

Enhancing the Student-Athlete Experience: Developing Best Practices for Living Learning Programs

Elon University

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Purpose



Assess student-athletes access and participation in High-Impact practices (HIPs)

- Which HIPS - required vs opt in
- What form - are there creative solutions
- Quality of engagement

Athletics and Academics - Tensions

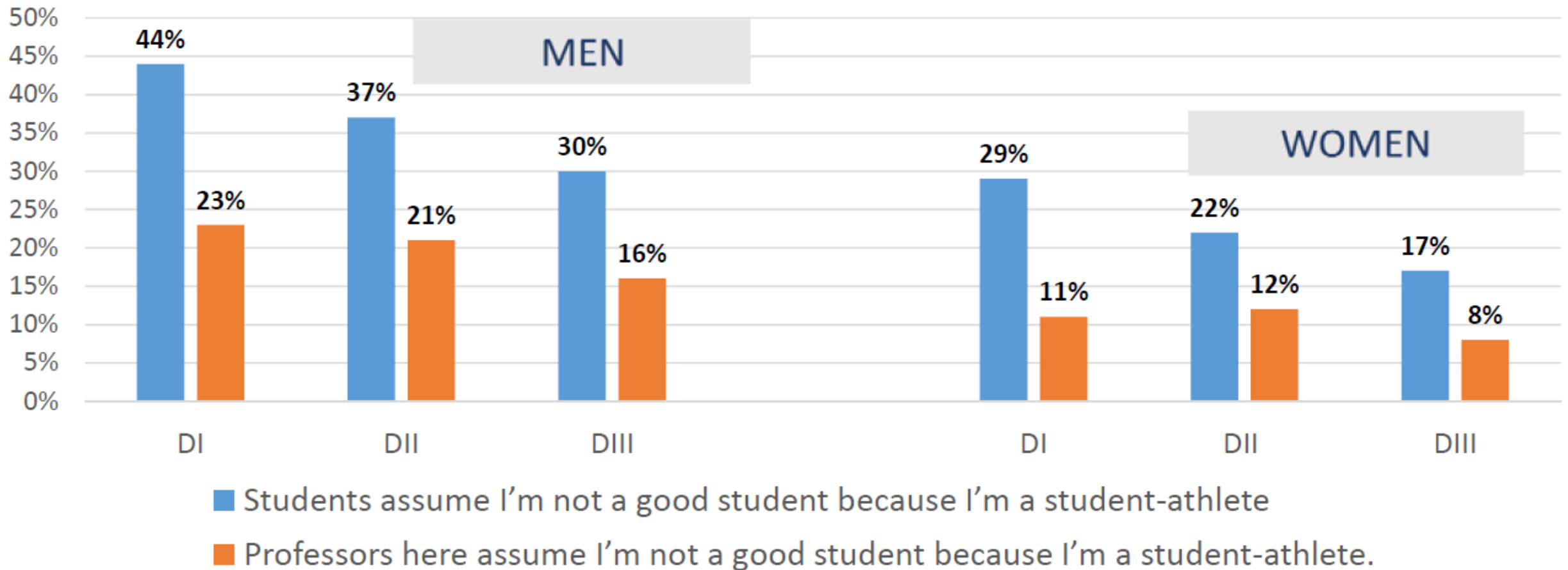
- Tensions have existed between athletics and academics since 1850s
- In a contemporary context, several tensions exist such as:
 - Amateur status of college athletes or “pay for play”;
 - Transition of college athletes to post-athlete identity;
 - Overall health of and support for college student-athletes;
 - Access to the full benefit of the educational opportunities promised at the time of their recruitment and enrollment



Campus Academic Climate

(Percent responding “Agree” or “Strongly agree”)

- While over 80% of student-athletes feel “mostly” or “extremely” comfortable in their classes, some report facing stereotypes about their academic abilities.



Student-Athlete



NCAA CHAMPION

A STUDENT-ATHLETE'S GUIDE

COMPETING TO GET A JOB

Edited by Megan Fernandez | Photo illustrations by Arnel Reynon

Leaders on the field develop into leaders in their fields. Team captains become captains of industry. Here, how to use the skills gained through athletics to launch the right career.

Schools are crafting experiences with the student-athlete in mind including access and participation in HIPs and a residential campus experience (e.g. Moran, 2016)

Student-Athletes and Housing

- In 1996, NCAA banned athletic dorms (Bylaw 16.5.1)
 - Remove special privileges for student-athletes
- Current NCAA legislations states that general population needs to make up 51% of residence halls
 - Student-athletes may not receive special privileges

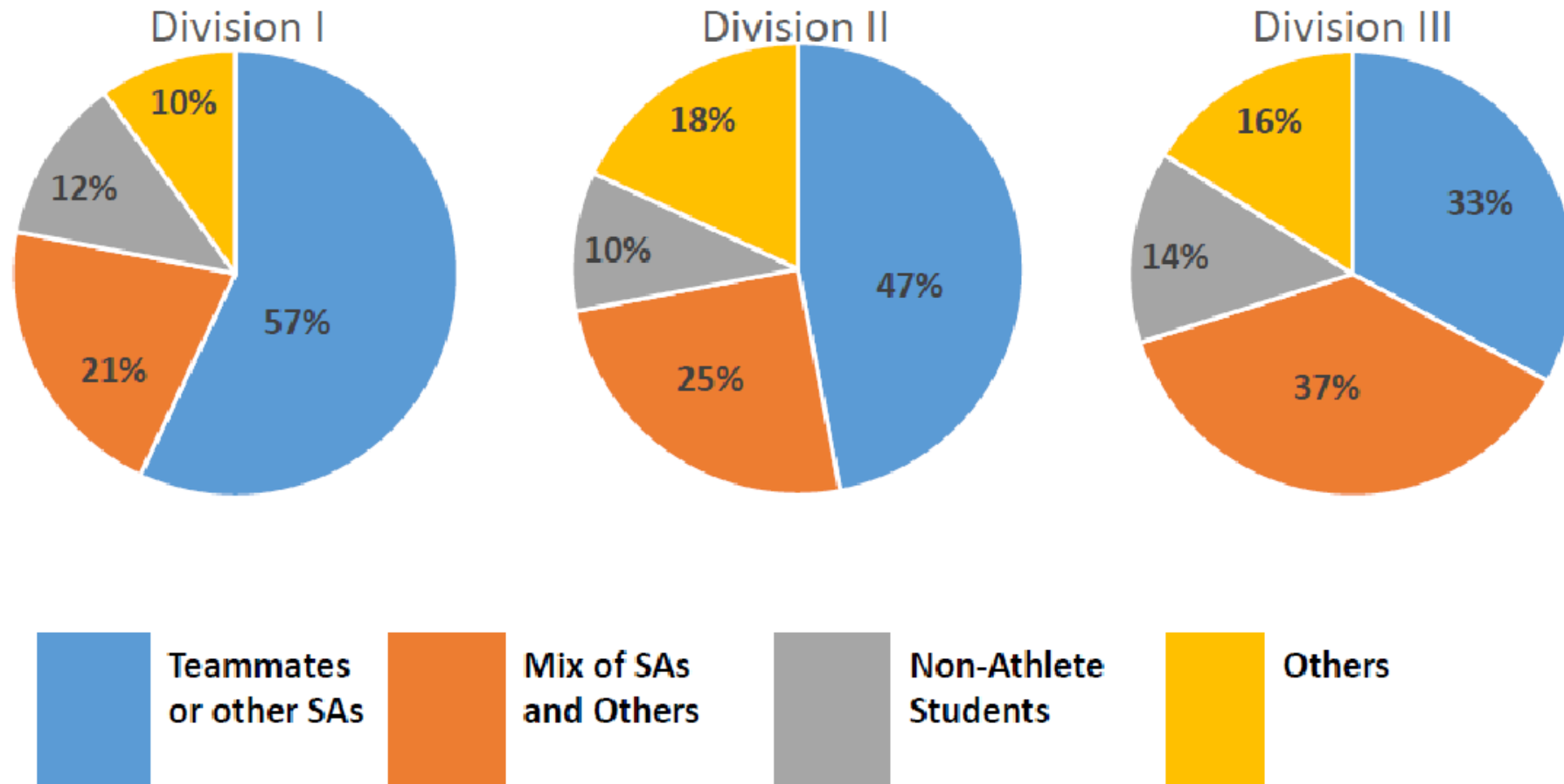
Comfort in Various Social Environments

(Percent responding “Extremely Comfortable” or “Mostly Comfortable”)

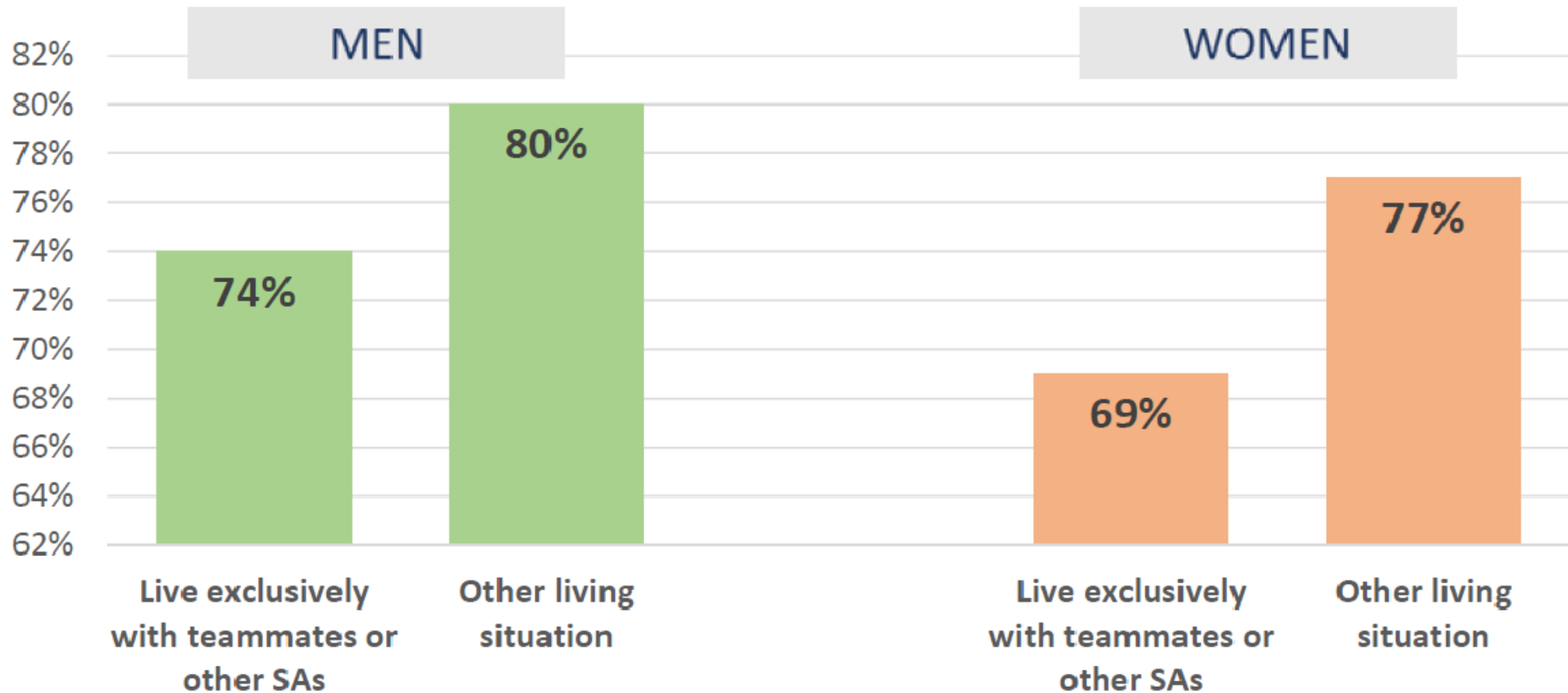
	Men	Women
With my team	93%	92%
Among other student-athletes at the school	84%	81%
With other students at this college who aren't athletes	77%	74%

Notes: Endorsement of top two scale points on a 4-point scale. Yellow indicates up 5% or more vs. 2012 study. Green indicates down by 5% or more vs. 2012.

Living Arrangements by Division



Percentage of Student-Athletes Who Feel Comfortable With Non-Athlete Students on Campus by Living Situation



Note: Percent responding “Mostly comfortable” or “Extremely comfortable,” top two points on a 4-point scale.

Live with Teammates or Other Student-Athletes Only

	Division I		Division II		Division III	
	2012	2016	2012	2016	2012	2016
Overall	51%	57%	42%	47%	28%	33%
Men	53%	60%	44%	49%	33%	38%
Women	49%	53%	39%	44%	21%	24%

Notes: Yellow indicates up 5% or more vs. 2012 study. Green indicates down by 5% or more vs. 2012.

NCAA Data - Recap

- What does this data tell you?
- How might we use this data?

Multi-Institutional Grant



Through the lens of high impact educational-practices (HIPs), which represent teaching and learning practices found to support student success, this project seeks to explore whether college athletes engage in HIPs, if so, with which ones and in what forms.

Why Colonial Athletic Association (CAA) cohort?

- Athletic Conferences - historically “like-minded philosophy of athletic competition with similar expectations and constraints” (Covell & Barr, 2008).
- “Agree to work together, yet compete against each other while showing mutual respect and comparable academic standards” (Thelin, 1996).
- Athletic conferences are not often thought of as a cohort to study academic offerings.
- Examine differences and highlight similarities



Why is this important?

- College athletes constitute a student cohort who often experience high time demands and resource constraints, which limit their opportunities to participate in HIPs, including LLPs.
- Evaluating the access college athletes have to participate in HIPs provides an opportunity to better understand their educational experience.
- Conversation around the ability to effectively measure HIPs for athletes is timely because of public concerns regarding the integrity of the educational experiences offered to that segment of the student population.

Provides Opportunity

- Assess what HIPs required/offered at each institution in the CAA (n=9)
- SA vs. overall participation in those offerings
- Identify successes and challenges that cross the institutional context and those that are unique to each institution

—————> **Best Practices**

	A	B	C	D	E	F	G	H	I
FY Seminar	x	x	x	x	x		x		x
CIE	x			x	x	x		x	x
LLP									
Writing Intensive	x	x	x	x		x	x	x	x
Collab. Assignment	x			x			x		
UR						x			
Diversity/GL		x		x		x			x
ePortfolios									
Service Learning			x						
Internship			x						
Capstones	x				x		x		x

x = indicates offering in the Gen Ed or Core Curriculum

Preliminary Results on HIPs at CAA Schools

Successes

- All schools *offer* almost all HIPs, including LLPs at all CAA schools
- Participating institutions identified equal access to HIPs across the student body as a priority.

Challenges/Opportunities

- For those non-required HIPs in which data has been collected, student-athletes are participating at a lower rate
- None of the schools could *consistently* provide accurate SA participation data on all non-required HIPs
- **S-A participation in LLPs appear to be less of a priority**

Provosts overwhelmingly agree LLPs are a place where SAs have an opportunity to be engaged

Learning Communities

Goal: Encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom

- May take courses together
- Work closely with one another and professors
- May explore a common topic
- Some may link liberal arts with professional schools or feature service learning
- Evidence of value added for student-athletes (Mamerow & Navarro, 2014; Pasque & Murphy, 2005; Synder et al, 2011)

The Student-Athlete and LLPs

Do student-athletes at your institution participate in LLPs?

If so, what programs do they engage in most frequently?

What are some barriers that they may face with housing?

With LLPs?

Student Athletes and Housing at Elon

In the first year, all students (including athletes) complete the housing application. They can request specific roommates, but not specific neighborhoods or buildings on campus.

Students may also elect to apply for a Living Learning Community in a separate application. All students have the option to apply for LLCs.

Living Learning Communities at Elon

- 25 LLCs exist at Elon with 40 faculty/ staff advisors
- Participation and Engagement
 - 21% of first years
 - 17% of residential students
- Residential Learning Communities as an umbrella term here at Elon
 - Living Learning Community (LLCs)
 - Student Directed Learning Communities (SDLCs)



LLC Creation Process

General Description of the LLC

Objectives and Learning Outcomes for the LLC

Target population (class year, background, gender, academic interest, etc.)

Questions for Consideration

- How will the LLC enhance the academic, social and personal development of the residential campus experience for the targeted student population?
- How will the LLC advance the goals of your department or university initiatives?
- What other collaborators and partnerships would you need to develop?
- What if any curricular connections can be made to align with the LLC's focus?
- How do you envision assessing our objectives and outcomes?
- What activities and initiatives would you consider to engage students to meet your outcomes
- Consider opportunities for peer mentorship internal or external to the community

Proposed number of students for involvement:

Type of Housing and Rationale

Ways to Increase Participation Rates

- Education and Messaging
 - Student-Athletes
 - Advisors
 - Coaches
 - Parents
- Messaging around value added
 - Clarity in how it will enhance your academic experience
 - Clarity in how it can fit in
- Identifying curricular topic or links that would be appealing and valuable
 - Leadership and Sports
 - Student-Athletes in STEM / Pre-Health

STUDENT ATHLETE EXPERIENCE



QUESTIONS

*What did we miss or need to think about?
What opportunities do you see?
Where are potential blind spots?*

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