

2020

## Examination of Athletic Academic Support Services of NCAA D-I HBCUs

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Examination of Athletic Academic Support Services of NCAA D-I HBCUs

By

Clifford Eugene Harrell II

A Dissertation submitted to the Department of Leadership, School Counseling & Sport

Management

in partial fulfillment of the requirements for the degree of

Educational Leadership

UNIVERSITY OF NORTH FLORIDA

COLLEGE OF EDUCATION AND HUMAN SERVICES

September 21, 2020

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This Dissertation titled Examination of NCAA Athletic Academic Support Services of NCAA D-I HBCUs is approved:

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## DEDICATION

This dissertation is dedicated to my mother, Gloria Green Harrell. You are my rock; you are my inspiration. If it was not for you, I would not have the strength to finish. Although you passed away before you had a chance to complete your doctorate in Educational Leadership; your baby boy crossed the finish line and I dedicate my success to you. The lessons that you taught me before you passed away are the reasons, I am the man, father, and husband that I am today. I miss you. I thank you. I love you.

## ACKNOWLEDGMENTS

There are several people I would like to thank who were with me throughout this journey. First, I would like to thank my dissertation committee chair, Dr. E. Newton Jackson, Jr. You took a chance on a former student-athlete that was lost and trying to figure out his way in life in 2008. You have provided guidance and an unbelievable level of mentorship that has guided me through a master program, doctoral program, and a career in athletics. I am lucky to have a mentor like you that saw the best in me and wouldn't accept anything less. I owe a lot of my success to you and the best is yet to come. Thank you to Dr. JeffriAnne Wilder for inspiring me to pursue this program at UNF. From the first day that we met at the Flagler YMCA you inspired and encouraged me to be better. You have taught me so much and I am so thankful to have been your first graduate assistant for the UNF Institute for the Study of Race and Ethnic Relations.

To Dr. Matthew Ohlson, your kindness and expertise within leadership is supreme. We met when I was working at Tiger Academy and you were spearheading C.A.M.P. Osprey at Tiger Academy and I learned of your background within leadership development and athletics. I am thankful for your patience and guidance during this process. Last, but certainly not least, I would like to thank Dr. Sophie Filibert. You have been an angel for me. Your kindness, direction and patience helped me cross the finish line. I am so grateful for the long talks, feedback, and your persistence.

Finally, and most importantly, I would like to thank my family. To my wife, Ginette, you have encouraged me and stood by me during this process. We have changed jobs, moved to

different cities and states, and most importantly had our three children during this doctoral program. When I needed to have alone time to focus on my schoolwork you provided me that opportunity. I know it's not easy when your husband is moving across the country, trying to raise three small kids, and finish this doctoral program but you always supported me. For that, I thank you and I love you. To my aunt and uncle, Velda and Robert Alexander, I thank you for stepping into finish raising a young boy after losing his parents. It's never easy dealing with a loss of this magnitude but I consider myself to be one of the luckiest people on earth because I get to say in my lifetime that I have two sets of parents. To my two big sisters, Angela and Tasha, I love you both and I'm appreciative for everything that you have done for me. Although I'm the youngest, when we loss our mother you grieved with me, but your focus never turned inward it turned towards me and I am blessed because of your protection and guidance. To my three boys; Trey, Carson, and Carter, I love you and the bar has been set high by your mother and me. Go forth and do great things and know that your mother and father will always be with you just as my parents were for me.

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## ABSTRACT

Since 1991, the National Collegiate Athletic Association (NCAA) has mandated academic support services for student-athletes at all Division I institutions. Today, there is a vast difference of athletic academic support units at Power 5 Conferences compared to Historically Black Colleges and Universities (HBCUs). The resources at Power 5 Conference institutions are also immensely different at HBCUs although the main services provided are similar. Advising, tutoring, orientation, assessment of study skills, compliance checks, personal counseling, career counseling, student-athlete scheduling/advising, testing of academically at-risk student-athletes are all services that are provided at both Power 5 institutions and HBCUs but there is still a stark difference in academic success (ie. APR and GSR).

The purpose of this study was to evaluate select athletic academic support service services to student-athletes at HBCUs that support student-athlete academic success and graduation. Additionally, this study looked at how specific academic support services promote academic success and graduation through the NCAA's APR and GSR annual metrics. There were three null hypotheses tested utilizing a multiple linear regression to evaluate the relationship between academic support services and academic success. This research demonstrates the effectiveness and the barriers of receiving athletic academic support for non-revenue generating teams and revenue generating teams.

## Chapter I: INTRODUCTION

Black student-athletes come from a variety of backgrounds and home settings and are often the first in their families to attend college (Wilkins, 2014). Athletics have allowed Black student-athletes the opportunity to further their education and careers through athletic scholarships (Cooper & Hawkins, 2012; Cooper & Hawkins, 2014). Typically, Black student-athletes are quickly directed towards athletics as a means of social acceptability and capital success. Black males dominate the roster of football and men's basketball, and the identity of these student-athletes is often linked exclusively to the number on their jersey and not their grades in the classroom (Baker & Hawkins, 2016). That said, the identity of many Black student-athletes can be measured by their individual performance on the field (Webb, Nasco, Riley, & Headrick, 1998; Vereen, Butler, & Ward, 2010). This identity, which is closely related to the opportunity of playing professionally, affects Black student-athletes' motivation towards academic achievement and graduation (Cooper & Hall, 2016; Cooper & Hawkins, 2012; Cooper & Hawkins, 2014).

Richard Lapchick, Director of The Institute for Diversity and Ethics in Sport, chronicled the hiring practices and diversity of essential positions found within university leadership, collegiate athletics, and student-athletes. Black student-athletes are over-represented in football and men's basketball (revenue-generating sports) and grossly under-represented in Olympic sports such as baseball, golf, soccer, and swimming, all of which are non-revenue-generating sports. Participation in college athletics provides Black student-athletes the opportunity to gain a skill set that is appealing to employers; nevertheless, it requires an extreme sacrifice that many of their non-athlete peers enjoy during their college years (Gayles & Hu, 2009; Lapchick, Hoff, & Kaiser, 2011; Wright, Eagleman, & Pedersen, 2011; Lapchick, Donovan, & Pierson, 2013;

Lapchick, Sanders, Fox, & Van Berlo, 2014; Lapchick, Fox, Guiao, & Simpson, 2015).

Participating in collegiate athletics is time-consuming and often referred to as a full-time job (Bass, Schaeperkoetter, & Bunds, 2015; Rettig & Hu, 2016). Singer's 2005 and 2008 studies researched four Black student-athletes that participated in a big-time college football program and chronicled their experiences as student-athletes. The author noted that all interviewed student-athletes had expressed an inaccurate description of the term *student-athlete*, as well as the extreme time demands that each of them endured.

Athletics bring a certain amount of prestige to an Institution of Higher Education (Feezell, 2015; Lifschitz, Sauder, & Stevens, 2014). While this can be considered an advantage for an Institution of Higher Education regarding noticeability, it can severely disadvantage student-athletes as they manage multiple roles and responsibilities. College campuses have benefited from the television exposure provided by nationally ranked teams, and the nation's appetite for college athletics has grown significantly, to the point where it is an integral part of our lives (Howard-Hamilton & Sina, 2001). According to Wolverton and Kambhampati's (2016) report in *The Chronicle of Higher Education*, ten athletic departments reportedly granted money to their institution for academic purposes. The top-tier athletic departments can assist their institutions financially during state budget cuts, which we are often witnessing. The student-athletes of these revenue-generating sports (i.e., football and men's basketball) are crucial in sustaining the financial stream that supports many aspects of higher education.

As a Black male former Division I football student-athlete at a Power 5 Conference, I can attest to the inadequacies of being a student and an athlete at the same time. Dreams of playing sports professionally kept us going through winter workouts, spring practices, and summer

trainings despite the incredibly low likelihood of playing professionally (Beamon, 2014). Moreover, being an academic advisor at four Division I athletic programs – with one in a prominent Division I Historically Black College and University (HBCU) – the dreams of playing professionally at each institution are similar. The excessive emphasis on athletic achievement has caused Black student-athletes to trail behind academically compared to their non-Black peers. The most substantial discrepancies working at an HBCU, a lower resources institution, a mid-major institution, and a Power 5 Institution are (1) their access to resources and (2) the size of their academic support units. These disparities warrant the need for further investigation of the academic support services provided to student-athletes and their correlation to academic success and graduation. Currently, there are very few studies that examine Black student-athlete academic success and graduation at HBCUs. Carter-Francique, Hart, and Cheeks (2015), Cooper and Hall (2016), Cooper and Hawkins (2012, 2014), Reynolds, Fisher, and Cavil (2012), Sellers and Kuperminc (1997), and Steinfeldt, Reed, and Steinfeldt (2010) have all published studies that examine Black male student-athlete success, performance, graduation, and career advancement within an HBCU setting.

### **NCAA Academic Reform**

The National Collegiate Athletic Association (NCAA) has outlined numerous strategies that emphasize the importance of academic achievement and graduation for student-athletes (Petr & McArdle, 2012). In 2003, under Dr. Myles Brand's leadership from 2003 to 2009, the NCAA academic reform was developed. Dr. Brand, the fourth president of the NCAA, spearheaded an academic reform initiative called the academic performance program (APP), which comprised of the academic progress rate (APR), academic success rate (ASR), and graduation success rate (GSR). It also created the presidential task force that called for stricter governance over athletics

departments in their respective universities. The NCAA academic reform is expected to increase academic matriculation and graduation (Benford, 2007; Comeaux, 2010; Comeaux & Harrison, 2011; Cullen, Latessa, & Byrne, 1990; Oriard, 2012; Ridpath, 2008; Roach, 2004).

Dr. Brand's implementation of the APP program was the first of its kind. Collegiate athletics never possessed a program that governed the matriculation and graduation of student-athletes. Nevertheless, the NCAA metrics prior to Dr. Brand's APP program were programs for prospective student-athletes to ensure academic rigor before entering an NCAA D-I member institution. In 1983, the NCAA adopted Proposition 48, which allowed a student-athlete to enter a Division I program with a minimum grade-point average of 2.0, a 700 on the SAT, and 11 earned core courses (i.e., core courses are English, Math, Natural Science, Social Science, and Foreign Language) (Heck & Takahasi, 2006). In 1995, Proposition 16 superseded Proposition 48. Proposition 16 required a minimum of a 2.0 grade-point average in 13 approved academic courses. Students had to earn a score of 1010 on the SAT or a combined score of 86 on the ACT. Today, the NCAA initial eligibility is a minimum grade-point average of 2.3 in 16 approved core courses and a 900 on the SAT or a 75 sum on the ACT. Dr. Brand's successful execution of the academic reform has changed the initial eligibility requirements and correspondingly changed student-athletes' academic standards after they were full-time students at their respective universities. After Dr. Brand's passing in 2009, the NCAA strengthened its stance on academic reform, which now results in penalties if specific baseline metrics are not met. Dr. Mark Emmert, the current NCAA president, continues to facilitate this stance.

The NCAA academic reform has led to one module being the founder of a team's yearly academic growth and prevailing additional modules. This is known as the academic progress rate (APR). APR is the yearly measurement of each NCAA varsity team, which gives an E-point



(eligibility) and an R-point (retention) each term for every scholarship-recipient athlete (Ridpath, 2010). A student-athlete can earn an E-point by meeting the NCAA academic standard of passing six-degree-applicable hours after the term, and an R-point can be earned by the student-athlete returning and registering full-time for the succeeding semester or graduation (Ridpath, 2010). APR is the first of its kind, and it has brought attention to timely academic matriculation at each NCAA D-I institution, head coach, and varsity team. Each head coach at an NCAA D-I member institution has an APR portfolio that follows him or her from institution to institution (Gaither, 2013; Ridpath, 2010). Many argue that the implementation of APR has led to academic support units being driven to keep student-athletes eligible rather than encouraging them to pursue interests (Norlander, 2015; Norlander, 2016; Cooper, Porter, & Davis, 2017). Even though NCAA D-I participating institutions provide some level of academic assistance, the size, amenities, support staff, and resources of each academic support units are not equal at HBCUs (Parker, 2017).

Several trends in APR data show significant growth within Low Resource Institutions (LRIs) and Historically Black Colleges and Universities (HBCUs). The NCAA defines Low Resource Institutions as schools having a resource composite, which placed them in the bottom 15% of all Division I institutions. At this time, there are 738 squads at institutions defined as LRIs and 368 squads at institutions defined as HBCUs (Njororai, 2012 & Johnson, 2013). The term *squad* from this point forward will be referred to as any eligible student-athlete on a varsity team. Appendixes C and D indicate steady growth and improvements in LRI and HBCU squads; however, the gap persists between these institutions and other Division I institutions. LRI squads from the 2007-2008 year to the 2013-2014 year have seen a 16-point increase in overall APR, a 27-point increase in eligibility points, and an 8-point increase in retention. HBCU squads from

the 2008-2009 year to the 2014-2015 year have seen a 43-point increase in overall APR, a 69-point increase in eligibility points, and a 17-point increase in retention points.

Furthermore, HBCU athletic academic support units are a fraction of the size of the NCAA D-I athletic programs that participate in the elite athletic conferences. Their academic support units are small and/or work in collaboration with the institution's academic support units to provide services to student-athletes. According to Cooper, Cavil, and Cheeks (2014, p. 312), “HBCUs face a multi-level of challenges which includes a macro-level/societal (e.g., systematic racism, unjust impoverishment, and economic deprivation) (Feagin, 2006; Gasman, 2009; Hayes, 2013; Lee & Keys, 2013), meso-level/structural inequalities within the NCAA structure (e.g., limited power, influence, financial support) (Gaither, 2013; Hodge, Bennett, & Collins, 2013; Hodge, Harrison, Burden, & Dixon, 2008; Hosick, 2014; Johnson, 2013; Lillig, 2009; McClelland, 2012; Reynolds, Fisher, & Cavil, 2012; Wiggins, 2000), and micro-level/intra-institutional (e.g., high administrative turnover, poor financial management, limited human resources, and low academic progress rates [APRs])” (Gaither, 2013; Hosick, 2011; Hosick, 2015; Johnson, 2013).

### **Statement of the Problem**

Over 30 years ago, researchers found that Black student-athletes entering college are underprepared for the academic challenges and opportunities considering their academic preparations and achievement (Edwards, 1984; Purdy, Eitzen, & Hufnagel, 1985; Eitzen & Purdy, 1986; Edwards, 2000; Edwards, 2011). Rubin (2016) noted that Black student-athletes continue to be woefully underprepared for college compared to their white peers. College students (and, specifically, student-athletes) have demonstrated a need for academic support services (Smith, Szelest, & Downy, 2004; Sufka, 2011; Tinto, 2012). Hinkle (1994) stated that

academic support units for student-athletes should include remedial, educational, and developmental programs. That said, higher education costs are increasing, and graduation rates are decreasing, which has led the federal and state government to hold universities accountable for student success. In turn, Institutions of Higher Education have begun allocating more resources to academic support programs (Klien, Kuh, Chun, Hamilton, & Shavelson, 2005).

The assumption of academic success based on high school grade-point-average and standardized tests (ex. ACT or SAT) has long been in question; this is the reason why the NCAA has created the NCAA Eligibility Center, which measures the academic preparation of high school student-athletes in order to deem them qualified for financial assistance as scholarship athletes (Heikkila & Lonka, 2006; Perry, Hladkyj, Perkrum, Clifton, & Chiperfield, 2005). Since the NCAA implementation of the academic reform, HBCUs have had historically low APR and GSR scores (Cooper, Cavin, & Cheeks, 2014; Jones & Bell, 2016; Cooper & Hall, 2016). In 2017, the NCAA APR report had 17 of the 21 teams that have received penalties for not meeting the 930 APR benchmark are from HBCUs (Wolken, 2017). The 2020 NCAA APR report continues to have HBCUs disproportionately affected. Out of 23 teams that were announced for having post season penalties 18 of the 23 teams were HBCUs.

### **Purpose of Study**

The purpose of this study was to evaluate select athletic academic support service services to student-athletes at HBCUs that support student-athlete academic success and graduation. Additionally, this study observed how specific academic support services promote academic success and graduation through the NCAA's APR and GSR annual metrics.

## Theoretical Framework

### Alexander Astin's Input-Environment-Outcome (I-E-O) Model

The Input-Environment-Outcome Model was developed by Alexander Astin (1993). This framework was developed to assess higher education components and departments. The I-E-O Model, which originates from Astin's Theory of Involvement (Astin, 1993), found that students learn more when they are involved in multiple components of their college life; thus, an individual who is involved tussles with their roles and identities as a collegiate student-athlete. Astin (1984) describes an involved student as someone who devotes significant energy to academics, participates in student organizations, and interacts with faculty members. Astin's (1984) Theory of Involvement postulates that:

1. Involvement is the investment of both physical and psychological energy in a variety of objects.
2. Involvement occurs on a continuum.
3. Involvement has both quantitative and features.
4. The amount of personal development and learning is proportional to the quantity and quality of student involvement.
5. Academic policies and practices are directly related to the capacity of those policies and practices to increase student involvement.

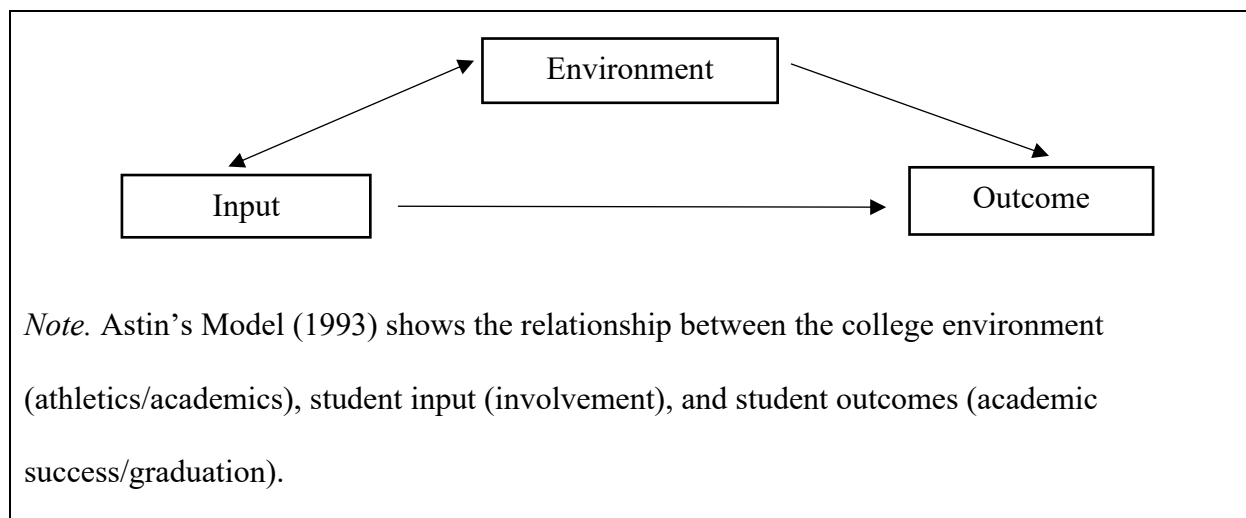
Astin's I-E-O model includes student inputs, the higher education environment, and the student's output or outcomes (Astin, 1993). Astin (1993, p. 18) states, "Input refers to those personal qualities the student brings initially to the program (including the student's initial level of developed talent at the time of entry)." Examples of student-athlete inputs include

demographic characteristics, high school GPA, ACT/SAT scores, and NCAA initial eligibility requirements. Additionally, the “inclusion of input data when using the I-E-O model is vital because inputs directly influence both the environment and outputs, thus having a 'double' influence on outputs—one that is direct and one that indirectly influences *through* environment” (Astin, 1993). Input data can also examine influences that student inputs have on the environment; hence, these input data can include gender, age, ethnic background, ability, and socioeconomic level.

Environment, according to Astin (1993, p. 18), “refers to the student's actual experiences during the educational program.” The environment includes educational experiences, academic preparedness, academic programs, or anything that might impact the student, potentially affecting the outcome. Examples of environment include practice times, lifting times, game times, win and losses, playing times, injuries, curricula, institutional climate, courses, teaching styles, and other demands required to be a collegiate student-athlete.

Output, according to Astin (1993, p. 18), “refers to the student's characteristics after exposure to the environment.” Output measures involve indicators like graduation, academic progress (NCAA continuing eligibility), GPA, course performance, final exam scores, and overall course satisfaction. Astin (1984) states that both the quality and quantity of the student's involvement influences the amount of student learning and development that occurs. The most critical institutional resource, therefore, is student time: the extent to which students can be involved in educational development. This is tempered by how involved they are with family friends, jobs, and other outside activities (Astin, 1984).

Figure 1: Astin's I-E-O Model



### Null Hypotheses

This research addressed whether the way athletic academic support service units at HBCUs are supporting student-athlete academic success and graduation. There are exceptionally few studies that have evaluated the services provided to student-athletes at the collegiate level – particularly at HBCUs. Few studies have focused on the satisfaction of services offered to student-athletes (i.e., Bradenburg & Carr, 2002; Thorton, 1997) and Ko, Durrant, & Mangiantini (2008) have discussed the quality of services that are offered by NCAA D-I athletic departments. This study described the athletic academic support units at HBCUs that support student-athlete academic success and graduation.

#### H<sub>01</sub>

1. There are no barriers to receiving athletic academic support services, and it is independent of major, being at-risk, and membership in a revenue-generating vs. a non-revenue-generating athletic team.

#### H<sub>02</sub>

2. There is not a significant relationship between academic support services and APR and GSR.

### **H<sub>03</sub>**

3. The program director's perceptions of the athletic academic support service program have not improved the student-athlete APR and GSR. It is independent of student-athletes major, being at-risk, number of advisement meetings, and being a member of revenue or non-revenue-generating athletic team.

### **Significance of the Study**

According to Bimper (2011) and Bimper (2016), across the NCAA Division I, II, and III in 2013-2014, nearly one-fifth of the male college student-athlete population is Black. For NCAA football bowl series (FBS) institutions, Black student-athletes were mainly concentrated in football at 52.9%; for men and women's basketball teams, they were 57.6% and 51.1%, respectively (Lapchick, Fox, Guiao, & Simpson, 2015). In *Black Male Student-Athletes and Racial Inequalities in NCAA Division I College Sports*, 2016 report, Dr. Harper researched and reported on racial inequalities within college athletics. Harper (2016) found that:

- During the 2014-2015 academic school year, Black men comprised of 56.3% of football teams and 60.8% of men's basketball teams, but only 2.5% of the undergraduate student population.
- Across four cohorts, 53.6% of Black male student-athletes graduated within six years, compared to 68.5% of student-athletes overall, 58.4% of Black undergraduate men, and 75.4% of undergraduate students in general.

- Only the University of Miami (FL) and Northwestern University (IL) graduated Black male student-athletes at rates higher than or equal to student-athletes overall – that is only two (2) NCAA member institutions among them all.
- Two-thirds of the universities graduated Black male student-athletes at rates lower than Black undergraduate men who were not members of intercollegiate sports teams.
- Northwestern University (IL) was the only university with Black male student-athletes graduating at a rate higher than or equal to undergraduate students overall.

Zhang, Fei, Quddos, and Davis (2014) studied the effectiveness of early intervention programs for at-risk students attending a HBCU. The study identified students as at-risk after receiving a grade below a C during midterms. The at-risk students scheduled face-to-face appointments with their advisors to discuss the reasons for academic poor performance. An individual academic plan was drafted collaboratively to explore proactive measures that identified the problems. The results from this study showed that the at-risk students that received advising performed better and was more likely to pass the course. Student-athletes are considered a special population and is largely considered at-risk considering their time demands within their respective sports. At a HBCU, many students are first generation students and are academically unprepared for college level work (Zhang, Fei, Quddos, & Davis, 2014). With many having a lack of academic unpreparedness and adding the demands of college athletics truly emphasizes the role of the athletic academic advisor and the department of athletic academic support services. The results of this research are intended to inform athletic academic advising field and the athletic academic support service units as it relates to retention and graduation of student-athletes attending NCAA D-I HBCU member institutions.



### **Limitations of the Study**

This study was limited by the following:

1. The data was limited to NCAA D-I (FCS) HBCU member institutions.
2. The respondents were limited to directors/leaders and athletic academic advisors of athletic academic support services.

### **Delimitations of the Study**

The study was delimited to the following:

1. The sample used in this research is delimited to all athletic academic support services directors/leaders and athletic academic advisors at the NCAA D-I (FCS) HBCU member institutions.
2. The data was obtained from online surveys that were delivered via Qualtrics, it was sent to directors/leaders and athletic academic advisors of NCAA D-I (FCS) HBCU member institutions.

### **Assumptions of the Study**

1. All respondents will answer all surveys honestly and independently to the best of their ability.
2. The director/leader and athletic academic advisors from each of the NCAA D-I (FCS) HBCU member institutions will complete the survey.

### **Definitions of Terms**

*Academic Progress Rate (APR)*: “APR is a measurement that publicly identifies schools for academic success or failure and includes specific punishments for non-compliance” (Ridpath, 2010; p. 256). It is calculated by awarding each student-athlete receiving athletic-related aid one

point for returning to school full time and one point for being academically eligible per term (ex. Fall semester and Spring semesters only). Each student-athlete can receive a total of four points for the Fall and Spring semesters. A team's total APR points are divided by the number of points possible, then multiplied by 1,000. For example, if a student-athlete (who receives athletically related aid) after the Fall semester is eligible and retained, they would receive 2/2 points. If that same student-athlete is retained and eligible after the Spring semester, they will receive 4/4 points.

*Athletic Academic Advisor:* advisors who have a substantial role in the life of student-athletes. They instruct these students to complete academic tasks, such as to regularly attend class, meet with academic tutors, and attend one-on-one meetings with their athletic academic advisors (Carodine, Almond, & Gratto, 2001; Denson, 1996; Fletcher, Benshoff, & Richburg, 2003; Kissenger & Miller, 2009; Meyer, 2005).

*Athletic Academic Support Units:* departments that provide specialized programs and support to aid in the progression of student-athletes regarding academic, personal, and career success (Comeaux, 2015).

*Big South Conference:* a Division I conference that is made up of 11 institutions. These institutions include Campbell University, Charleston Southern University, Gardner-Webb University, Hampton University (HBCU), High Point University, Longwood University, Presbyterian College, Radford University, University of North Carolina at Asheville, University of South Carolina Upstate, Winthrop University. Additionally, a future full member of the institution will be North Carolina Agricultural and Technical State University in 2021.

*Graduation Success Rate (GSR)*: “The GSR cohort definition is modified to replace students on athletics aid with recruited student-athletes” (Petr & Paskus, 2009; p. 80). GSR is calculated only for student-athletes at the Division I level and for those who are members of a team.

*The Mid-Eastern Athletic Conference (MEAC)*: a conference that comprises of 10 historically Black institutions across the Atlantic coastline. These institutions include Bethune-Cookman University, Coppin State University, Delaware State University, Florida A&M University, Howard University, University of Maryland Eastern Shore, Morgan State University, Norfolk State University, North Carolina Agricultural and Technical State University, and North Carolina Central University

*Progress-Toward-Degree (40-60-80 Rule)*: the degree of completion that student-athletes must achieve by specific benchmarks yearly, also known as PTD. Student-athletes must complete 40% of a baccalaureate degree program prior to their fifth full-time enrollment (third year) and have a minimum of a 1.9 cumulative GPA. By their seventh full-time term of enrollment (fourth year), they must complete 60% of their baccalaureate degree program and hold a minimum of a 2.0 cumulative GPA. Ultimately, by their ninth full-time term of enrollment (fifth year), they must complete 80% of their baccalaureate degree program and possess a minimum of a 2.0 cumulative GPA. At this point, the student-athlete is set to graduate within five years.

*Revenue-Generating Sports*: “. . . sports are those that are most likely to yield profits and notoriety” (Beamon, 2008; p. 353).

*SWAC Conference:* a conference made up of 10 historically Black institutions. These schools include Alabama Agricultural and Mechanical University, Alabama State University, Alcorn State University, University of Arkansas Pine Bluff, Grambling State University, Jackson State University, Mississippi Valley State University, Prairie View Agricultural, Mechanical University, Southern University, and Texas Southern University.

*Ohio Valley Conference:* a Division I conference that covers 12 institutions, which are Austin Peay State University, Belmont University, Eastern Illinois University, Eastern Kentucky University, Jacksonville State University, Morehead State University, Murray State University, Southeast Missouri State University, Southern Illinois University Edwardsville, Tennessee State University (HBCU), Tennessee Tech University, and The University of Tennessee Martin.

*Public institution:* an institution with a significant portion of monetary funds that originate from the public sector (Fulks, 2002, p. 112).

## **Organization of Study**

This study is distributed into five chapters. Chapter One introduces the study, providing the theoretical framework, problem statement, and purpose/significance of the study. Chapter Two offers a review of the literature that is most relevant to the study. Chapter Three presents the study's methods and procedures, such as its research design, study population, and sampling practices. Chapter Four displays the results of the study, and Chapter Five provides an in-depth discussion about the results and suggestions for future research.

## Chapter II: LITERATURE REVIEW

There is a wealth of literature on Black male student-athletes, which is focused on those who attend PWIs (Predominately White Institutions) (Alder & Alder, 1991; Smith, 2009; Hawkins, 2010). The NCAA D-I Power 5 Conferences in football and men's basketball include the Atlantic Coast Conference (ACC), Big Ten, Big 12, Pacific Athletic Conference (PAC) 12, and the Southeastern Conference (SEC). These NCAA D-I conferences are known as the Power 5 Conferences. Black student-athletes are the majority of the revenue-generating players within these Power 5 Conferences, and Black student-athletes encounter a multitude of forms of social isolation, academic neglect, and athletic exploitation (Cooper, 2012). Scholars have examined the campus climates of many Division I PWIs and have found that the climate is not favorable to Black student-athletes' academic success or achievement (Alder & Alder, 1991; Comeaux, 2011; Comeaux & Harrison, 2007; Sellers 1992).

The effect that a successful athletic team can have on a university cannot be wholly measured in just any manner; institutions that struggle to make a plausible claim to national standing in any academic field can do so through athletics (Toma, 2010). The organizational culture, citizenship behavior, alumni, faculty, staff, students, and constituents are identified by a university's athletic program and its success. This support obtained from the student body, faculty, alumni, and casual consumers for the athletic program provide the institution with a strong brand that influences the institution's academic profile.

Additionally, a winning athletic program can bring extreme notoriety to an institution, which can significantly impact student enrollment. Take the head football coach for the University of Alabama, Nick Saban, who has six national college football titles since entering in 2007 (one from his time at LSU in 2003). A life-like statue was built in his honor for building a

winning culture within his football program, which resides in front of the University of Alabama football field. His national presence and stature on the football field have spread across campus, all the way to the registrar's office (Pope & Pope, 2009).

Taking Saban and the University of Alabama into account, Van Riper's (2013) study found the following:

“According to Forbes Magazine, ‘Since 2007, Tuscaloosa has swelled its undergraduate ranks by 33% to over 28,000 students. Faculty count has kept pace: up 400 since 2007 to over 1,700. But it's more than growth – it's where the growth is coming from. According to the school, less than a third of the 2007 freshman class of 4,538 students hailed from out of state. By the fall of 2012, more than half (52%) of a freshman class of 6,397 students did. Various data from *US News* and the *New York Times* shows that the school's out-of-state tuition cost – nearly three times higher than the rate for in-state students – rose from \$18,000 to \$22,950 a year during that period” (p. 15).

It is obvious what impact a winning football program can have on its institution (Smith, 2009) and the power and influence that a successful Division I athletic program has on its institution. Athletic programs within the Power 5 Conferences, such as the University of Alabama, have resources available to recruit the best and brightest athletes to their programs. Even so, how do lower resource institutions (LRIs) like HBCUs provide adequate resources and staff to support the academic success and graduation of student-athletes? How are HBCUs able to compete for the top available student-athletes? Let us begin by discussing the creation of HBCUs.

## **Historically Black Colleges and Universities (HBCUs)**

“HBCUs are a source of accomplishment and great pride for the African American community as well as the entire nation. The Higher Education Act of 1965, as amended, defines an HBCU as: ‘. . . any historically Black college or university that was established prior to 1964, whose principal mission was, and is, the education of Black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary [of Education] to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation.’ HBCUs offer all students, regardless of race, an opportunity to develop their skills and talents. These institutions train young people who go on to serve domestically and internationally in the professions as entrepreneurs and in the public and private sectors” (White House Initiative on Historically Black Colleges and Universities, n.d.).

HBCUs are a staple in Black communities nationwide and have presented educational opportunities in multiple disciplines (Irvine & Fenwick, 2011). Before the Civil War, educational opportunities were non-existent for Blacks in the United States and organized athletics were designated solely for Whites. The first Black college was established in Pennsylvania in 1830 (Cheyney University of Pennsylvania). Some of the earliest post-secondary education establishments for Blacks include Lincoln University in Pennsylvania in 1854, Wilberforce College in Ohio in 1856, Bowie State in Maryland in 1865, Lincoln University in Missouri in 1866, and Howard University in 1867. In 1863, the passage of the Emancipation Proclamation freed over 3 million Blacks who were enslaved. It was this massive movement that caused a substantial demand for schools (Browning & Williams, 1978).



Justin Morrill, a congressman from Vermont, proposed a bill in 1857 to grant public lands to the states for colleges that would provide teaching within agriculture and mechanical arts. This bill began with the Northwest Ordinance of 1785. President Buchanan vetoed the bill, but President Lincoln later passed it in 1862. For every senator and representative in Congress, the Morrill Act granted each state 30,000 acres of public land, which was to be used to create and maintain a college. Additionally, the Morrill Land Grant Act of 1890 was aimed at the southern confederate states to prove that race and color was not a criterion for admissions. According to Cole (2006, p. 357), “The second Morrill Act compelled states with ‘dual’ higher education systems to support land-grant colleges for Black as well as white students.” It forced post-secondary institutions to either admit Blacks or provide separate educational facilities. Thus, an increasing number of HBCUs were created in the South (Landson-Billings, 2012).

HBCUs expanded rapidly during the early 20th century. Thirty-three institutions were established in 1915 while 77 institutions were established in 1927 (Cole, 2006; Arroyo & Gasman, 2009; Gatmen, 2012). There were other clusters of expansion, but it slowed before the Civil Rights Act was implemented. Cole (2006) stated:

“Once the Civil Rights Act removed the barriers that prevented Black students from enrolling in ‘white’ universities, Congress prohibited the establishment of additional ‘Black’ institutions. Consequently, as extant HBCUs closed, new ones did not replace them. This situation accounts for the sudden ‘flat line’ and gradual decline in the number of HBCUs after 1964. Today, Black colleges have been criticized, at best, for outliving their *raison d’être* and, worst, for perpetuating segregation” (p. 358).

Many students attending HBCUs are primarily low-income students, with 98% qualifying for federal need-based aid (Gasman, 2009), but scholars have shown the value of HBCUs to the

American economy (Constatine, 1995; Nettles & Perna, 1997; Matthews & Hawkins, 2007). Brown and Davis (2001) emphasized the importance of HBCUs and the pipeline for Blacks in economic, educational, and social mobility. The goal of HBCUs was to provide educational training and opportunity for the nation's most under-prepared students, as well as to graduate students who cannot pay tuition commensurate with predominately white institutions (PWIs) (Fleming, 1984; Roebuck & Murty, 1993; Allen & Jewel, 2002; Henderson & Kritsonis, 2007; Murty & Roebuck, 2015). For example, out of the twelve public state universities in Florida, Florida A&M University – the lone HBCU within the state university system – is the only institution that offers developmental courses. This admission of under-prepared students left HBCUs with lower graduation rates (Johnson, 2013) along with lower student-athlete graduation success rates (GSR).

According to Coupet and Barnum (2010), “Low graduation rates increase the cost per graduate, and pose problems when petitioning for operating and endowment funds from governments, nonprofit institutions, and individuals who have attended the school.” This has a profound effect on HBCU athletic departments, which are tasked with educating and maintaining eligibility for their student-athletes who are (traditionally) first-generation students that require developmental courses. Furthermore, low student enrollment has a significant impact on the budget of HBCU athletic departments, as they are dependent on the athletic fees charged to students each semester. Within those athletic departments, athletic academic advisors are tasked with maintaining each student-athlete's eligibility according to the NCAA bylaws, the conference, and the institution's policy; and the literature review for athletic support services units are scarce, particularly for HBCUs. So, in this literature review, a breakdown is presented regarding the essential components that encompass a successful athletic academic support unit.

It begins with the most vital personnel within each athletic academic support unit: the athletic academic advisor.

### **History of Athletic Academic Support Units and Athletic Academic Advisors**

Crookston (1972) conceptualized what academic advising could be:

“Ender, Winston, and Miller (1984) defined ‘developmental academic advising’ as a systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the utilization of the full range of institutional and community resources. It both stimulates and supports students in their quest for an enriched quality of life. Developmental academic advising relationships focus on identifying and accomplishing life goals, acquiring skills and attitudes that promote intellectual and personal growth, and sharing concerns for each other and for the academic community” (p. 19).

In 1991, the NCAA mandated that all Division I institutions create an academic support services unit. This support system exists to assist student-athletes in all their academic performances in accordance with bylaw 16.3.1.1 (Meyer, 2005). Academic support service units, which are an essential part of athletic departments, incorporate programs that cover academic, emotional, mental, social, and eligibility matters to maintain student-athlete retention and graduation (Ridpath 2010; Huml, Hancock, & Bergman, 2014). Due to the NCAA mandate, the percentage of athletic academic advisors have increased tremendously. Huml, Hancock, and Bergman (2014) stated that the number of full-time athletic academic advisors increased by 200% between 2005 and 2013, and the average spent per student-athlete increased 43% between 2005 and 2013.

Academic advising began as a task performed by the faculty but quickly grew into a department of its own after being led by non-faculty (Cook, 2009). The relationship between faculty and students was vital in the students' matriculation, as the faculty acted as custodians and teachers (Cohen, 1998). They supervised all phases of the student, including moral and academic progress (Cook, 2009). Through decades of academic advising implementation, the number and size of institutions grew. Consequently, studies started to show that advising was growing from a routine, faculty-based activity to a process that led students to achieve their goals (Cook, 2009; King, 2008). As the profession emerged across higher education, the National Academic Advising Association (NACADA) came into existence and formed in 1979. NACADA redefined academic advising and provided a platform for constituents to explore advising theories and delivery models. Within the realm of athletics, another organization for advising was eventually founded: The National Association of Academic Advisors for Athletics (N4A). The N4A began in 1975 under the direction of Dr. Frank Downing and Dr. Clarence Underwood with the intent to begin a forum for counselors and advisors who specialized in this subpopulation.

“An advising strategy is a purposeful attempt to facilitate student learning and the development of a holistic and appropriate educational plan. While the structure of an educational plan may vary, all designs should serve to guide students toward learning experiences to enhance and enrich their knowledge and skills and allow them to test ideas and values that may—or may not—be incorporated into their future goals” (Drake, Jordan, & Miller, 2013, p. 8).

Academic advisors must possess specific skills and competencies to be effective (Love, 2003; Fox, 2008). The relationship between the advisor and student is equally essential (Fox,

2008). Athletic advisors play a substantial role in the life of student-athletes; they coach them to complete reasonable tasks like regularly attend class, visit scheduled academic appointments, and meet with academic tutors (Carodine, Almond, & Gratto, 2001; Denson, 1996; Kissenger & Miller, 2009). They are expected to support student achievement, implement effective retention programs, and improve the student's experience. Tinto (1993), Bean and Eaton (2002), and Kuh et al. (2005) all point to the significant role that academic advising plays in effective retention programs and the students' individual experiences. There is no doubt that student success is the intent of all institutional academic programs.

Tinto (1999) discussed the benefits of academic advising on student success. Students were more likely to persist and graduate if they were in settings where:

- expectations were high, clear, and consistent;
- support was available;
- feedback supported early understanding of academic performance;
- involvement with the community, faculty members, staff, and peers were available; and
- learning was relevant and constituted value added (Tinto, 1999, p. 5-6).

“When underprepared student-athletes are admitted to our institutions (and they will be, given the latitude of Bylaw 14.3.1.1.1), the onus for student-athletes making progress toward a degree and maintaining academic eligibility will fall upon the athletic academic advisors” (Meyer, 2005, p. 17).

An athletic academic advisor's role is essential for the student-athletes scholastic progression from year one to graduation. At the same time, the NCAA has instituted pacing

guides and policies that affect how an athletic academic advisor approaches their work (i.e., Progress-Toward-Degree).

Student-athletes are a special sub-population of a college or university that are woven into the fabric of the institution (Gaston-Gayles, 2004). They face physically demanding workouts, high demands from coaches, and substantial time constraints, all while carrying a full academic load (Carodine, Almond, & Gratto, 2001). The strains that are imposed on intercollegiate student-athletes are far more demanding than their non-athletic counterparts. Their athletic responsibilities often outweigh academic ones (Heck & Takahashi, 2006). This is proven every day in college athletics, as advisors find classes that fit within the student-athletes practice and game schedules. They direct them towards majors that are more suitable for the demands of an athlete through a practice known as academic clustering.

Academic clustering is prevalent in revenue-generating sports. Sanders and Hildenbrand (2010) define academic clustering as athletes joining up with other athletes, usually their teammates, in narrow selections of academic majors. Moreover, Fountain and Finley (2011) define clustering as 25% or more of the players who were enrolled in a single major; through their longitudinal study, minority players were consistently clustered more densely into single academic majors. Fountain and Finley (2011) continue to define 50% of student-athletes in a single major as “super clusters” and 75% or more student-athletes in a single major as “mega clusters.” Nevertheless, the benefit of having student-athletes in an “athletic friendly” major allows the student to spend more time focusing on their athletic responsibilities.

The National Collegiate Athletic Association (NCAA) mandates that only 20 hours total should be spent on athletic activities (practice, weightlifting, games, etc.). However, most of the Football Bowl Subdivision (FBS) division athletic programs far exceed the 20-hour rule, and the

heightened pressure of winning games promotes an academic friendly major. According to the NCAA 2015 GOALS study (NCAA, 2016), Division I student-athletes self-reported spending a median time of 34 hours per week (41 hours per week for FCS football) on athletic activities and 38.5 hours per week (37 hours per week for FCS football) on academic activities (Paskus & Bell, 2016). Furthermore, athletes tend to make additional “mental time commitments” to sport by thinking and talking about it, even when not practicing or performing (Alder & Alder, 1991). Student-athletes will have university-approved absences to participate in intercollegiate activities while increasing the notoriety of the institution and increasing the revenue stream for the overseers. Alder and Alder (1991) says that student-athletes are most likely to experience “role engulfment,” a condition in which athletes become fixated solely on their athletic responsibilities. For example, the term *student-athlete* is a dual role with multiple responsibilities, but the student-athlete immerses themselves in one role, which is usually the role of an athlete. Due to this single identity/role, advisors must be well-versed on the models of academic advising to best serve student-athletes.

### **Models of Academic Advising**

Academic advising plays an integral role in student achievement and student retention (Tinto, 1993; Bean & Eaton, 2002; Kuh et al., 2005). For student-athletes, the advisor's role is imminent in the matriculation of many sectors, such as career choice, major choice, and NCAA eligibility. Varney (2014) stated that academic advisors assist students in identifying their long-term and short-term goals while making recommendations around identified objectives and closely monitoring the students' progress over time. Athletic academic advisors counsel student-athletes on all available majors and at all stages of matriculation. In comparison, non-athletic advisors counsel on their respective curriculum maps, and most universities have undergraduate

departments that counsel students that have passed 59 credit hours or less. Upper-level students that have passed 60 credit hours or more typically have faculty advisors and department advisors to counsel (Engstrom, Sedlacek, & McEwen, 1995; Young-Jones, Burt, Dixon, & Hawthorne, 2013). They are not required to be cognizant of all majors and all curriculum maps. This employs much attention on the athletic academic advisor, as they monitor all areas of the student at all stages through graduation.

It would be judicious for athletic academic advisors to develop an advising strategy that emphasizes a purposeful plan, one that will lead to quality education. Student-athletes are continually balancing academic, athletic, and social roles (Alder & Alder, 1991), heightening the significance of the athletic academic advisor's educational program. Without it, student-athletes will either drop out or cluster in majors suitable for playing (Busch, 2007). The athletic academic advisor's role is necessary for student-athlete development, which amplifies the importance of advising models and their implementation. Three advising models were recognized in order to foster student-athlete success: developmental advising, appreciative advising, and intrusive advising (Gaston-Gayles, 2004).

### **Developmental Advising**

The developmental advising approach holistically maximizes each student's educational experience by fostering the students' academic, personal, and career goals toward future success (Grites, 2013). Winston, Miller, Ender, and Grites (1984, p. 19) stated, "Developmental academic advising is defined as a systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the utilization of the full range of institutional and community resources." This strategy requires the advisee to explore their educational, career, and personal goals deeply. The advisor coaches



and guides them through their process while capitalizing on the institutional factors that surround them. Developmental advising is constructed in order to advise and teach the whole student. O'Banion (1972, 1994) recommended five developmental approaches to academic advising: (a) exploration of life goals; (b) exploration of vocational goals; (c) program choice; (d) course choice; and (e) scheduling classes. Academic advisors should also measure their students' academic capability and readiness, emphasize the importance of campus resources, and support them in developing an educational plan that includes academic and career goals (Ender & Wilkie, 2000; Tyrance, Haris, & Post, 2013). Through developmental advising, the demeanor of a competent academic advisor is “on-going and purposeful, challenging for the student but also supportive, goal-oriented, and intentional” (Ender & Wilkie, 2000, p. 119). The advisor's role is to facilitate learning and to construct individual educational plans within each sector: academic, career, and personal. Nonetheless, student-athletes tend to struggle with dual identities in conjunction with their consistent demands. Chickering (1969) offers a different approach to young adults demonstrating the influences that affect their identities, and they are characterized as follows:

- developing competence;
- managing emotions;
- developing autonomy;
- establishing identities;
- freeing interpersonal relationships;
- developing purpose;
- and developing integrity.

## **Appreciative Advising**

Appreciative advising is a positive, open-ended framework that allows academic advisors to guide advisees toward optimizing their goals (Collins, 2001). Amundsen (2008) first defined appreciative advising as an intentional practice that collaborates with the advisees by asking positive and probing questions that will ultimately distinguish the advisee's strengths. Bloom, Hutson, and He (2008) further refined it as a social constructivist advising philosophy that provides a framework for advisors to use in optimizing their collaborations with advisees. Bloom, Hutson, and He (2008) expanded on the 4-D model, which is grounded in the organizational development theory of Appreciative Inquiry (AI), by adding the “Disarm Phase” and the “Don't Settle Phase.” The six phases of appreciative advising comprise a useful theory-to-practice model that guide academic advisors in empowering students to:

- build trust and rapport with each other (disarm);
- uncover their strengths and assets (discover);
- be inspired by each other's hopes and dreams (dream);
- co-construct plans to make their goals a reality (design);
- provide mutual support and accountability throughout the process (deliver);
- and challenge each other to set higher expectations for their educational experiences (don't settle) (Bloom, Hutson, & He, 2008).

### **The Six Phases of Appreciative Advising.**

#### **Disarm Phase.**

The disarm phase is designed to help academic advisors make a positive first impression (Bloom, Hutson, & He, 2008). This crucial component of appreciative advising allows academic

advisors to engage in conversations that allow the advisee to let down their guard. Disarming an advisee's prior beliefs or notions can support a more authentic collaboration of the six-phase appreciative advising model. Examples of questions to break the ice for students are:

- “What has been the highlight of your sports career?”
- “Did you watch the game last night?”
- “What do you think about your high school coach?” (Bloom, Hutson, & He, 2008).

### **Discover Phase.**

The discover phase allows academic advisors to build rapport with their advisees and learn about their strengths and abilities (Bloom, Hutson, & He, 2008). During this phase, the advisor learns about their advisee's story and goals. In this process, the academic advisor can build upon the advisee's accomplishments and create new objectives for them. Examples of the discover phase are:

- “What would your coaches say about you?”
- “Tell me about the best game that you either played in or watched.”
- “Tell me about a time that you or your team overcame a significant struggle” (Bloom, Hutson, & He, 2008).

### **Dream Phase.**

The dream phase is critical in the six phases of appreciative advising. During this phase, the academic advisor elicits responses from their advisee regarding their future career and personal goals. However, advisors must be careful when extracting the student-athletes career goals; they must ensure that attention is not solely focused on professional sports aspirations. The ability to learn about an advisee's dreams rests in the power of the discussions

between advisors and advisees (Bloom, Hutson, & He, 2008). Sample dream phase questions are:

- “If you do not participate professionally in your sport, what career would you have?”
- “If money was not a concern, what would be your dream job outside of your sport?”
- “Explain to me (in detail) your ideal life 20 years from now, including both your personal and career life” (Bloom, Hutson, & He, 2008).

### **Design Phase.**

The design phase is a place where the academic advisor and the advisee develop an effective plan for making their dreams a reality (Bloom, Hutson, & He, 2008). It is imperative that advisees participate in the creation of the plan – this will help contribute to the ownership of the plan, as well as the enthusiasm to complete the plan. The advisee must take their identified strengths and abilities and apply them to the plan through roadblocks to ensure completion. Additionally, academic advisors should make sure their advisees seek experiences outside of the classroom to heighten the design phase's advantages. Sample questions are:

- “What can you do this week to get started?”
- “What will you accomplish at the end of this semester?”
- “What experiences can you gain through athletics to assist in your long-term career plans?” (Bloom, Hutson, & He, 2008).

### **Deliver Phase.**

This phase is the implementation phase, and students take responsibility for executing their plans (Bloom, Hutson, & He, 2008). Academic advisors should remind their advisee that there will be hurdles to overcome and roadblocks ahead. They should also invite the advisee to

return to them when they have reached roadblocks. This will encourage confidence in their ability to finish the objectives (Bloom, Hutson, & He, 2008). Halvorson (2011) suggested that the advisee write down their plan, allowing them to prepare for hurdles and roadblocks and anticipate strategies to overcome them. Examples of questions for the deliver phase are:

- “What campus resources can assist you in your plan?”
- “What obstacles do you expect to face as a student-athlete?”
- “When your motivation starts to run low, what specific steps can you take to reenergize yourself?” (Bloom, Hutson, & He, 2008).

### **Don't Settle Phase.**

This final stage is where academic advisors continue to support the advisee in achieving their full potential. At the same time, they must help advisees continue to raise their expectations of themselves (Bloom, Hutson, & He, 2008). The relationship that has been established in the beginning phases will be sequential. It encourages advisees throughout their plan, yet it challenges them as they advance. In follow-up meetings, academic advisors should bring up the following questions:

- “What have you done well and not well since our last meeting?”
- “Name the benchmarks in our plan that you have not met. How can we meet them?”
- “Does anything need changing in your life to accomplish our goals?” (Bloom, Hutson, & He, 2008).

The Appreciative Advising Inventory, an instrument containing 44 questions, is available on [www.appreciativeadvising.net](http://www.appreciativeadvising.net) to help with each of the six phases.

## **Intrusive Advising**

Intrusive advising, also known as proactive advising, is one of the most efficient advising approaches to further student success. Heisserer and Parette defined intrusive advising, with an at-risk student in particular, as being “designed to (a) facilitate informed, responsible decision-making, (b) increase student motivation toward activities in their social and academic community, and (c) ensure the probability of the students' academic success” (2002, p. 74). Intrusive advising presents an instrument to nurture students (Ryan, 2013), create connections with institutions (Orozco, Alvarez, & Gutkin, 2010), and build relationships (Smith, 2007) that impacts the retention and graduation of student-athletes. Abelman and Molina stated, “The personal contact in the most intrusive interventions affords students the greatest opportunity to identify problems and generate responsibility for problem solving and decision making” (2001, p. 32).

Abelman and Molina (2001) conducted a short-term study on probationary students utilizing intrusive intervention. A population size of 105 probationary students was investigated with either non-intrusive advising, moderately intrusive advising, or full intrusive advising. The researcher's definition of non-intrusive advising is consistent with no effort being made to generate student responsibility for problem-solving or identifying resolutions that have caused their academic probation. Moderately intrusive advising required the students to develop a plan of action and generated a more advisor-advisee relationship. Full intrusive advising demanded a more intensive plan of action, which involved an academic interview, a self-assessment, and a discussion concerning the resources available to their most relevant problems. Furthermore, an academic success contract was signed by the advisor and advisee, which reinforced the academic components presented and aimed to alleviate academic mishaps. The findings from Abelman

and Molina's (2001) study supported full intrusive advising for intervention due to the higher GPAs that probationary students produced.

Intrusive advising is grounded in the philosophy of shared responsibility between advisor and advisee (Thomas & Minton, 2004) and getting to the core of the advisee's difficulties by implementing interventions (Earl 1988). Intrusive advising, accompanied by a developmental approach, has been proven useful (Kirk-Kuwaye & Nishida, 2001; Upcraft & Stephens, 2000). Studies suggest that an intrusive advising approach is extremely beneficial in increasing students' GPAs on academic probation (Schwitzer, Grogan, Kaddoura, & Ochoa, 1993; Abelman & Molina, 2001).

Considering the academic profiles of student-athletes who attend an HBCU, athletic advisors should be well-versed in this method of advising. Athletic advisors play a critical role in eligibility and academic success for each student-athlete. The NCAA defines many HBCUs as a "limited resource" institution, and the athletic advising staff at these limited resource institutions often carry high caseloads, which could prohibit an intrusive advising style. Varney stated, "Although building advising relationships generates challenges for advisors with high caseloads, they can successfully connect with advisees via customized individual departments and through targeted student-outreach efforts" (2013, p. 147).

## **Chapter III: RESEARCH AND METHODOLOGY**

### **Methods and Procedures**

The purpose of this study was to evaluate select athletic academic support services to student-athletes at HBCUs that support student-athlete academic success and graduation. This chapter includes an overview of the research proposed for this study. The research examines majors, at-risk student-athletes, the number of advisement meetings, and revenue/non-revenue-generating sports, as they relate to the retention and graduation of student-athletes. This chapter is organized into the following sections: Research Design, Study Population, Sampling Methods and Procedures, Instrumentation, and Validity and Reliability.

### **Research Design**

This study analyzes, comprises, and describes the services offered to NCAA D-I HBCU student-athletes who participated in revenue and non-revenue teams and their effects on APR and GSR. The type of services available to student-athletes is vital in the development and performance of student-athletes attending a NCAA D-I HBCU member institution. Data was collected from 22 Division I HBCU institutions by surveying the director/leaders of the athletic academic advising unit and/or the athletic academic advisors.

For this study, a multiple linear regression model with a stepwise was deemed appropriate given that the researcher analyzed the relationships between the athletic academic support services offered and the null hypotheses. Multiple linear regression analysis is a statistical tool that allows multiple independent variables to enter the analysis separately so that each independent variable can be tested (Rahman, Sathik & Kannan, 2012). “It is valuable for quantifying the impact of various simultaneous influences upon a single dependent variable” (Rahman, Sathik & Kannan, 2012, p. 24).



## Study Population

The Mid-Eastern Athletic Conference (MEAC) is comprised of 10 HBCU institutions, and the Southwestern Athletic Conference (SWAC) is comprised of 10 HBCU institutions and Tennessee State University, which is a member of Ohio Valley Conference and Hampton University which is a member of the Big South Conference. The following are MEAC schools that were surveyed:

- Bethune Cookman University
- Coppin State University
- Delaware State University
- Florida Agriculture and Mechanical University
- Howard University
- Maryland-Eastern Shore University
- Morgan State University
- Norfolk State University
- North Carolina Agriculture and Technical State University
- North Carolina Central University

The following are SWAC schools that were surveyed:

- Alabama Agriculture and Mechanical University
- Alabama State University
- Alcorn State University
- University of Arkansas at Pine Bluff
- Grambling State University

- Jackson State University
- Mississippi Valley State University
- Prairie View Agriculture and Mechanical University
- Southern University
- Texas Southern University

The following is an Ohio Valley Conference school that was surveyed:

- Tennessee State University

The following is a Big South Conference school that was surveyed:

- Hampton University

### **Sampling Method and Procedures**

Data collection consisted of historical data, the athletic academic services provided to student-athletes, which was retrieved from each institution's website. A survey questionnaire was also used to collect data from the sample population. The director/leader of athletic academic support service programs and athletic academic advisors of each HBCU Division I institution make up the population of this study. The survey method involved the use of structured questionnaire (see Appendix A) which was designed to obtain data on athletic academic support services at HBCUs.

The statistical software package 26.0 version of SPSS was used in this investigation. A quantitative analysis was used for this research. The types of quantitative analysis used were inferential and descriptive statistics. The descriptive statistics identified mean, median and standard deviations. A frequency analysis determined the breakdown of respondents by institution, conference affiliation, the amount of full-time athletic academic advisors, and the

number of members affiliated with National Association of Academic and Student-Athlete Development Professionals (N4A).

### **NCAA D-I (FCS) HBCU Member Institutions**

The graduation rates of the 22 institutions in this study were observed in three ways: (1) the graduation rate for students who began their studies in Fall 2012, (2) the GSR per conference-sponsored team according to the NCAA GSR and (3) the overall GSR per institution. For 2012, the National Center for Educational Statistics reported the overall graduation rate, which tracks the progress of students who began their studies as a full-time, first-time degree, or certificate-seeking student to see if they complete a degree or other award such as a certificate within 150% of “normal time” for completing the program in which they are enrolled (see Table 5, Table 6, Table 7 and Table 8).

### **Instrumentation**

The instrumentation used in this study was adapted from Schwartz’s (1994) study titled *A study of the availability of athletic academic support services at Division I institutions across the United States*. The instrument for this study is a questionnaire titled HBCU Athletic Academic Advising Support Services Questionnaire (HAAASSQ) (see Appendix A), which derived from the Athletic Academic Advising Support Services Questionnaire (AAASSQ) (Schwartz, 1994). The AAASSQ was obtained from the author of the instrument (see Appendix B). It was developed as a descriptive measure of athletic advising support services as perceived by program directors at 274 NCAA institutions. The study instruments were identified through publicly available directories of college athletics and the National Association of Athletic Academic Advisors for Athletics (N4A), now known as the National Association of Academic and Student-Athlete Development Professionals (N4A).

The instrument's author invited ten experts into the athletic advising field to establish the validity and reliability of the AAASSQ, which was later refined and turned into a 23-item questionnaire. The current version of the instrument, the HAAASSQ, was adjusted to be relevant to the changes in the field since 1994 and to align with the purposes of the study's focus on HBCU athletic academic advising support services. Deviating slightly from the AAASSQ, the HAAASSQ deemphasizes gender and focuses more on the differences between revenue and non-revenue-generating athletic academic support services. Based on findings from the literature review, items that have been removed from or added to the AAASSQ resulted in the HAAASSQ, reflecting terminology changes within the discipline since the development of AAASSQ in 1994.

The HAAASSQ includes 18 items. Questions 1-9 were descriptive and demographic questions that identify the individual institutions' athletic academic advising support units. The respondents provided the following information: (a) the name of their institution; (b) their conference affiliation; (c) whether their program was established and if so, what year; (d) what year was the program intuitively recognized; (e) the title of the person in charge of the athletic academic support unit; (f) the number of full-time athletic academic advisors/counselors that were employed in the unit; (g) which institutional department do they report to; (h) where their department was housed; and (i) the number of department members that belonged to N4A.

Questions 10 and 11 asked the respondents to indicate the groups of student-athletes who regularly received a range of 17 support services, as well as whether the service was provided by the campus department or by the athletic department. Question 12 asked the respondents to circle the services provided for athletic advisors/counselors. Questions 13 and 14 asked the respondents to check a range of five services provided when the athletic teams were traveling for sport-related events. The items were built to explore which services were presented to revenue-

generating sports and non-revenue-generating sports at the following locations: away contests, conference games, and tournaments. Additional answers included “coaches provided the services” and “do not provide services when the teams are traveling.”

Question 15 asked for the respondents’ perceptions of whether their academic support unit improved student-athletes academic performance in the classroom. Question 16 asked the respondents for their responses on a five-item Likert-scale regarding the need for the same services to be implemented for revenue-generating sports and non-revenue-generating sports. Question 17 required the respondents to mark a range of 16 areas where the NCAA Academic Enhancement Fund monies were typically spent. Question 18 asked the respondents to check a range of 16 areas where the NCAA Accelerating Academic Success Program (AASP) annual monies are spent. It, along with Question 17, also requested the same information regarding where the funds were utilized during the past academic year.

### **Validity and Reliability**

The AAASSQ face validity was determined by ten directors of athletic academic support service units at Division I institutions. The instrument was considered valid due to the expert’s judgment, who collected data relevant to the purpose of the study (Hardesty & Bearden, 2004). A pilot study was conducted to determine the reliability of the instrument (Schwartz, 1994). Ten academic advisors, who were not directors of the program, identified the reliability. Two months later, the same ten advisors were asked to complete the AAASSQ instrument. A test-retest was conducted and reported a reliability of  $\alpha = .77$ .

## **Chapter IV: RESULTS**

The current study was designed to evaluate select athletic academic support services to student-athletes at NCAA D-I HBCUs that support student-athlete academic success and graduation. Although the instrument examined multiple areas of academic support for student-athletes, the research focused on support services provided to student-athletes by the institution's professions. This study further sought to examine whether academic support services had a significant impact on academic progress and graduation rates.

Data for this study were collected from 17 higher education institutions. Descriptive statistics for the participants were analyzed to provide necessary information about the participants and the structure of the athletic academic support unit. Each of the participants from the NCAA D-I institutions were asked a series of questions on the support services offered to their revenue-generating and non-revenue-generating sports. Finally, each of the null hypotheses were tested using multiple regression analyses.

### **Survey Response Rate**

The questionnaire was sent out via UNF Qualtrics to 22 NCAA D-I HBCUs. For the institutions that did not respond multiple notification were sent out via Qualtrics and personal emails to inquire about their participation in the study. After two weeks a follow-up phone call to each director/leader of the athletic academic support service units were made to verify if they have received the questionnaire and whether there were any questions. After an additional two weeks, another attempt to follow-up via phone calls and emails were made. A third attempt was made after an additional two week to inquire about participation with the study. There was a total of 7 (41.2%) MEAC member schools, 8 (47.1%) SWAC member schools, 1 (5.9%) OVC

member school, and 1 (5.9%) Big South member school out of the 17 total respondents which is a 77% response rate.

## Demographics

The demographic data for the total surveyed population is in the responding tables.

Table 1: Conference Affiliation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MEAC	7	41.2	41.2	41.2
	SWAC	8	47.1	47.1	88.2
	OVC	1	5.9	5.9	94.1
	Big South	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

Table 2: Full-time (FTE) athletic academic advisors/counselors that are currently employed in the unit

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	5	29.4	29.4	29.4
	3.00	5	29.4	29.4	58.8
	4.00	7	41.2	41.2	100.0
	Total	17	100.0	100.0	

Table 3: Number of department members that belong to N4A

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	4	23.5	23.5	23.5
	3.00	5	29.4	29.4	52.9
	4.00	3	17.6	17.6	70.6
	5.00	2	11.8	11.8	82.4
	6.00	2	11.8	11.8	94.1
	7.00	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

Table 4: Descriptive statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
How many full-time (FTE) athletic academic advisors/counselors are currently employed in the unit?	17	2.00	2.00	4.00	3.1176	.85749	.735
Number of department members who belong to N4A?	17	5.00	2.00	7.00	3.7647	1.56243	2.441

### Federal Graduation Rates

The federal graduation rates data for each D-I NCAA HBCU institution is in the responding tables.

Table 5: MEAC member institutions (FGR)

#### Overall Graduation Rates for Students Who Began Their Studies in Fall 2012

Institution Name	Graduation Rate Percentage
Howard University	62%
North Carolina A&T State University	53%
Florida A&M University	51%
North Carolina Central University	46%
Delaware State University	40%
Morgan State University	39%
University of Maryland Eastern Shore	39%
Norfolk State University	37%
Bethune-Cookman University	34%
Coppin State University	24%

Note. Adapted from National Center for Educational Statistics, Institute of Education Statistics. (2020).

For MEAC member institutions Howard University (private institution) had the highest graduation rate percentage of students graduating within six years. Hampton University (former MEAC member and a private institution) was four percentage points behind Howard University.



Table 6: SWAC member institutions (FGR)  
Overall Graduation Rates for Students Who Began Their Studies in Fall 2012

Institution Name	Graduation Rate Percentage
Jackson State University	43%
Alcorn State University	40%
Prairie View A&M University	35%
Grambling State University	33%
Alabama State University	30%
Southern University and A&M College	30%
Mississippi Valley State University	29%
University of Arkansas at Pine Bluff	29%
Alabama A&M University	27%
Texas Southern University	21%

Note. Adapted from National Center for Educational Statistics, Institute of Education Statistics. (2020).

There were two private institutions within the MEAC. These were Howard University and Bethune-Cookman University. Private institutions have a higher selectivity of incoming students and provides more financial aid opportunities for students (St. John, Paulsen and Starkey, 1996).

Within the SWAC conference there are no private institutions and the highest graduation rate for a SWAC member institution (Jackson State University) would be fifth best within the MEAC conference. Hampton and Tennessee State University have membership in non HBCU D-I conferences where many of the conference member institutions would not be considered a lower resource institution (LRI). Due to that the comparison between the lone HBCU institution respectively within the *Big South Conference* and the *Ohio Valley Conference* to its member institutions would provide a misleading narrative of academic success, staffing and resources.

Table 7: Big South Conference (FGR)  
Overall Graduation Rates for Students Who Began Their Studies in Fall 2012

Institution Name	Graduation Rate Percentage
Hampton University	58%

Note. Adapted from National Center for Educational Statistics, Institute of Education Statistics. (2020).

Table 8: Ohio Valley Conference (FGR)  
Overall Graduation Rates for Students Who Began Their Studies in Fall 2012

Institution Name	Graduation Rate Percentage
Tennessee State University	30%

Note. Adapted from National Center for Educational Statistics, Institute of Education Statistics. (2020).

Hollis' (2001) study identified ten academic support services and resources (independent variables) that had an impact on the student-athlete graduation rates. Those ten independent variables were: (1) service, (2) budget, (3) staff, (4) space, (5) administrative support, (6) the high school GPA of those student-athletes who attended private colleges versus the high school GPA of those student-athletes who attended public colleges, (7) summer school for incoming freshmen, (8) athletic rank, (9) the primary department head's perception toward successfully providing services to student-athletes, and (10) participation in NCAA Division I-A competition (Division I-A is more demanding and time-consuming than I-AA, or I-AAA competition). The NCAA D I-A is the former term for the current NCAA FBS (Football Bowl Subdivision).

For this study, the 13 independent variables identified were: (1) freshmen student-athlete orientation, (2) yearly orientation, (3) assessment of study skills, (4) career counseling, (5) academic counseling, (6) personal counseling, (7) academic monitoring, (8) student-athlete scheduling/advising, (9) classes specifically for student-athletes, (10) athletic eligibility checks, (11) compliance checks, (12) exit counseling, and (13) testing of student-athletes as academically at-risk. These 13 independent variables have a significant impact on the academic support

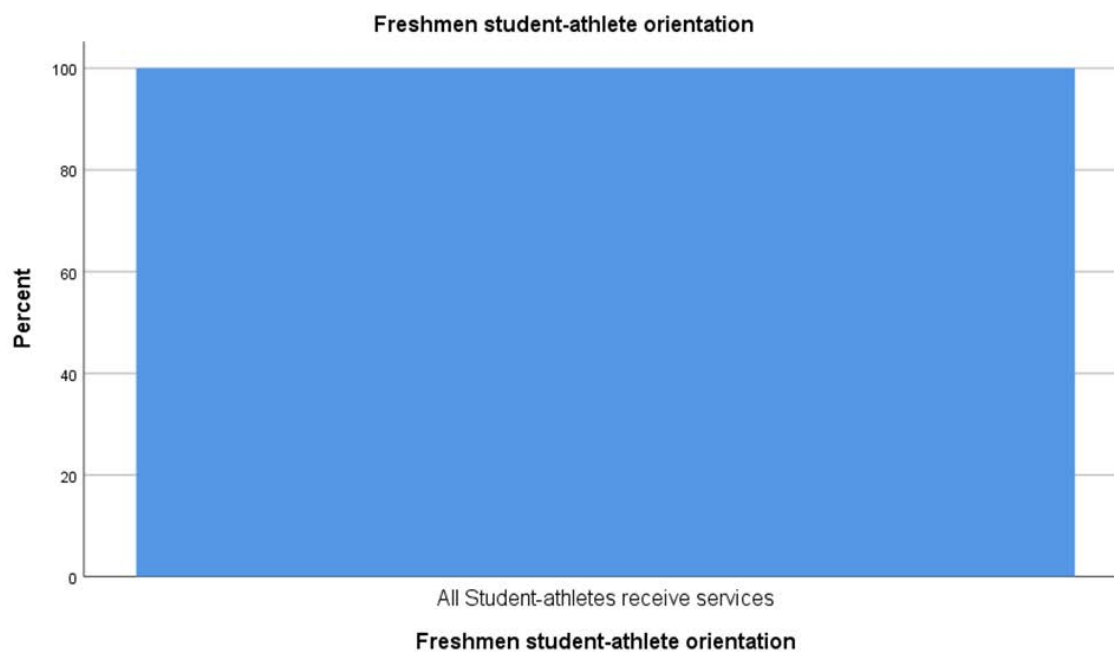
services presented to student-athletes. The summary of the participants' responses for each independent variable is displayed below.

From the following table 5 and figure 2, the researcher can observe that 100% of the respondents (n=17) expressed that all student-athletes received services of freshman student-athlete orientation. The following bar chart also shows a taller bar corresponding to the same.

Table 9: Freshmen Student-Athlete Orientation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All Student-Athlete Receive Services	17	100.0	100.0	100.0
Total		17	100.0		

Figure 2: Freshmen Student-Athlete Orientation

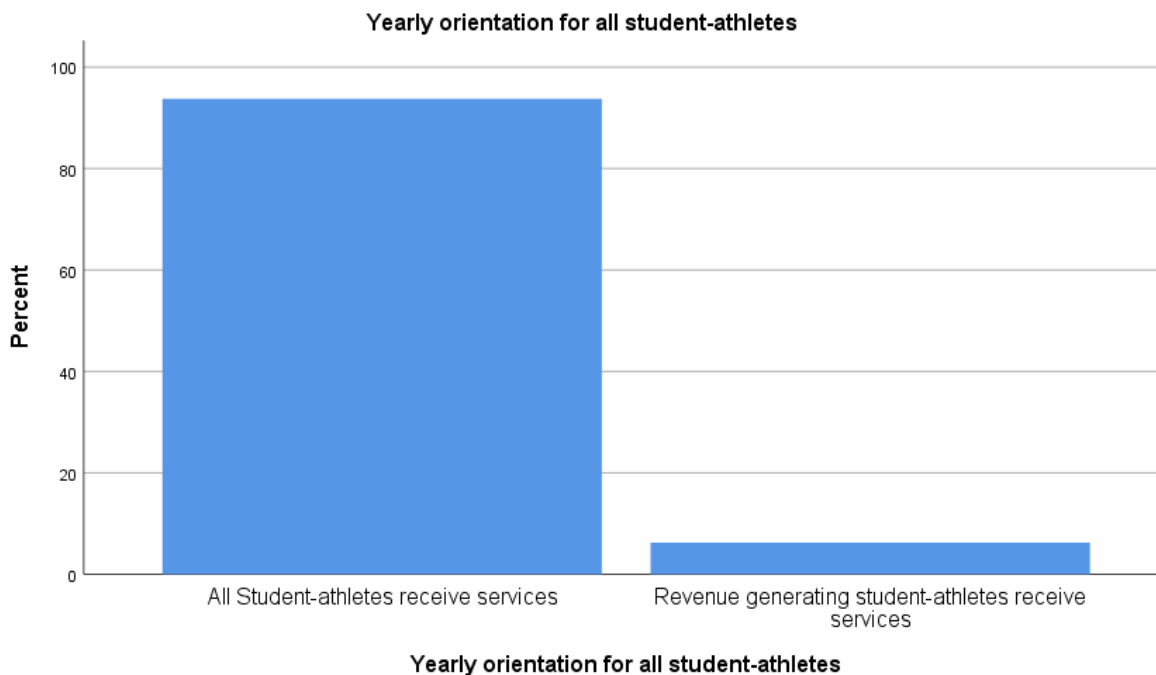


From the following table 6 and figure 3, the researcher can observe that 93.8% of the respondents (n=16) expressed that all student-athletes received yearly orientation and 6.3% of the respondents (n=1) expressed that revenue generating student-athletes received yearly orientation. The following bar chart also shows a taller bar corresponding to the same.

Table 10: Yearly Orientation for All Student-Athletes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All Student-Athlete Receive Services	15	88.2	93.8	93.8
Missing	Revenue Generating Student-Athletes Receive Services	1	5.9	6.3	100.0
	Total	16	94.1	100.0	
Missing		1	5.9		
Total		17	100.0		

Figure 3: Yearly Orientation for All Student-Athletes

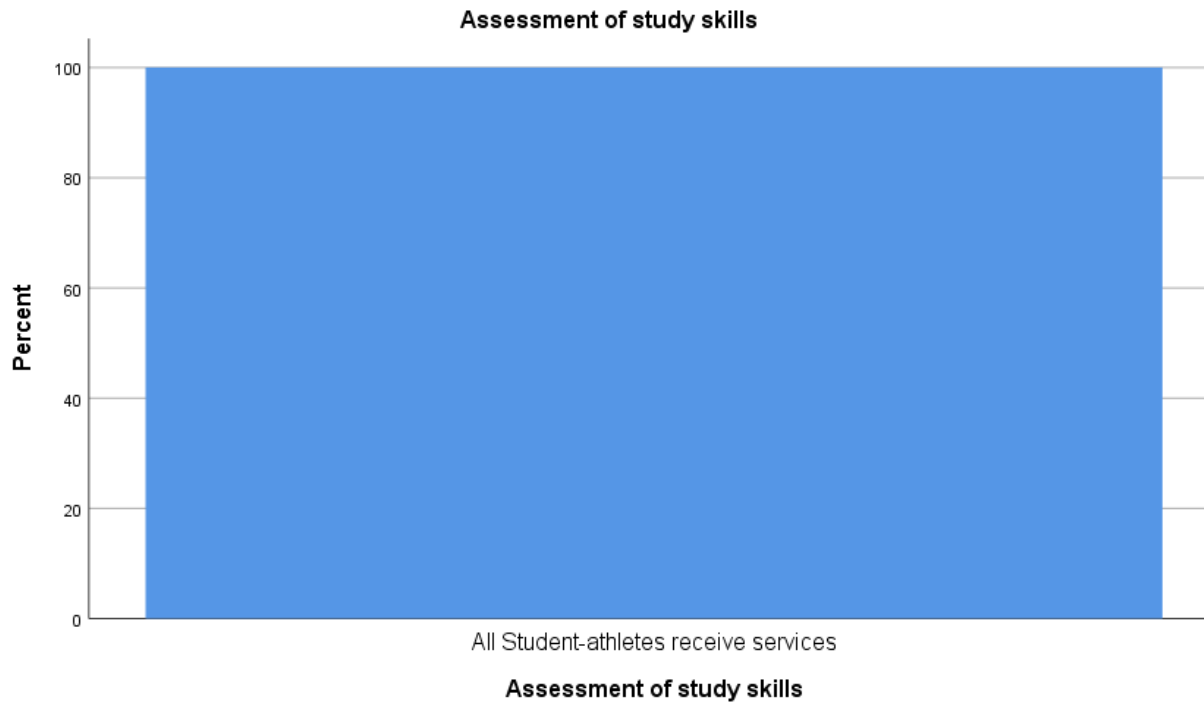


From the following table 7 and figure 4, the researcher can observe that 82.4% of the respondents (n=14) expressed that all student-athletes received services for assessing study skills. There were three respondents (n=3) did not respond. The following bar chart also shows a taller bar corresponding to the same.

Table 11: Assessment of Study Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All Student-Athlete Receive Services	14	82.4	100.0	100.0
Missing		3	17.6		
Total		17	100.0		

Figure 4: Assessment of Study Skills

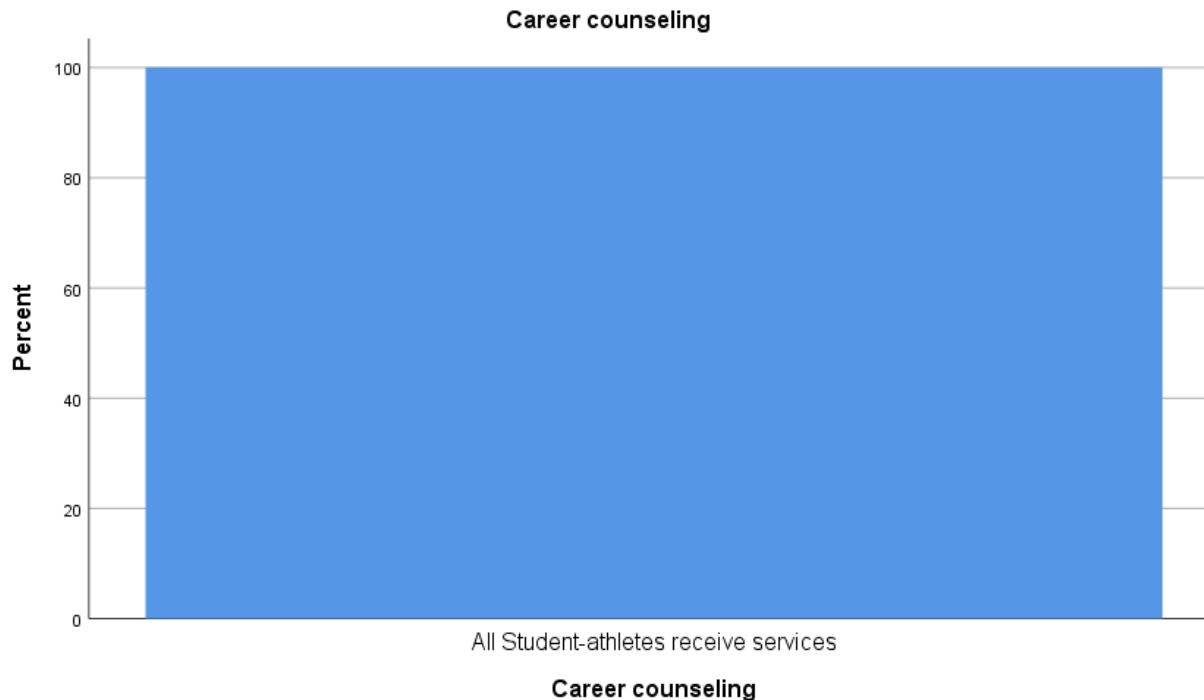


From the following table 8 and figure 5, the researcher can observe that all the respondents (n=17) expressed that all student-athletes (100%) received career counseling services. The following bar chart also shows a taller bar corresponding to the same.

Table 12: Career Counseling

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All Student-Athletes Receive Services	17	100.0	100.0	100.0

Figure 5: Career Counseling

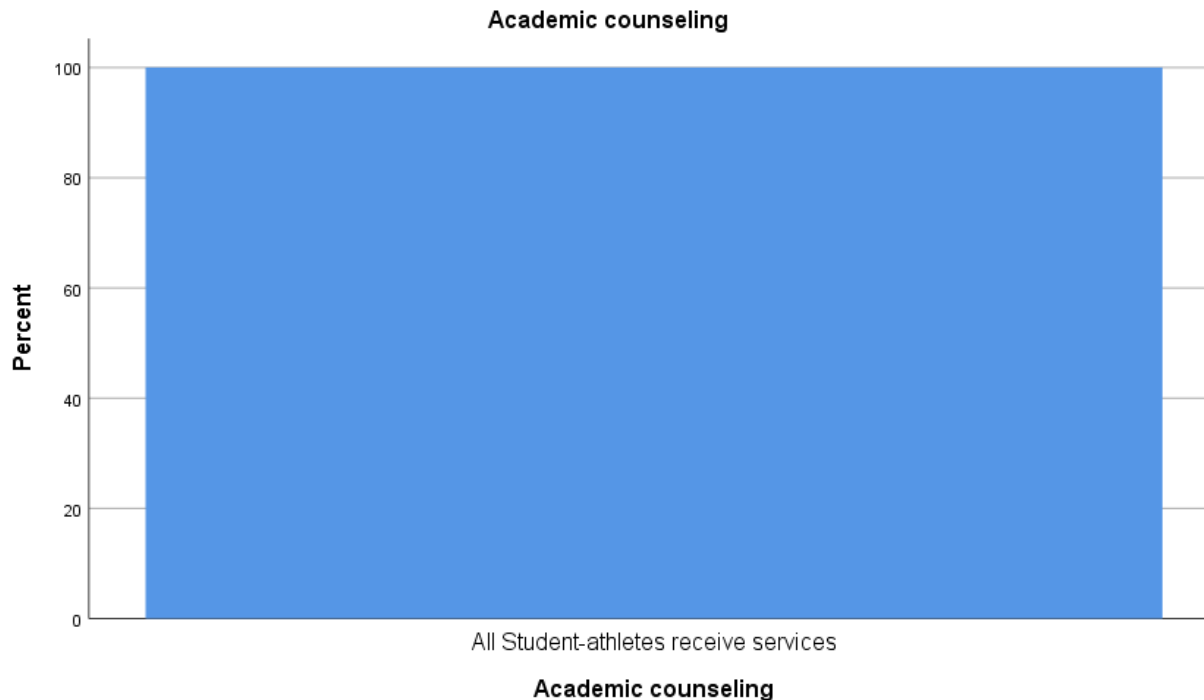


From the following table 9 and figure 6, the researcher can observe that 100% of the respondents (n=17) expressed that all student-athletes received academic counseling services. The following bar chart also shows a taller bar corresponding to the same.

Table 13: Academic Counseling

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All Student-Athletes Receive Services	17	100.0	100.0	100.0

Figure 6: Academic Counseling



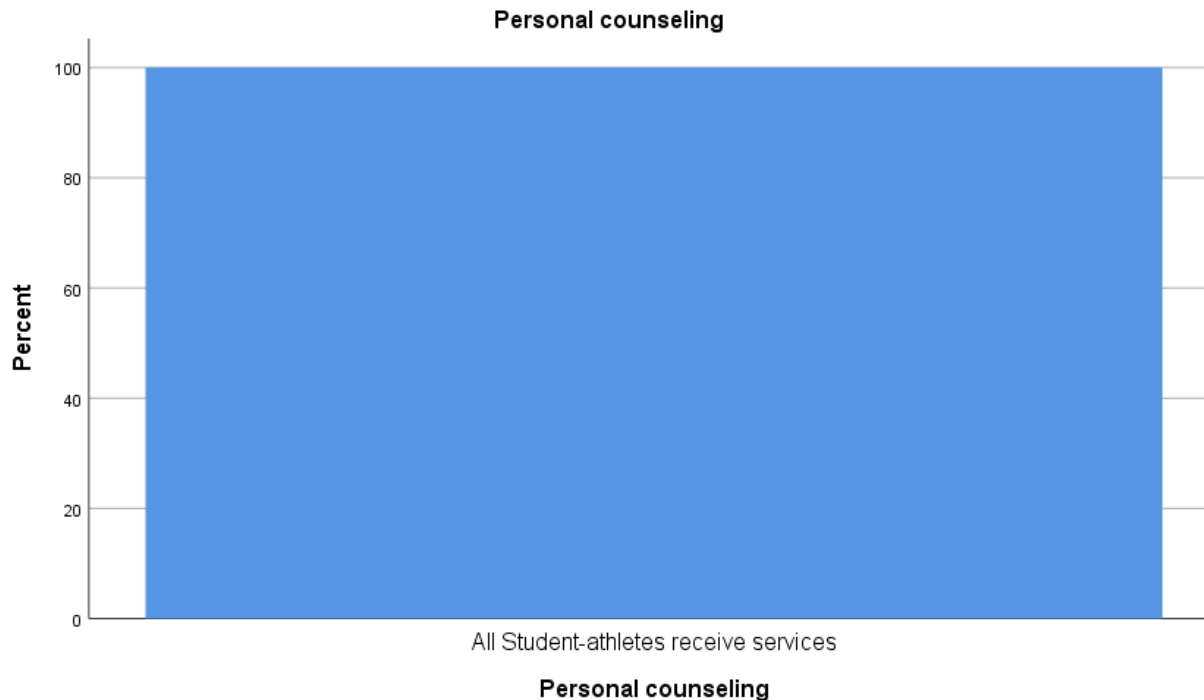
From the following table 10 and figure, the researcher can observe that 94.1% of the respondents (n=16) expressed that all student-athletes received personal counseling services. There was one respondent (n=1) that did not answer. The following bar chart also shows a taller bar corresponding to the same.

Table 14: Personal Counseling

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All Student-Athletes Receive Services	16	94.1	100.0	100.0
Missing		1	5.9		
Total		17	100.0		



Figure 7: Personal Counseling



From the following table 11 and figure 8, the researcher can observe that 100% of the respondents (n=17) expressed that all student-athletes received academic monitoring. The following bar chart also shows a taller bar corresponding to the same.

Table 15: Academic Monitoring

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid All Student-Athletes Receive Services	17	100.0	100.0	100.0
Valid Total	17	100.0	100.0	

Figure 8: Academic Monitoring



From the following table 12 and figure 9, the researcher can observe that 94.1% of the respondents (n=16) expressed that all student-athletes received scheduling/advising services. There was one respondent (n=1) that did not answer. The following bar chart also shows a taller bar corresponding to the same.

Table 16: Student-Athlete Scheduling/Advising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All Student-Athletes Receive Services	16	94.1	100.0	100.0
Missing		1	5.9		
Total		17	100.0		

Figure 9: Student-Athlete Scheduling/Advising

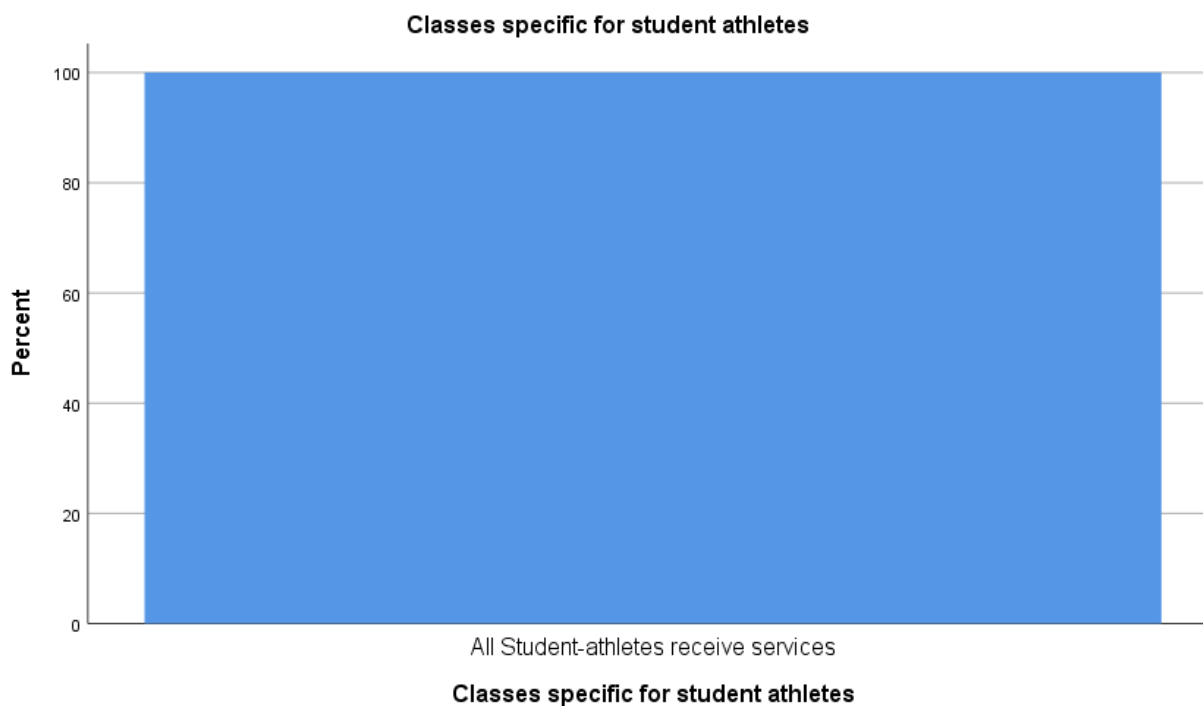


From the following table 13 and figure 10, the researcher can observe that, 64.7% of the respondents (n=11) expressed that all student-athletes receive services of classes specific for student athletes. There were six respondents (n=6) that did not answer. Following bar chart also shows taller bar corresponding to the same.

Table 17: Classes Specific for Student-Athletes

	Frequency	Percent	Valid Percent	Cumulative Percent
All Student-Athletes Receive Services	11	64.7	100.0	100.0
Valid Missing	6	35.3		
Total	17	100.0		

Figure 10: Classes Specific for Student-Athletes

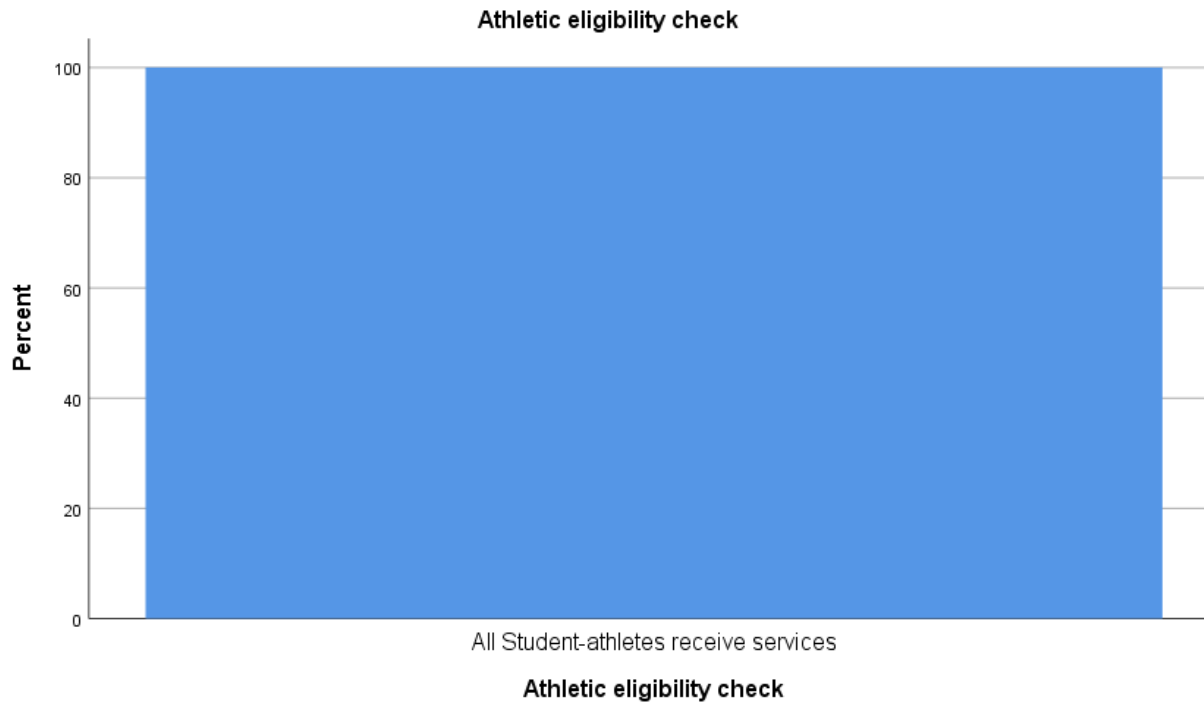


From the following table 14 and figure 11, the researcher can observe that all the respondents (n=17) expressed that all student-athletes received athletic eligibility check services. The following bar chart also shows a taller bar corresponding to the same.

Table 18: Athletic Eligibility Check

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All Student-Athletes Receive Services	17	100.0	100.0	100.0

Figure 11: Athletic Eligibility Check



From the following table 15 and figure 12, the researcher can observe that all the respondents (n=17) expressed that all student-athletes received compliance check services. The following bar chart also shows a taller bar corresponding to the same.

Table 19: Compliance Check

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All Student-Athletes Receive Services	17	100.0	100.0	100.0

Figure 12: Compliance Check



From the following table 16 and figure 13, the researcher can observe that all the respondents (n=17) expressed that all student-athletes received exit counseling/seminar/interview services. The following bar chart also shows a taller bar corresponding to the same.

Table 20: Exit Counseling/Seminar/Interview

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All Student-Athletes Receive Services	17	100.0	100.0	100.0

Figure 13: Exit Counseling/Seminar/Interview



From the following table 17 and figure 14, the researcher can observe that 47.1% of the respondents (n=8) expressed that all student-athletes had access to testing services for academically “at-risk” students. There were nine respondents (n=9) that did not answer. The following bar chart also shows a taller bar corresponding to the same.

Table 21: Testing of Student-Athletes Identified as Academically “At-Risk”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All Student-Athletes Receive Services	8	47.1	100.0	100.0
Missing	System	9	52.9		
Total		22	100.0		

Figure 14: Testing of Student-Athletes Identified as Academically “At-Risk”



The 13 independent variables encapsulate the athletic academic support services offered at NCAA D-I HBCUs and is expected to have an impact on APR and GSR rates. The null hypotheses predict that there is no relationship between these 13 independent variables and academic success at NCAA D-I HBCUs. A stepwise linear regression was used to test the



multiple variables while simultaneously removing the independent variables that are not significant. Each independent variable was tested while also testing the null hypotheses for each variable.

The GSR which accounts for transfers and mid-year enrollees is a better methodology to measure student-athlete success than the federal graduation rate where it only measures when a student arrives and if that student graduated from that institution within six years. The GSR is calculated for each varsity team for each institution (see appendixes E, F, G, and H) where each team GSR can be monitored and compared to peer institutions. The overall GSR combines all the varsity sponsored teams at each institution and there are no NCAA D-I HBCU institutions with a graduation rate of 90% or above (see tables 18, 19, 20, and 21). The undergraduate enrollment size for each institution is comparable to its peers (see appendix I and J). Although there are four institutions with at least 80% GSR that compares favorably to 2020 National College Football Playoff semi-final teams which were Clemson University at 90%, Louisiana State University at 89%, Ohio State University at 86%, and the University of Oklahoma at 84% graduation success rates. Referencing the disparities in GSR rates there is only one Power 5 Institution with an overall GSR below 80% which is Oklahoma State University with a GSR of 76%.

Table 22: MEAC member institutions (GSR)  
Overall Graduation Success Rates for Student-Athletes Who Began Their Studies in Fall 2012

Institution Name	Graduation Overall Success Rate Percentage
Delaware State University	81%
Howard University	81%
North Carolina Central University	79%
Bethune-Cookman University	76%
University of Maryland Eastern Shore	76%
Coppin State University	72%
Norfolk State University	71%
Florida A&M University	70%
North Carolina A&T University	70%
Morgan State University	64%

Note. Adapted from National Collegiate Athletic Association Graduation Success Rate Database. (2020).

Table 23: SWAC member institutions (GSR)  
Overall Graduation Success Rates for Student-Athletes Who Began Their Studies in Fall 2012

Institution Name	Graduation Overall Success Rate Percentage
Mississippi Valley State University	89%
Jackson State University	84%
Texas Southern University	77%
Alabama State University	76%
University of Arkansas, Pine Bluff	74%
Prairie View A&M University	71%
Grambling State University	67%
Alcorn State University	64%
Alabama A&M University	59%
Southern University, Baton Rouge	55%

Note. Adapted from National Collegiate Athletic Association Graduation Success Rate Database. (2020).

Table 24: Hampton University (GSR)  
Overall Graduation Success Rates for Student-Athletes Who Began Their Studies in Fall 2012

Institution Name	Graduation Overall Success Rate Percentage
Hampton University	77%

Note. Adapted from National Collegiate Athletic Association Graduation Success Rate Database. (2020).

There are 11 members within the Big South Conference and Hampton University is ranked 10<sup>th</sup> out of 11 institutions for GSR rates. When Hampton University joined the Big South Conference in 2018, they became the 6<sup>th</sup> private institution within the conference. Hampton University ranks higher than Charleston Southern University (private institution) by three percentage points within the conference. Although Hampton University is one of the newest members of the Big South Conference (along with University of South Carolina Upstate) they are 18 percentage points away from the highest ranking overall GSR score within the conference. The undergraduate enrollment size of Hampton University is also comparable to its peer member institutions (see appendix K). Due to the resources that Hampton University has a private institution their transition from the MEAC, where they would have been in the top tier institution of overall GSR, they made a successful transition into the Big South Conference where the needs were vastly different.

Table 25: Tennessee State University (GSR)  
Overall Graduation Success Rates for Student-Athletes Who Began Their Studies in Fall 2012

Institution Name	Graduation Overall Success Rate Percentage
Tennessee State University	69%

Note. Adapted from National Collegiate Athletic Association Graduation Success Rate Database. (2020).

There are 12 members within the Ohio Valley Conference and Tennessee State University is ranked last in GSR out of all institutions. There is only one private institution within the conference (Belmont University) and it also has the highest overall GSR within the conference at 98%. Tennessee State University is 23 percentage points away from the highest overall public institution in the conference. The undergraduate enrollment size is comparable to its member institutions (see appendix L) where many athletic departments receive the bulk of their operating expenditures from student fees.

### Testing of Hypotheses

**H<sub>01</sub>** There are no barriers to receiving athletic academic support services. It is independent of the degree major, at-risk, and being a member of a revenue or a non-revenue athletic team.

Table 26: Summary of Null Hypotheses 1

	Unstandardized Coefficients			
	B	Std. Error	T	Sig.
(Constant)	.962	.026	36.936	.000
Non-Revenue Generating Sports	.048	.023	2.090	.049

To test Hypotheses 1, a multiple regression analysis was applied by using SPSS version 26.0 (shown above). The beta coefficient corresponding to the association between the non-revenue-generating sports and barriers to receiving athletic academic support services was 0.415, and its corresponding p-value was 0.049. Since the p-value was less than 0.05, the researcher can conclude that there is a significant association between non-revenue-generating sport and

barriers to receiving athletic academic support services. The revenue-generating sports were excluded from the model since they were not statistically significant.

**H<sub>02</sub>** There is not a significant relationship between academic support services and APR and GSR.

Table 27: Summary of Null Hypotheses 2

	Unstandardized Coefficients			
	B	Std. Error	T	Sig.
Constant	1.010	.012	85.350	.000
There is a need for the same services to be provided to revenue-generating sports as for non-revenue generating sports	.001	.006	.161	.874

a. Dependent Variable: Barriers of receiving athletic academic support services

To test Hypotheses 2, a multiple regression analysis was applied by using SPSS version 26.0. The beta coefficient corresponding to the association between the APR and GSR and barriers to receiving athletic academic support service was 0.039, and its corresponding p-value was 0.874. Since the p-value was more than 0.05, the researcher can conclude there was no significant association between the revenue and non-revenue-generating sports and barriers of receiving athletic academic support service, hence the null hypotheses can be accepted.

**H<sub>03</sub>** The program director's perceptions of the athletic academic support service program have not improved the student-athlete APR and GSR. It is independent of student-athletes degree major, being at-risk category, number of advisement meetings, and being a member of revenue or non-revenue generating athletic team.

Table 28: Summary of Null Hypotheses 3

		Barriers of Receiving Athletic Academic Support Services
Revenue Generating Sports	Pearson Correlation	.415
	Sig. (2-tailed)	.049
	N	17
Non-Revenue Generating Sports	Pearson Correlation	.415
	Sig. (2-tailed)	.049
	N	17
There is a need for the same services to be provided to revenue-generating sports as for non-revenue generating sports	Pearson Correlation	.039
	Sig. (2-tailed)	.874
	N	17

To test Hypotheses 3, a Pearson correlation analysis was applied by using SPSS version 26.0. The beta coefficient corresponding to the association between revenue/non-revenue-generating sports and APR and GSR, and barriers to receiving athletic academic support service, was not significant. This conclusion was made due to the fact the p-value was more than 0.05 except for non-revenue-generating sports. With these results, the researcher can conclude that there is no significant association between revenue and non-revenue-generating sports, APR and GSR, and the barriers to receiving athletic academic support services; consequently, alternate hypotheses can be rejected, and null hypotheses can be accepted minus any that reference non-revenue-generating sports.

## **Chapter V: DISCUSSION, CONCLUSION, AND RECOMMENDATIONS**

The review of literature in this study discussed athletic academic advisors and the importance of the profession within the structure of academic success and graduation in collegiate athletics. It also suggests the strong correlation between effective academic advising and student retention and matriculation. Nevertheless, there is a distinction of academic support services between revenue generating sports and non-revenue generating sports. Still, there has been minimal research investigating academic support services and its effectiveness at NCAA member HBCUs.

College athletics and higher education had a strenuous relationship since its beginning. This relationship continues to be strained as college athletics has grown financially under the concepts of amateurism where athletic administrators, coaches, and university salaries have increased and yet the concept of a student-athlete remains unchanged. What has grown over the previous decades, which had a direct impact on student-athlete success, are athletic academic centers. Wolverton (2008) discussed the impact of the spending boom within athletic academic support centers in conjunction to the raising of NCAA entry level academic requirements. “Since 1997, the budgets for academic services for athletes at more than half of the 73 biggest athletics programs in the country have more than doubled, on average, to more than \$1 million a year (Wolverton, 2008, p.1).” NCAA D-I HBCU resources during this timeframe have either dissipated or at best sustained.

According to Cheeks & Crowley (2015, p. 175), “Having an adequate amount of financial resources can, in turn, allow a program to devote more human resources to assisting in academic support to raise academic progress rates (APR) and graduation rates as well as support the facilities by which programs attract potential recruits, issues that continue to plague HBCU

athletics currently.” Also, state funding for HBCUs has lagged consistently behind their predominantly white public institution counterparts. The *Ayers v Fordice* case was a landmark settlement where the state of Mississippi paid more than 500 million dollars where they successfully argued the state discriminated against black students and HBCUs in the Mississippi state university system (Mitchell, 2001). The four HBCUs in Maryland have brought a similar lawsuit against the state and as of today it is ongoing (Palmer, Davis, & Gasman, 2011). The lack of institutional funding to HBCUs remains relevant to the disproportionate funds in HBCU athletics. This disparity in growth between larger programs and HBCUs were the foundations for each null hypothesis.

*Null Hypotheses 1: There are no barriers to receiving athletic academic support services. It is independent of major, at-risk, and being a member of a revenue or a non-revenue athletic team.*

Overall, it is well stated that HBCUs are a lower resource institution (Charlton, 2011; Jones & Bell, 2016; Cooper & Dougherty, 2015; Cheeks & Carter-Francique, 2015; Cooper, Cavin, & Cheeks, 2014). In 1991, the NCAA required academic support to be provided to student-athletes whether it is through the athletic department establishing their own unit or through the university. When the NCAA enacted bylaw 16.3.1.1 in 1991, university athletic academic support units within the top conferences swelled in staff and resources. Huml, Hancock, & Bergman (2014, p. 411) stated that the increase in athletic academic support also corresponded with increase academic and graduation rates. According to the participant respondents, only one institution reported having at least five full-time academic professionals within their unit. For universities within the Power 5 Conferences, Huml, Hancock, & Bergman (2014) also stated that athletic academic centers are constantly being refurbished or newly



constructed as the “crown jewel” of athletic facilities and to serve as a reminder of the institutions’ priority towards academics.

The resources from a Power 5 Conference member institution compared to any HBCU is an enormous difference. That variance can easily be observed within the athletic academic support units. Each NCAA D-I HBCU member institution must make critical decisions regarding their limited resources. Often those resources are not allocated to the athletic academic support services unit. Directors/leaders of these units are managing how to best implement their allocated resources. The results from testing the  $H_{01}$  comes as no surprise. Many times, directors/leaders of athletic academic support units are pouring their resources towards revenue generating sports mainly as each sport is the dominating revenue source for each athletic department.

*Null Hypotheses 2: There is not a significant relationship between academic support services and APR and GSR.*

This null hypothesis explored the relationship between athletic academic support services and academic progress rate (APR) and graduation success rate (GSR). The result of the multiple regression analysis revealed that the services offered at HBCU athletic academic support units had no correlation to the academic success and graduation of the student-athletes. Charlton (2011), identified the neglect of research on topics such as academic support within HBCUs. One dissertation (Taylor, 2005) focused on HBCU leadership and the value that placed on education for student-athletes. According to Taylor (2005), the athletic academic support units at HBCUs lack staff, resources and facilities compared to their Power 5 counterparts and the student’s perception of their coaches were that they did not care about their academic success.

HBCUs should focus more on predictive indicators that focus on college readiness for their institution. It is untestable that each HBCU have their own unique academic entrance requirements and the mission of HBCUs continues to serve the underrepresented group. To continue to serve this mission and improve their NCAA APR and GSR scores HBCUs must identify the variables that allow student-athletes to succeed academically. Porter & Polikoff (2012) discussed three predictors of academic readiness for college and they are (1) ACT & SAT (2) high school GPA or high school rank, and (3) content mastery of subjects determined by the university.

*Null Hypotheses 3: The program director's perceptions of the athletic academic support service program have not improved the student-athlete APR and GSR. It is independent of student-athletes major, being at-risk, number of advisement meetings, and being a member of revenue or non-revenue generating athletic team.*

This question asked whether the program director/leader's perception of the academic support services program did not improve the student-athlete APR and GSR. When focusing on revenue generating sports there was not a significant impact on the team's APR but non-revenue generating sports was rejected from the question which suggests that there is some impact on their APR. Gill, Jr & Farrington (2014) discussed the importance of having an intense learning program for the academically underprepared although it states that most of the academically underprepared student-athletes participate in revenue generating sports. At many NCAA D-I HBCU institutions, the limited staff and resources are directed towards football and men's basketball which provides less focus on non-revenue generating sports.

For the 2020-2021 season, there will be 15 team's ineligible for post-season play due to low APR scores. Of the 15 teams, seven of them are non-revenue generating sports and eight out

of ten institutions are HBCUs. As far as Level One penalties there are eight institutions and six out of eight are HBCUs. Level One penalties limit the team's accountable activities to 16 hours (as opposed to 20 hours per week) per week over five days. There are five non-revenue generating teams and seven revenue generating teams that received Level One penalties. There are six HBCUs that received Level Two penalties. Level Two penalties has competition reductions in addition to their Level One penalty. There are six non-revenue generating teams and three revenue generating teams that received Level Two penalties.

### **Conclusion**

Several researchers noted the need for academic support services for student-athletes (Charlton, 2011; Watson, 2005; Watson & Kissinger, 2007). It is unequivocally noted that many student-athletes, at all levels need academic support to be successful in college, particularly, HBCUs. There are many factors that influence academic success at HBCUs. The following are very important to all NCAA D-I HBCUs, academic advising, freshmen student-athlete orientation, career counseling, academic monitoring, athletic eligibility checks, compliance checks, and testing of student-athletes as academically at-risk. Charlton (2011) discussed the lower financial resources that has attributed to the lackluster APR and GSR rates for NCAA D-I HBCUs and the MEAC commissioner, Dr. Dennis Thomas, argued that, "the lower graduation rates in HBCUs is primarily due to fewer economic resources that provide academic support for their student-athletes" (p. 120). Historically HBCUs post the lowest APR scores and is persistently punished by the NCAA (Cooper, Cavin, & Cheeks, 2014). Every program director at the Division I HBCU institutions has a case load of multiple sports as opposed to their Power 5 counterparts.

The global pandemic of COVID-19 present cancellation of practices and seasons, new protocols for health and safety and dire financial situations. Many Power 5 programs have announced cuts to budgets, salaries, jobs and furloughs. Stanford University is one of the most prominent academic institutions in the country and they announced that it will eliminate 11 varsity sports programs after 2021 due to COVID-19 and the significant financial loss. The concept that a college football season for fall 2020 will not be played, or a condensed season, or conference only games, or a spring season has many athletic budgets operating in the negative for the 2020-2021 academic year. Power 5 conferences such as the Big 10 and the Pac 12 canceled all fall sports including football for the fall 2020 academic term. Although the Big 10 conference reversed its decision amidst waves of criticism from parents, student-athletes and the media it has already suffered financial repercussions that will take years to recover. Along with those announcements the Mid-American Conference (MAC), Mountain West, and all Football Championship Subdivision conferences canceled fall sports as well as the NCAA Division II, NCAA Division III, National Association of Intercollegiate Athletics (NAIA) and Junior College levels. These financial constraints will have an impact much longer than one academic year. Although some athletic programs are allowing limited fan attendance it will not recoup the financial loss of this season and the season that follows.

The loss of a NCAA Men's Basketball tournament in March 2020 which is nearly a billion-dollar revenue has a calamitous effect on many athletic programs, particularly, HBCUs. Hampton University was first NCAA D-I HBCU to announce the cancellation of fall 2020 sports. Many students that attend HBCUs are first-generation students, low socioeconomic status, and have low precollege test scores (Cooper, 2013). The financial impact of parents losing their jobs, universities receiving less federal and state funding and the disparate impact on Black

families highlights the inequalities of this pandemic. It also highlights the mental health distress of student-athletes as they cope with the loss or postponement of their sport or identity. Four out of the five Power 5 conferences have decided to play football for the fall 2020 academic term but every HBCU from division I to NAIA have decided to postpone their season to the spring 2021 academic term. This inherently confirms the subservient nature of athletics outside of the Power 5 conferences. Resources and finances separate the Power 5 conferences from the other conferences and NCAA divisions which provided the foundational reasoning for Power 5 conference to continue the path of playing football during a global pandemic.

When COVID-19 struck America, it forced university leaders to adjust and adapt to the current state of the country. Many American universities adjusted their grading scales for the Spring 2020 academic term. It also forced university leaders to readvise their academic entrance requirements. SAT and ACT requirements for any incoming student-athlete for the 2020-2021 academic year had their standardized test waived. Many student-athletes have been denied access to Division I athletics due to not meeting the NCAA Sliding Scale. The NCAA Sliding Scale for Division I requires 16 core courses which includes four years of English, three years of math (Algebra I or higher), two years of natural/physical science (including one year of lab), an additional years of either english, math, or natural/physical science, two years of social science, and 4 years of additional courses (any area listed previously, foreign language or comparative religion/philosophy courses). Ten of the 16 core courses must be completed prior to the student-athletes seventh semester (senior year) of high school and seven of the 10 core courses must be in English, math or natural/physical science. The student-athlete must also earn a core course grade-point-average of at least a 2.300 along with the SAT combined score or ACT combined score matching the core-course GPA on the NCAA Sliding Scale.

Not only has the ACT and SAT have been waived for NCAA member institutions most institutions this year have waived the GRE and GMAT scores for graduate school. Since the NCAA has allowed spring and fall student-athletes to regain a season of competition there will be more student-athletes taking advantage of graduate programs than ever before. Along with most universities allowed unlimited pass/no credit options for the spring 2020 academic term and which provide a successful academic term for many student-athletes particularly since the progress toward degree requirements did not change. The NCAA provided automatic waivers that each Division I institutions can self-apply for student-athletes that were full-time during the spring 2020 academic term. This led to many student-athletes having their best cumulative grade-point-average for their academic career.

There is another pandemic that coincides with COVID-19, and the continual racial pandemic. After the tragic death of Mr. George Floyd on May 25, 2020—the United States of America experienced civil unrest from peaceful protest to riots. These protests expanded to a global stage in major cities across other continents since Mr. Floyd's death, companies have stood in solidarity with Black Lives Matter. The civil unrest has led to statues of confederate soldiers being taken down, global tributes and protest, and the rise of student-athlete activism demanding change at their respective universities. Due to the student-athlete activism a bright light has shined on HBCUs. A five-star recruit, Makur Maker, announced his decision to forgo the usual power basketball schools such as Duke University and the University of Kentucky to attend Howard University, an HBCU. The awakening since Mr. Floyd's death has resonated to many top Black high-school athletes that are realizing their value in college athletics. Another five-star high-school basketball recruit has stated the value of attending an HBCU and will seriously consider one as a viable option. Black student-athletes across all conferences and

universities express their concerns and participated in social injustice demonstrations on their campuses and communities.

Since the beginning of COVID-19 in the United States, every college athletic program face budget restraint for the 2020-2021 academic year. On the other hand, HBCUs will feel the pinch well beyond one academic year and those budget limitations will certainly impact athletic academic support units. HBCUs athletic academic support units are relatively small compared to their Power 5 Conference counterparts and services such as tutoring, career counseling, academic coaches, orientation and more will not be readily available, and it will have a negative impact on APR and GSR.

NCAA policies governing student-athlete academic progress have reformed since COVID-19 cut spring sports short. Waivers for progress toward degree (PTD), transfers and initial eligibility have changed for the 2020-2021 academic year. For example, the NCAA forgoes the SAT and ACT as entrance requirements for student-athletes. This is a vital precollege indicator of academic success that academic professionals will not have for the incoming fall 2020 student-athletes. This will put a strain on the athletic advising staff that is tasked with guiding and mentoring student-athletes and supporting them in their academic pursuits. The models of academic advising will be accentuated and will be needed in an ever-changing world due to COVID-19 and racial turbulence.

### **Recommendations for Future Research**

The results of this study address numerous questions that determined there is a need for further research on college athletic academic support services, especially within HBCUs. The following are suggestions recommended for further investigation.

Further research should include HBCU member institutions across all divisions of the NCAA. There are four predominately HBCU conferences within the NCAA division I and II. The oldest HBCU conference is the Central Intercollegiate Athletic Association (CIAA) which was founded in 1912 and is a member of the NCAA Division II. There are 12 HBCU member institutions that hold conference membership within the CIAA. The second oldest conference is the Southern Intercollegiate Athletic association (SIAC) which was founded in 1913 and is also a member of the NCAA Division II conference. The other two conferences are the MEAC and the SWAC conferences.

Secondly, a comparative study of peer HBCUs and PWIs (Predominately White Institutions) would benefit this research. Focusing on the FBS as well as private to private and public to public in addition to student enrollment size institutions would benefit this research agenda. There are two NCAA division I member institutions such as Florida A&M University and Florida State University that are roughly 3 miles from each other but the opportunities for student-athletes are vastly different from a HBCU student-athlete to a Power 5 student athlete. The same can be stated about other NCAA member institutions, such as Louisiana Tech University and Grambling State University.

Third, utilizing a mixed method approach with a focus on interviewing the leaders of the athletic academic support services unit would add another layer of examination for expanding this study. A select few questions still unanswered include, which academic support service offered has a direct impact on student success? Most athletic academic support units offer similar services but how they are executed or implemented from the academic professional could differ for each institution. What services are needed based on pre-college indicators such as high school rank, high school GPA, ACT/SAT, socio-economic demographics, and learning



disabilities to best support each student-athlete? This will allow the academic support service units an opportunity to provide tailored services for each student-athlete as opposed to utilizing a broad approach. Additionally, the financial expenditures on these programs should be examined. Lastly, a case study on the academic success at the University of Alabama from 2007 – 2020. During this time frame, head coach Nick Saban has led the University of Alabama to five national championships and has not had any alleged academic misconduct against his program. This comes at a time where Mississippi State University, the University of Missouri, and the University of Houston was placed on probation after academic misconduct. The University of Notre Dame had a student trainer commit academic misconduct and the University of North Carolina at Chapel Hill was found guilty of academic fraud.

What are the differences of athletic academic support services between a PWI and a HBCU? An investigation should be conducted comparing the differences in athletic academic support from a PWI and a HBCU that are peer institutions. Which athletic academic support services are effective at D-II HBCUs and D-III HBCUs? Finally, a qualitative investigation should be conducted with all athletic academic support personnel to develop a model or profile of influence factors that would best support student-athletes at NCAA D-I HBCUs.

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APPENDIX A

HBCU ATHLETIC ACADEMIC ADVISING SUPPORT SERVICES QUESTIONNAIRE

HBCU Athletic Academic Advising Support  
Services Questionnaire (HAAASSQ)  
(adapted from Dr. Schwartz, 1994)

Clifford Harrell  
Doctoral Candidate  
University of North Florida

Please note: No person participating in the study will be identified by name or by institution.

1. Name of Institution: \_\_\_\_\_
2. Please circle your conference affiliation:  
Big South            MEAC            SWAC            OVC
3. Do you have an established, institutionally recognized athletic academic support services program?            Yes \_\_\_\_\_            No \_\_\_\_\_  
If checked yes, please answer all questions.  
If checked no, please go directly to question 10.
4. What year was the program institutionally recognized? \_\_\_\_\_
5. The title of the person in charge of the athletic academic support unit:  
\_\_\_\_\_
6. How many full-time (FTE) athletic academic advisors/counselors are currently employed in the unit: \_\_\_\_\_
7. Which institutional department do you report to? \_\_\_\_\_
8. Where is your department housed? \_\_\_\_\_
9. Number of department members who belong to the National Association of Academic and Student-Athlete Development Professionals (N4A)? \_\_\_\_\_

10. For each service listed below, please check the group(s) of student-athletes who receives the service(s) provided by the athletic department on a regular basis:

*Note: Revenue generating sports are Football, Men's Basketball, & Women's Basketball and Non-revenue generating sports are all other varsity sports*

Services Provided	All Student-athletes receive services	Revenue generating student-athletes receive services	Non-revenue generating student-athletes receive services
Testing of student-athletes identified as academically "at-risk"			
Freshmen student-athlete orientation			
Yearly orientation for all student-athletes			
Assessment of study skills			
Career counseling			
Academic counseling			
Personal counseling			
Academic monitoring			
Student-athlete scheduling/advising			
Personality assessment			
Continuous skills assessment			
Seminars			
Workshops			
Classes specific for student-athletes			
Athletic eligibility check			
Compliance check			
Exit counseling/seminar/interview			

Please specify others:

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11. For each service listed below, please check the group(s) of student-athletes who receives the service(s) provided by a campus department other than by the athletic department on a regular basis:

*Note: Revenue generating sports are Football, Men's Basketball, & Women's Basketball and Non-revenue generating sports are all other varsity sports*

Services Provided	All Student-athletes receive services	Revenue generating student-athletes receive services	Non-revenue generating student-athletes receive services
Testing of student-athletes identified as academically "at-risk"			
Freshmen student-athlete orientation			
Yearly orientation for all student-athletes			
Assessment of study skills			
Career counseling			
Academic counseling			
Personal counseling			
Academic monitoring			
Student-athlete scheduling/advising			
Personality assessment			
Continuous skills assessment			
Seminars			
Workshops			
Classes specific for student-athletes			
Athletic eligibility check			
Compliance check			
Exit counseling/seminar/interview			

Please specify others:

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12. Please circle all services that your department provides for athletic advisors/counselors:

Staff training

Staff research

Other

Please specify \_\_\_\_\_

13. Please check all services that the athletic academic support services program provides for revenue generating sports when they are traveling for sport related reasons

*Note: Revenue generating sports are Football, Men's Basketball, & Women's Basketball and Non-revenue generating sports are all other varsity sports*

	All away contests	Conference contests	Tournament contests	Coach provides	Do not provide
Academic advisor/counselor					
Computers/technology for student use					
Administration of tests					
Proctored study table/study hall					
Tutor(s)					

Others, Please Specify \_\_\_\_\_

14. Please check all services that the athletic academic support services program provides for non-revenue generating sports when they are traveling for sport related reasons

*Note: Revenue generating sports are Football, Men's Basketball, & Women's Basketball and Non-revenue generating sports are all other varsity sports*

	All away contests	Conference contests	Tournament contests	Coach provides	Do not provide
Academic advisor/counselor					
Computers/technology for student use					
Administration of tests					
Proctored study table/study hall					
Tutor(s)					

Others, Please Specify \_\_\_\_\_

15. Has the athletic academic support unit improved the following groups of student-athletes academic performance in the classroom?

	Yes	No	Don't Know
Revenue generating sports			
Non-revenue generating sports			

To answer question 16 please check the responses you feel best answers the statements provided.

SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree

16. There is a need for the same services to be provided to revenue generating sports as for non-revenue generating sports.

SA	A	N	D	SD

Please explain your responses in more detail:

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17. Please check any areas under both categories in which the NCAA Accelerating Academic Success Program (AASP) annual monies are spent.

	Within the last year	Usually spend some or all of the monies
Scholarships		
Academic programs (please specify)		
Academic banquets/awards		
Computers		
Workshops		
Guest speakers		
Study area (please specify)		
Facilities (please specify)		
Personnel (please specify)		
Star-up costs		
Athletic academic research		
Professional conference(s)		
Professional membership(s)		
Maintenance of		
Tutoring		
Office supplies		

18. What is your perception of why student-athletes choose a HBCU over a PWI?

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APPENDIX B  
ATHLETIC ACADEMIC ADVISING SUPPORT SERVICES  
QUESTIONNAIRE

ATHLETIC ACADEMIC ADVISING  
SUPPORT SERVICES QUESTIONNAIRE  
(AAASSQ)

Cory Schwartz  
Athletic Counselor  
U of Wyoming  
Athletic Dept.

University Station  
Box 3414  
Laramie, WY 82071  
307-766-5385

Please Note: No person participating in the study will be identified by name or by institution.

Please check if you would like an abstract of results \_\_\_\_\_

1. Name of Institution \_\_\_\_\_
2. Football classification: I-A \_\_\_\_\_ I-AA \_\_\_\_\_ I-AAA \_\_\_\_\_
3. Undergraduate enrollment: \_\_\_\_\_
4. Do you have an established, institutionally recognized athletic academic support services program?  

Y \_\_\_\_\_ N \_\_\_\_\_

If checked yes, please answer all questions.  
If checked no, please go directly to question 12.
5. What year was the program institutionally recognized? \_\_\_\_\_
6. The title of the person in charge of the athletic academic support program:  
 \_\_\_\_\_
7. Name of the person in charge of the athletic academic support program:  
 \_\_\_\_\_
8. How many full-time (FTE) athletic academic advisors/counselors are currently employed in the program: \_\_\_\_\_
9. Which institutional department do you report to? \_\_\_\_\_
10. Where is your department housed? \_\_\_\_\_
11. Number of department members who belong to the N4A? \_\_\_\_\_

12. For each service listed below, please check the group(s) of student-athletes who receive the service(s) provided by the athletic department on a regular basis:

Services Provided	All athletes receive services	Major male sports teams	Major female sports team	Minor male sports teams	Minor female sports team
Testing of student-athletes identified as academically "at-risk"					
Freshmen student-athlete orientation					
Yearly orientation all student-athletes					
Assessment of study skills					
Career counseling					
Academic counseling					
Personal counseling					
Academic monitoring					
Student-athlete scheduling/advising					
Personality assessment					
Continuous skills assessment					
Seminars					
Workshops					
Classes specific for student-athletes					
Ath eligibility check					
Compliance check					
Exit counseling/seminar/interview					

Other, please specify

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13. For each service listed below, please check the group(s) of student-athletes who receive the service(s) provided by a campus department other than by the athletic department on a regular basis:

Services Provided	All athletes receive services	Major male sports teams	Major female sports team	Minor male sports teams	Minor female sports team
Testing of student-athletes identified as academically "at-risk"					
Freshmen student-athlete orientation					
Yearly orientation all student-athletes					
Assessment of study skills					
Career counseling					
Academic counseling					
Personal counseling					
Academic monitoring					
Student-athlete scheduling/advising					
Personality assessment					
Continuous skills assessment					
Seminars					
Workshops					
Classes specific for student-athletes					
Ath eligibility check					
Compliance check					
Exit counseling/seminar/interview					

Other, please specify

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14. Please circle all services that your department provides for athletic advisors/counselors:

Staff training

Staff research

Other

Please specify \_\_\_\_\_

15. Please check all services that the athletic academic support services program provides for men's major teams when they are travelling for sport related reasons.

	All away contests	Conference contests	Tournament contests	Coach provides	Do not provide
Academic advisor/counselor					
Computers for student use					
Administration of tests					
Proctored study table					
Tutor(s)					

Other, please specify \_\_\_\_\_

16. Please check all services that the athletic academic support services program provides for women's major teams when they are travelling for sport related reasons.

	All away contests	Conference contests	Tournament contests	Coach provides	Do not provide
Academic advisor/counselor					
Computers for student use					
Administration of tests					
Proctored study table					
Tutor(s)					

Other, please specify \_\_\_\_\_

17. Please check all services that the athletic academic support services program provides for men's minor teams when they are travelling for sport related reasons.

	All away contests	Conference contests	Tournament contests	Coach provides	Do not provide
Academic advisor/counselor					
Computers for student use					
Administration of tests					

Proctored study table					
Tutor(s)					

Other, please specify \_\_\_\_\_

18. Please check all services that the athletic academic support services program provides for women's minor teams when they are travelling for sport related reasons.

	All away contests	Conference contests	Tournament contests	Coach provides	Do not provide
Academic advisor/counselor					
Computers for student use					
Administration of tests					
Proctored study table					
Tutor(s)					

Other, please specify \_\_\_\_\_

19. Has the athletic academic support program improved the following groups of student-athletes academic performance in the classroom?

	Yes	No	Not Sure
Men's major sport teams			
Women's major sport teams			
Men's minor sport teams			
Women's minor sport teams			

To answer questions 20 and 21 please check the response you feel best answers the statements provided:

SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree

20. There is a need for the same services to be provided to minor sports as for major sports.

SA	A	N	D	SD

21. There is a need for the same services to be provided to women as for men student-athletes.

SA	A	N	D	SD

Please explain your responses in more detail:

\_\_\_\_\_

22. Please check any areas under both categories in which the NCAA Academic Enhancement \$25,000 annual monies are spent.

	Within the last year	Usually spend some or all of the \$25,000
Scholarships		
Academic programs (please specify)		
Academic banquets/awards		
Computers		
Workshops		
Guest speakers		
Study area (please specify)		
Facilities (please specify)		
Personnel (please specify)		
Star-up costs		
Athletic academic research		
Professional conference(s)		
Professional membership(s)		
Maintenance of _____		
Tutoring		
Office supplies		

Other, please specify:

23. Please provide all printed material(s) that describe your athletic academic support services program. If no materials are available please describe your program in terms of philosophy, goals, etc.

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Thank you for your time & assistance, it is greatly appreciated. Please return the survey & materials in the pre-stamped, self-addressed envelope to:

Cory Schwartz  
Athletic Academic Counselor  
University of Wyoming

University Box 3414  
Laramie, WY 82071  
307-766-5385

APPENDIX C

TRENDS AMONG SQUADS AT LOWER RESOURCE INSTITUTIONS (LRI)



## Trends Among Squads at LRIs

Squads from LRIs	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
APR	939	944	953	956	960	966	968
Eligibility	924	929	939	944	955	964	967
Retention	946	951	956	959	958	961	963
% Squads < 930	32%	30%	22%	22%	18%	14%	11%

Note: Analyses based on 5,706 squads (722 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.

APPENDIX D  
TRENDS AMONG SQUADS AT HBCUS

## Trends Among Squads at HBCUs

Squads from HBCUs	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
APR	913	918	931	939	945	955	956
Eligibility	879	883	899	910	928	942	948
Retention	938	942	950	953	951	957	955
% Squads < 930	45%	45%	33%	33%	30%	23%	18%

Note: Analyses based on 5,706 squads (323 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.

APPENDIX E

MEAC MEMBER INSTITUTIONS GRADUATION SUCCESS RATE

MEAC member institutions (MEAC sponsored sports)  
 NCAA Graduation Success Rate 2010 cohort

Institution Name	MBA	MBB	MCC/ MTF	Football	MGO	MTN	WBB	WBW	WCC/ WTF	Softball	WTN	Volleyball
Bethune-Cookman University	85	53	87	55	60	100	75	80	75	100	78	88
Coppin State University	62	76	64	-	-	-	64	100	80	58	-	62
Delaware State University	90	77	67	71	-	-	100	100	95	91	100	92
Florida A&M University	81	70	50	49	71	63	68	78	74	68	100	67
Howard University	-	73	75	69	-	100	81	100	100	92	89	100
University of Maryland Eastern Shore	58	83	57	-	80	-	80	100	100	80	100	100
Morgan State University	-	60	43	56	-	100	90	67	75	67	83	69
Norfolk State University	48	55	64	59	-	67	80	80	77	63	83	75
North Carolina A&T State University	66	75	85	53	-	-	91	80	93	63	75	64
North Carolina Central University	92	80	47	66	86	83	80	-	100	94	100	91

APPENDIX F

SWAC MEMBER INSTITUTIONS GRADUATION SUCCESS RATE

SWAC member institutions (SWAC sponsored sports)  
 NCAA Graduation Success Rate 2010 cohort

Institution Name	MBA	MBB	MCC/ MTF	Football	MGO	MTN	WBB	WBW	WCC/ WTF	WGO	Soccer	Softball	WTN	Volleyball
Alabama A&M University	37	40	67	65	20	100	77	100	58	-	70	75	50	69
Alabama State University	59	43	62	43	100	75	90	67	79	89	92	65	83	71
Alcorn State University	84	40	100	57	50	100	87	-	82	75	88	62	100	54
University of Arkansas at Pine Bluff	72	38	50	59	20	100	74	-	64	-	94	100	100	85
Grambling State University	59	50	55	63	-	-	69	75	67	-	73	75	100	82
Jackson State University	75	56	70	59	86	88	79	100	74	89	80	100	100	77
Mississippi Valley State University	84	69	40	74	-	67	93	-	88	-	83	94	100	100
Prairie View A&M University	67	57	48	50	67	67	80	75	71	80	83	73	71	81
Southern University	35	25	35	47	-	-	60	80	71	-	75	63	100	79
Texas Southern University	65	75	80	53	50	-	55	78	71	88	59	61	-	78

APPENDIX G

TENNESSEE STATE UNIVERSITY GRADUATION SUCCESS RATE



Tennessee State University  
 NCAA Graduation Success Rate 2010 cohort

Institution	MBA	MBB	MCC/ MTF	Football	MGO	MTN	WBB	WBW	WCC / WTF	WGO	Soccer	Softball	WTN	Volleyball
Tennessee State University	-	79	75	41	67	50	92	-	57	100	-	94	80	78

APPENDIX H

HAMPTON UNIVERSITY GRADUATION SUCCESS RATE

Hampton University  
 NCAA Graduation Success Rate 2010 cohort

Institution	MBA	MBB	MCC/MTF	Football	MGO	MTN	WBB	WBW	WCC/WTF	Softball	WTN	Volleyball
Hampton University	-	60	58	67	43	80	86	-	76	88	88	85

APPENDIX I  
MEAC UNDERGRADUATE ENROLLMENT

MEAC member institutions  
Undergraduate Enrollment for Fall 2016

Institution Name	Undergraduate Enrollment
North Carolina A&T State University	9,668
Florida A&M University	7,769
Morgan State University	6,362
North Carolina Central University	6,283
Howard University	5,899
Norfolk State University	4,739
Delaware State University	3,993
Bethune-Cookman University	3,796
University of Maryland Eastern Shore	3,277
Coppin State University	2,507

Note. Adapted from National Center for Educational Statistics, Institute of Education Statistics. (2018).

APPENDIX J  
SWAC UNDERGRADUATE ENROLLMENT

SWAC member institutions  
Undergraduate Enrollment for Fall 2016

Institution Name	Undergraduate Enrollment
Jackson State University	7,492
Prairie View A&M University	7,417
Texas Southern University	6,562
Southern University and A&M College	4,926
Alabama A&M University	4,851
Alabama State University	4,727
Grambling State University	3,883
Alcorn State University	2,825
University of Arkansas at Pine Bluff	2,721
Mississippi Valley State University	2,011

Note. Adapted from National Center for Educational Statistics, Institute of Education Statistics. (2018).

APPENDIX K

HAMPTON UNIVERSITY UNDERGRADUATE ENROLLMENT



Hampton University  
Undergraduate Enrollment for Fall 2016

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Institution Name	Undergraduate Enrollment
Hampton University	3,836

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Note. Adapted from National Center for Educational Statistics, Institute of Education Statistics. (2018).

APPENDIX L

TENNESSEE STATE UNIVERSITY UNDERGRADUATE ENROLLMENT

Tennessee State University  
Undergraduate enrollment for Fall 2016

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Institution Name	Undergraduate Enrollment
Tennessee State University	7,014

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Note. Adapted from National Center for Educational Statistics, Institute of Education Statistics. (2018).