



Examining the Student-Athlete Experience Through the NCAA GOALS and SCORE Studies

**San Antonio, Texas
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NCAA GOALS and SCORE Studies

- **G**rowth,
Opportunities,
Aspirations, and
Learning of
Students in College

Study of current student-athletes (Divisions I, II and III)

- **S**tudy of
College
Outcomes and
Recent
Experiences

Study of former student-athletes (primarily Division I entrants with a Division II version of SCORE in process)



Growth, Opportunities, Aspirations and Learning of Students in College (GOALS) Study

- The 2010 version of GOALS was the second administration of the study by NCAA Faculty Athletics Representatives (FARs). The first GOALS study occurred in 2006.
- All NCAA FARs were invited to participate by sampling one to three pre-specified teams on their campuses. Strict protocols were put in place to standardize the administration and ensure that each student-athlete's responses would not be seen by anybody besides the researchers.
- Portions of the 2006 survey were maintained in 2010 to allow for assessment of changes over time. Some new items were swapped into the 2010 version based on findings from the first study and topics that have generated interest within the NCAA since the first study was released.



GOALS Survey – Main Sections

- College athletics experience
- College academic experience
- College social experience
- Recruitment / decision to attend current college
- Health and well-being
- Time commitments
- Finances
- Qualitative



GOALS Survey – New Components

- Recruitment / decision to attend current college
- Finances
- Expansion of student-athlete identity construct
- Ethical leadership of coaches and the college
- Reasons for choosing course of study
- Use of non-traditional courses
- Learning and study strategies
- Satisfaction with academic support services
- Feelings of connection / inclusion
- Feelings of stress
- Perceived coach concern / accessibility on mental health
- Body image



GOALS Survey – Changes Over Time

- Time commitments
- Reasons for transferring
- Academic / career aspirations
- Feelings about academic major
- Relationships with faculty
- Volunteerism
- Respect / inclusion within team setting
- Healthy behaviors



Survey Response

- In total, 611 schools participated in the study, which is very similar to the number from 2006.
- Divisional institutional response rate:

	2006 GOALS	2010 GOALS
Division I	66%	56%
Division II	66%	58%
Division III	54%	57%

- Response rate changes will be analyzed in more detail but possible reasons include late mailing date for 2010 version, increased IRB demands, administrative challenges.



Number of GOALS Student-Athlete Respondents (2010 Survey – N=19,967)

Division I							
	Baseball	Men's Basketball	Football (FBS/FCS)		All Other Men's Sports	Women's Basketball	All Other Women's Sports
N	573	363	799	824	1,883	341	2,573
Division II							
N	359	314	1,192		1,429	334	1,815
Division III							
N	497	522	1,352		1,723	477	2,597

Current Analyses – GOALS

- Recruiting experiences and college choice of student-athletes
- Ethics and ethical leadership
- Time demands

Study of College Outcomes and Recent Experiences (SCORE)

- In SCORE, we contacted >25,000 former student-athletes who entered Division I colleges as first-year students in 1996 or who were recruited by Division I coming out of high school that year. At the time of the survey, these former student-athletes would have been approximately 31 years old.
- This was the second iteration of the SCORE study. The first was conducted on a different group of former student-athletes who left high school in 1994.
- Some items from the earlier version of SCORE were maintained to allow for a comparison of trends. Additional areas of inquiry were included based on analyses from the first study and current topics of interest.
- Several interesting subgroups of former student-athletes surveyed (to be studied in more detail in the future):
 - Prospective student-athletes who were declared academically ineligible by Proposition 16, which came into effect in 1996.
 - Participants in a national NCAA study in the mid-1990s (BASS) who were measured on their college experiences and their basic academic skills (e.g., reading).



SCORE Survey- Main Sections

- College Sports Experiences
- College Educational Experiences
- Current Career and Work Experiences
- Health and Well-Being
- Daily Life Experiences



SCORE Survey – New Components

- Detail on academic trajectories of Division I SAs or academic non-qualifiers
 - Educational pathway
 - Transfer behavior and detailed reasons for transfer
 - Factors influencing educational transitions
- Expanded section on student-athlete identity and academic/athletic motivation.
- Post-collegiate athletics participation and continuing involvement in athletics.
- Interpersonal violence.



SCORE Survey – Changes Over Time

- Academic Experiences
- Positive and Negative Impacts of Athletics Participation
- Health and Well-Being
- Career and Life Satisfaction



SCORE Survey – Response Rates

- Surveys were sent to approximately 26,000 former student-athletes. Most of these student-athletes were known to have entered a Division I school in Fall 1996. Samples of recruits with unknown destination colleges and recruits who did not qualify academically for Division I were included. Groups of former student-athletes expected to have lower response rates to this survey were deliberately oversampled.
- Completed surveys returned by 7,278 participants. Accounting for post office bouncebacks, our overall response rate was about 30%.
- Survey response was related to certain demographic and academic characteristics. Adjustments are made to results to account for these representativeness issues.



Recruitment and College Choice



How much do you agree or disagree that each of the following reasons contributed to your decision to attend your current college?
(% Responding Agree or Strongly Agree)

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
Academic offerings or reputation	63%	65%	66%	69%	58%	75%
Athletics participation	79%	83%	80%	82%	86%	86%
Proximity to home	63%	56%	60%	46%	54%	49%
Proximity to sig. other	25%	29%	33%	17%	19%	13%
Social scene/friends	39%	40%	40%	31%	22%	25%
Other peoples' expectations	42%	49%	51%	37%	39%	37%

Note: Endorsement of top two scale points on 6-point scale

Academic versus Athletics Reasons Driving Decision to Attend this College.

(% Responding Agree or Strongly Agree)

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
Academics	63%	65%	66%	69%	58%	75%
Athletics	79%	83%	80%	82%	86%	86%
Division II						
Academics	49%	59%	67%	61%	71%	70%
Athletics	84%	83%	81%	81%	91%	83%
Division III						
Academics	62%	75%	78%	75%	84%	83%
Athletics	76%	81%	85%	74%	82%	72%

Note: Endorsement of top two scale points on 4-point scale

The information I received during recruitment helped me decide what college to attend.

(% Responding Agree or Strongly Agree)

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
N	69%	66%	62%	66%	64%	70%
Division II						
N	60%	68%	68%	60%	69%	63%
Division III						
N	55%	66%	76%	63%	69%	58%

Note: Endorsement of top two scale points on 6-point scale

Some of the coaches recruiting me contacted me too often

(% Responding Agree or Strongly Agree)

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
N	22%	31%	32%	22%	35%	19%
Division II						
N	25%	28%	28%	22%	29%	20%
Division III						
N	22%	31%	35%	25%	27%	22%

Note: Endorsement of top two scale points on 6-point scale

How accurate were your initial expectations of the academic experience at this college?
(% Responding Very Accurate or Mostly Accurate)

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
N	85%	84%	76%	81%	80%	84%
Division II						
N	74%	79%	80%	81%	82%	81%
Division III						
N	79%	86%	86%	84%	90%	86%

Note: Endorsement of top two scale points on 4-point scale

How accurate were your initial expectations of the athletics experience at this college?
(% Responding Very Accurate or Mostly Accurate)

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
N	80%	76%	72%	76%	60%	67%
Division II						
N	71%	70%	77%	78%	67%	67%
Division III						
N	68%	74%	78%	77%	70%	76%

Note: Endorsement of top two scale points on 4-point scale

I would have attended this college even if a different coach was here.

(% Responding Agree or Strongly Agree)

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
N	52%	42%	59%	58%	43%	58%
Division II						
N	47%	41%	52%	59%	49%	59%
Division III						
N	61%	58%	60%	69%	65%	73%

Note: Endorsement of top two scale points on 6-point scale

I am glad that I made the choice to be at this school.

(% Responding Agree or Strongly Agree)

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
N	67%	62%	59%	68%	48%	70%
Division II						
N	49%	51%	59%	60%	63%	63%
Division III						
N	51%	63%	67%	69%	70%	77%

Note: Endorsement of top two scale points on 7-point scale

My athletics participation is important in preparing me for life after graduation
 (% Responding Agree or Strongly Agree)

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
N	79%	77%	70%	71%	66%	61%
Division II						
N	69%	74%	69%	65%	64%	52%
Division III						
N	66%	66%	69%	60%	60%	50%

Note: Endorsement of top two scale points on 6-point scale

Ethical Leadership

**My head coach defines success not just by winning,
but by winning fairly**
(% Responding Strongly Agree)

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
N	43%	50%	57%	48%	39%	51%
Division II						
N	47%	44%	58%	51%	34%	48%
Division III						
N	38%	48%	61%	51%	42%	57%

Note: Endorsement of top scale point on 5-point scale

My head coach can be trusted
(% Responding Strongly Agree)

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
N	52%	50%	56%	51%	39%	48%
Division II						
N	49%	42%	63%	57%	44%	47%
Division III						
N	55%	53%	66%	59%	47%	56%

Note: Endorsement of top scale point on 5-point scale

My head coach puts me down in front of others
 (% Responding Somewhat Agree or Strongly Agree)

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
N	27%	31%	22%	20%	25%	21%
Division II						
N	26%	34%	15%	15%	32%	17%
Division III						
N	16%	26%	12%	16%	27%	14%

Note: Endorsement of top two scale points on 5-point scale

Academic honesty is strongly valued at this college
 (% Responding Strongly Agree)

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
N	63%	65%	61%	70%	68%	77%
Division II						
N	56%	63%	66%	64%	68%	71%
Division III						
N	62%	73%	77%	77%	84%	83%

Note: Endorsement of top scale point on 5-point scale

Winning is more important to me than good sportsmanship

(% Responding Somewhat Agree or Strongly Agree)

Division I						
	Baseball	Men's Basketball	Football	All Other Men's Sports	Women's Basketball	All Other Women's Sports
N	48%	47%	50%	36%	25%	15%
Division II						
N	46%	44%	43%	33%	21%	15%
Division III						
N	46%	44%	42%	31%	18%	10%

Note: Endorsement of top two scale points on 5-point scale

Time Demands

Summary

- Although survey self-report of time spent is an imperfect method for assessing time demands, the 2006 GOALS survey indicated that such a process could provide useful national comparison data across sport and division.
- The current GOALS study replicated the time demands questions from 2006.
- Results from 2010 are generally similar to those from 2006, but with a few notable changes.
- These initial analyses are preliminary and some changes/additions are expected.



Average Hours Spent Per Week In-Season on Athletic Activities in 2010 (SA Self-Report)

Division I							
	Baseball	Men's Basketball	Football (FBS/FCS)		All Other Men's Sports	Women's Basketball	All Other Women's Sports
Athletic Hrs	42.1	39.2	43.3	41.6	32.0	37.6	33.3
Division II							
Athletic Hrs	39.0	37.7	37.5		31.3	34.2	31.7
Division III							
Athletic Hrs	34.8	30.8	33.1		29.2	29.8	28.9

Note: Green = Decrease of 2+ hours on athletics from 2006;
Red = Increase of 2+ hours on athletics from 2006

Average Hours Spent Per Week In-Season on Academic Activities in 2010 (SA Self-Report)

Division I							
	Baseball	Men's Basketball	Football (FBS/FCS)		All Other Men's Sports	Women's Basketball	All Other Women's Sports
Academic Hrs	31.7	37.3	38.0	38.2	36.0	38.9	40.1
Division II							
Academic Hrs	32.8	35.8	36.8	36.3	37.3	41.4	
Division III							
Academic Hrs	35.6	34.8	37.9	39.7	41.3	43.0	

Note: Green = Increase of 2+ hours on academics from 2006;
Red = Decrease of 2+ hours on academics from 2006

Average Difference in Hours Spent Per Week In-Season on Academic Activities vs. Athletic Activities in 2010 (SA Self-Report)

Division I							
	Baseball	Men's Basketball	Football (FBS/FCS)		All Other Men's Sports	Women's Basketball	All Other Women's Sports
Acad - Ath	-10.4	-1.9	-5.3	-3.5	4.0	1.4	6.8
Division II							
Acad - Ath	-6.2	-2.0	-0.7	5.0	3.1	9.7	
Division III							
Acad - Ath	0.8	4.0	4.9	10.5	11.5	14.1	

Note: Green = 2+ hours more on academics relative to athletics vs. 2006;
Red = 2+ hours more on athletics relative to academics vs. 2006.

Average Sum of Hours Spent Per Week In-Season on Academic Activities and Athletic Activities in 2010 (SA Self-Report)

Division I							
	Baseball	Men's Basketball	Football (FBS/FCS)		All Other Men's Sports	Women's Basketball	All Other Women's Sports
Ave. Sum	73.7	76.5	81.3	79.8	68.0	76.5	73.4
Division II							
Ave. Sum	71.8	73.5	74.2		67.6	71.6	73.1
Division III							
Ave. Sum	70.4	65.6	71.0		68.8	71.1	72.0

Note: Green = 2+ hours less on academics/athletic sum vs. 2006;
Red = 2+ hours more on academics/athletic sum vs. 2006.

Average Classes Missed Per Week During the Season in 2010 (SA Self-Report)

Division I							
	Baseball	Men's Basketball	Football (FBS/FCS)		All Other Men's Sports	Women's Basketball	All Other Women's Sports
Ave. Missed	2.3	2.4	1.7	1.5	1.6	2.5	1.9
Miss >3	21%	20%	14%	8%	10%	23%	14%
Division II							
Ave. Missed	2.0	1.5	1.2%		1.6	1.8	1.9
Miss >3	15%	10%	7%		12%	11%	15%
Division III							
Ave. Missed	1.8	1.2	1.0		1.1	0.9	1.2
Miss >3	12%	8%	5%		5%	3%	6%

Note: Green = Decrease of 0.5 classes missed from 2006;
Red = Increase of 0.5 classes missed from 2006.

Satisfaction with Amount of Time Spent with Coaches During the Course of the Year in 2010 (SA Self-Report)

Division I							
	Baseball	Men's Basketball	Football (FBS/FCS)		All Other Men's Sports	Women's Basketball	All Other Women's Sports
Want More	6%	18%	18%	11%	13%	7%	7%
Want Less	17%	21%	30%	30%	14%	34%	21%
Division II							
Want More	8%	14%	15%		14%	6%	8%
Want Less	18%	19%	19%		9%	20%	19%
Division III							
Want More	12%	14%	11%		13%	4%	8%
Want Less	16%	12%	11%		8%	18%	9%

Note: Survey administered in spring 2010. Question not asked in 2006 GOALS study. Third response option on question was "Satisfied with amount of time spent with coaches."

Percentage of Student-Athletes Who Say They Would Prefer Less Time In College on... (2010 Self-Report)

Division I							
	Baseball	Men's Basketball	Football (FBS/FCS)		All Other Men's Sports	Women's Basketball	All Other Women's Sports
Athletics	18%	10%	23%	20%	15%	29%	26%
Division II							
Athletics	10%	9%	15%		7%	20%	18%
Division III							
Athletics	8%	10%	11%		8%	15%	10%

Note: Green = Decrease of 5% or more from 2006;
Red = Increase of 5% or more from 2006

Comments from Current Student-Athletes



Student-Athlete Comments from GOALS

- In the 2010 version of GOALS, student-athletes were asked two open-ended questions:
 1. What has been the best part of your student-athlete experience so far?
 2. If you could change one thing about your student-athlete experience, what would it be?
- We are currently analyzing these comments for broad themes, but an initial look is enlightening.



Best Part of Student-Athlete Experience?

- Themes include:
 - Teammates, bonds, friendships
 - Social aspect of team membership (e.g., meeting new people)
 - Traveling
 - Coaches (4% of those responding to this section said their coach was the best part of their experience)
 - Winning / competition
 - Having their education funded
 - Perks
 - Exposure
 - Staying in shape
 - Academics
 - Other



Would Like to Change about Student-Athlete Experience?

- Themes include:
 - Coaches (11% of those responding to this section said that some aspect of their coach or coaching would be the piece they would most like to change)
 - Would like more time for academics, relaxing, etc.
 - Would choose a different college
 - Major and classes taken
 - More playing time or team/personal success
 - Their personal work ethic
 - Finances
 - Not be injured
 - Better facilities
 - Better teammates
 - Less time traveling



The Role of the Coach

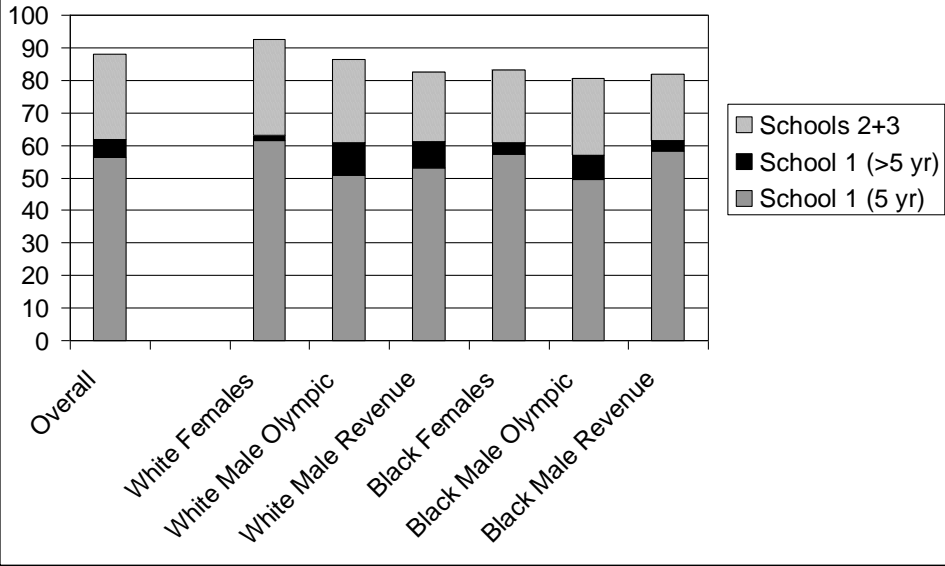
- The number of comments about the coach, especially when queried about things they would like to change, were frequent within certain groups:
 - Only about 3% of football players and 5% of men's basketball players across division cited the coach as the one thing they would most like to change.
 - In total on the men's side, 7% cited an aspect of the coach as the one thing they would most like to change. Among men, these numbers were highest in golf (ranging from 12% in Div. I to 16% in Div. III), swimming (8-18% with Divs. I and II highest) and baseball (7-16% with Division III highest).
 - However, these percentages were generally much higher among female student-athletes. 16% of all females cited an aspect of the coach/coaching as what they would most like to change.



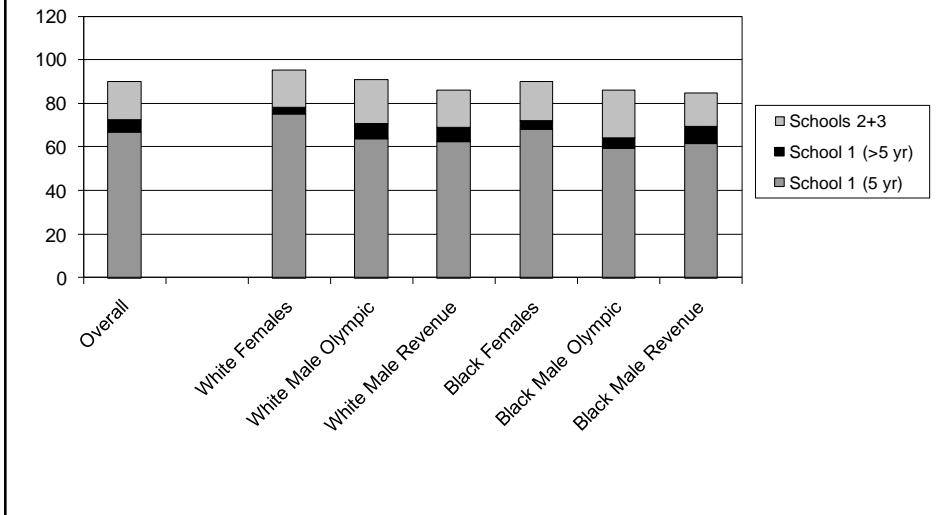
Academic Outcomes



Looking Back → Progression Towards BA Degree of NCAA Division I Student-Athletes entering in 1994



New → Progression Towards BA Degree of NCAA Division I Student-Athletes entering in 1996



Academic Outcome Summary

- All data were self-reported academic outcomes for the Division I sample.
- In comparison to earlier SCORE data (1994 entering class), these new responses from the 1996 entering class suggest:
 - a similarly high percentage of eventual Graduates with a BA degree,
 - a decreasing percentage in dropout rates, and
 - a transfer rate which remains fairly high.
- On first review of new data, after 5 years at the initial college, a smaller number of BA degrees were reported – this differs from the 1994 sample, but it still suggests we need to consider longer durations for the BA degree.



Academic Outcome Summary

- About 1/3 of respondents used the internet, and the Internet responders had higher high school academic characteristics, but once these differences were considered, no other reporting differences between modes was found.
- High school academic data available for most from NCAA Eligibility Center records and these were used in individual level prediction models of dropout/transfer/BA Degree/Advanced degree.
- Clearly, the **HS Core GPA** was the best predictor of almost any college academic outcome, including college dropout. Other group differences do not matter when the HS Core GPA is included in a prediction model.



Characteristics of Graduates and Non-Graduates



Overview

- In trying to learn what the differences are between those who earn their bachelor's degree and those who do not, we explored various academic, athletic and attitudinal characteristics of the student-athletes.
- Those who did graduate within a 10-year time frame reported:
 - Greater academic effort
 - Greater support from the coach to earn a degree
 - Higher identification as a student while in college
 - Higher identification as an athlete while in college (for certain demographic groups)
 - Higher satisfaction with their overall collegiate experience, including academics, athletics and social experiences
 - Comparatively less perceived likelihood they would pursue professional and/or Olympic opportunities



Academic Effort



Academic Effort Measures

	Very True	Mostly True	Somewhat True	Somewhat Untrue	Mostly Untrue	Very Untrue
Understanding course material was important	38%	37%	20%	4%	2%	<1%
Worked hard even when I did not like a class	35%	30%	21%	9%	3%	2%
	Very Positive	Positive	Somewhat Positive	Somewhat Negative	Negative	Very Negative
Effort to learn in class	20%	39%	25%	10%	4%	2%

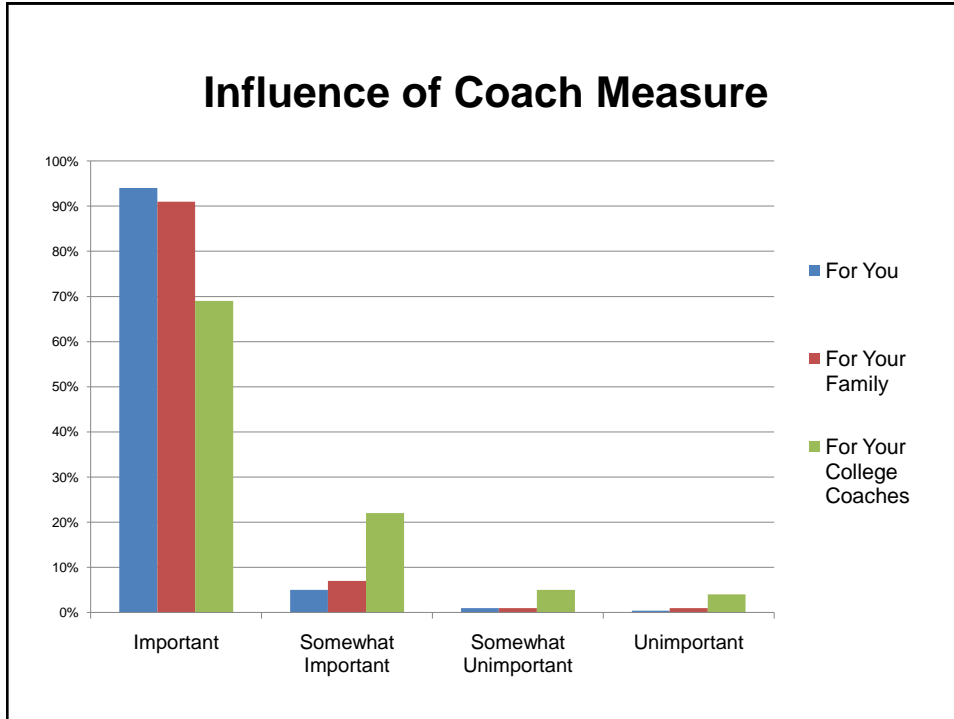
Academic Effort Findings

	GENDER		ETHNICITY		SPORT GROUP		
	Male	Female	White	Non-White	High Profile (M/WBB & FB)	Men's Other	Women's Other
Graduates	10.98	12.08	11.59	11.46	11.13	11.02	12.11
Non-Graduates	8.23	9.44	8.44	8.98	8.08	8.53	9.44

Mean scores are from a 16 point composite scale: 15=high academic effort
0=low academic effort

All differences statistically significant (paired-sample t-tests, $p < .01$).

Athletics – Influence of Coach



Influence of Coach Findings

	GENDER		ETHNICITY		SPORT GROUP		
	Male	Female	White	Non-White	High Profile (M/WBB & FB)	Men's Other	Women's Other
Graduates	61%	79%	73%	61%	62%	63%	79%
Non-Graduates	37%	52%	38%	48%	39%	36%	54%

Percent reporting goal of graduation was "Important" to my college coaches
All differences statistically significant (paired-sample t-tests, $p < .01$).

Student-Athlete Identity



Student-Athlete Identity Measures

- Measures included in identity constructs:

Athlete Identity	Student Identity
I considered myself a dedicated <u>athlete</u> .	I considered myself a dedicated <u>student</u> .
I had many personal goals related to my <u>sport</u> .	I had many personal goals related to my <u>academics</u> .
I needed to excel in <u>athletic</u> pursuits to feel good about myself.	I needed to excel in <u>academic</u> pursuits to feel good about myself.
My <u>sports experiences</u> were an important part of my overall college experience.	My <u>academic experiences</u> were an important part of my overall college experience.

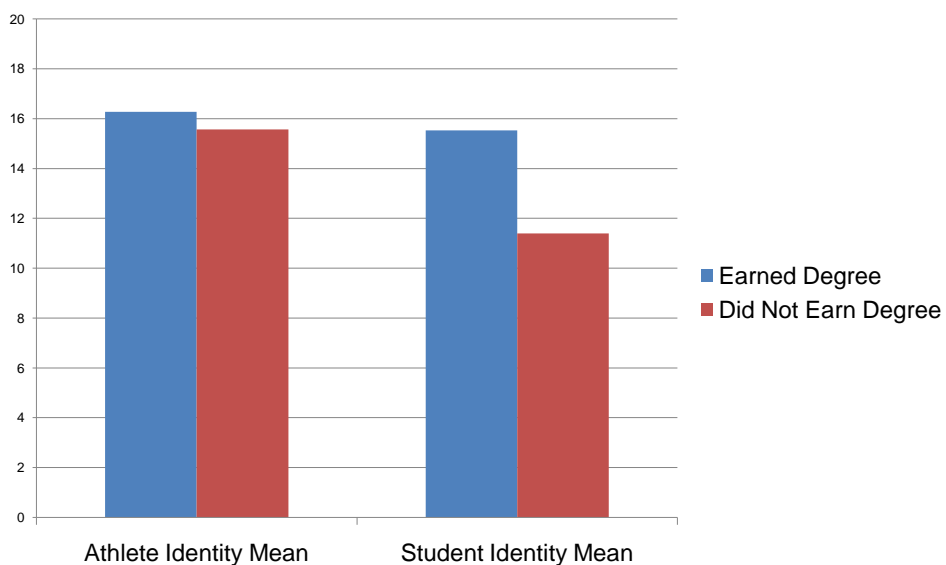


Student-Athlete Identity Findings

Item	Athlete Identity Mean	Student Identity Mean
a. Considered Myself a Dedicated Athlete / Student	5.40	4.98
b. Personal Goals Related to Sports / Academics	5.07	4.91
c. Needed to Excel in Athletic / Academic Pursuits to Feel Good About Myself	4.34	4.42
d. My Sports / Academic Experiences Were an Important Part of my Overall College Experience	5.42	4.96

Questions were answered on a 6-point scale: 6=strongly agree, 1=strongly disagree
All differences statistically significant (paired-sample t-tests, $p < .01$).

Student-Athlete Identity Findings



Satisfaction with Collegiate Experiences



Satisfaction Measures

	Completely Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Completely Dissatisfied
Overall Experience	37%	45%	12%	4%	2%	1%
Athletics Experience	29%	39%	17%	8%	5%	2%
Academic Experience	26%	43%	19%	7%	4%	2%
Social Experience	39%	38%	16%	5%	2%	1%

Satisfaction Findings

	Mean Satisfaction	
	Graduates	Non-graduates
OVERALL EXPERIENCE	5.19	3.97
Athletics Experience	4.80	4.02
Academic Experience	4.87	3.19
Social Experience	5.09	4.67

Questions were answered on a 6-point scale: 6=completely satisfied,
1=completely dissatisfied
All differences statistically significant (paired-sample t-tests, $p < .01$).

Satisfaction Findings

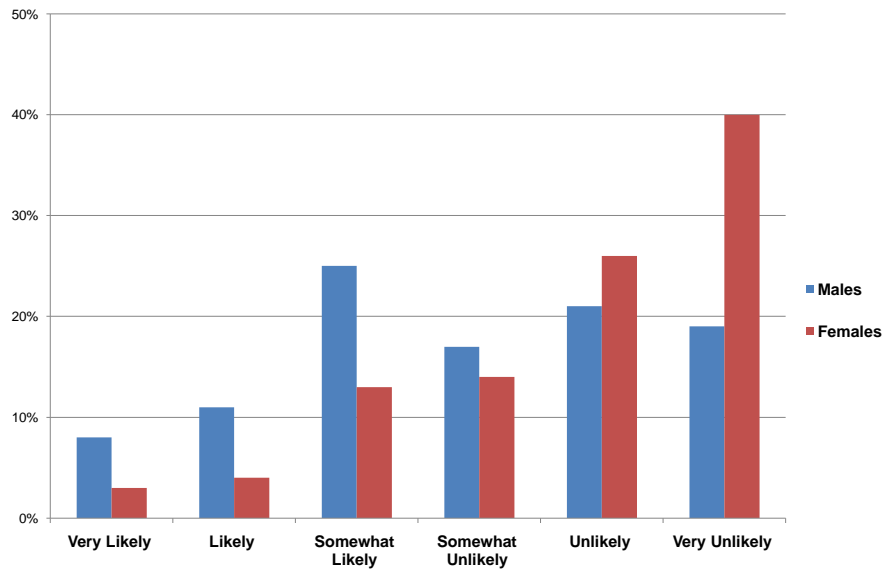
	GENDER		ETHNICITY		SPORT GROUP		
	Male	Female	White	Non-White	High Profile (M/WBB & FB)	Men's Other	Women's Other
Graduates	15.80	16.07	16.02	15.63	15.67	15.84	15.15
Non-Graduates	12.09	11.35	11.68	12.32	11.91	12.04	11.55

Mean scores are on a 21 point composite scale: 20=high satisfaction 0=low satisfaction
All differences statistically significant (paired-sample t-tests, $p < .01$).

Professional Aspirations



Professional Aspirations Measure



Professional Aspirations Findings

	GENDER		ETHNICITY		SPORT GROUP		
	Male	Female	White	Non-White	High Profile (M/WBB & FB)	Men's Other	Women's Other
Graduates	42%	20%	27%	38%	42%	40%	19%
Non-Graduates	57%	32%	40%	47%	57%	55%	31%

Percent reporting Professional/Olympic pursuits "Somewhat Likely", "Likely" or "Very Likely"

All differences statistically significant (paired-sample t-tests, $p < .01$).

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