Examining Outcomes of NCAA Student-Athlete Job Placement Rates within their Field of Study

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PROBLEM OF PRACTICE

The purpose of this action research study is to examine outcomes of NCAA student-athlete job placement rates within their field of study. Current dynamics indicate the need to explore more collaborative and innovative options that may be more beneficial and predictive, and see if partnerships can occur within other university systems.

RESEARCH QUESTIONS

RQ1: What options are available to assist in student-athlete job placement? Do specific systems and/or relationships provide more predictive outcomes?
RQ2: What are universities with high rates of placement doing? Could processes be standardized within other universities?
RQ3: What processes should a university consider to aid in providing leadership tools for student-athletes, as they transition into their field of study?
RQ4: How are the student-athletes and university benefiting from the current relationship and process?

THEORETICAL FRAMEWORKS

INNOVATION & INTERVENTION

CONTEXT

Black Hills State University (BHSU)
- South Dakota’s 3rd largest comprehensive public university
- 4,500 undergraduate and graduate students
- Enrollment from 44 states & 29 countries
- 14 sports & 400 student-athletes - 98% undergraduate, 2% graduate
- Member of NCAA Division II, Rocky Mountain Athletic Conference (RMAC), and National Intercollegiate Rodeo Association (NIRA)

PARTICIPANTS

- First year student-athletes enrolled at BHSU
- BHSU head coaches & faculty/staff with experience and seen as practitioners within the process

INNOVATION & INTERVENTION

- Adding resources in step by step and module form to assist both staff (coaches, admin, faculty) and student-athletes
- Identify who, what, where for all stakeholders
- Beginning year one through graduation and career placement
- Initial integration placed with first-year student-athletes to address effectiveness and viability
- Provide mentoring session with a brief tutorial presentation during first week
- Communication of intervention throughout year one to ensure proper navigation and guidance