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1-31-2020

Organizational factors that contribute to the persistence of two-year transfer athletes at Division I four-year institutions: A multiple case study

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ORGANIZATIONAL FACTORS THAT CONTRIBUTE TO THE PERSISTENCE OF TWO-YEAR TRANSFER ATHLETES AT DIVISION I FOUR-YEAR INSTITUTIONS: A MULTIPLE CASE STUDY

by

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A Dissertation

Submitted to the
Department of Educational Services and Leadership
College of Education
In partial fulfillment of the requirement
For the degree of
Doctor of Education
at
Rowan University
December 17, 2019

Dissertation Chair: Monica Reid Kerrigan, Ed.D.

Dedication

I would like to dedicate this to my beloved wife—Linda Peterson, my children—

Mia and Caleb Peterson, my mother—Yvonne Harvard, and my mother-in-law—Marie

Fleurimond. You all have inspired me to continue to **DREAM BIG**.

Acknowledgments

I would first like to thank the Lord above. Over the past several years, you have placed me in positions to grow personally and professionally. Without these experiences I would not be the individual I am today.

I would like to acknowledge my closest family and friends for your continued support and encouragement completing this degree. It has been quite a journey, but I am glad you all have been there for me through this process. To Linda, my beautiful wife, you have pushed me to completion. Your sacrifice has been priceless in my ability to finish and I am forever grateful. To "My Number #1 Boo Boo" and "My Handsome Man"—Mia and Caleb, the two of you have sacrificed as well. I appreciate your encouragement for me to get to the "finish line" and I hope that someday you understand this was all for you. To my mother, Yvonne Harvard, I began this journey because of your influence in having advance degrees. I am appreciative and grateful for all that you provided for me, as it has been the foundation for the person I am today. To my aunt, Regina Torian, thank you for listening and providing feedback.

Thank you to the individuals that agreed to participate in this study. Your insight and feedback have created a voice for a group that has rarely been heard.

To former Rowan University cohort members and dissertation group members I have worked with, especially Alberta, Andrew, AJ, David, Debora, Keith, Lavon, and Yesenia—thank you. Thank you for your guidance, encouragement, and feedback anytime that you have provided. The discussions we had kept me going. Finally, to my committee members, Drs. Kerrigan, Coaxum, Walpole—thank you for your patience, guidance, and for agreeing to serve on my dissertation committee.

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Abstract

Mensah A. Peterson
ORGANIZATIONAL FACTORS THAT CONTRIBUTE TO THE PERSISTENCE OF
TWO-YEAR TRANSFER ATHLETES AT DIVISION I FOUR-YEAR
INSTITUTIONS: A MULTIPLE CASE STUDY
2019-2020
Monica Reid Kerrigan, Ed.D.
Doctor of Education

This multiple case study identifies the organizational factors that contribute to the persistence of two-year transfer athletes at two Division I four-year institutions in the Northeast Region Conference. This study utilized both quantitative and qualitative approaches as well as Berger and Milem's (2001) theoretical framework of organizational behavior and student outcomes to 1) identify the most prevalent two-year transfer athlete experiences; 2) find out how the most prevalent experiences, at each institution, contribute to their persistence and 3) identify the organizational dimensions two-year transfer athletes perceived as contributing to their most prevalent experiences. The findings showed that athletic experiences were expressed to be the most prevalent and that these experiences contributed to persistence by being frequent and mandatory. Lastly, the findings showed that the bureaucratic and collegial dimensions were noted and perceived to contribute to participants' athletic experiences. Overall, this study adds to the literature of athletics in higher education by focusing on the areas where progress can be made to increase the persistence of two-year transfer athletes that attend Division I four-year institutions.

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Chapter 1

Introduction

One of the largest routes to a bachelor's degree is through the pipeline of the community college (Ruiz & Pryor, 2011). Community college students make up an estimated of 41 percent of all undergraduate students in the United States entering higher education (AACC, 2019). With traditional aged students, between the ages of 18-24, student enrollment has become record setting. According to the American Association of Community Colleges (2019) 54% of the students that attend community college are 22 years of age or younger. Regardless of age, about one in every 10 students in higher education attended a community college (Handel, 2011). These data illustrate the number students that enroll into community colleges across the country.

The next step for many community college attendees in their educational pursuit is to transfer upward to a four-year institution, often referred to as linear transfer (Handel, 2011; Cohen & Brawer, 2008; Townsend & Wilson, 2006). Handel (2011) conducted a survey that suggested at least 50 to 80 percent of community college students intend to transfer to four-year institutions. In 2007-2008, approximately 72 percent (n=355,079) of students, with and without associate's degrees, actually transferred from two-year to four-year institutions (Shapiro et. al., 2013). These numbers highlight the large population of students that decide to attend and successfully transfer annually from community colleges to four-year institutions toward baccalaureate attainment (Laanan, 1996; Berger & Malaney, 2003).

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One cohort of students within community colleges that has pursued baccalaureate attainment through the participation of sports is two-year athletes or community college student athletes. Across the United States (U.S.) there are approximately 1,051 community colleges (AACC, 2019). Yet, there are over 70,000 full-time students participating on athletic teams at over 500 community colleges across the country (Bush, Castaneda, Hardy & Katsinas, 2009). The number of participants in community college athletics is relatively small compared to the total number of students enrolled in all community colleges in the U.S. (7 million) (AACC, 2019). Bush, Castaneda, Hardy and Katsinas (2009) note athletics has become a leading component in the two-year sector to facilitate student involvement while at an institution. This active involvement can provide transfer opportunities as well for community college students (Gaston-Gayles, 2004).

After completing 12-48 credits or graduating from a two-year institution, many two-year college student athletes look forward to the opportunity to transfer to a National Collegiate Athletic Association (NCAA) Division I four-year institution, the highest level of intercollegiate competition (NCAA Manual, 2019). This sector of athletics affords students with the ability to continue their education because of athletic related scholarship opportunities offered by the majority of Division I four-year institutions. For many students, the extension of an athletic career provides access to further their education and develop an enriched college experience (Horton, 2010, 2014). It also offers a significant amount of notoriety by the media (Wolverton, 2009; Sander, 2009; Jenkins, 2019); in hopes of propelling their "athletic dream" or aspirations of playing sports professionally (Parmer, 1994).

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Approximately 6,000 community college athletes transfer to NCAA Division I four-year institutions annually (Bush, Castaneda, Hardy, & Katsinas, 2009). However, in recent years there has not only been a dramatic regression in enrollment for this cohort, but recruitment as well (NCAA, 2011; Heck and Takahashi, 2006; Paskus, Roxbury, Petr, & McArdle, 2010). Therefore, the demand to participate in athletics at a Division I four-year institution may far exceed the number of athletic opportunities available for two-year transfer athletes to participate in their sport. The NCAA has acknowledged that this decline has been due to a lack of persistence two-year transfer athletes have demonstrated (Paskus, Roxbury, Petr, & McArdle, 2010). Yet, no solution has been established to get this population of students toward the goal of baccalaureate attainment. Finding a solution would open more opportunities for two-year transfer athletes to transfer into Division I four-year institutions and increase graduation rates of NCAA member institutions.

In Men's Basketball, particularly, data show there is a significant down trend in the number of two-year transfers that come into Division I four-year institutions. In a 10-year timeframe, there was a drop in two-year transfer athletes from 16.7 percent (2003-2004 academic-year) to 14.8 percent (2017-2018 academic-year) (NCAA APR, 2019). Again, the NCAA as well as other researchers note this decline has been due to a lack of persistence (Heck & Takahashi, 2006; Paskus, Roxbury, Petr, & McArdle, 2010).

Overall, research on two-year transfer athlete persistence has slowly increased in the past several years (Horton, 2010; NCAA, 2011; Holmes, 2013; NCAA, 2014; NCAA APR, 2019). However, the little research that has been done has resulted in exploring related data on the populations of transfer students as well as student athletes separately.

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Although some of the findings between these two groups may overlap, research on two-year transfer athlete challenges and keys to persistence are scarce. Studies on two-year college transfer students have highlighted the difficulties this population has had persisting at four-year institutions (Berger & Malaney, 2003; Laanan, 1996). The most notable difficulty is known as "transfer shock" (Hills, 1965). The term has been used to characterize the temporary decline in grade point averages (GPA) students demonstrate after transferring. Some studies show "transfer shock" being the major pitfall for transfer student attrition (Rhine, Milligan, & Nelson, 2000; Hills, 1965). Other studies show the lack of success is due to challenges transitioning into their receiving institution (Flaga, 2008; Laanan, 1996; Piland, 1995). Athletes have taken on similar challenges with significant drops in GPA's while playing their sport in-season as opposed to out-of-season (Maloney & McCormick, 1993; Miller & Kerr, 2002; Adler &Adler, 1985; Pascarella, Bohr, Nora, & Terenzini, 1995; Kanter & Lewis, 1991). In addition, athletes have also seen significant drops in grades when participating in high-profile athletic teams, such Men's Basketball (NCAA Research, 2011; Knapp & Raney, 1988).

Although these studies add to the body of literature, none explain why specifically transfer athletes either do or do not persist at four-year institutions. The only studies that were found to explain why transfer athletes do persist emphasize transfer students' academic and social experiences on campus (Laanan, 2007; Townsend & Wilson, 2009). For athletes, researchers state the solution to persistence is to have engaging academic, athletic, and social experiences (Adler & Adler, 1985; Berson, 1996; Gayles & Hu, 2009; Miller & Kerr, 2002). In other words, students who were actively involved in academic

workshops, interacted with faculty, got involved in campus programs, and sought academic counselors increased persistence (Laanan, 2007).

Although academic and social experiences have proven to contribute to student persistence, significant numbers of students do not know how to facilitate these academic and social experiences on their own. Studies suggest that it is the students' responsibility to create these experiences while in college (Laanan, 2007; Astin, 1989, 1993). However, if community college transfer students and athletes alike are characterized as being academically underprepared (Hoachlander, Sikora, & Horn, 2003), come from lower socioeconomic statuses (SES) (Cohen & Brawer, 2008), and are generally first generation college students (Inman & Mayes, 1999), how would they be expected to do something they possibly have never done, learned how to do, or would be less likely able to do (Astin, 1984; Tinto, 1987)?

Therefore, after decades of primarily focusing on what students are doing wrong or what students need to do to persist, more emphasis should be placed on what the institutions could do to help students persist (Schuetz, 2005). This idea holds particularly true for transfer athletes. Four-year or receiving institutions have an obligation to help students successfully transfer and transition into the receiving institution by orienting, advising, and providing support services (Townsend & Wilson, 2006). This assistance would provide opportunities for positive academic, athletic and social experiences.

Berger and Milem (2000) provide a framework highlighting the effects organizational behavior has on student outcomes, such as persistence. The researchers argue that, upon enrolling in college, students enter environments that shape their

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behavior and influence student outcomes. This framework reiterates researchers' beliefs that there are institutional or organizational factors that influence student persistence (Roueche & Baker, 1987; Schuetz, 2005; Townsend & Wilson, 2006). Examining organizational factors provides a better means to explain the phenomenon for reasons why many transfer athletes actually do persist.

Statement of the Problem

One of the major issues that are prevalent for two-year transfer athletes is the lack of persistence demonstrated when they transfer from community colleges to Division I four-year institutions (Paskus, Roxbury, Petr, & McArdle, 2010). The impetus for this study stems from concerns that have received national attention amongst intercollegiate organizations, such as the NCAA. The first concern is that there are a significant number of community college athletes that transfer into the high-profile sports of Baseball, Men's Basketball and Football at Division I four-year institution (see Table 1). Those criticisms connected to this data is that; overall, all three sports sustain lower than average Academic Progress Rate (APR) scores, a measure that determines student athlete eligibility and retention (see Table 2). The second criticism is that two-year transfer athletes have lower than average Graduation Success Rates (GSR) compared to non-transfer athletes, a measure that calculates athlete graduation rates (see Table 3). Lastly, two-year transfer athletes maintain significantly high dropout rates, in all three high-profile sports (Table 4).

Other issues prevalent amongst transfer athletes are highlighted within Table 5, which shows two-year transfers historically enter four-year schools having lower GPA's

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and Scholastic Aptitude Test (SAT) scores out of high school. This particular data reiterates and shadows much of the research on traditional students with low high school GPA and SAT scores attending college—that significant portions, with these learning outcomes, do not persist (Astin, 1975; Ishitani & DesJardins, 2002).

Table 1

2017-18 Transfer Composition of Division I Student-Athlete Population (by Sport)

	Non-Transfers	**2-Year Transfers**	**4-Year Transfers**
Overall	87.6%	5.4%	7.0%
Baseball	77.0%	20.8%	2.2%
M. Basketball	70.9%	14.8%	14.3%
Football	72.1%	17.1%	10.8%
W. Basketball	80.5%	7.8%	11.7%

(NCAA Research, [2019])

Table 2

APR Scores from 2014-2015 through 2017-2018 Academic Years

Sports	**Four-Year Average**
Overall	983
Baseball	976
Men's Basketball	967
Football	964

(NCAA APR, [2019])

Table 3

Graduation Success Rates of Athletes

Student Category	% of Graduates from 2002 Cohort
Non-Transfers	80%
2-Year Transfers	65%
4-Year Transfers	77%

(NCAA, [2010])

Table 4

Percentage of 0/2 Departures Among Student-Athletes Exhausting their Athletics Eligibility in 2006-2007

SPORT	Overall	Non-Transfers	2-Year Transfers	4-Year Transfers
Baseball	6%	3%	10%	9%
M. Basketball	14%	10%	20%	16%
Football—FBS	13%	11%	24%	10%
Football—FCS	7%	5%	13%	18%
Men's Soccer	4%	4%	6%	2%
Men's Track	3%	3%	7%	4%
W. Basketball	3%	2%	5%	4%

* 0/2 or 0 for 2 refers to the student athletes that have dropped out of the institution they were at.
(Paskus, Roxbury, Petr & McArdle, [2010])

Table 5

Comparison of High School Academic Performance of 2007-2008 College Freshman versus Transfers in Football and Men's Basketball

Student Category	Football		Men's Basketball	
	Academic H.S. Core Cum. GPA	*Average SAT Scores	Academic H.S. Core Cum. GPA	*Average SAT Scores
Non-Transfers (Freshmen)	3.08	993	2.97	968
Two-Year Transfers	2.74	907	2.72	885
Four-Year Transfers	2.97	963	2.89	956

* Averages were based on the best SAT test scores from each sport
! Baseball was not included
(Paskus, Roxbury, Petr & McArdle, [2010])

Collectively, the implications of the data in these tables are twofold. First, they combine to show that athletes from two-year institutions transfer into high-profile revenue generating sports, in which retention, persistence, and graduation rates remain low compared to all other sports. Second, they show that "student athletes who transfer, especially from two-year institutions are far less likely to earn degrees" (Hosick 2010, par.5).

What should be noted is that aside from Baseball and Football, amongst the high-profile sports, Men's Basketball has one of the highest percentages of incoming two-year transfer athletes. Men's Basketball has also averaged some of the lowest APR scores out of all sports. This APR trend is partly due to the significantly high dropout rates Men's Basketball two-year transfer athletes sustain in comparison to all other transfers (with the exception of football) and non-transfers (see Table 4). Overall, the statistics highlighted

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in the tables above shows how Men's Basketball is an at-risk population and the two-year transfer athletes that come in add to the lack of retention and persistence.

The lack of retention, persistence, and graduation two-year transfer athletes have demonstrated over the years has been called into question, with Men's Basketball being one of the major catalysts. As a result, it has ensued discussions of reform on eligibility standards (Hosick, 2010). The implications for these outcomes will ultimately result in negative consequences for two-year transfer athletes and the institutions that receive them. For instance, poor grades from transfer athletes result in academic and athletic ineligibility, which in turn leads to high athlete attrition rates. Subsequently, high attrition rates pull down graduation rates, lowering APR scores. This ultimately subject teams to lose scholarships, lose financial means for their respective institutions, and face other penalties sanctioned by the NCAA (Moltz, 2010).

Another major outcome of low transfer athlete persistence rates at Division I four-year institutions is a negative reputation for community colleges. Community colleges have historically been known to produce a significant number of at-risk students that face academic and social difficulties completing a degree (Hoachlander, Sikora, & Horn, 2003). These difficulties have created a negative stigma and perception of community college students that continues to follow them when they transfer (Adelman, 2005; Brint & Karabel, 1989; Pascarella & Terenzini, 2005; Piland, 1995). The aforementioned concerns should be enough reason for all of higher education to encourage more research on two-year transfer athlete persistence. The poor persistence athletes from two-year institutions have demonstrated has negatively impacted four-year institutions and the reputation of community colleges (Flowers, Luzynski & Zamani-Gallaher, 2014).

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Purpose of Study

The purpose of this study was to identify organizational factors that contribute to the persistence of two-year transfer athletes at Division-I four-year institutions. This study added to the literature of athletics in higher education by addressing areas where progress can be made to improve persistence of two-year transfer athletes that attend Division I four-year institutions.

What is distinctive about this study is that particular focus is given to the student voices of former and current two-year transfer athletes in the high-profile sport of Men's Basketball that attended, notably two, Division I four-year institutions in the North Region Conference (NC). Examining the experiences of persisted two-year transfer athletes will provide valued feedback, insight and a glimpse at what has helped this population persist at a Division I four-year institution.

Research Questions

This study aims to expand the knowledge of two-year transfer athletes attending a Division I four-year institution.

The research questions addressed in this study are the following:

1. What are the most prevalent experiences of two-year transfer athletes? Do they differ by college?

2. How do the most prevalent two-year transfer athlete experiences, at each institution, contribute to their persistence?

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3. What organizational dimensions do two-year transfer athletes perceive as contributing to their most prevalent experiences?

Significance of Study

Most of the athletic related literature regarding intercollegiate athletics is focused on areas limited to non-transfer and traditional student athletes at four-year institutions (Knapp & Raney, 1988). It can be assumed that transfer athletes are included in this literature, but this assumption has yet to be proven. What we do know and understand about two-year transfer athletes is that through much of the descriptive statistics previously mentioned, two-year transfer athletes lack persistence at Division I four-year institutions (NCAA Research, 2012; Paskus, Roxbury, Petr, & McArdle, 2010). Although I investigated the sport of Men's Basketball, this study and its findings intend to add to the lack of research on two-year transfer athletes and their persistence.

This study is timely because the NCAA has been exploring solutions to get two-year transfer athletes to baccalaureate attainment. For transfer athletes coming from community colleges, the legislative changes were to increase GPA standards to participate in athletics at a Division I four-year institution from a 2.0 to 2.5; increase core course standards, such as completing more science and math courses and placing limits on physical education courses; and lastly allowing student athletes at the two-year institution to have an opportunity, for a year, to become "academically ready" (NCAA Manual, 2016; Hosick, 2010). This means first-year athletes at the community college are allowed to take an athletic break, their first-year, to solely focus on their academics

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without losing one-year of sport eligibility out of the five they are allotted throughout their intercollegiate career.

These legislative changes were significant because there was some attention shed on two-year transfer athletes. However, the reforms still do not address the issue of persistence. Increased GPA eligibility standards have historically improved the quality of student athletes that are recruited, attend, and play at NCAA Division I four-year institutions (Crowley, 2006; Klein & Bell, 1995). The proposed year of "academic readiness" for community college athletes is intended to produce an academically sound student athlete; one that is prepared for the academic rigors of college (Hosick, 2010). "Increasing or raising requirements is no solution; it merely changes the standards and allows another group of student-athletes to be defined as marginally prepared" (Whitner & Myers, 1986, p. 660). With so many at-risk factors amongst two-year transfer athletes what has yet to be determined is how they can be retained to persist.

It is clear, studies that contribute to this population's persistence at Division I four-year institutions are scarce at best. For much of the research, very few studies examine the perceptions of student athletes' experiences on their own persistence (Adler & Adler, 1983; Adler & Adler, 1985; Holmes, 2013). Utilizing a multiple embedded case study approach provided a voice to the two-year transfer athlete, something that is rarely done. Part of the intention of this study is to provide insight exploring the experiences that have helped this population persist.

This study highlighted areas in which the receiving institution contributes to two-year transfer athlete persistence. The two-year transfers in Men's Basketball that are a

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part of this study attended Division I four-year institutions in the North Region Conference (NRC). These institutions have held some of the most challenging APR scores in the conference. Yet, there is still a cohort of two-year transfer athletes that have progressed to graduation. What is generally missed by studies analyzing persistence are the organizational factors that contribute to this unique group's persistence.

A continued focus on organizational factors that enhance student persistence and underserved student populations is critical in increasing institutional outcomes, such as graduation. It is important that more scholarly research is conducted on two-year transfer athletes so that coaches, athletic directors, athletic academic advisors, and support staff at Division I four-year institutions understand how to better assist and serve this population.

Definition of Terms

For the purposes of this study the following definitions were used:

Division I- Division I represents the type of NCAA membership an institution has. In addition, Division I is the highest level of athletic competition at four-year institutions. Schools that are Division I or D1 are required to have at least 7 intercollegiate athletic sports, for both men and women respectively.

High-profile sports- For the purposes of this study high-profile sports are considered revenue generating sports that bring money into institutions. Sports deemed high-profile are Baseball, Men's Basketball and Football. This study will primarily focus on the sport of Men's Basketball.

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NCAA- NCAA stands for National Collegiate Athletic Association, and is the intercollegiate athletic governing body for every divisional sport at NCAA member institutions. It is comprised of various four-year institutions, conferences, organizations, and individuals that are committed to the interests of student athletes' education and athletic participation.

Non-qualifier- Is a student athlete that has come out of high school and did not met the academic requirements set forth by the NCAA. Either the student athlete did not complete their core requirements, had less than a 2.3 GPA and or did not have the appropriate score on the SAT or ACT.

Organizational behavior- Organizational behavior is described as the daily patterns of functioning and decision-making within an organization. It also consists of actions institutional agents (faculty, staff, students and administrators) manifest within a higher education institution. Consistent organizational behavior makes-up the culture within an organization.

Organizational dimensions- Organizational dimensions are considered the five characteristics (bureaucratic, political, collegial, symbolic and systemic) that make up organizational behavior. Derived from the work of Bolman and Deal's (1984) four frames and Birnbaum's (1988) work on systems, organizational dimensions are types of behavior that occur in higher education.

Organizational factors- For the purposes of this study, organizational factors are considered the organizational dimensions listed above. Both terms will be used interchangeably throughout the rest of the study.

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Persistence- Persistence will be defined as the individual term-by-term progression of a two-year transfer athlete onto degree completion at a Division-I four-year institution.

Prevalent- For the purpose of the study the term prevalent will be defined as important and frequent. Therefore, the most prevalent experiences will be those that were determined to be the most important and frequent that have occurred.

Qualifier- Is a student athlete that has come out of high school and has met all the requirements established by the NCAA. The student athlete has taken and passed all core (e.g. English, Math, Science) classes, has obtained at least a 2.3 GPA and has the appropriate SAT or ACT scores.

Student athlete- For the purpose of the study student-athletes are considered students at any divisional level institution that carry a full-time credit load of courses and participate in any high- or low-profile sport affiliated with the institution athletic department.

Two-year transfer athlete- For the purpose of the study, two-year transfer athletes are those that have transferred from a community college or two-year institution and have attended a NCAA Division I four-year institution.

Transfer athlete- For the purpose of this study, transfer athletes are specifically two-year transfer athletes that attend a NCAA Division I four-year institution, as indicated above. Both terms will be used interchangeably throughout the rest of the study.

Summary

My study addressed the issue that plagues two-year transfer athletes across the nation that attend Division I four-year institutions, which is a lack persistence. There has

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been a deliberate effort to increase the number of college graduates in the United States and at the forefront of this effort has been community colleges. It can be anticipated there will be a high demand of community college students that will look to transfer and participate in high-profile sport such as Men's Basketball at Division I four-year institutions. However, there has a been a decline in the number of two-year transfer athletes being recruited and participating at these Division I institutions because they do not persist. Therefore, this study examined the organizational factors that contribute to the persistence of two-year transfer athletes at Division I four-year institutions. Special emphasis was given to the perceptions of former two-year transfer athletes in the sport of Men's Basketball at two Division-I institutions in the North Region Conference (NRC) that have persisted to graduation. In addition, this dissertation offers suggestions and recommendations on how to improve two-year transfer athlete persistence. The information gathered sets the precedent for more studies to be conducted on two-year transfer athletes.

The remainder of my dissertation is organized as such: Chapter 2, the literature review, highlights Berger and Milem's (2000) theoretical model of organizational behavior and student outcomes. Their framework supports the conceptual model developed, which demonstrates a linear context of how transfer athletes persist. The remainder of the chapter reviews areas that inhibit as well as propel persistence for transfer athletes. Chapter 3, methodology, highlights the research questions and overarching propositions and rival explanations that shaped the study. An embedded multiple case study was used encompassing both quantitative and qualitative methods of data collection to gain feedback and the perceptions of transfer athletes. Other highlights

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of the chapter include the participants, data analysis, credibility of the research design

and the role of the researcher. Chapter 4, findings, highlights the results of my

quantitative and qualitative data. Chapter 5, conclusion, discusses the findings to my

research questions, study implications, limitations, and recommendations for future

research.

Chapter 2

Literature Review

This chapter begins by reviewing the theoretical model of Berger and Milem (2000). The conceptual framework illustrates the context in which Berger and Milem's (2000) work provides the impetus of how persistence for two-year transfer athletes will be viewed. Lastly, this section will discuss the challenges two-year transfer athletes have in college to persist as well as the experiences that influence and contribute to this student demographic progression through college. Due to the lack of literature on two-year transfer athletes, the majority of the information within this section pulls from empirical data on transfer students and student athletes.

Berger and Milem's Organizational Behavior Theory

Among the theoretical models that discuss the effects college has on student outcomes, the most widely used have been the works of Spady (1971), Tinto (1991), Astin (1993), Bean and Metzner (1985), and Bean (1990). Each of these frameworks examined at least one or more experiences students had within an institution on a specific student outcome, such as persistence. Pascarella and Terenzini (2005) termed this type of impact the "within-college" effects. In other words, the effects a college has on student experiences.

Although all of the aforementioned works analyzed student experiences within college environments, the majority primarily focused on student-based measures of attrition (Schuetz, 2005). These works looked at what theorist perceived students needed to do or the characteristics students needed to attain in order to be successful in college.

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Historically, studies have narrowly concentrated on individual student interventions and overlooked the wide variety of influences that impact student outcomes (Terenzini & Reason, 2005). Thus, relatively little attention has been given as to what specific organizational characteristics effect persistence.

There are studies that explored the effects institutional characteristics have on student outcomes, yet most have explored the structural-demographics (i.e. institutional size, mission, faculty representation, and admission selectivity) of institutions. These particular studies look at "whether the kinds of institutions students attend have a differential effect on one or more student outcomes" (Ro, Terenzini, & Yin, 2012, p. 254). Titus (2004) and others (Pascarella & Terenzini, 1991, 2005; Reason, 2009) debate whether these institutional characteristics have any significance on student experiences. Recent literature shows these characteristics have been proven to be poor predictors of student outcomes because 1) they are distal from student college experiences; 2) they are untested assumptions made from the institutional traits extracted from large national databases, which lack theory; and 3) studies that test more proximal predictors, such as cultural and environmental variables are simply better to consider as a causal chain for student outcomes (Ro, Terenzini, & Yin, 2012). While studies regarding institutional characteristics are useful, it is evident they capture a limited perspective on how institutions influence persistence (Reason, 2009).

Therefore, there is only one model that has considered organizational influences on student outcomes within higher education and that is Berger and Milem's (2000) model of organizational behavior (Terenzini & Reason, 2005). Their model is the first to

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address the impact organizational behavior characteristics have on student outcomes (Ro, Terenzini, & Yin, 2012).

Because Berger and Milem's (2000) model was used to emphasize organizational factors, student experiences and student outcomes, this model has become an impetus to facilitate the current study of two-year transfer athlete persistence at Division-I four-year institutions. The following provides a concise summary of the five major constructs and the subsets that constitute Berger and Milem's (2000) theory on organizational impact and student outcomes.

Student characteristics. Berger and Milem (2000) provide a step-by-step conceptual model that explains how organizational behavior effects student outcomes. The first part of this model examines student entry characteristics. Student entry characteristics are comprised of traits that have been identified in higher education to distinguish: a) what helps students persist; b) what affects students' choice about certain colleges; c) student perceptions about college; d) and how college affects students. These characteristics typically consist of gender, race/ethnicity, family income, academic achievement, socioeconomic status, aspirations, and values. Based on the model (Figure 1) and empirical data (Astin 1985, 1993; Tinto, 1993; Reason, 2009), it is clear student characteristics have a direct impact on student outcomes and are the strongest predictors to determine student outcomes.

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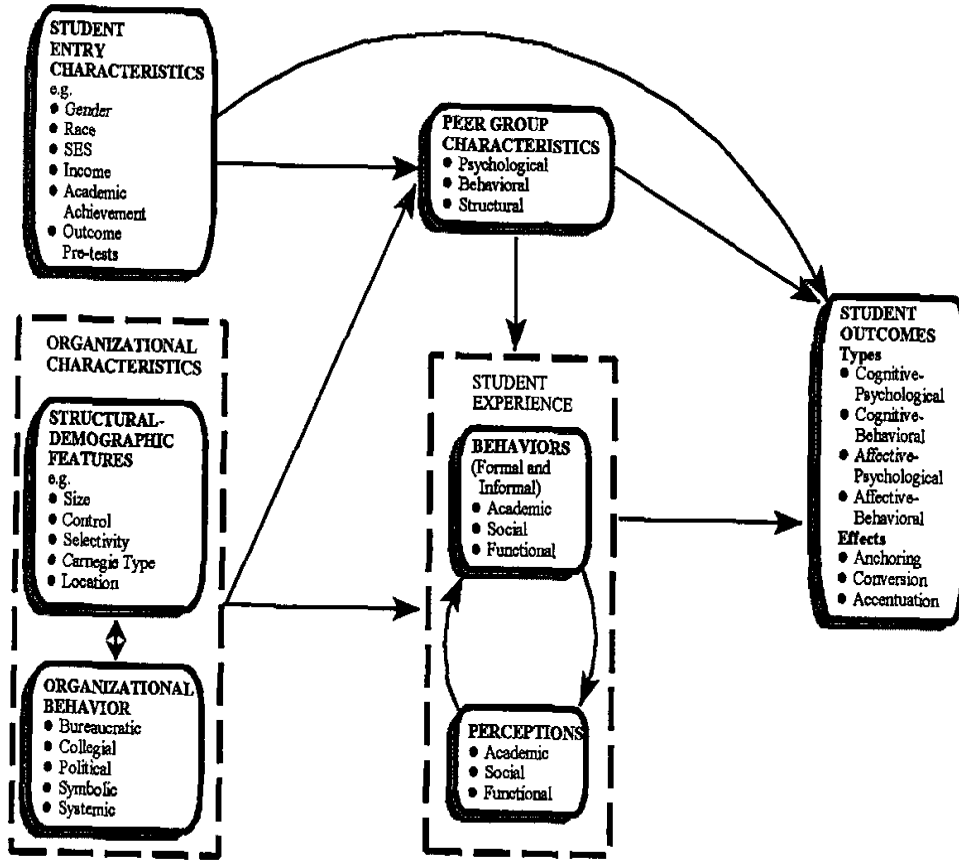
Figure 1. Conceptual Model for Organizational Impact on Student Outcomes (Berger &

Milem, [2000])

Peer group characteristics. A combination of all student characteristics at an

institution creates the second part of the model, peer group characteristics (Figure 1).

Peer group characteristics are derived from individual student entry characteristics, which

subsequently have a strong influence on student patterns of involvement, individual

student development, as well as the perceptions and behaviors of students while in

college. Moreover, these peer group characteristics ultimately develop into the peer

climate of an institution. A peer climate refers to common behaviors established by a

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group of individuals with similar traits, goals and values within an organization. Berger and Milem (2000) posit "the larger the percentage of students who share common characteristics, or, the more homogenous the entering student population, the stronger the peer climate" (p. 315). In addition, they argue that organizations that promote strong and congruent organizational goals and values attract similar students, strengthening the peer climate. This peer climate ultimately has a significant impact on the amount of involvement and perceptions students have of the environment (Berger & Milem, 2000).

Organizational characteristics. The third part of this model is what the researchers' term organizational characteristics. There are two types of organizational characteristics that are present in the literature on college impact, structural-demographic features and organizational behavior. Structural-demographic features are considered factors characterized by such areas as institutional size, college mission, faculty representation, and admissions selectivity. As will be discussed later, this characteristic exerts little influence on student persistence (Reason, 2009).

The second set of organizational characteristics is organizational behavior (Berger & Milem, 2000). Organizational behavior examines the areas of culture, climate, and organizational interactions within a college, as characterized by five dimensions. Both types of organizational characteristics are noted to have significant influence on one another. This influence on one another is reflected in the Berger and Milem's theoretical model where the arrows on structural demographics features and organizational behavior point to each other, showing a reciprocal effect (Figure 2).

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Organizational behavior has an immense impact on the organizational environment by affecting student experiences and is vital in understanding college impact on student outcomes. Organizational behavior is a term that is generally used to describe daily patterns of organizational functioning and decision-making within an organization. Berger (2001-2002) further refines the term as actions institutional agents (faculty, staff, and administrators) show within a higher education institution. He notes that organizations do not act on behaviors, rather than the individual members of the organization develop and act out behaviors that represent the collective organizational interests.

Due to the significant amount of information regarding organizational behavior, Berger (1997; 2000) and Berger and Milem (2000) condensed much of the data from the literature that exist and classified the various units of organizational behavior into five characteristics called dimensions. Built from the organizational frameworks of Birnbaum (1988) and Bolman and Deal (1984, 1992, 1997), Berger (2000) provided one of the most comprehensive yet concise ways of classifying and understanding organizational behavior within colleges and universities (Reason, 2009). From Berger and Milem's (2000) findings it is evident that all institutions exhibit some form of organizational behavior, however, each campus varies in fit, with each dimension. These five major dimensions are comprised of the following: bureaucratic, collegial, political, symbolic, and systemic.

The bureaucratic dimension emphasizes rationality in goals and objectives; decision-making based on a formal structure reinforced in rules, regulations, hierarchy, and goals. It is apparent that norms are rationalized and controlled through hierarchical

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authority. In addition, decision-making processes under this paradigm are driven by empirical data, written documentation and records. The bureaucratic dimension resembles Bolman and Deal's (2008) structural frame, which emphasizes proponents of clearly defined authority through organizational charts and divisions of labor. Within the confines of the college and university organizational settings the bureaucratic dimension tends to be the most dominant and generally the most visible. For instance, specific examples within the college include "organizational charts that define lines of authority…the codification of rules and regulations in student handbooks, faculty handbooks, and course catalogs…goal setting through strategic planning" (Berger, 2000 p.282). All illustrate examples of how the bureaucratic dimension is prevalent particularly in higher education.

The collegial dimension parallels Bolman and Deal's (2008) human resource frame, where the basic assumptions include the idea that organizations exist to serve human needs and both need each other. The collegial dimension emphasizes organizational behavior in regards to collaboration, equal participation, concern for human resources, and consensus building a democracy to establish organized goals and make inclusive decisions (Berger & Milem, 2001-2002). Many administrators and faculty regard the collegial dimension as one of the most ideal ways to make decisions and run a college or university. For one, it helps develop a community environment. Secondly, it ensures decisions that impact the institution are not made autocratically by strictly administrators. However, important campus impacted decisions are discussed and relayed to administrators through campus committees and faculty senates demonstrate that everyone has a voice (Berger, 2000).

The political dimension is noted to be the most prevalent organizational behavior within colleges and universities. The political perspective is emerged from the compensation of resources and "the existence of varied interest among individuals and groups within an organization" (Berger, 2000, p.5). Along with conflict and competition the application of the political dimension incorporates cooperation, collaboration, consensus building, negotiation, and developing coalitions. Generally, all organizations encounter and are involved with the decision of who obtains what allocations of scarce resources. Because of this conflict bargaining and negotiating are essential for those to obtain the resources they need to support programs and sectors of the organization. The importance of the political dimension is integral in policy-making and collaboration among groups of people with contrasting interests (Berger & Milem, 2000).

The symbolic dimension incorporates stories, myths, logos, seals, architectural styles of buildings, ceremonies, traditions even artifacts. This dimension focuses on the role of symbols within the organization to create meaning and manifest values. Within colleges and universities there is a plethora of examples in which the symbolic dimension exists through shared institution values and artifacts. Artifacts are considered student orientations, final exams, even events like homecoming; ceremonies consist of activities such as commencement, convocations; stories and myths generally add to the value an institution by highlighting exemplary professors and campus leaders. All of these attributes help signify the most transparent values of the college or institution (Berger & Milem, 2000).

The systemic dimension provides a perspective that explains institutions as open systems. It suggests that an external environment and internal structures work together to

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understand how environmental influences reinforce similarities in subsystems and interact and relate to broader systems in the external environment (Berger & Milem, 2000). Reason (2009) simplifies the definition of the systemic dimension by stating, "Systemic organizations behave as interconnected subsystems, recognizing that behavior is influenced by others within and external to the organization" (p. 668). The scope of this study will not be designed to analyze functions outside the men's basketball programs being investigated. Therefore, the systemic dimension will not be used in this study.

     Organizational environments. Overall, the five dimensions of organizational behavior can be thought of as basic building blocks of organizational environments or structures. Each dimension is present within colleges and organizations, yet they combine to create organizational environments with varying "intensities". For instance, institutions that have low levels of all five dimensions are characterized as weak organizational environments. Those with high levels of all five dimensions are portrayed as intense organizational environments. Lastly, those with medium levels of the spectrum of dimensions among colleges and universities are considered moderate organizational environments (Berger & Milem, 2000).

     Within these intensities, Berger (1997) describes the three major types of organizational environments by the "strength and balance of each of the five dimensions" (as cited in Berger & Milem, 2000, p. 306). The first is considered the competitive organizational environment in which is comprised of having medium levels bureaucratic, systemic, and symbolic behavior; a high level of political behavior; and a low level of collegial behavior. The competitive environment describes an institution that is generally

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dominated by competition for resources and the seeking of recognition among its members, disregarding and posing less emphasis on consensual decision-making amongst constituents within the organization.

The second organizational environment is considered the casual type. The casual type is characterized by exhibiting medium levels of collegial, symbolic, systemic, and political behavior; and a low level of bureaucracy. The casual environment encompasses institutions that have low levels of structure, formal goals, as well as low levels of rational decision-making processes amongst members of the college. Overall there seems to be balance of organizational function, which in turn results in less bureaucratic institutional dynamics.

Lastly, is the cohesive environment type, which exhibits high levels of bureaucracy, collegiality, and symbolism and low levels of systemic and political dimensions. Cohesive environments portray institutions that have common universal goals, regulations, procedures, shared governance and shared values (Berger & Milem, 2000). A mutual respect amongst institutional members and willingness to work together is also highly prevalent in this type of environment.

Student experiences. The fourth area of the conceptual model is student experiences. This section is broken down into two distinct categories, behavior and perceptions. Student behavior is characterized as the amount of time spent in various social and academic activities. To illustrate behavior in the conceptual model, the researchers used Astin's (1999) Theory of Involvement, which states, "the more involved a student is with college life, the more he or she is likely to interact with and be affected

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by the campus environment" (p.317). Student perceptions are considered the psychological aspect of how a student views and interprets the organizational environment. How a student perceives their environment ultimately determines how they behave in the very same environment. Therefore, student interactions with the institutional environment is cyclical; students interact with the campus environment, by getting involved, which subsequently effects perceptions of their environments, which in turn impacts student outcomes, like persistence (Milem & Berger, 1997).

Within student experiences, the primary areas of campus life that students become involved in, according to college impact literature, is academic and social involvement. Like many theorists, Tinto (1973), Weidman (1989), Braxton and Brier (1989), Astin (1993), and Pascarella (1985) all confirmed the importance of academic and social experiences as primary contributors that influence student outcomes. Academic experiences focus on college experiences that specifically relate to the attainment of educational objectives, cognitive development, as well as learning in and out of a classroom setting. Social experiences students encounter focuses on the relationships developed with members of the college that contribute to the psychosocial well-being and individual development of the student. Functional experiences, the third aspect of the college experience, explores the things that are required to be an active member of a college community, such as daily interactions with the college—public safety, buildings, finding parking and interactions with departments to name a few (Berger & Milem, 2000).

From the model, it is evident that the amount of involvement a student has academically, socially, and functionally is directly influenced by the organizational

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environment, which is the result of an organization's behaviors on campus. However, involvement is also predicated on student perceptions of what is believed to be the organizational environment. These perceptions that students receive also encourage student persistence. One illustration of this highlights that if students view an organizational environment as supportive and inviting, they are more likely to be more satisfied and involved academically and socially, therefore increasing persistence (Berger & Milem, 1997). Another illustration of this is in the findings that student success is correlated to the idea that students perceive the functioning and decision-making of an institution as fair, promotes communication, allows for student participation, and provides support.

How do students actually perceive these organizational behaviors? Through what Berger and Milem (2000) term cues. Cues are a manifestation of organizational behaviors in an environment. However, cues are also the part of the organizational environment that is most likely to have a direct effect on student perceptions in college. Berger and Milem (2000) note that student perceptions of the environment and involvement behaviors also contribute to student outcomes.

Organizational behavior and student outcomes. From the developed organizational environments built from the five dimensions of organizational behavior, Berger (2000) was able to demonstrate how organizational environments contributed to student outcomes. What Berger (2000) did was he used Astin's (1991) Typology of Student Outcomes to illustrate the empirical link between organizational behavior at colleges and universities on student outcomes, the last part of Berger and Milem's (2000) model. Astin's typology helps classify as well as understand the different student

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outcomes within higher education. He characterizes student outcomes into three major themes. The first is type of outcome (cognitive or affective), which reflects whether thought processes or feelings are being assessed. The second is type of data (psychological or behavioral), which reflects how the outcome is measured or demonstrated. Lastly is the time frame, which consists of when an outcome is measured—short-term (during college) or long-term (at the conclusion of or after college).

The first two types of outcomes are combined to generate four distinct dimensions to illustrate evidence regarding the impact organizational behavior has on student outcomes (Berger & Milem, 2000). Astin's (1993) typologies consisted of four major outcomes—cognitive-psychological, cognitive-behavioral, affective-psychological, and affective-behavioral (Figure 2). Each outcome is defined in Figure 2 and it must be noted that this research study will only explore the cognitive-behavioral outcome of persistence.

	Outcome	
Data	**Affective**	**Cognitive**
Psychological	**Affective-Psychological** (e.g. Self-concept, Values, Attitudes, Beliefs, Satisfaction)	**Cognitive-Psychological** (e.g. Knowledge, Critical, Thinking, Academic Achievement)
Behavioral	**Affective-Behavioral** (e.g. Avocations, Citizen-ship, Interpersonal Relations)	**Cognitive-Behavioral** (e.g. Career Development Educational Attainment, Persistence, Income, Awards)

Figure 2. Typology of Student Outcomes (Astin, [1993])

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In regards to persistence, Berger and Milem (2000) provide empirical evidence to show that the relationship between organizational behavior and cognitive-behavioral (persistence) outcomes exist. The researchers demonstrate how the use of the symbolic, bureaucratic and collegial dimensions within organizational behavior increases student persistence.

The first study they used to highlight this was Kamens' (1974) study, which introduced the idea of how institutional social charters create strong influences to student persistence. He found that historical myths in higher educational settings helped reinforce the social charter of an institution, which in turn increased retention. The second study Berger and Milem (2000) examined was Blau's (1973) work on bureaucratized institutions. He found that the higher the bureaucracy levels within an institution, the fewer students are retained. Blau (1973) suggests one of the main reasons for increased dropouts is because the impersonal nature of the bureaucracy an institution demonstrates. The third study referenced was Astin and Scherrei's (1980) study introducing the impact of the collegiality dimension on student persistence. Astin and Scherrei (1980) identified various administrative styles that seemed to affect student retention and what they found was that a humanistic administrative style, which represents the collegial dimension, was positively correlated with student persistence. The idea is administrators within an institution that illustrate a humanistic style have a greater appreciation for the student and a genuine concern for student wellbeing. In contrast, a hierarchical administrative style, which represents the bureaucratic dimension, has opposing effects on persistence. Ewell (1989) reiterated much of the same findings, in that higher levels of collegiality, in college, result in more positive correlations to student persistence. These studies show

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that there is a link between organizational behavior and student outcomes, through the use of intermediate outcomes such as social charter, humanistic administrative style, and impersonality.

This framework by Berger and Milem (2000) provides a solid foundation for future studies on organizational behaviors and student outcomes. However, after reviewing the literature much of the criticisms on their model have focused on: 1) the abstract organizational behavior dimensions, 2) Limited guidance of best practices for faculty, staff, and administrators, 3) operationalizing and measuring organizational behavior is difficult, and 4) the model is reductionist in nature (Berger & Milem, 2000). These points of criticism present opportunities to further analyze and advance the theory of organizational behavior on student outcomes.

Berger and Milem's (2000) model provide a pragmatic approach to analyze how a unique population, such as two-year transfer athletes persist. Evidence is provided in this model to argue that organizational behavior within colleges has to be considered a source of influence on student outcomes, including persistence. So instead of examining persistence from a deficit perspective, where the blame is placed on the students' background characteristics and motivation for not persisting (something institutions and practitioners alike have no control over), organizational behavior is taken into account to determine what organizational factors actually work and contribute to persistence. This approach can be used not only with transfer athletes, but also with other specialized populations that have either been considered at risk or nontraditional. In the case of this research the student population is transfer athletes.

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Conceptual Framework

Berger and Milem's (2000) framework mentioned above details the theory used to inform this research. The conceptual framework I propose: 1) highlight the constructs from Berger and Milem's (2000) work that will not be used to analyze transfer athlete persistence; 2) provide an explanation for how the research questions below were shaped; and 3) highlight the most salient constructs of how transfer athlete persistence is viewed.

Concepts are identified so they can be rationally grouped together in order to investigate the factors that have contributed to two-year transfer athlete persistence (Miles and Huberman, 1994). Again, Berger and Milem (2000) provide a theoretical lens to best view two-year transfer athlete persistence and conduct a multiple embedded case study. The conceptual model created for this study has been augmented and builds on several key constructs the two researchers initially developed. However, a few constructs within their model do not fit, when identifying the organizational factors that contribute to two-year transfer athlete persistence.

Based on Figure 1, constructs that were not used in Berger and Milem's (2000) model to develop the researcher's current framework for this study were student characteristics, peer group characteristics and structural-demographic characteristics. Although student characteristics are proven to have a direct impact on student outcomes (Astin, 1993; Tinto, 1993), they do not prove to be relevant for this study. For two-year students, much of the research describes student characteristics as being one of the major challenges that keeps them from persisting. The research has indicated that two-year students are generally characterized as underprepared, come from low socioeconomic

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statuses (SES), are first-generation college students, and the gender that is to be the least likely to persist are males (Cohen & Brawer, 2008). Although these factors have negatively contributed to persistence, what must be taken into consideration, for this study, is that two-year transfer athletes at D-I four-year institutions have defied the odds to persist in college. Therefore, the characteristics they possess do not matter because this population has already demonstrated a canny ability to persist to a four-year institution. Piland (1995) argues that once community college students transfer, they are already demonstrated winners. For the sake of this research two-year transfer athlete characteristics will not be highlighted. This means there must be some other element that contributes to their persistence. Thus, through the lens of the students, this research looks to examine which organizational factors have helped this group persist.

The second area not used from Berger and Milem's (2000) model is peer group characteristics. As indicated earlier, peer group characteristics are a combination of all student characteristics that create the peer climate of an institution. These peer group characteristics in many ways are a reflection of the organizational behavior dimensions expressed earlier. Peer group characteristics manifest the values, beliefs, and student behaviors at an institution, all of which can be found in the dimensions. For instance, the symbolic dimension highlights the values of an institution through traditional ceremonies, convocations, and other events that take place at a college. The political and bureaucratic dimensions highlight policies and processes that reinforce student behaviors and outcomes at the college. Therefore, for the purpose of this study peer group characteristics is not needed to shape the research study, they are already manifested and represented through the organizational dimensions.

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Another area that will not be used in this model is the structural-demographic characteristics Berger and Milem (2000) proposed in their framework. As previously indicated, they have been proven to be poor predictors of student outcomes (Ro, Terenzini, & Yin, 2012). Although structural-demographic features can be easily defined and readily available (Terenzini & Reason, 2005), they lack the explanatory strength when it comes to understanding the experiences and perceptions students have at an institution. In addition, these features lack the ability to empirically articulate which particular characteristics aid in student persistence (Ro, Terenzini, & Yin, 2012).

The following will present areas of Berger and Milem's (2000) model that have been used to shape this study and the research questions below. The research questions also suggest the most salient constructs for transfer athletes and how the persistence of two-year transfer athletes is viewed: Organizational dimensions; student experiences; and the student outcome of persistence (Figure 3).

1. What are the most prevalent experiences of two-year transfer athletes? Do they differ by college?

2. How do the most prevalent two-year transfer athlete experiences, at each institution, contribute to their persistence?

3. What organizational dimensions do two-year transfer athletes perceive as contributing to their most prevalent experiences?
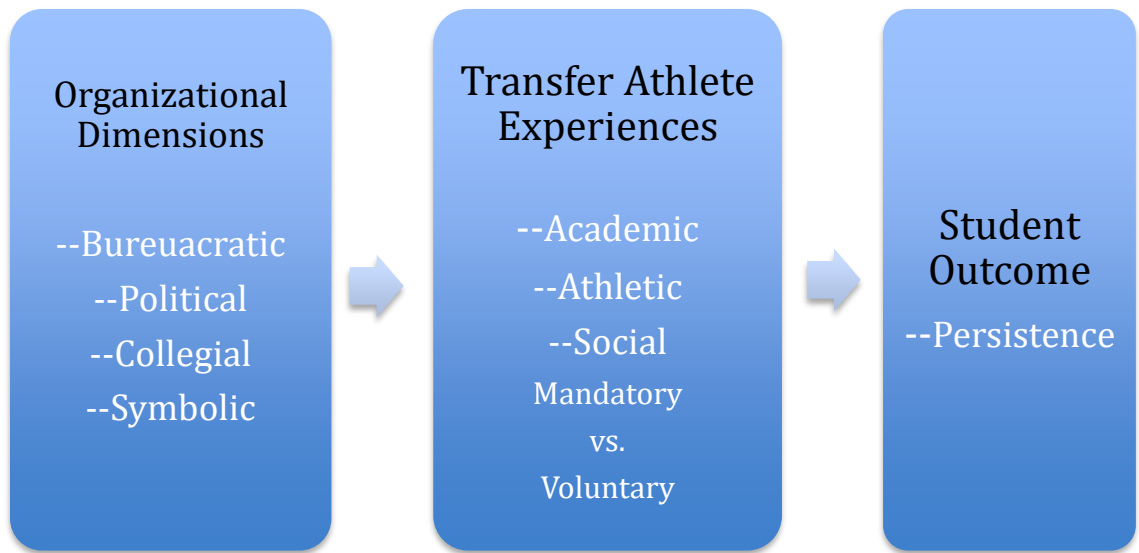
Figure 3. Model for Organizational Dimensions and Transfer Athlete Persistence

Organizational dimensions. As previously mentioned, organizational behavior are daily patterns of organizational functioning and decision-making within an organization as well as actions institutional agents (i.e. faculty, staff, students and administrators) manifest within an institution (Berger 2001-2002; Reason, 2009). Organizational behavior is broken down into the five major dimensions: bureaucratic, collegial, political, symbolic, and systemic (Berger & Milem, 2000). Several studies have highlighted the correlation between these dimensions and persistence (Berger & Milem, 1997; Kamens, 1974; Blau, 1973; Astin & Scherrei, 1980; Ewell, 1989; Reason, 2009).

Laanan (2007) and Eggleston and Laanan (2001) posit that one of the biggest challenges two-year transfer students have is adjusting to their new college environment at a four-year institution. Thus, for this study the most pragmatic way to understand what helps this population persist in their new environment is by investigating the

organizational dimensions Berger and Milem (2000) have presented and finding out what organizational dimensions are perceived to contribute to two-year transfer athlete experiences.

Experiences. Within the context of this study, the dimensions mentioned above will play a vital role in illustrating the organizational factors that contribute to the intermediate outcomes—student experiences. In relation to the demographics of this study—experiences, in turn, effect transfer athlete persistence. It is imperative that two-year transfer athlete experiences are captured, as they are the link between the organizational dimensions that contribute to their persistence. Due to the lack of data on transfer athletes, the studies that will support this causal chain are drawn heavily from the literature of persistence on transfer students (Townsend, 2008; Lanaan, 1996; Townsend & Wilson, 2009) and student athletes (Adler & Adler, 1983, 1985; Maloney and McCormick, 1993; Horton, 2009). This part of the conceptual model will be used to shape this study's research question of: What are the most prevalent experiences of two-year transfer athletes?

According to Berger and Milem (2000), student interactions within the institution is cyclical (see Figure 1); students interact with the campus environment, by getting involved, which subsequently effects perceptions of their environments. These perceptions ultimately impact student outcomes, like persistence (Milem & Berger, 1997). This part of Berger and Milem's (2000) framework evidently has a direct correlation with student outcomes (see Figure 1). Since this part of the model was taken from Astin's theory of involvement, it has been empirically proven that student experiences directly impact persistence. Therefore, the conceptual model developed for

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this study incorporates the academic and social experiences this population of students deals with. However, it has been augmented, again, to include athletic experiences as well because of the influence sports have on their college experience (Adler & Adler, 1983, 1985).

As previously mentioned, there is very little data regarding two-year transfer athletes and because of this the connections that will be made tying organizational dimensions, two-year transfer athlete experiences, and two-year transfer athlete persistence in this study will be due to the literature extracted from overall transfer students, from two-year institutions, and student athletes. In the forthcoming pages, the literature review will show that the types of experiences they have at the college contributes to their persistence. This revelation shaped the research question of: How do the most prevalent two-year transfer athlete experiences, at each institution, contribute to their persistence?

To answer this question a review of how often these experiences occur as well as if these experiences were mandated by the institution or completed voluntarily by the student.

Persistence. When examining transfer athlete persistence, the conceptual model for this study is consistent with Astin's (1991) Typology of Student Outcomes (Figure 2). Astin suggests there are four parts of the typology (see Figure 2). However, the basis of this study will solely focus on the cognitive-behavioral outcome of persistence. The cognitive-behavioral category "contains outcomes that reflect the behavior of the student…that usually require cognitive skills" (Astin, 1993, p. 11). Under this category

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such outcomes as career development, levels of educational achievement, vocational achievements, level of responsibility, income, awards or special recognition, and persistence are prevalent. However, none are as proximal to the outcome of student completion than persistence. As Astin (1991; 1993) and others (Tinto, 1993; Pascarella, Bohr, Nora, & Terenzini, 1995) have empirically demonstrated, student persistence is directly tied to students' ability to graduate college. Therefore, examining persistence is one of the most efficient ways to predict completion and graduation rates for two-year transfer athletes. For the purposes of this study, persistence is defined as the individual term-by-term progression of a two-year transfer athlete onto degree completion at a Division-I four-year institution (Holmes, 2013). While understanding the direct relationship student experiences has on persistence, investigating persistence presents the primary research questions in this study: What organizational dimensions do two-year transfer athletes perceive as contributing to their most prevalent experiences? The findings from this research question will provide a strong correlation as to the organizational factors that contribute to two-year transfer athlete persistence.

Again, Berger and Milem (2000) are the first to address the impact organizational behavior characteristics have on student outcomes (Ro, Terenzini, & Yin, 2012). Overall, they used five categories to illustrate their conceptual model (Figure 1). To understand these organizational influences, I have presented a framework that successively explores theory and research in organizational behavior, two-year transfer athlete experiences (involvement and perceptions), and two-year transfer athlete persistence (Figure 3). Therefore, three out of the five major areas from Berger and Milem's (2000) model were used for the conceptual model in this study.

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Two-Year Transfer Athletes

Much attention is rarely ever given to two-year transfer athletes that attend NCAA Division I four-year institutions. However, in recent years several reforms have been introduced to increase the persistence and ultimately graduation rates of this population. It is particularly evident that two-year transfer athletes historically have lower than average graduation rates as well as higher than average attrition rates, compared to non-transfer athletes (NCAA, 2010). Data show, "student athletes who transfer, especially from two-year institutions are far less likely to earn degrees" (Hosick, 2010, par.5) and persist to graduate. It has been well documented that NCAA Division I athletes that formerly attended two-year institutions transfer into one of the major high-profile sports of Men's Basketball. Within Men's Basketball retention, persistence, and graduation rates remain relatively low compared to all other sports (NCAA, 2010).

The lack of persistence and graduation with two-year transfer athletes were initially noted through the NCAA's academic reforms of Propositions 48 and 16. As a result of contentious debates on low student athlete graduation rates at Division I institutions, several policies were put in place that raised student athlete academic standards for sport participation. These reforms unintentionally paved the way to recruit more two-year athletes at Division I four-year institutions.

Implemented in 1986, Proposition 48 raised academic requirements for incoming freshmen to obtain athletic scholarships (Klein & Bell, 1995). The change required a 2.0 Grade Point Average (GPA) rather than the previous 1.75 GPA needed coming out of high school in 11 core academic courses. In addition, the new standards also required

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students to have a combined Scholastic Aptitude Test (SAT) score of 700, or an equivalent American College Test (ACT) score of 15 (Crowley, 2006).

Proposition 16, like Proposition 48, raised academic standards for athletes. However, it was a reform that created an index for freshman athletic eligibility based on a sliding scale of a student's SAT or ACT scores and their GPA. Therefore, the higher an athlete's GPA is the lower SAT or ACT scores needed to be eligible and vice versa. The lower an athlete's GPA is the higher one's test scores would need to be (Price, 2009).

Again, these reforms were implemented to improve the academic achievement of student athletes in the classroom. However, the reforms went under immense scrutiny for their alleged discriminatory requirements out of high school that have been questioned to marginalize groups from gaining access to athletic scholarships and a higher education (Klein & Bell, 1995). These subsequent changes had a significant impact on minority male recruitment and two-year transfer athlete access.

From the implementation of Proposition 48 there was an 18.3% decrease from 1985-1986 of African-American males receiving athletic scholarships at Division I four-year institutions (Price, 2009). It was concluded that Proposition 48 created a significant decline in recruiting top athletes. Subsequently, this shortened the pool of athletes to choose from and recruit (Takahashi, 2002). With the addition of Proposition 16, the number of top prospects became even smaller. In response to these higher admission standards, a trend was created. Colleges altered their recruiting practices by admitting more two-year transfer student athletes to fill scholarships and team rosters (Heck & Takahashi, 2006).

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This recruiting practice worked in many college's favor because when admitting transfer student athletes, four-year institutions have a different admission standard. Instead of basing acceptance from one's high school academic performance, admittance is generally based on grades in previous college courses as a transfer. Thus, once they completed a year of college two-year transfer athletes were no longer subject to the initial NCAA eligibility standards (Price, 2009).

In order for two-year transfer athletes to be considered eligible to compete, practice and receive an athletic scholarship at a Division I four-year institution they have to be deemed either a qualifier or non-qualifier. Qualifiers, for two-year transfer athletes, are considered eligible to participate and compete within their sport as well as receive institutional aid if the individual has completed at least one full semester at the two-year institution; obtains a minimum GPA of 2.50 from the previous institution; and has completed an average of at least 12 credits per semester. Non-qualifiers are eligible for institutional aid and are able to participate in his or her sport if they graduated from the two-year institution. In addition, they have to have completed a minimum of 48 credits that goes towards a baccalaureate degree program; have at least six credits of English, at least three credits of Math, and at least three credits of a natural/physical science; a 2.50 cumulative GPA; and have attended a two-year institution full-time for at least three semesters (NCAA Manual, 2019).

Prior to 1986, there were no records kept regarding two-year transfer athletes (Heck & Takahashi, 2006). However, as data compiled over the years, it became relatively noticeable that two-year transfer athletes did not persist at four-year institutions (NCAA, 2010; Paskus, Roxbury, Petr & McArdle, 2010; NCAA Research, 2014; NCAA

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APR, 2019). Academic concern for two-year transfer athletes was first recognized during the mid to late 1990's when the Cincinnati Bearcats' Men's Basketball Team had an influx of two-year transfer athletes attend the university. It became evident that "basketball players who transferred to Cincinnati in the past decade" had dismal transfer graduation rates of 22% within a six-year timeframe (Suggs, 1999, p. 2). As a result, this negatively impacted the athletic program's reputation and threatened the continuation of Men's Basketball. This forced the institution to reevaluate student athlete recruitment practices; by limiting the number of transfer student-athletes from two-year institutions and recruiting more academically prepared student-athletes. Due to a lack of persistence, this decline has become a trend in Men's Basketball in regards to two-year transfer athletes. In a 10-year timeframe, data show a significant drop in two-year transfer athlete populations from 16.7 percent (2003-2004 academic-year) to 14.8 percent (2017-2018 academic-year) (NCAA APR, 2019).

Influences on Persistence

The ability to transfer and illustrate academic readiness at the four-year institution, for two-year transfer athletes, has become more challenging than ever (Harvey, 2009). GPA's were increased for two-year transfer athlete eligibility from 2.0 to a 2.5. The NCAA enhanced the course requirements, for two-year transfer athletes, to increase the standards. Limits were placed on the number of non-rigorous academic courses that are transferable, such as physical education classes; and many community college student-athletes are being encouraged to not compete athletically their first year at the community college to "meet potentially higher standards for transferring to NCAA

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institutions" (Hosick, 2010, p. 2). The idea behind these changes was to prepare two-year transfer athletes for the rigors of four-year college work.

Historically, the NCAA has demonstrated reforming initial eligibility criteria for student athletes by incorporating stricter academic standards, which has increased graduation rates each year overtime (Berson, 1996; McMillen, 1991; Benson, 1999; Maloney & McCormick, 1993; Lederman, 1990). In turn, this action has increased the standards for two-year transfer athletes. With traditional student athletes out of high school, colleges can simply recruit better academically performing students to meet the trends of reform. However, increasing the academic rigors of two-year transfer athletes will not guarantee increased persistence and graduation rates regardless of increased academic standards. In fact, this population may still experience "transfer shock", which impacts persistence (Hills, 1965; Ishitani, 2008); they may still experience issues with transition into the receiving institution (Eggleston & Laanan, 2001); and they still may not know how to academically and socially integrate or get involved at the four-year institution, which is generally noted to enhance persistence to graduation (Laanan, 2007).

Therefore, what must be addressed, despite the academic reforms, are the reasons why two-year transfer athletes actually do persist. Efforts have been towards illustrating this population's lack of persistence as well as explaining why they do not persist (NCAA, 2010; Paskus, Roxbury, Petr & McArdle, 2010): They are underprepared academically (Hoachlander, Sikora, & Horn, 2003); come from lower socioeconomic statuses (SES) (Cohen & Brawer, 2008), and are generally first-generation college students (Inman & Mayes, 1999). Data has not acknowledged that for this population their ability to transfer from a two-year institution to a Division I four-year institution

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constitutes persistence. There is a group of two-year transfer athletes that have persisted towards graduation. Yet, there is very little empirical data to show this progression (Holmes, 2013). Because of this lack of data on two-year transfer athlete persistence, the subsequent sections of this chapter will draw from the academic, athletic, and social experiences of two related groups—student athletes and transfer students. In addition, the literature on mandating activities or students voluntarily choosing to participate in certain experiences will be reviewed to conclude this section on the various influences on two-year transfer athlete persistence.

Mandatory vs. voluntary. Beginning with the later, when analyzing influences of persistence what must be considered is if AAS experiences are mandatory or voluntary. Stukas, Snyder and Clary (1999) conducted a study to see if students that were required to volunteer or undergo "mandatory volunteerism", to graduate college, believed this increased their levels of future volunteerism. The researchers had three hypotheses. The first was that a mandate of external pressure, to do something, would have an adverse effect on students' behavior volunteering. The second hypothesis was that researchers also believed previous experiences volunteering would play an integral role determining how students would respond to "mandatory volunteerism". The last hypothesis was that students with prior experience would not allow any external pressure to do an activity dictate or inhibit their future behaviors to volunteer. Stukas, Snyder and Clary (1999) found their results supported the literature, which noted students that did not feel activities overly controlled their behavior and for those that already had a history of volunteering, intended on volunteering in the future. In addition, they also found that the

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constraints of making activities mandatory inhibited students from potentially volunteering in the future (Stukas, Snyder & Clary,1999).

Although this study will not be addressing future behaviors, the activities they participate in, whether mandatory or voluntary, do have an influence on their perceived experiences. In turn, influences on perceived experiences ultimately influences persistence.

Academic experiences. Between transfer students and student-athletes, academic experiences revolve around one significant area of performance—GPA. With transfer students, GPA's have been noted to decline significantly once they enter the receiving four-year institution. This phenomenon known as "transfer shock" triggers other academic experiences transfer students have that either engages or disengages these students to persistence.

The phenomenon of "transfer shock" has been known to hinder transfer student's GPA's significantly when transitioning from two-year to four-year institutions. The term "transfer shock" was originally cited in Hills (1965) study on junior college students' academic performance after they entered a four-year institution. He found that 1) junior college students had a significant drop in grades after transferring to a university setting; 2) junior college transfers had relatively lower grades than native students at the university; and 3) after experiencing transfer shock junior college transfers were less likely to persist. The research after this study has paralleled much of the same data—two-year transfers experience some form of decline in GPA. In later studies, demographic and institutional factors became the trend to explore transfer shock.

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Keeley and House (1993) explored variants such as academic class, gender, ethnicity, age, major, resident status, and previous academic achievements played a role into how much shock was sustained by transfer students. Each variant had a significant impact on decreasing GPA's. They suggested sending and receiving institutions should work together to create an environment that combats shock. Cejda (1994) investigated whether collaboration amongst faculty members, in the education major, at both a sending and receiving institution would decrease "transfer shock". Results found that there was no significant statistical change in GPA amongst transfers in the education major. In other words, faculty collaboration amongst institutions reduced transfer shock.

Although this outcome illustrated transfer students' persistence, the study only investigated students transferring from one single community college in close proximity to one single four-year institution. Thus, the findings were limited. It could not conclude transfers from various community colleges would significantly benefit from faculty collaboration between two-year and four-year institutions to decrease transfer shock. However, what this study did was set precedent to the fact that four-year institutions play an integral role in transfer student persistence (Piland, 1995). Eventually, subsequent studies suggested that four-year institutions have to do more to assist with transfer student transitions (Berger & Malaney, 2003; Bahr, Toth, Thirolf, & Masse', 2013).

Although researchers within higher education have acknowledged the lack of information academe has for transfer students, intercollegiate athletics have yet to explore the concept that four-year institutions play a part in transfer athlete persistence. The NCAA (2010) has however acknowledged that transfer shock has some correlation to not only their

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academic performance, but persistence as well. Yet, no solution has been presented to reverse the decline in this population's GPA and increase transfer athlete persistence.

Overall, with student-athletes the literature posits GPA's are the biggest determinant of an athlete's athletic eligibility (NCAA, 2019; Holmes, 2013; Cooper & Hawkins, 2014). The term "eligibility" is an academic criterion that allows a student-athlete to athletically participate in his or her respective intercollegiate sport(s) (NCAA, 2015). For a student-athlete to remain eligible requires a significant amount of time being academically discipline. Thus, eligibility engages or disengages student-athletes to persistence.

The outcome of persistence is favorable when athletes are deemed academically eligible. A lack of eligibility generally results in disengagement. One of the most comprehensive studies to illustrate the impact of student-athlete academic experiences on persistence is Adler and Adler's (1985) participant observation research of a major college basketball program. For four years the researchers followed athlete's experiences in academics throughout their time in college. Approximately seven coaches and 38 basketball players were interviewed for the study. In relation to eligibility, the authors found many athletes paid very little attention to academics, unless it was to remain academically eligible to play basketball. There was one particular group of basketball players, the researchers interviewed, that had no career aspiration besides playing basketball professionally. These were "highly touted high school players that entered college expecting to turn professional before their athletic eligibility expired…Their main concern…was to remain eligible to play ball" (p. 243). It was evident to the researchers that if the athletes were not eligible many of them detached or disengaged from an

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academic standpoint and or even stopped attending classes altogether. Thus, in order for many athletes to maintain their eligibility they took classes that were easier, such as physical education courses (Adler & Adler, 1985; Knapp & Raney, 1988).

GPA's and the implications of eligibility were also impacted by whether the intercollegiate sport is in-season or out-of-season. Maloney and McCormick (1993) investigated the unexplained seasonal phenomenon of academic underperformance for revenue generating sports, such as men's basketball and football. What the researchers found, in relation to eligibility, was that as long as athletes were academically eligible, they remained funded or on scholarship. This resulted in athletes, on average, persisting in school generally longer than their non-athlete counterparts towards degree completion. In addition, Maloney and McCormick found that athletes' persistence was also a result of what Adler and Adler (1985) reiterated in their study—eligibility boosters. In order to compensate for weak academic backgrounds athletes took easier courses (Knapp & Raney, 1988), which in turn boosted semester averages overall increasing eligibility statuses. The researchers also found that although athletes carried lighter credit loads in-season due to athletic commitments, they had more time to concentrate on their academics out-of-season so they registered for more credits. In turn, athletes' grades were significantly lower in-season than their out-of-season grades. This suggests athletes tend to meet the academic eligibility standards in the off-season when they have less time to focus on athletics (Scott, Paskus, Miranda, Petr, & McArdle, 2008). However, in a more recent study 62% of student athletes that participated in Division I Men's Basketball reported positive feelings regarding their ability to keep up with their course work while in-season (Paskus & Bell, 2016).

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Other academic factors that assist student-athletes in remaining eligible include meeting with an advisor to choose classes (Meyer, 1990); consulting with an advisor regarding eligibility requirements (Meyer, 1990); transferring of credits and obtaining junior status at the receiving institution (Townsend, 2006); receiving tutoring or other supplemental support services (Meyer, 1990; Rubin & Moses, 2017).

Horton (2009) looked more closely into examining the academic experiences of community college student-athletes. Horton (2009) posited that student-athletes at the community college perceived academic success as "meeting the academic requirements necessary to continue athletic participation at the community college and being productive enough in the classroom and in their sport to continue in athletics at a four-year institution" (p. 19). Extensive interviews were conducted with eight former community college student-athletes that transferred to four-year institutions. They concurred that part of what motivated them to do well, remain in good academic standing, and persist in college was so they could participate in their sport as well as play right away.

Although information on transfer athletes is scarce, the NCAA (2010) has highlighted that eligibility has a significant impact on persistence particularly for two-year transfers. One indication of this is illustrated by the trends in the number of student athlete dropouts or what the NCAA terms 0/2's or 0 for 2's (Table 3). As compared to non-transfer athletes and four-year to four-year transfer athletes, represented in Table 3, two-year transfers consist of the highest percentage of athletes that dropout when they become academically ineligible (NCAA, 2010). Out of all sports, two-year transfers from Men's Basketball, Baseball, and Football simply rank the highest percentage of 0/2's that

have left school after being ineligible in 2006-2007. These statistics highlight the importance eligibility has on transfer athlete persistence. The NCAA (2010) notes that "ineligibility rates decrease significantly as a function of increased two-year college GPA" (slide 14). Therefore, it can be assumed if transfer athletes maintain the GPA required to remain eligible, they would persist more to graduation, rather than dropout.

The findings in the aforementioned research are parallel to what many studies have concluded about athletes' academic experiences at four-year institutions; they maintain the necessary GPA to stay eligible. Athletes are very cognizant of maintaining their grades in order to continue competing on their respective sports teams. Therefore, the constant motivation to participate in their sport drives their persistence. This asserts that a major part of their academic experiences is dependent on athletic experiences as well.

Athletic experiences. For student-athletes, athletic experiences revolve around their participation in sports. Earlier forms of research demonstrated negative effects of student-athletes participating intercollegiate athletics (Maloney & McCormick, 1993; Miller & Kerr, 2002; Adler &Adler, 1985; Pascarella, Bohr, Nora, & Terenzini, 1995; Kanter & Lewis, 1991). However, more contemporary research shows graduation rates amongst student-athletes have considerably increased throughout the years (Hosick, 2019). This illustrates the ultimate outcome for students that participate in intercollegiate sports at Division I institutions, completion (Rishe, 2003; NCAA, 2011; Klein & Bell, 1995).

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Although the NCAA has supported much of the research there is about student-athlete graduation rates, numerous non-NCAA affiliated studies have asserted a significant increase in graduation rates compared to their non-athlete counterparts. The United States General Accounting Office (1989) conducted a study on the graduation rates of Division I institutions and found that the five-year graduation rates were higher in student athletes (56%) than their non-athlete counterparts (47%) (as cited in Schurr & Wittig, 1993, p. 35). In a study that analyzed the effects of Proposition 16, Price (2010) reported that student athlete graduation rates continued to rise over the years, and have become significantly higher than general student body graduates.

Even among demographic populations that have demonstrated low representation in graduation numbers have fared distinctively well when participating in intercollegiate athletics. Rishe (2003) explored how athletic success at 252 Division I schools across the United States impacted graduation rates. His findings indicated that student athlete undergraduates at major athletic institutions actually had higher graduation rates, than the undergraduate non-athlete students. His data also showed that sports participation had a positive impact on particularly black athletes. Results highlighted that although black athletes generally have lower graduation rates than white athletes, black athletes ultimately had a greater improvement graduation rate margin compared to all black undergraduates. Black male athletes had a 15% higher graduation rate compared to all black male undergraduates. With similar outcomes, black female athletes had a 30% higher rate than for all other black female undergraduates. Rishe (2003) posited that part of the disparity is because of the added resources athletic programs have provided for athletes to stay eligible, other students are not purview to.

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The NCAA has highlighted the benefits of being an athlete through their recent graduation statistics. In 2011, the NCAA reported that eight out of 10 Division I student athletes graduated within a six-year time frame. The latest figures show the last four graduating cohorts, between 2001-2004, has reached 80 percent using the NCAA's measure of the Graduation Success Rate (GSR). The Graduation Success Rate is a tool that more accurately assesses student athlete academic success and graduation rates. Unlike the Federal Graduation Rate (FGR), the GSR allows institutions to account for transfer student athletes as well as mid-year enrollees for every sport. Including these two groups increases the total number of student athletes being tracked by 37 percent. The NCAA argues that even with the FGR, Division I student athletes that began college in 2004 graduated at 65 percent, two percentage points higher than the overall general student body population [63%] (NCAA, 2011).

Along with graduation rates, sport participation has been noted to promote developmental skills, which in turn has been proven to have a positive impact on student persistence. Chickering (1969) was one of the first to illustrate this link between student development and persistence, with the formulation of his seven vectors identity theory. His findings demonstrated that student autonomy in connection with the college environment has the impact to either hinder or increase students to persist through college (Chickering & Reisser, 1993; Astin 1993). In Astin's (1993) study investigating student involvement, he found that intercollegiate athletic participation showed positive correlations associated not only with physical health, but the development of interpersonal skills, leadership skills, as well as satisfaction with student life. Astin's (1993) findings reiterate Ryan's (1989) data that analyzed the impact of sport

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participation on black and white men in four affective development areas—satisfaction with college, motivation to finish, interpersonal skills, and leadership ability.

Empirical data also shows sport participation is beneficial not only for life development, but satisfaction in overall college experiences. According to Bean (1983) student satisfaction positively correlates to student persistence. Research has demonstrated that dissatisfied students are more likely to become dropouts (Bryant, 2006). For many student athletes, the ability to continue playing their sport provides an opportunity to help satisfy basic psychological needs that allow them to carry out these experiences and continue through college. This satisfaction can be attributed to student athletes' motivation to continue playing their sport, which in turn creates a domino effect on an athlete's motivation to stay eligible.

According to Vallerand and Losier (1999) an athlete's motivation for sport participation can either be intrinsic or extrinsic in nature. Intrinsically motivated athletes engage in sports simply out of pleasure, joy, and fun. While extrinsically motivated athletes generally participate in sports in order to gather, gain, or generate tangible benefits such as awards, praise, and prestige from others, or to avoid punishment. Overall, each athlete participates in sports to reach a certain goal (Vallerand & Losier, 1999). However, these goals are driven by psychological needs. In order to meet these basic psychological needs of autonomy, competence, and relatedness individuals become intrinsically motivated to facilitate situations and develop experiences that satisfy those needs in sports settings (Vallerand & Losier, 1999).

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In relation to two-year transfer athletes, it is evident they continue to persist in school partly because of their motivation to play their sport. This illustrates the point that sport participation is highly beneficial when examining the impact of persistence on two-year transfer athletes. Horton (2009) notes that athletics for community college student athletes is an avenue that motivates them to continue through school. One student he interviewed stated, "I think [athletics] motivates me to do well in school; [if] I don't make the grades in school then obviously I can't play on the field, so I think it kind of balances itself out-I wanted to play so I have to do good in school" (p. 23). This motivation for community college athletes, in turn, creates a commitment to their sport, team, and coaches to stay eligible, maintain their academic studies, and the desire to transfer to a four-year institution to continue their sport.

Berson (1996) investigated the perceptions of student athletes in an athletic program at a community college and how participation affected academic success. Through ethnographic interviews the findings indicated that not only was there an immense commitment to their sport, but many of the athletes attributed their persistence in college to their membership on the team. "Several stated that they 'wouldn't be in school or 'wouldn't have stuck it out if they were not on the team" (Berson, 1996, p. 21).

Overall, these studies highlight the importance of athletics and student athlete persistence, as they show a positive correlation of sport participation and continued educational attainment. In addition, Vallerand and Lossier (1999) and Berson (1996) suggest that part of this persistence, demonstrated by student athletes, is a result of satisfying the needs of being a part of something, like a team or a group of people that

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can relate. This underlines the implications social experiences also have on the persistence of student athletes and, in particular, two-year transfer athletes.

Social experiences. Social experiences for transfer students and student-athletes revolve around engagement. The most favorable student outcomes occur when both populations are engaged with various areas of the college (Holmes, 2013). When examining transfer students, researchers have suggested if the students come from a community college they are at a disadvantage in relation to engagement because: 1) community colleges do not provide many opportunities for students to get involved; 2) they have an immense amount of adjunct faculty members, implying low faculty-student interaction; 3) the majority do not provide residential facilities for their students; and 4) community colleges have a large population of part-time students, decreasing the frequency to become engaged (Astin, 1993; Tinto, 1993; Astin, 1999). Therefore, the likelihood of transfer students getting engaged with areas in the college at the receiving institution is low, decreasing opportunities to persist (Astin, 1993; Tinto, 1993).

National data reiterates transfer student engagement remains relatively low in the United States. In 2009, the National Survey of Student Engagement (NSSE) found as students transferred from two-year to four-year institutions the participation in high-impact activities diminished significantly as compared to native four-year students. Kuh (2008) described these high-impact practices as partaking in internships, conducting research with faculty members, studying abroad, and participating in service-learning opportunities. This particular sector of the NSSE analyzed engagement differences between native (traditional four-year students), horizontal transfers (four-year to four-year), and vertical transfers (two-year to four-year). Results also suggested vertical

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transfers interacted less with faculty, they rated their campus relationships lower than horizontal and native students, and demonstrated the tendency to be least likely to be involved with an internship or field experience (NSSE, 2009).

Although slightly more difficult to do as a two-year transfer student, studies show the benefits of engagement on this population. Berger and Malaney (2003) conducted a study that examined two-year transfer students' satisfaction, academic achievement, and adjustment to life at a four-year institution based on three criteria 1) pre-transfer experiences; 2) academic preparation; and 3) post-transfer experiences. The results suggest there is an academic and social shift as transfer students move from two-year institutions to four-year institutions. Two-year transfer students were more likely to spend time socializing with peers and getting involved socially than they were attending their previous community colleges. In other words, two-year transfers were more likely to be engaged as they transitioned into the four-year institution. Their engagement in turn increases student satisfaction and ultimately has a significant impact on persistence (Bean, 1983).

Over time, transfers eventually become engaged and comfortable enough to transition in the college environment, as seen above. However, the quicker transfers bond with their college environment upon entrance, the faster they would be able to adjust to the receiving institution and persist (Astin, 1993; Tinto, 1993). "Having students engage the campus community requires the development of some basic transfer services" (Handel, 2011, p. 25). Several institutions have provided meaningful programs for transfer students to address this concern. The University of California at Los Angeles (UCLA) has reserved on or near-by campus housing for transfer students to shorten the

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commute to school. The University of Arizona has established a transfer center directly located in the student union building, allowing students to feel a part of the campus community. Virginia Tech offers a transfer orientation that helps students make friends and connections with the college (Handel, 2011). It is evident that these efforts to engage transfer students are intentional and deliberate. Handel's (2011) study concluded "it is especially important for four-year faculty and staff to engage transfer students early" (p. 25).

The literature above illustrates that establishing a subculture of transfer students within the four-year institution offers an opportunity to socially become engaged with others from similar backgrounds and experiences. To illustrate this point, Laanan (1996) conducted a study comparing Transfer Alliance Program (TAP) students and non-TAP students in order to explore the nature of students' experiences in adjusting to UCLA. TAP students were described as those at the community college that had an opportunity to take various prerequisite courses that articulated back to UCLA and have support services such as specialized counselors and relationships with faculty members unique to the rest of the community college. Findings concluded that although TAP students were more likely to participate in programs that helped facilitate the transition process to UCLA, they were less likely to be involved in the university (i.e. clubs, organizations). This reiterates the point that there is a tremendous social adjustment and because TAP is a special population of students and they came from an environment within the community college where they felt "protected", they maybe more comfortable being socially involved in a similar environment or group setting at a four-year institution. This

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not only illustrates the power of getting socially involved, but emphasizes the importance of being connected socially to a specific group.

Like transfers, student-athletes are considered a specialized population that benefit from connecting socially to a similar group. However, research indicates that athletes could actually benefit from engagement with other non-athletes (Gayles & Hu, 2009). The low interaction and engagement with non-athletes is noted to be a disadvantage to persistence. Evidence shows that by exposing student-athletes, in meaningful ways, socially with non-athletes provides a significant difference in how athletes view themselves, improves their cultural attitudes, and helps improve learning and communication skills (Gayles & Hu, 2009). In other words, student-athletes can benefit from being engaged in college in similar ways as the general student population.

One portrayal of athletes not engaging with non-athletes is in Adler and Adler's (1983) study in which found that student athletes' social lives were dominated immensely by the relationships with other athletes. They found many athletes were isolated with other athletes or teammates, rather than integrated with other students around campus simply because they were geographically secluded in the housing dorms with other athletes, cut off by the rest of the college because of practice, games, study hall, and booster function demands. Due to these various time constraints, many athletes sacrifice social activities outside of athletics in order to fulfill their obligated responsibilities with academics and athletics (Miller & Kerr, 2002). Moreover, social needs eventually become met exclusively through the relationships built with teammates. Yet, when athletes did interact with non-athletes, they felt alienated and intimidated because they did not see any common ground that they shared (Adler & Adler, 1983). What

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distinguishes the athletes in Adler and Adler's (1983) study from the two-year transfer athlete population is that they began their college career at the four-year institution. Thus, by only socializing with teammates isolated them from further engaging with the college.

For two-year athletes transitioning into a four-year institution can be difficult. Townsend and Wilson (2009) posit, for transfer students, entering a four-year institution is like starting college over again. In many instances, they "could be seen as having two first-year experience: their first year at the community college and their first year at the 4-year college which they transfer" (Gayles & Hu, 2009, p.410). Researchers suggest that the presence of having a social subculture to interact with is a great way to ease the transition (Miller & Kerr, 2002). These subcultures provide a strong social bond that immediately acts as a support group and network to gain feedback and insight from seasoned members on an athletic team (Adler & Adler, 1983; Miller & Kerr, 2002). In many cases there are advantages to this form of bonding. Miller and Kerr (2002) discuss an instance where the athletic subculture was considered an intellectual environment where behaviors of high academic achievement are reinforced. One student-athlete noted that they felt motivated by others' academic success to do well. For many, developing this bond with teammates provides an immediate social network at the institution alleviating any thoughts or feelings of loneliness and stress that accompanies a transition for a student (Miller & Kerr, 2002). Therefore, the subculture for two-year transfer athletes can be seen as immensely beneficial for initial social engagement. The idea is that it would take two-year transfer athletes less time to adjust potentially increasing persistence.

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The findings from Miller and Kerr (2002) have reiterated and paralleled much of the findings discovered by Astin (1993), Tinto (1993), Lanaan (1996), and the Handel (2011) study. All have revealed two things that may have a significant influence on two-year transfer athletes' social experiences. First, the quicker transfer students become engaged, within the four-year institution, the more likely they are to adjust to their environment. Second, having a subculture to identify and socially engage with at the receiving institution has a significant impact on easing transitions. It is evident that both factors are substantial in receiving favorable outcomes of persistence.

Based on the literature provided it can be asserted that all three experiences—academic, athletic, and social are influential to the persistence of two-year transfer athletes. Yet, unknown are the organizational factors that contribute to these experiences. This study draws upon organizational behavior theory to explore this phenomenon. Using Berger and Milem's (2000) theoretical model provides a solid foundation to explore what organizational factors two-year transfer athletes perceive to contribute to their most prevalent academic, social, and athletic experiences.

Summary

This chapter discussed Berger and Milem's (2000) theoretical model, which takes a detailed look at organizational behavior and its influences on student outcomes within higher education. The conceptual framework was then discussed highlighting three distinctive categories from Berger and Milem (2000): Organizational dimensions, student experiences and the student outcome of persistence. This part of the chapter shows the correlational link between the categories deliberately selected by the researcher and how

each are incorporated to shape the research questions for the study. Attention is then given to two-year transfer athletes. Despite this population's challenges, this section highlights the fact that many two-year transfer athletes actually do persist at Division I four-year institutions. The last section focuses on the specific experiences empirically noted to help persistence. With the limited amount of literature on two-year transfer athletes much of the empirical data were drawn from two-year transfer students and student athletes. Yet, with all the information presented within this chapter there is still no prevalent data or literature that explores the organizational factors that contribute to two-year transfer athlete persistence at Division I four-year institutions.

Chapter 3

Methodology

The purpose of this study was to identify organizational factors that contributed to the persistence of two-year transfer athletes at Division-I four-year institutions. In order to gain this insight within my research study, two-year transfer athletes' academic, athletic and social (AAS) experiences were analyzed to see which are most prevalent to their persistence. Subsequently, organizational dimensions will be identified that impact their most prevalent AAS experiences.

Research Questions and Propositions

This study aimed to answer the following research questions as well as propositions that I have proposed:

1. What are the most prevalent experiences of two-year transfer athletes? Do they differ by college?

Theoretical proposition #1. The most prevalent experiences of two-year transfer athletes will be the athletic experiences they encounter while at the Division-I four-year institution. With athletics being such a significant part of their livelihood, it is clear these experiences will be most significant. The more engaged they are in athletic activities, at each college, the more athletic experiences are prevalent to two-year transfer athletes.

Rival explanation #1. The most prevalent experiences of two-year transfer athletes will be their academic experiences at a Division-I four-year institution. The experiences they have academically significantly impacts their eligibility to compete

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athletically. Therefore, the more engaged they are in academic activities, at each college, the more academic experiences are prevalent to two-year transfer athletes.

Rival explanation #2. The most prevalent experiences of two-year transfer athletes will be the social experiences they encounter at a Division-I four-year institution. The teammates they initially meet and spend the most time with on campus will be the most influential in getting them acclimated to the institution. Therefore, the more engaged they are in social activities, at each college, the more social experiences are prevalent to two-year transfer athletes.

2. How do the most prevalent two-year transfer athlete experiences, at each institution, contribute to their persistence?

    a. How frequently do the most prevalent AAS experiences occur?

    b. How are AAS experiences integrated in the lives of two-year transfer athletes at each institution? Are these activities mandated or voluntary?

Theoretical proposition #2. The time two-year transfer athletes spend on AAS activities increases the likelihood they will get involved with the college. The involvement impacts the perceptions two-year transfer athletes have about the institution. These perceptions ultimately impact persistence. The more activities are mandated, the more integrated prevalent experiences will be in the lives of two-year transfer athletes.

Rival explanation #1. The time two-year transfer athletes spend on AAS activities increases the likelihood they will get involved with the college. The

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involvement impacts the perceptions two-year transfer athletes have about the institution. These perceptions ultimately impact persistence. The more these activities are voluntarily completed, the more integrated prevalent experiences will be in the lives of two-year transfer athletes.

3. What organizational dimensions do two-year transfer athletes perceive as contributing to their most prevalent experiences?

    a. What behaviors do two-year transfer athletes believe the university shows that contributed to their academic experiences?

    b. What behaviors do two-year transfer athletes believe the university shows that contributed to their athletic experiences?

    c. What behaviors do two-year transfer athletes believe the university shows that made them feel a part of the institution socially?

Theoretical proposition #3. The organizational dimensions that are perceived by two-year transfer athletes contribute to their most prevalent AAS experiences. The data will show two-year transfer athletes will perceive more than two organizational dimensions as contributing to their most prevalent AAS experiences.

Rival explanation #1. The organizational behaviors that are perceived by two-year transfer athletes contribute to their AAS experiences. The data will show two-year transfer athletes will perceived two or less organizational dimensions as contributing to their most prevalent experiences.

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The three research questions, using Berger and Milem's (2000) organizational framework, help explain which organizational factors contribute to the persistence of two-year transfer athletes at a Division-I four-year institution. The scarce literature that is on two-year transfer athletes provides a deficit perspective on this demographics' persistence in college. The literature undermines the expectations they have to persist in completing their degrees once they attend a Division-I four-year institution (Holmes, 2013; NCAA, 2011; Cooper & Hawkins, 2014). Therefore, this research study examined a group of two-year transfer athletes who have exceeded the expectation to persist. In other words, this study will look at those two-year transfer athletes that have persisted towards degree completion at a Division-I four-year institution. Additionally, the study will exemplify organizational factors that contribute to persistence.

Research Design

Research problems that empirically analyze how a contemporary phenomenon arises in various real-world contexts tend to align with using a multiple-case study design as the preferred research methodology (Yin, 2014). Overall, a case study allowed me to analyze people, places, relationships, as well as programs to deconstruct and then reconstruct various phenomena (Baxter & Jack, 2008).

Case studies are based on a constructivist paradigm, which suggests that truth is dependent on one's perspective (Baxter & Jack, 2008). Through a case study, participants are able to discuss their stories, by providing descriptions of their realities (Baxter & Jack, 2008). This investigation generally occurs over time through detailed in-depth data collection such as observations, interviews, audiovisual recordings, documents and

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reports (Creswell, 2007). Case studies facilitate exploration of a phenomenon within a context using these various data sources listed above (Yin, 2014). Incorporating various data collection sources within the case study to extract the information from the data sources "ensures that the issue is not explored through one lens, but rather a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood" (Baxter & Jack, 2008, p. 544).

The type of case study design I used for this research study was a multiple embedded case study design (Yin, 2014). Multiple-case studies are described as more than one case that emphasizes research being conducted in more than one environment (Baxter & Jack, 2008). Multiple-case studies are generally used to either predict similar (literal replication) or contrasting results (theoretical replication) for anticipatable reasons (Yin, 2014). Designs that investigate two or more cases to understand the similarities between each individual case is what Yin (2014) describes as a literal replication. For this study, literal replication represents the investigation of two-year transfer athletes, on men's basketball teams, that have persisted at two separate Division I institutions in the same athletic conference.

This helped understand the similarities of organizational factors that contribute to two-year transfer athlete persistence. The evidence gathered from investigating multiple cases will be considered significantly more compelling and robust than if I were to draw data from a group of two-year transfer athletes from one single institution (Yin, 2014).

Similar to a single case design, multiple-case study research investigates, what is considered a bounded system(s) or case(s). A case or what some researchers term as the

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unit of analysis is considered to be a phenomenon of some sort confined to a certain environment (Baxter & Jack, 2008; Yin, 2014). Units of analysis can be anything from a single individual, a specified program, the implementation of a process, to an organization. For this research study, I specifically noted the units of analysis to be two-year transfer athletes that have persisted at two Division-I four-year institutions.

The research design also incorporated embedded units. Embedded units are subunits that help the researcher explore specific variables that influence a phenomenon in a certain environment, while utilizing different techniques of data collection (Baxter & Jack, 2008). The embedded units for this study was data extracted utilizing quantitative as well as qualitative ways to collect data from each institution's persisted two-year transfer athletes on the respective Men's Basketball teams. Both methods will be used to investigate different areas of the phenomenon.

The quantitative aspect of this research design identified the AAS experiences that are most prevalent by two-year transfer athletes, at each institution. For this study, prevalence is defined as the most important and frequent number of experiences that occurred. The quantitative aspect of this research also identified how the most prevalent two-year transfer athlete experiences contributed to their persistence. This was done by examining how often experiences occurred and whether the experiences were mandated by the institution or were voluntary. Overall, quantitative approaches allow the researcher to develop a numeric description of trends, attitudes or opinions of a particular group by investigating a sample of that population (Creswell, 2009). Reviewing the most prevalent experiences amongst two-year transfer athletes provides insight into common relationships across a context (institutions). However, the quantitative approach only

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provides a glimpse at what AAS experiences were prevalent towards their persistence and how their most prevalent experiences contributed to the persistence. Only utilizing a quantitative approach lacks the details to explain how the context contributes to student outcomes, which is ultimately what is being sought in this study (Woodside, 2010; Yin, 2013). Thus, the quantitative data that will be developed is being used to complement the qualitative data that will be generated from the research (Korzilius, 2010).

The qualitative aspect of this research design explored one area—the organizational dimensions two-year transfer athletes perceived as contributing to their most prevalent experiences. Qualitative approaches allow the researcher to explore a certain population in-depth, identify variables that can be measured, as well as hear the voices of a population not generally heard from (Creswell, 2007). Utilizing a qualitative methodology within the case study design will further enhance my understanding of the context or settings in which two-year transfers in the study perceive the contributors to their persistence (Creswell, 2007).

Setting

The two institutions selected for this study participated in a NCAA Division I athletic conference with 10 institutions across a region, compete in over 23 championship sports, and has been in existence for over 40 years. To maintain the confidentiality of the institutions that have participated in this study, pseudonyms were given to the institutions as well as the conference.

As member institutions of the North Region Conference, the 10 colleges competed against similar size institutions, with similar demographically enrolled students

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and with relatively similar geographic locations. In addition, both institutions had two of the lowest APR scores within the high-profile sport of men's basketball. Metropolitan University (MU) posted an average APR score of 939 since the inception of the APR in 2004 to 2018. Central University (CU) posted an average APR score of 934 between 2004 and 2018.

Participants

A sample of six former two-year transfer athletes that received a scholarship between the years of 2002-2018 from the sport of men's basketball at two selective Division-I institutions in the North Region Conference were selected and agreed to participate in the study. Amongst two institutions the sample size was relatively small due to the number of two-year transfers that persisted in the 16-year timeframe, which was 17 students in total amongst the two institutions. These participants were representatives of the composition needed to examine the phenomenon of persistence as a two-year transfer athlete at a Division-I institution.

Participants were selected using purposeful sampling, where subjects were asked to participate because of some particular characteristic or shared experience they possess (Patton, 1990). Athletic administrators were contacted from each Division I four-year institution to gather the contact information of potential participants that had the criteria of—transferred from a community college, persisted to graduation at the receiving institution and was a member of the men's basketball team.

Attached to the survey was an overview of the study including a statement of confidentiality; a request to complete a survey; a request of participation in an interview;

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and a consent form that was sent to, at the time, current and former athletes that met the criteria for participation for the research study.

Data Collection

Data for this study were collected utilizing a survey instrument, individual interviews, and obtaining documents to build an in-depth picture of the case and phenomenon experienced among two-year transfer athletes. Yin (2014) suggest conducting a case study, such as this, requires the collection of multiple sources of data to strengthen the arguments of the researcher's analysis and interpretation of findings. In addition, the various procedures build "an in-depth picture" of the cases (Creswell, 2007, p. 132).

Survey instrument. Utilizing a survey instrument efficiently helped me collect information about a group of individuals to ultimately make inferences about certain attitudes and behaviors they demonstrate (Creswell, 2009). Within this research study, the survey instrument was used to analyze the most prevalent AAS experiences as well as how the AAS experiences contribute to their persistence. The literature on two-year transfer athlete experiences at Division-I four-year institutions is immensely scarce. A survey instrument that examines the most important AAS experiences and how often they occur will help indicate which AAS experiences are most prevalent and if the experiences were mandatory or voluntary. This provided newfound data on a population rarely studied.

The Two-Year Transfer Athlete Experience Survey (TYTAES) was administered to a group of male men's basketball student athletes (*n*=6) at two selected four-year

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institutions, Metropolitan University (*n*=4) and Central University (*n*=2). The survey instrument was constructed from a review of empirically established and well-documented models designed to measure various areas of student experiences in college. For the purposes of this study, I reviewed survey instruments that were given to community college students, transfer students that attended four-year institutions, and student-athletes (Cox et. al., 2004; Peddle & Trott, n.d.; CCSSE, 2016; Pace, Murrell, Friedlander & Lehman, 1999; Potuto & O'Hanlon, 2007; Paskus, 2006). Again, the lack of data resulted in finding instruments used on populations that encompassed the characteristics of two-year transfer athletes.

The TYTAES collected descriptive information on the most prevalent AAS experiences two-year transfer athletes have at Division-I four-year institutions. This data was then used to corroborate the qualitative data that emerges from the individual interviews that will be conducted and the artifacts that will be reviewed. Therefore, identifying statistically significant findings was not the primary goal of the survey instrument included in this study.

The TYTAES was disseminated as a self-administered survey using Qualtrics, an online survey company. In total the survey had 122 items. The instrument consisted of 76 questions using a five-point Likert-scale inquiring how important each activity was to them returning to the institution each semester as well as how frequent the activities occurred. At least 28 questions were asked regarding if activities were either mandated or voluntary and three open ended questions to gain a deeper perception of the activities that were most prevalent. There were 14 demographic and college information questions and lastly one informed consent question.

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The instrument was broken up into three major sections—Academic Experiences, Athletic Experiences and Social Experiences. Academic Experiences are activities in which impact transfer athletes' athletic eligibility. Athletic Experiences are activities that impact transfer athletes while participating in their sport. Lastly, social experiences are activities that impact transfer athlete engagement within the organization. Engagement is defined as the amount of time and effort devoted to participating in on-campus activities. As previously mentioned, the data gathered from the survey was used to corroborate the qualitative data that accompanies this study.

Individual interviews. The richest data came from the perceptions of the participants. The most appropriate research tool for gathering such information and insight from participants is through semi-structured one-on-one interviewing (Yin, 2003), where a general statement about the topic was presented to the participant and general questions were asked thereafter to elicit more insight and perceptions about a certain phenomenon (Rabionet, 2011). Interviews assisted in reconstructing experiences, events, as well as social and political processes to discover causes and explain a phenomenon (Rubin and Rubin, 2005). Interviews were audio recorded to further collect and analyze data. In addition, these recordings ensured that the information the researcher took in from participants was accurate (Rubin & Rubin, 2005). Shortly after the interviews, recordings were transcribed to explore themes in related responses.

The one-on-one interviews in this study used an Appreciative Inquiry approach to explore and summarize two-year transfer athletes' perceptions of what organizational factors are believed to contribute to their persistence. An Appreciative Inquiry approach allows the researcher and participants to focus on the positive aspects of organizational

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behavior that have aided in their persistence, rather than the deficit perspective that has plagued much of the literature and more recent studies regarding athletes. Appreciative Inquiry builds upon the strengths and searches for the best in people, organizations, and environments (Hammond, 1998).

The Appreciative Inquiry approach explores the excellence within the organization and creates powerful and positive outcomes for an organization to move forward (De La Ossa, 2005). The Appreciative Inquiry approach during the interview process did not focus on what the student athlete needs to do to change or persist; instead it invited the student athlete to engage in the likes of finding what positive qualities within the organization have aided in their persistence (De La Ossa, 2005).

Along with the Appreciative Inquiry approach, the guiding questions or interview protocol that was used in the one-on-one interviews was based on the three types of student athlete experiences—academic, athletic and social (Adler & Adler, 1985; Benson, 1996; Potuto & O'Hanlon, 2006). As a result, these three forms of experiences have been empirically correlated to student athlete persistence. Therefore, all three will be integral parts of the interview protocol. Interview protocols are forms used by the researcher to record and obtain information from an interviewee (Creswell, 2009). Overall, the interview protocol had three open-ended questions, that elicited responses to extract data, views, and opinions that illustrate the perceptions (Creswell, 2007) of what organizational factors contribute to the persistence of these transfer athletes.

Document review. Documentation was a significant part of this study as this information and evidence helped "corroborate and augment evidence from other sources"

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(Yin, 2003, p. 87). Additionally, documentation helps develop inferences, in which further develops the investigation in the study. Documentation is considered unobtrusive and is not a result of the study. Overall, documents and physical artifacts are typically relevant in case study research, indicating an important component helping give a more precise understanding of the case and its context than initially directly observed providing a contextual richness to the study (Yin, 2003). The document that was reviewed was the 2018-2019 MU Student-Athlete Handbook and the 2018-2019 CU Student-Athlete Handbook from the respective institutions.

In conjunction with the quantitative and qualitative procedures, documents were used to triangulate the data that emerged from all data sources collected. The use of the documentation, in this study, elicited data that assisted in answering how the most prevalent experiences contribute to two-year transfer athlete persistence.

Data Analysis

Survey. One of the most commonly used ways to analyze survey data is by looking at the responses of the participants and utilizing descriptive statistics (Fink, 2013). According to Fink (2013), descriptive statistics provide summaries about the sample size and their responses. Within this research study, the use of descriptive statistics was used primarily to find the frequencies of two-year transfer athlete experiences, the measures of central tendencies and measures of variation amongst the responses. Due to the relatively small sample size, it was difficult to assess and analyze any statistical significance amongst the various categories.

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The quantitative data analyzed was used to triangulate the qualitative data as well as the documents gathered for review that were extracted from this multiple embedded case study design. When conducting a multiple case study, Yin (2014) argues that traditional sampling logics "are irrelevant" (p. 61). In fact, the most important question to determine the sample size, with a multiple case study, is the number of case replications that you would need or like to have in your study. Sampling in a multiple case study is relatively discretionary; this does not require a robust sampling logic. Thus, for the purposes of this study the cases addressed were the persistence of two-year transfer athletes at two Division-I four-year institutions.

Therefore, the statistical inferences made were immensely limited; however, served the descriptive purposes for this study. Descriptive differences, such as cross-tabulations, will be implemented to find the most prevalent two-year transfer athlete experiences. Cross-tabulations are essentially tables used to describe two or more variables at the same time (Fink, 2013). They are often used because of their practicality and ability to provide valuable insight into the meaning of a survey's results, as a visual. This study will use cross-tabulations to specifically differentiate the experiences as well as look for relationships, in relation to the phenomenon of persistence, amongst the two Division-I four-year institutions.

Individual interviews. For individual interviews, the data were analyzed utilizing two strategies of analysis. The first strategy is preparing and organizing data. Preparing and organizing data begins with precisely transcribing all audio-recorded interviews (Creswell, 2007; Rubin and Rubin, 2005). Transcribing interviews encompasses writing down word-for-word the dialogue between the interviewer and interviewee. Transcribing

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is powerful because it forces the researcher to be immersed in the data and pay careful attention to what is stated in the interview. This helps to decipher what the researcher believes are "notable quotes" (Rubin and Rubin, 2005, p. 205), concepts and themes to be categorized during the analysis process. While transcribing, memos or notes were taken to enhance the awareness of researcher biases as well as relevant ideas that conjure other notable concepts and themes for further analysis (Rubin and Rubin, 2005).

The second analysis strategy is reducing the data into its simplest form by developing codes (Creswell, 2007). According to Basit (2003) codes are considered categories or labels that allocate "units of meaning to the descriptive or inferential information compiled during a study" (p. 144). In other words, they are a way of sorting all data important to the study. This includes clusters of words, sentences, phrases, entire paragraphs, concepts and themes that help classify all data that are developed to answer the research questions (Basit, 2003; Stake, 2010).

Coding is considered the systematic action of labeling the text in the interview where the most influential words, sentences, phrases and quotes are found. Thus, after collecting data Creswell (2007) recommends that the researcher "focus on a few key issues (or analysis of themes)" (p. 75) in order to understand the complexity of the case being studied and researched. Rubin and Rubin (2005) suggest the investigator identify common concepts and themes that expand the case. Concepts are considered words or terms that represent ideas that are important to the problem being studied (Rubin & Rubin, 2005). Themes are considered "summary statements and explanations of what is going on" (p. 207). After extracting the concepts and themes from the transcripts the process of systematically labeling them begins. The purpose is so that the researcher can

readily retrieve and examine all the data that reference similar subjects amongst all interviews (Rubin and Rubin, 2005).

Miles and Huberman (1994) suggest a preferred method of coding is to develop "a provisional 'start list' of codes" (p. 58). This "start list" would be based on the overall conceptual framework—Berger and Milem (2000); the list of research questions; the propositions developed; and or other variables used to initially collect data. Miles and Huberman (1994) also recommend, along with a start list, a list of definitions for the codes to clarify and properly categorize concepts and themes throughout the analysis phase. Clearly defined codes promote consistent coding. However, it was my responsibility to make sure the concepts and or themes being coded were understood the same way the interviewees express them and understand them. It is careful to note that after creating a start list and defining codes it is as equally important for me to find concepts and themes that organically emerge from interviews as well. By comparing codes generated from a start list and that have emerged organically I was able to see how consistent the concepts and themes were coded across all interviews (Rubin & Rubin, 2005). From this, the codes either changed, further developed, or were just disregarded based on the information gathered. After coding the data, the information was clearly interpreted to determine if the propositions made and rival explanations predicted earlier in this chapter are null or accepted (Yin, 2014). These labeled codes speak and relate to ultimately help answer the research questions proposed for this study.

Documents. For documents, the primary way that they were analyzed was by developing a document summary form (Miles &Huberman, 1994). With the documents that were reviewed I found a way to distinguish what was prevalent and useful for the

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sake of the study. A document summary form placed documents into a context and explained the significance of each document in relation to the study's research questions. Thus, they were coded for later interpretation as well as convenient data retrieval (Miles & Huberman, 1994).

A review of relevant documents was conducted to provide rich insight as to how prevalent experiences contribute to two-year transfer athlete persistence by analyzing student athlete requirements and frequency of experiences within the documents. Again, the document that was reviewed was the 2018-2019 Student Athlete Handbooks, from the respective institutions.

Common themes were analyzed to see if the institution placed an emphasis on the prevalent experiences in which the two-year transfer athletes indicated via the survey as well as individual interviews.

Cross-case analysis. Cross-case analysis is specifically designed for analyzing two or more cases. This form of analysis provides robust and rich data on replicated cases (Yin, 2014). Cross-case analysis simply strengthens the findings even further because the information being gathered could be supported or not supported by the other case(s).

Credibility

There are several measures I used to increase the quality and credibility of this study. One of the measures was analyzing construct validity. Construct validity is where the researcher tests and ensures the variable that is being measured is accurate (Yin, 2014). In this case, testing whether organizational dimensions contributed to persistence.

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This was done through triangulation or using multiple sources of evidence. Triangulation is the method to enhance the quality, credibility of research findings. Triangulation occurs when a study provides multiple measures for the same phenomenon. The idea is to have the findings of a case study supported by more than one source of evidence. Yin (2014) suggests, "Any case study finding or conclusion is likely to be more convincing and accurate if it is based on several different sources of information" (p. 120). For the purposes of this study, the triangulation of different sources of evidence included; structured surveys; semi-structured interviews asking participants for explanations; as well as interpretations through probing and analyzing written documents in natural case settings. Again, this study focused considerable attention on triangulating data in order to develop the deepest understanding of participant perceptions and ensure that the data received is valid (Woodside, 2010) as well as validate the study's construct (Yin, 2014).

Other ways to determine the quality of this multiple embedded case study was by analyzing the study's internal validity. Internal validity is where the researcher tests for anticipatable factors or relationships that may lead to other outcomes unforeseen. In this case, it was testing the initial propositions that were made and subsequent rival explanations developed. Propositions are considered hypothetical scenarios or assumptions, made by the researcher, as to why a phenomenon occurred or statements that will reflect the conclusions of the study (Yin, 2014; Miles and Huberman, 1994). Propositions guide data collection and the strategies to analyze data utilizing much of the literature to formulate a hypothesis about what transpired. The purpose of propositions is to focus the direction and scope of the study (Miles & Huberman, 1994; Baxter & Jack, 2008; Yin, 2014). Rubin and Rubin (2005) discuss the influence theoretical frameworks

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have on propositions and how the information gathered from the researcher's should be reviewed against the propositions. Ultimately, if propositions are consistent with the data found then the credibility of the study holds true.

In addition, rival explanations were used in this study. Rival explanations are alternative outcomes predicted, rather than just the initial propositions anticipated. Rival explanations were used to prevent me, the researcher, from missing any other insights in the data. Yin (2014) suggests when developing rival explanations—"you would less likely be accused of stacking the deck in favor of the original hypothesis (proposition)" (p. 140). This shows that I have attempted to prove and collect evidence against the original proposition to make sure I'm not bias or that all my data, interpretations or findings are not geared to one area.

Another way to increase the quality and credibility of this study was by making sure the study was reliable. Yin (2014) defines reliability as making sure the data collection procedures can be repeated, with the same results. To ensure reliability in this study I developed a case study protocol. A case study protocol is a blueprint that contains rules and procedures on how the study will be calculated. The protocol provided a significant way to increase reliability to guide in facilitating the entire process of data collecting. Developing a protocol essentially assisted in keeping me focused on the topic, purpose and direction of the case study. In addition, it predetermined anticipated problems and helped avoid complications (Yin, 2014).

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Role of the Researcher

The role of the researcher was considered a key instrument in collecting data by examining documents, observing behavior, and interpreting participants (Creswell, 2007). Yin (2003) posits that in order to conduct case study research the investigator has to have several attributes—ask good questions, be a good listener, be adaptive and flexible, have a firm grasp of the issues being studied, and have unbiased preconceived notions. Asking good questions creates a rich dialogue with participants. Ultimately, asking good questions leads to other questions that explore the studied phenomenon.

The second attribute, according to Yin (2003) is a good listener. Being a good listener provides the investigator with the ability to assimilate large amounts of information without being bias. It allows the researcher to hear exact words, capture the mood and effect of the interviewee, and comprehend how the interviewee perceives the world or environment they are in. In addition, good listening needs to be applied to the inspection of documents and investigator observations. The idea is for the investigator to read messages between the lines to make educated inferences about the information interviewees provide or documents/artifacts indicate.

The third attribute is being adaptive and flexible. When shifts are made in the information the researcher receives, they have to maintain an unbiased perspective. Having a firm grasp of the issues being studied is the fourth attribute. In order to understand how to interpret the information being collected so that the researcher has an idea of how certain sources of information are contradictory and lead to other sources of evidence, this attribute is needed. Lastly, unbiased preconceived notions are a needed

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attribute by the researcher. All previous characteristics will be negated if an investigator seeks to use preconceived positions. Stake (2010) references this attribute as being a detective, where one comes in after a crime has been committed and then has to make inferences as to what happened. If preconceived biases are used then the researcher will have a difficult time gaining a true assessment of how to collect and analyze data as well as interpret the findings.

Summary

The chapter provided an overview of the methodology section for the current study. The multiple embedded case study was designed to provide valued feedback, insight and a glimpse at what has helped two-year transfer athletes persist at Division I four-year institutions in the North Regional Conference. The multiple sources of data that were utilized in this study enabled me to build an in-depth picture of persistence experienced among two-year transfer athletes. In addition, the use of the data sources was developed to answer the three research questions and determine the credibility of the propositions and rival explanations made at the start of this chapter. Lastly, the methods that were used to analyze the data ultimately supported and enhanced the findings within this research.

Chapter 4

Findings

The purpose of this multiple case study was to identify organizational factors that contributed to the persistence of two-year transfer athletes at a Division I four-year institutions. To gain these insights, two-year transfer athletes' academic, athletic and social experiences (AAS) were analyzed to see which were the most prevalent to their persistence and then from there I identified the organizational dimensions that impacted the most prevalent AAS experiences. To gather this information the following research questions were investigated:

1. What are the most prevalent experiences of two-year transfer athletes? Do they differ by college?

2. How do the most prevalent two-year transfer athlete experiences, at each institution, contribute to their persistence?

3. What organizational dimensions do two-year transfer athletes perceive as contributing to their most prevalent experiences?

This chapter provided an overview of the results for the research study and was divided into 10 total sections between the two case studies. The first section of each case highlights the institutional context as well as the descriptions of the participants that persisted at each institution. Section two of each case reviewed the results from the Two-Year Transfer Athlete Experiences Survey (TYTAES), which assists in answering research questions numbers one and two. The third section of each case reviewed the results found from the individual semi structured interviews and the emergent themes that

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transpired from the dialogue had between participants, from each institution and myself. The fourth section of each case provided a description of the emergent themes that were highlighted from the document review. The next section provided a cross-case analysis of the TYTAES data found between the two institutions as well as all of the qualitative data analyzed within this study, highlighting consistent themes that emerged between the two institutions and amongst. Lastly, section 10 provides a brief summary of the chapter.

Case Study #1 Findings of Metropolitan University (MU)

Institutional context and participant demographics. Metropolitan University is a large private suburban institution that has four campuses across the globe. The campus analyzed for this research study is the Division I institution located in the Northeast Region of the United States. On this campus, over 5,000 undergraduate students are enrolled. The student demographic make-up is comprised of significant proportions of minority and international students. Thirty percent of the students are Latino making it a Hispanic serving institution; seven percent of the students are African American; six percent of the students are Asian. The Division I four-year institution has 15 athletic programs and approximately 300 student-athletes. The primary revenue generating sport at the institution is Men's Basketball. For this study, four former Men's Basketball student-athletes participated in filling out the Two-Year Transfer Athlete Experience Survey (TYTAES) as well as participated in an interview.

Bobby. Bobby is an African American male from Southfield, Michigan. During high school, his GPA ranged between a 2.5 and 3.0. Bobby was not the first individual in his immediate family to attend college. He initially attended Dane College, a community

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college, to continue to play basketball for one year where he received an athletic scholarship. While at Dean College, Bobby graduated with his associate's degree. He transferred to MU in 2002 and graduated in 2005 with a bachelor's degree. Bobby was recruited and given an athletic scholarship to come to MU and play at the institution. During his athletic career at MU, Bobby's role on the Men's Basketball Team was a starter.

Larry. Larry is an African American male from Deerfield Park, Florida. During high school, his GPA ranged between a 3.5 and 4.0. Larry was the first individual in his immediate family to attend college. He initially attended W-Tex College, a community college, to continue to play basketball for two years where he received an athletic scholarship, a Federal Pell Grant and an academic scholarship to go to college. While at Western Texas College, Larry graduated with his associate's degree. He transferred to MU in 2011 and graduated in 2013 with a bachelor's degree. Larry was recruited and given an athletic scholarship to come to MU and play at the institution. During his athletic career at MU, Larry was named a captain on the Men's Basketball Team.

Sam. Sam is an African American male from Charleston, South Carolina. During high school, his GPA ranged between a 2.0 and 2.5. Sam was the first individual in his immediate family to attend college. He initially attended P-State College, a community college, to improve his grades. Sam attended P-State for two years, where he received an athletic scholarship, took developmental courses and graduated with his associate's degree. He transferred to MU in 2012 and graduated in 2014 with a bachelor's degree. Sam was recruited and given an athletic scholarship to come to MU and play at the

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institution. During his athletic career at MU, Sam was named a captain on the Men's Basketball Team.

Manny. Manny is an African American male from Philadelphia, Pennsylvania. During high school, his GPA ranged between a 3.0 and 3.5. Manny was the first individual in his immediate family to attend college. He initially attended University Eastern College, a community college, to continue to play basketball for one year where he received an athletic scholarship, took developmental courses and graduated with his associate degree. He transferred into MU in 2009 and graduated in 2011 with a bachelor's degree. Manny was recruited and given an athletic scholarship to come to MU and play at the institution. During his athletic career at MU, Manny was named a captain on the Men's Basketball Team.

The Two-Year Transfer Athlete Experiences Survey. The Two-Year Transfer Athlete Experiences Survey (TYTAES) was administered to a sample of four (*n*=4) former men's basketball student-athletes from Metropolitan University. The purpose of the survey was to gather descriptive information about participants' backgrounds and academic, athletic, and social experiences. Each experience within the survey was additionally broken up into three areas of emphasis—Importance, Frequency, and Mandatory vs. Voluntary.

Academic Importance. When analyzing the responses given from the most prevalent experiences at Metropolitan University (MU), the first area reviewed was how important each participant believed their academic experiences were in relation to them returning to school each semester (see Table 6). In regard to meeting with their advisor to

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schedule classes, 75% (*n*=3) of the participants felt meeting with an advisor was extremely important to their persistence (M=4.50; SD=0.87). When asked if they felt meeting with an advisor to go over their eligibility requirements was important to their persistence (M=4.00; SD=1.00), half (*n*=2) of the participants from MU felt it was extremely important and the other half (*n*=2) felt it was moderately important.

In terms of receiving tutoring or study hall support and the impact it had on their persistence, 75% (*n*=3) of the participants indicated this was extremely important for them to return to school each semester (M=4.00; SD=1.73). Regarding maintaining a better GPA during the basketball season, 50% (*n*=2) and 25% (*n*=1) of the participants, respectively, believed that this experience was extremely important and very important to their persistence, while the other 25% (*n*=1) felt it was slightly important (M=4.00; SD=1.22). Getting at least a 2.0 GPA for the semester was considered extremely important by 50% (*n*=2) of the participants, very important by 25% (*n*=1) and slightly important by the last 25% (*n*=1) of the participants (M=4.00; SD=1.22). Seventy-five percent (75%) (*n*=3) of the participants also noted that meeting the academic requirements to stay eligible was extremely important, while 25% (*n*=1) noted this was slightly important (M=4.25; SD=1.30). In terms of making progress towards degree (getting the majority of their credits from the community college accepted and having at least 40% of your bachelor's degree already complete), 75% (*n*=3) believed this was extremely important, while 25% (*n*=1) believed this to be very important. Conversely, 25% (*n*=1) of the participants believed this to be slightly important (M=4.00; SD=1.22).

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Table 6

TYTAES Academic Importance Experiences MU Results

Importance of Academic Experiences	MU		
	N	M	(SD)
1. Meet with Advisor to Schedule Classes		4.50	(0.87)
Extremely Important	3		
Very Important	0		
Moderately Important	1		
Slightly Important	0		
Not at all Important	0		
2. Meet with Advisor to go over Eligibility		4.00	(1.00)
Extremely Important	2		
Very Important	0		
Moderately Important	2		
Slightly Important	0		
Not at all Important	0		
11. Pick up GPA after it dropped		2.75	(1.92)
Extremely Important	1		
Very Important	1		
Moderately Important	0		
Slightly Important	1		
Not at all Important	0		
Not Applicable	1		
3. Discuss assignments/exams w/ professors		3.25	(0.83)
Extremely Important	0		
Very Important	2		
Moderately Important	1		
Slightly Important	1		
Not at all Important	0		
4. Participating in peer study group		2.00	(1.00)
Extremely Important	0		
Very Important	0		
Moderately Important	2		
Slightly Important	0		
Not at all Important	2		
5. Receiving tutoring or study hall support		4.00	(1.73)
Extremely Important	3		
Very Important	0		
Moderately Important	0		
Slightly Important	0		
Not at all Important	1		
6. Maintain better GPA during the season		4.00	(1.22)
Extremely Important	2		
Very Important	1		
Moderately Important	0		
Slightly Important	0		
Not at all Important	1		

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Table 6 (continued)

Importance of Academic Experiences	MU		
	N	M	(SD)
7. Maintain better GPA in the off-season		3.00	(1.22)
Extremely Important	0		
Very Important	2		
Moderately Important	1		
Slightly Important	0		
Not at all Important	1		
8. Getting at least 2.0 GPA for the semester		4.00	(1.22)
Extremely Important	2		
Very Important	1		
Moderately Important	0		
Slightly Important	1		
Not at all Important	0		
9. Receiving Academic Honors		3.00	(1.22)
Extremely Important	0		
Very Important	1		
Moderately Important	1		
Slightly Important	0		
Not at all Important	0		
137. Taking summer courses		2.75	(1.92)
Extremely Important	0		
Very Important	1		
Moderately Important	2		
Slightly Important	1		
Not at all Important	0		
104. Meet academic requirements for eligibility		4.25	(1.30)
Extremely Important	3		
Very Important	0		
Moderately Important	0		
Slightly Important	1		
Not at all Important	0		
10. Making Progress Towards Degree		4.00	(1.22)
Extremely Important	2		
Very Important	1		
Moderately Important	0		
Slightly Important	1		
Not at all Important	0		
12. Other Academic Experiences		5.00	(0.00)
Extremely Important	1	**Engagement**	
Very Important	0		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		

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Academic frequency. The second area reviewed when analyzing the responses given to determine the most prevalent experiences at MU, was how frequent each participant believed their academic experiences occurred. As indicated in the previous section, the first area of analysis was how important each participant believed the experience was. Based on their response from the first section on importance, skip logic was integrated within the survey so that the participant could determine how frequent they believe the experience occurred. It should be noted, that a natural decline of responses occurred following the first set questions regarding academic importance. This strategy allowed respondents to directly answer questions that were pertinent to their experiences increasing the validity of the survey responses (Sue & Ritter, 2012). Thus, what will be highlighted are the questions with the most responses and also the highest scored on the Likert-scale (see Table 7). All participants (*n*=2) who attended MU indicated that they met with an advisor to go over their eligibility requirements all of the time (M=5.00; SD=0.00).

In terms of how often they received tutoring or study hall support at MU one participant stated he received this all the time, while 66.67% (*n*=2) stated this experience was done very often (M=4.33; SD=0.47). Regarding maintaining a better GPA during the basketball season (M=4.00; SD=0.00), all (*n*=3) participants stated they did this very often. All participants (*n*=3) felt they got at least a 2.0 GPA for the semester happened all of the time (M=5.00; SD=0.00). In addition, all participants (*n*=3) noted they met the academic requirements to stay eligibility all of the time.

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Table 7

TYTAES Academic Frequency Experiences MU Results

	MU		
Frequency of Academic Experiences	N	M	(SD)
1A. Meet with Advisor to Schedule Classes (v)		3.33 (1.70)	
All of the time (5)	1		
Very Often (4)	0		
Often (3)	1		
Sometimes (2)	0		
Not Often (1)	1		
2A. Meet with Advisor to go over Eligibility		5.00 (0.00)	
All of the time	2		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		
3A. Discuss assignments/exams w/ professors		4.50 (0.50)	
All of the time	1		
Very Often	1		
Often	0		
Sometimes	0		
Not Often	0		
4A. Participating in peer study group		0.00 (0.00)	
All of the time	0		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		
5A. Receiving tutoring or study hall support		4.33 (0.47)	
All of the time	1		
Very Often	2		
Often	0		
Sometimes	0		
Not Often	0		
6A. Maintain better GPA during the season		4.00 (0.00)	
All of the time	0		
Very Often	3		
Often	0		
Sometimes	0		
Not Often	0		
7A. Maintain better GPA in the off-season		4.00 (0.00)	
All of the time	0		
Very Often	2		
Often	0		
Sometimes	0		
Not Often	0		

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Table 7 (continued)

Frequency of Academic Experiences	MU		
	N	M	(SD)
8A. Getting at least 2.0 GPA for the semester		5.00 (0.00)	
All of the time	3		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		
9A. Receiving Academic Honors		3.50 (0.50)	
All of the time	0		
Very Often	1		
Often	1		
Sometimes	0		
Not Often	0		
138. Taking summer courses		3.00 (0.00)	
All of the time	0		
Very Often	0		
Often	1		
Sometimes	0		
Not Often	0		
105. Meet academic requirements for eligibility		5.00 (0.00)	
All of the time	3		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		
12A. Other Academic Experiences		5.00 (0.00)	
All of the time	1	**Engagement**	
Very Often	0		
Often	0		
Sometimes	0		
	0		

Academic mandatory vs. voluntary. To determine how transfer athlete

experiences, such as academics, contributed to their persistence, it had to be analyzed

whether their experiences were either mandatory or voluntary (See Table 8). Participants

from MU (*n*=3) noted that the following were all considered mandatory experiences

among the academic experiences: meeting with an advisor to go over eligibility (M=1.00;

SD=0.00); receiving tutoring or study hall support (M=1.00; SD=0.00); maintaining a

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better GPA during the basketball season (M=1.33; SD=0.47); and getting at least a 2.0

GPA for the semester (M=1.00; SD=0.00).

Table 8

TYTAES Mandatory vs. Voluntary Academic Experiences MU Results

Mandatory vs. Voluntary Academic Experiences	MU		
	N	M	(SD)
1B. Meet with Advisor to Schedule Classes (v)		1.00 (0.00)	
Mandatory (Required) (1)	2		
Voluntary (not Required) (2)	0		
2B. Meet with Advisor to go over Eligibility		1.00 (0.00)	
Mandatory (Required)	2		
Voluntary (not Required)	0		
3B. Discuss assignments/exams w/ professors		2.00 (0.00)	
Mandatory (Required)	0		
Voluntary (not Required)	2		
4B. Participating in peer study group		0.00 (0.00)	
Mandatory (Required)	0		
Voluntary (not Required)	0		
5B. Receiving tutoring or study hall support		1.00 (0.00)	
Mandatory (Required)	3		
Voluntary (not Required)	0		
6B. Maintain better GPA during the season		1.33 (0.47)	
Mandatory (Required)	2		
Voluntary (not Required)	1		
7B. Maintain better GPA in the off-season		1.00 (0.00)	
Mandatory (Required)	2		
Voluntary (not Required)	0		
8B. Getting at least 2.0 GPA for the semester		1.00 (0.00)	
Mandatory (Required)	3		
Voluntary (not Required)	0		
9B. Receiving Academic Honors		3.50 (0.50)	
Mandatory (Required)	0		
Voluntary (not Required)	1		
139. Taking summer courses		1.00 (0.00)	
Mandatory (Required)	1		
Voluntary (not Required)	0		
105. Meet academic requirements for eligibility		5.00 (0.00)	
Mandatory (Required)	3		
Voluntary (not Required)	0		

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Table 8 (continued)

| | | MU | |
Mandatory vs. Voluntary Academic Experiences	N	M	(SD)
12B. Other Academic Experiences		1.50	(0.50)
Mandatory (Required)	1	**Engagement**	
Voluntary (not Required)	1		

Athletic importance. The following athletic experiences were analyzed to determine the most prevalent transfer athlete experiences that helped each individual return to school each semester at MU (See Table 9). In response to practicing with the team, all participants reported it was important. Half of the participants (n=2) the participants believed that this was an experience that was extremely important to their persistence and the other half (n=2) believed it was very important to their persistence (M=4.50; SD=0.50). In terms of competing in games 75% (n=3) of the participants indicate that this athletic experience was extremely important (M=4.75; SD=0.43). Twenty-five percent of the participants (n=1) indicated that the experience was very important to their persistence. When asked if the off-season training was important to their persistence, half of the participants (n=2) stated this was extremely important and the other half (n=2) stated it was very important (M=4.50; SD=0.50). In-season training was considered extremely important by 75% (n=3) of the participants and 25% (n=1) of the participants were considered very important to their persistence (M=5.00; SD=0.00). Performing on the basketball court at a high level was seen by 75% (n=3) of the participants as extremely important, while 25% (n=1) saw this experience as very important (M=4.75; SD=0.43).

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Participating in team activities such strength and conditioning and meetings with the team resulted in 50% of the participants (*n*=2) indicating the experience was extremely important and the other 50% (*n*=2) indicated that it was very important as well (M=4.50; SD=0.50).

Lastly, regarding importance within athletic experiences, 75% (*n*=3) of the participants perceived competing to win to be extremely important to their persistence and 25% (*n*=2) noted the experience was very important (M=4.75; SD =0.43).

Table 9

TYTAES Athletic Importance Experiences MU Results

Importance of Athletic Experiences	MU		
	N	M	(SD)
13. Practicing with the Team		4.50	(0.50)
Extremely Important	2		
Very Important	2		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
14. Competing in games with team		4.75	(0.43)
Extremely Important	3		
Very Important	1		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
15. Off-season training		4.50	(0.50)
Extremely Important	2		
Very Important	2		
Moderately Important	0		
Slightly Important	1		
Not at all Important	0		
Not Applicable	1		
16. In-season training		5.00	(0.00)
Extremely Important	4		
Very Important	0		
Moderately Important	0		
Slightly Important	0		
Not at all Important			

Table 9 (continued)

Importance of Athletic Experiences	MU		
	N	M	(SD)
17. Traveling to opposing colleges		4.50	(0.87)
Extremely Important	3		
Very Important	0		
Moderately Important	1		
Slightly Important	0		
Not at all Important	0		
18A. Role on the team as a (i.e. captain, starter)		4.25	(0.83)
Extremely Important	2		
Very Important	1		
Moderately Important	1		
Slightly Important	0		
Not at all Important	0		
19. Performing on the court at a high level		4.75	(0.43)
Extremely Important	3		
Very Important	1		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
20. Competing against the best players		4.25	(0.43)
Extremely Important	1		
Very Important	3		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
21.1. Participating in Community Service		3.50	(0.87)
Extremely Important	0		
Very Important	3		
Moderately Important	0		
Slightly Important	1		
Not at all Important	0		
21.2. Participating in Team Meals		4.00	(0.71)
Extremely Important	1		
Very Important	2		
Moderately Important	1		
Slightly Important	0		
Not at all Important	0		
21.3. Participating in Strength/Conditioning		4.50	(0.50)
Extremely Important	2		
Very Important	2		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
21.4. Participating in Meetings w/ the Team		4.50	(0.50)
Extremely Important	2		

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Table 9 (continued)

Importance of Athletic Experiences	MU		
	N	M	(SD)
Very Important	2		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
21.5. Participating in Team Bonding		4.25	(1.30)
Extremely Important	3		
Very Important	0		
Moderately Important	0		
Slightly Important	1		
Not at all Important	0		
23. Discuss topics w/ Head Coach		3.75	(1.64)
Extremely Important	2		
Very Important	1		
Moderately Important	0		
Slightly Important	0		
Not at all Important	1		
24. Discuss topics w/ Assistant Coach		3.00	(1.41)
Extremely Important	1		
Very Important	0		
Moderately Important	2		
Slightly Important	0		
Not at all Important	1		
25. Receive Athletic Accolades		3.00	(1.41)
Extremely Important	1		
Very Important	0		
Moderately Important	2		
Slightly Important	0		
Not at all Important	1		
26. Competing to play sport professionally		4.25	(0.43)
Extremely Important	1		
Very Important	3		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
27. Competing to win		4.75	(0.43)
Extremely Important	3		
Very Important	1		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
28. Other Athletic Experiences		0.00	(0.00)
Extremely Important	0		
Very Important	0		
Moderately Important	0		
Slightly Important	0		

Importance of Athletic Experiences	MU		
	N	M	(SD)
Not at all Important	0		

Athletic frequency. Table 10 illustrates all the results of how often athletic experiences took occurred. One of the experiences MU participants (*n*=4) noted was practicing with the team (M=4.75; SD=0.43). Seventy-five percent (*n*=3) of the participants indicated they practiced with their team all of the time, while 25% (*n*=1) of the participants indicated they practiced very often with their team (M=4.50; SD=0.87). The question, training during the off-season, highlighted all the participants (*n*=4) expressing they did this all of the time (M=5.00; SD=0.00).

A significant aspect of athletic experiences, for transfer athletes, is to maintain a particular role on the team. Overall, 75% of the MU participants (n=3) indicated they held substantial roles as a captain. Although the question regarding importance of roles on persistence did not score overly favorable means or standard deviations (see question 18A. above), when asked how often these roles of captain were maintained all participants (n=3) stated all the time (M=5.00; SD=0.00).

In response to how often each individual participated in team engaged activities, all of the respondents indicated they participated in these activities all of the time or very often: team meals (M=4.75; SD=0.43), strength and conditioning (M=4.75; SD=0.43) and meetings with the team (M=4.75; SD=0.4). In reviewing the question, how often you

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compete to win, all the participants (n=4) agreed that this occurred all of the time

(M=5.00; SD=0.00).

Table 10

TYTAES Athletic Frequency Experiences MU Results

	MU		
Frequency of Athletic Experiences	N	M	(SD)
13A. Practicing with the Team		4.75 (0.43)	
All of the time	3		
Very Often	1		
Often	0		
Sometimes	0		
Not Often	0		
14A. Competing in games with team		4.50 (0.87)	
All of the time	3		
Very Often	0		
Often	1		
Sometimes	0		
Not Often	0		
15A. Off-season training		5.00 (0.00)	
All of the time	4		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		
16.A In-season training		4.50 (0.87)	
All of the time	3		
Very Often	0		
Often	1		
Sometimes	0		
Not Often	0		
17A. Traveling to opposing colleges		4.67 (0.47)	
All of the time	2		
Very Often	1		
Often	0		
Sometimes	0		
Not Often	0		
18B. Maintain role on the team		5.00 (0.00)	
All of the time	3		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		
19A. Performing on the court at a high level		4.25 (0.43)	
All of the time	1		

Table 10 (continued)

Frequency of Athletic Experiences	MU		
	N	M	(SD)
Very Often	3		
Often	0		
Sometimes	0		
Not Often	0		
20A. Competing against the best players		3.75	(1.09)
All of the time	1		
Very Often	2		
Often	0		
Sometimes	1		
Not Often	0		
21.1A. Participating in Community Service		3.75	(1.09)
All of the time	1		
Very Often	2		
Often	0		
Sometimes	1		
Not Often	0		
21.2A. Participating in Team Meals		4.75	(0.43)
All of the time	3		
Very Often	1		
Often	0		
Sometimes	0		
Not Often	0		
21.3A. Participating in Strength/Conditioning		4.75	(0.43)
All of the time	3		
Very Often	1		
Often	0		
Sometimes	0		
Not Often	0		
21.4A. Participating in Meetings w/ the Team		4.75	(0.43)
All of the time	3		
Very Often	1		
Often	0		
Sometimes	0		
Not Often	0		
21.5A. Participating in Team Bonding		3.75	(1.09)
All of the time	2		
Very Often	0		
Often	1		
Sometimes	1		
Not Often	0		
23A. Discuss topics w/ Head Coach		4.00	(0.82)
All of the time	1		
Very Often	1		
Often	1		
Sometimes	0		

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Table 10 (continued)

	MU		
Frequency of Athletic Experiences	N	M	(SD)
Not Often	0		
24A. Discuss topics w/ Assistant Coach		5.00	(0.00)
All of the time	1		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		
25A. Receive Athletic Accolades		5.00	(0.00)
All of the time	1		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		
26A. Competing to play sport professionally		4.00	(0.00)
All of the time	0		
Very Often	1		
Often	0		
Sometimes	0		
Not Often	0		
27A. Competing to win		5.00	(0.00)
All of the time	4		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		
28A. Other Athletic Experiences		0.00	(0.00)
All of the time	0		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		

Athletic mandatory vs. voluntary. In order to determine how transfer athlete

experiences, such as athletics, contribute to their persistence participants determined

whether their experiences were either mandatory or voluntary (see Table 11). For all MU

participants (*n*=4), training during the in-season, as many times as they did (M=1.00;

SD=0.00), was indicated as mandatory. Performing on the basketball court, as many

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times as they did, at a high level all participants (*n*=4) noted this was mandatory

(M=1.00; SD=0.00). In regards to MU transfer athletes believing whether participating in

team activities, such as community service projects (M=1.00; SD=0.00); strength and

conditioning (M=1.00; SD=0.00); and meetings with the team (M=1.00; SD=0.00) all

participants (*n*=4) expressed that these athletic experiences were mandatory. The last

experience in which all participants (*n*=4) agreed the experience was mandatory was

competing to win as many times as they did (M=1.00; SD=0.00).

Table 11

TYTAES Mandatory vs. Voluntary Athletic Experiences MU Results

Mandatory vs. Voluntary Athletic Experiences	MU		
	N	M	(SD)
15B. Off-season training (v)		1.50	(0.50)
Mandatory (Required) (1)	2		
Voluntary (not Required) (2)	2		
16B. In-season training		1.00	(0.00)
Mandatory (Required)	4		
Voluntary (not Required)	0		
19B. Performing on the court at a high level		1.00	(0.00)
Mandatory (Required)	4		
Voluntary (not Required)	0		
21.1B. Participating in Community Service		1.00	(0.00)
Mandatory (Required)	4		
Voluntary (not Required)	0		
21.2B. Participating in Team Meals		1.25	(0.43)
Mandatory (Required)	3		
Voluntary (not Required)	1		
21.3B. Participating in Strength/Conditioning		1.00	(0.00)
Mandatory (Required)	4		
Voluntary (not Required)	0		
21.4B. Participating in Meetings w/ the Team		1.00	(0.00)
Mandatory (Required)	4		
Voluntary (not Required)	0		
21.5B. Participating in Team Bonding		1.25	(0.43)

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Table 11 (continued)

	MU		
Mandatory vs. Voluntary Athletic Experiences	N	M	(SD)
Mandatory (Required)	3		
Voluntary (not Required)	1		
Mandatory (Required)	0		
Voluntary (not Required)	3		
24B. Discuss topics w/ Assistant Coach		1.00	(0.00)
Mandatory (Required)	1		
Voluntary (not Required)	0		
27B. Competing to win		1.00	(0.00)
Mandatory (Required)	4		
Voluntary (not Required)	0		
28B. Other Athletic Experiences		0.00	(0.00)
Mandatory (Required)	0		
Voluntary (not Required)	0		

Social importance. The following social experiences were analyzed to determine the most prevalent transfer athlete experiences that helped each individual return to school each semester at MU (see Table 12). In regards to social experiences that helped participants return back to school, the first social experience that seemed to be relatively important by participants (*n*=4) was how their teammates became an immediate social network of friends when they entered school (M=3.25; SD=0.43). Out of the four participants, 75% of the participants (*n*=3) expressed this was moderately important for them to return to school and 25% of the participants (*n*=1) expressed this was very important. Half of the participants (*n*=2) saw socializing with student-athletes in other sports as very important by (M=3.50; SD=0.50). The other half of the participants (*n*=2) believed that this experience was moderately important. Socializing with non-athletes was perceived as very important by 25% of the participants (*n*=1). Seventy-five percent

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of the participants (*n*=3) perceived socializing with non-athletes as moderately important

(M=3.25; SD=0.43).

Table 12

TYTAES Social Importance Experiences MU Results

Importance of Social Experiences	N	MU M	(SD)
29. Teammates immediate social network		3.25	(0.43)
Extremely Important	1		
Very Important	3		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
30. Participating in an Orientation		2.50	(0.87)
Extremely Important	0		
Very Important	0		
Moderately Important	3		
Slightly Important	0		
Not at all Important	1		
31. Participating in clubs, organizations, activities		2.50	(0.87)
Extremely Important	0		
Very Important	0		
Moderately Important	3		
Slightly Important	0		
Not at all Important	1		
33. Socializing w/ teammates off the court		3.50	(0.50)
Extremely Important	0		
Very Important	2		
Moderately Important	2		
Slightly Important	0		
Not at all Important	0		
34. Socializing w/ student-athletes in other sports		3.50	(0.50)
Extremely Important	0		
Very Important	2		
Moderately Important	2		
Slightly Important	0		
Not at all Important	0		
35. Socializing w/ non-athletes		3.25	(0.43)
Extremely Important	0		
Very Important	1		
Moderately Important	3		
Slightly Important	0		
Not at all Important	0		

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Table 12 (continued)

Importance of Social Experiences	N	MU M (SD)
36. Dorming w/ teammates only		2.50 (1.50)
Extremely Important	0	
Very Important	2	
Moderately Important	0	
Slightly Important	0	
Not at all Important	2	
37. Dorming w/ student-athletes in other sports		1.75 (0.83)
Extremely Important	0	
Very Important	0	
Moderately Important	1	
Slightly Important	1	
Not at all Important	2	
38. Dorming w/ non-athletes		2.75 (1.48)
Extremely Important	1	
Very Important	0	
Moderately Important	1	
Slightly Important	1	
Not at all Important	1	
39. Other Social Experiences		0.00 (0.00)
Extremely Important	0	
Very Important	0	
Moderately Important	0	
Slightly Important	0	
Not at all Important	0	

Social frequency. The following social experiences were analyzed for frequencies or how often an experience occurred (see Table 13). Social experiences MU participants (*n*=2) indicated occurred relatively frequently were socializing with teammates off the court and socializing with other student-athletes in other sports, respectively (M=4.50; SD=0.50). For each item, half of the respondents (*n*=1) stated the experience occurred all of the time and the other half of the respondents (*n*=1) indicated the experience happened very often.

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Table 13

TYTAES Social Frequency Experiences MU Results

	MU		
Frequency of Social Experiences	N	M	(SD)
29A. Hangout w/ teammates first semester		5.00	(0.00)
All of the time	1		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		
31A. Participating in clubs, organizations, activities		0.00	(0.00)
All of the time	0		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		
33A. Socializing w/ teammates off the court		4.50	(0.50)
All of the time	1		
Very Often	1		
Often	0		
Sometimes	0		
Not Often	0		
34A. Socializing w/ student-athletes in other sports		4.50	(0.50)
All of the time	1		
Very Often	1		
Often	0		
Sometimes	0		
Not Often	0		
35A. Socializing w/ non-athletes		4.00	(0.00)
All of the time	0		
Very Often	1		
Often	0		
Sometimes	0		
Not Often	0		
36A. Dorming w/ teammates only		3.50	(0.50)
All of the time	0		
Very Often	1		
Often	1		
Sometimes	0		
Not Often	0		
37A. Dorming w/ student-athletes in other sports		0.00	(0.00)
All of the time	0		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		

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Table 13 (continued)

	MU		
Frequency of Social Experiences	N	M	(SD)
38A. Dorming w/ non-athletes		4.00	(0.00)
All of the time	0		
Very Often	1		
Often	0		
Sometimes	0		
Not Often	0		
39A. Other Social Experiences		3.00	(0.00)
All of the time	0		
Very Often	0		
Often	1		
Sometimes	0		
Not Often	0		

Social mandatory vs. voluntary. In order to determine how transfer athlete social experiences contributed to their persistence, participants determined whether their experiences were either mandatory or voluntary (see Table 14). For MU participants, socializing with teammates off the court as many times as they did was split in half amongst the respondents of whether the experience was mandatory (*n*=1) or voluntary (*n*=1) (M=1.50; SD=0.50). All respondents (*n*=2) indicated that socializing with student-athletes in other sports (M=2.00; SD=0.00); and dorming with teammates only was indicated as voluntary (M=2.00; SD=0.00).

Table 14

TYTAES Mandatory vs. Voluntary Social Experiences Results

	MU		
Mandatory vs. Voluntary Social Experiences	N	M	(SD)
29B. Hangout w/ teammates first semester (v)		1.00	(0.00)
Mandatory (Required) (1)	1		
Voluntary (not Required) (2)	0		
31B. Participating in clubs, organizations, activities		0.00	(0.00)

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Table 14 (continued)

Mandatory vs. Voluntary Social Experiences	MU		
	N	M	(SD)
Mandatory (Required)	0		
Voluntary (not Required)	0		
33B. Socializing w/ teammates off the court		1.50	(0.50)
Mandatory (Required)	1		
Voluntary (not Required)	1		
34B. Socializing w/ student-athletes in other sports		2.00	(0.00)
Mandatory (Required)	0		
Voluntary (not Required)	2		
35B. Socializing w/ non-athletes		2.00	(0.00)
Mandatory (Required)	0		
Voluntary (not Required)	1		
36B. Dorming w/ teammates only		2.00	(0.00)
Mandatory (Required)	0		
Voluntary (not Required)	2		
37B. Dorming w/ student-athletes in other sports		0.00	(0.00)
Mandatory (Required)	0		
Voluntary (not Required)	0		
38B. Dorming w/ non-athletes		1.00	(0.00)
Mandatory (Required)	1		
Voluntary (not Required)	0		
39B. Other Social Experiences		2.00	(0.00)
Mandatory (Required)	0		
Voluntary (not Required)	1		

Individual interviews. I conducted individual interviews with participants from MU, and asked questions specifically regarding their academic, athletic, and social experiences while at the Division I four-year in institution. The interview protocol (Appendix B) was developed to assist in answering both research questions number two and three. Below are the themes that emerged within the three types of experiences at MU.

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Academic theme #1 - Institution made sure transfer athletes had support and resources. Each participant from MU talked about how they were provided with an advisor and a tutor when they arrived on campus or the moment they needed the support. All participants spoke about how the institution provided them with advisors and or tutors. Bobby explained how he was given the resources to complete his studies,

> The biggest thing at MU, in terms of academics and with the academic advisors, was making sure if I needed help in class they made it available, so I can find the tutors or meet professors or somebody outside maybe of the athletic program to make sure I was able to complete my studies. With the help of academic advisors, they set me up with a tutor that would help me…If it was not for her [the advisor], I don't think I would have been able to pass that class.

This was a frequent comment that was made by other participants as well. Sam further highlights the point of being given a tutor as soon as he arrived on campus,

> That's one thing Coach…did, he made sure we were in the right classes and that we were taking care of our academics. When I got to MU, I was assigned to a tutor right – soon as I got there so that was a plus to my situation… That's one thing that they made sure that the guys who needed the tutors they had the tutors.

Three out of the four participants noted mandatory meetings with their advisor, tutor and or mandatory attendance at study hall was pertinent on how well they did academically to ensure eligibility to compete and how it played a part in their academic success. Sam stated, "study hall was actually mandatory. You had to go, or you would have been

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punished." Manny clearly points out that mandatory study hall forced you to do your work,

> The biggest thing was study hall. I thought – we did it a little different from what they told me when I got there. Coach had made us – we had study hall and then we had like tutor sessions. And I thought that worked for us just because it kind of made us spend time on our academics….Sometimes you go to study hall and…if there is nobody in there working with you just…you tend to be on your phone and talk to other people and not get things done.

Being required to have the support and resources discussed helped most participants pass a course they were ultimately struggling in. This can be seen through Larry's experiences of working with a tutor,

> And I would go to the tutor and have her help me with papers. It definitely helped because when I was in Texas, it was not so precise… I had one Business Management class that gave me an extremely hard time…I would do good on the tests and everything…I think for that one class I was like…at the tutor like every day for like the whole semester trying get these papers right and it was literally one class…I ended up having a B, even though I wanted an A.

Based on participant responses, there is a clear connection between the institution providing the support and resources for the participants to be eligible and successfully completing courses they struggled in.

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Academic theme #2 - The university kept a close eye on transfer athletes'

academic eligibility. Since their arrival on campus, participants felt the university closely

watched their academic eligibility requirements. This message was prevalent in all

participant interviews, where they stated institutional members were always on top of

you, they advised students on actions to preemptively avoid issues, made sure you did

what you were supposed to do and participants took summer courses for eligibility

purposes to get ahead. All three components make up the current theme.

For example, Larry talked about how the advisor he had was always on him, "We

started calling her mom because she was an older lady, but she was always there on us

every day". Sam shared that they were on top of you so that, "There wasn't really no

room for error". Bobby shared a similar viewpoint,

> The academic advisors from the athletics standpoint, they were always on you. If
>
> you missed something, they were like a parent. They were behind you checking
>
> on you, like 'oh you haven't been to this class. You are missing the work, you
>
> have a test coming up in this class and you have a paper to do that you are
>
> supposed to be doing this way…'

Three out of the four participants expressed either an advisor; coach or athletic

administrator at the institution made sure they were doing what you were supposed to do.

This indicated that the institution took a real interest in what these transfer athletes were

doing, academically. When asked what were things MU did to help you academically

when you first transferred, Bobby stated they would "Check up on my class… making

sure we stay on top of those things so we don't fall behind". Bobby also touched on the

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coaches doing classroom checks that seemed to keep him and other teammates aware of what they were doing in class. Sam had similar sentiments, the coaches, "They were checking class, making sure you were going to class".

Manny noted that the coaches required their team to go to study hall. However, in doing so he points out the coaches were really big on making sure that guys were doing what they were supposed to do at the particular time especially when it came to academics.

Participants took summer courses for eligibility purposes and to get ahead at MU. This action ensured that transfer athletes remained eligible the duration of their collegiate career and helped athletic staff monitor the progress of transfer athletes. After being asked did you take summer courses, Larry indicated that he did after his first year at MU (his Junior Year). He also noted that it also kept him on track to graduate,

> It [summer courses] was definitely helpful. It had me ahead. I was up and by the
> time the school year came, I was clicking doing and reaching the main goal,
> which was graduation.

Sam and Manny also took summer courses also for eligibility purposes. Sam took courses prior to his first semester at MU while Manny took courses at his previous institution for eligibility purposes as well.

Based on participant responses it was clear to see that the overall responses emphasized the second theme of the institution kept a close eye on transfer athletes' academic eligibility whether it was by institutional members always being on top of you,

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making sure you did what you were supposed to do and participants taking summer courses for eligibility purposes to get ahead.

Academic theme #3 - Someone at the College helped them persist. This theme highlights that there was an individual or individuals, at the institution, that helped the transfer athlete get through a particularly tough time or just were integral components in their persistence. All participants conveyed a similar message within their interviews, whether they touched on a certain individual having a significant influence on their academic performance and or the participant struggled in class, but with consistent support from the institution the participants ended up with a satisfactory grade in a class. Beginning with the former, Bobby, Larry and Sam all stated that a particular individual helped them persist. Bobby stated,

> I was able to go ahead and fight through, with the help of them…academic advisors…They set me up with a tutor that would help me… she was a big time help for me. If it was not for her, I don't think I would have been able to pass that class.

Larry went to a tutor in addition to going to study hall, to get help with his papers. He felt it definitely helped because once he got to MU, "It was more that they would go over with you—here is where you can change, here is where you can improve, that definitely helped". Sam explained,

> That's probably one of the main reasons that I stayed eligible. Because I had a tutor [Marissa], …she called and texted me. She had all my assignments. So, she made sure that the players she was in charge of were on top of their assignments.

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Within the theme, the second message conveyed was that significant influencers helped participants struggling with a course ultimately pass. Sam expressed that he had a difficult course he struggled in. However, with the help of Marisa [the tutor] and her ability to translate the jargon for him to understand, he passed with a "B". Sam also noted,

> My senior year I kind of struggled with finance and I actually was on the verge of failing the class. So, I made sure I went to tutoring on my own…And I used to go to group study sessions, because a lot of people were struggling with the class. I used to do that on my own just so I could pass that class.

Manny had a similar experience with a psychology course he thought he was going to fail,

"I was almost positive I was going to fail, and I wound up getting a "B"...A lot had to do with my tutor and the professor kind of staying on it, staying with me." Manny further explained that he had to build a relationship with the professor and it was due to this that he saw results, academically,

> I had to build that relationship. Just kind of going to class and then me knowing that I wasn't understanding the material going to go talk to him [the professor] again suggested by the tutor, "Just go talk to him and find out exactly if there was a different way that I could learn the material instead of it just being a lecture." And it wound up being a different way of learning…which was great for me.

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The advice he received from the tutor showed him that there was an alternative way to get positive academic outcomes and that was by building a relationship with the professor.

Athletic theme #1 - Coaches influenced athletic success. This theme highlights the influence coaches had on each participant's athletic success. Here, athletic success does not refer to tactical strategies to help each participant score more points or become a more efficient player. Instead the coach's influence was in how they empowered each participant, whether it was by instilling in them the confidence to play at a high level or by simply believing in them. Overall, it was evident that the participants believe that coaches had a tremendous influence on their athletic success. Bobby shared this when discussing what helped him score 15 points against an in-state high Division I college,

> Working with the assistants [coaches]…talking with Nick [teammate]. In the beginning of preseason…Tim [coach] told me to drill with the big guys. They said they were trying to play me down there [in the paint] and that gave me a whole lot of confidence.

> I would go by from time to time during the week and I would just duck my head in Tim's office. Tim is a big-time talker. You know, he would get the chewing on the side of his mouth and say, "You know what Bobby we need you to do X, Y and Z right here." You know, talking with Tiny [assistant coach] gave you so much confidence.

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Similarly, Larry briefly expressed the assistant coach helped him, while Sam clearly stated the new coach, who came in while he was at MU, motivated him to play basketball again,

> I kind of almost didn't want to play basketball after the first year…I just felt like I wasn't being used the proper way…I really wasn't into it at all my first year…The next year we got a new coaching change and staff…When we got that new coach, I told him that, "Hey, I want to be the man, I want to be your captain, a veteran." He kind of gave me the torch and I went from scoring four points to scoring 20 points…My senior year, he kind of gave me the green light and let me run the team and the rest was all she wrote after that.

When the new coach gave Sam the opportunity to play more minutes on the court, he instilled more confidence in Sam and his abilities, and trusted him to lead the team, this is when Sam's motivation to play basketball again changed.

Athletic theme #2 - Underdog mentality. Being from a smaller Division I institution, a consistent message conveyed by all participants was that they felt like they were the underdogs against bigger colleges. Due to this, participants felt they had to play hard and well against this type of competition. Bobby and Sam highlighted that their most memorable athletic successes came against larger Division I in-state foes, when Bobby scored 15 points in a loss and Sam boasted two consecutive stellar games and wins against the more prominent in-state foes. Sam exclaimed,

> Being the underdogs, it kind of made me want to compete at a higher level just got to give it my all because we were already at a disadvantage because of the

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neighboring schools [larger Division I colleges]. So, that was kind of one of the things that made me really really push hard…gave it my all every time I stepped on the court.

Larry felt being an underdog enhanced his game and provided a sense of motivation to play even better against this type of competition,

> It gave me a chip that I kind of had, but it like enhanced it because we were always the underdogs. Nobody ever expected us to surprise anybody. So…it's like, we're going to give our best shot because with the other team it's like we were walking into the gym like, "Okay we're going to walk over them."

Manny also reiterated the fact that as an underdog there is a sense from the competing institution that you will just give up,

> My first year there we were on the road a lot…I think our first eleven games – maybe 10 out of our first 11 games we were on the road and they were against big schools. Coming in I was…looked at as a leader on the team. You know, us kind of being on the road against those schools, we are not expected to win…What got the team going was the fact that we weren't just getting blown out like you know we were in games.

The underdog mentality seemed to be immersed in participants' athletic successes. They understood that when they played bigger Division I institutions they were at a disadvantage. However, this helped them compete at a higher level and bring out their best basketball skills.

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Athletic theme #3 - Access to athletic resources. Access to athletic resources highlights the messages conveyed by the participants that, while at MU, they had access to the gym whenever they needed it to help improve their athletic performance. This was an integral component the participants felt was significant to their athletic experiences. Larry stated,

> After practices, if nobody had the gym after us, we would stay and get up shots. Maybe I'd get four or five guys to stay after practice and we would just go over the plays again just to make sure we were sharp for when game time came.

Similarly, Sam stated that he would constantly stay in the gym with his teammates and that staying for summer courses and working out over the summer really helped him. However, access to the gym was limited to student-athletes until the new coach came on board,

> When I first got to MU like we couldn't go in the gym after 5 o'clock. And when [Coach Greg] came in, one thing we would like to do is try to go to the gym late at night 11 o'clock or 12 o'clock when we finished our homework. And he [Coach Greg] made that possible, so that was what we were used to always going in the gym.

Having access to the gym was an important resource to Larry and Sam. This access offered flexibility in their schedules and allowed them to continue to work on their skills without being limited to a certain time.

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Athletic theme #4 - Participants adjusted to the structure to be successful

athletically. All the participants spoke about their ability to either 1) get acclimated to the

hectic schedule of being a student athlete at a Division I institution; 2) adjusting their

game in some way to get on the court and contribute to the team and/or 3) adapting to the

structure that was put in place and the people at the institution that helped them. Larry

stated,

> Coming from Texas it was a big change. I mean not so much like playing like at
>
> the D-1 level, but the schedule became really really hectic and different…we went
>
> to Louisville, and then the following day we were at Ohio State, so it was a little
>
> different than what I was accustomed to.

Manny also expressed that his first year was an adjustment not only because of the hectic

schedule, but because he was an established leader in his first season on the team and he

went through an athletic slump. A slump can be defined as a time in which it is perceived

that the participant struggled athletically or was not perceived to be playing up to their

capabilities. Manny shared,

> Us being on the road against those schools, we were not expected to win. Jumping
>
> off a plane going to go play was kind of – I think that everything kind of hit at the
>
> same time. But I thought that what got me out of it [athletic slump] and what got
>
> the team going was the fact that we weren't just getting blown out, like you know,
>
> we were in games.

By not getting embarrassed by bigger schools while competing, this instilled a confidence

in him and his team that they could compete and adjust.

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Hey, I wasn't playing great. Somebody else wasn't playing great but when we started to – you know we felt like, man, if we put this thing together, we can play with any of these teams, which wound up being the case that first year.

Participants also spoke about adjusting the way they played basketball in some capacity in order to contribute more to the team. Bobby confirmed that he had to adjust his game to play more minutes on the court. He discusses how he changed positions in high school to play more. This ultimately helped him at MU,

I always had to play out of position…In high school we had a 6'9" and a 6'8", and like a 6'5" that all graduated. And we ended up going back to playing small ball, so that worked good for me because I didn't come up there to sit, I came up there and wanted to play. They needed someone in the post and I said I would go down there and do it. I will fight and wrestle with the big guys. and I learned how to play down there…That's a lot because it ended up transitioning to how I had to play at MU my first couple of years because we were so small because of turnover and losing people.

Larry got hurt after his junior year. Thus, going into his senior year he had to make significant adjustments mentally and physically in order play and contribute to the team,

I turned out to have a slight tear in my meniscus and…I had to have surgery. That was tough. I had time to have the surgery and get ready for my senior year. It was…let's get back to work. While everybody was doing a summer work out, it was…almost like it was a kid being on punishment—like how bad you wanted to get out there, but you had to wait…It's kind of one day, one step at a time. Every

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day is gradually like chewing away at time, so you can get back on the court…Just kind of like one step at a time and until it's like, "Okay, you're ready to go." And then it's like all bits of emotion when you're finally able to get back on the court like everybody else.

Manny talked about how he had to physically adjust to be prepared to play at the Division I level,

> The biggest thing was getting stronger…the game was a more physical at the Division One level. The speed, the attention to detail everything, the difference between you being late help-side and…getting dunked on. You know then at junior college you know you can be a little late [on a defensive rotation] and get laid-up…the attention to detail, the athleticism…the IQ all of those things are – were a big adjustment coming from junior college to the Division I level.

All participants noted the structure that they followed while at MU as well as the people that were significant in helping them adjust. Larry discussed the team meetings they would have and how the coaches had certain players they were responsible for,

> The team meetings were to make sure everybody has been intact, check on everybody to…just by trying to build a relationship. We also did have a few knuckle-heads on the team, everybody does and he [the coach] had to bring us back together…But it definitely helped because once we head on the floor everybody knew their role and…well they bought into it and that's how we would compete at the highest level. Everybody knew what they should do and what we were trying to do.

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The meetings that were had reassured roles on the team and ensured the team was on the same page when they competed. This structure helped build relationships and provide the team with opportunities to discuss any adjustments that needed to take place.

Athletic theme #5 - People motivated athletic success. The participants believed people motivated them to do well athletically, whether it was fans who supported them or teammates who uplifted and supported them. Sam felt he had to play well for those that came out and supported their games.

> We kind of teamed up with the Boy's and Girl's Club. I guess the kids kind…of looked at me as their biggest superstar. So those were things like every time I saw them in the stands I felt, "Yeah. The kids coming to see me so I got to show them a good time." They really liked me if I talked to them after the game. I got thrown out the game once and…they said like, "You should have punched him in his face." Like that type of support.

Manny touched on the support from student athletes in other sports (i.e. baseball, fencing, bowling, tennis, volleyball) and how all supported each other and how it made him feel.

> The…thing I think…kind of goes under the radar at MU is the students – the athletes' ability to support each other. I thought was big for us, because you kind of get a little bit more energy when you are playing for your friends and you have people watching on you.

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Manny also felt there could have been more internal and external support for the basketball team and would have loved to see more people come out to the games.

> MU's always been up and down as far as success of winning and losing. I thought that some of the people there didn't really understand what it took to have a consistently good basketball team…There were others there that really tried to push…for basketball to be a success. I actually made a PowerPoint, I was going to do it once. I don't think MU uses the community to its advantages and I don't think they use their alumni to their advantages athletically.

Along with fans motivating them to do well, participants felt their teammates picked them up and motivated them also. Bobby noted that his teammates and assistant coaches instilled the confidence in him to go out and play as well as he did some games. Manny talked about how when he was in his slump, his teammates encouraged and helped him get out of it. Larry expressed that while he was injured his teammates pushed him to get back from his injury,

> I was still trying to push myself even though I wasn't able to do much, so they looked at when I came back they would still give that same effort I need like, "You got to put in your work, I'm still trying to put in work."

Overall, participants highlighted they were motivated by those individuals that supported them at their games. Whether it was fans, teammates, or other student athletes at the College.

Social theme #1 - Teammates were the catalyst for building their social network. The majority of the participants shared that their first friends on campus were those individuals they were teammates with. In turn, the participant's teammates introduced them to other social networks of people they eventually would make connections with. Bobby, Sam and Manny all noted that their immediate friends were all their teammates. Bobby emphasizes the first teammates he met and how they introduced him to other teammates. This helped build a good rapport with other teammates,

> I first got there they were like hanging out in the office. Rich [teammate] came up to me and introduced himself to me. Rich took me around and I met all of the guys and then we were hanging with Tito [teammate] and we just all clicked up from then on.

Sam confirmed the same experience as Bobby, in that, the first person he got to know on campus when he arrived was a teammate. He talked a little about his relationship with his teammate,

> He kind of played that big brother role for me…and kind of introduced me to a lot of different people. He's got personality…so he knows a lot of people…that kind of helped me get acclimated to the people and…I still communicate to this day through like social media.

Manny discussed that he became immediate friends with those on his team, but also other student athletes on other athletic teams. He spoke of the camaraderie that was built amongst the various student athletes on campus,

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The basketball team and the other athletic teams kind of immediately hung out. One because you know we live so close to each other. Two, because you know it was a lot of us on campus…So we went out like the first Thursday or second Thursday [when the semester began].

The participants built a good rapport with other student athletes around campus partly because they were the primary students that lived on campus.

Social theme #2 - More than an athlete. This theme came out of the fact that the participants wanted to be viewed by others as more than just an athlete during their time at the institution. Thus, they engaged with non-athletes to enhance their social network. They also spoke about their experiences of getting to know other student athletes on campus as people, outside of athletics, and not just as student athletes.

Larry expressed that he would go out his way to make sure people were comfortable around him. He did not want people to feel intimidated due to his statue of 6 feet 7 inches, so he would go up to people and start to talk to them. Sam stated that he got to know more people so they saw him as more than an athlete. After participating in the Resident Assistant meetings, he stated,

I think I went to a couple of meetings just to eat some pizzas…It actually was kind of beneficial because I got to know more people. They didn't think I was just an athlete. Because you know people always got their own aura about athletes. Like they always think they are too good enough people…And you know they think that since we don't pay for school, we just go – we are just having fun with school…So I tried to made it feel like – we were all one.

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Participants talked about getting to know athletes as well as other people outside of athletics. Thus, Bobby and Manny explained some of their most memorable social experiences and how it was good to see other people dressed in nice clothes other than ordinary jeans and sweats, but also learn about other people. Manny stated,

When you get different sports together you learn so much about who people are, where they come from and what their struggles are…It's not required for you to talk to that person. But when it's just a genuine…those genuine conversations you learn so much about groups of people…I got to learn and meet so many different of my peers that I didn't know I even had.

Participants also talked about building relationships with non-athletes and how this contributed to being seen as more than an athlete. Larry recalls becoming friends with guys who were from New Jersey and them showing him around,

I wasn't from Jersey, but there were a couple of regular students that were. Some cool guys. I went out with them and they showed me around. Showed me the mall and everything…a lot about the area I really didn't know…That definitely opened my eyes. Then, I actually started taking the bus around more often to like the movies or to the mall.

Sam reflected on his experiences of not choosing to room with either a teammate or another athlete and rooming in the dorms with a non-athlete.

My roommate wasn't even on the basketball team….I still talk to him to this day. I'm a people person, so that's why I guess it kind of worked out…My first year I

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picked a teammate and I thought it was the worst experience. He was not a person you just live with. So, the next year, actually, I just picked a random guy. He was a white guy, coolest white guy ever.

Not having a teammate or another student-athlete as a roommate proved to be beneficial for Sam, because the relationship with the non-athlete he was roommates with is still longstanding.

Social theme #3 - Existing structure enhanced transfer athletes' social network. Participants were involved with the Student-Athlete Advisory Committee (SAAC) an organization that encourages involvement around the campus community for student-athletes or other organizations around campus. These opportunities were either mandatory or voluntary that they participated in, which added to the structure they spoke of. Larry was a member of not only SAAC, but also the Student Government Association (SGA), where he helped organizations and encouraged others to get involved. Manny also was involved with SAAC, but he took it upon himself to be a part of Big Brother Big Sister and the marketing department within athletics.

> Marketing is what I wanted to do as a profession…Part of when I came on a visit you know that was one of the things that I had requested was if I got an opportunity to work for him I could do so. He also allowed me to give some ideas…When I first got to MU, they had about 20 people in the stands. You know we were doing things, but it wasn't basketball related…He allowed us to change some things and we did and we had some good crowds it was pretty cool.

The mandatory events that participants were required to go to helped shape the structure they had to enhance their social experiences. For instance, Larry attended a mandated New Student Orientation (NSO), where he met,

> New incoming first year, as well as the transfers…tell you how they expect you to conduct yourself while you're at MU…how you try to have the best academic experience you can while you're on campus...They kind of give you a directory on the whole campus which is great because I got there and was completely lost…then you got to socialize and meet the new students.

Sam and Manny recall that community service with the team was mandatory. Manny expressed,

> We had like some mandatory community service…the same thing with SAAC had like some mandatory things that we had to do off campus. I would say what I did off campus was kind of voluntary. I think the most that I've done off-campus was working with Sean Morrison.

The above quote also sheds light on participants doing voluntary work that enhanced their social experiences. Manny highlights that his work with the Boys and Girls Club and his work with the marketing department within athletics, for the most part, was voluntary. Larry stated that they did not have any activities they were required to do,

> The stuff we did was like the Boys and Girls Club…like they were optional. We probably had two or three of us from each sport, but it wasn't mandatory, it was

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voluntary. But mostly everybody did everything because it was pretty cool going to the neighborhoods and helping kids and interacting with the elderly people.

Although there were activities that seemed to be mandatory, voluntary activities seemed to have also provided a structure around the participants, which offered encouragement for them to get involved.

Social theme #4 - Academic and athletic schedule hindered engagement. Two of the participants expressed that they could not get as involved in the institution because of their constant involvement around basketball. This posed a challenge for Bobby particularly when he was asked were you involved in any clubs or organizations and his response was, "No, I was just basketball. No, I figured that's enough. I am quiet and shy so instead of going and becoming a member of those clubs, I just stuck to athletics." When asked, "Should MU do anything to encourage more transfer athletes to maybe get involved in those organizations?" Bobby expressed,

Yeah, it should because that's how you go and make those connections and build friendships and that could one day possibly lead to employment or something like that, so definitely should because…and athletes are supposed to be an ambassador to the student body.

Bobby here highlights the importance of getting involved and building those connections that would help you later down the line.

Document review: 2018-2019 MU Student-Athlete Handbook. I conducted a document review of the 2018-2019 Metropolitan University Student-Athlete Handbook

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and gathered information specifically on the academic, athletic and social experiences documented by the MU athletic department, in which the university encouraged their students to participate in. The overall data helped corroborate and augment the evidence from data sources. Below are the themes that emerged from the student-athlete handbook at MU.

Theme #1 (Academic) - Student-athletes are academically monitored through structured support services. At MU, academic monitoring is a culmination of 1) activities required for student athletes to do over the course of the academic year, 2) oversight of student-athletes' grades by developed committees and 3) following the academic guidelines of several governing bodies.

The handbook notes a student-athlete may be provided with various support services to assist them while attending the institution. Some of the support services are required, meaning student-athletes are mandated to meet with an advisor, tutor or even participate in numerous hours of study hall. For example, student-athletes are required to spend at least 3 hours in study hall, if their GPA is below a 2.0. Another required practice is seeing an advisor for priority registration, which allows student-athletes to be some of the first individuals to register for classes, minimizing any conflict in practice or competition scheduling. The department that oversees these processes is the Office of Academic and Student-Athlete Support Services (ASASS). The Office of ASASS's goals are to have all student-athletes graduate upon completion of eligibility, have student-athlete semester and cumulative GPA's be a 3.2 or higher every semester, and create a culture of the Scholar Athlete, where excellence is expected.

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Along with the Office of ASASS, active academic monitoring committees are prevalent to the academic success of student-athletes. Committees were developed to provide academic monitoring as well. They evaluate grades for student-athlete academic eligibility throughout the year. The committees include the Student-Athlete Academic Monitoring Program, which sends out progress reports for all student-athletes; the Academic Achievement Program, which targets, specifically, transfer student-athletes that need individualized help due to being below a 2.8 GPA coming into the institution; Athletic Study Hall, mandating hours to student-athletes based on their cumulative GPA; and the Athletics Academic Review Board, in which reviews all the student-athletes that have under a 2.0 GPA. Both systems were developed to place levels of accountability on the student-athlete to ensure they complete their degree in a four to five-year timeframe.

The last component of student-athletes being monitored through structured support services is by the overall guiding governing bodies of the NCAA, NRC, the institution, MU Athletics Department and the Team Rules for the Men's Basketball Team. The handbook highlighted references to all the governing bodies associated with the compliance of a student-athlete being academically eligible to compete in their sport. In tandem, the Associate Athletic Director of Academics and Compliance as well as the Assistant Athletic Director of Academics work together to ensure all student-athletes are meeting the benchmarks and are compliant with each entity.

Theme #2 (Athletic) - MU empowers student-athletes to do their best to compete and win. Throughout the handbook there are references to MU student-athletes putting forth their best effort to compete and win. For instance, one of the guiding principles notes, "Do all that is possible to win conference championships" (p.5). In order to

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achieve this one has to, "Eat nutritious foods, get plenty of rest, and take care of your body" (p.5). As a result, there seems to be an expectation that each student-athlete takes the proper steps in making sure that they optimize their athletic ability and compete at a high level to win.

   Theme #3 (Athletic) - Institution built a structure to monitor student-athletes' athletic experiences. The handbook illustrates a consistent structure is in place to gather student-athlete athletic experiences and to see what needs to be changed to provide an optimal student-athlete experience within the institution. For example, Exit Interviews and End of the Year Surveys are disseminated to student-athletes at either the end of each sport's season or at the exhaustion of a student-athlete's eligibility.

   Part of the structure to monitor athletic experiences is ensuring student-athletes, coaches, staff, and administrators follow all of the policies and guidelines defined by the governing bodies of the NCAA, NRC, MU, MU Athletic Department Men's Basketball Team.

   Having established team rules, as indicated in the handbook, provides the student-athlete with expectations, standards, and accountability on how to have a successful athletic experience. The handbook also highlights the NCAA requirement of daily and weekly logs of athletic activity in which administrators and student-athletes have to confirm their allotted hours of participation towards their sport, in what is known as a Countable Athletic Related Activity (CARA). This measure limits sport participation to eight hours a week with no more than two hours of the week designated for skill work, but ensures athletes are not being athletically overworked. In addition, the guidelines for

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student-athletes to expand their realm of playing their sport by participating in outside competition (i.e. Olympics, national team) or summer leagues have to go through filtered process to ensure the student-athlete does not jeopardize their athletic eligibility to compete at the institution under the governing bodies.

Theme #4 (Social) - Boundaries for non-athletic sponsored events are set for student-athletes. Although student-athletes are encouraged to get involved in various other activities around the campus and take advantage of the numerous engagement opportunities, there are some non-athletic activities in which there are boundaries set by coaches or athletic administration in order for student-athletes to pursue. One of them being pledging for a fraternity/sorority. Fraternities require time that may interfere with a student-athlete's athletic commitments, so conversations need to be had with the coach prior to getting involved with a fraternity. Other non-athletic activities posing limitations of participation for a student-athlete are study abroad opportunities and employment. Both activities present challenges due to the potential for them to conflict with team and class schedules. Thus, filters are put in place to ensure student-athletes can participate without conflict.

Theme #5 (Social) - Student-athletes are required to attend athletic department sponsored activities. The handbook underlines several activities student-athlete participation is required. The first activities are Career and Educational Forums that bring in guest speakers to present and discuss topics on job skills, etiquette life skills respectively. For these events, the only way that student-athletes can miss the event is if there is a conflict with a class they are enrolled in. The next set of activities is community service. The university, the athletic department or the sports team offers a variety of

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community service opportunities throughout the year. All community service hours are tracked to ultimately enhance the overall student-athlete, but also present a positive image for all MU student-athletes.

These opportunities are a way to ensure student-athletes have access to enhance their social experiences.

Case Study #2 Findings Central University (CU)

Institutional context and participant demographics. Central University is a large public suburban institution, located in the Northeast Region of the United States. With over 9,000 undergraduate students enrolled, the student demographic make-up is comprised of significant proportions of minority students, where approximately 30% of students are of color. Eleven percent of the demographic population is African American; 12% of the students are Latino; and three percent of the students are Asian. The Division I four-year institution has 14 athletic programs and over 430 student-athletes. One of the primary revenue generating sports at the institution is Men's Basketball. For this study, one former and one current (*n*=2) Men's Basketball student-athletes participated in filling out the Two-Year Transfer Athlete Experience Survey (TYTAES) as well as participated in an interview.

Tony. Tony is an African American male from Hempstead, New York. In high school, his GPA ranged between a 3.0 and 3.5. Tony was not the first individual in his immediate family to go to college. He initially attended G-City Community College, for two years to improve his grades. Tony received an athletic scholarship and graduated with his associate's degree. He transferred to MU in 2013 and graduated in 2016 with a

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bachelor's degree. Tony was recruited and given an athletic scholarship to come to CU and play at the institution. During his athletic career at CU, Tony's role on the Men's Basketball Team was a starter.

Joe. Joe is an African American male from Gaithersburg, Maryland. In high school, his GPA ranged between a 3.0 and 3.5. Joe was the first individual in his immediate family to attend college. He initially attended Midwest University, a Division I four-year institution before transferring to H-City Community College to continue to play basketball for one year. While at the community college, Joe received an athletic scholarship and graduated with his associate's degree. He transferred to CU in 2017 and is slated to graduate in 2020 with a bachelor's degree. Joe was recruited and given an athletic scholarship to CU and during his athletic career at CU, Joe was named a captain on the Men's Basketball Team.

The Two-Year Transfer Athlete Experiences Survey. The Two-Year Transfer Athlete Experiences Survey (TYTAES) was also administered to a sample of two men's basketball student-athletes (*n*=2) at Central University. The purpose of the survey was to gather descriptive information about participants' backgrounds and academic, athletic, and social experiences. Each experience within the survey was additionally broken up into three areas of emphasis—Importance, Frequency, and Mandatory vs. Voluntary.

Academic importance. When analyzing the responses given from most prevalent experiences at Central University (CU), the first area reviewed was how important each participant believed their academic experiences were in relation to them returning to school each semester. In regards to meeting with their advisor to schedule classes, both

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participants believed meeting with an advisor was extremely important (M=5.00; SD=0). Conversely, when asked if meeting with an advisor to go over eligibility requirements was important to their persistence, half *(n*=1) believed it was extremely important, while the other half *(n*=1) believed it was very important (M=4.50; SD=0.50). In terms of picking their GPA up after it dropped their first semester (M=4.50; SD=0.50), 50% of the participants felt the experience was extremely important and the other 50% felt it was very important. When asked if receiving tutoring or study hall support was important, both participants stated that it was very important for them in order to return to school each semester (M=4.00; SD=0.00).

In terms of maintaining a better GPA during the basketball season, half stated the experience was extremely important for their persistence and the other 50% felt it was very important to their persistence (M=4.50; SD=0.50). Yet, when it came to maintaining a better GPA during the off-season, 50% perceived the experience to be extremely important, while the other participant noted it as very important (M=4.50; SD=0.50). Getting at least a 2.0 GPA for the semester was perceived by both participants as being extremely important (M=5.00; SD=0.00). In terms of making progress towards degree (getting the majority of their credits from the community college accepted and having at least 40% of your bachelor's degree already complete), 50% believed this was extremely important, while the other 50% believed this to be very important (M=4.50; SD=0.50).

Table 15

TYTAES Academic Importance Experiences CU Results

Importance of Academic Experiences	CU		
	N	M	(SD)
1. Meet with Advisor to Schedule Classes		5.00	(0.00)
Extremely Important	2		
Very Important	0		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
2. Meet with Advisor to go over Eligibility		4.50	(0.50)
Extremely Important	1		
Very Important	1		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
11. Pick up GPA after it dropped		4.50	(0.50)
Extremely Important	1		
Very Important	1		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
Not Applicable	0		
3. Discuss assignments/exams w/ professors		4.00	(0.00)
Extremely Important	0		
Very Important	2		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
4. Participating in peer study group		4.00	(0.00)
Extremely Important	0		
Very Important	2		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
5. Receiving tutoring or study hall support		4.00	(0.00)
Extremely Important	0		
Very Important	2		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
6. Maintain better GPA during the season		4.50	(0.50)
Extremely Important	1		
Very Important	1		
Moderately Important	0		
Slightly Important	0		

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Table 15 (continued)

Importance of Academic Experiences	CU		
	N	M	(SD)
Not at all Important	0		
7. Maintain better GPA in the off-season		4.50 (0.50)	
Extremely Important	1		
Very Important	1		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
8. Getting at least 2.0 GPA for the semester		5.00 (0.00)	
Extremely Important	2		
Very Important	0		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
9. Receiving Academic Honors		3.50 (0.50)	
Extremely Important	0		
Very Important	2		
Moderately Important	1		
Slightly Important	0		
Not at all Important	1		
137. Taking summer courses		3.00 (0.000	
Extremely Important	0		
Very Important	0		
Moderately Important	2		
Slightly Important	0		
Not at all Important	0		
104. Meet academic requirements for eligibility		4.00 (1.40)	
Extremely Important	1		
Very Important	0		
Moderately Important	1		
Slightly Important	0		
Not at all Important	0		
10. Making Progress Towards Degree		4.50 (0.50)	
Extremely Important	1		
Very Important	1		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
12. Other Academic Experiences		0.00 (0.00)	
Extremely Important	0		
Very Important	0		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		

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Academic frequency. When analyzing the responses given to determine the most prevalent experiences for CU, the second area of academic experiences analyzed was how frequent these experiences occurred (see Table 16). In regards to meeting with an advisor to schedule classes, maintaining a better GPA in the off-season and getting at least a 2.0 GPA for the semester all participants (*n*=2) believed these experiences were done all of the time (M=5.00; SD=0.00). In terms of meeting with an advisor to go over their eligibility and maintaining a better GPA during the season, half the CU participants (*n*=1) believed these experiences occurred all of the time, while the other half (*n*=1) noted these were something that happened very often (M=4.50; SD=0.50).

Table 16

TYTAES Academic Frequency Experiences CU Results

Frequency of Academic Experiences	CU		
	N	M	(SD)
1A. Meet with Advisor to Schedule Classes (v)		5.00 (0.00)	
All of the time (5)	2		
Very Often (4)	0		
Often (3)	0		
Sometimes (2)	0		
Not Often (1)	0		
2A. Meet with Advisor to go over Eligibility		4.50 (0.50)	
All of the time	1		
Very Often	1		
Often	0		
Sometimes	0		
Not Often	0		
3A. Discuss assignments/exams w/ professors		3.50 (0.50)	
All of the time	0		
Very Often	1		
Often	1		
Sometimes	0		
Not Often	0		

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Table 16 (continued)

	CU		
Frequency of Academic Experiences	N	M	(SD)
4A. Participating in peer study group		3.00 (1.00)	
All of the time	0		
Very Often	1		
Often	0		
Sometimes	1		
Not Often	0		
5A. Receiving tutoring or study hall support		4.00 (0.00)	
All of the time	0		
Very Often	2		
Often	0		
Sometimes	0		
Not Often	0		
6A. Maintain better GPA during the season		4.50 (0.50)	
All of the time	1		
Very Often	1		
Often	0		
Sometimes	0		
Not Often	0		
7A. Maintain better GPA in the off-season		5.00 (0.00)	
All of the time	2		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		
8A. Getting at least 2.0 GPA for the semester		5.00 (0.00)	
All of the time	2		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		
9A. Receiving Academic Honors		4.00 (0.00)	
All of the time	0		
Very Often	1		
Often	0		
Sometimes	0		
Not Often	0		
138. Taking summer courses		0.00 (0.000	
All of the time	0		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		
105. Meet academic requirements for eligibility		5.00 (0.00)	
All of the time	1		

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Table 16 (continued)

Frequency of Academic Experiences	CU		
	N	M	(SD)
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		
12A. Other Academic Experiences		0.00 (0.00)	
All of the time	0		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		

Academic mandatory vs. voluntary. To determine how transfer athlete experiences, such as academics, contributed to their persistence, it had to be analyzed whether their experiences were either mandatory or voluntary (see Table 17). Participants from CU (*n*=2) also indicated that the following were considered mandatory experiences: meeting with an advisor to schedule classes (M=1.00; SD=0.00); meeting with an advisor to go over eligibility requirements (M=1.00; SD=0.00); receiving tutoring or study hall support (M=1.00; SD=0.00); maintain a better GPA during the basketball season (M=1.50; SD=0.50); maintain a better GPA during off-season (M=1.50; SD=0.50); and getting at least a 2.0 GPA for the semester (M=1.00; SD=0.00).

Table 17

TYTAES Mandatory vs. Voluntary Academic Experiences Results

Mandatory vs. Voluntary Academic Experiences	CU		
	N	M	(SD)
1B. Meet with Advisor to Schedule Classes (v)		1.00 (0.00)	
Mandatory (Required) (1)	2		
Voluntary (not Required) (2)	0		
2B. Meet with Advisor to go over Eligibility		1.00 (0.00)	

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Table 17 (continued)

Mandatory vs. Voluntary Academic Experiences	CU		
	N	M	(SD)
Mandatory (Required)	2		
Voluntary (not Required)	0		
3B. Discuss assignments/exams w/ professors		1.00 (0.00)	
Mandatory (Required)	2		
Voluntary (not Required)	0		
4B. Participating in peer study group		1.00 (1.00)	
Mandatory (Required)	1		
Voluntary (not Required)	0		
5B. Receiving tutoring or study hall support		1.00 (0.00)	
Mandatory (Required)	2		
Voluntary (not Required)	0		
6B. Maintain better GPA during the season		1.50 (0.50)	
Mandatory (Required)	1		
Voluntary (not Required)	1		
7B. Maintain better GPA in the off-season		1.50 (0.50)	
Mandatory (Required)	1		
Voluntary (not Required)	1		
8B. Getting at least 2.0 GPA for the semester		1.00 (0.00)	
Mandatory (Required)	2		
Voluntary (not Required)	0		
9B. Receiving Academic Honors		4.00 (0.00)	
Mandatory (Required)	0		
Voluntary (not Required)	1		
139. Taking summer courses		0.00 (0.000	
Mandatory (Required)	0		
Voluntary (not Required)	0		
105. Meet academic requirements for eligibility		5.00 (0.00)	
Mandatory (Required)	1		
Voluntary (not Required)	0		
12B. Other Academic Experiences		0.00 (0.00)	
Mandatory (Required)	0		
Voluntary (not Required)	0		

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Athletic importance. The following athletic experiences were analyzed to determine the most prevalent transfer athlete experiences that helped each individual return to school each semester at CU (see Table 18). In regards to competing in games with the team, CU's participants (*n*=2) expressed that this experience was extremely important (M=5.00; SD=0.00). When analyzing off-season (M=5.00; SD=0.00) and in-season training (M=5.00; SD=0.00), respectively, both participants (*n*=2) indicated these experiences were extremely important. The role that each participant had on the team as a captain (*n*=1) and a starter (*n*=1), were roles on the team the two participants reported as extremely important for their persistence (M=5.00; SD=0.00). Performing on the basketball court at a high level (M=5.00; SD=0.00) while participating in team activities such as strength and conditioning (M=5.00; SD=0.00) was considered extremely important as well by all participants (*n*=2). For CU participants, competing to win is experience all agreed was extremely important (M=5.00; SD=0.00).

Table 18

TYTAES Athletic Importance Experiences Results

	CU		
Importance of Athletic Experiences	N	M	(SD)
13. Practicing with the Team		4.50	(0.50)
Extremely Important	1		
Very Important	1		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
14. Competing in games with team		5.00	(0.00)
Extremely Important	2		
Very Important	0		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
15. Off-season training		5.00	(0.00)

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Table 18 (continued)

Importance of Athletic Experiences	CU		
	N	M	(SD)
Extremely Important	2		
Very Important	0		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
Not Applicable	0		
16. In-season training		5.00	(0.00)
Extremely Important	0		
Very Important	2		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
17. Traveling to opposing colleges		4.00	(1.00)
Extremely Important	1		
Very Important	0		
Moderately Important	1		
Slightly Important	0		
Not at all Important	0		
18A. Role on the team as a (i.e. captain, starter)		5.00	(0.00)
Extremely Important	2		
Very Important	0		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
19. Performing on the court at a high level		5.00	(0.00)
Extremely Important	2		
Very Important	0		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
20. Competing against the best players		4.50	(0.50)
Extremely Important	1		
Very Important	1		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
21.1. Participating in Community Service		4.50	(0.50)
Extremely Important	1		
Very Important	1		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
21.2. Participating in Team Meals		4.50	(0.50)

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Table 18 (continued)

Importance of Athletic Experiences	CU		
	N	M	(SD)
Extremely Important	1		
Very Important	1		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
21.3. Participating in Strength/Conditioning		5.00	(0.000
Extremely Important	2		
Very Important	0		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
21.4. Participating in Meetings w/ the Team		4.00	(1.00)
Extremely Important	1		
Very Important	0		
Moderately Important	1		
Slightly Important	0		
Not at all Important	0		
21.5. Participating in Team Bonding		4.50	(0.50)
Extremely Important	1		
Very Important	1		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
23. Discuss topics w/ Head Coach		4.50	(0.50)
Extremely Important	1		
Very Important	1		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
24. Discuss topics w/ Assistant Coach		4.50	(0.50)
Extremely Important	1		
Very Important	1		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
25. Receive Athletic Accolades		4.00	(1.00)
Extremely Important	1		
Very Important	0		
Moderately Important	1		
Slightly Important	0		
Not at all Important	0		
26. Competing to play sport professionally		4.00	(0.00)
Extremely Important	0		
Very Important	2		

Table 18 (continued)

Importance of Athletic Experiences	CU		
	N	M	(SD)
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
27. Competing to win		5.00	(0.00)
Extremely Important	2		
Very Important	0		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
28. Other Athletic Experiences		0.00	(0.00)
Extremely Important	0		
Very Important	0		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		

Athletic frequency. For CU, when examining the frequencies of how often an experience occurred, one of the experiences participants responded well to was how often did each participant compete in games (M=5.00; SD=0.00). All participants (*n*=2) indicated that competing in games occurred all of the time. When reviewing each participant's role on the team, both participants indicated that they held the role of either a captain or a starter on the team. When reviewing the importance of their role on their persistence both indicated that their role was extremely important (M=5.00; SD=0.00). In regards to how often participants maintained the role as either captain or starter, both indicated all of the time.

When looking at performing on the basketball court at a high level (M=5.00; SD=0.00) and competing against the best players in the country (M=5.00; SD=0.00) both participants for CU indicated these experiences occurred all of the time. In terms of how

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often each participant engaged in team activities, such as strength and conditioning

(M=5.00; SD=0.00) and meetings with the team (M=5.00; SD=0.00), both participants

noted that the occurrences happened all of the time. In regards to how often each

participant competed to win, both participants expressed this was another experience

noted all of the time (M=5.00; SD=0.00).

Table 19

TYTAES Athletic Frequency Experiences CU Results

	CU		
Frequency of Athletic Experiences	N	M	(SD)
13A. Practicing with the Team		4.50	(0.50)
All of the time	1		
Very Often	1		
Often	0		
Sometimes	0		
Not Often	0		
14A. Competing in games with team		5.00	(0.00)
All of the time	2		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		
15A. Off-season training		4.50	(0.50)
All of the time	1		
Very Often	1		
Often	0		
Sometimes	0		
Not Often	0		
16.A In-season training		4.50	(0.50)
All of the time	1		
Very Often	1		
Often	0		
Sometimes	0		
Not Often	0		
17A. Traveling to opposing colleges		5.00	(0.00)
All of the time	1		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		

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Table 19 (continued)

	CU		
Frequency of Athletic Experiences	N	M	(SD)

18B. Maintain role on the team | | 5.00 (0.00) |
All of the time | 2 |
Very Often | 0 |
Often | 0 |
Sometimes | 0 |
Not Often | 0 |

19A. Performing on the court at a high level | | 5.00 (0.00) |
All of the time | 2 |
Very Often | 0 |
Often | 0 |
Sometimes | 0 |
Not Often | 0 |

20A. Competing against the best players | | 5.00 (0.00) |
All of the time | 2 |
Very Often | 0 |
Often | 0 |
Sometimes | 0 |
Not Often | 0 |

21.1A. Participating in Community Service | | 4.50 (0.50) |
All of the time | 1 |
Very Often | 1 |
Often | 0 |
Sometimes | 0 |
Not Often | 0 |

21.2A. Participating in Team Meals | | 4.50 (0.50) |
All of the time | 1 |
Very Often | 1 |
Often | 0 |
Sometimes | 0 |
Not Often | 0 |

21.3A. Participating in Strength/Conditioning | | 5.00 (0.00) |
All of the time | 2 |
Very Often | 0 |
Often | 0 |
Sometimes | 0 |
Not Often | 0 |

21.4A. Participating in Meetings w/ the Team | | 5.00 (0.00) |
All of the time | 2 |
Very Often | 0 |
Often | 0 |
Sometimes | 0 |
Not Often | 0 |

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Table 19 (continued)

Frequency of Athletic Experiences	CU		
	N	M	(SD)
21.5A. Participating in Team Bonding		4.50	(0.50)
All of the time	1		
Very Often	1		
Often	0		
Sometimes	0		
Not Often	0		
23A. Discuss topics w/ Head Coach		4.50	(0.50)
All of the time	1		
Very Often	1		
Often	0		
Sometimes	0		
Not Often	0		
24A. Discuss topics w/ Assistant Coach		4.50	(0.50)
All of the time	1		
Very Often	1		
Often	0		
Sometimes	0		
Not Often	0		
25A. Receive Athletic Accolades		5.00	(0.00)
All of the time	1		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		
26A. Competing to play sport professionally		0.00	(0.00)
All of the time	0		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		
27A. Competing to win		5.00	(0.00)
All of the time	2		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		
28A. Other Athletic Experiences		0.00	(0.00)
All of the time	0		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		

Athletic mandatory vs. voluntary. To determine how transfer athlete experiences, such as athletics, contributed to their persistence, it had to be analyzed whether their experiences were either mandatory or voluntary (see Table 20). For CU participants, performing on the basketball court at a high level, for both participants, was considered mandatory (M=1.00; SD=0.00). Results indicated that participating in team activities, such as community service projects (M=1.00; SD=0.00), team meals (M=1.00; SD=0.00), strength and conditioning (M=1.00; SD=0.00) and having meetings with the team (M=1.00; SD=0.00) were all expressed to be mandated by both participants from CU. Lastly, competing to win, as many times as they did (M=1.00; SD=0.00), was perceived to be mandated.

Table 20

TYTAES Mandatory vs. Voluntary Athletic Experiences Results

		CU	
Mandatory vs. Voluntary Athletic Experiences	N	M	(SD)
15B. Off-season training (v)		1.50	(0.50)
Mandatory (Required) (1)	1		
Voluntary (not Required) (2)	1		
16B. In-season training		1.50	(0.50)
Mandatory (Required)	1		
Voluntary (not Required)	1		
19B. Performing on the court at a high level		1.00	(0.00)
Mandatory (Required)	2		
Voluntary (not Required)	0		
21.1B. Participating in Community Service		1.00	(0.00)
Mandatory (Required)	2		
Voluntary (not Required)	0		
21.2B. Participating in Team Meals		1.00	(0.00)
Mandatory (Required)	2		
Voluntary (not Required)	0		

Table 20 (continued)

Mandatory vs. Voluntary Athletic Experiences	CU		
	N	M	(SD)
21.3B. Participating in Strength/Conditioning		1.00	(0.00)
Mandatory (Required)	2		
Voluntary (not Required)	0		
21.4B. Participating in Meetings w/ the Team		1.00	(0.00)
Mandatory (Required)	2		
Voluntary (not Required)	0		
21.5B. Participating in Team Bonding		1.50	(0.50)
Mandatory (Required)	1		
Voluntary (not Required)	1		
23B. Discuss topics w/ Head Coach		1.50	(0.50)
Mandatory (Required)	1		
Voluntary (not Required)	1		
24B. Discuss topics w/ Assistant Coach		1.50	(0.50)
Mandatory (Required)	1		
Voluntary (not Required)	1		
27B. Competing to win		1.00	(0.00)
Mandatory (Required)	2		
Voluntary (not Required)	0		
28B. Other Athletic Experiences		0.00	(0.00)
Mandatory (Required)	0		
Voluntary (not Required)	0		

Social importance. The following social experiences were analyzed to determine the most prevalent transfer athlete experiences that helped each individual return to school each semester at CU (see Table 21). In regards, to social experiences that helped participants return back to school, the first social experience that seemed to be relatively important by participants (*n*=2) was how their teammates became an immediate social network of friends when they entered school (M=5.00; SD=0.00). Half of the participants (*n*=1) saw participating in an orientation (transfer program/activities) as very important (M=4.00; SD=0.00). Socializing with student-athletes in other sports was seen as very

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important by both participants (M=4.00; SD=0.00). Socializing with non-athletes was

perceived as very important by one participant (M=4.50; SD=0.50). Fifty percent of the

participants (*n*=1) perceived socializing with non-athletes as extremely important, while

the other participant perceived the experience as very important (M=4.50; SD=0.50).

Table 21

TYTAES Social Importance Experiences Results

		CU	
Importance of Academic Experiences	N	M	(SD)
29. Teammates immediate social network		5.00 (0.00)	
Extremely Important	2		
Very Important	0		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
30. Participating in an Orientation		4.00 (0.00)	
Extremely Important	0		
Very Important	1		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
31. Participating in clubs, organizations, activities		3.00 (1.00)	
Extremely Important	1		
Very Important	0		
Moderately Important	1		
Slightly Important	0		
Not at all Important	0		
33. Socializing w/ teammates off the court		4.50 (0.50)	
Extremely Important	1		
Very Important	1		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
34. Socializing w/ student-athletes in other sports		4.00 (0.00)	
Extremely Important	0		
Very Important	2		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		

Table 21 (continued)

		CU	
Importance of Academic Experiences	N	M	(SD)
35. Socializing w/ non-athletes		4.50	(0.50)
Extremely Important	1		
Very Important	1		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		
36. Dorming w/ teammates only		2.50	(1.50)
Extremely Important	0		
Very Important	1		
Moderately Important	0		
Slightly Important	0		
Not at all Important	1		
37. Dorming w/ student-athletes in other sports		2.50	(1.50)
Extremely Important	0		
Very Important	1		
Moderately Important	0		
Slightly Important	0		
Not at all Important	1		
38. Dorming w/ non-athletes		2.50	(1.50)
Extremely Important	0		
Very Important	1		
Moderately Important	0		
Slightly Important	0		
Not at all Important	1		
39. Other Social Experiences		5.00	(0.00)
Extremely Important	1	**Job**	
Very Important	0		
Moderately Important	0		
Slightly Important	0		
Not at all Important	0		

Social frequency. For CU, when examining the frequencies of how often an

experience occurred, three of the more noted experiences that were well responded to was

how often did each participant socialize with teammates off the court (M=4.00;

SD=0.00), socialize with student-athletes in other sports (M=4.00; SD=0.00), and

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socialize with non-student athletes (M=4.50; SD=0.50). In each instance, both

participants for CU responded to the items.

Table 22

TYTAES Social Frequency Experiences Results

		CU	
Frequency of Social Experiences	N	M	(SD)
29A. Hangout w/ teammates first semester		3.00	(0.00)
All of the time	0		
Very Often	0		
Often	2		
Sometimes	0		
Not Often	0		
31A. Participating in clubs, organizations, activities		4.00	(0.00)
All of the time	0		
Very Often	1		
Often	0		
Sometimes	0		
Not Often	0		
33A. Socializing w/ teammates off the court		4.00	(0.00)
All of the time	0		
Very Often	2		
Often	0		
Sometimes	0		
Not Often	0		
34A. Socializing w/ student-athletes in other sports		4.00	(0.00)
All of the time	0		
Very Often	2		
Often	0		
Sometimes	0		
Not Often	0		
35A. Socializing w/ non-athletes		4.50	(0.50)
All of the time	1		
Very Often	1		
Often	0		
Sometimes	0		
Not Often	0		
36A. Dorming w/ teammates only		4.00	(0.00)
All of the time	1		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	0		

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Table 22 (continued)

Frequency of Social Experiences	CU		
	N	M	(SD)
37A. Dorming w/ student-athletes in other sports		1.00	(0.00)
All of the time	0		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	1		
38A. Dorming w/ non-athletes		3.00	(0.00)
All of the time	0		
Very Often	0		
Often	1		
Sometimes	0		
Not Often	0		
39A. Other Social Experiences		1.00	(0.000
All of the time	0		
Very Often	0		
Often	0		
Sometimes	0		
Not Often	1		

Social mandatory vs. voluntary. For CU, half the participants (n=1) indicated that the following experiences were mandatory and the other half (n=1) indicated the following experiences were voluntary: hanging out with teammates their first semester (M=1.50; SD=0.50); socializing with teammates off the court (M=1.50; SD=0.50); socializing with student athletes in other sports; and socializing with non-athletes (M=1.50; SD=0.50).

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Table 23

TYTAES Mandatory vs. Voluntary Social Experiences Results

Mandatory vs. Voluntary Social Experiences	CU		
	N	*M*	*(SD)*
29B. Hangout w/ teammates first semester (v)		1.50	(0.50)
Mandatory (Required) (1)	1		
Voluntary (not Required) (2)	1		
31B. Participating in clubs, organizations, activities		1.00	(0.00)
Mandatory (Required)	1		
Voluntary (not Required)	0		
33B. Socializing w/ teammates off the court		1.50	(0.50)
Mandatory (Required)	1		
Voluntary (not Required)	1		
34B. Socializing w/ student-athletes in other sports		1.50	(0.50)
Mandatory (Required)	1		
Voluntary (not Required)	1		
35B. Socializing w/ non-athletes		1.50	(0.50)
Mandatory (Required)	1		
Voluntary (not Required)	1		
36B. Dorming w/ teammates only		2.00	(0.00)
Mandatory (Required)	0		
Voluntary (not Required)	1		
37B. Dorming w/ student-athletes in other sports		0.00	(0.00)
Mandatory (Required)	0		
Voluntary (not Required)	0		
38B. Dorming w/ non-athletes		2.00	(0.00)
Mandatory (Required)	0		
Voluntary (not Required)	1		
39B. Other Social Experiences		0.00	(0.00)
Mandatory (Required)	0		
Voluntary (not Required)	0		

Individual interviews. I conducted individual interviews with participants from

CU, and asked questions specifically regarding their AAS experiences while at the

Division I four-year in institution. The interview protocol (Appendix B) was developed to

assist in answering the two later research questions, numbers two and three. Below are

the themes that developed within the three types of experiences at CU.

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Academic theme #1- Made sure transfer athletes had support and resources.

Each participant from CU talked about how they were provided with an advisor or even a tutor and required to attend study hall and summer school. Joe talked about how his advisor went out their way to ensure that he was doing ok and was comfortable with his transition at CU. If they struggled in a course, they were given the support or resources for them to be successful. Tony spoke about his troubles in math and how his advisor, Bobbie, brought the tutor to the advising room to work with him in math.

Study hall provided a structure that ensured that the individual was doing something productive with their time. The structure of study hall was ensured simply because it was required. Tony talked about study hall and how it was a requirement for everyone,

> Yeah, we had study hall. There was a certain GPA, where you had a certain amount of hours you had to do… We had study hall on the road, during the games... We had study hall a lot. I only can remember like one person that did not need it. The kid I am talking about had a 4.0 and even they gave him like two hours of study hall each week. He graduated in three years and he didn't really need it. They were strict on study hall.

Joe concurred the same sentiments about study hall. He expressed study hall was required by all individuals and the number of hours you had to do depended on your GPA, "I mean at a 3.0 you got to go eight hours a week". "Taking summer courses, you had to do at least four hours of study hall". Although it was a lot, Joe stated it helped him focus and ultimately get work done,

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Other requirements discussed consisted of staying on campus in the summer. When asked if CU took all of his credits, Tony explained no and that he had to go to summer school at CU to meet the academic eligibility requirements. However, he indicated that taking summer courses was mandatory for him,

> I went to summer school the two years I was there, so before I got there and then when I was there too. It was more of like going there to hoop, to work out with the team and stuff like that, but they would say, you know, "You might as well take classes anyway so you can stay on top of your things."

Joe explained that two of the biggest reasons why he stayed for the summer at CU was to build relationships with other guys on his team and to ease his workload during the academic year. With just a couple of courses left to graduate, having the opportunity to complete courses in the summer has benefited him tremendously because he is able to stay on top of his academics.

Academic theme #2- Family environment propelled academics. Both participants at CU noted that they felt the environment was friendly and it felt like family. When Joe was looking for an institution that would be a good fit for him, transferring from the community college, he noted that, "I just want to be around great great people as well as a family atmosphere as a school." Joe also stated that,

> Once I got to CU, it was a refreshing feeling. You know, being around people like my coaches where I can just laugh and joke. Going to the office, you get cool [with the coaches]…That was good but also the friendly atmosphere in the administration office and how they really worked for us.

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Tony talked about folks at the college becoming like family members due to the established rapport that he built with them,

> My academic advisor was Bobbie. She basically was the one that helped me academically. She was always pushing me…I could tell I was going to graduate, but not as well as I did. She was the main reason for that. She was like a mother figure.

These experiences have added to the next theme noted within the research findings of someone at the university helping them persist.

Academic theme #3- Someone at the university helped them persist. Within this theme it is clear that an individual or individuals of significance assisted the participants through their continued academic journey to graduation. Alternatively, the participant may have struggled in class, but with consistent support from the institution the participants ended up with a satisfactory grade in a class. Both participants highlighted a similar message in their interviews. As Tony mentioned previously his advisor Bobbie helped him persist to graduation. She was the one of the driving forces for him to do so well. Another individual that assisted his persistence was the Athletic Compliance Director, Amy,

> Amy kind of made it a lot better for me…That's another person that kind of made it homier for me academically and just made me more comfortable with going to the school experience.

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For Joe that significant individual was the head of the academic department he majored in. He met with Mr. Lowinski because the College did not immediately accept all his credits from his previous institutions to make him a Junior. After meeting with the department head, it became apparent that there were several courses that were not evaluated and taken by the College. Thus, Mr. Lowinski approved them to count towards his requirements to graduate. Joe also talked about having classmates help him obtain notes for class because he was away on road trips for competition. With their assistance he did not miss any amount of work that hindered or impacted his grades. Joe stated,

> I made sure I read what I missed...called a classmate make sure that, you know,
> they got the notes for me…I'm doing my work, trying to stay on top of things…I
> don't want to put myself in that situation where I was doing excuses for myself…
> I end up only missing 20 points.

It was evident from what was articulated that getting the help from significant individuals such as the head of an academic department as well as classmates was key in helping Joe persist.

   Academic theme #4- The university kept a close eye on transfer athletes'
academic eligibility. Participants felt that the athletic staff kept them close to make sure they were doing what was required to maintain their athletic eligibility. This consisted of staff making sure the participants were doing what they were supposed to be doing in the classroom and making sure participants took summer courses for eligibility purposes. Tony talked about how Bobbie stayed on top of him while at CU and how she pushed him and others to get work done. He stated that if he was having trouble in a course, he

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would stop everything he did and not complete any schoolwork. However, Bobbie was very good at checking on Tony and constantly pushing him to do more work than he wanted to do. Amy was another individual he felt kept a close eye on him. Although she was not as hands on as Bobbie, he exclaimed, Amy "Just tried to tell me…certain places…to go," alluding to the resources Amy directed him to do well.

Joe talked about how he went through an adjustment period with taking courses his first year and some personal matters he was going through. Joe explained,

> With the professor and everybody working with me and, you know, we were all on the same page and I end up 3.4 in the second semester…The professors and being with the help that they provided and just staying on me, just me staying on top of myself, that really helped me.

Lastly, Tony and Joe both talked about how they took summer courses to make sure they were really on top of their academics. Tony was encouraged to take courses since the team was on campus during the summer,

> It was more of like going there to hoop, to work out with the team and stuff like that, but they would say, you know, "You might as well take classes anyway so you can stay on top of your things."… So, it was basically like more just going there to get the credits or make sure you're on top of things.

Joe talked about encouraging his teammates to take courses and stay on campus for the summer to partly build relationships, but also so that he had a lighter load during the academic year,

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So, you know, that was a big thing for me to take a class and make sure that my load wouldn't be so heavy the next year because …I only got a couple of more classes left to graduate. So…being up in the summer…study hall for four hours a week…That's one big thing that they make sure that we're on top of our academics.

Therefore, taking summer courses proved to beneficial for both transfer athletes because it helped to ensure they were eligible to compete, but also showed them the university was invested in them in making sure they were doing the required things for them to persist.

Athletic theme #1- Coaches positively influenced transfer athlete athletic success. It is apparent that a coach's influence assisted with participants' athletic success. Each individual posited that either a coach instilled the confidence in them to play at a high level, a coach changed the culture to a positive environment, and or a coach had a lot to do with their athletic success while at CU. Tony talked about how the coaching styles and leadership of the old coach impeded the team's confidence to play well and that the new coach empowered the team to be confident,

Donyell made us feel comfortable…from Howie to Donyell, it was like a whole different type of deal…we played with Howie, he didn't want you to shoot, he didn't want you to do nothing. We were just like, "What is the point of playing you if don't have no confidence in us?" Donyell came along and gave us the confidence we needed. When we had confidence, we…felt like we could do anything. Donyell gave us that confidence.

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Tony further highlighted how the team culture shifted significantly to a new level of respect when the new coach came in,

> Howie just had an old school mentality way of coaching because it was either his way or the highway. Donyell was more of a player's coach…dudes actually respected Donyell a little more and wanted to work hard.

When asked if there were different coaching systems (plays) when the new coach came in, Tony stated that there were some things that were different and some things that stayed the same. However,

> The most important part of it was just the culture that Donyell brought to the team to have the confidence because we needed that confidence that we didn't have. They didn't have the same confidence playing with Howie, so it was like you just wait for him to just leave so we can actually have fun.

> Joe indicated that the coach had a lot to do with his success while at CU. Joe spoke about when his sister passed away and how his teammates and particularly his coach were there for him and helped him in one of his biggest athletic accomplishments: he recorded 33 points and 13 rebounds days after he found out about his sister's death.

> My coaches and my teammates were there for me every step of the way. You know, they had my back when I was crying on the road, when we were on a bus. My head coach came, you know, drove me back…to the campus…I sat with him in his office for more than three hours crying on his office couch…he kept me and kept my spirits up every day…Those are the things you never forget.

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Joe emphasized the importance of the coach in his development and athletic success throughout the year, particularly when he had a tough time coping with loss. These instances clearly show the positive impact the coach made.

Athletic theme #2- Participants adjusted to structure to be successful athletically. The participants had to adjust their games, in some shape or form, to be a contributor for their team on the basketball court. In addition, the existing structure helped significantly as well. Joe provided a good example of needing to adjust his game when he discussed being part of a new culture on his team. The new culture meant he could not play the same exact style he was accustomed to playing while at the junior college or take the same basketball shots he was taking there. For a while he struggled to just be himself,

> The shots I'm taking…I can't take here because it's a different type of culture. Being the new guy, you know and trying to…put my hands and my footprint playing on the team…I had to overcome to get comfortable of being yourself and taking shots that you know that you can make…I'm a natural leader. So I don't want to get out of my…zone since I'm a new guy can't be coming here…So it was a struggle between being myself and not overstepping my boundary…So the biggest thing for me athletically here was the mental part more than the physical part. I'm trying to stay in…my zone, at the same time still being myself.

Joe also touched on a structure being in place that helped him be successful athletically. The team lifted together three times a week during the off-season and four-times a week during the season. It was due to this regimen that part of his athletic success

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came. Joe stated the strength and conditioning coach "does a great job of getting our bodies right". In addition, he noted, "It was the type of requirement they had for us to make sure, that we're…at a high level of conditioning." All of the requirements and structure set in place seemed to aid his achievements.

Athletic theme #3- Lack of trust caused individuals to be unhappy on the team.
One interviewee stated that many of the players did not like the old coach, which created distrust between the players and coaches. Tony noted that when he got to CU it was a challenge playing for the old coach.

> It was a crazy challenge with the old coach. That guy was something different. That kind of messed up how we [as a team] felt about the coaches…A lot of dudes did not like him that much.

As a result, either players came together and stayed or simply transferred out of the College to another institution. The lack of trust that developed with the coaching staff worked against the common goal of the team because people became unhappy.

Athletic theme #4- Access to athletic resources.
One of the participants noted that they had access to the gym and athletic facilities anytime they needed to use them. When asked what helped him compete, athletically, at the highest level at CU, Joe stated that it was a combination of requirements of strength and conditioning, access to the gym, and working out on his own,

> We had a lot of strength conditioning…24 access to the gym…so I can work on my game and they helped me have my body right and that's a big part of making

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sure that your body's healthy, making sure that you're eating…We can eat on command, whenever we are hungry and that has definitely helped me…So CU has definitely helped me become a better athlete.

Joe also spoke about doing athletic activities on his own to compete at the highest level.

I'm a guy that you can always see in the gym, call me a gym rat…I'm in the gym shooting by myself and I'm running on the treadmill…I try to keep my conditioning as high as possible…I try to eat right…I try to make sure my body is…feeling okay…and right.

The combination of having access to the facilities as well as training on his own helped Joe compete at a high level. Thus, contributing to his athletic experiences.

Social theme #1- Teammates were catalyst for social network. When the participants from CU came to the College, both posited that their first immediate friends were their teammates. As a result, their teammates also assisted them in meeting other people around the campus, whether it was teammates, other student athletes around campus or non-athlete students around campus. Another teammate that came from a community college wound up becoming not only Joe's roommate, but also his best friend. Joe also noted how during his first summer at the College, he was able to meet and connect with a lot of other student athletes from other teams because they were all at the College during the summer months. Joe explained,

I got some other friends that went up here in the summer last year… There were teams like the soccer team and the volleyball team that were here. So, I got

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connected with them. Real cool. You know we got a connection and…they became my boys up there.

Tony became immediate friends with not only his teammates, but the team manager on the basketball team as well. For Tony, after meeting his teammates he then branched out from them and met other students all around campus. He felt that he needed to get away from his teammates and be around other people because he was always going to be around them. Tony also noted that by expanding his network of friends this would help him broaden his knowledge in his interests of business and investing.

Social theme #2- A structure was in place for participants to enhance their social experiences. Both participants indicated that they were involved with events, in association with the athletic department, their team or the institution while attending CU. Joe expressed that he was a member of the Student-Athlete Advisory Committee (SAAC), where he was a representative for the men's basketball and provided insight to administrators on how to contribute to student athlete academic and athletic success.

Joe and Tony also spoke about some of the mandatory athletic department meetings they had to attend as well as team community service events they took part in. Tony discussed a time when the team was required to assist with an event where they worked with disabled children teaching them how to play basketball. Joe talked about how his team did a lot of charity and volunteer work required all year long, such as food for the homeless, golf tournaments, as worked with the Ana Grace Project—assisting children in music and the arts.

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The structure that was put in place for the participants and their teams helped them not only get involved but enhanced their social networks and appreciation for helping others. Joe explains,

> They make you get involved…you realize that for the greater good you start appreciating it and, you know, doing things for other people.

This appreciation could lead to voluntarily doing things on one's own to get involved.

Social theme #4- Searched for social experiences by voluntarily getting involved. This theme shows that one of the participants did things on their own to get involved and enhance his social experiences. Tony highlighted that there were two activities that he volunteered for, such as Hoops for Homeless, a volunteer organization that incorporates a three-on-three basketball tournament to raise money for individuals and families that are homeless, as well as just visiting the homeless and bringing them some of his own clothing to donate. After he completed one his most successful academic achievements while at CU, a research project on the homeless, Tony continued his support and interest in helping those in need by his continued interest in going to the shelter.

Social theme #5- Participants academic and athletic schedules hindered increased engagement. Both participants noted that they had a difficult time getting further involved in clubs and organizations because of the extended time they already devoted to their academics and athletics. When asked if he was part of any clubs or organizations on campus, Tony explained that he was not, but would have loved to get a job. But, due to the fact that most employers wanted regular and traditional hours from

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the employee, he knew he could not work while being a student athlete. Thus, he introduces the reasoning why he believed players should be paid. In addition, when asked what should CU do to encourage more student athletes to get involved, particularly for JuCo transfers—Tony stated that it was just too much on his plate to play basketball and join a club or organization.

Joe felt with the various meetings student athletes are required to attend and do, that more free time should be allotted to the student athlete based on their very complex schedules. He felt that CU could do a better job of providing more time so that student athletes could have more of a social life. Joe also stated that he could not get involved in clubs or organizations because of his schedule.

Document review: CU 2018-2019 Student-Athlete Handbook. I conducted a document review of the 2018-2019 Central University Student-Athlete Handbook and gathered information specifically on the academic, athletic and social experiences documented by the CU athletic department, in which the university encouraged their students to participate in. The overall data helped corroborate and augment the evidence from data sources. Below are the themes that emerged from the student-athlete handbook at MU.

Theme #1 (Academic) - Student-athletes are academically monitored through structured support services. CU's academic monitoring is also a culmination of 1) activities required for student athletes to do over the course of the academic year, 2) oversight of student-athletes' grades by developed committees and 3) following the academic guidelines of several governing bodies.

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One of the areas CU's Student-Athlete Handbook highlights is the Academic Center for Student-Athletes (ACSA). The ACSA is a venue that provides several programs and services that address the needs of student-athletes. For example, workshops on study skills, tutoring, advising and registration and much more. Although these services are offered to the general body of students, they are adapted to cater to student-athletes. Some of the support services are required. Case in point, all first semester transfers are required to complete and log at least eight hours of study time per week in study hall. In addition, all student-athletes are mandated to meet with their advisor at least one time per semester and those below a 2.5 GPA are required to meet with their advisor weekly.

Requirements like these ensure there is a structure in place to monitor student-athletes' academic work. This structure includes Exit Interviews for students who have exhausted their eligibility to gather student-athlete experiences; making sure student-athletes continuously establish full-time enrollment for their eligibility; conducting weekly individual meetings with academic advisors; setting priority registration for student-athletes so that there are no conflicting schedules with classes, practices or games; and lastly the University Athletics Board, from which student-athletes who are placed on academic probation must seek approval "in order to be eligible for competition" (p.17) the subsequent semester.

Lastly, monitoring includes following the academic guidelines of the several governing bodies of the NCAA, NRC, CU, Athletic Department and Men's Basketball Team. According to the CU Student-Athlete Handbook, the NCAA's continuing eligibility and progress towards degree requirements plays a significant role of

monitoring. This particular regulation posits there is a certain GPA needed, for up to 10 semesters, in order for student-athletes to maintain their eligibility. Other guidelines by the NCAA and institution needing to be followed in order to monitor their academic experiences, is declaring a major by the fifth semester or third year of enrollment. The student handbook notes, by designated time the student-athlete would have to have successfully completed the percentage of course requirements corresponded with their program of study. If not complete, the NCAA and institution requires a Pre-Degree Designation Form that notes the shortfalls and deficiencies in degree attainment up to that point.

Theme #2 (Athletic) - Institution built a structure to monitor student-athletes' athletic experiences. Along with the Exit Interviews that take place, the Athletics Department placed a policy or regulation around "Conflicts between coaches and players" (p. 11). By having a policy on this sheds light that it is not uncommon to have conflict and that there is a guide on how to deal and handle with such matters. This allows the student-athlete to not be afraid of speaking out about an issue or disagreeing with a coach.

The other structures in place to monitor student-athlete experiences are the guidelines of the governing bodies. Located in the handbook is the NRC Sportsmanship Principles, which states 10 rules of how student-athletes, coaches and athletic representative should behave while participating in athletics. Team rules are also prevalent to provide a written document to the student-athlete to show the standards, limits of authority and requirements amongst the team to have successful athletic experiences.

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Theme #3 (Social)- Student-athletes participate in non-athletic activities. While participating in athletics, the handbook shows that the Athletic Department encourages student-athletes to participate in non-athletic events, such as employment. However, boundaries have to be set for a student-athlete due to schedule conflicts and concern of the student-athlete eligibility and well-being. For instance, during the academic year and summer months student-athletes are permitted to work on or off-campus, but they have to make sure the job is 1) legitimate and 2) they are compensated for work done and at a rate similar to other job services, not because of the student-athletes public notoriety or athletic ability.

Theme #4 (Social)- Student-athletes are required to attend athletic department sponsored activities. There are several activities in the handbook where student-athlete participation is required. These requirements impact the social experiences of student-athletes, leaving many to want more time and opportunities to do things that they are primarily interested. One of the first requirements, as indicated in the handbook, is the CHAMPS/Life Skills Program, which provides numerous programs and opportunities for student-athletes to get involved in various areas of life skills. The second requirement is the CU-Student-Athlete Advisory Committee (SAAC), which consists of two student representatives from each sport to offer insight and feedback on student-athlete experiences to athletic administrators and folks at the College. Other required events that impact the social experiences of student-athletes are the Educational Programs, which are designed to educate and provide resources for student-athletes directly involved in the abuse alcohol, street drugs and performance enhancement drugs. Thus, in order to be an

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active participant within their respective sport, student-athletes must attend these educational programs.

Cross-Case Analysis

To provide an analysis of my findings that emerged across the two institutions, a cross-case analysis was completed. The first section reviewed the quantitative findings from the TYTAES. The survey was disseminated amongst a total of six (n=6) participants from two institutions from the North Region Conference and the responses were relatively replicated. The second section reviews the qualitative findings from the individual interviews that were conducted and the themes that were found were also relatively consisted or supported across both cases.

Quantitative analysis. Based on the data in Table 24, it is evident that the most important experiences among the three were Athletic Experiences for both institutions. For MU, the mean for each response was 4.22 with a standard deviation of 0.72. This indicates that participants felt that the Athletic Experiences presented to help them persist 1) resonated with them and 2) felt were extremely important. With CU, the data essentially shows the same as MU. However, the numbers are relatively higher in the average mean (M=4.58) and lower in the standard deviation (SD=0.36) because of the fewer number of respondents. Due to skip logic within the survey, items that inquire about Importance had the highest participant response rate because they are the first sets of questions participants answer.

The second most important experiences were considered Academic Experiences, between the two institutions. For MU, the average mean for each response was 3.50 with

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an average standard deviation of 1.22. This shows that participants believed that academic experiences did have an impact on their persistence, but not as significant as the Athletic Experiences. The average mean for CU participants was 4.23, while the average standard deviation was 0.31. This data reflects similar outcomes for CU as MU, in terms of academic experiences not being as important as athletic experiences.

The least important experiences that were found to help participants, between the two colleges persist, were Social Experiences. MU participants posted average means and standard deviations, respectively of 2.83 and 0.82. This data highlights the disparity amongst the other two experiences and all Social Experiences participants responded to. Participants for CU posted means of 3.61 and standard deviations of 0.72, clearly indicating this too was the least important experience participants encountered while at the four-year institution.

Table 24

TYTASE Cross-Case Analysis on Importance of Type of Experience

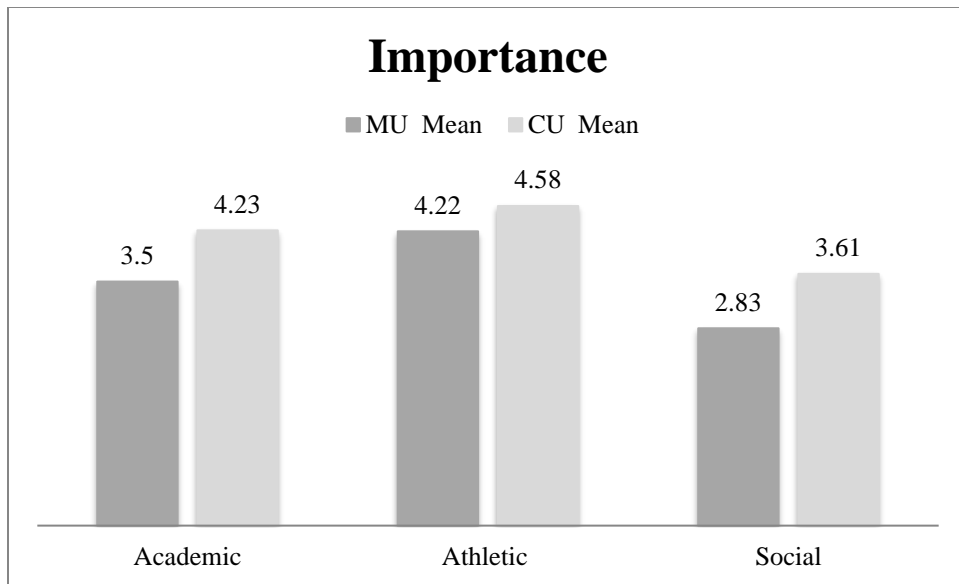| Experience Type	MU Mean	MU SD	CU Mean	CU SD
Academic	3.50	1.22	4.23	0.31
Athletic	4.22	0.72	4.58	0.36
Social	2.83	0.82	3.61	0.72

Figure 4. Chart identifying the mean of the importance of each type of experience from the TYTAES between MU and CU

When analyzing the Frequency or how often transfer athlete experiences occurred, the data show that Athletic Experiences resulted in being the most frequent, as determined by participants, at both institutions. Figure 5 shows disparities between Athletic, Academic, and Social Experiences. For MU, Athletic Experiences resulted in having an average mean of 4.51 and an average standard deviation of 0.48; the highest mean as well as the highest standard deviation. This indicates that more respondents felt their experiences occurred "very often" and that the data was spread out over a larger range of values. Again, similar to MU, CU participants noted that Athletic Experiences were the most Frequent demonstrating high averaged means (M=4.76) and a standard deviation of 0.24.

Table 25

TYTASE Cross-Case Analysis on Frequency of Type of Experience

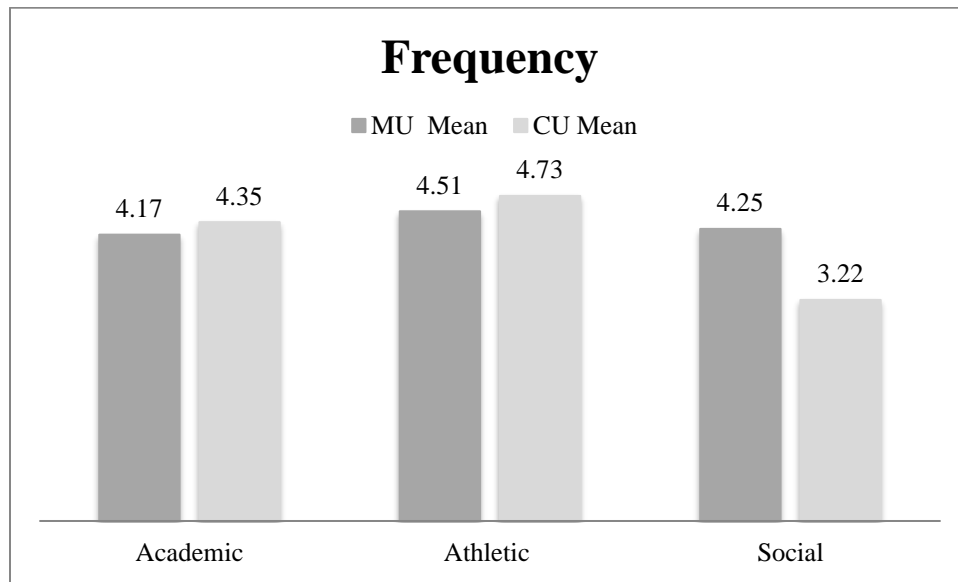| Experience Type	MU Mean	MU SD	CU Mean	CU SD
Academic	4.17	0.32	4.35	0.25
Athletic	4.51	0.54	4.73	0.27
Social	4.25	0.21	3.22	0.22

Figure 5. Chart identifying the mean of the frequency of each type of experience from the TYTAES between MU and CU

In regards to Mandatory vs. Voluntary, this section looked at whether participants believed their experiences were mandated or voluntary. The values for each choice, were the numbers one and two, respectively. Based on the respondents' feedback, the data show that the majority of experiences whether it was Academic, Athletic or Social were primarily mandated or required. This was true for both institutions. Social Experiences seemed to have the most participants indicate a good portion of their experiences were voluntary and self-motivated by the transfer athlete.

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Table 26

TYTASE Cross-Case Analysis on Mandatory vs. Voluntary Type of Experience

Experience Type	MU Mean	MU SD	CU Mean	CU SD
Academic	1.17	0.06	1.13	0.13
Athletic	1.18	0.12	1.23	0.23
Social	1.58	0.08	1.64	0.21
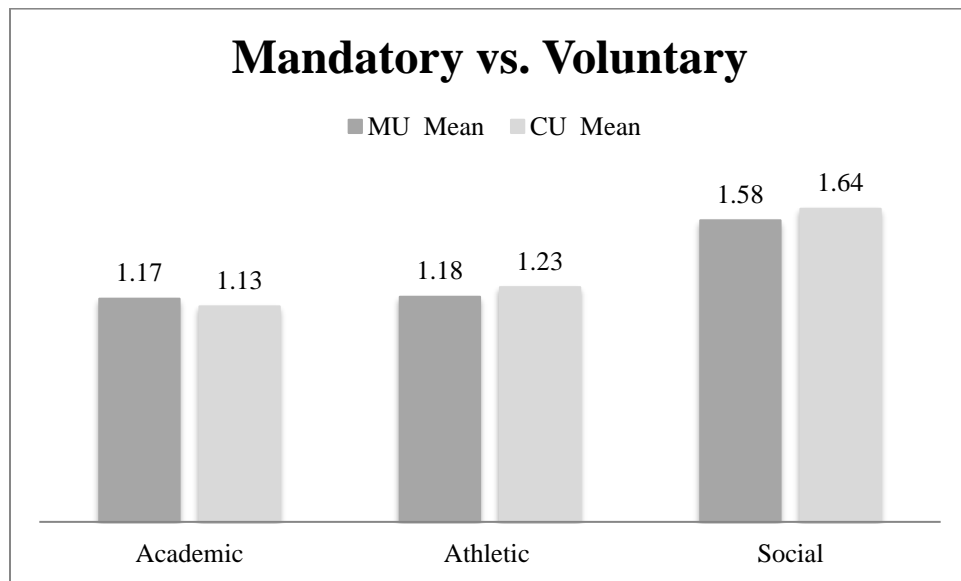
Figure 6. Chart identifying the mean of what experiences were considered mandatory vs. voluntary of each type of experience from the TYTAES between MU and CU

Qualitative analysis. Based on the data I found in Table 27, I was able to find the themes that emerged from the individual interviews and document review that were strongly supported or corroborated by both the participants and institutions. The table was created to provide a visual to illustrate the similarities and differences in the data between MU and CU. The themes are further discussed below.

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Under Academic Experiences there were three cross-case themes found within the individual interviews that were supported by a theme found in both institutional student-athlete handbooks. The three individual themes were 1) Made sure transfer athletes had support and resources; 2) The university kept a close eye on transfer athletes' academic eligibility; and 3) Someone at the College helped them persist.

The first individual interview cross-case theme—made sure transfer athletes had support and resources meant something slightly different for each institution. MU's participants believed they were immediately given the support when they arrived on Campus. Several illustrations show participants stating they were given an advisor, tutor and required to go to study hall. However, CU participants felt they were provided with similar support when they demonstrated that they needed the assistance and support. It is clear all participants received the support they needed, but the determination of this support happened at two different junctures of their enrollment, respectively.

The second individual interview cross-case theme was—the university kept a close eye on transfer athletes' academic eligibility. Participants from both institutions indicated that they were watched over closely to make sure that they sustained their eligibility. Whether it was checking in and following up with their advisors frequently, taking classes over the summer or their coaches doing numerous classroom checks on them, this theme emerged as important and relevant to their persistence.

The third individual interview cross-case theme that emerged regarding academics was—someone at the College helped them persist. Participants at both institutions stated there was an individual or individuals of significance that helped them

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get through a tough time or persist through their academic journey to reach certain milestones. Participants that spoke of this emerging theme noted how if the individual(s) were not present, they were not sure how they would have gotten through the challenge or tribulation they had at that time.

All themes above were supported by the cross-case student-athlete handbook theme of—Students are academically monitored through structured support services. The theme found under the document review simply confirmed or verified what the participants perceived about their respective institutions which was the institution placed support services around them to monitor their academic eligibility or to ensure that they sustained their eligibility.

How this was conveyed was slightly different at each institution. At MU the student-athlete handbook emphasized academic monitoring via committees. The committees included the Student-Athlete Academic Monitoring Program, the Academic Achievement Program, and the Athletics Academic Review Board. At CU although they had the University Athletics Board that monitors student athlete eligibility, the student-athlete handbook highly emphasized required weekly meetings with an advisor if student-athletes fell below a certain GPA. However, both institutions stated that their monitoring was guided by the standards and policies of the NCAA, North Region Conference and the institution.

Under Athletic Experiences, there were no cross-case themes within the individual interviews that were supported by any of the themes materialized from the document review.

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Under Social Experiences, there was one cross-case theme within the individual interviews that was supported by one specific cross-case theme that emerged from the document review. The individual interview cross-case theme was—existing structure enhanced transfer athletes' social network. Both institutions had mandatory athletic activities student-athletes had to participate in that engaged them and got them involved in the institution. For instance, some activities included participation in SAAC, the New Student Orientation, and athletic department meetings. Other activities required by the team included working with the local Boy's and Girl's Club, as did participants from MU did or working with the local organization that assisted children in music and the arts, as did the participants from CU. These activities ultimately provided participants with experiences and interactions in social networks they may not have developed if they were not required, such as interacting with other student-athletes in other sports and non-athletes. Ultimately this assisted in providing a structure for their social experiences.

The above cross-case theme was supported by the document review cross-case theme—student-athletes are required to attend athletic department sponsored activities. Each handbook described programs and groups, in which student-athletes had to participate in. This was consistent with the interview responses that were described by participants earlier on in this chapter. Whether it was participating in SAAC or attending educational programs around drug and alcohol awareness or donating one's time to a charity event, these were things that needed to be done to maintain their status as a student-athlete. Again, when analyzing the social experiences cross-cases, it was evident the behaviors perceived by participants were accurate in comparison to what the

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institution actually conveyed as important. The emphasis of requiring certain social

activities within the student-athlete handbooks was consistent and corroborated.

Table 27

Transfer Athlete Interview and Document Review Themes

Interview Themes	Case #1	Case #2	Individual Interviews	Document Review
Made sure transfer athletes had support and resources	✓	✓	✓	
A close eye was kept on transfer athletes' academic eligibility	✓	✓	✓	
Someone at the College helped them persist	✓	✓	✓	
Student-athletes are academically monitored through structured support services	✓	✓		✓
Coaches influenced athletic success	✓	✓	✓	
Underdog mentality	✓		✓	
Access to athletic resources	✓	✓	✓	
Participants adjusted to the structure to be successful athletically	✓	✓	✓	
A structure was built to monitor student-athletes' athletic experiences	✓	✓		✓
Institution empowers student-athletes to do their best to compete and win	✓			✓
Lack of trust caused individuals to be unhappy on the team		✓	✓	
People motivated athletic success	✓		✓	
Teammates were catalyst for building their social network	✓	✓	✓	
More than an athlete	✓		✓	
Existing structure was in place for transfer athletes to enhance their social network	✓	✓	✓	
Academic and athletic schedule hindered engagement	✓	✓	✓	
Student-athletes are required to attend athletic department sponsored activities	✓	✓		✓
Family environment propelled academics		✓	✓	
Searched for social experiences by voluntarily getting involved		✓	✓	
Participants academic and athletic schedules hindered increased engagement		✓	✓	
Boundaries for non-athletic sponsored events are set for student-athletes	✓			✓
Student-athletes participate in non-athletic events		✓		

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Summary

Overall, this chapter was divided into three main sections consisting of Case Study #1, Case Study#2, and the Cross-Case Analysis. Each case study begins with the Institutional Context and Participant Demographics. The institutional context highlights the institutional profile of geographic location, undergraduate enrollment, student demographic make-up, the number of athletic programs, and the total number of student-athletes that participate in athletics. Participant demographics examined the ethnicity, hometown, high school GPA, community college attended, and team role at the Division I institution for every participant.

Each case study section also had the following order of analysis: the findings of the TYTAES, the emergent themes that were a result of the individual interviews, and subsequently the emergent themes from the document review of each respective institutions' 2018-2019 Student-Athlete Handbook.

The last area of analysis was the cross-case analysis. This examined the similarities and differences in the quantitative and qualitative approaches used to collect the data needed to answer the three research questions and the propositions attached to them. Overall, the cross-case analysis found that athletic experiences were the most prevalent amongst both institutions; participants agreed cross-cases that their athletic experiences occurred the most often and were mandatory indicating how they contributed to their persistence; and lastly, themes were supported by both the individual interviews and the student handbooks.

Chapter 5

Conclusion and Implications

One of the largest routes to a bachelor's degree is through the pipeline of the community college (Ruiz & Pryor, 2011). For many community college attendees, the next step in their educational pursuit is to transfer upward to a four-year institution (Handel, 2011; Cohen & Brawer, 2008; Townsend & Wilson, 2006). One cohort of students within community colleges that has pursued a bachelor's degree via the participation of sports is two-year athletes or community college student athletes. In Men's Basketball data show there is a decline in the number of two-year transfers that come into Division I four-year institutions.

The purpose of this study is to identify organizational factors that contribute to the persistence of two-year transfer athletes at Division-I four-year institutions. This study will add to the literature of athletics in higher education by addressing areas where progress can be made to improve persistence of two-year transfer athletes that attend Division I four-year institutions.

What is distinctive about this study is that particular focus is given to the student voices of former and current two-year transfer athletes in the high-profile sport of Men's Basketball that attended, notably two, Division I four-year institutions in the North Region Conference (NC). Examining the experiences of persisted two-year transfer athletes will provide valued feedback, insight and a glimpse at what has helped this population persist at a Division I four-year institution.

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Findings

The findings in this chapter supports the propositions highlighted in Chapter 3. Each of the subsequent research questions have been answered and tied back to the literature and theoretical propositions that have been posed earlier in the study.

Research Question #1

What are the most prevalent experiences of two-year transfer athletes? Do they differ by college?

Prevalent experiences. The most prevalent two-year transfer athlete experiences found in the study, at each college, were athletic experiences. While completing the Two-Year Transfer Athlete Experiences Survey (TYTAES), participants from both institutions clearly acknowledged athletic experiences were, by far, the most important as well as the most frequent experiences that occurred while at the Division I four-year institution. These outcomes were determined by the arithmetic means as well as standard deviations of each item within the survey.

Theoretical proposition #1. The first prevailing hypothesis posited that the most prevalent experiences of two-year transfer athletes would be their athletic experiences, while at a Division I four-year institution. In addition, the more engaged they were in athletic activities, at each college, the more athletic experiences would be prevalent to two-year transfer athletes. With athletics being such an important part of their livelihood, it was anticipated these experiences would be the most significant to transfer athletes, and they were. The confirmation of this proposition is consistent with the literature presented in Chapter 2 and the perspective that suggests athletics is an avenue that motivates

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student-athletes to continue to persist through school (Horton, 2009). More specifically, their participation and membership on the men's basketball team contributes to their persistence in college (Berson, 1996).

The alternative rival explanations that were presented in Chapter 3 revolved around the ideas that academic experiences and social experiences would be the most prevalent. The data did not support these alternative rival explanations, although academic experiences were considered the second most prevalent experiences.

There is a dearth of literature that explains the significance academic experiences have on the persistence of student-athletes. This was further outlined in Chapter 2, where the term eligibility was described to the reader as an integral piece that allows the student-athlete to compete athletically in their respective intercollegiate sport, based on their academic progress (NCAA, 2015). It was easy to see why academic experiences ranked so high in prevalence, but not as high as athletic experiences because there is a clear relationship between participating in sport competitions (an athletic experience) and being academically eligible to compete in one's sport (an academic experience). This outcome is consistent with Adler and Adler's (1985) findings which noted many athletes paid very little attention to academics, unless it was to remain academically eligible to play basketball. From my study, the most prevalent experiences align with Adler and Adler's (1985) conclusions.

I found no support for the rival explanation that proposed social experiences would be the most prevalent. In fact, social experiences were the least important and least frequent experiences noted by participants at both institutions. I hypothesized the

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teammates they initially meet and spend the time with on campus will be the most influential in getting them engaged at the institution. Therefore, the more engaged they are in social activities, at each college, the more social experiences are prevalent to two-year transfer athletes. However, this did not play any significant part in what was believed to be prevalent across the study.

Research Question #2

How do the most prevalent two-year transfer athlete experiences, at each institution, contribute to their persistence?

> a. *How frequently do the most prevalent AAS experiences occur?*
>
> b. *How are AAS experiences integrated in the lives of two-year transfer athletes at each institution? Are these activities mandated or voluntary?*

Contribution to persistence. Overall, athletic experiences contributed to two-year transfer athlete persistence, at each institution, by being identified as the most frequent experiences that occurred and by the respective institutions mandating athletic activities. Again, these outcomes were results of the average arithmetic means, average standard deviations of each item within the survey, as well as the emergent themes that were articulated by participants from the individual interviews and then corroborated by the themes that emerged from the document review.

When analyzing frequency, within my research, and addressing how frequent the most prevalent experiences occurred, it was evident athletics were the activities two-year transfer athletes spent the most time and energy on throughout their daily lives.

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Yet, because their athletic experiences relied so heavily on their academic experiences, it was difficult to not acknowledge the contribution and frequency of academic experiences for my study. The data also show participants did not perceive social experiences as being as important nor occurring as frequently then the other two experiences. Astin (1999) emphasized the amount of time and energy spent on an activity results in the heightened ability for an individual to achieve certain outcomes. However, implications of that time and energy spent to achieve an outcome may result in a decreased interest in other areas (Astin, 1999). Astin's (1999) belief falls in line with Miller and Kerr (2011) as well as researchers Howard-Hamilton and Sina's (2001) findings, which notes student athletes do not make social experiences or any extracurricular activities a priority due to their athletic and academic responsibilities. These researchers' findings also support what I have found in this study—in that the participants spent more time and energy achieving the needed outcomes athletically and academically, than any attempt to cultivate their social experiences.

Theoretical proposition #2. Although the overarching research question has been answered above, it was not possible to determine whether the mandated activities resulted in athletic experiences becoming more integrated in the lives of the two-year transfer athletes at their respective institutions, as indicated in theoretical proposition number two. On one hand, the mandated athletic experiences did become integrated into their daily lives because activities were done frequently and they were required. This was demonstrated several times throughout the study. Whether it was within the document review, where Countable Athletic Related Activities (CARA) hours were recorded to document the amount of time that was spent on athletic activities; or during the

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interviews where participants stated they took part in mandatory team meetings; or within the surveys where the majority of participants, from both MU and CU, indicated that their athletic experiences were considered mandatory as opposed to voluntary.

In turn, if athletic experiences were not mandated, two-year transfer athletes would still voluntarily participate in these athletic activities, because one of their biggest motivations to persist in school would be to continue playing the sport they enjoyed (Adler & Adler, 1985). Thus, the overarching answer notes athletic experiences contribute to two-year transfer athlete persistence by being the most occurring, mandating these experiences and ensuring the experiences are things in which two-year transfer athletes want to do.

Research Question #3

What organizational dimensions do two-year transfer athletes perceive as contributing to their most prevalent experiences?

   a. *What dimensions do two-year transfer athletes believe the university showed that contributed to their academic experiences?*

   b. *What dimensions do two-year transfer athletes believe the university showed that contributed to their athletic experiences?*

   c. *What dimensions do two-year transfer athletes believe the university showed that contributed to their social experiences?*

Organizational dimensions. Findings showed that the organizational dimensions two-year transfer athletes perceived as contributing to their athletic experiences were the

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bureaucratic and collegial dimensions. The bureaucratic dimension is an organizational behavior based on a formal structure reinforced in rules, regulations, hierarchy, and goals (Berger & Milem, 2000). Within the confines of the college and university, the bureaucratic dimension tends to be the most dominant and generally the most visible. This dimension is generally seen in the systematization of rules in student handbooks and course catalogs within the institutions (Berger, 2000). The collegial dimension is an organizational behavior based on the emphasis of collaboration, equal participation, placing a value on people, and consensus building a democracy to establish organized goals and make inclusive decisions (Berger & Milem, 2001-2002).

At MU, the emergent themes specifically related to their athletic experiences were 1) Coaches/Leaders Influenced Athletic Success; 2) Underdog Mentality; 3) Adjusted to Structure to be Successful Athletically; 4) People Motivated Athletic Success; and lastly 5) Access to Athletic Resources. Amongst the five themes, there were two, Coaches/Leaders Influenced Athletic Success and People Motivated Athletic Success, which translated to Berger and Milem's (2000) collegial dimension. Another theme that was frequently mentioned by participants was Adjusted to Structure to be Successful Athletically and this represented the bureaucratic dimension. One specific theme, Underdog Mentality, represented the symbolic dimension. Lastly, there was one theme, Access to Athletic Resources, that represented the political dimension. Although all four dimensions were highlighted within their athletic experiences, it was evident, from the dialogue two-year transfer athletes engaged in, that the most perceived dimensions discussed as contributing to their experiences were both the bureaucratic and collegial dimensions.

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At CU, the emergent themes expressed by participants, that related to their athletic experiences were somewhat similar to those that emerged at MU: 1) Coaches/Leaders Influenced Athletic Success; 2) Adjusted to Structure to be Successful Athletically; and 3) Access to Athletic Resources. Amongst the three themes, there was one, Adjusted to Structure to be Successful Athletically, that translated into Berger and Milem's (2001) bureaucratic dimension. Another theme, Coaches/Leaders Influenced Athletic Success, represented the collegial dimension. Lastly, the theme Access to Athletic Resources represented the political dimension.

Although three out of the four dimensions were represented by CU participants, when reviewing athletic experiences, it was evident the most perceived dimensions that contributed to their experiences were both the bureaucratic and collegial dimensions as well.

At both institutions, the behaviors that were believed to contribute most to transfer athlete persistence were those that reflect the bureaucratic and collegial dimensions. For the bureaucratic dimension, the rules and structure the participants discussed in their interviews were not necessarily written in a student handbook, rulebook, or even catalog. In fact, most were unwritten rules based on the reinforcement of institutional behaviors. For instance, the majority of participants cited they had to adjust their games in some way in order for them to contribute and or get on the court to compete. This common idea fell under the theme—Adjusted to Structure to be Successful Athletically. Although there was nothing written, they were either verbally told to adjust their games, through conversations with a coach, one-on-one, or vicariously learning through the reinforcement of positive play on the court of what the coaches wanted to see

in their players, resulting in increased playing-time. It became evident to the participants that in order to contribute to the team they had to make some adjustment. Thus, this was one of the behaviors shown by each institution. The behaviors are congruent with what Berger and Milem (2001-2002) have stated about the bureaucratic dimension, which is "Individuals are important primarily to the extent that they properly execute their assigned and established roles in a manner that results in the achievement of existing organizational goals" (p. 283). This quote demonstrates two-year transfer athletes being individuals with established roles, on their respective teams, attempting to achieve one common goal as a team—win. However, the above illustrations of the bureaucratic dimension dispel Berger's (2000) explanation that indicates the bureaucratic dimension is generally seen in written documents.

The second set of behaviors that were commonly shown, by each institution, and believed to contribute to their persistence was the collegial dimension. Overall, the collegial dimension places a value on people and collaboration to make decisions or to accomplish a common goal (Berger & Milem, 2001-2002). At MU and CU the collegial dimension was demonstrated in the participants' interactions with their coaches. For instance, the majority of the participants believed that a coach or coaches were ultimately the main influencers that helped them succeed. This common idea fell under the theme Coaches/Leaders Influenced Athletic Success, which means that either a particular coach or coaches helped them complete a goal and or get through a circumstance the transfer athlete might have been dealing with. Some of the participants dealt with personal matters that could have stifled their development and progression while at the four-year

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institution. However, the rapport that was developed with the coach kept them going and moving forward to have some athletic success at the institution.

Berger and Milem (2001-2002) assert that an alignment between organizational and individual needs is extremely beneficial. A work environment that promotes "open discussions, consensus building, equal opportunities for participation, and cooperation among individuals provides an environment that helps meet individuals' higher order needs" (p. 285). In other words, an environment that promotes collaborative relationships and inclusivity and values the individuals within the organization encourages individual satisfaction, increased morale, and productivity. This was clearly evident at MU and CU, where the coaches instilled confidence for participants to play at a high level and at CU where it was expressed that coaches changed the culture to a positive environment where participants developmentally progressed.

As indicated above, the common behaviors believed to contribute to participants' athletic experiences were the bureaucratic and collegial dimensions. It was evident throughout the study that each institution exhibited these dimensions frequently. In fact, both dimensions dominated the amount of times participants, from both institutions, commented on the institutional behaviors. Collectively there were 35 relevant statements that were made by participants in the one-on-one interviews that were eventually coded into the collegial dimension at MU and CU, 25 and 10 respectively. In addition, there were 28 relevant statements participants made that were eventually coded into the bureaucratic dimension at MU and CU, 16 and 12 respectively (See Appendix E).

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In comparison, the only other coded dimensions that were remotely close in the number of relevant statements made by participants, when it came to athletic experiences at MU, was the symbolic and the political dimensions, which totaled six and three relevant statements respectively. At CU, the only other coded dimension that was comparatively close to having relevant statements articulated by the participants, in regards to their athletic experiences, was the political dimension, with three.

Sub-question A. The above is the answer to overarching research question number three as well as sub-question b. However, sub-questions a and c look at the other two AAS experiences (academic and social) exclusively to highlight what specific dimensions two-year transfer athletes believed the institution showed to contribute to their experiences. In terms of academic experiences, two-year transfer athletes, cross-cases, had a significant amount of responses to indicate which dimensions contributed to their academic experiences. Findings showed the dimensions were the Political, Bureaucratic, and Collegial dimensions. The emergent themes that were consistent at both institutions that aligned respectively with the organizational dimensions were 1) The Institution Made Sure Transfer Athletes had Support and Resources when they Entered the College; 2) A Close Eye was kept on Transfer Athletes' Academic Eligibility; and 3) Someone at the College Helped them Persist.

The first theme—"The Institution Made Sure Transfer Athletes had Support and Resources when they Entered the College", translated into Berger and Milem's (2001) Political dimension, where compensation of resources for various individuals or groups within an organization is integral (Berger, 2000). Cross-cases, the Political dimension was one that was presented by all participants, which the institution provided advisors

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and tutors for student athletes. In addition, participants noted that the institutions required them to meet with advisors, tutors, or attend study hall. The last common idea that was articulated by participants was that they, at some point, struggled in class and got some sort of consistent support and ended up getting a satisfactory grade in the course. All three common ideas resulted into the major theme of The Institution Made Sure Transfer Athletes had Support and Resources when they Entered the College. The political dimension is a source of authority, power and resources. Interest groups with the best access and most efficient resources are able to complete their goals and agendas on campus. Cross-case findings show that the resources and support given to participants when they entered the four-year institution were integral components on their academic experiences, which contributed to their persistence.

The second theme—"Institution kept a Close Eye on Transfer Athletes' Academic Eligibility", translated into Berger and Milem's (2001) bureaucratic dimension, where the goal is to accomplish established rational goals and objectives. In addition, following rules and properly executing roles that result in the success of existing goals. This viewpoint allows for clearly defined responsibilities and provides performance expectations that can enhance productivity (Berger and Milem, 2001). Cross cases, the bureaucratic dimension was categorized from the common ideas of feeling like institutional staff, whether it was coaches, tutors, athletic support staff—they were always on top of you. In turn, the second common idea was that these same constituents made sure that participants were doing what they were supposed to do. These two ideas were consistent throughout the study and demonstrated that 1) there were rules that the participants had to abide by in order to sustain the goal of staying academically eligible,

whether it was dictated by the NCAA, the athletic department, or the institution and 2) there were set performance expectations for the participants in which they had to adhere to which enhanced their productivity. Anytime these individuals would attempt to stray from these expectations academically it was clear that they would be directed back on the correct trajectory.

The third theme—"Someone at the College Helped them Persist", translated into Berger and Milem's (2001) collegial dimension, where the organization emphasizes the ideas and behaviors that human needs are important and organizational members are immensely valued. Cross-case findings distinctively highlighted that the collegial dimension was categorized from the two common ideas of 1) Certain Individuals had a Significant Influence on their Academic Performance and 2) They Struggled in a class and received some sort of consistent support from (Significant Individual) to end up with satisfactory grade in class. These two ideas were also consistent throughout the study to validate that the institutions believed human needs were important as well as the development of its stakeholders. Berger and Milem (2001) also highlight the collegial dimension's informal interactions, consensus building, open discussion of issues and a strong sense of community. These characteristics were definitely demonstrated based on participants' common ideas or relevant statements. Based on the interviews, one can see that there were informal interactions and open discussions about academic concerns from both the two-year transfer athlete and the significant individual, which ultimately leads to consensus building and a strong sense of community. The outcomes generally resulted in the participants having successful academic experiences of satisfying grades and maintaining their eligibility.

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Sub-question C. Sub-question c looks at the last AAS experience—social experiences. Two-year transfer athletes, cross-cases, had a number of responses to indicate which dimensions contributed to their social experiences. Findings showed that the most common dimension was the Bureaucratic dimension. The emergent themes that were consistent at both institutions and that aligned with the organizational dimension was 1) Got involved with SAAC or Other Organizations on Campus (i.e. SGA, Marketing, RA meetings); 2) Mandatory to go to Athletic Department meetings, team meetings, and community service events; and 3) Had a difficult time getting more involved at the College due to their schedule. All ideas were consistent throughout the study confirming that the structures in place were logical in accomplishing the social goals for the participants, which highly reflects Berger and Milem's (2001) bureaucratic dimension. Participants perceived their social experiences to incorporate required monthly meetings or activities they had to attend or accomplish. This perception is corroborated with each institution's student-athlete handbooks, noting student-athletes were mandated to attend athletic sponsored events. These events ensured student-athletes were abiding by NCAA regulations and the institutional encouragement of social engagement.

It was evident that the primary social experiences two-year transfer athletes received had to be infused into the schedules and calendars of participants. The majority indicated their academic and athletic schedules and responsibilities hindered them from additional engagement, deterring them from becoming further embedded in other social experiences they could have had.

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Theoretical proposition #3. The third theoretical proposition of this study posited the data would show two-year transfer athletes would perceive more than two organizational dimensions as contributing to their most prevalent AAS experiences, while the rival explanation posited that the data would show two or less organizational dimensions as contributing to their most prevalent experiences.

As noted above in the overarching answer to Research Question 3, the organizational dimensions that I found to be perceived as contributing to their most prevalent AAS experiences, which were athletic experiences, were the bureaucratic as well as collegial dimensions. This in turn does not support and goes against theoretical proposition 3, ultimately showing that the rival explanation was supported. The rival explanation stated that two or less organizational dimensions as contributing to their most prevalent experiences and as one can see this is the case. Within Research Question 2, I explain that there were two other distant organizational dimensions that were perceived by participants—the symbolic and political dimensions. Yet, the number of relevant statements found was not sufficient enough to include them as contributing to participant experiences.

Although the rival explanation was found to be accurate, my findings of the bureaucratic and collegial dimensions contributing to two-year transfer athletes' athletic experiences did not fall in line with what many of the researchers expressed helped student persistence while in college. Within Berger and Milem's (2001) research, they discussed the positive impact of the collegial dimension and the overall negative impact of the bureaucratic dimension on student persistence through the works of Blau (1973), Astin and Scherrei (1980), and Ewell (1989). Blau (1973) suggested students dropped out

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due to the bureaucracy they experienced. Astin and Scherrei (1980) found that the humanistic style (collegial dimension) correlated with student persistence and the administrative style (bureaucratic dimension) had opposing effects on the cognitive-behavioral outcome. Ewell (1989) reiterated the same points as the previous researchers stating that collegiality (collegial dimension) positively impact student persistence. Thus, one can see that my findings do not coincide with Berger and Milem's (2001) research and the outcomes of the some of the notable organizational behavior theorists.

Although the collegial dimension was substantiated, my findings of the bureaucratic dimension were not something corroborated by the organizational behavior theorists above. Overall, the bureaucratic dimension, as the research indicated, was something that created barriers and layers for students to persist to degree completion. However, for two-year transfer athletes the structure the bureaucratic dimension provided was vital to get them to degree completion. This was articulated and expressed repeatedly by the majority of the participants across both institutions that the structure they had along with the people they built relationships with got them to persist.

Implications

Given the small sample size, the findings of this study can only be suggestive (Townsend, 2006). However, I believe the findings are significantly prevalent for four-year colleges and universities interested in understanding the organizational factors that contribute to the persistence of two-year transfer athletes. Based on the literature review and findings within my research study the implications of policy, practice and research are discussed in the next sections.

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Policy. The findings from my research I believe can assist in informing some of the policies the NCAA sets forth for Division-I two to four-year transfer athletes. The current transfer regulations for two-year student-athletes at community colleges states if an individual was a qualifier out of high school and attends a two-year college the student must 1) complete at least one semester as a full-time student; 2) earn at least 12 transferrable credits; and 3) earn at least a 2.5 cumulative GPA to be eligible to compete, athletically (NCAA Manual, 2019). For non-qualifiers, out of high school, they had to have of 1) graduated from the two-year college; 2) have completed 48 transferrable credits; 3) have at least six credits of English, at least three credits of Math, and at least three credits of a natural/physical science; 4) earned at least a 2.50 cumulative GPA; and 5) have attended a two-year institution full-time for at least three semesters in order to be deemed as eligible to compete (NCAA Manual, 2019). Even with these rigorous standards, two-year transfer athletes in men's basketball have boasted relatively high attrition rates by NCAA standards—20%, as compared to their four-year transfer athlete (16%) and non-transfer athlete (10%) counterparts (Paskus, Roxbury, Petr & McArdle, 2010). Yet, the two-year transfer athletes that participated in my study all graduated from the community colleges they transferred from. In addition, once the participants transferred to the Division I four-year institutions, all persisted to graduation. There is no coincidence that these outcomes occurred. This information aligns with more contemporary studies that show transfer students that graduate from two-year institutions are more likely to graduate from a four-year institution once they transfer.

Reforming NCAA regulations and mandating two-year transfer athletes complete their associate's degrees prior to transferring, regardless of their qualifying status coming

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out of high school, may add a layer bureaucracy in order to athletically participate at a Division I four-year institution. However, it would ensure overall NCAA APR scores and Graduation Success Rates increase significantly, while two-year transfer athlete attrition rates conversely decrease.

If the NCAA does not adopt this regulation, Division I four-year institutions as well as their respective conferences could utilize this policy. The NCAA (2019) highlights that conferences and institutions may have different or more restrictive processes when it comes to transfer policies and admissions. Adjusting two-year transfer policies such as this, at the four-year institution, indicates that the bureaucratic dimension is being influenced and that the institution has become very cognizant and intentional about the impact this policy would be making on this student demographic. Since individual coaches and institutional athletic departments are being held more accountable for their student-athlete outcomes, it would be key that institutions consider integrating this policy within the practices of the institution, athletic departments, and noted in documents that produce policies and procedures. Overall, these changes reflect the characteristics of the bureaucratic organizational dimensions.

Practice/leadership. The suggested policy change above would impact the recruitment of two-year transfer athletes. I noted in Chapters 1 and 2 that there has been a decline in the recruitment of two-year transfer athletes to Division I four-year colleges, much of this due to the lack of persistence. I also explained that despite the increased academic rigors to reform two-year transfer athlete eligibility standards, this population is still not persisting to graduation in men's basketball. However, the completion of an associate's degree, as demonstrated by the participants in this study, would be enough to

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have an adverse effect on the lack of recruitment being done to this group. The recruitment practices would actually reverse. Two-year institutions would see an increase in the recruitment of their student-athletes because the expectation is that they are 1) going to be academically eligible and 2) they would persist to graduation.

My findings also suggested the four-year Division I colleges and universities within this study must have strong coaches, advisors, tutors, staff, and administrators leading not only their men's basketball programs, but athletic departments and institutions. I found that the significant individuals, or people that were the most influential and that helped the two-year transfer athletes encounter meaningful experiences, which ultimately led to their persistence, were people that simply served the needs of the students. It was evident, based on the individual interviews, the most impactful people to the participants were those that listened, helped emphasize collaboration in their decision-making process, placed value on the students, and allowed for equal participation in the decision making process surrounding the student's goals and achievements. These were the behaviors demonstrated by the institution and constituted the characteristics of the collegial dimension (Berger & Milem, 2001-2002).

Knowing that the collegial dimension is vital to the experiences of two-year transfer athletes, which contributed to their persistence, the institutions could train staff and those that interact with the student demographic on how to work with two-year transfer athletes more effectively to get them across the finish line and enhance student outcomes. Again, professionally developing individuals to work with this population of student-athletes will encourage more to persist once they enter the institutions.

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My findings also suggested that two-year transfer athletes from community colleges need a sustainable structure in place that mandates them to complete activities revolved around not only their athletic activities, but academic and social activities as well which would help guide their persistence. In other words, activities have to simply be mandated or required to get two-year transfer athletes the experiences needed for them to persist. This is critical for them to continue their development and increase institutional outcomes.

Limitations

The nature of this study is limited to the perceptions of six participants (MU, n=4; CU, n=2). Thus, the findings and analysis of this study cannot be generalized due to the small sample size. Within Division I men's basketball, two-year transfers comprise of a low percentage of the total number of student-athletes. Thus, information provided and the data gathered was only a reflection of those individuals' experiences at the four-year institution that participated in my study. In addition, this study occurred in the Northeast Region part of the United States, where there is a diverse demographic population of students and in a conference where the make-up of a student may be similar. Therefore, the institutions that were selected, MU and CU, reflect this diversity making for responses that may not reflect other geographic locations across the country.

Another limitation of this study is that the majority of the participants were former two-year transfer athletes that had not been enrolled in school for several years. In some instances, during the individual interviews, participants had a difficult time remembering their actual experiences from over ten years. As the researcher, this presents

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the challenge of knowing if the information given by the subjects is entirely accurate based on their recollection.

In relation to the data collection method, within the survey there were 122 items on the TYTAES. The nature and length of the survey may have limited some of the participants from answering the questions fully. I had two participants just completely stop the survey, not finish, and become non-responsive. This may have been due to survey fatigue. The survey also had skip logic questions. So, when participants answered the first set of questions, there seemed to be a natural decline in respondents answering the next set of questions. The setup of the survey with skip logic ultimately posed some limitations.

Other limitations of my study were from participants not having the same coach, advisor, athletic staff, tutor and so forth during their time at the institution as others at the same institution might have had or did not have. I found that some two-year transfer athletes had one coach during their time and then another two-year transfer athlete had an entirely different coach during their time at the institution. The consistency in leadership and coaching would definitely have an impact on the types of experiences each individual would have. Similarly, I utilized the 2018-2019 Student-Athlete Handbooks for the collection of data for both institutions. This ensured consistency in data for that timeframe, providing a snapshot of the organizational dimensions reflected at the institution and a glimpse of the corroborated perceptions of the two-year transfer athletes. Overall, I did not want to use four different student-athlete handbooks for six different participants, this may have posed a limitation within the study. The perspective of the two-transfer athlete was very important to me, so in turn the perspective of athletic

administrators, coaches and staff were not sought after. This was data, that could have been collected that would have aided in supporting the data and themes found within the student-athlete handbooks.

Although all the participants were considered black males, my study was limited in this scope, because I did not address black male related concerns or issues that may have assisted this demographic population in aiding their experiences that would have contributed to their persistence.

Recommendations for Future Research

Based on the findings of my study, there are a few directions for future research that would be logical. The first area for future research that may be considered is expanding this study to a larger sample size of current two-year transfer athletes at Division I four-year institutions across various geographical locations within the United States. The scope of the study was limited due to the factors expressed in the previous section, so growing the study would enhance the data to illustrate the organizational dimensions that contribute to the persistence of two-year transfer athletes.

A second area for future research that should be considered is looking at how black male two-year transfer athletes perceive the four-year Division I institutional impact on their persistence, through the Critical Race Theory (CRT) lens. Harper (2009) analyzed the transfer outcomes of black male athletes in college utilizing CRT and noted that a significant portion of the literature regarding black male student athletes at Division I institutions revolved around the social and athletic identity of this demographic group. Harper (2009) expressed what is rarely explored are the lived experiences "with

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racial stereotyping and low expectations, and one specific outcome variable (bachelor's degree completion), these topics remain largely unexplored in the context of community college sports" (p. 30). Therefore, reviewing black male transfer athlete experiences, utilizing the CRT lens, provides a perspective to overall enhance the persistence of this demographic group.

Another area for future research would be looking at two-year transfer athletes and how their experiences may be similar and or different based on their roles and them receiving athletic based scholarships. Being a captain, starter or role player may connect these two-year transfer athletes to the four-year institution in ways that may not be true for other student-athletes, like non-transfers athletes (traditional student-athletes) who may be in different sports or even the same sport.

Looking at the systemic dimension is an area that could use further exploration as well. For the purposes of my research, this dimension was not reviewed because the focus on the study was to look at what the organization was doing to contribute to two-year transfer athlete persistence. However, the systemic dimension looks at the impact of external influences, such as interventions between the state and federal governments and the development of institutional and industry partnerships (Berger & Milem, 2000). Other partnerships include organizations such as the NCAA and even the athletic conference institutions are members of. This is a perspective that looks at institutions as open systems, where external influences from the institution reinforce similarities and relate to broader systems in the external environment.

The last recommendation for future research is to review the intensities of the organizational environments in which two-year transfer athletes persist in. Berger and Milem (2000) talk about how each dimension exist within a college, yet the dimensions combine to create organizational environments with different intensities that are considered low, medium, or high. These intensities then create types of organizational environments. Further research would analyze organizational environments that contribute to the persistence of two-year transfer athletes.

Summary

The overall purpose of this study was to identify the organizational factors that contribute to the persistence of two-year transfer athletes at Division-I four-year institutions. In order to do this, I had to determine what were the most prevalent experiences two-year transfer athletes perceived to contribute to their persistence, how those experiences actually contributed to their persistence, and then what organizational factors were perceived to contribute to their experiences.

The findings from my study revealed that the most prevalent experiences that emerged were athletic experiences. Student-athletes are clearly motivated by competing. In order to play, the institutions make sure that two-year transfer athletes are academically eligible and are physically ready to compete. Thus, the institutions mandate various athletic, academic and social activities to ensure things get done by the student-athlete. Other findings concluded that athletic experiences contributed to two-year transfer athlete persistence by these experiences occurring often and they were mandated by the institution. Lastly, I found that the organizational dimensions that contributed to

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their athletic experiences were the bureaucratic and collegial dimensions. Both dimensions work simultaneously to provide the proper people to support these students and the structure to keep these students on track to persist to graduation.

It is my hope that this study adds to the literature of athletics in higher education by addressing areas where progress can be made to improve the persistence of two-year transfer athletes that attend Division I four-year institutions across the country.

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Two-Year Transfer Athlete Experiences Survey

Q100

Welcome to the research study!

In this survey, we are interested in understanding two-year transfer athlete experiences. You will be presented with information potentially relevant to your very own experiences as a two-year transfer athlete at the NCAA Division I four-year institution you attended. As a result, you will be asked to answer some questions about them. Please be assured that your responses will be kept completely confidential.

The survey should take you around 20-30 minutes to finish. You will receive a $20 Visa Gift Card after you complete the survey as well as the one-on-one interview, discussed when you were initially asked to participate.

By clicking the button below, you acknowledge that your participation in the study is voluntary; you have the right to withdraw at any point during the study, for any reason and without any prejudice. If you would like to contact the Principal Investigator in the study to discuss this research, please e-mail Dr. Monica Kerrigan at kerriganm@rowan.edu.

Please note that this survey will be best displayed on a laptop or desktop computer. Some features may be less compatible for use on a mobile device.

◯ I consent, begin the study (1)

Q88 What NCAA Division I four-year institution did you transfer to and graduate from?

_____

Q96 Were you recruited to go to and play at the Division I four-year institution?

○   Yes (5)

○   No (6)

Q98 Did you receive an athletic scholarship while at the Division I four-year institution?

○ Yes (1)

○ No (2)

Q90 What year did you do the following at the Division I four-year school?

Transferred into (1)

Graduated from (2)

▼ 2002 (1) ... 2017 ~ present (46)

Q101 The following section explores the importance and frequency of Academic Experiences that helped you return to school each semester.

 Please read each question carefully.

Q1 For you to return to school each semester, **meeting with your advisor to schedule classes was...**

○ Extremely Important (5)

○ Very Important (4)

○ Moderately Important (3)

○ Slightly Important (2)

○ Not at all Important (1)

Q1A How often did you **meet with your advisor to schedule your classes?**

○ All of the time (5)

○ Very Often (4)

○ Often (3)

○ Sometimes (2)

○ Not Often (1)

Q1B **Meeting with your advisor,** as many times as you did**, to schedule classes was...**

○ Mandatory (Required) (1)

○ Voluntary (Not Required) (2)

Q2 For you to return to school each semester, **meeting with an advisor to go over your eligibility requirements was...**

○ Extremely Important (5)

○ Very Important (4)

○ Moderately Important (3)

○ Slightly Important (2)

○ Not at all Important (1)

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Q2A How often did you **meet with an advisor to go over your eligibility requirements?**

○ All of the time (5)

○ Very Often (4)

○ Often (3)

○ Sometimes (2)

○ Not Often (1)

Q2B **Meeting with your advisor,** as many times as you did**, to go over your eligibility requirements was...**

○ Mandatory (Required) (1)

○ Voluntary (Not Required) (2)

Q11 For you to return to school, **picking your GPA back up after it dropped your first semester was...**

○ Extremely Important (5)

○ Very Important (4)

○ Moderately Important (3)

○ Slightly Important (2)

○ Not at all Important (1)

○ Not Applicable N/A (0)

○

Q3 For you to return to school each semester, **discussing your performance on written assignments and exam grades with professors was...**

224

○ Extremely Important (5)

○ Very Important (4)

○ Moderately Important (3)

○ Slightly Important (2)

○ Not at all Important (1)

Q7 For you to return to school each semester, **maintaining a better GPA during the off-season was...**

○ Extremely Important (5)

○ Very Important (4)

○ Moderately Important (3)

○ Slightly Important (2)

○ Not at all Important (1)

Q7A How often did you **maintain a better GPA during the off-season?**

○ All of the time (5)

○ Very Often (4)

○ Often (3)

○ Sometimes (2)

○ Not Often (1)

225

Q7B **Maintaining a better GPA during the off-season**, as many times as you did throughout your career, **was...**

$\bigcirc$ Mandatory (Required) (1)

$\bigcirc$ Voluntary (Not Required) (2)

Q3A How often did you discuss your performance on written assignments and exam grades with professors?

$\bigcirc$ All of the time (5)

$\bigcirc$ Very Often (4)

$\bigcirc$ Often (3)

$\bigcirc$ Sometimes (2)

$\bigcirc$ Not Often (1)

Q3B **Discussing your performance,** as many times as you did**, about written assignments and exam grades with professors was...**

$\bigcirc$ Mandatory (Required) (1)

$\bigcirc$ Voluntary (Not Required) (2)

Q4 For you to return to school each semester, **participating in a peer study group was...**

○ Extremely Important (5)

○ Very Important (4)

○ Moderately Important (3)

○ Slightly Important (2)

○ Not at all Important (1)

Q4A How often did you **participate in a peer study group?**

○ All of the time (5)

○ Very often (4)

○ Often (3)

○ Sometimes (2)

○ Not Often (1)

Q4B **Participating in a peer study group,** as many times as you did, **was...**

○ Mandatory (Required) (1)

○ Voluntary (Not Required) (2)

Q5 For you to return to school each semester, **receiving tutoring or study hall support was...**

○ Extremely Important (5)

○ Very Important (4)

○ Moderately Important (3)

○ Slightly Important (2)

○ Not at all Important (1)

Q5A How often did you **receive tutoring or study hall support?**

○ All of the time (5)

○ Very Often (4)

○ Often (3)

○ Sometimes (2)

○ Not Often (1)

Q5B **Receiving tutoring or study hall support,** all the times that you did, **was...**

○ Mandatory (Required) (1)

○ Voluntary (Not Required) (2)

228

Q6 For you to return to school each semester, **maintaining a better GPA during the basketball season was...**

○ Extremely Important (5)

○ Very Important (4)

○ Moderately Important (3)

○ Slightly Important (2)

○ Not at all Important (1)

Q6A How often did you **maintain a better GPA during the basketball season?**

○ All of the time (5)

○ Very Often (4)

○ Often (3)

○ Sometimes (2)

○ Not Often (1)

○

Q6B **Maintaining a better GPA during the basketball season,** as many times as you did throughout your career, **was...**

○ Mandatory (Required) (1)

○ Voluntary (Not Required) (2)

Q8 For you to return to school each semester, **getting at least a 2.0 GPA for the semester was...**

229

$\bigcirc$ Extremely Important (5)

$\bigcirc$ Very Important (4)

$\bigcirc$ Moderately Important (3)

$\bigcirc$ Slightly Important (2)

$\bigcirc$ Not at all Important (1)

Q8A How often did you **get at least a 2.0 GPA for the semester?**

$\bigcirc$ All of the time (5)

$\bigcirc$ Very Often (4)

$\bigcirc$ Often (3)

$\bigcirc$ Sometimes (2)

$\bigcirc$ Not Often (1)

Q8B **Getting at least a 2.0 GPA for the semester**, as many times as you did, **was...**

$\bigcirc$ Mandatory (Required) (1)

$\bigcirc$ Voluntary (Not Required) (2)

Q9 For you to return to school each semester, **receiving academic honors was...**

○ Extremely Important (5)

○ Very Important (4)

○ Moderately Important (3)

○ Slightly Important (2)

○ Not at all Important (1)

Q9A How often did you **receive academic honors?**

○ All of the time (5)

○ Very Often (4)

○ Often (3)

○ Sometimes (2)

○ Not Often (1)

Q137 For you to return to school each semester, **taking summer courses was...**

○ Extremely Important (5)

○ Very Important (4)

○ Moderately Important (3)

○ Slightly Important (2)

○ Not at all Important (1)

231

Q138 How often did you t**ake summer courses**?

$\bigcirc$ All of the time (4 Summer Sessions) (5)

$\bigcirc$ Very often (3 Summer Sessions) (4)

$\bigcirc$ Often (2 Summer Sessions) (3)

$\bigcirc$ Sometimes (1 Summer Session) (2)

$\bigcirc$ Not often (0 Summer Sessions) (1)

Q139 **Taking summer courses,** as many times as you did, **was...**

$\bigcirc$ Mandatory (Required) (1)

$\bigcirc$ Voluntary (Not Required) (2)

232

Q104 For you to return to school each semester, **meeting the academic requirements to stay eligible was...**

$\bigcirc$ Extremely Important (5)

$\bigcirc$ Very Important (4)

$\bigcirc$ Moderately Important (3)

$\bigcirc$ Slightly Important (2)

$\bigcirc$ Not at all Important (1)

Q105 How often did you **meet the academic requirements to stay eligible?**

$\bigcirc$ All of the time (5)

$\bigcirc$ Very Often (4)

$\bigcirc$ Often (3)

$\bigcirc$ Sometimes (2)

$\bigcirc$ Not Often (1)

233

Q10 When transferring into the institution, **making Progress Towards Degree (getting the majority of your credits from the community college accepted and having at least 40% of your bachelor's degree already complete) was...**

◯ Extremely Important (5)

◯ Very Important (4)

◯ Moderately Important (3)

◯ Slightly Important (2)

◯ Not at all Important (1)

Q12 What **other academic experience**, you feel was missed, was either **"Extremely Important" or "Very Important"** for you to return to school each semester? **If nothing leave blank and click continue.**

Q12A How often did you do this?

◯ All of the time (5)

◯ Very Often (4)

◯ Often (3)

◯ Sometimes (2)

◯ Not often at all (1)

Q12B This was...

◯ Mandatory (Required) (1)

◯ Voluntary (Not Required) (2)

Q102 The following section explores the importance and frequency of Athletic Experiences that helped you return to school each semester.

234

Please read each question carefully.

Q13 For you to return to school each semester, **practicing with the team was...**

○ Extremely Important (5)

○ Very Important (4)

○ Moderately Important (3)

○ Slightly Important (2)

○ Not at all Important (1)

Q13A How often did you **practice with the team?**

○ All the time (5)

○ Very Often (4)

○ Often (3)

○ Sometimes (5)

○ Not often at all (1)

Q14 For you to return to school each semester, **competing in games with your team was...**

$\bigcirc$ Extremely Important (5)

$\bigcirc$ Very Important (4)

$\bigcirc$ Moderately Important (3)

$\bigcirc$ Slightly Important (2)

$\bigcirc$ Not at all Important (1)

Q14A How often did you **compete in games with your team?**

$\bigcirc$ All the time (5)

$\bigcirc$ Very Often (4)

$\bigcirc$ Often (3)

$\bigcirc$ Sometimes (2)

$\bigcirc$ Not often at all (1)

Q15 For you to return to school each semester, **off-season training was...**

$\bigcirc$ Extremely Important (5)

$\bigcirc$ Very Important (4)

$\bigcirc$ Moderately Important (3)

$\bigcirc$ Slightly Important (2)

$\bigcirc$ Not at all Important (1)

Q15A How often did you **train during the off-season?**

$\bigcirc$ All of the time (5)

$\bigcirc$ Very Often (4)

$\bigcirc$ Often (3)

$\bigcirc$ Sometimes (2)

$\bigcirc$ Not often at all (1)

Q15B **Training during the off-season**, as many times as you did, **was...**

$\bigcirc$ Mandatory (Required) (1)

$\bigcirc$ Voluntary (Not Required) (2)

Q16 For you to return to school each semester, **in-season training was...**

$\bigcirc$ Extremely Important (5)

$\bigcirc$ Very Important (4)

$\bigcirc$ Moderately Important (3)

$\bigcirc$ Slightly Important (2)

$\bigcirc$ Not at all Important (1)

Q16A How often did you **train during the in-season?**

$\bigcirc$ All of the time (5)

$\bigcirc$ Very Often (4)

$\bigcirc$ Often (3)

$\bigcirc$ Sometimes (2)

$\bigcirc$ Not often at all (1)

Q16B **Training during the in-season**, as many times as you did, **was...**

$\bigcirc$ Mandatory (Required) (1)

$\bigcirc$ Voluntary (Not Required) (2)

Q17 For you to return to school each semester, **traveling to opposing colleges for competition was...**

$\bigcirc$ Extremely Important (5)

$\bigcirc$ Very Important (4)

$\bigcirc$ Moderately Important (3)

$\bigcirc$ Slightly Important (2)

$\bigcirc$ Not at all Important (1)

238

Q17A How often did you **travel to opposing colleges for competition?**

$\bigcirc$ All of the time (5)

$\bigcirc$ Very Often (4)

$\bigcirc$ Often (3)

$\bigcirc$ Sometimes (2)

$\bigcirc$ Not often at all (1)

Q18 What was your role on the team?

$\bigcirc$ Captain (1)

$\bigcirc$ Starter (2)

$\bigcirc$ Role Player (3)

$\bigcirc$ Practiced, did not play a lot (4)

$\bigcirc$ Practiced, rarely competed (5)

Q18A For you to return to school each semester, **your role on the team as a (i.e. captain, starter, role player) was...**

$\bigcirc$ Extremely Important (5)

$\bigcirc$ Very Important (4)

$\bigcirc$ Moderately Important (3)

$\bigcirc$ Slightly Important (2)

$\bigcirc$ Not at all Important (1)

239

Q18B How often did you **maintain this role on the team?**

○ All of the time (5)

○ Very Often (4)

○ Often (3)

○ Sometimes (2)

○ Not Often (1)

Q19 For you to return to school each semester, **performing on the basketball court at a high level was...**

$\bigcirc$ Extremely Important (5)

$\bigcirc$ Very Important (4)

$\bigcirc$ Moderately Important (3)

$\bigcirc$ Slightly Important (2)

$\bigcirc$ Not at all Important (1)

19A How often did you **perform on the basketball court at a high level?**

$\bigcirc$ All of the time (5)

$\bigcirc$ Very Often (4)

$\bigcirc$ Often (3)

$\bigcirc$ Sometimes (2)

$\bigcirc$ Not Often (1)

Q19B **Performing on the basketball court**, as many times as you did, **at a high level was...**

$\bigcirc$ Mandatory (Required) (1)

$\bigcirc$ Voluntary (Not Required) (2)

Q20 For you to return to school each semester, **competing against the best players in the country was...**

$\bigcirc$ Extremely Important (5)

$\bigcirc$ Very Important (4)

$\bigcirc$ Moderately Important (3)

241

○ Slightly Important (2)

○ Not at all Important (1)

Q20A How often did you **compete against the best players in the country?**

○ All of the time (5)

○ Very Often (4)

○ Often (3)

○ Sometimes (2)

○ Not Often (1)

Q21 For you to return to school each semester, **participating in team activities, such as_____was...**

	Extremely important (5)	Very important (4)	Moderately important (3)	Slightly important (2)	Not at all important (1)
Community Service Projects (1)	○	○	○	○	○
Team Meals (2)	○	○	○	○	○
Strength & Conditioning (3)	○	○	○	○	○
Meetings with the team (4)	○	○	○	○	○
Team Bonding (5)	○	○	○	○	○

242

Q21A How often did you **participate in** the following?

	All the time (5)	Very Often (4)	Often (3)	Sometimes (2)	Not Often (1)
Community Service Projects (1)	○	○	○	○	○
Team Meals (2)	○	○	○	○	○
Strength & Conditioning (3)	○	○	○	○	○
Meetings with the team (4)	○	○	○	○	○
Team Bonding (5)	○	○	○	○	○

Q21B **Participating in team activities, such as_____was...**

	Mandatory (Required) (1)	Voluntary (Not Required) (2)
Community Service Projects (1)	○	○
Team Meals (2)	○	○
Strength & Conditioning (3)	○	○
Meetings with the team (4)	○	○
Team Bonding (5)	○	○

243

Q23 For you to return to school each semester, **discussing athletics and or other topics one-on-one with the Head Coach was...**

○ Extremely Important (5)

○ Very Important (4)

○ Moderately Important (3)

○ Slightly Important (2)

○ Not at all Important (1)

Q23A How often did you **discuss athletics and or other topics one-on-one with the Head Coach?**

○ All of the time (5)

○ Very Often (4)

○ Often (3)

○ Sometimes (2)

○ Not Often (1)

Q23B **Discussing athletics and or other topics one-on-one with the Head Coach**, as many times as you did, **was...**

○ Mandatory (Required) (1)

○ Voluntary (Not Required) (2)

244

Q24 For you to return to school each semester, **discussing athletics and or other topics one-on-one with an Assistant Coach was...**

$\bigcirc$ Extremely Important (5)

$\bigcirc$ Very Important (4)

$\bigcirc$ Moderately Important (3)

$\bigcirc$ Slightly Important (2)

$\bigcirc$ Not at all Important (1)

Q24A How often did you **discuss athletics and or other topics one-on-one with an Assistant Coach?**

$\bigcirc$ All of the time (5)

$\bigcirc$ Very Often (4)

$\bigcirc$ Often (3)

$\bigcirc$ Sometimes (2)

$\bigcirc$ Not Often (1)

Q24B **Discussing athletics and or other topics one-on-one with the Assistant Coach(s)**, as many times as you did, **was...**

$\bigcirc$ Mandatory (Required) (1)

$\bigcirc$ Voluntary (Not Required) (2)

245

Q25 For you to return to school each semester, **receiving athletic accolades (awards) was...**

$\bigcirc$ Extremely Important (5)

$\bigcirc$ Very Important (4)

$\bigcirc$ Moderately Important (3)

$\bigcirc$ Slightly Important (2)

$\bigcirc$ Not at all Important (1)

Q25A How often did you **receive athletic accolades (awards)?**

$\bigcirc$ All of the time (5)

$\bigcirc$ Very Often (4)

$\bigcirc$ Often (3)

$\bigcirc$ Sometimes (2)

$\bigcirc$ Not Often (1)

Q26 For you to return to school each semester, **competing to play sport professionally after college was...**

$\bigcirc$ Extremely Important (5)

$\bigcirc$ Very Important (4)

$\bigcirc$ Moderately Important (3)

$\bigcirc$ Slightly Important (2)

$\bigcirc$ Not at all Important (1)

Q26A How often did you **compete to play sport professionally after college?**

$\bigcirc$ All of the time (5)

$\bigcirc$ Very Often (4)

$\bigcirc$ Often (3)

$\bigcirc$ Sometimes (2)

$\bigcirc$ Not Often (1)

$\bigcirc$ Q27 For you to return to school each semester, **competing to win was...**

$\bigcirc$ Extremely Important (5)

$\bigcirc$ Very Important (4)

$\bigcirc$ Moderately Important (3)

$\bigcirc$ Slightly Important (2)

$\bigcirc$ Not at all Important (1)

Q27A How often did you **compete to win?**

$\bigcirc$ All of the time (5)

$\bigcirc$ Very Often (4)

$\bigcirc$ Often (3)

$\bigcirc$ Sometimes (2)

$\bigcirc$ Not Often (1)

247

Q122 **Competing to win,** as many times as you did, **was...**

○ Mandatory (Required) (1)

○ Voluntary (Not Required) (2)

Q28 What other athletic experience, you feel was missed, was either "Extremely Important" or "Very Important" for you to return to school each semester. If nothing leave blank and click continue.

_____

Q28A How often did you do this?

○ All of the time (5)

○ Very Often (4)

○ Often (3)

○ Sometimes (2)

○ Not Often (1)

Q28B This was...

○ Mandatory (Required) (1)

○ Voluntary (Not Required) (2)

Q103 The following section explores the importance and frequency of Social Experiences that helped you return to school each semester.

Please read each question carefully.

Q29 For you to return to school each semester, **your teammates being an immediate social network of friends when you entered school was...**

○ Extremely Important (5)

○ Very Important (4)

○ Moderately Important (3)

○ Slightly Important (2)

○ Not at all Important (1)

Q29A How often did you **hangout with your teammates your first semester at the school?**

○ All of the time (5)

○ Very Often (4)

○ Often (3)

○ Sometimes (2)

○ Not Often (1)

Q29B **Hanging out with your teammates your first semester at the school was...**

○ Mandatory (Required) (1)

○ Voluntary (Not Required) (2)

249

Q30 For you to return to school after your first semester, **participating in an Orientation (Transfer Program/Activities) was...**

  ○ Extremely Important (5)

  ○ Very Important (4)

  ○ Moderately Important (3)

  ○ Slightly Important (2)

  ○ Not at all Important (1)

Q30A Participating in an Orientation (Transfer Program/Activities) was...

  ○ Mandatory (Required) (1)

  ○ Voluntary (Not Required) (2)

Q31 For you to return to school each semester, **participating in college-wide clubs, organizations and activities was...**

  ○ Extremely Important (5)

  ○ Very Important (4)

  ○ Moderatly Important (3)

  ○ Slightly Important (2)

  ○ Not at all Important (1)

Q31A How often did you **participate in college-wide clubs, organizations and activities?**

$\bigcirc$ All of the time (5)

$\bigcirc$ Very Often (4)

$\bigcirc$ Often (3)

$\bigcirc$ Sometimes (2)

$\bigcirc$ Not Often (1)

Q31B **Participating in college-wide clubs, organizations and activities was...**

$\bigcirc$ Mandatory (Required) (1)

$\bigcirc$ Voluntary (Not Required) (2)

Q33 For you to return to school each semester, **socializing with teammates off the court was...**

$\bigcirc$ Extremely Important (5)

$\bigcirc$ Very Important (4)

$\bigcirc$ Moderately Important (3)

$\bigcirc$ Slightly Important (2)

$\bigcirc$ Not at all Important (1)

Q33A How often did you **socialize with teammates off the court?**

$\bigcirc$ All of the time (5)

$\bigcirc$ Very Often (4)

$\bigcirc$ Often (3)

$\bigcirc$ Sometimes (2)

$\bigcirc$ Not Often (1)

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Q33B **Socializing with teammates off the court,** as many times as you did, **was...**

$\bigcirc$ Mandatory (Required) (1)

$\bigcirc$ Voluntary (Not Required) (2)

Q34 For you to return to school each semester, **socializing with student-athletes in other sports was...**

$\bigcirc$ Extremely Important (5)

$\bigcirc$ Very Important (4)

$\bigcirc$ Moderately Important (3)

$\bigcirc$ Slightly Important (2)

$\bigcirc$ Not at all Important (1)

Q35 For you to return to school each semester, **socializing with non-athletes was...**

$\bigcirc$ Extremely Important (5)

$\bigcirc$ Very Important (4)

$\bigcirc$ Moderately Important (3)

$\bigcirc$ Slightly Important (2)

$\bigcirc$ Not at all Important (1)

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Q34A How often did you **socialize with student-athletes in other sports?**

$\bigcirc$ All of the time (5)

$\bigcirc$ Very Often (4)

$\bigcirc$ Often (3)

$\bigcirc$ Sometimes (2)

$\bigcirc$ Not Often (1)

Q34B **Socializing with student-athletes in other sports,** as many times as you did, **was...**

$\bigcirc$ Mandatory (Required) (1)

$\bigcirc$ Voluntary (Not Required) (2)

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Q35A How often did you **socialize with non-athletes?**

$\bigcirc$ All of the time (5)

$\bigcirc$ Very Often (4)

$\bigcirc$ Often (3)

$\bigcirc$ Sometimes (2)

$\bigcirc$ Not Often (1)

Q35B **Socializing with student-athletes in other sports,** as often as you did, **was...**

$\bigcirc$ Mandatory (Required) (1)

$\bigcirc$ Voluntary (Not Required) (2)

Q36 For you to return to school each semester, **dorming with teammates only was...**

$\bigcirc$ Extremely Important (5)

$\bigcirc$ Very Important (4)

$\bigcirc$ Moderately Important (3)

$\bigcirc$ Slightly Important (2)

$\bigcirc$ Not at all Important (1)

Q36A How often did you **dorm with teammates only?**

$\bigcirc$ All of the time (5)

$\bigcirc$ Very Often (4)

$\bigcirc$ Often (3)

$\bigcirc$ Sometimes (2)

$\bigcirc$ Not Often (1)

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Q36B **Dorming with teammates only,** as often as you did, **was...**

 ◯ Mandatory (Required) (1)

 ◯ Voluntary (Not Required) (2)

Q37 For you to return to school each semester, **dorming with student-athletes in other sports was...**

 ◯ Extremely Important (5)

 ◯ Very Important (4)

 ◯ Moderately Important (3)

 ◯ Slightly Important (2)

 ◯ Not at all Important (1)

Q37A How often did you **dorm with student-athletes in other sports?**

 ◯ All of the time (5)

 ◯ Very Often (4)

 ◯ Often (3)

 ◯ Sometimes (2)

 ◯ Not Often (1)

Q37B **Dorming with student-athletes in other sports,** as often as you did, **was...**

 ◯ Mandatory (Required) (1)

 ◯ Voluntary (Not Required) (2)

Q38 For you to return to school each semester, **dorming with non-athletes was...**

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○ Extremely Important (5)

○ Very Important (4)

○ Moderately Important (3)

○ Slightly Important (2)

○ Not at all Important (1)

Q38A How often did you **dorm with non-athletes?**

○ All of the time (5)

○ Very Often (4)

○ Often (3)

○ Sometimes (2)

○ Not Often (1)

Q38B **Dorming with non-athletes,** as often as you did**, was...**

○ Mandatory (Required) (1)

○ Voluntary (Not Required) (2)

Q39 What other social experience, you feel was missed, was either "Extremely Important" or "Very Important" for you to return to school each semester. If nothing leave blank and click continue.

_____

Q39A How often did you do this?

$\bigcirc$ All of the time (5)

$\bigcirc$ Very Often (4)

$\bigcirc$ Often (3)

$\bigcirc$ Sometimes (2)

$\bigcirc$ Not Often (1)

Q39B This was...

$\bigcirc$ Mandatory (Required) (1)

$\bigcirc$ Voluntary (Not Required) (2)

Q79 Please write the town, city and state you are originally from.

_____

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Q83 Choose one or more that you consider yourself to be:

☐ White (1)

☐ Black or African American (2)

☐ American Indian or Alaska Native (3)

☐ Asian (4)

☐ Native Hawaiian or Pacific Islander (5)

☐ Hispanic or Latino (6)

☐ Non-Resident Alien (7)

☐ Resident Alien (8)

☐ Other (9) _____

Q91 Your GPA out of high school was between

○ 1.0-2.0 (D-C letter grades) (1)

○ 2.0-2.5 (C-C+ letter grades) (2)

○ 2.5-3.0 (C+-B letter grades) (3)

○ 3.0-3.5 (B-B+ letter grades) (4)

○ 3.5-4.0 (B+-A letter grades) (5)

Q84 What community college or JuCo did you attend?

_____

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Q87 Were you the first in your immediate family to attend college?

○ Yes (1)

○ No (2)

Q89 How did you pay for school when you were at the community college or JuCo?
(check all that apply)

☐ Family helped pay (1)

☐ I paid for college myself/Job (2)

☐ Need-based money the college gave me (3)

☐ PELL Grant given by the Federal Government (Financial Aid) (4)

☐ Grant given by the State where I lived (Financial Aid) (5)

☐ Academic Scholarship (6)

☐ Athletic Scholarship (7)

☐ Loans (8)

Q85 How many semesters (years) did you attend the community college or JuCo?

○ 1 semester (1/2 a year) (1)

○ 2 semesters (1 year) (2)

○ 3 semesters (1.5 years) (3)

○ 4 semesters (2 years) (4)

○ more than 4 semesters (more than 2 years) (5)

Q93 Have you ever taken developmental or remedial courses while in college?

○ Yes (1)

○ No (2)

Q86 Did you graduate with your Associate's Degree before transferring?

○ Yes (1)

○ No (2)

Q92 What was the main reason you initially attended a community college or JuCo? (Select one)

☐ Grades were not good (1)

☐ Did not have the finances to attend a four-year college right away (2)

☐ Play Sport (3)

☐ First in family to attend college (4)

☐ Other (5) _____

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Interview Protocol

Two-Year Transfer Athlete Interviews

INTERVIEW PROTOCOL

Research Question #3: How do two-year transfer athletes **perceive** organizational dimensions as contributing to their experiences?

Sub Questions

a. What dimensions do two-year transfer athletes believe the university showed that contributed to their academic experiences?
b. What dimensions do two-year transfer athletes believe the university showed that contributed to their athletic experiences?
c. What dimensions do two-year transfer athletes believe the university showed that contributed to their social experiences?

Introduction of the Study

Hello [NAME of PARTICIPANT], I know that we have been in contact with each other over the past few weeks. I would just like to take a moment to thank you for participating in this study. Your time and feedback is greatly appreciated.

As a student in the Doctoral Program of Educational Leadership at Rowan University, I am conducting a research study on the organizational factors that contribute to two-year transfer athlete persistence at Division I institutions. The information that I gather in this interview will be used to complete my doctoral dissertation. As a result, this information will be published. However, all of your responses will remain anonymous and confidential. There are no right or wrong answers. I am really interested in your experiences and what you believe has contributed to you returning to school each semester while at [NAME OF INSTITUTION ATTENDED]. So let's get started….

Background

1. Describe your experience at the Junior College you attended.
2. Why did you decide to attend [the College]?
3. Describe your experience when you came to [the College].

Academic Experiences

1. Before you entered [the College], what did [the College] do to make sure you were academically eligible?
    a. Did you meet with an advisor?
    b. Did you go over eligibility requirements with the advisor at [the College]?
    c. Did [the College] take all your credits in from the community college?
    d. Did you have Junior Status?
    e. Did you take summer courses at [the College], before your first semester?

2. How did [the College] help you academically when you first transferred in?
    a. How did you do academically, when you first transferred to [the College]?
    b. During your first semester at [the College], did your grades drop?
    c. If yes, why did this happen?
    d. If yes, what helped pick your grades up to remain eligible?
    e. If no, what did you do so you could remain eligible?
    f. Describe how these academic related activities contributed to your eligibility.

3. Describe some of your academic successes, while at [the College].
    a. How did [the College] aid in helping you achieve those academic successes? Were these memorable moments made because of:
    b. The people at [the College] helped you;
    c. The support you received at [the College] that helped you;
    d. The rules in place at [the College] that helped you;
    e. The traditions you followed at [the College] that helped you

4. What academic activities were you required to do, to ensure you were eligible to play?
    a. What were some things you did on your own to keep yourself eligible to play?

Athletic Experiences

1. Describe how you adjusted to [the College], athletically.
    a. When you came to [the college], did you have any athletic challenges?
    b. How did you overcome them?
    c. How did [the college] help you overcome those challenges?
    d. If no, how did [the college] help you adjust athletically?

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2. Describe your most memorable athletic moment at [the College].
   a. How did [the College] aid in helping this moment happen? Were these memorable moments because of:
   b. The people at [the College] that helped you;
   c. The support you received at [the College] that helped you;
   d. The rules in place at [the College] that helped you;
   e. The traditions you followed at [the College] that helped you.
   f. If it did not, what should [the College] do to help create memorable athletic moments for two-year transfer athletes?

3. How has [the College] helped you compete, athletically, at the highest level?
   a. What athletic requirements helped you (individual and team workouts, team meetings, team rules and policies, 1-on-1 meetings with coaches, community service etc.)?
   b. What athletic activities did you do on your own helped you (individual and team workouts, team meetings, team bonding, 1-on-1 meetings with coaches, community service etc.)?

Social Experiences

1. Describe who became your immediate friends when you came to [the College].
   a. Describe how you met and how you became friends.
   b. How did [the College] help you meet them?
   c. Overall, describe how [the College] helped you meet friends.

2. Were you involved with clubs, organizations and student governing bodies on campus?
   a. If yes, describe how you got involved with clubs, organizations and student governing bodies on campus.
   b. If not, what stopped you from getting involved on campus?
   c. What should [the College] do to encourage more involvement in clubs, organizations and student governing bodies on campus for two-year transfer athletes?

3. Describe your most memorable social experiences at [the College].

   a. How did [the College] aid in helping this experience(s) happen? Were these memorable because of:
   b. The people at [the College] helped you;
   c. The support you received at [the College] that helped you;
   d. The rules in place at [the College] that helped you;
   e. The traditions you followed at [the College] that helped you.

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f. If it did not, what should [the College] do to help create memorable athletic moments for two-year transfer athletes?

4. Did [the College] require you to get involved on and/or off campus?
    a. What requirements by [the College] helped you get involved on and or off campus?
    b. What did you do on your own that helped you get involved on and or off campus?

Miscellaneous

What were some of things that were highly emphasized by the coaches, staff and people that you met or spoke with while being recruited (including on your visit)?

Were these things they spoke of present when you got to the university?

What would you say were the most influential factors that helped you, semester-by-semester, get to graduation at [the College]?

a. The people
b. The structure in place
c. All the things you had access to
d. The traditions in place

Additional Probes to be Used During the Interview:

- Can you tell me more about…
- Can you give me an example of…
- Can you describe...
- What do you mean by…

Closing the Interview:

[NAME of PARTICIPANT]. Thank you again for your time and feedback. You have provided a wealth of information for me to review.

Please feel free to reach out to me if you have any questions, concerns or would like to add anything else you think would help the study. I just want to reiterate that your responses, today, will remain anonymous and confidential.

Do you have any questions?

[EITHER ANSWER QUESTIONS or IF NOT]Ok, well thank you and I will be in touch to send you the $20 Visa Gift Card.

Document Summary Form (Template)

Miles and Huberman (1994)

DOCUMENT FORM   Site: _____

                                        Document #: _____

                                        Date Received:_____

Name or description of document:

Event or contact person, if any, which document is associated with:

Significance or importance of document:

Brief summary of contents (the most important findings in the document):

Start List of Codes

Miles and Huberman (1994)

A start list is a list of pre-set codes derived from the conceptual framework, list of research questions, problem or critical areas, propositions, preliminary analysis of survey data, etc.

1. **POLIT—**
    a. RESOURC—
    b. MONEY—
    c. SCHOLARSHIP—
    d. TRAVEL—?
2. **BUREA—**
    a. TEAM RULE—
    b. POLICY—
    c. STUDY HALL—
    d. MEETINGS—
3. **SYMB—**
    a. TRADITIONS—
    b. COACHING STYLE—
    c. LEADERSHIP—
    d. FUN—
4. **COLLE—**
    a. PEOPLE—
    b. TEAMMATES—
    c. ADVISOR—
    d. COACH—
    e. CLASSMATES—

Appendix E

Code Book

Central University (CU)

Academic Experiences

Relevant Text	Codes	Common Ideas	Themes	B&M Codes
T.3.b., J.2.a. **(n=2)**	Provide A's & T's **PAT's**	Provided Advisors and Tutors	Made Sure TA's have Support & Resources when they entered the College	Political
T.1.f., J.B.c., J.B.e., J.B.f. **(n=4)**	Like a Family Environment **FE**	Felt like they were apart of a family at CU	Family Environment Propelled Academics	Collegial/HR
T.1.h., T.4.a., T.4.b., T.4.d., J.4.a., J.4.e. **(n=6)**	Required to meet Support Staff/Service **RSS**	Required to Meet Advisor, Tutor, or Attend Study Hall	Made Sure TA's have Support & Resources when they entered the College	Political
T.1.c., T.1.e., T.2.b., T.4.c. **(n=4)**	On Top of You **OToY**	Always On Top of You	A close eye was kept on TA's academic eligibility	Bureaucratic

T.1.b., T.1.j., T.4.e., J.3.c. **(n=4)**	Doing What Supposed to Do **DSTD**	Made Sure You Were Doing What You Were Suppose to Do	A close eye was kept on TA's academic eligibility	Bureaucratic
T.1.a., T.1.f., T.2.a., J.1.a. **(n=4)**	Person w/ Significant Influence **PSI**	Certain Individuals had a Significant Influence on Academic Performance	Someone at the College Helped them Persist	Collegial/HR
J.2.b. **(n=1)**	Struggled, but w/ Support Passed **SSP**	Struggled in class got some sort of consistent support from (Significant Individual) to end up with satisfactory grade in class	Someone at the College Helped them Persist	Collegial/HR
T.2.e., J.3.b., J.4.b., J.4.c. **(n=4)**	Support Helped Pass **SHP**	Struggled in class got some sort of consistent support (resource) and ended up with satisfactory grade in class	Made Sure TA's have Support & Resources when the entered the College	Political
T.1.j., J.4.e. **(n=2)**	Took Summer Courses for Eligibility **TSfE**	Took Summer Course(s) for eligibility purposes and to get ahead at MU	A close eye was kept on TA's academic eligibility	Bureaucratic

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CU

Athletic Experiences

Relevant Text	Codes	Common Ideas	Themes	B&M Codes
T.2.b. **(n=1)**	Coaches Instilled Confidence **CIC**	Coaches Instilled Confidence to Play @ High Level	Coaches/Leaders Influenced Athletic Success	Collegial
T.2.c., T.2.e. **(n=2)**	Coaches Changed the Culture **CCC**	Coaches changed the culture to a positive environment	Coaches/Leaders Influenced Athletic Success	Collegial
J.2.e., J.2.f., J.2.g., T.2.c., T.2.d. **(n=5)**	Coach(es) Helped Success **CHS**	A Coach had a lot to do with their success	Coaches/Leaders Influenced Athletic Success	Collegial
J.1.a., J.1.b., J.1.c., J.1.d., T.1.a., T.1.c., T.1.d. **(n=7)**	Adjusted on Court **AOC**	Adjusted Game in Some Way to Get On the Court	Adjusted to Structure to be Successful Athletically	Bureaucratic
J.3.b., J.3.c.,	Structure in Place &	The Structure Put In	Adjusted to Structure	Bureaucratic

J.3.d., J.3.d., T.3.a. **(N=5)**	People **SPP**	Place and the People Helped Significantly	to be Successful Athletically	
T.1.d., T.1.e. **(n=2)**	Lack of Trust **LoT**	Students had a lack of trust for coach	No Trust forced SAs be unhappy	Collegial
J.3.a., J.3.f., T.1.b., T.3.b. **(n=4)**	Gym Access **A2G**	Access to Gym Anytime	Access to Athletic Resources	Political

CU

Social Experiences

Relevant Text	Codes	Common Ideas	Themes	B&M Codes
T.1.a., J.1.a., J.1.b., J.1.c. **(n=4)**	Teammates 1st **TMF**	Teammates were first immediate friends	Teammates were catalyst for social network	Collegial
T.1.b., T.1.c., J.1.d., **(n=3)**	Teammates Introduce to Others **TMIO**	Teammates introduced them to other people around campus	Teammates were catalyst for social network	Collegial
J.2.a. **(n=1)**	Involved w/ Organizations **IWO**	Was involved with SAAC or Other Organizations (i.e. SGA, Marketing, RA meetings)	Structure was in place for TA's to enhance social network	Bureaucratic
T.4.a., J.4.b. **(n=2)**	Mandatory Meetings **MM**	Mandatory to go to Athletic Department meetings, team community service events	Structure was in place for TA's to enhance social experiences	Bureaucratic

J.3.a., **(n=1)**	Got to know athletes outside athletics **KAOA**	Good to interact with other athletes outside of athletics	Social networks developed enhanced perceptions of SAs	Symbolic
T.1.d., J.1.f., J.1.g. **(n=3)**	Met Non-Athletes **MNA**	Met a lot of non-athletes	Social networks developed enhanced perceptions of SAs	Symbolic
T.3.b., T.4.b. **(n=2)**	Voluntary **VOL**	Things that were done on my own to enhance social experiences	Searched for social experiences	Political
T.2.a., T.2.b., T.2.d., J.4.c. **(n=4)**	Difficult Getting Involved **DGI**	Had a difficult time getting more involved due to schedule	Academic and Athletic Schedule Hindered Engagement	Bureaucratic

Metropolitan University (MU)

Academic Experiences

Relevant Text	Codes	Common Ideas	Themes	B&M Codes
B.1.a., B.3.a., L.A.c., S.1.c., S.2.b., S.2.e., M.2.a. **(n=7)**	Provide A's & T's **PAT's**	Provided Advisors and Tutors	Made Sure TA's have Support & Resources when they entered the College	Political
L.1.c., L.2.a., S.4.a., M.2.a., M.4.a. **(n=5)**	Required to meet Support Staff/Service **RSS**	Required to Meet Advisor, Tutor, or Attend Study Hall	Made Sure TA's have Support & Resources when they entered the College	Political
B.1.b., B.1.c., L.A.d., S.2.c., S.2.g. **(n=5)**	On Top of You **OToY**	Always On Top of You	A close eye was kept on TA's academic eligibility	Bureaucratic
B.2.a., B.2.b., B.4.a., B.4.b., S.1.b., S.2.d., M.3.d., M.4.b. **(n=8)**	Doing What Supposed to Do **DSTD**	Made Sure You Were Doing What You Were Suppose to Do	A close eye was kept on TA's academic eligibility	Bureaucratic
B.3.b., L.2.b., L.3.b., S.3.b. **(n=4)**	Person w/ Significant Influence **PSI**	Certain Individuals had a Significant Influence on Academic Performance	Someone at the College Helped them Persist	Collegial/HR

S.4.b., M.3.a., M.3.b. **(n=3)**	Struggled, but w/ Support Passed **SSP**	Struggled in class got some sort of consistent support from (Significant Individual) to end up with satisfactory grade in class	Someone at the College Helped them Persist	Collegial/HR
L.2.c., L.2.d., S.2.f. **(n=3)**	Support Helped Pass **SHP**	Struggled in class got some sort of consistent support (resource) and ended up with satisfactory grade in class	Made Sure TA's have Support & Resources when the entered the College	Political
L.1.e., S.1.e., M.1.b. **(n=3)**	Took Summer Courses for Eligibility **TSfE**	Took Summer Course(s) for eligibility purposes and to get ahead at MU	A close eye was kept on TA's academic eligibility	Bureaucratic

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MU

Athletic Experiences

Relevant Text	Codes	Common Ideas	Themes	B&M Codes
B.2.b., B.2.c., B.3.b., B.3.c., L.2.c., S.1.a., S.1.b., S.1.e. **(n=8)**	Coaches Instilled Confidence **CIC**	Coaches Instilled Confidence to Play @ High Level	Coaches/Leaders Influenced Athletic Success	Collegial/Human Resources
B.2.b., S.1.g., S.1.h., M.1.e., M.1.f., M.3.a., M.3.g. **(n=7)**	Coach(es) Helped Success **CHS**	A Coach had a lot to do with their success	Coaches/Leaders Influenced Athletic Success	Collegial/Human Resources
B.2.a., L.3.a., S.2.b., S.2.c., S.3.a., M.1.d. **(n=6)**	Underdog **UND**	We had an Underdog Mentality/Attitude	Underdog Mentality	Symbolic
L.1.a., L.1.b., M.1.c. **(n=3)**	Acclimated Hectic Schedule **AHS**	Had to get Acclimated to a Hectic Schedule	Adjusted to Structure to be Successful Athletically	Bureaucratic
B.1.a., L.1.f., S1.d., M.1.a. **(n=4)**	Adjusted on Court **AOC**	Adjusted Game in Some Way to Get On the Court	Adjusted to Structure to be Successful Athletically	Bureaucratic
B.1.b., B.3.a., L.3.b.,	Structure in Place &	The Structure Put In Place	Adjusted to Structure	Bureaucratic

L.3.c., L.3.d., L.3.e., S.1.f., S.3.h., M.3.f. **(n=9)**	People **SPP**	and the People Helped Significantly	to be Successful Athletically	
S.3.c., S.3.d, M.2.d., M.3.b., M.3.c. **(n=5)**	Fans **FAN**	Fan Support Helped Motivate them to do Well Athletically	People Motivated Athletic Success	Collegial/Human Resources
B.2.c., L.1.g., S.3.e., M.1.b. **(n=5)**	Teammates **TEAM**	Teammates Picked Them Up	People Motivated Athletic Success	Collegial/Human Resources
L.2.d., S.3.f., S.3.g. **(n=3)**	Gym Access **A2G**	Access to Gym Anytime	Access to Athletic Resources	Political

MU

Social Experiences

Relevant Text	Codes	Common Ideas	Themes	B&M Codes
B.1.a., S.1.a., M.1.a. **(n=3)**	Teammates 1st **TMF**	Teammates were first immediate friends	Teammates were catalyst for social network	Collegial
B.1.b., S.1.b., S.1.c. **(n=3)**	Teammates Introduce to Others **TMIO**	Teammates introduced them to other people around campus	Teammates were catalyst for social network	Collegial
*B.2.c., *B.2.d., L.1.d., L.1.e., S.2.b., S.2.d, M.3.b. **(n=7)**	More than an Athlete **MTA**	Wanted people to know they were more than an athlete	Social networks developed enhanced perceptions of SAs/More than an Athlete	Symbolic
B.3.b., S.2.c., M.3.c. **(n=3)**	Know Other Athletes **KOA**	Got to know other student athletes on campus as people	Social networks developed enhanced perceptions of SAs/More than an Athlete	Symbolic
L.2.a., S.2.a., M.2.a., M.2.b. **(n=4)**	Involved w/ Organizations **IWO**	Was involved with SAAC or Other Organizations (i.e. SGA, Marketing, RA	Structure was in place for TA's to enhance	Bureaucratic

			meetings)	social network	
L.2.e., S.4.a., M.4.a. **(n=3)**	Mandatory Meetings **MM**	Mandatory to go to Athletic Department meetings, team community service events	Structure was in place for TA's to enhance social network	Bureaucratic
M.3.a. **(n=1)**	Got to know athletes outside athletics **KAOA**	Good to interact with other athletes outside of athletics	Social networks developed enhanced perceptions of SAs/More than an Athlete	Symbolic
L.3.a., S.2.g., S.2.h. **(n=3)**	Met Non-Athletes **MNA**	Met a lot of non-athletes	Social networks developed enhanced perceptions of SAs/More than an Athlete	Symbolic
L.4.a., M.4.b. **(n=2)**	Voluntary **VOL**	Things that were done on my own to enhance social experiences	Searched for social networks	Political
B.2.a., L.2.b. **(n=2)**	Difficult Getting Involved **DGI**	Had a difficult time getting more involved due to schedule	Academic and Athletic Schedule Hindered Engagement	Bureaucratic