

MARTIN, GERALD M., Ed.D. A Comparison of African-American Athletes' Nurturing Experiences at Historically Black and Historically White Colleges/Universities. (2009) Directed by Dr. Diane L. Gill. 108 pp.

The belief that Historically Black Colleges and Universities (HBCU) nurture African-American students better than Historically White Colleges and Universities (HWCU) is widely held. This belief is likely grounded in the historical development of American higher education. Sellers and Kuperminc (1997) proposed that African-American athletes at HBCU will transition better than those at HWCU because they will not be goal discrepant. The purpose of this study was to investigate the level of nurturing experiences of African American athletes at HBCU versus HWCU by Processors, Student Affairs Staff, and Athletics Staff. The problem question was, "Are African-American athletes nurturing levels similar at HBCU and HWCU?"

There were 30 students (11 female and 19 male) from the HCBU and 35 students (20 female and 15 male) from the HWCU. The respondents completed a 36-item Nurturing Experience scale developed from a pilot study. The MANOVA results for the institutional-type comparisons on all 12 dependent variables [3 staff types x 4 nurturing dimensions] suggests no statistically significant difference [$F(12,52) = 1.40, p = .197$] between institution types. Due to the exploratory nature of this study, follow-up univariate results were analyzed. The univariate results indicated that there were statistically significant differences between institution-types for Athletic Staff Career Development ($F = 6.43, p = .014$) and Athletic Staff Career Experiences ($F = 4.85, p = .031$). There were no significant differences between institution-types for the remaining 10 dependent variables.

These results revealed two key findings. First, there was no overall significant difference between HBCU and HWCU nurturing levels. Second, the univariate differences that did emerge were on the Career Development and Career Experiences dimensions; these indicated that HWCU had higher nurturing scores. The differences that were found may be explained by resource discrepancies that exist at HBCU (receiving fewer) versus HWCU (receiving more). The results suggest that in today's educational environment, both institution types may nurture

African-American student-athletes similarly. This is contrary to Sellars and Kuperminc's assumption that HBCU would nurture better. Studies with larger samples are needed to develop a fuller picture of nurturing levels at HBCU and HWCU.

**A COMPARISON OF AFRICAN-AMERICAN ATHLETES'
NURTURING EXPERIENCES AT HISTORICALLY
BLACK AND HISTORICALLY WHITE
COLLEGES/UNIVERSITIES**

By

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**A Dissertation Submitted to
The Faculty of the Graduate School at
The University of North Carolina at Greensboro
In Partial Fulfillment
Of the Requirements for the Degree
Doctor of Education**

**Greensboro
2009**

Approved by

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APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of The Graduate School at The University of North Carolina at Greensboro.

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ACKNOWLEDGEMENTS

I would like to thank those people that were instrumental in helping me complete this process. Without their varied support, completing this journey would have much harder. First, I would like to thank my family and friends for there support. Thanks to my wife, Carla, for being so understanding and patient with me. Without her encouragement and support, this process would have been difficult. Thanks to my mother (Helen), Sister (Velvet), Brother (Marion), and Nephew (Teron) for standing in there with me when time got hard. I thank my best friend (Michael) for his encouragement through out my professional career. Special thanks to my ESS student colleague, Tara Blackshear, for her encouraging words and assistance with refining my dissertation topic.

Next, I would like to thank my colleagues at Winston-Salem State University. Their words of encouragement were helpful. My supervisor, Dr. Calvin Phillips, deserves special thanks for the many ideas he provided, the venting from me that he put up with, and the flexibility he provided which allowed me to complete this degree.

Finally, I thank my chair Dr. Diane Gill for her patience and assistance with the statistics. I thank Dr. Thomas Martinek and Dr. William Karper for helping me refine my research question. I thank Dr. C. P. Gause for helping me think like a researcher.

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CHAPTER I

INTRODUCTION

The belief that Historically Black Colleges and Universities (HBCU) nurture African-American students better than Historically White Colleges and Universities (HWCU) is widely held. The source of this belief is based on the historical development of higher education in the United States, specifically in the South. Several variables have been identified that explain the success of HBCU, over HWCU, in graduating African-American students. These include: satisfaction with the academic and social environment, family educational and cultural background, mentorship, and professors that cared about their future (Hickson, 2002; Karema, Reuben, & Silly, 2003). Other variables are quality and regular advisor contacts, orientation, tutoring, successful developmental courses, faculty and staff attitude, make-up of the majority population, and integration-incongruence and isolation (Hudson, Henderson, & Henderson, 2002; Latiker, 2003). The authors based these conclusions on data from the general college student populations. Would they have concluded the same using student-athlete data only? The athletic culture adds nuanced variables not experienced by non-student-athletes.

Literature suggests that nurturing experiences may differ between athletes and non-athletes. Hyatt (2003) offered four broad categories of non-cognitive variables that impact African-American athletes. First, athletes may not be committed to degree attainment, effectively “majoring in eligibility”. African-American football players, at HWCU’s, expected to play professionally after college at a rate of 44% versus 20% of non-African-American athletes. The rate was 7% and 3%, respectively for African-American and non-African-American basketball players at this level (Hyatt, 2003). Other variables impacting career planning of African-American athletes are race, SES, parent’s level of education, first generation college student, and jobs.

Second, integration of athletes into the college environment may be difficult. Athletes that do not integrate into the social and academic environment tend to not graduate. Athletes sometimes find it difficult to integrate into the community due to their reluctance of athletes to approach these persons for assistance. Athletes may also find it difficult to relate to students because of their different foci (sport versus academic/career development).

Third, discrimination is another factor that might lead to low graduation rates of African-American athletes. Race and athlete discrimination are prevalent at Universities by students, staff, and faculty. If an athlete does not have the coping skills to handle these types of discrimination, they will have a difficult time matriculating through their institution.

Finally, many athletic programs create an athletic culture that forces athletes to stick together, limiting outside interaction. This is a type of isolation. Athletes have time commitments on- and off- season; they must miss classes; they have limited time to socialize outside their team; and athletes are urged to “stick together” to combat the athlete discrimination they may face.

Hyatt (2003) asserts that large percentages of African-American athletes participate in college sports to become professional players. Every year, hundreds of African-American college athletes complete their athletic careers and leave their institutions; few become professional players. Moreover, many in this percentage do not intend to be professionals in careers outside of sport due to their strong athletic identity. Do sport transition expectations of African-American athletes differ at HBCU versus HWCU?

It is important that African-American student-athletes receive dedicated nurturing experiences at both HBCU and HWCU. Would the nurturing experiences differ for African-American college athletes at HBCU versus HWCU? There was no research identified that answered this specific question. However, Sellers and Kuperminc's 1997 study on goal discrepancy (having goals and expectations not supported by skill level) may provide some insight into nurturing experiences by looking at an outcome that should be impacted by significant nurturing experiences.

Sellers and Kuperminc (1997) proposed that African-American athletes at HBCU will transition better than those at HWCU because they will not be goal discrepant. In other words, athletes at HBCU would have been nurtured in such a way that their career goals would be realized and they would be prepared to transition from their college sport career into the world of work. Sellers and Kuperminc tested the proposition that HBCU nurture African-American athletes better than HWCU and hypothesized lower goal discrepancy of athletes at HBCU. However, their research showed that African-American athletes at HBCU were more goal discrepant than those at HWCU. They noted that freshman and sophomore athletes were primarily goal discrepant.

These results provide a snap-shot into who may be goal discrepant [nurtured less well to transition from sport to the world of work], but no insight into the environment in which these students are operating. The authors did not evaluate various “nurturing” activities such as academic and career development services made available to the athletes at the two different types of institutions; nor did they determine which athletes (HBCU or HWCU) tended to use these services, whether or not athletes were urged to use services, and who urged them to use services. Based on this one study on the goal discrepancy outcome, one might inductively hypothesize that the HWCU might have nurtured African-American athletes better than the HBCU.

The purpose of this study was to investigate the level of nurturing experiences [herein after referred to as Experiences or Nurturing Experiences] of African American athletes at HBCU versus HWCU. The problem question was, “Are African-American athletes nurturing experiences similar at HBCU and HWCU?” The institutional personnel that provide these experiences are Professors, Student Affairs Staff, and Athletic Staff. Student Affairs is a division within Colleges and Universities that promotes student learning outside the classroom. Areas of student learning addressed by Student Affairs include career development, leadership, multicultural competence, counseling and identity development.

Significance of Study

Historically Black Colleges and Universities and HWCUs espouse the development of students in preparation for leadership, civic engagement, and the world of work as core aspects of their mission. Their Athletic Departments espouse the same mission for their student-athletes. However, research does not offer evidence or an analysis of this nurturing process for college student-athletes in general, or African-American college student-athletes specifically.

Before such an analysis can be undertaken, several steps must be taken to frame the discussion. First, the context for nurturing college student-athletes must be framed. Second, an operational definition of nurturing for sport career transition must be established. Third, a comparative analysis of nurturing of college student-athletes must be performed.

Nurturing Context

College student-athlete sport transition and nurturing are college student development concerns. Chickering (1969), and Chickering and Reisser's (1993) theory of college student development offer seven vectors that are important for total student nurturing and development. In the context of sport transition into a career, the vectors Developing Competence, Developing Autonomy, Developing Identity, and Developing Purpose are central to this nurturing process. These areas provide the foundation for a successful transition into a career and a frame to design nurturing activities. These areas should be addressed by HBCU or HWCU personnel with their college student-athletes.

Super's Life-Span/ Life-Space theory (Super, 1980; Super, 1990) supports the belief that career focus is broad and extends beyond campus. This is a comprehensive developmental model of career and life development. It tries to account for the many important influences on a person as they experience different roles and various stages of life; this is significant for college athletes. An important tenet of Lifespan/Life Space development, in the context of college student-athlete nurturing, is that career development is life long and occurs throughout five major life stages: Growth, Exploration, Establishment, Maintenance and Disengagement. Each stage

has a unique set of career development tasks and accounts for the changes and decisions that people make from career entry to retirement. People go through these stages based on age, but they can go through them as often as their career interest change. For athletes, once sport is over, they have to Disengage. With proper nurturing, during the Maintenance phase of their college sport career, the athletes should be Exploring and Establishing themselves in another career in preparation for their sport retirement, with assistance for HBCU or HWCU personnel.

Operationally Defining Nurturing

The following is a brief overview of literature used to develop an operational definition of nurturing for sport transition that can be empirically analyzed. The literature on quality mentoring programs (for athletes and African-Americans) suggests that active involvement of professors and staff is crucial to these programs' success with assisting students. From this literature, three subscales were developed for the survey representing the three main university personnel groups that should nurture student-athletes (Professors, Student Affairs Staff, and Athletics Staff). Each sub-scale is represented in the Experience constructs and measures used in the pilot study and in the proposed study.

The literature on sport career transition suggests that when athletes have control of their careers and plan for sport retirement, they have a more successful transition away from competitive sport. The literature on athlete development programs (e.g., CHAMPS/Life Skills) indicates that they were designed to assist student-athletes in their academic success, leadership development, career development, and provide career experiences. Their goal is to prepare student-athletes for life after competitive sport. Based on this literature, four nurturing dimensions [hereafter referred to as dimensions] were developed for each sub-scale. The four dimensions are Academic Success, Leadership Development, Career Development, and Career Experience. Each Dimension is assessed by three questions in the Experience scales used in the pilot study and in the proposed study.

Operational Definition of Nurturing for Sport Transition into a Career

Merriam-Webster Online (2007) defines nurturing as, "the sum of environmental factors influencing the behavior and traits expressed by an organism". In this study, the environmental factors are Professors, Student Affairs personnel, and Athletic personnel that should proactively provide assistance to African-American student-athletes (the organisms). The target behaviors and traits to be nurtured are those related to career planning and life skill development in preparation for the transition out of athletics. These are academic development, leadership development, career development, and career experience acquisition. The operational definition of nurturing, for sport transition into a career, is "university personnel assistance with academic development, leadership development, career development, and career experiences for student-athletes".

Purpose

Nurturing services usage by African-American athletes has not been systematically investigated, especially in relation to nurturing this student population to transition away from sport into a career. Again, the problem question is, "Are African-American athletes nurturing experience levels similar at HBCU and HWCU?" The purpose of this study is to investigate the level of nurturing experiences received by African American athletes at HBCU and HWCU.

Research Questions

The overarching research question was "Do the level of nurturing experiences (Academic Development, Leadership Development, Career Development, and Career Experiences) provided by University Personnel (Professors, Student Affairs staff, and Athletic Department staff) to African-American athletes differ at HBCU and HWCU?" The sub-questions to be examined were:

- 1A Do the level of nurturing experiences (Academic Development, Leadership Development, Career Development, and Career Experiences) provided by Professors to African-American athletes differ at HBCU and HWCU?

- 1B Do the level of nurturing experiences (Academic Development, Leadership Development, Career Development, and Career Experiences) provided by Student Affairs staff to African-American athletes differ at HBCU and HWCU?
- 1C Do the level of nurturing experiences (Academic Development, Leadership Development, Career Development, and Career Experiences) provided by Athletic Department staff to African-American athletes differ at HBCU and HWCU?

The literature did not provide any evidence to support hypotheses for institutional differences. However, based on Sellars and Kuperminc (1997) study, I would expect HBCU to nurture student-athletes less than HWCU.

CHAPTER II

LITERATURE REVIEW

College student-athlete transition and nurturing are college student development concerns. For example, athletes on college campuses resemble a minority population in many ways. They are situated in an environment where their presence is questioned, for various reasons. Various members of the college community have biases against, and stereotypes about, athletes. Athletes tend to have a tough time in the larger educational community (socially, in student organizations, etc.). The tough times may be greater if the athlete is African-American. This study will begin the process of analyzing how African-American student-athletes are nurtured by HBCU and HWCU. Thus this study is based in literature on college student development, career development, sport career transition of athletes and African-American and Athlete development programs. This chapter reviews those bodies of literature.

Importance of Nurturing

Student development theory suggests that colleges and universities are places where students are developed to be productive citizens and actualize their potential. Athletic Departments echo these sentiments and espouse programs designed to develop student-athletes. Literature on athletes suggests that if athletes are nurtured to take control of their career prospects and prepare for life after sport, their transition will be successful. If they are not nurtured well, then their transition may be problematic.

It is important that institutions of higher education nurture all athletes for sport transition into a career. It is particularly important for African-American athletes who are the focus of this study, because it is widely suggested suggest that HBCU nurture better than HWCU. The accuracy of this suggestion needs to be verified the students' sake.

Gaps in Literature

The existing literature does not offer an analysis of this nurturing process for college student-athletes in general, and African-American college student-athletes specifically. Before such an analysis can be undertaken, research in several areas is reviewed to frame the study. First, the theories that address college student development and career development are reviewed. Second, a framework and operational definition of nurturing for sport career transition is established by using sport career transition literature, African-American retention program descriptions, and student athlete development program descriptions. Finally, research on factors related to successful nurturing and sport transitions is reviewed to develop the research questions and framework for the study.

Nurturing Context: Theories and Concepts

Chickering and Reisser's College Student Development

Chickering (1969), and Chickering and Reisser's (1993) College Student Development model offers seven vectors that represent developmental areas with which college students engage. The model suggests that the first three vectors (Achieving Competence, Managing emotions, and Developing Autonomy) are the main focus in the freshman year and some of the sophomore year. The sophomore focuses on Developing an Identity and Interpersonal Relationships in a more adult and autonomous way. Developing a Purpose and Developing Integrity are the main vectors being addressed in the junior and senior years.

The authors assert that these vectors are not successive. College students can go in and out of them depending on their life experience at the time. What follows are brief descriptions of each vector. Vector 1 (Achieving Competence) addresses the development of confidence in one's ability to cope with what comes and to achieve successfully what one sets out to do. This vector has three areas: Intellectual, Social and interpersonal relations, and Physical and manual skills.

Students' ability to manage their aggression and sexual urges are the aspects of Vector 2 (Managing Emotions). Students learn to broaden their range of emotions. Depression and anxiety may become a major issue during this vector. Students begin to challenge controls taught by parents and society. Students eventually replace these controls with internally adopted behavioral standards. As students learn and develop their own ethical compass, they are also developing autonomy (Vector 3). Autonomy is defined here as independence associated with maturity. They develop emotional and instrumental independence. As their competence develops, the student disengages from parents and begins to recognize the importance of others (obviously, some students will learn this before college and others not until after college). Students confront the paradox of personal independence and their interdependence. Developing healthy interdependence is the capstone of development in this vector.

Vector 4 (Establishing Identity) is the transition vector. Students need successful development in the first three vectors to help them develop an identity. Once developed, identity leads to development in the last three vectors. Students develop an ability to determine their sense of self. They do this by clarifying their physical needs, their characteristics, and their personal appearance. Their sense of self evolves from establishing socially acceptable sexual identification, roles, and behaviors. Their concept of identity remains vague. It is a loosely defined sense of self, which will likely undergo change over a lifetime. These issues arise at all ages.

Vector 5 (Freeing Interpersonal Relationships) is the ability to interact with others. An increased tolerance and respect (even acceptance) for those of different backgrounds, habits, values, and appearance develop. Students' experience a shift in the quality of relationships with intimate partners and close friends. Relationships built on trust, independence, and individuality become important. Development in Vector 6 (Developing Purpose) happens along with Vector 7 as students develop answers to the questions such as "Who am I going to be?" and "Where am I going?". Students must development plans that integrate priorities in recreational and vocational

interests, career plans, aspirations, and lifestyle choices. Part of the development in this stage directly relates to Developing Integrity (Vector 7).

Developing Integrity, as a vector, was originally defined as a student's ability to develop a personally valid set of beliefs with internal consistency that guides behavior. Values learned from authorities during earlier stages of life are reexamined. Some of these values are rejected, while other remain suitable to the emerging identity and are retained, personalized, and internalized. A sense of social and personal responsibility is included in this vector. As such, an absolute reliance on rules might yield to a more relativistic view of rules and the purposes they are intended to serve.

Developing Identity, is important because the Athletic Identity (as discussed below) can sabotage a successful sport transition process. The vectors Developing Competence, Developing Autonomy, and Developing Purpose are central to the nurturing process for sport transition into a career. These areas provide the foundation for a successful transition into a career and a frame to design nurturing activities.

Career Development- Donald Super's Lifespan/Life Space Development

Donald Super's theory supports the belief that career focus is broad and extends beyond campus. Super's Life-Span/ Life-Space Theory (Super, 1980; Super, 1990) posits that humans are not static and that personal change is continuous. This is a comprehensive developmental model of career and life development. It tries to account for the many important influences on a person as they experience different roles and various stages of life. Some main tenets of Lifespan/Life Space Development are:

- 1 Every person has potential. People have skills and talents that they develop through many life roles which prepares them to handle many tasks and occupations.
- 2 Individuals express themselves when they make a career choice. Their career represents his or her understanding of self and expresses his or her self-concept. Self-knowledge is important to career choice and job satisfaction. Hence, people seek career

satisfaction in work roles that allow them to express themselves, and implement and develop their self-concept.

- 3 Career development is life long and occurs throughout five major life stages: Growth, Exploration, Establishment, Maintenance and Disengagement. Each stage has a unique set of career development tasks and accounts for the changes and decisions that people make from career entry to retirement. (Exploration happens between an ages 14-24, which is the age population this study will focus upon).
- 4 These five stages are not necessarily chronological. People cycle through each stage when they go through career transitions.
- 5 Job satisfaction increases when a person's self-concept includes a view of the working-self as being integrated with their other life roles.

For athletes, once sport is over, they have to Disengage. With proper nurturing, during the Maintenance phase of their college sport career, the athletes should be Exploring and Establishing themselves in another career in preparation for their sport retirement, with assistance for HBCU or HWCU personnel. Athletes should also be gaining self-knowledge about themselves that includes athlete and self after athletics. It is vital that the Athletic Identity is placed in its proper context-which is a nuance of being a college athlete.

Student Athlete Nuances in Nurturing

Athletic Identity

Some athletes may not be committed to earning a degree. These athletes identify with sport so much that they expect to play professionally, or at least play until their eligibility runs out. College football and basketball players are a typical example. Less than 2% of football and 1.3% of basketball players in college are drafted into the U.S. professional levels (Hyatt, 2003). Yet many college football and basketball players think they will play professionally and not prepare for life after college sport, despite their less than stellar performances in college.

When a person commits to the role of athlete and fails to investigate other identities, they are considered to have an athletic identity (Harrison & Lawrence, 2003; Alfermann, Stambuvola, & Zemaityte, 2004; Erpic, Wylleman, & Zupancic, 2004). The Athletic identity can vary from weak, to moderate, to strong. This identity is significantly nurtured in good athletes, to the detriment of other possible career-related identities. Unfortunately, this often means a greater proportion of athletes with strong Athletic identities are African-American-with reference to basketball and football.

Goal Discrepancy

Goal Discrepancy is defined as holding expectations that are inconsistent with actual abilities and skills required to achieve these expectations. A goal-discrepant student-athlete would be one who has a professional sport career goal, but does not have the skill to achieve this goal (Sellers & Kuperminc, 1997). Goal Discrepancy in athletics has a significant impact in sport career transitions.

Poor career planning is one result of goal discrepancy in athletics. The focus on athletic careers, without proper adult guidance, will lead some athletes to forego career planning in hopes of becoming a professional athlete (Hyatt, 2003). Eitzen (2003) notes that many African-American athletes seem to believe sport is the key to upward social mobility and focus solely on sport careers and never prepare for non-sport life.

Research used to Operationally Define Nurturing in Sport Transition

Sport Transition Overview

In the United State of America, there is a wide belief that upward social mobility can be had through sport, and many young people buy into this belief. According to Eitzen (2003), this belief is based on several myths including: 1) sport provides a college education; 2) sport provides a college degree; 3) a professional sports career is possible for anyone; 4) sports can provide a lifetime of financial security; 5) sports are a way out of poverty for racial minorities; and 6) Title IX increases upward mobility for women. However, when these myths are not realized, many athletes have mild to serious problems transitioning out of the athlete role.

Sport career transition is an important issue because hundreds of thousands of high school (HS) students desire a college degree, and think sport will pay for it. According to Eitzen (2003), only 15 percent of college athletes are on full scholarships and there is less scholarship money available for non-revenue sports. Moreover, 23% of the 1996-1999 entering cohort of division I athletes (the level that most professional athletes come from) did not obtain a college degree (NCAA Research Staff, 2006). Another point to consider is that for many who do graduate, their grade point average might be so low, as to make their bachelor degree essentially terminal, barring them from advanced degrees.

The college and professional sport career dream has a major inevitability for all participants, sport career termination. Some athletes will be deselected, injured, or forced to retire, leading to their transitioning out of athletics. Unfortunately, many will have mild to serious problems with their situation because they are not prepared for a non-athletic life and career. Tough transitions sometimes lead to identity crises, decreased self-esteem, emotional problems, decreased self-worth, alcohol and drug abuse, decreased life satisfaction, health problems, loneliness, problems with relationships, lack of professional qualifications, financial issues, etc. (Ercic, Wylleman, & Zupancic, 2004).

A significant number of college athletes hope to have a professional sports career after college. Unfortunately for most, the chance of a male achieving this goal is 20,000:1. The annual new positions in male professional sports are: 120 Major League, 40 NBA, 160 NFL, 60 NHL, and there are even fewer coach and administrator positions. The ratio is even worse for female professional sports (Eitzen, 2003). This is especially important for African-Americans who seem to take the ideology of upward social mobility through sport careers to heart, and come to rely on this goal.

For example, African-American's make up about 12% of the US population, and 80% of professional basketball, 67% of professional football, and 13% professional of baseball players. Despite these numbers and over-representation, most African-American athletes, or athletes in general, will never play professional sport. Unfortunately, about half of athletes believe they will have a sport career (Kennedy & Dimick, 1987). These athletes may have goal discrepant beliefs stemming from a strong athletic identity that was not tempered with nurturing for sport transition.

Sport Transition Theoretical Considerations

Wylleman, Alfermann, and Lavalée (2004) conducted a review of literature on sport career transition/retirement research. They report how early studies, as early as 1968, assessed elite and youth athlete's view of retirement. These studies explained retirement as a one-time event, a final ending. Early theories used by sport psychologists were Social Gerontology and Thanatology theories. Social Gerontology studies attempt to explain the aging process and Thanatology studies attempt to explain the process of death and dying.

Social gerontology (Tibbits, 1960) focuses on the process of aging, and the psychological and societal impacts on the aging person. Social gerontology is about those psycho-social issues that impact persons transitioning into later stages of life, as people go from a majority culture of workers to a sub-culture of retirees. Early sport-career transition researchers placed terminated athletes situation into social gerontological transition theories/models, whereby the terminated athlete's frame of career reference went from a "general" sport culture of athletes to a "subculture" of retired athletes.

Social gerontology theories failed to explain sport career transition for three reasons. First, athletes retire at an early age. Second, athletes generally move on into another occupation. Third, career termination does not have to be negative, thus requiring significant adjustment. Moreover, retiring athletes are moving from a subculture (athlete) into a general culture (non-athlete).

Thanatology theories were used to explain termination process in stages of death (Stages of Dying Theory): denial and isolation, anger, bargaining, depression, and acceptance (Kubler-Ross, 1969). This approach failed because retired athletes continue to function in society, though in other roles. Thanatology also fails due to not showing a good relationship between terminal illness and career termination.

Both schools are further limited because they are not sport specific. They presume termination is negative requiring significant adjustment, and they neglect life after retirement. The latter suggest that termination might be a transitional process.

Wylleman, Alfermann, and Lavalée (2004) explain how the use of transitional theories began as early as 1981. Schlossberg (1981) offered a Model of Human Adaptation to Transition, which is one such theory that was regularly used. It posits that three major sets of factors interact during a transition. First are individual characteristics of the person (gender, age, psychological state, etc.). Second is the perception of the transition. Finally, the model includes characteristics of the pre- and post transition environment.

Transitional theories viewed termination as a transition event or non-event that changes one's self-view and requires a corresponding change in behavior and relationships. Even though this approach acknowledges termination as a transition, research revealed that there are several factors involved in termination success, in pre-athletic and post-athletic phases. Because details of this process were still not developed, more comprehensive theories were proposed that involved developmental factors, coping resources, causal factors, quality of transition, and treatment techniques. Again, they were not sport –specific, but they were precursors to Life Span models.

In the 1990's, Wylleman, Alfermann, and Lavallee (2004) report that life span models began to be promoted. Blooms model of talent development (Bloom, 1985) posited that talent development involved three stages of development: initiation, development, and mastery. Extending on Bloom, Stambuvola (1994) proposed a six-stage, sport-specific, transition model: beginning of sport specialization, transition to intensive training, transition to high achievement and adult sport, transition from amateur to professional, transition from culmination to termination, and end of sport career. While this model is comprehensive it is not holistic.

Wylleman, Alfermann, and Lavallee (1999) expanded the life span model into a more holistic model. Their model included transitions in sport and corresponding transitions in psychological development, psychosocial development, academic/vocational development, and age. The importance of this model is that it addresses athletic and non-athletic transitions, and how they interact with one another.

Since the early 1990's, life span transition models and theories have been primarily used. A few studies in this literature use the Life Span model. Some of the research reviewed used different theories and models that offer rich insights into sport career transition. The programs discussed also offer interesting applications of theoretical understandings and research findings. Two points of clarification must be noted about the articles in Wylleman et al's (2004) review. First, most of the research studies reviewed focused on elite athletes in Europe or Australia, thus limiting generalizability to athletes not in these countries (or continents) and non-elite athletes.

Second, most of the reviewed research used quantitative methods. There is a call for more qualitative career transition research designs (Fortunato & Marchant, 1999) to provide more in-depth understanding of the sport-career transition process and related issues.

Role Exit Theory, though not sport-specific, might be easily applied to sport career transition. Role Exit is defined as a process of disengaging from role behaviors; dis-identifying with the exiting role; and re-socializing into a new identity and role, which integrates the ex-role and new roles (Drahota & Eitzen, 1998). Role exit has four stages: First Doubts- when roles are being re-thought; Seeking Alternatives-when one looks for other roles and actively seek or imaginatively carryout this new role; The Turning Point-where the decision to leave happens; and Creating the Ex-role- where old and new roles are integrated.

Role Exit Theory is based on observations from a Nun (Drahota & Eitzen, 1998). The Nun watched how some of her Sisters were impacted by their decision to renounce their vows and transition out of the Order. Because this was such a core personality crisis, the authors equated it with a core athletic identity. Core athletic identity can be in crisis when athletes transition out of athletics without proper nurturing.

Sport-Specific Theoretical Research

Framework Development

Drahota and Eitzen (1998) investigated the impact of role exit on professional athletes, using Role Exit Theory. They interviewed 27 ex-professional athletes (20 Anglo-American and 7 African –American). They first interviewed “purposive” participants, who then referred the investigators to others they should interview, “snowball” participants. The results showed that athletes followed the Role Exit Theory in general, but there were some athlete-related differences. Based on the interview data, they devised the following sport-specific framework of role exit.

- Pre Stage 1: Original Doubt = Athletes started doubting their professional sport role before they were in that role.
- Stage 1: Doubts = Athletes start doubting athletic role.
- Stage 2: Seeking Alternatives = Athletes started seeking new roles and start rehearsing them in their minds or in action. Usually, athletes that began in the Pre-Stage 1, jumped to this stage when faced with retirement.
- Stage 3: The Turning Point = Athletes make a decision due to involuntary (injury, being released) or voluntary retirement. Athletes thrown into this stage without ever entering any prior stage (involuntary termination), had rougher transitions than those that went through these prior stages.
- Stage 4: Ex-Athlete Role = Integrating old and new role into another identity as an ex-athlete (Role Residual). Society still treats them as an athlete (Societal Reaction) and it impact others. Moreover, there is some level of withdrawal symptoms.

Athletes who engaged in career doubt early (Pre-Doubt and First Doubt) tended to have successful transitions. Those who planned during the Seeking Alternatives stage transitioned successfully, while those that did not plan in this stage had rough transitions. Those that retired voluntarily tended to have more successful transitions than those retiring involuntarily. Finally, the ex-professional role was integrated into the new role by the athlete, but society still referred to them as professional athletes.

Fortunato and Marchant (1999) used Grounded Theory as the method used to investigate how forced retirement impacted elite athletes. Social Death Theory was the theoretical foundation of the investigation. They performed recursive interviews, using an interview guide for consistency, with 30 retirees. They categorized the data into four themes:

- A. Loss of Identity-Athletic identity was lost. This was the main source of problems
- B. Perceived Control-Lack of control in decision to retire
- C. Financial Issues- No financial planning
- D. Social Support-Family was supportive; club was not (when injured or deselected)

these themes are areas leading to negative transition for the participating athletes.

Yannick, Bland, Ninot, and Delignieres (2003) investigation of elite athletes addressed repercussions of voluntarily transition out of elite sport on subjective well-being. Well-being was measured using the General Health Questionnaire and semi-structured interviews. The authors produced a four-phased framework for transition, based on their results. Phase one is Loss and Void. During this phase, they did not know what to do, because a hole was in their life. This is an unstable phase. Phase two is Avoidance and Compensation, where they do things to avoid boredom and compensate for the rhythm of sport. This is a stable phase. Phase three is Training and/or Exercise: Perceiving Personal Control. Goals move from sport to professional, and they become more stable. Finally, they move into the Personal Control and Decisions Making phase. This is the most stable phase of the transition out of sport. They choose a new profession (Yannick, Bland, Ninot, & Delignieres, 2003).

Torregrossa, Boixados, and Cruz (2004) used Grounded Theory to investigate athletes' prospective views of the retirement process. The previous studies involved retired athletes, but Torregrossa et al asked active elite athletes about their retirement transition expectations. The authors interviewed eighteen athletes using an interview guide that addressed their entire sport career, from initiation through disengagement. They deduced from the data that these athletes saw retirement as a three stage concept.

The first stage is Initiation, where their main objective was to become a top level athlete and images of retirement were considered. The second stage is Maturity Performance, where a vague image of retirement surfaces. At this stage, sport is almost everything (athletic identity) and a concern with education arises. Finally, in the Anticipation Stage, they had a clear image of retirement. They were still concerned with education but also considered role balance.

These investigations could be used to inform counseling techniques or nurturing workshops with active athletes. They are derived from research on athletes, making them sport-specific frameworks. The primary theme of these frameworks is control. Athletes who have control over their transition, and they are nurtured for sport transition, should have a more positive transition out of sport.

Sport Transition Research Results

Related literature suggests that having control over the retirement process appears to be a major factor in a more positive sport career transition or retirement. The literature reviewed also offered important factors that should be considered when addressing sport career transition issues interventions. For example, athletes should consider new careers as early as possible in their sport career life span (Drahota & Eitzen, 1998; & Yannick et al, 2003).

Fortunato and Marchant (1999) and Yannick et al (2003) suggest that the athletic identity and control are significant considerations. If athletes can lessen the strength of their athletic identity and develop a career plan, they will have more control over their retirement life. Yannick et al go on to suggest that athletes should be counseled on becoming aware of transferable skills and be taught goal setting. They finally suggest that interventions should be based on their four phases (Loss and Void, Avoidance and Compensation, Training and/or Exercise: Perceiving Personal Control, and Personal Control and Decision Making).

Erpic, Wylleman, and Zupancic (2004) investigated the impact of athletic (e.g., injury) and non-athletic factors (e.g., death of a child) on the career termination process. They administered the Sports Career Termination Questionnaire and the non-Athletic Transitions Questionnaire to 85 former athletes. They concluded that athletic factors such as voluntary retirement and achieving athletic goals related to a positive transition. A strong athletic identity led to psychological and retirement difficulties. They found that life planning had no impact on the quality of the transition process. They also concluded that negative non-athletic events, that were severe and frequent, lead to difficult transition. Positive non-athletic events had no impact. The greater the level of education related to a higher probability of transition success. Alfermann, Stambuvola, and Zemaityte (2004) assert that planned, controlled, retirement is associated with more positive reactions to termination, shorter duration of transition period, lesser use of distraction strategies, and higher current life satisfaction.

North and Lavallee (2004) investigated the age at which potential users of career transition services actually used these services. They mailed 561 athletes self-report surveys and used Chi-Square analyses to determine significant differences in when the decision to seek services was made, based on age. They concluded the average retirement age was 34, with women and para-athletes retiring earlier. Additionally, those who perceived significant time to retire and younger athletes did not have retirement plans. Thirty-four was about when most sought retirement assistance.

Referring again to Erpic, Wylleman and Zupancic (2004), they investigated the way in which the quality of sports career termination process was affected by athletic and non-athletic factors. Athletic factors (voluntariness and gradualness of sports career termination, subjective evaluation of athletic achievements, post-sports life planning, and athletic identity) and non-athletic factors (age, educational status, positive and negative non-athletic transitions) were considered.

Participants were eighty-five former elite Slovene athletes (aged 21–44 years) who had been retired for less than 4 years. They ended their sports careers at international or national level in one of 16 Olympic sports. Participants completed two questionnaires, including the Sports Career Termination Questionnaire assessing participants' perceptions of the characteristics of the sports career process, and the Non-athletic Transitions Questionnaire assessing participants' perceptions of the influence of non-athletic events and transitions on the quality of life. The authors found that the quality of the sports career termination process depended on the voluntariness of career termination, participants' subjective evaluation of athletic achievements, the prevalence of athletic identity, educational status, and the occurrence of negative non-athletic transitions. If athletes are properly nurtured, the sport transition process should be seen as voluntary, under the student-athlete's control.

Keys to Nurturing African-American Students in Retention Programs

Characteristics of successful African-American retention programs include quality Student Affairs collaborations with Academic Affairs, encouraging study-abroad, and significant faculty interaction. Faculty involved should not be limited to those of African-American descent. Furthermore, Summer Bridge programs should be implemented (Hickson, 2002; Karema, Reuben, & Silly, 2003; and Hudson, Henderson, & Henderson, 2002). The variables in persistence identified were based on programs at HBCU. These characteristics could apply to any retention program for minority students or student-athletes.

One such retention program for students of color was the Adventor Program developed in 1995, within Kutztown University's College of Education (Shultz, Colton, & Colton, 2001). The program was proactive and used mentoring and advising as its centerpiece. Students were required to meet with their faculty advisor. Emails, letter, phone, and personal contacts throughout the semester were used to maintain faculty-student relationships. The faculty also acted as a mentor. Faculty would follow-up with students, even go to their residence halls for

programs. The faculty helped participants through academic, career, and personal events. The faculty mentors were immediate support persons for their mentees.

An evaluation of the program revealed that it worked. Seventy-seven percent of the participants returned for a second year (10 out of 13), while 67% of those minority students not in the program returned. Eighty-eight percent of the student stated that they enjoyed the program. Eighty-two percent thought that the faculty-mentor assisted them with information across the campus. Sixty-three percent commented on how well their advisor performed. The advisors/faculty mentors were non-minority.

Another approach to retention and graduation is to develop workshops designed to expose African-American students to graduate education and develop mentoring relationships. Ulloa and Herrera (2006) describe a workshop that was offered at Arizona State University (ASU) designed to do just that. The ASU Multicultural Student Center (MSC) developed a workshop with the Latino/a Graduate Student Association, the Graduate Student Association, the Intergroup Relations Center, and the Graduate College Office of Recruitment and Retention which create the Getting in and Staying in: Strategies for Multicultural Student Success workshop.

Many ethnic students have community interests such as SES or ethnic/cultural participation that competes with their academic interests. The purpose of the workshop was to help ethnic minority students integrate their academic participation with their ethnic community participation. Mentoring was a major focus of the workshop, based on research that suggests mentoring is valuable in promoting minority retention and graduation. Three additional goals of the workshop were providing a comfortable place for undergraduates to explore graduate school, to provide tools and information to assist undergraduates with their long-range educational plans, and to offer experiences (time, family commitments, finances, etc.) of minority graduates.

When the participants were surveyed, they reported that the workshop taught them about applying to graduate school and resources available to them. Ninety-two percent of the participants enjoyed interacting with graduate students more than anything else. Fifty-two percent said they would continue to interact with graduate students in mentoring relationships.

Ninety-one percent said they would consider or begin applying for graduate school. Mentoring was the key aspect of the program.

The research on African-American retention and graduation suggests that integration and isolation are serious issues. Moreover, commitment to degree attainment is crucial. These issues may arise do to cultural differences and life situation issues (i.e. lack of finances). Another issue in African-American retention and graduation is being an athlete.

Athletes have their own culture and nuanced issues. They tend to be isolated amongst their teammates. They have extremely full schedules (i.e. injury treatment, film study, practice, conditioning, class, study hall, etc.). Often times they do not have time to be involved in campus activities. Additionally, they may encounter athletic bigotry- negative treatment based solely on being an athlete.

The key difference between general African-American students and African-American student athletes is that of career goals. Many athletes attend college with the expectation to play professional sport after college and not preparing for the likelihood of not playing professional sport by earning their degree. Being an athlete and African-American complicates this groups' retention and graduation concerns. This goes for those African-American athletes at HWCU and HBCU.

Fortunately, universities have developed programs to assist athletes in general and African-American athletes in particular with their persistence. The NCAA developed an implemented the CHAMPS/Life Skills program, on which NCAA constituent institutions can model. The concern is how are these programs being implemented and what roles are faculty and student affairs playing. Specifically, how are African-American athletes being nurtured in their preparation to graduate and transition out of college athletics into a non-sport career?

Keys to Nurturing in Athlete Development Programs

As mentioned above, the NCAA developed and implemented the CHAMPS/Life Skills program, on which NCAA constituent institutions can model. Yet, there are other programs and recommendations for programs in the literature. The articles reviewed in this section address career transition programs for athletes. These programs primarily address adult athletes, usually elite, international, or college athletes.

When developing programs for African-American college athletes, Sellers and Kuperminc (1997) suggest that program intensity, athletic segregation (when athletes' entire life revolves around athletics and athletes), and type of institution (HBCU) are additional criteria in identifying at-risk athletes. It is plausible that these variables apply to all college athletes.

Pearson and Petitpas (1990) addressed developmental and preventative perspectives on athletic transition. They identified several career transition issues. First, college causes a focus on sport, creating an Athletic Identity. Second, the athletic identity or focus can be detrimental to post-sport career transition. Third, the physical location of athletes is narrow in that they tend to make few social support networks outside of sport. Finally, individual characteristics such as: less education, inability to adapt, inability to seek help and guidance; and a sense of entitlement may all negatively impact athletic career transition.

Pearson and Petitpas (1990) suggest that when developing a prevention-oriented athletic career transition program, those most at-risk for a rough transition must be identified. They assert that those with a strong athletic identity; goal discrepancy; little or no prior experience with the same or similar transition; limited ability to adapt and limited social networks; and few material and emotional resources are most likely to have a rough athletic career transition. Programs like the Career Assessment Program for Athletes (CAPA) and Making the Jump Program (MJP) are examples of preventative programs for athletes (Pearson and Petitpas, 1990).

CAPA, sponsored by the US Olympic Committee, provided workshops on post-sport career concerns, developing support networks, and understanding career development for elite athletes. MJP, sponsored by the Advisory Resource Center for Athletics, provided support for

high school athletes and their parents. Workshops focused on balancing academics and sports, identifying the right college, coping with potential career ending injuries, and developing transferable skills for use beyond athletics. Both programs had counselors available for these athletes with major transition issues.

The CHAMPS/Life Skills program is in use currently by NCAA programs. This program covers several commitment areas: Academic commitment, Athletic Commitment, Personal Development Commitment, Career Development Commitment, and Commitment to Service (Carodine, Almond, & Gratto, 2001). CHAMPS addresses control, life planning, developing support networks, career development, academic skills and more. If athletes actively engage in this program, it should make their transition more positive.

CHAMPS have the same problem as most programs that address student-athlete development. They are not well funded, not utilized significantly and early, lack qualified sport counselors, and are not easily integrated into the fabric of athletic life. Yet when the proper resources are brought to bear, they can help student-athletes prepare for life after sport.

Operational Definition of Nurturing and Purpose

Based on the literature reviewed, the operational definition of nurturing, for sport transition into a career, is “university personnel assistance or mentoring with academic development, leadership development, career development, and career experiences for student-athletes”. The literature on quality mentoring programs (for athletes and African-Americans) suggests that active involvement of professors and staff is crucial to these programs’ success with assisting students. From this literature, three subscales were developed for the survey that represents university personnel that should nurture student-athletes (Professor, Student Affairs Staff, and Athletics Staff). Each sub-scale is represented in the Experience and Satisfaction constructs used in the pilot study and the Experience scale to be used in the proposed study.

Gender Issues In Nurturing for Sport Transition

Eitzen (2003) reports that Title IX increased women sport participation and some believe sport presents upward mobility for women, too. As with males, when this myth is not realized, many female athletes may have mild to serious problems transitioning out of the athlete role, as well. Chow (2001) evaluated the perceptions and/or experiences of transition and adjustment in retirement from sport of elite female athletes in Hong Kong (HK). A goal was to determine whether female athletes' transitional experiences to sports retirement in HK context were adequately explained by Schlossberg's transition model (1981). The model posits that retirement transition happens in three stages: pre-transition, transition, post-transition to competition retirement. Chow's findings generally supported this three-phase model.

Chow also reported that the duration, intensity, and quality of life after transitioning out of elite competition were affected by a number of factors associated with earlier career experiences. These factors include early/late entry into sport, native/immigrant status, parents giving/denying support, with/without friendship networks, maintaining/foregoing studies, and high/low athlete status. The key influences on smoothness of transition include using extra time for relationships, resolving feelings of loss, being psychologically prepared, being ready to move on, and adopting a defined role in sport. In the post transition phase having a satisfying career/work alternative, new roles in the sport, strong friendship networks, a family, and/or personal resilience were indicative of athletes who successfully transitioned out of sport.

Young, Pearce, Kane, and Pain (2006) studied the experiences and reactions of 28 elite female athletes on leaving professional tennis. They found that 62% of the sample had been thinking about leaving the circuit before their departure, and their planning usually involved two or more of the following strategies: speaking with the coach, other competitive players, or significant others; reading books about the process of retiring from sport; making other plans—for example, having a family or enrolling at university. Of the remainder of the sample, 24% cited that they did not do much planning, and 14% left the tour because of an unexpected injury. Sixty per cent of the sample claimed that they had made plans or were in the process of making plans to leave the professional tour, with the remaining 40% indicating that they left the tour unplanned (28%) or

were forced out through injury (12%). Fifty-six percent claimed that they found the transition process easy, with the remainder finding the process difficult.

In terms of assistance, players were asked what the national sporting organization (NSO) could have done to help make the transition process easier. Half the sample did not expect any assistance from the NSO, 12% thought that there could have been more recognition (or incentives given), 23% thought that the NSO could have offered some guidance, welfare, or vocational education assistance (either directly or indirectly with the provision of contact details of qualified personnel), and 15% said that the NSO had been very helpful in giving them advice about possible career prospects.

Twenty nine per cent thought that a sport psychologist would not have assisted them, whereas 57% thought that they would have been beneficial. Seven per cent used a sport psychologist and found it to be beneficial, and 4% used one and found it not to be beneficial. One person was unsure how beneficial it would have been because it would depend on the person. If a sport psychologist was provided by the NSO, 66% of players said they would have used it, with 30% saying they would not, and one person said they may or may not have used it. Sixty percent of female athletes would use a sport psychologist suggests that many female athletes are willing to be nurtured for sport transition into a non-sport career.

Alfermann, Stambuvola, and Zemaityte (2004) assert that planned, controlled, retirement is associated with more positive reactions to termination, shorter duration of transition period, lesser use of distraction strategies, and higher current life satisfaction. When assessing the impact of termination on athletes, they found that women had less strong negative emotions after termination but had longer periods of adaptation to post-sport career life than men. This suggests that counseling may not be as involved, but may be longer. It also suggests that women may transition better than men and receive more nurturing than men.

Summary

Based on the literature reviewed, nurturing college student athletes for sport transition should be viewed in the context of college student development and career development for life. Thus, the operational definition of nurturing for sport transition into a career is “university personnel assistance or mentoring with academic development, leadership development, career development, and career experiences for student-athletes”. The proposed study is a comparative analysis of HBCU versus HWCU nurturing of African-American college student-athletes for sport transition.

CHAPTER III

METHODS

Survey methods were used to gather data on nurturing experiences of African-American student athletes at HBCU versus HWCU. A Nurturing Experience scale was developed through pilot testing and used in this study. The overarching research question is, “Do the level of nurturing experiences (Academic Development, Leadership Development, Career Development, and Career Experiences) provided by University Personnel (Professors, student Affairs staff, and Athletic Department staff) to African-American athletes differ at HBCU and HWCU?”

Sampling

The population for the study consisted of African-American athletes at four public, Division I, HBCU and HWCU in professional feeder sports. Professional feeder sports are college sports that have professional counterparts (e.g., basketball). The study sample included male and female African-American athletes at NCAA Division I HBCU and HWCU, in their second year, or greater, at their current institution and play in the following professional feeder sports: Basketball [M&F], Football, Track and Field/Cross Country [M&F], and Baseball. Cluster sampling was used to draw two independent samples (one from HBCU and one from HWCU) from the population.

Four institutions participated in this study (2 HBCU and 2 HWCU). All institutions are located in North Carolina. The first institution is a public, masters-degree granting HBCU with an undergraduate enrollment of approximately 6614 students (2007-2008). It has a student-athlete services staff of four people. The second institution is a public, Doctoral/Research-Intensive HBCU with an undergraduate enrollment of approximately 9,687 students (2007-2008). It has a

student-athlete services staff of two people. The third institution is a public, Doctoral/Research-Intensive, HWCU with an undergraduate enrollment of approximately 17,032 students (2007-2008). It has a student-athlete services staff of four people. The fourth institution is a public, Doctoral/Research-Intensive HWCU with an undergraduate enrollment of approximately 13,024 students (2007-2008). It has a student-athlete services staff of three people. A total of 120 surveys were distributed. Fifty-four percent (65) of the surveys were returned completed, Four (4) were discarded due to entire sections being incomplete.

Sample Description

There were 30 students (11 female and 19 male) from the HCBU and 35 students (20 female and 15 male) from the HWCU. There were a total of 31 females and 34 males. Table 1 provides a complete description and background data for the sample. There were no baseball players that responded from HWCU. This could introduce sport participation bias into this study. Neither HWCU had football programs, so no football players responded from HWCU. This could introduce sport participation and gender biases into this study. At the HBCU, 7 of 11 female respondents had GPA's in the 2.5-2.99 range while 10 of 19 male respondents had GPA's in the 2-2.49 range. At the HWCU, 8 of 20 female respondents had GPA's in the 2.5-2.99 range while 7 of 15 male respondents had GPA's in the 2.5-2.99 range.

From the HBCU, 64% of female and 58% of male respondents started while 60% of female and 73% of male HWCU respondents started. There were more female respondents with no (0) mentors than males, across institutions. Overall, respondents at HWCU had more mentors than respondents at HBCU. With respect to graduation plans, all planned to graduate except two

Table 1
Sample Description and Background Data

Descriptive Categories	HBCU			HWCU		
	Females	Males	HBCU Total	Females	Males	HWCU Total
	11	19	30	20	15	35
Sport	Baseball	0	5	0	0	
	Basketball	8	4	14	11	
	Football	0	8	0	0	
	Track/Field/XCountry	3	2	6	4	
GPA	<1.99	0	2	3	0	
	2-2.49	2	10	2	5	
	2.5-2.99	7	4	8	7	
	3.0-3.49	1	3	5	3	
	3.5-4	1	0	2	0	
Class	So	5	8	5	7	
	Jr	5	9	9	6	
	Sr	1	2	6	2	
Play Order	Start	7	11	12	11	
	Sub	4	7	8	2	
	Bench	0	1	0	2	
No. Mentors	0	3	0	4	1	
	1	0	6	1	4	
	2	1	6	5	4	
	3	4	2	3	2	
	4+	3	5	7	4	
Graduation	Do Not Know	0	0	0	1	
	Will Not	0	0	0	0	
	Might	0	0	0	1	
	Will	11	19	20	13	
Work	Do Not Know	2	0	2	2	
	Will Not	1	0	0	1	
	Might	0	0	2	2	
	Will	8	19	16	10	
Play Pro	Do Not Know	4	5	12	3	
	Will Not	1	3	3	2	
	Might	1	1	0	2	
	Will	5	10	5	8	
Attend Grad/Prof School	Do Not Know	3	1	0	0	
	Will Not	1	1	1	2	
School	Might	3	11	12	6	
	Will	4	6	7	7	

males from HWCU. Sixteen of 20 female respondents and 10 of 15 male respondents from HWCU expect to work after graduation. Eight of 11 female respondents and all 19 male respondents from HBCU expect to work after graduation. Five of 20 female respondents and eight of 15 male respondents from HWCU expect to play professionally after graduation. Half of both female and male respondents at HBCU expect to play professionally after graduation. Thirty-two of 35 HWCU respondents might, or will, attend graduate or professional school. Twenty-four of 30 HBCU respondents might, or will, attend graduate or professional school.

Survey Development and Content Validity

The survey was developed by the author. Several steps were taken to ensure good content validity. These include developing nurturing dimensions from the literature review. Survey construction materials were used to design questions. Each question was rated and revised based on recommendations from students. Finally, a pilot study was conducted.

Survey Sub-Scales and Nurturing Dimensions Construction

As detailed in the review of literature, the literature on quality mentoring programs (for athletes and African-Americans) suggests that active involvement of professors, student affairs staff, and athletics staff is crucial to these programs' success with assisting students. From this literature, three subscales were developed for the survey (Professor, Student Affairs Staff, and Athletics Staff). The literature on sport career transition suggests that when athletes have control of their careers and plan for sport retirement, they have a more successful transition away from competitive sport. The literature on athlete development programs (e.g. CHAMPS/Life Skills) suggests that they were designed to assist student-athletes in their academic success, leadership development, career development, and provide career experiences.

Survey Question Construction

The survey was developed by the author as there were no instruments available to measure the four dimensions of nurturing devised. Groves et al (2004) *Survey Research* and Fowler (1995) *Improving Survey Questions: Design and Evaluation* were referenced for tips on question construction. Questions from several surveys were analyzed for structure and compared to the tips from the reference books. With information from these reference materials in mind, the author developed 120 questions for the pilot survey with 5 questions for each nurturing dimension and four dimensions for each subscale (staff type) (60 questions). Separate scales were developed for Nurturing Experience and Satisfaction, for a total of 120 questions. Questions were eliminated based on the following: non-clarity, non-succinctness, and repetition. The best 72 questions were retained and re-written until the author felt they were sufficient (36 for Experience and Satisfaction scales respectively). They were perceived to be clear, succinct, and captured the item well eliminating the need for repetition.

These 72 questions were given to ten non-student-athletes for critique. These students were both male and female and worked in the researcher's office. After they reviewed the questions, the questions were reworded in the presence of the students, and continuously revised until the questions were understood. Thirty-six (36) questions were developed for both the nurturing Experience level scale and for Satisfaction with nurturing experiences scale. These final questions were tested via a pilot study. The pilot study results and tables are in Appendix A and the Appendix pilot survey is in Appendix B

Pilot Study

Thirty-six (36) questions were developed for the Nurturing Experience Level scale and Satisfaction with Nurturing Experience Scale. Both scales consisted of three sub-scales (Staff-type) (Professor, Student Affairs Staff, and Athletics Staff). Each Staff-type sub-scale consists of four dimensions (Academic Success, Leadership Development, Career Development, and Career

Experience). Each Nurturing Experience Level question was measured using a 4-item Likert scale (Very Often, Often, Sometimes, Rarely).

These questions were tested via a pilot study. The pilot consisted of 30 student-athletes completing the scale. They were also asked to comment on each question and make recommendations for changes. The respondents recommended that "Never" be added as a fifth Likert item. This was added to the final survey. Appendix A contains the entire survey development process with pilot study procedures and reliability results. A sample of the pilot survey is in Appendix B.

Final Survey

The final survey included a demographic section, the 36-item Nurturing Experience scale, and open-ended questions about satisfaction with nurturing experiences developed from the pilot study. The survey includes a demographic section with questions on sport, gender, GPA, class, play order, number of mentors, and post-college plans. Several participants in the pilot study recommended that "Never" be added to the rating scale, and thus it was added. Thus the answers on the Likert scale expanded from four to five options. Open-ended questions were asked at the end of each section-which focused on a particular dimension of nurturing. The first question asked their satisfaction with services from various staff-types. The second asked them to add anything they desired. The Satisfaction scale was removed because this study focuses on nurturing experiences, only. A sample of the Final Nurturing Experience Level scale is in Appendix D.

Survey Reliability Analysis

Cronbach's alpha reliability statistics were performed for the scale, staff-type subscales, and dimensions. Cronbach's Alpha and item-total correlations were used to confirm reliability of all sub-scales (Groves et al, 2004). Item-total correlations should be greater than .30. Cronbach's Alpha should be .60 minimally; preferably a .85 or greater.

The survey total reliability was Cronbach's alpha of .94. Cronbach's alpha reliability's for each Staff-type sub-scale are: Professors .88, Student-Affairs Staff .94, and Athletic Staff .91. Appendix D contains the final survey. Appendix E contains the final survey reliability tables. Table 13 contains reliability results for the total survey, staff-types, and dimensions.

Corrected item-total correlations for each item with each dimension ranged from .15-.59 (Academic Success), .36-.63 (Leadership Development); .39-.72 (Career Development), and .45-.68 (Career Experiences). If any one item were deleted, the total scale alpha would not change from .94. As such, Item Number 7, with a .17 item-total correlation was kept in all future calculations. Table 14 contains corrected item-total reliabilities and reliabilities if an item were deleted for Staff scores by dimension. The final survey reliability results are in Appendix E.

Procedures

Data Collection

The investigator contacted the Athletic Directors for each participating institution. These AD's identified a contact person within their Academic Services office. Each Athletic Director and contact person supported this research. Each contact person was the Director of the academic services program in their respective athletic departments. The researcher identified all students to be surveyed by compiling names from each institution's website. The researcher then delivered the surveys, informed consents (IC) with confidential envelopes, a script (Sample in Appendix F) to be read to each student, and the list of names to each contact person. The contact person delivered the surveys and IC to all students on the list. The researcher collected the surveys, including those that were not completed.

The data collection process spanned a one month maximum timeframe. This gave each student who elected to participate in the survey time to complete it. The contact persons never saw the data. After completing the survey, the students placed the survey in the confidential envelope, sealed it, and return the sealed enveloped to the investigator. A copy of the Informed Consent form is in Appendix C.

Score Analyses

First, descriptive statistics were calculated to provide information on the nurturing experience levels for each institution type, staff type, nurturing dimension, and staff type by nurturing dimension for each institution type. The means and SD pairs were calculated and are presented in the following categories: institution type totals, institution by staff-type totals (3 groups), institution by dimension totals (4 groups), and institution by staff type and dimension sub-totals (12 groups) to show a more detailed view of score differences within each category.

Then between-subjects MANOVA was performed to compare HBCU and HWCU by the 12 dependent variables (nurturing experiences scores for 4 dimensions for each of the 3 personnel groups). To answer the three research sub-questions, follow up univariate tests were performed to compare individual staff-types at HBCU and HWCU on the 4 nurturing experiences scores. SPSS 16.0 was used to perform all calculations. Pillai's Trace was used to determine MANOVA significance for its ability to analyze small or unequal sizes (Olson, 1976). Significance for MANOVA and univariate tests were defined at a $p = .05$ level.

CHAPTER IV

RESULTS

The purpose of this study is to investigate the level of nurturing experiences of African American athletes at HBCU versus HWCU. The problem question is, "Are African-American athletes nurturing experiences similar at HBCU and HWCU?" The institutional personnel that provide these experiences are Professors, Student Affairs Staff, and Athletic Staff. The nurturing dimensions are Academic success, Leadership development, Career development and Career experiences.

Descriptive Statistics for Nurturing Scores

Descriptive statistics were calculated to provide information on the nurturing experience level scores for each institution type, staff type, and nurturing dimension. Means and standard deviations for the 12 nurturing variables by institution type and staff type are presented in Table 2

The scores for the 12 dependent variables were generally low (score means less than 3.0) for both institution types. For HBCU, four of twelve score means were above 3.0. For HWCU, five of twelve score means were above 3.0. For both institution types, Athletic Staff had more score means above 3.0 than the other staff types. Student affairs staff had the lowest scores at both institutions. For HWCU, athletic staff had higher scores than professors, whereas those scores were similar at HBCU. Professors at HBCU had higher scores than Professors at HWCU. Athletic staff at HWCU had higher scores than Athletic staff at HBCU.

Table 2
Nurturing Dimension Descriptives

Staff Type	Nurturing Dimension	HBCU		HWCU	
		Mean	SD	Mean	SD
Professor		2.95	0.74	2.83	0.74
	Academic Success	3.04	0.71	3.11	0.7
	Leadership Development	2.9	0.88	2.73	0.75
	Career Development	2.74	1.06	2.68	1.1
	Career Experiences	3.11	1.11	2.79	0.97
Student Affairs Staff		2.68	0.74	2.57	0.87
	Academic Success	2.72	1.09	2.8	1.06
	Leadership Development	2.41	1.12	2.3	0.91
	Career Development	2.67	1.31	2.71	1.22
	Career Experiences	2.9	1.16	2.49	0.96
Athletics Staff		2.99	1.06	3.41	0.75
	Academic Success	3.5	0.89	3.75	0.76
	Leadership Development	3.07	0.99	3.26	0.85
	Career Development	2.93	1.08	3.58	0.98
	Career Experiences	2.48	1.22	3.07	0.94
Survey		2.87	0.74	2.94	0.6

Group Score Comparisons

First, between-subjects MANOVA was performed to compare HBCU and HWCU on the 12 dependent variables (4 nurturing experience scores for each of the 3 personnel groups as detailed in Table 3). The multivariate difference for the 12 dependent variables was not statistically significant for HBCU versus HWCU [$F(12,52) = 1.399, p = .197$]. Although the MANOVA was not significant, the descriptive results suggested that there might be some specific differences in certain dimensions, for certain staff types. Due to the exploratory nature of this study, it was reasonable to investigate the possible differences in these specific variables using univariate analyses.

Table 3

MANOVA and Univariate Results for 12 Dependent Variables by Institution-Type

MANOVA Results Between Insitution Types						
Effect	Statistic	Value	F	Hypothesis df	Error df	Sig.
HBCU/HWCU	Pillai's Trace	0.244	1.399a	12	52	0.197
Univariate Results Between Insitution Types 12 Dependent Variables						
Source	Dependent Variable		F			Sig.
HBCU/HWCU	Professor Academic Success Score		0.16			0.691
	Professor Leadership Development Score		0.684			0.411
	Professor Career Development Score		0.064			0.801
	Professor Career Experience Score		1.557			0.217
	Student Affairs Academic Success Score		0.085			0.772
	Student Affairs Leadership Development Score		0.21			0.648
	Student Affairs Career Development Score		0.015			0.904
	Student Affairs Career Experience Score		2.484			0.12
	Athletic Staff Academic Success Score		1.415			0.239
	Athletic Staff Leadership Development Score		0.694			0.408
	Athletic Staff Career Development Score		6.429			0.014
	Athletic Staff Career Experience Score		4.85			0.031

Follow up univariate tests provided F-values for institution interactions for each of the 12 dependent variables (4 nurturing dimension scores for each of the 3 personnel groups as detailed in Table 3). Ten of twelve univariate tests comparing staff-type by dimension mean score differences of HBCU versus HWCU were not statistically significant (all Professor scores-4, all Student Affairs staff scores-4, and 2 Athletic Staff scores). Institution type differences in score

means for Athletic Staff Career Development ($F = 6.429, p = .014$) and Athletic Staff Career Experiences ($F = 4.85, p = .031$) were statistically significant for HBCU versus HWCU.

Table 2 shows that most scores were similar at both institution types. The Athletic staff at HWCU received higher scores than the same staff at HBCU, most noticeably for Career Development and Career Experience nurturing dimensions, supporting the univariate results on these two dependent variables. Professors at HBCU received higher scores than the same staff at HWCU. Though not statistically significant, it is interesting to note. Student Affairs scored equally poorly at both institution types. This is interesting because these dimensions play to the strengths of this staff type.

Exploratory analyses were used to investigate gender difference by institution type on the 12 dependent variables. There was no significant gender main effect or interactions. Follow up univariate tests did not reveal any statistically significant gender effects or interactions on the 12 dependent variables. Table 4 shows descriptive statistics by gender. Professors and Athletic staff scores were higher for females than males, but not significantly so. Student Affairs staff scored similarly.

Table 4
Gender Descriptives of 12 Dependent Variables by Institution Type

Female							
Staff Types	Nurturing Dimensions	HBCU		HWCU		Total	
		Mean	SD	Mean	SD	Mean	SD
Professor	Academic Success	3.27	0.88	3.10	0.64	2.92	0.82
	Leadership Development	3.03	1.07	2.75	0.82	3.17	0.79
	Career Development	2.48	1.23	2.90	1.17	2.85	0.91
	Career Experiences	2.82	1.15	2.90	1.17	2.75	1.19
Student Affairs Staff	Academic Success	2.91	1.34	2.93	0.94	2.54	1.04
	Leadership Development	2.70	1.30	2.62	1.04	2.89	1.00
	Career Development	2.64	1.62	2.22	0.82	2.72	1.14
	Career Experiences	2.73	1.47	2.60	1.28	2.39	1.02
Athletics Staff	Academic Success	3.67	0.76	2.30	1.00	3.40	0.84
	Leadership Development	3.24	0.83	3.83	0.77	3.77	0.76
	Career Development	3.15	0.97	3.43	1.00	3.37	0.94
	Career Experiences	2.79	1.24	3.67	1.07	3.48	1.05
Male							
Staff Types	Nurturing Dimensions	HBCU		HWCU		Total	
		Mean	SD	Mean	SD	Mean	SD
Professor	Academic Success	2.91	0.58	3.11	0.64	2.86	0.67
	Leadership Development	2.82	0.77	2.71	0.68	3.00	0.60
	Career Development	2.90	0.96	2.38	0.97	2.77	0.72
	Career Experiences	3.28	1.07	2.60	1.00	2.67	0.98
Student Affairs Staff	Academic Success	2.60	0.93	3.04	1.08	2.69	0.87
	Leadership Development	2.25	1.01	2.60	1.00	2.80	1.01
	Career Development	2.68	1.14	2.40	1.05	2.31	1.02
	Career Experiences	3.00	0.97	2.84	1.16	2.76	1.14
Athletics Staff	Academic Success	3.40	0.96	2.73	0.87	3.06	0.83
	Leadership Development	2.96	1.08	3.62	0.75	3.50	0.87
	Career Development	2.81	1.15	3.02	0.54	2.99	0.87
	Career Experiences	2.30	1.20	3.47	0.87	3.10	1.07
		2.30	1.20	3.07	0.67	2.64	1.06

Open-Ended Questions

At the end of each section on the survey (which represented a dimension) was space for each student to provide comments on how satisfied they were with the experiences provided by the various staff types. Fifty-seven of 65 students (88%) responded to these questions. Table 5 shows the number of comments per satisfaction category. Although the Nurturing Experience scales results showed that these students tended to rate nurturing experiences between a low (Rarely -2) and moderate (Sometimes-3) level, open-ended comments suggested that overall, the students were satisfied with the nurturing experiences they did receive. Some comments illustrating these results follow.

Table 5
Numerical Summary of Open-Ended Comments on Satisfaction with Nurturing Experiences By Institution Type

Staff Types	Nurturing Dimensions	HBCU			HWCU		
		Satisfied	Not Satisfied	Somewhat Satisfied	Satisfied	Not Satisfied	Somewhat Satisfied
Professor	Academic Success	19	6	4	23	2	2
	Leadership Development	16	6	1	16	5	0
	Career Development	15	4	1	18	2	1
	Career Experiences	13	8	1	16	2	1
Student Affairs Staff	Academic Success	18	6	4	19	4	2
	Leadership Development	15	6	1	15	5	0
	Career Development	16	5	1	19	1	1
	Career Experiences	13	9	1	15	3	1
Athletics Staff	Academic Success	22	4	3	21	1	2
	Leadership Development	18	5	1	17	4	0
	Career Development	15	6	1	19	1	1
	Career Experiences	12	10	1	16	2	1

The open-ended responses in Table 5 revealed that HWCU received fewer “somewhat satisfied” and “not satisfied” comments than HBCU. HWCU received more “satisfied” comments

on eight of twelve dependent variables. HBCU received more “satisfied” comments on two of twelve dependent variables. HBCU and HWCU received an equal number of “satisfied” comments on two of twelve dependent variables. On the Academic Success dimension, Student Affairs and Athletic Staffs had similar numbers of “satisfied” comments across institution types. However, HWCU Professors received had more “satisfied” comments than HBCU. On the Leadership Development dimension, all staff types at for institution types had similar numbers of “satisfied” comments. On the Career Development dimension, HWCU received more “satisfied” comments across staff types. On the Career Experiences dimension, HWCU received more “satisfied” comments across staff types.

Academic Success: “Yes, because they push me to strive to work hard in the classroom just like I do on the field. Athletic staff does that job the best.”

Leadership Development: “Yes (satisfied with leadership assistance from all staff types) because it has opened doors for me and I know that it will be beneficial to my future.”

Career Development: “Yes. Regardless of the source, I feel the main purpose is to help student-athletes, or student in general, to find work and preparation for professionalism, It is achieved.”

Career Experience: “There is a lot of career experience stressed by Student Affairs to join clubs that are intertwined with our majors.”

Although mostly satisfied with the experiences they received, the students did provide a few suggestions for improvement. Representative suggestions are listed below by institution type.

HBCU

Academic Success: "I'm not because with such pressure on the field. Coaches tend to not talk about academics until someone is ineligible."

Leadership Development: "I was not all that satisfied because sometimes the examples of leadership was shown best from the ones who wanted me to be a leader."

Career Development: "No, I think the Athletic staff should give athletes specific advice on what career field they should get into."

Career Experience: "I think it is athletic staff responsibility to make sure the student-athletes get a job after school. It is very difficult for student-athletes to get assistance from other services on campus. So much time is spent on sport."

HWCU

Academic Success: "I really appreciate the assistance that I received from Academic Advisors. They keep me on track to graduate as long as I do my part. Help elsewhere (i.e. teachers/coaches) is only received when unsatisfying grades are present."

Leadership Development: "I was specifically pleased with leadership from my RA's and other RA's that lived in the buildings that I lived in, but also RA's from other halls. Professors were semi-helpful in providing leadership assistance. Just talking to RA's, sitting down and having discussions with them and other residents--it improves ones confidence and pushes you to speak out; to have your voice heard."

Career Development: "I pretty much chose my own major and career path and I still am not sure what I am going to do after graduation. The one thing Student Affairs did do for me is send me to the career center one time. Professors seem like they could offer some helpful information, but coaches don't seem interested at all."

Career Experience: "With all the events and volunteer experiences we are made to attend, not once was there any in career experiences for team members. Also, there is not much time left over in the days and weeks, between classes and practice, to allow for much career experiences."

Overall multivariate results indicated nurturing levels were similar and relatively low at both HBCU and HWCU. Univariate results suggest a statistically significant difference in nurturing levels for Career Development and Career Experiences offered by Athletics Staff at HBCU versus HWCU, and HWCU had higher scores. Open-ended comments on satisfaction indicated the students were satisfied with the nurturing they did receive, and they did not provide any information on why the level of nurturing was different. All comments to open-ended questions are listed in Appendix G.

CHAPTER V

DISCUSSION

The belief that Historically Black Colleges and Universities (HBCU) nurture African-American students better than Historically White Colleges and Universities (HWCU) is widely held. The source of this belief is likely based on the historical development of higher education in the United States, specifically in the South. Sellers and Kuperminc (1997) proposed that African-American athletes at HBCU will transition better than those at HWCU because they will not be goal discrepant. In other words, athletes at HBCU would have been nurtured in such a way that their career goals would be realized and they would be prepared to transition from their college sport career into the world of work. Sellers and Kuperminc tested the proposition that HBCU nurture African-American athletes better than HWCU and hypothesized lower goal discrepancy of athletes at HBCU. However, their research showed that African-American athletes at HBCU were more goal discrepant than those at HWCU.

It is important that African-American student-athletes receive dedicated nurturing experiences at both HBCU and HWCU. Would the nurturing experiences differ for African-American college athletes at HBCU versus HWCU? While there was no research identified that answered this specific question. However, Sellers and Kuperminc's 1997 study on goal discrepancy (having goals and expectations not supported by skill level) may provide some insight into nurturing experiences by looking at outcomes that should be impacted by significant nurturing experiences. The purpose of this study was to investigate the level of nurturing experiences of African-American athletes at HBCU versus HWCU.

Research Questions

The overarching research question was “Do the level of nurturing experiences (Academic Development, Leadership Development, Career Development, and Career Experiences) provided by University Personnel (Professors, Student Affairs staff, and Athletic Department staff) to African-American athletes differ at HBCU and HWCU?”

Overall, there was no significant difference between nurturing experiences provided by the three staff types at HBCU versus HWCU for African-American student-athletes. Furthermore, comparing institution types, there was no significant difference in 10 of 12 dependent variables (3 staff types by 4 dimensions), except for Athletic Staff Career Development and Athletic Staff Career Experience. Means and univariate results for HBCU versus HWCU, showed that HWCU higher nurturing scores on Athletic Staff Career Development and Athletic Staff Career Experience versus HBCU. Based on descriptive results, all staff at all institutions performed poorly (score less than 3.0). Looking at means more closely, HBCU Professors scored higher than HWCU. HWCU Athletic Staff scored higher than HBCU. Student Affairs staff scores were similar.

Per the open-ended questions, most students were satisfied with the experiences they received. The students provided suggestions for improvement. They wanted more assistance from these staff, particularly coaches. But again, the ratings show they got those experiences primarily at a moderate level (Sometimes-level 3).

Discussion

Possible Explanations for Results

This was an exploratory study on nurturing of athletes for life after sport. Empirically based hypotheses were not developed because there was no literature reviewed to provide a solid hypothetical basis. Only one study reviewed offered a research-based expectation of results (Sellars and Kuperminc's goal discrepancy study). Based on this study, it was expected that the HWCU would provide better nurturing experiences than HBCU.

It is plausible that if African-American athletes at HBCU, in Sellars and Kuperminc's study, were more goal discrepant than those at HWCU, then HWCU would provide more nurturing experiences than HBCU. As noted, there was no statistically significant difference between nurturing experiences provided by HBCU versus HWCU, suggesting that these institution types provided a similar level of nurturing experiences to African-American athletes, though at a moderate level.

The lack of differences between institutions might be attributable to similar eligibility focus, staff size, and the perceived value of life-skills training at both institution types. Hyatt (2003) discussed how some athletes effectively "major in eligibility". This approach to education has been promoted by athletics staff and the NCAA. Fortunately, that focus is changing to progress toward degree attainment requirements. These data show that Academic Success scores were the highest for Athletic Staff. Second, the staff sizes were similar (HBCU = 6, HWCU = 7). More than likely, Athletic staff is more focused on academic success than life skills and/or the life-skills programs tend to be a lesser focus in Athletic Departments. The life skills area tends receive fewer resources, including staff.

Student Affairs and Professors probably scored similarly because Professors and Student Affairs administrators at these institutions might have similar biases against athletes as explained by Hyatt (2003). Furthermore, Student Affairs staff rarely actively request attendance or promote programs to student-athletes and the athletes aren't typically urged to engage with Student Affairs programs by Athletic staff.

Athletic Staff at the two institution types did not differ on Academic Success and Leadership Development. Again, eligibility (and progress towards a degree) is the primary focus of Athletic staff at both institution types. As mentioned earlier, Life-skills are a lesser focus. Finally, Leadership Development is highly promoted by Athletics department. Leadership is bestowed upon the best player in a “survival of the fittest” process. Their primary development activities are “pumping up” the other teammates and leading by doing. Leadership in a “real world” context is not heavily promoted by Athletic Staff which includes these and a variety of other skills.

The open-ended responses, when summarized, shows students were generally satisfied with the nurturing experiences they received from all staff types, on all dimensions. At HBCU, the majority of the comments were “satisfied” on all nurturing dimensions. The students at HBCU provided more “not satisfied” comments on all nurturing dimensions than HWCU. These students provided more “somewhat satisfied” comments for Academic Success across staff types, than HWCU. At HWCU, the majority of the comments were “satisfied” on all nurturing dimensions. The students at HWCU provided fewer “not satisfied” comments on all nurturing dimensions than HWCU. These students provided no “somewhat satisfied” comments for Leadership Development, across staff types.

The open-ended results suggest that students are satisfied if offered these nurturing experiences, so institutions should offer more. Additionally, Professors and Student Affairs staff needs to provide more services to athletes at both HBCU and HWCU. Athletic staff and Coaches need to spearhead this effort.

Though not a part of the research question, satisfaction may have a positive relationship to the amount of experiences offered. The open-ended responses revealed that these athletes were more satisfied with Athletics staff on eight of 12 dimensions. This is consistent with Athletic staff earning higher experience level scores on all dimensions than the other staff types. Thus, satisfaction may be a good construct with which to measure validity of the survey and to provide additional programmatic information to HBCU and HWCU student-athlete development programs.

Limitations

The results from this study must be viewed with the following limitations in mind: sampling error, measurement error, and data collection procedures.

The first potential limitation is sampling error. The four institutions represent clusters that were chosen for their proximity to the researcher-in one region of one state. Samples from these clusters were chosen in a non-random manner. Additionally, the sample size was small. Neither cluster produced more than 30 completed surveys. No baseball player responses may create a gender and sport-type bias in the data. Finally, no football player responses for HWCU may create a gender bias in the data.

The second potential limitation is measurement error. The survey is a self-report mechanism that can not guard against socially acceptable responses. The survey had good reliability, which should lessen the impact of potential measurement errors.

Data collection could produce errors based on timing and procrastination. Some respondents were in season which could take away from their focus when completing the survey. In order to lessen this impact, each student-athletes was given a month to complete the survey and return it. Taking this approach may have lessened the timing issue, but could have lent itself to procrastination by the respondents, thus decreasing returns and increasing measurement error (half-hearted responses just to complete the survey and/or respond in socially responsible ways).

Recommendations for Future Research

Resolve Limitations

Limitations in this study should be addressed for future studies. The sample size needs to be sufficiently large to confidently perform statistical analyses and provide reliable and valid results that can be generalized. Sampling procedures that would identify clusters and respondents from various geographic regions should be used. A process to insure a sufficiently high response rate of eligible respondents should be exercised. Care should be taken to avoid

gender and sport-type biases in the sample. The completion of surveys should be in an environment that reduces the need for respondents to provide socially acceptable responses. Using non-Athletic staff and non-athletic department facilities in the data collection process will help. The collection timeframe should be shortened to one week. Finally, relationships between staff types and students should be explored, particularly gender and race/ethnicity interpersonal dynamics.

Survey Development

Additional reliability studies should be performed on a larger group of students. Furthermore, validity studies should be performed to determine the strength of the Nurturing Experience Level construct. Validity studies might include a measure that correlates with Nurturing Experience Level scale, for example a Satisfaction with Nurturing Experiences Scale (Groves et al, 2004).

Expand Research

As it stands, this study and the Sellars and Kuperminc study are contradictory. This study should be expanded to look a much larger group of African-American athletes at HBCU versus HWCU. In order to achieve this goal, more institutions will need to be used. Second, the research should be expanded to all student-athletes and all institutions with athletic programs. Every sport should be addressed with all ethnicities represented. Special institution types (single sex, military, Hispanic serving, native American serving) should be studied. NCAA Divisions II and III should be included, as these schools recruit athletes. Furthermore, satisfaction level should be evaluated. This will provide information on the impact of nurturing experiences on students. It will also provide a construct on which the validity of the Experience Level survey can be assessed.

More detailed demographic information could provide more information and stronger studies on Nurturing and Athletic Identity and/or Goal Discrepancy, by institution type. The Mentor demographic category should be expanded based in nurturing dimensions (e.g. Number of mentors assisting with Career Development). This would provide information on which nurturing dimensions the students are being mentored on. The Future Work Plans demographic category should be expanded to include professional play, coaching, athletic administration, and non-athletics. This would provide more detail into where students plan to work. Athletic staff descriptions should be expanded to include Coaches and Athletic Advisors. These positions are both important, unequally powerful, and provide significantly different services to students. Furthermore, several open-ended comments specifically addressed the roles of coaches and academic advisors in providing nurturing experiences. Finally, these demographic changes will make institutional reports more robust and informative.

Implications for Professional Practice

All HBCU may not nurture African-American student-athletes better than HWCU as Sellers and Kuperminc assumed. Conversely, HWCU may not nurture them better than HBCU, but instead they may nurture them at similar levels. Based on this study's data, neither provided nurturing experience at a high level. Despite modest efforts showed by institutions, and the high expectations of these athletes, they may graduate and still not be prepared for a non-athletic career. Athletic Staff should spearhead the implementation of three tasks that should be undertaken to provide more and better Nurturing experiences for student-athletes in general, and African-American student-athletes in particular. These are: collaborate, provide mentoring, and address career development.

Athletic staff at HBCU and HWCU had a greater impact on African-American student-athletes than Professors and Student Affairs staff. The student comments generally supported survey ratings. Athletic Staff received more positive comments than Professors and Student Affairs staff on all dimensions. As such, Athletic Staff should lead efforts to provide more

nurturing experiences. Key to this process is Coaches and Student Athlete Services staff. They should urge interactions between students and Professors. Additionally, Student Affairs staff should be asked to promote programs to athletes and athletes should be urged to attend. Student Athletes services staff should collaborate on programs with Professors and Student Affairs staff.

Having a mentor is important for a successful career transition (Shultz, Colton, & Colton, 2001). The fact that 88% had mentors, 81% expected to work, 99% expected to graduate, and 86% may attend post-graduate education are positive points. The mentors may have played a significant role. Athletics staff should strongly urge athletes to have at least two mentors (career and life).

The Athletic staff at HWCUC provided statistically significantly more nurturing on the following dimensions: Career Development and Career Experiences than HBCU. Half expecting to play professionally suggests that the other half expected a non-athletic professional career. Those with professional expectations are a concern because neither of these college programs are sport powerhouses-goal discrepancy (Sellers & Kuperminc, 1997) and athletic identity (Harrison & Lawrence, 2003; Alfermann, Stambuvola, & Zemaityte, 2004; Erpic, Wylleman, & Zupancic, 2004) may be at play. Non-powerhouse Athletic programs, Athletic programs in general, need to work to fight goal discrepancy and the athletic identity of their student-athletes by implementing a realistic sport career transition process. The program should focus on developing a Career Plan A and Plan B.

Conclusion

Overall, there was no significant difference between nurturing experiences provided by the three staff types at HBCU versus HWCUC for African-American student-athletes. Means and univariate results for HBCU versus HWCUC, showed that HWCUC was more significant on Athletic Staff Career Development and Athletic Staff Career Experience versus HBCU. Pragmatic results, based on means, show that all staff at all institutions performed poorly (score less than 3.0).

Looking at means again, HBCU scored better in five of 12 dependent variables, while HWCU scored better in the remaining seven. Additionally, HBCU staff (Professors and Student Affairs) performed better than HWCU, based on mean scores,

These results do not support the expectation that HWCU would provide more nurturing experiences than HBCU. Furthermore, the results show that these athletes are getting mediocre-to-low nurturing experiences at both institution types (as most means were less than 3 out of 5). Ultimately, these results suggest that both institution types should have all athletic staff create collaborations with Academic Affairs and Student Affairs that will allow Athletics staff to provide a highly successful student-athlete development program.

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APPENDIX A

SURVEY DEVELOPMENT

Pilot Survey Development and Results

Survey Question Construction

The survey was developed by the author. Groves et al (2004) *Survey Research* and Fowler (1995) *Improving Survey Questions: Design and Evaluation* were referenced for tips on question construction. Questions from several surveys were analyzed for structure and compared to the tips from the reference books. With information from these reference materials in mind, the author developed 120 questions for the pilot survey with 5 questions for each nurturing dimension and four dimensions for each subscale (staff type) (60 questions). Separate scales were developed for Nurturing Experience and Satisfaction, for a total of 120 questions. Questions were eliminated based on the following: non-clarity, non-succinctness, and repetition. The best 72 questions were retained and re-written until the author felt they were sufficient (36 for Experience and Satisfaction scales respectively) They were perceived to be clear, succinct, and captured the item well eliminating the need for repetition.

These 72 questions were given to ten non-student-athletes for critique. These students were both male and female and worked in the researcher's office. After they reviewed the questions, the questions were reworded in the presence of the students, and continuously revised until the questions were understood. Thirty-six (36) questions were developed for both the nurturing Experience level scale and for Satisfaction with nurturing experiences scale. These final questions were tested via a pilot survey, as described in the following section. The pilot study and tables are in Appendix A and the pilot survey is in Appendix B.

Survey Sub-Scales and Nurturing Dimensions Construction

As detailed in the review of literature, the literature on quality mentoring programs (for athletes and African-Americans) suggests that active involvement of professors, student affairs staff, and athletics staff is crucial to these programs' success with assisting students. From this literature, three subscales were developed for the survey (Professor, Student Affairs Staff, and Athletics Staff).

The literature on sport career transition suggests that when athletes have control of their careers and plan for sport retirement, they have a more successful transition away from competitive sport. The literature on athlete development programs (e.g. CHAMPS/Life Skills) suggests that they were designed to assist student-athletes in their academic success, leadership development career development, and provide career experiences. Their goal is to prepare student-athletes for life after competitive sport. Based on this literature, four dimensions were developed for each sub-scale.

The four dimensions are Academic Success, Leadership Development, Career Development, and Career Experience. Each dimension is assessed by three questions on both the Experience and Satisfaction scales. Table 6 shows graphical representation of how the survey was set up. Table 7 shows the nomenclature for the subscales and dimensions in each construct.

Survey Format

Construct Maps: Mentoring/Nurturing Experiences and Satisfaction

Construct maps developed and presented by the author to explain the constructs (Mentoring/Nurturing Experience and Satisfaction with Mentoring/Nurturing Experience). The maps explain the Likert-type scaling used and the characteristics of each interval along these scales. Arrows are used to show the direction from low to high. Scoring is also explained.

Table 6
Subscale and Dimension Details

Dimension Questions	Sub-Scale Questions			Total Ques
	Professor	Student Affairs Staff	Athletic Staff	
Academic Success	1-3	4-6	7-9	9
Leadership Development	10-12	13-15	16-18	9
Career Development	19-21	22-24	25-27	9
Career Experience	28-30	31-33	34-36	9
Total Questions	12	12	12	

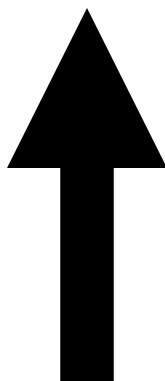
Table 7
Survey Notation Key

Experience Level Scale			Satisfaction with Experience Level Scale	
Sub-Scale	Dimension	Notation	Dimension	Notation
Professor	Academic Development	ProfAcadExp	Academic Development	ProfAcadSat
	Leadership Development	ProfLeadExp	Leadership Development	ProfLeadSat
	Career Development	ProfCDExp	Career Development	ProfCDSat
	Career Experiences	ProfCEExp	Career Experiences	ProfCESat
Student Affairs Staff	Academic Development	SAAcadExp	Academic Development	SAAcadSat
	Leadership Development	SALeadExp	Leadership Development	SALeadSat
	Career Development	SACDExp	Career Development	SACDSat
	Career Experiences	SACEExp	Career Experiences	SACESat
Athletic Staff	Academic Development	AthAcadExp	Academic Development	AthAcadSat
	Leadership Development	AthLeadExp	Leadership Development	AthLeadSat
	Career Development	AthCDExp	Career Development	AthCDSat
	Career Experiences	AthCEExp	Career Experiences	AthCESat

Construct Map 1: Mentoring/Nurturing Experiences

Research on student athlete career transition suggests that mentoring, or nurturing, athletes to prepare for a career beyond college play is a key to their successful career transition. Mentoring is synonymous to nurturing in this study. This construct assesses the level of mentoring/nurturing experiences received.

<u>Scale</u>		<u>Characteristics</u>
High Nurturing	A	Receives a lot of assistance from university personnel.
Moderate/High Nurturing	B	Regularly receives assistance from university personnel.
Moderate Nurturing	C	Often receives assistance from university personnel.
Low Nurturing	D	Sometimes receives assistance from university personnel.

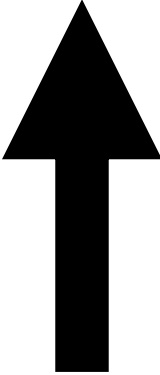


Scoring

Survey items for this construct include 36-items each with a 4-point Likert Scale. The scale ranges from rarely (1) to very often (4). The Experience total score interval is as follows: 36- Low, 72-Moderate, 108-Moderate/High and 144-High, level of mentoring/nurturing experience. The total score can fall anywhere between, or include, these markers.

Construct Map 2: Satisfaction With Mentoring/Nurturing Experiences

Research on student athlete career transition suggests that mentoring, or nurturing, athletes to prepare for a career beyond college play is a key to their successful career transition. Mentoring is synonymous to nurturing in this study. This construct assesses the level of satisfaction with mentoring/nurturing experiences.

<u>Scale</u>		<u>Characteristics</u>
High Satisfaction	A	Extremely satisfied with assistance from university personnel.
Moderate/High Satisfaction	B	Very satisfied with assistance from university personnel.
Moderate Satisfaction	C	Satisfied with assistance from university personnel.
Low Satisfaction	D	Not satisfied with assistance from university personnel.

Scoring

The scoring for this construct is same as in Construct Map 1.

Pilot Sample and Procedures

The sample used for the pilot was comprised of 30 college athletes (15 male, 15 female) from a private, division one institution in North Carolina. They were from various socio-economic backgrounds. They also played in various sports (football, men's soccer, women's soccer, women's track and field). The pilot sample was chosen using convenience sampling.

The Senior Women's Administrator in the Athletic department disseminated the pilot surveys to the Academic Advisors. These advisors explained the pilot surveys, addressed confidentiality, and their right not to participate. They then had their compliant student-athletes complete the pilot surveys as they came into the Student-Athlete development office. This

procedure was used because the Senior Women's Administrator suggested that it would be the best means for getting surveys completed. All pilot survey result tables are below.

Pilot Survey Results

Descriptive Statistics (means and standard deviations) and Cronbach's Alpha for Dimensions, Sub-scales, and Scales are shown in Table 8. The dimension score means under the Experience Level construct ranged from 6.4 (Athlete Career Experiences) to 8.4 (Professor Academic Success). The dimension scores means under the Satisfaction construct by dimension ranged from 7.27 (Athlete Career Experiences) to 9.43 (Student Affairs Staff Leadership Development).

On the Experience Level scale, subscale score means ranged from 27.97 (Athletic Staff Experience Level) to 32.3 (Student Affairs Staff Experience Level). On the Satisfaction with Experience scale subscale score means ranged 30.4 (Athletic Staff Experience Level) to 36.4 (Student Affairs Staff Satisfaction). Overall scale means were 90.5 and 99.97 for Experience and Satisfaction, respectively. Cronbach's Alpha for the Experience Level scale was 0.944 and the Alpha for the Satisfaction scale was 0.956. Cronbach's Alpha for the entire survey was .973.

Reliability

Cronbach's Alphas for Sub-scales under that Experience construct ranged from .90 (Professor) to .97 (Student Affairs Staff). Cronbach's Alphas for Sub-scales under that Satisfaction with Experience construct ranged from .90 (Professor) to .97 (Athletic Staff). Cronbach's Alphas for Dimensions, Sub-scales, and Scales are shown in Table 8. The Cronbach's Alphas for dimensions under the Experience Level construct ranged from 0.535 (Professor - Academic Success) to 0.955 (Student Affairs - Career Experiences). The Cronbach's Alphas for dimensions under the Satisfaction construct ranged from 0.603 (Professor - Academic Success) to 0.96 (Student Affairs - Career Experiences).

Table 8

Descriptive Statistics and Cronbach's Alpha for Dimensions, Staff, and Total Scales

	N	Min	Max	Mean	Standard Deviation	Cronbach Alpha
ProfAcadExp	30	3	12	8.4	1.87	0.535
ProfLeadExp	30	3	12	7.1	2.7	0.818
ProfCDExp	30	3	12	7.27	2.72	0.786
ProfCEExp	30	3	12	7.47	3.08	0.82
Profesor Experience	30	12	48	30.23	8.7	0.898 Sub-scale
ProfAcadSat	30	3	12	8.67	1.83	0.603
ProfLeadSat	30	3	12	7.9	2.8	0.829
ProfCDSat	30	3	12	8.4	2.29	0.751
ProfCESat	30	3	12	8.2	2.66	0.818
Professor Satisfaction W/Experience	30	12	48	33.17	8.01	0.898 Sub-scale
SAAcadExp	30	3	12	8.33	2.81	0.915
SALeadExp	30	3	12	8.3	3.08	0.876
SACDExp	30	3	12	8.07	3.32	0.873
SACEExp	30	3	12	7.6	3.51	0.955
Student Affairs Experience	30	12	48	32.3	12.01	0.97 Sub-scale
SAAcadSat	30	3	12	9.17	2.41	0.865
SALeadSat	30	3	12	9.43	2.32	0.888
SACDSat	30	3	12	9.23	2.27	0.776
SACESat	30	3	12	8.57	2.51	0.884
Student Affairs Satisfaction	30	12	48	36.4	8.78	0.954 Sub-scale
AthAcadExp	30	3	12	7.37	2.58	0.76
AthLeadExp	30	3	12	7	2.66	0.815
AthCDExp	30	3	12	7.2	2.96	0.94
AthCEExp	30	3	12	6.4	2.63	0.904
Athletics Experience	30	12	48	27.97	9.53	0.941 Sub-scale
AthAcadSat	30	3	12	8.07	2.74	0.911
AthLeadSat	30	3	12	7.67	2.68	0.886
AthCDSat	30	3	12	7.4	3.08	0.949
AthCESat	30	3	12	7.27	3.03	0.96
Athletics Satisfaction	30	12	48	30.4	10.78	0.972 Sub-scale
Experience Scale	30	36	144	90.5	22.5935	0.944
Satisfaction Scale	30	36	144	99.97	21.8324	0.956
Total Survey						0.973
** Dimensions consists of three questions						
***Subscales consists of 12 questions						
**** Scales consists of 36 questions						

Cronbach's Alpha was used to determine survey reliability because its value represents high reliability and low response variability (Groves et al, 2004). This statistic helps determine if the items are reliably assessing the construct. The dimensional Cronbach's Alpha's were acceptable, but the Academic Success dimensions in the Professor Sub-scales were marginal. The Cronbach's Alpha's for each scale and the total survey were acceptable.

Item-total correlations and Cronbach's Alpha if items were deleted were analyzed for further insight into internal consistency of the measure. Table 9 shows the results for each item in the two scales; Tables 10 and 11 shows item-correlations in each dimension by subscale. Several items had had item-total correlations less than .40. Despite these low item-correlations, alpha would not improve if these items were deleted.

Reliability Summary

The survey was analyzed in three ways, Dimension, Subscale, and Scale. The internal consistency analysis several items that had low item-total correlations on both the Experience scale and the Satisfaction scale. However, if these items were eliminated, the alphas would not significantly improve. Cronbach's Alphas for each scale, subscale, and dimension suggests that survey is reliable.

Table 9
Scale Item-Total Correlations
with Cronbach's Alpha if Items Were Deleted

Experience Level	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Satisfaction W/Experience	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	0.232	0.973	S1	0.332	0.973
X2	0.592	0.973	S2	0.464	0.973
X3	0.767	0.972	S3	0.825	0.972
X4	0.74	0.973	S4	0.551	0.973
X5	0.52	0.973	S5	0.517	0.973
X6	0.818	0.972	S6	0.769	0.973
X7	0.403	0.973	S7	0.571	0.973
X8	0.345	0.973	S8	0.647	0.973
X9	0.747	0.973	S9	0.676	0.973
X10	0.379	0.973	S10	0.332	0.973
X11	0.584	0.973	S11	0.607	0.973
X12	0.355	0.973	S12	0.535	0.973
X13	0.639	0.973	S13	0.701	0.973
X14	0.692	0.973	S14	0.664	0.973
X15	0.575	0.973	S15	0.607	0.973
X16	0.477	0.973	S16	0.587	0.973
X17	0.363	0.973	S17	0.62	0.973
X18	0.438	0.973	S18	0.553	0.973
X19	0.232	0.974	S19	0.28	0.973
X20	0.245	0.974	S20	0.227	0.973
X21	0.585	0.973	S21	0.62	0.973
X22	0.559	0.973	S22	0.642	0.973
X23	0.544	0.973	S23	0.646	0.973
X24	0.48	0.973	S24	0.56	0.973
X25	0.607	0.973	S25	0.593	0.973
X26	0.589	0.973	S26	0.589	0.973
X27	0.688	0.973	S27	0.694	0.973
X28	0.412	0.973	S28	0.427	0.973
X29	0.56	0.973	S29	0.594	0.973
X30	0.649	0.973	S30	0.715	0.973
X31	0.717	0.973	S31	0.764	0.973
X32	0.695	0.973	S32	0.805	0.972
X33	0.753	0.972	S33	0.817	0.972
X34	0.675	0.973	S34	0.703	0.973
X35	0.534	0.973	S35	0.642	0.973
X36	0.735	0.973	S36	0.659	0.973

Table 10

**Item-Total Correlations with Cronbach's Alpha if Items Were Deleted
For Experience Level Scale by Subscales and Dimensions**

Dimension	Subscale					
	Professor		Student Affairs Staff		Athletic Staff	
	Corrected Item-total Correlation	Cronbach's Alpha if Item Deleted	Corrected Item-total Correlation	Cronbach's Alpha if Item Deleted	Corrected Item-total Correlation	Cronbach's Alpha if Item Deleted
Academic	0.256	0.561	0.926	0.84	0.62	0.652
Development	0.588	0.115	0.831	0.883	0.68	0.57
	0.279	0.619	0.789	0.92	0.488	0.793
Leadership	0.77	0.676	0.88	0.73	0.64	0.776
Development	0.677	0.743	0.729	0.86	0.694	0.72
	0.598	0.838	0.695	0.885	0.669	0.744
Career	0.649	0.685	0.71	0.86	0.879	0.923
Development	0.69	0.639	0.811	0.769	0.913	0.889
	0.544	0.801	0.748	0.828	0.859	0.928
Career	0.713	0.718	0.923	0.92	0.807	0.907
Experiences	0.818	0.599	0.868	0.961	0.828	0.861
	0.526	0.886	0.925	0.919	0.861	0.832
Sub-scale Alpha's		0.898		0.97		0.941
Experience Scale Alpha	0.944					
** Dimensions consists of three questions						
***Subscales consists of 12 questions						
****Scales consists of 36 questions						

Table 11
Item-Total Correlations with Cronbach's Alpha if Items Were Deleted
For Satisfaction with Experience Scale by Subscales and Dimensions

Dimension	Subscale					
	Professor		Student Affairs Staff		Athletic Staff	
	Corrected Item-total Correlation	Cronbach's Alpha if Item Deleted	Corrected Item-total Correlation	Cronbach's Alpha if Item Deleted	Corrected Item-total Correlation	Cronbach's Alpha if Item Deleted
Academic	0.519	0.362	0.774	0.78	0.827	0.873
Development	0.603	0.286	0.806	0.763	0.908	0.803
	0.218	0.869	0.664	0.885	0.755	0.943
Leadership	0.677	0.778	0.873	0.758	0.693	0.908
Development	0.694	0.757	0.732	0.893	0.93	0.707
	0.697	0.754	0.753	0.866	0.731	0.886
Career	0.744	0.451	0.473	0.854	0.895	0.924
Development	0.513	0.741	0.745	0.578	0.889	0.928
	0.511	0.748	0.655	0.649	0.899	0.923
Career	0.706	0.712	0.752	0.854	0.89	0.96
Experiences	0.852	0.543	0.676	0.917	0.967	0.906
	0.488	0.912	0.91	0.705	0.894	0.96
Sub-scale	Total Alpha	0.898		0.954		0.972
Satisfaction Scale Alpha 0.956						
** Dimensions consists of three questions						
***Subscales consists of 12 questions						
****Scales consists of 36 questions						

Pilot Survey Validity

Validity for the pilot survey was measured using a correlation between the Experience scale (and constituent subscales) and the Satisfaction scale (and constituent subscales) (Groves et al, 2004). Based on the African-American student retention programs, athlete development programs, and theories reviewed from the literature, persons with higher Experience scores should have higher Satisfaction scores, and vice versa. Table 12 gives correlations and effect sizes by Dimension, Subscale, and Scales.

Table 12

**Correlations and Effect Sizes of Experience Level with Satisfaction with Experiences
By Dimension, Sub-Scale, and Scale**

Dimension Pairs		Pearson-R	Effect-Size
ProfAcadExp	ProfAcadSat	0.88	0.77
ProfLeadExp	ProfLeadSat	0.944	0.89
ProfCDExp	ProfCDSat	0.766	0.59
ProfCEExp	ProfCESat	0.864	0.75
Professor Experience & Satisfaction Sub-scale		0.889	0.8
SAAcadExp	SAAcadSat	0.935	0.87
SALeadExp	SALeadSat	0.863	0.75
SACDExp	SACDSat	0.766	0.59
SACEExp	SACESat	0.773	0.6
Student Affairs Staff Experience & Satisfaction Sub-scale		0.857	0.74
AthAcadExp	AthAcadSat	0.806	0.7
AthLeadExp	AthLeadSat	0.843	0.71
AthCDExp	AthCDSat	0.901	0.81
AthCEExp	AthCESat	0.829	0.69
Athletic Staff Experience & Satisfaction Sub-scale		0.866	0.75
Experience-Satisfaction Scales		0.904	0.82
*Correlations are significant at the 0.01 level (2-tailed).			
** Dimensions consists of three questions			
***Subscales consists of 12 questions			
****Scales consists of 36 questions			

The two primary scales should be highly correlated. The Experience Level scale and Satisfaction with Experience scale were significantly correlated with an r-value of 0.904. Further analysis shows that the Dimension level correlations ranged from 0.766 (Student Affairs Career Development Experience with Student Affairs Career Development Satisfaction) to 0.944

(Professor Leadership Development Experience with Professor Leadership Development Satisfaction). Subscale level correlations ranged from 0.857 (Student Affairs Experiences with Student Affairs Satisfaction) to 0.889 (Professor Experience with Professor Satisfaction). Overall, Experience level and Satisfaction scores were strongly positively correlated.

Survey Evaluation Questions

Twelve questions were listed after the pilot survey, which represent the 12 most frequent sources of error in question construction (Groves, Fowler, Couper, Lepkowski, Singer, & Tourangeau, 2004). The participants were asked to note questions that they had trouble answering. Then they placed the question number beside the appropriate source of error. There was a place for "Other", as any reason that makes answering a question difficult suggests error in question construction. Several participants recommended that a fifth selection be added to the Likert scales - "no answer". "No answer" or no response would lead to many unusable surveys, and would make calculation of reliability and sub-scale scores difficult at best. However, to allow a greater range of options – "never" was added to the experience rating as a "1" option in the final survey for the proposed study.

The internal consistency and reliability of the subscales and scales are good. The reliability analysis suggested that several questions had low item-total correlations, but deleting these items would not improve the reliability significantly and all items were retained.

According to Groves et al (2004, pp. 256), with respect to survey research, it is difficult to find a "gold standard" because there is no standard beyond the respondents' knowledge, feelings, and opinions. Therefore the authors provide three methods for assessing validity, in the absence of a gold standard instrument:

1. Correlate answers to other answers that should be highly correlated
2. Correlate answers between groups whose answers should be highly correlated
3. Compare answers of comparable respondent samples with alternative wording

Since there was no gold standard survey to compare, the first option was exercised in the pilot study. The correlations of the subscales and scales suggest good validity-which was expected. Additional validity testing needs to be performed using stronger methods of validity testing in future studies.

APPENDIX B

PILOT SURVEY

Student Athlete Mentoring/Helping Survey

IMPORTANCE

At some point, your college athletics career will end. You will have given your time, body, and mind to a sport you love as you proudly represent your university. In return for your service to the university, the university promised to prepare you for life after college.

This survey asks your thoughts on which university persons helped (or nurtured) you prepare for life after college and how satisfied you were with their help (or nurturing). This information will help universities improve efforts to prepare athletes for life after college sports.

PURPOSE

This survey has two purposes. The first is to understand your experiences with University staff and faculty in helping you through college. The second is to understand how satisfied you are with the help you received from University staff and faculty. You will be asked about your interactions with athletic staff (coaches and/or athlete academic advisors), professors (faculty advisor and/or teaching faculty), and student affairs staff (housing, career services, counseling, student activities, intramural, judicial affairs, etc.). Specifically, you will be asked about what type of helping or nurturing experiences you received from professors, athletics staff, and student affairs staff, and how satisfied were you with their help?

You will not be asked about specific people in the roles listed above. You will be asked about a) your experiences and b) your satisfaction with help (or mentoring) from personnel in each general area (athletics staff, student affairs staff, and professors). You will be asked to address four (4) areas: career choice, career experiences, leadership development, and academic success (defined as earning a good GPA). Your participation is very important and greatly appreciated.

CONFIDENTIALITY

The survey will be coded by institution. This code is not attached to any personally identifying information. Neither your name nor any other identifying information will be collected with this survey. No one, including the researcher, will know how you answered. Only you will know how you answered.

INSTRUCTIONS

The survey is in two parts, Part I is background information and Part II is the actual survey (4 sections).

- Read directions, questions, and examples carefully before you answer a question.
- Do not spend too much time on any question.
- Please Note hard to answer question(s) then return to it(them) later.
 - For example. definition of word is unknown, phrasing of question makes answering it difficult, etc.

Section 1**Background Information**

A What sport do you play? _____
 Basketball Football Track and Field/Cross Country Volleyball Baseball

B Gender: Male Female

C GPA Range: 1.99 or less (C-)____ 2.00-2.49 (C)____ 2.50-2.99(C+/B-)____
 3.00-3.49(B)____ 3.50-4.00(B+/A)____

D Mentors:

Think about people who mentored or provided networking opportunities for you. These people are the one's guiding you into your future career. They are people who give you contacts, make calls on your behalf, and get your foot in the door so that you can get experience, obtain graduate education, or land a job in your chosen career. With this in mind, please answer the following questions

How many different mentors do you have? None 1 2 3 4 or More

E After College Plans

1	In terms of my graduating, I...	Will Graduate 4	Might Graduate 3	Will Not Graduate 2	Do Not Know 1	
2	After college, I will...	Work Full-time 4	Work Part-time 3	Will Not Work 2	Do Not Know 1	
3	Once my athletic eligibility is up, I will...	4	Play Pro. 3	Play Semi-Pro 2	Will Not Play 1	Do Not Know
4	I terms of my education after college, I...	Will Continue 4	Might Continue 3	Will Not Continue 2	Do Not Know 1	

Section 2**SURVEY DIRECTIONS**

Please respond to the statements below in Part I and Part II.

For Part I: Mentoring/Helping Experiences, use the following scale on left side. This is rating of your experiences.

Very (VO)	Often (O)	Sometimes(S)	Rarely(R)
Often			
4	3	2	1

For Part II: Satisfaction With Mentoring/Helping Experiences, use the following scale on right side. This is your evaluation of the experience.

Very (VS)	Satisfied (S)	Not (NS)	Very (VD)
Satisfied		Satisfied	Dissatisfied
4	3	2	1

QUESTIONS AND ANSWER EXAMPLE

First choose score on the Experience (left) side then choose score on the Satisfaction (right) side. The scores on one side may not correspond with scores on the other. In this example, career discussions with this athlete's Professors were rare. However, these rare discussion were very satisfying.

No.	Experiences					Satisfaction			
	VO	O	S	R		VS	S	NS	VD
69	4	3	2	1	I talked with <u>my Professor(s)</u> about <u>careers related to my major.</u>	4	3	2	1

NOTE: If you have not had any experience, choose Never for Experience and No Opinion for Satisfaction.

PLEASE TAKE YOUR TIME AND ANSWER EACH QUESTION HONESTLY. THE ACCURACY OF YOUR ANSWERS WILL GREATLY IMPROVE THE RELIABILITY OF THE DATA.

Section I Academic Success (Grades and assignments)

Questions in this section refer to help you received in academic areas such as writing, math, etc., from Professors, Student Affairs staff, and Athletics staff. This section has three parts.

A Professors (faculty advisor and/or teaching faculty)									
No.	Experiences					Satisfaction			
	Very Often	Often	Sometimes	Rarely		Very Satisfied	Satisfied	Not Satisfied	Very Diss.
	VO	O	S	R		VS	S	NS	VD
1	4	3	2	1	<u>My Professor(s) pushed me to do my best with my grades and assignments.</u>	4	3	2	1
2	4	3	2	1	I talked with <u>my Professor(s)</u> about my <u>major and academic assistance</u> .	4	3	2	1
3	4	3	2	1	<u>My Professor(s)</u> recommended that I join <u>academic organizations</u> (Business Club, Education Club, etc.).	4	3	2	1
B Student Affairs Staff (Housing, Career Services, Student Activities, Academic Advisors, etc.)									
No.	Experiences					Satisfaction			
	VO	O	S	R		VS	S	NS	VD
4	4	3	2	1	<u>Student Affairs staff</u> pushed me to do my best with my <u>grades and assignments</u> .	4	3	2	1
5	4	3	2	1	I talked with <u>Student Affairs staff</u> about my <u>major and academic assistance</u> .	4	3	2	1
6	4	3	2	1	<u>Student Affairs staff</u> recommended that I join <u>academic organizations</u> (Business Club, Education Club, etc.).	4	3	2	1
C Athletics Staff (Coaches, Athlete Advisors, etc.)									
No.	Experiences					Satisfaction			
	VO	O	S	R		VS	S	NS	VD
7	4	3	2	1	<u>Athletics staff</u> pushed me to do my best with my <u>grades and assignments</u> .	4	3	2	1
8	4	3	2	1	I talked with <u>Athletics staff</u> about My <u>major and academic assistance</u> .	4	3	2	1
9	4	3	2	1	<u>Athletics staff</u> recommended that I join <u>academic organizations</u> (Business Club, Education Club, etc.).	4	3	2	1

Section II Leadership Development (supervisory, management, and administrative skill development)

Questions in this section refer to help you received in leadership areas such as speaking, planning, etc., from Professors, Student Affairs staff, and Athletics staff. This section has three parts.

D Professors (faculty advisor and/or teaching faculty)						Satisfaction			
No.	Very Often	Often	Sometimes	Rarely		Very Satisfied	Satisfied	Not Satisfied	Very Diss.
	VO	O	S	R		VS	S	NS	VD
10	4	3	2	1	<u>My Professor(s) gave me advice and assistance about planning and goal setting.</u>	4	3	2	1
11	4	3	2	1	<u>My Professor(s) pushed me to improve my speaking ability.</u>	4	3	2	1
12	4	3	2	1	<u>My Professor(s) recommended that I run for student leadership positions.</u>	4	3	2	1
E Student Affairs Staff (Housing, Career Services, Student Activities, Academic Advisors, etc.)									
No.	Very Often	Often	Sometimes	Rarely		Very Satisfied	Satisfied	Not Satisfied	Very Diss.
	VO	O	S	R		VS	S	NS	VD
13	4	3	2	1	<u>Student Affairs staff gave me advice and assistance about planning and goal setting.</u>	4	3	2	1
14	4	3	2	1	<u>Student Affairs staff pushed me to improve my speaking ability.</u>	4	3	2	1
15	4	3	2	1	<u>Student Affairs staff recommended that I run for student leadership positions.</u>	4	3	2	1
F Athletics Staff (Coaches, Athlete Advisors, etc.)									
No.	Very Often	Often	Sometimes	Rarely		Very Satisfied	Satisfied	Not Satisfied	Very Diss.
	VO	O	S	R		VS	S	NS	VD
16	4	3	2	1	<u>Athletics staff gave me advice and assistance about planning and goal setting.</u>	4	3	2	1
17	4	3	2	1	<u>Athletics staff pushed me to improve my speaking ability.</u>	4	3	2	1
18	4	3	2	1	<u>Athletics staff recommended that I run for student leadership positions.</u>	4	3	2	1

Section III Career Development (identify a career)

Questions in this section refer to help you received in career development areas such as career exploration, volunteering, etc., from Professors, Student Affairs staff, and Athletics staff. This section has three parts.

No.	Experiences					Satisfaction			
	Very Often VO	Often O	Sometimes S	Rarely R		Very Satisfied VS	Satisfied S	Not Satisfied NS	Very Diss. VD
19	4	3	2	1	<u>My Professor(s) gave me advice and assistance with choosing a career.</u>	4	3	2	1
20	4	3	2	1	I talked with <u>my Professor(s)</u> about <u>work/professional expectations.</u>	4	3	2	1
21	4	3	2	1	<u>My Professor(s) helped me meet a person in my chosen career field.</u>	4	3	2	1

H Student Affairs Staff (Housing, Career Services, Student Activities, Academic Advisors, etc.)

No.	Experiences					Satisfaction			
	VO	O	S	R		VS	S	NS	VD
22	4	3	2	1	<u>Student Affairs staff gave me advice and assistance with choosing a career.</u>	4	3	2	1
23	4	3	2	1	I talked with <u>Student Affairs staff</u> about <u>work/professional expectations.</u>	4	3	2	1
24	4	3	2	1	<u>Student Affairs staff helped me meet a person in my chosen career field.</u>	4	3	2	1

I Athletics Staff (Coaches, Athlete Advisors, etc.)

No.	Experiences					Satisfaction			
	VO	O	S	R		VS	S	NS	VD
25	4	3	2	1	<u>Athletics staff gave me advice and assistance with choosing a career.</u>	4	3	2	1
26	4	3	2	1	I talked with <u>Athletics staff</u> about <u>work/professional expectations.</u>	4	3	2	1
27	4	3	2	1	<u>Athletics staff helped me meet a person in my chosen career field.</u>	4	3	2	1

Section IV Career Experience (gaining practical experience)

Questions in this section refer to help you received in career experience areas such as interning, networking, etc., from Professors, Student Affairs staff, and Athletics staff. This section has three parts.

J Professors (faculty advisor and/or teaching faculty)									
No.	Experiences					Satisfaction			
	Very Often	Often	Sometimes	Rarely		Very Satisfied	Satisfied	Not Satisfied	Very Diss.
	VO	O	S	R		VS	S	NS	VD
28	4	3	2	1	<u>My Professor(s) gave me advice and assistance with getting an internship or practicum experience.</u>	4	3	2	1
29	4	3	2	1	<u>My Professor(s) urged me to get work experience with other personnel on campus.</u>	4	3	2	1
30	4	3	2	1	<u>My Professor(s) recommended that I volunteer with potential employers to get work experience.</u>	4	3	2	1
K Student Affairs Staff (Housing, Career Services, Student Activities, Academic Advisors, etc.)									
No.	Experiences					Satisfaction			
	Very Often	Often	Sometimes	Rarely		Very Satisfied	Satisfied	Not Satisfied	Very Diss.
	VO	O	S	R		VS	S	NS	VD
31	4	3	2	1	<u>Student Affairs staff gave me advice and assistance with getting an internship or practicum experience.</u>	4	3	2	1
32	4	3	2	1	<u>Student Affairs staff urged me to get work experience with other personnel on campus.</u>	4	3	2	1
33	4	3	2	1	<u>Student Affairs staff recommended that I volunteer with potential employers to get work experience.</u>	4	3	2	1
L Athletics Staff (Coaches, Athlete Advisors, etc.)									
No.	Experiences					Satisfaction			
	Very Often	Often	Sometimes	Rarely		Very Satisfied	Satisfied	Not Satisfied	Very Diss.
	VO	O	S	R		VS	S	NS	VD
34	4	3	2	1	<u>Athletics staff gave me advice and assistance with getting an internship or practicum experience.</u>	4	3	2	1
35	4	3	2	1	<u>Athletics staff urged me to get work experience with other personnel on campus.</u>	4	3	2	1
36	4	3	2	1	<u>Athletics staff recommended that I volunteer with potential employers to get work experience.</u>	4	3	2	1

Survey Evaluation questions

Below are statements about several problems people come across when answering survey questions. First, read each problem statement. Second, read the question or questions you had problems answering and place the number of that question beside each problem statement that applies:

Example: No. 3 was difficult to answer.

Problems List:

The wording was a problem 3
 Some words too vague. 3
 Purpose of question not clear.
 Other

- A The wording was unclear. _____
- B The question made me think too hard; it was difficult to remember the answers. _____
- C Some words had many meanings; they were too broad (vague). _____
- D The word(s) was not familiar to me. _____
- E Certain phrases were not familiar to me. _____
- F Assumptions in the question made it hard to answer. _____
- G The question did not fit in the section (confusing). _____
- H The question did not fit in the survey (confusing). _____
- I The question could fit in more than one section (confusing). _____
- J Question did not match answer options. _____
- K I could not remember information needed to answer the question. _____
- L The purpose of the question was not clear. _____
- M Other: Please Describe _____

- N. Additional Comments _____

APPENDIX C
INFORMED CONSENT FORM

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

CONSENT TO ACT AS A HUMAN PARTICIPANT: LONG FORM

Project Title: A Comparison of African-American Athletes' Mentoring/Nurturing Experiences at Historically Black and Historically White Colleges

Project Director: Gerald Martin and Diane Gill

Participant's Name: _____

DESCRIPTION AND EXPLANATION OF PURPOSE AND PROCEDURES:

The purpose of the study is to compare mentoring/nurturing experiences of African-American Athletes in select sports at HBCU's versus HWCU's. Participants will include African-American student-athletes in football, men/women basketball, men/women track and field/cross country, and baseball. Participants will have been enrolled for at least two years at their current institution. Students not fitting the above description; are under age 18; and/or who decide not to participate will be excluded. Participants will complete a 36-item evaluation that assesses their level or amount of mentoring/nurturing experiences and their satisfaction with those experiences. This should take between 10-20 minutes. The evaluations will be placed in a confidential envelope by the student then returned and collected by an administrator, who will forward the evaluations to the investigators.

POTENTIAL RISKS AND DISCOMFORTS:

No physical, emotional, financial, or other risks are associated with this study. You will be asked to identify the sport you play, but no personally identifying information will be gathered. There will be no alternative procedures for this study. No names will be published with the results of this study and all information will be stored locked file for three years, after which they will be destroyed. There are no costs or compensation associated with this study. You may choose not to participate at any time.

The data from the study and signed Consent Forms will be kept for three(3) years after the study concludes. These items will be placed in locked file in the researcher's personal residence. After three years have passed, these items will be shredded, separated into three piles and bagged, then the researcher will deliver them to the local trash facility for waste processing.

POTENTIAL BENEFITS:

The results may help your institution improve its services for student-athletes. There is no compensation to participants in this study as it would violate NCAA rules.

By signing this consent form, you agree that you understand the procedures and any risks and benefits involved in this research. You are free to refuse to participate or to withdraw your consent to participate in this research at any time without penalty or prejudice; your participation is entirely voluntary. Your privacy will be protected because you will not be identified by name as a participant in this project.

The University of North Carolina at Greensboro Institutional Review Board, which ensures that research involving people follows federal regulations, has approved the research and this consent form. Questions regarding your rights as a participant in this project can be answered by calling Mr. Eric Allen at (336) 256-1482. Questions regarding the research itself will be answered by Gerald Martin by calling 336-575-9349. Any new information that develops during the project will be provided to you if the information might affect your willingness to continue participation in the project.

By signing this form, you are affirming that you are 18 years of age or older and are agreeing to participate in the project described to you by _____.

Participant's Signature*

Date

APPENDIX D

FINAL SURVEY

Student Athlete Mentoring/Helping Survey

IMPORTANCE

At some point, your college athletics career will end. You will have given your time, body, and mind to a sport you love as you proudly represent your university. In return for your service to the university, the university promised to prepare you for life after college.

This survey asks your thoughts on which university persons helped (or nurtured) you prepare for life after college. This information will help universities improve efforts to prepare athletes for life after college sports.

PURPOSE

This survey's purpose is to understand your experiences with University staff and faculty in helping you through college. You will be asked about your interactions with athletic staff (coaches and/or athlete academic advisors), professors (faculty advisor and/or teaching faculty), and student affairs staff (housing, career services, counseling, student activities, intramural, judicial affairs, etc.). Specifically, you will be asked about what type of helping or nurturing experiences you received from professors, athletics staff, and student affairs staff.

You will not be asked about specific people in the roles listed above. You will be asked about your experiences with help (or mentoring) from personnel in each general area (athletics staff, student affairs staff, and professors). You will be asked to address four (4) areas: career development, career experiences, leadership development, and academic success. Your participation is very important and greatly appreciated.

CONFIDENTIALITY

The survey will be coded by institution. This code is not attached to any personally identifying information. Neither your name nor any other identifying information will be collected with this survey. No one, including the researcher, will know how you answered. Only you will know how you answered.

INSTRUCTIONS

The survey is in two parts, Part I is background information and Part II is the actual survey (4 sections).

- Read directions, questions, and examples carefully before you answer a question.
- Do not spend too much time on any question.

SURVEY DIRECTIONS

Mentoring/Helping Experiences. Use the following scale and circle the appropriate number to rate your experiences.

Very (VO)	Often (O)	Sometimes(S)	Rarely(R)	Never (N)
Often 5	4	3	2	1

PLEASE TAKE YOUR TIME AND ANSWER EACH QUESTION HONESTLY. THE ACCURACY OF YOUR ANSWERS WILL GREATLY IMPROVE THE RELIABILITY OF THE DATA.

Section 1**Background Information**

A What sport do you play? (please circle)
 Basketball Football Track and Field/Cross Country Volleyball Baseball

B Gender: Male Female

C GPA Range: 1.99 or less (C-)____ 2.00-2.49 (C)____ 2.50-2.99(C+/B-)____
 3.00-3.49(B)____ 3.50-4.00(B+/A)____

D Class Sophomore____ Junior____ Senior____

E Mentors:

Think about people who mentored or provided networking opportunities for you. These people are the one's guiding you into your future career. They are people who give you contacts, make calls on your behalf, and get your foot in the door so that you can get experience, obtain graduate education, or land a job in your chosen career. With this in mind, please answer the following questions

How many different mentors do you have? None 1 2 3 4 or More

F After College Plans

1	In terms of my graduating, I...	Will Graduate 4	Might Graduate 3	Will Not Graduate 2	Do Not Know 1
2	After college, I will...	Work Full-time 4	Work Part-time 3	Will Not Work 2	Do Not Know 1
3	Once my athletic eligibility is up, I will...	Play Pro. 4	Play Semi-Pro 3	Will Not Play 2	Do Not Know 1
4	I terms of my education after college, I...	Will Continue 4	Might Continue 3	Will Not Continue 2	Do Not Know 1

Section 2

Dimension I Academic Success (Grades and assignments)

Questions in this section refer to help you received in academic areas such as writing, math, etc., from Professors, Student Affairs staff, and Athletics staff. This section has three parts.

		Very Often	Often	Sometimes	Rarely	Never
A	Professors (faculty advisor and/or teaching faculty)					
1	<u>My Professor(s)</u> pushed me to do my best. with my <u>grades and assignments</u>	5	4	3	2	1
2	I talked with <u>my Professor(s)</u> about my <u>major</u> and academic assistance.	5	4	3	2	1
3	<u>My Professor(s)</u> recommended that I join <u>academic organizations</u> (Business Club, Education Club, etc.).	5	4	3	2	1
B	Student Affairs Staff (Housing, Career Services, Student Activities, Academic Advisors, etc.)	VO	O	S	R	N
4	<u>Student Affairs Staff</u> pushed me to do my best. with my <u>grades and assignments</u>	5	4	3	2	1
5	I talked with <u>Student Affairs Staff</u> about my <u>major</u> and academic assistance.	5	4	3	2	1
6	<u>Student Affairs Staff</u> recommended that I join <u>academic organizations</u> (Business Club, Education Club, etc.).	5	4	3	2	1
C	Athletics Staff (Coaches, Athlete Advisors, etc.)	VO	O	S	R	N
7	<u>Athletics Staff</u> pushed me to do my best. with my <u>grades and assignments</u>	5	4	3	2	1
8	I talked with <u>Athletics Staff</u> about my <u>major</u> and academic assistance.	5	4	3	2	1
9	<u>Athletics Staff</u> recommended that I join <u>academic organizations</u> (Business Club, Education Club, etc.).	5	4	3	2	1

Overall, were you satisfied with the academic assistance you received from Professors, Student Affairs Staff and Athletics Staff? Why or why not?

Please add any other statements you would like to make about academic assistance.

Dimension II Leadership Development (supervisory, management, and administrative skill development)

Questions in this section refer to help you received in leadership areas such as speaking, planning, etc., from Professors, Student Affairs staff, and Athletics staff. This section has three parts.

		Very Often	Often	Sometimes	Rarely	Never
D	Professors (faculty advisor and/or teaching faculty)					
10	<u>My Professor(s) gave me advice and assistance about planning and goal setting.</u>	5	4	3	2	1
11	<u>My Professor(s) pushed me to improve my speaking ability.</u>	5	4	3	2	1
12	<u>My Professor(s) recommended that I run for student leadership positions.</u>	5	4	3	2	1
E	Student Affairs Staff (Housing, Career Services, Student Activities, Academic Advisors, etc.)	VO	O	S	R	N
13	<u>Student Affairs Staff gave me advice and assistance about planning and goal setting.</u>	5	4	3	2	1
14	<u>Student Affairs Staff pushed me to improve my speaking ability.</u>	5	4	3	2	1
15	<u>Student Affairs Staff recommended that I run for student leadership positions.</u>	5	4	3	2	1
F	Athletics Staff (Coaches, Athlete Advisors, etc.)	VO	O	S	R	N
16	<u>Athletics Staff gave me advice and assistance about planning and goal setting.</u>	5	4	3	2	1
17	<u>Athletics Staff pushed me to improve my speaking ability.</u>	5	4	3	2	1
18	<u>Athletics Staff recommended that I run for student leadership positions.</u>	5	4	3	2	1

Overall, were you satisfied with the leadership assistance you received from Professors, Student Affairs Staff and Athletics Staff? Why or why not?

Please add any other statements you would like to make about leadership assistance.

Dimension III Career Development (identify a career)

Questions in this section refer to help you received in career development areas such as career exploration, volunteering, etc., from Professors, Student Affairs staff, and Athletics staff. This section has three parts.

		Very Often	Often	Sometimes	Rarely	Never
G	Professors (faculty advisor and/or teaching faculty)					
19	<u>My Professor(s) gave me advice and assistance with choosing a career.</u>	5	4	3	2	1
20	I talked with <u>my Professor(s)</u> about <u>work/professional expectations.</u>	5	4	3	2	1
21	<u>My Professor(s)</u> helped me <u>meet a person in my chosen career field.</u>	5	4	3	2	1
H	Student Affairs Staff (Housing, Career Services, Student Activities, Academic Advisors, etc.)	VO	O	S	R	N
22	<u>Student Affairs Staff</u> gave me advice and assistance with <u>choosing a career.</u>	5	4	3	2	1
23	I talked with <u>Student Affairs Staff</u> about <u>work/professional expectations.</u>	5	4	3	2	1
24	<u>Student Affairs Staff</u> helped me <u>meet a person in my chosen career field.</u>	5	4	3	2	1
I	Athletics Staff (Coaches, Athlete Advisors, etc.)	VO	O	S	R	N
25	<u>Athletics Staff</u> gave me advice and assistance with <u>choosing a career.</u>	5	4	3	2	1
26	I talked with Athletics Staff about <u>work/professional expectations.</u>	5	4	3	2	1
27	Athletics Staff helped me <u>meet a person in my chosen career field.</u>	5	4	3	2	1

Overall, were you satisfied with the career development assistance you received from Professors, Student Affairs Staff and Athletics Staff? Why or why not?

Please add any other statements you would like to make about career development assistance.

Section IV Career Experience (gaining practical experience)

Questions in this section refer to help you received in career experience areas such as interning, networking, etc., from Professors, Student Affairs staff, and Athletics staff. This section has three parts.

		Very Often	Often	Sometimes	Rarely	Never
J	Professors (faculty advisor and/or teaching faculty)					
28	<u>My Professor(s) gave me advice and assistance with getting an internship or practicum experience.</u>	5	4	3	2	1
29	<u>My Professor(s) urged me to get work experience with other personnel on campus.</u>	5	4	3	2	1
30	<u>My Professor(s) recommended that I volunteer with potential employers to get work experience.</u>	5	4	3	2	1
K	Student Affairs Staff (Housing, Career Services, Student Activities, Academic Advisors, etc.)	VO	O	S	R	N
31	<u>Student Affairs Staff gave me advice and assistance with getting an internship or practicum experience.</u>	5	4	3	2	1
32	<u>Student Affairs Staff urged me to get work experience with other personnel on campus.</u>	5	4	3	2	1
33	<u>Student Affairs Staff recommended that I volunteer with potential employers to get work experience.</u>	5	4	3	2	1
L	Athletics Staff (Coaches, Athlete Advisors, etc.)	VO	O	S	R	N
34	<u>Athletics Staff gave me advice and assistance with getting an internship or practicum experience.</u>	5	4	3	2	1
35	<u>Athletics Staff urged me to get work experience with other personnel on campus.</u>	5	4	3	2	1
36	<u>Athletics Staff recommended that I volunteer with potential employers to get work experience.</u>	5	4	3	2	1

Overall, were you satisfied with the career experience assistance you received from Professors, Student Affairs Staff and Athletics Staff? Why or why not?

Please add any other statements you would like to make about career experience assistance.

APPENDIX E
FINAL SURVEY RELIABILITY TABLES

Table 13

Survey Reliability
Cronbach's Alpha's for Survey, Dimensions, Staff Types, and Staff Type by Dimension

Total Survey, Dimensions, and Staff Types

Nurturing Dimensions		Staff Type	
Academic Success	0.7	Professors	0.88
Leadership Development	0.8	Student Affairs	0.94
Career Development	0.83	Academic Staff	0.91
Career Experience	0.86	Total Survey	0.94

Staff Type by Dimension

	Professors	Student Affairs	Athletic Staff
Academic Success	0.56	0.86	0.66
Leadership Development	0.68	0.84	0.7
Career Development	0.8	0.92	0.81
Career Experience	0.86	0.9	0.88

Table 14

Corrected Item-Total Correlations and Chronbach's Alphas for Experience Level									
Dimension	Professor			Student Affairs Staff			Athletic Staff		
	Item No.	Corrected Item-total Correlation	Cronbach's Alpha if Item Deleted	Item No.	Corrected Item-total Correlation	Cronbach's Alpha if Item Deleted	Item No.	Corrected Item-total Correlation	Cronbach's Alpha if Item Deleted
Academic Success	1	0.5	0.94	4	0.55	0.94	7	0.15	0.94
	2	0.41	0.94	5	0.58	0.94	8	0.41	0.94
	3	0.52	0.94	6	0.56	0.94	9	0.59	0.94
Leadership Development	10	0.5	0.94	13	0.63	0.94	16	0.38	0.94
	11	0.51	0.94	14	0.61	0.94	17	0.51	0.94
	12	0.52	0.94	15	0.62	0.94	18	0.48	0.94
Career Development	19	0.49	0.94	22	0.72	0.94	25	0.43	0.94
	20	0.51	0.94	23	0.64	0.94	26	0.39	0.94
	21	0.59	0.94	24	0.69	0.94	27	0.45	0.94
Career Experiences	28	0.46	0.94	31	0.61	0.94	34	0.55	0.94
	29	0.57	0.94	32	0.68	0.94	35	0.57	0.94
	30	0.48	0.94	33	0.63	0.94	36	0.45	0.94

APPENDIX F
SAMPLING MEMO AND SCRIPT

Memo

To: Athletic Director /Contact
From: Gerald Martin, Doctoral Student
CC: Athletic Director
Date:
Re: Procedures Memo

The procedures for this site are as follows:

- 1 I will provide Contact, in the Athletics Department with-
 - a. recruitment materials-roster of names that I compiled from the UNCC website
 - b. informed consent form
 - c. surveys
 - d. envelopes
 - e. a script for Contact (below)
 - f. box to collect and store returned envelopes
- 2 Contact will then distribute the survey, consent, and envelopes to all student athletes that were identified by me.
- 3 These students would then decide if they want to participate or not.
- 4 If they decide to participate, they will complete the survey and informed consent, then return them to Contact in a sealed envelope that I will provide. They will follow the same procedures if they decide not to participate, except the forms will be blank.
- 5 After a month has passed, or if Contact tells me they are ready for pick-up sooner, I will pick up the packets from Kimberly.
- 6 Contact will refer all individuals with questions directly to me.

GMM

Script

To: Contact

From: Gerald Martin

Subject: Data Collection/ A Comparison of African-American Athletes' Mentoring/Nurturing Experiences at Historically Black and Historically White Colleges

Thank you for agreeing to present my request for study participants to the student-athletes that I identified from your website. I am asking that informed consents and questionnaires be distributed from DATE through DATE. With this letter you will find the names of identified student-athletes and enough packets (informed consent and questionnaire) for all of the identified student-athletes. After you have collected all packets, I return to pick them up on DATE. Please use the following script prior to distributing questionnaires to your students:

Gerald Martin, a Doctoral student at the University of North Carolina at Greensboro is requesting your participation in his research study investigating "A Comparison of African-American Athletes' Mentoring/Nurturing Experiences at Historically Black and Historically White Colleges". I will distribute an informed consent document and a questionnaire. This is a voluntary questionnaire and if you agree to participate, should take about 15 minutes to complete. If you decide not to participate, please return both documents without responding to any of the questions. I will return all documents to the investigator. If you have any questions, please email Gerald Martin at gmmartin@uncg.edu or call him at 336-575-9349.

Thank you again for your assistance. If you, or any participant, have any questions, please email me at gmmartin@uncg.edu or call me at 336-575-9349.

APPENDIX G

OPEN-ENDED RESPONSES TO SATISFACTION QUESTION BY INSTITUTION

HBCU 1

Overall, were you satisfied with the [four areas] assistance you received from Professors, Student Affairs Staff and Athletics Staff? Why or why not?

Academic Success

In Spanish, I am not satisfied with the academic assistance because there are only two tutors for the whole department and I can never find them.

I'm satisfied with the academic assistance from the Athletics staff because they are helpful and that lets me know they care, and now, it has led me in the right path.

Yes, I am satisfied in the Athletics and Professors but Student Affairs are lacking personal skills.

Leadership Development

Yes (satisfied with leadership assistance from all staff types) because it has opened doors for me and I know that it will be beneficial to my future.

Satisfied in the Athletics and Professors.

Yes

Career Development

No (satisfied with career development assistance from all staff types). I have not met anyone from the assistance listed above.

I am not satisfied in the Student Affairs staff.

Yes

Career Experience

No (satisfied with career experience assistance from all staff types). There's just not much support going on.

No I would like to know more about job opportunities in the field that I'm studying for.

Yes

HBCU 2

Overall, were you satisfied with the [four areas] assistance you received from Professors, Student Affairs Staff and Athletics Staff? Why or why not?

Academic Success

Yes, they always keep me aware.

Not really, because they really didn't push me.

Yes, because it helped me during the year.

I am somewhat satisfied. I feel the coaches could do a better job with the athletes academic, wise.

Yes, most staff members are willing to assist whoever they see are helping themselves.

With the Athletic staff, I was satisfied with Academic assistance. With the Student Affairs and Professors, I was not greatly satisfied. Yes and No. I feel that there should have been more individual assistance that should have been offered to me during my time spent here.

Yes, because they pretty much did what they were supposed to do.

I was satisfied with the assistance from any staff member of the University. The academic assistants were great at what they do...

Yes, because they pushed me to do my best.

Yes, they were always there when needed to push me in the right direction. They did what they could to assist in academic excellence.

Not satisfied with help provided by Professors or Student Affairs staff. Athletics staff gives somewhat of a motivation.

Yes, because they push me to strive to work hard in the classroom just like I do on the field. Athletic staff does that job the best.

I was somewhat satisfied. I believe there could have been more assistance, but the assistance I did receive was somewhat helpful. It could have been better if a better effort were put forth by advisor, Student Affairs and departments.

I was satisfied with the academic assistance I received because they assisted me as much as possible

Yes, because they always pushed me to work hard and keep grades up. And they let me know how important good grades are.

Yes, if they asked the staff.

Yes. You must be self-motivated.

I was satisfied because I'm used to the way things operate.

Yes, because they cared when nobody else did.

Yes, I was. The staff always pushed me and aided me in the right direction to do my best.

Yes

Yes, I was satisfied with them because when I needed help or did not know it they were there to push me.

I'm not because with such pressure on the field. Coaches tend to not talk about academics until someone is ineligible.

For the most part yes. I say that because when I ask for assistance, I get positive feedback.

Somewhat because some were enthusiastic to do my best so I'll be able to apply for internships. Other just didn't care.

Leadership Development

Yes, they let me know what I needed to do and allowed me to make up work when basketball prevented me from doing it.

No

Yes

Leadership assistance has not been greatly sought after in my opinion by Professors and Student Affairs staff, but was more by the Athletic staff, but not really a lot.

Yes I was.

Yes, because they pretty much did what they were supposed to do.

I was not all that satisfied because sometimes the examples of leadership was shown best from the ones who wanted me to be a leader.

Yes, because it makes you a better person and helps you in the future.

Yes, they are always assisting me with the skills needed to improve my leadership area.

Not at all, there's no one who really cares around you but some professors.

Yes. Athletics staff helps out with encouraging me to make all goals come true.

Overall, I think the leadership assistance was lacking for the most part.

I was satisfied they always provided me with constructive criticism and never hurt my feelings. I know they were only trying to help.

Yes, because they were all very helpful.

Yes, Student Affairs does a good job because they send emails and post flyers encouraging students to attend their programs that can assist students.

Yes. I don't need assistance

Yes. They pushed me into the direction of a man.

Yes, the staff's leadership assistance was greatly appreciated and helped me out a lot.

Yes

In between something I was satisfied with something I wasn't.

I have only been satisfied by my professor's interest in me. The focus is athletics rather than academic

Yes, when I ask, they give positive feedback.

Yes, they always stayed on top of me about my classes and my grades, because they want me to succeed,

Career Development

Yes,. But I never really received that type of assistance.

No

Yes

Yes, Student Affairs often host workshops for numerous career opportunities

My Professors and Student Affairs Staff provided more career development assistance rather than the athletic staff. I was not particularly satisfied with either to a degree.

Yes. I have been satisfied the career development assistance.

Yes, because they pretty much did what they were supposed to do.

I was satisfied because so many staff members were supportive and had networks for me.

Yes, a little because sometimes they did and sometimes they did not.

Yes, they were there to assist in my future career after graduation. They provided what I needed for that career.

Yes, because these groups by the help you meet new people in some situations. But they do not bring them to you. You have to make the effort on your own to see them.

Career development was pretty well done

I felt that the Athletics staff could have assisted me with a little bit more than they did.

Yes, because they were all very helpful.

No, I think the Athletic staff should give athletes specific advice on what career field they should get into.

Yes, very informative

Yes

Yes, any time I had a question about my career choice or the way to go about achieving my goals.

Yes

I was satisfied. I really did get finding a career. In some points, I still think I'm in the wrong major.

The focus is athletics rather than academics.

Yes, when I ask, they give positive feedback.

Not from Student Affairs because if you have below a 3.0, they act like they don't want to help you, let alone see to find any internships. I find that disrespectful.

Career Experience

Yes, it will be most helpful in the future.

No

Yes

I haven't really experienced any hands on activities, but I feel they are valuable

I was satisfied with getting career experience assistance from professors, but not as much as with the Student Affairs and Athletic staff. Even though I did get some advice from Student Affairs and Athletics staff, but it's not nearly as much as my Professors.

Yes. I have been satisfied.

Yes, because they pretty much did what they were supposed to do.

All-in-all, they were pretty helpful

No, not really because they really didn't push in those areas.

Yes, especially professors giving me ways for career experience through networking and interning.

Never had these things brought up by any party.

Overall, looking at what I scored all can do a better job.

I appreciated the efforts of Student Affairs to try and help me with work and internships.

Yes, because they were all very helpful.

I think it is athletic staff responsibility to make sure the student-athletes get a job after school. It is very difficult for student-athletes to get assistance from other services on campus. So much time is spent on sport.

Yes, very informative

Yes

Yes, the staff was very supportive and encouraging.

Yes

I wasn't satisfied with career experience because I also had no help getting an internship. Sill haven't had an internship yet. it's not the coaches job to get me work experiences.

Yes, when I ask, they give positive feedback.

No, not really because they really didn't push in those areas.

No, because I didn't have the time and wasn't able to volunteer for any experience that will help me in the near future.

HWCU 1

Overall, were you satisfied with the [four areas] assistance you received from Professors, Student Affairs Staff and Athletics Staff? Why or why not?

Academic Success

Yes, always there when I need help

Yes, I'm doing good

Somewhat. At times everyone could have done better.

I really appreciate the assistance that I received from Academic Advisors. They keep me on track to graduate as long as I do my part. Help elsewhere (i.e. teachers/coaches) is only received when unsatisfying grades are present.

Satisfactory. I am self motivated, so they didn't necessarily always watch over my grades.

Was not satisfied with the academic assistance from Professors and Student Affairs staff because they're not worried about the individual.

Yes

Yes, generally they did their job to help my educational endeavors.

Yes, they are the greatest asset here.

Yes, they are always very supportive.

I am satisfied because faculty/staff tend to go out of their way when it comes to the well-being of a student's academic.

My Professors that I have had were helpful in their specific content area, making sure that I understood. They offered when I needed it. The Athletic staff was VERY helpful with class registration contacting professors. I feel that my Athletic advisor might have done more than her job required.

Yes, because everyone at UNCC cares about us as student athletes.

Yes

Leadership Development

Yes

Yes

Yes. Helped me plan for my future

There is really no leadership assistance offered, at least not that I am aware of.

I'm only satisfied with the leadership assistance from the Athletic staff, because they push me to make a difference.

Yes

Yes and No. From the athletics perspective, yes; because leadership skills are required at some point.

Yes. They have my best interests in mind.

Yes

I am very satisfied with the leadership of the Athletics department as a whole.

I was specifically pleased with leadership from my RA's and other RA's that lived in the buildings that I lived in, but also RA's from other halls. Professors were semi-helpful in providing leadership assistance. Just talking to RA's. sitting down and having discussions with them and other residents--it improves ones confidence and pushes you to speak out; to have your voice heard.

Yes, because the athletic staff shows they care.

Yes

Career Development

Yes

Somewhat. I knew what I wanted to study before I get here.

I pretty much chose my own major and career path and I still am not sure what I am going to do after graduation. The one thing Student Affairs did do for me is send me to the career center one time. Professors seem like they could offer some helpful information, but coaches don't seem interested at all.

Only the Athletic staff has taken the responsibility to help me find or develop my career path by allowing me to participate in community service events, career fairs, and listen to mentors of particular fields.

Yes

Yes. Regardless of the source, I feel the main purpose is to help student-athletes, or student in general, to find work and preparation for professionalism, It is achieved.

Yes. These people helped me to find what major I really fit into. I love my major.

Yes

I am satisfied because it's helpful when you need it.

I have an idea of what I want to do after I graduate, but not exactly. Staff from ALL areas have given me ideas. So yes, you could say that they ALL have provided ASSISTANCE.

Yes, they are all care.

Yes

Career Experience

Yes

Somewhat.

With all the events and volunteer experiences we are made to attend, not once was there any in career experiences for team members. Also, there is not much time left over in the days and weeks, between classes and practice, to allow for much career experiences.

The Athletic staff lay out plenty of internships/small jobs available over the summer.

Yes. At this point we are provided with the tools to get jobs and internships

Yes. It has broadened my job options.

Yes

I am satisfied because they give us the skills we need to succeed after college.

The difference between career development and career experience is a HUGE difference. Now that I'm taking one class this semester that has to do with my job that I hope to attain after I graduate, I'm receiving more assistance from one professor than any other professor I've had. That teacher along with another teacher talk about THEIR EXPERIENCE IN CLASS. The other teacher may or may not be in my field or career. I love the subject matter and it's interesting and I would love to go into diplomatic service.

Yes. They care.

Yes

HWCU 2

Overall, were you satisfied with the [four areas] assistance you received from Professors, Student Affairs Staff and Athletics Staff? Why or why not?

Academic Success

Yes.their encouragement pushes me even more.

Yes, they provided me with great information.

Yes

Yes

Yes

Yes, helped me improve academically.

Yes, because they gave me the attention that I needed.

I am neutral.

Yes, because I am able to get motivated by the right people.

I was successful because of the level of importance of success.

Yes, they are very persistent to help with excellence in school.

Yes

Leadership Development

It could be better, but I am not too particular about leadership development.

Yes, they pushed me to do the things I needed to do.

Yes, it was very helpful.

They helped me better my future.

Yes, encouragement helped.

Yes, they helped me as best I could.

I often receive compliments about my ability to communicate with others.

Leadership isn't stressed by Professors but it is by Athletics staff and Student Affairs.

Career Development

Yes. I should be getting an internship soon with everyone's help.

Yes, gives me ideas for the future.

Yes, it was very helpful.

Pushed me to the future to better myself.

Yes, it is always good to know where to start.

Yes, because they help me as much as they can.

Yes

There is a lot of career development by Professors, Student Affairs, and Athletic Staff.

Yes, I am going into an athletic field and the staff around me is quite helpful.

Career Experience

Yes. I am going to get an internship soon.

Yes, it is preparing me for the future.

Yes

Pushed me to the future to better myself.

Yes, every so often professors, student affairs, and athletics staff know a lot of people that can help out with things like that.

Yes, because it helps me out a lot.

Yes

There is a lot of career experience stressed by Student Affairs to join clubs that are intertwined with our majors.