

CAREER ASSESSMENT AND NEEDS

OF

SPARTAN STUDENT ATHLETES

***Janice Hilliard
Research Assistant
Office of the Provost
Michigan State University***

February, 1998

Assistance provided by:

***Collegiate Employment Research Institute
Career Services and Placement
Division of Student Affairs and Services
Michigan State University***

TABLE OF CONTENTS

| | <u>PAGE</u> |
|---|-------------|
| Executive Summary | i |
| Academic Major Selection | i |
| Influences on Academic Major Selection | ii |
| Career Interests | ii |
| Career-Related Experiences | iii |
| Knowledge and Use of Campus Resources | iv |
| Career Education, Development and Job Placement | iv |
| Assistance With Career-Related Skill Development | v |
| Time Commitment to Career-Related Programming | v |
| Key Services and Activities of a Career Education Program and Effect on Academic Performance | vi |
| Student-Athlete Career Assessment | 1 |
| Profile of Student-Athlete Respondents | 3 |
| Academic Major Selection | 3 |
| Influences on Academic Major Selection | 4 |
| Career Interests | 5 |
| Career Related Experiences | 6 |
| Knowledge and Use of Campus Resources | 7 |
| Career Education, Development and Job Placement | 8 |
| Types of Career-Related Skills Students Would Like Assistance In | 14 |
| Time Commitment to Career-Related Programming | 15 |
| Key Services and Activities of a Career Education Program for MSU Student-Athletes and Effect of Career Education Program on Academic Performance | 16 |
| Conclusion | 18 |

Appendix: Team Profiles

| | |
|--------------------|----|
| Baseball | 20 |
| Men's Basketball | 22 |
| Women's Basketball | 24 |
| Field Hockey | 26 |
| Football | 27 |
| Men's Golf | 29 |
| Women's Golf | 31 |
| Men's Gymnastics | 32 |
| Women's Gymnastics | 34 |
| Hockey | 36 |
| Men's Soccer | 38 |
| Women's Soccer | 40 |
| Softball | 42 |
| Men's Swimming | 44 |
| Women's Swimming | 45 |
| Men's Tennis | 46 |
| Women's Tennis | 48 |
| Men's Track | 50 |
| Women's Track | 52 |
| Volleyball | 54 |
| Wrestling | 56 |

EXECUTIVE SUMMARY

STUDENT-ATHLETE CAREER DEVELOPMENT:

The Student-Athlete Career Assessment study provides information to the Department of Athletics and Provost's Office regarding the career interests and career development needs of MSU student-athletes. The information is intended to assist the student-athlete support services staff, faculty, and administrators in planning a comprehensive life skills/career education program for MSU student-athletes. The information also establishes a baseline profile of student-athletes' level of involvement in and awareness of campus and community career services and programs.

The survey instrument employed in this study addressed five basic concerns:

- What factors influenced student-athletes in the selection of their academic majors?
- What were the career interests of student-athletes? Did they participate in co-curricular activities to gain requisite experiences?
- What was the level of student awareness of and participation in programs and activities in Career Services & Placement, their academic colleges and departments, and in the Athletics Department?
- What were their specific career education, career development, and job placement needs?
- What was the level of commitment toward and expected benefit of a career education program?

Based on the responses from 254 student-athletes, from an estimated total population of 577, the key findings with recommendations are:

Academic Major Selection

Key findings:

1. The declared and intended academic majors of interest were fairly representative of MSU's colleges across the different cohorts of student-athletes. However, the no preferences option was prevalent among student-athletes, (18%), and was especially high for revenue sports (32%) and minority students (29%).
2. Although business was the declared major or major of interest for the largest group of student-athletes (20%), revenue, white males comprised the largest cohort (27%) enrolled in this college.

Recommendations:

1. Student-athletes appeared to be able to identify their academic majors early in their college experience. If the incidence of "no preference" student-athletes, especially at the sophomore level, is higher than desired, guidance needs to be provided these students earlier, preferably during their freshman year.
2. Revenue sports participants and minority students, in particular, need special assistance during their freshman and sophomore years with selecting an academic major.
3. Many of the academic majors freshman and sophomore student-athletes have identified are in colleges that require certain grade point averages to be admitted. No evidence is presently available on how many student-athletes are officially admitted to their preferred academic majors. Information on acceptance rates into preferred majors should be obtained to complete this benchmark.

Influences on Academic Major Selection

Key findings:

1. The strongest influences on these students' decision to select a particular academic major derived from their own interests (92%), parents (63%), and courses they have taken (62%). Roommates and friends (60%), coaches (56%), career advisor (50%), mentors (45%), other relatives (45%), and faculty (42%), were less instrumental in influencing the students' decision.
2. Revenue sports participants were significantly influenced by their parents compared to non-revenue athletes in the selection of their academic majors.

Recommendation:

1. Efforts should continue to establish closer relationships between the Athletics Department and university academic advisors and faculty in order to clarify their roles in assisting student-athletes in identifying and selecting an appropriate academic major.

Career Interests

Key findings:

Students' career interests were consistent with what they were declaring as academic majors. Career interests were concentrated in: business (39%), education (32%), medical-related (18%), and law-government-related occupations (11%).

2. Student-athletes expressed an interest in sports-related careers within each major career category. For example, education-related careers included coaching, sports psychologist, and athletics academic advisor.
3. There was a small, but significant, number of student-athletes interested in playing professionally after college, specifically in football, men's basketball, & ice hockey.

Recommendations:

1. Career education programs should include opportunities for student-athletes to gain exposure to the array of careers in athletics.
2. A comprehensive career education program for student-athletes should address the needs of those desiring to play professionally by examining a number of issues including decision making, financial planning, legal and ethical issues, and contract bargaining that pertain to professional athletes.

Career-Related Experiences

Key findings:

1. The number of students participating in internships was extremely low (8%).
2. Overall, 59% of student-athletes have held summer jobs; many working at MSU during this period.
3. Student-athletes have volunteered within the community (39% overall).
4. Freshman and sophomores were less likely to have participated in internships, summer employment, and volunteering.

Recommendations:

1. A need exists to coordinate athletics and those campus services which offer opportunities in co-curricular experiences to meet the career development needs of student-athletes. Experiences should relate to the student-athletes' career interest and be reflected in their professional portfolios.
2. Volunteer experiences are an integral part of the student-athlete experience. To maximize the benefits derived from these experiences, opportunities for reflection need to be incorporated in the career program.

Knowledge and Use of Campus Resources

Key findings:

1. Students were most familiar with the Department of Athletics (75%), followed by their academic colleges (35%).
2. It was unclear who student-athletes consider their advisors to be, which may reflect the changes occurring in student-athlete support services at the time the survey was administered.
3. Revenue sports participants were less informed about campus resources than non-revenue sports participants were.
4. Student-athletes were the least familiar with Career Services & Placement (81%), followed by their colleges (65%), and their departments (55%).

Recommendations:

1. Student-athletes' familiarity of and involvement with Career Services & Placement, academic departments and colleges needs to be strengthened by creating linkages between these units and the student-athlete support services.
2. As the athletics department offers career-related activities and experiences, they need to be linked to campus units providing supporting resources. Individuals in athletics also need to be knowledgeable of available campus resources.
3. A career education program should be designed that allows student-athletes to explore campus resources in a systematic way.

Career Education, Development and Job Placement

Key findings:

1. The group expressing the most interest in career education topics was revenue, minority males.
2. Freshmen expressed more interest in all career education topics than the other levels.
3. Minorities expressed higher interest in five of the seven career education topics.
4. Overall more student-athletes were interested in career development experiences and skills than career education.

5. A difference between revenue and non-revenue teams and between white and minority athlete populations emerged over the level of interest in career and job placement issues.
6. Juniors and seniors were more interested in acquiring job placement skills than sophomores and freshman.
7. Overall, students were more interested in job placement activities than education and development activities.
8. Different levels of interest in job placement activities were found between revenue and non-revenue teams and between men and women athletes.

Recommendation:

1. The interest preferences for career education, development, and job placement topics need to be considered during the development of career programs and related activities.

Assistance With Career-Related Skill Development

Key finding:

1. Students desired assistance in a number of areas from identifying an academic major (25%), obtaining career-related internships (62%), to practical job search skills (66%).

Recommendation:

1. Many of these needs can be addressed in a comprehensive career-decision making course.

Time Commitment to Career-Related Programming

Key points:

1. Most student-athletes were willing to make a commitment to participate in career-related activities. Specifically, how much time depends on whether or not the team was in season.
2. The majority of students prefer 1-2 hours during the sports season and 3-4 hours out of season. Revenue sports participants indicated a slightly higher number of hours that they would participate both during and outside the season.

Key Services and Activities of A Career Education Program and Effect on Academic Performance

Key points:

1. One-third of the students felt that the best way a career program could assist them academically would be through helping them to focus or provide a sense of direction.
2. Fourteen percent indicated that such a program would help them better match their academic major with a career which would assist them in doing better in college.
3. Ten percent said a career education program would increase their motivation towards school.

STUDENT-ATHLETE CAREER ASSESSMENT

Purpose

The Student-Athlete Career Assessment Initiative was designed to provide information to the Department of Athletics and Provost's Office regarding the career interests, career development needs, and career-related experiences of MSU student-athletes. The information is intended to be useful in planning a comprehensive life skills/career education program for MSU student-athletes. Information learned can also be used to establish a baseline profile of student-athletes which include their level of involvement in and awareness of campus and community career services and programs.

Instrument

The survey instrument was developed to tap into six main topics related to career development. The first section included demographic information including sport, gender, year in school, ethnic background and grade point average. Section two asked students to identify their declared major or the major they intended to declare, and who or what helped influence their decision. Section three examined the career options that the students are currently considering, as well as their participation in internships, summer jobs, and volunteer experiences since entering college.

Section four asked questions that pertained to the student-athletes' awareness of and participation in programs and activities provided by MSU's Career Services & Placement office, their academic colleges and departments, and the Athletics Department. In section five, students identified their level of interest in career education, career development, and job placement activities and programs. Through questions in section six, students focused on specific areas of career education, development, and placement in which they would like assistance. To measure their commitment to using these programs, they were asked to indicate how many hours per week during and outside their sports season that they would be willing to participate in these activities.

Two open-ended questions, "If a career education program was offered to Spartan athletes, what services or activities would you like to see included?" and "How would a career education program improve your academic performance?", allowed student-athletes to elaborate, in their own words, on their needs and expectations.

Administration

The survey was administered to students by their athletics academic advisors during team meetings, structured study hall sessions, and individually during the second and third weeks of April, 1997. The majority of students were surveyed during study hall sessions. This process eliminated the participation of students who were generally not required to attend study hall. Because the primary strategy for administration was study hall, there was an overrepresentation of freshmen, which can be viewed advantageously, as these athletes will eventually benefit from the type of programs they help structure.

Sample

As many student-athletes were surveyed as possible. Although the population was not a random sample, 274 (47%) of the estimated student-athlete population (577) enrolled in 1997 completed the survey. Athletes who responded represented all 21 sports programs. A specific breakdown of respondents is shown in Table 1:

Table 1. Team Representation of Student-Athlete Respondents

| | n | % of total respondents | % Team (est. size) |
|-----------------------|----------|-----------------------------------|-------------------------------|
| Baseball | 20 | 7 | 57 |
| Basketball (men) | 10 | 4 | 67 |
| Basketball (women) | 8 | 3 | 53 |
| Field Hockey | 2 | <1 | 1 |
| Football | 41 | 15 | 34 |
| Golf (men) | 4 | 1 | 33 |
| Golf (women) | 2 | <1 | 17 |
| Gymnastics (men) | 9 | 3 | 60 |
| Gymnastics (women) | 7 | 3 | 58 |
| Ice Hockey | 14 | 5 | 40 |
| Soccer (men) | 21 | 8 | 60 |
| Soccer (women) | 21 | 8 | 60 |
| Softball | 16 | 6 | 73 |
| Swimming (men) | 4 | 1 | 16 |
| Swimming (women) | 3 | 1 | 10 |
| Tennis (men) | 9 | 3 | 75 |
| Tennis (women) | 7 | 3 | 58 |
| Track (men) | 17 | 6 | 57 |
| Track (women) | 35 | 13 | 100 |
| Volleyball | 9 | 3 | 60 |
| Wrestling | 14 | 5 | 40 |

The composition of the responding population was men (60%), white (81%), and non-revenue* (76%). Freshman represented 37% of the respondents while sophomores, juniors, and seniors were 20%, 23%, and 14%, respectively, of the sample. Their average grade point was 2.85, ranging from .50 to 4.00. Women reported higher grade point averages ($t = 5.36$, $p = .000$) than men (average 3.06 compared to 2.69); non-revenue than revenue (average 2.95 compared to 2.51); and non-minority students than minority (average 2.94 compared to 2.43).

*A number of sports generate revenues. For this report, however, football, ice hockey, and men's basketball have been classified as revenue sports.

Profile of Student-Athlete Respondents

| | | | | |
|--------------|-------|-----|----------------|-----|
| Sex | | | Class Standing | |
| Male | (164) | 60% | Freshman | 37% |
| Female | (110) | 40% | Sophomore | 26% |
| | | | Junior | 23% |
| | | | Senior | 14% |
| Ethnic/Race | | | | |
| White | | 81% | | |
| Minority | | 19% | | |
| Sports Group | | | | |
| Non-revenue | | 76% | | |
| Revenue | | 24% | | |

The number of minority respondents was small, making it difficult to draw comparisons between different cohorts. Minority sports participants are typically found in the sports of football, men's and women's basketball, and men's and women's track. Minority students were reasonably represented on football and men's basketball teams while under-represented in women's basketball and men's and women's track. Caution must be used when interpreting results using the ethnic/race cohort.

Analysis

Throughout this report, questions were analyzed for the entire population, followed by comparisons between sex, ethnicity, team, and year in school. Statistically significant differences are indicated when they were found.

Academic Major Selection

To learn about student-athletes' major selection, they were asked to list the academic majors they have declared or the one they will declare. Table 2 displays the percentages of students who have declared an academic major by year in school, gender, ethnic background, and by revenue/non revenue sports teams. Eighty-three percent of the students have declared a major, while 18 percent are undeclared or "no-preference". The largest number of students listed business (20%), education (15%), social sciences (10%), and natural sciences (8%), as their majors. Since a high number of respondents were freshmen and sophomores (63%), it is difficult to know whether or not they will meet all the requirements to be officially admitted at the completion of their sophomore year. Although the majors are distributed throughout MSU colleges, more can be learned by examining the subpopulations of student-athletes.

One-third (32%) of revenue sports participants have not declared a major compared to only 13% of non-revenue participants. There were no significant differences between year in school and the types of majors declared. Minority students (29%) were nearly twice as likely to be “no-preferences” compared to whites (16%). Although both white and minority groups declared business as their top major, their second and third choices differed with whites choosing education (15%) second and the social sciences and natural sciences (11% each) third, while minorities chose agriculture (10%) second and education (8%) third. Twenty percent of men were “no-preference” compared to fourteen percent of women. The top four majors for men were: business (27%), education (9%), social science (8%), and agriculture (8%); while for women, the top four were education (24%), natural science, social science (12% each), and business (11%).

Table 2. Academic Major Selection by College, Year, Gender, Ethnic Background, Revenue/Non-Revenue Teams (%)

| College | All | Fr. | So. | Jr. | Sr | Men | Women | White | Non-white | Rev | Non-Rev |
|---------------|-----|-----|-----|-----|----|-----|-------|-------|-----------|-----|---------|
| Business | 20 | 18 | 21 | 23 | 21 | 27 | 11 | 20 | 25 | 15 | 22 |
| Education | 15 | 12 | 14 | 16 | 24 | 9 | 24 | 15 | 8 | 9 | 17 |
| Soc Science | 10 | 10 | 14 | 15 | 8 | 8 | 12 | 11 | 6 | 9 | 10 |
| Nat Science | 8 | 9 | 7 | 8 | 11 | 6 | 12 | 11 | 0 | 3 | 10 |
| Engineering | 7 | 7 | 6 | 10 | 3 | 7 | 5 | 8 | 0 | 2 | 8 |
| Communication | 6 | 3 | 8 | 8 | 5 | 4 | 9 | 5 | 6 | 6 | 6 |
| Agriculture | 6 | 4 | 6 | 10 | 3 | 8 | 2 | 5 | 10 | 9 | 4 |
| Arts | 4 | 3 | 4 | 2 | 14 | 4 | 5 | 4 | 4 | 3 | 5 |
| Hum Ecology | 4 | 1 | 6 | 5 | 11 | 4 | 5 | 4 | 6 | 9 | 3 |
| James Madison | 2 | 1 | 3 | 0 | 3 | <1 | 3 | 1 | 4 | 2 | 1 |
| Nursing | <1 | 2 | 0 | 0 | 0 | <1 | <1 | 1 | 0 | 0 | 1 |
| Lyman Briggs | <1 | 0 | 4 | 0 | 0 | <1 | 0 | <1 | 0 | 0 | <1 |
| No Pref | 18 | 36 | 11 | 3 | 0 | 20 | 14 | 16 | 29 | 32 | 13 |

*Columns may not total 100 due to rounding.

Influences on Academic Major Selection

To determine who influenced their selections of majors, “no-preference” student-athletes were asked to rate the importance of different individuals or experiences to their academic major selection decision. Actually students who had already declared a major also answered this question. Finding little difference between the no-preference and declared groups, all responses were grouped together. Table 3 shows a composite of the responses, grouped by categories (not at all to somewhat important, moderately important, and very important).

Table 3. Influences on Academic Major Selection for All Teams (%)

| | Not at all - Somewhat Important | Moderately Important | Important - Very Important |
|-----------------------|--|---------------------------------|---------------------------------------|
| Roommate/friends | 60 | 20 | 20 |
| Courses I've taken | 14 | 24 | 62 |
| Coaches | 56 | 20 | 24 |
| Faculty member I know | 42 | 33 | 25 |
| My academic advisor | 26 | 27 | 47 |
| A career advisor | 21 | 29 | 50 |
| My parents | 18 | 19 | 63 |
| My brothers/sisters | 42 | 17 | 41 |
| Other relatives | 45 | 21 | 34 |
| My mentor | 45 | 22 | 33 |
| My own interests | 2 | 6 | 92 |

Overall, the most important influences students reported were their own interests (92%), their parents (63%), and courses they had taken (62%), followed by a career advisor (50%), or their academic advisor (47%). Students were not likely to be influenced by their roommates and friends (60%), coaches (56%), other relatives (45%), a mentor (45%), or faculty (42%).

Several differences were found among the various cohorts. Parents were more important to revenue sports athletes than non-revenue ($t = 2.90$, $p = .005$). Men placed significantly higher importance on their coaches ($t = .2142$, $p = .017$), parents ($t = 2.76$, $p = .007$), siblings ($t = 2.99$, $p = .004$), and other relatives ($t = 3.00$, $p = .003$) than women. Additionally, statistically significant differences were also found between different levels in school as shown below:

| <u>Influence</u> | <u>Levels</u> |
|--------------------|---|
| Courses I've taken | Freshmen and Sophomores ($F = 4.04$, $p = .009$) |
| Career advisor | Freshmen and Sophomores ($F = 3.42$, $p = .020$) |
| Brothers/sisters | Juniors and Freshmen ($F = 3.29$, $p = .024$) |
| Mentor | Juniors and Freshmen and Juniors and Sophomores ($F = 5.03$, $p = .003$) |

Career Interests

To understand more clearly students' career interests as well as whether or not their majors are consistent with their career goals, they were asked to list two career options currently under consideration. Since this was an open-ended question it was impossible to discern results by gender, ethnicity, year in school, or sports team. One hundred sixty five students listed one career and 136 listed two. The responses included: outdoor education, research, teaching, natural sciences, arts, communications, engineering, human resource management, sports-related, government, business, automotive, medicine, athletics, professional sports, technical, and architecture. These responses were then compiled into four major categories: business, education, medicine, law, and miscellaneous.

For their first choice, 41% of the students indicated different jobs in business, 28% in education, 22% in medical-related occupations, and 9% in law/government activities. Examples of jobs in the business area included sales, marketing, management, and banking. Jobs in education included teaching, coaching, and counseling. Jobs in medicine included physical therapy, sports medicine, research, and physician. Students' second choice career options were similar in that 38% indicated business, 36% indicated education, 13% indicated medical and law/government related.

Table 4. Two Career Options Being Considered at This Time

| | 1st Choice | 2nd Choice | Composite |
|-------------------|------------------------------|------------------------------|------------------|
| Business | (67) 41% | (51) 38% | (118) 39% |
| Education | (46) 28% | (49) 36% | (95) 32% |
| Medical-Related | (37) 22% | (18) 13% | (55) 18% |
| Law-Govt. Related | (15) 9% | (18) 13% | (33) 11% |
| | (n = 165) | (n = 136) | (n = 301) |

Throughout these careers, a sports emphasis or focus especially in medicine, education, and business was evident. Popular options were physical therapy, coaching, athletic trainer, sports agent, physical education teacher, camp director, athletic administrator, professional player, and sports marketing. At least one individual from every team, except one, expressed an interest in a sports-related career. Those teams expressing an interest in playing professionally as their first choice were ice hockey, football, and men's basketball.

Career-Related Experiences

Students were asked whether or not they had participated in an internship, summer job, or any type of volunteer experience since entering college. Ninety-two (92) percent of student-athletes have not participated in an internship since entering college. Fifty-nine (59) percent have had a summer job. Of the students who described their summer job experience, 27% were sports related, 12% worked at MSU, and the remaining 60% held a variety of positions. In comparison to their academic majors, 30% of the summer jobs were related to education and 27% reported experiences related to business. Approximately 60% of the summer job experiences could be classified as either education or business related.

Thirty-nine (39) percent of student-athletes have volunteered since entering college. The experiences that they described were primarily youth-related activities (56%) and working with disadvantaged populations (21%). Volunteering options that focused on health-related activities comprised 9% of the total experiences with the final 14% representing a wide variety of activities. No information is available on whether these volunteer activities took place on or off campus, how students became involved in them, or how long they were involved. All teams had been involved in some type of volunteer activities, although it is unclear what types of skills were gained or whether or not these experiences were related to their declared majors or career interests.

Table 5. Career Experiences of Student-Athletes Including Breakdown of Revenue/Non-Revenue Teams (%)

| | OVERALL | | REVENUE | | NON-REVENUE | |
|------------|----------------|----|----------------|----|--------------------|----|
| | YES | NO | YES | NO | YES | NO |
| Internship | 8 | 92 | 6 | 94 | 9 | 91 |
| Summer Job | 59 | 41 | 49 | 51 | 61 | 38 |
| Volunteer | 39 | 61 | 34 | 65 | 40 | 60 |

Differences between subpopulations were found. First, more non-revenue athletes (61%) have participated in summer jobs than revenue (49%) athletes. It was not possible to determine from the responses whether or not there were significant differences in the kinds of summer jobs the two groups held. Statistically significant differences were also found between class levels. More juniors and seniors have participated in internships than freshmen and sophomores. More seniors have participated in summer jobs than all other groups, and more juniors and seniors have volunteered than freshmen and sophomores. Student participation in each of the three activities seems to increase as the student-athlete progresses in school.

| <u>Category</u> | <u>Statistically significant differences between:</u> |
|-----------------|--|
| Internship | Juniors/Seniors and Freshmen/Sophomores ($F = 13.02$, $p = .000$) |
| Summer Jobs | Freshmen and all other groups ($F = 51.98$, $p = .000$) |
| Volunteer | Juniors/Seniors and Freshmen/Sophomores ($F = 5.69$, $p = .001$) |

Knowledge and Use of Campus Resources

Students were asked about their awareness of and participation in programs provided by Career Services and Placement, their academic departments, their academic colleges, and the Athletics Department. Table 6 compares the responses by unit.

Career Services & Placement

Eighty one percent of the athletes said they were not aware of these services. Of the athletes who were aware, 17% said that their contact with CS&P was through advisors, on their own initiative (48%), or through friends (9%). The remainder provided general answers which could not be categorized.

Academic Departments

Fifty five percent say they are not familiar with their academic departments. Of those who were familiar, 67% responded that their awareness came from visiting an advisor or being informed through classes (11%).

Academic Colleges

Sixty five percent say they are not familiar with their academic college. Of those who were aware, 65% were made aware by advisors, 9% from touring the college (usually during recruiting visit), and 9% through class information.

Athletics Department

Three-quarters of the students were aware of the Athletics Department. Forty three percent indicated their playing and training experiences, 36% visited an advisor there, 10% toured the facilities, and 8% participated in study hall and tutoring activities.

**Table 6. Knowledge and Use of Campus Resources for All Respondents
(Men and Women), (Revenue/Non-Revenue) (%)**

| | CS&P | | Academic Department | | Academic College | | Athletics Department | |
|-------------|------|----|------------------------|----|---------------------|----|-------------------------|----|
| | YES | NO | YES | NO | YES | NO | YES | NO |
| All | 19 | 81 | 45 | 55 | 35 | 65 | 75 | 25 |
| Men | 14 | 86 | 39 | 61 | 32 | 68 | 66 | 34 |
| Women | 27 | 73 | 54 | 46 | 39 | 61 | 85 | 15 |
| Revenue | 9 | 91 | 23 | 77 | 23 | 77 | 57 | 43 |
| Non-Revenue | 22 | 78 | 52 | 48 | 39 | 61 | 79 | 21 |

Differences were found between the awareness and participation levels of revenue vs. non-revenue athletes, and men and women, as indicated in specific comparisons in Table 6. In all four categories, revenue teams were considerably less aware of these resources than non-revenue athletes: CS&P ($t = 2.34$, $p = .02$), academic department ($t = 4.23$, $p = .000$), academic college ($t = 2.38$, $p = .018$), and athletics department ($t = 3.55$, $p = .000$). Women were significantly more aware of CS&P ($t = 2.61$, $p = .010$), the departments ($t = 2.30$, $p = .022$), and the athletics department ($t = 3.72$, $p = .000$) than were men. Additional differences were found between seniors and freshmen and between sophomores and freshmen in their awareness of the Career Services and Placement ($F = 7.81$, $p = .001$).

Career Education, Development and Job Placement

To determine where students had the greatest career needs, a series of questions examined career education, career development, and job placement issues. Student-athletes were asked to note the importance of each topic to their individual needs (not very important to very important). As represented in Table 7, career education activities consisted of: taking a career course, receiving an introduction to campus/community resources, completing a self-paced exercise on career interests, visiting Career Services and Placement, obtaining assistance with selection of academic major, listening to speakers on career/self-development issues, and attending career workshops.

Career development activities consisted of: developing written and oral communication skills, volunteering in campus or community activities, writing a resume, practicing interviewing skills, attending career and job fairs, using career computer software, participating in MSU's speaker's bureau, developing a portfolio, and participating in a mentor program. Job placement activities involved: registering with Career Services and Placement, registering with the Spartan alumni database, interviewing on-campus at Career Services and Placement, attending an athlete career/job fair, and networking with alumni.

Table 7 clusters the responses of students in three categories of importance. Useful information was obtained when the focus was on what students considered "Important" to "Very Important". The analyses by cohorts, reported in Table 8, is displayed using the Important to Very Important ratings. Table 9 displays the same information by year in school.

Career Education

Forty-two (42) percent were interested to very interested in taking a career course, 40% in receiving assistance with selecting a major, 35% in visiting Career Services and Placement, 34% in attending career workshops, 32% in completing self-paced exercises on their interests, 29% in listening to speakers on career self-development activities, and 22% in receiving an introduction to campus and community services.

Some notable differences were found between cohorts. For instance, in all categories under career education except two, revenue sports indicated a statistically significant higher interest than non revenue in taking a career course ($t = 3.54$, $p = .000$), receiving an introduction to campus/community services ($t = 3.71$, $p = .000$), completing a self-paced exercise on career interests ($t = 3.50$, $p = .001$), and obtaining assistance with selection of an academic major ($t = 2.47$, $p = .014$).

Statistically significant differences also occurred between white and minority students with minority showing a stronger interest in taking a career course ($t = 4.72$, $p = .000$), receiving an introduction to campus and community services ($t = 3.53$, $p = .000$), participating in self-paced exercises ($t = 2.51$, $p = .013$), receiving assistance with major selection ($t = 2.00$, $p = .046$), and listening to speakers ($t = 2.52$, $p = .012$). Compared to women, men were significantly more interested in taking a career course ($t = 3.88$, $p = .000$) and attending career workshops ($t = 2.26$, $p = .025$). Other statistically significant differences occurred between levels in school as indicated in Table 9. Freshmen showed a higher interest in taking a career course and assistance with selecting a major than other levels.

| <u>Category</u> | <u>Differences</u> |
|---------------------------|---|
| Taking a career course | Freshmen and seniors ($F = 3.00$, $p = .03$) |
| Help with selecting major | Freshmen and sophomores / seniors and juniors ($f = 9.93$, $p = .000$) |

**Table 7. Career Education, Development & Job Placement
Overall Response on Importance (%)**

| | Not to Somewhat Interested | Moderately Interested | Interested to Very Interested |
|--|---------------------------------------|----------------------------------|--|
| Career Education | | | |
| Taking a career course | 36 | 23 | 42 |
| Intro to campus/community services | 49 | 28 | 22 |
| Self-paced exercise on interests | 41 | 27 | 32 |
| Visiting CS&P | 37 | 28 | 35 |
| Assistance with major selection | 42 | 18 | 40 |
| Speakers on career-self development | 48 | 24 | 29 |
| Attend career workshops | 40 | 26 | 34 |
| Career Development | | | |
| Dev. written/oral communication | 22 | 25 | 54 |
| Volunteer in campus/ community | 37 | 29 | 34 |
| Writing a resume | 21 | 21 | 59 |
| Practicing interviewing | 18 | 20 | 62 |
| Attend job & career fairs | 24 | 27 | 50 |
| Use career computer software | 19 | 23 | 57 |
| Participate in speaker's bureau | 56 | 27 | 17 |
| Develop a portfolio | 28 | 24 | 48 |
| Participate in mentor program | 36 | 27 | 37 |
| Job Placement | | | |
| Register with CS&P | 23 | 27 | 50 |
| Register with alumni database | 29 | 19 | 52 |
| Interviewing on campus | 28 | 27 | 45 |
| Attend athlete career fair | 17 | 17 | 66 |
| Network with alumni | 33 | 16 | 61 |

**Table 8. Career Education, Development and Job Education Activities
Overall, Men & Women, White & Minority, and Revenue & Non-Revenue
(Interested to Very Interested) (%)**

| | Overall | Men | Women | White | Minority | Revenue | Non- Revenue |
|--|----------------|------------|--------------|--------------|-----------------|----------------|-------------------------|
| Career Education | | | | | | | |
| Taking a career course | 42 | 50 | 44 | 37 | 64 | 56 | 37 |
| Intro to campus/ community services | 22 | 26 | 18 | 21 | 31 | 39 | 18 |
| Self-paced exercise on interests | 32 | 35 | 27 | 31 | 38 | 47 | 27 |
| Visiting CS&P | 35 | 36 | 50 | 34 | 40 | 44 | 32 |
| Assistance with major selection | 40 | 42 | 38 | 40 | 48 | 53 | 36 |
| Speakers on career-self development | 29 | 31 | 25 | 27 | 32 | 33 | 26 |
| Attend career workshops | 34 | 39 | 27 | 33 | 34 | 39 | 33 |
| Career Development | | | | | | | |
| Dev. written/oral communication | 54 | 56 | 50 | 42 | 66 | 58 | 53 |
| Volunteer in campus/community | 34 | 27 | 42 | 36 | 32 | 33 | 34 |
| Writing a resume | 59 | 57 | 62 | 60 | 57 | 53 | 60 |
| Practicing interviewing | 62 | 60 | 66 | 64 | 62 | 59 | 63 |
| Attend job & career fairs | 50 | 51 | 48 | 49 | 55 | 41 | 52 |
| Use career computer software | 57 | 59 | 55 | 57 | 62 | 53 | 58 |
| Participate in speaker's bureau | 17 | 20 | 13 | 16 | 21 | 19 | 16 |
| Develop a portfolio | 48 | 51 | 45 | 48 | 52 | 49 | 48 |
| Participate in mentor program | 37 | 36 | 39 | 36 | 56 | 31 | 36 |
| Job Placement | | | | | | | |
| Register with CS&P | 50 | 53 | 46 | 49 | 59 | 50 | 50 |
| Register with alumni database | 52 | 56 | 37 | 51 | 64 | 70 | 46 |
| Interviewing on campus | 45 | 45 | 45 | 45 | 51 | 48 | 44 |
| Attend athlete career fair | 66 | 68 | 54 | 64 | 78 | 76 | 63 |
| Network with alumni | 61 | 63 | 57 | 59 | 76 | 68 | 58 |

Table 9. Career Education, Development and Job Placement by Year in School (%)
(Interested to Very Interested)

| | Freshman | Sophomore | Junior | Senior |
|-------------------------------------|-----------------|------------------|---------------|---------------|
| Career Education | | | | |
| Taking a career course | 33 | 38 | 49 | 32 |
| Intro to campus/community services | 19 | 22 | 32 | 18 |
| Self-paced exercise on interests | 30 | 34 | 36 | 26 |
| Visiting CS&P | 29 | 40 | 41 | 29 |
| Assistance with major selection | 54 | 39 | 28 | 21 |
| Speakers on career-self development | 30 | 25 | 28 | 34 |
| Attend career workshops | 32 | 26 | 43 | 38 |
| Career Development | | | | |
| Dev. written/oral communication | 53 | 54 | 66 | 35 |
| Volunteer in campus/community | 33 | 35 | 36 | 32 |
| Writing a resume | 52 | 54 | 74 | 61 |
| Practicing interviewing | 58 | 58 | 75 | 59 |
| Attend job & career fairs | 35 | 48 | 75 | 66 |
| Use career computer software | 54 | 50 | 68 | 61 |
| Participate in speaker's bureau | 10 | 24 | 18 | 19 |
| Develop a portfolio | 40 | 47 | 61 | 53 |
| Participate in mentor program | 25 | 38 | 52 | 45 |
| Job Placement | | | | |
| Register with CS&P | 40 | 51 | 55 | 65 |
| Register with alumni database | 39 | 58 | 62 | 58 |
| Interviewing on campus | 28 | 49 | 64 | 58 |
| Attend athlete career fair | 61 | 63 | 75 | 74 |
| Network with alumni | 35 | 67 | 75 | 68 |

Career Development

Compared to career education activities, students, overall, were much more interested in career development activities. Sixty-two per cent were interested to very interested in practicing interviewing, 59% in writing a resume, 57% in using career computer software, 54% in developing written and oral communication skills, 50% in attending job and career fairs, 48% in developing a portfolio, 37% in participating in a mentoring program, 34% in volunteering in campus and community programs, and 17% in participating in a speaker's bureau.

When looking at subpopulations, we found that revenue teams showed a significantly higher interest in participating in a mentor program than non-revenue teams ($t = 2.21$, $p = .028$). Significant differences were also found between white and minority athletes with minority athletes showing a stronger interest in attending job/career fairs ($t = 2.13$, $p = .034$) and participating in a mentoring program ($t = 2.20$, $p = .028$). Women were more interested in volunteering for campus or community activities ($t = 3.36$, $p = .001$), whereas men were more interested in participating in MSU's Speaker's Bureau ($t = 2.23$, $p = .027$). Important statistically significant differences were also found between years in school; especially juniors and freshmen.

Category

Dev. oral/written communication skills
Writing a resume
Practicing interviewing
Attending career fairs
Developing a portfolio
Participating in a mentor program

Significant differences between

Juniors and seniors ($F = 3.34$, $p = .02$)
Juniors and freshmen ($F = 3.35$, $p = .02$)
Juniors and freshmen ($F = 2.51$, $p = .06$)
Juniors and freshmen ($F = 5.01$, $p = .01$)
Juniors and freshmen ($F = 2.73$, $p = .04$)
Juniors and freshmen and sophs. and fresh.
($F = 5.56$, $p = .001$)

Job Placement

Overall, this category produced the highest level of "interested" to "very interested" responses in each activity as compared to both the career development and career education categories as shown in Table 8. Sixty-six percent of the students were interested to very interested in attending an athlete career fair, 61% in networking with alumni, 52% in registering with an alumni database, 50% in registering with Career Services and Placement, and 45% in interviewing on campus.

Revenue and non-revenue participants differed only on registering with an alumni database ($t = 2.74$, $p = .007$) and networking with alumni ($t = 2.37$, $p = .019$), with revenue athletes being more interested in these activities. Significant differences were found between white and minority, with minority showing a stronger interest in these topics: registering with CS&P ($t = 2.39$, $p = .018$); registering with alumni database ($t = 1.88$, $p = .061$); and networking with alumni ($t = 2.67$, $p = .008$). Finally, there were statistically significant differences between juniors and the other levels. Juniors expressed more interest in registering with an alumni database, interviewing on campus and networking with alumni than the other levels.

| <u>Category</u> | <u>Levels</u> |
|----------------------------|---|
| Register w/alumni database | Juniors and freshmen ($F = 3.19, p = .02$) |
| Interviewing on campus | Jrs., Srs., & Sophs and Fresh. ($F = 7.09, p = .001$) |
| Networking with alumni | Juniors and freshmen ($F = 4.79, p = .003$) |

By dividing career activities into education, development and placement, an attempt was made to determine whether or not there were significant differences in students' needs, particularly related to year in school. This kind of information can be extremely useful in designing a career education program for MSU student-athletes. It appears that freshmen (particularly, revenue, minority athletes) have greater interests in the career education area than the other subpopulations. Sophomores and some juniors indicate more interest in the career development area. However, in relation to job placement, all students are more interested in this category than career education or career development.

When considering all levels of interest in each category as indicated in Table 7, student-athletes are clearly interested in job placement activities, followed by career development activities. Career education activities seem to be the least preferred overall, though revenue, minority students express considerable interest in activities in this category. To examine how consistent these findings are, students' interests in career education, development and job placement skills are explored in more detail in the next section.

Types of Career-Related Skills in Which Students Would Like Assistance

In this question, students were asked to identify the areas where they would like assistance. These areas included: choosing a major, matching your major with career options, information on occupations that interest you, finding an internship or summer job, talking to someone in a career field you're interested in, help in identifying your skills, interests, and/or values, writing a resume or cover letter, job hunting assistance upon graduation, and finding volunteer opportunities. Since the primary purpose of this question was to contribute to the development of a specific career education program for student-athletes, this analysis included year-in-school comparisons only. Although some areas are similar to those in the previous question, they are now more specific. The aim was to confirm what students had previously said by examining more specifically some of the major career-related skills. Table 10 shows students' interests overall and year-in-school by percentages.

Overall, 25% were interested in developing skills in choosing a major, 64% in matching their major with career options, 53% in obtaining information on occupations that interest them, 62% in finding an internship or summer job, 58% in talking to someone in a career field of their interest, 40% in receiving help in identifying their skills, interests, and values, 57% in writing a resume or cover letter, 66% in job hunting assistance upon graduation, and 25% in finding volunteer opportunities. These findings were fairly consistent when compared to students' earlier responses regarding career education, development, and placement.

Significant differences between class levels revealed that on choosing a major, there were significant differences between freshmen and all other class levels, and between sophomores and juniors ($F = 16.78, p = .000$). On matching a major with a career, all levels except seniors wanted more help ($F = 5.09, p = .002$). On obtaining information on occupations, freshmen and juniors who wanted more help differed from seniors ($F = 2.76, p = .04$). Finally, significant differences were found between juniors (wanted more help) and freshmen on writing resumes and cover letters ($F = 2.68, p = .05$).

Table 10. Types of Career-Related Skills in Which Students Would Like Assistance by Year-In-School (%)

| | Fresh | Soph | Jr | Sr | Overall |
|--|--------------|-------------|-----------|-----------|----------------|
| Choosing a major | 45 | 25 | 2 | 11 | 25 |
| Matching your major with career options | 68 | 71 | 66 | 37 | 64 |
| Information on occupations that interest you | 56 | 54 | 58 | 32 | 53 |
| Finding an internship or summer job | 59 | 72 | 65 | 47 | 62 |
| Talking to someone in a career field you are interested in | 57 | 64 | 61 | 45 | 58 |
| Help in identifying your skills, interests, values | 49 | 41 | 31 | 29 | 40 |
| Writing a resume or cover letter | 49 | 57 | 71 | 58 | 57 |
| Job hunting assistance upon graduation | 62 | 67 | 68 | 71 | 66 |
| Finding volunteer opportunities | 27 | 29 | 21 | 21 | 25 |

Time Commitment to Career-Related Programming

To determine the amount of time students would be willing to spend participating in career-related activities, they were asked to respond in terms of hours they would be willing to devote to these activities during and outside the season. Table 11 displays this information overall and compares revenue to non-revenue sports teams. Overall, during the season 47% of students are willing to spend 1-2 hours per week participating in career-related activities. Outside the season 34% overall will participate in 3-4 hours of career-related activities.

During the season, 37% of revenue sports participants are willing to spend 1-2 hours and 34% will spend 3-4 hours in career-related activities. Fifty percent of non-revenue teams are willing to spend 1-2 hours during the season and 25% will spend 3-4 hours participating in career-related activities. Outside the season, 35% of revenue participants would spend 3-4 hours and 26% would spend 4-5 hours, while 34% of non-revenue would spend 3-4 hours and 29% would spend 1-2 hours participating in career-related activities.

Table 11. Time Commitment to Career Related Programming (%)

| | HOURS DURING SEASON | | | | | HOURS OUTSIDE SEASON | | | | |
|--------------------|---------------------|-----|-----|-----|----|----------------------|-----|-----|-----|----|
| | 0 | 1-2 | 3-4 | 4-5 | 6+ | 0 | 1-2 | 3-4 | 4-5 | 6+ |
| Revenue | 20 | 37 | 34 | 7 | 2 | 4 | 18 | 35 | 26 | 18 |
| Non-Revenue | 21 | 50 | 25 | 3 | <1 | 3 | 29 | 34 | 15 | 19 |
| Overall (combined) | 21 | 47 | 27 | 4 | 1 | 3 | 27 | 34 | 17 | 19 |

Key Services and Activities of a Career Education Program for MSU Student-Athletes and Effect of Career Education Program on Academic Performance

The final two questions in the survey sought to obtain students' feedback regarding two issues: "If a career education program was offered to Spartan student-athletes, what services or activities would you like to see included?" and "How would a career education program improve your academic performance?"

In reference to the first question, students' responses were grouped into the following categories: job experience, job opportunities/placement, major and career information, major-career exploration, job preparation, academic assistance, not interested/won't help, and don't know. Table 12 shows these categories and percentages of responses. Overwhelmingly, the highest percentage of responses was in the Job Preparation area (33%). Those activities included resume writing, interviewing skills, networking, and contact with alumni.

In response to the second question, one-third (30%) of the students said that a career education program would help them to focus or provide a sense of direction, 26% believed it would assist them in the pursuit of their degrees, and 14% indicated it would improve them academically (grades). Ten percent said a program would motivate them to succeed in school. Approximately 15% felt that a career education program would only help a little or not at all. Finally, 12% were not sure how the program would help them. Table 13 shows the categories and percentages of responses.

Table 12. Services/Activities Student-Athletes Would Like to See in Education Program

| | Number | Number | % of Total |
|-----------------------------|---------------|---------------|-------------------|
| Job Experience | | | |
| Internships | 12 | | |
| Summer Employ. | 3 | | |
| Community Service | 2 | 17 | 10 |
| Job Opportunities/Placement | | 24 | 14 |
| Major-Career Information | | 18 | 10 |
| Major-Career Exploration | | 23 | 13 |
| Job Preparation | | | |
| Resume | 23 | | |
| Interview Skills | 18 | | |
| Networking | 10 | | |
| Alumni Center | 6 | 57 | 33 |
| Academic Assistance | | 5 | 3 |
| Not Interested/Won't Help | | 8 | 5 |
| Don't Know | | 20 | 12 |
| TOTAL | | 172 | |

Table 13. Career Education and Academic Performance

| | Number | Number | % of Total |
|---|---------------|---------------|-------------------|
| Focus sense of direction | | 49 | 30 |
| Academic | | | |
| Better match with career | 10 | | |
| Preparation for courses | 14 | 23 | 14 |
| Motivation | | 17 | 10 |
| Personal behavior | | | |
| Self knowledge (strengths/ weaknesses) | 2 | | |
| Self-efficacy (confidence) | 2 | | |
| Behavior (study habits, time mgt.) | 8 | 12 | 7 |
| Degree affected | | | |
| Won't | 16 | | |
| Little - some | 8 | | |
| A lot - great | 19 | 43 | 26 |
| Don't know | | 20 | 12 |
| TOTAL | | 164 | |

CONCLUSION

These results shed light on Michigan State University's student-athletes' career planning and job preparation needs. Student-athletes are seeking (1) academic majors that fulfill their intrinsic interests; (2) connections between their academic preferences and possible occupational choices; (3) structure to their career objectives through opportunities to plan and gain relevant experiences; and (4) training in effective job search strategies. However, most student-athletes find themselves isolated from the resources and assistance available on-campus.

Student-athletes desired a career course, co-curricular learning opportunities, and access to job opportunities. Several groups expressed a greater need in these areas; specifically, members of revenue sports teams, including volleyball and minority student-athletes. Student-athletes appeared willing to make a time commitment to engage in these types of activities. They believed that participation in a career development program would enable them to focus on why they are attending Michigan State University and motivate them to complete their degrees.

This information is intended to be used by athletics administrators, faculty and staff in planning appropriate programs and in advising student-athletes. Information such as this should be collected on a regular basis to ensure that the developmental needs of this group are being met.

APPENDIX A

TEAM PROFILES
CAREER FACT SHEETS

Baseball Career Fact Sheet

Class Levels:

| | |
|------------|---|
| Freshmen | 9 |
| Sophomores | 4 |
| Juniors | 4 |
| Senior | 3 |

Ethnic Background:

| | |
|----------|----|
| White | 17 |
| Minority | 1 |
| Unknown | 2 |

Top Majors:

| | |
|-----------------|---|
| No Preference | 2 |
| Engineering | 5 |
| Natural Science | 3 |
| Agriculture | 2 |
| Arts & Letters | 2 |
| Business | 2 |
| Social Science | 2 |

Career Education:

Not interested to somewhat interested in all 7 categories in this area.

Career Development:

In 6 of 9 categories, the majority were interested to very interested in developing written and oral communication skills, writing a resume, practicing interviewing, attending job and career fairs, using career computer software, and developing a portfolio. They were least interested in volunteering in campus and community programs, participating in a speaker's bureau, and participating in a mentor program.

Job Placement:

The greatest interest in this area was in registering with CS&P, attending an athlete career fair, and networking with alumni. Approximately one-third were interested to very interested and not interested to somewhat interested in registering with an alumni database.

Sport #1 - Baseball

| | NI-SI | MI | I-VI |
|-------------------------------------|-------|----|------|
| Career Education | | | |
| Taking a career course | 40 | 25 | 35 |
| Intro to campus/community services | 80 | 10 | 10 |
| Self-paced exercise on interests | 65 | 20 | 15 |
| Visiting CS&P | 55 | 25 | 20 |
| Assistance with major selection | 55 | 10 | 35 |
| Speakers on career-self development | 60 | 20 | 20 |
| Attend career workshops | 55 | 15 | 30 |
| Career Development | | | |
| Dev written/oral communication. | 20 | 35 | 45 |
| Volunteer in campus/community | 60 | 30 | 10 |
| Writing a resume | 35 | 5 | 60 |
| Practicing interviewing | 25 | 10 | 65 |
| Attend job & career fairs | 25 | 20 | 55 |
| Use career computer software | 20 | 20 | 60 |
| Participate in speaker's bureau | 65 | 25 | 10 |
| Develop a portfolio | 45 | 10 | 45 |
| Participate in mentor program | 55 | 30 | 15 |
| Job Placement | | | |
| Register with CS&P | 30 | 15 | 55 |
| Register with alumni database | 35 | 30 | 35 |
| Interviewing on campus | 40 | 25 | 35 |
| Attend athlete career fair | 15 | 20 | 65 |
| Network with alumni | 30 | 20 | 50 |

Men's Basketball Career Fact Sheet

Class Levels:

| | |
|------------|---|
| Freshmen | 5 |
| Sophomores | 3 |
| Juniors | 2 |
| Seniors | 0 |

Ethnic Background:

| | |
|----------|---|
| White | 3 |
| Minority | 7 |
| Unknown | |

Top Majors:

| | |
|---------------|---|
| No Preference | 4 |
| Business | 2 |
| Agriculture | 1 |
| Communication | 1 |
| Human Ecology | 1 |

Career Education:

Interested to very interested in taking a career course, completing self-paced exercises on interests, and receiving assistance with selecting a major. Moderately interested in visiting CS&P, listening to speakers on career self-development activities, and attending career workshops.

Career Development:

Majority interested in seven of the nine subcategories. Moderate interest in participating in the speaker's bureau and participating in a mentoring program. Equally split between moderately and very interested in using computer software.

Job Placement:

Most interested in this category of activities indicating interested to very interested in all five activities.

Sport #2 = Men's Basketball

| | NI-SI | MI | I-VI |
|-------------------------------------|-------|------|------|
| Career Education | | | |
| Taking a career course | 10 | 20 | 70 |
| Intro to campus/community services | 33.3 | 33.3 | 33.3 |
| Self-paced exercise on interests | 10 | 40 | 50 |
| Visiting CS&P | 10 | 60 | 30 |
| Assistance with major selection | 30 | 30 | 40 |
| Speakers on career-self development | 10 | 60 | 30 |
| Attend career workshops | 20 | 60 | 20 |
| Career Development | | | |
| Dev written/oral communication. | 20 | 0 | 80 |
| Volunteer in campus/community | 10 | 40 | 50 |
| Writing a resume | 10 | 30 | 60 |
| Practicing interviewing | -- | 20 | 80 |
| Attend job & career fairs | 10 | 40 | 50 |
| Use career computer software | -- | 50 | 50 |
| Participate in speaker's bureau | 40 | 50 | 10 |
| Develop a portfolio | 10 | 30 | 60 |
| Participate in mentor program | 20 | 40 | 40 |
| Job Placement | | | |
| Register with CS&P | 20 | 30 | 50 |
| Register with alumni database | -- | 10 | 90 |
| Interviewing on campus | 0 | 30 | 70 |
| Attend athlete career fair | 0 | 0 | 100 |
| Network with alumni | 0 | 0 | 100 |

Women's Basketball Career Fact Sheet

Class Levels:

| | |
|------------|---|
| Freshmen | 3 |
| Sophomores | 1 |
| Juniors | 2 |
| Seniors | 2 |

Ethnic Background:

| | |
|----------|---|
| White | 5 |
| Minority | 1 |
| Unknown | 2 |

Top Majors:

| | |
|-----------------|---|
| Education | 2 |
| Natural Science | 2 |
| Arts & Letters | 1 |
| Business | 1 |
| Human Ecology | 1 |
| Social Science | 1 |

Career Education:

Interested to very interested in taking a career course, completing self-paced exercises on interests, and receiving assistance with selecting a major. Moderately interested in an introduction to campus and community services.

Career Development:

Majority interested in five of the nine activities. The three activities they showed moderate interest in were attending job and career fairs, participating in the speaker's bureau, and participating in a mentoring program.

Job Placement:

Interested to very interested in only two of the five activities in this category – attending an athlete career fair and networking with alumni. Moderately interested in registering with Career Services & Placement, registering with an alumni database, and interviewing on campus.

Sport #3 - Women's Basketball

| | NI-SI | MI | I-VI |
|-------------------------------------|-------|----|------|
| Career Education | | | |
| Taking a career course | 12 | 11 | 77 |
| Intro to campus/community services | 37 | 37 | 25 |
| Self-paced exercise on interests | 37 | 25 | 37 |
| Visiting CS&P | 62 | 25 | 37 |
| Assistance with major selection | 25 | 12 | 62 |
| Speakers on career-self development | 62 | 25 | 12 |
| Attend career workshops | 62 | 37 | -- |
| Career Development | | | |
| Dev written/oral communication. | 37 | 12 | 50 |
| Volunteer in campus/community | 37 | 37 | 25 |
| Writing a resume | 37 | -- | 63 |
| Practicing interviewing | 25 | 25 | 50 |
| Attend job & career fairs | 37 | 50 | 13 |
| Use career computer software | 25 | 25 | 50 |
| Participate in speaker's bureau | 50 | 50 | 0 |
| Develop a portfolio | 25 | 25 | 50 |
| Participate in mentor program | 25 | 38 | 38 |
| Job Placement | | | |
| Register with CS&P | 13 | 87 | 0 |
| Register with alumni database | 25 | 50 | 25 |
| Interviewing on campus | 25 | 50 | 25 |
| Attend athlete career fair | 25 | 25 | 50 |
| Network with alumni | 13 | 38 | 50 |

Field Hockey Career Fact Sheet

Class Levels:

| | |
|------------|---|
| Freshmen | 2 |
| Sophomores | 0 |
| Juniors | 0 |
| Seniors | 0 |

Ethnic Background:

| | |
|----------|---|
| White | 1 |
| Minority | 0 |
| Unknown | 1 |

Majors:

| | |
|---------------|---|
| Communication | 1 |
| Education | 1 |

Career Education:

Career Development:

Job Placement:

No report: Insufficient number of respondents to prepare a report.

Football Career Fact Sheet

Class Levels:

| | |
|------------|----|
| Freshmen | 16 |
| Sophomores | 9 |
| Juniors | 7 |
| Seniors | 8 |
| Unknown | 1 |

Ethnic Background:

| | |
|----------|----|
| White | 17 |
| Minority | 22 |
| Unknown | 2 |

Top Majors:

| | |
|----------------|----|
| No Preference | 14 |
| Agriculture | 5 |
| Business | 5 |
| Communication | 3 |
| Education | 3 |
| Human Ecology | 3 |
| Social Science | 3 |

Career Education:

Interested to very interested in taking a career course, an introduction to campus and community services, completing self-paced exercises on interests, visiting CS&P, receiving assistance with selecting a major and attending career workshops – 6/7 activities. Little interest in listening to speakers on career-self development.

Career Development:

Interested to very interested in 7 of 9 activities in this category. Little interest in volunteering in campus and community services and in participating in a speaker's bureau.

Job Placement:

Interested to very interested in all activities in this category: registering with CS&P, registering with an alumni database, interviewing on campus, attending an athlete career fair, and networking with alumni.

Sport #5 -- Football

| | NI-SI | MI | I-VI |
|--|-------|----|------|
| Career Education | | | |
| Taking a career course | 15 | 27 | 57 |
| Intro to campus/ community services | 28 | 33 | 33 |
| Self-paced exercise on interests | 30 | 25 | 45 |
| Visiting CS&P | 27 | 27 | 45 |
| Assistance with major selection | 30 | 19 | 51 |
| Speakers on career-self development | 40 | 37 | 22 |
| Attend career workshops | 27 | 32 | 40 |
| Career Development | | | |
| Dev written/oral communication. | 17 | 25 | 57 |
| Volunteer in campus/community | 37 | 35 | 27 |
| Writing a resume | 20 | 32 | 47 |
| Practicing interviewing | 17 | 32 | 50 |
| Attend job & career fairs | 23 | 33 | 43 |
| Use career computer software | 17 | 27 | 55 |
| Participate in speaker's bureau | 40 | 36 | 23 |
| Develop a portfolio | 22 | 32 | 45 |
| Participate in mentor program | 31 | 26 | 44 |
| Job Placement | | | |
| Register with CS&P | 15 | 32 | 62 |
| Register with alumni database | 15 | 12 | 72 |
| Interviewing on campus | 31 | 26 | 43 |
| Attend athlete career fair | 15 | 13 | 22 |
| Network with alumni | 15 | 18 | 67 |

Men's Golf Career Fact Sheet

Class Levels:

| | |
|------------|---|
| Freshmen | 0 |
| Sophomores | 0 |
| Juniors | 4 |
| Seniors | 0 |

Ethnic Background:

| | |
|----------|---|
| White | 4 |
| Minority | 0 |
| Unknown | 0 |

Top Majors:

| | |
|----------------|---|
| Agriculture | 2 |
| Education | 1 |
| Social Science | 1 |

Career Education:

Not interested to somewhat interested in all activities. Three of the four showed a moderate interest in visiting CS&P.

Career Development:

Really mixed on this category indicating interested to very interested in using career computer software and developing a portfolio. Split evenly in half ranging from moderately to very interested in developing written and oral communication skills. Moderate interest in writing a resume and practicing interviewing. They were split evenly also between not interested and moderately interested in participating in a mentoring program. Not interested in volunteering in campus/community activities, attending job and career fairs and participating in a speaker's bureau.

Job Placement:

Interested in all activities in this category: registering with CS&P, registering with an alumni database, interviewing on campus, attending an athlete career fair, and networking with alumni.

Sport #6 – Men's Golf

| | NI-SI | MI | I-VI |
|--|-------|----|------|
| Career Education | | | |
| Taking a career course | 75 | -- | 25 |
| Intro to campus/ community services | 75 | -- | 25 |
| Self-paced exercise on interests | 75 | 25 | -- |
| Visiting CS&P | 25 | 75 | -- |
| Assistance with major selection | 100 | -- | -- |
| Speakers on career-self development | 100 | -- | -- |
| Attend career workshops | 50 | 25 | 25 |
| Career Development | | | |
| Dev written/oral communication. | 0 | 50 | 50 |
| Volunteer in campus/community | 75 | 25 | 0 |
| Writing a resume | 25 | 50 | 25 |
| Practicing interviewing | 25 | 50 | 25 |
| Attend job & career fairs | 75 | 25 | 0 |
| Use career computer software | 25 | 25 | 50 |
| Participate in speaker's bureau | 100 | -- | -- |
| Develop a portfolio | 0 | 25 | 75 |
| Participate in mentor program | 50 | 50 | -- |
| Job Placement | | | |
| Register with CS&P | 50 | -- | 50 |
| Register with alumni database | 25 | -- | 75 |
| Interviewing on campus | 25 | 25 | 50 |
| Attend athlete career fair | 25 | -- | 75 |
| Network with alumni | 25 | -- | 75 |

Women's Golf Career Fact Sheet

Class Levels:

| | |
|------------|---|
| Freshmen | 0 |
| Sophomores | 1 |
| Juniors | 0 |
| Seniors | 1 |

Ethnic Background:

| | |
|----------|---|
| White | 2 |
| Minority | 0 |
| Unknown | 0 |

Majors:

| | |
|----------------|---|
| Communication | 1 |
| Social Science | 1 |

Career Education:

Career Development:

Job Placement:

No report: Insufficient number of responses to prepare report.

Men's Gymnastics Career Fact Sheet

Class Levels:

| | |
|------------|---|
| Freshmen | 6 |
| Sophomores | 2 |
| Juniors | 0 |
| Seniors | 1 |

Ethnic Background:

| | |
|----------|---|
| White | 9 |
| Minority | 0 |
| Unknown | 0 |

Majors:

| | |
|----------------|---|
| No Preferences | 1 |
| Business | 4 |
| Arts & Letters | 1 |
| Education | 1 |
| Engineering | 1 |

Career Education:

Not interested in any activities in this area.

Career Development:

Only interested in three of nine activities: developing oral and written communication skills, writing a resume, and using career computer software. Moderately interested in developing a portfolio.

Job Placement:

Split almost in half between not interested and very interested in registering with CS&P. Interested in registering with an alumni database, attending an athlete career fair, and networking with alumni.

Sport #8 – Men's Gymnastics

| | NI-SI | MI | I-VI |
|-------------------------------------|-------|----|------|
| Career Education | | | |
| Taking a career course | 55 | 11 | 33 |
| Intro to campus/community services | 44 | 44 | 11 |
| Self-paced exercise on interests | 67 | 11 | 22 |
| Visiting CS&P | 56 | 22 | 22 |
| Assistance with major selection | 55 | 22 | 22 |
| Speakers on career-self development | 55 | 22 | 22 |
| Attend career workshops | 55 | 22 | 22 |
| Career Development | | | |
| Dev written/oral communication. | 44 | 33 | 22 |
| Volunteer in campus/community | 44 | 33 | 22 |
| Writing a resume | 44 | 11 | 44 |
| Practicing interviewing | 62 | 12 | 25 |
| Attend job & career fairs | 55 | 11 | 33 |
| Use career computer software | 33 | 11 | 55 |
| Participate in speaker's bureau | 50 | 12 | 37 |
| Develop a portfolio | 33 | 44 | 22 |
| Participate in mentor program | 67 | 22 | 11 |
| Job Placement | | | |
| Register with CS&P | 44 | 0 | 55 |
| Register with alumni database | 33 | 11 | 55 |
| Interviewing on campus | 55 | 22 | 22 |
| Attend athlete career fair | 33 | 33 | 43 |
| Network with alumni | 33 | 22 | 44 |

Women's Gymnastics Career Fact Sheet

Class Levels:

| | |
|------------|---|
| Freshmen | 2 |
| Sophomores | 5 |
| Juniors | 0 |
| Seniors | 0 |

Ethnic Background:

| | |
|----------|---|
| White | 6 |
| Minority | 1 |
| Unknown | 0 |

Majors:

| | |
|----------------|---|
| No Preference | 1 |
| Education | 2 |
| Communication | 1 |
| Engineering | 1 |
| Human Ecology | 1 |
| Social Science | 1 |

Career Education:

Very mixed in this area. Interested to very interested in visiting CS&P and receiving assistance with selecting a major. Moderately interested in an introduction to campus and community services, completing self-paced exams and listening to speakers on career self-development.

Career Development:

Interested in 7 of 9 activities. Not interested in volunteering in campus and community activities and participating in a speaker's bureau.

Job Placement:

Interested, at least modestly, in all activities in this area.

Sport #9 – Women's Gymnastics

| | NI-SI | MI | I-VI |
|--|-------|----|------|
| Career Education | | | |
| Taking a career course | 57 | 0 | 43 |
| Intro to campus/ community services | 43 | 57 | 0 |
| Self-paced exercise on interests | 0 | 57 | 43 |
| Visiting CS&P | 14 | 29 | 57 |
| Assistance with major selection | 43 | 0 | 56 |
| Speakers on career-self development | 43 | 43 | 14 |
| Attend career workshops | 43 | 14 | 43 |
| Career Development | | | |
| Dev written/oral communication. | 14 | 29 | 57 |
| Volunteer in campus/ community | 57 | 0 | 43 |
| Writing a resume | 14 | 29 | 57 |
| Practicing interviewing | 14 | 29 | 57 |
| Attend job & career fairs | 14 | 29 | 57 |
| Use career computer software | 14 | 14 | 71 |
| Participate in speaker's bureau | 71 | 29 | -- |
| Develop a portfolio | 14 | 43 | 43 |
| Participate in mentor program | -- | 42 | 57 |
| Job Placement | | | |
| Register with CS&P | -- | 14 | 86 |
| Register with alumni database | 14 | -- | 86 |
| Interviewing on campus | 14 | 43 | 43 |
| Attend athlete career fair | -- | 14 | 86 |
| Network with alumni | 29 | -- | 71 |

Hockey Career Fact Sheet

Class Levels:

| | |
|------------|---|
| Freshmen | 4 |
| Sophomores | 4 |
| Juniors | 5 |
| Seniors | 1 |

Ethnic Background:

| | |
|----------|----|
| White | 12 |
| Minority | 0 |
| Unknown | 2 |

Majors:

| | |
|-----------------|---|
| No Preference | 3 |
| Business | 3 |
| Social Science | 3 |
| Education | 2 |
| Human Ecology | 2 |
| Natural Science | 1 |

Career Education:

Interested to very interested in all activities in this category.

Career Development:

Interested to very interested in five of the nine activities in this category including developing written/oral communication skills, writing a resume, practicing interviewing, using career computer software, and developing a portfolio. Moderately interested in volunteering in campus/community activities, attending career fairs, and participating in a mentoring program. Not interested in participating in a speaker's bureau.

Job Placement:

Interested to very interested in all activities in this area.

Sport #10 -- Hockey

| | NI-SI | MI | I-VI |
|--|-------|----|------|
| Career Education | | | |
| Taking a career course | 28 | 28 | 43 |
| Intro to campus/ community services | 36 | 21 | 43 |
| Self-paced exercise on interests | 14 | 36 | 50 |
| Visiting CS&P | 29 | 21 | 50 |
| Assistance with major selection | 14 | 21 | 64 |
| Speakers on career-self development | 21 | 14 | 64 |
| Attend career workshops | 14 | 36 | 50 |
| Career Development | | | |
| Dev written/oral communication. | 14 | 43 | 43 |
| Volunteer in campus/community | 21 | 43 | 36 |
| Writing a resume | 7 | 29 | 64 |
| Practicing interviewing | 8 | 23 | 69 |
| Attend job & career fairs | 21 | 50 | 29 |
| Use career computer software | 14 | 36 | 50 |
| Participate in speaker's bureau | 50 | 36 | 14 |
| Develop a portfolio | -- | 50 | 50 |
| Participate in mentor program | 14 | 50 | 29 |
| Job Placement | | | |
| Register with CS&P | 21 | 36 | 43 |
| Register with alumni database | 21 | 29 | 50 |
| Interviewing on campus | 28 | 29 | 43 |
| Attend athlete career fair | 14 | 14 | 61 |
| Network with alumni | 21 | 29 | 50 |

Men's Soccer Career Fact Sheet

Class Levels:

| | |
|------------|---|
| Freshmen | 7 |
| Sophomores | 6 |
| Juniors | 5 |
| Seniors | 3 |

Ethnic Background:

| | |
|----------|----|
| White | 17 |
| Minority | 1 |
| Unknown | 3 |

Majors:

| | |
|---------------|----|
| No Preference | 3 |
| Business | 11 |
| Education | 2 |

Career Education:

Divided on these activities indicating interest in taking a career course, visiting CS&P, and attending career workshops. Moderately interested in completing self-paced exercises on their interests. Not interested in an introduction to campus/community services, assistance with major selection, and listening to career speakers on career self-development.

Career Development:

Interested to very interested in seven of the nine activities in this category. Not interested in volunteering and participating in a speaker's bureau.

Job Placement:

Interested in the majority of these activities including registering with CS&P, interviewing on campus, attending an athlete career fair, and networking with alumni. Not interested in registering with an alumni database.

Sport #11 – Men's Soccer

| | NI-SI | MI | I-VI |
|--|--------------|-----------|-------------|
| Career Education | | | |
| Taking a career course | 28 | 19 | 52 |
| Intro to campus/ community services | 57 | 24 | 19 |
| Self-paced exercise on interests | 19 | 48 | 33 |
| Visiting CS&P | 33 | 29 | 38 |
| Assistance with major selection | 43 | 24 | 33 |
| Speakers on career-self development | 48 | 9 | 43 |
| Attend career workshops | 37 | 14 | 48 |
| Career Development | | | |
| Dev written/oral communication. | 33 | 14 | 52 |
| Volunteer in campus/community | 43 | 14 | 43 |
| Writing a resume | 28 | 14 | 57 |
| Practicing interviewing | 24 | 19 | 57 |
| Attend job & career fairs | 24 | 19 | 57 |
| Use career computer software | 19 | 14 | 67 |
| Participate in speaker's bureau | 52 | 19 | 28 |
| Develop a portfolio | 29 | 19 | 52 |
| Participate in mentor program | 28 | 24 | 48 |
| Job Placement | | | |
| Register with CS&P | 28 | 19 | 52 |
| Register with alumni database | 48 | 14 | 33 |
| Interviewing on campus | 28 | 23 | 48 |
| Attend athlete career fair | 28 | 14 | 57 |
| Network with alumni | 33 | 14 | 52 |

Women's Soccer Career Fact Sheet

Class Levels:

| | |
|------------|---|
| Freshmen | 9 |
| Sophomores | 6 |
| Juniors | 5 |
| Seniors | 1 |

Ethnic Background:

| | |
|----------|----|
| White | 20 |
| Minority | 0 |
| Unknown | 1 |

Majors:

| | |
|----------------|---|
| No Preference | 4 |
| Education | 4 |
| Social Science | 4 |
| Business | 2 |
| Communication | 2 |

Career Education:

Not interested in any activities in this category.

Career Development:

Interested to very interested in seven of the nine activities in this area. Little interest in participating in a speaker's bureau and participating in a mentor program.

Job Placement:

Split on these activities with this category with the majority of interest in attending an athlete career fair and networking with alumni. Spread evenly on interviewing on campus but not interested to somewhat interested in registering with CS&P and registering with an alumni database.

Sport #12 – Women’s Soccer

| | NI-SI | MI | I-VI |
|--|-------|----|------|
| Career Education | | | |
| Taking a career course | 62 | 33 | 5 |
| Intro to campus/ community services | 60 | 25 | 15 |
| Self-paced exercise on interests | 71 | 19 | 9 |
| Visiting CS&P | 67 | 9 | 34 |
| Assistance with major selection | 48 | 24 | 39 |
| Speakers on career-self development | 71 | 19 | 9 |
| Attend career workshops | 62 | 24 | 14 |
| Career Development | | | |
| Dev written/oral communication. | 28 | 24 | 48 |
| Volunteer in campus/community | 28 | 28 | 43 |
| Writing a resume | 14 | 19 | 67 |
| Practicing interviewing | 15 | 10 | 75 |
| Attend job & career fairs | 28 | 38 | 33 |
| Use career computer software | 33 | 24 | 43 |
| Participate in speaker’s bureau | 71 | 14 | 14 |
| Develop a portfolio | 33 | 9 | 57 |
| Participate in mentor program | 52 | 14 | 33 |
| Job Placement | | | |
| Register with CS&P | 43 | 29 | 29 |
| Register with alumni database | 52 | 9 | 37 |
| Interviewing on campus | 35 | 35 | 30 |
| Attend athlete career fair | 14 | 19 | 67 |
| Network with alumni | 33 | 24 | 43 |

Softball Career Fact Scheet

Class Levels:

| | |
|------------|---|
| Freshmen | 7 |
| Sophomores | 4 |
| Juniors | 3 |
| Seniors | 2 |

Ethnic Background:

| | |
|----------|----|
| White | 16 |
| Minority | 0 |
| Unknown | 0 |

Majors:

| | |
|-----------------|---|
| No Preference | 4 |
| Education | 3 |
| Arts & Letters | 2 |
| Business | 2 |
| Natural Science | 2 |

Career Education:

Diverse responses in this category indicated a clear interest in only listening to speakers on career self-development issues and attending career workshops. Evenly rated (one-third) between non-interested to very interested in completing self-paced exercises on interests, visiting CS&P, and receiving assistance with major selection. Least interested in taking a career course and an introduction to campus/community services.

Career Development:

Interested to very interested in volunteering in campus/community activities, writing a resume, practicing interviewing and using career software. Not interested to moderately interested in attending job and career fairs and split about evenly between not interested to very interested in developing written and oral communication skills.

Job Placement:

Similar to the activities under career education. Equally divided from not interested to very interested in registering with CS&P and interviewing on campus. Clear interest in registering with an alumni database, attending an athlete career fair, and networking with alumni.

Sport #13 -- Softball

| | NI-SI | MI | I-VI |
|--|-------|----|------|
| Career Education | | | |
| Taking a career course | 44 | 25 | 31 |
| Intro to campus/ community services | 50 | 25 | 25 |
| Self-paced exercise on interests | 38 | 31 | 31 |
| Visiting CS&P | 31 | 31 | 38 |
| Assistance with major selection | 37 | 25 | 37 |
| Speakers on career-self development | 37 | 12 | 50 |
| Attend career workshops | 38 | 19 | 44 |
| Career Development | | | |
| Dev written/oral communication | 44 | 12 | 44 |
| Volunteer in campus/ community | 25 | 31 | 44 |
| Writing a resume | 31 | 19 | 50 |
| Practicing interviewing | 19 | 25 | 56 |
| Attend job & career fairs | 37 | 37 | 25 |
| Use career computer software | 19 | 19 | 63 |
| Participate in speaker's bureau | 67 | 20 | 13 |
| Develop a portfolio | 63 | 12 | 25 |
| Participate in mentor program | 44 | 25 | 31 |
| Job Placement | | | |
| Register with CS&P | 31 | 37 | 31 |
| Register with alumni database | 25 | 31 | 44 |
| Interviewing on campus | 38 | 25 | 37 |
| Attend athlete career fair | 13 | 25 | 57 |
| Network with alumni | 37 | 6 | 56 |

Men's Swimming Career Fact Sheet

Class Levels:

| | |
|------------|---|
| Freshmen | 4 |
| Sophomores | 0 |
| Juniors | 0 |
| Seniors | 0 |

Ethnic Background:

| | |
|----------|---|
| White | 4 |
| Minority | 0 |
| Unknown | 0 |

Majors:

| | |
|----------------|---|
| No Preference | 2 |
| Business | 1 |
| Social Science | 1 |

Career Education:

Career Development:

Job Placement:

No report: Insufficient number of responses to prepare report.

Women's Swimming Career Fact Sheet

Class Levels:

| | |
|------------|---|
| Freshmen | 1 |
| Sophomores | 1 |
| Juniors | 1 |
| Seniors | 0 |

Ethnic Background:

| | |
|----------|---|
| White | 3 |
| Minority | 0 |
| Unknown | 0 |

Majors:

| | |
|----------------|---|
| Agriculture | 1 |
| Engineering | 1 |
| Social Science | 1 |

Career Education:

Career Development:

Job Placement:

No report: Insufficient number of responses to prepare report.

Men's Tennis Career Fact Sheet

Class Levels:

| | |
|------------|---|
| Freshmen | 3 |
| Sophomores | 3 |
| Juniors | 2 |
| Seniors | 1 |

Ethnic Background:

| | |
|----------|---|
| White | 7 |
| Minority | 2 |
| Unknown | 0 |

Majors:

| | |
|---------------|---|
| Business | 8 |
| Communication | 1 |

Career Education:

Moderately to very interested in six of seven activities. Divided on visiting CS&P.

Career Development:

Moderately to very interested in all activities in this area.

Job Placement:

Interested to very interested in all activities in this area.

Sport #16 – Men's Tennis

| | NI-SI | MI | I-VI |
|--|-------|----|------|
| Career Education | | | |
| Taking a career course | 11 | 33 | 56 |
| Intro to campus/ community services | 11 | 67 | 22 |
| Self-paced exercise on interests | 25 | 50 | 25 |
| Visiting CS&P | 37 | 25 | 37 |
| Assistance with major selection | 22 | 11 | 57 |
| Speakers on career-self development | 22 | 56 | 22 |
| Attend career workshops | 22 | 22 | 45 |
| Career Development | | | |
| Dev written/oral communication. | -- | 33 | 47 |
| Volunteer in campus/community | 22 | 44 | 33 |
| Writing a resume | -- | 11 | 89 |
| Practicing interviewing | -- | 11 | 89 |
| Attend job & career fairs | 11 | -- | 89 |
| Use career computer software | 11 | 22 | 67 |
| Participate in speaker's bureau | 22 | 67 | 11 |
| Develop a portfolio | 11 | 44 | 44 |
| Participate in mentor program | 22 | 44 | 33 |
| Job Placement | | | |
| Register with CS&P | 22 | 22 | 55 |
| Register with alumni database | 11 | 22 | 67 |
| Interviewing on campus | 11 | 33 | 55 |
| Attend athlete career fair | 22 | 11 | 67 |
| Network with alumni | -- | 22 | 76 |

Women's Tennis Career Fact Sheet

Class Levels:

| | |
|------------|---|
| Freshmen | 1 |
| Sophomores | 3 |
| Juniors | 3 |
| Seniors | 0 |

Ethnic Background:

| | |
|----------|---|
| White | 6 |
| Minority | 1 |
| Unknown | 0 |

Majors:

| | |
|-----------------|---|
| No Preference | 1 |
| Education | 3 |
| James Madison | 1 |
| Natural Science | 1 |
| Communication | 1 |

Career Education:

The majority were interested in taking a career course and completing self-paced exams (both of these were less than 50%).

Career Development:

The majority were interested to very interested in seven of nine activities in this category. Little interest in volunteering and participating in a speaker's bureau.

Job Placement:

Interested to very interested in all activities in this area.

Sport #17 -- Women's Tennis

| | NI-SI | MI | I-VI |
|--|-------|----|------|
| Career Education | | | |
| Taking a career course | 43 | 14 | 43 |
| Intro to campus/ community services | 71 | 14 | 14 |
| Self-paced exercise on interests | 29 | 29 | 43 |
| Visiting CS&P | 43 | 29 | 29 |
| Assistance with major selection | 43 | 29 | 29 |
| Speakers on career-self development | 71 | -- | 29 |
| Attend career workshops | 43 | 29 | 29 |
| Career Development | | | |
| Dev written/oral communication. | 17 | -- | 83 |
| Volunteer in campus/ community | 57 | -- | 43 |
| Writing a resume | 14 | -- | 86 |
| Practicing interviewing | 14 | 14 | 71 |
| Attend job & career fairs | 14 | 43 | 43 |
| Use career computer software | 29 | 29 | 43 |
| Participate in speaker's bureau | 57 | 21 | 14 |
| Develop a portfolio | 43 | 14 | 43 |
| Participate in mentor program | 29 | 29 | 44 |
| Job Placement | | | |
| Register with CS&P | 14 | 57 | 29 |
| Register with alumni database | 29 | 29 | 43 |
| Interviewing on campus | 29 | 29 | 43 |
| Attend athlete career fair | 29 | 29 | 43 |
| Network with alumni | 29 | -- | 71 |

Men's Track Career Fact Sheet

Class Levels:

| | |
|------------|---|
| Freshmen | 3 |
| Sophomores | 2 |
| Juniors | 6 |
| Seniors | 6 |

Ethnic Background:

| | |
|----------|----|
| White | 14 |
| Minority | 2 |
| Unknown | 1 |

Majors:

| | |
|-----------------|---|
| Business | 7 |
| Natural Science | 3 |
| Arts & Letters | 2 |
| Social Science | 2 |

Career Education:

Interested to very interested in taking a career course, visiting CS&P, and attending career workshops.

Career Development:

Interested to very interested in seven of nine activities in this category. Little interest in volunteering and participating in a speaker's bureau.

Job Placement:

Interested to very interested in all activities in this area.

Sport #18 - Men's Track

| | NI-SI | MI | I-VI |
|--|-------|----|------|
| Career Education | | | |
| Taking a career course | 29 | 18 | 53 |
| Intro to campus/ community services | 53 | 18 | 29 |
| Self-paced exercise on interests | 53 | 12 | 35 |
| Visiting CS&P | 29 | 23 | 47 |
| Assistance with major selection | 65 | 12 | 24 |
| Speakers on career-self development | 53 | 6 | 41 |
| Attend career workshops | 29 | 23 | 47 |
| Career Development | | | |
| Dev written/oral communication. | 12 | 35 | 53 |
| Volunteer in campus/community | 65 | 6 | 29 |
| Writing a resume | 18 | 6 | 76 |
| Practicing interviewing | 18 | 12 | 71 |
| Attend job & career fairs | 12 | 18 | 71 |
| Use career computer software | 18 | 12 | 70 |
| Participate in speaker's bureau | 59 | 23 | 18 |
| Develop a portfolio | 24 | 6 | 71 |
| Participate in mentor program | 47 | -- | 53 |
| Job Placement | | | |
| Register with CS&P | 23 | 12 | 65 |
| Register with alumni database | 29 | 23 | 47 |
| Interviewing on campus | 23 | 23 | 53 |
| Attend athlete career fair | 24 | 6 | 71 |
| Network with alumni | 23 | 12 | 65 |

Women's Track Career Fact Sheet

Class Levels:

| | |
|------------|----|
| Freshmen | 11 |
| Sophomores | 8 |
| Juniors | 8 |
| Seniors | 8 |

Ethnic Background:

| | |
|----------|----|
| White | 25 |
| Minority | 6 |
| Unknown | 4 |

Majors:

| | |
|-----------------|---|
| No Preference | 3 |
| Education | 9 |
| Natural Science | 7 |
| Business | 4 |
| Social Science | 4 |
| Human Ecology | 2 |

Career Education:

Overall, not very interested in these activities.

Career Development:

Interested to very interested in eight of nine activities in this category. Not interested in participating in a speaker's bureau.

Job Placement:

Interested to very interested in all activities in this area.

Sport #19 – Women's Track

| | NI-SI | MI | I-VI |
|--|-------|----|------|
| Career Education | | | |
| Taking a career course | 44 | 26 | 29 |
| Intro to campus/ community services | 58 | 21 | 21 |
| Self-paced exercise on interests | 45 | 21 | 33 |
| Visiting CS&P | 35 | 29 | 35 |
| Assistance with major selection | 47 | 18 | 35 |
| Speakers on career-self development | 41 | 26 | 32 |
| Attend career workshops | 48 | 21 | 30 |
| Career Development | | | |
| Dev written/oral communication. | 21 | 29 | 50 |
| Volunteer in campus/community | 21 | 29 | 50 |
| Writing a resume | 20 | 17 | 63 |
| Practicing interviewing | 21 | 9 | 71 |
| Attend job & career fairs | 17 | 11 | 71 |
| Use career computer software | 17 | 26 | 57 |
| Participate in speaker's bureau | 59 | 16 | 25 |
| Develop a portfolio | 26 | 23 | 51 |
| Participate in mentor program | 23 | 26 | 51 |
| Job Placement | | | |
| Register with CS&P | 13 | 17 | 70 |
| Register with alumni database | 35 | 6 | 58 |
| Interviewing on campus | 26 | 16 | 58 |
| Attend athlete career fair | 9 | 19 | 76 |
| Network with alumni | 26 | 9 | 62 |

Volleyball Career Fact Sheet

Class Levels:

| | |
|------------|---|
| Freshmen | 2 |
| Sophomores | 3 |
| Juniors | 4 |
| Seniors | 0 |

Ethnic Background:

| | |
|----------|---|
| White | 9 |
| Minority | 0 |
| Unknown | 0 |

Majors:

| | |
|-----------------|---|
| No Preference | 1 |
| Education | 2 |
| Natural Science | 2 |
| Arts & Letters | 1 |
| Business | 1 |
| Human Ecology | 1 |
| Social Science | 1 |

Career Education:

Only interested in taking a career course and split between not interested and very interested.

Career Development:

Mixed responses with interested to very interested in developing oral and written communication skills, practicing interviewing, attending job and career fairs, and using career computer software. Moderately interested in writing a resume and evenly split (1/3) between not interested to very interested in volunteering in campus and community activities.

Job Placement:

About evenly split in their interests from moderately to very interested in registering with CS&P and networking with alumni. Interested in interviewing on campus and attending an athlete career fair. Not interested in registering with an alumni database.

Sport #20 - Volleyball

| | NI-SI | MI | I-VI |
|--|-------|----|------|
| Career Education | | | |
| Taking a career course | 44 | 11 | 55 |
| Intro to campus/ community services | 78 | 22 | -- |
| Self-paced exercise on interests | 55 | 22 | 22 |
| Visiting CS&P | 44 | 33 | 22 |
| Assistance with major selection | 55 | -- | 44 |
| Speakers on career-self development | 67 | 22 | 11 |
| Attend career workshops | 67 | 33 | -- |
| Career Development | | | |
| Dev written/oral communication. | 33 | 22 | 44 |
| Volunteer in campus/community | 33 | 33 | 33 |
| Writing a resume | 22 | 44 | 33 |
| Practicing interviewing | 22 | 22 | 56 |
| Attend job & career fairs | 11 | 33 | 55 |
| Use career computer software | 22 | 22 | 56 |
| Participate in speaker's bureau | 76 | 22 | -- |
| Develop a portfolio | 44 | 22 | 33 |
| Participate in mentor program | 67 | 22 | 11 |
| Job Placement | | | |
| Register with CS&P | 11 | 44 | 44 |
| Register with alumni database | 55 | 22 | 22 |
| Interviewing on campus | 33 | 22 | 44 |
| Attend athlete career fair | 22 | 22 | 55 |
| Network with alumni | 44 | 11 | 44 |

Wrestling Career Fact Sheet

Class Levels:

| | |
|------------|---|
| Freshmen | 6 |
| Sophomores | 6 |
| Juniors | 1 |
| Seniors | 1 |

Ethnic Background:

| | |
|----------|----|
| White | 10 |
| Minority | 4 |
| Unknown | 0 |

Majors:

| | |
|---------------|---|
| No Preference | 4 |
| Business | 2 |
| Education | 2 |

Career Education:

Moderately to very interested in all seven activities in this category.

Career Development:

Interested to very interested in all activities in this category except participating in a speaker's bureau and volunteering in community/campus activities.

Job Placement:

Interested to very interested in every activity in this category.

Sport #21 -- Wrestling

| | NI-SI | MI | I-VI |
|--|-------|----|------|
| Career Education | | | |
| Taking a career course | 28 | 29 | 43 |
| Intro to campus/ community services | 36 | 50 | 14 |
| Self-paced exercise on interests | 36 | 21 | 43 |
| Visiting CS&P | 21 | 43 | 36 |
| Assistance with major selection | 29 | 29 | 43 |
| Speakers on career-self development | 28 | 36 | 36 |
| Attend career workshops | 14 | 36 | 50 |
| Career Development | | | |
| Dev written/oral communication. | 7 | 29 | 64 |
| Volunteer in campus/community | 36 | 50 | 14 |
| Writing a resume | 7 | 36 | 57 |
| Practicing interviewing | -- | 29 | 71 |
| Attend job & career fairs | 7 | 21 | 71 |
| Use career computer software | -- | 21 | 79 |
| Participate in speaker's bureau | 5 | 21 | 29 |
| Develop a portfolio | 7 | 29 | 64 |
| Participate in mentor program | 28 | 43 | 28 |
| Job Placement | | | |
| Register with CS&P | 13 | 29 | 57 |
| Register with alumni database | 14 | 21 | 64 |
| Interviewing on campus | 14 | 21 | 64 |
| Attend athlete career fair | 21 | 21 | 67 |
| Network with alumni | -- | 29 | 71 |