Anchor

**Moving Through and Preparing for the Transition from Community College to University: A Grounded Theory Examination of the Student-Athlete Experience**

>> Really, the purpose of my research was to understand the experience of the student athlete to transfer to a Division I school.

I wanted to identify measures for success for the students who are able to successfully transfer.

By doing so I hope to provide guidance.

Finally, since I'm a student services professional I wanted to provide a voice for the student athlete population and give them an opportunity to share their mind and share their experiences and provide a platform for us educators to hear what our student athletes have encountered.

To be fully honest I am new to academic research and I would love to hear feedback on how to disseminate this information.

Those transfer students who originate from community college and go to university or four year institution are transfers.

The second is a 4-2-4 transfer.

It's common to see students who started one four year institution and then go to community college for a period of time and transfer to a second four year institution.

The students are designated as a 4-2-4 transfer.

Athletic block is an NCAA ruled that dictates of student athletes have a period of five academic years from the first full-time enrollment at any institution complete four seasons of eligibility.

Athletic clock becomes important to be mindful of because student athletes don't have an undefined timeline for how soon they should wants to transfer or how many years will be eligible on the athletic team.

This is language my students and participants are interviewed commonly use.

I wanted to make sure I noted that.

One fifth term, advisor or counselor.

I think at many four year institutions we label them as academic advisors.

These same individuals were academic counselors.

At the community college the counselors not necessarily somebody who provide psychological support but is someone that is on coursework and time completion and transferable's.

For the purpose of study those two terms are interchangeable.

Finally, qualifier status.

Qualifier status signifies a student athlete NCAA Division I athletic eligibility and completion of high school.

This is an important term for us to be aware of because a student athletes high school qualifier status or performance in classes, GPA and test scores will dictate which set of rules they have to follow when they transfer from a community college to a four year.

Even if a student goes directly to a community college and wants to transfer 2-3 years later their academic performance in high school or qualifier status is plays a significant role in what set of academic requirements they need to fill or be eligible when they get to it Division I for your institution.

A little bit of literature about student athletes in higher education.

I think it is common and unfortunately a stereotype all work within that athletes have a stigma around student athletes at many colleges.

Some student athletes perceive and feel that there is a perception that they are dumb jocks on campus.

Student athletes are perceived to prioritize athletic performance over academic performance.

Despite that stigma that exists there are multiple pieces of literature at both community college and four year institution levels that dictate that student athletes actually have academic progress in higher graduation rates.

Even though there is a negative perception or negative or around student athletes they do perform in the classroom.

NCAA enforces academic standards for 2-4 and four-to-four transfer students than nonathletes.

If a student is not NCAA eligible they are not able to compete for the respective team.

Because of NCAA's rules the committee college has become an important piece in the roadmap for many student athletes.

Student athletes will start the cruise a community college 2-4 transfers and they also use the community college in intermediary points between institutions four-to-four transfers.

Nationally there are just about close to 180,000 Division I student athletes in the United States.

At the community college there are about 72,000 student athletes.

About 10 percent of all Division I scholarship athletes come from community colleges.

These are students who receive athletic scholarships at their universities based on their athletic performance.

We see that 2-4 transfer is most prevalent in sports that are revenue-generating or basketball, football, baseball even softball has a higher prevalence of 2-4 transfer.

This 10 percent is not all inclusive of all community college transfer students.

That is because there is no data that documents 4-2-4 transfers.

The NCA only has recorded data on community college students who originate at community colleges.

This is not all inclusive of the student athletes competing at Division I levels who have attended community college.

Some of the rules and legislation that surround NCAA rules that surround community college to university transfer are qualifier status, athletic recruitment, is obviously a significant factor.

Number of transfer units earned, full-time enrollment, completion of math, science courses.

Progress towards degree requirements, AA completion for some students but not all.  
 Amateurs and certifications.

Semester and quarter unit requirements.

There is a lot of different pieces of the puzzle that determine a student athlete academic eligibility at a four year institution.

I think of it as two different puzzles happening at the same time.

One puzzle represents the University in completing the classes or GPA or number of units required to be admissible to a four year institution.

There is a second puzzle that almost looks nearly as identical but is not the same.

We have to balance your NCAA athletic and academic eligibility.

Students have to create two puzzles simultaneously recognizing that they are very similar but also very different and that there are nuances between both.

It can become very confusing for a student athlete to really understand and know which rule in which classes they are taking to complete which requirement.

>>> I used theoretical frameworks to guide my study.

Transfer student capital attempted to identify academic psychological and sociological and extracurricular factors that influence the community college student perception of transfer as well as what knowledge they had about transfer before, during and after the transfer transition.

Like I said, understanding the two puzzles that you are simultaneously putting together, once the student athletes understand about each of those puzzles as they are going through that process.

The second theoretical framework I used was liminality theory.

I chose this because university transfer for any student athlete is a rite of passage.

It takes a lot of work and effort and is a big compliment.

Liminality theory allows me to understand the experiences that students were going through during a transfer transition as well as understand how their sense of self may be changed or was influenced by having attended a community college.

It also allowed me to explore the relationship that student athletes maintain with peers, parents and families in the institutions they work with.

All of which were influential and actually being successful.

>>> Three central research questions guided my study.

First, what does a student athlete experience during the period of transition between institutions?

Second, how do student athletes attain information or knowledge about transfer requirements?

Finally, what role did athletics play in the student athlete's ability or decision to transfer?

Each of those pieces is important to help reconstruct the holistic perspective of what student athletes as a community college are going through as they prepare for transfer.

My study was conducted at an NCAA Division I college.

Approximately 11 percent were either 2-4 or 4-2-4 transfers.

All participants had to have completed at least one full-time semester at a community college before transferring to this institution.

I had to actively be participating on the Division I athletic team.

I conducted 15 individual interviews with student athletes in these 15 student athletes represented seven different sports and about 30 percent of the total student athlete population at the time the research was conducted.

As a result of those 15 interviews 18 subteams led me to the data.

This gave you an idea of the sports represented in the different information that was captured.

In this case, all of these participants and what sport they played, what type of transfer they were, either a 2-4 or a 4-2-4 transfer.

The race and ethnicity which is not used is important to capture.

We were asked whether or not student athletes received any financial aid for the performance.

The five major themes that emerged from the research in this light indicates the five things.

Community college culture, the role of relationship, doing whatever it takes to persevere through, blind spots, navigating an unclear path and between two world's, the ambiguity of transition.

This model contextualized experiences of community college university transfers in order to articulate successful transfer and what that looks like for the student athlete subpopulation.

It was important to me as I created this model to have the student athlete themselves represented.

The student athlete and what their processes is reflected through the black arrow that goes to the model itself.

My two theoretical frameworks were also represented in this framework a couple of different ways.

Transfer student capital was reflected primarily in community college culture and the role of relationships as well as blind spots navigating an unclear path.

Liminality theory was represented in doing whatever it takes in its stand between two world's in the ambiguity of transition.

>> How did you come about developing this model?

Did you have different versions of this model?

How would you describe the process?

>> It was definitely a process.

I have multiple iterations of what this model looks like.

I really struggled at the beginning to figure out a way to clearly represent how student athletes went through this transfer process.

There are so many elements that were important.

The element of personal relationship, intrinsic motivation, understanding what some of the University and institutional policies and procedures were.

It was a lot of information to digest.

My ground making moment or my moment of clarity actually came one day when I was meeting with one of my participants and I was showing him an iteration of this model and he said, where am I?

You have to show how we go through.

I have to see myself working through this process.

That helps me narrow it down and create this linear progression.

At one point we had the arrow in the direction in a downward motion in a student athlete was like, no we are not going down.

We are making progress.

That helped me understand.

Again, it was a nice moment that I can re-center back on the student athlete if I wanted them to feel proud.

I want my participants to feel like they are making a contribution to academics.

>> You mentioned member checking. Can you explain what that is?

>> Member checking, I did interviews with students and I started to do my analysis and coding.

Periodically I was able to touch bases back with some of the participants and talk to them about what some of the findings of my research were coming up.

It was validating and provided a nice piece of motivation when you're doing research to know and hear from students.

I remember feeling like I had to do whatever I could.

I just knew I had to move forward.

That theme, identify with that really strongly.

That was empowering for me as a researcher and for the students because they were themselves represented in the research.

>>> We will go into some of the more specific themes and findings.

The findings, these are the five major themes that came up.

Here's the spreadsheet with all the themes and subthemes.

We'll begin with community college culture.

For me, the slides representing community college culture was really important and actually, this is an outdated slide.

Community college culture became important to contextualize this experience in community college culture itself.

Many of what are participants articulated was similar to what.

[voice low] Many viewed it as a stepping stone to the future.

Even though they were attending community colleges they understood that they had to successfully get through community college to progress eventually to a Division I institution.

Again, like non-athlete.

Many of those participants talked about the struggles of being a community college student.

The struggle is real is something one of my participants kept saying to me over and over during our interview.

Aiden said, there is no help at community college.

It's hard to survive.

I was struggling with money.

Sometimes I did not eat.

There was a phase in my life where I was literally going to sleep every day because I couldn't eat.

This is something we know exists in a challenge we know exists within equity college.

We know students struggle.

We know they have hardship which just adds to the factor that makes it very difficult for any student to transfer from the community college to a university.

The stigma of being a community college student persists where there are students who felt like people viewed them as less than or less academically prepared than those individuals who went straight to it four year University.

The athletic performances often judged by the fact that they are community college student.

Community college athletes felt like people, if they don't end up making it to a Division I it's kind of like you are saying you are not good enough to play.

They're not good enough in the classroom, they are not good enough on the field.

John said it was like a big downgrade to think you are competing in a Division I university and then having to go to a unity college.

Another factor I found unique for community college athletes are transfer student athletes was that the reputation of each community college itself was a significant factor in their decision-making process and where to attend community college.

In comparison to non-athletes who often just attend the community college that is most locally geographically closest to their home, many of my participants in the study talked about how they would research the reputation that each community college had in terms of athletic competition as well as the reputation of the college or transferring students in general.

It's because they were always looking ahead and trying to get Division I level.

The fact that it community college had a strong reputation of transferring students were really important participants in the study.

Academics at community college, this research was only conducted for students who had eventually made it to a Division I institution.

When asked students to reflect on what they felt academics were like at community college in comparison to a four year.

Many of them did say they felt the rigor of academia was less difficult than what the experience currently at the university level.

What was important is that the student athletes or participants perceived that both non-athlete and athletes here did not take academics is seriously as students who were at the University.

Thomas at one point said, I have seen with my own teammates, they have the athletic talent and skill, but if they don't have the grades they simply can't transfer.

There was this understanding by the participants of the study and transfer student athletes that even though there was the stigma of being a community college student athlete, they had to perform in a classroom in order to eventually achieve their goals of transfer.

Finally, the last theme of candy college culture around athletic competition.

Battling a negative stereotype or stigma that community college is less than University.

Many participants identified in felt that community college athletics and the level of competition was just as good or if not greater than Division I institutions.

Because these are all a group of individuals who are fighting for a chance to be recruited at the next level.

Many felt they had to do even more and do better as at a community college they would have an opportunity in the future.

The second theme I will cover is just about the relationship that transfer student athletes foster and maintain while at the community college.

This is probably the most significant factor and findings of my research.

I did not anticipate the interpersonal relationships that students maintain would have such an influential role in transfer success.

Really, it is hugely important and critical.

One of the most significant relationships that student athletes maintained and had was with their coaches.

I think when we traditionally think about the coach and athlete relationship, we think it specific to athletic performance.

We know that coaches work with student athletes on how to get better on the court in the field.

Really, coaches at community college were significant in a multitude of ways.

One of the most influential pieces are roles that coaches played for student athletes was in the recruiting process.

At the Division I level, generally per team, teams are only looking to bring on about 1-2 transfer student athletes per year.

The likelihood that a community college student athlete gets recruited by an athletic program is pretty sparse in comparison to recruitment of freshman or students out of high school.

Junior college coaches who help student athletes gain visibility in terms of athletic recruitment were really important.

John who is a 4-2-4 transfer member said junior college coaches are good at getting other players to schools after the two years.

The coaches influence in what relationship the coaches had with me be Division I institutions and what connections or how much a coach highlighted a student athletic performance were all significant factors in whether or not that student would have the exposure to eventually be able to transfer.

Coaches also played an important role in academics for the student athletes at community colleges.

Often times, participants talked about the fact that there coaches would ask them about what their grades were.

Would ask them what classes they were taking.

The coaches were often the people they would go to when I had questions about NCAA transfer rules are university rules.

Coaches acted as liaisons between community college faculty and staff to the student athlete.

Coaches often provide a level of personal support for students.

Several of the participants in this study identified their coaches like a second father or an aunt or they had a really close bond with their coaches.

I think that personal support was important in the students level of self advocacy.

In their drive.

Coaches really could have been and often were great sources of support for transfer student athletes.

Of course, they are still coaches and the positive rapport that many participants talked about was nonexclusive.

There were students who recognized that the coaches would prioritize winning over well-being.

And that they felt their coach really was just there to keep their own job.

In those situations, that is something we see in athletics across the board.

Aiden said, in football and in athletics.

When you get injured there is this mentality that there is always somebody there to replace you with.

At the end of the day, they have to win games as well.

There are positive and negatives to the coach athlete relationship.

What I found is that those students who had the positive relationship with their coach, really impressed and enjoyed and really cherished those positive encounters.

College counselors.

Again, positive and negative experiences reported by participants.

Some participants really felt that they were set up to succeed by the college counselors.

Others talked about how they did not have a relationship with their institutional counselor or advisor.

Sophia once said it was like a game of telephone.

People are not communicating.

Athletic and academic staff are not communicating correctly or they just don't care.

Remember, we have a set of rules that dictate institutional or university admission requirements.

We also have a set of rules that dictate NCAA athletic eligibility.

Although they are similar the specific nuances to both.

We found a lot of community colleges or student athletes felt a lot of community college counseling staff and faculty were not trained in the NCAA athletic eligibility requirement.

Aiden also said we have athletic counselors at our community college.

His community college had a specific athletic academic advisor, but sometimes even though he was in athletics counselor, sometimes he did not tell you the right stuff.

Students would go to him and ask, am I doing the right thing?

The athletic counselor would say I don't know and could not give them solid information.

You can imagine the confusion that some of the information causes for student athletes.

Especially when they want so desperately to do what they have to do to transfer.

>>> Teammates were another critical relationship that were maintained.

Teammates often where a source of accountability for each other.

It was a sense of calm robbery to help them navigate through challenges at community college.  
 Finally, family support.

Any of the participants that I spoke with talked about the amount of familiar support they had that could be either monetary support, it could have been emotional support.

Support in helping the students in the recruitment process.

It was not something I anticipated students would identify with as seeing important.

Having the extra support system that was there when they were struggling and when they were looking for the next opportunity was really important.

The third theme, doing whatever it takes to persevere through.

I will start with a quote from John.

John said the name of the game when you're at community colleges to try to get in and get out.

End of discussion.

Throughout the interviews I conducted I kept noticing how participants talked about that they were going to do what they had to do.

They just wanted to get through this obstacle to get to where they wanted to be.

There was an element that each student was really looking to the future.

Nobody ever said to me once, I wanted to go to community college and I achieve my goal of being a community college student athlete.

A lot of participants said, I'm going to community college or went to community college because I wanted to compete at Division I level.

Or because I wanted to compete for the Olympics.

Her because I wanted to play in a professional league.

Or because I want to get a bachelors degree so I can get a good job later.

There's a lot of different reasons and motivations for student athletes as they look ahead.  
 Each of them demonstrated and articulated a strong desire that they knew this was just a place holder for where they wanted to be.

Rachel said it nicely.

Rachel said I've always been the type of person to be determined and not let things knock me down.

I have no other option.

I have no other option but to move forward with everything I have.

That was her mentality and mindset for the entire time that she was at her community college.

It just was not good enough and it was not where she wanted to end.

She always knew that there was something further ahead.

At the time, she said when I was at community college I don't know what that looks like.

I don't know where I'm going to get a bachelors degree.

I knew there was something greater out there for me.

Another source of motivation and why students wanted to progress in achieve transfer is that sometimes there are people that my participants wanted to prove Wrong.

Sebastian said, there where a lot of naysayers.

His screensaver on his phone said prove them wrong.

Because I started at a community college people thought it was not good enough.

I thought I could not do it.

I want to prove them wrong.

We are talking about student athletes today.

I would be remiss if I did not ask student athletes what role athletics played in their ability decision to transfer.

Unsurprisingly hundred percent of the participants said if it was not for athletics, if I was not a student athlete I don't know that I would have continued to work as hard.

It's important to recognize that aspect.

The motivation to compete athletically influences students personal outlook and demeanor on challenges and influences their grades in the classroom.

It was the care at the end of the stick that the subpopulation has built in for them.

Hundred percent of my participants said athletics was the reason they push through challenges in this was an important piece of their time at community college.

As I asked them to reflect back on their overall experience, this is a quote from Jamaal, he called his time at community college a beautiful struggle.

He said it was ugly at times.

It was hard.

All of those experiences and challenges that I went through made me who I am today.

Even though student athletes live through in battle through the different stigmas of being a community college student athlete, they really felt like that experience built their character in some ways.

Sid said community college taught me how to be tough.

It taught me how to get back up after getting beaten down.

Jamaal said it was hard, but the good times out weighed the bed.

Shane said I would not be the person I today without makes.

Some candy college.

Community college itself was transformative for the population of students.

Stepping out of the student experience as a former college athletic administrator who worked with the NCAA and university admissions offices, I wanted to know and understand what information and successful transfer students understood about NCAA academic eligibility and university requirements.

When I was creating the interview questions and when I was thinking about what my findings would be in my head had a really definitive distinction between NCAA rules and university admission.

Those are two separate things. They are separate but equally important and we need to understand what people in student athletes know that either.

I was pretty humble to learn that overall students did not really differentiate tween the two.

There was this general lack of knowledge about what specific rules and academic requirements they had to meet were either set of rules and regulations.

Luke says it here; nobody really tells you all the rules.

There is a lot of rules and you understand that there is a lot of rules, but you don't with those rules are and you just accept it and move on.

Again, having been a community college transfer student myself, I reflect on the time that I transferred between community colleges and university.

Even I myself am shocked now that I was able to make that transfer successful on multiple occasions.

I did not know how many units I needed to complete.

I just thought I will take a couple of classes here and see how it goes.

That is a nonchalant attitude similar to what student athletes reported.

A lot of this confusion or lack of knowledge I think comes from conflicting sources of information.

Like I referenced earlier, community college staff or counseling faculty often did not have a full grasp or understanding or could not articulate the differences between NCAA and admission requirements.

A lot of times what happened was student athletes reported going to the teammates and asking the teammates what classes should I take?

Or did you get this grade?

You need this requirement.

Again, because NCAA rules are so specific to a student athletes high school academic performance, what is appropriate and what courses and requirements will fulfill one student athlete eligibility could be very different from the person standing next to them.

There was a lot of advising between peers.

As you can imagine I don't know what information was being sent there.

Some student athletes said they had to learn on their own.

They had to break out the NCAA rulebook and learn what they needed to do themselves.

If I did not understand it and nobody was telling you what to do, I had no other option.

I don't know how many people have read the NCAA handbook, but it's a lot of legal jargon and it is not easy to read.

It is not user-friendly.

They don't break it down for you very well.

I was shocked and impressed by how much student athletes and participants in the study really reported that I had to do it myself because if I did not do it myself I don't know that I would trust anyone else.

Athletic eligibility and transfer is in some ways a game that is played.

Some student athletes don't know the rules of the game they're playing.

A lot of time student athletes have to make some significant sacrifices in order to be able to transfer.

On multiple occasions student athletes will talk about the fact that they found out late maybe an semester before that they plan to transfer.

That they needed extra classes.

Or that they had to repeat the class to raise her GPA.

Some situations student athletes had to find a class at a second school and take classes at multiple institutions in order to fulfill some certain requirements.

This is obviously stressed with for the student but could have significant and long-standing ramifications on their transferability at all.

A lot of the sacrifices were driven by strong desires to transfer but also because they watched other teammates who did not make it.

Each of them talked about teammates they had at community college who thought they were going to be able to transfer and for whatever reason at the last minute often times in the semester before transfer or even after they had finished community college classes, finding out they were missing a science class or found out that they were off on the GPA by grade points.

There is motivation and the fact in fear really where I have seen other people who don't make it and want to see that happen.

I will do whatever you have to do.

I will take extra classes I will go to another school.

I will delay my transfer for a semester so I can make it there eventually.

Aiden said, from his football team he was a football player.

I'm the only one that got a scholarship out of 80 players.

The only one and it was me.

Aiden was a great story because he was one of those individuals.

He was the person who had an athletic designated counselor at his community college but still was not getting correct information or accurate information from the college.

Even though his community college perceived to have the resources together to support student athletes he had to do the research on his own.

He had to go figure out what rules and requirements he needed to meet in order to be able to transfer.

1/80 is pretty slim pickings.

The final theme between two world's ambiguity of transition really attempted to articulate what student athletes were going through once they were post community college.

As they were transitioning onto their new campus environment.

A lot of times because of all these factors and the fear that maybe they were not going to transfer because of the stress of not knowing what rules and requirements they had to meet there where a lot of emotions tied to transfer.

Rachel called it an emotional roller coaster.

She at one point was committed to transferring to one university and then during the summer before fall enrollment at the University and out that her GPA was not high enough.

That university canceled her admission and she was left with nothing.

She was fortunate enough to reach out to coaches and to rely on some of those connections to be able to get into another institution.

She said in that 2-3 months in that summer in between.

Because she thought she may never go to college again.

Influences on four year decisions.

Athletics was a huge motivator for this subpopulation of individuals.

Their decision-making process about which four year institution they were going to attend is very different than non-athlete peers.

Because Athletics were the motivator multiple participants in the study said, I did not care where I was going to go get a bachelors degree from.

I just wanted to be able to compete and continue to play.

In some instances, students were accepted to multiple institutions but chose the final institution where research was conducted simply because they would have the opportunity to continue to compete.

I knew I was at community college and knew I wanted to go to university.

I did not care where I went but I wanted to play baseball still.

Their influence on where they ultimately choose to go is very different than non-athletes here.

Once they move over to the University, they all experienced a period of starting over essentially.

About 13 of the 15 participants in the study relocated to the research side or university they attended.

Often times they are going to a new institution with no friends or with no other connection or support other than the team they are joining.

From an athletic perspective they all essentially had to prove themselves because remember, the community college stigma persists.

Not only they are adjusting to a university environment setting in academics, but they also have to prove to everyone else that they are worthy enough to be competing for this Division I athletic team.

Again, this led me to the community college transfer student athlete model.

You can see, all the major findings that I talked about within this model.

Again, the community college culture persists and permeates every single step of the process from community college and progressed out for Division I universities.

There are certain connections that you can see that are made through the arrows.

I think that some of the major ones with the air on the bottom connecting the role of relationships and blind spots navigating an unclear path, those were significantly connected because a lot of times people who had strong relationships with.

[voice low] Were the same individuals were students were seeking out information about transfer in NCAA eligibility.

While some studies may have been a strong support in the recruiting process they may not have the correct or appropriate information about university or NCAA rules.

You see a lot of overlap.

The second arrow in the middle connecting doing whatever it takes and blind spots, navigating an unclear path really again, that one is just articulate the student athletes themselves.

Their strong desire and strong motivation to persist through challenges.

To understand the requirements, they need to make in order to get themselves out of the community college and onto and into a four year institution.

Some of the implications for policy and practice.

I love this conversation and discussion about these.

What I took away from this research was that there is really a need for cross training of counseling and faculty and athletic staff at community Colleges about NCAA rules and eligibility and university were admission requirements.

Often times, there is not one single source of information or one single person that a student athlete could go to get all of this information from.

There are also I think community colleges and universities that have to communicate with each other.

There is a holistic experience that these transfer student athletes go through.

They have their own unique perspective.

I think like nonathletes when they arrived at the University many student athletes are treated like freshman and they probably gone through a little bit more and had unique challenges.

I think from a faculty and staff perspective as someone who works in the services we have to understand the power of interpersonal relationships with students old.

Sometimes, just being that one person that a student can go to and rely on for emotional support for academic support for personal support, they can be really powerful.

How do we foster and build those relationships with our students?

Obviously, I want to empower student athletes and empower them to know that they can do what it takes and they have this internal motivation that allows them to overcome obstacles.

I think institutionally we need to embrace Athletics education as a proponent of transfer success.

Literature tells us that student athletes often outperform nonathletes here.

Student athletes subpopulation often has this built-in care at the end of the stick.

They want to keep playing.

They have this third-party factor that keeps them going while they are in higher education.

How do we embrace that and really encourage that?

Future research recommendations.

I think obviously this study was specific to student athletes who were successful in transfer.

There does need to be work with student athletes who were not successful in transfer to understand where those gaps and holes were for the students.

I did not include any quantitative analysis.

I did not look at GPA or terms to completion in this research study.

I think that we do need to look at some of the other relationships and really dive deeper into what that coach, athlete relationship looks like that community college.

At this point, I would love to hear the questions or comments or concerns.

As I said earlier, I would love to have these findings somewhere.

I'm new to academic research and I would love to hear people who are on this webinar today what you think can be done.

>> If you want to offer your thoughts, you can unmute your microphone.

Make sure the speaker is turned up.

If you have any points or collections just voiced her thoughts.

Also, you can chat in your comment if you prefer that.

I can announce on your behalf.

Open up for discussion.

I would say we have 10 minutes before the group comes back.

>> You’re thinking about a book possibly, right?

Or journal articles?

>> I think so.

In working with a couple different publishing entity and there is some interest.

I am open to what people think would be best or what opportunity is best.

I had a lot of data.

I had so much data in this research study.

I think if I do take this journal article approach, I will have two.

Down and focus in on individual themes that emerge.

There was a whole section of comments and feedback from student athletes that I didn't even get to use in this because it was not specific to questions.

What advice student athletes themselves would give to each other and what they wish they would have known then that they know now.

I had so much data I don't want it to sit in my file forever.

>> As you and I have talked about, is not feasible to do all this journal work.

You could look at maybe five articles, one for each team.

Possibly one that explains conceptual model.

I think the book one is intriguing because it gives a lot more context and depth to what you are trying to describe.

I think one of the things that come through in your study, especially with conceptual model is how integrated it all is.

I think one of the challenges of doing five different articles for each theme is that you lose that sense of connection to everything.

>> That is a good point.

I think?

That there are so many times and during this research that I thought connections that were being made has something to do with me the college itself or the internal motivation without each of those pieces none of them would have worked.

I think that is one of the big waves I found.

Although these elements in the transfer student athlete model may not flow exactly linearly each piece of the puzzle had to be there in some shape or form.

>> What are your thoughts as far as dissemination through presentations?

Do you think you could see yourself presenting at a NCAA conference or at a community college conference?  
 Or different academic departments around the country?

>> Absolutely.

I think that I have to be honest, I have only worked at four year institutions.

Having gone through this process and done the research, I don't know how much information I really gain that was practical for the four year institution.

Just because so much of those research questions and what the participants talked about was happening at four year colleges.

I'd love to take it to a community college.

I think the meat of the work is focused on it.

>> It would be interesting for you to talk to a group of coaches.

I think one of the things as you said, the relationship is part of the two that really stands out.

I wonder if community college coaches are aware of how much power they really have?

>> It's a great question.

I don't know if they are aware of how significantly influential they are.

I don't know.

It is incredible.

I think you think about the quantity of the students that they approach and work with and I can imagine it feels daunting.

How can you possibly maintain relationship we have 70 students to work with?

How do you maintain a personal relationship with the coach athlete relationship.

We are asking coaches I think and what I have learned that the software a lot of hats beyond just physically teaching and athlete how to improve in performance on the court or on the field.

That is a big ask.

>> Any questions online?

Any suggestions?

All right.

>> Thank you so much.

I hope you found this informational today.

>> It was great.

Thank you.

[end of session]

DISCLAIMER: This text is being provided in a rough draft format. It is not a verbatim transcript. Communication Access Realtime Translation (CART) is provided in order to facilitate communication accessibility and may not be a totally verbatim record of the proceedings.