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# A Comparison Of Division I And Division Ii Student-Athletes' Backgrounds, Time Demands And Perceptions Of Academics And Athletics

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A COMPARISON OF DIVISION I AND DIVISION III  
STUDENT - ATHLETES' BACKGROUNDS, TIME DEMANDS  
AND PERCEPTIONS OF ACADEMICS AND ATHLETICS

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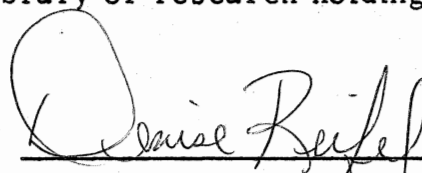
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A Comparison of Division I and Division III Student-Athletes'

Backgrounds, Time Demands and Perceptions of Academics and Athletics  
(TITLE)

BY

Denise Reifel

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Master of Science in Physical Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1993  
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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A Comparison of Division I and Division III  
Student-Athletes' Backgrounds, Time  
Demands and Perceptions of Academics and Athletics

by  
Denise Reifel

An abstract of a thesis  
submitted in partial fulfillment  
of the requirements for the degree of  
Master of Science in Physical Education  
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July 1993

### ABSTRACT

The purpose of this study was to determine the academic and athletic environments of Division I student-athletes compared to those of Division III student-athletes.

Eight Division III institutions from the College Conference of Illinois and Wisconsin (CCIW) and one Division I school, Eastern Illinois University, were involved in the study. The Division III schools were divided into two groups. At four of the CCIW schools, men's basketball and women's softball were studied while at the remaining four schools, women's basketball and men's baseball were studied. At the Division I institution, all four sports were studied. The subjects were male and female student-athletes of sophomore status. Each subject was given a questionnaire which studied three areas of the student-athlete's life: personal background, time demands and the student-athletes' perceptions of their academic and athletic situation.

The results of the questionnaire were tested for significant differences between the Division I and Division III groups. Statistically significant differences were found in a small number of areas at the .03 level. Division I subjects had access to a variety of academic support services as compared to nearly no access for Division III subjects. Also, 92.3% of the Division I subjects received athletic scholarships while the Division III subjects received none, paying for their college with student loans

and other types of financial aid. Significant differences were found at .001 between the two groups ACT scores. Division III had a mean score of 24.3 and Division I had a mean score of 20.2. Differences were also found in relation to time demands. While athletically related time demands were similar, the Division I subjects spent more time in season in these activities. However, the difference was not significant. Conversely, the Division III subjects spent more time in non-related activities both in and out of season. Finally, differences were found in four of the subjects' perceptions of their academic and athletic situations. These centered on the challenge of academic programs, the time needed to graduate and their expectations in relation to their athletic experience and academic assistance.

It was concluded that the differences between Division I and Division III student-athletes were minimal. More research is needed regarding the academic well-being of Division III student-athletes.

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## Table of Contents

Abstract . . . . .	i
Acknowledgements . . . . .	iii
Chapter 1 - Introduction . . . . .	1
Statement of Problem . . . . .	3
Research Questions . . . . .	3
Assumptions . . . . .	3
Delimitations . . . . .	4
Limitations . . . . .	4
Definition of Terms . . . . .	5
Chapter 2 - Review of Literature . . . . .	6
Chapter 3 - Methodology . . . . .	28
Pilot Study . . . . .	28
Sample and Population . . . . .	28
Instrument . . . . .	30
Chapter 4 - Results and Discussion . . . . .	32
Chapter 5 - Summary, Conclusions & Recommendations . . . . .	49
Summary . . . . .	49
Conclusions . . . . .	49
Recommendations . . . . .	51
Appendix A . . . . .	53
Appendix B . . . . .	55
References . . . . .	59

## Tables

Table 1 - "Academic Majors Cited Most" . . . . .	35
Table 2 - "Types of Academic Assistance Programs . . .	35
Table 3 - "Financial Aid Received By Student-Athletes .	36
Table 4 - "Student-Athletes' ACT and GPA Scores . . . .	36
Table 5 - "Time Demands Experienced By Student-Athletes	40
Table 6 - "Hours Spent Studying By Student-Athletes . .	40
Table 7 - "Students' Perceptions of Their Academic and Athletic Situations" . . . . .	44



## Chapter 1

### INTRODUCTION

In recent years, the relationship between academics and intercollegiate athletics has been heavily criticized. In fact, the NCAA has developed a fund to award \$25,000/year grants to Division I programs to assist in the development of academic assistance programs for student-athletes. In addition, the NCAA has implemented graduation rate disclosure requirements. The NCAA continues the pursuit to find ideal academic requirements for student-athletes covering both admission requirements and the integrity of their college academic careers. The subject has been discussed with regards to Division I athletic programs. Discouraging statistics and anecdotes have kept the topic in the forefront.

Great emphasis has been placed on time commitments, faculty/student relations and the academic life which Division I student-athletes experience. However, a movement towards a study of Division II and III programs may soon occur. In a recent issue of the NCAA News, Jim Jordan, Director of Athletics at Delta State University, pointed out the oversight of smaller programs. Jordan asked,

"How does one decide that the student-athletes who attends a Division I institution are the only athletes who have academic and financial needs? I hope the NCAA does not believe that all Division II and III student-athletes are excellent students and are capable of paying their total education costs" (10-5-92).

Jordan's statement raises interesting questions. What if Division III student-athletes do need more academic help than their non-athlete counterparts? If they must follow many of the same rules as Division I athletes, why should they not get some of the same benefits?

This study was conducted to determine the role of the student-athlete in a Division III program with regards to the relationship between athletic participation and academic situations. An examination of the influences and traits of the Division III student-athlete as compared to a Division I student-athlete will be done in an attempt to determine the similarities or differences between the two groups. The information will show one of two things. First, the data may explain the rationale for focusing attention on the academic lives of Division I student-athletes while ignoring Division III. Secondly, the research may demonstrate that the situation of student-athletes at both Divisions is similar enough to increase academic support services to Division III programs.

### Statement of the Problem

The study focused on sophomore student-athletes in the sports of baseball, softball and men's and women's basketball. With the data collected from the student-athletes, an analysis of the findings was made to determine if there were any distinguishing differences between Division I student-athletes and Division III student-athletes that would require more attention to be given to the Division I student-athletes academic progress.

### Research Questions

Question #1: Do the backgrounds of Division I and III student-athletes differ significantly?

Question #2: Do Division I student-athletes experience greater time demands than Division III student-athletes?

Question #3: Do Division I and III differ significantly in their perceptions of their academic and athletic situations?

### Assumptions

1. The questionnaire designed for this study is a valid and reliable means for obtaining information on intercollegiate student-athletes' backgrounds, time demands and perceptions regarding their academic and athletic situations.
2. The Division I student-athletes were representative of the normal Division I student-athlete population.

3. The Division III student-athletes were representative of the typical Division III student-athlete.

#### Delimitations

1. The study was limited to sophomore student-athletes in the sports of men's and women's basketball, men's baseball and women's softball.

2. The schools were limited to one Division I institution and eight Division III schools of the same conference.

3. The data gathered was limited to background information, time demands faced by the student-athletes and the student-athletes' perceptions of their academic and athletic situations.

#### Limitations

1. No Division III men's basketball data was returned despite numerous follow-up attempts.

2. There was a lack of demographic difference among the subjects in the study. The subjects were all student-athletes at institutions in either Illinois or Wisconsin.

### Definition of Terms

The following terms are used throughout the study in accordance with the definitions that are presented below:

Division I Program - an intercollegiate sports program that is allowed to give the maximum number of scholarships allowed by NCAA guidelines.

Division III Program - an intercollegiate sports program that offers fewer sports than a Division I program, has a smaller budget and cannot offer athletic scholarships.

Graduation Rates - calculated figures reporting the number of student-athletes who have graduated from four year institutions in comparison to the student body.

Student-Athlete - full-time, college students who are members of a varsity intercollegiate sports team.

Faculty Athletic Representative (FAR) - a faculty member who serves as a liaison to the NCAA and works with student-athletes academic situations.

Territoriality - a situation where administrator's wish to protect their athletic programs, their "territory" from outside sources.

Role Conflict - the pressure that student-athletes may feel trying to balance their life as a college student with their life as a college athlete.

Non-Qualifier - an intercollegiate student-athlete who is not immediately eligible to play as a freshman due to academic reasons.

Proposition 48 - the NCAA rule that requires Division I and II student-athletes to meet specified ACT and GPA guidelines in core curriculum to be eligible for participation as a college freshman.

Knight Commission - the NCAA group assigned to study the growing problems in intercollegiate sports, primarily those concerning academics.

Academic Clustering - a situation where a disproportionate number of student-athletes are enrolled in the same course of study in comparison to the student-body.

## Chapter 2

## REVIEW OF RELATED LITERATURE

The world of intercollegiate sports has been put under microscopic inspection in recent years. The National Collegiate Athletic Association (NCAA) is no longer solely interested in rules infractions and development. Concern about the academic atmosphere that intercollegiate student-athletes work within has prompted NCAA action in this area.

Primarily, research has been focused on the Division I level. Requirements concerning graduation rates, faculty relations with athletics, the role of university Presidents, student life and the idiosyncracies of college athletic programs suggest that the issue of student-athletes and their roles as college students is more than a mere trendy problem.

The idea that academics and athletics have a problem co-existing is true. The lack of research on the problem is alarming. Often, the research fails to adequately address the problem and its relationship to all levels of competition. To understand the athletic participation-academic achievement relationship which is the focus of the study, one must look at the whole, limited picture of related research. The research covered the areas of academic administration, territoriality, academic integrity,



academic progress reporting, public perceptions of athletes, and academic reform and how each contributes to the relationship.

#### Academic Administrators Role in Athletics

Academic administrators primary concern should be an institution's students' academic success. The concern includes student-athletes academic careers. Many worry that nothing is being done to assist student-athletes in their pursuit of a quality education. This notion is only partially true. The literature suggested that there have been steps taken to involve higher education administrators and faculty in the student-athlete's academic life. However, the steps were not taken at all levels of competition. It had been assumed that, unlike Division I student-athletes, Division III student-athletes had no exceptional needs for academic assistance. However, the evidence revealed the areas in which steps need to be taken to assist student-athletes at all levels of competition.

Thelin and Wiseman (1989) expounded upon the role of athletics in higher education as related to the educational missions of institutions. Their reports discussed the role of the university President with regards to intercollegiate athletics and academics. Presidents promote athletics as assets to the school because they "attract attention and generate interest," thus adding to the university as a whole. Presidents claimed that academics and athletics need

not detract from one another and pointed to schools such as Duke and Notre Dame as examples. However, critics claimed that "big-time" athletics and higher education were incompatible. It was and continues to be a widely held belief that unless Presidents take control of the situation and determine how athletic programs can support educational goals, the real mission of higher education will remain distorted.

Thelin and Wiseman also addressed the role of the faculty in intercollegiate athletics. Basically, the faculties role is incorporated into the Faculty Athletic Representative (FAR) position. Thelin and Wiseman took a closer look at the FAR position as a factor in the integrity of the student-athlete's academic career. One unnamed athletic director stated that "Faculty oversight has long since ceased to be effective in most situations (in monitoring the academic status of student-athletes)."

Actually, quite often the FAR is not a bona fide faculty member. In many institutions, FAR's have been athletic directors or coaches who also taught classes. The opinion of the faculty was that the FAR was not very representative of the faculty. However, the NCAA mandated that all FAR's so designated after January 12, 1989, "shall . . . not hold an administrative or coaching position in the athletics department." The FAR position, appointed by the President, was being seen as a representative of athletics

as opposed to academics. The mandate was developed to try and solve this problem. Unfortunately, this ruling was the most detrimental to the schools who had the least at stake. The Division III programs, with smaller enrollments, had to restructure their programs because the faculty members interested in the athletic department who served as the FAR were also coaching or assisting with one of the sports. Therefore, the influence of a Division III FAR is still virtually unknown due to a lack of research. Thelin and Wiseman made their point that while the FAR would be an ideal person to help control the academic life of student-athletes, reality suggests that FAR's have little power with regards to athletics.

Cooper (1992) also addressed the role that faculty are taking with regards to student-athletes' academic progress. His research outlined the responsibilities of the FAR to be:

1. responsibility for relationships with the NCAA and the conference of with the institution is a member (if any)
2. intrainstitutional relationships among the faculty, administration and department of athletics
3. a concern for the academic and athletic performance and well-being of the institution's student-athletes

Most of the FAR's duties involve the paperwork for tracking an athlete's academic progress as directed by the NCAA and other governmental agencies. Ultimately, the FAR's responsibilities are objective tasks that attempt to provide some degree of regulation to the academic world of student-

athletes.

Increasingly, FAR's and faculty have been criticized for shirking their duty to athletics and student-athletes. Gerdy (1992) encouraged faculty to take some responsibility for helping the state of intercollegiate athletics and academics. The author stated that faculty need to accept athletics as a positive factor in institutions to help with student-athletes' unique academic problems.

Recent progress has been made with the NCAA's development of the Faculty Athletic Representative Association (FARA). This group recently drafted a paper outlining the role of a FAR. Working with the American Association of University Professors (AAUP), FARA made recommendations on admissions, progress toward graduation and the integrity of course work. Other issues were also prioritized for faculties in the reformation of student-athletes' academic lives. These suggestions included developing student-athlete support programs, integrating student-athletes into the student body, determining the importance of winning and developing academic profiles of student-athletes. These areas could be instrumental in determining the special needs of student-athletes at all levels of competition.

#### Territoriality in Athletic Programs

Any attempts to reform Division III student-athlete's academic problems will likely face the same obstacles found

with Division I programs. Research has suggested that the determination of the avenue of academic reform has been hindered by the institutions themselves. Researchers have found that academic reform is necessary at the Division I level. Further research may point to the necessity for the same action at all levels of competition.

Figler (1988) discussed the territorial aspect present in institutions with regards to their student-athletes. Figler explained "territory" to include knowledge and the data that serve as the foundation to knowledge. Specifically, Figler reported that athletic administrators lend a "no trespassing" aura to their departments because they feel that "outsiders" are only after information to discredit them. Therefore, the tendency was to be secretive with regards to the academic careers of their student-athletes.

Figler, in an attempt to determine who controls the academic data on student-athletes, sent his survey to each of the 19 campuses of the California State University system. Fourteen schools responded to the survey. Of the 14 schools' academic senates, none monitored the academic performance of student-athletes. Six of the campuses reported that this job was the responsibility of the FAR while two schools stated that this was the athletic advisor's job. At the institutions where the FAR or advisor monitored the student-athletes, neither group informed the

academic senate of its findings. Therefore, in most cases, the role of the academic senate was to react to problems rather than forestall them.

Figler explained that the Family Rights and Privacy Act of 1974, which is intended to protect students' privacy, can be a factor in gathering data. The act states that access to records may be granted if research is for "legitimate educationally related objectives." However, in many cases the athletic departments are refusing to provide any information that can potentially be embarrassing to them while they continue to trumpet positive information.

#### Academic Integrity as Related to Student-Athletes

All studies of the relationship between academic and athletics have their basis in the area of academic integrity. Sports can be an avenue for an athlete to get an education, but what kind of education is provided? This question is relevant to all studies done on academics and athletics whether the study focuses on the Division I or the Division III level.

Knapp and Raney (1988) researched the efforts of gaining access to student-athletes' academic information. The authors' motivation for the paper was the trend of the desensitization to the "flight from academia" inherent in current athletic programs. In reviewing athlete's transcripts at the University of Nevada, Las Vegas, the authors found reality discouraging. The transcripts were



littered with withdrawals, failing, D's and F's. Many student-athletes would have been ineligible for participation without the physical education credits. In fact, without the physical education credits, the athlete's Grade Point Averages (GPA's) were significantly lower:

Football - 1.53  
Basketball - 1.8  
Baseball - 2.02

The authors applied a deviation scoring method when studying the transcripts. That is, for each grade assigned by a department, a difference score was calculated by subtracting the grade from the student's GPA. For example, a student with a 3.2 GPA and a 2.0 in a math class would have a deviation score of -1.2 for the math department. That is, the department assigned the student a grade lower than his or her GPA and vice versa with positive scores. It was determined that grades earned by student-athletes in the physical education department in both performance and theory courses were 1.0 grade point higher than their overall GPA. With 21 percent of the athletes enrolled in mostly physical education classes, the question of academic integrity was raised by the authors.

Case, Greer and Brown (1988) studied the area of academic integrity concerning "academic clustering". The researchers defined academic clustering as "the grouping or clustering of a disproportionate percentage of athletes into selected majors when compared to the overall university

percentage in the same major." Although all of the authors had experience in coaching and participating at the college level, none had been aware that clustering existed.

However, when one of the authors went to an interview for an academic position in a newly created departmental major at a major research university, he got a first-hand glimpse of this phenomenon. Rather than meeting other faculty at the interview, he was introduced to the athletic director and coaches and taken on a tour of the athletic facilities.

When he was informed that if hired he would be teaching in a major that was established to house selected athletes, he was appalled. Interestingly, it had been the university President who had insisted on developing the major to combat the poor graduation rates that he felt contributed to the exploitation of certain athletes.

Case, et al. (1988) set about researching this area even further. In their review of literature they found that the Purdy study (1982) had discovered that 17.5 percent of the athletes at major western universities were in professional studies compared to 6.3 percent of the general students. The Raney study (1986) showed that over a three year period at a western university, over one third of the athletes' credits were accounted for by one department. The authors' study, conducted over the 1985-86 basketball season, researched the men's and women's basketball programs for clustering at 106 universities. By studying the teams

media guides, they found evidence of clustering in 71 percent of the men's teams and 51 percent of the women's teams. Clustering was defined as occurring when 25 percent of the players on a team were in the same academic major.

The authors concluded a number of things. First, that clustering was more prevalent with black athletes. Furthermore, they decided that there was probably a high correlation between clustering and the emphasis that an institution places on winning or the amount of money involved in the program. The clustering factor was even more prevalent at highly regarded "elite" academic institutions. The z scores at elite programs were 8.82 compared to 6.9 at "big time" programs. (Big time is defined as those who finished in the top 20 ratings at least once during the past 3 years.) The authors attributed this trend to "academic dumping" due to academic isolation at elite institutions.

Case, et al. (1988) presented the time demand factor as probably the most common reason for clustering. It is reasoned that with greater time commitments, the athletes cannot remain eligible in a typical academic program. The authors suggested that in order for the reformation of academics to occur, the advisement of athletes needs to be taken out of the control of the athletic department. One athletic advisor described to the authors the avoidance system used by athletic advisors in order to keep athletes

eligible. The advisor stated that he was informed that his job was dependent upon keeping athletes eligible.

Therefore, advisors cannot worry so much about how they keep athletes eligible, just that they are kept eligible.

#### Reporting Student-Athletes' Academic Progress

Academic progress should be the goal of all college students. However, tracking and insuring student-athlete's academic progress can be complicated. Researchers need accurate information to assist with academic reformation. However, the available information can often be misleading. If Division III student-athletes are found to be similar to Division I student-athletes, academic reformation of those programs will likely be as complicated.

In order to develop a somewhat clearer picture on the state of academics in relation to intercollegiate athletics, one must look at the type of information available to researchers. Mallette (1992) addressed the methodological issues involved in evaluating academics in intercollegiate athletics. He raised a relevant point when he asked, "Are institutions selling a bill of goods to recruits, utilizing them for four years of competition, then discarding them on the streets without an education or marketable skills?" What are the schools doing to insure a quality education for their student-athletes? This question is applicable at all levels of competition.

Since 1986, the NCAA has required Division I programs

to report their graduation rates in part due to the Students Right-to-Know and Campus Security Act. For the first time, the study of student-athletes' academic performance was on a national scale. This Act gave prospects a better view of an institutions academic policies with regards to athletics. Recruits could ask what their chances were of graduating within one year of the non-athlete who entered the institution the same year that he or she entered. However, as Mallette stated, more is involved than objective statistics. First, the researcher needed to define what constituted a student-athlete. Five groups of student-athletes were distinguished:

1. Squad Lists - officially certified as eligible to represent an institution in competition; those eligible; not necessarily those who will participate
2. Participation Lists - only team members who play, those who practice but never play, are red-shirted or injured, are omitted
3. Recruits - walk-ons omitted
4. Grant-in-Aid Recipients - population dependent on the amount of scholarship support provided; aid is defined as the award of financial aid awarded based on athletic abilities
5. Letter Winners - a mixture of recruited, walked-on, scholarship and non-scholarship athletes who have performed in such a manner to achieve a varsity letter

All of the student-athletes must be full-time students.

Graduation rates can be reported in one of two forms, "true" or "adjusted." "True" rates figure the rate by taking the number of students who graduated in a given time

and calculate it as a percentage of the students who entered at the start of that time period. However, an "adjusted" rate excluded certain students such as transfers, thus inflating the graduation rates. The fact that data can be presented in a variety of ways demonstrated that the public and students need to know how to interpret the graduation rates in order to reach an understanding of the state of the relationship between athletic participation and academic achievement.

Smith (1992) discussed the uniqueness of academic reporting in small colleges. While all levels of competition must keep records on their student-athletes, Divisions II, III and NAIA programs deal with much smaller populations. Many schools use a rather archaic manner of compiling data. The process involves the athletic director submitting a list of student-athletes' names to the admissions or registrar's office to determine academic eligibility. The entire process is done by hand. Next, either the AD or the FAR verifies the information and at the end of the year the data are compiled. With the number of offices and people involved, keeping consistent, reliable information on the student-athletes was very difficult and often futile, especially from year to year. The problem with tracking the academic progress of student-athletes in Division II and III programs may be the inconsistency of data which could be potentially harmful to the student-



athletes.

Smith examined the tracking problems small schools face at Coastal Carolina College of the University of South Carolina System. The system that maintained student files was outdated and could not identify student-athletes. While the school realized that academic progress reports of their students needed to be maintained, the process needed to be redone. Coastal had moved from NAIA status to Division II status and had recently become a Division I program. The outdated system prevalent in many small schools was causing problems. As a Division I program, Coastal lacked the required data to meet their new requirements. Therefore, a "student tracking, assessment and retention data base (STAR)" was developed to support the academic tracking of student-athletes.

The purpose of STAR was to (1) track and access student progress, (2) aid in student retention, (3) assist in the overall evaluation of institutional effectiveness, (4) accommodate input and requests for information from academic departments, athletics, student services and administrative offices and (5) minimize duplication in data entry and storage. Combined with the NCAA's Compliance Assistant software, the program was designed to accurately trace student-athletes' academic progress. Coastal College's problems with keeping track of their student-athletes illustrated the lack of monitoring of the relationship

between athletic participation and academic progress at smaller Division II and III institutions.

### Public Perception of Athlete's Academic Lives

The issue of compiling and reporting graduation rates involves not only Division I institutions but also Division III programs. Without the assurance that the graduation rates are reliable and the student-athletes have gained a meaningful education, both levels of competitors will suffer. Generally, the public is outraged at academic improprieties in college sports. Properly informed, the public could possibly exert some influence with regards to the NCAA and intercollegiate athletics. However, armed with untruths, the general population remains in the dark about problems on all levels of intercollegiate athletics.

Lederman (1992) addressed the medium from which the public generally receives information on the academic progress of student-athletes, the media. The public tends to look no deeper than the statistics that the media provides them. Unfortunately, the story behind graduation rates and academic progress is often clouded by the institutions. The media and the public are kept guessing about reality. The disclosure of graduation rates has been touted as a means to reform athletic programs. Yet, Lederman was concerned that the emphasis would cause more athletes to be pushed through the system without gaining a meaningful education. One consideration that the NCAA

neglects is the extent to which athletes receive special admissions consideration. A survey conducted by the Chronicle of Higher Education found that most Division I-A institutions do not give athletes and other students equal consideration as recommended by The Knight Commission on Intercollegiate Athletics. Lederman discussed the lack of clear, quality information available to the public and suggested that until precise questions are truthfully answered; "outsiders" will remain in the dark and academic reform will remain stagnant.

#### Suggestions to Assist Academic Reform

Academic reform will involve a variety of actions. Throughout the literature, various researchers have offered suggestions for action. Ultimately, these actions will be applicable to every level of competition.

Watts (1983) criticized the NCAA legislation that has attempted to rectify the situation of student-athletes' poor academic standards. Writing in the 1983 context of Proposition 48, Watts stated her complaints about a system that does not take into account the multiple facets of the student-athlete. She stated that Prop 48 is a "labeler"; once a person is labeled a "non-qualifier," he or she is stuck with that label throughout his or her academic career. Watts found fault with the fact that as Prop 48 does not apply to junior colleges or Divisions II or III, these non-qualifiers may flock to those levels.

This prompted Watts to ask some relevant questions; "Why isn't Prop 48 applicable to Divisions II and III?", "Does the NCAA not care about the marginal student in these schools?" and "Is the NCAA implying that Division II and III schools are academically weaker or stronger than Division I schools?" Is the relationship between Division I and Division III student-athletes such that academic reform is necessary at both levels? This question needs strong consideration.

Watts expounded on one possible way to amend Prop 48 and assist in academic reform - automatic freshman ineligibility. The National Commission on Excellence in Education (1983) stated that even more high school graduating seniors were prepared for neither work nor college. The report also said that not even the bright students are well prepared for the educational and social adjustments of college due to the "rising tide of mediocrity" prevalent in the United States education system. The social and academic demands on any college freshman are incredible, even more so for the student-athlete who faces increased time demands and media attention. Watt's suggestion seemed reasonable since it would apply to all Divisions and there would be no advantage or disadvantage between schools. That is, a freshman could not play one year at the junior college, Division II or III level and then transfer to a Division I program with one year of

experience. The rule would further provide student-athletes the opportunity to become involved in non-athletically related student activities, helping bridge the gap between athletes and non-athletes.

Yet resistance was felt from those who question the implications. Of concern was the possible loss of athletic skills during the freshman year. However, with the rule extending to every Division, there would be no advantage or disadvantage for anyone. No one would stop the athlete from practicing or playing on his own time. One other objection was that with freshmen ineligible, the number of scholarships would have to be increased to fill rosters. However, once again, with the rule applying to all divisions, the scholarship limit could remain the same and there would be no competitive advantage. As Watts pointed out, with the institution of freshmen ineligibility, freshmen would have a year to adjust academically. Therefore, there would be a good chance that as the student-athletes moved through the system, more upperclassmen would remain eligible to compete.

#### The General Relationship Between Academics and Athletics

The relationship between academics and athletics is present wherever sports are found in an academic setting. The setting can be in the form of junior high, high school or college. Therefore, examining the relationship at any level would be relevant to all levels of competition.

McTeer (1988) was interested in the athletic participation-academic achievement association in Canada. His review of research on United States institutions had yielded both positive and negative associations between sports participation and academic attainment. However, McTeer found that in Canada athletes do as well academically as non-athletes. McTeer pointed out that in Canada little attention is given to sports; coaches are not required to win to keep their jobs and most coaches are on tenure. There seemed to be a correlation between academic success and the state of athletic programs.

A desire to further explain the academic performance of student-athletes led McTeer to study two Canadian Universities. University A was a small (4,000 undergraduate students), liberal arts college and University B was a larger (15,000 undergraduate students) school that emphasized the study of natural and engineering sciences. In both schools athletics were secondary. McTeer studied the areas of "role conflict", time commitment and graduation rates. He found that as far as how much athletes were involved in non-athletic activities, the percentages were actually higher than non-athletes at both universities. At University A, 71.4 percent of the athletes were involved in student-activities compared to 68.6 percent of the non-athletes. At University B the numbers were 52.8 percent compared to 51.2 percent for non-athletes. For athletes,

time commitments were much higher. At University A, athletes had a 19.3 hour time commitment to activities when their sports were included compared to 4.7 hours for non-athletes. At University B, the hours spent were 21.2 for athletes and 4 hours for non-athletes. Interestingly, McTeer found that while athletics were secondary, athletes were more likely to plan on not graduating on time. At University A, 77.1 percent of the athletes planned on graduating late compared to 65.7 percent of the non-athletes. At University B, 65.9 percent of the athletes planned on graduating late while only 55.7 percent of the athletes had planned on late graduation. The reasons for late graduation follow in percentage figures:

	Program Change	Academic Demands	Academic/Extra Curricular Conflicts	Other	Longer Athletic Careers
Univ. A					
Athletes	14.3	22.9	22.9	5.7	34.3
Non-Ath.	37.5	0	12.5	37.5	-
Univ. B					
Athletes	25.5	17	19.2	14.9	14.9
Non-Ath.	7.1	50	7.1	7.1	-

It appeared that while the reasons for graduation time differ, academics and athletics were able to co-exist in a positive manner in Canada.

Statistics show that many believe that athletics are out of control. A survey of 1255 people conducted by The Chronicle of Higher Education, found the following beliefs

about the relationship between athletics and academic performance:

	At Big Time Programs the Academic Mission is Not Given Priority Over Athletics	Athletes Should Graduate at the Same Rate as Non-athletes	Prop 48 is a Good Rule
Presidents	70%	96%	91%
Trustees	76	91	88
Athletic Directors	53	93	83
Senior Women's Sports Administrators	68	92	84
Coaches	43	82	54
Conference Commissioners	64	88	85
FAR's 75	96	93	
Faculty Members	87	92	87
Alumni Leaders	70	86	90
Booster Leaders	48	92	92
Student Sports Editors	78	74	66
Athletes	60	65	77
Members of Congress	86	84	84
State Legislators	76	91	81
Public	75	93	--

Over 85 percent of college Presidents and top administrators believed that the drive for money and victories were interfering with the educational mission of colleges. In a U.S. News and World Report polling 2,302 people, 71 percent believed that athletes were in less academically demanding curricula and 95 percent of academic personnel stated that recruited athletes should have to meet the same admission guidelines as other students. Eighty percent of the respondents belonged to the NCAA while 20 percent competed in Division I.

Small amounts of research have been done on the relationship between academics and athletics. The literature reflected the areas that are associated with this topic. The areas of academic administration, territoriality, academic integrity, academic progress



reporting, public perceptions of athletes, and academic reform all strengthen ones perception of the subject. These areas are related to every situation where academics and athletics must co-exist. Therefore, each area must be examined before an accurate judgment on the state of the relationship between academics and athletics can be made on any level of competition.

## Chapter 3

### METHODOLOGY

The purpose of this study was to determine if there were any significant differences between Division I and Division III student-athletes with regards to backgrounds, time demands and perceptions regarding their academic and athletic situations. This chapter includes a description of the subjects and the testing procedures.

#### Pilot Study

A pilot study was conducted in early March of 1993 to determine the feasibility of undertaking this type of study and to assess the clarity of the questionnaire. The questionnaire, made up of segments from the NCAA exit interview questions, was determined to be valid at face value. The reliability was tested by giving the questionnaire to ten student-athletes who were not involved in the study. The pilot study population involved five Division I and five Division III student-athletes. As none of the ten subjects encountered any difficulty in understanding or completing the questionnaire, it was determined that the questionnaire was appropriate for the research.

#### Sample and Population

The schools that were the focus of the study were in

the College Conference of Illinois and Wisconsin (CCIW) and Eastern Illinois University. Eastern Illinois University is a Division I, state-funded university with an enrollment of 10,000 students. The CCIW is a college athletic conference comprised of 8 private, co-ed, liberal art Division III institutions. The institutions and their enrollments are:

Augustana College, Rock Island, IL	2100
Carthage College, Kenosha, WI	1000
Elmhurst College, Elmhurst, IL	1800
Illinois Wesleyan Univ., Bloomington, IL	1680
Millikin University, Decatur, IL	1742
North Central College, Naperville, IL	1800
North Park College, Chicago, IL	1000
Wheaton College, Wheaton, IL	2200

Student-athletes and non-athletes of sophomore standing in the 1992-93 school year at Division III CCIW institutions and Eastern Illinois University were the focus of this study. Student-athletes were those involved in men's and women's varsity basketball, varsity softball and varsity baseball. These sports were chosen for their male to female ratio and seasonal similarities. The men's baseball data and women's basketball data were collected from four institutions, Illinois Wesleyan University, Millikin University, Carthage College and Elmhurst College. The women's softball data and men's basketball data were collected at the other four institutions, North Park College, North Central College, Wheaton College and Augustana College. Information on all sports was collected from Eastern Illinois University.

Follow-up procedures included sending two postcards to participants who had not returned the questionnaires by the specified date. As a final effort, after the postcards had been sent, two phone calls were made to the coaches who had not responded to either postcard to solicit potential support for the research study.

### Instrument

At eight Division III universities and colleges and Eastern Illinois University, a Division I school, a questionnaire was used to determine the atmosphere that student-athletes work within with regards to time commitments, activities, backgrounds and academics. The questionnaire was developed with information from the NCAA on Exit Interviews. The questionnaire had three sections subtitled I. General Information, II. Time Demands, and III. Opinions.

**Section I** - in this section the student-athletes were asked questions relating to their background both with regards to academics and personal history.

**Section II** - in this section the student-athletes were asked to estimate the amount of time spent in specified activities both in and out of season.

**Section III** - in this section a Likert scale was used to determine the student-athletes own opinions with regards to college and intercollegiate athletics. (See Appendix B)

The questionnaire was mailed to the ten coaches of the

specified teams. Each coach received five questionnaires and was asked in a cover letter to administer the questionnaire to the sophomore student-athletes with a maximum of five questionnaires being returned. A self-addressed, stamped envelope was provided for the return of the questionnaires.

## Chapter 4

## RESULTS AND DISCUSSION

The results of the study yielded a relatively small number of significant differences between the various groups of data. The survey data were analyzed by computing mean scores, frequency tabulations, Chi-square analysis scores, t-tests and discriminant analysis scores. Significant differences were studied to make comparisons between the Division I and III student-athletes.

The return rate of the questionnaires was 70 percent. Data were received from each area with the exception of Division III men's basketball. The total number of participants in the study was 46. The subjects were subdivided into groups of 13 Division I student-athletes and 33 Division III student-athletes. The data analysis was completed with the assistance of the Eastern Illinois University testing services office. Tables 1-7 illustrate the significant differences that were found in the data.

Because of the paucity of research conducted on Division III student-athletes, the majority of the author's pre-conceived notions centered on Division I student-athletes. The absence of Division III information alone suggested the prevailing attitude that Division III athletics had no problems. It was initially believed that

the research would reveal that Division I student-athletes' backgrounds, time demands and perceptions would be such that they needed more attention than Division III student-athletes. However, the focus of the study was to show that there was no significant difference between the two groups in relation to backgrounds, time demands and perceptions of the academic and athletic experience. This belief was tested through the use of three research questions.

Research Question #1 asked if the backgrounds of Division I and Division III student-athletes differed significantly? This question was researched through Part I of the questionnaire which asked the subjects to provide academic information and personal history data. The second question asked whether the Division I student-athletes experienced greater time demands than the Division III student-athletes. This question was subdivided to distinguish between time spent in activities directly related to being a student-athlete and time spent in activities not directly related to being a student-athlete and therefore applicable to the general student population. These data were gathered in Part II of the questionnaire which asked the subjects to report the number of hours they spent per week engaged in specific activities. Question three asked Division I and III student-athletes' if they had different perceptions of their academic and athletic experiences. To gather this information the subjects were

asked in Part III of the questionnaire to give their opinions on 12 different statements using a Likert scale. After addressing the three aforementioned areas, it was determined that due to the lack of significant differences in the data, the belief that there is no significant difference between Division I and Division III student-athletes could be accepted.



Table 1

## Academic Majors Cited Most

Major	Percentage
Business	14%
Accounting	11.6%
Physical Education	9.3%
Psychology	9.3%

n=46

Table 2

## Types of Academic Assistance Programs

	Division I	Division III
YES	100%	24.2% (.000)*
Study Tables	100%	3% (.000)*
Academic Advisors	84.6%	9.1% (.000)*
Tutoring	84.6%	15.2% (.000)*

n=46

+"Does your school offer any academic support services for student-athletes? If yes, what types?"

\*Significant at .03 level

Table 3

## Financial Aid Received By Student-Athletes

	Division I	Division III
Academic Scholarship	42.4%	38.5% (.00487)*
Athletic Scholarship	92.3%	0% (.00000)*
Student Loans	15.4%	57.6% (.00969)*

n=46

+"What type of financial aid do you receive?"

\*Significant at .03 level

Table 4

## Student-Athletes ACT and GPA Scores

	Division I	Division III
ACT Score	20.2	24.3 (.001)*
GPA	3.00	3.06 (.715)*

n=46

\*Significant at .03 level

Tables 1-4 indicated the four areas where the data analysis yielded significant differences. Table 1 represents the academic majors reported with the greatest frequency. In an attempt to determine if any degree of academic clustering was occurring with the student-athletes as a whole population, the subjects were asked to state their majors. No evidence of clustering was found since 19 different majors were listed. The majors reported most were business, accounting, psychology and physical education.

In Table 2, the subjects responses to whether their schools offered special academic assistance programs to the student-athletes supported the literature. Throughout the readings, academic services for Division I student-athletes were alluded to as possible antidotes to Division I student-athletes' academic problems. These programs are recognized as positive influences by the NCAA. The NCAA provides \$25,000 annually in grants to Division I programs to develop their academic support services. Therefore, the data gathered from the questionnaire were not surprising. Although a small number of the Division III student-athletes reported that their schools offered support services, the data were inconsistent from school to school. This data may indicate that the other Division III student-athletes were unaware of the programs. Another possibility may be that these subjects did not have access to services offered solely to athletes and they misunderstood the question as

related to student-athletes. Nevertheless, the services were not readily available to the Division III subjects.

Table 3 addressed the significant differences that were found in the number of student-athletes who received financial aid. Ninety-two point three percent of the Division I student-athletes reported that they received athletic scholarships compared to zero percent of the Division III student-athletes. This result was expected because of NCAA regulations which stipulate that Division III student-athletes cannot legally receive athletic scholarships. Therefore, Division III student-athletes must fund their educations in the same manner as the general Division III student populations. Yet, student-athletes at any level are not members of the general student population since they have increased responsibilities and stresses placed on them as members of an intercollegiate team. However, they also do not have to worry about losing their scholarships, a factor the Division I student-athletes must consider. Perhaps this difference, and the money difference, are key contributors to the idea that Division I programs have problems far greater than those experienced with Division III programs.

Table 4 illustrated the ACT data which revealed a significant difference between the groups in comparison to the GPA data. Table 4 showed that the GPA data were not significantly different. This data emphasized an

interesting contrast between the two groups of related information. In contrast to the ACT scores, the two groups GPA's were strikingly similar. Throughout the literature the ACT score is heralded as the great predictor of college success. It was interesting to note that although the Division III mean ACT score was significantly higher than the Division I score, the two groups had extremely comparable GPA's. One might conclude that the Division III academic curriculum is more challenging. However, this belief does not carry much weight because with the higher ACT score, the students are expected to perform at a higher level, regardless of their majors.

The NCAA believes that the higher the ACT score, the better the student. Yet, many successful high school students do not know how to study because their high school classes took little effort. Therefore, it is reasonable to believe that although Division III student-athletes enter college with stronger ACT scores, they lack the necessary skills to reach their full academic potential on their own. This deficiency, combined with the pressure of being an intercollegiate athlete, would be improved through academic assistance programs. Information from Part II of the questionnaire further supported this position.

Table 5

Time Demands Experienced By Student-Athletes		
	Division I	Division III
<b>IN SEASON</b>		
Athletically Related	49.3 hours/week	39.6 (.048)*
Unrelated to Athletics	25.4	42.2 (.000)*
<b>OUT OF SEASON</b>		
Athletically Related	21.3 hours/week	22.4 (.783)*
Unrelated to Athletics	29.1	49.9 (.000)*
n=44		
*Significant at .03 level		

Table 6

Hours Spent Studying By Student-Athletes		
	Division I	Division III
In Season	8.69	11.43
Out of Season	9.15	11.875
n=44		

Through t-test calculations, the data relative to time demands is given in Table 5. As shown in the top half of the table, in season the Division I subjects spent approximately 7.7 more hours than the Division III student-athletes in activities directly related to athletics. The second part of the table shows the hours spent out of season in the activities related to athletics. While there was no significant difference between the two groups, the Division III student-athletes actually spent 1.1 hours more per week in these areas. While there was no literature that discussed this type of information, the research revealed how dedicated the Division III student-athletes were in the off season. This fact suggested that they also felt competition to get playing time and to improve. Since these subjects were not rewarded for playing with a scholarship, perhaps they are simply more dedicated as athletes.

Table 5 also indicated that there was a significant difference in the number of hours spent in activities not directly related to being an intercollegiate athlete both in season and out of season. With the Division III student-athletes spending 16.8 more hours in season and 20.8 more hours out of season in these activities, it was evident that overall, the Division III student-athletes had a greater number of time demands. The literature revealed that in athletic programs where money was not highly involved, the athletes tended to be more active in outside activities.

Furthermore, the data demonstrated that, unlike the Division I student-athletes, many of the Division III subjects have part-time jobs. This time demand accounted for some of the extra hours.

Of more interest to the author was the amount of time spent studying by the two groups. As shown in Table 6, the Division I student-athletes reported that they spent 8.69 hours studying in season and 9.15 hours out of season. The mean score for the Division I student-athletes was calculated to include both study table hours and other studying hours. Interestingly, the Division III subjects, who did not have access to study tables, reported that they spent 11.43 hours per week studying in season and 11.875 hours out of season. However, as stated earlier, the two groups GPA's were almost identical.

Looking at the data, one could question the quality of the Division III student-athletes' study time. The Division III student-athletes are spending more time studying but not achieving as expected. The Division I student-athletes are doing well relative to their ACT scores with a smaller amount of studying. Therefore, it can be suggested that while the Division III student-athletes were studying more, perhaps they needed assistance with developing quality study habits.

Both groups GPA's were above average. However, in today's competitive world, any advantage can help. Students



are students and athletes are athletes regardless of their program. Therefore, the differences in their situations would be more institutional than personal. Academic success is a very personal matter. The Division level that an institution belongs to should be irrelevant when it comes to assisting student-athletes with their academic careers. The data strongly suggests that Division III student-athletes need academic support services to help them reach their full academic potential. Until the programs are implemented, the Division III student-athletes must rely on his or her own resources, thereby increasing their time demands.

Table 7

Students Perceptions  
Of Their Academic and Athletic Situations

The data given are the mean scores for each question based on a Likert Scale of 1=Strongly Disagree, 2=Disagree, 3=No Opinion, 4=Agree and 5=Strongly Agree.

	Division I	Division III
"My academic program is challenging."	4	4.5 (.0186)*
"Due to unique time demands, a student-athlete often needs 5 years to graduate."	3.8	2.4 (.0001)*
"My athletic experience has been what I expected."	3.07	3.8 (.0283)*
"Due to unique time demands, student-athletes often need special academic assistance."	3.7	3 (.0300)*

n=46

\*Significant at .03 level

Table 7 shows the areas where significant differences were found through discriminant analysis. The differences addressed the research question concerning the student-athletes' perceptions of their respective situations. A significant difference was found between the subjects' opinions on whether they felt their academic program was challenging. The Division III student-athletes agreed more strongly with this statement. This fact addressed two areas. First, this information might support the idea that the Division III subjects' GPA's were lower than expected because of the challenge of their programs. However, as previously stated, their higher mean ACT score should predispose them to successfully dealing with more challenging programs. Secondly, if the Division III subjects contended that their programs were more challenging, then perhaps they needed more academic assistance. Logically, with the higher average ACT score, the Division III student-athletes should have a higher degree of success even in a challenging program. That this was not the case insinuated that these student-athletes needed academic assistance programs.

Table 7 also disclosed a significant difference between the two groups' perceptions of whether student-athletes need five years to graduate. The Division I subjects agreed more strongly with this idea. This information concurred with the literature which reported that due to excessive time

demands, Division I student-athletes often take five years to graduate. The fact that the Division III subjects disagreed with the statement was perhaps due to the fact that they pay for their education and cannot afford five years of school at what are usually expensive private institutions. A second possibility may have been the fact that since a coach cannot take away a scholarship, the athletes have more flexibility in their schedules. However, the number of credits taken by both groups each semester was comparable and none of the Division I student-athletes planned to take five years to graduate.

The table also addressed the difference in the subjects' responses to the idea of whether their athletic experiences had been what they expected them to be. The Division III student-athletes more strongly agreed with this statement. Possible explanations for this may be less pressure to win or that they were involved with more successful programs as the CCIW has a reputation for strong athletic programs.

Finally, Table 7 revealed that the Division I student-athletes more strongly agreed that student-athletes often need special academic assistance programs. This result was expected. The Division I subjects have these services at their disposal and were aware of their beneficial qualities. Perhaps if the Division III student-athletes had access to the programs they would agree more strongly with this

statement.

In attempting to answer the research questions, few significant differences between the two groups were encountered. The differences with the most impact on the study were those found with regards to the student-athletes' time demands and the areas that were related to the time demands. While the Division I subjects spent more time in season in activities directly related to being an intercollegiate athlete, the Division III student-athletes actually had a greater amount of time demands throughout the entire academic year. Section II of the questionnaire most strongly showed the impact that being an intercollegiate athlete had on the subjects' lives. Although the data showed a significant difference between some of the time demands faced by the two groups, the difference was not necessarily consistent with the literature or lack thereof on Division III programs.

The data proved a lack of academic support services for Division III student-athletes. However, the research indicated the necessity for these services at the Division III level. A Division I school like Eastern Illinois University has the characteristics of an ideal athletic program. At EIU, great amounts of money are not involved, student-athletes' graduation rates are higher than the student populations' and winning is not everything; it is not a "big time" program. Yet Eastern, along with hundreds

of other Division I programs, receives monies from the NCAA to develop academic assistance programs. If an ideal Division I program whose student-athletes are very similar to Division III student-athletes can receive money to develop academic support services, then Division III programs should receive the same considerations.

## Chapter 5

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine if there were significant differences between Division I and III student-athletes. The research was completed through an analysis of data gained through the use of questionnaires. Very few areas revealed significant differences. Differences were found only in the areas of academic assistance programs, types of financial aid, ACT scores, time demands, and with a small number of the student-athletes' perceptions. The differences were not sufficient to warrant the lack of research conducted on Division III athletic programs and the problems that those student-athletes may experience.

Conclusion

The investigation revealed whether there were significant differences between Division I and III student-athletes. The data were analyzed to determine if the differences were sufficient enough to warrant the degree of attention that is given to Division I student-athletes' academic success almost to the neglect of the Division III student-athletes. The research did not reveal any major differences.

A significant point to remember about the data was the lack of information on Division III men's basketball. Every other sport was represented. The omission raised suspicions about the missing data. On one side, perhaps the coaches merely neglected to return the data. Conversely, perhaps they had something to hide. Men's basketball, historically a revenue producing sport, is often the subject of NCAA investigations and academic violations. Men's basketball tends to be "big time" at every level of competition. In fact, one of the schools who failed to return the questionnaires, Augustana College, was the NCAA Division III tournament runner-up. Researchers have studied the problems involved with "big time" programs. The missing data may have changed the results. However, based on the literature, in all probability, it may have led to even fewer differences between the two groups.

The research revealed a lack of significant differences between Division I and Division III student-athletes. The data suggested that more attention needs to be given by the NCAA to Division III student-athletes' academic careers. Many might argue that Division III programs should not share in the money for assistance programs because they fail to generate any degree of revenue for the NCAA. What is the purpose of the NCAA? Is it a money driven business or a governing body to control intercollegiate athletics? Certainly, the second choice is the ideal truth but not



necessarily the realistic one. As the governing body of intercollegiate athletics, the NCAA's primary concern should be to help guarantee the integrity of intercollegiate athletics at every level of competition. Inherent in this notion is academic integrity. Therefore, despite the lack of money involved in Division III athletics, the NCAA should be held responsible for the academic integrity of Division III programs. The NCAA needs to assist all member schools in developing academic assistance programs. Therefore, it was concluded that due to a lack of difference between the two groups, Division III student-athletes deserve more attention with regards to their academic and athletic careers than is currently being given to them.

#### Recommendations

Based on the findings resulting from the data analysis, the author makes the following recommendations.

1. A study which replicates this study but utilizes the interview method for collecting data rather than the survey method. It is believed that interviews would provide more complete data and increase return rates.
2. A study that includes more sports with a larger sample size from both Divisions I and III.
3. A study which replicates this study using Divisions II and III to determine if the differences among student-athletes are similar to those found with Division I.
4. A study with a greater degree of demographic variation in the institutions studied with regards to minority populations and location of the institutions.
5. A study which includes information on the graduation rates of the student-athletes.

6. A study which looks at the types of academic assistance programs being offered and their degrees of success.
7. A study which not only considers the ACT or SAT scores of the student-athletes but also their high school core curriculum, an important part of Prop 48.

APPENDIX A

1128 4th #1B  
Charleston, Illinois 61920  
March 9, 1993

Dear Coach:

I am a graduate student at Eastern Illinois University working on a Masters of Science Degree in Physical Education with a concentration in Sports Administration. As part of my graduate work, I am writing a masters Thesis comparing the academic atmosphere that student-athletes work within at Division I and III institutions.

As a former member of the women's basketball team at Illinois Wesleyan University, I am very interested in the differences between Division I and III programs. Specifically, my interest is the differences as applied to the Division III institutions that are members of the CCIW Conference. Through my research I have learned about the grant program that the NCAA has set up to enhance student support services for student-athletes only at the Division I level. My question is - Are there any differences between the academic atmospheres at Division I and III institutions that would warrant assistance to only Division I student-athletes?

The strength of my thesis will lie in a comparison made between the CCIW sports of baseball, softball, and women's and men's basketball and EIU's softball, baseball, and men's and women's basketball student-athletes. Enclosed please find the questionnaire that will be used to gather the necessary information to complete my thesis. I am asking you as a Division I coach for your assistance in my graduate work by having your student-athletes of sophomore academic standing (maximum of 5 completed questionnaires) complete the questionnaire and then return the completed forms in the enclosed envelope to my office in the Student Recreation Center by Monday, March 22, 1993. If you are interested in the results of the study, please indicate so when you return the information.

If you have any questions or comments, please feel free to include them with the material or call me at home at (217) 348-5674 or at work at (217) 581-2820. Thank you in advance for your assistance.

Sincerely,

Denise M. Reifel

Enclosure

## APPENDIX B



## PART II - Time Demands

Please indicate the number of hours spent per week on average in the following activities both in season and out of season.

	<u>IN SEASON</u>	<u>OUT OF SEASON</u>
EXAMPLE: Listening to coach.	<u>10</u>	<u>3</u>
a. Formal, organized practice.	<u>          </u>	<u>          </u>
b. Captains' practice.	<u>          </u>	<u>          </u>
c. Competition.	<u>          </u>	<u>          </u>
d. Discussion or review of game films or videotapes related to your sport.	<u>          </u>	<u>          </u>
e. Required meetings initiated by coach.	<u>          </u>	<u>          </u>
f. Required weight training and conditioning activities.	<u>          </u>	<u>          </u>
g. Voluntary individual conditioning or skill practice.	<u>          </u>	<u>          </u>
h. Voluntary meeting with coach(es) initiated by you.	<u>          </u>	<u>          </u>
i. Travel to and from practice and competition.	<u>          </u>	<u>          </u>
j. Training room-preparatory and rehab.	<u>          </u>	<u>          </u>
k. Athletics department academic study hall or tutoring.	<u>          </u>	<u>          </u>
l. Training table or competition-related meals.	<u>          </u>	<u>          </u>
m. Meeting with media and/or fans.	<u>          </u>	<u>          </u>
n. In class.	<u>          </u>	<u>          </u>
o. Studying (library, etc.).	<u>          </u>	<u>          </u>
p. Intramurals/sport clubs.	<u>          </u>	<u>          </u>
q. Student organizations.	<u>          </u>	<u>          </u>
r. Going to parties or socializing with friends (movies, watching TV, etc.).	<u>          </u>	<u>          </u>
s. Working at a part-time job.	<u>          </u>	<u>          </u>

## PART III - OPINIONS

Using the following scale, please mark a 1, 2, 3, 4 or 5 as corresponding to the scale. If necessary, please comment on any statement.

1	2	3	4	5
-----I-----	-----I-----	-----I-----	-----I-----	-----I-----
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

1. When I miss class time due to competition,  
I encounter difficulty in submitting make-up work or tests. 1 2 3 4 5
2. My coaches are sensitive to the demands  
placed on my time as a student-athlete. 1 2 3 4 5
3. When recruiting me, my coach accurately  
portrayed the institution. 1 2 3 4 5
4. My academic program is challenging. 1 2 3 4 5
5. Professors are readily available for academic assistance. 1 2 3 4 5
6. Due to time demands, a student-athlete often  
needs 5 years to graduate. 1 2 3 4 5
7. My academic experience has been what I expected. 1 2 3 4 5
8. My athletic experience has been what I expected. 1 2 3 4 5
9. My academic experience will be beneficial in the job market. 1 2 3 4 5
10. The time demands placed on me as a student-athlete  
are difficult to manage. 1 2 3 4 5
11. Student-athletes need special academic assistance services. 1 2 3 4 5
12. At my school athletic success is strongly emphasized. 1 2 3 4 5



## References

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