

Perceived Contributions of a College Athletic Advising Program to Graduates

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Research has indicated that college student-athletes face many challenges which may make resolving the developmental tasks in the age-relevant stage difficult. The present study examined the contributions that the Office of Academic Development for Student-Athletes (OADS) has made in terms of the accomplishment of certain tasks related to this critical transitional stage between adolescence and adulthood. First-year and transfer varsity athletes who were involved in the academic advising program in 1987 were interviewed over the telephone. Results indicate that the former athletes reported themselves as satisfied with the OADS and with the following developmental tasks: self-acceptance, making a contribution in a career, relating to others, achieving intimacy, and developing one's spirituality.

During the college years, young adults engage in the final resolution of important developmental tasks. Havighurst (1972) and Levinson (1986) identified these tasks as establishing appropriate relations with peers of both sexes, becoming emotionally independent of adults, becoming economically independent, preparing for a career, developing cognitive skills necessary for social competence, acquiring socially responsible behavior, preparing for marriage and family, and developing an ethical system that is harmonious with an appropriate scientific world-picture. Chickering (1969) postulated seven vectors along which college student development sequentially occurs. The seven vectors are: developing competence, managing emotions, developing autonomy, establishing identity, freeing interpersonal relationships, developing purpose, and developing integrity. The accomplishment of developmental tasks is significantly difficult for any individual, but a large body of research has indicated that college athletes experience unique challenges and demands in addition to those challenges faced by non-athletes. These challenges make it particularly difficult for the student-athlete to resolve age-relevant developmental tasks (Goldberg & Chandler, 1995; Morrissey, 1995; Nelson, 1983; Parham 1993).

It appears that student-athletes may endure additional stressors through participation in intercollegiate athletics (Cooker & Caffey, 1984; Ferrante, Etzel, & Lantz, 1996; Figler, 1987; Parham, 1993). Researchers have discussed the importance of attending to the developmental advising needs of athletes and providing extended student services (Denson, 1994; Ferrante et al.). Academic advisers for student-athletes may be in an advantageous position to positively assist the student-athletes by providing them with additional guidance and support.

Learning to balance academics and athletics is one of the most difficult challenges faced by student-athletes who have limited availability because of their inflexible practice

schedules (Jordan and Denson, 1990). Athletes attributed the greatest impediment to their success as students to the amount of time and energy required for practices and games (Boone & Walker, 1987). Consequently, they have difficulty benefiting from the spectrum of university services during the typical working hours. Since many athletes place a higher priority on successful college sports careers than on a sound college education (Adler & Adler, 1985; Purdy, Eitzen & Hufnagel, 1982; Sack, 1988), their academic achievement and developmental maturation may suffer. Successful high school athletes who continue participation in college athletics often feel pressure to maintain a high level of performance in college. If difficulties are experienced in attaining this performance level, student-athletes may feel as if they are disappointing coaches, parents, and friends. This often leads to feelings of disappointment and loss in control of their athletic careers (Parham, 1993).

Another difficulty faced by athletes is developing a feeling of integration with the college community. Adler and Adler (1985) found that many athletes felt isolated from the general student population due to decreased opportunities to interact with the rest of campus. This lack of interaction can create difficulties for athletes developing friendships with the rest of the student population. Not only do athletes have to deal with the difficulties initiating and maintaining friendships with other students, relationships with coaches can also be extremely stressful. Coaches often have a pervasive influence on college athletes and play a central role in determining the direction of the athletes' lives (Lide, 1983). Sack (1988) and Purdy, et al. (1982) found that many coaches are under intense pressure to win. Therefore, they can be excessive in time demands placed on athletes both during and between seasons (Lambie, 1990; Purdy, et al.).

Possibly the most difficult challenge college athletes face is the potential termination of their participation in school athletics, an activity which contributed significantly to the development of their identity (Wittmer, Bostic, Phillips, & Waters, 1981). Parham (1993) described three factors which contributed to the tension felt by student-athletes as their senior years approached and athletic careers came to a close. These tensions include the amount of time and effort the athletes invest in the sport, the exclusivity of sports in their lives, and the extent of the success that they have enjoyed over the years. According to Parham, if these factors have only minimally affected the athlete, there may be a smoother transition to the world outside of athletics.

Developmental Tasks

Erikson (1968) identified several developmental tasks which must be accomplished during the college years. His fifth stage called *Identity v. Role Diffusion*, focuses on identity development and establishment of occupation and sex roles. One's sense of identity can be experienced simply through a sense of psychosocial well-being and the assurance of anticipated recognition by those who are most important to him or her. Erikson's sixth stage, *Intimacy v. Isolation*, includes the transition into adulthood. True intimacy, the fusing of identities, is possible only after one has developed a personal identity. An individual who is unsure of his or her identity either does not become intimate with someone or involves him or herself in acts of intimacy which are indiscriminate, without true fusion (Erikson, 1968).

Levinson (1986) also identified developmental milestones which must be achieved in the college years. He introduced the notion of a *life structure*, which is the underlying

pattern of a person's life at a given time. The main component of a life structure is the development of relationships with others. These relationships involve an investment of oneself, such as desires and commitment, with the reciprocal investment of the other person or activity. A life structure may include many components, however, usually only one or two components play a central role at any given time. The *Early Adult Transition* is a period between the pre-adulthood era and early adulthood and is followed by the *Entering the Adulthood* stage. During the *Entering Adulthood* stage, a great deal of energy is expended on the development of new roles and increased level of contradiction and stress. Early adulthood can be very overwhelming in terms of love, sexuality, family life, occupational advancement, creativity, and realization of major life goals. Individuals at this stage are pulled between their own ambitions and passions, and by the demands of family, community and society. Even in under fairly favorable conditions, while the rewards of this era are immense, the costs often equal or possibly exceed the benefits (Levinson, 1986). This stage includes the establishment and pursuit of what Levinson terms the *Dream*, which is a person's general expectation of what he or she would like to achieve or become.

Athletes may have difficulty integrating acceptable new roles and values into a stable personal identity and might be unsure of their capabilities. Confusion may exist between the role of student and that of the athlete (Nelson, 1983). For many athletes, self-esteem and identity are closely linked to athletic accomplishments; subsequently, expectations regarding future accomplishments follow (Morrissey, 1995). Sparent (1988) reported that athletes often view the world in dichotomous terms of right and wrong, and see authority figures as guides to the right decisions. The athlete's coach-dominated world often consists of making few decisions, or decisions of little worth when ideally they could be making more decisions and gaining in independence and autonomy.

Need for Support Services

Many athletes feel that college is simply a necessary path to take on the journey towards professional sports (Hall & Crawford, 1987). Blann (1985) found that student-athletes at high levels of competition were less able to form mature educational and career plans as compared to non-athletes. Similarly, Kennedy and Dimick (1987) reported that athletes were significantly lower in career attitude maturity than were non-athletes. When the time arrives for athletes to plan for a life outside of athletics, those who are more committed to athletics often find it harder to separate from sports and more uncomfortable to look ahead and plan for an unpredictable future (Goldberg & Chandler, 1995).

Further, the environment for athletes seems to be less supportive in college than in high school. Those in administration generally view athletes as a problem group, while other students see them as overprivileged (Nelson, 1983). Athletes who are able to find other sources of support and "emotional nourishment" in college tend to manage their developmental challenges with less difficulty (Parham, 1993). Goldberg and Chandler (1995) stated that one of the vital roles school counselors can play is helping athletes develop the skills and values that are needed in life after athletics. Literature has shown that counseling enhances the development of the athlete (Figler, 1987; Goldberg & Chandler; Kirk & Kirk, 1993; Nelson, 1982). To this end, the National Collegiate Athletic Association (NCAA) has mandated that every recruited freshman

athlete must be in contact with an academic adviser for student-athletes at each Division I institution (NCAA, 1995). According to this governing body, academic advising needs to be an integral part of contributing to the college athlete's development throughout college in areas such as academics, athletics, social and career development.

The Office of Academic Development of Student-Athletes (OADSA) program at James Madison University, initiated informally in 1987 and mandated by the NCAA in 1991, has grown considerably, especially over the last five years. The OADSA is responsible for the organization and coordination of the programs which support the academic needs and requirements of student-athletes. These goals are structured with regard for compliance with NCAA guidelines and continuing eligibility and satisfactory progress toward graduation for all student-athletes. In addition, the OADSA coordinates and directs the tutoring program for student-athletes and makes referrals to appropriate campus and community resources. Given these rapidly expanded efforts and the resources invested in these support services, it seems plausible that an emphasis on evaluation of these programs in order to justify their continuation and to ensure that the athletes' holistic needs are being met in the best possible ways (Denson, 1996).

There are 13,000 students currently enrolled at James Madison University in Harrisonburg, Virginia, with approximately 650 athletes participating in 27 varsity sports (13 men's and 14 women's). Presently, the OADSA is headed by the Assistant Athletic Director for Academic Development, three full-time academic advisers who have Master's degrees, two graduate assistants who serve as part-time academic advisers, and a full-time supervisor of the tutoring program. In addition, to responding to the academic needs of the athletes towards graduation, the staff is dedicated to assisting the athletes with the resolution of their other developmental tasks. OADSA members meet with each first-year student or transfer from every varsity sport on a weekly basis to monitor their academic process. During the meetings, these students are assisted in the exploration and choice of a major course of study, and develop class schedules relative to their progress and future needs. The athlete and his or her adviser discuss a variety of topics, from personal issues to ways of becoming involved in activities outside athletics. The OADSA coordinates study halls and tutoring for the athletes, as well as referring them to other services provided by the University when necessary.

Levinson (1986) identified issues he felt were relevant to the transition stage between adolescence and adulthood and the *Entering the Adult World* period immediately following. This exploratory study assessed former athletes' perceptions of the OADSA's contributions in terms of their satisfaction levels with the resolutions of issues arising during those periods.

METHOD

Intervention

The OADSA began operation in 1987. That year, the athletic academic adviser served as adviser to all first-year athletes. Consequently, the first year of this program was initiated with the target group (Group 1) of first-year athletes participating in football, men's and women's basketball, men's and women's track required to meet with the academic adviser on a weekly basis. All first-year athletes came to the OADSA to receive information concerning registration and other services offered by the OADSA.

In February of the athletes' first year, they were also assigned to an academic adviser

for their major interest of study. If they had not declared a major, they were assigned to an adviser for undeclared majors. Athletes continued to be welcomed at the OADSA for any reason.

Participants

We attempted to survey all former varsity athletes who were first-year students in 1987 using a one-point-in-time measurement. Although the OADSA now advises athletes in all 27 varsity sports, only the first-year student-athletes had participated in the Academic Advising program in 1987, comprising the convenience sample for this exploratory study. Eighty-two first-year athletes participated in the academic advising program. The researchers were unable to contact all of the first-year athletes even though several attempts were made. There were a total of 46 (56%) former JMU athletes surveyed (30 men and 16 women) with a minority population of 10 African American students (7 men and 3 women).

The first-year athletes were divided into two groups depending upon where the athletes in each sport were on the academic continuum of the student population. Those sports which had the majority of first-year athletes in the lower end of the continuum (under 2.5 GPA) were in the first group which included football, men's and women's basketball, and women's and men's track. The second group consisted of a combination of seven men's and six women's sports. Both groups received all of the first-year academic advising services, and told they were welcome to visit the office as often as they desired. However, Group 1 was required to meet with the academic adviser on a weekly basis, whereas Group 2 was not required to meet. Some of the first-year student-athletes in Group 1 were also involved in a transitional program in the summer before they began classes. This program assisted minority students in preparing for the academic rigors of college. The weekly meetings with the academic adviser were seen as a continuation of the transitional program.

Procedure

Approval for the study was received from the university's Institutional Review Board. The freshmen athletes of 1987 were surveyed by telephone interview by one of the researchers (neither of whom are involved with athletic programs). It was possible for the participants to add their comments throughout the interview following each subset of the survey. Unfortunately, it was not possible to obtain every former athlete's current telephone number because they changed addresses or the university Alumni Office had no forwarding addresses.

Once reached by telephone, the participants were asked if they would voluntarily respond to questions about their experiences with the athletic academic advising. Participants were read an informed consent statement before agreeing to respond to the questionnaire. They were assured of the confidentiality and anonymity of their responses, and told that their names would not appear with their responses or in reporting the results of the study. Guidelines established by the American Psychological Association were strictly adhered to throughout the study (American Psychological Association, 1994). All participants were asked the same questions in the same order.

Questionnaire

The questionnaire used was a survey constructed by the researchers. It was patterned after an instrument developed by one of the researchers for use as a senior exit survey by the university Department of Psychology. (Nelson & Johnson, 1997). The first 19 questions covered the topics of athletic academic advising, academic advising by their college major adviser, and the university's Reading and Writing Lab. Responses, which were recorded in writing by the interviewer, were given either in terms of "Yes" or "No", or on a Likert-type scale of 1-5, where 1 = strongly agree, 2 = agree, 3 = disagree, 4 = strongly disagree, and 5 = not-applicable. The remaining 35 questions covered the topics of life satisfaction, career satisfaction and satisfaction with relationships. Responses were given on a Likert-type scale of 1-5, where 1 = very satisfied, 2 = satisfied, 3 = dissatisfied, 4 = very dissatisfied, and 5 = not-applicable, and responses of "Yes" or "No" for certain questions. There were opportunities for each participant to give comments and suggestions concerning each of the services they received. There were also open-ended questions concerning the following: participant's "Dream;" occupation; leisure activities; and problems associated with participation in intercollegiate sports.

RESULTS

Overall, the participants' responses to the questions were positive. All participants felt that their athletic academic adviser had sufficient knowledge of JMU policies and requirements, and provided them with accurate, useful information. They strongly agreed or agreed that their academic adviser was available during scheduled hours or scheduled alternative times (86.6%), and the majority of the participants (84.4%) responded favorably towards their athletic academic adviser's ability to advise them on immediate academic problems. The majority of the participants (63.0%) responded positively with regard to their athletic academic adviser's ability to advise them on long-range planning and vocational opportunities, although the response of 10 participants was "Not-applicable." The majority of the participants (80.5%) strongly agreed or agreed that their athletic academic adviser was well informed about campus support services and referred them to other sources of information when necessary with seven participants responding with "Not-applicable." All but one participant (98.0%) felt that their athletic academic adviser respected their feelings and concerns by responding with "Strongly agree" or "Agree," and all but one participant (98.0%) felt that their academic adviser was helpful and effective.

Only 19 (31.6%) of the former athletes reported interaction with the academic adviser for their major. Participants were asked the same questions about the major adviser as they had been previously asked about their athletic academic adviser. The majority of the former athletes (63.1%) responded favorably towards each of the questions about their major academic advisers. It appears that the participants only interacted with their major adviser for reasons specific to their major. When comparing the responses between the athletic academic adviser and the major academic adviser, the participants responded more favorably towards the athletic academic adviser for each of the questions in the categories of "Strongly agree" and "Agree."

Developmental Tasks

A number of questions dealt with participants' level of satisfaction with the developmental task of self acceptance. All of the participants were "Very satisfied" or "Satisfied" with the question dealing with their life in general. The majority of the participants (97.8%) responded with "Very Satisfied" or "Satisfied" with the question dealing with self-esteem, and all of the participants were very satisfied or satisfied with the choices they have made in their life. The majority of the participants (95.6%) were very satisfied or satisfied with the amount of control over circumstances in their lives, and all of the participants were very satisfied with their leisure activities.

Questions concerning the developmental task of "feeling as if they made a contribution in their career" indicated high satisfaction percentages. The majority of the participants (87.0%) responded as "Very satisfied" or "Satisfied" with their occupation. Again, the majority of the participants (78.3%) were very satisfied or satisfied with their current income, and (84.8%) responded as "Very satisfied" or "Satisfied" with their opportunities for advancement. The majority of the participants (91.3%) were very satisfied or satisfied with their responsibility on the job, and the majority (82.2%) were very satisfied or satisfied with their mentorship relationship. When asked about their work environment, the majority of the participants responded as "Very satisfied" or "Satisfied" (86.6%), benefits (80.0%), and travel opportunities (60.0%). The majority of the participants (88.9%) were very satisfied or satisfied with feeling like a valued member making special contributions.

The subsequent questions pertained to the level of satisfaction with the task of "relating to others." All of the participants were "Very Satisfied" or "Satisfied" with the relationships with friends, and with coworkers. The majority of the participants (78.3%) responded as "Very satisfied" or "Satisfied" with their relationships with their community members. Most of the participants (91.4%) continued to keep in contact with old teammates.

There were a number of questions dealing with satisfaction levels with the developmental task of "achieving intimacy with others". All of the responses fell in the categories of "Very satisfied" or "Satisfied" pertaining to relationships with their parents, and to the relationships with their siblings (93.4%), significant others (97.4%), and (if applicable), their children (100%).

One question dealt with the participants' level of satisfaction with the task of spirituality. Eleven (23.9%) of the participants were very satisfied, 23 (69.6%) participants were satisfied, and three (6.5%) were dissatisfied with the spiritual dimension in their life. The term spirituality was not defined in the question; therefore, each participant defined it in his or her own terms.

DISCUSSION

Limitations of the Study

Before interpreting the results, the limitations of this study should be kept in mind. As indicated earlier, this is an exploratory study to examine the effectiveness of a program still in its infancy, mandated by the NCAA. The results contain reported differences in percentages of levels of satisfaction for each question. Not all of the teams were

represented, including men's and women's swimming, women's golf and women's tennis; and only a small number of these former students were able to be reached. Therefore, the results shown in this study should not be construed to be attitudes of the entire first-year athlete class of 1987, only of those interviewed. Also, with the small sample size and lack of a control group, results must certainly be eyed with caution.

Another limitation was the difficulty in obtaining the current telephone numbers of the participants. Once the correct number was obtained, it was often difficult to reach the athlete, even if he or she was called after work hours. One former athlete opted not to answer the survey and one male was in a situation in which he could not communicate via the telephone. Calling the participants was thought to be a more personal method of gathering information, and that participants may have been put off by a paper and pencil technique where return rates are often very low. It is possible that factors other than the adviser relationship shaped the responses given. For example, it may be that with maturation, the former student-athletes had a more idealized picture of the value of the relationship. Finally, there may have been many intervening, unaccounted for variables occurring during the progression of five years following graduation.

Implications for Intervention

The results of this study indicate that the former athletes report themselves as successfully resolving the developmental tasks during Levinson's *Early Adult Transition* and *Entering the Adult World Stage* (Levinson, 1986). These tasks include self acceptance, making a contribution in one's career, relating to others, achieving intimacy, and the spiritual dimension. The athletes reported themselves as more satisfied with the dimensions of achieving intimacy and the development of a spiritual dimension. In addition, the participants reported themselves as satisfied with the career and self tasks, but not as "Very satisfied" as they were with the intimacy and spiritual dimensions. Academic support services might use information of this sort to help identify areas where improvement is needed and ultimately to devise intervention methods to facilitate student-athletes' accomplishments in all developmental areas.

The developmental task of achieving intimacy was perceived to be the task in which the participants were the most satisfied. Questions regarding this dimension covered the participants' satisfaction levels towards their parents, siblings, significant others, and their children. Parham (1993) reports that athletes tend to handle their developmental challenges with less difficulty if they are able to find sources of support in college. These participants reported themselves as most satisfied with the questions regarding the accomplishment of this task.

The participants reported satisfaction with their resolution of the task of developing spirituality. In general, they seemed to be satisfied with their spiritual development thus far. Each participant also described their Dream, as defined by Levinson (1986). This open-ended question resulted in a rather distinct pattern where responses fell into the following categories: to be successful in general; to be successful in their career; to have a successful intimate relationships; to achieve their goals or potential; to provide for their family; to be a good parent; to be financially sound; or to be happy.

The reported levels of satisfaction between Groups 1 and 2 resulted in few differences. A majority of the athletes reported they sought academic advising from the OADSA on their own. Therefore, it is impossible to determine the extent of advising each athlete

received. It appears, then, that three groups actually formed. The first group included those athletes who visited their athletic academic adviser on a weekly basis because they were required to do so by the head of the OADSA. The second group were those athletes who met with the athletic academic adviser sometimes more often than once a week, although not required to do so. These particular athletes took advantage of the opportunity to meet with the athletic academic adviser when they felt a need for advising. Many of these athletes used the athletic academic adviser throughout their college career and did not seek out their major adviser. The third group included those athletes who were not required to meet with the athletic academic adviser on a weekly basis, and did not elect visits other than those necessary for class registration.

In the questionnaire, there was a specific open-ended question which asked for comments or suggestions concerning the athletic academic advising the athletes received. From the participant responses, it appears that athletic academic advisers must have certain salient characteristics which are necessary to provide the additional support and guidance that many athletes need. Many of the athletes commented that the athletic academic adviser really cared about them and all of the athletes he/she advised. The "open-door" policy provided by the OADSA seemed to be advantageous for athletes, especially those who needed additional assistance with their developmental needs. The athletic academic adviser appeared to be committed to ensuring the support which the athletes needed. According to Denson (1996) this ability of the adviser to establish rapport and to reach out to the athletes in a caring manner may provide the cornerstone for a successful advising program.

It is hoped that this study will be able to be used as a model for subsequent studies for assessing the athletic academic advising at JMU and at other universities. Because the NCAA mandate required all recruited freshman athletes to be in contact with an academic adviser for student-athletes at each Division I institution beginning in 1991, there is a need for accountability to achieve and maintain high quality academic advising for student-athletes in all Division I institutions. Assessment will enable academic advising programs to continually grow and improve in order to provide the student-athletes with the holistic support programs endorsed by researchers for the benefit of their developmental as well as their academic needs (Denson, 1996). There have been significant developments within the OADSA since the NCAA mandate. As previously described, the OADSA must organize and coordinate the programs supporting the academic needs and requirements of student-athletes. There are two new programs which have been implemented into the OADSA this year. The Life Skills program, which is sponsored by the NCAA, is a program in which student-athletes are educated in five broad areas deemed important by the NCAA. The Academic Commitment involves topics such as academic counseling, goal setting, and study skills. The Athletic Commitment covers coaching and support staff sensitivity, adequate accommodation of needs of each sport, and support programs. The Personal Development Commitment includes social development (manners and etiquette), personal health, fundamental values, emotional health (i.e., self-esteem, spiritual), peer education and counseling, and fiscal responsibility. The Service Commitment involves community outreach. Finally, the Career Development Commitment entails counseling, applying/ interviewing, networking and placement. The universities are responsible for educating their student-athletes on the topics under each commitment which they consider the most important.

Other researchers have addressed the significance of attending to the developmental advising needs of athletes and to offer extended student services to them (Ferrante et al., 1991). This study attempted to assess former athletes' perceptions of the OADSA's contributions in terms of its satisfaction levels with the resolution of certain issues relevant to the transitional stage between adolescence and adulthood and the period immediately following *Entering the Adult World* stage identified by Levinson (1986). On the basis of this preliminary study, it appears that the OADSA at JMU is successful in their attempts to assist student-athletes with their developmental advising needs.

In the future, strong efforts should be made to contact all targeted former athletes. Use of paper and pencil surveys could be contrasted with telephone interviews for effectiveness. Also, having larger representations from all sports at the university may yield more distinct differences between sports.

Another suggestion is the need for continued, ongoing assessment of the services provided by the OADSA. Along with the mandate of the NCAA requiring all Division I institutions to make counseling services to all recruited first-year athletes, comes a concomitant mandate for evaluation of those services. According to Jordan and Denson (1994) institutions have heretofore focused on the providing of services to student-athletes with the evaluation of those programs seen as more of a luxury than a necessity. As these programs have increased in prominence and financial support the time has come for the evaluation of support services. A study is currently underway in the form of an exit survey of graduating senior athletes to assess the current program and the resources they have been afforded during their matriculation at JMU.

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TELEPHONE SURVEY FOR FORMER STUDENT ATHLETES

(Introduction and informed consent section preceded the questionnaire)

First I am going to read some questions that have to do with your level of satisfaction of the Athletic Academic Advising you received. As I read each question, would you please tell me whether you: Strongly Agree with the statement, Agree, Disagree, Strongly Disagree, or Not Applicable, if you received no help in that area.

Your Athletic Academic Adviser:

1. Had sufficient knowledge of JMU policies and requirements to provide you with accurate, useful information.
2. Was available during scheduled hours or scheduled alternative times.
3. Advised you on immediate academic problems.
4. Advised you on long-range planning and vocational opportunities.
5. Was well informed about campus support services and referred you to other sources of information and assistance when you needed them.
6. Respected your feelings and concerns.
7. Was helpful and effective.

What additional comments or suggestions do you have concerning the athletic academic advising you received?

Now I am going to read some questions which have to do with your level of satisfaction with some of the student services provided by JMU. As I read each question, would you please tell me whether you: Strongly Agree with the statement, Agree, Disagree, or Strongly Disagree.

8. Did you ever visit the Reading and Writing Lab? Yes/No
9. You were given helpful advice from the Reading and Writing Lab.
10. You were treated in a courteous manner by the staff of the Reading and Writing Lab.

What additional comments or suggestions do you have concerning the Reading and Writing Lab?

11. What was your college major at JMU?
12. Did you ever interact with your academic adviser for your major in order to obtain advising assistance information? Yes/No

I am going to read a list of areas in which you may have received help from your

academic adviser for your major. As I read each one, would you please tell me whether you: Strongly Agree with the statement, Agree, Disagree, or Strongly Disagree.

Your academic adviser for your major:

13. Had sufficient knowledge of your major and JMU policies and requirements to provide you with accurate, useful information.
14. Was available during scheduled hours or scheduled alternative times.
15. Advised you on immediate academic problems.
16. Advised you on long-range planning and vocational opportunities.
17. Was well informed about campus support services and referred you to other sources of information and assistance when such referral better suited your needs.
18. Respected your feelings and concerns.
19. Was helpful and effective.

What additional comments or suggestions do you have concerning your major department adviser?

The next questions have to do with your life satisfaction in general. For these questions, please respond with Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied.

20. In general, how satisfied do you feel with your life at this point?
21. How satisfied are you with yourself in comparison with your peers?
22. How satisfied are you with the spiritual dimension in your life? Since people have different definitions of the spiritual dimension, just respond in the way that seems most appropriate for you.
23. How satisfied are you with the choices you have made in your life so far?
24. How satisfied are you with the amount of control you feel over circumstances in your life?

Leisure activities are important in everyone's life, and they involve your interests and activities when you are not working.

25. What are some of your leisure activities?
26. Do you think they relate in any way to the sport you played at JMU? Yes/No
27. How satisfied are you with your leisure activities?
28. How satisfied are you with your physical and mental health at this point?

What additional comments or suggestions do you have concerning your general life satisfaction?

The next questions have to do with your level of satisfaction with your career.

29. What is your present occupation?
30. How satisfied are you with your occupation?
31. How satisfied are you with your income?
32. Do you think you have had adequate opportunities for advancement with your career? Yes/No
33. How satisfied are you with the academic and career services preparation you received at JMU?
34. How satisfied are you with the amount of responsibility you take on your job?
35. How satisfied are you with the way in which you deal with criticism?
36. Would you say playing a sport helped your ability to accept criticism? Yes/No

37. Would you say playing a sport helped you find a job? Yes/No
38. How satisfied are you with your ability to establish a mentorship relationship on the job?
39. How satisfied are you with your work environment?
40. How satisfied are you with your coworkers?
41. How satisfied are you with your benefits?
42. How satisfied are you with your opportunities to travel?
43. How satisfied do you feel that you are a valued member making special contributions to the workplace?

What additional comments do you have concerning your career?

The next questions have to do with your level of satisfaction regarding your relationships.

44. In general, how satisfied are you with the relationship with your parents?
45. In general, how satisfied are you with the relationship with your brothers and sisters?
46. If you are married or in an intimate relationship, how satisfied are you with that relationship?
47. If you have children, how satisfied are you with your relationship with your children?
48. How satisfied are you with the relationships you have with friends?
49. How satisfied are you with your relationships you have with the members in your community with whom you interact (for example, your neighbors, physician, banker)?
50. Of all the relationships I just mentioned (recap), which relationships are the most satisfying to you?
51. Do you still correspond with old teammates from college? Yes/No
52. Would you say participation in a sport helped you with the relationships in your life? Yes/No

What additional comments do you have concerning your relationships?

The Dream is a person's general expectation of what he or she would like to achieve or become. How would you describe your Dream?

On a scale of 1 to 10 where 1 is low and 10 is the highest, how satisfied are you with the overall contributions of the OADSA with regard to the following areas: Your life satisfaction? Your career satisfaction? Your satisfactions with your relationships?

(A debriefing statement concluded the survey)