

A Study of the Student-Athlete's Academic Achievements: The
Relationship Between Student-Athlete Academic Support Programs and
Academic Progress Rate

By:

Antwon D. Woods

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master
of Science in Leisure and Sport Management in the Graduate

Middle Tennessee State University
2013

Thesis Committee:

Dr. Steven G. Estes, Chair

Dr. Rudy Dunlap

This is dedicated to my family, who has provided endless support and encouragement, and to the memory of my beloved grandmother, Mizzie Amos and my auntie, Pearlie Amos-Freeman. Thank you for your prayers and support. I could not have done this without you.

Acknowledgements

I am forever grateful for my support system, which is my family, parents, siblings, girlfriend, friends, and mentors.

At times, I thought this journey would be a disappointment, but the emotional, spiritual and financial support they gave me throughout this process made it possible to continue moving forward.

To my parents, I really appreciate you both because the hunger and the desire to keep pushing come from you.

I truly appreciate my mentor, Dr. Gwendolyn Dawkins for her continued presence, constant support, encouragement and tough love over this graduate process.

My thesis advisor, Dr. Steven G. Estes and graduate advisor, Dr. Colby B. Jubenville, provided steady and unfailing guidance without which I could never have navigated this process successfully. Most importantly, they made me feel at home in a place where I felt very much like an outsider.

Finally, to all my extended family and friends who have motivated me during this process, thank you. All of you have made a difference in my life, and I hope to pass the same motivation on.

Abstract

The purpose of this study was to identify the relationships between Student-Athlete Academic Support Programs and Academic Progress Rate, while targeting men and women student-athletes at small Division I institutions. The targeted population consisted of 10 institutions representing the Big West Conference, 12 institutions representing the Mid-Eastern Atlantic Conference, and 3 additional institutions that represented other conferences. Survey responses were compiled from athletic academic directors from each of the participated 16 Division I institutions. APR scores for each institution's men and women teams (32 total) were collected from the NCAA database. Descriptive statistics, independent t-test and two-way ANOVA models were used in this study. The results revealed a statistical relationship between Student-Athlete Academic Support Programs and APR. This study contributes to the literature concerning academic support and institutional impacts on student-athlete outcomes, and establishes a framework for further investigation for the APR and Student-Athlete Academic Support Programs.

Table of Contents

CHAPTER1:INTRODUCTION.....	1
The NCAA.....	2
Academic Progress Rate.....	6
General School Population.....	7
Hypotheses.....	10
Key Terms.....	10
CHAPTER 2: LITERATURE REVIEW.....	12
Academic Support Services.....	13
Relationship Between the Athlete and Academic Support.....	15
Role of the Student-Athletes.....	16
Subculture of Student-Athletes.....	19
Gender Domination Between Student-Athletes.....	20
Summary.....	22
CHAPTER 3: METHODOLOGY.....	24
Review Questions.....	24
Design and Methods.....	24
Participants.....	25
Mid-Eastern Athletic Conference (MEAC).....	27
Big West Conference (BWC)	34
Measures.....	40
Data Gathering and Analysis Procedures.....	41

CHAPTER 4: RESULTS.....	42
Review of Purpose of Study.....	42
Sample.....	42
Team Gender and the APR.....	44
Institutional Type, Academic Advisement, and the APR.....	45
Associating Between Academic Advisement and the APR.....	45
Hypotheses Findings.....	47
Summary.....	47
CHAPTER 5: IMPLICATIONS AND CONCLUSION.....	48
Findings & Implications of this Study.....	48
Discussions.....	51
Institutional Effects.....	51
APR Effects.....	53
Limitations.....	55
Conclusion.....	56
REFERENCES.....	57
APPENDICES.....	70
APPENDIX A: IRB EXEMPTION.....	71
APPENDIX B: ACADEMIC ADVISMENT PROGRAM ASSESSMENT.....	72
APPENDIX C: CONSENT TO PARTICPATE IN RESEARCH.....	74
APPENDIX D: LIST OF TABLES.....	76

CHAPTER 1: INTRODUCTION

One of the goals of the NCAA is, “To support association programs that contribute to the overall development and well-being of the student-athlete, support ethical conduct and sportsmanship, and encourage the pursuit of academics, athletics and personal excellence” (NCAA Mission, 2010). This is clearly one of the National Collegiate Athletic Association’s (NCAA) most beneficial academic goals. Achieving this goal is assessed, to an extent, by the graduation rate of student-athletes. It has been documented that athletes are more likely to graduate than their non-athlete peers (Eckard, 2010). It also has been documented that student-athletes at the top-level Division-I colleges and universities graduate at a higher percentage than their non-athlete peers as well (NCAA, 2011). However, at Division-I colleges and universities, some athletes do not graduate at higher rates than their non-athlete peers. This study examines the relationship of successful academic progress, and the presence- or lack thereof- of academic support (NCAA, 2012).

There are several issues that may explain the difference in academic performance including financial aid problems, not being supported by academic or athletic scholarships, lack of academic advisement, and lack of parental support. These issues can cause a distraction to the student-athletes in their progress towards graduation. This study proposes that academic support relationships will have a positive impact on student-athletes’ academic performance. It also will describe the type of academic support provided to student-athletes and the relationships the academic advisors form with the student-athletes. It is hypothesized that academic support will have a positive

impact on the student-athlete because it will allow them to feel more comfortable and encourage the student-athlete to establish a relationship with the tutors and advisors that the academic support provides.

The NCAA

In 1942 the National Collegiate Athletic Association (NCAA) consisted of 314 schools, including “nearly every college or university on every level of importance in the country” (Stagg, 1946, p. 81). As of 2012, the NCAA Division-I consists of 340 institutions, and there are 290 in Division-II and 436 in Division-III. In short, athletics participation has grown 752-fold in the last 70 years. This growth is a measure of the popularity of intercollegiate athletics, and growth has brought along many problems.

Intercollegiate athletics have been popular since the first contest in 1852 when Harvard and Yale rowing teams competed, and every year college sports seem to increase in popularity (Smith, 2011). While there is no problem with popularity in and of itself, critics argue that popularity may be one of the causes of intercollegiate athletics deviation from the mission of higher education to educate students (Cantor and Prentice 1996). Specifically, intercollegiate athletics seems to operate as if it is not part of higher education in that athletics programs and many athletes do not conform to the academic expectations of professors and administrators. With popularity has come a huge increase in athletics visibility, and many institutions appear to use athletics to increase revenues, visibility, public relations, and reputation.

In the last 23 years, the NCAA’s total revenues have increased significantly. This decade alone, corporate sponsorships are on a pace to increase sevenfold. With

\$680,000,000 coming from the Association's new rights agreement with CBS Sports and Turner Broadcasting, the NCAA TV contract is bigger than any single professional sports league deal with any network (NCAA, 2012). The popularity of intercollegiate athletics has caused tremendous competition among universities for the associated revenues and potentially positive public relations.

A side effect is that there have been academic scandals that are related to the efforts to obtain a competitive advantage, including changing athletics conferences, looking "the other way" when athletes do not achieve necessary academic performance, and other scandals (Shulman and Bowen, 2001). To counter this pressure to compete for athletics revenues and a positive public image, intercollegiate athletics became more bureaucratic and corporate in an effort to manage this competition. Furthermore, as intercollegiate athletics become more business-minded in order to achieve more media attention, there were efforts to manage both the image of intercollegiate athletics as well as the performance of the student-athletes. To achieve one of these objectives it is anticipated that there will be increasing pressure on universities to support programs that pay serious attention to the academic achievement of their student-athletes (NCAA Mission, 2010). In so doing universities will be "protecting their revenue streams" by insuring that the image of amateur athletes are protected, and student-athletes will conform to the popular stereotype of being a student first and an athlete second. Universities will therefore develop programs to support the academic performance of their student-athletes.

As of this writing all institutions that have intercollegiate athletics have programs that support student-athletes, but the quality of this support needs further study. How intercollegiate athletics has evolved will explain why these programs now exist.

Beginning with the first intercollegiate sporting events dating back to August 3, 1852, college athletics were under public scrutiny to determine if they were consistent with the academic mission of the university (Smith, 2011). One unintended consequence of this scrutiny “separated” athletic departments from the rest of the university. Athletics revenues grew with the popularity of intercollegiate athletics, and to manage these revenues separate athletics programs were created (Smith, 2011). Through leadership and reform, presidents and athletic directors sought ways to incorporate intercollegiate athletics within the university system. Furthermore, with the pressure to produce winning athletic programs, coaches and student-athletes sought ways to avoid institutions’ academic requirements and have increased the student-athletes’ focus on athletics rather than academic achievement. Coaches develop winning programs by recruiting the best athletes and by focusing primarily on the student-athletes’ performance rather than academics. This type of recruiting from the coaches requires the student-athlete to be an athlete first and secondly a student.

As a consequence of their recruiting, academic preparation, and practice time, many student-athletes are attending college but not learning, and are being overworked and undercompensated (Ting, 2009). Overall, the issue here is about the big business that intercollegiate athletics have become versus the academic missions of the colleges and universities. The term “student-athlete” insinuates that the individuals should be students

first, and then athletes. We have reached a point where it can be argued that majority of the time they are athlete-students instead of student-athletes (Haynes, 1990).

In major intercollegiate athletic programs, student-athlete performance and academic needs are seen as potential conflicts with competing agendas and goals. In addition, student-athletes are stereotyped as having difficulties with academic integrity, as well as with progress towards academic completion and eligibility because of the separate relationships between the intercollegiate athletic departments and the university's academic mission (Newman, Miller, and Bartee, 2000).

To maintain control and to answer questions about purpose, the NCAA attempted to reverse stereotypes and misconceptions. The NCAA and university presidents responded to the increased demand for academic integrity in athletic departments with the development of academic programs for the student-athletes (Pope and Miller, 1996). These programs were called Student-Athlete Academic Support Programs (SAASPs). The SAASPs were created to provide a more conducive learning environment for student-athletes (Pope and Miller, 1996). The SAASPs purpose was to aid in academic development of student-athletes and help them to manage the complicated life style associated with intercollegiate athletics. These support programs include career development, counseling in academics, tutoring, and life issues (Academic for Student Athletes, 2008). To have successful SAASPs, the institution's athletic department should hire a large amount of advisors and tutors with a purpose of producing higher APR scores for each collegiate team. In addition, there are other factors that could affect a student-athlete's success. SAASPs are the most important factor among the others because they promote student accountability and provide student athletes with programs and services

that improve their academic skills in an efficient way. This will illustrate the quality of the program and how it benefits the student-athletes' academic and athletic success.

Academic Progress Rate

The NCAA attempts to reconcile its public relations efforts and the academic performance of individual student-athletes by aggregating and then publishing the academic performances of student-athletes, and correlating these performances with the student-athlete's sport. To quantify student-athlete performance, academic achievement is tracked largely through graduation rate, which indicates a school's percentage of student-athletes in a particular class who graduated within a certain time span. This is known as the Academic Progress Rate (APR). Specifically, the NCAA states:

“The Association holds Division-I institutions accountable for the academic progress of their student-athletes through the Academic Progress Rate, a team-based metric that accounts for the eligibility and retention of each student-athlete, each term (NCAA, 2012).”

“The Committee on Academic Performance oversees the Academic Performance Program, with sets policies and recommends legislative changes to the Board of Directors, which has the final say on rules changes in Division-I (NCAA, 2012).”

According to the NCAA codebook,

The APR includes student-athlete eligibility, retention and graduation as factors in a formula that yields a single number, providing a much clearer picture of the current academic culture on each Division-I sports team in the country. Over the last five years, the APR has become an important measure of student-athlete academic success. For high APR scores, the NCAA recognizes member

institutions for ensuring that student-athletes succeed in the classroom. If, however, low APR scores are earned consistently, member institutions can be subjected to penalties including scholarship reductions and the loss of eligibility to compete in championships (p. iii).

Developed as a real-time assessment of teams' academic performance, the APR is comprised of two measures: academic eligibility and retention (NCAA, 2011). Each term, a scholarship student-athlete that meets academic eligibility standards and remains at the institution is awarded two points. Failure of a student-athlete to maintain academic eligibility or to stay at the institution results in the loss of one point. A team's APR is the total points earned by the scholarship student-athletes on that team during a single term divided by the total points possible, and then is multiplied by 1,000.

Academic Progress Rate (APR) Formula:

$$\text{APR} = \frac{\Sigma (\text{retention} + \text{eligibility})_{\text{earned}}}{\Sigma (\text{retention} + \text{eligibility})_{\text{possible}}} \times 1000$$

General School Population

Understanding student outcomes in intercollegiate athletics has been a topic of research for nearly 100 years (Miller & Kerr, 2002). However, research exploring the relationship between athletics and academics rose sharply in the early 1980's following highly publicized reports of SAT falsification, grade fraud, underprepared admits, and the graduation of functionally-illiterate student-athletes from numerous colleges and universities (Shapiro, 1984). During this time, research about intercollegiate athletics generally compared the academic performance of student-athletes with their non-athlete

counterparts (Figler, 1987; Henschen & Fry, 1984; Pascarella & Smart, 1991; Shapiro, 1984) and focused on the academic achievements of student-athletes in high profile sports (Adler & Adler, 1985; Lang, Dunham, & Alpert, 1988; Simons et al., 1999).

The effort to improve academic performance began by raising admission requirements for any high school student who wished to compete in an NCAA sport. By raising admission standards, it was thought, the likelihood of graduating in the given timeframe increased. The NCAA first implemented higher eligibility standards for the 1986-1987 academic year with NCAA legislation known as Proposition 48 (Anderson & South, 2000). Proposition 48 required high school seniors to maintain at least a 2.0 grade point average in 13 core courses including English, math, natural and physical science, and social science. Prospective athletes also needed a minimum of 900 on the Scholastic Aptitude Test (SAT) or 21 on the American College Test (ACT) to be admitted without conditions. For higher grade point averages, a lower SAT or ACT scores was permitted (Anderson & South, 2000; Coakley, 1990; Sellers, 2000; Young & Sowa, 1992). The NCAA also revised the eligibility requirements for the 2005-2006 academic year. The number of core courses was raised to 14, which included the previously accepted courses as well as foreign language or philosophy courses. The theory behind these requirements is that students who have performed well in these core courses are more likely to be successful in their university studies (Sellers, 2000). While Proposition 48 increased the likelihood of graduation, it made it more difficult for students to matriculate if their high school performance was lower than their non-athlete peers at their institution. Consequently, student-athletes at a given institution whose academic profile was lower than their non-athlete peers were less likely to graduate. It became clear that some sort of

academic intervention would be necessary for these student-athletes in order for their academic progress to meet the NCAA standard.

Today, student-athletes are often a topic of debate due to their unique experiences in higher education (Shulman & Bowen, 2001). This subset of the student body often faces public scrutiny and extensive time demands on top of their academic commitments. High-profile student-athletes report frequent to occasional feelings of isolation (Gerdy, 1997) and experience physically grueling workouts, demanding expectations, and a high profile existence (Hood, Craig, & Ferguson, 1992). The existence of the Student-Athlete Academic Support Programs can provide the environment to mentor and counsel the student-athletes during the difficult times they face while juggling their sport and academics (Pope & Miller, 1996). Furthermore, these programs are one of the most beneficial assets within intercollegiate athletics in improving the success of the student-athlete. However, there are several more factors that can affect student-athlete success, such as being a scholarship recipient, having strong family support, and/or racial identity. While these factors have been shown to positively affect student-athlete academic performance, the student-athlete academic support programs will be the focus of this study because it is one controllable mechanism that universities can provide for student-athletes that can positively affect academic performance at their perspective institutions.

Hypotheses:

Hypothesis 1: Universities with large quantity staff size academic advisement services will have higher Academic Progress Rates than universities with small quantity staff size academic advisement services.

Hypothesis 2: Men and Women Basketball programs with an effective student-athlete academic support program will have a higher APR than Men and Women Basketball programs with an ineffective support program.

Key Terms:

Academic Excellence: Student-athletes who achieve grade point averages ranging from 3.0-4.0 and graduate.

Academic Progress Rate: is a metric established by the NCAA to measure the success or failure of collegiate athletic teams in moving student-athletes towards graduation.

Division I: The highest level of intercollegiate athletics sanctioned by the National Collegiate Athletic Association (NCAA). The NCAA is the governing body of intercollegiate athletics for 1,281 institutions in the United States.

Large Quantity Athletic Advisement Staff- A staff size consisting of at least one full time academic advisor or tutor in addition to the Director of the unit.

National Collegiate Athletic Association (NCAA)- The governing body that oversees athletic departments at different universities across the United States.

Small Quantity Athletic Advisement Staff- A staff size consisting of part-time advisors or no advisors at all.

Student-Athlete Academic Support Programs (SAASP)- Programs designed to aid student-athletes in successful completion of the university academic process, and programs designed to exhibit appropriate and ethical personal and interpersonal behavior both within and outside of athletics.

Student-Athlete: A student that participates on a sanctioned varsity athletic team at the institution in which he or she is enrolled.

|

CHAPTER 2: LITERATURE REVIEW

Research shows that student-athlete academic support programs are vitally important for the success of student-athletes entering Division-I institutions (Farrel, 2007). The literature review was divided into several sections: Academic Support Services, Relationship Between the Athlete and Academic Support, Role of the Student-Athletes, Subculture of Student-Athletes, and Gender Domination Between the Student-Athletes. This study seeks to understand the organizational culture and the process of academic support services and how they affect Division-I athletic programs in graduating student-athletes. Understanding past research involving academic support and student-athletes is essential in carrying out this study. Furthermore, both positive and negative impacts must be considered when examining the relationship between academics and collegiate student-athletes. This literature review will ultimately reveal the concerns that supported the literature's purpose and offers justification of the need for this review.

One of the most adopted approaches for providing academic support for students in higher education has been the implementation of Learning Enhancement Centers. Not only are these centers beneficial for student success, but they are now used to provide faculty development services as well (Arendale, 2004). These centers provide anything from academic support programs for students to requested feedback from professors and publishing teaching effectiveness newsletters for faculty (Arendale, 2004). The learning that can take place by both faculty and students is one example of what an institution of higher education can provide for all its learners. Even students who enroll in distance

learning programs expect learning support services to be provided via distance technology (Arandale, 2004).

Academic Support Services

Comparing college academics to intercollegiate athletics is like comparing night and day. In essence, both are part of the university system, but that is where the similarities between the two end. The philosophical differences between academics and college athletics are evident. Coaches often implicitly say “The student-athlete should be an athlete first and a student second.” In contrast, university professors argue that “The student-athlete should be a student first, and then extra-curricular activities such as athletics should follow.”

Historically, student-athletes received advising from their coaches or administrators in the athletic department. Typically they advised in a way that kept athletics eligible to compete, not necessarily to earn a degree. Many student-athletes were put into courses that were taught by personnel from the athletic department. The student-athletes were advised to take courses from professors who had reputations for giving preferential treatment to student-athletes (Hollis, 2001). This was done because the only perceived reward for the student-athlete was to compete, and there was little perceived benefit to focusing more on academics. Consequently, admissions tactics were used to keep athletes eligible by enrolling in less demanding coursework. This method appeared to be especially evident with student-athletes who were admitted to play in a revenue-producing sport, exhaust the athlete’s eligibility, and leave the university without graduating or receiving a degree (Hollis, 2001). Furthermore, the cycle allowed student-athletes to be recruited with no desire for academics. This situation motivated Congress

to take action to pass legislation so the student-athletes would be protected. The bill that was passed was called the “Students Need To Know Act.” This was a mandate that required all institutions to publish student-athlete graduation rates (Ferris, 2004). Since this bill was passed, institutions started to become more concerned with the publicity associated with student-athletes’ graduation rates (Ferris, 2004).

Over the past 15 years, institutions across the nation began taking considerable interest in the overall aspect of their student-athletes. The main issue that universities were facing was the graduation rates of their student-athletes. Institutions became devoted to providing successful services for the purpose of building a relationship with the student-athlete, supporting the student athlete, and increasing the student-athletes’ graduation rates. It is important to note, however, the there was little, if any, attempt to recruit a different kind of student-athlete, one who was more likely to be *academically* successful. Rather, the emphasis on getting the best athlete enrolled continued to be the focus on the parts of college coaches.

Student Athlete Academic Support Programs (SAASP) were created to help the student with special academic and personal needs. These programs were concentrated in two general areas: academics and athletics (Pope and Miller, 1996). The SAASP was designed to work with the student-athletes’ busy schedule. They provided services at times and locations that were more convenient for the student- athlete (Jordan and Denson, 1990). These advisors also encouraged the student-athlete by helping them set realistic goals and make responsible decisions, while also helping students develop life skills (Jordan, 2000).

The Student-Athlete Academic Support Program assists the student-athletes in balancing their sport and academic schedules and assigns them to tutors to help them academically. The goals of these programs were to decrease academic difficulty, to enhance academic skills, and to provide more individual assistance in organizational and study skills (Pope and Miller, 1996). The SAASP provided academic monitoring and served as a liaison between student-athletes, coaches, faculty, and university departments. Again, it should be noted that the implicit goal was to positively affect the best athletes that athletic programs could recruit, so SAASP programs were designed from the beginning to improve the likelihood of graduation of student-athletes once they were admitted. An alternative goal, such as recruiting student-athletes who have a better chance of success as measured by high school grade point average, higher SAT or ACT score, or any other method of identifying stronger students, was never really considered by coaches. The goal has always been to graduate the best athlete, not necessarily recruit the best student.

Relationship Between the Athlete and Academic Support

Winston (1996) argues that the relationship that academic support personnel establish with the student is critical to the facilitation of constructive change. He goes a step further to assert that the character and attitudes of the academic support personnel are equally important. Winston also stresses the conditions or characteristics necessary for a beneficial relationship: genuineness, unconditional positive regard, and empathy. Finally, he proposes seven conditions or principles essential to the process of developmental advising: advising is a continuous process, with an accumulation of

personal contacts that have a synergistic effect; the advisor's responsibility includes attention to the student's total experience at the institution; advising is goal-related; advising requires the establishment of a caring relationship; advisors are models for students; advising is a focal point for the integration of the services and expertise of both academic and student affairs professionals, and advisors should encourage students to utilize the range of resources, services, and learning opportunities available within their institution (Winston, 1996, p.353).

To further emphasize the necessity of support services, Light (2001) states that a large fraction of students who underperform can be characterized as having left a support group they had in high school without finding a new, similar group at college. These are the students most likely to feel lonely when they get to campus. Such students may not integrate quickly or easily into their new community. For many, their academic work as well as their social life and sense of being grounded will suffer. Advisors can play an important role by encouraging their students to find a group to join on campus (Light, 2001).

Role of the Student-Athletes

When compared to previous years, it is arguable that today's student-athletes face greater challenges athletically and academically. Student-athletes face the same issues that concern their college-age peers such as developing personal competencies, solidifying their individual identities, learning how to nurture relationships, establishing beliefs and behaviors consistent with emerging values and standards, and choosing a career path and setting career goals (Etzel, Ferrante, & Pinkney, 2002; Ferrante, 2002; Parham, 1993,2002; Sellers & Damas, 2002). However, unlike students in the general

population, student-athletes must deal with the pressures that are inherent in competitive athletics (Broughton, 2001; Broughton & Neyer, 2001; Etzel et al., 2002; Ferrante, 2002; Parham, 1993- 2002; Pope & Miller, 1999; Young & Sowa, 1992). Research suggests that student-athletes were subject to greater stresses in their academic careers than the general student body. The stress factors occurring with the student-athletes were coming from the demands placed on them by coaches, institutions, and the NCAA, as well as obligations to train, travel, and perform (Smith and Herman, 1996).

In addition, expectations and challenges correlated with developing winning programs have a huge impact on the college athletic programs and on the student-athlete (Duderstadt, 2000; Lapchick, 2008; Potuto & O'Hanlon, 2006). There were three areas where a student-athlete dealt with individual challenges: personal, academic, and athletic. In order to address these issues, athletic departments incorporated systems that emphasize academic development of the student-athletes, and these systems also had an impact on the personal development of the student-athlete. Athletic development remained in the purview of the coach. The student-athletes were carefully monitored as they progressed through general academic advising, tutoring, and a structured study hall. Additional circumstances required special counseling when needed to meet complex personal challenges and requirements from coaches and the NCAA (Pope and Miller, 1996).

Responsibilities specific to the sport are significant. Student-athletes must schedule sport-specific training, travel to and from competitions, adhere to curfews, booster commitments and community service initiatives (Adler & Adler, 1991; Coakley, 1990; Ferrante, 2002; Sellers & Damas, 2002). Recent reports show that student-athletes spend nearly as much time on their athletic pursuits as one would spend on a full-time

job. Second, stress related to competition and performance is great, and this stress can bleed over into the personal lives of the student-athletes. In addition, the extreme physical effort associated with athletic participation is exhausting, and the threat of injury is a concern for many student-athletes. Maintaining relationships with coaches and teammates can also be stressful. All of this is done under the significant public scrutiny that many student-athletes experience, which can make a typical college experience extremely difficult if not impossible. It should be noted that all of these issues are compounded for student-athletes who participate in the highly publicized, large revenue sports of football and basketball (Adler & Adler, 1991; Ferrante, 2002; Sellers & Damas, 2002). With such rigidity in the student-athletes' schedule, there were several variables that hindered progress towards their degree attainment. For example, student-athletes had to consider conflicts between academics, athletics competition, and NCAA eligibility requirements (Hollis, 2001).

To cope with these often-competing requirements and responsibilities, student-athletes were encouraged to create a direct connection to their collegiate institution through the SAASP. It was found that student-athletes who had frequent contact with support programs were more likely to remain in school. It was concluded that increased rates of retention was caused the athlete having a sense of community developed from ongoing, out of class contact with students, faculty, mentors, and advisors (Smith and Herman, 1996). In sum, it was argued that in some cases the SAASP was having the positive impact that it was designed to have. The question remains, however, what is the necessary condition of the SAASP so that it is likely to cause the desired outcome?

Subculture of Student-Athletes

Researchers (e.g. Spady, 1971; Tinto, 1993) agree that campus subcultures and peer groups are considered one of the most influential factors in higher education persistence. Increased extracurricular activity, peer interaction, and social life satisfaction are positively related to degree completion (Astin, 1993b; Braxton, Vesper, & Hossler, 1995; House, 1996; Pascarella & Terenzini, 2005; Tinto, 1993). One important issue that affects campus involvement for student-athletes is the existence in a subculture that separates the student-athletes from the rest of the student body. Housing and feeding student-athletes away from the student body and placing them in the same classes typically do this, which limits their ability to expand their social circles outside of athletics (Adler & Adler, 1991; Coakley, 1990; Sellers, 1992; Sellers & Damas, 2002). Along the same lines, when the student-athlete population is academically different from the student body at-large, student-athletes are at a disadvantage (Adler & Adler, 1991; Sellers, 1992; Sellers & Damas, 2002). Race and socioeconomic status are barriers that separate student-athletes from other college students (Adler & Adler, 1991; Sellers, 1992). In addition, student-athletes' time demands serve to further isolate them from the student body as they generally have very structured daily schedules that leave little room for socializing with the general student population (Adler & Adler, 1991; Sellers, 1992).

Due to the lack of contact, student-athletes are often subjected to feelings of distrust and experience isolation from other students (Adler & Adler, 1991; Engstrom, Sedlacek, & McEwen, 1995; Parham, 1993; Sellers & Damas, 2002). So, while student-athletes may relate well to significant others, such as their friends and non-student-athletes, they tend to relate "most especially to other college athletes: the teammates and

dorm-mates who are members of their peer subculture" (Adler & Adler, 1991, p.44). This peer group best understands the exceptional circumstances of the college athletic experience, and often functions as the solitary reference point for most student-athletes. This is particularly true because like many other exclusive groups, student-athletes function in a subculture of shared norms, values and understanding, such as the difficulty of being a student-athlete and functioning under numerous and conflicting demands (Adler & Adler, 1991).

Some student-athletes do step outside the boundaries of athletics and form friendships. Even though having friends among the regular student population expands student-athletes' social lives, the differences between student-athletes and non-athletes are relatively easy to observe. Those differences seem to be largely academic. Adler and Adler (1991) note that many student-athletes feel academically inadequate or "dumb" around regular students. They even go so far as to lie about behaviors they could openly admit to other student-athletes. This tends to encourage student-athletes to isolate themselves from regular students and function largely within the peer group (Adler & Adler, 1991).

Gender Domination Between Student-Athletes

In addition to learning more about the student-athlete, researchers have reported that women are more likely to persist in higher education (Astin, 1984; Peltier et al., 1999; Tinto, 1975; Trawick, 1994). The findings are similar in athletics, where the literature consistently shows that female student-athletes have higher high school GPAs, entrance exam scores, and college GPAs than male student-athletes (Purdy et al., 1985;

Simons et al., 1999). In addition, researchers have shown that female student-athletes are better prepared for college (Purdy et al., 1982) and traditionally graduate at a higher rate than their male counterparts (Benson, 1991). Females also show less cognitive underperformance (Pascarella et al., 1995, 1999) and perform better academically than their male counterparts (Shulman & Bowen, 2001; Simons et al., 1999). It is argued that the reasons for these differences is that female student-athletes focus on getting an education and on achieving other long-term goals associated with education that lead to a rewarding career and a productive life in the future (Purdy et al., 1982). In contrast with their female counterparts, a significant number of male student-athletes focus on athletics first over academics for a variety of reasons, among them aspirations of playing at a professional level, peer pressure, social status, or the short-term intrinsic rewards derived from their sport. Sometimes focusing on short-term desires could distract a person from focusing on preparing for long-term aspirations (Adler & Adler, 1991). SAASPs are in the position to counsel students, whether they are male or female, with regards to the distractions they encounter as a result of their athletic experience, or in the classroom.

Some student-athletes find that being labeled as athletes, or worse, “jocks,” affects them both positively and negatively with their professors (Adler & Adler, 1991; Engstrom et al., 1995). Student-athletes who find themselves in classes with professors who are "friends of the program" find those professors to be undemanding and/or kind (Adler & Adler, 1991). However, some professors have low regards for student-athletes' academic competence and are angered by the special privileges they receive (Engstrom, 1995; Ferrante, 2002). Again, SAASPs are in the position of educating student-athletes about the problems resulting from enrolling in undemanding courses or majors. Similarly, they

can help student-athletes cope with issues related to dealing with professors who are unsympathetic or even hostile to the demands on contemporary student-athletes.

Summary

This literature focuses on student-athletes and student-athlete support programs. The NCAA was developed as a governing body for college athletics. Since its beginnings, it has created and enforced rules and regulations regarding student-athlete development, the eligibility of student-athletes, and the athletic department's responsibility to their student-athletes. The public today sees student-athletes as a representative of their institution, especially within major revenue-producing sports such as men's basketball and football. The days and nights of student-athletes are filled with busy schedules that include time-demanding morning and evening practices with little time for academics. SAASPs were designed to facilitate the transition to university life, and to provide opportunities for student-athletes to acquire the skills necessary to their retention and eventual graduation. But not all SAASPs are effective. The SAASP was designed by the athletic departments and NCAA to help student-athletes achieve academically. These programs include advising, tutoring, counseling, and support for academics, athletics, and life issues. Each area was specifically designed to assist the athlete in reaching graduation. If, however, the SAASP is underperforming it is likely that the student-athlete will also underperform. It is logical to assume that a small, unsupported SAASP will more likely underperform than one that has robust university support. In summary, SAASP programs can be beneficial to the student-athlete and the

academic department in enhancing and developing both the academic and athletic experience of the student-athlete by helping him or her to continue in college and graduate.

CHAPTER 3: METHODOLOGY

Review Questions

This research is defined by one broad question: What effect do academic advisement services for smaller Division-I athletic programs have on academic achievement as measured by Academic Progress Rate? There are several sub-questions that this study considers. First, are the student-athletes receiving proper academic advising to help achieve academic success that manifests itself in retention and graduation? Secondly, since the existence of a quality SAASP is critical to the academic success of the student-athlete, what is the nature of the SAASP? Specifically, what is the quantity of athletic advisors in the academic advising services?

Design and Methods

This investigation focused on the academic support experience of Division I men's and women's basketball programs. The study utilized a survey that was taken by an athletic academic director at a university to identify data relevant to the academic support at his or her Division-I institution. This instrument focused on the relationships between academic advisement and the student-athlete, as well as the number and constitution (part time vs. full time) of athletic advisement staff that each Student-Athlete Academic Support Program (SAASP) employed. The data distinguish between large quantity and small quantity athletic advising services by showing the staff size, and the employment status, of the staff of the SAASP.

The quantity of advisors and quality of advisement are related. There is an intuitive argument that this is so, but as social scientists, we cannot rely on intuition. Consider the scenario in which a lone advisor at a small school essentially 'adopts' her athletes as her 'children' and makes every effort to ensure their success. Alternatively, we can envision a large well-staffed advising department at a large public university in which the advisors go about their jobs in a mechanical fashion, knowing that they need to do just enough to prevent the APR from slipping below the 925 threshold. In other words, there is no necessary relation between quantity and quality. Both scenarios might be successful; alternatively either or both might be unsuccessful. Study is needed to determine if there are relationships between the quantity of staff, and their quality

The continuous dependent variable is Academic Progress Rate. The categorical independent variables are the type of institutions, gender, and student-athlete academic support programs. The academic progress rates between men and women Division-I basketball programs were compared while statistically controlling for academic advising at different institutions.

Participants

The first matter in developing the sample of participants was determining different sites for the research. It was decided to survey academic directors from two conferences, specifically Mid-Eastern Athletic Conference (MEAC) and Big West Conference institutions. This allowed the researcher to survey different types of institutions, different academic advisement relationships, and varying quantity of advisors employed at these targeted institutions.

The questions asked of the participants are in Appendix A and listed below:

1. What is the staff size (full-time or part time) of your student-athlete academic support services at your institution?
2. Which one of the following best characterizes your attitude toward advising?
3. Which one of the following best captures your perception of student attitudes toward the advising process?
4. My academic advising experience is best characterized by the following (check as many as apply):
5. Overall, how would you rate the academic advisement system at your college?
6. What do you find to be the most rewarding aspect of academic advising?
7. What do you find to be the most frustrating or dissatisfying aspect of academic advising?
8. In what ways might our academic advisement system be improved?
9. What type(s) of additional personal or institutional support do you think would make the advising process more effective and/or satisfying for advisors?

These two conferences were chosen because they have different levels of academic support at their institutions. The Student-Athlete Academic Support Programs (SAASP) at these institutions were identified as large quantity and small quantity programs as measured by staff sizes. Small quantity programs had small staff sizes of part-time advisors or no advisors at all; only the director and associate director administered advisement, if there were any. In contrast, large quantity staff was defined as having full-time advisors and tutors, and these institutions constitute large quantity academic advisement programs. Each university has a SAASP with the purpose of serving the academic needs of student-athletes, but the constitution of the SAASP, and its quality, varied among the institutions. The history and student demographics of each institution are described below.

Mid-Eastern Athletic Conference (MEAC)

Bethune-Cookman was founded by Mary McLeod Bethune as the Daytona Educational and Industrial Training School in 1904 (Collier-Thomas, 1982). The school underwent several stages of growth and development through the years and in 1923, it merged with the Cookman Institute of Jacksonville, Florida and became a co-ed high school. A year later in 1924, it became affiliated with the Methodist Church. By 1931, the school had become a junior college. The school became a four-year college in 1941 when the Florida Board of Education approved a 4-year baccalaureate program in Liberal Arts and Teacher Education. The name was changed to Bethune-Cookman College. On February 14, 2007, the Board of Trustees approved the name Bethune-Cookman University after the institution established its first graduate program (Bethune-Cookman, 2012). 67% of Bethune-Cookman students are residents of Florida, and 35% are out of

state or international students. The student population at BCU consists of 60% females and 40% males. The total number of undergraduate, professional, and graduate students enrolled is 3578 (Bethune-Cookman, 2011).

Coppin State University was founded in 1900, which was then called *Colored High School* (later named *Douglass High School*) on Pennsylvania Avenue by the Baltimore City School Board who initiated a one-year training course for the preparation of African-American elementary school teachers. By 1902, the training program was expanded to a two-year Normal Department within the high school, and seven years later it was separated from the high school and given its own principal. In acknowledgment of the goals and objectives of the college, the Board of Trustees ruled in 1963 that the institution's degree-granting authority would no longer be restricted to teacher education. Following this ruling, Coppin was officially renamed *Coppin State College*, and in 1967 the first Bachelor of Arts degree was conferred. In 1988, the College became part of the newly organized University of Maryland System, in which now is the University System of Maryland (Coppin State, 2012). Coppin State University student enrollment demographics are 88.2% African-Americans, 1.3% White-American, 0.4 % Hispanic, 4.1 % Non-Resident Alien, and 5.6 % Unknown. The gender of enrolled students is 76.2% females and 23.8% males (Coppin State, 2012). The total number of undergraduates, professional, and graduates students enrolled are 3801 (Coppin State, 2012).

Delaware State University (DSU) is considered a historically black, public university (HBCU) located in Dover, Delaware. DSU also has two satellite campuses located in Wilmington, Delaware, and Georgetown, Delaware. With approximately 4,200 students, DSU is the second-largest university in the state (behind the University of

Delaware) and encompasses six colleges and a diverse population of undergraduate and advanced degree students. The Delaware General Assembly established DSU on May 15, 1890 (DSU, 2012).

Delaware State University has a total overall enrollment of 4,154 and a total undergraduate enrollment of 3,744, with a gender distribution of 37.6 percent male students and 62.4 percent female students (Delaware State, 2012). At this school, 61.0 percent of the students live in college-owned affiliated housing and 39.0 percent of students live off campus (USAToday, 2012). Delaware State University is part of the NCAA I athletic conference (USAToday, 2012).

Florida Agricultural and Mechanical University, commonly known as Florida A&M or FAMU, is the nation's largest HBCU by enrollment, is located in Tallahassee, the Florida state capital, and is one of eleven member institutions of the State University System of Florida (Huffington Post, 2010). FAMU is also one of Florida's land grant universities. The University is a member-school of the Thurgood Marshall College Fund. It was established on October 3, 1887 as the State Normal College for Colored Students, and became a land grant university four years later when it received \$7500 under the Second Morrill Act (FAMU, 2012). Florida A&M University has an overall total enrollment of 13,204 students and total undergraduate enrollment of 11,180, with a gender distribution of 40.1 percent male students and 59.9 percent female students (USAToday, 2012). At this school, 25.0 percent of the students live in college-owned affiliated housing and 75.0 percent of students live off campus. Florida A&M University is part of the NCAA I athletic conference (USAToday, 2012).

Hampton University is a Historically Black and Native American Institution located in Hampton, Virginia, United States. Black and White leaders of the American Missionary Association founded it after the American Civil War to provide education to freedmen (Hampton, 2012). The student population at Hampton consists of 63.5% females and 36.5% males with the total calculated number of 5254 total numbers of students attending (Hampton, 2011). The demographics of this institution are 87.9% African-American, 1.3% Hispanic, 1.4 % Asian, 0.5% Indian American, 6.8 % White-American, and 2.2% Unknown (Hampton, 2011)

Howard University is a federally chartered, private, coeducational, nonsectarian, historically black university located in Washington, D.C., United States. It has a Carnegie Classification of Institutions of Higher Education status of RU/H: Research Universities (high research activity). From its outset it has been nonsectarian and open to people of both genders and all races. In addition to the undergraduate program, Howard has graduate schools of business, pharmacy, law, medicine, dentistry and divinity (Howard, 2012). The students at Howard come from the following regions: New England 2%, Mid-West 8%. South 22%, Mid-Atlantic 55%, and West 12% (Howard, 2009) As of 2006, Howard's six year graduation rate was 67.5% (Howard, 2008). In 2009, 1,270 of the 1,476 full-time freshmen enrolled were found to have different financial needs (86%). Of these, Howard could meet the full financial aid needs of 316 freshmen. Howard's average undergraduate student's indebtedness at graduation is \$16,798 (Howard, 2010).

Morgan State University (commonly referred to as MSU, Morgan State, or Morgan) is a historically black college (HBCU) in Baltimore, Maryland, United States. Morgan is Maryland's designated *public urban university* and the largest HBCU in the

state of Maryland. In 1890, the institution name formerly known as Centenary Biblical Institute was changed to honor the Reverend Lyttleton Morgan, the first chairman of its Board of Trustees, who donated land to the college (Stone, 2002). The University is a member-school of Thurgood Marshall College Fund (MSU, 2012).

Morgan State University has an overall enrollment of 8,018 total undergraduate enrollments of 6,711, with a gender distribution of 43.4 percent male students and 56.6 percent female students (USAToday, 2012). At this school, 30.0 percent of the students live in college-owned affiliated housing and 70.0 percent of students live off campus (USAToday, 2012). Morgan State University 4 year graduation rate is 11% (Morgan State, 2011).

Norfolk State University (NSU) is a four-year, state-supported, coed, liberal arts, historically black university located in Norfolk, Virginia. The University is a member-school of the Thurgood Marshall Fund and the Virginia High-Tech Partnership. This institution was founded in 1935 as the Norfolk Unit of Virginia Union University (VUU) (Norfolk, 2008). Norfolk State University student enrollment demographics are 85.4% African-Americans, 4.6% White-American, 1.3 % Hispanic, 0.8 % Non-Resident Alien, 1% Asian and 6.5% Unknown. Gender of enrolled students is 64.8% females and 35.2% males (Norfolk State, 2012). The total number of undergraduates, professional, and graduates students enrolled are 6,993 (Norfolk State, 2012).

The North Carolina Agricultural and Technical State University (NC A&T or A&T) is a land-grant university located in Greensboro, North Carolina, United States. It is the largest publicly funded historically black college (HBCU) in the state of North

Carolina. NC A&T is a constituent institution of the University of North Carolina System. It is accredited by the Southern Association of Colleges and Schools (SACS) and classified as a research university with high research activity by The Carnegie Classification of Institutions of Higher Education (Carnegie Foundation, 2009). It was founded in 1891 and known then as The Agricultural and Mechanical College for the Colored Race (NCAT, 2012). North Carolina A&T State University has a total undergraduate enrollment of 9,206, with a gender distribution of 46.5 percent male students and 53.5 percent female students. The percentage of entering class who graduated within the 4-year period is 17% (USAtoday, 2012).

North Carolina Central University (NCCU) is a public historically black university in the University of North Carolina system, located in Durham, North Carolina, offering programs at the baccalaureate, master's, professional and doctoral levels. The University is a member-school of Thurgood Marshall College Fund (NCCU, 2012). In a 4-year period, NC Central entering class who graduated is 15% (USAToday, 2012). North Carolina Central University has a total undergraduate enrollment of 6,416, with a gender distribution of 32.5 percent male students and 67.5 percent female students. The student to faculty ratio is 15:1 (USAToday, 2012).

Savannah State University is a four-year, state-supported, historically black university (HBCU) located in Savannah, Georgia. Savannah State is the oldest public historically black university in Georgia (Savannah State, 2007). Savannah State University's mission statement is "to graduate students who are prepared to perform at higher levels of economic productivity, social responsibility, and excellence in their chosen career fields of endeavor in a changing global community"(Savannah State

University, 2005). The University is a member-school of Thurgood Marshall College Fund (Savannah State, 2012).

Savannah State University student enrollment demographics are 92.8% African-Americans, 5.2% White-American, 1% Hispanic, and 1% international. Gender of enrolled students is 56% females and 44% males (Savannah State, 2012). The total number of undergraduates, professional, and graduates students enrolled are 4,552 (Savannah State, 2012).

South Carolina State University is a historically black university located in Orangeburg, South Carolina, United States. It is the only state funded historically black land-grant institution in South Carolina and is a member-school of the Thurgood Marshall College Fund (Wikipedia, 2012). The student-faculty ratio at South Carolina State University is 17:1, and the school has 49.2 percent of its classes with fewer than 20 students. 14% of the entering class graduates in a recent four-year period at SC State (USAToday, 2012). South Carolina State University has a total undergraduate enrollment of 3,744, with a gender distribution of 45.8 percent male students and 54.2 percent female students (USAToday, 2012).

University of Maryland Eastern Shore (UMES) located on 776 acres (2.5 km²) in Princess Anne, Maryland, United States, is part of the University System of Maryland. UMES is a historically black university, as well as an 1890 Historically Black Land-Grant University. The University is a member-school of Thurgood Marshall College Fund (UMES, 2012).

Maryland-Eastern Shore student-faculty ratio is 17:1. The student enrollment demographics are 73.6% African-Americans, 13.8% White-American, 2.2% Hispanic, 2% Asian, 0.4% Indian American, and 8% unknown. Gender of enrolled students is 57.8% females and 42.2% males (University of Maryland-Eastern Shore, 2012). The total number of undergraduates, professional, and graduates students enrolled are 4,540(University of Maryland-Eastern Shore, 2012).

Big West Conference (BWC)

California Polytechnic State University, also officially known as Cal Poly and informally as Cal Poly, San Luis Obispo or Cal Poly SLO, is a public university located in San Luis Obispo, California, United States. The university is the original polytechnic campus of the California State University, and is currently one of only two polytechnic campuses in the system. (California State, 2010)

California Polytechnic State University has a total enrollment of 18,762 and undergraduate enrollment of 17,725, with a gender distribution of 55.4 percent male students and 44.6 percent female students (USAToday, 2012). The student enrollment demographics are 8% African-Americans, 63% White-American, 13% Hispanic, 11% Asian, 0.4% Indian American, and 1% unknown. Gender of enrolled students is 57.8% females and 42.2% males (Forbes, 2012). The percentage of entering class who graduated at Cal-Poly within a recent of 4 years is 31% (USAToday, 2012)

California State University, Fullerton (also known as CSUF, CSU Fullerton, Cal State Fullerton) is a public university located in Fullerton, California. In 1957, Cal State Fullerton became the twelfth state college in California to be authorized by the state

legislature as a degree-granting institution. The following year, a site was designated for the campus to be established in northeast Fullerton. The property was purchased in 1959. This is the same year that Dr. Williams B. Langsdorf was appointed as founding president of the school (CSU-Fullerton, 2012).

California State University-Fullerton has a total enrollment of 36,156 and undergraduate enrollment of 30,782, with a gender distribution of 44% male students and 56% female students (Forbes, 2012). The student enrollment demographics are 3% African-Americans, 29% White-American, 34% Hispanic, 22% Asian, 4% Non-Resident Alien, and 5% unknown (Forbes, 2012).

California State University, Northridge (also known as CSUN, Cal State Northridge) is a public university in Northridge, a neighborhood in the San Fernando Valley area of Los Angeles, California, United States. The establishment of CSUN began in 1952 with the proposal of a new satellite campus for Los Angeles State College (now known as California State University, Los Angeles). (CSUN, 2011) Thanks to Valley advocates, state officials decided in favor of a valley campus (originally planned in Baldwin Hills on 1955). (CSUN, 2011) The college officially names itself California State University—Northridge on June 1972. (CSUN, 2011) In 1975, the construction of the CSUN sculpture begins at the southeast corner of campus. (CSUN, 2011)

California State University-Northridge has a total enrollment of 36,911 and undergraduate enrollment of 31,893, with a gender distribution of 45% male students and 55% female students (Forbes, 2012). The faculty to student ratio is 26:1 (Forbes, 2012). The student enrollment demographics are 7% African-Americans, 28% White-American, 34% Hispanic, 11% Asian, 6% Non-Resident Alien, and 8% unknown (Forbes, 2012).

California State University, Long Beach (also known as Cal State Long Beach, Long Beach State, CSULB, LBSU, or The Beach) is the second largest campus of the California State University (CSU) system and the third largest university in the state of California by enrollment. The University is located at the southeastern coastal tip of Los Angeles County, less than one mile from the border with Orange County (CSU-Long Beach, 2012).

California State University Long Beach has an enrollment of 34,870 students and undergraduate enrollment of 29,371, with a gender distribution of 42% male students and 58% female students (Forbes, 2012). The faculty to student ratio is 24:1 (Forbes, 2012). The student enrollment demographics are 4% African-Americans, 25% White-American, 33% Hispanic, 24% Asian, 4% Non-Resident Alien, and 6% unknown (Forbes, 2012).

The University of California, Davis (also referred to as UCD, UC Davis, or Davis) is a public teaching and research university established in 1905 and located in Davis, California, USA. The campus was originally established as the University Farm, the agricultural extension of UC Berkeley and the second campus of the University of California system. Covering 7,156 acres (2,896 ha), the campus is the largest within the University of California system and third largest by enrollment (UCD, 2011).

In a 4-year period, NC Central entering class who graduated is 53% (USAToday, 2012). University of California-Davis has a total undergraduate enrollment of 25,096, with a gender distribution of 45.0 percent male students and 55.0 percent female students. The student demographic is 6% African-Americans, 34% White-American, 16% Hispanic, and 37% Asian, and 3% Non-Resident Alien (Forbes, 2012).

The University of California, Irvine (UCI, UC Irvine, or Irvine) is a public research university located in Irvine, California, in the United States. One of the ten campuses of the University of California (UC) system, UCI is the fifth-largest UC campus, with nearly 28,000 students, 1,100 faculty members and 9,000 staff. UCI was one of three new UC campuses established in the 1960s to accommodate growing enrollments across the UC system. A site in Orange County was identified in 1959, and in the following next year The Irvine Company sold the University of California 1,000 acres (400 ha) of land for one dollar to establish the new campus. President Lyndon B. Johnson dedicated the campus in 1964 (President Johnson, 1964).

The percentage of the entering class who graduated within a recent four period at UC-Irvine is 65% (USAToday, 2012). UC Irvine overall student enrollment consists of 27,189 students and total undergraduate enrollment of 22,004, with a gender distribution of 45.8 percent male students and 54.2 percent female students. The faculty to student ratio at UC Irvine is 19:1 (USAToday. 2012).

The University of California, Riverside, commonly known as UCR or UC Riverside, is a public research university and one of the ten general campuses of the University of California system. UCR is consistently ranked as one of the most ethnically and economically diverse universities in the United States (US News & World Report, 2007). The main campus sits on 1,200 acres (486 ha) in a suburban district of Riverside, California, United States, with a branch campus of 20 acres (8 ha) in Palm Desert. It was founded in 1907 as the UC Citrus Experiment Station (UCR, 2012).

The University of California Riverside has a total undergraduate enrollment of 18,523, with a gender distribution of 48.1 percent male students and 51.9 percent female

students (USAToday, 2012). At this school, 30.9 percent of the students live in college-owned affiliated housing and 69.1 percent of students live off campus (USAToday, 2012). The percentage of the entering class who graduated within the four-year period at Riverside is 42% (USAToday, 2012). The student demographics at Riverside are 37% Asian, 6% African-American, 33% Hispanic, 16% White-American, 3% Unknown, and 3% Non-Resident Alien (Forbes, 2012).

The University of California, Santa Barbara, commonly known as UC Santa Barbara or UCSB, is a public research university and one of the 10 general campuses of the University of California system. The main campus is located on a 1,022-acre (414 ha) site in Goleta, California, United States, 8 miles (13 km) from Santa Barbara and 100 miles (160 km) northwest of Los Angeles. Founded in 1891 as an independent teachers' college, UCSB joined the University of California system in 1944 and is the third-oldest general-education campus in the system (UCSB, 2012).

University of California-Santa Barbara has a total undergraduate enrollment of 18,620, with a gender distribution of 47.6 percent male students and 52.4 percent female students (USAToday, 2012). At this school, 33.0 percent of the students live in college-owned, -operated, or -affiliated housing and 67.0 percent of students live off campus (USAToday, 2012). The percentage of the entering class who graduated within the four-year period at Santa Barbara is 69% (USAToday, 2012). The student demographics at Santa Barbara are 16% Asian, 3% African-American, 24% Hispanic, 45% White-American, 5% Unknown, and 2% Non-Resident Alien (Forbes, 2012).

The University of the Pacific (UOP or Pacific) is a private university in Stockton, California. It was first chartered on July 10, 1851, in Santa Clara, CA under the name

California Wesleyan College, but it was later moved to San Jose, and then to Stockton in 1923. Pacific is the oldest chartered university in California (Pacific, 2007). In addition to its liberal arts college, and its schools of education, engineering, business, international studies and music, it has three professional graduate schools: the School of Dentistry in San Francisco, the School of Law in Sacramento, and the school of Pharmacy and Health Sciences located in Stockton (UOP, 2012).

University of the Pacific has a total enrollment of 6,710 students and total undergraduate enrollment of 3,883, with a gender distribution of 45.0 percent male students and 55.0 percent female students (USAToday, 2012). At this school, 50.5 percent of the students live in college-owned affiliated housing and 49.5 percent of students live off campus (USAToday, 2012). The percentage of the entering class who graduated within the four-year period at the Pacific is 46% (USAToday, 2012). The student demographics at the Pacific are 33% Asian, 6% African-American, 14% Hispanic, 36% White-American, 4% Unknown, and 4% Non-Resident Alien (Forbes, 2012).

After deciding the site selection, the remaining concern was to select the individuals to participate in the study. The selections of 25 athletic academic advisors working at the Division I-AA institutions were targeted in this study. Black student-athletes became the primary focus because there were certain factors that either hinder or help these students within their academic achievements. Academic advisors were sought because they are the counselors that provide academic support, and help the student-athlete reach academic success in their years at that perspective institution.

Measures

The mandatory publication of graduation rates came into effect in 1990 as a consequence of the "Student Right-to-Know Act," which attempted to create an environment in which universities would refocus athletes on academic performance and hold athletes more accountable for academic success. (Ferris, 2004) The APR measures how scholarship student-athletes are performing term by term throughout the school year. It is a composite team measurement that assesses how individual team members do academically. Teams that do not make the 925 APR thresholds are subject to sanctions. The NCAA works closely with the schools that do not meet the threshold in order to improve them. When a school has APR challenges, it may be encouraged or even required to present an academic improvement plan to the NCAA. In reviewing these plans, the national office staff encourages schools to work with other campus units to achieve a positive outcome. The staff also works with APR-challenged schools to create reasonable timelines for improvement (NCAA, 2012). While eligibility requirements make the individual student-athlete accountable, the Academic Progress Rate creates a level of responsibility for the university. (NCAA, 2012)

Teams that fail to achieve an APR score of 925 - equivalent to a 50% graduation rate - may be penalized. A perfect score is 1000. The scores are calculated as follows:

Each student-athlete receiving athletically related financial aid earns one retention point for staying in school and one eligibility point for being academically eligible. A team's total points are divided by the point's possible and then multiplied by one thousand to equal the team's

Academic Progress Rate score. Example: A Division-I Football Bowl Subdivision team awards the full complement of 85 grants-in-aid. If 80 student-athletes remain in school and academically eligible, three remain in school but are academically ineligible and two drop out academically ineligible, the team earns 163 of 170 possible points for that term. Divide 163 by 170 and multiply by 1,000 to determine that the team's Academic Progress Rate for that term is 959 (NCAA, 2012).

The NCAA calculates the rate as a rolling, four-year figure that takes into account all the points student-athletes could earn for remaining in school and academically eligible during that period. Teams that do not earn an Academic Progress Rate above specific benchmarks face penalties ranging from scholarship reductions to more severe sanctions like restrictions on scholarships and practice time. (NCAA, 2012)

Data Gathering and Analysis Procedures

Information on academic support will be gathered by administering a survey to athletic academic directors at 25 small NCAA Division-I athletic programs. These surveys will be distributed to the athletic academic directors of these Student-Athletic Academic Support Programs. The data gathered will be compared to the Academic Progress Rate of the associated Division-I men's and women's basketball programs. The quantity of advisement from the SAASP will be analyzed through the staff size of the services. This will determine if the large or small quantity advisement staff sizes from the SAASP effects the APR for these basketball programs. The data will be analyzed using Independent T-Test and a two-way ANOVA model.

CHAPTER 4: RESULTS

Chapter 4 begins with a description of the sample used in this study. Descriptive statistics of the academic advisor relationships with the student-athletes and APR scores are then discussed. The Independent T-Test model and two-way analysis of variance (ANOVA) model will illustrate the variables that are provided. Following explorations of the models, the results are described accordance with the hypotheses in the hypothesis findings section.

Review of Purpose of Study

Three research questions shaped the design of this study: What effect does gender have on academic achievement when measured by APR scores? Does the type of staff size influence academic achievement as measured by APR scores? And, after taking into account institutional characteristics, what effect does academic counseling relationships for Division-I basketball programs have on academic achievement as measured by APR scores? To answer these questions, a descriptive statistics table, Independent T-Test model, and two-way analysis of variance (ANOVA) model were developed using the independent variables and dependent variable.

Sample

The study sample was restricted to single gender teams from the Big West and Mid-Eastern Athletic Conferences. The NCAA reported raw APR scores from 44 teams that competed in the 2010-2011 season, the teams being divided by gender. 12 APR

scores were removed because of lack of participation; the final sample size for this study was N=32 from 16 institutions.

For the sample used in this study, there were missing data from 6 institutions (3 from the MEAC & 3 from the Big West Conferences) that did not participate. The number of institutions, the percentage, mean, and standard deviation are reported in Table 1: Demographics of Division 1 Institutions.

Table 1: Demographics of Division 1 Institutions		
	<i>N</i>	%
Descriptive statistics		
Conference Affiliation		
Mid-Eastern Athletic Conference (MEAC)	9.00	56.25
Big West Conference (BWC)	7.00	43.75
	<i>N</i>	%
Student-Athlete Academic Support Programs (SAASP)		
Large Quantity Academic Advisement Staff	12	75.00
Small Quantity Academic Advisement Staff	4	25.00
Team Gender (APR scores)	Mean	SD
Male	925	22.08
Female	949	22.99
Overall	937	19.31

To examine the differences between independent variables, an Independent T-Test and a two-way analysis of variance (ANOVA) models were conducted. The independent variables consisted of Student-Athlete Academic Support Programs (SAASP), Type of Institution, and Team Gender. The dependent variable was the APR.

Team Gender and the APR

This section describes the team gender and the APR of the Division-I basketball programs. Significant differences were evident between the two teams at the same institution when measured by the APR. Specifically, Female student-athletes ($M=948.68$) ($SD=22.99$) overall had a higher APR score than the Male student-athletes ($M=925.06$) ($SD=22.07$). The Independent T-Test model examined the two groups (males and females) and the APR. Table 2 shows the mean, standard deviation, and p-value of the APR scores of the two groups. The P-Value (.005) shows that team gender is significant to the APR (See Table 2).

		Male	Female
	Mean	925.06	948.68
	SD	22.07	22.99
	P-value	0.005	

***P=. 05.**

Table 3: Descriptive Statistics for Athletic Academic Support Programs at Division-1 Institutions

Dependent Variable: APR

Institution	Ac.Ad.	Mean	Std. Deviation	N
MEAC	Small Quantity Staff	916.3333	5.53022	3
	Large Quantity Staff	938.5000	13.68941	6
	All MEAC	931.1111	15.73566	9
BIG WEST	Small Quantity Staff	906.5000	.	1
	Large Quantity Staff	950.5833	15.88212	6
	All BIG WEST	944.2857	22.08668	7
Total	Small Quantity Staff	913.8750	6.67551	4
	Large Quantity Staff	944.5417	15.48087	12
	All Institutions	936.8750	19.30673	16

Institutional Type, Academic Advisement, and the APR

Significant differences emerged between type of institution and academic advisement. Specifically, BWC institutions ($M=906.5$) had fewer institutions that had Small Quantity Staff than the MEAC institutions ($M=916.3333$, $SD=5.53$). Both BWC ($M=950.5833$, $SD=15.88$) and MEAC ($M=938.5000$, $SD=13.68$) had the same number of institutions with Large Quantity academic advisement staff, but the differences in APR scores were not significant. (See Table 3).

Associating Between Academic Advisement and the APR

After finding the differences between the type of institutions and academic advisement above, the next thing was to evaluate the two variables between academic

advisement and the APR. The results of the two-way ANOVA revealed that there was not a significant main effect for type of institution and APR. See Table 4 for results. The model showed that interaction affects of MEAC and BWC institutions on APR were not significant ($F(1,13) = 1.1, p = .306$). However, when examining academic advisement and APR the result differed. Specifically, interaction affects of Large Quantity Academic Advisement Staff and Small Quantity Academic Advisement Staff on APR were significant ($F(1,13) = 12.04, p = .004$). The sample shows that the 12 institutions with Large Quantity Academic Advisement Staff have APR scores of 925 and better. The 4 institutions with Small Quantity Academic Advisement Staff have APR scores below 925. Institutions with Large Quantity Academic Advisement Staff tend to have higher APR scores than institutions with Small Quantity Academic Advisement Staff.

TABLE 4: Tests of Between-Subjects Effects

Dependent Variable: APR

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3043.671 ^a	2	1521.835	7.766	.006	.544
Intercept	9888203.191	1	9888203.191	50458.350	.000	1.000
Institution	222.338	1	222.338	1.135	.306	.080
AcAd	2360.238	1	2360.238	12.044	.004	.481
Error	2547.579	13	195.968			
Total	14049347.500	16				
Corrected Total	5591.250	15				

Hypotheses Findings

This section reports the study hypothesis and findings. The following section details the hypothesis for the independent variables academic advisement and the type of institutions being compared to the APR.

- 1. Student-athletes will have a higher academic success rate with large staff athletic advisement program support*
- 2. Universities with Large Quantity Academic Advisement Staff in student-athlete academic support services are associated with the APR.*
- 3. Female collegiate teams have a higher APR than the male collegiate teams.*

Summary

Notable institutional effects on APR scores for basketball programs representing the MEAC and Big West Conferences were found in this study. APR results varied with team gender and academic advisement. However, APR was not affected by type of institution. Female student-athletes had higher APR scores than male student-athletes. However, Big West Conference Institution reported higher APR scores than MEAC institutions. Both reported low numbers of academic advisors, yet the advisors were effective in assisting each of their student-athletes in achieving academically. Chapter 5 provides an in-depth discussion of these findings, along with the implications, and limitations of the study.

CHAPTER 5: IMPLICATIONS AND CONCLUSION

Chapter 5 begins with a synopsis of key findings. The implications of findings concerning academic advisement, the institutional effects, and APR effects are presented. Suggestions for future research are provided before concluding with the study of limitations and conclusions.

Findings & Implications of this Study

The finding and implications of this study served as the basis for the following conclusions:

1. Universities with Large Quantity Academic Advisement Staff in student-athlete academic support services are associated with the APR.

This finding is consistent with the literature discussed in Chapter 2. In this study, the resource theory approach to learning and development suggests that adequate physical, human, and financial resources enhance student outcomes (Astin, 1984). Toutkoushian and Smart (2001) showed that the level of institutional spending would have a direct impact on student gains in learning and Astin (1993), Hossler, Kim, & Ziskin (2010) found that degree completion was positively related to resources invested in academic advisement services. The academic support services are often in the best position to assist student-athletes with any number of challenges. Benson (2000) asserts that restricting athletic academic support services with a small number of advisory staff to numerous of student-athletes on several sport teams "fail to form the coalition of effort that clearly is called for (p.239)." In short, the finding in this study shows that student-athletes are likely to have the same experiences as their non-athlete peers. It is logical to

argue, then, that athletic programs that do not have Large Quantity Academic Advisement Staff should get them. They should acquire full-time academic advisors to deal with student-athlete specific issues, much like regular advisors do for high-achieving students on college campuses. This would ensure that student-athletes would have access to effective academic support in athletics (Adler & Adler, 1991; Benson, 2000). Based on these findings, it is posited that Large Quantity Academic Advisement Staff are effective in improving teams APR scores.

2. Being a female team will have a positive association with the APR.

In general, research has reported that there is an association between gender and APR that may be affected by advising (Astin, 1984; Peltier et al., 1999; Tinto, 1975; Trawick, 1994). Upon entering college, female student-athletes are better prepared academically (Purdy et al., 1982), and traditionally graduate at a higher rate than their male counterparts, due to having adequate academic support (Benson, 1991). Student-Athlete Academic Support Programs gives support and encouragement to the student-athletes by helping them set realistic goals, guide them in academics, and make responsible decisions while developing life skills (Jordan, 2000). Female student-athletes take initiative in academic support services to stay focused on their goals and their studies (Sellers & Damas, 2002). It is because of their mindset and determination to succeed in academics, which make them more prepared for what academia throws at them (Hollis, 2001). Female student-athletes understand that leaving school early to play on a professional level is unlikely; however, male student-athletes can leave college after one year if their talent meets the professional requirements, which leaves a negative effect on the team's APR scores. Outside of the major collegiate sports, the Olympic collegiate

sports (both men and women) rarely face the same demands as the other major sports because of their popularity and revenue, but are expected to represent their respective institution well as they compete at different competitions (Hollis, 2001). Given the differences between male and female student-athletes, being a female student-athlete will positively affect academic advisement, and consequently APR.

3. Interaction affects of Large Quantity and Small Quantity student-athlete academic support services are positively associated with the APR.

This finding may be the most significant of the three. In short, having Large Quantity Academic Advisement Staff predicts a team's APR. From an organizational perspective, colleges and universities can exhibit patterns of behavior, like resource allocation, that can have important ramifications for the educational attainment of students. Academic advising, seen this way, is a resource that athletic departments should invest in because they are likely to see a good return on their investment. Spending money on academic support for tutoring, study groups, advising, summer bridge programs, and developmental education courses have been linked to improved student-athletes academic success in college (Blanc, DeBuhr, & Martin, 1983; Blanc & Martin, 1994; Congos & Schoeps, 1997; Peterfreund, Rath, Xenos, & Bayliss, 2008; Ryan & Glenn, 2003). In athletics, higher resource institutions are more likely to boast qualified academic support programs equipped with personnel and specialists that can explicitly address APR issues, such as lost eligibility points (LaForger, 2011). It seems clear that higher resource institutions have allocated their resources to this end. Giving these findings, this shows that academic advisement is a good investment in student-athletes with respect to their academic performance, and consequently APR.

To better understand these findings, these programs are one of the most beneficial assets within intercollegiate athletics in improving the academic and athletic success of the student-athlete. The Student-Athlete Academic Support Programs deserve the utmost attention, compared to other factors that can affect the student-athlete's success, such as racial identity, being a scholarship recipient, having family support, and/or personal motivation. Although these elements could be contributing factors, the student-athlete academic support programs will benefit student-athletes most because these programs provide the athletes access to the resources necessary for academic excellence at their respective institutions.

Discussions

This study discusses and contributes to our understanding of student-athlete outcomes and provides practical insight for academic support that addresses academic progress. The growing attention given to intercollegiate athletics in recent years amid ongoing controversies that demonstrates the importance of closely examining the implementation and impact of policies like the APR. While the implications are unattainable, the following discussion specifically addresses the Institutional effects, and APR effects of this study.

Institutional Effects

The findings from this study are supportive of prior findings institutional effects researched. HBCU advocates say the reasons for a lack of resources for student-athlete academic support are complex, even though they understand that lack of resources is cited most often as a reason for poor academic performance (NCAA, 2012). Where many institutions with additional funding can hire academic advisors, tutors and other

professionals to ensure their student-athletes go to class, many HBCUs just do not have the funding. At many of the smaller institutions, including the Historically Black Colleges, financial issues reduce the amount of money needed to pay for additional academic support. The reason for that may be due to the smaller number of college students enrolled at HBCUs compared to the larger Big West institutions with over 20,000 students. Enrollment affects budgets, which in turn may affect the size of staff (large or small quantity) at these institutions. At some institutions, teams have to actually go out and make money for their cash-strapped athletics departments. Teams in high-profile sports like basketball and football often have to play big money guarantee games to bring more funding to their athletics department. Those guarantee games could keep a men's basketball team on the road (and out of the classroom) for much of its pre-conference schedule. (NCAA, 2011)

Researchers have pointed to the challenge of accounting for differences in institutional characteristics in intercollegiate athletics for more than 30 years (Snyder & Spreitzer, 1978). The descriptive statistics from this study alone illustrate the differences between the type of institution, the student-athlete academic support program staff size, and team gender APR scores in this study. While some research suggests that student-athletes can experience isolation and marginalization at the institutions (Simiyu, 2010), this study indicates that organizational factors known to influence student outcomes for the general student body are also related to the academic eligibility and retention of student-athletes. This suggest that, although student-athletes may be subject to unique experiences and demands on college campuses (Ferrante, Etzel, & Lantz, 1996; Gayles

2004), their academic progress is still influenced by the academic support that they encounter in college.

APR Effects

The findings of this study clearly demonstrate that the types of institutions are differentially equipped to facilitate APR success. As noted in Chapter 4, APR was not affected by type of institution. This can be explained by the lack of resources available at those institutions. Since the NCAA reserves the rights to sanction collegiate teams failing to meet the required APR standards, serious deliberation should be given to how accountability measures may effect institutions and their athletic programs. Despite the fact that average scores rose from 948 in 2003 to 970 in 2010, the federal graduation rates for student-athletes rose just 2% during that time period (NCAA, 2011a). This statistic indicates that APR does not necessarily correlate with graduation rates. In the article “NCAA working with HBCUs to clear APR barriers,” the current president at Prairie View Agricultural and Mechanical University (PVAMU) George Wright (2011) argued that:

I have often speculated about Vince Young, who went to Texas from an Inner-city Houston high school. If a kid with the same academic profile as Vince Young went to Prairie View while Vince Young goes to Texas, Vince Young would do better over time because of the resources they can provide.

Every administrator here at Prairie View has two jobs. That’s part of the problem. Yet, if you look at our graduation rates, our student-athletes graduate at a higher rate than our other students do. But we often come out of this with a lower APR.

We come across as seeming to not do so well with our athletes in the academic sphere (NCAA, 2011).

Similarly, in a journal article “Bowling for Grades,” Matt Hinton, a journalist, referred to the apparent impact of wealth and size on the APR scores:

You don't have to look at the scores long to figure out that they're a much greater threat to smaller programs that can't afford the bureaucratic and academic resources than they are to the behemoths...These are the schools that are more likely to be cut off from the postseason by academics — not because they're recruiting dumber players, but because they don't have the academic support staff to advise the student-athletes (Hinton, 2011).

Hinton (2011) noted that only four BCS schools lost scholarships in football due to low APR scores as opposed to twenty non-BCS programs, many of whom were sanctioned on more than one occasion. In sum, smaller institutions that do not have Large Quantity Academic Advisement Staff are not likely to have the resources to help their student-athletes achieve academically. Consequently they will more likely experience problems with their APR results.

Along these lines, the finding that APR is predicted by academic advisement does not mean that the APR is a suitable measure of student-athlete outcomes. The University of Kentucky, for example, lost at least 16 men's basketball players to the NBA between 2008 and 2012, yet reported an amazing APR score of 960 and above for that time period (NCAA, 2012). Retention and eligibility waivers, along with roster management practices, can compromise and dilute APR scores. While the APR is indicative academic

advisement, the measure may actually misrepresent student-athlete academic achievement and inappropriately benefit certain institutions.

This study provides for a good understanding of academic advisement and the APR. The potential implications of APR research are far-reaching and clearly warrant further examination. Furthermore, it is recommended that the NCAA and its institutions become more knowledgeable about the impact of the Student-Athlete Academic Support Programs to determine whether student-athletes and institutions are benefiting in appropriate ways from the NCAA's policy.

Limitations

There are several limitations to this study. It was difficult to determine the direct affect of the Student-Athlete Academic Support Programs on grade point averages alone because of the chief focus on Academic Progress Rates. An additional guiding question, which directly related to grade point average, may have provided an even more conclusive response to the impact of the Student-Athlete Academic Support Programs at small Division-1 institutions.

Another limitation is that there was a small sample size of small quantity academic advisement programs, representing the Mid-Eastern Athletic Conference and Big West Conference within this study. Further research should be conducted with more variety of institutions within other conferences and across conferences for a much larger sample size.

A third limitation is that there were a limited number of participating institutions used within this study. Preparing interviews with student-athletes could be used to further understand the importance of the Student-Athlete Academic Support Programs.

Further research is needed to investigate the effect of the Student-Athlete Academic Support Programs on degree completion and academic performance towards academic excellence for the student-athletes. This study should be duplicated using other variables, such as public vs. private institutions, Historically Black Colleges and Universities vs. Historically White Colleges and Universities, and scholarship vs. non-scholarship student-athletes.

Conclusion

The findings from this study hold statistical and practical significance. They extend our current understanding of the relationship between Student-Athlete Academic Support Programs and APR. This provides the first step towards (a) understanding student-athlete retention and academic progress in a hierarchical framework, and (b) analyzing the relationship between student-athletes and academic support service at different institutions. This study contributes to the literature concerning academic support and institutional impacts on student-athlete outcomes, and establishes a framework for further investigation of the Academic Progress Rate and Student-Athlete Academic Support Programs. Finally, it provides stakeholders with valuable information for facilitating an environment for academic excellence.

REFERENCES

- Academic for Student Athletes. (2008). *Oregon State University & the department of intercollegiate athletics* [Brochure].
- "Academic Progress Rate." NCAA. Retrieved 22 February 2012.
- "About Norfolk State." Retrieved 2008-01-12.
- Adler, P. A., & Adler, P. (1991). *Backboards and blackboards: College athletes and role engulfment*. New York: Columbia University Press.
- Anderson, A., & South, D. (2000). *Racial differences in collegiate recruitment, retention and graduation rates*. In D. Brooks & R. Althouse (Eds.), *Racism in college athletics* (2nd ed., pp. 155-169). Morgantown, WV: Fitness Information Technology, Inc.
- Arendale, D. (2004). Mainstreamed academic assistance and enrichment for all students: the historical origins of learning assistance centers. *Research for Educational Reform* (9.4) 3-21.
- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel*, 25(4), 297-308.
- Astin, A. W. (1985). *Achieving educational excellence: A critical assessment of priorities and practices in higher education*. San Francisco: Jossey-Bass.

- Astin, A. W. (1993). *What matters in college? Four critical years revisited*. San Francisco, CA: Jossey-Bass, Inc.
- Baldrige, J. V., Curtis, D. V., Ecker, G. P., & Riley, G. L. (1977). *Alternative models of governance in higher education*. In R. Birnbaum (Ed.), *ASHE reader in organization and governance in higher education* (pp. 11-27). Lexington, MA: Ginn Press.
- "Behind the Blue Disk: Division I Academic Reform." NCAA. Retrieved 13 March 2012.
- Benson, K. F. (2000). Constructing academic inadequacy: African American athletes' stories of schooling. *Journal of Higher Education*, 71(2), 223-246.
- "Bethume-Cookman University History." Bethume-Cookman University. 2013.
http://www.cookman.edu/about_bcu/history
- "Brief History of Morgan State University." Morgan State University. 2013.
http://www.morgan.edu/about_msu/university_history.html
- Broughton, E. (2001, March 3-7). *Counseling and support services for college student athletes*. Paper presented at the American College Personnel Association, Boston, MA.
- Broughton, E., & Neyer, M. (2001). *Advising and counseling student athletes*. *New Directions for Student Services*, 93,47-53.

- Brower, A.M., & Ketterhagen, A. (2004). Is there an inherent mismatch between how Black and White students expect success in college and what their college expects from them? *Journal of Social Issues*, 60(1), 95-116.
- "Campus Homepages." California State University. Retrieved 2010-02-01.
- Cantor, N. E., and Prentice, D.A. (1996). *The Life of the Modern-Day Student-Athlete: Opportunities Won and Lost*. Paper presented at the Princeton Conference on Higher Education, Princeton University, Princeton, NJ.
- Caulfield, C. (2011). *Promoting academics: Student-athlete role models in the media*. *Black History Bulletin*, 74(1), and 21-26.
- Chickering, A. W., & Reisser, L. (1993). *Education and Identity (2nd ed.)*. San Francisco: Jossey-Bass.
- Coakley, J. J. (1990). *Sport in society: Issues and controversies (4th ed.)*. St. Louis: Times Mirror/Mosby College Publishing.
- Comeaux, E., & Harrison, K. C. (2011). *A conceptual model of academic success for student-athletes*. *Educational Researcher*, 40(5), 235-245. Doi: 10.3102/0013189X11415260
- Comeaux, E. (2010a). Mentoring as an intervention strategy: Toward a (re) negotiation of first year student-athlete role identities. *Journal for the Study of Sports and Athletes in Education*, 4, 257-275.

“Coppin State University History.” Coppin State University. 2013.

<http://www.coppin.edu/info/200737>

“Delaware State University History.” Delaware State University. 2009.

<http://archives.desu.edu/dsu/history.php>

Eckard, Woodrow. “NCAA Athlete Graduation Rates: Less Than Meets the Eye.”

Journal of Sport Management 24.1 (2010): 45-59. Academic Search

Complete.Web. 17 Aug. 2012.

"Economic Diversity Among All National Universities." *US News and World Report*.

Retrieved 2007-08-10.

Etzel, E. F., Ferrante, A. P., & Pinkney, J. W. (2002). *Counseling college student-*

athletes: Issues and interventions (2nd ed.). Morgantown, WV: Fitness

Information Technology, Inc.

Farrell, E. (2007). Some colleges provide success coaches for students. *Education Digest*

(73.1) 44-47.

Ferrante, T. B., Etzel, J. M., & Lantz, M. J. (2003). A systems approach to understanding

and counseling college student-athletes. *Journal of College Counseling*, 6.

Ferrante, A. P., Etzel, E. F., & Lantz, C. (2002). *Counseling college student- athletes:*

The problem, the need 1996. In E. F. Etzel, A. P. Ferrante & J. W. Pinkney (Eds.),

Counseling college student-athletes: Issues and interventions (pp. 3-26).

Morgantown, WV: Fitness Information Technology, Inc.

Ferris, Eric (2004). "Academic Fit of Student-Athletes: An Analysis of NCAA Division 1-A Graduation Rates." *Research in Higher Education: 555–575*.

Figler, S. (1987). Academic advising for athletes. *Journal of Sport and Social Issues* (11.1/2) 74-81.

“Florida Agriculture and Mechanical University History.” Florida A&M. 2013.
<http://www.famu.edu/index.cfm?UniversityHistory>

Gargano, M. (2001). *A study to determine whether or not the principles of sportsmanship and ethical conduct can coexist with the competing principles associated with highly competitive athletic programs in NCAA Division I men's basketball*.
George Washington University, Washington, DC.

Gayles, J. (2004). Examining academic and athletic motivation among student athletes at a Division I university. *Journal of College Student Development, 45, 75-83*.

"Great Moments in Yale Sports." Yale Alumni Magazine, March 2001.

Hinton, M. (2011). “Bowling for grades: NCAA adds academic minimum to qualify for bowl game.” Retrieved from
http://rivals.yahoo.com/ncaa/football/blog/dr_saturday/post/bowling-for-game?urn=ncaaf,wp4868

“History of Hampton University.” Hampton University. 2013.
<http://www.hamptonu.edu/about/history.cfm>

“History of North Carolina Central University.” North Carolina Central University. 2013.

<http://www.nccu.edu/aboutnccu/history.cfm>

“History of South Carolina State University.” South Carolina State University. 2013.

<http://www.scsu.edu/aboutscstate/historyofscstateuniversity.aspx>

Hollis, L. P. (2001). Service ace? Which academic services and resources truly benefit student-athletes? *Journal of College Student Retention*, 3(3), 265.

“Howard University History.” Howard University. 2013.

<http://www.howard.edu/explore/history.htm>

Hosick, M. B. (2011). “NCAA working with HBCUs to clear APR barriers.”

Retrieved from

<http://www.ncaa.org/wps/wcm/connect/public/NCAA/Resources/Latest+News/2011/May/NCAA+working+with+HBCUs+to+clear+APR+barriers>

"How is the Academic Progress Rate Calculated? NCAA. Retrieved 14 March 2012.

Huffington Post, Feb. 26, 2010

Hughes, R. L. (2002, February 11-16). *Whistling Dixie, raising the confederate flag and other welcoming mats: African-American students talk about change at Big Texas State University*. Paper presented at the Joint National Conferences of the National Association of African American Studies, National Association of Hispanic and Latino Studies, National Association of Native American Studies, and International Association of Asian Studies, Houston, TX.

- Jayakumar, U., & Comeaux, E. (2011). A perpetual (un) balancing act: The role of an athletic organization in shaping student-athlete identities. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, and LA.
- Joyner, James (2012). Citing Website. *Dumb Jocks and Student-Athlete Propaganda*. Retrieved March 31, 2012, from <http://www.outsidethebeltway.com/dumb-jocks-and-student-athlete-propaganda>
- Kamens, D. H. (1971). The college charter and college size. Effects on occupational choice and college attrition. *Sociology of Education*, 44, 270-296.
- "Key Dates in Pacific's History." University of the Pacific. Retrieved September 30, 2007.
- Lee, E. E. (2003). *Cultural mistrust, university alienation, academic self-efficacy and academic help seeking in African American college students*. University of Nebraska, Lincoln, Nebraska.
- Light, R. J. (2001). *Making the most of college: Students speak their minds*. Cambridge, MA: Harvard University.
- Littleton, R., Jr. (1998). *A historical perspective of black student development*.
- Mangold, W. D., Bean, L., & Adams, D. (2003). The impact of intercollegiate athletics on graduation rates among major NCAA Division I universities:

Implications for college persistence theory and practice. *Journal of Higher Education, 74, 540-562.*

Martin, B. E., Harrison, C., Stone, J., & Lawrence, S. (2010). Athletic voices and academic victories: African American male student--athlete experiences in the Pac-Ten. *Journal of Sport & Social Issues, 34(2), 131-153.*

Mayo, J. R., Murguia, E., & Padilla, R. V. (1995). Social integration and academic performance among minority university students. *Journal of College Student Development, 36(6), 542-552.*

Meyer, B. B. (1990). From idealism to actualization: The academic performance of female collegiate athletes. *Sociology of Sport Journal 7(1): 44-57.*

National Collegiate Athletic Association. (2007) Graduation rates report. Retrieved May 15, 2006, from <http://www.ncaa.org>

National Collegiate Athletic Association. (2009) Graduation rates report. Retrieved December 20, 2007, from <http://www.ncaa.org>

National Collegiate Athletic Association. (2010). *NCAA graduation rates between blacks and whites widening*. Retrieved from <http://www.thegrio.com/sports/ncaa-graduation-rates-between-blacks-and-whites-widening.php>

National Collegiate Athletic Association (2011). "2011 NCAA Football Attendance" (For all Men's Varsity Sports). NCAA Retrieved 26 January 2011.

NCAA Mission Statement (2012). Retrieved October 5, 2010,

<http://www.ncaa.org/wps/wcm/connect/public/NCAA/NCAA+President/On+the+Mark>

National Collegiate Athletic Association (2011). "2011 NCAA Basketball Attendance"

(For all Men's Varsity Sports). NCAA Retrieved 10 June 2011.

Neisler, O.J. (1992). *Access and retention strategies in higher education: An introductory overview*. In M. Lang & C.A. Ford (Eds.), *Strategies for retaining minority students in higher education* (p. 163). Springfield, IL: Charles C. Thomas.

Parham, W. D. (1993). The intercollegiate athlete: A 1990s profile. *The Counseling Psychologist, 21*(3), 411-429.

Parham, W. D. (2002). *Diversity within intercollegiate athletics: Current profile and welcomed opportunities*. In E. F. Etzel, A. P. Ferrante & J. W. Pinkney (Eds.), *Counseling college student-athletes: Issues and interventions* (pp. 27-53). Morgantown, WV: Fitness Information Technology, Inc.

Pascarella, E. T., & Terenzini, P. T. (1991). *How college makes a difference: A summary. In how college affects students: Findings and insights from twenty years of research* (pp. 556-635). San Francisco: Jossey-Bass.

Pascarella, E. T., & Terenzini, P. (2005). *How college affects students: Findings and insights from twenty years of research*. San Francisco: Jossey-Bass.

- Pascarella, E. T., Truckenmiller, R., Nora, A., Terenzini, P. T., Edicson, M., & Hagedorn, L. S. (1999). Cognitive impacts of intercollegiate athletic participation: Some further evidence. *Journal of Higher Education, 70*, 1-26.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research (2nd ed. Vol. 2)*. San Francisco, CA: Jossey-Bass.
- Peltier, G. L., Laden, R., & Matranga, M. (1999). Student persistence in college: a review of research. *Journal of College Student Retention, 1*, 357-376.
- Podesta, C. H. (2009). *A comparison of traditional and nontraditional students attending historically black or predominantly white institutions*.
- Pope, M. L., & Miller, M. T. (1996). A review of literature related to service for college student-athletes. Unpublished manuscript. Retrieved April 1, 2005, from <http://ntserver1.wsulibs.wsu.edu:2391>
- Pope, M. L., & Miller, M. T. (1999). *Support services for student-athletes: Athletic department and student affairs officer's perceptions*.
- Price, J. A. (2010). The effects of higher admission standards on NCAA student-athletes: An analysis of Proposition 16. *Journal of Sports Economics, 11(4)*, 363-382.
- President Lyndon Johnson at the groundbreaking for the University of California, Irvine, 1964. Orange County Archives' C.M. Featherly Collection.

- Purdy, D. A., Eitzen, D. S., & Hufnagel, R. (1985). The educational achievement of student-athletes using SAT and non-cognitive variables. *Journal of Counseling & Development, 70*, 724-727.
- Purdy, D. A., Eitzen, D. S., & Hufnagel, R. (1982). Are athletes also students? The educational attainment of college athletes. *Social Problems, 29*, 439-498.
- Purdy, D. A., Eitzen, D. S., & Hufnagel, R. (1985). The educational achievement of student-athletes using SAT and non-cognitive variables. *Journal of Counseling & Development, 70*, 724-727.
- Pututo, J., & O'Hanlon, J. (2006). *National study of student athletes regarding their experiences as college students*. Retrieved August 28, 2007, from <http://www.informawork.com/index/788625398>
- Reddick, R. J. (2007). *The gift that keeps giving: Historically black college and university educated scholars and their mentoring at predominately white institutions*. Educational Foundations.
- "ReVU: Quick Facts About Vanderbilt." Vanderbilt University. November 2010. Retrieved January 17, 2010.
- Roper, L. D., & McKenzie, A. (1988). Academic advising: A developmental model for black student-athletes. *NASPA Journal, 26*(2), 91-98.
- Rossmann, G. B., & Rallis, S. F. (2003). *Learning in the field: An introduction to qualitative research (2nd ed.)*. Thousand Oaks, CA: Sage.

"Savannah State University Admission: About Us." Savannah State University. 2007.

Retrieved 2007-04-04.

"Savannah State University 2005-2007 Catalog." Savannah State University. 2005.

Retrieved 2007-04-04.

Shulman, J. L., & Bowen, W. G. (2001). *The game of life: College sports and educational values*. Princeton, N.J.: Princeton University Press.

Simiyu, N.W. (2010). Individual and institutional challenges facing student athletes on U.S. college campuses. *Journal of Physical Education and Sports Management*, 1,16-24.

Smith, R. A. (2011). *Pay for play*. Chicago: University of Illinois Press.

Smith, Ronald. 1988. *Sports and Freedom: The Rise of Big-Time College Athletics*. Oxford: Oxford University Press.

Smith, L. (2007). Panel to examine basketball problems. *Chronicle of Higher Education* 30-43.

Smith, R. M. (2005). *Personalization in academic advising: A case study of components and structure*.

Snyder, E. E. & Spreitzer, E. (1978). *Social aspects of sport*. Englewood Cliffs, N.J.:Prentice-Hall.

- Stagg, P. (1946). The development of the NCAA in relationship to intercollegiate athletics in the United States. PhD dissertation. New York University.
- Stoecker, J. L., Pascarella, E. T., & Wolfle, L. M. (1988). Persistence in higher education: A 9-year test of a theoretical model. *Journal of College Student Development, 29*, 196-209.
- Stone, Adam (2002-08-29). "Morgan State University This historically black college has a well-rounded liberal arts core". *Baltimore Sun*. Archived from the original on 2007-09-27. Retrieved 2009-03-20.
- Suggs, W. (2004). *Colleges' expenditures on athletics can't be calculated, panelists tell Knight Commission*. *Chronicle of Higher Education, 51*(11).
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition (2nd ed.)*. Chicago: The University of Chicago Press.
- Trawick, S. (1994). *Student persistence at a postsecondary technical institute*. *Dissertation Abstracts International, 55*, 3172.
- Toldson, I. A. (2008). *Breaking barriers: Plotting the path to academic success for school age African American males*. Washington, D.C.: Congressional Black Caucus Foundation, Inc.
- Turner, C. S. V. (1994). Guests in someone else's house: Students of color. *The Review of Higher Education, 17*(4), 355-370.

"UC Davis Facts - General Statistics." University of California, Davis. 2011.

Underwood, C., Jr. (1986). Advising black student-athletes: Twelve recommendations.

NACADA Journal, 6(1), 19-21.

Wallace, B. C., & Constantine, M. G. (2005). Africentric cultural values, psychological help-seeking attitudes, and self-concealment inn African American college students. *Journal of Black Psychology*, 31(4), 369-385.

Walter Perna, L., & Titus, M. A. (2005). The relationship between parental involvement as social capital and college enrollment: An examination of racial/ethnic group differences. *The Journal of Higher Education*, 76(5), 485-518.

Watson, J.C. (2006). Student-athletes and counseling: Factors influencing the decision to seek counseling services. *College Student Journal*, 40(1), 35-42.

Winston, R. B., Miller, T. K., Ender, S. C., Grites, T. J., & Associates (1984).

Developmental academic advising. San Francisco: Jossey-Bass.

APPENDIX A



October 2, 2012

Antwon Woods, Dr. Steve Estes
Department of Health and Human Performance
adw6j@mtmail.mtsu.edu, Steve.Estes@mtsu.edu

Protocol Title: "A Study of the Student-Athlete's Academic Achievements: The Relationship Between Student-Athlete Academic Support Programs and Academic Progress Rate"

Protocol Number: 13-072

Dear Investigator(s),

The exemption is pursuant to 45 CFR 46.101(b) (2). This is because the research being conducted involves the use of educational tests, survey procedures, interview procedures or public behavior.

You will need to submit an end-of-project report to the Office of Compliance upon completion of your research. Complete research means that you have finished collecting data and you are ready to submit your thesis and/or publish your findings. Should you not finish your research within the three (3) year period, you must submit a Progress Report and request a continuation prior to the expiration date. Please allow time for review and requested revisions. Your study expires on October 2, 2015.

Any change to the protocol must be submitted to the IRB before implementing this change. According to MTSU Policy, a researcher is defined as anyone who works with data or has contact with participants. Anyone meeting this definition needs to be listed on the protocol and needs to provide a certificate of training to the Office of Compliance. If you add researchers to an approved project, please forward an updated list of researchers and their certificates of training to the Office of Compliance before they begin to work on the project. This form can be located at www.mtsu.edu/irb on the forms page.

Also, all research materials must be retained by the PI or faculty advisor (if the PI is a student) for at least three (3) years after study completion. Should you have any questions or need additional information, please do not hesitate to contact me.

Sincerely,

Andrew W. Jones
Graduate Assistant to:
Emily Born
Compliance Officer
615-494-8918
Emily.Born@mtsu.edu

APPENDIX B

ACADEMIC ADVISEMENT PROGRAM ASSESSMENT

I, Antwon Woods am seeking your input on the academic advising process at your institution, with the intent of strengthening and improving the program. Individual responses to this survey will be treated confidentially, and only general trends will be shared with the college community.

Please return this survey through campus mail or fax as soon as possible to the mailing address or fax number given. Thanks for your time and effort; I hope to put the information to good use.

Number of Years You Have Been Advising at your institution: _____ Number of Students You Presently Advise? _____

1. Which one of the following best characterizes your attitude toward advising?

_____ I find advising pleasant and rewarding.

_____ I have neither very positive nor very negative feelings toward advising.

_____ I find advising unpleasant.

Reason/rationale for this response:

2. Which one of the following best captures your perception of student attitudes toward the advising process?

_____ Students find the advising process pleasant and rewarding.

_____ Students have neither very positive nor very negative feelings about the advising process.

_____ Students find the advising process unpleasant and frustrating.

Reason/rationale for this response:

1. My academic advising experience is best characterized by the following (check as many as apply):

_____ Students often do not keep appointments.

_____ Students often do not come with any pre-planned schedule.

For permission to use, copy, modify, or distribute please contact: Antwon D. Woods, adw6j@mtmail.mtsu.edu

___ I give accurate advice and answers on curricular requirements.

___ I give accurate advice and answers to student questions relating to their options after graduation.

___ I serve as a resource person to my advisees on matters relating to choice of a college major.

___ I serve as a resource person to my advisees on matters relating to career choice.

___ I help my advisees to resolve their personal problems. ___ I refer my advisees to campus support services for assistance on matters that are beyond my expertise.

___ I encourage my advisees to become involved in campus life and off-campus community service.

4. Overall, how would you rate the academic advisement system at our college?

___ highly effective ___ moderately effective ___ slightly effective ___ highly ineffective ___ moderately ineffective ___ highly ineffective

Reason/rationale for this rating:

5. What do you find to be the most rewarding aspect of academic advising?

6. What do you find to be the most frustrating or dissatisfying aspect of academic advising?

7. In what ways might our academic advisement system be improved?

8. What type(s) of additional personal or institutional support do you think would make the advising process more effective and/or satisfying for advisors?

Final Comments/Suggestions/Recommendations:

APPENDIX C

CONSENT TO PARTICIPATE IN A RESEARCH

Introduction:

You are being invited to take part in a research study about how the academic counseling relationship affects the academic achievement of black student-athletes. The study is called "Mythology of African-American Student-Athlete academic achievements and the Relationships between the Athlete and Academic Support." You are being invited to participate in this study in the research study because you are an athletic academic advisor at a Division I institution.

Your participation is completely voluntary. You will not be penalized should you choose not to participate. Please ask any questions you might have.

The person in charge of this study is Antwon Woods, a student at Middle Tennessee State University. The thesis chair on this study is Dr. Steven G. Estes.

Purpose:

The purpose of this research is to investigate how the relationship that forms between a student-athlete and an academic counselor may affect that student's academic achievement, and to gauge the importance of such relationships for all students.

Procedures:

The research will be carried out either in your home or at your particular campus. You will participate in answering a brief survey lasting approximately 5-10 minutes.

Risks:

To the best of my knowledge, the things you will be doing in this study have no risk of harm to you.

Benefits:

You will probably not receive any direct benefit from participating in this research study. However, the information collected through these surveys could impact the way academic counseling services are provided and benefit any number of college students in the future.

Cost and compensation:

There is no cost associated with your participation in this study. There is no compensation for participating in this study.

Withdrawal from the study:

You may choose to stop your participation in this study at any time with no penalty.

Confidentiality:*Questions or problems:*

If you have any questions at any time about this research study, you can contact Antwon Woods at (601-983-7250) or by email (adw6j@mtmail.mtsu.edu). If you have any questions about your rights as a participant in a research study, please contact the Middle Tennessee State Office for Human Research Participant Protection at 615-.

Certification:

I have read and I believe I understand this Informed Consent document. I believe I understand the purpose of the research project and what I will be asked to do. I have been given the opportunity to ask questions and the have been answered satisfactorily.

I understand that I may stop my participation in this research study at anytime and that I can refuse to answer any question(s).

I agree to the photography while taking the survey. Initials

I understand that the researcher will work to keep the information I give them confidential. My name will not be on the data collected. Instead a pseudonym will be used on all survey transcripts. A pseudonym will by used if quotations of mine are published.

I have received a copy of this Informed Consent document for my personal reference.

I hereby give my informed and free consent to be a participant in this study.

Signature:

Date

Consent Signature of Participant

Printed Name of Participant

Person providing information and witness to consent

APPENDIX D

LIST OF TABLES

TABLE 1: Demographics of Division-I Institutions.....	43
TABLE 2: The Independent T-Test Model for Male and Female Division-I Basketball Programs.....	44
TABLE 3: Descriptive Statistics for Academic Advisement at Division-I Institutions.....	45
TABLE 4: Test between Subjects, APR & SAASP (Two-way ANOVA Model).....	46

