Current and Future Issues and Trends Facing Student Athletes and Athletic Programs

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Student athletes' experiences are affected by more than what occurs in colleges and universities. Global economic influences as well as contemporary social and moral issues shape the current context of college athletics. Unprecedented economic growth has created a consumer society seeking multiple forms and venues of entertainment (Zimbalist, 1999). Athletic competition at the college level provides one of the most popular means for mass entertainment. Also, the civil rights and feminist movements have enhanced access and opportunity in both higher education and college sports for students from historically underrepresented groups. Thus college athletics is shaped by—and shapes—social, moral, and economic aspects of modern culture.

Historical Issues in College Athletics

In the past several decades, the amateur model of collegiate sport has been in a state of turmoil. Abundant images of commercialism, professionalism, and corruption have permeated collegiate athletics, attracting public attention and distrust (Byers, 1995; Sperber, 1990; Telander, 1996; Thelin, 1994). The dominant image was that of college athletics as big business, and of universities as dependent on building up winning programs to gain financial rewards. Despite the fact that very few athletic programs operated at this level,
the expectations and challenges connected with developing competitive programs widely influenced the operations of college athletics (Zimbalist, 1999). The emphasis on winning and its relationship to money contributed to systemic problems such as relaxed admission standards, underprepared students, falsification of grades, falling graduation rates, improper payments to athletes, hush money, increasing costs, and recruiting scandals (Blum, 1994; Brown, 1996; Zimbalist, 1999).

Reform efforts to address the perennial problems afflicting college sports were prevalent during the 1990s (Meabon and Schuh, 1994; Spaulding, Eddy, and Spaulding, 1998; Thelin, 1994). The Knight Commission, a sports-reform panel, put forth a set of recommendations to address the corrupting effects of athletic programs in 1991 and is to be followed by a progress report in 2001 (Suggs, 2000). These recommendations are particularly noteworthy of their emphasis on local institutional governance, in which presidential control is preeminent. Reform policies and practices focus on academic and fiscal integrity with both monitored through an independent certification process. The Commission's model was created to address abuse of NCAA and institutional rules and exploitation of athletes, and also to ensure that athletes have college experiences of the quality of those of their peers who are not athletes.

The salient issues that fueled the athletic reform movement in the 1990s will continue to have an impact on how higher education policy and practice are shaped in the future. University athletic programs and related student support services operate under a great deal of pressure and public attention. Student affairs professionals need to consider how the university athletic program and needs of student athletes influence programs, policies, and services in their respective areas. Similarly, consideration should be given to how student affairs professionals, programs, and services can assist with regulations compliance while providing assistance to student athletes.

**Future Issues and Trends in College Athletics**

**University Academic Mission and Athletics.** Institutional administrators, presidents, coaches, and athletes continue to debate the appropriate role of athletics in college life and in higher education institutions (Suggs, 1999c). This debate encompasses the missions and policies of colleges and universities and athletic governing bodies—the National Collegiate Athletic Association (NCAA), National Association of Intercollegiate Athletics (NAIA), National Junior College Athletic Association (NJCAA)—as well as the values and needs of student athletes and expectations of the general public. A multitude of diverse perspectives regarding the place of athletics within college life exists; each has importance depending on context.

The New England Small College Athletic Conference's decision to limit post-season play (Suggs, 1999b) exemplifies a recent approach to responding to the struggle to establish an appropriate role for athletic competition
within the broader context of academic institutions. The decision was based on an eight-year study of the impact of including post-season play in NCAA conferences (Suggs, 1999c). Although students' grades did not suffer during this experimental period, college presidents decided that limiting post-season conference play affirmed athletics as only one aspect of college life, and reinforced academic achievement as the primary purpose of higher education. The NCAA continues to evaluate rules and regulations governing athletic divisions (Suggs, 1999c). One of the primary goals of continued evaluation is to provide a structure that honors the mission of the divisions and sets standards of interaction among university presidents, administrators, athletic departments, and athletes.

Student affairs professionals need to be aware of the current state of reform efforts as well as governance processes that regulate university athletic programs and student athletes' lives (Meabon and Schuh, 1994). The limitations placed on athletic programs create compliance risks particularly for program and service areas that have regular contact with student athletes (admissions, academic advising, housing, financial aid, career services, student health services, tutoring services, and so on). Further, student affairs professionals also need to be a part of the university dialogue regarding the role of athletics by providing special insight regarding the creation of student-centered environments, policies, and programs.

**Student Athletes' Lives.** The federal judicial system has a critical role in defining the relationship between sports and student athletes' lives. Recent rulings have implications for student and institutional behavior, including penalties for violations by sports agents (Suggs, 1999b), institutional responsibility for harassment among students (Hebel, 1999), and policies regarding scholarships (Hughes, 1999). Such rulings illustrate the public demand for cleaning up college athletics through implementation of measures intended to uphold accountability and responsibility.

Student affairs professionals can play an important role in reducing the need for external interventions by helping student athletes learn to take individual responsibility for their actions and to value the many positive opportunities and experiences available through higher education. Student athletes need an orientation process that outlines requirements for eligibility, rules compliance, university codes of conduct, athletic policies and procedures, financial assistance, employment, and disciplinary action. Efforts to improve the quality of life for student athletes should also focus on services and programming that foster growth in responsible decision making and development of comprehensive life skills with specific attention to fulfilling academic, athletic, and personal goals.

**Gambling.** Gambling and various forms of sports wagering might be among the greatest threats to the integrity of collegiate sports at all levels. Gambling is a growing phenomenon—and participation is expanding at the greatest rate among college students, including athletes (Fish, 1998). The millions of dollars generated by the efforts of players who receive no direct
payment provide an ongoing incentive for gambling. Student athletes can also be easy targets for organized crime and gambling schemes. The recent incidents of fixed games and point shaving at Boston College, Arizona State, and Northwestern University, paired with increased numbers of sports wagering–related cases addressed by the NCAA regulators, illustrate the threat (Symposium on Sport, 1999). Even more compelling is testimony before the U.S. Congress that highlighted a University of Michigan study. The study surveyed three thousand male and female student athletes and found that 35 percent of respondents gambled on sports while attending college; over 5 percent of the male students said they had wagered on a game in which they participated (Saum, 1999). Also, Internet gambling is a growing concern—college students have easy access to the Internet, and Internet gambling is particularly troubling because it provides anonymity, facilitates undue influence, and makes it easy to accumulate high credit card debt.

The NCAA has taken a strong position against all forms of legal and illegal sports wagering and actively supports legislation prohibiting Internet gambling, more studies on college gambling behavior, and sports gambling education (National Collegiate Athletic Association, 2000). Efforts to respond to the threat of gambling in general, and sports wagering in particular, are in a formative stage on many campuses. The student code of conduct must clearly articulate policies on gambling and sports wagering, including appropriate disciplinary action. Further, more information is needed to fully understand the extent and impact of gambling behavior so as to develop appropriate gambling education programs and interventions.

**Use of Alcohol and Other Drugs.** Recent studies on alcohol and other substance use among college students reveal disturbing challenges that confront student athletes and will continue to be of concern for student affairs professionals. A recent survey (Suggs, 1999a) reported that 42 percent of ten thousand athletes at 224 NCAA institutions consumed alcohol on recruiting visits, 35 percent participated in drinking contests, and 51 percent were involved in at least one alcohol-related activity during recruitment. Another study found that both male and female college athletes consume more alcohol than nonathletes and that male team leaders consumed more alcohol than did their teammates (Trauma Foundation, 1998). Binge drinking in particular appears to be prevalent: 47 percent of female athletes and 61 percent of male athletes report binge drinking on a regular basis (Trauma Foundation, 1998).

A variety of approaches are being implemented to address student athletes' drug and alcohol use. The NCAA Challenging Athletes Minds for Personal Success (CHAMPS)/Life Skills Program contains a personal development component that addresses a number of issues including alcohol choices and addictive behavior. Alcohol 101, an interactive program developed by the University of Illinois and the Century Council, provides an engaging approach to alcohol education. The program's participants attend a virtual
party, drink virtual beverages, and make choices about drinking that have positive or negative outcomes. Also, individual institutions have developed programs to address the issue of alcohol and drug use and abuse with members of their athletic teams.

Student affairs professionals have long experience in dealing with student substance abuse and so should take an active role in helping student athletes and athletic programs facilitate responsible behavior. Important issues to address include legal liability, counseling and treatment, and prevention programming.

**Sexual Assault and Violence.** Increased alcohol and other drug abuse creates additional concerns about sexual assault and violence. Of particular concern are the introduction and increased use of rohypnol (commonly referred to as the date rape drug) and gamma-hydroxybutyrate (commonly referred to as Liquid Ecstasy on the college social scene). There is a clear and positive correlation between alcohol and other drug use and the occurrence of sexual assault and physical violence (Presley, Meilman, Cashin, and Leichtliter, 1997).

Furthermore, the aggressive nature of many sports involving hard contact, expectations to go all out, and playing when hurt may contribute to violent and aggressive behavior off the field (Zimbaliotis, 1999). Incidents of sexual assault, physical violence, alcohol and drug abuse, and gambling may all interact together and involve student athletes both as perpetrator and victim. Student affairs professionals are likely to be involved with adjudication, counseling, treatment, and advocacy interventions associated with acts of violence and crime. These complex situations must be viewed from the perspective of disciplinarian as well as the professional concerned about the physical and emotional status and well-being of the victim, and the intent and behavior of the perpetrator.

**Student Athlete Identity.** A part of student athletes' identity is strongly rooted in their athletic persona. Numerous factors contribute to and nurture this phenomenon, including personal motivation, extended playing seasons, emphasis on results over process, a win-at-all-costs attitude, and media influence. The strength of athletic identity affects revenue and nonrevenue sports alike. For example, playing the regular season has become a mere precursor to the post season, which further limits students' class time and attention to the other critical roles of student athlete's personal life. Furthermore, prestige in the form of public celebrity and financial benefits comes to the institution and athletes that generate winning traditions. Omnipresent attention to being an athlete does not come without profound implications. The extent of negative and positive impact on the student athlete is frequently debated in the press and among athletic programs (Burns, 1998; Gough, 1998). Nonetheless, student athletes who identify their past, present, and future with sport may face a perilous path marked by extremes of elation, frustration, and disappointment. This trajectory potentially limits the holistic development of the student athlete.
Combining the roles of student and athlete also creates many other dilemmas. One dilemma is the student athlete's belief that motivation and confidence in ability as an athlete should translate to academics. Studies have found that female athletes are more likely to demonstrate academic achievement than males, and nonrevenue sports participants excel in the academic arena beyond their peers in revenue sports (Simons, Rheenen, and Covington, 1999).

Student athletes' need to recognize that achievement in one area of life does not necessarily translate to other areas presents a unique opportunity for student affairs professionals. Differences between athletic and academic achievement can be addressed in a variety of ways, including studies distinguishing the characteristics of students involved in athletics, programs designed to meet the academic needs of student athletes, and services that not only address the needs of the student already in the higher educational system but prepare prospective student athletes for academic success prior to college. Student affairs professionals working in areas such as assessment and evaluation, academic learning labs, advising, and counseling play a crucial role in providing opportunities for student athletes to make connections among academic, athletic, and personal success.

Many student athletes cut their academic careers short for a chance to pursue a career in professional sports. Only 2 to 3 percent of NCAA-sponsored sports participants actually achieve professional status, yet less than half of student athletes at Division I institutions graduate (NCAA News, 1999). This means that a substantial number of student athletes are neither graduating nor entering the professional ranks. Difficult transitions and dashed dreams have traditionally been most visible among student athletes in revenue-producing sports such as men's basketball and football. With the increased popularity of (and professional opportunities available to participants in) women's sports, the lure of professional sports involvement outside of the collegiate arena will continue to expand.

For all student athletes, being identified primarily as an athlete will end sooner or later. Efforts to help athletes shift from viewing the world as an athlete to a post-athletic perspective have met with varying degrees of success (Baillie and Danish, 1992; Guerra, 1998). Many student athletes do not or cannot distinguish between athletic and vocational identity, and so might not seek occupational information and assistance from university career centers (Martens and Cox, 2000). Student athletes need opportunities to develop a broad base of perspectives, knowledge, and experience to make appropriate career choices and successful life transitions.

Student affairs professionals need to take an active role in creating such opportunities. For example, Student Athlete Support Services at Ohio State University offers an elective, credit-bearing course in which detailed information and practical methods for successful life and career decisions are explored (Meeker, 1996). Similar programs should also be offered to parents, coaches, and administrators for the development of effective skills and
knowledge needed to help student athletes optimize their personal and athletic goals.

**Mass Media.** Student athletes, like movie stars and politicians, are the targets of close observation in which the media play a key role. Student athletes must recognize the added responsibilities of their choice to play the game. Student athletes are role models, whether they like it or not. Every aspect of their lives has become important to the public to some degree and fans often derive their sense of identity from an athlete or athletic program (Hawes, 1998).

Facilitating a student athlete's ability to manage role model status and public attention calls for a broader understanding of media culture by student affairs professionals. Multidimensional and twenty-four-hour media coverage, ranging from CNN to the Internet to the tabloids, creates an intensely competitive media market of varying levels of integrity and standards of reporting. The media no longer protect the private lives and human shortcomings of public figures (Hawes, 1998). As a consequence, athletes in visible sports at Division I institutions face the formidable task of choosing the behaviors and attitudes that will form the basis of their media image, while also trying to perform the roles of student and athlete.

The NCAA has developed a strategy for assisting student role model development by forming the Citizenship Through Sports Alliance (NCAA News, 1997). Educational activities promoting ethical conduct, sportsmanship, respect for self and others, leadership, academic and social adjustment, freedom from drugs and injury, and the value of sport evolve from the mission of this initiative. Although athletic departments maintain policies and procedures for media relations, student affairs units can play a role in offering leadership development and communication skills programs that focus specifically on helping athletes effectively deal with the media. Furthermore, as media attention grows, issues of rights to privacy and media contact will need to be addressed.

**Emerging Technology Applications.** The rapidly changing domain of new technologies has influenced, and will continue to influence, all aspects of intercollegiate athletics. Advances in computer software offer new methods for enhancing athletic performance through movement analysis and physical therapy modalities. Digital video storage and retrieval systems create more efficient coaching tools for performance analysis of both home-team and opposing competitors. Electronic mail and facsimiles not only speed up and enlarge communication processes but also create concerns for violations in recruiting correspondence. Departmental Web pages provide instant public access to player bios, scores, statistics, game recaps, and other promotional information. Internet technology, in particular, will continue to produce evolving opportunities and corresponding challenges for broadcasting, recruiting, merchandising, fundraising, distance learning, and distribution of administrative information.

Information-sharing programs via Internet applications are being implemented to promote the student athlete. As mentioned earlier, popular
media often tend to focus on and sensationalize negative images of athletic programs. Athletic departments and their institutions are beginning to transform misconceptions by building Web page news features attending to the everyday life of student athletes, including academic achievement, involvement in the community through service, and efforts to overcome adverse circumstances. In effect, institutions are using the Internet not so much to artificially shape public perceptions as to build credibility and more realistic perspectives of student athletes' lives.

Closely linked to student athlete information management is the role of technology in recruiting prospective student athletes (Fielitz, 2000). Many collegiate settings offer virtual tours of campus and athletic departments. Such applications enhance a coach's ability to reach students in light of limited recruiting visits. Information exchanges related to eligibility requirements and administrative forms are easily negotiated through the Internet as well. Prospective students can directly access and establish their eligibility status through the NCAA Initial-Eligibility Clearinghouse Web site (http://www.act.org/ncaa/). Also, the NCAA offers a list of approved core courses, a transfer guide, and international academic standards to assist in the recruitment process.

Computer technology has the capacity to influence the quality of college life through information sharing, networking, creative expression, and time-saving. Communication between university personnel and student athletes may be enhanced via e-mail notices and media tools such as online newsletters and Web pages. Students now have direct access to their own educational records and services such as course registration, financial aid, library networks, online tutorials, and other enhanced learning technology. The new resources can save time in overextended schedules while also assisting athletes in taking a more active role in their learning and identity as a member of an educational community. The management of information technologies requires that student affairs professionals work closely with athletic personnel to exchange pertinent information and develop the networks and systems that will sustain accurate information, easy access, and ethical practice.

However, technology may be a double-edged sword (Connolly, 1999). Its employment is contingent on access to and user knowledge of appropriate computer hardware and software. Computer labs offering adequate hours of operation are needed particularly for students who don't have their own equipment. Although more students are entering college with computer skills, orientation to online services and training with appropriate software programs are also needed to facilitate academic success. Implementation of new technologies brings with it rising costs and the need for cutting-edge equipment and constant personnel support, thus creating additional resource tensions particularly for underserved institutions and students. While the opportunities technology presents are desirable, careful planning that integrates human and cultural concerns will continue to be a significant challenge.
Recommendations for Student Affairs Practice

Student affairs professionals will need to continually monitor the higher education environment to identify the issues and trends influencing athletic departments and the student athlete experience. Simultaneously, attention should be extended to maximizing the use of financial, physical, and human resources while attending to accountability issues, excellence in performance, and the holistic education of student athletes. The following suggestions are offered for consideration by student affairs professionals working at any type of postsecondary institution.

- **Develop understanding of college athletics and student athletes.** All student affairs professionals should develop an understanding of the nature and history of athletics nationwide and the role of athletics at their own institutions. Student affairs professionals require the special knowledge and understanding of compliance regulations, legislation, and university rules that apply to their areas of responsibility. Also, student affairs practitioners need to gain an understanding of student athlete identity and quality of life at their institution. What are the characteristics, motivations, and goals of the students who participate in athletics at an institution? What are the challenges and needs of these students? This knowledge and understanding can be facilitated through a comprehensive staff education process that not only addresses compliance strategies and regulations but includes introductions and interaction with appropriate athletics staff, coaches, student athlete advisory boards, and faculty representatives (Meabon and Schuh, 1994).

- **Provide campuswide leadership in enhancing the learning environment.** Clearly, the senior student affairs officer must be a leader in institution-wide discussions and decisions regarding the planning, place, and role of college athletics. Yet all student affairs professionals can provide leadership by contributing the knowledge and skills required in shaping a culture that embraces student-centered learning. In particular, student affairs professionals can provide insight generated from research about students to help others understand changing student needs. Professionals should model skills as well as engage in dialogue that translates principles of good student affairs practice (Blimling, Whitt, and Associates, 1999) to help maintain the integrity of the academic mission and assist students in achieving their academic, athletic, and personal goals.

- **Develop cross-functional teams and interdisciplinary approaches to address the compelling issues as well as day-to-day needs of student athletes.** No single entity can address and solve the perennial problems of college sports, much less offer all the programs and services that student athletes rely upon. The trends associated with gambling, drug and alcohol use, sexual assault, and violence affect the entire campus environment, and thus require focused attention.
Task force teams should be organized to develop institutional strategies and action plans that include policies, programs, and services that will stem the negative forces of these problematic issues. Special needs of student athletes and gaps in services need to be identified and then addressed through collaborative action among student affairs professionals and appropriate athletic department personnel.

- **Conduct systemic and systematic inquiry regarding student athletes and related programs.** More information is needed about compelling issues and trends, such as student athlete identity, career transitions, the impact of athletic participation on students, and other quality-of-life issues, as a strategy to help guide policy and practice. Student affairs professionals can again provide critical leadership through development of systemic inquiry agendas that will extend knowledge of student athlete development and learning, program and service effectiveness, and influences on student athlete quality of life. Such knowledge will not only inform student affairs practice but will create credibility.

- **Translate knowledge about student athletes to the media and public.** Insight garnered from systemic inquiry must be translated in a way that will help the general public dispel misconceptions and myths about student athletes. While the negative aspects of collegiate athletics should be addressed, the powerful outcomes afforded by athletic participation should receive attention as well. This strategy may help to lessen the desire for sensationalized media attention that threatens student athlete privacy.

- **Implement a strategy for responding to rapidly changing technology and information systems.** Information technology is a powerful tool for interdisciplinary collaboration as well as distributing information. Student affairs professionals need to keep up with the rapidly changing nature of technology and respond quickly in providing resources and appropriate information that will assist with student learning, outreach, and communication. Information technologies require that specialized personnel be employed to develop and manage technical and network systems. Also, ethical problems such as e-mail threats, invasion of privacy, and recruiting violations are bound to emerge, and policy guidelines and judicial processes need to be addressed.

**Conclusion**

The implications of trends and issues that affect student athletes present both challenges and opportunities for developing effective and responsible policies and practices. Student athletes must negotiate the demands of dual roles and multiple influences. In turn, student athletes need assistance that will help them make the most of their higher education experiences. Institutional interdisciplinary cooperation should be fostered to capitalize on existing expertise as well as create innovative approaches to support the...
holistic development of student athletes while maintaining the integrity of higher education. A climate of collaboration among athletic personnel, student affairs staff, faculty, college presidents, and student athletes must be generated.

A primary step to accomplish this task includes creative collaboration among administrators involved in the student athlete's life. Steps to engender this atmosphere include maintaining the integrity of the institutional mission, defining the roles of university personnel, limiting conflict between student and athlete roles, educating the public, and establishing accountability measures and ethical standards of practice. For example, institutional self-studies initiated as part of an NCAA certification process can involve and bring together a wide spectrum of stakeholders. The information generated from such studies not only gives direction for needed action but also creates greater awareness of policy and program structures along with fostering a sense of cooperation and local ownership.

Student affairs professionals, in all likelihood, will encounter and be involved in addressing challenges affecting student athletes. While many athletic programs have administrative units designated to work directly with student athletes, not all situations can be adequately addressed by a singular entity. Professionals working with housing and dining, financial aid, student health and wellness, career planning and placement, tutoring, counseling, technology services, and judicial processes also need to be aware of compliance regulations and differing needs associated with student athlete life. Such knowledge can be garnered via staff education regarding the institution’s compliance strategy and governance rules in addition to active involvement in professional associations and conferences.

Finally, communication among all collaborating units is an essential ingredient to facilitating successful student athlete transitions. Student athletes must be well informed about the rewards of responsible behavior and the consequences associated with inappropriate choices. Application of education and prevention programs and availability of treatment services, when necessary, is key to ensuring the well-being of college athletes. The success of athletes will depend on members of the entire campus community working in concert to make the university experience one that will assist all athletes in shaping the rest of their lives.

**Selected Resources**

Professional organizations, journals, magazines, and other information networks are the primary means for keeping current with athletic and student-oriented issues and trends. The resources noted represent only a few of the numerous governing, networking, and special concerns advocates developed as integral parts of college athletics.
Organizations

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
(800) 213-7193
http://www.aaahperd.org

American College Personnel Association (ACPA)
(202) 835-2272; Fax: (202) 296-3286
http://www.acpa.nche.edu

College Sports Information Directors of America (CoSIDA)
kafcn00@tamuk.edu
http://www.cosida.com

National Association of Academic Advisors for Athletics (N4A)
(502) 253-9530; Fax: (502) 253-9533
http://www.nfoura.org

National Association of Collegiate Directors of America (NACDA)
http://www.nacda.fansonly.com

National Association of Intercollegiate Athletics (NAIA)
(918) 494-8828; Fax: (918) 494-8841
http://www.naia.org

National Association of Student Personnel Administrators (NASPA)
(202) 265-7500; Fax: (202) 797-1157
http://www.naspa.org

National Collegiate Athletic Association (NCAA)
(317) 917-6222; Fax: (317) 917-6888
http://www.ncaa.org

National Intramural-Recreational Sports Association (NIRSA)
(541) 766-8211; Fax: (541) 766-8284
http://www.nirsa.org

National Junior College Athletic Association (NJCAA)
(719) 590-9788; Fax: (719) 590-7324
http://www.njcaa.org

Periodicals

Academic Athletic Newsletter
(N4A)
(502) 253–9530
http://www.nfoura.org/newsletter

Athletic Administrator
(440) 892–4000
http://www.nacda.fansonly.com

Black Issues in Higher Education
(703) 385–2981
http://www.blackissues.com

Chronicle of Higher Education
(202) 466–1000

Coach and Athletic Director
(800) 544–2917
http://www.scholastic.com
Publications of Interest

This book addresses the concerns of both male and female athletes. It helps high school and college athletes make decisions about their athletic and academic futures. In particular, readers receive practical advice on how to cope with the pressures of being both a student and an athlete at the college level.

This is the first comprehensive textbook to examine the developmental experiences of college student-athletes. The second edition presents new chapters on diversity issues, female student-athletes, African American student-athletes, transitions, life skills, and common clinical concerns.

This article proposes a model for counseling and development interventions with college athletes. The duration and scheduling, components, and evaluation of the proposed interventions are discussed.

This book offers a critical analysis of how college athletic programs can contribute to the mission of a university in meaningful ways that reach beyond their roles in providing revenues and entertainment.

This book offers concrete information and step-by-step exercises to help student-athletes succeed in college and make a successful transition to the world beyond college.

This book discusses concerns and challenges with which student-athletes struggle and offers suggestions for helping student-athletes enrich their overall collegiate experience.

This text features coverage of mainstream college success topics for the student-athlete. It includes a unique chapter on health and performance as well as special features on media relations and the transferability of skills from athletics to academic courses.

References


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