



**MAKE IT *YOURS***®

A photograph of a young woman and a young man sitting on a patterned orange couch in a room with red walls. The woman is on the left, wearing a grey t-shirt and black leggings, looking at a book held by the man. The man is on the right, wearing a black t-shirt and khaki shorts, looking down at the book. A black backpack is on the floor to the right, and a wooden pole leans against the wall on the left.

# Five Themes from the NCAA GOALS Study of the Student-Athlete Experience

## NCAA Research Partnership with FARs

- GOALS
- Study of Collegiate Sports Wagering and  
Study of Student-Athlete Social Environments
- Substance Use Study

## 2019 GOALS Study

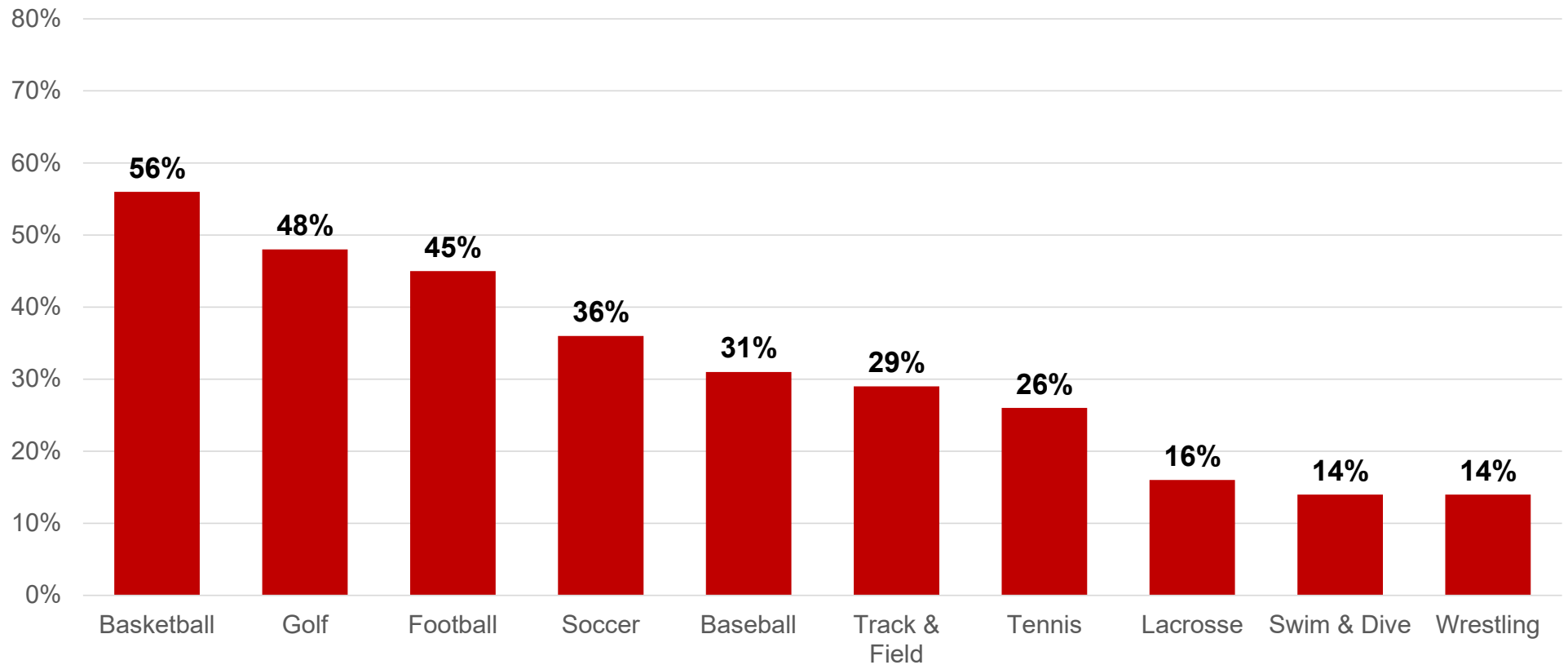
- Fourth iteration of this study (2006, 2010, 2015).
- 560 FARs assisted us in collecting data from more than 22,000 current student-athletes.
- Concluded data collection in June. The analyses shown today are preliminary examinations into some of the survey topics.

## 2019 GOALS Topics

- Athletics experiences
- Academic experiences
- Social experiences
- Recruitment process
- Health and well-being
- Time commitments
- On-campus support
- Finances
- Comments

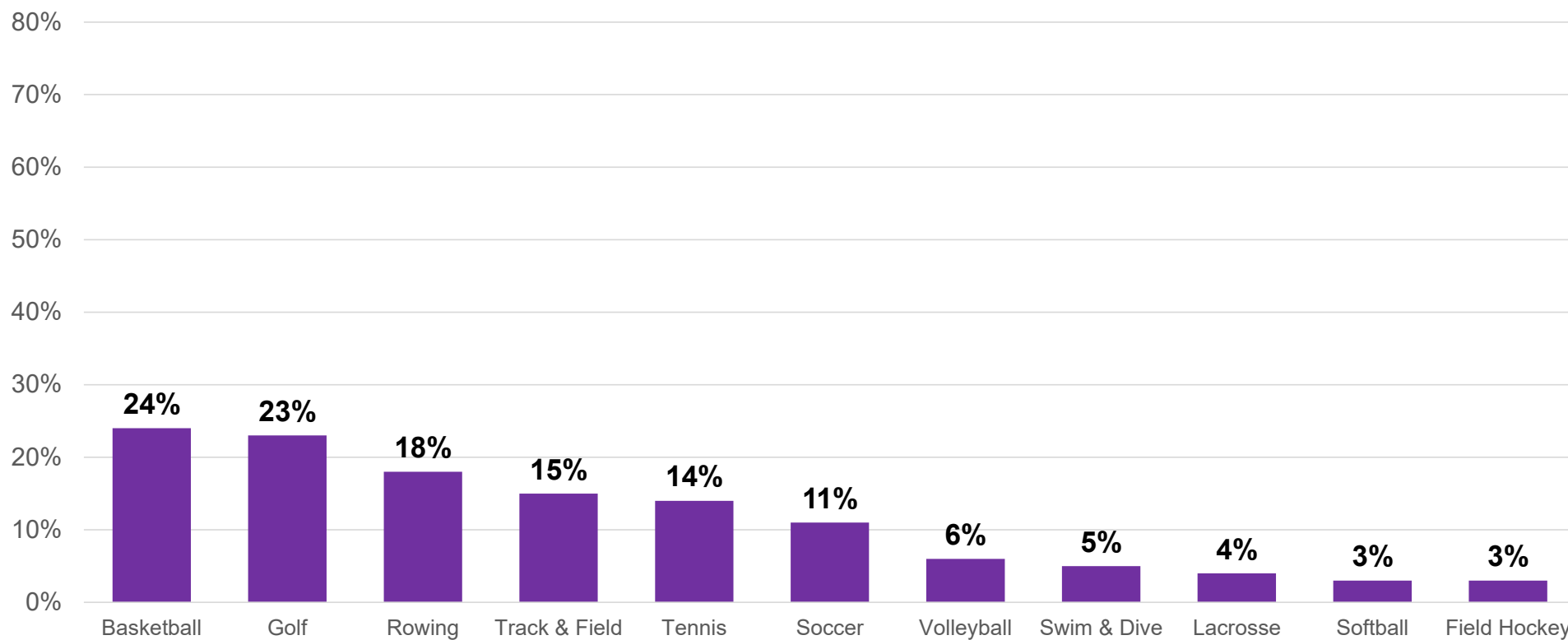
**Pre-college experiences are key to understanding what drives college outcomes**

## Being a Professional or Olympic Athlete is at least “somewhat likely” (Men’s Sports, Division II)



Source: NCAA GOALS Study.

## Being a Professional or Olympic Athlete is at least “somewhat likely” (Women’s Sports, Division II)



Source: NCAA GOALS Study.

## College Choice Factors (Men's Sports)

	Division I	Division II	Division III
Athletics	89%	89%	85%
NCAA division	81%	56%	42%
Develop athletic skills	77%	70%	62%
Playing time/competition	75%	76%	70%
Academics	70%	68%	80%
Strong team connection	64%	61%	62%
Cost	57%	58%	48%
Proximity to home	55%	57%	56%
Athletics facilities	54%	48%	50%
Specific coach	53%	49%	49%
Expectations of others	52%	50%	53%
Social scene	46%	45%	47%

Notes: Endorsement of top two scale points on a 6-point scale. Source: NCAA GOALS Study.

## College Choice Factors (Women's Sports)

	Division I	Division II	Division III
Athletics	87%	88%	80%
NCAA division	78%	58%	44%
Academics	72%	72%	85%
Playing time/competition	71%	70%	61%
Develop athletic skills	70%	65%	55%
Strong team connection	56%	53%	58%
Cost	55%	61%	49%
Proximity to home	50%	55%	57%
Athletics facilities	50%	41%	40%
Specific coach	45%	43%	40%
Expectations of others	44%	46%	48%
Social scene	34%	36%	41%

Notes: Endorsement of top two scale points on a 6-point scale. Source: NCAA GOALS Study.

## What I was told during my recruitment about my role on the team has turned out to be accurate

(% Responding Agree or Strongly Agree)

	2019	
	Men	Women
Division I	56%	51%
Division II	55%	53%
Division III	57%	57%

### Outliers:

- Sports where 70% or more of participants said what they were told during their recruitment about their role on the team has turned out to be accurate were all DIII, including men's tennis (72%), women's golf (71%), men's and women's swim & dive (72%), and women's track & field (71%)
- All DI or DII sports were lower than 70% on this item
- Sports where 45% or less of participants said what they were told during their recruitment about their role on the team has turned out to be accurate: DI women's lacrosse (40%). DI/II/DIII women's basketball (45%, 43%, 45%), DI women's volleyball (45%), DI women's soccer (45%).
- Source: NCAA GOALS Study.

**Student-athletes are experiencing  
varying degrees of success in their  
search for balance**

## Median Hours Spent Per Week on Athletic Activities In-Season (2019 Self-Report – GOALS Study)

Division I							
	Baseball	Men's Basketball	Football (FBS/FCS)		All Other Men's Sports	Women's Basketball	All Other Women's Sports
Athletic Hours	42	32	40	37	31	35	32
Division II							
Athletic Hours	37	32	35		30	30	30
Division III							
Athletic Hours	34	29	31		27	27	27



Yellow indicates median up by 2 or more hours from 2015



Green indicates median down by 2 or more hours from 2015


**Division II – Median Hours Spent Per Week on  
Athletic Activities In-Season  
(2019 SA Self-Report)**


Men's Sports	Hours / Week
Baseball	37
Football	35
Golf	34
Ice Hockey (DI)	34
Ice Hockey (DIII)	33
Basketball	32
Lacrosse	32
Tennis	30
Soccer	30
Track and Field	27
Wrestling	27
Swimming/Diving	25

Women's Sports	Hours / Week
Softball	35
Ice Hockey (DIII)	31
Basketball	30
Golf	30
Volleyball	30
Lacrosse	29
Tennis	29
Gymnastics	28
Swimming/Diving	28
Field Hockey	27
Soccer	27
Track and Field	27
Rowing	24

## Median Hours Spent Per Week on Academic Activities In-Season (2019 Self-Report – GOALS Study)

Division I							
	Baseball	Men's Basketball	Football (FBS/FCS)		All Other Men's Sports	Women's Basketball	All Other Women's Sports
Academic Hours	29	34	35	34	34	38	39
Division II							
Academic Hours	32	33	35		36	37	41
Division III							
Academic Hours	34	38	37		37	41	43

 Yellow indicates median up by 2 or more hours from 2015

 Green indicates median down by 2 or more hours from 2015

## Summary – Relaxation and Socialization

- High percentages of study participants expressed a desire to have more time for socialization and relaxation. This was especially true among those student-athletes with high levels of academic and athletic time commitments (e.g., women, Division I student-athletes). These percentages are up from 2015.
- The median self-reported weekly time spent socializing/relaxing during the athletic season was 15.5 hours in 2019, down from 17.1 hours in 2015 and 19.5 hours in 2010.

# “I am able to find balance between academics and extracurriculars (including athletics)”

(% Responding Agree or Strongly Agree)

Baseball	Men's Basketball	Football (FBS / FCS)	Men's Other	Women's Basketball	Women's Other
Division I					
61%	60%	62%	60%	54%	57%
Division II					
66%	66%	62%	72%	64%	68%
Division III					
73%	71%	69%	78%	73%	77%

Note: Endorsement of top two scale points on a 6-point scale. Source: NCAA GOALS Study.



Yellow indicates an increase of 5 percentage points or more from 2015



Green indicates a decrease of 5 percentage points or more from 2015

## How do you feel about your ability to keep up with classes in-season?

(% Responding Positive or Very Positive)

Baseball	Men's Basketball	Football	Men's Other	Women's Basketball	Women's Other
Division I					
60%	57%	60%	62%	65%	55%
Division II					
63%	67%	63%	69%	67%	70%
Division III					
69%	70%	67%	74%	74%	73%

Note: Endorsement of top two scale points on a 6-point scale. Source: NCAA GOALS Study.



Yellow indicates an increase of 5 percentage points or more from 2015



Green indicates a decrease of 5 percentage points or more from 2015

## Have taken 3 or more courses entirely online this year

Baseball	Men's Basketball	Football	Men's Other	Women's Basketball	Women's Other
Division I					
35%	25%	21%	11%	13%	17%
Division II					
18%	20%	8%	11%	19%	15%
Division III					
8%	2%	3%	4%	5%	4%

Source: NCAA GOALS Study.

### Outliers

Division I: Men's Golf (27%), Women's Golf (27%), Softball (36%) and W. Volleyball (34%)

Division II: Men's Golf (20%) and Softball (20%) were divisional outliers, in addition to Baseball and M/W Basketball.

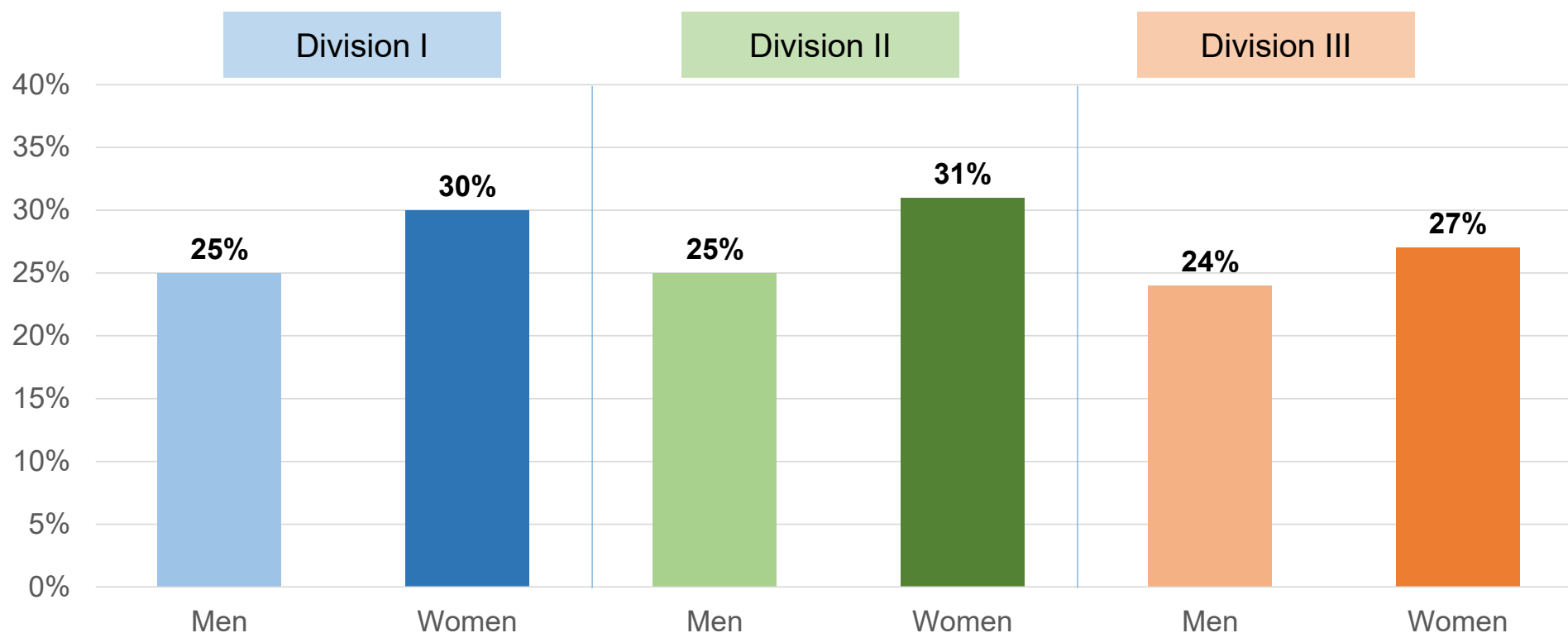
**There is positive news on mental wellness...and a lot more work to do**

## Mental Health

- Students are coming into college already feeling overwhelmed by all they have to do, especially female students and student-athletes.
- Nearly 30% of female student-athletes compared to one-quarter of male student-athletes have felt difficulties piling up so high that they could not overcome them in the month prior to taking the survey.
- Male student-athletes are reporting more concern from coaches about their mental well-being and lower reported difficulties than in 2015, while female-student athletes are not showing the same rates of improvement.
- Over 62% of male student-athletes compared to less than half (49%) of female student-athletes feel comfortable talking with coaches about mental health issues.
- 46% of male student-athletes compared to 37% of female student-athletes are very satisfied with the mental health care received from team or college medical personnel.

## In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?

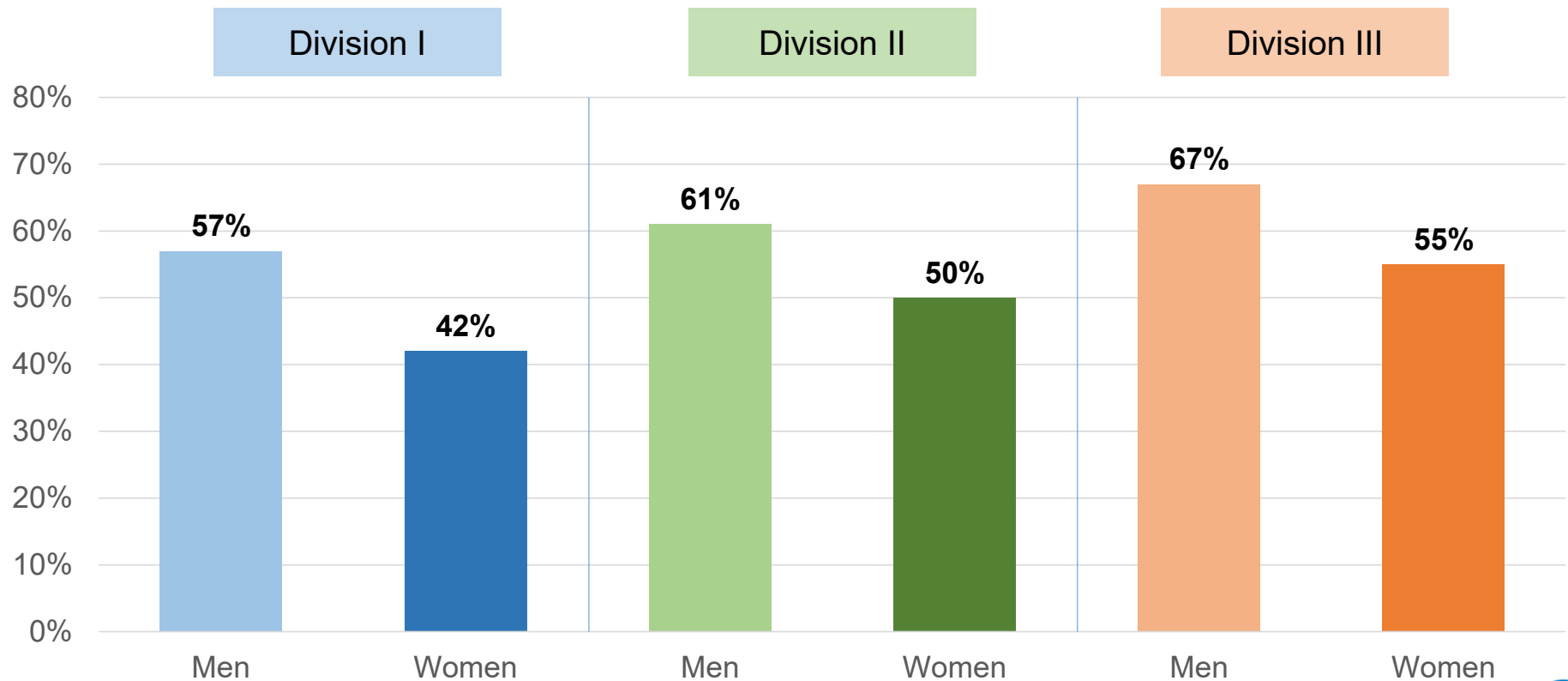
(% Responding Very Often or Fairly Often)



Note: Endorsement of top two scale points on a 6-point scale. Source: NCAA GOALS Study.

## **“I would feel comfortable talking to my coaches about mental health issues”**

(% Responding Agree or Strongly Agree)



Note: Endorsement of top two scale points on a 6-point scale. Source: NCAA GOALS Study.

## Very satisfied with the care received from team or college medical personnel for mental health issues

(% Responding Very Satisfied)

	2015	2019
Division I		
Men	42%	45%
Women	35%	36%
Division II		
Men	42%	44%
Women	40%	37%
Division III		
Men	47%	48%
Women	41%	39%

Note: Endorsement of top two scale points on a 6-point scale. This only includes respondents who reported receiving care for mental health issues. Source: NCAA GOALS Study.

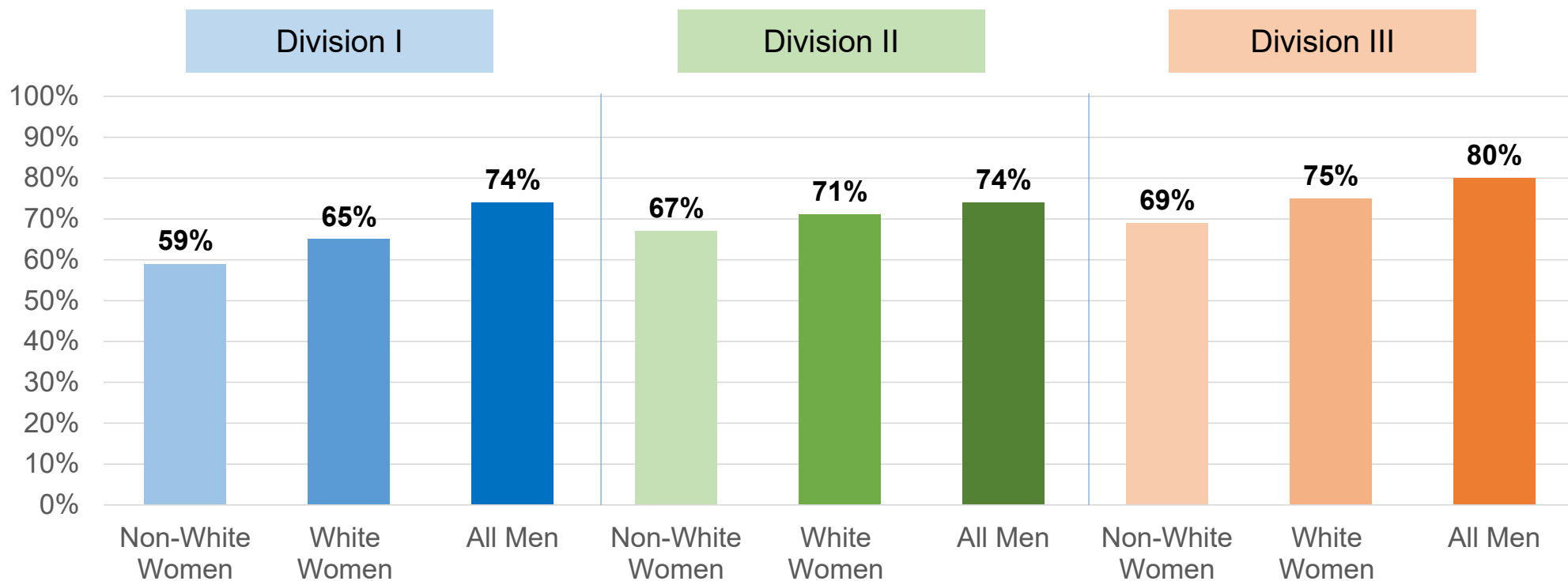
**Social experiences are impacted by a student-athlete's identity, sense of belonging, team environment, and campus support**

## Social Experiences

- Most student-athletes report that their coaches and teammates have created an inclusive environment for all members of the team, but differences are seen by race/ethnicity and gender.
- Slightly more than two-thirds (68%) of Black student-athletes feel a sense of belonging at their college compared to 82% of white student-athletes.
- While student-athletes engage more frequently with faculty than their non-athlete peers, the percentage that have developed a close, personal relationship with at least one faculty member has decreased since 2015 (68% vs. 64% in 2019).
- Over half (53%) of student-athletes playing for men's teams compared to 41% playing for women's teams feel that students on their campus show support for their team.
- While student-athletes engage more frequently with other students than their non-athlete peers, the percentage that socialize with non-athletes at their college has decreased slightly since 2015 (61% vs. 58% in 2019).
- Most student-athletes said their expectations of the social experience at their college was accurate (up slightly to 74% in 2019).

## “My coaches and teammates have created an inclusive environment for all members of the team”

(% Responding Agree or Strongly Agree)



Note: Endorsement of top two scale points on a 6-point scale. Source: NCAA GOALS Study.

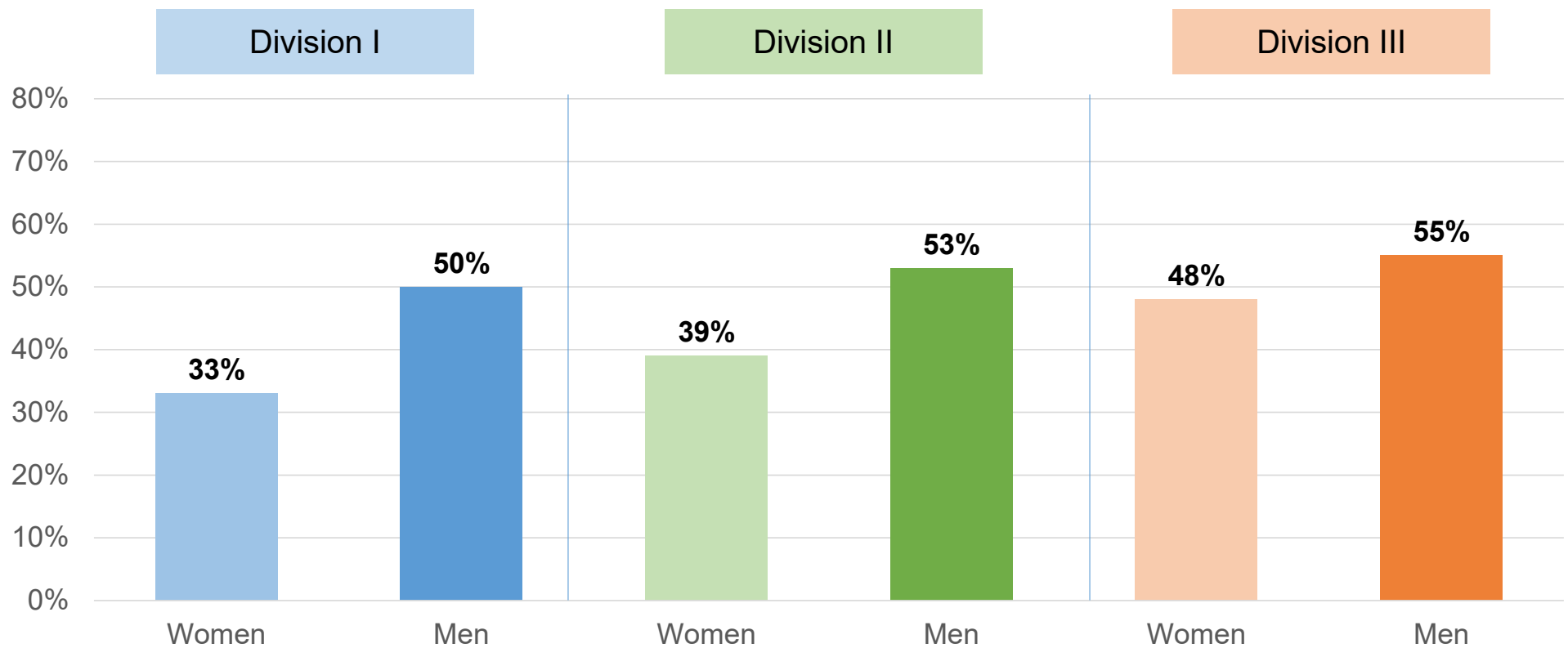
**Have Developed a Close, Personal Relationship With  
At Least One Faculty Member**  
(% Agree or Strongly Agree)

	Men	Women
Division I	58%	60%
Division II	61%	66%
Division III	67%	70%

Note: Endorsement of top two scale points on a 6-point scale. Source: NCAA GOALS Study.

## **“Students on my campus show support for my team”**

(% Responding Agree or Strongly Agree)



Note: Endorsement of top two scale points on a 6-point scale. Source: NCAA GOALS Study.

**Student-athletes are actively planning  
for life after college**

## “I wish our coaches and athletics administrators talked more about...”

(Division II Student-Athletes)

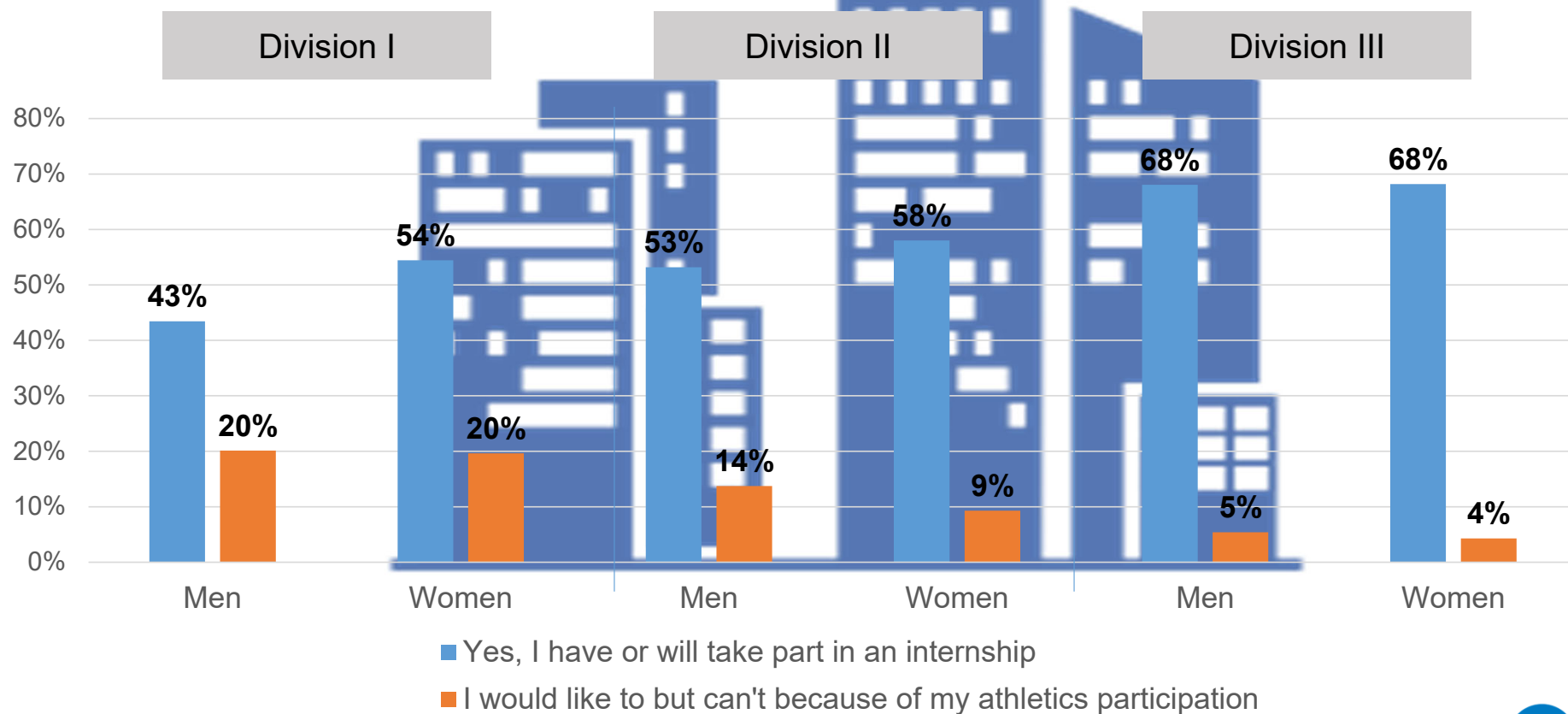
	Men
Proper nutrition	46%
Preparing for a career after college	43%
Budgeting/financial management	34%
Time management	30%
Getting good sleep	28%
Study habits	25%
Mental wellness	22%

	Women
Preparing for a career after college	62%
Proper nutrition	59%
Mental wellness	47%
Budgeting/financial management	43%
Getting good sleep	38%
Time management	37%
Study habits	31%
Academic resources	27%

Note: Only items with >20% endorsement listed. Other items included: Academic resources, living away from home, sexual violence prevention, conducting ourselves appropriately, drinking/substance use and concussion awareness. Source: NCAA GOALS Study.



## Reported Internship Opportunities (Juniors and Seniors)



Source: NCAA GOALS Study.

## Community Service Engagement

	Men			Women		
	Division I	Division II	Division III	Division I	Division II	Division III
A few hours during the year or more	87%	88%	85%	90%	93%	88%
A few hours each month or more	48%	50%	46%	49%	57%	49%

- In 2010, 50% of student-athletes reported being required to participate in service hours by their coach or team, the number rose to 58% in 2015, and is now 60%.

Source: NCAA GOALS Study.



Yellow indicates an increase of 5 percentage points or more from 2015



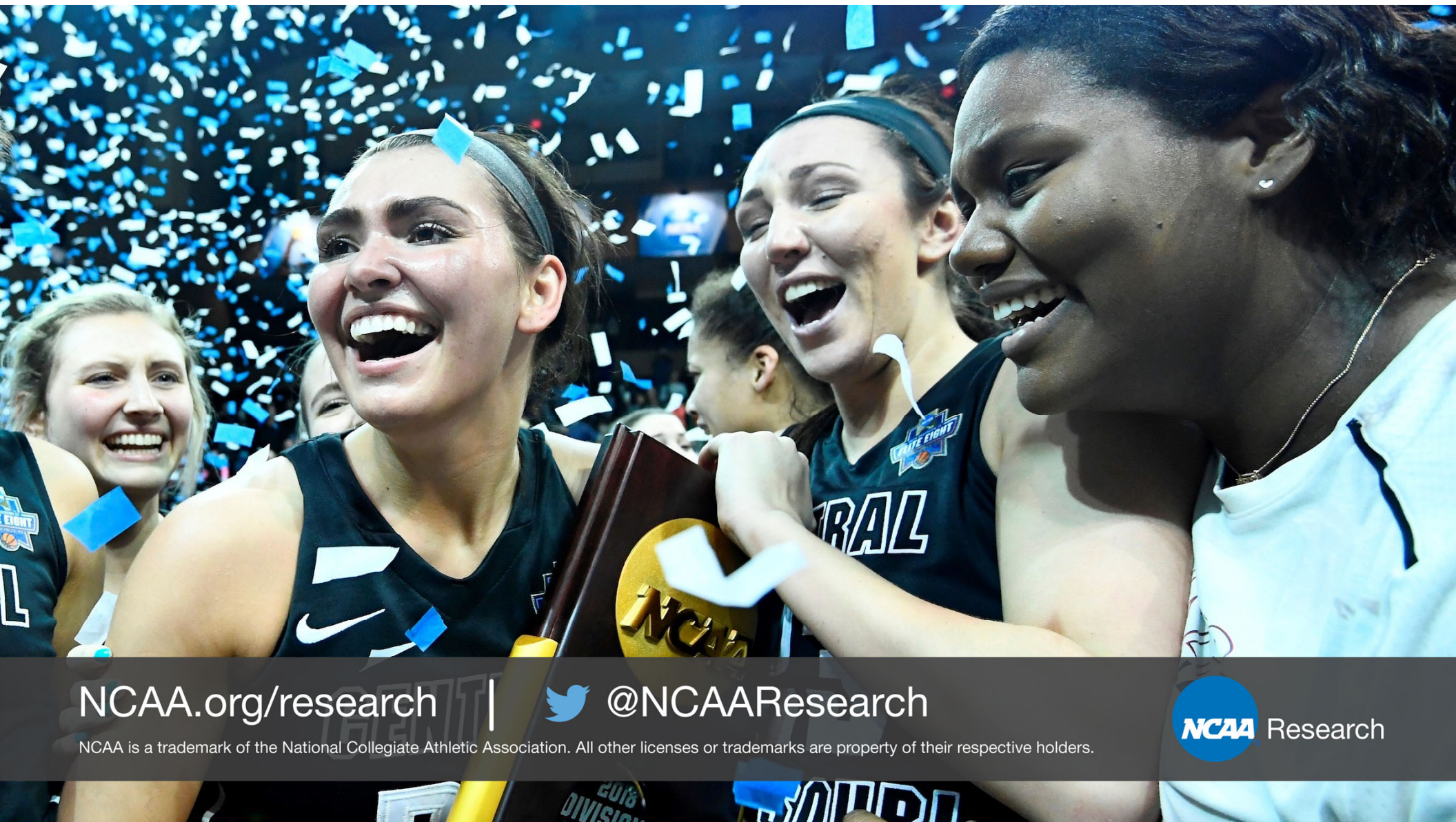
Green indicates a decrease of 5 percentage points or more from 2015

**“My college athletics experience has had a positive effect on the following skills/qualities in myself”**

(% Responding Positive or Very Positive)

	Division II Student-Athletes
Personal responsibility	93%
Work ethic	92%
Teamwork	90%
Goal setting	90%
Attention to detail	88%
Dealing with change	86%
Leadership skills	86%
Time management	85%
Understanding different races/backgrounds	83%
Self-confidence	77%
Commitment to community service	66%

Note: Endorsement of top two scale points on a 6-point scale. Source: NCAA GOALS Study.



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