

SUPPORTING SPECIALLY-ADMITTED STUDENT-ATHLETES TO INCREASE THEIR ACADEMIC COMMITMENTS

RESEARCH FROM THE FRONT PORCH

“UNIVERSITIES SHOULD FOCUS ON DEVELOPING INITIAL AND EXTENDED ACADEMIC SUPPORTS TO STRENGTHEN ACADEMIC IDENTITY AND INCREASE ACADEMIC COMMITMENT OF SPECIALLY-ADMITTED STUDENT-ATHLETES.”

RESEARCH HIGHLIGHTS

- Compared to their non-specially admitted counterparts, specially admitted student-athletes report significantly lower degree and institutional commitments, weaker academic and athletic identities, and lesser perceived support during the school-to-university transition.
- Student-athletes, who feel supported during the transition from high school to university (e.g., through university orientation programs, support in choosing courses), report higher institutional commitment and lower intentions to leave university before completing their studies.
- A strong academic identity plays a salient role in greater degree commitment among student-athletes.

QUESTIONS FOR PRACTICE

- What programming support is available to specially admitted student-athletes at my institution for better academic integration?
- What additional resources and support can be incorporated in the orientation program before the start of the school year designed specifically for specially-admitted student-athletes?
- How can a sense of academic identity be fostered and strengthened in student-athletes at my institution?



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Additional Resources:

O'Quin, M. (2020). Understanding the similarities and differences of academic aspirations between regular and specially admitted student-athletes [Doctoral dissertation, California State University, Fresno].

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