

# 2018 STUDENT-ATHLETE EXIT SURVEY EXECUTIVE SUMMARY ACIA MEETING

Anthony Gabriel, January 2019

## BACKGROUND

Since 1999, Intercollegiate Athletics and Office of Educational Assessment have collaborated on a Student-Athlete Exit Survey. The survey instrument was extensively redesigned in 2005 and again in 2014 with input from units within the athletic department as well as stakeholder groups.

## METHODS

- Athletic department personnel administer survey in last season of competition; coaches not present
- Current survey instrument used for the first time in 2015

Survey sections include:

- About You
- About Your Sport
- NCAA, Pac-12 Conference, and UW Regulations
- General Athletics
- Your UW Experiences

## RESPONSE RATE

Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Completion Rate	76% (84/111)	88% (94/107)	88% (70/80)	93% (85/91)	98% (107/109)	99% (87/88)	96% (90/94)	99% (95/96)	97% (116/120)	98% (94/96)	95% (106/112)
Participation of Teams	89% (17/19)	94% (17/18)	100% (18/18)	100% (17/17)	95% (16/17)	94% (15/16)	100% (17/17)	100% (18/18)	100% (17/17)	100% (15/15)	100% (18/18)

## LIMITATIONS

Current data collection: Focuses on seniors with exhausted NCAA eligibility or graduating and not returning to compete

Future goals: Move to electronic administration of the survey to reduce paper usage and data entry, while also hopefully encouraging more students to provide meaningful opened-ended response content – accomplished 2017.

## ANALYSIS

Performed by UW Office of Educational Assessment (OEA)

- Appendix A: Detailed overall findings
- Appendix B: Group Differences:  
Gender: Female (51%) vs. Male (49%)  
Ethnicity: White American (67%) vs. other racial/ethnic groups (33%)  
Sport: Teams divided into categories

## RESULTS

### QUALITY OF UW ACADEMIC SERVICES AND SUPPORT (1, “Very Poor” to 5, “Very Good”)

Advising in academic departments at UW rated “Ok” to “Very Good” (Q25); Table A19, pg. 22

Year	“Very Good” or “Good” (%)	“Ok” (%)	“Poor” or “Very Poor” (%)	M
2008	62	19	7	3.9
2009	60	25	10	3.8
2010	59	18	14	3.8
2011	69	17	8	4.1
2012	80	9	8	4.2
2013	80	13	7	4.1
2014	74	21	6	4.1
2015	74	19	7	3.9
2016	74	19	6	4.0
2017	73	22	5	4.1
2018	77	16	8	4.1

Support from Professors and TAs rated “Ok” to “Very Good” (Q26); Table A19, pg. 22

Year	“Very Good” or “Good” (%)	“Ok” (%)	“Poor” or “Very Poor” (%)	M
2008	52	37	6	3.7
2009	46	43	11	3.5
2010	56	25	7	3.8
2011	61	26	10	3.7
2012	65	27	6	3.8
2013	71	24	6	3.9
2014	61	36	3	3.8
2015	78	16	5	3.9
2016	65	30	6	3.8
2017	81	13	6	4.0
2018	69	23	9	3.8

### **ATHLETIC DEPARTMENT SUPPORT**

Student-athletes rated overall Athletic Department support of their sport as “Good” to “Very Good.”

(Q24); figure A8, pg. 22

Year	“Very Good” or “Good” (%)	“Ok” (%)	“Poor” to “Very Poor” (%)	M
2008	71	20	5	3.8
2009	65	26	9	3.8
2010	77	16	7	4.1
2011	81	11	8	4.1
2012	81	14	5	4.2
2013	82	10	7	4.2
2014	79	15	6	4.1
2015	89	8	3	4.4
2016	85	15	1	4.3
2017	90	5	4	4.4
2018	89	9	2	4.4

### **ATHLETIC DEPARTMENT SERVICES**

Majority of Athletic Department services rated “Good” to “Very Good.” (Q21-22); Table A16-17, pg. 21

“Good” to “Very Good”	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Athletic Trainers	4.2	4.2	4.3	4.0	4.1	4.2	4.3	4.3	4.0	4.2	4.4
Conibear Dining	3.3	3.7	4.0	4.1	3.9	4.3	4.1	4.1	4.2	4.0	4.1
Equipment	4.2	4.2	4.4	4.4	4.4	4.4	4.4	4.7	4.6	4.5	4.6
Sports Facilities	4.2	4.1	4.4	4.6	4.4	4.6	4.5	4.7	4.6	4.7	4.7
Game Operations	NA	NA	NA	NA	NA	NA	NA	4.5	4.4	4.5	4.5
Nutritional Counseling	3.8	3.4	3.7	3.8	4.0	4.1	3.9	3.9	3.9	4.1	4.3
Promotions/Marketing	3.9	3.4	3.8	3.9	4.2	4.2	4.0	4.0	3.8	3.9	4.0
Sports Information	4.1	3.7	4.0	4.2	4.2	4.4	4.0	4.1	3.9	3.8	4.1
Sports Psychologist	4.1	3.2	4.2	4.3	4.2	4.2	4.2	4.3	3.9	4.0	4.2
Strength/conditioning	4.0	3.7	4.2	4.4	4.4	4.3	4.5	4.3	4.4	4.5	4.7
Team Doctors	4.1	3.9	4.4	4.3	4.2	4.2	4.3	4.4	4.4	4.4	4.6
Travel	4.3	4.2	4.4	4.5	4.5	4.6	4.2	4.5	4.5	4.6	4.5

## **STUDENT-ATHLETE ACADEMIC SERVICES**

SAAS services rated “Good” to “Very Good” (Q23); Table A18, pg. 22

Academic year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Eligibility/Compliance	4.1	4.1	4.1	4.2	4.1	4.3	4.3	4.3	4.2	4.3	4.5
Financial Aid	3.8	4.0	3.9	4.0	4.0	4.2	4.0	4.1	4.1	4.1	4.4
Academic Counseling	4.3	3.9	4.1	4.3	4.2	4.2	4.2	4.3	4.1	4.1	4.3
Tutorial Support	3.9	3.8	3.8	4.0	4.1	4.3	4.2	4.1	4.1	4.1	4.2
Learning Specialists	4.1	3.7	4.0	4.3	4.3	4.5	4.3	4.3	4.3	4.4	4.3
Academic Coordination	4.1	3.7	4.0	4.3	4.1	4.2	4.3	4.3	4.1	4.3	4.3
Career Development	3.9	3.6	3.8	4.0	4.1	4.3	4.0	NA	NA	NA	NA
Personal Development	3.7	3.6	4.0	4.0	4.1	4.3	4.2	NA	NA	NA	NA
Community Service	3.9	3.5	3.9	4.2	4.2	4.2	4.2	NA	NA	NA	NA
DAWGS S-A Development	NA	NA	NA	NA	NA	NA	NA	4.1	4.1	4.1	4.2

## **USE OF ACADEMIC SUPPORT SERVICES** (1, “Not At All” to 5, “Frequently”) (Q27); Table A20, pg. 23

- Average freshman need for tutoring of respondents was  $\bar{M}$ = 3.8 which falls with steady and significant decline in use of tutoring to  $\bar{M}$ =1.8 for senior year.
- 40% of exiting students reported they required tutoring “Frequently” during freshman year but this need dropped to 2% of students by senior year.
- There is decreased use of tutoring OUTSIDE the department from freshman to senior year. 10% of student-athletes said they “Frequently” utilized outside academic support during freshman year. As seniors, 6% indicated they used outside academic resources on campus. (Q28); Table A21, pg. 23

**RATINGS OF UW EXPERIENCE** (1, “Very Poor” to 5, “Very Good”) (Q30); Table A22, pg. 26

- 91% of exiting students reported a “Good” to “Very Good” *overall* experience at UW
- 82% of respondents reported a “Good” to “Very Good” *athletic* experience at UW.
- *Social* experience was rated lower than *overall* and *athletic* experiences with 67% of students rating “Good” to “Very Good.”

Student-Athlete Experience	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Overall Experience	4.2	4.2	4.6	4.6	4.5	4.6	4.5	4.5	4.4	4.5	4.5
Social Experience	4.0	4.1	4.4	4.2	4.3	4.2	4.0	4.0	4.0	3.9	4.0
Athletic Experience	3.9	4.0	4.1	4.2	4.0	4.4	4.3	4.2	4.3	4.4	4.2
Academic Experience	4.0	3.9	4.1	4.2	4.2	4.3	4.2	4.1	4.2	4.4	4.3

**STUDENT DEVELOPMENT**

Participation in UW athletics reportedly enhanced personal growth in social, physical and emotional domains as evidenced by ratings of “Good” to “Very Good” though effect on academic growth was rated significantly lower than other areas of development. (Q31); Table A23, pg. 26

Student-Athlete Development	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Social Growth	4.1	4.3	4.1	4.3	4.3	4.3	4.1	4.1	4.0	4.0	4.0
Physical Growth	4.4	4.3	4.4	4.4	4.4	4.5	4.4	4.5	4.5	4.5	4.4
Emotional Growth	4.1	4.3	4.2	4.5	4.4	4.3	4.3	4.2	4.3	4.2	4.2
Academic Growth	3.5	3.5	3.6	3.8	3.6	3.7	3.7	3.8	3.7	3.7	3.6

**ACHIEVEMENT OF GOALS AT UW**

Student-athletes rated overall goal achievement in the “Somewhat” to “A Lot” range. (Q32); Table A24, pg. 26

S-A Goal Achieve UW	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Academic Goals	3.8	3.7	3.8	3.9	3.7	4.0	3.8	3.9	3.8	3.8	3.8
Athletic Goals	3.2	3.5	3.3	3.6	3.2	3.7	3.5	3.6	3.6	3.7	3.9
Career Goals	3.5	3.5	3.6	3.6	3.4	3.7	3.5	3.3	3.6	3.6	3.7

## **IMPACT OF BEING AN ATHLETE ON UW EXPERIENCE**

- 89% of participants were able to meet “Most” or “Nearly All” of their academic responsibilities. (Q29); Figure A9, pg. 23
- Missing class (M= 2.2), missing tests (M= 2.2) and missing quiz sections (M= 2.2) had slightly negative impact on overall experience as a student-athlete. (Q10); Table A8, pg. 17

Impact on overall exp of:	None/Slightly Negative (%)										
Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Missing Class	73	87	79	77	77	84	79	79	81	82	85
Missing Tests	73	75	68	60	68	82	73	74	85	87	87
Miss Labs/Qz Sections	62	80	69	62	76	80	74	81	82	86	86
Impact on overall exp of:	Somewhat/Very Negative (%)										
Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Missing Class	16	16	14	14	16	16	22	21	20	18	15
Missing Tests	11	18	17	22	19	19	27	26	16	14	13
Miss Labs/Qz Sections	24	14	21	25	17	20	26	20	19	14	14

The most significant negative impacts of sport practice and competition were on extracurricular activities. 72% of exiting students reported that practice and competition had a “Slightly Negative” to “Very Negative” effect on extracurricular activities. This was followed by negative impact ratings on class and major (62%), academic performance (53%), social life (47%), career opportunities (47%), but “Very Negative” (vn) impacts on academic performance (9%) and class and major (12%) are relatively small. (Q11); Table A9, pg. 18

Practice/competition impact on:	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Academic Performance	M=2.55 (vn= 6%)	M=2.55 (vn= 7%)	M=2.46 (vn= 4%)	M=2.78 (vn=7%)	M=2.50 (vn=3%)	M=2.6 (vn=3%)	M=2.7 (vn=5%)	M=2.7 (vn=4%)	M=2.7 (vn=2%)	M=2.5 (vn=6%)	M=2.6 (vn=9%)
Classes/Majors Available	M=2.64 (vn= 5%)	M=2.55 (vn= 7%)	M=2.34 (vn=14%)	M=2.71 (vn=8%)	M=2.54 (vn=13%)	M=2.7 (vn=6%)	M=2.6 (vn=7%)	M=2.5 (vn=11%)	M=2.4 (vn=10%)	M=2.4 (vn=17%)	M=2.4 (vn=12%)
Extracurricular Activities	M=2.46 (vn=19%)	M=2.43 (vn=19%)	M=2.43 (vn=14%)	M=2.86 (vn=7%)	M=2.47 (vn=7%)	M=2.4 (vn=15%)	M=2.5 (vn=12%)	M=2.4 (vn=17%)	M=2.3 (vn=18%)	M=2.1 (vn=32%)	M=2.1 (vn=31%)

**IDENTIFICATION WITH ATHLETIC AND UW COMMUNITIES** (Q33); Figure A10, pg. 26

(5, "I have felt very much a part of this community" to 1, "I often have felt isolated from this community.")

To what extent do you feel you have been a part of the...

**Athletic Community**

77% felt a part of the athletic community (ratings of 4 or 5).

**UW Community**

44% felt a part of the UW community (ratings of 4 or 5).

27% felt "neutral or unsure" about being part of the UW community.

29% felt "sometimes or often isolated" from the UW community.

Year	"Very much/More than not" part of UW community (%)	"Very much/More than not" part of athletic community (%)	"Unsure" UW community (%)	"Unsure" athletic community (%)	"Somewhat/often isolated" from UW community (%)	"Somewhat/often isolated" from athletic community (%)
2008	50	80	31	12	19	8
2009	41	83	36	14	23	3
2010	61	76	26	16	13	8
2011	42	87	34	11	24	2
2012	52	85	32	11	16	5
2013	60	91	32	8	8	1
2014	44	88	42	9	12	3
2015	31	82	32	12	38	6
2016	33	88	34	6	32	6
2017	47	84	27	7	26	8
2018	44	77	27	16	29	8

**OTHER EXPERIENCES**

**Alcohol/Drugs, Eating Disorders, Mental Health Issues** (1, "Not At All" to 5, "Very Much")

Degree to which the following affected members of your team's performance (academic or athletic):

(Q12); Table A10, pg. 18

Alcohol Use	M=1.8	<b>25%</b> reported effect of 3, "Somewhat" to 5, "Very Much"
Eating Disorders	M=2.1	<b>29%</b> reported effect of 3, "Somewhat" to 5, "Very Much"
Mental Health Issues	M=2.7	<b>52%</b> reported effect of 3, "Somewhat" to 5, "Very Much"
Illicit Drug Use (incl. marijuana)	M=1.5	<b>16%</b> reported effect of 3, "Somewhat" to 5, "Very Much"
Performance Enhancing Drugs (PEDs)	M=1.3	<b>7%</b> reported effect of 3, "Somewhat" to 5, "Very Much"

**Interactions Within Your Sport** (1, “Not at all” to 5, “Frequently”)

Within your sport have you seen or experienced interactions that you would describe as:

(Q13); Table A11, pg. 18

Racist	M=1.5
Sexist	M=1.7
Homophobic	M=1.5
Hazing/Initiation	M=1.3
Gambling	M=1.1
Sexual Assault	M=1.4
Sexual Harassment	M=1.4
Domestic Violence	M=1.0
Bullying	M=1.6

**Husky Affiliation** (1, “Definitely Not” to 5, “Definitely Yes”)

Percentage figures indicate students who ranked their decision to attend UW again or to recommend other student-athletes to attend UW with ratings of 4 to 5 (“Yes” to “Definitely Yes”) on the scale.

YEAR	Attend UW again? (Q34); Table A25, pg. 27	Encourage other SAs to attend UW? (Q35); Table A25, pg. 27
2008	4.1 (76%)	4.1 (72%)
2009	4.1 (75%)	4.3 (84%)
2010	4.3 (85%)	4.5 (89%)
2011	4.3 (86%)	4.5 (93%)
2012	4.1 (72%)	4.4 (86%)
2013	4.4 (83%)	4.5 (88%)
2014	4.2 (78%)	4.4 (88%)
2015	4.3 (81%)	4.4 (88%)
2016	4.2 (76%)	4.3 (83%)
2017	4.2 (77%)	4.3 (81%)
2018	4.2 (76%)	4.3 (82%)