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Trinity College Student-Athletes and Time Management

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Trinity College Student-Athletes and Time Management

Kristina Yu

Senior Research Project

Educational Studies

December 19, 2011

Student-athletes comprise roughly one third of the undergraduate student body at Trinity College. This study looks into how student-athletes prioritize athletics, academics and their social life and how they budget their time accordingly. I also look into the different academic requirements that the coaches at Trinity College put on their players. I sent out a survey to 456 varsity athletes with a response rate of 26% and interviewed six coaches. I found that athletes budget their time better in season than out of season and that athletes prioritize their academics and athletics above their social life. Lastly, I found that females are more academically self-motivated and that students with academic requirements perceive these requirements to be beneficial to their studies. Because of athletes have many time commitments it is important to understand how they can best make use of their time.

Introduction:

Student-athletes have a dual role as both students and athletes and have certain responsibilities to both roles. Student-athletes must find a way to successfully budget their time in both of these roles. Large portions of college campuses are comprised of student-athletes. These teams can create revenue for the schools, allure to enroll in the school and a good teams can promote a culture of excellence on a college campus. These students can be extremely influential. Athletes often find difficulty in managing the different aspects of their lives because of these roles that they have to fulfill and because of the time constraints that they are under to do so. These students are extremely valuable on campus' so it is essential to study them and understand how they plan and budget their time.

Context:

There are approximately 650 student-athletes at Trinity College, making up roughly one third of the undergraduate student body. There are 27 different varsity teams, 14 of which are male teams and 13 of which are female teams. Different teams at Trinity place different restrictions and requirements on their players. Academic requirements can include study halls, mandatory meetings with coaches, mandatory meetings with team liaisons, sitting in the front of the class and participating in classes. Restrictions can include 24 hour and 48 hour drinking rules, nutrition rules and team sportsmanship rules.

Trinity College is a part of the New England Small College Athletic Conference (NESCAC). The NESCAC emphasizes the importance of academics in a student-athlete's life. The mission statement of the NESCAC is "The primary mission of the

Conference is to organize, facilitate, support, and regulate intercollegiate athletic competition among member institutions in a manner consistent with our commitment to academic excellence and our core values.” The NESCAC places more restrictions on the athletics of the student-athletes than many other Division III schools. For example, the NESCAC has restrictions on the number of games teams can play and how long the season can be. The NESCAC is extremely competitive both athletically and academically.

My study looked at the Trinity College varsity student-athletes and their time management between their athletic, academic and social life. My research question is how do athletes prioritize athletics, academics and their social life and how do they budget their time according to this prioritization? How do different approaches taken by coaches impact students’ time management?

Significance:

It is important to study the student-athlete population. Student-athletes have an extreme amount of time commitments so it is important to examine how they budget their time. Hollis (2001-2002) suggests that student-athletes are a disadvantaged group. This is because of the major time restraints and time commitments that they face that other students do not face. Richard and Aries (1999) found that athletics, are in fact the most time consuming extracurricular on a college campus. This suggests that Hollis was correct in saying that these students are disadvantaged because they have so little time to devote to their studies and other areas of life. If student-athletes do consider themselves to be at a

disadvantage, then it would be imperative that these students receive extra support systems that other students may not need.

Another disadvantage that student-athletes face is that they miss classes because of athletic commitments such as games, meets and matches. Because of this it is crucial for the student-athletes to stay motivated when doing their work. It is critical that these students do not fall behind because they are such a vulnerable population.

Student-athletes represent a very diverse group of people. They are recruited from all around the nation and the world, leading to cultural and geographic differences. Scholarships are often rewarded to student-athletes so there are many different socioeconomic classes represented. Finally coaches may have a say in the admissions of athletes so athletes vary in terms of grade point averages and standardized test scores. Because the student-athlete group is so diverse it is important to understand if they come together and share similar values and strategies when approaching different situations. If people from such diverse backgrounds can have similar attitudes then this may suggest a culture of athletes. It is important to study what this culture is and how they come together in their opinions of how they budget their time and prioritize different aspects of their lives.

Thesis:

I argue that athletes feel that their athletics and academics are most important to them and therefore budget their time accordingly. In addition, females are more self-motivated academically. Different coach strategies and requirements help students to budget their time more effectively.

Literature Review:

Most of the research on student-athletes has focused on differences between student-athletes and non-athletes in academics. There has been a wealth of research that has examined Division I schools and the balance between athletics and academics. For example, Melendez (2006-2007) investigated how college adjustment is impacted by athletic participation. He based his research on the premise that “specific psychosocial and developmental influences associated with sports participation may be beneficial to the development and adjustment of college students (Melendez, 2006-2007).” Melendez gave out 300 questionnaires to both athletes and non-athletes, 207 of which were returned. These questionnaires asked about students’ academic adjustment, social adjustment, personal-emotional adjustment, and institutional adjustment. Melendez found that the student-athletes scored higher on academic adjustment than the non-athletes. From this, Melendez suggested that this high academic adjustment was due to extra educational support programs that are provided to the student-athletes. These are the very programs that I will look into. The researchers failed to look into exact programs and different rates of success for the programs, they simply looked into the fact that the student-athletes seemed to be adjusted better academically than their non-athlete peers. The researchers also found that the student-athletes have higher graduation rates than the general student body. They attribute this, along with the high academic adjustment of student-athletes to the additional counseling that the student-athletes received. In my research, I will not compare the student-athletes to non-athletes. I

will compare the student-athletes to one another and look at the student-athlete population as a whole.

Leah Hollis views student-athletes as a disadvantaged group because of the struggles between athletic and academic responsibilities (2001-2002). Her study focused on the relationship between the graduation rates of student-athletes and the variables of one-on-one counseling, academic monitoring, tutoring, study hall, and access to computer labs (Hollis, 2001-2002). Hollis sent surveys to university administrators such as athletic directors, academic counselors, academic coordinators, directors of support services etc. and received 91 surveys. This study found an inverse relationship between graduation rates and student-athlete services. The student-athletes that received services had a lower graduation rate than student-athletes that did not receive services. Hollis attributes this to the preparedness of students before they begin their college experience. Hollis believes that low levels of academic services meant that those students were already well off and did not need the extra help, whereas students that did need the extra help were already behind. Hollis seems to make the point that the services did not help the students but she failed to actually study how the services affect the students and only looks into the services in regard to graduation rate. This study also overlooked the student-athletes' perspective. I think that my study yielded better results about different student services because I asked the student-athletes themselves about the services. I also looked into more than just the support services. I looked into how the athletes budget their time in regards to these support services, their social life and athletics.

Simons, Rheenen and Covington (1999) performed a study of student-athletes to examine their academic motivation using the self-worth theory. Self-worth theory assumes that “the search for self-acceptance is the highest human priority, and that in schools self-acceptance comes to depend on one’s ability to achieve competitively (as cited in Simons et al., 1999, 152).” The study surveyed 4 categories of student-athletes: success-oriented, overstrivers, failure-avoiders and failure-acceptors and looked at them in regards to how they balance their dual roles of being both a student and an athlete. They examined how different students compared their academic role versus their athletic role in how much energy and time they put into each, how much they care about each, and their strategies and problems with studying. The researchers found that the four types of student-athletes were motivated differently. The success-oriented and overstrivers were motivated most by success academically whereas failure-avoiders and failure-acceptors were more committed to their athletic role meaning that they put more time and energy into their athletics.

This article argues that student-athletes must be rewarded and praised for their role as students as well as athletes so that they do not only see their worth in athletics but see that they too are valuable students. It was interesting that this study was able to identify 4 different types of students and then analyze their results in regards to these 4 categories. They discovered which students allotted more time and energy to athletics opposed to academics. This study failed to include a very important category of social life, which I included in my study.

Richard & Aries conducted a study on athletic participation's costs and benefits in five areas. These areas were time commitments to athletics versus other extracurricular activities, difficulties that athletes face, academic success because of athletic involvement, crossovers between all extracurricular activities and the effects of athletics on student growth and well-being (Richards & Aries, 1999). Their study sent surveys to both student-athlete and non-athlete seniors asking about their academic, extracurricular and social experiences (Richard & Aries, 1999).

The study found that time spent on academics did not differ significantly between athletes and non-athletes but the researchers did find that athletes, out of all students, spent the most time in their extracurricular activity of athletics (Richard & Aries, 1999). Athletes found it easier to receive invitations to social events yet found it more difficult to join other extracurricular groups and make friends with non-athletes (Richard & Aries, 1999).

This study was able to incorporate the social aspect of student lives in college however, this study did not look at differences within student-athletes, only at differences between athletes and non-athletes. I looked at the differences between student-athletes on the level of gender in their social, academic and athletic behaviors. Different athletic teams function differently and have different team mottos. Therefore, it is important to perform studies between student-athletes and not assume that they are going to respond the same way. This study also failed to include sophomores and juniors in their research. Seniors may already be well adjusted to the college life and may have figured out the best ways in which to manage their time and manage their lives.

Harney, Thomas and Sanders focused on how different student services impacted first-year student-athletes' academic performance (1986). They designed a program that they thought would create more positive results than simply putting student-athletes in an assisted program such as study hall. Their program, the FAST program, taught students how to take organized and understandable notes and emphasized the importance of going to class regularly. Two different trials were run. The first experiment included 24 football players and the second included 31 freshman student-athletes. Their GPAs were recorded and compared to previous students' GPAs. Students were quizzed on their notes and their class attendance was supervised. Students that took quality notes and attended class regularly were allowed to miss study hall.

The researchers found that the students in the FAST program performed significantly better than first year students of previous years. This study was able to test different student services in regards to academics, however it only tested first year students. As I mentioned above, I studied sophomores through seniors to understand how the students manage their time between academics, athletics, and social life. This study also did not take into account the social life of the students, which is a significant part of their college experience that should not be overlooked.

Overall I feel as though my study contributed to areas that these previous studies have missed. My study reached out to sophomores, juniors and seniors. I also made comparisons within student-athletes and not between student-athletes and non-athletes. There has been a plethora of research looking into how student-athletes perform academically in comparison to non-athletes. It is important to

include the differences that may exist between athletes. I was also able to include coach perspectives in my study by interviewing different coaches. It is important to see if coach expectations are being met by the players because coaches may need to change their methods in relating to their players if they are not meeting their expectations. Lastly, I believe that the academic, athletic, and social lives are the three most important aspects to a college student's experience. I looked at how all three of these interact with one another instead of simply looking into academics versus athletics.

Methodology:

This study used both surveys and interviews to collect primary data. I constructed an online survey which consisted of 48 questions. These questions revolved around the theme of how student-athletes budget their time between athletics, academics and their social life at Trinity College. The Associate Athletic Director sent out an email to all varsity sports teams on campus with a message from me explaining my project and asking them to take the survey along with the link to my survey. The survey took approximately 10-15 minutes to complete. I decided not to have first years participate in my survey. This is because many of my questions involved information about being in season opposed to out of season and the first year student-athletes that play a fall sport would not know what it is like to be out of season and winter and spring athletes would not know what it is like to be in season.

I decided to use a survey because I wanted to be able to reach a very large population. The survey was online so that it would be more convenient for the

student-athlete to take it, and so that it would be easier to analyze the large amounts of responses that I got.

I also conducted six interviews with coaches of 9 of the athletic teams (three of the coaches coached multiple teams). All of these interviews were recorded and transcribed so that analysis could be made. I asked questions regarding how they felt their athletes budgeted their time in season, and what their expectations for them are. I chose to interview coaches to supplement my survey. I wanted to see if coach expectations and views are different than what the students actually do and how they feel.

Findings:

All differences were reported using the .05 level as alpha. Results showing a p -value $< .05$ were significant.

Admissions

Males reported that they were recruited more than females $p < .05$.

More males reported that they would not have gotten into Trinity if they did not play their sport $p < .05$.

More females disagreed with the statement that they would not have gotten into Trinity if it was not for their sport $p < .05$.

More females disagreed that they chose Trinity because of the athletics $p < .05$.

Academics

Males and females reported no differences in when they received the best grades $p < .05$.

Student-athletes reported spending more time on academic work out of season $p < .05$.

Males reported less interference with academics interfering with their games/matches/meets than females $p < .05$.

Athletes rated academic and sport responsibilities as more important than social activities $p < .05$.

Budgeting Time

Females reported dedicating less time to their sports than males both out of season and in season $p < .05$.

There were no differences between genders in time dedicated to social activities $p > .05$ but student-athletes reported spending more time in social activities out of season $p < .05$.

Student-athletes reported being more efficient with their time in season than out of season $p < .05$.

Student-athletes reported being better at budgeting their time in season $p < .05$.

Males reported their sport interfering with “hanging out with friends” more than females did $p < .05$.

Most athletes felt that they get more sleep out of season than in season $p < .05$.

Athletes agreed that they procrastinate more out of season than in season $p < .05$.

Athletes agreed that their coach is invested in their academic success $p < .05$.

Academic Requirements

More males found academic requirements to be helpful than females did $p < .05$.

Most athletes are not required to go to study hall $p < .05$.

Student-athletes that are required to go to study hall out of season strongly disagreed more with the fact that they procrastinate more out of season than in season $p < .05$.

Students required to go to study hall in season reported spending more hours on academic work in season than students not required to go to study hall $p < .05$.

Students required to go to study hall in season reported being better at budgeting their time out of season than students that are not required to go to study hall $p < .05$.

Students required to go to study hall out of season reported being better at budgeting their time out of season than students that are not required to go to study hall $p < .05$.

Discussion:

Athletes Budget Their Time Better In Season Than Out Of Season

Athletes have more time commitments when they are in season compared to when they are out of season. As Richard and Aries (1999) found, athletics are the most time consuming extracurricular activity. Because of this, these students must find ways to manage their time so that they can successfully do everything that they must get done. The athletes reported being more efficient with their time in season and procrastinating more out of season. Along with this the athletes spent more time on academic work out of season but there were no differences in their grades that they received in and out of season, further indicating that they are being more efficient with their time in season than out of season. All 6 of the coaches agreed that

their athletes budgeted their time better in season than out of season. A male coach, of a male team with 11 years of experience coaching at Trinity stated:

I think sport 6 is kind of a culture in a sense it takes a whole lot of time between practice, meetings, just simply getting ready for practice, getting taped and all that stuff. So you have no choice but to budget your day. I think, in my experience, and studies would show this, our players GPAs are higher in the fall than they are in the spring when they have all kinds of free time and don't budget their time as well.

(Coach 6, Personal, Interview, 11/17/11)

Another male coach, of a male team, who has been coaching at Trinity for 18 years and has had 37 years of experience coaching overall agreed:

What I find is that our student-athletes do better when they're in season because they're forced to budget their time. When they're just free to their own devices it doesn't work out very well but when they're in season it works out much better. (Coach 4, Personal

Interview, 11/7/11)

The female coaches also agreed with this. One coach that has been coaching a female team at Trinity for 12 years explained her view on her athletes' time management in season:

For most it makes them budget their time better, I think. I personally don't run into a lot of problems because everyone's figured that balancing their conflicts and their homework and their time management, but it just doesn't give them a choice, they have to get their work done. (Coach 2, Personal Interview, 11/3/11)

Athletes Prioritize Their Academics And Athletics Above Their Social Life

Athletes rated their athletic and academic responsibilities as more important than social activities. Athletes also felt that playing their sport interfered with going out. If athletes thought that their social life was more important than their athletics then they would discontinue playing because of the interference but this was not the case. Athletes reported that they spent more time on social activities out of season than in season so they dedicate more time to their athletics in season and prioritize athletics above social life in season. Prioritizing athletics and academics above social life was also important to the coaches. These coach expectations could influence why the players felt this way.

Every coach interviewed exclaimed that academics came first, athletics second, and social life should be third or a distant third: "My expectations are that their academics are first and that sport 2 is second and third and then their social life can come after." (Coach 2, Personal Interview, 11/3/11) "We have 3 S's on our team. School, sports and social life. In that order, always. It's as straightforward as it comes." (Coach 3, Personal Interview, 11/4/11) "I think social life should be a

distant third.” (Coach 4, Personal Interview, 11/7/11) Along with these findings, none of the coaches mentioned social life when asked about their athletes’ time management until asked specifically about the aspect of social life. This further demonstrates how the coaches feel social life is not as important as academics and athletics and how they expect their players should feel the same way.

Females Are More Self-Driven Than Males

Males felt that academic requirements were more helpful than females suggesting that males need the assistance of academic requirements more than females do. Males reported less interference between their academics and social life than females. This could mean that females devote more time to their academics, feeling that they have more of an interference in other aspects of their life. Fewer females than males reported that they chose Trinity because of athletics, which could mean that they chose Trinity because of the academics whereas the male focus was on athletics. Female dedicated less time to sports in and out of season than males did, giving them more time to focus on other activities. More males were recruited and did not think that they would have gotten in had they not been recruited suggesting that males needed the help during the admissions process whereas the females were more academically qualified. One female coach gave an explanation about how she is having a difficult time recruiting players because she is losing female athletes to other schools with better education departments whereas the coaches of male sports do not have as much trouble because they are focused on choosing a school because of athletics:

I think you'll find that the guy teams have to babysit their players more than the female teams [academically]...The girls seem to pick the school because of academics but the guys pick the school because of the sport...So once the girls come here, they are focused on their academics because that is why they chose the school. (Coach 2, Personal Interview, 11/3/11)

Leah Hollis (2001-2002) concluded from her study that low levels of academic services means that those students are already well off and do not need the extra help, whereas students that do need the extra help are already behind. This is congruent with the feelings of the female coach quoted above. She felt that female teams do not need to give their teams as many academic requirements because they are already well rounded in their academics. Whereas a male coach gave a response suggesting that he does in fact 'babysit' his players by giving them so many academic requirements: "Their time is almost budgeted for them, almost like being in high school." (Coach 6, Personal Interview, 11/17/11)

Students With Academic Requirements Perceive The Requirements To Be Helpful

Students that are required to go to study hall out of season strongly disagreed more with the fact that they procrastinate more out of season than in season suggesting that study hall encourages the students to be more resourceful

with their time. Students required to go to study hall in season reported spending more hours on academic work in season than students that are not required to go to study hall in season. These students spend more time on their studies than they would if they did not have to go to study hall, making them better students. Students that were required to go to study hall in season, and students that were required to go to study hall out of season reported that they are better at budgeting their time out of season. These students may be learning valuable skills about time management because of study hall. The coaches that implement a study hall for their teams mention that they are doing it to help their players be successful:

We monitor study halls with our guys, especially our freshmen. We've been monitoring their progress ...so just checking in with a few of the professors to make sure that they're doing what they need to do to stay on course and stay successful. (Coach 1, Personal Interview, 11/3/11)

Athletes agreed that their coaches are invested in their academic success. If players feel this way then they must think that academic requirements that the coaches put on them are in fact going to help them succeed.

Conclusion:

Because athletes are thought to be a disadvantaged group it is important that they have coaches that are invested in their academics, although females seem to be

more self-sufficient when it comes to academics than males. Athletes as a whole prioritize academics and athletics higher than social life, reflecting coach expectations and athletes with academic requirements benefit from them. In further research it would be interesting to research if there is a difference between NESCAC athletes and other Division III athletes. Since the NESCAC is competitive both academically and athletically there may be differences between the NESCAC players and other Division III players. Another aspect to look at would be differences or similarities between individual sports and team sports. Individual sports may have different mentalities than team sports because the success of an individual does not depend on the success of others. Overall, the student-athlete population is a large and diverse population that is changing over time, lending itself to be important in the field of research.

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Appendix A: Online Survey

***1. The purpose of this project is to understand how student-athletes at Trinity College budget their time. All of your responses will remain completely anonymous.**

Should you have any further questions please contact me at Kristina.yu@trincoll.edu.

Your participation in this research is voluntary and you may drop out at any time.

I have read and understand these terms and conditions

2. What sport do you play?

- Baseball
- W Basketball
- M Basketball
- W Cross Country
- M Cross Country
- Field Hockey
- Football
- Golf
- W Ice Hockey
- M Ice Hockey
- W Lacrosse
- M Lacrosse
- W Rowing
- M Rowing
- W Soccer
- M Soccer
- Softball
- W Squash
- M Squash
- W Swimming and Diving
- M Swimming and Diving
- W Tennis
- M Tennis
- W Track and Field
- M Track and Field
- Volleyball
- Wrestling

3. What year are you?

- Sophomore
- Junior
- Senior

4. Were you recruited?

- Yes
- No
- Don't know

5. When do you receive the best grades?

- In season
- Out of season
- Equal grades

6. During a typical week IN season, approximately how many hours do you spend on your academic work outside of class time?

- 0 hours
- 1-5 hours
- 6-10 hours
- 11-15 hours
- 16-20 hours
- 21-25 hours
- 26-30 hours
- 30+ hours

7. During a typical week OUT of season approximately how many hours do you spend on your academic work outside of class time?

- 0 hours
- 1-5 hours
- 6-10 hours
- 11-15 hours
- 16-20 hours
- 21-25 hours
- 26-30 hours
- 30+ hours
- N/A I am always in season

8. During a typical week IN season approximately how many hours do you dedicate to your sport? (practices, games, lifts etc.)

- 0 hours
- 1-5 hours
- 6-10 hours
- 11-15 hours
- 16-20 hours
- 21-25 hours
- 26-30 hours
- 30+ hours

9. During a typical week OUT of season approximately how many hours do you dedicate to your sport? (practices, games, lifts etc.)

- 0 hours
- 1-5 hours
- 6-10 hours
- 11-15 hours
- 16-20 hours
- 21-25 hours
- 26-30 hours
- 30+ hours
- N/A I am always in season

10. During a typical week IN season approximately how many hours do dedicate to social activities?

- 0 hours
- 1-5 hours
- 6-10 hours
- 11-15 hours
- 16-20 hours
- 21-25 hours
- 26-30 hours
- 30+ hours

11. During a typical week OUT of season approximately how many hours do you dedicate to social activities?

- 0 hours
- 1-5 hours
- 6-10 hours
- 11-15 hours
- 16-20 hours
- 21-25 hours
- 26-30 hours
- 30+ hours

12. Can you tell us more about your experiences balancing your academic work outside of class time?

	Not efficient	2	3	4	Extremely efficient
How efficient are you when doing your academic work outside of class time OUT of season?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How efficient are you when doing your academic work outside of class time IN season?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Please rate from 1-5

	Bad	2	3	4	Very good
How good are you at budgeting your time IN season?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How good are you at budgeting your time OUT of season?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Can you tell us more about the study hall requirements for your sport(s)?

	Yes	No
Is your team required to go to study hall IN season?	<input type="radio"/>	<input type="radio"/>
Is your team required to go to study hall OUT of season?	<input type="radio"/>	<input type="radio"/>

15. Please only answer if your team DOES have study hall.

	Yes	No
Is study hall optional IN season?	<input type="radio"/>	<input type="radio"/>
Is study hall optional OUT of season?	<input type="radio"/>	<input type="radio"/>
Is study hall only required for certain classes (ex. only first years)?	<input type="radio"/>	<input type="radio"/>
Is study hall only required for team members that do not meet a certain GPA requirement?	<input type="radio"/>	<input type="radio"/>

16. Does your team have any other academic requirements? (must attend TA sessions, meetings with faculty liaisons, sit in front of class)

- Yes
- No

17. If your team has other academic requirements, can you tell us what they are?

18. Please rate from 1-5

	Not helpful	2	3	4	Extremely helpful	N/A
How helpful do you see academic requirements imposed by your team to be?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Can you tell us how much the following things happen?

	Never	Occasionally	Often	Always
Playing my sport interferes with scheduling classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing my sport interferes with attending extra help sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing my sport interferes with studying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing my sport interferes with hanging out with my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing my sport interferes with going out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academics interfere with hanging out with my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academics interfere with going out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academics interfere with sports practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academics interfere with athletic games/matches/meets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Please tell us how you feel about the following statements

	Strongly disagree	2	3	4	Strongly agree
I believe I am not taken seriously by professors if I am an athlete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not think I would have gotten into Trinity if it wasn't for my sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I chose Trinity College because of the athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I chose Trinity College because of the social life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I chose Trinity College because of the academics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spend time with people that are not on my team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get more sleep out of season than I do in season	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I procrastinate more out of season than I do in season	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My coach is invested in my academic success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Please tell us how important the following are to you

	Not at all important	2	3	4	Extremely important
Sports practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sports events (games, meets, matches)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying/doing homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hanging out with my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Going out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Going to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Thank you for participating! Please write any additional comments here.