

2009 STUDENT-ATHLETE EXIT SURVEY EXECUTIVE SUMMARY ACIA, 1/13/2010

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BACKGROUND

Since 1999, Intercollegiate Athletics and Office of Educational Assessment have collaborated on a Student-Athlete Exit Survey. The survey instrument was extensively redesigned in 2005, with input from both departments as well as stakeholder groups.

METHODS

- Athletic department personnel administer survey in last season of competition; coaches not present
- Current survey instrument used 2006-2009

Survey includes:

- About You
- About your sport
- NCAA, Pac10 and UW regulations
- General Athletics
- Your UW Experience

Confidential but not anonymous

Student number used to extract demographic information from the UW Student Database: Gender, Ethnicity, Residency status, Previous school type, UW special program status, Cumulative UW GPA, Major

LIMITATIONS

- Past data collection: Focused on seniors
(with exhausted NCAA eligibility or graduating and not returning to compete)
- 2009 Goals: Increase response rate
Increase representation across sports

| | 2007 | 2008 | 2009 |
|------------------------|--------------|--------------|--------------|
| Response Rate | 49% (50/102) | 76% (84/111) | 88% (94/107) |
| Participation of Teams | 79% (15/19) | 89% (17/19) | 94% (17/18) |

- Future Goals: Capture respondents who quit, are cut, or transfer

ANALYSIS

•Performed by UW Office of Educational Assessment (OEA)

Appendix B: Detailed descriptive statistics

Appendix C: Comparisons by:

Gender: Female (n=40) vs. Male (n=54)

Ethnicity: Caucasian (n=56) vs. other racial/ethnic categories (n=38)

Sport: Teams put into categories

RESULTS

ACADEMIC PREPAREDNESS (Q4 & Q5); TABLE B6, PG. 20 (1, “Not at all” to 5, “Very well”)

•Student-athletes were “*somewhat*” informed about academic requirements prior to coming to UW (M= 3.49).

Females were more knowledgeable about academic requirements than males

(M= 3.98 vs. M= 3.13). TABLE C5, PG.38

•High-schools prepared student-athletes “*somewhat well*” for academic requirements at UW (M= 3.49).

Females were more academically prepared than males (M= 3.98 vs. M= 3.13). TABLE C6, PG.38

RATINGS OF SERVICES

(1, “VERY POOR” TO 5, “VERY GOOD”)

QUALITY OF UW ACADEMIC SERVICES AND SUPPORT (Q29 & Q30); TABLE B21, PG. 31

•Advising in academic departments rated “Ok” to “Good” (M= 3.83)

•Support from Professors and TAs rated “Ok” to “Good” (M= 3.49)

| Rating | “Very good” or “Good” | “Ok” | “Poor” or “Very Poor.” |
|------------|-----------------------|-------|------------------------|
| Percentage | 45.7% | 42.6% | 10.6% |

ATHLETIC DEPARTMENT SUPPORT (Q27); FIGURE B12, PG. 30

•64.9% rated overall support of their sport as “Very good” or “Good.”

•26.4% rated overall support of their sport as “Ok.”

ATHLETIC DEPARTMENT SERVICES (Q25); TABLE B18, PG. 29

•Most Athletic Department services rated “Good” or “Very good.”

| “Good” to “Very good” | | “Good” | | “Ok” to “Good” | |
|-----------------------|---------|-----------------------|---------|------------------------|---------|
| Travel | M= 4.22 | Team Doctors | M= 3.94 | Nutritional Counseling | M= 3.41 |
| Athletic Trainers | M= 4.19 | Sports Information | M= 3.70 | Promotions/Marketing | M= 3.39 |
| Equipment | M= 4.15 | Conibear Dining | M= 3.68 | Sports Psychologists | M= 3.17 |
| Facilities/Operations | M= 4.07 | Strength/Conditioning | M= 3.65 | | |

Note: 26% did not use Conibear dining; 22% did not use Strength/conditioning; 69% did not use Sports psychologists

STUDENT-ATHLETE ACADEMIC SERVICES (Q26); TABLE B19, PG.30

•Most SAAS services rated “Good.”

| | |
|------------------------|-----------------|
| Eligibility/compliance | <u>M</u> = 4.07 |
| Financial aid | <u>M</u> = 3.97 |
| Academic counseling | <u>M</u> = 3.89 |
| Tutorial support | <u>M</u> = 3.83 |
| Learning specialists | <u>M</u> = 3.72 |
| Academic coordination | <u>M</u> = 3.71 |
| Career development | <u>M</u> = 3.60 |
| Personal development | <u>M</u> = 3.59 |
| Community service | <u>M</u> = 3.53 |

Note:
 73% did not use Learning Specialists
 31% did not use Academic Coordination
 45% did not use Career Development
 52% did not use Personal Development

USE OF ACADEMIC SUPPORT SERVICES (1, “Not at all” to 5, “Frequently”)

- Average freshman need for tutoring was M= 3.42.
- 30.2% of freshmen needed tutoring “Frequently.”
- Steady and significant decline in use of tutoring to M= 1.99 for seniors. (Q 31); Table B22, pg 31
- Increased use of tutoring OUTSIDE the department from M= 2.05 freshman year to M= 2.20 senior year. (Q32) Table B23, pg. 32

RATINGS OF UW EXPERIENCE (Q34); TABLE B24, PG.32

•Athletes rated the quality of their UW experience very highly:

| | |
|---------------------|-----------------|
| Overall experience | <u>M</u> = 4.24 |
| Social experience | <u>M</u> = 4.14 |
| Athletic experience | <u>M</u> = 3.98 |
| Academic experience | <u>M</u> = 3.88 |

Student Development (Q35); TABLE B25, PG.33

•Participation in UW athletics enhanced personal growth in these areas: (1, “Not at all” to 5, “A Lot”)

| | |
|------------------|-----------------|
| Social growth | <u>M</u> = 4.30 |
| Physical growth | <u>M</u> = 4.28 |
| Emotional growth | <u>M</u> = 4.26 |
| Academic growth | <u>M</u> = 3.53 |

Acheivement of Goals at UW (Q35); TABLE B26, PG.33 (1, “Not at all” to 5, “A Lot”)

| | |
|-------------------------|-----------------|
| Achieved academic goals | <u>M</u> = 3.70 |
| Achieved athletic goals | <u>M</u> = 3.47 |
| Achieved career goals | <u>M</u> = 3.45 |

IMPACT OF BEING AN ATHLETE UPON UW EXPERIENCE

- 81.4% of participants able to meet “Most” or “Nearly all” of their academic responsibilities. *(Q33): FIGURE B13, PG.32*
- Missing class (\underline{M} = 1.79), missing tests (\underline{M} = 1.82) and missing quiz sections (\underline{M} = 1.80) had slightly negative impact on overall experience as a student-athlete. *(Q14): TABLE B11, PG.25*
- Sizeable minority reported more than slightly negative impact: (1, “None” to 5, “Very Negative”)

| | None/Slightly Negative | Somewhat/Very Negative |
|----------------------------|------------------------|------------------------|
| Missing class | 82.6% | 16.3% |
| Missing test | 74.8% | 17.6% |
| Missing labs/quiz sections | 79.2% | 14.3% |

- More than 50% reported that practice and competition had at least a slightly negative effect on:
(Q15): TABLE B12, PG.25 (1, “Very Negative” to 5, “Very Positive”)
 - Academic performance \underline{M} = 2.55
 - Classes/majors available \underline{M} = 2.55
 - Extracurricular activities \underline{M} = 2.43

IDENTIFICATION WITH ATHLETIC AND UW COMMUNITIES: *(Q37): Figure11, pg.34*

(5, “I have felt very much a part of this community” to 1, “I often have felt isolated from this community.”)

To what extent do you feel you have been a part of the...

Athletic Community

- 83.1% felt a part of the athletic community (ratings of 4 or 5).

UW Community

- 41% felt a part of the UW community (ratings of 4 or 5).
- 36.1% felt “neutral or unsure” about being part of the UW community.
- 12% “sometimes felt isolated” from the UW community.
- 10.8% “often felt isolated” from the UW community.

OTHER EXPERIENCES

Alcohol/Drugs, Eating Disorders, Mental Health Issues *(Q16): Table B13, pg. 26*

Degree to which the following affected members of your team’s performance (academic or athletic):
(1, “Not at all” to 5, “Very Much”)

- Alcohol and drug use** (\underline{M} = 2.19) 41.5% reported effect of 3, “Somewhat” to 5, “Very much”
Men more likely to report than women (\underline{M} = 2.41 vs. \underline{M} = 1.90) *(Table C13, pg. 39)*
Football more likely to report than other sports (\underline{M} = 2.89) *(Figure C4, pg. 51)*
- Eating disorders** (\underline{M} = 1.72) 23.4% reported effect of 3, “Somewhat” to 5, “Very much”
Women more likely to report than men (\underline{M} = 2.18 vs. \underline{M} = 1.39) *(Table C14, pg. 39)*
Track and cross-country more likely to report than other sports (\underline{M} = 3.06) *(Figure C4, pg.51)*
- Mental health issues** (\underline{M} = 1.96) 32.9% reported effect of 3, “Somewhat” to 5, “Very Much”
Football more likely to report than other sports (\underline{M} = 2.50) *(Figure C4, pg. 51)*

Interactions Within Your Sport (Q17); Table B14, pg. 26

Within your sport have you seen or experienced interactions that you would describe as:

(1, "Not at all" to 5, "Frequently")

•**Racist** (M = 1.57)

Men more likely to report racism (M = 1.76 vs. M = 1.33) (Table C15, pg. 40)

Other ethnic groups more likely to report than Caucasians (M = 1.87 vs. M = 1.38) (Table C41, pg. 45)

•**Sexist** (M = 1.60)

•**Homophobic** (M = 1.42)

Men more likely to report homophobia (M = 1.64 vs. M = 1.13) (Table C15, pg. 40)

Other ethnic groups more likely to report than Caucasians (M = 1.70 vs. M = 1.23) (Table C42, pg. 45)

•**Hazing/Initiation** (M = 1.52)

Other ethnic groups more likely to report than Caucasians (M = 1.71 vs. M = 1.39) (Table C43, pg. 45)

•**Gambling** (M = 1.38)

Men more likely to report gambling than women (M = 1.59 vs. M = 1.10) (Table C17, pg. 40)

Other ethnic groups more likely to report than Caucasians (M = 1.66 vs. M = 1.20) (Table C44, pg. 45)

Coaching Support (Q18 & Q19)

(1, "No" to 5, "Yes")

Coaches treated you honestly and fairly (M = 3.86).

Coaches were available to you when you needed them. (M = 4.20) Table B15, p. 26

NCAA, PAC10 Conference, and UW Regulations (1, "Not at all" to 5, "Very Much")

•High levels of familiarity with regulations (4 or 5); ranging from M = 3.88 to M = 4.41. (Q27); Table B16, p. 27

•High ratings (4 or 5) indicate belief that the UW Athletic Department complies with NCAA rules (90.4% of participants). Six students gave a rating of "somewhat" or less. (Q21); Figure B9, p. 27

HUSKY AFFILIATION (Q38 & Q39)

(1, "Definitely Not" to 5, "Definitely Yes")

•74.5% would attend UW if given the choice again. (M = 4.07).

•84.1% would encourage other student-athletes to choose UW (M = 4.30). (Table B27, p. 34)