


Myths and Realities about Academic Issues in Division I

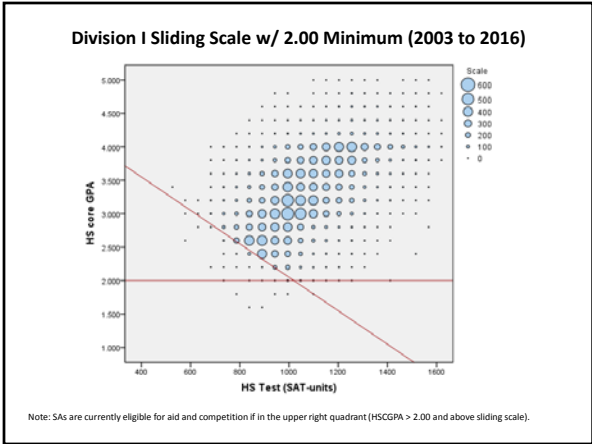
June 2015
NCAA Regional Rules Seminar – Denver

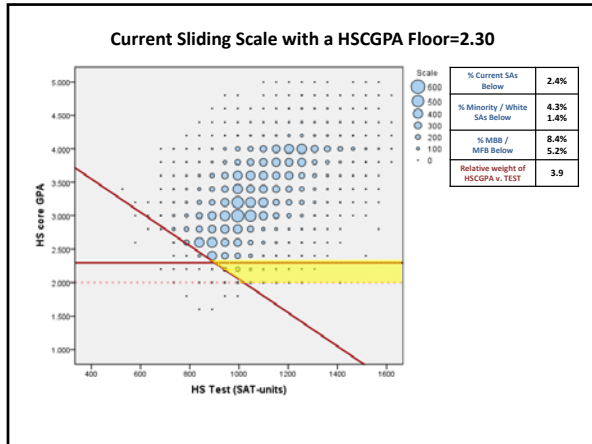
Shauna Cobb
Azure Davey
Tom Paskus

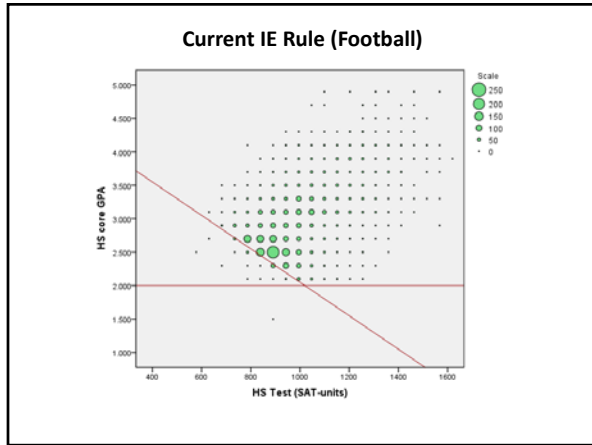


The best way to enhance student-athlete graduation rates is to go back to a cut-score on the ACT/SAT









First-year ineligibility would provide a substantial academic benefit

First-Year Academic Outcomes in Football as a Function of Redshirting

| Outcome | Competed | Redshirted | Impact of Redshirting after Statistically Controlling for HSCGPA, TEST |
|------------------------|----------|------------|--|
| First Semester Credits | 12.9 | 11.1 | -1.6* |
| Year-End Credits | 28.4 | 26.7 | -1.6* |
| First Semester GPA | 2.52 | 2.60 | +0.12* |
| Year-End GPA | 2.66 | 2.67 | +0.06* |

Note: Data from 2012-13 frosh. Redshirting statistically significant at p<.01 in linear regression after controlling for HS core grades and ACT/SAT score = *



First-Year Redshirting by Sport in Division I (2014 Data)

| Men | Redshirt % | Women | Redshirt % |
|-----------------|------------|-----------------|------------|
| Football (FBS) | 58% | Cross Country | 19% |
| Football (FCS) | 50% | Track (Indoor) | 17% |
| Wrestling | 49% | Track (Outdoor) | 16% |
| Volleyball | 26% | Soccer | 13% |
| Cross Country | 22% | Gymnastics | 11% |
| Track (Indoor) | 19% | Volleyball | 11% |
| Track (Outdoor) | 19% | Basketball | 10% |
| Baseball | 16% | Field Hockey | 10% |
| Gymnastics | 15% | Skiing | 10% |
| Soccer | 14% | Water Polo | 10% |
| Basketball | 14% | Rowing | 9% |
| Golf | 14% | Softball | 6% |
| Lacrosse | 12% | Lacrosse | 6% |
| Water Polo | 11% | Golf | 5% |
| Skiing | 6% | Bowling | 5% |
| Swimming | 3% | Ice Hockey | 5% |
| Tennis | 3% | Tennis | 3% |
| Ice Hockey | 2% | Swimming | 3% |
| Rifle (co-ed) | 0% | Fencing | 2% |
| Fencing | 0% | | |

“Major clustering” is on the rise because of new IE, PTD and APR standards



How to define "major clustering"?

- Case, Greer & Brown (1987) – Clustering = 25% or more of student-athletes on a team with the same major.
- This definition lacks sufficient nuance.

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Majors of MFB/MBB vs. Other Male SAs (Division I School – No Statistically Significant Difference)

| Major: CIP Code | Other | | MFB and MBB | |
|--|-------|--------|-------------|--------|
| | N | % | N | % |
| Area, Ethnic, Cultural and Gender Studies | 2 | 2.22% | 2 | 4.35% |
| Communication, Journalism and Related Programs | 0 | 0.00% | 2 | 4.35% |
| Engineering | 7 | 7.78% | 0 | 0.00% |
| English Language and Literature Letters | 0 | 0.00% | 1 | 2.17% |
| Physical Science | 1 | 1.11% | 0 | 0.00% |
| Science Technologies/Technicians | 2 | 2.22% | 0 | 0.00% |
| Psychology | 7 | 7.78% | 2 | 4.35% |
| Social Sciences | 11 | 12.22% | 13 | 28.26% |
| Visual and Performing Arts | 3 | 3.33% | 3 | 6.52% |
| Health Professions and Related Clinical Sciences | 2 | 2.22% | 0 | 0.00% |
| Business, Management, Marketing and Related Su | 53 | 58.89% | 21 | 45.65% |
| History | 2 | 2.22% | 2 | 4.35% |
| | 90 | | 46 | |

Majors in Division I Football

| Major Category | Football Student-Athletes | | | | | | | | | | Overall Male National |
|---|---------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|---------|-----------------------|
| | Academic Year | | | | | | | | | | 2010-11 |
| | 2003-04 N=3,728 | 2004-05 N=3,003 | 2005-06 N=3,664 | 2006-07 N=3,010 | 2007-08 N=3,662 | 2008-09 N=3,772 | 2009-10 N=3,773 | 2010-11 N=4,033 | 2011-12 N=3,894 | 2010-11 | |
| Social Sciences | 24.6 | 25.4 | 23.7 | 24.3 | 25.1 | 24.7 | 24.7 | 24.5 | 26.1 | 16.4 | |
| Business, Management, Marketing and Related | 20.4 | 18.9 | 18.3 | 18.7 | 19.1 | 19.0 | 18.9 | 18.6 | 17.3 | 25.5 | |
| Liberal Arts & Sciences, General Studies and Humanities | 11.1 | 11.7 | 12.4 | 12.3 | 12.2 | 11.9 | 11.9 | 13.0 | 12.0 | 14.4 | |
| Communication, Journalism and Related | 8.1 | 8.2 | 8.5 | 8.5 | 8.5 | 8.8 | 8.9 | 8.5 | 7.9 | 9.3 | |
| Parks, Recreation, Leisure and Fitness | 7.3 | 8.1 | 8.4 | 8.4 | 8.2 | 8.1 | 8.5 | 8.0 | 6.7 | 2.6 | |
| Education | 8.3 | 8.1 | 7.8 | 7.1 | 6.5 | 6.4 | 5.8 | 5.7 | 6.6 | 2.9 | |
| Multi/Interdisciplinary Studies | 4.2 | 3.9 | 5.1 | 5.5 | 5.6 | 6.3 | 6.1 | 6.1 | 6.4 | 2.8 | |
| Engineering and Engineering Technology | 6.0 | 5.6 | 5.4 | 4.9 | 5.3 | 5.2 | 5.3 | 5.3 | 5.4 | 12.6 | |
| Biological & Biomedical Studies | 3.3 | 3.6 | 3.6 | 3.8 | 3.6 | 3.6 | 3.6 | 3.6 | 3.5 | 7.0 | |
| Psychology | 2.6 | 2.7 | 2.8 | 2.6 | 2.5 | 2.6 | 3.2 | 3.3 | 3.3 | 3.2 | |
| Health Professions and Related Clinical Services | 1.9 | 1.6 | 1.5 | 1.6 | 1.8 | 1.6 | 1.6 | 1.6 | 1.8 | 2.9 | |
| Area, Ethnic, Cultural and Gender Studies | 1.0 | 1.5 | 1.4 | 1.4 | 1.1 | 1.1 | 1.0 | 1.1 | 0.8 | 0.4 | |

Division I Student-Athlete Self-Report of Issues with Major Choice

| If you weren't a college athlete, would you still choose your current major? | | | | | | | |
|--|----------|------------------|----------|-----|------------------------|--------------------|--------------------------|
| | Baseball | Men's Basketball | Football | | All Other Men's Sports | Women's Basketball | All Other Women's Sports |
| Probably / Definitely Not | 16% | 15% | 16% | 10% | 7% | 9% | 7% |

| Has athletics participation prevented you from majoring in what you really want? | | | | | | | |
|--|----------|------------------|----------|-----|------------------------|--------------------|--------------------------|
| | Baseball | Men's Basketball | Football | | All Other Men's Sports | Women's Basketball | All Other Women's Sports |
| Yes, but no regrets | 24% | 18% | 20% | 13% | 11% | 18% | 13% |
| Yes and I regret | 5% | 6% | 12% | 5% | 5% | 7% | 6% |

Source: NCAA GOALS-10 study. Responses among those who have selected a major.

Having additional money is the biggest concern among NCAA student-athletes



If you could change one thing about your SA experience...



Average Hours Spent Per Week In-Season on Athletic Activities (2010 SA Self-Report)

| Division I | | | | | | | |
|--------------|----------|------------------|--------------------|------|------------------------|--------------------|--------------------------|
| | Baseball | Men's Basketball | Football (FBS/FCS) | | All Other Men's Sports | Women's Basketball | All Other Women's Sports |
| Athletic Hrs | 42.1 | 39.2 | 43.3 | 41.6 | 32.0 | 37.6 | 33.3 |
| Division II | | | | | | | |
| Athletic Hrs | 39.0 | 37.7 | 37.5 | 31.3 | 34.2 | 31.7 | |
| Division III | | | | | | | |
| Athletic Hrs | 34.8 | 30.8 | 33.1 | 29.2 | 29.8 | 28.9 | |

Note: Green = Decrease of 2+ hours on athletics from 2006;
Red = Increase of 2+ hours on athletics from 2006

Average Sum of Hours Spent Per Week In-Season on Academic Activities and Athletic Activities (2010 SA Self-Report)

| Division I | | | | | | | |
|--------------|----------|------------------|--------------------|------|------------------------|--------------------|--------------------------|
| | Baseball | Men's Basketball | Football (FBS/FCS) | | All Other Men's Sports | Women's Basketball | All Other Women's Sports |
| Ave. Sum | 73.7 | 76.5 | 81.3 | 79.8 | 68.0 | 76.5 | 73.4 |
| Division II | | | | | | | |
| Ave. Sum | 71.8 | 73.5 | 74.2 | 67.6 | 71.6 | 73.1 | |
| Division III | | | | | | | |
| Ave. Sum | 70.4 | 65.6 | 71.0 | 68.8 | 71.1 | 72.0 | |

Note: Green = 2+ hours less on academics/athletic sum vs. 2006;
Red = 2+ hours more on academics/athletic sum vs. 2006.

In-Season Time Demands – Men (Self-report from GOALS study, 2010)

| Academic Hours / Week | | | Athletic Hours / Week | | |
|-----------------------|-------------|--------------|-----------------------|-------------|--------------|
| Division I | Division II | Division III | Division I | Division II | Division III |
| 41 | 39 | 42 | 42 | 40 | 35 |
| 38 | 39 | 41 | 42 | 39 | 35 |
| 37 | 38 | 40 | 39 | 38 | 35 |
| 37 | 38 | 40 | 36 | 37 | 33 |
| 37 | 37 | 39 | 35 | 35 | 33 |
| 36 | 36 | 38 | 32 | 34 | 31 |
| 36 | 36 | 38 | 32 | 30 | 29 |
| 33 | 36 | 38 | 32 | 29 | 28 |
| 32 | 33 | 36 | 31 | 29 | 27 |
| 31 | 31 | 35 | 31 | 28 | 27 |
| 31 | | 34 | 30 | | 26 |

In-Season Time Demands – Women

(Self-report from GOALS study, 2010)

| Academic Hours / Week | | | Athletic Hours / Week | | |
|-----------------------|-------------|--------------|-----------------------|-------------|--------------|
| Division I | Division II | Division III | Division I | Division II | Division III |
| 42 | 45 | 46 | 38 | 37 | 33 |
| 41 | 44 | 44 | 36 | 34 | 30 |
| 41 | 43 | 44 | 36 | 32 | 30 |
| 41 | 42 | 44 | 36 | 31 | 29 |
| 41 | 41 | 44 | 34 | 31 | 29 |
| 40 | 40 | 43 | 34 | 31 | 28 |
| 40 | 39 | 43 | 32 | 30 | 28 |
| 40 | 37 | 43 | 32 | 29 | 28 |
| 39 | 37 | 43 | 31 | 27 | 27 |
| 38 | | 41 | 31 | | 27 |
| 38 | | 41 | 30 | | 25 |
| 38 | | | 29 | | |

Percentage of SAs Reporting As Much or More Time on Athletic Activities in Off-Season than In-Season

(2010 SA Self-Report)

| Division I | | | | | | |
|--------------|----------|------------------|--------------------|------------------------|--------------------|--------------------------|
| | Baseball | Men's Basketball | Football (FBS/FCS) | All Other Men's Sports | Women's Basketball | All Other Women's Sports |
| % same/more | 77% | 69% | 70% | 70% | 61% | 46% |
| Division II | | | | | | |
| % same/more | 79% | 68% | 70% | 63% | 54% | 55% |
| Division III | | | | | | |
| % same/more | 55% | 59% | 62% | 46% | 38% | 34% |

Most student-athletes only care about being athletes

Student-Athlete Identity

(GOALS 2010 -- % Reporting 'Very High' Levels)

Men

| Athletic | Student | DI | DII | DIII |
|----------|---------|-----|-----|------|
| High | High | 53% | 53 | 52 |
| High | Low | 27 | 24 | 18 |
| Low | High | 7 | 9 | 13 |
| Low | Low | 13 | 14 | 17 |

Women

| Athletic | Student | DI | DII | DIII |
|----------|---------|-----|-----|------|
| High | High | 62% | 61 | 61 |
| High | Low | 13 | 12 | 8 |
| Low | High | 14 | 16 | 20 |
| Low | Low | 11 | 12 | 11 |

High Athletic Identity

(GOALS 2010, Collapsed across NCAA division)

| Men | % | Women | % |
|------------|----|--------------|----|
| Ice Hockey | 86 | Gymnastics | 88 |
| Baseball | 80 | Rowing | 83 |
| Football | 77 | Lacrosse | 78 |
| Wrestling | 77 | Volleyball | 76 |
| Track | 75 | Softball | 76 |
| Soccer | 74 | Field Hockey | 75 |
| Basketball | 74 | Swimming | 74 |
| Swimming | 72 | Soccer | 71 |
| Golf | 70 | Basketball | 69 |
| Lacrosse | 69 | Golf | 68 |
| Tennis | 62 | Track | 68 |
| | | Tennis | 61 |

High Academic Identity

(GOALS 2010, Collapsed across NCAA division)

| Men | % | Women | % |
|------------|----|--------------|----|
| Swimming | 69 | Gymnastics | 84 |
| Track | 67 | Swimming | 82 |
| Tennis | 65 | Volleyball | 82 |
| Football | 65 | Field Hockey | 82 |
| Wrestling | 64 | Rowing | 81 |
| Ice Hockey | 64 | Lacrosse | 80 |
| Soccer | 63 | Track | 79 |
| Basketball | 61 | Tennis | 79 |
| Golf | 58 | Soccer | 78 |
| Lacrosse | 57 | Softball | 76 |
| Baseball | 55 | Golf | 75 |
| | | Basketball | 71 |

Student-Athlete Perceptions of How They Are Viewed by Faculty

| % Agree / Strongly Agree with the following... | Men | | | Women | | |
|---|-----|-----|-----|-------|-----|-----|
| | D1 | D2 | D3 | D1 | D2 | D3 |
| Professors on this campus <u>assume I'm not a good student</u> because I'm also an athlete. | 20% | 18% | 14% | 13% | 11% | 6% |
| Student-athletes are viewed favorably by professors here. | 25% | 25% | 29% | 27% | 28% | 32% |
| Generally, professors at this college hold <u>stereotypes</u> about athletes that <u>negatively impact my daily experiences</u> here. | 19% | 17% | 13% | 10% | 10% | 5% |
| I want my professors to know I am a student-athlete. | 50% | 57% | 56% | 68% | 73% | 67% |

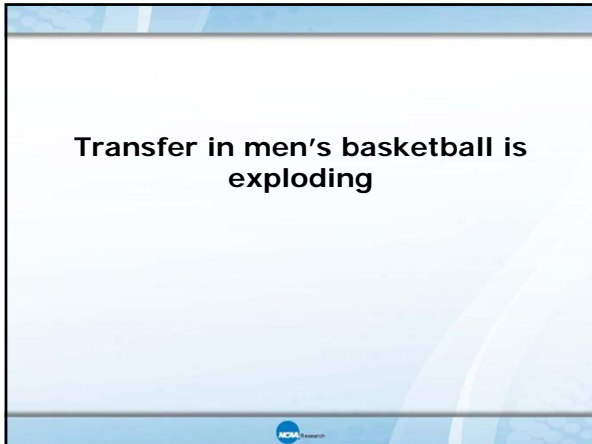
Student-Athletes typically transfer for financial or academic reasons



Self-Reported Reasons for Transferring among 4-4 Transfers in Division I

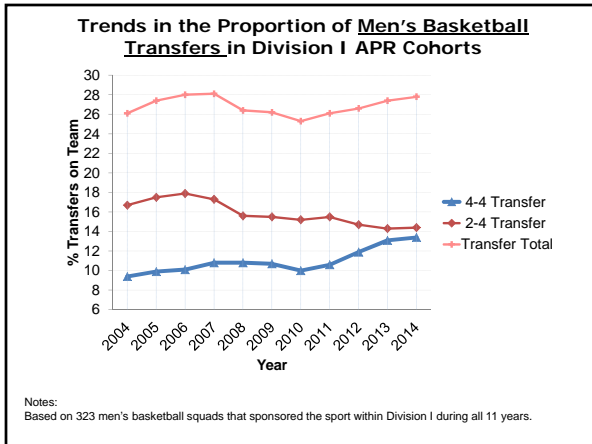
| Transfer Reason | % |
|-------------------------|-----|
| Academic reasons | 29% |
| Athletic reasons | 81% |
| Medical reasons | 8% |
| Financial reasons | 18% |
| Family/Personal reasons | 46% |

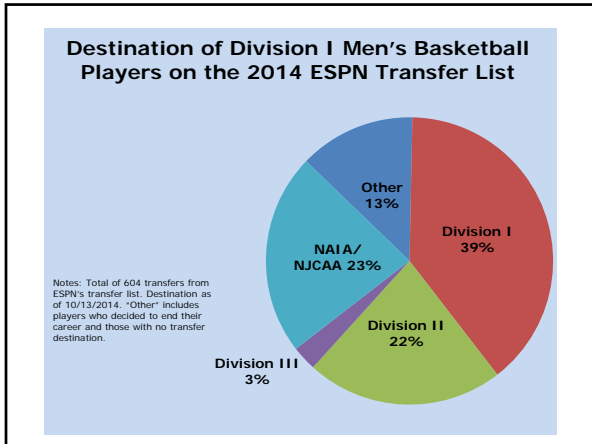
Note: Student-athletes could endorse more than one reason. Data from NCAA GOALS-10 study.



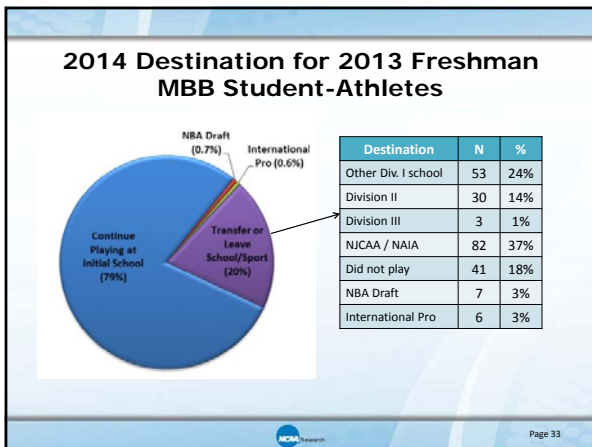
Transfer Composition of Division I Student-Athlete Population
(% of 4-Year College Transfers in 2014 APR Cohort)

| Men's Sport | 4-year | Women's Sport | 4-year |
|-------------------|--------------|-------------------|-------------|
| Tennis | 14.0% | Tennis | 11.0% |
| Soccer | 14.0% | Skiing | 10.2% |
| Basketball | 13.8% | Basketball | 9.4% |
| Skiing | 11.6% | Volleyball | 9.0% |
| Track (Indoor) | 8.5% | Golf | 8.5% |
| Track (Outdoor) | 8.3% | Track (Outdoor) | 7.1% |
| Golf | 8.0% | Track (Indoor) | 7.0% |
| Football (FCS) | 7.6% | Soccer | 6.6% |
| Cross Country | 7.1% | Cross Country | 6.5% |
| Volleyball | 5.6% | Water Polo | 6.0% |
| Wrestling | 5.1% | Softball | 5.5% |
| Swimming | 5.0% | Bowling | 4.7% |
| Ice Hockey | 4.6% | Swimming | 4.6% |
| Football (FBS) | 3.9% | Ice Hockey | 4.5% |
| Lacrosse | 3.7% | Field Hockey | 4.3% |
| Fencing | 3.5% | Rowing | 3.8% |
| Rifle (co-ed) | 2.9% | Lacrosse | 2.9% |
| Water Polo | 2.3% | Fencing | 2.1% |
| Baseball | 2.3% | Gymnastics | 1.8% |
| Gymnastics | 1.5% | | |






The key "one-and-done" problem in men's basketball is departure for the NBA




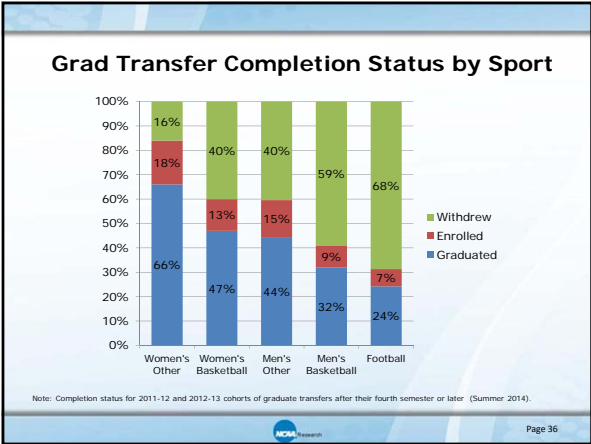
One-and-Done vs. Transfer

- One-and-done: 8 NBA draftees on average each year since 2006 (although 14 likely this year).
- Among the last 32 one-and-done SAs in MBB, 30 earned their spring term APR eligibility point. Average college GPA = 2.88.
- Bigger issue = transfer. 21% depart after one year, 40% after two years. Many transfer out of Division I.
- Transfer SAs: Less likely to graduate and longer time to graduate, loss of credits, higher ineligibility.




Graduate transfers within Division I typically earn their master's degrees






You can't believe the NCAA's graduation rates— their numbers are distorted.



NCAA Graduation Rates







- Federal Graduation Rate: Federally mandated calculation for all schools that offer athletic scholarships. Counts all transfers as academic failures, so essentially measures the percentage of students who complete a BA/BS from their initial school within six years.
- Graduation Success Rate (GSR): Division I rate that accounts for transfers in/out. Also tracks graduation over six years.

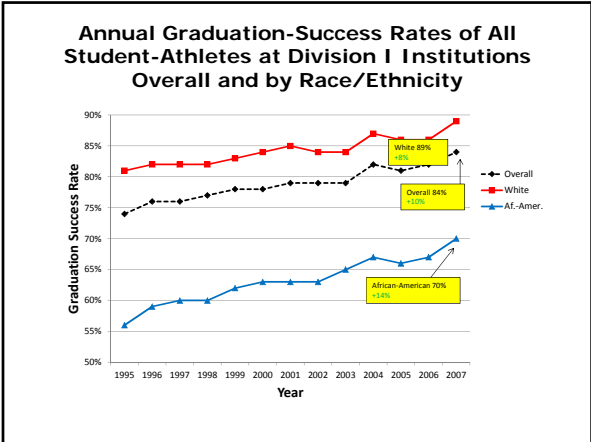


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**Federal Graduation Rate:
Thumbs Up or Thumbs Down?**

Federal Rate

-  As federal law, it produces a high response rate
-  Provides the only measure of overall student graduation success
-  Is an institution-centered methodology rather than a student-centered approach
-  Does not account for transfers in or midyear enrollees
-  Disregards transfers out who graduate from another institution
-  Tracks students only for six years



Comparison of Graduation-Success Rates from Entering Classes of 1995 and 2007

| Student-Athlete Group | 1995 GSR | 2007 GSR |
|--------------------------|----------|----------|
| Overall | 74% | 84% |
| White Males | 76% | 85% |
| African-American Males | 51% | 65% |
| White Females | 89% | 93% |
| African-American Females | 71% | 81% |

* 1995 was the last year of the former initial-eligibility rules known as Prop. 48. It was also the first year in which GSR data were collected.

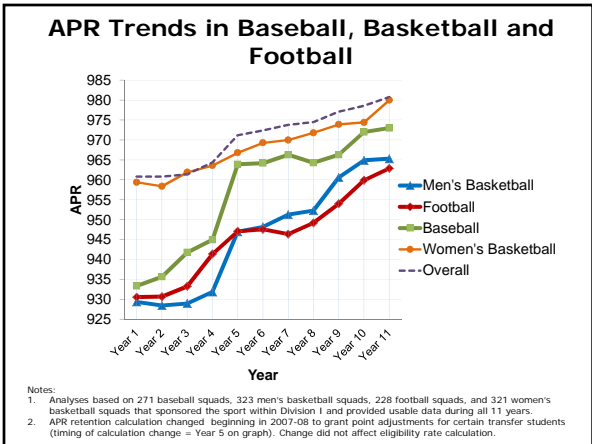
Comparison of Federal Graduation Rates Between Division I Student-Athletes and Student Body For Select Groups in 2007 Entering Class

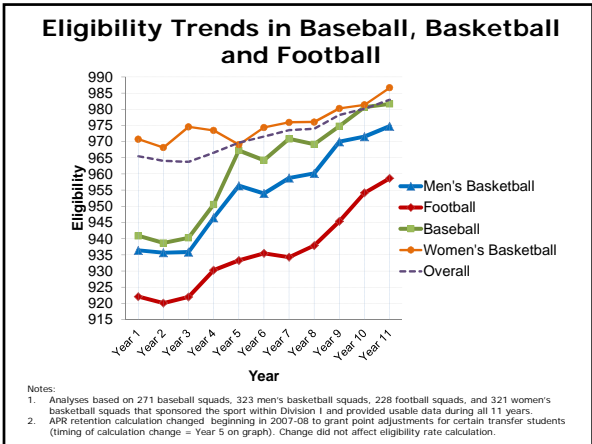
| Student-Athlete Group | Student-Athlete Federal Rate | Student Body Federal Rate |
|--------------------------|------------------------------|---------------------------|
| Overall | 66% | 65% |
| White Males | 64% | 65% |
| African-American Males | 52% | 41% |
| White Females | 76% | 70% |
| African-American Females | 63% | 50% |

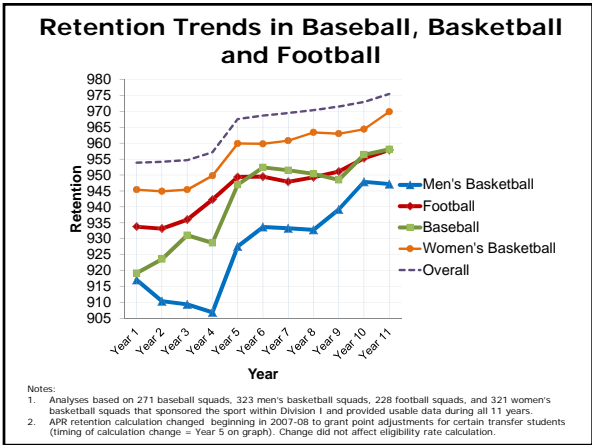
APR data show that academic challenges are similar across all sports and schools

APR Summary

- APRs continue to rise across all sports and all segments of Division I.
- APR improvements are expected to translate into additional gains in graduation rates over the next couple years.
- Football still struggles with degree progress. Issues in men's basketball relate more to high rates of transfer than to problems with degree progress.
- The vast majority of current APR difficulties are occurring at the lowest-resourced institutions.







Schools should get APR credit for any transfer who leaves eligible

What are APR Point Adjustments?

- Under certain conditions, the NCAA may excuse a lost APR eligibility or retention point in a team's APR calculation.
- There are several circumstances under which teams may be eligible to receive adjustments to lost eligibility or retention points in the APR calculation:
 - Student-athlete or family member illness / personal difficulties, natural disaster, family hardship, degree program or sport discontinued, opportunity to compete in Olympics or other international competition (eligibility and/or retention point loss adjusted).
 - Student-athlete leaves school while academically eligible to pursue a professional sports opportunity (retention point loss adjusted).
 - Student-athlete leaves school while academically eligible with a GPA of 2.6 or higher (and other academic factors met) and transfers immediately as a full-time student to another four-year college (retention point loss adjusted).

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Why a 2.60 GPA for the Transfer Adjustment?

- Longitudinal research has shown that student-athletes who transfer with a 2.60 GPA have a similar probability of graduation as do non-transfers with a 2.00.
- Research indicates that both eligibility (E) and retention (R) are important components of APR to optimally predict graduation rates. Giving a transfer adjustment for R when $GPA < 2.60$ lessens the APR-GSR correlation.
- A more nuanced assessment of a student-athlete's transferrable credits might be preferred to the 2.60 GPA standard. However, no support exists currently for such an administrative change within the Academic Performance Program.

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NCAA research on academics is difficult to find

NCAA Research

@NCAAResearch on Twitter

NCAA Research (@NCAAResearch) Following

Frosh redshirting in football is trending up among FCS teams, down in FBS

| Year | FBS (%) | FCS (%) |
|---------|---------|---------|
| 2008-09 | 62 | 43 |
| 2009-10 | 65 | 48 |
| 2010-11 | 64 | 50 |
| 2011-12 | 61 | 52 |
| 2012-13 | 59 | 54 |

NCAA Research

Research

The NCAA is committed to make policy decisions based on quality research data. The NCAA research staff conducts national research for its members on a wide variety of topics including academic performance, student-athlete well-being, finances of intercollegiate athletics programs, gender equity and diversity issues and more others. Meet the Research Staff.

The True "One-and-Done" Problem in Division I Men's Basketball

Since 2005, when the NCAA made high school athletes ineligible for the college court, there has been continuous discontent expressed about college basketball's "one-and-done" problem. However, only 8 college fresh have been drafted on average each year since 2007 ('13 saw the maximum at 2006) yearly.

DeBunked

We left just the record straight on every myth in college sports. But for a few of the most common assumptions, NCAA researchers hit the books on a fact-finding mission. The book found them, analyzed and analyzed a bevy of surveys, numbers and charts. And now, we share the truth.

NCAA Research Grants and Data Sharing

- NCAA Day Sharing Initiative
- NCAA Student Research Grant Program
- NCAA Initiatives in Research and Practice Grant Program

Finances

- Finance of Intercollegiate Athletics

Academics

- Student-Athlete Well-Being
- Academic Progress Rate (APR)
- Research on Academics

Student-Athlete Well-Being

- Supporting Behavioral Study
- Social Environment Study
- SCAC Study: Examination of Campus Student-Athletes
- 2009 Study: Examination of Female Student-Athletes

NCAA

Division I Academics

More than a decade into academic reform, Division I student-athletes continue to improve academically. More student-athletes than ever are graduating. Due in large part to enhanced eligibility standards and the success of the Division I Academic Performance Program, Division I is committed to an intercollegiate athletics model which recognizes and supports the importance of the academic mission of its member schools.

Academic Performance Program

The Academic Performance Program (APP) is designed to ensure Division I student-athletes receive academic opportunities and intercollegiate athletics resources. The APP encourages student-athletes graduation through a reward and penalty system. APP awards points from the Academic Progress Rate (APR) and Graduation Success Rate (GSR).

Academic Progress Rate (APR)

Graduation Success Rate (GSR)

Graduation Rates

Crossing the Finish Line

Governance

The Division I Committee on Academics manages the division's academic matters. The Committee is chaired by a Division I president and reports directly to the Division I Board of Directors.

Committees on Academics

Division I Academic Eligibility

Student-athletes are required to meet and maintain certain academic standards in order to practice and compete in Division I athletics. The academic requirements that impact a student-athlete's eligibility include initial eligibility, non-year college course eligibility, and program transfer eligibility.

Division I Academic Eligibility

Academic Primers

APP - Calculating Transfer Institutions

DeBunked: The Facts About College Athletics

Related News

Student-athletes first impact

Academics group tries to improve intercollegiate athletics

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