Study: Coach’s perception counts

When coaching athletes, what you believe is what you get, says a CSUS researcher.

In several studies of college and high school player-coach interactions, kinesiology and health science professor Gloria Solomon found the level of feedback an athlete receives from his or her coach does have an effect on athletic performance. And head coaches gave significantly better feedback to athletes deemed “high-expectancy” players, which led to higher performance.

But more surprisingly, Solomon learned that when athletes were considered high-expectancy, it wasn’t based on athletic ability or athlete confidence. “The predictor of actual performance was the coach’s perception of the athlete’s confidence,” says Solomon, a certified sport psychology consultant who has been both a coach and an athlete.

For several years she has been testing expectancy theory, which looks at the effect of one person’s expectations on another’s performance. “I wondered how some coaches could bring out the best in athletes while others couldn’t,” she says.

Expectancy theory had been used in education, but Solomon is the first to find a relationship between expectancy and athletic performance. Her findings have been published in several professional journals, mostly recently in the International Journal of Sports Psychology.

Another finding came during a study that documented the actual feedback coaches issued to athletes at practices. “When you ask coaches to reflect on the feedback they’ve given, they see themselves more positively than they otherwise might,” Solomon says. “The athletes, on the other hand, are very accurate in remembering what was said. Coaches are a little disconnected from what they say and what athletes pick up on and remember.”

There was also a tendency for coaches to form an opinion on athlete confidence early and stick with it, creating a self-fulfilling prophecy—the coach develops an initial impression of the athlete’s confidence, which affects feedback, which affects performance.

The good news is that Solomon offers workshops to help coaches change their expectancy tendencies. “We’re trying to circumvent behavior. It’s amazing how many coaches weren’t aware of what they were doing,” Solomon says. “The hope is that knowing the phenomenon exists will cause them to double-check their own behavior.”

She encourages coaches to give equitable information to all of their athletes and to be flexible. “When coaches develop initial expectations, those first impressions last a long time,” she says. “I was startled to find once a coach pegs a person—whether high, medium or low expectancy—his or her opinion won’t change. That can limit the amount an athlete can achieve. As an athlete, if the coach doesn’t believe in you it is very difficult to improve.”

Solomon did see positive signs when she looked at interactions between coaches and athletes in youth sport and between assistant coaches and athletes in high school and college. There was not the same type of difference in feedback that head coaches had with high school and college athletes.

—Laurie Hall

Kim boosts Korean American businesses

When Jong Kim speaks, Korean American small-business people listen. But, as the professor of accountancy has learned over the last few years, when he gets successful Korean American entrepreneurs to speak, those business people listen harder. “I’m learning,” he said with a smile.

Kim runs the College of Business Administration’s Small Business Seminar. The seminar provides basic business skill classes to Korean American enterprises. Coordinated by Kim, the seminars are presented in Korean and usually feature prominent members of Sacramento’s Korean American business community.

Kim has a national reputation as a business columnist in The Korea Times, one of the largest foreign-language newspapers in the country, and the four men wanted to tap into that knowledge to help local Korean American businesses.

“At first, there were small business programs, usually those programs fail to attract these people,” Kim said. “It’s not because those programs don’t provide useful information, but because there are language and cultural barriers.

“Never occurs to them that small businesses are something you learn how to do or that they can succeed on a larger scale,” he said. That is one of the reasons the success stories have become such an integral part of the seminars.

“The people get more interested when they see someone like him or her succeed,” Kim said.

In addition, he said it has not been difficult to find those successful Korean American entrepreneurs and persuade them to participate. “I’ve never found very successful people who were not willing to share their stories,” he said.

See KIM, Page 3

Classes help students make strong proficiency gains

Fully 98 percent of regularly admitted CSUS freshmen returning this year were proficient in math and English, according to a new report from the CSU system. That’s after 68 percent needed remediation of some kind when they arrived in fall 2000.

Throughout the CSU system, meanwhile, 97 percent of returning freshmen were proficient one year later. Taken together, the numbers indicate the campus and the system as a whole are largely successful in bringing continuing students up to CSU standards. Only 2 percent of returning students from the fall 2000 freshmen class at CSUS were not proficient this year.

However, remediation coursework was unable to help all students. Eleven percent of last year’s freshmen class at CSUS never made it to the second year; they had to be dis-enrolled because they did not achieve proficiency in their first year.

“These data clearly indicate that students can be successful in terms of math and English proficiency when there is a focus on the skills required for college-level work,” says Ric Brown, vice president for academic affairs (interim). “Our continuing goal should be working with the schools so that proficiency rates, as we define them, are substantially increased. Articulating our standards and continuing to credential highly qualified teachers must remain a high priority.”

The report also showed that, for this year’s incoming freshmen, 47.6 percent were proficient in math and 50.9 percent were proficient in English, while systemwide 53.8 percent were proficient in each subject.

The numbers are roughly the same as the 2000-01 academic year. Among new CSUS freshmen in 2001-02, about 3 percent more were proficient in math while about 2 percent fewer were proficient in English.

In 1996 the CSU trustees created a policy to address the large number of students in the upper third of their graduating high school class who were unable to demonstrate proficiency in English and mathematics, and they called for new annual reports. The trustees set a goal of increasing the proficiency of new CSUS freshmen to 90 percent by 2007.

Since then, the CSU system has developed several new initia-
The CSUS Bulletin welcomes submissions to the Professional Activities Section from faculty, administration and staff. Items are run on a space available basis. They should be no longer than 75 words and may be submitted to bulletin@csus.edu or faxed to 278-5290.

ROB WASSMER, public policy and administration, had his co-authored commissioned paper on “The Benefits of Growth” published in January by the Urban Land Institute, a national organization that represents progressive developers and was the first to promote the use of “smart growth.” The paper discusses the economic benefits that population growth brings to a metropolitan region.

GERALD F. CARR, foreign languages, co-edited the volume New Writers in Germanic Linguistics III, published by Peter Lang Publishing.


ANN WELDY, emeritus Arts and Letters and English, was the subject of a lifetime tribute at the Lambda Lit Festival in San Francisco in October. She also appeared on a panel discussing romance and mystery fiction by women authors. Her five novels from the 50s and 60s are being reissued by Cress Press of San Francisco.

CYNTHIA PARKMAN, nursing, had an article titled “Poly-pharmacy, Herbal Therapies, and Elders’.” It was published in July/August issue of The Case Manager. She also had an article published in the July issue of Continuing Care on “The Mind Body Connection: Guided Imagery Can Help to Improve Patient Outcomes.”

TOM KNUTSON, VAL SMITH and BOODNARIA K AWES-WONG, communication studies, have had their paper “Development of an Instrument to Measure Thai Rhetorical Sensitivity” selected for presentation at the annual conference of the International Communication Association in Seoul, Korea in July. The paper represents a continuation of programmatic research into Thai communication behavior. It is coauthored with a colleague at Bangkok University in Thailand.

DUANE CAMPBELL, bilingual multicultural education, was quoted in an Oct. 2 Sacramento Bee article on a peace forum organized by Sacramento-Yolo Peace Action. He also was on KUVS Ch. 19 news on Oct. 18 commenting on Afghan refugee crisis.

BHAJAN FOZOUNI, government, was quoted in the Oct. 2 Sacramento Bee article on a peace forum organized by Sacramento-Yolo Peace Action.

WILLIAM VIZZARD, criminal justice, was heard on KXJZ’s news on Oct. 4, 5 and Oct. 27 talking about the sky marshall.

TIM HODSON, Center for California Studies, was on KFBR’s afternoon news on Oct. 4 discussing the state’s energy crisis. He was also quoted in an Oct. 21 New York Times article that was reprinted in the Contra Costa Times about Northern California regional identity.

DONALD KENDRICK, music, was quoted in an Oct. 4 Sacramento News & Review article on the Sacramento Choral Society. He was also quoted in an Oct. 19 Placerville Mountain Democrat article on the El Dorado Union High School District Choral Festival.

AYAD AL-GAZZAZ, sociology, was quoted in Oct. 5 and Oct. 6 Sacramento Bee articles on Muslims and Arab Americans in post-Sept. 11 America. He was on KXVTV Ch. 10 news on Oct. 17 commenting on President George W. Bush’s national speech and on KXJZ news on Oct. 28 discussing Islam.

METWALLI AMER, accountancy, was quoted in an Oct. 8 Mountain Democrat article on an El Dorado High School forum on American response to terrorism.

LOUIS BOULGARIDES, kinesiology and health science, was quoted in an Oct. 9 Spectrum article on the high incidence of falls among the elderly.

UDAYAGIRI MIRUDA, sociology, was quoted in an Oct. 11 Sacramento News & Review article on patriotism.

TOM KANDO, sociology, was quoted on Oct. 11 in the Sacramento Bee article and the Oakland Tribune on the drop in the state’s violent crime rate.

FRANK LA PENA, ethnic studies, was quoted in an Oct. 11 Land Park News about the Native American Conference and Gathering.

WILLIAM DORMAN, government, was quoted in an Oct. 11 Sacramento Press-Sentinel on the lack of balanced U.S. report on the war against terrorism.

ROB WASSMER, public policy and administration, was quoted in an Oct. 12 article in the Alameda Times on pending state budget cuts.

MIKI VOHRYZEK-BOLDEN, Graduate Center, was quoted in an Oct. 12 Sacramento Bee article on her part in the Bee’s A Woman’s Day professional conference and exposition.

HENRY CHAMBERS, history, was on KXTV Ch. 10 news on Oct. 17 commenting on why terrorists targeted the United States.

PETER DETWILER, organizational behavior and environment, was quoted in an Oct. 17 Stockton Record and the Tracy Press article on urban sprawl in San Joaquin County.

JAN ANDERSON, anthropology, was quoted in an Oct. 12 Sacramento Bee article and an Oct. 13 Sacramento Observer article about his study showing that money is not the main cause of divorce.

TED LASCHEN, public policy and administration, was quoted in an Oct. 27 Stockton Record article on upcoming statewide proposition measures.

SUZANNE O’KEEFE, economics, was quoted in an Oct. 28 Torrance Daily Breeze article on economic enterprise zones.

NANCY KALISH, psychology, was quoted in an Oct. 29 Los Angeles Times article on the post-terrorist attacks rekindling of relationships.

DONALD W. NOOSTRANT, civil engineering, was quoted in an Oct. 29 Engineering News-Record magazine article on the challenges faced by engineering schools.

DENNIS TOOTELIAN, management, was heard on KXJZ on Oct. 30 discussing the Small Business Center.

The Office of University Affairs California State University, Sacramento 6000 J Street Sacramento, CA 95819-6026 Vice President, University Affairs Associate Vice President, University Administration and staff. Items will be published on a space available basis. For inquiries please call (916) 278-6156.

CSUS bulletin Volume 8, Number 19

RICHARD BATTY’S job path sounds like an airline schedule – New Zealand to Sacramento to New Zealand to Pennsylvania to New Zealand and then back to Sacramento.

The new recreation and leisure studies professor is making a return trip to CSUS, where he did undergraduate work as an exchange student. “I knew the town from going to school here and my wife happens to have family in the area,” Batty says. “So when I was evaluating my choices, this had a bit of an edge.

“It’s exciting to be working in the longest time,” he says. This had a bit of an edge. “It’s exciting to be working ship which he plans to apply in the field. “Often, students don’t really know what’s involved. They literally think it’s ‘fun and games.’ But there is huge career potential as long as they have a serious interest.”

Batty also believes students should look at leisure as a means to develop self and achieving new goals. “We try to open students’ eyes to the importance of leisure in their lives,” he says. “We want to show them how to use leisure constructively in ways that will bring happiness.”
Last spring, the CSUS general education committee conducted an assessment of the University’s race and ethnicity in America courses—a requirement for all students—and the survey’s results indicate a job being well done.

Student response was strongly favorable. Among the student comments about race and ethnicity in America courses, “challenging because different, but very exciting,” “allowed me to step out of my world and see from another perspective,” “has given me a greater respect for others,” and “the course taught me about prejudice and working in a diverse society.”

The committee surveyed 2,150 students in 82 sections of the 26 race and ethnicity in America courses in 31 different departments. Responses were very positive to the 22 questions that focused on learning outcomes for the GE courses. About 80 percent of the students agreed with each questionnaire item that asked whether or not their course met the learning expectations identified in the GE criteria for this category.

For instance, 83 percent agreed that their course included analysis of ethnicity, 85 percent agreed that their course included analysis of racism. Eighty-four percent agreed that their course analyzed concepts of how ethnicity, ethnocentrism and racism shape ethnic experiences in the U.S. The survey concluded with an open-ended statement asking students for a written response to the course they had taken. The written responses also were very positive.

The prompt for the written response was, “One of the goals of the University addresses our commitment to providing a curriculum which encourages students to develop an appreciation and understanding of a society whose diversity offers both rewards and challenges. Please comment on the extent to which your course has been helpful toward achieving this goal.”

The survey results were compiled and analyzed by English professor Linda Palmer and Otis Scott, ethnic studies professor and associate dean of Social Sciences and Interdisciplinary Studies.

Scott brought the findings of his survey and the history of his course to the American studies professor Scott Robinson for further analysis. The analysis was then made available to the campus community in the form of a faculty colloquium.

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**In survey, students praise race and ethnicity courses**

**CATASTROPHIC LEAVE**

Catastrophic leave (for family care) has been approved for the Sacramento famous, “challenging because different, but very exciting,” “allowed me to step out of my world and see from another perspective,” “has given me a greater respect for others,” and “the course taught me about prejudice and working in a diverse society.”

**STUDENT TRUSTEES SOUGHT**

The California State Student Association is accepting applications for student trustees to serve on the CSUS Board of Trustees. Student trustees act as the student voice of the Board. They are paid a modest stipend for conducting board business and attending board meetings, which are held six times a year.

To apply, contact the Associate Student Officers. Applications must be received in the California State Student Association office in Long Beach by 5 p.m., March 1.

**COLLOQUIUM SERIES KICKS OFF**

The first two presentations in the spring physics colloquium series will take place this week. Both will be held from 4 to 5:20 p.m. in Mendocino 1015.

On Tuesday, Feb. 5 William DeGrave and the National Institute of Standards and Technology in Maryland will talk on “Two-Photon Laser Spectroscopy at Lushan.” And on Thursday, Feb. 7, 7 Zodiac Webster of the UC Berkeley astronomy department will talk on “Gravel in Young Stellar Disks? Evidence of Grain Growth from Millimeter Astron.”

Both talks are sponsored by the physics and astronomy department.

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**Former dean left lasting mark**

Austin Gerber, formerly dean of the CSUS College of Business Administration and acting president, died Monday, Jan. 28, at a Roseville hospital. He will be buried at the National Cemetery in Arlington, Va., where his wife Nell was buried last year.

Austin Gerber arrived at CSUS in 1965 as a professor of business law and became chair of the department of organizational behavior and environment in 1967. He was appointed dean of what is now the College of Business Administration in 1973 and served in that capacity for 13 years. He then served the University as acting presi- dency immediately preceding current President Donald R. Gerth.

Gerber was born in Philadelphia on Feb. 23, 1918. He received a degree from the University of Alabama, his J.D. from Georgetown Uni- versity and a master’s degree from Stanford University. He served in the Army in World War II and retired in 1965 when he arrived at CSUS. During his years in Sacramento he was active in many civic organizations.

The College of Business Administration dedicated last week’s Melvin and Audrey Shore Endowed Lecture in his memory.

CSUS President Donald R. Gerth said, “Austin is truly one of the builders of this University. He left his stamp of quality and professional- ism on the College and indeed on the whole University. He was my immediate predeces- sor in the presidency here. In the presidential transition he was immensely helpful and supportive—I could not have asked for more. He became not only a colleague but a friend. In his life and in his work in the University he was the kind of person who makes the world go around,” to use an old phrase. We are indebted to him.”

A service is scheduled at 10 a.m., Feb. 4 at Our Lady of Assumption Catholic Church.
**February 1**

**Monday, Feb. 1**

- **7:00 - 9:00 a.m.,** General Education Policies/Graduation Requirements Committee, 3 p.m., Executive Committee

- **2 p.m.,** Committee on Diversity and Equity (CODE)

**Tuesday, Feb. 5**

- **7:30 - 9:00 a.m.,** Curriculum Subcommittee

- **11:00 a.m.,** Committee on Student Rights and Responsibilities

- **1:30 p.m.,** Governance Committee

**Wednesday, Feb. 6**

- **11:00 a.m.,** Faculty Senate

- **3:00 p.m.,** General Education Policies/Graduation Requirements Committee

- **5:00 p.m.,** Executive Committee

**Thursday, Feb. 7**

- **9:00 - 11:00 a.m.,** Curriculum Subcommittee

- **1:00 - 3:00 p.m.,** Committee on Student Rights and Responsibilities

- **3:30 - 5:30 p.m.,** Committee on Diversity and Equity (CODE)

**Friday, Feb. 8**

- **9:00 - 11:00 a.m.,** Committee on Student Rights and Responsibilities

- **12:00 - 2:00 p.m.,** Curriculum Subcommittee

- **3:00 - 5:00 p.m.,** Committee on Diversity and Equity (CODE)

**Monday, Feb. 11**

- **9:00 - 10:30 a.m.,** Faculty Senate

- **12:00 - 2:00 p.m.,** Committee on Diversity and Equity (CODE)

- **3:00 - 5:00 p.m.,** Executive Committee

- **6:00 - 8:00 p.m.,** Committee on Student Rights and Responsibilities

- **7:00 - 9:00 p.m.,** Curriculum Subcommittee

**Wednesday, Feb. 13**

- **9:00 - 11:00 a.m.,** Executive Committee

- **12:00 - 2:00 p.m.,** Committee on Diversity and Equity (CODE)

- **3:00 - 5:00 p.m.,** Faculty Senate

**Thursday, Feb. 14**

- **9:00 - 11:00 a.m.,** Faculty Senate

- **12:00 - 2:00 p.m.,** Committee on Diversity and Equity (CODE)

- **3:00 - 5:00 p.m.,** Executive Committee

**Friday, Feb. 15**

- **9:00 - 11:00 a.m.,** Faculty Senate

- **12:00 - 2:00 p.m.,** Committee on Diversity and Equity (CODE)

- **3:00 - 5:00 p.m.,** Executive Committee

**Monday, Feb. 18**

- **9:00 - 11:00 a.m.,** Faculty Senate

- **12:00 - 2:00 p.m.,** Committee on Diversity and Equity (CODE)

- **3:00 - 5:00 p.m.,** Executive Committee

**Wednesday, Feb. 20**

- **9:00 - 11:00 a.m.,** Faculty Senate

- **12:00 - 2:00 p.m.,** Committee on Diversity and Equity (CODE)

- **3:00 - 5:00 p.m.,** Executive Committee

**Thursday, Feb. 21**

- **9:00 - 11:00 a.m.,** Faculty Senate

- **12:00 - 2:00 p.m.,** Committee on Diversity and Equity (CODE)

- **3:00 - 5:00 p.m.,** Executive Committee

**Friday, Feb. 22**

- **9:00 - 11:00 a.m.,** Faculty Senate

- **12:00 - 2:00 p.m.,** Committee on Diversity and Equity (CODE)

- **3:00 - 5:00 p.m.,** Executive Committee

**Monday, Feb. 25**

- **9:00 - 11:00 a.m.,** Faculty Senate

- **12:00 - 2:00 p.m.,** Committee on Diversity and Equity (CODE)

- **3:00 - 5:00 p.m.,** Executive Committee

**Wednesday, Feb. 27**

- **9:00 - 11:00 a.m.,** Faculty Senate

- **12:00 - 2:00 p.m.,** Committee on Diversity and Equity (CODE)

- **3:00 - 5:00 p.m.,** Executive Committee

**Thursday, Feb. 28**

- **9:00 - 11:00 a.m.,** Faculty Senate

- **12:00 - 2:00 p.m.,** Committee on Diversity and Equity (CODE)

- **3:00 - 5:00 p.m.,** Executive Committee