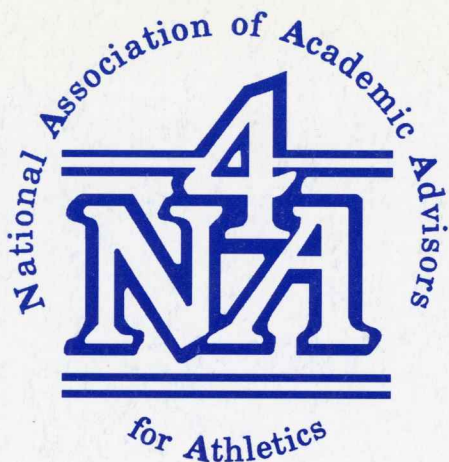




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# **ACADEMIC ATHLETIC JOURNAL**

*The Official Publication  
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National Association of  
Academic Advisors for Athletes*

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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.

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### MANUSCRIPT FORMAT AND STYLE GUIDELINES

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

Manuscripts must include the following:

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- (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: **Carol Gruber, Ph. D., Director, Academic Counseling and Student Services for Intercollegiate Athletics, Bierman Field Athletic Building, Room 225 J, 516 15<sup>th</sup> Ave., SE, The University of Minnesota, Minneapolis, MN 55455. You may call at (612) 625-3595 or email [grube012@umn.edu](mailto:grube012@umn.edu).**

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

"Time is on our side, yes it is!" is a phrase from an old Rolling Stones song, but does time wait? No! Time waits for no man nor woman. We must work for today, while planning for tomorrow. The constant cycle is a challenge for even the most experienced of advisors and administrators. College athletics annually steam rolls from late summer to early winter, quick and fast and in a hurry. Little time is wasted on the weary. Proper pre-planning always accounts for academic support's success among the student athletes of today.

This issue of the *AAJ* is the final issue with this editor at the helm. It has been a pleasure and honor to serve the association and specifically, the various Presidents (Ron, Jill, Carol, Curt & Phil) during these last few years. It is my hope not only the membership has enjoyed and benefited from the quality of articles published, but also that we collectively moved the journal to another level of academic rigor, and wide acceptance among the global community interested in advisement issues addressing student athletes. There is still much to be still achieved, but we, the membership, must fuel the fire of this research plan and agenda. I am extremely confident in the future of the association and the production of the journal, with President, Phil Moses, President-Elect Demtrius Marlowe, and new journal editor, Dr. Carol Gruber leading and moving us forward.

This issue of the *Academic Athletic Journal (AAJ)* opens with new authors to the profession, Hanson & Kent, investigated the relationship between athletic participation and academic performance among our pre-collegiate athletes. Long time colleagues from the state of Tennessee, Berty, Griffy, Luckey & Wiemers examined the existence of differences between collegiate student-athletes satisfaction and the satisfaction of their non-athlete peers. Del Giorno, Davis, & Leitner present an institutional model which attempts to encourage the student-athletes with the life skills, seeking to have student athletes contribute more as a responsible member of the university community. Fritz Polite, from the new Devos Sport Business Management Program and assistant to Dr. Richard Lapchick, is a former student athlete and proud father of a current D-IA student athlete. He shares his perception of a most important academic textbook and its contribution to this "counseling" field in the new book review section. Finally, to close this issue, a listing of each article published since 1992.

To all those I have met and shared "time" with since my first N4A meeting in Nashville, during that huge snow blizzard, when Dr. Ferna Phillips charted our "new organizational" course, thank you for many, many good memories. NEVER CEASE TO GIVE YOUR BEST! I am with you always.

## Sport participation and academic achievement: Is there a plateau effect?

Lindsay Hanson, Florida State University

Aubrey Kent, Florida State University

### ABSTRACT

*The purpose of this study was to investigate the relationship between athletic participation and academic performance in high school students; and more specifically, to determine if there was an optimal level in terms of time spent participating in organized sports and increased performance in the classroom. Possible differences between men and women were also investigated. By investigating various levels of athletic involvement, this research attempted to determine the most productive level of participation. One hundred sixty seven high school students were categorized into four involvement levels (low, medium, high, elite) based on the number of hours each student participated in sport each week. The results showed that there was an optimal level of athletic participation in terms of increased grade point average. Further, a plateau effect was evident as grade point average scores did not significantly decrease after the optimal point.*

### INTRODUCTION

Sport and athletics have become an integral part of our society. From an early age, many of us are exposed to sport and the positive benefits that can be gained from participation. Increased self-esteem (Smith, 1994; Soltz, 1986), the development of social skills and leadership ability (Gerdy, 1992; Harper, 1986), and increased body awareness are just a few of the benefits associated with participation in sport. However, there are those critics who believe that participation in athletics is detrimental, especially to the academic development of our children (Carlson, 1993). Accordingly, the relationship between interscholastic athletic participation and academic achievement has become a popular area of investigation (Smith, 1994).

Athletes have often historically been stereotyped as intellectually inferior, "dumb jocks" with little education or academic potential. This stereotype can be especially relevant and hurtful for student-athletes. Evidence supporting this negative characterization of athletes is somewhat mixed, which has fueled the controversy of whether sport participation is a help or a hindrance to academic performance. At the collegiate level, studies have largely shown that student-athletes do not academically outperform their non-athletic counterparts (e.g., Hood, Craig, & Ferguson, 1992; Maloney & McCormick, 1993). In fact, several studies report that collegiate athletes significantly underperform in the classroom, a finding especially true for traditionally revenue producing sports such as football and men's basketball (e.g., Ervin, Saunders, Gillis & Hogrebe, 1985; Gurney & Stuart, 1987).

At the high school level, athletics and physical education programs have often been similarly criticized for interfering with academic performance; time spent participating in sport is seen as time wasted and better spent in the classroom (Carlson,

1993). Gabbard (2000) states that many school administrators feel that physical education should be viewed as an extra activity, especially if academic performance is low. In accordance with this notion, physical education programs across the country are being eliminated from educational curricula (Virshup, 1999). Further, the interest level in athletics of adolescents, and particularly females, is on the decline. This trend is not only problematic from a long-term health perspective, but is also troubling from an academic and personal development standpoint as well.

Contrasting these criticisms, numerous studies conducted at the high school level have shown that student-athletes outperform their non-athletic counterparts in terms of grade point average (e.g., Nuhn, 1991; Shafer & Armer, 1968; Soltz, 1986; Tucker, 1999; Whitley, 1999) and class ranking (Stegman & Stephens, 2000). It is clear that the sport and physical education community has the daunting task of simultaneously absorbing growing cuts and criticism while trying to overturn long-held stereotypes of the attributes of student-athletes. At the high school level in particular, it seems that there should be ample evidence to support the need for continued emphasis on physical activity and extra-curricular sport involvement. Yet with increasing internal, public and fiscal pressures, more and more athletic programs are being viewed as expendable. Anderson (2000) reported that budget cuts in Kansas school districts have resulted in restrictions on equipment and the implementation of student activity fees for participation in school sports. Keim (1999) and Mahtesian (1993) have also reported cutbacks in interscholastic athletic programs. It seems as though the decrease in funding to schools has escalated the backlash towards interscholastic sport, and student-athletes in turn.

While there are examples of student-athletes over-emphasizing their sport participation to the detriment of their academic achievement, empirical research into the issue shows that on average, sport participation has substantial short and long-term benefits. As such, the question seems to be whether or not a balance can be found where one can participate in athletics and enjoy its purported benefits without hindering academic performance. This investigation is an attempt to find such a balance. As is well known in the athletic performance domain, there is such a thing as "over-training", referring to the point at which the usual benefits of training no longer translate to performance. In this vein, it can be suggested that interscholastic athletic participation can enhance academic performance only to a certain extent, but that as participation rates approach extreme levels, academic performance will naturally suffer. This might, in part, explain the contradictory findings common among studies of academic performance among high school and collegiate student-athletes, as the commitment level differs among these groups. While a fair amount of research has been done on this issue, few studies incorporate athletic participation as a categorical or continuous variable, with most studies having athletic participation as simply a "yes" or "no" dichotomous variable (e.g., Soltz, 1986; Whitley, 1999).

Eidsmoe (1963) used grade point average to investigate the relationship between academic achievement and participation in interscholastic sport, as did many subsequent researchers (Jefferson, 1999; Nuhn, 1991; Shafer & Armer, 1968; Soltz, 1986; Stegman & Stephens, 2000; Tucker, 1999; Whitley, 1999). However, various other measurements have been introduced in addition to grade point average. Nuhn (1991) implemented the MMAT, a standardized test that evaluates knowledge in the

areas of language, mathematics, social studies and science. Soltz (1986) differentiated between academic performance during the competitive season and academic performance during the off-season. More specifically, the number of failing grades received by student-athletes while competing on an athletic team was compared to the number of failing grades received when not competing on a team. Further measurements that have been used include class rank (Stegman & Stephens, 2000), SAT scores (Landers, Feltz, Obermeier, & Brouse, 1978), leadership ability (Dobosz & Beaty, 1999), and grades in various disciplines, such as science and math (Zaugg, 1998). The demographic category investigated most often was gender (Dobosz & Beaty, 1999; Landers et al., 1978; Nuhn, 1991; Stegman & Stephens, 2000; Whitley, 1999). However, racial identity (Whitley, 1999) and degree of athletic involvement (Shafer & Armer, 1968; Stegman & Stephens, 2000) were also introduced in some studies. In addition, both Landers et al. (1978) and Feltz and Weiss (1984) included service-oriented activities in their evaluation of academic achievement. Involvement in service-oriented activities was defined as participating in one or more service or leadership extracurricular activities (Feltz & Weiss, 1984). Students were categorized as "service-athlete," "athlete-only," "service-only" or "neither."

Overwhelmingly, the results have indicated that student-athletes at the high school level outperformed their nonathletic counterparts in the classroom with superior grade point averages (Nuhn, 1991; Shafer & Armer, 1968; Soltz, 1986; Tucker, 1999; Whitley, 1999) and higher class rankings (Stegman & Stephens, 2000). Nuhn (1991) found that both male and female athletes had significantly higher grade point averages than nonathletes. Focusing on only male participants, Shafer and Armer (1968) reported that athletes had a mean grade point average of 2.35, while nonathletes recorded a mean grade point average of 2.24. Along the same lines, Soltz (1986) reported a mean grade point average of 2.67 and 2.12 for athletes and non-athletes, respectively. Whitley (1999) reported the most significant difference in grade point average with athletes achieving a mean of 2.86 and non-athletes achieving a mere 1.96 mean grade point average. Similarly, based on mean scores obtained using the Leadership Ability Evaluation (LAE), Dobosz and Beaty (1999) found that athletes had a greater capacity for leadership than those not involved in sport. Female athletes were shown to significantly outperform all other demographic groups in academic achievement (Jefferson, 1999; Stegman & Stephens, 2000) and leadership qualities (Dobosz & Beaty, 1999). Further, as students became more heavily involved in sports (i.e. participation in two or three sports as opposed to just one), grade point average and class rank increased (Shafer & Armer, 1968; Stegman & Stephens, 2000).

While these findings are compelling, Jefferson (1999) reported no difference between the grade point average of athletes and non-athletes. Landers et al. (1978) and Feltz and Weiss (1984) found that students involved in both service and athletic activities outperformed those students involved in athletics only. Further, Zaugg (1998) reported that athletes outperformed non-athletes in only one out of four academic areas. A comparison of midterm and final grades in math, social studies, English and science revealed that athletes had significantly higher grades in science only. In addition, academic performance by athletes has been shown to decrease in the off-season (Soltz, 1986).

The purpose of this study was to examine the amount of participation in sport activity by high school student-athletes, and assess its relationship with academic performance. More specifically, this study sought to determine if there was an optimal level of time spent participating in sport, in regard to its impact on performance in the classroom. As alluded to previously, the main hypothesis underlying this effort was that a 'plateau' effect may be evident, indicated by a pattern of diminishing returns for academic performance as athletic participation approaches elite levels.

## METHOD

### Subjects

One hundred seventy-six high school students participated in this study. Ranging in age from 14 to 19 and representing all high school grade levels, the participants were drawn using two methods. The first group was contacted by mail in a county of the state of Florida, while the second group participated in the study at a school in the state of Indiana in a census fashion.

### Instrument

The Leisure Time Activities Survey, which was developed by the researchers specifically for this study, included questions pertaining to type of athletic activity, number of hours per week spent participating in the activity, number of months out of the year spent participating in the activity, and total number of years in which the participant has been involved in the activity. The participants were also asked to disclose their grade point average. Demographic questions concerning gender and age were included, as well. The students were then classified into categories based on two variables: number of hours spent in athletic participation and gender.

Each participant's response to survey question two, concerning the hours spent per week in athletic activity, determined their Level of Athletic Involvement (LAI) for the purposes of this analysis. Participants chose their level of weekly time commitment from five predetermined categories: less than 4 hours, 4 – 7 hours, 8 – 11 hours, 12 – 15 hours, and more than 16 hours. Students who spent less than 4 hours per week participating in athletic activities were excluded from this study. Within the group of participants retained for the study, those who spent 4 – 7 hours practicing their sport were considered "low" involvement while those who were classified in "medium," "high," and "elite" categories responded as spending 8 – 11, 12 – 15 and 16 or more hours practicing their sport each week, respectively. Hourly time commitment per week was chosen as the measurement for LAI because this reflected the true nature of athletic commitment, and correlated with academic achievement, in terms of absolute hours spent in one pursuit versus the other. As there was no previous research that addressed level of athletic involvement in this manner, the hourly commitment levels constituting "low," "medium," "high," and "elite" involvement, respectively, were assigned to the selection options described earlier.

## Procedure

For the Florida sample, mailing labels were obtained from several high schools through the county school board. Survey packets containing the one-page survey instrument were then mailed to each student. Participants were asked to return the completed survey to the researcher in the enclosed self-addressed, stamped envelope. The participants in the Indiana sample completed the survey instrument as part of a class activity. After obtaining consent from the local school administrators, the researcher attended several high school classrooms, at which time the students received instructions and an explanation as to the purpose of the study. Following this, both groups completed a one-page survey designed to gather data on the level of athletic participation and grade point average of each participant. Those students choosing to participate then returned the surveys directly to the researcher.

## Data Analysis

Several types of data analyses were used to compare the demographic groups and test for the hypothesized plateau effect of athletic participation, including frequency and descriptive reports, ANOVA, and pairwise comparisons. An alpha level of .05 was used for all statistical analyses.

## RESULTS

Of the one hundred sixty-seven student-athletes who properly completed the surveys and were retained for the study, 21.0 % were classified as "low" involvement student-athletes ( $n = 35$ ), 25.7 % as "medium" involvement ( $n = 43$ ), 26.3 % as "high" involvement ( $n = 43$ ), and 26.9% as "elite" involvement ( $n = 45$ ). The mean GPA for each involvement level was 3.182, 3.505, 3.425, 3.457, from "low" to "elite," respectively (See Figure 1). Focusing on gender, the mean GPA for females ( $n = 71$ ) was 3.532 while the mean GPA for males ( $n = 96$ ) was 3.308. The mean age of the respondents was 15.68 with a range of 14 to 19 years old.

A two-way ANOVA was performed to determine if the student-athletes' GPA was significantly predicted by the level of athletic involvement (LAI) and gender. The test indicated that gender ( $F = 7.419, p = .007$ ) was a significant predictor, and LAI ( $F = 2.465, p = .064$ ) was not a significant predictor of grade point average. The interaction of gender and LAI was not significant ( $F = .779, p = .507$ ). To determine if there was a within group difference on GPA for LAI, a one-way ANOVA was utilized. Results of the one-way ANOVA and subsequent pairwise comparisons indicated that differences among groups existed ( $F = 2.986, p = .033$ ). Specifically, the "low" group significantly differed from the "medium" ( $t = -2.793, p = .006$ ), "high" ( $t = -2.114, p = .036$ ), and "elite" ( $t = -2.405, p = .017$ ) groups. However, there were no significant differences between the "medium" and "high" groups ( $t = .733, p = .465$ ), the "medium" and "elite" groups ( $t = .440, p = .661$ ), or the "high" and "elite" groups ( $t = -.229, p = .766$ ). This pattern of results supports the notion of a plateau effect. The GPA means plot clearly indicates a sharp increase in GPA as the level of athletic involvement goes from "low" to "medium," at which point a marked leveling-off occurs. When separated by gender, the plateau effect is still in evidence, although as LAI increases from "high" to "elite," the males' GPA improved slightly while the females' GPA showed a slight decline (Figure 2).

## DISCUSSION

Within the athletic and sport community, there is very little debate about the relative merits of participation in physical activities and its benefits for adolescents and young adults. Although some conflict still exists in regard to student-athletes, many studies have shown a positive relationship between participating in athletics and academic performance (e.g., Nuhn, 1991; Shafer & Armer, 1968; Soltz, 1986; Tucker, 1999; Whitley, 1999). However, research to date has not extended significantly beyond examining this relationship. Borrowed in part from sport psychology literature, the idea of a plateau effect makes intuitive sense in terms of the relationship between athletics and academics. Whereas the idea that involvement in athletics will help other aspects of the student-athlete's life (including academics) is accepted by most, it certainly seems logical that involvement must also have limits in order for the most benefit to be gained. The identification of a plateau effect in this preliminary investigation offers hope for those who would seek to identify an 'optimal level' of athletic involvement needed to enjoy and excel at sports without sacrificing academic achievement. From this investigation, high school student-athletes in the "medium" involvement level represented the point of optimal return, as those participants in "high" and "elite" groups did not have significantly higher grade point averages relative to those in the "medium" group. More specifically, student-athletes who participated in more than eleven hours of athletic activity per week did not exhibit added benefit in terms of increased GPA.

The results presented here buttress previous work which concluded that moderate to high levels of athletic participation were in no way detrimental to student-athletes in terms of academic performance (e.g., Shafer & Armer, 1968; Stegman & Stephens, 2000). In fact, as in other studies, those athletes involved in moderate to high levels had significantly higher grade point averages than did those engaged at a "low" level. The current results also support the need for future endeavors to stratify more specifically the level of athletic involvement. From the standpoint of measuring the impact on outcomes like academic achievement, distinguishing amongst student-athletes beyond merely "high" and "low" categories is essential to advance the understanding of the relationship. Additionally, this increased attention to detail will help to guide recommendations that are to be made to parents, coaches, and/or academic support personnel regarding the cost-benefit analysis of high level athletic involvement of students.

In investigating gender as a significant variable, an optimal level continued to be present after isolating male and female groups. Corroborating previous research (Dobosz & Beaty, 1999; Stegman & Stephens, 2000), for each involvement level, the female group recorded a higher GPA than the corresponding male group (See Table 1). However, it is interesting to point out that female performance decreased from the "high" to "elite" level while male performance continued to increase. This may be due in part to a restriction in range, given that the female GPA's were already high, and thus were constrained from rising further. More likely this is a result that is particular to this sample, one in need of replication on a larger scale before any appropriate conclusions can be drawn. Further investigation of this phenomenon should be addressed by future research.

Some limitations of the current study must be recognized before conclusions can be made. For this preliminary and exploratory study grade point average was self-

reported, which in future efforts of larger scale could pose problems of inferential power. Obtaining official records directly from the schools would help to eliminate this limitation, however it would also reduce the level of anonymity enjoyed by the participants. For this study, the assurance of anonymity of respondents helped ease any concern of erroneous GPA reporting. Further, by its nature, GPA is a subjective measure, left to the discretion of the educators at each school. As such, including a more standardized measure such as SAT/ACT scores might be advisable. Additionally, future researchers should attempt to expand the current investigation by involving not only more, but more diverse, subjects. Finally, by including more variables for comparison, such as type of sport played, number of sports played, participation in other extra-curricular activities, and general attitudes towards academics, future research efforts can continue in this vein to advance our understanding of the relationship between academics and athletics.

This study presents yet another finding in support of the notion that participation in interscholastic sport is associated with the academic performance of high school students. Among this sample, it has been shown that as participation increases, so too does academic achievement. Most importantly, this study revealed preliminary evidence that an "optimal level" of participation can be identified in terms of the relationship between grade point average and athletic involvement. It is notable that while a plateau in GPA was evident at roughly eleven hours of involvement per week, "elite" participation (16 or more hours/week) in athletics did not have a significantly negative impact on GPA.

In conclusion, proponents of sport participation for students need to remain aware of the demonstrated academic benefit of involvement in order to counter claims by those who view sport as a frivolous endeavor. Moreover, if further evidence more specifically identifies optimal time commitment levels for activity, heightened specificity in designing schedules can be attained by parents, coaches, academic advisors, and the student-athlete's themselves. Perhaps most importantly, if the stereotype of the "dumb jock" can continue to be contradicted with empirical data, evolving perceptions of sport participation, and the study of sport, can continue.

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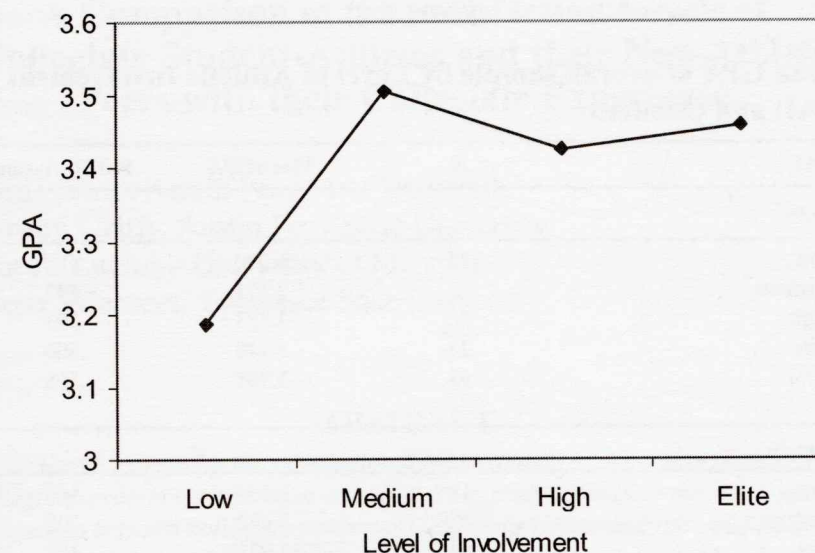


Figure 1. Mean GPA of overall sample by Level of Athletic Involvement.

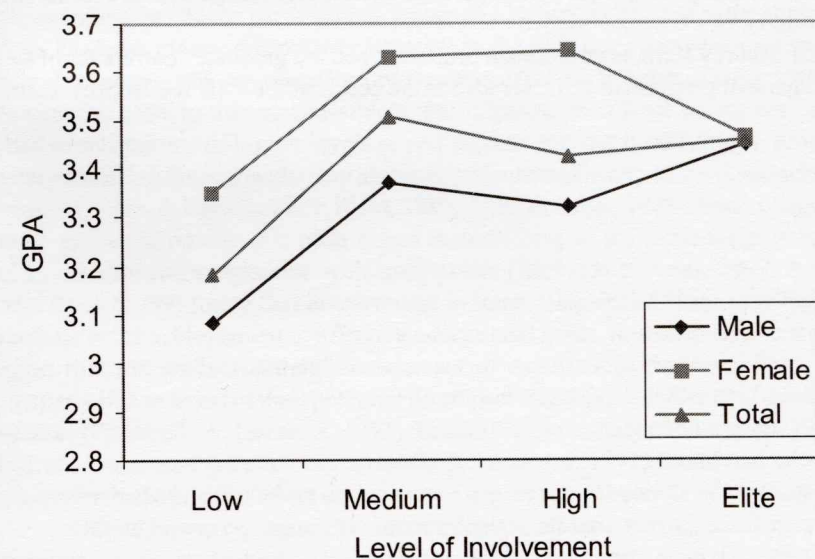


Figure 2. Mean GPA by Level of Athletic Involvement and Gender.

TABLE 1.

Mean GPA of overall sample by Level of Athletic Involvement (LAI) and Gender.

| LAI           | N   | MeanGPA | Std.Deviation |
|---------------|-----|---------|---------------|
| Male:         |     |         |               |
| Low           | 22  | 3.082   | .586          |
| Medium        | 21  | 3.371   | .543          |
| High          | 30  | 3.323   | .593          |
| Elite         | 23  | 3.448   | .506          |
| Total         | 98  | 3.308   | .568          |
| Female:       |     |         |               |
| Low           | 13  | 3.352   | .564          |
| Medium        | 22  | 3.632   | .202          |
| High          | 14  | 3.643   | .403          |
| Elite         | 22  | 3.467   | .407          |
| Total         | 71  | 3.532   | .406          |
| Overall Total | 167 | 3.403   | .516          |

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## A Comparison of the Satisfaction Levels of Collegiate Student-Athletes and their Non-Athlete Peers with their Collegiate Experience

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#### ABSTRACT

*Research examining the satisfaction level of student athletes with their overall collegiate experience has been minimal. This study examined the existence of differences between collegiate student-athletes satisfaction and the satisfaction of their non-athlete peers. Eleven scales of satisfaction were examined using the Noel-Levitz Student Satisfaction Inventory. The statistical analysis of the data indicated five scales to be significantly different. Increased levels of satisfaction among the student-athletes were found on the scales of academic advisement, recruitment and financial aid, and safety and security. Decreased levels of satisfaction were found on the scales of campus life and campus climate.*

#### INTRODUCTION

Intercollegiate athletic participation, its benefits as well as its costs to the student-athlete, has been given considerable attention in the past few years sparking much debate. Proponents of intercollegiate athletics argue that the benefits of participation outweigh the costs to the student-athlete. Participation in college sports has been related to self-reports of higher levels of self-esteem and status on campus, growth in interpersonal skills and leadership abilities, and intense loyalty to sport and school (Pinkerton, Hinz, & Barrow, 1989; Ryan, 1989; Adler & Adler, 1988). Intercollegiate athletic participation also has been found to contribute to the personal growth of student-athletes and satisfaction with campus life (Richards & Aries, 1999; Astin, 1993). Ryan (1989) found that involvement in intercollegiate athletics may highly contribute to the achievement of affective educational goals. Research also seems to suggest that the student-athlete's unique set of experiences during college are particularly rich in terms of their potential for impact on adaptive and critical thinking processes (Pascarella & Terenzini, 1991). In addition, in a study conducted in 1990, Pascarella and Smart (as cited in Pascarella & Terenzini, 1991) found that athletic participation had a positive effect on bachelor's degree completion for some students.

Others however, argue that intercollegiate athletic participation may be detrimental to the student-athlete's academic, vocational, and social development (Pinkerton, et al., 1989; Blann, 1985; Parham, 1993). As early as 1929, in a report commissioned by the Carnegie Foundation to study college athletics, Savage found that proponents of college athletics claimed far greater benefits for the student-athlete

than intercollegiate athletics could ever yield (as cited in Cowley, 1999). The demands of intercollegiate athletic participation far exceed that of other extracurricular activities (Richards & Aries, 1999; Pinkerton, et al., 1989). Students choosing college athletics are frequently forced to sacrifice attention to academic, social, and leisure needs in order to participate (Astin, 1978; Parham, 1993; Stone & Strange, 1989). Researchers have reported that student-athletes have problems that may stem from the heavy demands of the athletic role and its conflict with other important roles and activities (Chartrand & Lent, 1987). Astin (1978) observed that athletes may be isolated from their peers. Other studies have suggested that student-athletes are not well integrated into campus life because they have formed separate subcultures with separate characteristics and values (Parham, 1993; Sedlacek & Adams-Gaston, 1992). According to Pinkerton, et al., (1989), "athletic participation at the college level creates major personal and emotional demand on the sports participant" (p.224).

Although the benefits and costs of intercollegiate athletic participation have been much debated, little attention has been given to whether or not these benefits and costs impact the student athlete's satisfaction with his or her overall collegiate experience. Student satisfaction has been associated with involvement during college and may be related to persistence to graduation (Pascarella & Terenzini, 1991). Pascarella and Terenzini (1991) contend that persistence, is in large part, a function of the student's fit with the college environment or person-environment fit. They stipulate that various terms are used to represent degree of person-environment fit, including, integration, involvement, congruence, and satisfaction. Pascarella and Terenzini operationally define degree of person-environment fit in terms of the student's interactions with the academic and social systems of the college or, indirectly, with those factors that shape the nature of such interactions. Academic and social factors influencing fit or satisfaction, according to Pascarella and Terenzini include academic achievement, peer relationships, extracurricular involvement, interactions with faculty, academic major, residence, orientation, advising, financial aid and work. Astin (1993) found that measures of satisfaction with the undergraduate experience are significantly related to number of undergraduate years completed. Astin describes measures contributing to the student's level of satisfaction with the total undergraduate experience, which impact number of years completed, as the quality of academic instruction, contacts with faculty and fellow students, curriculum, degree of faculty interest in students, relationship with the college administration, the degree of institutional priority given to issues such as diversity, social change, resource acquisition, facilities, and enhancement of institutional reputation. He concluded that there seemed to be an association between student satisfaction and retention in college.

## METHOD

### Research Question

In his 1993 book, *What Matters in College*, Astin examined how students change and develop in college and revealed how the collegiate experience enhanced that development. Student satisfaction was one of the collegiate experiential factors which he identified as enhancing holistic student development. He stated, "...it is difficult to argue that student satisfaction can be legitimately subordinated to any other

education outcome" (p. 273). This study was conducted to determine if detectable differences exist between the student satisfaction of collegiate student-athletes and the student satisfaction of collegiate non-athlete students with their overall college experience. For the purposes of this study, eleven scales identified through the Student Satisfaction Inventory (SSI), published by Noel-Levitz, Inc. (1999), were adopted as indicators of student satisfaction. The eleven scales measuring students' satisfaction with an institution are academic advisement effectiveness, campus climate, campus life, campus support services, concern for the individual, instructional effectiveness, recruitment and financial aid, registration effectiveness, safety and security, service excellence, and student centeredness.

### Participants

The study involved students from the general campus population and intercollegiate student-athletes enrolled at a mid-sized, urban, state-supported university located in the southeastern United States. The student-athletes examined competed at the NCAA Division I level in the sports of men's baseball, basketball, cross country, football (I-AA), golf, and tennis; and women's sports of basketball, cross country, golf, rifle, softball, tennis, track, and volleyball. There was a total of 644 students participating in this study. Student-athletes represented 168 of the participants and the remaining 476 were students who were not members of an intercollegiate athletic team.

Of those student-athletes participating in the study, the majority were Caucasian (67%); male (65%); had a GPA of a 2.0 or greater (78%), and resided on campus (63%). Slightly more freshmen student athletes participated in the study than other class levels (36%). Slightly less than half indicated that the institution was their first school choice (48%). Of those students participating in the study who were not members of an intercollegiate athletic team, the majority were Caucasian (77%); female (66%); had a GPA of a 2.0 or greater (88%); resided off campus (80%); and indicated that the institution was their first school choice (60%). Slightly more seniors student non-athletes participated in the study than other class levels (30%).

### Instrument

The SSI, specifically developed for use in higher education, was designed to measure student satisfaction across twelve scales. (For this study, the SSI scale addressing responsiveness to diverse populations was not used as it did not provide gap data.) Noel-Levitz, Inc. (1999), developers of the SSI, stated:

The Student Satisfaction Inventory measures students' satisfaction with a wide range of college experiences. Students rate each item in the inventory by importance of the specific expectation as well as their satisfaction with how well that expectation is being met. A performance gap is then determined by the difference in the importance rating and the satisfaction rating. Items with large performance gaps indicate areas on campus where students perceive their expectations are not being met. (p. 1)

The twelve scales of satisfaction are described for the user by Noel-Levitz, Inc. (1999). The academic advising effectiveness scale assesses the comprehensiveness of the academic advising program. The campus climate scale assesses the extent to

which the institution provides experiences which promote a sense of campus pride and feelings of belonging. The campus life scale assesses the effectiveness of student life programs offered by the institution, covering issues ranging from athletics to residence life. The campus support services scale assesses the quality of the support programs and services which students utilize in order to make their educational experiences more meaningful and productive. The concern for the individual scale assesses the institution's commitment to treating each student as an individual. The instructional effectiveness scale assesses the students' academic experience, curriculum, and the campus' overriding commitment to academic excellence. The recruitment and financial aid effectiveness scale assesses the institution's ability to enroll students in an effective manner. The registration effectiveness scale assesses institutional issues associated with registration and billing. The responsiveness to diverse populations scale assesses the institution's commitment to specific groups of students enrolled at the institution. The safety and security scale assesses the institution's responsiveness to students' personal safety and security on campus. The service excellence scale assesses the perceived attitude of staff toward students, especially front-line staff. The student centeredness scale assesses the campus' efforts to convey to students that they are important to the institution.

The scale concerning responsiveness to diverse populations did not provide gap data. The items associated with this scale allowed a participant to rank their satisfaction but did not allow a participant to rank importance. Lack of importance data for this scale lead to a lack of gap scores for this scale, subsequently the scale was excluded from analysis for the purposes of this study.

The SSI has shown exceptionally high internal reliability as evidenced by Cronbach's coefficient alpha of 0.97 for the set of importance scores and 0.98 for the set of satisfaction scores. Reliability over time was demonstrated through the three-week, test-retest reliability coefficient of 0.85 for importance scores and 0.84 for satisfaction scores. Evidence to support the validity of the SSI was illustrated through convergent validity that was assessed by correlating satisfaction scores from the SSI with satisfaction scores from the College Student Satisfaction Questionnaire (CSSQ). The Pearson correlation between these two instruments  $r = 0.71$ ,  $P < 0.00001$  supported validity. (Noel-Levitz, Inc., 1999)

## Procedure

The SSI was administered to a sampling of classes that met on Monday, Wednesday, and Friday at 10:00 a.m. during the Fall of 1999. In addition, each student-athlete was asked to complete the survey during a specific team meeting held during the Fall 1999 semester. If a student-athlete had completed the survey during a Monday, Wednesday, or Friday class the student-athlete was asked not to complete the survey again.

The surveys were sent to Noel-Levitz, Inc. for scanning, returning the raw data on a computer disk. These data were analyzed and sorted using Database2 and Microsoft Access. Data were then statistically analyzed using Microsoft Excel. These data were then divided into the two groups, student-athletes and non-athletes, based on a self-reported identification item included in the instrument.

The gap scores of eleven of the twelve scales of satisfaction of the two groups were statistically tested for significant differences using t-test analysis.

## RESULTS

### Demographics

The self-reported demographic information gathered included gender, class level, grade point average, ethnicity, residence, and school choice. As shown in Table 1, chi-square analysis of the groups indicated each piece of demographic information was dependent on the student's athletic status.

### SIGNIFICANT DIFFERENCES:

#### STUDENT-ATHLETES AND NON-ATHLETES

Significant differences in the gap scores of the student-athletes and the non-athletes were detected in five of the eleven scales measuring student satisfaction. Those scales were academic advisement ( $t = -7.29$ ,  $p < 0.001$ ), recruitment and financial aid ( $t = -2.66$ ,  $p = 0.008$ ), safety and security ( $t = -3.26$ ,  $p = 0.001$ ), campus climate ( $t = 2.4$ ,  $p = 0.017$ ), and campus life ( $t = 10.5$ ,  $p < 0.001$ ). Table 2 provides a summary of the gap scores of the SSI satisfaction scales.

Student-athletes reported lower gap scores, indicative of greater student satisfaction with expectations met by the institution, than those of their non-athlete peers across three scales of satisfaction. Those scales were academic advisement, recruitment and financial aid, and safety and security. Student-athletes reported higher gap scores than their non-athlete peers, indicative of lower levels of student-athlete satisfaction, across the scales of campus climate and campus life.

### NO DETECTABLE DIFFERENCES:

#### STUDENT-ATHLETES AND NON-ATHLETES

No significant differences were detected in the gap scores of student-athletes and non-athletes in six of the eleven scales measuring student satisfaction. Those scales were service excellence ( $t = -1.57$ ,  $p = 0.12$ ), student centeredness ( $t = 0.85$ ,  $p = 0.39$ ), campus support services ( $t = -1.17$ ,  $p = 0.24$ ), concern for the individual ( $t = 0.29$ ,  $p = 0.77$ ), instructional effectiveness ( $t = 0.72$ ,  $p = 0.47$ ), and registration effectiveness ( $t = -1.11$ ,  $p = 0.27$ ).

## DISCUSSION

Five of the eleven scales examined indicated statistically significant differences between student-athletes and their non-athlete peers. Those scales in which student-athletes were more satisfied than their non-athlete peers included academic advisement, recruitment and financial aid, and safety and security. The scales indicating less student-athlete satisfaction included campus climate and campus life. These results represented expected outcomes based upon the researchers' perceptions of the ethos of this Division I athletic department housed in the mid-sized, urban, state-supported university located in the southeastern United States which was examined in this study.

These researchers consider the positive caring ethos of the athletic department to be the primary factor influencing higher levels of satisfaction in student-athletes. The athletic department has demonstrated its commitment to the academic life of the student-athlete, specifically through the development and implementation of an

academic support unit responsible for academic advisement and academic intervention for first-year and academically at-risk student-athletes.

Greater satisfaction for student-athletes on the scale of academic advisement may be attributed to the direct, individualized intervention of the academic support personnel in the athletic department. A relationship is established between the academic support unit and the student-athlete on their initial campus visit. This begins an on-going, intentional, individualized program of intervention to foster the student-athlete's academic success. Specific interventions provided to new student-athletes, both first-year and transfer, include advisement during summer registrations, conducting of an orientation program, and weekly meetings with first-year and academically at-risk student-athletes.

Again, the individualized attention displayed toward the student-athlete in the recruitment and admission processes affect the increased satisfaction of student-athletes on the scale of recruitment and financial aid. These researchers do not necessarily think that the individualized attention given to students during the recruitment process is unique to the athletic department of the institution under study. We believe this to be an inherent characteristic of athletic recruitment at any institution of higher education. Increased satisfaction with the financial aid process however may be a result of this athletic department's ethos. Student-athletes and their families are assisted in the processes involved in obtaining financial aid, including athletic scholarships, academic scholarships, and federal and state awards by designated athletic department staff. The support received by student-athletes through the athletic department is in addition to the assistance available to non-athlete students. This support, these researchers contend, has contributed to the higher satisfaction of student-athletes on this scale.

The third scale in which student-athletes demonstrated higher satisfaction than their non-athlete peers was safety and security. Items addressed by this scale included parking availability and lighting of parking facilities, as well as, the safety of the campus in general. The statistically significant difference detected in this scale should be interpreted with caution. Sixty-three percent of student-athletes sampled reside on campus. Because of their on-campus status, parking is not seen as a major issue of contention for student-athletes. Additionally, student-athletes frequently negotiate the physical space of the campus with their teammates. This type of group association provides student-athletes with an intrinsic sense of safety. In contrast, the significance may be influenced by the heightened dissatisfaction with parking and campus safety of the commuter non-athlete students which represented 80% of the sample.

The scales of campus life and campus climate indicated student-athletes were less satisfied than their non-athlete peers. Both scales measured the student-athlete's connection to and interaction with the total campus environment. The campus life scale specifically addressed weekend activities, availability of organizations, and residence life facilities and services. Given the higher percentage of student-athletes residing on-campus and as this campus is perceived to be a "suitcase college" with very limited weekend activities the heightened dissatisfaction of student-athletes on this scale should be interpreted with caution. Student-athletes when compared with their non-athlete peers, as campus residents and because of the nature of their athletic participation, may be more sensitive to what they perceive to be a lack of weekend

activities. Additionally, this group, as campus residents who frequently spend their entire collegiate career residing in campus housing, may have a heightened dissatisfaction with the residence life facilities and services. Student non-athletes, attending the institution at which this study was conducted, are much less likely to live in the residence halls and if they do, spend much less time in their residence halls on weekends and during school breaks. However, as previously discussed, Parham (1993) and Sedlacek and Adams-Gaston (1992) found that student-athletes were not well integrated into campus life because they form separate sub-cultures through team membership with separate characteristics and values than those held by their non-athlete peers.

An increased level of dissatisfaction of student-athletes on the campus life scale which measured a student's sense of belonging and school pride may be influenced by the athlete's submersion in the athletic culture at the institution under study. In addition, the institution at which this study was conducted does not have a high level of student and community support of athletic activities, even for those sports with a winning tradition, as is evidenced by low attendance at events, which may contribute to the student-athletes' dissatisfaction with school pride.

The results of this study seem to support Astin's (1978) observation that student-athletes may be isolated from their non-athlete peers, as well as Chartrand and Lent's (1987) claim that student-athletes experience conflict stemming from the heavy demands of their athletic role.

The findings of this study have implications for the entire university community but more specifically for athletic department, enrollment management, and student affairs practitioners as they struggle with issues of satisfaction and its impact on the recruitment, retention, and success of student athletes matriculating to and through their institution. Student satisfaction is a highly complex construct that should not be subordinated to any other educational outcome. Future research should be directed at operationalizing student-athlete satisfaction with their university experience and to determine how an athletic department's ethos impacts student-athlete satisfaction with their overall collegiate experience.

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TABLE 1

### Summary of $\chi^2$ Statistics to Detect Dependence of Athletic Status to Demographic Variables

| Demographic Variables      | P                         |                       | df | p       |
|----------------------------|---------------------------|-----------------------|----|---------|
|                            | Student Athletes<br>n=168 | Non-Athletes<br>n=476 |    |         |
| <b>Ethnicity</b>           |                           |                       |    |         |
| African American           | 21%                       | 13%                   | 3  | 0.039*  |
| Caucasian                  | 67%                       | 77%                   |    |         |
| Other                      | 12%                       | 10%                   |    |         |
| <b>Gender</b>              |                           |                       |    |         |
| Female                     | 35%                       | 66%                   | 1  | <0.001* |
| Male                       | 65%                       | 34%                   |    |         |
| <b>Class Level</b>         |                           |                       |    |         |
| Freshmen                   | 36%                       | 15%                   | 3  | <0.001* |
| Sophomore                  | 24%                       | 28%                   |    |         |
| Junior                     | 23%                       | 27%                   |    |         |
| Senior                     | 17%                       | 30%                   |    |         |
| <b>Grade Point Average</b> |                           |                       |    |         |
| 3.5-4.0                    | 8%                        | 19%                   | 5  | <0.001* |
| 3.0-3.49                   | 22%                       | 27%                   |    |         |
| 2.5-2.99                   | 26%                       | 13%                   |    |         |
| 2.0-2.49                   | 22%                       | 13%                   |    |         |
| 0.00-1.99                  | 2%                        | 2%                    |    |         |
| no credits earned          | 19%                       | 8%                    |    |         |
| <b>Residence</b>           |                           |                       |    |         |
| On-Campus Dorm             | 63%                       | 20%                   | 4  | <0.001* |
| Own Home                   | 8%                        | 25%                   |    |         |
| Rent Off-Campus            | 23%                       | 26%                   |    |         |
| Live with Parents          | 5%                        | 24%                   |    |         |
| Other                      | 2%                        | 5%                    |    |         |
| <b>School Choice</b>       |                           |                       |    |         |
| First                      | 48%                       | 60%                   | 2  | <0.001* |
| Second                     | 29%                       | 28%                   |    |         |
| Third or Lower             | 23%                       | 12%                   |    |         |

Note. \* denotes probability levels at the < 0.05 level of confidence.

TABLE 2

## Summary of Gap Scores of SSI Scales

| Scales of Satisfaction            | M    | p          |
|-----------------------------------|------|------------|
| Academic Advisement Effectiveness |      |            |
| Student-athletes                  | 0.75 | p<0.001*   |
| Non-athletes                      | 1.21 |            |
| Campus Climate                    |      |            |
| Student-athletes                  | 1.26 | p = 0.017* |
| Non-athletes                      | 1.17 |            |
| Campus Life                       |      |            |
| Student-athletes                  | 1.48 | p<0.001*   |
| Non-athletes                      | 0.97 |            |
| Campus Support Services           |      |            |
| Student-athletes                  | 0.98 | p = 0.241  |
| Non-athletes                      | 1.05 |            |
| Concern for the Individual        |      |            |
| Student-athletes                  | 1.22 | p = 0.770  |
| Non-athletes                      | 1.20 |            |
| Instruction Effectiveness         |      |            |
| Student-athletes                  | 1.21 | p = 0.473  |
| Non-athletes                      | 1.19 |            |
| Recruitment and Financial Aid     |      |            |
| Student-athletes                  | 1.42 | p = 0.008* |
| Non-athletes                      | 1.61 |            |
| Registration Effectiveness        |      |            |
| Student-athletes                  | 1.19 | p = 0.227  |
| Non-athletes                      | 1.27 |            |
| Safety and Security               |      |            |
| Student-athletes                  | 1.82 | p = 0.001* |
| Non-athletes                      | 2.14 |            |
| Service Excellence                |      |            |
| Student-athletes                  | 1.20 | p = 0.117  |
| Non-athletes                      | 1.29 |            |
| Student Centeredness              |      |            |
| Student-athletes                  | 1.13 | p = 0.394  |
| Non-athletes                      | 1.08 |            |

Note. \* denotes probability levels at the < 0.05 level of confidence. The lower the gap score, the better a satisfaction rating meets an importance rating.

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## Promoting Citizenship and Personal Growth: A Model for Student-Athlete Excellence

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### ABSTRACT

*Many institutions of higher education are searching for ways to augment specific areas of a student-athlete's life: such as study skills, fitness awareness, or disordered eating. East Stroudsburg University has developed a model that provides the additional support systems with the goal of developing not only a more competitive athlete but also a more mature and responsible member of the university community. This model includes a physical and psycho-social component. A multi-discipline staff attempts to encourage the student-athletes with the life skills and the interaction to develop these tools for their life after college.*

### INTRODUCTION

Oftentimes we are reminded of the negative outcomes of collegiate athletics, or of the special treatment that athletes receive—that they are coddled or removed from taking responsibility for their own education. In fact, their education and their developmental maturation might even be subordinate to the coach's goal of winning and the institution's focus on achieving prominence. Approached from another vantage point, however, the athlete's collegiate competitive athletic experience can be used for enhancing the athlete as a complete person—a time when athletes may be assisted toward developmental maturity, mastering appropriate developmental tasks.

East Stroudsburg University of Pennsylvania established the Student-Athlete Center for Excellence (SACE) to provide all student-athletes with the right to access guidance, counseling, and instruction necessary to successfully compete both academically and athletically. SACE makes clear to student-athletes that with this right comes the onus to be a responsible member of the university community. In other words, the student has all the tools available to be successful; however, it is the student's responsibility to access these tools as well as to attend classes, complete homework and projects on time, to study for tests, and seek out assistance when needed. East Stroudsburg University's SACE is a collaborative effort to provide the opportunity for student-athletes to successfully complete these tasks. It is comprised of a multi-disciplined staff that includes two exercise physiologists, an academic advisor for student-athletes, and a psychologist. All SACE members, with the exception of the academic advisor for student-athletes volunteer their time in addition to full-time faculty responsibilities. The SACE is funded jointly from Student Affairs and external grants. In short, it provides a challenging and supportive environment,

not under the auspices of any coaches, for students-athletes to work on those areas that they or members of the SACE team have identified.

### STUDENT-ATHLETE EXCELLENCE MODEL

The mission of SACE is to encourage student-athletes to strive toward their individual potential in both academics and athletics. The steps in achieving this potential are akin to Havighurst's Developmental Tasks (1953). Havighurst defines a developmental task as those markers that:

Constitute a healthy and satisfactory growth in our society. They are those things a person must learn if he [she] is to be judged and to judge himself/ [herself] to be a reasonably happy and successful person. A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks (cited in Thomas, 1992, p. 79).

These tasks are based on middle-class values with latitude for lower and upper class influences; however, they all consist of three main components: "(1) the biological structure and function of the individual, (2) the particular society or culture in which the individual lives, and (3) the personal values and aspirations of the individual" (Thomas, 1992, p. 81). In the biological realm, examples of these components for the college-aged student-athlete, or young adult, would be establishing healthy and life-long commitment to physical activity. This developmental task might include awareness of the long-term negative effects of performance enhancing substances or disordered eating. Regarding component two, the particular society or culture in which the individual lives, the college student-athlete functions in at least two realms and will learn those rules. Developmental tasks in this area could include acceptable behavior in the residence hall, on the practice field in relation to teammates, and in the academic arena: class attendance, participation, and interaction with the professors. In area three, the personal values and aspirations of the individual, examples of tasks could include exploring/establishing a viable personal belief and value system. Personal beliefs and values particularly come into play in regard to peer pressure around the topics of alcohol use and safe sex. It is not unusual for the tasks to overlap areas; for example, exploring and establishing personal values probably overlaps all three areas.

### Physical Component

Havighurst's developmental task model (1953) identifies a biological basis for the growth and maturation of an individual. When examining the student-athlete, the influence of past physical activity experiences may impact the individual's success in achieving life-long commitment to physical activity. The scientific literature clearly demonstrates the abundance of benefits both physically and mentally from engaging in four years of required physical education activity classes on alumni attitudes and exercise habits. Alumni graduating from programs requiring four or more credits of physical education activity place significantly higher value in the health benefits of regular exercise.

Sarna and colleagues (1995) found that former world-class athletes maintained their physical fitness for a longer period of time and on a more regular basis than the general population. Does the unique experience of the collegiate athlete enhance the lifelong commitment to physical activity? Davis and colleagues (1997) demonstrated that only 65% of former collegiate athletes reported continued physical activity post-graduation activity as compared to individual-based sport athletes. Clearly the experience the student-athlete has while competing may greatly impact the decision to continue activity.

The SACE Exercise Physiologist's role is to assist the athletes in their preseason and postseason preparation. By teaching the athletes the benefits of cross training rather than overtraining, these athletes gain further appreciation for the necessity for a lifetime commitment to physical activity. In addition, the athletes are exposed to a variety of lifetime fitness activities, which will service them when structured competition has ended. Additionally, the SACE Exercise Physiologist provides the student-athletes with information that assists them in making informed decisions regarding alcohol intake, dietary choices, and performance enhancing substances—all of which play into the athletes' values and, possibly, coping mechanisms.

### Psycho-Social Component

For college student-athletes, we consider the paramount psycho-social components: their psychological health, academic world and their social world. These components have numerous possibilities for student-athletes, depending on what skills are less developed when they enter the university. For instance, in our case approximately 47% of entering students are first-generation college students; hence, for many of our students, coming to ESU is their first time away from home. Additionally, their experience with academia is limited and their awareness of academic protocols, such as informing the professor of any absences, is limited.

Regarding the student-athlete's psychological health and well-being, we know that the prevalence of eating disorders for athletes is the same as non-athletes. In the general population 10% of people suffer from depression. Our model provides individual and group counseling for those individuals who experience these psychological impediments to their development—not only for their performance as an athlete but particularly for their enhancement as a developing adult. Other issues that are dealt with at The Student Athlete Center for Excellence are: homesickness; unresolved loss/grief due to the death of a parent, sibling or friend; unhealthy boundaries with romantic or family relationships, such as an emotionally abusive boy/girl friend or controlling parent; or alcohol abuse issues. The Student-Athlete Center for Excellence attempts, at the student-athletes' request, to offer those mental health services that enhance the student's values and aspirations. It is not uncommon for other SACE Team members, faculty, or administration to recommend that a student-athlete consult a SACE Team member.

From an academic standpoint, we meet with all incoming freshmen or "at-risk" student-athletes identified by the coaches or the admissions office. We discuss not only the importance of, but how to manage time. We consider the importance of study skills and prioritizing of tasks-academics, athletics, and socialization. Some of the tasks that we have taught or reviewed with student-athletes are class registration, career considerations and planning, and creating a daily schedule. Although some of

the tasks are second-nature to us, to many of our students they are underdeveloped skills. We encourage our students to interact regularly with the faculty, especially with respect to assignments and absences (due to illness or athletic competition) to promote effective and responsible communication skills.

### PERSONAL VALUES COMPONENT

Regarding the third component, as outlined by Havighurst, the personal values and aspirations component, the SACE counselor attempts to make contact with all athletic teams during the course of the academic year. During this introduction, the athletes are familiarized not only with the person but the place where they can access assistance. Numerous students realize that they must find ways to cope with a depressed or eating disordered roommate—these athletes do not want to "abandon" the friend, but realize their own goals are being effected. Other facets of personal aspirations and values that the SACE counselor addresses are individuating from parents; clarifying boundaries with family, friends, and romantic relationships; and discussing ways to integrate healthy coping mechanisms for dealing with anger or sadness.

As with all of the other components, this one does not stand alone, but often effects and is affected by the other components of the biological base and the psycho-social, or cultural milieu, in which the students operate. The goal of the Student Athlete Center for Excellence is to continue to define and refine what is effective for the students in accomplishing their personal, athletic, and academic aspirations.

### PRACTICAL APPLICATIONS

At East Stroudsburg University's Student-Athlete Center for Excellence, our model is used not only to assist the athletes in their transition through the developmental tasks but also to assist them in establishing life-long habits that allow them to achieve their potential in the mental, physical, and intellectual realms after graduation when they depart from the university environment. SACE provides a comfortable, non-threatening place where they can come and discuss issues with assured confidentiality. The student-athletes know that their information will not be used by the coach to effect status or playing time; hence, they can work on what they consider are their tasks without the repercussions of parent, coaches, or professors.

From a practical standpoint, the SACE model provides us with unlimited potential for use in a variety of applications. In its most basic form, the SACE is a beneficial resource for assisting those student-athletes identified as "at risk." However, in pushing the envelope in developing applications, the SACE can be utilized to benefit all student-athletes, the general student population and high school students preparing to make the transition to college.

In order to reach a greater percentage of student-athletes, the NCAA CHAMPS/Life Skills program can be coordinated through the SACE. What better way to provide programming for student-athletes in areas such as personal health and nutrition issues, academics, and athletic performance, than through a model consisting of an exercise physiologist, psychologist, academic coordinator, sports psychologists and faculty members? By utilizing the SACE model, the expertise of all of these individuals can be drawn upon to enrich and enhance the education and development of the student-

athlete. In order to provide the greatest service possible to the university, we plan on providing these programming opportunities for all students, not just student-athletes.

In order to emphasize the importance of preparing for the transition to college life, the model can be utilized as an outreach tool for local high school students and their parents or guardians. By emphasizing the importance of dealing with developmental issues before student-athletes arrive for their freshman year, we can draw attention to the areas that are most crucial to success of the student-athlete. Clinics for high school student-athletes, a highly developed presentation for recruited student-athletes and a general resource for the local community are all examples of ways in which the model can be used as an outreach tool within the framework of the university and local communities.

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## Counseling College Student-Athletes: Issues and Interventions

By Edward F. Etzel, A.P. Ferrante, & James W. Pickney (Eds.).  
Published 1996 by Fitness Information Technology, Inc., P.O. Box 4425, Morgantown, WV 26504. (353 pp., \$39.00).

Reviewed by Fritz G. Polite, The DeVos Sport Business Management Program, College of Business Administration, The University of Central Florida, Orlando, FL, USA.

This second edition textbook – much improved over the first edition from 1991 – is still the first and most comprehensive analysis of the experiences surrounding intercollegiate student-athletes. The authors provide a well written and compelling examination of the critical issues involved in assisting student athletes. The primary focus of this publication is on, in addition to the issues and interventions of the subject, the actual developmental experiences of the college student athlete. The three editors – each of whom has a background in counseling, intercollegiate athletics, and education – have assembled in this text a consortium of highly regarded experts who explore and expand on past and current educational counseling issues.

The textbook both identifies relevant issues and questions and provides positive solutions and answers. It is methodically outlined and articulates strategies to assist administrators in the development of effective programs that will benefit student-athletes. The book is divided into three sections. In the first section, "Problems and Needs of a Diverse Population," experts identify problems and detail theoretical and practical solutions to the myriad issues surrounding diversity. In chapters one and two, A.P. Ferrante, Edward Etzel, Christopher Lantz, and William D. Parham explore the demands, uniqueness, and demographics of this special population known as student-athletes. In chapter three, Robert Sellers and Alphonse Damas examine the uniqueness of the intercollegiate experience for African-American student-athletes. The authors stress that these students often come from socioeconomic backgrounds sometime unfamiliar to the present day administrators. Failure to carefully examine and understand their life experiences may cause undue strain in the smooth transitioning of progress for the student-athletes as well as the coaches and administrators. Karen D. Cogan and Trent A. Petrie next analyze the female student-athlete and her socialization and development processes. Included in this discussion are issues related to ethical issues, eating disorders, sexual abuse, and sexual orientation that counselors, coaches, and administrators should be aware of and knowledgeable about.

Section two addresses specific personal concerns realized by student-athletes. College student-athletes often experience more psychological pressure than do those who do not participate in intercollegiate athletics. J. Scott Hinkle, in chapter five, looks at four of the most common clinical areas for student athletes. These areas include adjustment disorders, generalized anxiety, depression, and substance abuse.

This chapter is of particular relevance in today's climate as there has been a dramatic increase in referral and counseling for student-athletes with clinical problems. Hinkle expresses discontent over the lack of a systematic body of knowledge in counseling that focuses on the clinical problems of student-athletes. Chapter six, written by Albert J. Petipas, Britton W. Brewer, and Judy L. Van Raalte, uses both a theoretical and empirical approach to detail the major issues facing athletes in their transition into the intercollegiate world. Discussed in this chapter are retirement transitions, adjustments, moderators, and intervention frameworks that are directed at focusing on the planning transitions for student-athletes. Roy Tunick, Etzel, John Leard, and Bart Lerner discuss in chapter seven issues surrounding the psychological aspects of injury and make suggestions for those staffers, counselors, administrators, coaches, and medical personnel who work with athletes whom have suffered athletic injuries. Included in this chapter are topics such as disability and somatopsychology. Definitions of injuries and disabilities are clarified along with repercussions to athletes. Psychological variables relating to incidence of athletic injury are a central topic within this particular chapter. The last chapter of this section, chapter eight, is written by John Damm and Patricia Murray. These authors examine the prevalent abuse of alcohol and drugs amongst student-athletes. In addition to excellent definitions and analyses, the authors prescribe interventions and solutions that emphasize assisting student-athletes in dealing with these problems.

The final section of the book comprises an overview of enhancement, support, and counseling interventions. In chapter nine, Laura M. Finch and Daniel Gould provide an understanding prospective student-athletes and a list of recommended intervention strategies with this special group. Eric L. Denson, in chapter ten, describes the model through which an institution can provide comprehensive support service program for student-athletes. Service models were created with a philosophical base of providing basic services to the student-athlete. These programs consist of academic monitoring and planning, counseling, programs and workshops, consultation, research, and teaching. The focus of chapter eleven, written by Christopher Carr and Noel James Bauman, is a review of the concepts, procedures, implementation, and evaluation of a program that facilitates the life skills necessary for the survival of the student-athlete. The final chapter of this book, chapter twelve, focuses on how student-athletes can be coached for academic success. Some of the techniques examined in this chapter include how the use of flash cards, continuity tracking, taped studying, sunshine studying, and reading instructors can improve the academic success of student-athletes.

This book is an excellent resource for the personnel involved with intercollegiate student-athletes in undergraduate and graduate programs. Its use of both clinical approaches and practical applications makes it a prime textbook for counselors, administrators, and coaches. Clinicians may also find this second edition a fruitful asset to their knowledge base concerning interventions for student-athletes.

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