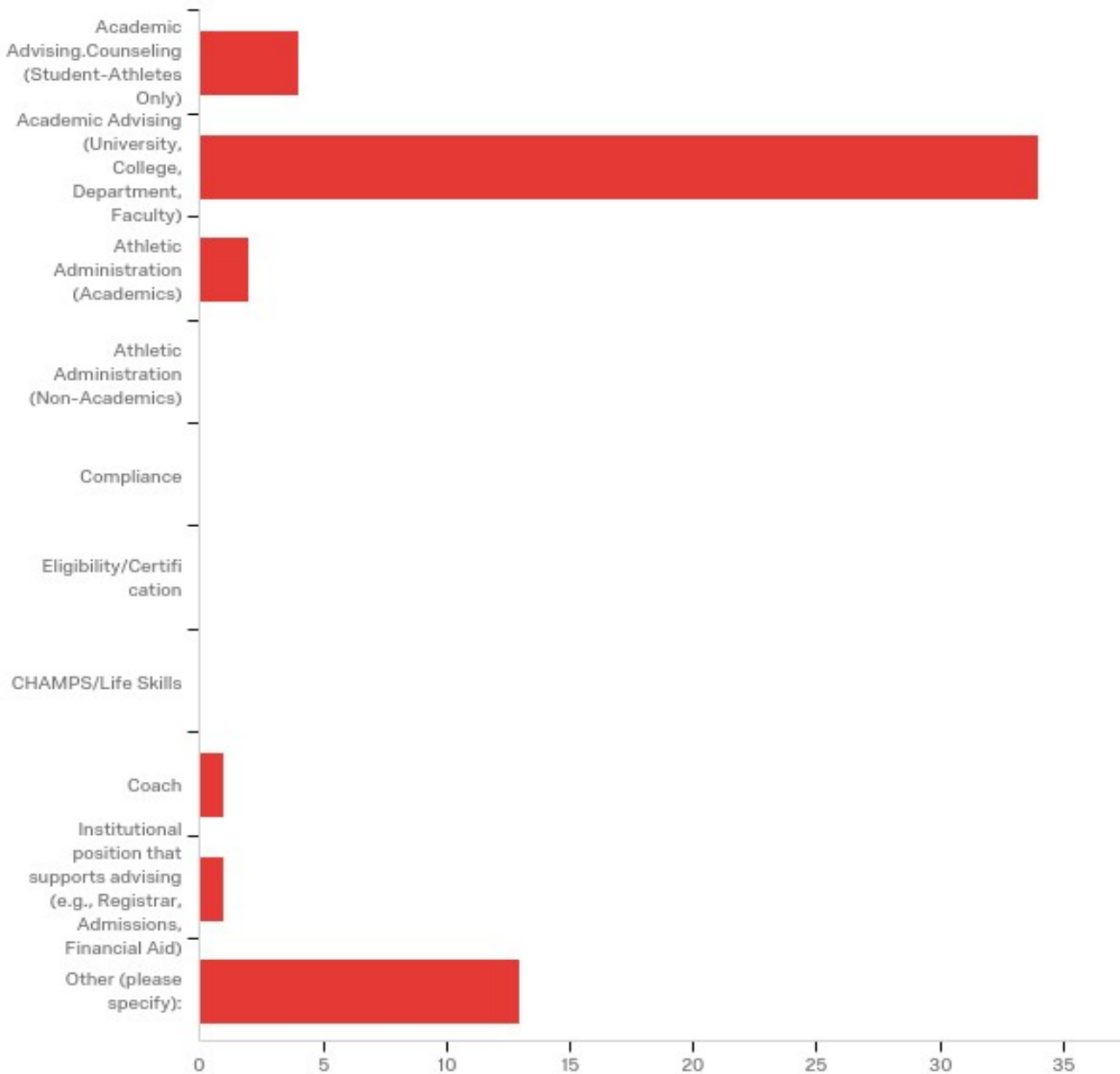


# 2016 NCAA Report

2017 NACADA/NCAA Academic Success and the Student-Athlete Online Course

August 15th 2017, 9:52 am CDT

**Q1.2 - Which of the following best describes your primary area of responsibility at your institution?**

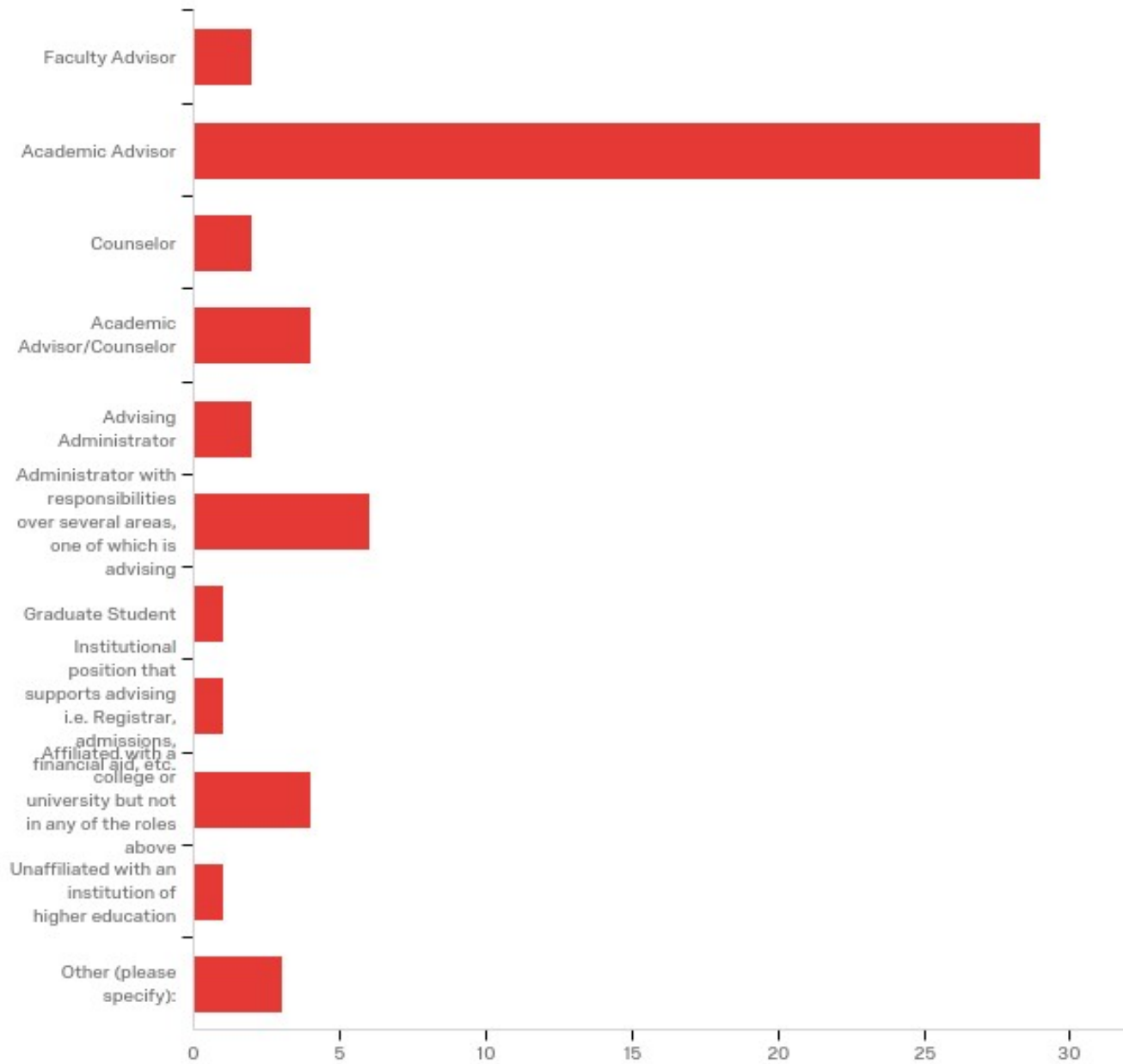


| #  | Answer   | %      | Count |
|----|--|--------|-------|
| 1  | Academic Advising.Counseling (Student-Athletes Only)                                       | 7.27%  | 4     |
| 2  | Academic Advising (University, College, Department, Faculty)                               | 61.82% | 34    |
| 3  | Athletic Administration (Academics)  | 3.64%  | 2     |
| 4  | Athletic Administration (Non-Academics)  | 0.00%  | 0     |
| 5  | Compliance   | 0.00%  | 0     |
| 6  | Eligibility/Certification  | 0.00%  | 0     |
| 7  | CHAMPS/Life Skills   | 0.00%  | 0     |
| 8  | Coach  | 1.82%  | 1     |
| 9  | Institutional position that supports advising (e.g., Registrar, Admissions, Financial Aid) | 1.82%  | 1     |
| 10 | Other (please specify):  | 23.64% | 13    |
|    | Total  | 100%   | 55    |

Other (please specify):

|   |
|---|
| Other (please specify):   |
| Compliance, Eligibility Certification, and Academic Advising (Student-Athletes)         |
| PE Teacher  |
| Academic Support Services   |
| Dean of Students Office Assistant and Assistant Cross Country and Track Coach           |
| Career & Academic advising General  |
| Counselor Education Graduate Student  |
| Sr admin for Honors Program/ university advisor   |
| Student Services  |
| Academic Advising Counseling (Student-Athletes Only) AND CHAMPS/Life Skills (Dual Role) |
| Not applicable. Took course to become certified   |
| Adjunct teaching YearOne to incoming freshmen   |
| Counselor   |
| Residential Life  |

### Q1.3 - Which of the following best describes your primary role at your institution?



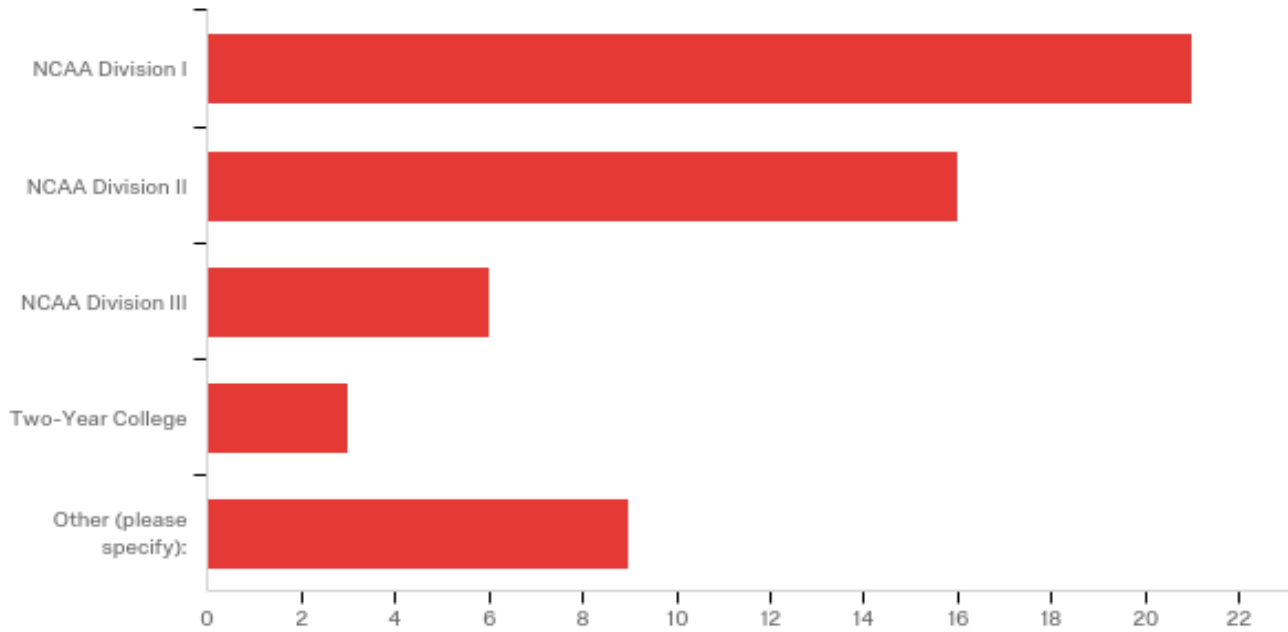
| # | Answer   | %      | Count |
|---|--|--------|-------|
| 1 | Faculty Advisor  | 3.64%  | 2     |
| 2 | Academic Advisor   | 52.73% | 29    |
| 3 | Counselor  | 3.64%  | 2     |
| 4 | Academic Advisor/Counselor   | 7.27%  | 4     |
| 5 | Advising Administrator   | 3.64%  | 2     |
| 6 | Administrator with responsibilities over several areas, one of which is advising | 10.91% | 6     |

|    |   |       |    |
|----|---|-------|----|
| 7  | Graduate Student  | 1.82% | 1  |
| 8  | Institutional position that supports advising i.e. Registrar, admissions, financial aid, etc. | 1.82% | 1  |
| 9  | Affiliated with a college or university but not in any of the roles above                     | 7.27% | 4  |
| 10 | Unaffiliated with an institution of higher education  | 1.82% | 1  |
| 11 | Other (please specify):   | 5.45% | 3  |
|    | Total   | 100%  | 55 |

Other (please specify):

|                             |
|-----------------------------|
| Other (please specify):     |
| learning specialist         |
| Director, Acad Support Serv |
| Residence Director          |

### Q1.4 - Which of the following best describes your athletics program?



| # | Answer                  | %      | Count |
|---|-------------------------|--------|-------|
| 1 | NCAA Division I         | 38.18% | 21    |
| 2 | NCAA Division II        | 29.09% | 16    |
| 3 | NCAA Division III       | 10.91% | 6     |
| 5 | Two-Year College        | 5.45%  | 3     |
| 6 | Other (please specify): | 16.36% | 9     |
|   | Total                   | 100%   | 55    |

#### Other (please specify):

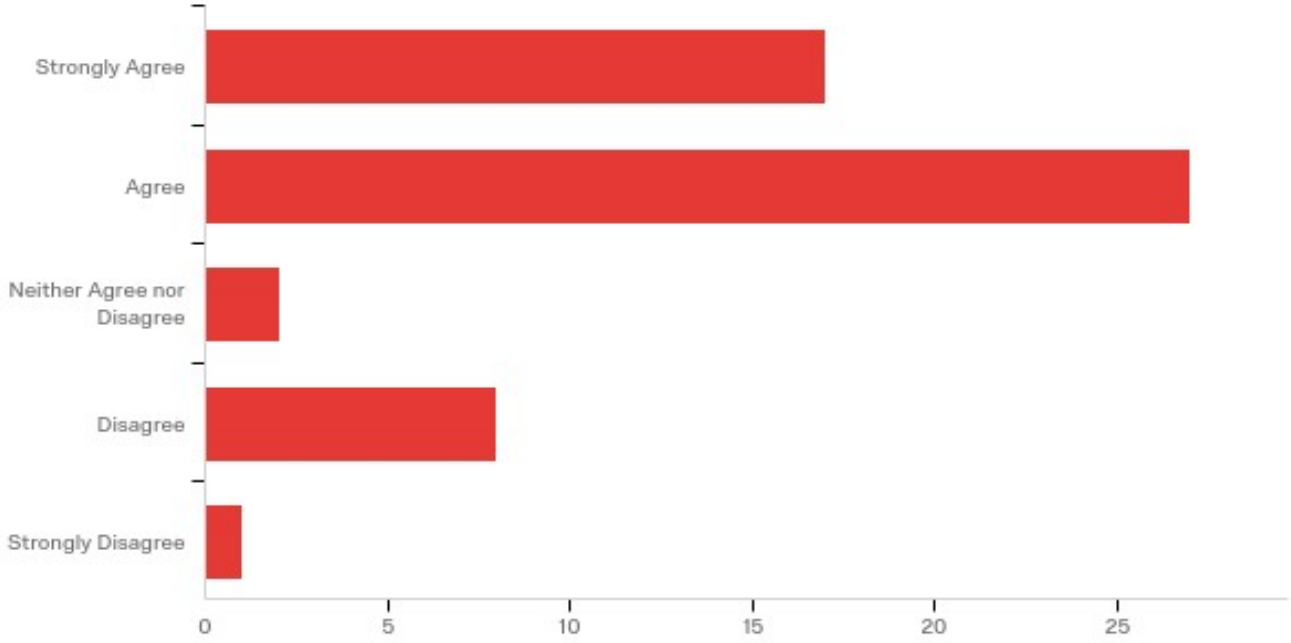
|   |
|---|
| Other (please specify):   |
| NAIA  |
| High School   |
| Division II transferring to Division I  |
| NJCAA   |
| Currently no athletics. Used to work in Division I. Hoping to get back to that. |
| Not applicable  |

Ice Hockey is Division I, all other sports are Division III

Division I Hockey; Division II for all other sports

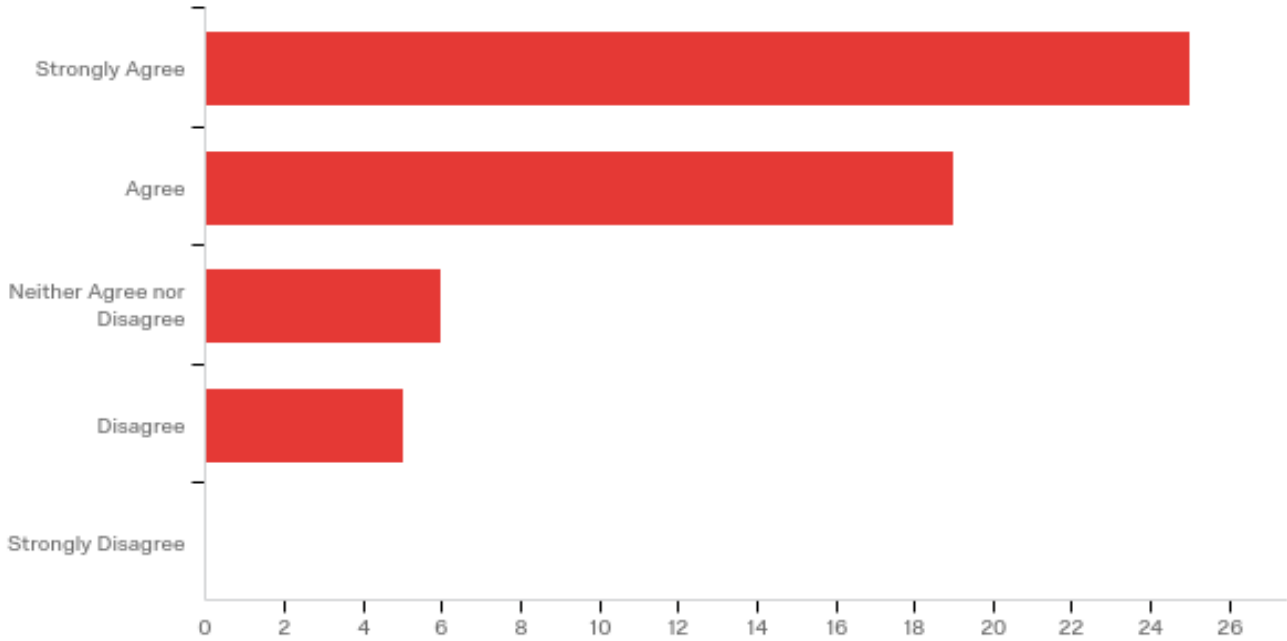
4 year university

**Q1.5 - The course met my expectations based on how it was publicized.**



| # | Answer                     | %      | Count |
|---|----------------------------|--------|-------|
| 1 | Strongly Agree             | 30.91% | 17    |
| 2 | Agree                      | 49.09% | 27    |
| 3 | Neither Agree nor Disagree | 3.64%  | 2     |
| 4 | Disagree                   | 14.55% | 8     |
| 5 | Strongly Disagree          | 1.82%  | 1     |
|   | Total                      | 100%   | 55    |

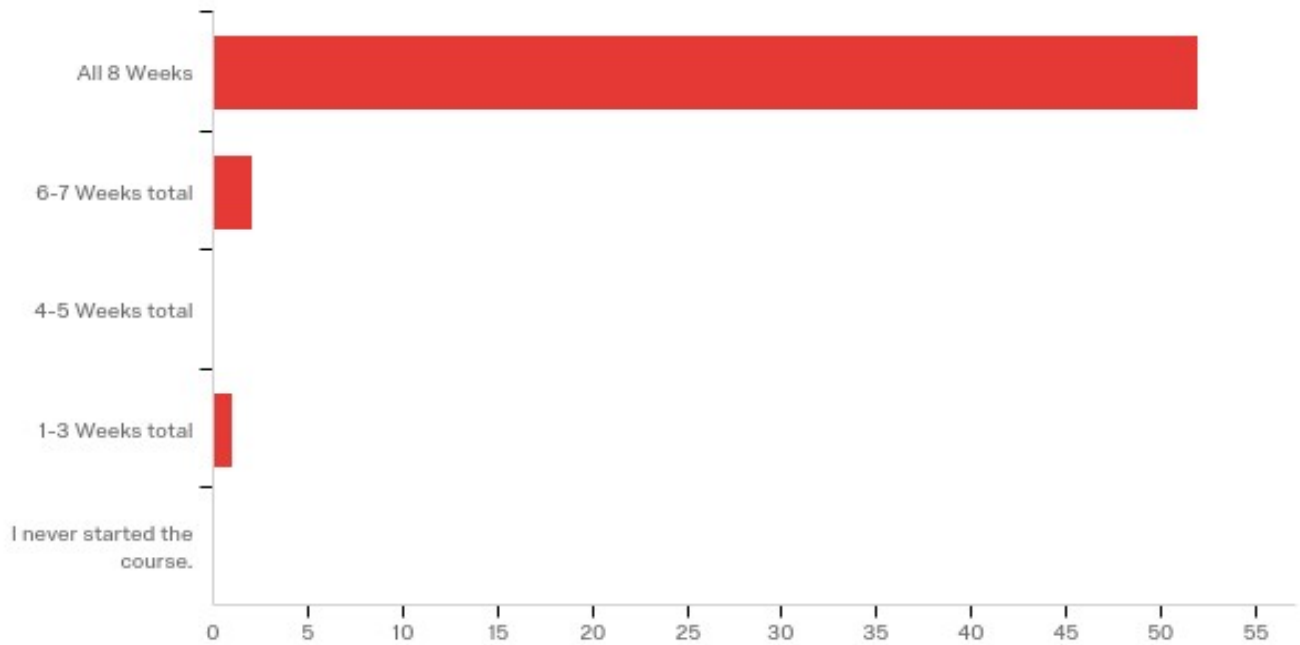
**Q1.6 - The course improved or increased my knowledge regarding academic advising of student-athletes.**



| # | Answer                     | %      | Count |
|---|----------------------------|--------|-------|
| 1 | Strongly Agree             | 45.45% | 25    |
| 2 | Agree                      | 34.55% | 19    |
| 3 | Neither Agree nor Disagree | 10.91% | 6     |
| 4 | Disagree                   | 9.09%  | 5     |
| 5 | Strongly Disagree          | 0.00%  | 0     |
|   | Total                      | 100%   | 55    |

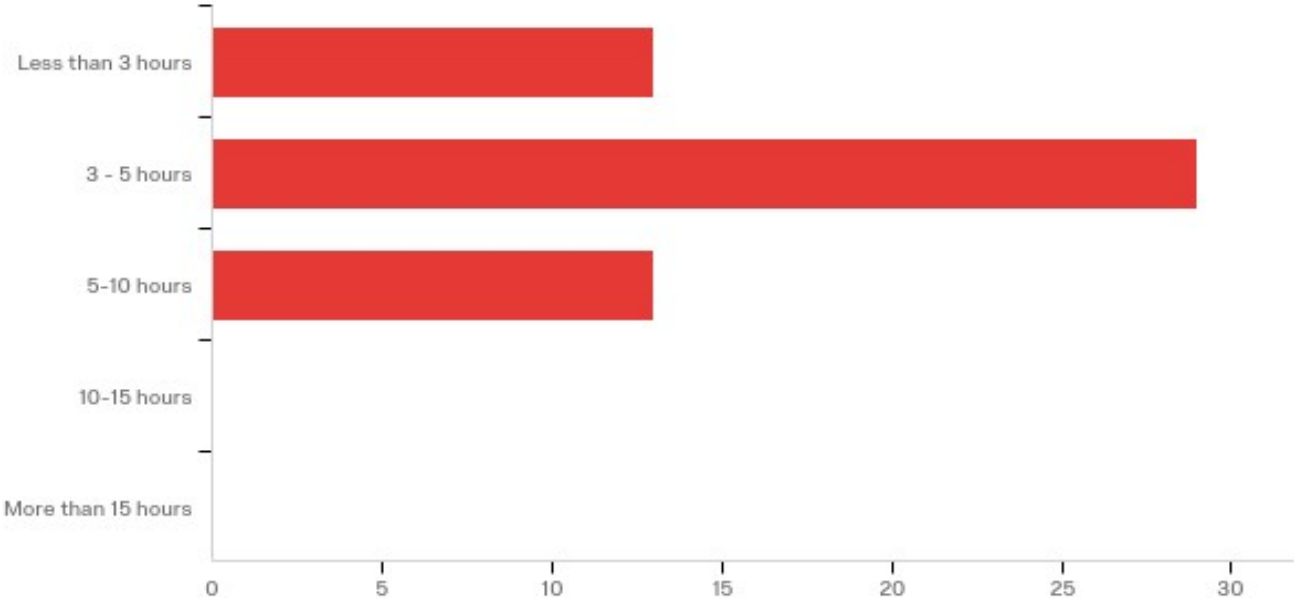


### Q1.7 - How much of the course did you complete?



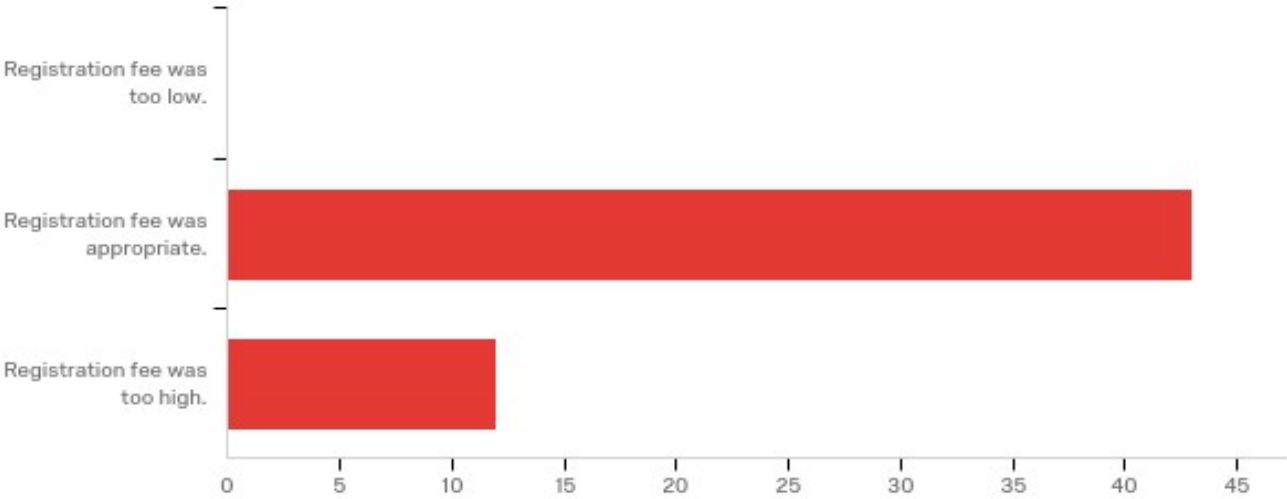
| # | Answer                      | %           | Count     |
|---|-----------------------------|-------------|-----------|
| 1 | All 8 Weeks                 | 94.55%      | 52        |
| 3 | 6-7 Weeks total             | 3.64%       | 2         |
| 4 | 4-5 Weeks total             | 0.00%       | 0         |
| 5 | 1-3 Weeks total             | 1.82%       | 1         |
| 6 | I never started the course. | 0.00%       | 0         |
|   | <b>Total</b>                | <b>100%</b> | <b>55</b> |

**Q1.8 - Approximately how many hours per week did you spend on this course?**



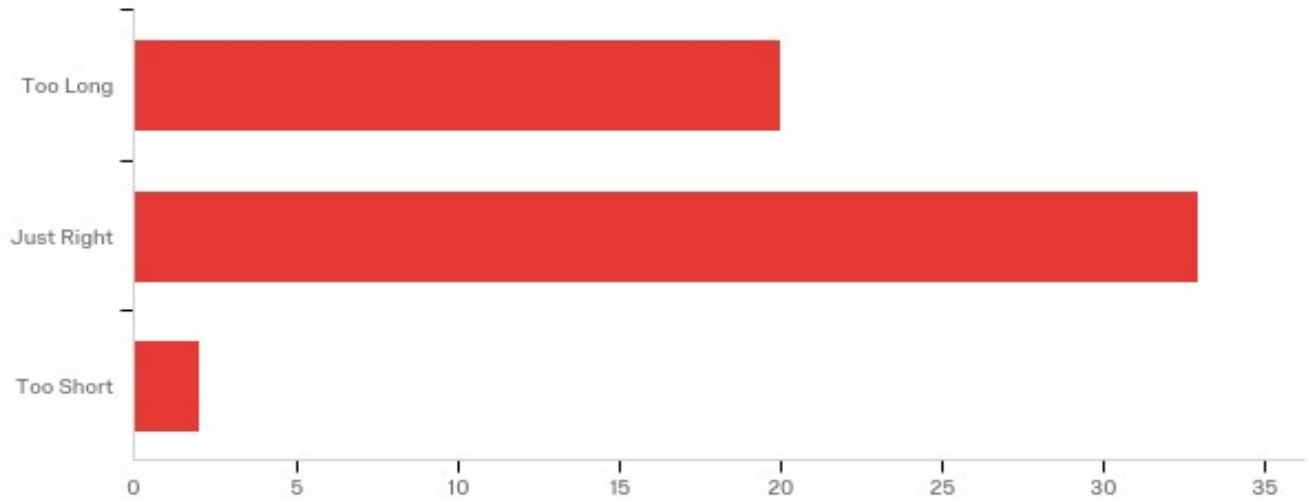
| # | Answer             | %      | Count |
|---|--------------------|--------|-------|
| 1 | Less than 3 hours  | 23.64% | 13    |
| 2 | 3 - 5 hours        | 52.73% | 29    |
| 3 | 5-10 hours         | 23.64% | 13    |
| 4 | 10-15 hours        | 0.00%  | 0     |
| 5 | More than 15 hours | 0.00%  | 0     |
|   | Total              | 100%   | 55    |

**Q1.9 - Please select the choice that best reflects your opinion regarding the course registration fee of \$195 per person**



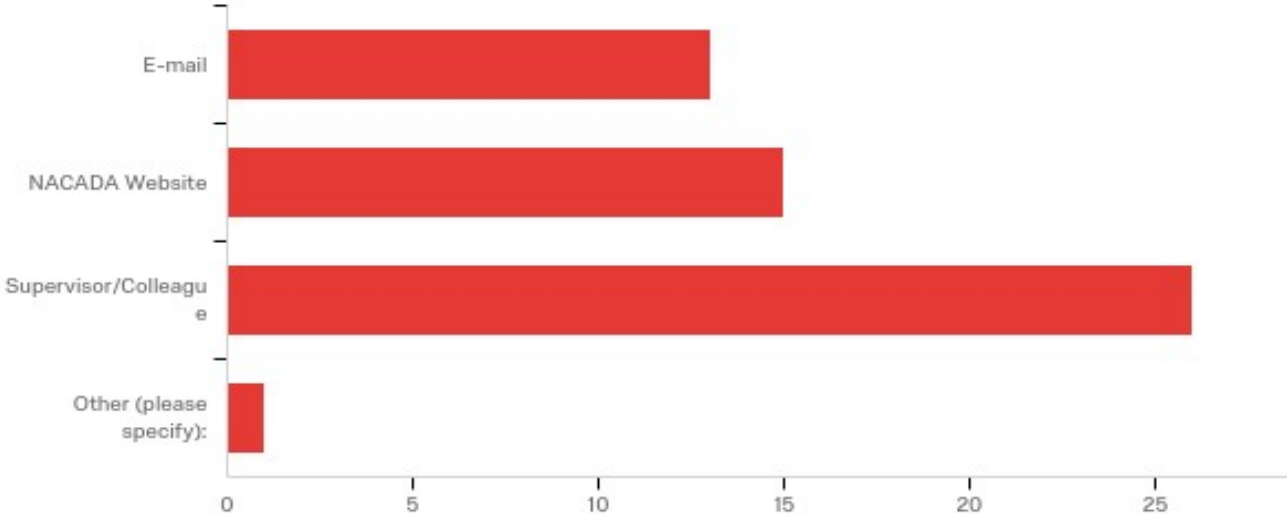
| # | Answer                            | %      | Count |
|---|-----------------------------------|--------|-------|
| 1 | Registration fee was too low.     | 0.00%  | 0     |
| 2 | Registration fee was appropriate. | 78.18% | 43    |
| 3 | Registration fee was too high.    | 21.82% | 12    |
|   | Total                             | 100%   | 55    |

### Q1.10 - Eight (8) weeks for this course was:



| # | Answer     | %      | Count |
|---|------------|--------|-------|
| 1 | Too Long   | 36.36% | 20    |
| 2 | Just Right | 60.00% | 33    |
| 3 | Too Short  | 3.64%  | 2     |
|   | Total      | 100%   | 55    |

**Q1.11 - How did you hear about this course?**

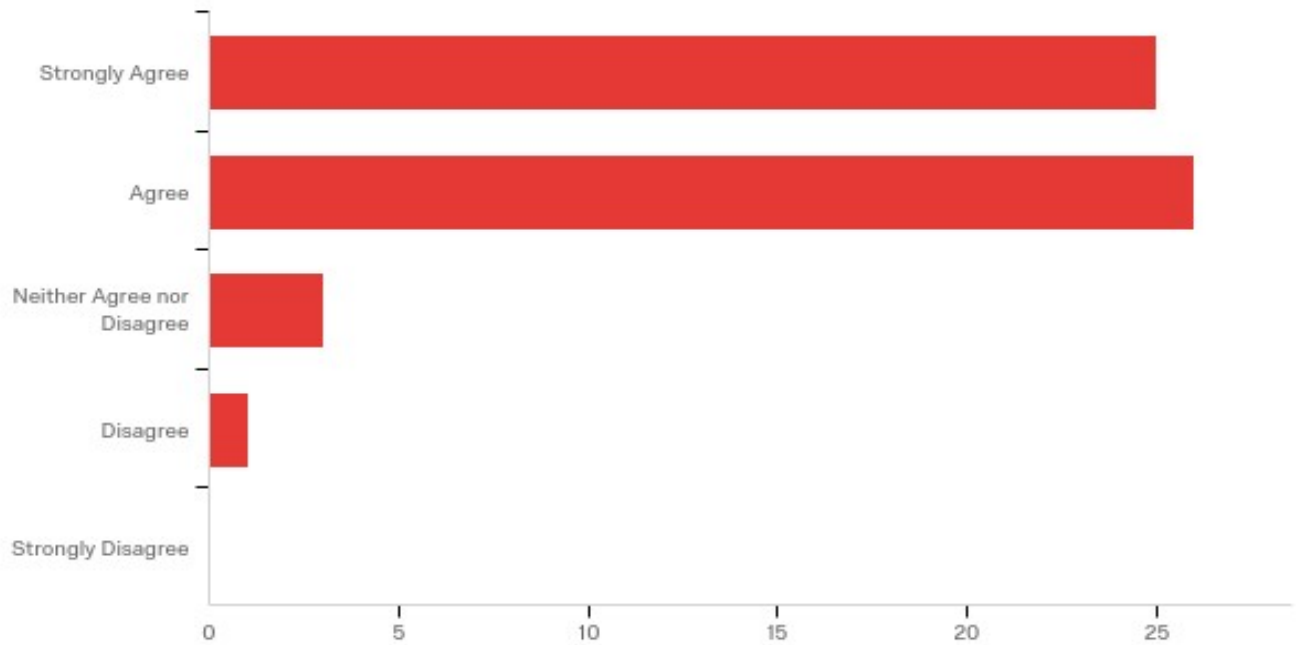


| # | Answer                  | %      | Count |
|---|-------------------------|--------|-------|
| 1 | E-mail                  | 23.64% | 13    |
| 2 | NACADA Website          | 27.27% | 15    |
| 3 | Supervisor/Colleague    | 47.27% | 26    |
| 4 | Other (please specify): | 1.82%  | 1     |
|   | Total                   | 100%   | 55    |

Other (please specify):

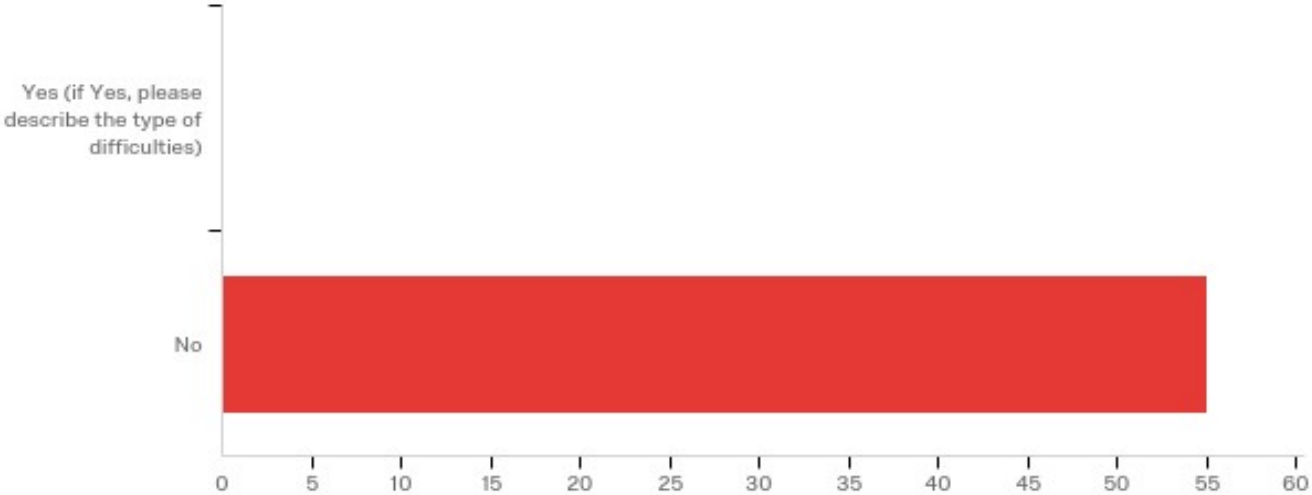
|                         |
|-------------------------|
| Other (please specify): |
| Own online research     |

## Q2.2 - The information provided in the course syllabus was clear and helpful.



| # | Answer                     | %      | Count |
|---|----------------------------|--------|-------|
| 1 | Strongly Agree             | 45.45% | 25    |
| 2 | Agree                      | 47.27% | 26    |
| 3 | Neither Agree nor Disagree | 5.45%  | 3     |
| 4 | Disagree                   | 1.82%  | 1     |
| 5 | Strongly Disagree          | 0.00%  | 0     |
|   | Total                      | 100%   | 55    |

**Q2.3 - Did you experience any technical difficulties in preparation for the online course?**

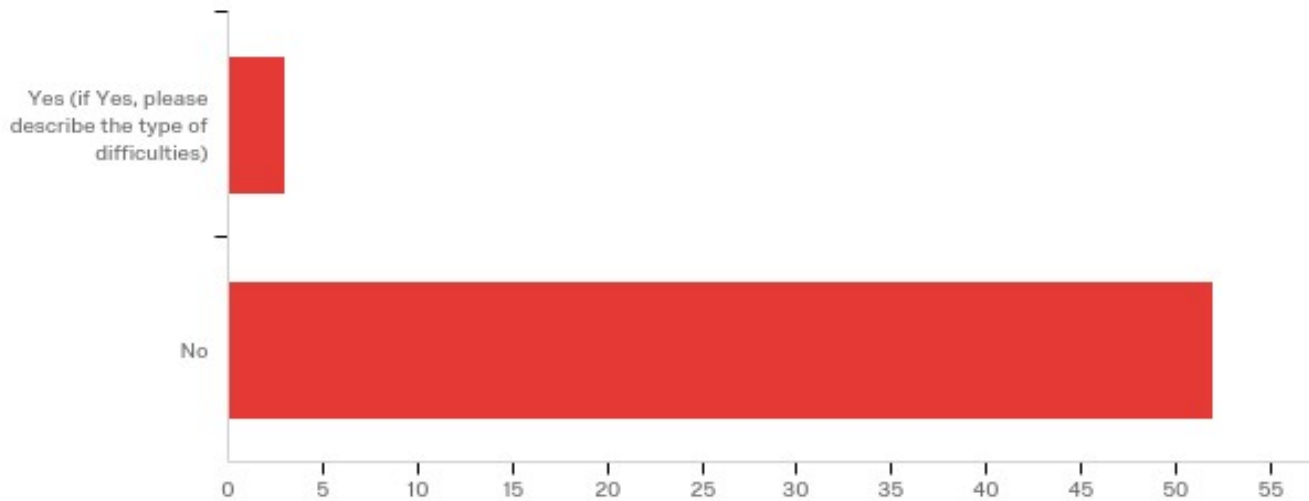


| # | Answer   | %       | Count |
|---|--|---------|-------|
| 1 | Yes (if Yes, please describe the type of difficulties) | 0.00%   | 0     |
| 2 | No   | 100.00% | 55    |
|   | Total  | 100%    | 55    |

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

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

## Q2.4 - Did you experience any technical difficulties during the online course?



| # | Answer   | %      | Count |
|---|--|--------|-------|
| 1 | Yes (if Yes, please describe the type of difficulties) | 5.45%  | 3     |
| 2 | No   | 94.55% | 52    |
|   | Total  | 100%   | 55    |

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

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

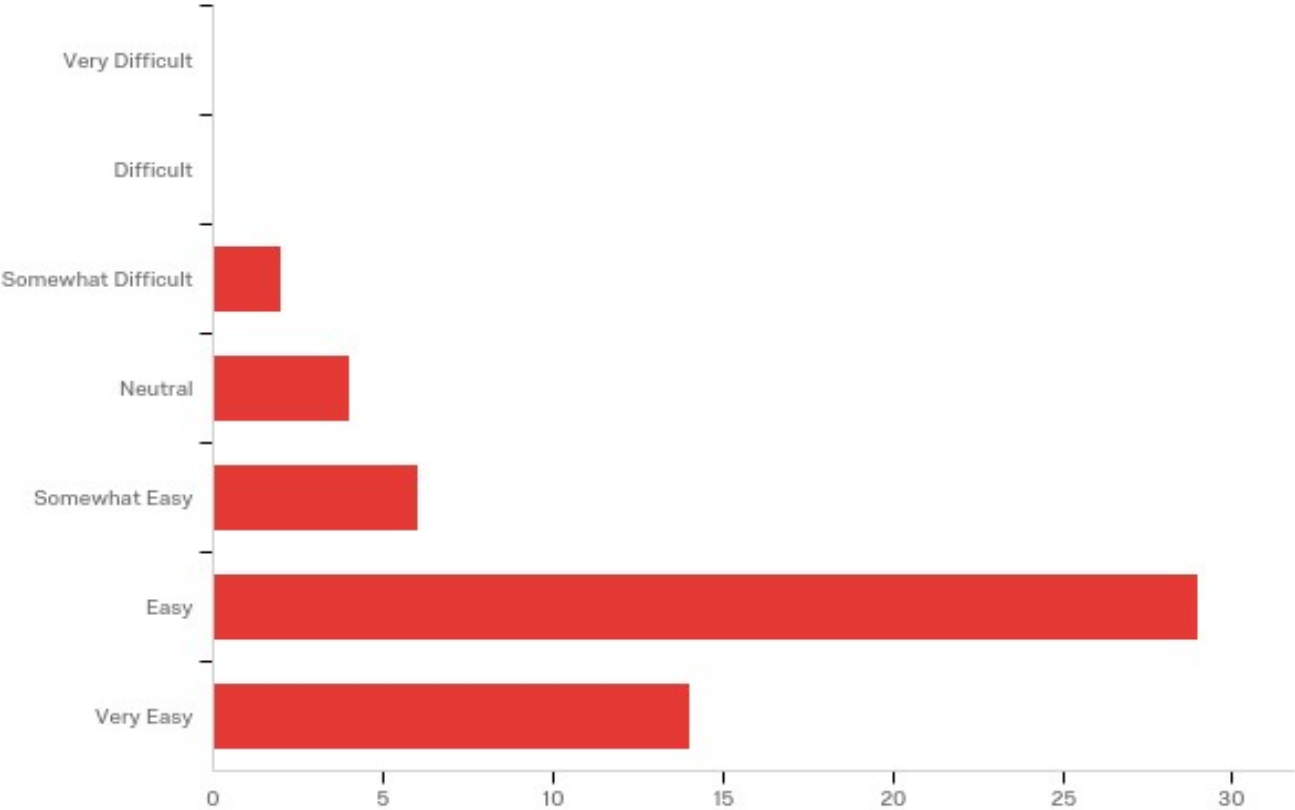
Not necessarily a technical difficulty, but the due dates on the course outline did not match the due date in each individual assignment.

During the Module 8, I was not able to access the readings. I was able to review them from a different computer

I had an issue with the quiz. I thought I submitted it twice but it never showed going through.



### Q2.5 - How easy was it to navigate the course?



| # | Answer             | %      | Count |
|---|--------------------|--------|-------|
| 1 | Very Difficult     | 0.00%  | 0     |
| 2 | Difficult          | 0.00%  | 0     |
| 3 | Somewhat Difficult | 3.64%  | 2     |
| 4 | Neutral            | 7.27%  | 4     |
| 5 | Somewhat Easy      | 10.91% | 6     |
| 6 | Easy               | 52.73% | 29    |
| 7 | Very Easy          | 25.45% | 14    |
|   | Total              | 100%   | 55    |

**Q2.6 - Please provide any suggestions/changes to improve navigation throughout the course.**

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

It was my first time using the Canvas system, and I found it a bit confusing. It was difficult to navigate the site and find information.

Course readings are only accessible in one particular area, where the assignments can be found in multiple areas.

The course required far too much reading for a summer course. It would have been more beneficial to have more quiz type assignments to accommodate multiple learning styles.

More recent articles

Much of the material is outdated and therefore not completely relevant. For example, that even exists in this survey -- "CHAMPS" has been dissolved for nearly 10 years. The Clearinghouse no longer exists and hasn't for over 8 years -- it's the Eligibility Center. Many articles were 10+ years old. With outdated information it's difficult to get buy-in from campus advisors and help them understand our language when they hear us using current language and the course uses old language.

It would be nice to be able to check off the modules.

none that I can think of. This was my first online course and I really appreciated the format and how flexible this was!

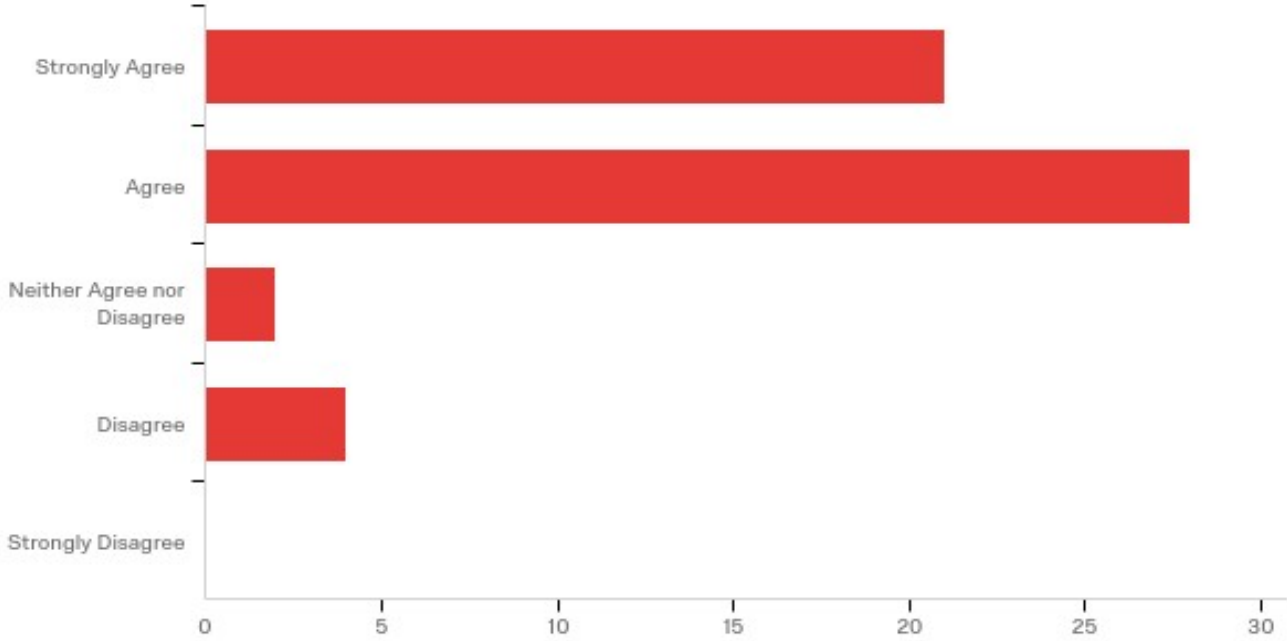
Making the message boards more easily accessible (i.e., not having to go into the proper module to access it but rather having it part of a main menu of sorts) would be nice. Also, a clearer explanation of the message board post and reply expectations would be helpful (i.e., word count, proper works cited).

## Q2.9 - If not, why did you not participate?

|  |
|--|
| If not, why did you not participate?   |
| Did not fit my work schedule.  |
| Too busy advising students.  |
| I was at an all day staff retreat on the day this was offered  |
| Time restraints. I was not available during the hours that were offered.   |
| Times didn't fit my schedule   |
| Too busy to do more than what was required. It's a busy time of the year for Advisors!   |
| conflict in timing   |
| did not have time  |
| Too busy   |
| Time/Availability. Have a busy summer, so it was hard to make it fit in  |
| i did not have time nor felt that I had any questions to ask   |
| The office hours were during a high peak time at work.   |
| Not convenient times   |
| During work hours  |
| No time  |
| I liked the concept, but didn't feel the need to use them  |
| I had to work  |
| Schedule conflicts   |
| not available due to work schedule   |
| Conflict in schedule   |
| N/A  |
| it was at a time I could not attend  |
| Not needed for me. I work in the Student-Athlete Services unit on our campus; we have responsibility over initial and continuing eligibility and APR/GSR (our compliance office doesn't) and I am the administrator also responsible for Life Skills, so I already had a lot of understanding and knowledge. |
| I didn't have time with my other work duties   |
| Not needed   |
| Did not feel the need to do so   |
| I was too busy.  |

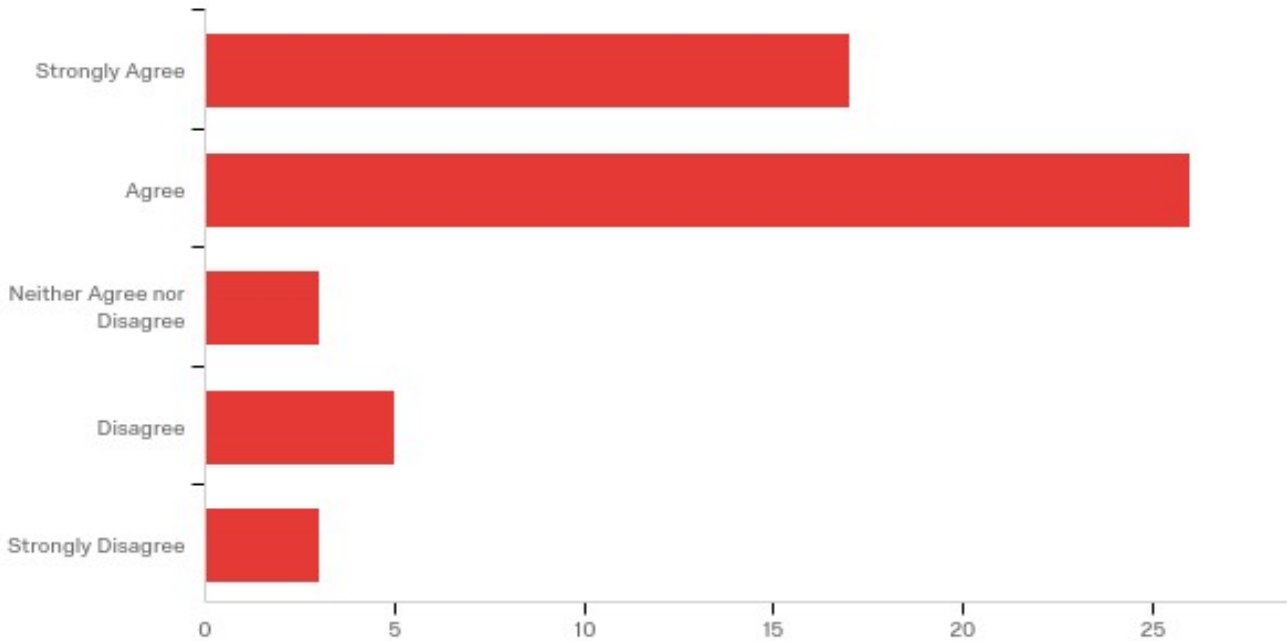
|   |
|---|
| Was not at a time I could attend  |
| didn't feel the need  |
| I didn't have any questions at the time   |
| I work during those hours. Also, I didn't have much I wanted to discuss.  |
| I was traveling at the time of office hours   |
| Other responsibilities  |
| I did not see how it would be useful.   |
| Between vacation and working on another project with a July 25th deadline, I did not make the time to participate |
| I was too busy at work that week.   |
| busy schedule of my own with returning students and summer SOAR sessions dominating my schedule                   |
| I was experiencing a hectic work week and did not have time   |
| Time Conflict   |
| not needed  |
| Unavailable at that time  |
| didn't feel it necessary  |
| Did not have the time to do so.   |
| N/A   |

**Q3.2 - The course content was beneficial/informative.**



| #  | Answer                     | %      | Count |
|----|----------------------------|--------|-------|
| 16 | Strongly Agree             | 38.18% | 21    |
| 17 | Agree                      | 50.91% | 28    |
| 18 | Neither Agree nor Disagree | 3.64%  | 2     |
| 19 | Disagree                   | 7.27%  | 4     |
| 20 | Strongly Disagree          | 0.00%  | 0     |
|    | Total                      | 100%   | 55    |

**Q3.3 - The amount of content in each module was appropriate to the time allotted to complete the readings and assignments.**



| # | Answer                     | %      | Count |
|---|----------------------------|--------|-------|
| 1 | Strongly Agree             | 31.48% | 17    |
| 2 | Agree                      | 48.15% | 26    |
| 3 | Neither Agree nor Disagree | 5.56%  | 3     |
| 4 | Disagree                   | 9.26%  | 5     |
| 5 | Strongly Disagree          | 5.56%  | 3     |
|   | Total                      | 100%   | 54    |

### Q3.4 - Please provide and additional comments you have regarding the content of the modules.

|   |
|---|
| Please provide and additional comments you have regarding the content (read...  |
| I would have liked more comprehensive information regarding the NCAA policies for eligibility. The powerpoint slides provided were not easy to follow and terminology did not match the quiz (one or the other was outdated). The slides needed someone to explain them, or to include more comprehensive explanation.  |
| Be more detailed regarding eligibility requirements. Do not just use NCAA power points. Break down the individual criteria for each type of student and make sure those who do not have an NCAA background understand what the verbiage and details pertaining to each one. As a compliance and eligibility administrator on my campus I see the need for athletes, particularly transfers, to be well advised regarding their eligibility and academic requirements. I felt this section of the course fell short. |
| The majority of readings were old and outdated. I would estimate that over half of the readings were over 10-15 years old (At least one article was over 30 years old).   |
| Content was good. I found it interesting that some of it was so dated. Wish I had more time to read some of the recommended material.   |
| A tremendous wealth of supporting journal articles.   |
| Content was useful.   |
| None  |
| There were too many readings in my mind. It would be nice to have more interaction. My favorite part was the message boards, as you could share thoughts with others.   |
| Too much reading for a short continuing ed course.  |
| I thought there would be more discussion and more information and best practices from advisors in the field instead of just research.   |
| The recommended readings need to be updated. Many of the articles were more than 10 years old - some were almost 20 years old. I felt the information on athletics and the LGBTQ community was good, but so much has changed in the last 10 years that I was left wondering what the environment is like today. That is just one example.   |
| I wish there were some updated articles about these topics. Also, more Division III information would have been appreciated.  |
| Some of the articles were very long   |
| Information was outdated and there was EXCESSIVE readings (that may not even be completely relevant) during several weeks.  |
| To many research articles at times and page lengths were very long sometimes  |
| Some were a bit repetitive.   |
| I really enjoyed each week's modules and can't think of anything more I would include.  |
| I liked the content of the modules. It was thorough and the readings were very good. Some were a bit old and I thought a bit outdated in their information. A course like these needs really up-to-date readings. Anything before 2000 is a lean since this business is always changing and updating as far as student services. Plus, many of the stresses have changed since 2000.  |
| I really disliked the way the content for the modules was presented. I felt like it was an absolute waste of my money and time to read 5+ articles in order to gain insight on student-athletes. I was expecting the course to be somewhat like a webinar or lecture style where the instructor would present the content instead of having students in the course read academic journals. It was absolutely a waste of \$195.  |

I would like to see more current articles and resources. While there were a few current resources, the majority were not which made me curious as to how relevant some of the information was and how much had changed in the interim.

I was really hoping for more emphasis on eligibility rules and regulations. I feel like that topic was skimmed over. The power points may have been helpful if there was some supplemental information to go along with it. When I signed up for the class, I was expecting maybe a module on Community Colleges, one on D-III, one on D-II, one (or a couple) on D-I, etc. Some specific needs of the student-athlete certainly merit some discussion, but that was pretty much all we covered for 7 of the 8 weeks.

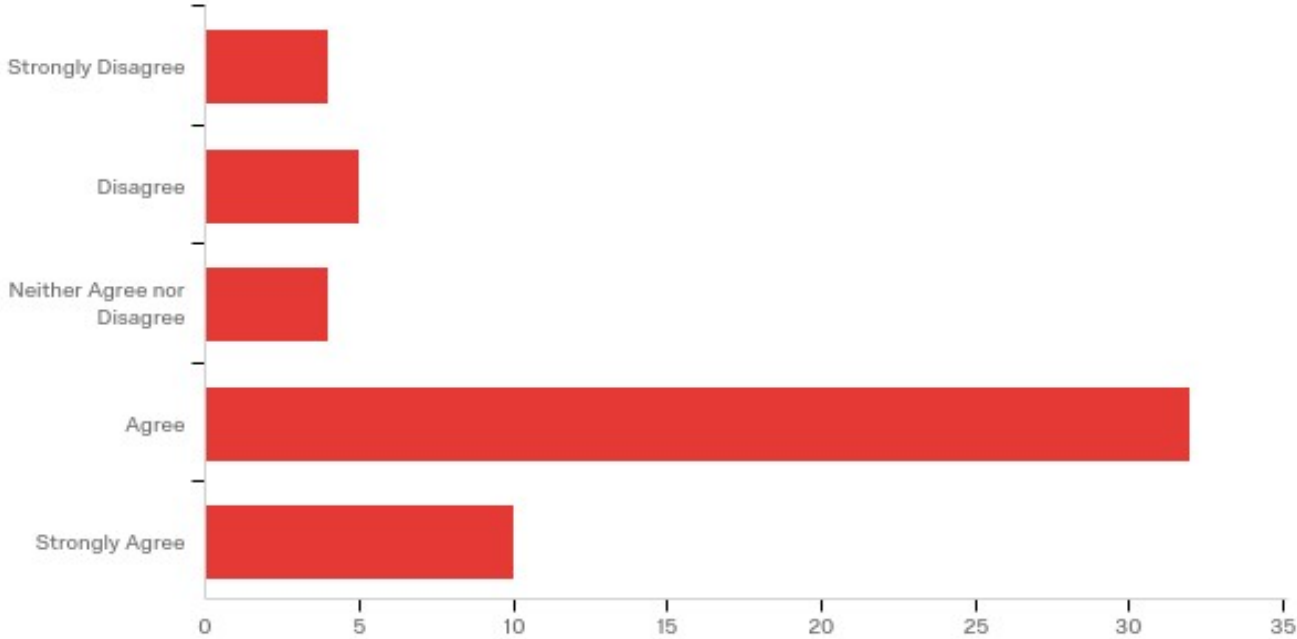
I feel that there was too much content to read over and I was not able to spend as much time as I wished reading the content before posting on the discussion boards. I was happy to be able to save the content to my desktop so that I can refer to it at a later date though.

I am an advising administrator and worked with the Athletics Department to pay for 7 advisors to take the course. We complimented the course with weekly meetings. The seven advisors, one athletics advisor and me (advising administrator) attended weekly. Our advisors, vice provost, and athletics administrators were disappointed with the outdated readings. Our athletics advisor spent a lot of time correcting the content from the outdated readings. We expect our national organization (NACADA) to blaze the trail for updated knowledge.

The readings need to be current and more up-to-date. Course needs a redesign to include taped lectures or presentations. There's no reason to use today's technology to make the course more engaging. Too many readings that were out dated. Lost interest in course.

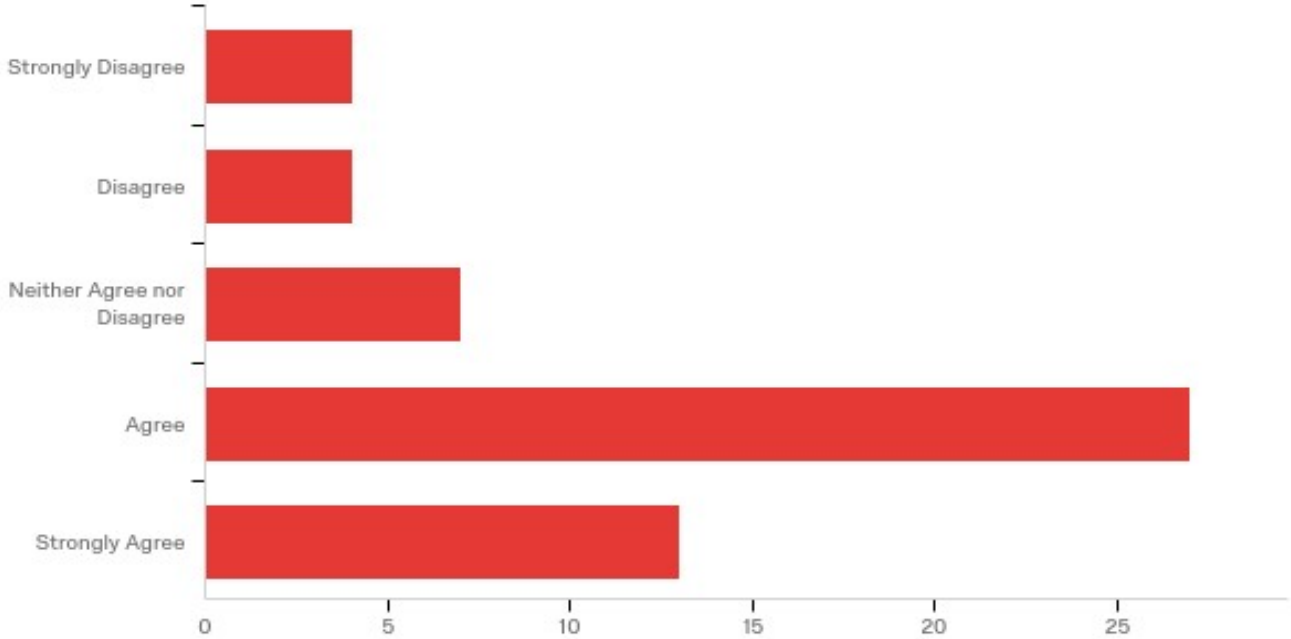


Q4.2 - Discussions were an effective learning tool for this online course.



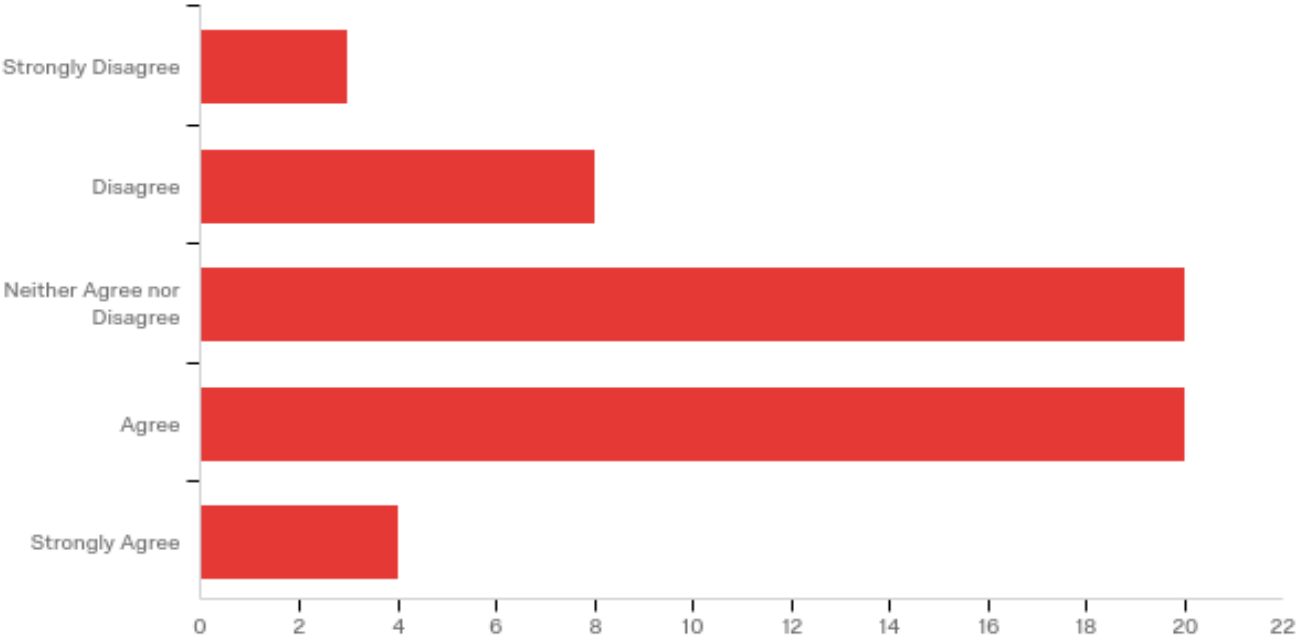
| # | Answer                     | %      | Count |
|---|----------------------------|--------|-------|
| 5 | Strongly Disagree          | 7.27%  | 4     |
| 4 | Disagree                   | 9.09%  | 5     |
| 3 | Neither Agree nor Disagree | 7.27%  | 4     |
| 2 | Agree                      | 58.18% | 32    |
| 1 | Strongly Agree             | 18.18% | 10    |
|   | Total                      | 100%   | 55    |

**Q4.3 - Discussions were an effective way to exchange information among group members.**



| # | Answer                     | %      | Count |
|---|----------------------------|--------|-------|
| 1 | Strongly Disagree          | 7.27%  | 4     |
| 2 | Disagree                   | 7.27%  | 4     |
| 3 | Neither Agree nor Disagree | 12.73% | 7     |
| 4 | Agree                      | 49.09% | 27    |
| 5 | Strongly Agree             | 23.64% | 13    |
|   | Total                      | 100%   | 55    |

**Q4.4 - Discussions were an effective way to communicate with the group facilitator.**

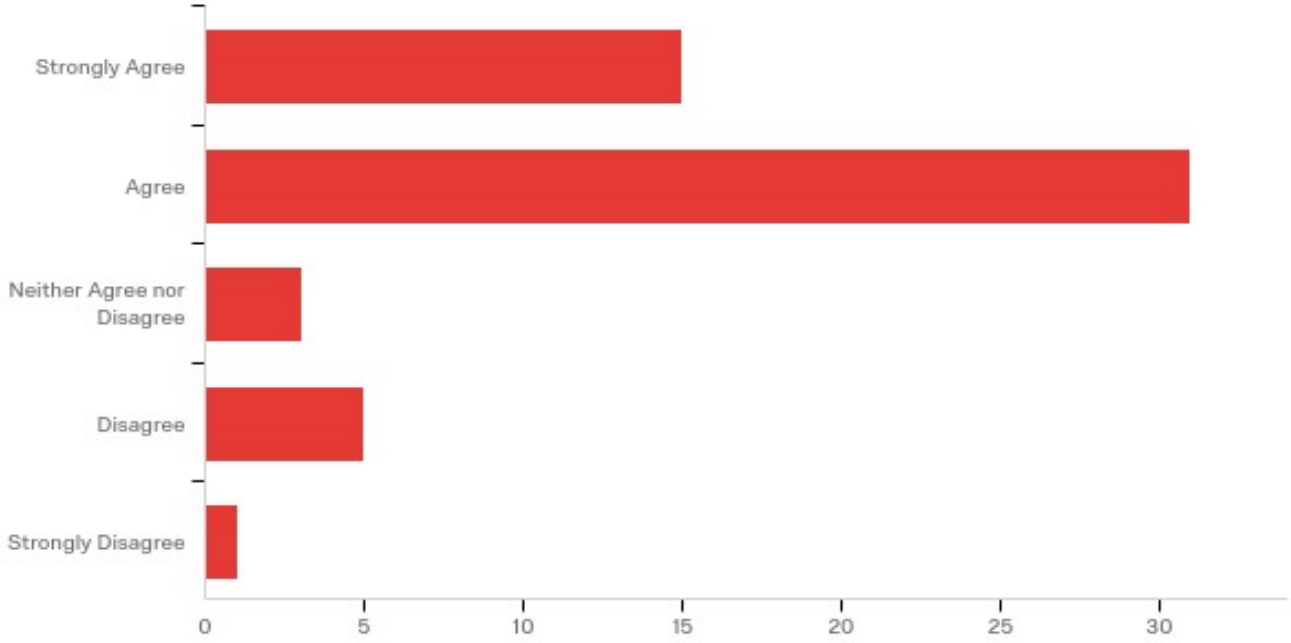


| # | Answer                     | %      | Count |
|---|----------------------------|--------|-------|
| 1 | Strongly Disagree          | 5.45%  | 3     |
| 2 | Disagree                   | 14.55% | 8     |
| 3 | Neither Agree nor Disagree | 36.36% | 20    |
| 4 | Agree                      | 36.36% | 20    |
| 5 | Strongly Agree             | 7.27%  | 4     |
|   | Total                      | 100%   | 55    |

#### Q4.5 - Please provide any additional comments you have regarding the Discussions.

|  |
|--|
| Please provide any additional comments you have regarding the Discussions.   |
| Some of the discussions felt forced as comments were required. Perhaps another alternative would be to partner participants?   |
| I wish this course could have incorporated some real time discussions through a multi video interface  |
| I would have liked to have a course member profile option that allowed me to click on a classmates name and see their information (institution, position, NCAA division etc). Often when reading through a discussion board I wanted to know who I was interacting with or at what type of institution they worked. I had to click back to the initial introductory discussion board to remind myself of these details. Being able to access this information within each discussion would have been beneficial. |
| To be honest, I completed my discussions early in the week and usually had my responses prior to the weekend. I had very little interaction with classmates who posted their first post on Fridays as I did not interact with the class over the weekends.   |
| I loved the discussions the most because it was a great way to share ideas and to see what other campuses are doing. This really helps with improving how we go about things on my campus.   |
| Discussions helped me understand how different universities address the issues. It was really helpful to see the differences between Division I, II, and III schools. Basically, you get what you put into a discussion assignment.  |
| It was great to "talk" with others and hear about their individual institutions and issues.  |
| I would have liked to had more insight from the facilitators during the discussion boards and not just in response to our posts.   |
| A means of separating the facilitators comments from the other comments would be helpful. Guiding thoughts from the facilitator on the modules would be great too.   |
| Discussions on our campus among staff taking the course was the MOST beneficial.   |
| It took a long time to get feedback from the facilitators, so it wasn't timely relevant.   |
| I really liked the insight provided by my classmates. It opened my eyes to different campuses and the way the advisors, or other folks perform there tasks. It is important to look at different ideas and methods in order to improve.  |
| Facilitator did not contribute much to the discussions, but there were so many discussions, I could have overlooked his input.   |
| Discussions were interesting, but I sometimes did not have the time to read them all carefully.  |

**Q4.6 - The required module Assignments were appropriate and beneficial.**



| # | Answer                     | %      | Count |
|---|----------------------------|--------|-------|
| 1 | Strongly Agree             | 27.27% | 15    |
| 2 | Agree                      | 56.36% | 31    |
| 3 | Neither Agree nor Disagree | 5.45%  | 3     |
| 4 | Disagree                   | 9.09%  | 5     |
| 5 | Strongly Disagree          | 1.82%  | 1     |
|   | Total                      | 100%   | 55    |

#### Q4.8 - Please provide any additional comments you have regarding the Assignments/Quizzes.

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

Some of the questions on the quiz were "tricky".

I found the NCAA language around eligibility confusing. I would have liked to spent more time on going over these materials.

I felt like I was back in school writing papers. I thought this would be more of a workshop.

I actually would have liked to cover all three divisions just because I could move to any school at any time. I know I can do this own my own, but it would have been nice to include in this section.

I found the information in the power points to be confusing and would have like more time and information on the rules

I completed all of the quizzes for Assignment 3. I disagreed with some of the answers based on the assigned readings and contacted the facilitator(s) but did not get a response.

I thought the quiz was quite difficult. Even though it was open book, it was difficult to follow, and I am pretty literal, so when you change the grammar of a sentence, it changes the meaning for me. Therefore, I had difficulty deciphering the answers as to how accurate they were. That is just my take and how I read and visualize.

I really disliked the structure of the assignments. I felt like the expectations of having to cite an academic journal per message board was unrealistic.

The quiz questions were misleading; I got a couple of them wrong simply because of how the question was worded. Seemed too much like a trick question in that the wording of the question did not match the material to which it alluded. Thus, I wasn't sure if the question was just phrased improperly or if it was intentional. That impacted how I answered.

I completed all three quizzes, I guess I needed to re-read Division I because the questions seemed tricky, clarity was an issue for me.

I thought the quiz had some "trick" questions. The way things were worded made me really struggle over the answers I chose and, as it turns out, I chose wrong in a number of cases! And as I mentioned before, i felt the content was skimmed over and I would have preferred supplemental reading along with each power point and a quiz on each division rather than squeezing it all into one week.

Confusing wording

It is the last week of the course, and my second assignment has never been graded. Seems like a long time to not have it graded. I also thought all of the readings were out-dated. It was rare to find one that was not older than 10 years. So much has changed in the last decade, that the readings didn't seem relevant and the research was very out dated too.

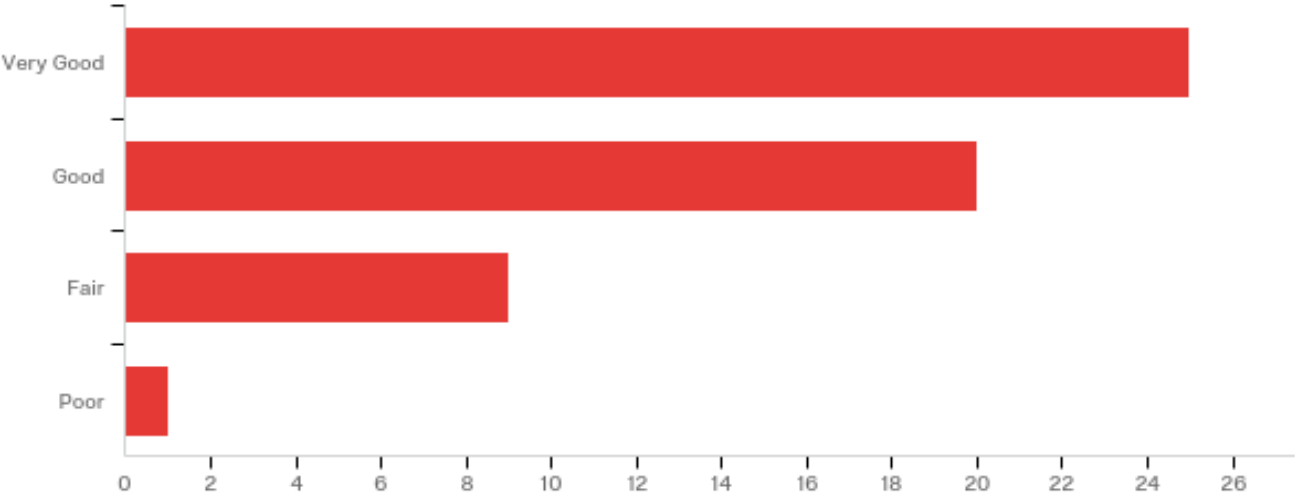
Is APA really necessary? I was attracted to the course to receive information and a new perspective. Assignment requirements and readings felt like graduate school expectations, which was a big turn off, when wanting professional development.

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

Some of the questions on the quiz were "tricky".

|  |
|--|
| <p>I found the NCAA language around eligibility confusing. I would have liked to spent more time on going over these materials.</p>  |
| <p>I felt like I was back in school writing papers. I thought this would be more of a workshop.</p>  |
| <p>I actually would have liked to cover all three divisions just because I could move to any school at any time. I know I can do this own my own, but it would have been nice to include in this section.</p>  |
| <p>I found the information in the power points to be confusing and would have like more time and information on the rules</p>  |
| <p>I completed all of the quizzes for Assignment 3. I disagreed with some of the answers based on the assigned readings and contacted the facilitator(s) but did not get a response.</p>   |
| <p>I thought the quiz was quite difficult. Even though it was open book, it was difficult to follow, and I am pretty literal, so when you change the grammar of a sentence, it changes the meaning for me. Therefore, I had difficulty deciphering the answers as to how accurate they were. That is just my take and how I read and visualize.</p>  |
| <p>I really disliked the structure of the assignments. I felt like the expectations of having to cite an academic journal per message board was unrealistic.</p>   |
| <p>The quiz questions were misleading; I got a couple of them wrong simply because of how the question was worded. Seemed too much like a trick question in that the wording of the question did not match the material to which it alluded. Thus, I wasn't sure if the question was just phrased improperly or if it was intentional. That impacted how I answered.</p>                                       |
| <p>I completed all three quizzes, I guess I needed to re-read Division I because the questions seemed tricky, clarity was an issue for me.</p>   |
| <p>I thought the quiz had some "trick" questions. The way things were worded made me really struggle over the answers I chose and, as it turns out, I chose wrong in a number of cases! And as I mentioned before, i felt the content was skimmed over and I would have preferred supplemental reading along with each power point and a quiz on each division rather than squeezing it all into one week.</p> |
| <p>Confusing wording</p>   |
| <p>It is the last week of the course, and my second assignment has never been graded. Seems like a long time to not have it graded. I also thought all of the readings were out-dated. It was rare to find one that was not older than 10 years. So much has changed in the last decade, that the readings didn't seem relevant and the research was very out dated too.</p>                                   |
| <p>Is APA really necessary? I was attracted to the course to receive information and a new perspective. Assignment requirements and readings felt like graduate school expectations, which was a big turn off, when wanting professional development.</p>  |

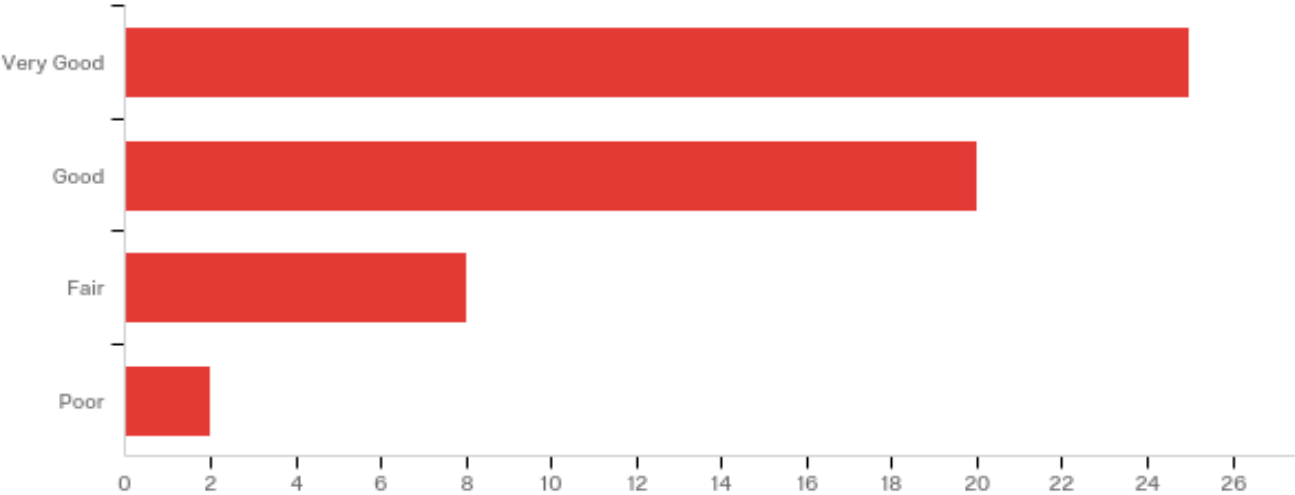
**Q5.3 - My group facilitator was engaged in the course and communicated with the group on a regular basis.**



| # | Answer    | %      | Count |
|---|-----------|--------|-------|
| 1 | Very Good | 45.45% | 25    |
| 2 | Good      | 36.36% | 20    |
| 3 | Fair      | 16.36% | 9     |
| 4 | Poor      | 1.82%  | 1     |
|   | Total     | 100%   | 55    |

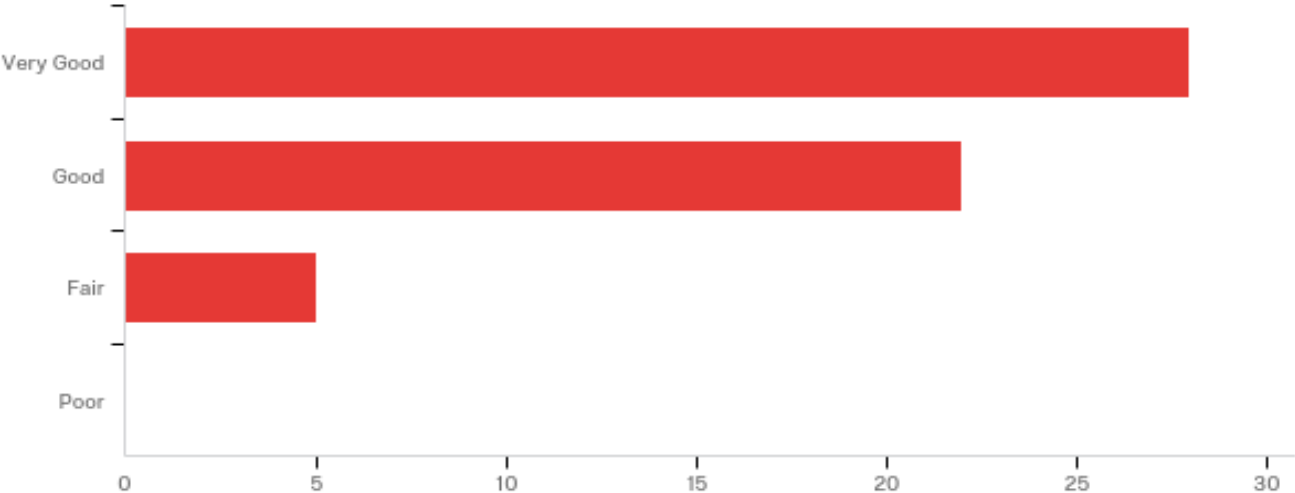


Q5.4 - My group facilitator responded to questions and comments in a timely manner.



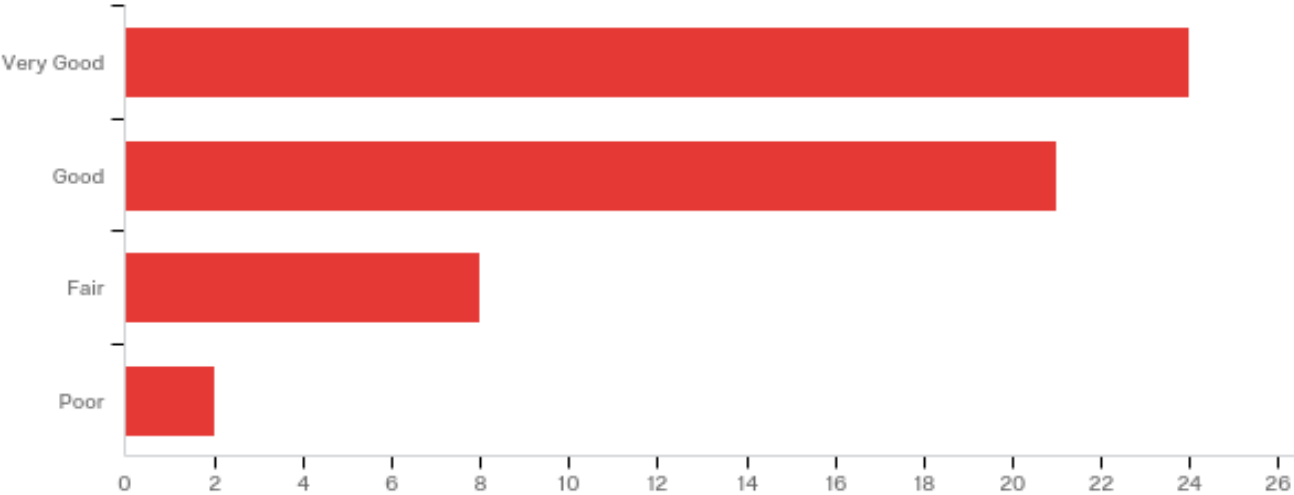
| # | Answer    | %      | Count |
|---|-----------|--------|-------|
| 1 | Very Good | 45.45% | 25    |
| 2 | Good      | 36.36% | 20    |
| 3 | Fair      | 14.55% | 8     |
| 4 | Poor      | 3.64%  | 2     |
|   | Total     | 100%   | 55    |

Q5.5 - My group facilitator was knowledgeable with respect to the subject matter.



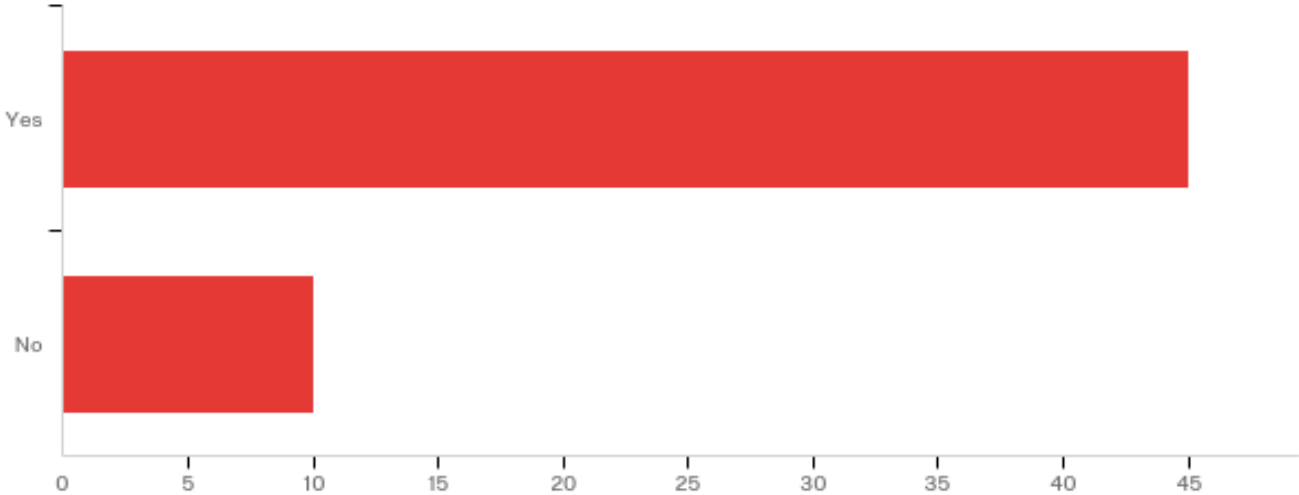
| # | Answer    | %      | Count |
|---|-----------|--------|-------|
| 1 | Very Good | 50.91% | 28    |
| 2 | Good      | 40.00% | 22    |
| 3 | Fair      | 9.09%  | 5     |
| 4 | Poor      | 0.00%  | 0     |
|   | Total     | 100%   | 55    |

**Q5.6 - My group facilitator shared their experience and offered advice.**



| # | Answer    | %      | Count |
|---|-----------|--------|-------|
| 1 | Very Good | 43.64% | 24    |
| 2 | Good      | 38.18% | 21    |
| 3 | Fair      | 14.55% | 8     |
| 4 | Poor      | 3.64%  | 2     |
|   | Total     | 100%   | 55    |

Q6.2 - Would you recommend this online course to a colleague?

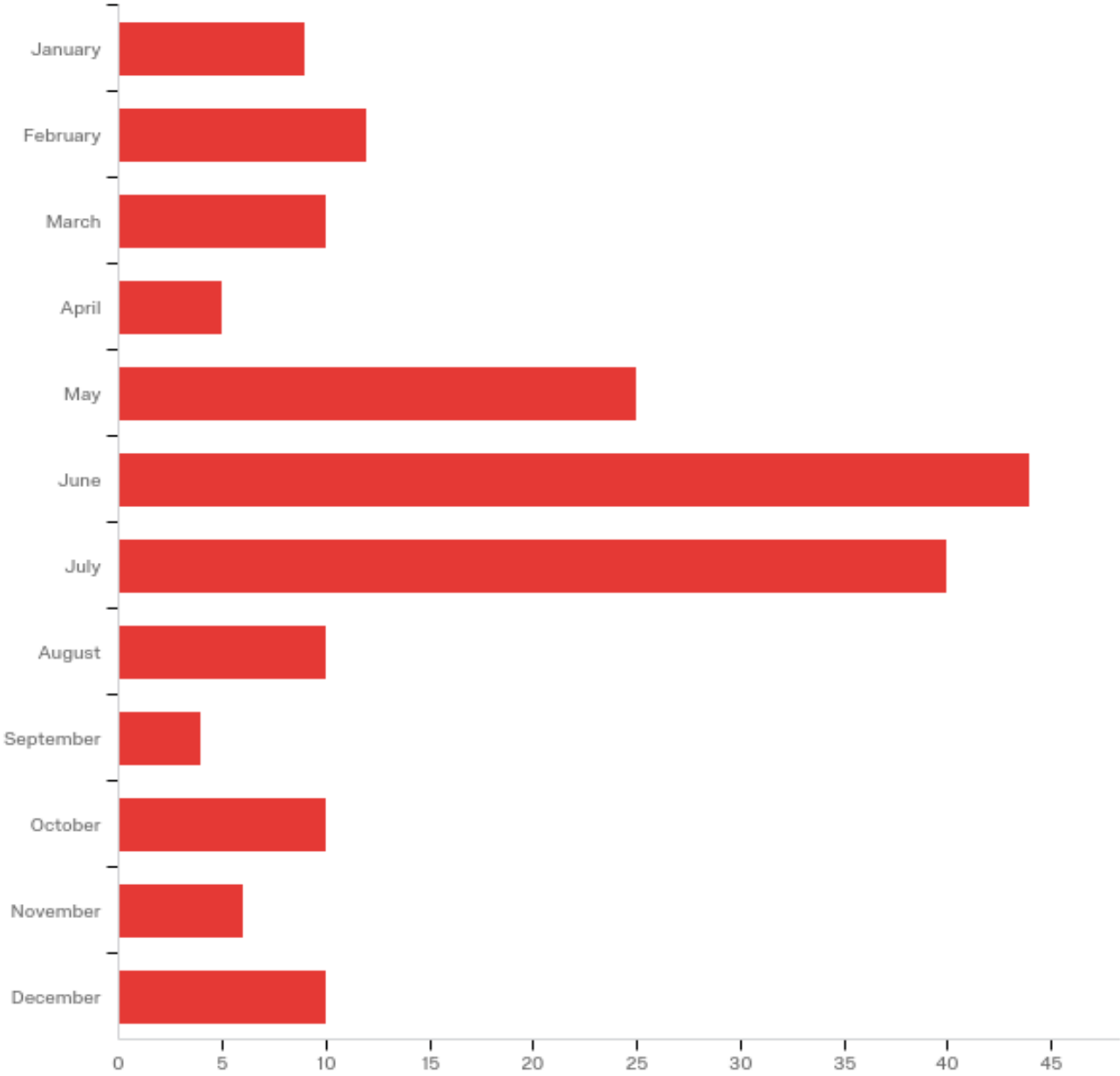


| # | Answer | %      | Count |
|---|--------|--------|-------|
| 1 | Yes    | 81.82% | 45    |
| 2 | No     | 18.18% | 10    |
|   | Total  | 100%   | 55    |

**Q6.3 - If not, why would you not recommend the course?**

If not, why would you not recommend the course?

**Q6.4 - 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 |
|---|----------|-------|-------|
| 1 | January  | 4.86% | 9     |
| 2 | February | 6.49% | 12    |
| 3 | March    | 5.41% | 10    |
| 4 | April    | 2.70% | 5     |

|    |           |        |     |
|----|-----------|--------|-----|
| 5  | May       | 13.51% | 25  |
| 6  | June      | 23.78% | 44  |
| 7  | July      | 21.62% | 40  |
| 8  | August    | 5.41%  | 10  |
| 9  | September | 2.16%  | 4   |
| 10 | October   | 5.41%  | 10  |
| 11 | November  | 3.24%  | 6   |
| 12 | December  | 5.41%  | 10  |
|    | Total     | 100%   | 185 |

## Q6.5 - 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?  |
| Transfer information/regulations.  |
| NCAA Eligibility Requirements - although some what confusing   |
| Student-athlete identity, Subsets of student-athlete population, Support specific to student-athletes, and Transitioning out of sport.   |
| The information pertaining to student-athletes transitioning out of their sport.   |
| The last module that discussed transition. I liked the content and most of the articles were up to date. This is a problem that athletes need help with and advisors should understand the concerns.   |
| Discussion of Sub-groups and services needed.  |
| NCAA APR guidelines  |
| All the information was beneficial   |
| LGBTQ INFO   |
| Case studies and critical thinking questions/discussion  |
| I appreciated the articles and the discussion boards   |
| The discussions and readings were most beneficial. It would nice to have the resources and articles available after the course ends.   |
| Unfortunately, this course was not very beneficial to me. There was far too much reading, and the same participants commenting on the same discussions. I would rather have seen more variation in the assignments . I enjoyed the Subsets of the Student-Athlete Population module because it was new information for me, helped me get a better perspective on how I should think of the student-athlete as a whole, not just as an athlete. |
| Career Transition  |
| The discussions were helpful because I saw other advisors have these same issues.  |
| The discussions on athletic culture at your university. I wasn't really aware of athletic culture, I was very ignorant. I also found value in the detailed case studies on NCAA eligibility.   |
| Learning that there is information on student-athletes and their college experience.   |
| I learned that all schools are very different.   |
| All information about how student-athletes are a non-traditional student group and the different experiences they have in college.   |
| The modules and the topics   |
| The overview of advising concepts and theories. As well as the case studies.   |
| All of it!   |
| The Modules I found most helpful was looking at the sub groups with thin student athletes as well as the transition out of sport module  |
| Articles   |
| I thought I would be learning more about the NCAA. However I learned more about the student athlete experience which was very beneficial   |



|   |
|---|
| Other advisors advice   |
| Transitioning out of sports, however, all of the topics were really interesting and I feel as though I learned a lot of great information about student athletes.   |
| .   |
| I enjoyed learning about the different NCAA division level I believe that was module 7. Being that I work at a 2 year institution I felt it was very beneficial knowledge for me to learn especially in attempting to transfer my athletes forward to the 4 year level. I also enjoyed learning about the history and the NCAA. |
| Eligibility   |
| Student entry and progress toward degree requirements, career readiness   |
| The interaction with others in the course. I learned a few things I may try and my school.  |
| I found the power point presentations on academic eligibility beneficial. I was expecting more of that type of content throughout the course.   |
| The academic eligibility chapter!   |
| NCAA information, Theories of developmental advising. Support specific to student athletes, and the subsets of student athletes.  |
| The NCAA Guide for the College-Bound Student Athlete  |
| Learning about advising student athletes. The reading material was helpful.   |
| The review of the NCAA rules.   |
| Course reading and discussions  |
| The information about the history of advising student-athletes was most beneficial.   |
| Recruiting, eligibility and transfer process  |
| The articles we read were thought provoking and did give me some ideas on possibly changing our procedures and how we organize our staff.   |
| Specific rules regarding Division One Athletes and hours they are allowed to spend on their sport.  |
| .   |
| The reading materials and discussion board posts  |
| Meeting weekly with colleagues to discuss readings was the most beneficial aspect of this course.   |
| I found the discussions to be most beneficial to me. I enjoyed receiving and providing feedback to other course participants. Also, I found the rubrics to be very beneficial in helping me to meet specific learning objectives.   |
| readings  |
| Module 3: Student Athlete Experience and Identity   |
| Responding to the Developmental Needs of Student Athletes (Valentine & Taub)  |
| n/a   |
| I honestly can't say that I learned anything new that will benefit me in helping advise my student athletes.  |
| The discussions our campus advisors held outside of class to discuss how the information applied to our institution.  |
| The information regarding the struggles of student-athletes with learning challenges.   |
| N/A   |



## Q6.6 - 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...  |
| My educational and work experience are in counseling and advising so some of the theory at the beginning was information that I knew already.   |
| It was all very beneficial  |
| Initial Eligibility - because this is what I deal with on a daily basis I was already familiar with the content. However, this is VERY important content that should have been covered in more depth and more effectively.  |
| None, I found that all the modules and topics were beneficial for the course.   |
| The culture aspect I think is important, but I needed to learn about this from others at my university. It was beneficial for me to learn about this on my own. Having individuals from similar situations in my group would have made for a better experience.   |
| NCAA history and Advising theory  |
| all content was beneficial  |
| I found it all to be useful and helped me learn about this area   |
| Counseling the student athlete  |
| The readings were packed full of valuable information, but at times there was just too much to read. This does not mean they were beneficial, but could have benefited more from less readings and being able to dive in more. I will have time to do so moving forward, but over those 8 weeks it was quite busy and difficult to do so. |
| none  |
| Everything was beneficial.  |
| N/A   |
| n/a   |
| History   |
| Really the journal articles and studies did nothing for me. Perhaps this course should only be marketed towards those just starting their career although many have had this information in masters programs.   |
| The out of date publications left me wondering where we stand today - I'm assuming there has been some progress on some of the issues identified in the publications.   |
| Nothing   |
| NCAA rules and regulations regarding eligibility as a DIII school we do not have any rules.   |
| Some of the articles  |
| Nothing I enjoyed every topic!  |
| None of it.   |
| I found that module 4 and module 7 were very similar.   |
| Nothing   |
| I really would like more information on the NCAA rules and regulations and examples of how advisors keep up with them and can help the student navigate through them.   |

|   |
|---|
| na  |
| All of the information was beneficial to me.  |
| .   |
| I didn't enjoy reading the research based articles the ones that had case studies. Often times they were to long and repetitive from article to article.  |
| N/A   |
| All were beneficial. Advising Student-Athlete model would likely be my least beneficial only because I had already read each of the assigned articles.  |
| Some of the reading material was dated but I suppose it was important to get a historical reference at times.   |
| None  |
| I enjoyed the modules with a specific focus on advising student athletes because that's my interest area, however, my current job works with advising all students so I really got more out of the readings that focused on overall advising modules. I also really liked the history of the NCAA readings and learning more about how college sports have evolved to where they are now.   |
| The experience and identity of student athletes. I think as humans, we all want to be a part of a group and/or groups. It is the way we connect. Athletics is a unique experience in that it is very time consuming and connects people more deeply than almost any other group. The old adage really has true significance - Those that Play Together, Stay Together. That is an important bond, plus these kids really don't have much time to engage in anything else. The time commitment today is huge - especially for D1 athletes. |
| Reading so many academic journals ... many of us work full time jobs, we cannot read that many academic journals in a week. Incredibly unrealistic.   |
| Not sure  |
| It would have been more beneficial if the readings were more up to date and prioritized more -- there were so many articles that it was difficult to determine which ones would be the most useful without putting in extensive hours to the course.  |
| Some old articles (1990-1998)   |
| N/A. It was all beneficial in some way.   |
| All of the information was interesting but the history of the NCAA was maybe the least beneficial.  |
| This is difficult to answer. I don't want to be rude because I know people put a LOT of work into creating this course. And the course was good, it just didn't fit my expectations. I hoped to come out of this class with greater confidence in my knowledge of eligibility, rules, and procedures for athletes in a 2 year college. My confidence has not increased at all.  |
| Nothing was less beneficial than anything else in the course.   |
| .   |
| Some of the articles I felt were a little repetitive and too similar in content   |
| The outdated readings.  |
| N/A   |
| some of the discussions   |

|                                 |
|---------------------------------|
| All of it was beneficial.       |
| n/a                             |
| All the out-dated information.  |
| Out dated readings.             |
| I found it all very beneficial. |
| N/A                             |

## Q6.7 - How could this online course be improved?

|  |
|--|
| How could this online course be improved?  |
| More information about JUCO/NJCAA, etc.  |
| As noted before, to have some of the class discussions happen verbally in real time via video format   |
| Less "paper" style writing in the beginning of the course and more question and answer or discussion.  |
| In my opinion, this course is put together very well and is easy to navigate.  |
| The course content needs to be updated. The readings were too old. I think we can learn a lot from individuals in different institutions and in different situations, but I think it would have been beneficial to me to be in discussions with more similar universities to my own. |
| I would have liked more time to digest the material. I felt rushed, but that's because it's my busy time of year.  |
| no suggestions for improvement   |
| I would maybe have more interaction with those who are taking the course.  |
| Up to date research  |
| More interactive/case study type things. Putting us in actual situations and making us find ways to respond or act and then discussing it.   |
| none   |
| The course could be improved by making it six (6) weeks instead of 8. During the 7th and 8th week, university activities pick up making it more difficult to participate in the discussion boards.   |
| More variation in assignments. Far too much reading/writing.   |
| n/a  |
| NA   |
| This course felt like it was just a pared down version of the KSU course offered in it's online masters. I was looking forward to more discussion and actually hearing from advisors and not reading studies and writing about them.   |
| Update the pubs.   |
| It was a good course. There were enough assignments. Just right in order to complete with a full-time job.   |
| Have institutions offer to share more individual information - perhaps create a contact sheet for those that wouldn't mind being contacted to share their experiences.   |
| Add a text book  |
| It's great !   |
| Can't think of anything at this time.  |
| Opportunity for participants to share more about the services they specifically provide to their student athletes. Uploads of helpful tools.   |
| I like the scenarios, maybe match scenarios to the weekly topic  |
| I really would like more information on the NCAA rules and regulations and examples of how advisors keep up with them and can help the student navigate through them.  |
| na   |

|   |
|---|
| This course, while beneficial should be for six weeks only.   |
| .   |
| Make more of the modules like module 7. Less research based articles and more applicable articles and power points that apply to everyday useful information for advisors and coaches.  |
| N/A   |
| Use of video-based articles either as required or supplementary instruction is helpful, especially those highlighting extraordinary efforts being made by institutions and athletic departments. One of the more enjoyable aspects of the course was finding out about what other schools are doing or identify as best practices.  |
| By providing more blueprints for new athletic academic advisors to follow as professionals.   |
| More feedback/instruction throughout the course.  |
| I don't have any suggestions for improvement - thought the course was great!  |
| I don't have enough experience taking classes right now to make a significant contribution to this question. I really liked the class.  |
| Reformat the way this course is designed. I don't believe reading academic journals is the way to make this engaging and worth the price.   |
| 6 weeks instead of 8  |
| More actual instruction and interaction from the facilitator. More up to date resources. The NCAA rules resources were up to date which was useful.   |
| More case studies.  |
| Less readings would be helpful. Hard to get through them all in 1 week when I have full-time work and outside work commitments. I ended up having to pick and choose which readings to do based on the message board/assignment prompt.   |
| I was pleasantly surprised, how easy it was to navigate the course and to do the work. The course seemed overwhelming initially but after the first week I determined it was not as bad as I thought.   |
| I would recommend adjusting the focus with more emphasis on the rules and less emphasis on the personal, so that the emphasis on each is at least equal.  |
| The navigation of the canvas page was a little bit confusing and it was my first experience with Canvas.  |
| .   |
| Possibly allowing two weeks to do the readings and then the posts or breaking up the amount of information/readings each week. I felt I did not have enough time to do all of the readings before needing to post. As mentioned in other questions, the readings must be updated! We were asked to read articles that were 20+ years old! Older readings about theory are great. Readings about practice must be no older than 5 years. |
| Perhaps the course could be condensed into 4 weeks instead of 8 weeks. The use of video along with the readings would have enhanced some of the topics.   |
| I like the quizzes and would appreciate more quizzes, fewer essays. Quizzes need better wording so the choices are clear and reflect the module   |
| More timely feedback on submitted assignments.  |
| n/a   |
| All of the reading material should be updated. All of the research should be updated as well. To read decade (or even older) material was not applicable or beneficial in any way.  |
| Up dated readings with recorded lectures.   |
| I think it would be helpful to add the NJCAA in the conversation since many NJCAA students transfer to NCAA schools.  |

N/A

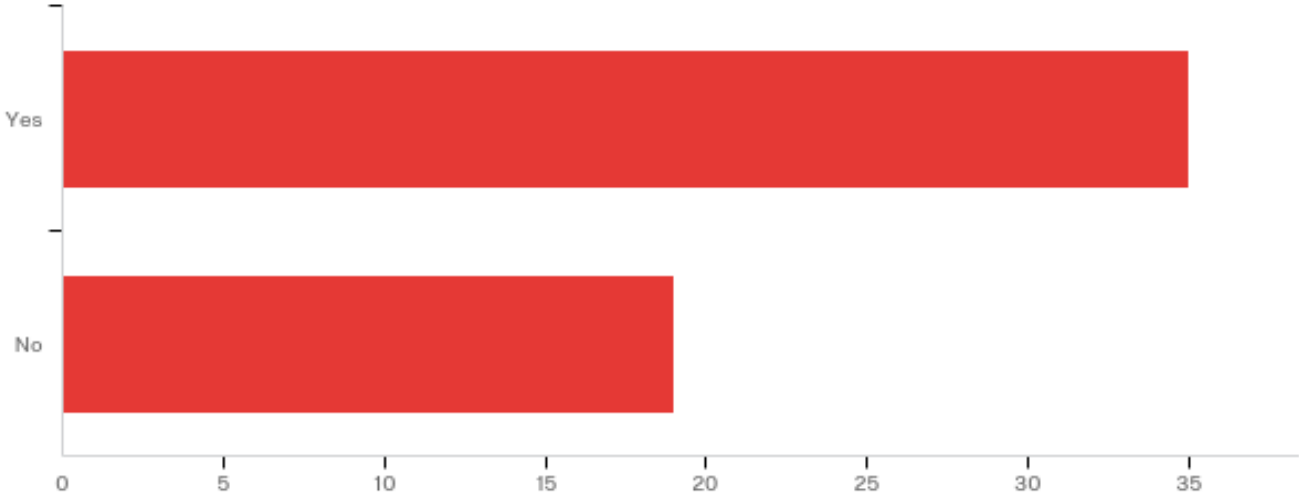


**Q6.8 - Please list other topics and/or areas of study you believe should be considered for inclusion in future offerings of this course or for new courses.**

|   |
|---|
| Please list other topics and/or areas of study you believe should be consid...  |
| I think we could have dived deeper into transgender athletes.   |
| Maybe more information on the NCAA history and its role will help.  |
| mental illness  |
| More about students with disabilities   |
| N/A   |
| n/a   |
| What are the ongoing issues of the sub-populations in student-athletes. What is being done to help student-athletes with situations of sexual harassment or violence? Drug use?   |
| Student athletes with disabilities  |
| When I attended N4A this summer, they sessions were designed to fit a certain track. I would like to see those tracks covered more in-depth, especially for those new to the field.   |
| na  |
| NJCAA (minimal info)  |
| Could include case studies of various DI, DII, and DIII institutions and highlight their advising and/or counseling structure.  |
| Compliance rules/ issues that may arise with student-athletes   |
| My specific area of interest has always been in sports psychology and performance enhancement for college-level athletes. I enjoy learning about visualization, motivation, goal-setting, etc. to help athletes achieve their athletic goals. I realize, however, that this is a course for NACADA academic advisors and that what I want to learn more about is a bit outside of the scope of what I do currently. If there were other courses offered in this area, however, I'd be interested and have been looking in to some online programs in this area. |
| More help with the NCAA eligibility requirements as well as their rules. I found that to be quite confusing and I needed more support with that.  |
| NCAA and academic honesty<br>Title IX   |
| None  |
| A nacada course on supervising an advising team or facilitating best advising practices among a group of advisors   |
| Advising for first-year students  |
| Academic Advising for first-year and at-risk students.  |
| More articles on successful and effective academic advising support structures for student athletes. More articles with innovative ideas to improve support for this population.  |
| n/a   |
| N/A   |



**Q6.9 - Would you be interested in taking an additional second-level advising student athletes online course if it was available?**



| # | Answer | %      | Count |
|---|--------|--------|-------|
| 1 | Yes    | 64.81% | 35    |
| 2 | No     | 35.19% | 19    |
|   | Total  | 100%   | 54    |

## Q6.10 - 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?  |
| More on community college/2 year student athletes.   |
| Supporting Transgender athletes; transitioning from DVII to DVI  |
| Continued research on the topic of Student-Athlete Identity and Out of Sport Transitioning   |
| Current best practices. How to gain Athletic Department support/buyin.   |
| grs and apr  |
| Eligibility, Time Management/Balance, Scheduling during season   |
| Working with coaches that prefer sport over academics  |
| Any  |
| counseling the student athlete who has had a career ending injury  |
| Any....I love learning. :)   |
| More eligibility and compliance stuff  |
| more on the regulations, how to get students to come to advising outside of scheduling concerns, how to reach out to other campus groups |
| Student-Athlete Development and Wholistic Advising Approaches and Techniques, including campus partnerships.                             |
| More in depth reading about each level of the NCAA rules regulations ect   |
| More on eligibility  |
| Best practices and advising models/structure of Universities around the country  |
| More scenario/case study work  |
| not sure   |
| More NCAA information. More case studies to support flushing out the rules and regs.   |
| More on the financial benefits of the NCAA in regards to student-athlete athletic participation.   |
| Compliance and more legal specific rules, what additional help are athletes allowed to receive that other students go without.           |
| .  |
| Career Planning  |
| i am not sure  |
| The transition from NJCAA to NCAA schools for student-athletes.  |

**Q6.11 - Please add any additional comments/suggestions below:**

Please add any additional comments/suggestions below:

Enjoyed the course, but should only be 4 or 6 weeks long

I enjoyed this and would like to take another course this coming summer. Thanks!

It was good for me to take this course. I'm certain that I'm a better fit as an academic advisor, than as an athletics advisor.

Assignments were graded very slowly. It is hard to know if you are working to the desired/appropriate level without assignments being graded in a timely manner.

Thank you for offering this course! As a new advisor, I found it very helpful!

no comments

None

This was the very first online course I have ever taken. It was a great experience! I loved how organized it was. It truly enhanced my knowledge of academic advising of student-athletes.