

Appendices

Student-Athlete Moderator Guide



Topic: Analyzing the relationship between student-athletes and their academics

Objectives:

1. To determine the needs of student-athletes to better their academic career at LSU.
2. To identify how athletics play a role in the academic performance of collegiate athletes and to determine whether athletics have a positive or negative impact on athletes' GPAs.
3. To establish a standard by which to determine the success or failure of athletic impact on student-athletes at the collegiate level.
4. To determine if different sports or types of athletes yield different academic results.
5. To understand how student-athletes view themselves and how it affects student-athletes' academics.

Introduction:

Welcome, and thank you for participating in our research focus group. This will take approximately 30 minutes of your time. Any information you choose to share with us today will not be published in a public forum and will not be shared with any LSU Athletics coaches or staff. The number you pulled when you walked into the room will be your identity in our report. You will remain anonymous throughout our report. You are not required to share this number with anyone other than our team. If you agree to participate in this focus group, please sign the consent form in front of you.

We will be recording this session via either phone/computer. This is purely for the purposes of creating a transcript of the session. Every effort will be made to protect your identity. Information gathered today will be aggregated across multiple focus groups, and information provided by specific individuals will only be referred to in general terms (e.g., one participant expressed, "Jane" stated, etc.) in the final report.

Focus Group Questions:

1. As a student-athlete, do you feel that you are valued as a student?
2. Which sport are you a student-athlete for?
3. Are you attending LSU on an athletic scholarship?
4. What does your daily schedule consist of?
5. About how many hours per week do you spend attending classes?
 - On studying/homework per week?
 - On the field per week?
 - How do these times vary throughout the year?
6. What resources are available to you as a student-athlete that are designed to improve your academic achievement?
7. Do you feel there are more resources available that could help better your academic success that you are unaware of? Please explain.
8. Do you notice a difference in your emotional/mental state when your sport is in-season versus during the off-season, and how does it affect you as a student? Please explain.
9. Do you believe there is a difference between academic performance in your sport compared to other sports?
10. Do you consider your classes during your in-season to be harder, easier, or the same as the classes you



Student-Athlete Moderator Guides Continued

take during your off-season? Please explain.

11. Do you view yourself more as an athlete, a student, or a mix of both? Please explain why you picked your choice.

Activity:

On the sheet of paper in front of you, please write the number that you pulled at the beginning of this focus group. Now, take about 5 minutes to write a letter to your future self. Perhaps talk about where you hope to be in life when you receive this letter. Do you hope to be playing a professional sport or working in an office? Do you see yourself married with children? Please be as thorough and complete as possible. There are no limitations to what you can put on this sheet. No information will be shared with the group unless you volunteer your writing.

Debriefing:

Thank you so much for participating. We greatly appreciate you taking the time out of your busy schedule to work with us. Your responses are key to our research and will be very useful in our final report. This is your last opportunity to back out of this study. If you wish to not be associated with our final report, please let us know. Again, none of the information you have shared with us will be published or shown to any LSU Athletics coaches or staff. If you have any questions, comments or concerns, please feel free to let us know. Have a great rest of your day!

Non-Student Athlete Moderator Guide



Topic: Analyzing the relationship between student-athletes and their academics.

Objectives:

1. To determine the needs of student-athletes to better their academic career at LSU.
2. To identify how athletics play a role in the academic performance of collegiate athletes and to determine whether athletics have a positive or negative impact on athletes' GPAs.
3. To establish a standard by which to determine the success or failure of athletic impact on student-athletes at the collegiate level.
4. To determine if different sports or types of athletes yield different academic results.
5. To understand how student-athletes view themselves and how it affects student-athletes' academics.

Introduction:

Welcome, and thank you for participating in our research focus group. This will take approximately 30 minutes of your time. Any information you choose to share with us today will not be published in a public forum and will not be shared with any LSU Athletics coaches or staff. The number you pulled when you walked into the room will be your identity in our report. You will remain anonymous throughout our report. You are not required to share this number with anyone other than our team. If you agree to participate in this focus group, please sign the consent form in front of you.

We will be recording this session via either phone/computer. This is purely for the purposes of creating a transcript of the session. Every effort will be made to protect your identity. Information gathered today will be aggregated across multiple focus groups, and information provided by specific individuals will only be referred to in general terms (e.g., one participant expressed, "Jane" stated, etc.) in the final report.



Non-Student Athlete Moderator Guides Continued

Focus Group Questions:

1. Compared to student-athletes here at LSU, do you feel valued as a student?
 - Do you feel more valued, less valued, or about the same?
2. What does your daily schedule consist of?
3. Do you feel you could do better academically if you had the resources that are available to student-athletes? If yes, please explain why.
4. About how many hours per week do you spend attending classes?
 - On studying/homework per week?
 - On extra-curricular activities per week?
5. What would you say is the biggest challenge you face when it comes to being successful academically?
6. Do you feel student-athletes are equal to you in the classroom? Why or why not?
7. Did you play sports in high school?
 - If so, how were you able to successfully complete schoolwork?
8. How seriously do you view your academic success?

Activity:

On the sheet of paper in front of you, please write the number that you pulled at the beginning of this focus group. Now, take about 5 minutes to write a letter to your future self. Perhaps talk about where you hope to be in life when you receive this letter. Will you be working in an office, married with children? Please be as thorough and complete as possible. There are no limitations to what you can put on this sheet. No information will be shared with the group unless you volunteer your writing.

Debriefing:

Thank you so much for participating. We greatly appreciate you taking the time out of your busy schedule to work with us. Your responses are key to our research and will be very useful in our final report. This is your last opportunity to back out of this study. If you wish to not be associated with our final report, please let us know. Again, none of the information you have shared with us will be published or shown to any LSU Athletics coaches or staff. If you have any questions, comments or concerns, please feel free to let us know. Have a great rest of your day!

Student-Athlete Survey



STEMM defines academic success as meeting Louisiana State University's expectations for being in "good standing" and meeting the requirements needed to earn a degree.

1. **Are you attending LSU on an athletic scholarship?** Yes/No
2. **Are you attending LSU on an academic scholarship?** Yes/No
3. **Do you currently have a job?** Yes/No
4. **How do you view yourself?** Athlete/Student/Mixture of both
5. **To what degree do you agree with the statement, "I hope to become a professional athlete after I graduate"?** Strongly agree/Agree/Fair/Disagree/Strongly Disagree
6. **During your in-season, how attentive do you think you are in class while your professor lectures?**
Not attentive at all/Slightly attentive/Moderately attentive/Very attentive/Extremely attentive
7. **During your off-season, how attentive do you think you are in class while your professor lectures?**
Not attentive at all/Slightly attentive/Moderately attentive/Very attentive/Extremely attentive



Student-Athlete Survey Continued

8. During your in-season, how mentally prepared do you feel for classes/tests/assignments?

Not prepared at all/Slightly prepared/Moderately prepared/Very prepared/Extremely prepared

9. During your off-season, how mentally prepared do you feel for classes/tests/assignments?

Not prepared at all/Slightly prepared/Moderately prepared/Very prepared/Extremely prepared

10. What do your grades look like during your in-season?

All A's/A's and B's/B's and C's/C's and D's/D's and F's

11. What do your grades look like during your off-season?

All A's/A's and B's /B's and C's/C's and D's/D's and F's

12. How many hours per week do you spend studying and doing homework?

1-4 hours/5-9 hours/10-14 hours/15 or more hours

13. How many hours per week do you spend on the field, either practicing or playing?

1-4 hours/5-9 hours/10-14 hours/15 or more hours

14. Are you part of any other organizations on or off campus that require your attention and time? If so, please explain.

No/Yes _____

15. Do you use the resources available to you in Cox Auditorium? If so, please list all resources you use.

No/Yes _____

16. How much do you agree with the statement, "It is tougher for student-athletes to succeed academically compared to regular students"?

Strongly agree/Agree/Fair/Disagree/Strongly disagree

17. Please explain your response for question number 16.

18. What do you think most hinders your academic success during your in-season? Please select all that apply.

Early morning practice/traveling/workouts/home games/mandatory tutoring/other _____

19. During your in-season, what do you find yourself struggling the most with?

Time management/doing homework/attending classes/studying/other _____

20. During your off-season, what do you find yourself struggling the most with?

Time management/doing homework/attending classes/studying/other _____

21. What are some things that would help with your struggles during your in-season?

22. What are some things that would help with your struggles during your off-season?

23. How would you assess your overall time management skills?

Extremely strong/strong/fair/poor/extremely poor



Student-Athlete Survey Continued

24. Does being involved in a sport, help or hinder your weekly time management?

Helps a lot/helps little/no effect/hinders a little/hinders a lot

25. How strongly does your coach stress academic success?

Not at all/a little/moderately/very strongly/extremely strongly

26. How strongly do you place athletic success over academic success?

Not at all/a little/moderately/very strongly/extremely strongly

27. How do you define academic success?

28. What is your current overall GPA?

2.0-2.4/2.5-2.9/3.0-3.4/3.5-4.0

29. What sex are you?

Male/female/prefer not to say

30. How old are you?

18-20/21-23/24-26/27+

31. Please specify your ethnicity.

White/African American/Hispanic or Latino/American Indian or Alaska Native/Asian/Native Hawaiian or Pacific Islander/Other/Prefer not to say

32. What is your major?

33. What is your academic classification?

Freshman/sophomore/junior/senior/graduate student

34. If you are taking this survey through the MEL Research Hub, please provide your 5 digit ID number.

Non-Student Athlete Survey



STEMM defines academic success as meeting Louisiana State University's expectations for being in "good standing" and meeting the requirements needed to earn a degree.

1. Are you attending LSU on an academic scholarship? Yes/No

2. Do you currently have a job? Yes/No

3. How do you view yourself? Athlete/Student/Mixture of both

4. How many extracurricular activities are you involved in? (i.e., student organizations, Greek life, student government, club sports, etc.)

0/1-2/3-4/4-5/5+

5. If applicable, please list all extracurricular activities you participate in.



Non-Student Athlete Survey Continued

6. Do you find yourself focusing more on you extracurricular activities than your academics?

Not at all focused on extracurricular activities/a little focused on extracurricular activities/moderately focused on extracurricular activities/very focused on extracurricular activities/does not apply

7. When you are participating in extracurricular activities, how attentive are you in class?

Not attentive at all/a little attentive/moderately attentive/very attentive/extremely attentive/does not apply

8. When you are not participating in extracurricular activities, how attentive are you in class?

Not attentive at all/a little attentive/moderately attentive/very attentive/extremely attentive/does not apply

9. While participating in extracurriculars, do you find you are mentally prepared for classes/test/assignemnts?

Not prepared at all/a little prepared/moderately prepared/very prepared/extrememly prepared/does not apply

10. While not participating in extracurriculars, do you find you are mentally prepared for classes/test/assignemnts?

Not prepared at all/a little prepared/moderately prepared/very prepared/extrememly prepared/does not apply

11. What do your grades look like while participating in extracurriculars?

All A's/A's and B's /B's and C's/C's and D's/D's and F's/does not apply

12. What do your grades look like while not participating in extracurriculars?

All A's/A's and B's /B's and C's/C's and D's/D's and F's/does not apply

13. How many hours per week do you spend studying and doing homework?

1-4 hours/5-9 hours/10-14 hours/15 or more hours

14. How many hours per week do you spend on extracurricular activities?

1-4 hours/5-9 hours/10-14 hours/15 or more hours/does not apply

15. How much do you agree with the statement, "It is tougher for student-athletes to succeed academically compared to regualr students"?

Strongly agree/Agree/Fair/Disagree/Strongly disagree

16. Please explain your answer choice for question number 15.

17. Do you use the resources available to you, to better your academic success? (i.e., library tutoring, SI sessions, office hours, etc.). If so, please list the resources you use. No/Yes _____

18. During your semester, what do you find yourself struggling the most with?

Time management/doing homework/attending classes/studying/other _____

19. What are some things that would help with your struggles?



Non-Student Athlete Survey Continued

20. What do you think most hinders your academic success? Please select all that apply.

Being involved in extracurriculars/personal obligations/attending sporting events/working at a job/other

21. How would you assess your overall time management skills?

Extremely strong/strong/fair/poor/extremely poor

22. Does being involved in extracurriculars help or hinder your weekly time management?

Helps a lot/helps a little/no effect/hinders a little/hinders a lot

23. How much of a significant impact would you say your parents have on your academic success?

A great deal/a lot/a moderate amount/a little/none at all

24. How strongly do your parents stress academic success?

Not at all/a little/moderately/very strongly/extremely strongly

25. How do you define academic success?

26. What is your GPA?

2.0-2.4/2.5-2.9/3.0-3.4/3.5-4.0

27. What sex are you?

Male/female/prefer not to say

28. How old are you?

18-20/21-23/24-26/27+

29. Please specify your ethnicity?

White/African American/American Indian or Alaska Native/Asian/Native Hawaiian or Pacific Islander/other/prefer not to say

30. What is your major?

31. What is your academic classification?

Freshman/sophomore/junior/senior/graduate student

32. If you are taking this survey through the MEL Research Hub, please provide your 5 digit ID number.
