



ACADEMIC-BASED REVENUE DISTRIBUTION

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Overview

- ▶ Academic-Based Revenue Distribution Criteria.
- ▶ Role of the NCAA Division I Committee on Academics.
- ▶ NCAA Division I Academic Progress Rate / Federal Graduation Rate Improvement Strategies.

Academics-Based Revenue Distribution

Background on the Academic Unit

October 2016 – NCAA Division I Board of Directors and NCAA Board of Governors approved a portion of Division I revenue be distributed to membership based on student-athletes' academic achievement.

Distribution based on NCAA's CBS/Turner media contract future increases.

First distribution to conferences will occur May/June 2020.

No restrictions on how institutions can use revenue.

Conference policies/bylaws relevant to distributions will apply.

Guidelines Used to Establish Unit Distribution

- ▶ Distributions reward broad-based academic success by all teams.
- ▶ Multiple academic measures are used to determine qualification for an academic unit in order to ensure institutions with various missions are afforded opportunity to earn them.
- ▶ Criteria are simple and use rates familiar to the membership and the public.
- ▶ Measures create incentive for schools that may not initially receive distributions.
- ▶ Criteria balance selectivity inherent in rewarding broad-based academic success with diversity of schools' academic missions.

Academic-Unit Criteria for Distribution

Institution has to meet one of the following criteria:

Academic Progress Rate

- APR for previous year is 985 or higher. Average of single-year rates for all teams.

Graduation Success Rate

- GSR for most recently available year is 90 percent or higher. Average of single-year rates for all teams.

Federal Graduation Rate

- Difference between student-athlete and student-body rates for most recently published FGR is at least 13 percentage points.

Institutional Outcomes of Recommended Academic Criteria

Overall Institutions Qualified	228 (66.3%)
Football Bowl Subdivision	76 (61.3%)
NCAA Division I Football Championship Subdivision	81 (64.8%)
No Football	71 (74.7%)
Historically Black Colleges and Universities	15 (63.0%)
Limited Resource	28 (60.9%)

Role of the Committee on Academics

Academic Unit



Oversight and Review of Academic Benchmarks

- ▶ Oversees activation of new distribution, from onset through first distribution of funds to member conferences in spring 2020.
- ▶ Address any questions and operational issues that arise after vetting by the NCAA Division I Committee on Academics Subcommittee on Data.
- ▶ Monitor academic metrics used to determine which institutions qualify for academic funding and overtime recommend appropriate changes to the Board of Directors.
 - ▶ NCAA Division I Values-Based Revenue Distribution Working Group noted fund benchmarks should be periodically reviewed and potentially amended.

Timeline for Academic-Unit Revenue Distribution

Spring
2018



First mock
reports
available.

Spring
2019



Second
mock reports
available.

Spring
2020



Final reports
available.

May/
June 2020



First actual
financial
distribution
to
conferences.

Estimated Academic Achievement Funding a Five-Year Look

Fiscal Year	Academic Fund Annual Distribution	Approx. Payout / Institution*
2019-2020	\$12,694,601	\$ 55,678
2020-2021	\$25,389,203	\$ 111,356
2021-2022	\$36,427,986	\$ 159,772
2022-2023	\$48,282,356	\$ 211,765
2023-2024	\$60,429,373	\$ 265,041

* Approximate payout / institution based on 228 institutions meeting one of the three academic-unit criteria each year.

(Data taken and revised from Values Based Revenue Distribution Working Group – September 2016 report to the Board of Directors)

Timeline for New Academic Unit Revenue Distribution

**Spring
2018**



First mock reports available.

**Spring
2019**



Second mock reports available.

**Spring
2020**



Final reports available.

**May/
June 2020**



First financial distribution to conferences.



APR/FGR

Improvement Strategies



APR Data Analysis

Identifying the Critical Issues

Who is Losing Points?

- Transfer student-athletes.
- Fifth-year student-athletes.
- Student-athletes quitting school.

What Points Are Being Lost?

- Eligibility points.
- Retention points.
- Both eligibility and retention points.

Why Are Points Being Lost?

- Not graduating in 10/15 full-time terms.
- Lack of playing time.
- Insufficient financial aid.



Using NCAA Division I Academic Performance Program Data to Identify Issues

- ▶ Examine every point lost over the past four years;
- ▶ Get specific for the reason eligibility points were lost;
- ▶ Look for trends; and
- ▶ Ask questions.

Profile of Students Losing Points

Admissions Profile

- NCAA core-course GPA.
- Test score: ACT or SAT.
- Transfer GPA.

Other Risk Factors

- First Generation.
- At-risk sport at your institution.
- Transfer.

Academic Profile

- Specific major.
- In season / out of season.
- Fifth year.

Other Questions to Consider

- ▶ Are there issues impacting all student-athletes or are the issues team specific?
- ▶ Are there institutional issues impacting the academic performance, retention and graduation of student-athletes?
- ▶ Are there any common factors for student-athletes who are 0/2's?
- ▶ Determine if there is an academic profile that consistently underperforms.
- ▶ OTHERS?



APR Data Analysis Exercise

Sample Data

Men's Track	2012-13	2013-14	2014-15	2015-16	Multi-Year
Team single-year APR	904	929	890	951	917
Delayed graduation points	0	1	0	1	2
0/2s	2	1	2	2	7
Team eligibility rate	40/47 (851)	36/42 (857)	38/46 (826)	38/41 (927)	152/176 (864)
Team retention rate	45/47 (957)	41/42 (956)	43/45 (956)	39/41 (951)	168/175 (960)

Sample Data

Year	Student-Athlete	Enroll-ment Year	Category	Fall E/R	Spring E/R	Deficiency	Reason not Retained
2012-13	Adam	4	2-yr.	Y/Y	N/N	%	Transferred, playing time
	Brent	5	Non-transfer	Y/Y	N/Y	Did not graduate	N/A
	Curt	5	2-yr.	Y/Y	N/Y	Did not graduate	N/A
	Danny	2	Non-transfer	N/Y	Y/Y	GPA	N/A
	Evan	5	4-yr.	Y/Y	N/Y	Did not graduate	N/A
	Felix	3	2-yr.	Y/Y	N/N	GPA, 6	Transferred, playing time
	Grant	4	4-yr.	N/Y	- - -	%, GPA	N/A

Sample Data

Year	Student-Athlete	Enroll-ment Year	Category	Fall E/R	Spring E/R	Deficiency	Reason not Retained
2013-14	Huck	3	2 yr.	N/Y	Y/Y	GPA, 6	N/A
	Isaac	5	Non-transfer	N/Y	N/Y	6, Did not graduate	N/A
	Jack	1	Non-transfer	Y/Y	N/Y	24, GPA	N/A
	Kyle	3	2-yr.	Y/Y	Y/Y	N/A	N/A
	Lewis	2	4-yr.	N/Y	N/N	GPA, %	Quit; not enough financial aid

Sample Data

Year	Student-Athlete	Enrollment Year	Category	Fall E/R	Spring E/R	Deficiency	Reason not Retained
2014-15	Mark	3	Non Transfer	Y/Y	N/N	GPA, 6, 18, %	Quit; not enough finial aid
	Newton	5	2-yr.	Y/Y	N/Y	Did not graduate	N/A
	Oscar	1	Non transfer	Y/Y	N/Y	24, GPA	N/A
	Peter	3	2-yr.	N/Y	Y/N	N/A	Transferrerd; playing time
	Quinn	3	4-yr.	N/Y	N/Y	6, 18, %	N/A

Sample Data

Year	Student-Athlete	Enrollment Year	Category	Fall E/R	Spring E/R	Deficiency	Reason not Retained
2015-16	Rodney	3	2 yr.	Y/Y	N/Y	GPA, 6, 18, %	N/A
	Sam	4	Non-transfer	Y/Y	N/Y	18	N/A
	Tyke	1	Non-transfer	Y/Y	N/Y	24	N/A
	Usain	5	2-yr.	Y/Y	Y/N	Did not graduate	Unknown
	Victor	2	4-yr.	Y/Y	Y/N	N/A	Transferred; playing time



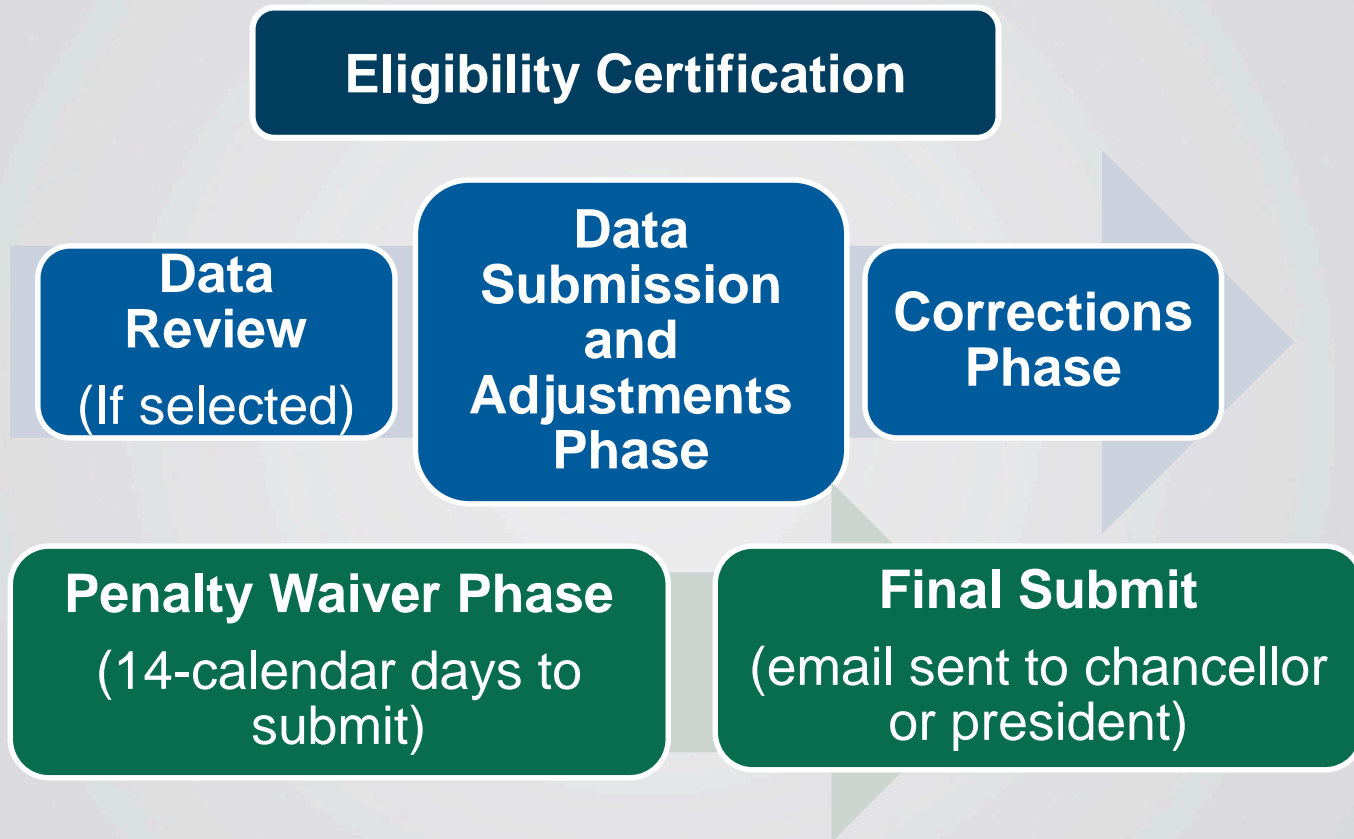
What Does the Data Tell Us?

- ▶ Team has lost 24 E points; 7 R points.
- ▶ Most points are lost in the spring term.
- ▶ Six student-athletes did not graduate after 5 years of enrollment.
- ▶ Four retention points were lost because of playing time.
- ▶ Two retention points were lost because the student-athlete did not receive enough financial aid to continue.

Improvement Strategies

- ▶ Use data in recruiting process.
- ▶ Consider nonacademic factors impacting academic performance.
- ▶ Consider balance of course loads during "risk" terms, utilize summer school if possible.
- ▶ Evaluate how many at-risk student-athletes can be successfully supported.

APP Process



Adjustment Directive

- ▶ Mitigating circumstances surrounding student-athlete must be beyond control of student-athlete and/or institution.
- ▶ Contemporaneous documentation required.
- ▶ Approval of adjustment request removes lost points from numerator and denominator.

Automatic Adjustments

- ▶ Documentation maintained on campus for:
 - ▶ Allowable exclusions.
 - ▶ 2.600 grade-point average transfer to another four-year institution.
 - ▶ Professional athletics departure.
 - ▶ Medical-absence waiver.
 - ▶ Missed-term exception.

Common Issues

- ▶ Lack of contemporaneous documentation.
- ▶ Mitigation did not "incapacitate" student-athlete or prevent return to institution.
- ▶ Circumstances within control of student-athlete/ institution.
- ▶ Correction incorrectly submitted as adjustment.

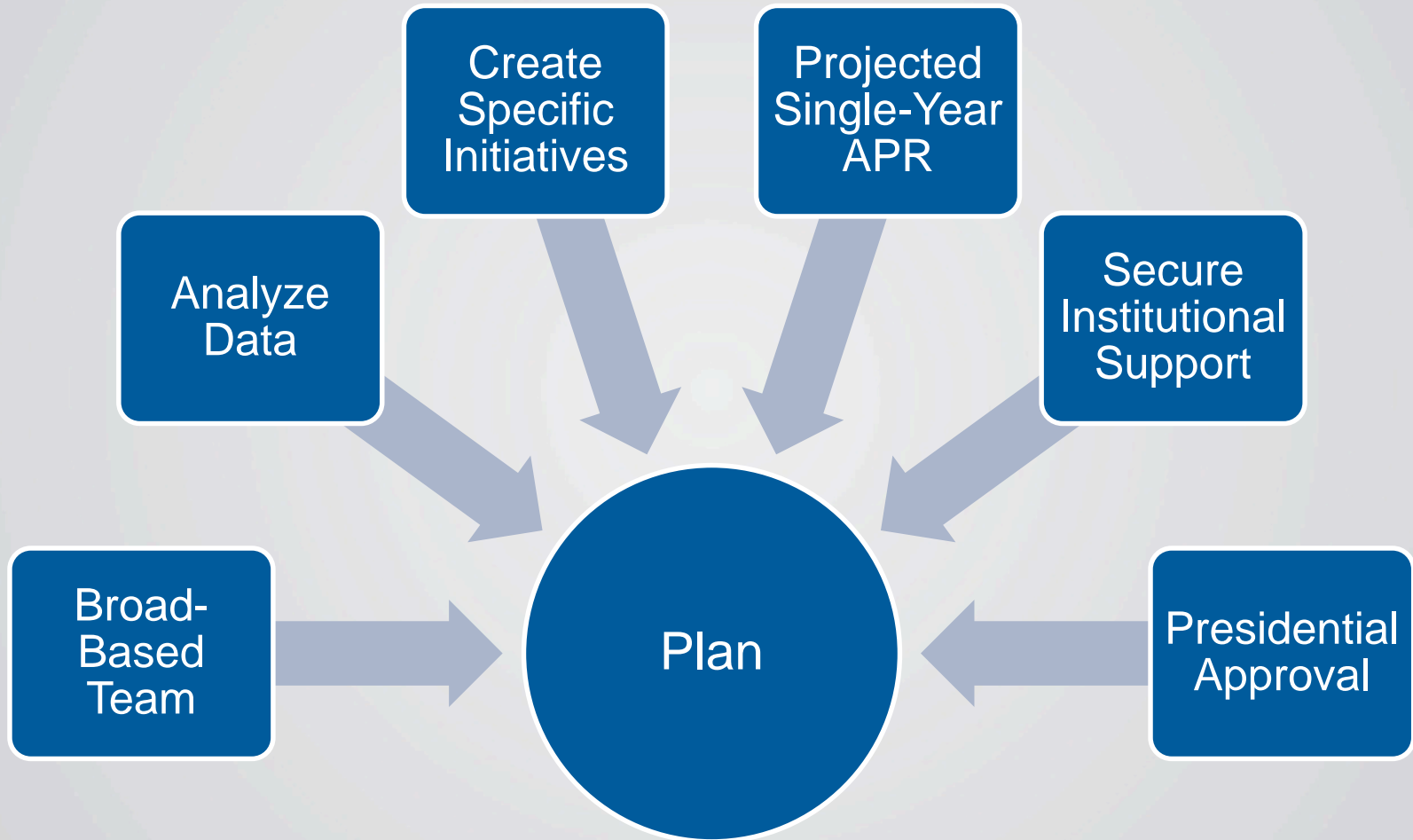
Delayed-Graduation Points Best Practices

- ▶ Keep a list of all student-athletes who did not graduate and why.
- ▶ Consider inviting former student-athletes back to complete degree.
- ▶ Make sure to add these points in the APP portal.

Data 101 – Delayed-Graduation Points

- ▶ "Bonus" point (1/0) in term when former student-athlete graduates.
- ▶ Former student-athlete lost point in last term in cohort or would have if departed prior to APP.
- ▶ Point received in sport(s) reported.
- ▶ May request for any year in current multiyear APR cohort.
- ▶ If lost point was adjusted, no delayed-graduation point may be awarded.

APR Improvement Plan



APR Improvement Plan Elements



Critical Issues.

- Identified through data analysis.

Goals.

- Specific plans of action institution intends to take.
- Must be stated in terms that are measurable.

Steps.

- Processes designed to bring the initiative to life.
- Should include persons responsible and a timeline.

Target APRs.



FGR Data Analysis

FGR

- ▶ Includes first-year, full-time students who entered school on athletics aid.
- ▶ Six-year rate.
- ▶ Does not account for students who transfer from their original institution to another school; they are considered nongraduates.
- ▶ Does not include student-athletes that transfer to your school.

FGR Analysis – Men’s Basketball

Cohort Year	Name	Status	Target Graduation Date	Comments
2012-13	Joey	Graduated	2017-18	Graduated spring 2016
2012-13	Matt	Withdrew	2017-18	Transferred to Other University
2012-13	Ted	Withdrew	2017-18	6 hours remaining
2013-14	Bill	Withdrew	2018-19	Went professional – playing overseas; 26 hours remaining
2013-14	Scott	Enrolled	2018-19	On track for fall 2018 graduation

FGR Analysis

- ▶ Can any MBB student-athletes still favorably impact the 2012 or 2013 FGR?
- ▶ What strategies can be used to encourage graduation?

FGR Best Practices

- ▶ Need a system to track on student-athletes in the FGR cohort.
 - ▶ Who was aided as a freshman?
 - ▶ When is the 6-year target date for graduation for each student-athlete?
 - ▶ Why didn't the student-athlete graduate?
 - ▶ Stay in the cohort even if they quit the team/transfer.



Questions?



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