

2006

Report of the President's Athletic Advisory Committee on the Counseling Program for Intercollegiate Athletes

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Counseling Program for Intercollegiate Athletes (CPIA) Review 2006-07

Background

In conjunction with 2006-07 NCAA Certification Self-Study a new requirement was put into place to review the academic support services for student-athletes at each institution every three years. This report is the initial review of CPIA in fulfillment of this requirement. The review of CPIA was assigned to the President's Athletic Advisory Committee (PAAC), specifically the Academic Subcommittee of PAAC. While this initial report will be somewhat redundant with the review done as part of the NCAA certification process, the intent is also to provide a template for subsequent reviews.

Process for Review

CPIA will be reviewed every three years starting in the 2006-07 academic year. The next review will be scheduled for the 2009-2010 academic year. The review will be conducted by the Academic Subcommittee of the President's Athletic Advisory Committee, which is chaired by a faculty member. The report will be received by the full PAAC, which will then make recommendations and forward the review to the President and Provost of the University.

Scope

The review will address all areas required in the NCAA certification process as outlined in the Self-Study Instrument.

CPIA provided a significant amount of material contained in this report to articulate the services that are provided by CPIA to student-athletes. In addition to the data obtained from CPIA we also obtained student-athlete annual survey data from the Department of Athletics. In the course of the review we interviewed Provost Peter Nicholls, Assistant Vice Provost Steven Jarvi and five of the CPIA counselors. The results of these interviews are contained in the text that follows.

CPIA Description

At the University of Connecticut, CPIA was created more than twenty years ago to provide academic support for all student-athletes. Separate from the Division of Athletics, the Director of CPIA reports directly to the Provost of the University, Peter Nicholls. The budget for the program is also provided via the Provost's Office. On a day to day basis CPIA interacts significantly with Dr. Veronica Makowsky, Vice Provost for Undergraduate Education & Regional Campus Administration and with the Academic Center for Entering Students (ACES) directed by Assistant Vice Provost Steven Jarvi. Bruce Cohen, the Director of CPIA is an active participant in the staff meetings of Vice Provost Makowsky.

Since CPIA interacts most significantly with the counselors in ACES we decided to interview Dr. Jarvi. Put simply, his assessment of CPIA was quite positive and centered on the following issues:

- The interaction between CPIA and ACES is regular and consistently mutually supportive. Both organizations work hard to ensure that the information student-athletes are provided is consistent, correct and sound across the two units.
- Dr. Jarvi also stated that he was impressed with the level and quality of support provided by CPIA and felt that CPIA works toward a high degree of academic integrity. In addition, he also strongly supports CPIA's independence as an organization under the Provost and organizationally detached from the Division of Athletics.
- He also noted that Bruce Cohen, director of CPIA, is included in the leadership meetings held by the Vice Provost for Undergraduate Education.

While there is no formal organizational link between CPIA and the Division of Athletics, the reality is that there is constant communication between the Director of CPIA, Director of Athletics, Associate Director of Athletics for Compliance, Vice Provost for Student Affairs and NCAA Faculty Athletic Representative (FAR) regarding student-athlete academic issues. Nonetheless, CPIA reporting line is to the Provost, thus emphasizing its academic mission and this segregation of reporting structure helps to ensure institutional control of the academic quality of our student-athletes.

We interviewed Provost Nicholls and he indicated that the Director of CPIA meets with him at least annually to review the activities of CPIA and the Director also participates in the annual budget meetings and makes his requests for CPIA along with the other direct reports to the Provost. Provost Nicholls also assesses the Director's performance and assigns him a raised based on his performance.

The Provost's assessment of CPIA was that it was doing an outstanding job in providing counseling services to our student-athletes and he was most impressed with the academic success of the student-athletes at UConn. He was very supportive of the work the Bruce Cohen and his counselors were doing.

CPIA has adopted a mission statement, goals and strategic initiatives along with a set of measurable indicators and metrics as shown in Appendix A.

As shown in the organizational chart in Appendix B, CPIA currently employs seven counselors and a football coordinator, an administrative assistant, five graduate assistants and numerous tutors (undergraduate and graduate students). Appendix C provides the current list of CPIA counselors and their respective team assignments.

The annual budget for CPIA is provided by the Provost's Office and consists of the salaries and benefits for the Director, Administrative Assistant and the Counselors. In

addition CPIA receives \$60,000 per year for tutors and another \$50,000 from the NCAA. Budget requests go to the Provost Office each year for approval.

CPIA support services are primarily provided in three separate physical locations. The majority of the services are provided through the facility in Hall Dorm. Services to the football team are provided in a new facility in the Burton Family Football Complex and to the basketball teams in Gampel Pavillion. CPIA has approximately 4,000 square feet of space in Hall Dorm, 1,000 in Gampel and 6,000 in the Burton center. While tutoring is generally provided in these spaces during midterms and finals additional spaces around campus are used to facilitate tutoring services. The three locations all contain computer facilities with a total of approximately 60 workstations.

Also as part of this process, we also met with a group of five CPIA academic counselors, representing a diverse array of sports, to discuss their perspectives on CPIA's mission, strengths and weaknesses. Their insights are noted at relevant points throughout this review.

Self-Study Items

- a) Describe the academic support services offered to student-athletes

The following is a list of services provided by CPIA:

- a. Academic counseling (Sport Specific)
- b. Tutorial support for **all** student-athletes
- c. Diagnostic Assessment for Learning Disabilities
- d. Life Skills Programming: Freshmen Year Experience, Junior Year Experience, & Female Athlete Performance Courses.
- e. Degree Completion Program for returning students who have exhausted their athletic eligibility
- f. Computers labs (60 work stations)
- g. Academic monitoring
- h. Pro-active academic enhancement & intervention
- i. Provide information to prospective student-athletes during the recruiting process
- j. Career counseling
- k. Provide priority registration access for a portion of the student-athletes population
- l. Help monitor and advise concerning NCAA Academic Regulations
- m. Student-athlete advocate
- n. Liaison between the Division of Athletics & the Academic Community
- o. Study Hall Supervision

The following is a more detailed description of some of these services:

a) Academic counseling (Sport Specific) – Academic counseling/advising is provided via a set of counselors who are assigned to specific teams. The following statement of academic advising/registration services is provided by CPIA:

Student-athletes determine the appropriate courses to enroll in the same way as all students at the University of Connecticut. Each student is advised by a college professional or faculty advisory. In addition, each student-athlete is counseled by his/her CPIA counselor to ensure that he/she is taking appropriate degree applicable courses in order to be in compliance with NCAA regulations as well as to meet university general education and major requirements. CPIA counselors are sensitive to the particular time and scheduling demands of their students as well as having a keen sense as to their students' academic strengths and weaknesses.

The University of Connecticut has recognized that some student-athletes do require priority registration in order to optimize their opportunities for academic success. One hundred student-athletes are granted this privilege each semester and students from every team are allocated some of these “spots” in order to be fair and in compliance with Title IX. For example, these slots are at times used so that student-athletes can manage the demands of practice times and unusual academic schedules, such as multiple lab-based courses during a single semester.

The elements that CPIA has established as reasonable justifications when selecting students to receive priority enrollment are:

- a) Students with restricted labs or studios
- b) Students who are struggling academically who are making a forthright effort
- c) Students with learning issues
- d) Students who are in season or have rigorous travel schedules

A need for more priority registration slots for athletes was noted by counselors, especially to cope with the scheduling demands of athletes taking lab-intensive courses.

b) Tutorial support for **all** student-athletes

Tutorial support is made available to all student-athletes and a full set of information for both student-athletes and prospective tutors is available through the CPIA website at <http://www.cpia.uconn.edu/index.php>.

c) Diagnostic Assessment for Learning Disabilities

The detection of learning disabilities happens in a variety of ways at the University for student-athletes. In some cases a student has been diagnosed with a learning disability prior to coming to the university and this information is provided to the admissions office. In other cases either a CPIA counselor or a faculty member may suspect that a

particular student has a learning disability and suggest that the student be tested. Neither CPIA nor the University provides direct diagnosis services to students. There is a diagnostic program with the Psychology Department which is primarily staffed by graduate assistants but the issue with this service for CPIA is that it may take six months to a year to get an appointment and receive the final report. Because of this long delay CPIA more than ten years ago enlisted a local consultant (Educational Psychologist) to provide this diagnostic service for which CPIA pays the diagnostic fee. CPIA routinely pays for the testing of twelve or more students in a given year. If a learning disability is documented then the University Program for College Students with Learning Disabilities (UPLD) can be used to provide support for that student in coping with the diagnosed learning disability at the university. Please see <http://www.education.uconn.edu/departments/epsy/upld/> for more details about the UPLD program.

In speaking with Assistant Vice Provost Steven Jarvi, it appears that the university could benefit from having additional learning disability diagnostic facilities for all students including student-athletes. These sentiments were strongly echoed by CPIA counselors. However, given the existing NCAA requirements to maintain a significant course load (12 credits) and to be making significant progress towards graduation in order to remain eligible early and quick detection of a learning disability is imperative for student-athletes. Also, in some cases the recommendation for a non-student-athlete with a learning disability might be to reduce their course load to cope with the learning disability. With the NCAA requirements to maintain a full course load this may not be possible.

d) Life Skills Programming: Freshmen Year Experience, Junior Year Experience, & Female Athlete Performance Courses.

The university offers a set of courses known as freshmen experience courses whose aim is to provide some amount of transition for students into academic life. CPIA offers three courses along these same lines to student-athletes. One of these is for entering freshmen, a second is for juniors and seniors and the third is directed to female athletes. The names of these courses are:

- Learning Skills for Student-athletes: The First Year Experience
- Life Skills for Junior/Senior Athletes: Making the Transition to Life after Competitive Sports
- Issues Facing Female Student-athletes

e) Degree Completion Program for returning students

CPIA has been involved since 1990 with a program to bring students back to campus to complete their degrees. This program is currently run in collaboration with the National Consortium for Academics and Sports (NCAS). The program is call the Degree Completion Program (DCP) and it enables former University student-athletes who have

exhausted their eligibility to return to campus and complete their education at the expense of the Division of Athletics in exchange for the students performing community service. Coordinated by Sport in Society, the former student-athlete receives a tuition waiver from their former institution by completing one hour of community service per \$100 of tuition. The service must be performed directly with underserved youth at pre-selected service sites. Program participants develop sport programs, tutor, and mentor school-aged youth, as well as support community initiatives. To date this program has seen more than a dozen student-athletes complete their degree. For each of the most recent two years CPIA has been placed on the honor role of NCAS for its outstanding work in the DCP.

f) Computers labs (60 work stations)

As mentioned in the overall description of CPIA these work stations are scattered in the three locations where CPIA offers its services.

g) Academic monitoring

CPIA counselors monitor the student-athletes in the teams to which they are assigned. Twice a year these counselors meet with the registrar, athletics compliance administrators and the Faculty Athletic Representative (FAR) to certify the eligibility of all student-athletes. This is a face to face meeting in which each student-athlete is separately discussed and the final sign off on eligibility is that of the FAR. In addition the university has instituted a midterm report for student-athletes in which faculty are asked to submit midterm grade to the Registrar. This process has been reasonably successful in identifying student-athletes who are in trouble academically. Relevant to this process, concern was raised by CPIA counselors that the University should strive to computerize the NCAA certification process for student-athletes. This would substantially ease the workload on CPIA and improve efficiency. This might be done through some sort of interface with the existing University PeopleSoft system.

CPIA has also developed a philosophy that they practice known as “success based planning.” The following is a statement of this philosophy that also identifies the intensity (and consistency) of academic monitoring that they are trying to achieve:

1. Academic/Social/Career Counseling & Advisement.
2. The objectives are to provide student-athletes with the necessary information and guidance to meet their educational goals, while competing in intercollegiate athletics. As part of the process, students are educated concerning the pragmatic possibilities of playing professional sports and the unlikelihood of such. Students are encouraged and counseled to earn a meaningful degree and consider the possibilities of graduate school. Students are advised concerning university and NCAA academic rules and regulations and helped to navigate within the two mutually exclusive bureaucracies.
3. The keys to the success are twofold. First, there is an appropriate student/counselor ratio so that students receive the time and attention they require to help make sound decisions. Secondly, the ratio is based upon academic need so that

- the students with the most intensive needs are part of a smaller cohort. In addition, counselors have become an essential part of the recruitment, retention and graduation process of student-athletes. Counselors meet with students during the recruiting process and meet with them regularly (from daily to weekly) in order to monitor progress, ambush problems, and help them retain a balance between their academic and athletic lives.
4. The best practice is the aggressive nature of the counseling/advisement. Every single student-athlete meets with a counselor and they have a continuous relationship that lasts during the students' academic careers. Since there has not been a great deal of counselor turnover, there is a long history of excellent rapport between all the counselors client groups: students, coaches, parents, etc.
 5. The measures of success are feedback and satisfaction from students. Evidence includes the senior year survey, personal testimonies in a variety of public venues and positive evaluations from coaches and faculty. In addition, student-athlete graduation rates are comparable to the general population and the academic dismissal and ineligibility rate has been less than 1% for over a decade. Last year, for example, UCONN was one of only seven Division IA Football programs that boasted a graduation rate of 90% or better and was the only public institution in that group.
 6. In order to increase success, CPIA could advance its career counseling component and learning disability support with earlier diagnostic assessment and more thorough follow up. Counselors can engage in further training to hone skills and become more involved, through committees etc., with other programs within the university.

h) Pro-active academic enhancement & intervention

See the description above in section (g).

i) Provide information to prospective student-athletes during the recruiting process

CPIA counselors meet with prospective student-athletes when they come to campus and serve as one of the main contacts for arranging their academic schedules once they join the university. Student-athletes also have an "regular" academic advisor, either in their major field or at ACES during their lower division coursework.

j) Career counseling

As part of their overall counseling of student-athletes the counselors provide some career advice, in addition to that provided by coaches. While this is not the primary purpose of CPIA it naturally arises as students talk about their aspirations both athletically as well as academically. A career center does exist on campus that students can use and many Schools and Colleges also provide career services in their academic areas.

k) Provide priority registration for a portion of the student-athletes population

As mentioned in the comment under section (a) there are some student-athletes who require priority in terms of registration and that is provided on a limited basis by CPIA.

l) Help monitor and advise concerning NCAA Academic Regulations

All CPIA counselors are trained in NCAA regulations and can therefore assist student-athletes in understanding the NCAA requirements. These requirements are also placed within the context of the regular University rules and regulations.

m) Student-athlete advocate

This is formally stated in CPIA's mission statement. Under this component of CPIA's mission, counselors noted the following concerns regarding student-athletes:

- A perceived increase in individual skill practices for student-athletes, beyond the full team practice sessions. More detailed analysis of this concern may be warranted.
- A perceived increase in missed classes on Fridays for athletic travel. This may be an artifact of the expansion of the Big East Conference. More detailed analysis of this concern may be warranted.
- Problems from the scheduling of class exams outside "normal" class-time sessions. This causes obvious scheduling problems for student-athletes.

n) Liaison between the Division of Athletics & the Academic Community

This is formally stated in CPIA's mission statement.

o) Study Hall Supervision

CPIA counselors and tutors provide both a study hall schedule as well as supervision.

Additional Issues/Comments:

Freshmen/Transfer Orientation:

Freshmen and transfer students are highly encouraged to attend the orientation programs which are offered to all students at the University of Connecticut. In fact, most student-athletes do attend unless there is a geographical or financial barrier that prohibits attendance. There is no policy pertaining to attendance of these programs.

Even those few students who do not attend orientation receive similar information through their participation in their Freshmen Year Experience Courses, team and compliance meetings and college advising sessions.

Female Athlete Performance Committee:

The Female Athlete Performance Committee (FAPC) reports to Jeff Anderson in Sports Medicine and was formed to address issues that female student-athletes face. CPIA counselors have been active with this group and the committee is currently chaired by a CPIA counselor. The FAPC team was originally established to help students who were diagnosed with eating disorders or were thought to be dealing with eating issues. As time went on, FAPC evolved and began taking a more holistic approach to help female students and the committee grew to include professionals from the entire campus. Its mission now is to develop programs to help educated female student-athletes as well as to provide support for students with eating disorders.

The FAPC Peer group is now offering a Female Student-Athlete Life Skills Course. A seminar format, this course will discuss topics pertinent to female athletes such as body image, breast cancer, HPV, communication and social issues. Further goals for the year are to develop a female athlete career fair, develop a comprehensive survey for female student-athletes to uncover their needs and to develop a resource handbook.

An additional mentor type program is also being implemented. Support systems have been created for GLBT student-athletes which include workshops in INTD 180 classes, one on one support, and establishing an office environment that is gay-friendly. We are in the process of creating a website which will be called **P A² W S (Providing Athletes and Allies With Support)**. CPIA has the full support from the Rainbow Center and hopes to have the site running in Spring 2007. The website will be a resource to help others understand more about the GLBT community. There will be a message board to post anonymous questions, a calendar with GLBT University and community events, a page with GLBT definitions, a heterosexual questionnaire and links to other informative GLBT websites. One of the links will be to the rainbow center where any student can report any hate crime incidents. One of our student-athletes who is in the process of creating a sticker which would show the athletic department supports gay athletes. We also hope to be working with the rainbow center to bring in more speakers.

At Risk Students:

Student-athletes who are determined to be “at-risk” are provided with intensive academic support. In addition, coaches are heavily involved with the students’ academic development and are provided with regular reports from CPIA.

Students in this category meet with their respective CPIA counselors on a regular basis, generally weekly, but in many cases more often. These students are encouraged, and in some cases mandated, to participate in academic enhancement activities such as tutoring, counseling, skill development and strategies to optimize academic performance. While these services are available, in a slightly different form, for the general population, CPIA offers these services for the student-athlete population. Coaches are provided with regular progress reports and intervention, when poor performance is evident, takes place.

Naturally, some students continue to work with UPLD or participate in tutorial sessions offered by particular departments to supplement the academic support offered by C.P.I.A. Students are further encouraged to meet regularly with their respective faculty members and utilize office hours for additional help.

Missed Classes:

While the University has no mandatory attendance policy for students, student-athletes are expected and highly encouraged to attend all classes when they are not competing off campus in intercollegiate athletic competition. Student-athletes should not miss class for practice at any time. CPIA requests formal attendance & progress reports (electronically) from faculty three times during the semester. In addition, CPIA counselors communicate in a variety of informal ways with faculty to monitor students' attendance and academic progress. Reports are routinely shared with coaches to intervene when students have not been attending class or meeting their academic obligations. Individual coaches deal with their students in a variety of ways including individual meetings, punitive measures, or in extreme cases, suspension from athletic activities.

- b) Describe any policies that govern which students can use support services

There are no formal policy statements that govern CPIA activities, but any student-athlete can utilize the services of CPIA.

- c) Describe the mechanisms by which student-athletes are made aware of these services

The CPIA website provides a description of all of its services. From the point of recruitment forward student-athletes have significant contact with their CPIA counselors who make students aware of the services offered. In addition all student-athletes have received a student-athlete handbook which is now online that outlines these services. Also, approximately 90-95% of new student-athletes enroll in the Freshmen Year experience course offered by CPIA in which all services of CPIA are discussed. Finally, CPIA representatives meet with each of the teams at the start of the academic year to discuss the services offered.

- d) Describe the mechanism for review of these services by academic authorities outside of athletics at least once every three years

As described earlier in the report, starting in academic year 2006-07 the review of CPIA will be handled by the Academic Subcommittee of the President's Athletic Advisory Committee (PAAC) every three years. In addition PAAC has subcommittees who review student welfare and gender equity issues every year. Typically CPIA provides an annual update at a regularly scheduled PAAC meeting. The Provost also receives an annual performance report of CPIA.

Student-athletes also provide some input concerning CPIA through an annual student-athlete survey. While not all of the questions pertain to CPIA directly there are a few worth noting. In the most recent survey results available (2002-2005) student-athletes were asked to rate Academic Support Services and the Availability of Tutors. The ratings were on a scale of 1 to 4 with 1 being Poor and 4 being Above Average. In the 2005-05 year (n=258) the average rating was 3.63 for both questions. There were

approximately 2% of the responses that were below average for the question concerning Academic Support Services and approximately 6% of below average responses for the Availability of Tutors. One other question on the student-athlete survey that provides some insight was the rating student-athletes gave to Career Counseling. On a four point scale they rated Career Counseling as 3.35.

- e) Describe the mechanism for periodic approval of these services by academic authorities outside of athletics.

Since CPIA does not report to Athletics, all services are approved annually by the Provost's Office.

Conclusions:

Overall Evaluation of CPIA: Based on the data collected and interviews conducted, we conclude that CPIA is performing in an exemplary way and that student-athletes are being well-served by CPIA counselors. As with organizations, there are marginal changes that can be made to increase service delivery and effectiveness, but our overall evaluation is strongly positive.

Strengths:

- (1) CPIA reports directly to the Provost's Office providing it with significant independence from the Division of Athletics. The Provost is very pleased with the work that CPIA is doing.
- (2) CPIA, while certainly not over-funded, seems to have sufficient resources to fulfill its primary obligations. In addition, with the recent opening of the Burton Family Complex, CPIA is now less constrained in terms of physical space although space continues to be a concern overall.
- (3) CPIA counselors do a very good job of keeping up with all student-athletes and giving them proper academic advice.
- (4) CPIA counselors also appear to work well with faculty and academic advisors within a student's major. This includes a collaborative relationship with the Academic Center for Entering Students (ACES).
- (5) CPIA runs an extensive set of tutoring sessions and has a large cadre of tutors. In terms of funding, this is one area where more resources might be necessary in the future.
- (6) CPIA also has very strong communication links with the administrators and coaches in athletics.

Weaknesses:

Although our assessment of CPIA is strongly positive, we did identify one area potentially in need of attention. Specifically, and in the context of a perceived university-wide need, CPIA could significantly improve its services to student-athletes if it had greater ability to perform diagnostic work on students who potentially have learning

disabilities that we not diagnosed prior to coming to the University. Currently, CPIA is providing this service by contracting with professionals outside the university. Greater university-wide resources in this area would help CPIA and all UConn students, as there is typically a lengthy waiting period for assessment and results. .

Plans for Improvements:

Decisions for plans to address the one identified issue will need to be discussed within the Provost's Office in consultation with CPIA, ACES and other academic relevant units. There are several other areas which raise some questions that demand further study and they are in the areas of balancing schedules in terms of practice times and academic events scheduled outside of normal class times. These are issues that will likely be taken up by PAAC in conjunction with the Division of Athletics to determine if any recommendations/actions are called for.

Appendix A

Counseling Program for Intercollegiate Athletes

Mission Statement:

The mission of the Counseling Program for Intercollegiate Athletes at the University of Connecticut is to provide student-athletes with the appropriate counseling, advisement, tutorial and academic enhancement in order for them to optimize their educational experiences and promote retention, eligibility and graduation. The Counseling Program provides students with the necessary skills and information in order to make a successful transition from high school to college and from college to their post-graduate lives. The Counseling Program is the liaison between the academic and athletic communities on campus and the staff serves as student-athlete advocates. Aside from its support of students, the Counseling Program provides support to Faculty, Coaches and other university offices in order to facilitate a positive collegiate experience to student-athletes. Student-athletes must comply with two sets of academic guidelines (University & NCAA) and The Counseling Program staff advises and aids in the monitoring of these regulations. Counselors help students balance their academic and athletic demands without compromising their success in either realm while encouraging their holistic development as people prepared to meet the challenges of their collegiate experiences and beyond.

Goals:

- I. Support students in fostering a successful academic and social transition from high school to college.
- II. Promote a positive academic experience for students and provide opportunities and strategies to help students reach their educational goals.
- III. Provide students with the necessary information and skills in order to make a successful transition from their undergraduate experience to graduate studies or professional life.
- IV. Develop programs to aid students in achieving a healthy balance between academics and athletics.

Strategic Initiatives:

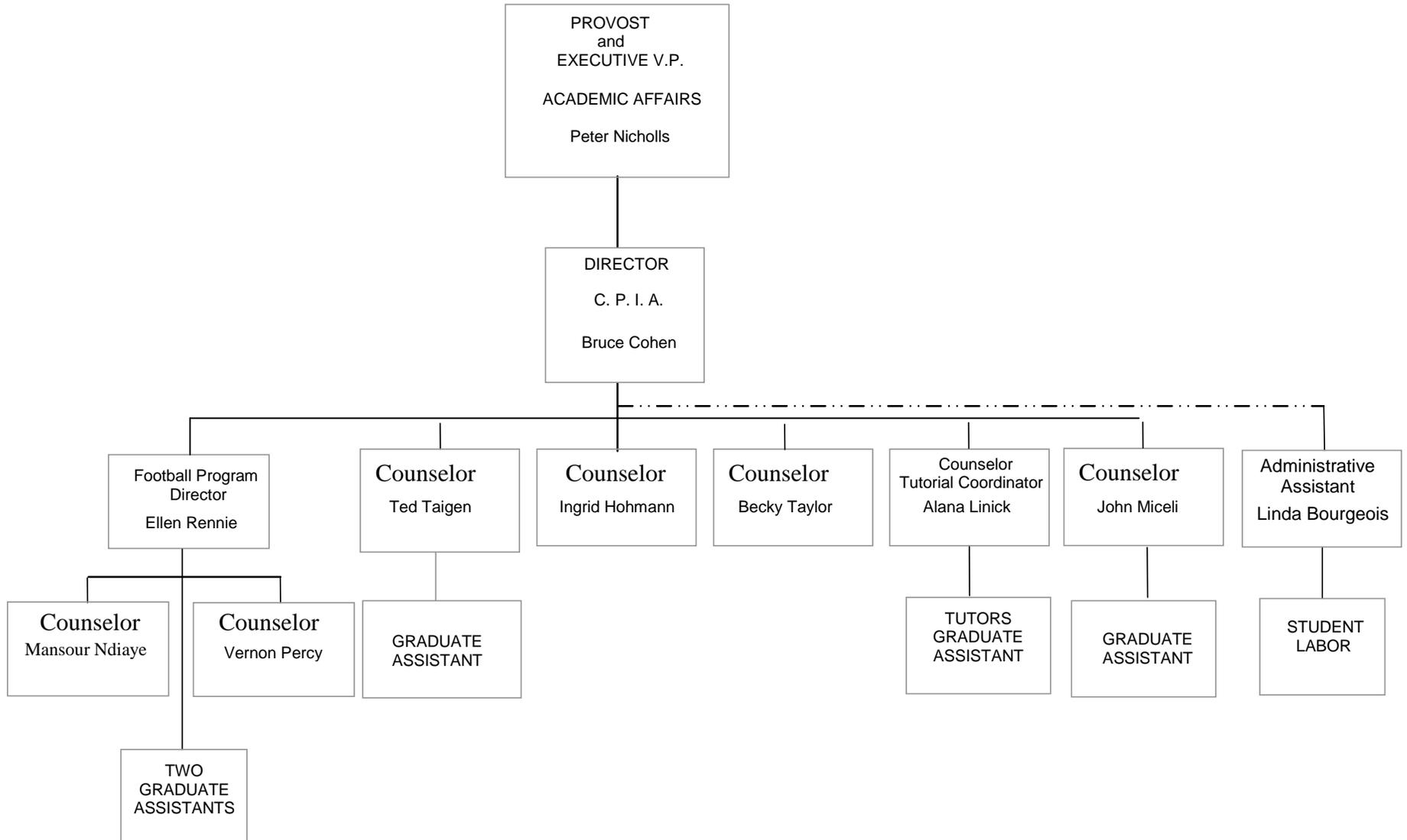
- I. Foster integration of student-athletes with other campus programs and work collaboratively with other university programs to enhance the student-athletes academic experience.
- II. Increase enrollment and further develop Freshmen & Senior Year Experience courses.
- III. Provide staff with educational opportunities and professional development in order to keep abreast of counseling, university, and NCAA issues.
- IV. Improve and devise more effective strategies for supporting and improving the academic success rate of under prepared and first generation college students.
- V. Work with Athletic Administration and coaches to identify and recruit students who have the best chances for academic and athletic success.
- VI. Encourage and promote student-athletes leadership and community service activities.
- VII. * Create a position for a learning disability specialist to provide diagnostic assessment and develop strategies for helping students with learning difficulties achieve their educational goals.
- VIII. Attract and retain a diverse staff to serve as role models for the diverse population of intercollegiate athletes.
- IX. Publicly highlight and promote student-athlete academic success and leadership activities.
- X. Improve the electronic tutorial monitor system, the website and better utilize technology to improve academic enhancement efficiency.

Indicators/Metrics:

- I. Maintain retention & graduation rates for all student-athletes that are comparable to the general student population.
- II. Maintain a 99% academic eligibility rate for student-athletes by both University and NCAA standards.
- III. Continue to have 100% of student-athletes participate/engage in counseling, tutorial, life skills, and academic enhancement activities sponsored by The Counseling Program for Athletes.
- IV. Keep the rate of “involuntary leavers” to no more than 1% of the student-athlete population.
- V. Increase the number of student-athletes who earn grade point averages of 3.0 or better from 40%--50% over the next five years.
- VI. Maintain an enrollment of 80% or higher in the FYE courses.
- VII. Increase the number of juniors/seniors who participate in the SYE course from 30---75 over the next five years.
- VIII. Increase the number of teams who earn 3.0.
- IX. Maintain reasonable caseloads for counselors.
- X. Meet with departments to ensure that student-athletes have pragmatic opportunities to have access to every available major.
- XI. Maintain and improve APR and GSR rates above the NCAA standard.
- XII. Meet regularly with all academic departments to keep abreast of changes in requirements.
- XIII. Have all counselors be members of various university committees and share information with our unit to improve the collective knowledge of all staff members.
- XIV. Provide staff with funding for professional development.
- XV. Expand and Improve physical space of The Counseling Program for Athletes.

Appendix B

C. P. I. A. ORGANIZATION CHART



November 2006

Appendix C

COUNSELING PROGRAM FOR INTERCOLLEGIATE ATHLETES

Bruce N. Cohen, Director

Telephone: 486-5515 U-2194

TEAM ASSIGNMENTS

COUNSELOR	TEAM	COACH	EXTENSION
Bruce Cohen 6-6483 E-Mail: bruce.cohen@uconn.edu	Women's Basketball	Geno Auriemma	4756
Ellen Rennie 6-6484 E-Mail: ellen.rennie@uconn.edu	Football	Randy Edsall	2718
Vernon Percy 6-1658 E-Mail: vernon.percy@uconn.edu	Football	Randy Edsall	2718
Mansour Ndiaye 6-3557 E-Mail: mansour.ndiaye@uconn.edu	Football	Randy Edsall	2718
Becky Taylor 6-4376 E-Mail: rebecca.taylor@uconn.edu	Women's Crew	Jennifer Sanford	3848
	Women's Ice Hockey	Heather Linstad	0612
	Men's Ice Hockey	Bruce Marshall	3072
	Men's Golf	Ron Dubois	6056 or 6058
	Men's Soccer	Ray Reid	4231
John Miceli 6-6482 E-Mail: john.miceli@uconn.edu	Men's Swimming	Robert Goldberg	3155
	Women's Swimming	Robert Goldberg	3155
	Women's Soccer	Len Tsantiris	2813
	Women's Track	Bill Morgan	3405
Ingrid Hohmann 6-6481 E-Mail: ingrid.hohmann@uconn.edu	Field Hockey	Nancy Stevens	4162
	Volley Ball	Holly Strauss	4239
	Lacrosse	Bonnie Rosen	0888
	Men's Track	Greg Roy	2365
Ted Taigen 6-4216 Email: taigen@uconn.edu	Men's Basketball	Jim Calhoun	2720
Alana Linick 6-0492 Email: alana.linick@uconn.edu	Baseball	Jim Penders	4089
	Softball	Karen Mullins	5020
	Men's & Women's Tennis	Glenn Marshall	0766
TUTORIAL COORDINATOR			
Email: alana.linick@uconn.edu			UPDATED 07/12/06