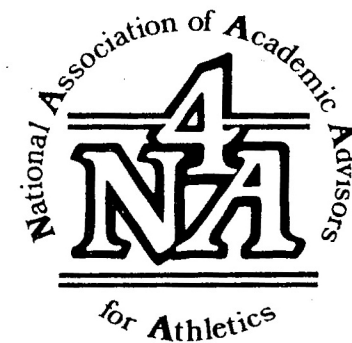


ACADEMIC ATHLETIC JOURNAL

The Official Publication of the
National Association of Academic
Advisors for Athletics



FALL 1992
ISSN 0897-165X

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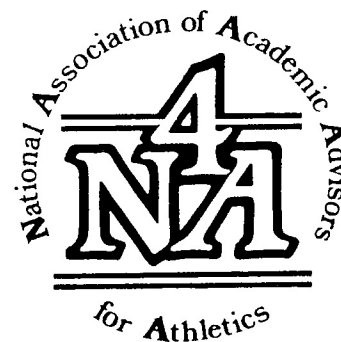
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1992

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AUDIENCE

The primary audience is the membership of the N4A, that is, athletic academic counselors. The secondary audience includes other professionals working with student-athletes in the fields of education or counseling at the secondary and post-secondary levels.

PURPOSE

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. In essence, the material should be original and stimulating without being extremely technical.

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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; and research on student-athletes, including a full discussion of results and implications.

Please do not submit a text that has been previously published, is scheduled for publication elsewhere, or is being considered for publication elsewhere.

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The articles will be read by at least three anonymous reviewers. Their comments will be sent to the authors along with recommendations for acceptance, rejection, or revision.

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Articles for the fall issue should be submitted no later than August 1, and for the spring issue no later than February 1.

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HIV/AIDS KNOWLEDGE SOURCES OF COLLEGE STUDENT-ATHLETES IN A SOUTHERN STATE

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ABSTRACT

This study examined the HIV/AIDS-related knowledge of 93 male and female college student-athletes in a southern state. Knowledge levels are reported according to the ethnicity and gender of the respondents. Significant differences ($p < .05$) were found between ethnic groups for general knowledge about HIV/AIDS and between genders for knowledge of disease transmission methods and risk-reduction techniques. Survey participants indicated mass media, parents, and peers as the most common sources of HIV/AIDS information, and they preferred videos, small group discussions, and classroom lectures as instructional formats. Results may be useful in the development of more effective HIV/AIDS educational initiatives targeting college student-athletes.

REVIEW OF THE LITERATURE

As of March 1, 1992, the U. S. Department of Health and Human Services had reported a cumulative total of 218,301 cases of Acquired Immune Deficiency Syndrome (AIDS) in the United States (Office of Preventive and Public Health Services, 1992). Approximately 20% of AIDS cases involve people 20-29 years of age (Gans, 1990; U. S. House Select Committee, 1987). Given the latency period of the disease, these individuals are likely to have been

infected during adolescence. The proportion of adolescent AIDS cases in the United States is expected to double each year (Brookes-Gunn, Boyer, & Hein, 1988).

The spread of HIV/AIDS across the United States has not been restricted to specific demographic groups or regions of the country. While major population centers remain the most concentrated centers for HIV infection and diagnosis of AIDS, rural localities have not been spared the effects of the epidemic. The State of Louisiana reported a cumulative total of 3,493 cases of AIDS, with 2,247 deaths, through July 1, 1992 (Office of Preventive and Public Health Services, 1992). Currently, Louisiana has an AIDS rate of 17.9/100,000, which represents the ninth highest rate in the nation. Of those cases, 793 (23%) involve people aged 20-29. Further examination of transmission categories indicates that an increasing number of cases of HIV/AIDS are the result of heterosexual contact.

Low levels of knowledge about HIV/AIDS among adolescent populations may be partially responsible for the increase in heterosexual transmission of the disease. The National Adolescent Student Health Survey (NASHS) found that while knowledge of risk factors for HIV infection was generally high, knowledge of prevention techniques was lower (National Adolescent Student Health Survey, 1989). Data from the study also revealed several misconceptions, including amount of risk associated with blood donation, possible existence of an AIDS vaccine, and confusion about the preventive benefits of post-coital washing of the genitals (Anderson & Christenson, 1991). The NASHS sample was restricted to eighth and tenth grade students; however, similar studies have been completed using college students. Anonymous testing indicates that the incidence of HIV infection among college students may be as high as 3.3/100,000 (Krupka & Vener, 1988).

Dorman and Rienzo (1988) found that 55% of college students surveyed were "very worried" about contracting HIV from infected classmates. Many of these students based their feelings of fear on misinformation about casual contact as a method of transmitting the virus. Stiff, McCormack, Zook, Stein, and Henry (1990) found that knowledge of HIV/AIDS among college students was not high. Many respondents indicated uncertainty about the pathology of the disease and the efficacy of preventive techniques. Other studies examining the knowledge, attitudes, and behaviors of college students in regards to HIV/AIDS have generated similar findings (McDermott, Hawkins, Moore, & Cittandino, 1987; Fennell, 1989; Price & Kukulka, 1985).

Goodwin and Roscoe (1988) found that while more survey respondents possessed minimal amounts of knowledge about HIV/AIDS, only 2% were considered to be "highly knowledgeable" (operationally defined as falling into the top quadrant of the total possible score). Female college students were found to score significantly better than male students. These findings have been consistently corroborated in the literature (Gaines, Iglar, Michal, & Patton, 1988; Nagy, Hunt & Adcock, 1990).

A common explanation for the generally insufficient levels of HIV/AIDS knowledge among adolescents has been the perception of individual non-susceptibility. McDermott, Hawkins, Moore, and Cittandino (1987) suggest this as a reason for low operational knowledge of the disease and misunderstandings about the sexual transmission of HIV. Hirschorn (1987) found that many heterosexual college students felt that "the disease is not going to happen to me." Lack of knowledge, combined with the inability to translate possessed knowledge into effective risk-reducing behaviors places some college students at increased risk for HIV infection (Simkins & Eberhage, 1984; Fennell, 1990).

Available research has examined HIV/AIDS knowledge, attitudes, and beliefs among adolescent populations of various descriptions. One population subgroup that has been notably absent from this research has been college athletes. Student-athletes are at risk for contracting HIV/AIDS in many of the same ways as general college populations, for example through heterosexual or homosexual contact or through the administration of intravenous (IV) drugs such as injectable anabolic steroids. The relative risk of infection during athletic endeavors is a matter of some controversy. Presently, it is believed that transmission of the virus from blood-to-blood contact during sporting events presents a very minimal risk; however, governing bodies are re-examining participation policies for HIV-positive athletes and alterations in athletic training and medical care. Student-athletes should be aware of the relative risk of contracting HIV both in their daily lives and in that part of their lives dedicated to sport (Hamel, 1992; American Academy of Pediatrics, 1992).

PURPOSE OF THE STUDY

Most prior research in the area of HIV/AIDS in college populations has utilized male members of the general student body as subjects. Relatively little research has involved women or college athletes as participants. The purpose of this study was to examine the knowledge, attitudes, and behaviors regarding HIV/AIDS of male and female college athletes in a southern state. This paper reports HIV/AIDS-related knowledge data gathered in the study according to the ethnicity and gender of the respondents. Also, current sources of AIDS information are examined, along with student-athletes' preferences for HIV/AIDS instruction.

METHODS

Subjects in the study were scholarship basketball players at NCAA Division I colleges and universities in the State of Louisiana. Only those student-athletes over the age of 18 were asked to participate in the study. Confidentiality of responses and individual anonymity were assured to those student-athletes who gave their informed consent to participate.

Assistant athletic directors for compliance at each participating institution were asked to administer the survey. The instrument was a

descriptive questionnaire addressing three areas: (1) knowledge related to HIV/AIDS; (2) attitudes concerning the relative risk of becoming infected with the virus; and (3) personal behaviors related to preventing exposure to HIV.

This study reports on the HIV/AIDS knowledge portion of the survey and is divided into ethnic and gender subgroups. Sources of HIV/AIDS information and instructional preferences are reported on a percentage basis. The data are descriptive in nature, showing percentage correct responses by subgroup. The data were analyzed by analysis of variance utilizing a significance level of $p < .05$.

RESULTS

A total of 93 athletes completed the survey. Of the subjects, 26 classified themselves as Caucasian (white), while 65 classified themselves as African-American (black). The remainder of the respondents ($n=2$) are categorized for purposes of this study as "other." The sample was relatively evenly split according to gender, with 50 subjects being male and 43 female subjects. The mean age of the subjects was 20.27 years.

The mean correct response rate for white respondents was 89%, while the mean rate for black respondents was 82%. Results were similar to those of prior studies which utilized general college populations. Overall, knowledge scores were reasonably high; however, misconceptions were indicated in several areas.

General knowledge of AIDS broken down by ethnicity is presented in Table 1. Survey items addressing the number of reported AIDS cases in the U. S. and the number of deaths resulting from AIDS-related infections and conditions were answered poorly. A significant difference ($p < .05$) exists between blacks and whites for the percentage of correct answers concerning the number of AIDS cases reported in the United States. Also, a surprising number of respondents (37.0% of blacks, 19.3% of whites) mistakenly thought that there was a cure for AIDS. Significant variations also existed with respect to conditions under which HIV may be contracted or transmitted. A sizable number (24.7%) of black respondents did not recognize that AIDS was not restricted to homosexual/bisexual males. Furthermore, 27.7% of black respondents did not acknowledge the possibility of the asymptomatic carrier state characteristic of HIV-positive individuals in the early stages of infection.

There were also misconceptions indicated in survey items addressing knowledge of transmission risk (see Table 2). Anal sex was not recognized as a means of transmitting HIV/AIDS by 24.7% of black respondents, while 13.8% of that group did not know that using a condom during sexual activity decreases the risk of contracting HIV. In light of the considerable attention paid to these two issues in the mass media, misconceptions in these areas could be considered surprising.

By ethnic category, 46.2% of white respondents and 36.9% of black respondents did not know that genital herpes can increase the risk of contracting HIV. Less than half of white (46.2%) and black (47.7%) respondents recognized the risk-reduction properties of spermicides containing non-oxynol 9.

Examination of AIDS knowledge from the perspective of gender demonstrated knowledge levels and misconceptions similar to those indicated in the ethnic comparisons (see Table 3). In general, female participants were more knowledgeable than males concerning general AIDS knowledge. The mean correct response for male participants was 82.5%, and for females the mean was 87.6%.

Transmission knowledge categorized by gender is presented in Table 4. Misconceptions were once again indicated on the relationship between genital herpes and risk of contracting HIV, with 38.0% of males and 39.5% of females not knowing that a case of HSV-II (genital herpes) increases the risk of HIV infection. Females (55.8%) were more likely than males (48.0%) to be unaware of the preventive benefits of spermicides containing non-oxynol 9. More significant, however, is the lack of knowledge by either gender concerning this risk-reducing behavior. Significant differences were found between genders for responses to questions concerning transmission of the virus in semen and through anal sex. In addition, there was a significant difference for gender concerning asymptomatic transmission of HIV (as noted in Table 3).

Table 5 presents data concerning student-athletes' sources of AIDS information. The most common sources of information were the media (95.7%), parents (68.8%), and teammates and friends (59.1%). Less than half of the student-athletes listed coaches (23.9%), athletic trainers (28.0%), or team physicians (40.9%) as sources of AIDS information.

Table 6 illustrates the instructional preferences of student-athletes who participated in the study. Most (69.9%) prefer the use of videos on the subject, with a majority also listing small group discussions (58.1%) and classroom lecture (54.8%) as instructional methods of choice. Videos and small group discussions coincide with media and parental sources of information, the two most commonly cited sources.

DISCUSSION

College athletes surveyed in this study demonstrated levels of HIV/AIDS knowledge similar to those of the general college population (Stiff, McCormack, Zook, Stein, & Henry, 1990; Manning, Barenberg, Gallese, & Rice, 1989; McDermott, Hawkins, Moore, & Cittandino, 1987). While possessing a reasonable amount of basic knowledge, many student-athletes still had misconceptions about certain aspects of the disease and its transmission.

Some facts about HIV/AIDS were known by virtually all participants. These included the fact that one may be infected with HIV without knowing it,

that promiscuous sexual behavior increases the risk of contracting HIV, that women are capable of transmitting the virus, and that exchange of blood is a risk factor.

Misconceptions concerning the number of AIDS cases and AIDS-related deaths in the United States were prevalent, as was confusion about the relationship of HIV/AIDS and genital herpes. Most of the sample were unaware of the benefits of spermicides containing non-oxynol 9 as a risk-reduction technique. The benefits of other risk-reduction strategies such as the use of condoms during sexual activity was misunderstood by 12% of male respondents. Utilizing this form of preventive behavior is often viewed as the responsibility of the male partner in heterosexual relationships.

In the present study, females answered correctly more often than males. This is consistent with results from the few previous studies which included females (Gaines, Iglar, Michal, & Patton, 1988; Nagy, Hunt, & Adcock, 1990; Goodwin & Roscoe, 1988). Since most research in the area of HIV/AIDS transmission and knowledge has not involved female subjects, the present study provides useful insight into areas which administrators, teachers, counselors, and clergy should address as part of HIV/AIDS-related risk-reduction and prevention initiatives.

A determination of the causes of this study's results would simply be speculation. However, it is clear that many student-athletes are unaware of some vitally important information regarding HIV/AIDS. It may be that education opportunities have been lacking or were of insufficient quality to prepare them to deal effectively with HIV/AIDS.

Reliance on media, parents, and teammates as information sources may not be providing college student-athletes with enough accurate, scientific information to meet their needs. One possible alternative includes utilizing those individuals with whom student-athletes spend much of their time (e.g., coaches and trainers) in educational interventions. Athletic academic counselors are also a potential source of information and instruction. Given the preference for small group discussion as an instructional method, perhaps informal seminars with trained counselors are a viable method of addressing HIV/AIDS knowledge among college student-athletes.

The possibility for improvement is evident and should be considered an important part of the college experience for student-athletes. Different strategies may be required for providing HIV/AIDS education to college athletes, and possible intervention initiatives should be closely examined.

Table 1
Aids General Knowledge

<u>Ethnicity</u>	<u>Black(%)</u>	<u>White(%)</u>	<u>Other(%)</u>
Approximately 200,000 cases of AIDS have been reported in the U. S.*			
True	67.7	46.1+	100.0
False	32.3	53.9	0.0
Approximately 115,000 Americans have died from AIDS so far.*			
True	53.1	50.0	50.0
False	46.9	50.0	50.0
There is currently no effective cure for AIDS.			
True	63.0	80.7	50.0
False	37.0	19.3	50.0
Someone can be infected by AIDS without knowing it.			
True	96.9	100.0	100.0
False	3.1	0.0	0.0
AIDS is not a condition restricted to homosexual or bisexual males.			
True	75.3	92.3	100.0
False	24.7	7.7	0.0
A person does not need to have symptoms of AIDS in order to infect others.			
True	72.3	92.3+	100.0
False	27.7	7.7	0.0

Note. Correct response for each item is "true."

*Figures accurate at time of survey administration

+ Significantly different ($p < .05$) between groups

Table 2
Transmission Knowledge

Ethnicity	Black(%)	White(%)	Other(%)
Women can transmit AIDS.			
True	95.3	96.1	100.0
False	4.7	3.9	0.0
An exchange of blood is a means of transmitting AIDS.			
True	90.7	100.0	100.0
False	9.3	0.0	0.0
An exchange of semen is a means of transmitting AIDS.			
True	83.1	96.1	100.0
False	16.9	3.9	0.0
Anal sex is a means of transmitting AIDS.			
True	75.3	100.0+	100.0
False	24.7	0.0	0.0
A case of genital herpes can increase the chance of contracting AIDS.			
True	63.1	53.8	100.0
False	36.9	46.2	0.0
One way of decreasing the chance of getting AIDS is to avoid casual sex.			
True	87.7	92.3	100.0
False	12.3	7.7	0.0
A person who engages in promiscuous sexual behavior increases his/her risk of contracting AIDS.			
True	95.3	96.1	100.0
False	4.7	3.9	0.0

Ethnicity	Black(%)	White(%)	Other(%)
Using a condom during sexual activity decreases the risk of contracting HIV.			
True	86.2	100.0	100.0
False	13.8	0.0	0.0
Spermicides containing non-oxynol 9 can decrease the risk of contracting HIV.			
True	47.7	46.2	100.0
False	52.3	53.8	0.0
Birth control pills offer no protection against HIV.			
True	90.8	96.2	100.0
False	9.2	3.8	0.0

Note. Correct response for each item is "true."
+ Significantly different ($p < .05$) between groups

Table 3
AIDS General Knowledge

Gender	Female(%)	Male(%)
Approximately 200,000 cases of AIDS have been reported in the U. S.*		
True	60.4	64.0
False	39.6	36.0
Approximately 115,000 Americans have died from AIDS so far.*		
True	52.4	52.0
False	47.6	48.0
There is currently no effective cure for AIDS.		
True	67.4	68.0
False	32.6	32.0
Someone can be infected by AIDS without knowing it.		
True	97.7	98.0
False	2.3	2.0
AIDS is not a condition restricted to homosexual or bisexual males.		
True	86.0	76.0
False	14.0	24.0
A person does not need to have symptoms of AIDS in order to infect others.		
True	88.4	70.0+
False	11.6	30.0

Note. Correct response for each item is "true."

* Figures accurate at time of survey administration

+ Significantly different ($p < .05$) between gender

Table 4
Transmission Knowledge

Gender	Female(%)	Male(%)
Women can transmit AIDS.		
True	97.7	94.0
False	2.3	6.0
An exchange of blood is a means of transmitting AIDS.		
True	95.4	92.0
False	4.6	8.0
An exchange of semen is a means of transmitting AIDS.		
True	95.4	80.0+
False	4.6	20.0
Anal sex is a means of transmitting AIDS.		
True	93.0	74.0+
False	7.0	26.0
A case of genital herpes can increase the chance of contracting HIV.		
True	60.5	62.0
False	39.5	38.0
One way of decreasing the chance of getting AIDS is to avoid casual sex.		
True	95.4	84.0
False	4.6	16.0
A person who engages in promiscuous sexual behavior increases his/her risk of contracting AIDS.		
True	95.4	96.0
False	4.6	4.0
Using a condom during sexual activity decreases the risk of contracting HIV.		
True	93.0	88.0
False	7.0	12.0

Gender	Female(%)	Male(%)
Spermicides containing non-oxynol 9 can decrease the risk of contracting HIV.		
True	44.2	52.0
False	55.8	48.0
Birth control pills offer no protection against HIV.		
True	97.7	88.0
False	2.3	12.0

Note. Correct response for each item is "true."

+Significantly different ($p < .05$) between gender

Table 5

Sources of HIV/AIDS Information

Source	No(%)	Yes(%)
One of your coaches	73.9	23.9
A trainer	72.0	28.0
A team doctor or other physician	59.1	40.9
One of your college instructors	45.2	53.8
Teammates/peers	40.9	59.1
Parents	30.1	68.8
Minister/clergy member	69.9	30.1
Mass media source	4.3	95.7

Note. May not equal 100% because of individual subjects responding incorrectly or not at all

Table 6

Preferred Instructional Format

Source	Least Pref(%)	Most Pref(%)	Undec(%)
Small group discussions	16.1	58.1	25.8
Large group discussions	21.5	44.1	34.4
Individual counselor	31.2	39.8	29.9
Videos	9.7	69.9	20.4
Q & A with expert panel	21.5	43.0	35.5
Classroom lecture	21.5	54.8	23.7

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INTEGRATING SUPPORT SERVICES FOR STUDENT-ATHLETES: POSSIBLE PATHWAYS

Eric L. Denson
University of Delaware

ABSTRACT

Student Services for Athletes (SSA) is a comprehensive, integrated program of support services for student-athletes. The services and components of the SSA program are first briefly described. Then, the value of adopting an integrated approach to support services is discussed, and case examples are used to describe ways in which each component of the SSA model serves as a point of intervention, while suggesting how other components are integrated and potentially modified.

INTEGRATING SUPPORT SERVICES FOR STUDENT-ATHLETES: POSSIBLE PATHWAYS

Participation in intercollegiate athletics places demands upon students that exceed those placed upon non-athletes (Ferrante & Etzel, 1991; Jordan & Denson, 1990; Lottes, 1991; Pinkerton, Hinz, & Barrow, 1989). The Student Services for Athletes (SSA) program was initiated in response to one university's recognition of these unique demands (Jordan & Denson, 1990). It has been suggested that student-athletes are at particular risk for experiencing various forms of psychological distress and developmental crises; however, they have been found to underutilize counseling and student development services in comparison to other students (Pinkerton, Hinz, & Barrow, 1989). One reason for this may be that academic and athletic demands limit the student-athlete's access to these services. The SSA program's original mission was to provide increased access for student-athletes to basic student development services (i.e., counseling and workshops/programs), by offering these services at times and places that were more convenient for student-athletes.

PHILOSOPHY OF THE PROGRAM

Philosophically, the SSA program is grounded in a perspective recognizing that the developmental tasks of college students include becoming autonomous and competent, consolidating identity, and establishing values and career goals (Chickering, 1975). Student-athletes face similar demands (Chartrand & Lent, 1987), yet they also face many barriers that may make meeting these demands more difficult (Ferrante & Etzel, 1991). Student Services for Athletes assists student-athletes with reaching their fullest potential as students, athletes, and people.

Although the athletic environment may preclude this at times, Ferrante and Etzel (1991) have suggested it is essential that student-athletes have opportunities to assume personal responsibility for learning and for managing their lives. From the program's inception, fostering the development of personal responsibility and encouraging active learning have been fundamental to the SSA philosophy. Therefore, the staff of SSA is initially active in providing student-athletes with considerable structure. Structure typically takes the form of information, suggestions, and advice that will help them successfully navigate the university bureaucracy.

For example, SSA will direct new students, when necessary, to appropriate services and offices on campus (e.g., to the academic services center for assistance with study skills). The program undertakes special efforts to inform new students about university policies and procedures (e.g., reminders about deadlines and steps for changing registration). In both instances, upperclass student-athletes are expected to already be knowledgeable in these areas. The staff of SSA also is more active as an advocate for new student-athletes in their interactions with faculty. Over time, however, the SSA role changes; staff members discuss strategies student-athletes might use as they interact with faculty on their own behalf. In addition to disseminating this information through direct contact with student-athletes, SSA also publishes a handbook and information guide, plus a quarterly newsletter. Both are distributed to all student-athletes.

As student-athletes become more familiar with the university system, the SSA staff generally takes a less directive, more consultative role, encouraging them to utilize the skills and knowledge they have already acquired. In essence, the program maximizes student autonomy and values student competence (Chickering, 1975). However, as new developmental issues and challenges arise, the program responds in ways appropriate for the developmental stage of the individual student-athlete. For example, for student-athletes nearing the end of college ability, issues of athletic retirement and finding a job become important (Petitpas, Danish, McKelvain, & Murphy, 1992). The SSA program offers workshops addressing athletic retirement, and staff members work closely with individual student-athletes desiring assistance with developing resumes, cover letters, and interview skills, and finding ways to utilize transferable athletic skills in the world of work.

The SSA staff is also very active in educating student-athletes about—and helping them cope with—important adjustment issues. Typical adjustment

issues include coping with separation from home and family, grief and loss, and family concerns; forming healthy intimate relationships; and adapting to more rigorous academic and athletic demands.

PROGRAM COMPONENTS AND SERVICES

Since its inception, the mission of SSA has gradually expanded to include academic monitoring services, implementation and administration of a study table program, and teaching. Commensurate with the expansion of the program's mission has been an increase in staff size from one part-time coordinator to five, including a director, programming coordinator, doctoral interns, and graduate assistants.

The SSA program consists of five major components or service areas. The consultation, counseling, and programming functions have been described more fully elsewhere (Jordan & Denson, 1990). The academic monitoring function has also been described in Jordan and Denson (1990) but has since expanded to include the development, implementation, and administration of a mandatory study table program for all first-year student-athletes.

The fifth component, teaching, was recently introduced to the program. This function is fulfilled through the SSA program's offering two sections of a two-credit, semester-long orientation course. The course, "Freshman Seminar," is offered through the Department of Physical Education and is required for all first-year scholarship student-athletes and recommended for all other first-year student-athletes. Other sections are open to all other students. To maintain academic integrity, course requirements and grading standards are rigorous and consistent across all sections. The course uses both didactic and experimental methods. SSA staff members who act as instructors present information about a variety of topics of importance to student-athletes including time management, study skills, career development, and relationships. Guest speakers from various departments and offices in the university community are invited to discuss the roles of their units.

Consistent with the program's philosophy, students in the course assume some responsibility for their own learning by keeping journals and writing reports. In their journals, students write about their adjustments and transitions, as well as writing responses to assigned readings. In addition to the opportunities for polishing writing skills and encouraging reflective thinking, the journals also provide the instructors with a chance to become more familiar with the individual student-athletes and their concerns. The journals also serve as a channel through which instructors can communicate with and respond to student-athletes about their concerns, experiences, and feelings. The written reports require students to identify a unit or service on campus (e.g., public safety, career planning and placement, women's affairs, or dean of students), conduct an interview with a representative of that unit, and write about the services offered by that unit and about their interview experience. The reports are then shared with all members of the class. This process is an efficient way of disseminating important information, since it is impossible to invite representatives from every university office to speak

in the class. Other benefits of this process include the establishment of ties with various units on campus and the development of the student-athlete's interactional skills with others outside of the athletic arena.

INTEGRATION OF SERVICES

Because the scope of services provided by SSA is clearly broad but its resources limited, the integration of services and the efficient allocation of resources become critical. For example, interactions in the classroom with student-athletes may suggest the need for covering a new issue or topic. Where in the existing framework should the new topic be covered so that it reaches the most student-athletes in a meaningful way? Is it an idiosyncratic concern best addressed in individual counseling? Should it be offered as an extra workshop, with a specialized audience, but requiring extra staff and student-athlete time commitments? Should it be covered in class with a captive audience? Could it be addressed as part of a mandatory study table? Or should it be included in a general orientation meeting with the biggest, but most diverse, audience? It may be feasible and indeed desirable to address some new issues and topics in already existing formats, such as classes or orientation meetings, because there is no additional time requirement for the staff or student-athletes. An integrative approach to providing services for student-athletes seems uniquely suited to address these issues in an era of increasingly limited resources.

Developmental Aspects of the Model

Aside from questions of efficiency, it is also important that the placement of new topics and issues in the model allows for discriminations to be made according to the developmental levels of the student-athletes. That is, does the placement of the topic or issue take into account that freshman student-athletes have different developmental needs from sophomores, who in turn differ from seniors? Support services must be flexible enough to meet student-athletes at their developmental stages.

Career issues provide one particularly salient example of developmental differences among student-athletes (Riffie & Alexander, 1991) and how an integrated model such as SSA responds to different developmental tasks and needs. Some freshmen, perhaps still basking in glory of their high school athletic successes, may operate on the assumption that professional sports will be their career. Therefore, they may be oblivious to the need for thoughtful career planning. Others who are more realistic and thus cognizant of the need for sound planning may be in the early stages of the career development process: self-assessment of interests, skills, and values; and gathering career information. The former group requires a different level of interaction from the latter. For the first group, considerably more energy must be devoted to impressing upon them the need for career development before the actual process can meaningfully begin.

Career concerns may also become more salient as the prospects of a career in professional sports diminish along with collegiate eligibility (Pinkerton,

Hinz, & Barrow, 1989). Thus, with time, the focus of career concerns shifts from choice to implementation of choice and then expands to emphasize skills transferable from choice to implementation of choice and then expands to emphasize skills transferable from athletics to work (Riffie & Alexander, 1991). Closely related to career concerns is the issue of athletic retirement (Petitpas, Danish, McKelvain, & Murphy, 1992). Freshmen are not typically focused on this issue. However, for student-athletes nearing the end of their competitive years, athletic retirement is an important, complex, and potentially difficult transition that must be addressed by support service providers and the athletes with whom they work. Integrated models recognize this and provide appropriate programming.

Benefits of Integrated Models

Adopting an integrated approach to services, such as that utilized by the SSA program and described below, is useful from the standpoint of efficient allocation of such scarce resources as staff time, student-athlete time, space and facilities, and materials. This is paramount in a time of shrinking university budgets in general, and intercollegiate athletics budgets in particular. Integrated approaches incorporate information from all of their components and have the flexibility to respond to the changing developmental stages of student-athletes. Given the value of integrated approach to services, what might such a model look like and how might it work? The remainder of this paper is devoted to addressing these questions.

The guiding principle behind an integrative approach to providing support services to student-athletes is the use of feedback obtained through interactions with student-athletes, occurring within each of the components (teaching, counseling, consultation, academic monitoring, and programming) to shape and refine the remaining areas. Any of the components can be a starting point for intervention, and intervening through a specific area (e.g., academic monitoring) not only provides information about that area (academic progress), but also serves as a method of needs assessment and provides information about non-targeted domains. Changes in the targeted domain also affect non-targeted domains. The following five case examples serve as illustrations of this point. The examples demonstrate how the integrated model unfolded from a different starting point and suggest other possible networks and pathways.

CASE EXAMPLES

Academic Monitoring

Beginning with the academic monitoring function, the first example demonstrates the integration of the academic monitoring, teaching, consultation, programming, and counseling functions. A freshman football player was struggling academically, a problem which came to the attention of the staff through the academic monitoring process. The staff then consulted with his coaches, who revealed that he had experienced a family tragedy, which had adversely affected his

athletic performance. Classroom interactions with the student-athlete, as well as his journal writings, revealed a fuller picture of the extent of the distress. As a result of the consultations with the coaches and classroom interactions, he was then referred to the counseling center for help in dealing with his grief. This student-athlete's plight suggested that there was a need for SSA to offer workshops that address grief and loss issues.

Consultation

In this example, the sequence of intervention began with the consultation function and integrated the counseling, teaching, and programming functions. The SSA programming coordinator was consulted by a student health service physician treating a student-athlete who was the victim of an acquaintance rape. The consultation then led to a referral for counseling for the victim. During the counseling process, it was revealed that the perpetrator was another student-athlete. This suggested that there was a critical need to educate student-athletes about healthy, respectful relationships—a need that was addressed through programs and class sessions that focused on relationships and sexual assault. Alternatively, the initial step (the consultation) could have led directly to incorporating sexual assault into the orientation course material or programs and workshops.

Teaching

A student enrolled in the freshman orientation course expressed, in his journals and in direct interactions, feelings of confusion about career plans and being trapped in his major. A referral for career counseling was then made. The counseling referral then led to facilitating consultations between the student-athlete and his college. The counseling process could have also indicated need for more specific career development workshops, which other student-athletes in this situation could attend.

Counseling

In this sequence, intervention initially occurred through the counseling function and integrated the consultation function. A freshman was referred directly by her coach to an SSA staff member for counseling. The initial meeting with the student-athlete revealed that she was experiencing extreme distress in reaction to her father's death. Because her athletic performance was adversely affected, it was necessary (with her prior consent, of course) to consult with the coach. The consultations were instrumental in helping the coach to deal more effectively with the student-athlete, while counseling helped the student-athlete to deal with her grief. The programming and academic monitoring functions were peripherally involved but could have easily played a much greater role in this example. Had her coach not referred the student-athlete for counseling because of concerns about her athletic performance, it is likely that the academic monitoring process would have revealed academic problems, which would have resulted in a referral to SSA.

Workshops and Programs

A freshman runner attended the fall orientation meeting conducted by SSA. After learning about the SSA program and its connection with the counseling center, she decided to seek counseling for personal concerns, including a long-standing eating disorder. Had she persisted with counseling at that time, it is likely that consultations with her coaches and the sports medicine staff would have been necessary, given the chronicity of her eating disorder.

CONCLUSIONS

The SSA program is a comprehensive, integrated model of support services for student-athletes. The SSA program and similar integrated models (Ferrante, Etzel, & Pinkney, 1991; Lottes, 1991) provide several advantages over models with critical, but discrete, components. Integrating the components of support services allows for greater flexibility in tailoring services to match the developmental stages student-athletes pass through. Integrated programs may also make it easier to maintain the "whole-istic" view (Lottes, 1991) of the student-athlete as an individual, student, and athlete. Conceptualizing a support service as an integrated whole parallels the recognition that the student-athlete—the consumer of the service—is also a unified, integrated being.

More efficient use of time and resources is another important benefit. Comprehensive programs that fail to integrate their components and services run the risk of duplicating some services at the expense of omitting others. Finally, as this paper has illustrated, integrated approaches capitalize on the natural interrelationships between the components. Any of the components or services may serve as the starting point for interventions with student-athletes. Intervening through any one component suggests ways that other components or services may be used to enhance the student-athlete experience. Using feedback from the various components is crucial if an integrated approach is to be used. The benefit of an integrated model to the student-athlete is the increased likelihood that his or her needs will be known, accessed, and addressed in ways that best suit that individual.

An integrated approach is clearly more than a program with many components or one that provides many services. Certainly programs that can provide a wide range of services and have many components are in an advantageous position to provide support services for student-athletes. Any support service program, no matter how limited its scope and resources, can adopt an integrated approach and is likely to be made more effective and efficient by doing so. Integrated approaches require flexible, creative thinking, and a willingness to explore the ways existing services and components may fit together.

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IMPLEMENTING A CAREER DEVELOPMENT PROGRAM FOR STUDENT-ATHLETES

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ABSTRACT

When synthesized with a fundamental academic support program, a career development program can prove to be a valuable source of information and education. Guidance about careers and academic disciplines, plus the experiential opportunities that link classroom knowledge and practical experience, have been shown to be helpful in focusing the interests and energies of young adults. The following article is a description of the Wildcat Career Development Program, which was initiated at the University of Kentucky in the fall of 1991.

REVIEW OF THE LITERATURE

Several researchers have identified some of the particular problems encountered by student-athletes in their developmental processes, specifically those related to career development. In addition to the escalating professionalization of college sports and the accompanying media demand, issues such as unrealistic career goals and the lack of self-identification and self-confidence outside of athletics can undermine the student-athletes' educational efforts (Davis, Dever, & Wilkes, 1989; Remer, Tongate, & Watson, 1978).

Even though some student-athletes are academically prepared to handle college, others arrive on campus poorly prepared for the basic curriculum. The maximum time devoted to sport, recently limited to twenty hours per week, is unfortunately not matched by any minimum academic time standard. Academic counselors must help student-athletes build learning skills, aptitude, and confidence in what can amount to three to five hours weekly, while battling the sense of entitlement many student-athletes develop as a result of a system that overprotects and seemingly caters to their every

request (Witmer, Bostic, Phillips, & Waters, 1981; Petitpas & Champagne, 1988).

Many institutions concerned with the plight of student-athletes have constructed academic support programs to assist them educationally. Although many programs consist of study halls, tutorial coordination, and academic skill instruction, others have forged ahead in providing total personal development programs.

Bachhuber (1977) showed attrition rates of college students to be unusually high and specifically cited the lack of education about careers as a contributor to the high attrition rate. It appears that too many students (and student-athletes in particular) have difficulty formulating appropriate career goals. Bachhuber suggests that career planning programs may be a solution. Pushed and pulled in many different directions, student-athletes are bombarded by time constraints and other concerns. Therefore, the implementation of programs and seminars designed to foster and enhance student-athletes' career education and development and their self-awareness has been strongly encouraged by employers and by professionals in education and career services. The literature demonstrates that short-term career counseling is beneficial to students even after an academic major has been declared (Nelson, 1982).

Oftentimes the absence of career development programs allows academically undecided student-athletes to select an academic major or career field to study for which they may neither be suited nor interested in pursuing upon graduation. Many slide toward the institutions' department which has the reputation for the lowest academic requirements in order to maintain athletic eligibility and to demonstrate progress towards a degree. Counselors can help students make realistic career goals and choices in which they have an opportunity for success and happiness (Nelson, 1982). Professionals working with student-athletes must develop and implement programs which complement the current educational experience and support system.

THE WILDCAT CAREER DEVELOPMENT PROGRAM

The University of Kentucky Athletics Association has created the Wildcat Career Development Program to meet the educational and developmental needs of its student-athletes. The multi-faceted program includes both educational and practical career-oriented experiences and exercises. Because coaches typically have great influence with student-athletes, it is of the utmost importance that coaches approve and encourage developmental programming of this nature (Petitpas & Champagne, 1988). Coordination and cooperation between coaches and academic support professionals is vital to the credibility and ultimately to the success of the program. Support for individual components of the UK program has come from alumni, alumni letter-winners, community professionals, and local organizations.

New Student Orientation Activities

During their first semester of enrollment, UK student-athletes take a non-credit course entitled "New Student Orientation." Available in a similar format to all students, this ten-week course introduces students to study skills, note taking tips, test preparation methods, and other necessary basic instructions. Prior to registration for the following semester, Holland's Self-Directed Search (Holland, 1985) is administered. This instrument helps identify strengths and weaknesses, as well as interests. Student responses are translated into six types of career fields, and potential "matches" are listed in coded form. The instrument is self-scored and evaluated, and Holland's theories are discussed in an informative manner. Finally, individual career choices and plans are connected to academic majors and, when possible, to specific courses. This process encourages freshmen to begin considering their academic skills, interests, and goals for professional aspirations beyond their sport. Consequently, they can outline an academic pathway that will culminate in the realization of their career goals. In summary, the Self-Directed Search and related discussions initiate the fundamental concepts of career education and development and establish the relationship between academic disciplines and career fields. This type of exploratory behavior may motivate student-athletes to seek novel educational experiences, such as the next three elements of the Wildcat program.

Shadowing Program

During the following semester/year, student-athletes are encouraged to participate in the Shadowing Program. Alumni, alumni letter-winners, and community professionals who have volunteered their time as mentors allow student-athletes interested in their career fields to "shadow" them on the job. This experience provides a realistic look at a prospective career field while reinforcing beneficial exploratory behavior. Myths and stereotypes about particular fields can be confronted, and valid, current information regarding the career fields can be obtained.

Upon completion of a shadowing experience, student-athletes are required to submit a synopsis of the career field shadowed, including salary standards, future outlook for growth, typical duties and responsibilities, and relevant skills and coursework necessary to enter the field. A formal "thank-you" letter to the mentor is encouraged. These requirements provide important personal and professional skill development which student-athletes might not receive in a classroom setting. They also ensure that there has been considerable thought and research of the prospective career field and major course of study. Such prospective career research has been shown to be important in reversing the attrition rates of college students. Attrition rates are lower for students who are committed in terms of vocation and education (Bachhuber, 1977). It is this interest, the internalized commitment to their own educational goals, that provides an enduring motivation for many students to achieve.

The shadow experience is intended to help student-athletes determine if a career field is appropriate for them before extensive coursework is completed and their options to change majors diminished or eliminated. It is expected that, as student-athletes acquire career-related knowledge early in their academic careers and internalize commitment to their academic and career pursuits, their rate of graduation and amount of satisfaction with the student-athlete experience will increase dramatically.

Mentoring and Internship Programs

The state of our nation, economically speaking, is not very encouraging. The job market remains extremely limited for recent college graduates. Many experts continue to forecast the economy as having very slow growth for the next few years. Since new jobs remain scarce and the majority of positions are apparently available only through the "hidden" job market, contacts and experience have become much more important. For those reasons, once student-athletes have focused on their career fields and academic majors, participation in both the UK Mentoring and Internship Programs is strongly encouraged.

The Mentoring Program coordinates interaction between student-athletes and professionals in prospective career fields. The program's goal is to help student-athletes develop personal and professional skills, as well as contacts and a local networking base for successful entry into the field. Through this program student-athletes can obtain and develop skills and experience within a work environment. Summer employment and/or semester-long internships coordinated through the Internship Program can expose young professionals to the training grounds of their respective careers.

Seminars on Social Issues

Like most young people, student-athletes tend to be rather social, and so, to complement and accentuate the Wildcat Career Development Program, a series of seminars on current issues is presented. Topics range from saving and investing to drug-alcohol awareness. All seminars are run by local professionals with the goal of encouraging student-athletes to realize there is a large complex universe beyond the stadiums and classrooms and there are critical issues that challenge responsible citizens to maintain and improve its condition.

Along those lines, a volunteer/outreach program has been formed to match interested and willing student-athletes with organizations that benefit from volunteerism. Many student-athletes find their volunteer experiences educational and rewarding, and they encourage their peers and teammates to participate. The resulting dividends are tremendous as community ties grow stronger and student-athletes develop a sense of duty, understanding, and compassion toward their surroundings and people in need.

Job Search Strategies

The final steps of the UK Career Development Program involve focusing job search strategies and refining interviewing skills and techniques. These skills are crucial for student-athletes looking for their first jobs after college. Some student-athletes choose to extend their education to graduate or professional school immediately, so preparation for qualifying exams and assistance for completing applications are readily available. In addition, many student-athletes gain beneficial experiences by becoming peer advisors to younger student-athletes. This gives older student-athletes the opportunity to pass on to others successful habits that can prove to be the difference between struggling and achieving.

SUMMARY

Career counseling, development, and education have been shown to decrease attrition rates of college students. Programming like that at the University of Kentucky can help student-athletes develop interest, identification, and internalized commitment to their courses of study and subsequent careers. Such programming could be the bridge that, for many, links young adulthood to adulthood as well as connecting student life with professional life. Academic support professionals must try to provide comprehensive programs that deliver a total education and prepare student-athletes to be productive, responsible citizens. The Wildcat Career Development Program is a step in that direction.

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THE ACADEMIC SUCCESS RATE OF PROPOSITION 48 STUDENT- ATHLETES: A STUDY OF STUDENT-ATHLETES AT A MIDWESTERN UNIVERSITY

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ABSTRACT

The study was designed to assess the academic requirements of NCAA Bylaw 14.3 as a predictor of student-athletes' academic success by studying three factors: (1) attrition rate; (2) cumulative grade point average; and (3) first semester grade point average. Participants in this study were 130 student-athletes enrolled at a midwestern university between August 1, 1986, and January 1, 1991.

INTRODUCTION

Many collegiate institutions have routinely violated their own academic policies by admitting high school athletes who are poorly prepared for college level work and who are unlikely ever to receive a college degree (Sperber, 1990). Some coaches have broken the rules and violated the ethical boundaries for admissions and eligibility by using fraudulent transcripts, altering admissions tests, granting grades for phantom courses, and counseling student-athletes to take courses which would help them retain their eligibility but not move them toward graduation (Sack, 1984).

More selective post-secondary institutions have implemented dual admissions policies to accommodate the personnel demands of college athletic programs (Sack, 1984). A high proportion of those student-athletes who attend universities on athletic scholarships come from America's most economically oppressed and educationally disadvantaged social stratum (Eitzen & Purdy, 1986). Many of these student-athletes participate in athletics and do not receive any type of educational training (Kiger & Lorentzen, 1986; Stuart, 1985;

Walter, Smith, Miller, Hoey, & Wilhelm, 1987). The academic success rate of student-athletes has deteriorated to an alarmingly low level (Kiger & Lorentzen, 1986). Thus, an exploitive relationship often exists between student-athletes and their universities, and a large number of student-athletes leave school poorly educated and without degrees (Edwards, 1984).

Because of the physical and emotional demands of commercialized sport in our society, it has become difficult for even academically qualified student-athletes to get the education promised in return for their athletic services (Sack, 1984). Participation in today's college sports requires hard training and long practice hours which often harm the academic standing of certain student-athletes (Soltz, 1986). The causes of this condition are not ascribed to inferior mental ability among college student-athletes but rather to the conduct, emphasis, and values of today's modern sport (Edwards, 1984). Often the term "student-athlete" has been the object of disdain, as media and fans bemoan a perceived contradiction in the title given to those who play intercollegiate sports while pursuing a college education (Sack, 1984).

In response to the public outcry over this situation, a committee of the American Council on Education formulated for the NCAA the legislation known as Bylaw 5-1-J (Proposition 48) and later changed to Bylaw 14.3. In January 1983, NCAA Division I member institutions voted by a two-to-one margin to accept this more stringent academic standard for students participating in Division I intercollegiate sports (Bauman & Henschen, 1986).

According to Bylaw 14.3, as of August 1986 freshman student-athletes who want to participate in sports at any of the nation's 277 Division I institutions are ineligible to participate as freshmen in their sports unless they meet certain criteria. This bylaw defines a qualifier as one who is a high school graduate and meets the following criteria:

Presented a cumulative minimum grade point average of a 2.00 (based on a maximum of a 4.00 scale) in a successfully completed core curriculum of at least 11 [specific] academic courses . . . as well as a 700 combined score on the SAT verbal and math sections or an 18 composite score on the new ACT. (Tow, 1988)

According to Sack (1984), the bylaw has two purposes. First, it allows most institutions to continue to apply separate and lower academic standards to student-athletes, and second, it is a masterpiece in public relations. It has been hailed by many as a courageous effort to get tough with collegiate athletics (Sperber, 1990).

Although Bylaw 14.3 was enacted to help reduce the criticism college athletics was receiving, it has not gone without criticism itself (Wood, 1989). The reality is that the bylaw may give institutions approval for admitting athletes who are academically incompetent, providing they are denied freshman eligibility (Sack, 1984). Further, it does not appear to address in any way the

educational problems of post-enrollment college matriculation, which is where the real educational injustice has occurred (Clark, 1986).

It is unknown whether Bylaw 14.3 is an effective academic policy or simply an attempt by the NCAA to satisfy critics and pay lip service to academics. The purpose of this study was to determine if Bylaw 14.3 is an accurate predictor of academic success.

REVIEW OF THE LITERATURE

In this review of the literature, insights concerning the academic performance of student-athletes were examined. Specifically, information was collected in four areas: the graduation rates of student-athletes; the effects of Bylaw 14.3 on student-athletes in general and by race (i.e., black and white); pre- and post-entrance variables predicting academic success; and academic persistence.

The review of related literature indicated that the academic success rate of student-athletes has deteriorated to an alarmingly low level (Eitzen & Purdy, 1986; Ervin, Saunders, Gillis, & Hoglebe, 1985; Shapiro, 1984). Criticism has centered on coaches and administrators for breaking rules and violating ethical boundaries (Sack, 1984; Telander, 1989). Some writers question the effectiveness of Bylaw 14.3, especially concerning the perception of a dual admission standard created by the NCAA rule (Zingg, 1983). Schools have continued to violate their own admissions policies by admitting star athletes who have little chance of earning a degree (Sperber, 1990; Telander, 1989; Whitner & Nyers, 1987). Some writers have indicated that, in the eyes of the public, the NCAA ostensibly has been getting tough on academics while Bylaw 14.3 actually gives universities permission to admit athletes who are functional illiterates, provided they are denied freshman eligibility (Sperber, 1990; Telander, 1989). Other writers contend that, in its present form, Bylaw 14.3 is grossly inequitable to black student-athletes because it over-predicts failure (Clark, 1986; Edwards, 1984; Farrell, 1987; Kiger & Lorentzen, 1986; Stevens, 1987; Walter, Smith, Miller, Hoey, & Wilhelm, 1987; Zingg, 1983).

According to public opinion, the NCAA has been working hard through legislation like Bylaw 14.3 to clean up college athletics (Sperber, 1990; Wood, 1989). Many writers argue that point, claiming that during the mid-1980s the NCAA and allied organizations like the College Football Association tried various strategies to raise graduation rates (Clark, 1986; Edwards, 1984; Sack, 1984; Sperber, 1990; Telander, 1989). Instead of basing the percentage of graduates on the total number of student-athletes who started in a program as freshmen, these organizations began issuing "adjusted" graduation rates "discounting" from the statistical pool all student-athletes who transferred or dropped out of school (Sperber, 1990). In addition, the NCAA allows student-athletes five years, not the usual four, to earn a degree and count as a successful graduation statistic. Not surprisingly, after these adjustments NCAA graduation rates jumped dramatically and made the NCAA and its member institutions look

good, when in reality there has not been improvement but merely a numerical sleight of hand (Sperber, 1990).

STATEMENT OF THE PROBLEM

The basic question that needs to be answered is whether Bylaw 14.3 is an accurate predictor of academic success. This study was designed to examine five areas of concern:

1. Assess the academic requirements of Bylaw 14.3 as predictors of student-athletes' future academic success
2. Determine the academic success rate of student-athletes who failed to meet the bylaw's requirements
3. Determine the academic success rate of black student-athletes who met the bylaw's requirements
4. Compare the academic success rate of black student-athletes who failed to meet the bylaw's requirements against that of white student-athletes who failed to meet the requirements
5. Compare the academic success rate of black student-athletes who met the bylaw's requirements against that of white student-athletes who met the requirements

METHODOLOGY

The design of this study called for the examination of student-athletes' academic records as provided by the Registrar's Office of the midwestern university.

Description of the Sample

The study group used in assessing the requirements of Bylaw 14.3 as accurate predictors of academic success were male and female student-athletes on the rosters of all athletic teams at a midwestern university in the fall semesters of 1986 and 1987. The male sports were baseball, basketball, cross country, football, tennis, and indoor and outdoor track; the female sports were basketball, cross country, indoor and outdoor track, softball, tennis, and volleyball.

Student-athletes not meeting the requirements of Bylaw 14.3 enrolled as beginning freshmen between the fall of 1986 and the fall of 1987. This timeframe was chosen because Bylaw 14.3 went into effect in August 1986; therefore, 1986 and 1987 are used as the base years in this study. The total population of student-athletes in the athletic department was estimated at 450. The classes entering in the fall of 1986 and the fall of 1987 were estimated at 200 student-athletes. Approximately 10 percent of this group did not meet the

requirements of Bylaw 14.3. White student-athletes comprised 62 percent of the total population, with blacks making up the remaining 38 percent.

Instrumentation

Independent Variables. Four independent variables were used to assess the requirements of Bylaw 14.3. The academic performance of student-athletes meeting the bylaw's requirements was assessed and compared to that of student-athletes not meeting the requirements. The latter category was further broken down into two groups: black and white student-athletes not meeting the requirements.

The two indicators used to determine whether student-athletes met the requirements of Bylaw 14.3 were the core high school grade point average (GPA) and the Scholastic Aptitude Test score, both obtained from admissions data. Student-athletes who did not have such measures were not included in the study.

Dependent Variables. The three dependent variables used to assess the requirements of Bylaw 14.3 were the attrition rate, the first semester GPA, and the cumulative GPA of black and white student-athletes meeting and not meeting the requirements. These variables were examined to determine academic success. Failure was construed if student-athletes withdrew from school, were academically dismissed, or had a cumulative GPA below 2.20 on a 4.00 scale. Success was construed if the cumulative GPA was 2.20 or above; that mark was used since that is the GPA required for graduation at the university used in this study.

Design and Data Analysis

The design necessitated the collection of academic data, and student academic records from the Registrar's Office were used. The athletic department's athletic support program provided the names of 200 student-athletes who were to be involved in this study. Each student-athlete was assigned an identification number for privacy. The cumulative GPA represented grades as of the end of Fall 1991, i.e., after seven semesters.

The study used three statistical procedures to tabulate the data. A one-way chi square was used to assess the performance of black and white student-athletes meeting and not meeting the requirements of Bylaw 14.3. A two x two chi square was used to address the important topic of black and white predictors and non-predictors, so student-athletes meeting and not meeting the bylaw's requirements were studied to determine their grade point averages after one semester and after seven semesters. A two-way ANOVA was used for further analysis of the data.

STATISTICAL FINDINGS

A one-way chi square analysis was used to determine whether the difference between the observed and the theoretical frequencies of the two groups was significant (see Table 1).

Table 1
Results of the Chi Square Test for Attrition According to Proposition 48

Group	Frequency Expected	Frequency Observed
Non-Proposition 48	31.50	31
Proposition 48	13.43	14
Total	44.93	45

$$X^2 = .034$$

Degrees of freedom = 1

Level of significance = .853

The chi square value was calculated for the attrition rates of the Proposition 48 and Non-Proposition 48 groups. The number (n) varied slightly between the two groups due to the greater number of Non-Proposition 48 student-athletes (i.e., those meeting the requirements of Bylaw 14.3). The analysis indicated no significant difference in the two groups.

The chi square value was also calculated for the attrition rates of black and white Proposition 48 student-athletes (see Table 2). The number (n) varied slightly between the two groups due to the greater number of white student-athletes who did not meet the requirements of Bylaw 14.3. The analysis indicated no significant difference in the two groups.

Table 2
Results of the Chi Square Test for Attrition According to Race

Group	Frequency Expected	Frequency Observed
White Proposition 48	28.53	27
Black Proposition 48	16.46	18
Total	44.99	45

$$X^2 = .229$$

Degrees of freedom = 1

Level of significance = .633

A two x two chi square analysis was used to determine whether the difference between the observed and theoretical frequencies of the two groups was significant (see Table 3).

Table 3

Results of Two x Two Chi Square Test for Attrition According to Proposition 48

Group	Frequency			
	Dropped		Enrolled	
	Observed	Expected	Observed	Expected
Non-Proposition 48	31	31.6	63	62.4
Proposition 48	14	13.4	26	26.6
Column Total	45	44.0	89	87.0
Row Total	94	93.0	40	39.0

$$X^2 = .05140$$

Degrees of freedom = 1

Level of significance = .82065

Table 4 illustrates the findings drawn from an analysis of the cumulative grade point average (CGPA) of black and white student-athletes meeting and not meeting the bylaw's standards.

Table 4

Comparison of First Semester & Cumulative Grade Point Averages

Group	First Semester GPA	Seventh Semester (CUM) GPA
White (n=81)	2.71	2.63
Black (n=49)	2.03	2.06
Non-Proposition 48 (n=91)	2.63	2.60
Proposition 48 (n=39)	2.03	2.04
White Non-Proposition 48 (n=65)	2.80	2.72
Black Non-Proposition 48 (n=26)	2.22	2.28
White Proposition 48 (n=16)	2.35	2.25
Black Proposition 48 (n=23)	1.81	1.91
Total Population (n=130)	2.45	2.41

The white student-athletes made up 62 percent of the total population, with blacks making up 38 percent. Ninety student-athletes comprised the Non-Proposition 48 group; the Proposition 48 group was made up of 39 student-athletes. The first semester grade point averages are very similar to the cumulative ones.

A two-way ANOVA was used to divide the variation observed in the experimental data into different parts, each part attributable to a known source. The analysis included two factors: race (black or white), and student-athletes meeting and not meeting the requirements of Bylaw 14.3 at the time of admission. (See Table 5.)

Table 5

First Semester Grade Point Average Results of the Two-Way ANOVA

Problem	D.F.	S.S.	Mean Square	F Ratio	P
Between groups					
Main effects					
Ethnic group	1	8.792	8.792	14.970	.000
Academic group	1	4.621	4.621	7.867	.006
Between groups					
2-way interaction	1	.006	.006	.010	.920
Within groups	125	73.414	.587		
Total	129	68.167	.528		

The data were analyzed by first semester grade point averages for black and white student-athletes meeting and not meeting the bylaw's requirements. Table 5 indicates there were significant differences in the first semester GPAs of black and white student-athletes at the .05 level, and there were significant differences for student-athletes meeting and not meeting the bylaw's requirements. No significant difference was found in the interaction effects of the two-way ANOVA.

The data also were analyzed by cumulative grade point averages for black and white student-athletes meeting and not meeting the bylaw's requirements. Table 6 indicates there were significant differences in the cumulative GPAs of black and white student-athletes at the .05 level, and there were significant differences for student-athletes meeting and not meeting the

bylaw's requirements at the .05 level. No significant difference was found in the interaction effects of the two-way ANOVA.

Table 6

Results of the Two-Way ANOVA for Cumulative Grade Point Averages after Seven Semesters

Problem	D.F.	S.S.	Mean Square	F Ratio	P
Between groups					
Main effects					
Ethnic group	1	5.528	5.528	13.263	.000
Academic group	1	5.619	5.619	13.481	.000
Between groups					
2-way interaction	1	.000	.000	.001	.975
Explained	3	15.646	5.215	12.512	.000
Within groups	126	52.521	.417		
Total	129	68.167	.528		

FINDINGS

The findings of this study related to race and admissions status are divided into three sections: (1) attrition rates; (2) first semester grade point averages; (3) cumulative grade point averages. Analysis of the data generated by the study resulted in the following findings.

Attrition Rates

No significant difference was found to exist in the attrition rates between student-athletes meeting and not meeting the requirements of Bylaw 14.3

No significant difference was found to exist in the attrition rates between black and white Proposition 48 student-athletes.

No significant difference was found to exist in the attrition rates between black and white student-athletes as racial groups meeting or not meeting the bylaw's requirements.

First Semester Grade Point Averages

A significant difference was found to exist in the first semester grade point averages of student-athletes meeting and not meeting the bylaw's requirements. Student-athletes who met the requirements had a mean GPA after one semester of 2.63, while Proposition 48 student-athletes had a mean GPA of 2.03.

A significant difference was found to exist in the first semester grade point averages of black and white student-athletes not meeting the bylaw's requirements. Black Proposition 48 student-athletes had a mean GPA after one semester of 1.81; white Proposition 48 student-athletes had a mean of 2.35.

No significant difference was found in the first semester GPAs of black and white student-athletes as racial groups meeting and not meeting the bylaw's requirements. Black student-athletes who met the requirements had a mean GPA after one semester of 2.22, while the black Proposition 48 group had a mean of 1.81. White student-athletes meeting the requirements had a mean GPA after one semester of 2.80, while the white Proposition 48 group had a mean of 2.35.

Cumulative Grade Point Averages

A significant difference was found to exist in the cumulative grade point averages of student-athletes meeting and not meeting the requirements of Bylaw 14.3. Student-athletes meeting the requirement had a mean GPA after seven semesters of 2.60, while the Proposition 48 group had a mean of 2.04.

A significant difference was found to exist in the cumulative grade point averages of black and white student-athletes not meeting the bylaw's requirements. Black Proposition 48 student-athletes had a mean GPA after seven semesters of 1.91, while white Proposition 48 student-athletes had a mean of 2.25.

No significant difference was found to exist in the cumulative grade point averages of black and white student-athletes as racial groups meeting and not meeting the bylaw's requirements. Black student-athletes meeting the requirements had a mean GPA after seven semesters of 2.28, while the black Proposition 48 group had a mean of 1.91. White student-athletes meeting the requirements had a mean GPA after seven semesters of 2.72, while the white Proposition 48 group had a mean of 2.25.

CONCLUSIONS

On the basis of this study, the following conclusions were made concerning attrition rates, first semester grade point averages, and cumulative grade point averages after seven semesters.

Attrition Rates

Meeting or not meeting the requirements of Bylaw 14.3 does not appear to cause or contribute to the attrition rate of student-athletes. The primary factor that may contribute to the retention of both black and white student-athletes meeting and not meeting the requirements is an academic support system including such services as supervised study tables, study skills classes, and free tutoring for all student-athletes (Weber, Sherman, & Tegano, 1987; Whitner & Sanz, 1988). This type of program is designed to help student-athletes through the rigors of undergraduate studies and serve as an early warning system for potential at-risk student-athletes.

Differences in race among Proposition 48 student-athletes do not appear to cause or contribute to attrition rates.

Differences in race among student-athletes meeting and not meeting the requirements as groups do not appear to cause or contribute to attrition rates.

First Semester Grade Point Averages

Proposition 48 student-athletes have significantly lower first semester grade point averages than student-athletes meeting the requirements of Bylaw 14.3. This indicates that the bylaw in its present form is ineffective. Proposition 48 student-athletes appear to gain no academic advantage by being withheld from competition for their first semester.

Black Proposition 48 student-athletes have significantly lower first semester grade point averages than the white Proposition 48 group. This indicates that Bylaw 14.3 in its present form is ineffective for black Proposition 48 student-athletes. Even with the loss of initial eligibility, the bylaw still ensures a high rate of academic failure as demonstrated by the first semester grade point averages of this group.

White student-athletes as a group do not have significantly higher first semester grade point averages than black student-athletes, when both groups include those meeting and not meeting the bylaw's requirements.

The significant difference in first semester grade point averages between student-athletes meeting the bylaw's requirements and those not meeting the requirements clearly demonstrates the ineffectiveness of the initial eligibility rule. In theory, Proposition 48 student-athletes are supposed to gain an academic advantage by not being eligible for practice or competition. But the results of this study clearly indicate that first semester grade point averages of Proposition 48 student-athletes are significantly lower than those of student-athletes meeting the bylaw's requirements. Further, the first semester GPAs resemble the cumulative GPAs in all groups studied and appear to be an accurate predictor of final cumulative GPAs. The similarity of the first and cumulative GPAs among Proposition 48 student-athletes indicates that the loss

of freshman eligibility is an ineffective means of improving academic performance.

Cumulative Grade Point Averages

Proposition 48 student-athletes have significantly lower cumulative grade point averages than student-athletes who have met the requirements of Bylaw 14.3. This indicates that the bylaw in its present form is ineffective.

Black Proposition 48 student-athletes have significantly lower cumulative grade point averages than white Proposition 48 student-athletes. This supports the premise that Bylaw 14.3 is inequitable to black student-athletes because it ensures a high rate of academic failure for them.

White student-athletes as a group do not have significantly higher cumulative grade point averages than black student-athletes, regardless of whether or not they met the requirements of Bylaw 14.3.

The cumulative grade point averages of Proposition 48 student-athletes is below the required minimum for graduation at this particular midwestern university. This clearly indicates the ineffectiveness of the rule in helping ensure the academic success of student-athletes. Proposition 48 student-athletes appear to be academically ill-equipped for the rigors of undergraduate study. Even with the loss of a year of eligibility—ostensibly to allow Proposition 48 student-athletes to concentrate on academics, cumulative grade point averages of this group are well below what is needed in most majors and below the university standard for graduation.

RECOMMENDATIONS

Some recommendations can be made as a result of this study; they concern strengthening initial NCAA eligibility requirements (thereby raising institutional admissions standards) and developing legislation to mandate progress toward graduation. Recommendations for further study are also included below.

Strengthening Requirements for Initial Eligibility

The review of the literature and the results of this study indicate that the requirements of Bylaw 14.3 are inadequate. Proposition 48 student-athletes had significantly lower first semester and cumulative grade point averages, and too often those student-athletes do not have the cumulative GPA required for graduation, thus demonstrating the ineffectiveness of this rule. The rule in its present form allows academically marginal student-athletes to be admitted provided they do not practice or compete for one year. The NCAA should strengthen initial eligibility requirements to prevent institutions from granting special admissions status to student-athletes (Atwell, 1988).

The results of this study indicate that Bylaw 14.3 is grossly inequitable to black student-athletes who do not meet its requirements. The first semester and cumulative grade point averages of black student-athletes were significantly lower than those of their white counterparts. The NCAA should mandate stronger admissions requirements, which would prevent large Division I sports programs from recruiting black student-athletes who are academically marginal. The present policy ensures a high rate of academic failure for that group. If the NCAA reviews its academic admissions requirements, this form of racial inequity in intercollegiate athletics can be reduced.

It is clear that the present academic policy of the NCAA does not provide Proposition 48 student-athletes with the academic advantage necessary to be successful at a four-year institution. Further, the rule punishes student-athletes by denying them eligibility during their freshman year. After strengthening initial eligibility requirements and putting them in line with common institutional admissions standards, the NCAA should add one additional requirement to Bylaw 14.3: those student-athletes not meeting its requirements should graduate from a two-year college in order to participate at a four-year institution. Student-athletes then would have three years of eligibility at the four-year institution, i.e., the same amount of eligibility Prop 48 student-athletes have under the present rule. Requiring student-athletes to attend two-year colleges would put them in an academic environment in which they could be competitive with the general student population.

There are many advantages to this proposal for student-athletes, both academically and athletically. Academically, student-athletes could make up for deficiencies in the classroom. Athletically, they would be able to participate in their sport, which would help remove the punishment aspect of the rule.

Mandating Progress Toward Graduation

This study demonstrates the ineffectiveness of Bylaw 14.3 because Proposition 48 student-athletes acquired a mean cumulative GPA of 2.04 after seven semesters at an institution where a 2.20 is necessary for graduation. The NCAA should develop legislation requiring that, in order to maintain eligibility, student-athletes should be able to demonstrate progress toward graduation each semester. Institutions should be able to document that student-athletes are progressing toward their degrees. Further, eligibility for participation should be restricted to student-athletes who meet the institution's minimum GPA when one exists.

Recommendations for Further Study

As a result of this study, further research in five different areas is recommended: admissions requirements, graduation rates, possible revisions of Bylaw 14.3, effects of attending a two-year school, and freshman eligibility.

Admissions Requirements. The NCAA should study the conditions under which institutions admit student-athletes. This study should be designed to see if it is feasible to put in place admissions requirements to ensure that the range of academic ability for incoming student-athletes, by sport, would approximate the range of abilities for each institution's freshman class.

Graduation Rates. Research should be done on the graduate rates of black and white student-athletes meeting and not meeting the requirements of Bylaw 14.3. Data from this research could help adjust the bylaw's requirements. However, this type of data will not be available until Bylaw 14.3 has been in effect for a longer period of time.

Revisions of Bylaw 14.3. Studies should be done on the revisions necessary to improve Bylaw 14.3. The bylaw has helped to ensure a minimum level of preparation for incoming student-athletes, and it has been successful, as shown by the attrition rate, in keeping student-athletes not meeting its requirements enrolled. But strengthening its requirements should be studied so that its effects can be enhanced. Researchers should examine, for example, the possibility of raising the number of core units in high school from 11 to 15, raising the minimum GPA from 2.00 to 2.20, and including a provision that forces student-athletes to comply with their institution's regular admissions standards.

Effects of Attending a Two-Year School. The academic success rate of student-athletes not meeting the requirements of Bylaw 14.3 who attended a two-year school should be studied. Then conclusions could be drawn about the value of mandating all student-athletes not meeting the bylaw's requirements to attend and graduate from such an institution.

Freshman Eligibility. The NCAA should study the issue of making all freshmen sit out their first year. This proposal would allow student-athletes the opportunity to practice and play a limited freshman schedule. However, the NCAA should also study the possibility of giving student-athletes four years of eligibility after their initial year, with some stipulations for grade point averages. This type of plan would allow freshmen the opportunity to adjust to college life during their first year and still practice and participate on a limited basis without losing a year of eligibility. Requiring student-athletes to earn a specific GPA (like 2.00) before being allowed to participate in varsity competition would help ensure that institutions recruit academically capable student-athletes.

DISCUSSION

Support appears to be growing for further academic reforms by the NCAA. With the initiation of Bylaw 14.3, the NCAA expressed concern that the abuses in intercollegiate athletics have reached proportions which threaten the very integrity of higher education. The bylaw helps ensure that more student-athletes have a minimum level of academic preparation for the demands of undergraduate study.

Unfortunately, Bylaw 14.3 does little or nothing to alter the major conditions which obstruct opportunities for student-athletes. Schools continue to violate their own admissions policies by admitting star athletes who have little chance of earning a degree. The results of this study support this view. In the eyes of the public, the NCAA is seen as getting tough on academics, when Bylaw 14.3 actually gives universities approval for admitting student-athletes who are academically inept.

The value of intercollegiate athletics should not be overlooked, and the NCAA's system contains many benefits. Sports are educational in the best sense of the word. They teach student-athletes and observers new truths about testing individual ability and performance; they teach enduring values about challenge and response; they teach about teamwork, discipline, and perseverance. Above all, intercollegiate athletics drives home a valuable lesson: goals worth achieving will be attained only through effort, hard work, and sacrifice. Student-athletes learn that sometimes even these factors will not be enough to overcome the obstacles life places in their paths (Knight, 1991).

The NCAA must reform its present academic policy to advance the academic integrity of its member institutions (Thompson, 1986). It is clear that the present requirements of Bylaw 14.3 are ineffective in preparing student-athletes for future academic success. The bylaw does help ensure a minimum level of academic preparation for incoming freshman student-athletes, and at many schools it has led to the creation of an academic support system that has provided some academic guidance for some student-athletes and helped them stay in school. With some changes, Bylaw 14.3 could mandate an adequate pre-college preparation level that would help ensure the future academic success of student-athletes. These stricter initial eligibility requirements eventually would force student-athletes to be better prepared in high school and would ultimately lead to a higher rate of graduation among student-athletes.

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