

Needs of Student-Athletes Annotated Bibliography

Student-Athlete Knowledge Community Education Plan

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Articles Included

Testing a model of first-semester student-athlete academic motivation and motivational balance between academics and athletics (Doctoral dissertation).

A conceptual model of academic success for student-athletes.

Toward an Understanding of Best Practices in Student-Athlete Leadership Development Programs.

Aligning Athletes' Career Choices and Graduate Degree Pathways: Implications for 21st-Century Career Development Professionals.

An Examination of the Alignment of Student-Athletes' Undergraduate Major Choices and Career Field Aspirations in Life After Sport.

Toward an Understanding of Best Practices in Student-Athlete Leadership Development Programs.

A Conceptual Model of Division I Student-Athletes' Career Construction Processes.

Making the Academic Learning Community an Option for Student-Athletes.

Social Media, Academics, and Co-Curricular Activities: A Qualitative Examination of the Impact of Social Media on Division I Student-Athlete Engagement.

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Althouse, J. Nathan (2007).

Testing a model of first-semester student-athlete academic motivation and motivational balance between academics and athletics (Doctoral dissertation).

Retrieved from <http://gradworks.umi.com/33/80/3380707.html>

This thesis for The Pennsylvania State University, The Graduate School College of Education, Counselor Education provides an in-depth exploration of freshmen student-athletes motivation levels towards both athletics and academics in their first semester of college. The study consisted of 185 individuals from a highly competitive NCAA Division I program and represented 29 different sports. This dissertation was looking for correlations between background demographic, high school academic, college, and noncognitive variables (independent), and academic motivation and balance between academic and athletic motivation (dependent variables). The participants attitudes were measured using the Noncognitive Questionnaire (NCQ), and the Student-athletes Motivation Towards Sports and Academics Questionnaire (SAMSAQ). The results from this study show that three of the independent variables were significantly and positively correlated to balance, they were the student-athletes high school grade point average, their parents level of education, and the NCQ subscale measuring culturally-related educational experiences outside of school. With these findings the author then discussed the implications this may have on high school and college professionals as well as future directions for research.

Needs of Student-Athletes Annotated Bibliography

Comeaux, E., & Harrison, C. K. (2011).

A conceptual model of academic success for student-athletes.

Educational Researcher, 40, 235–245.

This paper makes connections between already existing theoretical and analytical literature regarding the academic success of NCAA Division I student-athletes into basic model for student-athlete success. The paper begins with a literature review of research pertaining to the collegiate student-athlete experience that is followed by an overview of the conceptual model and how it directly helps student-athletes cope with their experiences. The authors conceptual model ties together 4 main systems that have an effect on the student-athletes success, their pre-college background, their initial commitments, the social systems that they are a part of, and their commitments as they continue in college. The model provides an easy to follow graphic map that shows the interactions between a student-athlete's commitments to their institution, sport, and personal goals. Overall this article provides an excellent conceptual model for student-athlete academic success built off of existing theoretical frameworks that have been supported by empirical research and is a high quality resource for student-athlete support personnel looking to implement or refine their own support services.

Needs of Student-Athletes Annotated Bibliography

Navarro, Kristina; Malvaso, Stephen (2015).

Toward an Understanding of Best Practices in Student-Athlete Leadership Development Programs.

Journal of Applied Sport Management, 7 (3), p44.

This article explores NCAA Division I student-athlete's perceived effectiveness of a formal leadership development program. To accomplish this the authors surveyed 221 student-athletes, from a large Division I institution, about the perceived effectiveness of the programs curricular components. This study found no difference in perceived effectiveness between genders when discussing the programs ability to ease the transition from high school to college, establish social networks, provide motivation to become a mentor, and provide motivation to pursue leadership development opportunities outside of athletics. The qualitative section of the study found that the two most effective components of the program were the group work activities as well as impactful guest speakers. Equally as important the researchers found that both male and female student-athletes thought that the mandatory nature and un-effective group work time both negatively effected the perceived effectiveness of the program. One of the most striking findings from this study that the student-athletes did not want to see anything removed from the curriculum but rather wanted to see steps taken to enhance athletic department wide buy-in of the program. Overall this study highlights the need of support service personnel to constantly reevaluate the effectiveness of their programming as well as focus on developing buy-in from coaches and staff within the department to enhance the student-athletes perceived effectiveness of the programming.

Needs of Student-Athletes Annotated Bibliography

Haslerig, S., & Navarro, K. (2015).

Aligning Athletes' Career Choices and Graduate Degree Pathways: Implications for 21st-Century Career Development Professionals.

Journal of Career Development

DOI:

10.1177/0894845315597472

This article highlights how higher education career development professionals are charged with more than understanding the challenges and needs of a diverse student body, and they must also prepare students for career fields in life after higher education. This study discussed the graduate degree choices and career aspirations of 14 college athletes, each competed in football at large, highly selective Division I/Research I universities. The authors are trying to better understand how life experiences influence graduate degree choice and how that effects the chosen degree path and future career aspirations. Findings of this study were guided by Savickas' career construction theory. Personal narratives were collected in semi-structured individual interviews and analyzed using the constant comparative method. This study forwards implications for both career development theory as well as career development practitioners. These include National Collegiate Athletic Association wide professional development programming and development training opportunities for practitioners, enhancement of campus wide collaborations by student-affairs professionals internal to athletics to further support student-athletes, and increased opportunity for student-athletes to pursue internship opportunities. All of this helping the contemporary career development practitioner work better with college athletes as they engage in processes of career exploration, choice, and preparation.

Needs of Student-Athletes Annotated Bibliography

Navarro, K. (2015).

An Examination of the Alignment of Student-Athletes' Undergraduate Major Choices and Career Field Aspirations in Life After Sport.

Journal of College Student Development, 56, 4, pp 364-379.

DOI: 10.1353/csd.2015.0034

This article highlights how higher education student affairs professionals are charged with not only understanding the challenges and needs of a diverse student body, they must also prepare students for careers in life after college. This study explored the undergraduate major choices and career aspirations of 29 senior student-athletes at a large, highly selective Division I/Research I university to better understand how life experiences influence undergraduate major choice and how that then effects the student-athlete's future career aspirations. Findings of this study were guided by Savickas's (2002) career construction theory (CCT). Personal narratives for 29 student-athletes were collected via semistructured individual interviews and analyzed by employing pattern and process coding techniques. The results of this study highlight 3 overarching life experiences influence undergraduate major choice, interactions with academic/student affairs professionals across campus; interactions with academic/student affairs professionals internal to athletics; and the struggle to balance the roles of student and collegiate athlete. The article then continues to explore how this influence on major choice impacts the student-athletes' career aspirations and how this differs between men and women. This study makes apparent the need for student affairs professionals internal to athletics to strengthen old and foster new campus collaborations to better support the contemporary student-athlete, as well as association wide training and professional development for athletic student-affairs professionals.

Needs of Student-Athletes Annotated Bibliography

Navarro, Kristina; Malvaso, Stephen (2015).

Toward an Understanding of Best Practices in Student-Athlete Leadership Development Programs.

Journal of Applied Sport Management, 7 (3), pp 23.

This study highlights the ever changing life and leadership needs of the contemporary NCAA Division I student-athlete as they transition into highly visible public roles. The authors sought to better understand how participation in a formal peer mentorship program during college influences Division I student-athletes perceived ability to clarify personal identity, balance roles as a student and an athlete, develop transferrable self-leadership skills, and prepare for life after sport. Responses from the student-athlete's showed a perception that simply being a student-athlete prepared them for life more so than any formal program. The study did find that there were specific program components that the student-athletes found to be influential, such as the personal relationships with upperclassmen mentors being critical in the development of personal identity, self-leadership skills, and major choice. The study also found that student-athletes found value in the career development portions of the program because these helped to foster self-leadership skills and transferable skills integral in their success in life after sport.

Needs of Student-Athletes Annotated Bibliography

Navarro, K. (2014).

A Conceptual Model of Division I Student-Athletes' Career Construction Processes.

College Student Affairs Journal, 32,1, pp 219-235.

This study aimed to identify what life experiences influence student-athletes' as they construct career identities and make career plans for life after sport. The study drew from individual narratives of 29 participants, overarching themes surfaced with respect to what life experiences were most influential to the processes of career exploration, career choice, and career preparation. The author presents the findings in the form of a conceptual model, which illustrates how the progression of life experiences lead to different outcomes. The conceptual model was developed to further demonstrate the complex and interconnected processes of career construction. From this the article connects these findings to possible applications for Division I student-athletes as well as implications for practitioners in policy, practice, and future research.

Needs of Student-Athletes Annotated Bibliography

Mamerow, G., & Navarro, K. (2014).

Making the Academic Learning Community an Option for Student-Athletes.

Learning Communities Research and Practice, 2, 1, article 6.

This article highlights the growing recognition among researchers and practitioners that student-athletes are an "at risk" group of students in contemporary higher education. The authors discuss past research that has identified multiple specific negative conditions that impact student-athletes and threaten their success in college. The article counters with learning communities, which are a tried and true approach to supporting new college students, and many of the traditional benefits of learning community participation line up closely with the needs of student athletes. From the perspective of the authors, this close alignment presents an opportunity to leverage the powerful potential of learning communities to support a group of students who have not traditionally participated in these programs. This article supports these claims with great research-based rationale that is followed by a call to action to implement these learning communities that are specially designed with the unique needs of the student-athlete experience in mind and to research these programs for best practices.

Needs of Student-Athletes Annotated Bibliography

Snyder, E., & Navarro, K. (2015).

Social Media, Academics, and Co-Curricular Activities: A Qualitative Examination of the Impact of Social Media on Division I Student-Athlete Engagement.

Journal of Technology in Student Affairs.

This study highlights the profound impact that social media can have upon all aspects of a collegiate student-athlete's experience. This qualitative study was designed to explore Division I student-athletes social media usage as well as their feelings about its impact on their academic development, personal development, and engagement with campus. The participants were selected based on their enrollment at a large Division I institution, their active roster status, and their participation in the student organization the Student Athlete Advisory Committee (SAAC). Other demographic information was taken into account as well. The first, and not very surprising, finding from this study was that the majority of student-athletes constantly use social media which can result in an emotional attachment, even causing them time management issues. As far as academically the time management theme was heard again, many student-athletes said that social media negatively impacted their academics because it facilitated procrastination as well as being a distraction while in class. This study did positively highlight social media and its ability to help remind student athletes of activities on campus, and that the student-athletes found that having faculty on staff on social media can be a positive thing because it helped remind them of upcoming due dates among other things. This article ends with a call for more research in this incredibly intricate and personal area of study.