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Involvement theory: an examination of community college student-athletes

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**INVOLVEMENT THEORY: AN EXAMINATION OF COMMUNITY COLLEGE
STUDENT-ATHLETES**

by

Kate Matthews

A Thesis

Submitted to the
Department of Educational Services and Leadership
College of Education
In partial fulfillment of the requirement
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at
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Thesis Chair: Burton R. Sisco, Ed.D.

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Dedication

I would like to dedicate this thesis to my parents, Ann and Bob Matthews.

Acknowledgments

I would like to recognize my parents, Ann and Bob, and my sister, Lindsay who have been extremely supportive, helpful, encouraging, and understanding during the last two years.

I would like to thank my thesis chair, Dr. Burton Sisco, who challenged and guided me throughout these two years. Your patience and diligence for excellence is and always will be appreciated.

Abstract

Kate Matthews
INVOLVEMENT THEORY: AN EXAMINATION OF COMMUNITY COLLEGE
STUDENT-ATHLETES
2016-2017
Burton R. Sisco, Ed.D.
Master of Arts in Higher Education

The purpose of this study was to assess selected community college student athletes' involvement in athletic and non-athletic activities at Rowan College at Gloucester County (RCGC). The researcher surveyed 67 student athletes at RCGC who competed during the spring 2017 semester. The subjects were administered a survey to measure their level of involvement, as well as their attitudes toward involvement at RCGC. Surveys were statistically analyzed to determine frequency, percentages, means, standard deviations, and significant correlations between selected demographics and specific involvement activities. The study provides insight on the attitudes of importance and satisfaction that student athletes at RCGC have regarding social involvement, academic involvement, and campus atmosphere. Student athletes' at RCGC did not feel very strongly about either the importance or satisfaction of social involvement, academic involvement, or campus environment. However, there were significant relationships between student athletes' academic performance and specific involvement activities. The study also provides insight on significant relationships between student athletes' demographics and specific involvement activities.

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Chapter I

Introduction

Student athletes at the college level are faced with many challenges that include balancing their sport, schoolwork, extracurricular activities, and social life. From the time student athletes commit to their respected institution to compete, they are constantly reminded that they must represent themselves, their institution, and their families in a positive way. These high expectations can add both physical and mental stress onto young adults because they are attempting to perform at a maximum level in every aspect of their lives. Coaches and administrators focus heavily on both a student athlete's academic performance and athletic performance; there are generally three key reasons an individual chooses to attend a community college and they are:

(a) community colleges are an entryway for students to enter and explore higher education; (b) community colleges have opportunities that 4-year schools do not have, such as open door policy, low cost, and flexible scheduling; (c) community college can provide opportunities through sponsorship of athletes for student involvement, community enhancement, and enriched collegiate experience.

(Horton, 2009, p. 18)

Statement of the Problem

For many years, student athletes have been criticized for poor academic success. Many individuals believe that student athletes neglect academics and service learning opportunities because they make athletics a primary focus. Also, past research has presented the idea that students who attend a community college after high school are

much less likely to obtain a bachelor's degree compared to a student who attends a 4-year school immediately after high school. Alfonso (2006) conducted a research study that ultimately suggested "students with bachelor's degree expectations who enroll in community colleges have a probability of attaining a bachelor's degree that is 28–29% lower than that of students who start postsecondary schooling at a 4-year college" (p. 893).

Propose of the Study

The purpose of this study was to assess selected community college student athletes' involvement in athletic and non-athletic activities at Rowan College at Gloucester County (RCGC). The study investigated if student athletes' level of involvement had any correlation with their academic success. The study looks at the students' athletes' demographic information, such as, age, gender, academic class, specific sport played, and cumulative grade point average to see if involvement patterns were influenced by these variables. The ultimate goal of the study was to determine if a student athlete's level of involvement impacted their academic and social experience while on a community college campus.

Assumptions and Limitations

I assumed that all subject from RCGC athletics answered all questions truthfully and to the best of their abilities. It is possible that subjects may have used deception with their answers because of the nature of the questions based on personal information; however, as the researcher, I stressed that all answers were completely confidential and identity would not be revealed. Also, this study focused on National Junior College

Athletic Association (NJCAA) Division III athletes specifically. As the researcher, I used a survey that reflects the general life-style of student athletes, and this allowed the study to be a representative of the majority of NJCAA student athletes, regardless of division.

Limitations included, the small sample size of subjects and there may be bias in the study due how the sample was selected and my experience as a student athlete, and as an athletic department intern and assistant coach at RCGC.

Operational Definitions

1. Academic Success: Academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, attainment of educational and outcomes.
2. Academic Advisor: An opportunity to exchange information designed to help students reach their educational and career goals. Advising is a shared responsibility between an adviser and the student.
3. Academic Progress Rate: Measured academic performance for all sports teams term-by-term; created penalties for teams that do not meet APR benchmarks; and established the Graduation Success Rate, which measures graduation rates
4. Administrators: A branch of university or college employees responsible for the maintenance and supervision of the institution and separate from the faculty or academics, although some personnel may have joint responsibilities.
5. Athletic Conference: A collection of sports teams, playing competitively against each other at the NCAA level.

6. Athletic Director: The head administrator of an Athletic Department who oversees the work of coaches and related staff involved in athletic programs at RCGC.
7. Athletic Department: Coaches, administrators, and staff who works within an institution's athletic department at RCGC.
8. Astin's Student Involvement Theory: Explains how desirable outcome for institutions of higher education are viewed in relation to how students change and develop from being involved co-in academic and co-curricular activities.
9. Coach: An employee at RCGC that is involved in the direction, instruction and training of the operations of a sports team or of individual sportspeople.
A coach may also be a teacher.
10. Expectations: A belief that someone will or should achieve something.
11. Grade Point Average (GPA): Calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted.
12. Higher Education: Education beyond high school, especially at a college or university.
13. Motivation: The reason or reasons one has for acting or behaving in a particular way.
14. NCAA: The National Collegiate Athletic Association is a non-profit association which regulates athletes of 1,281 institutions, conferences, organizations, and individuals.
15. NCAA Clearinghouse: An organization outside of the NCAA which performs academic record evaluations to determine if a prospective student athlete is

eligible to participate at an NCAA Division I or II college as a freshman student athlete.

16. NJCAA: The National Junior College Athletic Association, founded in 1938, is an association of community college and junior college athletic departments throughout the United States.
17. Non-athlete: A college student that does not participate in a varsity sport at their respected institution.
18. Rowan College at Gloucester County: 2-year institution in Sewell, New Jersey.
19. Student Athlete: A college student that participates in a varsity sport at RCGC.
20. Student Involvement: The quantity and quality of the physical and psychological energy that students invest in the college experience (Astin, 1984).

Research Questions

The following questions guided the study:

1. How involved and what activities are selected student athletes involved in at RCGC?
2. What are student athletes' attitudes regarding the level of importance given to social involvement, academic involvement, and the campus environment at RCGC?
3. What are student athletes' satisfaction levels regarding social involvement, academic involvement, and the campus environment at RCGC?
4. Is there a significant relationship between the demographic variable of age, gender, academic class, specific sport played, and academic performance at RCGC?

Overview of the Study

Chapter II provides a review of literature from scholarly sources. This section explains both the academic and athletic responsibilities of a student athlete who competes in The National Junior College Athletic Association (NJCAA). This chapter differentiates a two-year student athlete and a four-year student athlete. Also, it discusses a community college student athlete's involvement on campus by explaining and relating to Astin's Involvement Theory.

Chapter III describes the methodology and procedures used in the study. This chapter discusses the context of study, the population, the data collection instrument, the pilot test, the data collection process, and how the data were analyzed.

Chapter IV presents the findings of the study. This chapter focuses on the research questions and summarizes the findings based upon student athletes responses to the survey used in the study.

Chapter V summarizes and discusses the major findings in the study, and offers summary, discussion, conclusions, and recommendation for practice and further research.

Chapter II

Review of Literature

Student-Athletes Eligibility in Higher Education

Student athletes who plan to play at the college level are faced with many challenges, which include balancing their sport, school work, extracurricular activities, and social life. Athletics and education are two variables that are constantly used together, and a student athlete's performance in the classroom can have either a positive or negative impact on their performance on and off the court or field. The National Collegiate Athletic Association (NCAA), has mandated a list of requirements for incoming freshman that provides specific standards that ultimately decide eligibility status. As of August 1, 2016, there are new requirements for college-bound student athletes enrolling full time at an NCAA Division I college or university, which are, student athletes must have a minimum GPA of a 2.3 and at least 16 complete academic courses in 4 years of English, 3 years math at Algebra I level or higher, 2 years natural and physical science (one year lab), 1 year additional English, math, or natural/physical science, 2 years social science, and 4 years additional from areas of foreign language, philosophy, or comparative religion (NCAA, 2016).

These standards have been reformed since 1970, when the NCAA implemented their first eligibility requirement, which was the "1.6 rule meaning that athletes were required to have a high school GPA and SAT score in a combination that would predict a 1.6 GPA as a college freshman" (Mondello, 2000). It took over 16 years for these eligibility standards to be updated and Proposition 48 was finally issued, that required

student athletes to carry a minimum GPA of a 2.0 in 11 core courses (Hosick & Sproull, 2012). In 1989, Proposition 48 was revised, becoming Proposition 42, which stated, that a student athlete who achieved one of the benchmarks, either a 2.0 GPA or a 700 on the SAT or 15 on the ACT is consider a “partial qualifier” and may receive institutional financial aid that is not from an athletic source and is based on financial need only, consistent with institutional regulations, during the first academic year. However, a student athlete who achieved neither the GPA nor SAT/ACT benchmarks is considered “nonqualifier” and they are not eligible for institutional financial aid during the first academic year (Mondello, 2000).

The standards were once again updated in 1996 when the NCAA revised Proposition 48, which is now known as Proposition 16. This change took place in August 1996, and it strengthened Proposition 48 in two key ways. Proposition 16 established the first “sliding scale” in NCAA history, and it was based off of an edibility index that measured student athlete’s standardized test scores and GPA. Proposition 16 stated,

If a student has a GPA of 2.5, they must have a minimum SAT score of 820, if a student has a GPA of 2.4, they must have a minimum SAT score of 860, if a student has a GPA of 2.3, they must have a minimum SAT score of 900, if a student has a GPA of 2.2, they must have a minimum SAT score of 940, if a student has a GPA of 2.1, they must have a minimum SAT score of 970, and if a student has a GPA of 2.0, they must have a minimum SAT score of 1010.

(Mondello, 2000, p. 137)

Another reform began in 2005, when the NCAA enforced an Academic Progress Rate, better known as APR, that “measured academic performance for all sports teams term-by-term; created penalties for teams that do not meet APR benchmarks; and established the Graduation Success Rate, which measures graduation rates” (Hosick & Sproull, 2012, p. 32).

Over the past 40 plus years, the NCAA has increased its eligibility standards and that placed a significant burden on a student athlete who may struggle inside the classroom. However, “the NCAA’s “General Principles” exhibit a strong desire to balance athletics and academics, with a preference to academics” (Kendra, 2005, p. 28). The NCAA has set these academic standards so a student can remain an “amateur” that experiences positive educational and athletic experiences in a higher education setting.

The Community College Student-Athlete

There are many reasons students choose to attend a community college after they graduate high school, which can include academic and financial reasons. According to the American Association of Community Colleges (AACC), they have a commitment to their respected students based on six core values, which are, integrity, excellence, leadership, diversity, commitment, and connectedness (Juszkiewicz, 2015). According to the American Association of Community Colleges (2015), most community colleges have a commitment to serve all segments of society through an open-access admissions policy while providing a comprehensive educational program in a higher education setting that promotes lifelong learning. Community college is a great option for student

athlete who may not meet the NCAA Clearing House Eligibility standards because they can compete at the “next level” without postponing their academic careers.

Although there are many positive benefits of attending community college such as, money, academic flexibility, and transfer agreements (Mitchell, 2015), there are also many risks involved in enrolling in a 2-year school. One of the largest criticisms of community college is the retention rate of students. According Ma (2016), 25% of full-time undergraduate students attend community colleges and only 15.1% of students who began community college in 2009 successfully completed a degree at a four-year institution within six years. Another criticism of a community college education is the number of students who transfer to a four-year institution; according to Jenkins and Fink (2016), 81% of students who enroll in community college say they want to earn a bachelor’s degree or higher, but only 33% of these students transfer to a four-year school within six years. Researchers have responded to these poor retention rates with community college students by studying the underlying problem with this student population. Studies have shown that “providing peer mentors and service-learning projects can help remedial students stay the course” (Mangan, 2015, p. 1). Many community college students are placed in remedial classes such as reading, writing, and math because they tested low on those subjects on either a standardized test or a placement test. In response, these students become flustered with the fact they are paying for classes that are not providing them college credit and that discourages them and often leads to dropping out (Mangan, 2015). Mangan created a solution for these struggling students by focusing on community service with a Peer Mentor. This approach occurred

during the first few weeks of the semester, and the students, mentors, and instructors participate in a service-learning project that is connected to academic coursework. As a result of this mentor/mentee relationship, retention rates of participating students improved to 32% compared to the 26% of students who did not participate (Mangan, 2015).

Another concern for student athletes who attend community college is the academic support they receive regarding their transfer eligibility status. The level of knowledge that student athletes, coaches, academic advisors, and administrators have on NCAA transfer rules is essential for a student athlete's competitive future. The NCAA implemented a 40/60/80% Rule, which requires that student athlete must have completed 40% of degree requirements before entering the third year of full time enrollment in order to compete athletically at the Division I level (NCAA, 2016). This rule was originally designed to increase retention and graduation rates of NCAA Division I student athletes. However, the passing of the 40/60/80% Rule greatly impacts a community college student athlete's transferability because a student athlete must have completed 40% of his or her degree requirements upon entering the third year of full-time enrollment at a Division I institution. In order to prevent these transferability issues from occurring, "advisors can provide programs to incoming underprepared student athletes to help them understand academics and their transferability to four-year institutions" (Smith, 2009, p. 65).

Student Athletes and Academic Success

Each academic year, over seven million boys and girls participate in at least one high school sport; however, only a small percentage of these student athletes make the

transition to college athletics (NFSHA, 2013). Community college not only gives student athletes the opportunity to play at the next level, it can also give them opportunities to attend college. Coaches and administrators focus heavily on both a student athlete's academic performance and their athletic performance in any higher education institution because the student must maintain the minimum requirements in order to be considered eligible. The National Junior College Athletic Association (NJCAA), is an association of community college and junior college athletic departments throughout the United States. The NJCAA is responsible for dictating the rules of eligibility for each community college athlete. According to the NJCAA, a student athlete must be a full time student with 12 credits in order to participate in their respected sports. Also, in order to be eligible to participate, a student athlete who competes in any school under the NJCAA must maintain a certain GPA under specific standards. According to NJCAA (2016) standards, "a student athlete who is in his/her first full-time college term is deemed to have satisfied the academic progress eligibility requirement for their initial term of full-time enrollment or participation" (p. 5). If student athletes have already participated in a previous term in college enrollment, they must be registered in 12 credit hours while maintaining the minimum GPA of a 1.75. If a student has participated in two or more full-time semesters, "[he/she] must have passed 12 credit hours with a GPA of 2.00 or higher in the previous term of full-time enrollment" (NJCAA, 2016, p. 5). These standards are the minimum requirement for a student athlete to uphold in order to be eligible according to the NJCAA; however, many athletic departments will stress to an athlete that he/she must perform at a high level in the classroom. This mindset to perform

at a high level both on the court/playing field and in the classroom can add a significant amount of pressure and stress to a young adult.

The mission statement of the NJCAA (2016) is “to foster a national program of athletic participation in an environment that supports equitable opportunities consistent with the educational objectives of member colleges” (p. 1). The NJCAA has a list of core values and the highest priority is to promote academic and athletic excellence. Each community college athletic department is expected to meet specific expectations by the NJCAA that maximizes the student athlete experience academically and athletically by promoting and celebrating personal involvement and achievements. The term academic success is often used when discussing a student athlete’s performance inside the classroom. According to Avraham (1988), the academic success of a student is “usually predicted by past success, aptitude, and achievement” (p. 121). The term “academic success” can be explained as a student’s intended educational goals or aspirations (Floyd, 1988); however, it cannot be measured under one specific set of standards because every student has their own unique background and past experiences. Many community college student athletes have a different connotation for the term academic success because according to Horton (2009), “success is described as academic requirements necessary to continue athletic participation at the community college and being productive enough in the classroom and their sport to continue athletics at a four-year institution” (p. 19).

Student athletes have many reasons why they choose to attend community college and it is important for faculty, administrators, and coaches to make sure that the student’s time is used to enhance their academic experience and personal growth. According to

Horton (2009), students benefited when they “connected with faculty and the willingness of faculty [was able] to build relationships with students” (p. 22). Horton continues by explain that “opportunities for student-faculty relationships are increased in a learning environment with small class size, such as that provided by a community college” (Horton, 2009, p. 22). It is essential that faculty members at a community college capitalize on their small class room sizes because they can personally impact and motivate a student. There are four key components of student motivation and they are “academic self-efficacy, attributions, intrinsic motivation, and achievement goals; faculty members can have a direct impact on those four components for a student by the way they teach, motivate, and communicate with a student” (Linnenbrink & Pintrich, 2002, p. 313).

Administrators and coaches at community college are responsible for guiding the athletes to achieve both academic and athletic success; this becomes a conflict when a student athlete is not performing to the minimum expectations in athletics, academics, or both. Horton (2009) argues that student athlete’s success is not just up to the athletic offices because it takes “a village to raise a child” (p. 24). Coaches, administrators, and faculty are responsible for developing a successful student athlete and that means that they must fulfil their roles in making sure the student athlete is receiving strong support so they can successfully achieve academically and athletically. There are three parts that need to be accomplished in order to successfully merge academic and athletic support. The first aspect is to invest in athletic and academic staff because it ensures that all student athletes have the support and knowledgebase to achieve academic success. This is

especially important for student athletes who want to obtain their associate's degree or transfer into a 4-year school. The second part is that institutions are providing resources that can help guide and support student athletes, and these resources can include support programs such as counseling and tutoring. Lastly, faculty involvement in athletics can positively impact a student athlete's academic success because it provides the student with an additional feeling of support for academic and athletic success (Horton, 2009).

Student Involvement Theory

A student's involvement in college is essential for academic success. Involvement is the amount of time that a student invests into a program that promotes educational learning and personal development. In 1984, Astin created a theory on student involvement and defined student involvement as "the quantity and quality of the physical and psychological energy that students invest in the college experience" (p. 528). The quantity of a student's involvement can be measured by the amount of hours a student dedicates to that particular task or program, and the way a student comprehends and applies what was learned during that time can be measured qualitatively (Astin, 1984).

Astin's Student Involvement Theory (1984) is based on three elements which are, input, environment, and outcome. Input is described a student's background and demographics, environment represents the experiences a student would have during college, and outcome explains a student's characters, knowledge, belief, attitudes, and values after graduation and obtaining a degree. The second part of Astin's Student Involvement Theory (1984), is the five basic postulates about involvement which stated,

1. Involvement refers to the investment of physical and psychological energy in various objects. The objects may be highly generalized (the student experience) or highly specific (preparing for a chemistry examination). 2. Regardless of its object, involvement occurs along a continuum; that is, different students manifest different degrees of involvement in a given object, and the same student manifests different degrees of involvement in different objects at different times. 3. Involvement has both quantitative and qualitative features. The extent of a student's involvement in academic work, for instance, can be measured quantitatively (how many hours the student spends studying) and qualitatively (whether the student reviews and comprehends reading assignments or simply stares at the textbook and daydreams). 4. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program. 5. The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement. (p. 519)

According to Astin (1984), there is a correlation between “variables emphasized in these theories (subject matter, resources, and individualization of approach) and the learning outcomes desired by the student and the professor” (p. 522). There are many factors that impact a student's involvement and in order to have a successful outcome, the particular curriculum and the student must successfully collaborate together. A curriculum must be designed and implemented with intentions of providing students with a successful end goal; student must invest a sufficient amount energy and time in order to receive the full

benefits of that particular curriculum. Student involvement and student motivation are often two terms that are interchangeable because the word “motivation” refers to a student’s psychological state and how their behaviors influence their actions. Astin’s Student Involvement Theory (1984), focuses on the behavioral factor of students and how that specific student’s characters, knowledge, belief, attitudes, and values will influence their student development.

Student involvement on a college campus can occur through many different programs such as, resident life, academic programs, athletics, study-faculty interactions, and clubs. All of these programs can foster a student’s involvement in college and can be designed to create effective learning environments and resources for students. Astin (1984) found that students who were involved on their college campus had a greater amount of student learning and personal growth compared to students who were not involved. Students have the responsibility to demonstrate high levels of engagement and interaction in order to successfully fulfil their personal development. However, educators and administrators also play a significant role in a student’s success in involvement based on the effectiveness of existing educational policy or practice. Individuals who have authority in higher education communities must be dedicated to making sure that policies and practices are implemented with the intention of increasing student involvement.

Student Involvement Research

There is a significant amount of research conducted on the topic of involvement and many studies focus on how involvement can impact students’ academic success. Sharkness and DeAngelo (2011) found that, “One of the most widely studied areas in

higher education is student involvement. Involvement is a complex concept that encompasses the amount of both physical and psychological energy that a student invest in college” (p. 480). The term “involvement” relies on concepts of integration and engagement, and this is often reflected in research studies that focus on student involvement. Astin (1984) found that students’ environment has a significant impact on both their integration and engagement and this ultimately affected their level of involvement on a college campus. According to Astin (1984), “the theory of student involvement has its roots in a longitudinal study of college dropouts and the endeavored to identify factors in the student’s persistence in college” (p. 523). These findings are significant because it indicated that a student who experiences a positive environment with positive factors is likely to have a higher level of student involvement; however, a student who is in a negative environment with negative factors is much more likely to have a decreased level of involvement. A student’s behavior and perception has a significant influence on their development and social integration and that ultimately impacts their level of involvement (Astin, 1999). Berger and Milem (1984), conducted a study that focused on both the behavioral and perceptual components of a first-year college student and how those factors impacted their persistence and involvement. This study relied on seven sets of independent variables, which were, “(1) student background characteristics, (2) initial commitment, (3) midfall behavioral/involvement measures, (4) mid-fall perceptual measures, (5) mid-spring behavioral/involvement measures, (6) academic and social integration, and (7) subsequent commitment” (Berger & Milem, 1999, p. 646). Berger and Milem (1984), found that perceptions of peer and institutional

support significantly impacted a first-year student's likelihood of returning to that specific institution. Results also concluded that student's with high levels of involvement also had higher levels of academic success (Berger & Milem, 1999). Students' behaviors and perceptions of their college environment directly affect their academic and social integration, which ultimately determines their persistence or retention in higher education.

Students' involvement on a college campus has a significant impact on outcomes such as "cognitive gains, satisfaction, and retention" (Sharkness & DeAngelo, 2011, p. 481). Much of the research conducted on student involvement demonstrates the positive effects that involvement has on a student and these results have been offered in *The National Survey of Student Engagement* (NSSE), which collects information from first-year and senior students about the characteristics and quality of their undergraduate experience. Since the inception of the survey, more than 1,600 bachelor's-granting colleges and universities in the United States and Canada have used it to measure the extent to which students engage in effective educational practices that are empirically linked with learning, personal development, and other desired outcomes such as persistence, satisfaction, and graduation. The survey examines factors of involvement and engagement, which measure elements such as, students' academic challenges, students' interaction with faculty, and students' experiences (NSSE, 2016).

Symonds (2009) conducted a study using *The National Survey of Student Engagement* to examine the impact that athletics participation had on students' involvement on a college campus. The study used self-reporting data from athletes from

several different institutions and the survey focused on examining the student athlete's level of engagement. Symonds (2009) found that athletic participation impacted on student athletes' identity, learning, and developmental; it was also found that "athletics participation continues to provide an educational experience at least equivalent to, if not better than, the experience of non-athletes (p. 170).

Students' participation in organizations, such as athletics, can positively impact their developmental growth. Dugan (2011), suggests that involvement can shape student's educational experiences and this can positively impact their developmental growth in qualities such as leadership. Leadership is an extremely valuable characteristic to have in any professional field and involvement allows students to experience and develop leadership qualities. Dugan (2011) examined specific students from various organizations and clubs, and relied on research conducted by Kuh (1995), which focused on students' subgroups and linking their behaviors and characteristics that were associated with these groups to their patterns of involvement and educational outcomes. However, Dugan (2011), focused on determining which subgroup had the most impact on leadership development. Dugan (2011) found that athletes had an extremely high level of involvement and they reported to being "involved in an average of three types of group experiences" (p. 24). The high rate of involvement with student athletes indicated that they "demonstrate high degrees of influence as evidence by the strength of their association with high leadership scores" (Dugan, 2011, p. 29).

Athletes in higher education have often be perceived to be "less prepared, less motivated, and less intelligent than the general student population (Horton, 2009, p. 17).

Horton (2009) conducted a study that examined the academic success of athletes by collecting data from one-on-one interviews from community college student athletes. Horton (2009) found that student athletes' involvement in athletics did not negatively impact their level of impact on their academic studies. Student athletes reported to being "committed to their sport, team, and coaches [and that] increased their desire to stay eligible and maintain their academic studies" (Horton, 2009, p. 22). A college student's involvement in athletics provides them with motivation to achieve academic success in the classroom, because if they do not, they will be ineligible and unable to participate in their respective sport.

Iacovone (2007) conducted a study that focused student athlete's involvement by investigating their involvement on campus outside of athletics. The instrument for this study was mostly based on the *Ohio University Student Involvement Study* and the demographic data was used to examine if the student athletes had any significant relationships with involvement. Iacovone (2007) found that "there was a significant relationship between student athletes' academic performance, and the involvement activities such as, off campus part-time job, internship, field experience, relationship with other students, and relationship with faculty" (p. 54). This findings ultimately concluded that a student athlete's involvement on campus directly correlated with academic success.

Summary of the Literature Review

There are eligibility requirements for student athletes who compete at the college level, and they provide athletes with a specific academic standard in order to successfully compete. These academic standards have been implemented in athletics because institutions want to increase graduation rates and make sure that athletes are achieving

high levels of academic success. Some of the reforms that have impacted higher education include, Proposition 48, Proposition 16, and the Academic Progress Rate.

There are many factors that explain why students attend a community college after they graduate high school, which can include academic and financial reasons. Research has examined the poor retention rates of community college students and this is often a result of a lack of academic support and resources. It is essential for professionals who work in a community college environment to illustrate a high level of involvement and engagement with their students because it impacts their academic success. Student athletes must also receive support regarding their transfer eligibility status. Coaches, academic advisors, and administrators are responsible for providing student athletes with the current information and knowledge about how and what they need to transfer into a 4-year institution.

Coaches and administrators focus heavily on both a student athlete's academic performance and their athletic performance in any higher education institution because the student must maintain the minimum requirements in order to be considered eligible. Coaches, administrators, and faculty are responsible for developing a successful student athlete and that means that they must fulfil their roles in making sure the student athlete is receiving strong support so they can successfully achieve academically and athletically. The NJCAA is responsible for dictating the rules of eligibility for each community college athlete.

A student's involvement in college is essential for academic success. Involvement is the amount of time that a student invests into a program that promotes educational

learning and personal development. In 1984, Astin created a theory on student involvement and defined student involvement as “the quantity and quality of the physical and psychological energy that students invest in the college experience” (p. 528). The quantity of a student’s involvement can be measured by the amount of hours that a student dedicates to a particular task or program, and the way a student comprehends and applies what was learned during that time can be measured qualitatively.

There has been significant amount of research on the impact that involvement has on a student’s college experience, especially at 4-year colleges and universities. There is a gap in the knowledge base pertaining to community college students who compete as athletes and their involvement patterns. Thus, more research is needed to investigate the involvement patterns of community college athletes and the impact involvement has on their academic and personal development.

Chapter III

Methodology

Context of the Study

This study was conducted at Rowan College at Gloucester County, or RCGC. RCGC is a 2-year junior college that is located in Sewell, NJ. In 1960, the college was established by The Board of Chosen Freeholders when it was determined that the citizens of Gloucester County needed a community college to attend. In 1970, the college received its first official Middle States Accreditation. In 1990, the college began a \$5.2 million physical expansion project, which included the early childhood education center, health sciences building, technology center, physical education center housing the police academy, fitness center, and physical education and law enforcement programs. The most significant moment in RCGC's history was July 1, 2014, when formally known Gloucester County College changed its name to Rowan College at Gloucester County after forming a premier partnership with Rowan University (RCGC, 2016). Today, RCGC has more than 70 academic programs in allied health, business, humanities, mathematics, the sciences and technologies. Rowan College at Gloucester County offers students the opportunity to pursue a career, earn an associate degree or transfer to a four-year university. RCGC's mission statement is to create an academic environment that promotes excellence, supports the economic development of the community and seeks to enhance the community's quality of life through affordable, accessible programs and services in a safe and caring environment. RCGC has six core values that include, commitment to students, commitment to excellence in education, contribution to

community, commitment to access and diversity, commitment to faculty and staff, and to create a positive campus environment (RCGC, 2016).

The athletic program at RCGC is one of the most competitive ones in the United States and that is demonstrated by the national awards received for performances both on the field and in the classroom. Rowan College has a long list of excellence which includes, 300 All-Americans, 28 National Junior College Athletic Association (NJCAA) national team championships, 109 individual national championship titles, named one of the top 3 two-year college athletic programs in the United States for eight consecutive years by the National Alliance of Two-Year College Athletic Administrators (NATYCAA), and named top NJCAA athletic program in the U.S. in 2009-10, 2010-11, 2011-12, and 2012-13 by the National Alliance of Two-Year College Athletic Administrators (NATYCAA). The Rowan College Athletic Department sponsors a comprehensive 14-sport program for men and women. As a member of the National Junior College Athletic Association (NJCAA), RCGC competes in Region XIX and the Garden State Athletic Conference against other two-year colleges from New Jersey, New York, Pennsylvania, Delaware, and Maryland. The seven different women's programs include basketball, soccer, softball, volleyball, tennis, cross country, and track and field. The seven different men's programs include basketball, soccer, baseball, wrestling, tennis, cross country, and track and field.

Population and Sample Selection

The target subject population for this study was all student athletes at Rowan College at Gloucester County during the spring 2017 semester. The athletes participated

in one of six team sports offered by RCGC, including women's basketball, women's softball, men's baseball, men's basketball, men's wrestling, and men's tennis. These students were on one of the team rosters and were eligible to participate in any athletic competition mandated by the National Junior College Athletic Association (NJCAA) in the 2016-2017 academic year. For the spring 2017 semester, RCGC had approximately 95 student athletes who were eligible to complete a survey. This number represents 100% of all student athletes competing during the spring 2017 semester representing the following team membership: 11 student athletes from women's basketball, 12 student athletes from the women's softball team, 12 student athletes from the men's basketball team, 10 student athletes from the men's wrestling team, 40 student athletes from the men's baseball team, and 10 student athletes from the men's tennis team. These sport teams were picked because they are the only competing athletic teams during the spring 2017 semester (RCGC, 2016).

Instrumentation

This research study used a survey called *Student Athlete and Involvement Theory* (Appendix C) in order to accurately determine the impact of involvement on a student athlete's academic success and performance. This instrument was developed at the Ohio University and was used by Office of Institutional Research, Residence Life, and the Vice President for Student Affairs Office, and given to all first year students living in residence halls. In 2007, Iacovone used the Ohio University survey with student athletes from Rowan University, a NCAA Division III university located in Glassboro, NJ, to investigate the impact of student involvement on selected athletes. My survey focused on

student athlete's background information, their level of involvement, their attitudes about involvement, and their personal academic success. The survey asked questions about a student athlete's background, academic criteria, and their level of involvement throughout an academic year. The first area asked for information about a student athlete's background including, age, gender, academic class, specific sport played and academic performance at Rowan College at Gloucester County; also, the background section of the survey included questions related to the subject's cumulative grade point average (GPA) at Rowan College at Gloucester County to determine academic performance. These variables were used to determine if there was any relationship between a student athlete's levels of involvement based on their demographics.

The next area focused on involvement questions and they were divided into five sections. The first section asked the subjects about the amount of hours they participate each week to specific involvement activities throughout the academic year. The second section asked subjects how many times in a month they participated in the particular involvement activities throughout the academic year. The third section asked about the subjects' environment. The fourth section used a Likert scale to determine subject's relationship with other students and faculty members at Rowan College at Gloucester County. The scale had six ratings from 1 being unfriendly and unsupportive to 6 being friendly and supportive. The fifth section used a Likert scale that observed three areas of involvement: social, academic, and campus atmosphere. There were two rating variables, which were, importance and satisfaction. Each variable was rated using a scale that ranged 1-5, 1 being very important and 5 being not at all important. A Chronbach Alpha

coefficient tool in SPSS was calculated for this survey to measure reliability. The Likert scale items inquiring about RCGC student athlete's attitudes about importance with social involvement, academic involvement, and campus atmosphere yielded a score of .833. The Likert scale items inquiring about RCGC student athlete's attitudes about satisfaction with social involvement, academic involvement, and campus atmosphere and yielded a score of .955. Alpha coefficients with a value of .70 and above indicate internal consistency and a reliable instrument. Overall, all Likert scale items returned coefficients above .70, thus the instrument appears to be consistent and reliable.

Pilot Testing

To help ensure face validity and gauge reliability, the instrument was administered to three Rowan College student athletes who participated on the RCGC women's basketball team. The participants were asked to answer the survey in a truthful and honest manner in order to properly assess content and design. All three participants were current student athletes at Rowan College for the 2016-2017 season and were able to interpret whether the instrument was easy to follow and clear to understand. The participants reported no problems in any area of the survey.

Data Collection

In order to ensure the rights of each subject, an Institutional Review Board (IRB) application (Appendix A) was submitted on February 23, 2017. The application included permission to reproduce the survey instrument (Appendix B) and a copy of the recruitment letter and student athlete survey (Appendix C). The application was approved by the IRB on March 22, 2017.

Following approval from the Institutional Review Board of Rowan University (Appendix A), coaches from all six intercollegiate athletic teams at Rowan College at Gloucester County were contacted. First, coaches were asked if they were willing to have their student athletes participate in this research study and all six gave their consent. Next, each coach was asked to distribute the surveys to members of their athletic teams and asked to return the surveys to me. The assistant athletic director and student athlete academic advisor was also contacted to assist me in locating the subjects. The subjects were given a recruitment letter (Appendix C) which proceeded to the survey (Appendix C) on the next page. All subjects involved in the study were informed about the purpose of the study and its use for my master's degree requirements. The surveys could either be returned to me by the coaches after completion or to their respective coach. The surveys could also be returned by placing them in the mail box of the Athletic Director of Rowan College at Gloucester County, located in the athletic department in the Physical Education Center. All subjects who participated the survey agreed on a voluntary basis and were told that no personal information would be collected in order to ensure anonymity.

Data Analysis

The computer software program, Statistical Package for the Social Sciences (SPSS) was used to analyze the student athletes attitudes based on their responses to their background information, involvement information, and attitude information. For this study, descriptive statistics were calculated including frequencies, percentages, means, and standard deviations to address research questions one, two, and three.

A Pearson product-moment correlation was used for research question four to calculate and determine any significant relationships between the demographic factors of age, gender, academic class, specific sport played, academic performance, and student athlete's level of involvement at Rowan College at Gloucester County.

Chapter IV

Findings

Profile of the Sample

The subjects in the study were student athletes who participated in one of the six intercollegiate sports team during the spring 2017 semester at Rowan College at Gloucester County, in Sewell, New Jersey. The subjects in the study were recruited through convenience sampling. Convenience sampling is a selection process based on both the availability and willingness of the participant. For the purpose of the study, 95 surveys were distributed and 67 were returned, based on the availability and cooperation of the participants for a response rate of 71%.

Tables 4.1 contains demographic data including, age, gender, academic class, intercollegiate sport participated in, and cumulative grade point average range. The student type was 100% student-athletes. The student athlete's ages varied from 18 to 22, and 63% were between the ages of 19 and 20. The majority of student athletes surveyed were male at 67%. Of the student athletes surveyed, 54% were freshmen and 46% were sophomores. Baseball had the highest participation rate with 24 baseball players completing the survey (36%). The student athlete's GPA ranges were between a 4.0 and a 2.0, and the greatest numbers of subjects were between the GPA ranges of 4.0 to 3.7 at 28%.

Table 4.1

Demographics of Sample (N= 67)

<i>Variable</i>		<i>f</i>	<i>%</i>
Student Type	Student Athlete		
Age	18 & under	14	21
	19 to 20	42	62
	21 to 22	11	16
	23 & older	0	0
Gender	Male	45	67
	Female	22	33
Academic Class	Freshman	36	54
	Sophomore	31	46
Intercollegiate Sport	Baseball	24	36
	Softball	12	18
	Men's Basketball	6	9
	Women's Basketball	10	15
	Men's Tennis	10	15
	Wrestling	5	7
Cumulative Grade Point Average	4.0 to 3.7	19	28
	3.6 to 3.4	14	21
	3.3 to 3.0	10	15
	2.9 to 2.7	12	18
	2.6 to 2.4	8	12
	2.3 to 2.0	4	6
	1.9 to 1.7	0	0
	1.6 to 1.4	0	0
	1.3 & below	0	0

Analysis of the Data

Research question 1. How involved and what activities are selected student athletes involved in at RCGC?

In this section of the survey, 17 activity categories were used to assess the involvement experiences of student athletes at Rowan College at Gloucester County. The subjects were asked to check “yes” if the involvement experience applied to them and then they were asked to estimate how many hours per week are spent on that respective activity.

Table 4.2 represents the responses from student athletes who participated in individual involvement activities and how many hours a week were spent participating in those activities. The table also looks at the average amount of time the student athletes spent participating in each of the involvement activities. The activities in which the most student athletes participated in at Rowan College at Gloucester County were off-campus jobs with 34 subjects and 23% worked at an average of 16 hours per week. On-campus jobs were also had one of the most responses with 19 subjects and 52% disclosed to working an average of 7 hours per week. Activities with low participation rates were, volunteer programs with 11, internships with 8, professional clubs with 7, religious organizations with 4, leadership programs with 2, and campus committees with 2. It was also noted that 8 of the 17 involvement activities received a zero response rate and they are, Greek life, intermural athletics, student government, honors society, performance clubs, residence halls, study abroad programs, EOF/MAP program, and science clubs.

Table 4.2

<i>Hours a Week Participating in Involvement Activities</i>			
<i>Variable</i>	<i>hrs</i>	<i>f</i>	<i>%</i>
Hours a week spent in off-campus job	5	8	23
	7	3	9
	10	3	9
	12	7	21
	15	8	23
	16	2	6
	20	3	9
Hours a week spent in on-campus job	5	2	11
	7	10	52
	8	3	15
	9	2	11
	9.50	2	11
Hours a week spent in volunteer services	1	8	73
	2	1	9
	3	2	18
Hours a week spent in professional clubs	1	4	57
	1.50	2	29
	2	1	14
Hours a week spent in at an internship	5	2	25
	8	1	13
	7	3	37
	10	2	25
Hours a week spent in religious organization	1	2	50
	2	2	50
Hours a week spent in leadership programs	1	1	50
	2	1	50

Table 4.2 (continued)

<i>Variable</i>	<i>hrs</i>	<i>f</i>	<i>%</i>
Hours a week spent in campus committees	2	1	50
	3	1	50
Hours a week spent in Greek life	0		
Hours a week spent in intermural athletics	0		
Hours a week spent in student government	0		
Hours a week spent in honor society	0		
Hours a week spent in performance clubs	0		
Hours a week spent in resistance hall activities	0		
Hours a week spent in study abroad program	0		
Hours a week spent in EOF/MAP Program	0		

Table 4.3 provides information that looks at how many student athletes from RCGC participated in individual involvement activities. Also, student athletes were asked to indicate how many times a month they spent participating in those activities. According to responses, the activity that student athletes participated in the most were “times a month spent participating in physical activities” with 55 subjects and 27% reported to participating in physical activity at least 25 times per month. The activity with the least amount of participation was “times a month spent attending an art exhibit, gallery, play, or dance” with only 5 subjects and an average participation time of 1.8 hours per month.

Table 4.3

Times a Month Participating in Involvement Activities

<i>Variable</i>	<i>hrs</i>	<i>f</i>	<i>%</i>
Times a month spent participating in physical activities.	20	8	15
	21	3	6
	22	9	16
	24	11	20
	25	15	27
	30	9	16
Times a month spent discussing grades or assignments with an instructor.	1	8	16
	2	12	25
	3	3	6
	4	13	27
	5	3	6
	6	5	10
	8	5	10
Times a month spent working with classmates outside of class.	1	7	26
	2	14	52
	3	3	11
	4	3	11
Times a month spent discussing ideas with faculty members.	4	5	21
	5	4	17
	7	3	12
	8	2	8
	9	4	17
Times a month spent participating in religious or spiritual activities	10	6	25
	2	5	42
	3	2	16
	4	5	42

Table 4.3 (continued)

<i>Variable</i>	<i>hrs</i>	<i>f</i>	<i>%</i>
Times a month spent participating in community-based projects	1	3	27
	2	5	46
	3	3	27
Times a month spent tutoring or teaching other students.	2	1	14
	3	1	14
	4	5	72
Times a month spent attend an art exhibit, gallery, play, or dance.	1	2	40
	2	2	40
	3	1	20

Research question 2. What are student athletes' attitudes regarding the level of importance given to social involvement, academic involvement, and the campus environment at RCGC?

Tables 4.4 through 4.6 provide information regarding research question 2. Tables 4.4 through 4.10 focuses on three specific categories of involvement, which are, social involvement, academic involvement, and the campus environment at RCGC. These variables are measured using frequency and percentages in five possible answer categories, which are, very important, somewhat important, neutral, somewhat not important, and not important at all. Each table highlights the mean and standard deviation of each variable and they are arranged from most to least positive using the mean scores.

Table 4.4 examines student's attitudes about the important of social involvement. Selected RCGC student athlete's responded that they felt that the most important social involvement activity was "establishing personal relationships with peers" with a mean score of 2.64. According to selected RCGC student athletes, the least important social involvement activity was "getting involved in campus activities" with a score of 3.51.

Table 4.4

Attitudes about the Importance of Social Involvement (N=67)
(Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Not Important=4, Not At All Important=5)

Variable	Very Important		Somewhat Important		Neutral		Somewhat Not Important		Not At All Important	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Establishing personal relationships with peers <i>M</i> =2.64 <i>SD</i> =1.23	15	22	15	22	22	33	9	13	6	9
Having a job while enrolled <i>M</i> =2.67 <i>SD</i> =1.43	18	27	17	25	10	15	12	18	10	15
Interacting with students of different races or cultures <i>M</i> =3.13 <i>SD</i> =1.39	12	18	10	15	16	24	15	22	14	21
Getting involved in student organizations <i>M</i> =3.18 <i>SD</i> =1.32	9	13	10	15	24	36	8	12	16	24

Table 4.4 (continued)

Variable	Very Important		Somewhat Important		Neutral		Somewhat Not Important		Not At All Important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Getting involved in religious activities <i>M</i> =3.20 <i>SD</i> =1.41	12	18	8	12	17	25	14	21	16	24
Attending cultural events on campus <i>M</i> =3.42 <i>SD</i> =1.36	7	11	12	18	14	21	14	21	20	30
Getting involved in campus activities <i>M</i> =3.51 <i>SD</i> =1.54	5	7	11	16	21	31	16	24	14	21

Table 4.5 examines selected RCGC student athlete’s attitudes about the importance of academic involvement. According to the participant’s responses, “faculty availability outside of class” was the most important activity of academic involvement with a mean score of 2.31. Selected RCGC student athletes responded that the least important activity in academic involvement was “faculty availability outside of class” with a score of 2.63.

Table 4.5

Attitudes about the Importance of Academic Involvement (N=67)
(Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Not Important=4, Not At All Important=5)

Variable	Very Important		Somewhat Important		Neutral		Somewhat Not Important		Not At All Important	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Academic Advising <i>M</i> =2.31 <i>SD</i> =1.05	17	25	21	31	23	34	3	5	3	5
Social contact with faculty <i>M</i> =2.56 <i>SD</i> =1.26	16	24	17	25	22	33	4	6	8	12

Table 4.5 (continued)

Variable	Very Important		Somewhat Important		Neutral		Somewhat Not Important		Not At All Important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
	Faculty availability outside of class <i>M</i> =2.63 <i>SD</i> =1.28	14	21	20	30	19	28	5	7	9

Table 4.6 examines RCGC student athlete’s attitudes about the important of campus atmosphere. According to responses, RCGC student athletes felt that having an “adequate social atmosphere” was the most important aspect of campus atmosphere with a score of 2.28. Selected student athletes responded that “fitting into campus community” was the least important aspect of RCGC’s campus atmosphere with a score of 2.54.

Table 4.6

Attitudes about the Importance of Campus Atmosphere (N=67)

(Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Not Important=4, Not At All Important=5)

Variable	Very Important		Somewhat Important		Neutral		Somewhat Not Important		Not At All Important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Adequate social atmosphere <i>M</i> =2.28 <i>SD</i> =1.11	22	33	13	19	26	39	3	4	3	4
Adequate academic atmosphere <i>M</i> =2.34 <i>SD</i> =1.27	23	34	14	21	21	31	2	3	7	11
Adequate personal security <i>M</i> =2.36 <i>SD</i> =1.29	23	34	14	21	20	30	3	4	7	11
Adequate physical environment <i>M</i> =2.37 <i>SD</i> =1.25	22	33	13	19	24	36	1	2	7	11

Table 4.6 (continued)

Variable	Very Important		Somewhat Important		Neutral		Somewhat Not Important		Not At All Important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Fitting into campus community <i>M</i> =2.54 <i>SD</i> =1.09	12	18	21	31	25	37	4	6	5	7

Research question 3. What are student athletes' satisfaction levels regarding social involvement, academic involvement, and the campus environment at RCGC?

Tables 4.7 through 4.9 provide information to answer research question 3. Tables 4.7 through 4.9 focuses on three specific categories of involvement, which are, social involvement, academic involvement, and the campus environment at RCGC. These variables are measured using frequency and percentages in five possible answer categories, which are, very important, somewhat important, neutral, somewhat not important, and not important at all.

Table 4.7 examines the attitudes about the satisfaction of social involvement at RCGC. Selected student athletes at RCGC responded that the most satisfying aspect of social involvement was "attending cultural events on campus" with a mean score of 2.81. According to selected student athletes, the least satisfying aspect of social involvement was "getting involved in religious activities" with a score of 3.67.

Table 4.7

Attitudes about the Satisfaction of Social Involvement (N=67)

(Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Not Important=4, Not At All Important=5)

Variable	Very Important		Somewhat Important		Neutral		Somewhat Not Important		Not At All Important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Attending cultural events on campus <i>M</i> =2.81 <i>SD</i> =1.12	7	11	21	31	19	29	15	22	5	7
Getting involved in student organizations <i>M</i> =2.87 <i>SD</i> =1.07	6	9	21	31	20	30	16	23	4	6
Having a job while enrolled <i>M</i> =2.85 <i>SD</i> =1.10	12	18	7	11	30	45	15	22	3	5
Getting involved in campus activities <i>M</i> =3.07 <i>SD</i> =1.00	6	9	9	13	30	45	18	27	4	6
Establishing personal relationships with peers <i>M</i> =3.15 <i>SD</i> =1.09	5	7	11	16	29	43	13	19	9	13

Table 4.7 (continued)

Variable	Very Important		Somewhat Important		Neutral		Somewhat Not Important		Not At All Important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Interacting with students of different races or cultures <i>M</i> =3.19 <i>SD</i> =1.14	6	9	10	15	26	38	15	22	10	15
Getting involved in religious activities <i>M</i> =3.67 <i>SD</i> =0.99	1	2	4	6	28	42	16	23	18	27

Table 4.8 examines the attitudes about the satisfaction of academic involvement at RCGC. Selected student athletes at RCGC responded that the most satisfying aspect of academic involvement was “academic advising” with a mean score of 2.29. According to selected student athletes, the least satisfying aspect of social involvement was “faculty availability outside of class” with a score of 3.39.

Table 4.8

Attitudes about the Satisfaction of Academic Involvement (N=67)
(Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Not Important=4, Not At All Important=5)

Variable	Very Important		Somewhat Important		Neutral		Somewhat Not Important		Not At All Important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Academic Advising <i>M</i> =2.29 <i>SD</i> =1.22	10	15	12	18	23	34	14	21	8	12
Social contact with faculty <i>M</i> =3.16 <i>SD</i> =1.20	8	12	10	15	21	31	19	28	9	13
Faculty availability outside of class <i>M</i> =3.39 <i>SD</i> =1.10	3	5	11	16	22	33	19	28	12	18

Table 4.9 examines the attitudes about the satisfaction of campus atmosphere at RCGC. Selected student athletes responded that the most satisfying aspect of RCGC’s campus atmosphere was “fitting into campus community” with a mean score of 2.45. According to selected student athletes, the least satisfying aspect of RCGC’s campus atmosphere was “adequate physical atmosphere” with a score of 3.09.

Table 4.9

Attitudes about the Satisfaction of Campus Atmosphere (N=67)
(Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Not Important=4, Not At All Important=5)

Variable	Very Important		Somewhat Important		Neutral		Somewhat Not Important		Not At All Important	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Fitting into campus community <i>M</i> =2.45 <i>SD</i> =1.19	15	22	21	31	21	31	6	9	4	6
Adequate social atmosphere <i>M</i> =2.70 <i>SD</i> =1.02	5	7	12	18	32	48	8	12	10	15
Adequate academic atmosphere <i>M</i> =2.85 <i>SD</i> =1.45	7	11	21	31	21	31	11	16	7	11

Table 4.9 (continued)

Variable	Very Important		Somewhat Important		Neutral		Somewhat Not Important		Not At All Important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Adequate personal security <i>M</i> =2.88 <i>SD</i> =1.02	7	11	14	21	30	45	12	18	4	6
Adequate physical environment <i>M</i> =3.09 <i>SD</i> =1.10	12	18	20	30	24	36	5	7	6	9

Research question 4. Is there a significant relationship between the demographic variable of age, gender, academic class, specific sport played, and academic performance at RCGC?

Tables 4.10 through 4.14 provide information regarding research question 4. Tables 4.10 through 4.14 focus on the relationship between selected RCGC student athletes' demographics of their age, gender, academic class, specific sport played, and academic performance. Table 4.14 shows the significant relationship between a student athlete's age and their level of involvement.

Table 4.10 shows a moderate correlation between the student athlete's age and the hours that respective student athlete spends working at an off-campus job ($r = .488$, $p = .008$) at a $p < .01$ level. There is a moderate relationship between the student athlete's age and the hours that respective student athlete spent working at an on-campus job ($r = .557$, $p = .013$) at a $p < .05$ level. Also, a moderate correlation was found between the student athlete's age and the times a month that student spent discussing ideas with a faculty member ($r = .540$, $p = .006$) at a $p < .05$ level.

Table 4.10

Significant Correlation about Age and Involvement of Student Athlete Survey Subjects

	<i>r coefficient</i>	<i>p-level</i>
Hours a week you spend at an off- campus job <i>N</i> =34	.488**	.008
Hours a week you spend at an on-campus job <i>N</i> =19	.557*	.013
Times a month spent discussing ideas with faculty members. <i>N</i> =24	.540*	.006

* Correlation is significant at the 0.05 level (2 tailed)

** Correlation is significant at 0.01 level (2 tailed)

Table 4.11 shows the significant relationship between a student athlete's gender and their level of involvement. Table 4.11 looks at a very strong relationship between the student athlete's gender and the times a month they spent tutoring or teaching other students ($r = .881, p = .009$) with a $p < .05$ level. The table also shows a strong relationship between the student athlete's gender and the times a month they spent participating in religious or spiritual activities ($r = .775, p = .003$) with a $p < .01$ level.

Table 4.11

<i>Significant Correlation about Gender and Involvement of Student Athlete Survey Subjects</i>		
	<i>r coefficient</i>	<i>p-level</i>
Times a month you spend tutoring or teaching other students <i>N=7</i>	.881*	.009
Times a month you spend participating in religious or spiritual activities <i>N=12</i>	.775**	.003

* Correlation is significant at the 0.05 level (2 tailed)

** Correlation is significant at 0.01 level (2 tailed)

Table 4.12 shows a very relationship between a student athlete’s academic class and their level of involvement. Table 4.16 looks at a very strong relationship between the student athlete’s academic class and the hours a week they spent in a professional club ($r = .905, p = .005$) at a $p < .01$ level. Also, there was a very strong correlation found between student athlete’s academic class and the hours a week they spent tutoring or teaching other students ($r = .842, p = .018$) at a $p < .05$ level.

Table 4.12

Significant Correlation about Academic Class and Involvement of Student Athlete Survey Subjects

	<i>r coefficient</i>	<i>p-level</i>
Hours a week you spend in a professional club <i>N=7</i>	.905**	.005
Times a month you spend tutoring or teaching other students <i>N=7</i>	.842*	.018

* Correlation is significant at the 0.05 level (2 tailed)

** Correlation is significant at 0.01 level (2 tailed)

Table 4.13 shows the significant relationship between a student athlete's intercollegiate sport and their level of involvement. Table 4.13 looks at a very strong relationship between a student athlete's intercollegiate sport and the hours a week they spent in a professional club ($r=.806$, $p=.029$) at a $p < .05$ level. Also, there was a strong correlation found between student athlete's academic class and the hours they spent at an internship ($r= .765$, $p= .027$) at a $p < .05$ level.

Table 4.13

Significant Correlation about Intercollegiate Sport and Involvement of Student Athlete Survey Subjects

	<i>r coefficient</i>	<i>p-level</i>
Hours a week you spend in a professional club <i>N=7</i>	.806*	.029
Hours a week spent in at an internship <i>N=8</i>	.765*	.027

* Correlation is significant at the 0.05 level (2 tailed)

Table 4.14 shows the significant relationship between a student athlete's cumulative grade point average and their level of involvement. Table 4.14 looks at weak correlation between the student athlete's cumulative grade point average and their relationship with other students at RCGC ($r = -.312, p = .010$) at a $p < .05$ level. The table also shows a weak correlation between the student athlete's cumulative grade point average and their relationship with faculty at RCGC ($r = -.362, p = .003$) at a $p < .01$ level. There was a weak correlation found between the student athlete's cumulative grade point average and the hours a week they spent at an off campus job ($r = .379, p = .028$) at a $p < .05$ level. Lastly, there was a moderate relationship found between the student athlete's cumulative grade point average and the hours a week they spent at an on-campus job ($r = .519, p = .023$) at a $p < .05$ level.

Table 4.14

Significant Correlation about Cumulative Grade Point and Involvement of Student Athlete Survey Subjects

	<i>r coefficient</i>	<i>p-level</i>
Your relationship with other students at RCGC <i>N=67</i>	-.312*	.010
Your relationship with faculty at RCGC <i>N=67</i>	-.362**	.003
Hours a week you spend at an off-campus job <i>N=34</i>	.379*	.028

Table 4.14 (continued)

	<i>r coefficient</i>	<i>p-level</i>
Hours a week you spend at an on-campus job <i>N</i> =19	.519*	.023

* Correlation is significant at the 0.05 level (2 tailed)

** Correlation is significant at 0.01 level (2 tailed)

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

This research study investigated the involvement patterns of selected student athletes at Rowan College at Gloucester County. The study was also designed to examine whether specific demographic aspects of a student athlete, such as, age, gender, academic class, specific sport played, and cumulative grade point average had any impact on their level of involvement and academic success. The subjects in this study were 67 student athletes from Rowan College at Gloucester County who were who were actively competing during the spring 2017 semester.

The researcher developed a survey based on the *Ohio University Student Involvement Study*. The survey provided specific demographic and background information, such as, age, gender, academic class, specific sport played, and cumulative grade point average. The survey was divided into five sections that examined, involvement information, involvement experiences, living situation, relationship with students and faculty, and the importance and satisfaction level student athlete's had on social involvement, academic involvement, and campus atmosphere.

The computer software program, Statistical Package for the Social Sciences (SPSS), was used to efficiently and accurately analyze the student athletes surveys based on their responses regarding attitudes towards involvement and campus atmosphere at RCGC. SPSS was also used to analyze the data and determine whether there were

significant correlations between demographic variables and student athlete's involvement on RCGC's campus.

Discussion of Findings

Research question 1. How involved and what activities are selected student athletes involved in at RCGC?

The findings show how many student athletes participated in individual involvement activities at Rowan College at Gloucester County. If a student athlete participated in a specific involvement activity, he/she was asked to check "yes" and input an average of how many hours a week they thought they spent on that activity. Out of the 17 involvement activities stated in the survey, there were eight activities that had no participation reported. These activities included, Greek life, intermural athletics, student government, honors society, performance clubs, residence hall activities, study abroad programs, and EOF/MAP programs. Findings suggest that student athletes at RCGC participate in working off campus jobs with both the most participation reported at 34 student athletes and the highest hours spent a week with an average of 14.2 hours a week. Hours spent working an on-campus job was the second most reported activity by 19 student athletes and it had the second highest hours spent a week at 7.84 hours a week.

The findings of no responses to Greek life, residence hall activities, study abroad programs, and EOF/MAP programs were not surprising considering the lack of resources that Rowan College at Gloucester County can actually provide to those respective activities. Also, the findings regarding student athletes at RCGC spent the most hours a week working both on and off campus jobs was expected. These findings are consistent

with research conducted by Mitchell (2015), that found both money, job flexibility, and academic flexibility are key reasons students choose to attend community colleges. It is understood that many students who attend a 2-year college will hold some type of on or off campus job, even if they are a student athlete.

Research question 2. What are student athletes' attitudes regarding the level of importance given to social involvement, academic involvement, and the campus environment at RCGC?

According to the findings, attitudes about campus atmosphere was the most important with an average mean of 2.38. Attitudes about academic involvement and social involvement were less important to RCGC student athletes with mean scores of 2.50 and 3.11 respectively. According to the student athlete's responses, the most important social involvement activity was "establishing personal relationships with peers" with a score of 2.64. The student athlete's believed that the most important academic involvement activity was "academic advising" with a score of 2.31. The student athletes believed that the most important aspect was having an "adequate social atmosphere" with a score of 2.28. The findings regarding student athlete's social involvement and campus atmosphere at RCGC were consistent with Astin's research. Astin (1984) found that students' environment has a significant impact on both their integration and engagement and this ultimately affected their level of involvement on a college campus. According to Astin (1984), "the theory of student involvement has its roots in a longitudinal study of college dropouts and the endeavor to identify factors in the student's persistence in college" (p. 523). These findings are significant because it indicated that a student who

experiences a positive environment with positive factors is likely to have a high level of student involvement; however, a student who is in a negative environment with negative factors is much more likely to have a decreased level of involvement. Also, the findings regarding student athlete's attitudes of importance is consistent with Mangan's (2015) research, which examined how mentorships provide positive support for students.

Research question 3. What are student athlete's satisfaction levels regarding social involvement, academic involvement, and the campus environment at RCGC?

The findings suggest that student athletes' attitudes about the satisfaction of campus atmosphere was the most important to them with a mean score of 2.66. The mean scores for the satisfaction of academic and social involvement were 2.95 and 3.09. Selected student athletes at RCGC responded that the most satisfying aspect of social involvement was "attending cultural events on campus" with a score of 2.81. The student athletes reported that the most satisfying aspect of academic involvement was "academic advising" with a score of 2.29. The selected student athletes responded that the most satisfying aspect of RCGC's campus atmosphere was "fitting into campus community" with a score of 2.45. The satisfaction of campus atmosphere can be supported by Astin (1984). Astin's findings are significant because they indicated that a student who experiences a positive environment with positive factors is likely to have a high level of student involvement; however, a student who is in a negative environment with negative factors is much more likely to have a decreased level of involvement.

Research question 4. Is there a significant relationship between the demographic variable of age, gender, academic class, specific sport played, and academic performance at RCGC?

According to findings, several significant correlations were calculated between student athletes' cumulative grade point average and their level of involvement. There was a significant relationship between a student athlete's cumulative grade point average and their level of involvement. There is a significant relationship between student athletes' cumulative grade point average and their relationship with other students at RCGC. There is also a significant relationship between student athletes' cumulative grade point average and their relationship with faculty at RCGC. There was a significant correlation found between student athletes' cumulative grade point average and the hours a week they spent at an off-campus job. Also, a positive correlation was found between student athletes' cumulative grade point average and the hours a week they spent at an on-campus job. The findings suggest that a student athletes' academic performance has a direct correlation with their involvement level at Rowan College at Gloucester County. The findings also suggest that a student athletes' relationship with other students and faculty member has a direct impact on their overall grade point average.

The findings are supported by Astin (1984) who found that students who were involved on their college campus had a greater amount of student learning and personal growth compared to students who were not involved. Also, Horton (2005), found that faculty involvement can positively impact a student athlete's academic success because it provides the student with an additional feeling of support for their academic and athletic

success. Horton's (2005) research directly supports the significant relationship between the student athlete's cumulative grade point average and their relationship with faculty at RCGC.

Conclusions

The data from the study suggest three conclusions. First, the study showed that student athletes are involved in a moderate amount of on campus activities outside of athletics. Findings concluded that out of the 17 involvement activities stated in the survey, there were eight activities that had no participation reported. These activities included, Greek life, intermural athletics, student government, honors society, performance clubs, residence hall activities, study abroad programs, and EOF/MAP programs. However, as I began to analyze my research, many of these different programs and clubs were not provided on RCGC's campus and there was simply no access for student athletes to obtain these activities. Despite the fact that eight activities received no participation reported, the findings did show that student athletes had some level of involvement on their college campus that was outside of their sport or the athletics department.

Secondly, the findings showed that student athletes did not have very strong attitudes towards the importance and satisfaction regarding their social involvement, academic involvement, and campus atmosphere on RCGC's campus. However, attitudes regarding the importance of their social involvement, academic involvement, and campus atmosphere had a lower average than regarding the satisfaction of their social involvement, academic involvement, and campus atmosphere. The attitudes of

importance had an average score of 2.68 and satisfaction had an average score of 3.02. This is interesting because it suggests that student athletes are moderately satisfied with their social involvement, academic involvement, and campus atmosphere even though it is not ranked highly important to them.

Thirdly, the findings that showed that there is a significant relationship between student athletes' cumulative grade point averages and specific involvement activities. There is a significant relationship between the student athlete's cumulative grade point average and their relationship with other students, their relationship with faculty members and, having an off campus job. These findings show that a student athletes' academic performance has a direct correlation with their involvement level. The findings also suggest that a student athletes' relationship with other students and faculty member has a direct impact on their overall grade point average. The findings also indicated that there was at least one correlation between the student athlete's demographic information, such as, their age, gender, academic class, specific sport played, and cumulative grade point average, and their level of involvement.

Recommendations for Practice

Based upon the findings and conclusions of the researcher, the following suggestions are presented:

1. Two-year institutions should develop student athletes' interest on extracurricular activity and social involvement.

2. Two-year institutions should improve student athletes' extracurricular activities perception to help student athletes see the benefits of extracurricular involvement.
3. RCGC should increase involvement activities across their campus and create more clubs and organizations that students can attend
4. RCGC's athletic department needs to be more aware about their student-athletes satisfaction about social, academic, and campus atmosphere.

Recommendations for Future Research

Based upon the findings and conclusions of the researcher the following suggestions are presented:

1. Feather research should be conducted with a larger population of community college student athletes, specifically an institution that has a football program.
2. A study should be conducted that investigates the levels of involvement on a community college campus between student athletes and non-student athletes.
3. A study should be conducted on a community college campus that provides housing.
4. A study should be conducted that has different involvement activities.
5. A study should be conducted that investigated if fall sports, winter sports, and spring sports have different levels of involvement based on the time of the year their season is.
6. A future study should be conducted using qualitative data to determine what variables affect a student-athlete's involvement level on a college campus.

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Appendix A

Institutional Review Board Approval



** This is an auto-generated email. Please do not reply to this email message.
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If you have questions, please contact your local IRB office **

DHHS Federal Wide Assurance
Identifier: FWA00007111
IRB Chair Person: Harriet Hartman
IRB Director: [Sreekant Murthy](#)
Effective Date: 3/22/2017

[eIRB Notice of Approval](#)

STUDY PROFILE

Study ID: [Pro2017001592](#)
Title: INVOLVEMENT THEORY: AN EXAMINATION OF COMMUNITY COLLEGE STUDENT-ATHLETES

Principal Investigator:	Burton Sisco	Study Coordinator:			
Co-Investigator(s):	Kaitlyn Matthews	Other Study Staff:	There are no items to display		
Sponsor:	Department Funded	Approval Cycle:	Twelve Months		
Risk Determination:	Minimal Risk	Device Determination:	Not Applicable		
Review Type:	Exempt	Expedited Category:	7	Exempt Category:	2
Subjects:	95	Specimens:	0	Records:	

CURRENT SUBMISSION STATUS

Submission Type:	Research Protocol/Study	Submission Status:	Approved		
Approval Date:	3/22/2017	Expiration Date:	3/21/2018		
Pregnancy Code:	No Pregnant Women as Subjects	Pediatric Code:	No Children As Subjects	Prisoner Code:	No Prisoners As Subjects

Protocol:	Alternate Consent & Survey Protocol.docx Permission to use Survey Instrument	Consent:	There are no items to display	Recruitment Materials:	Coaches Recruitment Instructions.docx
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* Study Performance Sites:

There are no items to display

Rowan College at Gloucester County

1400 Tanyard Road, Sewell, NJ 08080

ALL APPROVED INVESTIGATOR(S) MUST COMPLY WITH THE FOLLOWING:


1. Conduct the research in accordance with the protocol, applicable laws and regulations, and the principles of research ethics as set forth in the Belmont Report.
2. **Continuing Review:** Approval is valid until the protocol expiration date shown above. To avoid lapses in approval, submit a continuation application at least eight weeks before the study expiration date.
3. **Expiration of IRB Approval:** If IRB approval expires, effective the date of expiration and until the continuing review approval is issued: **All research activities must stop unless the IRB finds that it is in the best interest of individual subjects to continue. (This determination shall be based on a separate written request from the PI to the IRB.) No new subjects may be enrolled and no samples/charts/surveys may be collected, reviewed, and/or analyzed.**
4. **Amendments/Modifications/Revisions :** If you wish to change any aspect of this study, including but not limited to, study procedures, consent form(s), investigators, advertisements, the protocol document, investigator drug brochure, or accrual goals, you are required to obtain IRB review and approval prior to implementation of these changes unless necessary to eliminate apparent immediate hazards to subjects.
5. **Unanticipated Problems:** Unanticipated problems involving risk to subjects or others must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: <http://www.rowan.edu/som/hsp/>
6. **Protocol Deviations and Violations :** Deviations from/violations of the approved study protocol must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: <http://www.rowan.edu/som/hsp/>
7. **Consent/Assent:** The IRB has reviewed and approved the consent and/or assent process, waiver and/or alteration described in this protocol as required by 45 CFR 46 and 21 CFR 50, 56, (if FDA regulated research). Only the versions of the documents included in the approved process may be used to document informed consent and/or assent of study subjects; each subject must receive a copy of the approved form(s); and a copy of each signed form must be filed in a secure place in the subjects medical/patient/research record.
8. **Completion of Study:** Notify the IRB when your study has been stopped for any reason. Neither study closure by the sponsor or the investigator removes the obligation for submission of timely continuing review application or final report.
9. The Investigator(s) did not participate in the review, discussion, or vote of this protocol.
10. **Letter Comments:** *There are no additional comments.*

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Appendix B

Permission to use Survey Instrument

Ohio University Survey Instrument Approval Inbox x 📄 🖨️ 📧

 **Matthews, Kaitlyn** <matthe75@students.rowan.edu> 3:02 PM (20 hours ago) ☆ ↩️ ⌵



to willifor ▼


Good evening,

My name is Kate Matthews and I am a masters student in Higher Education Administration at Rowan University. I am conducting a research study about the involvement theory with community college student-athletes at Rowan College at Gloucester County in Sewell, NJ. Your Ohio University survey instrument entitled, *Student Involvement Study*, will allow me to determine student-athlete's involvement levels throughout their respected institution. I would like to ask if I can get copyright approval to use your survey instrument and if it can be reproduced as an appendix?

Thank you for your time.

Kate Matthews
M.A. Educational Leadership In Higher Education Administration
Graduate Research Assistant- College of Education
Phone- [\(908\) 472-3181](tel:9084723181)



 **Williford, Michael** 9:45 AM (1 hour ago) ☆ ↩️ ⌵

to me ▼

Dear Kate,

Yes, I would be pleased to enable you to use this instrument, as long as you cite its origin in any paper or publication.
Good luck with your research.
Best wishes,

Michael Williford, PhD
Associate Professor, Counseling and Higher Education
432H McCracken Hall
Ohio University
Athens, OH 45701
[\(740\) 593-1056](tel:7405931056)
michael.williford@ohiou.edu

From: Matthews, Kaitlyn [mailto:matthe75@students.rowan.edu]
Sent: Tuesday, February 21, 2017 3:02 PM
To: Williford, Michael <willifor@ohio.edu>
Subject: Ohio University Survey Instrument Approval

Appendix C

Recruitment Letter and Student Athlete Survey



PAPER SURVEY (ALTERNATE CONSENT)

I am/we are inviting you to participate in a research survey entitled "INVOLVEMENT THEORY: AN EXAMINATION OF COMMUNITY COLLEGE STUDENT-ATHLETES." We are inviting you because you are a student-athlete at RCGC. In order to participate in this survey, you must be 18 years or older.

The survey may take approximately 15 minutes to complete. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to this paper survey. The number of subjects to be enrolled in the study will be 95.

The purpose of this research study is to assess selected community college student athletes' involvement in activities at Rowan College at Gloucester County (RCGC). Completing this survey indicates that you are voluntarily giving consent to participate in the survey.

There are no risks or discomforts associated with this survey. *There may be no direct benefit to you, however, by participating in this study, you may help student-athletes, administrators, and faculty realize the potential effects that involvement has on a student-athlete's academic and social experience at Rowan College at Gloucester County.*

Your response will be kept confidential. We will store the data in a secure computer file and the file will be destroyed once the data has been published. Any part of the research that is published as part of this study will not include your individual information.

If you have any questions about the survey, you can contact me or Dr. Burton Sisco at the phone number provided below, but you do not have to give your personal identification.

Principal Investigator: Dr. Burton Sisco- (856) 256-4500 x3717

Co-Investigator: Kate Matthews- (908) 472-3181

Student-Athlete and Involvement Theory

Background Information

What is your age? ____

What is your gender? ____

What is your academic class? (Example: Freshmen) _____

What Intercollegiate Sport do you participate in here at Rowan College? _____

What is your cumulative GPA? _____

What is your intended college major? _____

Involvement Information

Section I

In your experience at Rowan College at Gloucester County, have you participated in any of these activities? If so, check "yes" and write in how many hours you participate in the activity each week on average?

	Yes	Hours Per Week
Member of Greek life	[]	_____
Member in Intermural Athletics	[]	_____
Member in Student Government	[]	_____
Member in Honor Society	[]	_____
Member in Performance clubs (band, theater, etc)	[]	_____
Member in Professional Clubs	[]	_____
Resistance Hall Activities	[]	_____
On-Campus Job	[]	_____
Off-Campus Job	[]	_____
Internship	[]	_____
Leadership Programs	[]	_____
Participated in Study Abroad Program	[]	_____
Participated in EOF/MAP program	[]	_____
Volunteer services	[]	_____
Religious organization	[]	_____
Science Clubs	[]	_____
Campus Committees	[]	_____

Section II

In your experience at Rowan College at Gloucester County, on average how frequently do you participate monthly in each activity below? (Give total number for each category below)

How Often

1. Worked with Classmates outside of class. _____
2. Tutored or taught other students. _____
3. Participated in community-based projects as part of class. _____
4. Attended an art exhibit, gallery, play, or dance. _____
5. Exercised or participated in physical activities. _____
6. Discussed grades or assignments with an instructor. _____
7. Discussed ideas with faculty members. _____
8. Participate in religious or spiritual activities. _____

Section III

Which of the following best describes where you are living (check one)

- Residence (house, apartment, etc.) within walking distance
- Residence (house, apartment, etc.) within driving distance

Section IV

On a scale from 1-6 (1 being unfriendly and unsupportive and 6 being friendly and supportive) rate your relationship with people at Rowan College at Gloucester County (Circle only one).

- 1) Relationship with other students
- 1 2 3 4 5 6
- 2) Relationship with faculty members
- 1 2 3 4 5 6

Section V

The following questions have two parts. First rate how important each item is to you by circling one of the numbers from 1-5. Second, rate how satisfied you are with each item by circling one of the numbers from 1-5. Use the following scale.

<u>Importance</u>					<u>Satisfaction</u>					
Very Important					Not at all Important		Very Satisfied		Not at all Satisfied	
1	2	3	4	5	1	2	3	4	5	

	<u>Importance</u>					<u>Satisfaction</u>				
<u>Social Involvement</u>										
1. Establishing Personal Relationships w/ Peers at Rowan	1	2	3	4	5	1	2	3	4	5
2. Getting Involved in Student Organizations	1	2	3	4	5	1	2	3	4	5
3. Getting Involved in Campus Activities	1	2	3	4	5	1	2	3	4	5
4. Attending Cultural Events On Campus	1	2	3	4	5	1	2	3	4	5
5. Interacting with Students of Different Races or Cultures	1	2	3	4	5	1	2	3	4	5
6. Getting Involved in Religious Activities	1	2	3	4	5	1	2	3	4	5
7. Having a Job while Enrolled	1	2	3	4	5	1	2	3	4	5

	<u>Importance</u>					<u>Satisfaction</u>				
<u>Academic Involvement</u>										
1. Faculty Availability Outside Of Class	1	2	3	4	5	1	2	3	4	5
2. Social Contact with Faculty	1	2	3	4	5	1	2	3	4	5
3. Academic Advising	1	2	3	4	5	1	2	3	4	5

	<u>Importance</u>					<u>Satisfaction</u>				
<u>Campus Atmosphere</u>										
1. Adequate Personal Security	1	2	3	4	5	1	2	3	4	5
2. Adequate Physical Environment on Campus	1	2	3	4	5	1	2	3	4	5
3. Adequate Social Atmosphere	1	2	3	4	5	1	2	3	4	5
4. Adequate Academic Atmosphere	1	2	3	4	5	1	2	3	4	5
5. Fitting into Campus Community	1	2	3	4	5	1	2	3	4	5

THANK YOU FOR COMPLETING THIS SURVEY AND YOU CAN RETURN IT TO YOUR HEAD COACH OR TO MR. ROWAN'S MAILBOX LOCATED IN THE COACH'S OFFICE.