

1996

Counseling College Athletes: Career Choices Based on Motivation, Interest, GPA, and Academic Major Among Selected Division I, II, and III Institutions

Don D. Dawson

Eastern Illinois University

This research is a product of the graduate program in [Guidance and Counseling](#) at Eastern Illinois University.

[Find out more](#) about the program.

Recommended Citation

Dawson, Don D., "Counseling College Athletes: Career Choices Based on Motivation, Interest, GPA, and Academic Major Among Selected Division I, II, and III Institutions" (1996). *Masters Theses*. 1800.

<https://thekeep.eiu.edu/theses/1800>

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

COUNSELING COLLEGE ATHLETES: CAREER CHOICES BASED ON
MOTIVATION, INTEREST, GPA AND ACADEMIC MAJOR AMONG
SELECTED DIVISION I, II, AND III INSTITUTIONS

(TITLE)

BY

DON D. DAWSON

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST OF EDUCATION IN GUIDANCE AND COUNSELING

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1996

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

12/2/96
DATE

12/2/96
DATE

ABSTRACT

The purpose of this study is to provide descriptive and statistical data to identify any differences in three college divisions of men's basketball and baseball student athletes as they related to career decision making in their career interest, academic major and grade point average.

Concepts of this study were originally tested by Dr. Joseph Scott Paul (1986) in his doctoral dissertation, *The Intercollegiate Athlete as a Student in Higher Education: An Analysis of Career Expectations, Interests, and Academic Majors*.

This study will include men's basketball and baseball student athletes at three different institutions in three different divisions. The research describes their personal career interests, career goals, motivation in the academic setting, and academic majors. The research also shows their GPAs, ACT test scores, and their aspirations to become professional athletes.

Research based on descriptive and statistical data were used to determine the answers to the following questions:

1. Do these student athletes hold career goals which are realistic to their basic career interests? (Paul, 1986, p. 4)
2. Are there differences between Division I, II, and III students striving for academic goals which would increase their ability to obtain their career goals as measured by GPA and ACT scores?
3. Are there differences between black and white student athletes within their divisions striving for academic goals which would increase their ability to obtain their career goals?

The relevance of this study was to provide a resource for college athletic academic advisors and counselors to study and use in counseling athletes in career decisions. The information obtained from this study can be used during the college years of the student athlete to show that a college education is first and a professional contract (if possible) is second.

Data were gathered by a survey developed by Dr. Paul (1986) which was modified and administered to the student athletes. It requested information on college major, career goals, high school GPA, college transfer GPA, cumulative college GPA, ACT/SAT test scores, race, and college classification. The Strong Campbell Career Interest Inventory Survey was administered which showed career interests based on nationally normed data in 6 general themes and 23 basic interest areas. Descriptive and statistical data were recorded in narrative form and charts include division, high school GPA, ACT test scores, college transfer GPA, cumulative college GPA, and career interest. Percentage, means, medians, modes, ranges, standard deviations, and analysis of variance (ANOVA) were reported for descriptive and statistical data.

The most important academic factor was related to grade point average of those intending to become professional athletes. This conclusion supported related literature which stated that practice, team meetings, travel, and competition overruled study and tutoring time which was reflected by the cumulative GPAs of each student athlete. Thus, student athletes tended to focus more on physical development instead of academic (mental) development.

DEDICATION

The completing of the Educational Specialist degree was a goal that I set while I was the Athletic Academic Advisor at Eastern Illinois University. Along the way my wife kept my hopes and dreams alive by encouraging and motivating me. She was my role model along the way because she teaches with such an intensity and perseverance to create learning. She did not realize that I idolized her and her accomplishments.

In addition to my loving wife are my mother, father and brother who with their support over the years I have been able to reach my goals. Their patience and understanding while I continue to pursue my dreams is very helpful. I am forever grateful to have such a comforting and loving family.

It is to these people that this work is dedicated for I am in the position and status I am today with each one's values and personality traits that make up the person inside of me.

ACKNOWLEDGMENTS

I have learned many different ideas concerning career choices and placement as well as career counseling while producing this field study. I wish to thank and will always cherish the many friends, colleagues, family and especially my wife for helping me achieve this career goal of mine. I wish to thank them and knowledge their patient, hard work, inspiration, love and support.

My greatest appreciation is for my advisor, committee chairman, and field study director, Dr. Robert Saltmarsh. His repeated patience, kindness, feedback, friendship, and caring to want me to excel and to enhance my growth as a person were inspirational.

I first would like to thank Dr. Joseph S. Paul and Dr. Charlotte E. Kirkland for allowing me to replicate portions of their dissertations and to do extended research involving student athletes.

My deepest thanks go to my boss and mentor Mr. Kevin Almond, Director of the Center for Athletic Student Services at the University of Alabama, who allowed me to take time off from work to do research. His support and friendship have been very reassuring. I thank University of Alabama Assistant Athletic Director in charge of spring sports, Mr. Don Gambriel, for allowing me to do this study. I also wish to thank coaches, Mr. David Hobbs and Mr. Jim Wells from the University of Alabama, and Assistant Athletic Director Mr. Larry Thompson and his coaching staffs from the University of North Alabama, and Athletic Director Mr. Mike Robinson and his coaching staffs from Birmingham Southern College. They allowed me to take time from their busy schedules to survey their student athletes.

I give great thanks to my secretary, typist and all around savior, Mrs. Lisa Patrick for being patient, kindhearted and putting a lot of extra time with me. Her professionalism, typing skills and suggestions were greatly appreciated.

To Mrs. Teri Terry, the records office counselor at the University of Alabama, a very special sincere thanks for providing me with access to personnel files and statistical data. I wish to also thank admission counselors Ms. Kim Robbins from North Alabama and Mr. Danny Brooks from Birmingham Southern for their statistical data.

To Ms. Sonja Harrington for her assistance in creating my statistical data. I thank her for her patience and support.

My largest support group has been my friends, and co-workers who allowed me to take time off from work related projects to research and complete this field study. Those with whom I work are Ms. Brenda Elliott, Mrs. Cathy Elliott, and Mr. Jon Dever, who have been great friends and who provided excellent support.

I owe a big thanks to my family. My mother, father, brother, and grandmother were always there when I needed their kind words of praise, support, motivation and care. I thank my mother, Joanne Dawson, for teaching me the value of giving of self for the benefit of others and to help other people who were less fortunate. I thank my father, Doyle Dawson, for teaching me the hard work ethic, and to serve and respect my fellow citizens. I thank my brother, David Dawson, for teaching me about God's love and forgiving nature. I thank my grandmother, Jessie Herndon, for teaching me to be kind and gentle to others.

Finally, I want to give my biggest and most heartfelt thanks to my wife, Dr. Mary Lou Hubbard Dawson, who was always there to pick me up and put up with me from start

to finish of the field study. She is the greatest constant in my life. Without her daily inspiration, care, understanding, love, and support I would not have completed the field study.

I thank all of them for being who they are and what they have made me. But most of all, I want to thank God for his continuing love, strength, guidance, and care. He never let me down and guided me through the tough days. I am blessed with so many good, and caring people, who provided encouragement and support day after day.

TABLE OF CONTENTS

DEDICATION.....	ii
ACKNOWLEDGMENTS.....	iii
LIST OF TABLES.....	viii
Chapter	
I. INTRODUCTION AND REVIEW OF LITERATURE	1
Attitudes Toward Academic Counseling	3
Attitudes Toward Career Counseling	7
Life After Sports	10
Innovative Programs	11
II. PROPOSAL	20
Purpose of the Study	22
Relevance of the Study	24
Limitations of the Study	26
III. RESEARCH METHODOLOGY	27
Selection and Design of Research Instrumentation	27
Data Collection	29
Definitions of Important Terms	32
IV. FINDINGS	36
Demographic Profile	37
Academic Profile	39
Academic and Career Expectations and Interests	45
V. CONCLUSIONS	52
Summary	52
Implications	54
Recommendations	55
BIBLIOGRAPHY.....	59

APPENDICES	65
I. Professional Career Counseling Centers for Athletes	66
II. Memorandums and Informed Consent Statement	68
III. Student Questionnaire	71
IV. Strong-Campbell Career Interest Inventory	74
V. G*O*A*L*S (Giving Our Athletes Lifelong Skills)	76

LIST OF TABLES

Table	Page
1. Division, Class, Race, Type of Student Athlete	38
2. Ages of Student Athletes	39
3. Means of Division I, II, and III Student Athletes' ACT Scores, Cumulative college GPAs and Cumulative high school GPAs	41
4. Standard Deviation of Division I, II, and III Student Athletes' ACT Scores, Cumulative college GPAs and Cumulative high school GPAs	42
5. Composite ACT Scores for Student Athletes Studied	42
6. Cumulative GPAs for Student Athletes Studied	43
7. Academic Majors for Student Athletes Studied	43
8. Basic Career Interests of Student Athletes in Ranked Order	46
9. Rank Order of Career Expectations of Student Athletes	47
10. Expectations of a Career as a Professional Athlete	48
11. Degree of Certainty of Becoming a Professional Athlete	49
12. Career Length Expectations in Pro Sports	49
13. Cumulative GPAs of Student Athletes who do not Plan on Being Professional Athletes Versus Student Athletes who plan on Being Professional Athletes	50
14. Analysis of Variance (ANOVA), Sum of Squares, Mean Square, degrees of freedom and F value for Division I, II, and III student athletes' ACT scores, cumulative college GPAs and cumulative high school GPAs	50

Chapter I

Introduction and Review of Literature

Much research and many articles have been written concerning the needs of student-athletes (Purdy, Eitzen and Hufnagel, 1982). The term "student-athlete" has been debated by, "Joe Public", as well as athletic administrators over the years. Coach Paul "Bear" Bryant once said: "I used to go along with the idea that football players on scholarship were 'student-athletes', which is what the NCAA calls them. Meaning a student first, an athlete second. We're kidding ourselves, trying to make it more palatable to the academicians. We don't have to say that and we shouldn't. At the level we play, the boy is really an athlete first and a student second." (Bryant and Underwood, 1974, p. 325)

Higher education has wrestled with issues concerning the student-athlete for years. In 1905 President Teddy Roosevelt told colleges to straighten up their athletic teams' sportsmanship and conduct on and off the field or he would abolish athletics forever. Thus, the Intercollegiate Athletic Association of the United States (alias, NCAA) was formed by 62 college representatives on December 28, 1905. This organization worked to monitor athletes' behavior on and off the field. The association became the NCAA or National Collegiate Athletic Association in 1910 (Hanford, 1979). There are many questions that have been left unanswered concerning student-athletes (Wilson, 1985). Although there have been numerous studies about study hall, tutoring, no pass-no play, at risk students and academic advising issues related to college athletics, there are very few studies based on data concerning athletes' career expectations. Career counseling is briefly explored by Nyquist (1982), Phelps (1982), Paul (1986), Stanton (1987) and Kirkland (1992), but actual descriptions and discussions of data based research studies are few (Whitner, 1988).

Student athletes sometimes take five or more years to graduate because of their special needs associated with being an athlete. It is critical that each student athlete learn that proper study habits will effect their lives later. Student athletes' needs are influenced by factors such as practice time, playing time, travel, team meetings, etc.

Comparing occupational goals and actual achievements at age 32, student athletes, which included basketball, baseball, golf, swimming, track and football, tended to experience a lower socioeconomic ranking. Student athletes are more likely to assume lower socioeconomic status positions such as clerical, craft and labor workers. A study by the Department of Education stated that even though they were economically mobile at age 32, they became less mobile and economically unstable at age 40. Preparation for the students' future is not taken into consideration during recruitment. "Student athletes are heavily recruited. The management of athletics, and the personnel associated with competition, has become increasingly difficult. The need to win or have a winning team has impaired the integrity of the games and their coaches. It is time that the integrity of the system be reaffirmed, and each institution should make a moral commitment to honesty, sincerity and performance that would be in the best interest of the students." (United States Department of Education, 1990, p. 54)

Academic standards and freedom to choose and pursue academic majors to prepare for a career is essential and should be a part of the institution's commitment to the student (Schubert and Schubert, 1986). Administrators and coaches must set the tone, provide role models and establish guidelines of expectations for the student athlete to observe so their needs as students are the first priority at the institution (Gerdy, 1987). Besides using the tutors acquired by the athletic academic center, there is a need for career counseling at all institutions. In 1982, Phelps recommended that each student athlete be given extensive career development experiences with the placement center. Student athletes need special career counseling because so many have unrealistic sights set on a career as a professional athlete. John Thompson, the men's basketball coach at Georgetown

University, asked his athletes: "What are you going to do with the rest of your life?" (Stanton, 1987, p. 4). He was trying to remind them that their working life does not end at age 20 or 25 on the basketball court. Even if an athlete gets to the professional level, one's career lasts only 3 to 4 years, and it can be shortened even more by injury. Often, student-athletes appear to consider only the immediate here and now situation. They lack the long-term decision making skills to take advantage of opportunities offered by the institution. For this reason, administrators, coaches and counselors must guide their student athletes to the appropriate resources to encourage them to make responsible long term academic, personal and career decisions. (Gerdy, 1987)

Attitudes Toward Academic Counseling

In 1982, Zingg addressed the issue of the "dumb jock". Student athletes are praised as being individuals who have excelled at the dual role of athlete and academician on one hand, while being joked about as a group which has gotten special privileges, judged on double standards and are illiterate. The student athlete is often ignored by the administrators and educators who are too busy discussing policies and procedures to provide the student athlete with personal, academic and career development counseling. The student athlete is both misunderstood and misjudged. Providing tutorial help, help with time management, study skills, and academic advising plus scheduling may keep student athletes in college and eligible to participate for four years. However, to advise and develop student athletes to make responsible decisions regarding academic interests and majors, and facilitate development of self-esteem and moral values would truly educate them about life-long learning and achievement (Kirkland, 1992).

Responsibility for counseling athletes must rest with the institution which extended the invitation to educate them (Whitner, 1988). "If a student-athlete is counseled to pursue his program of study at a slower pace than that of most of his classmates, the

school must have the financial and academic resources to make that possible" (Zingg, 1982, p. 17).

Athletics should be considered an extracurricular activity just as participation in theater, yearbook, school newspaper, clubs and organizations. The study of athletes' GPAs, graduation rates, ACT and SAT scores, and monitoring academic progress in college as indicators of probable academic success is a necessary job requirement of athletic academic advisors (Paul, 1986) and (Kirkland, 1992).

Minority student athletes pose special advising problems because of their education from the inner city or rural high schools. Work to improve the advising and career development components of athletic academic programs does not insure that the athlete will graduate or be educated in a higher education setting. Thus, leaving college with learning skills for a career other than sports is important (Paul, 1986) and (Kirkland, 1992).

Harry Edwards (1983) stated that of the student athletes who graduate (25 to 35 percent) as many as three-fourths of them graduate with either a physical education degree or in a major specifically designed for student athletes. (p. 32)

Student athletes by nature focus on the present. Gratification is virtually immediate for them, thus, the idea of orientation toward the future is often not a realistic behavior for them (Figler, 1987). In the institutions that have special counseling services for athletes, many are manned by personnel with athletic backgrounds.

Gurney, Robinson and Fygetakis (1983) surveyed academic support services of 260 Division I institutions with 114 responding. 55 percent or 63 services had no academic or psychological support service designed for athletes. 35 percent or 18 institutions had one staff person specially for athletes and less than 2 percent had at least 4 personnel advising athletes. Only 31 percent of these positions were filled with people with counseling backgrounds, 27 percent had athletic backgrounds, and the rest were paraprofessionals.

This survey lacked the seriousness of dedication for career counseling programs for the student athletes' enhancement (Paul, 1986) and (Kirkland, 1992).

In a follow-up study by Mand and Fletcher (1986), a greater number of professional counselors appeared. More counselors were found in Division II schools. Figler and Griffith (1982) discovered that Division II and III institutions believed that academic advisors are needed for their athletes. Making the student athlete a part of campus-wide orientation and advisement has been implemented at some institutions, mainly smaller Division III institutions that do not have the funds for special services.

Advisement and services should be focused toward the whole person and not just academic advising and the checking of grade performance. Gerdy (1987) stated that more should be demanded of student athletes, or the self-fulfilling prophecy will perpetuate itself. Coaches are role models who greatly influence the lives of college athletes. Coaches should encourage their student athletes to develop not just athletically but to develop personally, socially and intellectually. "After all isn't that what coaching is all about, helping young people reach their full potential to develop as individuals so they can better face the world when their playing days are over?" (Gerdy, 1987, p. 3)

Whitner and Myers (1986) contended that student athletes are an at risk marginal academic population. The ten year study by Purdy, Eitzen and Hufnagel (1982) is cited often to support this theory. Raising academic standards was not seen as the answer to the at risk student athlete's problems by Whitner and Myers. They believe that there will always be a group of at risk student athletes, no matter what scores and requirements are needed to be eligible. The major goal of academic support services should be to help student athletes make the transition to college life and to progress toward a college degree (Whitner and Myers, 1986, p. 4). Higher education has produced quality individuals who are contributors to society and despite all of the factors mentioned above many are former student athletes (Paul, 1986) and (Kirkland, 1992).

The typical academic advisement activities of making schedules, running study table and keeping student athletes eligible are not enough for minority student athletes. Minority student athletes do not matriculate at the same rate as their white counterparts but instead see athletics as a one-way ticket to the professional ranks. Minority student athletes still graduate at a higher rate than minority non-athletes. To increase the graduation rate, Roper and McKenzie described five areas of a developmental model for minority student athletes which could be used for all student athletes (Paul, 1986) and (Kirkland, 1992).

The five components included giving athletes clear academic goals and providing them with activities to increase their ability to represent oneself in words, numbers, pictures and gestures (Heath, 1980, p. 393). This includes forming personal academic and professional goals. One must develop realistic goals of society issues, communications, and roles of other cultures to broaden one's view of the world. Integration of problem solving ideas and building relationships and a positive self image is another component (Widick, Knefelkamp and Parker, 1983). This component stresses that athletes should have reality career counseling and formulation of alternative career plans. Internships and cooperative placement are important in choosing a career option. Athletes need to develop positive images of their intellectual skills, values and relationships with others to have a stable life (Kirkland, 1992).

A confident and stable view of one's self allows one to be receptive to learning new tasks which is a major step for some athletes. In the past athletes looked to athletics for positive feedback and self-confidence. Athletic advisors need to show athletes that they can succeed in academics as well. Finally autonomy needs to be achieved early on in college by the student athlete. The student athletes need to assume responsibility for themselves (Kirkland, 1992).

Whitner and Myers (1986) stated that the following resource services should be included in academic intervention programs:

1. Teach time management and study skill instruction.
2. Provide counseling for academic or personal concerns.
3. Provide campus resources and how to obtain them.
4. Assist in prediagnosis of possible learning disabilities.
5. Link the at risk student athlete with appropriate university developmental and remedial programs.

Career development services are non-existent and this may be attributed to the notion that coaches and athletic directors do not want athletes distracted from athletic goals (Remer, Tongate and Watson, 1978). Administrators are good at getting their athletes summer jobs but they do little for their future after athletics.

Attitudes Toward Career Counseling

Career development for athletes is an area that is most often neglected, but very much needed. Wittmer, Bostic, Phillips and Waters (1981) asked an athlete about his future. His response was, "Who's gonna handle me now?" He had been lodged in the best hotels, flown from city to city, and yet had no idea of the price of a good meal or of an airline ticket!! He had a tutor at his beckoning and seldom, if ever, had faced the long class registration lines that frustrate the average student, now, he was a has-been facing a tough come down. Simply, he was asking, "Is there a life following college athletics if you don't make pro?" (Wittmer, Bostic, Phillips and Waters, 1981, p. 55)

This scene is not unusual because athletes tend to be isolated from the general student population. They have many decisions made for them, they are monitored and forced to be at certain places at certain times. This behavior is viewed as being concerned for the athlete's welfare. They are not given the opportunity or responsibility for taking control of their lives or make decisions for themselves.

An athlete who is not led by counselors, athletic directors or coaches to explore career options may never initiate exploring career goals because of his preoccupation with athletics. If athletes explore alternative career options, then they will be more likely to set and achieve goals related to those alternative career choices (Paul, 1986).

The expectancy theory by Vroom (1964) cited by Brooks and Betz (1990) states that a person will be motivated to consider an occupation if he is both attracted to it and feels that he can attain the occupation. An athlete can have low self-appraisal of expectancy to complete the requirements for the major required to perform in that area. Many athletes need encouragement and motivation to even approach the counselor to help them make an intelligent information-based decision. Nelson (1983) quoted a 20 year old athlete: "For my future, I am not certain. College and sports are it for now. I really do not want to think about what I will do after." (p. 182) Some athletes are in denial of their reality in the future. They may not look at career goals because they deny that they may not make it in professional sports (Pinkerton, Hinz and Barrow, 1989).

The overall wellness of an athlete is needed for the athlete to coexist in life after athletics. Goodloe (1989) described the athlete who did not make the team or who was injured and quit school as one who created more problems for himself. Grades and self-esteem drop due to a loss of purpose and self worth tied to athletics and winning and losing. Isolation and withdrawal are symptoms of depression which leads to failure and ultimately danger. Usually athletics are the first priority, academics the second priority, which is sometimes only used to remain eligible for the first priority. There are no third or fourth priorities. When athletics is taken away from the athlete, there is nothing left. The value system is based entirely on competing and winning. Therefore the following concepts must be explored by athletes in team meetings and advising sessions. They are wellness in the physical, mental, emotional, social, spiritual and occupational areas of an athlete's life. A balance of each must be accomplished for success later in life to occur (Paul, 1986) and (Kirkland, 1992).

By implementing programs in the athletic academic advising unit, the gap between the reality of what the athletic experience is and the myth of what it is perceived to be can be closed. Thus, through counseling techniques, an athlete is made aware that abilities, skills and characteristics from athletics will transfer to other occupations.

Most athletes are concerned with their future to some extent by asking questions about career development and academic major choices. At the University of Delaware, through the Student Services for Athletes program, a two-part workshop on career development is given to the athletes (Jordan and Denson, 1990).

Coaches must promote these career development programs to show their athletes that they care for them as human beings in society and not just as a number or position on the team. The counselor's job then is to network with faculty and staff to establish credibility (Paul, 1986).

An initial proposal of G*O*A*L*S (Giving Our Athletes Lifelong Skills) has been presented to the University of Alabama administrative staff. Findings from this study will serve to support and refine the details and features as the G*O*A*L*S project is implemented. (see Appendix V)

Harry Edwards, the world renown sports psychologist at the University of California-Berkeley, once said that a youngster has a better chance of becoming a brain surgeon than becoming a professional athlete (Stanton, 1987). Thus, it is essential that athletic programs at all levels start implementing their own career counseling programs to better prepare student athletes for alternative career plans for life after sports (Goodloe, 1989). The reason is simple: less than 1 percent of college athletes go on to make money at the professional level. "A significant portion of an athlete's waking consciousness is devoted to daydreaming about athletics, generally preoccupied with practice, competition, winning and the next game. Thus, they are not as interested in their educational and career goals as non-athletes." (Stanton, 1987, p. 115)

Life After Sports

The athlete committed exclusively to sport usually lacks the opportunity to develop a fully rounded personality and to capitalize on other options and aptitudes. "The athletes who have gained a positive identity and feeling of self worth through their athletic ability are at greatest risk of not succeeding later in life" (Ogilvie, 1987, p. 219). "The athletes who make the extreme sacrifice in terms of emotion, time and energy to the point that their sport has taken precedence in their lives, are the ones who will suffer the most from career termination" (Ogilvie and Howe, 1986, p. 380).

Education and career planning have been unimportant to student athletes during their tenure as the elite athlete (Blann, 1991). Athletes, having no goals other than those related to sports, tend to go through a time of severe depression after separation from athletics. Goal oriented athletes may have the same feelings. However, it appears student athletes who realize they have value and worth apart from sports may have taken the first step in developing a healthy lifestyle and being able to go forward.

One approach that needs to be implemented in all counseling programs is the Integrative Behavioral Model for coping with changing lifestyle events. The model stresses expectancy and preparation. Expectancy refers to anticipating certain scenarios before they occur and implementing strategies of preparation to deal with them (Chartrand and Lent, 1987). Another theory that should be used to increase an athlete's career development is the conflict theory (Janus and Mann, 1977). They encourage the use of the balance sheet for creating decision making opportunities (Chartrand and Lent, 1987, p. 165). The balance sheet encourages an athlete to be flexible in career decisions and skill development in addition to commitment to one's sport. The student athlete needs to focus on strengths and should shift responsibility from the counselor to oneself when making decisions about the future after college athletics (Paul, 1986) and (Kirkland, 1992).

Athletes need to be successful in each of the following career counseling programs: self-assessment, career assessment, development of career plans, development of educational plans, development of financial plans and career planning seminars (Kirkland, 1992).

"Ethically, athletes' welfare is insured by providing opportunities for them to succeed in all parts of life. For athletes to develop in the best possible way as individuals they must take the initial steps to be good citizens. They must contribute in positive ways to their communities and society both during and after sports." (Blann, 1991, p. 18)

Innovative Programs

The University of Florida in 1981 developed a unique counseling program for its student athletes, as reported by Wittmer et al. (1981). The plan involved moving away from the traditional role of course selection and advisement to the role of facilitator/counselor for each athlete. The athletic counselor's role at the University of Florida was as follows:

(1) to identify areas of personal, vocational, and academic concerns, and (2) to guide and assist athletes with these concerns. Such an approach was based on the premise that personal concerns manifest themselves in such outward symptoms as poor academic performance, socially undesirable behavior, and so on. Therefore, the plan was to identify and work with personal concerns via a preventive, developmental approach.

A course within the University of Florida's Counselor Education Department was developed specifically for freshman-level athletes. The course was first designed by ex-scholarship athletes in the Counselor Education Department as a counseling course project. The highly structured course focused on self-concept, vocational and academic

awareness, leadership, racial relations, interpersonal communication skills, and how to meet the press. Because of the success of the first offering, the course was then offered twice a year (summer and fall) to all incoming male and female scholarship student athletes (Paul, 1986) and (Kirkland, 1992).

Wittmer et al. said the course dealt with the growth and development of the student athlete and explored the following topics: (1) interpersonal skills built upon a facilitative model of communication; (2) communal living and the guidelines thereof; (3) university support services and their use to the student athlete; (4) effective leadership skills; (5) career interest, planning, and the development and implementation of appropriate decision-making strategies; (6) academic planning as related to career goals; (7) effective social skills and understanding the importance of one's self-concept; (8) time management; and (9) skills in meeting the press (Paul, 1986) and (Kirkland, 1992).

Personal and vocational assessment was a vital aspect of the course, and each athlete was given the Strong Vocational Interest Bank, the Myers-Briggs Type Indicator, the Athletic Motivation Inventory, and an Incomplete Sentence Test developed by the University of Florida (Paul, 1986) and (Kirkland, 1992).

Each athlete received a personalized computerized profile of his/her Strong, Myers-Briggs, and AMI results and met individually with a specially trained counselor for a careful interpretation of each test/survey. Also, the students were assigned a paper on "Understanding Myself" based on the results of the test (Paul, 1986) and (Kirkland, 1992).

The Athletic Student-Life Counseling Staff at the University of Florida developed an exit seminar for graduating seniors. The initial step was to identify major concerns which

would have an immediate impact on the student athlete the first year following graduation. This was accomplished by a need-based interview with the graduating seniors seeking suggestions for topics. The topics selected by the seniors included: "Insurance, How Much? and What Kind?," "Job Interviews," "Marriage and Your Future," "Your Role as a Florida Alumnus," among others. the speakers selected were knowledgeable of the subject matter and had credibility with student athletes. Several of the speakers were former Florida lettermen with a competency in an area of concern. The seminar was planned around the evening meals in the athletes' dining hall. (Wittmer et al., 1981).

In 1976, one college administrator recognized the need for career planning for athletes. Dr. David McFarland, Assistant Vice-President for Academic Affairs, at Wichita State University, capitalized upon the group concept of student-athletes. All freshmen students were required to enter University College to develop a career development class. A seminar directed toward freshman athletes was initiated (McFarland, 1976).

The goals of the course included: (1) develop ownership in the career/life planning process; (2) motivate student-athletes by exposing them to pertinent and accessible career possibilities; (3) develop long-range career plans which utilize both athletic talents and academic achievements (Paul, 1986) and (Kirkland, 1992).

Eileen S. Nelson conducted a study of career counseling on freshmen athletes at James Madison University, Harrisonburg, Virginia, in 1982. Subjects were 132 freshmen athletes enrolled at the school. The Strong-Campbell Interest Inventory (SCII) was given to each athlete and a career counseling package containing exercises addressing personal, interests, competencies, goals, and opinions (Paul, 1986) and (Kirkland, 1992).

At the end of the freshman year, the student-athletes had a 2.50 GPA on a four-point scale, the rest of the freshman class had a 2.61. The career counseling allowed the student-athletes to examine personal characteristics and influence personally in a structured fashion. Integrating personal knowledge and new information about career and the job market helped them to assess their choices and affirm or change some decisions.

Nelson, concluded that career counseling may help to expand the athlete's identity beyond dreams of professional athletics to incorporate more realistic career alternatives into his realm (1982).

One outstanding athletic program which incorporates career counseling into its overall academic advising model is Pennsylvania State University. The Academic Support Center for Student-Athletes directed by Diana Kenepp addresses both student-athletes' academic needs and career counseling needs through a two-credit course required of all freshman student-athletes graded on a pass/fail basis (Diana Kenepp, personal communication, February 14, 1996).

The first part of the course works with student-athletes' adjustment to the academic setting, and the last half deals with career exploration. the academic advising and career development model stresses four steps for athletes to use throughout their life: exploration, crystallization, specification, and implementation (Career Development Handbook, 1995-96).

The "Exploration and Identification of Career/Life goals" is the second part of the required course. It addresses topics and issues in all four years of the athlete's athletic career. The freshman year is geared toward exploration and increases self-awareness.

Components of the career development model encompass identification of interests, skills, and work values through courses, activities, summer jobs, advising centers, family, friends, and faculty. Student-athletes use the Strong Interest Inventory, Myers-Briggs, and the Self-Directed Search for assessment purposes. In addition, Discover and Sigi-Plus is used to explore career options (Dianna Kenepp, personal communication, February 14, 1996).

Use of the Career Development Handbook as a resource for their remaining college years is stressed, and each year's goals are listed. The handbook also has videotapes which address various concerns. The handbook catalogs and describes each one in depth and gives recommendations for follow-up activities. Some of these titles include: "Choosing a Major/Educational Planning," "Academic and career Opportunities in the College of Arts and Architecture," "Academic and Career Opportunities in the College of Education," and "Engineering," "Summer Job/Internship Search Strategies," "Self-Directed Job Search," "Resume Preparation," "Transition from School to Work," and "Making Decisions about Graduate and Professional School" (Career Development Handbook, 1995-96).

The most comprehensive career counseling program for student-athletes found by this researcher is at the University of Nebraska in Lincoln. It has been functional since 1988 and is housed in the 2.3 million dollar Academic Center for Student-Athletes. Career counseling is one component of the comprehensive academic, personal, and career counseling network available for student-athletes on the campus. It is noteworthy that dollars for resources and personnel as well as the facility speak to a far reaching commitment to Nebraska's athletes. The Career Counseling program for Student-Athletes

directed by Keith Zimmer was recognized by Russell Athletics to receive the CAM Magazine Award of Excellence in Academic Support (Kirkland, 1992).

"Now in its eighth successful year, the career counseling program has proven effective in both keeping student-athletes set on graduation goals and pointing them toward career opportunities. Nebraska has found that as soon as a student-athlete identifies career goals and selects a major, he or she usually becomes a much more motivated student. And having career goals or even a job lined up, makes the transition from athletics to another career much easier." (University of Nebraska: The Next Step, 1995, p. 4)

The freshman athlete's academic-athletic experience starts with a week of orientation. During that time, counselors and administrators discuss procedural issues which encompass information on the university, the Big 12 Conference, and NCAA policies. Presentations describing services and students' activities are presented. An academic assessment is completed and support programs are introduced (University of Nebraska Athletic/Academic Counseling, 1995).

Student-athletes are presented the Career Counseling Program in three phases. Phase one assists with identification of career goals and major selection. Students first take an interest inventory assessment; then they work through Sigi-Plus, a computer guidance program, to correlate interests and career possibilities. Monthly career nights are held where former Nebraska student-athletes as well as community professionals come to campus to share information and testimony about their careers. Career fairs, sponsored by the University Career Center, are held periodically throughout the year to bring

numerous business and industry representatives to campus. This provides opportunity for all students to network with elite national companies. Career counselors encourage shadowing experiences whereby athletes will visit and observe different corporations, or perhaps intern or plan a cooperative education experience (University of Nebraska Athletic/Academic Counseling, 1995).

The second phrase of career counseling is called career planning. this involves teaching job development skills to increase marketability of the student-athletes. Job search strategies are taught through group presentations and tours of appropriate facilities which store such information.

The third phase is career placement. This part of the program works to allow athletes to interview on and off campus upon completion of the Resume Expert program. Student-athlete resumes are featured in a nationwide alumni letter called the Husker Academic Newsletter. The newsletter is a feature of the Husker Career Network which is a nationwide alumni network in which members facilitate interviews, internships, summer employment, full-time employment, or access to graduate and professional schools. The Husker Career Network asks that alumni serve as career contacts and career mentors in various academic areas for athletes (University of Nebraska Athletic/Academic Counseling, 1995).

Dr. Larry Routh, director of the University Planning and Placement Center, states that the effects of the Husker Career Network have impacted the entire campus. The athletic department's credibility among faculty and staff has risen, and the network has facilitated development of similar programs in other colleges on campus (Kirkland, 1992).

Additionally, other university athletic departments such as "Michigan State,

Minnesota, UCLA, Kentucky, Alabama, and all the Big12 conference foes, have consulted Nebraska on how to set up similar programs on their campuses" ("University of Nebraska: The Next Step," 1995, p. 4.).

Another innovation within this area of the comprehensive athletic advising system is the tracking system called the Degree Audit Program. This system not only monitors grades but also audits progress toward a degree (Kirkland, 1992).

Nebraska also holds "Life After Sports" seminars with former Huskers and professional athletes as speakers to address the transitions from sports to another career. Student-athletes are given statistics and "reality" counseling. Some statistics which attest to the program's success follow. In 1990, when surveyed, 26 percent of the Husker football and basketball players aspired to be professional athletes (Kirkland, 1992).

Another aspect of Nebraska's commitment to career opportunities is its participation in a consortium of colleges associated with the Center for the study of Sport in Society. Former athletes may return to campus to finish their education after eligibility runs out or even after participating in professional sports and dropping out. In exchange for tuition, books, and fees, the former student-athletes either work on campus or participate in community outreach projects (Zimmer, 1995).

Several working programs have been described. the last program described is a description and rationale for a proposed developmental program for student-athletes. Petitpas and Champagne (1988) proposed a program which begins with developing credibility with athletes, coaches and athletic staffs, and faculty and administration.

Three areas of consideration are training and credibility of athletic counselors,

academic responsibility of programming, and an evaluation plan. The academic counselor will have to build a network with the academic community. He must educate them concerning the athlete's unique situation and needs. The academic counselor must understand how sports skills are learned and be quite sensitive to the frustrations and challenges athletes face to gain credibility with athletes and coaches (Kirkland, 1992).

To demonstrate academic quality of the program, the academic counselor should actively pursue input and research questions with faculty members and student affairs personnel. By doing this, the academic counselor can educate them and dispel the myth that college athletes avoid hard programs or majors and major in eligibility (Kirkland, 1992).

The overall goal of the program is to ease athletes' movement from a narrow-minded perspective of a career in professional athletics to a mindset that allows for exploratory thinking. Freshman college student-athletes need to be enrolled in a course on self-exploration which would lead to accepting more responsibility for their own learning. Led by a faculty member from psychology, counseling, or student affairs, the course addresses issues of identity development, intimacy, sexuality, conflict management, interpersonal communications, sex roles issues, career choice, and moral development.

Chapter II

Proposal

Student athletes are, in some ways, different than other students. They have different time management needs and have different pressures placed on them by society. They must face obstacles in everyday life just like disabled and international students. They must face academic obstacles just like they do on the playing field. They must find a way to get around , through or over the obstacle. They all have special needs that must be attained each day to be successful (Whitner, Myers and Randall, 1987). Academic pressures to attend class, sit up front and take notes are all required by coaches and administrators to maintain eligibility. In addition pressure is inflicted by one's peers, friends, family, coaches, administrators, faculty, student body and public. The pressure to perform and to be successful in that contest is tremendous on all 17 to 21 year old young people (Kirkland, 1992).

This need to be a winner, to succeed, to be number one costs the student-athletes' need for career counseling for the future is often delayed until the ball is put away. The recruits are focused on athletics as soon as they step foot on campus. They tend to avoid any short-term or long range plans for the future after their athletic career is over. Universities recruit scholarship athletes to come to campus and because colleges initiate the scholarship, it is their responsibility to assist these student-athletes to address academic deficiencies, accept responsibility and build confidence in academics as well as athletics, and strive for the best education for them to prepare for a career outside of the athletic playing field (Whitner and Myers, 1986).

Coaches are always being accused of recruiting the statistics and not the person. they are said to recruit "at risk" students, who are marginal students. They have been faulted

for being indifferent to the academic or personal needs to fulfill educational responsibilities of the student athletes (Purdy, Eitzen and Hufnagel, 1982).

With the NCAA's implementation of Proposition 48, and many other stabilizing academic rules, the student athlete cannot just major in eligibility. However some athletes still change majors to take introductory courses in different fields. The public's outcry caused on July 1, 1993, the first publicly printed graduation rates to appear nationally as mandated by the Student Right-To-Know Act and Campus Security Act of 1990. this legislation also calls for institutions to disclose major fields of study and types of degrees earned by race and by gender (Kirkland, 1992).

The implementation of Proposition 48, the Right-To-Know Act, and increasing public pressure for accountability of higher education should force colleges and universities to generate academic programs for their student-athletes to enhance academic skills. Institutions should provide quality career counseling services to encourage the student athletes to graduate and seek out productive careers. Such services should be designed to help student athletes with their career interests and academic majors. Career and academic interests can be assessed by use of the Strong-Campbell Career Interest Inventory Survey (Paul, 1986) and (Kirkland, 1992).

Analysis of "interest" data along with the study of the ACT and/or SAT scores and the student athletes GPA can provide a comprehensive profile of men's basketball and baseball student athletes. These profiles can be compared across institutions division levels and between minority and other student athletes.

The intent of this study is to first produce data to be used by athletic department academic advisors and career counseling services personnel to motivate student athletes to graduate with a degree of their liking to be used after leaving the athletic playing fields (Blann, 1985) and (Kirkland, 1992). By studying revenue producing (basketball) and non-revenue producing (baseball) student athletes from Division I, II and III athletic programs, comparisons of career decision-making can be made (Paul, 1986) and

(Kirkland, 1992). Second, the study made comparisons between all three divisions to determine if participation in a more highly pressurized athletic program influenced career choices.

Purpose of the Study

The purpose of this study is to provide descriptive data to identify any differences in the three college division classifications of men's basketball and baseball student athletes as they relate to career decision making in their career interest, academic major and GPA.

Concepts for this study were originally tested by Joseph Scott Paul (1986) in his doctoral dissertation, *The Intercollegiate Athlete as a Student in Higher Education: An analysis of Career Expectations, Interests, and Academic Majors*. His study focused on revenue producing sports scholarship athletes in football and men's basketball at one university. This study will include men's basketball and baseball student athletes at three different institutions in three different divisions. The research describes their personal career interests, career goals, motivation in the academic setting, and academic majors. The research also shows their GPAs, ACT test scores and their aspirations to become professional athletes.

The purposes of the study were to:

- A. Obtain descriptive data regarding men's basketball and baseball student athletes competing in a Division I, II and III athletic program to establish the following:
 1. The academic profiles of these student-athletes in regard to ACT test scores, high school grade point averages, cumulative grade point averages and academic majors.
 2. The career goals of these student athletes.
 3. The basic career interests of these student-athletes based on a nationally normed standardized instrument.

4. Those among these student-athletes who specifically expected a career as a professional athlete. (Paul, 1986, p. 3)
- B. Research based on descriptive data that were used to determine the answers to the following questions:
1. Do these student athletes hold career goals which are realistic to their basic career interests'? (Paul, 1986, p. 4)
 2. Are there differences between Division I, II and III student athletes striving for academic goals which would increase their ability to obtain their career goals as measured by grade point average and ACT score?
 3. Are there differences between minority and other student athletes within their divisions striving for academic goals which would increase their ability to obtain their career goals as measured by grade point average and ACT score?
- C. The following null hypotheses are tested:
1. There are no differences between the student athletes high school grade point averages across divisions.
 2. There are no differences between the student athletes ACT test scores across divisions.
 3. There are no differences between the student athletes cumulative college grade point averages across divisions.

The message for student athletes in this study is as one coach said to his student athletes, "Dream your dreams, but don't let athletics use you or abuse you. You have to be prepared for the day when they take the ball away. And it will happen sooner than you think." (Stanton, 1987, p. 2)

Relevance of the Study

Athletes at many universities have built in academic advising programs that help them with their academic needs, but there is little research on athletes' alternative career interests, goals and academic majors. The intent of this research was to provide a resource for college athletic academic advisors and counselors to study and use in counseling athletes in career decisions (U.S. Department of Education, 1990). The products of this study are the planning, advising and using of academic formulas to reach career goals based upon interest, motivation, goal setting and academic majors (Kirkland, 1992).

The data generated can be used to correlate the comparison of the three different divisions of college athletes. The study provided an added analysis of the career decision making of minority student athletes.

The comparison is taken between athletes attending the University of Alabama, a division I institution of 20,000 students, the University of North Alabama, a division II institution of 5,000 students and Birmingham Southern College, a division III institution of 2000 students. Other variables that were used to study the student athletes' career path were their high school achievement, college grade point average, academic majors, career interests, career goals and academic orientation.

The information obtained from this study can be used during the college years of the student-athlete to show them that a college education is first and a pro contract (if possible) is second. The study supports athletic counselors, who show an interest for the student-athlete's life after sports, thus, educating the student athlete that he is considered a student first and an athlete second (Paul, 1986) and (Kirkland, 1992).

Most athletic academic programs have designed special career counseling programs for the needs of the student athlete. These programs are designed to improve the student athlete's welfare as a student, as a graduate and as a well educated citizen in society.

An initial proposal of G*O*A*L*S (Giving Our Athletes Lifelong Skills) has been presented to the University of Alabama administrative staff. Findings from this study will serve to support and refine the details and features as the G*O*A*L*S project is implemented. (see Appendix V)

Harry Edwards, the world renown sports psychologist at the University of California - Berkeley, once said that a youngster has a better chance of becoming a brain surgeon than becoming a professional athlete (Stanton, 1987). Thus, it is essential that athletic programs at all levels start implementing their own career counseling programs to better prepare student athletes for alternative career plans for life after sports (Goodloe, 1989). The reason is simple: less than 1 percent of college athletes go on to make money at the professional level. "A significant portion of an athlete's waking consciousness is devoted to daydreaming about athletics, generally preoccupied with practice, competition, winning and the next game. Thus, they are not as interested in their educational and career goals as non-athletes." (Stanton, 1987, p. 115)

Career goals, interests, academic majors, cumulative grade point averages and ACT test scores were studied for men's basketball and baseball student athletes at the University of Alabama, Tuscaloosa, Alabama, The University of North Alabama, Florence, Alabama and Birmingham Southern College, Birmingham, Alabama. Approximately 13 men's basketball and 25 baseball student athletes at the University of Alabama, 12 men's basketball and 20 baseball student athletes at the University of North Alabama and 10 men's basketball and 18 baseball student athletes at Birmingham Southern College participated in the study.

Data were gathered three ways. These were as follows:

1. Student-athlete information sheets from the athletic academic advisor at each school, provided descriptive data on high school GPA in the core curriculum required by NCAA rules, ACT/SAT test scores, cumulative grade point averages, transfer grade point averages, academic majors, race and classification according to each institutions

standards.

2. A survey developed by Paul (1986) was administered to the student athletes and it requested information on college major, how did you arrive at choosing that major, and career goals. (Appendix IV)
3. The S C C I I Survey was administered to the student athletes which showed career interests based on nationally normed data in 6 general themes, 23 basic interest areas an academic orientation score which measures the student's comfort in the academic setting.

The data gathered from the athletic academic advisor, the student survey and the SCCII were analyzed for descriptive and inferential data. Descriptive data recorded in narrative form with charts includes by division the following areas: high school GPA on core courses required by the NCAA for eligibility, ACT scores, college transfer grade point averages for the student athlete who transferred to each respected institution, cumulative grade point averages for all student athletes, and career interest. Percentages, means, ranges and standard deviations were reported for descriptive data.

Limitations of the Study

The study was conducted in the Southeast. Different cultures in other regions of the country may also be suitable for study. The studies of similar programs within the same conference and division as well as similar programs from other conferences and divisions would give a more comprehensive profile of student-athletes' career goals, career interests and academic majors.

Comparisons within a program between male and female student athletes would further clarify and describe the student athlete population at each institution.

CHAPTER III

RESEARCH METHODOLOGY Selection and Design of Research Instrumentation

This study called for the design of a brief questionnaire to obtain self-reported career and academic goals, and the selection of an instrument to report basic career interests.

The participants were asked to sign a release form granting access to academic records to provide summary data for research purposes. This satisfied the Universities' protection of human subjects in an ethical manner and ensured students' rights to privacy and confidentiality. To gather research data concerning academic major and career expectations of student-athletes, a survey instrument was administered. Dr. Joseph S. Paul's survey instrument (1986) was chosen because it addressed all areas of information needed to complete the student-athlete profile.

Dr. Paul's questionnaire format was chosen to collect self-reported career and academic goals because it could be easily administered to groups or teams of student athletes in a relatively short amount of time. According to Orlich (1980), other advantages of using a questionnaire as a research method include the following: identical questions are administered to all, the respondent avoids embarrassment or peer pressure by answering in private, tabulation is easy, interviewers need not to be selected and trained, interviewer bias is avoided, and the data are uniform, which lends potential for further research.

The Strong-Campbell Career Interest Inventory (1981) was chosen to assess the basic career interests of the student-athletes. The S C C I I is a widely used and accepted questionnaire that reports information about career interests, personality factors, and degree of comfort with the academic setting. The Strong-Campbell Career Interest Inventory was developed by E. K. Strong, John Holland, and David Campbell at the University of Minnesota over a 40-year span of time (Campbell & Hanson, 1981). It is published by Stanford University and distributed by Counseling Psychologists, Inc.

Research indicates that the average adult can complete the inventory in about 30 minutes. The S C C I I has been measured to read at the sixth-grade level. (Campbell & Hansen, 1981). The 23 Basic Interest Scales made the instrument particularly useful to this study in that the categories were broad enough to cover all possibilities of self-reported career expectations and yet narrow enough to discern differences and categorize data.

In addition, Campbell and Hansen (1981) report that the S C C I I also gives scores on an extroversion/introversion scale and a scale that measures comfort with the academic setting. The academic comfort scale was established by comparing selected inventory responses of respondents to persons who reported being very comfortable and satisfied in a collegiate academic setting. Some relations (correlation's .10 and .30) have been shown between academic comfort and academic success (high grade point averages). These two scales will provide other researchers information on how the academic setting is influenced by introverted or extroverted personalities and vice versa (Paul, 1986) and (Kirkland, 1992)..

Data Collection

The self-reported student-athlete questionnaire developed by Dr. Paul and the S C C I I were administered during team meetings and study hall with the athletes. Assistance was provided by the academic counselors and coaches of the athletes. Before the survey was completed, the student-athletes were asked to sign a release form granting access to their student records to gather other data to complete the student-athlete profile.

Career goals, interests, academic majors, cumulative grade point averages and ACT test scores were studied for men's basketball and baseball student athletes at the University of Alabama, Tuscaloosa, Alabama, the University of North Alabama, Florence, Alabama and Birmingham Southern College, Birmingham, Alabama. Approximately 13 men's basketball and 25 baseball student athletes at the University of Alabama, 12 men's basketball and 20 baseball student athletes at the University North Alabama and 10 men's basketball and 18 baseball student athletes at Birmingham Southern College participated in the study.

Data were gathered three ways. These were as follows:

1. Student-athlete information sheets from the academic advisor at each school, provided descriptive data on high school GPA in the core curriculum required by NCAA rules, ACT/SAT test scores, cumulative grade point averages, transfer grade point averages, academic majors, race and classification according to each institutions standards.
2. A survey developed by Paul (1986) was administered to the student athletes and it requested information on college major, how did you arrive at choosing that major, and career goals. (Appendix IV)

3. The SCCII Survey was administered to the student athletes which showed career interests based on nationally normed data in 6 general themes, 23 basic interest areas and of this study were originally tested by Dr. Joseph Scott Paul (1986) in his doctoral dissertation, *The Intercollegiate Athlete as a Student in Higher Education: An Analysis of Career Expectations, Interests, and Academic Majors*.

This study will include men's basketball and baseball student athletes at three different institutions in three different divisions. The research describes their personal career interests, career goals, motivation in the academic setting, and academic majors. The research also shows their GPAs, ACT test scores and their aspirations to become professional athletes.

Research based on descriptive and statistical data were used to determine the answers to the following questions:

1. Do these student athletes hold career goals which are realistic to their basic career interests'? (Paul, 1986, p. 4)
2. Are there differences between Division I, II, and III student athletes striving for academic goals which would increase their ability to obtain their career goals as measured by GPA and ACT scores?
3. Are there differences between black and white student athletes within their divisions striving for academic goals which would increase their ability to obtain their career goals?

The relevance of this study was to provide a resource for college athletic academic advisors and counselors to study and use in counseling athletes in career decisions. The

information obtained from this study can be used during the college years of the student athlete to show them that a college education is first and a pro contract (if possible) is second.

Data were gathered by a survey developed by Dr. Paul (1986), which was modified and administered to the student athletes. It requested information on college major, career goals, high school GPA, college transfer GPA, cumulative college GPA, ACT/SAT test scores, race and college classification. The Strong Campbell Career When student athletes compete at a high level their competitive nature to become a professional athlete precedes Interest Inventory Survey was administered which showed career interests based on a nationally normed data in 6 general themes and 23 basic interest areas. Descriptive and statistical data recorded in narrative form with charts includes by division, high school GPA, ACT test scores, college transfer GPA, cumulative college GPA and career interest. Percentages, means, medians, modes, ranges, standard deviations and analysis of variance (ANOVAS) were reported for descriptive and statistical data.

The most important academic factor is related to grade point average of those intending to become a professional athlete. This led the researcher to support related literature which states that practice, meetings, travel and competition overrules study and tutoring time which is reflected by the cumulative GPAs of each student athlete. Thus, student athletes tend to focus more on physical development instead of academic (mental) development.

an academic orientation score which measures the student's comfort in the academic setting.

The data gathered from the athletic academic advisor, the student survey and the SCCII were analyzed for descriptive and inferential data. Descriptive data recorded in narrative form with charts includes by division the following areas: high school GPA on core courses required by the NCAA for eligibility, ACT scores, college transfer grade point averages for the student athlete who transferred to each respected institution, cumulative grade point averages for all student athletes, and career interest. Percentages, means, ranges and standard deviations were reported for descriptive data. Analysis of variance across samples from all three institutions yielded statistical comparisons of the distributions.

Definitions of Important Terms

The definitions listed in alphabetical order below were used for the purpose of this study: **ACT score** - This score refers to the composite numerical score earned on the American College Test. It is nationally normed and highly utilized as an achievement test by many colleges and universities in setting admissions standards and predicting the probability of a student's success in the college setting. The composite score is a numerical indicator that is derived from averaging specific scores in English, Math, Social Science, and Natural Sciences. Possible composite scores range from 0 to 35. Freshman college athletes must score a minimum of a 17 on a sliding scale to have a chance at being eligible to participate in sports.

Academic Orientation score - This numerical score is produced by the Strong-Campbell Interest Inventory that is intended to give an indication of a respondent's interest in an academic setting. High scores (50 or higher) will be found among people who are well educated and low scores (40 or lower) will be found among those who are uncomfortable with academic pursuits and see education as a means to an end. Most graduate students

in higher education score at least 50, some Ph.D. candidates score 60 while those who score 40 and below and especially in the 30's are college dropouts.

Basic Career Interest - This is a respondent's interest level in 23 basic career categories as reported by the Strong-Campbell Career Interest Inventory. The 23 basic interest areas are listed in Appendix IV.

Career Expectations - This refers to the career area that the respondents report as their intended profession after college through the survey questionnaire requesting this information.

Consonance of Academic and Career Goals - This refers to a match between academic major and self-reported career expectations of the respondents. An example would be a respondent who reported a career expectation in TV broadcasting and who was majoring in Tele-Communications and Film. This would represent a student athlete having consonance of academic and career goals.

Division I - Division I implies that an institution sponsors seven all male or mixed team sports including football, seven all female sports, and a minimum number of two all male/mixed and two all female team sports. At least 60% of all football games must be against Division I-A members. Football attendance required is 30,000 permanent seat stadium and 17,000 average per home football game (or 20,000 average all football games) in one of the last four years. The basketball requirement states that 1/3 of all men's contests are in home arena.

Division II - Division II requires sponsorship of four all male or mixed-team sports, four all female team sports, two all male/mixed, and two all female team sports. Football scheduling requires at least 50% of all games must be against Division I-A, I-AA or II members.

GPA - This refers to the cumulative grade point average, transfer grade point average, and the NCAA high school core grade point average of the respondents. All of the grade

point averages are through the end of the spring semester of 1996. All universities involved in the study are on semester and 4-point grading systems.

Lower classmen - This refers to those within the population who were designated as freshman or sophomores by the University. Classification is based on credit hours earned and not by athletic eligibility.

NCAA - This organization is referred to as the National Collegiate Athletic Association. Founded in 1906, the NCAA represents the largest voluntary organization of four-year colleges and universities participating in intercollegiate athletics. The NCAA is a governing body for over 800 member schools, whose primary purpose is to initiate, stimulate, and improve intercollegiate athletics programs and formulate and enforce rules for participation and competition (NCAA Manual, 1995).

Population - The study refers to 13 men's basketball and 25 men's baseball student athletes at the University of Alabama, 12 men's basketball and 20 men's baseball student athletes at the University of North Alabama, and 10 men's basketball and 18 men's baseball student athletes at Birmingham Southern University, all of whom were regularly enrolled as full-time students during the spring semester of 1996.

Professional athlete - Refers to employees of professional basketball and baseball franchises who are paid for their participation as athletes after their college days are over.

Self-report questionnaire - This refers to the 30-item set of questions that was developed in order to obtain information about members of the student athlete population in regard to career expectations and academic majors.

Strong-Campbell Interest Inventory - This is an instrument selected to obtain the basic career interests and comfort with the academic setting for the student athletes in the population.

Student athletes - The students who were regularly enrolled as full-time students at their selected Universities during the spring semester of 1996 and participated in men's basketball and baseball.

Upper classmen - Refers to those within the population who were designated as juniors and seniors by the selected university as of the spring semester of 1996. Classification is based on credit hours earned and not by athletic eligibility.

Chapter IV

Findings

Findings are reported in both narrative and tabular form. Percentages, means, modes, medians, ranges, standard deviations and analysis of variance (ANOVA) were utilized.

The purpose of this study was to approach the problem of a lack of research data pertaining to the student athlete and his or her career and lifelong development skills and to provide information about the special characteristics of student-athletes. More specifically, this research studied and reported on the career choices, interests, academic majors, and achievement of student athletes from selected Division I, II, and III institutions.

The study is descriptive and focuses on the group in terms of academic majors, demographic profile, academic achievement, expectations of becoming a professional athlete, career interests, and career expectations.

The data are presented and analyzed in three sections. Section one provides a brief demographic profile of student athletes, including division, age, class, and race. Section two provides an academic profile of the student athletes studied. This includes the findings of ACT scores, and high school cumulative grade point averages of all freshmen student athletes and transfer cumulative grade point averages of all transfer student athletes and cumulative grade point averages of all participants of the study at the end of the fall semester 1996 and their major. Section three provides information on academic and career expectations and interests, as well as focusing on the student athletes' expectations of becoming professional athletes. The final section reports the findings of the testing of the three null hypotheses asserted in the study's purpose.

Demographic Profile

This section presents data describing division, age, class, race, and number of entering freshmen and transfer student-athletes. All participants were male student athletes participating in men's basketball or baseball. All were enrolled as full-time students during the fall semester of 1996.

The average age for the 98 student athletes tested was 20.69 years. Ages ranged from 18 to 23 years. The median and mode ages were 21 years. Table 1 reports data to identify student-athletes in the three divisions. Student athletes in the original freshman category refer to student-athletes who went straight from high school to their respective universities as freshman, and transfer refers to student-athletes who transferred into the universities after attending a community college, junior college or another four-year institution. Among the student athletes studied, 37 were black (37.8%), while 61 were white (62.2%). This reflects a much larger percentage of minority students among the student athlete population as compared to the total student body populations at each institution.

Twenty-nine of the student-athletes were lower classmen (freshmen and sophomores), while sixty-nine were upper classmen (juniors and seniors). Among lower classmen, 14 were black (48.3%), while 15 were white (51.7%). Among upper classmen, 23 were black (33.3%), and 46 were white (66.7%).

Table 1**Division, Class, Race, Type of Student-Athlete**

	Division I	Division II	Division III	Total
Student-Athletes	38	32	28	98
Race				
White	26	18	17	61(62%)
Black	12	14	11	37(38%)
Classification				
Freshmen	5	5	4	14(14%)
Sophomores	3	7	5	15(15%)
Juniors	17	10	10	37(38%)
Seniors	13	10	9	32(33%)
Type of Student				
Original Freshmen	19	19	20	58(59%)
Transfer	19	13	8	40(41%)

Table 2 reflects the mean age of 20.69 for the student-athletes.

Table 2

Ages of Student-Athletes

Age	Division I	Division II	Division III	Total
18	2	3	3	8 (8.1%)
19	2	4	4	10 (10.2%)
20	11	6	5	22 (22.4%)
21	13	8	6	27 (27.5%)
22	9	8	9	26 (26.5%)
23	1	3	1	5 (5.1%)

Academic Profile

This section reports the findings related to the academic achievement, expectations, and majors for the student-athletes used in the study. The data reported include composite ACT scores, high school, transfer and cumulative grade point averages, academic majors, and expectations of graduation. The composite score for the American College Test (ACT) was one of the admissions standards utilized by the institutions studied for freshman student athletes. ACT scores were not documented for all athletes. Transfer student-athletes have modified eligibility requirements apart from entering freshman in a Division I, II, and III athletic program. The NCAA Manual (1995-1996, pp. 172-179) lists the regulations, exceptions, and waivers which apply to qualifiers, partial qualifiers and non-qualifiers. Transfer student-athletes to the University of Alabama must have a 2.00 cumulative GPA from all schools attended. They also must have 48 transferable hours if they are from a 2 year school and have attended 4 semesters. If they are attaining a A.A. or A.S. degree then they did not have to be a qualifier out of

high school. If they are not attaining a A.A or A.S. degree then they must be a qualifier out of high school to be eligible at a 4 year school.

Transfer student-athletes did not need the ACT scores to be admitted to the universities in the study. All freshman student athletes in the study from the University of Alabama were required to have a minimum of a 17 ACT with a 2.00 cumulative grade point average to be admitted. The freshman student athletes who had the minimum ACT score and/or the cum. GPA were placed on a restricted admission status.

At North Alabama University, an unconditionally admitted regular freshman must have an ACT score of 18 and a 2.00 GPA, but can placed on restricted admission status by meeting 2 of the 3 following conditions: have a 1.50 GPA, or 11 core courses and/or between a 14 and 17 on the ACT. Birmingham Southern College requires an unconditionally admitted regular freshman to have an ACT score of 21 and a 2.00 GPA, but may be admitted by committee vote if they have a lower ACT score and a higher GPA. The University of Alabama freshman student athletes had a mean ACT score of 18.2 and a high school mean GPA of 2.37.

The ACT scores for the student athletes from Division I, II, and III reported in table 4 ranged from a low of 17 to a high score of 28. The most frequently occurring score was 17, with 15 of the 98 student athletes earning this composite score. The mean ACT composite score was 20.6 for the 98 student athletes in the study. The mean cumulative GPA for the 98 student athletes was 2.633. The mean score for the high school GPA was 2.987 based on a 4.00 scale. The mean transfer GPA for 41 transfer student athletes was 2.692 based on a 4.00 scale. The average ACT score for black student athletes was 19.1. Table 3 reports the means and the standard deviations of Division I, II, and III student athletes ACT scores, cumulative college GPAs and cumulative high school GPAs.

Table 3**Means and Standard Deviations of Division I, II, and III student athletes' ACT test scores, cumulative college GPAs and cumulative high school GPAs:**

<u>Means and Standard Deviations</u>	<u>Division I</u>		<u>Division II</u>		<u>Division III</u>	
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
ACT Test Scores	20.5	3.189	19.5	1.982	23.1	2.889
College Cumulative GPA	2.455	.47	2.552	.40	2.968	.45
High School Cumulative GPA	2.860	.64	2.762	.43	3.314	.50

The means in table 3 reflect the differences in Division I, II, and III student-athletes ACT test scores, college cumulative GPAs and high school cumulative GPAs. Division III, Birmingham Southern University had higher ACT test scores as well as higher college cumulative and high school cumulative GPAs than Division II, North Alabama and Division I, Alabama. The difference in the means between Division III, Birmingham Southern and Division II, North Alabama and Division I, Alabama could be because of each schools' admission requirements in regard to ACT test scores and high school GPAs.

The standard deviations in table 3 reflect the variation of cumulative high school GPAs, ACT test scores and cumulative college GPAs at each institution in each division among men's basketball and baseball student athletes. The standard deviation spread was larger for ACT test scores, cumulative college GPAs and cumulative high school GPAs at Division I, Alabama than for Division II, North Alabama and Division III, Birmingham Southern.

Tables 3 and 5 report the measures of central tendencies for the grade point averages for the student athlete group studied. The grade point averages came from student athlete records and reflect cumulative grade point averages for all hours attempted at the

institution. The grade point averages for the student athletes ranged from a low GPA of 1.607, to a high GPA of 3.906.

According to the records office (personal communication, February 20, 1996.) at the University of Alabama, University of North Alabama and Birmingham Southern College, the mean cumulative GPA for undergraduate male students during the fall semester, 1995, was 2.661 at the University of Alabama, 3.051 at University of North Alabama, and 3.333 at Birmingham Southern College. The student athletes' mean cumulative GPA at each institution was as follows: 2.455 at U. of Alabama, 2.552 at U. of North Alabama, and 2.968 at Birmingham Southern College.

Table 4

Composite ACT Scores for Student Athletes Studied

Composite ACT Score	Number of Student Athletes			
17	15			
18	14			
19	13			
20	13			
21	11			
22	8			
23	5			
24	5			
25	8			
26	3			
27	1			
28	2			
	98			
Mean ACT	Mode	Median	Range	
20.6	17	20	11	

Table 5**Cumulative GPAs for Student Athletes Studied**

Overall	Division I	Division II	Division III
Mean	2.455	2.552	2.968
Range	2.299	1.750	1.617
Mode	2.544	2.539	2.524 and 3.228
Total #	38	32	28

Table 6 reports the academic majors of the student athletes studied. Each major and the number of student athletes who declared to that major from each institution are reported.

Table 6**Academic Majors for Student-Athletes Studied**

Academic Majors - University of Alabama	Number of Student Athlete Majors
Secondary Education / Social Science	1
Political Science	2
Human Performance (Non-Teaching)	11
Finance	2
Business Administration	1
Marketing	2
Public Relations	3
Management	2
Civil Engineering	2
Consumer Science	2
Elementary Education	2
Sports Fitness Management	3
Criminal Justice	2
Psychology	1
Biology	2
	38

Academic Majors - University of North Alabama	
Criminal Justice	3
Social Work	2
Management	2
Recreation (Non-Teaching)	2
General Studies	6
Physical Education (Non-Teaching)	5
Physical Education (Teaching)	2
Veterinary Medicine	1
Agriculture	2
Forestry	1
Marine Biology	1
Computer Science	1
Accounting	1
Elementary Education	1
Radio/TV/Film	2
	32

Academic Majors - Birmingham Southern College	Number of Majors
Math	2
Accounting	1
Business Administration	6
Sociology/Psychology	1
Elementary Education	2
Human Resources Management	2
Political Science	1
Dance	2
Computer Science	2
Biology	2
History/Political Science	1
International Business	1
Economics	1
Psychology	1
History	1
Secondary Education (Physical Education)	1
Sociology	1
	28

Finally, in this section, each student athlete was asked if they believed they would graduate from their respected institution. 29 student athletes at the University of Alabama, 24 student athletes at the University of North Alabama, and 24 student athletes

at Birmingham Southern College expected to graduate. Furthermore, after close examination of the expected careers, 10 of the student athletes in Division I reported that they had intentions of pursuing a graduate degree, while 6 of the student athletes in Division II, and 8 of the student athletes in Division III may go on to graduate school.

Academic and Career Expectations and Interests

This section presents findings on self reported career expectations, levels of basic career interest as reported by the Strong-Campbell Career Interest Inventory, as well as a direct correlation between career expectations and academic majors. Also reported are the student athletes' expectations of becoming a professional athlete.

Data reported in table 7 shows the 23 career interest scales of the student athletes studied. The S C C I I reported that 32 student athletes had athletics as their highest basic interest, and 12 athletes' highest interest was adventure. Groups displaying other significant findings were teaching, social service, sales, and Business Management. Hansen and Campbell (1985) reported findings that show that an interest in adventure is usually more detectable in younger individuals and may decrease over time. The inventory reports the amount of interest the student athlete has in each area by measuring the degree of similar responses of the student athlete as compared to other people in these professions. The degree of interest is reported from very low to very high on a continuum. There are 5 Basic Interest Scales in which no student athletes showed high interests: Domestic Arts, Music/Dramatics, Art, Math, and Writing. The student athletes' showed the best interest in the areas of Athletics, Adventure, Teaching Social Service and Business Management.

Means were computed to describe the basic career interests of the group of student athletes studied. The findings reported in table 8 show an overall 5 level of interest

among the student athletes in the basic career interest areas. The average of the 23 mean levels of basic interest was 4.26.

Table 7

Basic Career Interests of Student-Athletes in Ranked Order

Basic Career Interest	Division I	Division II	Division III	Total
Athletics	17	12	3	32
Adventure	5	3	4	12
Social Service	3	2	4	9
Teaching	3	4	2	9
Business Management	2	2	5	9
Mechanical Activities	2	0	1	3
Religious Acts	1	1	1	3
Law	1	1	1	3
Sales	1	0	2	3
Merchandising	0	1	1	2
Office Practices	1	0	1	2
Science	1	0	1	2
Medical Service	1	0	1	2
Agriculture	0	2	0	2
Medical Science	0	2	0	2
Public Speaking	0	1	0	1
Nature	0	1	0	1
Military Acts	0	0	1	1
Math	0	0	0	0
Art	0	0	0	0
Writing	0	0	0	0
Domestic Arts	0	0	0	0
Music/Dramatics	0	0	0	0

Table 8 findings report the career expectations for the group of the student athletes studied. The student athletes' reported 20 different specific career areas. A broad and representative group of career expectations was reported but a very large number were clustered around the top 4 most popular careers.

Table 8**Rank Order of Career Expectations of Student Athletes**

Career Expectation	Division I	Division II	Division III	Total
Professional Athlete	19	16	8	43
Teacher	3	1	4	8
Coach/Athletic Director	3	2	1	6
Businessman	2	1	3	6
Sales Representative	1	1	2	4
Law Enforcement	2	2	0	4
Computer Science	1	0	3	4
TV Production/Broadcaster	0	2	0	2
Recreation Director	0	1	1	2
Stockbroker	0	0	2	2
Banker	0	0	2	2
Realtor	1	1	0	2
Doctor	1	0	1	2
Farmer	1	1	0	2
Forester	1	1	0	2
Lawyer	1	0	1	2
Dentist	1	0	0	1
Health Club Owner	1	0	0	1
Mechanical Engineer	1	0	0	1
Social Worker	0	1	0	1
Veterinarian	0	1	0	1

Table 9 reports on the findings of how many student-athletes had expectations of becoming a professional athlete. The table shows that 19 Division I, 16 Division II, and 8 Division III student athletes aspire to be professional athletes. Among lower classmen (Freshman and Sophomores) in Division I, 5 student athletes stated an interest in becoming a professional athlete. Also 8 Division II and 3 Division III student athletes, who were lower classmen, had a goal of being a professional athlete. Among black student athletes, 25 believed they would be professional athletes, while 18 of white student athletes reported the expectation of becoming a professional athlete. Although

the total number of student athletes studied who expect to be a professional athlete is 43, only about 2% of student athletes really make it into professional sports.

Table 9

Expectations of a Career as a Professional Athlete

Population:	Yes	No
Expect Career as Pro Athlete	43	55
Distribution by Class:		
Freshman	9	5
Sophomore	7	8
Junior	18	19
Senior	9	23
Distribution by Race:		
White	18	25
Black	25	12
Distribution by Division:		
Division I	19	19
Division II	16	16
Division III	8	20

In table 10, the student athletes were studied to determine their degree of certainty of becoming a professional athlete. Among the 43 student athletes who expected careers in professional sports, 29 were sure or very sure, while 9 were unsure and 5 very unsure about becoming a professional athlete.

Table 10**Degree of Certainty of Becoming a Professional Athlete**

Degree of Certainty	Division I	Division II	Division III	Total
Very unsure of Pro Career	2	3	0	5
Unsure of Pro Career	4	3	2	9
Sure of Pro Career	9	6	6	21
Very sure of Pro Career	4	4	0	8

The number of years the student athlete who envisioned a career as a professional athlete is reported in Table 11. For the student athletes who reported that they would earn a career as a professional athlete, the mean expected career length was 6.53 years. 12 student athletes believed they would participate as a professional athlete for 5 to 7 years.

The findings in table 11 show that the student athletes studied do not understand that a professional sports career is very short lived. The average years they expect to be in professional sports is 5.65.

Table 11**Career Length Expectations in Pro Sports**

Pro Athletic Career/Years	Division I	Division II	Division III	Total
1 year	0	0	0	0
2 years	0	2	1	3
3 years	2	4	2	8
4 years	3	4	3	10
5 to 7 years	6	4	2	12
8 to 11 years	5	2	0	7
12 or more years	3	0	0	3

In table 12, the third null hypothesis was tested, and student athletes who plan on a career in professional sports had a lower cumulative GPA than student athletes who do not plan on being a professional athlete.

Table 12**Cumulative GPAs of Student Athletes who do not Plan on Being Professional Athletes Versus Student Athletes who Plan on Being Professional Athletes**

Population	Division I	Division II	Division III
No Professional Career Plans			
Men's Basketball	6/2.42	5/2.85	7/3.05
Baseball	13/2.64	11/2.78	13/3.11
Total	19/2.57	16/2.80	20/3.08
Professional Career Plans			
Men's Basketball	7/2.27	7/2.18	3/2.70
Baseball	12/2.36	9/2.39	5/2.65
Total	19/2.33	16/2.30	8/2.67

Table 13**Analysis of Variance (ANOVA), Sum of Squares, Mean Square, degrees of freedom and F value for Division I, II, and III student-athletes' ACT scores, cumulative college GPAs and cumulative high school GPAs**

Analysis of Variance Procedure (ANOVA) = Pr>F

Dependent Variables	DF	SS	MS	F Value	Pr>F
ACT	2	200.65	100.32	13.98	0.0001
Cumulative College GPAs	2	4.56	2.28	11.69	0.0001
Cumulative High School GPAs	2	4.97	2.48	9.24	0.0002

In table 13, the Analysis of Variance (ANOVA) with alpha set at $< .05$ suggest that there is a significant difference between the three schools when investigating high school cumulative GPAs. The corresponding probability of the F value was .0002. The degrees of freedom were 2 and the sum of squares were 4.97 with a mean square of 2.48.

The Anova with alpha set at $<.05$ suggest that there is a significant difference between the three schools when investigating ACT test scores. The corresponding probability of the F value was .0001. The degrees of freedom were 2 and the sum of squares were 200.65 with a mean square of 100.32.

The Anova with alpha set at $<.05$ suggest that there is a significant difference between the three schools when investigating college cumulative GPAs. The corresponding probability of the F value was .0001. The degrees of freedom were 2 and the sum of squares were 4.56 with a mean square of 2.28.

Division III, Birmingham Southern was significantly different than Division II, North Alabama and Division I, Alabama when looking at ACT test scores, cumulative college and cumulative high school GPAs. Even though Birmingham Southern was different than the other two schools, North Alabama and Alabama were similar when looking at ACT test scores, cumulative college GPAs and cumulative high school GPAs.

Statistical Analysis of Cumulative High School and College GPAs and ACT Test Scores

Analysis of data were performed to test null hypotheses related to ACT scores, cumulative college and cumulative high school GPAs across the three divisions. Three Analysis of Variance (ANOVA) were run across the three divisions on ACT test scores, cumulative college GPAs and cumulative high school GPAs.

CHAPTER V

CONCLUSIONS

Summary

The purpose of this study was to provide data about student athletes in men's basketball and men's baseball from Division I, II, and III institutions. The study provided observations about the student athletes special academic and career decision-making characteristics. Specifically, a career profile was created based upon student-athletes' self reported career expectations, academic majors, and basic career interests as measured by the Strong Campbell Career Interest Inventory. The study described career goals, basic career interests, and academic achievement for the student athletes studied. Selected comparisons were tested between upper and lower classmen, black and white student athletes and those who did not.

The population in this study were 98 student-athletes. There were 13 men's basketball and 25 men's baseball players from Division I University of Alabama, 12 men's basketball and 20 men's baseball players from Division II University of North Alabama and 10 men's basketball and 18 men's baseball players from Division III Birmingham Southern College.

The information was gathered through the use of the Strong-Campbell Career Interest Inventory and a questionnaire which was administered to all the student athletes. Other demographic data and descriptive data were supplied by the office of records from each institution.

Conclusions about student-athletes and career goals are stated as follows:

- 1 . The most important academic factor is related to grade point average of those intending to become a professional athlete. This led the researcher to support related literature which states that practice, meetings, travel and competition overrules study and tutoring time which is reflected by the cumulative GPAs of each student athlete. Thus,

student athletes tend to focus more on physical development instead of academic (mental) development. When student athletes compete at a high level their competitive nature to become a professional athlete precedes their academic development toward an alternative career.

2. Student-athletes' academic progress is monitored closely by all the institutions' athletic departments in the study, but there are still voids in career counseling.

Three ANOVAS were offered in the research method design of the study. Data concerning the three ANOVAS were collected. One independent variable, divisions, were used in the analysis of the study. Three dependent variables, ACT test scores, cumulative college GPAs, and cumulative high school GPAs were used in the analysis of the study. There were no observed differences in these variables, either separately or together, therefore all the ANOVAS should be used.

The first hypothesis showed some difference in the student athletes career goals and their career interests, but, due to the difference in the questionnaire and S C C I I wording of the questions, there were no systematic differences in the student athletes' career goals, interests and majors.

The second hypothesis showed a difference between white student athletes' career interest and their majors but not for black student athletes' career interest and their majors. Men's basketball student athletes tended to be more athletically career oriented and their majors reflected these findings. Men's baseball student athletes were found to have more of a professional athletic career expectation, which included longer years of certainty than men's basketball student athletes. Men's baseball student athletes tended to have majors and interests outside of athletics, thus the researcher believes that baseball student athletes believe they must be prepared for life after sports.

Implications

The Division I student-athletes from the University of Alabama represented a typical big-time successful Division I athletic program. The student-athletes from Division II, University of North Alabama, represent the highest degree of success in Division II athletics. Likewise, the athletes from Birmingham Southern College represented a highly acclaimed successful Division III athletic program.

One aspect of this study involved the comparison of athletes from the different divisions to ascertain differences in academic achievement and career goals. Problems for the student athletes as students in higher education are further compounded as the athletic programs they participate in grow larger. The conclusions from this study are applicable for a wide spectrum of major athletic programs in each division and thus provide helpful information for higher education administrators. The administrators may wish to facilitate positive changes by increasing the academic integrity of their athletic programs by enlarging and improving the academic support services and their resources for their student athletes.

Replications of this study with some variations can give administrators quick and reliable information on where their student athletes are in higher education. This study can give administrators more precise information of the direction they may need to focus on to improve their athletic and academic support programs (Paul, 1986) and (Kirkland, 1992).

All of the student athletes in the study were not only accepted for admission to their respected institutions, but actively recruited for reasons other than academics. The lowest levels of basic career interests were in areas of scholarly endeavors of higher education: math and writing. The review of literature showed that because student athletes are heavily recruited and positively rewarded for their athletic abilities by society, they will tend to be narrow and unrealistic in their goals and objectives in life (Nelson, 1983). This is further reinforced by the finding in this study that 43.9% of the student athletes expect

to be pro athletes. When compared to the reality that 2% of student athletes nationally go on to pro careers, thus having a pro career is judged by this researcher as being an unrealistic goal.

Student athletes are indeed a population with special academic and career development needs. Student athletes are a special minority that require special resources to be able to attain reasonable opportunities in higher education. Each institution needs to commit resources so student athletes can succeed academically and hopefully earn a degree. The recommendations that follow are intended to help administrators in higher education improve the chances for academic and career success of their student athletes. Still, student-athletes are better prepared overall, academically, than they were before proposition 48 came into effect (Kirkland, 1992).

Recommendations

Career counseling programs should be devised through the athletic academic advising support unit. If the best interests of the student athlete of being a student first and an athlete second are to be met, then each institution should provide career services for the student athletes. Student athletes tend not to use the resources available on campus for all students (ex: career center). They have not been mainstreamed into college life by athletic administrators, thus making it an institutional responsibility. The NCAA, starting in the fall of 1996, is requiring that all institutions integrate the student athlete into the mainstream of regular college life by doing away with athletic residence halls and allowing only one training meal daily (Kirkland, 1992).

Ironically, in the 1950s university presidents recommended to abolition spring practices for football and to put a freeze on the expanding number of bowl games. Both suggestions were ignored (Paul, 1986). The NCAA in recent years has implemented policies that do not allow baseball and basketball programs to exceed a specific number of regular season games. They also implemented that practices can be only so many

weeks and only 20 hours a week, with one day off. In the off season the number of practices has also been reduced. The NCAA is making a statement to all institutions on all levels who have an athletic program. With the implementation of proposition 48 and other academic requirements in recent years by the NCAA, athletic programs have been restructuring their academic support programs.

The following recommendations are made based on the findings of this study:

1. Athletic administrators, academic advisors, and coaches should use the research design of this study to develop their own career counseling programs for their student athletes. By using the Strong-Campbell Career Interest Inventory and self-reported student data career counseling services can be provided.
2. The student-athletes who reported expectations to become a pro athlete need counseling to prevent low self-esteem in the event that they do not make it in professional sports.
3. Further study of career orientation programs should be able to create a course for student athletes in career and reality counseling.
4. Programs that do not have athletic academic career counseling services should monitor the integration of their athletes with other students to take advantage of the institution's career counseling and placement center.
5. In a time when college athletic programs are under scrutiny and being criticized for exploiting athletes, administrators have started to implement tracking systems for career placement and graduation rates of student athletes.
6. This study should be expanded to all sports, especially the non-revenue (ex: golf, tennis, and swimming), and female athletic programs.
7. This study can help with a comparative study of student-athletes versus non-athletes. This would help focus in on the special needs of student athletes.

Finally, each institution must put in place an academic support center for athletes. The program must be extensive and proactive in nature. It must be able to provide resources for the student athlete in regards to career testing, education, development, and counseling. Special minority counseling services should be implemented to support the unique problems and career goals of black student athletes. The student athletes should be given academic support resources to help them increase their comfort level in a higher education academic setting. Thus, an orientation class should be implemented into the academic curriculum. The class should cover the following topics: study skills, time management, testing taking, note taking, career exploration, and many others which will increase the student athletes chances to succeed in higher education. Meaningful, out-of-class interaction between student athletes and faculty should be facilitated to create a channel of communication concerning career goals. Thus, a program needs to be developed by the athletic academic support unit to educate student athletes on the world of professional sports. Research is needed to produce accurate information on the number of college athletes who become professional athletes, where they are now, what skills they possess, and how long are the career lengths. Agents, draft and tryout procedures, effects of injury, and how the business side of professional sports operates is very important information for each institution to administer to their student athletes. Former student athletes who played professionally should be used as resources. Student athletes who set their goals to play pro sports should be given advice on all of the above. Counseling should be given on how to reach the goal of becoming a professional athlete as well as alternative or back-up career plans (Paul, 1986).

College athletics over the years have received positive attention on the playing fields and negative attention in the classrooms. College administrators need to continue to implement programs which enhance the future success of the student athlete outside of sports. Student athletes needs have to be met and each institution is responsible for these needs on and off the playing field. Student athletes bring fame, entertainment, big money

and alumni support not just to their athletic programs but also to their institutions, so it is very important that the institutions ensure that their student athletes get a quality education and the best support programs (Paul, 1986) and (Kirkland, 1992).

BIBLIOGRAPHY

- Associated Press. (1984a, June 27). Colleges should cleanup own houses. Hattiesburg American, p. 3C.
- Athletes are in step on graduation rates. (1992, July 8). The NCAA News, p. 1.
- Ballantine, R. J. (1981). What research says: About the correlation between athletic participation and Academic achievement. (ERIC Document Reproduction Service No. ED 223 994)
- Bergandi, Thomas A., & Wittig, Arno F. (1984). Availability of and attitudes toward counseling services for the college athlete. Journal of College Student Personnel, *25*, (6), 557-558.
- Berry, G. L. , & Sorensen, D. S. (1981). But counselor! My career goal is to be a professional athlete. School Counselor, *28*, (4), 273-278.
- Blann, F. W. (1985). Intercollegiate athletic competition and students' educational and career plans. Journal of College Student Personnel, *26*, (2), 115-118.
- Blann, F. W. (1991). Coaches' role in player development. Manuscript submitted for publication.
- Blann, F. W., & Zaichkowsky, L. (1986). Overview: Professional Athletes' Career Transition (PACTP). (Available from Athletes' Career Transition, Boston, MA).
- Bolles, R. N. (1988). Practical manual for job hunters and career changers: The 1988 what color is your parachute? Berkeley, CA: Ten Speed Press.
- Brooks, L. & Betz, N. E. (1990). Utility of expectancy theory in predicting occupational choices in college students. Journal of Counseling Psychology, *37*, (1), 57-64.
- Bryant, P. W., & Underwood, J. (1974). Bear: The hard life and good times of Alabama's coach. Boston: Little & Brown.
- Campbell, D. P., & Hansen, J. C. (1981). Manual for the Strong-Campbell Interest Inventory. (3rd. ed.). Stanford, CA: Stanford University Press.
- Career Development Handbook. (1995-96). University Park: The Pennsylvania State University.

- Chartrand, J. M., & Lent, R. W. (1987). Sports counseling: Enhancing the development of the student-athletes. Journal of Counseling and Development, 66, 164-166.
- Dubois, P. E. (1978, March). Participation in sports and occupational attainment: A comparative study. Research Quarterly, 49, 28-37.
- Edwards, H. (1983). Educating black athletes. The Atlantic Monthly, 252, 31-38.
- Edwards, H. (1983, November-December). The exploitation of black athletes. AGB Reports, 25.
- Edwards, H. (1984, November). The black "dumb jock": An American sports tragedy. College Board Review, pp. 8-13.
- Eitzen, D. S., & Purdy, D. A. (1986). The academic preparation and achievement of black and white collegiate athletes. Journal of Sport and Social Issues, 10, (1), 15-29.
- Ender, S. D. (1983). Assisting high risk athletes: Recommendations for the academic advisor. NACADA Journal, 3, 1-10.
- Figler, S. (1987-88). Academic advising for athletes. Journal of Sport and Social Issues, 11, (1-2), 74-81.
- Figler, S., & Griffith, T. (1982). Advising the college athlete as a special population of student. Presentation at the annual meeting of the National Academic Advising Association, San Jose, CA.
- Fry, E. (1977). Fry's readability graph clarifications, validity and extension to level 17. Journal of Reading, 21, 242-251.
- Gerdy, J. R. (1987). No more "dumb jocks." The College Board Review, 143, 2-3, 40.
- Goodloe, N. R. (1989). Wellness programming in collegiate athletics: A movement toward balance. The Academic Athletic Journal, Spring, 21-26.
- Gordon, R. L. (1986). Issues in advising student-athletes. NACADA Journal, 6 (1), 81-86.
- Greendorfer, S. L., & Blinde, E. M. (1985). Retirement from intercollegiate sport: Theoretical and empirical considerations. Sociology of Sport Journal, 2, 101-110.
- Greer, R. M. (1986). Athletics and Academics: One student affairs effort. Journal of College Student Personnel, 27, 572.

- Gurney, G. S., & Johnson, S. P. (1986). Advising the student-athlete. NACADA Journal, 6, 27-29.
- Gurney, G. S., Robinson, D. C. & Fygetakis, L. (1983). Athletic academic counseling within NCAA Division I institutions: A national profile of staffing, training and services. Presentation at annual meeting of National Athletic Academic Advising Association, San Diego, CA.
- Hanford, G.H. (1979, fall). Controversies in college sports. Educational Record, 60, 351-366.
- Harden, H., & Tallmon, J. P. (1988). A comprehensive academic support program for the student-athlete. Journal of College Student Development, 29, 173-174.
- Heath, D. H. (1980). Wanted: A comprehensive model of healthy development. Personnel and Guidance Journal, 58, (5), 391-399.
- Holland, J. L. (1973). Making vocational choices: A theory of careers. Englewood Cliffs, N. J.: Prentice-Hall.
- Jordan, J. M., & Denson, E. L. (1990). Student services for athletes: A model for enhancing the student-athlete experience. Journal of Counseling and Development, 69, 95-97.
- Kennedy, S. R., & Dimick, K. M. (1987). Career Maturity and professional sports expectations of college football and basketball players. Journal of College Student Personnel, 28, (4), 293-297.
- Kirkland, C. E. (1992). Career counseling of intercollegiate athletes: Career profile based upon career expectation, interest, and academic major (Doctoral dissertation, University of Alabama, 1992). Dissertation Abstracts International.
- Lederman, D. (1989, August 16). Students who competed in college sports fare better in job market than those who didn't, report says. Chronicle of Higher Education, A1, 33.
- Lent, R. W., Brown, S. D., & Larkin, K.C. (1987). Comparison of three theoretically derived variables in predicting career and academic behavior: Self-efficacy, interest congruence, and consequence thinking. Journal of Counseling Psychology, 34, (3), 293-298.
- Mand, B., & Fletcher, H. (1986). The N4A: Ten years old and changing. Academic Academic-Athletic Journal, 3, (1), 1-4.

National Collegiate Athletic Association Manual. (1995-96). Overland Park, KS: Author.

Nelson, E. S. (1983, April). How the myth of the dumb jock becomes fact: A developmental view for counselors. Counseling and Values, 27, 176-185.

Nyquist, E. B. (1982, Summer). The student athlete: Too little, too late. College Board Review, 15, 28-30.

Ogilvie, B. C. (1987). Counseling for sports career termination from athletics. In J. R. May & M. J. Asken (Eds.), Sport psychology: The psychological health of the athlete (pp. 213-229). New York: PMA Publishing Corp.

Ogilvie, B. C., & Howe, M. (1986). The trauma of termination from athletics. In J. M. Williams (Ed.), Applied Sport Psychology (pp. 365-382), Palo Alto: Mayfield.

Orlich, D. C. (1980). Teaching strategies. MA: D. C. Heath and Company.

Paul, J. S. (1986). The intercollegiate athlete as a student in higher education: An analysis of career expectations, interest, and academic majors (Doctoral dissertation, University of Alabama, 1986). Dissertation Abstracts International, 47, 2049A.

Petitpas, A., & Schwartz, H. (1989). Assisting student athletes in understanding and identifying transferable skills. The Academic Athletic Journal, Fall, 37-42.

Phelps, M. O. (1982, Summer). The student athlete: A proposal. College Board Review, 14, 27-28.

Pinkerton, R. S., Hinz, L. D., & Barrow, J. C. (1989). The college athlete: Psychological considerations and interventions. Journal of American College Health, 37, (5), 218-226.

Porto, B. L. (1984, April). When coaches are teachers, athletes will be students. Liberal Education, 70, 231-233.

Positioning yourself for success-- An employment counseling handbook for athletes. (1990). Colorado Springs, CO: U. S. Olympic Committee.

Purdy, D. A. (1982, April). Are athletes also students? The educational attainment of college athletes. Social Problems, 29, 439-448.

Purdy, D. A., Eitzen, D. S., & Hufnagel, R. (1982). Are athletes also students?

- The educational attainment of college athletes. Social Problems, 29, (4), 439-448.
- Purdy, D. A. (1983). Transition into college sports: The freshman student-athlete. (ERIC Document Reproduction Service No. ED 238 841).
- Remer, R., Tongate, F. A., & Watson, J. (1978). Athletes: Counseling the overprivileged minority. Personnel and Guidance Journal, 56, 626-629.
- Rhatigan, J. J. (1984, Summer). Serving two masters: The plight of the college student-athlete. NASPA Journal, 22, 42-47.
- Roper, L. D., & Mckenzie, A. (1988-89). Academic advising: A developmental model for black student-athletes. NASPA Journal, 26, (2), 91-98.
- Routh, L. & Zimmer, K. (1991). Career services for student-athletes. (Available from University of Nebraska Athletic/Academic Counseling)
- Schubert, G. W., & Schubert, A. F. (1983, October). A trilogy of academic concerns for the academic advisor of student athletes: general advising; litigation; and NCAA proposal 48. NACADA Journal, 3, 11-22.
- Schubert, J. D., & Schubert, G. W. (1986). The student-athlete: Ethical and legal issues. NACADA Journal, 6, (1), 53-66.
- Shaw, T. D. (1988). The effects of career counseling/intervention program on student-athletes' career decisions making self-efficacy expectations and their vocational identity (Doctoral dissertation, University of Southern Illinois, 1988). Dissertation Abstracts International, 51, 02-A.
- Shriberg, A. (1984). Putting intercollegiate athletics and the college athlete in perspective. Xavier University (ERIC Document Reproduction Service No. ED 256241).
- Stanton, M. (1987). Playing for a living: The dream comes true for a very few. Occupational Outlook Quarterly, 31, 2-15.
- Toner, J. L. (1984, November). A statement of NCAA policy and intentions regarding proposal 48. College Board Review, pp. 13-15.
- Underwood, C. (1984). The Student Athlete: Eligibility and Academic Integrity. East Lansing, MI. Michigan State University Press.
- United States Department of Education. (1990). Light and shadows on college athletes. Washington, D. C.: U. S. Government Printing Office.

- University of Nebraska: The next step in academic excellence. (1995, March). CAM Magazine, p. 4.
- Whitner, P. A. (1988). College student-athletes: What the popular and professional literature report. Toledo, OH: University of Toledo, University Counseling Center. (ERIC Document Report Service No. 295 904.)
- Whitner, P.A., & Altman, E. B. (1986). Study skills for student-athletes. Journal of College Student Personnel, 27, 369-70.
- Whitner, P. A., & Myers, R. C. (1986). Academics and an athlete. Journal of Higher Education, 57, (6), 659-672.
- Whitner, P. A., Myers, R. C., & Randall, D. (1987). Academics and an athlete: Related issues. Toledo, OH: University of Toledo, Toledo Counseling Center. (ERIC Document Reproduction Service No. ED 282 172).
- Widick, C. K., Knepfkamp, L., & Parker, C. A. (1983). Student development. In U. Delworth, G. Hanson, & Associates (Eds.), Student Services: A Handbook for the Profession, pp. 75-116. San Francisco: Jossey & Bass.
- Williams, A. (1983, Summer). The impact of rule 48 upon the black student athlete: A comment. Journal of Negro Education, 52, 362-374.
- Wilson, B. (1985). Group academic counseling for first year student-athletes. The National Advisor, Fall, 34-37.
- Wittmer, J., Bostic, D., Phillips, T., & Waters, W. (1981). The personal, academic, and career problems of college student-athletes: Some possible answers. The Personnel and Guidance Journal, 60, (1), 52-55.
- Zingg, P. J. (1982). Advising the student-athlete. Educational Record, 63, (2), 16-19.

Appendix I

Professional Career Counseling Centers for Athletes

Professional Career Counseling Centers for Athletes

Dr. Wayne Blann, Director of ACT
Assistant Professor of Sport Sciences
Ithaca College
Ithaca, NY 14850

Ed Garvey
Legacy Foundation
Sports Seminar
122 East Dayton Street
Madison, Wisconsin 53703

Dr. Richard Lapchick
Center for the Study of Sport in Society
360 Huntington Avenue
Boston, MA 02115

Positioning Yourself for Success
Handbook for Athletes
Olympic Job Opportunities Program
U. S. Olympic Committee
1750 Boulder Street
Colorado Springs, CO 89099

Dr. Leonard Zaichkowsky, Associate Director of ACT
Sport Psychologist
Athletes Career Transitions (ACT)
P. O. Box 446
Kenmore Station
Boston, MA 02215

Appendix II

Memorandum and Informed Consent Statement

MEMORANDUM

TO: Coach Don Gambriel

FROM: Don Dawson, Athletic Academic Advisor

DATE: October 16, 1995

RE: Field Study of Career Choices based on Motivation, Interest, GPA, and Academic Major of the Men's Basketball and Baseball Student-Athletes

Coach, I am preparing a proposal for a Specialist degree field study in Guidance and Counseling with an emphasis in student personnel services for Eastern Illinois University. My research will deal with my student-athletes' career choices. When the proposal is accepted, I will administer a couple of surveys dealing with career choices, occupational goals and the Strong-Campbell Career Interest Inventory to all of my men's basketball and baseball student-athletes. I intend to administer these questionnaires in the spring semester.

After the data is compiled, I will use the profiles to talk to each of my student-athletes concerning their career choices, interests, and occupational goals. Since I work very closely with both of these teams and transfers are very abundant, I thought I would do some research on career choices that would mean something personally to each student-athlete as well as providing some research data that would be useful for future application.

Coach, thanks again for your time. If you have any questions or concerns, please give me a call.

Don

Informed Consent Statement

Mr. Don D. Dawson, a Specialist candidate in Guidance and Counseling in Higher Education with an emphasis in Student Personnel Services at Eastern Illinois University, is conducting this study for Thesis research. The study will contribute to the understanding of intercollegiate athletes and their career decision-making process. Questions may be directed to Don Dawson at The University of Alabama Center for Athletic Student Services (CASS), P.O. Box 870357, Tuscaloosa, AL 35487, or call 205-348-9190.

The researcher is asking you to participate in the study by:

1. Signing this release form, giving the researcher access to your academic records for data to be used in this research project.
2. Completing a questionnaire for the researcher
3. Completing the Strong-Campbell Interest Inventory

Please read the statements and sign:

1. I have been informed of the procedures in the study; I understand that this is a research study, that it deals with career counseling, that it involves use of academic records, that it involves responses to a self-reported survey, and completion of the Strong-Campbell Interest Inventory.
2. I understand that my name, responses, and academic files are confidential information and will be treated as such.
3. I will be given the results of the Strong-Campbell Interest Inventory.
4. I understand that there are no known discomforts or risks to be expected from my participation in this study.
5. I understand that there are no direct benefits for me.
6. I understand that I may choose not to answer questions that make me uncomfortable.
7. I have the opportunity to ask questions of Don D. Dawson to further inquire about the procedure or any other aspects related to the study now or later.
8. I give my consent to participate, and I understand that I am completely free to withdraw my consent and to discontinue my participation at any time for any reason.

Name (please print): _____

Social Security Number: _____

Signature: _____

Appendix III
Student Questionnaire

STUDENT QUESTIONNAIRE

Please answer all of the following questions to the best of your knowledge:

1. What University do you attend? _____
2. What is your grade classification (ex. - freshman)? _____
3. What is your age? _____
4. What is your race? _____
5. What Division (ex. - I, II or III) does your team compete in? _____
6. What team do you play on? _____
7. What was your team's win/loss record last season? _____
8. Are you on Scholarship or a walk-on? _____
9. Are you a regular starter on your team? _____
10. Are you a transfer? _____ If so, What other school(s) have you attended?

11. What is your academic major? _____
12. What is your academic minor? _____
13. How many credit hours are you enrolled in this semester? ____ last semester? ____
14. What was your Grade Point Average last semester? _____
15. What is your overall Grade Point Average? _____
16. What was your overall high school Grade Point Average? _____
17. What was your ACT/SAT composite test score? _____
18. If you were a transfer, what was your overall Grade Point Average? _____
19. What is your first choice for a job or career after you leave this University?

20. Do you believe you will get this job or career? ____ If no, what do you think your job or career will be? _____
21. Do you think you will ever work in a job or career field related to your major? ____
22. Have you changed majors since entering this University? _____ minors? _____
23. If the answer to question 22 is "yes" to either your major or minor, what was your major or minor previously? _____
24. Do you think you will change the major you are now in before leaving this University? _____ minor? _____ If yes, what will you change your major and/or minor to? _____
25. How did you arrive at choosing your present major? advice by whom? _____

26. Do you believe you will graduate from this University? _____ If "no", Why?

27. If the answer to question 26 is "yes", then when will you graduate? _____ and do you plan to do postgraduate study at a college or university (masters, law school, doctorate, medical school, etc.)? _____
28. Do you think you have a chance of pursuing a career as a professional athlete? _____ If "yes", how certain are you that you will become a professional athlete? ____ 25%, ____ 50%, ____ 75%, ____ 100% chance
29. If you believe you will become a professional athlete, how many years do you believe your career as a professional athlete will last? __ 1 yr., __ 2 yrs., __ 3 yrs., __ 4 yrs., __ 5 - 7 yrs., __ 8 - 11 yrs., __ more than 12 yrs.
30. If you become a professional athlete, what do you think your next career or job will be after your professional athletic playing days are over? _____

Appendix IV

**Strong-Campbell Career Interest Inventory
Basic Interest Scales**

**STRONG-CAMPBELL CAREER INTEREST INVENTORY
BASIC INTEREST SCALES**

Realistic Theme:

Agriculture
Nature
Adventure
Military Activities
Mechanical Activities

Investigative Theme:

Science
Mathematics
Medical Science
Medical Service

Artistic Theme:

Music/Dramatics
Art
Writing

Social Theme:

Teaching
Social Service
Athletics
Domestic Arts
Religious Activities

Enterprising Theme:

Public Speaking
Law/Politics
Merchandising
Sales
Business Management

Conventional Themes:

Office Practices

Appendix V

G*O*A*L*S

Giving Our Athletes Lifelong Skills

G * O * A * L * S

GIVING OUR ATHLETES LIFELONG SKILLS

FOR CAREER DEVELOPMENT

INTRODUCTION

Career choice is a critical issue for all students. The confusion surrounding this issue is often exacerbated by the additional demands placed on the student-athlete. Students are working with limited energy and time, and time committed to athletic participation drains the pool of energy and time available for career planning.

The college experience can be enhanced by a number of factors, including athletic participation. It has been shown that students who become involved in activities outside of the classroom tend to perform better in the classroom. However, "Big-Time" college athletics brings with it a different set of problems. Several studies conducted in the 1980's found that collegiate athletes lagged behind non-athletes in a number of critical areas, among them educational and career plans.

It is within this conceptual framework that G*O*A*L*S was formulated. The objective is to present a series of timely programs designed to comprehensively address the unique needs of the student-athlete with regard to career planning and development. This program will encourage student-athletes to explore career opportunities outside the realm of professional sports and give them a sense of direction in their academic pursuits. A coordination of efforts among Athletic Academic Services, the coaching staffs, Student Counseling Center and Career Planning and Placement is needed to make this program a success.

The athletic department will receive numerous benefits from this program, including higher graduation rates of student-athletes and a recruiting tool to use for prospective student-athletes. The time commitment of student-athletes that will be needed for this program will be minimal with each program lasting no more than one or two hours. This program will also

include the development of a career network that will provide assistance for student-athletes in receiving summer jobs, summer internships and permanent job placement upon graduation.

Major Objectives of G*O*A*L*S

1. Addresses all phases of career development process, self assessment, career exploration and placement, in a comprehensive program.
2. Provides continuous programming in a pre-planned sequence, as opposed to sporadic “on demand” programming.
3. Involves the student-athlete from the freshman through the senior year.
4. Requires minimal time commitment from over-extended student-athletes.
5. Addresses the critical career issues at appropriate junctures in the college experience.
6. Established as an institutional priority at the outset.
7. Cooperative arrangement with support of both Academic Affairs and the Athletic Department.
8. Established career shadowing and mentoring programs which lead to internship and job placement.
9. Established career day and interviewing mentor program
10. With everyone working together, the goal of helping student-athletes become good citizens is the end result.

PROGRAM OUTLINE

The program of G*O*A*L*S will be presented in the following sequence.

FRESHMEN - FALL SEMESTER

Kick-off Dinner:

The G*O*A*L*S kick-off dinner will communicate to student-athletes and to the community that their career development is a priority. All incoming freshmen student-athletes will be invited to attend, along with key university and athletic department administrators, coaches and selected former student-athletes. The format will be a sit down dinner followed by a series of speakers. The speakers will be 1) a representative from the university administration, 2) the Athletic Director, 3) a former university student-athlete who has found “success” outside of athletics, and 4) an outside keynote speaker who can address the issues of career development for the student-athlete.

Needs Assessment Testing

The first step for freshmen student-athletes will be the administration of a battery of career development tests such as the Career Maturity Inventory.

G*O*A*L: Testing will identify students for whom specific programs would be beneficial and will allow me to individualize services. Students fall at different places along a continuum with regard to career maturity, and some programs will not be appropriate for all students.

Other skills assessment tests include the ACT profile and the College Success Inventory, which can also be used during the freshmen year.

Fall Orientation Program

Orientation of services provided by the University Support and Athletic Advising Services.

1. Developing Organizational Skills -Time Management strategies
2. Learn and practice Study Skills - Textbook reading, note and test taking and computer instruction. (These are all described in detail in the Freshmen Student-Athlete Orientation Handbook.)
3. The Student-Athlete Handbook also includes sections about rules and regulations for athletes at the university, in study hall, using tutoring, and relating to conference and NCAA and academic policies.

FRESHMEN - SPRING SEMESTER

Self-Exploration Workshop

These activities are designed for freshmen, and will be presented within a 2-3 hour time period (either 2 evenings at 1.5 hours, or 3 evenings at 1 hour). Specific topics addressed in the workshop will be skills identification and development, values clarification, and interest inventories. One session will be devoted to interpretation of the Myers-Briggs Type Indicator, administered prior to the workshop.

G*O*A*L: The workshop will guide students towards formulating a sense of self as it relates to career. Career planning is a process and not an event. The first phase of the process involves an inventory of the individual's skills, values and interests. This self-knowledge is necessary to make a match with the world of work. John Holland provides the theoretical basis by stating the key to long term job satisfaction is finding a work situation which is an expression and extension of yourself.

Other career opportunities which may be discussed at the workshop are professional sports agents, coaching , athletic administration athletic training, and sports psychology.

During the freshmen year the more information the student has about careers and majors, then he or she can ask more detailed questions as they proceed through their college experience. Another career activity that can be done at study hall is have each freshmen do an informational interview with a senior about their major. Finally, I, the advisor, need to start a career file on each student-athlete and have their career area interest skills list completed. Another good interest inventory test is the Strong-Campbell which takes 45 minutes to complete.

SOPHOMORES - SPRING SEMESTER

Internships/Externships

As sophomores, training and information will assist the student-athlete in obtaining career related work experience. Resume writing, interviewing and job-search strategies for summer work experience will be addressed. The presentation will be one evening for approximately 1.5 hours.

G*O*A*L: Internships, for purposes of this program, include any situation which involves career-related work experience. Externships provide the same benefits, but are shorter in length. While students could perhaps make more money working construction or waiting tables for the summer, the long term benefits of int/externship experience are much greater. Int/externships serve a dual purpose. They allow a student to test a potential career field, while providing meaningful work experience that often is the deciding factor in whether a student is hired upon graduation. Information gleaned from being a “fly on the wall” in a corporation or other setting is also extremely valuable. Developing short-term and long-term academic and career goals and

plans is essential to the shadowing and mentor programs. A plan is drawn up with a graduation date and career related work experience desired. The shadowing program provides the student-athlete a unique opportunity to spend from one to two days observing someone working in a field they are interested in pursuing after graduation. No coursework, college credit or pay is involved in this program. Allowing the student-athlete to “shadow” the supervisor throughout the day will give them a chance to see what a professional in that career really does. The mentoring program is very similar, it gives the student-athlete the opportunity to ask many questions concerning their career aspirations, including how the job market and job responsibilities are changing each day.

Other career development activities that involves student-athletes are as follows:

1. If the student-athlete is still unsure on a major, then he or she, can use the Sigi Computer Program, which matches careers with abilities.
2. Student professional organizations are attractive to future employers. Student-athletes should check with their Student Government Representative to discuss organizations on campus and to find out how to join.
3. If a student-athlete is not planning on going to summer school, then he or she, should try and secure career related employment through Career Day by networking the contacts made.
4. The advisor should update the career file and evaluate current transcripts to give the student-athlete an up-to-date career development profile.

JUNIORS - SPRING SEMESTER

Campus Interview Orientation

Mandatory for students participating in campus interviews during the senior year, orientation is targeted to second semester juniors. A follow-up is scheduled upon their return to school as seniors in the fall. Registration procedures and deadlines are topics to be covered. In addition, a videotaped mock interview training session will be required of all participants.

G*O*A*L: The purpose of this meeting is to insure that those who are interested in campus interviews will have thorough preparation before the press of fall athletic activities begins.

Alumni and other shadowing, mentoring and internship supervisors will be available to assist the student-athlete in the interviewing program. Thus, supervisors who are personnel managers, who do the hiring at their respected jobs would provide mock interview experience for the student-athletes.

Other important aspects of the junior year that need to be touched on are as follows:

1. The athletic advisor and the student-athlete need to sit down and evaluate the student's chosen field of study. The advisor advises the student to talk to professors in the field of interest about job satisfaction and skill requirements. The student-athlete should visit the career counseling center and research the job and academic requirements in the career. They should also research the requirements for getting into graduate school. By talking to the professors and supervisors, the student-athlete should also find out about the benefits of going to graduate school. If the benefits are fruitful for the long run, then they should apply to take the entrance examinations and apply to select graduate programs.
2. The student-athlete should complete the worksheets on "Where are you in your job search?" and "What do employers want?"

3. The student-athlete should visit the career placement center library to research employment areas and to familiarize oneself with the Occupational Outlook Handbook.
4. If the student-athlete is not attending summer school then he or she should seek summer employment in their chosen field.
5. Updating the student-athlete's career file becomes daily during the junior and senior year. This is the time for the student-athlete to gather references and recommendations from professors, supervisors and alumni.

SENIORS - FALL SEMESTER

Campus Interviews

G*O*A*L*S will assure that as many student-athletes as possible are included in the interviewing process.

Career Day

This program will invite guest speakers, who have been acting as mentors, internship supervisors and interviewing monitors, to discuss with student-athletes career opportunities in various fields. This will serve as an opportunity for student-athletes to become more familiar with employers in their chosen field, make contacts for future use and discuss with former athletes how athletic skills can transfer into a non-athletic career. Guest speakers will also include former student-athletes, alumni and booster club members who may serve as future job contacts for student-athletes upon graduation.

G*O*A*L: To allow the student-athlete to gain valuable interpersonal skills and to start their networking plan for their lifelong career development plan.

SENIORS - SPRING SEMESTER

Job Search Skill

While students are encouraged to participate in campus interviews, they do not guarantee a full-time job. A spring semester seminar will address resume writing, interviewing, and alternative job-search strategies for full-time employment. Students will be encouraged to seek out Career Center staff for further individual assistance.

G*O*A*L: Student-athletes will learn the skills needed to seek out employment in an off-campus job search. These are lifelong skills that are necessary throughout one's career.

Thus, the resume and cover letter become the most essential documents during this stage of college life. The resume must have a clear, concise and specific job objective and detailed skills and experience are a must. The student-athlete must start their networking to find out who is hiring and what skills are required. Leave a copy of your resume with your professors, references and alumni so they can make contacts for you. The master interviewing process begins at this stage. The first stage of the master interview is for the student athlete to research typical questions asked by employers and then have responses for these questions. The student-athlete should prepare effective questions to ask the interviewer from the information researched about the organization. Next, take to the interview a resume, your list of references and your questions. Always arrive early and be yourself, honest and confident. After the interview write a follow-up thank you letter and prepare for the next interview. While preparing for the next interview get an occupational research worksheet and evaluate the job offer.

Another key element for student-athletes to recognize is the transition away from athletics. The athletic academic advising department should always invite back former student-athletes to

discuss the difficulty they experienced when they no longer could participate in competitive athletics. These former student-athletes will also discuss the expectations of employers and how they differ from the expectations of coaches, instructors and other people.

ALL CLASSES - ONGOING

Site Visits

Group site visits will be arranged with various business and industry organizations in the local area. Student-athletes will tour facilities and meet with industry representatives. At least one visit per semester will be available to all student-athletes.

Career Day Information

All student-athletes are encouraged to attend career day to start their networking, shadowing and internship contacts.

Individual Career Counseling

Student-athletes are encouraged to seek out career center staff for individual assistance with career planning issues. Counselors are available on an appointment basis throughout the calendar year.

REFERENCES

University of Alabama Student Athlete Academic Support Services
University of Connecticut Student Athlete Academic Support Services
Iowa State University Student Athlete Academic Support Services
University of Kentucky Student Athlete Academic Support Services
University of Kentucky Career/Placement Center
Vanderbilt University Student Athlete Academic Support Services