The Xs and Os: Athletes, Assessment & Academic Success

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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**

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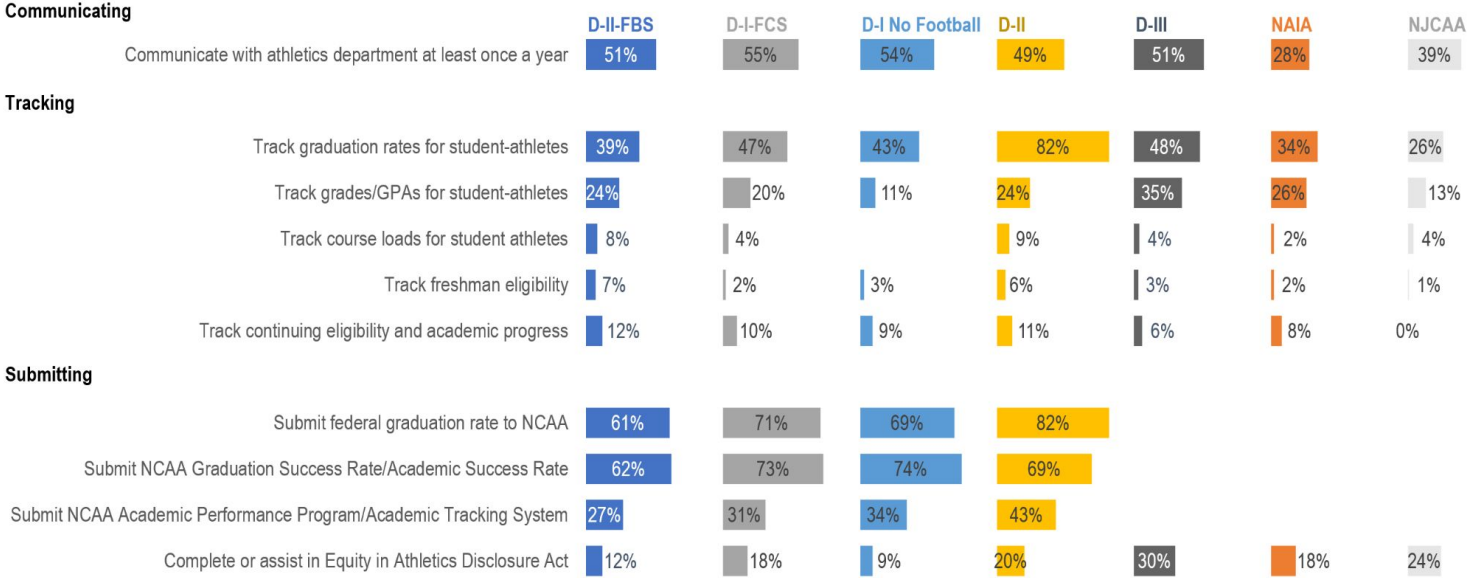
1

The game plan

Historically, IR offices supported accountability for athletics.

Percent of IR offices that said they did the following:



Institutional Research and Athletics Reporting, Spring 2014. Results are from the 2010 AIR Athletics Reporting Requirements Survey.

2

Moving beyond the scouting report: Example reports

So far, we have built 2 interactive dashboards.

	Student-Athlete Dashboard	Course Enrollments
Answers the question:	"What are the demographic characteristics of student-athletes and what is their academic performance in the aggregate?"	"Are there classes that student-athletes take together? Are there patterns in the class types and times student-athletes take?"
Uses these data:	• Demographics • Admissions • Major • GPA • Course credits • Retention/graduation • Time to degree	• Course enrollment • Course attributes (e.g., modality)

STUDENT-ATHLETE DASHBOARD

FROZEN

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

SELECT STUDENTS:

Sport
All

Enroll Type
All Students

SELECT TERM:

Fall 2022

NOTES:

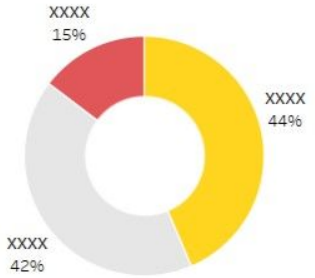
Click on any part of a graph to filter data for that group. To unfilter, click outside the graph.

Student-Athletes

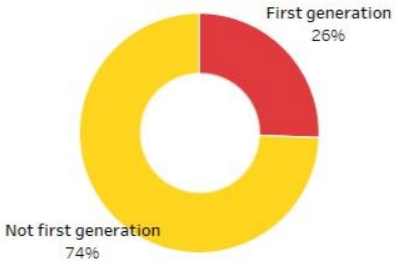
Term: Fall 2022

273

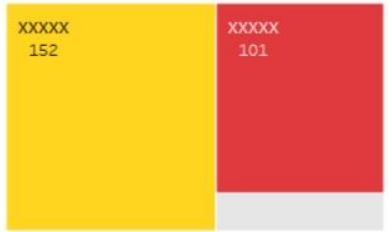
Admissions



First Generation Status

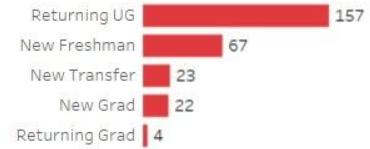


Geographic Origin



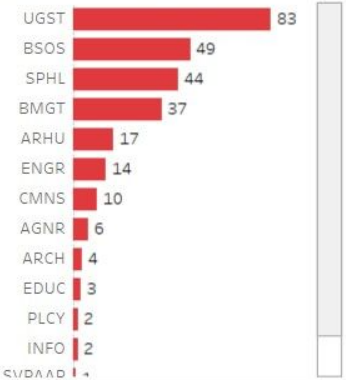
Federal Reporting Racial/Ethnic Groups

Enrollment Type

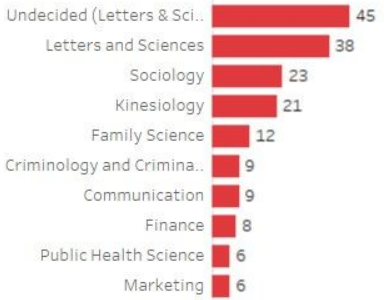


When multiple terms are selected, students may be counted more than once in Geopgrahic Origin, Enrollment Type, College of Primary Major, and Top 10 Primary Majors if their geographic origin, enrollment type, and majors changed over time.

College of Primary Major



Top 10 Primary Majors



STUDENT-ATHLETE DASHBOARD

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

FROZEN

SELECT STUDENTS:

Sport
All

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.

Sport: All
Admissions Type: All
Enroll Type: All Undergraduates

			Fall 2021					Fall 2022				
Column 1	Column 2	Column 3	Students	Avg. cumulative GPA	Avg. semester GPA	Avg. credits earned	Avg. credits attempted	Students	Avg. cumulative GPA	Avg. semester GPA	Avg. credits earned	Avg. credits attempted
Female	First generation	-	9	3.33	3.48	14.2	14.2	13	3.10	3.13	13.2	13.7
	Not first generation	-	73	3.44	3.41	14.0	14.3	84	3.39	3.32	13.4	13.8
Male	First generation	-	45	2.46	2.36	11.4	12.8	49	2.39	2.17	10.7	13.1
	Not first generation	-	93	3.04	2.92	13.1	13.5	98	2.98	2.87	13.2	13.7
Grand Total			220	3.07	2.99	13.1	13.7	244	3.01	2.90	12.8	13.6

STUDENT-ATHLETE COURSE ENROLLMENT

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

VIEW BY:

Team

Sport (for Team view only)
(All)

SELECT COURSES:

Course College
College of Behavioral and Social Sci..

Course Prefix
All

Course Level
All

Primary Course
All

General Education Course
All

Percent Student-Athletes
10.0% to 100.0%

SELECT TERMS:

Fall

2020 to 2022

Percent of Stude

Sport *(for Team view only)*: (All)
Course College: College of Behavioral and Social Sciences

Primary Course	Primary Section	Term	No. of Students
SOCY202	0101	Fall 2022	35
	0201	Fall 2020	19
SOCY203	0101	Fall 2020	25
		Fall 2021	22
		Fall 2022	38
SOCY224	0201	Fall 2022	47
SOCY227	0101	Fall 2022	18
	0201	Fall 2020	19
SOCY230	0101	Fall 2020	44
		Fall 2021	70
		Fall 2022	91
SOCY236	0101	Fall 2020	19
SOCY241	0101	Fall 2020	17
		Fall 2021	38
		Fall 2022	43
SOCY310	0101	Fall 2022	14

All Student-Athletes

Non Student-Athletes

This process is iterative.

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

IRPA conducts preliminary analysis or report design.

Share draft and gather feedback on content & usability.

Incorporate feedback and continue enhancing analysis and report.

The nuts and bolts

Interactive	Restricted use	Timely
Reports are hosted on UMD's Tableau server.	Individuals are given access on a case-by-case basis. Every request is reviewed.	Reports are updated every semester or annually, depending on the data.

3

Half-time adjustments: How data have supported decision-making

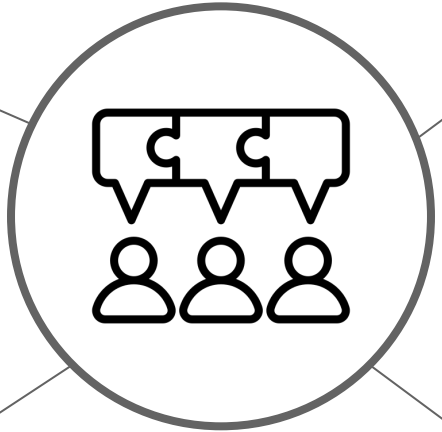
What types of questions can we help answer using data?

- 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

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



Athletics
- Academics
- Compliance
- Administration
- Leadership Team

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).

4

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.