

# STUDENT-ATHLETE PERCEPTIONS OF ACADEMIC SUCCESS AND HIGH-IMPACT EDUCATIONAL PRACTICES

RESEARCH FROM THE FRONT PORCH

***“THE STUDENT-ATHLETE’S UNIQUE EXPERIENCE DEDICATING TIME TO PRACTICE, COMPETITION, AND TRAVEL CAN MAKE BALANCING ACADEMICS AND ENGAGING IN HIGH IMPACT EDUCATIONAL PRACTICES DIFFICULT. HOWEVER, THE VALUE-ADDED TO ENGAGEMENT IN HIPS IS CLEAR, COMPELLING, AND IMPORTANT TO ALL STUDENTS.”***

## RESEARCH HIGHLIGHTS

- High-impact educational practices (HIP) may have a positive influence on a student’s learning experience. Some examples of HIP include first-year seminars, learning communities, undergraduate research, e-Portfolios, service learning, internships, and capstone projects. [Read More...](#)
- Students who participated in HIP such as service learning and internships reported higher leadership development compared to students who did not. Students who engaged in HIP like common reads, writing-intensive courses, and study abroad programs reported higher levels of multicultural competence compared to students who did not. [Read More...](#)
- Student-athletes are engaged in effective educational practices at similar levels as non-student-athletes. [Read More...](#)
- Start with Student-athletes interviewed for this study, who participated in undergraduate research projects or internships reported these educational experiences positively influencing their communication skills and ability to utilize strategies to learn, analyze and retain information from various sources.

## QUESTIONS FOR PRACTICE

- In what capacity does your athletic department support and/or encourage student-athletes to engage in high-impact educational practices?
- When in a student-athlete’s educational experience do they reflect on the impact of high-impact educational practices on their education?



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