



September 18, 2024

Dr. Thomas Paskus
National Collegiate Athletic Association
P.O. Box 6222
Indianapolis, IN 46206

Dr. Lydia Bell
National Collegiate Athletic Association
P.O. Box 6222
Indianapolis, IN 46206

Dear Drs. Paskus and Bell:

I am pleased to inform you that the NCAA Research Review Board approved the 2024-25 NCAA Growth, Opportunities, Aspirations, and Learning of Students in college (GOALS) Study during a Convened Board meeting, effective Oct. 1, 2024.

The RRB also approved a Waiver of Documentation of Consent for this project.

According to the RRB Standard Operating Procedures, if the study persists beyond one year a continuing review must be scheduled. Therefore, to ensure adherence to the protocol, please forward all required documentation to the RRB Administrator by Aug. 1, 2025, if necessary. The RRB Administrator will issue a reminder for you closer to the deadline.

Sincerely,

A handwritten signature in black ink that reads "Melody A. Werner".

Melody A. Werner
Chair, NCAA Research Review Board

MW:rt



NCAA RESEARCH PROJECT COVER SHEET

(Please use this form for all new submissions, resubmissions, and major changes.)

SECTION A

PROJECT TITLE: NCAA Growth, Opportunities, Aspirations, and Learning of Students in College (GOALS) Study _____

PRINCIPAL INVESTIGATOR NAME: Lydia Bell, Ph.D. _____

EMAIL: lbell@ncaa.org _____ EXTENSION: _____

GROUP/DEPARTMENT: NCAA Research _____

CO-PRINCIPAL INVESTIGATOR NAME: _____

EMAIL: _____ EXTENSION: _____

GROUP/DEPARTMENT: _____

TODAY'S DATE: 09/06/2024 _____

ANTICIPATED START DATE: 10/1/2024 _____

ANTICIPATED COMPLETION DATE: 09/30/2025 _____

SECTION B

Proposal. Attach a detailed summary of the research to be undertaken; i.e., a clear statement of purpose, an indication of the practical application of the results and a statement outlining the importance of this research to the NCAA membership. Include any additional background or rationale pertinent to the request.

SECTION D

Human Subjects Certification. If this research involves the use of human subjects, NCAA Research Review Board (RRB) must certify that this project has been reviewed to ensure the protection of human subjects. Please refer to the RRB Standard Operating Procedures should you have questions about the terms or general procedures herein. Consult the, RRB Administrator, Chair, or Vice Chair for more detailed information.

1. Is this a ☒ NEW PROPOSAL;
☐ RESUBMISSION OF A PROPOSAL NOT PREVIOUSLY REVIEWED BY THE RRB;
☐ resubmission of a proposal PREVIOUSLY REVIEWED BY THE RRB; OR A
☐ submission of a MAJOR CHANGE TO AN RRB approved PROPOSAL?
2. Are human subjects involved? ☒ YES ☐ NO

Human subjects are defined as a living individual about whom an investigator conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information.

If **NO** then skip to the end, sign and return the document to the NCAA Research Department.

3. Do you consider this research to involve greater than minimal risk? ☐ YES ☐ NO

"Minimal risk" means that the probability and magnitude of harm or discomfort anticipated in the research are not greater, in and of themselves, than those ordinarily encountered in daily life or during the performance of routine psychological examinations or tests.

4. Are you requesting: (please see the RRB Standard Operating Procedures for definitions)

- ☐ Exempt Status
☐ Expedited Review
☒ Full Board Review

NOTE: The Research Review Board will make the final determination as to the level of review necessary for the proposed project.

No study can commence prior to RRB approval or waiver determination.

Please sign and date the form: Today's Date: 09/06/2024_____

PRINCIPAL INVESTIGATOR SIGNATURE: _____

Lydia Bell

2024-25 NCAA STUDY OF GROWTH, OPPORTUNITIES, ASPIRATIONS AND LEARNING OF STUDENTS IN COLLEGE (GOALS)

Background and Purpose

The 2024-25 NCAA Study of Growth, Opportunities, Aspirations and Learning of Students in College administration (GOALS 2025) is an extension of a series of recent NCAA studies on the impact of intercollegiate athletics on student-athletes during and beyond college. GOALS 2025 (preceded by similar studies of student-athletes in 2006, 2010, 2015 and 2019) is designed to collect data on current student-athletes across the three NCAA divisions. The major focus of this research is to improve upon the previous version of the survey and to add new constructs that address current topics of interest to gain a better understanding of the student-athlete's academic, athletic, and social experiences. These data are not directly captured by current studies of academic performance (e.g., studies based on data from the Academic Performance Study or the Academic Performance Census) and may relate to later academic, career and life successes.

The GOALS 2006, 2010, 2015 and 2019 studies provided major insights into the high level of student-athlete engagement in their academic careers while confirming that student-athletes are strongly committed to their athletic pursuits. It also illustrated the important role that athletics plays in decisions to attend a college and the general satisfaction with the choices that student-athletes have made.

The GOALS 2025 study will continue to survey respondents on athletic satisfaction, educational experiences, campus involvement and time demands. Although the major topics and many of the underlying scales/items are not changing from the 2019 version, new items have been included to examine the recruiting process, social media engagement and team connections. Some of these new items or scales were developed expressly by NCAA researchers in consultation with subject matter experts for use with a student-athlete population; others come (in whole form or with modifications to fit this population) from standard instruments in the field.

The purpose of this study is to provide NCAA policymakers and member institutions with detailed information on the athletics, academic and social experiences of student-athletes across all sports and NCAA divisions. It will also provide objective and attitudinal data from student-athletes on possible academic and social trade-offs they have made to participate in collegiate athletics. Receipt of optional identifying information will allow for these data to be merged with available academic data (e.g., high school and college transcript data) to model academic and personal successes of student-athletes in a unique manner.

Methods

Sampling

A sample of student-athletes from each NCAA member school will be asked to participate. The sampling plan was devised to achieve an appropriate representation of all NCAA student-athletes while minimizing the burden on institutions. This will be accomplished by asking each Faculty Athletics Representative (FAR) to survey all student-athletes on one to three teams pre-selected by the NCAA research staff. The teams surveyed will be determined by a clustered randomized sample (that is, teams are chosen randomly and then all members of those teams are asked to participate). Schools may opt to replace teams only with the assistance of NCAA research staff. Approximately 15 percent of teams within each NCAA championship sport will be asked to participate under this plan. Any institution asked to survey football will only survey that sport due to the typical size of football squads.

Survey Administration (See also attached FAR Directions)

Once the sample for the current study is determined, an email will be sent to the FAR at each member institution. The email will solicit the FAR's participation in conducting the study and identify the institution's athletics teams that the FAR is being asked to survey. Included in this email will be a link to a brief online questionnaire asking the FAR for their preference in survey administration – a paper administration or online administration. Although the FAR may opt for either administration protocol at a later time, the submission of a preference will aid in the NCAA's planning. FARs not responding will be sent the paper version, but the online option will be made available at any point to interested FARs.

Paper Administration

Detailed instructions for survey administration will be provided to the FAR. These instructions, and the instructions that are printed on the survey form, will make it clear to the student-athletes that their participation in this study is completely voluntary and that their responses will be confidential. The FAR will be instructed to give the survey to all members of a particular team on the same occasion in a classroom-type proctored setting. The FAR will be provided with a pre-addressed, pre-paid envelope into which student-athletes are to deposit surveys upon completion. Survey serial numbers will be tracked to verify institutional response and eventually add institutional-level variables to the analysis data file – institutional identity will be kept strictly confidential by NCAA research. The last student-athlete to complete the survey will be asked to seal the envelope in the FAR's presence and see that it is ready to send to the third-party vendor that will scan the survey forms and create a national database for analysis. After data entry, completed surveys will be securely stored with no information on the identity of schools accompanying the survey forms. This portion of the protocol is similar to the 2006, 2010, 2015 and 2019 administrations of the NCAA GOALS survey.

In line with the previous administrations of GOALS, identifying information about the student-athletes will be solicited on a strictly voluntary basis. At the end of the survey, student-athletes will be prompted to respond to the following:

The survey you just completed is part of the largest study on student-athletes the NCAA has ever undertaken. Your responses will help us to better understand how participation in athletics impacts a student's college experience.

As part of our research on the student-athlete experience, we would like to link the results of this survey to other NCAA data on your academic performance. This will be accomplished through a combination of variables that may include sport, ZIP code and birth month/year. If you prefer not to have your data linked, please indicate below.

Neither your identity nor your school's identity will ever be connected to your survey responses in any publicly accessible data file, analysis or write-up of these data.

- *I prefer that my survey data not be linked to other NCAA individual-level data*

An important component of the GOALS study is the modeling of academic outcomes in college as a function of academic background and many of the factors measured in the GOALS survey. By providing permission to link their ZIP code and birth month/year, they consent to allow us to use that information in combination with their institution name and sport to attempt to link the student-athlete's survey to data already collected through the NCAA Eligibility Center or that which will be collected in the future through the Division I/II

Academic Performance Census (APC). Although some form of matching could be done at the team level using only institutional information and reported sport, these analyses can be much more powerful if data linkages are made at the individual level.

Online Administration

An online survey administration option for the GOALS 2025 will be offered. This is in response to requests from FARs to make surveys available online to reduce the administrative burden of handling paper surveys and to provide an environmentally friendly option.

The online administration will largely mimic the paper administration. Detailed instructions for the administration of the survey will be provided to the FAR. Because the student-athletes will not have a survey form with additional printed instructions, they will be provided with a handout that includes the survey URL. The handout also will include basic instructions that follow the FAR's script (paper administrations have the information printed on the front page of the instrument). These instructions inform the student-athlete that the study is completely voluntary, they may cease participation at any time, and their responses will be totally confidential.

The FAR will be instructed to give the survey to all members of a particular team on the same occasion in a classroom-type, proctored setting. If, however, sufficient computer terminals are not available to administer to the entire team in one setting, the survey may be administered in shifts or members of the team may use their personal devices (laptop or tablet) to complete the survey. It must, however, take place in a proctored setting and not via an email distribution of the Web link.

The online survey will be created using the Qualtrics survey platform. Students first will enter the URL provided on the handout. After the FAR reads the scripted statement (included below), the student-athletes will be asked to explicitly provide their informed consent by selecting a 'click to accept' box before they can enter the survey.

Upon providing consent, student-athletes will be required to enter a unique institutional ID which will be posted in the room by the FAR and referred to in their script. This identifier will allow us to log institutional response, assess and potentially remedy data quality concerns, and link survey responses at the individual or aggregate level to other academic data.

As described above, student-athletes will be provided with the option permitting linking of their survey responses to existing individual level data that the NCAA already collects. The statement explaining the process and rationale will be the same as provided on the paper version of the survey instrument.

Regardless of the version of the survey that is administered, student-athletes will be provided with a handout that will include contact information for the following:

1. NCAA staff contact for questions or concerns regarding survey administration;
2. NCAA RRB administrator;
3. National mental health counseling agencies.

The proctor will also be asked to advertise (e.g., on a chalkboard), the number for a local counseling service as well.)

Waiver of Documentation of Consent

The research team is requesting a waiver of documentation of consent since documented consent forms would provide the only link between the individual participants and the research study.

Survey Instrument

There are seven sections to this survey that cover the following issues:

1. You and Your Athletics Experience
2. College Academic Experience
3. Social and Team Experience
4. Recruitment
5. Time Commitments
6. On-Campus Support
7. Finances

Limited in-house testing of the survey indicates that most participants should take approximately 30 minutes to complete the survey.

Data Preparation / Analysis

Once paper surveys are received by the data vendor (Scantron Corporation), survey data will be entered into an electronic database by that vendor. They will scan the forms and forward data to the NCAA in standard electronic database form. The data will then be checked for inconsistencies and questionable data will be examined in detail based on pre-established methods developed during previous large-scale national surveys. Survey images will also be sent to the NCAA via encrypted flash drive to assist with data quality and accuracy checks. Scantron will shred the processed surveys after the NCAA has received and approved the final data and images. At no point will NCAA staff have access to the paper survey forms. NCAA research staff will merge the data from the paper and online administrations before analysis. Only select NCAA research staff will have access to the raw data and images; analyses will be conducted by select NCAA staff and contractors.



MEMORANDUM

<DATE>

TO: Faculty Athletics Representatives of NCAA Member Institutions.

FROM: Dr. Lydia Bell, Director of Research and Policy.

SUBJECT: 2024-25 NCAA Study of Growth, Opportunities, Aspirations, and Learning of Students in College (GOALS).

I am writing to ask for your assistance in administering the NCAA Study of Growth, Opportunities, Aspirations, and Learning of Students in College (GOALS) to a sample of student-athletes at your school. GOALS is the most comprehensive national survey of the college student-athlete experience and an important source of data for NCAA policymakers within Divisions I, II and III. The materials accompanying this memo will assist you in administering the survey.

[NAME OF INSTITUTION] has been randomly selected to survey the following sports:

«SPORT1»

«SPORT2»

«SPORT3»

If, for any reason, you will be unable to sample any of the teams listed, please contact me at **lbell@ncaa.org** or **317-917-6268** to develop a substitution plan.

Included in this package you will find:

- An approval letter from the NCAA Research Review Board (RRB). The complete RRB application is available on the NCAA research website at www.ncaa.org/research;
- Survey administration instructions;

- A scripted statement to read when administering the survey to the student-athletes at your school;
- Copies of the survey instrument;
- White return envelopes (with affixed FedEx shipping labels) for returning the surveys to the third-party vendor that will scan the surveys; and
- Copies of a survey contact sheet to be distributed to student-athletes.

Faculty Athletics Representatives are asked to provide student-athletes with contact information for their local campus IRB administrator and local support agencies.

Completed surveys should be returned via the FedEx return envelope(s) provided by **June 1, 2025**. Please contact me at **lbell@ncaa.org** or **317-917-6268** with any questions related to survey administration/procedures or the study timeline. Please contact the **NCAA Research Review Board Administrator** at **rrbadmin@ncaa.org** or **317-917-6409** with any questions related to human subjects issues or your IRB application. Thank you again for your willingness to participate in this important initiative.

LB:kg

Enclosures

**DIRECTIONS FOR PAPER AND PENCIL ADMINISTRATION OF SURVEY INSTRUMENT
FOR THE 2024-25 NCAA STUDY OF GROWTH, OPPORTUNITIES, ASPIRATIONS, AND
LEARNING OF STUDENTS IN COLLEGE (GOALS)**

1. The Faculty Athletics Representative (FAR) at each NCAA member school participating in this study will receive the following materials:
 - Notification of study approval by NCAA Research Review Board (RRB);
 - A guide for preparation of campus Institutional Review Board (IRB) applications;
 - Notification of the sports to be surveyed at each school (see cover memo);
 - Copies of the survey instrument;
 - Directions for administration of the survey instrument with a scripted statement for the FAR;
 - A resource contact information sheet for distribution to the student-athletes; and
 - Packages with pre-paid FedEx labels for shipment of surveys to an independent processing company.
2. This study has been reviewed and approved for human subject considerations by the NCAA RRB. Individual campuses may still require that this study be reviewed by their institutional review board (IRB). It is the responsibility of the FAR on each campus to ensure that institutional policies are followed. In addition to reporting any unanticipated problems to their own campus IRB, FARs are responsible for reporting any such incidents to the NCAA RRB.

The FAR is asked to make arrangements with the athletics department to schedule a session to survey all student-athletes on the team(s) selected for participation in the study.

The survey should be administered by the FAR in a group setting, with all members of the team(s) who are participating in the study present. If the FAR is being asked to survey more than one team, they may survey each team separately or combine the teams into one group. The time, date and location of the survey administration session should be made known to all student-athletes on the team(s) being surveyed. Most student-athletes should be able to complete the survey within approximately 30 minutes, but FARs should secure a room for 45 to 60 minutes.

ALL SURVEYS SHOULD BE ADMINISTERED AND RETURNED BY June 1, 2025.

3. Sufficient copies of the surveys should be included in each packet. **Lydia Bell (lbell@ncaa.org; 317-917-6268)** at the NCAA national office should be notified if additional copies are needed. **The FAR should not photocopy additional surveys as the scanning devices will not be able to read responses on photocopied forms.**

The FAR will place the pre-printed, pre-paid return package supplied by the NCAA's survey vendor in a convenient location in the room where the survey is being administered so that

each student-athlete may place their completed survey directly into the package without anybody else handling the survey. **Completed surveys should not be handled by the FAR or anybody else in the room.**

4. Before administering the survey, the FAR should obtain a contact phone number for a campus or local counseling service that will offer free or low-cost counseling to any student-athlete who may wish to speak with a counseling professional. This contact information should be clearly posted in the room where the surveys are administered to supplement the national contact information sheet that is to be distributed to the student-athletes.
5. The FAR should bring No. 2 pencils or pens with blue or black ink for use by student-athletes during the survey administration. **The survey must not be completed in red ink.**
6. The FAR and any assistants from their staff will administer the survey to the student-athletes. All staff from the athletics department (e.g., coaches) are required as part of the protocol to leave the room before the survey is distributed. The FAR will read the attached scripted statement to the student-athletes detailing the purpose of the study and directions for survey completion. Student-athletes who are not yet 18 years of age (or the age of consent in the state the institution is located) should be thanked for their time, but excused from study participation and asked to leave the room.

The FAR's script will explain the survey instrument to the student-athletes, describe the purpose of the national study and note that responses will be confidential. The student-athletes must be informed that participation in the survey is entirely voluntary and that they are free to turn in their survey at any time during the testing procedure. Student-athletes who do not wish to complete the survey in its entirety may complete only those questions they wish to answer (if any) and return the survey to the pre-printed return package. Student-athletes should be advised that the NCAA will begin publishing aggregate results of the study in fall 2025. Those results, reports from previous NCAA studies and other student-athlete survey data are available to them via the NCAA website at www.ncaa.org/research.

The FAR will inform the student-athletes that they should place their completed surveys directly into the return package that is addressed to the survey processing company. Nobody, including the FAR, other teammates, or any member of the athletics department should handle any student's survey. The FAR should remain in the room to answer any questions that may arise.

7. The last student-athlete present should place their survey into the return package and seal the package. All surveys that are handled by a student-athlete (completed or not completed) should be placed in the package. Each student-athlete must return their survey forms before they leave the session. FARs may destroy extra surveys not administered to student-athletes.
8. The FAR will send the sealed package of surveys to the survey processing company in the pre-printed, pre-paid return package supplied by the vendor.
9. Questions regarding administration of the surveys or RRB concerns should be referred to:

NCAA Research Review Board Administrator, rrbadmin@ncaa.org (317-917-6409)

The NCAA research department thanks you for your assistance with this important research project!

**2024-25 NCAA STUDY OF GROWTH, OPPORTUNITIES, ASPIRATIONS,
AND LEARNING OF STUDENTS IN COLLEGE (GOALS)**

SCRIPTED STATEMENT FOR FACULTY ATHLETICS REPRESENTATIVE

Instruct the students not to begin the survey until you finish reading the following statement:

Thank you for your participation in the NCAA Study of Growth, Opportunities, Aspirations, and Learning of Students in College (GOALS). This is the most comprehensive study ever conducted on the experiences of student-athletes, and your participation is greatly appreciated. The questions in this survey have been designed based on conversations with college presidents, athletics administrators, faculty and national student-athlete representatives who are interested in understanding in detail the issues you face and aspirations you hold as a student and an athlete on your campus. The results of this project will be used to inform college presidents and others who set NCAA policy of your experiences and will enable them to craft policies and educational programs that will benefit you and future student-athletes in your sport.

If there is anyone here who is under 18 years of age (*or the age of consent in your state*), you are excused from participation in this study and should leave at this time. Thank you for your time.

This survey must be completed in No. 2 pencil or black or blue ink. If you do not have the proper pen or pencil with you, please raise your hand now and I will supply you with one. (*Please distribute pencils/pens*).

Participation in this study is completely voluntary. You may choose not to answer any question, or to discontinue your participation at any time without penalty. Your voluntary completion of this study constitutes your informed consent to participate. This survey should take about 30 minutes, on average, to complete. When you have finished the survey, please place it in the return package located here. (*Show student-athletes where the package is located.*) The last person to complete their survey will be asked to seal the package to ensure that it is ready to be mailed and that nobody else has access to the completed surveys. Nobody besides you will handle your survey. **Do not return any surveys directly to me.** All surveys, whether you have completed them or not, should be put directly into the return package.

Nobody from the school, including me, will view your responses or be able to match them back to you. The surveys will be sent directly to an independent company for scanning and will be destroyed once a research database has been created. This confidentiality is important so that you feel free to completely speak your mind on these topics. **As part of the NCAA's research on the student-athlete experience, they would like to link the results of this survey to other NCAA data on academic performance. This will be accomplished through a combination of variables that may include sport, ZIP code and birth month/year. If you prefer not to have your data linked, you can indicate that in the item at the end of the survey.** Regardless, neither your identity nor your school's identity will ever be tied to your survey responses in any publicly accessible data file, analysis or write-up of these data. Results will only be reported in terms of national and subgroup (for example, sport, division, gender, race/ethnicity, etc.) averages and trends. National reports from previous student-athlete surveys are available on the NCAA's website; the address is listed at the end of your survey. We hope you will take a look at these interesting data provided by previous student-athlete participants.

Some of the questions in this survey deal with personal topics. You do not have to answer any question that you do not wish to answer. You have received a resource sheet with contact information on national support organizations. I have also posted the contact number for a local counseling center in case you should feel the need to discuss any issues raised by this survey. Thank you again for your participation in this very important study. Please take a few minutes now to complete the survey. If you have any questions, I will remain in this room until the last student leaves.

**DIRECTIONS FOR ONLINE ADMINISTRATION OF SURVEY INSTRUMENT
FOR THE 2024-25 NCAA STUDY OF GROWTH, OPPORTUNITIES, ASPIRATIONS, AND
LEARNING OF STUDENTS IN COLLEGE (GOALS)**

1. The Faculty Athletics Representative (FAR) at each NCAA member school participating in this study has received the following materials:
 - Notification of study approval by NCAA Research Review Board (RRB);
 - A guide for preparation of campus Institutional Review Board (IRB) applications;
 - Notification of the sports to be surveyed at each school (see cover memo);
 - Directions for administration of the survey instrument with a scripted statement for the FAR; and
 - A resource contact information sheet for distribution to the student-athletes.
2. The Faculty Athletics Representative (FAR) at each NCAA member school who has opted into online study administration will receive the following additional materials:
 - Cover memo that includes the unique institutional ID to be posted during survey administration;
 - Copies of an information sheet for each student-athlete taking the survey online with the survey URL, study information, and contact information;
 - Directions for online administration of the survey instrument with a scripted statement for the FAR.
3. This study has been reviewed and approved for human subject considerations by the NCAA RRB. Individual campuses may still require that this study be reviewed by their institutional review board (IRB). It is the responsibility of the FAR on each campus to ensure that institutional policies are followed. In addition to reporting any unanticipated problems to their own campus IRB, FARs are responsible for reporting any such incidents to the NCAA RRB.

The FAR is asked to make arrangements with the athletics department to schedule a session to survey all student-athletes on the team(s) selected for participation in the study.

The survey should be administered by the FAR in a group setting, with all members of the team(s) who are participating in the study present. If, however, sufficient computer terminals are not available to administer to the entire team in one setting, the survey may be administered in shifts or members of the team may use their personal devices (laptop or tablet) to complete the survey. It must, however, take place in a proctored setting and not via an email distribution of the Web link.

If the FAR is being asked to survey more than one team, they may survey each team separately or combine the teams into one group. The time, date and location of the survey administration session should be made known to all student-athletes on the team(s) being

surveyed. Most student-athletes should be able to complete the survey within approximately 30 minutes, but FARs should secure a room for 45 to 60 minutes.

ALL SURVEYS SHOULD BE ADMINISTERED BY June 1, 2025.

4. Sufficient copies of the handouts should be included in each packet. **Lydia Bell (lbell@ncaa.org; 317-917-6268)** at the NCAA national office should be notified if additional copies are needed.
5. Before administering the online survey, the FAR should obtain a contact phone number for a campus or local counseling service that will offer free or low-cost counseling to any student-athlete who may wish to speak with a counseling professional. This contact information should be clearly posted in the room where the surveys are administered to supplement the national resource contact information sheet that is to be distributed to the student-athletes.
6. The FAR and any assistants from their staff will administer the survey to the student-athletes. All staff from the athletics department (e.g., coaches) are required as part of the protocol to leave the room before student-athletes begin taking the survey. The FAR will read the attached scripted statement to the student-athletes detailing the purpose of the study and directions for completing the online survey. Student-athletes who are not yet 18 years of age (or the age of consent in the state the institution is located) should be thanked for their time but excused from study participation and asked to leave the room.

The FAR's script will explain the survey instrument to the student-athletes, describe the purpose of the national study and note that responses will be confidential. The student-athletes must be informed that participation in the survey is entirely voluntary and that they are free to stop participation at any time during the process. Student-athletes who do not wish to complete the survey in its entirety may complete only those questions they wish to answer (if any) and then close the web browser. Student-athletes should be advised that the NCAA will begin publishing aggregate results of the study in fall 2025. Those results, reports from previous NCAA studies and other student-athlete survey data are available to them via the NCAA website at www.ncaa.org/research.

The FAR will inform the student-athletes that as they progress through the survey, selecting the "Next" button at the bottom of the page will move them to the next section and will automatically submit their responses to the questions on that page. Once surveys are submitted, they cannot be deleted. Surveys also cannot be saved and returned to for completion at a later time. The FAR should remain in the room to answer any questions that may arise.

7. Questions regarding administration of the surveys or RRB concerns should be referred to:

NCAA Research Review Board Administrator, rrbadmin@ncaa.org (317-917-6409)

The NCAA research department thanks you for your assistance with this important research project!

**2024-25 NCAA STUDY OF GROWTH, OPPORTUNITIES, ASPIRATIONS,
AND LEARNING OF STUDENTS IN COLLEGE (GOALS)**

SCRIPTED STATEMENT FOR FACULTY ATHLETICS REPRESENTATIVE

Please pass out the instruction sheet and other materials. Instruct the students not to begin the survey until you finish reading the following statement:

Thank you for your participation in the NCAA Study of Growth, Opportunities, Aspirations, and Learning of Students in College (GOALS). This is the most comprehensive study ever conducted on the experiences of student-athletes, and your participation is greatly appreciated. The questions in this survey have been designed based on conversations with college presidents, athletics administrators, faculty and national student-athlete representatives who are interested in understanding in detail the issues you face and aspirations you hold as a student and an athlete on your campus. The results of this project will be used to inform college presidents and others who set NCAA policy of your experiences and will enable them to craft policies and educational programs that will benefit you and future student-athletes in your sport.

If there is anyone here who is under 18 years of age (*or the age of consent in your state*), you are excused from participation in this study and should leave at this time. Thank you for your time.

Participation in this study is completely voluntary. You may choose not to answer any question, or to discontinue your participation at any time without penalty. Your voluntary completion of this study constitutes your informed consent to participate. This survey should take about 30 minutes, on average, to complete. To begin the survey, simply type in the URL provided on your handout. You'll then be prompted to provide your consent to participate in this study. After consenting, you will be required to enter the institutional ID, which I have posted here [gesture to where the ID has been posted in the room]. When you have finished your survey, please select the "Submit" button located at the bottom of the last page. After this, you may close your web browser. Please note that you may choose to not answer certain questions. Once a question is answered and the "Next" button at the bottom of the page is selected, your responses will be recorded. You can use the "Back" button to change your answers as you go through the survey. However, when you click "Submit" at the end of the survey or close the browser, all survey responses will be recorded.

Nobody from the school, including me, will view your responses or be able to match them back to you. This confidentiality is important so that you feel free to completely speak your mind on these topics. **As part of the NCAA's research on the student-athlete experience, they would like to link the results of this survey to other NCAA data on academic performance. This will be accomplished through a combination of variables that may include sport, ZIP code and birth month/year. If you prefer not to have your data linked, you can indicate that in the item at the end of the survey.** Regardless, neither your identity nor your school's identity will ever be tied to your survey responses in any publicly accessible data file, analysis or write-up of these data. Results will only be reported in terms of national and subgroup (for example, sport, division, gender, race/ethnicity, etc.) averages and trends. National reports from previous student-athlete surveys are available on the NCAA's website; the address is listed at the end of your survey. We hope you will take a look at these interesting data provided by previous student-athlete participants.

Some of the questions in this survey deal with personal topics. You do not have to answer any question that you do not wish to answer. You have received a resource sheet with contact information on national support organizations. I have also posted the contact number for a local counseling center in case you should feel the need to discuss any issues raised by this survey. Thank you again for your participation in this very important study. Please take a few minutes now to complete the survey. If you have any questions, I will remain in this room until the last student leaves.

**NCAA STUDY OF GROWTH, OPPORTUNITIES, ASPIRATIONS, AND LEARNING
OF STUDENTS IN COLLEGE (GOALS)**

Survey URL: [LINK]

Note: Your FAR will share your school's code with you prior to starting the survey.

Dear Student:

Thank you for your willingness to participate in the NCAA's Study of Growth, Opportunities, Aspirations, and Learning of Students in college (GOALS). This is the most comprehensive study ever conducted on the experiences of student-athletes, and your participation is greatly appreciated.

The information you provide is completely confidential. That means nobody, including the NCAA researchers, will report your responses as coming from you, your team, or your school. Results that are reported will be in terms of national and subgroup (for example, sport and division) averages and trends. An individual's response will never be reported in isolation.

Your participation in this study is completely voluntary so you may choose not to answer specific questions, or to discontinue your participation at any time without penalty. The information about the study provided to you by your campus faculty athletics representative is intended to inform you of the purpose, benefits and risks associated with the study. **Your voluntary completion of this survey indicates that you are consenting to participate in this study.**

If you are under 18 years of age, or below the age of legal consent to participate in this study in your state, you are excused from further participation in this research study and should leave at this time.

For information about the study, its administration or results, contact:

Dr. Lydia Bell
NCAA Research
317-917-6268 or lbell@ncaa.org

Visit the NCAA Research Website at:
www.ncaa.org/research

NCAA Research Review Board Administrator
317-917-6409 or rrbadmin@ncaa.org



RESEARCH

**INSTITUTIONAL REVIEW BOARD GUIDE FOR THE
NCAA STUDY OF GROWTH, OPPORTUNITIES, ASPIRATIONS AND LEARNING OF
STUDENTS IN COLLEGE (GOALS)**

Dear Faculty Athletics Representative:

The purpose of an institutional review board (IRB) is to ensure that the rights and welfare of human participants involved in proposed research are adequately protected. IRBs have the right to approve, disapprove or require modification of all research involving students on their campus. While the NCAA has received approval from its own Research Review Board (RRB), a federally recognized, national external board consisting of faculty and community representatives, it is important that you consult with your campus IRB to determine whether additional approval is required to carry out this research on your campus.

The NCAA's full RRB materials and approval letter are included in an accompanying document. However, to make the IRB process at your school as simple as possible as you administer this study on behalf of the NCAA, we have also included summary information below that may be of use in answering questions posed to you directly by your campus IRB.

Please contact the **NCAA Research Review Board Administrator** at rrbadmin@ncaa.org or **317-917-6409** if you have any questions or would like assistance in completing your IRB application.

Note that your local IRB may require changes to the standard study administration procedures as a condition for conducting the study on your campus. If this is the case, please contact the NCAA Research Review Board Administrator, who will work with you in implementing such changes. In most instances, study procedures can be modified in ways that will meet the requirements of a particular IRB while maintaining the integrity of the study's research methodology.

Project Information

Project Title:

2024-25 NCAA Study of Growth, Opportunities, Aspirations and Learning of Students in College (GOALS).

Project Dates:

Start Date (10-1-2024);

End Date (9-30-2025).

Number of Participants:

Previous large-scale NCAA student-athlete studies have included data from approximately 20,000 student-athletes surveyed at over 600 NCAA member institutions. We anticipate a similar number of respondents in the 2024-25 study.

Project Description/Purpose:

The 2024-25 NCAA GOALS Study will provide NCAA policymakers and member institutions with detailed information on the athletics, academic and social experiences of student-athletes across all sports and NCAA divisions. It will also provide objective and attitudinal data from student-

athletes on possible academic and social trade-offs and sacrifices they have made to participate in collegiate athletics. Receipt of optional information that student-athletes may elect to share will allow the survey data to be merged with available academic data (e.g., high school and college transcript data) to develop longitudinal models of academic and personal successes of student-athletes.

Project History:

This study is the fifth in a series conducted by the NCAA to analyze the attitudes and experiences of NCAA student-athletes. The initial GOALS study was conducted during winter/spring 2006. The study, with some modifications, was conducted again in 2010, 2015 and 2019. Those studies and the current study were designed by NCAA research staff in consultation with college presidents, faculty, coaches, athletics administrators, student-athletes and subject matter experts. Although the major topics and many of the underlying scales/items are not changing from the 2019 version, new items have been included to examine the student-athlete recruiting process, social media engagement and team connections.

Prior NCAA RRB Approval:

The study commenced on October 1, 2024, after it was approved by the RRB. The NCAA RRB is an external body composed of seven non-staff members who represent individual colleges/universities or the community and follows policies and procedures similar to a campus IRB. The RRB is assisted by an independent liaison who works with RRB members to communicate their decisions and concerns back to NCAA project staff and member institution representatives.

Federal-wide Assurance:

The NCAA is registered with the U. S. Health and Human Services Department, Office of Human Research Protections (IORG #0007717). The NCAA RRB is a registered IRB (IRB #00009263). The Federal-wide Assurance number is 00020028. Institutions interested in pursuing IRB Authorization Agreements are encouraged to contact the NCAA Research Review Board Administrator, at rrbadmin@ncaa.org or 317-917-6409.

Scientific or Academic Merit of Current Study:

Considerable care has gone into designing a study, survey instrument and sampling protocol that will lead to unbiased, generalizable results. From a sampling perspective, we attempt to minimize bias via strict stratified random sampling of teams, comparison of obtained demographic profiles of the sample versus known demographics of the student-athlete population and subsequent (as necessary) weighting of individual responses to create aggregate estimates that are likely to best represent the behavior of the national student-athlete population.

Instruments:

The only instrument in this study will be a survey taken by the participating student-athletes. The survey is comprised of seven sections:

1. You and Your Athletics Experience
2. College Academic Experience
3. Social and Team Experience

4. Recruitment
5. Time Commitments
6. On-Campus Support
7. Finances

Most survey items have been used in previous studies, were derived from standard scales or were designed specifically for this study by subject matter experts.

Testing of the survey indicates that it typically takes about 30 minutes to complete.

Based on a combination of variables being provided (e.g., sport, gender, zip code while in high school), GOALS data can be linked to high school and college transcript data that the NCAA already collects. This linkage will occur only with permission of the student-athlete participants. The following statement is included on the survey and will be noted in the scripted statement that the campus survey administrator reads to the survey participants:

The survey you just completed is part of the largest study on student-athletes the NCAA has ever undertaken. Your responses will help us to better understand how participation in athletics impacts a student's college experience.

As part of our research on the student-athlete experience, we would like to link the results of this survey to other NCAA data on your academic performance. This will be accomplished through a combination of variables that may include sport, ZIP code and birth month/year. If you prefer not to have your data linked, please indicate below.

Neither your identity nor your school's identity will ever be connected to your survey responses in any publicly accessible data file, analysis or write-up of these data.

Study Administration:

After the sample for the current study was determined, an email was sent to the faculty athletics representative (FAR) at each member institution. The email solicited the FAR's participation in conducting the study and identified the athletics teams that the institution is being asked to survey. As in the 2015 and 2019 administrations of the GOALS Survey, both a paper and pencil survey and an online survey administration will be offered. The latter is in response to requests from FARs to make surveys available online to reduce the administrative burden of handling paper surveys and to provide an environmentally friendly option. Included in the email sent to FARs was a link to a brief online questionnaire asking the FAR for their preference in survey administration – a paper administration or an online administration. It was explained that both administrations must take place in a proctored setting. FARs not responding will be sent the paper version, but the online option will be made available at any point to interested FARs. Detailed study materials are provided to each FAR that highlight appropriate study protocols for producing scientifically useful data and protecting the well-being of student-athlete participants.

Paper Administration:

Detailed instructions for administration of the survey will be provided to the FAR. These instructions, and the instructions that are printed on the survey form, make it clear to the student-athletes that their participation in this study is completely voluntary and that their responses will be confidential. The FAR will be instructed to give the survey to all members of a particular team on the same occasion in a classroom-type proctored setting. All staff from the athletics department (e.g., coaches, trainers, etc.) will be asked to leave the room before the survey is distributed. The FAR will be provided with a pre-addressed, pre-paid envelope into which student-athletes are to deposit surveys upon completion. Survey serial numbers will be tracked to verify institutional response and eventually add institutional level variables to the analysis data file – institutional identity will be kept strictly confidential by NCAA research. The last student-athlete to complete the survey will be asked to seal the envelope in the FAR's presence and see that it is ready to send to the third-party vendor that will scan the survey forms and create a national database for analysis. After data entry, completed surveys will be securely stored with no information on the identity of schools accompanying the survey forms. After verification of the data, the surveys will be destroyed.

Online Administration:

The online administration will largely mimic the paper administration. Detailed instructions for administration of the survey will be provided to the FAR. All staff from the athletics department (e.g., coaches, trainers, etc.) will be asked to leave the room before the survey is distributed. Because the student-athletes will not have a survey form with additional printed instructions, they will be provided with a handout that includes the survey URL. The handout also will include basic instructions so the student-athlete can follow along with the FAR's script (paper administrations have the information printed on the front page of the instrument). The FAR will be instructed to administer the survey to all members of a particular team on the same occasion in a classroom-type, proctored setting. The FAR will post the unique institutional ID in the room during the survey administration and student-athletes will enter this code prior upon starting the survey. FARs may utilize existing campus computing facilities or computer-equipped classrooms, or they may allow students to use their computers or tablets to access the survey. If, however, sufficient space is not available to accommodate the entire team in one setting, the survey may be administered in shifts. It must, however, take place in a proctored setting and not via an email distribution of the Web link.

The online survey will be created using Qualtrics, SSL encryption, which is an optional feature of Qualtrics, will be employed to add a layer of security. Students first will enter the URL provided on the handout. After the FAR reads the scripted statement, the student-athletes will be asked to explicitly provide their informed consent by selecting a 'click to accept' box before they can enter the survey.

Other Frequently Asked Questions**Describe the setting in which the research will be conducted (paper version).**

It is suggested that the administration of the paper survey take place in a classroom setting. The FAR on each campus is asked to administer the survey to the student-athletes. All staff from the

athletics department (e.g., coaches, trainers, etc.) will leave the room before the survey is distributed. The FAR will read the attached scripted statement to the student-athletes detailing the purpose of the study and the directions for completion of the survey. All student-athletes who are not yet 18 years of age (or the age of consent in the state the institution is located) will be excused from further participation and asked to leave the room.

Describe the setting in which the research will be conducted (online version).

It is suggested that the administration of the online survey take place in a classroom or computer lab setting. The FAR on each campus is asked to administer the survey to the student-athletes. All staff from the athletics department (e.g., coaches, trainers, etc.) will leave the room before the link to the online survey is distributed. The FAR will read the attached scripted statement to the student-athletes detailing the purpose of the study and the directions for completion of the survey. All student-athletes who are not yet 18 years of age (or the age of consent in the state the institution is located) will be excused from further participation and asked to leave the room.

Is this a collaborative project?

Yes. All 1,100+ schools participating in NCAA athletics are asked to participate. In studies conducted previously using similar methods, institutional response rates have tended to be 50-70 percent. The NCAA takes the lead in IRB review, but each FAR must submit to their campus IRB as required.

What kind of training do NCAA Research staff have with regard to the protection of human subjects in research?

All NCAA Research staff affiliated with this study have completed the Human Subjects Research Social-Behavioral-Educational (SBE) Foundations training sponsored by the Collaborative Institutional Training Initiative (CITI) Program. Certificates of completion are on file at the NCAA and can be shared upon request.

Please explain how you intend to manage information obtained in multi-site research that could be relevant to the protection of research participants, such as reporting unanticipated problems involving risks to participants or others.

In addition to reporting any unanticipated problems to their own campus IRBs, the survey administrators are instructed to also report any such incidents to the NCAA RRB. This will allow the NCAA RRB to track and correct unanticipated problems should they occur.

Sampling

Explain your recruitment process and enrollment procedures.

All active member institutions of the NCAA will be asked to participate and a sample of the student-athletes at each institution will be surveyed. This sampling plan was devised to achieve an appropriate representation of all NCAA student-athletes while minimizing the burden to institutions by asking that all student-athletes on not more than three teams be surveyed on any campus. The teams surveyed will be determined by a computer-generated random draw that is stratified by sport and NCAA competitive division. Schools may opt to replace teams only with the

assistance of NCAA research staff. The NCAA does its best to ensure that teams that have been recently sampled in other FAR-administered studies are not sampled again in this study.

The FAR will contact the coach and/or athletics department to arrange a time and place to administer the survey to all student-athletes on the sampled team(s).

Participants

Will the subject's identity remain anonymous, confidential or other?

The identity of specific schools, teams and student participants will be strictly confidential. All results from this study will be reported in aggregate and in terms of national and subgroup (for example, sport, division, race/ethnicity, etc.) averages and trends. The identity of a particular school, team or student will not be made known at any point by the researchers.

Does your research involve an investigation into legal matters, illegal activities, admissions of guilt, breaches of duties or noncompliant matters?

No. The survey does not ask about illegal activities.

Describe the informed consent process in detail.

Paper administration: The participants will be read instructions that will make clear that they are consenting to participate by filling out the survey. The instructions on the survey also state that, by filling out the survey they are consenting to be a participant. A waiver of documentation of consent has been approved by the NCAA Research Review Board.

Online administration: Before entering the survey, participants will be asked to check a box that explicitly states they are giving their consent to participate in the study.

Do you intend to obtain a Certificate of Confidentiality?

No.

Please explain how you intend to protect the privacy interests of participants during the research.

Paper administration: We have attempted to be sensitive to these issues in designing the suggested procedures for administering and collecting the survey forms. Only the participant will handle the completed survey form until it is deposited and sealed in the return envelope that goes to the third-party data entry vendor.

Online administration: The online survey will be created using Qualtrics, whose servers are protected by high-end firewall systems, with scans performed regularly to ensure that vulnerabilities are quickly found and patched. Additionally, Qualtrics uses Transport Layer Security (TLS) encryption for transmitted data and its services are hosted by trusted data centers that are independently audited using the industry standard SSAE-18 method.

Please explain how you intend to protect the privacy interests of participants after their involvement in the research.

Paper administration: Once the data are entered and checked, survey forms and any resulting images will be destroyed. Only NCAA researchers will have access to a database that contains identifying information. The main analysis database will be stripped of identifying information once any linkages to other data are made. Any data shared with researchers outside of the NCAA will be completely unidentifiable at the individual, team and school level. The NCAA will only publish aggregate information, no individual, team or school-level data will be published.

Online administration: Only NCAA researchers will have access to a database that contains identifying information. The main analysis database will be exported from Qualtrics and saved on a secure NCAA SharePoint site with restricted access and password protections before additional identifying information are merged into the dataset and the data are analyzed. Any data shared with researchers outside of the NCAA will be completely unidentifiable at the individual, team and school level. The NCAA will only publish aggregate information, no individual, team or school-level data will be published.

Describe the procedure(s) in place for research participants to ask questions and voice concerns or complaints to the research investigator(s).

Participants can report concerns or ask questions to the on-campus survey administrator, to NCAA researchers or to the NCAA RRB administrator. The contact information for these individuals is provided on the first page of the paper survey and on the informational handout sheet that includes the URL for the online administration.

How do you intend to minimize the risks to the subjects?

If any questions asked are disturbing to the student-athlete, they may stop responding to the survey at any time. Student-athletes who experience discomfort will be encouraged to contact their college student-health offices or one of the national hotlines listed on a contact sheet distributed at each site. The campus survey administrator is instructed to provide information on local mental health resources at the beginning of the survey administration.

The questions contained in this survey are generally not expected to cause psychological discomfort or pose more than minimal risk. The primary risk in this study relates to the possible violation of student-athlete confidentiality if survey administration procedures are not followed as designed. This risk is minimized if on-campus survey administrators adhere to study protocols.

What benefits to society may result from this research?

The 2024-25 NCAA GOALS study will provide NCAA policymakers and member institutions with detailed information on the athletics, academic and social experiences of student-athletes across all sports and NCAA divisions. It also will provide objective and attitudinal data from student-athletes on possible academic and social trade-offs they have made to participate in collegiate athletics. Among student-athletes allowing us to link their responses to academic data, we will be able to determine how non-academic factors predict college academic outcomes. In total, this study will provide a highly comprehensive national picture of student-athlete experiences and well-being.

About the NCAA.

The NCAA is a membership-led nonprofit association of colleges and universities committed to supporting academics and athletics opportunities for 520,000 student-athletes at nearly 1,100 member colleges and universities. Each year, approximately 60,000 student-athletes compete in NCAA championships in Division I, II and III sports.



*Thank you for your
participation in this very
important study.*

The NCAA Research Staff

NCAA

*Study of Growth,
Opportunities,
Aspirations,
and Learning
of Students
in College*

Dear Student:

Thank you for your willingness to participate in the NCAA's Study of Growth, Opportunities, Aspirations, and Learning of Students in College (GOALS). This is the most comprehensive study ever conducted on the experiences of student-athletes, and your participation is greatly appreciated.

The information you provide is completely confidential. That means nobody, including the NCAA researchers, will report your responses as coming from you, your team, or your school. Results that are reported will be in terms of national and subgroup (for example, sport and division) averages and trends. An individual's response will never be reported in isolation.

Your participation in this study is completely **voluntary** so you may choose not to answer specific questions, or to discontinue your participation at any time without penalty. The information about the study provided to you by your campus faculty athletics representative is intended to inform you of the purpose, benefits and risks associated with the study. **Your voluntary completion of this survey indicates that you are consenting to participate in this study.**





If you are under 18 years of age, or below the age of legal consent to participate in this study in your state, you are excused from further participation in this research study and should leave at this time.

If you have questions regarding the study or survey instrument, please contact the survey administrator, **Lydia Bell**, at **317-917-6268** or **lbell@ncaa.org**. For questions regarding the study procedures, please contact the NCAA Research Review Board administrator at **317-917-6409** or **rrbadmin@ncaa.org**.

**MARKING
INSTRUCTIONS**

Use Blue or Black ink pen
or Black Lead Pencil Only

Correct Mark: ●

Incorrect Marks:    

PART 1: YOU AND YOUR ATHLETICS EXPERIENCE

1. Are you playing on a men's or women's team(s)?

- ☐ Men's
☐ Women's

2. NCAA sport(s) you are playing: **(Mark all that apply)**

- | | |
|---|---|
| <input type="radio"/> Acrobatics & Tumbling | <input type="radio"/> Rifle |
| <input type="radio"/> Baseball | <input type="radio"/> Rowing |
| <input type="radio"/> Basketball | <input type="radio"/> Rugby |
| <input type="radio"/> Beach Volleyball | <input type="radio"/> Skiing |
| <input type="radio"/> Bowling | <input type="radio"/> Soccer |
| <input type="radio"/> Cross Country | <input type="radio"/> Softball |
| <input type="radio"/> Equestrian | <input type="radio"/> Stunt |
| <input type="radio"/> Fencing | <input type="radio"/> Swimming & Diving |
| <input type="radio"/> Field Hockey | <input type="radio"/> Tennis |
| <input type="radio"/> Football | <input type="radio"/> Track (Indoor or Outdoor) |
| <input type="radio"/> Golf | <input type="radio"/> Triathlon |
| <input type="radio"/> Gymnastics | <input type="radio"/> Volleyball (Indoor) |
| <input type="radio"/> Ice Hockey | <input type="radio"/> Water Polo |
| <input type="radio"/> Lacrosse | <input type="radio"/> Wrestling |

3. **This year**, did you receive an **athletics** scholarship of any kind in your sport?

- ☐ No
☐ Yes, partial athletics scholarship
☐ Yes, full athletics scholarship

4. How likely do you think it is that you will become a **professional and/or Olympic athlete** in your sport?

- ☐ Very likely
☐ Likely
☐ Somewhat likely
☐ Somewhat unlikely
☐ Unlikely
☐ Very unlikely

5. Based on your roster spot or frequency of competition, how would you classify your current status in your main sport?

- ☐ First team (you start in a team sport or compete in your preferred events in individual sports)
- ☐ Second team (regular substitute in a team sport, often compete in some event in individual sports)
- ☐ Third team (participate in practice but compete infrequently)
- ☐ Practicing or training but not competing

6. How much do you agree or disagree with each of the following statements?

	Strongly Agree	Somewhat Agree	Strongly Disagree
a. I consider myself a <u>dedicated athlete</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I consider myself a <u>dedicated student</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I have many personal <u>goals</u> related to <u>my sport</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I have many personal <u>goals</u> related to <u>my academics</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I need to <u>excel</u> in athletic pursuits <u>to feel good</u> about myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I need to <u>excel</u> in academic pursuits <u>to feel good</u> about myself ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My <u>sports experiences</u> are an important part of my overall college experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My <u>academic experiences</u> are an important part of my overall college experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I would have gone to a <u>4-year college somewhere</u> even if I hadn't been an athlete.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please indicate the type of effect that your college athletics experience has on each of the following skills or qualities in yourself:

	Very Positive	Somewhat Positive	Very Negative
a. Leadership skills.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teamwork.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Commitment to community service.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Understanding of people of other races, identities and backgrounds.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Goal setting.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Time management.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Work ethic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Dealing with change.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Ability to take responsibility for yourself.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Attention to detail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Ability to establish a desired image or personal brand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Coping in high-pressure environments.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Understanding when you're pushing yourself too hard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. All things considered, how happy are you today?

- ☐ Very happy
- ☐ Somewhat happy
- ☐ Somewhat unhappy
- ☐ Not happy at all

9. Please indicate how strongly you agree or disagree with the following statements:

	Strongly Agree	Somewhat Agree	Disagree	Strongly Disagree
a. I am accomplishing many worthwhile things in my sport.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I feel so tired from the <u>physical</u> demands of my sport that I struggle to find energy to do other things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The effort I spend in my sport would be better spent doing other things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I am exhausted by the <u>mental</u> demands of my sport.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I am performing up to my ability in my sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I care about my sport as much or more than I ever have	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How important are each of these aspects of your college athletics experience?

	Very Important	Somewhat Important	Not at all Important
a. That I get to play/compete a lot (e.g., I start on my team or compete in preferred events)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. That my team is successful.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. That I personally put up good stats.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. That I am viewed as a team leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How do you describe yourself? (Mark all that apply)

- ☐ American Indian, Alaska Native or Indigenous
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic or Latino/a/x
- ☐ Middle Eastern or North African
- ☐ Native Hawaiian or Pacific Islander
- ☐ White
- ☐ Other

12. Do you consider yourself to be: (Mark all that apply)

- ☐ Straight or heterosexual
- ☐ Gay or lesbian
- ☐ Queer
- ☐ Bisexual or pansexual
- ☐ Questioning or unsure
- ☐ Another sexual identity
- ☐ Prefer not to answer

13. What is your gender identity? (Mark all that apply)

- ☐ Man
- ☐ Woman
- ☐ Genderqueer
- ☐ Nonbinary
- ☐ Transgender
- ☐ Another gender identity
- ☐ Prefer not to answer

14. Are you currently unable to compete in your sport due to a long-term (e.g., month or more) injury or health concern?

- ☐ Yes
- ☐ No

15. Do you have a disability or condition that impacts your learning, working or living activities?

- ☐ Yes
- ☐ No
- ☐ Prefer not to answer

16. What is your current academic standing?

- ☐ Freshman
☐ Sophomore
☐ Junior
☐ Senior
☐ Completed bachelor's degree

17. Did you transfer into your current school?

- ☐ No
☐ Yes, from a 2-year college
☐ Yes, from a 4-year college

18. How many times have you transferred colleges?

- ☐ None
☐ Once
☐ More than once

19. If you weren't a college athlete, would you still choose your current major?

- ☐ I definitely would choose this major again
☐ I probably would choose this major again
☐ I might choose this major again
☐ I probably would not choose this major again
☐ I definitely would not choose this major again
☐ I have not yet chosen a major area of study

20. Has athletics participation at this school prevented you from majoring in what you really want?

- ☐ No
☐ Yes, but I currently do not have regrets about my choice of major
☐ Yes, and I currently do have regrets about my choice of major

21. Have your coaches or others in the athletics department (e.g., academic advisors) at this school discouraged you from choosing certain majors?

- ☐ No
☐ Yes

22. Has your athletics participation at this school prevented you from taking classes that you wanted to take?

- ☐ No
☐ Yes, but I currently do not have regrets about those course choices
☐ Yes, and I currently do have regrets about those course choices

23. Have your coaches or others in the athletics department (e.g., academic advisors) at this school discouraged you from choosing certain classes?

- ☐ Never
☐ Once or twice
☐ Often

24. How do you feel about...

- | | Very Positive | Somewhat Positive | Neutral | Somewhat Negative | Very Negative |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. The efforts you've made in your college classes? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Your ability to keep up with your classes while your sport is in-season? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Your likelihood of graduating from college? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Your ability to reach your career goals? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Your ability to transition from college to a career? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Your overall college <u>academic</u> experience to this point? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Your overall college <u>athletics</u> experience to this point? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

25. This academic year, how would you describe your classes?

- ☐ Most or all met in person
- ☐ A mix of in-person and online classes
- ☐ Most or all were online classes

26. Please rate the extent to which you agree or disagree with the following. . .

a. Taking traditional in-person classes on campus is an important part of the student-athlete experience.....

b. Since coming to this institution, I have developed a close, personal relationship with at least one faculty member

Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree

☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐

27. Have you been involved or do you plan to be involved in a study abroad program during college? (Fill in only one circle)

- ☐ Yes, I have or will study abroad
- ☐ I would like to but can't because of my athletics participation
- ☐ I would like to but can't because of other reasons (e.g., finances, availability)
- ☐ No, I have no interest
- ☐ I don't know at this time

28. Have you been involved or do you plan to be involved in an internship program during college? (Fill in only one circle)

- ☐ Yes, I have or will take part in an internship
- ☐ I would like to but can't because of my athletics participation
- ☐ I would like to but can't because of other reasons (e.g., finances, availability)
- ☐ No, I have no interest
- ☐ I don't know at this time

29. In your first year after leaving college, what do you intend to be doing? (Fill in only one circle)

- ☐ Working at a job related to my major
- ☐ Working at a job, but not necessarily one that is related to my major
- ☐ Attending graduate school
- ☐ Serving in the military
- ☐ Devoting myself to my sport (e.g., training, playing professional sports, etc.)
- ☐ Taking some transition time before embarking upon a career
- ☐ Staying at home / serving as a caregiver
- ☐ I don't yet have any post-graduate plans or goals

30. Do you expect that your job after college will involve sports?

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not sure
- ☐ Somewhat unlikely
- ☐ Very unlikely

31. How likely is it that you will go to graduate school or obtain an advanced professional degree (e.g., law degree, medical degree, master's degree, doctorate) at some point after college?

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not sure
- ☐ Somewhat unlikely
- ☐ Very unlikely

PART 3: SOCIAL AND TEAM EXPERIENCE

32. How much do you agree or disagree with the following statements?

- | | Strongly Agree | Somewhat Agree | Disagree | Strongly Disagree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. I have a sense of belonging at this college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Being an athlete has helped me fit in socially at this college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. I frequently socialize with non-athletes at this college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. I am able to find an appropriate balance between academics, athletics and other aspects of college life | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. I would like to be more involved on campus outside of athletics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. I am sometimes lonely at this school ... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

33. How many of your closest friends at this college are on your sports team?

- ☐ All of my closest college friends are teammates
☐ Many of my closest college friends are teammates
☐ Some of my closest college friends are teammates
☐ Few of my closest college friends are teammates
☐ None of my closest college friends are teammates

34. Where are you currently living?

- ☐ On campus
☐ Off-campus, but in my college town
☐ In another town / city (away from campus)

35. On average over the past year, how much time have you spent taking part in service projects or volunteer activities of any type? (Fill in only one circle)

- ☐ One or more hours per day
☐ A few hours per week
☐ A few hours per month
☐ A few hours during the year
☐ Did not participate in service or volunteerism in the past year

36. Are you required to take part in service projects or volunteer activities as part of your athletics participation? (Fill in only one circle)

- ☐ Yes, my coach/team requires it frequently
☐ Yes, my coach/team requires it occasionally
☐ My coach/team suggests we take part in these types of activities, but it is not required
☐ No, we don't take part in such activities as a team

37. Have you ever...

- | | Yes | No |
|--|-----------------------|-----------------------|
| a. Been harassed on social media about your athletic performance?..... | <input type="radio"/> | <input type="radio"/> |
| b. Received negative or threatening messages from someone who bet on your game (e.g., via social media)? | <input type="radio"/> | <input type="radio"/> |
| c. Been harassed on social media for reasons other than your athletic performance?..... | <input type="radio"/> | <input type="radio"/> |

38. Please indicate your level of agreement with each of the following statements about your coaches:

- | | Strongly Agree | Somewhat Agree | Disagree | Strongly Disagree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a. My coaches have created an inclusive environment for all members of the team | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. My coaches are accepting of differing viewpoints and cultures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. My coaches are always respectful of persons from other racial/ethnic groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. My coaches are always respectful of persons who identify as LGBTQ+ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

39. Please indicate your level of agreement with each of the following statements about your teammates:

	Strongly Agree	Somewhat Agree	Disagree	Strongly Disagree
a. My teammates are accepting of differing viewpoints and cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My teammates are always respectful of persons from other racial/ethnic groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My teammates are always respectful of persons who identify as LGBTQ+	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. Please indicate how strongly you agree or disagree with the following statements:

	Strongly Agree	Somewhat Agree	Disagree	Strongly Disagree
a. My coaches care about my <u>physical</u> well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My coaches care about my <u>mental</u> well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I often ask my coaches how things are going in their lives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My head coach can be trusted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My coaches care about whether I earn my degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I would feel comfortable talking with my coaches about <u>physical health</u> issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I would feel comfortable talking with my coaches about <u>mental health</u> issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I would feel comfortable talking with my coaches about my <u>role on the team</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Teammates transferring to other schools has had a negative effect on my athletics experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART 4: RECRUITMENT

41. Where did you attend high school?

- ☐ In the United States
☐ In Canada
☐ In another country

42. Were you recruited to play college sports while you were in high school?

- ☐ Yes
☐ No

43. During high school did you compete in your main sport on a high school team?

- ☐ Yes
☐ No

44. During high school did you compete in your main sport on a club team (includes AAU, national, academy or other elite teams not affiliated with your school)

- ☐ Yes
☐ No

45. Have you used a paid recruiting service to help in the college athletics recruiting process (e.g., produce highlight videos, contact coaches, get seen by coaches through exclusive camps or showcase competitions)?

- ☐ Yes
☐ No

46. How much do you agree or disagree with each of the following statements regarding high school and youth athletics?

	Strongly Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
a. Youth in my main sport play in too many games/competitions before entering college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I wish I had spent more time participating in other sports growing up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. Since I was young, my family expected that I would...

- | | Strongly Agree | Somewhat Agree | Disagree | Strongly Disagree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Be a college athlete..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Be a professional or Olympic athlete | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Earn a college degree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

48. In what grade were you first contacted (directly or through a third party such as your high school or club coach) by a college coach interested in recruiting you?

- ☐ Before high school
☐ 9th grade
☐ 10th grade
☐ 11th grade
☐ 12th grade
☐ I was not recruited prior to college

49. In what grade did you decide or commit to attend the college where you enrolled freshman year?

- ☐ 9th grade or earlier
☐ 10th grade
☐ 11th grade
☐ 12th grade
☐ After high school

50. Prior to freshman year, did you visit the campus (either on an official or unofficial visit) where you enrolled?

- ☐ Yes
☐ No

51. Which of the following best describes your college sport recruiting process during high school? (Fill in only one circle)

- ☐ I was happy with the number and type (e.g., NCAA division) of coaches recruiting me.
☐ Too many coaches from schools I would consider were contacting me.
☐ Too few coaches from schools I would consider were contacting me.
☐ I was not recruited to play college sports while in high school.

52. How much do you agree or disagree that each of the following reasons contributed to your decision to attend your current college?

- | | Strongly Agree | Somewhat Agree | Disagree | Strongly Disagree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Academic offerings, academic reputation, etc. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Cost of college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Chance to play my sport at the NCAA level | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Coaches promised me a certain role on the team or amount of playing time | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Liked the people on this team | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Proximity to home, family, friends.... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Friends at this school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Expectations of parents, teachers, community, etc..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Presence of a particular coach | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. The quality of the athletics facilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Exposure I would get as a member of this team | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. NIL opportunities..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. Coach or team has a reputation for developing athletes into professionals or Olympians | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

53. Based on what you know now and what others (e.g., friends, coaches, alumni) told you to expect, how accurate were your initial expectations of....

	Very Accurate	Somewhat Accurate	Not at all Accurate
a. The <u>athletics</u> experience at this college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The <u>academic</u> experience at this college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The <u>social</u> experience at this college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The time demands of being a student-athlete at this college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



54. How much do you agree or disagree with the following statements:

	Strongly Agree	Somewhat Agree	Disagree	Strongly Disagree
a. In my experience, the college recruiting process was stressful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am glad that I made the choice to be at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I would have attended this college even if a different coach was here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. If my current coach left this school, I would consider transferring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I would recommend this college to a high school student-athlete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

55. If you have transferred, what were your reasons for doing so? (Mark all that apply)

- ☐ I did not transfer
- ☐ Academic: Better opportunity or a preferred degree / major
- ☐ Academic: Difficulties at previous college
- ☐ Athletic: Coaching change at my previous college
- ☐ Athletic: Expect to get better playing time or be able to compete in more events at this college
- ☐ Athletic: Wanted to compete at a higher level
- ☐ Athletic: Wanted to compete at a lower level
- ☐ Athletic: Needed a change from my previous coach or teammates
- ☐ Athletic: Nothing against my previous coach or team, I just really wanted to play here
- ☐ Financial: Better NIL opportunity here
- ☐ Financial: Cost concerns at the previous college
- ☐ Financial: Able to get more scholarship dollars here
- ☐ Other: To be closer to home or to family
- ☐ Other: To improve my mental health or well-being
- ☐ Other personal reasons

PART 5: TIME COMMITMENTS

For questions 56-57, think about the current (or most recent) season in which you played your sport:

56. While school was in session during the season, picture the weekday (Monday to Friday) that most felt like your “typical” day on campus. On that day, how many HOURS did you spend on each of the following activities?

	Number of Hours								
	0	1	2	3	4	5	6	7	8+
a. Attending class, lab, discussion groups, etc.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Studying or academic work outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Sport commitments:									
i. <u>Athletic Activities</u> (Practicing, training, competing, athletic training room, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ii. <u>Non-Athletic Activities</u> (Meetings with coaches, team functions, film study, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Other extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. A job or NIL commitment (for pay)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Socializing, relaxing, family ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Sleeping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

57. While school was in session during your season, picture what your weekends were like.

In total (that is, adding up your commitments for Saturday and Sunday), how many hours did you spend on each of the following activities during a typical weekend on campus?

	0 hours	1-2 hours	3-4 hours	5-6 hours	7-8 hours	9-10 hours	11-12 hours	13-14 hours	15+ hours
a. Attending class, lab, discussion groups, etc.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Studying or academic work outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Sport commitments:									
i. <u>Athletic Activities</u> (Practicing, training, competing, athletic training room, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ii. <u>Non-Athletic Activities</u> (Meetings with coaches, team functions, film study, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Other extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. A job or NIL commitment (for pay)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Socializing, relaxing, family ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Sleeping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

58. During the season, how much time in a typical week (including weekends) do you spend away from campus due to athletics competition?

- ☐ No time spent away / Didn't travel
☐ One-half day or less away per week
☐ 1 day away per week
☐ 2 days away per week
☐ 3 days away per week
☐ 4 or more days away per week

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59. During periods in the school year when your sports team is not competing, do you spend more or less time on the following?

- | | Much More | A Little More | About the Same | A Little Less | Much Less |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Attending class, lab, discussion groups, etc. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Studying or academic work outside of class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Sport commitments: | | | | | |
| i. <u>Athletic Activities</u>
(Practicing, training, competing, athletic training room, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ii. <u>Non-Athletic Activities</u>
(Meetings with coaches, team functions, film study, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Other extracurricular activities..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

60. If you could, would you prefer to spend more or less time in each of these areas while in college?

- | | Much More Time | A Little More Time | OK with current time spent | A Little Less Time | Much Less Time |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. My classwork or other educational opportunities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Athletics training, competition, etc..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. One or more extracurricular activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Visiting home/family | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Traveling to away competitions..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Working at a job or NIL commitments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Socializing with friends..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Relaxing by myself | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Sleeping | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

61. How do you feel about the number of games / competitions scheduled for your team during the course of the year?

- ☐ I am satisfied with the number of games / competitions that we have
- ☐ I wish we had more games / competitions
- ☐ I wish we had fewer games / competitions

62. How do you feel about the amount of time spent traveling for your team this year?

- ☐ I am satisfied with amount of time we spend traveling
- ☐ I wish we spent more time traveling
- ☐ I wish we spent less time traveling

63. How many hours per week do you spend on name, image and likeness (NIL) commitments?

- ☐ 0 hours
- ☐ 1-5 hours
- ☐ 6-10 hours
- ☐ 11-15 hours
- ☐ 16-20 hours
- ☐ More than 20 hours

64. Not counting any NIL opportunities, how many hours per week do you spend working at a job for pay (including work-study)?

- ☐ 0 hours
- ☐ 1-5 hours
- ☐ 6-10 hours
- ☐ 11-15 hours
- ☐ 16-20 hours
- ☐ More than 20 hours

65. If you had one extra hour each day during the school year that you could use any way that you wanted, on what one activity (other than sleeping) would you most want to spend it?
(Fill in only one circle)

- ☐ My classwork or other educational opportunities
- ☐ Sport / exercise
- ☐ An extracurricular activity
- ☐ Spending time with family
- ☐ Socializing with friends
- ☐ Relaxing by myself

66. During your most recent athletic season, how many classes did you miss on average each week for any reason (practice, travel, competition, skipped)?

- ☐ None
- ☐ 1 class
- ☐ 2 classes
- ☐ 3 classes
- ☐ 4 classes
- ☐ 5 classes
- ☐ 6+ classes

67. The questions in this scale ask you about your feelings and thoughts during the last month. For each, please indicate how often you felt or thought a certain way.

	Very Often	Fairly Often	Sometimes	Almost Never	Never
a. In the last month, how often have you felt that you were unable to control the important things in your life?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. In the last month, how often have you felt confident about your ability to handle your personal problems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. In the last month, how often have you felt that things were going your way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART 6: ON-CAMPUS SUPPORT

68. How much do you agree or disagree with the following statements?

	Strongly Agree	Somewhat Agree	Disagree	Strongly Disagree
a. Faculty at my school show interest in my athletic experiences and results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students on my campus show support for my team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

69. I wish the coaches or athletics administrators at our school talked more with student-athletes about the following topics: (Mark all that apply)

- ☐ Conducting ourselves appropriately on campus and in the community
- ☐ Living away from home
- ☐ Academic resources
- ☐ Study habits
- ☐ Time management
- ☐ Body image
- ☐ Concussion awareness
- ☐ Drinking / substance misuse
- ☐ Getting good sleep
- ☐ Mental wellness
- ☐ Proper nutrition
- ☐ Sexual violence prevention
- ☐ Budgeting / financial management
- ☐ Navigating NIL opportunities
- ☐ Finding opportunities to compete professionally in my sport after college
- ☐ Preparing for a career after college

70. How satisfied or dissatisfied are you with these student-development and support services offered through your athletics department or college? (Fill in only one circle per row)

	Satisfied	Somewhat Satisfied	Dissatisfied	I did not use	Service not available at my school
a. Academic advisors who assist with course selection and/or monitor degree progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Career counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Athletic training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Strength and conditioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Nutritional support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Sports medicine/Team medical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Mental health counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART 7: FINANCES

71. Do you qualify for a Pell Grant?

- ☐ No
☐ Yes
☐ Not Sure

72. Are you concerned that financial considerations may affect your ability to complete your degree?

- ☐ Yes, I'm very concerned
☐ Yes, I'm somewhat concerned
☐ No, I'm not concerned

73. Please indicate how strongly you agree or disagree with the following statements:

Somewhat Disagree
 Somewhat Agree
 Agree
 Disagree

- a. Quitting my sport would make staying at this college a problem financially ☐ ☐ ☐ ☐
- b. I usually have enough money to buy things I need (e.g., groceries)..... ☐ ☐ ☐ ☐

74. In the past year, how often have you contributed money to help support your family?

- ☐ Frequently
☐ Occasionally
☐ Not at all

75. Do you have a parent/guardian who graduated from a four-year college?

- ☐ Yes
☐ No

76. Birth year:

- ☐ 2000 or earlier
☐ 2001
☐ 2002
☐ 2003
☐ 2004
☐ 2005
☐ 2006
☐ 2007
☐ 2008 or later

77. Birth month:

- ☐ January
☐ February
☐ March
☐ April
☐ May
☐ June
☐ July
☐ August
☐ September
☐ October
☐ November
☐ December

78. ZIP (postal) code where you lived during your senior year in high school (if lived in USA):

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Thank you for your participation in GOALS!

The survey you just completed is part of the largest study on student-athletes the NCAA has ever undertaken. Your responses will better help us understand how participation in athletics impacts a student's college experience.

As part of our research on the student-athlete experience, we would like to link the results of this survey to other NCAA data on academic performance. This will be accomplished through a combination of variables that may include sport, ZIP code and birth month/year. If you prefer not to have your data linked, please indicate below.

Neither your identity nor your school's identity will ever be connected to your survey responses in any publicly accessible data file, analysis or write up of these data.

☐ I prefer that my survey data not be linked to other NCAA individual-level data

Thank you again and best wishes!

NCAA STUDY OF GROWTH, OPPORTUNITIES, ASPIRATIONS, AND LEARNING OF STUDENTS IN COLLEGE (GOALS)

For information about the study, its administration or results, contact:

Dr. Lydia Bell
NCAA Research
317-917-6268 or lbell@ncaa.org

Visit the NCAA Research Website at:
www.ncaa.org/research

NCAA Research Review Board Administrator
317-917-6409 or rrbadmin@ncaa.org

Resources and Recommendations

For information or support related to any of the survey topics, please contact your campus student health office or visit the following sites:

NCAA Sport Science Institute

- For health and safety resources and recommendations, visit www.ncaa.org/ssi.

Substance Abuse and Mental Health Services

- The Substance Abuse and Mental Health Services Administration (SAMHSA) Behavioral Health Treatment Services Locator provides help to those seeking treatment facilities for substance use/addiction and/or mental health problems. For more information, visit: www.findtreatment.samhsa.gov/.
- The SAMHSA Disaster Distress Helpline provides 24/7 crisis counseling and support to individuals experiencing emotional distress related to natural or human-caused disasters. Call 800-985-5990 or text TalkWithUs to 66746.

Suicide Prevention

- The 988 Suicide and Crisis Lifeline provides 24/7, free and confidential support for individuals in distress. Call or text 988 or chat at 988lifeline.org/chat/.
- A list of international suicide hotlines is available at <https://ibpf.org/resource/list-of-international-suicide-hotlines/>.

Mental Health Support for Students of Color

- For students of color, The Steve Fund and Crisis Text Line provide 24/7, free and confidential support for mental health and well-being. Text STEVE to 741741.

Mental Health Support for LGBTQ+ Students

- For the LGBTQ+ community, The Trevor Project provides 24/7 counseling for crisis intervention and suicide prevention. Call 866-488-7386, text START to 678678 or message a counselor online at www.thetrevorproject.org/get-help/.

National Council of Problem Gambling

- The National Council of Problem Gambling provides 24/7, free and confidential support related to problem gambling or treatment. Call 1-800-GAMBLER, text 800GAM, chat at www.1800gamblerchat.org.

NCAA Sports Wagering

- For NCAA-related sports wagering information, visit: <https://on.ncaa.com/wagering>.



RESEARCH