



TOPIC: Report on Intercollegiate Athletics

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 19, 2017

SUMMARY: The BOR Policy on Intercollegiate Athletics (V-2.10) requires institutions to submit reports to inform the Board of the academic and financial status of the athletic programs. In addition to status updates being made to the Board's committees on finance and education policy and student life, the Board's Workgroup on Intercollegiate Athletics (ICA) exists to deeply explore the wide range of ICA issues.

Today, Regent Barry Gossett, chair of the ICA Workgroup, will deliver the ICA FY 2017 Academic Summary Report, which reviews the student-athlete academic measures discussed by the Workgroup during FY 2017 for USM's institutions with Division I athletics. The summary includes the aggregated synthesis for the measures required by the policy and includes comparisons about the preparedness of incoming student-athletes, their ongoing academic success, and their graduation rates. A summary of the current NCAA APR status is provided. Due to small squad size and the potential to individually identify students, only summary information is presented publically. The regents, however, are privy to detailed information when requested. Finally, representatives of the System's Division I institutions will collaborate to present a brief overview of student-athlete support systems at the universities.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only

DATE: September 19, 2017

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu

ICA FY 2017 Academic Summary Report

Board of Regents' Committee on Education Policy and Student Life

September 19, 2017

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 2017. Due to small squad size and the potential to individually identify students, only summary information is presented. The following summary includes the aggregated synthesis for the measures required by the Policy on Intercollegiate Athletics (V-2.10) and includes 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 peers. In general, the University of Maryland student-athletes' trend is for lesser academic preparedness than peer entering freshmen—about a one quarter 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. The student-athlete cumulative GPA average was below 3.0, and the fall credit hour completion was about one credit hour less than peers. Finally, the graduation rates were 10-40% lower than the student body average. In summary, while the student-athletes' academics are generally below their peers, UMCP student-athletes are academically similar to the general student body of other USM institutions.

For Coppin and the University of Maryland Eastern Shore, the academic trends of the student-athletes compared to their non-athlete peers were opposite of 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 credit hour completion and cumulative GPA. The student-athlete cumulative GPA average was approximately 3.0, and student-athletes' fall credit hours completed were one credit hour more than their peers at UMES and nearly four credit hours more at Coppin. Finally, the graduation rates were often higher than 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 non-athlete peers. For most of the student-athletes, the trend was for comparable entering preparation as the student body—in some cases, the entering student-athletes were slightly above that of their peers. This preparation led to slightly higher cumulative GPA averages and credit hour completion than the student body. However, student-athletes' most recent graduation rates were slightly lower than the student body overall.

Summary of Academic Preparation 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 trend for women student-athletes is to have better academic achievement as well. The one exception is men, both students and student-athletes, tend to have higher SAT scores.

Summary of Academic Preparation across USM Institutions:

The student-athletes could be split nicely into three tiers: First, the regular admits at the University of Maryland, College Park and regular admits at UMBC were very similar with 3.70 or higher high school GPA and SAT scores above 1200. The second tier were regular admit students at Towson and regular admit student-athletes at Towson, UMCP, and UMBC who had high school GPAs above 3.5 and SAT scores ranging from 1000-1199. 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 was above 2.50 and SAT scores ranged from 800 to 999.

Summary of Academic Performance across Sports:

Students' and student-athletes' academic success was also easily grouped into three tiers. The first tier, with graduation rates from 73%-89%, included UMCP men and women regular admits, UMCP women student-athletes, UMBC women regular admits, UMBC men student-athletes, Towson women, and Towson women student-athletes. The second tier, with graduation rates ranging from 52%-66%, included UMBC men, UMBC women student-athletes,

UMCP special admit women student-athletes, UMES men athletes, Towson regular admit men, and Towson men athletes. Finally, the lowest graduation rates fell below 50% for all students and athletes at Coppin, all students at UMES except for UMES men student-athletes, UMCP men student-athletes, all special admit men student-athletes at UMBC, UMCP, and Towson, and special admit women student-athletes at UMBC. 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. This expectation has been met, and the institutions keep the regents informed about positive progress towards meeting the NCAA minimum standards. Since the ICA Workgroup has instituted regular and ongoing review, the APR scores of individual sports have been steadily increasing, and the regents have been made aware of potential problems in advance of major issues developing.

Most recently, the NCAA published the APR scores by sport based on the outcome of FY 2016. There are two sports at UMES that are under NCAA academic improvement plans for failing to meet the NCAA minimum standard—men’s tennis (small squad size exemption) and men’s baseball.

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

- UMBC 946 (MBB) to 987 (Softball)
- Coppin 939 (Softball) to 995 (WBB)
- Towson 959 (WBB) to 1000 (MBB, Women’s Cross Country, Gymnastics, Women’s Tennis)
- UMCP 953 (Men’s Soccer) to 996 (Women’s Cross Country)
- UMES 842 (Men’s Tennis) to 990 (Men’s Golf)

All USM sports will be eligible for postseason competition when the teams finish the regular season in 2017-2018. The USM and its Board of Regents 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.