The Xs and Os: Athletes, Assessment & Academic Success

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University of Maryland, College Park

NEAIR 2023
Monday, November 6
Agenda

1. The game plan
2. Moving beyond the scouting report: Example reports
3. Half-time adjustments: How data have supported decision-making
4. Overtime: What’s next?
Who we are:

~30K undergrads, 
~10K graduate students

Over 500 active student-athletes each semester

19 varsity teams in the NCAA Division I
The game plan
Historically, IR offices supported accountability for athletics.

Percent of IR offices that said they did the following:

<table>
<thead>
<tr>
<th>Communicating</th>
<th>D-II-FBS</th>
<th>D-I-FCS</th>
<th>D-I No Football</th>
<th>D-II</th>
<th>D-III</th>
<th>NAIA</th>
<th>NJCAA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate with athletics department at least once a year</td>
<td>51%</td>
<td>55%</td>
<td>54%</td>
<td>49%</td>
<td>51%</td>
<td>28%</td>
<td>39%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tracking</th>
<th>D-II-FBS</th>
<th>D-I-FCS</th>
<th>D-I No Football</th>
<th>D-II</th>
<th>D-III</th>
<th>NAIA</th>
<th>NJCAA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Track graduation rates for student-athletes</td>
<td>39%</td>
<td>47%</td>
<td>43%</td>
<td>82%</td>
<td>48%</td>
<td>34%</td>
<td>26%</td>
</tr>
<tr>
<td>Track grades/GPAs for student-athletes</td>
<td>24%</td>
<td>20%</td>
<td>11%</td>
<td>24%</td>
<td>35%</td>
<td>26%</td>
<td>13%</td>
</tr>
<tr>
<td>Track course loads for student athlete</td>
<td>8%</td>
<td>4%</td>
<td>3%</td>
<td>6%</td>
<td>3%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Track freshman eligibility</td>
<td>7%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Track continuing eligibility and academic progress</td>
<td>12%</td>
<td>10%</td>
<td>9%</td>
<td>11%</td>
<td>6%</td>
<td>8%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Submitting</th>
<th>D-II-FBS</th>
<th>D-I-FCS</th>
<th>D-I No Football</th>
<th>D-II</th>
<th>D-III</th>
<th>NAIA</th>
<th>NJCAA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit federal graduation rate to NCAA</td>
<td>61%</td>
<td>71%</td>
<td>69%</td>
<td>82%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit NCAA Graduation Success Rate/Academic Success Rate</td>
<td>62%</td>
<td>73%</td>
<td>74%</td>
<td>69%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit NCAA Academic Performance Program/Academic Tracking System</td>
<td>27%</td>
<td>31%</td>
<td>34%</td>
<td>43%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete or assist in Equity in Athletics Disclosure Act</td>
<td>12%</td>
<td>18%</td>
<td>9%</td>
<td>20%</td>
<td>30%</td>
<td>18%</td>
<td>24%</td>
</tr>
</tbody>
</table>

*Institutional Research and Athletics Reporting, Spring 2014. Results are from the 2010 AIR Athletics Reporting Requirements Survey.*
Moving beyond the scouting report: Example reports
So far, we have built 2 interactive dashboards.

<table>
<thead>
<tr>
<th>Student-Athlete Dashboard</th>
<th>Course Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answers the question:</strong></td>
<td>“Are there classes that student-athletes take together? Are there patterns in the class types and times student-athletes take?”</td>
</tr>
<tr>
<td>“What are the demographic characteristics of student-athletes and what is their academic performance in the aggregate?”</td>
<td></td>
</tr>
<tr>
<td><strong>Uses these data:</strong></td>
<td>“Are there classes that student-athletes take together? Are there patterns in the class types and times student-athletes take?”</td>
</tr>
<tr>
<td>● Demographics</td>
<td>● Course enrollment</td>
</tr>
<tr>
<td>● Admissions</td>
<td>● Course attributes (e.g., modality)</td>
</tr>
<tr>
<td>● Major</td>
<td></td>
</tr>
<tr>
<td>● GPA</td>
<td></td>
</tr>
<tr>
<td>● Course credits</td>
<td></td>
</tr>
<tr>
<td>● Retention/graduation</td>
<td></td>
</tr>
<tr>
<td>● Time to degree</td>
<td></td>
</tr>
</tbody>
</table>
Note: These data are fictional and do not reflect the actual data for student-athletes at UMD.
**STUDENT-ATHLETE DASHBOARD**

**SELECT STUDENTS:**
- Sport: All
- Admissions Type: All
- Enroll Type: All Undergraduates

**SELECT TERMS:**
- Enroll Type: All Undergraduates
- Select Terms: Fall 2021 to 2023 and Null values

**SELECT COLUMNS:**
- COL. 1: Gender
- COL. 2: First Generation Status
- COL. 3: Select...

**NOTES:**
Use columns to create a custom table. Includes students who were officially enrolled at the end of the semester.

Note: These data are fictional and do not reflect the actual data for student-athletes at UMD.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Students</th>
<th>Avg. cumulative GPA</th>
<th>Avg. semester GPA</th>
<th>Avg. credits earned</th>
<th>Avg. credits attempted</th>
<th>Students</th>
<th>Avg. cumulative GPA</th>
<th>Avg. semester GPA</th>
<th>Avg. credits earned</th>
<th>Avg. credits attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td>9</td>
<td>3.33</td>
<td>3.48</td>
<td>14.2</td>
<td>14.2</td>
<td>13</td>
<td>3.10</td>
<td>3.13</td>
<td>13.2</td>
<td>13.7</td>
</tr>
<tr>
<td></td>
<td>First generation</td>
<td></td>
<td>73</td>
<td>3.44</td>
<td>3.41</td>
<td>14.0</td>
<td>14.3</td>
<td>84</td>
<td>3.39</td>
<td>3.32</td>
<td>13.4</td>
<td>13.8</td>
</tr>
<tr>
<td></td>
<td>Not first generation</td>
<td></td>
<td>45</td>
<td>2.46</td>
<td>2.36</td>
<td>11.4</td>
<td>12.8</td>
<td>49</td>
<td>2.39</td>
<td>2.17</td>
<td>10.7</td>
<td>13.1</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td>93</td>
<td>3.04</td>
<td>2.92</td>
<td>13.1</td>
<td>13.5</td>
<td>98</td>
<td>2.98</td>
<td>2.87</td>
<td>13.2</td>
<td>13.7</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td>220</td>
<td>3.07</td>
<td>2.99</td>
<td>13.1</td>
<td>13.7</td>
<td>244</td>
<td>3.01</td>
<td>2.90</td>
<td>12.8</td>
<td>13.6</td>
</tr>
</tbody>
</table>
Note: These data are fictional and do not reflect the actual data for student-athletes at UMD.
This process is iterative.

Ask a question
Is there a decision that data can help answer or a hunch we have that data can help us better understand?

Create a prototype
IRPA conducts preliminary analysis or report design.

Get feedback
Share draft and gather feedback on content & usability.

Refine report
Incorporate feedback and continue enhancing analysis and report.
# The nuts and bolts

<table>
<thead>
<tr>
<th>Interactive</th>
<th>Restricted use</th>
<th>Timely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reports are hosted on UMD’s Tableau server.</td>
<td>Individuals are given access on a case-by-case basis. Every request is reviewed.</td>
<td>Reports are updated every semester or annually, depending on the data.</td>
</tr>
</tbody>
</table>
Half-time adjustments: How data have supported decision-making
What types of questions can we help answer using data?

- Recruitment trends per team
- Academic preparedness trends
- College and major selection trends
- Course enrollment patterns
This effort involves partners across campus.

Office of Institutional Research, Planning & Assessment

Athletics
- Academics
- Compliance
- Administration
- Leadership Team

Office of the Registrar
- Accurate rosters
- SA Coding
- Status (Active, etc)

Enrollment Management
- Accurate admissions status
- Trends in fall and spring admits
Here are three examples:

**Admissions Status**
Increase in summer, spring, and transfer SAs led to request for additional learning specialist position.

**Majors Clustering**
Increased enrollments in specific colleges (BSOS) led to request for additional advising resources (SOCY).

**Performance Indicators**
Assess and monitor student academic performance and progress for reporting of team awards (Institution, Conference, and NCAA).
Overtime: What’s next?
What’s next?

Continue refining existing reports to answer new questions (example: course modality).

Share data more widely, with coaches, sport supervisors, and college liaisons.
Post-game: Questions?
Thank you for joining us today!

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Abstract

Many IR offices help collect and report data related to student-athletes and athletic programs for accountability, compliance purposes and for athletics governing bodies. While these mandated reports serve important accountability functions, they offer less opportunity for internal assessment and improvement. This session explores how IR professionals can expand their institution’s use of student-athlete data beyond the mandated reporting requirements and into the realm of internal assessment for program improvement and student support.
### Learning outcomes

1. Participants will build a stronger understanding of the nuances and special considerations of working with data on student-athletes.

2. Participants will leave the session with a framework for building partnerships with other service offices to improve the quality of data collection and how those data are used. This framework does not just apply to intercollegiate athletics, but can be used for a variety of projects.

3. Participants will leave with ideas and examples of how IR offices can support data-informed decision-making about intercollegiate athletics; how to report on student-athlete data internally; and how data might be used.