



University System of Maryland Intercollegiate Athletics
Academic Summary Report
FY 2016

University System of Maryland Board of Regents
Committee on Education Policy and Student Life

**USM Office of Institutional Research
Office of the Chief Operating Officer and
Vice Chancellor for Administration and Finance
Office of the Senior Vice Chancellor for Academic Affairs
University System of Maryland**

ICA FY 2016 Academic Summary Report

Student-athletes are first and foremost students, and it is the expectation of the Board of Regents that their academic performance and progress will be comparable to that of non-athletes.

This report summarizes the student-athlete academic measures discussed by the Intercollegiate Athletics (ICA) Board of Regents' Workgroup during FY 2016 for the USM's Universities with Division I athletics. Due to small squad size and the potential to individually identify students, only summary information is presented publically. The following summary includes the aggregated synthesis for the measures required by the Policy (2.10) and comparisons about the preparedness of incoming student-athletes, their ongoing academic success, and their graduation rates. Finally, a summary of the current NCAA APR status is provided.

Summary of Academic Performance by Institution:

The University of Maryland, College Park has a student body that is in the upper echelon of all higher education institutions drawing some of the most academically talented students from across the country and across the world. For that reason, it is not surprising that the student-athletes, who also are among the best athletes in the country, fall short of matching the lofty academic achievement of their non-athlete peers. In general, the University of Maryland student-athletes' trend is for lesser academic preparedness than peer entering freshmen—about thirty percent of the entering student-athletes were admitted under special admit criteria. When looking at the academic performance (as judged by GPA and credit hour completion), student-athletes tended to have lower academic performance with lower cumulative GPA and fewer credit hours completed in the most recent fall semester. The student-athlete cumulative GPA average was below 3.0, and the fall credit hour completion was about one credit-hour less than their non-athlete peers. Finally, the graduation rates of athletes were 10-20% lower than the student body average. In summary, while the student-athletes' academics are generally below their peers, UMCP student-athletes would be academically similar to the general student body of other USM institutions.

For Coppin and University of Maryland Eastern Shore, the academic trends of the student-athletes as compared to the university are opposite of the trends at UMCP. The student-athletes had the same or, in many cases, better academic preparedness than their peer freshmen. Both SAT and high school GPA were higher than the student body. There were no special admits. This led to better academic performance as measured by mid-year fall credit hour completion and cumulative GPA. The student-athlete cumulative GPA average was above 3.0, and student-athletes completed, on average, nearly 2 credit hours more than their peers in the fall semester. Finally, the trend is for the same, if not

higher, graduation rates than the student body average. In summary, without student-athletes and their higher academic achievement, the entire student body averages would be lower.

Finally, Towson and UMBC student-athlete results are more academically similar to their peers. For the majority of the student-athletes, the trend was for comparable entering preparation as the student body—in some cases, the entering student-athletes were slightly below that of their peers. This preparation led to similar cumulative GPA averages and fall credit-hour completion as the student body. The graduation rates were slightly lower than the student body overall.

Summary of Academic Performance by Gender:

In general, women tend to have higher high school GPA and graduation rates than men. Across the athletic programs and individual sports, the women student-athletes tend to have better academic achievement as well. The one exception is men, both students and student-athletes, tend to enter with higher SAT scores than women.

Summary of Academic Performance across USM Institutions:

The student-athletes could be split nicely into three tiers: First, the regular admits at University of Maryland, College Park and regular admits at UMBC were very similar with 3.5-3.9 High School GPA and SAT scores in the 1100-1200 range. Second, the high school GPA of regular admit student-athletes at Towson range from 3.3 to 3.6, and their SAT scores range from 1050-1100. The third tier would be all regular admits at Coppin, regular admits at UMES, special admits at UMCP, special admits at UMBC, and special admits at Towson where the High School GPA range from 2.6 to 3.4 and SAT range from 800 to 1000.

Summary of Academic Performance across Sports:

Athletes across the institution and the System have similar characteristics by sports. In general, female sports do better with academic performance and athletes in women's sports have higher graduation rates than athletes in men's sports. The sports with highest academic preparedness and academic outcomes trends were Women's Lacrosse, Women's Soccer, Field Hockey, Women's Gymnastics, and Men's Golf. The sports that tend to have more special admits, lower preparedness, poorer mid-year academic progress, and the lowest graduation rates were Men's Basketball, Women's Basketball, and, Football. However, as will be noted in the next section, these sports still meet NCAA standards per academic eligibility and retention.

Summary of Meeting NCAA APR Expectations—Published Data

The ICA Workgroup expects the institutions to monitor and alert the Board of Regents should any academic or retention issues negatively impact the Academic Progress Rate (APR) of a particular sport. The APR is very important because the NCAA uses the 4-year APR average to determine sanctions for team sports. This expectation has been met, and the institutions keep the regents informed about positive progress towards meeting the NCAA minimum standard of a 930 four year average. Since the

ICA Workgroup has been consistently reviewing APR scores, the individual sports have been steadily increasing.

Most recently, the NCAA published the APR scores by sport based on the outcome of FY 2015. There are three sports at UMES that are under NCAA academic improvement plans for failing to meet the NCAA minimum standard—Women’s Tennis, Men’s Tennis, and Women’s Softball.

Across the USM Division I institutions, the official NCAA APR score fell in the following ranges:

- UMBC: 941 (Men’s Basketball) to 992 (Men’s Tennis)
- Coppin: 935 (Men’s Basketball) to 995 (Women’s Basketball)
- Towson: 965 (Women’s Basketball) to 1000 (Women’s Tennis, Women’s Cross Country, Women’s Lacrosse)
- UMCP: 946 (Baseball) to 991 (Women’s Track)
- UMES: 857 (Men’s Tennis) to 993 (Men’s Golf)

With the exceptions noted at UMES, all other USM sports met the minimum 930 NCAA APR standard and will be eligible for post-season competition when the teams finish the regular season in 2016-2017. The USM and its Board of Regents will continue to monitor academic progress and its impact on the NCAA APR scores in the interim and fully expect continued academic success for student-athletes.