

A RECRUITING PROFILE OF STUDENT-ATHLETE COLLEGE CHOICE
FACTORS FOR ENTERING FRESHMEN IN THE NAIA
TRANSOUTH CONFERENCE

By

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A Dissertation Submitted to the Faculty of the Graduate School at
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APPROVAL PAGE

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FACTORS FOR ENTERING FRESHMEN IN THE NAIA
TRANSOUTH CONFERENCE

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The purpose of this study was to identify the most important college choice factors for entering freshmen student-athletes at 8 of 9 small, private schools in the NAIA TranSouth Conference and to develop recruiting profiles for the TranSouth Conference and each of the 8 participating institutions. The researcher utilized the Student-Athlete College Choice Profile (Gabert, Hale, & Montalvo, 1999) to collect data from 249 entering freshmen student-athletes during the first week of the 2003 fall semester. The Student-Athlete College Choice Profile consisted of 23 college choice factors and required each participant to rate the factors on a 5-point Likert scale ranging from very important to not important. The results were analyzed using SPSS 11.5 software to generate descriptive statistics including rank, means, and standard deviations. Recruiting profiles for the TranSouth Conference, each of the 8 participating institutions, and each of the 5 independent variables were created. Multivariate analyses of variance were computed to measure differences for the 23 college choice factors based on the 5 independent variables of gender (2-group), sport choice (2-group), scholarship level (3-group), residency status (2-group), and ethnicity (3-group).

The results indicated that the head coach relationship and opportunity to play were the two most important college choice factors for entering freshmen student-athletes in the NAIA TranSouth Conference. A mixture of athletic and academic factors made up the top quartile (1 to 6) of most important factors. Factors related to the campus environment and the influence of others did not play an important role in the college

choice process. Significant differences ($p < .05$) were found for the independent variables of gender, sport choice, residency status, and ethnicity. The majority of significantly different factors occurred on factors outside of the top quartile of most important factors for each of the independent variables.

Athletic recruiters and enrollment managers may utilize the customized recruiting profiles created in this study as they develop recruiting strategies to attract student-athletes to their institutions. The results indicate that multiple recruiting strategies should be utilized when recruiting NAIA TranSouth Conference student-athletes.

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The TranSouth Conference schools that participated in the study are appreciated. Athletic directors and coaches at these institutions were helpful in encouraging student-athletes to participate. My goal is that the conference and each institution will benefit from the information gained in the study.

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CHAPTER I

INTRODUCTION

Choosing which college to attend is one of the most important decisions a person makes. Some decisions have little impact while other decisions significantly change the future of each person. The United States Department of Education (2001) reported that 2,751,138 first time students chose to attend college in 2000 with 489,723 of those choosing a private, not-for-profit institution (p. 15). Once the decision is made to attend college, a process of making a college choice that meets the needs of each student begins. Some will make a quick decision based on superficial factors while others will delve into many factors before making the final choice. Many factors and timelines exist in the process of making a college choice, and the process may differ among students and student-athletes. Identifying common variables and decision-making processes could enable athletic recruiters and enrollment managers to more efficiently and successfully attract prospects to a designated college or university.

Colleges and universities use a variety of tools to gain the attention of prospects and lead them to a college choice. College fairs, promotional materials, and enrollment counselors all serve the purpose of attracting students and student-athletes. Officials at colleges and universities are challenged with identifying students and student-athletes that best fit the institutional profile and that will succeed in their campus environment. The goal of each institution is to attract the maximum number of students who will choose to attend, progress, and graduate from their institution.

Coaches and athletic recruiters face a similar challenge in recruiting prospective student-athletes. The coach must first consider the responsibilities of representing the institutional goals in the recruiting process and attracting student-athletes who will succeed academically. An additional responsibility of recruiting student-athletes is finding those who will contribute to the success of an athletic team. A coach may spend many hours scouting and recruiting a student-athlete only to find that the athlete is not eligible to enroll at the college or university. The pressure of recruiting successful student-athletes who will achieve both academically and athletically presents an overwhelming challenge for some coaches. Understanding which factors are most important to prospective student-athletes when making a college choice will benefit coaches in formulating a recruiting strategy.

Many studies have been conducted to identify decision-making styles for prospective students and student-athletes. Sevier (1996) identified a cost/benefit model in which a perceived cost versus a perceived benefit model is utilized in making a college decision. Others make the college choice following an elimination process (Tversky, 1972) or by utilizing a dominance principle (Resnick, 1987) in which certain college choice factors come to the forefront and help distinguish one school from another. Hossler and Gallagher (1987) and Jackson (1982) presented three stage models for decision-making in which students and student-athletes start with a broad concept of what they are looking for in a college or university and narrow the choices during three stages that lead to a final decision.

Prospective students and student-athletes use multiple styles in making a college choice. The styles involve the combination of identifying college choice factors most

important to each student or student-athlete and matching those needs with the offerings of an institution. While some studies have focused on the process, others have chosen to identify college choice factors that lead to the decision (Canale, Dunlap, Britt, & Donahue, 1996; Greene and Greene, 2002; Martin and Dixon, 1991). Prior cited research indicates that students and student-athletes consider many factors when making a college choice.

Student-athletes are faced with making a college choice considering similar factors to those of non-athletes, but student-athletes must also calculate the relative importance of athletic variables in making a college choice. Student-athletes must consider the potential time restraints related to practice, travel, and game participation. Additionally, athletic programs place academic pressures on student-athletes to maintain eligibility while progressing toward graduation (College Football Association, 1981; Doyle and Gaeth, 1990; Fielitz, 2001; Gabert, Hale, & Montalvo, 1999; Klenosky, Templin, & Troutman, 2001; Mathes and Gurney, 1985; Swaim, 1983).

Need for the Study

The limitation of past research is that it has focused primarily on college choice factors of student-athletes at large, state funded institutions. The needs of student-athletes at small, private institutions across the country may differ from those at large, public schools. According to TranSouth Conference president Tommy Sadler, the majority of athletes who choose to attend a small, private school do not have the professional athletic ambitions of their NCAA Division I counterparts (personal communication, June 10, 2003). Sadler commented, "Student-athletes at small, private institutions utilize their

athletic abilities to gain admission to college and rely on their ability to gain financial aid in the form of athletic scholarships” (personal communication, June 10, 2003).

The National Association of Intercollegiate Athletics (NAIA) is dedicated to serving the needs of institutions that are primarily small and private. In 2002-2003, 81% of the institutions associated with the NAIA were private. The average school size during that period was 1,878 with an average annual tuition of approximately \$18,000.00 (NAIA, 2003). NAIA institutions need to recognize the most important college choice factors specific to the prospective student-athletes they recruit. The NAIA TranSouth Conference represents small, private schools across the southeastern United States. Identifying college choice factors for entering freshmen student-athletes may help develop a sound recruiting profile customized for coaches at each institution in the TranSouth Conference.

Gabert, Hale, and Montalvo (1999) indicated the need for more research at each collegiate athletic division to provide a more comprehensive profile for each level of competition. Fielitz (2001) also observed that his discoveries were specific to the United States Military Academy. Each of these researchers encouraged further investigation to add to the information gained in their respective studies.

Statement of Purpose

The purpose of this study was to identify the most important college choice factors for entering freshmen student-athletes at eight of nine small, private schools and to develop recruiting profiles for the TranSouth Conference and each of the eight participating institutions.

Significance of the Study

The information gathered in this study may be utilized by coaches at small, private colleges and universities, specifically NAIA institutions, in the recruitment of student-athletes. Enrollment managers at small, private institutions could also benefit from the identification of college choice factors for student-athletes by developing recruiting techniques specific to the population. Enrollment managers and athletic recruiters can ensure that prospective students and student-athletes receive information pertinent to their college enrollment decisions (Martin and Dixon, 1991). This study is designed to add to the literature pertaining to the college choice factors of NAIA student-athletes and, specifically, to create a recruiting profile for the NAIA TranSouth Conference and each of the eight participating institutions.

Research Questions

1. Which college choice factors are rated most important by student-athletes who are entering freshmen in the NAIA TranSouth Conference?
2. What effect does gender have on ratings of college choice factors for student-athletes in the NAIA TranSouth Conference?
3. What effect does sport choice have on ratings of college choice factors for student-athletes in the NAIA TranSouth Conference?
4. What effect does scholarship level have on ratings of college choice factors for student-athletes in the NAIA TranSouth Conference?
5. What effect does residency status have on ratings of college choice factors for student-athletes in the NAIA TranSouth Conference?

6. What effect does ethnicity have on ratings of college choice factors for student-athletes in the NAIA TranSouth Conference?

Outcomes Related to Research Questions

1. To determine which college choice factors are rated most important by entering freshmen student-athletes in the NAIA TranSouth Conference.
2. To determine the differences between male and female student-athletes in ratings of college choice factors.
3. To determine the differences between major sport and minor sport student-athletes in ratings of college choice factors.
4. To determine the differences between full scholarship, partial scholarship, and non-scholarship student-athletes in ratings of college choice factors.
5. To determine the differences between in-state and out-of-state student-athletes in ratings of college choice factors.
6. To determine the differences between Caucasian-American, African-American, and others in ratings of college choice factors.

Limitations

1. Student-athletes were surveyed during their first week of school.
2. Factors not on the profile may have influenced college choice.
3. The attitude of the student-athletes may vary based on experience with past surveys.
4. Berry College chose not participate in the study.

Delimitations

1. The population included entering freshmen student-athletes from eight of nine NAIA member institutions in the TranSouth Conference.
2. The Student-Athlete College Choice Profile (SACCP) was the instrument used for this study (Gabert, Hale, & Montalvo, 1999).
3. Student-athletes' college choice factors were identified strictly by the SACCP.
4. Student-athletes participating in football and wrestling at Cumberland University were not included in the study. These sports are not recognized TranSouth Conference sports.
5. Student-athletes classified as "other" may represent diverse ethnic groups.

Assumptions

1. The student-athletes submitted honest answers on the survey.
2. The student-athletes had knowledge of the information requested.
3. Attendance at the college or university did not affect choice factors.

Definition of Terms

Athletic recruiters-- coaches, assistant coaches, enrollment managers, and enrollment counselors who deal directly with prospective student-athletes during the college selection process.

Coaches-- head or assistant coaches who have responsibilities related to the recruiting of student-athletes along with teaching and supervisory responsibilities related to the function of an intercollegiate athletic program.

College choice factor-- attribute or characteristic of an institution that a student considers when making the decision to attend a college or university.

Enrollment managers-- employees at colleges and universities responsible for recruiting prospective students. Sometimes these employees are referred to as admissions directors or recruiting directors.

Entering freshmen student-athletes-- first time college students enrolling with the intent of participating in an intercollegiate sport.

Ethnicity-- for the purpose of this study included Caucasian-American, African-American, and "other."

Major sport-- for the purpose of this study included: basketball, softball, and baseball.

Minor sport-- for the purpose of this study included: tennis, golf, volleyball, soccer, and cross country.

Most important factors-- for the purpose of this study included the top quartile of factors for each independent variable.

NAIA-- National Association of Intercollegiate Athletics. An intercollegiate athletic association devoted to serving institutions that are primarily small and private. (NAIA, 2003).

Recruiting strategy-- organized plan for attracting qualified student-athletes to a college or university.

Residency status-- for the purpose of this study was represented as in-state or out-of-state. Residency status was signified by location of high school graduation.

Small, private colleges and universities-- institutions with undergraduate enrollment of less than 3,500 students that do not receive direct federal or state funding outside of financial aid in the form of grants and loans.

Student-athlete-- a student enrolled at a college or university participating in an intercollegiate athletic program.

Student-Athlete College Choice Profile-- survey instrument developed by Gabert, Hale, and Montalvo (1999) that was utilized in this study.

TranSouth Conference-- NAIA affiliated athletic conference that includes Berry College, Blue Mountain College, Cumberland University, Freed Hardeman University, Lee University, Lyon College, Martin Methodist College, Trevecca Nazarene University, and Union University.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this literature review was to examine past studies concerning student-athlete preferences of factors that lead to college choice and to identify the ways in which student-athletes differ from non-athletes in this process. The review of literature is divided into 11 sections. The first four sections-- 1) decision-making models, 2) classification of decisions, 3) recruiting strategies, and 4) factors that influence college choice-- are related to all students. The remaining seven sections are primarily related to student-athletes: 5) factors that influence college choice of student-athletes; 6) coaches' perceptions of college choice factors; 7) enrollment impact of student-athletes; 8) the uniqueness of small, private colleges and universities; 9) National Association of Intercollegiate Athletics; 10) TranSouth Conference; and 11) summary.

Decision-Making Models

The college choice process is a complex decision-making event for high school students who wish to continue their education. Students use different decision-making styles to determine the college to which they will apply and attend. Sevier (1996) presents a dual front model that involves the student comparing perceived cost of attending a college or university versus perceived benefit. In the model, the criteria for selecting a college includes what will be gained from attending a particular college or university, the length of time required obtaining a degree, and the financial costs. Other variables considered as costs include dollar cost, reputation of the college, location, and

availability of major. Benefits include, but are not limited to, institutional size, religious affiliation, or availability of internships. The student then makes a decision in favor of a particular college or university based on the perceived benefits outweighing the perceived costs. Sevier states, “the challenge for each institution is calculating, from the perspective of the student, the cost/benefit analysis for the institution and comparing favorably with primary competitors” (p. 12).

Decisions about college attendance are also made using an elimination process (Tversky, 1972). This process involves eliminating options that do not contain the attributes considered important to the individual making the decision. This process continues until all options are eliminated except for a final choice. The final choice will contain the most attributes desirable to the person making the decision.

Another principle of decision-making involves the dominance principle (Resnick, 1987). This model consists of making a particular decision based on the importance of each criterion for selecting a college. Each factor under consideration will have relative importance to the decision. The final decision is based on an elimination of factors until the most important factor dominates. Factors that lead to dominance in the college choice process, according to Resnick, include personal preference, personal gain, monetary value of the decision, or a variety of other reasons.

Hossler and Gallagher (1987) identified a three-stage model that students follow in the college decision process. During the first stage, students look at colleges with no definite plan for which school they will choose. Once they progress to the second stage, the students want more information about the schools of interest and will seek information via campus visits, internet searches, or college fairs. Students start with a

broad conception of higher education opportunities open to them and refine their perceptions into the choice of a single institution (Jackson, 1982; Litten, 1982).

Jackson (1982) also presents a three-stage model for college decision-making. The stages are preference, exclusion, and evaluation. Preference is impacted by academic achievement and family background. Students identify colleges and universities that match their academic preparation and goals. Family interests, such as school tradition and past attendance, also are considered during the preference stage. During the exclusion stage, students eliminate choices based on factors that would lead them away from the college or university, such as cost, location, travel expenses, and unfavorable aspects of the institution. In the evaluation stage of the selection process, students analyze additional information and make a choice with consideration for academic preparation and family interests.

Classification of Decisions

Resnick (1987) classifies decisions into three categories: 1) decisions made under certainty; 2) decisions made under risk; and 3) decisions made under ignorance or uncertainty. Decisions made under certainty are those in which the person knows the outcome in advance. Students may know for certain which scholarships they will receive, where they will live, and where the school is located. Student-athletes who choose to attend a college or university where they must try out for the team are making a decision under risk because they have no guarantee that they will make the team. Students are faced with making decisions of uncertainty when they base their decision on what they expect or hope the institution will be like once they arrive, but they cannot be certain exactly what the future holds.

Bell, Raiffa, and Tversky (1988) and Resnick (1987) developed a method of measuring the strength of a person's preference for an outcome. Their approach was to quantify the risk associated with a choice factor and the alternative choices allowed to replace this factor if it were removed. They were able to quantitatively represent feelings by placing a numeric value with each choice factor. Attributes that scored highest were the attributes that primarily influenced the college choice.

Recruiting Strategies

Colleges and universities are challenged to establish a recruiting strategy that will attract students who will choose, attend, and matriculate at that university. Sevier (2000) proposes a recruiting "funnel" in which colleges and universities begin by identifying the students that they want, clarifying their recruiting geography, and building an image that will attract those students to their institution (p. 11). This process involves developing a marketing strategy that introduces the institution to interested students and the target population, selling the institution by persuading students to attend, and then keeping the students sold until they arrive on campus.

Factors that Influence College Choice

Researchers have not attempted to look at the ways in which the students make their decision about college choice; instead, they focus on what factors lead to the decision. Martin and Dixon (1991) studied the effects of demographic variables and locus of control on college choice. Martin and Dixon utilized Rotter's Internal-External Locus of Control Scale (1966) and a self-composed College Choice Influence Scale to evaluate 104 female and 84 male students. Martin and Dixon observed that students who were classified as externals were more influenced by others than those classified as internals.

Martin and Dixon also found that students whose parents earned a combined annual income of at least \$80,000 were more influenced in the choice process by others than were students whose parents were in lower income categories (p. 256). Martin and Dixon hypothesized that recruiters should emphasize parental conversation when making contact with students of higher socio-economic status.

Martin and Dixon (1991) identified major factors in the college choice process. Martin and Dixon determined that attitudes toward the specified institution, life-planning influences, influence of others, independence-recreational reasons, and family tradition of attendance at the specified institution were the primary determinant factors. Attitude toward an institution ranged from highly regarded to no regard. Life-planning influences were related to perceived success following college while the influence of others related to advice from parents, friends, and high school counselors. Students indicated a need for personal independence during the college experience. The variety of recreational activities available to the student in the college community enhanced satisfaction levels when choosing an institution. Parental attendance at an institution also impacted the decision of many students.

Canale, Dunlap, Britt, and Donahue (1996) surveyed 543 high school seniors and juniors attempting to identify choice factors most important to college choice. Canale et al. used an 11-attribute, 3-point Likert scale survey that required students to rate each attribute as very important, somewhat important, or not important in relation to the attributes' influence on affecting the students' choice of college. The results indicated that the five factors most important in the college choice process were, in order from most important to least important, excellent teachers, areas of study available, cost,

teacher availability outside of class, and academic reputation. Canale et al. also indicated that commuting distance and small student populations were not ranked significantly more important than any other factors. Understanding the factors that influence the college choice process, along with identifying people who will influence college choice, will help in developing an effective recruiting strategy.

Cost remains a factor in the decision to attend college and is addressed separately in many of the findings. Greene and Greene (2002) reported that the federal government estimates that fewer than 20% of American families can afford to pay college costs out of their annual earned income. Greene and Greene reported the average private college tuition rising 5.5% in 2001, while the average public university tuition rose 7.7%. Greene and Greene expressed great concern over the number of students relying on borrowed money to pay for college expenses. The proportion of students borrowing to pay for college rose from 42% in 1992 to 64% in 2000. Greene and Greene stated, "Very few private colleges or universities will be able to meet the ever-rising costs of higher education without putting even more pressure on students via higher tuition" (p. 20).

Factors that Influence College Choice of Student-Athletes

Researchers in early studies did not identify student-athletes as a separate population of students being recruited by colleges and universities. Student-athletes have contrasting interests in which college or university to attend. Student-athletes must consider both athletic and academic factors. Gabert, Hale and Montalvo (1999) surveyed 246 freshmen student-athletes in an attempt to discover patterns that exist in the college choice process of student-athletes. Male and female participants from NCAA Division I, NCAA Division II, and the NAIA completed the Student-Athlete College Choice Profile

consisting of 23 items. Gabert et al. found that 5 of the top 10 factors related to academic factors, and the other 5 consisted of athletic factors. Student-athletes at each level identified the head coach relationship as one of the top three factors in making their decision. Results indicated differences existed when comparing gender, scholarship level, and sport choice, but no differences when considering race. Gabert et al. suggested further study within each division of competition to assist in the generalization of the findings.

Fielitz (2001) studied college choice factors for student-athletes and non-athletes at the United States Military Academy (USMA) involving 1,158 freshmen cadets, 966 males and 192 females. The number of athletes represented in the population was 310, 228 males and 82 females. Participants completed a modified Class Characteristics Inventory, to which the author added 11 questions to identify characteristics specific to athletics. Athletes rated excellent teachers, playing for an NCAA Division I program, parental influence, college coach and coaching staff, and academic reputation as the five most influential factors in their college choice. Male and female athletes both rated excellent teachers, parental influence, and the opportunity to play in a division I athletic program as the top three influences. Fielitz compared revenue sport student-athletes to non-revenue sport student-athletes. His findings demonstrated that revenue sport student-athletes did not differ from non-revenue student-athletes in college choice factors when comparing them as a group and by gender. Fielitz found that the same factors were most important among non-athletes at the USMA as the student-athletes.

Mathes and Gurney (1985) conducted a study of 231 varsity athletes, 155 men and 76 women. Mathes and Gurney utilized a 59 item, 5-point Likert scale Student-

Athlete Recruitment Decision-Making Survey. Full scholarship recipients (n = 65) and partial scholarship recipients (n = 166) were purposely included to identify differences that existed between the groups. The items were grouped in four categories: (a) athletic and academic reputation of the school; (b) characteristics of the recruiting and head coach; (c) characteristics of the campus visit; and (d) general influences of family, friends, and community. Mathes and Gurney also reported both academic and athletic factors as being important to the student-athletes when making their decisions. The student-athletes in their survey rated academic factors as the most important followed by the head coach relationship. Factors that did not significantly influence the college choice were campus visits or the advice of friends. Student-athletes receiving full scholarships assigned significantly higher values to the coach relationship than the student-athletes receiving partial scholarships. Mathes and Gurney compared revenue sport athletes to non-revenue sport athletes. Revenue sport athletes rated the coach relationship, campus, academics, and athletics significantly higher than athletes in non-revenue producing sports.

The College Football Association (1981) studied 2,116 football players to analyze college choice factors. Aspects related to football and athletics were rated higher than academic factors. The football players identified winning tradition and the head coach relationship as the most influential. Swaim (1983) performed a study of 67 male basketball players from NCAA and NAIA institutions. Results revealed that career opportunities after graduation, academic reputation, availability of desired major, and head coach relationship were the top factors in making their decision.

Doyle and Gaeth (1990) presented differing results following their investigation of 605 NCAA Division I student athletes, 344 baseball players and 261 softball players. Doyle and Gaeth chose to present the athletes with 10-attribute scenarios and to force a college choice based on three separate 10-attribute scenarios. Thirty-two choice sets were utilized with differing combinations of the 10 attributes. Doyle and Gaeth found that the “amount of athletic scholarship” attribute was the most important factor in the institutional choice process (p. 85). Doyle and Gaeth stated that the primary finding of their research was that a student-athlete’s perceived financial need had a critical impact on the institutional choice. Doyle and Gaeth recognized that this result was in stark contrast to previous findings.

Klenosky, Templin, and Troutman (2001) were determined to gain a deeper understanding of the college choice process for student athletes. Klenosky et al. chose a means-end investigation approach to identify why factors were important. This research is a shifting paradigm when compared to the individual attribute evaluation processes utilized in previously cited studies. The goal of the means-end investigation was to link the personal values of each student athlete with the factors they rate as most important. The interviewing process required the investigators to use a laddering technique in which the interviewers continued to ask questions until a factor or attribute became linked to a personal value. By linking an attribute to a perceived consequence, then linking the perceived consequence to a personal value, Klenosky et al. were able to directly connect an attribute to the student-athletes’ personal value system.

Klenosky et al. (2001) interviewed 27 male student athletes, 16 Caucasians and 11 African-Americans. Initially, the laddering interview process involved the participants in

identifying the reasons for choosing their current school over other options. Following the initial factor designation, the interviewer asked questions that linked the responses to consequences or benefits associated with that factor. Finally, the higher level values that each consequence or benefit represented was identified. The results indicated that multiple attributes and consequences or benefits led to four core values being most influential in the college choice process: personal achievement, fun and enjoyment, security, and a sense of belonging. Klenosky et al. concluded that identifying factors was useful, but understanding the value associated with the factor was more beneficial. Klenosky et al. illustrated this point by recognizing that 25 student athletes had identified the coach/coaching staff as an influencing factor with equal distribution of achievement and fun/enjoyment as the value that lead to that factor being rated important.

Coaches' Perceptions of College Choice Factors

Ulferts (1992) attempted to identify which factors were most important to coaches as they were recruiting athletes. Coaches identified which factors they thought were most influential for student-athletes: academic reputation, athletic tradition, and athletic scholarship. Interestingly, coaches identified primarily athletic factors while most student-athletes were equally influenced by athletic and academic factors. In addition, Ulferts' research found that the people who most influenced the college decision of student-athletes were the parents and the high school coaches.

· Siegel and Brantle (2001) presented results of a survey of 147 athletic directors who valued the qualities of prior won-lost record, ability to recruit skillful athletes, and possession of "people skills" as the most important qualities when hiring a coach. Siegel and Brantle stated, "It is becoming increasingly necessary for coaches to provide

evidence of their competence” (p. 110). Athletic directors must consider the ability of a coach to recognize the appropriate recruiting strategy to ensure a successful program.

Enrollment Impact of Student-Athletes

Approximately 2,750,000 new students enter colleges and universities each year (United States Department of Education, 2001, p. 15). With increasing tuition and decreasing support from the state and national government level, the student population is representing a higher percentage of operating budgets at colleges and universities than ever before (NCAA, 2002). Student-athletes make up nearly 2.5% of the NCAA student population on a yearly basis with 71,807 student-athletes participating in intercollegiate sports according to an NCAA Sports Participation study (p. 3). At the small, private institutions, the student-athletes represent a greater budget contribution through tuition and fees. TranSouth Conference student-athletes represent 10.6% of undergraduate enrollment at institutions who rely heavily on tuition and fees as contributions to the operating budget (TranSouth, 2003).

Coaches of intercollegiate teams are concerned about identifying student-athletes who will attend their college program in the annual recruiting process. Researchers have indicated that early identification may lead to a more successful recruiting plan. Foreman (1981) surveyed student-athletes to determine when they make their college choice and discovered that over one fourth (27%) made their college decision before they reached their senior year. Foreman concluded that recruitment should be done early to gain the attention of student-athletes as they begin the decision-making process.

The value of intercollegiate athletics in the recruiting process for students and student-athletes is not directly measurable; however, intercollegiate athletics appears to

significantly impact the reputation of a college or university on a national level. The public image and prestige of universities are altered daily by the successes and failures of their athletic teams. Media exposure of athletic teams has generated revenue for institutions and made institutions more attractive to potential students (Underwood, 1980).

The Uniqueness of Small, Private Colleges and Universities

Small, private colleges and universities across North America are facing the challenge of increasing enrollment while tuition costs continue to rise. Private colleges and universities are increasing in price at a higher rate than inflation, as measured by the Consumer Price Index (CPI). Evangelauf (1994, October 5) and Gose (1995, October 6) reported, in two separate issues of *The Chronicle of Higher Education*, the rising costs at private four-year colleges at 6% each year. Conversely, inflation rates for that same time period were reported as 2.9% in 1994 and 2.6% in 1995.

Reliance on student recruitment is greater due to the nature of small, private colleges and universities. Federal and state funding at these institutions is limited to financial aid in the form of grants and loans. This fact places greater strain on enrollment managers who are responsible for generating students on a yearly basis. According to Jugenheimer (1995), "It is not unusual for a college or university to spend more than a million dollars a year on recruitment and admissions publications, another million or so on admissions officers and staff, and hundreds of thousands more on public relations" (p. 3).

Students choose to attend small, private colleges and universities for a variety of reasons. Some will choose the school based on religious affiliation, academic reputation,

financial aid, location, reputation, social climate, and availability of major (Dockery, personal communication, July 8, 2003). Small, private colleges and universities are facing increasing budgets with a smaller student pool from which to draw. Colleges and universities must develop sound recruiting plans to attract students to their schools. Union University president Dr. David S. Dockery observed that “a decrease of 25-50 students has the potential to have a dramatic impact on the budget when tuition is a primary source of income considering that the average cost per student is \$12,000.00, the bottom line is a loss of \$300,000.00 to \$600,000.00” (personal communication, July 8, 2003).

Van Der Werk (2002) observed that tuition and fees at a private college in Pennsylvania represented 70% of the operating revenues compared to 29% at the University of Pennsylvania. Van Der Werk states, “When you are heavily tuition-driven, it comes home to roost pretty quickly that you are going to quickly have trouble making revenues meet expenses” (p. 28). The expenses at small, private colleges and universities are somewhat fixed. Tuition, fees, and other sources of income must meet these needs, or the schools are certain to face financial uncertainties.

Another uncertainty facing small, private colleges and universities is decreasing endowments. Only 31 of 1,600 private institutions have endowments greater than \$1 billion. (Van Der Werk, 2002) Van Der Werk reported that the median endowment at these schools is \$12 million and that 800 schools have endowments of \$12 million or less (p. 29). The situation results in schools being heavily tuition-driven, having little cushion for economic difficulties such as tuition shortfalls.

Size creates advantages and disadvantages for these institutions. While cost and economic stability are great concerns, depth of service and uniqueness attract students that prefer the personalized nature of the small, private environment. While some small, private colleges and universities may have only a few hundred students, big universities may have as many as 40,000. Mudore (2000) contrasted the small versus large school environments and presented strengths and weaknesses for each. Mudore observed that larger schools could offer a greater quantity of majors, course offerings, academic programs and student services. Conversely, Mudore stated that what small colleges lack in breadth, they make up in depth through greater teacher-student interaction, personalized attention, and a greater sense of belonging. The annual tuition at larger schools is less than smaller schools due to the larger schools being publicly supported by tax dollars versus the tuition-driven nature of small, private colleges and universities.

National Association of Intercollegiate Athletics

The National Association of Intercollegiate Athletics (NAIA) was formed in 1952 as an outgrowth of the National Association of Intercollegiate Basketball (NAIB). The NAIB was originally organized in 1937 to represent small colleges that were not satisfied with the method of qualifying for the National Collegiate Athletic Association (NCAA) tournament (NAIA, 2003). With the name change in 1952, golf, tennis, and outdoor track and field championships were added. Football, cross country, baseball, and swimming were added to the championship calendar in 1956. Wrestling in 1958, soccer in 1959, bowling in 1962, gymnastics in 1964, indoor track and field in 1966, and men's volleyball in 1969 were later added to aid in the growth of the NAIA (2003). Table 1 illustrates the modern national championship offerings of the NAIA.

Table 1

NAIA National Championship Sports

Sport	Men	Women
Cross Country	Yes	Yes
Football	Yes	No
Soccer	Yes	Yes
Volleyball	No	Yes
Basketball	Yes	Yes
Swimming/Diving	Yes	Yes
Indoor Track/Field	Yes	Yes
Wrestling	Yes	No
Baseball	Yes	No
Golf	Yes	Yes
Softball	No	Yes
Tennis	Yes	Yes
Outdoor Track/Field	Yes	Yes

Note. The NAIA offered these national championships in 2002-2003. (NAIA, 2003)

TranSouth Conference

The TranSouth Conference was established in 1996 to serve the needs of small, private schools from the southeastern United States. The schools range in undergraduate enrollment from 389 to 3,337 and in tuition cost from \$6,700 to \$14,260 per year. Table 2 illustrates the enrollment size and annual tuition cost of each institution.

Table 2

TranSouth Institutional Summary

Institution	Enrollment ^a	Tuition ^b
Berry College (2002)	1,898	\$14,260
Blue Mountain College (2002)	389	\$6,700
Cumberland University (2002)	908	\$10,530
Freed Hardeman University (2002)	1,870	\$9,300
Lee University (2002)	3,337	\$8,300
Lyon College (2002)	485	\$11,990
Martin Methodist College (2002)	600	\$7,200
Trevecca Nazarene University (2002)	828	\$11,390
Union University (2002)	1,990	\$14,080

^aUndergraduate enrollment for 2002-2003.

^bBased on 16 credit hours per semester for Fall and Spring.

Table 3 provides additional information regarding the number of student-athletes and the percentage of each student population represented by student-athletes. Table 3 illustrates the importance of student-athlete recruiting at NAIA TranSouth Conference schools. Student-athletes at NAIA TranSouth Conference schools range between 4.6% and 29.2% (2003) of all students enrolled at these small, private institutions.

Table 3

TranSouth Athletic Participation

Institution	Number of Athletes ^a	Percent of Student Population ^b
Berry College (2003)	168	8.8%
Blue Mountain College (2003)	18	4.6%
Cumberland University (2003)	265	29.2%
Freed Hardeman University (2003)	152	8.1%
Lee University (2003)	165	4.9%
Lyon College (2003)	141	29.1%
Martin Methodist College (2003)	146	24.3%
Trevecca Nazarene University (2003)	131	15.8%
Union University (2003)	122	6.1%

^aRoster Information for 2002-2003 teams.

^bEnrollment/Number of Athletes.

The TranSouth Conference currently recognizes champions in cross country, soccer, volleyball, basketball, baseball, golf, and tennis. Various schools within the conference choose to participate in all conference championships while others choose to participate partially (TranSouth, 2003). Table 4 indicates the type of sports offered at each of the member institutions and the number of student-athletes who participate.

Table 4

TranSouth Athletic Offerings by Sport Classification

Institution	Major Sports Offered	Number of Athletes ^a	Minor Sports Offered	Number of Athletes ^a
Berry College (2003)	3	74	8	94
Blue Mountain College (2003)	1	12	1	6
Cumberland University (2003)	4	84	9	181
Freed Hardeman University (2003)	4	71	9	81
Lee University (2003)	4	72	8	93
Lyon College (2003)	3	69	8	72
Martin Methodist College (2003)	4	65	6	81
Trevecca Nazarene University (2003)	4	66	5	65
Union University (2003)	4	60	7	62

^aRoster Information for 2002-2003 teams.

The TranSouth Conference (2003) has coaches who are responsible for recruiting both genders and who must be aware of the differences between males and females in the college choice process. Table 5 illustrates the number of male and female sport offerings and the number of student-athletes participating at each institution.

Table 5

TranSouth Athletic Offerings by Gender

Institution	Male Sports Offered	Number of Athletes ^a	Female Sports Offered	Number of Athletes ^a
Berry College (2003)	6	110	5	58
Blue Mountain College (2003)	0	0	2	18
Cumberland University (2003)	7	189	6	76
Freed Hardeman University (2003)	6	81	7	71
Lee University (2003)	6	90	6	75
Lyon College (2003)	6	94	5	47
Martin Methodist College (2003)	5	83	5	63
Trevecca Nazarene University (2003)	4	71	5	60
Union University (2003)	6	73	5	49

^aRoster Information for 2002-2003 teams.

Summary

Students and student-athletes follow a similar step-by-step process in making a college choice. Student-athletes and non-athletes have indicated similarities in preferential factors, outside of athletic factors, that recruiters must be aware of during recruiting. Empirical study needs to be done to identify common choice factors for student-athletes at different competitive levels, specifically the NAIA, for the generalization of results. Additionally, gender differences, sport choice differences, scholarship level differences, residency status differences, and ethnicity differences should be considered. Coaches and administrators must recognize the stages at which contact with students and student-athletes will be most effective. Recognition of these stages will assist coaches and enrollment managers in developing a recruiting strategy that targets the students' needs. The purpose of this study is to determine the most important college choice factors for entering freshmen student-athletes at small, private schools in the NAIA TranSouth Conference.

CHAPTER III

METHODOLOGY

Introduction

The investigation of college choice factors for entering freshmen student-athletes at eight of nine small, private colleges and universities in the NAIA TranSouth Conference required a quasi-experimental, ex post facto design. The student-athletes were identified by the athletic directors at their respective colleges and universities and asked to complete a survey instrument indicating which college choice factors were most important in their decision-making process. Survey instruments were collected from student-athletes during the first week of the 2003 fall semester. Student-athletes submitted demographic information related to the five independent variables of gender, sport choice, scholarship level, residency status, and ethnicity.

Participants

The participants for the study were entering freshmen student-athletes at eight of nine small, private colleges and universities in the NAIA TranSouth Conference. Berry College chose not to participate and was excluded from the study. The population consisted of 249 entering freshmen student-athletes enrolled in the 2003 fall semester. The total number of student-athletes was determined by written feedback from athletic directors at each participating institution.

Procedures

Institutional Review Board approval (Appendix A) was obtained from Middle Tennessee State University to administer a survey created by Gabert, Hale, and Montalvo (1999) titled the Student-Athlete College Choice Profile. Athletic directors at eight of nine TranSouth Conference schools agreed to participate after being contacted by letter (Appendix B). Packets for the study containing proctor instructions, preview sheets, profiles, return envelopes, and pencils were mailed to the athletic director at each participating school on August 14, 2003. Athletic directors at each of the participating institutions were provided proctor instructions for administering the profile (Appendix C). Data collection took place between August 24, 2003 and September 2, 2003, with a return deadline of September 5, 2003 (Appendix D). The researcher provided a preview sheet for each student-athlete indicating the purpose of the study, the voluntary nature of participation, instructions for completing the profile, and concerns related to confidentiality (Appendix E). Participants were given the opportunity to decline participation and were assured that they would not be disciplined in any way if they chose not to complete the profile. Each student-athlete provided consent by completing the profile as stated in the instructions. Profile forms included demographic information and ratings of the 23 college choice factors. Completed profiles were placed in unmarked envelopes, collected by the athletic directors, and returned to the researcher for analysis. Athletic directors were provided a Federal Express postage paid return envelope to return the completed profiles to the researcher by September 5, 2003. Profiles returned with incomplete information were excluded from the study by the researcher.

Survey Instrument

The Student-Athlete College Choice Profile (Gabert, Hale, & Montalvo, 1999) was utilized in this study. A copy of the profile is located in Appendix E. Gabert et al. selected the 23 college choice factors following a survey of athletic department personnel from various colleges and universities. The profile consists of 23 college choice factors divided into four groups categorized by athletics (10), campus environment (7), the influence of others (4) and academics (2). A listing of the 23 student-athlete college choice factors, with the corresponding categories, is presented by category in order of the survey instrument in Table 6. Each factor is rated on a 5-point Likert scale ranging from “not important” to “very important.” Gabert et al. initiated the use of the profile by studying 246 first-time freshmen student-athletes from NCAA Division I, NCAA Division II, and NAIA institutions. A Cronbach alpha of 0.84 was computed for the profile to measure overall internal consistency reliability. A space for “other factors” was provided to allow student-athletes to report college choice factors not included on the profile. The researcher for this study chose the profile based on the high Cronbach alpha score and the simplicity of use.

Table 6

Student-Athlete College Choice Factors and Categorization

Factor	Category
Head coach relationship	Athletic
Opportunity to play pro sports	Athletic
Television Exposure	Athletic
Chance to travel	Athletic
Athletic traditions	Athletic
Athletic training facilities	Athletic
Prior won/loss record	Athletic
Assistant coach relationship	Athletic
Athletic facilities	Athletic
Opportunity to play	Athletic
Location of the school	Campus environment
Size of the school	Campus environment
School colors	Campus environment
School community	Campus environment
Campus visit	Campus environment
On campus dormitories	Campus environment
Social climate	Campus environment

Table 6 (*continued*)

Factor	Category
High school friends	Influence of others
High school teammates	Influence of others
Spiritual guidance	Influence of others
Family members	Influence of others
Degree programs offered	Academics
Academic support services	Academics

Data Analysis

The Statistical Package for Social Sciences (SPSS), version 11.5, was utilized to analyze the completed profiles. Descriptive statistics (mean and standard deviation) were computed for each college choice factor to rank the 23 factors and create recruiting profiles for the TranSouth Conference, each of the eight participating institutions (Appendix F), and each independent variable (Appendix G). The top quartile (1 to 6) for each of the five independent variables is presented to represent the most important college choice factors. Complete profiles, ranked 1 to 23, for each independent variable are located in Appendix F. Multivariate Analyses of Variance (MANOVA) were computed for the independent variables of gender (2-group), sport choice (2-group), scholarship level (3-group), residency status (2-group), and ethnicity (3-group) for the 23 college choice factors. Significantly different variables ($p < .05$) are presented in table form for each of the five independent variables.

CHAPTER IV

RESULTS

The purpose of this chapter is to report statistical results that identify the most important student-athlete college choice factors for entering freshmen at eight of nine small, private colleges and universities in the NAIA TranSouth Conference. Recruiting profiles for the TranSouth Conference, each of the eight participating institutions, and each group within the five independent variables are presented based on the results. Results were obtained following the administration of the 23-item Student-Athlete College Choice Profile (Gabert, Hale, & Montalvo, 1999) to 249 entering freshmen student-athletes in the NAIA TranSouth Conference between August 24 and September 2, 2003. The profile consisted of 23 choice factors divided into four groups categorized by athletics (10), campus environment (7), the influence of others (4), and academics (2). Two profiles were returned incomplete and were excluded from the study. A Cronbach alpha of 0.85 was computed for the 23-item profile to measure the overall level of internal consistency reliability.

Statistical analyses were performed on the 247 (99%) valid college choice profiles to produce demographic results, recruiting profiles, and multivariate analyses of variance (MANOVA). The results are organized by 1) demographics, 2) TranSouth Conference, and 3) the five independent variables of gender, sport choice, scholarship level, residency status, and ethnicity. The six research questions for this study addressed the TranSouth Conference and each of the five independent variables. Recruiting profiles were ranked

from most important to least important (1 to 23) according to means and include standard deviations. Top quartile rankings were ranked from most important to least important (1 to 6) according to means and include standard deviations.

Demographics

Demographic results are presented indicating the number of entering freshmen student-athletes within each classification of independent variable and the percentage each group represents. Student-athletes provided demographic information related to gender, sport choice, scholarship level, residency status, and ethnicity. Each of the independent variables was categorical and required the participants to indicate their status. Demographic results provided by the 247 (99%) who returned valid profiles are presented in Table 7. Gender was represented as male or female. Sport choice was represented as major sport or minor sport. Scholarship level was represented as full, partial, or none. Residency status was represented as in-state or out-of-state. Ethnicity was represented as Caucasian-American, African-American, or "other". Results of the study indicate that the majority of entering freshmen student-athletes in the NAIA TranSouth Conference during the 2003 fall semester was female (52.6%), participated in a minor sport (59.9%), received a partial scholarship (61.5%), was an in-state resident (56.7%), and was Caucasian-American (68.4%).

Table 7

TranSouth Demographics (N = 247)

Independent Variables	<i>n</i>	%
Gender		
Male	117	47.4
Female	130	52.6
Sport Choice		
Major	99	40.1
Minor	148	59.9
Scholarship Level		
Full	51	20.7
Partial	152	61.5
None	44	17.8
Residency Status		
In-state	140	56.7
Out-of-state	107	43.3
Ethnicity		
Caucasian-American	169	68.4
African-American	38	15.4
Other	40	16.2

Research Questions

The recruiting profiles, top quartile rankings, and multivariate analyses of variance are organized to address the six research questions related to 1) the TranSouth Conference and the five independent variables of 2) gender, 3) sport choice, 4) scholarship level, 5) residency status, and 6) ethnicity.

TranSouth Conference

Which college choice factors are rated most important by student-athletes who are entering freshmen in the NAIA TranSouth Conference?

Rank, means, and standard deviations were utilized to create the TranSouth Conference student-athlete college choice profile ranking presented in Table 8. Results of the study are ranked by means from most important to least important (1 to 23) and indicate that the opportunity to play ($M = 4.25$) and head coach relationship ($M = 4.25$) were rated the two most important college choice factors for entering freshmen at eight of nine small, private schools in the NAIA TranSouth Conference. The top quartile (1 to 6) represents the most important factors and includes three athletic factors (head coach relationship, opportunity to play, and athletic facilities), two academic factors (degree programs offered and academic support services), and one campus environment factor (school community).

Table 8

TranSouth Conference Student-Athlete College Choice Profile Ranking (N = 247)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Opportunity to play ^{ab}	4.25	0.88
2	Head coach relationship ^{ab}	4.25	0.92
3	Degree programs offered ^b	4.04	1.04
4	Athletic facilities ^b	3.86	1.08
5	School community ^b	3.74	0.93
6	Academic support services ^b	3.74	1.03
7	Assistant coach relationship	3.59	1.28
8	Spiritual guidance	3.57	1.32
9	Social climate	3.56	1.10
10	Athletic training facilities	3.54	1.09
11	On campus dormitories	3.53	1.13
12	Campus visit	3.38	1.12
13	Family members	3.37	1.29
14	Location of the school	3.30	1.16
15	Athletic traditions	3.21	1.19
16	Size of the school	3.02	1.21
17	Chance to travel	3.00	1.10

Table 8 (*continued*)

Rank	Factor	<i>M</i>	<i>SD</i>
18	Opportunity to play pro sports	2.79	1.45
19	Prior won/loss record	2.79	1.29
20	High school friends	2.35	1.28
21	High school teammates	2.23	1.26
22	Television exposure	1.93	1.09
23	School colors	1.46	0.82

^aTop two factors have equal means

^bTop quartile of most important factors

A customized recruiting profile for each of the eight participating institutions was created ranking all 23 college choice factors by institutional choice. A customized recruiting profile, ranked by means, for each of the eight participating institutions is located in Appendix F with a composite ranking for institutional comparison.

Independent Variables

Top quartile profile rankings (1 to 6) were established for the five independent variables to indicate the most important college choice factors for gender, sport choice, scholarship level, residency status, and ethnicity. The top quartile rankings are ranked by means and include standard deviations. Complete profiles, ranked 1 to 23, for each of the five independent variables are located in Appendix G. Multivariate analyses of variance

(MANOVA) were computed for each of the five independent variables to determine significant differences between groups for the 23 college choice factors.

Gender.

What effect does gender have on ratings of college choice factors for student-athletes in the NAIA TranSouth Conference?

The top quartile of most important college choice factors including rank, means, and standard deviations for male student-athletes is presented in Table 9. The top quartile includes three athletic factors (opportunity to play, head coach relationship, and athletic facilities), two academic factors (degree programs offered and academic support services), and one campus environment factor (school community). A complete profile of all 23 college choice factors for male student-athletes is located in Appendix G1.

Table 9

Top Quartile of College Choice Factors for Male Student-Athletes (n = 117)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Opportunity to play	4.36	0.78
2	Head coach relationship	4.31	0.84
3	Athletic facilities	3.88	1.06
4	Degree programs offered	3.86	1.09
5	School community	3.79	0.91
6	Academic support services	3.65	1.03

The top quartile of most important college choice factors including rank, means, and standard deviations for female student-athletes is presented in Table 10. The top quartile includes three athletic factors (head coach relationship, opportunity to play, and athletic facilities), two academic factors (degree programs offered and academic support services), and one influence of others factor (spiritual guidance). A complete profile of all 23 college choice factors for female student-athletes is located in Appendix G2.

Table 10

Top Quartile of College Choice Factors for Female Student-Athletes (n = 130)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Degree programs offered	4.21	0.97
2	Head coach relationship	4.20	0.98
3	Opportunity to play	4.15	0.95
4	Athletic facilities	3.85	1.10
5	Academic support services	3.82	1.03
6	Spiritual guidance	3.73	1.30

A multivariate analysis of variance revealed a significant difference, $F(23, 223) = 3.42, p < .001$, between males and females for the ratings of the 23 student-athlete college choice factors. The tests of between-subjects effects revealed a significant difference for the ratings of 8 of 23 college choice factors based on gender (Table 11).

Two of the eight significantly different factors (degree programs offered and spiritual guidance) appeared in the top quartile of most important factors for males or females. Opportunity to play pro sports, chance to travel, high school friends, high school teammates, and television exposure were rated significantly higher by male student-athletes as compared to female student-athletes. Degree programs offered, spiritual guidance, and size of the school were rated significantly higher by female student-athletes as compared to male student-athletes.

Table 11

Gender Differences for College Choice Factors

Factor	Males	Females	<i>F</i>
	<i>M</i>	<i>M</i>	
Opportunity to play pro sports	3.32	2.32	32.37 ***
Chance to travel	3.20	2.82	7.55 **
High school friends	2.61	2.12	9.10**
High school teammates	2.49	1.99	9.87**
Television exposure	2.14	1.75	8.20**
Degree programs offered ^a	3.86	4.21	6.90**
Spiritual guidance ^a	3.39	3.73	4.08*
Size of the school	2.83	3.19	5.61*

^aTop quartile factor for male or female student-athletes.

* $p < .05$. ** $p < .01$. *** $p < .001$.

Sport choice.

What effect does sport choice have on ratings of college choice factors for student-athletes in the NAIA TranSouth Conference?

The top quartile of most important college choice factors including rank, means, and standard deviations for major sport student-athletes is presented in Table 12. The top quartile includes four athletic factors (head coach relationship, opportunity to play, assistant coach relationship, and athletic facilities) and two academic factors (degree programs offered and academic support services). A complete profile of all 23 college choice factors for major sport student-athletes is located in Appendix G3.

Table 12

Top Quartile of College Choice Factors for Major Sport Student-Athletes (n = 99)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Head coach relationship	4.46	0.72
2	Opportunity to play	4.31	0.80
3	Degree programs offered	3.97	1.02
4	Assistant coach relationship	3.97	1.12
5	Athletic facilities	3.93	1.03
6	Academic support services	3.70	1.00

The top quartile of most important college choice factors including rank, means, and standard deviations for minor sport student-athletes is presented in Table 13. The top quartile includes three athletic factors (opportunity to play, head coach relationship, and athletic facilities), two academic factors (degree programs offered and academic support services), and one campus environment factor (school community). A complete profile of all 23 college choice factors for minor sport student-athletes is located in Appendix G4.

Table 13

Top Quartile of College Choice Factors for Minor Sport Student-Athletes (n = 148)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Opportunity to play	4.21	0.93
2	Head coach relationship	4.11	1.00
3	Degree programs offered	4.09	1.05
4	Athletic facilities	3.82	1.11
5	School community	3.78	0.99
6	Academic support services	3.77	1.05

A multivariate analysis of variance revealed a significant difference, $F(23, 223) = 2.21, p < .01$, between major sport and minor sport student-athletes for the ratings of the 23 student-athlete college choice factors. The tests of between-subjects effects revealed a significant difference for the ratings of 7 of 23 college choice factors based on sport choice (Table 14). Two of the significantly different factors (head coach relationship and

assistant coach relationship) appeared in the top quartile of most important factors for major sport or minor sport student-athletes. Head coach relationship, assistant coach relationship, athletic traditions, prior won/loss record, high school teammates, and school colors were rated significantly higher by major sport student-athletes as compared to minor sport student-athletes. Size of the school was rated significantly higher by minor sport student-athletes as compared to major sport student-athletes.

Table 14

Sport Choice Differences for College Choice Factors

Factor	Major	Minor	<i>F</i>
	<i>M</i>	<i>M</i>	
Head coach relationship ^a	4.46	4.11	9.28**
Assistant coach relationship ^a	3.97	3.33	15.52***
Athletic traditions	3.49	3.01	10.00**
Prior won/loss record	3.05	2.61	6.89**
High school teammates	2.54	2.02	10.32**
School colors	1.60	1.36	4.72*
Size of the school	2.75	3.20	8.59**

^aTop quartile factor for major sport or minor sport student-athletes.

* $p < .05$. ** $p < .01$. *** $p < .001$.

Scholarship level.

What effect does scholarship level have on ratings of college choice factors for student-athletes in the NAIA TranSouth Conference?

The top quartile of most important college choice factors including rank, means, and standard deviations for full scholarship student-athletes is presented in Table 15. The top quartile includes four athletic factors (opportunity to play, head coach relationship, athletic facilities, and athletic training facilities) and two academic factors (degree programs offered and academic support services). A complete profile of all 23 college choice factors for full scholarship student-athletes is located in Appendix G5.

Table 15

Top Quartile of College Choice Factors for Full Scholarship Student-Athletes (n = 51)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Opportunity to play	4.33	0.93
2	Head coach relationship	4.27	0.94
3	Athletic facilities	4.08	0.91
4	Degree programs offered	4.08	1.07
5	Athletic training facilities	3.78	1.01
6	Academic support services	3.75	1.00

The top quartile of most important college choice factors including rank, means, and standard deviations for partial scholarship student-athletes is presented in Table 16. The top quartile includes three athletic factors (head coach relationship, opportunity to play, and athletic facilities), two academic factors (degree programs offered and academic support services), and one campus environment factor (school community). A complete profile of all 23 college choice factors for partial scholarship student-athletes is located in Appendix G6.

Table 16

*Top Quartile of College Choice Factors for Partial Scholarship Student-Athletes
(n = 152)*

Rank	Factor	<i>M</i>	<i>SD</i>
1	Head coach relationship	4.27	0.88
2	Opportunity to play	4.26	0.87
3	Degree programs offered	3.99	1.05
4	School community	3.76	0.91
5	Athletic facilities	3.76	1.14
6	Academic support services	3.68	1.06

The top quartile of most important college choice factors including rank, means, and standard deviations for non-scholarship student-athletes is presented in Table 17. The top quartile includes three athletic factors (head coach relationship, opportunity to play,

and athletic facilities), two academic factors (degree programs offered and academic support services), and one campus environment factor (school community). A complete profile of all 23 college choice factors for non-scholarship student-athletes is located in Appendix G7.

Table 17

Top Quartile of College Choice Factors for Non-scholarship Student-Athletes (n = 44)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Degree programs offered	4.18	0.99
2	Head coach relationship	4.16	1.01
3	Opportunity to play	4.14	0.85
4	Athletic facilities	3.98	1.00
5	Academic support services	3.93	0.95
6	School community	3.84	0.89

A multivariate analysis of variance revealed no significant difference, $F(46, 442) = 1.37, p > .05$, existed between full scholarship, partial scholarship, and non-scholarship student-athletes for the ratings of the 23 student-athlete college choice factors. The tests of between-subjects effects revealed a significant difference for the ratings of 4 of 23 college choice factors based on scholarship level (Table 18). A post hoc least significant difference (LSD) was computed to determine the location of significant differences between variables. One of the four significantly different factors (athletic training

facilities) appeared in the top quartile of most important factors for full scholarship student-athletes. Two of the four significantly different factors (chance to travel and family members) were rated significantly higher by non-scholarship student-athletes as compared to partial scholarship student-athletes. Full scholarship student-athletes and non-scholarship student-athletes rated athletic training facilities significantly higher as compared to partial scholarship student-athletes. Prior won/loss record was rated significantly higher by full scholarship student-athletes as compared to partial scholarship student-athletes.

Table 18

Scholarship Level Differences for College Choice Factors

	Full	Partial	Non	
Factor	<i>M</i>	<i>M</i>	<i>M</i>	<i>F</i>
Athletic training facilities ^a	3.78	3.38	3.80	4.18*
Family members	3.57	3.20	3.73	3.71*
Chance to travel	3.18	2.86	3.27	3.37*
Prior won/loss record	3.24	2.63	2.82	4.29*

^aTop quartile factor for full scholarship student-athletes.

* $p < .05$.

Residency status.

What effect does residency status have on ratings of college choice factors for student-athletes in the NAIA TranSouth Conference?

The top quartile of most important college choice factors including rank, means, and standard deviations for in-state student-athletes is presented in Table 19. The top quartile includes three athletic factors (opportunity to play, head coach relationship, and athletic facilities), two academic factors (degree programs offered and academic support services), and one campus environment factor (school community). A complete profile of all 23 college choice factors for in-state student-athletes is located in Appendix G8.

Table 19

Top Quartile of College Choice Factors for In-state Student-Athletes (n = 140)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Opportunity to play	4.19	0.86
2	Head coach relationship	4.16	0.98
3	Degree programs offered	3.95	1.09
4	Athletic facilities	3.79	1.08
5	Academic support services	3.72	1.06
6	School community	3.69	0.91

The top quartile of most important college choice factors including rank, means, and standard deviations for out-of-state student-athletes is presented in Table 20. The top quartile includes three athletic factors (head coach relationship, opportunity to play, and athletic facilities), two academic factors (degree programs offered and academic support services), and one campus environment factor (school community). A complete profile of all 23 college choice factors for out-of-state student-athletes is located in Appendix G9.

Table 20

Top Quartile of College Choice Factors for Out-of-state Student-Athletes (n = 107)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Head coach relationship	4.36	0.82
2	Opportunity to play	4.33	0.90
3	Degree programs offered	4.17	0.97
4	Athletic facilities	3.95	1.08
5	School community	3.81	0.96
6	Academic support services	3.77	1.00

A multivariate analysis of variance revealed a significant difference, $F(23, 223) = 2.10, p < .01$, between in-state and out-of-state student-athletes for the ratings of the 23 student-athlete college choice factors. The tests of between-subjects effects revealed a significant difference for the ratings of 2 of 23 college choice factors based on residency status (Table 21). Neither of the significantly different factors was ranked in the top

quartile by residency status. Location of the school was rated significantly higher by in-state students as compared to out-of-state student-athletes. Opportunity to play pro sports was rated significantly higher by out-of-state student-athletes as compared to in-state student-athletes.

Table 21

Residency Status Differences for College Choice Factors

Factor	In-state	Out-of-state	<i>F</i>
	<i>M</i>	<i>M</i>	
Location of the school	3.51	3.03	10.66**
Opportunity to play pro sports	2.61	3.03	4.98*

* $p < .05$. ** $p < .01$.

Ethnicity.

What effect does ethnicity have on ratings of college choice factors for student-athletes in the NAIA TranSouth Conference?

The top quartile of most important college choice factors including rank, means, and standard deviations for Caucasian-American student-athletes is presented in Table 22. The top quartile includes three athletic factors (head coach relationship, opportunity to play, and athletic facilities), two academic factors (degree programs offered and academic support services), and one campus environment factor (school community). A

complete profile of all 23 college choice factors for Caucasian-American student-athletes is located in Appendix G10.

Table 22

*Top Quartile of College Choice Factors for Caucasian-American Student-Athletes
(n = 169)*

Rank	Factor	<i>M</i>	<i>SD</i>
1	Head coach relationship	4.22	0.91
2	Opportunity to play	4.21	0.87
3	Degree programs offered	4.02	1.03
4	Athletic facilities	3.85	1.07
5	School community	3.79	0.88
6	Academic support services	3.66	1.05

The top quartile of most important college choice factors including rank, means, and standard deviations for African-American student-athletes is presented in Table 23. The top quartile includes three athletic factors (head coach relationship, opportunity to play, and athletic facilities), two academic factors (degree programs offered and academic support services), and one influence of others factor (spiritual guidance). A complete profile of all 23 college choice factors for African-American student-athletes is located in Appendix G11.

Table 23

*Top Quartile of College Choice Factors for African-American Student-Athletes
(n = 38)*

Rank	Factor	<i>M</i>	<i>SD</i>
1	Head coach relationship	4.39	0.86
2	Opportunity to play	4.16	1.03
3	Degree programs offered	4.05	1.23
4	Athletic facilities	3.82	1.06
5	Spiritual guidance	3.82	1.11
6	Academic support services	3.82	1.11

The top quartile of most important college choice factors including rank, means, and standard deviations for student-athletes of “other” ethnicity is presented in Table 24. The top quartile includes four athletic factors (opportunity to play, head coach relationship, athletic facilities, and assistant coach relationship) and two academic factors (degree programs offered and academic support services). A complete profile of all 23 college choice factors for student-athletes of “other” ethnicity is located in Appendix G12.

Table 24

*Top Quartile of College Choice Factors for Student-Athletes of "Other" Ethnicity
(n = 40)*

Rank	Factor	<i>M</i>	<i>SD</i>
1	Opportunity to play	4.50	0.72
2	Head coach relationship	4.25	1.01
3	Degree programs offered	4.15	0.92
4	Academic support services	4.00	0.85
5	Athletic facilities	3.98	1.12
6	Assistant coach relationship	3.85	1.14

A multivariate analysis of variance revealed a significant difference, $F(46, 442) = 1.82, p = .001$, between "other" ethnicity student-athletes as compared to Caucasian-American and African-American student-athletes for the ratings of the 23 student-athlete college choice factors. The tests of between-subjects effects revealed a significant difference for the ratings of 4 of 23 college choice factors based on ethnicity (Table 25). A post hoc least significant difference (LSD) was computed to determine the location of significant differences between variables. None of the significantly different factors were ranked in the top quartile based on ethnicity. Two of the four significantly different factors (opportunity to play pro sports and school colors) were rated significantly higher by student-athletes of "other" ethnicity as compared to the ratings of Caucasian-

American and African-American student-athletes. Television exposure was rated significantly higher by student-athletes of “other” ethnicity as compared to ratings of Caucasian-American student-athletes. Prior won/loss record was rated significantly higher by African-American student-athletes and student-athletes of “other” ethnicity as compared to the ratings of Caucasian-American student-athletes.

Table 25

Ethnicity Differences for College Choice Factors

Factor	Caucasian-	African-	Other	<i>F</i>
	American	American		
	<i>M</i>	<i>M</i>	<i>M</i>	
School colors	1.40	1.34	1.80	4.31*
Opportunity to play pro sports	2.63	2.53	3.75	11.26***
Television exposure	1.80	2.00	2.40	5.12**
Prior won/loss record	2.61	3.26	3.10	5.54**

* $p < .05$. ** $p < .01$. *** $p < .001$

CHAPTER V

DISCUSSION

The purpose of this study was to identify the most important college choice factors for entering freshmen student-athletes at eight of nine small, private schools and to develop recruiting profiles for the TranSouth Conference and each of the eight participating institutions. Athletic recruiters and enrollment managers responsible for student-athlete recruiting at small, private schools in the TranSouth Conference should benefit from a customized recruiting profile identifying the most important college choice factors. The results of this study may be utilized to aid in formulating a customized recruiting plan that attracts student-athletes to an institution.

Participants were 249 entering freshmen student-athletes at eight of nine TranSouth Conference schools during the 2003 fall semester. Each participant completed a Student-Athlete College Choice Profile (Gabert, Hale, & Montalvo, 1999) and provided demographic information related to the five independent variables of gender, sport choice, scholarship level, residency status, and ethnicity. Athletic directors at each of the institutions served as proctors for administration of the profile and returned by mail the completed profiles to the researcher.

Data analysis included descriptive statistics and multivariate analyses of variance. Recruiting profiles were created for the TranSouth Conference and each of the eight participating institutions by utilizing the ranks, means, and standard deviations.

Conclusions

The following conclusions were derived from the results regarding the six research questions related to the 1) TranSouth Conference and the five independent variables of 2) gender, 3) sport choice, 4) scholarship level, 5) residency status, and 6) ethnicity.

TranSouth Conference.

Which college choice factors are rated most important by student-athletes who are entering freshmen in the NAIA TranSouth Conference?

1. Opportunity to play and head coach relationship were rated the two most important college choice factors.
2. Athletic factors and academic factors represented five of the top six factors.
3. Campus environment factors and factors related to the influence of others had lesser impact on college choice.

Gender.

What effect does gender have on ratings of college choice factors for student-athletes in the NAIA TranSouth Conference?

1. Recruiting male and female student-athletes requires differing strategies.
2. Athletic factors (opportunity to play, head coach relationship, and athletic facilities) occupied the top three positions for male student-athletes.
3. Degree programs offered was the most important factor for female student-athletes.

4. The significant differences between male and female student-athletes occurred on more than one third (8 of 23) of the choice factors. The results indicated both most important and least important choice factors were different between males and females.

Sport choice.

What effect does sport choice have on ratings of college choice factors for student-athletes in the NAIA TranSouth Conference?

1. Recruiting major and minor sport student-athletes requires differing strategies.
2. Significant differences occurred between major sport and minor sport student-athletes on 7 of 23 college choice factors.
3. The head coach and assistant coach relationships played a significantly more important role in the decision of major sport student-athletes as compared to minor sport student-athletes.

Scholarship level.

What effect does scholarship level have on ratings of college choice factors for student-athletes in the NAIA TranSouth Conference?

1. Scholarship level has little or no effect on the college choice process of student-athletes.
2. Significant differences between scholarship levels occurred on factors not considered the most important factors and did not affect college choice.

3. Student-athletes considered similar college choice factors regardless of their scholarship level.

Residency status.

What effect does residency status have on ratings of college choice factors for student-athletes in the NAIA TranSouth Conference?

1. Residency status has little or no effect on the college choice process of student-athletes.

2. Student-athletes considered similar college choice factors regardless of their residency status.

3. Differences between in-state and out-of-state student-athletes occurred on factors not considered the most important factors and did not affect college choice.

Ethnicity.

What effect does ethnicity have on ratings of college choice factors for student-athletes in the NAIA TranSouth Conference?

1. Student-athletes of “other” ethnicity were significantly different as compared to Caucasian-American and African-American student-athletes.

2. Student-athletes of “other” ethnicity rated opportunity to play pro sports and school colors significantly more important as compared to Caucasian-American and African-American student-athletes.

3. Prior won/loss record was significantly more important by African-American student-athletes and student-athletes of “other” ethnicity as compared to Caucasian-American student-athletes.

Observations

The following observations regarding NAIA TranSouth Conference student-athletes were made during this study related to data collection and results:

1. The high return rate (100%) from participating schools supports the researcher's idea that small, private colleges and universities are interested in gaining insight into more effective recruiting methods.
2. The percentage of valid instruments (99%) confirmed the researcher's belief that the Student-Athlete College Choice Profile was simple to use and understand.
3. No individual school matched the TranSouth profile on all factors.
4. The bottom quartile (18-23) of least important factors was consistent for all participating schools.
5. None of the significantly different factors based on residency status or ethnicity were ranked in the top quartile.

Significance of Study Results

1. A TranSouth Conference student-athlete college choice profile was created to assist those responsible for recruiting student-athletes.
2. A customized student-athlete college choice profile was created for each of the eight participating institutions to assist those responsible for recruiting student-athletes.
3. A customized student-athlete college choice profile was created for each of the 12 subgroups within the independent variables to assist those responsible for recruiting student-athletes.

4. The contribution to literature represents a 405% increase (from 61 to 308) in the number of NAIA student-athletes that have been studied utilizing the Student-Athlete College Choice Profile (Gabert, Hale, & Montalvo, 1999).

Recommendations for Further Study

The following are recommendations from the researcher to add to the information gained in this study and to provide ideas for further study related to NAIA student-athletes and small, private school student-athletes:

1. Longitudinal study may identify trends in the choice process for TranSouth Conference student-athletes.
2. Repeated study would allow for comparisons by each sport.
3. Repeated study would allow for comparisons by school choice.
4. Follow-up qualitative interviews should be planned to allow discussion of other college choice factors not included on the survey.
5. A follow up study of these student-athletes again during their senior year would reveal how their ratings of the 23 college choice factors may change.
6. Investigations into the attitudes and perceptions of college choice factors for coaches in the NAIA TranSouth Conference would allow for comparisons of their perceptions to the ratings of student-athletes.
7. Surveying a random sample of non-athletes at each of the participating schools would allow comparison with student-athletes.
8. Involving a random sample of all NAIA member schools would allow for the development of a national recruiting profile.

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APPENDIXES

APPENDIX A

Institutional Review Board Approval

Department of Philosophy
MTSU P.O. Box 73
Murfreesboro, Tennessee 37132
(615) 898-2907

**MIDDLE
TENNESSEE**
STATE UNIVERSITY

09/02/03

Protocol Title: Student-Athlete College Choice Factors for Entering Freshman at Small Private Schools in the NAIA Tran South Conference
Protocol Number: 04-001

Dear Gary Johnson,

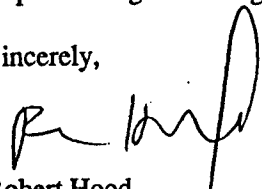
The MTSU Institutional Review Board, or representative of the IRB, has reviewed your research proposal identified above. It has determined that the study poses minimal risk to subjects and qualifies for an expedited review under 45 CFR 46.110 and 21 CFR 56.110.

Please note that any unanticipated harms to subjects or adverse events must be reported to the Office of Sponsored Programs at (615) 898-5005.

The proposed changes to your protocol are approved. Approval is granted for one (1) year from the date of this letter for 350 subjects.

Please note that any change to the protocol must be submitted to the IRB before implementing this change.

Sincerely,



Robert Hood
Chair, Institutional Review Board
Department of Philosophy
Middle Tennessee State University



A Tennessee Board of Regents University
MTSU is an equal opportunity, non-racially identifiable, educational institution that does not discriminate against individuals with disabilities.

APPENDIX B

Invitation Letter

TO: TranSouth Conference Athletic Directors, Presidents

FROM: Gary Johnson, Union University

SUBJECT: Dissertation Research

DATE: March 21, 2003

It is my desire to perform a study as part of my dissertation research to identify college choice factors specific to NAIA student-athletes. It is appropriate for me to ask your permission to do this at each of the TranSouth member schools and this letter is serving that purpose.

Attached, you will find a sample of the profile that will be used to collect this data. The profiles would be distributed to entering freshman student-athletes in the fall semester of 2003. Gaining insight into the choice factors of student-athletes will benefit coaches in the recruiting process. The results of each individual survey will be anonymous, with each school receiving a copy of the compiled results for information sharing with their coaching staff and admissions/enrollment area.

It is necessary to request a letter of permission from you and your college or university to survey your student-athletes during the early portion of the coming school year. It would benefit me personally if you would suggest in your letter the value of this information to you and your coaching staff. You will also find a sample permission letter enclosed to serve as a guide.

Thank you in advance for your participation and encouragement in this process. It is my hope that the dissertation research serves the purpose of gaining my degree while benefiting those colleges and universities who participate in the study.

The proposed title of my dissertation is:

“Student-Athlete College Choice Factors for Entering Freshmen at
Small, Private Schools in the NAIA Tran South Conference”

Feel free to contact me with any questions, concerns, or feedback.

Gary Johnson
1050 Union Univ. Drive
Jackson, TN 38305
(731) 661-5246
gjohnson@uu.edu

School Letterhead

Date, Year

Your Name, Title

School Name

Address

City, State, Zip

Gary Johnson
1050 Union University Drive
Athletic Department
Jackson, TN 38305

Dear Gary,

Thank you for contacting our institution about participating in your dissertation research. The information you would gather by performing a profile of college choice factors in the Tran South athletic conference would benefit all members of the conference in developing a more effective recruiting strategy.

YOUR SCHOOL NAME, gladly supports your efforts and would willingly participate in your study. It is our understanding that you would be surveying only the entering freshmen student-athletes in August/September of 2003. We appreciate your concern for their anonymity in this process and only ask in return that you provide the composite results of your findings to our institution to share with our coaching staff and enrollment managers.

Sincerely,

Signature
Your Name, Title

Signature (if needed)
Name, Title

APPENDIX C

Proctor Instructions for NAIA TranSouth Conference Recruiting Survey

Proctor Instructions for NAIA TranSouth Conference Recruiting Survey

1. Arrange a time and place for student-athletes who are entering freshmen to meet. The meeting area should allow space for student-athletes to sit and write.
2. Provide pencils to complete the profile.
(All materials will be provided by the researcher)
3. READ these instructions to the student-athletes:

"You are being asked to complete a Student-Athlete College Choice Profile to provide information about which factors are most important to entering freshmen in the NAIA TranSouth Conference. Your answers will aid in the development of a recruiting profile for TranSouth Conference athletic directors and coaches."

"Each of you will be given an instruction sheet and a profile. It is important that you read the introductory sheet and provide answers to the demographic variables. Each question requires an answer for your profile to be valid. Please be thorough and honest in your evaluation."

"Once you have completed both sheets, return them sealed in the envelope provided to the proctor."

4. Distribute demographic sheets, profiles, and envelopes to all participants.
5. All student-athletes under the age of 18 are instructed to see the proctor. These student-athletes should return their information marked "Under 18" and will not be included due the inability to provide consent.
6. Provide time for all participants to complete and return the profile and information sheet in the envelope provided. (Approximately 10 minutes)
7. Once all student-athletes have returned their information, place their sealed envelopes in the return package provided and send them to the researcher.

The goal is to have all completed profiles returned to the researcher by:

September 5, 2003.

Thank you for your willingness to participate. The consistency in which you deliver the instructions is important to the researcher and the findings. It is my privilege to assist in providing a recruiting profile for the NAIA TranSouth Conference.

APPENDIX D
Data Collection Schedule

Data Collection Schedule

March 21, 2003	TranSouth Conference athletic directors contacted by mail to request permission to survey the fall 2003 student-athletes who are entering freshmen. A deadline of April 18, 2003 is given for responses.
April 18, 2003	Eight of nine TranSouth Conference schools indicate interest and willingness to participate in study during August and September, 2003.
August 5, 2003	Attended TranSouth Conference meeting in Nashville, Tennessee with all athletic directors and administrators. Finalized plans for distributing and collecting Student-Athlete College Choice Profiles.
August 14, 2003	Federal Express package containing all survey materials sent to each of the participating institutions. Postage paid envelopes provided for return following completion of the survey.
August 24, 2003	Data collection took place at Lee University.
August 28, 2003	Data collection took place at Blue Mountain College, Freed Hardeman University, Lyon College, and Union University.
September 2, 2003	Data collection took place at Cumberland University, Trevecca Nazarene University, and Martin Methodist College.
September 5, 2003	Deadline for all profiles to be returned by participating schools.

APPENDIX E

Student-Athlete College Choice Profile—NAIA TranSouth Conference

Student-Athlete College Choice Profile—NAIA TranSouth Conference

Thank you for your participation in completing a profile identifying which factors were most important to you in determining which college or university you would attend. The information that you provide will be used to help coaches and enrollment managers in the TranSouth Conference schools to focus their recruiting efforts on the factors the student-athletes are most concerned. You will be asked to rate 23 college choice factors and their level of importance in your decision to attend your college or university. Your completion of the profile expresses your consent to participate. Please do not complete the profile if you do not wish to provide consent for your information to be used. By completing the profile you understand the following:

- 1) Your participation in this project is voluntary and your responses will not affect your scholarship or athletic participation in any way.
- 2) Your responses will be kept confidential.
- 3) Your responses are being supplied as part of a research dissertation designed to identify college choice factors for student-athletes in the NAIA TranSouth Conference.

Please provide the following information and return this sheet with your profile in the envelope provided. **(Circle your response to each question)**

1. Was the school that you are attending your first choice during the recruitment process?

	Yes	No
--	-----	----

2. Will you participate in more than one varsity sport at your institution?

	Yes	No
--	-----	----

3. Which sport(s) will you be competing in at your institution?

Basketball	Baseball	Softball			
Volleyball	Soccer	Tennis	Golf	Cross Country	

4. Which is your gender?

	Male	Female
--	------	--------

5. Which classification best represents your athletic scholarship?

	Full
	Partial
	None

6. Did you graduate from high school in the state you are attending college?

	Yes	No
--	-----	----

7. Which classification best describes your ethnicity?

	Caucasian-American
	African-American
	Other

Student-Athlete College Choice Profile--NAIA TranSouth Conference

Rate the level (1-2-3-4-5) of importance for each of the following factors when considering your college choice, where 1="not important," and 5="very important" (Circle your response for EACH factor)

	Not Important				Very Important
1 Location of the School	1	2	3	4	5
2 Size of the School	1	2	3	4	5
3 Head Coach Relationship	1	2	3	4	5
4 School Colors	1	2	3	4	5
5 Opportunity to Play Pro Sports	1	2	3	4	5
6 School Community	1	2	3	4	5
7 Television Exposure	1	2	3	4	5
8 Chance to Travel	1	2	3	4	5
9 Athletic Traditions	1	2	3	4	5
10 Degree Programs Offered	1	2	3	4	5
11 Campus Visit	1	2	3	4	5
12 High School Friends	1	2	3	4	5
13 High School Teammates	1	2	3	4	5
14 Athletic Training Facilities	1	2	3	4	5
15 Academic Support Services	1	2	3	4	5
16 Spiritual Guidance	1	2	3	4	5
17 On Campus Dormitories	1	2	3	4	5
18 Prior Won/Loss Record	1	2	3	4	5
19 Assistant Coach Relationship	1	2	3	4	5
20 Athletic Facilities	1	2	3	4	5
21 Opportunity to Play	1	2	3	4	5
22 Family Members	1	2	3	4	5
23 Social Climate	1	2	3	4	5

List other factors that influenced your college choice that do not appear on this profile:

APPENDIX F

TRANSOUTH INSTITUTIONAL PROFILES

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APPENDIX F1

Institutional Abbreviations for Appendix F2

Institution	Abbreviation
Blue Mountain College	BM
Cumberland University	CU
Freed Hardeman University	FH
Lee University	LU
Lyon College	LC
Martin Methodist College	MM
Trevecca Nazarene University	TN
Union University	UU

APPENDIX F2

TranSouth Conference Profile Ranking Comparisons by Institution

TS	Factor	BM	CU	FH	LU	LC	MM	TN	UU
1	Opportunity to play	1	1	4	2	1	2	1	2
2	Head coach relationship	8	2	2	1	3	1	3	1
3	Degree programs offered	3	3	6	4	2	3	2	4
4	Athletic facilities	11	4	7	3	7	5	4	6
5	School community	4	13	3	9	4	10	8	3
6	Academic support services	6	7	10	6	6	4	7	11
7	Assistant coach relationship	12	16	9	12	8	7	5	7
8	Spiritual guidance	2	17	1	5	16	16	6	5
9	Social climate	7	14	5	10	9	6	15	10
10	Athletic training facilities	10	11	11	7	10	8	10	8
11	On campus dormitories	5	9	8	8	13	12	12	9
12	Campus visit	9	10	12	14	5	18	9	17
13	Family members	13	8	13	13	11	11	11	16
14	Location of the school	14	5	14	11	15	14	16	12
15	Athletic traditions	16	15	15	18	12	9	13	13
16	Size of the school	17	6	17	17	14	17	20	14

APPENDIX F2 (*continued*)

TS	Factor	BM	CU	FH	LU	LC	MM	TN	UU
17	Chance to travel	15	18	16	15	17	13	17	19
18	Opportunity to play pro sports	21	19	19	19	18	15	14	18
19	Prior won/loss record	19	12	20	16	20	19	18	15
20	High school friends	19	20	18	20	19	21	19	20
21	High school teammates	18	21	21	22	21	22	21	21
22	Television exposure	22	22	22	21	22	20	22	22
23	School colors	23	23	23	23	23	23	23	23

APPENDIX F3

Blue Mountain College Student-Athlete College Choice Profile (n = 7)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Opportunity to play	4.43	1.13
2	Spiritual guidance	4.29	1.11
3	Degree programs offered	4.14	0.69
4	School community	4.00	0.58
5	On campus dormitories	4.00	0.58
6	Academic support services	4.00	0.82
7	Social climate	4.00	1.00
8	Head coach relationship	4.00	1.41
9	Campus visit	3.86	0.69
10	Athletic training facilities	3.86	0.90
11	Athletic facilities	3.71	1.11
12	Assistant coach relationship	3.71	1.60
13	Family members	3.57	1.40
14	Location of the school	3.29	0.95
15	Chance to travel	3.00	1.15
16	Athletic traditions	2.71	0.49
17	Size of the school	2.71	1.50

APPENDIX F3 (continued)

Rank	Factor	<i>M</i>	<i>SD</i>
18	High school teammates	2.29	0.76
19	High school friends	2.14	1.07
20	Prior won/loss record	2.00	1.00
21	Opportunity to play pro sports	1.86	0.90
22	Television exposure	1.57	0.79
23	School colors	1.14	0.38

APPENDIX F4

Cumberland University Student-Athlete College Choice Profile (n = 25)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Opportunity to play	4.28	0.68
2	Head coach relationship	4.04	1.21
3	Degree programs offered	3.64	1.32
4	Athletic facilities	3.64	1.47
5	Location of the school	3.56	0.92
6	Size of the school	3.44	1.23
7	Academic support services	3.40	1.41
8	Family members	3.40	1.47
9	On campus dormitories	3.36	1.47
10	Campus visit	3.20	1.08
11	Athletic training facilities	3.20	1.53
12	Prior won/loss record	3.12	1.33
13	School community	3.08	0.95
14	Social climate	3.08	1.08
15	Athletic traditions	2.96	1.31
16	Assistant coach relationship	2.96	1.67
17	Spiritual guidance	2.76	1.45

APPENDIX F4 (*continued*)

Rank	Factor	<i>M</i>	<i>SD</i>
18	Chance to travel	2.60	1.22
19	Opportunity to play pro sports	2.44	1.47
20	High school friends	2.04	1.24
21	High school teammates	2.04	1.27
22	Television exposure	1.92	1.15
23	School colors	1.20	0.58

APPENDIX F5

Freed Hardeman University Student-Athlete College Choice Profile (n = 32)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Spiritual guidance	4.50	0.88
2	Head coach relationship	4.19	0.90
3	School community	4.03	0.78
4	Opportunity to play	4.03	0.78
5	Social climate	3.94	1.08
6	Degree programs offered	3.81	1.26
7	Athletic facilities	3.78	1.10
8	On campus dormitories	3.75	1.05
9	Assistant coach relationship	3.69	1.31
10	Academic support services	3.56	1.11
11	Athletic training facilities	3.50	1.14
12	Campus visit	3.38	1.04
13	Family members	3.34	1.36
14	Location of the school	3.16	1.14
15	Athletic traditions	3.00	1.30
16	Chance to travel	2.78	1.16
17	Size of the school	2.59	1.21

APPENDIX F5 (continued)

Rank	Factor	<i>M</i>	<i>SD</i>
18	High school friends	2.59	1.10
19	Opportunity to play pro sports	2.41	1.32
20	Prior won/loss record	2.25	1.08
21	High school teammates	2.06	0.98
22	Television exposure	1.47	0.84
23	School colors	1.38	0.75

APPENDIX F6

Lee University Student-Athlete College Choice Profile (n = 42)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Head coach relationship	4.38	0.79
2	Opportunity to play	4.19	1.02
3	Athletic facilities	4.19	0.94
4	Degree programs offered	4.10	1.10
5	Spiritual guidance	4.02	1.02
6	Academic support services	3.95	0.85
7	Athletic training facilities	3.95	0.96
8	On campus dormitories	3.93	0.95
9	School community	3.76	0.91
10	Social climate	3.64	1.01
11	Location of the school	3.64	1.14
12	Assistant coach relationship	3.60	1.19
13	Family members	3.52	1.27
14	Campus visit	3.48	1.21
15	Chance to travel	3.40	1.11
16	Prior won/loss record	3.38	1.25
17	Size of the school	3.29	1.13

APPENDIX F6 (*continued*)

Rank	Factor	<i>M</i>	<i>SD</i>
18	Athletic traditions	3.24	1.23
19	Opportunity to play pro sports	2.79	1.46
20	High school friends	2.12	1.25
21	Television exposure	2.10	1.16
22	High school teammates	2.02	1.28
23	School colors	1.43	0.59

APPENDIX F7

Lyon College Student-Athlete College Choice Profile (n = 47)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Opportunity to play	4.34	0.87
2	Degree programs offered	4.28	0.80
3	Head coach relationship	4.19	0.90
4	School community	3.91	0.83
5	Campus visit	3.89	1.05
6	Academic support services	3.85	1.00
7	Athletic facilities	3.74	1.01
8	Assistant coach relationship	3.57	1.23
9	Social climate	3.57	1.23
10	Athletic training facilities	3.40	0.92
11	Family members	3.38	1.24
12	Athletic traditions	3.28	1.14
13	On campus dormitories	3.28	1.23
14	Size of the school	3.17	1.24
15	Location of the school	3.13	1.19
16	Spiritual guidance	2.94	1.33
17	Chance to travel	2.91	0.95

APPENDIX F7 (continued)

Rank	Factor	<i>M</i>	<i>SD</i>
18	Opportunity to play pro sports	2.81	1.54
19	High school friends	2.43	1.31
20	Prior won/loss record	2.34	1.15
21	High school teammates	2.32	1.22
22	Television exposure	1.72	0.90
23	School colors	1.55	0.85

APPENDIX F8

Martin Methodist College Student-Athlete College Choice Profile (n = 39)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Head coach relationship	4.41	0.88
2	Opportunity to play	4.28	0.97
3	Degree programs offered	4.03	0.99
4	Academic support services	3.90	0.97
5	Athletic facilities	3.79	1.13
6	Social climate	3.72	1.10
7	Assistant coach relationship	3.64	1.20
8	Athletic training facilities	3.54	1.05
9	Athletic traditions	3.46	1.19
10	School community	3.44	1.14
11	Family members	3.41	1.27
12	On campus dormitories	3.41	1.04
13	Chance to travel	3.23	1.06
14	Location of the school	3.15	1.33
15	Opportunity to play pro sports	3.10	1.48
16	Spiritual guidance	3.08	1.22
17	Size of the school	3.03	1.25

APPENDIX F8 (continued)

Rank	Factor	<i>M</i>	<i>SD</i>
18	Campus visit	2.92	1.04
19	Prior won/loss record	2.82	1.48
20	Television exposure	2.64	1.27
21	High school friends	2.64	1.50
22	High school teammates	2.62	1.65
23	School colors	1.87	1.28

APPENDIX F9

Trevecca Nazarene University Student-Athlete College Choice Profile (n = 26)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Opportunity to play	4.31	0.88
2	Degree programs offered	4.27	0.92
3	Head coach relationship	4.23	0.99
4	Athletic facilities	4.19	0.80
5	Assistant coach relationship	3.92	1.20
6	Spiritual guidance	3.92	1.20
7	Academic support services	3.85	0.83
8	School community	3.62	0.90
9	Campus visit	3.38	1.06
10	Athletic training facilities	3.38	1.06
11	Family members	3.35	1.35
12	On campus dormitories	3.23	1.11
13	Athletic traditions	3.23	1.11
14	Opportunity to play pro sports	3.19	1.27
15	Social climate	3.15	1.01
16	Location of the school	3.15	1.29
17	Chance to travel	3.04	1.08

APPENDIX F9 (continued)

Rank	Factor	<i>M</i>	<i>SD</i>
18	Prior won/loss record	2.85	1.32
19	High school friends	2.46	1.27
20	Size of the school	2.35	1.06
21	High school teammates	2.35	1.20
22	Television exposure	1.81	0.85
23	School colors	1.42	0.70

APPENDIX F10

Union University Student-Athlete College Choice Profile (n = 29)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Head coach relationship	4.28	0.70
2	Opportunity to play	4.28	0.80
3	School community	4.14	0.64
4	Degree programs offered	4.00	0.96
5	Spiritual guidance	3.79	1.21
6	Athletic facilities	3.69	1.04
7	Assistant coach relationship	3.62	1.18
8	Athletic training facilities	3.55	1.09
9	On campus dormitories	3.55	1.02
10	Social climate	3.45	1.02
11	Academic support services	3.38	1.05
12	Location of the school	3.34	1.04
13	Athletic traditions	3.24	1.24
14	Size of the school	3.17	1.04
15	Prior won/loss record	3.07	1.07
16	Family members	3.03	1.21
17	Campus visit	3.03	1.18

APPENDIX F10 (*continued*)

Rank	Factor	<i>M</i>	<i>SD</i>
18	Opportunity to play pro sports	2.97	1.55
19	Chance to travel	2.76	1.09
20	High school friends	2.14	1.19
21	High school teammates	2.07	1.07
22	Television exposure	1.79	1.01
23	School colors	1.21	0.49

APPENDIX G

TRANSOUTH PROFILES BY INDEPENDENT VARIABLE

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APPENDIX G1

Male Student-Athlete College Choice Profile (n = 117)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Opportunity to play	4.36	0.78
2	Head coach relationship	4.31	0.84
3	Athletic facilities	3.88	1.06
4	Degree programs offered	3.86	1.09
5	School community	3.79	0.91
6	Academic support services	3.65	1.03
7	Social climate	3.65	1.10
8	Assistant coach relationship	3.65	1.23
9	Athletic training facilities	3.59	1.07
10	On campus dormitories	3.47	1.10
11	Spiritual guidance	3.39	1.33
12	Campus visit	3.33	1.15
13	Athletic traditions	3.32	1.14
14	Opportunity to play pro sports	3.32	1.44
15	Family members	3.27	1.21
16	Location of the school	3.22	1.17
17	Chance to travel	3.20	1.04

APPENDIX G1 (*continued*)

Rank	Factor	<i>M</i>	<i>SD</i>
18	Prior won/loss record	2.87	1.23
19	Size of the school	2.83	1.22
20	High school friends	2.61	1.32
21	High school teammates	2.49	1.30
22	Television exposure	2.14	1.14
23	School colors	1.56	0.95

APPENDIX G2

Female Student-Athlete College Choice Profile (n = 130)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Degree programs offered	4.21	0.97
2	Head coach relationship	4.20	0.98
3	Opportunity to play	4.15	0.95
4	Athletic facilities	3.85	1.10
5	Academic support services	3.82	1.03
6	Spiritual guidance	3.73	1.30
7	School community	3.69	0.95
8	On campus dormitories	3.58	1.15
9	Assistant coach relationship	3.53	1.34
10	Athletic training facilities	3.49	1.12
11	Social climate	3.48	1.10
12	Family members	3.45	1.36
13	Campus visit	3.42	1.10
14	Location of the school	3.37	1.16
15	Size of the school	3.19	1.19
16	Athletic traditions	3.10	1.23
17	Chance to travel	2.82	1.13

APPENDIX G2 (continued)

Rank	Factor	<i>M</i>	<i>SD</i>
18	Prior won/loss record	2.72	1.35
19	Opportunity to play pro sports	2.32	1.31
20	High school friends	2.12	1.20
21	High school teammates	1.99	1.18
22	Television exposure	1.75	1.00
23	School colors	1.36	0.68

APPENDIX G3

Major Sport Student-Athlete College Choice Profile (n = 99)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Head coach relationship	4.46	0.72
2	Opportunity to play	4.31	0.80
3	Degree programs offered	3.97	1.02
4	Assistant coach relationship	3.97	1.12
5	Athletic facilities	3.93	1.03
6	Academic support services	3.70	1.00
7	School community	3.68	0.84
8	Athletic training facilities	3.57	1.11
9	Spiritual guidance	3.54	1.26
10	Family members	3.52	1.16
11	Athletic traditions	3.49	1.10
12	On campus dormitories	3.48	1.18
13	Social climate	3.47	1.07
14	Campus visit	3.33	1.18
15	Location of the school	3.18	1.17
16	Chance to travel	3.06	1.16
17	Prior won/loss record	3.05	1.29

APPENDIX G3 (continued)

Rank	Factor	<i>M</i>	<i>SD</i>
18	Opportunity to play pro sports	2.94	1.46
19	Size of the school	2.75	1.18
20	High school teammates	2.54	1.23
21	High school friends	2.49	1.21
22	Television exposure	2.01	1.04
23	School colors	1.60	0.95

APPENDIX G4

Minor Sport Student-Athlete College Choice Profile (n = 148)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Opportunity to play	4.21	0.93
2	Head coach relationship	4.11	1.00
3	Degree programs offered	4.09	1.05
4	Athletic facilities	3.82	1.11
5	School community	3.78	0.99
6	Academic support services	3.77	1.05
7	Social climate	3.61	1.12
8	Spiritual guidance	3.59	1.36
9	On campus dormitories	3.55	1.09
10	Athletic training facilities	3.53	1.08
11	Campus visit	3.41	1.09
12	Location of the school	3.38	1.16
13	Assistant coach relationship	3.33	1.33
14	Family members	3.27	1.37
15	Size of the school	3.20	1.21
16	Athletic traditions	3.01	1.22
17	Chance to travel	2.95	1.06

APPENDIX G4 (continued)

Rank	Factor	<i>M</i>	<i>SD</i>
18	Opportunity to play pro sports	2.70	1.45
19	Prior won/loss record	2.61	1.27
20	High school friends	2.26	1.32
21	High school teammates	2.02	1.24
22	Television exposure	1.88	1.12
23	School colors	1.36	0.72

APPENDIX G5

Full Scholarship Student-Athlete College Choice Profile (n = 51)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Opportunity to play	4.33	0.93
2	Head coach relationship	4.27	0.94
3	Athletic facilities	4.08	0.91
4	Degree programs offered	4.08	1.07
5	Athletic training facilities	3.78	1.01
6	Academic support services	3.75	1.00
7	Assistant coach relationship	3.71	1.33
8	On campus dormitories	3.65	1.04
9	School community	3.61	1.04
10	Spiritual guidance	3.59	1.30
11	Family members	3.57	1.24
12	Location of the school	3.49	1.10
13	Campus visit	3.47	1.17
14	Social climate	3.45	1.08
15	Athletic traditions	3.39	1.25
16	Prior won/loss record	3.24	1.27
17	Chance to travel	3.18	1.11

APPENDIX G5 (continued)

Rank	Factor	<i>M</i>	<i>SD</i>
18	Size of the school	3.04	1.13
19	Opportunity to play pro sports	2.73	1.42
20	High school teammates	2.14	1.23
21	High school friends	2.12	1.23
22	Television exposure	1.88	1.09
23	School colors	1.43	0.76

APPENDIX G6

Partial Scholarship Student-Athlete College Choice Profile (n = 152)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Head coach relationship	4.27	0.88
2	Opportunity to play	4.26	0.87
3	Degree programs offered	3.99	1.05
4	School community	3.76	0.91
5	Athletic facilities	3.76	1.14
6	Academic support services	3.68	1.06
7	Social climate	3.53	1.13
8	Assistant coach relationship	3.53	1.31
9	Spiritual guidance	3.51	1.35
10	On campus dormitories	3.43	1.19
11	Campus visit	3.39	1.10
12	Athletic training facilities	3.38	1.12
13	Location of the school	3.29	1.13
14	Family members	3.20	1.34
15	Athletic traditions	3.14	1.19
16	Size of the school	2.99	1.23
17	Chance to travel	2.86	1.14

APPENDIX G6 (continued)

Rank	Factor	<i>M</i>	<i>SD</i>
18	Opportunity to play pro sports	2.70	1.45
19	Prior won/loss record	2.63	1.29
20	High school friends	2.40	1.31
21	High school teammates	2.26	1.29
22	Television exposure	1.86	1.06
23	School colors	1.42	0.80

APPENDIX G7

Non-scholarship Student-Athlete College Choice Profile (n = 44)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Degree programs offered	4.18	0.99
2	Head coach relationship	4.16	1.01
3	Opportunity to play	4.14	0.85
4	Athletic facilities	3.98	1.00
5	Academic support services	3.93	0.95
6	School community	3.84	0.89
7	Athletic training facilities	3.80	1.00
8	Social climate	3.80	1.00
9	Spiritual guidance	3.77	1.24
10	On campus dormitories	3.73	0.95
11	Family members	3.73	1.11
12	Assistant coach relationship	3.64	1.14
13	Chance to travel	3.27	0.90
14	Campus visit	3.20	1.13
15	Athletic traditions	3.20	1.15
16	Opportunity to play pro sports	3.18	1.50
17	Location of the school	3.11	1.35

APPENDIX G7 (continued)

Rank	Factor	<i>M</i>	<i>SD</i>
18	Size of the school	3.09	1.29
19	Prior won/loss record	2.82	1.24
20	High school friends	2.45	1.23
21	Television exposure	2.25	1.12
22	High school teammates	2.23	1.18
23	School colors	1.61	0.97

APPENDIX G8

In-state Student-Athlete College Choice Profile (n = 140)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Opportunity to play	4.19	0.86
2	Head coach relationship	4.16	0.98
3	Degree programs offered	3.95	1.09
4	Athletic facilities	3.79	1.08
5	Academic support services	3.72	1.06
6	School community	3.69	0.91
7	Spiritual guidance	3.59	1.25
8	Assistant coach relationship	3.52	1.33
9	Location of the school	3.51	1.06
10	Social climate	3.51	1.08
11	On campus dormitories	3.49	1.14
12	Athletic training facilities	3.46	1.10
13	Campus visit	3.44	1.13
14	Family members	3.41	1.25
15	Athletic traditions	3.29	1.16
16	Size of the school	3.03	1.25
17	Chance to travel	2.90	1.13

APPENDIX G8 (continued)

Rank	Factor	<i>M</i>	<i>SD</i>
18	Prior won/loss record	2.83	1.25
19	Opportunity to play pro sports	2.61	1.4
20	High school friends	2.48	1.26
21	High school teammates	2.34	1.24
22	Television exposure	1.83	1.05
23	School colors	1.41	0.79

APPENDIX G9

Out-of-state Student-Athlete College Choice Profile (n = 107)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Head coach relationship	4.36	0.82
2	Opportunity to play	4.33	0.90
3	Degree programs offered	4.17	0.97
4	Athletic facilities	3.95	1.08
5	School community	3.81	0.96
6	Academic support services	3.77	1.00
7	Assistant coach relationship	3.67	1.23
8	Athletic training facilities	3.64	1.08
9	Social climate	3.62	1.14
10	On campus dormitories	3.58	1.11
11	Spiritual guidance	3.55	1.42
12	Family members	3.32	1.36
13	Campus visit	3.30	1.12
14	Chance to travel	3.12	1.06
15	Athletic traditions	3.10	1.24
16	Location of the school	3.03	1.24
17	Opportunity to play pro sports	3.03	1.50

APPENDIX G9 (continued)

Rank	Factor	<i>M</i>	<i>SD</i>
18	Size of the school	3.01	1.17
19	Prior won/loss record	2.74	1.36
20	High school friends	2.19	1.30
21	High school teammates	2.08	1.27
22	Television exposure	2.07	1.12
23	School colors	1.52	0.87

APPENDIX G10

Caucasian-American Student-Athlete College Choice Profile (n = 169)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Head coach relationship	4.22	0.91
2	Opportunity to play	4.21	0.87
3	Degree programs offered	4.02	1.03
4	Athletic facilities	3.85	1.07
5	School community	3.79	0.88
6	Academic support services	3.66	1.05
7	Social climate	3.60	1.07
8	Spiritual guidance	3.60	1.32
9	Assistant coach relationship	3.59	1.31
10	On campus dormitories	3.49	1.15
11	Athletic training facilities	3.47	1.10
12	Campus visit	3.43	1.12
13	Family members	3.33	1.29
14	Location of the school	3.30	1.14
15	Athletic traditions	3.17	1.20
16	Size of the school	3.07	1.25
17	Chance to travel	2.91	1.09

APPENDIX G10 (*continued*)

Rank	Factor	<i>M</i>	<i>SD</i>
18	Opportunity to play pro sports	2.63	1.40
19	Prior won/loss record	2.61	1.25
20	High school friends	2.35	1.25
21	High school teammates	2.17	1.17
22	Television exposure	1.80	0.98
23	School colors	1.40	0.78

APPENDIX G11

African-American Student-Athlete College Choice Profile (n = 38)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Head coach relationship	4.39	0.86
2	Opportunity to play	4.16	1.03
3	Degree programs offered	4.05	1.23
4	Athletic facilities	3.82	1.06
5	Spiritual guidance	3.82	1.11
6	Academic support services	3.82	1.11
7	On campus dormitories	3.68	1.02
8	Athletic training facilities	3.61	1.03
9	School community	3.55	0.83
10	Family members	3.55	1.25
11	Campus visit	3.42	1.15
12	Social climate	3.39	1.05
13	Assistant coach relationship	3.29	1.27
14	Location of the school	3.29	1.31
15	Prior won/loss record	3.26	1.13
16	Chance to travel	3.21	1.17
17	Athletic traditions	3.05	1.29

APPENDIX G11 (*continued*)

Rank	Factor	<i>M</i>	<i>SD</i>
18	Size of the school	2.74	1.11
19	Opportunity to play pro sports	2.53	1.59
20	High school friends	2.32	1.30
21	High school teammates	2.26	1.31
22	Television exposure	2.00	1.14
23	School colors	1.34	0.67

APPENDIX G12

Student-Athlete College Choice Profile for "Other" Ethnicity (n = 40)

Rank	Factor	<i>M</i>	<i>SD</i>
1	Opportunity to play	4.50	0.72
2	Head coach relationship	4.25	1.01
3	Degree programs offered	4.15	0.92
4	Academic support services	4.00	0.85
5	Athletic facilities	3.98	1.12
6	Assistant coach relationship	3.85	1.14
7	Athletic training facilities	3.75	1.13
8	Opportunity to play pro sports	3.75	1.17
9	School community	3.70	1.20
10	On campus dormitories	3.55	1.13
11	Social climate	3.55	1.28
12	Athletic traditions	3.53	1.01
13	Family members	3.35	1.35
14	Location of the school	3.33	1.14
15	Spiritual guidance	3.23	1.46
16	Chance to travel	3.15	1.08
17	Campus visit	3.10	1.10

APPENDIX G12 (*continued*)

Rank	Factor	<i>M</i>	<i>SD</i>
18	Prior won/loss record	3.10	1.45
19	Size of the school	3.08	1.14
20	High school teammates	2.45	1.54
21	Television exposure	2.40	1.32
22	High school friends	2.40	1.43
23	School colors	1.80	1.04
