

Initial Report

Last Modified: 08/19/2015

1. Which of the following best describes your primary area of responsibility at your institution?

#	Answer	Response	%
1	Academic Advising/Counseling (Student-Athletes Only)	8	12%
2	Academic Advising (University, College, Department, Faculty)	41	59%
3	Athletic Administration (Academics)	2	3%
4	Athletic Administration (Non-Academics)	1	1%
5	Compliance	1	1%
6	Eligibility/Certification	0	0%
7	CHAMPS/Life Skills	0	0%
8	Coach	0	0%
9	Institutional position that supports advising (e.g., Registrar, Admissions, Financial Aid)	3	4%
10	Other (please specify):	13	19%
	Total	69	100%

Other (please specify):

- Tutorial Services
- eLearning Coordinator
- First-Year Advisor for our most underprepared freshmen including student-athletes
- I just finished my masters and I am looking to get into the field; currently work at a school in the bookstore.
- Disability Services
- SSAO
- Academic Support
- Currently not working for an institution.
- Academic Counseling specializing in student-athletes
- Academic Support Office
- Academic Advising (All Student-Athletes and Transfer Students)
- Both advising student-athletes and eligibility

Statistic	Value
Min Value	1
Max Value	10
Mean	3.80
Variance	11.46
Standard Deviation	3.39
Total Responses	69

2. Which of the following best describes your primary role at your institution?

#	Answer	Response	%
1	Faculty Advisor	0	0%
2	Academic Advisor	36	52%
3	Counselor	0	0%
4	Academic Advisor/Counselor	11	16%
5	Administrator	2	3%
6	Administrator with responsibilities over several areas, one of which is advising	6	9%
7	Graduate Student	2	3%
8	Institutional position that supports advising i.e. Registrar, admissions, financial aid, etc.	4	6%
9	Affiliated with a college or university but not in any of the roles above	4	6%
10	Unaffiliated with an institution of higher education	0	0%
11	Other (please specify):	4	6%
	Total	69	100%

Other (please specify):

- Disability Specialist/Academic Advising
- Consultant
- Director

Statistic	Value
Min Value	2
Max Value	11
Mean	4.17
Variance	8.03
Standard Deviation	2.83
Total Responses	69

3. Have you ever taken an online course prior to this course?

#	Answer	Response	%
1	Yes	51	74%
2	No	18	26%
Total		69	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.26
Variance	0.20
Standard Deviation	0.44
Total Responses	69

4. Have you previously taken the NACADA/NCAA Advising Student-Athletes Online Course?

#	Answer	Response	%
1	Yes	1	1%
2	No	68	99%
Total		69	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.99
Variance	0.01
Standard Deviation	0.12
Total Responses	69

5. Which of the following best describes your athletics program?

#	Answer	Response	%
1	NCAA Division I	30	43%
2	NCAA Division II	17	25%
3	NCAA Division III	8	12%
4	NAIA	1	1%
5	Two-Year College	11	16%
6	Other (please specify):	2	3%
Total		69	100%

Other (please specify):
private counseling practice/consultant

Statistic	Value
Min Value	1
Max Value	6
Mean	2.30
Variance	2.45
Standard Deviation	1.57
Total Responses	69

6. The course met my expectations based on how it was publicized.

#	Answer	Response	%
1	Strongly Agree	18	26%
2	Agree	36	52%
3	Neither Agree nor Disagree	7	10%
4	Disagree	6	9%
5	Strongly Disagree	2	3%
Total		69	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.10
Variance	0.97
Standard Deviation	0.99
Total Responses	69

7. The course improved or increased my knowledge regarding academic advising of student-athletes.

#	Answer	Response	%
1	Strongly Agree	29	42%
2	Agree	31	45%
3	Neither Agree nor Disagree	6	9%
4	Disagree	1	1%
5	Strongly Disagree	2	3%
Total		69	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	1.78
Variance	0.79
Standard Deviation	0.89
Total Responses	69

8. How much of the course did you complete?

#	Answer	Response	%
1	All 8 Weeks	66	96%
3	6-7 Weeks total	2	3%
4	4-5 Weeks total	0	0%
5	1-3 Weeks total	0	0%
6	I never started the course.	1	1%
Total		69	100%

Statistic	Value
Min Value	1
Max Value	6
Mean	1.13
Variance	0.47
Standard Deviation	0.68
Total Responses	69

9. Approximately how many hours per week did you spend on this course?

#	Answer	Response	%
1	Less than 3 hours	21	30%
2	3 - 5 hours	36	52%
3	5-10 hours	10	14%
4	10-15 hours	2	3%
5	More than 15 hours	0	0%
Total		69	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	1.90
Variance	0.56
Standard Deviation	0.75
Total Responses	69

10. Please select the choice that best reflects your opinion regarding the course registration fee of \$175 per person

#	Answer	Response	%
1	Registration fee was too low.	0	0%
2	Registration fee was appropriate.	57	83%
3	Registration fee was too high.	12	17%
Total		69	100%

Statistic	Value
Min Value	2
Max Value	3
Mean	2.17
Variance	0.15
Standard Deviation	0.38
Total Responses	69

11. Eight (8) weeks for this course was:

#	Answer	Response	%
1	Too Long	11	16%
2	Just Right	56	81%
3	Too Short	2	3%
Total		69	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.87
Variance	0.17
Standard Deviation	0.42
Total Responses	69

12. How did you hear about this course?

#	Answer	Response	%
1	E-mail	26	38%
2	NACADA Website	27	39%
3	Supervisor/Colleague	16	23%
4	Other (please specify):	0	0%
Total		69	100%

Other (please specify):

Statistic	Value
Min Value	1
Max Value	3
Mean	1.86
Variance	0.60
Standard Deviation	0.77
Total Responses	69

13. The information provided in the course syllabus was clear and helpful.

#	Answer	Response	%
1	Strongly Agree	21	30%
2	Agree	42	61%
3	Neither Agree nor Disagree	4	6%
4	Disagree	1	1%
5	Strongly Disagree	1	1%
Total		69	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	1.83
Variance	0.53
Standard Deviation	0.73
Total Responses	69

14. Did you experience any technical difficulties in preparation for the online course?

#	Answer	Response	%
1	Yes (if Yes, please describe the type of difficulties)	5	7%
2	No	64	93%
Total		69	100%

Yes (if Yes, please describe the type of difficulties)

- I had the incorrect link to log in to the K-State web portal. This was easily fixed.
- K-State Canvas login vs. NCAA15 Canvas login
- did not receive syllabus until a few weeks in to session; reached out to instructor 7/7 for help and never received a reply

Statistic	Value
Min Value	1
Max Value	2
Mean	1.93
Variance	0.07
Standard Deviation	0.26
Total Responses	69

15. Did you experience any technical difficulties during the online course?

#	Answer	Response	%
1	Yes (if Yes, please describe the type of difficulties)	12	17%
2	No	57	83%
Total		69	100%

Yes (if Yes, please describe the type of difficulties)

- My home computer was not attaching the homework assignments
- Could not logon at one point
- Matching test questions do not work on a Mac
- I struggled at times to determine how to navigate where I was to submit assignments. I saw postings saying to click "Submit Assignment" in the right side of the screen yet the option was not always there because I was in a different section of the portal. Therefore, I recommend that information not be copied/pasted from section to section.
- I lost the login email which had the my login name and password, so when I was away for a few days and working from home, I went to login and I could not get in! More my fault than anything else.
- Posted an assignment to the wrong place.
- Unable to access from Ipad during vacation time. Had to use public hotel computer.
- I found the discussion board to be cumbersome. Unlike other services I have used for online course support/hosting (i.e. Blackboard, Web CT, etc.), this was the least user-friendly. It was very time-consuming to track down responses to either my original post or to the comments I made in other discussions. I often did not resist the discussions, as I was unable to locate them. This was a significant downfall of the course.
- log-in issues
- could not access message boards due to late start; unable to preview first 2-3 weeks; asked for assistance from instructor
- A few times the submit assignment button did not appear.

Statistic	Value
Min Value	1
Max Value	2
Mean	1.83
Variance	0.15
Standard Deviation	0.38
Total Responses	69

16. How easy was it to navigate the course?

#	Answer	Response	%
1	Very Difficult	0	0%
2	Difficult	2	3%
3	Somewhat Difficult	4	6%
4	Neutral	10	14%
5	Somewhat Easy	11	16%
6	Easy	24	35%
7	Very Easy	18	26%
Total		69	100%

Statistic	Value
Min Value	2
Max Value	7
Mean	5.52
Variance	1.78
Standard Deviation	1.34
Total Responses	69

17. Please provide any suggestions/changes to improve navigation throughout the course.

Text Response
<ul style="list-style-type: none"> • Maybe along with each module have a separate link or tab just for readings • The modules and the assignment dates could be a little confusing, because the assignments covered two modules. It was easier to understand after some time, but initially I was confusing. • I like that information from broken down in modules where each week I would just go to that module to see everything that I needed to do. However, I did not appreciate that the modules were not "one stop shopping" in that I could see information in the module but couldn't submit assignments within that module, as I had to go to another section to do that. • While it was very beneficial to read comments from so many people, it was a bit overwhelming. I simply could not read all the comments and discussion posts. I think it would make more sense to group people into smaller groups (20-30) and the discussion posts would only be available to people in that group. This would allow for a more thorough conversation between group members and to get familiar with other professionals. • Perhaps a help link. • There is a lot of reading!!! Maybe try to streamline assignments in future. • NA • I do not have any suggestions. It was pretty straight forward. • One weekly due date instead of two over the weekend. It was difficult to read (and comprehend) the bulk of information in a week's period especially with an 8-5 work schedule, required athletic practice, and one-on-one summer development teaching responsibilities. HOWEVER, the 8-week time frame was perfect. • Explain more fully where readings are located within the website. They were initially difficult to find. • NA • More than one contact in case instructor does not reply to correspondence. • The discussion boards become difficult to navigate -- tons of posts to scroll through and sometimes it's hard to read through (the replies on original posts should be hidden so that you have to click on them to read them).

Statistic	Value
Total Responses	14

18. Did you participate in "Open Office hours"?

#	Answer	Response	%
1	Yes	6	9%
2	No	63	91%
	Total	69	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.91
Variance	0.08
Standard Deviation	0.28
Total Responses	69

19. Was "Open Office Hours" beneficial?

#	Answer	Response	%
1	Yes	5	83%
2	No	1	17%
	Total	6	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.17
Variance	0.17
Standard Deviation	0.41
Total Responses	6

20. Would you appreciate more time for "Office Hours"?

#	Answer	Response	%
1	Yes	22	33%
2	No	45	67%
	Total	67	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.67
Variance	0.22
Standard Deviation	0.47
Total Responses	67

21. The course content was beneficial/informative.

#	Answer	Response	%
16	Strongly Agree	25	36%
17	Agree	35	51%
18	Neither Agree nor Disagree	6	9%
19	Disagree	2	3%
20	Strongly Disagree	1	1%
	Total	69	100%

Statistic	Value
Min Value	16
Max Value	20
Mean	16.83
Variance	0.68
Standard Deviation	0.82
Total Responses	69

22. The amount of content in each module was appropriate to the time allotted to complete the readings and assignments.

#	Answer	Response	%
1	Strongly Agree	12	17%
2	Agree	38	55%
3	Neither Agree nor Disagree	12	17%
4	Disagree	7	10%
5	Strongly Disagree	0	0%
	Total	69	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.20
Variance	0.72
Standard Deviation	0.85
Total Responses	69

23. Please provide and additional comments you have regarding the content (reading assignments) of the modules.

Text Response
<ul style="list-style-type: none"> Content and required readings were great... I have created a folder and in each of my weekly staff meetings with my coworkers we are now reading them/discussing them together!
<ul style="list-style-type: none"> A couple of the models required a lot of reading. After the first module, I only read the articles connected with the discussion board post or assignments.
<ul style="list-style-type: none"> All reading assignments were very beneficial, especially to someone like me that. I have been in my role less than two years and any additional knowledge that I can obtain is always helpful.
<ul style="list-style-type: none"> Update of articles
<ul style="list-style-type: none"> The time allotted to read all the materials was too short in some modules, however in order to complete the assignments it was not. I had to decide to not read all materials in some modules in order to complete the assignments based on time and availability. Some readings could be consolidated, shortened or removed in my opinion. Overall the content was appropriate with the time allotted.
<ul style="list-style-type: none"> All of the readings were current and useful. Towards the end, however, it seemed like some of the readings overlapped. In particular, Module 4 discussed subsets which included student athletes with disabilities, and later in Module 7, there was more content on how to help students with disabilities.
<ul style="list-style-type: none"> Too many redundant reading assignments for a non-credit continuing education course.
<ul style="list-style-type: none"> It was hard to read all of the content in the allotted time and balance it with my daily workload
<ul style="list-style-type: none"> The readings were very helpful though I found the powerpoint presentations somewhat difficult to understand as I think they made assumptions about how we might interpret the information that was presented on the slides. It would have been helpful for me if there were notes associated with each slide so as to provide more information and context.
<ul style="list-style-type: none"> Some modules had a lot of readings and summer is a very busy time for advising (at least at my institution anyway as we hand register every incoming freshman and transfer student). So sometimes, it was hard for me to do all the readings.
<ul style="list-style-type: none"> As stated before -- very beneficial readings but a lot of them!!
<ul style="list-style-type: none"> Some of the materials that were presented were in formats that were difficult to read. As NACADA is a national organization I was surprised at the poor quality. Additionally, I work in disability services and these materials were not in an accessible format. This is something that should be addressed for future. Also, the materials were dated. It was very easy - time consuming - to locate information that was current and relevant.
<ul style="list-style-type: none"> While the length of the weekly discussions and assignments were relatively uniform, the volume or amount of reading per week varied making it difficult to budget time effectively from week to week (especially when working 40+ hours/wk without the ability to work on assignments during evenings or weekends).
<ul style="list-style-type: none"> I actually felt it was often very possible to complete the discussions without reading the assigned articles, because the assignments tended to be about what was happening on our own campus and did not require much of a tie back to the articles to earn full credit.
<ul style="list-style-type: none"> I would have liked more information on international students and specific cases involving academic integrity.
<ul style="list-style-type: none"> There were a few weeks where the reading was way too much for me due to my work schedule and other obligations.
<ul style="list-style-type: none"> I feel like the content didn't meet my expectations. As a college advisor taking the course, I wanted to learn more about student athletes and how to advise them based on the NCAA rules and regulations. Instead the course was more of learning about what other classmates were doing at their institutions and their opinions. The only time I enjoyed the content was when we got to review the the powerpoints for the exam- the content in the powerpoint was what I thought we would be reading about and learning in the class.
<ul style="list-style-type: none"> Enjoyed the reading assignments.
<ul style="list-style-type: none"> I really appreciated the content and diversity of materials.
<ul style="list-style-type: none"> All of the content was helpful. Some weeks were contained more information than others so they were more difficult to comprehend.
<ul style="list-style-type: none"> Too much information to read on our own, different formats or live web casts with the information would

have been better

- The course was advertised at catering to Division I, II, and III, but a majority of the readings focused on division I and little to no mentioned of Division III at all.
- Some assignments were lengthy. We are still trying to do our full time jobs.
- Would like to see more interactive assignments. Maybe video clips or something else. Liked the quiz.
- I'd like to see more recent research. Some articles were difficult to read (due to scanned pdf format).
- NA
- I would have liked more information about the NCAA technical aspects and rules and regulations.
- Not enough time was spent on the ACTUAL topic of student-athlete requirements, and way too much time was spent on general advising. I believe as advisors we understand what is required for a student to be academically successful. My colleagues and I signed up for the course with the expectations of getting more details on the specific nuances required of athlete's-- on the athletic side. The only time we went over that info is when we went to the NCAA website ourselves and read it. Disappointing.
- Would like to obtain course info and have requested access as paid enrollee.
- If there was any more research out there focused on community college or division III schools, it would have been wonderful to include that. I feel the course was heavily weighted toward DI & II and left DIII and community colleges out in the cold.

Statistic	Value
Total Responses	30

24. Discussions were an effective learning tool for this online course.

#	Answer	Response	%
1	Strongly Agree	10	15%
2	Agree	36	53%
3	Neither Agree nor Disagree	11	16%
4	Disagree	9	13%
5	Strongly Disagree	2	3%
	Total	68	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.37
Variance	0.98
Standard Deviation	0.99
Total Responses	68

25. Discussions were an effective way to exchange information among group members.

#	Answer	Response	%
1	Strongly Disagree	3	4%
2	Disagree	5	7%
3	Neither Agree nor Disagree	11	16%
4	Agree	36	53%
5	Strongly Agree	13	19%
	Total	68	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.75
Variance	1.00
Standard Deviation	1.00
Total Responses	68

26. Discussions were an effective way to communicate with the group facilitator.

#	Answer	Response	%
1	Strongly Disagree	2	3%
2	Disagree	9	13%
3	Neither Agree nor Disagree	28	41%
4	Agree	23	34%
5	Strongly Agree	6	9%
	Total	68	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.32
Variance	0.85
Standard Deviation	0.92
Total Responses	68

27. Please provide any additional comments you have regarding the Discussions.

Text Response
<ul style="list-style-type: none"> The discussions were overwhelming. When I found out the course was separated into sections with separate facilitators I assumed our discussions would be focused within our section or cohort for the course. Having all the course participants in one discussion was very overwhelming to follow. I was not able to establish relationships with other participants because the crowd was just too big. Great to crystalize your own ideas. Not so great to converse with peers in a timely manner. I thought our discussions were only supposed to occur amongst people with our smaller discussion groups yet I found myself navigating through discussions by all course participants, which was information overload! I also felt like many people posted similar responses, which didn't help to progress conversation as it just replicated information. This was likely due to participants having to reply to at least 2 other posts. While I understand that we want people to participate in discussions, I think this just led to lots of unnecessary information to sort through while trying to learn. I left a previous comment about the discussions. There were just so many postings, it was impossible to read them all and i felt I would have learned more from the discussions and other members in a smaller group setting for the discussions. My facilitator was very helpful - thanks Sherwin! Honestly I did not participate any more than to post my comment and two responses, and from what I could tell (since very few of my posts received comments) I think this was common. It was overwhelming with so many people in the discussion forum to attempt to read everything. There were often hundreds of posts by the time I signed in and I didn't spend the time reading all of them. I think it might be better to have the discussion limited to those in your "section" - I don't think this was the case based on the number of posts I was seeing. With such a large group it was a little overwhelming to try and read everyone's post. Perhaps breaking the groups up smaller would be good. Discussion posts are meaningless especially since they are not synchronous-- writing comments and thoughts is not learning, interesting or a good use of time Discussions would have been easier if people were broken up into groups. I feel that this would have made them more meaningful. I'll admit that this was something I had to make myself do, the benefit of reading everyone's posts was worth it...as that is how you learn so much about best practices, etc... The discussions threads were quite lengthy. I feel that if we were broken up into smaller groups it would have served for more effective, better and thought provoking ideas among each other since we are from various institutions. WAY too many people in the discussion groups, hard to keep up It was difficult to navigate through the posts and comments posted NA As I mentioned previously, I found the discussion board site and the layout/functionality to be cumbersome to navigate for continued discussion. The Discussion Board feature on Blackboard is much more streamlined and far easier to track on. I really liked the discussions and getting a feel for what others did on their campuses. However, it would have been nice to have less discussions and more solid information about NCAA policy and procedures. Again, the discussions did not relate to the "athletic requirement" issues-- it was too vague. Discussions were the best part! Wonderful to read what colleagues at different schools were doing. I also private messaged some participants to chat with them more. I got the most out of those discussions!!!

Statistic	Value
Total Responses	18

28. The required module Assignments were appropriate and beneficial.

#	Answer	Response	%
1	Strongly Agree	11	16%
2	Agree	42	62%
3	Neither Agree nor Disagree	11	16%
4	Disagree	3	4%
5	Strongly Disagree	1	1%
Total		68	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.13
Variance	0.62
Standard Deviation	0.79
Total Responses	68

29. What quiz did you take for Assignment 3?

#	Answer	Response	%
1	Division I	37	54%
2	Division II	30	44%
3	I did not complete the quiz	1	1%
Total		68	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.47
Variance	0.28
Standard Deviation	0.53
Total Responses	68

30. Please provide any additional comments you have regarding the Assignments/Quizzes.

Text Response

- A couple of the questions were worded strange in the quizzes.
- All assignments and quizzes were thought provoking.
- The course did not include two year schools. NJCAA
- They were very clear with prompts and rubrics. I thought they were organized and performed very well.
- I liked the variety!
- Some of the questions on the quiz were vague, so it was not always clear what the question was making it hard to determine the correct answer,
- I found the assignments to be somewhat challenging for me because I work as an academic advisor at a D-III institution so some of the prompts assumed that I worked with student-athletes already or worked at a D-I or D-II institution. This led me to having to make up information just to complete the assignments.
- The quiz asked questions that were too detailed. I think bigger concepts would be better issues. The type of concepts you walk away with and remember.
- I'm at a 2-year college so I didn't feel the quiz was beneficial other than information/knowledge to use when our students transition. We pulled the NJCAA 2015-16 Eligibility rules ourselves. Overall - I was OK with the assignments and stretched myself to apply them to my own situation.
- Granted, I was not responsible for reading the submitted assignments, but I think more depth and richer detail could have been included if the word limit had not been so small. Based on the nature of the assignment (versus discussion posts), I would have expected them to be greater in length.
- Having assignments due on a Sunday night was a challenge for me, since this class was taken for work and I typically do not look at my work email over the weekends, which often led to me having a hard time remembering to get the assignments in on time. Monday at 5pm would have been a more useful deadline for me.
- Would have liked more quizzes
- None
- Couple of quiz questions were ambiguous.
- Really liked the quizzes. Would have liked to see more quizzes and less papers.
- It would be helpful if the syllabus was clear on what the deadline was for the assignments. It indicated that it was 11:59pm in the time zone of the participant and I am in Arizona. When I submitted my first assignment, it was on time per my time zone but not per the website time, so I was deducted points. When I asked about it, I was never followed up with and the points were still deducted. Following what the syllabus states in the future would be helpful for the participants.
- NA
- While the assignments were not difficult, some of the graded requirements (APA, for example) seemed a bit excessive considering this is not a graduate course for which individuals were receiving credit, nor were the responses part of research for an article, etc. I feel like asking participants to learn APA or make themselves familiar with it when there is no credit being issued is a bit unfair. I did familiarize myself with APA to do the work, I do not believe it would have impacted the content to have been cited MLA.
- This was the only time that we actually discussed the requirements for the athletes.
- if assignments are missing, it would be helpful for instructor to flag and follow-up with student; the instructor acknowledged after the course that she had received my email but never replied during the course; she has since said that there is nothing she can do to assist
- The course was so DI & II focused that folks that work for DIII or community colleges felt left out. It would have been nice if there was some kind of quiz option besides DI & II to enrich the knowledge for people who work in those environments. I believe we came into the course expecting we would learn more about all divisions instead of such a high focus on DI & II. To me, the most interesting assignment was the final one with the small case studies where we get to put our advising style and knowledge into practice. For people who came into the class with zero experience working with student athletes, asking so many questions about what we currently do with student-athletes at our schools made things challenging to answer. These scenarios allowed people who don't actively work with

student athletes to play "what-if" without having to answer directly what we do at our institutions. I found it most enjoyable and thought provoking to be able to apply my style of advising and knowledge. Perhaps in the future, taking these scenarios and making them a small group assignment to get even more colleague interaction could be fun?

Statistic	Value
Total Responses	21

31. Would you recommend this online course to a colleague?

#	Answer	Response	%
1	Yes	56	84%
2	No	11	16%
	Total	67	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.16
Variance	0.14
Standard Deviation	0.37
Total Responses	67

32. We need your help in planning future online courses. Please mark ALL time periods during which your school calendar would best allow someone in your position to take this course.

#	Answer	Response	%
1	January	15	22%
2	February	18	27%
3	March	11	16%
4	April	4	6%
5	May	28	42%
6	June	50	75%
7	July	50	75%
8	August	17	25%
9	September	6	9%
10	October	11	16%
11	November	12	18%
12	December	20	30%

Statistic	Value
Min Value	1
Max Value	12
Total Responses	67

33. Which information in the online course did you find most beneficial to you?

Text Response
<ul style="list-style-type: none"> Discussions--interaction with others in similar situations I most appreciated learning about the variety of challenges student-athletes face during their time in college.
<ul style="list-style-type: none"> The NCAA rules and regulations all of it, but most especially the NCAA rules Module-Transition out of sport The hard standards laid out specifically All of it was beneficial to me.
<ul style="list-style-type: none"> Discussion post The most beneficial parts to this course for me were the athletic culture, best practices, History and Role of NCAA, and transition out of sport for me. I would say the entire course was most beneficial to me because I am new to the advising role at my University.
<ul style="list-style-type: none"> I enjoyed reading the articles and seeing the research that has been done on this topic. The online discussions were also a benefit to learn how other institutions advise and the resources used. All information was great Articles
<ul style="list-style-type: none"> Some of the online responses were really helpful and offered different ways to change up to complete best practices. Course reading assignments and comments from others in the class. I really found it interesting to hear how other institutions work with student athletes.
<ul style="list-style-type: none"> no response - I really enjoyed learning more about the expectation of the NCAA and how they came up with their rules and regulations. It was very beneficial information. The modules on student-athlete special issues (LGBT, learning differences, etc.), the FLAG PRO system, and transitioning out of sport. Almost everything! I do have a small knowledge of both fields but it was nice to get an even better understand of each!
<ul style="list-style-type: none"> Compliance NCAA regulations and the informational studies regarding student athlete issues and experiences. Additionally, learning about other participants approach to handling student athletes. I really wanted a refresher from an internship that I completed about the eligibility requirements, so I appreciate that I was able to get that. I enjoyed learning about the specific details of transfer student athletes. I also enjoyed talking about problems specific to the student athlete population.
<ul style="list-style-type: none"> The readings - they were obviously selected for their valuable content. The overall content was very beneficial as I was not aware of many of the specific struggles that student-athletes face. I also really enjoyed learning about the eligibility criteria/rules for the NCAA as they differ somewhat from the OCAA and CCAA eligibility rules in Canada.
<ul style="list-style-type: none"> I enjoyed and found the following topics most useful: Athletic Cultures and Higher Ed Student-Athlete Identity Subsets of Student-Athlete Population Eligibility Transitioning out of Sport I learned more about student athletes that I can now apply during my routine advising sessions. I will now be more aware of "athletic retirement" and advise all students with a better career focus.
<ul style="list-style-type: none"> The NCAA compliance and eligibility information as well as insights to the pressures both athletic departments and student-athletes face. I enjoyed learning about the stereotypes athletes face as well as the transition from being an athlete to focusing on careers. Eligibility information and scholarly research journals about academic success. I liked reading about the history of the NCAA.

<ul style="list-style-type: none"> The blend of theories, anecdotal articles, and case studies. Information about eligibility and NCAA requirements Prejudges against student athletes by facilitators. The articles were helpful
<ul style="list-style-type: none"> Information regarding how to best integrate athletic academic counseling into my school. I like learning about the history behind the NCAA and how it has evolved over the last few years and continues to change with student population. I also liked the case examples that were provided in the eligibility power points.
<ul style="list-style-type: none"> I really enjoyed the module about subsets of the student-athlete population. It was beneficial because people tend to clump all athletes together. The eligibility information and the information about transitioning out of sport. the powerpoints for the quix Learning about the NCAA rules and regulation.
<ul style="list-style-type: none"> There wasn't anything in particular that I found more helpful. All of the information was great and helped to broaden my knowledge of the issues that student athletes face from entry to exit. Career development/closure of student-athletes and eligibility/academic progress details The eligibility/NCAA rules and regulations... DII and NCAA regulations, and relational information on student-athletes (how they feel, obligations, expectations, etc.) History of athletics and athletic advising. Academic Advising for Student Athlete, NCAA Compliance such as PTD etc. The information provided about the requirements for NCAA Taking the online quizzes The readings even though they did not specifically apply to D III student-athletes Policies The rules. The interaction with peers around the country was very beneficial. I found all of the information helpful as I don't currently work with student athletes and learned a lot. Appropriate support services for student athletes All parts are beneficial. Communicating amongst peers The eligibility module what by far the most helpful. I advise two-year athletes and having more information on the next level is very helpful. The information that prepared me for NCAA I Quiz. The articles regarding early initiatives were probably more educating than the others; the information presented in these articles was good background. The readings were an excellent way to get a variety of perspectives and approaches to academic advising. The slideshows about NCAA policy and procedures were great but would have been more helpful if there was some type of voice over on each slide as some of the concepts are confusing.
<ul style="list-style-type: none"> na Elegibility n/a I enjoyed reading how different institutions implement different policies and how different advisors handle situations. Having a gathering place for colleagues to exchange ideas electronically was very enjoyable. Watching people offer suggestions and encourage each other was fruitful and I hope that some of the ideas we read about get implemented.

Statistic	Value
Total Responses	67

34. Which information in the online course did you find least beneficial to you?

Text Response
<ul style="list-style-type: none"> n/a I found all information in the online course useful. not enough about transitioning out of college
<ul style="list-style-type: none"> n/a N/A The discussion boards None I thought the course was more about eligibility than history of advising The least beneficial parts of this course for me were the student-athlete experience, and subsets because I was a student-athlete and coach before so I am familiar with those aspects. They were beneficial in terms of validating and offering some new perspectives and information but not as beneficial as some other sections.
<ul style="list-style-type: none"> N/A N/A None none Some of the articles were long and did not pertain to the discussions or the assignments None; even though there were other divisions represented in the course, I was interested to hear what is happening at other institutions.
<ul style="list-style-type: none"> no response - There wer a few article that included scientific surveys that were not as engaging readings I learned from all of it; though I am not directly responsible for eligibility issues, I find value in being aware of the process.
<ul style="list-style-type: none"> n/a Challenges SA face n/a The context about what it means to be a student-athlete was important though I feel like it consumed most of the course. I expected to learn more about eligibility and challenges yet that information only came at the end.
<ul style="list-style-type: none"> Module 1 Division I information was interesting, but not helpful for my work at a DII school. nothing, every module offered some new information that was interesting to me. While I liked learning about eligibility for DI and DII schools, that is not something that benefits me right now as my institution is a DIII school. However, the knowledge of course is great as I might be at a DI or DII institution later in my career.
<ul style="list-style-type: none"> none I found the last assignment to be the least beneficial. Creating case studies was difficult and too broad a question. I found it all to be helpful
<ul style="list-style-type: none"> N/A The quiz Some of the materials were old - I was able to find my own readings to go along with the class. Readings on junior or community college academic support programs. The discussion boards None was least beneficial. There were no lectures to listen to- this is a huge drawback--to on-line classes which in effect are self-taught. Information regarding Division I and II eligibility rules. I personally work with undecided students and don't often work with students in the career transition

<p>phase. This is an important phase for many advisors and counselors working with athletes, but was not as relevant to my specic role.</p> <ul style="list-style-type: none"> Learning about the NCAA, but this is because I have learned so much about the NCAA in the past 2 years. I can't think of anything specific. all the coure readings - wanted to know more about the NCAA and the rules and regulations of advising athletes - how many classes they have to take, what makes them eligible, etc... not the stuff we were reading.
<ul style="list-style-type: none"> N/A While the history of the NCAA was interesting, it was not particularly helpful. All of it was beneficial The general academic advising articles at the front end... N/A I thought there were a few discussion questions that didn't really end up producing much helpful discussion. Transitioning out of Sports. I felt this topic could be developed better to make it more effective as far as how student-athletes make the transition from sports to career or going pro. What is involved? Who are involved? What role do Academic Advisors play in this if any at all?
<ul style="list-style-type: none"> None of it The over-sized discussion groups It would have been more helpful if there were specific readings for the division of student-athletes I work with. History of advising
<ul style="list-style-type: none"> n/a I enjoyed all aspects of the course. At times, I did feel overwhelmed by the amount of posts/responses to read. Nothing. There was too much reading and not enough specifics.
<ul style="list-style-type: none"> N/A LGBT It was helpful. n/a N/A The discussions were not really effective. Sometimes it was difficult to engage with people and exchange ideas because their were so many participants/posts. The information in the first week of the course which focused on the college student in general and with no specific focus on student athletes.
<ul style="list-style-type: none"> na None n/a So much emphasis on DI & DII when I am interested in DIII and community college. In addition, not all course participants work with student athletes and the course was marketed for ALL members of higher ed who wanted to get a better understanding about working with student-athletes. When so many of the assignments and questions were based on "what do you do when working with student-athletes" or "how does your institution xyz with student-athletes" those questions were challenging to answer. Think about structuring questions so they are not so much based on "what do you or your institution do..." or perhaps always give an alternate for new advisors or those who do not directly work with student-athletes.

Statistic	Value
Total Responses	67

35. How could this online course be improved?

Text Response

- n/a
- The use of group projects could stimulate a great forum for learning and collaboration.
- more reading options (I love to read)
-
- a schedule of all assignments that are due. Most of them showed the Sunday deadline and you had to remember that there were discussions due on Friday.
- N/A
- More assignments like the quiz that help with hard skills
- N/A
- Update of reading material, including NJCA
- By organizing discussion forums so that it is not the entire course. It was quite overwhelming for me and not at all possible to follow all the discussions. Also I feel like some modules could decrease the reading load as there was just simply too much reading to get to or that there were readings that were very repetitive. The positive of the large readings for me are that even though I did not get to read them for the module I do now have them for future reference.
- More time in between modules in order to read all of the readings.
- More office hour times
- It is great the way it is, maybe shorten the length of the course
- not sure
- more help from the instructor and less discussion. More guidance on best practices to help the student-athlete
- There were so many participants. I could not read everyone's response. Maybe offer a couple of sections to make the groups more intimate?
- no response
- - I liked the idea of watching short interviews on athletes about their NCAA experiences. If we could incorporate more of those that would be beneficial . More first hand accounts!
- N/A
- n/a
- More compliance, honestly, even though I hate that area!
- Changing the amount of reading required and shorten the course to 6 weeks in length
- I think there needs to be less people in the course or that we actually do break down into the smaller discussion groups.
- Less standardized assignments
- Works well as is.
- Possibly lengthen the course slightly to allow for more absorption of information gained in each module, as some module readings were quite heavy and didn't provide adequate time to take in all the information and reflect on it.
- I really feel that small groups would make for a more impactful and meaningful conversation and connections.
- none
- Perhaps provide a source for the reading materials that does not require private printing.
- I do feel there was a massive amount of work in this class. The readings were very long and there was too many articles each week. Although the readings were beneficial, they were simply way too long and I feel should have been cut down to important parts that the course needed us to focus on.
- Views from current athletes.
- I really wanted to learn more about the eligibility other than the power point we were given. More NCAA information and involvement rather than advising. The things I learned about the NCAA I read on my own or have read due to working with injured student athletes. Present current research and materials. Quality of the copied materials - I mentioned this previously
- The time commitment necessary for this course was not indicated or outlined prior to its start or in any of the promotional information. In order to effectively participate and and adequately budget for the necessary amount of time needed for the course, identifying an estimated time commitment would

- have been incredibly helpful. There is so much value in the course content and interaction with the other participants, but the amount of time needed to read the articles, read discussion posts, and the time needed to process the information to sufficiently, and thoughtfully, contribute to the conversation and discussions was incredible time-intensive! I often felt I was doing just enough to meet the minimum participation criteria without adding any real value or contribution to the larger conversation.
- Smaller sections to allow the opportunity to better engage with those in your section. Again, it was overwhelming to try to read all of the hundreds of posts on the discussion boards and that made me do just the bare minimum, which is not typically my style.
- NA
- The instructor should lecture, have real time chats, and require less 'long discussion' posts, but quick responses like in class conversations
- Online videos to supplement reading.
- The course itself was fine.
- I would just suggest changing the structure of the discussions as I mentioned before.
- Maybe cut down on the amount of articles given in one week.
- I feel like the content didn't meet my expectations. As a college advisor taking the course, I wanted to learn more about student athletes and how to advise them based on the NCAA rules and regulations. Instead the course was more of learning about what other classmates were doing at their institutions and their opinions. The only time I enjoyed the content was when we got to review the the powerpoints for the exam- the content in the powerpoint was what I thought we would be reading about and learning in the class. This course was not for people who do not work directly with athletes. Many of us have limited contact with athletes and the athletic department and took the course to learn more about it, and I feel like this course fell short of teaching us about athletes and the NCAA, etc.
- The course was fine.
- In the syllabus, when there were references to the grades, "grades" was in quotes. This was bit misleading to me at first as I was not entirely sure how strict the timeframes and the grading rubrics would be used.
- Well-done!
- More emphasis on the NCAA rules and differences between D1 and other schools. If you are not from the athletics realm, it's not easy to understand how it all works, so getting the 101 of it would be helpful. It was tough to follow along on the eligibility rules PowerPoint presentations. It might be helpful to have a video lecture to explain these rules more thoroughly.
- ONE due date per week.
- I don't have any suggestions for this.
- The course met my expectations. I have learned so much over the past 8 weeks that I don't think I would have learned on my own. Broadened my view as far as dealing with student athletes. However, as I indicated previously I strongly believe that the discussion forum could be organized better with smaller groups which would provide for a better way to keep the discussion not so lengthy. The threads were really lengthy and too much to keep up with on a daily basis.
- Provide a little more for advisors new to student athletes
- Smaller groups, more engaging ways to learn besides reading and posting
- A differenty format of discussion. It was difficult to navigate through all of the posts and comments
- Slightly reduce reading load
- More interactive modules.
- When I would click on links in the daily email, I was unable to access the course. I had to go to my laptop and log in that way.
- The timing of the course and a clearer deadline for assignments in the syllabus.
- For a beginning academic advisor, the topics were too general to understand. The instructors were terrible. Split the four or five groups into their own Canvas site.
- I would have loved the course a lot better if the groups were seperated by 4 year colleges and universities and community colleges. I work at a community college so if I were in a group with advisors who advised at community colleges I would have rather had that setting.
- NA
- There were a lot of articles, they were useful but between my full-time position and kids at home I did not have time to read every article.

- Be more centered around Rules and Regs of NCAA.
- As I mentioned, I was not impressed by the layout/functionality of the discussion board. Beyond that, I felt the 100-150 pages of reading a week and related assignment, given that there were points deducted for being late, was a bit much considering many of the participants are probably still busy with their positions. That is not to say I did not expect there to be a good amount of work, but given the specifics of how assignments needed to be completed, and that some weeks are busier than others, it seems unnecessary to downgrade assignments if the point is to create dialogue around these areas. Finally, for a course with no graduate or any kind of academic credit, I was frustrated to learn (roughly around Week Seven) that individuals who earned a 100% in the course would receive the same certificate as someone who earned a 70%. While I did make time to read all of the materials and complete all of the work, to the specifications outlined, other individuals who skipped out on weeks will have get the same certificate. Perhaps there should be a credit / certificate option. Those who do the work and earn an A, get graduate credits of some nature and those who get a C can have a certificate of completion.
- Limiting the amount of participants
- More direct information about NCAA policy and procedures.
- na
- nothing at this time
- n/a
- Don't leave DIII and community college folks out in the cold. This class felt very skewed toward DI & II. There's a world of different between DIII, community college and DI & DII, and we didn't even address DIII student-athlete needs. DIII's are student-athletes too and it was a disservice to those in DIII and community colleges for barely addressing these student-athletes. Several of us took the class expecting our divisions would be addressed and they were not so do consider this in the future! Also offer alternate questions so people who do not advise student-athletes or may not know their institutional policy can still feel like participants. Some people took the class to learn more but do not currently work with student-athletes or are brand new advisors. This would allow for more robust participation.

Statistic	Value
Total Responses	67

36. Please list other topics and/or areas of study you believe should be considered for inclusion in future offerings of this course or for new courses.

Text Response
<ul style="list-style-type: none"> • Just going more in-depth to best practices and understanding of NCAA eligibility for a second-level course. Maybe that course would only be 4-6 weeks instead by eliminating general principles of advising, and athletic culture.
<ul style="list-style-type: none"> • More advising tips would be nice • more information about NCAA requirements in a different format • Student Success and the At-Risk Student • no response • Ethics • Exploring a course that would help establish relationship between academics and athletics in regards to advising and handling student athletes,.
<ul style="list-style-type: none"> • I was suprised that there wasn't more information about challenges such as "Pay for Play," more information about time management, pressures for eligibility related to academics, etc. • Not sure. • Development of minor leagues for Football and Basketball outside of the College/University system. Return to sport rehabilitation (mental preparation, sports psychology). • I found that the LGB section was missing the T! Transgender Athletes were not discussed and I think this is a growing topic that more Academic Advisors or specialists who work with Athletes need to be aware of and need training on.
<ul style="list-style-type: none"> • none • I would love a course on advising first generation students and their families. • Disability Services for Student Athletes - temporary services, legal guidelines, eligibility NJCAA - what they offer student athletes, eligibility, explore the difference with NCAA • NA • Mental health, athletes that are parents, information about positions within athletics-coaches, compliance, life skills, athletic director, etc. • Steps to furthering a career in athletics administration. • Adult education course. • Regulations and policies that pertain to International Students' admission, academic progress, work, end of degree next steps, etc. • The course could be better served with the inclusions of various other topics such as delving more into Progress Toward Degree (PTD), Percentage of Degree Requirement (PDR) 40/60/80, 90/95/100 APR Considerations , Rule of "18" "24" • Career planning for students • Academic support services for student-athletes • Course work on integrity • I liked the structure. • n/a • Case studies on student development issues. • n/a • DIII or community college athletics. I'd take a course or a second-level course only if I was assured these divisions would be addressed.

Statistic	Value
Total Responses	29

37. Would you be interested in taking an additional second-level online course if it was available?

#	Answer	Response	%
1	Yes	49	73%
2	No	18	27%
	Total	67	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.27
Variance	0.20
Standard Deviation	0.45
Total Responses	67

38. What topics would be of interest to you in a second-level course?

Text Response
Learning disabilities, time management, working with difficult students/parents
Best practices for orientation, objective based study halls, peer-advisors/mentors, career exploration and development practices, NCAA CHAMPS program, NCAA eligibility and compliance.
More direct advising information
More details about Eligibility
retaining at risk SA's
more on career exploration opportunities
Ethics
better understanding of NCAA regs; deeper exploration of student-athlete advisement and transitioning
Working with low income/under prepared student athletes
Sports psychology, coaching methodologies, motivation of student-athletes
SOMething I struggle with is getting athletes to see beyond their sport when they are not going pro. (or even if they are going pro, they wont be an athlete forever).
Probation students, non-traditional students, at risk students, freshman needs
More division-specific information related to institution and student-athlete culture, student development theories as they apply to student-athletes, contemporary issues in collegiate athletics.
Student-athletes receiving compensation.
information on teaching students about their learning styles, using their strengths to be better students and athletes
The topics I listed in the question about future course offerings
Career exploration
adult education
unsure - but knowledge of best practices for special populations (first generation, students with disabilities, etc) is always helpful.
Maybe more specifics on the current issues and affairs of athletics. Articles on the state of affairs right now. For example, information on schools that are experiencing violations and how this impacts everyone, etc...
DII NCAA Athletic Advising or creation of Athletic Advisors
Transitioning from D1 to D2. Extension of Eligibility. Redshirt, Waivers, Academic Misconduct
Not sure
Going over rules again
Any information is helpful moving forward in this new position.
More in depth rules and regs
Case studies; issues with interrupted/stunted student development
NCAAA policies and procedures
more on Elegibility

Statistic	Value
Total Responses	29

39. Please add any additional comments/suggestions below:

Text Response
<ul style="list-style-type: none"> I enjoyed this course overall and was overwhelmed with the size of the discussion forums and some reading loads for certain modules.
<ul style="list-style-type: none"> grading and comments in a timely manner Thank you for an organized and interesting class! Thank you for the great class. I felt I learned a lot and I enjoyed the experience. Do advisors become Nationally certified via NACADA/NCAA?
<ul style="list-style-type: none"> NA I would recommend including a brief outline in the initial email or registration page so individuals can anticipate the workload. Summer in our office is very busy due to orientations and had I known the amount of work required I would have considered taking the course at a different time during the academic year. Overall, the course content was good and helped provide a better understanding for the student-athletes on our campus.
<ul style="list-style-type: none"> None I feel like the content didn't meet my expectations. As a college advisor taking the course, I wanted to learn more about student athletes and how to advise them based on the NCAA rules and regulations. Instead the course was more of learning about what other classmates were doing at their institutions and their opinions. The only time I enjoyed the content was when we got to review the the powerpoints for the exam- the content in the powerpoint was what I thought we would be reading about and learning in the class.
<ul style="list-style-type: none"> Overall, I really enjoyed the course and the ability to see how other schools operate. Great Information! I'm glad I took the class. Thanks. The goal met me goal for the price. It was effectiove for someone like me who is strictly academics but get the opportunity to delve into the athletic portion of things.
<ul style="list-style-type: none"> Learned from the experience The only reason I would not take an additional class is that I do not currently work with student athletes and this course was a bit difficult as I didn't have experiences to draw from.
<ul style="list-style-type: none"> Do better. NA n/a For an athletic course- focus more on the requirements for athletes to get in to, and continue through athletics. We are looking for what is required of them on the athletic side-- we are aware of the academic side and how to properly advise. If there is any way to obtain the course materials, I would be very grateful.

Statistic	Value
Total Responses	20

40. Identify your group facilitator.

#	Answer	Response	%
1	Jack Rivas	13	19%
2	Adrienne Ridgeway	20	29%
3	Karen Schiferl	21	31%
4	Sherwin James	14	21%
	Total	68	100%