

(Blank Page)

DISSERTATION APPROVED BY

28 June 2018

Date



Tim Guetterman Ph.D., Chair



Joseph Ecklund, Ph.D., Committee Member



Jennifer Moss Breen, Ph.D., Director



Gail M. Jensen, Ph.D., Dean

ASSESSING TEAM CULTURE: THE COACHES' ROLE IN ALCOHOL USE
AMONG STUDENT-ATHLETES

By
SHAUN NEITZEL

A DISSERTATION IN PRACTICE

Submitted to the faculty of the Graduate School of Creighton University in Partial
Fulfillment of the Requirements for the degree of Doctor of Education in
Interdisciplinary Leadership

Omaha, NE
(June, 28, 2018)

Copyright (2018), Shaun Neitzel

This document is copyrighted material. Under copyright law, no part of this document may be reproduced without the expressed permission of the author.

Abstract

This explanatory sequential mixed methods study explored student-athlete alcohol use and the coach's role in improving the education and awareness within a team culture. The aim of the study was to use quantitative data provided by the student-athletes, as well as qualitative data from interviews with head coaches, to determine if the coach/student-athlete relationship results in a culture of care for the student-athlete and if enough education and awareness initiatives are taking place. The study is comprised of quantitative data that was provided from a survey tool provided by the NCAA called the 360 Proof Survey. Results from the survey provided aggregate data that assessed student-athletes on their own personal alcohol use, as well as their knowledge of the consequences associated with and their knowledge of protective behavioral strategies while consuming alcohol. A total of 183 out of 600 student-athletes participated in the survey. The 360 Proof PFI Aggregate Data Report provided data to develop qualitative interview questions intended for participating head coaches. Eight head coaches were purposefully selected based on experience, squad size, and gender of the sport in which they coached. As a result of the quantitative and qualitative data collection, three main recommendations are provided, addressing questions in three main areas -- student-athlete development, team development, and leadership (head coach) development -- with two solutions provided in each area. This study also includes additional research and consideration for stakeholders associated with alcohol education and awareness among student-athletes at a small, private institution.

Dedication

This study is dedicated to my grandparents. Although you may be gone, you are with me every day and provide me with daily inspiration.

Acknowledgements

Words cannot express how thankful I am for everyone associated with Creighton University's Doctor of Education in Interdisciplinary Leadership Program. Creighton University provided me a platform for self-reflection during some difficult life and professional challenges and for that, I am forever grateful. Thank you to Dr. Tim Guetterman, my committee chair, as well as Dr. Joe Ecklund for their continued support throughout this process.

I am forever grateful to President Dr. Sherrick and Senior Vice President for Student Life Dr. de Lacey of Aurora University for their continued support in this journey. Without encouragement and support to expand my search beyond Aurora University, I would have never found Creighton University. Special thank you to the Aurora University coaching staff, for trusting me and allowing me into their coaching lives. You were very cooperative and for that, I am thankful for your trust and honesty.

Finally, I want to thank my supportive wife Michelle and my two daughters Allison and Lily. Without your support, patience and understanding, we would not be here today. This has been a journey that we have shared together, through thick and thin, in sickness and in health, and although there have been many challenges; we were able to fight through the adversity and get this done. Thank you and I love you all dearly.

Table of Contents

	Page
Abstract.....	iii
Dedication.....	iv
Acknowledgments.....	v
Table of Contents.....	vi
List of Tables.....	xi
List of Figures.....	xii
CHAPTER ONE: INTRODUCTION.....	1
Introduction and Background.....	1
Statement of the Problem.....	2
Purpose of the Study.....	3
Research Question(s) and Hypotheses.....	3
Aim of the Study.....	4
Methodology Overview.....	5
Design of Study.....	5
Participants/Sampling.....	5
Data Collection.....	6
Data Analysis.....	6
Definition of Relevant Terms.....	7
Limitations, Delimitations and Personal Biases.....	8
Leader's Role and Responsibility in Relation to the Problem.....	9
Significance of the Dissertation in Practice Study.....	11

Scholarly Data and Research	11
Improving Practice.....	11
Impact on Policy	12
Summary.....	12
CHAPTER TWO: LITERATURE REVIEW.....	14
Introduction.....	14
Literature Regarding Alcohol and Substance Use Among College Students.....	15
The Problem of College Substance Abuse.....	16
Student Conduct.....	17
Legalization.....	17
Peer Influences and Social Pressures	19
Social Bonding.....	19
Family and Personal Beliefs	20
Professional Practice Setting on College Campuses.....	21
Organizational Culture.....	21
Policies and Procedures	22
Educational Programming and Awareness	23
The Student-Athlete and Coaches' Role.....	24
Self-Efficacy	24
Morality.....	25
Practical Leadership Literature for Coaches.....	26
Toxic Leadership	26
Transformative Leadership.....	27

Heroic Leadership.....	28
Summary.....	28
CHAPTER THREE: METHODOLOGY.....	30
Introduction.....	30
Research Question(s)/Research Hypotheses.....	30
Research Design.....	32
Mixed Methods Study.....	32
Quantitative Research Method.....	33
Qualitative Research Method.....	33
Participants/Data Sources and Recruitment.....	34
Data Collection Tools.....	35
Quantitative Data Sample.....	36
Quantitative Data Collection.....	37
Quantitative Data Analysis.....	38
Qualitative Data Sample.....	38
Qualitative Data Collection.....	39
Qualitative Data Analysis.....	41
Mixed Methods Integration.....	41
Ethical Considerations.....	42
Summary.....	43
CHAPTER FOUR: FINDINGS.....	44
Introduction.....	44
Quantitative Study.....	44

Demographics	45
Alcohol Use on Campus	48
Consequences.....	49
Protective Behavior Strategies.....	50
Qualitative Study	51
Participants.....	51
Team Demographics	52
Team Culture as it Relates to Alcohol Use.....	55
Coaches’ Current Practice Relative to the 360 Proof PFI Aggregate Report.....	59
Coaches’ Response to the 360 Proof PFI Aggregate Report	63
Coaches’ Approach and Expectations	68
Mixed Methods Integration.....	73
Analysis and Synthesis of Findings	75
Coaches’ Knowledge of Alcohol Use.....	76
Team Culture and Peer Influences	76
Insufficient Education and Awareness.....	77
Summary.....	77
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS	79
Introduction.....	79
Purpose of the Study	79
Aim of the Study.....	79
Mixed Methods Research	79

Research Questions	80
Study Recommendations	80
Student-Athlete Development.....	80
Team Development.....	81
Leadership and Coaching Staff Development	83
Factors and Stakeholders Related to the Implementation of the Solution	84
Policies Influenced by Proposed Solution	85
Potential Barriers and Obstacles to Proposed Solution.....	86
Financial/Budget Related Issues to Proposed Solution	86
Other Issues or Stakeholders Related to Proposed Solution.....	87
Change Theory.....	88
Implementations of Proposed Solution.....	89
Leader’s Role In Implementing Proposed Solution.....	89
Building Support for the Imposed Solution	89
Evaluation and Timeline for Implementation and Assessment	90
Implications.....	91
Practical Implications.....	91
Implications for Future Research.....	92
Implications for Leadership Theory and Practice.....	93
Summary of the Study	94
References.....	97
Appendices.....	101

List of Tables

	Page
Table 1. Alcohol Use On Campus	48
Table 2. Consequences Associated With Alcohol Use.....	49
Table 3. Protective Behavioral Strategies.....	50
Table 4. Team Demographics.....	54
Table 5. Team Culture As It Relates to Alcohol Use	57
Table 6. Coaches' Current Practice Towards The Identified 360 PFI Aggregate Data Report.....	61
Table 7. Coaches' Response To The Identified 360 Proof Aggregate Data Report	65
Table 8. Coaches' Approach And Expectations	71
Table 9. Mixed Methods Integration	75

List of Figures

	Page
Figure 1. Explanatory Sequential Mixed Methods	34

CHAPTER ONE: INTRODUCTION

Introduction and Background

College administrators all over the country seek the best overall co-curricular experience for the students on their respective college campuses. Although administrative structure differs between the large, public state institutions and the small, private liberal arts institutions, due to the vast difference in course offerings, class sizes and extra-curricular opportunities available depending on the size and mission of the institution, the social behaviors as students seek acceptance into an organization or athletic team has little variance. One significant difference between the two types of institutions is the overall reliance on student-athlete recruitment and retaining large roster sizes to boost enrollment and overall revenue (J. Lancaster, personal communication, November 1, 2016). At schools similar to Aurora University, where athletics is more prevalent than Greek organizations in the overall social experience for college students, they are often viewed as the “place to be” for college students seeking a good time (WSSSAO, 2015-2016).

While the prevalence of student-athletes on small campuses can have its advantages and often provides an increase in academic performance, improves male enrollment initiatives and provides a stronger focus on community involvement, there can be challenges as well. Some of the challenges include fraternity-style living in off-campus housing, team bonding rituals often associated with hazing, and peer-acceptance into a social setting – all of which provide an opportunity for increased alcohol use among team members. Although head coaches of these teams on small campuses are not with their student-athletes 24 hours a day, they typically have a strong perspective on the

overall social behavior of those they lead. Likewise, campus leaders, who deal with student conduct on a regular basis and hear cases related to alcohol, often encounter peer-influence as one of the main causes for underage drinking and medical transports. This mixed methods study will provide quantitative data from student-athletes, as well as qualitative data from college coaches regarding peer-influence as it relates to alcohol and the overall impact on their team and organizational culture.

As the researcher in this study, I provide a unique perspective as a former coach and athletic administrator, and as a current student affairs professional. Some of the aforementioned examples, as well as others used throughout this study, are drawn from personal experiences over the course of a 20-year professional career at Aurora University.

Statement of the Problem

The use of alcohol continues to be a problem on college campuses. In fact, Fuertes and Hoffman (2016) estimate that 40% of college students have used substances at some point in their college career. According to recent data published by the federal Substance Abuse and Mental Health Services Administration, approximately 1.4 million college students will consume at least four alcoholic beverages on any given day, while an additional 900,000 students (roughly 1 in 12) will get “high” by method of smoking marijuana (Ingraham, 2016). Ingraham (2016) cites additional statistics regarding other substance use, as well as the repeated occurrence that happens daily on college campuses. For instance, over 150,000 college students a year experience health related issues related to alcohol use, while 1,825 of those incidents resulted in death this past year (Ingraham, 2016).

While much of the research indicates that these issues exist at medium to large public universities, alcohol use occurs on small private campuses as well. Many of these small, private institutions include a large number of student-athletes that matriculate at their respective campuses. For instance, over 35% of the students that matriculated at Aurora University are student-athletes (Aurora University, 2016). Other small, private liberal arts institutions are just as reliant on student-athletes particularly to fulfill their male student enrollment, which is a demographic that predominately matriculates at larger, state school institutions. Unfortunately, many of the behavioral habits that are associated with these larger schools, such as alcohol consumption, exist on these small campuses as well. And due to the prevalence of student-athlete enrollment, such behavior impacts the overall culture of the team and university culture. Leaders of the team, particularly the coaching staff, are often aware of the behavioral tendencies that occur within the climate and inter-relational experiences among their student-athletes (Martens et al., 2005).

Purpose of the Study

The purpose of this study was to examine student-athletes' use of alcohol and to understand how coaches can play an integral role in the development of student-athletes. Through the development of a conceptual model that can provide education and awareness, coaches at Aurora University can improve the student-athlete experience and the overall culture within a team setting.

Research Question(s)

Initially, my professional experience at Aurora University led to the development of research questions to guide this study. Three research questions were developed from

themes and subthemes identified from the review of literature. Each main research question contains sub-questions as follow-up in an effort during the research process to engage the sample in more in-depth discussion regarding the culture of their respective teams. The following research questions will guide this mixed methods study.

Research Question #1 – Quantitative

Do Aurora University student-athletes report consuming alcohol regularly, and, if they do, do they understand the consequences and utilize protective behavioral strategies?

Research Question #2 – Qualitative

What current leadership measures are taken by the head coach in the overall education and awareness as they relate to their student-athletes' alcohol use, and how much does team culture, as it relates to peer-influences and new student-athletes wanting to fit in, play a role in the use of alcohol among student-athletes?

Research Question #3 – Mixed Methods

What do the qualitative findings of the interviews with the head coaching staff explain about the quantitative data regarding student-athletes' use of alcohol?

Aim of the Study

The aim of this study was to use quantitative data provided by student-athletes, as well as qualitative data from leadership (head coaches) to determine the athlete/coach relationship and whether enough education and awareness is taking place within a team culture of the college athletic department at Aurora University.

Methodology

Design of Study

This study used explanatory sequential mixed methods design (Creswell, 2014). This method was used because it was anticipated that I would be able to use data collected from a quantitative survey called 360 Proof (<http://www.360proof.org/>), which was developed in collaboration by the National Collegiate Athletic Association (NCAA) and the National Association of Student Personnel Administrators (NASPA). The 360 Proof survey provided a campus self-study regarding student-athletes' use of alcohol, their beliefs regarding their peers' use, as well as their perceptions of support from their coaches. In turn, the collected data was used to develop qualitative research questions for the participating head coaches.

Participants/Sampling

Aurora University has over 600 student-athletes that qualified for participation in the 360 Proof Survey. The quantitative data collected from the participating student-athletes provided descriptive statistical information for head coaches and administrators, as well as for me, the researcher of this project. Once the results were analyzed, the identified questions created were used to develop an Interview Protocol which served as an outline for the overall qualitative interviewing process (Creswell, 2014). The qualitative open-ended questions were designed for a 45-minute in-person interview conducted in the office of the interviewee. Eight participating head coaches – from four male and four female sports – at Aurora University were identified through the use of purposeful sampling (Babbie, 2014). Purposeful sampling was used to identify coaches

from four sports with potentially different demographics, culture, ethnicity and affluence of the student-athletes on the team athletic roster.

Data Collection

The 360 Proof Survey was administered by the departments of Student Life and Athletics collectively. The survey was designed to gauge student-athlete usage as it relates to alcohol consumption. At completion, participants were given a personal inventory which compares their answers to those of their peers, and which coaches can use as a reference point, while discussing alcohol use with their athletes individually. The survey was sent out to participants from the Department of Athletics and was collected through the 360 Proof data collection tool. The aggregate data was provided by the NCAA and sent directly to the department of Athletics.

For the qualitative portion of the study, handwritten notes and electronic recording devices were used and data coded accordingly. The participants were assured that the collected data, as well as their identity and participation in the study, would remain confidential. It should be noted that for this study a confidentiality agreement was provided. Likewise, Institutional Review Board (IRB) approval was obtained for this study.

Data Analysis

Analysis of the data occurred in both the quantitative and qualitative portions of this study. First, the quantitative data was analyzed through the use of comparative statistical data to determine the overall use of alcohol by student-athletes. 360 Proof provided Aurora University with aggregate statistics on demographics, alcohol use on campus, the consequences of alcohol use, and protective behavioral strategies. During the

qualitative data analysis process, an electronic recording device was used to collect data to determine consistencies among responses from the participating head coaches.

Definition of Relevant Terms

It is necessary to define relevant terms and concepts used throughout this study. The defining of terms will help establish clarity specific to Aurora University and contribute to the significance of the study. As such, the following terms were used operationally within this study.

Small, Private Institution: A college or university that is typically private in nature and has less than 5,000 undergraduate students.

Team Structure: The manner in which coaches arrange practices and team events where student-athletes interact with one another.

Team Culture: The attitudes and beliefs that exist among team members collectively.

Social Acceptance: The social norms that student-athletes follow based on their peers, family, and geographical location.

Peer Influences: How students influence one another in an effort to fit in or become part of an existing social organization or athletic group.

Organizational Culture: In this study, organizational culture is defined as the policies and procedures as they relate to student conduct issues.

While a case could be made that organizational and team culture, as well the team structure, could be one and the same, it was important to identify them separately for the significance of this study. Coaches often work independently and often ingrain themselves into the overall team setting, thereby creating a silo-effect when it comes to the difference between organizational culture and team culture. Likewise, although many coaches aligned with the policies and procedures that are established by the institution, sometimes the collective institutional message becomes misguided.

Limitations, Delimitations and Personal Biases

The most significant delimitation of this study is that it is bounded by research on a small, private liberal arts institution located in the Midwest. For instance, geographical location and social behaviors in one region of the country may have an impact as well. However, research indicates that the phenomenon of college students' use of alcohol is nationwide. Finally, this study is exclusive to an institution with a high number of student-athletes on the campus. Limited research exists that is exclusive to student-athletes' alcohol use.

The limitations of the study include social desirability bias resulting from participating coaches due to the qualitative research format of in-person interviews (Babbie, 2013). The participating coaches may potentially answer the research questions in a way to project a positive interaction with their students in regard to behavioral tendencies. The same response could also impact the questions related to their alignment with organizational culture. Likewise, the student-athletes themselves could be apprehensive about answering specific questions regarding their use of alcohol during the quantitative survey process. Although the participants were ensured confidentiality, the in-person interviews could also limit the overall response due to biased answers during the qualitative questioning.

The personal bias of the researcher prior to the development of this study was that student-athletes are impacted by their peer group regarding alcohol use due to their desire to fit into the team culture. It is believed that the peer influences are enhanced because of the overall team structure set forth by the head coach of the program, which includes their desire to get their team to bond immediately. However, it is important to note that it is not

assumed or believed that coaches promote alcohol use; it is assumed that due to the independent nature and personal connection to their team, coaches are not fully aligned in the overall delivery of the health risks, policies, and education of alcohol use among their student-athletes.

Leader's Role and Responsibility in Relation to the Problem

Head coaches of their respective teams are often the first individuals that athletes meet in the initial recruitment process. The recruitment of student-athletes generally occurs 12 to 18 months before a student matriculates to campus, so there is generally a strong bond between the coach and the student-athlete before they are on-campus together. As a result, trust is established between the student-athlete and the coach. Likewise, athletic teams often spend long hours on the road traveling to and from contests, which creates an additional bond. These scenarios often result in the coach knowing more about their student-athletes than most campus leaders, particularly as it relates to their social behaviors, which can have a negative effect as well. Coaches that do not have the desire or ability to discuss alcohol use of student-athletes may be more accepting of the behavior. Likewise, if their own personal acceptance of alcohol use is more in line with the student-athletes and less with the institution, the head coach may not make alcohol education a priority. With this in mind, with the proper tools, coaches are in a position to lead both education and awareness efforts when it comes to the overall health and safety of their student-athletes.

Although it has been established that coaches promote team unity by the overall structure of the program, it is more of a challenge with teammate interaction in a social setting. Student-athletes at four-year institutions are most often between the ages of 18

and 22. The challenges associated with promoting team unity both on and off the playing field are that it creates a situation where students of legal drinking age have interaction with students not of age. Also, one student's social acceptance (family, peer and demographic) of alcohol will likely be different from another's. Coaches often look at their teams as one "whole unit", instead of understanding the cultural, social and demographic (age) differences among team members. While there is a strong focus on achievement in the classroom, on the playing field, and on being strong representatives of the program, more focus on the development of the individual's overall needs is a critical stage in the coach/student-athlete relationship (Lu et al., 2016). Their knowledge and understanding of the socioeconomic backgrounds of their student-athletes could have an impact on the overall social behaviors, which, in turn, could have a positive impact on the overall performance of their team both on and off the playing field.

Ultimately, coaches of college athletic teams are in a position to have a resounding impact on the overall behavior of their student-athletes as it relates to peer-influences regarding alcohol use. Student-athletes often look to their coaches for advice and to set a standard of expectations. Having a team structure and culture that meets the individual's needs (Lowney, 2003), as opposed to the team's needs, is the responsibility of the coach, and in most cases individual needs are not being met. Likewise, when student-athletes are found responsible in cases related to alcohol, coaches have a responsibility to send all team members the same organizational message.

Significance of the Dissertation in Practice Study

Scholarly Research and Data

While there is significant data regarding alcohol use among college students as it relates to social acceptance and peer influences, most of the research focuses on mid- to large public institutions. This study provides a different perspective on the relevance of alcohol use among a selected peer group on a small, private campus. Additionally, while most of the peer-group related research focuses on Greek organizations, social clubs, or student-athletes at major universities, this study focused on student-athletes and the coaches' perceptions and leadership. Limited research exists regarding the leader's role in the overall behavior of their student-athletes and how it impacts both team culture and team structure. Likewise, the leader's role in the education and programming initiatives was the aim of this study. Most of the research focuses on administrators with student conduct responsibilities being the primary stakeholder in the education and awareness as it relates to alcohol use among college students. In contrast, this study provides a perspective from leaders with oversight of the selected organization (college athletics).

Improving Practice

The main purpose is to illustrate the significant impact coaches can have in the overall education regarding negative usage of alcohol among their student-athletes, as well as the peer influences and social acceptances they are exposed to. This study aims to provide a different lens for coaches to assess their team as individuals instead of one whole unit. Admittedly, this may defy all logic when it comes to a collective group all striving for one common goal. However, as Lowney (2003) illustrates in *Heroic Leadership*, "the love-driven leader possesses the vision to see and engage others as to

who they are” (p. 200). While this concept is derived from the Jesuit order and St. Ignatius, it can certainly be applied in the coach/student-athlete relationship. Not only will this philosophy have an impact on the overall student-athlete experience, it will improve the overall team and organizational culture.

Impact on Policy

The significance of this study regarding policy is directly related to the overall decision-making as it relates to both coaches as well as the involved student-athletes. The research data (Scales, 2016; Mastroleo et al., 2011; and Nolt et al., 2013) as well as professional experience of the researcher acknowledge that more communication is needed between the student-athletes and coaches regarding alcohol use. That being said, it also indicates that more communication regarding education and awareness is needed before an incident could potentially take place. This study will also aim to provide recommendations regarding coaches’ delivery in communicating a collaborative message that is aligned with the overall culture and policies of the institution. Additionally, coaches should be more aware of the consequences that may occur when integrating 18 year-old freshmen student-athletes with 22 year-old senior student-athletes.

Summary

As identified in the problem statement, small, private colleges and universities are not immune to issues that exist with alcohol use. Due to the prevalence of student-athlete recruitment on such campuses, alcohol use is prevalent among this demographic. Peer influences between upper- and underclass teammates are often associated with the inter-dynamics among college athletic teams. Student-athletes often come from diverse backgrounds and demographics which may require a more aggressive approach to

alcohol education and programming within the team structure. Leaders with direct oversight of these athletic programs are in position to have an impact on the overall student-athlete experience by shifting their focus from the team, to the individual needs.

This mixed methods study seeks to gain data from face-to-face interviews conducted with coaches from three different peer institutions located in the Chicago area to improve education and programming within a team setting as a result of a quantitative survey. The interview questions were developed through initial assumptions made by the researcher, as well as data obtained during the review of literature. While it is noted that the limitations of the study include biased responses from student-athletes and coaches not wanting to fully disclose information pertaining to their respective use among their teams, this study has important implications. For example, little research exists regarding small, private liberal arts institutions and the behavior of their student-athletes as it relates to peer-influences towards alcohol use. Moreover, coaches are in an invaluable leadership position not only to serve as advocates for the overall university culture when it comes to conduct cases, but also to have an impact on education and programming.

CHAPTER TWO: LITERATURE REVIEW

Introduction

The literature review is a discussion of the increasing problem of college alcohol use. While this study focuses on student-athlete alcohol use and the coach's role in the overall team culture, providing research from the lens of the overarching problem of alcohol use on college campuses was important to establish. As a result, research indicated that four relevant themes are identified for this study as well as the use of sub themes to support study of the continual problem of alcohol and substance use on college campuses.

Literature regarding the professional practice established the first theme of the continual *Problem of College Substance Use* as defined within this section. Two sub-themes – *student conduct* that occurs as a result of substance use and the increasing social norms that are associated with *legalization* – were identified as having a significant impact on the college campus. The second identified that the theme of *Peer-Influences and Social Pressures* among college students has an impact on substance use among college students. The significance of *social bonding* within a group setting, as well as the impact of *family and personal beliefs* and acceptance emerged as sub-themes.

The third and fourth themes identified illustrate the significance of data in professional practice. The philosophy of the institution as described as the *Organizational Culture* is the third identified theme. How the institution establishes *policies and procedures* and provides *educational programming* are identified as sub-themes that support institutional response and organizational culture. The final theme identified is *The Role of the Student-Athlete and Coach* and how coaches can have an impact on their

student-athletes both on and off the playing field. *Self-efficacy* and *morality* are identified as sub-themes which support the overall significance of this study. Finally, an analysis of leadership literature and how interdisciplinary leadership can have an impact on the coach's role as a leader of a college athletic team is also discussed. Two positive theories, *Transformative Leadership* and *Heroic Leadership*, as well as a *Toxic Leadership* approach are analyzed within this review.

Literature Regarding Alcohol and Substance Use Among College Students

Alcohol and substance use could be classified as one substance for the sake of this study. However, most, if not all college and university student affairs personnel separate alcohol and substance, particularly marijuana use, for reporting purposes, education, and end-of-year statistics (Aurora University Iteration, 2014-2015). Therefore, alcohol and substances will be classified separately. Nevertheless, alcohol and substance use continues to be prevalent on college campuses. In fact, the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM5) identifies alcohol and other illegal substances as being two of the most commonly used harmful substances in the United States, and colleges and universities are continually looking for answers regarding its abuse on campuses (Fuertes & Hoffman, 2016).

Research indicates the freshmen year to be when college students are most susceptible to peer-influences among social groups such as athletic and Greek Life organizations, which are notorious for hazing rituals (Fuertes & Hoffman, 2016). Hazing rituals are often used by existing members of a group to have new or inquiring members of a group gain entry and are often addressed at orientations or group informational sessions (Aurora University, 2016). Unfortunately, in some cases incidences involving

alcohol can be quite dangerous (Nuwer, 2001). In 1991, Alice Haben's son Nick was tragically killed as a result of a hazing incident at Western Illinois University involving alcohol and chemical poisoning. This incident affected me personally as a friend of Nick (Keilman, 2013). While pledging to become a member of the institution's club lacrosse team, her son Nick tragically lost his life in a hazing incident. Haben currently serves an advocate for anti-hazing education and often speaks out regarding the harmful effects hazing rituals can have within a team culture (Keilman, 2013). While speaking at her son Nick's former high school, Haben acknowledged that not all hazing results in the same tragic outcome as her son's incident. However, using a freshman carrying a senior's bag as an example of hazing, Haben states, "Any abusive or degrading practice carried out as the price of membership in a group – regardless of whether a person agrees to it – meets the definition of hazing" (Keilman, 2013, p. 2). Ultimately, the access to alcohol and substance use for college students enhances hazing situations. As a result, this has caused administrators in student affairs to assess policies related to substance use on their campuses, and to institute overall reviews of the effectiveness of programming and conduct cases (Cremeens, Umstadd, Talbott, Turner and Perko, 2011).

The Problem of College Substance Abuse

According to recent data published by the federal Substance Abuse and Mental Health Services Administration, approximately 1.4 million college students will consume at least 4 alcoholic beverages on any given day (Ingraham, 2016). An additional 900,000 students (roughly 1 in 12) will get "high" by the method of smoking marijuana on any given day. Ingraham (2016) cites additional statistics regarding other substance use, as well as the repeated occurrence that happens daily on college campuses. Anderson (2011)

estimates that 66% of students consume at least five drinks per binge drinking session. Additionally, nearly two-thirds of college students consume alcohol, while nearly 18% use a substance. For large institutions with over 10,000 students, these numbers are staggering (Fuentes, 2016). However, for small liberal arts colleges with an enrollment of 5,000 or less, excessive alcohol and substance use can have quite an impact on the overall institutional culture.

Student conduct. Administrators consistently report that alcohol and substance use has a significant impact on student classroom performance as it relates to attendance, diminishing performance on tests or projects, resulting in a lack of overall success and student attrition, and these findings have not wavered over the past 25 years (Anderson, 2011; Gutgesell & Cantegbury, 1999; Peretti-Watel, Guagliardo, Verger, Pruvost, Mignon & Obadia, 2003; and Tomon & Ting, 2010). Likewise, the number of student conduct cases involving violent behavior, residence hall damage, campus policy violations, and campus-wide property damage has stayed consistent, largely due to the impact of alcohol (Aurora University, 2015-2016). In regard to marijuana use, while it is not largely associated with conduct cases related to property damage and violent crime on campus, it is directly related to students' declining motivation and overall performance (Suerken, Reboussin, Sutfin, Wagoner and Wolfson, 2013). With this in mind, colleges and universities should be proactive in understanding the problems associated with college student alcohol and substance use (Cremeens, et al., 2011).

Legalization. Aside from the health risks associated with substance use, colleges and universities across the country are facing decisions by the general public during recent elections. In the November, 2016 election, California, Maine, Massachusetts, and

Nevada voted to legalize the recreational use of marijuana. These states join Alaska, Colorado, District of Columbia, Oregon, and Washington on the growing list of states that are more accepting of marijuana use than some colleges and universities (Porter, 2016). Other states have approved marijuana use for medicinal purposes as well, creating challenges on college campuses. For instance, Aurora University currently participates in the West Suburban Senior Student Affairs Organization (WSSSAO, 2015-2016), which consists of 11 private, liberal arts or religiously affiliated institutions. This provides direct access for student affairs officials to share policies, procedures, data, and even incidents related to substance use on their campuses. For instance, since legalization of medicinal marijuana use in the state of Illinois, member institutions are experiencing an increase of students returning to the residence halls intoxicated from ingestion of cannabis, which is considered a policy violation, and students are often using for medicinal purposes, even if the student does not have proper documentation. Other incidents have occurred as students are trying to find more ways around policies and procedures (WSSSAO, 2015-2016).

Ultimately, the legalization of marijuana for recreational and medicinal purposes in many states will require college administrators to reexamine policies and procedures, as well as the potential overall social acceptance of a newly legalized substance (Porter, 2016). For instance, some colleges and universities in the state of Illinois are facing a dilemma on how they want to address students who are found on campus after ingesting marijuana for medicinal purposes, where they would otherwise be subject to strict sanctions for using an illegal substance (Aurora University, 2015-2016). At Aurora University, it is a “class one” violation of the institution’s policies and procedures

(Aurora University, 2015-2016). While this specific example has only come up twice since the law was passed and implemented at the beginning of 2016, it is anticipated that it will be an increasing problem on our campus.

Peer Influence and Social Pressure

The impact of social bonding, family, attitudinal risk factors, and personal beliefs is prevalent, particularly regarding the use of alcohol on college campuses (Lewis & Mobley, 2010). College student affairs officials put a strong emphasis on the importance of building a co-curricular experience and getting involved on campus through leadership organizations, social clubs, or athletic teams. For many, the social norms within these groups include alcohol use (WSSSAO, 2015-2016). Acceptance within peer groups is a high priority for college students, since for many “freedom unfortunately means consuming alcohol and drugs at a dangerously high-level” (Lewis & Mobley, 2010, p. 309). Students that come to college from families or demographics where marijuana use is socially acceptable has an impact as well. This concept provides an interesting challenge for college counselors and student affairs personnel in the education and disciplinary processes on their campuses. If a student deems a substance socially acceptable, regardless of whether it is illegal or not, students may become resistant to attempts for intervention (Lewis & Mobley, 2010).

Social bonding. When assessing alcohol use on college campuses, it is important to examine both internal and external factors that could impact use. Goirdano and Cashwell (2014) identify internal processes or desires for college students as “social bonding” and external influences such as conventional activities and individuals as “social interests” (p. 223). When considering peer influences and the emphasis of co-

curricular involvement imposed by college administrators, the identification of social bonding and social interests is relevant, especially in studies that seek a relationship associated with college alcohol use. As studies indicate the frequency of alcohol use, particularly among freshmen, as well as the social acceptance of marijuana and other substances among peer groups, it is evident more education on college campuses is needed (Guo, Owen, Wang and Duncan, 2015). Guo et al. (2015) particularly focus on the freshmen year as being an influential time for a college student, and binge drinking is more prevalent among these students when they have a peer group to identify with, reflecting the need for enhanced education. However, while the need for more education and awareness regarding substance use on college campuses is understated, the intervention and education related to peer influence and social interests as it relates to alcohol use appears to be more greatly needed.

Family and personal beliefs. Marijuana use is becoming more mainstream and accepted by our society. As a result, students who come from family backgrounds where the use of alcohol and drugs is the norm are more likely to use both in college (Lewis & Mobley, 2010). Naturally, when students are more accepting of this behavior in a college setting, they are less likely to intervene as a peer and more likely to even participate in such behavior. In a study conducted with 300 first year college students, 40% of the students (120) surveyed admitted to using marijuana within the past year (Giordano & Cashwell, 2014). Of the 120 students that admitted to such behavior, the majority cited that past use, social acceptance and exposure from family members and peers prior to them arriving on a college campus, had an impact on their decision to use. Suerken et al. (2013) take it a step further by indicating that 57% of incoming freshman students use

marijuana prior to turning 18; some initiations into marijuana use occurs prior to high school.

Professional Practice Setting on College Campuses

Organizational Culture

Over the past 20 years, Aurora University has experienced significant growth in student enrollment, from an incoming freshmen class of 148 in 1997 to over 600 freshmen students each of the past three years (Aurora University Iteration, 2015-2016). While freshmen recruitment has been a focal point, the recruitment of student-athletes has been more prevalent than of non-student-athletes, largely due to the overall success of the athletic programs. During that time there have also been societal changes associated with a heightened awareness in an overall student-centered approach to higher education. As such, some of the past practices, particularly as they relate to students' use of alcohol, have shifted dramatically. For instance, in 1997 it was common to have social gatherings where students, faculty, and staff all interacted with one another at a school sponsored events.

Although Aurora University is a "dry campus", which means there is no alcohol use allowed on its campus, these events took place at an off-campus location. However, as the aforementioned societal shift in overall student liability occurred as well as the availability of information on social media, so did the University's view on such events. Likewise, the University's policies and procedures changed dramatically, which led to the development of the Aurora University A-Book, which serves as its policies and procedures handbook for students (Aurora University, A-Book, 2017-2018). As noted in the professional literature, issues with college students' consumption of alcohol are not

new. However, the heightened awareness provided by the literature, professional organizations such as the National Association of Student Personnel Administrators (NASPA), the National Collegiate Athletic Association (NCAA), and a more student-centered approach, has increased the awareness of a long-time problem.

Cremins et al. (2011) cite administrators on college campuses as being key players in the overall prevention of and education about alcohol use. While this is ultimately true for administrators with direct oversight of alcohol education and policy development, there needs to be support at the board of trustee and president level. The top-down executive level support can be quite effective when leading a unified message with other key stakeholders such as faculty, staff, and other administrators that help support the overall mission and organizational culture of the institution.

Policies and procedures. Schools of all sizes are dealing with alcohol use on their campuses, as well as handling student conduct cases. In a study of 21 medium to large size institutions, Cremins et al. (2011) interviewed 71 administrators regarding current policies and recommendations surrounding handling of student conduct cases as they relate to students' alcohol use on their campuses. Results from the survey indicated inconsistency in overall enforcement of policies, off-campus drinking, communicating with parents regarding their sons' or daughters' use of alcohol, fluid membership of Greek, athletic and club affiliations, and social acceptance as some of the major challenges administrators' face (Cremins et al., 2011). Likewise, institutional size, proximity to off-campus bars or clubs, and the campus community's philosophical attitude towards alcohol use all have an impact on the varied response levels on college campuses.

While each college or university is unique regarding its philosophical approach to alcohol use on its campus, student behavior is likely to be influenced. Some institutions with long-standing religious ties that are against the consumption of alcohol may have policies in place simply to appease stakeholders and board of trustee members (Aurora University Iteration, 2014-2015). Such institutions classify themselves as dry campuses where drinking is not allowed even if you are of drinking age. Other institutions, where a much more liberal stance is taken, are considered a wet campus, which means students can consume alcohol on campus (Cremeens et al., 2011). However, classifying as a dry campus does not stop the consumption of alcohol. While many of the schools that classify themselves as wet offer dry residence halls, even dry schools have problems on its campuses, as Fuertes and Hoffman (2016) indicate only a marginal difference in alcohol use and problematic drinking between wet and dry campuses.

Educational programming and awareness. Much of the research that exists regarding alcohol use on college campuses discusses the critical stage of freshman students upon entry into colleges. As a result, a common practice for institutions is to provide programming regarding alcohol and perhaps marijuana use during freshman orientation or Welcome Weekend events (Aurora University, 2016). While this is a great first step in the education process regarding the dangers associated with heavy drinking (Doumas, Kane, Navarro and Roman, 2011), are colleges doing enough to engage in the process throughout the entire year? Anderson (2011) identifies three key components – What Leaders Should Know, What Leaders Should Say, and What Leaders Should Do – to help campus leaders address the continual problem of alcohol use on college campuses. Anderson's (2011) main focus is that college administrators are in a unique

role regarding their ability to lead the on-campus crusade to help educate students on the harm and potential consequences. Additionally, college administrators should not pretend the problem does not exist and should be proactive in addressing potential problems by having conversations on their campuses. Lastly, leaders on college campuses must be engaged in the programming process by investing in long-range services, employing innovative strategies and making sure sufficient resources are available to all students regardless of whether they are users or not.

The Student-Athlete and Coaches' Role

Until now, this literature review focused mainly on the general issues at hand in regard to alcohol use among college students, administrative and institutional response, and the impact on the overall organizational culture. Shifting the focus to the impact of alcohol use on student-athletes, literature supports the significance of the problem among this peer group. A study conducted by the NCAA has indicated that student-athletes consume alcohol at a higher rate than non-student-athletes on college campuses (Bruce, n.d.). In fact, the study indicated that 72% of student-athletes consume alcohol during their non-competition season. Essentially, student-athlete alcohol use occurs year-round and outreach is needed outside the playing field, when there is potentially less contact between the coach and student-athlete.

Self-efficacy. In an additional study conducted to determine head coaches' knowledge about their student-athletes' use of alcohol, Nolt, Sachs and Brenner (2013) indicate that harmful incidents involving student-athletes' use of alcohol could be due to a lack of efficacy of the head coach of the athletic program as it relates to his or her overall ability to address and educate on the harmful effects of alcohol use among team

members. Additionally, the study determined that coaches do not feel confident in their ability to identify whether their student-athletes are using and do not feel comfortable in intervening if they are. With this in mind, are college coaches responsible for determining their student-athletes' use and providing education and awareness for their athletic teams?

It is well documented that the student-athlete and coach relationship can be quite powerful, as often times the coach serves as an influential role model (Lu et al., 2016). While this is true in most cases as it relates to athletic and academic success, coaches do not have the ability to be with their student-athletes 24 hours a day, which can have an impact on the social behaviors. Scales (2016) identifies five actions – *express care, provide support, challenge growth, share power and expand possibility* – as ways coaches can enhance developmental relationships with student-athletes that could improve coaches' knowledge of their student-athletes' behavior. These five directives promote an increased focus on coach and student-athlete communication that could lead to a decrease in alcohol use. In summation, if coaches can focus more on the individual growth of the person, instead of focusing on the overall success of the athletic team, student-athletes will be more hesitant to use alcohol.

Morality. While it is determined that coaches may not have the ability to determine if their student-athletes are using alcohol, there is a question of morality as well. Research indicates that coaches often approve of their student-athletes' behavior in a social setting, particularly as it relates to alcohol consumption (Mastroleo et al., 2012). The student-athlete and coach relationship is often built on trust and camaraderie. As a result, student-athletes often rely on support from their head coach to support their

behavior, instead of aligning with other leaders across campus and the overall philosophy of the organizational culture. However, coaches often work in an insular environment where team goals and outcomes are unfortunately more important than the overall growth of the student-athlete. Having a “win at all cost” philosophy may lead to wins on the field, but ultimately it is doing the student-athletes a disservice in their overall development.

Practical Leadership Literature for Coaches

There have been many leadership manuals related to coaching success and interactions between coaches and student-athletes. For example, *Bo's Lasting Lessons* (Schembechler and Bacon, 2008) highlights the legendary career of Bo Schembechler at the University of Michigan and his overall leadership approach with his student-athletes. While this book provides success stories about his career and is directly related to athletic success and leadership within a sports setting, it offers very little in the context of interdisciplinary leadership do's and don'ts. Coaches could develop much more depth related to leadership if they looked outside of the insular profession of college athletics.

Toxic Leadership

Although this study is specific to the leadership approach by coaches as it relates to their student-athletes' usage of alcohol at the college level, there are many examples of toxic leadership in any interdisciplinary leadership setting. These examples consist of both positive and negative approaches to the leader-follower relationship. For example, as a result of the importance placed by student-athletes on playing their sport, coaches are in a unique position of having more influence than college administrators, faculty, and staff. In some circles, this type of influence over students can be considered power. Kets

de Vries (2003) illustrates the point that leadership is about a person's ability to exercise power. Kets de Vries (2003) also states that "power can be used for both good and bad" (p. 16), but due to the level of extremes, the two are often ambivalent factors when dealing with human emotions. When coaches focus solely on the outcomes of team performance over the development and care for the involved student-athlete, it can result in a toxic situation. Ultimately, this example of toxic leadership illustrates the impact coaches can actually have over student-athletes, particularly during their college playing days as 18 to 22 year olds, which can have a significant impact on their overall growth.

Transformative Leadership

There are positive examples of leadership in an interdisciplinary setting as well. In the book *Moral Leadership: A Transformative Model for Tomorrow's Leaders*, Caldwell (2012) illustrates that organizations and businesses continually look for leaders who lead with ethics, which is noticeably absent in today's society. Specifically, it outlines the importance of leading with morality, trust, and stewardship, among other traits, all within the context of transformational leadership in the 21st century that could provide coaches with a practical blueprint on how to lead their teams and develop today's youth. Similarly, in *Leadership* (2002), Rudy Giuliani discusses his leadership during the events that took place on and after the horrific events of September 11, 2001. While Giuliani candidly discusses his personal life that would not set a good example of morality, his professional leadership would set a great example for any coach who is responsible for college student development. What made Giuliani a great leader is his attention to detail and his expectation of excellence towards the city of New York.

Likewise, he is known as a leader with high expectations for his employees and often made those around him better.

Heroic Leadership

Although Aurora University is a secular institution with no official religious affiliation, many lessons can be learned by the inspirational literature available from secular organizations. For instance, with an increased knowledge of the Jesuit Charisms, as well as the overall leadership approach of St. Ignatius, coaches could develop leadership acumen to insert into their coaching philosophies and improve the overall development of their student-athletes (Lowney, 2003). In *Heroic Leadership*, Lowney (2003) thoroughly illustrates the journey of St. Ignatius, the creation of the Jesuit faith and its impact on higher education. Although *Heroic Leadership* (Lowney, 2003) is not the typical sports leadership manual that coaches often gravitate to, many life lessons and practical leadership skills can be learned from the book. For instance, coaches who instill the six Jesuit Charisms – *Magis (excellence)*, *Cura Personalis (care for the individual person)*, *Women and Men for and with Others (sharing gifts, pursuing justice)*, *Unity of Heart Mind and Soul (developing the whole person)*, *Ad Majorem Dei Gloriam (for the greater glory of God)* and *Forming and Educating Agents of Change (critical thought and responsible action)* – coaches can illustrate the true meaning of team performance and a student-centered philosophy (<https://www.creighton.edu/about/what-jesuit-education>).

Summary

As evident within this literature review, administrators on college campuses continue to look for answers regarding the use of alcohol on their campuses. Likewise,

there are many factors that contribute to alcohol use among college students. Peer influences, family, personal beliefs, and social bonding are some of the main contributors. College students face many social norms that are often found among peer groups that can have a profound impact on their overall behavior. This is particularly true for student-athletes, who, studies have shown, use alcohol more than non-student-athletes. (Bruce, n.d.). With this in mind, the role of the coach becomes crucial in the overall development of the student-athlete. This may require a change in philosophic approach on how the coach runs his/her team.

CHAPTER THREE: METHODOLOGY

Introduction

In this chapter, the methodology of this study is examined in detail. Again, the purpose of this study is to examine student-athletes' alcohol use and to determine how coaches can play an integral role in the development of student-athletes. The development of a conceptual model can provide education and awareness by assisting coaches at Aurora University with tools that can improve the student-athlete experience and the overall culture within a team setting.

The study took place on the campus of Aurora University, which is a private, liberal arts institution that relies heavily on the recruitment of student-athletes to support their incoming freshmen class. The Aurora University Athletic Department consistently has over 600 student-athletes representing 22 sports (11 female sports, 11 male sports) (<http://athletics.aurora.edu/>). As determined in chapter two, research supports the claim that alcohol use among student-athletes is higher than that of non-student-athletes (Bruce, n.d.). As a result of professional experiences both as a collegiate coach and as an administrator who deals with student conduct, I argue that the hypotheses derive from the concept that Aurora University is not immune to the national statistics that describe student-athlete behavior. Likewise, the leadership of the head coach can play a vital role in the overall development of their student-athletes, including their behavior off the playing field.

Research Question(s)

As noted in chapter one, the research questions and hypotheses were developed through professional experience of the researcher as a coach and as an administrator. The

self-reflective process was used, in particular as it relates to my past experience as a coach and athletic administrator for 15 years of my professional career. Self-reflection and professional self-awareness were also employed as a result of individual and group conduct meetings that have occurred over the past few years in my current role as the Dean of Student Life.

Research Questions

Research Question #1 – Quantitative

1. Do Aurora University student-athletes report consuming alcohol regularly, and, if they do, do they understand consequences and utilize protective behavioral strategies?

Research Question #2 – Qualitative

2. What current leadership measures are taken by the head coach in the overall education and awareness as they relate to their student-athletes' alcohol use, and how much does team culture, as it relates to peer-influence and new student-athletes wanting to fit in, play a role in the use of alcohol among student-athletes?

Research Question #3 – Mixed Methods

3. What do the qualitative findings of the interviews with the head coaching staff explain about the quantitative data regarding student-athletes' use of alcohol?

Hypotheses

It is hypothesized that student-athletes engage in alcohol use at a higher rate than their head coaches and university administrators expected. The second hypothesis is that the culture of the team is impacted by first-year student-athletes seeking acceptance from the veteran student-athletes, and they are exposed to alcohol use early in their college

career because of team associated events. The final hypothesis is that education and awareness as they relate to health and performance, as well as preventative measures administered by Aurora University coaches that can directly improve the overall team and student-athlete performance, are insufficient.

Research Design

There are two important samples in this study – the student-athletes and the coaches who lead them. Knowing that student-athletes' behavior towards alcohol use was one of the main themes of the study, I found it important to utilize a quantitative process to identify their use of alcohol. Likewise, since leadership is such an integral component of this study, as is the overall curriculum of the Doctor of Education in Interdisciplinary Leadership Program at Creighton University, it is important to assess those who lead the student-athletes and their approach to addressing alcohol use.

Mixed Methods Study

As a result of the implementation of the 360 Proof student-athlete survey (<http://www.360proof.org/>), as well as the significance associated with collecting data on leadership perspectives through interviews with head coaches, the proposed research design is an explanatory sequential mixed methods study (Creswell, 2014). An explanatory sequential mixed methods design was used to gain knowledge on the overall use and tendencies associated with student-athletes' self and peer perceptions regarding alcohol use. The explanatory sequential mixed methods design was appropriately chosen due to the timing of the 360 Proof Survey in conjunction with the originally intended qualitative research project of interviewing coaches. By using the quantitative data collected from the survey, the explanatory sequential method can then be used to develop

qualitative interview questions for the head coaches. Ultimately, each phase in the explanatory sequential mixed methods design was integral in the overall aim of the study. A procedural diagram of the proposed explanatory sequential design is illustrated in Figure 1 at the end of this section.

Quantitative research method. Much of the data that exists regarding college students' alcohol use is done through a quantitative research design. When considering the significance of this study, it became apparent that acquiring data from the student-athletes would be an important component. With this in mind, the 360 Proof Survey is intended to assess student tendencies towards alcohol use. As of now, the 360 Proof Survey focuses exclusively on alcohol use and assesses students in four categories:

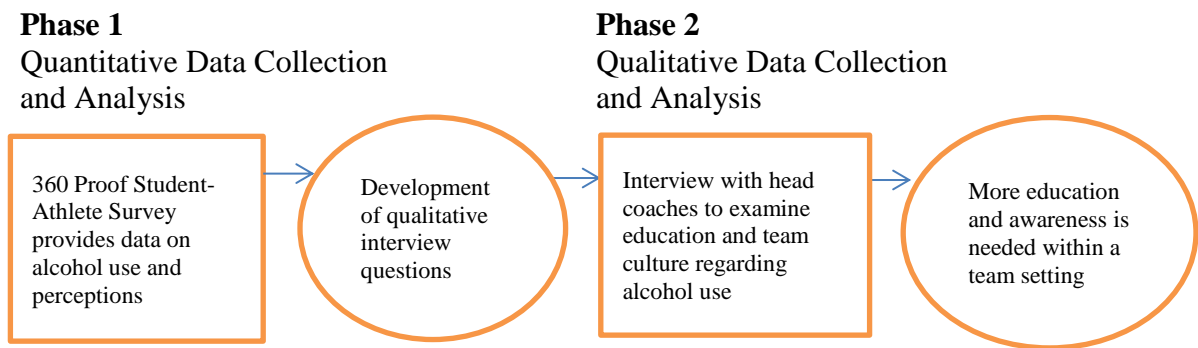
1. Demographic information such as gender identification, age, and status in school;
2. Alcohol use as it relates specifically to the participating sample;
3. Students' perception as it relates to others using alcohol;
- and 4. Behavioral tendencies as they relate to health, safety, and overall decision-making.

These categories provide support for the identified research questions. The aggregate data from participating student-athletes provides descriptive statistics regarding the four themes and, in turn, are used in the revision of the qualitative interview questions shown in Appendix B.

Qualitative research method. As noted, an important component of the Creighton University Doctorate in Education Leadership is the leaders' role in the problem that exists within this study. As a result, an important component of this study is to interview coaches regarding their own perceptions towards their student-athletes' behavior when it comes to alcohol use. The quantitative data obtained through the 360 Proof Survey ([http://www.360 proof.org/](http://www.360proof.org/)) is used to develop the interview questions. An

example of the initial questions is provided in Appendix B. The questions pertaining to student-athletes' use of alcohol, as well as their perception of their peers' usage, provide quantitative data that can be used while interviewing coaches. With this in mind, it is anticipated that the demographic information of the participants, such as gender and sport, have an impact in shaping the qualitative research questions intended for coaches.

Figure 1



Participants/Data Sources and Recruitment

Aurora University has approximately 600 unduplicated (single sport) student-athletes representing 22 NCAA intercollegiate athletic teams. Three-Sixty Proof requires a minimum of 100 participants to provide an aggregate report for participating institutions. The comparative analysis among Aurora University student-athletes was a focal point of the study which was implemented by the Department of Athletics. The aggregate data provided by the 360 Proof survey provided information used during the qualitative research questions while interviewing the head coaching staff.

Athletic administrators solicited participation through the head coaching staff and electronic requests and reminders to the student-athletes' email addresses. Both research and personal experience indicate that coaches are quite influential over their student-athletes. Although college students, particularly athletes, may be reluctant to participate,

fearing repercussions for potentially breaking team policies, 183 student-athletes participated in the survey.

Once the quantitative portion of the study was completed, solicitation of head coaches for the qualitative interviews began in June, 2017, and was concluded in August, 2017. Coaches were provided a letter of agreement signed by the director of Athletics, as well as informed consent information detailing the importance of the head coaches' participation. Eight coaches (4 male sports and 4 female sports) were targeted by purposeful sampling to participate in the study, as it is important to have a manageable number for a qualitative research design (Creswell, 2014). By interviewing four coaches, both male and female, it provided data evenly distributed between genders. While there was some concern about my personal relationship with several of the more tenured coaches, which could have resulted in apprehension regarding participation, soliciting coaches after the completion of the quantitative data from the 360 Proof Survey improved participation from head coaches. As a result, the explanatory sequential mixed methods design became an integral part of the research study.

Data Collection Tools

Alcohol use among college students is a highly sensitive topic. With this in mind, questions regarding reliability and sample biased results were considered when collecting the data. Again, coaches were instrumental in encouraging student-athletes regarding the importance of this study. As confidentiality and anonymity were important to the participating student-athletes, it was equally important for the participating coaches as well. The informed consent and Athletic Director's support helped reinforce the importance, as well as provided reassurance on confidentiality for participating coaches.

Quantitative Data Sample

The 360 Proof Survey is an assessment tool developed by the National Collegiate Athletic Association (NCAA) and the National Association of Student Personnel Administrators (NASPA). The study was designed to assess alcohol use among college student-athletes. The departments of Student Life and Athletics collaborated to approve the support of the survey on the campus of Aurora University in an effort to help educate student-athletes and coaches on its campus. An internal committee, consisting of the Assistant Director of Athletics for Student-Athlete Wellbeing, Assistant Director of Athletics for Compliance and Student Development, Dean of Student Life, and Director of Residence Life met three times prior to administering to discuss implementation, corresponding dates, and potential outcomes. Once it was determined that IRB approval was not needed for the survey, the committee decided to administer the survey starting in January, which corresponded with the start of the second semester of the 2017 academic year. The committee decided on a 60-day open period for the survey, which was available for student-athletes until March 18, 2017.

The 360 Proof Survey consists of 73 questions that address the four aforementioned sections. Each student-athlete received a PFI (Personalized Feedback Inventory) upon completion of the 360 Proof Survey. Although the PFI remains confidential and was not shared with the 360 Proof committee, an example of the PFI introduction is provided in Appendix A of this study. Members of the 360 Proof committee received data that provides information regarding the participating student-athletes' use of alcohol and the aggregate data was used to develop the qualitative data

sampling. Again, the committee consisted of administrators from both the departments of Athletics and Student Life.

Quantitative Data Collection

This study was ultimately developed through the researcher's own self-reflective process as a former head baseball coach and current Dean of Student Life. Admittedly, the researcher has preconceived, biased opinions regarding student-athletes' alcohol use, as well as toward the responses from the head coaches of their teams. As a result, this study evolved from a qualitative study of interviewing head coaches regarding their perception on their teams' climate and culture, to realizing the importance of collecting data from the student-athletes themselves. The data collection procedures started with the recruitment of the student-athletes that participated in the study. The recruitment of student-athletes was done by electronic mail from the Associate Director of Athletics and included the link of the survey, an informed consent form, and a timeline of completion. Additional solicitation was done during athletic staff meetings in an effort to enhance overall participation. Additional solicitation took place as the Senior Vice President for Student Life, who has direct oversight of the Athletic Department, communicated the importance of the survey to staff members.

The initial introduction of the survey took place during an Athletic Department staff meeting. Follow up emails to student-athletes from the head coach of the program, as well as from athletic administration, took place weekly while the survey was available for completion. Although the survey is confidential and anonymous, the 360 Proof report provided by the NCAA identified the number of participants that completed the study, and is sorted by male and female sport response. With this in mind, administrators were

able to solicit specific teams, without compromising the anonymity of the individual participant.

Quantitative Data Analysis

Again, the 360 Proof Survey link was sent out to all student-athletes from the Assistant Director of Athletics for Student-Athlete Wellbeing. Student response analysis is primarily descriptive statistics in the four identified sections of the survey that were provided through the Aggregate Data Report. While the individual questions on the 360 Proof Survey were predetermined, the aggregate responses from the student-athletes assisted in the development of the qualitative research questions. Data was compared in the four identified sections to determine consistencies regarding demographics for all participating student-athletes, personal usage on-campus, and perception of peer usage, personal consequences, and protective behavioral strategies. Appendix D provides an example of the data at the completion of the 360 Proof Survey. Exhibit I illustrates the results from a male non-student-athlete college student, while Exhibit II illustrates results from a male student-athlete. As the qualitative research questions were revised, this information was integral in illustrating the coaches' perceived attitude towards their student-athletes' alcohol use.

Qualitative Data Sample

For the qualitative data, purposeful sampling was used to select the individual head coaches. Several components regarding how and why a coach was selected were considered. Historically, male sports have a considerable higher roster size than female sports, so in order to collect comparative data, female sports with larger squad sizes were chosen. The next consideration was the amount of years a head coach had been employed

at the University in a head coaching capacity. This is significant because coaches who have been at the institution for more than two years would have a better perspective on the University's culture as it relates to the policies and procedures as it relates to student and student-athlete behavior. Likewise, selecting coaches who have only been at the institution for less than two years could provide additional data regarding policies and procedures at other institutions where that coach may have had a different experience.

The last consideration for the purposeful sampling was overall squad size for all sports. At Aurora University, most head coaches are full-time, especially if they have a significant role in the recruitment process. Additionally, a lot of the larger squad sizes have at least one full-time assistant coach or graduate assistant who may have influence in promoting the quantitative survey, or have the responsibility of implementing team rules. Also, by selecting teams where the squad sizes are larger, it was more likely that the student-athletes of the respective teams participated in the survey and the head coach was directly instrumental in encouraging the student-athletes to take the survey, which led to the development of the qualitative interview questions. Selected coaches were provided an information letter, which described the study, as well as information for the Institutional Review at Creighton University and a Bill of Rights. The informational letter can be found in Appendix B.

Qualitative Data Collection

Although the qualitative portion of this study was developed from the quantitative data obtained in the 360 Proof Survey, five interview questions were developed from themes and subthemes identified from the review of literature. The five main themed questions included the following: 1) Describe the overall team structure when it comes to

the interaction among your student-athletes; 2) As you think about your experience as a leader of the team and consider past conduct cases involving your players when it comes to alcohol, describe the tendencies of the overall behavior of your team members; 3) How do past behavioral tendencies and social acceptance (family, peers, and geographic location) of alcohol impact the current behavior and culture of your team?; 4) As a head coach what do you perceive as being some of the biggest challenges as it relates to your overall team culture?; 5) What team policies and procedures do you have in place regarding your players' use of alcohol? The qualitative questions contained sub-questions in an effort to engage the sample in a more in-depth discussion regarding the culture of their respective teams during the interview process (Creswell, 2014). Revised questions were used to develop an Interview Protocol which served as an outline for the overall interviewing process. The qualitative open-ended questions were designed for 45-minute in-person interviews to be conducted on the campus of Aurora University. The interview protocol, with the interview questions, is provided in Appendix B.

During the in-person qualitative interviews data was collected using hand-written notes that were taken during the discussion (Creswell, 2014). An Olympus audio recorder was used; however, due to the sensitivity of the subject matter, it was important to protect confidentiality and ensure participants that data would be destroyed upon completion of the data collection. The researcher provided additional information regarding the data and how it would only be used for this specific study. Throughout the interview process, hand-coding was identified for themes and subthemes under each aforementioned open-ended questioning process (Babbie, 2014). The notes were cross-referenced with the audio recording to ensure consistency in the data collection.

Qualitative Data Analysis

Once each interview was analyzed and coded, patterns were identified within each response and then compared between the participants (Saldana, 2009). To complete the open-coding process, I conducted a thorough analysis of embedded themes within each response to assist in the coding process. Creswell (2014) outlines Tesch's Eight Steps in the Coding Process (p. 198) which was utilized in the coding process. As noted, descriptive wording was turned into categories as it related to each team, and used to interview the head coach to compare between sports. Data was compared to examine both the coaches' acceptance and disapproval of alcohol use, as well as what they do to intervene. Likewise, it was important to assess the coaches' approach towards education and awareness, as well as the message they send to their teams regarding the overall culture of the institution. These concepts were integral in the development of the initial qualitative questions. By using the quantitative data that was analyzed through the 360 Proof student-athlete survey, I supported the qualitative research question (#2) and the mixed methods research question (#3).

Mixed Methods Integration

While facilitating a mixed method study, it is important to identify the different perspectives that the proposed data collection procedures have. Not only do the two methods vary from one another, the sample for each survey is unique as well. During the quantitative data collection process, student-athletes were surveyed using the 360 Proof Survey to assess student-athletes' use and behaviors towards alcohol. During the qualitative study, head coaches with direct oversight of the surveyed student-athletes were interviewed face-to-face. In turn, the data was analyzed to determine if there is a

deficiency in education and awareness regarding the impact of alcohol use among student-athletes and how the leadership of the coaching staff can have an impact.

Ethical Considerations

Due to the sensitivity of the personal information that this study was seeking, it was important to address all related ethical issues. Similar to the recent Campus Climate Survey that the researcher had administered, gaining institutional approval was critical. The Associate Director of Athletics inquired about Institutional Review Board (IRB) approval and it was determined that the survey did not need to go through the process as it is vetted by the NCAA and NASPA organizations. However, much like a Campus Climate Survey, an Informed Consent was provided during all electronic communication and prior to a student-athlete participating in the survey. The Informed Consent and support provided by the Department of Athletics did not remove the potential for biased reporting or students' fear of divulging personal information. Measures such as an Informed Consent statement and written correspondence reiterating the confidentiality and anonymity of the survey were provided to ensure the participating student-athletes that it was indeed confidential and anonymous. Even so, as was evident in the review of literature, studies have shown a question in the reliability of the data that is collected.

Unlike the 360 Proof Survey, IRB approval was sought for the qualitative interview procedures. Similar to the student-athletes' participation in this study, the head coaches had some apprehension about participating. While the quantitative results illustrated student-athlete participation, and administrative support of the research helped increase the trust between the researcher as the interviewer and the coach as the sample, apprehension existed out of fear that they might be criticized for their responses. With

this in mind, a document ensuring confidentiality was provided and signed by both parties.

Summary

Information provided within this dissertation, as well as the researcher's own professional experience as a coach and administrator, support the theory that the student-athlete/coach relationship can be quite powerful. It is well documented that student-athletes' use and consumption of alcohol at a higher rate than non-student-athletes (Bruce, n.d.). With this in mind, it is hypothesized that coaches do not do enough within the team climate to develop a culture of education and awareness with alcohol use. This mixed methods research study examined the behaviors and perceptions of student-athletes, as well as the perceptions and influence of the head coaches on the campus of Aurora University. Through the quantitative research process, student-athletes were surveyed through the use of the 360 Proof Survey. In turn, the 360 Proof PFI Aggregate Data Report enhanced the qualitative interview questions that are illustrated in Appendix B. Ultimately, the data that was collected during this mixed methods study will be used to enhance the leadership skills of head coaches to improve the overall culture within their collegiate athletic teams.

CHAPTER FOUR: FINDINGS

Introduction

The previous chapters describe the problem, the purpose statement, the literature review, and methodology of this study. Chapter four presents the findings of the sequential mixed methods design (Creswell, 2014). The findings are discussed starting with the quantitative study of the 360 Proof Survey taken by the participating Aurora University student-athletes, using an aggregated report that was provided by the NCAA. Once the quantitative findings are presented, the qualitative study is examined. The qualitative study findings presented include information and themes developed as a result of the interviews with head coaches of athletic teams. The interviews were administered upon completion of the 360 Proof Survey aggregate data, and the questions were developed by the researcher.

Quantitative Study

The quantitative study was provided for student-athletes on the Aurora University campus during the 2016-2017 academic school year. Athletic administrators and head coaches met with student-athletes to promote participation in the study, as well as explain the anonymity of the survey and briefly explain the Personalized Feedback Inventory (PFI) that each individual would receive upon completion of the survey (Appendix C). It should be noted that while the 360 Proof PFI Aggregate Data Report provided to Aurora University was available from August 1, 2016 through June 6, 2017, active recruitment and promotion of the survey occurred only during a three-month time frame (90 days).

Demographics

The 360 Proof PFI Aggregate Data Report provided demographic information for the participating student-athletes. Athletic administrators and Student Life personnel were able to specify which demographic information to be included in the survey. The group identified demographic information that was believed to be relevant to Aurora University's campus, specifically its student-athletes, who represent a significant number of its undergraduate population (J. Lancaster, personal communication, February 18, 2018). The information included number of participants, gender, gender identity, age, social fraternity or sorority status (Greek affiliation), class standing, ethnic background, living situation, student-athlete status, in or out of current playing season, and estimated grade point average.

Gender, gender identity and age. As mentioned throughout this study, during the 2016-2017 academic year, Aurora University had over 600 student-athletes participate in NCAA athletics. The 360 Proof PFI Aggregate Data Report provided information that 183 student-athletes participated in the survey. 54.6% (n=100) of the participants were male student-athletes, while 45.4% (n=83) were female student-athletes; the reported answers to the gender identity question resulted in the same aggregate numbers as the male and female statistical breakdown. Of the 183 participants, 68.9% (n=126) reported being under the legal drinking age of 21, while only 31.1% (n=57) reported being over the age of 21 and legal to consume alcohol.

Greek affiliation, class standing and ethnic background. In previous chapters, it was discussed that Aurora University does not have a strong Greek affiliation, as the

student-athletes often serve as the main social group on-campus. With this in mind, it was anticipated that student-athletes' Greek status (sororities and fraternities) would not be strongly represented. 97.9% (n=179) reported not being affiliated with a sorority or fraternity while only 1.1% (n=2) reported being affiliated. Two students chose not to answer regarding their Greek affiliation status. Of the 183 participants, 37.7% (n=69) reported being first year students. Since the survey does not specifically identify first year students as freshmen but identifies other class standings, for this study, first year students will be defined as those who classify themselves as freshmen students. 23.5% (n=43) reported being of sophomore standing, while 26.8% (n=49) reported being of junior standing, and only 10.9% (n=20) reported being of senior standing. Two students reported having a status of "other", which could indicate graduate student classification, meaning they are enrolled in post baccalaureate coursework. 87.4% (n=160) of the 183 participants identified themselves as White, Non-Hispanic, with 10.9% (n=20) reporting to be Hispanic/Latino, representing the two highest ethnic groups of participants, as well as within student population on the Aurora University campus (J. Lancaster, personal communication, February 18, 2018). An additional 4.4% (n=8) student-athletes reported being Black, Non-Hispanic, 3.3% (n=6) reported being "other", 2.7% (n=5) reporting two or more races, 1.6% (n=3) reported being Asian and 0.5% (n=1) student-athletes chose not to answer regarding their ethnic background.

Living situation and student-athlete status. As discussed in previous chapters of this study, Aurora University has a large number of students who either commute from home while living with their parents or reside in off-campus rental property not controlled by the University. With this in mind, it was important to gain knowledge of the

current living situation of participating student-athletes. The majority of the on-campus residential student population represents a large number of freshmen and sophomore students. Participating student-athletes reported aggregate data consistent with this as a significant number of first year (freshmen) and sophomores participated in the survey. 53.5% (n=98) participants reported living in on-campus housing, 35% (n=64) reported living in off-campus housing/apartment/house and 10.9% (n=20) reported living with parents (commuting), while 0.5% (n=1) chose not to answer where they currently reside. Although this survey was specifically targeted for current student-athletes on the Aurora University campus, not everyone who participated carried that status. 94.5% (n=173) of the participants identified as current student-athletes, while 4.9% (n=9) reported not being current student-athletes. One student, (0.5%) chose not to answer the question regarding their current athletic status.

In or out of current season and estimated grade point average. Participating student-athletes were asked if they were currently in-season (competitive) or out-of-season in their primary sport, as there is a small number of student-athletes who play multiple sports at Aurora University. As a result, 47.5% (n=87) reported being in-season of their competitive sport, while the same number of students 47.5% (n=87) reported being out-of-season. Nine (4.9%) did not answer when questioned if they were in their competitive season or out-of-season. Finally, students were asked to report their grade point average during their last semester. Participating students reported having a grade point average of 3.32 during their previous semester. Like all of the demographic questions, grade point average is a self-reported number and since it is not known when

subjects participated in the survey, it is not known if this was for the previous semester in the same academic year, or for the previous academic calendar year.

Alcohol Use on Campus

The next three sections of the 360 Proof Survey standard questioning were predetermined by the NCAA's research team that was used for national data. As a result, Aurora University personnel did not have the ability to select specific questions. Section two of the 360 Proof Survey related to participants' perception of alcohol use on campus, as well the individual alcohol use by each student-athlete who took the survey. The 360 Proof PFI Aggregate Data Report provided data regarding alcohol consumption frequency, alcohol drinks consumed per occasion, and reported consumption by gender.

Of the 183 participating student-athletes, a total of 12% (n=22) reported no alcohol use in the past year, while 18% (n=33) reported no consumption of alcohol use within the past month of their participation in the study. Student-athletes who reported consuming alcohol reported an average of 10.0 drinks of alcohol consumed in a week and 7.7 drinks of alcohol per occasion. 24% of female student-athletes reported drinking four or more drinks on a given occasion, while 33.9% of male student-athletes reported having five or more drinks on a given occasion. Aggregate data from the 360 Proof PFI Aggregate Data Report of how the 183 participating student-athletes answered *Alcohol Use on Campus* can be found in Table 1.

Table 1

Alcohol Use on Campus

Alcohol Use of Student-Athletes Reporting Athletes	Percentage of Student-Reporting
Have not consumed alcohol over the year	12.0% student-athletes
Have not consumed alcohol over the past month	18.6% student-athletes

Average number of drinks consumed per week:	10.0%	student-athletes
0 drinks per week	23.0%	
1-3 drinks per week	15.8%	
4-5 drinks per week	6.0%	
6-9 drinks per week	18.0%	
10-14 drinks per week	10.9%	
15-19 drinks per week	6.6%	
20 or more drinks per week	15.8%	
Did not answer	3.8%	

24% female student-athletes reported 4 or more drinks in a given occasion
 33.9% male student-athletes reported 5 or more drinks in a given occasion

Consequences

Section three of the 360 Proof FPI Aggregate Data Report provided aggregate data on the student-athletes’ knowledge of the consequences associated with alcohol use. *Consequences* relate to the student-athletes’ knowledge of the overall effects of alcohol use and how it can impact their overall performance. Table 2 provides information regarding participating student-athletes’ responses based on the frequency of responses reported.

Table 2

Consequences Associated with Alcohol Use

Description of Consequence Associated With Alcohol Use	Percentage of Student-Athletes Endorsed
Endorsed feeling sick or having thrown up	59.0%
Endorsed having a headache or getting sick	66.7%
Endorsed saying or doing embarrassing things	55.7%
Endorsed taking foolish risks when drinking	44.8%
Endorsed not being able to remember large stretches of time	42.1%
Endorsed having less energy or feeling tired	32.2%
Endorsed drinking on nights when not planning to drink	31.7%
Endorsed doing impulsive things that they regret	30.6%

Endorsed passing out from drinking	30.6%
Endorsed having to consume larger amounts to feel the effects	23.0%
Endorsed waking up in an unexpected place	22.4%
Endorsed rude, obnoxious or insulting behavior	20.2%
Endorsed getting into sexual situations they regret	19.7%
Endorsed driving impaired	18.6%
Endorsed missing work or class due to sickness	12.6%
Endorsed having problems with significant others, parents or relatives	10.4%
Endorsed difficulty limiting how much they drink	9.3%
Endorsed have their physical appearance harmed	9.3%
Endorsed feeling badly about themselves	8.7%
Endorsed spending too much time drinking	8.2%
Endorsed neglecting obligations to family, work or school	6.0%
Endorsed needing to drink when they wake up	4.9%
Endorsed having a compromised quality of work or school	3.8%

1.0% of the questions for this section were not answered

Protective Behavioral Strategies

The final section of the 360 Proof PFI Aggregate Data Report surveyed Aurora University student-athletes regarding their *Protective Behavioral Strategies* when consuming alcohol. The questions regarding *Protective Behavioral Strategies* aim to ask student-athletes about their knowledge of tactics that can be used to slow the overall effects of alcohol use, particularly when consuming a large amount in a small period of time. Table 3 illustrates the aggregate data that participating Aurora University student-athletes endorsed as *Protective Behavioral Strategies* while consuming alcoholic beverages.

Table 3

Protective Behavioral Strategies

Description of Consequence Associated Athletes with Protective Behavioral Strategies	Percentage of Student- Endorse Protective Behavioral Strategies
Endorsed knowing where their drink has been at all times	96.7%

Endorsed making sure they went home with a friend	96.2%
Endorsed using a designated driver	94.5%
Endorsed avoided trying to “keep up” or using or “out drink” others	89.1%
Endorsed drinking shots of liquor	86.3%
Endorsed drinking slowly, rather than gulp or chug	85.2%
Endorsed avoiding mixing different types of alcohol	83.6%
Endorsed stopping drinking at a predetermined time	83.6%
Endorsed determining not to exceed a set number of drinks	79.8%
Endorsed having a friend determine when they’ve had enough to drink	71.6%
Endorsed an alternative to alcohol and/or non-alcoholic drinks	71.0%
Endorsed putting extra ice in their drink	68.9%

The results of the 360 Proof Aggregate Data Survey administered by Aurora University were part of an isolated study that was completed during the 2016-2017 academic school year. The study was not repeated and some of the current student-athletes attending Aurora University may have not participated in the study. The following section of chapter four discusses the qualitative section of the study where coaches were purposefully selected to be interviewed regarding the results of the 360 Proof Aggregate Data Report and their individual approach as coaches to alcohol education with their student-athletes.

Qualitative Study

Participants

The qualitative study included in-person interviews with purposefully selected head coaches of the Aurora University Athletic Department. In all, eight coaches, four male and four female coaches, were selected to participate. Coaches were ensured that neither their names and identities, nor their particular sport, would be disclosed. The interviews with the head coaches took place between June 2017 and September 2017, with specific focus on the 360 Proof Aggregate Data Report and their overall approach to

alcohol education with their student-athletes. An Olympus VN-541PC recording device was used during each interview and each audio recording was destroyed after the coding took place. Participants were given the choice to have the interview in their own personal offices, and only one of the eight participants chose to come to the researcher's office. Each interview took between 35-45 minutes based upon the participation level.

Data collected was then hand recorded and organized in a codebook where four identified themes were established. Each theme had sub-themes used for categorization, including codes, description of the data, and an illustrative quote or observation. This section of the study discusses the five identified themes used for the qualitative portion of this study: 1) team demographics; 2) team culture as it relates to alcohol use; 3) team conversations regarding the identified 360 proof areas; 4) Coach's Response to the Identified 360 Proof PFI Aggregate Data; and 5) the Head Coach's approach and expectations regarding alcohol use and team educational opportunities .

Team Demographics

Demographics. Each coach was asked to describe team demographics of the student-athletes on his or her roster. Questions regarding the overall squad size, general team makeup of under- and upper-class student-athletes, current living arrangements, and where the student-athletes had matriculated were all discussed during the interviews. The squad size of each team ranged from as low as 16 student-athletes to a high of 125 student-athletes on the rosters. Four of the eight coaches reported an average annual squad size of 30-45 student-athletes, with the majority of them from the state of Illinois. Coaches reported that while the majority of their freshmen student-athletes live on-campus, they disclosed that most of their upperclassmen (sophomore-seniors) live in off-

campus housing, of which one coach stated that it's "safe to say, there's a lot of interaction off-campus" between student-athletes under the legal drinking age and those over the age of 21 years old and able to consume alcoholic beverages legally. One coach reported being unsure of how many student-athletes were living on-campus compared to off-campus. That same coach made a general assumption that most of the team's underclassmen lived on-campus, while the upperclassmen lived off-campus.

Structure of the team. Incoming freshmen having access to alcohol or the availability of off-campus locations to engage in illegal activity is an important component to this study, so coaches were asked about the interaction between each level of student-athlete. Specific questions included if they have one or two teams (varsity and junior varsity), whether everyone traveled for away contests, and whether they were together regularly during team meetings. One coach of the eight participating coaches reported a delay in getting the team together and this was largely because the sport was not in season and they start their non-traditional season four to five weeks into the first term of the first semester. Other coaches reported "working hard to keep them together" and the importance of having a "whole team approach." While some coaches reported only traveling with a limited number of freshmen student-athletes, they were together during home contests, practices, and team meetings. In each team setting that was researched, interaction among 18 to 22 year-old student-athletes occurred regularly.

Social settings. When coaches were asked about their expectations in regard to their younger student-athletes and their older student-athletes, most coaches reported that they encourage interaction among classes. One coach stated that that it's normal to have freshmen and seniors "link them up, take them under their wing, and show them the

ropes” in regard to social aspects and overall culture of the athletic program. Several coaches noted the importance of team chemistry and having all the team members, even though they were 18 to 22 years old, be together due to the importance of having camaraderie, and approved of the teams getting together at off-campus houses where freshmen can “party and drink” with upperclassmen. Coaches also identified student-athletes “policing themselves” and relying on the student-athletes to develop code of conduct policies regarding alcohol and use of controlled substances among their respective teams. Ultimately, the participants of this study all stated that it was important for freshmen student-athletes to interact with the upper-class members of their teams, regardless of whether it meant having freshmen exposed to alcohol consumption within their team. Table 4 illustrates the qualitative data that was collected regarding the overall team demographics.

Table 4

Team Demographics

Code	Description	Illustrative Quote or Observation
Team Demographics	General team makeup,	Squad size range: 16-125 Average squad size: 30-45
	Off-campus vs. on-campus, Percentage of class, Where are they from?	Illinois resident range: 60-75% On campus residency: 30% Most upperclassmen live in off campus housing “Safe to say, there’s a lot of interaction off-campus” Coach reported being unsure of the number of student-athletes live on-campus compared to off-campus

Structure of Team	Varsity, Junior Varsity, team meetings, travel	<p>team is together 4-5 into the school year</p> <p>Whole team approach</p> <p>“No silos. We are all Spartans”</p> <p>18 - 22 year-old interaction is prevalent among all teams</p>
Social Settings	Interaction among team members	<p>Coaches reported having team members all interacting with one another</p> <p>“link them up, take them under their wing, and show them the ropes”</p> <p>Team chemistry and comradery</p> <p>Freshmen “party and drinking” with seniors</p> <p>Relying on team members to “police themselves”</p> <p>Peer to Peer approach</p>

Team Culture as it Relates to Alcohol Use

Coaches’ self-efficacy. Data regarding whether the coaches were effective in having conversations with their student-athletes was collected. Participating coaches reported a discrepancy regarding their individual approach among their teams as it relates to setting team rules and expectations regarding their student-athletes’ alcohol use. Coaches reported not talking about alcohol enough to not talking about alcohol use at all, implying a reactive approach to educating their student-athletes. One coach reported talking a lot about it with student-athletes, but also admitted not setting boundaries and rules and even encouraging them toward “hanging out in social settings” and even accepting underage drinking as an expected consequence. “Team chemistry” was often discussed as an expectation as coaches reiterated the importance of all of their student-

athletes getting along, even if it resulted in alcohol consumption. One coach reported purposefully “link[ing] up” freshmen and upperclassmen and realizes that it often results in illegal activity. Coaches also reported that they do not discuss the use of alcohol out of fear that it would be considered promoting alcohol use, with one coach admitting that they “did not want to have a million team rules,” while coaches mostly agreed on having the upperclassmen or an assistant coach and graduate assistants discuss alcohol use among their student-athletes.

Team consequences. Coaches were also asked about consequences for their student-athletes if they were found responsible for violating the institution’s alcohol policies, which apply both on- and off-campus. Few coaches admitted to talking about consequences and referred to the athletic department’s code of conduct that student-athletes sign at the beginning of the year. All but one coach admitted to being reactive to situations where student-athletes had violated the institution’s policies and agreed that a more proactive approach may have been beneficial. Moreover, those same coaches admitted to being reactive in regard to team rules and University expectations. Again, a common theme of “not wanting to draw attention to the issue” was discussed by five coaches when asked about rules and consequences, with one coach stating that they simply “did not want to overdo it” when talking about alcohol and illegal activities and mentioning how hard it was to “police” their student-athletes and, as a result, not wanting to have “a million rules.”

Proactive vs. reactive. Coaches were asked if they felt like they discussed alcohol use enough to educate their student-athletes or if they waited until there was a policy violation. Four of the eight coaches reported that they feel they are proactive in

addressing alcohol use prior to their student-athletes getting in trouble. Two coaches reported that they felt they were proactive, but after seeing the aggregate results from the 360 Proof Survey, they realized they certainly could be doing more to educate their student-athletes on alcohol use. One coach reported being “extremely proactive” in regard to communicating the consequences imposed by the institution, and the same coach promoted off-campus parties as a way to build strong team chemistry and camaraderie among team members. The four coaches reporting that they were more reactive than proactive reported that they needed to do more education with their student-athletes. One coach reported their student-athletes “policing themselves,” leaving it up to the student-athletes themselves to take care of each other before it led to a policy violation. Another coach reported not wanting to “over-do” talking about alcohol which is consistent with coaches ultimately not wanting to feel like they are promoting alcohol use within their team culture. Table 5 illustrates the qualitative data that was collected regarding team culture as it relates to alcohol use among student-athletes.

Table 5

Team Culture As It Relates To Alcohol Use

Code	Description	Illustrative Quote or Observation
Coach’s Self-Efficacy	Were the coaches able to have a discussion with their student-athletes regarding alcohol use	“I can’t stop them from doing it, but if you get caught then you are not going to compete”
		“I don’t talk about it as much as I should”
		Talks about it a lot. Doesn’t set boundaries however. It’s important for them to be together, even in social settings)
		Purposely “link -up” upper-class with freshmen; take them under their wing

“showing them the ropes”

Culture – right reasons, not “avoiding consequences”

18 year olds will be influenced by 21, 22, 23 year olds

Coaches mentioned “team chemistry”

Team Consequences

How did the team react to the individual(s) that used alcohol and got caught?

Team approach works

It’s all about the culture

Policing themselves

Not wanting to have too many rules – rely on school and department

“I don’t want to have a million consequences either. It’s too hard to police them

Proactive vs. Reactive

Did the coach feel like they were talking enough about alcohol use or are they being reactive to their student-athletes getting caught?

It was observed this coach’s approach was reactive

More proactive but can still do more

Coach believes they is extremely proactive, same coach that promotes off-campus parties

Reactive. Don’t bring it up unless it’s an issue

Leave it up to the team members....”Police themselves”

Doesn’t want to overdo it.

Coaches' Current Practice Relative to the 360 Proof PFI Aggregate Data Report

Alcohol use on campus. Participating coaches were asked specifically about the first section of the 360 Proof PFI Aggregate Data Report, which provides information regarding alcohol use on campus. Coaches were asked about their own perception of how their team aligns with other peer groups or teams on the campus of Aurora University. The general observation regarding a coach's knowledge or perception of the team's alcohol use was significant during the interviews, as every coach that was interviewed acknowledged that it does occur within their team. One coach reported having direct knowledge of their student-athletes using alcohol or cannabis both in and out of season, but admitted that "most of the kids are smart about it" when referencing their use of both alcohol and cannabis. Another coach indicated a perception that the team's student-athletes were among the lowest users of alcohol on campus, stating that the athletes "pick and choose" when they consume.

Coaches often spoke of the overall culture of the team when discussing alcohol use among their student-athletes, with one coach believing that "the culture of the team is to take care of one another." Two coaches reported that the "bulk of" their education about team alcohol use occurs at the student-athlete led leadership councils within their teams. One coach discussed having knowledge of at least 20% of the team being the heaviest users and having weekly discussions about how it impacts the team as whole. This indicated, along with the additional data collected regarding alcohol use on campus, that coaches appeared to be more interested in not getting caught rather than educating student-athletes on the overall usage of alcohol.

Consequences of alcohol use and performance. The 360 Proof Survey assesses the harmful effects of use, specifically, what it does to an athlete's body. As a result, coaches were asked about their approach towards the harmful effects of alcohol use and if it is discussed with their student-athletes. A coach reported that the team's freshmen students "are naïve, so when they get caught they realize that it's 'no joke'" in referencing alcohol use among the first year student-athletes. Another coach stated that the team's upperclassmen are in the "'live and learn' stage and have an understanding of what to do and when to do it," while a third coach discussed the consequences associated with alcohol use. These three statements imply that coaches aren't necessarily paying attention to the harmful consequences that alcohol can have on their students, but continuing to support the theory that they are more focused on how their student-athletes can stay out of trouble when they consume alcohol. Finally, during this portion of the interview, a coach mentioned having had a "feeling of promoting" when discussing alcohol use and chose not to discuss it with the team's student-athletes at all, implying a reactive approach to alcohol education within their team setting.

Protective behavioral strategies. The next section of the 360 Proof Survey asked participating student-athletes about protective behavioral strategies while consuming alcohol. As a result, coaches were asked whether they thought student-athletes on their teams were taking precautions when they consumed alcohol and whether this issue is addressed within the team setting. Again, coaches' responses indicated that the student-athletes, particularly the upper-class student-athletes, "know how to take care of themselves," implying that it is not necessary for the coach to address protective behavioral strategies. Multiple coaches stated that talking about protective behavioral

strategies promotes alcohol use, so therefore they do not address it in team settings. One coach in particular felt that discussing protective behavioral strategies would provide the student-athletes “better strategies on how to drink more.” One participating coach indicated discussing the harmful effects of alcohol and talks frequently with the team’s student-athletes about not only what to put in their bodies, but the impact it has on the team during practice and performance. One coach noted that being “in-season” versus “out-season” for their student-athletes makes a difference, as they are less likely to drink heavily during the main season. This statement was consistent with the observation that coaches indicated that they do not want their student-athletes to get caught because it could harm the overall playing success of the team. Table 6 illustrates the qualitative data that was collected regarding the coaches’ current approach with the identified 360 Proof PFI Aggregate Data Report.

Table 6

Team Conversations Regarding The Identified 360 Proof PFI Aggregate Data Report

Code	Description	Illustrative Quote or Observation
Alcohol Use on Campus	How does the coach perceive their team aligns with other peer groups on campus	<p>Has knowledge that players use alcohol and cannabis</p> <p>“Most of the kids are smart about it and most kids are smart about it”</p> <p>Pick and choose when to do it</p> <p>Believes their team is a lower user on campus</p> <p>Changing the team culture – looking for parties vs. don’t look for them</p>

		<p>Talks about it daily</p> <p>Individual – 20% “that party” a lot we talk about it weekly. The rest of the team it’s more monthly</p> <p><i>Observation - Coaches are more interested in not getting caught than educating their student-athletes</i></p>
<p>Consequences of alcohol use and performance</p>	<p>360 Proof assesses the “harmful effects” of alcohol use, specifically, what it does to the body</p>	<p>Coach made reference to half their team understand the effects of alcohol use</p> <p>“Freshmen are naïve, so when they get caught they realize it’s ‘no joke’”</p> <p>“The upperclassmen are in the ‘live and learn’ stage, have an understanding of what to do and when to do it”</p> <p>Talked about school consequences, not alcohol use</p> <p>Practice times dictate this, time to go out isn’t as much of an issue in the [specific time] as it is in the [specific time]</p> <p>Feeling of promotion (of alcohol)</p> <p>Coach spoke more about getting in trouble “Over the top about staying out of trouble” instead of the harms</p>
<p>Protective Behavioral Strategies</p>	<p>360 Proof assesses if student-athletes are taking precautions when they drink</p>	<p>“Upperclassmen know how to take care of themselves so they don’t get in trouble and minimize the risks involved”</p>

Observation – Coaches are more interested in their players not getting caught than educating their student-athletes

Uncertainty regarding safety measures

Most of the kids that have gotten out of hand aren't on the team anymore

Peer-to-peer

Focus on not getting caught

Do not talk about protective behavioral strategies. Coach referenced not getting caught.

“Not losing control is something that we've had discussions about”

Coaches' Response to the Identified 360 Proof PFI Aggregate Data Report

Approach to discussion and education. Additional questions were asked regarding their current approach to discussing alcohol use and if that approach will change due to the data in the report. Three coaches indicated the need to spend more time discussing alcohol use and the three areas the survey addresses. One coach reported having been proactive but realizing more could be done, while another coach felt there was a need to spend more time on it, and a third coach implied having ignored the issue of alcohol use altogether. Two coaches felt as though they discuss it either as a team on a daily basis or when an issue comes up. Three coaches continued to discuss the importance of the “team,” meaning the players having to take responsibility, referencing team leadership councils and overall ownership so they do not compromise the overall success as a team. The same coaches admitted to having a “tougher stance on weed” or

marijuana, but that that had become more difficult due to the out-state-recruitment and geographical locations where cannabis is legal or more acceptable.

Players' response to education and sanctions. Participating head coaches were asked how the student-athlete responded to the education and sanctions, and whether they expected their approach to change as a result of the aggregate data in the 360 Proof report. Coaches again reported that the reliance on the "leadership council" is their current practice and that they would likely continue to rely on peer-to-peer interaction to make sure incidents regarding alcohol use would not impact the team. Several coaches stated that they rely on what the institution and administrators tell them to do when talking about sanctions and waited until an incident happened. This, again, represents a reactive approach to alcohol education and coaches not wanting to bring attention to alcohol use.

Repeated issues and complaints. Coaches were asked whether past education prevented the student-athletes from repeating alcohol use and where it was effective in preventing additional use. It was reported that the prospect of losing playing time and missing games would have an impact on their behavior. One coach spoke specifically about an incident that occurred during the previous school year, stating that "it was selfish of them to do what they did because of how it hurt the team." Coaches referenced teammates being able to settle other players down if they are partying too hard and the overall impact it would have on the team. Another coach referenced a "weed situation" that occurred on their team and how it led to his team staying out of trouble and that losing playing time provides a "dunce hat" approach to discipline. This approach has led to limited repeat incidents of alcohol use as every coach agreed that their student-athletes

generally do not repeat the behavior. However, coaches also reported that while a more proactive approach was needed, they would continue to rely on the administration to tell them how to handle future incidents related to alcohol use among their student-athletes.

The impact on the team. To gain better perspective on each individual team, coaches were asked about incidents involving alcohol use by their student-athletes and how it impacted the overall culture of the team. Every coach reported that the culture of their team relies on winning and not wanting to let your teammates down. Again, it was reported that peer-to-peer education works within a team culture. Coaches also reported addressing it individually with the student-athlete, and by doing so, it having little impact on their team culture. However, one coach, who reported having conversations individually with student-athletes, stated that “teammates can get ahold of [information about alcohol or marijuana use] and leave those teammates behind that aren’t committed to the team.” One coach stated that when a situation does happen, there appears to be a lot of blaming among team members and it can have a toxic impact on team culture, while another coach admitted to focusing on the post-season and putting the team first. This would indicate a focus of winning over the overall health and personal well-being of this individual’s student-athletes. Of the eight coaches interviewed, only one coach stated that he addresses alcohol and marijuana use during the recruiting process prior to matriculation at Aurora University, stating, “I simply ask them what’s important to you? If drinking, using drugs, and partying are important to you, then this isn’t the school for you.” Table 7 illustrates the qualitative data that was collected regarding the coaches’ response to the identified 360 Proof PFI Aggregate Data Report.

Table 7

Coaches Response To The Identified 360 Proof Aggregate Data Report

Code	Description	Illustrative Quote or Observation
Approach with discussion and education	What changes will be made after seeing the 360 Aggregate data?	<p>“Yeah, I think I need to spend more time on it”</p> <p>Better than ignoring it</p> <p>Proactive approach – coach feels that they can do more</p> <p>Leadership council recommended punishment</p> <p>Approach it as a team Discuss it daily</p> <p>Ownership...if you screw up then you have pay the consequences – focus more on consequences</p> <p>Tougher stance on weed</p>
Player’s response to education and sanctions	Did the players respond in accordance to the education and sanctions?	<p>Go with what they were told to do</p> <p>“It was never an issue after” – following up on protocol (sanctions from the University)</p> <p>“I do what the administration tells me to do”</p> <p>“It was selfish of them to do that because how it hurt the team”</p> <p>The weed incident scared the team straight. They did nothing the last few weeks of the season</p>
Repeated issues and Complaints	Did the education prevent the student-athlete from repeat alcohol use was it	<p>“Dunce cap approach” which impacts playing time</p> <p>Coach has had very few</p>

	<p>effective and how did they respond?</p>	<p>repeated incidents</p> <p>Playing time at stake, players will learn not to party to the point where they get in trouble</p> <p>Policing themselves, the one incident was to enough to scare them into not getting into trouble</p> <p>Teammates can settle them down if they are partying too much</p> <p>Go with what they are told, peer-to-peer is powerful</p>
<p>Impact on team</p>	<p>Team reaction assesses the overall culture and attitude of the team after an individual(s) is caught using alcohol</p>	<p>Team blaming? Peer to peer works.</p> <p>Don't want to let your teammates down</p> <p>Teammates can get a hold of it and leave those behind that aren't committed to [specific sport]</p> <p>Addresses it during the recruiting process. "What's important to you? Why are you interested in AU?"</p> <p>"How is it going to impact the post-season?"</p> <p>"Put your team first"</p>

Observation – Coaches rely too heavily on peer-to-peer interaction towards education and behavior

Coaches' Approach and Expectations

The final questions of the interviews focused on the coaches' approach to University expectations, as well as socioeconomic factors, peer impact and influence, and the challenges associated with the overall culture of the program.

Coaches' expectations vs. the university's expectations. Participating coaches were asked about their own expectations as a coach and whether they align with University policies as it relates to alcohol use. Several coaches reported being thankful that the University steps in regarding disciplinary issues, as well as not having to set policies themselves, with one coach admitting that not having to talk to their players about alcohol is "one less thing they had to do." Several coaches also reported that the University is too strict in having a dry-campus, with one coach saying to "let kids be kids." Additionally, a coach said that student-athletes move off campus, even at age 19 or 20, because of the policies prohibiting alcohol use on-campus. Moreover, the same coach stated that "it is difficult telling students that live on their own, off-campus that they can't drink." Another coach reported that they simply do not agree with University policies and felt as though it was not realistic to expect them not to drink, even if they were under the age of legal alcohol consumption. Again, the repeated theme of "having the students police themselves" and the impact of peer-to-peer education as it relates to overall accountability were reported as well.

Socioeconomic, family, and peer impact. Because research indicated that socioeconomic background, family history, and peer influences have an impact on college students' consumption of alcohol, participants were asked if these identified areas had an impact on the culture of the team and the overall behavior of their student-athletes.

When asked about alcohol consumption, one coach reported having strong feelings regarding social media as well, and when their student-athletes do “party,” they ask their student-athletes to be conscientious about what is posted. It was observed that every coach felt this was an area that had an impact on their team and one of the more difficult areas to manage. Coaches identified single parents, closeness in age between the parent and student-athlete, where they are from, and socioeconomic status as some of the key themes that have the most impact. While one coach noted that “it depends on the sport and if they recruit more affluent students over another sport”, it was reported that most student-athletes, especially those who have strong family support, often come in with the expectation that not only will parents consume alcohol before, during, and after each athletic contest, the student-athletes would join their parents afterward in consuming alcoholic beverages. As a result, coaches reported the “apple not falling too far from the tree” and that family expectations often get in the way of team and University rules associated with alcohol consumption.

Since there has been an emphasis on out-of-state recruitment, coaches felt that geographic area, specifically which states the student-athletes matriculated from, had a significant impact on their teams as well. Specifically, as one coach stated, “The country is changing right now,” referencing decriminalization of marijuana in Illinois and its legalization in several other states; they feel this has had a direct impact on the student-athletes’ views on when they consume alcohol or use marijuana. Additionally, by recruiting out-of-state student-athletes, coaches reported that those students are less likely to “go home on the weekends” and therefore they are the students that don’t go home on the weekends and often look for off-campus parties. Overall, coaches felt that recruiting

student-athletes from different geographical locations and from different socioeconomic backgrounds had a strong impact on the overall culture of their athletic programs.

Challenges related to team culture. At the completion of interviews, coaches were asked what the biggest challenge was in relation to the overall culture of their teams. Several coaches discussed “changing the culture” as it relates to their athletic programs and blending personalities as some of the biggest challenges. One coach stated that “coaching is a small percentage of what we actually do.” Likewise, coaches also reported that getting the student-athletes to buy into the overall team concept and the representation of the team being more than them, ultimately implied that the student-athletes should be thinking about the team as opposed to the development of the individual. The repeated theme of “consequences” affecting the team and playing time, as opposed to improving the culture or the individual qualities of the student-athletes, was also indicated as a result of the information recorded during the coaches’ interviews. That said, the same coach who reported asking student-athletes “what was important to them” stated that changing the culture of an inherited program was important, and said that he wants to “recruit student-athletes who want to come here [to Aurora University] and a student-athlete as opposed to those who want to come and party.” Table 8 illustrates the qualitative data that was collected regarding the coaches’ approach and expectations relative to their overall expectations towards alcohol consumption and challenges associated within their team culture.

Table 8

Coaches Approach and Expectations

Code	Description	Illustrative Quote or Observation
Coach's Expectation vs. the University	How did the coach's expectations align with the University's as it relates to sanctions?	<p>Straight forward</p> <p>"The off-campus incidents it's 50/50. It's tough to tell someone that i living on their own that they can't drink"</p> <p>"Letting kids be kids"</p> <p>Feels fortunate they have an administration that supports the same "culture" they (the University's wants) "Have the kids 'police themselves'" - accountability, class, weight room, activities</p> <p>Fine with school policies and procedures. "Less that I have to do"</p> <p>Not realistic to expect them not to drink if they are under the legal drinking age.</p> <p>"I do not agree with how strict the university policies and procedures are</p> <p>"Getting caught with an underage [drinking], we should be more like 'oh that's not a big deal' it happens a the time"</p>
Socioeconomic, family and peer impact	Does the coach think that socioeconomic background, family history and peer influences impacts the culture of the team.	<p>Single parents, close in age, where tl are from, socioeconomic status</p> <p>"Flipside, if a kid was sheltered and he wanted to come to college to 'get loose'"</p> <p>Social media – will have a conversation about how that impacts as an athlete and college student afte</p>

	consume or party
	Huge impact – 2 bad apples can have an impact
	Geographical area
	Depends on the sport. Affluence vs. non-affluent communities
	Still deal with it with similar socioeconomic backgrounds
	“Apples don’t fall far from the tree”
	Family importance, athletes often talk about drinking at home after high school games
	Geographical location is more prevalent based on geographical location.
	Its more acceptable in one community over the other
	“The country is changing right now” - In regards to decriminalization and legalization
	This is a struggle for this coach. They realize that it is a big impact on the overall “culture” of the team
Challenges related to team culture	What is the biggest challenge as a head coach as it relates to the overall culture of the team
	Coach feels that geographical location is the biggest factor. If they are further away (out of state) they spend more time the weekends on campus and going to off campus parties
	Blending personalities
	Changing the culture
	Coaches biggest job is to change culture
	Blending personalities

“Coaching is a small percentage of what we actually do”

Representing more than themselves –
“What I do doesn’t just affect me, affects the [SPECIFIC SPORT] team”

“Consequences”

“More than you” – coach referencing the importance of the team as opposed to the individual

“Being fully committed, don’t understand the extra work that is needed to be good”

What’s acceptable? Changing the culture, recruiting student-athletes who want to come here to be a student-athlete and not all about partying.

Mixed Methods Integration

As part of the significance of the explanatory sequential mixed methods data collection, a mixed methods integration design was essential to illustrate the correlation and relationship between the quantitative data, the qualitative data, and the mixed methods inference. Data from the quantitative 360 Proof Survey provided aggregate data from the three main identified areas – alcohol use, consequences, and protective behavioral strategies. Student-athletes reported a significant amount of overall alcohol consumption. For example, of the 183 student-athletes who participated in the survey, 64% (n=117) reported regular consumption, while 43% (n=50) of the 117 reported consuming between 6-20 drinks per occasion. The impact of this data on the qualitative research suggests that participating coaches did not know what the quantitative data actually meant and relied on assistant coaches, graduate assistants, or upper-class team

members to discuss alcohol use within the team setting. This result supports the mixed methods inference that not enough assessment is done by the coaching staff and the Department of Athletics.

Additionally, quantitative data also indicated that 58% of participating student-athletes who reported alcohol consumption (n=117) reported “doing impulsive things” (n=68) while intoxicated, while 45% (n=53) reported “taking foolish risks”. When asked about the result of the quantitative data in qualitative interviews, the coaches showed themselves to be more concerned about “team consequences” and the overall success of the team than the development of the individual student-athlete. The mixed methods inference supports the research regarding a coach’s inability to have conversations regarding alcohol use, as well as the idea that safety and overall development of the student-athlete is lacking (Nolt et al., 2013).

One of the more significant findings from the quantitative survey is that 69% of the 117 (n=81) student-athletes reporting alcohol consumption are under the legal age of consumption. This has a significant impact on the overall culture of the team and supports the qualitative inference of coaches reporting not wanting to “promote alcohol consumption” and that they would rather rely on the upper-class student-athletes to provide peer influence when it relates to their student-athletes consuming alcohol. Again, this supports the research of Nolt et al. (2013) as well as the hypothesis that coaches do not spend enough time discussing and do lack the needed self-efficacy to provide the appropriate education and awareness regarding alcohol consumption as it relates to their student-athletes. Table 9 illustrates the quantitative data, as well as the qualitative impact and the mixed methods inference.

Table 9

Mixed Methods Integration

Quantitative Data	Qualitative Impact	Mixed Methods Inference
64% reported consumption, 43% between 6 to 20 drinks per occasion	Coaches did not know what data meant and leave it to team members or assistants coaches to discuss alcohol	Not enough assessment is done by the coaching staff and department of athletics
58% impulsive things, 45% foolish risks	Coaches reported being more concerned about team success than individual	Conversations regarding student-athlete safety and development is lacking
69% reporting were under the legal drinking age	Coaches reported not wanting to promote, rely on peer influences	Coaches do not spend enough time or are incapable of discussing alcohol use

Analysis and Synthesis of Findings

As noted in chapter one, three hypotheses were established for this study. First, it was hypothesized that student-athletes engage in alcohol use at a higher rate than their head coaches and university administrators expected. Second, it was hypothesized that the culture of the team is impacted by first-year student-athletes seeking acceptance from the veteran student-athletes and are exposed to alcohol use early in their college career because of team associated events. The final hypothesis was that the current level of education and awareness as it relates to health and performance, as well as preventative measures administered by Aurora University coaches that can directly improve the overall team and student-athlete performance, are insufficient. The explanatory sequential mixed methods approach was designed to use quantitative data from the 360 Proof PFI Aggregate Data and qualitative data from head coaches to support the established

hypotheses.

Coaches' Knowledge of Alcohol Use

The 360 Proof PFI Aggregate Data Report provided information regarding participating student-athletes' alcohol consumption, consequences, and protective behavioral while consuming alcoholic beverages. Although the participating head coaches reported that they had consistent knowledge of alcohol consumption by many of their student-athletes, there was no initial, comparative data for them to respond to. As noted in the qualitative data collection section of this chapter, many coaches felt that by discussing the three identified areas assessed in the 360 Proof Survey, they feared sounding like alcohol use within their setting was being promoted. It was observed throughout this process that most coaches who participated in this study preferred to not address alcohol use at all. And while the first hypothesis of student-athletes' alcohol use cannot be fully supported due to the lack of existing data, ultimately coaches have knowledge of but chose not to address the issue.

Team Culture and Peer Influences

Several coaches reported that they often integrate their team members at the start of both non-competitive and competitive playing seasons. As a result, first-year students (freshmen) often collaborate with returning student-athletes (sophomore, junior and senior). Research supports that this often occurs off-campus where freshmen have access to alcohol even though they are under the legal age of consumption. Again, several coaches had knowledge of this occurring and even supported this as a common practice, citing "team chemistry and camaraderie" and integrating them together as soon as possible. Additionally, several coaches also reported that rather than the head coach

addressing alcohol use within their team culture, coaches are reliant on peer-to-peer education. While it is acknowledged that peer-to-peer influences can be effective in many team settings, it can be seen in a negative light as well. Consequently, the second hypothesis of upper-class student-athletes having a strong influence over freshmen students is supported.

Insufficient Education and Awareness

The third hypothesis is that education and awareness as they relate to health and performance, as well as preventative measures administered by Aurora University (head) coaches that can directly improve the overall team and student-athlete performance, are insufficient. The majority of the head coaches that were interviewed for the qualitative portion of this study reported spending very little time discussing alcohol use within the team setting and none of the coaches reported providing educational or awareness opportunities related to their student-athletes' alcohol use. Coaches ultimately lack the required efficacy and comfort level needed to discuss alcohol use as they either rely on the administration, or in most cases, other student-athletes on the team to discuss alcohol use, consequences of use, and protective behavioral measures during use. As a result, the third hypothesis is supported.

Summary

The chapter began with a summary of the sequential mixed methods research data collection process. The explanatory sequential mixed methods research study collected quantitative data from participating student-athletes, while the qualitative data was collected during in-person interviews with participating head coaches.

First, quantitative data was collected using the 360 Proof PFI Aggregate Data Report that was administered during the 2016-2017 academic year to participating student-athletes who agreed to participate in taking the confidential survey. In all, 183 student-athletes participated in the study which provided an aggregate report since over 100 student-athletes participated in the study. The 360 Proof PFI Aggregate Data Report provided data in four sections: demographics, alcohol use on campus, consequences, and protective behavioral strategies. A written narrative was provided for each section, along with tables illustrating the aggregate data collected.

Second, the qualitative data was collected using in-person interviews with head coaches who agreed to participate in the study. None of the head coaches that were purposefully selected declined to participate in the survey and were assured confidentiality while participating in the study. Qualitative questions were developed using the 360 Proof PFI Aggregate Data Report, as well as professional experiences of the researcher who served as a head coach and is a current Student Life administrator. The qualitative portion of this study provided data on five themes: participants, team demographics, team culture, coaches' responses to the 360 Proof PFI Aggregate Data Report, and the head coaches' overall approach as it relates to their respective teams. Sub themes were also identified and used for data collection. A written narrative of the qualitative interviews is provided. Tables are included to illustrate each section, as well as observations and important quotes that were used in identifying recommendations that were used to support the aim of this study. Recommendations include team development, individual student-athlete development, coaching staff and leadership development. and overall implications and impact for the Department of Athletics and Aurora University.

CHAPTER FIVE: RECOMMENDATIONS AND IMPLICATIONS

Introduction

Chapter five provides recommendations and potential implications of the research. The problem statement of this research project centered around the national statistics and data published by the federal Substance Abuse and Mental Health Services Administration that approximately 1.4 million college students will consume at least four alcoholic beverages on any given day (Ingraham, 2016).

Purpose of the Study

The purpose of the study was to examine student-athletes' consumption of alcohol at Aurora University and to determine how coaches can play an integral role in the overall development of their student-athletes that represent their athletic teams.

Aim of the Study

The aim of the study was to use quantitative data provided by the student-athletes, as well as qualitative data from interviews with head coaches, to determine if the coach/student-athlete relationship results in a culture of care for the student-athlete and if enough education and awareness initiatives are taking place.

Mixed Methods Research

As a result, an explanatory sequential mixed methods research study was developed by using quantitative data examining student-athletes' alcohol consumption through the 360 Proof PFI Aggregate Data Report and qualitative data obtained by interviews with members of the Aurora University coaching staff.

Research Questions

Three research questions were established prior to the explanatory sequential mixed methods data collection process. As established in chapter one, the first research question, which establishes a quantitative research question, is: Do Aurora University student-athletes report consuming alcohol regularly, and, if they do, do they understand consequences and utilize protective behavioral strategies? The second research question, which is a qualitative research question, is: What current leadership measures are taken by the head coach in the overall education and awareness as they relate to their student-athletes' alcohol use, and how much does team culture, as it relates to peer-influence and new student-athletes wanting to fit in, play a role in the use of alcohol among student-athletes? The third research question, which was developed as a mixed methods research question for this study, is: What do the qualitative findings of the interviews with the head coaching staff explain about the quantitative data regarding student-athletes' use of alcohol?

Study Recommendations

Student-Athlete Development

Continuing assessment. The first recommendation is for the Aurora University athletic department to increase their overall development of its student-athletes and enhance educational opportunities as they relate to alcohol use. The 360 Proof Survey provided quantitative data that was helpful for the researcher and the coaching staff that viewed the information. However, it was evident that participating coaches did not know what the data actually meant since it was the first year the Survey was administered on the Aurora University campus. By administering the 360 Proof Survey annually, the

aggregate data can be compared from each year to the next and provide the Athletic Department and University administration comparative data. Comparative data would provide both the Department of Athletics and University administration help in determining whether additional education is needed, and, if so, the agencies could together determine the required education and awareness initiatives needed to effectively educate the student-athletes. Likewise, comparative data would assist the members of the coaching staff with additional information regarding their student-athletes and how alcohol consumption is viewed as a team and within the department.

Educational opportunities. While alcohol education does take place during freshmen orientation (Welcome Weekend, n/d), the interviews with members of the coaching staff indicated that no additional alcohol education occurs for those students who do not attend the freshmen orientation event. This demographic is largely sophomore, junior and senior student-athletes where the literature and qualitative data indicated that those students had a social and behavioral impact on first year student-athletes. Additionally, several coaches reported the reliance on peer-to-peer influence as it relates to alcohol consumption among their student-athletes on their teams. With this in mind, more educational opportunities such as guest speakers from professional organizations and the use of electronic training opportunities sponsored by the Department of Athletics that specialize in education of returning student-athletes (sophomore, junior and senior) would be beneficial for those student-athletes if they are, in fact, the key stakeholders in alcohol awareness and education on the team.

Team Development

More focus on each individual. Several of the coaches who participated in the

quantitative portion of this study expressed the importance of winning and how student-athletes are compromising the performance of the team by the personal actions of the individual. Currently, coaches appear to be more reactive to their student-athletes' alcohol consumption as a result of a conduct case. Likewise, while the repeated message of the impact on the team does promote unity and togetherness, it does not support the individual. Having individual conversations with each student-athlete and how the use of alcohol can have an impact on them as a student, athlete, and member of the Aurora University community should be a focus, and, in turn, could have a positive impact on the entire team.

Team events outside of athletics. Several coaches reported the importance of “team camaraderie” and getting them together as soon as possible for the benefit of the team. However, it is my opinion as a former coach and current Student Life administrator that team events outside of athletics, such as community service efforts, attending non-athletic events as a team, and having a strong focus of excellence on the playing field, in the classroom, and in the community, can be effective and have improved over the years. However, the qualitative data that was collected from the interviews with the head coaches suggested otherwise as coaches welcome, even promote, their student-athletes getting together in situations where illegal alcohol consumption can take place. While these events might take place sparingly currently, team events other than the student-athletes getting together at an off-campus location to potentially consume alcohol need to be emphasized more frequently. Not only do these team events need to be attended by the head coaches themselves rather than an assistant or graduate assistant coach, they need to be supported by athletic administration as well.

Leadership and Coaching Staff Development

Efficacy development. Much like the need for holistic student-athlete development, head coaches need to have holistic staff development training that will provide them with the required training and efficacy to have individual conversations with their student-athletes. This development training would be beneficial to be able to have intimate conversations with their student-athletes, focusing on issues besides athletics and academics. Coaches should be required to attend annual training by Student Life staff or a possible outside agency that specializes in alcohol education and awareness with college students. For instance, as previously mentioned, all incoming freshmen students attend an alcohol education and awareness session during the opening week orientation (Welcome Weekend, n/d). This training session is provided by the Director of Counseling Services who has experience presenting on alcohol awareness and education. If the University is requiring first-year students and student-athletes to attend these sessions, it should be expected for the coaching staff as well. Also, unlike the current one-time training that the student-athletes receive, coaches should be required to attend a session to improve their efficacy on an annual basis.

Holistic approach to leadership. One of the components that has been valuable to me is the emphasis of the Jesuit Charisms within the Doctor of Education Program (Creighton, n/d). As a former coach and current Student Life administrator working at a secular institution of higher education, I am particularly drawn to the Jesuit Charisms, but also the literature associated with leadership development. Lowney (2003), in *Heroic Leadership*, provides practical leadership concepts that can apply to any situation where an individual is expected to lead others. Lowney (2003) illustrates the importance of

developing the “whole” individual, which could be quite beneficial for Aurora University head coaches. With this in mind, it would be ideal if Chris Lowney himself could deliver a leadership development workshop for head coaches and members of the athletic department. However, because Aurora University is a private institution with limited financial resources, requiring all head coaches and members of the athletic department to read *Heroic Leadership* (Lowney, 2003) would be beneficial for staff members, as well as the student-athletes they lead.

While Lowney (2003) provides a holistic and concept-based approach to leadership development, the *The Cubs Way* (Verducci, 2016) provides a more pragmatic approach to leadership, while still providing lessons to be learned by college coaches. Although Verducci’s (2016) book is about the Chicago Cubs’ championship season, he outlines leadership skills that are provided by the Chicago Cubs’ manager Joe Madden that can be used in a collegiate setting. Verducci (2016) illustrates how Madden and the Cubs’ administration value the importance of the overall individual, not just the successful professional baseball player. With this in mind, if professional organizations like the Chicago Cubs emphasize the importance of the “whole individual,” why can’t Aurora University head coaches have the same approach? As a result, administration and those that have leadership responsibilities should be required to adapt the Jesuit Charisms (Creighton University, n/d) and to explore other literature that applies to leadership and the oversight of athletes.

Factors and Stakeholders Related to the Solution

As previously noted, coaches often work independently creating a silo-effect when it comes to the difference between organizational culture and team culture. While

the University and the athletic department have developed a more collaborative environment between athletics and University constituents, the independent nature still exists (J. Hamad, personal communication, November 10, 2017). With this in mind, it will be important to have support from stakeholders to help develop “buy-in” with each individual head coach.

First, the athletics administration, which consists of the Director of Athletics, two Associate Directors, and an Assistant Director, must support the change of any recommended initiatives. This may require a shift of focus from success on the field to having a focus on individual, team, and leadership development. Second, along with Athletics administration, University Administration and the Board of Trustees, community members beyond the athletic department become key stakeholders in the shift in focus. Support must be provided from the entire university community, which includes faculty and staff as well. University-wide support would create an organizational culture of support, as well as reiterate the importance of the initiative. Finally, the head coaches and the student-athletes become key stakeholders. Ultimately, the proposed recommendations of increased education and awareness regarding alcohol use will not be effective if the two main stakeholders are not invested.

Policies Influenced by Proposed Solution

As a “dry campus” Aurora University has policies that prohibit alcohol use on-campus and also has policies prohibiting consumption of alcohol by students under age of legal consumption (Aurora University, A-Book, 2017-18). Therefore, formal policy changes are unlikely to occur and the proposed recommendations do not suggest they do. What will be important is that student-athletes and members of the coaching staff must

feel that they have the support of the rest of the institution. Recommendations include annual assessment and training and trust will need to be developed between each constituent. Likewise, annual assessment through the 360 Proof Survey or a University designed assessment tool will need to continue to remain anonymous and confidential.

Potential Barriers and Obstacles to Proposed Solutions

As established in the previous section, trust between University administration and those who participate in the increased education and awareness will be a critical component to implementation. The 360 Proof Survey illustrates this point, as only 183 out of over 600 student-athletes participated in last year's survey. Likewise, of those who participated in the survey, 37.7% were first-year students, indicating low participation from returning (sophomore, junior and senior) student-athletes who have more experience in being an Aurora University student and understand the strong policies related to alcohol use. Data collection from the qualitative interviews of head coaches indicated the importance of the upper-class student-athletes and peer-to-peer influence as they relate to alcohol use. In order to have buy-in from everyone, University administrators – the President, Vice President for Student Life, Director of Athletics and other Student Life and Athletics personnel – will need to provide clear communication regarding support for and the importance of the initiative. This collective approach can often lead to more participation and enhance the overall participation in educational programming as it relates to alcohol use among college students (Guo et al., 2015).

Financial/Budget Issues Related to Proposed Solution

As a private, tuition-driven institution, Aurora University is heavily reliant on the recruitment of first year and transfer students. The proposed recommendation of

increased programming may be affected from year-to-year due to the projected recruitment numbers in those areas. For this reason, new initiatives and programs such as increasing educational and awareness opportunities for student-athletes and coaches may be eliminated, or may not be implemented simply due to the cost associated with them. With this in mind, the University may need to solicit current faculty and staff with expertise in specific areas to create and develop educational and awareness opportunities.

Other Issues or Stakeholders Related to Proposed Solution

While the data collected in this mixed methods research study indicates a need for increased education and awareness programming for student-athletes and coaches, there are some external factors to consider before successfully implementing the proposed solutions. As noted, Aurora University is a tuition-driven institution and on average recruits between 250-300 student-athletes on an annual basis (J. Lancaster, personal communication, February 18, 2018). And without much research regarding alcohol use at other peer institutions (small, private-tuition driven), it is not known if other institutions have or will be implementing an aggressive approach towards alcohol education. Prospective student-athletes and their families may feel this initiative is too aggressive, therefore having a direct impact on their decision to matriculate at Aurora University by choosing a more liberal institution. Current student-athletes who matriculated under previous philosophies and approaches to alcohol use may also be resistant to changes. Furthermore, University leadership may have to consider lowering their recruitment expectations, retention numbers and the loss of potential revenue to implement more alcohol education and awareness programming for coaches and student-athletes. Furthermore, leadership at Aurora University must be cognizant of the mission of the

University, which is ultimately established by the Board of Trustees.

Not only must the University consider this initiative from a recruitment and retention standpoint involving student-athletes, but leadership must also consider this from a staff retention standpoint. Lu et al. (2016) acknowledge the powerful relationship that coaches can have with their student-athletes, as is the case with coaches on small college campuses. However, Aurora University coaches are asked to recruit using goals and even stretch goals which would put the roster size of their teams beyond capacity (J. Hamad, personal communication, November 10, 2017). If coaches are asked to go beyond their day-to-day responsibilities and attend alcohol education and awareness programming for themselves and be expected to implement it on their teams, current coaches may seek employment at an institution with different expectations.

Change Theory

As a result of the identified factors and stakeholders related to the solution, University leadership must clearly communicate expectations and a vision of student-athlete development as it relates to alcohol education and awareness. College athletics centers on routine for coaches and student-athletes. Likewise, as previously identified, coaches can be somewhat territorial and resistant to change concerning their athletic teams. While Caldwell (2012) discusses the importance of leaders needing to be able to be transformative in the 21st century, such transformative leadership changes in day-to-day operations within a team setting in college athletics may struggle at first. However, as identified in chapter two, Scales (2016) identifies five actions -- *express care, provide support, challenge growth, share power and expand possibility* -- that can assist coaches in their ability to change by shifting their focus.

Implementation of Proposed Solution

The identified list of proposed recommendations and solutions were developed to improve the overall student-athlete experience by providing alcohol education and awareness training for coaches who, in turn, can have the appropriate self-efficacy to improve the overall culture of the team. Analyzed data supported the theory that there is too much reliance on peer-to-peer awareness and coaches do not address alcohol use in a consistent manner. Annual assessment through the use of either an internal program or utilization of the 360 Proof Survey is recommended so the Department of Athletics and University leadership can analyze data from one year to the next to better assess student-athlete alcohol use and whether training for the head coaches is effective.

Leaders' Role in Implementing Proposed Solution

If implementation occurs, support from top University administration needs to be communicated directly to leadership of the Department of Athletics, as well as coaches and the student-athletes who represent the University on the athletic fields and in the community. Due to the sensitivity of the topic, as well as the identified data that coaches lack self-efficacy to improve the culture of the team as it relates to alcohol use, it needs to be presented in a way that will ultimately benefit the aforementioned stakeholders. Likewise, coaches need to support the initiative as well and present it to their student-athletes so that it ultimately benefits them as student-athletes and future leaders representing the institution. Ultimately, it will be my role as the researcher of this study to propose the initial recommendations and findings to other University leaders.

Building Support for the Proposed Solution

Aurora University has built a strong institutional culture of collaboration. This is

largely due to the leadership of the current President of the University, Dr. Rebecca Sherrick. Several town hall meetings occur annually where she provides a transparent approach to leadership, as well as asking for assistance from University constituents. For example, at most institutions the recruitment of prospective students and student-athletes is typically assigned to admission staff members and coaches. And while this is still true at Aurora University, Dr. Sherrick will solicit faculty and staff to get involved in the recruitment process of prospective students to improve overall matriculation rates. This buy-in approach to a University-wide initiative is just one of many examples but could be quite effective when implementing an aggressive alcohol education plan for coaches and student-athletes. Likewise, if additional funding is needed, or if the alcohol education initiatives are implemented at the loss of other programs or initiatives, the collaborative approach seems to help faculty and staff understand the reasoning.

Evaluation and Timeline for Implementation and Assessment

One of the challenges during the data collection process was working around the varying schedules of the head coaches. It was particularly challenging during the summer months when different travel schedules for recruitment and personal time became a factor. However, the leadership training should be a priority and scheduled within an appropriate time frame where coaches can plan around their coaching responsibilities. With this in mind, the leadership training for coaches should occur during the summer when no head coach is in their season. To accommodate all sports, the leadership training would need to take place prior to the arrival of fall student-athletes. This way, coaches would have the required training and self-efficacy to address their freshmen students as well as their returning student-athletes. However, if the University was committed to

bringing in an outside professional agency to conduct the training, it would become more difficult to schedule the training.

As previously mentioned, all incoming freshmen students are provided with an alcohol presentation that is conducted by the Director of Counseling Services. This presentation would also need to be presented to returning students and include the three identified areas – alcohol use, consequences and protective behavioral strategies – so that students are educated in these areas to better improve the communication between the coach and student-athlete when it is being addressed within the team culture.

To date, the alcohol assessment tool, the 360 Proof Survey, has not been re-administered since the initial assessment took place during the 2016-2017 academic year. University leadership would need to collaborate either to design its own assessment tool or invest financially in a program provided by an outside vendor.

Implications

Practical Implications

In chapter one, the significance of the study outlined the lack of scholarly data that pertains to small, private institutions, improving best practices among the coach and student-athlete relationship, and the overall impact on policy as it relates to the communication between head coaches and their student-athletes relating to alcohol use within the culture of the team. As noted, the lack of data as a result of institutional and Athletic Department assessment impacted coaches' ability to truly determine what the data in the 360 Proof PFI Aggregate Data Report meant. Although the NCAA does not release information regarding which schools participated in the initial survey, this study would provide evidence-based data regarding the importance of annual assessment of

student-athletes' alcohol use at peer institutions.

Data also supported that coaches rely too heavily on the institution to develop policies and are too reliant on peer-to-peer interaction related to alcohol use. Again, most of the research and data that was analyzed for the literature review were studies associated with mid- to large-public institutions. Having qualitative data related to the coach and student-athlete relationship can be beneficial to small, private institutions with institutional profiles similar to Aurora University. Finally, although measures would need to be taken to protect the coaching staff at Aurora University regarding their lack of self-efficacy and inability to effectively communicate with their student-athletes, this study will provide evidence-based qualitative data.

Implications for Future Research

The opportunities for future research are significant considering the limited amount of data and research that is available within the profile of small, private institutions. One of the potential barriers during this study was the lack of previous assessment data available regarding the participating student-athletes' views on the areas addressed in the 360 Proof PFI Aggregate Data Report. During this explanatory sequential mixed methods study, it became apparent that the data was less useful with members of the coaching staff because there was no comparative data. Another consideration for future research could be that by having comparative quantitative data from one year to the next, a quantitative research study could be conducted. This would provide institutions and researchers a study based completely on quantitative data and an assessment can be made regarding the effectiveness of the study.

Another future research consideration could be limiting the research to a qualitative research study. Coaches provided data in response to the 360 Proof PFI Aggregate Data Report, but the study could have explored further into the coach and student-athlete relationship. Likewise, one of the components that was not included in this study was qualitative research data from the student-athletes themselves. Additional qualitative data provided by student-athletes could perhaps provide a different lens on the coaches' efficacy. However, future researchers should be cautious involving student-athletes in a qualitative study. As previously mentioned, one of the challenges of this study was the significantly low participation rate as it is theorized that returning student-athletes did not participate out fear of potential consequences and knowledge of current University policies.

There are research opportunities within the mixed methods research study format as well. This study was exclusive to an explanatory sequential mixed methods research (Creswell, 2014). Due to the limited research data available at the time of this study, researchers could develop their own mixed methods research design that is exclusive to student-athlete alcohol use and the coaches' role using a different model. Likewise, this study was exclusive to the implementation of the 360 Proof Survey. Although the 360 Proof Survey was developed by the NCAA and specifically designed to assess student-athletes, other assessment tools could be more beneficial in future research studies.

Implications for Leadership Theory and Practice

One of the best components of the Doctor of Education in Interdisciplinary Studies program at Creighton University is the strong emphasis on self-reflection and self-awareness as a critical component of the curriculum (www.creighton.edu). As a

former coach and current Student Life administrator, I was able to develop this study based on practical leadership theories and research, as well as personal reflection on others' experiences as a head coach. The themes developed in chapter two – *Problem of College Substance Use, Peer-Influence and Social Pressures, Organizational Culture and The Role of the Student-Athlete and Coach*, were developed from initial topic research, as well as from personal experience.

As a coach, I did not deal with a significant amount of substance use, particularly as it relates to controlled substances. However, as part of the reflective process and particularly after developing this research study, I realized two things. First, the self-efficacy that I displayed as a coach regarding disciplinary issues, specifically with alcohol related issues with my student-athletes, led to being promoted into the Dean of Student Life role at the University. However, after researching this topic and developing the explanatory sequential mixed methods research study, I ultimately feel as though more communication regarding alcohol education and awareness could have taken place during my tenure as a head coach.

Since moving over to Student Life in 2013 and having responsibilities related to conduct cases, as well as participating in the Creighton University Doctoral program, I have developed a different perspective. Leaving the coaching industry where the focus is more on competitive success and focusing on the student-athletes not having a negative impact on the team, the institutional goals and objectives, as well as the holistic development of the student-athlete, has become my priority at the University.

Summary

I have spent over 20 years at Aurora University serving in roles as an admission counselor, coach, athletic administrator and a Student Life professional. As a result, existing data and personal experience led to the development of this study. Research indicated that several studies were conducted involving larger, public universities as existing data related to small, private institutions was limited at best. In 2016, Aurora University administration committed to implementing a survey created by the NCAA to assess student-athletes' alcohol use. The survey titled 360 Proof was intended to provide institutions quantitative data regarding student-athletes' perception in three pre-determined areas – *Alcohol Use, Consequences* and *Protective Behavioral Strategies*. As a result of the survey, research, and personal experiences, I developed an explanatory sequential mixed methods research study using the quantitative data collected from a 360 Proof PFI Aggregate Data Report, as well as qualitative data collected from interviews with purposefully selected head coaches.

Data collected from the explanatory sequential mixed methods study indicated that while coaches reviewed the quantitative data from the 360 Proof PFI Aggregate Data Report, there was no comparative data to analyze. As a result, a recommendation to implement student-athlete alcohol assessment tools moving forward will provide coaches, athletic staff and University administration comparative data from one year to the next. Qualitative data collection from the interviews with members of the head coaching staff indicated areas of concern and the need for solutions. First, coaches reported relying heavily on administration and University leaders to determine sanctions and education regarding alcohol use among student-athletes. Secondly, data collected indicated that

head coaches lacked the required self-efficacy needed to have intimate conversations with their student-athletes regarding alcohol use. Additional data provided evidence that coaches felt that they would be promoting alcohol use by discussing it with their student-athletes. Lastly, coaches reported relying on other team members and peer influence when it comes to alcohol awareness, which indicated that more involvement and communication was needed by the head coach. As a result, the recommendation of annual alcohol education and awareness for head coaches, as well as holistic student-athlete development training using Jesuit Charisms, was provided as a solution (www.creighton.edu). Additional solutions include team gatherings outside of athletics as a way for student-athletes to get together, as opposed to gathering at off-campus houses where alcohol consumption by first-year (freshmen) student-athletes could easily take place. If implemented, these solutions would be best administered during the early fall season before all student-athletes and coaches are busy in their seasons.

This study's impact as it relates to small, private institutions can be significant. As noted, limited information regarding this particular institutional profile lends this study to providing both quantitative and qualitative data regarding alcohol use among student-athletes, as well as the coaches' responses and efficacy in addressing alcohol education and awareness within the culture of the team.

References

- Anderson, D. New directions for substance-abuse prevention. (2011). *Change* 43.6 (n.d.): 46-55. doi:10.1080/00091383.2011.618082
- Aurora University (2014-2015). *Iteration*. [Internal Document]. Retrieved from <https://www.aurora.edu/au/>
- Aurora University (2015-2016). A-Book Student Handbook. Retrieved from <http://www.aurora.edu/academics/resources/abook.html#axzz3KaLSw9eE>.
- Aurora University (2016). Admissions and Financial Aid Enrollment Report [Internal Document]. Retrieved from <https://www.aurora.edu/au/assessment/index.html>
- Babbie, E. R. (2013). *The basics of social research*. (6th edition). Belmont, CA. Wadsworth.
- Bruce, S. (n.d.). Best practices to address student-athlete alcohol abuse. [NCAA Website]. Retrieved from <http://www.ncaa.org/health-and-safety/sport-science-institute/best-practices-address-student-athlete-alcohol-abuse>
- Caldwell, C. (2012). *Moral Leadership: A Transformative Model for Tomorrow's Leaders*. San Francisco, Calif: Jossey-Bass.
- Cremins, J., Stuart U., M., Umstadtd, R., Talbott, L., Turner, L., and Perko, M. (2013). Challenges and recommendations to enforcement of alcohol policies on college campuses: An administrator's perspective. *Journal of American College Health VACH J. of Am. Coll. Hlth.* 59.5 (2011): 427-30. doi:10.1080/07448481.2010.502201
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Los Angeles, CA: Sage.

- Doumas, D. M., Kane, C. M., Navarro, T. B., & Roman, J. (2011). Decreasing heavy drinking in first-year students: Evaluation of a web-based personalized feedback program administered during orientation. *Journal of College Counseling, 14*(1), 5-20.
- Fuertes, J. N., & Hoffman, A. (2016). Alcohol consumption and abuse among college students: Alarming rates among the best and the brightest. *College Student Journal, 50*(2), 236-240.
- Giordano, A., and Cashwell, C. (2014). Exploring the relationship between social interest, social bonding, and collegiate substance abuse." *Journal of College Counseling, 17*(3), 222-35. doi:10.1002/j.2161-1882.2014.00059.x
- Giuliani, R., & Kurson, K. (2002). *Leadership*. New York: Hyperion.
- Guo, G., Yi, L., Owen, C., Wang, H., and Duncan, G. (2015) A natural experiment of peer influences on youth alcohol use. *Social Science Research 52*, 193-207. doi:10.1016/j.ssresearch.2015.01.002
- Gutgesell, M., & Canterbury, R. (1999). Alcohol usage in sport and exercise. *Addiction Biology, 4*(4), 373.
- Ingraham, C. (2016). 1.4 million college students will drink alcohol today. *Washington Post*. Retrieved from <https://www.washingtonpost.com/news/wonk/wp/2016/05/30/1-4-million-college-kids-will-drink-alcohol-today/>
- Keilman, J. (2013). School work to make sure anti-hazing message reaches students. *Chicago Tribune*. Retrieved from http://articles.chicagotribune.com/2013-03-03/news/ct-met-hazing-education-20130303_1_david-bogenberger-initiation-party-david-beery

- Kets de Vries, Manfred F. R. (2003). *Leaders, fools, and imposters: Essays on the psychology of leadership*. San Francisco, CA: Jossey-Bass.
- Lewis, T., and Mobley, K. (2010). Substance abuse and dependency risk: The role of peer perceptions, marijuana involvement, and attitudes toward substance use among college students. *Journal of Drug Education* 40.3 (2010): 299-314.
doi:10.1080/07448 480109595710
- Lowney, C. (2003). *Heroic leadership: Best practices from a 450-year-old company that changed the world*. Chicago: Loyola Press.
- Lu, F. J. H., Lee, W. P., Chang, Y., Chou, C., Hsu, Y., Lin, J., & Gill, D. L. (2016). Interaction of athletes' resilience and coaches' social support on the stress-burnout relationship: A conjunctive moderation perspective. *Psychology of Sport & Exercise*, 22, 202-209. doi:10.1016/j.psychsport.2015.08.005
- Mastroleo, N. R., Marzell, M., Turrisi, R., & Borsari, B. (2012). Do coaches make a difference off the field? The examination of athletic coach influence on early college student drinking. *Addiction Research & Theory*, 20(1), 64-71.
doi:10.3109/16066359.2011.562621
- Nolt, K. L., Sachs, M. L., & Brenner, J. W. (2013). The effects of collegiate head coaches' knowledge and attitudes toward alcohol consumption by student-athletes. *Journal of Multidisciplinary Research (1947-2900)*, 5(3), 7-16.
- Nuwer, H. (2001). *Wrongs of passage: Fraternities, sororities, hazing, and binge drinking*. Bloomington: Indiana University Press.
- Peretti-Watel, P., Guagliardo, V., Verger, P., Pruvost, J., Mignon, P., & Obadia, Y. (2003). Sporting activity and drug use: Alcohol, cigarette and cannabis use among

elite student athletes. *Addiction*, 98(9), 1249. doi:10.1046/j.1360-0443.2003.00490.x

Porter, J. (2016). The dangers to students of regular marijuana use. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/views/2016/11/17/dangers-students-regular-marijuana-use-essay>

Scales, P. C. (2016). The crucial coaching relationship. *Phi Delta Kappan*, 97(8), 19-23. doi:10.1177/0031721716647013

Schembechler, B., & Bacon, J. (2007). *Bo's lasting lessons: The legendary coach teaches the timeless fundamentals of leadership*. New York: Business Plus.

Suerken, C., Reboussin, B., Sutfin, E., Wagoner, K., Spangler, J., and Wolfson, M. (2013). Prevalence of marijuana use at college entry and risk factors for initiation during freshman year. *Addictive Behaviors* 39.1 (2014): 302-07. doi:10.1016/j.addbeh. 2013.10.018

Tomon, J. E., & Ting, S. R. (2010). Effects of team climate on substance use behaviors, perceptions, and attitudes of student-athletes at a large, public university. *Journal of College Student Development*, 51(2), 162-179. doi:10.1353/csd.0.0126

Verducci, T. (2017). *The Cubs Way: The Zen of Building the Best Team in Baseball and Breaking the Curse*. Crown Publishing Group.

West Suburban Senior Student Affairs Officials (WSSSAO). (2015-2016).
[Administrative Committee].

Appendix A

WELCOME TO THE PFI

The purpose of this Personalized Feedback Index is to provide you with information about your alcohol use. Your personal data will not be identifiable.

The responses from all participating students at your school will be compiled into a confidential, campus level report that will be shared with your Student Affairs and Athletics administrators.

The first section of the Personalized Feedback Index includes a series of questions about your alcohol use and other related behaviors.

After completing these questions you will receive personalized information about your use of alcohol. Even if you do not use alcohol or drink infrequently, you may find this information interesting and informative.

It should take about 10-15 minutes for you to complete the questions (73 total) and about 5-10 minutes for you to read your personalized feedback.

Feel free to take a copy of the feedback with you once you are finished. Your feedback will also include a list of contacts and resources in case you wish to discuss any issues raised by your results.

Participation in this program is completely voluntary.

You may choose not to answer any question, or to discontinue your participation at any time.

Appendix B

Dear Participant:

Thank you for your consideration in participating in a research study involving alcohol use of your athletic team and how it relates and impacts the overall team culture. This research will not only provide data for my dissertation through Creighton University, it is anticipated that it will benefit you as the head coach, as well as your student-athletes at Aurora University. The dissertation research is titled: "Assessing Team Culture: The Head Coaches Role in Alcohol Education Among their Student-Athletes". As a head coach at Aurora University, you were selected for participation in the research as the result of the institutionally approved student survey that was conducted between January 10 and March 18, 2017 regarding student-athlete's alcohol use.

The purpose of this study is to examine student-athletes' alcohol use and how coaches can play an integral role in the development of student-athletes. Although there is no compensation for your participation, through the development of a conceptual model that can provide you with the tools to address prevention and educational programming regarding alcohol use of your athletes, while ultimately improving the student-athlete experience and the overall culture within a team setting. This study involves research. Information will be collected through interviews with head coaches of the Aurora University athletic department. The interview is designed for approximately 45 minute and can be done wherever you are most comfortable.

Participation in this study is voluntary and you can withdraw from participation at any time. Interviews will be recorded using a digital recording system and hand notes. The data collected from the interviews will be kept confidential, as well as your involvement in this study. Interviews will be transcribed and stored on password protected files that only I will have access to protect confidentiality of participating head coaches. Once the data of your interview is transcribed, the audio file of your interview will be deleted. The findings of the study will be reported in a way that allows for confidentiality of all institutions and participants.

The risks for participants in this study are minimal. I will do everything we can to keep your records confidential. However, it cannot be guaranteed. I may need to report certain information to agencies as required by law. The research findings may be presented at professional meetings or published in relevant journals. However, your name, address, or other identifying information will always be kept private.

If you have any questions regarding your participation or questions after the interview process, please contact me directly – Shaun Neitzel, 630-880-0756 or at my Creighton University email address: ShaunNeitzel@Creighton.edu. If you have additional questions about your rights during this research, you can contact the Institutional Review Board at Creighton University at 402-280-2126.

Appendix B Continued

Bill of Rights for Research Participants

As a participant in a research study, you have the right:

1. To have enough time to decide whether or not to be in the research study, and to make that decision without any pressure from the people who are conducting the research.
2. To refuse to be in the study at all, or to stop participating at any time after you begin the study.
3. To be told what the study is trying to find out, what will happen to you, and what you will be asked to do if you are in the study.
4. To be told about the reasonably foreseeable risks of being in the study.
5. To be told about the possible benefits of being in the study.
6. To be told whether there are any costs associated with being in the study and whether you will be compensated for participating in the study.
7. To be told who will have access to information collected about you and how your confidentiality will be protected.
8. To be told whom to contact with questions about the research, about research-related injury, and about your rights as a research subject.
9. If the study involves treatment or therapy:
 - a. To be told about the other non-research treatment choices you have.
 - b. To be told where treatment is available should you have a research-related injury, and who will pay for research-related treatment.

Appendix C

Interview Protocol: Qualitative Interviews with college coaches and administrators regarding their perceptions as it relates to alcohol use among college student-athletes

Date: TBA

Interviewee: TBA

Interviewer: Shaun Neitzel

Place: TBA

Time of Interview: TBA

Research Question: What current leadership measures are taken by the head coach in the overall educational education and awareness as it relates to their student-athletes' use of alcohol?

Position of Interviewee: Head Coach

The sample of this study will be coaches and administrators regarding the overall team culture as it relates to peer-influences regarding alcohol use.

Thank you for agreeing to be interviewed for this research regarding your perception as it relates to peer-influences regarding alcohol use among student-athletes. I want to remind you that your comments will remain confidential and anonymous. By signing this confidentiality document, this confirms that your participation will remain anonymous. As a reminder, if you need to stop for any reason, please let me know. Likewise, throughout our conversation/interview, feel free to ask me whatever questions you may have as well.

Questions:

1. Describe the overall team structure when it comes to the interaction among your student-athletes?
 - a. If you do not separate out your JV and Varsity teams, do your freshmen have daily interaction at practice, team meetings, and travel with upperclassmen? If so, how often do they interact?
 - b. What are your expectations of them in social settings?
2. As you think about your experience as a leader of the team and consider past conduct cases involving your players when it comes to alcohol, describe the tendencies of the overall behavior of your team members?
 - a. How did they respond to the sanctions/education?
 - b. What kind of an impact did it have on your team?

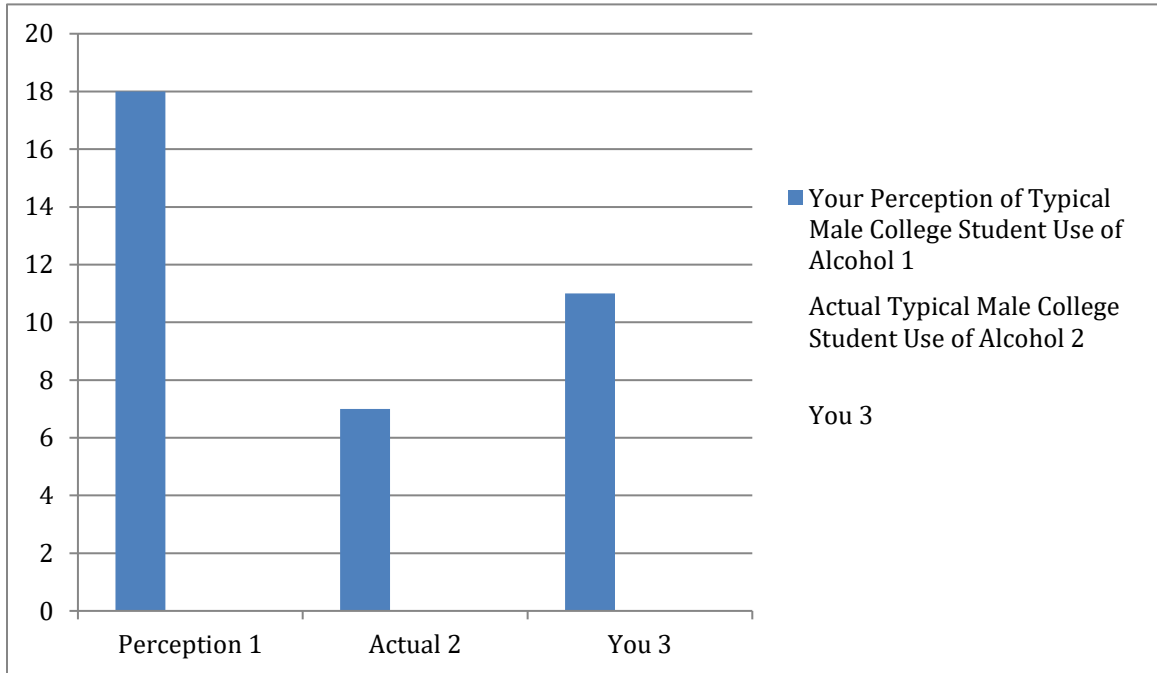
Appendix C Continued

3. How do past behavioral tendencies and social acceptance (family, peers, and geographic location) of alcohol impact the current behavior and culture of your team?
4. As a (former) head coach of the Men's Basketball team what do you perceive as being some of the biggest challenges as it relates to your overall team culture?
5. What team policies and procedures do you have in place regarding your players' use of alcohol use?
 - a. What consequences are there when they are found responsible for using alcohol?
 - b. How well do expectations align with the overall expectations of the institution in which you work?

Appendix D

Exhibit I

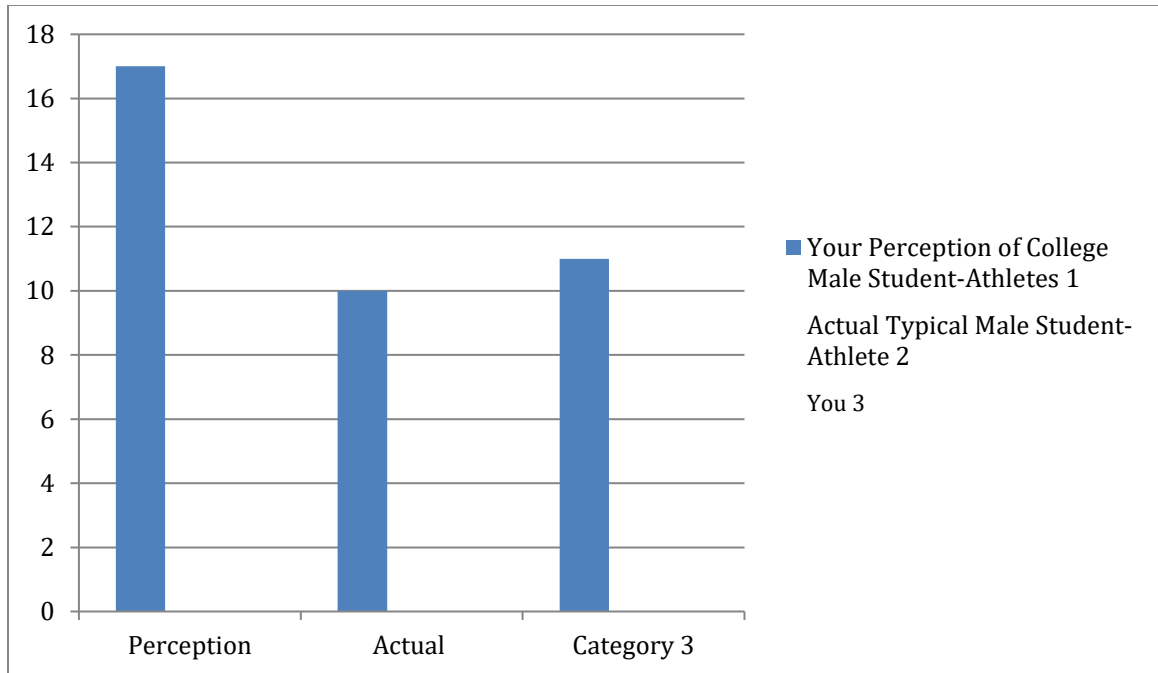
The charts below illustrate: How much you perceive other students drink; how much other students actually drink



Appendix D Continued

Exhibit II

The charts below illustrate: How much you perceive typical male college athletes drink; and how much typical male college athletes actually drink.



*Note: This information comes from a random sample of approximately 161,000 college students, 24,000 of whom were college athletes.