

ABSTRACT

JORDAN, KELLY NICOLE. Evaluating Division I Collegiate Academic Support Programs: The Student Athletes' Perceptions. (Under the direction of Judy Peel.)

The purpose of this study was to reveal which services provided by the NC State University Academic Support Program for Student Athletes had a significant correlation with the student athletes' academic success. Student athletes' grade point averages were used as a measurement of academic success. Partial correlation and Somer's D statistical formulas uncovered which academic services had a significant relationship to the student athletes' academic success. Good communication between the academic coordinator and coach, the helpfulness of the tutorial program, the accessibility of laptops during team travel, the expectation that the student athletes attend study hall, the use of knowledgeable tutors, and the expectation of becoming a professional athlete all had a significant correlation to the student athletes' academic success. Further explanations of these items as well as recommendations for further research are discussed.

**EVALUATING DIVISION I COLLEGIATE ACADEMIC SUPPORT
PROGRAMS: THE STUDENT ATHLETES' PERCEPTIONS**

by
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A thesis submitted to the Graduate Faculty of
North Carolina State University
in partial fulfillment of the
requirements for the Degree of
Master of Science

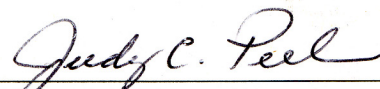
PARKS, RECREATION AND TOURISM MANAGEMENT

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APPROVED BY:


Chair of Advisory Committee

BIOGRAPHY

Kelly Nicole Jordan was born in Germany, and raised in Gambrills, Maryland. She played varsity soccer at NC State University as an undergraduate and stayed involved in the Academic Support Program for Student Athletes at NC State University. She completed her undergraduate and graduate degrees in Parks, Recreation, and Tourism Management with a concentration in Sport Management. In June of 2006, Kelly will begin an internship with the National Collegiate Athletics Association in Indianapolis, Indiana.

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Review of the Literature

The marriage of college athletics and academics has been referred to as “American higher education’s peculiar institution” because of the difficulty student athletes have had balancing all aspects of their young adults lives (Howard-Hamilton & Sina, 2001, p. 39). Expected to report to school early for preseason, practice before and after class, and play in weeknight games, student athletes have devoted a great deal of time to their sport leaving very little time to focus on academics (Saxon, 1999). In 1983, American universities started incorporating academic support programs designed to assist student athletes in academic, personal, and career development through academic counseling and other programs (Saunches, 2000). The primary purpose for Academic Support Programs was to help student athletes not only maintain academic eligibility, but also successfully graduate from their universities.

Academic support coordinators facilitated orientation and transitional programs to address the unique needs of college student athletes (Pope & Miller, 1996). Specific seminars on nutrition, gambling, drug and alcohol abuse, study skills, and note-taking were developed to help the student athletes make positive decisions in a wide variety of areas that affect their lives (Naughton, 1997).

Through the use of in-house research, colleges and universities have been better equipped to “take steps to ensure that athletes... acquired an adequate education... and were legitimately labeled ‘student athletes’” (Saxon, 1996, p. 82). A study by Baldwin (1999) found that the gap between athletic success and academic success could be related to the factors coaches were most interested in when recruiting. Another study about student athletes and academic success concluded that some student athletes may have

been unsuccessful in the classroom because they were not mature enough to utilize the full spectrum of academic services available (Spurgeon, French, & Keith, 1991).

A review of the literature revealed that though incongruence between student athletes academic and athletic performance existed, there was not a uniform way to evaluate the services and programs academic support provided (Baldwin, 1999; Lucas and Lovaglia, 1998; Pope & Miller, 1999; Howard-Hamilton & Sina, 2001). Several academic support programs including San Diego State University, the University of Southern California, the University of Virginia, Clemson University, the University of North Carolina at Chapel Hill, and NC State University did not have an annual, written evaluation of academic services for student athletes (Gumble, 2004; Shahawey, 2004; Jimenez, 2004; Grayson, 2004; & Mercer, 2004). Though some of these universities were working on developing assessments, an instrument was not in place.

According to Theobald (1979, p.19), by using evaluation methods, educational institutions would be able to “measure the effects their programs have against the goals it sets out to accomplish as a means of contributing to subsequent decision making about the program and improving future programming.” The evaluation process is extremely important because the research and data is only as good as the tool and the respondents’ willingness to be truthful and open (Tasci & Knutson, 2003).

The initial purpose of this study was to create an instrument that would garner valid, reliable feedback from student athletes about their academic support services. The second purpose of this study was to identify which academic support services were correlated with the student athletes’ academic success. Consequently, the following alternative hypothesis was answered by this study:

1. A significant correlation exists between the advising, tutorial, computing, study hall, and career services provided by the NC State University Academic Support Program for Student Athletes and the academic success of the student athletes.

Both the Academic Support Program for Student Athletes and the student athletes should benefit from this study. With increasing eligibility requirements enforced by the National Collegiate Athletic Association, the NCAA, academic support program directors are under pressure to provide services that will increase the student athletes' academic success and lead to graduation. An annual evaluation of the student athletes' perceptions would allow academic support program directors to assess the success of the programs and services as well as make adjustments for the following year.

Evaluation of academic support programs is also valuable because of documentation. Documentation of program effectiveness over time would allow academic support staff to gain leverage when promoting their services. The results could be used to request budget increases, improve facilities, and receive more equipment that would benefit the student athletes' academic success.

Since very few division I universities had an annual evaluation policy or model and a lack of literature about evaluating academic support programs for student athletes existed, it was necessary to pilot test a new evaluation instrument in a division I university. This study provided an evaluation instrument that could be used by academic support programs for student athletes in other division I universities.

Methods

Sample

Of the 562 student athletes at NC State University, 229, or 40.7%, completed the Student Athlete Academic Support Evaluation Instrument (see Appendix A.). NC State University was chosen because it is a division I university and has an academic support staff and tutorial program for the student athletes. NC State University also has competitive football, men's basketball, and women's basketball teams, which have been hallmark sports for division I schools. Traditionally, hallmark sports have had student athletes that are the most academically challenged.

Instrumentation

The Student Athlete Academic Support Evaluation Instrument, SAASEI, was developed using items from three existing surveys used to garner student athletes' perceptions of academic services. These surveys included exit interviews used by Clemson University and University of North Carolina at Chapel Hill and an Academic Support Program for Student Athletes Expectation and Satisfaction Survey created by NC State University's Office of Planning and Analysis (Zelna, 2004). The Expectation and Satisfaction Survey revealed the NC State student athletes' expectations of the Academic Support Program for Student Athletes and how well their expectations were being met.

In this study, NC State University student athletes completed the SAASEI by answering survey questions related to specific academic support services as well as the effectiveness of the services. The SAASEI was put online because online submission improved on the conventional methods of assessment by reducing response error as well

as establishing contacts with respondents who are very active (Cho & LaRose, 1999). With the online survey, student athletes were reached anywhere they had computer access and paper, pencils, and human error in data entry were eliminated (Tasci & Knutson, 2003).

The SAASEI had six content areas including advising, tutoring, computing facilities, study hall, career services, and demographics. A four point likert scale of *agree, somewhat agree, somewhat disagree, and disagree* was used and the option to respond with *didn't use* was also provided for certain sections of the survey. The survey consisted of 41 items. Thirty-nine items had scores ranging from four to one corresponding to the above categories and *didn't use* received a missing value in the STATA software package that calculated the statistics. Certain demographic items including classification and cumulative grade point average were indicated using free response.

The reliability of the SAASEI was determined using the reliability coefficient Cronbach's alpha. The reliability coefficient for the SAASEI was 0.85. A reliability coefficient between 0.6 and 0.8 is considered highly reliable, so the data gathered by the SAASEI had a high degree of internal reliability (Mitra and Lankford, 1999). Since a convenience sample was used, the results were not generalizable to student athletes who did not complete the survey, but high internal validity existed.

Data Collection

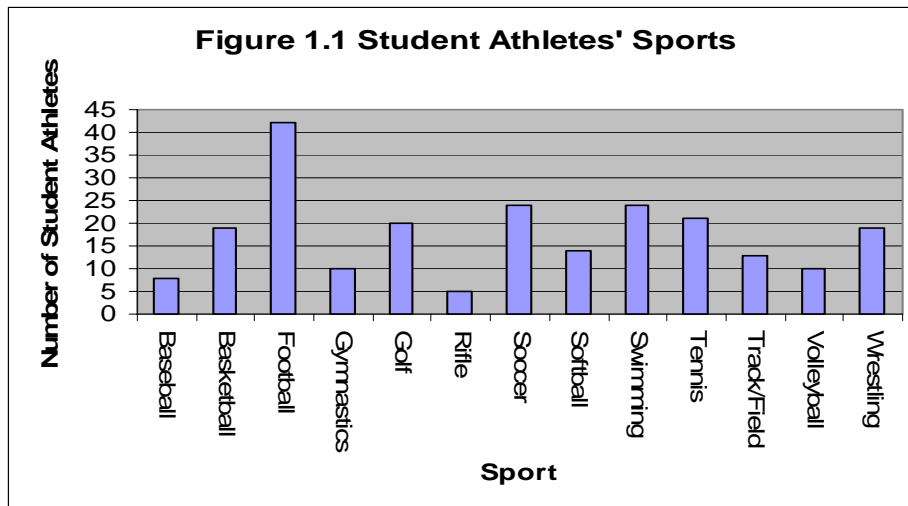
A one group post test design was used for this study. All NC State University student athletes used the Academic Support Program for Student Athletes; therefore, they were all eligible for the post test. The survey was administered to the student athletes

using two methods. The first method involved scheduling short team meetings where the student athletes sat at a computer and completed the Student Athlete Academic Support Evaluation Instrument. In order to access the survey questions, the student athletes had to read and agree to a consent form that appeared on the screen. Each student athlete completed the SAASEI at a separate computer and left once the “successful submission” page appeared on the screen. This process was repeated for eleven out of the thirteen teams.

The second method involved the women’s gymnastics team and track team members each receiving typed directions distributed by their coaches describing how to access the SAASEI and submit it online. The gymnasts and track team members completed the surveys independently at computers located both on and off campus. Each team had a week to complete the surveys before the data was collected. This method was used because neither team could hold a team meeting in a computer lab due to the nature of their competition schedule. Neither method involved pre-selection of student athletes, making this a convenience sample.

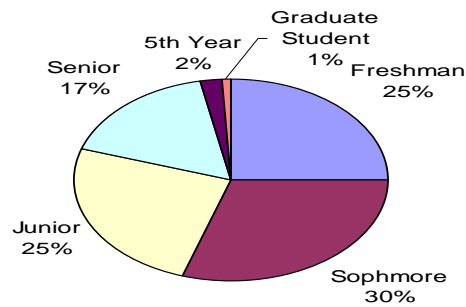
The teams that completed the Student Athlete Academic Support Evaluation Instrument included baseball, men’s and women’s basketball, football, men’s and women’s golf, women’s gymnastics, rifle, men’s and women’s soccer, softball, men’s and women’s swimming, men’s and women’s tennis, track, women’s volleyball, and wrestling. Two hundred twenty-nine, 40.7%, student athletes successfully submitted the online survey. Out of the 229 participants, eight were from baseball, nineteen were from men’s and women’s basketball, forty-two were from football, ten were from gymnastics, twenty were from men’s and women’s golf, five were from rifle, twenty-four were from

men's and women's soccer, fourteen were from softball, twenty-four were from men's and women's swimming, twenty-one were from men's and women's tennis, thirteen were from track, ten were from women's volleyball, and nineteen were from wrestling (see *Figure 1.1*).



Of the 224 who revealed their classification, 25% were freshmen, 30% were sophomores, 25% were juniors, 17% were seniors, just over 2% were in their fifth year, and less than 1% were in graduate school (see *Figure 1.2*). The data from each team was saved in a database upon successful submission. Back-up data was sent anonymously to an email account with an alias sender attached in order to maintain the student athletes' anonymity.

Figure 1.2
Student Athlete Classification



Statistics

The hypothesis was tested using partial correlation measurements of the student athletes' grade point averages, GPA's, compared to each survey item to show which services had a significant ($p < 0.05$) relationship to academic success. No specific GPA was determined to be successful, instead the partial correlation revealed which academic support services had a significant positive correlation with the student athletes' overall grade point averages and which services had a significant negative correlation (Agresti & Finlay, 1986).

A non-parametric measure, Somer's D, was used to examine those academic services that had a significant positive or negative correlation with the academic success, GPA, of the student athletes and by what percentage (Agresti & Finlay, 1986). A statistical significance level of ($p < 0.05$) was used for the Somer's D statistic. Although the findings indicated that females' overall GPA was 0.517 points higher than males, for the measurements in this study males and females were grouped together.

Models

The model $GPA = f(\text{Support Services})$ was used to uncover what proportion of the variation in the student athletes' academic success that was explained by the academic support services (Agresti & Finlay, 1986). Academic success, therefore, was measured on a continuum, not by a specific grade point average. The summary of the student athletes' GPA's was displayed in Table 1.1.

Table 1.1				
Student Athletes' Grade Point Averages				
n	Max	Min	Mean	Median
217	4	1.7	2.96	2.92

Note: Numbers reflect the respondents to the SAASEI.

The model for Somer's D, $d_{y \cdot x} = (C - D) / [n(n - 1) / 2 - T_x]$, was used to show the positive and negative correlations between the student athletes' GPA's and their responses to the academic support factors. The C and D referred to the concordant and discordant pairs. Concordant pairs occurred when the student athletes' GPA's ranked near the same level as their response to the academic support factor. A pair is discordant when either the GPA or the response to the academic support factor was ranked lower than the other (1986). The n referred to the number of student athletes' measured in the each calculation. Tau-b, the geometric average between the student athletes' GPA's and their responses to the academic support factors, was the T value (1986).

Results

The partial correlations, displayed in Table 2.1, show which academic support services had a significant ($p < 0.05$) influence on the academic success of the student athletes. The student athletes' grade point averages, GPA's, were used to signify academic success. Partial correlation results indicated that good communication between

the academic coordinator and coach ($\rho=0.1758$), the helpfulness of the tutorial program ($\rho= 0.1825$), and the accessibility of laptops during team travel ($\rho=0.2237$) were significantly associated with an increase in the student athletes' academic success. In other words, the respondents that agreed with these specific characteristics of the Academic Support Program for Student Athletes had significantly higher academic success than those who disagreed with the item.

Table 2.1				
Significant Partial Correlations Between GPA and Academic Support Variables				
Variable	Correlation	Probability	Mean	N
My academic coordinator and my coach communicate well with each other.	0.1758	0.034*	3.57	154
My academic coordinator expects me to go to study hall.	-0.3008	0.000*	3.69	154
The tutorial service is helpful.	0.1825	0.030*	3.72	144
Overall, the tutors I have used are knowledgeable.	-0.3609	0.000*	3.67	144
Laptops were accessible to me during team travel.	0.2237	0.005*	2.9	167
I plan on playing professionally when I graduate.	-0.3423	0.000*	2.5	196

Note: Partial correlation assumes normality. * indicates a significance level of ($p < 0.05$)

The partial correlation results also indicated that the expectation that the student athletes attended study hall ($\rho= -0.3008$), knowledgeable tutors ($\rho= -0.3609$), and the expectation of becoming a professional athlete ($\rho= -0.3423$) were significantly associated with a decrease in the student athletes' academic success. In other words, student athletes who agreed with these items had a significantly lower academic success.

Somer's D expanded on the partial correlation by not only showing which academic support services had a significant ($p < 0.05$) association with academic success

but by also showing the strength and direction of the association. Displayed in Table 2.2, the expectation that student athletes attend study hall ($\tau = -0.096431$) was negatively associated with the student athlete's academic success. In fact, the rate of academic success was 9.6% lower for the student athletes who were expected to attend study hall. Study hall participation ($\tau = -0.065038$) was also negatively associated with academic success. Participation in study hall was associated with a 6.5% lower academic success rate. Student athletes with a high grade point average were often not expected to go to study hall. Only those with low academic success rates, GPA's, were expected to attend and each team at NC State has its own GPA requirement for study hall attendance.

Knowledgeable tutors ($\tau = -0.151761$) did not increase the academic success of the respondents. Though 70% of the respondents agreed that their tutors were knowledgeable, this was associated with 15.2% lower academic success rates. This result, similar to the study hall statistics, showed that perhaps the student athletes had tutors because of their academic weaknesses. A pre and post test study on study hall and tutorial support would better identify the effectiveness of those services.

Overall, the dependability of the computers in the academic support computer labs ($\tau = -0.136725$) had no effect on the student athlete's academic success. Forty seven percent of the 209 student athletes who responded agreed that the computers in the Academic Support for Student Athletes computer labs were dependable. The student athletes who agreed that the computers were dependable had a 13.7% lower academic success rate. Visiting the career center on campus ($\tau = -0.100472$) also had no impact on the academic success of the student athletes. Visiting the career center on campus was

associated with student athletes whose academic success rates were 10% below their peers.

The final survey item, expectation of playing professionally upon graduation ($\tau = -0.239749$), was significantly associated with the student athletes whose academic success rate was 24% lower than those who did not expect to play professionally. This was the most noteworthy finding since literature points to motivation as a common reason why student athletes have not excelled academically; they expected to play professionally and may not have cared as much about academic success.

Variable	Coefficient	Standard Error	Probability	z value
My academic coordinator expects me to go to study hall.	-0.096431	0.0395212	0.015*	-2.44
Overall, the tutors I have used are knowledgeable.	-0.151761	0.0449806	0.001*	-3.37
The computers were dependable.	-0.136725	0.0460273	0.003*	-2.97
I have visited the Career Center located on campus.	-0.100472	0.0440721	0.023*	-2.28
I plan on playing professionally when I graduate.	-0.239749	0.0414911	0.00*	-5.78

Note: Somer's D does not assume normality. * indicates a significance level of ($p < 0.05$)

Conclusions

The findings indicated that indeed certain services provided by the Academic Support Program for Student Athletes at NC State University had a significant correlation with the academic success of the student athletes using them. The findings from this study indicated that the communication between the academic coordinators and the coach, the helpfulness of the tutorial program, and the accessibility of laptops during team travel have a positive correlation with the academic success of the student athletes.

The negative correlations found between study hall participation, knowledgeable tutors, and the use of tutorial services should be researched further using a pre and post test model as indicated earlier.

The most interesting statistic was the percentage of student athletes who expected to play professionally upon graduation. Out of the 216 student athletes who responded to the question, 79 (36.57%) agreed that they planned on playing professionally after college. Another 52 (24.7%) respondents either somewhat agreed or somewhat disagreed with the statement. The student athletes who reported their plans to play professionally had significantly lower academic success than those who did not plan on playing professionally. This conclusion should be studied further if a large percentage of student athletes at other universities expect to play professionally. Education of the actual number of student athletes that will actually go pro may be necessary. It is important not to dissuade student athletes from pursuing their dreams, but student athletes should be aware of the importance of their education since a lengthy, lucrative career in professional sports is uncommon.

Future researchers could examine the relationship between student athletes who focus on succeeding athletically in order to secure a professional career after college and their academic success (Howard-Hamilton & Sina, 2001). It may be useful to see how strongly professional sport aspirations affect academic motivation.

Replication of the Student Athlete Academic Support Evaluation Instrument by other division I universities could create a means for comparison between several division I academic support programs. The results could foster conversations on what factors have the greatest influence on academic success and what steps should be taken to

increase student athletes' academic success. Previous studies indicated that when the coaching staff does not communicate the importance of academics, the student athletes perceive it and are less inclined to make the most of their academic opportunities (Pearson, 1989). Perhaps, if that is the case, then fostering better communication between academic support staff and the coaches could be a solution.

The results of the SAASEI could also be used by the NCAA. Every ten years, member institutions are evaluated for accreditation by the NCAA (Fagg, 2005). Member institutions could be required to evaluate their academic support services in order to receive accreditation. The results would not only be beneficial for academic support programs and student athletes, but it would also show the dedication the academic support staff has for improving student athletes' services.

In summary, the findings of this study supported the hypothesis that a significant correlation existed between some of the student athletes' academic services provided by the NC State University Academic Support Program and the student athletes' academic success, and therefore should be replicated using more student athletes and possibly more division I universities. The stringent NCAA policies created to increase graduation rates among student athletes have raised the expectation that student athletes not only successfully compete in their sport, but that they succeed in the classroom as well.

Academic support program staff has always had the responsibility of enhancing student athletes' academic success, so they must be able to gauge the effectiveness of their programs and services. In order to implement the best academic support services, reliable input and feedback from student athletes is necessary; especially since student

athletes may have ideas on how the administration can help make a successful balance between academics and athletics possible (Moiseichik & Hughes, 2003).

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APPENDIX

Student Athlete Academic Support Evaluation Instrument..... 18

Student Athlete Academic Support Evaluation

Please complete the following information. If you have any questions, please ask at any time.

I. Advising	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Didn't Use
A. I meet with my academic coordinator at least once a semester.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. My academic coordinator knows the academic requirements for my major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. My academic coordinator knows the NCAA regulations regarding my academic eligibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. My academic coordinator is helpful with pre-registration and registration for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. My academic coordinator is available to schedule meetings with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. My academic coordinator and my coach communicate well with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. My academic coordinator expects me to go to class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. My academic coordinator expects me to go to study hall.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. I was given the necessary support from academic support staff during this academic year (Fall 2004 and Spring 2005).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II. Tutoring	Agree	Somewhat Agree	Somewhat Disagree	Disagree													
A. I have used the tutorial services in Fall 04 and/ or Spring 05.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	If you did not use the tutorial service in Fall 04 or Spring 05, please skip to Section III - Computing Facilities.												
B. The tutorial service is helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>													
C. Overall, the tutors I have used are knowledgeable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>													
D. Overall, the tutors I have used are dependable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>													
E. Check all of the courses you were tutored in during this academic year (Fall 04- Spring 05): Check all that apply	<table border="1"> <tr> <td><input type="checkbox"/> Business</td> <td><input type="checkbox"/> Education</td> <td><input type="checkbox"/> Engineering</td> <td><input type="checkbox"/> English</td> </tr> <tr> <td><input type="checkbox"/> Foreign Language</td> <td><input type="checkbox"/> History</td> <td><input type="checkbox"/> Math</td> <td><input type="checkbox"/> PRTM</td> </tr> <tr> <td><input type="checkbox"/> Psychology</td> <td><input type="checkbox"/> Sociology</td> <td><input type="checkbox"/> Science</td> <td><input type="checkbox"/> Other</td> </tr> </table>				<input type="checkbox"/> Business	<input type="checkbox"/> Education	<input type="checkbox"/> Engineering	<input type="checkbox"/> English	<input type="checkbox"/> Foreign Language	<input type="checkbox"/> History	<input type="checkbox"/> Math	<input type="checkbox"/> PRTM	<input type="checkbox"/> Psychology	<input type="checkbox"/> Sociology	<input type="checkbox"/> Science	<input type="checkbox"/> Other	
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<input type="checkbox"/> Foreign Language	<input type="checkbox"/> History	<input type="checkbox"/> Math	<input type="checkbox"/> PRTM														
<input type="checkbox"/> Psychology	<input type="checkbox"/> Sociology	<input type="checkbox"/> Science	<input type="checkbox"/> Other														
F. How many times did you meet with a tutor per week?	<input type="radio"/> 1 to 2	<input type="radio"/> 2 to 3	<input type="radio"/> 3 to 4	<input type="radio"/> 4 to 5	<input type="radio"/> 5+												
III. Computing Facilities	Agree	Somewhat Agree	Somewhat Disagree	Disagree													
A. I used the Academic Support computing facilities during this academic year (Fall 04-Spring 05).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	If you did not use the tutorial service in Fall 04 or Spring 05, please skip to Section IV - Study Hall.												
B. The computers had the programs I needed to use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>													
C. The computers were dependable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>													
D. The computers in the ASPSA computer labs were available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>													
E. Laptops were accessible to me during team travel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>													
F. The laptops had the software programs I needed to use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>													
G. The laptops were dependable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>													
H. The printers in the computer lab were dependable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>													
I. How often did you use the computing facilities?	<input type="radio"/> Once a month	<input type="radio"/> Once every 2 weeks	<input type="radio"/> Once a week	<input type="radio"/> Once a day		<input type="radio"/> Multiple times per day											

IV. Study Hall	Agree	Somewhat Agree	Somewhat Disagree	Disagree	If you did not use the tutorial service in Fall 04 or Spring 05, please skip to Section V - Career Services .	
A. I participated in study hall during the academic year (Fall 04- Spring 05).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
B. Study hall was quiet enough to study in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
C. I had enough space to study in study hall.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
D. My study hall is monitored appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
E. Study hall helped me prepare for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
F. My study hall was located in:	<input type="radio"/> Case	<input type="radio"/> Murphy	<input type="radio"/> Reynolds	<input type="radio"/> Weisiger Brown		
V. Career Services	Agree	Somewhat Agree	Somewhat Disagree	Disagree		
A. I participated in career building programs this academic year (Fall 04- Spring 05) such as career fairs, resume workshops, major's fairs, or mock interviews.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
B. An academic support staff member provided me with information about career building programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
C. I have visited the Career Center located on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
D. I have an idea of the career I would like to pursue once I graduate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
E. I plan on playing professionally when I graduate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

VI. Demographics																	
A. Gender	<input type="radio"/> Male <input type="radio"/> Female																
B. Academic Classification	<input type="text"/>																
C. Which sport(s) do you play at NC State?	<table border="1"> <tr> <td><input type="checkbox"/> Baseball</td> <td><input type="checkbox"/> Basketball</td> <td><input type="checkbox"/> Football</td> <td><input type="checkbox"/> Golf</td> </tr> <tr> <td><input type="checkbox"/> Gymnastics</td> <td><input type="checkbox"/> Rifle</td> <td><input type="checkbox"/> Soccer</td> <td><input type="checkbox"/> Softball</td> </tr> <tr> <td><input type="checkbox"/> Swimming</td> <td><input type="checkbox"/> Tennis</td> <td><input type="checkbox"/> Track/Field</td> <td><input type="checkbox"/> Volleyball</td> </tr> <tr> <td><input type="checkbox"/> Wrestling</td> <td></td> <td></td> <td></td> </tr> </table>	<input type="checkbox"/> Baseball	<input type="checkbox"/> Basketball	<input type="checkbox"/> Football	<input type="checkbox"/> Golf	<input type="checkbox"/> Gymnastics	<input type="checkbox"/> Rifle	<input type="checkbox"/> Soccer	<input type="checkbox"/> Softball	<input type="checkbox"/> Swimming	<input type="checkbox"/> Tennis	<input type="checkbox"/> Track/Field	<input type="checkbox"/> Volleyball	<input type="checkbox"/> Wrestling			
<input type="checkbox"/> Baseball	<input type="checkbox"/> Basketball	<input type="checkbox"/> Football	<input type="checkbox"/> Golf														
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<input type="checkbox"/> Swimming	<input type="checkbox"/> Tennis	<input type="checkbox"/> Track/Field	<input type="checkbox"/> Volleyball														
<input type="checkbox"/> Wrestling																	
D. Type in Cumulative GPA	<input type="text"/>																
E. Race (Check all that apply)	<table border="1"> <tr> <td><input type="checkbox"/> American Indian</td> <td><input type="checkbox"/> Asian</td> <td><input type="checkbox"/> Black</td> </tr> <tr> <td><input type="checkbox"/> Hispanic</td> <td><input type="checkbox"/> Pacific Islander</td> <td><input type="checkbox"/> White</td> </tr> <tr> <td><input type="checkbox"/> Other</td> <td></td> <td></td> </tr> </table>	<input type="checkbox"/> American Indian	<input type="checkbox"/> Asian	<input type="checkbox"/> Black	<input type="checkbox"/> Hispanic	<input type="checkbox"/> Pacific Islander	<input type="checkbox"/> White	<input type="checkbox"/> Other									
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<input type="checkbox"/> Hispanic	<input type="checkbox"/> Pacific Islander	<input type="checkbox"/> White															
<input type="checkbox"/> Other																	
F. Are you an International Student?	<input type="radio"/> Yes <input type="radio"/> No																
<p>When you are satisfied that you have completed everything, please select SUBMIT. Thank you. If you have any problems completing this registration, please ask for help.</p>																	
<input type="button" value="Submit Query"/>																	