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An analysis of beliefs of NCAA Division I academic advisors on the impact of the increased percentage toward degree requirements

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AN ANALYSIS OF THE ACADEMIC ADVISING PRACTICES OF NCAA D-I
ADMINISTRATORS: THE IMPACT OF THE INCREASED PERCENTAGE TOWARD
DEGREE REQUIREMENTS

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Abstract

The purpose of the present study was to survey academic advisors/administrators for student-athletes about how the new academic reform legislation has impacted academic advising. While visiting various universities, a survey was administered to the members of the academic support units. On average, each institution had an academic support staff consisting of three to five members producing an administrator sample of 21 participants. No academic administrators declined to participate in the study.

Recently, new reform standards have been passed by the National Collegiate Athletic Association (NCAA) in order to help improve graduation rates of National Collegiate Athletic Association (NCAA) Division I collegiate student-athletes (Christianson, 2004). Although, this reform was intended to improve graduation rates, a possibility exists that these new standards are creating challenges for academic advisors. For example, as academic advisors feel pressure to help student-athletes achieve success, clustering of student-athletes into particular majors (Case, Greer, & Brown, 1987) to meet eligibility requirements may be occurring more often (Fountain & Finley, 2009; Fountain & Finley, 2011; McCormick, 2010). This is exemplified by a participant in Diehl's (2009) study of academic advisors for NCAA Division I men's basketball student-athletes, who stated, "when you deal with basketball, it's eligibility, eligibility, period" (Diehl, p. 110). As Diehl found in her research, academic advisors reported feeling pressure from coaches to help athletes remain eligible for athletic competition. If the athlete did not remain eligible, many advisors reported feeling blame from the coaching staff for a student-athletes lack of academic success (Diehl, 2009).

This increased pressure that academic advisors may experience since the development of the new academic progress reform (Ridpath, 2010) is extremely important to understand. Academic advisors for athletes influence the academic decision making of student-athletes and student-athletes view the academic advisor as having a positive influence on their academic goals (Potuto & O'Hanlon, 2007). Thus, as Bell (2009) pointed out, the academic advisor for student-athletes can be very influential in choices that student-athletes make. Additionally, Bell (2009) found that student-athletes often attribute their level of academic motivation to their academic advisors influence.

Academic advisers have recently agreed that more student-athletes may begin to focus on staying eligible because of the new reform standards passed by the National Collegiate Athletic Association (NCAA) (Suggs, 2003). Although the purpose of the new rules were to improve the graduation rate of student-athletes, a concern by the academic advising profession for student-athletes is that this legislation will encourage academic advisers to find alternative ways to help student-athletes remain eligible. For example, an academic advisor may feel pressure to encourage student-athletes to choose majors that will ensure athletic eligibility for the short-term as opposed to encouraging a student-athlete to choose a major that will prepare them to meet future career goals.

In order to determine if student-athletes are encouraged to enroll in or select specific majors, three recent research studies have examined academic clustering of student-athletes. Fountain and Finley (2009) examined whether academic clustering occurred in the football programs of schools with in the Atlantic Coast Conference. Schneider, Ross, and Fisher (2010) examined academic clustering in the Big 12 conference football programs. Additionally, Fountain and Finley (2011) analyzed the extent of academic clustering of one Division I Bowl Championship Series (BCS) football program over a ten year period. All three studies concluded that academic clustering was occurring.

In addition to researchers beginning to examine the academic clustering of student-athletes, national associations and researchers have also begun to analyze the views and opinions of advisors, administrators, and coaches about the new academic reform guidelines implemented by the National Collegiate Athletic Association (National Association of Academic Advisors for Athletics [N4A], 2004). The N4A created a task force to analyze the NCAA's academic reform package. The taskforce reviewed the reform issues and submitted a response to the NCAA. The

taskforce specifically addressed the increased percentage toward degree requirements and described various issues that may impact student-athletes and academic administrators in athletics (National Association of Academic Advisors for Athletics [N4A], 2004). Specifically, the taskforce of the N4A was concerned about the issue of increased percentage to degree requirements. The N4A taskforce stated: “New progress toward degree requirements may cause student-athletes to accept enrollment in majors that predict eligibility rather than encourage exploration of more challenging or personally meaningful major fields of study”

Christy, Seifried, and Pastore (2008) recently examined the opinions of administrators, coaches, faculty representatives, senior women administrators and athletic directors about the new academic reform developed by the NCAA. These researchers asked one open ended question about what respondents believed would be the impact of the new academic reform legislation on college athletics. Results of the study found that administrators and coaches believed that the use of the academic progress rate was good for college athletics since it may lead coaches to recruiting student-athletes that were better prepared to begin college. Although a majority of the administrators, coaches and faculty athletic representatives viewed the new legislation positively, there were concerns. The main concerns directly related to decisions academic advisors may make when working with student-athletes (Christy, Seifried, & Pastore, 2008). One theme that emerged was the concern that student-athletes may enroll in easier curriculum in order to obtain academic success. Additionally, the majority of head coaches suggested that student-athletes would have less flexibility to study what they were interested in, and that student-athletes would be encouraged to study find an academic program in which they would have academic success (Christy, Seifried & Pastore, 2008). These researchers suggested that it was important to understand attitudes and opinions of administrators in non Bowl

Championship Series (BCS) conferences since these researchers suggest that mid-major Division I universities' coaches and administrators believe they have been penalized because of the legislation.

Although the National Association of Academic Advisors for Athletics (N4A) task force and a previous study have begun to analyze the opinions of administrators and coaches on the new academic reform legislation, no literature exists that specifically surveys athletic advisors/and student-athlete services administrators about how the new legislation has impacted the academic advising of student-athletes. Thus, the main purpose of the present study was to survey academic advisors/administrators for student-athletes about how the new academic reform legislation has impacted academic advising. Specifically the attitudes, beliefs, and opinions of academic advisors/administrators on the increased percentage toward degree requirements, the impact of the role of the academic athletic adviser/administrator with respect to student-athlete eligibility, retention, college major selection, and projected graduation rates were explored.

Method

Participants

Participants were athletic academic advisors/administrators at 6 NCAA Division IA Midwest universities. All participants were part of the academic advising units for athletics office at 6 Division I athletics institutions at large Midwestern universities. 21 NCAA Division IA student-athlete administrators/advisors (7 male and 14 female) participated in the present study. Of those participating, 20 administrators were Caucasian Americans, and 1 was African American. Regarding academic preparation, 2 administrators indicated that a bachelor's degree was their

highest earned degree, 18 reported a master's degree, and one administrator reported having a doctoral degree.

Participants had similar responsibilities within athletic advising offices and varying titles. However, of the 21 participants, the academic administrator positions consisted of two Senior Associate Athletic Directors, one Associate Athletic Director, two Assistant Athletic Directors, three Directors, two Assistant Directors, six Academic Coordinators, two Academic Counselors, two Academic Interns and one Learning Specialist. All positions were reported as full-time except for one. Academic administrators had varying numbers of years in their present positions, ranging from 0 to 10 years of experience in their current positions. Sixteen administrators listed the names of the athletic teams they advise, on average, each administrator advised 5.75 teams. However, half ($N = 8$) of the administrators listed football as one of the sports they advise, and only 2 of the 8 were solely responsible for advising the football team at their institution.

With respect to the job responsibilities that apply to each participant in the study, 76.2% ($N = 16$) reported academic advising, 42.9% ($N = 9$) reported life skills programming, 33.3% ($N = 7$) were considered the unit supervisor, 71.4% ($N = 15$) reported monitoring eligibility, 28.6% ($N = 6$) reported working in compliance, 38.1% ($N = 8$) reported career counseling, and 19.0% ($N = 4$) had sport supervision responsibilities. Other responsibilities noted by the participants included learning specialist responsibilities, drug testing coordination, discipline and behavior oversight, and tutoring.

Lastly, information obtained from the academic administrator survey indicated that of the six institutions in the study, 33.3% ($N = 7$) stated that their institution's athletic department reports to the Office of the Athletic Director, 42.9% ($N = 9$) report to the Office of the President,

4.8% ($N = 1$) report to the Office of the Provost, and 4.8% ($N = 1$) report to the Office of Student Affairs, while three participants did not provide a response.

Instrumentation

An academic advisor survey was designed specifically for the present study. The survey asked specific questions concerning athletic eligibility, retention, college major selection, summer school enrollment, and projected graduation rates. Academic administrator background information was gathered in section three of the academic administrator survey. The first section of the survey consisted of questions regarding the increased percentage toward degree requirements. Participants were asked to indicate their level of agreement with 13 statements. The second section of the administrator survey included 15 additional questions regarding the impact of the new legislation. In the third section of the academic administrator survey, 12 questions gathered background information. In the first section of the academic administrator survey, questions 11 through 13 inquired about the need for additional support staff and time since the legislative changes were implemented, and whether administrators were asked their opinions of the reform initiatives prior to its adoption. In the second section, question 14 was open-ended requesting information about perceived role changes in the profession. To conclude section two, question 15 was also open-ended in an effort to ask academic administrators their views of the increased percentage toward degree requirements.

Procedures

During campus visits, a survey was administered to the members of the academic support units when all or most of the staff members were available. On average, each institution had an academic support staff consisting of three to five members producing an administrator sample of 21 participants. No academic administrators declined to participate in the study. A verbal

consent script was read prior to each academic administrator meeting to verify that all information shared would remain confidential and anonymous. Only administrators who were unable to take the survey during the first scheduled visit were asked to complete the survey at another time and return via fax or standard mail.

Results

Frequencies were analyzed for questions 1-13 on section one and questions 1-9 and 11-12 on section 2 of the survey. Questions 10, and 13-15 were qualitative questions. Frequency results from the academic administrator survey for questions 1-13 on Section I are provided in table 1. Additionally, frequency results are from questions 1-9 and questions 11-12 of the second section of the academic administrator survey are provided in table 2. Figures 1 and 2 highlight administrators' level of agreement regarding the increased difficulty for student-athletes to major in a field of their choice and administrators' level of agreement with the statement that student-athletes are changing majors to meet percentage requirements.

Analysis of Qualitative Data

Student-Athlete Friendly Majors. Question 10 was an open-ended query asking administrators whether there are particular majors on their respective campuses that are student-athlete friendly, and if so, to provide a list if of the majors they believed were student-athlete friendly. Based on the qualitative responses for question 10, three common themes emerged. Five administrators generated a common theme, indicating they were not in favor of student-athlete friendly majors and they did not want them at their institution. Overall, they felt that this option would permit student-athletes to choose easier majors. This was summarized by the responses of two administrators who stated, "No, I do not think they would be beneficial. They would give the institution and student-athletes a bad reputation and it would promote student-

athletes to pick a major based on ease alone” and “No. The diversity of the majors available at the university allows for us to meet the needs of our student-athletes whatever their academic circumstance may be”.

A second commonly reported theme in relation to student-athlete friendly majors included administrators providing a short list of majors they believed were student-athlete friendly. The most common majors listed as student-athlete friendly were communications, individualized/specialized program, sociology, sport/recreation management, and psychology. Finally, the third theme among administrator responses indicated that most majors are challenging, have strict requirements and may even have enrollment management and prerequisite mandates in the near future to make choices more difficult. In addition, administrators stated that the more popular majors among student-athletes such as sport management and exercise science are not necessarily friendly, have strict credit and grade point average requirements and fewer elective options. This was summarized by a respondent who stated:

Anything in the College of Arts and Sciences because there is some elective room in case of a change in major or transfer. We do have sport management, but I don't think people go into it because they think it's easy . . . it's not! There are lots of business classes.” Lastly, an additional respondent wrote, “At this point there aren't many at all. Due to enrollment management at our university and the 40/60/80 rules, there aren't any majors considered student-athlete friendly. The College of Arts and Sciences seems to be where a lot of the students will end up though because they have not yet started enrollment management for most of their majors.

Percentages toward degree requirements. Student-athlete administrators were asked an open-ended question asking them to describe their belief about the percentage toward degree requirements and how these will affect student-athlete graduation rates in the future (projecting 5-10 years). Based on the qualitative responses to question 13, several common themes emerged. Many of the administrators believed that the increased percentage toward degree requirements would have a positive impact on graduation rates. They stated that the requirements provide for more academic accountability, and helps to keep student-athletes focused on degree completion as one respondent stated, “While these requirements raise the bar for student-athletes to compete from year to year, they also put them in a better position and within striking distance of graduating in the fifth year.”

Although many of the administrators had positive views about the academic reform legislation, a few negative themes emerged. Some respondents believed that although graduation may come sooner, student-athletes may not graduate with the degree they intended. They also believed that this new rule may allow student-athletes less freedom to pursue certain majors and that this may lead student-athletes to choose a less demanding major. Additionally, an identified theme was that increased percentage requirements could potentially have a negative impact on graduation rates. Issues were identified including, the inability to stay in a desired major, eligibility concerns, and transferring due to loss of eligibility. This is exemplified in the following statements by individual administrators who stated: “I actually believe it could have a negative effect. When students can’t stay in their desired major and consequently are ineligible they will begin to transfer at a higher rate and/or quit their sport entirely” and “I do not believe grad rates will change very much. I believe those who work at school will continue to be

successful and those that struggle will continue to struggle under the current guidelines. Or, rates would potentially even go down as more student-athletes miss the requirements and quit”

Challenges for the Student-Athlete Academic Administrator and Advisor.

Administrators were asked if they have noticed changes in their role as an academic adviser/administrator since the implementation of the increased percentage toward degree legislation and to provide examples. A common theme that emerged from the responses was that there have been academic advising role since the implementation of the increased percentage requirements. Table three provides the responses of the advisors and administrators beliefs about how their role as an academic advisor has changed since implementation of the increased percentage requirements.

Academic Administrators Views of the Increased Percentage Toward Degree Requirements After Two years. Lastly, administrators were asked to describe their views of the increased percentage toward degree requirements after 2 years of implementation. Based on the participants’ responses for this question, four common themes emerged from the academic administrator data. The first theme illustrated the overall positive impact of the legislation as perceived by administrators, the second theme provided suggestions regarding the reform implementation as well as some issues that have already surfaced, the third theme involved issues related to junior college and transfer student-athletes, and the fourth theme exposed the core feelings from administrators related to the limitations of career exploration due to the increased percentages.

Three administrators addressed the positive impact of the new legislation, and respondents wrote, “The increased percentage requirements have had an impact on recruiting students who exhibit the academic skills necessary to meet the percentage requirements. Also,

I've observed more commitment from both the institution and the student-athlete to meet the new requirements"; "I think they are a great tool for increasing the importance of academic performance in intercollegiate athletics", "I think it was created and raised for the right reasons, but it really does not take into account specific institutional issues".

The second most commonly reported responses involved suggestions that were raised and issues that have surfaced regarding the increased percentage requirements by administrators. This was summarized by respondents who wrote, "It is really tough at our institution because of so many enrollment management policies in different departments. 35/55/75 would be much better. For the most part, our students don't have a problem meeting the requirements, but the new policies may be changing this", "For students who do not need any remedial classes and are solid students with an idea of a major, it is fine. It works. With students who are opposite of this, it is terrible", "I think it was too much of a jump in the requirement". The third theme involving transfer issues was summarized by respondents who wrote, "Overall, it hasn't made a real difference with ineligibility but has made it more difficult for transfers", "It makes it extremely difficult to recruit junior college students even if they are good students", "It makes things complicated with some transfer students".

In conclusion, common responses from administrators created the fourth theme for question 15 involving the concern for suitable time for career exploration, the ramifications of changing majors, and forcing student-athletes to choose undesirable majors to remain eligible. Of the 18 administrators who responded to question 15, 12 administrators identified issues of concern with respect to student-athletes choosing or changing majors. This was summarized (in segments of responses related to this topic) by respondents who wrote, "It limits the exploration time for student-athletes", "The students they seriously affect are the good students who just

want to change their major or those students struggling academically”, “In certain instances it can hurt strong, motivated, and high-achieving student-athletes who are reconsidering their major but are limited in options solely because of eligibility”, “Counselors and coaches are very aware of permitting an at-risk student-athlete to decide on the major of his/her choice. There is avoidance of majors like business and education among others”, “I’m one year involved, but it does appear that it has caused some departmental concern regarding the increase of percentage related to choosing or changing a major”, “It does not allow for the college student-athlete to explore which is a part of the college experience. I think they are being put at a disadvantage because they are not given the chance to explore career interests. We are producing student-athletes who are less prepared than their peers because they are missing this essential part of education”, “I think institutions will now funnel student-athletes more into particular majors” , “I believe the intent is great, but the practicality of its implementation is flawed. The new requirements have forced certain majors to become degree mills for athletes. The communication major will be a popular option for athletes wanting to major in eligibility as opposed to working towards a degree that interests them”.

Discussion

The purpose of the present study was to examine the views of student-athlete academic administrators and advisors in relation to the new academic reform passed by the NCAA with the intention of improving graduation rates. One of the main purposes of the present study was to analyze the attitudes and opinions of student-athlete administrators and advisors in relation to their beliefs about how the academic advising profession will be impacted in their work with student-athletes.

In general, academic administrators did not know how the increased percentage requirements would increase graduation rates. However, almost half of the administrators indicated that the requirements will influence student-athletes to be more accountable academically and move them closer to degree completion. This finding is in agreement with Christy, Seigfried, and Patore (2008) who also found that coaches and administrators believed that the new academic reform would have a positive impact. However, the present study also found that the new reform may have potential negative consequences. Administrators and advisors believed that student-athletes will have less freedom to explore career options, may be limited to particular majors, or transfer if ineligible due to percentage requirements. Additionally, several commented that the increased percentages will force coaches to recruit better academically prepared student-athletes.

One of the main reasons for the implementation of the new legislation was to ensure that student-athletes were achieving satisfactory degree progress so that graduation rates will be ameliorated. Because degree progress requirements have been made more stringent, there has been concern that student-athletes might not be encouraged to remain in their current major or study what they enjoy. Additionally, it has been suggested that athletic academic advisors, because of pressure, will encourage athletes to change majors or choose easier majors in order to continue their athletic participation (Diehl, 2009; McCormick, 2010). The present study supported this belief. A majority of those surveyed in the present study reported that they would advise student-athletes to change their major, and 81% would advise them to take summer coursework at their current institution if ineligible based on percentage requirements.

In addition to the concern that the new legislation may encourage advisors to focus on helping athletes only focus on staying eligible, an additional concern was that student-athletes

may be encouraged to choose easier majors in which they do not have as much interest. In the present study, most of the academic administrators agreed or strongly agreed that the increased requirements have made it more difficult for student-athletes to major in a field of their choice (See Figure 1). Also, most agreed or strongly agreed that student-athletes are changing majors to meet percentage requirements (See Figure 2). Additionally, almost 67% of academic administrators indicated that they had advised student-athletes to select another major to meet eligibility, and 62% felt pressure to force student-athletes into majors to meet eligibility requirements at least once per semester or quarter.

In addition to the possibility that some student-athletes are encouraged to pursue majors they are not interested in the present findings of the present study are in accordance with previous research conducted by Diehl (2009). Diehl reported that academic advisors for student-athletes felt pressure by coaches and athletic department staff to help athletes remain academically eligible. For example, a respondent in the Diehl (2009) study stated a similar view participants in our sample. The respondent from the Diehl (2009) study stated, in relation to reform changes, that these changes, “put a lot more pressure on us”. He went on to state, “They’ve changed the rules, but the recruiting and mind state hasn’t changed” (Diehl, 2009, p. 93).

The results of the present study suggest that advisers working with student-athletes are encouraging student-athletes to choose unwanted majors for eligibility purposes. The model of psychosocial development model proposed by Chickering (Chickering, 1969; Chickering & Reisser, 1993) would suggest that advisors should help student-athletes develop so that they can formulate plans which balance personal and career goals. Additionally, Valentine and Taub (1999) indicated that student-athletes may have difficulty developing purpose and that

developing purpose should begin early in a student-athlete's college career. For example, student-athletes often face restrictions because of their demanding training schedules which make choosing a major difficult (Nelson, 1983). Consider this along with the findings from the present study that indicated almost 53% of the administrators would advise their student-athletes to change majors if that were the sole reason for being declared ineligible. The decision to change majors can have a profound impact on a student-athlete's future and support the idea that the student-athlete must give up their career aspirations to meet athletic goals (Valentine & Taub, 1999). This was exemplified by a football student-athlete in the Menke (2010, p 70.) study who stated about his how believed his college degree prepared him for life after sport: "I don't think it did because when you have someone like me that wasn't really being pushed one way or the other by parents or significant others they put you in these social degrees. I mean I have a home ec degree, what are my gonna do with a home ec degree. You know they pretty much steered you toward those classes. They didn't really push you to stay in the business college or journalism because they thought you might struggle."

Consistent with the original intent of the legislation, to increase graduation rates and accelerate degree completion, academic advisers believed that the requirements are achievable and realistic. Almost 67% of the academic administrators agreed when asked if 40% degree completion is a reasonable eligibility requirement for student-athletes, and 33% disagreed. However, those who did not agree offered additional insight into flaws in the reform with respect to the inability to explore careers, transfer concerns, the underlying impact on the APR and retention, and issues related to summer school enrollment. Specific to the athletic advising profession, it appears from this study that one out of every three advisers do not believe that 40% is a reasonable degree completion requirement for their student-athletes.

Future researchers should continue to understand the role of the academic athletic advisor in helping athletes make career decisions. Additionally, a larger scale national study should be developed to understand how advisors and student-athlete services administrators throughout NCAA Division I colleges and universities have been affected by the new NCAA academic reform legislation. Additionally, more qualitative studies need to be conducted to better understand the pressure that academic advisors for student-athletes experience. Also, a more complete understanding of how student-athletes select majors at universities should continue and be studied more in-depth.

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Table 1.**Frequency of Responses for Questions 1-13 on Section I**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. 40% degree completion Is a reasonable eligibility requirement after two of full-time employment ?	2	12	7	0	0
2. Student-athletes must complete 24 semester or 36 quarter hours after the first year of full-time enrollment and 18 semester or 27 quarter hours for each academic year thereafter. The credit hour requirements above correspond with the new percentage requirements (40/60/80).	2	3	9	6	1
3. The new percentages create challenges for coaches to recruit transfer student-athletes who will be academically eligible.	10	11	0	0	0
4. Student-athletes at your institution are meeting the 40 percent degree requirement without taking summer courses.	1	10	9	1	0
5. Student-athletes requiring significant remedial courses are meeting the 40 percent degree requirement without taking summer courses.	0	2	6	10	3
6. Summer school enrollment has increased due to the new percentages (40/60/80).	6	10	2	0	3
7. The new legislation has made it more difficult for student-athletes to major in a field of their choice.	5	11	4	1	0
8. Student-athletes are changing majors in order to meet the percentage requirements.	2	16	2	0	1
9. More student-athletes in spring sports are using the prior academic term to meet their required percentage.	0	7	9	0	5
10. The new percentage toward degree requirements will positively impact student-athlete graduation rates.	1	9	4	0	7
11. Your academic support program now requires additional staff to monitor athletic eligibility since the new reform implementation.	4	6	7	1	3
12. Your existing academic support program requires additional time to monitor athletic eligibility since the new reform implementation.	6	12	0	3	0
13. You were asked to share your opinions or beliefs about the new academic reform package before it was adopted.	0	6	8	3	4

Table 2.**Frequency of Responses for Questions 1-10 on Section II**

1. Based on the teams you advise, estimate how many student-athletes were ineligible at the beginning of the fall semester (or quarter) due to percentage toward degree requirements (40/60/80).	0-5 13	10-15 2			
2. Based on any spring sports you advise, estimate how many student-athletes will be re-certified (become eligible) at mid-year based on percentage toward degree requirements (40/60/80).	0-3 11	4-8 0	9-10 2		
3. If a student-athlete is academically ineligible based	Change major 11	transient coursework 19	summer school waiver 17	quit team 3	0
4. Is it mandatory that student-athletes at your institution consult an academic adviser in their college office?	Yes 18	No 2	Don't Know 0		
5. How often do your student-athletes consult an academic adviser in their college office?	Once 16	2-3times 2	Never 0	Don't Know 0	
6. Based on the teams you advise, how often do you advise student-athletes to select another major to meet eligibility requirements? (per semester)	Never 2	Once 7	2-3 times 4	4-5 times 2	5 or more times 1
7. How often do you feel pressure in your position to force student-athletes into majors to meet eligibility requirements?	Never 5	Once 4	2-3 times 6	4-5 times 2	5 or more times 1
8. What percentage of incoming student-athletes (freshmen) are undecided on a major?	0-40% 14	41-80% 4		above 80% 0	
9. What percentage of continuing student-athletes have selected a major specifically to meet academic eligibility requirements?	0-40% 17	41-80% 1		above 80% 0	
11. Estimate what percentage of student-athletes are required to take summer courses to become eligible for competition for the following fall based on percentage toward degree.	0-40% 18	41-80% 1		above 80% 0	
12. Who would most likely pay for the summer coursework that ineligible student-athletes must take to regain eligibility? (mark all that apply)	Parents 15	Athletic Department 15	Student-Athletes 113	Camp Funds 9	Special Funds 3

Table 3.

Responses of Administrators/Advisors on the changes that have occurred in the academic advising of student-athletes

The rule requires a significant increase in the attention toward degree completion course selection, major declaration, career counseling, GPA requirements and more. There is a lot of pressure to be aware of every detail which is increasingly difficult due to the great number of responsibilities we all have,

Much more intensive one-on-one work with students who struggle and are not academically prepared

Closer tracking of student-athletes in more demanding programs, and cautioning student-athletes to feel strongly about the major selection if it is very specific, that choosing now could close the doors later.

Yes, primarily with at-risk athletes and transfer students,

Yes, I am asked a lot more often to find a major that will *work* with hours toward degree. I also feel more pressure to get an at-risk student to take more than 12 hours just to keep them progressing,

Yes, there are different standards so it makes things a bit more complicated,

Yes. I believe we are now less able to look at the holistic development of our student-athletes. They will have much less time to explore major options and have zero to no chance for mistakes

I have become more of a career advisor for many athletes as I try to explain different options that are available to them to achieve their career goals. For instance, having to explain the benefits of a business degree to someone who wants PE/sport management is challenging and difficult

Yes, we have started giving more emphasis towards a back-up major just in case something does not work out for the student

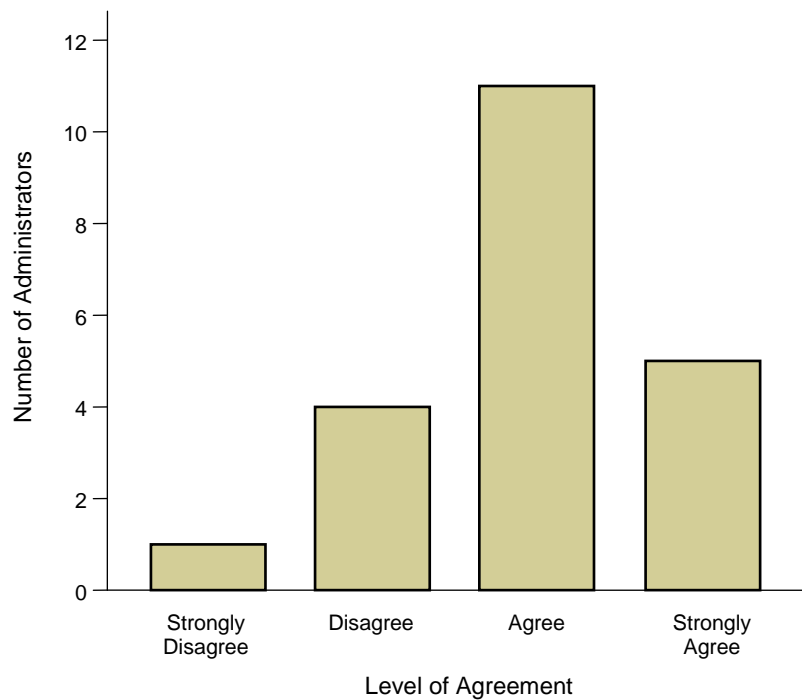


Figure 1. Administrators' level of agreement regarding the increased difficulty for student-athletes to major in a field of choice.

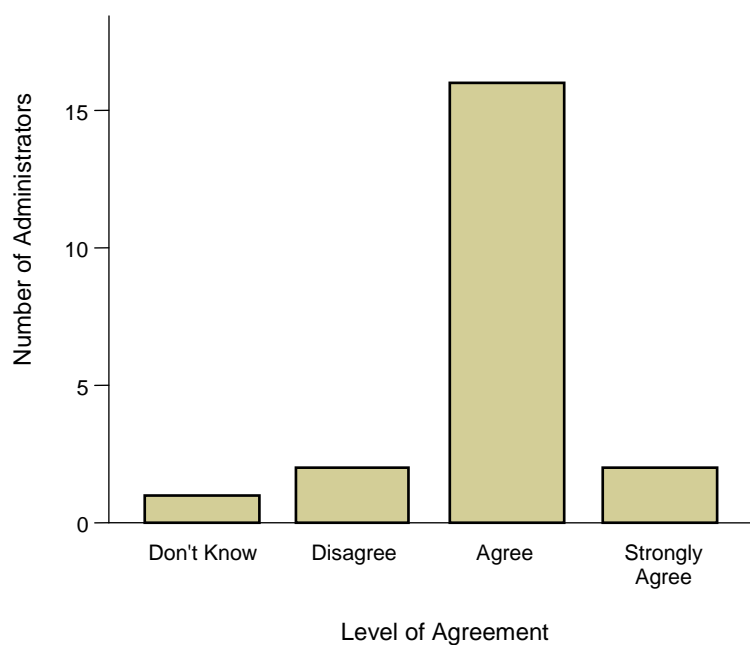


Figure 2. Administrators' level of agreement with the statement that student-athletes are changing majors to meet percentage requirements.

Author's Note

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