DEPARTMENT MISSION STATEMENT:

The mission of Athletics Academic Services is to provide effective academic and life skills resources to assist student-athletes in reaching their academic goals. Athletics Academic Services works closely with faculty, coaches, and other student support offices to ensure that all Titan student-athletes have the opportunity to adjust to university life, succeed in the classroom, and make sound educational and career choices. Such support programs include: academic counseling, priority registration, tutoring, athletics study hall, academic progress reports, awards and scholarships, and University 115 classes.

PROGRAM/SERVICE OVERVIEW:

UNIV-115 (Optimizing the Student-Athlete Experience)

All first-time freshman student-athletes are strongly encouraged to take University 115. The course is also open to transfer student-athletes that would like to enroll.

Goals for the course:
To understand how to effectively locate and utilize institutional resources available to student-athletes, in an effort to aid in facilitation of academic, athletic and personal development. This involves the development of effective strategies for managing the transition from the high school and community college and provides an opportunity to build community and development of leadership and life skills essential for collegiate success.

Student Learning Objectives:
1. Identify the expectations of CSUF student-athletes, including relevant of knowledge of institutional and NCAA rules and regulations.
2. Develop and implement effective academic survival skills, with a specific focus on academic integrity.
3. Identify services and resources available to support the student-athlete’s success at CSUF.
4. Develop effective life skills strategies.

TYPE OF ASSESSMENT:
(To check mark any box below, please double click on the square and select “checked”.)
- External Reports
- Needs Assessment
- Program Evaluation
- Student Learning Outcomes
- Student Satisfaction Assessment
- Student Success
- Utilization Data

PROJECT SAMPLE:
Number of students in your sample : 32

DATA COLLECTION TIMEFRAME:
Fall 2012.

DATA COLLECTION METHODS:
Qualitative comments and quantitative survey, using a Likert Scale (5-strongly agree; 1-strongly disagree)
LIMITATIONS:
There were 52 first time freshmen student-athletes enrolled in UNIV-115 for fall 2012. Of this, 32 completed the confidential survey, yielding a response rate of 61.5%.

SUMMARY OF RESULTS:
Overall, quantitative data revealed positive results with respect to the Learning Outcomes assessed (see below for key findings). During fall 2012, UNIV-115 was a pilot course, taught in a hybrid format, with four mandatory class meetings, and weekly online lectures with corresponding assignments.

Qualitative comments from the student-athletes revealed support for offering the course in this format, as it allowed for the opportunity to build community with student-athletes outside of their own teams in addition to allowing for online lectures and resources.

KEY FINDINGS:
The survey captured data from all five Learning Domains (Leadership, Diversity and Global Consciousness, Self-Management, Professionalism and Civic and Social Responsibility) with the greatest focus on the latter three domains.

Below are the mean Likert Scale (5-strongly agree; 1-strongly disagree) results for each of the five Learning Domains:

- Diversity and Global Consciousness – 4.35
- Leadership – 4.41
- Professionalism – 4.37
- Self-Management – 4.41
- Social and Civic Responsibility – 4.35

Similarly, they also shared an appreciation for the opportunity to learn necessary institutional and NCAA procedures and policies. Along these lines, they also liked that the course helped to provide new student-athletes the foundation for balancing their academic and athletics careers, while also gaining one unit of academic credit. Nearly all would recommend the course to other incoming student-athletes.
For further analysis, mean Likert Scale data (5-strongly agree; 1-strongly disagree) was also collected in primary topics listed below:

- Learning Styles - 4.25
- Academic Integrity - 4.31
- Time Management Skills - 4.34
- Academic Survival Skills - 3.88
- Instructor Expectations - 4.41
- Drug and Alcohol Education - 4.22
- Academic Advisement 101 - 4.25
- CSUF Library Resources – 4.22
- Stress Management – 4.25
- Diversity Education – 4.25
- Sexual Assault Prevention and Gender Alliance – 4.45
- Nutrition – 4.45
- NCAA Eligibility – 4.41
- Final Exam Preparation – 4.28

**APPLICATIONS OF FINDINGS:**

1. The data confirmed that we are achieving the primary goals (see above) of the UNIV-115 course, as all of the mean Likert Scale data for the learning outcomes fell between the “agree” and “strongly agree” ratings with the exception of one area, detailed below. Given this, all lecture topics will be included in the upcoming fall 2013 curriculum.

2. Comparatively, qualitative and quantitative data also identified areas of possible improvement, specifically in the academic survival skills topic area. The mean Likert Scale rating was a 3.88 (between the “undecided” and “agree” ratings) for the Academic Survival skills topic, whereas, all other primary topic areas had mean ratings well above the 4.0 “agree” ratings. Closer inspection of this topic area revealed an attempt to cover too much information in one session. Accordingly, an effort to provide student-athletes with as much information as possible resulted in difficulty in the ability of student-athletes to extract specific practical knowledge from this topic area. Plans for this topic include providing a focus on a few major areas (i.e., effective reading and notetaking strategies), as opposed to a larger number of topics that overlap with other lectures.

3. We intend to continue to conduct this programmatic survey on an annual basis to ensure we are continuing to meet the needs of our incoming student-athletes.