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Assessment of Walkability and Bikeability in Deep East Texas Environments

Marco Campos and W. W. S. Njororai,
Kinesiology and Health Science, SFA State University, Texas, 75962
Undergraduate student: Phone: (903) 426-1607 Email: camposma3@jacks.sfasu.edu
Faculty; Phone (936) 468-1790; Fax (936) 468-1850; Email:
Wycliffe.Njororai@sfasu.edu

Introduction: Physical activity is essential for combating obesity in the USA and worldwide. Both walking and biking offer accessible forms of exercise that can be seamlessly integrated into daily routines. The CDC recommends at least 30 minutes of walking per day, 5 days a week, to meet the recommended physical activity levels. In Texas, 25.5% of adults reported no physical activity or exercise outside their regular job, compared to the national average of 23.4%, indicating a 1.1% higher inactivity rate in Texas. Encouraging walking and biking can play a pivotal role in addressing this disparity and promoting healthier lifestyles. **Statement of the Problem**: This study examined the walkability and bikeability of the environments in 55 zip codes from 12 counties in Deep East Texas within the USA, along with a look at the county seat city's walkability and bikeability scores. **Methods**: The data from the 55 zips codes from the 12 counties was collected from Walkscore.com. The Walk Score is a number between 0 and 100 that measures the walkability of any address. The scoring between 90 and 100 is a walker's/biking paradise where daily errands do not require a car; 70 to 89, is very walkable/bikeable as most errands can be accomplished on foot or bike; 50 to 69 is somewhat walkable/bikeable as some errands can be accomplished on foot/bike; 25 to 49 is car-dependent as most errands require a car and 0 to 24 is car-dependent as almost all errands require using a car. The data were descriptively analyzed and presented in figures. **Results**: From the 55 zip codes, 53 (96.36%) had a walkability score between 0-24 and 2 (3.64%) had a walkability score between 25-49. All 55 zip codes (100%) had a bikeability score between 0-49. For the 12 county seat cities, 8 (66.67%) had a walkability score between 25-49, and 4 (33.33%) had a walkability score between 50-69. Ten (83.33%) had a bikeability score between 0-49 and 2 (16.67%) had a bikeability score between 50-69. **Summary of Findings**: This study's findings let us know that all the zip codes require a car to complete most, if not all, errands which minimizes walkability opportunities, while all the zip codes were somewhat bikeable which reveals minimal bike infrastructure. Low walkability and bikeability scores may be key contributors to Texas having a higher percentage of adults not engaging in physical activity compared to the national average.

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The Effects of Fatigue on Barbell Back Squat

Lead Author/Presenter:

Madalyn Griffin, Stephen F. Austin State University

Nacogdoches, Texas 75962

Phone: 903-521-7021; Fax 936-468-1850; Email griffinmg@jacks.sfasu.edu

Advisor/Mentor:

Sharon Rice EdD., Stephen F. Austin State University, Nacogdoches, Texas

Amber Chelette PhD., Stephen F. Austin State University, Nacogdoches, Texas

Statement of the Problem This study aimed to compare the differences that fatigue has on barbell back squat repetitions and knee and hip angles.

Purpose The study aimed to investigate whether the impact of a high-intensity workout and resulting fatigue would pose a great challenge to the performance of the barbell back squat compared to the effects of a low-intensity workout and its resulting fatigue.

Methods and Procedures: Participants ranged from 19-24 years old and fell under the following three categories: physically fit, athlete, and beginner. Five males and four females took part in this study. Workouts occurred in the SFA Recreation Center, and Participants completed a High-Intensity workout, repping out on barbell back squats afterward. Two days after the participants completed the high-intensity workout, they completed a low-intensity workout, once again repping squats. Max repetitions, first repetition, and last repetition joint angles were recorded for each day.

RESULTS: Subjects produced a greater average of angles from the knees and hips on the Post High-Intensity Day when compared to the Post Low-Intensity Day. Overall, the angles produced on end repetitions were more significant than the angles produced on beginning repetitions. Max repetitions on the Post High-Intensity Day were, on average, lower when compared to the Post Low-Intensity Day. On High-Intensity days, the average repetitions were 19. Knee Angles averaged 67 degrees on the first repetition and 75 degrees on the last repetition. Hip angles averaged 66 degrees on the first repetition and 71 degrees on the last repetition. On the Low-Intensity days, the average repetitions were 23. Knee Angles averaged 66 degrees on the first repetition and 75 degrees on the last repetition. Hip angles averaged 65 degrees on the first repetition and 68 degrees on the last repetition.

Conclusion: The original hypothesis was supported by the fact that the max repetitions were negatively affected more on the Post-High-Intensity Day than on the Post-Low-Intensity Day. Also, the knee and hip angles were negatively affected more, on average, on the Post-High-Intensity Day than on the Post-Low-Intensity Day.

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Student Engagement in The Campus Recreation Center

Jessica Leon, Sharon Rice Ed. D
Stephen F. Austin State University, Nacogdoches, Texas, 75961
Author Phone: (936)645-1670; email: Jessica.Leon78@outlook.com

Introduction: While there is evidence that students agree that having a student recreation center is important on a college campus, further research is needed to understand student engagement in the student recreation center. This is crucial because the recreation center continues to receive university funding and acknowledgment based on the amount of student-recorded participation within the center. With this research, the campus recreation center's fitness/wellness employees will gain valuable insight into why student engagement is low. Therefore, they will be better informed and plan and create efficient ways to increase student engagement. **Statement of the Problem**: This study aimed to gather information on whether the student recreation center is a valuable aspect of a college campus. If so, what attracts students and deters them? How can recreation staff work to increase student engagement in college campuses' student recreation centers? **Methods**: Eighteen college students (eleven males and seven females, age=18-23) participated in this research study. The study targeted students in two freshman-level courses (Introduction to Kinesiology and Concepts of Health and Wellness). All the participants either minored or majored in kinesiology. Participants were administered a survey that measured their participation in the student recreation center. The survey was created through Microsoft Forms and consisted of multiple-choice, written, and Likert scale questions. The survey consisted of eleven questions, seven of which were related to the campus recreation center. The questions on this survey evaluated their usage and frequency, reasons for going, confidence, and perception of the importance of a student recreation center on college campuses. The last four questions pertained to their age, gender, major and concentration, and classification. **Results**: The survey found that twelve students go to the recreation center more than three days a week, one goes less than two days a week, two go monthly, one yearly, and two answered never. For the students that answered "never," the response was either lack of time or intimidation. The study found that most students (83.3%) visit the recreation center to use the free weights or weight room. A Likert scale questionnaire asked participants their confidence in the following: accessing, requesting specific pieces of equipment from the front desk, using the exercise equipment, asking for assistance when using equipment, using the pool, and using the locker rooms. The majority of students answered very confidently in many of the areas. However, 27.8% responded "somewhat confidently," and 22.2% answered "Not confident at all" regarding their confidence in asking for help when using the equipment. All eighteen participants responded that having a recreation center on a college campus was essential. **Summary of Findings**: All the participants believed having a campus recreation center is vital, yet almost twenty-five percent were intimidated in asking for assistance when using the equipment. This evidence allows recreation staff to acknowledge that something must be done to encourage student engagement, specifically by building their confidence in asking for help and engaging with staff. A recommendation is to upload teaching videos on a QR code at each machine/free weight for students to access when working out at the rec center, have staff walk around the building, and engage students in conversation when the opportunity presents itself.

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Estimating VO2max in College Students using the 1-Mile Run and PACER

Christy R. Slape and John D. Smith, Ph.D.

Texas A&M University-San Antonio, San Antonio, TX, 78224

First Author Phone: (512) 751-7504; email: cslap01@jaguar.tamu.edu

Introduction: Cardiovascular disease is the number one killer of men and women in the United States. Sufficient cardiovascular fitness can reduce this risk. Field tests, such as the 1-Mile run, 1.5-Mile Run, and 12-minute run, have been validated and used to track cardiovascular fitness in young adults. The Progressive Aerobic Cardiovascular Endurance Run (PACER) is typically used in teenagers and young children to estimate aerobic fitness, but may also be a viable option for young adults. **Statement of the Problem**: The purpose of this study is to create a prediction equation for maximal aerobic capacity (VO2max) using the PACER for college students. **Methods & Procedures**: Kinesiology college students (n=124, age=23.7±5.0 years, height=65.2±4.2 in, weight=169.0±36.6 lbs) performed a VO2max test (graded exercise test collecting expired air using the Bruce protocol), a 1-Mile Run (outdoor, 400m oval track), and the PACER (15m, outdoor covered court) on separate days. Pearson's Product Moment Coefficient were used to determine the significance of the relationship between the variables. Simple regression analysis was run to create a prediction equation for each of the field test to estimate VO2max. Alpha of .05 was used for all tests. **Results**: Significant relationships existed between VO2max and 1-Mile Run ($r_{(123)}$=-.82, p=.001) and PACER ($r_{(123)}$=.81, p=.001) for all students. This was also evident for males (1-Mile Run: $r_{(41)}$=-.72, p=.001, PACER: $r_{(41)}$=.72, p=.001) and females (1-Mile Run: $r_{(81)}$=-.78, p=.001, PACER: $r_{(81)}$=.72, p=.001). Regression equations based on ANOVA were significant for all students combined (1-Mile Run: $F_{(1, 122)}$=258.0, p = .001, PACER: $F_{(1, 122)}$=233.1, p = .001), males (1-Mile Run: $F_{(1, 40)}$=43.4, p = .001, PACER: $F_{(1, 40)}$=42.5, p = .001), and females (1-Mile Run: $F_{(1, 80)}$=129.5, p = .001, PACER: $F_{(1, 80)}$=86.4, p = .001). **Summary of Findings**: This study demonstrates that the PACER can be used as a field test to estimate VO2max in college students. The 1-Mile run is often used to estimate aerobic capacity in adults, and since this study shows similar prediction estimates with the PACER, it can be used as an option if the 1-Mile is not desired. For those who cannot complete a 1-Mile Run, the PACER can be an alternative assessment for their aerobic capacity.

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Effects of GOFIT Sports Program on Elementary School-Aged Children Fitness Levels

Sebastian André Cox Jr. and T. Brock Symons, Ph.D.

Texas A&M University-San Antonio, San Antonio, TX, 78224

First Author Phone: (469) 383-4310; email: sebastiana.cox@jaguar.tamu.edu

Introduction: Obesity has plagued the youth of the world for several decades, resulting in a high prevalence. Approximately 20% of today's youth aged two to 19 are at risk of becoming obese and experiencing other health-related ailments. Different avenues to combat obesity in children include programs that involve sports and physical activity. GOFIT is a free program provided by the South San Antonio school district to encourage increased physical activity in elementary aged students. **Statement of the Problem**: The aim of the study was to determine the effect of participation in the GOFIT program on youth fitness levels. **Methods & Procedures**: Eighty-four fourth and fifth-grade girls and boys (height 1.41 ± 0.08 m and weight 40.5 ± 13.9 kg) from Roy P. Benavidez Elementary, a school in the South San Independent School District, participated in the study. Participants were randomly divided into two groups: GOFIT participants (girls = 18 and boys = 24) and non-GOFIT participants (girls = 18 and boys = 24). GOFIT participants competed in the following intramural sports programs: basketball, track, soccer, flag-football, and volleyball (girls only). All participants completed the Fitness Gram assessment pre and post, and the following outcome measures were recorded: curl-ups, push-ups, trunk lift, and the Pacer 15m test. Changes in dependent variables were analyzed using a three-way analysis of variance and a Tukey's test was used for post-hoc analysis. **Results**: Total number of curl-ups performed demonstrated no main effect for time, no group difference ($p>0.05$), and significant main effect for sex ($p<0.001$). Total number of trunk-lifts exhibited a main effect for time ($p=0.034$), no main effect for group ($p>0.05$), and a significant main effect for sex ($p<0.001$). Push-up displayed a main effect for time ($p=0.004$) and no group or sex differences were found ($p>0.05$). Lastly, the Pacer 15m test demonstrated a significant main effect for time ($p<0.001$), no main effect for group, and a significant main effect for sex ($p=0.019$). **Summary of Finding**: In conclusion, we found that over the three-month study period all participants demonstrated increased Fitness Gram scores indicating improvements in their levels of fitness.

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Investigating The Dose-Response Relationship Between Physical Activity and Neuropsychological Function in Young Adults

Anushree Gurav, Kimberly Vanhoose, Anusha Bantumilli, Caifang Wu, Xiangli Gu
University of Texas at Arlington, Arlington, Texas 76019
Phone: 669.338.8684
Email: akg3407@mavs.uta.edu

Introduction: More than half (56.7%) of young adults do not meet daily physical activity (PA) recommendations (NCHA III, 2023), and accelerometer-based sedentary time is higher (*M* = 9.82 hrs./day) than recommended (Castro, 2020). Higher levels of PA, especially moderate-to-vigorous PA (MVPA), are associated with significant enhancements in cognitive functions (e.g., inhibitory control) (O'Brien, 2021), but only moderate PA (MPA) and light PA (LPA) were linked to lower incidences of depression (Morres, 2021). The relationship between PA dose-parameters (e.g., MVPA, LPA) and neuropsychological functioning in adults is still not fully understood. Habitual prolonged sedentary behavior (SB) is significantly associated with depressive symptoms (Guo, 2024) and decreased cognitive performance (Falck, 2017). Screen-based SB, especially, is associated with increased risk of depression, particularly in young adults and females (Liqing, 2022), and impairment of executive function (EF) (Moshel, 2023).**Statement of Problem:** The purposes of this study were to 1) examine the dose-response relationships of PA (LPA, MPV, VPA) and SB (screen and non-screen SB) with depressive symptoms and EF; and 2) explore potential disparity in depression. **Methods**: Using a cross-sectional design, 69 college students were recruited (M_{age}=23.22 ±3.73, 73.9% female, 17.4% white). Participants completed validated surveys to self-report depressive symptoms (CES-D; Radlof, 1977; Hann et al, 1999); MVPA (Godin et al., 1985); SB, including screen and non-screen time (YASB; Rosenberg et al., 2010); and EF, including working memory (WM) and inhibition (higher scores indicate higher risk of cognitive deficits; Holst & Thorell, 2018). Participants' BMIs were calculated based on self-reported height and weight. Correlation and multivariate analysis of covariance (MANCOVA) analyses were performed. **Results**: Both MPA and VPA were significantly negatively associated with WM (*r*= -.33 and *r*= -.26; p< .05); only MPA (*r*= -.26, p< .05), not LPA or VPA, was significantly associated with depressive symptoms. There was significant correlation between EF and depressive symptoms (*rs* = -.36 to .55, p<.01). The regression model also showed that MVPA but not LPA emerged as a significant predictor of EF (β =-.31, p <.05), accounting for 11.8% of variance. For the depression model, only VPA became a significant predictor after controlling all covariates (i.e., gender, age, BMI; [β =-.24, p <.05; R^2=.121]). Individuals with depressive symptoms showed significantly greater risk of EF deficits (Wilks' Lambda=.678, F (59, 7)=3.995, p<.001), compared to individuals without depression symptoms (EF: M=24.01 vs. M=14.18, p<.01) regardless of BMI, age, and gender. In addition, only VPA showed significant difference between individuals with depressive symptoms and without (VPA:M=3.26 vs. M=4.45, p<.05) after controlling for all covariates. **Summary of Findings**: This study underscores the importance of MVPA in enhancing cognitive function, particularly EF, and reducing depressive symptoms among college students. The significant negative association between MVPA and WM deficits highlights the potential of targeted PA interventions in mitigating cognitive decline. Moreover, the differentiation between the effects of various PA intensities (MPA, LPA, and VPA) on neuropsychological health suggests tailored exercise regimens could optimize psychological and cognitive outcomes. These findings advocate for the integration of structured PA programs in college health initiatives to address physical and mental health disparities.

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Movement Integration Facilitators and Barriers in Secondary Schools: A Scoping Review

Dr. Liana Davis[1], Dr. Jongho Moon[2], Dr. Collin Webster[1], Dr. Taemin Ha[3], Dr. Hyeonho (Henry) Yu[4], & Vishwa Parikh[1]
[1]Texas A&M University- Corpus Christi, Corpus Christi, TX 78412
[2]Western Michigan University, Kalamazoo, MI 49008
[3]Queens College, City University of New York (CUNY), Flushing, NY 11367
[4]Metropolitan State University of Denver, Denver, CO 80204
Dr. Davis Phone: 361-825-2670; Email: Liana.Davis@tamucc.edu

Introduction: Movement integration (MI) is a whole-of-school physical activity (PA) approach which involves incorporating PA into regular classroom time during the school day. While classroom teachers acknowledge that MI benefits students, they also perceive barriers to routinely integrating movement. **Statement of the Problem**: The purpose of this study was to identify MI facilitators and barriers within secondary school settings. **Methods**: This study employed scoping review methodology. Seven electronic databases served as data sources. Screening of potentially relevant records distilled 34 empirical articles for inclusion. Findings reported in the articles were extracted and collated to identify distinct MI facilitators and barriers. **Results**: Eight key facilitating factors for MI were identified: 1) Teacher training and professional development, 2) resource provision, 3) collaborative planning, 4) school leadership support, 5) positive perceptions, 6) curriculum alignment, 7) school schedule, and 8) autonomy and empowerment. Ten key barriers were identified, including 1) study attrition and compliance, 2) novelty effect, 3) environmental constraints, 4) classroom management, 5) resource limitations, 6) academic pressures, 7) technical issues, 8) lack of support, 9) negative student responses, and 10) lack of collaborative planning. **Summary of Findings**: This study maps the existing empirical knowledge concerning MI facilitators and barriers in secondary schools, and provides direction for future investigation within this newly emerging and critical area of research related to whole-of-school PA.

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SELF-EFFICACY INFLUENCES OF PRE-SERVICE PHYSICAL EDUCATION TEACHERS WHO INSTRUCT STUDENTS WITH DISABILITIES

Emily Mason, PhD, Karen Gaudreault, PhD, Victoria Shiver, PhD, Amanda Young, PhD, Glenn Hushman, PhD

Victoria College, University of New Mexico, California State University-Long Beach

First Author Phone: (806) 470-1378; email: Emily.Mason@victoriacollege.edu

Introduction: Pre-service PE teachers (PSTs) who will instruct students with disabilities (SWDs) are being trained effectively are being taught to not only leave an impact in their classroom with their SWDs, but are also learning to serve as an advocate for SWDs in the general PE setting, the campus and school district as a whole, and to the community as it pertains to supporting and treating individuals with disabilities (IWDs) as capable beings. Well trained pre-service PE teachers who will instruct SWDs with high teaching efficacy (TE) will have the ability to ensure that their future SWDs are receiving a quality and appropriate PE experience while also supporting their SWDs in all areas of school and life as proficient individuals. While much quantitative research has examined and found exposure and practice with SWDs contributes to TE of pre-service PE teachers (Hutzler, 2005; Gurvitch & Metzler, 2009; Lin & Gorrell, 2001; Hand, 2014; Kleinsasser, 2014), less is known about factors that contribute to the TE of pre-service PE teachers who work with SWDs utilizing qualitative research methods. This study aimed to explore the influences that contribute to the TE of pre-service APE teachers in the Southwest United States through the lens of self-efficacy theory. **Statement of the Problem**: Derived from self-efficacy theory, the purpose of this study was to analyze what factors contribute to the self-efficacy/teacher efficacy (TE) of pre-service teachers (PSTs) as they instruct physical education (PE) to students with disabilities (SWDs). **Methods & Procedures**: Self-efficacy theory (SET; Bandura, 1977; Maddux, 2013) was used to make meaning of what SET tenets the PSTs found valuable as it pertained to boosting their teacher efficacy teaching physical education to SWDs. Data collection involved three semi-structured interviews, three reflections, one critical incident account (Flanagan, 1954), ten to twelve non-particapatory observations of the PSTs teaching PE in an elementary school with SWDs, informal conversations, email communication, and collection of relevant artifacts that pertained to the purpose of this study. Data trustworthiness was established through the use of multiple researchers, triangulation, an audit trail, member checks and the search for negative cases. Inductive analysis (Huberman & Miles, 1994) of the data generated themes pertaining to self-efficacy theory. **Results**: data analysis revealed that the PSTs highly value vicarious experiences, mastery experiences, and social persuasion when considering factors that elevate their TE with SWDs in the PE setting. **Summary of Findings**: This study's findings suggest all five sources from self-efficacy theory should be considered holistically in teacher preparation of pre-service physical education teachers as they are instructed to teach students with disabilities.

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EdTPA Fatigue: A Student Mental Health Perspective

Lead Author/Presenter:

Sharon Rice Ed.D., Stephen F. Austin State University

Nacogdoches, Texas 75962

Phone: 936-468-1527; Fax 936-468-1850; Email rices2@sfasu.edu

Authors/Presenters

John Stewart Ph.D., Stephen F. Austin State University, Nacogdoches, Texas

Victoria Wagner-Greene, Stephen F. Austin State University, Nacogdoches, Texas

edTPA Scores and Student Fatigue: A Mental Health Perspective

Statement of the Problem In a pilot program in the State of Texas, Physical Education Teacher Education (PETE) students at some universities utilized edTPA instead of TExES Pedagogy and Professional Responsibilities (PPR) for teacher certification. edTPA is divided into three tasks: 1 Planning, 2 Instruction, and 3 Assessment. Each task includes five rubrics; teacher candidates thus are evaluated on 15 total rubrics, each measuring a different competence. This study compares edTPA task scores and considers ways in which student mental fatigue and related mental health challenges may influence task performance.

Methods and Procedures: The sample (n=63; 27 females and 36 males) included all PETE teacher candidates at a small regional university in Texas during the Fall 2021 through Fall 2023 semesters. Researchers acquired edTPA scores for all student participants, entered rubric-specific scores in an Excel spreadsheet, and calculated an average score for each task. Each student also submitted a reflection paper at the end of the semester (after completing all edTPA tasks), in which they identified and discussed positive and negative (challenging) experiences associated with the edTPA process. In a qualitative analysis, three researchers independently evaluated student reflection papers to identify and interpret conceptual themes.

Results: The highest possible score on each task was 15. Observed task means were 12.73 for Task 1 Planning, 13.47 for Task 2 Instruction, and 11.57 for Task 3 Assessment. In student reflection papers, recurring themes included confusion about edTPA procedures, tedious and/or rigorous edTPA requirements, struggles managing time, and feeling overwhelmed and stressed.

Summary of Findings: Among tasks, Task 3 Assessment is the most complex. Comparatively low assessment scores may be due in part to a lack of procedural clarity for prompts and greater task rigor. Our results suggest task fatigue, time management issues, feeling overwhelmed, and feeling stressed also may contribute to relatively low Assessment scores. edTPA Assessment (Task 3) should be an area of focus when preparing PETE students. We recommend incorporating more instruction about Assessment task requirements and procedures in edTPA preparatory courses. Moreover, time management instruction, mindfulness strategies, and other stress management tools may prove valuable as mechanisms to improve edTPA scores, promote mental health, and foster resilience among future educators.

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Exploring the Lived Academic and Social Experiences of Female Student-Athletes who Graduated from Texas Community Colleges

Kristy Urbick, Ed.D

Del Mar College, 101 Baldwin Blvd, Corpus Christi, TX 78404

Phone: (209) 556-3836; email: kurbick2@delmar.edu

Introduction: Community colleges play an essential role in providing student-athletes with the opportunity to continue to pursue athletics and go to college. Community college student-athletes' experiences, specifically those of female student-athletes, are critical to examine. Female student-athletes have unique academic and social experiences that can influence their retention and degree completion.
Purpose: The purpose of the study was to investigate the lived academic and social experiences of female student-athletes at Texas community colleges. The study aimed to explore the experiences that contributed to their successful attainment of an associate degree. This study was designed to add to the existing literature on female student-athletes and provide important information to aid in designing best practices for the retention and persistence of female student-athletes.
Methods: The methodology chosen for this study was a phenomenological design consisting of semistructured interviews with female student-athletes from Texas community colleges.
Results/Conclusion: The researcher investigated the lived academic and social experiences of female student-athletes at Texas community college and explored the experiences that contributed to their successful attainment of an associate degree. The findings indicated that community colleges in Texas are an essential option for female student-athletes to continue participating in athletics and obtain a degree. Their relationships with coaches, faculty, teammates, and other athletes positively influenced their experiences at Texas community colleges. In addition, being part of an athletic program provided the participants with accountability, support, and resources to help them complete an associate degree. College administrators, athletic governing bodies, and coaches can implement policies and best practices to enhance female student-athletes' participation and retention. The themes from this study were (a) Classroom Champions, (b) Campus Belonging, (c) Athletic Family, (d) Faculty Role, (e) Value of the Associate's Degree, and (f) Overcoming Challenges.