**Athletic Administrator, Academic Advisor, and Mentor Perceptions
of Student Athlete Success**

by

Kasey Saucer Romine

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Approved by

James E. Witte, Chair, Professor of Educational Foundations, Leadership & Technology
Maria M. Witte, Professor of Educational Foundations, Leadership & Technology
Leslie A. Cordie, Assistant Professor of Educational Foundations, Leadership & Technology
Chih-hsuan Wang, Associate Professor of Educational Foundations, Leadership & Technology

Abstract

Student athlete support services play a vital role in student athlete success at university athletic departments across the country. The National Collegiate Athletic Association (NCAA) requires that Division-I (D-I) institutions provide student athletes with academic advising, mentoring, tutoring, and life skills programs (Gerstner, 2017) to help them succeed while being a collegiate student athlete. The purpose of this quantitative study was to examine athletic mentors, advisors, and administrators' perceptions of the importance of student athlete success and best practices used for student athlete success.

Six research questions were developed to examine perceptions of athletic mentors, advisors, and administrators. The following research questions were used in this study: (a) What is the relationship between mentor, advisor, and administrator perceptions of the importance of student athlete success, (b) What is the relationship between mentor, advisor, and administrator perceptions regarding best practices and student athlete success, (c) What is the relationship between male and female perceptions of the importance of student athlete success, (d) What is the relationship between female and male perceptions regarding best practices and student athlete success, (e) What is the relationship between former athlete and non-athlete perceptions of the importance of student athlete success, and (f) What is the relationship between former athlete and non-athlete perceptions regarding best practices and student athlete success. A survey was developed and validated by a review panel. Mentors, advisors, and administrators were asked to indicate the level of agreement for twelve statements related to the importance of student athlete success followed by ten statements related to student athlete best practices. Five final demographic questions were asked that included their position, time they have had their position, time they have worked in higher education, gender, and former collegiate athlete or not.

Data analysis revealed that there was no statistically significant difference in the perceptions of the importance of student athlete success or best practices for student athlete success between athletic mentors, advisors and administrators. The data analysis also revealed that there was no statistically significant difference of females and males' perceptions of the importance of student athlete success and best practices for student athlete success. Lastly, the data analysis revealed that there was no statistically significant difference in the perceptions of former athletes and non-former athletes' and the importance of student athlete success and best practices.

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List of Abbreviations

NCAA     National Collegiate Athlete Association

SEC      Southeastern Conference

SASS     Student Athlete Support Services

SADC     Student Athlete Development Center

AD       Athletic Director

IV       Independent Variable

DV       Dependent Variable

LC       Language Clarity

NSSE     National Survey of Student Engagement

**CHAPTER 1**

INTRODUCTION

In university athletic departments throughout the country, Student Athlete Support Services provide a vital contribution to the success of the student athletes. The National Collegiate Athletic Association (NCAA) considers Student Athlete Support Services so valuable that the NCAA has mandated that institutions provide student athletes access to academic advising, mentoring, tutoring, and life skills programs (Gerstner, 2017).

Statement of the Problem

The specific problem addressed in this study was a lack of research examining the student athlete support staffs' perceptions of student athlete success. Studies have been conducted by several researchers regarding the student athletes' opinions such as Beres's (2010) study, "Examining Mentoring Relationships within the Sport Management Academy: perspectives of mentors and protégés," and Gayles and Hu's (2009) study. "Athletes as students: Ensuring positive cognitive and affective outcomes." This specific study focuses on student athlete support staff perceptions of student athlete success. There are four million former NCAA student athletes and 1,100 colleges and universities. Currently, there are more than 460,000 NCAA student athletes competing in 24 sports every year. Student athletes' academic success is supported by state-of-the-art technology, tutoring and access to academic advisors (NCAA, 2017).

Purpose of the Study

The purpose of this quantitative study was to examine athletic academic advisors, mentors, and administrator staff perceptions of what makes a student athlete successful. Six research questions were developed to examine perceptions of student athlete academic advisors, student athlete mentors, and athletic administrator staff.

Research Questions

The following research questions were used in this study:

1. What is the relationship between mentor, advisor, and administrator perceptions of the importance of student athlete success?

2. What is the relationship between mentor, advisor, and administrator perceptions regarding best practices and student athlete success?

3. What is the relationship between male and female perceptions of the importance of student athlete success?

4. What is the relationship between female and male perceptions regarding best practices and student athlete success?

5. What is the relationship between former athlete and non-athlete perceptions of the importance of student athlete success?

6. What is the relationship between former athlete and non-athlete perceptions regarding best practices and student athlete success?

Significance of the Study

The data collected in this research study contributes to a general body of knowledge. There is an absence of literature and of studies that address the perceptions of athletic administrators, academic advisors, and mentors in relation to NCAA collegiate student athletes. This research is significant because NCAA athletic support staff can better assist their student athletes if they are all viewing the importance of success and best practices the same way. Universities as a whole would benefit from this study because their student athletes would ultimately be more successful which would keep them eligible to play their sport. Not only

would university athletic programs improve, but the university's total academic achievements would also improve. Therefore, an understanding of the perceptions of student athlete support services staff is important for this research study and the success of collegiate student athletes.

Definition of Terms

Academic Advisor – The process in which an advisor and advisee engage in a relationship within an educational setting for the purposes of facilitating the advisee's growth, development, and learning with respect to academic, social, personal, career direction, and goals within the college experience (Kelly, 2017). Advisors are some of the first individuals to establish a relationship with students, and that relationship can set the tone for a student's entire experience (Ellis et al., 2014). Light (2001) argued, "Academic advising may be the single most underestimated characteristic of a successful college experience" (p. 81).

Athletic Director – Athletic Directors play a major role in all university athletic departments. Athletic Directors (ADs) are administrators who supervise and oversee athletic programs at colleges and other institutions. Their responsibilities include budgeting, promotion, and scheduling for the school's sports teams. ADs rarely work directly with athletes and are more like athletic managers and coach supervisors. One of their most known roles is to hire and fire athletic faculty, including the sports teams' coaches (What is an Athletic Director, 2017).

Division I – Burrell (2017) defines Division I as the highest level of intercollegiate athletics overseen by the NCAA in the United States. Division I schools typically have larger budgets, more advanced facilities, and more athletic scholarships than Division II, Division III, and/or smaller athletically competitive schools. Among the three NCAA divisions, Division I schools generally have the largest student bodies, manage the largest athletics budgets and offer

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the most generous number of scholarships. Schools who are members of Division I commit to maintaining a high academic standard for student-athletes in addition to a wide range of opportunities for athletics participation. With nearly 350 colleges and universities in its membership, Division I schools field more than 6,000 athletic teams, providing opportunities for more than 170,000 student-athletes to compete in NCAA sports each year (Burrell, 2017).

Division II – Division II is a collection of more than 300 NCAA colleges and universities that provide thousands of student-athletes the opportunity to compete at a high level of scholarship athletics while excelling in the classroom and fully engaging in the broader campus experience. This balance, in which student-athletes are recognized for their academic success, athletics contributions and campus/community involvement, is at the heart of the Division II philosophy. Division II's academic philosophy calls for a comprehensive program of learning and development in a personal setting. The size of many Division II campuses foster a more personal setting. As with all NCAA colleges and universities, student-athletes at Division II institutions are required to meet certain academic standards in order to practice and compete in athletics. These benchmarks are called initial-eligibility standards for incoming freshmen and transfer students, and progress-toward-degree standards for other student-athletes. These criteria ensure that student-athletes are prepared for the rigors of college coursework and are on a path to graduate throughout their college experience (Burrell, 2017).

Division III – More than 180,000 student-athletes at 450 institutions make up Division III, the largest NCAA division both in number of participants and number of schools. The Division III experience offers participation in a competitive athletic environment that pushes student-athletes to excel on the field and build upon their potential by tackling new challenges across campus. Academics are the primary focus for Division III student-athletes. The division

minimizes the conflicts between athletics and academics and helps student-athletes progress toward graduation through shorter practice and playing seasons and regional competition that reduces time away from academic studies. Participants are integrated on campus and treated like all other members of the student body, keeping them focused on being a student first. Division III athletics provides a well-rounded collegiate experience that involves a balance of rigorous academics, competitive athletics, and the opportunity to pursue the multitude of other co-curricular and extra-curricular opportunities offered on Division III campuses. Division III affords student-athletes the opportunity to discover valuable lessons in teamwork, discipline, perseverance and leadership, which in turn make student-athletes better students and responsible citizens (Burrell, 2017).

Gender role orientation – Weaver and Chelladurai (2002) defined gender role orientation as "One's tendency to exhibit traits historically associated with one of the biological sex categories (male or female) regardless of one's gender" (p. 97).

Mentor – Kram (1985) defined mentoring as "A relationship between a more experienced and knowledgeable adult (mentor) and a younger, less experienced adult (mentee) with the purpose of helping the younger person find maturity and enter the world of work" (p. 41). For the purpose of this study, mentors are defined as experienced adults helping student athletes navigate their college career.

National Collegiate Athletic Association (NCAA) – A non-profit organization which regulates athletes of 1,281 institutions, conferences, and individuals. The NCAA provides opportunities to earn a college degree and was founded to keep college sports safe. The NCAA promotes safety, excellence, and physical and mental well-being for student athletes. The NCAA also focuses on respect, integrity and responsibility, both on and off the field, so that college

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sports prepare student athletes for life (NCAA.org, 2017) In response to public criticism of the brutality of football, the NCAA evolved from the Intercollegiate Athletic Association, which was created in 1906 by a group of thirty-eight institutions. "The NCAA is a voluntary, unincorporated association of approximately 1200 members consisting of colleges and universities, conferences and associations, and other educational institutions" (p. 1). For purposes of bylaw legislation and competition in intercollegiate championship events, the active members are divided into Divisions I, II and III, with further classification of Division I football members into Division I-A and Division I-AA (Mondello, 2000).

National Survey of Student Engagement (NSSE) – A survey administered to college students to better determine student learning and effective educational practice (Kuh, 2003). The main content represents student behaviors highly correlated with desirable learning and personal development outcomes of college (Kuh, 2003). The three core purposes of NSSE are institutional improvement, public advocacy, and documenting good practice.

Student Athlete – A student athlete as an individual who engages in, is eligible to engage in or may be eligible in the future to engage in any intercollegiate sport. There are more than 460,000 NCAA student-athletes competing in 24 sports every year with more than eight out of ten graduating with a bachelor's degree and more than 35 percent earning a postgraduate degree (Student-Athletes, 2017).

Student Athlete Support Services – Athletic department professionals, like all NCAA universities, provide student athletes with Student Athlete Support Services (SASS). Academic counseling from both athletic academic counselors and the student athlete's respective Dean's office advisor are just one of the services SASS provides. Mentors, tutors, and supervised study

table are also provided, as well as career planning, monitoring of eligibility status and other guidance services (Student-Athlete Support Services, 2017).

Student Success – Student success can be defined as a student reaching his or her educational and personal goals during and when completing school (Tinto, 2005). For the purposes of this study, college level education will be the focus of student success.

Organization of Study

Chapter 1 introduces the study, presenting the statement of problem, the purpose/objectives and research questions, significance of the study, limitations of study, definition of terms, and organization of the study.

Chapter 2 contains a review of the related literature pertaining to the topics of Administrators, Advisors, and Mentors' Perceptions of Student Athlete Success, NCAA student athletes, and the role of student athlete administrators, advisors, and mentors concerning student athlete success.

Chapter 3 addresses population, survey development, validation/verification panel – question clarity survey, survey distribution, data collection, Cronbach's Alpha, total scale, and analysis of data.

Chapter 4 presents the findings of the validation panel and an interpretation of the data. Specifically, it describes development of the survey and the results of the data analysis.

Chapter 5 presents a summary, conclusions, implications, and recommendations for future research.

# CHAPTER 2

## REVIEW OF LITERATURE

In university athletic departments throughout the country, Student Athlete Support Services provide a vital contribution to the success of the student athletes. The National Collegiate Athletic Association (NCAA) considers Student Athlete Support Services so valuable that the NCAA has mandated that institutions provide student athletes access to academic advising, mentoring, tutoring, and life skills programs (Gerstner, 2017).

Purpose of the Study

The purpose of this quantitative study was to examine athletic academic advisors, mentors, and administrator staff perceptions of what makes a student athlete successful. Six research questions were developed to examine perceptions of student athlete academic advisors, student athlete mentors, and athletic administrator staff.

Research Questions

1. What is the relationship between mentor, advisor, and administrator perceptions of the importance of student athlete success?

2. What is the relationship between mentor, advisor, and administrator perceptions regarding best practices and student athlete success?

3. What is the relationship between male and female perceptions of the importance of student athlete success?

4. What is the relationship between female and male perceptions regarding best practices and student athlete success?

5. What is the relationship between former athlete and non-athlete perceptions of the importance of student athlete success?

6. What is the relationship between former athlete and non-athlete perceptions regarding best practices and student athlete success?

Student Success

The stakes of going to college are higher today than at any point in history, both in terms of costs and potential benefits to students and society. Student success can be defined in several different ways. Many universities use students' academic backgrounds and standardized test scores to gauge their success in college. These are used to determine if a student is at risk of being unsuccessful or failing. Tinto (2005) defined student success as a student reaching his or her educational and personal goals during and when completing college. Tinto (2005) argued that without learning there was no success and that at a minimum success implied successful learning in the classroom.

Kuh, Kinzie, Schuh, and Whitt's (2011) research revealed that persistence and educational attainment rates, as well as the quality of student learning, must improve if postsecondary education is to meet the needs of our nation and our world, even if baccalaureate completion is low. So many students leave college or put forth limited effort into their learning that they fall short of benefitting from college to the extent they should. Student engagement is a major factor in determining student success at the college level. Kuh, Kinzie, Schuh, and Whitt (2001) also found that student engagement has two key components that contribute to student success. The first is the amount of time and effort students put into their studies and other activities that lead to the experiences and outcomes that constitute student success. The second is the ways the institution allocates resources and organizes learning opportunities and services to

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induce students to participate in and benefit from such activities (Kuh, Kinzie, Schuh, & Whitt, 2001).

In Kuh, Kinzie, Schuh, and Whitt's (2011) study, twenty of the colleges that fostered great student engagement and persistence shared six structures: A living mission and lived educational philosophy, an unshakable focus on student learning, environments adapted for educational enrichment, clearly marked pathways to student success, an improvement-oriented ethos, and shared responsibility for educational quality and student success. The authors also found that these features were not just independent to one another, they also can be found within each other. They work together to shape the effectiveness of achieving student success. These colleges' administrators developed their college's mission statement to reflect these expectations. They are used to help students determine how to spend their time and energy in pursuit of the institution's mission and purposes (Kuh, Kinzie, Schuh, & Whitt, 2011).

Seymour and Lopez (2015) assessed the Gallup-Purdue study and chose to define student success as having the Big Six college experiences that lead to life-preparedness. The study sampled 29,560 post-graduates with internet access in all 50 states. The study found that future worker engagement and well-being are based on what the students are doing in college and how they are experiencing it. College graduates expressed being more engaged and successful in the workforce if they had a professor that cared about them as an individual, made learning fun and exciting, and lastly, the professor encouraged them to pursue their dreams. Not only did their work engagement improve, but their overall wellbeing and quality of life thrived. The study also showed that graduates that had a college internship or job that directly applied to their major, those that were involved in extracurricular activities and organizations, and those that took on and finished long term projects were all much more engaged and successful in their post-

graduate jobs. Tinto (2005) argued involvement in classroom learning, especially in group settings, leads to greater quality of effort, enhanced learning, and in turn heightened student success. Monitoring and feedback were vital conditions for student success (Tinto, 2005). "Students are more likely to succeed in settings that provide faculty, staff, and students' frequent feedback about their performance" (Tinto, 2005 p. 323).

Athletic administrators control the environment of athletic and academic success of the student-athletes (Baldwin, 2018). Kuh, et al. (2011) defined student success as "academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills, and competencies, persistence, and attainment of educational objectives" (p. 8). Their report studied social, economic, and educational factors that relate to student success. The report found that students who find something or someone worthwhile to connect with in the postsecondary environment are more likely to engage in educationally purposeful activities during college, persist, and achieve their educational objectives (Kuh, Kinzie, Schuh, & Whitt, 2001). Student athletes should have the support they need from their mentors, advisors, and administrators that can help provide the relationship needed to be a successful college student.

Butterworth and Rich (2013) examined perceptions of academic programs offered for student-athletes in order to determine the strengths and weaknesses of the programs and if they aided in student athlete success. The results of their study determined that "many schools identify the people that run the programs as their strength, and a lack of those people as their weakness. This suggests that facilities might not be the reason for academic success, but qualified and smart advisors are the true source" (Butterworth & Rich, 2013, p. 8). Qualified

advisors who believe in serving the student athletes and meeting their needs are vital necessities for the success of the student athlete (Baldwin, 2018).

Students learn more when they are intensely involved in their education and have opportunities to think about and apply what they are learning in different settings. And when students collaborate with others in solving problems or mastering difficult material, they acquire valuable skills that prepare them to deal with the messy, unplanned issues they will come across daily during and after college (Kuh, Kinzie, Schuh, & Whitt, 2001). Many universities and athletic programs use their institution's mission statement to guide every day and explain their beliefs in student success and what it takes to be successful. Faculty members, administrators, staff, and students can use the mission statement to explain their behavior and to talk about what the institution is, the directions it is heading, and how their work can contribute to its goals (Kuh, Kinzie, Schuh, & Whitt, 2001). Student success can be achieved if the students are provided a variety of synergistic, effective, educational practices from administrators, academic advisors, and mentors.

Mentoring

Kram (1988) provided the following definition of mentoring: derived from Greek mythology, the name implies a relationship between a young adult and an older, more experienced adult that helps the younger individuals learn to navigate in the adult world and the world of work. "A mentor supports, guides, and counsels the young adult as he or she accomplishes this important task" (Kram, 1988, p. 2). As stated by Kram, the concept of mentoring goes back to ancient Greece but more specifically, Homer's epic poem The Odyssey (Roberts & Chernopiskaya, 1999; Beres, 2010). Following the ancient mythical notion of

mentoring, the first modern use of the term mentor was noticed in François Fénelon's 1699 book Les Aventures de Telemaque (Roberts & Chernopiskaya, 1999; Beres, 2010).

In general, mentoring is a relationship between two people, one experienced and one inexperienced, until the less experienced reaches a level of professional maturity (Collin, 1979; Weaver & Chelladurai, 2002). Mentoring exists when a more experienced person provides guidance and support to an emerging beginner as well as acts as a role model, tutor, guide or confidante (Bolton, 1980; Weaver & Chelladurai, 2002). In the organizational context, mentoring occurs when a senior executive of the organization with experience and expertise provides support and guidance, and assists the protégé in navigating through the world of work to progress to higher levels within the organization (Kram, 1985; Ragins & Scandura, 1994; Weaver & Chelladurai, 2002).

The relationship is usually seen as long term and involving substantial emotional commitment by both the mentor and mentee (Shapiro, Haseltine, & Rowe, 1978; Weaver & Chelladurai, 2002). A mentoring relationship can influence the development of one's career in a positive manner (Weaver & Chelladurai, 2002). First, this relationship may result in the protégé being better educated, following a career plan, and being content with their career progress. Secondly, the protégé may gain a higher degree of confidence and be more effective and efficient (Abney, 1991; Weaver & Chelladurai, 2002). Finally, the greatest value of a mentor may be the help he/she provides the protégé in fighting the inner battles and conquering the inner fears, doubts, and obstacles (Halcomb, 198; Weaver & Chelladurai, 2002).

Weaver and Chelladurai (2002) used the following table to identify various definitions of mentor:

Table 1

*Mentor Definitions*

| | |
|---|---|
| Burlew (1991) | A mentor is anyone who provides guidance, support, knowledge, and opportunities for whatever period the mentor and protégé deem this help to be necessary. |
| Collins (1983) | A mentor is higher up on the organizational ladder, an authority in his/her field, influential, interested in your growth and development, and willing to commit time and emotion to the relationship. |
| Fagenson (1989) | A mentor is someone in a position of power who looks out for you, or gives you advice, or brings your accomplishments to the attention of other people who have power in the company. |
| Halcomb (1980) | A mentor is someone who is older and wiser and already established in the area of your interest. This is a person who opens doors for you and who has such confidence in you that you have confidence in yourself. |
| Klauss (1981) | A seasoned senior executive who can offer the wisdom of years of experience from which to counsel and guide younger individuals as they move ahead in their careers/ |
| Kram (1985) | A more experienced adult that helps the younger individual learn to navigate in the adult world and the world of work. A mentor supports, guides, and counsels the young adult as he or she accomplishes this important task. |
| Noe (1988b) | A mentor is usually a senior, experience employee who serves as a role model, provides support, direction, and feedback to the younger employee regarding career plans and interpersonal development, and increases the visibility of the protégé to decision-makers in the organization who may influence career opportunities. |
| Ragins & Scandura (1994) | Mentors are generally defined as individuals with advanced experience and knowledge who are committed to providing support to and increasing the upward mobility of junior organization members, their protégés. |

Source: Weaver and Chelladurai (2002)

The mentoring relationship constitutes a reciprocal, interactive process of giving between the mentor and the protégé, which helps both parties reach their goals (Bower & Hums, 2014). Kram (1985) theorized five specific career development functions including sponsorship, exposure and visibility, coaching, protection, and challenging assignments, and four specific psychosocial functions including role modeling, acceptance and conformation, counseling, and friendship (Bower & Hum, 2014). Beres (2010) examined the mentoring relationship between the mentor and the protégé or mentee (Williams, 2017). The mentor – mentee relationship consists of four steps. The first step is the initiation stage, during which, the mentee is usually has admiration and wants to maintain frequent contact. The next stage is the cultivation phase, which depends on the environment surrounding the mentor - mentee relationship. For example, if the mentor–mentee relationship is in an intercollegiate athletic setting, this stage usually end at the conclusion of the mentees' eligibility (Beres, 2010; Williams, 2017). For the mentee to reach their goals, mentors (i.e. college coaches) must aid the mentees (i.e. male student athletes) in establishing their identity academically, athletically, and socially. The third step is the separation stage, which is when the mentees gain independence from their mentors (Beres, 2010; Williams, 2017). If a successful mentor – mentee relationship connection takes place, this third step has a bit of trepidation from both sides as the mentee transitions to their life after college or college athletics. Then there is the final step of the mentorship where the relationship enters a stage of redefinition, which is usually lasting and less instructive. In this stage, the protégé graduates to the level of a friend or a professional peer with mutual reverence and support (Beres, 2010; Williams, 2017).

The relationship is usually seen as long term and involving substantial emotional commitment by both the mentor and protégé (Shapiro, Haseltine, & Rowe, 1978; Weaver &

Chelladurai, 2002). A mentoring relationship can influence the development of one's career in a positive manner. First, this relationship may result in the protégé being better educated, following a career plan, and being content with their career progress (Weaver & Chelladurai, 2002). Secondly, the protégé may gain a higher degree of confidence and be more effective and efficient (Abney, 1991; Weaver & Chelladurai, 2002). Finally, the greatest value of a mentor may be the help they provide the protégé in fighting the internal battles and conquering fears, doubts, and obstacles (Halcomb, 1980; Weaver & Chelladurai, 2002).

Research continues to support the benefits of mentoring in relation to career success (Dreher & Ash, 1990; Fagenson, 1989, 1992; Hunt & Michael, 1983; Kram, 1985; Newby & Heide, 1992; Scandura, 1992; Weaver & Chelladurai, 2002). A majority of corporate presidents have had mentors who they considered to be vital to their success (Jennings, 1971) which concurs with Orth and Jacobs' (1971) belief that a mentor is necessary for potential executives to achieve career success (Weaver & Chelladurai, 2002). Individuals with mentors are viewed as more promotable (Shelton, 1982) and have increased upward mobility (Hunt & Michael, 1983; Weaver & Chelladurai, 2002). Mentoring is seen as a necessary ingredient to career success (Hill, Bahniuk, & Dobos, 1989; Weaver & Chelladurai, 2002). Mentoring positively affects many aspects of one's career as demonstrated by Burke's (1984) study in which respondents (e.g., the protégés) indicated the mentor relationship had influenced their career process (66%), career aspirations (34%), career direction (44%), career change (20%), and career choice (8%) (Weaver & Chelladurai, 2002). In addition, protégés benefitted from their mentors in dealing with people (13%), increased self-confidence (13%), managerial and technical skills (13%), and insights about themselves (9%), way to approach problems (9%), approaches to work (9%), and greater understanding of the organization (5%) (Burke, 1984; Weaver & Chelladurai, 2002).

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Bower and Hums (2014) conducted a study researching mentor relationships of women working as intercollegiate athletic administrators. They found that the female athletic administrator mentees had common themes of characteristics they valued in their mentors. These characteristics included being supportive, hardworking, and knowledgeable (Bower & Hums, 2014). Two themes were found when participants were asked about career functions: exposure and visibility and coaching. The exposure and visibility function is important to the success and advancement of the intercollegiate athletic administrator (Bower & Hums, 2014). The women interviewed in this study also gained knowledge, skills, and productive feedback when coached by their mentors. The last three themes identified in this study when asked about psychosocial functions were counseling, role modeling, and acceptance/confirmation (Bower & Hums, 2014). The counseling aspect was the most frequent theme to come from the psychosocial function. It was used to alleviate personal conflicts that could possibly be a distraction from effective performance. Role modeling, a second popular to coaching, was utilized as a positive image promoter as well as an effective interaction between coaches and other administrators. Acceptance and confirmation focused on the support the mentors gave their mentees. The mentor provided confidence, trust, and encouragement in this theme (Bower & Hums, 2014).

While mentoring has long been associated with the apprentice model of graduate education, it is gaining attention today as a retention and enrichment strategy for undergraduate education (Jacobi, 1991). Jacobi (1991) reviewed much of the literature related to academic mentoring and determined that most definitions included a number of common elements (Beres, 2010). These are: (a) mentoring relationships are helpful and focused on assisting with protégés' achievements; (b) mentoring relationships include elements of career assistance and development, psychosocial and emotional support, and role modelling; (c) mentoring

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relationships are reciprocal in nature where both members of the relationship experience benefits; (d) mentoring relationships are personal and involve direct interaction between mentors and protégés; and (e) mentoring relationships typically occur between inexperienced protégés and mentors who have more experience, influence, and achievement (Beres, 2010). More recently, Bozeman and Feeney (2008) have argued the following definition of mentoring: a process for the reciprocal, informal transmission of knowledge, social capital, and psycho-social support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually   face to face and over a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor), to a person who is perceived to have less (the protégé). (p. 469)

Formal mentoring, like what we see in university athletic departments, occurs in an organized environment where a third party pairs the mentor and protégé together (Joo, McLean, & Sushko, 2012; Frawley, 2016). The mentoring relationship is the type of relationship where an experienced professional (mentor) guides and teaches an entry level or aspiring professional in a particular field (mentee). Mentoring, as an ongoing relationship, must benefit all involved: the mentor, the mentee, the organization, and the culture environment (Williams, 2017).

The Mentor Program at a South Eastern Conference university is designed for any student athlete who has a history of academic challenges or who needs academic assistance as they make the transition to academic life. The goal of the mentor program is to make sure that each student athlete has what they need to be a successful college student. The Mentor Program supports students who have education impacting disabilities, as well as those who benefit from individualized academic support. The Academic Mentor will assist the student with study and

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learning skills such as time management, organization, memorization techniques, reading and comprehension, not taking, test taking, and other appropriate study methods as needed (Student-Athlete Support Services, 2017).

Eller, Lev, and Feurer (2014) researched 117 mentor-protégé dyads from sciences/social sciences, technology, and STEM departments. The mentees, or protégés, were undergraduate or first year graduate students. Eller, Lev, and Feuer (2014) found eight themes describing key components of an effective mentoring relationship. The eight themes found were (1) open communication and accessibility; (2) goal and challenges; (3) passion and inspiration; (4) caring personal relationship; (5) mutual respect and trust; (6) exchange of knowledge; (7) independence and collaboration; and (8) role modeling. The most common relationship found in Eller, Lev, and Feurer's (2014) study was communication and accessibility, which is similar to other mentor-protégé study findings. The protégés emphasized their need for positive feedback while the mentors felt they needed to provide both positive and negative feedback for their protégés (Eller, et al., 2014).

Weaver and Chelladurai (2002) used Kram's (1980) functions in their study to describe mentoring. These two functions were career functions and psychosocial functions which consist of more specific functions: career functions were sponsorship, exposure and visibility, coaching, protection, and challenging work assignments (Weaver & Chelladurai, 2002). The psychosocial functions included role modeling, acceptance and confirmation, counseling, and friendship (Weaver & Chelladurai, 2002). These specific functions of career and psychosocial functions as described by Weaver and Chelladurai (2002) are listed in the table below:

Table 2

*Career and Psychosocial Functions*

| | | |
|---|---|---|
| Career Function | Sponsorship | Sponsorship is believed to be the most powerful of the career functions since it, more than any other, can lead directly to career advancement. |
| Career Function | Exposure and Visibility | Exposure and visibility is a socializing element allowing the individual an opportunity to make acquaintances with senior managers while becoming exposed to future opportunities. |
| Career Function | Coaching | Coaching is a function which operates similar to the coaching function in sport. A student or player is taught different strategies and how to use those strategies in different situations to become successful. |
| Career Function | Protection | Protection is an essential function for the young protégé. Lack of experience and immaturity can lead a young protégé into situations which could be potentially destructive to their career. Mentors can use their seniority and experience to help their protégés when mistakes are made. |
| Career Function | Challenging work assignments | Challenging work assignments provide learning opportunities for the protégé to prepare for greater responsibilities and positions of authority. This particular function also prepares protégés with skills that they can ultimately use to advance in their future career opportunities. |
| Psychosocial Function | Role Modeling | Role modeling is a valuable way for the protégé to learn values, attitudes, and behaviors acceptable with the organization. |
| Psychosocial Function | Acceptance and Confirmation | Acceptance and Confirmation allows the protégé to try new behaviors with the support and encouragement of a mentor. Trust in the mentor helps eliminate the fears the protégé may have in experimenting with these new or risky behaviors. |
| Psychosocial Function | Counseling | Counseling is a function in which the mentor allows the protégé the opportunity to openly deal with their inner conflicts. It provides a forum in which the protégé can discuss these and other concerns with a trusted confidant. |
| Psychosocial Function | Friendship | Friendship is a function that is characterized by the social interaction of mentor and mentee. This friendship facilitates the discussion of difficult assignments in the work arena. It also allows the protégé to share personal experiences with the mentor and escape from the pressures of life. |

Source: Weaver and Chelladurai (2002)

Weaver and Chelladurai (2002) also divided mentoring into four phases. These phases were initiation, cultivation or protégé phase, phase of separation or break up, and redefinition or lasting phase. Initiation is believed to be the first stage of mentorship and when the relationship with the protégé begins to develop. The protégé will develop a positive image of the typically older mentor and sees them as someone who will guide and support their future endeavors. Weaver and Chelladurai (2002) estimate this initiation phase lasts about six to twelve months.

The second phase, typically lasting around two to five years, is the cultivation or protégé phase (Weaver & Chelladurai, 2002). The two mentor functions noted above, the career functions and the psychosocial functions, are most likely the focus in this phase of mentoring (Weaver & Chelladurai, 2002). The range of functions are most intense during this phase of mentoring (Weaver & Chelladurai, 2002).

After the cultivation phase, the mentor relationship will transition into the phase of separation or break up. This phase usually happens because the protégé has gained the knowledge he/she needs to help in the transition to their next step in life. This separation is critical in the mentor-mentee process, as it signifies the independence and autonomy of the protégé (Weaver & Chelladurai, 2002). This ending phase occurs when both mentor and protégé realize the relationship no longer serves its purpose.

The fourth and last phase of mentoring is called the redefinition or lasting friendship phase. During this phase, the mentor and protégé either continue or reestablish their contact with one another (Weaver & Chelladurai, 2002). The protégé is now functioning unaided from the mentor and they display competence, self-confidence, and autonomy (Weaver & Chelladurai, 2002). The mentor typically experiences feelings of pride for their protégé and are delighted they have been able to pass on their skills, values, and knowledge on to another (Weaver &

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Chelladurai, 2002). Lasting friendships are usually the ending results of these four phases of mentor and protégé relationships.

Weaver and Chelladurai (2002) divided the results stemming from having a mentor into two outcomes: advancement outcomes and growth outcomes. Again, these different outcomes are in connection with the two groups of mentoring functions. The advancement outcome include things that further the protégé career, like promotions, status, and recognition (Weaver & Chelladurai, 2002). Weaver & Chelladurai (2002) also found that overall happiness for those who had been mentored was greater. Growth outcomes seemed to come from more of the psychosocial functions (Weaver & Chelladurai, 2002). Growth outcomes consist of competence, identity, and effectiveness (Kram, 1980; Weaver & Chelladurai, 2002).

Weaver and Chelladurai (2002) found that not only do the protégés benefit greatly from being mentored, the mentors themselves have been found feeling intrinsically and extrinsically rewarded. The role of being a mentor has even been found to re-establish sense of competence and confidence in mentors (Weaver & Chelladurai, 2002). Mentoring has been known to build a base of technical support, respect, and power throughout different organizations (Weaver & Chelladurai, 2002).

It has also been shown that gender role orientation has a significant influence in the mentoring process (Ragins & Cotton, 1991; Weaver & Chelladurai, 2002). Bem (1974) is credited for the idea of gender role orientation being two independent dimensions versus the traditional idea of masculinity and femininity as bipolar ends of a single continuum. Sex-role inventory (BSRI) developed by Bem (1974) allowed people to be characterized as masculine, feminine, or androgynous which categorizes a person's personality as both masculine and feminine. Bem (1974) wrote that the presence or absence of gender characterization defined how

an individual perceives and reacts to information. It is believed that androgynous mentors are best suited for the job because they possess the flexibility to guide and accept guidance without being overly dependent on another person (Weaver & Chelladurai, 2002). Bem (1974) argued "The passivity dimension inherent in feminine gender role orientations may inhibit individuals (predominately females) from initiating a relationship with a potential mentor" (p. 158).

Advising

Advising students has been present in American society since the birth of colleges. Academic advising encompasses an increasing level of presence and involvement in the development of college students and the educational paths they choose (Gillispie, 2003). In the nineteenth century, academic guidance found a permanent place in college education and advising groups began to emerge (Gillispie, 2003; Gordon, 1992). With the high demands of balancing academics with athletics, it was only a matter of time that colleges added academic advisors and mentors to faculty. In the 1980s, a survey given to one hundred D1 schools reported 35 institutions graduation rates under 20% for their male basketball players and 14 institutions had the same rate for their football players (Gillispie, 2003).

Traditionally, advisers help students meet institutional requirements through selection of appropriate courses. But academic advising can be viewed in a broader way. Advising can serve not only as a method of selecting courses but also as a means of achieving success for students. Colleges and universities require manageable systems to support students as they progress through the curriculum toward completion of a degree. Individuals need the support of an informed and interested representative of the institution as they identify and work toward achieving their objectives for higher education (Frost, 1991).

Throughout the 1950s and 1960s, advising was viewed as a mundane and clerical position (Gordon, 1992). During the 1970s, O'Banion (1972) created a five-stage paradigm for academic advising and Crookston (1972) contributed by adding an article on developmental academic advising. The 1970s ended suggesting that the common perception of the advisor's role was "to keep records of students' progress toward their degree and to make sure that students have fulfilled both college and major requirements." (Gordon, 1992, p. 147). With the 1980s came the very first national survey of campus practices in academic advising. Up until this point, academic advising was viewed by administrators as a low-status function.

Crockett and Habley (1987) gave academic advising this definition: Academic advising is a developmental process which assists students in the clarification of their life and career goals and in the development of educational plans for the realization of these goals. It is a decision making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both students and advisors (p. 9). The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary (Crockett & Habley, 1987). Ender, Winston, and Miller (1982) suggested that the most appropriate models for academic advising are grounded in human/student development theory and are based on the foundation of a personal and caring relationship between the student and the advisor.

Modello (2000) found that researchers reached an agreement among and established that students-athletes, especially minority student-athletes, were being exploited for their athletic talent in their given sport while their academics were being pushed aside. Other sport researchers

identified similar concerns regarding the college's treatment of African-American athletes. The NCAA realized that if athletics were to be mainstreamed in the institution's overall educational mission, trustees, presidents, administrators and faculty shared the responsibility of guaranteeing clear policy and program honor. To counteract these negative statistics, several university officials and members of the NCAA, decided to create academic guidelines for the admission of freshmen athletes to all institutions. The major reason for enacting these guidelines was to preserve the academic integrity of each college and university, and the goal of each school was to enroll student-athletes who were likely to graduate with an academic degree. (Modello, 2000).

Schlosser and Gelso (2001) distinguished between the advisors and mentors terms because they felt the two terms were not synonymous and "one can be an advisor without being a mentor, and certainly one can be a mentor to someone without being that person's advisor" (p. 158). Johnson (2007) hypothesized graduate faculty relationships with students as occurring along a range based on various levels of involvement, emotional connection, reciprocity of the relationship, and intentional delivery of mentoring functions (Beres, 2010). Bigelow and Johnson (2001) stated, "Purely instrumental mentoring may be synonymous with advising" (p. 2). Alternatively, other researchers have suggested that advisors provide many mentoring functions. For example, Tenenbaum et al. (2001) assumed that "most graduate students think of their advisors as playing some of the roles – albeit perhaps not perfectly – that fall within the province of traditional mentoring" (p. 329).

Hamilton (2004) interviewed Dr. Ruth Darlings, who was president of National Academic Advising Association (NACADA) and a member of the NCAA academic, eligibility and compliance cabinet. When asked what she thought the challenges are in the current academic advising environment for the student athlete, Dr. Darling replied, "Academic advisers must

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consistently integrate the student's athletic passion with the goals of learning in a higher education culture." (Hamilton, 2004, p. 30). Tinto (2015) argued that advising was particularly important to the success of the many students who do not know what they want to major in whether they are admitted as undecided or change their major during college. Tinto (2015) also claimed that students who do not have someone to help advise them during this transition in college are usually unmotivated to continue and/or take longer to complete their degree. Without advising, students are likely to take classes they may count as credit progress, but do not count as degree-credit progress (Tinto, 1997). Advising not only is important for students academically, but socially and financially as well (Tinto, 1997).

Effective and realistic academic advising is vital to the academic success of students. It allows students to understand their curriculum, major, and their career options. Academic advisors can help students in navigating their campus and expose the student to valuable campus resources such as tutors and counseling centers. For student athletes, those things are usually offered at their institution's student athlete development centers. Students who are properly advised have higher rates of retention and persistence. One of the earliest academic advising definitions indicated that academic advising was to assist a student in choosing a major that will aid in their development (Lyons, Jackson, & Livingston, 2015). Academic advising is a planning process that helps students to approach their education in an organized and meaningful way (Lyons, Jackson, & Livingston, 2015). The advisor should be a facilitator while the student takes all responsibility for setting and developing their own academic goals. However, effective advising requires both the advisor and the student to engage and work together to develop an academic course of action for the student to follow (Lyons, Jackson, & Livingston, 2015).

Habley (1988) suggested that when developmental advising is successful, students get a comfortable and friendly environment. When the students are in such atmospheres, they seem to feel that their advisors are mentors and are advocates for their success. Overall, students are more likely to continue and see the college experience they are getting as an important and positive strength in their lives, all when they have been advised using a developmental approach.

Student athletes are usually advised on more of an individual level which still falls under the developmental approach. Student athlete advisors not only help their student athletes decided which route will best fit their future goals, they also aid in navigating various academic, personal, and career issues that usually come to light during the advising sessions. Habley (1988) argued that advisors should have the skills of listening, problem solving, and referring to best help every advisee. Referral skills are also critical to the process of developmental and individual advising, especially when many students are focused on an event or relationship that may be hindering their academic progress (Habley, 1988).

Student athletes face many different challenges as opposed to the general student population. Traveling, injuries, and time management are challenges student athletes must face during their time in college. One of the important roles of athletic advisors is to help student athletes manage their time wisely, utilize their institution and program's social and academic resources, and navigate the environment of their college. To help understand the needs of their student athletes, athletic advisors should try to understand the needs and pressures their student athlete faces. Advisors should also realize that each student is diverse and has different needs. By doing these things, advisors can serve as a catalyst for change and facilitator that can help students manage and master their environments (Lyons, Jackson, & Livingston, 2015). Advisors

are so important to student athletes so that they can feel comfortable and confident within their academic and social environments.

Frost (1991) found that students seem to want an individual advising relationship that was organized more around academics and less around personal matters. Frost (1991) also looked at student athletes in her study and found that men in NCAA D1 universities scored significantly lower in educational and career plans compared to non-athletes. She also found that female student athletes seemed more intrinsically motivated to pursue athletics and met fewer academic issues than male student athletes. However, other findings suggest that athletic involvement enhances persistence, overall satisfaction with the college experience, motivation to earn a degree, the development of interpersonal skills, and leadership abilities (Astin, 1984, Blann, 1985; Frost, 1991; McLaughlin, 1986; Ryan, 1989; Sowa and Gressard, 1983).

One difference between student athletes and non-student athletes is that NCAA requires student athletes to comply with academic guidelines outside the college or university to maintain their eligibility as a student athlete. Because so many student athletes are not prepared for collegiate academics, both NCAA and college institutions realized their ethical responsibilities to offer at-risk student athletes positive academic support and intervention programs. Supportive advisors can help student athletes develop the thinking skills they need to solve problems and make decisions about academic planning. In partnership with coaches, other members of the athletic staff, and faculty members, student athletes can be encouraged to develop the kind of obligation to academics that they demonstrate toward athletics (Frost, 1991).

Higher education institutions have realized their obligation to provide a supportive environment as soon as possible for student athletes to succeed. In recognition of the unique needs of student athletes, institutions have begun to enhance their support services programs

(Carodine, Almond, & Gratto, 2001) to help student athletes stay academically successful so they can in turn be successful in their respective sports.

Assisting in decision making is a major aspect of advising according to Habley (1988). An important role for advisors is to help students learn the decision making process and the skills necessary to become an effective and independent decision maker. Habley (1988) found that decision theory can help advisors understand why and how advisees approach the choice process. Habley (1988) also makes a great point that students come from different backgrounds and experiences so their decision making skills are all very unique to them. The advisor's job is to become familiar and aware of the level of the understanding and expertise the student has because the academic advising relationship can become a means for new learning, experimenting, reality testing, goal setting, and implementation of educational and career decisions (Gordon, 1986; Habley, 1988).

Academic advising has been an important part of higher education for many years. Developmental advising is the more recent way of describing academic advising, according to Habley (1988). Advisors from the 1960s and 1970s were among the first to really emphasize developmental theory in their advising approach. Developmental Theory is an approach that requires knowledge and understanding of student and adult development theory and of how theoretical frameworks can provide a foundation for effective advising strategies and techniques (Habley, 1988).

The advisor can assist in developing a student's sense of competence by helping to identify both strengths and weaknesses and by recommending courses that stretch, but do not overextend those strengths, that address but do not focus on weaknesses (Habley, 1988). In developing a student's sense of autonomy an advisor must understand that it is the right of the

student to make decisions just as it is the responsibility of the student to live with those decisions (Habley, 1988). And, in the development of purpose, the advisor must assist the student in developing an awareness of what is involved in educational and career decision-making. Helping students set life goals and develop action plans for implementation is, then, an important aspect of developmental advising (Habley, 1988).

Chickering (1981) described the developmental tasks of college-age students in terms of seven vectors:

1. Developing Competence – increased skills in intellectual, physical, and social competence lead to a sense of confidence that one is capable of handling and mastering a range of tasks.

2. Managing Emotions – increasing awareness of one's feelings which allows flexible control and expression.

3. Developing Autonomy – confronting a series of issues which ultimately lead to the recognition of one's independence.

4. Establishing Identity – integrating the many facets of one's experience and negotiating a realistic and stable self-image.

5. Freeing Interpersonal Relationships – increasing tolerance and acceptance of differences between individuals and increasing capacity for mature and intimate relationships.

6. Developing Purpose – assessing and clarifying interests, educational and career options, and lifestyle preferences and integrating those factors in setting coherent direction for one's life.

7. Developing Integrity – defining a set of values that guides one's actions.

These seven factors can serve as a focus for the delivery of academic advising services, but three are key - developing competence, developing autonomy, and developing purpose – and according to Habley (1988) can provide the basis for a strong developmental advising program.

One of the most influential and important academic services for college athletes is the academic support received from their advisor, who plays an important role in their success. Academic advisors are required to be aware of each athlete's individual academic status and personal situation to ensure academic eligibility. In addition, academic advisors must be knowledgeable about the support services offered at their particular institution. Academic advisors play an invaluable role when they assist athletes with coursework choices and provide guidance on study techniques. They are highly encouraged to maintain a positive relationship with the athletic department to ensure their advisees attend classes, study hall, and other required tutoring sessions. Most importantly, it is essential they maintain consistent communication with faculty members to ensure positive academic progress of their college athletes (Comeaux, 2012; Frezza, 2016). Academic advising for student-athletes should begin with a prescriptive approach to ensure that each student-athlete is taking courses that will result in a degree (Gerstner, 2017; Lyons et al., 2015). Student-athletes will schedule meetings with their academic support advisor on a regular basis (Gerstner, 2017; Lyons et al, 2015). Ultimately it also needs to be both developmental and appreciative so that the student-athlete's college experience can gain identity and meaning (Gerstner, 2017; Lyons et al., 2015).

Horton (2009) writes, "Athletes have long been perceived to be less prepared, less motivated, and less intelligent than the general student population" (p. 20). Horton also makes a point that most faculty members feel that athletic participation is a hindrance to student athletes' academic success in the classroom. They are overly concerned and busy with activities associated with sports, therefore devoting less attention and focus to their academic studies and development. In Horton's study (2009), student athletes defined success as finding personal

happiness, passing all of their classes, maintaining athletic eligibility each semester, and having a good athletic season as an individual and as a team.

While many student athletes choose their institution based on sport success, academic offers and Student Athlete Support Staff also play a huge role in recruiting. Duderstadt (2002) revealed that many institutions find themselves in an undesirable situation when a focus on winning and developing successful athletic programs overshadows the focus and purpose of the fundamental establishment of sport. Figler and Figler (1984) indicated that academic advisers and counselors for athletes provide eligibility monitoring, course selection, assessment of skills deficiencies, tutorial assistance and study hall, and personal and career counseling. Kirby (2017) found in her qualitative study that the student athletes she interviewed perceived that their advisor would identify eligibility and effort as academic success, and that their learning specialist would view academic success as building academic skills and work ethic. From admissions to academic counseling, athletes will benefit from strong incorporation of support services and life-skills development programs to help balance the demands of their academic responsibilities and participation in athletics (Storch & Ohlson, 2009).

Habley (1988) found that university students believed their campus advising programs were extremely effective with their advising services, two-year college and private college students more so than four year college students. One of the reasons the advising programs and advisors were so successful in this study is because of the reference materials and information about the advisees that was provided to those doing the advising by the advising office staff. Successful advisors assist students in their consideration of life goals by relating interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher

education (Habley, 1988). Advisors also assist students in self-understanding and self-acceptance as well as assisting in developing decision making skills (Habley, 1988).

Administrating

College and university administrators are the keys to the success and quality of their institutions (Austin, 1984). The decisions administrators make along with how those in this elite position make them and implement policies control not just the daily operations of a college or university but also the future of their college or university (Austin, 1984). College and university administrators' contributions to their institution are vital to that institutions success and growth. The main objective for all athletic directors is to graduate their student-athletes and score over 930 for the Academic Progress Rate (Butterworth & Rich, 2013; Baldwin, 2018). Athletic directors oversee the entire athletic department and are responsible for providing leadership that is consistent with the values of the university (Baldwin, 2018; Wright, Eagleman, & Pederson, 2011).

Athletic Directors oversee the entire athletic department and are responsible for providing leadership that is consistent with the values of their university (Wright, Eagleman, & Pederson, 2011; Baldwin, 2018). Burton and Welty-Peachey (2013) believed that servant leadership is the model leadership style that athletic administrators should utilize when guiding their athletic departments and guaranteeing academic success for their student-athletes (Baldwin, 2018). Burton and Welt-Peachy (2013) also established that utilizing the servant leadership approach within athletic departments contributes more significance to the mission of the NCAA and helps athletic directors maintain and support student-athlete development while also encourage organizational development (Baldwin, 2018).

Athletic administrators control the environment of athletic and academic success of the student-athletes (Baldwin, 2018). Administrators should be familiar with policies and practices that are linked to student success, broadly defined to include satisfaction, persistence, and high levels of learning and personal development of the increasingly diverse students enrolling at their institution (Kuh, et al, 2011). The best predictors of whether a student will graduate or not are academic preparation and motivation (Kuh, et al, 2011). Kuh et al. (2011) suggested what students do during college counts more in terms of what they learn and whether they will persist in college than who they are or even where they go to college. Research on college student development shows that the time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development (Kuh, et al, 2011).

Academic reform measures are enforced by the NCAA and athletic administrations to be sure that the support staff are committing the best education to the student athletes and for them to have a proper professional and academic disposition (Baldwin, 2018). The NCAA has developed several assessments that help administrators and staff gauge the student athletes' progress to completing their degree and ultimately, the student athletes' success in college and in their athletic program. Research has found that men's football and men's basketball are typically at the lowest rates for academic success but are also the sports teams that bring in the highest revenue for the college and athletic department (Baldwin, 2018).

Staff – Student Athlete Engagement

Higher education faculties often perceive student athletes as lacking the educational skills needed to succeed academically (Hobneck, Mudge, & Turchi, 2003). Yet when compared to their nonathletic counterparts, graduation and academic success rates actually favor student

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athletes (Gaston-Gayles, 2004; Storch & Ohlson, 2009; Umbach, Palmer, Kuh, and Hannah, 2006). One of the leading factors of the academic success of today's student athlete at both two- and four-year institutions is the presence of a strong student services program, which includes learning experiences and strategies leading to new skills, interests, work habits, and personal beliefs (Gaston-Gayles, 2004; Shurts & Shoffner, 2004). Strong student services programs ultimately lead to improved interpersonal skills and serve as a foundation for current and future success (Storch & Ohlson, 2009).

Chickering and Gamson (1987) defined several educationally purposeful environmental activities that influence students' personal and academic talent development such as faculty interaction, task orientation, cooperation among students, opportunities for communication, active learning, respect of diverse talents and ways of learning, and prompt feedback. The 2003 NSSE annual report revealed that student-faculty interactions and a supportive campus environment play an integral role in students' personal and learning development as well as advances in practical knowledge and skills (NSSE, 2003). Understanding the importance of student-faculty interaction, Kuh and Hu (2001) have suggested that college and universities explore ways to enhance meaningful interactions between faculty and students through faculty-supervised internships or capstone experiences in an effort to improve both the frequency and quality of student-faculty interactions.

Student-athletes need a level of encouragement from those in leadership in order to develop their professional and educational skills in college (Baldwin, 2018). Despite the value of student-faculty interaction, the relationship between faculty and student-athletes at Division 1 institutions has been multifaceted and somewhat troubled over the years (Comeaux, 2011). Studies have revealed that some faculty hold more negative attitudes toward NCAA Division I

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and II student-athletes than their non-athlete peers (Baucom & Lantz, 2001; Comeaux, 2011; Engstrom, Sedlacek, & McEwen, 1995). Considering the importance of student-athlete engagement with faculty-to-student success, it was advised to examine this fragile relationship more closely (Comeaux, 2011).

Comeaux (2011) surveyed 464 faculty members from a large D1 university to measure their attitudes toward student-athletes. The study was specifically designed to determine if race, ethnicity, gender, and major affected the way in which faculty members perceived male and female student-athlete. Comeaux (2011) concluded that in general, faculty, relative to non-student-athletes, viewed student-athletes negatively, but much like student-athletes themselves, attitudes varied depending on the race, gender, or discipline of the faculty member.

Chickering and Reisser (1993) found that college years were a critical period in the development of competence and identity for young adults. These young college students tended to struggle with things such as affirming and re-affirming their identities, managing relationships, and personal and academic development (Comeaux, 2011). Faculty members, mainly those that have quality and frequent contact with students, were commonly believed to help facilitate positive perseverance of these tasks (Astin, 1993). Student-faculty interactions come in various forms - formal versus informal versus academic - and research suggests that student involvement with faculty, both outside of the classroom, is positively associated with learning and development, institutional support, persistence, and satisfaction with educational experiences (Astin, 1996; Comeaux, 2011; Milem & Berger, 1997; Nora & Cabrera, 1996; Pascarella & Terenzini, 2005).

Kuh (2003) reported that, "student-faculty interactions matter most to learning when it encourages students to devote greater effort to other educationally purposeful activities during

college" (p. 29). Such behaviors related to faculty-student interaction, according to Kuh (2003), include: discussing career plans, working with members outside of class on a committee or project, and working on a faculty research project. Kuh (2003) concluded that both the frequency and nature of contact was relevant to students. Therefore, the degree to which faculty were willing to extend beyond the classroom has the potential to significantly influence student learning and personal development (Comeaux, 2011).

Using data from the National Survey of Student Engagement (NSSE), Umbach and associates (2006) found that student-athletes were not that different from their non-athlete peers on participation in effective educational practices with things like faculty interaction. However, Comeaux (2005) pointed out that unlike the research on students in the general population which obviously point to the value of interaction with faculty members, the literature on faculty and Division I student-athletes contains many different findings regarding the nature of their relationship. Comeaux (2005) used data from the Cooperative Institutional Research Program to determine that the benefits received from the relationship between faculty and student-athletes were to some extent dependent on the specific nature of contact. More accurately, Comeaux (2005) found that academically oriented interactions like assistance with achieving professional goals, account for a small significance in Division I student-athlete academic success when compared to informal or social interactions.

Other studies that controlled for background characteristics show that the benefits of specific types of Division I student-athlete and faculty interactions vary by race/ethnicity, and, to a lesser degree, by gender (Comeaux, Harrison, & Plecha 2006). Faculty who provide a letter of recommendation, encouragement for graduate school, and help in achieving professional goals make a solid impact to all genders of student-athletes' academic success (Comeaux, 2011).

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Comeaux, Harrsion, and Plecha (2006) also made interesting observations between races of student-athletes. They found that faculty who provided help in achieving professional goals and assistance with study skills were positively associated with Caucasian student-athletes' academic success, while those variables were not significant for African American student-athletes (Comeaux, Harrison, & Plecha, 2006).

Butterworth and Rich (2013) examined the perceptions of academic programs offered to student athletes to decide what determines the strengths and weaknesses of the academic programs. The results they found in their study suggested that it was the people that control and run the programs that make the program strong and it is the absence of those same people are what can make the program weak (Butterworth & Rich, 2013). Butterworth and Rich (2013) went on to explain that qualified and smart advisors who are believers in serving and meeting the needs of the student athletes are necessary in helping a student athlete be successful. Charismatic transformational leaders are leaders with high expectations and are strong role models to their followers (Baldwin, 2018). This is an important characteristic of a leader for student-athletes as they deal with the challenges and expectations of being an athlete while also being a student in higher education (Baldwin, 2018).

The academic advisors, administrators, and coaches are valuable servant leaders to the student athletes they are helping throughout their college experience (Baldwin, 2018). These leaders all have a common goal, which is to provide a productive and not wasted college career and graduate from their institution (Baldwin, 2018). The role of the individuals in the student athlete support staff is to improve athletic performance by helping the student athletes that are running into issues making the adjustment to higher education by intervening when the difficulty first arises (Baldwin, 2018). It is important that these staff members know how to properly

counsel student athletes when they are maneuvering through their college career at their university and also while developing life skills (Baldwin, 2018).

The role of coaches and athletic staff is necessary to ensure that the student athletes are prepared both academically and professionally before they leave their institution for whatever career path they choose (Baldwin, 2018). In order to be successful after college, student athletes need to be engaged by their faculty, staff, and administrators and taught the importance of building their professional portfolio while they are completing their academic years in college (Baldwin, 2018). Academic commitment as well as identifying trends that will enhance the overall student-athlete experience in higher education should be among some of the highest priorities for the NCAA as well as with college athletic departments (Baldwin, 2018).

There are many universities that do not have the resources needed to support their student-athletes, but the universities still try to meet their student athletes' needs. The following research study focused on one small Historically Black College and University NCAA Division I program. In this study, Huml et al. (2014) examined the perceptions of academic resources and support staff within college athletic academic centers for NCAA Division I private and public institutions (Baldwin, 2018). The study showed that private university student-athletes questioned the lack of resources at their institution while public university student-athletes felt that academic athletic centers had a negative impact on their success (Baldwin, 2018). The authors also suggested that student-athletes could become less satisfied with career and academic-based opportunities if they did not have anyone pushing them to focus (Baldwin, 2018). This research indicated that there was a need for leaders to concentrate on ways to help student-athletes stay focused on professional and career development (Baldwin, 2018). Ko, Durrant, and Mangiantini (2008) understood the importance of developing student-athletes when

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assessing academic services. For that reason, they developed a Model for Assessment of Services in Intercollegiate Athletics instrument designed to determine whether the services provided by the NCAA truly benefit the students (Baldwin, 2018). Ko, Durrant, and Mangiantini (2008) observed that "these tools would allow scholars to use student-athletes as one measure in evaluating the effectiveness of colleges and universities in meeting the NCAA requirement to provide for the development of academic skills and career/ life skills as well as athletic skills" (p. 194).

The support services provided to student athletes must meet their needs and wants both academically and professionally. Student athletes have to balance a dual role of both student and athlete which could be overwhelming for some (Parsons, 2013). This statement is important because graduation rates not only impact the university but they also affect the student-athletes. Ridpath et al. (2007) added that below-standard graduation rates are key indicators of a lack of academic commitment toward the student athletes (Baldwin, 2018). It is imperative that the NCAA and member institutions continue to actively create programs and initiatives to increase student athletes' opportunities to improve academic success and decrease the academic graduation gaps (Baldwin, 2018).

Summary

Student success can be defined and measured several different ways and can also be attributed to many factors as discussed in this chapter. Mentors, advisors, and administrators each play an important role in the achievement of success for students in college, especially those that are also collegiate athletes. Overall, student athletes ultimately had more success while they were engaged with the student athlete support staff on a regular basis.

# CHAPTER 3

## METHODS

In university athletic departments throughout the country, Student Athlete Support Services provide a vital contribution to the success of the student athletes. The National Collegiate Athletic Association (NCAA) considers Student Athlete Support Services so valuable that the NCAA has mandated that institutions provide student athletes access to academic advising, mentoring, tutoring, and life skills programs (Gerstner, 2017).

Purpose of the Study

The purpose of this quantitative study was to examine athletic academic advisors, mentors, and administrator staff perceptions of what makes a student athlete successful. Six research questions were developed to examine perceptions of student athlete academic advisors, student athlete mentors, and athletic administrator staff.

Research Questions

1. What is the relationship between mentor, advisor, and administrator perceptions of the importance of student athlete success?
2. What is the relationship between mentor, advisor, and administrator perceptions regarding best practices and student athlete success?
3. What is the relationship between male and female perceptions of the importance of student athlete success?
4. What is the relationship between female and male perceptions regarding best practices and student athlete success?

5. What is the relationship between former athlete and non-athlete perceptions of the importance of student athlete success?

6. What is the relationship between former athlete and non-athlete perceptions regarding best practices and student athlete success?

Participants

The participants in this study included a sample of collegiate athletic staff members holding positions of athletic administrator, athletic advisor, and athletic mentors. Permission was granted to distribute the survey by the Institutional Review Board (see Appendix A). The survey link was emailed out to all of the colleges included in the Sunbelt Conference, the University of Missouri, and Auburn University. The goal was to survey 20 athletic administrators, 20 athletic advisors, and 20 athletic mentors from each: The Sunbelt Conference, The University of Missouri, and Auburn University. The researcher sent the survey email out to 180 potential participants, however only 94 were returned providing a 52% return rate. Of the 94 returned surveys, only 83 were completed providing a 46% response rate.

The demographic information for the participants in this study were 52 administrators, 16 advisors, and 14 mentors (N = 83). There were 42 males and 44 females that participated in the research study (N = 86). 40 of the participants were non athletes while 46 of the participants in this study were former college athletes (N = 86).

Survey Development

The survey, "Perceptions of Student Athlete Support Services and Student Success" was created. The researcher of this study used questions related to the importance of student athlete success and best practices to ensure student athlete success for the survey. The researcher also

asked demographic questions regarding the participant's involvement in collegiate athletics and gender to compare and contrast their perceptions of student athlete success. See Appendix B for survey.

Validation/Verification Panel – Question Clarity Survey

A validation and verification panel, was created for final review of both the language clarity (LC) and completeness of statement (complete) prior to field testing. The purpose of the verification panel was to strengthen instrument validity prior to field testing. The participants were asked to rate each statement for language clarity and completeness of statement using a scale of 1-6 with 1 being the least clear and complete to 6 being the most clear and complete. Three individuals were selected to participate in the verification panel representing their career: one administrator, one advisor, and one mentor. See Appendix C for a list of the validation/verification panel members.

Instrument validity was a key issue within this study. "For a test to be valid, in the most elementary and perhaps fundamental meaning of the word, it must measure what the test-maker wants to measure and thinks he is measuring" (Kerlinger, 1979, p. 139). Borg and Gall (1989) define instrument-related validity as "the degree to which the sample test items represents the content that the test is designed to measure" (p. 250).

Survey Distribution

The approved information letter (see Appendix D) regarding the purpose and participation in this study was emailed to all of the athletic staff members at institutions in the Sunbelt Conference, along with the University of Missouri and Auburn University. Contact information on the schools' staff was found through the institutional websites on the staff

directory page. The email contained a link to the Qualtrics survey that was available to take either on a desktop computer or a mobile device. Athletic administrators, advisors, and mentors were all encouraged to participate in the survey.

Qualtrics – Data Collection

Data from the survey responses was collected and stored in the password protected Qualtrics survey website. Only the researcher had access to the Quatrics survey data collected from this study. Once the survey responses were received, the data was exported to SPSS for further analysis and kept in a password protected computer.

Cronbach's Alpha

The researcher used Cronbach's Alpha to determine consistencies in similar survey questions. Cronbach's Alpha was computed two separate times to analyze the reliability of questions for the first section of survey questions and then again for the second section of survey questions. This method of testing the reliability determined that the first section of survey questions were all related to the importance of success. The second section of survey questions were all related to what best practices are used to promote student athlete success.

Scale Total

The scale score, or total score, is the sum or average score of all responses. The scale scores were calculated separately: The first section of survey questions (1a-1l) related to the importance of success were averaged for all of the survey responses first. The second section of survey questions (2a-2j) related to best practices used to promote student athlete success were averaged for all of the survey responses second.

Analysis of Data

- Research question #1 → <u>One-way ANOVA:</u> independent variable = positions (3) & dependent variable = importance

- Research question #2 → <u>Frequency – One-way ANOVA</u>: IV = positions (3) & DV = best practice

- Research question #3 → <u>One-way ANOVA:</u> independent variable = gender (female/male) & dependent variable = importance

- Research question #4 → <u>Frequency – One-way ANOVA</u>: IV = gender (female/male) & DV = best practice

- Research question #5 → <u>One-way ANOVA:</u> independent variable = former athlete/non-athlete & dependent variable = importance

- Research question #6 → <u>Frequency – One-way ANOVA</u>: IV = former athlete/non-athlete & DV = best practice

For all six research questions, a one-way ANOVA was used to analyze the perceptions of student athlete success. For research question one, the ANOVA compared athletic mentors, advisors, and administrators' perceptions of the importance of student athlete success. The ANOVA used for research question two compared athletic mentors, advisors, and administrators' perceptions of best practices used for student athlete success. For research question three, the ANOVA compared female and male perceptions of the importance of student athlete success. The ANOVA used for research question four compared female and male perceptions of best practices used for student athlete success. For research question five, the ANOVA compared former collegiate athlete and non-athlete perceptions of the importance of

student athlete success. The ANOVA used for research question two compared former collegiate

athlete and non-athlete perceptions of best practices used for student athlete success.

# CHAPTER 4

## RESULTS

In university athletic departments throughout the country, Student Athlete Support Services provide a vital contribution to the success of the student athletes. The National Collegiate Athletic Association (NCAA) considers Student Athlete Support Services so valuable that the NCAA has mandated that institutions provide student athletes access to academic advising, mentoring, tutoring, and life skills programs (Gerstner, 2017).

Purpose of the Study

The purpose of this quantitative study was to examine athletic academic advisors, mentors, and administrator staff perceptions of what makes a student athlete successful. Six research questions were developed to examine perceptions of student athlete academic advisors, student athlete mentors, and athletic administrator staff.

Research Questions

1. What is the relationship between mentor, advisor, and administrator perceptions of the importance of student athlete success?
2. What is the relationship between mentor, advisor, and administrator perceptions regarding best practices and student athlete success?
3. What is the relationship between male and female perceptions of the importance of student athlete success?
4. What is the relationship between female and male perceptions regarding best practices and student athlete success?

5. What is the relationship between former athlete and non-athlete perceptions of the importance of student athlete success?

6. What is the relationship between former athlete and non-athlete perceptions regarding best practices and student athlete success?

The results of this study representing the six major study components are reported in the following sequence:

1. Validation/Verification Panel – Question Clarity Survey

2. Results

Validation/Verification Panel

The purpose of the validation/verification panel was to strengthen instrument validity prior to surveying the participants. The validity of the survey used in this study was assessed by a series of expert panels as previously discussed. The consensus acceptance of the instrument constituted the degree of validity.

The validation/verification panel asked one mentor, one advisor, and one administrator to rate each statement based on the language clarity and completeness of question. The scale was the lowest score being one and the highest score being six. Each statement received a score of four or higher. See Appendix E for panel responses.

Results

Cronbach's Alpha was computed two separate times to analyze the reliability of questions for the first section of survey questions and then again for the second section of survey questions. This method of testing the reliability determined that the first section of survey

questions were all related to the importance of student athlete success. The second section of survey questions were all related to best practices for student athlete success. The Cronbach's Alpha value of the "Importance" subscale was 0.79 and the value of the "Best Practices" subscale was 0.83.

For research question number one, the requirement of homogeneity of variance was met ($p$=.26). There was not a statistically significant difference in the perception of importance of student athlete success between mentors, administrators, and advisors as demonstrated by one-way ANOVA ($F$ (2, 80) = .26, $p$ = .77). The mean for administrator was 46.94, advisor was 47.81, and mentor was 46.36. The standard deviation for administrator was 5.57, advisor was 4.62, and mentor was 7.01.

For research question number two, the requirement of homogeneity of variance was met ($p$=.10). There was not a statistically significant difference in the perception of best practices for student athlete success between mentors, administrators, and advisors as demonstrated by one-way ANOVA ($F$ (2, 80) = .42, $p$ = .66). The mean for administrator was 40.59, advisor was 40.75, and mentor was 39.29. The standard deviation for administrator was 4.28, advisor was 6.14, and mentor was 6.13.

For research question number three, the requirement of homogeneity of variance was met ($p$=.36). There was not a statistically significant difference in the perception of importance of student athlete success between females and males as demonstrated by one-way ANOVA ($F$ (, 84) = 1.02, $p$ = .32). The mean for male was 46.02 and the mean for female was 47.31. The standard deviation for male was 6.20 and the standard deviation for female was 5.67.

For research question number four, the requirement of homogeneity of variance was met ($p$=.53). There was not a statistically significant difference in the perception of best practices for student athlete success between females and males as demonstrated by one-way ANOVA ($F$ (1, 84) = .91, $p$ = .34). The mean for male was 39.26 and the mean for female was 40.57. The standard deviation for male was 7.54 and the standard deviation for female was 4.99.

For research question number five, the requirement of homogeneity of variance was met ($p$=.56). There was not a statistically significant difference in the perception of importance of student athlete success between athletes and non-athletes as demonstrated by one-way ANOVA ($F$ (1, 84) = .67, $p$ = .41). The mean for non-athlete was 47.25 and the mean for athlete was 46.20. The standard deviation for non-athlete was 6.17 and the standard deviation for athlete was 5.75.

For research question number six, the requirement of homogeneity of variance was met ($p$=.46). There was not a statistically significant difference in the perception of best practices for student athlete success between athletes and non-athletes as demonstrated by one-way ANOVA ($F$ (1, 84) = .42, $p$ = .52). The mean for non-athlete was 39.45 and the mean for athlete was 40.35. The standard deviation for non-athlete was 7.58 and the standard deviation for athlete was 5.13.

Summary

This study was specifically designed to investigate the perceptions of student athlete support service staff perceptions of student athlete success. The study specifically focused on the staff's perceptions of the importance of student athlete success and best practices for student athletes. There were no statistically significant patterns found when comparing position, gender,

and former collegiate athlete status and their perceptions of the importance of student athlete success and best practices. The instrument used in this study, validated by an expert panel, produced a means to gather data, which when analyzed, provided insight related to athletic department staff's perceptions on student athlete success. The results of this study established a basis for further research on student athlete support service staff's perceptions of student athlete success.

**CHAPTER 5**

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS, LIMITATIONS, AND

CONCLUSION

In university athletic departments throughout the country, Student Athlete Support

Services provide a vital contribution to the success of the student athletes. The National

Collegiate Athletic Association (NCAA) considers Student Athlete Support Services so valuable

that the NCAA has mandated that institutions provide student athletes access to academic

advising, mentoring, tutoring, and life skills programs (Gerstner, 2017).

Purpose of the Study

The purpose of this quantitative study was to examine athletic academic advisors,

mentors, and administrator staff perceptions of what makes a student athlete successful. Six

research questions were developed to examine perceptions of student athlete academic advisors,

student athlete mentors, and athletic administrator staff.

Research Questions

1. What is the relationship between mentor, advisor, and administrator perceptions of
   the importance of student athlete success?
2. What is the relationship between mentor, advisor, and administrator perceptions
   regarding best practices and student athlete success?
3. What is the relationship between male and female perceptions of the importance of
   student athlete success?
4. What is the relationship between female and male perceptions regarding best
   practices and student athlete success?

5. What is the relationship between former athlete and non-athlete perceptions of the importance of student athlete success?

6. What is the relationship between former athlete and non-athlete perceptions regarding best practices and student athlete success?

Summary

This research study was conducted to assess student athlete support services staff, specifically athletic advisors, mentors, and administrators, and their perceptions of the importance of student athlete success and best practices for student athlete success. A Likert Scale survey was developed and validated by a review panel. The review panel consisted of one mentor, one advisor, and one administrator from a D1 NCAA institution. The members of the review panel verified that each question in the survey was complete and clearly asked. The survey link was emailed to Auburn University, The University of Missouri, and The Sunbelt Conference student athlete support services along with an information letter stating the purpose of the study.

Mentors, advisors, and administrators were asked to indicate the level of agreement for twelve statements related to the importance of student athlete success followed by ten statements related to student athlete best practices. Five final demographic questions were asked which included their current position, how long they have had that position, how long they have worked in higher education, their gender, and whether or not they are a former collegiate athlete. Data were gathered from the ninety-four survey responses on the bases of athletic mentor, advisor, and administrator using Qualtrics

Implications and Recommendations

The major implication from this study was that the perceptions of athletic mentors, advisors, and administrators can be evaluated. The survey created for this study served the purpose for which it was designed. The continued development and use of this survey and those similar to the one used in this study will provide additional tools with which to assess the student athlete support staff at all higher education institutions.

The creation of this instrument directly contributed to the ability to identify and assess the perceptions of athletic mentors, advisors, and administrators. Further research will greatly facilitate the efforts to gain clarity and understanding concerning this essential need in collegiate athletics. Ultimately, this understanding of the perceptions of athletic mentors, advisors, and administrators can be used to develop and strengthen the success rate of collegiate student athletes throughout the world.

It is recommended that further research be conducted on this topic. The data this study provided is a good starting point for further research. It is also recommended that more extensive analysis of the participants' demographics are further studied and analyzed. Researchers should also recruit more participants from other institutions for a larger participant group.

Limitations

This research used two NCAA universities and the Sunbelt Conference to recruit participants. Future research could add other university athletic administrators, academic advisors, and mentors. It is recommended that research efforts continue using other conferences and divisions in the NCAA to better assess student athlete support staff and would also be beneficial to further research in this topic. A lack of research on this particular topic was a significant limitation throughout this study.

This study only compared each dependent variable group separately, it did not compare the dependent variables to each other. This study also used minimal demographics. Future studies could compare more student athlete support service staff with a larger variety of demographics. Further research could compare the length of time in the participants' current positions to their time spent working in higher education. Future research should be completed with a larger sample size and should include participants from all NCAA divisions.

Conclusions

Examination and analysis of the data revealed that there is no statistically significant difference in the perceptions of the importance of student athlete success or best practices for student athlete success between athletic mentors, advisors and administrators. The data analysis also revealed that there is no statistically significant difference of females and males' perceptions of importance of student athlete success and best practices for student athlete success. Lastly, the data analysis revealed that there is no statistically significant difference in the perceptions of former athletes and non-former athletes' and the importance of student athlete success and best practices for student athletes.

The results of this study show that staff members not only in different positions but also from athletic departments across the country have the same perceptions of what makes a student athlete successful during their time in college. The three positions were selected to be surveyed because they each have different interactions with student athletes throughout the college experience. Typically, mentors spend the most time with student athletes while advisors see their student athletes a few times a month and administrators rarely see student athletes once they have become a member of their school's sport. This study shows that regardless of time spent

with the student athletes, all of the staff agreed on the importance of student athlete success and

best practices for student athlete success.

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APPENDIX A

INSTITUTIONAL REVIEW BOARD

# AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD for RESEARCH INVOLVING HUMAN SUBJECTS
## REQUEST FOR EXEMPT CATEGORY RESEARCH

For Information or help completing this form, contact: **THE OFFICE OF RESEARCH COMPLIANCE**, 115 Ramsay Hall
**Phone: 334-844-5966    e-mail:** IRBAdmin@auburn.edu **Web Address:** http://www.auburn.edu/research/vpr/ohs/index.htm

Revised 2/1/2014 **Submit completed form to IRBsubmit@auburn.edu or 115 Ramsay Hall, Auburn University 36849.**

Form must be populated using Adobe Acrobat / Pro 9 or greater standalone program (do not fill out in browser). Hand written forms will not be accepted.

*Project activities may not begin until you have received approval from the Auburn University IRB.*

1. **PROJECT PERSONNEL & TRAINING**

   **PRINCIPAL INVESTIGATOR (PI):**

   Name  Kasey Saucer          Title  Graduate Student      Dept./School  EFLT, College of Ed

   Address  4036 Haley Center              AU Email  krs0019@auburn.edu

   Phone  (251) 490-6639                Dept. Head  Sherida Downer

   **FACULTY ADVISOR (if applicable):**

   Name  James E. Witte          Title  Professor      Dept./School  EFLT, College of Ed

   Address  4036 Haley Center

   Phone  (334) 844-3054                AU Email  witteje@auburn.edu

   **KEY PERSONNEL:** List Key Personnel (other than PI and FA). Additional personnel may be listed in an attachment.

   | Name | Title | Institution | Responsibilities |
   |------|-------|-------------|------------------|
   |      |       |             |                  |
   |      |       |             |                  |
   |      |       |             |                  |
   |      |       |             |                  |

   **KEY PERSONNEL TRAINING:** Have all Key Personnel completed CITI Human Research Training (including elective modules related to this research) within the last 3 years?     ☑ YES     ☐ NO
   **TRAINING CERTIFICATES:** Please attach CITI completion certificates for all Key Personnel.

2. **PROJECT INFORMATION**

   Title:  Relationship of Athletic Administrator, Academic Advisor, and Mentor Perceptions of Student Athlete Success

   Source of Funding:  ☐ Investigator      ☐ Internal      ☐ External

   List External Agency & Grant Number: _____

   List any contractors, sub-contractors, or other entities associate with this project.

   List any other IRBs associated with this project (including those involved with reviewing, deferring, or determinations).

   | FOR ORC OFFICE USE ONLY | | |
   |---|---|---|
   | DATE RECEIVED IN ORC: _____ by _____ | APPROVAL # _____ | The Auburn University Institutional Review Board has approved this Document for use from |
   | DATE OF IRB REVIEW: _____ by _____ | APPROVAL CATEGORY: _____ | 12/17/2018 to ------- |
   | DATE OF ORC REVIEW: _____ by _____ | INTERVAL FOR CONTINUING REVIEW : _____ | Protocol #  18-471 EX 1811 |
   | DATE OF APPROVAL: _____ by _____ | | |
   | COMMENTS: | | |

3. PROJECT SUMMARY
  a. Does the research involve any special populations?

  ☐ YES  ☑ NO    Minors (under age 19)

  ☐ YES  ☑ NO    Pregnant women, fetuses, or any products of conception

  ☐ YES  ☑ NO    Prisoners or Wards

  ☐ YES  ☑ NO    Individuals with compromised autonomy and/or decisional capacity

  b. Does the research pose more than minimal risk to participants?    ☐ YES    ☑ NO
  *Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests. 42 CFR 46.102(i)*

  c. Does the study involve any of the following?

  ☐ YES  ☑ NO    Procedures subject to FDA Regulation Ex. Drugs, biological products, medical devices, etc.

  ☐ YES  ☑ NO    Use of school records of identifiable students or information from instructors about specific students

  ☐ YES  ☑ NO    Protected health or medical information when there is a direct or indirect link that could identify the participant

  ☐ YES  ☑ NO    Collection of sensitive aspects of the participant's own behavior, such as illegal conduct, drug use, sexual behavior or use of alcohol

  ☐ YES  ☑ NO    Deception of participants

  *If you checked "YES" to any response in Question #3 STOP. It is likely that your study does not meet the "EXEMPT" requirements. Please complete a PROTOCOL FORM for Expedited or Full Board Review.*
  *You may contact IRB Administration for more information. (Phone: 334-844-5966 or Email: IRBAdmin@auburn.edu)*

4. PROJECT DESCRIPTION
  a. **Subject Population** (Describe, include age, special population characteristics, etc.)

  The population used for this study will be 20 athletic administrators, 20 academic advisors, and 20 mentors from Auburn University. Also, 20 athletic administrators, 20 academic advisors, and 20 mentors from the University of Missouri will be a part of the population used in this study. Last, 20 athletic administrators, 20 academic advisors, and 20 mentors from the Sunbelt Conference will be used in the population of this study.

  b. Describe, step by step, all procedures and methods that will be used to consent participants.

  ☐ N/A  (Existing data will be used)

  I, Kasey Saucer, will contact the Athletic Directors via email using their information accessed through the institutional website. The email will request that the Athletic Director forward the email to their institution's athletic administrators, academic advisors, and mentors. The email will contain the information letter and a link for the survey. If the participants agree to participate, they will follow the link to the online survey.

c.  **Brief summary of project.** (Include the research question(s) and a brief description of the methodology, including recruitment and how data will be collected and protected.)

The following research questions will be used in this study:
1. What is the relationship between mentor, advisor, and administrator perceptions of student athlete success?
2. What is the relationship between mentor, advisor, and administrator perceptions of the importance of student athlete success?
3. What is the relationship between mentors, advisors, and administrators regarding best practices and student athlete success?

The purpose of this study will be to examine athletic administrator staff, academic advisor, and mentor perceptions of what makes a student athlete successful. There are 4 million former NCAA student athletes and 1,100 colleges and universities. Currently, there are more than 460,000 NCAA student athletes competing in 24 sports every year. Student athletes' academic success is supported by state-of-the-art technology, tutoring, and access to academic advisors (NCAA, 2017).

The participants in this study will be athletic administrators, academic advisors, and mentors from three universities. The three universities will be Auburn University, The University of Missouri, and The University of South Alabama. Initial permission has been provided by the administrators at each university and the contacts will forward the invitation to participate in the study along with the Qualtrics survey link to the administrators, advisors, and mentors at their university.

In order for data to be protected, no personal identifiers will be requested.

d.  **Waivers.** Check any waivers that apply and describe how the project meets the criteria for the waiver.

☐ Waiver of Consent (Including existing de-identified data)

☑ Waiver of Documentation of Consent (Use of Information Letter)

☐ Waiver of Parental Permission (for college students)

An information letter will be used as the waiver of consent.

e.  **Attachments.** Please attach Informed Consents, Information Letters, data collection instrument(s), advertisements/recruiting materials, or permission letters/site authorizations as appropriate.

Signature of Investigator _Karen Rae Saucer_ Date _Dec 12, 2018_

Signature of Faculty Advisor _James C. Witte_ Date _Dec 13, 2018_

Signature of Department Head _____ Date _____

APPENDIX B

PERCEPTIONS OF STUDENT ATHLETE SUPPORT SERVICES

AND STUDENT ATHLETE SUCCESS SURVEY

**Perceptions of Student Athlete Support Services and Student Success**

Q1 Indicate the level of agreement for each statement related to why student athlete success is important. The scale ranges from 1 Strongly Disagree (SD), 2 Disagree (D), 3 Neither Disagree nor Agree, 4 Agree (A), to 5 Strongly Agree (SA).

| | SD (1) | D (2) | N (3) | A (4) | SA (5) |
|---|---|---|---|---|---|
| a. Student athlete success leads to college completion. (1) | ○ | ○ | ○ | ○ | ○ |
| b. For the student athlete to realize positive achievement. (2) | ○ | ○ | ○ | ○ | ○ |
| c. Jobs requiring at least an associate's degree are projected to grow twice as fast as jobs requiring no college experience. (3) | ○ | ○ | ○ | ○ | ○ |
| d. The achievement of a credential must be the goal for that is what ultimately sets a student on the right path. (4) | ○ | ○ | ○ | ○ | ○ |

| | | | | | |
|---|---|---|---|---|---|
| e. Success has an impact on student's academic performance. (5) | ○ | ○ | ○ | ○ | ○ |
| f. Success has an impact on student's persistence. (6) | ○ | ○ | ○ | ○ | ○ |
| g. Success has an impact on student's lifelong achievement. (7) | ○ | ○ | ○ | ○ | ○ |
| h. Success is a reflection on the efforts and initiatives performed at the collegiate level. (8) | ○ | ○ | ○ | ○ | ○ |
| i. Student athlete success is a measure of success at our university. (9) | ○ | ○ | ○ | ○ | ○ |
| j. Student success is vital to our state's workforce development. (10) | ○ | ○ | ○ | ○ | ○ |

| | | | | | |
|---|---|---|---|---|---|
| k. Success is important because it shows the strength of our programs and services. (11) | ○ | ○ | ○ | ○ | ○ |
| l. Success sustains our mission/purpose. (12) | ○ | ○ | ○ | ○ | ○ |

Q2 Indicate the level of agreement for each statement related to student athlete best practices. The scale ranges from 1 Strongly Disagree (SD), 2 Disagree (D), 3 Neither Disagree nor Agree, 4 Agree (A), to 5 Strongly Agree (SA).

| | SD (1) | D (2) | N (3) | A (4) | SA (5) |
|---|---|---|---|---|---|
| a. Orientation is effective. (1) | ○ | ○ | ○ | ○ | ○ |
| b. Academic advising is effective. (2) | ○ | ○ | ○ | ○ | ○ |
| c. Tutoring is effective. (3) | ○ | ○ | ○ | ○ | ○ |
| d. Study hall is effective. (4) | ○ | ○ | ○ | ○ | ○ |
| e. First year experience is effective. (5) | ○ | ○ | ○ | ○ | ○ |
| f. Support for high-risk students is effective. (6) | ○ | ○ | ○ | ○ | ○ |
| g. The Strategies for Success programs are effective. (7) | ○ | ○ | ○ | ○ | ○ |
| h. Required community service engagement is effective. (8) | ○ | ○ | ○ | ○ | ○ |

| | | | | | |
|---|---|---|---|---|---|
| i. Early alert notification is effective. (9) | ○ | ○ | ○ | ○ | ○ |
| j. Academic planning with athletic academic advisors is effective. (10) | ○ | ○ | ○ | ○ | ○ |

Q3 Please select your position.

○ Administrator

○ Advisor

○ Mentor

Q4 Please select your gender

○ Male

○ Female

Q5 Are you a former collegiate athlete?

○ Yes

○ No

Q6 Please state how long you have had your current position.

_____

Q7 Please state how long you have worked in a higher education setting.

_____

APPENDIX C

VALIDATION/VERIFICATION PANEL MEMBERS

VALIDATION/VERIFICATION PANEL MEMBERS

Mentor
Auburn University, Alabama
Student Athlete Support Services
Gender: Male

Academic Advisor
Auburn University, Alabama
Student Athlete Support Services
Gender: Male

Senior Associate Athletic Director
Auburn University, Alabama
Student Athlete Support Services
Gender: Female

APPENDIX D

INFORMATION LETTER

## AUBURN UNIVERSITY

### COLLEGE OF EDUCATION
### EDUCATIONAL FOUNDATIONS, LEADERSHIP, AND TECHNOLOGY

*(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS AN IRB APPROVAL STAMP WITH CURRENT DATES HAS BEEN APPLIED TO THIS DOCUMENT.)*

### INFORMATION LETTER
*for a Research Study entitled*

**"Relationship of Athletic Administrator, Academic Advisor, and Mentor Perceptions of Student Athlete Success."**

**You are invited to participate in a research study** to determine how athletic administrators, academic advisors, and mentors view student athlete success. The study is being conducted by Kasey Rae Saucer, doctoral student, under the direction of Dr. James Witte, Professor in the Auburn University Department of Educational Foundations, Leadership, and Technology. You are invited to participate because you are an Athletic Administrator, Academic Advisor, or Mentor at Auburn University Athletics. You must be 18 years old or older to participate in this study.

**What will be involved if you participate?** Your participation is completely voluntary. If you decide to participate in this research study, you will be asked to complete a brief online survey through Qualtrics. Your total time commitment will be approximately 5 - 10 minutes.

**Are there any risks or discomforts?** The risks associated with participating in this study are minimal and very unlikely to occur. To minimize risks, we will maintain confidentiality of all responses. All data obtained from this study will be reported collectively so there is no identifying information connecting you to the data. Any data obtained in connection with this study will remain anonymous.

**Are there any benefits to yourself or others?** It is unlikely that you will benefit directly from participation in this study. However, the research should help us understand the relationship of athletic administrators, academic counselors, and mentors view student athlete success.

**Will you receive compensation for participating?** You will not receive any compensation or payment for participation in this study.

**Are there any costs?** You will incur no costs for your participation with the exception of your 5 – 10 minutes of time. Participation in this study will have no effect on your relationship with Auburn University.

**If you change your mind about participating,** you can withdraw at any time during the survey by closing your browser window. Your participation is completely voluntary. Once you have submitted anonymous data, it cannot be withdrawn since it will be unidentifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University or the Department of Educational Foundations, Leadership, and Technology.

**Every effort will be made to protect your privacy** and safeguard personal or confidential information. To minimize risk, all data will be recorded anonymously, stored on an encrypted flash drive belonging to the researcher, and all data obtained from this study will be reported collectively. Any information obtained

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in connection with this study will remain anonymous. We will not use your name or identifying information in any of the research reports, nor will it be released to anyone outside this study.

*If you have questions about this study,* please ask them now or contact Kasey Rae Saucer at krs0019@auburn.edu / 251-490-6639 or Dr. James Witte at witteje@auburn.edu / 334-844-3054.

*If you have questions about your rights as a research participant,* you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334)-844-5966 or e-mail at hsubjec@auburn.edu or IRBadmin@auburn.edu

*HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH TO PARTICIPATE IN THIS RESEARCH STUDY. IF YOU DECIDE TO PARTICIPATE, PLEASE CLICK ON THE LINK BELOW. YOU MAY PRINT A COPY OF THIS LETTER TO KEEP.*

| | |
|---|---|
| Kasey Rae Saucer | November 20, 2018 |
| *Investigator* | *Date* |
| | |
| James E. Witte | November 20, 2018 |
| *Professor* | *Date* |

"The Auburn University Institutional Review Board has approved this document for use from    to . Protocol #18-471 EX 1811. "Relationship of Athletic Administrator, Academic Advisor, and Mentor Perceptions of Student Athlete Success."

APPENDIX E

VALIDATION/VERIFICATION PANEL

RESPONSE

| | PANEL MEMBER 1 | PANEL MEMBER 2 | PANEL MEMBER 3 |
|---|---|---|---|
| | OVERALL VERIFICATION PANEL RESPONSES | | |
| | Thank you for participating in a verification panel. Please rate the following for Language Clarity (LC) and Completeness of Statement (complete) using a scale of 1-6 with 1 being the lowest and 6 being the highest. | | |
| Q1 a LC | 6 | 6 | 6 |
| Q1 a Complete | 6 | 6 | 6 |
| Q1 b LC | 6 | 6 | 6 |
| Q1 b Complete | 6 | 6 | 6 |
| Q1 c LC | 6 | 6 | 6 |
| Q1 c Complete | 6 | 6 | 6 |
| Q1 d LC | 6 | 6 | 6 |
| Q1 d Complete | 6 | 6 | 6 |
| Q1 e LC | 6 | 6 | 6 |
| Q1 e Complete | 6 | 6 | 6 |
| Q1 f LC | 6 | 6 | 6 |
| Q1 f Complete | 6 | 6 | 6 |
| Q1 g LC | 6 | 6 | 6 |
| Q1 g Complete | 6 | 6 | 6 |
| Q1 h LC | 6 | 6 | 6 |
| Q1 h Complete | 6 | 6 | 6 |
| Q1 i LC | 6 | 6 | 6 |
| Q1 i Complete | 6 | 6 | 6 |
| Q1 j LC | 6 | 6 | 6 |
| Q2 a LC | 6 | 6 | 6 |
| Q2 a Complete | 6 | 6 | 6 |
| Q2 b LC | 6 | 6 | 6 |
| Q2 b Complete | 6 | 6 | 6 |
| Q2 c LC | 6 | 6 | 6 |
| Q2 c Complete | 6 | 6 | 6 |
| Q2 d LC | 6 | 6 | 6 |
| Q2 d Complete | 6 | 6 | 6 |
| Q2 e LC | 6 | 6 | 6 |
| Q2 e Complete | 6 | 6 | 6 |
| Q2 f LC | 6 | 6 | 6 |
| Q2 f Complete | 6 | 6 | 6 |
| Q2 g LC | 6 | 6 | 6 |
| Q2 g Complete | 6 | 6 | 6 |
| Q2 h LC | 6 | 6 | 6 |
| Q2 h Complete | 6 | 6 | 6 |

| | | | |
|---|---|---|---|
| Q1 i LC | 6 | 6 | 6 |
| Q1 i Complete | 6 | 6 | 6 |
| Q1 j LC | 6 | 6 | 6 |
| Q2 j Complete | 6 | 6 | 6 |
| Q3 LC | 6 | 6 | 6 |
| Q3 Complete | 6 | 6 | 6 |
| Q4 LC | 6 | 6 | 6 |
| Q4 Complete | 6 | 6 | 6 |
| Q5 LC | 6 | 6 | 6 |
| Q5 Complete | 6 | 6 | 6 |
| Q6 LC | 6 | 6 | 6 |
| Q6 Complete | 6 | 6 | 6 |
| Q7 LC | 6 | 6 | 6 |
| Q7 Complete | 6 | 6 | 6 |

**Perceptions of Student Athlete Support Services and Student Success – Verification Panel Survey**

1. Indicate the level of agreement for each statement related to why student athlete success is important. The scale ranges from 1 Strongly Disagree (SD), 2 Disagree (D), 3 Neither Disagree nor Agree, 4 Agree (A), to 5 Strongly Agree (SA).

a. **Student athlete success leads to college completion.**

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |
| | Very Unclear | | | | | Very Clear |
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

b. **For the student athlete to realize positive achievement.**

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |
| | Very Unclear | | | | | Very Clear |
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

c. **Jobs requiring at least an associate's degree are projected to grow twice as fast as jobs requiring no college experience.**

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |
| | Very Unclear | | | | | Very Clear |
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

d. **The achievement of a credential must be the goal for that is what ultimately sets a student on the right path.**

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |
| | Very Unclear | | | | | Very Clear |
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

e. **Success has an impact on student's academic performance.**

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

f. **Success has an impact on student's persistence.**

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

g. **Success has an impact on student's lifelong achievement.**

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

h. **Success is a reflection on the efforts and initiatives performed at the collegiate level.**

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

i. **Student athlete success is a measure of success at our university.**

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

j. **Student athlete success is vital to our state's workforce development.**

|                          | Very Unclear |   |   |   |   | Very Clear |
|--------------------------|:---:|:---:|:---:|:---:|:---:|:---:|
| Language Clarity         | 1 | 2 | 3 | 4 | 5 | 6 |
| Completeness of Statement | Very Unclear |   |   |   |   | Very Clear |
|                          | 1 | 2 | 3 | 4 | 5 | 6 |

k. **Success is important because it shows the strength of our programs and services.**

|                          | Very Unclear |   |   |   |   | Very Clear |
|--------------------------|:---:|:---:|:---:|:---:|:---:|:---:|
| Language Clarity         | 1 | 2 | 3 | 4 | 5 | 6 |
| Completeness of Statement | Very Unclear |   |   |   |   | Very Clear |
|                          | 1 | 2 | 3 | 4 | 5 | 6 |

l. **Success sustains our mission/purpose.**

|                          | Very Unclear |   |   |   |   | Very Clear |
|--------------------------|:---:|:---:|:---:|:---:|:---:|:---:|
| Language Clarity         | 1 | 2 | 3 | 4 | 5 | 6 |
| Completeness of Statement | Very Unclear |   |   |   |   | Very Clear |
|                          | 1 | 2 | 3 | 4 | 5 | 6 |

2. Indicate the level of agreement for each statement related to student athlete best practices. The scale ranges from 1 Strongly Disagree (SD), 2 Disagree (D), 3 Neither Disagree nor Agree, 4 Agree (A), to 5 Strongly Agree (SA).

a. **Orientation is effective.**

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

b. **Academic advising is effective.**

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

c. **Tutoring is effective.**

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

d. **Study hall is effective.**

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

e. **First year experience is effective.**

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

f. **Support for high-risk students is effective.**

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

g. **The Strategies for Success programs are effective.**

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

h. **Required community services engagement is effective.**

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

i. **Early alert notification is effective.**

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |

| | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

j. **Academic planning with athletic academic advisors is effective.**

|  | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |

|  | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

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3. **Please select your position: (1) Administrator (2) Advisor (3) Mentor**

|  | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |

|  | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

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4. **Please select your gender: (1) Male (2) Female**

|  | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |

|  | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

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5. **Are you a former collegiate athlete? (1) Yes (2) No**

|  | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |

|  | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

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6. **Please state how long you have had your current position.**

|  | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |

|  | Very Unclear | | | | | Very Clear |
|---|---|---|---|---|---|---|
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |

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7. **Please state how long you have worked in a higher education setting.**

|  | Very Unclear |  |  |  |  | Very Clear |
|---|---|---|---|---|---|---|
| Language Clarity | 1 | 2 | 3 | 4 | 5 | 6 |

|  | Very Unclear |  |  |  |  | Very Clear |
|---|---|---|---|---|---|---|
| Completeness of Statement | 1 | 2 | 3 | 4 | 5 | 6 |