

The Student-Athlete Experience: **Findings from the NCAA GOALS and SCORE Studies**

2007 FARA Annual Meeting



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Overview

- **GOALS – Growth, Opportunities, Aspirations and Learning of Students in college**
 - 21,000 current student-athletes at 627 Division I, II and III schools.
 - Institutional response rate was 66% in Divisions I and II, 54% in Division III.
 - Surveyed about their college academic, athletic, and social experiences; time demands; team and campus climate; health and well-being; post-college aspirations.
- **SCORE – Study of College Outcomes and Recent Experiences**
 - 8,500 former student-athletes who graduated HS in 1994.
 - Mostly former Division I and II student-athletes or recruits
 - Surveyed about their college experiences; current education, career, and well-being.
- Mnemonic: Set GOALS in college, check the SCORE later.

GOALS Sampling Plan

- Surveys were sent to the Faculty Athletics Representative (FAR) at 1,026 NCAA institutions.
- Each FAR was asked to survey all student-athletes on one to three teams at that school (2,026 teams across NCAA) chosen by NCAA Research to provide representative samples within each division.
- Most students completed paper versions of the survey, but electronic versions were administered on a few campuses.
- A few schools opted to distribute to a wider group of student-athletes at their school.

Number of GOALS Student-Athlete Respondents

Division I (Institutional Response Rate = 66%)

	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
N	655	417	1,658	2,107	423	2,719

Division II (Institutional Response Rate = 66%)

N	826	360	1,563	1,009	373	1,534
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Division III (Institutional Response Rate = 54%)

N	810	463	561	1,763	426	2,726
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Outcomes for Current Student-Athletes (GOALS)

Choice of College and Satisfaction with Choice

What was your primary reason for attending your current college?

	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
Division I						
Academics	14%	18%	24%	27%	21%	28%
Athletics	79%	68%	59%	59%	67%	57%
Division II						
Academics	12%	13%	14%	25%	17%	21%
Athletics	77%	74%	67%	56%	69%	57%
Division III						
Academics	37%	32%	43%	45%	38%	56%
Athletics	47%	53%	45%	37%	43%	27%

If I could start over again, I still would attend this school....

	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
Division I						
Strongly Agree / Agree	64%	52%	52%	62%	54%	63%
Division II						
Strongly Agree / Agree	53%	48%	46%	51%	44%	57%
Division III						
Strongly Agree / Agree	52%	54%	58%	59%	63%	69%

Overall Satisfaction with Athletics and Academics

(% Feeling Positive or Very Positive)

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
Athletic Experience	70%	62%	61%	66%	56%	65%
Academic Experience	59%	59%	56%	60%	68%	68%
Division II						
Athletic Experience	74%	62%	66%	65%	63%	68%
Academic Experience	63%	64%	59%	59%	70%	70%
Division III						
Athletic Experience	67%	57%	66%	67%	61%	74%
Academic Experience	63%	59%	59%	67%	67%	76%

Outcomes for Current Student-Athletes (GOALS)

Student-Athlete Identity

I view myself as more of an athlete than as a student....

	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
Division I						
More Athlete	81%	76%	70%	72%	66%	64%
Division II						
More Athlete	80%	70%	73%	64%	61%	61%
Division III						
More Athlete	63%	60%	57%	55%	61%	45%

I view myself as more of an athlete than as a student.... (cont.)

	Mean: Identify More as Student	Mean: Identify More as Athlete
Self-Reported Average GPA	3.22	2.90
Average Weekly Athletic Commitments	30 hours	35 hours
Average Weekly Academic Commitments	40 hours	36 hours
Missed Class Time per Week	1.3 classes	1.7 classes

All mean differences statistically significant (independent sample t-tests, $p < .01$).

I view myself as more of an athlete than as a student.... (cont.)

	Mean: Identify More as Student	Mean: Identify More as Athlete
Participate in Class*	4.11	3.86
Complete Written Assignments on Time*	4.53	4.21
Discuss course content w/ others*	3.37	3.09
Discuss course content w/ profs*	3.28	3.17
Participate in group projects*	3.42	3.30
Feel about effort in class**	5.81	5.32

* Questions answered on a 5 point scale: 5 = Always; 1 = Never.

** Questions answered on a 7 point scale: 7 = Very positive; 1 = Very negative.

Those who identify more as students than as athletes report higher mean scores on every variable.

All mean differences statistically significant (independent sample t-tests, $p < .01$).

Student-Athlete Perceptions of their Relationships with Faculty

Response to: “I feel that my professors view me as more of an athlete than as a student.”

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
Agree	67.6	76.6	66.8	54.4	63.2	50.6
Division II						
Agree	64.3	63.0	65.0	47.1	49.7	41.3
Division III						
Agree	48.8	49.0	53.4	40.7	38.2	26.5

Student-Athlete Perceptions of their Relationships with Faculty (cont.)

Of the student-athletes (~50% of respondents) who believe professors view them more as athletes than students:

	Division I	Division II	Division III
Feel positively about relationships with faculty	78%	81%	82%
Feel professors favor SAs	59%	58%	51%
Feel professors discriminate against SAs	65%	64%	59%

Outcomes for Current Student-Athletes (GOALS)

Academic Advising

Availability of Academic Support Services Offered Through the Athletics Department

Which of the following academic or career support services does the athletic department at your school provide for athletes?

<p>Question</p>	<ul style="list-style-type: none"> a. Academic advisors who assist with course selection, scheduling, and registration b. Academic advisors who monitor your degree progress and help you understand your career options d. Tutors who review class material and/or help you study for exams e. Tutors who assist you in writing assignments or papers f. Study hall g. Faculty mentors 	
<p>Scale</p>	<p>Have Access / Use Frequently Have Access / Do not Use I'm not sure we have this service</p>	<p>Have Access / Use Occasionally Do not have access to this service</p>

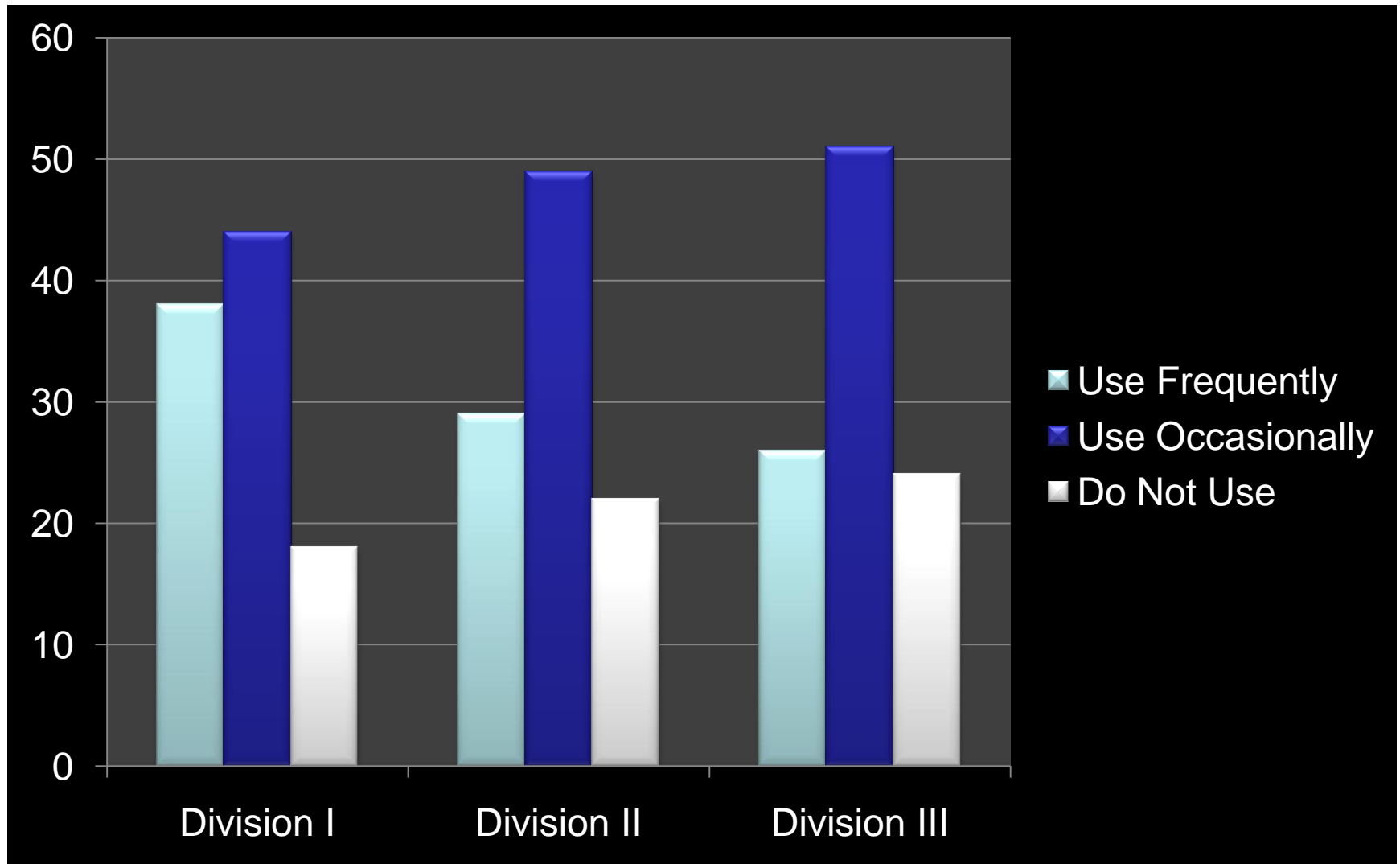
Access to Academic Support Services – Varies by Division

	Division I	Division II	Division III
Academic Advisors – Course Selection	96%	91%	76%
Academic Advisors – Degree Progress	93%	86%	74%
Tutors to Review Course Material	86%	76%	66%
Tutors for Writing Assignments	77%	71%	63%
Study Hall	90%	80%	53%
Faculty Mentors	75%	68%	57%

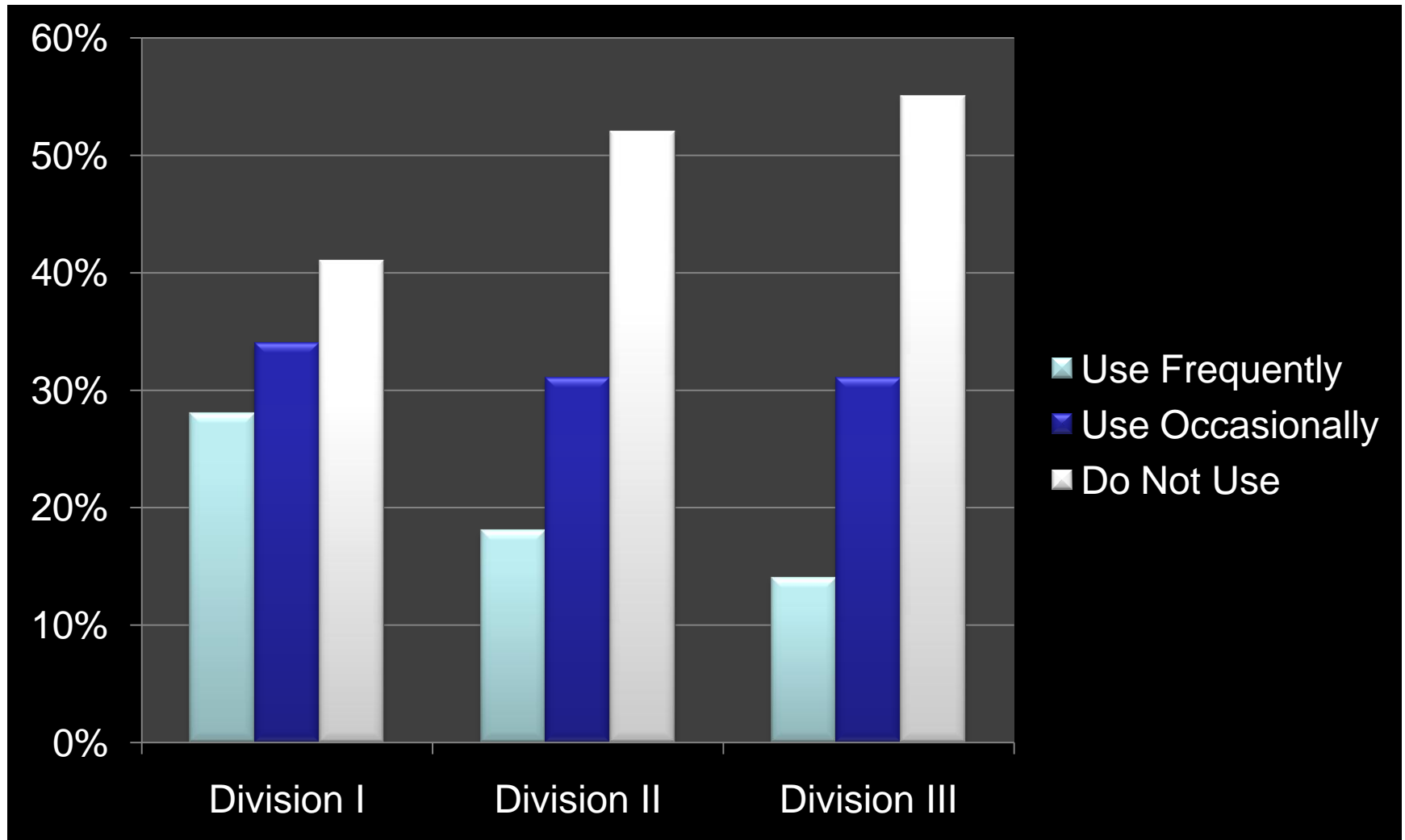
There is a significant correlation between division and access for each type of service. Highlight indicates a correlation of $\geq .20$.

Use of Academic Support Services Offered Through the Athletics Department

Academic Advisors who Monitor Degree Progress



Tutors who Review Class Material and/or Help You Study for Exams



Percent “Use Frequently” by Year in School

Item	Freshman	Sophomore	Junior	Senior
Division I				
Tutors to Review Course Material	29%	25%	24%	20%
Study Hall	59%	39%	37%	28%
Division II				
Tutors to Review Course Material	21%	16%	18%	14%
Study Hall	44%	32%	34%	23%
Division III				
Tutors to Review Course Material	16%	14%	12%	9%
Study Hall	31%	23%	20%	18%

Influence of Athletics and Advisors on Academics

Percent reporting their GPA would be higher if they had not participated in a sport

	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
Division I	72%	67%	68%	62%	62%	60%
Division II	55%	61%	51%	52%	55%	47%
Division III	45%	51%	50%	41%	41%	35%

Percent reporting their coaches had a positive influence on their academic career

	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
Division I	71%	72%	69%	68%	74%	65%
Division II	67%	72%	75%	63%	72%	67%
Division III	63%	65%	75%	67%	74%	66%

Percent reporting their academic advisors in their athletics department had a positive impact on their academic career

	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
Division I	75%	75%	76%	71%	81%	73%
Division II	70%	71%	68%	58%	70%	63%
Division III	59%	65%	69%	65%	70%	61%

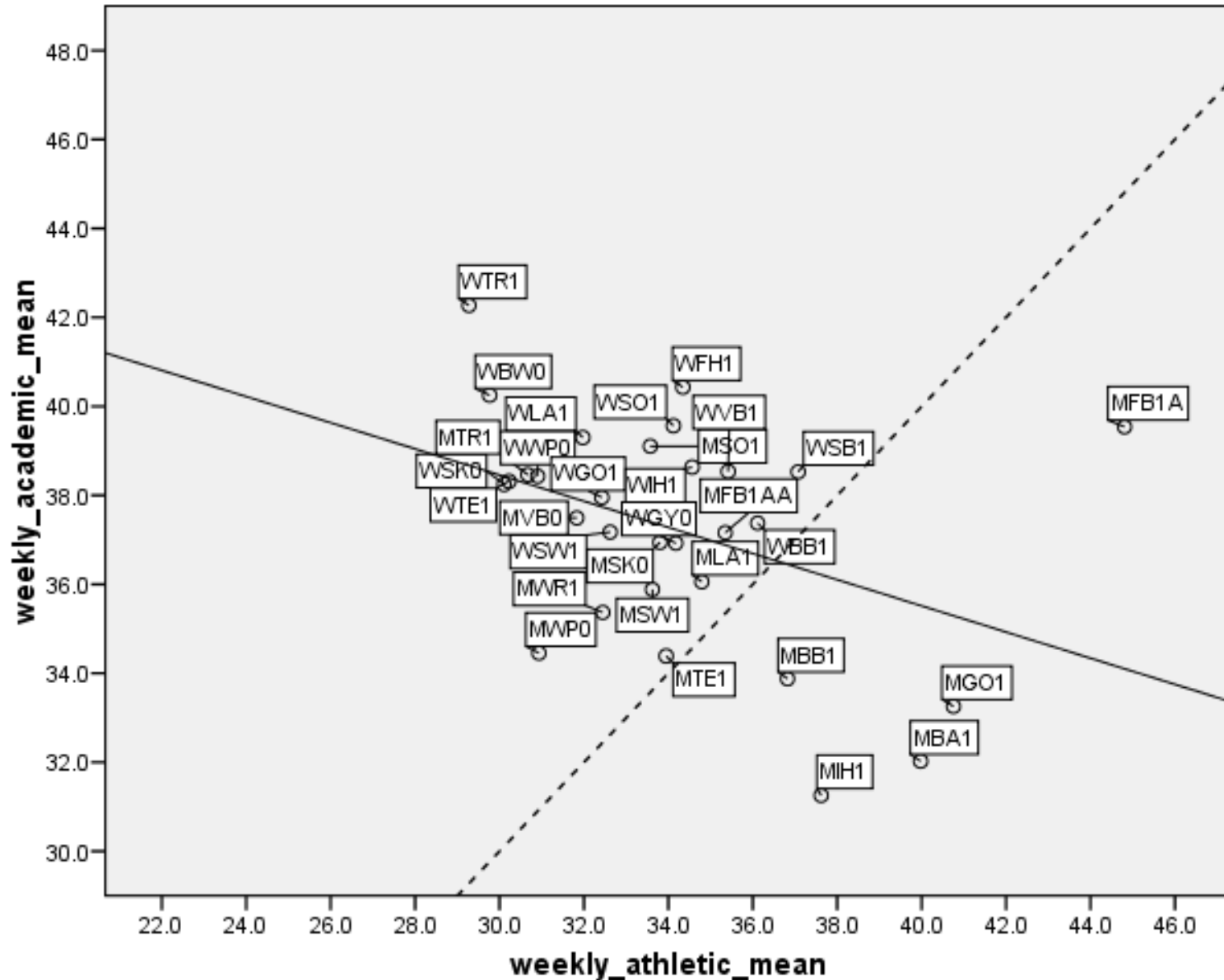
Advising Summary

- Division I student-athletes in higher profile sports (e.g., Men's and Women's Basketball and Football) report having greater access to academic support services through their athletics departments and report making greater use of them than S-As competing in Divisions II and III and / or in lower-profile sports.
- In spite of this, fewer S-As in Divisions II and III across all sport groups believe their GPA has been negatively affected by the time they spend on their sport.
- Also, S-As across the three divisions reported similarly positive feelings regarding the effect of their coaches on their academic careers.

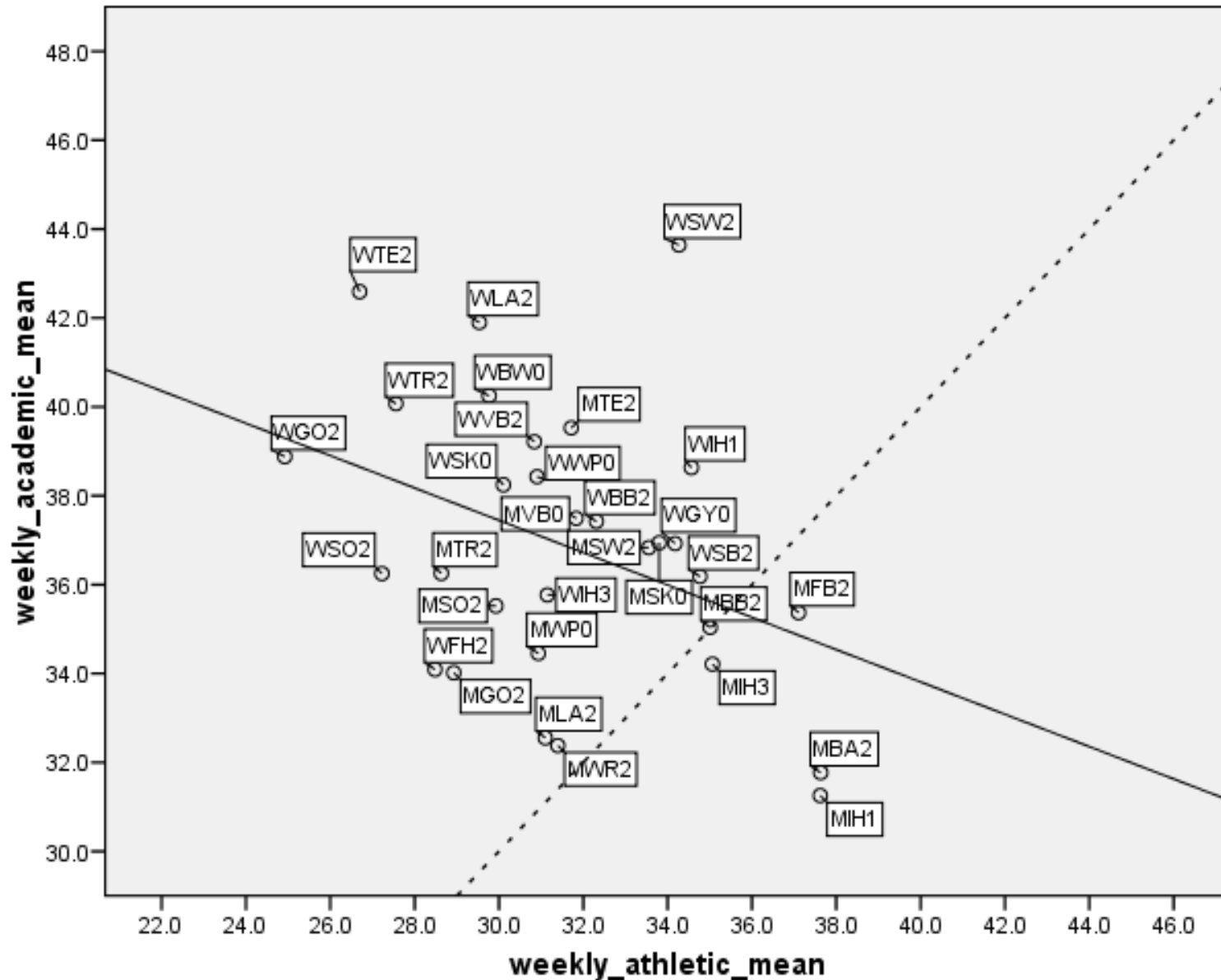
Outcomes for Current Student-Athletes (GOALS)

**Academic / Athletic Balance:
Time Demands**

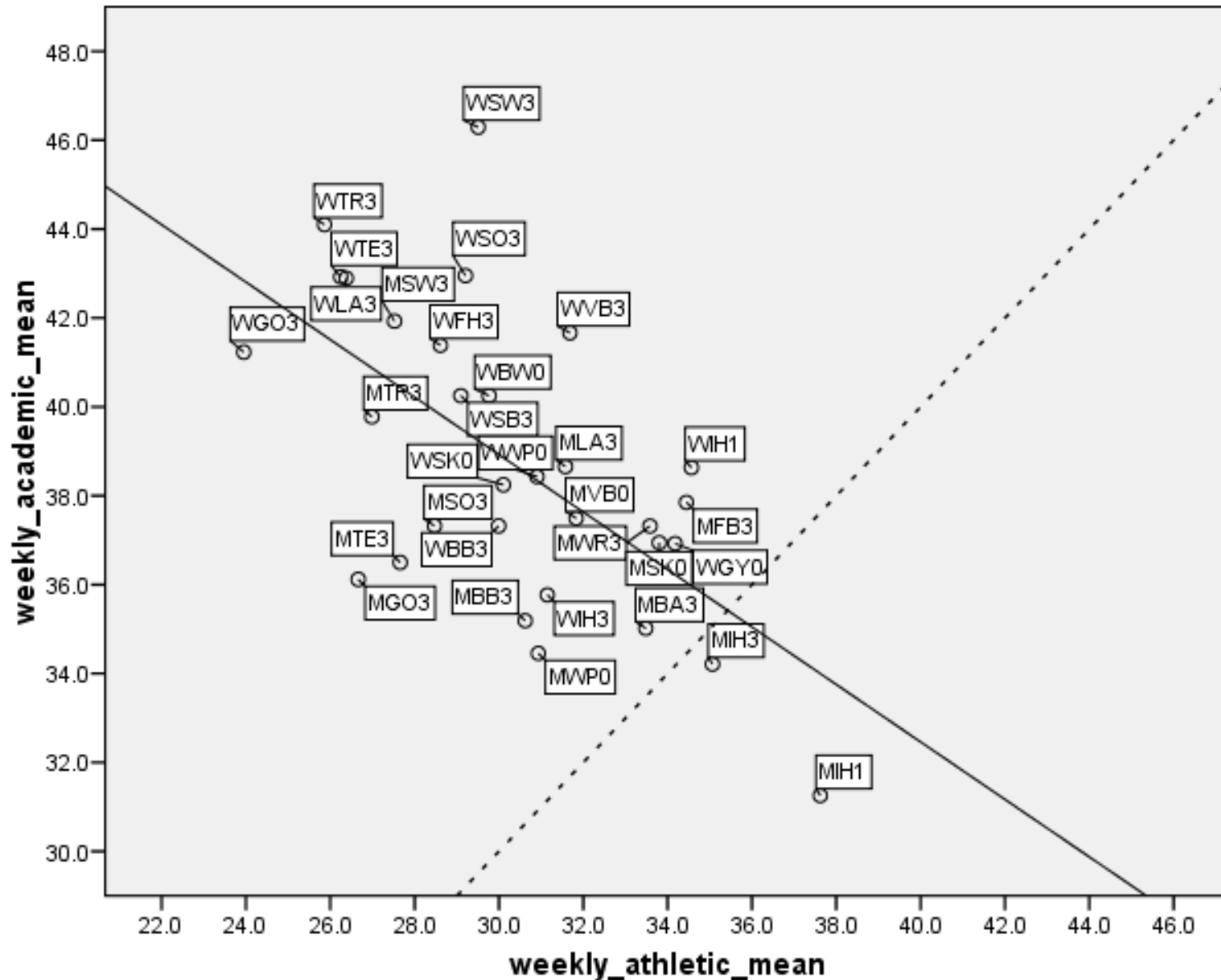
Comparison of Weekly Academic Hours Reported In-Season as a Function of Athletic Time Commitments (Division I)



Comparison of Weekly Academic Hours Reported In-Season as a Function of Athletic Time Commitments (Division II)



Comparison of Weekly Academic Hours Reported In-Season as a Function of Athletic Time Commitments (Division III)



Percentage of Student-Athletes who Say They Spend About the Same or More Time in the Off-Season than In-Season on...

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
Athletic Training or Competition	73%	70%	70%	65%	48%	59%
Other Athletic (Meetings, Study)	76%	56%	57%	65%	48%	64%
Division II						
Athletic Training or Competition	79%	71%	78%	63%	58%	56%
Other Athletic (Meetings, Study)	78%	60%	71%	65%	51%	62%
Division III						
Athletic Training or Competition	67%	63%	65%	54%	43%	37%
Other Athletic (Meetings, Study)	68%	51%	58%	58%	41%	50%

If you had one extra hour each day during the school year that you could use any way that you wanted, on what one activity (other than sleeping) would you most want to spend it?

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
Classwork / Education	12%	17%	18%	18%	16%	20%
Sport	24%	24%	17%	19%	8%	8%
Extracurricular Activity	4%	5%	6%	5%	5%	6%
Time with Family	10%	13%	11%	6%	18%	9%
Job	4%	3%	3%	4%	4%	4%
Socializing	23%	13%	15%	22%	20%	26%
Relaxing by Myself	23%	25%	30%	26%	29%	27%

If you had one extra hour each day during the school year that you could use any way that you wanted, on what one activity (other than sleeping) would you most want to spend it?

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
Classwork / Education	12%	17%	18%	18%	16%	20%
Sport	24%	24%	17%	19%	8%	8%
Division II						
Classwork / Education	13%	15%	19%	20%	23%	16%
Sport	29%	24%	24%	23%	10%	12%
Division III						
Classwork / Education	19%	17%	23%	19%	16%	18%
Sport	24%	23%	20%	23%	12%	15%

Outcomes for Current Student-Athletes (GOALS)

**Community:
Campus and Team Climate**

Items on Campus / Team Climate from GOALS Study

College / University	Team
3-6a. This college has created an inclusive environment for all students	3-7a. My coaches have created an inclusive environment for all members of the team
3-6b. This campus community is accepting of differing viewpoints and cultures	3-7b. My coaches and teammates are accepting of differing viewpoints and cultures
3-6c. This college makes a genuine effort to recruit a diverse student body	3-7c. My coaches make a genuine effort to recruit a diverse group of student-athletes
3-6d. There are many opportunities at this school to learn about or discuss other cultures or viewpoints	3-7d. There are many opportunities on this team to learn about or discuss other cultures or viewpoints
3-6e. I always feel comfortable expressing my social and political views on this campus	3-7e. I always feel comfortable expressing my social and political views on this team
3-6f. I always feel comfortable expressing my religious views on this campus	3-7f. I always feel comfortable expressing my religious views on this team
3-6g. Members of the campus community are always respectful of members of the opposite sex	3-7g. My coaches and teammates are always respectful of members of the opposite sex
3-6h. Members of the campus community are always respectful of persons from other racial/ethnic groups	3-7h. My coaches and teammates are always respectful of persons from other racial/ethnic groups

Questions were answered on a 6-point scale: 6=strongly agree, 1=strongly disagree

Atmosphere on Team vs. School

- Overall, in comparison to their schools, NCAA student-athletes see their teams as:
 - being a more inclusive environment
 - more accepting of differing viewpoints and cultures
 - a more comfortable place to express social, political or religious views
 - more respectful of members of the opposite sex
 - more respectful of persons from other racial/ethnic groups
- However, in comparison to opportunities available generally on campus, student-athletes see the team setting as having fewer opportunities to learn about or discuss other cultures/viewpoints.

Overall Means for Racial/Ethnic Minority Students on Campus / Team Climate Items

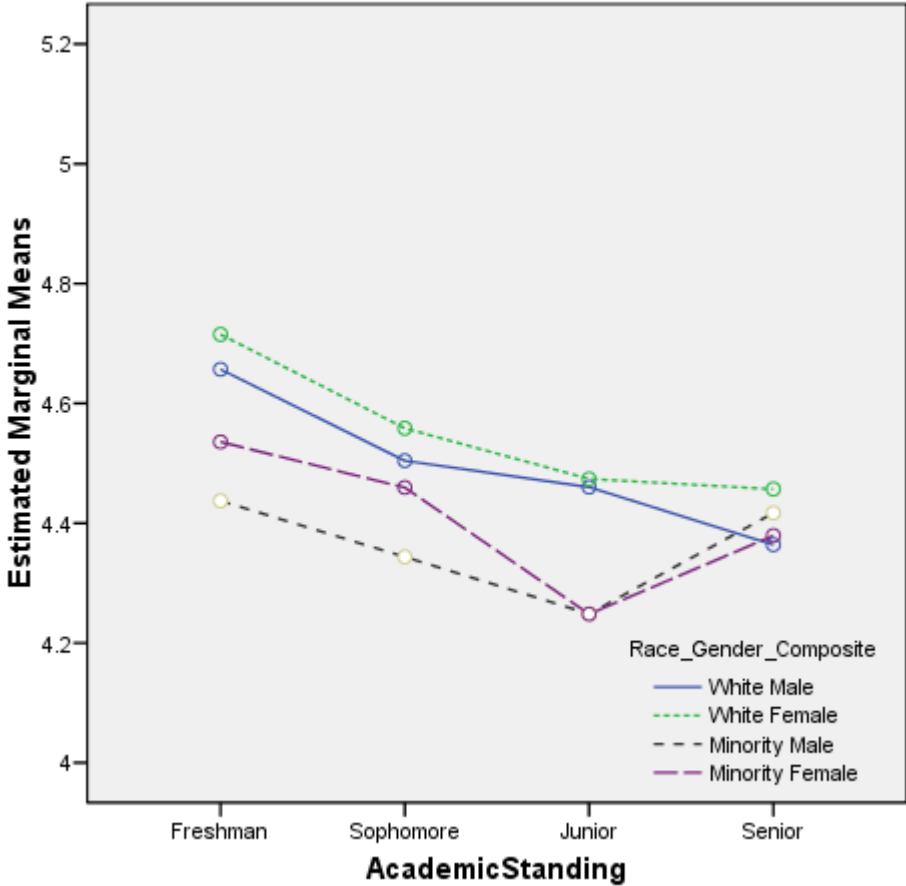
Item	School Mean	Team Mean	p<.01
a. Inclusive environment	4.50	4.79	*
b. Accepting differing viewpoints	4.54	4.83	*
c. Diversity	4.41	4.66	*
d. Opportunities to learn about other cultures	4.50	4.42	*
e. Comfortable expressing social and political views	4.33	4.58	*
f. Comfortable expressing religious views	4.46	4.63	*
g. Respectful of opposite sex	4.38	4.85	*
h. Respectful of other racial/ethnic groups	4.38	4.94	*

- Questions were answered on a 6-point scale: 6=strongly agree, 1=strongly disagree
- Statistical significance determined using paired-sample t-tests.

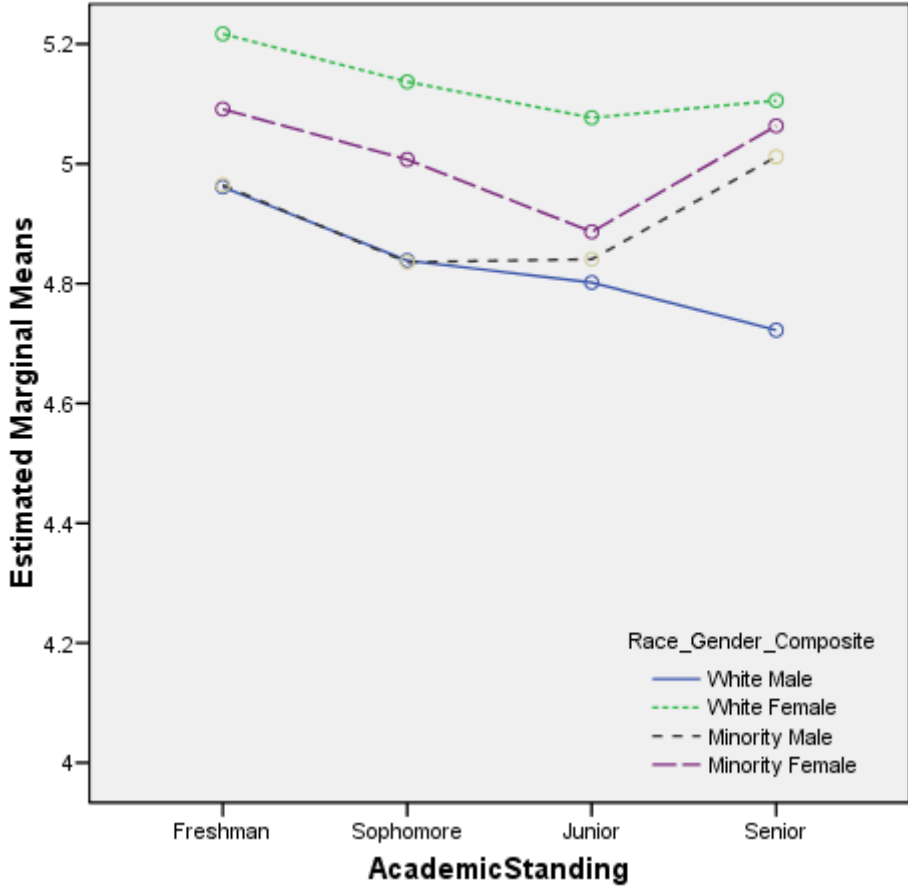
Members of the community [My coaches and teammates] are always respectful of persons from other racial/ethnic groups.

(Subgroup means displayed)

Q3-6h School



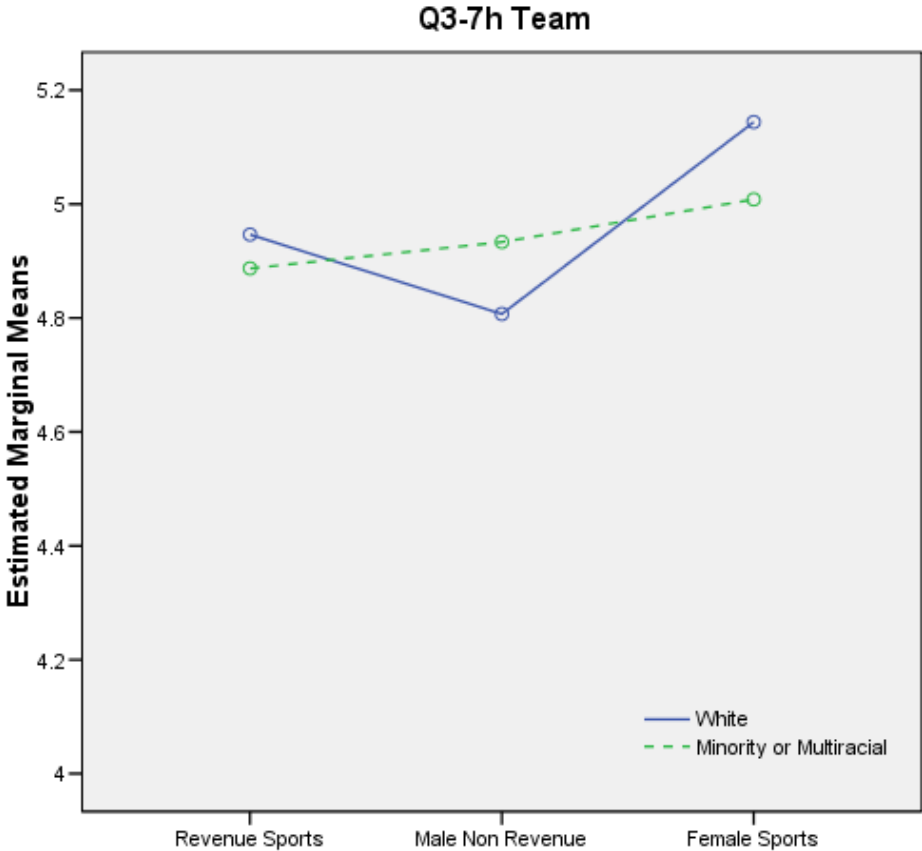
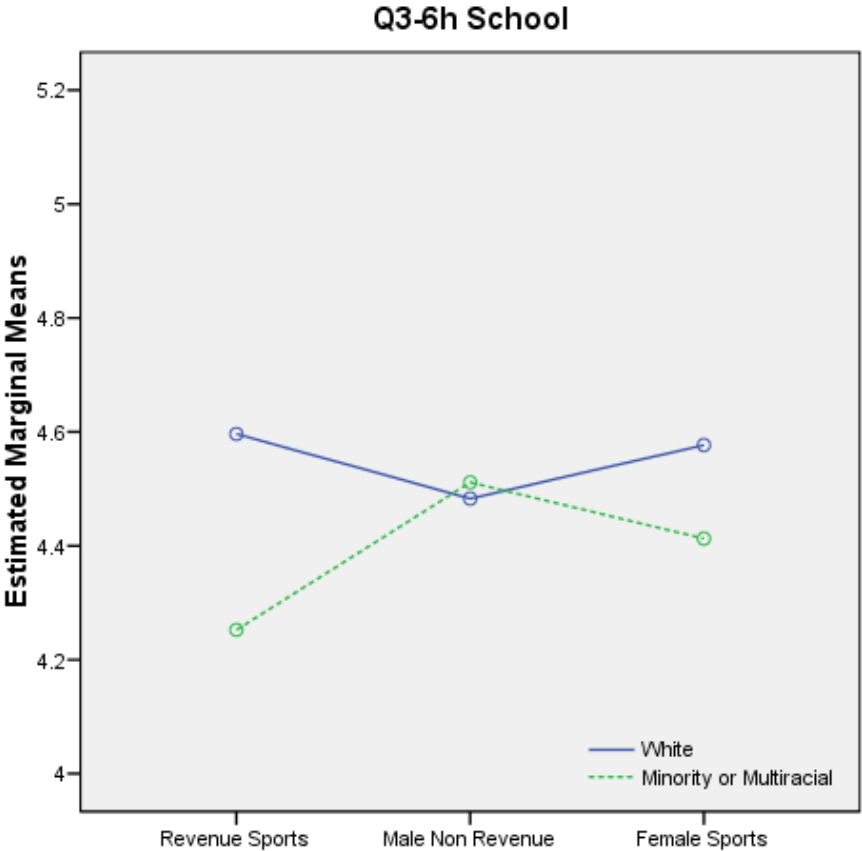
Q3-7h Team



Questions were answered on a 6-point scale: 6 = strongly agree, 1 = strongly disagree

Members of the community [My coaches and teammates] are always respectful of persons from other racial/ethnic groups.

(Subgroup means displayed)



Questions were answered on a 6-point scale: 6 = strongly agree, 1 = strongly disagree

Outcomes for Former Student-Athletes (SCORE)

Graduation and Beyond

SCORE Survey

- A cohort of over 28,000 former student-athletes who graduated from high school in 1994 were mailed surveys in 2005.
- Sampling base:
 - SAs known to have been Division I freshmen in Fall 1994.
 - Other recruits of Division I or II institutions (including academic nonqualifiers) who applied to the Initial Eligibility Clearinghouse (IEC) in 1994.
- The survey included questions about their
 - College sports experiences
 - College educational experiences
 - Current career and work experience
 - Health and well-being
 - Daily life experiences
- Received 8,500 responses (30% response rate). Division I data were weighted to produce optimal population estimates.

Summary of Initial Findings on Former Division I S-As from SCORE Study

- Accounting for the varied timelines and academic pathways of student-athletes, we can report a 10-year student-centered graduation rate of 88% for 1994 entering freshman student-athletes in Division I.
- Even after accounting for the freshman GPA of student-athletes, those who transfer have a lower probability of graduating and will take longer to earn a degree than student-athletes who do not transfer. This is especially pronounced for student-athletes with low first-year GPA (i.e. those below 2.5).
- 27% of former Division I student-athletes have received a post-BA degree (MA, MBA, PhD, MD, etc.) by age 30.
- These student-athletes are generally very positive about their academic-athletic experiences.
- The occupational successes of student-athletes appear to match or exceed those of a comparable cohort of college students.
- Former student-athletes (age=29) tend to carry healthy habits forward. For example, 57% report exercising vigorously on most days and only 3% smoke cigarettes daily.

Long-Term Educational Outcomes of NCAA Division I Student-Athletes Entering in 1994

Group	Dropout Rate	Transfer Rate	BA Degree Rate	Percent with Grad Degree
Total Sample	12.3	26.3	87.9	26.5
White Females	9.3	25.3	92.7	33.2
White Male Olympic	12.0	27.8	86.6	22.2
White Males in Basketball & Football	18.2	25.9	82.5	19.9
Black Females	14.3	27.4	83.1	30.6
Black Male Olympic	19.9	30.4	80.6	27.3
Black Males in Basketball & Football	13.7	25.2	81.8	17.9

Statistical Modeling of Long-Term Outcomes

- Data from SCORE in conjunction with available HS and college academic data have been used to model a number of personal outcomes. Among the findings (all models controlled for HS academic variables and various demographics):
 - What factors predict 10-year degree attainment (bachelor's / grad degrees)?
 - Perceived academic work ethic, identifying more as a student than as an athlete in college, professional / Olympic aspirations (graduate degree attainment only)
 - What factors predict current level of overall life satisfaction?
 - Perceived academic work ethic, degree attainment (additive benefit for BA, grad degrees)
 - What factors predict current job satisfaction?
 - Perceived academic work ethic, graduate degree attainment
 - What factors predict satisfaction with current standing of living?
 - Perceived academic work ethic, BA attainment
 - What factors predict current self-esteem (Jaime Clark, U. Denver)?
 - Controlled for academic success / degree attainment, demographics, physical and mental health, social support, etc.
 - Exercise level, collegiate academic satisfaction, NOT athletic achievement

GOALS / SCORE Project Team

- Todd Petr -- NCAA managing director of research
- Tom Paskus -- NCAA principal research scientist
- Ann Kearns -- NCAA associate director of research
- Brianna Scott -- NCAA associate director of research
- Nicole Bracken -- NCAA assistant director of research
- Gregg Summers -- NCAA assistant director of research
- Levida Edwards -- NCAA data specialist
- Maria DeJulio -- NCAA research contractor

GOALS/SCORE Academic Research Project Team

- Jack McArdle, University of Southern California
- James Jackson, University of Michigan
- John Nesselroade, University of Virginia
- Kevin Grimm, University of Virginia
- NCAA Data Analysis Research Network
- NCAA Research Committee
- NCAA research staff