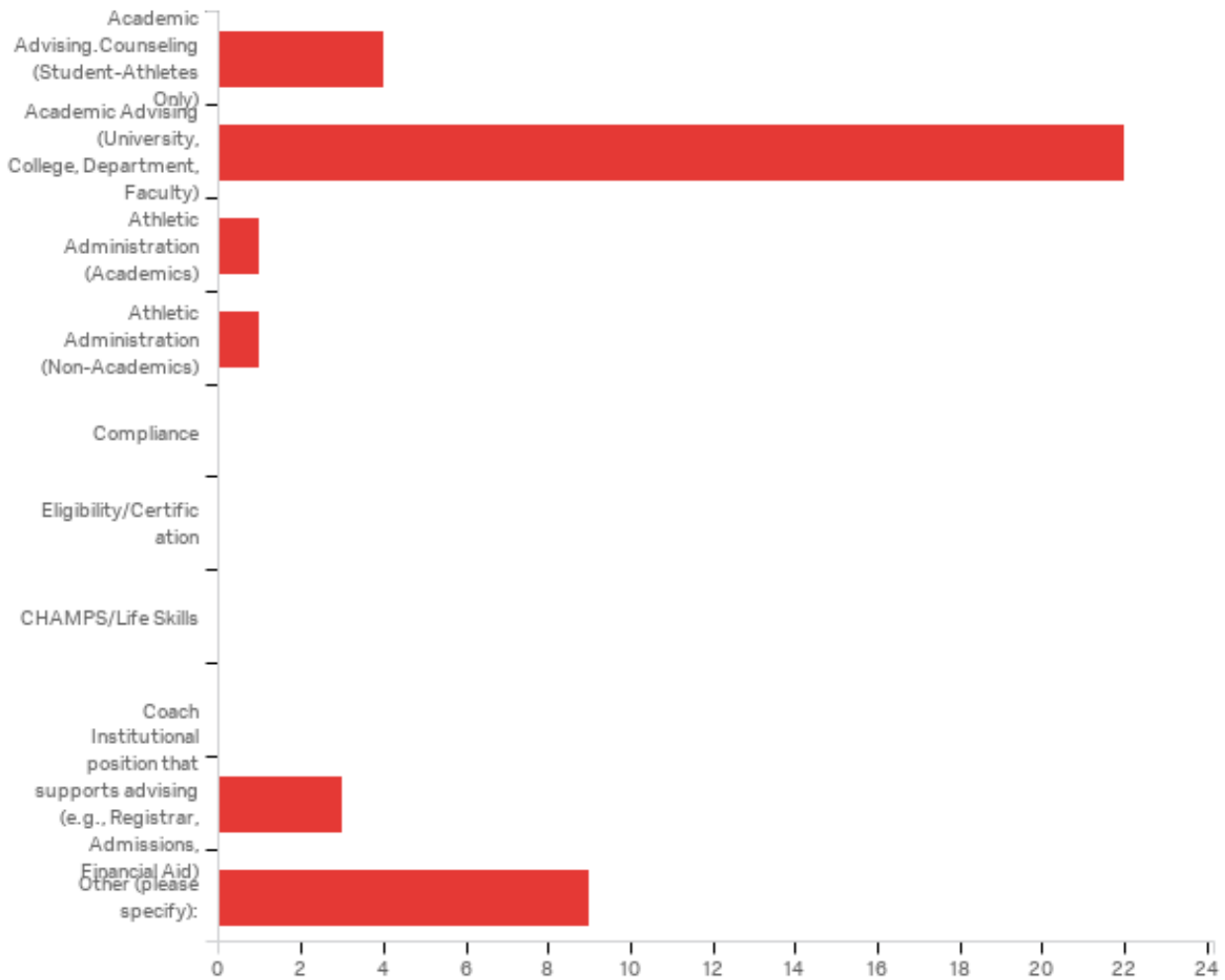


2016 NCAA Post Course Survey Report

NACADA/NCAA Academic Success and the Student-Athlete Online Course - Summer 2016
 August 17th 2016, 6:50 am CDT

Q2 - Which of the following best describes your primary area of responsibility at your institution?



Answer	%	Count
Academic Advising, Counseling (Student-Athletes Only)	10.00%	4
Academic Advising (University, College, Department, Faculty)	55.00%	22
Athletic Administration (Academics)	2.50%	1
Athletic Administration (Non-Academics)	2.50%	1

Compliance	0.00%	0
Eligibility/Certification	0.00%	0
CHAMPS/Life Skills	0.00%	0
Coach	0.00%	0
Institutional position that supports advising (e.g., Registrar, Admissions, Financial Aid)	7.50%	3
Other (please specify):	22.50%	9
Total	100%	40

Other (please specify):

Other (please specify):

Residence Life

Academic Transition Programs (1st yr experience programs)

Dept Asst, Eligibility

Online Distance advising manger

Graduate Student Higher Education

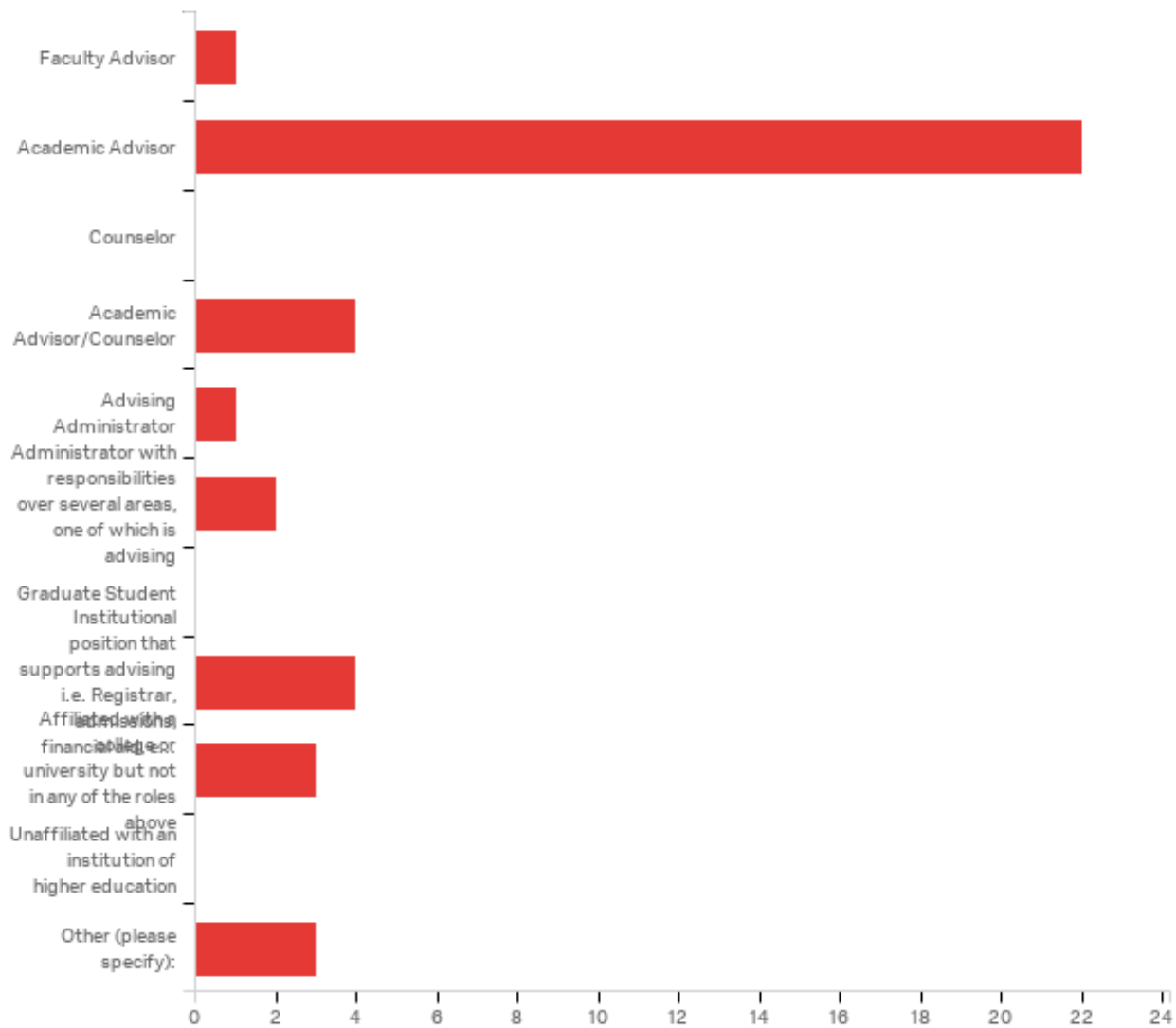
Campus Housing

mixture of the above: advise student athletes within my college, Eligibility/certification for atheltes within my college, certify graduates in my college

adjunct faculty

Academic Counseling

Q75 - Which of the following best describes your primary role at your institution?



Answer	%	Count
Faculty Advisor	2.50%	1
Academic Advisor	55.00%	22
Counselor	0.00%	0
Academic Advisor/Counselor	10.00%	4
Advising Administrator	2.50%	1
Administrator with responsibilities over several areas, one of which is advising	5.00%	2
Graduate Student	0.00%	0
Institutional position that supports advising i.e. Registrar, admissions, financial aid, etc.	10.00%	4
Affiliated with a college or university but not in any of the roles above	7.50%	3

Unaffiliated with an institution of higher education	0.00%	0
Other (please specify):	7.50%	3
Total	100%	40

Other (please specify):

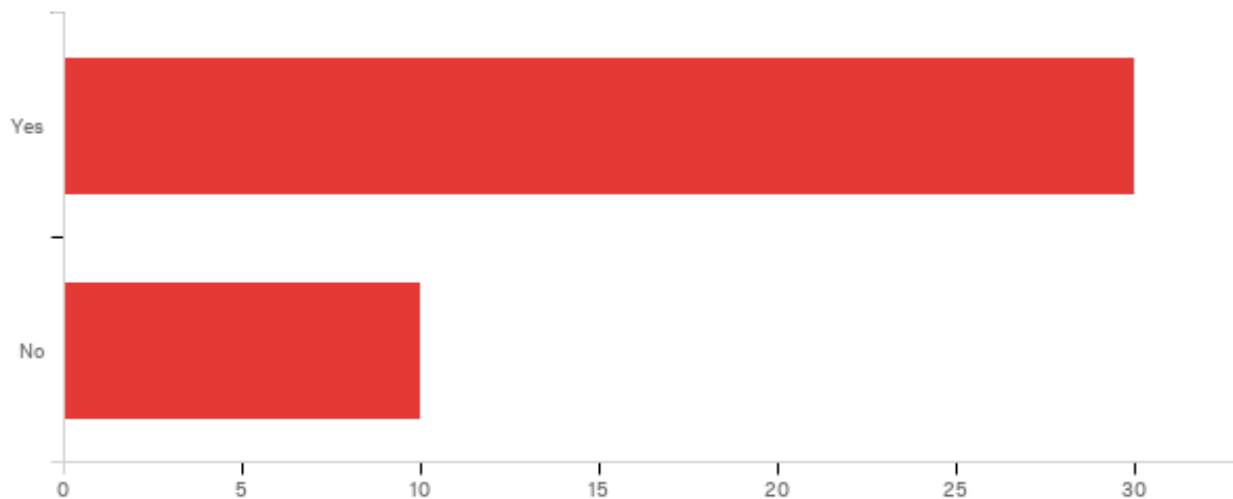
Other (please specify):

Resident Director

Dept Asst

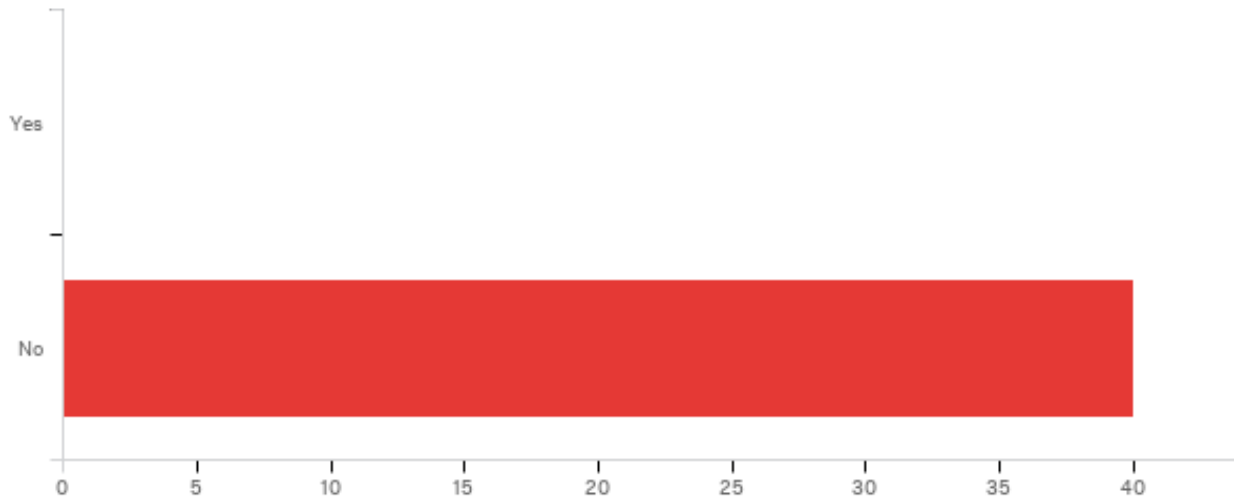
Hoping to advise student athletes upon graduating

Q1 - Have you ever taken an online course prior to this course?



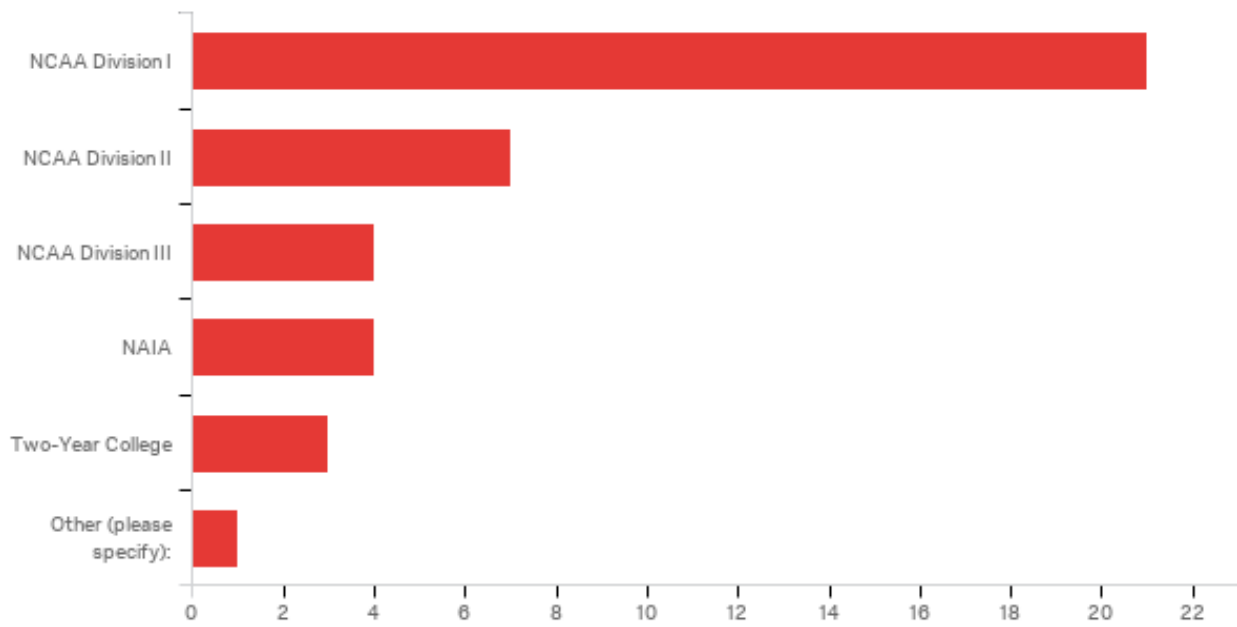
Answer	%	Count
Yes	75.00%	30
No	25.00%	10
Total	100%	40

Q52 - Have you previously taken the NACADA/NCAA Advising Student-Athletes Online Course?



Answer	%	Count
Yes	0.00%	0
No	100.00%	40
Total	100%	40

Q57 - Which of the following best describes your athletics program?



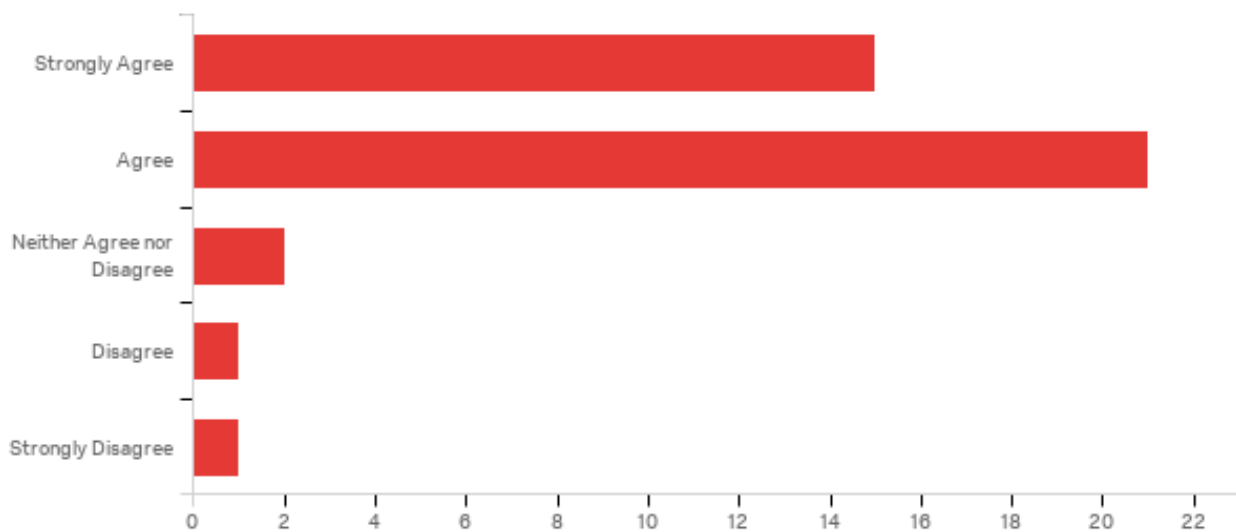
Answer	%	Count
NCAA Division I	52.50%	21
NCAA Division II	17.50%	7
NCAA Division III	10.00%	4
NAIA	10.00%	4
Two-Year College	7.50%	3
Other (please specify):	2.50%	1
Total	100%	40

Other (please specify):

Other (please specify):

Canadian institution

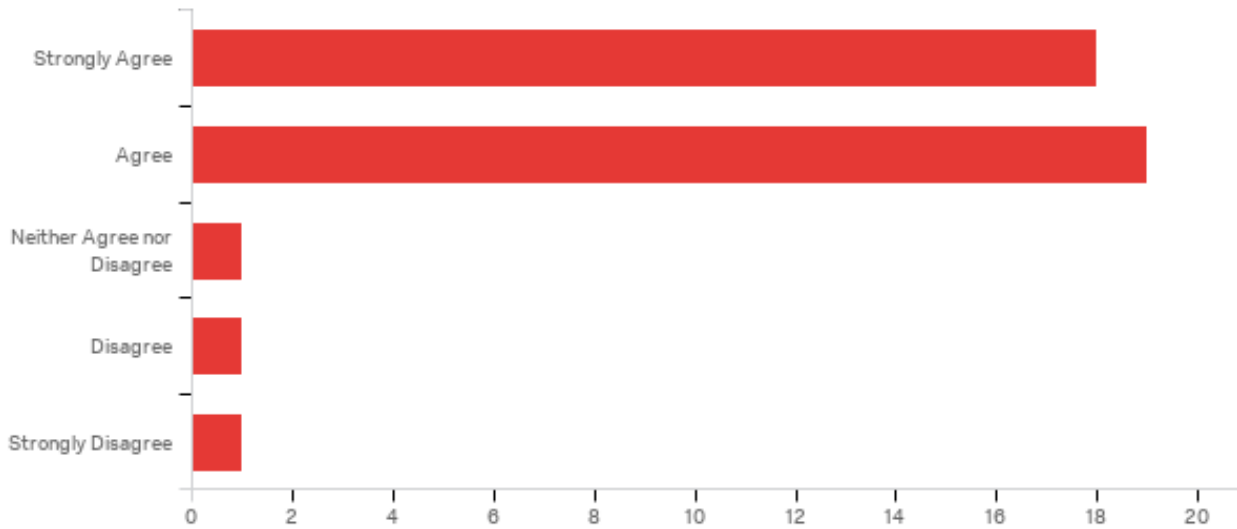
Q3 - The course met my expectations based on how it was publicized.



Answer	%	Count
Strongly Agree	37.50%	15
Agree	52.50%	21

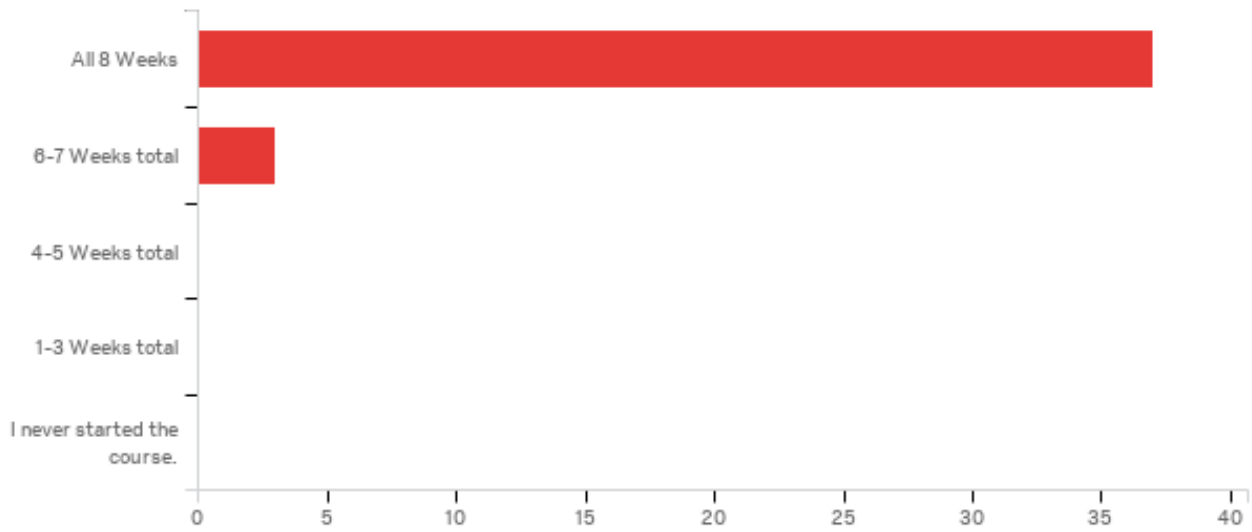
Neither Agree nor Disagree	5.00%	2
Disagree	2.50%	1
Strongly Disagree	2.50%	1
Total	100%	40

Q4 - The course improved or increased my knowledge regarding academic advising of student-athletes.



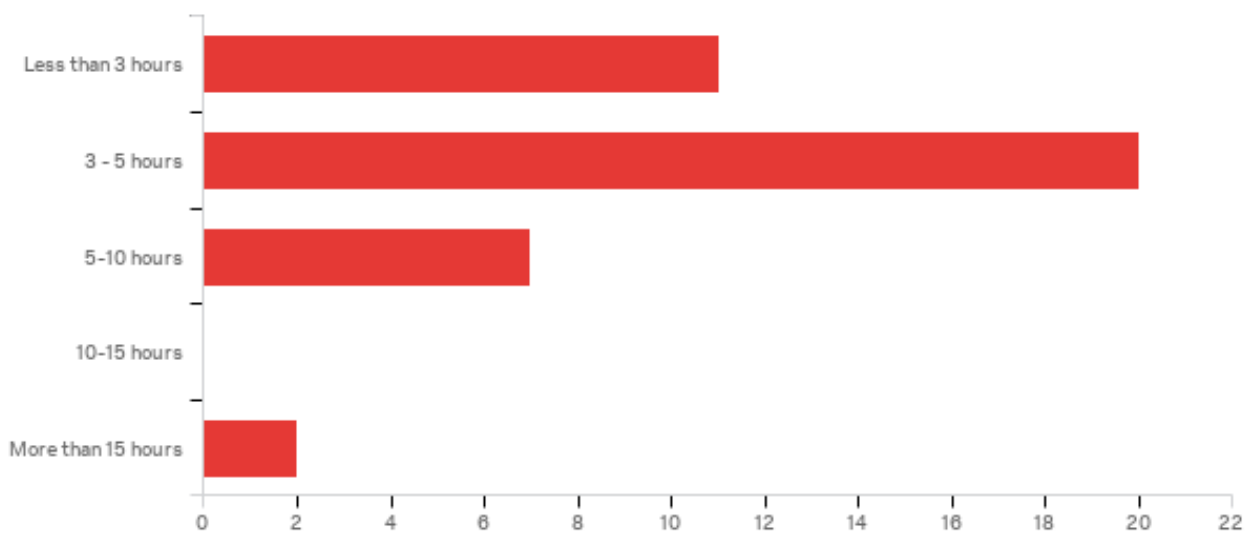
Answer	%	Count
Strongly Agree	45.00%	18
Agree	47.50%	19
Neither Agree nor Disagree	2.50%	1
Disagree	2.50%	1
Strongly Disagree	2.50%	1
Total	100%	40

Q70 - How much of the course did you complete?



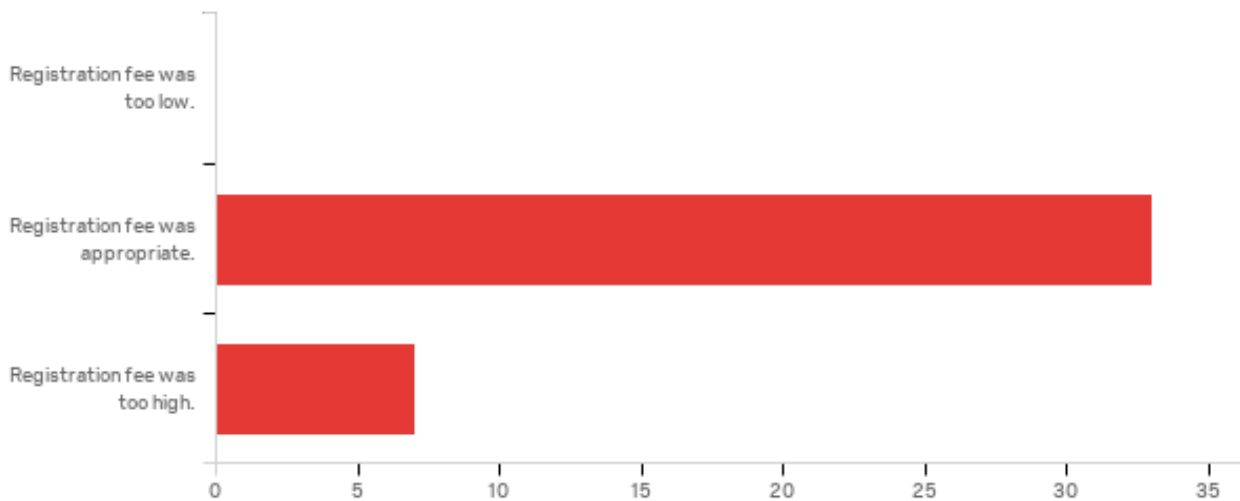
Answer	%	Count
All 8 Weeks	92.50%	37
6-7 Weeks total	7.50%	3
4-5 Weeks total	0.00%	0
1-3 Weeks total	0.00%	0
I never started the course.	0.00%	0
Total	100%	40

Q5 - Approximately how many hours per week did you spend on this course?



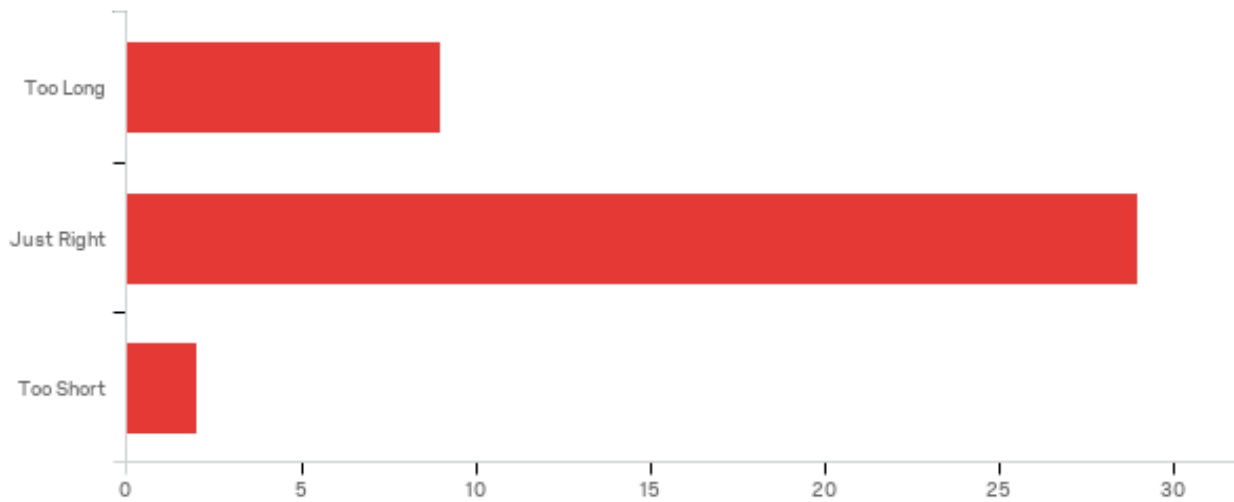
Answer	%	Count
Less than 3 hours	27.50%	11
3 - 5 hours	50.00%	20
5-10 hours	17.50%	7
10-15 hours	0.00%	0
More than 15 hours	5.00%	2
Total	100%	40

Q6 - Please select the choice that best reflects your opinion regarding the course registration fee of \$175 per person



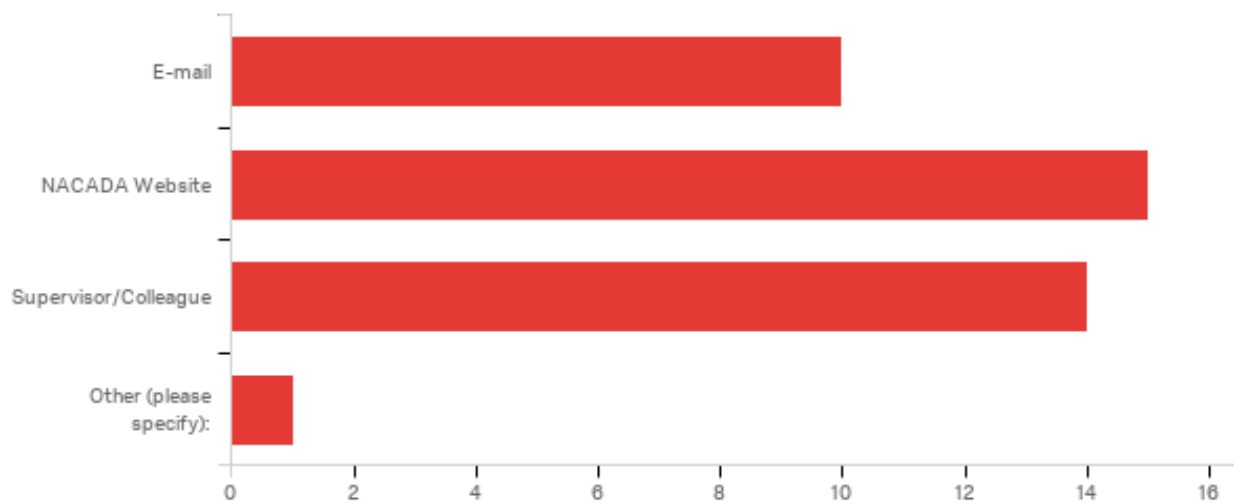
Answer	%	Count
Registration fee was too low.	0.00%	0
Registration fee was appropriate.	82.50%	33
Registration fee was too high.	17.50%	7
Total	100%	40

Q67 - Eight (8) weeks for this course was:



Answer	%	Count
Too Long	22.50%	9
Just Right	72.50%	29
Too Short	5.00%	2
Total	100%	40

Q66 - How did you hear about this course?



Answer	%	Count
E-mail	25.00%	10

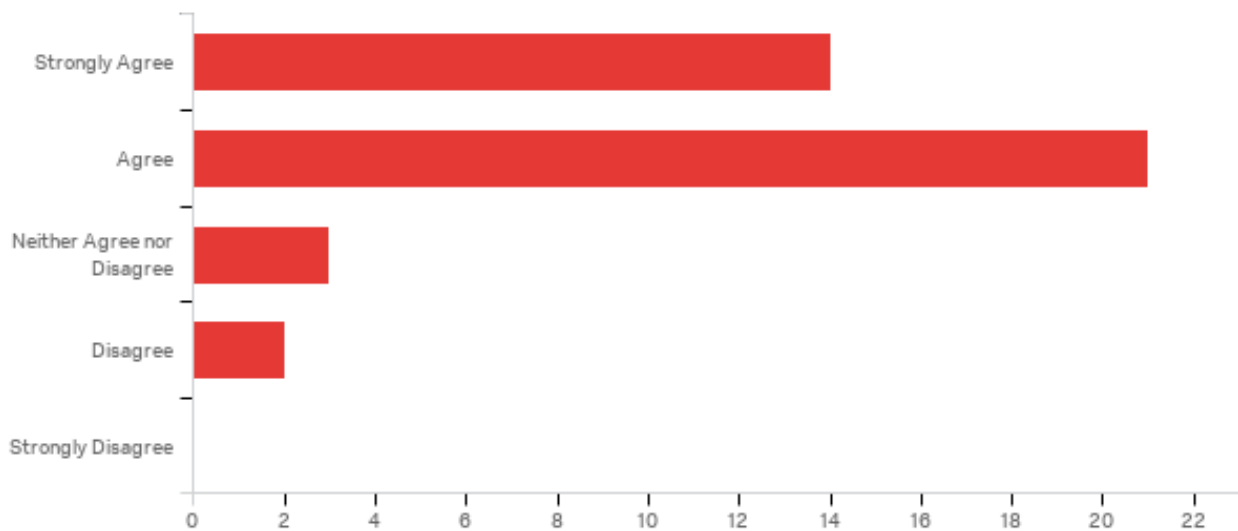
NACADA Website	37.50%	15
Supervisor/Colleague	35.00%	14
Other (please specify):	2.50%	1
Total	100%	40

Other (please specify):

Other (please specify):

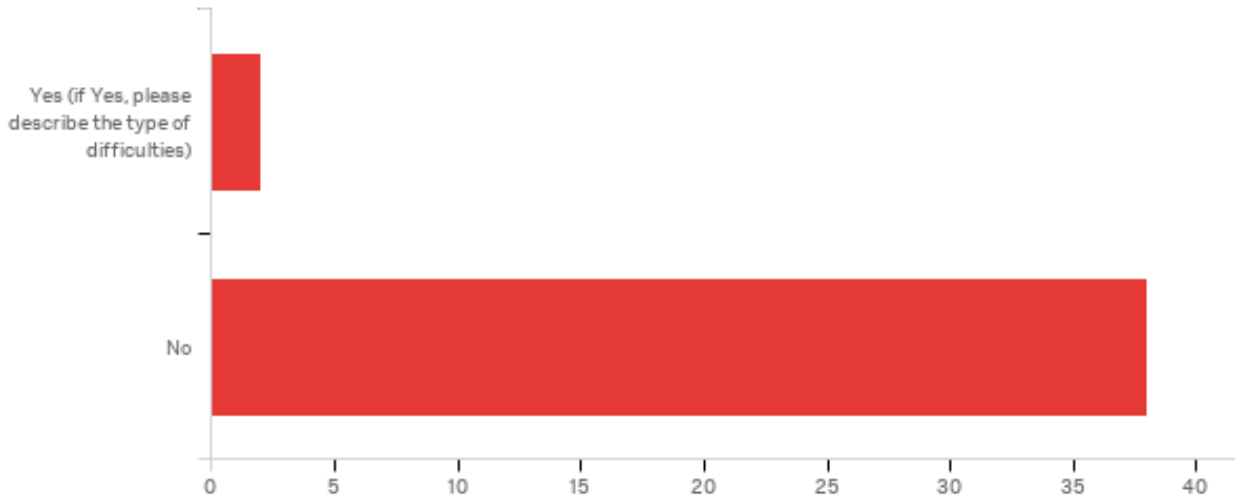
From Elisa Shaffer on a NACADA tour

Q7 - The information provided in the course syllabus was clear and helpful.



Answer	%	Count
Strongly Agree	35.00%	14
Agree	52.50%	21
Neither Agree nor Disagree	7.50%	3
Disagree	5.00%	2
Strongly Disagree	0.00%	0
Total	100%	40

Q26 - Did you experience any technical difficulties in preparation for the online course?



Answer	%	Count
Yes (if Yes, please describe the type of difficulties)	5.00%	2
No	95.00%	38
Total	100%	40

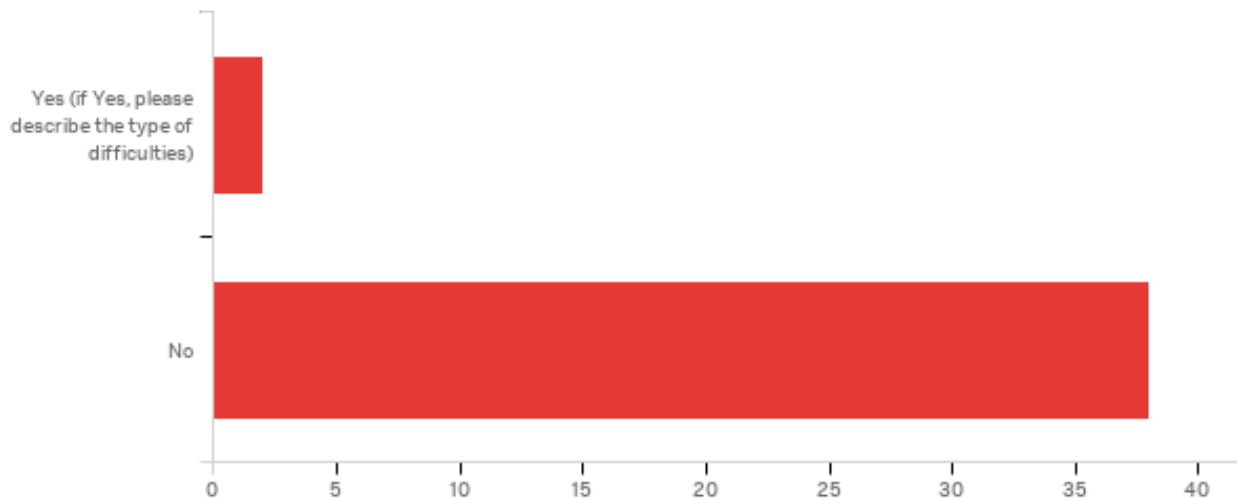
Yes (if Yes, please describe the type of difficulties)

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

Could not get logged in- was helped efficiently and quickly.

Was not registered for the course following the initial sign up and payment.

Q27 - Did you experience any technical difficulties during the online course?



Answer	%	Count
Yes (if Yes, please describe the type of difficulties)	5.00%	2
No	95.00%	38
Total	100%	40

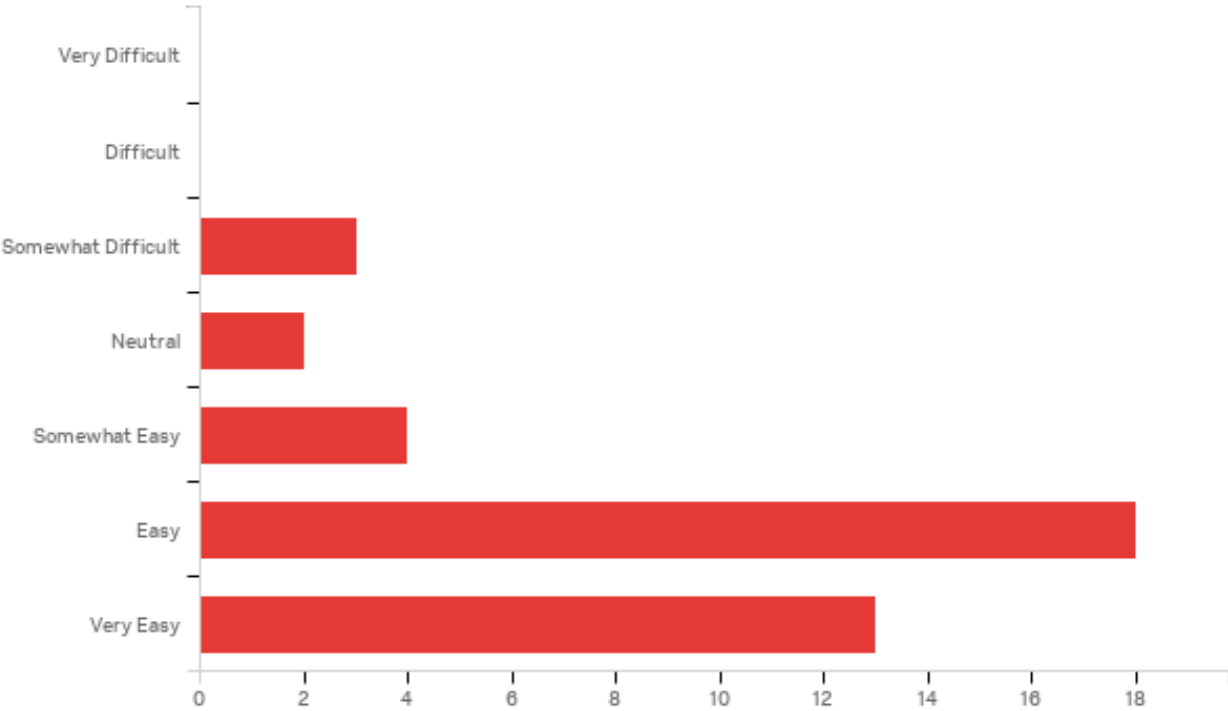
Yes (if Yes, please describe the type of difficulties)

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

Seemed like deadlines closed a little differently sometimes, and when I submitted a post on the ipad it did not work. Again, people helped and reset the info so I could complete it.

I couldn't log in on the first day. However, I was quickly contacted by NACADA after emailing and the issue was resolved.

Q76 - How easy was it to navigate the course?



Answer	%	Count
Very Difficult	0.00%	0
Difficult	0.00%	0
Somewhat Difficult	7.50%	3
Neutral	5.00%	2
Somewhat Easy	10.00%	4
Easy	45.00%	18
Very Easy	32.50%	13
Total	100%	40

Q77 - Please provide any suggestions/changes to improve navigation throughout the course.

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

I had to keep going back and forth and starting at the modules each time I opened a document, It was a major time suck.

N/A

use Blackboard instead of Canvas

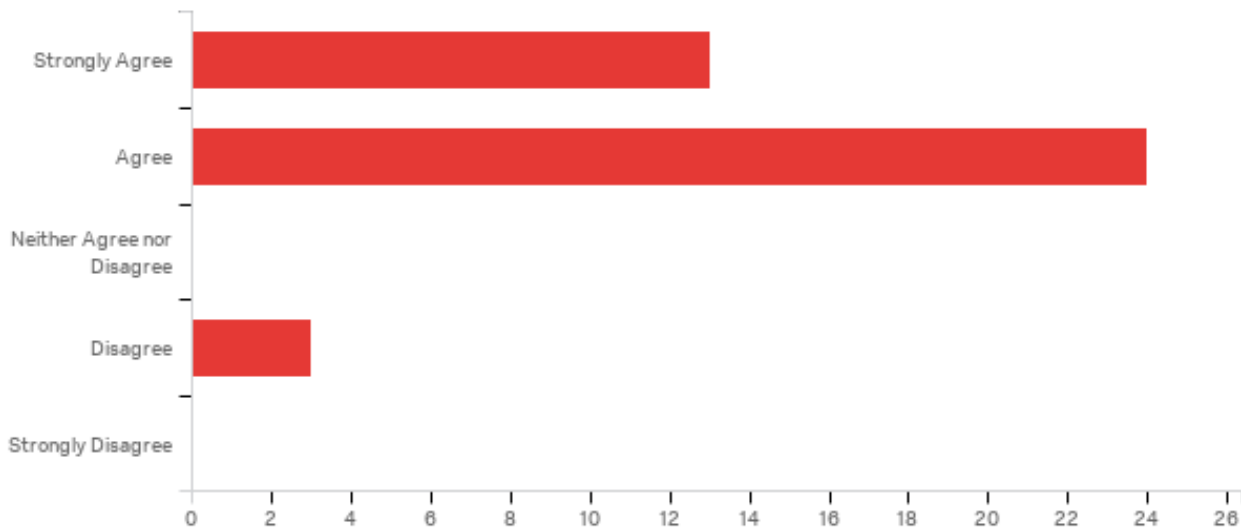
For assignment due dates, please make to do list dates consistent with assignment postings. Dates varied from pervious terms the course was taught in.

Finding the correct website to get into the course every day was difficult.

The message boards for discussions felt like a solid wall of text, rather than individual threads. This made it harder to see when conversations started/ended.

I liked the Canvas structure. I have taken online courses at Kansas State and I sincerely appreciate the Calendar and other features. The instructions given for navigation were clear.

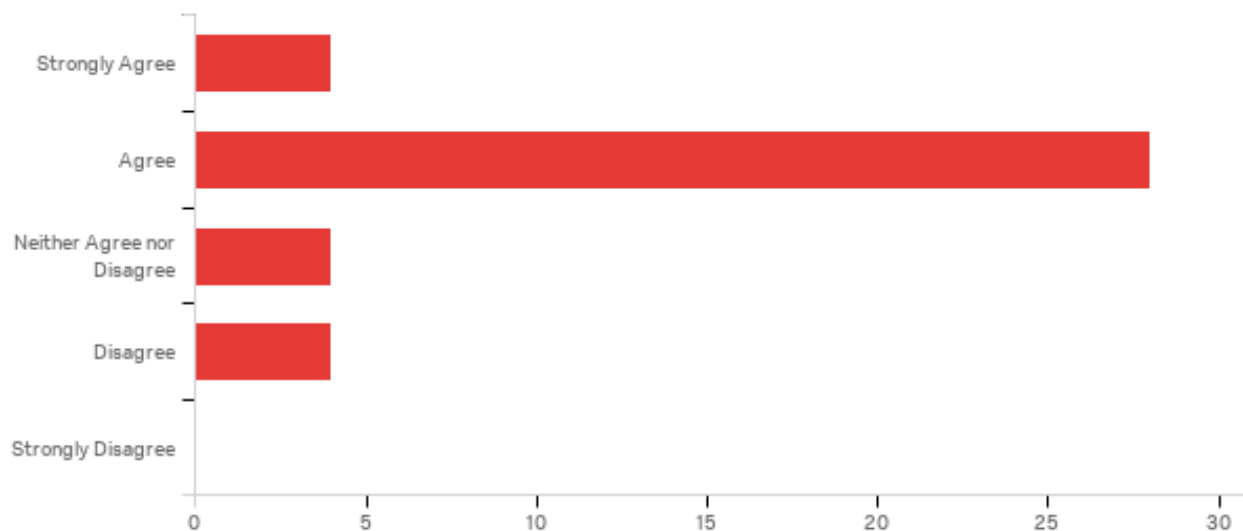
Q9 - The course content was beneficial/informative.



Answer	%	Count
Strongly Agree	32.50%	13
Agree	60.00%	24
Neither Agree nor Disagree	0.00%	0

Disagree	7.50%	3
Strongly Disagree	0.00%	0
Total	100%	40

Q10 - The amount of content in each module was appropriate to the time allotted to complete the readings and assignments.



Answer	%	Count
Strongly Agree	10.00%	4
Agree	70.00%	28
Neither Agree nor Disagree	10.00%	4
Disagree	10.00%	4
Strongly Disagree	0.00%	0
Total	100%	40

Q17 - Please provide and additional comments you have regarding the content (reading assignments) of the modules.

Please provide and additional comments you have regarding the content (read...

I was incredibly disappointed in the content. I was excited about the course, and chose to do it. Asked my boss to pay for it, etc. I did not learn anything I did not already know until the life after sports module, by which time I was fed up. Also, if you are going to claim to run an academic course, and claim that time frames are critical for a professional course (which I disagree with, but, that is your call), and give people a hard time for not referencing their posts etc in APA format, then you had better put those citations in the materials you posted. Which did not happen, As a former faculty member, I am severely annoyed. You can't set it up like real course work, and claim that the citations are critical, which they actually are, and then ask people to read and comment on items you posted without the citation or the citing information. Get it together please- decide if this is continuing education or academic, and then treat all your material in the manner appropriate for that viewpoint. Also, it is incredibly offensive to be asked in an email after missing an assignment if there was a reason I missed it. I paid for this course, and can do what I need within my life. If the academic content was so important than it should have had content that was current, none of the content reflected the recent NCAA court issues as an example, and, I should have learned a lot more. I was hoping to. Instead, I was annoyed by academic posturing.

N/A

Some of the readings were very long. They were great articles, but some weeks it did take me a considerable amount of time to read through which is something I was not expecting.

Thank you! I consider this experience beneficial, engaging, and informative for practice when working to support the success of our student athletes.

Some weeks were a bit heavy....especially the week that had all of the NCAA Eligibility Info which was a total change of tone from the content and info we had had up to that point. If that could be broken down a bit over a longer stretch of time or slimmed down, it would be helpful.

It was tough to free up enough time to complete the readings. There were a lot of readings for this course. I wish the course would have focused more on what student athletes need as far as support services and advising in order to be successful. I felt at a disadvantage because I don't work with student athletes on my campus. there seemed to be a lot of discussion surrounding what it is like on your campus. I anticipate working with student athletes in the future, but do not have the experience at this time. more advising cases and discussion would have been beneficial.

Use more outside readings (not just articles). Utilize more videos, powerpoints, lectures, etc...

The reading assignments, particularly articles and 38 page chapters from books were too lengthy and time to read for a certification process. Moreover, per week, there were too many reading assignments required for message board postings. Some of the articles were too theoretical and not practical and I have yet to see an article which addresses how to advise student athletes.

I appreciated that certain weeks had different readings depending on which division you wanted to focus on.

There were some weeks where the readings was too much for me to complete while working full-time and having a family.

Some reading assignments seemed a bit dated.

The amount of reading required for a non-credit course was quite puzzling for me. Felt it was too much reading for a non-credit course. You should consider making this a graded credit course in the future and allow students to apply it to the Master's in Academic Advising degree through Kansas State. Not sure why this is not a credit course. Also, mix it up a bit and don't just have the class read articles. Throw in a few more multi-media resources like videos, podcasts. Develop a textbook for the course. I am an old school guy and like print materials. I printed out all of the articles and it is at least one ream of paper (500 pages). Would have been better to have a textbook than all of the

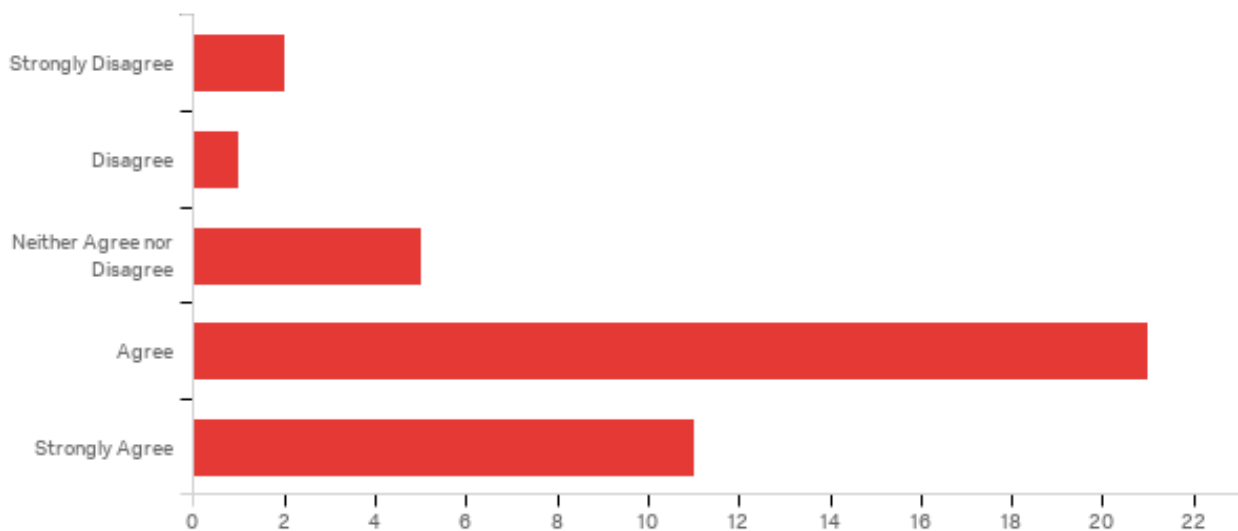
separate articles.

My first online course and my first course with academic readings. Thus, huge learning curve - more in the aspect of academic reading - maybe should have tried a course a little longer in length for my first one.

Because I am at an NAIA institution, I would have liked a quiz or articles geared towards NAIA just to familiarize myself with their rules and regulations. While the final paper asks course participants to apply what they have learned to the scenarios presented, I would have liked to learn more application or examples of advisement practices as it relates to student-athletes. I felt that there was a disconnect between the articles assigned and practical application.

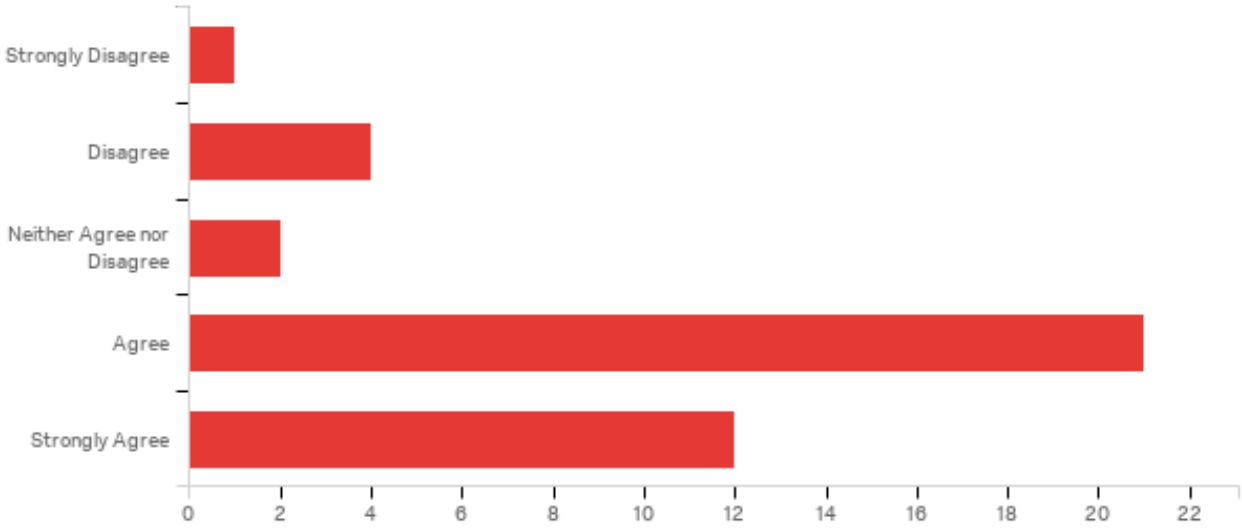
The majority of readings were outdated. I cannot use these to implement changes on my campus or even share something "new" I learned. New would not be 10+ years old. Campuses are data/information driven. 10+ year old information is not appropriate. You must find more recent readings!!

Q19 - Discussions were an effective learning tool for this online course.



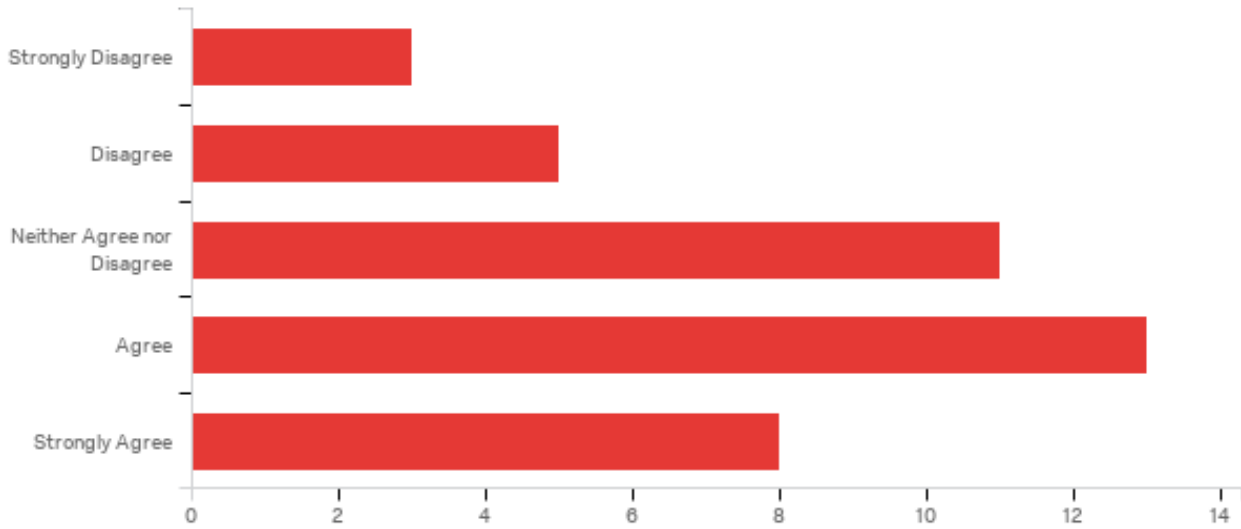
Answer	%	Count
Strongly Disagree	5.00%	2
Disagree	2.50%	1
Neither Agree nor Disagree	12.50%	5
Agree	52.50%	21
Strongly Agree	27.50%	11
Total	100%	40

Q20 - Discussions were an effective way to exchange information among group members.



Answer	%	Count
Strongly Disagree	2.50%	1
Disagree	10.00%	4
Neither Agree nor Disagree	5.00%	2
Agree	52.50%	21
Strongly Agree	30.00%	12
Total	100%	40

Q21 - Discussions were an effective way to communicate with the group facilitator.



Answer	%	Count
Strongly Disagree	7.50%	3
Disagree	12.50%	5
Neither Agree nor Disagree	27.50%	11
Agree	32.50%	13
Strongly Agree	20.00%	8
Total	100%	40

Q22 - Please provide any additional comments you have regarding the Discussions.

Please provide any additional comments you have regarding the Discussions.

N/A

learned more from the discussions that i did form the material as it was very dry and poorly uploaded.

I tended to communicate with the instructor through assignment feedback/comments and emails.

The required discussions and postings were extremely repetitive, so much so that it appeared participants were recycling content. There was very little participation and feedback from the facilitator (A.R.) in this process. And often it felt as if we were a part of an ethnographic study, in which information was being collected from us rather shared.

As I mentioned on a previous comment, the discussion board felt like a block of text, so it was difficult to engage with others on a more one-on-one level.

It was very helpful to learn from colleagues!

I honestly didn't have time to read the majority of discussion posts. I would read a few and select 2 to respond to. In addition, I don't really understand if our discussions were limited to just members in our group. If they were, I did not understand that.

I think having to reply to two discussion was a bit much. I think it would be better for the second post to reply to a response on your post so the discussion is richer.

I enjoyed hearing from the other participants - what is going on at their institution and the thoughts, ideas, and programs they are involved with.

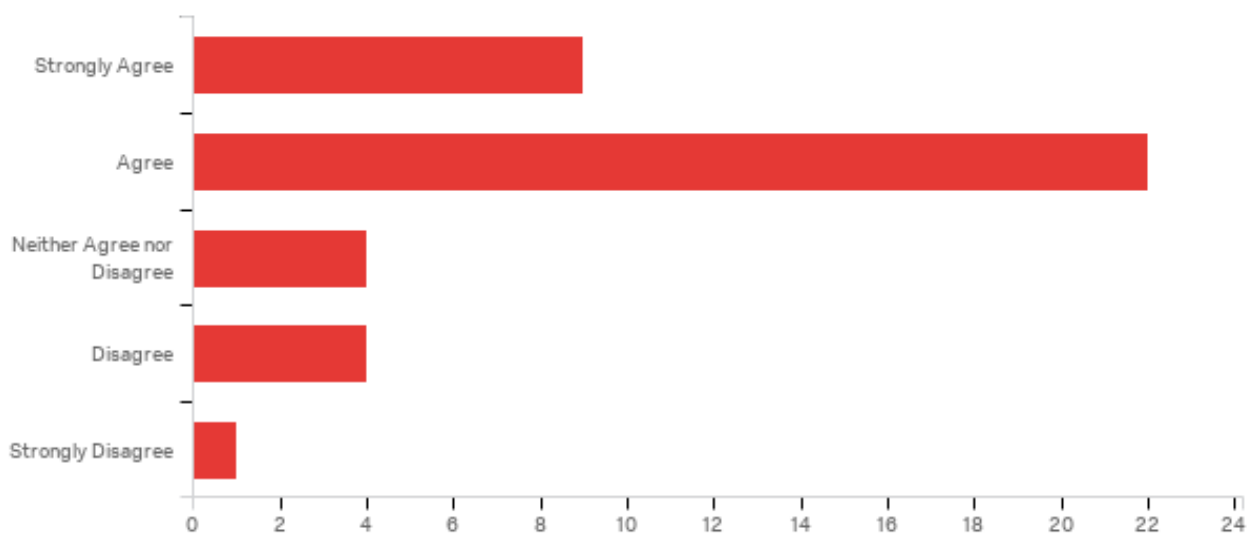
Perhaps have smaller sub groups for the discussions where you really get to know some of the other students in the course. Make us video post for one or two rather than always a text format.

Thought provoking and very useful.

I appreciated the discussions. It was great to learn what others were doing at their institutions. I also felt a camaraderie of sorts because others have encountered the same issues. I felt as though we were all learning to resolve concerns or come to conclusions together.

The discussions were great. While I did not communicate with the group facilitator, he did make comments which were helpful.

Q18 - The required module Assignments were appropriate and beneficial.



Answer	%	Count
Strongly Agree	22.50%	9
Agree	55.00%	22
Neither Agree nor Disagree	10.00%	4
Disagree	10.00%	4
Strongly Disagree	2.50%	1

Q78 - Please provide any additional comments you have regarding the Assignments/Quizzes.

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

Please see the last comment. That should clarify it.

The course was geared towards someone in the advising field. Working in the Registrars office I was always scrambling to get folks to talk to me about some of the topics so I could better understand them. Unfortunately my position and the timing of the class didn't give me lots of time to be able to do that so I always felt "behind the curve". I did end up learning a lot though.

I took DIII quiz, i liked how we could take all of them or only do 1.

I was surprised that we had specific assignments that were in addition to the message boards and readings but found them relevant and not too difficult to complete although remembering proper citations for me was a blast from the past.

Actually, I would have liked to write more than 500 words. That part was a little frustrating at times since I had a lot to say.

The cases used for assignment 4 would have been great discussion tools. I would have liked to hear how others would have handled these situations. I feel like I would have learned a lot from that experience.

The quizzes should have reviewed more carefully prior to distribution. There were quite a few errors regarding instructions and content.

I appreciated the variety in assignments (including the quiz) for the class overall.

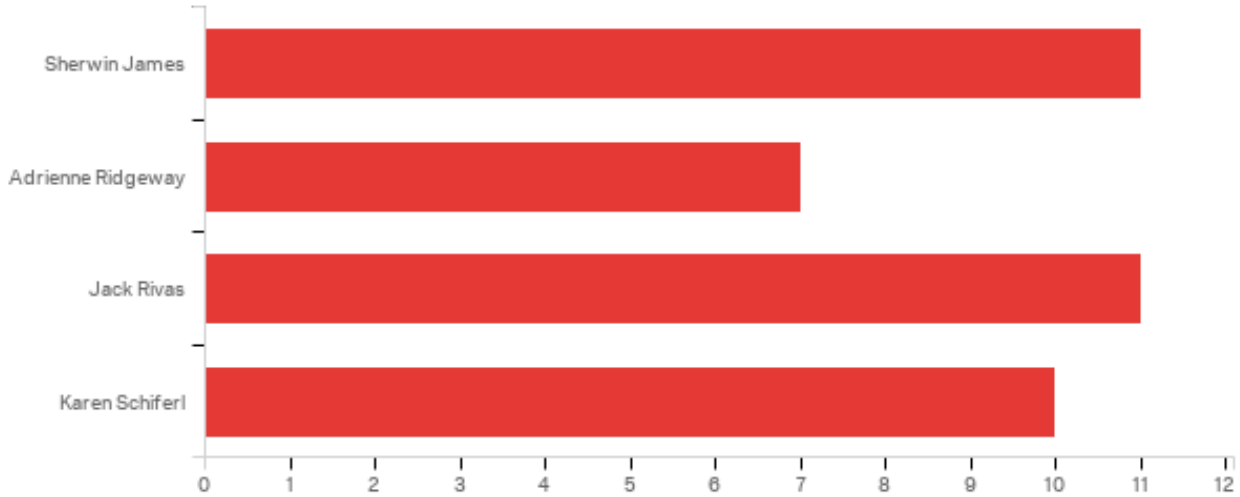
I did find the assignment beneficial. However, I do have some feedback. 1. I understand why the word count for assignments #1 and #2 was limited, but it was very difficult to fully answer the questions within that word count. I feel like I spent more time trying to take content out than if we were just given a higher word count. 2. When doing the APA citations for reading from our modules, it was difficult to cite because all we were given was the title and the article. I then had to do a search to find where the articles came from. It would have been helpful to at least have a little more information about the articles. 3. Lastly, the question above regarding the quiz, does not have an option for Division III and that is the quiz I took.

I am not currently an academic counselor for student-athletes. Some of the assignments I thought though assumed we were all already advising student-athletes by asking "What are the challenges you experience in working with student-athletes?" This is tough for someone to answer who is not directly working with this population of students. Made me articulate how the readings related to working with student-athletes and ideas to incorporate in working with student-athletes and beyond.

My institution is an NAIA institution. I would have liked to have had a quiz and power point slides geared towards NAIA in order to learn the rules and regulations that apply to student-athletes at my institution.

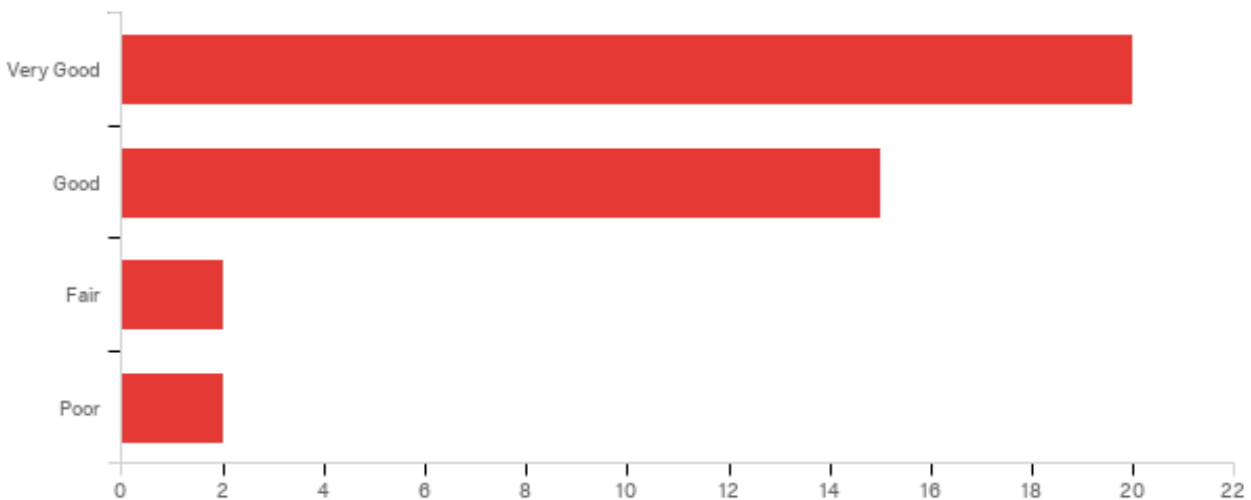
I did not appreciate having an email about 3-4 weeks into the course indicating the "grading policy has changed". While we are not enrolled as credit bearing students, this is just not good educational practice. The assignments were good, but I cannot take the ideas created and back them up with administration when I have old research or information. By the end of the course I was frustrated with this. I am putting in time and learning things, but when my campus is data and information driven, I cannot use much of what I did because I can't back it up with recent data.

Q33 - Identify your group facilitator.



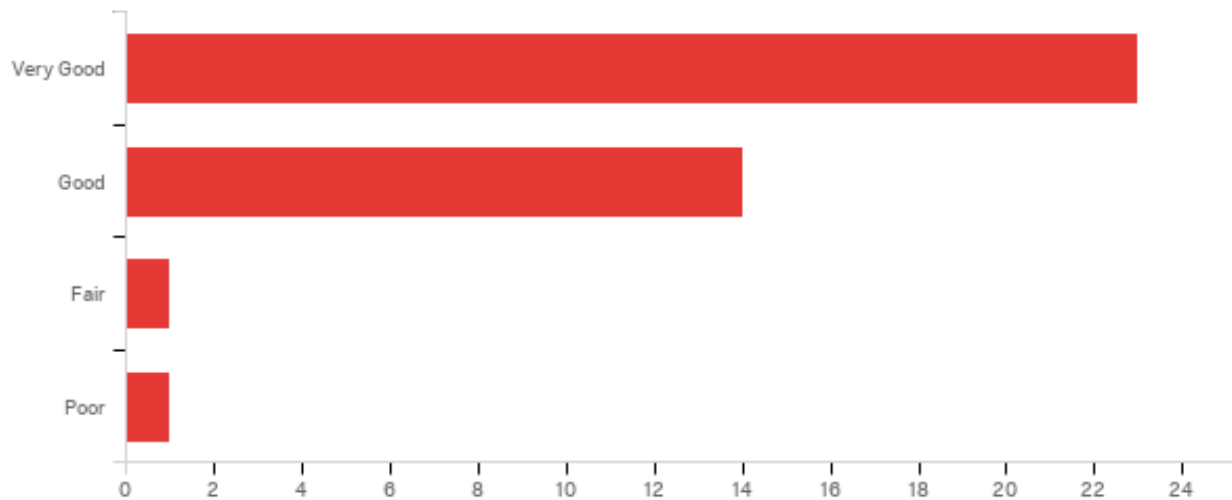
Answer	%	Count
Sherwin James	28.21%	11
Adrienne Ridgeway	17.95%	7
Jack Rivas	28.21%	11
Karen Schiferl	25.64%	10
Total	100%	39

Q34 - My group facilitator was engaged in the course and communicated with the group on a regular basis.



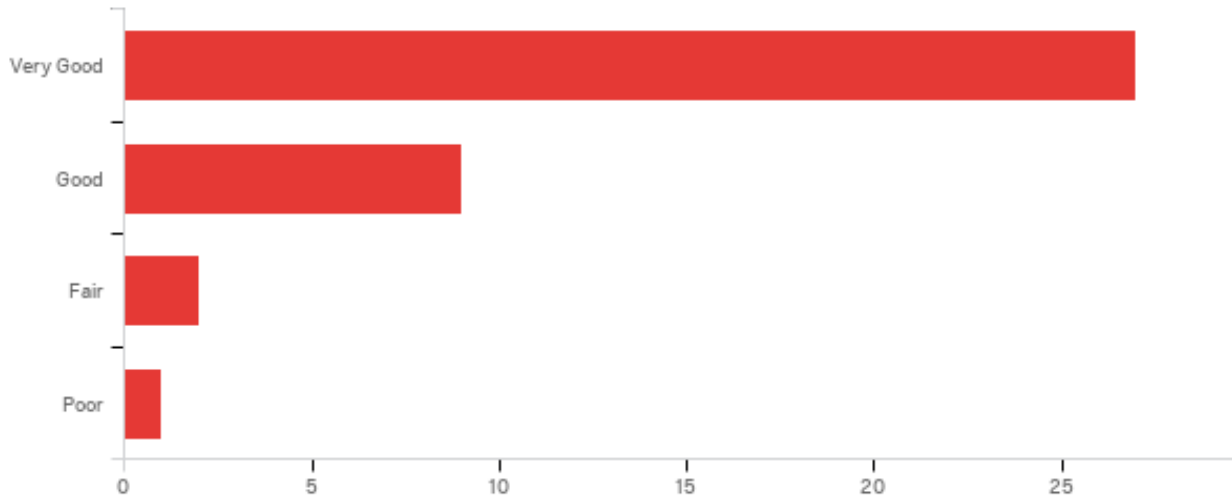
Answer	%	Count
Very Good	51.28%	20
Good	38.46%	15
Fair	5.13%	2
Poor	5.13%	2
Total	100%	39

Q35 - My group facilitator responded to questions and comments in a timely manner.



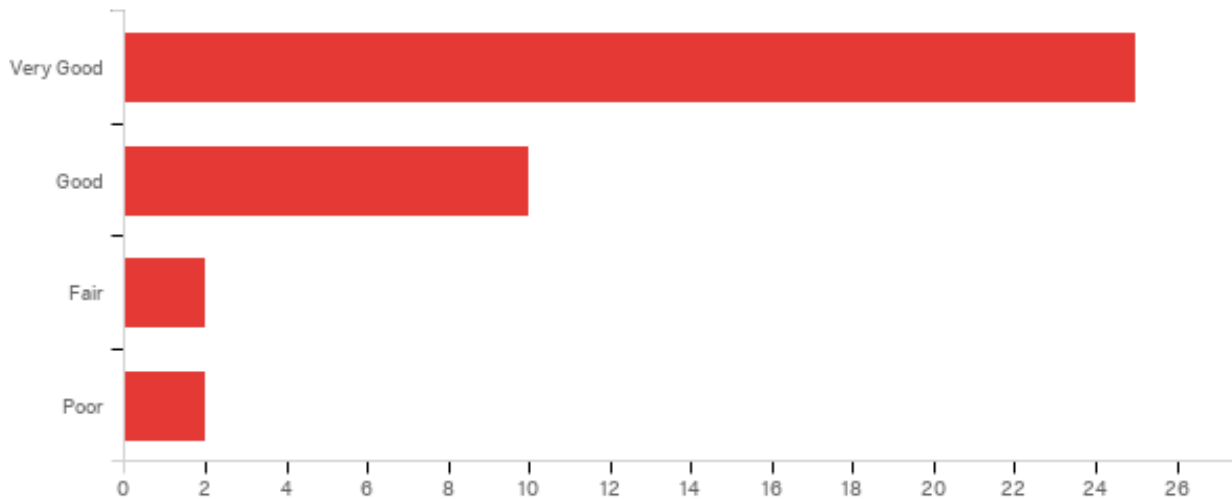
Answer	%	Count
Very Good	58.97%	23
Good	35.90%	14
Fair	2.56%	1
Poor	2.56%	1
Total	100%	39

Q36 - My group facilitator was knowledgeable with respect to the subject matter.



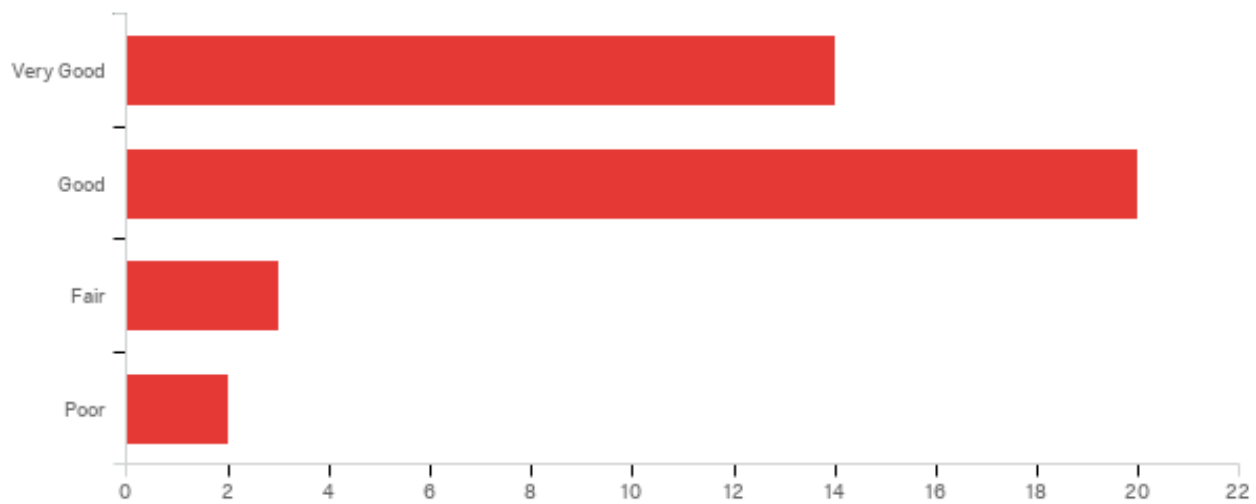
Answer	%	Count
Very Good	69.23%	27
Good	23.08%	9
Fair	5.13%	2
Poor	2.56%	1
Total	100%	39

Q37 - My group facilitator shared their experience and offered advice.



Answer	%	Count
Very Good	64.10%	25
Good	25.64%	10
Fair	5.13%	2
Poor	5.13%	2
Total	100%	39

Q38 - My group facilitator posed questions and generated discussion among group members.



Answer	%	Count
Very Good	35.90%	14
Good	51.28%	20
Fair	7.69%	3
Poor	5.13%	2
Total	100%	39

Q39 - Please provide any additional comments you'd like to make regarding your group facilitator.

Please provide any additional comments you'd like to make regarding your gr...

He had a lot of good contact. However you guys set up the course like an academic course, such as a grad class, added the academic requirements of posting with a soecific citation format, etc, to make it look like real class. Then, you had module information posted that was out of date, and not relevent to the current changes in the NCAA. Sherwin seems like a nice guy. But, if you are going to set up the course like that and have those expectations, then your facilitator qualifications can't be well I was an athlete and this happened to me. He may actually have had the academic qualifications. If so, I did not ever see or hear anything about them. I did not learn anything new until I hit the life after sports module. And I was looking forward to the class and was disappointed. I thought the "academic format" was more pretentious than needed for continuing education that people actually paid for. And that, plus the annoying "was there a readon you did not complete whatever" made me feel like really this was just another time suck where the parameters were set to check the box where we could say "we have done this" and done it the right way without really doing so. I got very little out of the course, I was very disappointed. Will never ask for money to do another NACADA/NCAA course.

He was always on top of things and you didn't have to wait for him to post grades and or comments which was appreciated.

The group facilitator was not involved with the group or discussions save for one or two mass messages. To my knowledge no questions were directed towards the facilitator.

he was an effective facilitator

Sherwin was fantastic! He really encouraged us to think differently about the student athlete population. He also challenged us to use information found in journal articles/research, as well as classmate perspectives/suggestions to create a more effective approach with these students. I was really impressed with how engaged Sherwin was with the class, particularly for an online course. I always appreciated his thoughtful feedback and comments on course assignments and discussions.

Thank you Instructor Rivas - it was a pleasure working with you and taking your course!

The group facilitator was minimally engaged in this process. Assignments were not graded in a timely fashion/with no feedback provided. This process truly could have survived without the presence of a facilitator.

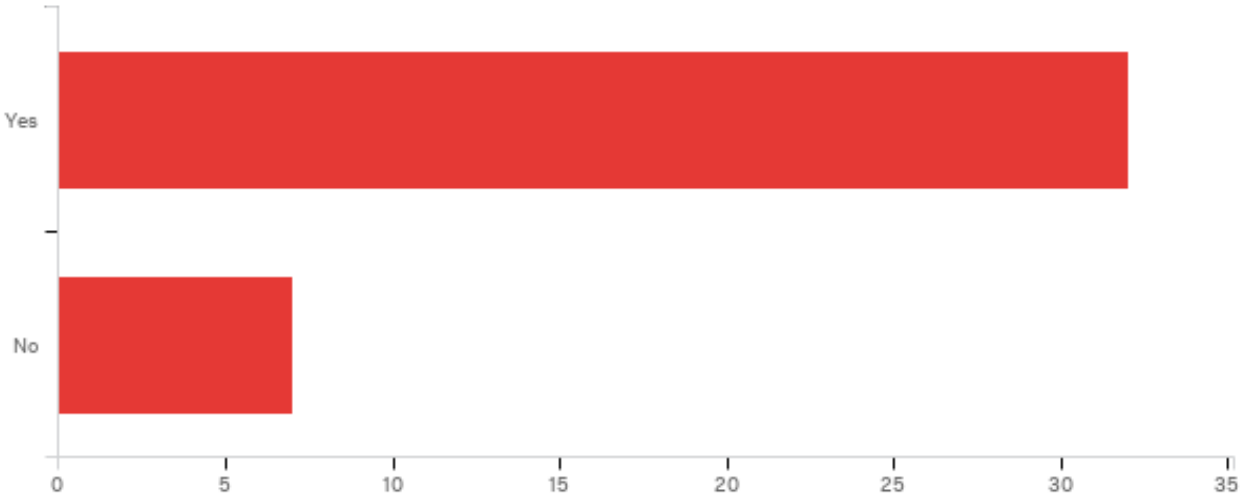
Karen always provided helpful and insightful comments for my grades for discussion boards and assignments. She also sent us great links to articles in the news that were very helpful and relevant to the week's topic.

I was not expecting comments from Sherwin; I was pleasantly surprised he commented on our postings and assignments. I found the additional resources to the group and to me individually useful and relevant.

I had an issue and Professor Schiferl responded promptly and resolved my issue quickly, within a few hours even. I also appreciated her weekly comments as it related to the discussion board.

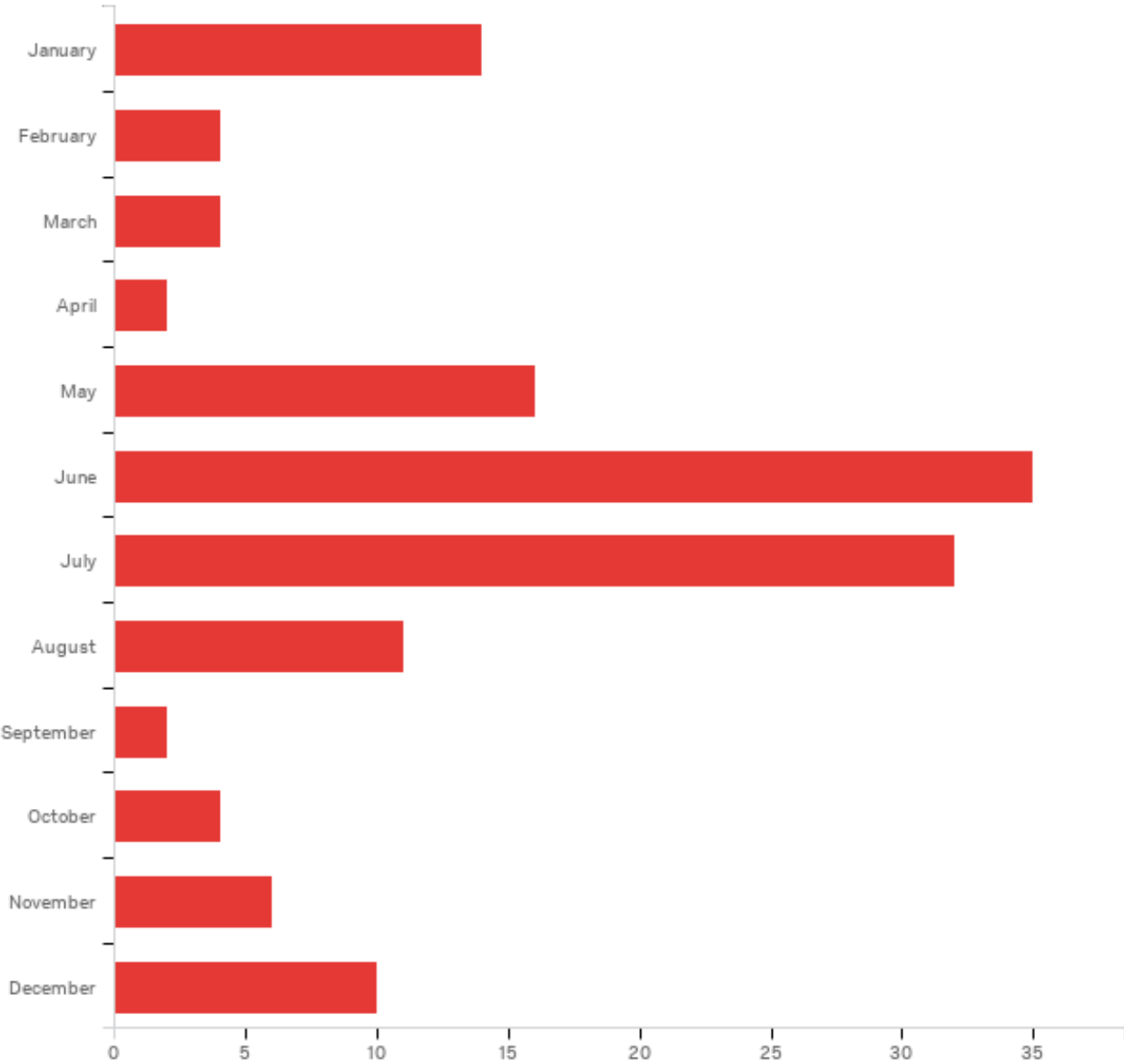
Sherwin was good.

Q32 - Would you recommend this online course to a colleague?



Answer	%	Count
Yes	82.05%	32
No	17.95%	7
Total	100%	39

Q30 - 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	%	Count
January	35.90%	14
February	10.26%	4
March	10.26%	4
April	5.13%	2
May	41.03%	16

June	89.74%	35
July	82.05%	32
August	28.21%	11
September	5.13%	2
October	10.26%	4
November	15.38%	6
December	25.64%	10
Total	100%	39

Q23 - Which information in the online course did you find most beneficial to you?

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

History of NCAA, challenges facing NCAA, and mindset of student-athletes

The NCAA compliance powerpoints

Access to articles and readings

Discussions

Life after sports

Learning the ropes of athletics

Discussion posts

Maybe make components of the course less formal. I enjoyed our discussions, but they felt forced at times, because of the grading structure.

Articles about how athletes thought about their careers vs sports.

NCAA transfer rules and regulations

The discussions were very beneficial. It allowed me to exchange ideas with my cohort

The Eligibility powerpoints for the different levels.

the discussions and interaction with other classmates

For me, I had hoped to gain information on eligibility criteria to help provide context when working with student athletes. Since I work as an academic advisor, rather than an athletic advisor/counselor, I was never trained on this information. What I gained from the course is much more than just eligibility information. This course truly challenged me to think about my own perspective (biases/stereotypes/etc.) and approach when it comes to the student athlete population.

I appreciated when materials provided were not always athletic focused but general enough to apply to our work as advisors and higher ed practitioners in general. The assignments allowed us to look at that information through an

athletic perspective, however all information provided also related to my everyday work making it much easier to grasp.

Assessing the student athlete prior to entering the university, as well as preparation for career.

The advising techniques and strategies for student-athletes

Readings and Discussion among Peers in general. The Transitioning Out of Sport materials were particularly interesting and new to me along with the NCAA Eligibility content (although it was quite heavy and hard to grasp it all at one time).

The plethora of knowledge provided in the articles and reading other people's experiences at their school. Was interested to see we all have the similar problems.

Advising discussions. this class is best for individuals with student athlete experience or knowledge of.

Transitioning out of sport and D1/D2 information

discussing information through the discussion boards with other NACADA members and advisors.

There is a huge disconnect between the expectation of the certification process and the delivery of the content. As outlined in the course syllabus, the goal of the course is to provide "basic principles" for advising students." Perhaps it's too early to gauge, but I truly haven't learned anything new or worthwhile in this course. It consisted of a lot dated articles, which were required to respond to a lot repetitive questions. It appeared as if the course content from a Sociology of Sports course was used for an advising certification process.

The rules and regulations. The quiz may have taught me the most new material.

How to help student-athletes while not having personal experience in that role

I liked how the weeks were sectioned into different topics/themes. The articles and discussion posts were very helpful.

Information regarding specific policies and procedures for the NCAA, as well as information for student-athletes transitioning out of sport.

Weeks 3 and 4

The information regarding career transition and the most successful athletic academic support programs

Counselling and career planning

Posted articles.

As a new advisor, this opened my eyes more to the special populations we have on our campus.

Specifics about NCAA rules and policies.

The details regarding initial-eligibility requirements and advising/support services during the first year.

I felt all the readings were beneficially, even if I was not in the particular division (D1, etc.). I was able to related the readings to working/advising the student-athlete.

NCAA Regulations Transitioning out of sport Learning Disabilities

I appreciated the articles. They were all very insightful and informative. Also, being that I work at a Historically Black College and University I especially appreciated the articles that addressed race.

The NCAA powerpoints and conversation with others

Q24 - Which information in the online course did you find least beneficial to you?

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

All beneficial

Some of the articles were outdated.

quiz

Everything else. I have not been an academic athletic advisor very long, and do not know the rules that well. I should have learned a lot. And didn't.

quizzes

Nothing that comes to mind.

There was one particular reading that had lots of graphs and numbers, sorry, don't remember which one. It did not hold my interest at all.

I found the information to be truly useful and beneficial. Whoever organized the curriculum did a fine job winnowing the wheat from the chaff.

The additional readings

Some of the theories or studies. Felt like it was information that was already known.

the readings

I found all of the topics/information to be beneficial in the course.

I do not have any critiques at this time.

Nothing really.

The eligibility requirements since I don't often advise students who transferred.

Hmm! I found it all beneficial, so this is not relevant to me really.

attitude and atmosphere on campus in relation to student athletes

everything was beneficial.

Absolutely Nothing

LGBT Information and Discussion

Relating a student-athlete identity to different student development theories felt rushed compared to other topics

The basics of academic advising. I have already received that information from other sources at my institution.

Week 1 only because I've already read most of those articles. However, I understand the need to start with the basics.

The NCAA rules and regs module was all information I was familiar with but for new people would probably be good.

NCAA history and eligibility

None.

The eligibility portion with the quiz included a lot of information that most of us probably do not have to know in great detail. It's good to let us know it exists, but nothing I'll need to remember.

History of the NCAA.

The discussions and articles regarding bias against student-athletes, especially on the part of faculty. Coverage of this topic was hostile to faculty and very superficial, without deeper discussion of what exactly faculty are objecting to and why. I found this ironic given that so many of the other articles etc. talked about getting faculty involved as part of supporting and developing the "student" in "student-athlete," but then faculty were denigrated as a collective group hostile to student-athletes.

I found all of it informative

While the NCAA rules and regulations were good to know and more than likely apply to most participants in the course. I would have welcomed information geared towards NAIA as well.

The readings = too old

Q31 - How could this online course be improved?

How could this online course be improved?

No improvements necessary

More up to date articles. I liked the scenario assignment that was offered at the end but it would have been an interesting discussion board post to see how colleagues would respond.

More quizzes and fewer assignments.

I didn't find that the course format (i.e., delivery system) was super easy to navigate. I could always find what I was looking for eventually but often felt like I was going around in circles. I don't know if this can even be changed.

Please see all the comments on the previous pages. Don't be academically pretentious, and if you are, then darned well be academically appropriate yourselves in the way you have set up the class. Use material that is current- there were all kinds of current NCAA things happening this spring that would have been appropriate fodder. The content was very old and outdated.

Look at some of the readings and their length

Change up the assignments --maybe have students watch videos, or other types of media and discuss, rather than every assignment revolve around several journal articles and discussions. For example, ESPN just had an awesome documentary about a transgender student-athlete getting ready for college. It would have been interesting to hear my colleagues ideas about the video.

I would have liked to see more rules and regulations discussed. Seemed we only spent the once segment on it and I would have like to have had more exposure to this area.

I found that the online syllabus and the syllabus sent by Elisa Shaffer were not consistent. Both provided information about the course and the modules but both did not provide information about deadlines or expectations.

I believe the course was designed and executed extremely well...I cannot think of any improvements that are needed at the moment

More focus on actual advising of eligibility rules/regulations, programs, etc. instead of theories.

use blackboard instead of canvasd and find links to readings instead of scannign the book and uploading it

Other types of media, such as videos, as well as other types of assignments may help improve the course. Although I like the discussion boards, some of the responses seemed to become repetitive as the course progressed. Applying

information learned in new and different ways may be beneficial.

I do not have any critiques at this time.

Include a NAIA eligibility and requirement section and just not NCAA.

More independent work and less discussions

A few less readings, not having the assignments feel so "academic." I felt like I was going to be graded more on my citations and properly formatting them rather than my ideas and knowledge of topic. Perhaps it is just the grading rubric that made it seem that way...

I would have like to see more on the financial aspect. Scholarship funds. Or even on some strategic planning or brainstorming on our similar problems.

recommendation that this course is only for individuals with student athlete experience and/or knowledge. perhaps a different course for those of us who are very new to working with student athletes.

Less articles each week

more time to complete assignments and discussion boards.

The entire course should be revised and revamped to truly reflect how to effectively advise student-athletes.

A few more quizzes to substitute for all the writing.

Streamline the discussion page; have modules include quick videos from the facilitator(s); create an open discussion for assorted questions/general comments/other things that didn't fit into a specific module

Not requiring as many discussion responses. It was hard to reply to posts when many participants would wait until the last minute for their postings.

I know it's difficult because the course is online, but I just didn't really find any value in the discussion posts, mostly due to lack of time to read the posts. If the discussions are limited to those in our groups, maybe the groups could be made smaller to make it more feasible to read them all.

I think it could be a 6 week course, 8 weeks took up a lot of time when I think you can move through the modules pretty quickly. I did not like how you could not see the discussion board until you posted.

More discussion among the participants regarding programs and strategies that are working at their institution.

It was just right.

I thought it was structured very well, Canvas was great to use, and I liked hearing what others are doing around the U.S.

Beef it up a bit and make it a for credit course. If keeping as a non-credit course, more balance in terms of readings and media resources. Develop a textbook for the course.

Maybe one more assignment, and the discussion questions could vary a bit more other than "what does your institution do?"

This was my first online course, use unsure what to expect. All went extremely well. Since I have nothing to compare my experience to I do not have anything to suggest. For me the course went much better than expected - I was hesitant in taking an on-line course.

More case studies

One improvement would be to include athletic divisions outside of the NCAA or information that shows the differences between NCAA and NAIA (the division my institution is in). Also, I was uncomfortable "disagreeing" with my colleagues on the discussion board just for the sake of disagreeing. I think it is one thing if you naturally disagree and respectfully say so. I believe it to be another when you are mandated to find fault in a person's argument. In some instances I could see where disagreement would be appropriate (in a law course for example for the purpose of debate) And I agree that as professionals/scholars we should be thinking critically. However, I am uncertain if providing a counter argument is appropriate here, especially if sound advice is clearly being given.

Update your readings. Be sure your grading policy is accurate. I received an email on Sunday before the course was to start which indicated that discussion postings would be due on Fridays and every other week and assignment would be due on Sunday. This did not stay consistent. Please be sure everyone running this is on the same page with these things. Provide the syllabus during registration so people know exactly what they are signing up for. This was much more work than I expected for the price. This is not necessarily a bad thing (you certainly gave us a lot for the money), but I would have liked to have known up front the work load.

Q25 - 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.

Please list other topics and/or areas of study you believe should be consid...

How to deal with coaches

Would like more help with keeping alumni engaged with the program. I know this is usually alumni relations but I would find it helpful.

advising of international students

I would have liked to learn about more programs that have been developed to help improve the athlete experience, whether they are within the athletic department, academic colleges, residence life, etc.

More courses on international students-the current course was full by the time I tried to register which was fairly early Working with Sophomores, Students within the Arts, Finding Balance and Advancement for Academic Advisors (What are some good next steps, career options...)

Advising

A second level course expanding on this information would be interesting.

More on student athlete development/life skills topics

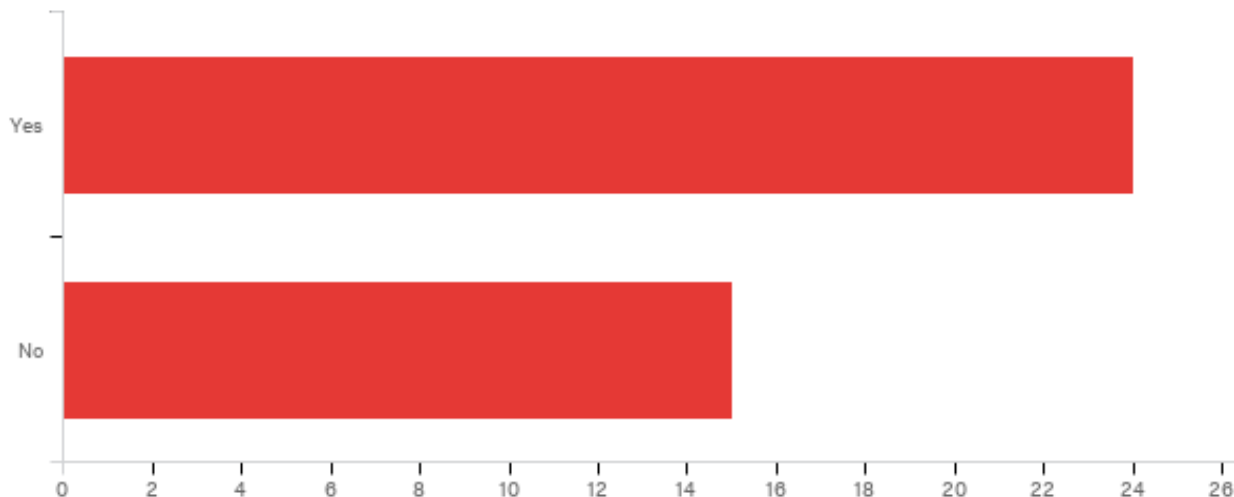
Transfer students, undeclared/undecided students, and non-traditional students.

Maybe a module specifically on current issues, e.g. amateurism and concussions; these were mentioned as ancillary to several modules, but deserve a study themselves.

Having the topic of specific nature such as; working with students with disabilities, advising student-athletes in relating to non-student athletes, depth study of different advising theories and examples of application. etc. These could be for shorter time periods.

I'm wondering if mini courses would work for specific populations such as disabled students or at risk students?

Q68 - Would you be interested in taking an additional second-level online course if it was available?



Answer	%	Count
Yes	61.54%	24
No	38.46%	15
Total	100%	39

Q70 - What topics would be of interest to you in a second-level course?

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

How to redirect students who cannot handle certain courses in a program

Some of the articles had some detailed models of advising student-athletes. It would be great to delve into these various models.

more on specific program doing the transition program right

more specific eligibility requirements

As noted in a previous response, I would like to learn more about how to apply the information learned or take action, such as developing programs, new approaches or resources, etc.

I think now that I have the general information and "what I need to know" as the "beginner" I would love a course that is more specific rather than generalized to the student athlete needs and specifics from admission through graduation.

New to advising in general

High-achieving students

If it is in regards to this course, more focus on NCAA Eligibility as well as Student Demographics that effect performance in the classroom and the playing fields.

More administration areas of finance, housing, financial aid, scholarship.

transitioning out of sport/career development piece for advisors

More case studies and applications of similar material and topics.

Athletic Administration

More case studies, addressing international student-athletes, GPA calculation for incoming students

Further discussion in regards to cognitive and non-cognitive issues with subsets of students.

I wouldn't mind receiving some type of joint certification between NACADA and the National Association of Advisors for Athletics (N4A) if possible. That way, all of my bases are covered, so to speak.

Disabilities, At risk

Q71 - Please add any additional comments/suggestions below:

Please add any additional comments/suggestions below:

Great course!

None. Will never pay for another course here again. I was very disappointed as I have heard great things about NACADA, and still do.

Great course, learned a lot and received some great ideas of othe programs offered at other insitutions to improve advising.

Thanks for a great course! :)

Valuable Information Provided :)

This process was extremely not beneficial.

I quickly realized that since I am not an advisor and since I don't work with student-athletes heavily, I was not part of the course's intended audience. There were ways where discussions and assignments allowed wiggle for people in my position, which I definitely appreciated. It wasn't perfect, but it was certainly better than what I had been concerned about after the first discussion post or two.

It was a great course! I enjoyed learning how I could enhance my advising role for the student athletes I work with.

Great summer course. Thank you!

Great first on-line course expereince!!

I want to say thank you to Ms. Elisa Shaffer. My colleagues and I met her on a tour of the NACADA offices in February 2016 at the Region 7 conference. Student-Athlete advisement was an area that we were looking to learn more about. She told us about this course and overall has been very helpful. Thank you, Elisa! :)

I have been a long time member of NACADA and appreciate all the work done through this organization.
