

NCAA Self Study Items

**Operating Principles 2.1 and 2.2
Academic Standards and Academic Support**

**Submitted by:
Dr. Karen Laughlin, Chair
Subcommittee on Academic Integrity
January 18, 2006**

Self Study Items – Operating Principle 2.1 - Academic Standards

1. There were no “corrective actions”, “conditions for certification”, or “strategies for improvement” pertaining to Academic Integrity, Operating Principle 2.1 imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification in January, 2000.
2. Actions the institution has completed/progress made regarding plans for improvement from recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.1 (Academic Standards).

A. Recruitment & Admissions

Intended Result: To increase the caliber of students we bring to Florida State University to participate in Athletics, hence, improving the chances that student athletes will achieve academic success and ultimately graduate from FSU.

Original Plan: With increasing numbers of applicants to Florida State University, focus has shifted to recruiting better-prepared students. The university is increasing its admission standards. Since student-athletes are admitted under the same criteria as students in general, we feel this will also have a positive impact on the make-up of the student-athlete population.

Original Timetable: Partial implementation of the increased standards took effect for Fall 1999 admissions. Full implementation is expected for Fall 2000 admits. Increased recruiting standards for student athletes will take effect Fall 1999.

Action Taken: When the NCAA changed its initial eligibility criteria in 2003, the University Admissions Committee decided to embrace NCAA policy and expand access for student athletes who, in the committee’s judgment, have a reasonable expectation of obtaining their degrees. The committee mandated that students whose test scores indicated a need for remediation enter the University either through the 6-week Summer Bridge Program operated by the Center for Academic Retention and Enhancement (CARE) which is a program open to all students or, beginning in Summer 2005, through the 6-week summer program operated by the Office of Athletic Academic Support in order to better equip these student athletes with the skills necessary to graduate from college. In addition, the committee requested that the Academic Support office carefully monitor the academic progress of these student athletes and report back to the committee at regular intervals. Academic progress results between Summer 2003 and Summer 2005 indicate that of the 31 student athletes who entered through one of these programs, 27 of them are still enrolled, 3 of them were

academically dismissed and one transferred in good academic standing. This retention rate is comparable to that of the Florida State University student population as a whole.

3. Additional Plans for Improvement/recommendations in the area of Operating Principle 2.1 (Academic Standards) since the 1st cycle certification.

A. Enhanced Technology to aid in monitoring full-time enrollment

Intended result: To improve available technology in an effort to better monitor drop/add activity by student athletes during critical periods. This will help minimize the risk of committing NCAA full-time enrollment violations.

Plan: The University has a long-range plan to enhance its technology with a systems edit which will ensure that student athletes who are involved in athletic competition maintain full-time enrollment at all times during the drop-add period. This edit will allow for a delay of course drops by students on a specific sport team until appropriate courses have been added to maintain a full-time load. Until this technology update can be implemented, the University Registrar will place an administrative hold on each student athlete who is competing during the drop/add period. This will prevent any changes to the student's schedule until it can be verified that any requested course drops are balanced by adding appropriate courses to maintain full-time enrollment.

Timetable: The manual process is in place for Spring 2006 and will remain in place until the new student database system, which is currently being developed, is fully operational.

B. Less than full-time enrollment process for undergraduate student athletes

Intended Result: To ensure the proper documentation is on file to authorize student athletes to enroll in less than a full-time load, as long as they are scheduled to graduate in that term and they are enrolled in their final hours for graduation. This will minimize the chance of NCAA full-time enrollment violations.

Plan: The University developed an approval procedure for student athletes in their final term of graduation who enroll in less than a full-time load. This process will include having the following documentation: a graduation check from the student athlete's Dean's Office, a letter from the student athlete's Dean stating the exact courses the student athlete needs to complete in their final semester of graduation, and verification that the student athlete has filed for graduation for the indicated term.

Timetable: This process is in place beginning Spring Term 2006.

C. Less than full-time enrollment Process for student athletes in graduate school

Intended Result: To ensure the proper documentation is on file to authorize student athletes in graduate programs to enroll in 9 credit hours, as long as their academic dean recognizes that 9 hours is considered full-time for that program of study. This will minimize the chance of NCAA full-time enrollment violations.

Plan: The University developed an approval procedure to authorize student athletes in graduate programs to enroll in 9 credit hours if their academic dean recognizes 9 hours as full-time. Student athletes receiving assistantships will also be allowed to enroll in 9 hours with the proper documentation. This process will include having the following documentation: a letter from the student athlete's Dean stating that the coursework taken constitutes a full-time course load for the program, or that the student athlete is receiving a graduate assistantship. The letter must also include verification that the student athlete is registered for at least 9 credit hours.

Timetable: This process was implemented beginning Spring Term 2006.

4. Process by which student athletes are admitted to FSU and agencies with responsibility

Student athletes and non-athletes follow the same process for admission. The Board of Governors of the State University System of Florida is responsible for the establishment of the minimum requirements for admission to the State University System. The minimum requirements for admission are found in Department of Education Rule 6C.06 (<http://www.flbog.org/chn/rules/6c-6.pdf>) and a condensed version of the policies follows:

First-time-in-college (FTIC) students may be considered eligible for admission to any of the state universities in one of the following three ways:

1. A student applying for admission who has a satisfactory high school record, including at least a "B" average (3.0 on a 4.0 scale) in the required high school academic units normally offered in grades 9 through 12, and who submits other appropriate evidence that the student can be expected to carry out successful academic progress in the university, is academically eligible for admission to any of the universities. In computing the high school grade point average for purposes of admission to a state university, additional weights will be assigned to grades in Honors, International Baccalaureate, and Advanced Placement courses. The high school academic unit requirements are as follows:

English/Language Arts – 4
 Math – 3 (At the Algebra I and above levels)
 Natural Science - 3
 Social Science - 3
 Foreign Language – 2 (Both credits must be in the same language.)
 Additional Electives – 4

2. A student applying for admission who has less than a "B" average in the required academic units described in (1) above, must present a combination of high school GPA and admission test scores as indicated on the list below to be admissible:

GPA	SAT	SAT*	ACT**
2.0	1,050	1140	25
2.1	1,020	1110	24
2.2	990	1090	24
2.3	960	1060	23
2.4	930	1030	22
2.5	900	1010	21
2.6	890	1000	21
2.7	880	990	21
2.8	870	980	21
2.9	860	970	20

* SAT taken after March, 1995

** These ACT scores are effective for Fall, 2001 applicants.

(a.) A student applying for admission who does not meet these requirements may be eligible for admission through a student profile assessment which considers additional factors, including but not limited to, the following: family educational background, socioeconomic status, graduate of a low performing high school, international baccalaureate program graduate, geographic location and special talents. These additional factors shall not include preferences in the admissions process for applicants on the basis of race, national origin or sex. The student may be admitted if, in the judgment of an appropriate faculty committee, it is determined from appropriate evidence that the student can be expected to do successful academic work as defined by the institution to which the student applies.

3. A student applying for admission who is a graduate of a public Florida high school, has completed nineteen (19) required high school units as listed above, ranks in the top 20% of his/her high school graduating class, and who has submitted test scores from the Scholastic Assessment Test of the College Entrance Examination Board or from the American College Testing program shall be admitted to a university in the State University System. The State University System will use class rank as determined by the Florida Department of Education.

International FTIC students from non-English speaking countries and/or high schools must submit TOEFL results in addition to the information required above. The minimum score required on the TOEFL was 550 during the reporting period.

Transfer admission is essentially the same process as FTIC admission with the addition of college transcript review. Transfer applicants with less than 60 semester hours of credit must meet freshmen requirements and have at least a 2.0 cumulative college GPA to meet minimum state of Florida standards. Transfer applicants with 60 or more semester hours of credit do not have to meet freshmen requirements only the requirement of a 2.0 or higher cumulative college GPA.

Also, as stated in the same rule, individual universities “have the authority to adopt and promulgate rules which have the effect of increasing the standards for eligibility for admission, as listed above, or to provide additional criteria in making admissions decisions.” On our campus, the University Admissions Committee is comprised of faculty, staff, and students and has the responsibility for setting admission policies for Florida State University. This committee has adopted standards which are higher than those specified by the Board of Governors.

Student athletes and non-athletes follow the same process for admission. Transfer students must apply at least two months prior to the desired term of enrollment. Decisions are rendered on a rolling basis as files become complete. All FTIC students must submit applications and appropriate supporting documentation prior to the FTIC University application deadline of March 1. All files are reviewed individually and decisions are released according to the following timetable:

Notification Date	Application Must Be Completed By
November 1, 2005	October 1, 2005
December 15, 2005	November 15, 2005
February 15, 2006	January 15, 2006
April 1, 2006	March 1, 2006

In our process, applicants in all special skill and talent areas (athletes, musicians, dancers, artists, and other performing arts majors) who don't meet minimum requirements for admission outlined above are reviewed by the process explained in Question #6.

Current Admissions Committee members are:

Dr. David Johnson – Chair – English Professor

Mr. John Barnhill – Director of Admissions and Records (ex officio – voting)

Dr. Seth Beckman - Music Professor

Dr. Richard Burnette – Director of Student Information Management (ex officio – non-voting)

Ms. Janice Finney – Director of Admissions (ex officio – non-voting)

Dr. Marc Gertz – Criminology Professor

Dr. Larry Giunipero – Marketing Professor

Dr. Pat Hayward – Associate Vice President for Academic Affairs (ex officio – non-voting)

Mr. Clayton Knowles – Student

Dr. Karen Laughlin – Dean of Undergraduate Studies (ex officio – voting)

Ms. Alison Liby – Student

Mr. Tim Martin – University Registrar (ex officio – non-voting)

Dr. William Outlaw – Biology Professor
Dr. Irene Padavic – Sociology Professor
Ms. Patti Phillips – Dance Professor
Dr. Tim Quinnan – Associate Vice President for Student Affairs (ex officio – non-voting)
Dr. Anne Rowe – Dean of the Faculties (ex officio – voting)
Dr. Diana Scott-Simmons- Education Professor

5. Compare & Explain Differences in admissions profiles of scholarship student athletes and students in general.

In general, Florida State University is a highly selective institution, and the academic credentials of regular admits are generally well above the minimum scores set by the Florida Board of Governors. In the past several years, the average test scores and high school GPAs of regularly admitted students have steadily increased. At the same time, the University continues to consider special skills and talents for admissions purposes, and also admits approximately 300 first-generation, low-income students into the CARE program each year, in order to maximize access, maintain diversity, and better serve the entire population of the state. This has led to an increasing gap between the admissions profiles of many of the students admitted in these categories, including student athletes, and the student body as a whole.

With regard to the differences between the admissions profiles of scholarship student athletes and students in general, the admissions profiles of both male and female student athletes are below the average scores for the entire entering class. For male student athletes, this gap has increased, while for female student athletes, this gap has narrowed. In both instances, these differences reflect the University's commitment to providing a strong program of academic support, including, where appropriate, student participation in the University's highly successful CARE Summer Bridge Program in order to better equip these student athletes with the skills necessary to graduate from college.

With regard to differences relating to race and ethnicity, the only groups large enough to have scores that warrant comment are Black and White student athletes. In this case, the relationship between the average test scores for these two racial groups is similar for student athletes and for the student body as a whole.

While average test scores for some of the sport groups (Women's Basketball and Women's Track/Cross Country) show improvement over the past three years and the profiles for others (Football, Men's Basketball and Women's Basketball) are lower than other groups, it is difficult to compare the individual groups with the student body as a whole given the relatively small size of each sample. It should also be noted that, with very few exceptions, the average core course GPAs of student athletes in all sport groups admitted over the past three years have increased. This was anticipated, given the implementation of the new NCAA initial eligibility rules in 2003. These data are considered by the University to be a better predictor of student academic success than test scores.

6. Describe process of “special admissions” and agencies with responsibility

Student athletes and non-athletes follow the same process for admissions. Transfer students must apply at least two months prior to the desired term of enrollment. Decisions are rendered on a rolling basis as files become complete. All FTIC students must submit applications and appropriate supporting documentation prior to the FTIC University application deadline of March 1. All files are reviewed individually and decisions are released according to the following timetable:

Notification Date	Application Must Be Completed By
November 1, 2005	October 1, 2005
December 15, 2005	November 15, 2005
February 15, 2006	January 15, 2006
April 1, 2006	March 1, 2006

In our process, all special skill and talent areas (athletes, musicians, dancers, artists, and other performing arts majors) as well as applicants for our Center for Academic Retention and Enhancement (CARE) are flagged and their application progress is monitored by the Admissions Office. Flagged applicants who meet our regular admission standards are admitted and the department is notified accordingly. Flagged applicants who do not meet regular admission requirements are referred to the respective department to determine if they wish to pursue an admissions exception for the applicant. In the case of student athletes, flagged applications are referred to the Office of Athletic Academic Support, within the Division of Undergraduate Studies. Admission exceptions are granted by the University Admissions Committee after a thorough review of the applicant’s record. Applicants whose credentials fall between the minimum Board of Governors’ admission standards and FSU admission standards are generally admitted after a review of the existing application. Applicants whose credentials fall below Board of Governors’ admission standards and/or below a 2.5 GPA or 19 ACT or 900 SAT must submit additional documentation for the Committee to review. Applicants at this level must submit: 1. A letter of recommendation and support from the FSU faculty member, administrator, or coach involved in the recruitment of the applicant; 2. Three additional letters of recommendation preferably from high school teachers in Math, English, the area of specialty, the principal or his/her designee; 3. The most recent grades and test scores available. All students whose admission is denied have the right to file a written appeal. This appeal is heard by the University Admissions Committee and decisions are made by a majority vote.

7. Compare % of Student Athlete Special Admissions to Students in general Special Admissions.

The percentage of special admissions among student athletes is generally higher than for the student body as a whole. When measured over time, the percentages are highest for Football, Men’s Basketball, and Women’s Basketball, but these represent relatively small numbers of students as compared to the entire entering class. It should also be noted that the total number of special admissions for student athletes is significantly lower than the

total number of special admissions among other groups (such as students with special talents in the arts and first-generation/low income students). In 2002, for example, the University Admissions Committee granted 263 special admissions, of which 65 were for student athletes. In 2003, the Committee granted 317 special admissions, of which 57 were for student athletes, and in 2004, the Committee granted 317 special admissions, of which 76 were for student athletes.

8. Step-by-Step sequence to certify Initial Eligibility and Transfer Eligibility

Initial Eligibility Certification

Forms: ACC Freshman Initial Eligibility Form
NCAA Clearinghouse Status Report
(available upon request)

At the beginning of the year, the Academic Support office receives a list of all prospective student-athletes being recruited by each sport program's Head coach/recruiting liaisons. The Clearinghouse then receives the entire list of FSU prospects from the Academic Support office. The Clearinghouse also receives information from the prospective high school recruits who may identify the schools that they want to allow to access their Clearinghouse report forms.

After each National Letter of Intent signing period, the Compliance Office sends out a memo to the Academic Support office with the names of all prospects who have signed a National Letter of Intent with Florida State University. All prospects named in this memo are added to the institutional request list submitted to the Clearinghouse by the Academic Support Office. The Clearinghouse website provides Florida State University with a list of the prospects by sport identifying missing documents and preliminary eligibility status using eligibility codes. There is a form for identifying these eligibility codes that accompanies these reports. Once the reports are reviewed by the Academic Support office from the Clearinghouse website, copies with the attached code identification form are then distributed to the appropriate sport's coach/recruiting liaison and the Compliance Office for review.

At the beginning of the academic year, the names of all freshman student athletes are placed on the ACC Freshman Initial Eligibility Form. The form is completed and signed by the Faculty Athletic Representative, Coach, University Registrar and the Director of Athletics before these students are certified as eligible for competition. This form has to be used throughout the playing season for all first time freshman participants before they are certified for competition. A copy of this form is sent to the ACC and the original form is filed in the Initial Eligibility section of the appropriate sport notebook. Tim Martin, The University Registrar, has the ultimate responsibility for determining and certifying student athletes' initial eligibility, based on the available documentation.

Initial Eligibility Certification for International Student Athletes

Form: NCAA General Eligibility Form for International Student-Athletes
(available upon request)

The NCAA General Eligibility Form for International Student-Athletes is to be completed and signed by all foreign student-athletes prior to their certification to participate in intercollegiate competition. This form is sent with the grant-in-aid during the recruiting process. Once the form has been returned and the information has been verified, the Director of Compliance signs the form. The completed form is filed in the individual's personal folder in the Compliance Office.

Initial Eligibility Certification for Walk-Ons

Form: Participation Authorization and Preliminary Checklist
(available upon request)

This form is used by all first time walk-on student-athletes in order to determine their eligibility status. The form is completed and signed by the applicable sport program's head coach, academic advisor, athletic trainer, compliance coordinator and Registrar official. The completed form is filed in the Walk-On section of the appropriate sport notebook in the Compliance Office.

Transfer Eligibility Certification

Forms: Transfer Release Letter
ACC Two-Year Transfer Initial Eligibility Form
ACC 4-4 Transfer Initial Eligibility Form
ACC 4-2-4 Transfer Initial Eligibility Form
(available upon request)

It is the responsibility of the Compliance Office to ensure through the proper channels that an incoming transfer student is in good standing and meets all eligibility requirements before that student-athlete can be certified by the Registrar's Office. A Transfer Release Letter from the institution the student is transferring from must be received by the Compliance Office prior to certification of student-athletes transferring from a four year institution.

At the beginning of the academic year, the name of any student-athlete who has transferred from a two-year institution and is eligible for competition is placed on the ACC Two-Year Transfer Initial Eligibility Form. This form is signed by the Coach, Director of Athletics, University Registrar and Faculty Athletic Representative.

A copy of this form is sent to the ACC and the original is filed under the Initial Eligibility section of the appropriate sport notebook.

At the beginning of the academic year, the name of any student-athlete who has transferred from a four year institution and is eligible for competition is placed on the ACC 4-4 Transfer Initial Eligibility Form. Also included on this form is the appropriate NCAA bylaw that grants an exception for the athlete to participate. This form is signed by the Coach, Director of Athletics, Registrar and Faculty Athletic Representative.

A copy of this form is sent to the ACC and the original is filed under the Initial Eligibility section of the appropriate sport notebook.

At the beginning of the academic year, any student-athlete who has transferred from a two-year institution after transferring from a four-year institution and is eligible for competition is placed on the ACC 4-2-4 Transfer Initial Eligibility Form. This form is signed by the Coach, Director of Athletics, University Registrar and Faculty Athletic Representative.

A copy of this form is sent to the ACC and the original is filed under the Initial Eligibility section of the appropriate sport notebook. Tim Martin, The University Registrar, has the ultimate responsibility for determining and certifying student athletes' transfer eligibility, based on the available documentation.

9. Step-by-step sequence to certify continuing eligibility

Forms: ACC Varsity Eligibility Form
ACC Upperclass Initial Eligibility Form
ACC Supplementary Eligibility Form
(available upon request)

All continuing student-athletes must be making satisfactory progress toward the earning of a college degree. These satisfactory progress requirements are determined by NCAA standards and are monitored by the Academic Support staff. It is the ultimate responsibility of the Registrar's Office to certify that each student-athlete is making satisfactory progress toward a degree and of the compliance staff to monitor this progress to ensure that the continuing student-athletes at Florida State University are making satisfactory progress toward their degrees.

At the beginning of the academic year, all student-athletes' names who were certified in the sport for the previous year are placed on the ACC Varsity Eligibility Form. The form is to be completed prior to the athlete's first competition. The form is signed by the Director of Athletics, the Faculty Athletic Representative and the University Registrar.

A copy of the form is sent to the ACC and the original is filed in the Eligibility section of the appropriate sport notebook.

At the beginning of the academic year, all student-athletes' names who are eligible to compete at the varsity level and are first time participants in that sport are placed on the ACC Upperclass Initial Eligibility Form. The form is signed by the Coach, Faculty Athletic Representative, Registrar

and Director of Athletics.

A copy of the form is sent to the ACC and the original is filed in the Initial Eligibility section of the appropriate sport notebook.

Any student-athlete whose name appears on an ACC Varsity Eligibility Form in a sport and wishes to participate in a different sport will be placed on the ACC Supplementary Eligibility Form. The form identifies the appropriate sport, the individuals submitting a supplementary eligibility declaration, the academic years the individual participated in that sport and the declaration previously submitted. The form is signed by the Director of Athletics and the Faculty Athletic Representative.

A copy of this form is sent to the ACC and the original is filed under the Eligibility section of the appropriate sport notebook.

Tim Martin, The University Registrar, has the ultimate responsibility in determining and certifying student athletes' continuing eligibility, based on the available documentation.

10. Review graduation rates for last 3 years and comment on any significant changes. Specifically address deficiencies in graduation rates between students generally and particular sports, gender, ethnicity, and subgroups within teams.

In the 2002 NCAA Graduation Rates Report, there were 2 significant graduation rate deficiencies between the student athletes and student body in general.

- A. The reported baseball student athlete graduation rate is 13% for the freshman class of 1995-1996. In looking at the cohort, only 1 out of 8 countable student athletes graduated. It was determined that 6 of these 8 student athletes transferred in good standing, therefore giving the baseball team a 50% graduation rate for the 2 student athletes who remained enrolled at FSU and exhausted their eligibility.
- B. The reported men's basketball student athlete graduation rate is 0% for the freshman class of 1995-1996. In looking at the cohort, we only had one student athlete in the cohort and he signed a professional contract after his junior year and was in good academic standing when he left.

In summary, we feel that the decisions of student athletes to turn professional or to transfer in good standing represent circumstances beyond our control and are not programming issues.

In the 2003 NCAA Graduation Rates Report, there were no significant graduation rate discrepancies between the student athletes and student body in general.

In the 2004 NCAA Graduation Rates Report, there were two significant graduation rate discrepancies between the student athletes and student body in general. We feel that one has an impact on the other.

- A. The reported black male student athlete graduation rate is 41%, compared to the 53% student body graduation rate for black male students. In reviewing the cohort, there were 17 black male student athletes in the cohort; 14 of them were football student athletes. Of the 14 black male football student athletes, 5 of them graduated, 1 was dismissed from FSU for academic reasons, 7 left to play professional football (all of whom left in good academic standing), and 1 did not graduate, although he did not transfer or turn professional. If you remove the 7

- student athletes who turned professional, the black male student athlete graduation rate increases to 70%, well above the student body graduation rate.
- B. The reported football student athlete graduation rate is 33%. If you remove the 7 black male student athletes who turned professional (all of whom left in good academic standing) and the one white male student athlete who turned professional (in good academic standing), the graduation rate increases from 33% to 71%.

In summary, we feel that the factor in these graduation rate discrepancies is the decision of individual student athletes to compete at the professional level. Once again, we feel that these choices are beyond our control and are not a programming issue.

11. Identify & Describe exceptions to institution's regular academic standards and policies applicable to the general student body that are available to student athletes.

There are no such exceptions to the institution's regular academic standards available to student athletes.

12. Describe procedure to monitor missed class time for student athletes. (Team Travel)

When the coach has prepared a tentative athletic schedule, he/she then submits it to their Administrative Sport Oversight Officer (an Associate Athletics Director) for approval. At this point, the Sport Oversight Officer reviews the schedule taking several things into consideration, including amount of class days the team will be missing. The schedule is approved if it meets all other criteria and it is deemed not excessive, financially or in terms of missed class time. Criteria for creating team travel schedules may be found in the FSU Athletic Department Policy and Procedures Manual (Chapter 500, Section 502).

13. Analyze, explain, and address missed class time that has been determined by the institution to be significant or excessive for any sport.

No sport team has been determined to have excessive missed class time due to team travel during the review period.

14. Describe the means by which the institution's policies and procedures regarding the scheduling of athletics competition and practices (missed class policy) are communicated to student athletes.

The missed class policy is explained by athletic administrators to our Student Athlete Advisory Council on an annual basis. The Student Athlete Advisory Council members communicate these procedures to the rest of their team. At the beginning

of each semester, each coach gives the Academic Support Office a list of travel dates and competition for the semester. The Athletic Academic Support Office then produces a class excuse form for the student athletes who are traveling to give to their instructors. These forms are given to the student athletes prior to team travel, so they can make arrangements with each instructor if they travel for University-sponsored events on the day an assignment, quiz, or test is given. In addition, team meetings are held by the Athletic Academic Counselors at the beginning of each semester and procedures for missed classes are among the topics discussed. A copy of the procedures for missed classes due to team travel will be included in the 2006-2007 student athlete handbook.

Self Study Items – Operating Principle 2.2 - Academic Support

1. There were no “corrective actions”, “conditions for certification”, or “strategies for improvement” pertaining to Academic Integrity, Operating Principle 2.2 imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification in January, 2000.
2. List all actions taken regarding plans for improvement.
 - A. Individualized Assessment and Support

Intended Result: To offer a more individualized approach to student services, therefore increasing each student athletes’ probability of success at Florida State University.

Original Plan: This past year (2000), a temporary athletics academic advisor position in Athletic Academic Support has been reclassified as permanent. The University also employs Noel-Levitz as a consultant to assess the level of satisfaction and success of students and to recommend changes in student services accordingly. The College Student Inventory (CSI – Noel & Levitz) is given to all incoming students, and any concerns regarding dissatisfaction, under-achievement or potential learning disabilities are addressed. In addition to the CSI, at-risk student-athletes take the Learning and Study Strategies Inventory (LASSI – Weinstein & Schulte). The results of these inventories allow academic support to assess shortcomings and implement individualized skills training for student-athletes. This individualized program is called Project PASS (Personalized Academic Support Services). In addition to the preliminary testing, Athletic Academic Support budgets \$4000 each year for additional learning disability testing.

The University's and Athletics Academic Support Program's efforts, through preliminary testing and Project PASS, should have a positive impact on the retention and graduation of all student-athletes—male, at-risk student-athletes in particular.

Actions Taken

The University reclassified a Temporary Academic Counselor as permanent in 2000. In 2006, the University is again in the process of getting another temporary academic counselor reclassified as permanent to bring the total number of counselors to 6. This will help ensure consistency on our staff.

The University implemented the Noel-Levitz CSI program in the Summer of 1998 and Fall 1998 to help identify those students with characteristics that may lead to not being retained. The University did not find the inventory appropriate for our population and terminated the relationship with Noel-Levitz. After conducting a thorough review of those students not retained, it was determined that our population presented unique and diverse reasons for not being retained and that we would not replace the CSI with another pre-enrollment instrument.

Project PASS was implemented in January 2000 and used in the Spring 2000, Summer 2000 and Fall 2000 Semesters. The Learning and Study Strategies Inventory (LASSI) was used during this time as well. In the Spring 2001, we hired a Learning Specialist with 30 years experience, who assessed our program and implemented a comprehensive student services program in place of Project PASS.

B. Post-Eligibility Programs

Intended Result:

To ensure that student athletes who left Florida State University without degrees have an avenue by which to pursue completing that degree, once their athletics eligibility is exhausted.

Original Plan:

One of the Athletics Academic Advisors will be responsible for Post-Eligibility Programs and seek to reconnect with former student-athletes on an ongoing basis. We will assist with everything from re-admission, funding, graduation checks and registration to tutorial assistance.

We will establish a close working relationship with the National Football League Player Program Coordinators and Major League Baseball Scholarship Coordinator and the National Consortium for Sport and Society. These organizations' representatives serve as liaisons for Florida

State University and encourage professional athletes who left FSU without degrees to return and graduate during off-seasons. Through this and other programs, we hope to have success in graduating former student-athletes after the NCAA six-year window.

Actions Taken: For management purposes, we have organized our Academic Support Program into 5 components; Pre-Enrollment Services, Advising, Progress to Degree, Program Development and Educational Services. In the Progress to Degree area, the staff oversight person is responsible for ensuring that the office has accurate files on former student athletes and that we actively pursue getting them back in school to graduate. Over the past 3 years, we have worked with a total of 40 former student athletes who returned to Florida State University to continue working on their degrees. Of this group, 13 have graduated to date and 10 others are currently enrolled. In 2004, we were recognized by the National Consortium for Academics & Sports for our success in this area. In the Fall of 2005, Dr. Linda Mahler, Associate Dean of Undergraduate Studies, was also charged with assisting former student athletes who wish to return to the University to complete their degrees. She works in coordination with the Office of Athletic Academic Support and maintains close contact with all students assigned to her.

Date of Action: Ongoing since 1998

C. Computerized Monitoring / Accessibility

Intended Result: To ensure that student athletes, athletic academic advisors, the Registrar's Office, and other appropriate individuals and organizational units have succinct and encapsulated information about a student athlete's academic progress.

Original Plan: The Registrar's Office and the Office of Academic Computing and Network Services (ACNS) recently developed a Student Athlete Demographics web-page which will be used by the Athletic Academic Advising staff to monitor the progress of student athletes. It will be capable of producing various reports which were previously hand-drafted by a staff member. This will provide accurate, timely, and up-to-date information for Athletic Academic Counselors to use while working with student athletes.

The Registrar's Office is in the process of tying together the Course Registration System and the Student Academic Support System (SASS), so that when students register for courses, the

SASS system can detect and alert students if they are not in the proper courses for their degree program. This will provide an additional safeguard to ensure that student athletes are taking the courses they need to progress toward their degree.

Action Taken: We continue to use the Student Athlete Demographic Website and rely on it for various reports and timely information.

Date: The Student Athlete Demographics Website went live in January 2000 and is currently up and running.

Action Taken: The linking of the SASS system and the Course Registration System was never implemented due to the need to continually review major requirements. This initiative was superseded by the development of the University Academic Mapping System for all undergraduate students, which lists a term-by-term sample course schedule for each major. The milestones listed for each term are designed to keep students on course to graduate in four years. Students need to achieve or surpass these milestones by the end of the required term. The Sample Schedule serves as a general guideline to help students build a full schedule each term which will ensure they make timely progress towards graduation.

D. Strengthening the Role of Academic Schools, Colleges, and Departments.

Intended Result: To ensure that Deans, Department Heads, and Faculty members are actively involved in ensuring the academic progress of student athletes.

Original Plan: The University hired 15 new advisors to accommodate the demand for academic advising in each academic College or department. This will ensure that all students, including student athletes have access to appropriate personnel in their major department to help them progress towards their degree program. Once student athletes are admitted into their degree program, they must first see their Major Advisor to help with the selection of courses for the following semester. They then meet with their Athletic Advisor to ensure that they are in a manageable schedule which will keep them on track to maintain progression towards their degree, ensure eligibility and graduate.

Action Taken: Since 1998, we have increased our advising staff to include 40 professional advisors in the “Advising First” program within the Division of Undergraduate Studies. These advisors are spread across each College and large departments on campus to help assist with advising majors & non-majors. They serve as a resource to all students, including student athletes who are entering their

majors at the beginning of their junior year. These advisors are hired and trained by the Division of Undergraduate Studies and a portion of their training involves being introduced to the Athletic Academic Support program and given instruction specific to student athletes they might advise. This collaborative effort has helped eliminate advising errors.

The Division of Undergraduate Studies sponsors meetings for all academic advisors on campus three times per year, under the umbrella of the Council of Informed Advisors (CIA). These meetings, as well as the CIA listserv, give different departments the chance to keep everyone abreast of changes to the curriculum and program requirements. The CIA also allows for contacts to be made between the Athletic Academic Advisors and Departmental Advisors. At least 3 out of 5 Athletic Academic Advisors are present at each CIA meeting and report back to the rest of the staff on information gathered.

Date: These changes have taken place since 2001.

E. Annual Student Athlete Career Night

Intended Result: To bring together junior and senior student athletes in a forum which provides opportunities to ask questions regarding their intended career path and network with professionals in their field of interest.

Original Plan: Student athletes must realize the critical importance of academic success for their futures. However, because of their athletic training schedules, academic course loads, and lack of time to pursue career internships, many student athletes are unaware of the importance of academic success and its relationship to a successful career. These Annual Career Nights will give student athletes a “sneak peak” of what it takes to be successful after college and will point out that they must get on the path to success while still in college. Former student athletes, now successful in business, public service, and other professions will serve as guest speakers and panel leaders.

Timetable: Implemented beginning Fall 1999

Action Taken: The University conducted annual career nights for student athletes for 2 years. Since then, as an alternative, the Athletic Student Development Office (ASDO) has teamed up with the University

Career Center to provide career guidance for student athletes. Specifically, one of the ASDO staff members teaches a Career Development Class (SDS 3340) each semester, as well as teaching a Freshman Experience Class (AMS 1363) each Summer and Fall semester. The Athletic Academic Advisors may suggest these courses to specific student athletes during academic advising sessions, if the advisor feels the student needs further assistance with career guidance.

The ASDO conducts resume writing workshops and works one-on-one with student athletes to prepare their resumes for job searching. In addition, the Student Development Office puts together a resume booklet for all graduating student athletes and sends them out to Seminole Boosters and other contacts in an effort to showcase student athletes who are looking for employment after graduation.

The University Career Center sponsors “Seminole Futures” at the Civic Center each semester and student athletes are encouraged and reminded to participate in that event which brings in over 500 employers from all over the country.

Date: These career services are ongoing throughout each academic year.

3. Additional Plans for Improvement/recommendations in the area of Operating Principle 2.2 (Academic Support) since the 1st cycle certification.

A. Additional Staffing to aid in the academic progress of at-risk student athletes

Intended Result: To improve the academic support services available to student athletes with disabilities and or deficiencies.

Plan: In 2004, The University created a permanent position for a second Learning Specialist for the Athletic Academic Support Program. The position was filled in August 2005. The addition of this staff member has allowed the Primary Learning Specialist the time needed to focus her efforts on the most at-risk student athletes. In addition, the second Learning Specialist was able to reach out to more student athletes with mild deficiencies and assist them with study strategies and skill-building techniques.

4. Identify how the institution is organized to provide Academic Support and Advising services to student athletes. (Reporting lines and who does what)

The Director of Athletic Academic Support reports directly to the Dean of Undergraduate Studies. The Athletic Academic Support Staff consists of 6 Counselors, 2 Learning Specialists and 1 Senior Secretary. The Athletic

Academic Support Staff works closely with the “Advising First” advisors and academic departments to ensure a seamless integration of student athletes into the advising process.

(See Appendix for Inserts of Athletic Dept Organizational Chart and Athletic Academic Support Organizational Chart)

5. Describe:

- a. Specific Academic Support Services offered to student athletes

Academic Advising –

a. The six Athletic Academic Counselors provide academic assistance with course selection, class scheduling, and major selection through individual meetings with all student athletes each semester. Student athletes receive priority registration year round.

b. Any student athlete on a sport roster, whether a walk-on or scholarship student athlete, is eligible to receive Advising services from the Athletic Academic Support Program.

c. Student athletes are first made aware of our services through the recruiting process. Secondly, they are made aware of our services through a team meeting at the beginning of each academic year where we go over all of the services provided. Lastly, we give them a copy of the student athlete handbook each year. In this handbook, all Athletic Department Programs, Services and Policies are outlined in detail.

d. The Academic Committee of the Athletic Board is charged with reviewing the Academic Support Program annually. The Academic Committee is made up of Faculty members from a broad spectrum of departments on campus. In addition, the Division of Undergraduate Studies reviews the Academic Support Program each year as part of the Division’s Institutional Effectiveness Reporting.

e. The mechanism for periodic approval of these services
For the review process, the academic support program is broken down into 3 different areas - Advising, Educational Services, and Staffing and Professional Development. Each of these areas is reviewed in a 3-year cycle.

Tutoring –

a. The Athletic Academic Support program makes tutorial services available to all student athletes. Tutorial sessions take place in individual and group sessions. Tutors are hired by the tutorial coordinator, through referrals, or job postings on campus. An application and 2 letters of reference are required to apply to become a tutor. Most tutors are graduate students and proficient in their academic discipline. FSU employs about 75 tutors for student athletes. These tutors are trained and receive constant monitoring by

the Athletic Academic Support Staff. In addition, they are evaluated each semester to determine their continued employment with FSU.

b. Any student athlete on a sport roster, whether a walk-on or scholarship student athlete, is eligible to receive Tutorial services from the Athletic Academic Support Program.

c. Student athletes are first made aware of our services through the recruiting process. Secondly, they are made aware of our services through a team meeting at the beginning of each academic year where we go over all of the services provided. Lastly, we give them a copy of the student athlete handbook each year. In this handbook, all Athletic Department Programs, Services and Policies are outlined in detail.

d. The Academic Committee of the Athletic Board is charged with reviewing the Academic Support Program annually. The Academic Committee is made up of Faculty members from a broad spectrum of departments on campus. In addition, the Division of Undergraduate Studies reviews the Academic Support Program each year as part of the Division's Institutional Effectiveness Reporting.

e. The mechanism for periodic approval of these services
For the review process, the academic support program is broken down into 3 different areas - Advising, Educational Services, and Staffing and Professional Development. Each of these areas is reviewed in a 3-year cycle.

Study Hall –

a. FSU requires study hall for all freshmen and 1st semester transfers, and all other student athletes who have less than a 2.3 cumulative grade point average. We have 10 private tutorial rooms, 2 classrooms, and a 32 station computer lab available exclusively to student athletes. All tutorial sessions take place in the Athletic Academic Support suite.

b. Any student athlete on a sport roster, whether a walk-on or scholarship student athlete, is eligible to use the study hall facilities.

c. Student athletes are first made aware of our services through the recruiting process. Secondly, they are made aware of our services through a team meeting at the beginning of each academic year where we go over all of the services provided. Lastly, we give them a copy of the student athlete handbook each year. In this handbook, all Athletic Department Programs, Services and Policies are outlined in detail.

d. The Academic Committee of the Athletic Board is charged with reviewing the Academic Support Program annually. The Academic

Committee is made up of Faculty members from a broad spectrum of departments on campus. In addition, the Division of Undergraduate Studies reviews the Academic Support Program each year as part of the Division's Institutional Effectiveness Reporting.

e. The mechanism for periodic approval of these services

For the review process, the academic support program is broken down into 3 different areas - Advising, Educational Services, and Staffing and Professional Development. Each of these areas is reviewed in a 3-year cycle.

Special Academic Needs –

a. FSU has 2 full-time learning specialists on staff and 5 educational assistants to work directly with student athletes with academic deficiencies and/or disabilities. The Learning Specialist coordinates psycho-educational testing on and off-campus as well as coordinating services with the campus Student Disability Resource Center. As required, the Learning Specialists communicate student needs to faculty, parents, and coaches. FSU has purchased specialized equipment to meet the needs of those with disabilities (Kurzweil software, tape recorders/players, and other technology).

b. Any student athlete who has a documented Learning Disability and those student athletes who are being evaluated to determine if formal psychoeducational testing is necessary, are eligible to receive services from the Learning Specialist.

c. Student athletes are first made aware of our services through the recruiting process. Secondly, they are made aware of our services through a team meeting at the beginning of each academic year where we go over all of the services provided. Lastly, we give them a copy of the student athlete handbook each year. In this handbook, all Athletic Department Programs, Services and Policies are outlined in detail.

d. The Academic Committee of the Athletic Board is charged with reviewing the Academic Support Program annually. The Academic Committee is made up of Faculty members from a broad spectrum of departments on campus. In addition, the Division of Undergraduate Studies reviews the Academic Support Program each year as part of the Division's Institutional Effectiveness Reporting.

e. The mechanism for periodic approval of these services

For the review process, the academic support program is broken down into 3 different areas - Advising, Educational Services, and Staffing and Professional Development. Each of these areas is reviewed in a 3-year cycle.

Academic Progress Monitoring & Reporting –

a. The Athletic Academic Advisors are very proactive in monitoring the academic progress of student athletes. FSU purchased the Student Athlete Management System (SAMS) software program to assist in collecting progress information from faculty and staff. SAMS is a web-based computer system which is easy and efficient to use. In addition, Athletic Academic Support Staff members have frequent contact with faculty members regarding student athlete progress and they actively encourage student athletes who are experiencing difficulty with course material to be in contact with their instructors. The Athletic Academic Advisors send weekly reports to coaches and sport oversight officers. When there are concerns with a particular student athlete's academic progress, meetings are scheduled between the Athletic Academic Advisors, coaches, and the student athlete to discuss the concerns and devise an academic plan to help the student athlete recover. In the case of student athletes who violate the Class Attendance Policy, they must appear before a Committee of Faculty Members to explain their actions. The committee reviews each case individually and assigns appropriate disciplinary action.

b. The academic progress of all student athletes on a sport roster are closely monitored and is reported as appropriate.

c. Student athletes are first made aware of our services through the recruiting process. Secondly, they are made aware of our services through a team meeting at the beginning of each academic year where we go over all of the services provided. Lastly, we give them a copy of the student athlete handbook each year. In this handbook, all Athletic Department Programs, Services and Policies are outlined in detail.

d. The Academic Committee of the Athletic Board is charged with reviewing the Academic Support Program annually. The Academic Committee is made up of Faculty members from a broad spectrum of departments on campus. In addition, the Division of Undergraduate Studies reviews the Academic Support Program each year as part of the Division's Institutional Effectiveness Reporting.

e. The mechanism for periodic approval of these services
For the review process, the academic support program is broken down into 3 different areas - Advising, Educational Services, and Staffing and Professional Development. Each of these areas is reviewed in a 3-year cycle.

Post-Eligibility Programs

a. Files of student athletes who leave without degrees are maintained and contacts are made with them annually to gauge their interest in coming back to school. For those in professional sports, we use our Player Development Program Reps to help us recruit these players back to campus to finish their degrees. For those with financial need, we identify sources of funding for

them, (Athletic Enhancement Funds or Consortium) to help them come back to school. We continue to provide academic support and tutoring services when they return to school, just as they received while they were student athletes on our campus.

b. Any former student athlete who left FSU without his/her degree is eligible to receive services from the Athletic Academic Support Program.

c. Student athletes are first made aware of our services when they are on our campus. After they leave FSU without a degree, they are informed about our services through communication with the Athletic Academic Support Program. If the student athlete has turned professional, the Athletic Academic Support Staff also communicates these services to them through the Player Development Representative from their team or through their Agent. We work in partnership with the Player Development Representative (or Agent) to encourage the student athlete to return to Florida State and complete their degree.

d. The Academic Committee of the Athletic Board is charged with reviewing the Academic Support Program annually. The Academic Committee is made up of Faculty members from a broad spectrum of departments on campus. In addition, the Division of Undergraduate Studies reviews the Academic Support Program each year as part of the Division's Institutional Effectiveness Reporting.

e. The mechanism for periodic approval of these services
For the review process, the academic support program is broken down into 3 different areas - Advising, Educational Services, and Staffing and Professional Development. Each of these areas is reviewed in a 3-year cycle.

Academic Honors & Awards & Leadership

a. One of the Athletic Academic Support Staff members is responsible for helping to prepare nominations for eligible student athletes for academic honors, awards, and postgraduate scholarships. More than \$350,000 in postgraduate scholarship monies have been granted to FSU student athletes over the past 10 years, as well as numerous other academic honors and awards. FSU hosts an Academic Awards Banquet (Golden Torch Gala) each fall, where top scholar athletes and the upcoming Fall graduates are recognized. This banquet is well attended by University Administrators, Trustees, Faculty, as well as Boosters and Athletic Administrators.

b. Any student athlete on a sport roster, whether a walk-on or scholarship student athlete, is eligible to receive services from the Athletic Academic Support Program.

c. Student athletes are first made aware of our services through the recruiting process. Secondly, they are made aware of our services through a team meeting

at the beginning of each academic year where we go over all of the services provided. In addition, they are given a copy of the student athlete handbook each year. In this handbook, all Athletic Department Programs, Services and Policies are outlined in detail.

The Academic Honors & Awards Coordinator sends out email notifications to eligible student athletes and contacts them by phone to encourage their candidacy for the awards. In the Fall 2005, the Academic Honors & Awards Coordinator and the University Office of National Fellowships invited all interested student athletes to an information session about Awards, Postgraduate Scholarships and Fellowships. It was attended by approximately 60 student athletes from all sports.

d. The Academic Committee of the Athletic Board is charged with reviewing the Academic Support Program annually. The Academic Committee is made up of Faculty members from a broad spectrum of departments on campus. In addition, the Division of Undergraduate Studies reviews the Academic Support Program each year as part of the Division's Institutional Effectiveness Reporting.

e. The mechanism for periodic approval of these services For the review process, the academic support program is broken down into 3 different areas - Advising, Educational Services, and Staffing and Professional Development. Each of these areas is reviewed in a 3-year cycle.

6. We will submit a copy of the report from the 2004-2005 Academic Committee review of the Athletic Academic Support Program.

7 Describe relevant corrective actions planned or implemented from the academic support services review.

A. Additional Staffing

The Academic Committee of the Athletic Board proposes that the sixth Academic Counselor on staff (which is currently an OPS non-benefited position) be made a benefited position (FSU classification A&P 3). This will ensure consistency in the position, as well as provide equity among staff members. With 500 student athletes, 6 Academic Counselors are necessary to adequately provide services to all student athletes. With the new NCAA academic eligibility rules, it is imperative for each counselor to follow student athletes' academic work in great detail in order to help ensure progress toward graduation and avoid violations. This is best achieved by having a manageable number of student athletes to monitor.