3-26-2020

Summertime: A Mixed-Methodolody Study Exploring the Effects of a University Career and Professional Development Course as First-Year Student-Athletes Transition into the University

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SUMMERTIME: A MIXED-METHODOLOGY STUDY EXPLORING THE EFFECTS OF A UNIVERSITY CAREER AND PROFESSIONAL DEVELOPMENT COURSE AS FIRST-YEAR STUDENT ATHLETES TRANSITION INTO THE UNIVERSITY

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The College of Human Sciences and Education

by
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B.S. Syracuse University, 2009
M.S. Syracuse University, 2011
May 2020

To Nana, and in loving memory of Papa, and Coach Ian Dube:

Thank you for your Light, Life Lessons, and LOVE.

To all of the student-athletes that look like me:

You are Power. Absolute, Devine, Knowledgeable, Total, Unyielding, Power;

But with that POWER, comes a DUTY, an EXPECTATION, and a RESPONSIBILITY. Use

your POWER wisely, Kings and Queens. (Luke 12:48).

Miracles & Blessings!

ACKNOWLEDGEMENTS

dissertation process. I especially want to acknowledge my chair and advisor, Dr. Eugene

Kennedy for the support and encouragement over the years!

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ABSTRACT

The purpose of this study was to understand what, if any effect, an intervention such as a summer bridge program or course designed for incoming student-athletes had on the participants. Specifically, this study used Gaston-Gales (2004) Student-Athlete Motivation towards Sport and Academics Questionnaire (SAMSAQ) as a pre and post-intervention measure that examined the effect of the Student-Athlete Development Course 101 (SADC 101), which was designed and implemented mainly by athletics department personnel. The three constructs that the SAMSAQ instrument examined were: 1) Academic Motivation (AM), 2.) Student-Athlete Motivation (SAM), and 3.) Career-Athletic Motivation (CAM). The sample population (N=60) included only incoming student-athletes that were enrolled in the SADC 101 course during summer I (n=21), summer II (n=14), or the fall (n=24).

After each student completed the pre and post-SAMSAQ survey, as well as the SADC 101 course, select student-athletes participated in semi-structured interviews (approximately 30% of the sample population). Data from the interviews were categorized through identified themes. Themes constructed from the data include: a) The complexity of the intersectionality of the student-athlete experience, professional career aspirations, and motivation factors, b) academic motivation, c) student-athlete motivation, d) career-athletic motivation, e) lessons learned from the SADC 101 course, and f) curriculum considerations for the SADC 101 course.

The statistical analysis indicated the participants' motivation towards sport and academics did not show a statistically significant change as a result of being enrolled in the SADC 101 course. The qualitative data analysis revealed that students were interested in exploring and connecting with campus departments outside of the athletics departments, particularly in areas such as major exploration, personal finance basics, and student

organizations. The results of this study may be utilized to develop competencies and core curriculum requirements for institutions and/or athletic departments implementing a summer bridge program and/or course for incoming student-athletes.

CHAPTER ONE. INTRODUCTION:
SUMMER BRIDGE

Summer transition programs for student-athletes were established to assist the student-athletes in cultivating necessary college success skills such as time management, organization, and resource acclamation. This has emerged to now include evaluating and screening students for academic concerns, making psycho-educational testing recommendations, mental health and wellness treatment suggestions, and coordinating with disability services to secure academic accommodations, if applicable. Summer transition programs also help students' ease the adjustment into a new social atmosphere, providing a "pre-college" experience prior to the full fall semester. Several studies surrounding collegiate student-athletes mainly focus on graduation success rates, university retention, grade point averages, and life skills necessary for success during and post-graduation (Gaston-Gayles, 2004; Gaston-Gayles, 2005). While the information gained from those studies helps to push the body of literature forward, there is an absence in the literature that explores the experience of incoming student-athletes as they enter their respective institution.

Minimal research has been directed toward exploring the transition period from high school to college, specifically examining the student-athlete experience while participating in a summer transition program or course as they enter the university. This transitional time period is the beginning of what Arnette (2000, 2006, and 2007) describes as "emerging adulthood" – the period of time when college students are between the ages of 18-25. The transition period from high school to college is a time when many 18 to 25 year olds branch out to *spread their wings* as they emerge into adults. But, are student-athletes allowed the time to truly "emerge" into adulthood, or are they expected to be "adults" as soon as they step foot on the college campus?

Many that work in the student-athlete support service profession would assume so, but the lack of information on this topic area makes it hard to conclude that that is truly the case.

Relative to the experience of student-athletes five years ago, today's student-athletes face more stringent academic requirements, physical sport demands, team obligations, and social presence. The commodification of student-athletes continues to rise as universities, athletic conferences, the National Collegiate Athletic Association (commonly referred to as the NCAA), and other businesses and organizations sell merchandise with student-athletes names and/or image likeness (Rhoden, 2006). A student-athlete is exposed to the commodification of intercollegiate athletics before graduating high school and officially becoming a college student-athlete due to the recruiting process- especially for the high profile, revenue generating sports such as Football, Men's and Women's Basketball, Baseball, and Lacrosse (*Schooled: The price of college sports, 2013*).

To assist students in becoming familiar with their community, most higher education institutions in the United States (U.S.) have a university orientation department. These orientation services are open and available for all incoming students. Though most University orientation departments typically do not have specific orientation programming for student-athletes, many athletic support service centers recognize the need for an orientation or summer bridge program to exist. Due to legislative and other pressures, the number of student-athlete summer transition or bridge programs has increased significantly. These programs are typically organized and implemented by athletic departments and athletic department academic support services (NCAA Bylaw 14.4.3.5.3.1, 2013).

<center>**Statement of the Problem**</center>

Transition and immersion into the college environment has been a unique experience for college students because, during this time, students start to emerge into adulthood (Arnett, 2000; 2006; 2007). Nationally, university administrators continue their efforts to identify ways to assist incoming students in the transition from high school, preparatory school, or junior and community colleges to the rigors and culture of a four-year institution. While retention and graduation rates fluctuate along with growing financial challenges, it behooves higher education administrators to conclude that transitioning students into the university environment is increasingly important, but how to do so continues to remain an abstract goal (Ross, et al., 2012). Universities began creating orientation and summer bridge programs, but those programming efforts were still not an effective solution for that the student-athlete subgroup (Gaston-Gayles et. al., 2015).

The collegiate and emerging adulthood experience is particularly unique for student-athletes in that not only are they adjusting to academic and social changes, they must also cope with the pressures of collegiate athletics including new coaches, new teammates, challenging workouts, and expectations for not just conference, but national and international excellence (Adler, 1991; Watt & Moore, 2001). Student-athletes make up a small percentage of the university population, yet their presence is celebrated on college campuses as they are thrust into becoming role models, leaders, and positive influences around the campus community, regardless of whether or not they wish to serve in these roles. However, when student-athletes enter the university, they may not be truly prepared for the rigors of academic, social, and athletic pressures. Additionally, it is important to understand how student-athletes view themselves in this dual role, as students, as athletes, student-athletes, semi-professional athletes

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and the like (NCAA Extra Point, 2013; Staurowsky & Sack, 2005; Singer 2008; Miller & Kerr, 2002). Student-athletes are expected to adhere to extremely high demands and function as mature adults, but a large number of student athletes have not been taught or practiced the proper academic success study skills to function in the intense environment as a student-athlete. As a result, poor academic performance over a period of time leads to students being placed on academic probation, deemed academically ineligible and not able to compete in their recognized sport, and ultimately students are forced to withdraw from the campus. The summer transition programs are striving to help meet the needs of student-athletes, but the research lacks considerably on this particular topic.

Purpose of Research Study

This proposed study seeks to explore the academic, athletic, and career motivations of incoming student-athletes during their transition experience. Utilizing both quantitative and qualitative methods, this exploration of the student-athlete's motivations, perceptions, and feelings will better equip athletic departments to create specific programming activities to address the needs of the student-athletes, ultimately assisting the students in their transition process. A transition course served as the intervention in this research study. Gaston-Gayles (2002) Student-Athlete Motivation toward Sports and Academics Questionnaire (SAMSAQ) was administered as both a pre-test and post-test at the beginning and end of the course. Semi-structured interviews were also used to further determine the significant learning moments in the course from the student-athletes perspective. Based on the semi-structured interviews, salient themes emerged, conclusions were drawn, and recommendations for athletics department and university officials are offered.

<center>**Research Questions**</center>

The research questions for this multi-phase mixed methods study focused on the academic, athletic, and career motivations of incoming student-athletes during their transition experience to the university. The overall questions guiding this research were:

Research Question 1: Is there a difference in individual SAMSAQ scores between the first administration (pre-test) and the second administration (post-test) based on the Student-Athlete Development 101 Course (SADC 101) intervention?

Research Question 2: Is there a difference between cohort group's SAMSAQ scores between the first administration (pre-test) and the second administration (post-test) based on the Student-Athlete Development 101 Course (SADC 101) intervention?

Research Question 3: What are the participants academic and career goals post-intervention, and post college graduation?

Research Question 4: From a student perspective, what recommendations can be made for improving the college student-athlete transition process for future incoming first-year students?

<center>**Operational Definitions**</center>

To enhance the reader's ability to fully understand this research study, key terms will be presented.

Division I College/University: The NCAA is made up of three divisions (Division I, II, and III). Division I is arguably the most recognizable between the three divisions. Division I schools have large student body populations, offer athletic scholarships, and manage the largest athletic budgets of all three divisions (NCAA.org).

NCAA: The National Collegiate Athletic Association, or commonly referred by its acronym, (NCAA), served as the governing body over collegiate athletics, and is committed to the well-

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being of student-athletes and college athletics. The NCAA is made up of 1,114 colleges and universities, over 100 athletic conferences, and includes over 40 sport organizations (NCAA.org).

SAMSAQ: The Student-Athlete Motivation towards Sport and Academic Questionnaire is a 30 question Likert-scale instrument that was developed by Joy Gaston-Gales in 2004.

Student-Athlete: A person who is enrolled at a college or university and participates on a varsity sport team sponsored by the respective athletic department and institution.

Support Services: Specific units within athletic departments that are designed to assist student-athletes in their academic and professional careers during their college experience. These units are typically broken-down into three sub-units, academic advising, learning support, and student-athlete development.

Heisman Trophy: The Heisman Memorial Trophy is presented to the most outstanding college football player. The trophy is presented to one deserving winner annually and is voted on by past Heisman winners.

Delimitations, Limitations, and Assumptions

All research studies carry delimitations, limitations, and assumptions. The following were specific to this research study.

Delimitations

This multi-phase mixed methods study sought to understand the academic, athletic, and career motivations of incoming student athletes during their transition experience. Only new students were considered for this study. This study was further delimited to include incoming students at one university purposely selected predominately white institution located in the southeastern part of the United States.

Limitations

Some limitations to consider is that this study uses a mixed-methodology. While utilizing a mixed-methodology research design gathers fruitful results, there are strengths and weaknesses associated with each data collection method. Additionally, while this study examined one particular SADC 101 course during the summer and fall terms, another cohort group that could have been considered would have been the spring SADC course enrollees. Lastly, this study only included participants at one institutions; participant responses could be varied at other institutions.

Assumptions

Data collected in this research was analyzed under the assumption that the participants were truthful and honest in their responses. It is also assumed that participant responses were adequate enough to answer the research questions that guided this study.

Chapter Summary

The purpose of this study was to explore the effects an intervention course has on the research participants. This study employed mixed methodology drawing upon both quantitative and qualitative research methods. The research participants in this study were incoming student-athletes at a particular state institution at one university geographically located in the Southeastern region of the United States. The limitations of the study included the number of cohort groups involved in the study and the data collection methods used.

CHAPTER TWO. LITERATURE REVIEW:
PRE-REGISTRATION AND ADVISING

The purpose of this study was to explore the components of a summer bridge or transition course for incoming student-athletes by closely examining the career, academic, and athletic motivations of student-athletes at the beginning and conclusion of the course. To examine this topic, there are four areas of literature discussed in chapter two: 1.) athletic culture, 2.) challenges students face while transitioning onto a college campus, 3.) athletic adjustment challenges, and 4.) bridge/transition programs, and in some cases a course. Through these four main subcategories of literature, a broad landscape of collegiate athletics and summer bridge programming efforts are outlined.

The inclusion of intercollegiate athletics has brought a unique aspect to college campuses across the United States. Large, revenue generating, winning athletic teams have become popular household namesakes strengthening bonds between families and created friendly rivalries. Some of the most world renowned, research intensive, and innovative institutions are home to National Collegiate Athletic Association (NCAA) National Championship or Bowl Championship Series (BCS) champions. These nationally recognized athletic teams have generated an enormous amount of financial capital through their athletic programs. The combination of academic rigor and athletic prowess at an institution has created an unbelievable amount of name recognition for the institution; this has become more evident in college enrollment numbers (Jessop, 2012).

Name Recognition, Admissions, and Rankings

The United States News and World Report (U.S. News and World Report) has produced annual rankings of institutions on a number of criteria including admission standards, academic rigor, and graduation rates. Similarly, The Business of College Sports journal has ranked collegiate athletic departments based on the total amount of annual revenue generated at an

institution. This ranking has included factors such as television contracts, equipment contracts, tickets, and merchandising sales. As popularity and economic growth continue to be major contributors to universities' name recognition, it is not uncommon to see multiple universities on both the U.S. News and World Report, and The Business of College Sports "Top 50" lists. For example, The University of Florida, The University of Michigan, and Duke University have been continually ranked on both lists in the top 50 over the past several (Jessop, 2012). The rankings are important as it shows that many thriving university athletic programs that generate revenue are also academically rigorous; additionally the student-athletes entering these universities at the beginning of each academic term should be adequately prepared for their institutions academic and athletic expectations (U.S. News and World Report, 2014).

Many universities achieving record undergraduate admission applications found that the spike in numbers can largely be attributed to athletic department success (Dosh, 2011). For instance, in the mid-2000s, The University of Florida won a number of NCAA National Championship and BCS accolades, most notably in the revenue generating sports of Football and Men's Basketball. The University of Florida (UF) admissions office reported an increase of over 2,300 applications (10.73 percent) during the 2006 academic year. During the previous academic year, UF had 21,710 college applicants, but the following year, there were24,040. In the same academic year, the football program won the BCS National Championship, and the Men's Basketball program was crowned the NCAA National Champion (Dosh, 2011). The following year (2007), the football program fell short of the national championship game appearance, but still had another major accomplishment; their quarterback, Tim Tebow, won the most prestigious accolade in collegiate football, the Heisman Trophy.

The Heisman Trophy award winner is deemed as the most valuable player (MVP) in all of NCAA college football. Each season college football analysts, football coaches across America, and past Heisman Trophy Award winners weigh in on who should be crowned as the most valuable player. In 2007, The University of Florida quarterback, Tim Tebow was crowned the MVP and won the Heisman Trophy. Just a few short months later, the Men's Basketball team at UF team competed through the grueling rounds of the Southeastern Conference (SEC) and NCAA March Madness tournament, ultimately crowning the institution with another NCAA National Championship title. The following year, admissions applicants rose another 9.78%, with 26,392 students applying to the University of Florida.

As application submissions rise, so have opportunities to pursue a college education for low-income, first generation, and minority students (U.S. Department of Education, 2012; Tinto, 1994). While it is the mission of many of these prestigious universities to admit as many young adults as possible, university administrators also recognize that some academic and social programming accommodation efforts are necessary for successful transition and emersion into the college environment. Pascarella & Terenzini (2005) and Renn & Reason (2103) found that there are a number of challenges for students first entering the university culture such as academic unpreparedness, parental attachment, social adjustment issues, and cultural shock which can all greatly impact the collegiate experience.

In an effort to reduce the anxiety and misconceptions about the barriers and challenges associated with attending a four-year institution, post-secondary summer transition or summer bridge programs were developed to target first-year college students. These programs were created to encourage student academic and social success. Additionally, programs served many students who were first generation and sought to positively impact not only the students

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involved, but parents and college officials (Holahan et. al., 2011). Through the implementation of summer bridge programs or transition courses, students admitted (including provisional admissions) to the university were afforded the opportunity to register and participate in a summer program that allowed the student to take college courses, live in a campus residential environment, familiarize themselves with the campus personnel and support offices, and acclimate themselves with the campus community at-large (NCAA Division I Manual, Article 14). These summer programs can be compared to an extended university orientation weekend.

Media Coverage

With a rise in collegiate athletics, media coverage increased immensely. As media coverage has multiplied, the social media coverage in collegiate athletics has also created an impact in the lives of student athletes. Not only do universities have a social media presence on sites such as Facebook, Twitter, Instagram, and SnapChat, these media outlets were also home to personal profile pages of student-athletes, coaches, and athletic directors. While the media attention can be a positive boost to a team's confidence, it can also influence negative perceptions of student-athletes (Toler, 2017).

When considering who would the Heisman Trophy, during the NCAA college football preseason in 2013 and 2014, much of the discussion was about the previous year's Heisman Trophy award winners. Both Johnny Manziel, Texas A & M University quarterback, and Jameis Winston, Florida State University's quarterback received large amounts of media attention during the offseason (January - July) and preseason (August) following their Heisman Trophy wins in 2013 and 2014 respectively. One caveat to this story is that both Manziel and Winston won the prestigious award during their freshman campaign. So much so that one news article

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was titled, *Jameis Winston a Symptom, and a product of football culture in need of Change (2014),* with another tag line of "Jameis' issues aren't 'Manziel Disease'"(2014).

Headlines of major news sources continually update the status of an individual student-athlete and/or athletic teams. Table 2.1 below displayed some of the most recent news headlines, specifically relating to freshman student-athletes who entered college in the fall of 2014.

Table 2.1. Student Athletes Media Articles

News Article Title	News Source
First True Freshmen Heisman winner, other bold predictions for 2014	foxsports.com
Freshmen boost: First-year players come up big for Seminoles	tallahassee.com/sports
Freshman Brandon Harris to start at quarterback for LSU	espn.go.com
Freshman receiver Josh Malone shines for Vols	timesfreepress.com
Adoree' Jackson looking for reasons to smile after first start for USC	foxsports.com
Trey Quin, LSU Commit Breaks National Career Receiving Yards Record	deathvalleyvoice.com
Da'Shawn Hand, the country's No. 1 recruit, picks Alabama over Michigan, Florida	mlive.com
Why Malachi Dupree is More Critical for LSU's 2014 Success Than Leonard Fournette	bleacherreport.com
Freshman CB Tony Brown is Truly a Cut Above	rollbamaroll.com
Leonard Fournette and the top freshman in college football for 2014	fansided.com
Michigan freshman Jabrill Peppers is already turning heads	detroitnews.com

       The 2014 college football season was just underway, and some of the student-athletes mentioned above were predicted to win the Heisman trophy before the first game of the season was played. Defined by their athletic talents in a headline, many student-athletes are motivated by their athletic abilities (Gaston-Gayles, 20014; Rhoden, 2006), but many may not be adequately prepared for the level of press and media coverage they receive when they arrive to campus.

Student Persistence

Current and past research attempted to identify the multiple causes of student persistence (Tinto, 1994), student attrition (Kelly, Laergne, Boone, & Boone, 2012; Williams & Luo, 2010), and student retention (Tinto, 1994). Considerable literature also aimed to identify support services and programming initiatives for students as they matriculated through the university (Arana, Casteñeda-Sound, Blanchard, & Aguilar, 2011; Hartley, 2011; Hu, 2011), and most of the programming initiatives target specific populations such as first-generation students, underrepresented populations, students classified as having a low socioeconomic income status, or other demographic categories. Though substantial research has examined college transition programming efforts among the general student population, there was little to no research that has examined this phenomenon among student-athlete populations (Forys et. al, 2000, Jesudason, 2000). At the beginning stages of this research study, the NCAA website recently highlighted a student-athlete's experience who participated in a summer bridge program through a larger university initiative at The University of California at Berkley. The student highlighted in the article reflected on his transition process, acknowledging the influential role the university bridge program was for his development,

> That was one of the toughest experiences I've ever had,…Not only was I still struggling to get acquainted with being so far from home and worrying about fitting in on the team, but the course work was very intensive…I learned a lot…I decided I wanted to be a peer advisor to help the next class have an even smoother transition than I did (McNamara, 2014).

Though this 2014 conversational piece was published on the NCAA resources webpage, the information provided was more of an interview rather than a research study. Similarly, the Skinner's (2004) unpublished doctoral dissertation specifically examined a swimming student-

athletes transition process through a case study and did not use a transition course or summer bridge program or curriculum as a part of the research process (Skinner, 2004).

The process of a student being recruited to officially becoming a college student-athlete by signing a national letter of intent (NLI) which is the student's way of committing to attend that particular institution can be an overwhelming experience. This adult-decision making process has thousand if not million-dollar implications, for the lucky institution, and ultimately the student-athlete in the long run (Rhoden, 2006; Shropshire and Williams, 2017). While for most students opportunities to emerge into adulthood occurs without significant pressure. This is not the case, however, for student athletes, as they are expected to immediately be mature men and women representatives of the university. Many do not receive the same opportunities to make mistakes as a non-student athlete. This phenomenon was evident at most Division I institutions across all sports teams, but was more evident at larger institutions, especially with regard to revenue generating sports where those specific sport teams, such as football and men's basketball, generate thousands, if not millions of dollars for the athletics department, as well as the university. As student-athletes' lives are rigidly scheduled, filled with required responsibilities and scrutinized when mistakes are made, the option to "emerge" into adulthood similar to their non-athletic classmates is taken away when the prospective student-athlete becomes an official student-athlete by signing the national letter of intent. The business of collegiate athletics does not allow for emerging adults, but rather requires students to think, act, function, and make decisions as mature adults (Shropshire & Williams, 2017) . The quick emergence of adulthood for student-athletes creates a transitioning process to college even more critical to examine.

Athletic Culture

What intensifies the transitioning process for student-athletes is the role of athletic culture. According to the National Collegiate Athletic Association (NCAA), there are more than 460,000 student-athletes in the United States today (ncaa.org). The NCAA is a non-profit organization established to "safeguard the well-being of student-athletes" (ncaa.org). The national offices were charged with proposing and enforcing compliance rules and regulations voted on by the member institutions which included 1,117 colleges and universities and 100 voting member conference (ncaa.org).

The NCAA core purpose was to "govern competition in a fair, safe, equitable and sportsmanlike manner, and to integrate intercollegiate athletics into higher education so that the educational experience of the student-athlete is paramount" (NCAA Strategic Plan). The core values are as follows:

- *The collegiate model of athletics* in which students participate as an avocation, balancing their academic, social and athletics experiences.

- *The highest levels of integrity and sportsmanship.*

- *The pursuit of excellence in both academics and athletics.*

- *The supporting role that intercollegiate athletics plays* in the higher education mission and in enhancing the sense of community and strengthening the identity of member institutions.

- *An inclusive culture* that fosters equitable participation for student-athletes and career opportunities for coaches and administrators from diverse backgrounds.

- *Respect* for institutional autonomy and philosophical differences.

- *Presidential leadership* of intercollegiate athletics at the campus, conference and national levels

The member institutions are classified by three divisions, Division I, Division II, and Division III. Approximately 170, 000 student-athletes including 6,000 athletic teams spanning over 350 institutions annually comprised the Division I membership. Division I colleges and universities were required to hold the student-athletes to high academic standards. The defining characteristics of most Division I institutions generally included larger student body populations, large athletic departmental budgets, and offered a substantial amount of full and partial financial aid or scholarships for their student-athletes (ncaa.org/about the division).

Around 300 member institutions belonged to the Division II of the NCAA. The essence of the Division II philosophy was that "student-athletes are recognized for their academic success, athletics contributions and campus/community involvement" (ncaa.org/aboutthedivision). Supporting the balance of the student-athlete experience was the heart of the Division II philosophy.

The Division III philosophy focused on students truly excelling in the classroom by minimizing the amount of conflicts between academic and athletic obligations. To help regulate and monitor the student-athletes experience, Division III athletic teams created reduced practice and competition seasons. The student-first focused division included over 170,000 student-athletes comprised of over 440 institutions (ncaa.org/aboutthedivision).

We've discussed how the NCAA is organized into three major divisions and how each division has specific attributes. This is important background information as we begin to examine the challenges that specific subpopulations of students, particularly student-athletes face entering college.

Challenges Students Face Transitioning to College

The [new student] in college is a novice in an unfamiliar social organization, and is confronted with the values, norms, and role structures of a new social system and various subsystems. Such an experience involved desocialization (pressures to unlearn certain past values, attitudes, and behavior patterns) as well as socialization (pressures to learn the new culture and participate in the new social structure) (Feldman & Newcomb, 1994).

Many scholars agreed that the college transition process is multifaceted in that it involved three key components that are graphically displayed in Astin's (1985) Input-Environment-Outputs (I-E-O) model noted in Figure 2.1. Each component is both independent and interdependent: meaning that each component can act in isolation from the other components, but in most complex settings such as colleges and universities, each of the factors relate to the others in some way. (see the figure below).
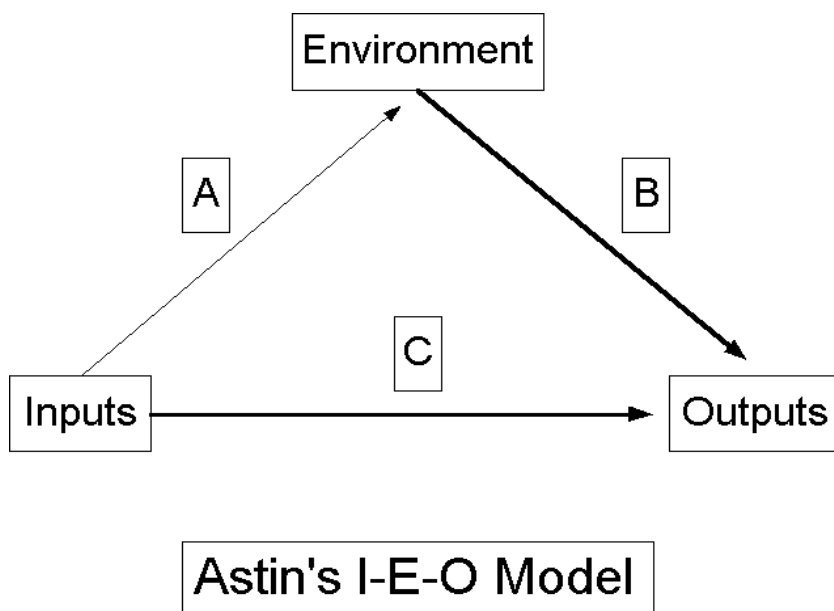
Figure 2.1. Astin's I-E-O Model (1985)

Some of the "I" or input characteristics that were commonly discussed in regards to the student transition process were student aspiration, student preparation and level of college readiness, and the student or families socioeconomic status (Renn & Reason, 2013). However, Renn & Reason (2103) focused on the "E" environmental characteristics, in particular, the experience of the college transition process. In particular, Renn &Reason (2013) explored the literature on the socialization aspects of college in terms of academic and social life noting that when students entered college for the first time, there were a number of social "cues" that influenced how students interacted in a particular environment (2013). For example, if a student desired to be part of a particular exclusive organization, it is likely that those students created social relationships with those that were part of that organization, such as a sorority or fraternity group, which in turn influenced their behavior or other social behaviors.

Astin's (1985) I-E-O model was relevant in this study in that it addressed each component of the model. The student-athlete backgrounds, as well as the activities and programs included in the transition program or course were a part of the inputs suggested in this model. The environment is the actual college environment that the student-athletes engage in. This environment included the actual transition program or course itself. The outcome was what this study explored. By examining the transition course through the lens of Austin's I-E-O model, the researcher examined the student-athlete transition process with a more holistic lens diving deep into exploring what preconceived motivational factors influence the participants in regards to academic success, athletic success, and the desire to compete at the professional level. In other words, this study examines what participants bring into the environment, how the environment changes them, if at all, and how the transition course effects their motivational desires academically, athletically and post-graduation endeavors.

<center>**Athletic Challenges**</center>

Schedule & Time Commitment

The challenge in working with student-athletes, given their time constraints, has been

discussed in multiple forums such as the National Association of academic and Student-Athlete

Development Professionals National Convention in 2016, 2017, and 2018. One of the most

provocative was a documentary film featuring several former student-athletes that are current or

former professional athletes.   In the documentary, the individuals discussed the time-constraints,

hardships, and challenges of being a collegiate student-athlete that participated in a revenue

generating sport team, and not being able to receive any of the lucrative and monetary benefits as

other participants such as the coaches, athletic administrators, and the institution. *(Schooled: The*

Price of College Sports, 2013). However, for the purposes of this study, the researcher compared

and contrasted an academically underprepared student-athlete's schedule versus an academically

prepared student-athlete's schedule, versus a non-student-athlete working an on-campus job. An

underprepared student athlete's academic and practice schedule is noted below in Table 2.1.

Table 2.2. Underprepared Student-Athlete Schedule

Time	Student Commitment
5:00am-7:15am	Morning Workout/Lift
7:30am	Morning Study Hall/Learning Specialist and/or Other Intensive Academic Enrichment
8:30am	ENG 101—English Composition
9:30am	BIOL 101—Biology I
10:30am-11:30am	ENGL 1001 Content Tutoring
11:30am-12:30pm	KIN 100—Introduction to Sports Management
1:00pm-6:30pm	Team Meetings/Practice/Training Room
7:00pm	BIOL 101 Content Tutoring
8:00pm	Learning Specialist and/or Other Intensive Academic Enrichment
9:00pm	Learning Specialist and/or Other Intensive Academic Enrichment
10:00pm	Independent Study/Free Time

An academically underprepared student-athlete is likely to have a disciplined and regimented schedule. In addition to classes and content tutoring for subject specific courses, underprepared students are automatically the beneficiaries of receiving multiple support services such as learning specialists, writing specialists, reading specialists, math specialists, and academic mentors to assist them in navigating the academic rigors of college level work.

Academically Prepared Student-Athlete

The operating functions and fundamental purpose of academic support service units across the nation are similar in that they provide overall academic and professional development support for student-athletes at the institution. The educational services provided include academic advising to current student-athletes, serve as a liaison with various university services and offices such as the registrar's office, disability services, monitoring academic progress towards graduation and for NCAA eligibility, assist with professional/career, personal, and leadership development, provide academic assistance such as tutoring or developing academic skills, and assist with hosting prospective student-athletes (Gaston-Gayles, 2003). An academically prepared student-athlete is likely to still have a disciplined schedule; however the difference is the amount of required support services, and the frequency of those services. For example, a student-athlete that excels in the classroom will likely have the opportunity to choose what types of support services they are interested in. For instance, if this type of student may only have content specific tutoring for classes. The additional learning, writing, reading and/or math specialist appointments are not a necessity for their academic success compared to the underprepared student-athlete. Table 2.3 below depicted a academically prepared student athlete's schedule.

Table 2.3. Academically Prepared Student-Athlete Schedule

Time	Student Commitment
5:00am-7:15am	Morning Workout/Lift
7:30am	Morning Study Hall
8:30am	ENG 101—English Composition
9:30am	BIOL—Biology I
10:30am-11:30am	MAT 101 Content Tutor
11:30am-12:30pm	MAT 101—College Algebra
1:00pm-6:30pm	Team Meetings/Practice/Training Room
7:00pm-8:00pm	BIOL Content Tutoring
8:00pm	Independent Study/Free Time

A non-student athlete has a different schedule for classes, and may have an unlimited amount of freedom. Additionally, student support structures may not be required or recommended. A non-athlete student schedule may look like the Table 2.4 for one particular day. For students that are not athletes, many have had a lack of regimented structure in their schedule.

Table 2.4. Non-Student-Athlete Student Schedule

Time	Activity
7:30am	ENGL 101—English Composition
8:30am	PSYCH—Introduction to Psychology
9:30am	BIOL 101—Introduction to Biology I
10:30am-1:00p	Independent Study time/Free Time
1:00pm-5:00pm	On-Campus Job
5:00pm	Independent Study/Free Time

As the schedules show, student-athletes in general do not have much "free time" where they were able to pick and choose activities they were interested in doing, such as going to mall, movies, hanging out with friends on campus or just relaxing in their residence hall. Student-athletes lives are planned and organized from sunrise to sunset. They have far less input in their daily and weekend activities compared to non-student-athletes.

This "over-structure" in the student-athletes time was created in an effort to help students transition effectively from high school level work, to college level work. The NCAA did not

require academic study hall for all incoming freshman; however, most university student-athlete academic support centers required freshman to complete a minimum number of hours of staff monitored structured academic study time. This number varies depending on the university, the student's sport, and the student's academic background or academic preparedness.

In more recent years, we've heard the comparison of collegiate athletics to a full-time 40 hour a week job due to the time commitment required for academic and athletics related requirements (Comeaux, 2010). While this compression might seem outrageous to some, if we examine the role of a student-athlete and breakdown the time commitment required for success in both roles it makes sense. We've previously discussed the academic rigors for an academically prepared versus and underprepared student-athlete. If we examine that a little further and breakdown the athletic and academic obligations required for the academically prepared student-athlete, it would paint a more accurate picture of the time commitment required to compete on a collegiate sport team. For example, table 2.2 outlined the academically prepared student-athlete's schedule, but let's unpack this schedule in a more detailed way. What that previous schedule does not truly account for are the required activities in season. Outlined in table, 2.5 is the schedule for a student-athletes while in-season.

Table 2.5 Academically Prepared Student-Athlete Schedule

Time	Student Commitment
6:00am-7:15am	Morning Workout/Lift
7:15-7:45am	Shower/Breakfast
8:00am	ENG 101—English Composition
9:30am	BIOL 101—Biology I
10:30am-11:20am	MATH 101 Content Tutor
11:30am-12:30pm	MATH 101—College Algebra
12:30pm-1:00pm	Lunch
1:00pm-1:45 pm	Preventative Treatment w/ Athletic Trainer
1:45pm-1:55pm	Team Meeting
1:55pm-2:30pm	Position/Group meeting
2:30pm-5:00pm	Practice
(table cont'd.)	

(table cont'd.)

Time	Student Commitment
5:30pm-6:30pm	Position/Group meetings/Film
6:30pm-7:30pm	Post-practice recovery, injury rehabilitation
7:30pm-8:00pm	Dinner
8:00pm-9:00pm	Biology 101 Content Tutor
9:00pm-10:00pm	Academic Mentor
10:00pm-5:30am	Independent Study/Free Time/Sleep

The schedule is packed from 6:00 am until 10:00 pm; this is a 14-hour day. The standard workday is eight hours per day, five days a week. However, the typical student-athlete has a day that lasts longer than eight hours of scheduled time, and that 14-hour day just three days a week equals 42 hours – again that is longer than the generally accepted work week. Even with knowing about this forty-hour work week, student-athlete numbers are high across all of NCAA which begs us to explore how student-athletes view themselves academically and athletically.

Student-Athlete Views

The NCAA conducted a research study to explore how student-athletes view themselves, either as students or as athletes. The conclusion of the research study found that 62% of female and 53% of male NCAA student-athletes identify as both student and athlete as noted in the charts below:

Table 2.6 Athletic-Academic Identity by Division: Male

Athletic	Student	Division I	Division II	Division III
High	High	53%	53	53
High	Low	27	24	18
Low	High	7	9	13
Low	Low	13	14	17

Table 2.7 Athletic-Academic Identity by Division: Female

Athletic	Student	Division I	Division II	Division III
High	High	62%	61	61
High	Low	13	12	8
Low	High	14	16	20
Low	Low	11	12	11

This particular NCAA GOALS study examined approximately 20,000 participant responses that span across all three of the NCAA divisions (I, II, and III). Surprisingly, the responses are almost identical across all three divisions in that participants report very high student and very high athletic self-identity. Understanding how student-athlete view themselves is important for their own self-identity. According to NCAA research, "academic outcomes (grades, graduation and eventual graduate degree attainment) are strongly related to identity as a student while in college, even after taking prior academic performance into account" (Extra Point, NCAA, 2013). The publication goes on to mention that "Having a very high athletic identity does not predict future academic problems but having a low student-athlete identity does" (2013).

While there is about a fifteen percent difference between the female and male responses when examining gender differences in comparing the strength of the student identity – with females responding at a 78% response rate, while the males were clocked at 63%, approximately three quarters of both the male and female participants possess a strong athletic identity according to the findings (2013).

In American society, sport is woven into our everyday culture. As a result, young athletes are often praised for their physical athletic skills and compared to professional athletes from the time they start playing youth sports (Beamon, 2008). Celebrating these young athletes is not the issue, but often these praises and comparissions focus on athletic ability and exclude academic encouragement and personal achievement. This, coupled with students who are underprepared for college can affect the way student-athletes view themselves as students, and can impact their motivation for academic excellence, or any other type of positive motivation outside of athletics (Council & Gardner, 2018). Student-athletes are often given a clear plan on how to excel athletically, and because they understand how their sport works, one could assume that there is

an internal motivation factor to prove themselves in their sport when they first arrive onto a

college campus; However, when it comes to persisting in the academic, personal, professional, or

social realm, that same motivation is not easily identifiable. Council & Gardner (2018) state it

this way,

> In other words, although student-athletes receive explicit feedback on their athletic
> behaviors allowing them to grow in knowledge and skill about sport, they do not receive
> the same level of feedback on their academic skills. This results in student-athletes who
> have a clear understanding of their athletic abilities in various situations but limited
> knowledge about their skills in academic environments". …Many student-athletes
> navigate their educational experience surrounded by unfair labels and stereotypes. It is
> the responsibility of the student to articulate his or her knowledge of self …. By the very
> nature of postsecondary education, students are expected to become independent learners
> and citizens. Taking this into consideration, student-athletes must strive to change the
> way they are perceived in academia (Council & Gardner, 2018).

Student-Athlete Identity & Role

According to Burke & Stets (2009), our identity is determined by the way we as

individuals define ourselves based on a set of meanings that are subconsciously molded based on

how we view ourselves within the greater society. Erik Erikson's (1959, 1968) research on

identity formation identifies eight stages within psychosocial development,

Table 2.8 Eight Stages within Psychosocial Development

Stage	A versus B	Age range
Hopes	Trust vs. mistrust	Birth – two years old
Will	Autonomy vs. shame	2-4 years
Purpose	Initiative vs. guilt	4-5
Competence	Industry vs. inferiority	5-12
Fidelity	Identity vs. role confusion	13-19
Love	Intimacy vs. isolation	20-39
Care	Generativity vs. stagnation	40-64
Wisdom	Integrity vs. despair	65-death

According to Erikson, most college students are between two pivotal stages, fidelity (which

identifies a persons identity and role) and Love, which touches intimate versus isolated

relationships. This is paramount because Erikson claimed that during these pivotal stages,

college student identities are heavily influenced by how they appear to others (1959 and 1968).

Erikson's claims are supported by Burke & Stets (2009) conclusion that when a student identifies with a specific role and they act in accordance with that particular role the students correlation with that particular identity is strengthened and those associated behaviors will likely continue. In other words, if a student-athlete identifies more with the behaviors associated with a student more so than an athlete, their behavior will align closely to that of a student and vice versa.

In discussion about role identity of student-athletes, often times a prominent piece of the conversation focuses on the time commitment involved with the role. As mentioned above, the NCAA has specific compliance guidelines regarding the amount of time students can participate in sport related activities which is 20 hours per week (NCAA, 2015f). This 20 hour role includes all activities such as physical practice, team meetings, strength and conditioning, film review, and competitions; However, several studies have identified a number much high than 20 hours, and instead conclude that student-athletes are instead spending between 30-50 hours per week in their student-athlete role (Staurowsky, 2014; Ohr, 2014; Simons, 2014). These findings beg us as higher educational professionals to ask the question, how do we expect student-athletes to decipher between the roles if majority of their week is spent negotiating between the student and athlete role? And, more importantly, are we adequately preparing students for these dual roles when they enter our University campuses?

Summer Bridge/Transition Programs

Understanding the roles various people have in a student's life as the student emerges adulthood entering college is vital. The family structure was one of those roles. Hiester, Nordstrom, and Swenson (2009) stated that the transition involves "increased demands for autonomy and responsibility" (p. 521), and that by student understanding those demands will

help to "promote positive adaptation to college" (p. 521). Hiester et. al. (2009) examined two institutions in the northeast United States for a total of 488 college students (n=231; n=257) with majority of the students (78%) either living on campus or in off-campus housing, while the other 22% reported living at home. The researchers concluded that students having declining relationship with their family support units while adjusting to college experienced a "less positive" adaptation in some areas, in particular the students perceived self-worth and scholastic competence, high anxiety levels, phobia, depression, and an overall lower academic and personal/emotional college adjustment (p. 536).

A number of current research studies compare and contrast the difficulties of first generation college students versus non-first generation college students (McCarron and Inkelas, 2006; Dennis, Phinney, and Chuateco, 2005). The areas of particular interest include "academic preparation, racial/ethnic demographics, socioeconomic status, experience of college cultural shock, and family/parental involvement in the college-going process" (McCarron and Inkelas, 2006, p. 534). Dennis, Phinney, and Chuateco (2005) found that "…[family] expectations to attend college was not related to their adjustment or their GPA once in college." (p. 460). Ruscella (1993) noted that the freshman that entered campus at the University of Central Florida in 1993 were "unaware of the rigors of collegiate life and the competition they'll face on the playing field and in the classroom" (p. 2). Though Ruscella's (1993) comment was two decades old, the evidence of specialized student-athlete orientation and/or transitioning programs continually being created is the evidence that student-athletes continue to struggle with the rigors of balancing the academics of college and the athletics of college.

Not much academic literature discussed the student-athlete transition process into college. In fact, in terms of recent information, one dissertation was relevant and even that study

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cannot be generalized to the larger population of student-athletes. Skinner's (2004) case study of 15 freshman swimmers entering the university atmosphere results revealed that the role of a head coach has significant bearing on the students adjustment period because the coach is seen as a mentor and leader and was viewed as someone the students trust to guide into right direction and assist when help is needed functioning somewhat of an extended parent.

Dhurup & Reddy (2013) explored the relationship between social and task cohesion on academic performance and team sport participation (both organized and recreational). Using the Youth Sport Environment Questionnaire (YSEQ) and a sample of 173 first year students at Vaal University of Technology in Southern Gauteng, South Africa, the results from this study indicated that team/group membership was valued when striving to complete or achieve a specific task more than social outcomes; and, that social and task factors showed a negative predictive relationship when compared to academic performance (Dhurup & Reddy, 2013). Dhurup & Reddy's (2013) research findings also concluded that students who participated in organized sport teams during their first year found satisfaction, but "the same could not be established by their participation in campus group sport or recreational activities and academic success" (Dhurup & Reddy, 2013, p. 390).

While there was little literature specifically addressing a summer transition program in athletics, some sort of transition literature was found within the library science discipline. This small literature base in the library sciences largely exists due to efforts of the library science departments themselves. Majority of the research studies described below began as academic or learning outreach programs. In summary, the various library science departments wanted to connect with various academic departments across the campus to build the research knowledge and skills of the different student populations. The coordinator or principal investigator for the

outreach program contacted the student-athlete academic support services office which is when the partnership began. The student-athlete academic support services offices saw the need for a partnership to exit, and determined that one of the most advantageous ways to include these vital informational and teaching sessions in the student-athletes lives, was to connect the library science outreach program to an already existing summer transition program or academic study hall.

Davidson and Payton's (2007) library outreach study was specifically designed for freshman football student-athletes at Mississippi State University. The program goals were targeted for two very specific populations, (1) the freshman football student-athletes, and (2) the tutors that work with the student-athletes. For the 35 freshman student-athletes, the tutoring program mainly occurred as a part of student-athlete athletic orientation. In this session, the students were introduced to the services the library and the library's website offer including the online catalog, indexes and databases, and other online resources they could access remotely. The tutoring program for the 35 tutors was much more in depth and hands on compared to the session for the student-athletes. The tutor sessions included a detailed description on how to use the online catalog, search demonstrations, overview of services, and most importantly allowed time for questions at the end of the session. According the researchers, the sessions were well received by both the student-athletes and the tutors, however, a number of suggestions included more individualized sessions with specific reference librarians in that content area, more hands on activities, and subject specific flyers (Davidson & Payton, 2007).

Ruscella's (1993) study at the University of Central Florida (UCF) examined the freshman tutoring program of approximately 90 student-athletes. These students were required to attend two-hour study hall sessions four nights per week. "Self-directed textbook study and

one-on-one tutoring" in addition to presentations on topics such as time management, effective study techniques, career decision making, and most recently, library/research skills (p. 2)." Ruscella (1993) often noted that the UCF tutoring program was modeled after the program at Pennsylvania State University (Penn State), however, specifics of what program elements that were adapted are not mentioned.

Robinson and Mack's (2004) library service tutoring program viewed the student-athletes as "quasi" distance learners due to their travel schedule and other athletic requirements. Connecting with the evening study-hall schedule for first year students, the library tutoring program at Penn State designed six specialized orientation sessions which covered the basics of the library organization and physical structure, and several "how to" tutorial sessions. Students were divided into smaller groups for hands-on instruction using the technology labs located in the library.

The Student-Athletes in Libraries (SAIL) program at Penn State incorporated several technology components in an effort to connect with the students more effectively. Beginning with a SAIL webpage on the library website, students were able to connect to the library resources much easier without having to navigate the more complex library homepage. This ease of access was well received as the students reportedly felt "at ease about communicating with [us] at their points of need" (Robinson and Mack, 2004, p. 8). The webpage was not designed to be a portal, but rather a supplemental research tool for students to use in conjunction with the specialized content area webpages. In addition to the specialized webpages, a reference librarian instant messenger account was developed to encourage students to ask quick questions regarding an assignment while away from campus (Robinson & Mack, 2004).

At Valdosta State University, the library tutoring program connected with the NCAA's Challenging Athletes' Minds for Personal Success (CHAMPS) program to provide continuous instruction throughout the academic year. The CHAMPS class was designed for freshman and sophomores, and spent most of the academic sessions discussion the GALILEO online learning website (Puffer-Rothenberg and Thomas, 1999).

After much success, the program also connected with the university orientation course for student-athletes (VSU 101). In this class, the focus was primarily on navigating the library, both physically and electronically. Students would complete several self-guided tours with librarians stationed at specific points to discuss what could be found in a specific section of the library (Puffer-Rothenberg &Thomas, 1999).

Jesudason (2000) outlined the library outreach program for student-athletes at the University of Wisconsin – Madison. The focus of this program was in the development of an e-mail based research program which assisted student-athletes in integrating academics, athletics, and technology. The library outreach tutoring program begins with the student-athletes attending two sessions in the evening. During the first session the students learned how to find academic journal articles using "the Reader's Guide Periodical Indexes" (p. 264); while the focus of the second session was on "How use the online computer catalog to locate desired periodicals" (p. 264). After several years of this program being implemented, the student-athlete academic advisors became a part of the tutoring process as they were trained on how to use the online library resources effectively in an effort to troubleshoot any issues students were having while being away from campus. This became the sounding board for incorporating e-mail communication between the student-athletes and the librarians as it allowed for the librarians to "work directly with users in the users' own environments" (p. 264).

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The library outreach tutoring assistance program began with face-to-face instruction and then supplements the initial instruction with paper resources (such as pamphlets, job aids etc.) and an e-mail librarian service. When a student used the e-mail librarian approach, the student sent an e-mail with the following information: name, course, reference question, and number of written pages needed to complete the assignment. From there the reference librarian then searched for the appropriate articles (academic or popular) and then forwarded them to the student-athlete. Jesudason (2000) concluded that the program fostered direct interaction with student-athletes by using the e-mail communication as the initial means to interact with students which helped them "get over their hesitancy to ask for assistance" (p. 266) . As the librarian became a liaison to the student-athlete through the email communication, they also assumed a new role, as "mentor" and "role model" that in turn allowed the student athlete to feel more comfortable actually coming into the library to talk with the library liaison.

The University of Iowa targeted new freshman student-athletes (as opposed to all student-athletes) to participate in the information literacy tutoring program. Forys, Forys, Ford, and Dodd (2000) discussed how the library outreach program has evolved from its first sessions in 1989 to [the then] current sessions in 2000. The original program had three main goals which were to help the student-athletes: (1) feel comfortable using the library, (2) become competent users of the library's many resources to assist them in course and non-course related needs, and lastly (3) view the library as more than just an academic building where studying and classwork took place (Forys et al., 2000).

The library tutoring program was split into two identical sessions for two groups of students, one group of male student-athletes, and one group of female student-athletes. However, the timing of the sessions varied; the men's session took place during the summer

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prior to their freshman year, whereas the women's session occurred at the beginning of the fall semester. Nonetheless, each student-athlete came to the two sessions. The first session was a library tour and the second session was an instructional session where a video demonstration explained the research process using the card catalog, the online catalog, and *Readers' Guide*. Included in the second session was an assignment which prompted the students to complete several tasks including finding books using both the card catalog and online catalog, searching and locating sources both in print and electronically, and checking for the availability of sources (Forys et. al., 2000).

As the program expanded, technology altered the nature of the tutoring. One notable change in the program is the lack of a library tour. In the interest of time, the administrators of the program felt that it was more advantageous to engage the students in hands on activities utilizing the electronic work stations (Forys et. al., 2000). The program evolved into a course with the university registrar's office which allowed the participants to receive one hour of academic credit for participating in the program. Typically the tutoring program was integrated as a part of a larger transition initiative where 60 – 80 new student-athletes are divided into three groups and then broken down again for smaller group sessions in the library instructional sessions (Forys et. al., 2000). Prior to attending and directly after the session, the students were given a seven item pre and post-test respectively. The questions were identical and targeted the learning objectives of the session. The role of continuous and constant evaluation was deeply embedded in the program. At the end of every instructional session, in addition to the seven question post-test, the students were required to submit a written response noting what they felt the most important "take away" from the session was. (Forys et. al.,2000).

The tutoring session itself included multiple activities, beginning with a review of catalogs and indexes. A considerable amount of time was dedicated to demonstrating and practicing how to navigate the online databases when searching for academic journals and specific journal articles. Using keyword, subject, title, and author searches were the strategies covered, with close attention given to stress "the difference between keyword and subject searching" (p. 356) through lecture, demonstration, PowerPoint presentation, practice activities. Similar to the original program, the men and women's session were split apart with the only difference being the amount of intense, hands on practice in the session for the men (Forys, et. al., 2000). Data showed that since the programs existence, student-athlete graduation rates have risen, "The graduate rate for student-athletes at the University of Iowa has risen from 59.7% in 1989" to 78% in 1993 (Forys, et al., 2000, p. 357).

A number of the programs capitalized on NCAA legislation, in particular Proposition 48. Proposition 48 set out to put the focus on academics back in intercollegiate athletics, "The intent of the legislation was to create standards for academic preparation at the high school level that would insure a student-athlete a fair chance to earn a college degree" (Puffer-Rothenberg & Thomas, 1999, p. 134). This strategy definitely played a huge role in terms of "outsiders" gaining access to the athletic world. Reaching out to the athletic departments directly, and connecting the advantages of a strong partnership between the library/information sciences and the athletic department with the backing of governing body legislation (NCAAs Proposition 48) unquestionably contributed to the success of these tutoring programs (Jesudason, 2000; Davidson & Payton, 2007; Puffer-Rothenberg & Thomas, 1999).

Overall, the outreach tutoring programs helped to promote integration and inclusion into the university (Jesudason, 2000; Forys et. al., 2000; Puffer-Rothenberg & Thomas, 1999). Often,

these programs targeted the freshman when they first entered the university; typically during or as a part of the university transition/summer bridge program, or the university 101 course. Integrating the program when the students first arrived to campus was helpful because this gets them accustomed to seeing, using, and knowing the library as a resource that can help assist them with their academic assignments (Jesudason, 2000; Forys et. al., 2000; Puffer-Rothenberg & Thomas, 1999).

One program actively involved student-athlete support services personnel. Academic advisors participated in the instructional sessions, most notably sessions on navigating the online databases. Attempts to include the coaching staff were unsuccessful, likely due to the fact that the athletic coaches feel as though that role is best fit for the academic advisor and student-athlete support services departments (Jesudason, 2000). At least two face to face, instructional sessions with the librarians were apart of most of the studies. Having more than one session to explain the services and how to use the library for various academic assignments was essential so the students are actually able to use the library to the full extent (Jesudason, 2000; Robinson & Mack, 2004). Also having supplemental material such as informational packets, handouts, and business cards continued to reinforce the information covered in the tutoring sessions (Jesudason, 2000; Forys et. al. 2000). Such supplemental material also served as a reference if the student has difficulty when working independently.

While these limited studies addressed some of the transition issues for student-athletes, there were still a number of topics that are left uncovered. The efforts of the library science programs reaching out to the student-athlete academic support centers scratches the surface of the many transition issues- particularly addressing the need to build university library familiarity and research skills. By identifying other issues related to the student-athlete transition process,

student-athlete support offices were able to specifically develop programs, workshops, courses, and other activities and experiences to address the multifaceted needs during the transition period. This study explored those topics. The research conducted in the library science discipline is a strong start to opening up this topic area; however worked to deeper explore those summer transition programs for first-year student-athletes. One challenge the library science studies encountered was the lack of time the student-athletes have dedicated to exploring the library components during the transition program. By including a library component into an existing summer transition program managed by athletic support services, the student-athletes and the library science researchers benefit. By collaborating and developing the student-athletes skills across the curriculum –their knowledge in the library and its resources, as well as important information the transition program teaches through the experience, the student-athletes enter their fall semester having learned useful college study skills that promote student success.

Chapter Summary

Though it is clear to see that there is a need for specific programming or a course designed with incoming student-athletes in mind, it is unclear as to what impact, if any, a summer bridge or transition program had on the participating student-athletes. The overall purpose of this mixed-methodology research study sought to fill this gap by utilizing the Student Athlete Motivation toward Sports and Academics Questionnaire (SAMSAQ) and semi-structured interviews to better evaluate the interventions effectiveness. By examining the student-athlete experience during their transition program or course, athletic department academic and support center personnel can better understand the role a transition program plays in the student-athlete experience academically, socially, personally, and professionally. Moreover, a transition course or program can also assist in providing better insights into the nature of the motivation of

student-athletes when they enter the university. In addition, campus administrators, athletic department staff, and practitioners can use the ensuing information to implement or improve existing student-athlete summer transition program initiatives. Finally, regional and national organization personnel such as the National Collegiate Athletic Association (NCAA) President or Athletic Conference Commissioners can utilize the information from this study as a resource when creating new conference or association programming initiatives and legislation. With this knowledge, each of these stakeholders can develop an educational partnership specifically focused on the development and educational success of the student-athlete populations they serve.

To explore the student-athlete transition process, this study examined the career, academic, and athletic motivations of student-athletes at the beginning and conclusion of a summer transition course - the course serves as in intervention. The four main areas of literature that guided this study are: 1) athletic culture, 2.) challenges students face transitioning to college, 3.) athletic challenges, and 4.) bridge/transition programs. Exploring the athletic culture provided insight to the type of environment student-athletes are exposed to, outside of the university environment. The discussion of the challenges student-athletes face allowed the reader to closely examine the various components of student-athletes lives compared to non-student-athletes. The summer transition or bridge experience was a unique time for emerging adults. Opening up the dialogue to include the student-athlete transition process will enhance the transition experience for all incoming first-year students.

CHAPTER THREE. RESEARCH METHODOLOGY: PRIORITY REGISTRATION

Research Design

As discussed in the introduction and literature review, the purpose of this study was to explore the components of an introductory university level career and professional development course. More specifically, this study desired to examine a college transition program for incoming student-athletes to better improve the educational outcomes of students during their first year, but ultimately throughout their entire student-athlete experience. To examine this topic, four specific areas were identified in the literature: athletic culture, challenges students face transitioning to college, athletic challenges, and the current landscape of bridge or transition programs for new incoming college students, most specifically student-athletes.

The mixed methodology approach is defined as,

> A research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the collection and analysis and the mixture of qualitative and quantitative approaches in many phases of the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problem than either approach alone (Creswell and Plano Clark, 2011, p. 5).

Particularly, this study used a *multiphase design*, as described by Creswell & Plano Clark (2011), where the combining or "mixing" of concurrent and/or sequential quantitative and qualitative data occurs over a period of time throughout various phases of the study. The multiphase approach was selected for this study due to the nature of how the researcher anticipated the data and participant groups would intersect simultaneously. Utilizing a mixed methodology research design approach, this study sought to inquire about the students' perceptions of sport, academics, and career options during their transition period based on a

specific type of intervention, a career and personal development course, SADC 101 (pseudonym).

This research study occurred in multiple phases. The research participants enrolled in the SADC 101 course during the first semester of being on campus at XYZ University. For this study, three groups of student-athletes were examined: those who enrolled in the course in Summer Session I (occurred during the month of June), Summer Session II (occurred during the month of July), or Fall (occurred during the months of August – December). For the purpose of this study, *Group 1* refers to students enrolled in the course during summer session I, *Group 2* refers to students enrolled in the course during summer session II, and *Group 3* refers to students enrolled in the course during the fall semester. Each student enrolled in the course participated in the quantitative portion of the study (see quantitative research design section below), however only certain students were selected to participate in the qualitative section of the study.

Research Site and Participants

The participants in this study were all NCAA clearinghouse qualified student-athletes that have enrolled at a Division I institution in the southeastern region of the United States of America. The population of first year and transfer student-athletes across most institutions for any given year is approximately 100 – 150 students, including scholarship and non-scholarship students from a variety of Olympic and revenue generating sports. The sample size of this study was a total of 60 first-year and transfer student-athletes (N= 60. Of the participants 34 identified as male and 26 identified as female. This study did not include the entire incoming student-athlete or transfer class of students as this course is not a university requirement for graduation, but rather an athletic department strongly recommended course for all students receiving athletic based financial aid (i.e. athletic scholarship). This particular study included a variety of

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responses from male and female student-athletes who participated in Olympic and revenue generating sports. Students receiving athletic based aid and students not receiving athletic based aid participated in this study as well. The principal researcher was granted access to the student participants in this course as one of the co-instructors.

Many universities host a first-year studies course or an in-depth orientation program or transition course where students can become acclimated to university culture, college level course work, and browse the multitude of activities hosted by student organizations (Gaston-Gayles, 2015). In many athletic departments, an orientation or transition course is becoming a more regular occurrence, in addition to an incoming educational testing process. These orientations are usually hosted by the athletic departments' academic center. The intent of the orientations is for academic staff to obtain an accurate picture of the academic strengths and areas for improvement of incoming student-athletes. This background information is provided in high school transcripts, SAT/ACT scores, and graduation and college entrance placement exam score reports, but this allows the staff members to get a more accurate picture of who incoming student-athletes are once they are officially enrolled on campus. While this research study could have been considered to be added to that educational screening process, the researcher was primarily interested in evaluating the effectiveness of the career and personal development with regard to its impact on student attitudes towards athletics and academics once they are officially student-athletes on a university campus.

The researcher also inquired with university officials to determine if the university administered a university wide survey for all incoming first year students that examines their adjustment or acculturation period. At the time of administering this study, no such measure was being implemented at XYZ University.

Course Structure and Design

The intended benefit of the intervention course was to assist students in appropriately acclimating to university expectations, atmosphere, and culture. Although at the time of this initial study, the course was not designed with an actual theoretical perspective in mind, however the course closely subscribes with the overarching theoretical perspectives that are aligned with theories in conjunction with Student Development such as Checkering's Theory of Identity Development, Scholossberg's Transition Theory, and Kohnberg's Theory of Moral Development.

The course was established to aid in building student's college readiness skills, develop college study skills (e.g., organization, note taking, critical thinking, time management) and promote other academic success skills. According to the XYZ University Registrar's office, the description for the SADC course is as follows: SADC 101: Career and Personal Development (3 credit hours) Systematic approaches to facilitating career development and life planning. The course aimed to expose students to the university culture and help with adjustment to the rigors of balancing academic and athletic obligations. More specifically, the course objectives for Student-Athlete Development 101 are outlined below as listed in the course syllabus:

After completion of this course students will,

- Become familiar with and develop personalized learning strategies necessary for academic success.

- Learn to navigate effectively the transition to XYZ University - understanding how to manage their time, fulfill the academic and social expectations of students at the XYZ University, and how to represent the brand of their teams, their departments, and this institution.

- Learn to accept and engage with people from varied backgrounds, upbringing, and experiences.

- Engage in the first year of the 4-year Career & Professional Development Plan.

- Understand the importance of and develop positive self-presentations.

- Understand leadership and the role it plays in their development.

The course is also broken down into four fixed major course components, *The Transition, Your Brand, 4-Year Plan, and Ready for the World*, along with an underlying leadership component, Tim Elmore's *Habitudes*. The fixed major course components, along with the underlying leadership component were imbedded into the course curriculum during both synchronous and asynchronous course discussions, assignments and group activities. Below is an excerpt from the course syllabus that specifically outlined the intended purpose of each course component, including the ongoing leadership component:

- **The Transition:** During this section of the course, you will learn about the first-year transition to XYZ University. Time will be spent on developing organizational, time management, and other academic skills, exploring and understanding expectations of you as a student and representative of XYZ University, and becoming familiar with and appreciating your place among the traditions and values that have shaped the University and the Athletics Department.

- **Your Brand:** During this section of the course, you will learn how to work with the media and begin developing the communication skills that will allow you to represent yourself positively during an interview and in interactions with others. Whether as student or professional, you will be known at least partly by the manner in which you present yourself to others. We will help you develop skills that will build your confidence and ensure that you present your best self to the world.

- **4-Year Plan:** The *Student-Athlete Development* program has developed a 4-year plan that will help you move from college to the "real" world, whatever they might mean for your individual future. Engaging with the elements of this plan as throughout your college career is important, so during this section of the course, you will complete the first year requirements of the Career & Professional Development Plan. You will complete a career inventory, research majors, meet with career specialists, and begin to build your professional resume.

- **Ready for the World:** During this section of the course, you will grow personally as we discuss respect, diversity, and the human experience. We will discuss accepting others and their choices in life and explore ways in which differences among people make the world a richer and more satisfying place.

- **Leadership (Ongoing Discussion):** Throughout the course, we will discuss aspects of character and leadership. We will focus on ideas presented in Tim Elmore's *Habitudes*, becoming more self-aware about how our attitudes and habits have been shaped and can be re-shaped, if necessary, to promote success in all aspects of life.

The evaluation method or grading for the course was measured by a point system which was outlined in detail in the course syllabus. The details of how maximum points could be earned were thoroughly discussed on the first day of class, and prior to any assignment, activity, or project was assigned. Some of the more notable assignments include a syllabus quiz, most notable person/tradition paper and presentation, campus scavenger hunt, learning styles inventory, resume and cover letter draft and revisions, building your brand reflection paper, professor interview, exploring majors reflection paper, and a group presentation on the Habitudes Leadership presentations.

The instructor of record and co-instructors are all employed by the athletics department at XYZ University and work specifically in the student-athlete support services unit. There were two main co-instructors who attended class daily, while the remaining staff members served as co-instructors and typically only attended class on days when they were scheduled to provide instruction for the course. In addition to the co-instructors, several class sessions included guest lecturers from campus partner offices such as the Career Services office, University Libraries, Center for Leadership, and Campus/Student Life. The instructor of record would occasionally introduce a guest speaker, but their main role in the course was to introduce the Habitude series during the first and second day of the course, and teach the first lesson entitled *Iceberg*. At the end of each of the major course components, the instructor of record or a designated co-instructor would teach the subsequent habitude lessons that aligned the course component. For example, one of the Habitudes that was discussed in the course is called the starving baker which

in a simplified message is about a baker who constantly gives so much of himself and the baked goods away that he has nothing left for himself or his family. The message loosely aligns with the end of the Ready for the World unit as that unit aims to assist students identify core values and morals that are important to them to help govern their experiences at the university, and more importantly, how to set appropriate boundaries with yourself and others. The intended benefit of the Habitude series is to build leadership habits and attitudes with a series of pictures and images, however with the inconsistency of the messages and messenger the intended leadership habits are underdeveloped during the duration of this course. The two main co-instructors were the only constant presence in the course as multiple co-instructors and guest lecturers rotated in and out to teach their assigned portion of one of the course components. While it was the intention of the instructor of record to have each staff member actively participate in the design, instruction, and implementation of the course, some staff members were more involved in this process then others. This became abundantly clear in regards to classroom management and discipline.

Attendance, class participation, and conduct accounted for almost sixteen percent, or 120 points of the overall course grade. This is the largest percentage value out of all of the course assignments or tasks. Nonetheless, regardless of the strict attendance policy and class decorum rules set for and agreed to by the class on the first day of the course each session, many students still disregarded some of the co-instructors and guest lecturers if they were not held accountable during the actual course session. *note: see attendance and class decorum sections as outlined in the course syllabus below:

Attendance:
Attendance will be taken daily and recorded daily. Punctual attendance, active participation, and Appropriate conduct during class will earn you 5 points per class. Appropriate conduct involves respectful attention to instructors, classmates, and guest speakers presenting to the class, earnest

attempts to participate in all class activities, avoidance of cell phones/laptops/tablets except as part of class activities, etc. Any or all of those attendance points can be lost to poor classroom behavior. Anyone more than 10 minutes late for class will be marked absent for the day. The grade for anyone with 2 unexcused absences will drop one full letter grade, and each unexcused absence following will count an additional half-letter grade. If you have to miss a class due to travel or an illness, please inform the professors in advance with an email notification.

Classroom Decorum:
We will all enjoy our course and get the most from it if we meet expectations for college-level classroom behavior:
- We must have the utmost respect for anyone addressing the class (teachers, guest speakers, classmates). What does utmost respect looks like: attention focused on the speaker—alert attention (no nodding off, no cell phone, no talking with classmates, <u>polite and respectful</u> questioning and disagreement if needed, etc.).
- We must respect for our classroom: no feet on desks/tables, no mess!
- We must cultivate the ability to forego checking cell phones for the 1.5 hours of the class (we may reward you with a few cell-phone-check moments).
- We must demonstrate the power of punctuality—class starts at 8:00!
- We must respect classroom rules regarding food and drink: no food in class, but you may have drinks as long as they have lids/caps.

Despite the syllabus clearly outlining the appropriate behaviors for the classroom setting, the tone of the course fluctuated depending of which instructor was teaching for that class period. This will be discussed in more detail during the results and conclusion section of this study.

It should be noted that during the summer session administration of the course, the course met daily on Monday through Friday for one hour and thirty minutes in order to complete the course content during the six-week condensed summer session outlined by the universities registrar's office; However, during the fall semester, the course met for one hour and twenty minutes twice a week for sixteen weeks. Although the course duration and frequency differed between the summer sessions and fall session, the intended objectives of the intervention course was identical.

Phase I. Quantitative Methods

Data Collection

The quantitative portion of the mixed methodology design consisted of administering the Student Athlete Motivation towards Sports and Academics Questionnaire (SAMSAQ) twice, essentially a pre- and post-test during the SADC 101 course. The first SAMSAQ survey, or pre-test was administered during the first week of the course and the second survey or post-test was administered during the last week of the course. The principle researcher was one of the course instructors in conjunction with fellow colleagues who also served as co-instructors for the course. The principle researcher was responsible for meeting with up to 30% of the student population (of total course enrollment for each semester) to participate in follow-up semi-structured course reflection interviews to reflect on their transition experiences once the course concluded. Additionally, after the initial study concluded, the researcher contacted a select group of the original research participants to reflect on their transition experience now that they graduated from the university.

Instrumentation

The Student Athlete Motivation towards Sports and Academics Questionnaire (SAMSAQ) is a 30 item instrument designed to measure academic and athletic motivation using a six-point Likert-scale developed by Gaston-Gayle's (2004) as a part of a doctoral dissertation. Originally the 30-questions were designed to determine if students were motivated towards academic related tasks, athletic related tasks (15 academic-related questions versus 15 academic related questions). However, exploratory factor analysis was used to determine the underlying structure of the statistical model which yielded three common characteristics or factors that developed into three subscales: (1) career athletic motivation (CAM, with a reliability of .84); (2)

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student athletic motivation (SAM, with a reliability of .86); and academic motivation (AM, with a reliability of .79). The six-point Likert scale ranged from *very strongly disagree* (1) to *very strongly agree* (6); therefore one can assume that an above average CAM sub score most likely means that the participant is highly motivated by tasks related to an opportunity to have a professional career in sport. Likewise, a below average AM sub-score most likely means the participant is not motivated by academic related tasks. The SAMSAQ was administered as both a pretest and posttest measure during this research study as a means to measure possible attitude changes in the participants. Additionally, the researcher explored the significance of differences in the subscale scores (SAM, CAM, AM) between each group.

Participants completed a paper copy of the SAMSAQ instrument at the end of an unspecified class period. Participants had an unlimited about of time to complete the questionnaire, however most students took approximately eight to ten minutes to complete the assessment. Occasionally students would ask clarifying questions, at which point the primary investigator would explain the stem of the question or statement in more detail when necessary.

Data Analysis

This is a quasi-experimental research study since the participants are not randomly assigned into one of the three groups, but rather they are assigned to a group by their academic advisor depending on when they were admitted and enrolled into the university. Once responses were collected from all participants, the data were entered into the statistical software program (SPSS). The data were checked for parametric assumptions (e.g., normality, outliers, etc.) and a decision was made to conduct all analyses with non-parametric procedures. Specifically, it was determined that the Wilcoxon Signed-Ranks test would be used for pre-post comparisons and the Kruskal Wallis test would be used to compare results for the different groups.

Reliability and Validity

Generally speaking, reliability and validity are concepts used to evaluate the quality of a research study by determining how well the research methodology measured the research question(s). Reliability refers to the consistency of the results of a study or a specific a measure; while validity measures the accuracy of the research method, i.e. did the research method used actually measure what it claimed to measure (Johnson & Christensen, 2008). The researcher did not have control over several factors such as the total number of students enrolled in the course, the number of participants in the study, assignment of participants, sampling strategy, and selection bias. These factors are examples of validity threats to quasi-experimental designs (Johnson & Christensen, 2008). Additionally, the course allowed for open-enrollment, meaning that non-student-athletes were able to register for the course. Although registration was open to the entire student body, the course is not highly publicized and thus a non-traditional course option for most students.

Phase II. Qualitative Methods

For the qualitative phase of this study, the Grounded Research design methodology was utilized. Grounded theory refers to,

> A strategy of inquiry in which the researcher derives a general, abstract theory of a process, action, or interaction grounded in the views of the participants. This process involves using multiple stages of data collection and the refinement and interrelationship of categories of information (Creswell, 2009, p. 13).

Grounded theory is best suited as it "explains an educational process of events, activities, actions, and interactions that occur over time" (Creswell, 2002, p. 439). The entire premise of this transition course is to facilitate the student-athletes' integration into the University. A change of thoughts, behaviors, and actions should occur as a result of participating in this course. Grounded theory is relevant to this study as the researcher examined the student-athletes'

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attitudes and motivation levels through multiple avenues - SAMSAQ pretest and posttest, and end of course reflective interviews at various points during the transition course.

Data Collection

The sampling strategy for the interviews was purposeful, as the researcher aims to capture the experiences of both female and male student-athletes who participate in revenue generating sports, such as football, basketball, and baseball, as well as non-revenue generating sports such as soccer, swimming & diving, and track & field.   Sixteen students participated in 12-16 minute post-course interviews at the conclusion on the SADC 101 course. Of those who participated, seven identified as women, while nine of the participants identified as men. The following open-ended questions were asked to the participants:

Tell me a little bit about yourself. Describe your academic, family, social, and athletic background?

What is your current or intended major?

Why did you choose to attend XYZ University (pseudonym) for your college and student-athlete experience?

What did you learn while taking the transition course?

How was the transition course helpful in your adjustment to XYZ University?

Did you think you were academically prepared for college before you arrived to campus? Do you still agree? Why or why not?

How has this transition course helped you adjust to college level academic work?

What types of programs or activities would you would have liked to be included in the transition course curriculum?

On a scale of 1-10, how prepared are you for the following semester? Describe your reasoning for that ranking.

Do you have any questions for the instructor (researcher)?

Is there anything that you would like to share with the instructor (researcher)?

Data Analysis

The interviews occurred in the student-athlete academic support center located on the campus of the university. To record the semi-structured interviews, the researcher utilized two recording devices- one to serve as a back-up. No interview lasted longer than eighteen minutes, and none of the research participants indicated that they wanted to stop the interview or withdraw from the research study at any point in time. To analyze the data gathered from the interviews, the researcher transcribed the interviews in an effort to develop overarching themes that emerge from the interviews. Based on those overarching themes, more specific themes were established as the coding process was implemented.

The researcher drew final conclusions from the SAMSAQ results as well as the semi-structured end of course reflection interviews providing recommendations for improvement of the transition program and areas for future research.

An additional component of this study was later added to further explore the impact of this intervention course, and particularly the impact the course had on those who participated in the follow-up semi-structured interviews at the conclusion of the intervention. Four of the original interview participants agreed to answer a few follow-up questions that reflected on their initial transition experience, and now their career plans post-graduation now that they have graduated from XYZ University. At the conclusion of the initial data analysis, the researcher

followed up with the four willing post-graduate participants to learn about the impact and potential long term effects of the intervention course.

The following open-ended questions were asked to the participants:

What do you recall from the SADC 101 course?

What is your current career path and/or career goal(s)?

What was your intended major when you first arrived to the University? Did this change at all during the course of your student-athlete career?

Now that you have graduated, what type of impact did the SADC 101 course have on your transition and/or acclimation to XYZ University?

What suggestions do you have to improve the SADC 101 course, or the transition process for incoming student-athletes?

Ethical Considerations

The principle researcher was given initial permission to conduct this research study from the Director of Student-Athlete Services at XYZ University. This researcher applied for Internal Review Board exemption to conduct this study. Students were asked to participate in the study during the first day of the SADC course, but were given an opportunity to opt-out of the study if they chose to do so; their participation was completely voluntary and participants could withdraw their participation from the study at any point in time.

The principle researcher read through the informed consent form with the participants after explaining the purpose of the study. Each participant was provided a copy of the informed consent form to sign and each student enrolled in the summer I, summer II, and Fall sections of the SADC 101 course agreed to participate in the quantitative data collection process, which involved participants completing the SAMSAQ survey.

Each pre and post survey was given an assigned number. The researcher made sure to keep a record of the research participants and their assigned number so their responses could be compared at the end of the SADC course. The data files were kept in an enclosed binder and locked behind two cabinet doors in the principle researcher's office. Students who participated in the semi-structured interviews were given an assigned participant number to ensure their identity was kept confidential.

Role of the Researcher

The role of the principle research was significant in this study as the researcher was a co-instructor for the SADC 101 course and held a professional role in the Student-Athlete Support Services Center at XYZ University. Prior to the study, the researcher did not know any of the participants. It is worth noting that after serving as a co-instructor, the principle researcher did form many positive relationships with each of the research participants, especially each of the participants who opted to participate in the post-intervention interview process. Additionally, it should also be noted that the principle researcher not only works in support services for an athletics department which could potentially create some bias related to this study, the researcher is also a former student-athlete that did not participate in any type of summer transition course or process, not even an athletics department orientation program as that type of programming was not offered during that time.

Research Hypothesis

The hypotheses guiding this research are as follows:

Career Athletic Motivation (CAM)

H1: There is a significant difference between the pre-test and post-test regarding participants' scores on the CAM scale scores.

H2: There is a significant difference among the three groups regarding participants' CAM scale scores.

Student Athletic Motivation (SAM)

H1: There is a significant difference between the pre-test and post-test regarding participants' scores on the SAM scale scores.

H2: There is a significant difference among the three groups regarding participants SAM scale scores.

Academic Motivation(AM)

H1: There is a significant difference between the pre-test and post-test regarding participants' Academic Motivation (AM) scale scores.

H2: There is a significant difference among the three groups regarding participants' AM scale scores.

Chapter Summary

This study provides insights into the effectiveness of a course designed to facilitate the transition of student athletes to the University setting. It is important as it provides information on the effectiveness of the course and insights into the experiences of participating students, which may help understand positive or negative outcomes. Courses of this nature and similar experiences are some of the few actions athletics student services professional and administrators can take to impact the success of student athletes. Three groups of students participated in the study and all the groups of students (groups 1 – 3) received the same intervention (the SADC 101 course) at different points depending on when they entered the university. During the first week of the SADC 101 course, participants completed the SAMSAQ instrument to capture pre-intervention scores. At the end of the SADC 101 course, students completed the SAMSAQ

instrument again to capture post-intervention scores. A select number of students were identified

to complete a post-intervention semi-structured interview which aimed to facilitate the

participants own self-reflection on the SADC 101 intervention course.

As described above regarding the incoming student-athlete educational assessment

process, the standardized testing scores the SAT and ACT provide, as well as high school gpa,

only tell the reader a portion of the picture that is being conveyed through those numerical

values. Similarly as in this research study, the numbers that the SAMSAQ data provided

attempted to measure differences in the participants motivations and attitudes toward academics,

student-athlete motivation, and career-athlete motivation based on the SADC intervention course

as measured by the SAMSAQ instrument. But, what the numbers cannot clearly convey or

explain was what the course actually did in terms of shaping the participants attitudes and

motivations toward academics, student-athlete motivation, and career-athlete motivation based

on the intervention course. This is where the semi-structured post-intervention interviews

become significant and provide rich data for the co-instructors, instructor of record, and

implications for practice across University programs when planning for summer bridge or a

similar summer transition type program.

CHAPTER FOUR. RESULTS:
CLASSWORK

This study examined the relationship among student-athlete motivation, career athletic motivation, and academic motivation by utilizing the SAMSAQ survey instrument. The design of the study entailed having each participant complete the SAMSAQ survey twice, once during the first week of the course and once during the last week of the course. In addition to the survey, select students participated in informal follow-up reflection interviews.

Sample Demographics

There were a total of sixty participants in this study (N= 60). The participants were divided up into three groups depending on when they were admitted into the university and enrolled in the intervention course, SADC 101, as determined by their academic advisor. Group one had twenty-one total participants, group two had fourteen participants, and group three had twenty four participants, respectively. Each student enrolled in SADC 101 completed the SAMSAQ survey within the first week of the course, typically on the first day of the course (pre-test), as well as completed the survey during the last week of the course (post-test). It should be noted that of the 60 participants in the study, 12 did not complete the post-test survey. These 12 participants were dropped from the study thus resulting in a sample of 48 subjects.

Of those students that completed the SAMSAQ pre-test, 36 were males (60%) and 24 were females (40%); 53% of the respondents identified as Black, 45% of the respondents identified as Caucasian, and 1% identified as other. The majority of the course participants were incoming first year students, however one student enrolled in the course during the second term of the first academic year (N=1). Additionally, a few students transferred into the university from another four-year accredited institution and/or a community or junior college (N=3). Likewise, since the majority of the participants were first year students, the freshman group included 58

participants, followed by one participant who identified as a sophomore, and one who identified as a junior. The average (mode) age of participants is 18 years of age (N=44). Lastly, in regards to sport participation, 20 participants are football student-athletes, 8 participants are Track and Field athletes, 7 participate in soccer, 5 in men's basketball, and 3 participants in volleyball, swimming and diving, rowing, and tennis respectively. The sample also includes two participants in women's basketball, men's golf, and baseball, and one participant in men's and women's tennis. This course includes a mixture of students who are attending the university on a full athletic aid scholarship, partial athletic aid scholarship which could include room and board, tuition and fees, books etc., and non-scholarship students.

Reliability of the SAMSAQ survey

The SAMSAQ survey instrument consists of 30 items measuring three main categories, Academic Motivation (AM), Career Athletic Motivation (CAM), and Student Athletic Motivation (SAM). The responses were measured on a six-point ordinal scale from Very Strongly Disagree (1) to Very Strongly Agree (6).

Missing Values Replacement

There are missing values in question 13, 17, 18, 20, 24, 25, and 28 for the pre-test dataset, and missing values in all 30 questions for the post-test dataset. Traditionally, for quantitative data, the mean or mode are utilized to replace missing values. Since the number of missing values is small, the missing data will not have a significant impact on the analysis. In addition, the distributions for most of the questions are either non-normal, or the modes are similar to the mean. Thus, the mode (most frequent value) substitution method is used to fill the missing values. All the missing values from the datasets are filled with the particular modes.

Cronbach's Alpha Reliability

Cronbach's alpha was used to determine the internal consistency of the various scales, with higher values indicating greater internal consistency reliability. Based on the pre-test data, the Cronbach's Alpha values for the CAM, SAM, and AM scores are 0.504, 0.594, and .493 respectively, which is not a high degree of consistency, indicating that the three scales have low internal consistency reliability. It should be noted that low reliability can impact the power of statistical tests and the precision of parameter estimates. These Alpha values are significantly below the reliability values Gaston-Gayles (2004) established with reliability values of .86, .84, and .79 for the SAM, CAM, and AM scales respectively.

Results

Because the scales exhibited non-normal distributions, the Wilcoxon signed-ranks test was used to compare pre- and post-test scores. The Wilcoxon signed-ranks test is a non-parametric counterpart to the parametric paired t-test and permits tests of hypotheses for pre- and post-test data when parametric assumptions do not hold. To compare the three groups on these scales the Kruskal Wallis tests were conducted. The Kruskal Wallis test is a counterpart for the independent one-way ANOVA when the sample size is small, and the assumptions of normality, equality of variance required for the three groups are not met. When conducting the Kruskal Wallis test, the mean ranks, rather than the mean values from the one-way ANOVA were compared. All tests were conducted at the .05 significance level.

Both the results for the scales and the individual questions from each of the three scales are discussed below. The pre-CAM scores represent a combined meaning of all questions from the CAM scale. It is computed as the mean of Question # Q8, 9, 19, 20, and 22 (pre-CAM = (Q8 + Q9 + Q19 +Q20 + Q22)/5) and the dif CAM is computed as the mean difference (dif CAM =

((post Q8 - pre Q8)+ (post Q9 - pre Q9) + (post Q19 -pre Q19) + (post Q20 - pre Q20) + (post Q22- pre Q22))/5). This approach is followed for the pre-SAM, pre-AM, post-CAM, post-SAM, post-AM, dif SAM, and dif AM.

Result One. Career Athletic Motivation Scale

Table 4.1 Descriptive Statistics for CAM and SAMSAQ

	N	Mean	Std. Deviation	Minimum	Maximum
pre_CAM	60	4.383	.6960	2.6	6.0
post_CAM	60	4.603	.8312	2.6	6.0
dif_CAM	60	.2200	.85862	-2.40	2.40
Pre-Test					
pre_Q8	60	4.87	1.308	2	6
pre_Q9	60	2.42	1.253	1	6
pre_Q19	60	4.87	.911	3	6
pre_Q20	60	4.92	1.293	1	6
pre_Q22	60	4.85	1.205	1	6
Post-Test					
post_Q8	48	5.12	1.263	1	6
post_Q9	48	2.73	1.274	1	6
post_Q19	48	5.17	.960	3	6
post_Q20	48	4.92	1.381	1	6
post_Q22	48	5.08	1.211	1	6
Post-pre					
dif_Q8	48	.25	1.244	-2	4
dif_Q9	48	.32	1.692	-5	5
dif_Q19	48	.30	1.094	-2	3
dif_Q20	48	.00	1.496	-3	4
dif_Q22	48	.23	1.110	-2	3

Table 4.1 included the descriptive statistics for the pre_CAM, post_CAM, dif_CAM, and each question individually, including sample size, standard deviation, minimum and maximum. Based on the descriptive information from Table 4.1, participants hold positive attitudes on both the Pre-CAM, and Post-CAM measures. In addition, participants have a more positive attitude toward post_CAM, which could be supported by the fact that the dif_CAM is a positive value. More details from Pre-Test, and Post-Test indicated that participants hold positive attitudes toward most of the questions, both during the pre-test and the post-test except for question 9. (*I*

have some doubt about my ability to be a star athlete on my team). See Appendix 1 for a list of the questions on the SAMSAQ.

Table 4.2. Wilcoxon Signed Ranks Test Results: Career Athletic Motivation

	Mean		SD		N		Wilcoxon Signed-Ranks Test	
	Pre	Post	Pre	Post	Pre	Post	Z	Sig
All	4.47	4.40	0.68	0.82	48	48	-.387	0.35
Group1	4.70	4.83	0.54	0.70	19	19	-1.45	0.07
Group2	4.6	4.30	0.57	0.83	12	12	-1.87	**0.03**
Group3	4.11	4.00	0.78	0.72	17	17	-1.06	0.14

Table 4.2 presents results for the Wilcoxon signed-ranks test for the CAM scale. These results are presented for all participants and for each group. As presented in this table, the results are only significant for Group2. This group shows a drop in the mean CAM score from the pretest to the post-test. It should be noted, however, that the sample size for this group is small. The overall results do not show statistical significance.

Table 4.3 presents the results for the Kruskal Wallis Test for the CAM scale. The desired alpha value of 0.05 was used to determine the significance. However, since three hypotheses (pre-test, post-test, difference) were being performed simultaneously on a single factor (three groups), the Bonferroni adjustment was made to the P value to keep the desired alpha value to .05 for the whole family of three hypotheses tests. The familywise error rate was .05/3=.0167, indicating the probability of rejecting at least one true null hypothesis, and making at least one type I error. From Table 2, none of the three tests (pre-CAM, post-CAM, and dif-CAM) are significantly different among the three groups since all the Asymp 2-taild Sig. value (0.022, 0.275, 0.288) are greater than the alpha value (0.0167). More details about each of the questions from the CAM theme are available from Table 4.3 to Table 4.5. The familywise error rate for the individual question was .05/5=.01 since we have five hypotheses (five questions) conducted simultaneously. Participants' attitudes are significantly different regarding pre-test Q22 among

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the three groups. Table 4.1. noted the descriptive statistics for CAM and each of The details

about which groups have the most positive or negative attitudes are available from Figures 1 to 5

below.

Table 4.3 below showed CAM Test Statistics using the Kruskal Wallis Test and the Group
Variable is Group.

Table 4.3 CAM Test Statistics

	pre_CAM	post_CAM	dif_CAM
Chi-Square	7.623	2.579	2.487
Df	2	2	2
Asymp. Sig.	.022	.275	.288

Table 4.4 CAM Pre-Test Question Test Statistics

	pre_Q8	pre_Q9	pre_Q19	pre_Q20	pre_Q22
Chi-Square	8.225	7.240	7.537	6.968	13.775
Df	2	2	2	2	2
Asymp. Sig.	.016	.027	.023	.031	.001

Table 4.5 CAM Post-Test Question Test Statistics

	post_Q8	post_Q9	post_Q19	post_Q20	post_Q22
Chi-Square	.701	1.775	2.421	2.526	5.315
df	2	2	2	2	2
Asymp. Sig.	.704	.412	.298	.283	.070

Table 4.6 CAM Pre-Post Test Question Differentiation Test Statistics

	dif_Q8	dif_Q9	dif_Q19	dif_Q20	dif_Q22
Chi-Square	8.443	1.136	.600	3.419	.778
df	2	2	2	2	2
Asymp. Sig.	.015	.567	.741	.181	.678

The following figures further present the results from the statistical conclusions discussed above.

Figures 4.1 and Figure 4.2, showed participants hold agreeing attitudes (point values above 3.5)

to all of the questions except for question 9 (point values below 3.5). Based on the statistical

result above, participants attitudes regarding Q22 during the pre-test is significantly different

among the three groups with p value of 0.001 (highlighted above). We can visualize the result

from Further, Figure 4.1 showed that participants from all three groups held positive attitudes (all point values above mean value of 3.5), while participants from group 1 (Summer 1 with blue line) have the highest mean values, and participants from group three (Fall with green line) have the lowest mean value.
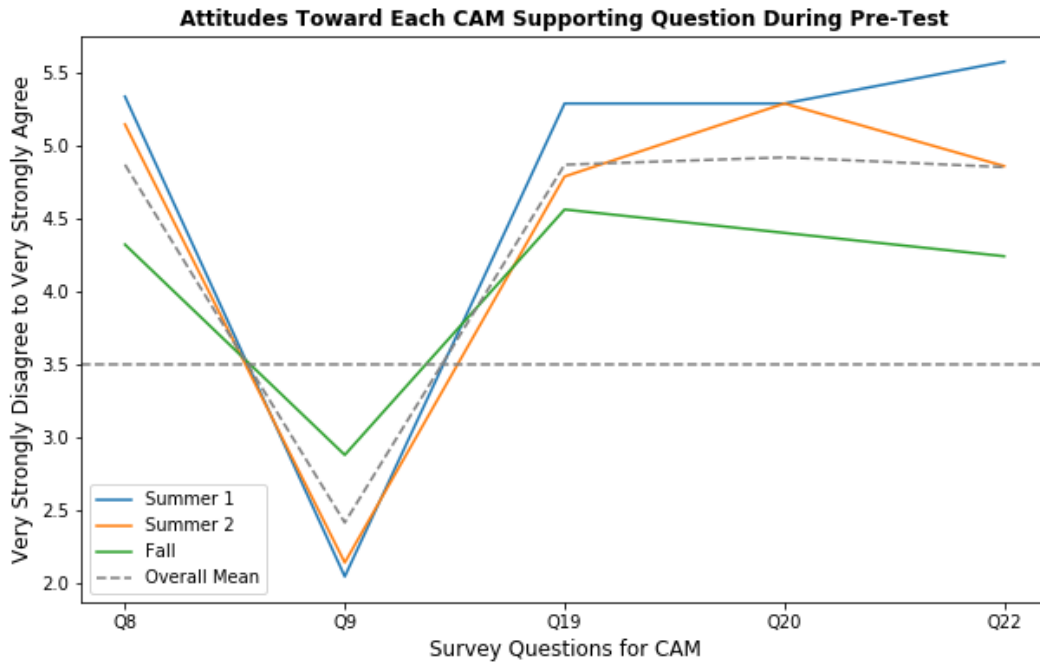

Figure 4.1. Attitudes Toward Each CAM Supporting Question During Pre-Test
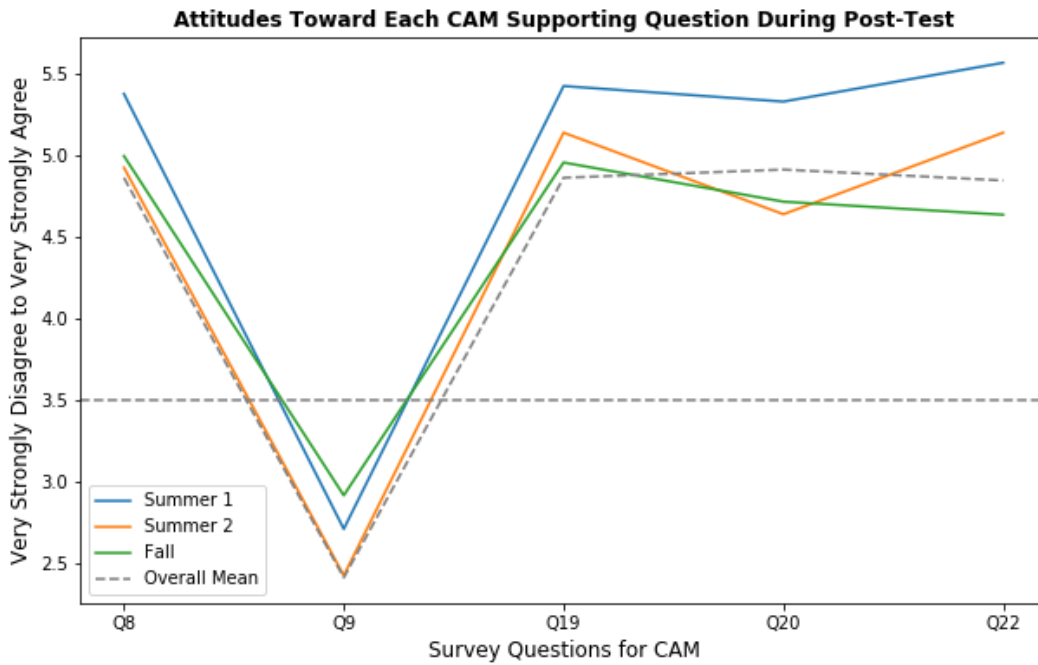
Figure 4.2. Attitudes Toward Each CAM Supporting Question During Post-Test

Figure 4.3 provided the comparison relationship between participants' attitudes during pre-test and post-test. From Figure 4.3, participants' trends were very similar regarding each of the questions.
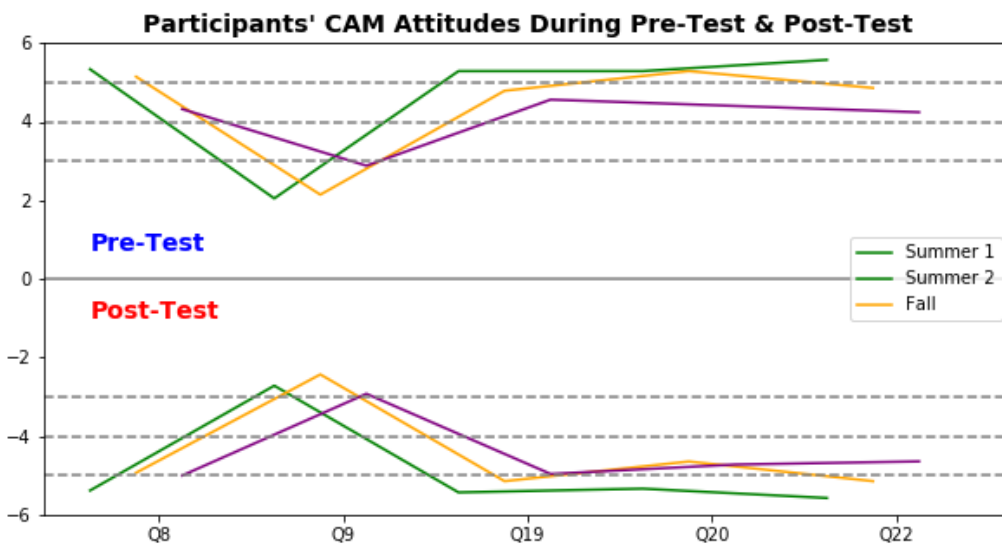
Figure 4.4 and Figure 4.5 provided the visualization of the difference between pre-test and post-test. Figure 4.4 indicated that participants' attitudes were as during the post-test than the pre-test. However, the attitude regarding Q20 is constant on both the pre-test and post-test.
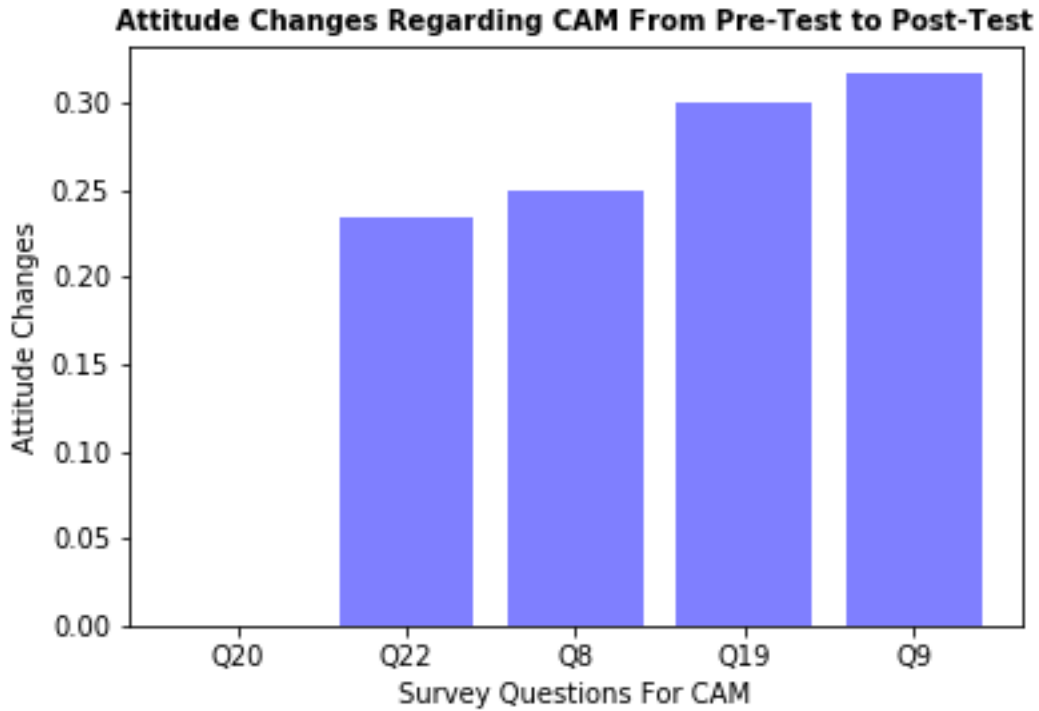
Figure 4.4 Attitude Change Regarding CAM from Pre-Test to Post-Test

Figure 4.5 provided the visual changes between pre-test and post-test by groups. Based on Figure 5, participants have similar trends to all question except for question 9. Participants' attitude scores from group 3 (Fall with blue color) increased most. Participants from group 2 (Summer 2) resulted in a wide range of variation as their attitudes scores increased for some questions, while decreased for other questions. Participants' from group 1 (Summer 1) were quite stable, except for question 9.
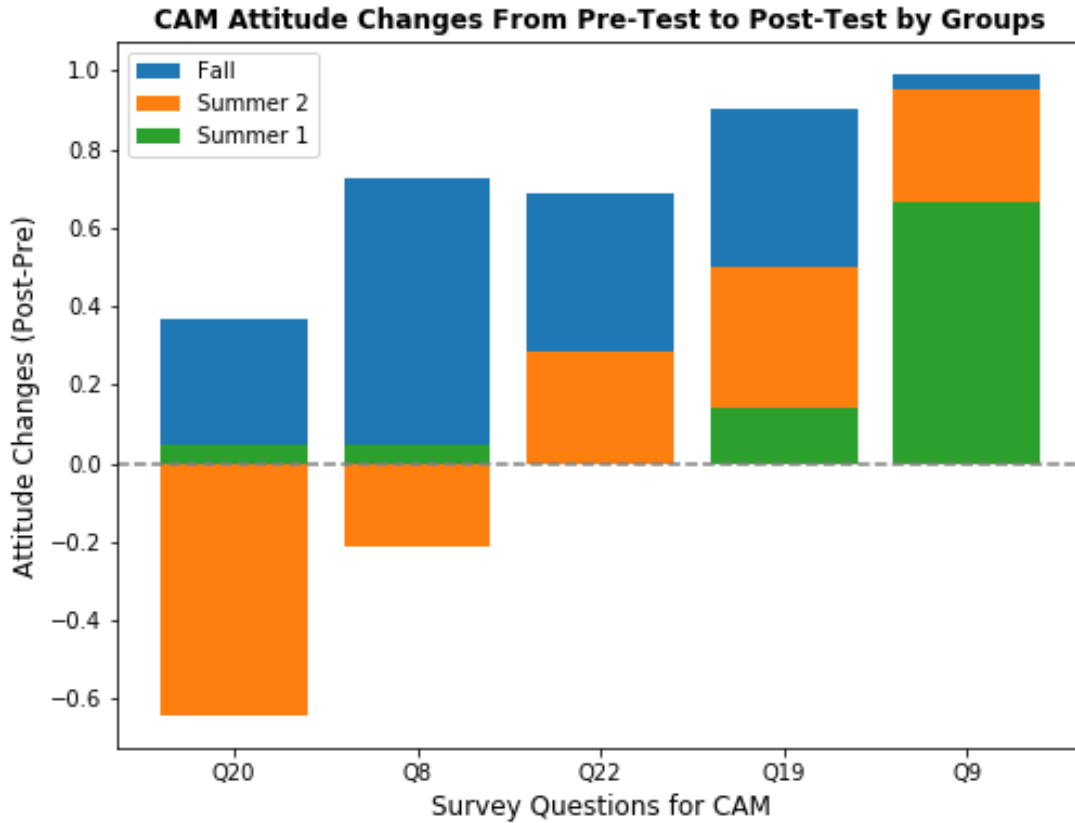
Figure 4.5. Attitudes Toward Each CAM Supporting Question during Pre-Test & Post-Test

Result Two. Student-Athletic Motivation Scale

Table 4.6. Wilcoxon Signed Ranks Test Results: Student Athletic Motivation

	Mean		SD		N		Wilcoxon Signed-Ranks Test	
	Pre	Post	Pre	Post	Pre	Post	Z	Sig
All	5.02	4.92	0.50	0.48	48	48	-1.20	0.12
Group1	5.18	5.08	0.42	0.53	19	19	-.617	0.26
Group2	5.15	4.93	0.42	0.40	12	12	-1.33	0.09
Group3	4.76	4.74	0.54	0.43	17	17	-0.12	0.45

Table 4.6 presents results for the Wilcoxon signed-ranks test for the overall sample and

for each group for the Student-Athletic Motivation (SAM) scale. As presented in this table, the

results overall and for none of the groups reaches statistical significance at the .05 level.

Table 4.7 included the descriptive statistics for the pre_SAM, post_SAM, dif_SAM, and

each questions individually. Based on the descriptive information from Table 4.7, participants

hold positive attitudes to both Pre-SAM, and Post-SAM. In addition, participants have a less

positive attitude toward post_SAM, which could be supported by the fact that the dif_SAM is a

negative value. More details from Pre-Test, and Post-Test indicated that participants hold

positive attitudes toward all of the questions both during the pre-test and the post-test.

Table 4.7 Descriptive Statistics for SAM and SAMSAQ

	N	Mean	Std. Deviation	Minimum	Maximum
SAM					
pre_SAM	60	5.01875	.471556	3.875	6.000
post_SAM	60	4.96250	.438060	4.000	5.875
dif_SAM	60	-.0563	.51638	-1.75	1.25
Pre-Test					
pre_Q2	60	5.77	.563	4	6
pre_Q12	60	5.47	.724	4	6
pre_Q13	60	5.28	.885	3	6
pre_Q14	60	5.42	.850	3	6
pre_Q15	60	5.42	.907	2	6
pre_Q17	60	3.62	1.367	1	6
pre_Q25	60	3.68	1.112	1	6
pre_Q27	60	5.50	.748	4	6
Post-Test					
post_Q2	48	5.60	.643	4	6
post_Q12	48	5.50	.725	4	6
post_Q13	48	5.45	.746	4	6
post_Q14	48	4.73	.918	3	6
post_Q15	48	5.45	.790	3	6
post_Q17	48	3.45	.982	1	6
post_Q25	48	4.07	.899	3	6
post_Q27	48	5.45	.769	4	6
Post-pre					
dif_Q2	48	-.17	.668	-2	1
dif_Q12	48	.03	.882	-2	2
dif_Q13	48	.17	.977	-2	2
dif_Q14	48	-.68	1.017	-3	2
dif_Q15	48	.03	1.008	-3	3
dif_Q17	48	-.17	1.317	-3	3
dif_Q25	48	.38	1.403	-3	4
dif_Q27	48	-.05	.852	-2	2

Table 4.8 was the Kruskal Wallis Test output for the statistics tests. As noted in Table 4.9, none of the three tests (Pre-SAM, Post-SAM, and dif-SAM) are significantly different among the three groups since all the Asymp 2-taild Sig. value (0.176, 0.246, 0.889) are greater than the familywise alpha value (0.0167). More details about each of the question from the SAM theme are available from Table 4.9 to Table 4.12. The familywise error rate for the individual question was .05/8=.00625. Participants' attitudes are significantly different to none of the questions among the three groups. However, the details about which group have the comparatively more positive or negative attitudes, even though not significant different, are available from the Figure 6 to 10 below.

Table 4.9. Kruskal Wallis Test

	pre_SAM	post_SAM	dif_SAM
Chi-Square	3.471	2.805	.235
Df	2	2	2
Asymp. Sig.	.176	.246	.889
a. Kruskal Wallis Test			
b. Grouping Variable: Group			

Table 4.10 SAM Pre-Test Question Statistics

	pre_Q2	pre_Q12	pre_Q13	pre_Q14	pre_Q15	pre_Q17	pre_Q25	pre_Q27
Chi-Square	1.116	.645	3.090	1.764	.074	8.661	2.626	5.938
Df	2	2	2	2	2	2	2	2
Asymp. Sig.	.572	.724	.213	.414	.964	.013	.269	.051

Table 4.11 SAM Post Test Question Test Statistics

	post_Q2	post_Q12	post_Q13	post_Q14	post_Q15	post_Q17	post_Q25	post_Q27
Chi-Square	1.772	.539	2.666	6.750	.203	1.686	4.340	.173
Df	2	2	2	2	2	2	2	2
Asymp. Sig.	.412	.764	.264	.034	.903	.430	.114	.917

Table 4.11 showed the SAM Post Test Question Test Statistic which depicted a variation of participation responses for this subscale.

Table 4.12 SAM Post-Pre Test Question Test Statistic which showed the difference in pre and post SAM subscale scores.

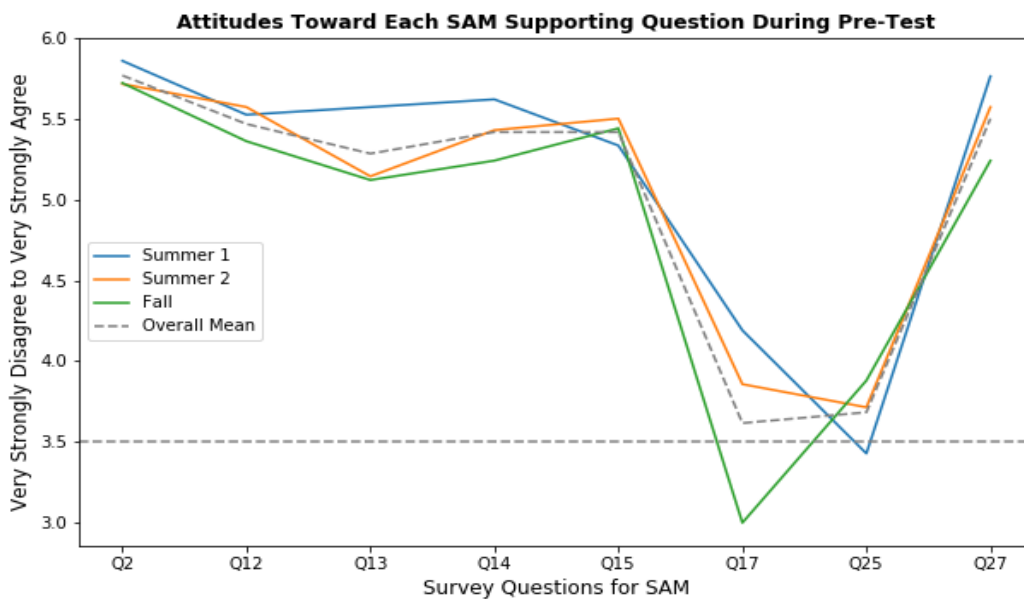|	dif_Q2	dif_Q12	dif_Q13	dif_Q14	pre_Q15	pre_Q17	pre_Q25	pre_Q27
Chi-Square	4.435	1.136	.819	.951	.448	7.010	6.028	4.811
Df	2	2	2	2	2	2	2	2
Asymp. Sig.	.109	.567	.664	.622	.799	.030	0.049	0.090

Figure 4.6. Attitudes Toward Each SAM Supporting Question During Pre-Test
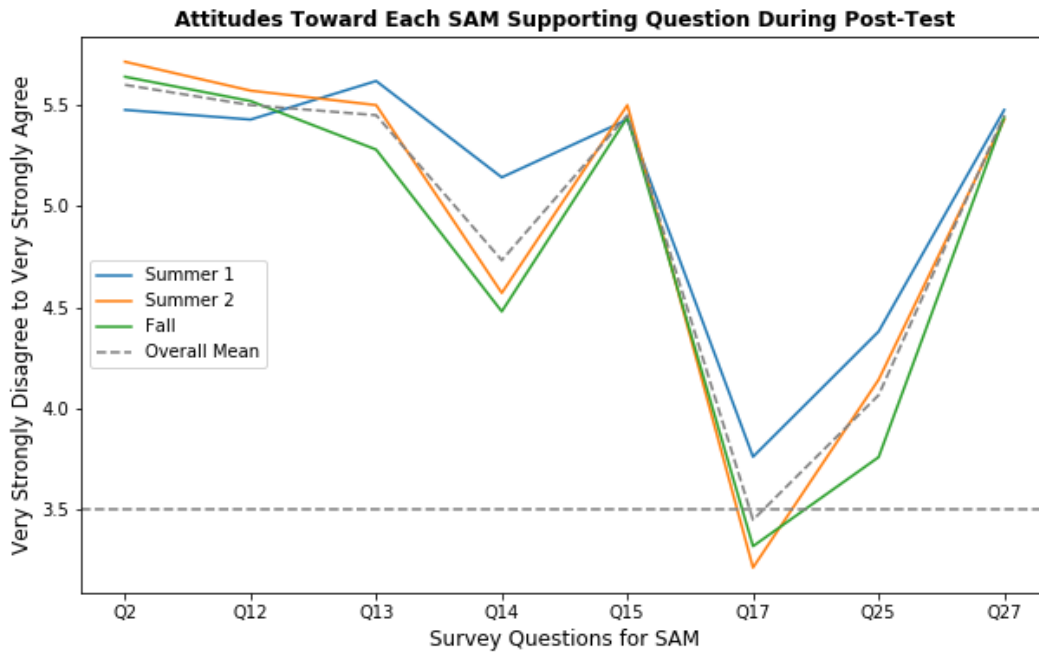
Figure 4.7. Attitudes Toward Each SAM Supporting Question During Post-Test

Figure 4.8 provided the comparison relationship between participants' attitudes during pre-test
and post-test. From Figure 4.8, participants' trends were very similar, both holding almost
negative attitudes to Question 17.
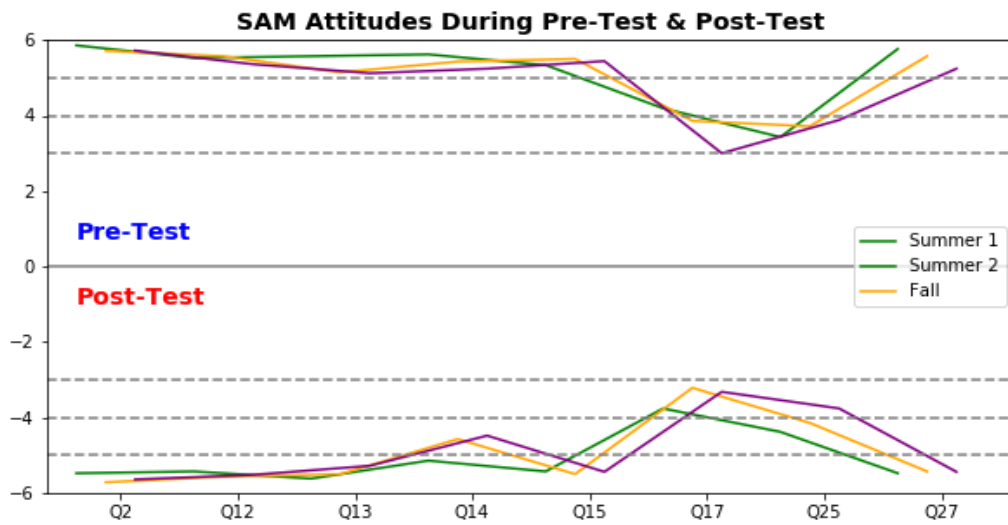
Figure 4.8. Attitudes Toward Each SAM Supporting Question During Pre-Test and Post-Test

Figure 4.9 and Figure 4.10 provided the difference between pre-test and post-test. Figure 4.9 indicated that for some of the questions participants' attitudes scores increased while for some of the questions participants' attitudes scores decreased. Figure 4.10 provided the visual changes between pre-test and post-test by groups.
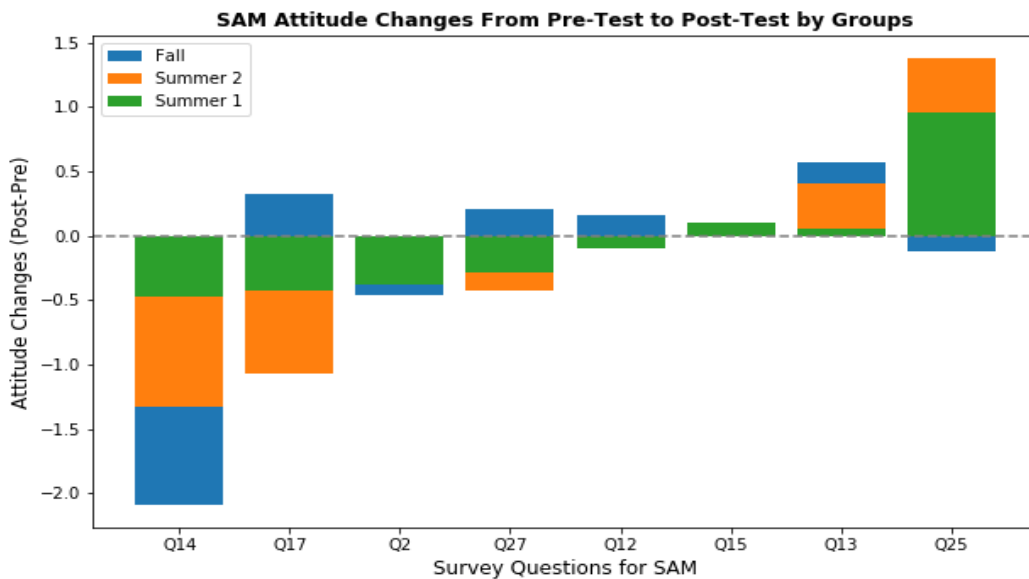
Figure 4.9. Attitude Change Regarding SAM From Pre-Test to Post-Test
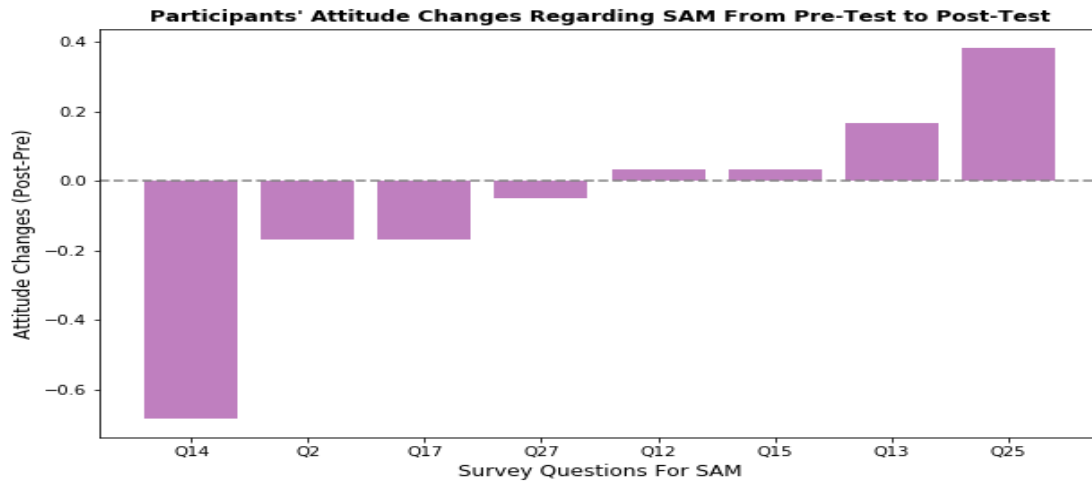
Figure 4.10. Attitude Change Regarding SAM From Pre-Test to Post-Test

From Figure 4.10 and Figure 4.11, participants held agreeing attitudes (point values above 3.5) to most of the questions except for question 17 (point values below 3.5). Moreover, participants from the three group shared the similar trend for all of the eight questions. However, participants' attitudes are somewhat varied regarding Q14 for the post-test, and Q17 for both the pre-test and post-test, even though not significantly different.
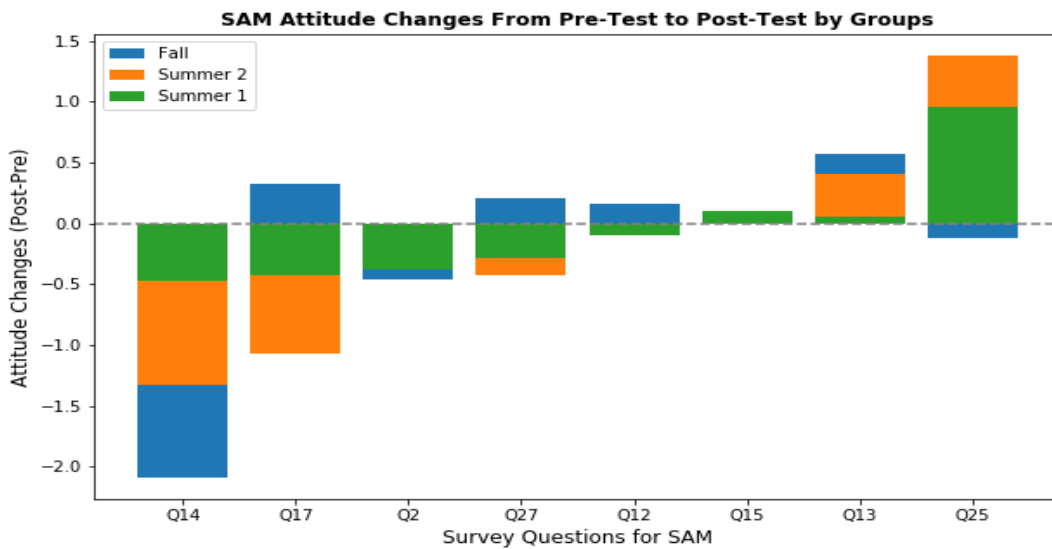
Figure 4.11. Attitudes Toward Each SAM Supporting Question During Pre-Test & Post-Test

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Result Three. Academic Motivation theme

Table 4.13. Wilcoxon Signed Ranks Test Results: Academic Motivation

	Mean		SD		N		Wilcoxon Signed-Ranks Test	
	Pre	Post	Pre	Post	Pre	Post	Z	Sig
All	4.00	3.90	0.40	0.36	48	48	-1.39	0.08
Group1	4.08	4.00	0.57	0.52	19	19	-.564	0.29
Group2	4.09	3.82	0.14	0.21	12	12	-2.67	**0.004**
Group3	3.80	3.85	0.20	0.16	17	17	-0.88	0.19

Table 4.13 presents results for the Wilcoxon signed-ranks test for the Academic Motivation scale. These results are presented for the sample entire sample and for each of the groups. As presented in the table, only the results for Group 2 achieve statistical significance at the .05 level for the Academic Motivation scale. The results show a drop in the average vale of this scale from pretest to post-test.

Table 4.14 included the descriptive statistics for the pre_AM, post_AM, dif_AM, and each question individually. Based on the descriptive information from Table 4.14, participants almost held neutral attitudes to both Pre-AM, and Post-AM, with mean values of 3.976 and 3.859. However, regarding the details of each question, participants' attitudes varied among the fifteen questions, some positive (Q1, 3, 4, 7, 10...), while some negative (Q11, 18 and 30). This result was consistent with the previous Cronbach's alpha that the reliability score (.493) was not high enough to support the strong internal consistency. Because of this there was more focus on the individual questions. More details about each of the question from the AM theme are available from Table 4.14 to table 4.18. The familywise error rate for the individual question was .05/15=.003. Participants' attitudes are non-significantly different to most of the questions except for question 28 during the pre-test among the three groups.

Table 4.14 Descriptive Statistics for AM and Each Question Individually

	N	Mean	Std. Deviation	Minimum	Maximum
AM					
pre_AM	60	3.976	.383	3.400	6.000
post_AM	60	3.859	.327	3.067	5.200
dif_AM	60	-.1167	.447	-2.13	1.13
Pre-Test					
pre_Q1	60	5.00	.939	3	6
pre_Q3	60	5.30	.830	4	6
pre_Q4	60	5.25	.856	4	6
pre_Q5	60	3.63	1.207	1	6
pre_Q7	60	4.82	.911	2	6
pre_Q10	60	5.35	.755	4	6
pre_Q11	60	1.82	1.308	1	6
pre_Q17	60	3.62	1.367	1	6
pre_Q18	60	1.90	1.115	1	6
pre_Q21	60	2.95	1.294	1	6
pre_Q23	60	5.63	.736	4	6
pre_Q26	60	3.22	1.367	1	6
pre_Q28	60	4.13	.853	3	6
pre_Q29	60	4.75	1.002	3	6
pre_Q30	60	2.27	1.425	1	6
Post-Test					
post_Q1	48	4.60	.924	2	6
post_Q3	48	5.18	.983	2	6
post_Q4	48	4.92	.743	3	6
post_Q5	48	3.80	1.086	1	6
post_Q7	48	4.50	.792	3	6
post_Q10	48	5.02	.792	3	6
post_Q11	48	1.95	1.358	1	6
post_Q17	48	3.45	.982	1	6
post_Q18	48	1.88	1.195	1	5
post_Q21	48	3.05	1.064	1	6
post_Q23	48	5.63	.688	4	6
post_Q26	48	3.10	1.160	1	6
post_Q28	48	4.02	.770	3	6
post_Q29	48	5.03	1.089	3	6
post_Q30	48	1.75	1.035	1	5

Table 4.15 showed the Kruskal Wallis Test output for the statistics tests. From Table 12, none of the three tests (Pre-AM, Post-AM, and dif-AM) are significantly different among the

three groups since all the Asymp 2-taild Sig. value (0.012, 0.767, 0.065) are greater than the

familywise alpha value (0.0167).

4.15 Kruskal Wallis Test for SAM

	pre_SAM	post_SAM	dif_SAM
Chi-Square	8.860	.529	5.452
Df	2	2	2
Asymp. Sig.	.012	.767	.065
a. Kruskal Wallis Test			
b. Grouping Variable: Group			

Table 4.16 AM Pre-Test Question Test Statistics

	pre_Q1	pre_Q3	pre_Q4	pre_Q5	pre_Q7	pre_Q10	pre_Q11	pre_Q17	pre_Q18	pre_Q21	pre_Q23	pre_Q26	pre_Q28	pre_Q29	pre_Q30
Chi-Square	3.476	6.484	7.008	3.027	3.157	3.482	1.949	8.661	2.103	5.727	3.538	1.237	12.855	9.473	1.015
Df	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Asymp. Sig.	.176	.039	.030	.220	.206	.175	.377	.013	.349	.057	.171	.539	.002	.009	.602

Table 4.17 AM Post-Test Question Test Statistics

	postQ1	postQ3	postQ4	postQ5	postQ7	postQ10	postQ11	postQ17	postQ18	postQ21	postQ23	postQ26	postQ28	postQ29	postQ30
Chi-Square	1.438	6.169	1.083	.428	.083	.014	1.754	1.686	4.111	.985	.317	2.381	.538	.480	2.912
Df	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Asymp. Sig.	.487	.046	.582	.807	.959	.993	.416	.430	.128	.611	.854	.304	.764	.787	.233

Table 4.18 AM Pre-Post Test Question Test Statistics

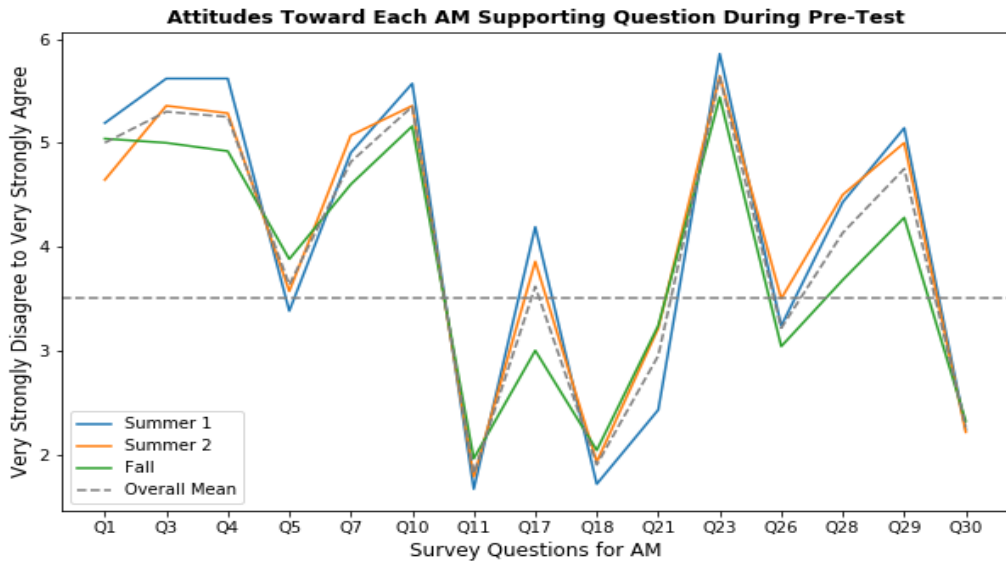|	Dif Q1	Dif Q3	Dif Q4	Dif Q5	Dif Q7	Dif Q10	Dif Q11	Dif Q17	Dif Q18	Dif Q21	Dif Q23	Dif Q26	Dif Q28	Dif Q29	Dif Q30
Chi-Square	3.505	13.597	9.987	2.024	3.001	1.884	4.937	7.010	6.885	3.339	4.756	4.563	8.666	7.909	2.561
Df	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Asymp. Sig.	.173	.001	.007	.363	.223	.390	.085	.030	.032	.188	.093	.102	.013	.019	.278

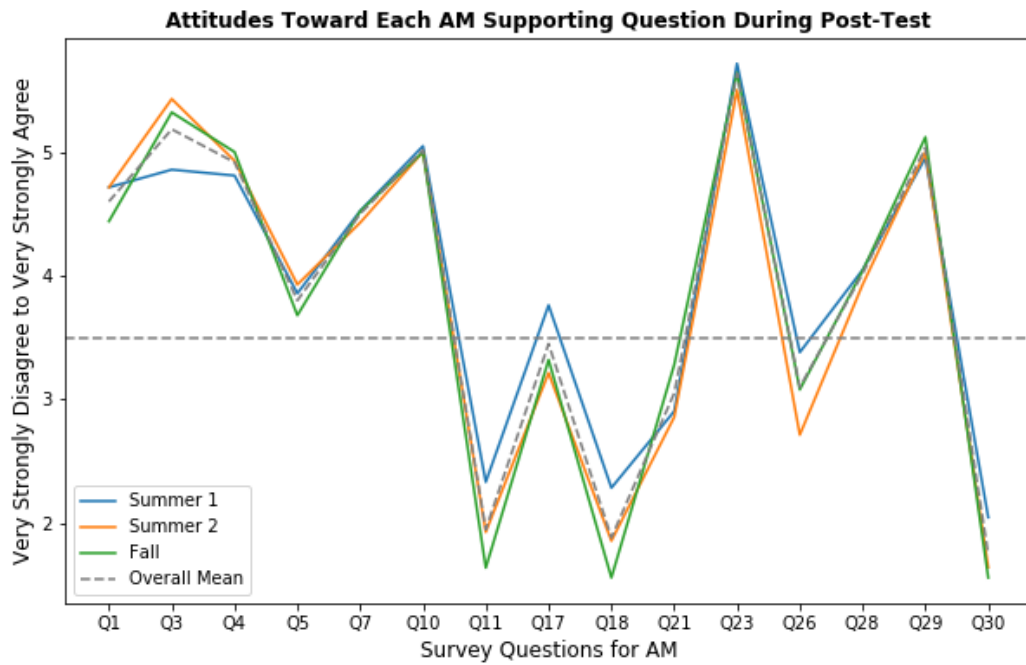Figure 4.10. Attitudes Toward Each AM Supporting Question During Pre-Test

Figure 4.11. Attitudes Toward Each AM Supporting Question During Post-Test
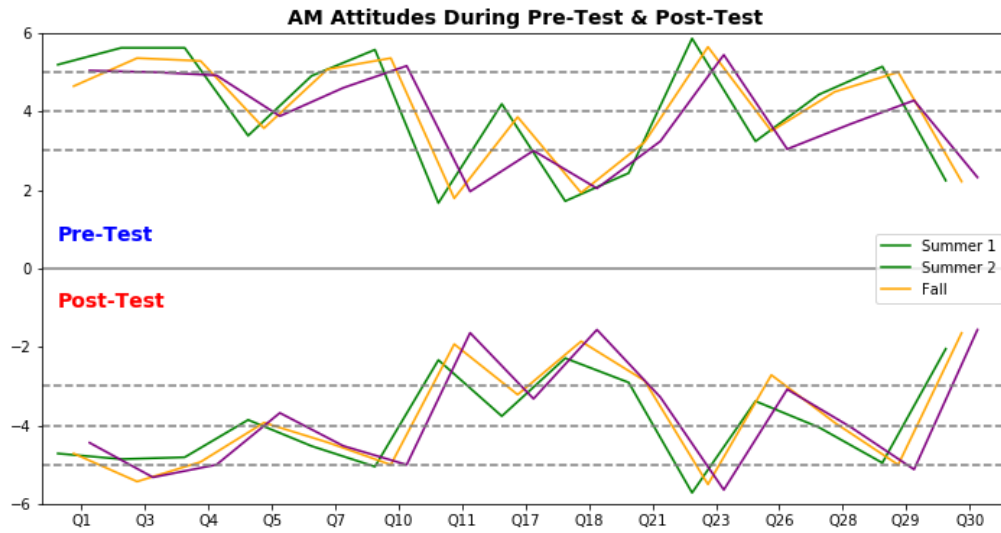
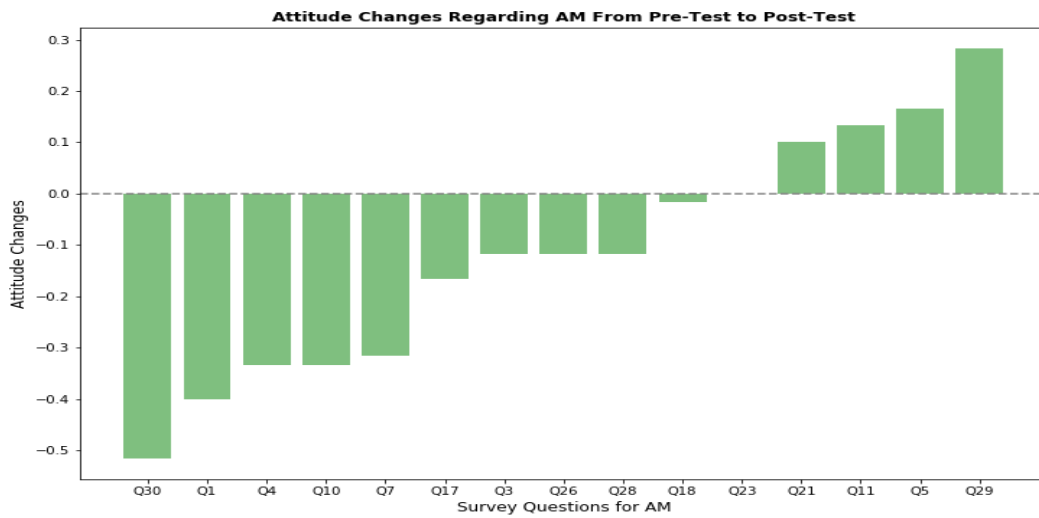Figure 4.12. Attitudes Toward Each AM Supporting Question During Pre-Test and Post-Test

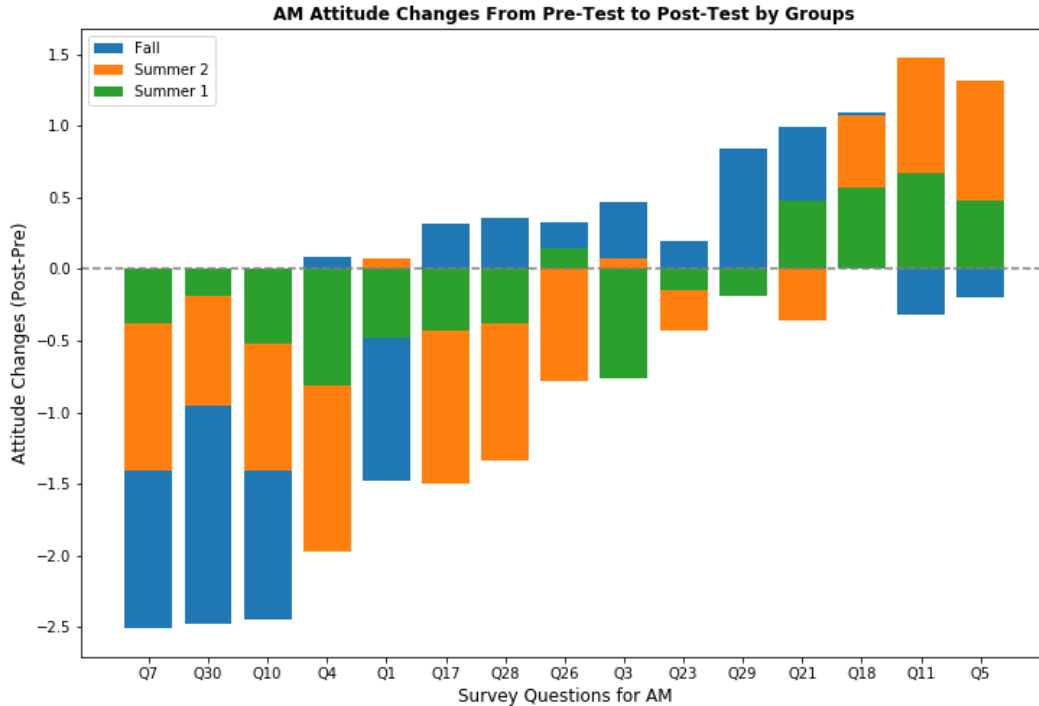Figure 4.13. Attitude Change Regarding CAM From Pre-Test to Post-Test

Figure 4.14. Attitudes Toward Each AM Supporting Question During Pre-Test & Post-Test

Constructed Themes

In conjunction with the SAMSAQ statistical data results, semi-structured interviews were conducted with selected course participants. The following section critically explores specific themes based on the interview content. A total of sixteen participants were interviewed across all three of the SADC cohort groups. Each participant reviewed and signed a consent form. They were informed that their participation in the follow-up interview was completely voluntary, and they had the option to withdraw from the study at any point during the interview and/or the overall research study. On average, each interview lasted approximately between 12-16 minutes. Each interview took place in the work office of the principle researcher which was located in the student-athlete support services building so the participants were very familiar and comfortable with the location of the interviews. At the conclusion of each interview, the principle researcher

transcribed the interviews and allowed each participant to review their responses to ensure the interview conveyed a message they were comfortable with.

The researcher listened to each interview twice prior to attempting to construct themes. As the researcher collected and analyzed group one responses, group two was simultaneously enrolled in the SADC course; This is the foundation of Grounded Theory, multiple stages of data collection over a period of time. The purpose behind selecting this theory was to capture a potential change in thoughts and actions related to academic motivation, student-athlete motivation, and career-athletic motivation as a result of being a participant of this study. These themes describe portions of the learning experience, engaging in-class and out of class activities, and salient curriculum topics which sparked a number of class discussions. The themes constructed from the data include: a) the complexity of the intersectionality of the student-athlete experience, professional career aspirations, and motivation factors, b) lessons learned from the transition course experience, and c) curriculum considerations. Additionally, subthemes based on the SAMSAQ constructs are woven into the first theme, the complexity of intersectionality of the student-athlete experience, professional career aspirations, and motivation factors.

Theme One. Intersectionality of the Student-Athlete Experience

Many of these students are at a crossroads when they first entered college. They entered thinking they had had a clear plan, social identity, and a relative idea of how college works. One SADC 101 course participant, Participant number seven recalls his mindset when he entered college was very much so student-athlete and professional athlete career focused, "Student athlete first, then career, and academics third...I obviously had to change the priority because academics hit me hard but going into school, that was my set up."

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Sub-theme. Academic Motivation

About one third of the participants often referred to anticipating the academic rigors of being a student-athlete comparing high school experiences to their new college experiences. SADC 101 course participant, participant number two, describes that her main focus when entering college was academics first, and then adding the student-athlete role,

> "When I entered college, I was more academic focused. Academics was the priority. In high school, I was ok at handling my academics on my own, so when I got to college and I already had my declared major because I thought I knew what I wanted to do, I wanted to gear everything [effort and energy] to academics to get that under wraps, then career, then student-athlete."

Sub-theme. Career-Athletic Motivation

Several students made it very clear they were interested in pursuing a professional career in their respective sport. When asked about what career path he planned to take post graduation, Participant number seven responded,

> Track was always my intended career, but the class gave me another way of thinking when I actually handled money. So even though my ultimate career is going to be track, it [the class] got me thinking about what my career was going to be after track. When track is over, I want to open up businesses and invest money in the right things after I do what I want [which is run track]. Ya know, how am I going to make more money after my track career is over...I want to allow my money to work for itself and not me work for money.

Participant number eight also had her sights on a professional soccer career from the beginning of her time at XYZ University,

> I've been playing soccer since I was three years old. I always dreamed of playing professionally. I've been invited to a number of soccer camps throughout middle and high school, earned over a dozen scholarships, gone to USA Camps so I am excited to be here and play soccer, that's all I really care about.

Sub-theme. Student-Athlete Motivation

Student-Athlete. The one thing that all of the participants have in common is their desire to compete athletically to the best of their ability. In order for that to a reality is that each

participant must be in good academic standing according to the NCAA as well as the institution, which is determined by each participants' major. Athletics department personnel often remind students that the athlete part of student-athlete is not a factor if (you) are not a student. Some participants briefly mentioned their eligibility status as a factor of their motivation, but the term eligibility was not mentioned frequently during the interview process. Participant number eight described her academic challenges in high school and anticipating that she will have similar struggles in college,

> I am not excited about the school part of being a student-athlete because school has always been a real struggle for me. I know I have to work extra hard at it but with everything going on like coming to a new school, having new teammates and coaches, my focus right now is soccer and when the fall starts I'll have to add on soccer and school and trying to do good with both….Fingers crossed (participant eight laughs).

Theme Two. Lessons Learned

Overall, each interviewee mentioned that the information surrounding academic skills and resources, building your own personal brand, and personal finances were important parts of the course they found interesting and wanted to learn more about. Particularly, participant number four mentioned that he learned how to expand his personal brand and is now interested in creating his own business,

> I mean, I know I'm a brand cause I am just different. There isn't another (*Samuel*) in the world like me. I've always know I was different, I've had my own swag. And I feel like college is where I can expand my brand. I can use my sport to help me push myself and my brand forward so I can be a successful businessman…I want to have multiple businesses, I'm thinking different kinda clothing lines, but not just clothes, it's a whole movement. Because I'm different and that's what I want to represent.

Unfortunately, I think some students miss the mark related to building a personal brand when it comes to their social media presence. During one of the lessons related to student-athletes building their personal brands, the discussion was centered around social media usage, particularly related to their personal pages, comments, and posts. Based on the conversation, the

students recognized that they represented their particular University, but when it comes to social media, they did not feel like they should have to monitor their comments or censor their personal social media pages because it does represent who they are. While this particular conversation did not come up much during the participant interviews, I recall this being an interesting conversation that sparked much heated conservation and debate which I felt significant enough to note.

Theme Three. Curriculum Considerations

An interesting curriculum suggestion that came from one of the SADC 101 course participants is related to academic and career preparation. Participant number two, an 18 year old track and field student-athlete who participated in group two of the SADC 101 course thought that the information regarding career readiness was somewhat subpar, not only in regards to major selection, but also for those interested in pursuing a professional career in their respective sport. When asked what was lacking from the course, in short, participant number two answered with professional and personal development,

> "More, I guess professional development, but really more so personal development.
> Some type of activity that allows people to explore themselves on a more personal level.
> We spend so much time identifying as student-athletes, so we need something that can
> help us grow personally. Ummm what else, of course there is alot of indecisiveness in the
> process, but something [an activity or assignment] that could align our interests in
> academics, seeing what we're interested in personally to help us figure out what our
> academic interests are."

Participant number two makes a noteworthy point in that a large number of incoming students do not have a clue of what their academic, major and/or career interests truly are, and even students who think that have a clue as to their academic interests, many students consider changing their major at the conclusion of their first semester or academic year.

Post Graduation Reflections

Following the conclusion of this study, and after analyzing the data, the principal

researcher determined that additional post-graduation follow-up interviews would aid in truly

exploring the impact the SADC 101 intervention course had on participants. More specifically,

because majority of the interview participants have graduated from the University, following up

with the participants post-graduation allowed the researcher to better understand what the

intervention course accomplished.

Participant number one graduated with a bachelor's degree in sociology. She entered the

University as an undecided major, and during her sophomore year declared her intent to pursue

her degree in sociology after taking several introductory level courses that she enjoyed. When

asked about the SADC 101 course experience, she mentioned that overall the course was a

helpful introduction to college as she was a first-generation college student, but she did not have

many expectations for the course or college in general because the concept of college was

foreign to her,

> No one in my family had even gone to college so I was on my own when I got there. I
> mean like knew my family was proud of me, but they didn't really understand everything
> that goes on on campus since I was the first one to leave home. I went to XYZ University
> because I earned a scholarship. I just knew that I had to try my best with school and stay
> on top of things and do well with track and hope for the best. That class [SADC 101] was
> a good introduction for me I guess.

After more conversation, participant number one also commented on how the course introduced

her to key staff members that would prove to be the exact support system she needed during her

time at XYZ University. Ms. Annie, one of the co-instructors who attended the SADC

intervention course daily, and Ms. Kherrington, one of the co-instructors that participant number

one developed a close relationship with were mentioned a number of times as she reflected on

her college experience, and how the relationships she began forming with her support system were initiated during the summer in that course,

> That class is when I realized who I was going to ask for help. I had a lot of help from my teachers when I was in high school and they taught me how to advocate for myself. That summer bridge class allowed me to start building relationships with the people that I felt like I could trust to ask for help when the school year started. Ever since that summer, I became close with Ms. Annie and Ms. Kherrington. They not only helped me, but also told me additional people on campus I could talk to if they couldn't help me directly. I don't know what I would've done without Ms. Kherrington. She talked about people on campus and connected me with them. I didn't even realize I would need or want the resources or people she connected me with. I am so glad I met her because I don't know if I would've made it without her (Participant number one).

The impact the course had on participant number one was less about the actual course content, but rather about the impact one of the main instructors and co-instructors had on her tenure in the course, but more importantly during her time as a student-athlete. Participant number one not only became the first college graduate in her immediate family, she graduated with over a 3.0 grade point average and earned All-American and Conference honors both academically and athletically. While her own fortitude is the only reason she was able to achieve her goal of becoming a college graduate, creating relationships with those key staff members and University resources led her to feeling connected to people as soon as she stepped foot on campus, which began in the SADC 101 intervention course.

Participant number two graduated with honors and was a four-time all-conference academic All-American. During her tenure as a student-athlete at XYZ University, she participated in a number of athletic community service activities and leadership programs. Her liking for service began well before the SADC 101 course or XYZ University, but she definitely stood out from the rest of her peers as her charisma, wit, and immediate positive influence and ability to lead stood out from amongst her cohort group. In her post-graduation interview, she

noted that the course allowed her the opportunity to get to know her peers and build relationships

with them and other student-athletes outside of her respective team. One of the main takeaways

from the course for her was knowing what resources and opportunities were available both in

and outside of athletics, particularly the opportunities to serve the community through the

student-athlete advisory committee, commonly referred to as SAAC:

> During the summer, we had the chance to hear from the people who coordinated all of the service opportunities for student-athletes and service opportunities for non-student-athletes. That peaked my interest because I love to do community service in my hometown and it was important for me to continue that in college. I wouldn't say that it was because of all the community service that I did I became part of the SAAC executive board, but I think I was able to make connections with the right people early on when I first got to XYZ University and developed my leadership skills with the help of people and resources from the class (Participant number two).

What participant number two is modestly referring to is when she single handedly co-

organized a community service opportunity for the incoming first-year students and politely

required her cohort to participate. Although everyone did not participate in the service event, she

networked with key community organizers in that course which paved the way for her to become

apart of a prestigious leadership academy, as well as hold office for a number of other

organizations in and outside of athletics as an upperclassmen.

Participant number two also discussed her academic journey in terms of finding a major

and exploring her options before landing on the right path,

> I remember we completed this major assessment thing that basically matched our likes and dislikes to a major. When I came to XYZ University I was a sport management major but I didn't really enjoy the classes, so I later switched my major to psychology. Although I was able to still graduate on time, I wish I didn't waste a semester or a year of classes in the sport management program. I wish we would have had more time to go to the campus departments, talk to professors about their research, learn about potential internships, and really explore the options for different majors during the summer in that class (Participant number two).

> Now that participant number two has graduated, she articulated that having more time to explore various majors, minors, career opportunities, internships excreta would have been

helpful earlier in her academic and college journey, however, the point of the intervention course and college n general is to assist students in finding their true selves so change is hopefully inevitable and quite frankly expected.

For participant number seven, pursuing a professional career in his respective sport was always apart of his life plan. He, however also knew that he would face some major challenges along the way because he was underprepared coming into college in a number of categories. As a recent graduate of XYZ University, he noted that the support that he received starting with this course and continuing throughout his time is what ultimately led him to graduation,

> When I got to XYZ University, I knew I was going to need a lot of support. I was very open about that so that course [SADC 101] helped me with that. We did things that we would do in a bigger college class, but on a smaller level like learn how to talk the right way in class discussions, group projects and working with a partner, small essays… I feel like that class got me ready for the public speaking class. We even learned how to navigate college with basic things like managing money…One of the things that stood out was we learned how to create a budget in this course. When I came to college, I knew I wanted to run track professionally, but once track is over I want to be an entrepreneur and a businessman. I want to have my own businesses so that the money I get from track can become an investment and my money can work for me when I'm not running anymore. The money I earn from competing will set me up for my future and that course helped me to think about things in that way. That one budget assignment we did in class forced me to think about my money and how I could capitalize on allowing my money to work for me instead of me working for it. If I didn't start to hear that kinda stuff from the beginning of my time at XYZ University in that class, I probably would have spent my entire check [cost of attendance/scholarship] (Participant number 7).

Participant number seven learned the importance of personal finances in the SADC course. This was a small component of the curriculum, but it provided a piece of internal motivation for him to continue to persist as he actively pursued his dreams of becoming a professional athlete and businessman.

While it is intended for students to complete the SADC 101 intervention course when they first arrived on the University campus before they are fully immersed into campus and athletic culture, some students were not able to attend the summer intervention course for a

number of reasons such as competing in major summer travel leagues or graduating high school

after the beginning of the summer session term beginning. This was the case for the entire third

group or fall SADC 101 intervention course cohort, particularly participant number eight.

Participant number eight arrived to XYZ University just before the start of fall soccer camp. She

recalls the fall being very hectic and non-stop and although she was in a transition course to

assist with becoming acclimated with campus, she was on a fast track to learning what college

was all about because she hit the ground running as soon as her college career began,

> Oh gosh, that first semester was crazy. Soccer was my life, but I also had to worry about
> school. I didn't really get the change to catch my breath because I had practice, treatment,
> workouts, weights, and then classes and homework. All the things that class tried to teach
> us, I was living so I didn't get to learn these things before getting hit with everything
> (Participant number eight).

Participant number eight's experiences make it clear that for students who are taking the course

while also balancing a full course load between four and six courses, and athletic requirements

compared to the reduced summer course load of just to two to three courses, it may be too little,

too late as they don't have time to truly adjust, but rather they are forced to adjust well

immediately or fail. The exploring phase, asking questions phase, and true adjustment phase is

virtually non-existent. From the perspective of participant number eight, she did not get much of

a true intervention experience compared to the summer session participants in this study.

However, in addition to the actual course meetings, one of the constants remained that specific

structured time to meet with someone multiple times a week to discuss course assignments and

answer questions. Participant number eight notes,

> I saw Ms. Kherrington three or four times a week. She made sure that I stayed on top of
> my school work like working ahead on assignments because we traveled so much for
> soccer. She would text and call me to remind me about doing things, she would help me
> study, force me to write emails to instructors and talk to them during office hours…And
> it wasn't just for the SADC 101 course, it was for all of my classes so I would see her
> sometimes in SADC 101, and then also see her for my own session in the academic

building. My parents were concerned about how I would do in school with soccer taking up so much time because all I cared about was soccer but seeing Ms. Kherrington all the time helped me stay on track. I didn't always listen, but when I needed help and had to fix a problem with a grade or assignment, Ms. Kherrington was the first person I would ask. She helped me with planning and organizing and following up with me on past assignments and all that kinda stuff. She made sure I focused on all my classes because even though we went to SADC 101, no one took it seriously because the class was so easy and basic. I didn't value the class at the time, but it definitely helped me my first semester eligibility wise because the assignments were super simple and Ms. Kherrington made sure I took the course serious even if I didn't want to… That class did help me to meet other athletes which was cool. If it wasn't for that class, I wouldn't know very many other athletes because I was so busy and didn't have time to meet people outside of class and practice. I would see the SADC 101 kids out on Saturday nights and it was cool to see them out and know them since we had class together (Participant number eight).

Participant number four has a very unique perspective regarding his transition into XYZ University because he transitioned in with a cohort, and shortly after, he transitioned to another institution. He recalls the intervention course forced him to explore campus thoroughly during the summer when campus was less crowded which allowed him to become more intimately acclimated to the campus climate and culture. When students arrived on campus, he felt comfortable with campus offices, the greater community, and began exploring activities and avenues to express himself outside of his athletic identity,

> I mean, I came to college with one of my close friends from high school (Particpant number two) so that helped me a lot in terms of feeling comfortable because we knew we always had each other, but I knew that I wanted to explore the campus culture. Being from where I'm from, culture is very important. I knew I needed and wanted to find people that were different and unique like me outside of athletics. I knew I wanted to go to campus events and have friends outside of sports and that's what I did. The SADC course pointed me in the direction of other people, offices, and resources I could and would eventually lean on to make community outside of sports (Participant number four).

Based on the experiences of these selected SADC 101 course participants, the intervention course provided an opportunity to students to connect with resources, be it people in athletics, campus departments, and greater local community resources. Students were challenged and somewhat forced to get to know their fellow student-athlete peers outside of their sport.

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Most importantly, students were forced to engage in the course. Regardless of how big or small the engagement was, students were required to participate in class discussions, activities, and assignments that helped to eventually shape their experiences as a college student-athlete – even if that realization was not actualized for moths or years to come.

Chapter Summary

The study was designed to explore transition process of incoming student-athletes through an intervention course, SADC 101. Specifically, pre and post assessment measures of the SAMSAQ were administered to all course participants, and the results were examined in conjunction with semi-structured interviews with a select group of participants.

Based on the Kruskal Wallis test and Mann-Whitney U tests, there was no statistically significant difference between the first administration of the SAMSAQ survey (pre-test) and the second administration (post-test) for any of the three subgroups of Academic Motivation, Career Athletic Motivation, Student-Athlete Motivation. Furthermore, there was no significant difference among the three participant groups regarding these three SAMSAQ instrument themes. However, some significant difference existed among the three groups regarding several questions.

Starting with the Career Athletic Motivation subscale, most of the questions within that particular scale had a positve association with the exception of question number nine, "I have some doubt about my abilty to be a star athlete on my team". Based on the survey rsponses, participants are confident that they have the ability to make a positive athletic impact on their respective teams. This is particularly conerning given that not all of the partcipants are on athletic scholarship, yet based on their responses, all participants are confident that they will become stars on their respective teams. The NCAA regularly dicues the liklihod of collegiate

athletes moving onto a professional career in sports. If participants were not athletically talented

enough to earn an athletic scholarship at the instutition, how then can they expect to play a

significant amount in college, become the star on the team, and ultimatetly compete

professionally? Students responded this way pre-and post intervention which indicates that more

efforts to better educate students on the liklihood of being the star on your respective team is also

slim to none, regardless if the student is on an athletic scholarship or not, and that the liklihood

of college athletes also moving onto a long finalcially successful professional sport career is also

very low, even if you are considered the star of the team.

The Student-Athletic Motivation subscale also had no statistically significant pre and post

intervention scores, but there was a negative association with question seventeen, "I get more

satisfaction from earning an 'A' in a course towards my major than winning a game in my

sport". Accordinding to the participants responses, students' identify more with athletic and

sport success versus academic success which is concerning because sport competition will

inevitabily end at some point in their young adult lives. The negative implications for this are

well documents through literature on identity and identity fore-closure which will be discussed in

chapter five in the implications section.

The Academic Motivation subscale had the most amount of questions that have a

negative association. Question eleven, "Earning a high grade point average (3.0 or above) is not

an important goal for me this year", question eighteen, "During the years I compete in my sport,

completing a college degree is not a goal for me" and question thirty, "It is not worth the effort to

earn excellent grades in my courses", are obvuiously all targeted questions to specifically

identify academic motivations of the participants. The negative responses to these questions from

the participants is alarming due to the fact that each of these athletes should desire to use the

academic and experiential knowledge learned from classes and apply the knowledge in their

professional career and athletic team experience. The implications and future direction of similar

courses for incoming student-athletes will be addressed in chapter five as well.

Based on the individual participant interviews, discussing academic skills and resources,

personal brand, and an introductory financial education workshop were topics that resonated in

the current course curriculum. More information about personal finances and other social and

student life organization was requested to be included in the course curriculum. Lastly, the post-

graduation follow-up interviews added an additional component to this research study in that

participants were able to describe in detail the impact the SADC intervention course had on their

college experience, and what we as co-instructors, administrators, and program coordinators can

do to help facilitate a more effective transition into student-athlete expectations, and university

culture.

CHAPTER FIVE. DISCUSSION AND CONCLUSION: FINAL GRADE

This chapter examined and discussed the research findings with a critical lens by acknowledging the gaps in literature on summer transition or bridge courses for incoming student-athletes. Specifically, this study set out to answer the following questions:

Research Question 1: Is there a difference in individual SAMSAQ scores between the first administration (pre-test) and the second administration (post-test) based on the Student-Athlete Development 101 Course (SADC 101) intervention?

Research Question 2: Is there a difference between cohort group's SAMSAQ scores between the first administration (pre-test) and the second administration (post-test) based on the Student-Athlete Development 101 Course (SADC 101) intervention?

Research Question 3: What are the participants academic and career goals post-intervention, and post college graduation?

Research Question 4: From a student perspective, what recommendations can be made for improving the college student-athlete transition process for future incoming first-year students?

Additionally, the theoretical and practical implications of the research findings, limitations of this particular study, as well as recommendations for future research will also be addressed.

The NCAA highly encouraged university athletic departments to host some sort of summer bridge programming for student-athletes. An immediate practical and theoretical implication of this study was that the result of this study added to the body of knowledge of summer bridge programming as a whole, and most notably addresses the gap in literature that specifically discusses summer bridge programming and/or a transition course specifically

designed for incoming student-athletes, that is implemented by athletics department personnel. This study used the SADC 101 course as the summer bridge or transition program, and administered Gaston-Gales (2004) SAMSAQ survey instrument in the first and last week of the course. Based on when each student was admitted and enrolled into the institution, each participant in this study was formally enrolled into either the summer I, summer II or fall SADC 101 course. The SAMSAQ study was designed to examine the relationship between student-athlete motivation, career athletic motivation, and academic motivation. The SADC 101 course served as an intervention, and the aim of the course was to examine if their motivation in the three identified subscales of career athlete motivation (CAM), academic motivation (AC), and student-athlete motivation (SAM), changed based on the instruction of the course. Additionally, a sample of the research participants agreed to elaborate on their experiences in post-intervention or post-course semi-structured interviews to explore the salient factors from their transition experience. This research study was one of few that explores the transition period from high school to college by specifically utilizing a summer bridge program or course where athletics department staff members are co-instructors by employing a mixed methodology data analysis plan that captured both quantitative and qualitative research data.

Austin's IEO model (1985) suggests that as multiple factors have the ability to influence a person, and in this case an incoming college student, it is unknown which factor has the greatest impact as all of the factors are interrelated, operating both independently and interdependently. Similarly, during the course of this research study, students were bombarded with a number of important stimuli as they began their college journey. The transition course itself, along with student-athlete backgrounds are aligned with the input category in Austin's I-E-O model. Additionally, the pre-test SAMSAQ scores or pre-intervention SAMSAQ scores are

also considered a part of the input category. For most, majority of the students enrolled in the SADC course were at minimum a two hour and thirty minute drive away from their hometown which indicates that they were entering a new environment different from what would be considered their hometown. The college campus was a new environment for which students had to get acclimated to what would be considered their new normal environment. The output category referred to the post-test SAMSAQ scores or post-intervention SAMSAQ scores.

In one interview, a participant discussed his challenging and complicated family dynamic indicating that although he is far away from home, the transition course helped him to get more familiar with the college environment; but overall knew he was well supported and feels confident about his ability to achieve athletically and academically, although it would be a challenge. This participants comments could be perceived in contrast to Heister et. al. (2009) findings as this participant did not express a less than positive self-worth, high anxiety levels, phobias of any sort, depression, or an overall adjustment experience.

Another interviewee corroborated Dennis, Phinney, and Chuateco's (2005) findings indicating that her family's expectations related to college had little to no impact on her college adjustment or GPA. Rather, this participant often referred to a high school resource instructor who showed her how to advocate for herself and utilize academic resources she deemed necessary to navigate the college course load. This participant is the first-generation student to attend college and knew that her family would be proud of her regardless of her academic or athletic performance.

As mentioned previously in the literature review, Ruscella's 1993 study that explored an incoming freshman class at the University of Central Florida and their adjustment to student-athlete life found that the students were unaware of what to expect related to the academic and

athletic rigors of the student-athlete role. Similarly, participant number two mentioned that she

was apprehensive going into the fall semester because during the summer, all SADC course

enrollees only took one or two classes during the summer session I or II terms, while in the fall

semester, they would be required to take anywhere between four or five classes (a minimum of

twelve credit hours) to be considered a full-time student per university and NCAA rules. Along

the same line, another interview participant enrolled in the SADC course during the fall term and

experienced similar feelings. The main competition and championship season for participant

number eight was during the fall semester. Although this course was not designed to be as work

and reading intensive as other college-level courses, the mere fact that the student was enrolled

in the transition course during arguably the most intensive portion of her transition process left

her feeling constantly overwhelmed rather than relieved by taking a transition course; the nature

of her transition was more of an emersion, and an emersion by fire at that.

This particular research study was not designed to be exclusive for particular sub-groups

within or between sports, but similarly to Davidson and Payton's program for freshman football

players at Mississippi State University in 2007, the students enjoyed the course but provided

suggestions of how the course could be improved in the future. These suggestions are discussed

later in the chapter.

Unlike the research studies mentioned previously (Ruscella 1993; Davidson & Payton

2007; Robinson & Mack, 2004), this research study was not under the time constraint of having

to cram material into a time block such as a study hall setting. Since this research study

specifically examined an actual course, worth three credit hours and assigned a grade at the end

of the term, students' were somewhat already bought into the course because it tied into their

GPA and ultimately athletic eligibility. Participants in Davidson & Payton's (2007) study

indicated that additional hands on activities were requested at the completion of the research study such as a specific content librarian to guide the library activities.

Given that the body of literature related to student-athletes and a transition course is derived from the library sciences discipline, one of the components that was intentionally included in the SADC 101 intervention course was a trip to the main campus library where students participated in a scavenger hunt to learn about the library resources. This library activity was mentioned multiple times in conversation with the interview participants. Initially students were not excited about having to participate in the activity, but at the conclusion of the game, and in the subsequent days following the library visit, students recalled the research skills they learned from the library visit. As a co-instructor for the course, it was important for our academic support staff to speak with all of the campus and community guest speakers prior to them leading instruction for that day. The general content of our conversation was to share the purpose of the course and what we as a staff felt like were the most important library competences that the incoming students needed to know. After having in-depth conversations with the library outreach education contact person, an interactive escape-room game was implemented into the library visit for this (and subsequent) courses. During the visit, the librarian briefly explained the various resources that the library provided. The scavenger hunt in the form of an escape room was introduced to the students at which point they were then broken up into teams to complete the challenge. Each team had various clues that led them to multiple parts of the library where if they solved the clue correctly, another piece of information led them to another clue that ultimately led them back to the room where class was held for the day. At the end of the game, students were introduced to a multitude of resources the library offers, and most importantly, how to navigate the library themselves or how-to self-advocate and ask for assistance if necessary. One

participants reflective response to the library visit was mature, "At the time, I did not realize that that little game would be helpful in the future", participant number two. This particularly activity was adapted based on Robinson's unpublished research study (2015) and Mack's (2004) research study. While a personalized webpage and link was not created or designed specific for student-athlete accessing library resources, the University library webpage itself has a live feature, "chat with a librarian" that fulfilled the personalized chat feature.

Although the course attempted to include all aspects of campus life, the course did not have any representatives from student life, student activities, or fraternity and sorority life. During the initial and follow-up qualitative interviews, several participants' noted that they were interested in the socializing aspect of the college experience, referring to the student-life type activities, fraternity and sorority life, arts and cultural type of events. In fact, specifically five participants (participant number four, seven, ten, fourteen, and sixteen) indicated that they were interested in sorority and fraternity life. By the end of their college careers, participant number one, four, ten, and sixteen had become members of Greek letter organizations. Along that same vein, some participants desired for a sense of culture and belonging at XYZ University. While all of the participates were members of NCAA recognized athletics department sponsored programs, they still desired for some of a community outside of sport. Participant number four talked identified early on that he planned to have friends and activities outside of the required obligations athletics mandated. He was not seeking just any type of community, he had something in mind and at the end of finding what he was looking for in terms of community, he became a member of a Black Greek letter organization.

While participant number one had little to no idea what to expect in the college environment when she first arrived, it is evident that she, along with several of the other

participants, created strong relationships with SADC instructors that would aid in their transition and experience while at XYZ University. After hearing and learning about traditional Black Greek letter organizations through campus events and programs, participant number one asked Ms. Kherrington to write a letter of recommendation on her behalf. The letter Ms. Kherrington wrote served as the 'Academic Professional Recommendation' and although Ms. Kherrington was not a member of that organization, she was able to write the letter on participant number one's behalf given her experiences with participant number one both in the SADC 101 course, and serving as an academic resource for her over her tenure as a student-athlete.

Aside from becoming apart of the Greek community, there were other student-life activities that the SADC course participants were interested in such as leadership development programs and community engagement activities. Participant number two entered the University with a passion to serve. In the initial follow-up interview, she did not directly reference the community service activity she co-organized, but she talked at length abut it during her follow-up interview. She mentioned that they heard from the professionals who assist in coordinating the community services activities for student-athletes and non-student-athletes. From there she connected with the appropriate people and organized an event for her and her teammates to do during that summer course. She eventually went on to hold leadership roles and become a member of several leadership organizations during her tenure as a student-athlete. Ironically though, with her skillset, there were several other projects, activities, organizations, programs that she could have been connected to earlier in her time at XYZ university had she been introduced to them sooner. Nonetheless she eventually found what she was seeking from an engagement standpoint.

Topics that students were interested in discussing further related to professional development were also interesting given that the entire premise of this course is in the course

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title, career and professional development. The content of the course included a workshop on creating a resume and cover letter with a review session with a career counselor, professional brand development, media and interview etiquette. These topics were discussed at minimum one course period during the six-week (for summer I or summer II) or 16 week (fall) enrollees. Nonetheless, the content of these sessions was not as salient as participants did not discuss their significance in any detail in the interview setting.

Academic resources were another topic students' desired to learn more about. Though the course was taught by the academic support staff in the athletics department, and supplemented by various campus partners, the students wanted to learn more about major selection, degree plans, the role of the campus advisor, internships etcetera. During the post-graduation interview, participant number two specifically discussed the major assessment assignment that was completed in the SADC course. She explained that she entered the university one major but after taking a variety of introductory level courses, she realized that she was no longer interested in that particular major. Although college is about a journey of discovery and finding your passions, her criticism of the course is that she desired to spend some of the class time actually researching and connecting with people the she felt would be beneficial for her college experience. She wanted to truly explore campus and visit with department offices, meet professors and hear about their research. Hindsight is 20-20. Participant number two now has the intuitional knowledge of XYZ University and knows about the various major programs and leadership resources available at her discretion because she was there for four years; but, you cannot argue with the fact tha she desired to make those connections early and the SADC transition course did not help her to do so.

Although no specific questions about why the participants chose to attend this university, and no specific questions about workout regimens or coaches were asked, responses about their transition process related to workouts and adjusting to the intensity did arise during some conversation. Interestingly enough, contrary to Skinner's (2004) case study, not one single participant mentioned a coach being a mentor or leader in their transition process. This is alarming for a number of reasons but most notably, students have been recruited, came to campus for a visit, signed a national letter of intent (commonly referred to as an NLI), and have committed their lives to be the best of their sport and spend the next four years training with this coaching staff and yet they have not made an impact on one of the most vital times in the process, the beginning, the acclimation, the transition. While I understand this could be because the student may already see their coach as apart of their support system, like a family member, but if coaches truly made an impact during this point in time, would it not be evident in their interview responses on some level? Jesudason's (2000) study noted that there were attempts to includes coaches and administrators in the summer bridge process, but coaches reportedly mentioned that the academic advisor or academic support staff was a better fit for that involvement; subsequently, the librarians became role models and mentors to the students because of the amount of time spent and information learned in their sessions. This particular research study included a panel of athletics department personnel where students could ask questions about their career path, expectations, future goals etcetera, however this panel discussion must have not made a positive or lasting impression on the participants as not a single interview participant mentioned that the panel discussion was significant or even informative; however, what was evident is that the academic support staff became a point of reference for all inquiries and concerns while navigating the beginning of the college experience. It is reasonable

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to assume that similarly to Jesudason's (2000) conclusions, the co-instructors or academic and support staff became the mentors and role models to the participants.

For student-athletes "transitioning" during the fall semester, the experience should be structured a bit differently, especially if students are in the midst of their competition season. Participant number eight had a very difficult time adjusting to the rigors of athletics, academics, and social life as a first semester student-athlete when she arrived to the campus of XYZ university just before the fall semester began. In her post-graduation interview, she easily identified that experience as crazy. She had high expectations on the soccer field as well as in the classroom. She was overwhelmed majority of the semester, and although the course was supposed to provide structure as to what a "real" college course would be like, it was different from the other courses she was enrolled in and as a result she did not take the course as seriously as she did her other courses that semester. Although she performed well in the course and finished with a more than passing grade, her comments are two-fold. First, the course may not be achieving its intended goals and possibly should be adjusted based on the implementation semester (summer versus fall) because the academic and athletic demands differ depending on the semester. The second point that should be accounted for is that the rigor of the course is not designed in a way in which students view the course as less important compared to their other courses because the assignments are simple, and the course instructors are student-athlete support service staff. These two points should be considered further when constructing future summer transition or bridge courses.

Limitations and Future Research Considerations

The most significant limitation of this research study was the sample size (n). While most incoming student-athlete cohort groups are between 60-90 students given the size of the

institution, this study only examined students enrolled in the summer I, summer II, and fall

SADC course, but other student-athletes were enrolled at the university but did not enroll in the

SADC course for a myriad of reasons, such as arriving to campus after the course was full/closed

or students not wanting to use elective credits as this course does not count towards most major

or minor degree program credit hours.

Another limitation was that while the SAMSAQ (Gaston-Gayles, 2004) examines

motivation towards sport and academics, further research is needed to explore dual motivations

between student-athletes pre and post-test scores, for example, a participant could be equally

motivated by their student-athlete role (SAM) and their academic role (AM). While this point

was identified in the data analysis section, it may be worth exploring the role identity,

particularly athlete identity plays in a students' motivation to better under each of the SAMSAQ

(Gaston-Gales, 2004) constructs in conjunction with this study.

A limit or recommendation to consider was that the study was not intended to examine

sport differences, gender differences or other demographic differences between each cohort

group or between the pre and post-test administration, but these factors could and potentially

should be considered for a future research study.

While annotating the qualitative data, a number of similar themes became evident.

Although the presence of similar themes suggested a point of emphasis or significance as a

possible research outcome, one recommendation for a future research study is conducting

follow-up interviews with each student enrolled in the SADC 101 course. Although the task

would be time consuming, it may garner more substantive data points, particularly for practical

implications in terms of program evaluation for athletic departments, as well as instructors or

facilitators of a course similar to SADC 101. Additionally, while the idea of co-instructors

sounds collegial and collaborative, as one of the co-instructors it was challenging to convey the importance and rigor of the class with multiple instructors as each person has their own individual preferred teaching style.

Within the actual four course constructs in the SADC 101 course, there was a hidden curriculum embedded into the content of the course, Habitudes. Habitudes, coined by founder the Another significant limitation in this research study is in regard to reliability. The reliability of the scales used as dependent variables in this study were low. This can impact significance levels and the precision of statistical tests. It is important to note this in utilizing the results of the study. Further, it is may be of interests to future researchers as to why these scales had limited reliability for this population. It may be that they did not take the survey seriously, possibility a reflection of their attitude toward the course and bridge experience designed for them.

Tim Elmore's Habitudes are 'images that form leadership habits and attitudes.' The series included several books with a number of parables and images that center around a core leadership trait. For example, one of the first images typically displayed within the first week of the course in an iceberg. The Habitude lesson is about character and the iceberg represents an individual's character on the surface (above the water, what people can see), and below the water (what is hidden, morals, ethics, values that guide an individual's thinking and actions). While these lessons were significant in terms of character and leadership development, not a single SADC 101 course participant mentioned anything about the Habitude lessons making an impact during their transition process. In fact, not a single interviewee even recalled any of the lessons; the Hibitudes were so deeply ingrained into the curriculum that the students did not recognize the lessons are part of the curriculum, it was truly a hidden curriculum.

Chapter Summary

The findings of this research study indicated that there was no overall statistically significant difference between pre-SAMSAQ and post-SAMSAQ scores for participants that were enrolled in the SADC 101 course. Student-athlete motivation, academic motivation, and career-athletic motivation were not affected based on the instructor's facilitation or Time Elmore's Habitudes hidden curriculum. While no statistically significant results were determined as a results of this study, the qualitative data points indicated that the course participants did learn valuable information about the college navigation process, and were interested in exploring additional life skills that could be used during college and beyond.

This particular study added to the body of literature related to summer bridge or transition programs for university students, and more precisely student-athletes. As additional policies related to academic preparedness and academic readiness are addressed by the NCAA, one consideration for policymakers is to have standardized programming at each institution for incoming student-athletes that mirrors each respective institutions university orientation or transition program, as well as ensure that these programs are in place for all incoming student-athletes at each level of NCAA competition (Division I, Division II, and Division III).

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