

Good Evening! We will begin at...



5:05
pm

July 28th 2017
Saturday



Which Which is Which?

Admission Criteria as
Predictors of
Academic Success at
HBCUS

The Dream Team



CLIFFORD HARRELL II

Athletic Academic Advisor

From Tallahassee, Florida. Graduated from Clemson University in 2005. Worked in the non-profit sector as a leader for 8 years. Was a previous athletic advisor at UNF from 2011-2013. I have been an athletic advisor at FAMU since 2016. I have academic oversight of Football (Last names H-M), Men's Basketball, Men's and Women's Tennis, and Women's Track. I will graduate with my Ed.D. in August 2017.



AARON TILLMAN

Athletic Academic Advisor

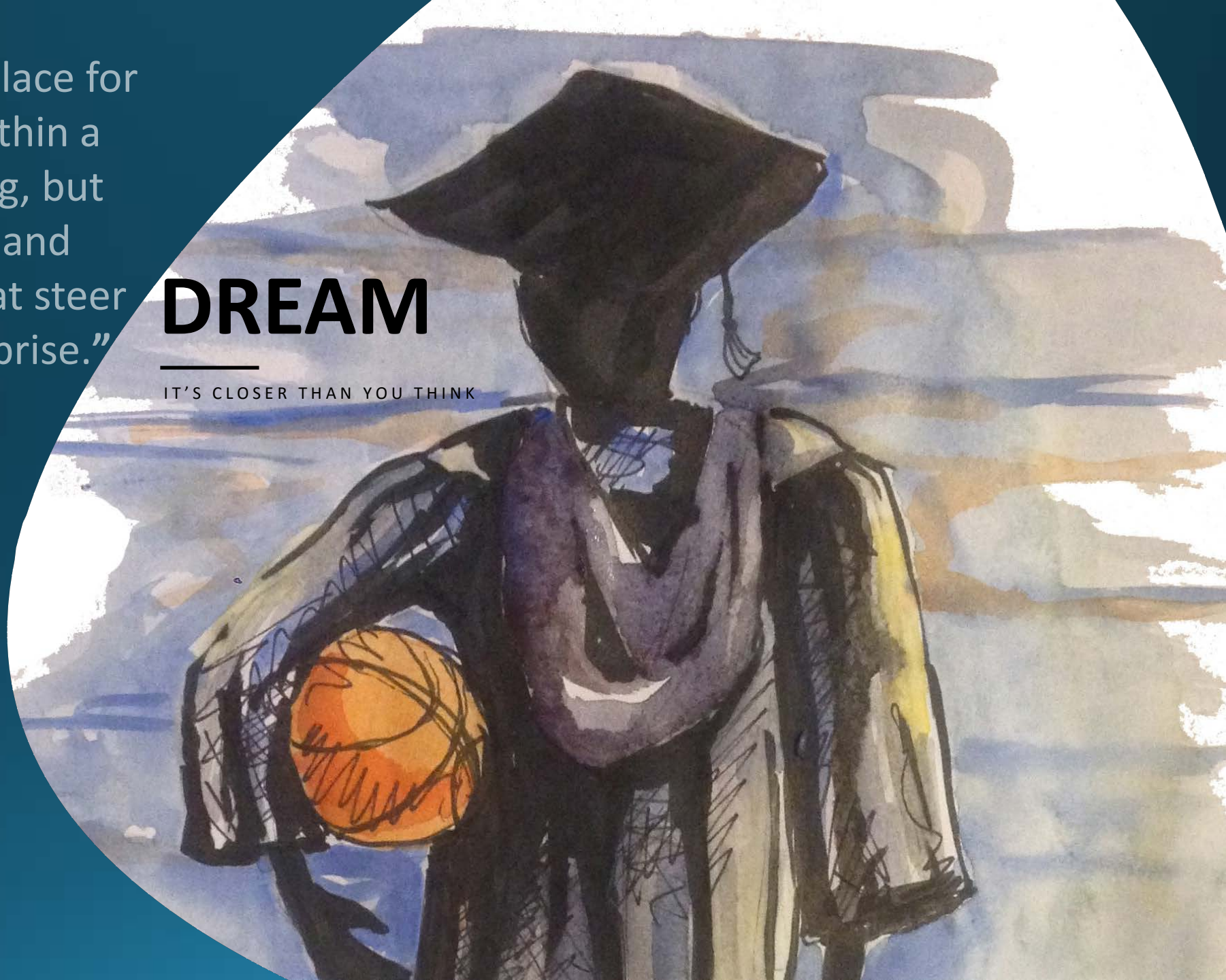
From Colorado Springs, Colorado. Graduated from Florida A & M University in 2012. Worked for a for-profit institution for 3 years. I have been an athletic advisor since 2015. Currently advising Men's Football (Last names N-Z), Men's Baseball, Men's Track, Women's Volleyball, and Women's Bowling). Pursuing a Master's in Mental Health Counseling, and preparing to publish a book.

“There is an **appropriate** place for intercollegiate athletics within a college or university setting, but only as long as it is guided and managed by the values that steer the entire academic enterprise.”

*-The Student-Athlete,
Academic Integrity, and
Intercollegiate
Athletics*

DREAM

IT'S CLOSER THAN YOU THINK



A Brief History of the HBCU

“HBCUs were established to provide Black Americans with educational opportunities to acquire and to develop skills for survival and upward mobility”

- *The State of Intercollegiate Athletics at HBCUs: Past, Present, & Persistence*



2013-2014 APR Scores

In 2015, the NCAA released annual APR scores for 21 athletic teams that failed to meet NCAA benchmarks in 2013-2014, resulting in a postseason ban. Of the 21 teams exposed, **15 of those were HBCUs.**





2011

2011 Single-Year APR
For HBCUs

918

The single-year APR for HBCUs **increased from 918 to 956 in the last five years**, with many schools benefitting from NCAA programs designed to support academic improvements. This far outpaces the overall APR increase of six points in the same time period.

2016

2016 Single-Year APR
For HBCUs

956

*"The school also changed the way it was recruiting. **Coaches began to focus on academics** in recruiting, and administrators implemented academic standards for incoming student-athletes that were higher than both the NCAA's standards and the Eagles' benchmark for the student body."*

-Etienne Thomas, NCCU

Trends Among Squads at LRIs

Squads from LRIs	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
APR	947	947	947	952	960	963	963
Eligibility	935	937	937	943	952	958	962
Retention	951	951	949	952	958	960	959
% Squads < 930	29%	29%	30%	27%	19%	18%	16%

The analyses above is based on 6,120 squads (**799 at limited resource schools**) that were part of Division I in each of the past seven years and submitted usable data. Limited resource defined as school being in bottom 15% of Division I on resource composite. “% squads < 930” refers to single-year APR in that academic year.

Trend Among Squads at HBCUs

Squads from HBCUs	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
APR	934	931	930	937	948	955	953
Eligibility	913	911	911	918	931	941	943
Retention	950	946	939	945	953	957	953
% Squads < 930	39%	42%	44%	39%	28%	25%	25%

The Analyses above is based on 6,120 squads (**354 at HBCUs**) that were part of Division I during each of the past seven years and submitted usable data. “% squads < 930” refers to single-year APR in that academic year.

Trends Split by Conference Affiliation

Squads from other Division I Conferences/5 Conferences with Autonomous Governance	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
APR	968/977	970/978	971/980	973/978	976/980	977/983	979/985
Eligibility	967/976	969/977	970/981	972/979	977/983	979/985	981/985
Retention	965/972	967/973	968/974	969/973	971/974	972/977	974/979
% Squads < 930	14/6%	12/6%	12/5%	11/6%	8/5%	8/3%	6/2%

The Analyses above is based on 6,120 squads (**1,356 at the five conferences with autonomous governance vs. 4,764 at other schools**) that were part of Division I during each of the past seven years and submitted usable data.

“% squads < 930” refers to single-year APR in that academic year.

The Frequencies for Various Services



COURSE SELECTION/DEGREE
PROGRESS



MONITOR CLASS ATTENDANCE



DAILY CLASS CHECKS



STUDY HALL



ASSESS LEARNING DISABILITIES



ACCOMODATIONS FOR LEARNING
DISABILITIES



BASIC SKILLS ASSESSMENT



REMEDIATION



COURSE SPECIFIC TUTORS



SUMMER TRANSITION PROGRAM

The Frequencies for Various Services cont.



PRIORITY REGISTRATION



BASIC SKILLS ASSESSMENT



COMPUTER LAB



NOTETAKER



FACULTY MENTOR



PEER MENTOR

FBS (89%) FCS (66%) reported having a computer facility that is dedicated for student athlete use **only**

*Note- All data portrayed is directly from NCAA research

FAMU Services Offered to Student-Athletes



*PRIORITY REGISTRATION



*BASIC SKILLS ASSESSMENT



STUDY HALL



*REMEDIATION



*COURSE SPECIFIC TUTORS



*SUMMER TRANSITION PROGRAM



COURSE SELECTION/DEGREE
PROGRESS

FAMU offers **only 7/16**
frequent services that are
generally offered

Overview of FAMU MFB APR

Year	Multi-Year Rate	Penalties	Post Season
2012-13	885	Level 1 Penalty- Practice Reduction=Yes	Post Season Ineligibility=Yes
2013-14	887	Level 2 Penalty-In Season and Out of Season Restrictions=Yes	Post Season Ineligibility=Yes
2014-15	897	Level 3 Penalty- Various Penalties=Yes	Post Season Ineligibility=Yes

Overview of FAMU MFB APR cont.

Single-year APR

Sport	2014-2015	2015-2016
Football	920	961

Overview of FAMU MFB APR cont.

Student-athlete GPA's

SPORT	2014 - 2015	2015 - 2016	% Increase
Football	2.58	2.76	0.18

Results of APR Increase

Increased number of full-time advisors dedicated to student-athletes



Number of Advisors in 2014 – 2015 (2-Fall 2014, 2-Spring 2015)

Number of Advisors in 2015 – 2016 (2-Fall 2015, **4-Spring 2016**)

Improved Student-athlete to Advisor ratio:



2014 – 2015 Ratio (133:1)

2015 – 2016 Ratio (77:1)

The sample shows that the 12 institutions with Large Quantity Academic Advisement Staff have APR scores of 925 and better. The 4 institutions with Small Quantity Academic Advisement Staff have APR scores below 925. Institutions with Large Quantity Academic Advisement Staff tend to have higher APR scores than institutions with Small Quantity Academic Advisement Staff.

1. Student-athletes will have a higher academic success rate with large staff athletic

advisement program support

2. Universities with Large Quantity Academic Advisement Staff in student-athlete

academic support services are associated with the APR.

3. Female collegiate teams have a higher APR than the male collegiate teams.



- Recruitment will fluctuate along with APR, but APR, can be predicted.
- BEGIN WITH THE END IN MIND
- Academically Sound Recruits= Better APR
- Because of resource & funding issues that already surround HBCUs, and the fact that an increased allocation of funds to academic support services will improve APR & the academic performance of student athletes, greater focus needs to be placed on **recruiting practices**.

- *You don't have to look at the scores long to figure out that they're a much greater threat to smaller programs that can't afford the bureaucratic and academic resources than they are to the behemoths...These are the schools that are more likely to be cut off from the postseason by academics — not because they're recruiting dumber players, but because they don't have the academic support staff to advise the student-athletes-* **Matt Hinton**
- Retention and eligibility waivers, along with roster management practices, can compromise and dilute APR scores. While the APR is indicative academic advisement, **the measure may actually misrepresent student-athlete academic achievement and inappropriately benefit certain institutions.**
- **Are we truly Low-Resource (Is this a broad base comparison, or a comparison related to “High” Resource Institutions or other LRIs? If the HBCU enrollment increased to the same total as an HRI, would it still be considered Low-Resource?)**

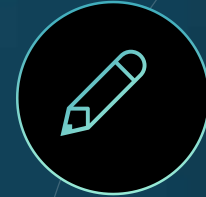
FAMU Recruitment Profile at a Glance

For every “game” changer, there is a game changer.

2015-2016 Cohort

Total of 34 incoming MFB Student Athletes

4 Student Athletes entered with <2.5



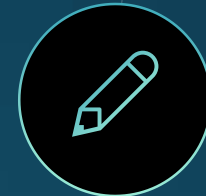
FAMU ADMISSION STANDARDS

2.5 cumulative GPA

SAT-500/500

ACT 19/19

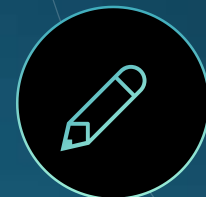
Incoming SA evaluations



INITIAL PSA EVALUATION

Institutional Standards

IEC standards



FAMU Recruitment Profile at a Glance cont.

The “Game” Changer,
changes The APR game,
for better, or for worse.

FAMU INITIAL ELIGIBILITY EVALUATION				
Name: Jay-Z		Sport: MFB	Date: 6/9/2017	Evaluator: Aaron Tillman
DOB: 12/16/1998	RC: 2016-17	Grad Year: 2017	Enroll Term/Yr: F-2017	
NCAAID: 999999999	FAMUID:	HS School 1: Lake Brantley High School	HS School 2:	Prelim Status: NO

ENGLISH (4)				
	YEAR	UNITS	GRADE	POINTS
1 ENG 1	09	0.50	C<	1.00
2 ENG 1	09	0.50	C<	1.00
3 ENG 2	10	0.50	B<	1.50
4 ENG 2	10	0.50	C<	1.00
SPEECH 1	10	0.50	B<	1.50
ENG 3	11	0.50	C<	1.00
ENG 3	11	0.50	B<	1.50
ENG 4: FL COLL PREP	12	0.50	D<	0.50
Total Number of English credits:		4 / 4 needed		


MATH (3)				
	YEAR	UNITS	GRADE	POINTS
1 ALG 1	09	0.50	A<	2.00
2 ALG 1	09	0.50	C<	1.00
3 GEO	10	1.00	B	3.00
ALG 2	11	0.50	B<	1.50
MATH COLL. READ	11	0.50	C<	1.00
Total Number of Math credits:		3 / 3 needed		

NATURAL SCIENCE (2)				
	YEAR	UNITS	GRADE	POINTS
1 ENV SCI - L	09	0.50	C<	1.00
2 BIO 1	10	0.50	C<	1.00
BIO 1	10	0.50	B<	1.50
MARINE SCI 1	12	0.50	C<	1.00
Total Number of Natural Science credits:		2 / 2 needed		


ADD'L CORE ENG/MATH/SCI (1)				
	YEAR	UNITS	GRADE	POINTS
1 CHEM 1	11	1.00	D	1.00
Total Number of Extra Eng/Math/Sci credits:		1 / 1 needed		

SOCIAL SCIENCE (2)				
	YEAR	UNITS	GRADE	POINTS
1 WORLD HIST HON	10	0.50	C< (V/HON)	1.25
2 US HIST	11	1.00	B	3.00
WORLD HIST	11	0.50	B<	1.50
Total Number of Social Science credits:		2 / 2 needed		

ADDITIONAL CORE (4)				
	YEAR	UNITS	GRADE	POINTS
1 SPANISH 1	11	1.00	C	2.00
2 AMER GOVT	12	0.50	C<	1.00
3 ENV SCI	11	0.50	B<	1.50



PROJECTED QUALIFIER STATUS	
NON-QUALIFIER	



ADMISSIONS APPEAL NEEDED?		
YES: ACT READ & MATH < 19, HS GPA < 2.5		

NCAA REQUIREMENTS (16)		
Subject	Required	Lacking
English	4	0
Math	3	0
Science	2	0
Add'l E/M/S	1	0
Social Sci	2	0
Add'l Core	4	2

ADMISSION REQUIREMENTS (18)		
Subject	Required	Lacking
English	4	0
Math	4	1
Science	3	0
Social Sci	4	0
Foreign Lang	2	0
Academic	2	0

CORE COURSES	
CORE COURSES	14.00
QUALITY POINTS	33.25
CORE GPA	2.375

HIGH SCHOOL CUM GPA	
HIGH SCHOOL CUM GPA	2.37

MIN GPA based on ACT	
Min GPA based on ACT	2.775
Min GPA based on SAT	

MIN ACT based on GPA	
Min ACT based on GPA	72
Min SAT based on GPA	870

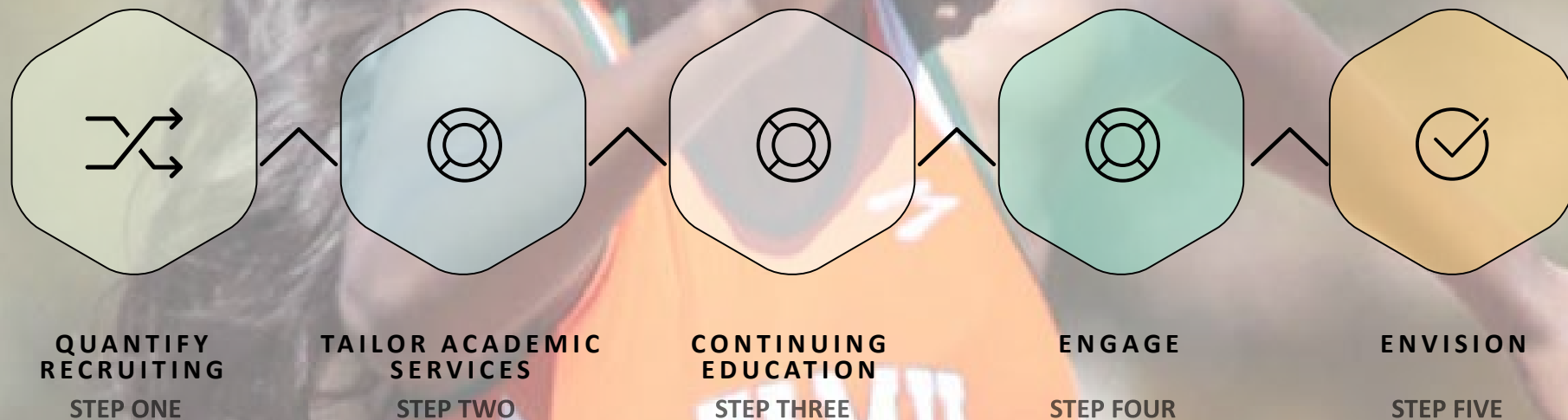
ELIGIBILITY CENTER TASKS	
Registered w/ EC	YES
Requested Amateurism	YES
Test Scores Received	NO
All HS Transcripts recd	YES
Final Transcript recd	NO

ADMISSION TEST SCORE REQUIREMENTS		
	ACT	SAT
SUBJECT	FAMU	PSA
MATH	19	16
READING	19	17

ADMISSIONS COMMITTEE REVIEW REQUIRED		
ACT MATH & READING SCORE and FAMU English, Math, Social Science, and Academic core are all currently below FAMU admission standards. PSA cum. GPA is below FAMU admission standards. PSA will need to improve ACT scores, Cum. GPA, and satisfy FAMU core course requirements prior to admission. PSA will need an admissions review.		

NCAA SLIDING SCALE		
CORE GPA	SAT TOTAL	ACT SUM
2.000	1010	86
2.025	1000	85
2.050	990	84
2.075	980	83
2.100	970	82
2.125	960	81
2.150	960	80
2.175	950	80
2.200	940	79
2.225	930	78
2.250	920	77
2.275	910	76
2.300	900	75
2.325	890	74
2.350	880	73
2.375	870	72
2.400	860	71
2.425	860	70
2.450	850	70
2.450	840	70
2.475	830	69
2.500	820	68
2.525	810	67
2.550	800	66
2.575	790	65
2.600	780	64
2.625	770	63
2.650	760	62
2.675	750	61
2.675	740	61
2.700	730	60
2.725	730	59
2.750	720	59
2.775	710	58
2.800	700	57
2.825	690	56
2.850	680	56
2.875	670	55
2.900	660	54
2.925	650	53
2.950	640	53

A Conceptual Model for Academic Success for HBCU Student Athletes



Burning Questions or Comments?