentors

(SAMs).GAMs receive either an out of state fee waiver or a salary of \$10.00 per hour to assist with the completion of his/graduate program. GAMs and SAMs work schedules cover the hours between 9 A.M. and 9 P.M.

6. Learning Assessment

The SUBR Athletic Academic Support Program has been re-organized and placed under the umbrella of the Office of Academic Affairs, with the Provost responsible for its operation. The responsibility for the assessment of student learning at SUBR is shared by faculty and staff members. The mission of SUBR embodies a commitment to student learning through a systematic assessment of learning outcomes aimed at preparing students to compete globally in the market place. In each assessment period, feedback from various stakeholders, lend to a more perfect assessment process. . In addition, SUBR has developed a campus-wide, uniform approach to assessing student learning and improvement planning through its Quality Enhancement Program (QEP).

Instructors, professors, counselors and advisors play significant roles in student-athletes environment. Oversight of SUBR assessment efforts is provided by the Provost and the Assistant Provost. The directors of the Center for Teaching and Learning Excellence (CTLE), the Center for Student Success (CSS), and the Athletics Learning Center, conduct the day-by-day assessment of student learning.

Student-athletes now have access to a larger range of support services than before. A holistic view of these support services is that of enhancing student-athletes experience, improving their academic performance, and assisting them with to compete globally. The academic support services are made available to all sports programs equally. Advanced technological assessment tools are constantly employed and provide instant feedback to counselors, advisors, directors and faculty on student-athletes progress.

All freshmen student-athletes are assigned to a specific developmental advisor in the Center for Teaching and Learning Excellence (CTLE) and Center Student Success. The Center for Student Success (CSS) “is designed to strengthen academic performance and promote student retention and success.” CSS has developed an Early Alert Program “faculty can proactively refer students who experience academic difficulties to meet weekly with their advisors to review academic progress. Within CTLE, students attend tutoring, participate in study skills programs, and work one-on-one with their advisors depending upon the area of need. SUBR has selected LiveText as its major assessment management instrument. LiveText is an Internet-based subscription service that allows students and instructors to “share, and collaborate on educational curriculum.” Faculty can upload their work, align it to institutional standards, share it with their students, guide student learning, track student progress, assess the student’s products, and work collaboratively with cohorts. SUBR has established the Academy of Assessment, Learning, and Outcomes. The objective of the Academy is “to ensure institutional wide development, alignment, and assessment of institutional learning outcomes, program learning outcomes, and course outcomes in order to improve student learning, achievement, and post-college success.” The Academy also provides a continual assessment of the University’s general education curriculum to ensure that an emphasis on student learning is maintained. Advisors recommend other university support services such as the Counseling Center, Career Center, or Disability Resource Center as needed. All at-risk student-athletes must participate in the following:

1. New student orientation programs
2. Mentoring and tutoring Service programs
3. Disability Service programs

4. Enroll in English 110 and 111 courses
5. Study Hall (Spend 3 hours per day, Monday – Thursday in Study Hall)
6. Meet weekly with the Academic Support Services Coordinator and Assistant Athletic Director

7. Approach to Assessing and Improving Student Learning

SUBR’s approach to assessing and improving student learning is pursued in three areas: General Education programs, undergraduate majors, and graduate programs. The general assessment of student learning is shared by all academic units at all levels, and is summarized below. The various colleges and departments establish student learning outcomes aligned with to the overall University’s mission and goals.

SUBR General Assessment Process

Task #1	To state the University’s Mission	The educational unit creates a mission statement delineating in discipline-appropriate ways how it contributes to meeting the mission of the university.
Task #2	To write Expected Learning Outcomes	The academic program delivering instruction then uses this mission statement to create a set of learning outcomes that it expects each Student to master before leaving the program.
Task #3	To establish Assessment Approach	The program designs an approach for developing concrete assessment plans.
Task #4	To evaluate Student Learning Outcomes	The assessment plans are carried out by faculty members and appropriate university support personnel.
Task #5	To examine Feedback	The unit’s leadership and faculty critically consider what can be learned from the results of their assessment efforts.
Task #6	To state How Results will be Used to improve Program.	Improvement action plans actions may call for changes in programs, curricula, course sequencing, course content, or Method, expected learning outcomes, assessment approach and unit mission.
Task #7	To Implement Improvement Plan	Improvement actions are introduced and implemented. Assessment cycle starts all over.

Advanced technology is central to SUBR's Assessment of student learning outcomes. In 2008, SUBR implemented two software applications (Xtrac and LiveText) to allow for tracking and Reporting progress: (1) Strategic Planning software, (2) General Education assessment Software, (3) Academic Learning Compact software, and (4) Graduate Learning Outcomes Software. These applications assure campus uniformity, timely reporting, and the level of detail of reflection and planning that are required. Then again in the summer 2011 Department of Athletics purchased and implemented GradesFirst software program in order to further assess student learning, tutoring, counseling and mentoring services among student-athletes.

GradesFirst software employs internet technology to enable our student-athletes as well as our athletic administration to effectively communicate information vital to one another by the use of text messages as well as email via their university or personal email addresses' and the use of social networking such as Facebook, MySpace, and Twitter. The software is designed to allow users to expedite standard administrative transactions, simplify communications, and significantly improve customer service to our student-athletes, meeting their needs more efficiently and effectively. An advantage of this system is that it allows the Coordinator of the Athletic Academic Support Services, to notify students and staff through an Early Alert System of student academic progress. The components of Grade First are summarized below.

JAG-ROAR (Respond, Observe, Assess, Retain) Early Alert System (As shown on page 8)

Status	GPA	Student-Athlete Academic Profile	Academic Assessment	Study Hall (In hours)	Tutorial Services
BLUE	>3.0	Student Athletes who are academically exceptional and require very little mentoring and/or counseling. These students will be referred solely through CTLE. Will also serve as Student-Athlete Mentors (SAMs)	Monthly Meetings	Coaches Decision	Coaches Discretion
Green	2.55-2.99	Students who are progressing well academically.	Bi-Monthly Meetings	4.0/wk	Available at Students Request
Yellow	New Freshmen & Transfer Students	Students who have responded positively to academic tracking and monitoring. This level is reserved for those athletes whose GPA's have improved from Red or Orange status. All incoming freshmen and new transfers 2-4 year will also enter at this level.	Weekly Meetings	8.0/wk	Referred to tutorial services
Orange	2.54-2.3	Students who considered "at-risk" will require mandatory testing to reveal learning styles and study habits through the Southern Counseling Center.	Weekly Meetings	10.0/wk	Referred to tutorial Services
RED	<2.3	All APR teams in Historical Penalty 2 and 3 and current students with GPA are below a 2.3.	Bi-Weekly Meetings	15.0/wk	Referred to tutorial Services

Recommendations:

- (1) Increase integration and coordination of all student-athletes Academic Support Services, including the Center for Teaching and Learning Excellence (CTLE), the Center for Student Success (CSS), and the Athletics Learning Center.
- (2) Increase administrators and coaches' presence in Study Hall as monitors and continue to provide professional developmental training on Grades First for administrators, coaches, professors, student-athletes and tutors.
- (3) Following the general university assessment process, the Department of Athletics should develop Approach for Assessing and Improving Student Learning.
- (4) Increase the number tutors in Study Halls and require football coaches to assist and help monitor student-athletes, particularly during high volume times in the evenings in the John B. Cade Library, and separate student-athletes according to discipline needs.
- (5) Establish a bridge summer program for student-athletes by summer of 2012.

Summary of Academic Services Evaluation

This evaluation concludes that the Athletic Academic Support Services program continues with commitment to the betterment of all student-athletes at Southern University, Baton Rouge. In some critical areas reviewed, recommendations to further enhance the program are made by a broad-based committee that represented the larger University community. The participants were very cooperative and gave candid responses.

In response to NCAA feedback, received as part of the certification process, six additional critical areas: Study Hall, Mentoring, Success Skill, First-Year Transfer Orientation, Post-Eligibility, and Learning Assessment, not specified in the original NCAA report, were reviewed August 1-December 2011 by members of the Original Evaluation Committee (listed on page 2 of this report)

The original report followed the NCAA's Template for Academic Support Services Evaluation. The additional critical areas reviewed were not included in the recommended areas for evaluation, but were included in the certification report. Therefore, the Committee presents this evaluative report as an addendum to the original report.

