

AXIO SURVEY

Offering Report

Advising Student Athletes Commission survey: Athlete commission survey

Summary

Survey Name:

Advising Student Athletes Commission survey

Offering Name:

Athlete commission survey

Offering Date:

6/3/10 to 6/16/10

Statistics

Started: **74** out of **312**

Opted out before starting: **9**

Completed: **54**

Drop outs after starting: **20**

Drop outs by page number:

- Page 1: **6**
- Page 2: **2**
- Page 3: **4**
- Page 4: **12**
- Page 5: **2**

Average completion times:

- Average Time To Complete Survey: **30 minutes 24 seconds.**
- Average Time Spent Before Quitting: **7 minutes 3 seconds.**

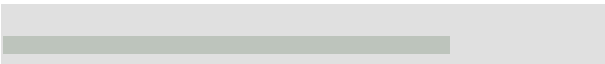

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Note: Survey result percentages are always out of the total number of people who participated in the survey.

Page 1

Question 1

Sex

Female		55 (74.32%)
Male		19 (25.68%)
N/R		0 (0%)

Question 2

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

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User Responses

Close

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

- student athlete academic support
- Student Activities Coordinator with advising responsibilities

Close

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18

590

No assigned students

none

32

420

495

70

300

150

30

61

300

0

student's not assigned

50

4000

500

0 specifically

75

600+

0

0

Approx. 400

20

350+/-

100

350

80

around 1000

0

350

apx. 110 phys ed majors

n/a

80

35

75

Athletes and general pop.

50

450

220-275

60

225

750

120

approximately 1,250

varies each semester

425

150

No Defined Caseload

Unknown

600

115-160

850

250

4000

200

58

300

open advising

[Hide Responses](#)

Question 4

Number of student athletes advisees assigned to you.

[Hide Responses](#)

unknown

400

325

37

10-15

23

1

100

130

100

5

10

N/A

18

590

85 among 4 advisors

none

7-10

20

42

24

20

150

0

55

150

0

Any athlete

3 to 5

300

0

~90 certifications only

5

40

0

0

No designated # approx 10

7

5

40

20

80

around 25 to 40

0

20

60-70

n/a

40

300

50

Don't assign 475 athletes

50

15-20

about 50

70

150

25

63

N/A (open advising model)

varies

80

150

Around 80

40

20

21

150-200

41

160

150

4

125

open advising

[Hide Responses](#)

Question 5

Which **ONE** of the following best describes the athletic division your institution primarily compete in intercollegiate athletics

NCAA Division I		43 (58.11%)
NCAA Division II		11 (14.86%)
NCAA Division III		7 (9.46%)
NJCAA		9 (12.16%)
Other:		2 (2.7%)
N/R		2 (2.7%)

[View Other Text](#)

Question 6

Size of your institution's undergraduate enrollment (approximate number).

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User Responses

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Which ONE of the following best describes the athletic division your institution primarily compete in intercollegiate athletics

- Canadian Collegiate leagues

- Canadian

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11,500

30000

16,000

20000

16000-18000+

53000

35000

13500

17000

51000

10,000

28,000

11,000

7,500

4000

8000

11,000

1100

60,000

16000

1600

6,000

11000

2500

6000

12000

27,000

7500

3000

4500

12000

16000

3400

24,000

16000

17000

14000

3,500

13000

550

22000

4000

5400

25,000

4500

3,000

20,000

15000

15000

10,000

17,000

30,000

29,000

40,000

17,000

2,500

18000

1100

52,000

1800

48000

21000

8,500

4000

24,000

7000

22,000

10,000

18000

5000

8,000

11,200

2200

[Hide Responses](#)**Question 7**Which **ONE** of the following best describes how you get your information about NCAA rules.

NCAA Publications/Website		13 (17.57%)
Popular Media		1 (1.35%)
Other academic advisors		2 (2.7%)
Institution's athletics department		53 (71.62%)
Other:		4 (5.41%)
N/R		1 (1.35%)

[View Other Text](#)**Question 8**Which of the following best describes your **ethnic background**?

African American		6 (8.11%)
Native American		0 (0%)
Hispanic/Latino		2 (2.7%)
Asian American		2 (2.7%)
European American/White		61 (82.43%)
Other:		1 (1.35%)
N/R		2 (2.7%)

[View Other Text](#)**Question 9**

How long have you been advising?

Less than 3 years		6 (8.11%)
3 years but less than 5 years		9 (12.16%)
5 years but less than 10 years		17 (22.97%)
10 years but less than 15 years		17 (22.97%)
More than 15 years		24 (32.43%)
N/R		1 (1.35%)

Question 10

Did you participate in intercollegiate athletics?

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User Responses

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Which ONE of the following best describes how you get your information about NCAA rules.

- NCAA Compliance Officer, Faculty Athletic Rep, and Registrar
- NCAA Regional Rules Seminar
- My involvement with NCAA/NACADA
- NCAA Regional Compliance Seminars and N4A conferences

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User Responses

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Which of the following best describes your ethnic background?

- Just American

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Yes		23 (31.08%)
No		50 (67.57%)
N/R		1 (1.35%)

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Question 11

Academic Advisor's Perceptions: Please rate advising functions that are being performed by you in advising student-athletes. Each statement will be rated on two scales. In this first question, **mark the extent to which you feel the function should be a part of the advisor's role.** In the right column. A "1" indicates the statement should not be a function or is actually not performed with all student-athlete advisees. A "5" indicates the statement should definitely be and actually is performed with all student-athlete advisees.

11.1 Encourage involvement in activities/organization to explore potential.

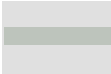





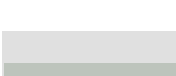


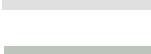












Not a function that should be performed		0 (0%)
-		5 (6.76%)
-		10 (13.51%)
-		32 (43.24%)
Definitely a function that should be performed		22 (29.73%)
N/R		5 (6.76%)

11.2 Know procedures for pre-registration, drop/add, withdrawal, etc.

Not a function that should be performed		1 (1.35%)
-		1 (1.35%)
-		2 (2.7%)
-		3 (4.05%)
Definitely a function that should be performed		62 (83.78%)
N/R		5 (6.76%)

11.3 Interact with students outside of class and appointments through organizations, committees, research, informal contacts, etc.

Not a function that should be performed		2 (2.7%)
-		14 (18.92%)
-		18 (24.32%)
-		22 (29.73%)

Definitely a function that should be performed		13 (17.57%)
N/R		5 (6.76%)
11.4 Help students improve interpersonal skills.		
Not a function that should be performed		1 (1.35%)
-		6 (8.11%)
-		18 (24.32%)
-		23 (31.08%)
Definitely a function that should be performed		21 (28.38%)
N/R		5 (6.76%)
11.5 Discuss long-term goals.		
Not a function that should be performed		1 (1.35%)
-		0 (0%)
-		0 (0%)
-		18 (24.32%)
Definitely a function that should be performed		50 (67.57%)
N/R		5 (6.76%)
11.6 Know student's values and attitudes.		
Not a function that should be performed		1 (1.35%)
-		0 (0%)
-		9 (12.16%)
-		35 (47.3%)
Definitely a function that should be performed		24 (32.43%)
N/R		5 (6.76%)
11.7 Accurately explain academic requirements to advisees.		
Not a function that should be performed		1 (1.35%)
-		0 (0%)
-		0 (0%)
-		4 (5.41%)
Definitely a function that should be performed		64 (86.49%)
N/R		5 (6.76%)
11.8 Know about resources and services to which an advisee may be referred regarding major selection.		
Not a function that should be performed		1 (1.35%)
-		0 (0%)

-		0 (0%)
-		6 (8.11%)
Definitely a function that should be performed		62 (83.78%)
N/R		5 (6.76%)

11.9 Assist advisees with course selection to enhance career aspirations.

Not a function that should be performed		1 (1.35%)
-		0 (0%)
-		2 (2.7%)
-		11 (14.86%)
Definitely a function that should be performed		55 (74.32%)
N/R		5 (6.76%)

11.10 Assist students in evaluating internships and employment opportunities.

Not a function that should be performed		4 (5.41%)
-		5 (6.76%)
-		17 (22.97%)
-		24 (32.43%)
Definitely a function that should be performed		19 (25.68%)
N/R		5 (6.76%)

11.11 Assist students in selecting programs/majors appropriate to their abilities and interests.

Not a function that should be performed		1 (1.35%)
-		0 (0%)
-		3 (4.05%)
-		24 (32.43%)
Definitely a function that should be performed		41 (55.41%)
N/R		5 (6.76%)

11.12 Monitor students progress towards degree.

Not a function that should be performed		1 (1.35%)
-		1 (1.35%)
-		6 (8.11%)
-		10 (13.51%)
Definitely a function that should be performed		51 (68.92%)

N/R		5 (6.76%)
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11.13 Inspire students to accept responsibility for their academic planning.

Not a function that should be performed		1 (1.35%)
-		0 (0%)
-		2 (2.7%)
-		9 (12.16%)
Definitely a function that should be performed		57 (77.03%)
N/R		5 (6.76%)

11.14 Educate students on how to access registration information (i.e., Internet).

Not a function that should be performed		1 (1.35%)
-		0 (0%)
-		1 (1.35%)
-		15 (20.27%)
Definitely a function that should be performed		52 (70.27%)
N/R		5 (6.76%)

11.15 Help students explore the relationship between education and the world of work.

Not a function that should be performed		1 (1.35%)
-		2 (2.7%)
-		10 (13.51%)
-		35 (47.3%)
Definitely a function that should be performed		21 (28.38%)
N/R		5 (6.76%)

11.16 Know about special course information (i.e., prerequisites, content, lab fees).

Not a function that should be performed		1 (1.35%)
-		1 (1.35%)
-		2 (2.7%)
-		15 (20.27%)
Definitely a function that should be performed		50 (67.57%)
N/R		5 (6.76%)

11.17 Encourage students to consider learning style when selecting courses.

Not a function that should be performed		0 (0%)
-		6 (8.11%)
-		11 (14.86%)

-		24 (32.43%)
Definitely a function that should be performed		28 (37.84%)
N/R		5 (6.76%)

11.18 Explore how non-academic issues (i.e., athletic participation, work, parenthood, commuting) may impact the student's ability to manage the credit load attempted.

Not a function that should be performed		1 (1.35%)
-		2 (2.7%)
-		6 (8.11%)
-		16 (21.62%)
Definitely a function that should be performed		44 (59.46%)
N/R		5 (6.76%)

11.19 Inform students of the career paths taken by graduates in the program(s).

Not a function that should be performed		1 (1.35%)
-		4 (5.41%)
-		15 (20.27%)
-		26 (35.14%)
Definitely a function that should be performed		23 (31.08%)
N/R		5 (6.76%)

11.20 Know about the employment market and employer expectations for your program(s)

Not a function that should be performed		2 (2.7%)
-		9 (12.16%)
-		24 (32.43%)
-		19 (25.68%)
Definitely a function that should be performed		15 (20.27%)
N/R		5 (6.76%)

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Question 12

Academic Advisor's Perceptions: Please rate advising functions that are being performed by you in advising

student-athletes. Each statement will be rated on two scales. In this second question, **mark the extent to which you actually perform that function.** In the right column. A "1" indicates the statement should not be a function or is actually not performed with all student-athlete advisees. A "5" indicates the statement should definitely be and actually is performed with all student-athlete advisees.

12.1 Encourage involvement in activities/organization to explore potential.

A function I never perform		1 (1.35%)
-		7 (9.46%)
-		14 (18.92%)
-		19 (25.68%)
A function I always perform		24 (32.43%)
N/R		9 (12.16%)

12.2 Know procedures for pre-registration, drop/add, withdrawal, etc.

A function I never perform		1 (1.35%)
-		0 (0%)
-		2 (2.7%)
-		5 (6.76%)
A function I always perform		57 (77.03%)
N/R		9 (12.16%)

12.3 Interact with students outside of class and appointments through organizations, committees, research, informal contacts, etc.

A function I never perform		3 (4.05%)
-		13 (17.57%)
-		16 (21.62%)
-		18 (24.32%)
A function I always perform		15 (20.27%)
N/R		9 (12.16%)

12.4 Help students improve interpersonal skills.

A function I never perform		1 (1.35%)
-		9 (12.16%)
-		17 (22.97%)
-		22 (29.73%)
A function I always perform		16 (21.62%)

N/R 9 (12.16%)

12.5 Discuss long-term goals.

A function I never perform	0 (0%)
-	1 (1.35%)
-	2 (2.7%)
-	20 (27.03%)
A function I always perform	42 (56.76%)
N/R	9 (12.16%)

12.6 Know student's values and attitudes.

A function I never perform	3 (4.05%)
-	3 (4.05%)
-	11 (14.86%)
-	27 (36.49%)
A function I always perform	21 (28.38%)
N/R	9 (12.16%)

12.7 Accurately explain academic requirements to advisees.

A function I never perform	0 (0%)
-	0 (0%)
-	0 (0%)
-	3 (4.05%)
A function I always perform	62 (83.78%)
N/R	9 (12.16%)

12.8 Know about resources and services to which an advisee may be referred regarding major selection.

A function I never perform	0 (0%)
-	0 (0%)
-	3 (4.05%)
-	11 (14.86%)
A function I always perform	51 (68.92%)
N/R	9 (12.16%)

12.9 Assist advisees with course selection to enhance career aspirations.

A function I never perform	0 (0%)
-	0 (0%)
-	8 (10.81%)

-		22 (29.73%)
A function I always perform		35 (47.3%)
N/R		9 (12.16%)

12.10 Assist students in evaluating internships and employment opportunities.

A function I never perform		3 (4.05%)
-		15 (20.27%)
-		19 (25.68%)
-		18 (24.32%)
A function I always perform		10 (13.51%)
N/R		9 (12.16%)

12.11 Assist students in selecting programs/majors appropriate to their abilities and interests.

A function I never perform		1 (1.35%)
-		0 (0%)
-		7 (9.46%)
-		18 (24.32%)
A function I always perform		38 (51.35%)
N/R		10 (13.51%)

12.12 Monitor students progress towards degree.





A function I never perform		2 (2.7%)
-		2 (2.7%)
-		4 (5.41%)
-		10 (13.51%)
A function I always perform		47 (63.51%)
N/R		9 (12.16%)

12.13 Inspire students to accept responsibility for their academic planning.

A function I never perform		1 (1.35%)
-		0 (0%)
-		6 (8.11%)
-		15 (20.27%)
A function I always perform		43 (58.11%)





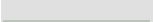
N/R  9 (12.16%)

12.14 Educate students on how to access registration information (i.e., Internet).

A function I never perform		1 (1.35%)
-		0 (0%)
-		3 (4.05%)
-		9 (12.16%)
A function I always perform		51 (68.92%)




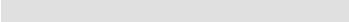
N/R  10 (13.51%)

12.15 Help students explore the relationship between education and the world of work.

A function I never perform		1 (1.35%)
-		6 (8.11%)
-		16 (21.62%)
-		24 (32.43%)
A function I always perform		18 (24.32%)




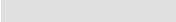
N/R  9 (12.16%)

12.16 Know about special course information (i.e., prerequisites, content, lab fees).

A function I never perform		0 (0%)
-		1 (1.35%)
-		3 (4.05%)
-		18 (24.32%)
A function I always perform		43 (58.11%)

N/R  9 (12.16%)

12.17 Encourage students to consider learning style when selecting courses.

A function I never perform		0 (0%)
-		7 (9.46%)
-		17 (22.97%)
-		20 (27.03%)
A function I always perform		21 (28.38%)

N/R  9 (12.16%)

12.18 Explore how non-academic issues (i.e., athletic participation, work, parenthood, commuting) may impact the student's ability to manage the credit load attempted.

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A function I never perform		1 (1.35%)
-		2 (2.7%)
-		6 (8.11%)
-		15 (20.27%)
A function I always perform		41 (55.41%)
N/R		9 (12.16%)

12.19 Inform students of the career paths taken by graduates in the program(s).

A function I never perform		4 (5.41%)
-		6 (8.11%)
-		17 (22.97%)
-		26 (35.14%)
A function I always perform		11 (14.86%)
N/R		10 (13.51%)

12.20 Know about the employment market and employer expectations for your program(s)

A function I never perform		5 (6.76%)
-		13 (17.57%)
-		22 (29.73%)
-		15 (20.27%)
A function I always perform		10 (13.51%)
N/R		9 (12.16%)

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Question 13

What is the minimum number of hours needed to meet the degree progress rule?

24 hours		3 (4.05%)
36 hours		1 (1.35%)
48 hours		37 (50%)
60 hours		9 (12.16%)
N/R		24 (32%)

(32.43%)

Question 14

Is Jane eligible to compete during the fall term?

Yes		42 (56.76%)
No		7 (9.46%)
N/R		25 (33.78%)

Question 15

Considering the NCAA rules, how would you advise Jane?

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She needs to pass 6 hours every semester, and remain in degree applicable courses while keeping her GPA up, and needs to have 72 hours completed by the start of the next fall.

Take summer courses if she wants to graduate in 2 more years.

Make sure she's clear on rules; come up w/ short/long term schedules; discuss strengths/weaknesses, how athletics/academics must be balanced, major/career choices. YES#14-not enough info-6/18 rule,cum gpa?

keep taking classes

Jane needs to take at least 15 hours a semester and possibly summer school in order to graduate within 4 years, if that is indeed her goal.

Continue taking courses toward her degree requirements, she is doing great. Keep up the good work.

That would depend on whether she is looking at a 4 or 5 year plan. Advise 15 hours a semester with summer school if on 4 yr. plan.

I am not sure. I am at a school that operates on the quarter system, so our required credits for eligibility is different than what is presented here. I believe she needs 40% going in to year 3, so she is fine on hours and GPA.

She must earn at least 72 hours of credit before the next academic year and maintain her 2.00 gpa.

I would discuss the need to continue to complete the courses she attempts, taking 14+ hours each term. Also, the minimum GPA needed for state certification to teach -- 2.5 or 3.0 depending on the program.

Take courses in the fall that meet her education degree requirements

I would encourage her to take 2 summer classes, as she is a little behind by 2 classes in order to graduate in 4 years. I would have her sign up for 15 hours in the fall.

Take 6 credits of summer courses before fall.

Continue to complete degree requirements, look at licensure issues and master's degree requirements if

that is a hope and consider student teaching schedule. Stay on track to have 72 credits. Semester school? Ours is quarters.

I would advise the student to continue to take classes in her major. Depending on her strengths and if she is in season or out of season and the classes she needs to take would depend on her course load (15-18 credits).

As Jane's advisor, I would have reviewed Jane's transcript prior to approving a change of major. Since she has already declared, I would ensure that she continues to take degree applicable courses to regain her eligibility.

I would inform her that she is on track on can compete in athletics but would be in her best interest to begin to take possibly one more class each semester or take winter session or summer session courses if she is planning on grad

Ensure that Jane enrolls in degree applicable credits so she is eligible for the falling year. She will only need a minimum of 18 credits during the Fall-Spring to be 60% prior to the following fall semester.

My advising would depend on whether or not there were sequencing issues with the remaining classes she needed.

Question 13 & 14 does not include how many credits Jane passed during the previous academic year. Though Jane may have the 54 credits and 2.5 gpa, she may not be eligible the fall term. If she did not pass 6/18 credits previous term

That she would need to meet the 6-hour rule for the fall term; that she would need to meet the 18-hour for fall&spring terms and that she would be subject to 60% (72 hours) PTD by the beginning of her fourth year (7th semester).

I am not sure about these rules.

Since Jane is on track she should continue to take a full load, at a minimum 12 credits in the fall and spring. She needs 18 degree applicable courses by the end of this year. I'm not sure my advising would change base

Make sure she is taking the appropriate courses for her degree objective.

Make an appointment with her athletic advisor

i am doing this from home. i would advise her to meet with me during work hours to review the actual NCAA manual and overview the degree % she needs to have to be eligible to compete.

She needs to pick up 6 credit hours during the summer in degree related subjects.

I would not advise her anything different for NCAA rules

She's in good shape and continue on with her plan.

NA, although I do advise athletes, it is not my primary role, I am college specific advisor, not an athletics advisor.

Well I work on a 5 year quarter system school so not 100% sure. With that being said, I would advise her to take more credits in her subsequent terms so that she makes better progress toward the 120 credits

needed for graduation.

Are you equating credits and hours? In our system, Jane has made adequate degree progress (over 12 cr per semester) and would be eligible to play as long as she was registered in 12 credits in that semester (and completed them).

During her 3rd year, she would need to earn 24 hours of applicable coursework to have 72 hours needed for the beginning her 4th year (60%). Must pass 18 hours between the two long semesters and 6 applicable each semester.

I would encourage Jane to continue to increase her GPA and suggest taking one or two courses in summer school.

To keep up the good work and continue in her current plans to earn an Education degree.

perhaps to try taking more than 12 cr. during the fall/spring semesters or attend summer school.

[Hide Responses](#)

Question 16

What is the minimum number of hours needed to meet the degree progress rule?

60 hours		3 (4.05%)
72 hours		36 (48.65%)
75 hours		1 (1.35%)
80 hours		7 (9.46%)
N/R		27 (36.49%)

Question 17

Is Jane eligible to compete during the fall term?

Yes		11 (14.86%)
No		35 (47.3%)
N/R		28 (37.84%)

Question 18

Considering the NCAA rules, how would you advise Jane?

[Hide Responses](#)

Switch her major back to Education or a degree program that allows more electives until she can 'catch up' in finance.

She will have difficulty reaching the required gpa of 2.5. Is this a realistic plan? Discuss alternatives and reason for changing majors. Take summer courses to reach 72 credits if reaching gpa is possible. I would have to know the

Wants to stay finance, does she have time this summer to get %? DISCUSS: Can we work a plan to transition to finance in fall? Why did gpa drop? what are career goals? Why change major? YES#17-not enough info-6/18 rule,cum gpa?

take some summer classes, if possible.

We would discuss her personal goals - is she more passionate about participating in athletics or receiving a degree in Finance. If she is interested and passionate about both, we would look at ways TOGETHER to solve this problem.

She needs to be sure and take courses toward her new degree to obtain the minimum number of hours to meet the degree progress rule before the next certification review.

She would need to reconsider how much she wants to pursue Finance and how much she wants to play sports. She is 6 hours short, and would need to boost her GPA as well. If possible, we could look at summer school options to help.

During the summer, take the appropriate classes to catch back up.

Jane needs to catch up over summer by taking at least 2-3 classes, and needs to earn b's or better in them.

She's not eligible because she does not meet progress towards degree in finance and does not meet GPA. She could file a progress towards degree waiver with NCAA regarding her changed major.

I would advise her to take two summer courses that count towards her degree, hopefully she will be able pull up her GPA as well.

Hard to say...all classes students take at our school count toward their 120 hours needed to graduate. If she had 78, then she would be eligible at our school. At other schools, she might not be. Still needs 12 hours to catch up.

Take courses applicable to her Finance major until she catches up and become eligible.

I would advise her that finance may not be compatible with her athletic eligibility goals and her GPA is not at the level for her to enter that major. I would encourage her to search out a different major.

Jane would need to take summer classes that goes towards her eligibility and she would also need to raise her gpa. This would help her reach what she needed to be eligible.

I would advise Jane to remain a Education major. If she is adamant about the change of major, we would need to discuss her future as a student-athlete.

i am doing this from home. i would advise her to meet with me during work hours to review the actual NCAA manual and overview the degree % she needs to have to be eligible to compete.

I would advise Jane to stick with Education. If she is set on Finance, I would suggest that her alternative is to take 6 credits that are degree applicable towards Finance and if she can bring her GPA up to a 2.5 minimum then she c

She needs an additional two credit hours towards her degree in finance.

Jane can take 6 credits in the summer to meet her percentage of degree for fall term.

She would need to make up the six hours that she is short for PTD so that she would be eligible for the spring term and she would also need to raise her GPA.

Not sure

I would advise her not to switch her major because she would be ineligible. I would look into alternatives that work and where credits count. I would also explore the reasons she wants to switch and how she made the decision.

See what she is wanting to do with her education, that should trump any athletic concerns. However, it is her choice what to pursue, so I would explain the consequences of her decision about major(s).

Summer school, get GPA up.

See the athletic advisor

I do not know due to my position at a Division II institution

I would tell her that if she wants to compete in the Fall that she will have to take at least 6 credit hours in the summer, and that the courses need to be in her finance major AND that she has to get As or Bs to bring up her GPA.

NA, although I do advise athletes, it is not my primary role, I am college specific advisor, not an athletics advisor.

Find another major that best fits her number of credits and perhaps minor in finance instead.

Talk about the reason for the change. Project how many semesters it will take to complete the new major (depending on how lock-step the requirements are, she could need an additional year plus. Discuss summer school declining GPA.

Needs to earn 6 countable hours in the fall to be eligible for spring but will need 30 hours prior to the next fall semester to be earn her 96 needed for 80%. pass 18 hours during 2 long semester & 6 applicable each semester.

During the semester she is ineligible I would have Jane take an extra course (@ 16-17 credits). I would also REQUIRE study hall and weekly meeting to discuss progress in courses. This will monitor her GPA deficiency

take at least six hours summer session

We would discuss her long term goals, her need/ability to raise her gpa, her level of commitment to competing in athletics, and her option to be ineligible for the fall semester and earning her eligibility back for the spring.

attend summer school

[Hide Responses](#)

Question 19

Is John eligible to compete spring semester for the men's basketball team?

Yes		5 (6.76%)
No		37 (50%)
N/R		32 (43.24%)

Question 20

How does this affect the APR (Academic Progress Rate)?

No effect		8 (10.81%)
Lose retention point		4 (5.41%)
Lose an eligibility point		24 (32.43%)
Lose retention and eligibility point		4 (5.41%)
N/R		34 (45.95%)

Question 21

A minimum of ___semester/___quarter hours of degree applicable credit must be passed during each regular academic year.

12/12		7 (9.46%)
13/15		0 (0%)
18/27		15 (20.27%)
24/36		21 (28.38%)
N/R		31 (41.89%)

Question 22




Effective August 1, 2003 the new degree completion benchmarks are:

20/30/40		1 (1.35%)
25/50/75		7 (9.46%)
30/55/65		1 (1.35%)
40/60/80		32 (43.24%)
N/R		33 (44.59%)

Question 23





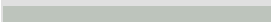
How the NCAA calculates the Graduation Success Rate (GSR) is different from the Federal Graduation Rates in what way?

Counts all student athletes, both athletic scholarship and non-athletic scholarship		13 (17.57%)
-------------------------------------------------------------------------------------	--	----------------

discounts student-athletes on athletic scholarship that transfer in good academic standing		20 (27.03%)
Counts only Football and Men's Basketball		0 (0%)
There is no difference		8 (10.81%)
N/R		33 (44.59%)



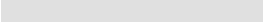
Question 24

Academic Progress Rate (APR) cut score is

900		9 (12.16%)
925		26 (35.14%)
950		3 (4.05%)
975		2 (2.7%)
N/R		34 (45.95%)

Question 25

Academic Progress Rate is annual academic rate that tracks

Eligibility only		0 (0%)
Retention only		0 (0%)
Eligibility and Retention		39 (52.7%)
Graduation		2 (2.7%)
N/R		33 (44.59%)

Question 26

Please provide additional comments about your understanding of the NCAA 2003 Academic Reform that this survey did not cover or that may aid this study.

[Hide Responses](#)

It does not allow student-athletes to pursue minors, and often causes 'major shopping' to find a degree in which they can be eligible. I also feel it has lead to many academic dishonesty issues, and should be reconsidered.

Entire campus should be aware/knowledgeable of APR. For example: 925 is "supposed" to predict 50% grad rate, pro/transfer/other misc adjustments possible; based on aid received (unless no aid for teams), now have coach's APR, etc.

As an academic advisor, I don't believe that some of the APR and GSR information is important in my work.

I am not up to date on NCAA Division I rules since I only advise Division III student athletes.

I'm at a Div III school and know nothing of Div 1 rules, so my answers are pur guesswork. You may want to

discount my answers to the questions about NCAA 2003 reform, about which I know nothing.

I have previously served as an Athlete Academic Advisor at a DI institute and currently serve as a Coach in a DIII program so my knowledge base is greater than the average academic advisor.

I am fortunate that our athletic dept does this with the College Advisors. I work typically with first and second yr students that haven't entered their degree awarding college yet.

Question 21 needs revision. The 18/27 rule on degree applicability ABSOLUTELY applies during the third year for institutions with "grade differential". Freshman and Sophomore years are more "lenient".

I do not know anything about these rules.

I better understand how this works under a 5 year quarter system rather than semesters.

This is obviously designed for DI and DII schools. We don't have "retention points" and "eligibility points". Our athletes follow the same rules as all students: 12 cr per semester w/min. 2.0 GPA maintaining min. overall GPA of 2.0.

I believe that the 03 reform has been positive. But I feel that the APR has caused more problems for schools that can't afford the academic support resources of larger university. I agree there needs to be academic accountability.

no comment

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Question 27

Were the instructions clear? If not, please describe?

[Hide Responses](#)

yes, pretty clear.

yes

yes

Instructions were ckear

There was a duplication of questions

Most of them, I don't deal with APR and a few of the other questions. I just advise the athletes and do the mid-year and end of year certifications. If I have any questions, I always contact our Compliance Office for clarification.

Yes.

Yes

Yes

Yes

Not sure if I read the first set of 1-5 responses right. I answered both sets as an advisors.

yes

Yes

yes

Yes

I think the wording for the first two sections could be changed. You should ask if advisors think a function should be performed for part 1, and you should ask only if advisors perform a function in part 2. Currently, you ask both

Yes

11 and 12, had to reread the statement several times. seemed to be almost the same to me. perception of what I am or should be doing as compared to what I feel I am doing. 300+ advisees doesn't allow for much real time.

Yes! Not enough characters allowed in some of the answer slots.

yes

The questions are fine. I do not have to determine eligibility so am not familiar with all of the guidelines. I only confirm that the courses will apply towards a degree. Someone else determines eligibility.

Yes

Instructions were clear

Yes

The instructions were clear, but the questions on the likert scale were very skewed and it didn't seem like anyone in an advising position would answer below a 3.

Chart a little unclear

Yes

Yes

They were clear.

It think you might want to look into the differences between the Divisions and perhaps develop a different tool for DIII. It really is a whole different ball game. Our athletes are just like any other students on campus...and stars!

I did have to re-read them several times to make sure I understood them.

yes

YES

yes

[Hide Responses](#)

Question 28

Were the questions confusing? If so, which question(s) and why?

[Hide Responses](#)

No

no

no

We do not advise athletes at our institution as per eligibility; the athletic advisor works in conjunction to make certain student qualifies.

I am not informed about some of the questions.

The one regarding the basketball player, it didn't state how many hours came from the Associate Degree.

No.

No

No

No

see above

no

No, I did not answer ones that I did not know

some, but because of my ignorance of NCAA revisions

not really

no

No

same as above

No!

no

No

Needed more room to answer how to advise. Not enough info on eligibility questions to give "correct" answer.

no

No

Bad wording on "cut score"

I am college specific advisor, not an athletics advisor, so I am not sure how much help I could be. My primary role is not with athletics

Again, from a DIII point of view, some simple weren't applicable.

No the questions were fine.

no

YES. I am at a two-year institution and have a limited knowledge of the NCAA rules, I work with someone from athletics and that person is responsible for eligibility.

no

[Hide Responses](#)

Question 29

Are there any errors (typos) that need to be corrected?

[Hide Responses](#)

no

Not that I noticed

There was a duplication of questions

Not that I saw.

No

None noticed

not that I noticed

not that I noticed

none that I saw.

Not that I noticed!

no

None that I recall

?????

None that I saw!

not that i noticed

No

n/a

no

No

No

none noted

Didn't notice any.

Did not pick up on any.

no

no

[Hide Responses](#)

Question 30

What specific suggestions for improvement can you make?

[Hide Responses](#)

none

Leave room for more open-ended answers. The NCAA satisfactory progress rules are NOT all yes/no

answers at all institutions.

None, except that some advisors are in Canadian institutions and should be perhaps discouraged from doing this survey as they cannot really answer a number of the questions.

None

You should have let us that do not advise Division I student athletes bypass the last part of the survey It will affect your results to include our answers.

Nice job.

clarify the ranking questions. Maybe clarify the eligibilty questions by saying , his first semester at the new institution, etc

Range of questions about appropriate advising tasks is limited. You could explain it. Also, you could revise the items in the second list (what advisors do) to make sense to someone answering that question. You just copie

none or be more inclusive of those schools on quarters or not four year institutions

none other than what i stated in question 27.

Great study!

I feel that the student athlete needs to take the responsibility for knowing the issues they are responsible for!

N/A

I advise in an academic office for students during their first year at the University. There are separate offices for overall degree progress as well as NCAA eligibility monitoring,thus many questions in the survey did not apply.

n/a

no

The number of characters on the short answer was too short. I had to edit my answers to make the cut and take out words from my answers. Even just 50 more characters would have helped.

Leave out the part for the NCAA Reform of 2003 for advisors that do not work at the Division-I level

Not all of us are Athletic Advisors. I am an Academic Advisor that deals with a lot of athletes because of the majors/minors that I advise for - so if there was a place to identify that it might be helpful.

Again, just consider all levels. I was at Michigan State before I came here, but I wasn't involved with advising athletes there. It's really hard to tell an athlete from any other student here but athletics are still very important.

Maybe provide an example with a sample question and response using the 1-5 rating scale.

More characters for the response questions.

not nearly enough space to describe how I would advise Jane...too many variables and options to explain in the amount of space provided.

[Hide Responses](#)

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- End of Survey -

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