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The Role of Sports Clubs in University Recruitment and Retention:

A Mixed-Methods Case Study

By

Andrea Rose McClymont

A Thesis

Presented to the Faculty of

The Graduate College at the University of Nebraska

In Partial Fulfillment of Requirements

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Under the Supervision of Professor James V. Griesen

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The Role of Sports Clubs in University Recruitment and Retention: A Mixed-Methods Case Study

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University of Nebraska, 2013

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Opportunities for involvement on a college campus can have many positive effects on students. Additionally, opportunities for involvement can have positive implications for student recruitment and retention at a university. There are many ways for students to become involved during college through their campus recreation centers. Through these centers students can have the opportunity to participate in sport clubs. Although multiple studies have been conducted on the importance of student involvement, few studies focus specifically on student involvement in sport clubs. This study addressed six research questions: a) do freshmen student sport club participants have higher 1st term GPAs than non-participants; b) do freshmen student sport club participants have higher 2nd term GPAs than non-participants; c) do freshmen student sport club participants complete more credit hours during their first term than non-participants; d) do freshmen student sport club participants complete more credit hour during their second term than non-participants; e) what role do sport clubs play in the recruitment of students to the university; and f) what role do sport clubs play in the retention of students at the university. The study sampled first-time, full-time freshmen students who were participants in sport clubs sponsored by the University of Nebraska-Lincoln Campus Recreation Center in the 2009-2010 and 2010-2011 school years. Quantitative data were

collected for freshmen student sport club participants and a matched sample of non-participants. The researcher looked at the number of completed credit hours as well as GPA for the first and second terms for the two different groups of students. Other quantitative data were collected through an online survey instrument and qualitative data were collected through telephone interviews. The results of this study showed that, for a majority of students, participation in a sport club was not the main determinant for matriculation at the University of Nebraska-Lincoln. However, results indicated that sport club participation appears to have a positive influence on retention for freshmen students during their first year.

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Chapter 1

Introduction

Involvement in clubs and organizations during college can have a significant impact on how successful and happy students are during their time in college (Astin, 1997; NIRSA, 2002). It can also aid students in their overall personal development (Artinger, Clapham, Forrester, Hunt, Meigs, Milord, & Sampson, 2006). How involved a student is and the number of opportunities for involvement can influence a student's decision of whether or not to stay at a certain university (NIRSA, 2002). Also, in general, the number of opportunities for student involvement at an institution can play a major role in the recruitment of students (NIRSA, 2002).

One opportunity for students to become involved in activities on many campuses is offered through the campuses' recreation centers. Students have the option to participate in a wide array of activities from intramural sports to sport clubs. In general, being physically active during college can aid students in their overall physical and mental health and well-being (Duncan, Lanier, & Nicholson, 2001).

Context of the Problem

Although much research has been conducted in general on the importance of student involvement and the positive effects that student involvement can have on students, fewer studies have been done on the effects of participation in university sport clubs on students. This study's intent was to find out whether sports clubs play a significant role in the recruitment and retention of students at a university.

Research Design

This study was a mixed methods study. The quantitative phase of this study was conducted through matched samples of 251 freshmen student sport club participants and 251 freshmen students who were not sport club participants. Freshmen students were matched based on their ACT Composite Scores and High School Class Rank Percentile (HSCRP). The other quantitative phase of this study was conducted through an online survey of students who participated in sport clubs. In this phase the researcher surveyed and interviewed students who participated in sport clubs at the University of Nebraska-Lincoln (UNL) during their first two years. The qualitative part of this study was conducted through interviews with students who volunteered to be interviewed after completing the survey.

Research Questions

The following research questions were addressed in this study:

1. Do freshmen student sport club participants have higher first term grade-point averages (GPAs) than freshmen students who are not sport club participants?
2. Do freshmen student sport club participants have higher second term GPAs than freshmen students who are not sport club participants?
3. Do freshmen student sport club participants complete more credit hours during their first term than freshmen students who are not sport club participants?

4. Do freshmen student sport club participants complete more credit hours during their second term than freshmen students who are not sport club participants?
5. What role do sport clubs play in the recruitment of students to the university?
6. What role do sport clubs play in the retention of students at the university?

Null Hypotheses for Questions 1-4

H_{O1}: There are no significant differences in first term GPA between freshmen student sport club participants and freshmen students who are not sport club participants.

H_{O2}: There are no significant differences in second term GPA between freshmen student sport club participants and freshmen students who are not sport club participants.

H_{O3}: There are no significant differences in the number of credit hours completed during the first term between freshmen student sport club participants and freshmen students who are not sport club participants.

H_{O4}: There are no significant differences in the number of credit hours completed during the second term between freshmen student sport club participants and freshmen students who are not sport club participants.

Research Questions 5 and 6

Research questions 5 and 6 were addressed through a researcher-developed survey instrument (a) administered online to all sport club participants and (b) interviews conducted with eight volunteer students who completed the survey.

Definitions

ACT Composite Score: "The ACT consists of four tests: English, Mathematics, Reading, and Science. The score range for each of the four tests is 1–36. The composite score, as reported by ACT, is the average of the four test scores earned during a single test administration, rounded to the nearest whole number" (act.org).

Credit Hour: "One semester credit hour will be awarded for a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction (1,500 minutes)" (ohiohighered.org).

GPA: "A system used by many schools for evaluating the overall scholastic performance of students. Grade points are determined by first multiplying the number of hours given for a course by the numerical value of the grade and then dividing the sum of all grade points by the total number of hours carried. The most common system of numerical values for grades is A = 4, B = 3, C = 2, D = 1, and E or F = 0" (http://press.collegeboard.org).

High School Class Rank Percentile (HSCRP): **"**Class ranking is a mathematical summary of a student's academic record compared to those of other students in the class. It usually takes into account both the degree of difficulty of the courses a student is taking (AP®, honors, college-preparatory or regular courses) and the grade the student earns. The compilation of courses and grades is converted to an overall grade point average (GPA), and the higher the GPA, the higher the student's class ranking" (http://professionals.collegeboard.com).

Sport Club: "Compromised of individuals who have a desire to compete or participate in a sport throughout their college career, and exist to develop student's skills, dedication, and interest for specific sports" (crec.unl.edu).

Student Retention: "The process an institution or program uses to maintain its enrollment" (Racchini, 2005, p. 48).

Delimitation

This study is a single case study that examined the role that sport clubs play on the recruitment and retention of freshmen students at one large state university in the Midwest.

Limitations

Given the delimitation noted above, the results of this study are not generalizable to other institutions and settings. Furthermore validity of the results may have been affected by response set among the participants. "Response set is the tendency of the subject to respond in the same way, regardless of the content of the items" (McMillan, 2012, p. 162). Also the validity may have been decreased due to faking. "Faking occurs when subjects give deliberately inaccurate indications of their attitudes, personality, or interests" (McMillan, 2012, p. 163). Also, the validity of the data from the interview may have been affected by the students' volunteer status.

Chapter 2

Literature Review

Student involvement in particular, and participation in recreational sport activities in college, have been shown to have many different positive effects on students. Astin's Theory on Student Involvement is one of the most well-known theories among professionals in student affairs pertaining to the benefits involvement can have on students.

Astin's Theory on Student Involvement

Astin's Theory on Student Involvement was first developed in 1984. A major tenet of Astin's Theory that applies to this research study is: "The greater the student's involvement in college, the greater will be the amount of student learning and personal development" (Astin, 1999, p. 528-529). Astin (1999) discussed how "nearly all forms of student involvement are associated with greater than average changes in entering freshmen characteristics" (p. 524).

Astin (1993) discussed how "learning, academic performance, and retention are positively associated with academic involvement, involvement with faculty, and involvement with student peer groups" (p. 394). Astin (1999) further stated, "Students who join social fraternities or sororities or participate in extracurricular activities of almost any type are less likely to drop out. Participation in sports, particularly intercollegiate sports, has an especially pronounced, positive effect on persistence" (p. 523).

However, Astin (1999) cautioned that "although the theory of involvement generally holds that 'more is better,' there are probably limits beyond which increasing involvement ceases to produce desirable results and can even become counter-productive" (p. 528).

Pervious Research on Recruitment of Students

Results of the study conducted by the National-Intramural Recreational Sports Association (NIRSA) in 2002 indicated "intramural and recreational sports also have a strong influence on student recruitment" (NIRSA, 2002, p. 16).

Previous Research on Retention of Students

Results of other studies have shown that a decrease in student involvement or integration into the campus community can cause a decrease in student retention. Racchini (2005) discussed how "in the general student population, research has shown a 56% drop out rate of students in 4-year institutions" (p. 48). Racchini (2005) discussed:

> Individuals who do not feel they are part of the social system in college will not develop a high level of institutional commitment and are prone to voluntary dropout. Nonvoluntary dropout, student dismissal for poor academic performance, might also be indirectly affected by a lack of integration into the social or academic culture of the institution. (p. 48)

Therefore, if students do not feel connected or integrated into the university, they are more likely to drop out.

The results of the study conducted by NIRSA (2002) indicated that students involved in recreational activities had increased student retention rates: "Another benefit of college involvement and thus satisfaction is retention" (p. 16). Furthermore,

"Participation in collegiate sports and utilization of recreational facilities have repeatedly been found as two of the biggest factors in college persistence" (p. 16).

Past study results have shown that participation specifically in recreational sports during college can have positive effects on students. Astin (1993) stated: "Participating in *intramural sports* has substantial positive effects on physical health, alcohol consumption, and attainment of the bachelor's degree. It also has significant positive effects on satisfaction with student life and on the overall college experience" (p. 386-387).

Artinger, Clapham, Forrester, Hunt, Meigs, Milord, and Sampson (2006) discussed, "Numerous benefits have also been found to be associated with recreational sports involvement including: stress reduction, self-esteem, enhanced GPA, student development and ease of social integration" (p. 70). Gibbison, Henry, and Perkins-Brown (2011) found "a strong positive association between freshmen grade point average and participation in recreation" (p. 247). Also, according to Duncan, Lanier, and Nicholson (2001), there was "a significant relationship…between student participation in intramural or club sports and positive mental well being" (p. 239).

The researcher of the study conducted by NIRSA (2002) "found that participation in recreational sports programs and activities is correlated with overall college satisfaction and success. Participation in recreational sports is an important determinant of overall college satisfaction and success" (p. 9). Further discussion stressed how participation in recreational sports was especially important to college freshmen students, "The importance of participation in recreational sports programs and activities was rather

consistent across students' undergraduate experiences, yet it was slightly more important to freshmen and male students" (p. 10). Furthermore, "heavy participants in recreational sports were serious students concerned about the same academic standards and quality of education as other students" (p. 10), and "students who participated heavily in college recreational sports programs and activities were more socially oriented than other students" (p. 10).

The researcher in the study conducted by NIRSA (2002) found that participation in recreational sports during college had both positive and negative effects on the student participants: "Participation in recreational sports programs and activities was directly correlated with positive behaviors such as community service, not smoking, attending religious services and heavier course loads" (p. 11). "However, participation in recreational sports programs and activities was also directly correlated to negative behaviors such as alcohol and illegal drug consumption, missing school or work and cheating in college" (p. 11).

Despite previous research that has been conducted on some of the effects that participation in recreational sports during college can have on students, this researcher found no research on the role that sport clubs in particular have on university recruitment and retention. Thus the results of this study will help to contribute to discovering the role that university sport clubs play in these areas.

Chapter 3

Methodology

Restatement of Purpose

Although much research has been conducted in general on the importance of student involvement and the positive effects that student involvement can have on students, not much research has been conducted on the specific effects that participation in university sport clubs can have on college students. The purpose of conducting this study was to find out whether sports clubs play a significant role in the recruitment and retention of freshmen students at a university.

Research Design

The research design for this study was a mixed methods case study. The case study focused on freshmen students who participated in sport clubs sponsored by the University of Nebraska-Lincoln Campus Recreation Center.

Research Questions

The following research questions were addressed in this study:

1. Do freshmen student sport club participants have higher first term grade-point averages (GPAs) than freshmen students who are not sport club participants?
2. Do freshmen student sport club participants have higher second term GPAs than freshmen students who are not sport club participants?
3. Do freshmen student sport club participants complete more credit hours during their first term than freshmen students who are not sport club participants?

4. Do freshmen student sport club participants complete more credit hours during their second term than freshmen students who are not sport club participants?
5. What role do sport clubs play in the recruitment of students to the university?
6. What role do sport clubs play in the retention of students at the university?

Null Hypotheses for Questions 1-4

H_{O1}: There are no significant differences in first term GPA between freshmen student sport club participants and freshmen students who are not sport club participants.

H_{O2}: There are no significant differences in second term GPA between freshmen student sport club participants and freshmen students who are not sport club participants.

H_{O3}: There are no significant differences in the number of credit hours completed during the first term between freshmen student sport club participants and freshmen students who are not sport club participants.

H_{O4}: There are no significant differences in the number of credit hours completed during the second term between freshmen student sport club participants and freshmen students who are not sport club participants.

Research Questions 5 and 6

To address research questions 5 and 6, a survey instrument was developed and sent online to all sport club participants in the study. Also, telephone interviews were

conducted with eight volunteers who took the survey to help expand on these two research questions.

Population/Sample

The population sampled consisted of freshmen at the University of Nebraska-Lincoln. The sample of students included new first-time, full-time freshmen at the University of Nebraska-Lincoln who participated in one of the following thirteen sport clubs. The thirteen sport clubs in this sample were: Baseball, Softball, Women's Volleyball, Men's Volleyball, Bowling, Crew, Men's Hockey, Men's Lacrosse, Men's Soccer, Women's Soccer, Co-Rec Swimming, Tennis, and Water Polo. For the sake of this study, students who were freshmen in the 2009-2010 and the 2010-2011 school years were examined in order to obtain a large enough sample size. Two-hundred and fifty one freshmen student sport club participants from these two years were then matched based off of ACT and HSCRP to 251 freshmen students who were not sport club participants during these two years for a total of 502 students.

Instruments

The survey instrument used in this research for the quantitative phase was created by the researcher and distributed to sport club participants via the Internet. See Appendix F for a copy of the survey. The qualitative phase of the study was based on eight student interviews with volunteers who had taken the survey; interviews were conducted by the researcher. See Appendix I for a copy of the interview protocol.

Data Collection Procedures

In order to conduct this study the following steps were completed:

1. The following data were obtained from UNL Campus Recreation:
    a. Student ID numbers of sport club participants in 2009-2010, and 2010-2011 school year.
    b. The sport club in which the student participated.
2. The following data were obtained from the UNL Registration and Records Office:
    a. Student ID numbers from Campus Recreation were matched to the students who met the criterion of being first-time and full-time students.
    b. HSCRP and ACT composite score.
    c. Credit hours that were completed in both the first and second academic terms.
    d. Student GPAs at the end of the 1st and 2nd academic terms
    e. Student email addresses.
    f. Freshmen data for matched sample for both 2009-2010 and 2010-2011, including HSCRP, ACT composite scores, credit hours completed 1st and 2nd academic terms, and GPA for 1st and 2nd academic terms.
3. Survey information from the sample of club member freshmen students to gauge the role that participation in a sport club during college had on the students' decision to come to UNL, and the effect the participation in the sport club had on their decision to remain at UNL for their college education.
4. Oral interview data from eight students who volunteered to speak with the researcher via telephone.

Data Analysis

After IRB approval was obtained, data were gathered from the Campus Recreation Center and the Office of Registration and Records. Then, first-time, full-time freshmen student sport club participants from 2009-2010 and 2010-2011 were matched to non-sport club participants who were also first-time, full-time freshmen students during the years 2009-2010 or 2010-2011. Students were matched on the basis of HSCRP and ACT composite scores. To determine the significance of four hypotheses, statistical tests were performed by the Nebraska Evaluation and Research (NEAR) Center at the University of Nebraska-Lincoln using both R and SPSS Statistical Software Programs. The data for the freshmen students from both the years 2009-2010 and 2010-2011 were combined into one data file to perform these statistical tests. The first and second hypotheses were tested by an independent samples t-test. The third and fourth hypotheses were evaluated using a paired two sample for means t-test.

Chapter 4

Results

Purpose Statement

The purpose of conducting this study was to find out whether sports clubs play a significant role in the recruitment and retention of freshmen students at a university.

Statistical Significance Test Results of Hypotheses

The first hypothesis was not found to be statistically significant, but the last three hypotheses demonstrated statistical significance. A summary of each statistical test for the four hypotheses is below.

Statistical test for hypothesis 1. The first null hypothesis was that there are no significant differences in first term GPA between freshmen student sport club participants and freshmen students who are not sport club participants. In order to answer this question, an independent samples t-test was performed. It was found that (a) the mean first term GPA for freshmen sport club participants was 3.055, (b) the mean first term GPA for freshmen students who were not sport club participants was 2.980, thus $t=-1.041$, $df=491$, which yielded a p-value of .2988. The alpha level was set to .05. Since the p-value is greater than the alpha level, the null hypothesis that there is not a significant difference in first term GPA between freshmen student sport club participants and freshmen students who were not sport club participants was not rejected.

Table 1

1st Term GPA Comparison

Participants		Non-Participants				
Mean	Std. Dev.	Mean	Std. Dev.	Dif. In Means	t	p
3.055	0.757	2.98	0.868	0.075	-1.041	0.2988*

* p-value indicates results not significant at the .05 level

Statistical test for hypothesis 2. The second null hypothesis was that there is not a significant difference in second term GPA between freshmen student sport club participants and freshmen students who were not sport club participants. In order to answer this question, an independent samples t-test was performed. It was found that the mean second term GPA for freshmen sport club participants was 2.936, and that the mean second term GPA for freshmen students who were not sport club participants was 2.731. During this statistical test, it was found that t=-2.0918, df=477, which yielded a p-value of .03698. The alpha level was set to .05. Since the p-value is less than the alpha level, the null hypothesis that there is not a significant difference in second term GPA between freshmen student sport club participants and freshmen students who were not sport club participants was rejected.

Table 2

2nd Term GPA Comparison

Participants		Non-Participants				
Mean	Std. Dev.	Mean	Std. Dev.	Dif. In Means	t	p
2.936	0.971	2.731	1.213	0.205	-2.092	0.037*

* p-value significant at the .05 level

Statistical test for hypothesis 3. The third null hypothesis was that there is no significant difference between the number of completed credit hours by freshmen student sport club participants and freshmen students who are not participants during their first term. It was thought that the best way to determine whether there is a significant difference was to conduct a paired two sample for means t-test. The mean for credit hours completed during their first term for student sport club participants was 13.359 and the standard deviation was 3.004. The mean for credit hours completed during their first term for non-participants was 12.797 and the standard deviation was 3.396. The paired two sample for means t-test was performed with an alpha level of .05. The t-value was found to be 2.129 with the critical t-value being set to 1.969. The results indicate a significant difference between the number of credit hours that freshmen student sport club participants complete their first term than the number of credit hours that freshmen students who are not sport club participants completed. The null hypothesis was rejected.

Table 3

1st Term Credit Hours Completed Comparison

Participants		Non-Participants			
Mean	Std Dev	Mean	Std Dev	Dif. In Means	t-Value
13.359	3.004	12.797	3.396	0.562	2.219*

* t-value significant at the .05 level

Statistical test for hypothesis 4. The fourth null hypothesis was that there is no significant difference between the number of completed credit hours at the end of the year (at the end of the 1st and 2nd terms) for freshmen student sport club participants than for freshmen students who are not sport club participants. The best way to estimate whether there is a significant difference was to conduct a paired two sample for means t-test, similar to hypothesis 3. The mean for credit hours completed by the end of the year for student sport club participants was 26.470 and the standard deviation was 6.042. The mean for credit hours completed by the end of the year for non-participants was 24.645 and the standard deviation was 7.273. The paired two sample for means t-test was performed with an alpha level of .05. The t-value of 3.343 was beyond the critical t-value of 1.969. Therefore, there was a significant difference between the number of end of first year credit hours that freshmen student sport club participants completed and the number of end of year credit hours completed by freshmen non-student sport club participants. The null hypothesis was rejected.

Table 4

Total Credit Hours Completed Comparison by the End of the Year

Participants		Non-Participants			
Mean	Std Dev	Mean	Std Dev	Dif. In Means	t-Value
26.470	6.042	24.645	7.273	1.825	3.343*

* t-value significant at the .05 level

Survey Results

In order to help answer the first two research questions, a survey was administered throughout Survey Monkey to full-time, first-time freshmen student sport club participants in the years 2009-2010, and 2010-2011. A copy of the survey can be found in Appendix F. Ninety-two students participated in the survey out of the 272 students who were eligible to participate in the survey because they were first-time, full time freshmen in the 2009-2010 school year, or 2010-2011 school year. Students represented all of the thirteen sport clubs. Displayed in Table 5 is the distribution of student survey participants for the thirteen sport clubs.

Table 5

Distribution of Sport Clubs Participated in by Survey Participants

Sport Club	Number of Participants
Baseball	4
Softball	7
Women's Volleyball	3
Men's Volleyball	5
Bowling	3
Crew	16
Men's Hockey	3
Men's Lacrosse	9
Men's Soccer	6
Women's Soccer	12
Co-Rec Swimming	14
Tennis	6
Water Polo	6

In response to the first question on the survey, 75% (69 students) answered "Yes" that they played the sport in high school, and 25% (23 students) answered "No" that they did not play that particular sport while in high school. The distribution of student responses to question one is in Table 6.

Table 6

Distribution of Survey Participants who Played Sport in High School

Response to Playing Sport in High School	Number of Respondents
Yes	69
No	23

In response to question 2 on the survey, "How much of an influence did the opportunity to participate in a sport club have on your decision to enroll at UNL?",

46.74% (43 students) selected the answer “No Influence”. Twenty-eight participants (30.43%) said that it had “A Minor Influence”. Thirteen participants (14.13%) selected the response that it had “A Significant Influence”. Eight respondents (8.70%) selected that it had “A Major Influence” on their decision to enroll at UNL. Table 7 displays the distribution of responses to this question.

Table 7

Influence on Enrollment at UNL

Influence on Enrollment Response	Number of Respondents
A Major Influence	8
A Significant Influence	13
A Minor Influence	28
No Influence	43
Total Responses	92

In regards to question 3 on the survey, “How much of an influence did your participation in a sport club have on your decision to continue attending UNL after your first year of participation in a sport club?”, 51.09% (47 students) responded that it had “No Influence”. Eighteen students (19.57%) responded that it had “A Minor Influence” on their decision to continue attending UNL. Fifteen students (16.30%) responded that it had “A Significant Influence” on their decision to continue attending UNL. Twelve students (13.04%) responded that it had “A Major Influence” on their decision to continue attending UNL. Table 8 shows the distribution of the students’ responses to this question.

Table 8

Influence on Continued Attendance at UNL

Influence on Continued Attendance Response	Number of Respondents
A Major Influence	12
A Significant Influence	15
A Minor Influence	18
No Influence	47
Total Responses	92

The responses to the question on the survey, "Which of the following choices best describes how participating in a sport club affected your academic performance at UNL?", are displayed in Table 9. Thirty-six students (39.13%) said that it had "No Effect" on their academic performance. Two students (2.17%) responded that it had "A Significant Negative Effect", and 14 students (15.22%) responded that it had "A Minor Negative Effect". Twenty-nine students (31.52%) responded that it had "A Minor Positive Effect" on their academic performance, and 11 students (11.96%) responded that it had "A Major Positive Effect". Table 9 shows the distribution of students' responses to this survey question.

Table 9

Participation Effect on Academic Performance

Participation Effect Response	Number of Respondents
A Significant Positive Effect	11
A Minor Positive Effect	29
No Effect	36
A Minor Negative Effect	14
A Significant Negative Effect	2
Total Responses	92

At the close of the survey participants were asked to provide feedback and comments. A sample of comments written by participants is provided below:

> "I didn't join a sorority my freshmen year. Being on the club team helped me make new friends while playing the sport I love. I played until I graduated and love the girls I played with. We always had a great time playing and traveling around the country".
>
> "While participating in a sport club did not influence my decision to attend UNL, and while it did negatively impact my academic performance, it had a huge impact on my satisfaction level in attending UNL. I had so much fun and made so many new friends."
>
> "It almost became a social event for us rather than a sporting event. It was an absolute blast playing on the team".
>
> "Being involved in a sport club did not necessarily influence my decision to attend UNL or continue attending, those were pretty much a given. Participating in a sport club did provide me with an invaluable experience and made UNL much more enjoyable, along with providing more of a sense of school pride and spirit as I got to represent my school at regional and national competitions."
>
> "Just to be clear, I swam during Freshmen and Sophomore years (Fall 2010-Spring 2011) and that was low stress, but low impact in terms of number of practices and friendships I made. I than joined crew in Fall 2012, (which I did not do in high school) and that was very time consuming, very stressful, very difficult, and had a negative impact on my academics."

Interview Results

Thirty students volunteered to be interviewed at the close of the survey and then emailed about being interviewed. Eight students responded. All eight were interviewed by phone. On the second interview, it was discovered after the interview that the recording device did not work properly, so unfortunately that interview was not able to be transcribed. The other seven interviews were recorded and then transcribed.

Interview question 1. The first interview question that was asked of the eight students was for them to describe how they first learned about the opportunity to participate in a sport club at UNL. Some of the interviewees were aware of the opportunity to participate in a sport club before they attended Nebraska, while others discovered them at Big Red Welcome. Big Red Welcome is an event to welcome students to the campus the Sunday evening before the Fall semester begins. Still others signed up at booths set up in the UNL Campus Union during the first couple of weeks of school. Out of the eight students that were interviewed only one of them, Interviewee 8, said that the reason they looked at Nebraska for college in the first place was because there was an opportunity to participate in a sport club in their particular sport.

> Interviewee 8 stated, "I had wanted to play water polo and was only looking at schools who had water polo in some capacity at them. And so when I went to Nebraska, it said they had water polo listed under their sports athletic activities… I knew that they had a club team, and so that was one of the reasons I looked at Nebraska in the first place".

Some of the other students in the interviews knew about the opportunity to participate in sport clubs for their different sports, but it did not out rightly affect their decision to

attend UNL. Therefore, the opportunity to participate in a sport club had a direct effect on only one of the eight students interviewed.

Interview question 2. The second interview question that was asked was whether or not the interviewee received offers from other universities and colleges to play on their athletic teams for their sport and if yes, why did they decide not to attend those institutions. Out of the eight students that were interviewed, four of the students (Interviewees 2, 3, 5, and 7) did not receive offers from other institutions to play on their athletic teams for their sport. For the four that did receive offers to play (Interviewees 1, 4, 7, 8), some of the reasons for not attending those institutions were that they decided not to attend college right away out of high school, and by the time they were ready to attend college later on in their life, those college offers were no longer available; they knew they had always wanted to go to Nebraska; offers were from smaller schools and they wanted to go to a big school.

> Interviewee 1 stated, "Well when I graduated high school, I had I think 3 or 4 scholarship offers, but didn't want to go to college, and then when I did decide to go to college 10 years later…there were clubs so that was a better option for me."
>
> Interviewee 4 stated, "I corresponded with a division 3 coach in New York, and uh, I decided not to mostly because I'm from Nebraska, it was a small college and I'm not really familiar with it, and I kind of knew from the beginning of my life, that I was going to go to Nebraska."
>
> Interviewee 7 stated, "I received some offers from other universities to play… and to be honest, as embarrassing as it sounds now…I didn't play because of my girlfriend at the time. I followed her to Lincoln and… I mean at the time that was the best decision, but that was the reason why…I didn't pursue soccer as a scholarship athlete after high school"

> Interviewee 8 stated, "Yeah I did, it was a D1 school, in Pennsylvania and they had tried to recruit me to go out there and play for them, and it was a really small school and I had always wanted to go to a big school, so I turned it down so I could go play in Nebraska, I kind of picked school and a social life over the aspect of doing sports. But I still wanted to participate in some capacity.

Interview question 3. The third interview question that was asked was what type of experience was the interviewee hoping to gain out of participation in a sport club during both their freshmen and possibly sophomore years. During the interviews, students discussed many different reasons why they choose to participate in a sport club. These included the opportunity to participate in an organized sport, to meet friends, to obtain UNL gear, to continue to work out and stay in shape, to have the opportunity to travel and to compete against other schools.

> Interview 1 stated, "I mean there was one, an opportunity to work out. It was an opportunity to play a sport that I enjoyed, plus usually when you're playing sports, it's kind of a built-in group of friends, and being new to the university and new to the area I figured that would be a good thing to have."

> Interview 3 stated, "I just really [liked] the competition, being able to stick with it, stay in shape, and being able to compete against others schools, that's really all I was looking for. And it ended up being a great opportunity to kind of network with those other schools…we all became friends with the other teams at each meet, which is really cool."

> Interviewee 4 stated, "I just wanted a life experience. I knew that lacrosse was going to be expensive, but I knew it'd be worth it in the end because of how much fun and how much you get to travel and really see all the United States or as much of it as possible and I knew that it'd be worth it in that regard even for the cost".

> Interviewee 5 stated, "To be honest, it helped me use my free time more constructively. And you know, of course like make new friends and stuff, but mostly just to have something to do in my free time."

> Interviewee 6 stated, "I was hoping to make some new friends and then get a good work out in, and get the chance to go to compete at other schools… Travel a little bit while in college yeah and hone my skills to."
>
> Interviewee 7 stated, "At first, I just wanted to play to get play time in…I missed it, so the opportunity to play again was the biggest draw, the most attractive quality about it. But then, as I started to play and get to know the guys, and then after the inevitable breaking up with the girlfriend, it became the important part of me being able to get my mind off that, and especially looking back now…I still talk to a lot of them today, we still hang out when they're in town, and they all became, probably a lot more important at the time than they know, and even than I knew at the time."
>
> Interviewee 8 stated, "I was hoping not only to meet people, but really I was just hoping to just continue playing because it was something that I've been doing since I was in 5th grade. So for a huge portion of my life I was on traveling teams and I played in high school and loved it and wanted to keep playing. That's what I wanted from it."

Interview question 4. The fourth interview question that was asked was a two-part question: what was the time commitment for participation in their sport club at UNL during both their freshmen and sophomore years? How many weekly practices was the interviewee required to attend as well as competitions/tournaments and travel events throughout the year? Based off of the information gathered during the interviews, the time commitment for participation in sport clubs varied slightly by sport. The average time commitment from the interviews seemed to be about two practices a week each about 1.5 to two hours each, so around four hours a week devoted to practice. Travel events, tournaments and competitions also seemed to vary by sport. Some travel events and tournaments were full weekend trips, where as others just lasted one day. Some events were hosted at UNL and some were located at other schools in the Midwest.

Some sport clubs even attended national sport club tournaments. From the interviews, sport club participants attended anywhere from 1 to 8 tournaments/competitions per year.

Interview question 5. The fifth interview question asked the interviewees to discuss the friendships they made with members of their sport club teams, and how much of an influence did these friendships play on their decision to continue participating in a sport club during their freshmen and possibly sophomore years? Out of the eight students that were interviewed, two of them (Interviewees 1 and 5) decided to eventually stop playing on their sport clubs due to the people that were playing on their sport club teams.

> Interviewee 1 stated," I actually quit doing it because of the people that were around. You know, I didn't much agree with how it was run or the guys that were running it, so I left… It wasn't the end of the world, it just became inconvenient for me and my personality to deal with the personalities that ran it, so it wasn't necessarily negative, I don't know that they were doing anything wrong, it's just in my opinion, it wasn't the way I wanted it."
>
> Interviewee 5 stated, "Freshman year actually it was a lot of like, upperclassmen, that had played on the team for a while so they you know, had their friend groups and you know,…wasn't included that much. I actually didn't play the next year, kind of actually deflated me from playing sophomore year. And then I came back, this last year [junior year] and played again. It was awesome."

On the other hand, one of the eight interviewees (Interviewee 4) discussed how the team he played on was "a family on the field" and loved playing with them, but that they didn't necessarily blend outside of practice and didn't really "hang out" with them outside of sport club events.

> Interviewee 4 stated, "Well, the…team wasn't really, didn't really blend outside of practice. We were all family on the field and suited up, but outside of that, I didn't really become friends with anybody…but I did like everybody on the team, and that really did influence my continued play in

> my first few years, the fact that, well I didn't hang out with them, I really did love playing with them."

The rest of the five interviewees (Interviewees 2, 3, 6, 7 and 8) really enjoyed the friendships they made on their sport club teams. One of the interviewees discussed how their sport club was a "complete family" and many of the members of the team lived together during college. They discussed how they still keep in contact with members of their teams.

> Interviewee 3 stated, "Yeah actually I met one of my best friends on… club my freshman year and she didn't end up sticking with it but we ended up living together and she's actually been a very motivational person in my life and very supportive of all of my goals, so that was actually really awesome. And then throughout the years honestly like our team is a complete family, everyone is there for everybody at any moment, if you need somebody to hang out with or somebody to talk to there's always someone easy to find and even being an older member having all the younger kids is really interesting. I actually live in a house and I'm moving out because I'm graduated and all of that and the four new people that are moving into my house are all… club members."
>
> Interviewee 6 stated, "The people were awesome, they were totally different than anyone else that I hung out with in college so it was great to meet you know people that were from other majors and I was a Spanish major and pre-med and I was in a sorority and stuff. And so it was a completely different side of campus and it was awesome, I loved it. It was nice, refreshing, everybody was …really energetic and it was just really refreshing so yeah that did definitely have an impact on me staying in it, just how friendly everybody was, and yeah really uplifting and encouraging as a team."
>
> Interviewee 7 stated, "Like I mentioned, they turned into some good friends. It was something to look forward too, other than school, you know... So you know, it's something that, especially looking back, now that I'm done with school, it was something at the time that was awesome. And you know, like I mentioned we still talk, some of us, grab some beers and all that good stuff when they're back in town. Overall, that club experience… it's tough to beat."

Interviewee 8 stated, “Well I would’ve participated not matter what, but… we got really lucky and had a really great group of people, people who were really knowledgeable on the sport, we kind of got lucky there and people who we all got along really well. There was kind of a group of us who hung out a ton”

Chapter 5

Discussion

Discussion from Statistical Tests of Hypotheses

Based off of the independent samples t-test that was conducted for hypothesis 1, the researcher discovered no statistical significance in the difference between the first term GPAs of freshmen students who were sport club participants and those who were not. However, the other three null hypotheses were rejected due to statistical significance. Therefore, it can be concluded that freshmen student sport club participants have a significantly higher GPA than freshmen students who are not sport club participants during their second term, which could indirectly have an effect on students' retention at their university. Also, based on the paired two sample for means t-test that was preformed for both hypothesis 3 and 4, the t-value was found to be significant in both of these cases, and the null hypothesis was rejected. Therefore, it can be argued that freshmen student sport club participants complete more credit hours their first term and also more credit hours by the end of the year, than freshmen students who are not sport club participants.

Another observation that was noticed when looking at the matched data was that more freshmen student participants continued on to their second term than non-participants. Nine out of the 251 freshmen student sport club participants did not re-enroll for the second term, and 18 out of the 251 freshmen students who were not participants did not re-enroll for the second term. Therefore, twice the amount of non-

participant students in the matched sample dropped out after their first term than did freshmen sport participants.

Discussion from Survey Results

Based on the results from the survey, over half (53.26%) of the students responded that the opportunity to participate in a sport club had some influence on their decision to enroll at UNL. As far as the influence that participation in a sport club had on their decision to continue attending UNL, a little under half (49%) responded that it had somewhat of an influence. Therefore, it can be concluded that for approximately half of student sport club participants, participation in a sport club can have both an effect on a student's decision to enroll at UNL and on whether that student continues attending UNL. With approximately 125 to 150 full-time freshmen sport club participants enrolling each year, there are around 63 to 75 students whose recruitment and retention to the university can be influenced to some degree by sport club participation.

As far as the effect that sport clubs had on student academics, a little under a fifth of the survey respondents selected that their GPA was negatively affected by participation in a sport club. The other 80% of students selected that it had no effect on their GPA or a positive effect. For those with a GPA that was negatively impacted, it appears their responses were due to very demanding practice schedules and time spent at meets. Also, based on the information gathered in the survey and interviews it appears that the stress level and practice level vary by the sport in which the student participated. After looking at the individual responses on each survey, the 16 students who indicated that participation in a sport club negatively impacted their academics participated in one

of the following eight different sport clubs: crew, baseball, men's hockey, men's lacrosse, women's volleyball, men's volleyball, bowling, and co-rec swimming. The five club teams that did not have any participants indicate that participation in a sport club had a negative effect on their academics were tennis, softball, men's soccer, women's soccer, and water polo. Table 10 shows the distribution of "negatively impacted academics" responses by sport club. (Note: There was one student who participated in both crew and co-rec swimming which is why the total number of students on the chart adds up to 17 and not 16.

Table 10

Sport Clubs Associated with Negative Impact on Academics on Survey

Sport Club	Number of Respondents
Women's Volleyball	1
Men's Volleyball	1
Men's Lacrosse	2
Men's Hockey	2
Crew	6
Co-Rec Swimming	1
Bowling	1
Baseball	3

Forty students indicated that participating in a sport club had a positive influence on their academics. The different sport clubs that these 40 students participated in were women's soccer, crew, men's lacrosse, co-rec swimming, softball, tennis, women's volleyball, men's volleyball, men's soccer, men's hockey and water polo. The two sport clubs that were not selected by any survey participants as having a positive influence on

academics were baseball and bowling. Table 11 shows the distribution of "positively impacted academics" responses by sport club.

Table 11

Sport Clubs Associated with Positive Impact on Academics on Survey

Sport Club	Number of Respondents
Co-Rec Swimming	6
Crew	6
Men's Hockey	1
Men's Lacrosse	6
Men's Soccer	2
Men's Volleyball	2
Softball	4
Tennis	3
Water Polo	1
Women's Soccer	7
Women's Volleyball	2

It appears that the impact of participation in a sport club on students' academics relates to some extent on the sport club in which the student participated. However, as stated previously, in general it seems that participation in a sport has more of a positive influence or no influence at all on students academics, than a negative influence.

Discussion from Interview Results

One of the eight students (12.5%) recruitment to UNL was directly affected by the opportunity to participate in a sport club. Although other of the interviewees knew about the opportunity to participate in sport clubs before attending Nebraska, and liked the idea of participating in one, this is not what ultimately affected their decision to attend UNL.

The student whose recruitment was directly affected by the opportunity to participate in a sport club had an interesting experience at UNL her freshmen year because the sport club that she planned to participate in ended up falling apart at the end of the previous year. Someone her freshmen year tried to restart the team back up, but their efforts were mostly unsuccessful. This student ended up restarting this club team up at the beginning of her sophomore year and helped to run this team from sophomore through her senior year. Since this particular student's decision to attend UNL was directly influenced by the opportunity to participate in a particular sport club, and this sport club ended up falling apart her freshmen year, this could have negatively impacted this student's decision to continue attending UNL. However with the opportunity and the will power to restart the team herself, and with being successful in restarting the team, this ultimately affected her retention at UNL.

Two interviewees (25%) had negative experiences during their sport club participation mainly because they did not seem to connect well with other members of the team. This eventually caused both of these students to discontinue participating in the sport club. One of these students ended up rejoining the team his junior year after some of the upperclassman, previously on the team with whom he did not get along with, graduated.

The other five interviewees reported really enjoying their experiences participating in a sport club. Even though some of them probably would have continued attending UNL regardless of their experience with a sport club, their positive experiences on a sport club team definitely seemed to add to their overall college experience at UNL.

One of these five students actually left UNL their junior year to go play on another college sport's team, but when his credits didn't end up transferring to the other school he transferred back to UNL the next semester, and continued playing on the club team he was participating in before. This student eventually graduated from UNL.

Therefore, from the information obtained from the eight interviews it can be concluded that perhaps the recruitment of a small portion of students is directly affected by the opportunity to participate in a sport club. However, for most students it is not what directly influences their decision to attend UNL.

Also, as far as retention goes from the interviews it does not seem that participation in a sport club is the main reason that most students decide to stay at UNL, but rather that participation in a sport club truly adds a valuable experience for students. It helps them to make great friends, which aids in making their college experience at UNL more valuable, and can indirectly influence their decision to continue attending UNL. This seems to coincide with what was found in the NIRSA (2002) study which found that among heavy users of campus recreational programs that out of 21 listed determinants of college satisfaction and success that "recreational sports and activities" was tied for fourth place out of 21 choices for "importance to college satisfaction and success" for heavy users of campus recreational programs (p. 25). "Recreational sports and activities" was tied for fourth place with "meeting new and different people" (p. 25). The top three determinants were "course content and range of courses", "quality of professors and ability to interact with them", and "prospects for job/graduate school" (p. 25). Therefore, the NIRSA (2002) agrees with these findings in that participation in

campus recreational programs was important to students, but that it wasn't the most important thing in keeping students at the university.

However, in some cases it does appear that sport club participation can have a negative affect on students, especially if they do not end up clicking with members of the sport club team. Although in the two interviewees that had a negative experience, neither of the students decided to stop attending UNL due to their negative sport club experiences.

Conclusion

In conclusion, the opportunity to participate in a sport club did seem to play a small role in the recruitment of students to the University of Nebraska-Lincoln. However, for most students, the opportunity to participate in a sport club is not what ultimately affected their decision to attend UNL. Participating in a sport club does seem to play a role in the retention of students to UNL. In a small number of cases, it appears that participation in a sport club can also play a negative role on student retention. This is due to demanding practice schedules, which can have a negative effect on some students' academic performance. Overall though, sport club participation appears to have more of a positive influence on retention and student academic performance when compared to similar students who did not participate in a sport club.

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Appendix A

IRB Approval Letter

Nebraska UNIVERSITY OF Lincoln

March 1, 2013

Andrea McClymont
Department of Educational Administration
222 W 15th Ave Holdrege, NE 68949

James Griesen
Department of Educational Administration
125 TEAC, UNL, 68588-0360

IRB Number: 20130313092EP
Project ID: 13192
Project Title: The Role of Sports Clubs in University Recruitment and Retention: A Mixed-Methods Case Study

Dear Andrea:

This letter is to officially notify you of the approval of your project by the Institutional Review Board (IRB) for the Protection of Human Subjects. It is the Board's opinion that you have provided adequate safeguards for the rights and welfare of the participants in this study based on the information provided. Your proposal is in compliance with this institution's Federal Wide Assurance 00002258 and the DHHS Regulations for the Protection of Human Subjects (45 CFR 46). Your project has been approved as an Expedited protocol, category 6 & 7.

Date of EP Review: 01/31/2013

You are authorized to implement this study as of the Date of Final Approval: 03/01/2013. This approval is Valid Until: 02/28/2014.

We wish to remind you that the principal investigator is responsible for reporting to this Board any of the following events within 48 hours of the event:
* Any serious event (including on-site and off-site adverse events, injuries, side effects, deaths, or other problems) which in the opinion of the local investigator was unanticipated, involved risk to subjects or others, and was possibly related to the research procedures;
* Any serious accidental or unintentional change to the IRB-approved protocol that involves risk or has the potential to recur;

* Any publication in the literature, safety monitoring report, interim result or other finding that indicates an unexpected change to the risk/benefit ratio of the research;
* Any breach in confidentiality or compromise in data privacy related to the subject or others; or
* Any complaint of a subject that indicates an unanticipated risk or that cannot be resolved by the research staff.

For projects which continue beyond one year from the starting date, the IRB will request continuing review and update of the research project. Your study will be due for continuing review as indicated above. The investigator must also advise the Board when this study is finished or discontinued by completing the enclosed Protocol Final Report form and returning it to the Institutional Review Board.

If you have any questions, please contact the IRB office at 472-6965.

Sincerely,

Julia Torquati, Ph.D.
Chair for the IRB

Appendix B

Office of the Registrar Approval Letter

UNIVERSITY OF
Nebraska
Lincoln

STUDENT AFFAIRS
Registration and Records

January 10, 2013

Internal Review Board

ALEX West
312 N 14th
Lincoln, NE 68588 - 0415

Dear Committee Members,

I am writing in regards to the project submitted by Andrea McClymont under the supervision of Professor James Griesen entitled "The Role of Sports Clubs in University Recruitment and Retention: A Mixed Methods Case Study". As part of this study the principle investigator has requested that my office provide her with selected student data based on their inclusion in a set of data provided by Campus Recreation.

Our office will assist in this project by providing the information requested based on the research design submitted with this request for approval.

If you should have any questions or concerns, please feel free to contact me.

Sincerely,

Earl W. Hawkey, Ph.D.
University Registrar

P.O. Box 880416 / Lincoln, NE 68588-0416

Appendix C

Campus Recreation Approval Letter

Andrea McClymont <andrea.r.mcclymont@gmail.com>

approval for Campus Recreation information for IRB

Amy Lanham <alanham2@unl.edu> Fri, Jan 4, 2013 at 12:27 PM
To: "Andrea McClymont (andrea.r.mcclymont@gmail.com)" <andrea.r.mcclymont@gmail.com>

Andrea –

As we discussed earlier, you have my approval to use the NU ID numbers of those students who were considered active members of the Sport Clubs identified in 2009-10 and 2010-11. I will be providing you with the listing of club members which you may then ask Registration and Records to identify their class status in determining freshmen.

Baseball

Softball

W. Volleyball

M. Volleyball

Bowling

Crew

M. Hockey

M. Lacrosse

M. Soccer

W. Soccer

Swim

Tennis

Water Polo

Freshman 2009

Freshman 2010

Amy Lanham

Senior Assistant Director / Campus Recreation

University of Nebraska Lincoln / 55 CRec / PO Box 880232

841 N. 14th Street / Lincoln, NE 68588-0232

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Appendix D

Survey Recruitment Email

Recruitment Email: (This email also explains consent for survey and consent for interview from participants)

Dear [name],

My name is Andrea McClymont. I am a UNL graduate student conducting a study for my master's thesis titled The Role of Sport Clubs in University Recruitment and Retention: A Mixed-Methods Case Study. The reason that you are receiving this email is because you are eligible to participate in this study because you were a first-time, full-time freshmen who participated in one of the following thirteen UNL sport club during the year 2009 and possibly also the year 2010: Baseball, Softball, Women's Volleyball, Men's Volleyball, Bowling, Crew, Men's Hockey, Men's Lacrosse, Men's Soccer, Women's Soccer, Co-Rec Swimming, Tennis and Water Polo.

Participation in this study involves completing a survey I have created on Survey Monkey. The link to the survey is http://www.surveymonkey.com/s/6PQZFKR. It will take no more than five minutes of your time, and is mainly multiple-choice questions. Also, at the end of the survey there is a spot to fill out your information if you would be interested in participating in a ten minute, audio recorded phone interview for this study. The questions that will be asked in the interview will help me to expand a little more deeply on the role that sport clubs possibly play in the recruitment and retention of students. The questions that will be asked in the interview are shown at the end of the survey. There are no known risks or discomforts associated with this research.

The results of this study will help universities and administrators to have a better understanding of the role that sport clubs play in the recruitment process and retention of students to a university. This research is important because there is hardly any research out there that focuses specifically on the effects that sport clubs can have on student recruitment and retention.

Your responses to this survey will be kept anonymous in the reporting of the data. Also, during the interview recording, if you choose to volunteer for this portion of the study, I will not refer to you by name so that the interviewee may remain anonymous during the transcriptions of the audio recorded interview, and in the reporting of data. Survey data is sent to a secure server (www.surveymonkey.com), and the data will be encrypted while in transit. Survey Monkey does collect and store IP addresses. However, Survey Monkey does offer a way for the primary investigator to disable IP address collection so that the IP addresses are masked from the survey author, and so that the IP addresses will not be linked to the survey responses. I will use this feature on Survey Monkey. If you would like to read more about Survey Monkey's privacy policy, the link to Survey Monkey's privacy policy is below:

http://www.surveymonkey.com/mp/policy/privacy-policy

You may ask any questions concerning this research at anytime by contacting Andrea McClymont at 402-309-0902, or andrea.r.mcclymont@gmail.com, or Dr. James Griesen at 402-472-3725, or jgriesen1@unl.edu. If you would like to speak to someone else, please call the Research Compliance Services Office at 402-472-6926 or irb@unl.edu.

Participation in this study is voluntary. You can refuse to participate or withdraw at any time without harming your relationship with the researchers or the University of Nebraska-Lincoln. To participate in this study you must be at least 19 years of age.

By completing the consent form on the above link and submitting the survey you are voluntarily making a decision to participate in this research study, and are giving your consent to participate in the survey portion of this study. Also, by completing the last portion of the survey where it asks if you would be interested in volunteering to participate in a ten-minute interview over the phone, you are giving your consent to participate in the interview portion of this study. You should print a copy of this page for your records.

Thank you so much for your time! Have a great day!

Sincerely,

Andrea McClymont

Appendix E

Survey Reminder Email

Survey Reminder Email:

Last week we sent you a survey link via email about your participation in a UNL Sport Club. The link to the survey is http://www.surveymonkey.com/s/6PQZFKR.
The survey will be available for you to complete until Friday, April 26, 2013. If you have completed the survey, we thank you for your time. If you have not completed the survey, we would greatly appreciate any input you could provide.

If you have any questions, you may contact me at (402)-309-0902, or andrea.r.mcclymont@gmail.com, or Dr. James Griesen at 402-472-3725, or jgriesen1@unl.edu.

Thank You!

Sincerely,

Andrea McClymont

Appendix F

Online Informed Consent Form and Online Survey

IRB# 20130313092EP
Date Approved: 03/01/2013
Valid Until: 02/28/2014

The following survey can be found on Survey Monkey at the below link:
http://www.surveymonkey.com/s/6PQZFKR

The Role of Sport Clubs in University Recruitment and Retention of Students -- UNL Sport Clubs Student Participant Survey

1. PARTICIPANT CONSENT FORM

   Purpose of Research:

   The results of this study will help universities and administrators to have a better understanding of the role that sport clubs play in the recruitment process and retention of students to a university. This research is important because there is hardly any research out there that focuses specifically on the effects that sport clubs can have on student recruitment and retention.

   Survey and Interview Procedures:

   To participate in the survey and interview portion of this research you must be at least 19 years of age or older. To be eligible to participate in this study you need to have been a first-time, full-time freshmen who participated in one of the following thirteen UNL sport clubs during the year 2009 and possibly also the year 2010: Baseball, Softball, Women's Volleyball, Men's Volleyball, Bowling, Crew, Men's Hockey, Men's Lacrosse, Men's Soccer, Women's Soccer, Co-Rec Swimming, Tennis and Water Polo. Survey questions will mainly consist of multiple choice questions and will take approximately five minutes of your time to complete. There is a spot at the end of the survey where you can volunteer to participate in an approximately ten-minute long, audio-recorded interview portion of this study. The questions that will be asked in the interview will help me to expand a little more deeply on the role that sport clubs possibly play in the recruitment and retention of students. The questions that will be asked in the interview are shown at the end of the survey.

   Risks or Discomforts:

2. There are no known risks or discomforts associated with this research.

   Confidentiality:

   Your responses to this survey will be kept anonymous in the reporting of the data. Also, during the interview recording, if you choose to volunteer for this portion of the study, I will not refer to you by name so that the interviewee may remain anonymous during the transcriptions of the audio recorded interview, and in the reporting of data. Survey data is sent to a secure server (www.surveymonkey.com), and the data will be encrypted while in transit. Survey Monkey does collect IP addresses. However, Survey Monkey does offer a way for the primary investigator to disable IP address collection so that the IP addresses are masked from the survey author, and so that the IP addresses will not be linked to the survey responses. The primary investigator will use this feature on Survey Monkey. If you would like to read more about Survey Monkey's privacy policy, the link to Survey Monkey's privacy policy is below:

   http://www.surveymonkey.com/mp/policy/privacy-policy

   Freedom to Withdraw:

   Participation in this research is completely voluntary and refusal to participate or discontinue participation will involve no penalty or loss of benefits to which the participant is otherwise entitled.

   Questions:

   You may ask any questions concerning this research at anytime by contacting Andrea McClymont at 402-309-0902, or andrea.r.mcclymont@gmail.com, or Dr. James Griesen at 402-472-3725, or jgriesen1@unl.edu. If you would like to speak to someone else, please call the Research Compliance Services Office at 402-472-6926 or irb@unl.edu.

   I hereby consent to completing this survey to be used as part of the research for the study titled: The Role of Sport Clubs in University Recruitment and Retention: A Mixed Methods Case Study. (By clicking the "YES" button you are consenting to participate in this research study. If you choose to participate in this study please hit the "NEXT" button at the bottom once you have selected the "YES" button. If you do not wish to participate in this survey please select "NO" and exit from this webpage). You should print a copy of this page for your records.

   ○ Yes

- ◯ No

2. In which UNL Sport Club do/did you participate?

- ☐ Baseball
- ☐ Softball
- ☐ Women's Volleyball
- ☐ Men's Volleyball
- ☐ Bowling
- ☐ Crew
- ☐ Men's Hockey
- ☐ Men's Lacrosse
- ☐ Men's Soccer
- ☐ Women's Soccer
- ☐ Co-Rec Swimming
- ☐ Tennis
- ☐ Water Polo

3. Did you play this sport while you were in High School?

- ◯ Yes
- ◯ No

4. How much of an influence did the opportunity to participate in a sport club have on your decision to enroll at UNL?

- ◯ No influence
- ◯ A minor influence
- ◯ A significant influence
- ◯ A major Influence

5. How much of an influence did your participation in a sport club have on your decision to continue attending UNL after your first year of participation in a sport club?

- ◯ No influence
- ◯ A minor influence
- ◯ A significant influence
- ◯ A major Influence

6. Which of the following choices best describes how participating in a sport club affected your academic performance at UNL?

- ○ A significant negative effect
- ○ A minor negative effect
- ○ No effect
- ○ A minor positive effect
- ○ A major positive effect

7. Would you be willing to participate in an audio recorded telephone interview with the researcher (approximately 10 minutes) to discuss in greater depth your answers to the above questions? The following five questions will be asked of you in the interview

1. How did you first learn about the opportunity to participate in a sport club at UNL?

2. Did you receive offers from other universities and colleges to play on their athletic teams for your sport? If yes, why did you decide not to attend those institutions?

3. What type of experience were you hoping to gain out of participation in a sport club during both your freshmen and sophomore years?

4. What was the time commitment for participation in your sport club at UNL during both your freshmen and sophomore years? How many weekly practices were you required to attend as well as competitions/tournaments and travel events throughout the year?

5. Can you please discuss the friendships you made with members of your sport club team? How much of an influence did these friendships play on your decision to continue participating in a sport club during your freshmen and sophomore years?

- ○ Yes
- ○ No

8. If your answer to the previous question was yes, please provide your name, telephone number, and email address for participation in the interview process.

Name

Phone Number

Email Address

9. Thank you to your participation in this survey! Please feel free to write any comments or feedback below.

Appendix G

Follow Up Interview Email

Follow-Up Interview Email:

Dear (Name):

Thank you for volunteering to participate in the phone interview portion of my study on the role that sport clubs play in the recruitment and retention of students at a university for my master's thesis. Your participation is greatly appreciated. The interview will take approximately ten minutes. Please email me back with three different times and dates that work for you to participate in the phone interview between Monday, April 29th, and Monday, May 27th, and I will email you back to confirm a time. Also please confirm the number that you would like me to call you on. I will be calling you from my cell phone. The number is 402-309-0902. The phone interview will be recorded but I will not identify you by name in the recording. Please call or email me with any questions that you may have, or you may also contact Dr. James Griesen at 402-472-3725, or jgriesen1@unl.edu. Thank you so much for your time and for participating in this study. Have a great day!

Sincerely,

Andrea McClymont

Appendix H

Interview Confirmation Email

Interview Confirmation Email:

Dear (Name):

I am writing to confirm that your phone interview is set for (date) at (time). I will be calling you from my cell phone number, which is 402-309-0902. Below are the questions that I will ask you during the interview:

(1) How did you first learn about the opportunity to participate in a sport club at UNL?

(2) Did you receive offers from other universities and colleges to play on their athletic teams for your sport? If yes, why did you decide not to attend those institutions?

(3) What type of experience were you hoping to gain out of participation in a sport club during both your freshmen and sophomore years?

(4) What was the time commitment for participation in your sport club at UNL during both your freshmen and sophomore years? How many weekly practices were you required to attend as well as competitions/tournaments and travel events throughout the year?

(5) Can you please discuss the friendships you made with members of your sport club team? How much of an influence did these friendships play on your decision to continue participating in a sport club during your freshmen and sophomore years?

Please call or email me with any questions that you might have before then or you may also contact Dr. James Griesen at 402-472-3725, or jgriesen1@unl.edu. Also, if for some reason this time no longer works for you and you need to reschedule your interview please call or email me beforehand. Thank you so much again for your participation! Have a great day!

Sincerely,

Andrea McClymont

Appendix I

Interview Script

Interview Script:

Hello (name). This is Andrea McClymont calling about the interview we have set up today at (time) about your participation in a UNL Sport Club. Is it still okay if we begin your interview now?

(Receive confirmation from interviewee).

The interview will take no more than approximately 10 minutes of your time. During the interview I will refer to you as Interviewee (Number) so as to keep this interview confidential during the transcription and recording of data. Do you have any questions before we begin?

(Opportunity for interviewee to ask questions)

Is it okay if I begin recording the interview now?

(Receive confirmation from interviewee).

1. So Interviewee (Number) please describe how you first learned about the opportunity to participate in a sport club at UNL?

(Interviewee will respond)

2. Interviewee (Number), did you receive offers from other universities and colleges to play on their athletic teams for your sport? If yes, why did you decide not to attend those institutions?

(Interviewee will respond)

3. Interviewee (Number), what type of experience were you hoping to gain out of participation in a sport club during both your freshmen and possibly sophomore years?

(Interviewee will respond)

4. Interviewee (Number) what was the time commitment for participation in your sport club at UNL during both your freshmen and sophomore years? How many weekly practices were you required to attend as well as competitions/tournaments and travel events throughout the year?

(Interviewee will respond)

5. Interviewee (Number) Can you please discuss the friendships you made with members of your sport club team? How much of an influence did these friendships play on your

decision to continue participating in a sport club during your freshmen and sophomore years?

(Interviewee will respond)

Well that concludes our interview, Interviewee (Number). Thank you so much for your time and your participation in this research study. I really appreciate it! Have a good rest of the day! I am going to stop the recording now. Bye.

Appendix J

Transcriptionist Confidentiality Agreement

I _____ agree to hold all information contained on audio recorded tapes/ and in interviews received from Andrea McClymont, primary investigator for, The Role of Sport Clubs in University Recruitment and Retention: A Mixed Methods Case Study, in confidence with regard to the individual and institutions involved in the research study. I understand that to violate this agreement would constitute a serious and unethical infringement on the informant's right to privacy.

I also certify that I have completed the CITI Limited Research Worker training in Human Research Protections.

_____ _____

Signature of Transcriptionist Date

_____ _____

Signature of Principle Investigator Date