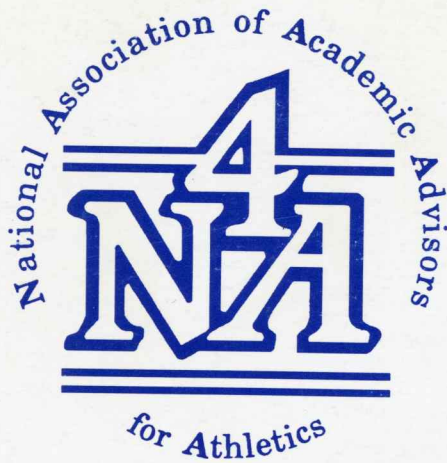




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Submission Guidelines for the *Academic Athletic Journal*

AUDIENCE

The primary audience of the Academic Athletic Journal is the membership of the N4A, that is, professionals providing counseling, life skills, and academic support services to student-athletes.

PURPOSE

The primary purpose of the journal is to assist its readers in providing the best possible counseling, advising, and life skills services to student-athletes. Toward that end, articles should add new knowledge, challenge existing opinion, and/or explain the implications of research. The arguments should be well-grounded in theory or research and clearly related to practice. Articles should be original and stimulating, written in a clear and concise style. Where applicable, authors should strive for methodological and statistical soundness, while avoiding unnecessary technical excursions.

SUBJECT MATTER

Relevant topics include, but are not limited to, the following: historical overviews of topics related to student-athletes; reviews of publications related to student-athletes; practical applications of theoretical or research-based conclusions; research on student-athletes and on professionals working in support service capacities, including a full discussion of results and implications.

Do not submit a manuscript that has been previously published, is scheduled for publication elsewhere, or is being considered for publication elsewhere.

REVIEW PROCESS

Manuscripts will be reviewed through the blind review process by at least three members of the editorial board. Their comments will be sent to the authors along with recommendations for acceptance, rejection, or revision.

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Authors should avoid sexist language at all times and terms such as subject when describing research participants.

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(2) An abstract of 50-100 words that briefly summarizes the major points of the paper. The abstract should be typed on a separate page and appear after the title page.

(3) A brief biographical sketch for each author. Sketches may be combined on one page, but must appear on a page separate from manuscript text.

(4) A cover letter briefly describing the nature of the manuscript. Include relevant telephone and fax numbers and electronic mail addresses.

Submit the original manuscript and four copies to: E. Newton Jackson, Jr., Ph.D., Sport Administration Program, Department of Physical Education, 126 Tully Gym, The Florida State University, Tallahassee, Florida 32306-4280.

Upon final acceptance of the manuscript for publication, authors should provide a copy of the final draft and the electronic version of the manuscript on computer diskette, formatted for IBM (compatible), in MS Word 5.0 or better. Please do not submit diskettes prior to final acceptance.

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EDITOR'S STATEMENT

E. NEWTON JACKSON, JR., PH.D.

THE FLORIDA STATE UNIVERSITY

Each academic year brings new faces and new hope to each campus across this nation. We face the good-byes to old friends, coaches, graduating student athletes, slightly missing yesterday's fun, while greeting the excited new lives entering today and tomorrow. The cycle of advisement continues in spite of greater or less support within our division, or if more emerging programs have been added to our individual institution. The mission of directing and supporting our student athletes is ongoing, never ending. There is always another young person that needs our insight, wisdom, and experience about the transitions of life which are ahead. Whether from high school to freshman status, or redshirt, or academic progress toward their degree, or facing the final academic year, transitions are what we observe and understand. This issue of the *AAJ* explores selected college transitions.

New areas of research and discussion are presented. Nelson and Boyajy examine the exit survey administered to collegiate student athletes. These graduating students completed a 74 question Likert-type scale. The results may influence peer institutions to re-examine their practices. The trio of Titlebaum, Stankovich, and Meeker in detail discuss their Success Model. It is an educational model created to enhance academic performance of student athletes by utilizing transferable athletic skills. Grahman, Porter and DeNault provide intervention programming to increase performance for students identified with selected learning disabilities. The final article in this issue was written by Lock & Layton. Their concern was also transition stages of the student, specifically detailing a process assisting in the development of knowledge about self and personal intrinsic processing needs. Readers may find that most of these articles are closely related.

There always is a current of disgruntled staff, and selected membership that seek and desire more services. This is not an unreasonable desire, yet, being a part of the solution requires more than verbal input. It may sometimes require more hours of service and dedication than the servicing of just our student athletes. Research and new conceptual models are needed among this ever-growing body of knowledge to build and further strengthen this important profession. Papers investigating your experiences as well as those of our student athletes are strongly encouraged among the membership. The growth, quality and depth of this journal strongly depends upon those that assist in its scholarly contribution. Tremendous growth has occurred in the past 25 years of the N4A. The next 25 years will certainly be equally as challenging, but hopefully even more rewarding to all those involved in the success of student athletes at all levels. Let us face the dawn of tomorrow committed to give our best daily.

Administration of a Student Athlete Survey & Implications for the Quality of Advising & Related Services

Eileen S. Nelson

Jennifer L. Boyajy

James Madison University

ABSTRACT

This paper describes the results of an exit survey administered to student-athletes at a southeastern Division I university. Graduating student-athletes were asked to complete a survey that was created in an effort to determine their level of satisfaction with the OADSA, their coaches, their major department advisors, and special campus services. This student-athlete survey is in addition to the NCAA mandated exit survey given to graduating student-athletes. The questionnaire involved 74 items with a Likert-type scale for responses ranging from Strongly Agree to Strongly Disagree to Not Applicable. Of the 66% of graduating student-athletes who participated, 15 of 25 Varsity Athletic teams were represented. The information obtained from the exploratory survey was used by the Athletic Department as a guide for the implementation of the CHAMPS/Life Skills Program. Implications of the exit survey are discussed. The results indicated that the student-athletes were slightly more satisfied with their athletic advisors than with their major advisors. Of the four special campus services addressed by the survey, the Office of Career Services, the Center for Multicultural Services, the Counseling and Student Development Center, and the Reading and Writing Lab, the greatest amount of students reported visiting the Office of Career Services (21). In addition, student-athletes reported being the most satisfied with the quality of their experience at the Reading and Writing Labs. No significant differences were found in the level of satisfaction in any of the assessed areas.

The college years are a period of rich developmental growth for young adults that may affect attitudes, interests, values, future plans and aspirations, openness to impulses and emotions, personal integration, and intellectual ability (Chickering, 1969). According to Chickering, there are seven vectors along which developmental tasks take place; these vectors are: competence, emotions, autonomy, interpersonal relationships, purpose, identity, and integrity. While mastering developmental tasks, college athletes face personal, academic, athletic, and social challenges different from those experienced by their non-athletic peers. Research in collegiate athletics supports the claim that student-athletes require special services to address their unique needs (Denson, 1994; Ferrante, Etzel, & Lantz, 1996).

Academically, student-athletes are often unprepared for the demands of college level course work. According to Gabbard and Halischak (1993), many student-athletes lack time management, note-taking and test-taking skills; experience dealing

with professors and tutors; and possess little "game-sense" in relation to academics. Since many athletes are accepted to universities based on their athletic rather than academic abilities, they may not be prepared for the intense academic pressures and expectations of college life (Denson, 1994; Ferrante, Etzel, & Lantz, 1996). The struggle to deal with a lack of academic success often leads to emotional distress and frustration for the athlete, which may result in reluctance to strive to achieve academically and compete within their majors (Pinkerton, Hinz, & Barrow, 1986). In addition, time demands placed on athletes may be so extreme at some schools that they are left with little time for their studies, leading to academic decline (Jordan & Denson, 1990).

Student-athletes also struggle with divergent messages and expectations associated with fulfilling dual roles, student and athlete (Figler, 1988). They experience difficulties balancing both roles, especially since each demands a significant amount of time, focus, and energy. These conflicting roles are often sacrificed at the expense of one another, and for the athlete, may result in compromising the student role and overemphasizing the athlete role. Athletics may come to dominate all facets of the athlete's life so that other areas of individual functioning are neglected or inhibited (Eitzen, 1987). Student-athletes are often faced with issues not likely to be encountered by their non-athletic counterparts, such as pressure to maintain a competitive edge, stress and injury, exhaustion, public scrutiny, and stringent academic and athletic schedules. As a result, athletes may become limited in their support networks and inevitably, the role of the athlete prevails, especially as they progress through college (Miller & Wooten, 1995).

Experiencing academic difficulties can also lead to frustration, embarrassment, and a sense of failure. As a means of shielding themselves from having to deal with academic difficulties, athletes tend to focus solely on athletics, again at the expense of academics (Goldberg & Chandler, 1995). As student athletes attempt to strike a balance between the values, expectations, and demands of sports and school, little time and energy remain to focus on personal development (Goldberg & Chandler).

According to Purdy, Eitzen, and Hufnagel (1982), student-athletes who receive full athletic scholarships are often found to be less prepared and less successful academically than partial or non-scholarship athletes. These researchers also found that many college athletes feel they owe a debt to their coaches, resulting in overemphasis of the athlete role. Full scholarship athletes, who are predominantly at the top of their sport, tend to believe that their futures lie in professional sports and often sacrifice their studies in pursuit of their athletic talents (Purdy et al.).

Due to time, attention, and physical demands, student-athletes also experience a less diversified college experience than do their non-athletic peers (Goldberg & Chandler, 1995). The college experience is viewed as a time of expansion, exploration, and exposure to new cultures, experiences, and ideas. College students are presented with the opportunity to interact with people of different social, ethnic, and family backgrounds and are encouraged to gain an appreciation of individual differences. For many student-athletes, however, college is a harrowing experience as a substantial amount of time is spent focusing on their sport and interacting solely with teammates (Petitpas & Champagne, 1988). Athletes often experience limited opportunities for interpersonal interaction beyond teammates, which can adversely affect the development of effective social skills (Petitpas & Champagne). In addition, it has been reported that although college athletes develop friendships

with team members, these relationships often involve a heightened sense of competitiveness not commonly found in relationships between non-athletes (Lanning, 1982).

Developmentally, college students are faced with the difficulties of achieving major milestones and resolving personal issues. A major task facing college students is the consolidation of an identity (Levinson, 1986). This is a complex process that involves intense self-evaluation as well as external exploration. This need for active questioning and exploratory behavior may not, however, be compatible with an athletic system that promotes conformity and requires such large amounts of physical and psychological time and energy (Petitpas & Champagne, 1988 p.455). Student-athletes often fail to explore different roles as they consolidate an initial identity and exhibit early identity foreclosure by assuming the sole identity of an athlete (Petitpas & Champagne).

As a result of "role engulfment," the student-athletes' motivation to pursue and explore other alternative roles is significantly reduced (Goldberg & Chandler, 1995). Many factors, including the immediate reward and feedback, the idealized view of the athlete, and the lack of emphasis placed on academics in high school increase the likelihood that the student athlete will assume the athlete role. Unfortunately, preoccupation with this role can inhibit the development of skills necessary for maintaining self-confidence and coping with the reality that the future may not include professional athletics (Goldberg & Chandler). Even when a student recognizes that professional sports participation is not an option, there is often a reluctance to relinquish the athlete identity and explore other roles (Pinkerton, Hinz, & Barrow, 1989). Many athletes fail to consider non-athlete career options, cease to engage in exploratory behavior, and focus too narrowly on themselves and their futures as athletes.

In relation to the issue of identity foreclosure, student-athletes also experience difficulties with career planning. The strict time demands, invisible career role models, and limited life experiences of student-athletes contribute to increased difficulty in planning for the future (Gabbard & Halischak, 1993). Student athletes are often unaware of opportunities available beyond the world of athletics (Gabbard & Halischak).

It seems evident that the implementation of an academic advising program that recognizes the pressures and experiences specific to student-athletes is of importance in successfully meeting the unique needs of these individuals. An academic advising program should provide a variety of services and perform multiple functions to ensure that student-athletes are given the opportunity to fulfill their potential in all aspects of the college experience including academics, social skills and relationships, cultural awareness, personal development, and athletics. Gabbard and Halischak (1993) believe that the goals of an athletic program should include reducing academically related difficulties and providing opportunities for student-athletes to improve academic skills. In particular, they recommended that an athletic program should more closely monitor organizational and study skills.

An academic advising program for student-athletes should initially be responsible for assisting in course selection, ensuring that the athlete is enrolled in courses that are relevant to the athlete's progress and future needs in addition to monitoring athletic eligibility (Figler, 1988). To address and resolve academic difficulties, the program should provide tutoring services, study halls, as well as time management,

coping, and study skills training (Denson, 1994). In an effort to encourage awareness, communication, and cooperation, the athletic advisor should function as an intermediary between athletes and faculty while aiming to minimize personal conflicts arising between demands of academics and athletics. A focus on personal development and health issues as well as social skills training should also be included in this program (Denson; Jordan & Denson, 1990). Finally, continuous career and future counseling should be emphasized and this program should provide assistance in helping student-athletes resolve identity and role conflict issues (Figler).

Upon acknowledging the importance and necessity of student-athlete programs, the Office for Academic Development of Student Athletes (OADSA), which was formally initiated in 1985, was developed at this Division I, southeastern university to address student-athlete needs. The Assistant Athletic Director for Academic Development coordinates and directs all of the programs and services provided by the office, supervises three other athletic academic advisors, acts as a liaison to the members of the university community, and is ultimately responsible for ensuring that the athletes are receiving the necessary programs, services, and attention to meet their personal, academic, and athletic need.

Yap and Nelson (in press) conducted an evaluation of the effectiveness of the same university's OADSA program implemented in 1985. They contacted alumni who constituted the first group of student-athletes to experience the OADSA program and administered a survey that asked former student-athletes to indicate their degree of satisfaction with different aspects of the programs and services of the OADSA. In addition, former student-athletes were asked to evaluate the program in terms of how well it prepared them for life after graduation. They were also asked to report their current level of satisfaction with their careers, relationships, and individual development. The findings of this survey indicate that former athletes felt satisfied with the academic advising they received from the OADSA and with the developmental tasks of self-acceptance, making a contribution in a career, relating to others, achieving intimacy, and developing a sense of spirituality. Alumni were also given the opportunity to offer suggestions for improving the program. The results of Yap and Nelson's survey are useful in analyzing the effectiveness of changes in the program in terms of its influence on the futures of student-athletes as well as to provide information about possible improvements to the program in focusing on future issues.

Over the years, studies have focused on the educational attainment of student-athletes as indicative of the success of academic and athletic programming (Purdy et al., 1986). These studies use graduation rate and grade point averages (GPAs) as their focus. It appears, however, that due to the complex nature of the experiences of student-athletes, simply measuring GPAs or graduation rates may not accurately reflect how well their needs were addressed by the athletic department and programs.

More accurate assessment of athletic programs and services is necessary to ensure that the needs of student-athletes are being met as athletes, as students, and as developing individuals. Petitpas and Champagne (1988) believe that an assessment report is not only important for the athletic department to evaluate its own programs and services, but also as a means of gaining credibility with faculty members and academic administrators. They advocate updating the college community on the effectiveness of athletic department programming through an ongoing evaluation process.

It has been argued that in determining the effectiveness of a program, assessment should be conducted at least yearly, in a thorough and systematic manner (Figler, 1988). This assessment should be administered and directed by those in the university who are trained to conduct and interpret research and who have no potential conflict of interest relative to the findings" (Figler, 1988, p.80). If, as a result of this assessment, a program is found to be effective and successful, it should be acknowledged and commended for its achievement. If, on the other hand, weaknesses are identified or it is found to be ineffective, action should be taken to make the improvements and changes necessary for the program to become successful (Figler). Assessment is clearly a necessary process in ensuring that programs maintain quality standards and expertise in serving its clientele.

METHOD

Participants

Forty-five of sixty-eight graduating student-athletes participated in this study, producing a response rate of 66%. These athletes represented 15 of the 25 Varsity Athletic teams at this university were enrolled in 18 different majors, and were 26 female (57.8%) and 19 male (42.2%). The participants represented three different ethnic backgrounds; 40 were Caucasian (89.9%), 4 were African-American (8.9%), and 1 was Asian (2.2%). These percentages correspond fairly well with the ongoing ethnic breakdown of both the general and student-athlete population at this university.

Their self-estimated final grade point averages (GPAs) on a 4-point scale indicated that 4 were between 3.5 and 4.0 (8.9%), 36 were between 2.5 and 3.4 (77.8%), and 5 were between 2.0 and 2.4 (11.1%). Approximately 31 (69%) of the athletes surveyed received full or partial athletic scholarships, (82%) were recruited, and 9 (20%) reported having tried out for the sport (6 students did not answer the question). None of the athletes reported ever losing eligibility for their sport. At the time of graduation, 27 (60%) student-athletes completed 4 years at the university, 11 (24.4%) completed 5 years, 6 (13.3%) completed 4.5 years, and 1 (2.2%) completed 3.5 years. Future plans for these student-athletes included working in an area related to their major (N = 21, 46.7%), pursuing a graduate degree (N = 11, 24.4%), pursuing a professional career in their sport (N = 6, 13.3%), and working in an area unrelated to their major (N = 5, 11.1%).

Questionnaire

A 74-item questionnaire was developed based on the senior exit survey currently in use by the School of Psychology at the university (Nelson & Johnson, 1997). This survey was designed to measure student-athletes' opinions of services they received from OADSA. All graduating student-athletes were asked to complete the survey, which was created in an effort to determine their satisfaction with the OADSA, their coaches, their major department advisors, and special campus services. This detailed questionnaire provided students with space to write additional comments and suggestions. In addition, they were asked to evaluate their experiences with their coaches, their major academic advisors, and with other campus assistance programs. Results also indicated their level of overall satisfaction with their experiences as student-athletes. Their responses were used to identify areas of

strength and weakness of the different services offered to student-athletes.

The questionnaire was divided into four main areas, with a fifth section focusing on demographic information. Within each of the domains, students were asked to respond to the items using a 4-point Likert-type scale with the following choices: (A) Strongly Disagree, (B) Disagree, (C) Agree, (D) Strongly Agree with an additional category, (E) Not Applicable. Students were also given the opportunity to offer suggestions and additional comments by responding to open-ended questions pertaining to each particular area.

The survey required students to indicate their degree of satisfaction in the four main areas, including: experiences with their major department advisor (9 items), the programs and services of the OADSA (21 items), experiences with their coaches (9 items), and special campus services (13 items with 3 items relating to the Office of Career Services, 3 items relating to the Center for Multicultural Services, 4 items relating to the Counseling and Student Development Center, and 3 items relating to the Reading and Writing Labs). Other demographic items addressed future plans, athletic team membership, scholarship status, GPA's, how often they met with their advisors, and whether or not they had used a particular service.

Procedure

After this survey was approved by the Athletic Department, it was determined that the most efficient mode of administration was to allow student-athletes to complete the survey on an individual basis, at their convenience. During a designated three-week period, students were expected to visit the OADSA office to complete the survey.

In an effort to increase awareness and encourage cooperation, the Director of Athletics mailed a letter to the coaches explaining the assessment procedure and the rationale for this survey. The graduating student-athletes also received a similar letter from the Assistant Athletic Director for Academic Development. This letter informed them about the purpose of the survey and how it was to be administered. Their participation was strongly encouraged and it was emphasized that their input would be of value to the Athletic Department. The athletes were also assured that their responses would be anonymous and confidential.

The survey was administered in the OADSA office during the last few weeks of the spring semester. The office secretary was primarily responsible for the administration of the survey and a master list of expected participants was kept at her desk. The students were asked to cross their names off this list upon completing the survey. Participants were placed in separate rooms and were asked not to leave their name or any identifying marks on the survey or answer sheet. An attached cover sheet reminded the students about the purpose and nature of the survey.

During the last week of survey administration, those students who had not yet completed the survey were contacted by phone and e-mail to remind them of times available to fill out the survey. The researchers collected completed surveys daily. Once data collection was complete, the answer sheets were scored and analyzed by computer. Written responses regarding the OADSA, the coaches, major department advisors, and the special services were typed up separately and returned to the Athletic Department.

RESULTS

Comparisons were made between male and female responses on certain items to identify significant differences. Results indicated that more males than females had visited the Office of Career Services. In contrast, no significant gender differences were found among these student-athletes across the use of the other 3 services (the Center for Multicultural Services, Counseling and Student Development Center, and the Reading and Writing Labs). Male and female student-athletes also did not differ significantly in their future plans. No significant gender differences were evident on responses for the items related to overall satisfaction with their department major, with OADSA, and with their coaches.

OADSA

Student athletes were asked to report the approximate number of times they met with their student athletic advisor throughout their college experience. Of those surveyed, 20 (44%) indicated that they met with their athletic advisor more than ten times, 5 (11%) reported meeting six to ten times, 15 (33.3%) met one to five times, and 5 (11%) never met with their athletic advisor. Over the past year, 9 (20%) indicated they met with their athletic advisor more than six times, 8 (18%) met four to six times, 15 (33.3%) met one to three times, while 13 (29%) had not met at all.

Table 1 illustrates the means, standard deviations, and percent of students who responded "Strongly Agree," "Agree," "Disagree," "Strongly Disagree," and "Not Applicable" to each of the 21 Likert items regarding the OADSA. These items addressed the extent to which students felt the athletic advisors of the OADSA were fulfilling their responsibilities to them as students and athletes. All of the items exhibited means higher than 3.15, indicating that the majority of the student-athletes agreed by selecting Agree or Strongly Agree in response to these items. Although responses of "Not Applicable" were not included in the calculation of item means and standard deviations, the percentage of athletes responding this manner still provides important information and is reported in Table 1.

Coaches

Results of items addressing the expectations and responsibilities of the coaches are presented in Table 2. This table reports the means, standard deviations, and percent of students responding Strongly Agree, Agree, Disagree, Strongly Disagree, and Not Applicable to each item. The responses in this section indicate the degree of satisfaction the students felt toward their experiences with their coaches. The higher the means, the more the students agreed that the coaches were fulfilling their responsibilities and meeting the needs of student-athletes.

MAJOR DEPARTMENT ADVISOR

Student-athletes were asked to approximate how many times they had met with their major department advisor throughout their college experience. Forty-two percent reported meeting with their advisors more than ten times, 20% indicated meeting six to ten times, 29% met one to five times, and 6% never met with their major department advisor. Over the past year, 22.2% indicated meeting more than six times, 22.2% met four to six times, 44.4% met one to three times, and 8.9%

indicated they had not met with their major department advisor. Over the past year, more student-athletes met with their major advisor (91%) than with their athletic advisor (70%). The results for the Likert items relating to the athlete's experiences with their major department advisor are listed in Table 3. Responses to these items indicate student-athletes' level of satisfaction with their experiences with their major department advisor. The higher the means, the more the students agreed that their major department advisors were fulfilling their responsibilities and meeting the needs of student athletes.

SPECIAL SERVICES

It appears that the majority of the student-athletes surveyed did not use the special services addressed by this questionnaire. Forty-six percent reported visiting the Office of Career Services, 36% used the Reading and Writing Labs, 16% used the services provided by the Counseling and Student Development Center, and 11% visited the Center for Multicultural Services. For those who did use the services, results of their responses are illustrated in Table 4. Each service was assessed using the same three items, with an additional item relating to the Counseling and Student Development Center.

DISCUSSION

Limitations of the Study

The limitations of this study should be acknowledged before interpreting the results. Though the researchers were not affiliated with the Athletic Department in any way, their purpose in conducting this study was to develop a method of evaluation for an academic advising program created specifically for student-athletes. The sample of student-athlete participants were not representative of the whole student-athlete population at the university, in that only 15 of 25 Varsity Athletic teams were represented and only 66% of the graduating student-athletes participated in this study. The results should be viewed as representative of the sample group, and not of all students-athletes utilizing the OADSA. Another limitation is that the survey did not require students to provide reasons for not using special campus services.

This survey proved to be a valuable tool in evaluating Athletic Department personnel and services, and providing a means for assessing other areas of the university involved in the experiences of student-athletes. In addition, the survey provided student-athletes with an opportunity to offer feedback regarding the various programs and services experienced at the university.

The results indicated that overall, student-athletes were satisfied with their experiences with the advisors, programs and services addressed by this survey. The majority agreed with the items relating to each area by selecting Strongly Agree or Agree, while relatively few expressed disagreement, indicating favorable perceptions and opinions about the OADSA. The student-athletes surveyed found their athletic advisors to be knowledgeable, helpful, available, and respectful of their feelings and concerns. They felt that the athletic advisors effectively advised on immediate academic, personal, and athletic problems, and the majority (73%) indicated satisfaction with the extent to which their advisors considered academic and personal issues as well as athletic issues. Seventy-three percent of those surveyed believed that their athletic advisor improved their opportunity for academic success, indicating

that these advisors seemed to effectively meet the academic needs of their advisees. More than half of the student athletes surveyed felt that their athletic advisor helped them to increase their overall self-esteem and confidence in their abilities.

Sixty-five percent of those surveyed reported that the OADSA provided ample tutoring support and study halls, again indicating that the OADSA worked to make their student-athletes' academic experiences more positive and less stressful. Although more than half of the student-athletes felt that their athletic advisors adequately advised on long-range planning and vocational opportunities, more than one third responded that this did not apply to their personal experience. It is possible that these student-athletes received career counseling from another advisor or service, and did not feel it was necessary to see the athletic advisor for assistance in this area. However, after comparing these results to the students' written responses, it appears that many student-athletes recommended a more comprehensive future and career-counseling program.

In response to this recommendation, the OADSA acknowledged the student-athletes' suggestions and has taken steps to enhance the career-planning program. They have implemented a new program in which former students return to the university to speak to current student-athletes about the opportunities and situations after graduation. In this program, students are also given the opportunity to ask the alumni questions about the future after graduation. In addition, this program may provide the opportunity for current students to make contacts to utilize after graduation.

It is evident that the student-athletes surveyed felt that the OADSA provided effective programs and services. An interesting finding was that for several of the items, including those related to being informed about campus services, making necessary referrals, advising on immediate personal and athletic problems, providing ample tutoring support and study halls, offering ample time management, study and coping skills programs, and providing opportunities for development of social skills, over one third of the students reported that this did not apply to their experiences with the OADSA. A simple explanation is that these athletes did not need to use those particular services. Another possibility is that the students were not fully aware of the extent of OADSA services and programs available to them. This would be unfortunate since those who did report using a variety of OADSA services reported them as very valuable resources.

Student's perceptions of their coaches also proved to be quite positive. They reported that their coaches were knowledgeable and helpful and that they encouraged academic as well as athletic success. Some of the items, however, exhibited slightly more variability in responses. For instance, on items addressing the extent to which they discussed long range planning and vocational opportunities, how informed they were about campus services, and the extent to which they helped to resolve conflicts between academic and athletic demands, some dissatisfaction was reported. It is hoped that the written responses, which were returned to coaches, may help them to reevaluate their responsibilities to student-athletes. It appears that, overall, the student-athletes developed positive relationships with their coaches, as over 90% reported that they were pleased with their coach-athlete interactions.

Student-athletes also reported high levels of satisfaction with their experiences with their major department advisors. They found their major advisors to be

knowledgeable, accessible, helpful concerning course selection, and respectful of their feelings. They also expressed satisfaction with the degree to which their advisors offered advice on academic problems. As is evident by both the objective and written responses, major department advisors seem to have an overall positive impact on student-athletes' experiences.

In comparison, student-athletes indicated that their athletic advisors were more knowledgeable about campus services (including tutoring and the reading and writing labs) than were their major advisors. Student-athletes also felt that their athletic advisors considered academic and personal issues as well as athletic issues more than their major department advisors. In contrast, slightly more student-athletes reported satisfaction with the extent to which major department advisors addressed future and career issues.

It was found that the majority of student-athletes did not use the special campus services addressed by this survey. Unfortunately, the survey did not require participants to provide reasons why they did not use the services. It is possible that the students were not aware of the services or that they just did not need them. This issue could be addressed in future survey administrations. It is interesting to note, however, that while only 16% reported visiting the Counseling and Student Development Center, this is comparable to the approximately 10-15% percent of undergraduates in the general student population who use the services of this office. Of those who utilized special campus services, however, responses were generally positive.

To further emphasize their commitment to academics, it was reported that the advisors of the OADSA referred the majority of the respondents (80%) to the Reading and Writing Labs. Although there were only a few written comments regarding these services, the students indicated that the Reading and Writing Labs were helpful and reported them as a valuable resource for student athletes. The majority of students who used the special services expressed high levels of satisfaction with their experiences with the Office of Career Services, the Counseling and Student Development Center, the Center for Multicultural Services, and with the Reading and Writing Labs.

The information provided by this survey could prove to be a valuable tool as the athletic advisors at this university begin to implement the CHAMPS/Life Skills Program. This program involves five different areas including Academic Commitment, Athletic Commitment, Personal Development, Career Development and Service. It is designed to offer universities the flexibility to focus on specific areas of their programs they feel are most important in influencing the development and success of their student-athletes. The student-athletes offered suggestions regarding issues they felt needed to be addressed more within this athletic department, which could be used to guide the direction of the CHAMPS/Life Skills program at the university. For example, as was mentioned earlier, several student-athletes indicated that they felt career and future counseling should be emphasized more for the athletes, and that some type of career counseling should begin as early as the first year of college. Using this information, the OADSA could examine the CHAMPS/Life Skills area relating to career development, and in turn develop a more comprehensive approach to prepare student-athletes for the future.

In addition, results from this survey can be used to identify the strengths of the

current program and could provide the OADSA with information concerning areas that are currently addressed by the office, and would require less emphasis in terms of the CHAMPS/Life Skills program. As the CHAMPS/Life Skills program continues, more specific questions could be added to the survey to gain specific feedback as to the success of the program in meeting the needs of the students it serves. Future surveys could also be designed to ask for more student input regarding issues that need more attention in the OADSA's current programs and services.

We offer several suggestions for future survey administrations. To obtain a higher response rate, it is suggested that this exit survey be tied into the university's annual assessment day held during spring semester. All classes are canceled on assessment day, so survey participation would likely increase. In addition, it would ease administration since the student-athletes would have a specified time to complete the survey in this group setting. This would alleviate time costs associated with the survey process, since test administration originally lasted approximately three weeks. Another area that needs to be addressed concerns the athletes who graduate in December, as they would be missed in survey administration unless a provision is made to ensure that the survey is completed before graduation. Another suggestion is for those students carrying a certain amount of credit hours to be required to complete the survey in the spring, which should include those who would potentially graduate in the following December. In addition, although drug and alcohol issues were not specifically addressed in this survey, it may be an area to consider for future surveys. Since student-athletes may be at risk for developing drug and alcohol problems, it may be important to examine and evaluate the resources and programs available to help them with these issues.

The Associate Directors of Athletics and the Faculty Athletic Representative who share this information with the Athletic Director conduct the NCAA mandated exit interview at this university. This exit interview tends to be sport-specific, focusing primarily on the athletic-related experiences of senior athletes. In comparison, the paper and pencil survey used in this study covers a broad spectrum of issues related to the life of the student-athlete. This survey could be administered every year as a developmental approach to the assessment of the to which the Athletic Department and the university are addressing the holistic needs of their student-athletes. In this study, a student-athlete survey proved to be an effective way for the students to evaluate current programs and services. This survey also provided an opportunity for the student-athletes to offer suggestions and comments that may influence the direction and focus of future programs, giving them a chance to take an active role in affecting the programs that would shape their experiences. Although this particular survey was developed to address the athletic advising program at this university, this form can be easily modified and adapted to fit programs of other schools.

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TABLE 1

Responses to Items Relating to Athletic Advisors (OADSA)

Item	<u>M</u>	<u>SD</u>	%SA ^a	%A ^b	%D ^c	%SD ^d	%NA ^e
1. In general were knowledgeable regarding eligibility requirements.	3.76	.43	66.7%	20.0%	-	-	13.3%
2. Monitored my eligibility.	3.63	.54	57.8%	28.9%	2.2%	-	11.1%
3. Have sufficient knowledge of NCAA/JMU policies, processes, and requirements to provide me with accurate and useful information.	3.67	.48	57.8%	28.9%	-	-	13.3%
4. Have sufficient and convenient office hours to meet my needs.	3.55	.56	48.9%	33.3%	2.2%	-	15.6%
5. Advised on immediate academic problems.	3.60	.66	48.9%	22.2%	2.2%	-	26.7%
6. Advised on immediate personal problems.	3.44	.58	28.9%	28.9%	2.2%	-	40.0%
7. Advised on immediate athletic problems.	3.56	.58	33.3%	20.0%	2.2%	-	44.4%
8. Advised on long-range planning and vocational opportunities.	3.21	.73	24.4%	28.9%	11.1%	-	35.6%
9. Are well informed about campus support services and refer me to other sources of information and assistance when such referral better suits my needs.	3.58	.56	42.2%	24.4%	2.2%	-	31.1%
10. Improved my opportunity for academic success.	3.43	.78	42.2%	31.1%	4.4%	-	22.2%
11. Acted as an intermediary between the faculty and me.	3.25	.84	31.1%	31.1%	4.4%	4.4%	28.9%
12. Provided ample tutoring support.	3.40	.68	31.1%	33.3%	-	2.2%	33.3%
13. Provided ample study halls.	3.30	.82	24.4%	20.0%	4.4%	2.2%	48.9%
14. Offered ample programs regarding time management, study, & coping skills.	3.24	.72	20.0%	31.1%	2.2%	2.2%	4.4%

TABLE 1 (continued)

Item	<u>M</u>	<u>SD</u>	%SA ^a	%A ^b	%D ^c	%SD ^d	%NA ^e
15. Respected my feelings and concerns.	3.62	.49	51.1%	31.1%	-	-	.8%
16. Respected me as an individual and made me feel like I was a valued and important person.	3.62	.49	51.1%	31.1%	-	-	15.6%
17. Considered academic and personal issues as well as athletic issues.	3.67	.48	48.9%	24.4%	-	-	26.7%
18. Helped me to increase my overall self-esteem.	3.19	.83	33.3%	26.7%	-	-	31.1%
19. Helped me to increase confidence in my abilities.	3.17	.83	24.4%	33.3%	4.4%	4.4%	33.3%
20. Provided me with opportunities to interact with others and further develop my social skills.	3.15	.86	22.2%	28.9%	4.4%	4.4%	40.0%
21. Overall, I am pleased with the academic advising program for student-athletes at JMU.	3.59	.50	53.3%	37.8%	-	-	8.9%

Note. SA^a = Strongly Agree; A^b = Agree; D^c = Disagree; SD^d = Strongly Disagree; NA^e = Not Applicable.

For all items in the survey, The range of values for each item was 1 to 5, with 4 indicating the highest level of agreement and 5 indicating the item was not applicable. Means and standard deviations do not include those responding A Not Applicable, so that means closer to 4 indicate higher levels of agreement.

TABLE 2

Responses to Items Relating to the Coaches

Item	M	SD	%SA ^a	%A ^b	%D ^c	%SD ^d	%NA ^e
1. Have sufficient knowledge of NCAA/JMU policies, processes, and requirements to provide me with accurate and useful information.	3.57	.83	57.8%	33.3%	-	2.2%	-
2. Discussed long range planning and vocational opportunities.	3.20	.88	40.0%	31.1%	13.3%	4.4%	8.9%
3. Is well informed about campus support services and refers me to other sources of information and assistance when such referral better suits my needs.	3.23	.73	35.6%	37.8%	15.6%	-	8.9%
4. Encouraged academic as well as athletic success.	3.66	.69	71.1%	20.0%	6.7%	-	-
5. Is aware of the programs offered by the student-athletic advisors.	3.44	.77	55.6%	35.6%	2.2%	-	2.2%
6. Helped resolve conflicts between academic and athletic demands.	3.40	.67	44.4%	35.6%	8.9%	-	8.9%
7. Respected my feelings and concerns.	3.43	.59	46.7%	46.7%	4.4%	-	-
8. Considered academic and personal issues as well as athletic issues.	3.43	.73	53.3%	35.6%	6.7%	2.2%	-
9. Overall, I was pleased with my coach(es).	3.53	.69	55.6%	35.6%	4.4%	-	-

Note. SA^a = Strongly Agree; A^b = Agree; D^c = Disagree; SD^d = Strongly Disagree; NA^e = Not Applicable. SA = 4; A = 3; D = 2; SD = 1; NA = 5.

TABLE 3

Responses to the Items Relating to Major Department Advisors

Item	M	SD	%SA ^a	%A ^b	%D ^c	%SD ^d	NA ^e
1. Has sufficient knowledge of department/JMU policies, processes, and requirements to provide me with accurate and useful information.	3.49	.59	51.1%	40.0%	4.4%	-	4.4%
2. Is available during scheduled hours or schedules alternative times.	3.45	.55	44.4%	46.7%	2.2%	-	6.7%
3. Advised on immediate academic problems.	3.40	.60	37.8%	42.2%	4.4%	-	15.6%
4. Advised on long range planning and vocational opportunities.	3.20	.79	28.9%	35.6%	11.1%	2.2	22.2%
5. Is well informed about campus support services (e.g. tutors, counseling) and refers me to other sources of information and assistance when such referral better suits my needs.	3.00	.76	15.6%	24.4%	15.6%	-	44.4%
6. Assisted me with course selection.	3.46	.70	44.4%	24.4%	8.9%	-	22.2%
7. Respected my feelings and concerns.	3.65	.48	57.8%	31.1%	-	-	11.1%
8. Considered academic and personal issues as well as athletic issues.	3.31	.79	37.8%	31.1%	8.9%	2.2%	20.0%
9. Overall, I am pleased with my major department advisor.	3.54	.59	55.6%	33.3%	4.4%	-	6.7%

Note. SA^a = Strongly Agree; A^b = Agree; D^c = Disagree; SD^d = Strongly Disagree; NA^e = Not Applicable. SA = 4; A = 3; D = 2; SD = 1; NA = 5.

TABLE 4

Responses to Items Relating to the Special Campus Services

Item	M	SD	%SA ^a	%A ^b	%D ^c	%SD ^d	%NA ^e
<i>Office of Career Services</i>							
1. I have been given helpful advice from the Office of Career Services.	3.10	1.03	15.6%	17.8%	6.7%	-	57.8%
2. I have been treated in a courteous manner by the Office of Career Services.	3.30	.88	20.0%	26.7%	-	-	51.1%
3. Overall, I was satisfied with the Office of Career Services.	3.00	1.07	15.6%	20.0%	6.7%	2.2%	53.3%
<i>Center for Multicultural Services</i>							
1. I have been given helpful advice from the Center for Multicultural Services.	4.00	0.0	2.2%	-	-	-	95.6%
2. I have been treated in a courteous manner by the Center for Multicultural Services.	4.00	0.0	2.2%	-	-	-	95.6%
3. Overall, I was satisfied with the Center for Multicultural Services.	4.00	0.0	2.2%	-	-	-	95.6%
<i>Counseling and Student Development Center</i>							
1. I have been given helpful advice from the Counseling and Student Development Center.	3.00	1.00	2.2%	8.9%	2.2%	-	84.4%
2. I felt comfortable discussing my concerns and/or personal issues with a counselor from the Counseling and Student Development Center.	3.00	1.00	2.2%	8.9%	2.2%	-	84.4%
3. I have been treated in a courteous manner by the Counseling and Student Development Center.	3.14	.69	4.4%	8.9%	2.2%	-	82.2%
4. Overall, I was pleased with the services of the Counseling and Student Development Center.	3.14	.69	4.4%	8.9%	2.2%	-	84.4%

TABLE 4 (continued)

Item	M	SD	%SA ^a	%A ^b	%D ^c	%SD ^d	%NA ^e
<i>Reading and Writing Labs</i>							
1. I have been given helpful advice from the Reading and Writing Labs.	3.80	.81	26.7%	6.7%	-	-	64.4%
2. I have been treated in a courteous manner by the Reading and Writing Labs.	3.80	.81	26.7%	6.7%	-	-	64.4%
3. Overall, I was satisfied with the Reading and Writing Labs.	3.80	.81	26.7%	6.7%	-	-	64.4%

Note. SA^a = Strongly Agree; A^b = Agree; D^c = Disagree; SD^d = Strongly Disagree; NA^e = Not Applicable. SA = 4; A = 3; D = 2; SD = 1; NA = 5.

The Success Model: A Student Athlete Educational Model Designed to Improve Academic Performance Through the Utilization of Athletic Transferable Skills

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ABSTRACT

The Success Model has been developed to assist educators and counselors improve the way they prepare student athletes for academic, athletic, and future career success. The Success Model is made up of four interrelating components: (a) Self-management, (b) Note-taking, (c) Test-taking, and (d) Career Resources. This article will explore why the Success Model is needed and how athletic transferable skills can be used as the building blocks for teaching student athletes how to succeed in classroom as well as all areas of life.

INTRODUCTION

Although some student athletes take advantage of all the opportunities afforded to them in college, many do not. Mandatory study halls set up by athletic departments to help coaches and academic counselors keep track of student athletes, but may not be enough to prepare them for their future. The proposed Success Model has been designed to assist student athletes by giving them the training needed to excel in the classroom as well as after graduation. The four-part model presented in this article has been designed to prepare student athletes for life by incorporating athletic transferable skills as a learning tool.

With such an enormous emphasis on intercollegiate sports today, many people are wondering if today's college athletes should be called "athlete-students" instead of "student-athletes." The harsh reality is that although some student athletes view sport participation as secondary to an education, many do not and instead focus on participating in sports at the next level (i.e., professional or Olympic level). Murry Sperber (1999), a professor of English and American studies at Indiana University stated that, "Juries will discard the NCAA's student-athlete label and find that the players in college sports are, in fact, full-time athletes who happen to attend school as a secondary pastime." Although the responsibility for an education essentially relies on the student athlete, educators can assist by incorporating the proposed model into the existing system.

During the past several years a significant amount of research has suggested that special academic counseling interventions are necessary for the intercollegiate

student athlete population (Etzel, Ferrante, & Pinkney, 1996; Gabbard & Halischak, 1993; Ferrante & Etzel, 1991; Jordan & Denson, 1990). The Triad Assisting, Advising, and Assessment Model is a multifaceted approach designed to meet the needs of intercollegiate student athletes who are placed in the dual roles of college student and athlete (Stier, 1992). The model emphasizes the importance of athletic departments taking a proactive approach in assisting student athletes in the areas of academic, personal, social, and athletic dimensions of college life.

A second intervention some athletic departments have implemented is peer mentoring programs. The HENS Peer Mentoring Program developed at The University of Delaware reported success in assisting first-year student athletes encountering academic, athletic, social, and emotional transition issues (Morrissey & Helfrich, 1996). The idea behind HENS is to use third through fifth year student athletes as peer mentors to lend support to freshman student athletes.

The Life Development Intervention (LDI) psychoeducation model has been designed to enhance personal competence by teaching life skills to athletes (Danish, Petitpas, & Hale, 1993). The LDI focuses on teaching life skills such as communicating with others, becoming self-reliant, and seeking and utilizing available resources. The program has better prepared student athletes adjusting to the transition to college. The central strategy of this program is teaching goal setting as a means of empowerment.

The Success Model has been built upon the aforementioned programs and is attractive to student athletes because of its uniqueness of using athletic transferable skills as the building blocks to teach student athletes how to become successful in the classroom, the playing field, and life after sports. Athletic transferable skills (Meeker, Stankovich, & Kays, 1999) are defined as the shifting of an athletic skill from sport to another area of life (i.e., academic, career, relationships). Athletic transferable skills can be used as a teaching tool (i.e., building rapport by speaking their own language), to increase self-confidence (i.e., showing student athletes how valuable their athletic skills are to future employers), and to expand social support (i.e., using athletic transferable skills as a starting point for helping student athletes cope with a career ending loss or sport retirement).

The model described in this article can be easily adapted to already existing mandatory study halls, or can be used primarily with at-risk student athletes. The four components described here (Self-Management, Note-Taking, Test-Taking, and Career Resources) can be used as part of annual educational workshops or can be used as a program offered throughout the school year.

THE SUCCESS MODEL

Component 1: Self-Management

Perhaps the cornerstone of a student athletes' success on and off the playing field is self-management. It is critical that student-athletes develop basic skills as early as possible in their college career to better manage athletic, academic and personal responsibilities. Undoubtedly, student-athletes schedules are extremely demanding with their athletic requirements (practice, meetings, competition, travel) and academic responsibilities (class attendance, exams, study table, maintaining

eligibility standards), not to mention their personal life, which includes the social interaction of a typical college student.

In order for a student-athlete to succeed in the aforementioned areas of college, it is vital that they manage their time appropriately. Time management is one skill that can increase a student-athletes success in college. The approach that student athletes take toward their athletic responsibilities must transcend to their academic areas if success is to be achieved in both. For example, the structured schedule of a student-athlete requires a lot of discipline. And typically, student-athletes make certain not to miss any of their athletic responsibilities such as practices, meetings, and travel for competition. Discipline is also an athletic transferable skill. If this same disciplined approach is used in the academic domain, such as attending class, studying, and meeting with tutors and advisors, there may be less concern for ineligibility or poor academic performance.

Student athletes feel they have little or no time to be productive in areas outside of athletics. Skills to improve self-management can be taught beginning their freshman year in order to be successful in both the classroom and their sport. Proper goal setting is another skill that can be taught to assist in this development. This too is an athletic transferable skill that student athletes are familiar with through their sport participation (i.e., lettering as a freshman, earning a starting position, making all conference, etc.) The basic idea behind goal setting is that individual's behaviors are guided primarily by their intentions (Locke, 1968). Goals serve a number of functions necessary for self-management. Not only do goals mobilize and sustain behavior, they also provide direction and help with maintaining commitment. For example, having an athletic goal such as earning a starting position provides direction, keeps athletes focused with training and skill acquisition, and inevitably gives them a target to reach.

The problem with goals, however, is that if they are not set effectively, they will often never be fulfilled. Most student-athletes and people in general, want to set goals that lead to success, but simply do not know how. In order to set effective goals, student athletes must first become familiar with what they want to achieve. Student athletes must understand their personal priorities before they can begin to effectively set goals. If participating in college athletics is a top priority, then the student athlete must be able to maintain the minimum academic standards to be able to do this. Having a priority such as majoring in eligibility with hopes of a professional career can lead to challenging times for athletes and academic counselors alike. According to Meyer and Gellatly, (1988), setting difficult, challenging goals lead to higher performance norms and therefore greater effort. Setting "easy" goals that are not challenging may actually impede progress toward success in college and life. If a student athlete's goal is maintaining eligibility, then he/she may only put in enough effort to reach that goal. This minimal effort allows the student-athlete causes the student-athlete to not pursue higher grades that could be attained with more challenging goals such as making progress toward graduation.

Weekly meetings with an academic counselor to assist in the training of self-management skills are a necessity. A written contract at the beginning of the semester to improve academic performance signed by the student-athlete, counselor, and coach will help in this process. This contract should clearly state the student's goals for academic performance for the semester. To assist in ownership and teach

responsibility, let the student-athlete help in setting these particular goals. Maintaining written goals on paper, similar to athletic team goals is a good start. Improving academic performance through setting goals that are measurable is extremely important. Goals can be measured by keeping recording logs (class attendance, hours spent studying, meeting with tutors). Maintaining written logs and a weekly schedule of events as well as an academic planner for the semester is critical. Concentrating on short-term goals such as talking once a week with instructors and attending all study table sessions are very important in this process.

In sport, athletes set weekly and even daily goals for practice to improve their performance for competition. The same approach is encouraged here. Simple weekly goals such as attending all classes, speaking to instructors, attending a study session, meeting with an academic advisor/counselor will prove beneficial in this process. The important thing here is to reward the student-athlete when an academic goal is accomplished. Perhaps calling a parent with a good report or being recognized by a coach for academic accomplishment. Maybe reducing some time on the weekly academic schedule when a goal is achieved can be a reward. Something more tangible such as an Academic Achievement Certificate can be given to the student-athlete after semester's end.

Goal setting is an athletic transferable skill that will not only help student-athletes with self-management, but also allow them to succeed in all areas of life, including school, career and personal relationships. Student-athletes should not underestimate how useful goal setting skills are inside and outside of sports. The same focus and discipline used to achieve athletic goals can help you become successful off the playing surface as well.

Component 2: Note-Taking

Although it may be surprising at first, note taking is actually an athletic transferable skill that will serve student athletes in the classroom as well as on the field. By learning how to effectively take and organize notes, student athletes can more clearly focus on important points and details (both in the classroom and in their sport). Often how well we remember is dependent on how we process information. Student athletes must take a self-inventory and closely examine their own learning patterns, including whether they are visual, auditory, or kinesthetic processors, and whether they are left- or right-brain dominant (Matte & Henderson, 1995).

Researchers have discovered that people typically learn information as (a) visual, (b) auditory, and (c) kinesthetic processors (Brook, 1989). Visual processors tend to be fast thinkers, use visual descriptions, and find charts, pictures, and diagrams most useful when learning new information. Auditory processors are better at listening and find lectures, discussions, and group study to be most advantageous when acquiring information. Kinesthetic processors are more feeling and touch oriented, and find hands-on projects that apply to real-life situations as their best way to learn.

As student athletes better understand with their particular learning style, they can begin to employ a personal note taking strategy that will best suit their needs. For example, a common right-brain note taking style is developing spidergrams, idea maps, or concept maps (Matte & Henderson, 1995; Longman & Atkinson, 1991; McWhorter, 1992). These methods use pictures to show relationships among concepts

and can be used to organize text chapters, lecture notes, and play books. On the other hand, a student athlete who is more left-brained may want to incorporate a more traditional looking outline note taking method such as the Cornell or Modified outline methods (Ellis, 1994; Matte & Henderson, 1995). This method is more structured in that student athletes organize their notes in an outline-format leaving ample room for questions and lecture summaries.

By learning brain dominance and processor style, student athletes can develop their own learning styles that will best serve them in the classroom as well as in their sport. In the classroom, student athletes will be able to better organize and understand their notes and inevitably perform better on examinations. On the field, student athletes will benefit by being able to better understand plays and strategies that will lead to improved performance. In both cases, student athletes will be able to "work smarter, not harder" and will have more time to themselves while becoming more productive as a student and athlete.

Component 3: Test-Taking

The third component of the Success Model is test taking. Preparing for an athletic competition is very similar to preparing for a test- both require knowledge and/or skill acquisition and arousal control. Athletic pre-game preparation is actually an athletic transferable skill that can be used when preparing to take an examination. We have already discussed several ways in which people organize and process information in the Note taking section, and would now like to introduce methods in which student athletes can relax and control their nerves before examinations and athletic competitions.

Many student athletes believe they have to "pump up" as much as they can to perform their best on a test or in a game. No longer do scientists support this method of improving performance. Instead, there seems to be an optimal arousal zone that is somewhere in the middle between low and high arousal. The Inverted-U Hypothesis (Yerkes & Dodson, 1908) states that there is an optimal level of arousal for every behavior, with values above and below likely to create poor performance. Many student athletes refer to this optimal arousal zone as "the zone," or being in the "flow" state of mind (Csikszentmihalyi, 1990) when talking about an above average performance in sports. Student athletes can be trained to perform at their optimal arousal zone in the classroom and on the field by learning simple anxiety-reducing techniques.

There are numerous ways in which a student athlete can reduce anxiety before an examination or athletic event, including progressive relaxation, breath control, and cognitive-affective stress management training. Although there are many variations of progressive relaxation (Weinberg & Gould, 1995), the basic premise behind the procedure is to sequentially tighten and relax muscle groups in the body. The purpose of this is exercise to help people learn to feel tension in their muscles and then be able to let go of this tension. With practice, student athletes can learn how to relax their bodies in only a few moments by learning cue words such as "calm" that will lead to a more relaxed state.

A second method of arousal control is breath control (Nideffer, 1985). When people breath in a smooth and deep manner, they are much more apt to perform in

their optimal arousal zone. Conversely, it is almost impossible to achieve peak performance when breathing is short and irregular. Student athletes can learn how to improve their breathing by focusing on their diaphragm and not the chest. Weinberg and Gould (1995) provide a thorough description of how to incorporate an effective breathing technique before an event.

A third way to deal with excess anxiety is to learn cognitive-affective stress-management training (SMT), developed by Ron Smith (1980). SMT is a skills program designed to teach a person an integrated way of coping with stress by using relaxation and cognitive components (i.e., self-talk, cognitive restructuring). Student athletes can learn how to combine breathing and relaxation techniques with rational cognitive statements (i.e., failing this one particular exam will *not* be the end of the world!) to lead to maximum performance.

In addition to the physical and mental arousal control methods of training offered here, student athletes can also learn basic test taking strategies to help with essay, true-false, matching, and multiple choice questions (Ellis, 1994; Matte & Henderson, 1995). Perhaps the most appealing notion about teaching student athletes the test taking anxiety-reducing methods described above is the fact that they are athletic transferable skills. Not only can student athletes improve performance in the classroom, but on the field as well!

Component 4: Career Resources

The last component of the Success Model is career training. In order for student-athletes to achieve academic success, it is important to utilize the career resources available to them in college. Unfortunately, student-athletes and students in general do not always take advantage of these services. Some simply do not know how to go about this process, whereas other feel it is a waste of time or don't feel it is important at this time in their lives. According to Hoyt & Lester, (1995), approximately 25% of college students *never* used any career resources or information while pursuing an education. With so much time spent focusing on their sport, many student-athletes do not even think about career training until they are at the end of their college career. Student-athletes must understand that career training is in no way meant to interfere or challenge their possible desire to pursue a professional or Olympic athletic career. In fact, the career training is meant to help these student-athletes with their career, no matter what career they are thinking about pursuing. Regardless of the occupation a student-athlete may choose, it is important to know about the career development process. And again, this process should start as soon as one enters college.

Career assessment instruments, particularly computer programs such as SIGI PLUS and Discover (Sampson & Johnson, 1993), are very helpful when student-athletes are exploring their personality traits, skills, values, interests, and aptitudes relating to career decision making. These programs are usually free to college students and available in most career offices on campus.

It is also important to explore and know realities of the current job market, including becoming a pro athlete, future trends, and gain accurate information about careers. The amount of information on the Internet today is almost endless. With technology increasing at a rapid speed, expect to find an abundance of information on the web with more appearing everyday. It is critical that student-athletes activate

an e-mail account and learn to use the Internet to help in their career search.

Learning how to network is another skill that should be incorporated in a student-athlete's daily life. A student-athlete's career network is endless, but they must first learn how to utilize this in their career process. Networking is considered the single most important aspect of job hunting. Student-athletes should be encouraged to conduct informational interviews throughout their college career to explore occupations interesting to them. Since their work experience is typically limited due to their year round commitment to sport, recommending athletes to volunteer in activities outside of their sport will prove beneficial in their career planning and preparation.

Providing career workshops for student-athletes or simply having them attend ones offered by the university such as Career Days and Resume Writing Seminars will also aid in their development. In addition, student-athletes should learn how to dress and prepare for job interviews and practice these skills by participating in mock interviews. Student athletes can also increase their confidence with potential employers by learning the value of assertiveness and identifying their athletic transferable skills and applying these during interviewing.

Utilizing alumni is also a tremendous resource in the career development process. Most colleges and athletic departments have directories or databases of alumni that are willing to assist current student-athletes in their career process. Since these individuals volunteer their time and services, they are accommodating to the student-athletes. Many Athletic Academic Support Services now have Life Skills Counselors or Career Counselors to work with their student-athletes.

It is extremely important to know how to use career resources in a practical manner such as learning how to write an appropriate resume, conduct informational and job interviews and network effectively. All of these skills will help student-athletes get internships or summer jobs during their years as a student-athlete and will eventually be a great asset when graduating and preparing for the next stage in their life regardless of what career opportunity they pursue. More institutions need to implement career assistance programs that teach student-athletes about their unique identity, how to utilize athletic transferable skills, and how to train them to get into the career game (Meeker, Stankovich, and Kays, 1999).

SUMMARY

The Success Model is a proactive approach to working with today's college student-athletes. The purpose of this model is to improve the academic performance and overall well-being of college student-athletes. Emphasis is placed on incorporating athletic transferable skills into the academic domain that will ultimately lead to life success. The model is comprehensive and reflects the changing times that are occurring in the world of intercollegiate athletics.

The Success Model is easy to implement and is designed to be "menu-driven." Since every university differs with respect to academic setting (i.e. semesters, quarters), athletic department resources, and requirements, The Success Model can be used according to the specific need of each school. For example, some schools may want to implement this model into their freshman orientation as a quarter or

semester-long program, while others may want to utilize it as a modification to study table or possibly as a weeklong workshop when working with at-risk student athletes. Furthermore, The Success Model can be modified and easily implemented into an existing course or educational workshops/seminars for student-athletes. The Success Model offers athletic departments a way to provide personalized programs that will help student-athletes succeed in college, and more importantly, succeed in all areas of life.

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Using the Principles of Assisted Reading to Improve Fluency in the Performance of a Student Athlete with Language Based Learning Disabilities

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ABSTRACT

Through this single subject study, it is suggested that automaticity and speed can limitedly improve fluency in a learning disabled student athlete not only in learning new skills cognitively, but also in athletic performance. The intervention of assisted reading couples the two principles of speed and word recognition resulting in the study participant reading faster with less word recognition errors on each repeated reading, reinforcing the text with tape recorded backups and video illustrations, and thus performing more automatically with less hesitation.

INTRODUCTION

Assisted reading, which contends that practice builds fluency, has been successfully used to improve the reading skills of students with learning disabilities (Carbo, 1978). Assisted reading involves either a teacher-assisted condition or a tape-assisted condition. The teacher-assisted method requires a teacher on a one-to-one basis and the tape-assisted method replaces the teacher with a tape recording of the text being read (Shany & Biemiller, 1995). Building fluency in reading according to Chall (1983) assists the individual in advancing from the plateau of learning to read to the higher level of reading to learn the new (Stanovich, 1986).

When working with learning disabled students, research indicates (Stanovich, 1986) that the critical component in successful reading is not decoding, but rather the ability to automatically recognize words that inhibit fluency and thus comprehension. Fluency is a prerequisite for reading comprehension as established by Samuel (1985, 1987). He defines fluency as the ability of automaticity stating that for reading comprehension to occur, the reader must be able to automatically recognize words. Word recognition and comprehension cannot be performed simultaneously (Samuel & Naslund, 1994). In other words, access of word meanings, although necessary, is not enough for fluency to take place. Fast access to word recognition is also necessary, which can only improve with practice. Expert knowledge from practice and repeated exposure is the key to automaticity (Schneider, 1989). The faster information can be accessed from the knowledge store, the more

fluent the reader (Samuel & Naslund, 1994). Therefore, speed in word access and comprehension is the key to automaticity and instructors are responsible for implementing procedures, which improve these skills.

As instructors of learning disabled readers, we can adopt assisted reading techniques that have been identified, described, and evaluated (Mathes, Simmons, & Davis, 1992) and choose the appropriate method of instruction for each individual situation. Assisted reading techniques are formatted to maximize the benefits of reading practice by pairing repetitive readings with immediate feedback from an instructor or tape. The goal is to improve reading fluency and ultimately to improve reading comprehension. Students with lower reading ability have evidenced the greatest gains using assisted reading (Gilbert, Williams, & McLaughlin, 1996).

The purpose of the study was to find if the intervention, assisted reading techniques, affects the reading fluency, reading automaticity, and subsequent learning of new plays by a college student athlete with a reading learning disability. Concerned coaches made a request of this study's researchers for assistance in how to best teach a student athlete with language-based learning disabilities new plays. An intervention was implemented using the principles contained in assisted reading of expert knowledge from practice and repeated exposure to improve speed of word access and comprehension. If the intervention did show to be effective, then the researchers speculated that principles of assisted reading could be used to improve the reading fluency and thus athletic performance of other student athletes with similar learning disabilities.

Learning Disabilities

An individual with a disability is defined as a person who:

1. Has a physical or mental impairment, which substantially limits a major life activity;
2. Has a record or history of such an impairment; or
3. Is regarded as having such an impairment (Gerber & Reiff, 1994).

In regard to measurable learning disabilities, impaired major activities include mental and emotional processes such as thinking, concentrating, and interacting with others (EEOC, 1995). For a student athlete, the disability might substantially limit his/her ability to execute efficiently athletic performance on which his/her athletic scholarship depends. Therefore, coaches would be wise to implement teaching techniques and learning accommodations which even out the playing field for the student athlete with learning disabilities in the arenas of athletic competition. As in the case of a student athlete with a reading learning disability, assisted reading as adapted in this study could be a beneficial and appropriate accommodation.

College Students with Learning Disabilities

Although college students with learning disabilities may have the cognitive potential to handle the content presented to be learned, they lack the skills and strategies necessary for obtaining and processing the information from text and lectures (Putman, 1984). Research (Stanovich, 1986) suggests that learning disabled readers with poor comprehension would rather not read when given the choice

because their weak skills make reading an unrewarding experience. Therefore, poor readers remain inefficient in fluency and performance because they do not get enough practice. Consequently, a learning setting is needed for learning disabled students that concentrates on the repetition of content and not the mechanics of reading in order to improve automaticity.

The learning setting for this study was organized around assistance in identifying unfamiliar words, by oral previewing, by visual reinforcement, and by audio reinforcement. Assistance was provided by telling the student what the unfamiliar words of the plays were. Oral previewing by the adult instructor presented the student with a model of how the text should be read before having to read the text independently. For low performance readers, reading text independently may be frustrating, so oral previewing is appropriate for students with some reading skill, but whose fluency is weak (Dowhower, 1987). Visual reinforcement in explanation of the text being read was presented two fold: 1) in color coded index cards; and 2) in a video displaying the explanation of the written text. Audio reinforcement of the text to be learned was presented by: 1) the fore-mentioned video; 2) coaches reciting and explanation of text play on audio cassette; 3) repetition of the text on the sideline; and 4) recitation of the text play by the student athlete while reading the card and watching the video.

Participants

The single case study participant was a male college student with learning disabilities registered with the disability support office at a four year university in a Liberal Arts curriculum. He read 43 words per minute and was assessed at a 3.5 - 4th grade reading level according to the Woodcock Reading Mastery Tests (Woodcock, 1990). His testing data met the criteria for a Reading Disorder according to the Diagnostic and Statistical Manual of Mental Disorders Fourth Edition (American Psychiatric Association, 1994). The attending assisting readers were a learning disability specialist in the disability support office of the university and a psychologist who is an academic support counselor at the same university.

Procedure

The researchers were approached by a coach from the university football program regarding a problem he was having with a player. The coach stated that one of his student athletes was having great difficulty remembering the plays and he wanted to know if it was possible to develop a plan to enhance the player's ability to read and remember the plays. The student athlete has a diagnosed learning disability and because of this, the coach felt the student athlete might need special assistance. The subject was an active participant in the accommodations offered by the university's disability support office. Therefore, the following data was known to the researchers.

Woodcock Reading Mastery Test in Letter Word Identification, Test #22 (Woodcock, 1990) was used to indicate the base line of reading ability. This test involved the reader researcher pointing to words for the subject to identify within four seconds. Testing continued until the subject had missed five or more consecutive items or had responded to the 150th word.

Woodcock Reading Mastery Test in Passage Comprehension, Test #23 (Woodcock, 1990) was used to indicate the base line of reading comprehension. This test involved the subject reading passages and filling in the blank spaces with appropriate words. The subject continued the test items until he had missed five or more consecutive test items or until passage number 85 was completed.

Reading Speed: Word and text reading speeds were assessed with the Six-Way Paragraphs by Walter Pauk (Pauk, 1983), using the first reading in the Middle Level text which begins at grade 4 reading difficulty. The subject in this study read 43 words per minute. The subject was timed using the Middle Level text in the Six Way series. The Middle Level was chosen because it is at a fourth grade reading level in Woodcock Mastery Reading Test of Word Identification and 4.0 in Woodcock Mastery Reading Test of Passage Comprehension (Woodcock, 1990). Dowhower (1987) documented that students reading in the 25 - 45 words per minute range were poor readers and benefited from simple repetition. Samuel's system of assisted reading (1979) by repetition and repeated exposure was chosen as the appropriate program for reading fluency improvement for the subject in this study.

Observation of Problem

Upon meeting with the coach to better determine the nature of the problem, it became evident that the student athlete in question was unable to recall plays that he had been told to run. The student athlete was told a play on the sidelines and then he would go onto the field and repeats the play to his teammates. The stated problem was that the player was not able to retain the information from the time he was told the play to the time he needed to repeat it to his teammates. He was also not able to read and comprehend the plays as reviewed in the team position meetings. The delay from the time he was told the play to the time he had to repeat it was less than one minute. In assisted reading terminology, fluency of comprehension of the quoted text was hampered. In simple terms, the player would be told the play on the sidelines and then forget it by the time he got to the huddle.

To assess the problem faced by the coach and the player, the researchers decided to observe practice. The observation would allow the researchers to see firsthand how the necessary information was being transferred to the student athlete from the coach. It would also allow the researchers to assess the most appropriate means of intervention.

During the observations of practice, it was noted that the coach would tell the play to the player and the player would then proceed to the huddle. While the coach was saying the play, there was little eye contact and there were many distractions, both auditory and visual in nature. In assisted reading terminology, the lack of one on one contact between the coach and the student and the various distractions negated the presence of oral previewing, an essential element to successful communication with language processing disabled students.

Furthermore, the coach would usually say the play only once and the player would not repeat the play to the coach. A key component to assisted reading skills is the use of instant repetitions orchestrated by the teacher (coach). Such repetitions were absent during the conveyance of information from coach to student athlete. Therefore, there was little to assure the player that he was receiving and conveying

the text correctly. Automaticity in text comprehension was not taking place.

Upon further discussion with the coach, it became clear that during meetings prior to active practice, when position coaches meet with their players, the majority of the time was spent with the coach lecturing to the players and drawing plays on the board. The players were not afforded the opportunity to discuss the information in any detail. The coach also reported that the player in question usually did not participate during the discussion that did take place in these meetings. Therefore, the player did not participate in any activities that could be equated with the part of oral previewing of written verbal text in the practice of assisted reading.

In summary, the issues prompting intervention included:

1. During position meetings, coaches reported inability of subject to read and remember plays.
2. On the field, coaches reported inability to remember plays from sideline to huddle.
3. On the field, coaches reported inability of subject to read defensive coverage and adjust for execution of called play.
4. Academic advisors reported the subject's frustration and sense of helplessness with lack of playing time.

Interventions

To address the needs of the player and coach, three interventions were decided upon:

1. Previewing of text to be learned;
2. Repeated & immediate exposure to the text to be learned; and
3. Audio as well as visual reinforcement of text to be learned.

Previewing of Text.

The play to be learned would be discussed thoroughly in the position meetings prior to practice. Discussion would include more interaction between player and coach, instead of straight lecture on the coach's part, allowing for further clarification and oral previewing of text to be learned. The coach was encouraged to give as much eye contact as possible when giving the play to the player on the sideline.

Repetition of Text.

When the player received text on the sideline, he was instructed to repeat the play to the coach orally immediately after hearing it and before proceeding to the huddle. This would ensure the accuracy of the heard text. Additional repetition of text was introduced in the form of flash cards, audiocassette with the coach's voice repeating the plays, and visual, videoed renditions of the same plays.

Visual and Oral Reinforcement.

Flash cards were developed to help the player remember the plays. To accomplish this, the coach gave the authors the playbook and a flash card was made for each

play. On one side of the card the starting position on the field for each player was drawn. On the other side of the card, the actual play was written. Each part of the play was written in different colors. For example, if a play was Right 23 Wing G O, Right would be depicted in one color, 23 in another, Wing in another, and G & O in separate colors, for visual differentiation. The student athlete was given these cards and instructed to read the cards aloud and then look at the formation on the opposite side. In addition, the player was given an audio tape and a video of the plays so he could hear the play as called in a game and see a video of the actual play being run. He would use the audio and videotapes in conjunction with the flash cards. This routine was used every day for two months in the summer months between playing seasons.

RESULTS

1. During team position meetings, coaches reported decreased errors in retention of plays to be learned by subject.
2. Researchers and coaches observed positive self esteem as seen in increased motivation to learn plays and sense of hope when guided in the specific interventions.
3. On the field, coaches reported no improvement on execution of plays.
4. Academic advisors reported the subject's increased self-esteem as told by self-report.

DISCUSSION

Through this study, it is suggested that automaticity and speed can improve fluency in a learning disabled athlete's athletic performance. Since the necessary precondition for fluency in reading is the ability to quickly and accurately access the phonological representations of words and the semantic meanings of words, then opportunities must be afforded students to increase time spent in reading along with specialized assistance in reading. Assisted reading couples these two principles of speed and knowledge. The student is exposed to a correct reading of a text reinforced with a visual and color coded differentiated script repeatedly, allowing a knowledge base to set in. In addition, speed in reading is encouraged to increase the rate of accessing the knowledge base. As a result, the fluency goal becomes reading faster with less word recognition errors on each repeated text. It can be predicted from the results of this study that an assisted reading intervention could be a useful tool in increasing the reading fluency and in this study's setting, the automaticity of athletic performance of college students with language based learning disabilities.

In this study, the baseline data for reading fluency was given, yet it was difficult to compare current athletic performance with past athletic performance as it related to learning the plays. However, a baseline of athletic performance can be obtained easily as many coaches use a grading system. Unfortunately, one was not used in this instance because of an across the board change in coaching staff during the time of the study. It is difficult to know if any improvements were legitimate because of the assisted reading interventions or because of continued practice with the team. Other factors that cannot be controlled like playing time, change in coaches, change in offense, and mental attitude can affect an athlete's performance on the field. Despite the lack of data supporting an improvement in the student athlete's performance, his coaches have reported a decrease in the number of mistakes made in calling plays.

Reality is that despite our intervention and its observed limited positive impact, our player is still not playing. No matter how well one helps an athlete learn the basic system, there are other factors that affect actual play and transfer of knowledge from one situation to another. These types of issues affect an athlete's ability to perform and offer other areas that need to be addressed.

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Promoting Success: Self-Accommodating Techniques for Collegiate Student Athletes

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ABSTRACT

Making the transition from high school to the university setting is often difficult for many incoming freshmen including collegiate student athletes. Failure in initial classes may appear to be the result of inadequate mastery of the content presented in the course; however, additional factors may be involved. Many students both with disabilities as well as without documented learning disabilities may fail to master the content of college courses due to a lack of knowledge of their own learning needs or intrinsic processing behaviors. This article examines two student athletes and outlines a process that was used to facilitate the development of knowledge about personal intrinsic processing needs. Self-report information was analyzed and self-accommodating techniques were developed for the student to improve their performance in the university classroom. As a final step, ADA accommodations for the collegiate setting were also developed using the self-report information about intrinsic processing needs delineated by the student with learning disabilities.

Formulating specific methods to facilitate the success of student athletes in academic coursework continues to be a major concern for universities. Whether the student athlete is an incoming freshman, has a documented disability, or is simply experiencing academic dysfunction, academic advisors struggle to determine specific methods to enhance the student athlete's performance. While a lack of information about specific methods for facilitating student athletes' educational needs may hinder some programs, often the difficulties are more basic.

Two issues have hampered the determination of effective, specific accommodations for students at the collegiate level. First, a variety of students with and without disabilities are often unaware of their specific strengths and weaknesses in terms of basic academic functioning. Secondly, accommodations for students with disabilities are most often chosen from a global perspective that matches student needs with typical student performance in past situations. This study examines one method for self-report of basic academic strengths and weaknesses. It then ties that report to the development of specific academic plans for self-accommodating techniques for student athletes with and without disabilities. These plans focus on student-directed changes in academic behavior as opposed to total reliance on professor-initiated accommodations.

LEARNING CHARACTERISTICS AND HIGHER EDUCATION SUCCESS

Success in higher education is often dictated by content knowledge rather than developing an understanding of the complex principles and concepts that underlie the knowledge base (Gardiner & Singh, 1991). This focus on content may recognize student failure as an inability to master the knowledge base of the course. However, students experiencing academic difficulties at the university level may be failing for a number of reasons beyond a lack of mastery of course content. These reasons for academic failure may include poor information processing, lack of efficient strategies for learning both content and the underlying principles, and failure to recognize learning preferences as well as strengths and weaknesses. Often, students who are unaware of their own learning profiles in terms of their strengths and weaknesses must simply guess about the reasons for their academic failure.

In a qualitative study of high school students who were rated by their teachers as successful or unsuccessful learners, Loranger (1994) examined their study strategies for processing information. She found that successful students in this study consistently employed seven strategies for processing information. The seven include: 1) determining the author's purpose, 2) detecting the author's organizational plan, 3) planning for learning, 4) activating prior knowledge, 5) distinguishing between relevant and irrelevant information, 6) summarizing skills, and 7) notetaking skills. Loranger further identified good information processors as

"competent thinkers who know the techniques needed to accomplish goals in learning. They are also able to assess whether these goals are being met and if not, are able to modify strategies to meet these goals. Good information processors know how to set an environment for learning; they are knowledgeable, purposeful, and resourceful. Good information processors know facts and are able to make connections."

Murray-Harvey and Keeves (1994) studied university students' learning processes and their progress in higher education. They indicated that higher education assumes that students have mastered both a "body of knowledge" (content) as well as "how to learn" (process). Furthermore, they state that students often experience problems in university instruction when they are not prepared to meet both sets of academic demands and have limited resources for dealing with their "ineffective strategies and misconceptions".

In their study, Murray-Harvey and Keeves identified the following as keys to higher education academic success: 1) an internal locus of control, 2) high levels of motivation, persistence, and responsibility, 3) adaptability to a variety of physical learning environments, 4) independent study skills, and 5) well developed metacognitive processing skills (i.e. self knowledge about what it takes to learn). Knowledge about personal learning preferences, skills, strategies, and academic strengths and weaknesses all appear to be critical components for success at the university level.

Both of these studies highlight the need for students in higher education to develop an understanding of their own learning processes and individual strengths and weaknesses. The studies point to the importance of self-knowledge and appropriate organizational and study skills as precursors for academic success in

university coursework. Additionally, efficient strategies for learning that capitalize on individual preferences should guide a student's choice about strategies to enhance academic performance.

Some students including many student athletes arrive on campus with these qualities for performance already developed. Others may benefit through assistance from academic advisors who can help to guide them in determining study strategies and course selections by facilitating the student's discovery of their profile of strengths and weaknesses. A few students with documented learning disabilities will require assistance through federally mandated accommodations. All students, however, will benefit academically from self-knowledge about their learning profile characteristics. Perhaps initially the question is: How are academic strengths and weaknesses efficiently determined?

DETERMINING ACADEMIC STRENGTHS AND WEAKNESSES

All student athletes entering the university setting already have on hand multiple sources of information about their academic strengths and weaknesses. These sources include: SAT/ACT scores, scores on state-mandated performance assessments, classroom-based performance in high school coursework, and vocational testing results. Additionally, student athletes with identified learning disabilities will have access to more specific types of formal academic evaluation information. Many students, however, fail to recognize the relevance of these sources with regard to the student's day to day functioning in the classroom.

As documented in the above-mentioned studies, successful learners tend to acknowledge their academic strengths and weaknesses and utilize them to their advantage. Some student athletes entering higher education settings, however, may require more specific advisement about methods for obtaining information from these sources that translate into actual knowledge about potential academic performance. Academic advisors can often explain and translate this information into practical applications that enhance a student athlete's transition to the university level.

Beyond the use of a document collection, academic athletic advisors often administer other types of evaluation tools to ascertain student strengths and weaknesses such as the Strong Interest Inventory, 4th Edition (1985) and the Career Occupational Preference Systems (1989). The advisor may use this information to help direct the student as to their academic needs; however, even this type of evaluation information may fail to identify the specific needs of the student athlete when it comes to academic performance on a daily basis.

IDENTIFYING METACOGNITIVE PROCESSING SKILLS

As indicated in the previous studies of student characteristics of successful learners at the university level, a second area that correlates positively with student success is knowledge of metacognitive processing skills. According to Sattler (1992), metacognition refers to

"thoughts about thoughts or awareness of one's own thought processes and strategies of thought. Metacognition helps to inform and regulate cognitive routines

and strategies. The integration of metacognitive knowledge with strategic behaviors results in more effective problem solving."

Incoming freshman athletes and their academic advisors may benefit from the determination of the student's metacognitive strengths to more successfully plan their semester. Knowledge of inherent processing weaknesses may enable the student athlete and academic advisor to circumvent problems associated with these processing weaknesses in the college classroom. "Metacognition aids in planning, self-monitoring, and inventiveness and may lead to strategy selection, self-criticism, and even the generation of new strategies (Sattler, 1992). As the student becomes aware of their metacognitive strengths and weaknesses, they and their academic advisors may be able to utilize a proven strategy and modify it for learning new information. Addressing processing strengths and weaknesses from an intervention perspective may smooth the transition for many student athletes and enable them to perform more successfully in the university setting.

Some examples of methods to examine metacognitive skill development might include learning style preference inventories, surveys that identify how a student best learns as well as inventories that identify specific learning strategies successfully used in the past. Additionally, knowledge in the form of self-report concerning the student athlete's use of memorization, problem solving, and relating old and new learning may also be of benefit in the advising process.

IDENTIFYING INTRINSIC PROCESSING STRENGTHS AND WEAKNESSES

Closely linked to metacognition are intrinsic processing skills, which are considered the underpinnings of academic achievement and intellectual growth. According to Hammill and Bryant (1998), intrinsic processing skills are "physiologically-based mental actions or operations that lead to an end". Self-knowledge about one's own intrinsic processing strengths and weakness would appear to be another valuable component in evaluating a student athlete's academic potential.

While metacognitive processing strategies may be assessed in a variety of manners, one method recently introduced to assess intrinsic processing abilities is a standardized assessment inventory that looks at processing behaviors across a variety of academic tasks. The Learning Disabilities Diagnostic Inventory (LDDI) (Hammill & Bryant, 1998) is a survey instrument that uses six independent scales to identify specific intrinsic processing strengths and weaknesses in individuals from grades 3-12. The LDDI was developed for classroom use in pre-university settings. For the purposes of this study, the LDDI was employed as a self-discovery tool to identify intrinsic processing strengths and weaknesses.

The LDDI is an observational instrument typically completed by teachers with specific academic knowledge regarding a student's intrinsic processing behaviors in the classroom. The six independent scales include Listening, Speaking, Reading, Writing, Mathematics, and Reasoning. Each scale includes 15 items that are associated with behaviors indicative of intrinsic processing weaknesses. Raters evaluate the frequency of each of the behaviors on a scale from 1 (most frequently) to 9 (most rarely).

SELF REPORT EXAMPLES

Student athletes both with and without documented disabilities were asked to voluntarily complete a self-report on their intrinsic processing skills as identified by the LDDI. Two students' profiles were chosen representing both learning disabled and non-disabled populations. The profiles were randomly selected. Each profile was reviewed to determine the intrinsic processing weaknesses identified in the self-reported LDDI document. Suggestions for self-accommodating techniques to address the weaknesses were then established for each student athlete. The names of the athletes have been changed.

Example one: Aaron

The student athlete, Aaron, did not have an identified disability. He was an 18 year-old, entering freshman who was competing in a university athletic program. Aaron reported that he was a white/Caucasian male and that his only language was English. Aaron also stated that he had never been identified for special education services and had received all A's in junior high school and A's and B's in high school courses. Aaron self-reported an SAT score of 1110. His verbal score was 480 and his math score was 630. As clearly indicated by these scores, Aaron seems to perform better on mathematically based test items.

In reviewing his LDDI self-report, Aaron indicated that he perceived some weaknesses in his writing and listening abilities (See Figure 1). While his weaknesses were not overwhelming or problematic in terms of his academic progress in high school, knowledge about these deficit areas may prove helpful with the increased demands of university courses. Suggestions for self-accommodating his identified academic weaknesses are presented in Figure 1.

Aaron does not consider himself a good reader although his LDDI self-report does not indicate major intrinsic reading weaknesses. He does, however, consider himself to be a good student. When he studies for a test, Aaron simply rereads and reviews the chapters in his textbook. Aaron indicated that he does not utilize his class notes, which may be a result of his listening and writing weaknesses. By adopting the suggestions for self-accommodating techniques, Aaron may be able to increase his capacity and understanding of class lectures and their relationship to the text, thereby increasing his performance on course examinations.

Example Two: Mark

Mark, an incoming freshman, 18 year-old, male student athlete completed the LDDI. He was a white/Caucasian student and speaks only English. Mark has an identified learning disability and received special education services throughout his public school career. He reported that he received mostly B's and C's in junior high and high school courses. On his SAT scores, Mark indicated that he scored a 420 on the verbal section and a 480 on the math component for a total score of 900. These scores would seem to indicate difficulty in academic achievement in both areas and a definite need for increased attention to academic content and study skill strategies at the university level.

Mark indicated on the LDDI that he experiences academic weaknesses in the areas of listening, speaking, reading, writing, and in reasoning (See Figure 2). He considers himself to be a good reader and a good student although his self-report LDDI scores do not support this conclusion.

Mark's inability to accurately judge his own performance as a learner may be indicative of his intrinsic processing problems. Without specific knowledge of these issues, Mark may have a difficult time succeeding. Using this self-report method, an academic advisor may be extremely helpful in aiding Mark to not only gain knowledge about his intrinsic strengths and weaknesses, but also to identify strategies that Mark can use to improve his academic performance. Figure 2 depicts self-accommodations that Mark may find useful in his transition to university coursework.

Due to his documented learning disability, Mark will also be entitled to Americans with Disabilities Act (ADA) accommodations provided by his professors and university support staff. Through the use of self-report, Mark may understand his academic needs more clearly and use the accommodations more effectively. Furthermore, the Office for Students with Disabilities may be able to identify specific accommodations with realistic impacts more readily. Figure 3 illustrates suggestions for ADA accommodations recognized by the university that relates to Mark's specific intrinsic processing disorders as identified through self-report. It is important for Mark to recognize the need for both self-accommodating techniques and university based accommodations to achieve success in the university setting.

DISCUSSION

As a student athlete enters the university setting, the demand for self-knowledge regarding the way in which learning occurs becomes paramount. As the Murray-Harvey and Keeves study (1994) indicated, students may fail college courses because they do not understand the importance of both the "body of knowledge" (content) as well as the "how to learn" process embedded in the course. Furthermore, these students often experience problems in university instruction because they utilize ineffective learning strategies (i.e. a lack of metacognitive knowledge) to compensate for their intrinsic processing weaknesses. The self-report method described above encourages the student to take responsibility in determining their processing abilities and their relationship to academic function in the university classroom.

STUDENT RESPONSIBILITY IN ACADEMIC DIRECTION

While student responsibility for academic direction at the university level may have a positive affect on academic functioning, it is often difficult for students to ascertain their specific needs. Student athletes with and without documented disabilities may benefit from identifying their specific intrinsic processing strengths and weaknesses to improve their day to day academic performance. Student athletes may benefit from completing a self-report instrument such as described in this study to enhance their knowledge of their own learning behaviors. The student athlete and academic advisor may then utilize this information to help plan strategies as

well as provide instructional support for implementing those strategies.

Student athletes without identified disabilities may benefit from knowledge about their self-accommodating techniques to address their own intrinsic processing weaknesses. They can use this information to problem solve issues such as course selection, study strategies, and self-monitoring of progress through the semester. Student athletes with disabilities will also benefit from knowing their own intrinsic processing needs. Furthermore, this knowledge may enable them to understand necessity for ADA-based accommodations and the continued use of self-accommodating techniques to improve performance.

SUMMARY

Student athletes making the transition from high school to university settings are often puzzled by the demands of the university academic classroom. Many of these students rely on previous study techniques without developing specific knowledge regarding their own intrinsic processing strengths and weaknesses. As course requirements become more rigorous, these student athletes may appear to experience failure due to a lack of content preparation. However, often failure may be the result of a lack of agreement between the student's intrinsic processing needs and their current study techniques. Examination through self-report of student's intrinsic processing performance and the additional guidance of an academic advisor should enhance the student athlete's successful transition to the university.

Figure 1: Student Athlete without Identified Disabilities with Average Abilities

Self-Identified Intrinsic Processing Weaknesses	Suggestions for Successful Self-accommodating Techniques in Classroom
Listening Weaknesses - Has trouble hearing some speech sounds - Misunderstands oral directions - Often asks for directions to be repeated	- Enlist a classmate to record oral directions in written format for future reference. - While listening to class lectures, identify the main ideas and highlight them immediately after class. - Seek permission from the instructor to tape lectures. Modify your written lecture notes as you listen to the tapes adding additional information. - Revise notes soon after class by adding numbers or bullets, circle the important ideas, and comparing the notes to the text. - Pick a lecture partner and compare your notes and main ideas with thier notes.
Speaking Weaknesses None reported	Self-accommodating techniques unneeded.
Reading Weaknesses None reported	Self-accommodating techniques unneeded.
Writing Weaknesses - Written products are limited in length - Uses short words in limited sentences - Omits words in written products - Fails to include complex sentences - Uses sentence fragments in paragraphs	- Use a graphic organizer to help generate increased main ideas and supporting details. - Make an outline before writing your report. - Write the entire topic sentence of each paragraph in your topical outline. - When you write the report, state the main idea of the paragraph first. - Rewrite your first draft using spell check and grammar check on your computer. - Combine short sentences with connector words such as and, but, or, and appropriate grammar.
Mathematics Weaknesses None reported	No self-accommodating techniques required.
Reasoning Weaknesses None reported	No self-accommodating techniques required.

Figure 2: Student Athlete with Identified Learning Disabilities

Self-Identified Intrinsic Processing Weaknesses	Suggestions for Successful Self-accommodating Techniques in Classroom
Listening Weaknesses - Doesn't comprehend directions - Asks for directions to be repeated	- Enlist a classmate to record oral directions in written format for future reference. - Ask the instructor to provide written directions for all assignments. - Pair the above two with the audio directions from the lecture. - Write down directions given in class using a numbered format. - Reiterate the directions for assignments with a classmate prior to leaving the classroom.
Speaking Weaknesses - Speaks in short phrases - Frequently overuses indefinte words - Has to prepare prior to speaking aloud - Has trouble recalling listings of words	- Prepare written note cards with pictures prior to a presentation. - Tape oral presentation to become conscious of your mistakes. - Work with a partner to enhance your oral presentation.
Reading Weaknesses - Reads slowly - Does not remember words after reading them - Has trouble recalling information read previously	- Used taped textbooks. - Write notes, pictures, or study maps to organize information that you read. - Scan the chapter making a list of unfamiliar words. Look them up in the dictionary and copy the definition. Then go back and read the chapter. - Make an outline of the chapter as you read. - Bullet a summary of each section in the margin of your text. - Highlight your notes from the chapter shortly after you read it. - Identify the main ideas of the text, highlight them, and record them for later use. - Review the chapter prior to reading it and note or highlight headings illustrations, and chapter summaries.
Writing Weaknesses Weakness in ability to generate ideas on a central topic	- Draw a graphic organizer or mind map to help create and increase the number of ideas. - Brainstorm a listing of all possible ideas and connecting topics. - Search the web to obtain a variety of ideas on a particular topic.
Mathematics Weaknesses Doesn't check work after completion	No self-accommodating techniques required.

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Speaking Weaknesses None reported	Self-accommodating techniques unneeded.
Reading Weaknesses None reported	Self-accommodating techniques unneeded.
Writing Weaknesses - Written products are limited in length - Uses short words in limited sentences - Omits words in written products - Fails to include complex sentences - Uses sentence fragments in paragraphs	- Use a graphic organizer to help generate increased main ideas and supporting details. - Make an outline before writing your report. - Write the entire topic sentence of each paragraph in your topical outline. - When you write the report, state the main idea of the paragraph first. - Rewrite your first draft using spell check and grammar check on your computer. - Combine short sentences with connector words such as and, but, or, and appropriate grammar.
Mathematics Weaknesses None reported	No self-accommodating techniques required.
Reasoning Weaknesses None reported	No self-accommodating techniques required.

Figure 2: Student Athlete with Identified Learning Disabilities

Self-Identified Intrinsic Processing Weaknesses	Suggestions for Successful Self-accommodating Techniques in Classroom
Listening Weaknesses - Doesn't comprehend directions - Asks for directions to be repeated	- Enlist a classmate to record oral directions in written format for future reference. - Ask the instructor to provide written directions for all assignments. - Pair the above two with the audio directions from the lecture. - Write down directions given in class using a numbered format. - Reiterate the directions for assignments with a classmate prior to leaving the classroom.
Speaking Weaknesses - Speaks in short phrases - Frequently overuses indefinte words - Has to prepare prior to speaking aloud - Has trouble recalling listings of words	- Prepare written note cards with pictures prior to a presentation. - Tape oral presentation to become conscious of your mistakes. - Work with a partner to enhance your oral presentation.
Reading Weaknesses - Reads slowly - Does not remember words after reading them - Has trouble recalling information read previously	- Used taped textbooks. - Write notes, pictures, or study maps to organize information that you read. - Scan the chapter making a list of unfamiliar words. Look them up in the dictionary and copy the definition. Then go back and read the chapter. - Make an outline of the chapter as you read. - Bullet a summary of each section in the margin of your text. - Highlight your notes from the chapter shortly after you read it. - Identify the main ideas of the text, highlight them, and record them for later use. - Review the chapter prior to reading it and note or highlight headings illustrations, and chapter summaries.
Writing Weaknesses Weakness in ability to generate ideas on a central topic	- Draw a graphic organizer or mind map to help create and increase the number of ideas. - Brainstorm a listing of all possible ideas and connecting topics. - Search the web to obtain a variety of ideas on a particular topic.
Mathematics Weaknesses Doesn't check work after completion	No self-accommodating techniques required.

Figure 2 continued

Self-Identified Intrinsic Processing Weaknesses	Suggestions for Successful Self-accommodating Techniques in Classroom
Reasoning Weaknesses • Perseverates on minor details instead of regarding the big picture • Has trouble when asked to complete tasks in different ways • Poor short term memory for facts • Has difficulty organizing ideas	• Use a story mapping technique to identify the major issues in a task and map the details. • Make an appointment with the instructor to discuss alternate response formats for class assignments prior to due dates. • Keep a tape recorder to aid in retention. • Use a small notebook to record vital information. • Utilize the tutoring services to aid in the organization of projects and papers. • Use color coded notebooks and book-covers to aid in organization.

Figure 3: ADA Accommodations for a Student Athlete with Identified Learning Disabilities

Intrinsic Processing Weaknesses Documented through Formal Evaluation	Suggestions for Successful ADA-accommodations Classroom
Listening Deficit Auditory comprehension weaknesses	• Provide written directions for all assignments. • Allow the student to tape record all lectures. • Allow student to arrange for out-of-class meetings to clarify course expectations and content.
Speaking Deficit Expressive language difficulty	• Allow student to use graphics and other modes of presentation such as power point, or video to supplement their oral presentations. • Allow the student to participate in a group presentation where his/her part is not oral speaking. • Allow student to arrange for out-of-class meetings to increase confidence in presentation content.
Reading Deficit Weakness in reading speed Reading comprehension difficulties	• Allow student to use taped textbooks. • Allow extra time on tests that require extensive reading. • Allow student to arrange for a reading study partner.
Writing Deficit Weakness in ability to generate ideas on a central topic	• Allow student to arrange for editing tutorials where an editor helps the student make changes to improve the quality of the paper. • Allow extra time on exams where extensive writing is required. • Allow student to arrange for out-of-class meetings to discuss and plan writing projects.
Mathematics (no deficit noted)	No ADA mandated accommodating required.
Reasoning Deficit Weakness in study and organizational skills Short term memory deficits	• Provide access to study skills classes. • Give permission for tape recording class lectures to aid in retention. • Provide access to tutorials to help with organizing ideas. • Provide access to examination reviews.

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