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HIGHER EDUCATION
ADMINISTRATION

GETTING IN THE GAME: A QUANTITATIVE STUDY OF SECOND-YEAR
STUDENT ATHLETES' EXPERIENCES UTILIZING EXISTING DATA OF THE
2010 SOPHOMORE EXPERIENCES NATIONAL SURVEY (234 pp.)

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The National Collegiate Athletic Association (NCAA) has a variety of rules and regulations that hold intercollegiate athletic departments, teams, and student-athletes accountable to the academic progression of student-athletes. Through various rules and regulations athletes must focus on academic as well as athletic responsibilities. In an era of increased Academic Progress Rate (APR) minimums and amplified penalties to teams that do not meet those minimums, it is imperative to focus on the student-athlete and find ways for athletic academic administrators, coaches, faculty, and other student-affairs personnel to support their athletes. This study utilized quantitative methods to analyze existing data of the 2010 Sophomore Experiences National Survey to examine the second-year athlete respondents ($N = 376$) as well as non-athlete second-year students. The methods utilized in this study included Exploratory Factor Analysis, Hierarchical Multiple Regression Analysis, Multiple Regression Analysis, and a Comparison of Correlation Coefficients.

The findings of this study suggest that second-year athletes and non-athletes need a connection to campus in order to be certain of their major and intend to re-enroll. The findings also suggest that various areas of satisfaction, goal setting, and managing difficulties can have an affect as well. Finally, athletes and non-athletes were not

different on what affected how certain they are of their major; however, there were a few differences in the intent to re-enroll between athletes and non-athletes. The goal is for those who work directly with student-athletes will find ways to implement the findings and suggestions of the research to support this unique sub-population.