Student-Athlete Academic Services Evaluation and Review

January 2009

Index

Student-Athlete Academic Services Evaluation and Review

Focus of Report

As required by the NCAA Division I Committee on Athletics Certification, the goal of this report is to evaluate the structure and procedures of the University of Washington's Student-Athlete Academic Services (SAAS). This report is neither an audit of SAAS nor an evaluation of individuals within the unit, but rather the focus is on the organizational effectiveness of SAAS.

As specified in the NCAA/N4A "Academic Services Evaluation Guide," we reviewed the following areas:

- Academic counseling and advising resources and services;
- Tutoring;
- Academic progress monitoring and reporting;
- Assistance for student-athletes with special academic needs;
- Assistance for at-risk student-athletes;
- Academic support services facilities;
- Academic evaluation of prospective student-athletes; and
- Student-athlete degree selection.

This report details our committee's work in producing this document and provides recommendations on ways to enhance the academic support provided to our student-athletes and improve the overall effectiveness of SAAS.

Committee Membership

Commissioned by the Dean and Vice Provost for Undergraduate Academic Affairs (UAA) Ed Taylor (Associate Professor of Educational Leadership and Policy Studies) and the Chair of the President's Advisory Committee on Intercollegiate Athletics (ACIA) Robert Stacey (Professor of History and Divisional Dean for the Arts and Humanities), a committee was formed to conduct this evaluation on behalf of the University of Washington and to submit a report detailing its observations and recommendations to ACIA, the Faculty Athletics Representative (Patrick Dobel, Professor of Public Affairs), and the Director of Intercollegiate Athletics (Scott Woodward).

The chair of the committee along with the Vice Provost/Dean for UAA selected the committee's membership. Consistent with the guidelines provided by the NCAA, faculty, staff, and students external to the day-to-day operations of SAAS were chosen.

The evaluation committee included:

Brooke Anderson, Student-Athlete – Women's Cross Country/Track, Business School
Philip A. Ballinger, Director – Office of Admissions
Joanne C. Bowers, Head Coach, Women's Gymnastics – Intercollegiate Athletics
Joanna Gail, Graduate Student – Intercollegiate Athletic Leadership Program
Lincoln Johnson, Assistant Vice Provost for Campus Life – Student Life
Paul C. LePore, Assistant Dean for Educational Programs – College of Arts and Sciences*
Joe Lott, Assistant Professor – Educational Leadership and Policy Studies
Zack Midles, Student-Athlete – Men's Track and Field, Political Science
Jon E. Peterson, Research Scientist – Office of Educational Assessment
Clay Schwenn, Academic Counselor-Lead – Undergraduate Academic Affairs
Elizabeth Van Volkenburgh, Professor – Biology

* committee chair

Materials Reviewed

As a part of our work, the committee reviewed the following documents:

Committee's Charge
- "Academic Support Services Evaluation Guide" – NCAA and N4A publication.

Student-Athlete Academic Services Organization and Infrastructure
- Organizational structure.
- Titles and responsibilities.
- Mission.
- 2007-2008 and 2008-2009 budgets.

Reports and Previous SAAS Evaluations
- "2003-2004 Division I Athletics Certification Self-Study Instrument" – University of Washington Self-Study, 2005.
- "Academic Integrity: Peer-Review Team Report" (Academic Standards 2.1) – Peer Review Team Report, 2005.
- "University of Washington Athletics Peer-Review Team Report" – UW Response, 2005.

Policies and Published Guidelines
- "Admission and Graduation Sub-Committee Recommendations in Response to the Admissions Office's Interim Student-Athlete Admission Policy for 2005-2007 Academic Years" – Office of Admissions, 2008.
- "University of Washington Student-Athlete Handbook 2007-2008" – SAAS Guidelines and Policies, 2007.
- "Handbook for New Tutors" – SAAS Guidelines and Policies, 2006.
- "New UW Student-Athlete Admissions Timeline 2007-08" – Office of Admissions and Women's Soccer Program, 2007.

Assessment Materials
- "University of Washington Athlete Exit Survey: Brief Meta-Analysis" – Office of Educational Assessment, 2008.
- "NCAA Division I 2006-2007 Academic Progress Rate, Public Report" – SAAS Report, 2008.
- "Graduation Success Rate Report, 1997-2000 Cohorts" – SAAS Report.
- "Special Admit Data Snapshot by Year," SAAS Report, 2007.
- "Academic Progress: Special Admits, Fall 2003 to Fall 2007 Cohorts" – SAAS Report, 2007.
- "Academic Improvement Plan for Men's Basketball" – NCAA letter and UW's plan, 2006.
- "2007 Student-Athlete Exit Survey" – UW's Office of Educational Assessment, 2007.

Curricular Materials
- "GIS 140: Writing Ready Course – Summer Leap 2008 Program Syllabus" – College of Arts and Sciences Writing Director and Department of English Director of Expository Writing Program, 2008.
- "University of Washington, Student-Athlete Planner 2008-2009" – SAAS Publication, 2008.

Other
- "Rise in Fancy Academic Centers for Athletes Raises Questions of Fairness" – *Chronicle of Higher Education* article, 2008.
- "Athletes' Academic Choices Put Advisers in Tough Balancing Act" – *USA Today* article, 2008.
- "Report Says Rutgers Athletics Lacked Proper Oversight" – *New York Times* article, 2008.

Survey of Student-Athletes

In order to gauge student-athletes current experiences with SAAS, the committee administered a short questionnaire to the student-athlete population of UW. To provide comparisons with student-athlete experiences over time, this questionnaire duplicated a subset of questions asked in the longer *University of Washington Athlete Exit Survey* (a survey developed in 1994 and administered annually to UW athletes leaving UW's intercollegiate athletics program).

Our short questionnaire is included as Appendix A to this report.

Close-Ended Questions

Responses to the closed-ended questions are summarized here:

Respondents:	513	student-athletes
Sex:	271	male student-athletes (52.8%)
	242	female student-athletes (47.2%)
Ethnicity:	21	Asian (4.1%)
	52	Black/African American (10.1%)
	12	Hawaiian/Pacific Islander (2.3%)
	10	Hispanic/Latino(a) (1.9%)
	0	Native American/American Indian (0.0%)
	363	White/Caucasian (70.8%)
	54	Other or multiple categories (10.5%)
Primary sport:	27	Baseball (5.3%)
	37	Basketball (7.2%)
	151	Crew/Rowing (29.4%)
	52	Football (10.1%)
	20	Golf (3.9%)
	11	Gymnastics (2.1%)
	45	Soccer (8.8%)
	18	Softball (3.5%)
	30	Swimming (5.8%)
	19	Tennis (3.5%)
	89	Track/Cross Country (17.3%)
	14	Volleyball (2.7%)
Current year:	175	Freshman (34.1%)
	134	Sophomore (26.1%)
	103	Junior (20.1%)
	101	Senior/5th Year Student (19.7%)
UW GPA (excludes new athletes):	3.07	Average GPA (standard deviation of 0.43)
Transfer student?	51	Yes (10.0%)
	462	No (90.0%)
Out-of-state/international?	242	Yes (47.2%)
	271	No (52.8%)

Are you in a major?	221	Yes (43.1%)
	292	No (56.9%)

Which major?	64	Number of different majors and different combinations of majors listed by student-athletes

Most popular majors listed:	30	Sociology (13.6% of majors)
	20	Business Administration (9.0% of majors)
	17	Biology (7.7% of majors)
	15	Political Science (6.8% of majors)
	14	Economics (6.3% of majors)
	12	General/Individualized Studies (5.4% of majors)
	10	English (4.5% of majors)

Student-athletes were also asked to rate their experiences with the range of services and programs provided by SAAS. Exact question wording for each category of service can be found in Appendix A. The results below indicate the percentage of student-athletes using each service and of those who indicated using a service, a rating of the helpfulness of the service (scale: 1 – not helpful; 2 – somewhat helpful; 3 – quite helpful; 4 – very helpful).

The percentages and mean ratings along with the standard deviation (SD) for each rating are listed here:

Category of Service	Use Service – % Yes	Helpfulness
Financial or other athletic aid	24%	2.97 mean; 0.85 SD
NCAA compliance/eligibility	50%	3.16 mean; 0.77 SD
Academic counseling (advising)	86%	3.26 mean; 0.82 SD
Academic coordination	45%	3.10 mean; 0.84 SD
Tutors	74%	3.13 mean; 0.87 SD
Support from learning specialists	9%	3.05 mean; 0.91 SD
Career and other post-UW information	11%	2.75 mean; 0.90 SD
Volunteer work/community service	16%	3.01 mean; 0.72 SD

Student-Athletes and the SAAS Experience – A Review of the Close-Ended Responses

Our analyses of the close-ended responses indicate that this data collection effort provides a fair sampling of the population of UW student-athletes. A total of 513 athletes were surveyed which included the majority of athletes from each of UW's 10 men's and 11 women's intercollegiate sports teams.

Consistent with the findings in the Office of Educational Assessment's meta-analysis of UW's *Athlete Exit Surveys*, mean ratings on the helpfulness of SAAS services and programs were uniformly high. And while the use of specific services varied significantly (for example, only 9% of the students indicated working with an SAAS learning specialist while 86% of student-athletes made use of academic counseling services), the mean responses of student-athletes using each service were unquestionably positive (with average ratings hovering just above 3 or "quite helpful" on the four-point response scale).

One slight exception concerns the helpfulness of "career and other post-UW information" – this question had both a low use rate (11%) and the lowest helpfulness rating of only 2.75. In the open-ended questions (described below), a number of student-athletes expressed strong interest in having more opportunities to explore post-UW academic and career possibilities. We will note these concerns and our recommendations to improve this aspect of SAAS later in our report.

The close-ended responses also indicate that on the whole UW's student-athletes are academically successful. The mean self-reported GPA across all student-athletes was just over 3.0 (largely consistent with average GPA scores of their non-athlete peers and similar to findings from other surveys of UW undergraduates). And while only 43% of the respondents indicated currently being in a major; of those who were in a major, a wide range of fields are represented.

Clearly there is a concern both on our campus and nationally with student-athletes "clustering" into relatively few majors. ACIA has addressed this topic directly in its work and through its committee's deliberations. There is some indication through our data collection efforts that clustering may in fact be occurring at UW – of those student-athletes currently in a major, 53% fell into only 10 fields. While this raised significant concerns among some committee members, we also recognize that these 10 fields represent some of the largest majors on our campus. It is therefore not clear whether student-athletes are simply exhibiting the same patterns in their choices of major as their non-athlete peers or whether there is something particular about the student-athlete experience that makes some majors more sought after or more common than others.

We are, however, heartened by the fact that when we look at the intercollegiate athletics program as a whole, we find that student-athletes are in fact choosing fields from across UW's curriculum. The 64 different majors and different combinations of majors listed in their responses suggest that student-athletes can, in practice, take advantage of the breadth of curricular offerings available at UW. Whether this is true for all student-athletes or occurs with similar likelihood in each of the 21 sports programs are questions that require additional study and are issues we address in our recommendations to follow. These are also areas of focus that we encourage ACIA to continue to pursue.

Finally, our analyses of the close-end questions find few systematic differences by any of the other background factors. Use rates are similar and mean ratings on the helpfulness of SAAS services and programs seem to be consistently high regardless of a student-athlete's race/ethnicity, gender, transfer status, or in-state status.

One notable exception concerns differences between the attitudes of under-classmen (freshmen and sophomores) and those of upper-classmen (juniors, seniors, and 5th-year students). While as has been noted, student-athletes are on the whole positive in their evaluation and review of SAAS services and programs, upper-classmen are significantly more critical and negative in their responses than are freshmen or sophomores. This is particularly true with regard to the feedback offered through the open-ended questions (described in greater detail below).

This perhaps should not be surprising. With a greater number and wider array of experiences to draw from, upper-classmen should naturally have more areas to evaluate and assess critically. Our concern, however, is the lack of a critical voice among many first- and second-year students – students who seem too often unaware as to how the academic decisions they might make early on in their undergraduate careers can have lasting and significant effects on their overall success as a student at UW.

A number of recommendations address this concern and offer ways to prepare student-athletes new to our campus to take better advantage of the intellectual opportunities available and to assume greater levels of responsibility and ownership for their academic success. We focus more on this topic later in our report.

Open-Ended Questions

In addition to the close-ended questions, we wanted to offer student-athletes opportunities to describe their experiences with SAAS in their own words – to tell us what was working well, what academic challenges they have faced or are currently facing, and what recommendations they might make to improve SAAS's services and programs.

The three open-ended questions included in our questionnaire are:

- Based on your own experiences, what would you say SAAS does especially well? In answering this question, please be specific about how you were helped.
- Based on your own experiences, what aspects of SAAS services and programs disappointed you or failed to meet your expectations? In answering this question, please be as specific as you can about what didn't work.
- Finally, based on your experiences, how do you think SAAS might be improved? Again, please be specific about areas of improvement and why they need to be improved.

Responses to these questions are included as Appendix B of this report. Themes which emerged from a review of student-athlete responses to these open-ended questions serve as another source of information for our report and are reflected in our observations and recommendations offered below.

Interviews with Key Constituents

In addition to the survey of student-athletes, our committee conducted face-to-face interviews or focus groups with the following key constituents:

- Vice Provost and Dean of Undergraduate Academic Affairs
- Chair of the President's Advisory Committee on Intercollegiate Athletics
- Director of Intercollegiate Athletics
- Faculty Athletics Representative
- Senior Associate Athletic Director for Compliance and Student Development
- Senior Associate Athletic Director for Advancement
- Associate Athletic Director for Student Development
- SAAS academic advisers
- SAAS academic coordinators
- SAAS learning specialist
- SAAS counseling services coordinator
- SAAS program support supervisor
- Compliance coordinator
- Washington Student-Athlete Advisory Council (WASAC)
- Director, Disability Resources for Students
- Director, Student Financial Aid and a financial aid counselor
- Head coaches and academic coaches for each intercollegiate team
- Director, Office of Admissions and an admissions counselor
- Assistant Dean, Undergraduate Academic Affairs
- Assistant Director, Undergraduate Advising
- Director, First Year Programs
- Director, Center for Learning and Undergraduate Enrichment (CLUE)
- Director, Honors Program
- Departmental advisers

As with the responses to the open-ended questions offered by student-athletes, the themes and feedback provided by key constituents in these face-to-face interviews serve as an additional source of information for our report and are reflected in our observations and recommendations offered below.

For each of the sections below, we used the suggested interview questions provided in the NCAA/N4A "Academic Services Evaluation Guide" to provide information about SAAS's services/programs and to serve as a structure for our committee's review and evaluation.

Section 1: Academic Counseling and Advising Resources and Services

1.   **What support services are provided for student-athletes?**

Academic Advising
Academic advisers help new student-athletes transition into UW and provide continued academic support services for all student-athletes throughout their time at the university. Advisers provide guidance with all aspects of educational planning and assist students with designing their quarterly schedules, setting goals for academic majors, planning for graduation, and developing career interests. SAAS advisers also work closely with departmental advisers and staff in other administrative support units such as the Career Center, the Office of Minority Affairs, and the Gateway Center's Office of Undergraduate Advising. SAAS recognizes that career development issues are often closely related to academic performance. Therefore, advisers emphasize the importance of learning outside the classroom in helping students develop career paths and to form networks that can lead to academic and vocational post-UW opportunities.

Academic Coordinating
Academic coordinators work with student-athletes to plan and organize the delivery of academic support services. Coordinators work one-on-one with student-athletes to teach skills such as time-management, lecture note processing, active reading, academic writing, database researching, test preparation, and test-taking strategies. In conjunction with advisers, the coordinators recommend tutorial assistance for student-athletes in specific classes, manage a weekly schedule of tutoring sessions for their student-athletes, and then monitor progress in both tutorial sessions and in the classroom. In addition, coordinators refer student-athletes to academic support services that exist on campus. Recognizing the challenges posed to student-athletes because of the time and effort consumed by practice and competition schedules, academic coordinators emphasize the student-athlete's role and responsibility in managing his/her own learning.

Learning Needs
Learning specialists help student-athletes assess academic strengths and weaknesses and develop individual educational plans. Learning specialists work directly with student-athletes on academic issues and perform preliminary diagnostic testing for student-athletes who feel they may have some form of learning difference. After performing initial consulting and testing, learning specialists then refer student-athletes to outside professionals for more complete testing (if warranted). Learning specialists also help student-athletes in preparing the necessary documentation to receive special academic accommodations with the UW's Disability Resources for Students Office (DRS).

Tutorial Services
The Tutorial Program works with student-athletes to maximize learning that takes place in classes and through independent study time. The tutorial coordinator's responsibilities include hiring and training a pool of 60 to 70 content-area tutors on a quarterly basis. All student-athletes, from full scholarship to walk-on students, are eligible, at no charge, to request tutoring for selected classes. Tutoring is commonly done in small groups of two to three students, but one-on-one tutorial support is also available. Tutors typically are graduate students or undergraduates who have demonstrated expertise in a particular subject matter and possess excellent teaching and study skills.

CHAMPS/Life Skills
The Assistant Director for Life Skills oversees a comprehensive CHAMPS/Life Skills program which provides programming in each of the following areas: academic excellence, career development, community

service, personal development, and leadership development. Specific programs include: a Life Skills transition course for freshmen, a financial planning course for student-athletes, the Washington Student-Athlete Advisory Council (WSAAC), annual speakers on health and wellness topics, a new student-athlete orientation program (offered each quarter), career development workshops, and networking events including resume writing and mock interviews.

2.   What are the policies or requirements for using these services?

Students who are coded as student-athletes (or in many cases who were previously coded as a student-athlete) may utilize SAAS's services. SAAS treats all student-athletes the same, regardless as to the level of financial aid or athletic scholarship status. The amount and types of services provided to each student-athlete are determined by the specific individual's academic needs.

3.   Are the services available to all student-athletes?

Yes.

4.   How are student-athletes made aware of these services?

Students are made aware of available services during recruitment, freshman orientation, and quarterly team meetings. SAAS staff and coaches are also made aware of programs and services through print media and regular emails.

5.   How is progress toward degree-requirements monitored?

Each student has an assigned adviser who monitors progress-toward-degree. This progress is tracked in hard-copy files on the university's "Electronic Advising Records System" (EARS) and in a spreadsheet housed in SAAS. Independently, the continuing eligibility coordinator also monitors each student's progress-toward-degree requirements.

6.   What are the responsibilities of the academic support services staff and campus academic advisers?

SAAS staff members work with the continuing eligibility coordinator to evaluate and monitor student-athlete academic progress. Campus academic advisers work with student-athletes to ensure satisfactory progress through their degree programs consistent with university policies for all undergraduates. Campus advisers have no role in evaluating student-athlete athletic eligibility.

7.   What methods are used each term to ensure student-athletes are taking courses that fulfill progress toward-degree requirements?

Each student-athlete's schedule of classes is evaluated at the beginning of each quarter by both the student's adviser and by the continuing eligibility coordinator.

8.   Is there regularly scheduled communication each term between academic support services staff and campus academic advisers? If yes, describe the frequency and type of communication.

From 1993 to 2003, an SAAS adviser attended the Undergraduate Advising Center's (the Gateway Center's) weekly staff meeting. In 2006 and 2007, advisers from the Gateway Center, the Office of Minority Affairs, and Intercollegiate Athletics met each month along with selected departmental advisers. The goals of these meetings included: introducing new majors and minors and describing any changes or

modifications to existing departmental curricula or degree requirements. SAAS is currently seeking to renew participation in the Gateway Center's staff meetings.

In addition, SAAS advisers attend UW's "All-Adviser" meetings which are held biannually. These meetings offer an opportunity for university officials to communicate and discuss any changes in policy or procedures to the advising community. Two years ago, campus advisers began holding an annual "Summer Advising Summit" to review current research into advising best practices, which SAAS staff members have participated and attended.

9.   How regularly do coaches meet with academic support services staff?

Coaches whose teams have a high proportion of academically at-risk students have face-to-face meetings with the academic support staff on a weekly basis and very often connect with advisers and academic coordinators daily. The staff communicates regularly with all coaches as pertinent issues arise. In addition to in-person meetings, cell phone calls, email, and increasingly text messaging are used by staff to communicate issues or concerns to coaches.

10.   Describe the orientation program presented by academic support services staff for all student-athletes.

Many student-athletes participate in the advising and orientation sessions hosted by UW's Office of First Year Programs. There are some student-athletes who are unable to attend summer sessions because of athletic activities or distance from the UW (a good number of student-athletes are from outside of the Seattle area and Washington State). For those student-athletes unable to attend an on-campus orientation session, SAAS staff members conduct advising and registration support via the phone or through email. Because student-athletes have to build their class schedules around practice and other athletics-related activities, staff will often supplement the First Year Programs activities with in-person registration help. In addition to the above services, the SAAS Life Skills program provides quarterly orientation sessions for all incoming student-athletes.

11.   How many full-time staff members are in academic support services?

There are fourteen full-time staff members (four of whom are full-time Academic Advisers).

12.   What are the titles and job responsibilities (see responses to question #1) of full-time staff?

- Four Academic Advisers
- Four Academic Coordinators (ACs)
- Two Learning Specialists (one position currently vacant)
- One Life Skills Director
- One Tutorial Services Coordinator
- One Associate Athletic Director for Student Development
- One Program Supervisor

13.   What are the reporting lines of the staff in academic support services?

- Academic Advisers report to the Assistant Director for Academic Advising.
- Academic Coordinators report to the Assistant Director for Academic Coordination.
- The Tutorial Services unit reports to the Assistant Director of Learning Resources.
- The Assistant Director for Life Skills has supervisory responsibilities with all SAAS staff based on individual tasks, functions, programs, and activities.

- Each Assistant Director and the Program Supervisor report directly to the Associate AD for Student Development.
- The Associate AD for Student Development reports to the Senior Associate AD for Compliance and Student Development and the Vice Provost and Dean of Undergraduate Academic Affairs with a dotted reporting line to the University's Faculty Athletics Representative.

14.   What is the ratio of full-time athletics academic advisers to student-athletes?

The advising team (FTE of 4) serves approximately 650 students – the ratio is about 1 adviser to 160 student-athletes.

15.   What part-time staff do academic support services use? Describe their roles and job responsibilities.

- The part-time Academic Coordinator performs the same functions as full-time ACs.
- Academic Mentors work in collaboration with ACs and support students in the Learning Resources area.
- The Tutorial Services Coordinator manages a large number of part-time tutors and staff.
- The Program Supervisor manages three work study students.

16.   Are development opportunities provided for academic support services staff? If yes, please describe.

Staff members have the opportunity to participate in on-campus (networking, workshops, etc.) and off-campus (conferences, "drive-in" workshops, etc.) professional development activities. In addition, SAAS hosts an annual staff retreat and periodic professional development opportunities within the context of weekly staff meetings. The Associate AD for Student Development conducts quarterly check-in meetings and annual performance reviews with each member of the staff. These sessions always include a conversation about professional development. Lastly, staff members are encouraged to use one hour per week to engage in something related to professional development goals – these activities are discussed with other staff members during weekly staff meetings.

17.   Describe involvement with institutional academic support services external to athletics where collaboration is significant (for example, honors program, learning disabilities, minority student support, and university orientation).

Staff members frequently connect and communicate with the Gateway Center's Undergraduate Advising Office, Career Services, Office of Minority Affairs, Disability Resources for Students (DRS), First Year Programs, departmental advisers, the Registrar's Office, and the Office of Admissions.

Section 2: Tutoring

1.   What support services regarding tutoring are provided for student-athletes?

- **Drop-in sessions:**
  Drop-in tutoring sessions for specific subject areas are available to all student-athletes, Cheer Squad members, and members of the Husky Marching Band.
- **One-on-one tutoring:**
  One-on-one tutoring is available to all student-athletes for support in specific courses. However, this service is used primarily by student-athletes who are "assigned" tutoring (as opposed to student-athletes who "voluntarily" sign-up for a tutor). Student-athletes assigned tutoring are generally those individuals classified under various special admissions categories (low academic performing "special admits") by the Office of Admissions.
- **Group tutoring sessions:**
  Group tutoring sessions either by subject area or for a specific course are available to all student-athletes.
- **Faculty liaison support (tutors assigned to specific courses, who attend all class meetings times, and work directly with faculty instructors to support student-athletes outside of class):**
  The need for facility liaison support is determined prior to the start of each quarter. Courses enrolled by student-athletes with heavy travel schedules, courses with a high proportion of student-athletes with diagnosed learning needs, and courses with low student success rates are given priority for faculty liaison support.
- **Specialized skill building support:**
  The skills building support program is designed primarily for student-athletes with documented learning needs (that is, students who are registered with DRS).
- **Review sessions:**
  Mid-term and final test review sessions for specific courses are available to all student-athletes, Cheer Squad members, and members of the Husky Marching Band. Occasionally non-athletes are invited to participate in mid-term and final test review sessions led by TAs or professors.

2.   What are the policies or requirements for using these services?

- Student-athletes who voluntarily sign-up for tutoring services make their requests in person or via email. Requests are processed by the tutorial staff within 24 hours. Once assigned, the tutorial staff sends an email to the student-athlete with the tutor's contact information. It is then the responsibility of the student-athlete to arrange with the tutor appropriate times and days to meet.
- Student-athletes enrolling for tutoring voluntarily are allowed to meet with a tutor up to two hours per week per class. The exception to this rule is during the period right before mid-terms and finals week (where one and a half additional hours are allowed). Approximately, 200-300 student-athletes voluntarily request tutoring each quarter.
- To ensure the availability of one-on-one tutoring, student-athletes who are assigned mandatory tutoring (that is, student-athletes who experience difficulties succeeding independently) receive priority scheduling and are assigned to their tutors before the quarter begins.
- There is no limit on the number of hours a student-athlete may meet with a tutor for those student-athletes whose are assigned tutoring.
- If a student-athlete needs to cancel an appointment with his/her tutor, he/she must provide 24-hours notice. Failure to do so, results in the student-athlete's team paying for the costs of the missed appointment.
- If a student-athlete cancels more than twice in a quarter with less than 24-hours notice, his/her tutoring will be cancelled. Team specific disciplinary action is also likely to follow.

3. **Are the services available to all student-athletes?**

   Yes.

4. **How are student-athletes made aware of these services?**

- Coaches are informed by their team's Academic Coordinator about available tutoring services.
- Emails to all student-athletes in classes where drop-in sessions are available or review sessions are held are sent regularly.
- Fliers are hung in the SAAS building, in various tutoring spaces, and on the computer lab's bulletin boards.
- Academic Coordinators, Academic Advisers, SAAS Learning Specialists, Assistant Director for Life Skills, and the Associate Athletic Director for Student Development are given fliers and are sent emails to distribute to teams and to post in their offices detailing SAAS programs and services.
- Emails are sent regularly to the Cheer Coach listing available SAAS and other on-campus tutoring resources.

5. **How are tutors recruited, selected, trained, and evaluated?**

- **Recruitment and Selection:**
  University of Washington students are recruited as tutors in accordance with UW's Local 4121 (the TA, RA, and tutors union). The jobs are centrally posted on www.huskyjobs.com. All applicants are made aware of their status (interview selection, waitlist, or no selection) within two weeks. Upper-campus advisers are also contacted to help recruit UW graduate students and advanced undergraduates in their departments. Non-student workers are all college graduates who work from 20- 25 hours per week. These tutors are typically assigned as faculty liaisons to selected courses. In all cases, tutors are interviewed and are hired based upon area expertise, teaching ability, available hours, and in the case of returning employees performance evaluations in previous quarters. Peer Leaders are selected based on their GPA scores (above 3.3 in specific areas), leadership skills, and levels of student-athlete demand for tutoring support in specific subject areas.
- **Training:**
  New Tutor Orientation is required for all incoming tutors. The orientation is a four-hour training session that includes the following topics: professionalism, ethics, compliance, student-athlete culture, study tips, and an introduction to SAAS's online scheduling system (the Student-Athlete Management System or SAMS).
- **Evaluation:**
  All tutors are evaluated each quarter by their student-athletes. An online and hard copy survey is given to student-athletes starting during the last two weeks of the quarter. This information is compiled into an individualized report given to each tutors. The evaluation focuses on the following areas: professionalism, tutoring skills, interactive skills, preparedness, and overall performance.

6. **Is there a tutorial handbook? If yes, please describe how often it is reviewed and updated. Also, identify who is responsible.**

The "Handbook for New Tutors" was developed eight years ago and has been reviewed and updated each year since. The Tutorial Coordinator is responsible for updating the manual and the Assistant Director for Learning Resources reviews and edits the document as needed. All other SAAS staff members provide and make suggestions for any additions or modifications to the manual.

7. **What training occurs to ensure that tutors are knowledgeable of applicable NCAA, conference, and/or institutional compliance rules and regulations?**

The Compliance Office explains applicable NCAA, PAC-10 conference, and institutional compliance rules and regulations through a presentation to tutors during New Tutor Orientation. Quarterly meetings with all tutors emphasize and remind them of relevant compliance rules. Any subsequent updates or changes to compliance policies or procedures are forwarded to tutors via email from the Senior Associate Athletic Director for Compliance and Student Development.

8. **What methods are in place to ensure that tutors adhere to NCAA rules and regulations?**

So that their work might be monitored by SAAS professional staff, tutors are required to schedule their hours within SAAS's normal hours of operation. All tutoring sessions are reviewed and approved by the Tutorial Coordinator in advance of scheduling. Tutors are also asked to sign a compliance contract before they begin their work, reminding them of the rules and their responsibilities, and holding them responsible should they commit any violations.

9. **What programs are in place to provide ongoing training for tutors?**

During weeks three, six, and nine of each quarter, tutors are required to check-in with an SAAS Learning Specialist or the Tutorial Coordinator to receive any updates or modifications to the compliance rules and regulations.

10. **Is the tutorial program certified? If yes, by what association?**

No. However, SAAS has researched the process of becoming certified and is evaluating whether certification is an appropriate objective for SAAS's tutorial program.

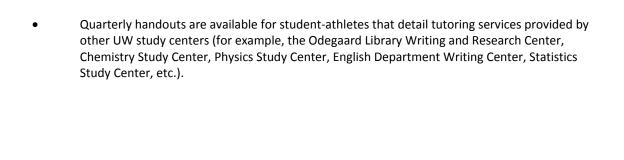11. **What are the methods by which a student-athlete is assigned a tutor?**

See responses above.

12. **What strategies are used to ensure that you have enough tutors to meet the academic needs of student-athletes?**

- A review of student-athlete tutoring needs for each quarter begins immediately after registration. The hiring process then begins (roughly five weeks before the beginning of the quarter).
- One-on-one and drop-in session tutors are also hired mid-quarter to accommodate changes in student-athlete demand for tutoring support.

13. **What type of collaboration, if any, exists between academic support services and tutoring services on campus?**

- The Tutorial Coordinator regularly attends Writing Center Directors meetings, sponsored by the College of Arts and Sciences and hosted by the College's Director of Writing.
- The Tutoring Services Staff commonly refers students to the CLUE Program (an evening tutoring program sponsored by the Gateway Center's Undergraduate Advising Office) for tutoring support and review sessions.
- SAAS offers a number of its morning tutoring sessions on upper-campus (generally in Mary Gates Hall, home of UW's Gateway Center's Undergraduate Advising Office and the Office of Undergraduate Academic Affairs).

- Quarterly handouts are available for student-athletes that detail tutoring services provided by other UW study centers (for example, the Odegaard Library Writing and Research Center, Chemistry Study Center, Physics Study Center, English Department Writing Center, Statistics Study Center, etc.).

Section 3: Academic Progress Monitoring and Reporting

1.   What is the role of academic support services staff in monitoring the academic progress of student-athletes?

- SAAS advisers and coordinators collect grades and other course-specific information (rates of attendance; due dates for projects, papers, and examinations; etc.) from student-athletes, faculty, and TAs; and develop reports for coaches of each sport detailing this information. These materials are presented and reviewed at regular meetings between SAAS staff and coaches. As noted earlier, for many sports, these meetings occur weekly and in some cases more frequently.
- Tutors provide online feedback to SAAS advisers and coordinators on the performance of student-athletes during scheduled tutoring sessions. These tutoring reports are submitted daily and are reviewed regularly by SAAS staff.
- "Study Table" sessions and weekly mandatory Academic Coordinator meetings allow SAAS staff members to monitor student progress.
- Coaches from each team are required to perform quarterly "class checks" of their student-athletes to examine and ensure classroom attendance. SAAS also hires one to two class checkers per quarter to monitor attendance.
- Faculty and TAs are also asked to submit mid-term reports two times per quarter via the SAMS database detailing student-athletes' progress in their courses.

2.   How does the academic support services staff interact with staff from the office of admissions and records and campus academic advisers to monitor academic progress?

- SAAS advisers work with departmental campus advisers to obtain "Declaration of Intended Degree" forms for student-athletes entering their junior year.
- SAAS advisers interact with Gateway Center Advisers to help student-athletes develop "Individualized Study Programs" for those students who select this major option.
- SAAS advisers also work with the Office of Admissions to determine the transferability of credits earned from other institutions (for example, transfer credits from two- and four-year colleges, running start credits, Advanced Placement credits, etc.).

3.   May coaches communicate directly with faculty or campus academic advisers regarding the student-athlete academic performance?

All communication goes through the SAAS staff regarding student-athlete academic performance. Coaches do not communicate directly with faculty or campus academic advisers regarding the student-athlete academic performance.

4.   What is the procedure for informing coaches, administrators, and student-athletes about the academic progress of student-athletes?

- Coaches have access to the SAMS database which allows them to check the academic progress of each of their student-athletes. Information posted includes: class attendance, midterm grade reports, tutor reports, information from academic meetings with SAAS advisers and coordinators, and performance/attendance at study table. The expectation is that someone on each coaching staff checks the SAMS report every few days.
- Regular meetings are held (weekly for some teams) between the head or academic coach and the SAAS staff members working with that sports team.
- Coaches receive regular reports from SAAS for each of their student-athletes.
- Athletic department administrators who supervise each sport (Senior Associate Athletic Directors, in most cases) are copied on relevant e-mails and reports.

5.   **How is faculty involved in monitoring the academic progress of student-athletes?**

See response above.

6.   **How does the academic support services staff monitor the number of class absences due to the athletics competition?**

Monitoring student-athlete class absences due to athletics competition is the responsibility of each sport's supervisor (as noted above, generally this is a Senior Associate Athletic Director) per the ICA travel policies (described in greater detail in the "Student-Athlete Handbook").

<u>**Section 4: Assistance for Special Academic Needs**</u>

1.   How are student-athletes with special academic needs identified?

There are multiple ways special needs student-athletes are identified:
- By "Academic Index" or AI (an Office of Admissions measure of high school GPA and test scores) and special admission ("special admit") status.
- Self-identification during recruiting or orientation (for example, during orientation, announcements are made encouraging student-athletes to contact an SAAS Learning Specialist if they have a documented learning disability or have general concerns about learning issues).
- Performance in the LEAP Program (the month-long, summer bridge transition course for student-athletes).
- Screening of incoming student-athletes (about 100 the incoming student-athletes are screened before autumn quarter using the Stanford Diagnostic Reading Test-4). Students who score in an area of concern are required to have a follow up meeting with an SAAS Learning Specialist.
- Soon SAAS will be implementing an "Academic-Readiness Continuum Chart" (an assessment instrument that tracks several factors that indentify students as potentially academically "at-risk" for failure).

2.   What diagnostic testing is provided generally for students with special needs?

Students can receive a list of recommended testing administrators through DRS.

3.   What diagnostic testing is provided for student-athletes with special needs?

See responses above.

4.   Is comprehensive learning disability testing provided for student-athletes? Who performs the testing? Does this differ from the general student body? If not, how are learning disability testing services provided to student-athletes?

- After completing an intake interview with an SAAS Learning Specialist, student-athletes can be referred for outside testing. This testing includes a full neuro-psychological assessment administered by a licensed psychologist (chosen from the list of recommended providers offered by DRS). SAAS covers the full costs of learning disability testing for student-athletes.
- Among the general student body, students are expected to find their own testing provider and pay for the testing themselves. The initial costs for these services range from $850 to $1200.

5.   What accommodations are available for the general student body if diagnosed with a learning disability?

Once appropriate documentation is submitted, DRS determines which accommodations (if any) a student should receive. The most common accommodations include providing: note-takers, alternative format books, extra time on exams, quiet testing areas, priority registration, taped lectures, and power point slides or other handouts from lectures or quiz sections. Less common accommodations include providing: professor-generated "memory lists" for exams, scribes or readers for mid-term or final examinations, foreign language or quantitative graduation requirement substitution waivers, and a reduced quarterly credit load.

6.   What specific services or accommodations do you provide to meet the needs of student-athletes with special academic needs? Does this differ from those provided to the general student body? If so, how?

Student-athletes receive the accommodations that DRS deems appropriate. In addition to DRS accommodations, SAAS provides student-athletes with special academic needs regular meetings with a learning specialist and an academic coordinator, tutoring (focusing on both specific content areas and general study skills), and a comprehensive review of course schedules during the registration process. In some cases, student-athletes with the most challenging learning needs are assigned daily structured study time.

7.   Does your institution have a learning specialist? If yes, what are his or her qualifications and duties?

- At this time, SAAS has one full-time learning specialist and is in the process of hiring a second. The current learning specialist holds a master's degree in special education with an emphasis on learning strategies. Her current doctoral work in is "Educational Leadership and Policy Studies" and includes coursework in "Special Education" and "Curriculum and Instruction." She has five years special education teaching experience and nine years of experience working in SAAS.
- The learning specialist's duties include: supervising the summer bridge class for incoming student-athletes, assessing incoming student-athletes who might be academically at-risk, meeting regularly with student-athletes diagnosed with learning needs, overseeing the freshmen football study table, and serving as the liaison between SAAS and DRS.

8.   What type of communication occurs between academic support services staff and the office of disability services?

The SAAS Learning Specialist advocates on behalf of student-athletes in the process of accessing disability resources and accommodations. This includes helping student-athletes submit the appropriate documentation to DRS, guiding students in the process of securing additional testing (when needed), and serving as a liaison with DRS when student-athletes have questions regarding resources for specific learning issues or temporary physical disabilities. In some cases, DRS has contacted SAAS to see whether any of SAAS's faculty liaison tutors might be willing to be hired as note-takers for non-athletes diagnosed with learning needs.

Section 5: Assistance for At-Risk Students

1.   How are at-risk student-athletes identified?

Prior to coming on campus, the "Academic Index" or AI (an Office of Admissions measure of high school GPA and test scores) is the main tool used to identify academically at-risk student-athletes. Recruiting coaches and parents can serve as additional sources of information along with the performance of student-athletes in SAAS's one-month, summer bridge course (LEAP Program). Currently, the LEAP Program brings to UW about 40 first-year student-athletes for an intensive critical thinking class that focuses on improving student-athletes' academic preparedness skills. Finally, the Learning Specialist administers assessment tests to incoming freshmen as well as transfer students to gauge reading, writing, and vocabulary skills. This information is distributed to SAAS Academic Coordinators and Advisers to help in developing academic plans for all student-athletes.

2.   What support services are provided for student-athletes determined to be at-risk?

The academic services provided to academically at-risk student-athletes include: tutoring support for all courses, weekly meetings with an Academic Coordinator to reinforce academic and time-management skills, regular meetings with an SAAS Learning Specialist, mandatory study table hours, periodic academic progress checks with faculty, registering students for "University Skills" classes run through SAAS's Life Skills Program, and maintaining regular contact with coaches to assure a comprehensive network of academic support.

3.   What are the policies or requirements for using these support services?

Academic support services are available to all student-athletes regardless of scholarship status. The only requirement is that student-athletes must attend scheduled meetings with SAAS staff and tutors. If a student-athlete fails to attend tutoring or other scheduled meetings then services are suspended pending a meeting with academic staff, the student-athlete, and the student-athlete's coach to understand why the student-athlete is not engaged with the support provided. In some cases, this meeting results in developing a more formal contract that will ensure that the student-athlete re-connects with appropriate academic support services.

4.   Are the support services available to all student-athletes?

Academic services are available to all student-athletes regardless of scholarship status.

5.   How are student-athletes made aware of the support services?

Communication to student-athletes is done through a variety of means: email (individually and through a student-athlete list serve), team meetings, bulletin boards located in the computer lab and SAAS academic center, the SAAS website, and through direct communication from SAAS's staff with individual coaches and student-athletes.

6.   What diagnostic testing is provided to at-risk student-athletes? Who performs these tests? Does this differ from the general student body? If so, how?

See responses above.

7.   Describe the support services provided to at-risk student-athletes to assist them in developing study skills.

Assigned meetings with Academic Coordinators are meant to help develop appropriate study habits, including: time management, note-taking, reading strategies, test-taking strategies, writing skills, and communication skills. Academic Coordinator meetings are also an opportunity for the student-athlete to develop weekly study objectives and review the completion of past academic goals. Along with the Academic Coordinator, tutors and mentors are involved in helping to develop student-athletes' study skills. Finally, SAAS partners with campus departments and various study centers whenever possible to hold academic skills seminars, stress and anxiety workshops, Meyers-Briggs workshops, and so forth.

8. **Does your institution offer a basic study-skills class? If yes, please provide a copy of the syllabus.**

SAAS offers a Life Skills class that focuses on the student-athlete identity and the transition to college. SAAS's one-month, summer bridge course (LEAP Program) has a study-skills component. A copy of the syllabus for last's summer bridge class was reviewed by our committee and is listed above.

9. **Are learning assistants and mentors provided or available to work with at-risk student-athletes? If yes, please describe their qualifications and duties.**

Graduate students who are evaluated by the SAAS Learning Specialist or Tutorial Coordinator are available to work with at-risk student-athletes. Many of these graduate students are professionally trained in special education and come from UW's College of Education.

10. **What is the staffing ratio of learning assistants and mentors to student-athletes?**

As noted above, SAAS hires approximately 60-70 content tutors each quarter to serve all student-athletes. At-risk student-athletes are scheduled first and are given "mandatory" tutoring support in each of their classes. The ratio of tutors to student-athletes is about 1 to 10.

11. **Are at-risk student-athletes required to log a specific amount of time in the learning center (for example, at study hall or with tutors) each week? If yes, what are the requirements?**

- Generally, at-risk student-athletes have study table requirements (ranging between six and ten hours of study time per week). Freshmen football players have mandatory study table (a minimum of one and half hours a day, Sunday through Thursday evenings) that they must attend their entire first year. Freshmen football study table is held in SAAS's Rose Auditorium and is staffed by study table monitors and full-time SAAS staff. Student-athletes assigned to mandatory study table are required to develop weekly objectives which are reviewed and checked off for completion by study table supervisors.
- Athletes in other sports typically have some study table obligations (most commonly a requirement for first- and second-year students); but unlike the freshmen football study table, they are typically managed on the "honor system." Students come into the SAAS academic center and sign-in and sign-out on log sheets for each sport. Once in the building, they are free to study in the tutoring rooms, small group areas, dining hall, atriums, or use the computer lab.

12. **How do the profiles of at-risk student-athletes compare to student-athletes, at-risk students, and the general study body of your institution?**

- With practice and travel demands all occurring within a short ten-week quarter, it may be fair (at some level) to classify every student-athlete as academically "at-risk." Missing class lectures, having to take tests on the road, and sometimes suffering punitive actions on the part of professors or TAs who refuse to accommodate student-athletes are all factors that put even the most academically accomplished student-athletes at-risk. Interestingly, even though student-athletes are recruited by the university and as a condition of their scholarship and participation

on the team are compelled to miss class and travel away from campus, the UW Faculty Code only "encourages" faculty to accommodate student-athlete academic conflicts. If a faculty member wishes not to accommodate a student-athlete, they are completely free to do so. Of course, the situation for student-athletes with academic deficiencies, learning differences, or motivational issues is even more severe than for academically stronger student-athletes.

- Despite the demands of their sports and the fact that a significant percentage of student-athletes are special admits, the all student-athlete population has a mean GPA about 0.1 to 0.2 lower than the overall undergraduate student body. Generally student-athletes average around a 3.0 cumulative GPA, while all UW undergrads have an average cumulative GPA from 3.1 to 3.2.

13.   What are the policies regarding academic probation?

SAAS's hope is to avoid academic probation and intervene long before a student-athlete's academic difficulties get to this stage. For a student-athlete on academic probation, SAAS adds additional academic support services and coordinates with the student-athlete's coaching staff to make sure the student-athlete has sufficient structure in place to follow through with an academic improvement plan. The goal is to enable the student-athlete to buy into the plan, and once that is achieved then hold the student-athlete accountable for its success.

14.   Does your institution provide a summer bridge (or comparable) program for new student-athletes? If yes, are at-risk student-athletes encouraged or required to attend? What are the components of the program?

As noted above, SAAS sponsors a one-month, summer bridge course (LEAP Program). At-risk student-athletes are either encouraged or mandated to attend this class. In some cases, successful completion of the LEAP Program is a condition of being admitted to the university. The program is essentially a freshmen English composition class, but focuses heavily on critical thinking skills, learning how to use university academic and electronic resources, and learning how to navigate the UW campus academically. The Leap Program includes a morning class followed by an afternoon study table component. Some LEAP students have noted that they wrote more in this one-month summer bridge class than they did in all of high school. Compared to previous summer bridge programs, the new LEAP program gives in-coming freshmen a realistic and deep understanding of college-level work and UW's academic expectations for its undergraduates.

Section 6: Academic Support Facilities

1.   Is a learning center (or other designated space or facility) available exclusively for student-athletes? If so, please describe the facility.

Yes. SAAS is located in the Ackerley Academic Center, on the first and second floors of the Conibear Shellhouse.

2.   How many tutorial rooms, offices, classrooms, or other facilities are available?

The second floor provides office space for fourteen staff members, four individual study/tutor rooms, a larger conference room, and a combination Life Skills Office/Resource Room. Two larger atria house quiet study areas and tutoring space. Wireless access is available throughout the building. During the day, additional space is available in the Windermere Cup Dining Room and the Student-Athlete Lounge (both located on the first floor of the Conibear Shellhouse). The Rose Auditorium seats 40 students and is used for classes, study table, and workshops throughout the year. As noted above, additional space is used in Mary Gates Hall during the morning hours for tutoring sessions.

3.   Is there a computer lab? If yes, how many computers are available? Does the computer lab have the software equivalent to the other labs on campus?

A computer lab is located on the first floor of the Conibear Shellhouse. It contains 35 computers (34 PCs and one MAC) and is updated annually with the latest version software. Printing for student-athletes is free and assistance from a computer lab coordinator is also provided.

4.   Does your institution have computers available to be checked out for team travel? If yes, how many are available? What is the pattern of use? Are there policies related to use?

Approximately 25 laptop PC computers are available for student-athletes to checkout when they traveling for competition. The appropriate use policies for laptops are similar to the computer use policies in the SAAS computer lab. Student-athletes are required to fill-out and sign a laptop checkout form that reviews SAAS's computer use policies before equipment is issued.

5.   Is the facility accessible to student-athletes during the day and evening hours? What are the hours of operation?

During a typical week, the hours of operation for the Ackerley Academic Center are 8am to 10pm Monday through Thursday; 8am to 5pm Friday; and 5pm to 10pm on Sunday.

<u>**Section 7: Academic Evaluation of Prospective Student-Athletes**</u>

1.   **Are evaluations of unofficial or official high school, two-year, and four-year college transcripts prepared? If yes, what are the procedures?**

- The coaching staffs for each team provide the preliminary or unofficial review of prospective student-athlete high school, two-year college, and four-year college transcripts.
- For high school recruits: High school transcripts are either evaluated by the initial eligibility coordinator or by UW's Admissions Office (specifically, by a UW's Admissions Office staffer who serves as SAAS's main admissions contact). Both reviewers check for core courses on the NCAA approved core class list (48H) and for UW core course requirements. After this review, the following individuals retain copies of the completed evaluation and transcripts: the SAAS contact in the admissions office, the initial eligibility coordinator in ICA's compliance department, the Associate Athletic Director for Student Development, and the sport requesting the evaluation. Each evaluation is dated in case updates are needed.
- Transfer recruits (two- and four-year transfers): Transfer transcripts are sent to the athletics contact in the admissions office. The Admissions Office staffer evaluates each transcript for transferable credits and makes sure the UW core course requirements are met (this process requires a review of the student-athlete's high school transcript as well). After this review, the following individuals retain copies of the completed evaluation and transcripts: the SAAS contact in the admissions office, the initial eligibility coordinator in ICA's compliance department, the Associate Athletic Director for Student Development, and the sport requesting the evaluation. The initial eligibility coordinator then evaluates whether the NCAA transfer requirements are met. If the requirements are met, the evaluated transcript is sent to the adviser for the particular sport to analyze the student-athlete's percentage towards degree completion. The head coach is then updated on the likelihood of admission and successful transfer of the recruit.

2.   **How do you evaluate transcripts of prospective transfer student-athletes?**

See response above.

3.   **How do you determine if prospective transfer student-athletes will meet progress-toward-degree requirements when they arrive on campus?**

See response above.

4.   **How do predictors of academic success of student-athletes at your institution compare to the student body?**

The Director of Admissions evaluates predictors of academic success through a holistic admissions review process. This is the same for all prospective UW students.

5.   **Does your institution have special or alternative admission policies for prospective student-athletes? If yes, what are the policies?**

UW's Faculty Committee on Academic Standards (FCAS) Sub-Committee on Admissions and Graduation published its revised policy on special or alternative admissions regarding prospective student-athletes in October 2008. This policy was discussed and reviewed by our committee as part of its deliberations.

The policy recognizes the university's need to identify and reserve adequate enrollment space to field intercollegiate teams with athletically competitive and academically qualified student-athletes. To achieve this goal, this new policy classifies applicants into three admissions categories:

- Routine admissions
- Priority admissions
- Special admissions

Routinely admitted freshmen and transfer student-athletes are those accepted to the UW without consideration of their student-athlete status.

Priority admitted student-athletes are those applicants who have an Admissions Index (AI) number of 28 or higher and who would not generally be admissible to the UW based on the university's comprehensive review process. Based on data collected from all UW undergraduates, students who fall into this category are predicted to have at least an 80% or greater chance of achieving a 2.0 GPA by the end of their first academic year. This category also includes students with up to one year's deficiency in the social sciences. Applicants eligible for priority admissions must, however, satisfy UW's mathematics and foreign language core requirements.

Special admitted student-athletes are freshmen recruited with an academic profile which predicts less than an 80% probability of attaining a freshman-year GPA of at least 2.0 (that is, prospects who have an AI number below 28); recruited transfers with GPAs below 2.3; and applicants who have mathematics or foreign language core deficiencies. This newly revised policy limits the total number of admissions from this category to 30 students per academic year.

Decisions about specially admitted student athletes are made by UW's Director of Admissions in consultation with relevant academic and athletic personnel. A decision may be appealed by the Director of Athletics and is reviewed by an appellate committee composed of the Director of Admissions, the Faculty Athletics Representative, the Vice Provost and Dean for Undergraduate Academic Affairs, and a faculty member appointed from the President's Advisory Committee on Intercollegiate Athletics (ACIA).

This policy also requires SAAS and the Office of Admissions to provided annual progress and retention reports on special admission students to FCAS's Admission and Graduation Sub-Committee and to the Faculty Athletics Representative.

6.   Do faculty members participate in the review of specially admitted prospective student-athletes? If yes, describe.

As noted above, an admissions appeals committee is comprised of the Director of Admissions, the Faculty Athletics Representative, the Vice Provost and Dean of Undergraduate Academic Affairs, and a designee from ACIA. This committee reviews any admission denials that are appealed in writing from the Director of Athletic. This committee's decision is final. Other than the appeals committee, UW's Director of Admissions makes all admissions decisions.

7.   What are the procedures for admitting prospective student-athletes who do not meet the regular admission standard of the institution? Does this differ from the general student body? If so, how?

Prospective student-athletes who do not meet the regular admission standards are handled as any other specially or alternatively admitted student. All decisions are made by the Office of Admissions.

8.   Describe the involvement of academic support services staff in the recruiting process (e.g. unofficial, official visits).

It is ICA departmental policy that all unofficial and official visits contain an academic component. In most cases, this means a one-on-one visit with an SAAS staff member or a more formal group academic presentation. In addition, prospective student-athletes may attend class or have a visit with a professor or departmental adviser in their desired field of study. For academically outstanding prospects, appointments are also made with staff and students from UW's Honors Program.

Section 8: Student-Athlete Degree Selection

1.   **What is the process for student-athletes to select a major at your institution? Do student-athletes receive any education for choosing a major?**

- The majority of students and student-athletes arrive on campus as pre-majors. Most of the majors on campus have competitive admissions or specific, required, prerequisite course work. It is UW's policy that students should be admitted to a major upon completion no later than 105 credits (generally, this is the end of the first quarter of the junior year).
- The University's Freshman Advising and Orientation sessions introduce students to many on-line resources that help students choose a major (for example, the Degree Audit Reporting System, departmental websites, the General Catalog, etc.). How to choose a major workshops, co-sponsored by the Gateway Center's Undergraduate Advising Office and the UW Career Center, are offered regularly.
- Due to the NCAA Satisfactory Progress rules, SAAS advisers must immediately focus on a student-athlete's major interests to make sure he/she will be able to satisfy percentage toward degree requirements. The result, student-athletes are often forced to make early degree decisions (whether or not they have the experience and understanding or are developmentally ready to do so).
- In addition, SAAS advisers are often required to make judgments, based on a student's academic performance, of the likelihood that a student-athlete will be accepted into a competitive major. This can necessitate the adviser and student-athlete developing secondary or "back-up" major plans. If the pursuit of a particular major would jeopardize a student-athlete's ability to satisfy the NCAA percent toward requirement, the adviser must then work with the student-athlete to refocus his/her academic goals to pursue a new major or at least take coursework to prepare for a secondary major option.

2.   **Is there a selection of majors that do not have restricted admission?**

There are over 150 majors offered across UW's campus; fifteen do not have restricted admission.

3.   **Are student-athletes satisfied with the selection of majors available to them on your campus? How is this monitored or evaluated?**

SAAS has not done any systematic surveying of student-athlete satisfaction with the selection of majors, nor has this type of data collection been done on a campus-wide basis among UW undergraduates. It is true that a number of student-athletes in their individual advising sessions inquire about majors that are not offered at the UW (kinesiology, undergraduate sports medicine, undergraduate education degrees, and so forth). So at least anecdotally there appears to be some level of disappointment with the availability of certain majors (even with the wide range of major options available).

In our committee's survey of student-athletes, a number of respondents discussed issues involving their choice of classes and of majors. We will discuss our committee's concerns to these issues in our observations and recommendations sections that follow.

4.   **How does your institution monitor degree-selection trends or patterns for student-athletes? Are there trends and/or patterns?**

SAAS receives a quarterly "Student by Major" report. The overall pattern of student-athlete major selection appears to be similar to non-athlete UW students. Some individual sports with a high percentage of at-risk students have a pattern which skews to those majors that do not have restricted admissions. SAAS reports annually to the President's Advisory Committee on Intercollegiate Athletics

(ACIA) regarding major distribution in football and men's basketball. We comment on this issue further in the sections below.

Observations

- In comparison to our institutional peers, UW's SAAS is a large and well-staffed academic support unit. It provides a wide range of services and a comprehensive set of academic and life skills programs for the student-athlete. The academic success of UW's student-athletes as measured by APR scores, mean GPA, and graduation rates is a testament to the effectiveness of SAAS. By almost all accounts, skilled people, a solid infrastructure, and good systems are in place in support of student learning.

- The new Ackerley Academic Center in the Conibear Shellhouse is a first-rate, state-of-the-art facility that allows one-stop service and assistance for student-athletes. Located in the heart of UW's "Athletic Village," the facility was highlighted by many student-athletes and coaches as a significant asset to UW's intercollegiate athletics program; and as one coach added, the "shellhouse makes an outstanding recruiting tool." The facility allows student-athletes from a variety of different teams to mix and get to know one another, and form a vibrant, student-athlete community. As one respondent noted, SAAS is "a fun hangout spot."

- Student-athletes expressed strong appreciation for the academic center and the convenient location of SAAS staff services. Student-athletes specifically commented on the importance of having of their advisers and academic coordinators close and accessible; the availability of individual and group study spaces; and access to SAAS's computer lab and free printing.

- The athletic department has made new and significant investments in SAAS by adding a life skills component to its services, increasing the scope of the tutoring program, extending SAAS's work to focus on some of the emotional/psychological challenges faced by student-athletes, and by hiring a second learning specialist.

- Strong positive sentiments were expressed with regard to the staff of SAAS. SAAS staff members consistently were described as dedicated, driven, hardworking, innovative, and motivated – exhibiting high levels of professionalism and accountability. A number of student-athletes, coaches, ICA administrators, and upper-campus administrators noted that SAAS advisers, coordinators, and learning specialists unfailingly conveyed a sense of caring and commitment to their student-athletes. Staff members were seen as truly invested in their academic success and several of the key constituents commented on the experience, longevity, and continuity within the SAAS office as a real positive aspect of the unit. As one coach commented, "SAAS does a tremendous job on behalf of the student-athlete… priceless people work here."

- SAAS staff members themselves noted the positive work environment that exists within the organization. There is a very good "internal community" and culture within SAAS; and close working relationships among the SAAS staff and between the SAAS staff and the coaches seem to be the norm.

- A number of SAAS staff and coaches commented specifically on the positive and pro-active leadership provided by Associate Athletic Director for Student Development, Kim Durand. Leadership within SAAS was seen as accessible, diligent, communicative, and responsive to staff, coaches, and student-athlete concerns. Many of the SAAS staff felt they had been given significant levels of autonomy and room to develop professionally; as a result, instilling both a sense of confidence and a creative climate of risk taking.

- SAAS has developed a large and comprehensive tutoring program. By a significant margin, the most common responses from student-athletes on what SAAS does well concern the support provided by their tutors. Student-athletes appreciated the range of tutoring options available

(one-on-one tutoring, group tutoring, drop-in tutoring, exam reviews, and so forth) and the relative ease in scheduling tutorial support. Given its size and complexity, the program is well-managed and the procedures as outlined in the "Handbook for New Tutors" are designed to ensure that SAAS hires capable and knowledgeable tutorial staff and that the program is run in an ethical manner consistent with both UW and NCAA policies and rules.

- Upper-campus administrators pointed to an increasing level and willingness on behalf of SAAS staff to "open doors" and connect with other university programs. Staff members in SAAS were seen as easy to work with ("open and trusting"). A number of upper-campus respondents pointed to recently developed programs as examples of successful cross-campus collaboration (for example, a study abroad program to Greece for Men's Basketball, run in collaboration with UW's Director of Honors and Professor of Classics James Clauss; the summer bridge LEAP Program, develop by the SAAS Learning Specialist in cooperation with the College of Arts and Sciences' Director of Writing and the English Department's Director of Expository Writing; the "New UW Student-Athlete Admissions Timeline 2007-08" developed in partnership with the Office of Admissions and the Women's Soccer Program; among other collaborations).

Recommendations

- Despite SAAS's new and modern facility (the Ackerley Academic Center is just over three and half years old), SAAS is bursting at the seams. There is concern among many of the SAAS staff, ICA administrators, and coaches about how SAAS might manage future growth (for example, where to house the second learning specialist) or whether growth is even possible given real space constraints.

  We recommend that ICA conduct a comprehensive staffing and space analysis to determine whether a more efficient, academically-oriented, and student-athlete focused allocation of resources and space might by developed for SAAS and the Conibear Shellhouse.

- A number of student-athletes suggested that SAAS's hours of operation be extended in the evenings and on weekends.

  We believe that by using hourly help to keep the center open additional hours would be a relatively cost effective way to extend SAAS services. We recommend that ICA explore this possibility by gauging student demand and making adjustments to SAAS's hours of operation where appropriate.

- While ICA does receive student-athlete feedback on its policies and programs from representatives on the Washington Student-Athlete Advisory Council (WASAC); beyond this forum, there is no systematic way for SAAS to gauge the effectiveness of its services or to get feedback on what is working and what is not. SAAS, in collaboration with UW's Office of Educational Assessment, has created an outstanding survey instrument in the "University of Washington Athlete Exit Survey." However, the sampling, as it is currently implemented, has been incomplete (missing many of the student-athletes that leave the intercollegiate athletics program, specifically those who are not graduating and have not exhausted their eligibility); the administration from sports team to sports team has been inconsistent; and it only "catches" student-athletes at one time during their athletic careers (that is, as they are walking out the door).

  We recommend that in addition to the student-athlete exit survey that ICA conduct a yearly survey of all of its student-athletes. Dedicated funds should be provided for SAAS to work in collaboration with the Office of Educational Assessment to create a new survey instrument (perhaps a shorter version of the exit survey), administer the survey annually to each student-athlete, and comprehensively analyze the data once collected. The information provided should be integrated into changes or modifications to current ICA/SAAS policies and practices.

- Student-athletes very much appreciated opportunities to explore post-UW academic and career possibilities. Resume help, career testing, advising for graduate and professional schools, internships, exploring international and other study abroad programs, meetings with successful alums were all highlighted as welcomed additions to the services provided by SAAS.

  We recommend that SAAS's Director of Life Skills continue to expand these offerings and work closely with UW's Career Center, the Office of International Programs and Exchanges, the Carlson Leadership Center, and academic departments to develop a full array of post-graduate planning and support programs for student-athletes.

- SAAS staff members and coaches expressed the need for greater levels of communication and coordination across the various services and programs offered by SAAS and with other aspects of ICA. There was a feeling among a number of respondents that various aspects of intercollegiate

athletics were becoming "silo-ed" and that the needs of student-athletes were in some cases "falling through the cracks." While the adoption of the SAMS system was seen as a movement in the right direction, there was a general sense that the communications and tracking systems currently used to monitor student-athletes were incomplete, unconnected, and out-of-date.

We recommend that ICA develop a unified tracking system that would link SAAS staff, coaches, trainers, ICA administrators, and student-athletes; and would integrate academic and other course- and major-related information to tutoring, practice, competition, travel, and training room schedules.

- Our committee recognizes and values the specific expertise offered by the various roles staffed within SAAS (academic advisers, coordinators, learning specialists, tutors, administrators, etc.). The range of functions and variety of jobs within the unit are perhaps what make our academic support services unique and particularly effective relative to our peers. What was not clear, however, is how all of these pieces fit together? Specifically, how are the responsibilities for each of these positions coordinated and who is ultimately responsible for making sure a student-athlete is provided the resources he/she needs? The organizational structure within SAAS by our estimates is far too "flat" (no one seems to have ultimate responsibility in providing academic support services to student-athletes) – advisers look for guidance from coaches, coaches rely on the expertise of coordinators, learning specialists take their cue from administrators, tutors look to guidance from advisers, and so forth. As a result, it was unclear who was empowered to make decisions or to hold student-athletes accountable when things went wrong.

  Unfortunately, we do not have a quick or easy solution to address this organizational issue. Indeed the various ways academic advisers, coordinators, learning specialists, tutors, administrators, and coaches seem to work together (and highly variable across athletic team) may reflect the unique culture of each sport. In our view, this just seems inefficient and has led to the implementation of inconsistent and at times contradictory policies and practices.

  We recommend that the staffing structure be analyzed with a particular eye to standardizing the type of support provided to each team, increasing the levels of consistency in how academic resources are administered, and empowering SAAS staff by strengthening overall levels of responsibility, authority, and accountability for student-athlete success.

- While the tutoring program was the most common response topic listed by student-athletes as to what SAAS does well, it was also the most common area identified where SAAS has not met student-athletes' expectations. Several student-athletes expressed frustration with their tutors (especially a perceived lack of subject-area expertise) and with what some saw as a movement away from one-on-one tutoring sessions to more of a focus on group and drop-in tutorials (tutoring modes that a number of student-athletes and coaches felt were relatively less effective than one-on-one tutoring). Coaches noted too many "tutoring mismatches" and delays and, in some cases, the inability to find tutors to staff certain courses and majors (particularly upper-division courses and courses in highly competitive fields). SAAS staff members noted their own frustrations with managing the tutorial program, highlighting among other concerns: constraints on the tutoring budget, high levels of tutor turnover, increases in the numbers of student-athletes with diagnosed learning disabilities and in the numbers of "special admit" student-athletes, too heavy of a focus on academically at-risk students-athletes, and decreases in the numbers of faculty liaison tutors.

  A number of respondents expressed concern that SAAS was "reinventing the wheel" through its tutorial program by not taking better advantage of the student support mechanisms developed on upper campus (for example: CLUE, the Odegaard Writing and Research Center, departmental

study centers, and OMA&D's Instructional Center). We believe that student-athletes need to connect more fully with the resources available in their departments and on upper-campus; re-orienting SAAS's tutoring program to help achieve this goal will be an important first step.

We recommend that SAAS conduct a review of its tutoring program linked to certification by an outside accrediting body. The review should include an analysis of current staffing levels and the tutorial program's budget along with the creation of a comprehensive tutor recruitment plan that is developed in concert with departments and other tutoring centers located on upper-campus. Together with its upper campus partners, SAAS should explore additional models for providing tutoring (for example, linked study skills courses) with particular attention being paid to the needs of upper-level tutoring and the support for student-athletes with special learning needs.

- The committee however cautions that by focusing too heavily on low-end "special admits," we may be ignoring the learning needs of priority admission student-athletes. Analyses by the Office of Admissions suggest that these students are also vulnerable to failure particularly if performance in their senior year of high school suggests a lack of commitment on their part to be a focused student.

We are concerned that these student-athletes can and oftentimes times do "fly under our radar" and recommend that SAAS and the Office of Admissions consider developing some sort of "provisional" admissions program for student-athletes with this academic profile. Under this plan, SAAS and the Office of Admissions would monitor these student-athletes as they complete their last year of high school to ensure that they begin their academic careers at UW with a trajectory of positive academic success.

- While by all accounts SAAS runs exceptionally well, we got no clear sense as to what SAAS should be or what it might become. SAAS needs a vision. The organization needs to chart a path forward with common goals that are developed and shared among key constituents (SAAS staff, coaches, ICA and upper-campus administrators, faculty and other departmental colleagues, and student-athletes).

The focus on the day-to-day management of the unit as it is currently structured provides little time for reflection or strategic planning. To the contrary, a number of coaches, SAAS staff, and upper-campus administrators all noted that the increases in the volume, pace, and scrutiny of the work done in SAAS (amplified by NCAA and institutional policies on compliance, satisfactory progress, continuing eligibility; APR; the rapidly-paced ten-week quarter system; etc.) have led to real concerns about the levels of stress and burnout experienced by staff within the organization.

We recommend that ICA develop a comprehensive vision and strategic plan for SAAS. To accomplish this goal, we further recommend that a standing advisory committee be established to provide policy oversight and guidance to the unit. The committee should be jointly sponsored by the Director of Athletics and the Vice Provost and Dean of Undergraduate Academic Affairs. The committee should be co-chaired by a senior athletic department administrator and a senior upper-campus academic administrator, and members should be broadly representative of the key constituents that work for and with SAAS (SAAS staff, coaches, student-athletes, ICA and upper campus administrators, faculty, departmental advising colleagues, TAs, tutors, etc.). This advisory committee would provide a forum to develop consistent policies within SAAS and to share best practices across ICA and with upper campus.

As a first order of business, we recommend that this committee review the recommendations contained within this document and develop a plan to address the concerns raised where the advisory committee views appropriate.

We also recommend that this advisory committee be expressly charged with developing and maintaining collaborative partnerships between SAAS and upper campus programs and departments. There was no theme more consistently mentioned by our interview respondents than the need for SAAS to formalize and institutionalize greater levels of contact and collaboration with upper campus. It is important to underscore, however, that these relationships take time and resources to sustain; they also need to be valued by ICA and upper-campus administrators in order to work.

As noted earlier, while a number of respondents described examples of successful cross-campus collaboration, our committee saw these partnerships as the exception rather than the norm. The Montlake Cut was described by a number of ICA and upper campus administrators as a "moat" and that the notion of a separate, stand-alone "Athletic Village" was in some cases isolating. We agree with these sentiments. We also believe that real, authentic, and sustained partnerships would address some of the short-comings in SAAS services as highlighted by student-athletes, coaches, and SAAS staff (for example, adviser "burnout," too few tutoring resources for upper-level classes, incomplete information on courses or degree programs, a perceived funneling of student-athletes into a narrow band of majors and classes, and so forth).

Numerous ideas of possible cross-campus collaborations were offered by interviewees: creating a "mini-faculty athletic representative" for each department (that is, a professor who could serve as a liaison between student-athletes and the academic unit); inviting departmental advisers and faculty to practices and travel to off-campus competitions; pairing SAAS advisers and coordinators with departmental advisers; inviting deans and departmental chairs to regular dinners with coaches, SAAS staff, and student-athletes in the Conibear Shellhouse; appointing SAAS staff to serve on upper campus academic and other advisory committees; extending professional development opportunities to SAAS staff members to integrate them more fully into the larger UW advising community; involving departmental advisers in the academic planning process for student-athletes; and so on. We applaud these suggestions and recommend that ICA and UAA allocate sufficient resources and staffing support to develop and sustain these collaborative initiatives.

- Coaches new to UW's ICA noted the steep learning curve experienced in understanding the guidelines and procedures that govern the academic support work conducted within SAAS. A number of coaches in fact suggested the need for an academic orientation or SAAS "boot camp."

  We recommend that SAAS staff work closely with its advisory board and veteran coaches to develop this training and to ensure that coaches who are tasked with the academic oversight of their teams are properly supported. We also recommend that SAAS develop an academic handbook for coaches similar to the manual developed for new tutors. The handbook should document current NCAA, ICA/SAAS, and UW academic policies and practices, and provide a ready-reference for coaches with academic support questions.

- A number of respondents described a real tension between the worry that SAAS was not providing student-athletes enough structure or guidance to be academically successful and the fear that SAAS may be doing too much ("spoon-feeding" or "coddling" student-athletes, as several interviewees suggested). Interestingly, student-athletes likewise expressed both appreciation to SAAS for choosing their classes and scheduling tutoring support and criticism of their advisers for pushing or channeling them into easy courses or majors. Indeed, the survey

responses from the majority of first- and second-year student-athletes suggested that they were largely content with (perhaps grateful for) SAAS staff making decisions for them about which classes they should take and which majors they should pursue. By contrast, many junior and seniors expressed regret that they had not taken greater responsibility for their own academic success or assumed that responsibility earlier in their undergraduate careers.

The upshot, student-athletes were seen by a number of staff, coaches, and administrators as being too passive in identifying and achieving their own intellectual pursuits. We agree with these sentiments and with the suggestions that SAAS needed to develop better tools to empower student-athletes, teach them what it means to be a "good student," and then hold them accountable for the results.

We recommend that together with upper-campus partners, SAAS develop learning goals for its advising program that at their core instill in student-athletes a sense of responsibility and ownership for their own academic success. These goals should be developmental and should integrate student-athletes into departments, learning communities, and upper campus advising and other academic resources as early possible. As one coach suggested, we need to develop a student-athlete timeline – a gauge to measure where a student-athlete should be in his/her academic career and identify important academic/intellectual milestones.

- A number of committee members questioned whether the current reporting structure for SAAS made sense. As it currently stands, the Director of SAAS is an associate athletic director who reports to the Senior Associate Athletic Director for Compliance and Student Development. Given the importance of SAAS to the success of our student-athletes, we were concerned that the Director did not report directly to the Director of Athletics and that the position did not hold a senior associate athletic director title.

  Several interview respondents also questioned whether SAAS would be more appropriately housed solely within Undergraduate Academic Affairs (reporting exclusively to the Vice Provost and Dean of UAA). We understand that these are issues ACIA is now addressing – exploring what different models and reporting structures are being used by our institutional peers. Our committee is not prepared to make a recommendation about changing the current reporting structure except to encourage ACIA to continue to pursue this topic.

  We will, however, note that despite the SAAS Director's shared reporting line to ICA and the Vice Provost and Dean of Undergraduate Academic Affairs, the involvement of UAA in the day-to-day management and operations of SAAS is insufficient. We also believe that regardless of the reporting structure, the recommendations we offer above will address a number of these shortcomings. We encourage the Vice Provost and Dean to strengthen his reporting oversight of this unit and to exercise his authority to integrate the work of SAAS with the policies and programs of upper campus.

Conclusion

SAAS is home to a solid foundation of academic support services and programs; and is staffed by dedicated, knowledgeable, and experienced professionals. Our recommendations are intended to enhance what by any measure is an academic support program that would be the envy of our institutional peers.

Our committee is grateful for the cooperation and support offered by all of the participants in this review, and we welcome any comments and questions about our report.

As a final comment, we wish to underscore what we believe is the most important finding from our work:

Student-Athlete Academic Services does an outstanding and unparalleled job supporting the academic goals of University of Washington student-athletes.

Appendix A: Student-Athlete Survey

Student Athlete Academic Services (SAAS)
Evaluation and Review – Autumn 2008

Dear UW student-athlete:

We are conducting this survey to solicit information about your experiences with UW's Student Athlete Academic Services (SAAS). All of your answers will be treated as confidential and will be accessible only by the review committee members. Your answers will remain anonymous. No identifying information will be collected from your answers and no reference will be made in oral or written reports which could connect you in any way to this survey.

_____

1.	**Sex (check one):**	MALE…………………………………………………	☐
		FEMALE…………………………………………….	☐

2.	**Ethnicity (check all that apply):**	Asian………………………………………………	☐
		Black/African American……………………..	☐
		Hawaiian/Pacific Islander………………….	☐
		Hispanic/Latino(a)…………………………….	☐
		Native American/American Indian……..	☐
		White/Caucasian……………………………….	☐
		Other (write in): _____	

3.   **What is your primary sport?**   _____

4.	**Current year (check one):**	FRESHMAN……………………………………..	☐
		SOPHOMORE…………………………………	☐
		JUNIOR………………………………………….	☐
		SENIOR or 5th-YEAR STUDENT……………	☐

5.	**Are you in a major? (check one):**	NO………………………………………………….	☐
		YES………………………………………………..	☐

  If yes, which major: _____

6.   **UW Grade Point Average (GPA):**   _____
          (NOTE: If you are a new student to UW and have no UW GPA put NA for NOT APPLICABLE.)

7.	**Did you transfer to the UW from another 2 or 4-year college? (please check one)**	YES………………………………………………..	☐
		NO………………………………………………….	☐

8.	**Where was your high school located:**	_____	CITY
		_____	STATE

9. **Student Athlete Academic Services (SAAS) provides a wide range of services and programs for student-athletes. Please note below which of these services or programs you have used, and how helpful you found each.**

KIND OF SERVICE	Did you use this service?		If you used this service, how helpful was it for you?			
	YES	NO	1 Not Helpful	2 Somewhat Helpful	3 Quite Helpful	4 Very Helpful
Help managing your financial or other athletic aid	O	O	O	O	O	O
Information about your eligibility compliance with NCAA rules	O	O	O	O	O	O
Academic counseling (e.g., registration and class scheduling)	O	O	O	O	O	O
Academic coordination (e.g., weekly meetings, working on time management, monitoring tutoring)	O	O	O	O	O	O
Tutors for your classes	O	O	O	O	O	O
Support from learning specialists (i.e., help with learning disabilities and study skills)	O	O	O	O	O	O
Career and other post-UW information	O	O	O	O	O	O
Volunteer work or other community service programs	O	O	O	O	O	O

_____

10. **Based on your own experiences, what would you say SAAS does especially well? In answering this question, please be specific about how you were helped.**

_____

11. **Based on your own experiences, what aspects of SAAS services and programs disappointed you or failed to meet your expectations. In answering this question, please be as specific as you can about what didn't work.**

_____

12. **Finally, based on your experiences, how do you think SAAS might be improved? Again, please be specific about areas of improvement and why they need to be improved.**

THANK YOU FOR YOUR TIME!

Appendix B: Open-Ended Responses

Notes: **Numbers refer to the unique identification number assigned to each student-athlete respondent.**

Responses of "nothing," "N/A," "no comment," etc. are not reported.

Names of specific individuals mentioned by student-athletes are reported generically (for example, as "my adviser" or "my tutor").

Responses that might identify individual student-athletes were modified to ensure anonymity.

Question 10. Based on your own experiences, what would you say SAAS does especially well?

3. Help with tutoring.
6. Getting tutors for classes and academic counseling.
8. Helps you to be organized.
9. Helps us to be organized.
11. Help with tutoring.
12. Tutors for a wide-range of classes. The tutors they provide are good at what they do.
13. One-on-one sessions with coordinators that help with classes.
14. Scheduling and providing tutors.
15. Presenting everything available to us.
16. Academic counseling was very helpful. They helped me plan out all of my classes this year and for the next four years. They also helped me schedule my classes around football.
17. Tutoring.
20. Making sure you are not sleeping in your classes.
21. Provide extra help for classes and study time.
22. Help coordinate class scheduling.
24. They fulfill their job description well.
25. Make sure you have everything you need.
27. Tutoring. They really helped me out to do better in my classes and to be better prepared.
28. The tutors are great.
30. Helping me get classes.
32. Helping you decide on what type of career and what major you would like to pursue.
34. Tutors who can relate to you. Lots of information.
35. Help us learn.
36. Helped me pass my classes, that's it – very helpful.
37. They helped me succeed in school.
40. Helped with scheduling classes and making sure I got into the right ones and had good tutors.
41. They help me find classes and decide on my major after jumping around from class to class.
42. It helps me with staying on top of what it is I may need or may need to complete my college experience.
43. I haven't experienced SAAS yet.
44. Registering for classes and consultation about classes is something SAAS does amazingly well.
46. I really benefited from talking to counselors and advisers with helping me look forward for future classes.
47. They helped me pick good classes and to complete my major.
48. Advisers, coordinators, and learning specialists were the biggest help.
49. My adviser is good at scheduling classes.
54. It's a great program. It helps me a lot in the classroom.
55. SAAS has really helped me register for my classes and receive tutoring for the classes that I may have struggled with. SAAS is a great resource for student-athletes.
57. Getting tutors for specific classes and responding to your requests right away. They make sure you are taken care of and follow up to make sure.
58. They are helpful in making sure I am on the right track to graduate on time. They help with registration.
59. Helping with registration and fitting my schedule.
60. SAAS does a very good job helping students register and get the classes they need.
61. With learning difficulties, they help you get help in needed.
62. They do a good job of keeping track of their athletes with academic coordinators.
63. My coordinator is awesome!
64. Provides a place to find information, about undergrad/post-grad opportunities.
65. Academic counseling – helps you read a DARS report, etc.
66. They helped me choose a schedule that would best fit my season and would be manageable.
67. Providing tutors and giving information to better my future.
69. They help me with tutors and my classes.
70. Help student-athletes get on track academically – with their major, classes, and graduations requirements.
71. Setting up tutoring, help with making sure I have all my requirements. Love my adviser and learning specialist!
72. Providing assistance such as tutors to all the student athletes. Also helping with travel situations with professors.
73. Help mostly with class registration and NCAA compliance rules.
74. SAAS is very helpful in finding interesting and challenging classes that fit well with my athletic schedule.
75. SAAS has been helpful with studying. It gives me extra time to get ready for a quiz, because if I were to study on my own, it might not get done as efficiently.
76. SAAS was very helpful with assistance in changing my classes.
77. SAAS does well with finding a tutor for your class as well as working with your schedule. The people are very helpful and genuine.
78. Helping to figure out which classes to take.
80. Knowing what I need to graduate and be eligible. Setting up tutoring sessions.

81. They help us with completing our education by finding the right classes for our majors, as well as helping us to be successful for those classes by providing us tutors.
82. SAAS has helped me to stay on top of my classes and has provided me with help to make sure I am taking the right classes.
83. Everything. Anytime that I have ever gone and asked for help or if I ever needed anything they did a good job with getting me help.
84. Its helped me with registering for all my classes and tutors for my classes. They have helped me with compliance, that really helped.
85. Providing tutors quickly. I was unable to make it to "meet your tutor night" so I emailed SAAS the next day and they immediately responded with tutors options and contact info.
86. The tutoring is the best aspect.
87. Helping to coordinate proctoring for missed tests; helping to mediate problems between professors and students when professors are not being accommodating; very prompt at responding to student emails and solving student problems.
88. We have an excellent nutritionist. She is passionate about her job and is an expert in her field. She has been great in assisting me with my nutritional needs.
89. On-going tutoring, one-on-one sessions.
91. Tutors for some of my classes help a lot.
92. My coordinator does his job very well with ideas for my papers and editing. Reimbursement personnel are fast and organized.
94. Advising for signing up for classes is very helpful. Coming in I had no idea what to do or where to start, and now I know my way around the MyUW website.
95. Have not used SAAS.
96. I was really helped in chemistry with the chemistry tutors during the night study sessions.
97. Yes, I've been provided with all the information I have needed.
98. They were very good at coordinating tutors with me.
99. Financial aid programs and tutors.
100. SAAS does the tutoring program very well. I always feel supported and can get help whenever.
101. I have no experience.
102. Planning schedules – my adviser is so helpful. Also tutoring.
103. Group study sessions for chemistry with the tutors available there to help several students at once.
107. I have no experience with SAAS.
110. Not used.
115. Tutoring and help with class scheduling has been extremely helpful in helping me plan out my college classes and succeeding in them.
116. I haven't really used them enough to give a good answer.
118. They held a very good meeting in which they informed us of the NCAA rules and the services available to us.
119. They made sure we knew the rules really well.
120. NCAA rules were very informative but kind of boring. Tutoring is awesome.
121. I understand NCAA well and I plan on using tutoring.
123. They helped with tutoring. They are very helpful in getting help with classes.
125. Did not use any services though they are easily available.
126. I only used one of the services and it was helpful. SAAS returned phone calls and was willing to talk with me without an appointment.
127. The tutors are so helpful.
128. I have not had sufficient experience with SAAS to answer.
129. They have informed us well of what we need to know and be aware of avoiding in regards to NCAA rules and school policies.
132. They are quick at finding tutors even during the quarter.
133. Directing you to who you need to see for your specific needs. However, SAAS does not do especially well in making sure those people are actually available.
134. Attention is directed toward certain sports while others (less media covered sports) are given less interest. Also, academic course support is given to low-level classes while upper-level courses no help is available.
135. They give me the tutoring I need and the academic advising was helpful in finding classes I need to take.
136. Availability of the academic advisers – they help a lot, but it would be nice if they knew more about more of the classes.
137. SAAS does a good job with making us aware of compliance and eligibility at times (having meetings with the whole team and going over rules can be tedious, but at least everyone gets informed).
138. Knowing that I have a counselor to go to for registration help takes a lot of stress off. So I would say providing counselors to help with the varieties of academic stress.
139. Always assists right away when having difficulties with school (specifically with my learning disability and the soc class I am taking).
140. Offering services, whether or not students choose to use them.
141. When they need me for something, they let me know by email, which is helpful.
142. My adviser has done an excellent job helping me find classes. Had some good tutors.
143. Nothing specific.
144. My adviser has been very helpful; he listens and provides very good advice with class/major ideas.
145. Academic advising is extremely helpful and SAAS does this very well. He is a very good adviser.

146. Helps you choose classes to make sure you graduate on time. Provide many other helpful services.
147. I really like the meet your tutor night. Also the drop-in tutor sessions are really helpful if you don't have a tutor but need help on a topic.
148. SAAS does very well – every time I use any of their services, they have been very useful.
150. Academic counseling and support – a lot of easily accessible opportunities for tutoring/assistance for classes and good guidance.
151. Very organized an it is easy to sign up for tutoring and classes.
152. Tutoring – my tutor for my psychology course was extremely helpful, she provided us with good study techniques and helpful information.
153. Tutors are very valuable. There have only been two courses SAAS could not get me a tutor for. Academic advising is also very helpful.
154. Tutoring services and drop-in study sessions (helpful to know that help is available if needed). It definitely takes lots of stress out of everyday life.
155. SAAS does very well at attempting to keep students grades up and making sure we attend class and tutor sessions.
157. Tutoring program is great. It is great because I need help and it is personalized to what I need in my classes. Sometimes the tutors I have had were not as helpful as I hoped but I know that is not the fault of SAAS.
158. I haven't used any of their services but athletic counselors are a huge help.
159. Many tutors that I have had helped me get through a class. I know I would not have done as well as I did without these tutors.
160. Being available to us.
161. My adviser is awesome! He is very helpful.
162. I think the people are nice and helpful.
163. The tutoring system works well. I had a lot of help.
164. The tutoring program is very helpful to me; all tutors are knowledgeable. Also review sessions for specific classes are very helpful too.
165. Offering tutoring and just overall academic help to athletes.
166. Academic counseling is very helpful. The counselors are very knowledgeable in almost all categories. They know pretty in-depth all the professors and classes. It is helpful knowing what is good to take and what to avoid.
167. Sending out tutoring information about all of my classes.
168. The tutors I have had have been very helpful.
171. Advising and tutoring.
173. Good study and review sessions.
174. Not much.
175. SAAS does help with fitting classes in my schedule, but wasn't encouraging when choosing majors.
176. The academic advisers are very helpful in coordinating classes and setting up tutors when needed.
177. SAAS has done well. I don't have a tutor this quarter but the quarters I did have one, they were very helpful.
178. Tutoring.
179. Providing opportunities to bring athletes together; helping us print papers, study, provide tutors if needed.
180. Sending lots of emails.
181. I don't use the tutoring service right now, but I am going to get a study skills tutor. The academic counseling and advising is very helpful.
182. They are helpful in providing tutors for extra help. Each tutor is very helpful.
183. They do a good job of informing us about what is available (for example, intro meetings).
184. Told me classes I didn't know I needed by my counselor.
185. Getting tutors and times that work for the athlete. But I didn't feel like my tutor helped.
186. SAAS does a great job organizing and setting up student athletes with tutors.
187. Helping people who really need it.
189. Taking care of freshmen and making sure they know their responsibilities.
190. The tutors are most helpful.
192. The only service I use is tutoring. I especially like the exam reviews as well as the help I received for other schoolwork.
193. I think they are the best at academic counseling.
194. Knowing what classes to take has helped a lot. Tutoring has helped for the most part.
196. Coordinating all the tutors for athletes.
197. Planning current and future classes – very helpful in looking towards the future.
198. Finding classes with a coordinator is quick and easy.
199. Helping me pick my classes.
200. Seeing that you are eligible and stay eligible.
201. I haven't used their resources.
202. Suggesting classes and finding tutors.
203. Communication is great.
204. They do a good job and have the right intentions, however when It comes to knowledge on the majors (that is, Biology) I felt that the academic counselors led me astray. They sometimes didn't know what classes I needed to be taking or didn't have enough info. In addition I used the tutoring services, for low-level classes it was ok, but I found that with higher than 100-level classes it was pointless.

205. Computer lab is very helpful; great resource, good hours, administrators available often, computer lab open mornings and evenings, responsive to student needs and requests, flexible and dedicated staff, open to student comments, concerns, etc.
206. Tutoring is done especially well. One-on-one tutoring for math helps me complete my homework and to be prepared for the upcoming test.
207. They always give me accurate answers.
208. Never used SAAS except for the computer lab which I found useful and convenient.
209. Being a freshman, I have not been able to utilize the SAAS services to their full potential yet, and I feel that I cannot comment on anything other than the tutoring which I found very helpful.
210. Compliance and eligibility.
213. Making sure I am eligible.
215. Tutoring, tutors are good.
217. They provide a computer for us to work on. They also allow us to print which is nice for a lot of my class notes.
218. So far I have not used SAAS, but will be the following quarter.
219. Don't use any of those services besides academic adviser, but he is good.
220. Academic counseling was most helpful. They assisted in figuring out what I need to do to get into my major. Also when I need to get into a restricted class, they opened it up for me (basic photo – sophomores and freshmen only; technically it was my sophomore year but with senior credits through running start).
221. Drop-in tutoring for math has been helpful for me, as I have seen great improvement in my math skills.
222. My adviser tells me all I need to know. He is very helpful. They host dinner with a Dawg which is awesome for networking.
223. I would like more specific guidelines and instruction on financial information for international students (insurance, reimbursements, etc.).
224. I haven't had any tutoring so far, what I have heard and seen there are plenty of tutors available and they are very helpful.
225. Computer lab is helpful as is academic counseling.
226. Drop-in sessions and other academic help.
227. Tutoring in classes. Tutors are very knowledgeable and helpful.
228. Tutoring is helpful because they are so flexible. Advisers aren't ready for an engineer to come their way though.
229. Registering for classes and helping set up my schedule to work with practice.
230. Extremely grateful for the tutors. They are a lifesaver! Especially my tutor for Physics!
231. Help for choosing classes and such has been excellent and extremely beneficial. Meeting with the nutritionist was really helpful as well.
232. My math tutor was really good.
233. Tutoring is great. I have experienced and have heard of other athletes experiencing time well spent with tutors.
234. Knowing what classes to put me in and answering questions from me. They give me a lot of time.
235. Good setting up classes that fit your schedule.
236. Academic counselors do a good job informing me on classes and planning for my desired major. Drop-in tutors have been helpful as well.
237. Availability of tutors (if needed) and computer room; academic advisers are very helpful and friendly.
238. Academic adviser was amazing in signing up for fall classes. I was able to tell him my interests and goals and he quickly put together a schedule that I loved and gave me a plan of what courses to take in the coming quarters.
239. They give everyone opportunity to get help if needed, but we have to reach out to them.
240. Talk to my academic counselor about classes, he was helpful in helping me choose the right courses for my major.
241. Chemistry drop-in tutors are really helpful and even stay after 9pm to make sure we understand everything.
242. SAAS has a lot of resources but it is hard to know about all of them (don't know what is completely available).
243. Computer lab and study area close to practice.
245. Coordinating with athletes and working around their insane schedules.
247. Support in computer lab, tutoring, answer any type of question, nutritionist, seating.
248. They help get tutors for classes ok.
250. My only experience was tutoring and it was very helpful.
251. I haven't had any experiences with SAAS.
252. They inform you on the rules very well as you know that you can and cannot do. They also help with class registration.
253. They deal with the eligibility and compliance things really well and make sure you are eligible.
254. Multiple opportunities for tutoring not just one day only. Tutors are prepared to answer any question.
255. Academic coordinators are very helpful with scheduling, etc.
256. Making time for each student and helping plan our class schedules. I was able to make appointments easily and get the questions I had answered.
257. Helping you find appropriate classes and available tutoring.
258. Availability for tutors is very helpful. There is always more than one to choose from and they are very flexible. Academic advisers are quite helpful as well in picking out classes.
259. Academic advisers are always there to help, and I like how you can go to any of them, not just your designated sport adviser. It is also extremely easy to receive tutoring.
260. Information about career opportunities and career prep through the list serve.
261. Everyone there is punctual.
262. Extra help, food, nutritionist, computers, etc.

263. Tutoring, making sure each athlete will be eligible.
264. Haven't really used SAAS.
265. Advisers are very helpful and inviting, and calm down any anxieties about registration and long-term college plans.
266. Academic advisers, especially my adviser, do a phenomenal job with students.
267. Registering for my classes.
268. Choosing classes and making sure you are taking classes you need for your major.
269. Course planning for getting into your major. My adviser is the man!
270. Review sessions are helpful.
271. I haven't used SAAS enough because I am a freshman; I plan to start using it soon.
272. I haven't had a lot of time at UW to use all of SAAS's opportunities yet. They helped with getting into classes. I wanted and plan on using their tutoring services soon. Everyone seems very helpful.
273. Tutoring. I didn't get one but they made it easy to get a tutor.
275. Tutoring is great, but academics could be better.
277. Counselors are really helpful.
278. Tutoring and class scheduling are helpful.
280. Tutoring and review sessions are helpful.
281. Computer lab, free printing, rocks!
282. Computer lab.
283. Computer lab is very useful.
285. We have amazing compliance liaisons. I got released from a PAC-10 university after transferring. I owe them a ton. So, without too much, compliance office is perfect.
286. Choosing classes.
287. Academic counseling is very helpful. They know what class would be interesting to take or easy if you have a heavy load.
288. System set up for tutoring is very beneficial and well thought out.
289. Helping student athletes with getting classes and making sure we have all the resources they need to succeed.
290. Very good at being personal with us, wanting to help us and wanting to get to know us.
291. Counselors do a great job in helping you pick classes.
292. They help with most student needs, at least able to provide information. I've been provided with tutors who have been a very nice support.
293. SAAS has a lot of programs that help students. They set up tutoring and academic coordination very well.
294. Tutoring, especially for lower-level classes, were helpful. Academic advising and coordinating staff are good.
295. SAAS does a great job supporting athletes.
296. Coordinating my schedule and registering for classes; finding classes that suit my interests.
297. Very helpful my freshmen year with academic counseling.
298. Tutoring and learning specialist were good.
299. Making sure you get what you need and want.
300. Academic counseling – counselors make themselves very available for meetings and work with your athletic schedule.
301. Tutoring and registration services, etc. are detailed and helpful.
302. Organizing tutoring.
303. Tutoring. Some tutors know exactly what is going on in class which is very useful.
304. I've only worked with a few services that UW provides but think that the tutors are excellent and my academic advisers helped me find classes when I was unsure what to take.
305. Tutoring for all classes is extremely helpful especially as freshman.
306. Good job catering to athletes and setting up services to help the athletes.
308. Academic planning and tutoring. Educating on resources in and out.
309. Tutoring.
310. Registering for classes by helping me get the classes I need. Tutors are also helpful sometimes.
311. Tutoring is especially beneficial.
312. Tutoring is very helpful and the tutors are knowledgeable.
314. They do just fine.
315. Help me getting a tutor. Made it very easy!
317. Getting athletes prepared to succeed.
318. Availability with tutors allows me to find help easily.
319. Computer lab is very helpful.
320. Getting tutors and organizing tutors.
321. Nothing stood out.
322. Offer a lot of help to students to succeed (such as tutoring, etc.).
323. Helped me stay on top of my classes; tutors were helpful.
324. Academic coordination – my coordinator – and tutoring, review sessions.
325. Academic counseling.
326. Organize and set up my classes pretty well.
327. Coordinating class times and practice; also figuring out what classes to take for intended majors.
328. Tutoring because it helps me for my classes.
329. Academic counseling is very useful.
330. Tutoring was quite good, very informative and helpful for ECON 200.
331. Setting up tutors, academic advising, help whenever you need it.

332. Catering to those students that need the extra help/attention. Since I am ambitious, so SAAS helped me practically only in the tutoring aspect.
333. They do tutoring sessions well (they are precise and easy). Academic counseling helped to find the best classes each quarter taking into account practice times, my major, and my strong and not so strong sides.
334. Academic counseling and advisers are very helpful clearing up information about add codes, graduation requirements, etc. They answered questions when I couldn't find answers online or elsewhere.
337. Do a good job getting people information when they need it.
340. Help me graduate.
341. Tutors are great and helpful, good schedule flexibility.
342. Really like my adviser. He is very knowledgeable, helpful, and kind.
345. I have not used any services.
346. Drop-in tutoring is particularly helpful.
349. Making progress and making sure you don't fall behind.
355. I love the tutoring.
356. My adviser is amazing.
357. Very supportive staff that go above and beyond.
358. Drop-in sessions and one-on-one tutoring help me get better grades. Help with registering for classes.
359. Tutoring program is good with providing knowledgeable tutors, but it hard to fit the time slots into my schedule.
360. Helping student-athletes becoming successful.
361. Wide variety of services that I will be able to use when necessary.
362. SAAS is very helpful.
363. Good counselor.
364. Scheduling classes quarterly.
365. Offering a variety of services.
366. Basic tutoring.
367. Helping athletes to succeed academically. Help with choosing classes and tutoring.
368. Services are very easy to make the most of.
369. Didn't use services enough to comment.
370. Whatever my coordinator does.
371. Maintaining the printers in the computer lab. They are very useful and dependable.
373. Being personable and relating to you when you approach them.
375. Do well in planning courses.
377. Academic advising and showing where to go to get into a major and prioritization of classes.
378. Have not used them.
379. They really helped me register for classes.
380. Help in academic advising.
381. Setting me up with a tutor for my classes.
382. Help students learn and compete at the highest level. They helped with my schedule and made it so it helped me to fulfill requirements.
383. Academic counseling helped me over the phone.
384. Haven't been involved that long, but they seem to be on top of everything.
385. Every service I used was very helpful.
386. The tutoring program is really good.
387. Being there when they need to be.
388. Offers tutors for most questions.
389. I only use SAAS for the computer lab which is very useful.
390. The tutoring program is done well, beyond that I do not know. I asked for a tutor and there was one the very next day.
391. For those that seek help, help is provided well. Finding help for those that have not sought it out would be most beneficial.
393. My adviser is very helpful and thoughtful. Tutoring is good.
394. SAAS does a good job when an athlete needs help. The availability for guidance is great. Also drop-in sessions are great.
395. Range of services in any area is there even if I don't use it all the time.
396. Tutoring services are well run, especially helpful how flexible they are.
397. Providing tutors times that athletes can use them.
398. Academic advising and tutors have been very helpful.
399. Help in picking my classes and have made educational support available.
400. Tutoring.
401. Setting up tutors and other academic help.
402. Haven't really taken advantage of the services yet.
403. Tutors were set up very quickly and were organized hassle free. My adviser was extremely helpful in planning my future classes.
404. It worked well in helping me schedule classes and supplying a tutor.
405. Organizing other people like tutors to help students.
406. Scheduling classes so that you know you are eligible.
407. Deciding a major, got help from an adviser on what to decide to do.
408. Making schedules of athletes very manageable and to figure out when are the best times for studying.

409. Helped picking classes until I got an adviser in my major. Helping getting tutors for classes.
410. Providing tutors is really helpful. Could get a tutor for any class on any day as long as I requested it in advance.
411. Good communication and organized.
412. Great tutors who are helpful and on-time.
414. Keep student-athletes on the right track in staying on top of their classes and scheduling. We are given every opportunity and recourse to succeed.
415. Help me know which classes I need and how to manage time.
416. Haven't used services yet like the study environment at the shell house.
417. Tutoring program helped me to feel more confident about my academic studies.
418. Make sure you get all of your requirements done. They hunt you down and want to help you.
419. SAAS was very helpful in organizing my schedule; understanding and interested in my well being.
420. Great job in helping me excel in all aspects of college life.
421. Class schedule and tutors.
422. Providing tutors and support for classes that are particularly difficult.
423. Providing support in every area needed for academic success.
424. Help registering for classes and getting tutors for each of your classes.
425. Help with all academic problems I have had; class schedules, tutoring, etc.
426. Guiding me through which classes to take.
427. Life skills programs are good with career dinner/luncheons, information, community service opportunities are excellent.
428. Life skills programs for during your college career enable you to grasp the transition from high school to college.
429. Does well in making athletes have the best experience at UW academically.
430. Choose classes each quarter. Tutoring really helps with questions I have in homework. I miss classes because of soccer and they help a lot.
431. Getting the classes that I need and want figured out, tutoring.
432. There could be more help coordinating notes when we are on the road.
433. Making sure that we have help in all of our classes.
434. Do well in getting us caught up when we miss class, especially when we travel.
435. Scheduling classes, making sure you get what you need. Keeping you eligible.
436. Since I am a good student and can handle it myself, they tend to check in when needed, but mostly leave one be. Help students who need it.
437. They help make sure we are on top of our homework and tests.
438. They create a good learning environment which really helps us student-athletes get the most out of study time. The tutoring is the best by far.
439. Help with scheduling and choosing a major.
440. Makes sure every athlete gets all the help they need through tutoring and academic advising.
441. Help you create better study habits.
444. Answering questions about my major and classes.
445. Keeping players on track.
447. SAAS helps especially when organizing my classes and answering my queries about my college career.
448. Providing future academic planning and tutoring. Help in taking classes that interest me as well as satisfying pre-requisites that would open up other opportunities.
449. Class registration by looking through the course catalogue and finding good classes that are specific to your major.
450. Tutors help with exams; coordinators help with class scheduling.
451. Helping athletes do well in class by getting us tutors and setting up classes for us to succeed in.
452. Getting tutors for classes, helping out with class work in regards to assignment directions and overview.
453. Helping with classes and getting tutors set up. They are good with helping with things that you may have questions about.
455. Tutors really helped understanding classes better. Emails really helped as well as always checking up on homework.
456. Very helpful in finding out what classes and major I should do.
457. Helped a lot with tutoring which has been very helpful and makes me study.
458. Especially good with academic counseling and coordination. It is easy to register for courses because my adviser helped get the right times for classes so I can make practice and morning workouts. With academic coordination I meet with tutors twice a week.
459. With classes and setting up tutors.
460. SAAS does academic coordination extremely well and the tutors and study sessions they set up help a lot.
461. Helped me plan out my near future and have something planned just in case baseball doesn't work out.
462. Really made sure we stay on top of our school work and provide any help we need.
463. Help with searching for classes that molded to what I wanted and what I am interested in. Helped a lot in finding out which direction to go in.
464. Good job of keeping us eligible and helping us to get into classes and succeed in those classes. Without SAAS I wouldn't know what I need to take to graduate.
465. SAAS helped to pick out classes that I am interested in as well as classes that went well with my schedule.
466. SAAS does a good job providing the resources we need to be successful academically – having free tutors, our own computer lab, etc. really helps me stay focused on my studies.
467. Keeping people eligible and picking appropriate classes.
468. They treat you as if you have another family away from home and you can trust to go and talk to them.

469. Tutoring sessions are very helpful.
470. Mainly use SAAS to help set up my class schedules. Helpful to make sure I am taking the right credits for my intended major and meeting all of the graduation requirements.
471. Helping student athletes coordinate schedules and classes and making sure they do well.
472. Facility is helpful and the advising is helpful when I have questions.
473. SAAS is very helpful with registration, class scheduling, and tutoring. I've used tutors every quarter (some tutors are better than others) and I enjoy talking to the academic counselors/coordinators.
474. Meetings to help me with class scheduling and registration.
475. Coordinate both registration every quarter and tutoring. They are helpful and knowledgeable about how to help.
476. Giving athletes opportunities to succeed in their classes by using tutors and advising.
478. Coordinating tutoring.
479. Tutoring.
480. My tutor really helps me out.
481. Tutoring for classes helps me to receive higher grades. Even though I not required to do tutoring, I am still involved in this program because I greatly benefit from it.
482. Tutoring helps with my class work and allows me to stay on top of all of my assignments.
483. Providing tutors to help in all of my classes.
484. They help you study for exams and learn what is important to learn.
485. They are available when you need them and they are flexible with my house. They hired good tutors.
486. Tutoring helps a lot. They help me with things I don't understand.
488. Very helpful with tutoring and registration.
490. SAAS does especially well with having tutors available for student athletes. These tutors help us understand each class better and help us focus on the class long after practice.
491. They help with setting up tutoring and with figuring out what classes you need and when you should take them.
492. Help me to better understand my class work. The tutors are patient with me and help me with my work.
493. Picking tutors to help athletes out with their classes. I have had some good tutors.
494. Help with class scheduling and figuring out your interests. Also, good at tutor support.
495. Proving me with tutoring and support from a learning specialist.
496. Advice with what classes you should take in order to further your education and graduate.
497. Whenever you need help you can get it.
498. SAAS takes good care of people in need of academic help. They prepared me for my midterm.
499. Help organize my schedule really well.
502. Provide academic help when you need it, tutors, academic coordination, etc.
503. They keep you on top of your work. They don't stop asking or telling you what needs to be done.

Questions 11 and 12. Where has SAAS not met your expectations and what recommendations would you have for improvement?

3.　　Academic counseling was too much when I was doing it two days a week for two hours (more time than I spent at study table and tutoring).

7.　　More computers and snacks.

8.　　More computers.

9.　　Give us snacks, more computers.

11.　　Having to go to study table (hard to get work done). You should only have tutoring for freshmen and no study table.

12.　　More flexibility with schedule changes.

13.　　Tutors not being able to teach well.

14.　　Some of the tutors are not knowledgeable.

15.　　More time to help schedule classes.

16.　　More communication with professors and TAs so that they can provide weekly grade checks.

17.　　Since tutors don't go to class, they don't know what will be on the test or what the professors is teaching.

18.　　Class scheduling – my counselors was not very knowledgeable about classes and degree programs.

20.　　Allow schedules to be more open.

22.　　Having to show someone my grades every week.

31.　　By listening to the athletes more.

32.　　Helping me pursue a business career led me toward a sociology degree instead of what I actually wanted. This really disappointed me because when I realized that what was going on it was too late. Asking students what they would like to do career-wise and helping them do it.

34.　　Tutors expect us to know too much and give us too much information (it can be confusing).

35.　　Better food in Conibear.

36.　　More AES tutors and not just tutors to meet with specific individuals.

41.　　My tutor didn't help me in my math class, I ended up doing better by myself. Some tutors don't really help you or teach you how to do the work on your on – the result I do poorly on my tests.

47.　　Financial and eligibility help was sub-par. SAAS should make students aware of available services.

52.　　More use of the computer lab.

55.　　Sometimes it was difficult getting in to see an adviser my freshmen year and some of tutors weren't helpful (and can be a little better).

56.　　Sometimes it is hard to meet with coordinators or advisers after practice because they are gone.

57.　　Surprised how little they knew about my major and helping to advise me on classes for it. Need to be more oriented toward the individual needs and not generic classes.

58.　　Trying to figure out financial aid that was given to me and what kind of grant it was. Making sure all athletes are registered for the right amount of credits.

59.　　Was told I had less credits to complete than I actually had by a counselor, now I have to make up for it.

60.　　Tutors to be more productive.

61.　　During the registration process last year I was misinformed about credits and wasn't on a path to graduate on time. More knowledgeable in registration and knowing what to do in those circumstances.

62.　　My experience with tutors was dissatisfying (I've only had one, I'd try again).

64.　　Some of the tutors are not good.

65.　　Emails about what is available.

67.　　Information about financial aid and more one-on-one tutoring.

69.　　Better tutors.

73.　　Too often I am pressured into classes because they are easy when I am not at all interested in them. A lot of the tutors aren't qualified at all for classes and are more of a waste of time. I don't always get the memo when to sign up for things (tutors, class scheduling, etc.) – there is a breakdown in communication. Tutors for the upper division courses need to be more qualified and have a better idea of the material in class. We need better connection to counselors in majors on upper campus.

74.　　Only one tutor session made me more understanding to my class. I am disappointed in my tutor session. Just be there for all the students to ask questions. It is harder to understand them when they just talk.

77.　　Some tutors don't exactly help me and meet my needs (that is, styles of learning). They didn't understand what I needed to grasp the concept of the subject. Have on file on how people learn and show that to the tutors (for example, if a student learns visual/kinesthetic help, the tutor could help by drawing a diagram or asking me to draw the concept).

78.　　My tutors really weren't helpful at all. I only used them for the required freshmen quarters but it was more of a hindrance then it was helpful. Better/more committed tutor for people who need them.

80.　　Reimbursement for art supplies and textbooks.

82.　　Tutors, sometimes they don't help.

84.　　Takes a really a long time about two months to het reimbursements for my art supplies. They cost at least $100 and it would help if I get it sooner.

85.　　Most athletic advisers just try to get you through college (passing) rather than fully succeed if the athlete wants to pursue grad school.

87. Advisers often pressure student-athletes into registering for easy classes or majoring in psychology, communications, or sociology. Tutors for sciences are not helpful because they do not closely follow the curriculum. Have advisers specialized in each department on upper campus so that they can assist students within their major.

88. Tutors should be current in their subject to be effective.

89. Some of the tutors couldn't explain clearly or know a lot of the work or topic I am struggling with. More skilled tutors specializing in one field rather than knowing a few different fields.

92. Tutor hours are sometimes not helpful. Always traveling on Thursday and my tutors are on Thursday. Sometimes printers get stuck. Also the evening computer lab is very noisy, can't concentrate.

93. Better academic counseling.

97. As an incoming freshman, I wasn't sure of classes I was supposed to be taking and would've liked some help. Good balance between helping students and letting them be independent.

98. I was hungry and there was no free food.

100. Tutor didn't communicate with me about being there (it eventually worked out).

102. No one helped to plan my schedule so I took 12 credits (first quarter); now I can't do early application to the business school.

118. Advertise services through emails.

131. More focus on getting people to do harder classes than getting by in easier ones. Don't babysit the football players anymore!

132. More tutors in art and art history (student-athletes should be allowed to tutor).

133. Some staff aren't available, friendly, or organized. I had to get something signed and went to the office four times at four different days and I couldn't find the person I needed to see. Perhaps SAAS needs more people to do these jobs.

134. Tutoring has limited course availability. Advising has knowledge of only broad topics, too little time available, and difficult to arrange meetings. Computer lab is too noisy with too many unfocused people in the lab. Need more help in choosing majors, specific information on programs – too often this is geared toward easiest majors.

135. Tutors did not help me personally and didn't get tutors for my subject.

136. Didn't know what programs were available. Some staff always seem angry when you ask questions.

137. Scholarship information isn't always clear or readily available. Adviser emphasized easy classes and not making class selection meaningful

138. Drama tutor knew less than I did. Be more critical of student tutors.

140. Tutors weren't helpful especially in intro courses.

141. Once in a major there aren't a lot of tutors for more specific classes like upper-level biology.

142. Very little help getting tested for ADD or a learning disorder. Hoped to get more time for tests. Was told to go to Schmitz for counseling, that was it.

143. More tutors at hours after practice.

144. Staff didn't listen well to questions regarding graduation and compliance and did not provide any helpful answers.

145. Tutoring hasn't met my expectations. Tutor schedules didn't match mine so it hasn't worked out.

146. Tutors never help with the specific subject, get better tutors.

148. Make getting tutors easier.

149. Didn't know we had financial aid help (people need help on how to manage their money).

150. Not sure who to direct questions to and have to go to several places to find answers. Make it clearer where to go: academic counseling, finances/scholarship info, compliance, etc.

151. No tutors for the classes I need. More appointment times with advisers.

152. Tutors weren't well informed, only there to answer questions.

155. Tutor didn't know how to help and was way too flirty and "chitty-chatty" about other facts. SAAS needs to observe tutors and be specific on teaching methods.

159. Didn't have a tutor for a specific class, tutoring is a waste of time.

160. Tutoring and advising have low expectations for the educational ability of student athletes. Works for most but not a great fit for me. I want to be pushed to do better and be expected to do better. Offer more one-on-one tutoring vs. group drop-in sessions. I don't learn much when other students don't feel like participating but show up anyways.

161. Few tutors for upper-level classes. Tutors aren't very well versed in specific materials. More tutors, more drop-in sessions.

162. Tutors need to speak English clearly.

163. Counseling was good but failed to tell me I needed to take another quarter of chemistry (this affected by GPA). Counselors need to know more about majors.

164. Didn't get the "meet the tutors email" so I wasn't assigned tutors last quarter.

165. Tutors sometimes a hit or a miss.

169. Academic advisers weren't knowledgeable about my major.

173. Some tutors were not helpful – need better tutors. Better coordination with advisers from upper campus.

174. Bad tutors who were unqualified and unknowledgeable.

175. Wasn't encouraging about changing/switching majors (had to ask another adviser for help instead of the one we register with).

178. Hard time getting into classes because they were filled.

179. Some tutors are not helpful. Students need more information on particular deadlines – major requirements, general education requirements.

180. Academic counselors are not very encouraging. Need to encourage us to take hard classes, don't make us feel dumb for being an athlete.

181. Better academic scholarship information.
183. Free testing to identify our interests.
185. Tutoring didn't help as much as I thought it would, improve the tutor program.
186. More hours open for tutoring.
187. Not as much help when you are in your major. Better help system.
188. Difficult to meet with academic counselors they are never in their offices. Less emails, more specific to each sport.
189. Difficulty getting tutors for my courses. Was told that ICA couldn't afford a tutor or it was an upper-level course. I am very disappointed and discouraged. Seems like they only take care of the "poor students" and not the responsible ones. Group study session conflict with my practice schedule (especially during the season); seems like no one really cares.
190. Coordinating advice and registration.
191. Not understanding what classes actually are.
195. They assume that most athletes want to take easy classes and get an easy major. Have advisers based on athletes desired major, not in accordance to their sport.
196. Get tutors who are more involved.
199. Tutors are not helpful and should take the class they are tutoring.
200. Advisers need more knowledge on class selection.
201. Counseling is not helpful.
204. Advisers need to know a little more about majors or least have the departmental paperwork in order to send students in the right direction. Maybe put tutors through a harsher screening process.
205. Concerns with the effectiveness/qualifications of upper-level tutors. Noise and distractions in computer lab after dinner are too loud. Don't push athletes into "athlete classes/majors" – encourage athletes to explore their interests, challenge them more.
206. Better help in choosing and registering for classes.
208. Not really aware of the all the help that is available.
209. As an incoming freshman I wasn't aware of all of the SAAS services. Incoming freshmen should be allowed to sign-up for classes early like other athletes.
210. Post college support, advice workshops would be helpful. Also it's hard to find staff since their schedules aren't always posted. Speakers and career workshops would help.
211. I had to do a lot of work to get into the UW (did so by the slimmest of margins) and am struggling to pay. I did this with no SAAS help.
212. Did not get much assistance with what classes I should take for my major. I'd like to use another adviser because sometimes ours is hard to reach because busy with other students.
213. Trying to register my adviser failed to help me with classes.
214. During registration most of the counselors are "out of town" – pretty useless if you ask me.
215. More long-term planning and help with major requirements.
217. Information about internships (need work experience and was hoping SAAS could help with that).
220. Most tutors didn't know what they were talking about and couldn't remember the materials. Also bad explanations.
221. More assistance with academic course selection.
222. There is a rotten smell outside of SAAS. Also a lot of non-athletes (former athletes) use the computer lab – makes it hard for regular athletes to use when its busy. Printers jam a lot or are out of ink.
223. Advisers were too booked us. Wasn't aware of the reimbursements available for international students.
224. Can't get reimbursed for a number of things. Academic guidance counselors seem quite busy and don't have quite enough time to give each student the help he/she needs.
225. Can't get reimbursed for art supplies or placement tests. More academic counselors for big sports like track.
226. More information available how to get into specific majors. Longer hours on Sundays in the Crew House.
228. Advisers don't understand that I don't want an easy load. I want to push myself and get into a competitive major (engineering). Get advisers that know more than easy classes.
232. English tutor wasn't real helpful. Seems like track isn't given a real high priority as compared to certain sports – give one academic counselor per team (not one guy covering 3 or 4 teams).
233. Sometimes I feel like the people who help with registration focus a little too much on what classes will be easiest instead of what classes have really good professors or will really be helpful in the understanding of my area of interest.
234. I am not really checked on for my grades or to see how I am doing (no offered academic counseling). Check up on all athletes in the classroom to see if they need tutoring or study table.
235. Knowledge about academic fields outside basic sports ones (for example, art, communications, business). Help with getting into grad school and what classes are best to take and how to go about applying.
236. Individual tutor is not that great, might be because of lack of experience. Drop-in tutoring is very helpful. More help planning my major. I feel somewhat confused right now on that and I feel they plan my classes more short-term rather than looking for long-term goals.
239. Need more time and help one-on-one figuring out what classes to take.
240. Some say they have trouble with tutors because they don't know what they are doing in certain subjects.
241. Counselors sometimes underestimate our academic abilities and try to place us in classes that they think will be easy for us. I like to be challenged and take the hardest courses that I can get the most of. Thankfully I pushed for the higher level classes but I think the counselors should find out more about our academic backgrounds before they push us into classes that might not give us most options in deciding future majors.
242. Not knowing all of the resources available to each student. Should use other forms of communication other than email to tell students about resources.

243. Tutors weren't helpful at all, they weren't able to give an structured teaching. They expect you to have the tutor session planned for the most part – this leads to a very unproductive and awkward waste of time.
245. Help with financial aid and getting a loan. Hire more people so they all are more willing and anxious to help.
246. Some of the tutoring staff are not that helpful (should be better lesson plans).
247. Poor tutoring and lack of information about upcoming events. More pizza on meet your tutor night.
248. Tutor availability and class registration.
252. Be good if someone came to practice every now so often.
255. Not a very good tutor – don't think she had been pre-screened for the subject.
257. Advice in getting into major – some past information has been incorrect.
258. Some sports get more help (football, basketball, etc.). Sometimes the computers (especially lately) have a lot of problems limiting the number available.
259. They talked to me about test anxiety and that was basically pointless. Methods taught were ones I already used and were common sense. Did not analyze my problem at all. Academic advisers never called me back or replied to an email especially when the info needed is really urgent. Possibly need more ways of communication.
260. No tutoring for upper-level courses when I needed it (i.e., finance). When I was a freshman I had no idea that tutoring was even offered.
262. Some drop-in tutors were not qualified or helpful.
263. Make more options for athletes who aren't on scholarship to eat at a discount!
264. Hoped adviser would be more knowledgeable about my intended major. Mostly they just told me how to get by rather than succeed.
265. More knowledgeable about the honors program – wasn't helped much by advisers until I dropped it.
266. Some tutors didn't know how to do what I was working on, but neither did I so I can't complain. Make services more known. Most students don't know about School of Marine Affairs and Fisheries and other resources we have available to us.
269. Some tutors could be a little more helpful. More review sessions throughout the quarter and for all classes.
270. Talking to advisers about double degrees and fifth year stuff wasn't very helpful. They just looked at the same website that I already had and weren't sure of much. More view sessions.
271. Not informed about the options available to me, probably because I am a walk-on.
272. Advisers are not always available to help. Hard to get a hold of.
273. Not able to get help scheduling classes for winter quarter. Events and deadlines were not communicated very well.
274. Was denied training table because I missed an invisible deadline.
275. Computer lab is always way too loud. Tutoring for all classes, quieter computer lab so it's easier to study.
276. I had to figure out on my own how my scholarship worked. Freshmen could be better informed about things.
277. Football gets first priority, treat sports equally.
278. Non-football/basketball sports get ignored.
279. Track team needs more attention. Give money to sports that are actually successful.
280. Track team needs more attention. Add more people to the SAAS employees.
281. Once in my major, advisers could not help me with my classes. I have to use the one in my college not that it's a bad thing or anything.
282. More weekend computer lab hours.
283. Computer lab hours are lacking and more major specific orientation.
285. Telling all freshmen and sophomores the stereotypical sorts of classes doesn't help that person discover what they want to do. Plus, it offers no academic challenge. Tightening up the group tutoring. It tends to got a little casual and conversations begin to wander.
287. It took really a long time to sort out athletic scholarship and that worked with my outside scholarships.
293. Academic counseling – some of the class schedules set up for me were not the best for me with my practice schedule and major. If the athlete wants help, there is help if they want it – most of the time however the focus is on the bigger sports like football. The advisers are usually always busy.
294. More help for post-grad and career planning.
296. Going more in-depth with SAAS offerings available to student-athletes.
297. Didn't like my tutors because they were not very interested and they didn't know the subject well as I expected. Tutors should be grad students.
298. Work more closely with Big "W" Club and accessing the alumni.
299. No tutoring for upper-level courses.
300. Help with financial services. The person in charge of scholarships was unhelpful and messed up my scholarship numerous times – better scholarship handling is needed.
302. Advising – information about different majors is insufficient.
305. Upper-level tutoring and academic counseling could be better.
306. Thought tutors would be more engaging and interested in truly helping the athletes. Strengthen the tutor system.
309. Help with class notes/tests while on the road. Compliance help while traveling.
310. Some tutors didn't work. Some classes didn't meet requirements for my major.
311. Class registration – wasn't placed in the classes I needed to take.
313. Help signing up with classes was more of hindrance than a help last year. Hopefully it will be more helpful this year as we have a new academic adviser.
314. Some tutors did not know what they were doing.
316. Tutoring – he was away for two sessions.

317.	Make tutoring 30 minutes instead of an hour.
319.	I haven't used the guidance in the last year, but my first two years wasn't very helpful. Did not focus on school.
322.	Tutors weren't as good as I would have liked. They couldn't help a lot of times. Get tutors for higher level classes, 300- and 400-level, etc.
324.	Computers are always broken and the printer is sometimes broken. Academic adviser doesn't know much about classes. Review sessions and tutors for business classes are needed.
326.	We had a tutor that led us away a little. Didn't know I could apply early to the business school and it would have been good for me to do that. More information and a more structured plan according to what the student wants to do here at UW.
327.	Sometimes setting up an appointment to meet with a counselor was difficult.
330.	More tutoring for larger variety of classes and more tutors for ECON 200.
331.	Sometimes a tutor for drop-in sessions who had a different teacher than I had has troubles with what we do in class.
332.	Weekly meetings my freshman year were a waste of time in my opinion. SAAS offers a wide variety of great things and as long as you take advantage of them.
333.	Clear on announcing what they actually can help us with and what their purpose is.
334.	There is not a pre-med adviser – most of my academic advising questions deal with medical school preparation, etc.
335.	Upper-level math and physics classes lacked quality tutoring.
337.	Some of the classes that they have recommended for me haven't been completely what I wanted.
339.	No tutoring available for hard classes – need upper-level tutors.
340.	Tutoring availability.
346.	Weekly tutoring was not as helpful because often my tutor could not help me.
351.	SAAS didn't present much help about financial issues.
352.	Didn't present much informational on financial aid.
356.	More tutors for major subjects.
357.	Sometimes tutors fall out. Inform everyone about all that is available.
358.	For freshmen, don't know what is available so teaching the system would help. More tutoring opportunities in the middle of day and morning.
359.	Fitting tutoring time slots into schedule.
364.	Didn't know they have community service opportunities. Need help to organize study abroad.
367.	Some tutors seemed to not be nearly as effective as others. Maybe more screening of tutors.
368.	Help with class registration – didn't really help with finding what courses I wanted to take.
381.	Everyone meets with their adviser.
386.	Temperature upstairs is way too high.
387.	Academic counseling doesn't always provide the right information for your major or help.
388.	No finance tutors – how am I supposed to take hard classes if I can't get tutors for them.
389.	Do not help with career seminars for seniors. More career services.
393.	Schedules sent out for the time of staff meetings, etc. per quarter. Often I make a special trip to come down only to find out that there is a meeting on.
394.	More drop-in session for more classes.
396.	More cooperation with department programs or the career center.
397.	Since my grades were not low enough, I could not have my own tutor. Help in higher-level courses.
398.	I was advised to take a very easy course schedule.
399.	NCAA rules meeting was long and wordy.
400.	Slow reimbursements, financial and scholarship related topics have no information.
401.	Scholarship funds came very late this year, when asked they didn't know when the money would go through. They need to be more pro-active on financial services.
403.	Make available services more known.
404.	Give more of a warning about tutor availability.
405.	Helping to decide my classes they suggested I take classes that were complete useless. Determining scholarship information was completely useless. People need to provide the right information.
406.	In my first year, I feel that I was told to take classes that didn't really apply to what I wanted to do so I didn't do very well in classes I wasn't interested in. Helping us to start our majors earlier so you don't get slammed senior year.
407.	Tutors who don't know the stuff in my classes because they have not taken the same class or course. Tutors need to specialize in the classes they are tutoring for.
409.	Maybe a bit more helpful with what classes to take especially when you first come here and have no idea with majoring. A bit more help would be nice.
410.	Reminding me what requirements I need to fulfill in terms of classes.
412.	Would have liked more study rooms to be open longer.
413.	Information about all the services available. Sometimes surprised as to what is offered.
414.	Finding out how partial scholarships work and can be applied was difficult.
422.	Some tutors weren't so helpful.
423.	Tutors that weren't helpful at times.
424.	Having a meeting with your own academic adviser about getting/maintaining good grades.
425.	More review sessions.
426.	Some of the tutoring wasn't as beneficial as I thought. More review sessions for midterms.

427. Stopped using advisers for class registration because I didn't want to be put in "athlete classes" or have these recommended. Found going through the course catalogue/DARS myself worked best for me.
428. Few tutoring options for higher-level classes.
429. More informational sessions about the services they provide.
430. Financial aid is confusing and I don't know when I will be getting my scholarship money. Even my parents are still confused how it's divvied up.
431. Astronomy tutor could be more helpful, but also would have liked to be advised not to take that class because I did tell the adviser that I don't like science. More regular assigned meetings with an adviser would help (once every two months just to check up).
432. More help during season.
434. Tutors were disappointing. The tutors I had were not good teachers. I like more group sessions rather than one-on-one.
435. Getting the information that you miss during your classes when you are on the road for events.
436. Answer cell phones and emails promptly.
438. Improve on the career aspect along with the post-UW information.
440. Only thing questionable was the quality of the tutors – I don't think I benefited from having a tutor.
441. Tutors knowledge of subjects and up-to-date on the curriculum.
442. Some tutors weren't actually specialized in their area. Need a wider range of tutors to cover subjects once you get into your major. Football team is too loud and makes it impossible to study in the computer lab study area.
443. Some tutors and getting paid back for buying books on my own. Stop study hours, football team is annoying, can't study with them there.
444. Communication and going the distance to get to know me, talk to me about my sport and school, and not the parties that were going on last weekend.
445. Better interaction.
446. When working with tutors if they are unable to give you answers, set up similar problems as certain areas need more attention.
449. Some of the time tutoring was not helpful as it could have been due to tutors that weren't familiar with material. Hold more review sessions for more classes and also have tutors more prepared when we meet with them.
450. Unqualified tutors (psych tutor) last year.
451. Some tutors haven't really helped me out (especially for sociology classes). Need more one-on-one contact.
452. Sometimes tutors knowledge within courses was not there, had not been aware with some of the course content. Look at tutors more carefully, some tutors did not know material within courses.
453. Sometimes I can't find the people I need to see; could be more organized.
457. Career choice and post-UW life.
459. Improve tutors.
460. Help managing financial aid and scholarships could be improved (I've had a couple of problems dealing with that).
461. Teach the athletes how to learn because sometimes they don't understand the basics how to learn.
463. Some of tutors could have been a little more qualified for some of the classes I took. Need more tutors and undergrads for certain specific classes for athletes.
464. I thought tutoring would be more helpful. I have had some tutors that are good for the most part they haven't helped me out a lot.
465. My tutor experience has not been that great this quarter – my tutor doesn't want to be there helping me. Need more one-on-one tutoring (group tutoring sessions aren't very helpful).
466. Sometimes response time to emails is a bit delayed. I have emailed academic coordinator in the past but did not get a response for several days. Quicker responses to emails would be appreciated and would get things done faster and more efficiently.
467. There are so many emails some people don't see the ones that are important.
468. I don't like it when advisers give you easy classes – give students courses they truly want to pursue (it doesn't matter if they are a student athlete).
470. Some of the tutors are a waste of time because they don't know what they are talking about or have anything prepared for the students. While some of the tutors for English have been helpful, we need better tutors.
472. Tutors are very poor. I have had some good ones in the past, but for the most part they are not helpful and unless taking the class have a hard time answering questions. Better tutors, better knowledge by advisers about classes.
473. A couple of tutors have failed to meet my expectations. They didn't have much knowledge on the subject, they would often use their cell phones during tutoring sessions. Overall I have found them to be not helpful.
474. Tutoring program was a little disappointing. Tutor is not up-to-date with the material for my class. Find tutors who are more helpful and willing to be involved.
475. Tutoring is very disappointing – tutors are mediocre at best and some are hard to understand because of accents. I lose points on homework that tutors helped me with because they had no clued what they were doing. Tutoring needs to be improved.
476. Some of tutors were not as helpful as others. More individual advising and better tutors.
478. Signing up and registering for classes.
479. They didn't give us hardly any space. I think they need to believe more in the student and stop being so scared that a student is going to fail when they are far from failing.
482. SAAS could offer more drop-in sessions for classes because besides individual tutoring, drop-ins are beneficial if you have specific questions you don't address with your tutor or you want some extra help/study time.
484. If you have nothing to study, they should let you leave early to get on with other work.

485. Just answer the phones more often.
487. Tutoring was a waste of time my freshman year. Maybe I just got unlucky with the tutors I was assigned, but they never really told me anything I didn't know already.
488. Hours for tutoring were not always accommodating.
489. More counseling for post-grad opportunities.
493. More group tutoring sessions especially for the athletes who are in the same classes.
494. My experience with tutors wasn't very beneficial. There were plenty of tutors but the ones I had didn't help; SAAS should make sure the tutors are helping.
498. Flexible tutoring.
499. More flexible tutoring schedule.
500. Being more aware of which students need help. Some spend the same amount of time on tutoring with a 3.0+ GPA student as a 2.0 GPA student.
502. They need to do a better job providing our books.
503. Having tutoring for a foreign language (Swahili).