

The Student-Athlete Experience and the Eight Key Elements of High-Impact Practices

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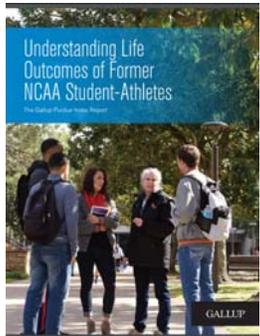



High-Impact Practices in the States Conference | National Association of System Heads
California State University-Dominguez Hills | Feb. 22 -24, 2018

What Student-Athlete Outcomes Data Currently Show?

Elements of Well-Being

	Student Athletes			
	Student-Athletes	Non-Student-Athletes	Football/Men's Basketball	Other Sports
PURPOSE WELL-BEING	56%	48%	62%	54%
SOCIAL WELL-BEING	54%	45%	54%	53%
FINANCIAL WELL-BEING	38%	37%	38%	39%
COMMUNITY WELL-BEING	51%	43%	59%	48%
PHYSICAL WELL-BEING	41%	33%	28%	47%



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Could participation in intercollegiate athletics be a high-impact practice?



Why Athletics?

- Each year, nearly a half million college students participate in varsity athletics at 1,100 NCAA member institutions - 14% of FT undergraduates
 - Division I - 6%
 - Division II - 15%
 - Division III - 21%
- Many student-Athletes (SA) are highly engaged off the practice field and court.

By senior, NSSE finds:

 - 70% have taken a course with a community-based project (*vs. peers = 58%*)
 - 31% have completed a research project with a faculty member (*vs. peers = 24%*)
 - 28% have participated in a formal learning community (*vs. peers = 22%*)

Eight Key Elements	Intercollegiate Athletics
High expectations for performance	✓
Extended investment of time and effort	✓
Experiencing diversity	✓
Frequent feedback	✓
Public demonstration of competency	✓
Faculty and peer interaction	?
Reflecting and integrating learning	?
Relevance of learning through real-world applications	?

High Performance Expectations

- Performance expectations set in terms of athletic performance, but also:
 - academic performance (eligibility benchmarks in DI and DII)
 - time management
 - off-field conduct
 - engagement in community service

Role	In the Past Year	At Least Monthly
Division I	95%	64%
Division II	94%	49%
Division III	89%	44%



Average Cumulative GPA in NCAA Division I

Men's Sports

Wing	3.41
Hockey	3.28
Tennis	3.24
Base Country	3.18
Golf	3.16
Ice Hockey	3.15
Base	3.12
Swimming & Diving	3.12
Baseball	3.09
Gymnastics	3.08
Lacrosse	3.05
Baseball	2.98
Track & Field	2.94
Wrestling	2.91
Water Polo	2.87
Baseball	2.77
Football	2.75

Women's Sports

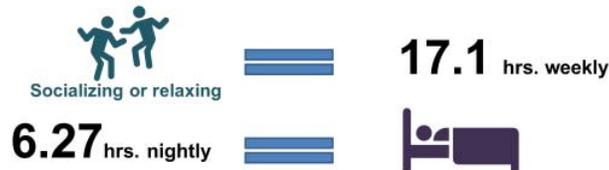
Wing	3.48
Base Country	3.39
Golf	3.38
Tennis	3.37
Baseball	3.36
Base	3.34
Hockey	3.31
Gymnastics	3.31
Swimming & Diving	3.31
Baseball	3.30
Baseball	3.28
Field Hockey	3.27
Lacrosse	3.23
Hockey	3.22
Ice Hockey	3.21
Baseball	3.21
Track & Field	3.19
Water Polo	3.14
Baseball	3.09

Note: 2015-16 academic data.

Investment in Time and Effort Over Extended Period

Student-Athlete Time Commitments

	 Athletic hrs./wk.	 Academic hrs./wk.
Division I	34.0	38.5
Division II	32.0	38.5
Division III	28.5	40.5



Experiences with Diversity

NSSE results show:

- SAs interact *more often* with diverse peers in meaningful ways than non-SAs.
- One study found the difference was even greater among high-profile team sports (Cruce & Nelson-Laird, 2009)

NCAA results show:

- 8 in 10 SAs *agree* that their college athletic experience had a positive impact on their understanding of people of other races and backgrounds
- SAs report their coach and teammates foster a high level of team inclusion/openness (NCAA GOALS, 2015)
- Inclusive team culture is positively and significantly related to both the frequency of and positive feelings about cross-racial interactions, independent of campus racial heterogeneity (Willis, Liu & Bell, 2016).

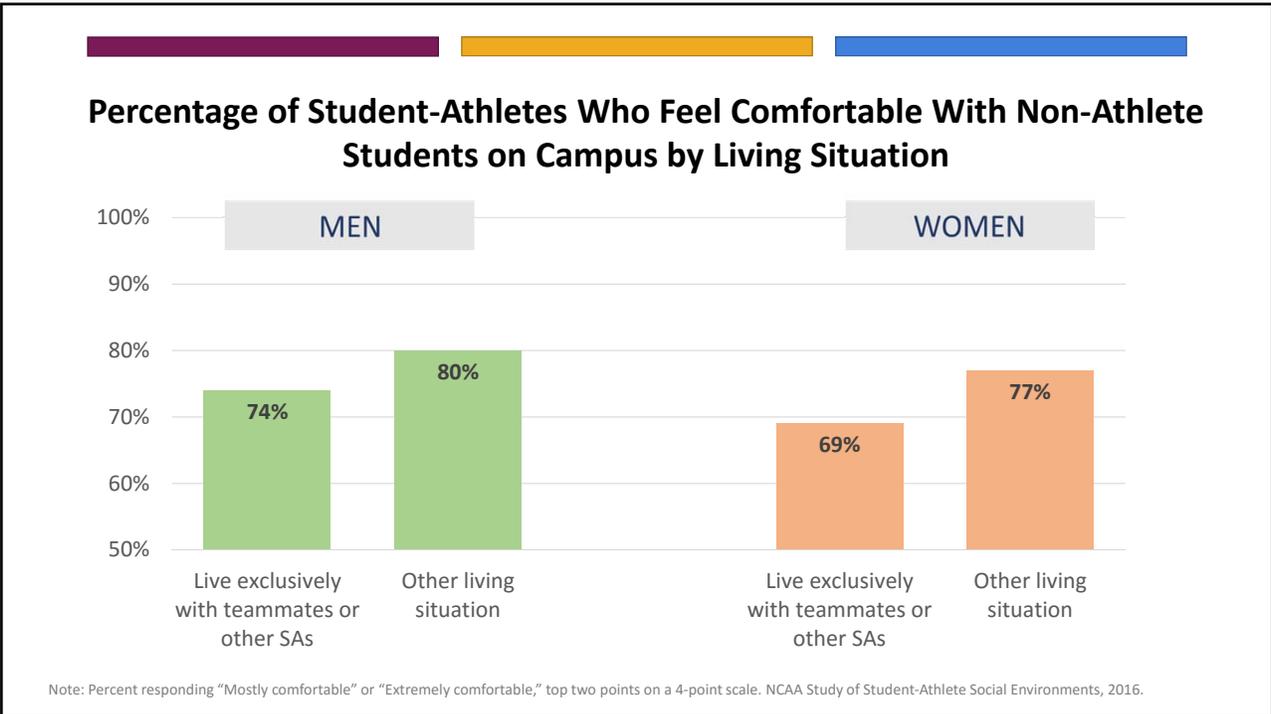
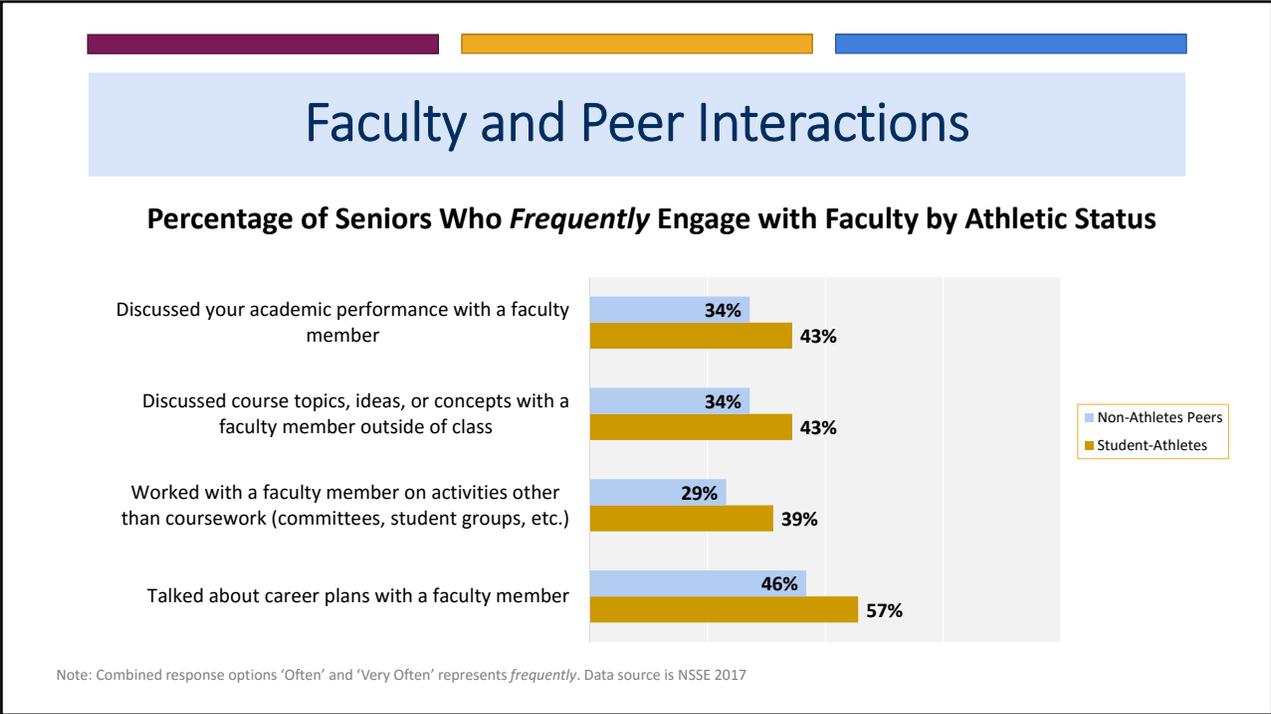
Frequent, Timely and Constructive Feedback

“My real obsession is to convince an individual that they have to determine for themselves what sort of man, what sort of woman they want to be,” Harden said. “We’re constantly pushing the agenda — what are you here to accomplish? The goal is to make people experts on themselves.”

University of Michigan counselor, Chengelis, 2013

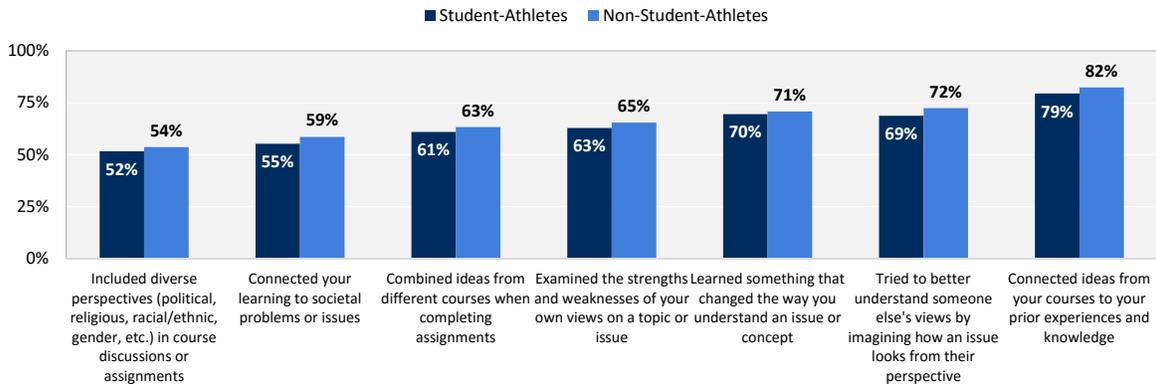
Public Demonstrations of Competency





Structured Opportunities for Reflection and Integrative Learning

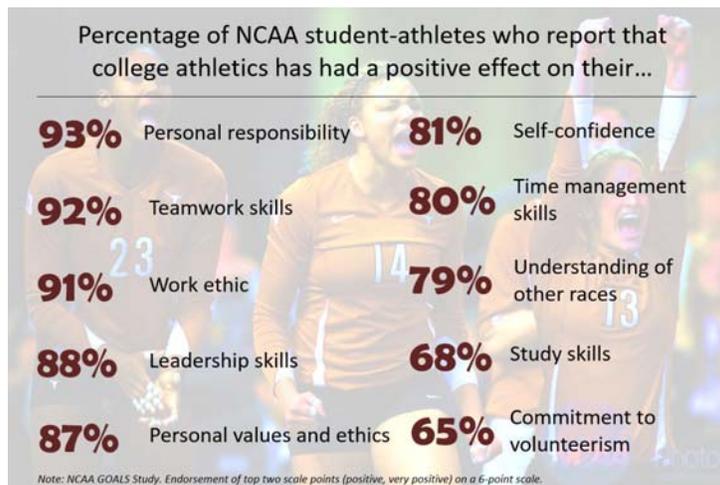
Percentage of Students who *Frequently* Engage in Reflective and Integrative Learning Activities



Note: Combined response options 'Often' and 'Very Often' represents *frequently*. Data source is NSSE 2017

Relevance of Learning Through Real-World Applications

Percentage of NCAA student-athletes who report that college athletics has had a positive effect on their...



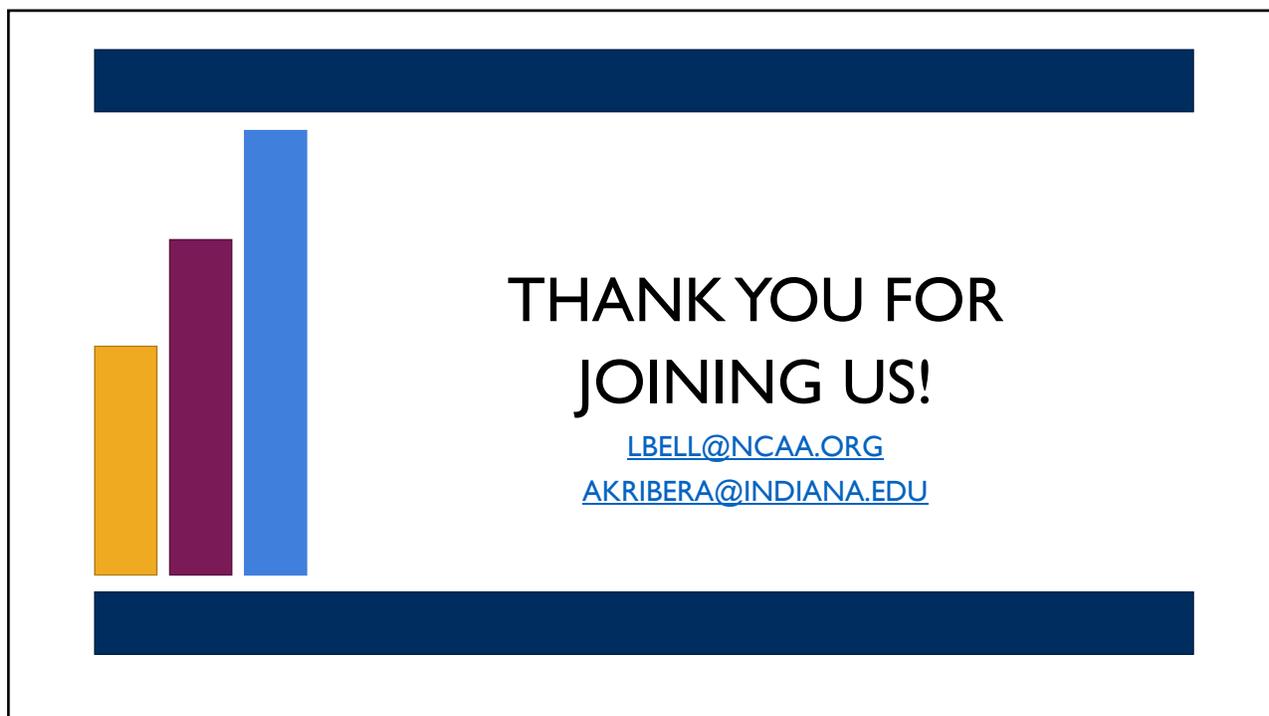
Note: NCAA GOALS Study. Endorsement of top two scale points (positive, very positive) on a 6-point scale.

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Next Steps

Consider reaching out to your own athletics department to determine interest in assessing participation as a high impact practice

- May need to provide education about enhancing reflective and integrative components into the experience.
- Depending on campus athletics culture, efforts may be made to build bridges to foster interaction between student-athletes and their non-athlete peers.
- Assisting student-athletes with translating competencies learned through athletics participation into real-world applications outside of the athletics context.



THANK YOU FOR
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