



THE OHIO STATE UNIVERSITY

Did They Come Here to Play School? Student-Athletes' First-Year Experience

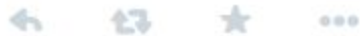
Reagan Ambler & Brittany Lynner



Cardale Jones
@cordale10

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Why should we have to go to class if we came here to play FOOTBALL, we ain't come to play SCHOOL, classes are POINTLESS



RETWEETS
1,413

FAVORITES
1,142





Ohio State football | Cardale Jones returns to finish degree



 BUY PHOTO

 HIDE CAPTION

Ohio State Buckeyes head coach Urban Meyer gives quarterback Cardale Jones (12) a pat on the head as he is announced as the game's MVP following the 59-0 win over Wisconsin in the Big Ten Championship game at Lucas Oil Stadium in Indianapolis on Dec. 6, 2014. (Adam Cairns / The Columbus Dispatch)

By **Tim May**
The Columbus Dispatch

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Who are we and why are we here?





Who are you?





Mission

The Ohio State University Department of Athletics supports the University mission by providing student-athletes with exceptional educational and athletic opportunities. We commit to national leadership, excellence and the highest ethical standards in intercollegiate athletics. We will sustain a strong financial and **community base of support** by presenting outstanding intercollegiate athletic teams which provide quality entertainment and a positive public identity for the university. We will embrace our community through public service and as a source of pride by representing the state of Ohio with nationally-successful athletic programs.

Who provides this community base of support?



Agenda

- Learning Outcomes
- Theory
- Characteristics
- Identity & Meaning-Making
- Transition & Developmental Issues
- Case Study
- Implications





Learning Outcomes

1. Describe general characteristics, experiences, and NCAA data related to student-athletes.
2. Identify developmental challenges student-athletes experience throughout their transition from high school to college and in their first year.
3. Begin to reflect on how to better support student-athletes within their functional areas.



Relevant Theory & Research

- Schlossberg's Transition Theory
- Astin's Theory of Involvement
- Environmental Theories (Astin's I-E-O Model, Lewin's equation $B=f(P \times E)$, Bronfenbrenner)

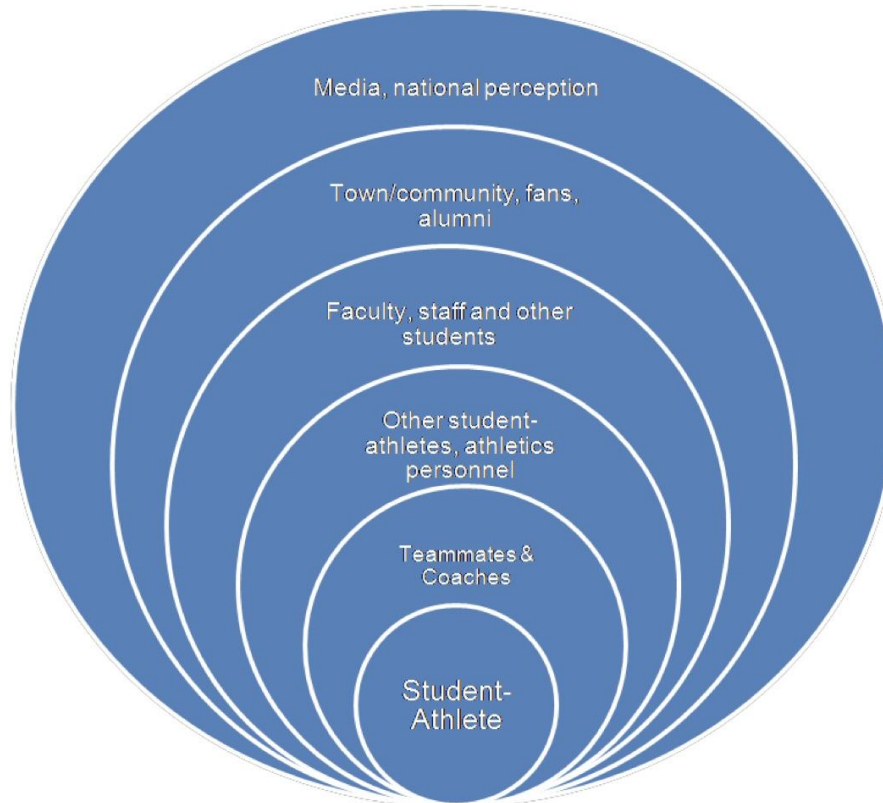




Environment

Student-Athlete Social Environments

(Kristy Wanner, University of Missouri)



(NCAA Study of Student-Athlete Social Environment, 2014)



Measures of Entitlement

% Agree/Strongly Agree that...	Men	Women
Because of the things I have been through, others should cut me a break in life.	12%	7%
If I am in a hurry, people should let me move ahead in a line.	10%	5%
I am willing to admit that I feel I am due more in life than other people	10%	5%
I deserve more success in my life than others who have had it easy.	13%	6%



Comfort in Various Social Environments

% Extremely or Mostly Comfortable in each environment...	Men	Women
Team	93%	92%
Other student-athletes at the school	82%	81%
Star athletes at the school	85%	79%
Non-athlete students at the school	81%	82%
Community members near the school	63%	58%
Fans of your team	83%	82%



Student-Athlete Perceptions of How They Are Viewed by Other Students

% Agree / Strongly Agree with the following...	Men	Women
Student-athletes are viewed favorably by other students.	53%	57%
Students on this campus support SAs and their teams.	54%	60%

% Agree / Strongly Agree with the following...	Men			Women		
	D1	D2	D3	D1	D2	D3
Students on this campus <u>assume I'm not a good student</u> because I'm also an athlete.	40%	32%	25%	28%	19%	12%
Students on this campus are <u>jealous</u> of the treatment that athletes receive.	44%	29%	22%	42%	26%	15%
Generally, students at this college hold <u>stereotypes</u> about athletes that <u>negatively impact my daily experiences</u> here.	34%	28%	23%	21%	17%	11%
I want other students to know I am a student-athlete.	51%	57%	58%	60%	66%	65%



Measures of Academic Entitlement

% Agree/Strongly Agree that...	Men	Women
If the grades on a test are low, the professor should curve the grades.	25%	22%
If I'm struggling in a class, the professor should approach me and offer to help.	20%	13%
It's a professor's obligation to be flexible when SAs have conflicts due to games or practices.	49%	51%
If I turn in all the assignments for a class, I am entitled to a good grade.	21%	18%
The professor is responsible for how well I do in class.	11%	5%



Student-Athlete Perceptions of How They Are Viewed by Faculty

% Agree / Strongly Agree with the following...	Men	Women
Student-athletes are viewed favorably by professors here.	27%	30%
Faculty/administrators on this campus support SAs and their teams.	51%	60%

% Agree / Strongly Agree with the following...	Men			Women		
	D1	D2	D3	D1	D2	D3
Professors on this campus <u>assume I'm not a good student</u> because I'm also an athlete.	20%	18%	14%	13%	11%	6%
Professors on this campus are <u>resentful</u> of the treatment that athletes receive.	18%	16%	13%	11%	11%	6%
Generally, professors at this college hold <u>stereotypes</u> about athletes that <u>negatively impact my daily experiences</u> here.	19%	17%	13%	10%	10%	5%
I want my professors to know I am a student-athlete.	50%	57%	56%	68%	73%	67%



Cardale Jones @CJ12_ · 3h

You tell me that [#AllLivesMatter](#) well I say how do you define "All" ?

← ↻ 751 ★ 415 + 👤 ...



DGus1228 @DGus1228 · 2h

@CJ12_ worry about getting us fans another championship..... Stay out of this bullshit.

[#GoBucks](#)

← ↻ 371 ★ 51 + 👤 ...



Cardale Jones @CJ12_ · 1h

@DanGustafson1 Sorry Mr master, I aints allow to tweet nothing but foolsball stuff I donts want you think I more than a foots ball playa sir

← ↻ 3.1K ★ 3.3K + 👤 ...



Social Media and Fan Relations

% Agree or Strongly Agree with the following...	Men	Women
My <u>coaches like</u> my teammates and I to <u>interact with fans</u> over social networking sites such as Facebook and Twitter.	27%	25%
I <u>pay a lot of attention</u> to what's said about me and my team in the media and on social networking sites.	28%	32%
I receive <u>positive wishes</u> and encouragement from fans via social networking sites.	39%	46%
I sometimes receive <u>negative or threatening messages</u> from fans via social networking sites.	10%	4%
Fans take college sports too seriously.	17%	11%



Help-Seeking

Who would you 1st seek out for help/advice/support with the following?	Men	Women
Romantic relationships	Parents (44%)	Parents (33%)
Loneliness	Parents (52%)	Parents (54%)
Personal substance abuse	Parents (42%)	Parents (39%)
Discrimination of self/others	Parents (31%)	Parents (38%)
Hazing & bullying	Teammate (27%)	Parents (29%)
Teammate's romantic relationship	Teammate (64%)	Teammate (71%)
Friend's substance abuse	Teammate (37%)	Teammate (33%)
Teammate's negative behavior	Teammate (36%)	Coach (41%)



Opportunities

- Support system
 - a. Coaches, trainers, teammates
- Facilitates bonding with peers (Melendez, 2006)
- Practice effective communication
- High levels of openness to diversity





Challenges

- Lack awareness of university resources
- Socially disconnected from campus community
- Relate athletic success to retention
- Pressures
 - a. Athletic challenges (performance, “playing shape”, expectations from coaches/fans, injuries, heavy travel schedules)
 - b. Academic performance to ensure eligibility



	3 Sunday	4 Monday	5 Tuesday	6 Wednesday	7 Thursday	8 Friday	9 Saturday
8a	Practice	Practice		Practice	Practice		Practice
9a							
10a							
11a			Study Table				Team Lunch
12p						Practice	Home Game
1p							
2p		Class 1	Class 1	Class 1	Class 1		
3p			Tutoring	Class 4	Tutoring	Home Game	
4p		Class 2	Academic Coui	Class 2	Study Table		Class 2 (misse
5p							
6p							
7p		Class 3	Class 3	Class 3	Class 3		



First-Year Specific

- Transition to being a college student on top of transition to being a college athlete
- College student
 - a. Generally academically below their first-year non-athlete peers
- College athlete
 - a. Going from a team leader in high school to having to prove themselves all over again
 - b. Compete for spot on roster



Meaning-Making & Identity

- Avoid role engulfment (Adler, 1991)
 - a. Overidentification with athletic roles and responsibilities at expense of identification with academic roles and responsibilities





Additional Issues to Consider

1. First-Generation Students
2. Disordered Eating & Eating Disorders
3. Racial Battle Fatigue and Race-Induced Trauma
4. Classroom as Hostile Environment
5. Political Climate
6. Student-Athletes' Denial of Concerns
7. Social Stigma







Justin Reid ✓
@jreid_viii

Student-athletes and athletes in general are more than just your entertainment. We're people who go through anxiety, depression, and difficulties just like everybody else. Please remember that when you're tweeting at us like we're animals.

Bleacher Report ✓ @BleacherReport

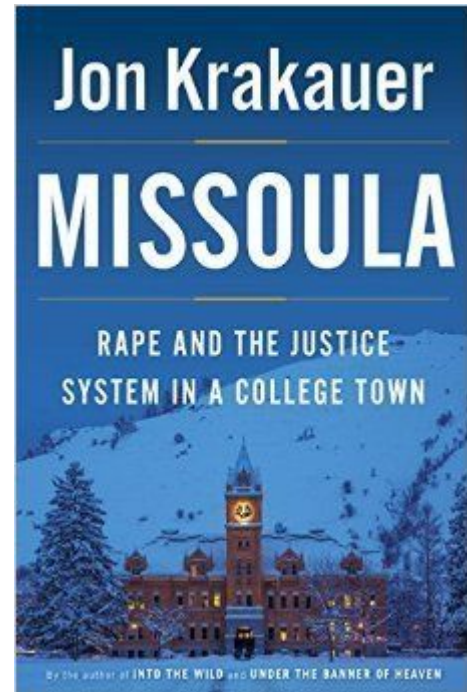
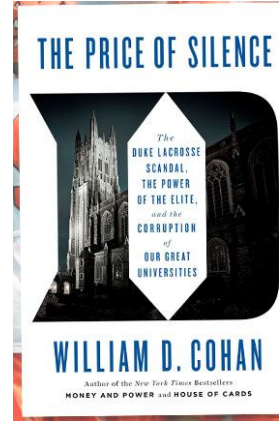
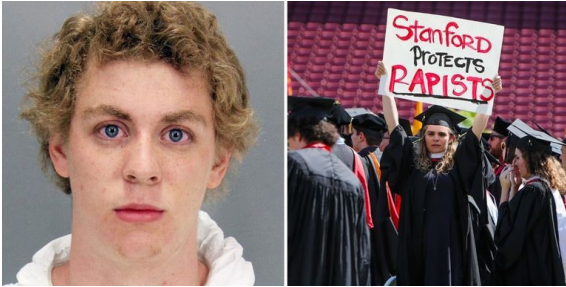


Breaking: Washington State QB Tyler Hilinski found dead after apparent suicide

1:17 PM · Jan 18, 2018

66,521 Retweets **223,936** Likes

🗨️ ↻️ ❤️ ✉️





Limitations

- Limited research in general
 - a. Research limited to Division I and II
 - b. Limited for women, non-Black people of color, and Olympic sports
 - c. Lack of longitudinal studies
- Minimal training





Case Study

One of your students, Trey, is a **first-year football student-athlete** who aspires to play in the National Football League (NFL). Trey is a **first-generation, bi-racial student from Portland, Oregon** who was diagnosed with **general anxiety disorder** in high school. Trey is the **starting running back** for the **undefeated** Midwestern University football team. During the season finale game, Trey was tackled hard and **fumbled** the ball on the last play of the game leading to a game winning touchdown return for their rival team. As a result, Midwestern University will **not make the playoffs** to contend for a national championship. Since the game, Trey has been experiencing **hate speech** from angry fans on social media, while also experiencing **racism** from fellow students on campus. While being evaluated for his leg injury in the athletic training room, one of Trey's teammates showed him a tweet with a picture of Trey in his football uniform with a noose around his neck. As he begins physical therapy, Trey has been receiving **messages from his coach** telling him that he needs to stay in "**playing shape**". Without being able to complete workouts and daily practice, he has been **concerned about gaining weight** from the lack of physical activity. He **hasn't been seen at the dining halls** with the team as much and **tells his teammates that he is not hungry**.

You are meeting with Trey for the first time since the game for your weekly touch-base meeting. Before this meeting, you had met with some of Trey's **teammates and they have let you know that they are getting concerned about him**. **In your role, how would you approach this situation?**



Implications

1. Do a better job recognizing the issues student-athletes face
2. Initiate the support
3. Educate about resources
4. Develop transitional and mentorship programs
5. Categorize student-athletes by risk level
6. Offer a wide variety of time frames for programming, initiatives, events, trips, etc.
7. Consider how major requirements interact with student-athlete obligations



Contact Us!



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