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STUDENT-ATHLETE UNDERGRADUATE DEGREE AND CAREER ALIGNMENT

Courtney Catherine Cox

Master's Project

Submitted to the School of Human Movement, Sport, and Leisure Studies
Bowling Green State University

In partial fulfillment of the requirements for the degree of

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In
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Project Advisor

Dr. Ray Schneider, Associate Professor HMSLS

Second Reader

Dr. Nancy Spencer, Associate Professor HMSLS

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Abstract

Little research has been done on student-athletes after graduation. The question driving this study was do athletes use their degree after graduation in lieu of academic clustering, fraud, emphasis on winning and athletic identity. The purpose of this study was to determine whether or not student-athletes undergraduate degree and career alignment was greater, less, or similar to the average collegiate body. Data was collected from 65 former male student-athletes from a Midwest Division I Mid-Major University over the 2009 through 2015 athletic seasons. Two sports were evaluated, Football (n= 54) and Men's Basketball (n= 14). Degree fields were determined by Roster and Media Guides found on the institutions athletic website. Various social media tools such as LinkedIn, Facebook, and other business websites were used to determine the career of each individual. Degree and career alignment was determined by comparing the career to the institutions Career Center, Career Exploration tool, "What can I do with this major" to each individuals degree. This document contains information about the types of areas and employers specific to that major. Results gathered suggests that student-athletes degree and career alignment scores less than the general bachelor degree achieving population. A unique aspect to this study is the focus on the revenue sports of football and men's basketball.

Introduction

The National Collegiate Athletic Association (NCAA) prides itself on guarding the well-being and equipping the 460,000 student-athletes with the skills to be successful on the field, in the classroom, and in life (NCAA, 2016). The NCAA (2016) also states that participation in athletics helps prepare these individuals for life. They learn how to interact in a team environment, build leadership, develop time management skills and work with others towards a common goal. All skills to help individuals be successful in any career. Over recent years, questions have been raised about the dynamic of higher education and athletics with student-athletes. Are these core principles truly at the center of student-athlete development? Are universities preparing these student-athletes for their careers once their playing career has come to an end?

Research has been conducted on student-athletes during their time at a university related to the amenities offered and the experience during their athletic career. However, the research has not continued once they have graduated to measure the longer lasting impact of their education and experience at a university in their professional careers. Previous research has determined some of the negative influencing aspects of a student-athlete. One area or problem that has developed over the years is academic clustering (Schneider, Ross, & Fisher, 2010). Academic clustering is defined as “a pattern in which athletes are disproportionately represented in academic majors” (Sanders & Hildenbrand, 2010 p. 213). Studies have shown clustering does exist (Schneider et al, 2010), especially at larger universities with high performing athletic teams. Clustering is displayed in a few different ways. Athletes may be filtered into certain majors with their sport as a priority. It may work best for their schedule or advisors may filter them towards an “easy” major to keep them eligible (Schneider et al, 2010). After all, “higher education

attainment is associated with faster learning about match quality, greater opportunities for specialization, and more informed career choices” (Miller 1984 p. 1105) filtering into easy majors defeats that purpose. Other influences that may have an impact on degree and career alignment are academic fraud, an emphasis on winning, and athletic identity. With these possible occurrences in mind, higher education and athletic departments at institutions should take priority in developing student-athletes both in social maturity and for a future career.

Significance

This research study is designed to determine if there are differences with a student-athletes major and career, when compared to the non-athlete. The findings from this study will show if student-athletes majors relate to their careers and if the higher education institution is aiding in this endeavor.

Purpose

The purpose of this study was to determine if student-athletes majors and professional careers align. With questions arising, collegiate athletics is more focused on the revenue made off of current student-athletes as opposed to being a higher education institution, with the focus on academics, makes this study of interest.

Review of Literature

Academic Clustering

Over the past 30 years external influences have enhanced the pressure for collegiate athletics and coaches to produce winning teams. One of the biggest influences is the commercialization of college sports, including multimillion dollar television contracts (Navarro, 2015). This has led to select collegiate athletics programs no longer producing student-athletes that are ready for a career after sport. The phenomenon of academic clustering has become

common, specifically among the revenue sports. Revenue sports typically include football, basketball and hockey, and any sport that draw increased attention and money to the university. Nonrevenue sports include sports like baseball, softball, men's and women's soccer and men's and women's tennis. In many instances spectators are not charged to attend these events and they are not the face of the athletic department like football or basketball are at most universities. Academic clustering can be defined as "a pattern in which athletes are disproportionately represented in academic majors" (Sanders & Hildenbrand, 2010 p. 213) or "loading athletes into a few majors which might be athlete friendly" (Fountain & Finley, 2009 p.3). There are numerous reasons that academic clustering occurs.

Schneider, Ross, & Fisher, (2010) identified schedule inflexibility, seniority suggestions, lack of preparedness, and advisor suggestions as reasons why clustering occurred on the different campuses. Student-athletes have specific practice schedules set by the coaching staff. Many times this has to do with facility availability. There are only so many places, especially depending on the sport, that specific teams can use to practice. These locations are often used for a multitude of events making scheduling and finding availability a difficult task. At many institutions, student-athletes receive priority registration to ensure they are able to get in classes that avoid their practice blocks. Certain coaches do not allow athletes to miss practice, as well as, some athletes are unwilling to miss practice which causes scheduling difficulties.

Another influence on major choice and class scheduling are teammates' suggestions (Schneider et al, 2010). Teammates are the ones athletes tend to spend a majority of their time with while on campus. Student-athletes are willing to trust the suggestions of those who have gone through the program and have had success while competing in their sport (Schneider et al, 2010). They enjoy having someone to relate with and work with towards a common goal like in

athletics. Picking a major because of a teammate's suggestion and not for the enjoyment of the individual, can cause a struggle when the time comes to enter the career field using that major.

Many student-athletes attend college and have inferior academic backgrounds, lower grades, and less likely to graduate when compared to the general student body (Fountain & Finley, 2009). CNN completed an investigation showing that across multiple universities student-athletes reading test scores are too low to be ready for college and far lower than their non-athlete counterparts (Ganim, 2015). These individuals may not be qualified based on a test score but athletics are giving them an opportunity they most likely would not have without their athletic skill set. For those student-athletes, clustering can push students into general studies majors. One Texas A & M coach said his program was at a disadvantage because his players did not have a general studies program like the rest of the Big 12 schools (Fountain & Finley, 2009).

There have been measures put in place to prevent academic gaps between athletes and non-athletes from occurring both at the NCAA level and for each individual institution. One step was implementing the Academic Progress Rate (Fountain & Finley, 2009). The APR measures the academic progress of each athletic team. Scores are calculated by taking into consideration student-athletes receiving athletic financial aid, maintaining eligibility and staying in school. Student-athletes must also complete a percentage of classes towards their major for studying years two, three and four. (NCAA, 2016). These academic rules have shown success in their own right but also proven ineffective for certain sports. The National Basketball Association's (NBA) eligibility is that you must be 19 and one season past high school. Top schools for Men's Basketball like Duke and Kentucky have struggled with their best athletes playing one year and moving on to the next level. If a student knows he plans to go on to play professionally in less than a year, the likelihood of him putting effort into academics is greatly reduced. The National

Football League (NFL) has a four season rule from high school graduation, receiving a diploma, or once athletic eligibility has expired. In order to comply with these rules, clustering is displayed in many universities. Some athletes work to make sure they are able to graduate so they can be eligible or take the easiest classes to make it through until their opportunity to focus on their athletic career at the next level (Schneider et al, 2010, and Kissinger, Newman, & Miller, 2015).

Academic advisors also play a role in clustering. Student-athletes often rely on their advisor to pick their future because they trust that person would keep them on track to stay eligible (Navarro, 2015). Issues come to life when student-athletes are placed in majors in order to stay eligible and not based on personal interest (Navarro, 2015). Without interest in an area, academically or athletically, individuals often struggle to motivate themselves to succeed at their highest potential and struggle post-graduation to find and keep a job.

Academic Fraud

Are respected universities living up to what they were created to do? Students attend college and select a desired degree field with the goal to succeed in the labor market (Robst, 2007). Student-athletes are excused from classes for competition and events, seen at competition sites and in the media, and may be considered symbols of status at a university (Houle & Kluck, 2015) These young adults may or may not graduate with a degree or graduate with an education in a field they are not experts in and do not enjoy. The University of North Carolina was considered “one of the nation’s finest public universities” (Ganim, 2015) before the “paper class” scandal became public. Students at the university were given credit for classes they never attended or had minimal requirements, yet resulted in very liberally high grades. An investigation showed that academic advisers knew these student-athletes were underprepared for

school and funneled them into these fake classes to boost GPAs and keep them eligible. The investigation also showed academic advisors knew athletes were underprepared and funneled them into those classes, it went on for 20 years! (Ganim, 2015) One Rutgers professor stated “Every school in the country has a hideaway curriculum, a secret tunnel, for athletes” (Lederman, 2003). The NCAA is currently investigating academic misconduct at 20 different colleges, including 120 different cases (Wolverton, 2015).

Emphasis on Winning

Due to the rise in fraud cases and the shift towards clustering, it indicates that universities are putting a higher emphasis on winning. This is seen in a multitude of ways at universities. One way is the amount of money spent on athletics. For example, more than 2.7 billion dollars in scholarships are distributed each year (NCAA, 2016). Athletic department budgets can exceed more than 120 million dollars at some schools (Kissinger et al, 1015). Football coaches are getting paid millions of dollars each year at the top Football Bowl Subdivision (FBS) programs (Berkowitz, 2015). If a coach is not winning, they no longer have a job or the ability to rebuild. Student-athletes are excused from classes for competitions, and events, seen at competition sites in the media, and considered symbols of status at the university level (Houle & Kluck, 2015). It can be suggested that there is an emphasis on winning in sports and that emphasis is taking away from the purpose of higher education. Higher education institutions allow individuals to get a better education, open the doors for greater opportunities, and create a career. These things are not able to occur or used effectively towards the betterment of society if a student-athlete is only worried about success athletically. Coaches and administrators can also have a negative impact. If they are too caught up in winning and shift the focus only to athletics that does not aid the student-athletes potential career either. A balance is required.

The emphasis on winning and the desire for universities to make money through their athletic department has raised concern that these institutions are more concerned with exploiting the talent of student-athletes than with nurturing academic potential (Beamon, 2008). This can be specifically seen in African Americans. The NCAA (2016) reports that 47 percent of football players and 58 percent of basketball players are African Americans. At the specific institution being studied, 10 percent of the academic population is African American. African American males, are given opportunities many underprivileged individuals would not be able to have but sports exploit a majority of these athletes (Beamon, 2008). Athletes think that the universities are just using these individuals to bring in revenue. They do not believe that the institution actually values them and their academic journey. It is also another reason why the entire collegiate experience for student-athletes has been examined by academic and athletic administrations.

Athletic Identity

Not only can academic clustering and the emphasis on winning contribute to degrees and career not aligning but athletic identity can also play a role. Athletic identity is the “degree to which an individual identifies with the athlete role” (Brewer, Van Ralte, & Linder, 1993, p. 237). It can be difficult to balance both the role as a student and as an athlete, “one takes precedence over the other – usually athlete over student” (Strum Feltz, & Gilson, 2011, p.303). A student-athlete with a higher athletic identity is more likely to not explore and develop other aspects of their identity, like a career (Houle & Kluck, 2010). This role conflict is a struggle for many student-athletes. Narvarro (2015) completed a study on alignment of undergraduate major choices and career aspirations and found that those who had little alignment between the two viewed and undergraduate degree as “a commodity to obtain for credential purposes rather than a critical tool to prepare for a specific career (p. 376). This is cause for concern when only 1.2

percent of collegiate men's basketball players will be drafted by the National Basketball Association and only 1.6 percent of football players will be drafted by the National Football League (NCAA, 2016). Athletic identity can have an effect on an individual's future aspirations and career.

When a student-athlete understands their self-identity is completely rooted in athletic achievement, college is merely seen as a springboard to a career as a professional athlete as opposed to an opportunity to receive an education, build a career, and gain life skills outside of sports (Kissinger et al, 2015). This is amplified for African American male student-athletes (Beamon, 2008). If a student-athlete believes they are going to play professional sports, it makes it difficult to show them the full benefit of their educational opportunity. Far too many instances do athletes in revenue sports, specifically football and basketball, only focus on their athletic career. Academic clustering only intensifies this problem. Student-athletes must select a degree field of interest to them so they do not experience job mismatch in their future.

Job Mismatch

According to the NCAA (2016), student-athletes are graduating at rates higher than non-athlete college students. This is a huge accomplishment by many universities. A better question to ask and support positively is what percentage of those graduating, have a career in their major field? Roughly half of all college graduates work in a career that aligns with their degree (Robst, 2007 and Poll, 2014 and Phillips, 2014). Information on degree and career alignment for student-athletes specifically, has little to no research.

There are many studies on job mismatch in a sense of educational requirements or demographic information. Those who attend college as opposed to those with just a high school diploma tend to earn more on average. Men have a higher average salary when compared to

women. There are not as many studies on job mismatch as far as degree and career alignment. In defining job mismatch, it is the degree and career alignment, not necessarily an educational mismatch which is more commonly researched. Educational research refers to degree achieved or needed for a job. For example, an individual who has achieved a Bachelor's, yet is working at a job requiring no degree or educational attainment. Robst (2007) states that there are two main reasons people accept jobs, either supply related or demand related. Supply related pertains to pay and promotion, career interest, working conditions, location, and family related reasons. Demand related reasons pertain to jobs in the highest degree field not being available (p. 161). More than one reason may affect a career decision but overall they tend to fall into these two categories. Often times an individual will accept a job that pays more or is close to home even if it is not related to their major. If an individual does not desire to move for their job or the field they want to work in does not have openings, often so it can force an individual to take a different direction in their career plan.

Higher education has its price as well. Tuition is not affordable for everyone. Public colleges collect over 62 dollars each year from undergraduates not including loans (Weissmann, 2014). This does not include the 1,800 plus private institutions (National Center for Education Statistics, 2006). Colleges and universities distribute a large amount of money in scholarships as well. The question is asked, are individuals able to get jobs after making such a large financial investment in themselves or the financial investment someone else made in them? The majority of these students do get a job but ten percent of males are unemployed one year after graduation (Staklis & Skomsvold, 2014). That is an alarming statistic that one in ten who complete their undergraduate degree are unable to get a job a year later. The assumption taught to today's youth is that if you have a college degree, you will hold a respectable job. The rates of mismatch and

this above stated statistic shows that this is not necessarily true. The ultimate goal is to have job mismatch to a minimum and have individuals excel in a career field they have studied in and wish to become an expert.

Wage differences are seen over a variety of different demographic information, Males tend to have jobs that align more with their major when compared to their women counterparts. Males, who are married, white, and have children, tend to earn higher salaries (Abel & Dietz, 2014, p.23). Having a career in a specific degree field has also been shown to affect wages. Working in a career outside the field in which individuals obtained a degree in, individuals earn less than they would if they worked in a career within their degree field (Robst, 2007). Those working in a career within their field of study earn about 25 percent more than those who do not (Abel & Dietz, 2014). If student-athletes are able to select a major in a career field they are interested in, it can only benefit them financially in the future.

By examining the alignment of student-athletes' degrees and career fields, universities and athletic departments will have a better understanding of how well student-athletes are being prepared to succeed outside of their sport, in real world situations, when compared to the general population. Research has shown the financial benefits of having a career that aligns with a major. If a student-athlete chooses the major for their own interest as opposed to their athletic schedule, one could infer that their quality and enjoyment of life would increase. At the majority of NCAA institutions, athletes are held to a higher standard in many instances and tend to have higher grade point averages and higher graduation rates overall when compared to the general population. By specifically looking at male revenue sports, which are the sports where clustering and athletic identity tend to be common, there will be a better understanding on whether or not

higher education is fulfilling its purpose for these individuals in which they have invested much time and money.

Method

A quantitative research method was taken by the researcher to discover the statistically relatedness or alignment of major and career field of the participants. Previous research has indicated the results overall as a general population but not specifically to male student-athletes. The statistical data results will be compared.

Participants

115 student-athletes from a Midwest NCAA Division I university were eligible to be examined. This was the number of student-athletes who achieved senior status within the years of 2009 through 2015. In order for a participant to be eligible, they must have obtained a Bachelor's degree. The sports represented were former men's basketball and football players. 95 former football players and 20 former basketball players held eligibility in this study. The selection of these student-athletes was done by pulling previous rosters and media guides from the years 2009 through 2015. Senior athletes were selected from each year for the study within these documents found on the institutions athletic website. Of those eligible, data was compared on 68 former student-athletes. 54 football student-athletes were able to be examined while 14 student-athletes in men's basketball.

Procedures/Design

The researcher printed the rosters and media guides from the years 2009 through 2015. Next, athletes that held senior class status were added to a list. That list of student-athletes was used to create a Excel spreadsheet (Appendix A). The first column listed the names of the former student-athletes who have obtained a Bachelor's degree. The next column listed the major found

from the rosters and media guides. If the major was not listed, social media was used in a similar fashion to the career search to discover this information.

The researcher used a variety of social media and internet tools to determine the career field of each individual. These social media sites included LinkedIn, Facebook, and other credible internet sites. Many LinkedIn profiles show current position as well as a description of what their career or position is responsible for. Facebook has a work and education section available to enter personal information. In some instances a Google search was used, bringing the researcher to the individuals workplace cite. This information was displayed in a column in the Excel spreadsheet for the career in which this individual was currently working.

Also included within the Excel spreadsheet was a column for whether or not the degree and career aligned. In this column the researcher wrote YES, NO, or Student. This column displayed whether or not the individual aligned or if they decided to continue their education. Those who are still students were not calculated into the results data because they are not currently in the workforce. In order to determine if the degrees and careers align, a comparison was done against the institution's Career Center Career Exploration tools. A tool available is "What can I do with this major?"(Appendix B). These documents contain information about the type of areas and the type of employers the specific major can be used for future employment. Liberal Arts and Planned Programs were not available. For those majors, if the job required a college degree, they were considered as aligned. The final column of the Excel sheet displayed the social media tool or specific website used to determine the individual's career.

Results

The results gathered from this study showed that when compared to the average population, former student-athletes degrees and careers aligned significantly less. About 55

percent of individual's report that their career and field of study are closely related (Robst, 2007). Of the 65 student-athletes that were able to be compared, results from this study show that 40 percent of former football and men's basketball athletes had degrees that aligned with their current careers (Table 1).

Table 1

Sport	Align	Number of Athletes	Percentage
Football	Yes	22	42.31
Football	No	30	57.69
Football	Student	2	----
Basketball	Yes	4	30.77
Basketball	No	9	69.23
Basketball	Student	1	----
Total	Yes	26	40.00
Total	No	39	60.00
Total	Student	3	----

These results can be broken down further by degree (Table 2). Academic clustering is always a possibility with student-athletes. This specific study was not able to gather data specifically geared for academic clustering but the numbers of athletes in specific majors can be compared to the averages for the institution. It also must be considered that specific schools are known for excellence in certain degree fields. For example, an individual getting a Law degree from Harvard is much more prestigious and likely than a Sport Management degree. The school will have a larger population graduating with a Law degree opposed to Sport Management. The top degree choices for those student-athletes at this specific institution where the research was completed include Exercise Science, Business, Sport Management and Liberal Studies. On average according to U.S. News & World Report, the top majors for this institution include Biology, Education, Liberal Studies, and Psychology. Only one of these majors was a top selection and that major was Liberal Studies. Liberal Studies is a very general major and just

about one percent of Liberal Arts majors work in a job directly related to their major (Abel & Deitz, 2014).

Table 2

Degree	Total Number	Number Align	Percentage
Sport Management	8	4	50.00
Business	8	6	75.00
Communications	2	1	50.00
Human Development and Family Studies	5	1	20.00
Liberal Studies	7	1	14.29
Environmental Studies	1	0	00.00
Exercise Science	10	3	30.00
Healthcare Administration	1	0	00.00
Accounting	3	2	66.67
Education	4	1	25.00
Planned Program	4	0	00.00
Architecture	1	1	100.00
Sociology	2	0	00.00
Marketing	3	3	100.00
Visual Communication Technology	1	0	00.00
Finance	1	1	100.00
Pre-law	1	1	100.00
Engineering Technology	2	1	50.00
History	1	0	00.00
TOTAL	65	26	40.00

Discussion

Having a degree that aligns with an individual's career has numerous benefits. Roughly 62 percent of graduates work in a job that requires a degree (Abel & Dietz, 2014). Those who's degrees and careers match earn more than those who are mismatched (Robst, 2007 & Abel & Deitz, 2014). One of the main reasons people of all ages decide to continue their education at colleges and universities is to provide them the opportunity for job advancement leading to a

financial gain as well. If this education did not lead to these financial gains, people would not pour billions of dollars into the system.

Other benefits of a college education include making an investment in one's future, job stability and satisfaction, and the ability to communicate better (The Benefits of a College Degree, 2015). The world is changing. Agriculture jobs are no longer the most common positions. The world is moving forward with technology and is also very relational. College gives its students skill sets and confidence to communicate with others. Relationships are built with others at the university that help aid each other years down the road. The college years allow for a maturing in all aspects of life to happen within each individual. Due to the changing economy, where education is valued more and more, it is important that student-athletes take their college years seriously. The collegiate experience is all about making an investment in the future.

Trahan (2014) asks "is the athlete really going to have a degree to fall back on if sports don't work out" if they major in things such as general studies because that's all they can handle or someone tells them to do so (par 6). In Beamon's (2008) study, multiple athletes stated they chose a different major opposed to what they initially wanted to go into college because of athletic conflict. By athletes choosing fields that are suitable to their athletic schedule or pushed in a direction away from what they want to do in the future, these actions can set these student-athletes to struggle within the world due to lack of experiences and education. Pursuing and gaining a degree in a field they are not interested in or not even obtaining a degree because of the focus placed on academics does not allow a person to achieve their full potential. Student-athletes go to college thinking they will be catapulted to the professional leagues. In all reality the chances of them making it there are less than two percent. If they go to the NBA for example,

after a year or two, the benefits of an education dissipates. If they do not succeed athletically in the professional leagues, they need to discover a new career. Having the strong athletic identity can cause significant problems transitioning into not athletic environments and careers (Kissinger, Newman, & Miller, 2015). If they cannot stop living in their athletic identity and never discover another piece of themselves, they will not be able to succeed in life outside of collegiate or professional sports.

Conclusions

For this study, the question asked was, are student-athletes being prepared for life after sports. The results concluded that student-athletes are not being prepared for life after sport or college unlike the rest of the general population. Reasons this occurs include academic clustering, academic fraud, athletic identity, and an emphasis on winning. Athletic departments and universities have tried to improve these issues, especially over recent years. More of an importance is being placed on student-athlete services and the options available for each and every person that needs extra help. Mental health programs are being put in place across different athletic campuses and the NCAA has stressed going pro in something other than sports after graduation. All these programs are valuable and the benefits have been seen. Student-athlete academic centers have improved, events with speakers and career building opportunities are being presented to these individuals. They are positive shifts in college athletics.

This study has shown even with positive shifts in academics for collegiate athletics, they are still falling short. The Academic Progress Rate and graduation rates have improved but the focus is only on the instant success the student-athlete has while at the institution. There is no focus set for these student-athletes for their future professional careers. The NCAA and individual institutions need to take a greater role in career development for their student-athletes.

More opportunities are needed to explore outside of a student-athletes sport. More personality tests, career tests, job fairs, and career informational fairs should take a priority. The greater emphasis the NCAA and universities place on career development can lead to increased undergraduate degree and professional career match.

Limitations

This study there was some limitations. This was only conducted through one mid-west division I university. For better results, a larger sample size from multiple division I universities in different conferences, could alter the outcome.

Direct contact with the subject was not made. The researcher relied solely what was available publically on each individual on social media, business, or university websites. In previous studies discussed, all were qualitative studies. Each study asked the individual whether or not they believed their degree and career aligned as well as other questions relating to the topic. Abel and Deitz (2014) used an occupational crosswalk by the Department of Education's National Center for Education Statistics. This took majors in the Classification of Instructional Programs to occupations in the Standard Occupational Classification system. Using these tools as well as the Census, which identified the individuals undergraduate major, they determined a match. The Census would not provide the specific information needed to complete this study. The Classifications of Instructional Programs and Standard Occupational Classification system were unable to be located as well.

The study was also limited on the data discovered. Of the 115 possible subjects, a complete set of data was only achieved on 65 of them. Nine were missing both major and career, seven had no major, and 31 were missing career. Decreasing a sample size can cause certain

trends to appear or an inaccurate representation of the data. The larger the sample size, the more accurate the data.

The Career Exploration tool, What can I do with this major? Did not have all the majors listed. Of the 200 plus majors, only 59 of them are listed. For the very few majors outside of this tool, further research of the professional and or degree was completed to determine if there was a match. The lack of a solid guideline may cause discrepancies for those majors.

Recommendations for Future Research

It is highly recommended that a qualitative approach is taken with this study. Asking the individual directly would reduce the chance of error with an incorrect major listed or and outdated or incorrect workplace. Questions could be asked to determine athletic identity, academic clustering, emphasis on winning, and their thoughts on degree and career match.

It would be beneficial to have the general population compared to the athletic population. Completing a study only on one group, forces the researcher to rely on previous research. Depending on the institution and location, data differences may occur.

Only Men's Basketball and Football athletes were researched. Different sports and genders may yield different results. Previous research has shown differences between males and females. Adding different sports would be interesting. Both male and female. A possible exploration would be how specific majors are known to be the best at a university the same can be said for a sports team and if that influences athletes' decisions for attending the institution. University of Akron has a nationally ranked Men's Soccer Team and while their football team has improved as of late, soccer has drawn a larger interest in some cases. Another interesting sport to explore would be Women's Basketball or other large revenue sports for each institution.

Women's Basketball has taken a larger stage at many universities when it comes to female athletics.

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Appendix A: Research Excel Spreadsheet

1	Planned Program	High school Basketball Ball Couch	NO	Facebook
2	Planned Program	Supervisor at YRCFreight	NO	LinkedIn
3	Exercise Science			
4	Planned Program	Technician at AT&T	NO	
5	Exercise Science	Defensive backs coach at Notre Dame College	YES	LinkedIn
6		Social Media Specialist at Nike	YES	LinkedIn
7		Manager, portfolio management at welltower (financial services)	YES	LinkedIn
8	Business	Market Development associate for Gatorade	YES	LinkedIn
9	Aviation			
10	Liberal Studies			
11	Marketing	Lead generation sales associate at coverall cleaning concepts	YES	LinkedIn
12		Pharmaceutical sales specialist	YES	LinkedIn
13	Liberal Studies	football coach/personal tranier	NO	LinkedIn
14	Education			
15	Pre-law	Attorney at Reminger Co., LPA	YES	LinkedIn
16	Liberal Studies			
17	Sociology	Compensation analyst at Ironmountain/personal trainer	NO	LinkedIn
18	Marketing	Premium Beverage supply Territory Manager	YES	LinkedIn
19	Sport Management	PlanNet Marketing (Travel Agency)	NO	Facebook
20	Interpersonal Communications	Buyer for CarMax	NO	LinkedIn
21				
22	Finance	Property and Casualty Insurance Agent	YES	LinkedIn
23	Engineering Technology	Design Engineer at Humphrey Products	YES	Facebook
24	Education	Social Studies Teacher at New London Local Schools	YES	LinkedIn
25	Sport Management	Branch Manager at Enterprise Rent A Car	NO	LinkedIn
26				
27	business	yark automotive group financial director	YES	LinkedIn
28	visual communication technology	respiratory sales specialist	NO	LinkedIn
29	Marketing	Finance Director at Yark Automotive Group	YES	LinkedIn
30	Sport Management	Pacer Field Marketing Rep at Nike	YES	LinkedIn
31	Exercise Science	offensive coordinator bw football	YES	website
32		Pharmaceutical Sales rep at Brava Pharmaceuticals	YES	LinkedIn
33	Communication and Sociology	Customer service inside sales for GTL Products	YES	LinkedIn
34	Sociology	Franchise Ownetr of Rieke's Tool and Supply	NO	LinkedIn
35	Business/Communications	Entertainment Promoter	YES	LinkedIn
36	Sports Management			
37				
38	Film Studies			
39		Resturant/nfpl		Facebook
40	Accounting	Owner of massage green spa		LinkedIn
41	Accounting	retail sales associate at avalon jewelers	NO	LinkedIn
42	Architecture	Masters in Architecture	STUDENT	LinkedIn
43	Business Management	Job Developer for TYRO	NO	LinkedIn
44	Liberal Studies	Professional Basketball Player	NO	LinkedIn
45	HDFS	Professional Indoor Football Player	NO	LinkedIn
46	Accounting	Risk Assurance Senior at EY-Accounting	YES	LinkedIn
47	Business Administration	Business Manager at Brian Bemis Honda Benz & Volvo	YES	LinkedIn
48	Criminal Justice			
49	Liberal Studies			
50	Liberal Studies	Canadian Football League athlete	NO	LinkedIn
51	Sport Management			
52	Education			
53	Sport Management	MADE Athletes LLC Founder/HS AD	YES	LinkedIn
54	Sport Management			
55	Exercise Science			
56				
57	Architecture	Project Manager for Ridge Stone General Contractors	YES	LinkedIn
58	Physical Education	Store Manager at O'Reilly Auto Parts	NO	LinkedIn
59	History	Consumer Outreach for Celebrity cruises Inc	NO	LinkedIn
60	Education	Professional Basketball Player	NO	LinkedIn
61				
62				
63	Exercise Science	Manager Ohio Catering	NO	LinkedIn
64	Exercise Science	Professional football player	NO	
65	Liberal Studies			
66	Liberal Studies	Supervisor juvenile residential center of NW Ohio	YES	LinkedIn
67	Sport Management	Sports director at YMCA of Wooster	YES	
68	Individualized Studies	advance auto parts	NO	Facebook
69	Sport Management	Coordinator of video services at Townson primarily football	YES	LinkedIn
70	Engineering Technology	GA Defense at Syracuse	NO	website
71	Human Development & Family Studies	Youth Advisor Supervisor at Juvenile Residential Center of Northwest Ohio	YES	Facebook
72	Communications			
73	Liberal Studies	angers bc 49 baskeball player	NO	website
74	Education	Sales rep at Eli Lilly and Company	NO	LinkedIn
75	Exercise Science	Account manager for health care logistics	YES	LinkedIn
76	Sport Management	basketball player for westchester knicks	NO	website
77	Human Development and Family Studies	professional football player	NO	
78	Business Administration	Retail Client Account Services for Vanguard	YES	LinkedIn
79	Exercise Science	Account Manager for American Federal Bank	NO	LinkedIn
80	Accounting	Financial Advisor at VALIC	YES	LinkedIn
81	Healthcare administration	Recruiting assistant at Wake Forest for football	NO	LinkedIn
82	Human Development and Family Studies	Manager rainee at Enterprise Rent-a-car	NO	LinkedIn
83	Exercise Science	Pastoral ministry	NO	
84	Exercise Science	Sales rep for Apple	NO	LinkedIn
85	Liberal Studies	wide reciever for toledo thunder	NO	facebook
86	Environmental Studies	assistant football coach at wake forest GA	NO	website
87	Exercise Science	Sales rep for business evolutions	NO	LinkedIn
88	Communications			
89	Sport Management			
90	Liberal Studies			
91	Exercise Science	NASCAR pit crew	NO	website
92	Human Development and Family Studies			
93	Telecommunications			
94	Human Development and Family Studies	player development video operations for atlanta hawks	NO	LinkedIn
95	Physical Education			
96	Sport Management	Navy	NO	Facebook
97	Human Development and Family Studies			
98	Human Development and Family Studies			
99	Business Administration	Professional football player-cardinals	NO	LinkedIn
100	Sport Management	student	STUDENT	
101	Liberal Studies			
102	Journalism			
103	Engineering Technology			
104				
105	Human Development and Family Studies	MBA student	STUDENT	
106	Business Administration			
107	Business Administration			
108	Communications			
109	Sport Management			
110	Business/Communications	Logistics account executive at toatl quality logistics	YES	LinkedIn
111		nfl football		Facebook
112	Sport Management			
113				
114		NBA	NO	
115				

Appendix B: What can I do with this major?