

ICA

	ARSA - At risk student athlete identification program	Mandatory study hall/learning center	Mandatory study hall/learning center (scholar baller in training program - SBIT)
Duration	5 years (last year was the most formal implementation of the program)	4 years	4 years
Number of Students Served	All athletes (n=500), all academic levels	140	35 football players; will expand to include men's basketball this year.
Components	<p>All student athletes participate in a pre-assessment process that determines the existence of factors that may impede student success. Students receive a color code category (red/yellow/green) depending upon the number and degree of risk factors as well as comments from parents, coaches, and high school guidance counselors (e.g., ABOR GPA, entrance test scores, deficiencies, learning disability, Nelson Denny reading comprehension score, clearinghouse).</p> <p>Individualized follow up activities are required depending on #/degree of risk factors, including mentoring on study skills, study tables, computer lab, meetings with an academic coach, grade sheet for faculty signature, attendance checks, and meetings with position coaches.</p>	<p>Student athletes with GPA's of <2.4 participate in individualized and objective-based tutoring. The mandatory number of hours per week depends on the color code determined by via the at-risk student athlete identification program. The number of mandatory hours is adjusted throughout the semester based on grade reports. Mentoring and monitoring is done by academic coaches on a daily basis.</p>	<p>Men's football athletes with GPA's <2.4 are eligible for the Scholar Ball in Training program. Students are required to participate in individualized and objective-based tutoring. The mandatory number of hours per week depends on the color code determined by via the at-risk student athlete identification program. The number of mandatory hours is adjusted throughout the semester based on grade reports. Mentoring and monitoring is done by academic coaches on a daily basis.</p> <p>If a student athlete's GPA is ≥ 3.0, he receives "Scholar Baller" status. This program is an incentive based reward system. Scholar Baller athletes are invited to special activities (e.g., dinner with Athletic Director), receive gear with logo, and wear a "Scholar Baller" patch on game jersey.</p>
Goals	<p>Long-term student success (retention, graduation, and develop critical life skills). Identify student athletes</p>	<p>Increase retention and graduation rates, GPAs and eligibility rates. Provide a structured study environment</p>	<p>Stress importance of excelling in all aspects of life as a student athlete. Increase GPAs and eligibility rates;</p>

	who need significantly more support than the average athlete. Create self-sufficient learners.	(productive, while supervised). Students are expected to execute their academic responsibilities on a weekly basis.	positively impact retention & graduation rates; provide structured study environment & academic support.
Why Exemplary?	<p>This program provides a pro-active, multi-strategy approach by identifying at-risk students before they attend class. The program represents a successful collaboration among coaches, staff, and student athletes.</p> <p>Initial results suggest higher GPAs and retention rates.</p>	<p>This program creates a high level of structure for individuals who are required to attend to multiple responsibilities at the university. Provides an accountability system for student athletes.</p>	<p><u>Findings:</u> Increased GPA and retention rates; decreased # ineligible. National recognition of program.</p>
Evaluation	<p>Evaluation strategies include a complex tracking of participation, outcomes, and staff/coach feedback; data warehouse queries of grades, GPAs, and retention data; surveys of student athletes.</p> <p>Comparison statistics are computed for GPA, graduation rates, and retention for student athletes vs. the general ASU population.</p> <p>Plans are to expand evaluation efforts.</p>	<p><u>Evaluation:</u> Collect individual athlete/cohort data on student enrollment, outcomes (mid-term grades, probation, GPA, retention, graduation), and participation; surveys; student/athlete success vignettes</p>	<p><u>Evaluation:</u> Collect individual athlete/cohort data on student enrollment, outcomes (mid-term grades, probation, GPA, retention, graduation), and participation; surveys; student/athlete success vignettes</p>
Contact	Jean Boyd	Jean Boyd	Jean Boyd