

Academic Advising

(Includes: monitoring academic progress, major exploration, communication with professors, etc.)

Career Action Plan Program (The University of Albany)

College freshmen often do not have an idea which major they want to study or what they want to do after college is over. In an effort to help those who were undecided, this program was established.

The program allowed student-athletes who were undecided or thinking about changing their majors to meet with various faculty and administrative members to discuss their options. The program was set up as a workshop where professors from several disciplines were on hand to discuss what their field was like, the typical career path of someone in that field (i.e., graduate school, certifications needed, etc.) and the career options associated with specific majors. Student-athletes also received career advice such as what to look for in an employer and how and when to start searching. Following the workshop, student-athletes then had a chance to mingle with the presenters over a finger-food style dinner. The program was a great success with many student-athletes developing clearer insight into academic areas they wanted to pursue. One of the faculty members was a former head-hunter and spoke about the kind of skills student-athletes needed to develop, while in college, to make them more presentable to graduate schools and potential employers.

One person organized the program and the panel of presenters could be any size. The only budgetary issue for this program was the cost of food. A suggestion was that holding multiple workshops so that everyone has a chance to attend would work well. Student-athletes who had not yet declared a major were required to attend; however, the program was open to all.

Individual Study Plan Web Report In order to supplement individual student-athlete meetings, we use a Web site that allows student-athletes to report their grades for various classes at any time. The Web site is for those who cannot make a scheduled meeting, are not required to meet (but who we want to keep an eye on) or others as directed (i.e., coach's request). The information is then sent to our staff via e-mail, which provides us with a printable report of the student-athletes' responses.

This program does not require many resources; just someone who knows how to write the Web page. Of course, the biggest challenge is getting the student-athletes to actually use it - some are good about it, others are not. We would like to develop more of a Web site for our unit so the student-athletes have it as a resource and are more likely to visit the site. This would help with the responses. We are also working on developing a course for new student-athletes and this site could be implemented in course assignments whereby student-athletes are required to submit responses for a grade as a weekly (or biweekly) assignment.

[Click here: report webpage](#)

Progress Reports

One form of progress reporting the university used involves assessments completed by the student-athletes. This form is divided into two sections. First, the student-athletes complete their own assessment of their academic progress in their courses. For example, they write down information such as how many classes they missed, what their grades are and the estimated grade. Next, the form is sent to the professors, who complete all assessments of the student-athletes. After receiving the progress reports, we then examine them for any discrepancies between the two.

This method was developed after discovering that many student-athletes would say everything was fine in their classes and we would receive a progress report indicating otherwise. By using this method, we put the onus on the student-athlete to know where they stand in their courses. From time to time, we have also had the student-athletes hand deliver their progress reports to their professors in an effort to make sure they are speaking with their professors. The professors

return the forms to our office via campus mail. Copies are then provided to the coaches. Example of a progress report file (Word doc)

To find out more information concerning this program use the following contact information:

Institution: University of Albany; **Contact Person:** Julie A. Steinke; **E-mail:** jsteinke@uamail.albany.edu; **NCAA Division:** DI-AA; **Staff Size:** Small (1-2 full-time); **Number of Sports:** 19; **Total Student-Athlete Population:** 450; **Model Practice Category:** Academic Advising

Communication with Professors (Coffee Talks) (Elon University) Several times throughout the academic year, the athletics department invites selected academic departments to chat over coffee and a light breakfast. These "Coffee Talks" allow professors, coaches, and administrators to meet each other in a casual atmosphere. Consequently, communication between faculty, the assistant director for academic progress and coaches has increased and everyone is mutually supportive.

Coffee Talks were first introduced during the fall of 2004 and continue today. The assistant director for academic progress organizes the event by sending invitations, e-mails, and arranging for catering. Each Coffee Talk costs approximately \$150 through the school's catering office.

To find out more information concerning this program use the following contact information:

Institution: Elon University; **Contact Person:** Barbara G. Boyette; **E-mail:** bboyette@elon.edu; **NCAA Division:** DI-AA; **Staff Size:** Small (1-2 full-time); **Number of Sports:** 16; **Total Student-Athlete Population:** 319; **Model Practice Category:** Academic Advising

Connection with Freshmen(Gonzaga University)

This program began at Gonzaga University just under two years ago. During fall term, we meet weekly with all first-year students to make sure the transition from high school to college is going smoothly. The theory behind this practice is based in Tinto's theory of connection, which simply states that if a student feels a connection with someone on campus, then the student's likelihood of retention and matriculation increases significantly.

To find out more information concerning this program use the following contact information:

Institution: Gonzaga University; **Contact Person:** Mike Miller; **E-mail:** miller@athletics.gonzaga.edu; **NCAA Division:** DI-AAA; **Staff Size:** Small (1-2 full-time); **Number of Sports:** 14; **Total Student-Athlete Population:** 280; **Model Practice Category:** Academic Advising

Establishing Relationship/Communication with Faculty (Gonzaga University) One of the most difficult tasks the academic coordinator felt was introducing himself to the faculty as a whole. To accomplish this he wrote a biography and gave it to the faculty athletics representative to send out on the faculty list serve. This action, coupled with a proactive approach of getting to know faculty and the university administration, has enabled him to build a reputation of integrity and respect among a good portion of the faculty population. Another step he requested from the athletics department was that coaches would no longer be allowed to contact faculty about a student's academic progress. A couple of hiccups occurred in the first year, but now most of the coaching staffs have agreed with the policy.

To find out more information concerning this program use the following contact information:

Institution: Gonzaga University; **Contact Person:** Mike Miller; **E-mail:** miller@athletics.gonzaga.edu; **NCAA Division:** DI-AAA; **Staff Size:** Small (1-2 full-time); **Number of Sports:** 14; **Total Student-Athlete Population:** 280; **Model Practice Category:** Advising

Academic Counseling Services (Long Beach State University) CSAS is an academic support unit in the Academic Affairs division that provides the services outlined below. General Academic Counseling Tasks 1. Evaluate past academic progress (courses and grades) and NCAA eligibility.

2. Evaluate current courses/success in courses and NCAA eligibility. 3. Project and recommend future academic requirements and NCAA eligibility. 4. Decision on choices of majors and future career paths. Declaring majors by established deadlines/deadlines for impacted majors. Assists with application for impacted majors and graduate programs. Major change form to enrollment services athletics evaluator. Referral to career counselor in career developmental center. Determine eligibility within majors. 5. Work with faculty department advisors. Changes in degree requirements and/or course substitutions. Problems with faculty issues. Student-athlete attendance issues while traveling. Discuss course selection for semester for specific degree. 6. Coordinate prospective student-athlete recruit visits with specific faculty members. 7. Written academic reports to coaching staffs. Registration: Team members not enrolled in at least 12 units or enrolled in wrong courses for eligibility and academic progress. Academic difficulties. 8. Electives Number of elective units allowed determined by specific major. Upper division or lower division electives. 9. Faculty grade checks process. Once a semester for every student-athlete. Coach or counselor can request multiple faculty grade checks throughout the semester. Coach is responsible to place a deadline for return of grade checks and will give those that are under "C" to academic counselor. 16. Financial monitoring for registration. Balance due holds. Full scholarships. Partial scholarships. Financial aid. Student-athletes responsible for tuition. 17. Orientation/SOAR Monitoring SOAR attendance dates and fee payment. Close collaboration with SOAR staff. Afternoon one-on-one academic advising session to ensure proper placement of first semester courses. Prepares student-athletes academic files to monitor degree progress and eligibility. Monitors registration holds. 18. Referrals for academic assistance, tutoring and study skills specialist: Learning assistance center. Writer's resource lab. Freshmen Student-Athletes Academic Counseling Tasks 1. Entry level tests: Completed by established deadlines. Coordination of out-of-state freshmen student-athletes. 2. Medical inoculations. Measles inoculation or documentation completed in first year. Hepatitis B inoculation series or documentation completed in first year. 3. University 100 for freshmen. Must be completed in first academic year. 5. GE Foundation courses for freshmen. Written English. Oral communication. Critical thinking. College-level math. Must be completed with a grade of 'C' within 1st 36 units. Transfer Student-Athlete Academic Counseling Tasks 1. Measles inoculation Inoculation or documentation must be completed in first year. 2. Declaring major and determining eligibility Transfer student-athletes who have not been advised into appropriate courses may have difficulty meeting NCAA academic requirements in chosen major. Will check on evaluation: California Community College, private institution, out-of-state, U.C. system. General Education Certification: CSU or IGETC Full certification or partial certification. Special Student-Athlete Population Tasks 1. International student-athletes. CIE holds: Registration/medical insurance/Visa holds 2. Partial qualifiers: Graduation requirements must be completed within four years in order to return for fifth year of eligibility. 3. Non qualifiers: Graduation requirements must be completed within four years in order to return for fifth year of eligibility. 4. Special admits. GPA requirements in first year: 2.25 GPA. Units completed in first year: Successful completion of 27 units. Monitoring/documenting. 5. Student-Athletes with learning disabilities Coordination for testing with disabled students services. Meetings with DSS counselors on academic problematic areas. Assistance in referrals for tutorials and study skills.

To find out more information concerning this program, use the following contact information:
 Institution: Long Beach State University; Contact Person: Gayle B. Fenton; E-mail: gffenton@csulb.edu; NCAA Division: DI-AAA; Staff Size: Large (6 + full-time); Number of Sports: 17; Total Student-Athlete Population: 380+; Model Practice Category: Academic Advising

Encouraging Graduation of Former Student-Athletes (Long Beach State University) The Center for Student-Athlete Services (CSAS) staff works with former student-athletes. There are student-athletes who, because of financial issues or injuries, can no longer be competitive and, therefore, leave the team. If the student has been on the team for at least two years, CSAS will continue to academically assist the student until completion of the degree. Moreover, many former student-athletes who play in professional sports come back to finish their degrees. It is not unusual for CSAS to be working with professional baseball, basketball and volleyball players of national stature each year. Besides the 380 currently competing athletes, CSAS may be academically

assisting up to 450 students including former student-athletes, trainers and coaches each year. To find out more information concerning this program use the following contact information: Institution: Long Beach State University; Contact Person: Gayle B. Fenton; E-mail: gffenton@csulb.edu; NCAA Division: DI-AAA; Staff Size: Large (6 + full-time); Number of Sports: 17; Total Student-Athlete Population: 380+; Model Practice Category: Academic Advising

Academic Support Services (Purdue University) We currently have a comprehensive academic monitoring program in our football academic support office. We have a full-time advisor and a full-time graduate assistant devoted to football. We meet weekly with over 50 football student-athletes and record the meeting notes to include in a weekly Friday academic meeting with the entire football coaching staff. We offer the full range of academic support services to all of our student-athletes including: Learning Services. " Supervised study tables for football student-athletes in the Mollenkopf Athletic Center.* " Individual and/or group tutoring available for all classes. " Math, Chemistry, History and Psychology walk-in tutoring. " Writing walk-in help sessions. " Grade checks on all courses conducted twice per semester. " Note-takers are available if a student-athlete is unable to attend a class due to competition. " Resource room: Room 224 in the learning center has information on careers and majors. " Individual academic mentors are available to assist student-athletes with time management and organizational skills, as well as navigation of the campus community. *(Only offered for football) Technology " A full service 74 station computer lab is located in Room 201 of the Learning Center with printers, scanners, and a lab assistant. " Another four-station computer lab with a printer is located in Room 319 of the Mollenkopf Athletic Center. * " Tape recorders are available for check-out if a student-athlete will miss a class due to team travel or feels that recording lectures will supplement notes. " A copy machine is available in IAF 226 or MOLL 333 for student-athlete use for academics-related material only. *(Only offered for football) Campus Resources We provide assistance in helping student-athletes find campus resources at Purdue, including: " Study skills classes. " Reading enhancement programs. " Supplemental instruction programs for difficult courses. " Honors programs. " Job placement services. " Career resources. " Individual counseling for academic as well as personal concerns. Academic Testing " Reading, writing, math and learning style assessments are conducted for all incoming freshmen student-athletes (follow-up services available within the department and referral services available on campus). Life Skills Program The NCAA Life Skills Program strives to support the student-athlete in their commitments to academics, athletics, personal development, career development, and community service. " Freshman orientation course (EDPS 490B). " Year-round community service opportunities. " Resume building and interview skills workshops. " Various social events. To find out more information concerning this program use the following contact information: Institution: Purdue University; Contact Person: Mark Shook, M.Ed.; E-mail: mshook@purude.edu; NCAA Division: DI-A; Staff Size: Large (6 + full-time); Number of Sports: 20; Total Student-Athlete Population: 450; Model Practice Category: Academic Advising

Academic Progress (Seton Hall University) The office was created nearly twenty years ago and it now consists of three full-time advisors, two graduate assistants, an undergraduate tutor coordinator, and nearly a dozen undergraduate and graduate peer tutors. The office (which reports to the provost) relies heavily on communication among the staff, athletics administration, coaching staffs and the faculty. Since Seton Hall is a relatively small school, the staff is able to have regular and frequent communication with the faculty of the student-athletes. This feedback is essential to monitoring the academic progress of our target group. Based on comments from professors, each full-time staff member is able to point out to the students and coaches when particular intervention is required. Tutoring services are provided, and study hall is required for freshmen, transfers and other at-risk students. The Life Skills program is also housed within the office, and every attempt is made to tap into on-campus recourses (e.g., the career center). To find out more information concerning this program use the following contact information: Institution: Seton Hall University; Contact Person: Matt Geibel; E-mail: geibelma@shu.edu; NCAA Division: DI-AA; Staff Size: Medium (3-6 full-time); Number of Sports: 17; Total Student-Athlete Population: 260; Model Practice Category: Academic Advising