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## Tutor Effectiveness of Student-Athletes at a Division I University

Kyle J. Koehler

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**TUTOR EFFECTIVENESS OF STUDENT-ATHLETES AT A DIVISION I  
UNIVERSITY**

**By  
Kyle J. Koehler**

A Research Project  
Submitted to the Graduate College of Bowling Green  
State University in partial fulfillment of  
the requirements for the degree of  
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## Table of Contents

ABSTRACT.....	3
INTRODUCTION .....	4
REVIEW OF LITERATURE .....	7
Academic Policy History of the NCAA .....	8
ACADEMIC REFORM FROM 1991 TO PRESENT .....	10
Student-Athletes’ Academic Resources .....	13
The Importance of Academic Services to Student-Athletes .....	14
INTRINSIC FACTORS INFLUENCING EFFECTIVE TUTOR PROGRAMS .....	14
The Size of the Athletic Program .....	14
Tutor Qualities and Preparedness .....	16
Financial Resources .....	16
Extrinsic Factors Influencing Effective Tutor Programs .....	17
Nutrition.....	17
Time (In- vs. Out-of-Season).....	18
Weight Training.....	19
Sleep .....	19
RESEARCH QUESTIONS .....	21
METHOD .....	22
PARTICIPANTS .....	22
PROCEDURE .....	22
DATA ANALYSIS.....	24
RESULTS .....	25
Internal Factors that Impact Tutoring for Student-Athletes .....	25
Sleep.....	26
NUTRITION/EATING HABITS .....	26
Internal Factors that Impact Tutoring for Tutors .....	27
Lack of Preparation.....	27
MOTIVATION.....	29
DISCUSSION.....	31
IMPLICATIONS .....	33
REFERENCES .....	34
APPENDICES .....	37
Appendix A: IRB Approval.....	37
Appendix B: IAC Approval .....	39
Appendix C: Consent Letter .....	40
Appendix D: Email Template.....	42
Appendix E: Student-Athlete Survey Questions .....	43
Appendix F: Tutor Survey Questions .....	45

## **Abstract**

Peer tutoring services are a vital aspect to collegiate athletic support services to ensure that the academic needs of its student-athletes are being met. Collegiate student-athletes hail from a variety of academic backgrounds and everyone may not be ready for the rigors of college. Student-athletes also devote many hours to their specific sport in the form of practice, weight training, watching film, hosting recruits, doing volunteer services, and competing in athletic contests. Athletic contests may require student-athletes to miss class, which makes tutorial services even more crucial for student-athletes. In addition to these time consuming athletic activities, are a wide array of National Collegiate Athletic Association (NCAA) academic eligibility rules that student-athletes must abide by in order to remain eligible for their respective sport (Meyer, 2005). This places a higher importance on tutorial services not only for students, but also for coaches, athletic academic advisors, and the support services that serve student-athletes.

While many campuses have tutorial services for the overall student body, tutorial services for athletes differ by catering to the busy schedules of its student-athletes. The goal of this study was to determine what internal factors (e.g., motivation of a student) influence an effective tutor as well as determine the extrinsic factors (e.g., nutrition/eating habits) that influence effective tutoring. Understanding these research questions will assist the hiring practice of tutor coordinators as well as provide valuable insight in the external factors that may affect tutoring.

## **Tutor Effectiveness of Student-Athletes at a Division I University: Introduction**

I was recently the tutor coordinator for the athletic department at a mid-size university located in Northern Ohio and am considering continuing in this profession after graduation. In this position, I devoted many hours to recruiting, interviewing, training, and hiring new tutors. I also noticed that student-athletes have an extremely busy schedule and come from various educational backgrounds. It is vital that student-athletes are able to effectively and efficiently study with their tutor due to their time constraints and the need to achieve academic markers that they must meet on a semester-by-semester basis. This study could be very beneficial to athletic departments, potential future career and my successor to ensure that we are not only hiring qualified tutors, but also effective tutors.

According to a 2015 National Collegiate Athletic Association (NCAA) GOALS (Growth, Opportunities, Aspirations and Learning of Students) study, student-athletes on average spend approximately 34 hours on their sport per week. In addition, “two-thirds of Division I student-athletes said they spend as much or more time on athletics during the offseason as during their competitive season” (NCAA, 2015, p. 3). These duties may include, but are not limited to practicing for their sport, watching film, traveling, community service, compliance meetings, academic meetings, and prospective student-athlete host duties. With so much time being devoted to their sports, it is imperative that these students also devote an adequate amount of time to their academics to remain eligible.

The NCAA has a host of athletic eligibility rules pertaining to Division I athletics in order to ensure that academics are the first priority, not athletics. These eligibility rules apply to every conference in Division I only. According to the NCAA (2018), Division I athletics prioritize academics in order for student-athletes to build skills for success in the workplace and

later in life, well-being and integrity in and out of their sport. The main eligibility rules pertain to a student's GPA (grade point average) and PTD (percentage toward degree). Student-athletes must achieve specific GPA requirements and complete percentages of their degree throughout their time as a student-athlete in order to continue to participate in athletics. For example, prior to a student-athlete's second year of enrollment (3<sup>rd</sup> full time semester), they need to have a 1.8 GPA and complete 24 credit hours or 36 quarter hours of credit to be eligible for athletic competition. Other academic requirements are listed in Table 1 stating the various GPA and PTD requirements student-athletes must achieve throughout their academic careers.

**Table 1.** NCAA Student-Athlete GPA and PTD Requirements for Division I Schools (NCAA, 2018)

<b>Progress-Toward-Degree Requirements</b>				
<b>Academic Requirements</b>	Prior to the Second Year of Enrollment	Prior to the Third Year of Enrollment	Prior to the Fourth Year of Enrollment	Prior to the Fifth Year of Enrollment
<b>Regular Academic Term</b>	6 semester/6 quarter hours of credit	6 semester/6 quarter hours of credit	6 semester/6 quarter hours of credit	6 semester/6 quarter hours of credit
<b>Regular Academic Year</b>	18 semester/27 quarter hours of credit	18 semester/27 quarter hours of credit	18 semester/27 quarter hours of credit	18 semester/27 quarter hours of credit
<b>Degree Credit</b>	Credits accepted toward any degree offered at the institution	Credits used must go toward the designated degree	Credits used must go toward the designated degree	Credits used must go toward the designated degree
<b>Annual/Percentage-of-Degree</b>	24 semester/36 quarter hours of credit	40-percent of the designated degree must be completed	60-percent of the designated degree must be completed	80-percent of the designated degree must be completed
<b>Grade-Point Average</b>	90-percent of the minimum GPA required for graduation (1.8 if a 2.0 is the minimum)	95-percent of the minimum GPA required for graduation (1.9 if a 2.0 is the minimum)	100-percent of the minimum GPA required for graduation (2.0 if 2.0 is the minimum)	100-percent of the minimum GPA required for graduation (2.0 if 2.0 is the minimum)

Not only do the students have a lot at stake, but so do the coaches. Students that do not meet these academic requirements jeopardize their athletic eligibility as well as hurt the team's APR (Academic Progress Rate) score. Teams must achieve a score of 930 to be eligible for postseason play as well as to avoid a bevy of other sanctions (NCAA, 2018). Thus, it is vital for all parties to have academics at the forefront of their minds. In order to prioritize the importance of academics, many schools offer tutor services to assist student-athletes.

Many institutions of higher education utilize peer-assisted tutoring where one student teaches one or more fellow students (Rees, Quinn, Davies & Fotheringham, 2016). These peer-assisted tutoring programs exist in the general student body population as well as potentially in the athletic department, contingent on the financial status of the athletic department (Banbel & Chen, 2014). Smaller athletic departments typically have a smaller budget than notorious, larger athletic departments. Thus, smaller athletic institutions may decide not to have a tutoring program and allocate funds in other areas to improve their student-athletes' experiences. The peer-assisted tutoring model is reliant on students assisting other students in their course(s), which has been "acknowledged as an essential part of athletic support services" (Banbel & Chen, p. 53). The difference between an athletic department and the general student body's tutorial programs is that the athletic department's support is used to accommodate student-athletes' busy schedule or time demands.

This study will consider non-academic factors (such as sleep, nutrition, weight training, in-season and out-of-season) that may affect tutor appointments. Previous literature (Gray & Watson, 2002; Parletta, 2016; Scott, Paskus, Miranda & McArdle, 2008; Taylor, Vathauer, Bramoweth, Ruggero & Roane, 2013) has shown that sleep, nutrition and in-season and out-of-season variables are important predictors of academic performance. Weight training is also an

important variable towards academic success with the general student body population, but there is little literature on student-athletes. However, I personally noticed that the student-athletes I oversaw in my graduate assistantship would complain about being mentally and physically fatigued from weight training. There has been much literature taking into account academic factors such as high school GPA, standardized test scores to estimate the success of a student (Chen, Mason, Middleton & Salazar, 2013). There have also been studies that review tutoring techniques and their effectiveness (Cooper, 2010; Johnson, Harris & Peters, 2013; Rees, Quinn, Davis & Fotheringham, 2016; Rifenburg, 2016; Thompson, 2008), but very little literature that considers external factors such as nutrition, weight training, in-season versus out-of-season, and sleep. In addition, the student-athletes' and tutor's perspective on an effective tutor session are important factors, which is why this study takes a qualitative approach by conducting a survey. This study will help bridge the gap in literature.

### **Literature Review**

Many athletic departments currently utilize a tutor program for its student-athletes or utilize the school's resources to ensure that their students' academic needs are being met. However, the National Collegiate Athletic Association (NCAA) did not always require its athletic programs to provide academic support for student-athletes. The NCAA has undergone many academic reforms as well as many other academic rule changes. In order to gain a better understanding of the academic reforms that have taken place over the years, it is vital to gain insight of what the NCAA is and how policies were affected because of this association's history.

## **Academic Policy History of the NCAA**

The National Collegiate Athletic Association was created in 1906 and is the governing body that coordinates the athletic programs of member colleges and universities (Oriard, 2012). These colleges and universities are divided into three categories: Division I, II, and III as divided by the financial support they receive from the NCAA. Division I schools are mostly associated as ‘big-time’ athletic programs because they can offer athletic scholarships to prospective student-athletes. Some Division I programs also make money from their academic programs, while many colleges do not make money or lose money from their programs (Batley, 2011). This study specifically focuses on Division I athletics and academics.

During the 1880s, 1890s and early 1900s, a consensus was reached on four criteria that needed to be met in order for a student to be eligible for athletics: 1) competition should be limited to four years, 2) for full-time undergraduate students only, 3) in good academic standing and 4) pursuing a degree. Institutions monitored the eligibility of its own student-athletes based on these criteria. Around this same time period, President Roosevelt intervened which led to the creation of a nation-wide organization to oversee collegiate athletics, which eventually adopted the name, National Collegiate Athletic Association. Though the NCAA was created in 1906, they did not have power to immediately enforce policies, only to recommend them (Oriard, 2012).

In 1952, a 12-point code was created to replace the Sanity Code, which reiterated the four eligibility points used prior to the creation of the NCAA, but banned financial aid for athletic ability. The 12 point-code also expanded on the 10-point code of 1922 by addressing aspects of “professionalism”, which was plaguing collegiate athletics at this time. This newly adopted code addressed the academic welfare of collegiate athletes. Practices were to be confined to the sport’s season (e.g., no spring football), and the number of games in each sport were to be limited,

especially in football and basketball. In addition to these restrictions for each sport, students were to be making progress toward a degree for eligibility purposes, athletes were to be admitted under the institution's public requirements, and close attention was given to the athletes' curriculum so that they were not deterred from their educational objective, obtaining a college degree. If these requirements were not met, there could potentially be consequences (Oriard, 2012).

Throughout the next 30 years, there were modifications and revisions of current rules as well as additional provisions created to determine the eligibility of a student-athlete and divisions within the NCAA. In 1965, the NCAA adopted a rule that was named the *1.6 rule*. This rule was a measurement based on a student's high school GPA ranking and test scores that projected the GPA a student would have in college. This measurement was the initial eligibility requirement for students in order to be eligible for sports, along with a requirement of a 1.6 college GPA for continuing eligibility. In 1973, the *1.6 rule* was abolished and replaced with a simpler eligibility requirement; a student must have a 2.0 GPA for initial eligibility. Institutions were given authority for determining the normal progress of student-athletes for continuing eligibility (Oriard, 2012).

All of these changes laid the ground work for academic reform, which occurs regularly in the NCAA to this day. The federal government eventually began mandating data collection on academic performance and graduation rates in the 1980s. This mandate helped reveal some astonishing statistics at various institutions including the University of Minnesota, Colorado State, the University of New Mexico, the University of Texas and many others. At the University of Minnesota, nine percent of basketball players graduated from 1978 to 1983. The University of New Mexico only graduated 21% of its football players and 28% of its basketball players during

the 1970s. The University of Texas graduated just 18% of its basketball players from the mid-1970s to the early 1980s. These pitiful examples of egregious academic statistics completely undermine the purpose of academic institutions, to promote learning and the overall betterment of its students (Oriard, 2012).

In addition to the results of these studies, there were also a series of high-profile academic scandals in intercollegiate athletics that included various student-athletes admitting that they were illiterate and academic tutors admitting that they cheated for student-athletes at various schools (Oriard, 2012; Petr & McArdle, 2012). These studies and incidents assisted in the ratification of Proposition 48, which required a score of at least 700 on the SAT and a 2.0 GPA in 11 core high school courses for student-athletes to initially be academically eligible. Core high school courses are classes such as math, history, science; classes such as gym and art are not factored into the core GPA calculation. This proposition was eventually modified in 1992 by creating a sliding scale of SAT scores and GPA's which then included 13 core high school courses. This sliding scale was based on a student-athlete's high school core course GPA. The higher the GPA, the lower their SAT score could be to initially be eligible. Conversely, the lower the core course GPA, the higher the student's SAT score had to be (Oriard, 2012; Petr & McArdle, 2012). Table 2 includes a key summary from Oriard (2012) of the NCAA history on academics from 1906 to 1990.

### **Academic Reform from 1991 to Present**

The NCAA eventually went through an academic reform in January 1991 that was aptly named the "Reform Convention" that mandated academic counseling and tutoring services for all Division I student-athletes. The main objective of this reform was to give student-athletes the attention and support to maximize their academic potential (Meyer, 2005).

**Table 2. A Key Summary of the NCAA History Regarding Academics (1906 to 1990)**

<b>Period</b>	<b>Key Summary</b>
1906	▪ NCAA was created by President Roosevelt to oversee and monitor the state of college athletics.
1952	▪ 12-Point Code was created to address the academic welfare of college athletes. Students were to be making adequate progress toward a degree.
1965	▪ 1.6 rule created which was a projection on how well a student would academically perform in college based on a student's high school GPA and college prep tests.
1973	▪ 1.6 rule abolished. Students now needed a 2.0 high school GPA for initial eligibility. Institutions had authority to determine the progress of students for continuing eligibility.
1980s	▪ NCAA mandated data collection on academic and graduation rates. Proposition 48 is created requiring incoming student-athletes to achieve an SAT score of 700 or higher and a 2.0 high school GPA in 11 academic core courses.

Academic support was not the only mandate that came with this reform. Initial eligibility, graduation rates, the academic progress rate (APR) and additional academic restraints were also eventually affected (Meyer, 2005; Oriard, 2012; Petr & McArdle, 2012). According to Petr and McArdle (2012), the NCAA began to certify the eligibility of all incoming freshmen student-athletes in 1994. This certification process led to a boom of academic data being collected from high schools and colleges through the NCAA's Initial Eligibility Clearinghouse (IEC). This massive collection of data also eventually led to the Academic Performance Program (APP) in 2003 that required Division I institutions to submit academic data on their scholarship student-athletes (Petr & McArdle, 2012). The APP program according to Meyer (2005) was created to reward teams that are committed to its students' academic progress toward a degree and penalize teams that have a history of academic underachievement. Two years after schools had to report

on their scholarship athletes, the NCAA required that teams abide by a new rule, the academic progress rate (APR).

Academic progress rate was implemented in 2005 and is defined by Meyer (2005) as a term-by-term measurement of eligibility, retention and graduation that begins in the fall. APR is only calculated based on student-athletes receiving institutional aid based on athletic ability in the requested term or semester. There are a total of two points per semester that a student-athlete may earn, for a total of four points per year. Points are awarded if the student-athlete is academically eligible and returns after the fall, with the same criteria applied in the spring. At the beginning of each academic year, each Division I team's APR is calculated by adding up all points earned by student-athletes and dividing that number by the total possible points that could have been earned. The APR will be totaled for four years before penalties are implemented. Although APR has quite the effect on an institution's athletic programs, the students are affected more directly with the progress toward degree (PTD) constraint (Meyer, p. 16).

APR is a vital marker that each team needs to meet. Failing to reach this marker will possibly result in the loss of available scholarships, ineligible to compete in postseason tournaments among a bevy of other possibilities. APR is a marker that is directly tied to the retention of its student-athletes, their GPA and progress towards degree requirements. Students that are not retained, or are ineligible lose a point, which hurts the APR of that particular athletic team.

NCAA progress towards degree requirements mandate that student-athletes have 40 percent of their degree completed by their 5<sup>th</sup> full-time semester, 60 percent going into their 7<sup>th</sup> semester and 80 percent going into their 9<sup>th</sup> semester (Meyer, 2005). In other words, student-

athletes must have completed 40 percent of their degree by the beginning of their junior year, 60 percent by the time they begin their senior year, and 80 percent by the time they begin their 5<sup>th</sup> year. This effectively gives student-athletes 5 years to complete their degree, which does not seem problematic. However, the PTD requirement requires student-athletes to stay in a particular major once they reach a certain point in their academic career even if they want to change their major. Otherwise, they risk not reaching their percentage toward degree milestone and forego athletic competition (NCAA, 2018).

In addition to the PTD requirement, student-athletes must also complete the 6-hour rule. The 6-hour rule states that all student-athletes must pass at least 6 credit hours of courses each semester, except for football players, who must pass 9 hours during the fall term only. All student-athletes must pass at least 18 credit hours of classes between the fall and spring semesters, which excludes summer credits. These credits also must be degree applicable to their major, if the student has a major (Banbel & Chen, 2014). Student-athletes must meet their PTD requirements, so they must choose a major early and begin to work towards it as soon as possible. As a result of all the requirements, it is vital that student-athletes have access to sufficient academic resources to assist them.

### **Student-Athletes' Academic Resources**

These resources come in the form of athletic academic advisors as well as various programs the student-athlete academic services office may have, like tutoring. These resources were a result of the NCAA enforcing repercussions for teams not meeting retention, eligibility and graduation markers. Repercussions include banning teams from postseason tournaments, restrictions on membership rights and a reduction in athletics-related financial aid (Gurney, 2011). These potential disciplinary actions resulted in the increase of athletic centers that house

academic advisors and counselors to monitor and improve eligibility, retention, and graduation rates of their student-athletes (Banbel & Chen, 2014). Table 3 contains a summary of Meyer's (2005) NCAA history on academics from the 1990s to present.

### **The Importance of Academic Services to Student-Athletes**

In addition to the potential threat of disciplinary actions, student-athletes also face unique challenges that the general student body population does not. For example, student-athletes may not be able to utilize academic support programs that are available to the general student body due to practice, weight training, travel or competition schedule. With this in mind, academic support services tailor their schedule around the needs of its student-athletes in order to accommodate their schedules. Peer tutoring has been an essential part of athletic support services and has also been demonstrated as an effective method to improve student academic performance (Banbel & Chen, 2014). In order for tutoring programs to be effective, proper training, supervision and feedback need to be administered throughout the school year. Based on the previous literature, the factors influencing effective tutoring programs can be categorized into intrinsic and extrinsic factors.

#### **Potential Intrinsic Factors Influencing Effective Tutor Programs**

*The size of the athletic program.* Although intrinsic factors are vital aspects of an athletic tutor program, Banbel and Chen (2014) acknowledge that not all tutoring programs will be the same size and under the same mentorship. For example, institutions in the "Power 5" conferences (Atlantic Coast Conference, Big Ten, Big 12, Pac-12 and Southeastern) will have a larger program due to larger athletic budgets as opposed to conferences that receive less money, called the "Mid-Major" conferences (e.g., the Ohio Valley Conference and the Mid-American Conference among others). Schools in the Ohio Valley Conference on average, employ 2.6 full-

time academic support staff employees with a ratio of one full-time academic support employee per every 117 student-athletes. In contrast, the University of Kentucky (Southeastern Conference) has 10 full-time academic employees along with hundreds of part-time tutors and mentors. Though the disparity between small and large college staffs may be quite apparent, Banbel and Chen acknowledge that an in-house tutoring program may resolve various issues such as: eligibility, PTD rates, APR points and academically under-prepared student-athletes. These potential issues may be resolved through an in-house tutoring program by operating based on student-athletes' busy schedules as well as offering its tutors proper training, supervision and feedback (Banbel & Chen, 2014).

**Table 3. A Key Summary of NCAA History Regarding Academics (1990s to Present)**

<b>Period</b>	<b>Key Summary</b>
1991	<ul style="list-style-type: none"> <li>▪ NCAA adopted academic policy mandating academic counseling and tutoring services for all Division-I athletes.</li> </ul>
1992	<ul style="list-style-type: none"> <li>▪ Sliding scale of SAT and core GPA scores are created. The higher the core GPA, the lower the SAT score could be</li> </ul>
1994	<ul style="list-style-type: none"> <li>▪ The NCAA began certifying athletic eligibility for all incoming student-athletes, which leads to a massive collection of academic data from high schools and colleges through the NCAA's Initial Eligibility Clearinghouse (IEC).</li> </ul>
2003	<ul style="list-style-type: none"> <li>▪ Academic Performance Program (APP) is approved by the NCAA. Under this mandate, teams/institutions are rewarded for significant academic success and those that have a history of academic underachievement will be penalized</li> </ul>
2005	<ul style="list-style-type: none"> <li>▪ Academic Progress Rate (APR) is implemented and is based on student-athletes receiving institutional aid based on athletic ability. This measurement is based on academic eligibility and retention.</li> </ul>
2005	<ul style="list-style-type: none"> <li>▪ PTD is implemented, mandating that student-athletes are adequately progressing towards their degree in a 5-year timeframe.</li> </ul>

The size of the tutor program at a university does not necessarily ensure that its students are efficiently working or in some cases, even attending their scheduled tutor session(s).

Thompson and Gilchrist (2011) noted that sometimes student-athletes exercise compliance resistance against their athletic academic advisors and tutors. For example, an athletic academic advisor may schedule tutor appointments for their student-athletes because the class is difficult or their advisee has shown a deficiency in that particular subject area. The advisor may also want to schedule a tutor appointment for the student-athlete because they are at risk of not meeting one of their required educational markers such as GPA, PTD, or semester-by-semester requirements. Even though the advisor wants to schedule a tutor appointment for their advisee, the student-athlete may skip tutor appointments by making excuses such as they are too sore or exhausted among other excuses they deem acceptable to skip their scheduled appointment(s).

***Tutor qualities and preparedness.*** Another potential problem involves ensuring that an athletic department's tutors are properly trained to tutor student-athletes who may have learning disabilities (Thompson, 2008). Student-athletes may need additional personal and academic support to be productive in their courses and manage their learning ability. Tutors that have poor qualities and are ill-prepared to work with such students can result in a lack of academic progress for the student and wasted financial resources. Students that do not have required study materials may also pose difficulties for the tutor and result in wasted time and financial resources.

***Financial resources.*** Financial resources may also be an issue for tutor coordinators, specifically at smaller institutions. Many smaller institutions do not have an athletic program that makes money, which poses an issue for not only the tutoring department, but for the entire athletic academic department. This financial strain may result in a tutor coordinator strictly scheduling tutor appointments for students that are at risk of not being eligible, APR reasons, and

other limitations they so choose rather than extending tutor appointments to the student-athlete population as a whole. Athletic tutor coordinators may be able to offset their limitations with the general student body's academic resources, but student-athletes' schedules may not allow them to receive the academic support they desire (Banbel & Chen, 2014).

### **Extrinsic Factors Influencing Effective Tutor Programs.**

Although the tutor and student-athlete are vested in making their appointments as productive and effective as possible, there are extrinsic factors outside of their academic control such as: whether the student-athlete is in-season or out-of-season, weight training, nutrition and the amount of sleep student-athletes are getting. These extrinsic factors may have an influence on the student's academic motivation and may also be negatively affecting their ability to learn or retain academic material.

**Nutrition.** Nutrition is a vital factor in not only performing at a high level athletically, but also academically. It is well-documented that poor nutrition can lead to physical health problems, but the brain can also be affected by poor health. The brain requires nutrients and energy for it to work properly and without them, the brain would not function at all. In order for the brain to work properly, it needs an array of minerals and nutrients like omega-3 fatty acid, zinc, magnesium, iron, iodine, selenium and vitamins B, C, D and E, among other important nutrients and minerals (Parletta, 2016).

Student-athletes that are on athletic scholarship may be provided with a meal plan which in theory, should be sufficient in covering the student's nutritional needs. However, student-athletes at smaller colleges are at a disadvantage compared to those at colleges that have a large athletic program. Larger athletic programs typically supply a meal plan for student-athletes and a 'nutrition station' so athletes are able to get something to eat whenever they like. A nutrition

station differs greatly from a meal plan because students are not charged for their food selections, whereas they are for a meal plan. So smaller athletic programs are at a disadvantage compared to larger programs that have a seemingly unlimited food supply for its student-athletes. This disadvantage is not limited to how much food a student-athlete can have, but also the quality of food available. Nutrition stations typically have more nutritious food options such as protein bars and shakes, fruit and other options. Students on a meal plan are subject to eat what the school offers. Schools offer healthy options, but unhealthy food is readily available and enticing for students who may want to grab something quick to eat before athletic obligations or class. In addition, this may be the first time student-athletes are buying meals on a regular basis and may find comfort eating unhealthy meals or treating themselves to desserts.

While in my graduate assistant position, I also heard of student-athletes claiming they forgot or did not have time to eat. It is vital that student-athletes eat so they can focus on their academics as well as perform optimally in athletics (Carpentier, 2004). These dietetic situations all may have an impact on a student athlete's motivation or ability to comprehend the academic material they are reviewing with their tutor.

*Time (in- vs. out-of-season).* A student-athlete may also have more time to study and review material with their tutor out-of-season compared to in-season. The time demands of student-athletes during their sport's season is extremely high due to practice, travel, weight training and competition. This is why student-athletes typically perform slightly better academically out-of-season and that is especially noticeable in the male population (Scott, et al., 2008). Scott and colleagues conducted three studies to determine whether there was a difference in GPA and credits earned by student-athletes in-season or out-of-season. They examined over 3,000 student-athletes in the different divisions of membership in the NCAA: Division I,

Division II, and Division III. The basis for the study was the belief in intercollegiate athletics that student-athletes perform better in-season because of their structured schedule; however this was found to be false in all divisions. Therefore, one could expect tutor appointments to be more efficient out-of-season as opposed to in-season as well, because they have fewer obligations and more potential availability to meet with their tutor(s).

***Weight training.*** Weight training is known to have many physical benefits, but it may negatively affect student-athletes' sleep if their weight training session takes place early in the morning or late at night. This may cause fatigue and/or a lack of academic motivation for the student to work with their tutor. Though it has been well-documented in young adolescents that physical activity is beneficial to academic performance during the school day, there is a lack of evidence that this is also true in the college population (Wald, Muennig, O'Connell & Garber, 2014). Wald and colleagues conducted their study to examine the associations between academic performance, strength training and other variables. They found that college students who adhere to public health recommendations for lifestyle behaviors have higher grade point averages. They also conceded that further studies exploring the association between weight training and academic performance needs to take place. This study analyzes weight training's potential effect specifically on tutor sessions rather than academics as a whole.

***Sleep.*** Sleep is known to impact learning and cognition in adolescents and impacts students in college as well (Wald et al., 2014). According to Keating and colleagues (2015), they showed that sleeping habits accounted for the largest variance in grade point average among other variables such as exercise, eating, mood states, stress and others. An adequate amount of sleep has been shown to have positive cognitive effects by strengthening the neural synapses in the brain. In addition, a lack of sleep increases the neural response to unhealthy food stimuli

which can negatively affect a student-athlete's nutrition (Wald et al., 2014). College students who adhere to public health recommendations for lifestyle behaviors have higher grade point averages.

Taken together, sleep, nutrition, weight training and in-season versus out-of-season are all important extrinsic factors to consider not only for maximum tutor effectiveness but also for academic performance. This study attempts to determine what qualities an effective tutor has and whether outside variables such as a lack of sleep, wariness from weight lifting or practice, among other factors negatively affect a student-athlete's tutor session.

This study will broaden our understanding of tutor effectiveness in collegiate academic services in two ways. First, this study will provide additional evidence of tutor effectiveness in the collegiate setting as we have little knowledge of the tutoring patterns of collegiate student-athletes. The majority of previous literature was mainly focused on how a tutor program is structurally organized rather than the effectiveness of a program (Johnson, Harris & Peters, 2013).

Second, this study will provide additional evidence on what extrinsic factors influence the effectiveness of a tutoring program in addition to the qualities of the tutors. Student-athletes can devote up to 35-40 hours per week in athletics via film, practices, competition, weight training, community service and other responsibilities. Student-athletes may also miss class due to competition and/or travel which requires a much higher reliance on the tutor to assist the student-athlete in material they missed. Therefore, tutors can be given more specific information on student-athletes during tutor training and can more effectively meet the student-athletes' needs (Johnson et al., 2013). Table 4 contains a key summary of factors that influence tutoring effectiveness.

Altogether, the purpose of this study is to investigate the qualities of effective tutors and factors influencing the effectiveness of tutoring. To examine this, I proposed the following research questions:

RQ1. What influences affect effective tutoring?

RQ1-1. What internal factors impact effective tutoring for student-athletes?

RQ1-2. What influences affect effective tutoring for student-athletes?

RQ2. What extrinsic factors influence effective tutoring?

**Table 4. A Key Summary of Factors that Influence Tutors and Effective Tutor Programs**

<b>Factor</b>	<b>Key Summary</b>
Size of the athletic program	<ul style="list-style-type: none"> <li>▪ Larger athletic institutions have vastly higher budgets than small to mid-size athletic departments. Because of a higher budget, larger athletic institutions can provide more support for its student-athletes.</li> </ul>
Tutor qualities and preparedness	<ul style="list-style-type: none"> <li>▪ It is imperative tutors are properly trained. Tutors that are ill-prepared or have poor qualities can result in a lack of academic progress for the student-athlete and wasted financial resources.</li> </ul>
Financial resources	<ul style="list-style-type: none"> <li>▪ A financial strain on the athletic department may limit tutor coordinators to only scheduling appointments for students that are academically at risk, not being eligible, among other potential limitations.</li> </ul>
Nutrition	<ul style="list-style-type: none"> <li>▪ Proper nutrition is required to function at an academically high level.</li> </ul>
In-season vs. out-of-season	<ul style="list-style-type: none"> <li>▪ Student-athletes have more time to study and review material with their tutor during out-of-season compared to in-season due to fewer time demands.</li> </ul>
Weight training	<ul style="list-style-type: none"> <li>▪ Weight training may cause fatigue and/or lack of academic motivation for the student</li> </ul>
Sleep	<ul style="list-style-type: none"> <li>▪ Sleep habits account for the largest variance in GPA among variables such as exercise, eating, stress and others.</li> </ul>

## **Method**

To answer whether internal factors influence an effective tutor and whether extrinsic factors influence effective tutoring, a qualitative method was utilized. This method allows me to seek insight into the relationship between tutors, student-athletes and the factors that affect a tutor appointment. A “mapping” approach was utilized to analyze the data. Mapping is a process that “aims to provide a general overview or ‘topography’ of a behavior, phenomenon, practice or ‘field’ of physical culture” (Markula & Silk, 2011, p. 8). This type of process is especially meaningful for the current study because there is not much previous research on the topic, which may create a map of this ‘landscape’ to assist tutor coordinators in hiring effective tutors in order to positively affect student-athletes’ educational experience.

## **Participants**

The participants of this study were student-athletes and tutors that were part of the athletic tutor program or utilized their services at the mid-western college and were at least 18 years of age. The participants were selected via convenience sampling since I knew which student-athletes were receiving tutoring and the tutors that were providing this service. There were 19 total participants in this study, 8 student-athletes and 11 athletic tutors. The tutors consisted of 3 males and 8 females ranging in age from 20 to 22. The student-athletes consisted of 5 males and 3 females ranging in age from 18 to 22. The participants took part in this research study voluntarily and were not offered any incentive to participate.

## **Procedure**

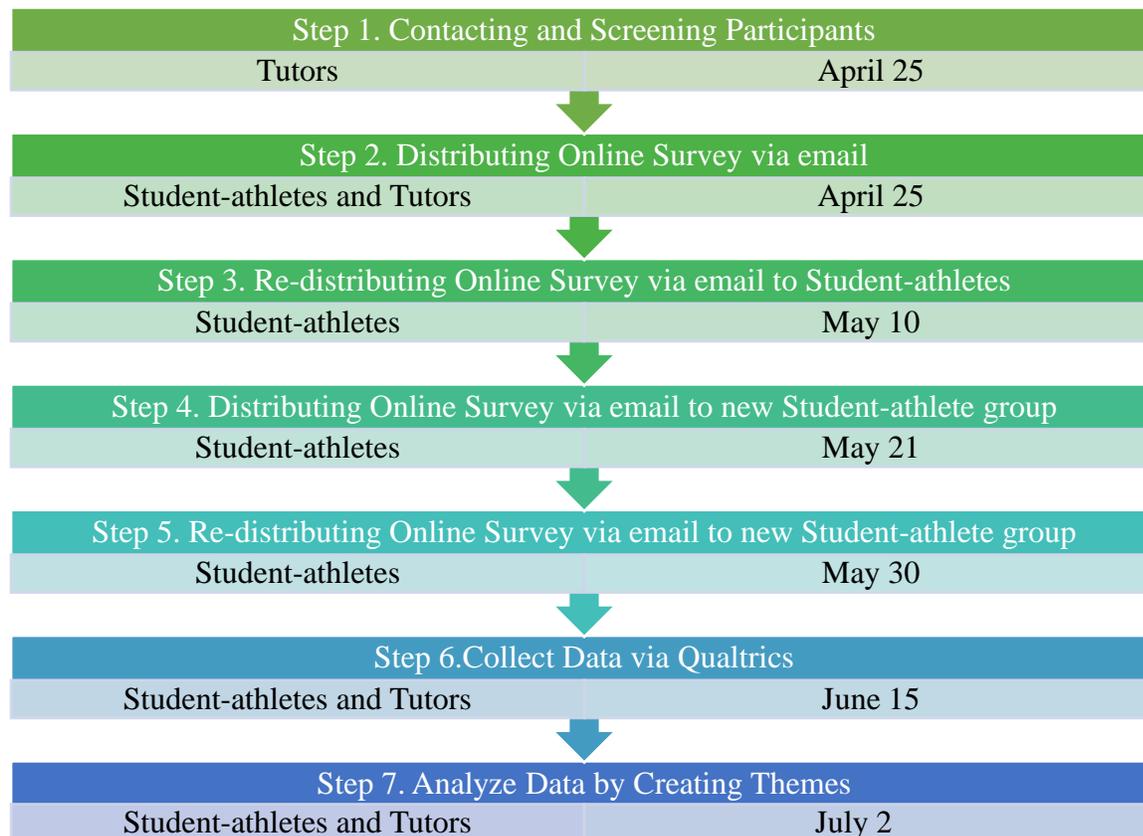
The survey administered to participants was created based on previous literature and a number of factors that I personally heard student-athletes talking about (nutrition, fatigue from weight lifting, nutrition/eating habits, etc.) that may affect tutoring as well as seeking insight

from the tutor's point-of-view. Tutors are a valuable resource in enhancing the academic experience of student-athletes, therefore it is crucial to understand potential distractions or detriments in the preparation of students, the appointment itself, and other potential factors such as sleep and the motivation of students.

A separate web-based survey (see Appendix D) was emailed to 47 potential tutor and student respondents on April 25. The email included an informed consent letter (see Appendix C) that detailed the description, purpose, benefits, possible risk or discomfort and the right to withdraw. Due to a low number of student-athlete responses, a follow-up email (see Appendix D) was sent on May 10. The same email was sent to a new group of 14 student-athletes on May 21 accompanied by a follow-up email on May 30 in order to cultivate more responses. The tutors were administered a series of questions that covered different aspects of the tutor appointment such as the preparation of the student(s) they tutor (e.g., Are students generally prepared for their sessions? Did they have their notes, textbook, read the lesson?), aspects of the actual tutor appointment (e.g., What method(s) do you use to assist the student in learning the material? Did you use drawings, flashcards, read from the book, etc.), external factors (e.g., How does tutoring consecutive sessions affect you, if at all? Please explain) and demographic information (e.g., year of birth, gender, ethnicity).

The student-athletes were administered a series of questions that covered their 'study tables' (e.g., Are you required to attend study tables for your sport?), subjects they received tutoring in (e.g., How frequently do you receive tutoring in a specific subject?), external factors (e.g., Are there differences between the effectiveness of your tutoring sessions when our team is out-of-season? Please explain) and demographic information (e.g., year of birth, gender, ethnicity).

In total, student-athletes were asked 24 questions while tutors were asked 19 questions (see Appendix E & F). Both of the surveys had open ended questions in an attempt to gain insight in to their answers.



**Figure 1. Research Procedure**

### **Data Analysis**

In order to create this ‘map’ (see Figure 1), the researcher needs to draw the relationships between different aspects of the topic under investigation and highlight the differences. The researcher then needs to assess the impact of each relationship and link the map back to previous research (Markula & Silk, 2011). The data from the participants was collected on Qualtrics. In

total, I targeted 61 potential participants and collected 21 responses (34% response rate). Of the 21 responses, 19 of them completed the entire study and were utilized in data analysis.

Mapping was utilized to analyze the data. Mapping is a process that seeks to provide an overview of a behavior, practice or culture. This method was chosen because though there is a general understanding of the positive effects of tutoring in higher education, there is little research on what affects the tutor appointment (e. g., the preparedness of the student, tutors having consecutive appointments) involving the student-athlete sub-group. The data were analyzed by extracting common themes in the answers provided by both student-athletes and tutors using a frequency test.

## **Results**

Results were based upon feedback from current NCAA Division I student-athletes and athletic tutors. It was found that student-athletes (tutees) play a vital role in an effective tutor appointment. Tutors revealed that preparedness of the student, the student's motivation and extrinsic factors such as a lack of sleep may all negatively affect the appointment. Student-athlete themes included motivation, tiredness and extrinsic factors (e.g., sleep, nutrition/eating habits) also negatively affected tutor appointments. These themes will be displayed through the use of quotations collected from the survey. These quotes will conceal their identity by assigning a pseudonym to the student-athlete and tutor. A complete listing of these themes can be found in Tables 5 and 6. Table 5 consists of the tutee responses and themes, while Table 6 consists of tutor responses and themes.

### *Results of Internal Factors that Impact Tutoring for Student-Athletes*

Even though student-athletes know that there may be repercussions from the coaching staff, the NCAA, and even their parents for not meeting academic standards, some of them still

seem to lack academic motivation during their tutor sessions. Even if the student-athlete is motivated to achieve academically, there are a variety of external factors such as the time of season, fatigue, and nutrition/eating habits that may be influencing the student. These factors were examined in the surveys administered to student-athletes.

### *Sleep*

Sleep was considered an important aspect to the tutoring appointment by student-athletes and tutors. One student-athlete, Sean stated: “If I’m really tired, I won’t want to study or try really hard.” Another student-athlete stated that “With more sleep, I am able to be more awake and on task. In total, 5 out of the 8 student-athlete respondents admitted that sleep has an effect on their tutor sessions.

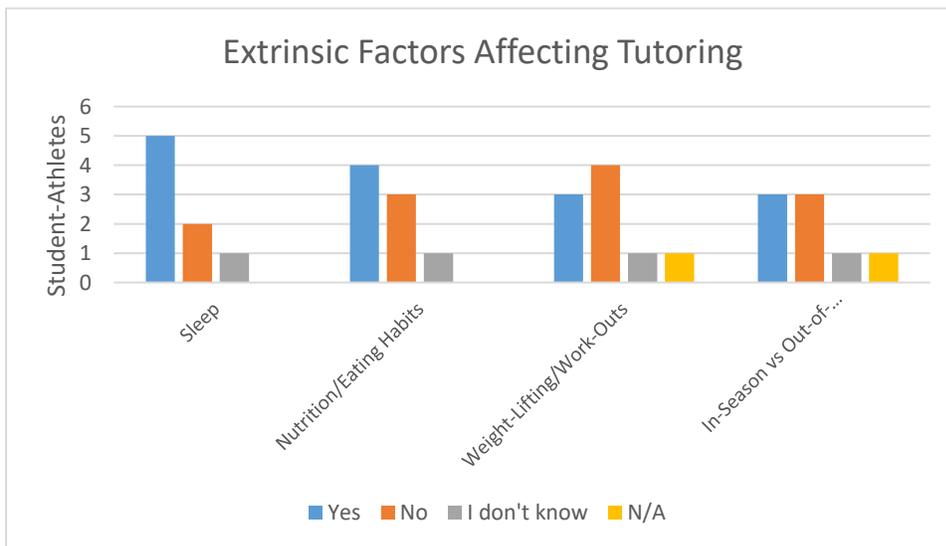
Tutors also found that sleep played an important role in the appointment. Beth, a tutor, noted that sleep impacts the effectiveness of tutoring sessions. She said that sessions are impacted: “A lot, the students that do not get enough sleep are not as willing to work.” Nikki, another tutor stated that “I have had students fall asleep or complain that they are exhausted while tutoring them. These sessions are the least productive.” In total, 8 out of the 11 tutor respondents said that sleep affected tutoring (see Figure 2).

### *Nutrition/Eating Habits*

Student-athletes were less decisive about nutrition/eating habits affecting their tutor appointments; 4 out of 8 respondents said they were affected and one didn’t know. Sandra noted that “If I’m hungry going to tutoring, then I’ll think about food the whole time instead of my homework.” Another student, David, agreed with Sandra and said “If I haven’t eaten then it is harder to focus.” Based on these responses, a student-athlete’s motivation may also be negatively impacted if they haven’t eaten.

### *Results of Internal Factors that Impact Tutoring for Tutors: Lack of Preparation*

Many student-athletes have the privilege of attending tutor appointments but do not fully take advantage of them. Students may arrive late, be unprepared (e.g., did not bring notes, textbooks, laptop) or may even skip the appointment. Most of the tutors that responded, 9 out of 11, noted that their tutees were not prepared in some sort of fashion. A lack of preparation results in wasted time and money for Student-Athlete Services. The student isn't getting the most out of the tutor's time because the student is attending to matters that could have been handled prior to the appointment (e.g., reading the textbook and notes, checking out a laptop or book prior to the appointment). Student-Athlete Services pays the tutor to sit there and wait until the student has all the materials they need for the appointment. One of the tutors, Sarah noted that student-athletes "often bring everything they have; however, in most cases, the notes are very lacking and do not help much. They normally have whatever the teacher gave as far as notes with no additional insight based upon discussions from lectures" (see Figure 3).



**Figure 2.** Extrinsic Factors that Affect Tutoring

**Table 5.** A Summary of Results of Student-Athlete Responses on Effective Tutoring

<b>Topic</b>	<b>Responses</b>	<b>Higher Order Themes</b>
Study Tables	<ul style="list-style-type: none"> <li>▪ Required for most student-athletes</li> <li>▪ Required by coaches or academic advisor</li> <li>▪ Student-athletes were under the impression study tables were not a requirement based on their grade level</li> <li>▪ Believed study hall was required based on GPA</li> <li>▪ Must log a certain number of study hall hours; answers varied from 2 hours a day to 8 hours a week</li> <li>▪ Most found study tables extremely useful, but could also be a distraction if they don't have headphones or it is noisy in their study hall area</li> <li>▪ Most had tutor sessions during their study table time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Study hall is beneficial but can also affect academic motivation</li> </ul>
Subject(s) for which you Receive Tutoring	<ul style="list-style-type: none"> <li>▪ Most receive tutoring at least once a week, possibly more depending on the needs of the class and current grades</li> <li>▪ Tutor session lasts approximately 1 hour</li> <li>▪ Half of the respondents received tutoring in more than one subject</li> <li>▪ Many respondents spent little to no time outside of class studying for the subject which they received tutoring in</li> <li>▪ One tutor is not more effective than another</li> <li>▪ Did not find it more difficult to study during different times of the season</li> </ul>	<ul style="list-style-type: none"> <li>▪ Studying outside of tutor session is paramount</li> </ul>
External Factors	<ul style="list-style-type: none"> <li>▪ A quiet area, time of day and working on homework rather than reviewing were beneficial for the tutor session</li> <li>▪ Sleep affected the tutor session quite a bit; more adequate sleep = more focused and aware of what the tutor is explaining</li> <li>▪ Nutrition/eating habits – harder to focus on the academic content if they are hungry</li> <li>▪ Weight lifting – tired after workouts and feel like taking a nap and find it difficult to focus on solving problems</li> <li>▪ In-season vs. out-of-season – feel like they have more time to study out-of-season because they don't have as many meetings and responsibilities in general</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students need to be cognizant of these factors detracting from academic performance</li> </ul>

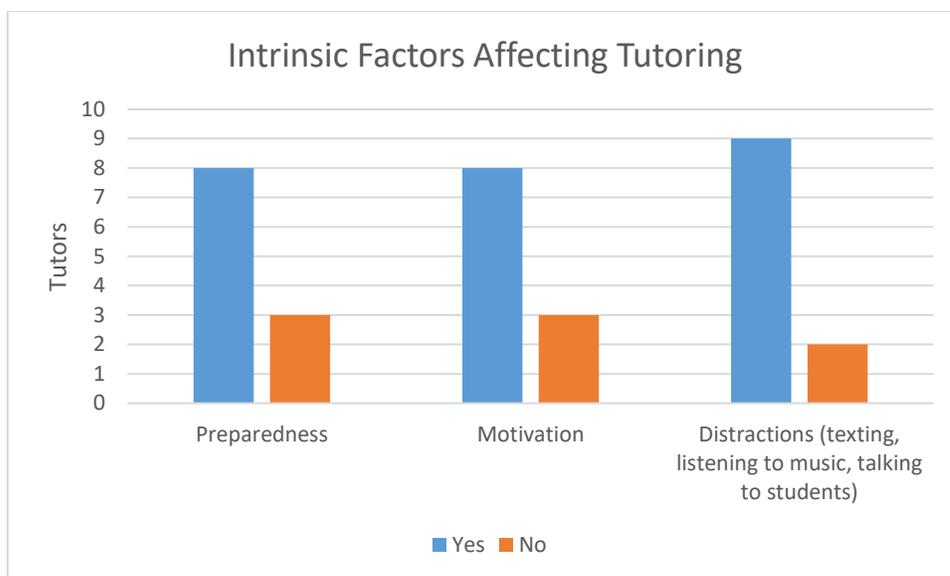
## *Motivation*

Similar to the preparedness of students, tutors also felt that the academic motivation of student-athletes was paramount. Paul noted that the “effectiveness (of the tutor appointment) is mainly contingent upon the motivation of the student”. Another tutor, Colleen concurred with Paul in that motivation is extremely important. She stated “how focused and driven the tutor is (impacts the effectiveness of her tutoring sessions). There is a clear difference between students who are trying to understand topics versus students who are just trying to finish their topics. These are the students who end up not actually learning the material, not passing the topics on their knowledge checks, and have to redo them.” Terri, another tutor, revealed that she found a correlation between a student requesting a tutor versus an academic advisor requesting a tutor for a student-athlete by saying: “If the student asked for the tutoring, they are much more eager to work hard, listen to my advice, and do the work outside of the session than those who are assigned (by an academic coordinator).” (See figure 3).

Tutors found that student-athletes were sometimes late, did not attend their appointment at all, or were underprepared for their tutor session. Respondents also found that the most effective tutoring techniques include reviewing PowerPoints, notes, flash cards and utilizing sport analogies. Additional external factors such as sleep, the motivation of the student and requesting a tutor rather than forced to have a tutor by their academic advisor could impact the efficiency of their tutor appointment. A complete listing of these themes can be found in Figure 3.

**Table 6.** A Summary of Results on Tutor Responses on Effective Tutoring

<b>Topic</b>	<b>Responses</b>	<b>Higher Order Themes</b>
Preparation	<ul style="list-style-type: none"> <li>▪ Most students were on time and ready to begin session, though some noted there were students that were late or did not show up at all</li> <li>▪ Students were mostly prepared, but some students forgot materials or had not reviewed their notes or lessons</li> <li>▪ Tutors encompassed a variety of subjects: math, business, accounting theatre and film, among others</li> <li>▪ Most respondents were seniors</li> <li>▪ Most tutors reviewed material before their appointment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of student preparation</li> </ul>
Appointment	<ul style="list-style-type: none"> <li>▪ Used a variety of methods to assist students – review PowerPoints, notes, create flash cards, use sport analogies</li> <li>▪ Among these methods, reviewing flash cards, notes, practice problems, sport analogies and visual explanations were considered well received by the student-athletes</li> <li>▪ Tutored about 6 hours per week</li> <li>▪ Have a preference in what they like to tutor – enjoy subjects in their major</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student-athletes are most receptive to audio and visual methods</li> </ul>
External Factors	<ul style="list-style-type: none"> <li>▪ Motivation of student and whether the student requested a tutor opposed to being forced to have a tutor via academic coordinator were additional factors</li> <li>▪ Students sometimes distracted with their phone and others during appointment. It helped being in their own private tutor room</li> <li>▪ Sleep – lack of sleep negatively affects student-athletes’ motivation and willingness to work. Inadequate sleep can also negatively impact the tutor</li> <li>▪ Consecutive tutoring sessions – can be difficult. Some felt anxious, rushed and had difficulty switching subject material if it was different after a previous session</li> </ul>	<ul style="list-style-type: none"> <li>▪ Motivation of student and whom requested the tutor are important factors</li> </ul>



**Figure 3.** Intrinsic Factors that Affect Tutoring

### Discussion

The results of this study found that there are a variety of non-academic factors that may be affecting efficient tutor sessions with student-athletes. Student-athletes admitted to losing academic motivation when they were hungry and/or were tired from weight training and/or after practicing for their sport. Though the majority of student-athletes that responded did not believe that there was a noticeable different between sessions that take place out-of-season opposed to in-season; this could be because the staff at the mid-western college takes preventative class scheduling measures. Athletic academic advisors assist student-athletes with their class schedules and if possible, give the student-athlete a more academically rigorous schedule when they are out-of-season. This is because student-athletes generally have more time to focus on their academics out-of-season and miss fewer classes due to travel and athletic competition.

Tutors also found that non-academic factors such as student-athlete preparedness, motivation and distractions impact tutor sessions. Student-athletes received e-mail and text reminders when tutor appointments were created as well as calls or texts from their athletic

academic advisor reminding them what day and time their appointment(s) were. Despite these reminders, student-athletes still showed up late, didn't attend at all, or didn't bring all of their academic materials to their tutor sessions.

Tutors additionally found that the motivation of student-athletes and distractions were negative influences to efficient tutoring. The academic motivation of student-athletes can vary from day-to-day due to early morning or late night workouts or practices, a lack of food, the time at which their appointment takes place, and also who requested the tutor appointment. These influences are mostly unavoidable. Coaches choose practice blocks and lifting times in advance so that their student-athletes can plan their academic course load around these events. Therefore, the tutor coordinator has a limited time that they can schedule tutor appointments in which the student and tutor have matching availabilities. Student-athletes could take a more active approach to their eating habits by packing something prior to tutoring if they do not have enough time to buy something on campus.

Though many of the motivational influences are unavoidable, the number of distractions can be limited. Many tutors found that students are texting, listening to music or talking to other students during their appointment. There are tutor rooms available specifically for student-athletes to utilize during their tutor appointments, which would cut down talking to other students. The only issue is there are only three tutor rooms and these rooms are frequently utilized. Those that cannot be tutored in these rooms are in a general study area where other student-athletes are coming and going. This transition may distract students because they talk to their teammates and fellow athletes. The onus of not texting or listening to music and solely focusing on the tutor appointment is on the student-athlete.

Some of the limitations in this study were that a survey was administered to student-athletes and tutors that resulted in answers that were not very descriptive. In fact, one student-athlete reached a certain point of the survey where he seemingly wanted to finish the survey and wrote “Idk” (I don’t know) in the rest of the text boxes. Additional questions asked participants to explain their answers, but they did not. This study also had a low response rate.

### **Implications**

The results of this exploratory case assist in mapping potential influences in student-athlete tutor appointments. Further research regarding this topic is warranted in order for student-athletes to maximize their time with their tutors. Tutors are utilized proactively and in a preventative fashion for student-athletes that are at-risk of not reaching NCAA academic milestones (e.g., GPA, PTD), students that struggle in a certain subject, among other various reasons.

Tutoring programs are a valuable resource for student-athletes (Banbel & Chen, 2014; Johnson, et al., 2013). These programs provide academic relief and may fill in the gaps for student-athletes that do not have time to study on their own, do not understand the material, or have to miss class due to athletics. Thus, efficient and effective tutor sessions must take place not only for the student-athletes’ sake, but also for the coaches and other staff that support student-athletes.

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## Appendices

### Appendix A: IRB Approval



DATE: March 30, 2018

TO: Kyle Koehler

FROM: Bowling Green State University Institutional Review Board

PROJECT TITLE: [1162145-4] Tutoring College Athletes

SUBMISSION TYPE: Revision

ACTION: APPROVED

APPROVAL DATE: March 30, 2018

EXPIRATION DATE: January 9, 2019

REVIEW TYPE: Expedited Review

REVIEW CATEGORY: Expedited review category # 7

Thank you for your submission of Revision materials for this project. The Bowling Green State University Institutional Review Board has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

The final approved version of the consent document(s) is available as a published Board Document in the Review Details page. You must use the approved version of the consent document when obtaining consent from participants. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require that each participant receives a copy of the consent document.

Please note that you are responsible to conduct the study as approved by the IRB. If you seek to make any changes in your project activities or procedures, those modifications must be approved by this committee prior to initiation. Please use the modification request form for this procedure.

All UNANTICIPATED PROBLEMS involving risks to subjects or others and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. All NON-

COMPLIANCE issues or COMPLAINTS regarding this project must also be reported promptly to this office.

This approval expires on January 9, 2019. You will receive a continuing review notice before your project expires. If you wish to continue your work after the expiration date, your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date.

Good luck with your work. If you have any questions, please contact the Office of Research Compliance at 419-372-7716 or [orc@bgsu.edu](mailto:orc@bgsu.edu). Please include your project title and reference number in all correspondence regarding this project.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Bowling Green State University Institutional Review Board's records.

## Appendix B – ICA Approval

From: Donna Kae Trautman  
Sent: Thursday, April 19 2018 12:48 PM  
To: Kyle J Koehler  
Cc: Ray Schneider; Office of Research Compliance  
Subject: IAC BGSU Athlete Approval

Hi Kyle:

I am pleased to tell you that the IAC Sub-committee on Research has approved your proposal to utilize student athletes. Since it already was reviewed and approved by IRB, please take this as confirmation.

Best wishes with your study! Donna

Donna K. Trautman, PhD

Chair & Associate Professor  
Faculty Athletic Representative  
Bowling Green State University  
Department of Visual Communication & Technology Education  
260 Technology Bldg.  
Bowling Green, Ohio 43403  
419-372-2437 (Department office)  
[dktraut@bgsu.edu](mailto:dktraut@bgsu.edu)

## Appendix C: Consent Form

### Tutor Effectiveness of Student-Athletes at a Division I University

You are invited to be in a research study whose purpose is to better understand tutor effectiveness of college athletes at a Division I university. I ask that you read this form and ask any questions you may have before agreeing to be in the study. This study is being conducted by Kyle Koehler in the School of Human Movement, Sport, Leisure Studies at Bowling Green State University.

If you agree to be in this study, you will complete an interactive online survey that provides insight on your individual tutor experiences and ask you questions. Students will be completing a survey on how effective their tutor is, while the tutors will be completing a different survey gauging how prepared the student was to review pertinent material. It will be recorded and transcribed but no identifiable information will be collected. It will take approximately 20 minutes to complete the survey. If you choose not to participate, there will be no penalty. The risk of participation is no greater than that experienced in daily life. But at any time, you may terminate your participation in the study. The benefits to participation are not direct, but a better understanding and approach to examine the hiring process of tutors. You will not receive payment for your participation in this study.

The records of this study will be kept private and confidential to the extent permitted by law. I will not include any information that will make it possible to identify a subject. Research records will be stored securely and the principal investigator is the only individual who will have access to the data. I recommend you to use internet Explorer, Mozilla Firefox, and Google Chrome to participate in the survey. Completing and returning the survey indicates consent to participate.

Participation in this study is voluntary. Your decision whether or not to participate will not result in a penalty. If you decide to participate, you are free to not answer any questions or withdraw at any time without affecting your relationship with BGSU or your athletic program or Student-Athlete Services. The researcher conducting this study is Kyle Koehler. You may ask any questions you have now. If you have a question later, you are encouraged to contact Kyle at 151 C William T. Jerome Library, 419-372-1659, [kkoehle@bgsu.edu](mailto:kkoehle@bgsu.edu) or Dr. J. Lucy Lee at 228 Eppler Center, 419-372-2879.

If you have any questions about your rights as a participant in this study, please contact BGSU's Institutional Review Board at 292 Hayes Hall, Bowling Green, OH 43403, or 419-372-7716, or by email at [orc@bgsu.edu](mailto:orc@bgsu.edu). You will be given a copy of this information to keep for your records.

Thank you for your time and willingness to participate in the research.

Statement of Consent:

I have been informed of the purposes, procedures, risks and benefits of this study. I have had the opportunity to have all my questions answered and I have been informed that my participation is completely voluntary. If you click the “CONTINUE” button, it implies that you have read the above explanation and consent to participate in the study. Otherwise, you may leave the page. Thank you.

“CONTINUE”

## Appendix D – Email Template

Good (time of day; morning, after, evening),

I am writing you to request your assistance in a research project that I am conducting on the effectiveness of tutoring student athletes at a Division I university. The purpose of the study is to determine what factors define what an effective tutor is as well as whether students play a role in a tutor's effectiveness.

Due to your participation in BGSU's student athlete peer tutoring program in the spring, you have been selected to provide the researcher with your tutor experiences. I anticipate the study taking approximately 20 minutes to complete.

If you are at least 18 years old and would like to participate in this study, please click on the link in this email. There you will be able to read the consent form and enter the survey if you decide to participate. To enter the survey, click the "CONTINUE" button and then click the arrow button underneath.

Thank you for your time and consideration.

Sincerely,  
Kyle Koehler

**Follow this link to the survey:** [https://bgsu.az1.qualtrics.com/jfe/form/SV\\_b9rCETItf1wVKvj](https://bgsu.az1.qualtrics.com/jfe/form/SV_b9rCETItf1wVKvj)

## Appendix E: Student-Athlete Survey Questions

1. Select the “CONTINUE” button if you voluntarily consent to participate in the study.
2. Are you required to attend study tables for your sport?
3. If so, who requires you to attend (coach, assistant coach, scholarship requirement)?
4. Is the requirement based upon your grade level (1<sup>st</sup> year, 2<sup>nd</sup> year, etc.)?
5. Is the requirement based upon your GPA, and/or in a specific class? If so, please explain.
6. Are there a certain number of hours you are required to attend study tables? If so, how many?
7. How useful do you find (required) study tables to be for getting assigned classwork completed? Please explain.
8. Does your tutor session ever occur during study tables? If not, would you have your appointment occur during study table hours? Why or why not?
9. How frequently do you receive tutoring in a specific subject?
10. Is there a limit to how long a tutoring appointment lasts?
11. Do you receive tutoring in more than one subject?
12. How many hours per week outside of class do you spend studying the subject(s) for which you receive tutoring?
13. If you receive tutoring in multiple subjects, is one tutor more effective than the other? If so, why?
14. Are there times during the season when you find it more difficult to study the subject for which you receive tutoring?
15. Are there additional factors that impact the effectiveness of your tutoring sessions?

16. E.g., how does the amount of sleep impact the effectiveness of your tutoring sessions?

Please explain.

17. How do your nutrition/eating habits influence the effectiveness of your tutoring sessions?

Please explain.

18. How do weight-lifting and/or work-out sessions influence the effectiveness of your tutoring sessions? Please explain.

19. Are there differences between the effectiveness of your tutoring sessions when your team is out-of-season? Please explain.

20. What is your gender?

21. What is your year of birth?

22. What is your ethnicity?

23. What is your highest education level?

24. Approximately how many tutor appointments do you attend each month?

## Appendix F: Tutor Survey Questions

1. Select the “CONTINUE” button if you voluntarily consent to participate in the study.
2. Do students typically arrive on time and are ready to begin the session? If not, do they provide an explanation?
3. Are students generally prepared for their sessions? (i.e. did they have their notes, textbook, read the lesson, etc.)
4. What subject(s) do you tutor?
5. What year are you? (Freshman, Sophomore, Grad Student, etc.)
6. Do you review material before appointments?
7. What methods do you use to assist the student in learning the material (Did you use drawings, flashcards, read from the book, etc.)
8. Is one method better received than others?
9. How many hours on average do you tutor?
10. Do you enjoy tutoring one subject more than others?
11. Are there additional factors that impact the effectiveness of your tutoring sessions?
12. E.g. In your sessions, do students look at their phone, get up to walk around, talk to other students? Please explain.
13. How does the amount of sleep impact the effectiveness of your tutoring sessions? Please explain.
14. How does tutoring consecutive sessions affect you, if at all. Please explain.
15. What is your gender?
16. What is your year of birth?
17. What is your ethnicity?

18. What is your highest education level?

19. Approximately how many tutor appointments do you attend each month?