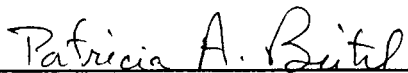


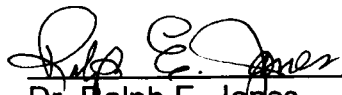
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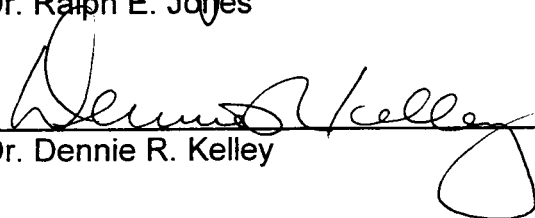


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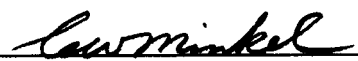


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The CHAMPS/Life Skills Program: Touching All of the Bases

**A Thesis
Presented for the
Master of Science Degree
The University of Tennessee, Knoxville**

**Ashley E. Armstrong
May 1998**

DEDICATION

This thesis is dedicated to my parents,
Carl and Valerie Armstrong.
Your love and support have made everything possible.
Thank you.

ACKNOWLEDGEMENTS

I would like to thank my advisor, Dr. Patricia A. Beitel for her encouragement and guidance throughout this experience. In addition, I would also like to thank the other committee members, Dr. Buck Jones and Dr. Dennie Kelley, for their support.

To all of my friends and family who have encouraged me in all of my endeavors- Thank you!

ABSTRACT

In 1994-95, the NCAA and Division I-A athletic director's association created the CHAMPS(Challenging **A**thletes' **M**inds for **P**ersonal **S**uccess)/Life Skills program as a symbol of their commitment to the welfare and overall success of student-athletes. This comprehensive program was instituted by athletic departments across the country with the intention of providing programming to prepare student-athletes for life after college.

It was the purpose of this study to determine whether institutions have included the five CHAMPS/Life Skills commitments; academic and athletic excellence, career development, personal development, and service to their student-athlete support services. Furthermore, this study aimed to target problems that institutions and coordinators faced in the initial implementation process, as well as to obtain suggestions that coordinators had for improving their CHAMPS/Life Skills programs.

Surveys were mailed to 92 CHAMPS/Life Skills coordinators at Division I-A member institutions across the country. Results of this study indicated that the most common problems encountered by coordinators in the initial implementation process included: attaining personnel for the program, funding for the program, organizing all five components, and receiving support from the entire athletic department. Furthermore, due to the comprehensive nature of the program, the results revealed that program coordinators have attempted to implement CHAMPS/Life Skills programming in capacities that best serve the

Implementing the CHAMPS/Life Skills program appeared to be an attempt by many institutions to improve existing programs for student-athletes. As a group, the most common suggestions for improving existing programming at member institutions included: increasing the budget, increasing the size of the staff, and receiving support from athletics department staff, coaches, and student-athletes.

Recommendations for further research include the development of an evaluation model which could be used to determine whether institutions that are using the CHAMPS/Life Skills name are actually accomplishing the goals that the NCAA and I-A directors have established. In addition to the NCAA and I-A directors becoming more involved in monitoring the success of CHAMPS/Life Skills, it is also recommended that conference offices make the effort to promote CHAMPS/Life Skills involvement among their member institutions.

TABLE OF CONTENTS

CHAPTER	PAGE
1. INTRODUCTION.....	1
Purpose.....	4
Definition of Terms.....	5
Assumptions.....	7
Delimitation.....	7
Limitation.....	7
Significance of the Study.....	7
2. REVIEW OF LITERATURE.....	9
Beyond Academic Advising.....	9
Career Development Programs.....	14
Holistic Support Services.....	19
The CHAMPS/Life Skills Program.....	31
1. Commitment to Academic Excellence.....	33
2. Commitment to Athletic Excellence.....	33
3. Commitment to Career Development.....	34
4. Commitment to Personal Development.....	35
5. Commitment to Service.....	35
3. PROCEDURES.....	37
Description of Subjects.....	37
Rationale.....	37
Overview of Scheduling.....	39
4. RESULTS AND DISCUSSION.....	41
Demographics.....	41
Results and Discussion.....	42
Implementing CHAMPS/Life Skills.....	54
Results.....	54
Discussion.....	56
Initial Implementation.....	56
Results.....	56
Discussion.....	59
Promoting One Component Over Another.....	60
Results.....	60
Discussion.....	63
Athletic and Academic Commitment.....	64
Results.....	64
Discussion.....	67
Prior to Program Implementation.....	68

	Results.....	68
	Discussion.....	70
	Preparing Student-Athletes for Life.....	71
	Results.....	71
	Discussion.....	71
	Improving the CHAMPS/Life Skills Program.....	73
	Results.....	73
	Discussion.....	73
5.	SUMMARY, CONCLUSIONS, AND IMPLICATIONS.....	75
	Summary.....	75
	Conclusions.....	77
	Implications.....	78
	REFERENCES.....	81
	APPENDIXES.....	83
	Appendix A.....	84
	Appendix B.....	88
	VITA.....	89

LIST OF FIGURES

TABLE	PAGE
1. Highest degree completed by respondents.....	43
2. The length of time that institutions have been members of the CHAMPS/Life Skills program.....	44
3. Percentage of time that respondents devote to programming/delivery of CHAMPS/Life Skills.....	46
4. The number of staff members that respondents reported actually working within their institutions' CHAMPS/Life Skills program.....	48
5. The number of full-time staff that respondents reported working in Academics and Student Life services at their institutions.....	50
6. Budgets allocated for CHAMPS/Life Skills programming.....	51
7. Budgets allocated for Academics and Student -Athlete Support Services.....	53
8. Issues of concern in establishing the CHAMPS/Life Skills program at member institutions.....	58
9. Components that programs spend the most time promoting.....	62
10. Percent of respondents who provided the following services through their institutions' Academic Component.....	66
11. Percent of institutions who offered the following services PRIOR to membership in the CHAMPS/Life Skills program.....	69
12. Percentage of respondents who believed that the CHAMPS/Life Skills program truly prepares student-athletes for life after college.....	72

CHAPTER 1

INTRODUCTION

As intercollegiate athletics have emerged into big business, the demands and commitments from student-athletes have become more complex. Many athletic departments have become so overwhelmed in their attempt to stay on top of the NCAA rules surrounding eligibility, that they have forgotten about the overall welfare of these young individuals. However, educational institutions are being challenged to be more accountable for the academic success and development of student-athletes.

The lives of student-athletes present a unique set of demands, athletically, academically, personally, and socially. The needs of today's student-athletes have gone beyond the traditional roles of academic advisors (Brooks, Etzel, & Ostrow, 1987). Once the sole responsibility of support services for student-athletes, academic advising has become just one of the many facets of athletic academic support services. Over the years, literature has revealed that there is a demand for trained counselors to work within support services who understand the issues, concerns and pressures that are faced by student-athletes (Coleman & Barker, 1991a; Lanning, 1982). Many experts in the field of support services have agreed that it was the responsibility of the institution, namely the athletic department, to address the personal growth and overall welfare of their student-athletes (Brooks et al., 1987; Ferrante & Etzel, 1991).

The creation of career development programs has become an integral

part of student-athlete support services. Assisting student-athletes in identifying and understanding the skills that they learned from their athletic experiences was identified as the first step in the career development process. These transferrable skills could be applied toward student-athlete transition into the work world (Petitpas & Schwartz, 1989). Career development programs, such as Purdue University's STRATEGIES program and The University of Kentucky's Wildcat Career Development Program, made an attempt to encourage student-athletes to begin the process of career development. These programs offered everything from self assessment tests and interviewing tips to mentoring and internship opportunities (Coleman & Barker, 1991b; Sanders, 1992). However, the experts who developed these programs concluded that while career development components were essential in student-athlete development, there was a need for additional program development in the personal, athletic and academic areas.

One of the most common conclusions to articles that were written about support services for student-athletes was the need to provide comprehensive or holistic programming for the development of student-athletes. These types of programs incorporated personal counseling, academic monitoring, social issues, outreach opportunities, and athletic needs of the student-athlete (Coleman & Barker, 1991a; Jordan & Denson, 1990; Lottes, 1991; Overton, 1996). Although researchers did not agree on who should be solely responsible for providing comprehensive programming, they did agree that utilizing campus services and community resources were beneficial to the university as a whole (Lottes, 1991;

Gerdy, 1994).

The disagreement about who should actually be responsible for providing holistic programming for student-athletes has been an ongoing battle throughout many universities. Some believed that it was the responsibility of the athletic department, while others believed that student affairs should take a more assertive role in the academic and social welfare of student-athletes (Brooks, et al., 1987; Ferrante & Etzel, 1991; & Gerdy, 1994). Some authors pointed out that everyone involved in the education and collegiate experience of student-athletes should take on the responsibility. However, others believed that in an attempt to understand and serve the needs of student-athletes, the entire athletic department (i.e., coaches and administrators), the university and the surrounding community should work together to provide a total educational experience that prepares student-athletes to become successful individuals (Coleman & Barker, 1991b; Sanders, 1992).

With a commitment to and concern for the overall welfare and future success of student-athletes, the NCAA foundation and the Division I-A directors of athletics developed the CHAMPS/Life Skills program. The CHAMPS (**Challenging Athletes' Minds for Personal Success**)/Life Skills program went beyond simply monitoring eligibility, and focused on the personal growth and overall development of the student-athlete. The program attempted to address the total development of the student-athlete by including a commitment to academic and athletic excellence, career development, personal development

and community service (Overton, 1996). CHAMPS/Life Skills ventured to bridge the gap between college and the real world, with their concept of preparing student-athletes for the real world.

Unfortunately, there has been little, if any, research on the problems faced by institutions in the actual implementation of the CHAMPS/Life Skills program. This may be attributed to the fact that the program is relatively new. The manuals that are provided to CHAMPS/Life Skills program coordinators provide a great deal of information with regard to administering the program, defining the five components, and providing ideas and example programs that have successfully worked with student-athletes across the country. However, there is a need for more research on the actual implementation and success of this complex program at member institutions. There remains the need to determine whether a comprehensive style program like CHAMPS/Life Skills, with its complexity, can be successfully implemented and used by a population that already has such a complex set of daily demands.

Purpose

Therefore, because the CHAMPS/Life Skills program is composed of five separate components (academics, athletics, career development, personal development, and service), the question concerns whether member institutions actually include each of the components in their program. The purpose of this study is to determine to what extent member institutions have implemented and organized the CHAMPS/Life Skills program at their institutions. The following

sub-questions were addressed to accomplish the purpose of the study:

1. Why did the institutions decide to implement the CHAMPS/Life Skills program?
2. What were the potential problems in the initial implementation of the program (i.e., money, personnel, campus resources, incorporating each of the 5 components)?
3. Do institutions spend more time promoting one component over another (i.e., persona/social, community service, career development)?
4. How are the CHAMPS/Life Skills *Academic and Athletic Commitments to Excellence* components included in the institution's student-athlete support program?
5. What developmental programs, if any, did the institution have prior to the implementation of the CHAMPS/Life Skills program?
6. Do member institutions believe that the CHAMPS/Life Skills program is assisting in the overall development of the student-athlete?
7. What suggestions do program coordinators have to improve the overall delivery of the CHAMPS/Life Skills program?

Definition of Terms

The following is a list of definitions to provide the reader with a clearer understanding of the information contained in this study.

Academic monitoring- Conducted by athletic academic advisors. This includes assisting student-athletes with planning course schedules, monitoring individual

class performance, and tracking their progression toward a degree.

CHAMPS/Life Skills Program- (Challenging Athletes' Minds for Personal Success) A comprehensive program created by the NCAA and the Division I-A athletic directors to prepare student-athletes for life after college which aims to assist in the total development of student-athletes through a commitment to academic, athletic, career development, personal development, and community service.

Holistic or comprehensive programs- Programming that emphasizes the importance of developing whole individuals. Support services for student-athletes provide programming that teaches athletic, academic, and personal/social skills that will be applicable to life after sports and college.

NCAA- The National Collegiate Athletic Association is the governing body of intercollegiate athletics (Division I, II, & III) in the United States. The NCAA is one of the sponsors of the CHAMPS/Life Skills program.

Student-athlete- Individuals who attend an educational institution and participate in intercollegiate athletics.

Support services for student-athletes- These services exist within most athletic departments, and include academic advisors and counselors, tutorial coordinators, study hall facilities, compliance coordinators, etc. In 1991, the NCAA and its member institutions officially recognized the value and importance of the academic advisor by passing legislation which requires Division I member institutions to provide general academic counseling and tutoring services to all

recruited student-athletes.

Assumptions

The general assumptions that were made during this study included:

- (a) Subjects took the time to answer the questions completely and honestly.
- (b) Subjects were able to provide answers based on their experiences in actually implementing and organizing the CHAMPS/Life Skills Program.

Delimitation

The sample consisted of Division I-A member institutions who participate in the CHAMPS/Life Skills program.

Limitation

Every Division I-A university is not a member of the CHAMPS/Life Skills program, therefore, only certain institutions were qualified to participate in the study.

Significance of the Study

The results of this study can be significant to institutions who are interested in implementing the CHAMPS/Life Skills program. The information gained from this research can be used by institutions in the initial implementation process, and in the overall organization of the five CHAMPS/Life Skills components. Member institutions could gain ideas about what programs have worked best, potential problem areas, and what programs have benefitted student-athletes most. In addition, this research could provide insight with regard to implementing the CHAMPS/Life Skills program in an efficient manner.

Furthermore, the results of this study may prove valuable to the NCAA and I-A directors as they search for ways to improve the CHAMPS/Life Skills program. The welfare and overall development of the student-athlete has become a concern and priority within student-athlete support services, therefore, this study can prove to be an effective tool in promoting the CHAMPS/Life Skills program.

CHAPTER 2

REVIEW OF LITERATURE

Over the past few years, many universities have made the attempt to develop support programs for student-athletes. They have turned to comprehensive or holistic models of support services for student-athletes because of the ever increasing pressures to assist in the overall success of student-athletes. In examining these issues, this review of literature focused on (a) the responsibilities beyond academic advising, (b) career development programs, (c) the development of holistic support services, and (d) the creation of the CHAMPS/Life Skills program.

Beyond Academic Advising

In 1982, Lanning expressed the need to employ experienced and properly trained professionals as academic counselors for student-athletes. Student-athletes were identified as having special needs, as they experienced pressures and problems that were not encountered by most students. Lanning (1982) identified time management and study skills problems, difficulties in choosing a career, and self-concept concerns as issues that needed the attention of properly trained counselors.

Most athlete's lives had been completely structured for them, and in an attempt to manage both athletics and academics, academics were usually the first to suffer. Lanning (1982) believed that expecting student-athletes to set aside time for studying, did not guarantee that they knew how to study.

Academic athletic counselors needed to be responsible for developing academic programs that taught skills such as time management, study skills, and note-taking techniques (Lanning, 1982).

With dreams of a professional career in athletics, many student-athletes had shown little concern for the career development process (Lanning, 1982). Unfortunately, many of those dreamers did not make it in professional sports. Therefore, Lanning (1982) purposed that athletes needed to be encouraged to explore their career options, and to prepare for a career in the working world. The author argued that, "an athlete's love for their sport does not require one to devote their entire life to that sport at the expense of what they might be doing at the termination of their eligibility" (Lanning, 1982, p. 20).

Most skilled athletes had been rewarded for their success in sports. These individuals had formed their identity around being an athlete, as many developed a sense of worth from their athletic abilities (Lanning, 1982). As injuries occurred, student-athletes struggled to create a new identity. Therefore, the author believed that trained counselors could have assisted student-athletes in exploring and discovering their strengths and their sense of worth, aside from athletics (Lanning, 1982).

Lanning (1982) concluded that student-athletes faced many issues, concerns, and pressures that needed to be addressed by trained counselors. With the proper training, academic counselors were a necessary component in support services for student athletes. Furthermore, trained counselors could be effective in educating the entire athletic community about the special needs of

student-athletes (Lanning, 1982).

Brooks, Etzel, and Ostrow (1987) conducted a national study of the job responsibilities and educational backgrounds of athletic advisors and counselors representing NCAA Division I institutions. The results of their study indicated that academic advisors and counselors spent the majority of their time (45.69%) on academic advising, while spending very little time in personal/social (13.93%) and vocational counseling (8.15%). They suggested that more attention needed to be directed toward the use of sport psychologists or on-campus professionals to provide student-athletes with the counseling services that were not met by academic advisors. Brooks et al. (1987) suggested that athletic advisors and counselors needed to expand their educational training and experiential preparation to ensure the development of holistic counseling services for all student-athletes.

Brooks et al. (1987) proposed that institutions offer helping services such as individual, group, and vocational counseling. The authors concluded that it was the responsibility of the institution to address the personal growth and overall welfare of every student-athlete (Brooks et al., 1987).

Along these same lines, Ferrante and Etzel (1991) believed that many colleges and universities spent the majority of their focus on the academic eligibility of the student-athletes, and therefore, failed to take a humanistic approach in the developmental needs of student-athletes. Ferrante and Etzel (1991) pointed out that, although many athletic departments view themselves as a separate entity, they may not have been doing all they could for the holistic

development of student-athletes.

The problem was that expecting student-athletes to develop academically, athletically, and personally was almost impossible (Ferrante & Etzel, 1991).

Student-athletes were faced with a complex set of demands, and had to deal with a tremendous amount of stress. They were expected to master academic tasks along with extensive athletic commitments, to deal with visibility on campus and throughout the community, and to holistically develop as individuals. The authors indicated that the amount of stress that student-athletes face could cause personal and social forms of distress, in addition to the risk of athletic injuries (Ferrante and Etzel, 1991).

The demanding lifestyles of student-athletes made it difficult to utilize the university-wide services, such as; health, career development, and counseling (Ferrante and Etzel, 1991). The extreme amount of time that student-athletes devoted to training and practicing, their visibility on campus, the nature of their situation, the myths of their persona, and their personal attributes served as reasons why many student-athletes did not use campus services.

The authors suggested that athletic departments integrate community service programs for their student-athletes (Ferrante & Etzel, 1991). The opportunity to develop public speaking skills and to participate in community service programs could have proven to be very beneficial. Although there is a fear of exploitation, the skills that student-athletes learned, such as; public speaking, leadership, and the ability to provide peer assistance, were extremely important in the overall development of the individual (Ferrante & Etzel, 1991).

Ferrante and Etzel (1991) concluded that the developmental needs of student-athletes remained unmet. Student-athletes were faced with numerous challenges, obstacles, and barriers that needed to be addressed by the athletic department. The authors suggested that one solution could be to link the existing campus programs and community services together for the student-athlete population. However, the entire athletic department and the university needed to be aware of, and understand the needs of student-athletes. Together, they needed to make an attempt to develop and implement services and programming that prepared student-athletes to be whole people as they made the transition into the real world (Ferrante & Etzel, 1991).

In summary, all of the authors made mention of the fact that the lives of student-athletes were multifaceted. Lanning (1982) indicated that trained counselors needed to be available to work with student-athletes and to educate the entire athletic community about the special needs of these young people. Brooks et al., (1987) suggested that it was necessary for athletic academic advisors to go beyond their traditional role to provide counseling services for the personal, social, and career needs of student-athletes. Furthermore, Ferrante and Etzel (1991) suggested that athletic departments, campus programs, and community services should have taken an active role in meeting the developmental needs of student-athletes. There was no question that the needs of student-athletes; personally, socially, athletically, in career development, and in some cases, academically, had gone beyond the responsibility of the traditional academic advisor.

Career Development Programs

As the role of athletic academic counselors expanded, they were expected to take on a greater responsibility in the career development process (Petitpas & Schwartz, 1989). Many student-athletes devoted their lives to their sport and felt that they had few skills or attributes that related to the work world. Petitpas and Schwartz (1989) discussed the idea of transferrable skills and the importance of assisting student-athletes in identifying and understanding the skills that could be transferred to any field or career that one chose.

Although many student-athletes were aware of their personal characteristic traits (i.e., hard work and dedication), many did not understand the concept of transferrable skills. Student-athletes possessed transferrable skills, such as, the ability to seek information, set goals, self-evaluate, learn, and identify resources. The authors suggested that encouraging student-athletes to recognize their transferable skills could give them the confidence in their abilities to engage in educational and career planning (Petitpas & Schwartz, 1989).

Petitpas and Schwartz (1989) concluded that assisting student-athletes to understand and identify their transferable skills was the first step in the career development process. In addition, understanding transferrable skills gave student-athletes the opportunity to gain confidence in their abilities to engage in academic and personal development (Petitpas & Schwartz, 1989).

In an attempt to meet the special needs of their student-athletes, Purdue University developed STRATEGIES, a comprehensive career development

model (Coleman and Barker, 1991b). Unfortunately, many student-athletes were faced with internal and external barriers, such as: low self-esteem, lack of confidence, lack of mentors or role models, and societal expectations, all of which deterred them from the issue of career development.

The original STRATEGIES model was implemented in 1990 in an attempt to meet the personal, academic, and career concerns of student-athletes. It was initially started with the men's basketball team, however, the long-term goal was to implement the program with all of the varsity sports at Purdue University.

STRATEGIES consisted of six components that were listed and explained as follows. First, introduction and orientation defined career development and its integral part in the academic, personal and athletic development of student-athletes. Second, self-assessment examined four personal variables; values, interests, abilities, and personality. The authors indicated that self-assessment was the most critical component of the career development process. Third, decision making explored the student-athletes' principles, strategies, and styles. Decision making was identified as a learned skill and another critical component of the career development model. Fourth, educational, occupational, and community information identified educational requirements, and informed student-athletes of the occupational and professional opportunities that were available. Fifth, preparation for work, leisure, and retirement assisted student-athletes with resume preparation, interviewing tips, and job maintenance skills. This component, also, encouraged student-athletes to identify their transferable

skills as they related to career interests. Sixth and last, research and evaluation required the use of the Tennessee Self-Concept Scale to measure self-esteem, the Attitude Scale of Career Maturity Inventory to measure vocational maturity, and Problem Solving Inventory to determine the decision making skills of an individual (Coleman & Barker, 1991b).

Coleman and Barker (1991b) concluded that there was a need for further program development in the areas of personal, athletic and career development. Counseling services needed to be provided for student-athletes by trained staff members. The authors encouraged staff members to incorporate multi-cultural relations and cross-cultural communications experience. Gaining a better understanding of student-athletes was vital, therefore, there was a need for further investigation on many of the issues that surrounded those individuals. Coleman and Barker (1991b) suggested that it was the responsibility of the institution to provide holistic programming and comprehensive models like STRATEGIES to contribute to the overall success of student-athletes (Coleman & Barker, 1991b).

Another career development model was developed in the fall of 1991, by The University of Kentucky Athletics Association (Sanders, 1992). The Wildcat Career Development Program aimed to meet the educational and developmental needs of student-athletes. Sanders (1992) stressed the importance of a strong career development program, and noted that the overall success of a career development program was contingent upon the coordination and cooperation between the coaches and academic support professionals.

The program required that all student-athletes take a non-credit course during their first semester entitled "New Student Orientation." The course covered issues such as study skills, note-taking tips, and test preparation methods. Student-athletes were given the opportunity to identify their strengths, weaknesses, and interests through Holland's Self-Directed Search. This particular instrument identified a relationship between their academic disciplines and several career fields, as it initiated the concepts of career education and development (Sanders, 1992).

A shadowing program was another component in which The Wildcat Career Development program encouraged student-athlete participation. The program gave student-athletes the opportunity to work with former alumni and community professionals who volunteered their time as mentors. The individuals gave student-athletes, who were interested in a career in their particular field, a chance to "shadow" or follow them on the job. Student-athletes were given the opportunity to explore their career interests through first hand experience. They were, also, required to write a synopsis of their experience, as it often times determined whether it was a field in which they would be interested in majoring in and pursuing for their future. The student-athlete's interests in a career, and their commitment to their own educational goals provided a continuous motivation for many students to achieve (Sanders, 1992).

Mentoring and internship programs were developed for student-athletes who had decided their academic majors and were interested in a specific career field. In addition to helping student-athletes develop personal and professional

skills, student-athletes were given the opportunity to gain valuable hands on experience within the work environment. Mentoring and internship programs coordinated interaction between student-athletes and professionals, and established a networking base for entry into their field of interest (Sanders, 1992).

The Wildcat Career Development Program provided a series of seminars on social issues, such as: saving and investing, and drug and alcohol abuse. The seminars were presented by local professionals from the university and community in an attempt to educate student-athletes about the critical issues that occurred throughout our society. In addition, the program encouraged student-athletes to participate in volunteer/outreach programs. Sanders (1992) suggested that the experience was valuable in developing a sense of duty, compassion, and understanding toward people in need, as well as to their communities.

Assisting student-athletes in job search strategies was the last step of the Wildcat Career Development Program. This component assisted student-athletes in developing interviewing skills and techniques, and preparing for graduate school or their first job after college.

The Wildcat Career Development Program assisted student-athletes in identifying areas of interest, as it encouraged individuals to make a commitment toward their course of study and career goals (Sanders, 1992). This type of program complemented the student-athletes' educational experience, enhanced their development and self-awareness, and promoted a connection between

student life and professional life. Sanders (1992) concluded that it was the responsibility of academic support professionals to develop comprehensive programs that provided total education and gave student-athletes the opportunity to prepare to be successful, and responsible individuals.

In summary, these authors agreed that career development training/programs were necessary in educating and encouraging student-athletes to think about their transition into the work world. Petitpas and Schwartz (1989) focused on the issue of transferrable skills, and how these particular skills were important as student-athletes began the career development process. Coleman and Barker (1991b) discussed STRATEGIES, the comprehensive career development program which aimed to assist student-athletes in the career development process. Similarly, Sanders (1992) examined the Wildcat Career Development program that assisted in the overall career development process and encouraged student-athletes to make a commitment toward their career goals. Although career development programming has become necessary, Coleman and Barker (1991b), and Sanders (1992) suggested that a comprehensive style program would greatly benefit in the overall development, and success of student-athletes.

Holistic Support Services

In an attempt to focus on the developmental needs of student-athletes, Jordan and Denson (1990) created a comprehensive program called Student Services for Athletes (SSA). The program was sponsored by the Center for

Counseling and Student Development in conjunction with the Department for Intercollegiate Athletics at the University of Delaware, Newark.

The demanding schedules of student-athletes made it difficult for them to take advantage of the range of services that were available to other students within the university community. The SSA program recognized the special challenges that student-athletes faced and was sensitive to the structured schedules and time constraints of these individuals (Jordan & Denson, 1990). The program incorporated academic monitoring, consultation services, outreach, and personal counseling (Jordan & Denson, 1990).

The academic monitoring component of the program did not provide formal academic advising. However, academic monitoring verified that student-athletes were registered for a full-time load of classes, that they were performing in their classes, and making progress towards a degree. This particular component also included consultation with a faculty member to detect problem areas that a student-athlete may have encountered. Providing tutorial services, planning course schedules, and locating advisors for a particular major were also available through the academic monitoring component (Jordan & Denson, 1990).

The second area that was incorporated within the SSA program included consultation services with the university community. The SSA program suggested consulting with faculty, coaches, parents, and other university staff in relation to a particular student-athlete. For example, the program served as a resource for parents who were concerned with their child's academic requirements, or who had general questions about the university or their role in

supporting their child. Jordan and Denson (1990), reported that although the SSA program served as a liaison between the student-athlete and university departments, student-athletes were encouraged to take responsibility and initiative in their interactions with the university community.

Outreach through workshops and special programs was another aspect of the SSA program. The four focus points of this component were as follows: (a) transition workshops were two-fold, as they addressed the issues of transition into college, and making the transition to life after athletics. (b) career development workshops addressed self-assessment and career/academic major exploration, and utilized the Office of Career Planning and Placement to assist student-athletes in preparing for their job search. (c) training for academic success workshops emphasized time management skills, study skills, strategies for studying and taking different types of exams. (d) coping and relaxation workshops discussed the cognitive-affective model of stress and coping, and provided training in relaxation skills. All of these workshops involved active participation on the part of the student-athlete. Furthermore, Jordan and Denson (1990) reported that the issue of transferable skills, in particular skills that had been learned through athletics and could be applied to academics (i.e., leadership, persistence, and discipline), were emphasized through all of the SSA workshops and programs.

The last primary area included in the SSA program was confidential personal counseling. Because the program was involved with the Center for Counseling and Student Development, the SSA staff facilitated counseling

services for student-athletes. When formal counseling was needed, student-athletes were referred to the Center for Counseling and Student Development. Student-athletes could be referred by coaches and/or athletic department staff. The SSA staff were also utilized as liaisons between coaches and student-athletes to address sensitive issues, such as; a parent's death, and frustration with coaching staff.

The SSA program was housed within the Center for Counseling and Student Development. Jordan and Denson (1990) indicated that the numerous advantages of that included: providing a university-wide perspective, unlimited access to counseling and student development resources, and eliminating pressures from coaches and other athletic department staff. The authors also indicated that the program had improved working relations between coaches, athletic administration, and support staff. In addition, the SSA program became an effective recruiting tool, as a source of information about the university resources that were available (Jordan and Denson, 1990).

Jordan and Denson (1990) concluded that the Student Services for Athletes (SSA) program had proven to be an effective model in meeting the developmental needs of student-athletes. The four major components included: (a) academic monitoring, (b) consultation services, (c) outreach, and (d) personal counseling. They incorporated a broad range of services that were adjusted to match the developmental stages of student-athletes. The authors suggested that integrated programs were effective and efficient ways to meet the individual needs of student-athletes, and in creating a whole person (Jordan and Denson,

1990).

Coleman and Barker (1991a) presented another comprehensive academic counseling model that aimed to facilitate the academic performance and career success of student-athletes. The authors reported that early intervention was the key to ensuring academic success for student-athletes. This particular model consisted of five components which addressed the personal, academic, social, and athletic needs of the student-athlete (Coleman & Barker, 1991a).

The first component of the program was individual assessment and evaluation which examined a number of variables that affected the academic performance of student-athletes. These variables were as follows; values, interests, abilities, personality, decision making strategies and styles, and academic performance. The second component was a study table. The authors indicated that the study table had not been as effective for black student athletes, in comparison to whites, which made the success of the component a major concern for academic support services. Therefore, Coleman and Barker (1991a) suggested that the support staff should ethnically represent the diverse student population in which they serve. The study table also required attendance from students with less than a "B" average, insisted that tutoring and mentoring sessions be scheduled at a separate time, and integrated academic, athletic, and career issues or concerns that benefitted every student-athlete (Coleman & Barker, 1991a).

Academic support and monitoring was the third and most critical component of the academic counseling model (Coleman & Barker, 1991a). This

component included: weekly evaluation of grades, supervised tutorial services, individual and group academic, personal and career counseling, career development workshops that related to academics, and mentoring. Along these same lines, Coleman and Barker (1991a), indicated that the overall abilities and skills of the staff determined the overall success of the academic counseling program. Specialized training on issues such as communication skills, tutoring, counseling, study skills, mentoring and cultural diversity and race awareness were essential in staff development (Coleman & Barker, 1991a). The last component, information dissemination, research and evaluation, informed the public of the success of the program, encouraged research on incorporating various issues, and included an on-going program evaluation.

Coleman and Barker (1991a) concluded that the academic success of many student-athletes was contingent upon the variety of support services that were available. Furthermore, individuals that were employed in support services for student-athletes needed to expand their cross-cultural communication skills and awareness to better understand the diverse population of which they work (Coleman and Barker, 1991a). The authors indicated that maintaining academic integrity meant providing comprehensive counseling models that addressed the personal, academic, athletic, and social needs of student-athletes (Coleman & Barker, 1991a).

In an attempt to develop a "whole-istic" model of counseling student-athletes on academic, athletic, and personal-social issues, Lottes (1991) conducted a Delphi panel survey of several expert student service professionals.

With all of the demands that have been placed upon student-athletes, it was no surprise that their concerns extend beyond academic issues, and encompass athletic, personal/social, and career issues (Lottes, 1991). Unfortunately, many of these issues involved areas that traditionally were not addressed in an organized fashion by support programs for student-athletes (Lottes, 1991).

The author utilized a series of questionnaires to obtain the most reliable opinion from an expert panel of ten evaluators. These individuals were chosen from their current work in the area of support programs for student-athletes and from recommendations from the heads of the National Association of Academic Advisors for Athletics (N4A) (Lottes, 1991).

In developing an instrument to conduct the survey, the author prepared a list of 68 initial components of a "whole-istic" model for counseling student-athletes. The three initial headings that were used in the "whole-istic" model were as follows: (a) academic, (b) athletic, and (c) personal/social. The location of the actual counseling program and the use of university-wide support services created a fourth heading. The participants used a Likert-type scale to rate each of the components. A second round of questionnaires were mailed to the participants, which listed a group mean for each item that was included in the first round of questionnaires. The participants were asked to re-rate each item, justifying their responses through writing, and identify which items were currently existing within their institutions(Lottes, 1991).

The results of the survey indicated that there was consensus on 27 of the 45 components that were rated. Components were accepted into the model if

they had a mean of 3.0 or higher. Some of the final components included: (a) computerized study aids, (b) social skills training, (c) education for coaches on understanding their personalities, (d) team counseling sessions, and (e) staffing "whole-istic" programs with those trained in academic advising, athletic performance enhancement, and personal/social counseling skills (Lottes, 1991).

The author indicated that bipolar consensus was reached on three components. They were as follows: (a) written communication between the "whole-istic" program and the student-athletes' instructors, (b) values and morals exploration and clarification, and (c) housing the program under one roof. There was no consensus reached on retirement from competition education, drug testing, personality assessment, and staffing the program with personnel trained in student development (Lottes, 1991). The author reported that the largest area of rejected components involved sport performance enhancement skills, such as; mental imagery, hypnotic training, and muscle relaxation training. These services were most often offered by educational and clinical sport psychologists. The author compared how important the components were to the counseling model with how feasible it was to actually implement these components on campus. Results of the survey indicated that the majority of those components that were included in the model were currently in place at many of the participants' institutions (Lottes, 1991).

The Chi-square statistical analysis found a relationship between the existence of academic, athletic, and personal/social components, and the importance of their inclusion into the final model. Lottes (1991) found that the

respondents moved toward the mean an average of 10 times ($SD=4.45$). The researcher indicated that the majority of the panel of experts rated the components as important to the "whole-istic" model if they were currently in place at their institution. No significant change was identified when the components were grouped by academic, athletic, personal/social, and general/system (Lottes, 1991). Survey results indicated that a median of 3.75 was determined in respect to the feasibility of implementing the "whole-istic" model, where 3 equaled neutral and 4 meant easy to accomplish. Time and facilities were determined to be the biggest problems in implementing the model (Lottes, 1991).

Although the traditional roles of the participants had been in academic support, Lottes (1991) suggested that the "whole-istic" model could be implemented by utilizing the support services that currently existed on campus and from community resources. The author indicated that the administration, faculty, and the entire athletic department staff should support the "whole-istic" model. Furthermore, it would be the athletic departments' responsibility to make sure that campus support programs understood that they were not trying to duplicate campus services, but rather to ensure that student-athletes were utilizing the services. Lottes (1991) recommended that a liaison from each support unit serve as the initial contact person for the athletic department and student-athletes, because communication between departments was essential.

The results of the survey indicated that there was bipolar consensus in regards to where the "whole-istic" program should have been housed and to whom the head of the program should report. Lottes (1991) indicated that the

location of the facility was dependent upon the layout of the campus, as it was important to keep accessibility of services for the student-athletes in mind. The author suggested that it was vital that the coordinator be sensitive to the overall needs of the administrators, athletic administration, student-athletes, faculty, and coaches. Thus, the head of the proposed model for student-athletes should report to the head of the student life division (Lottes, 1991).

With the help of an expert panel of service providers, Lottes (1991) developed a "whole-istic" model for counseling student-athletes in academic, athletic, and personal/social areas. Lottes (1991) concluded that with the help of a skilled coordinator, and by utilizing campus and community services, it was possible to implement a "whole-istic" program. Student-athlete support services needed to be committed to preparing student-athletes for life beyond athletics. The "whole-istic" model aimed to mainstream student-athletes and provide the necessary support for them throughout the developmental years of college. Lottes (1991) concluded that every college and university should implement a "whole-istic" model.

However, according to Gerdy (1994), there was a clear conflict of interest between the athletic department and their responsibility for all aspects of student-athlete development. Gerdy (1994) reported that, at many institutions, the responsibility for the holistic development of student-athletes had been left almost entirely up to the athletic department. Athletic departments had become overwhelmed with the big business of athletics, thus often neglected the academic and social development of student-athletes. Therefore, Gerdy (1994)

challenged the office of student affairs to be more active and take more responsibility in the overall development of student-athletes.

Gerdy stated that the challenge facing institutions was in finding a balance between treating student-athletes like other students, and acknowledging their unique situation. Gerdy suggested that student-athletes participate in university student orientation to provide a more accurate and meaningful picture of student life and the diversity of students on campus. Because incoming freshman were often disillusioned during the recruiting process, Gerdy (1994) recommended that all coaches participate in a comprehensive orientation program that would consist of general information about the universities culture, history, student life, and availability of university-wide student services.

Gerdy (1994) recommended that more attention be given to the long term academic and social interests of student-athletes. He suggested that student-athletes participate in university-wide orientation programs to learn about the fundamental of being a student on a college campus. The NCAA, also, developed the Student-Athlete Advisory Committee with the intention to give student-athletes a voice. This committee gave student-athletes the opportunity to discuss their concerns about student life and to provide suggestions on possible ways to improve the student-athlete experience (Gerdy, 1994).

The author suggested that because there was a conflict of interest between academics and athletics, institutions should have their academic support services report to the office of student or academic affairs. Gerdy (1994) believed that the mandatory 20 hour rule for athletically related activities had been violated

by many coaches. This rule was created to assist student-athletes in their holistic development. Therefore, the institution's student affairs division must take a more active role in assuring that the student-athletes' rights were not violated (Gerdy, 1994). In 1991, the NCAA also created a rule to require Division I institutions to conduct exit interviews with student-athletes who had finished their eligibility. This rule gave student-athletes an opportunity to offer their input on the services, programs and overall experiences at their institution. Gerdy (1994) concluded that personnel from student affairs and the athletic department should take part in the interviews and distribute the information to interested parties.

The NCAA has made attempts to assist in ensuring the overall welfare of student-athletes. However, there still remained a conflict between the pressure to produce winning teams, and the overall concerns of student-athletes obtaining a degree. Gerdy (1994) concluded that the office of student affairs should play more of an assertive role in the academic and social welfare of student-athletes.

In summary, these authors agreed that a comprehensive or holistic model of working with student-athletes would best serve the academic, athletic, and social needs of student-athletes. The models that were described by Jordan and Denson (1990), and Coleman and Barker (1991a) emphasized the importance of offering comprehensive programs that addressed the academic, personal, athletic, and social needs of student-athletes. Lottes' (1991) study indicated that a "whole-istic" counseling program be implemented at universities who support athletics, with the goal of providing the necessary support for the growth and development of student-athletes. And finally, Gerdy (1994) made the argument

that student affairs needed to take an active role in ensuring the overall welfare of student-athletes. Unfortunately, with the ideas of developing programs to assist in developing whole individuals, came the never-ending argument of who should take on that responsibility.

The CHAMPS/Life Skills Program

In 1994-95, with a commitment to the welfare and future success of student-athletes, the executive directors of the Division I-A directors of athletics and the NCAA Foundation, combined their efforts to develop the CHAMPS/Life Skills program. The program was developed for Division I, II, and III institutions. However, the I-A directors chose to maintain their own identity by calling their program CHAMPS (**C**hallenging **A**thletes' **M**inds for **P**ersonal **S**uccess), while identifying other institutions as Life Skills. Member institutions were encouraged to promote the CHAMPS/Life Skills name as a symbol of their support for the overall welfare of student-athletes, and to receive positive support on a national level (Overton, 1996).

As of 1997, there were over 170 institutions that actively used the Champs/Life Skills name, 92 of which are Division I-A institutions. The NCAA made an effort to provide the educational programming, resources and training, and the Division I-A directors contributed marketing, leadership, and funding assistance for the success of the CHAMPS/Life Skills program. The NCAA and the Division I-A Directors designed the program with the hope of addressing the "total development" of the student-athlete (Overton, 1996). Grants from Coca-

Cola and Pizza Hut made it possible for the development and the pilot programs of the Life Skills program to take place. Furthermore, Sprint and Franklin Quest were initially identified as co-sponsors of the overall program.

The overall mission of CHAMPS/Life Skills was to provide a systematic personal development program to serve the needs of each individual student-athlete. The program was designed to focus on student-athletes as whole individuals: academically, athletically, and emotionally. Furthermore, CHAMPS/Life Skills aimed to address the changing needs and developmental skills of individuals throughout their college years and after graduation.

The CHAMPS/Life Skills program realized that many of the universities that already provided support services for student-athletes had already developed life skills type programming for their student-athlete populations. Therefore, the initial intent of the program was not to implement a whole new program, but rather to add on to the success of the already existent developmental programs. A series of notebooks were distributed to program coordinators that consisted of an administrative overview, and a collaboration of programs and ideas that institutions and experts had already successfully used on student-athlete populations (NCAA, 1995).

The CHAMPS/Life Skills program created a Five Point Program of Learning which organized university resources and utilized outside expertise to offer student-athletes an education in all aspects of life. All of these areas were critical to the growth and development of each student-athlete as an individual, therefore, they became the focal points of the programs commitment to preparing

student-athletes for the challenges of life beyond the playing field. They are as follows:

1. Commitment to Academic Excellence

A strong academic component was at the forefront of the CHAMPS/Life Skills program. The purpose of the program's commitment to academic excellence was to provide support for the academic progress of the student-athlete toward their intellectual development and graduation. In addition to facilitating progress toward a degree and overall academic success, academic advisors and counselors were responsible for developing a total program of academic support for student-athletes. Therefore, the CHAMPS/Life Skills program suggested a comprehensive list of programs which include: academic advising and counseling, assisting in development of an academic plan, assessing student-athletes learning abilities and identifying challenges, providing freshman and general orientation programs, distributing a student-athlete handbook, offering tutoring, academic mentorships, structured study sessions, teaching successful study skills, time management strategies and recognizing the academic achievements of student-athletes. These programs were recommended in an attempt to assist in the development of a complete program of academic assistance for all student-athletes (NCAA, 1995).

2. Commitment to Athletic Excellence

The CHAMPS/Life Skills program's commitment to athletic excellence focused on the administrators, coaches, support staff, and philosophy of the

athletic department. The athletic commitment stated that coaches and administrators were responsible for setting examples and providing role models for student-athletes, and for teaching their athletes the value and importance of sportsmanship and ethical behavior.

The athletic experience has had a tremendous impact on the personal development and quality of lives of student-athletes. Therefore, it was important that the athletic department make an overall commitment to the well-being of the student-athlete. This commitment pledged the athletic department's commitment to providing student-athletes with quality facilities, equipment, coaching, support services, and a broad program of sports and equal athletic opportunities for all students (NCAA, 1995).

Athletics builds moral character, develops leaders, teaches the importance of communication and hard work, and adds to the overall educational experience of every student athlete. Therefore, the athletic commitment component encouraged student-athletes to take the lessons they had learned through athletics, and apply those lessons to their everyday life (NCAA, 1995).

3. Commitment to Career Development

Don Casselman, author of "Success from Within" prepared Life Skills material for the career development component of the program (NCAA, 1995). Career development had become a process that spanned across the student-athletes college experience. Therefore, the career development component was directed toward the student-athlete, as it was designed to offer a systematic

career development experience geared toward the abilities, skills, and aptitude of the individual. The component worked with student-athletes to assist individuals throughout their college career as they had the opportunity to gain a better understanding of their skills and interests, to explore their career options, to develop job skills (i.e., interviewing skills, resume preparation, and career networking skills), and to make career decisions based on their research (NCAA, 1995).

4. Commitment to Personal Development

The personal development component was developed with the phrase "Don't let college interfere with your education," in mind. This symbolized the idea that a great deal of one's educational experience, their individual growth and personal development, occurred outside of the realm of academics and athletics. Accordingly, this component was designed to address a broad range of issues, such as; communications, social development, personal health, fundamental values, and fiscal responsibility. The program supported the development of a well balanced lifestyle, as student-athletes were continuously encouraged to develop the necessary skills to manage their own personal health and well-being (NCAA, 1995).

5. Commitment to Service

The service component of the CHAMPS/Life Skills program encouraged institutions to be creative in implementing community service activities throughout the community. In addition to benefitting the university and the overall image of

the athletic department, CHAMPS/Life Skills promoted the idea that community service could greatly enhance the development of each student-athlete. Student-athletes benefitted personally and socially from working with others. Therefore, the service component of CHAMPS/Life Skills encouraged community outreach opportunities that gave student-athletes the opportunity to reach outside of their world and realize their impact on the rest of the world (NCAA, 1995).

In summary, the NCAA, the I-A directors, and the CHAMPS/Life Skills program took on the responsibility to assist in the overall development of student-athletes. Program coordinators were faced with the challenge of gaining support for CHAMPS/Life Skills and establishing a commitment from the athletic department staff, university administration, and most importantly, the student-athletes themselves. CHAMPS/Life Skills aimed to bridge the gap from college life to the work world, to provide student-athletes with the necessary skills to be the best individuals they can be, to give student-athletes the opportunity to give back to their communities, and to prepare young competitors for their most important game- the game of life.

CHAPTER 3

PROCEDURE

The purpose of this study was to determine to what extent member institutions have implemented and organized the CHAMPS/Life Skills program. The methods that were used in this study on the implementation and organization of the CHAMPS/Life Skills program are discussed in this chapter. The organization of this chapter includes a description of subjects, rationale for decisions, an overview of scheduling, and an evaluation plan.

Description of Subjects

The participants in this study consisted of CHAMPS/Life Skills coordinators (n=92) from various NCAA Division I-A institutions around the United States. All of the subjects were responsible for the overall coordination of the CHAMPS/Life Skills program at their institutions. The response rate was determined by the participant's willingness to take the time to complete and return the survey (Appendix A). Completing and returning this survey served as their informed consent, and university approved procedures were followed concerning research with human subjects.

Rationale

The rationale used in selecting the research design was an attempt to develop reliable and valid results. The purpose of using a survey format was to gain an understanding of the perceptions and experiences of CHAMPS/Life Skills coordinators at various institutions around the country. The survey was

developed to address the following issues; information based on the institution's overall program, the institution's success with the five CHAMPS/Life Skills components, potential problems in employing the program, the coordinator's experiences in actually implementing and organizing the five components, and suggestions for improving the program.

The survey format was chosen to obtain a larger sample than could have been obtained through interviewing. In addition, the geographic location of the institutions that participated would have made it impossible to conduct interviews. The ninety-two institutions that were chosen to participate in the study were Division I-A institutions that appeared in the 1996-1997 CHAMPS/Life Skills Directory.

The survey was developed to match the research questions and to establish logical validity. It included the Likert scale format, yes/no questions, rank order of importance, and open-ended questions. This format provided both qualitative and quantitative data. The use of the Likert scale format, yes/no questions, and rank order of importance questions attempted to determine what kinds of problems had occurred, and how the five CHAMPS/Life Skills components were incorporated and organized at the participating institutions. The open-ended questions gave the participants an opportunity to share their experiences as well as their opinions of the program.

In evaluating the level of logical validity, a summary of the statement of purpose and the research questions, and a copy of the CHAMPS/Life Skills survey were distributed to six sport studies graduate students in an assessment

class. These individuals were instructed to read through the research and survey questions, and then to identify the specific research question that applied to the each survey question. The six individuals who participated in this validity check determined that each of the questions that were included in the survey matched the specific research question for which the survey item was designed. Therefore, there was one hundred percent agreement for the validity check. This process confirmed logical validity of the questions that appeared on the CHAMPS/Life Skills survey.

Finally, before the survey was distributed to the participants, it was reviewed by an Assistant Athletic Director for Student Life, and the Assistant Director for Student Life at a Division I-A university. This process established logical validity and determined some degree of reliability because both of these individuals worked within student-athlete support services and were familiar with CHAMPS/Life Skills programming. Therefore, the input of these individuals proved valuable in providing suggestions for changes that were made or additions that were included in the final survey.

Overview of Scheduling

Once the survey was reviewed by the six participating individuals, and the two individuals from student-athlete support who were familiar with CHAMPS/Life Skills, the final changes were made. The surveys were mailed to the CHAMPS/Life Skills coordinators at various member institutions across the United States. As stated above, the final sample of participants was based on

the number of returned responses.

The surveys that were mailed included the following: (a) an introductory letter which explained the purpose of the study and provides details concerning informed consent (Appendix B), (b) the survey itself (Appendix A), and (c) a self-addressed stamped envelope in which to return the instrument. A phone number of the researcher was included in the cover letter to provide the participants the opportunity to call concerning questions they may have had with regard to the survey.

Both the cover letter that was attached to the front of the survey and the survey itself indicated a due date for the material. A follow-up phone call was made to all of the participants to request the return of the completed questionnaire for those that were not returned by the due date. At that time an extended due date was established, with the intent to increase the overall response rate.

Once the extended due date occurred, the surveys were labeled numerically for analysis. The data were analyzed and the results were evaluated as a group.

CHAPTER 4

RESULTS AND DISCUSSION

The purpose of this study was to determine how Division I-A institutions have organized and implemented the five CHAMPS/Life Skills components; academics, athletics, career development, personal development, and service. A survey was sent to 92 CHAMPS/Life Skills coordinators of Division I-A member institutions around the country. However, one institution that had a separate men's and women's athletic department opted to return only one survey, because their CHAMPS/Life Skills program was organized and implemented as a combined program. Therefore, of the 92 surveys that were mailed, a total of 49 (53%) CHAMPS/Life Skills surveys were returned.

The following chapter is divided into 8 sections: (a) demographics, (b) implementing CHAMPS/Life Skills, (c) initial implementation, (d) promoting one component over another, (e) athletic and academic commitments, (f) prior to program implementation, (g) preparing student-athletes for life, and (h) improving the CHAMPS/Life Skills program. Each of the following sections include results and discussion.

Demographics

The first thirteen questions of the survey provided demographic information with regard to the nature of the sample. These questions included yes/no and fill in the blank questions, which provided quantitative as well as qualitative information about the coordinators and their institutions.

Results and Discussion

Of the 47 CHAMPS/Life Skills coordinators that responded to the question of gender, 44.7% were female, and 55.3% were males. The most frequent degree of education completed by the respondents was a masters degree. Over 69% of the respondents have attained their masters degree, while 10.4% had only received a bachelors degree. Ph D.'s have been achieved by 14.3%, and 6.3% of the respondents specified 'other,' i.e., "currently working on a Ph D.", "enrolled in program as of Spring 1998", and "degree in progress" (Figure 1). The respondents indicated a broad variety of fields of study, such as; Psychology, Physical Education, Social Work, Nursing, Speech Communication, English, Counseling, and Sport Management/Athletic Administration. Furthermore, 40.8% indicated that they have had coaching experience, while 59.2% replied that they had no prior coaching experience.

Nearly 90% of those surveyed indicated that they had been involved in coordinating the programming of CHAMPS/Life Skills at their institution for more than six months. Only 10.2% had been involved in coordinating their institutions program for less than six months.

The first Pilot CHAMPS/Life Skills programs were implemented in 1994-95. Approximately 8% of the institutions that participated in the study had been members of the CHAMPS/Life Skills program for less than 6 months. Nearly 11% of the respondents reported that their institution had been members for at least 1.00 to 1.50 years (Figure 2). Of the respondents, 25.1% indicated that

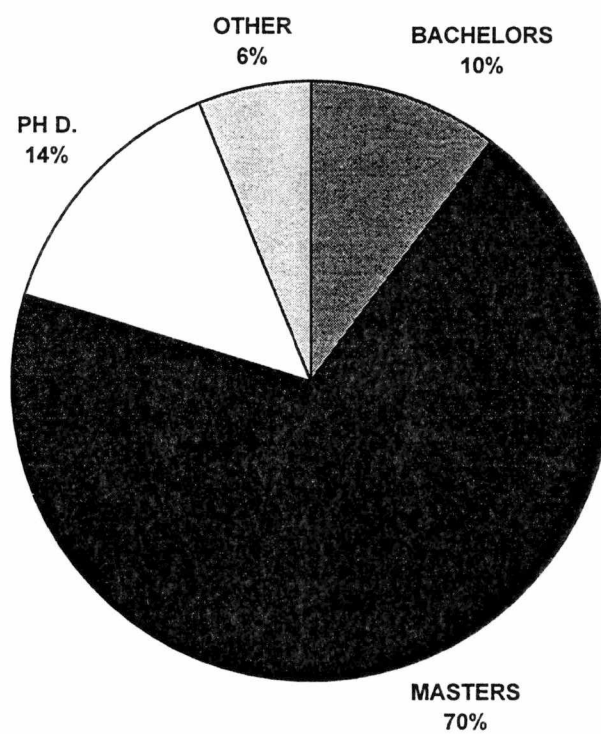


Figure 1: Highest degree completed by respondents

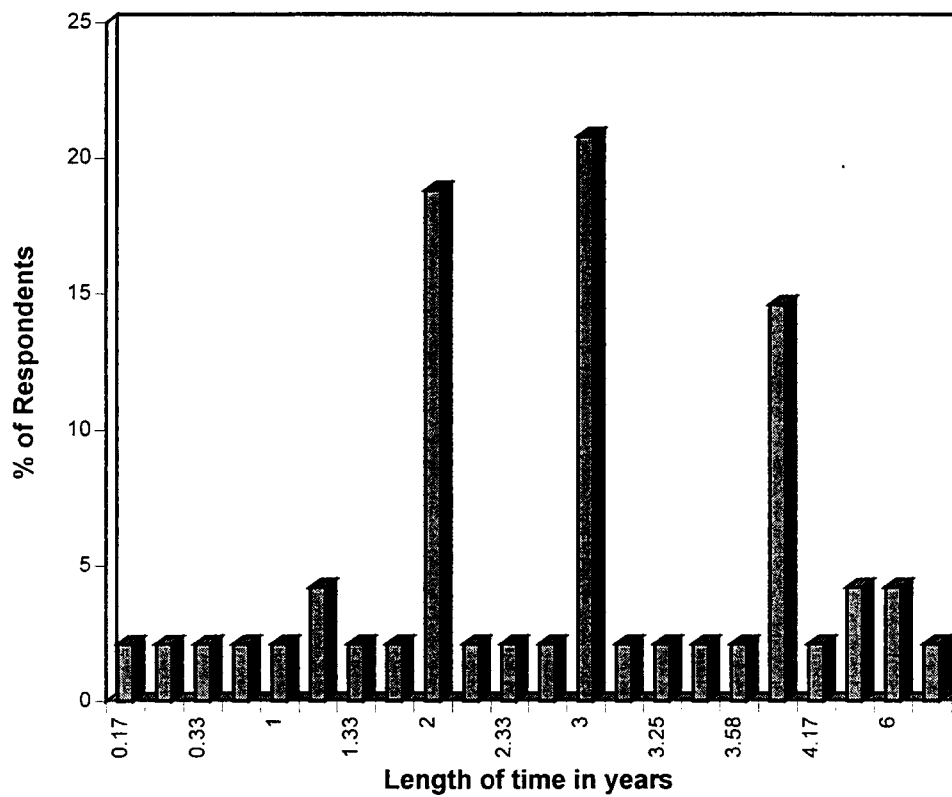


Figure 2. The length of time that institutions have been members of the CHAMPS/Life Skills program

their program had been in place for 2.00 to 2.50 years. Nearly 30% of the Division I-A institutions that responded to the survey have been involved in the CHAMPS/Life Skills program for 3.00 to 3.58 years. Ironically, approximately 28% responded that they had been members for 4.00 to 8.00 years. Although the CHAMPS/Life Skills program is only in its fourth year of existence, it appeared that nearly 28% of the institutions surveyed were already providing what they interpreted as life skills type programming for their student-athlete populations. Authors in the review of literature discussed these types of integrative programs, such as, Student Services for Athletes (Jordan and Denson, 1990), Coleman and Barker's comprehensive counseling model (1991a), and Lottes' "whole-istic" model (1991), that were implemented to meet the individual developmental needs of student-athletes (Chapter 2).

The fifth demographic question concerned the respondents' current position title at their institution. Approximately 31% of the respondents indicated that their current title was that of CHAMPS/Life Skills Coordinator, and almost 29% reported that their title was that of an Assistant Athletic Director. Director of Student Services, Associate Athletic Director, and Student-Athlete Counselor were just a few of the many titles of the respondents in this survey.

Of the 45 respondents who reported the percent of their job which was devoted to the programming/delivery of the CHAMPS/Life Skills program, approximately 20% reported that 100% of their time was devoted to the program (Figure 3). Of the respondents, 13% indicated that they spent anywhere from 75-90% of their time on programming at their institution, and over 22% reported

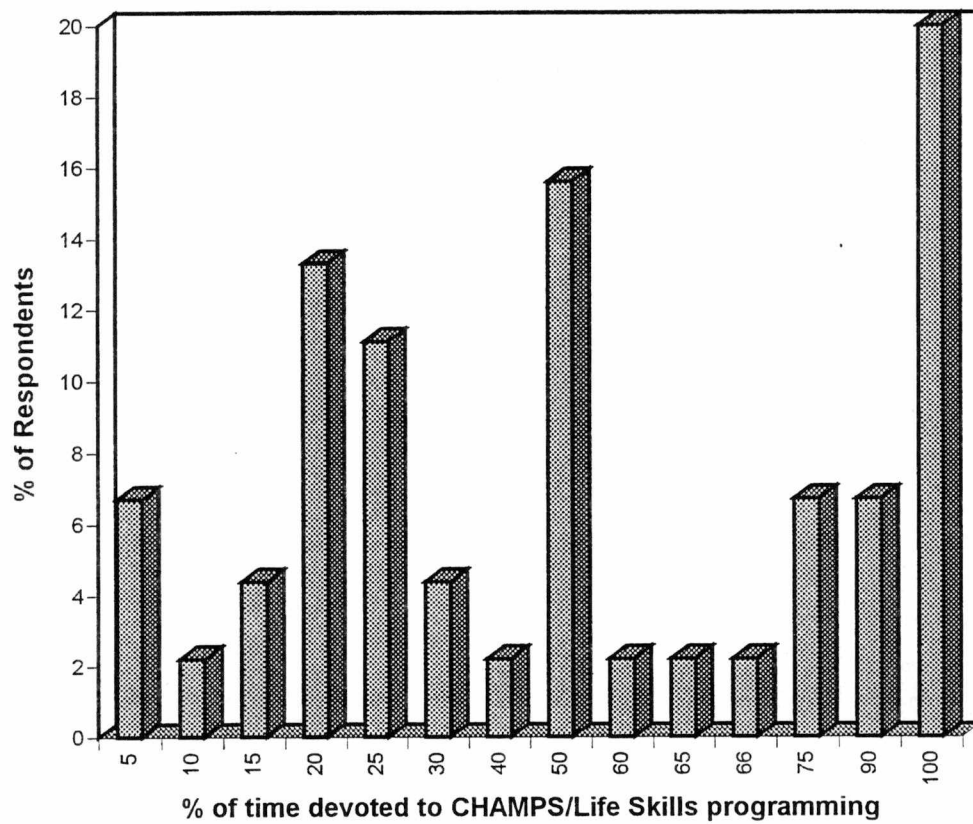


Figure 3. Percentage of time that respondents devote to programming/delivery of CHAMPS/Life Skills

that 50-66% of their time was spent on programming/delivery of CHAMPS/Life Skills. Thirty-one percent of the respondents indicated that anywhere from 20-40% of their jobs were directly involved in the programming and delivery of their institutions' CHAMPS/Life Skills program. And, 13% indicated that only 5-15% of their jobs were devoted to programming. These results indicated that the majority of CHAMPS/Life Skills programs were coordinated by individuals whose responsibilities reach far beyond those of CHAMPS/Life Skills programming.

Question 8 asked the respondents to indicate how many staff members actually worked within their CHAMPS/Life Skills program (Figure 4). One to two staff members were the most common responses of the 47 respondents who answered the question. Nearly 38% claimed that they were the only one responsible for their institution's CHAMPS/Life Skills program. One respondent reported that he/she had 1.5 staff members working in their program. Programs that have 2 CHAMPS/Life Skills staff members composed 20.8% of the institutions that participated in this survey. Approximately 13% of those who responded to the survey indicated that they employed anywhere for 2.5-3.5 staff members. Institutions that currently have 5-8 staff members working for their CHAMPS/Life Skills program combined for nearly 21% of those surveyed. Of the respondents, 6.3% responded that they have 14-17 staff members working within their institutions CHAMPS/Life Skills program (Figure 4). However, the respondent who reported employing 14 CHAMPS/Life Skills staff members, represented an institution that has been involved in the formal program for less than six months. He/she explained that their "Management team is made up of

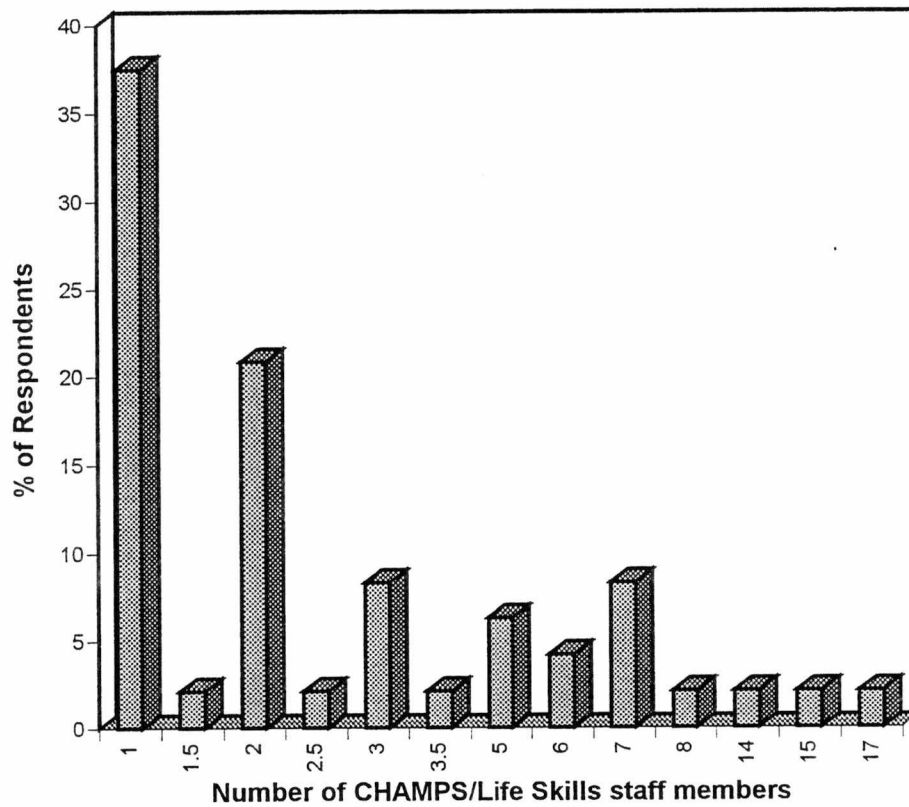


Figure 4. The number of staff members that respondents reported actually working within their institutions' CHAMPS/Life Skills program.

Athletic Staff" (s#2), which may have suggested that all 14 members of this staff did not take an active role in the day to day programming of CHAMPS/Life Skills.

The undergraduate populations at the 42 institutions that responded to the survey question ranged from 3,400 to 42,000 students. The graduate populations ranged from 2,000 to 23,000 students at the 36 institutions who participated. Furthermore, of the 34 institutions that reported the population of their student-athletes, the number of female student-athletes ranged from 90 to 450, and the male student-athlete populations ranged from 92 to 650. These large ranges in undergraduate/graduate, and male/female student-athlete populations may determine the number of staff members that were employed for CHAMPS/Life Skills programs and support services for student-athletes.

Of the 44 coordinators who responded, approximately 16% indicated that they had anywhere from 10-20 full-time staff members that worked within academics and student life services at their institutions (Figure 5). Almost 30% indicated that they employed anywhere from 6-9 full-time staff, and nearly 55% reported that 2-5 full-time staff members worked within the athletic departments' academics and student life services.

Question 12 attempted to determine how much money was allocated for: (a) salaries for personnel, and (b) for program operation within the CHAMPS/Life Skills program at the respondents institution. For the 22 participants that responded to the salaries for personnel in the program, the budgets ranged from \$5,000 to \$350,000 (Figure 6). Responses for the budgets for program operation were only answered by 22 participants and ranged from \$500 to

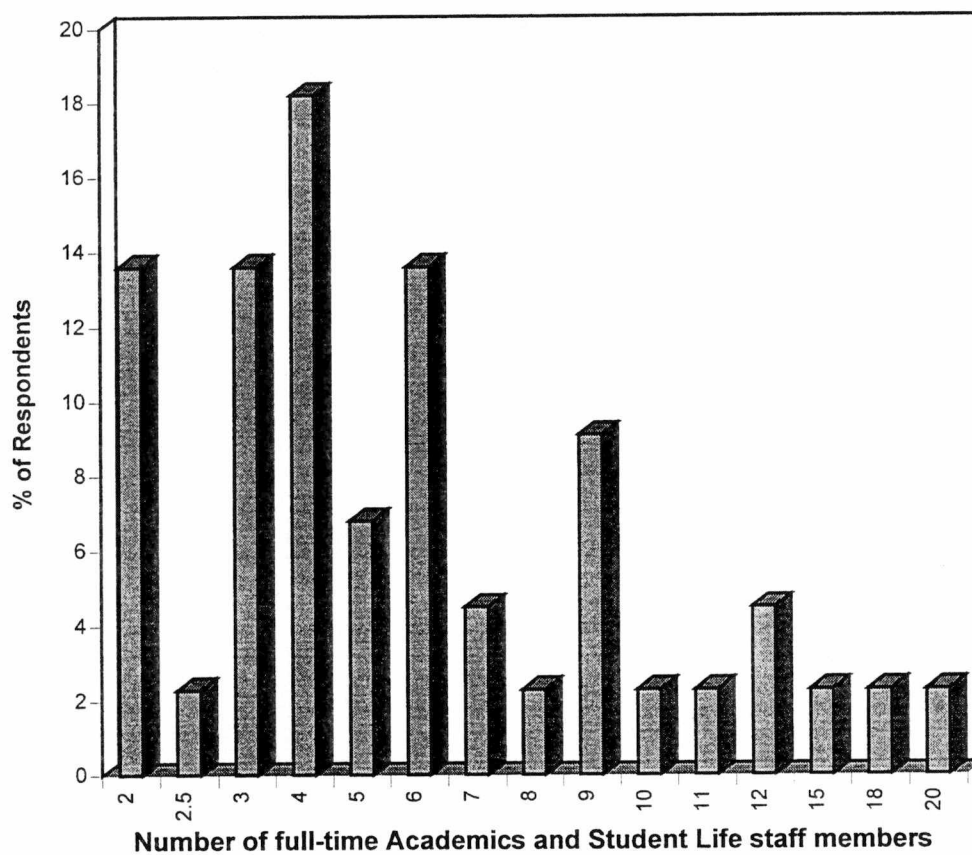


Figure 5. The number of full-time staff that respondents reported working in Academics and Student Life services at their institutions.

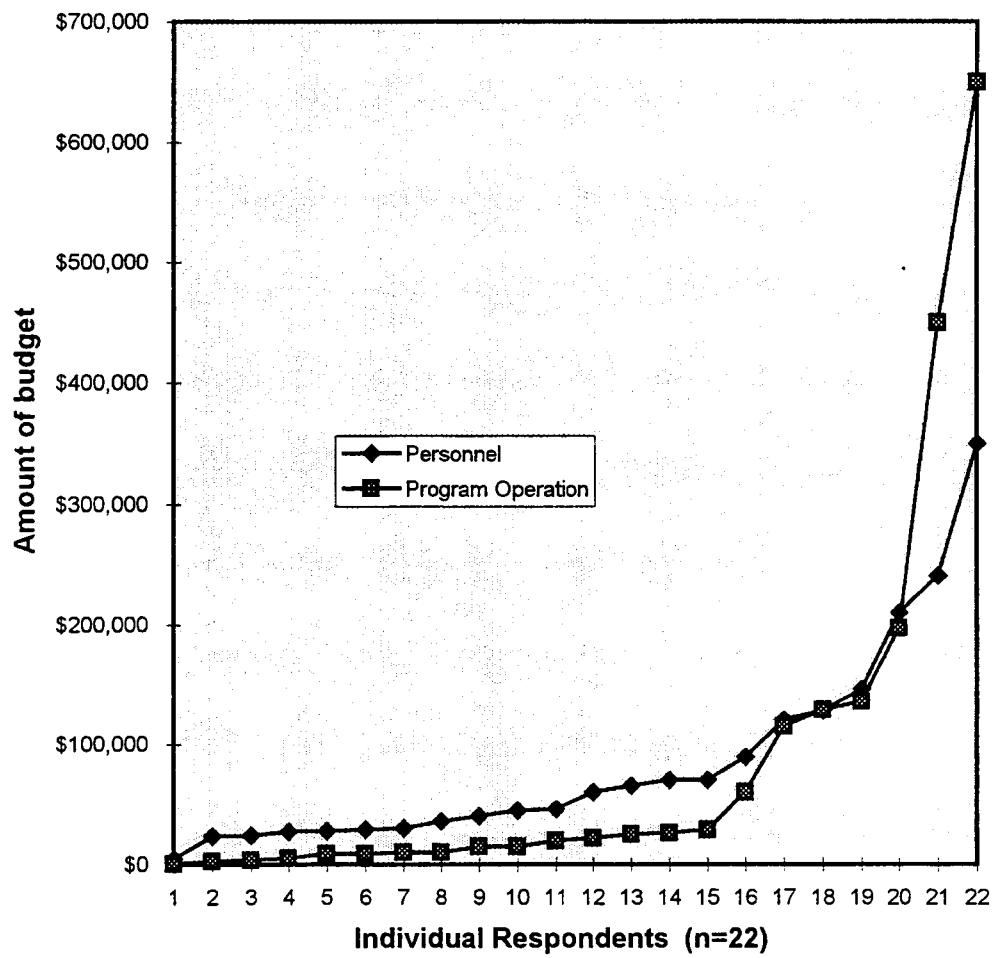


Figure 6. Budgets allocated for CHAMPS/Life Skills programming

\$650,000. Although this question received a very low response rate, the results that were reported implied the broad range of money that institutions were receiving for their CHAMPS/Life Skills program.

The thirteenth question of the demographic section attempted to gather an overall idea of the total budget concerning: (a) salaries for personnel in the program, and (b) monies for program operation that institutions received for their academics and student support services within their athletic departments. Twenty-five respondents answered that the salaries for personnel in their academics and student support services ranged from \$16,000 to \$437,000 (Figure 7). The range was from \$10,000 to \$800,000 for the 24 institutions who responded to the amount of money allocated for their academics and student support services budgets.

The low response rates of the last two questions in the demographic section may be attributed to the fact that institutions utilized the overall budget that was allocated for their student-athlete support services to fund their CHAMPS/Life Skills program. Therefore, it would be difficult to determine separate budgets for CHAMPS/Life Skills and academic and student support services. In other words, their CHAMPS/Life Skills program and their academic and student support services may have been one in the same, which in turn could have explained the percent of time that program coordinators actually devoted to the programming of the CHAMPS/Life Skills program, the number of CHAMPS/Life Skills staff members, and the number of full-time staff members that worked in academics and student life services. The results suggested that

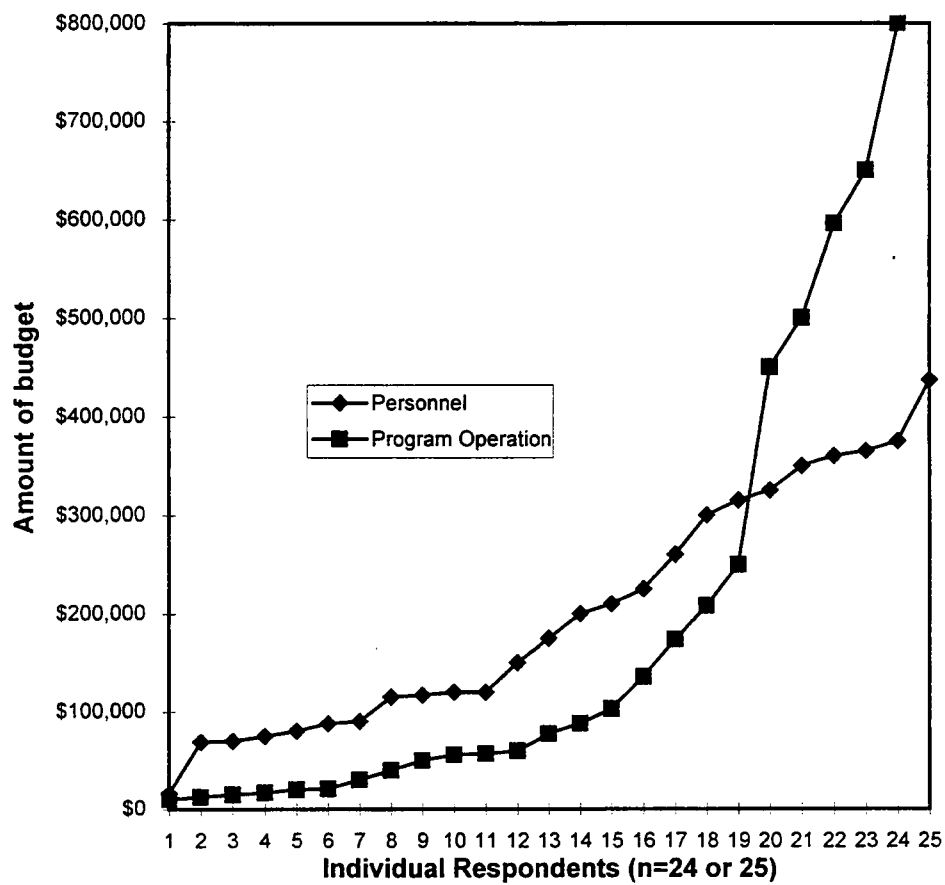


Figure 7. Budgets allocated for Academics and Student-Athlete Support Services

the CHAMPS/Life Skills program may be interpreted as simply a title for many student-athlete support services.

In summary, the demographic section provided an overview of the nature of the sample that participated in the study. CHAMPS/Life Skills coordinators have been faced with the task of working with a wide range of factors, for example; the size of the student-athlete and institution populations, the CHAMPS/Life Skills staff, the academics and student support services staff, and a limited budget.

The size of the student-athlete population, the shortage of personnel that were responsible for programming, and lack of program funding determined to what degree the CHAMPS/Life Skills program actually existed at institutions. Therefore, the range of answers that were provided through the demographics section, undoubtably played a role in the range of information that was obtained from the programming section of the survey (Appendix A).

Implementing CHAMPS/Life Skills

The first research question was designed to determine the coordinators' thoughts as to why they believed the CHAMPS/Life Skills program was implemented at their institution (Chapter 1). This question appeared as the first open-ended question under the programming section of the survey (Appendix A).

Results

Approximately 98% of those surveyed responded to this question. There were a variety of candid answers in response to the question, for example;

“Politically correct” (s#9), “To lend credibility via the support of the NCAA.”

(s#56), and “Instituted to create good P.R. as NCAA certification year approached.” (s#70)

In reviewing the responses to the question, there were common themes that seemed to echo the overall concept that the NCAA and Division I-A directors attempted to promote throughout the CHAMPS/Life Skills program. Many of the respondents replied that the CHAMPS/Life Skills program was implemented at their institution to provide better programming for student-athletes so that they could be prepared for life after college and athletics. For example; “To help our student-athletes develop into complete student-athletes. Also, to provide them with the life skills that they will be able to use after their athletic career comes to an end” (s#35), and “To provide ‘life skills’ education and support in a more effective and comprehensive manner” (s#14).

Some of the respondents indicated that their institution was one of the 46 schools chosen to participate in the first 1994-95 pilot study. Another common response was that institutions were already providing similar programming; for example, “To strengthen the commitment to services we had long been providing to our students” (s#49), and

We were already actively providing life skills/life leadership kinds of opportunities for student-athletes. The CHAMPS program really provided a “louder voice” to the administration in terms of what we were doing was a good idea. CHAMPS has also provided a good deal of basic information about many areas that saves us time developing programs from ‘ground zero’ (s#87).

Discussion

In the review of literature, it was suggested that student-athlete support services needed to be committed to preparing student-athletes for life beyond athletics (Lottes, 1991). Furthermore, Gerdy (1994) argued that more attention should be given to the long term academic and social interests of student-athletes (Chapter 2).

Results of this study indicated that for most institutions, becoming a member of the CHAMPS/Life Skills programming was a way for their institution to improve existing programming, as well as to receive positive identification on a national level. This suggested that the need to provide formal programming on life skills had become a symbol for many schools to demonstrate their overall commitment to the welfare and success of their student-athlete populations.

Initial Implementation

The second research question corresponded with the second question of the CHAMPS/Life Skills survey (Appendix A). This question attempted to determine with what potential problems coordinators were faced in the initial implementation of the program at their institution (Chapter 1). A Likert scale was used to determine to what degree the following six variables were of concern: (a) money, (b) personnel, (c) campus resources, (d) facilities, (e) incorporating all five components, and (f) organizing all five CHAMPS/Life Skills components.

Results

Money was definitely a concern for 23.9% of the respondents, and

somewhat of a concern for 26.1% of the 46 coordinators who responded to this variable (Figure 8). There were seven (15.2%) participants who were neutral in their response. However, approximately 35% responded that funding the overall program was somewhat or definitely a concern in the initial implementation of the CHAMPS/Life Skills program at their institution.

A total of 47 participants responded to whether the amount of personnel was a problem in implementing the CHAMPS/Life Skills program at their institution. Of those, 25.5% indicated that staffing the program was definitely a concern, 29.8% responded that it was somewhat of a concern, and 10.6% answered neutral (Figure 8). Attaining personnel was not really a concern to 23.4% of those who responded, and definitely not a concern to 10.6% of the institutions who responded to the variable.

Of the 47 respondents who replied to campus resources being a concern in implementing the CHAMPS/Life Skills program, approximately 21% responded that they were definitely a concern or somewhat of a concern (Figure 8). Neutral was the answer reported by 10.6% of the respondents. Campus resources were identified as not really a concern to 48.9% of the respondents, and 19.1% replied that they were definitely not a concern.

Approximately 23% of those who responded identified facilities as somewhat of a concern and definitely a concern (Figure 8). Two participants did not respond, and 10.6% answered neutral. Facilities were not really a concern to 36.2%, and definitely not a concern to 29.8% of the respondents.

Incorporating all five components (academic, athletic, career

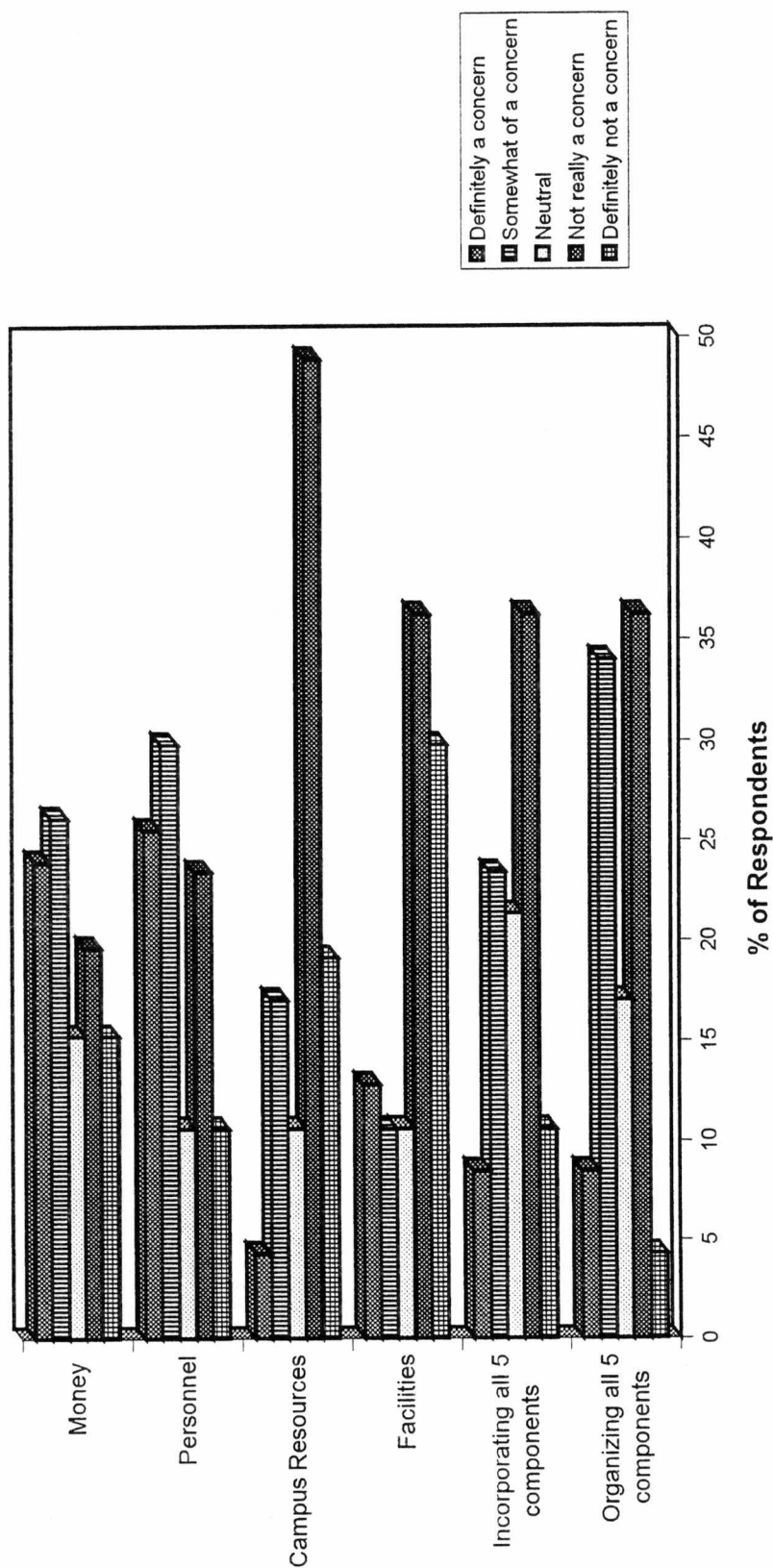


Figure 8. Issues of concern in establishing the CHAMPS/Life Skills program at member institutions

development, personal development, and service) were definitely a concern and somewhat of a concern for approximately 32% of the respondents (Figure 8). There were two people who did not respond to this variable, while 21.3% answered neutral. Approximately 47% of the respondents replied that incorporating all five of the CHAMPS/Life Skills components was not really a concern or definitely a concern at their institution.

Of the 47 respondents that replied to organizing all five components (academic, athletic, career development, personal development, and service) approximately 43% of the coordinators responded that organizing all five components was definitely a concern or somewhat of a concern (Figure 8). Neutral was the answer given by 17% of those who responded to this issue. Nearly 41% indicated that organizing all five components was not really a concern or definitely not a concern in implementing the CHAMPS/Life Skills program at their institution.

Discussion

Results indicated that of the six variables that were included in this research question; money, personnel, incorporating all five components, and organizing all five components were the most frequent concerns encountered by institutions in the initial implementation of the CHAMPS/Life Skills program. However, according to the results of the study, attaining personnel or staffing the program was the primary concern in establishing the CHAMPS/Life Skills program at institutions.

The results of this question related to the eighth question in the demographic section (Figure 4), as approximately 60% reported that their institution employed one to two staff members, 37.5% of which reported that only one person was responsible for programming. With the comprehensive nature of the CHAMPS/Life Skills program, it appeared that successfully covering programming for all five components would have required more than one to two employees. Therefore, having the budget to employ adequate staff to provide programming was a legitimate concern for program coordinators.

Promoting One Component Over Another

The third research question (Chapter 1) attempted to identify whether institutions spent the most time promoting community service, personal/social, or career development. This research question corresponded with the third question on the survey, and appeared as a two part question. The first part of the question asked the coordinators to rank order the three components stated above, with 3 reflecting the most amount of time and 1 being the least amount of time spent promoting a component. The second part of the question was an open-ended question which asked the respondents to explain why the most amount of time was spent promoting the particular component.

Results

Of the 48 respondents who replied to the question, there was not one variable, across the board, that member institutions reported spending the greatest amount of time promoting. The personal/social development

component was reported by 33.3% of the respondents as the component that their program spent the most amount of time promoting (Figure 9). However, 37.5% identified personal/social as a 2 or the component that their program spent some time promoting. And, 27.1% responded that personal/social was the component that their institution spent the least time promoting. In response to explaining why their institution spent the most time promoting the personal/social development component, one respondent stated, "Because it is the least addressed university wide..." (s#86) Others wrote, "greatest need/interest expressed by student-athletes and coaches" (s#14), and another wrote "We believe that the personal/social component is the most important because the student-athlete's personal development affects their ability to succeed in all other aspects of life." (s#35)

Community service was equally identified by 37.5% of the respondents as the component that institutions spent some time ('2') and the most time ('3') promoting. One respondent explained, "Community involvement is top on the list for student-athlete achievement" (s#4). Another explained,

Community service is one of our most successful Life Skills components. The student-athletes enjoy giving back to the community. This is a great recruitment tool because our student-athletes are viewed as role models and seen in positive interactions with kids. Not to mention, this particular component provides our department with the opportunity to establish positive relations in the community (s#30).

One respondent indicated that he/she spent equal time promoting personal/social and the community service components at their institution. He/she explained, "This is how its been done. Now the career development

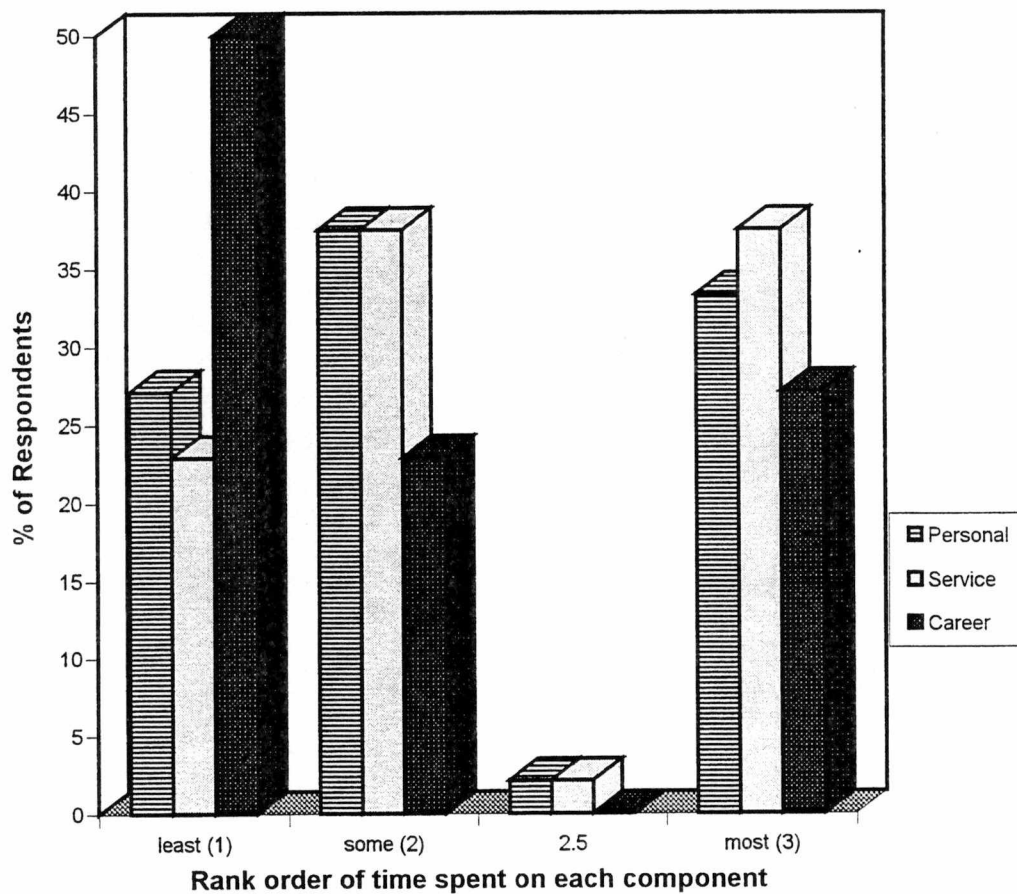


Figure 9. Components that programs spend the most time promoting

component well be emphasized much more if not the most. The new Directors background will facilitate that." (s#5)

The career development component was identified by 27.1% of the respondents as the component that they spent the most time promoting, and by 22.9% as a '2', or the component that their institution spent some time promoting. Surprisingly, career development was the component that 50% of the respondents claimed that their institution spent the least amount of time promoting. In an effort to explain why the most time was spent on promoting career development, one respondent wrote,

Career development is a neglected component by many student-athletes. For most of their lives, planning has been done for them by someone else. This constant regiment becomes accepted and expected by the athlete. Promoting career development becomes a huge focus, encouraging student-athletes to adjust their attitudes and expand their expectations related to taking control of their lives for success beyond collegiate eligibility (s#47).

Discussion

The creation of career development programs has been an attempt by many student-athlete support services to increase their programming, and to assist in the developmental needs of student-athletes. However, many of the authors suggested that career development, community service, and personal development are key components in the overall success of student-athletes (Coleman & Barker, 1991b, Petitpas & Schwartz, 1989, and Sanders, 1992).

Data from the present study revealed that of the three components (service, personal development, and career development) there was not one

specific component that all of the institutions' surveyed were spending the most time promoting. The results suggested that institutions were simply promoting the component that student-athletes had designated the most interest in, or that had traditionally been the most successful for their student-athlete population.

In analyzing the written responses to the question and the information that was collected through the rest of the survey, it was apparent that choosing to promote one component more than the other two may have been attributed to the length of time that it took to develop and implement programs, the lack of personnel that some institutions were faced with, and/or the need to increase the budgets that CHAMPS/Life Skills program coordinators had to work with.

Athletic and Academic Commitment

The fourth research question attempted to identify how coordinators had interpreted the CHAMPS/Life Skills commitments to academic and athletic excellence into their programs (Chapter 1). The fourth question of the CHAMPS/Life Skills survey appeared in a yes/no format, and asked the respondents to indicate what services were provided through their program to address the academic commitment of the CHAMPS/Life Skills program. The fifth question of the survey appeared as an open-ended question and asked how coordinators incorporated the CHAMPS/Life Skills program's stated commitment to athletic excellence through their program (Appendix A).

Results

Of the 49 coordinators who responded to the CHAMPS/Life Skills survey,

100% reported that awards, honors, and recognition for student-athletes were offered through their institution's academic component (Figure 10). Academic advising and counseling, structured study sessions, and tutoring services were reportedly provided by approximately 98% of the institutions surveyed.

Academic assessment services were provided to student-athlete populations by 97.9% of the institutions surveyed. Approximately 72% answered yes when asked if they offer mentoring for their student-athletes, while almost 29% replied that they did not provide mentorship opportunities. Two participants did not respond to the academic assessment and mentoring variables.

Nearly 92% of the respondents reported that goal setting/time management strategies were included in their academic commitment. Study skills workshops were included in 87.5% of the CHAMPS/Life Skills programs surveyed. There was only one participant who did not respond to these two variables.

Approximately 41% replied 'other', and included answers, such as; "educational planning programs"(s#24), "freshman orientation" (s#28), "Freshman Academic Handbook, Academic Services Newsletter, and Student-athlete Handbook" (s#30), "Disability services and referrals" (s#62), and "library skills, computer skills" (s#65).

The question of how the CHAMPS/Life Skills program's stated commitment to athletic excellence was incorporated in their institution's program was answered by 84% of the participants. The results indicated that many of the CHAMPS/Life Skills coordinators placed the responsibility of the athletic

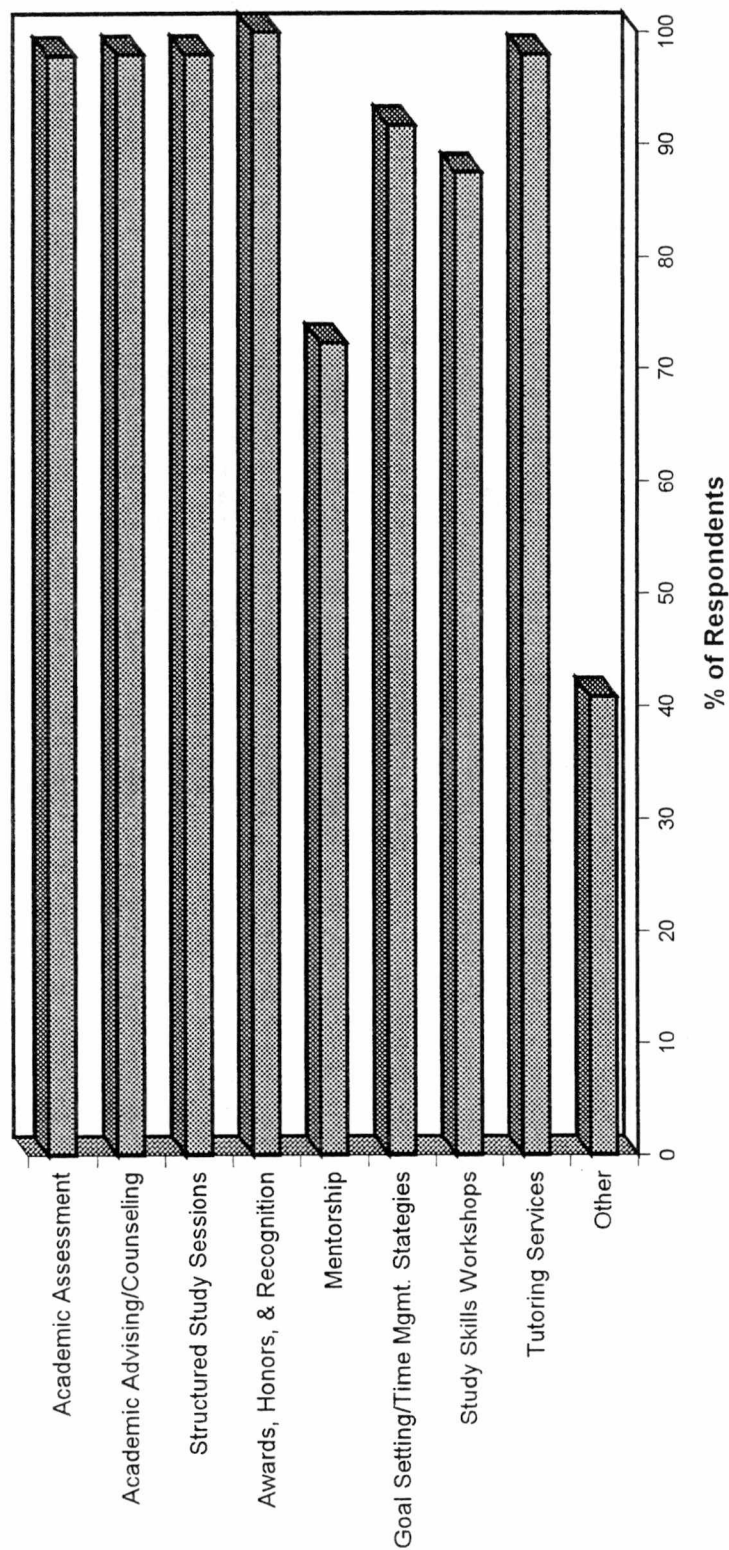


Figure 10. Percent of respondents who provided the following services through their institutions' Academic Component

component on their athletic department as a whole (i.e., the athletic director, administration, and coaches). Building new facilities, outstanding athletic performance, team-building workshops, gender equity and working closely with department staff, were just a few examples of how institutions had incorporated the commitment to athletic excellence into their program. Other respondents reported; "don't incorporate...assume that it exists"(s#9), "By working closely with head coaches and communicating with the individual team member to insure that excellence in our programs is adhered to" (s#28), "Our Athletic Director incorporates it in his written and spoken goals for the department. It is in our student-athlete handbook" (s#69), and

Facilities, support staff, and coaching provided to all programs. Training staff and health care are provided by highly qualified individuals. Teams have competitive scheduling opportunities via a conference structure. Staff and coaches are informed of goals of CHAMPS programming and are involved in the commitment (s#81).

Discussion

The athletic and academic components were the two components that most institutions already had in place. The results of the fourth question indicated that the majority of institutions were incorporating the program components that were suggested for the CHAMPS/Life Skills commitment to academic excellence. Unfortunately, although respondents answered yes to the services, it did not determine to what degree institutions were actually offering these services. However these results do indicate that member institutions have made the attempt to provide their student-athlete population with a wide variety

of academic services.

In essence, a commitment to athletic excellence is ideally what every athletic department should guarantee for their student-athletes. The variety of responses that were reported indicated that many coordinators assumed that the commitment already existed, and that it was more of an athletic department issue, rather than a responsibility of the CHAMPS/Life Skills coordinator.

Prior to Program Implementation

The fifth research question attempted to determine what developmental programs were offered to student-athletes at member institutions, **prior** to the implementation of the CHAMPS/Life Skills program (Chapter 1). This question appeared in a yes/no format on the survey and included six different variables; (a) tutoring, (b) mentoring, (c) community service opportunities, (d) career development counseling, (e) study skills seminars/workshops, and (f) personal development, i.e., alcohol and drug awareness, and sexual responsibility (Appendix A).

Results

Of the 49 CHAMPS/Life Skills coordinators who responded to the survey, 98% circled yes to having provided tutorial services to their student-athlete population prior to their institution's CHAMPS/Life Skills program (Figure 11). Mentoring was offered by 55.3% of the 47 institutions that replied to this question. Community service opportunities were organized by 81.3% of the 48 institutions who responded.

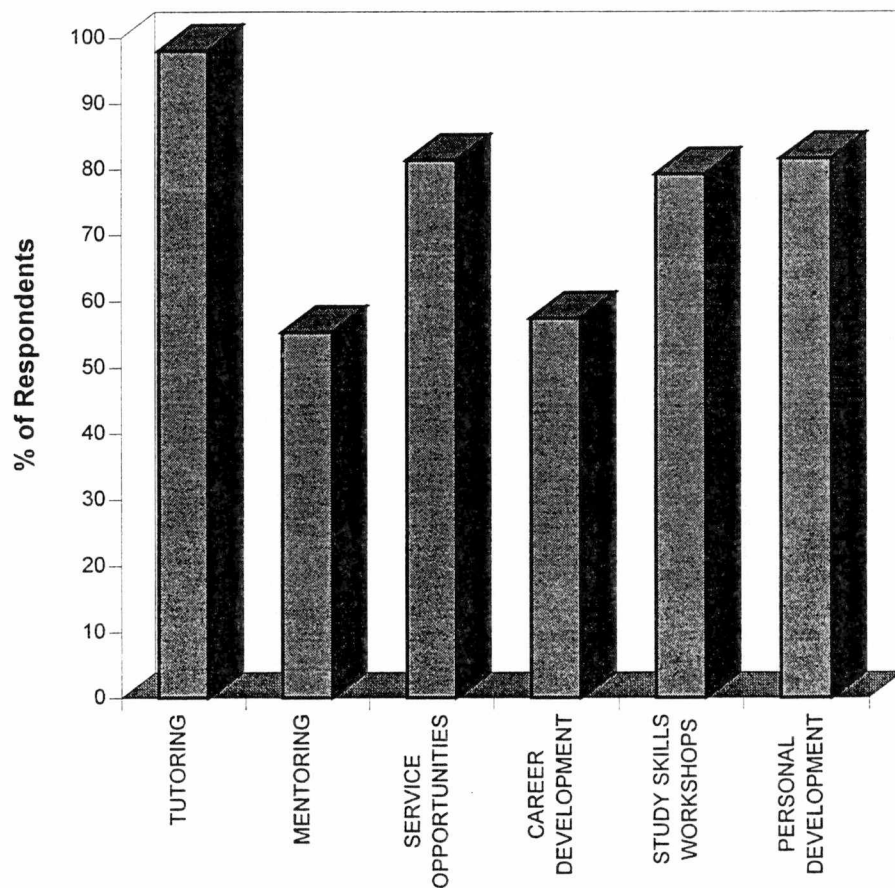


Figure 11. Percentage of institutions who offered the following services PRIOR to membership in the CHAMPS/Life Skills program

Of the 46 institutions who responded to providing career development counseling prior to the inception of the CHAMPS/Life Skills program, 57.4% circled yes (Figure 11). Study skills seminars/workshops were included in 79.2% of the 47 program that responded to the question. Personal development workshops (i.e., fiscal responsibility, alcohol and drug awareness, sexual responsibility, peer education and counseling, etc.) were reportedly provided by 81.3% of the participating institutions before the CHAMPS/Life Skills program was implemented at their institution.

Discussion

Results indicated that the majority of the institutions' that participated in this study, provided; tutoring, mentoring, community service opportunities, career development counseling, study skills seminars/workshops, and personal development services for their student-athlete population **prior** to joining the CHAMPS/Life Skills program (Figure 11). This suggested that institutions were already providing some sort of comprehensive programming **prior** to the inception of the CHAMPS/Life Skills program.

Mentoring and career development services were the two variables that over 42% of the respondents claimed that they did not offer **prior** to the inception of the CHAMPS/Life Skills program (Figure 11). However, according to the results of survey question 4 (Appendix A), mentorship opportunities were offered by 72.3% of the 47 CHAMPS/Life Skills institutions that responded (Figure 10). Unfortunately, career development services continued to be the component that

was not heavily promoted, as 50% of the participating institutions surveyed reported that career development was the component that received the least amount of promotion (Figure 9).

Preparing Student-Athletes for Life

The sixth research question of this study corresponded with the seventh question on the CHAMPS/Life Skills survey (Chapter 1). The question appeared in Likert scale format, and attempted to determine to what degree the respondents agreed that the CHAMPS/Life Skills program truly prepared student-athletes for life after college (Appendix A).

Results

Of the 48 CHAMPS/Life Skills coordinators that responded to the survey, 44.9% indicated that they strongly agreed with the statement that the CHAMPS/Life Skills program truly prepared student-athletes for life after college (Figure 12). Approximately 35% agreed with the statement, and 16.3% remained neutral. Together, 4% of the respondents disagreed or strongly disagreed with the statement that the CHAMPS/Life Skills program truly prepared student-athletes for life after college.

Discussion

The overall concept of the CHAMPS/Life Skills program was to provide student-athletes, "with programs and services that will prepare them to face one of their greatest challenges; life after graduation and college sports (NCAA, 1995)." Therefore, it was encouraging to see that approximately 80% of

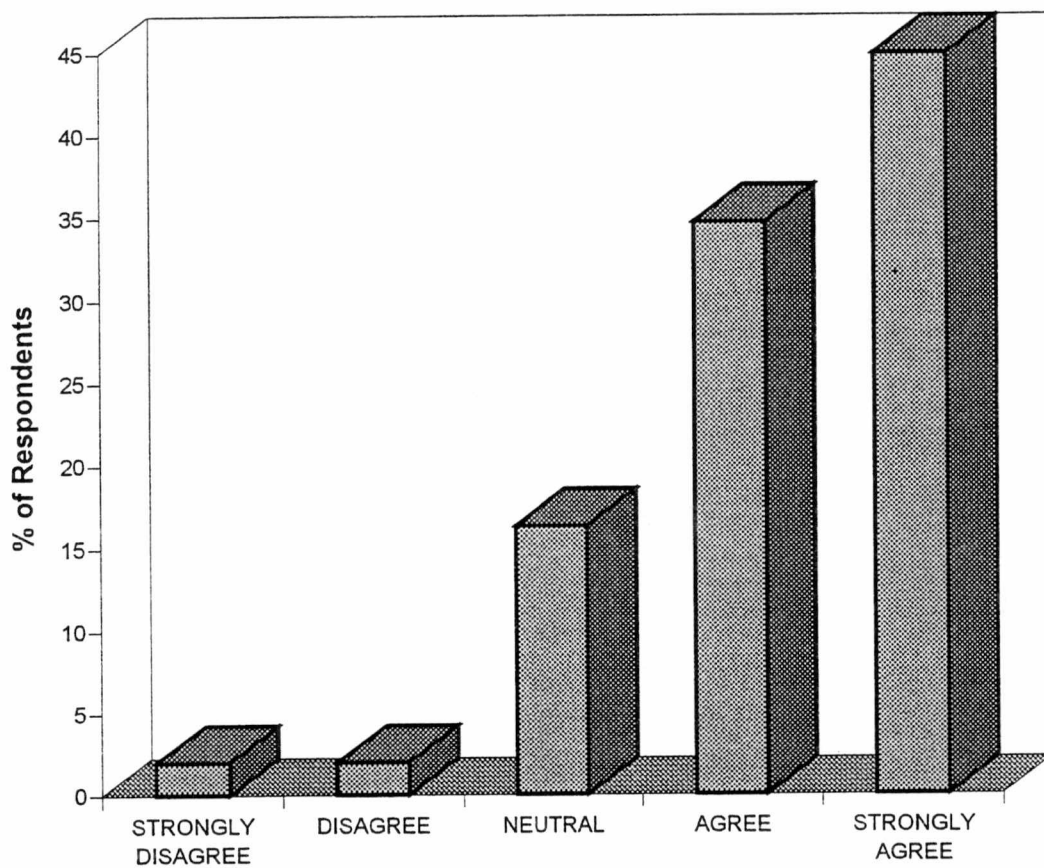


Figure 12. Percentage of respondents who believed that the CHAMPS/Life Skills program truly prepares student-athletes for life after college

the respondents strongly agreed or agreed that the CHAMPS/Life Skills program prepared students for their biggest game; the game of life.

Improving the CHAMPS/Life Skills Program

The last question of the survey was an open-ended question that corresponded with the seventh research question (Chapter 1). The question asked coordinators to provide suggestions that would improve the overall delivery of the CHAMPS/Life Skills program at their institutions (Appendix A).

Results

Increasing the number of personnel, the budget, and staff/department support were three of the most common themes that emerged from responses to the question. For example; "Our biggest challenge is motivating our student-athletes & coaches to take advantage of the resources available. The only way to improve delivery is to improve communication between the Life Skills program and the coaches and student-athletes." (s# 51), "You need to tailor your life skills program to meet the needs of your student, which includes the environment of your university. Honestly, I really do not use much of the information provided." (s#72), and "#1 would be 'coaches' supporting the program and voicing support!" (s#77).

Discussion

With the formal CHAMPS/Life Skills program only being in its fourth year of existence, there were many suggestions for program improvement. Although implementing the CHAMPS/Life Skills program has been perceived by many

athletic departments as the "politically correct" program of the 90's, the results of this question indicated that coordinators were in need of a stronger commitment.

Lottes (1991) discussed the importance of support from administration, faculty, and the entire athletic department staff for the "whole-istic model" to be successful. The author, also, suggested that the success of a comprehensive program was contingent upon the use of support services that existed on campus, and throughout the community (Lottes, 1991).

Due to the comprehensive nature of the CHAMPS/Life Skills program, a commitment from the coordinator of the program was simply not enough. Each member institution needed a strong and consistent commitment from CHAMPS/Life Skills program coordinators, administration, the athletic department, the student-athletes, and all of those who were involved. These commitments were integral to the success of the CHAMPS/Life Skills program.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

This study provided information with regard to how institutions have included the five CHAMPS/Life Skills commitments; academic and athletic excellence, career development, personal development, and service into their student-athlete support services. In addition, this study aimed to target the problems that institutions and coordinators have faced in the initial implementation of the program, as well as to obtain suggestions that coordinators have for improving their CHAMPS/Life Skills programs.

The CHAMPS/Life Skills survey was distributed to the 92 Division I-A programs that were currently participating in CHAMPS/Life Skills. A total of 49 coordinators (53%) responded to the survey. The data gathered from the respondents were analyzed in eight sections: (a) demographics, (b) implementing CHAMPS/Life Skills, (c) initial implementation, (d) promoting one component over another, (e) athletic and academic commitments, (f) prior to program implementation, (g) preparing student-athletes for life, and (h) improving the CHAMPS/Life Skills program. The review of literature focused on the kinds of support services that have traditionally been provided for student-athletes, and the need to create more comprehensive or holistic programming to meet the developmental needs of student-athletes. Therefore, in reference to the specific literature reviewed, this study provided valuable information with regard to the

comprehensive programming of CHAMPS/Life Skills at Division I-A member institutions across the country.

The results of this study indicated that implementing the CHAMPS/Life Skills program was an attempt by many institutions to improve the existing services and programs that were provided for their student-athlete population. Furthermore, with the comprehensiveness of the CHAMPS/Life Skills program, attaining personnel for the program, funding the program, organizing all five components, and receiving support from the athletic department as a whole, were just a few of the issues and concerns that were faced by institutions in the initial stages of program implementation. Program coordinators identified that the primary concern for implementing and organizing the components of the program was not being able to hire enough personnel to assist in the overall programming.

The majority of those who participated in this study believed that the CHAMPS/Life Skills program truly prepares student-athletes for life after college. However, the respondents indicated that there were many areas of the CHAMPS/Life Skills program that were in need of improvement. As a group, the most common suggestions for improving programming at member institutions were an increase in the budget, hiring more staff members, and receiving more support from the athletics department staff, coaches, and student-athletes.

Research results revealed that program coordinators have attempted to implement CHAMPS/Life Skills programming in capacities that best serve the needs and/or interests of their student-athlete populations. Program

coordinators utilized the materials that constitute the CHAMPS/Life Skills program, and created new programming, and/or modified the components to fit their institutions' existing programs.

Conclusions

The issues and concerns that were identified by respondents throughout the survey, such as lack of personnel, the need to increase the budget, and the need for department support, are problems that are faced by most every department in higher education. However, because intercollegiate athletics has become a separate entity at so many institutions, it is imperative that athletic departments find the necessary means to successfully fund, staff, and support the needs of their student-athletes through the CHAMPS/Life Skills program.

With the demands, pressures, and developmental needs of student-athletes in mind, the CHAMPS/Life Skills program is at the forefront of assisting support services to prepare student-athletes holistically. The NCAA and I-A directors have attempted to cover all of the necessary bases in the learning and growing process of student-athletes. In many ways, the CHAMPS/Life Skills program has provided a direction for student-athlete support services, and has encouraged member institutions to take the next step of providing and improving programming that makes a difference in the development of young student-athletes.

The results of this survey determined that there is not one exact way to successfully provide life skills programming for young individuals. However,

successful programs must not only assess the needs and overall interests of their student-athlete populations, but of the institutions and communities that support their programs. The enthusiasm and support of the athletics department staff, coaches, and student-athletes are integral to student-athlete participation and program success. Therefore, program coordinators, along with the athletic departments they represent, cannot lose sight the vital role they play in programming to prepare student-athletes for success beyond intercollegiate athletics.

Implications

Further studies should be conducted to determine to what extent Division I, II, and III member institutions have implemented and organized the five CHAMPS/Life Skills components (academic, athletic, career development, personal development, and service). Hopefully, the results of this study will encourage the NCAA and the I-A directors to take a more hands on approach to the CHAMPS/Life Skills program. For example; to develop a standard evaluation model for member institutions. With this evaluation model, the NCAA and/or I-A directors could send representatives to evaluate member institutions on the progress of their programs, and to provide assistance to institutions in the initial implementation process. These evaluations could assist in ensuring that member institutions who are using the CHAMPS/Life Skills name are actually accomplishing the goals that the NCAA and I-A directors have established.

Conference offices should make an effort to promote the CHAMPS/Life

Skills program, as their involvement could encourage membership throughout their member institutions. Furthermore, conducting an overall analysis' of the state of life skills programming among its member institutions could encourage athletic departments to take an active role in the development of their student-athletes.

Lastly, this study implied that although the CHAMPS/Life Skills program attempts to cover all of the developmental bases of young individuals, it is ultimately the responsibility of member institutions to live up to the five commitments; athletic and academic excellence, career development, personal development, and service.

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APPENDIXES

APPENDIX A

CHAMPS/Life Skills Survey

Please complete the following survey to the best of your knowledge. Circle or fill in the appropriate response. Your thoroughness and honesty are appreciated.

DEMOGRAPHIC INFORMATION

1. Gender 1. Female 2. Male
2. Please circle all degrees that you have completed and indicate your field of study for that degree.
 1. Bachelor _____
 2. Masters _____
 3. Ph D. _____
 4. Other (please specify) _____
3. Are you a former collegiate coach? 1. No 2. Yes
4. Have **you** been involved in coordinating the programming of CHAMPS/Life Skills for more than six months? 1. No 2. Yes
5. What is your current position title? _____
6. How long has your institution been a member of the CHAMPS/Life Skills program?
 1. ____years 2. ____months
7. What percentage of your job is devoted to the programming/delivery of CHAMPS/Life Skills? _____
8. How many staff members actually work within your institution's CHAMPS/Life Skills program? **Please include yourself.** _____
9. What is the size of your institution? 1. Undergraduate _____ 2. Graduate _____
10. What is the size of your student-athlete population? 1. Female _____ 2. Male _____
11. How many full-time staff members work in Academics and Student Life services at your institution?

12. What is the budget that has been allocated toward the CHAMPS/Life Skills program at your institution?
 1. Salaries for personnel in the program _____
 2. For program operation(include everything else but salaries) _____
13. What is the total budget for Academic and Student Support Services at your institution?
 1. Salaries for personnel in the program _____
 2. For program operation(include everything else but salaries) _____

CHAMPS/LIFE SKILLS PROGRAMMING

1. In your opinion, why was the CHAMPS/Life Skills program instituted at your school? Please explain.

2. Please indicate to what degree the following issues were a concern in establishing the CHAMPS/Life Skills program at your institution.

	Definitely not a concern	Not really a concern	Neutral	Somewhat of a concern	Definitely a concern
A. Money	1	2	3	4	5
B. Personnel	1	2	3	4	5
C. Campus Resources	1	2	3	4	5
D. Facilities	1	2	3	4	5
E. Incorporating all five components	1	2	3	4	5
F. Organizing all five components	1	2	3	4	5

3. On what component do you feel that your program spends the most time promoting. Please rank the following 3 components (3 being **most** amount of time - 1 being least amount of time).

- a. ____ Personal/Social
- b. ____ Community Service
- c. ____ Career Development

3a. Please explain why the most time is spent on promoting this particular component?

4. What services are provided through your program to address the Academic Commitment of the CHAMPS/Life Skills program? Please circle yes or no.

- | | | |
|--|-------|--------|
| a. Academic assessment | 1. NO | 2. YES |
| b. Academic Advising & Counseling | 1. NO | 2. YES |
| c. Structured study sessions | 1. NO | 2. YES |
| d. Awards, honors, recognition | 1. NO | 2. YES |
| e. Mentorship | 1. NO | 2. YES |
| f. Goal Setting & Time Management Strategies | 1. NO | 2. YES |
| g. Study skills workshops | 1. NO | 2. YES |
| h. Tutoring services | 1. NO | 2. YES |
| i. OTHER, please explain _____ | | |
-

5. How do you incorporate the CHAMPS/Life Skills program's stated *Commitment to Athletic Excellence* through your program? Please explain.

6. Did you offer these services and/or developmental programs to student-athletes **prior** to the implementation of the CHAMPS/Life Skills program at your institution? Please circle yes or no.

- | | | |
|--|-------|--------|
| a. Tutoring | 1. NO | 2. YES |
| b. Mentoring | 1. NO | 2. YES |
| c. Community Service Opportunities | 1. NO | 2. YES |
| d. Career development counseling | 1. NO | 2. YES |
| e. Study Skills seminars/workshops | 1. NO | 2. YES |
| f. Personal development
(i.e. alcohol and drug awareness,
sexual responsibility) | 1. NO | 2. YES |

7. I believe that the CHAMPS/Life Skills program truly prepares student-athletes for life after college.

Strongly
disagree

Disagree

Neutral

Agree

Strongly
agree

1

2

3

4

5

8. What suggestions do you have to improve the overall delivery of the CHAMPS/Life Skills program at your institution?

Thank you for taking the time and effort to complete this survey. Your opinions are valuable to the completion of this study. PLEASE RETURN THE COMPLETED SURVEY IN THE ENCLOSED STAMPED ENVELOPE BY SEPTEMBER 26, 1997.

If you would like a summary of the results of the study, please write your name and address on letterhead and send it under separate cover to:

Dr. Pat Beitel & Ashley Armstrong
Sport & Physical Activity
The University of Tennessee, Knoxville
1914 Andy Holt Ave.
Knoxville, TN 37996-2700

APPENDIX B

DATE

NAME
TITLE
ADDRESS

Dear _____:

As a masters student in Sport Administration at The University of Tennessee, Knoxville, I am conducting a research study entitled "The CHAMPS/Life Skills Program: Student-Athletes Touching All Of The Bases." The purpose of this study is to examine the implementation and organization of the CHAMPS/Life Skills programs. This institution has been randomly selected to take part in this research project.

I am surveying a sample of Life Skills Coordinators at Division I-A member institutions across the country. I would appreciate it if you could take some time to complete and return the attached survey as a contribution to this study. As a coordinator of this comprehensive program, you play a vital role in the overall organization of the program. Your experiences will shed some light on problems that occur in organizing each of the components of the CHAMPS/Life Skills program. This information can benefit institutions and individuals who are interested in implementing the program within their support program for student-athletes. Following the completion of this survey and the analysis of the data, I would be glad to send you a summary of the findings.

There will be no risks involved in completing this survey. All data will be handled with confidentiality and no institution or individual taking part in the study will be identified. Your participation is completely voluntary, as you may discontinue participation at any time. The survey should take approximately 10-15 minutes to complete. **YOUR COMPLETION AND RETURN OF THIS SURVEY WILL SERVE AS YOUR INFORMED CONSENT.**

I hope that you will find the time to participate in this study. Thank you for your cooperation. If you have any questions, or need further information, please feel free to contact me at (423)974-4275. **Please return the completed survey to me by _____.**

Sincerely,

Ashley E. Armstrong
M.S. Candidate in Sport Administration
Graduate Assistant for Academics and Student Life
The University of Tennessee, Knoxville
Women's Athletic Department
117 Stokely Athletics Center
Knoxville, TN 37996

Patricia A. Beitel
Associate Professor
(423)974-1277

VITA

Ashley Armstrong was born and raised in Ventura, California. She attended The University of California, Davis where she was a member of the women's volleyball team. In March of 1995, she graduated with a Bachelor of Arts degree in Sociology with an emphasis in Social Service. In August of 1995, she was hired at The University of Nevada, Reno under the National Consortium for Academics and Sports (NCAS)-Western Regional Office. She worked with a group of former collegiate athletes in the federally funded program, AmeriCorps; *Athletes in Service to America*.

In the summer of 1996, Ashley accepted a two year graduate assistantship with The University of Tennessee Women's Athletic Department, Office of Academics and Student Life. She will graduate with a Master of Science degree in Human Performance and Sport Studies, with a concentration in Sport Administration, in May, 1997. Ashley plans to pursue a full time career in support services for student-athletes.