Academic Advising and Student Athlete Success in College

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Introduction

There are many perceptions about student-athletes and their academic performance.

What are some of these perceptions...
FY Student Athlete Engagement

Let's see how well you know student athletes

Percent that indicated they spent 11 or more hours . . .

Preparing for class: 62%
Socializing/Relaxing: 43%
FY Student Athlete Engagement

Percent that indicated they “Often” or “Very Often” . . .

- Asked questions in class: 63%
- Worked with classmates outside class: 49%
FY Student Athlete Engagement

Percent that indicated they “Often” or “Very Often” . . .

- Discussed grades/assignments with instructor: 58%
- Discussed ideas from readings/classes with faculty: 23%
FY Student Athlete Engagement

Percent that indicated that institution highly emphasized

- Spending significant amounts of time studying and on academic work: 84%
- Providing the support you need to help you succeed academically: 82%
FY Student Athlete Engagement

Quality of Relationships

Other students (friendly, supportive, sense of belonging) - 64%
Faculty (available, helpful, sympathetic) - 44%
Admin personnel (helpful, considerate, flexible) - 36%
Overall these students athletes are fairly engaged, with some areas still to improve.

**We also know that overall about 83% of these student athletes rate their advising quality as “Excellent” or “Good”**.

But what else do we know about their advising experiences . . .
FY Student Athlete Engagement

Number of times sought academic assistance in past year

- 0 times: 21%
- 1 time: 12%
- 2 times: 12%
- 3 times: 12%
- 4 times: 7%
- 5 or more times: 36%
FY Student Athlete Engagement

Who they primarily sought assistance from

- Friends/other students: 32%
- A family member: 5%
- Faculty member: 15%
- Acad adv, Writing Ctr, etc: 22%
- Tutor: 26%
- Other: 2%

9
Overall Engagement

What does this information say about the student athlete’s academic experiences? Are many of perceptions about student-athletes accurate?

- Student athletes spend a lot of time preparing for class
- Student athletes are engaged in the classroom
- Student athletes do not engage with faculty outside of class
- Student athletes recognize the importance of academic assistance
- Student athletes seek assistance from peers more than advisors
- Student athletes see issues with the quality of relationships with campus administrators
1. What are some of the challenges that student athletes face to getting academic advising on your campus?

2. What are you doing on your campus to get student athletes engaged in the advising process?

3. What strategies could you employ based on the data presented?
Discussion

Obstacles to student athlete advising:

- Unique class times
- Athletic program practice/game schedules
- Limited time for face–to-face interaction
- Influence of peers and others in the advising process
- Complexity of NCAA regulations
Discussion

Strategies for increasing student/advisor interactions

1. Use of technology

2. Establishing trust

3. Utilize peers

4. Create opportunities for students to receive advising at non-traditional times to accommodate student schedules

5. Group advising sessions
Discussion

Ways to engage student athletes in peer advising:

1. Group advising sessions
2. Online advising chat sessions
3. Advising liaison on each athletic team
4. Facilitate early registration sessions
Questions?
Thank You

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