



Study of Social Environments



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Campus Environments



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On campus, student-athletes feel most comfortable around their teammates and fellow student-athletes.



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Comfort in Various Social Environments

(Percent responding “Extremely Comfortable” or “Mostly Comfortable”)

	Men	Women
With my team	93%	92%
Among other student-athletes at the school	84%	81%
With other students at this college who aren’t athletes	77%	74%

Notes: Endorsement of top two scale points on a 4-point scale. Yellow indicates up 5% or more vs. 2012 study. Green indicates down by 5% or more vs. 2012.

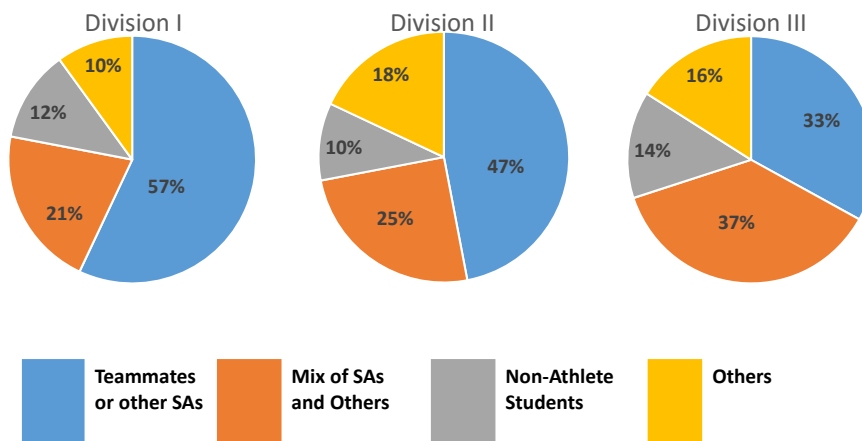
Feelings of Safety

(Percent responding “Agree” or “Strongly Agree”)

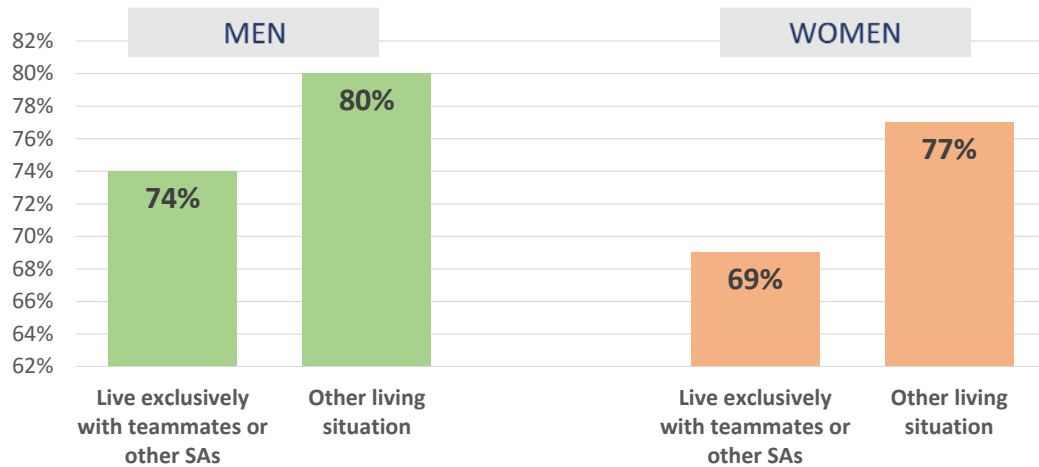
	Men	Women
I always feel safe in my team locker room.	89%	92%
I always feel safe on campus.	83%	76%
I always feel safe when my teammates and I socialize in the community.	85%	85%

Notes: Endorsement of top two scale points on a 6-point scale. Yellow indicates up 5% or more vs. 2012 study. Green indicates down by 5% or more vs. 2012.

Living Arrangements by Division



Percentage of Student-Athletes Who Feel Comfortable With Non-Athlete Students on Campus by Living Situation



Note: Percent responding "Mostly comfortable" or "Extremely comfortable," top two points on a 4-point scale.

Live with Teammates or Other Student-Athletes Only

	Division I		Division II		Division III	
	2012	2016	2012	2016	2012	2016
Overall	51%	57%	42%	47%	28%	33%
Men	53%	60%	44%	49%	33%	38%
Women	49%	53%	39%	44%	21%	24%

Notes: Yellow indicates up 5% or more vs. 2012 study. Green indicates down by 5% or more vs. 2012.

While most student-athletes feel comfortable in the classroom, some still perceive stereotypes about their academic abilities.

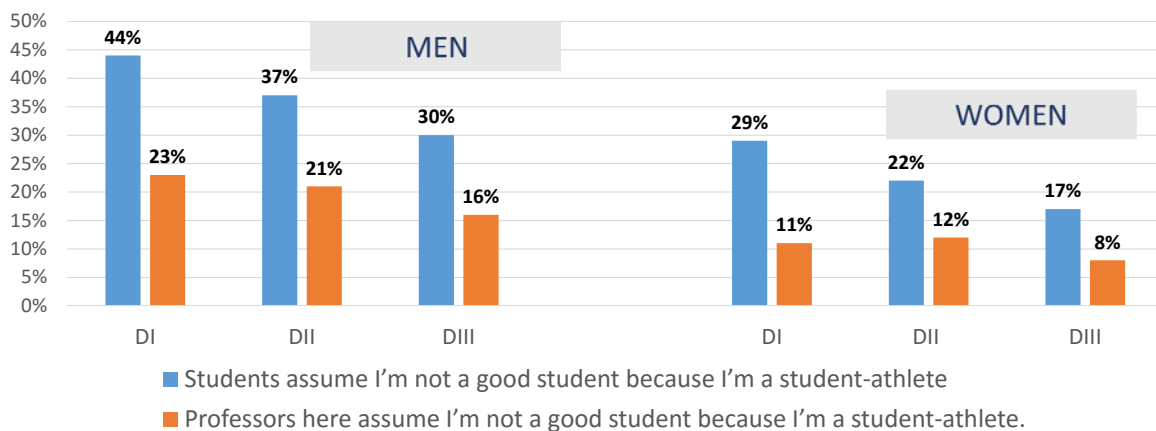


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Campus Academic Climate

(Percent responding "Agree" or "Strongly agree")

- While over 80% of student-athletes feel "mostly" or "extremely" comfortable in their classes, some report facing stereotypes about their academic abilities.



**Students on this campus assume I'm not a good student
because I'm also a student-athlete**
(Percent responding "Agree" or "Strongly Agree")

Baseball	Men's Basketball	Football	Men's Other	Women's Basketball	Women's Other
Division I					
45%	51%	52%	38%	35%	30%
Division II					
42%	35%	46%	28%	26%	21%
Division III					
34%	36%	34%	26%	20%	18%

Notes: Endorsement of top two scale points on a 6-point scale. Yellow indicates up 5% or more vs. 2012 study. Green indicates down by 5% or more vs. 2012.

**Professors on this campus assume I'm not a good student
because I'm also a student-athlete**
(Percent responding "Agree" or "Strongly Agree")

Baseball	Men's Basketball	Football	Men's Other	Women's Basketball	Women's Other
Division I					
30%	22%	28%	19%	13%	11%
Division II					
24%	21%	26%	17%	13%	12%
Division III					
20%	22%	15%	16%	8%	8%

Notes: Endorsement of top two scale points on a 6-point scale. Yellow indicates up 5% or more vs. 2012 study. Green indicates down by 5% or more vs. 2012.

Measures of Academic Entitlement

(Percent responding “Agree” or “Strongly Agree”)

	Men	Women
It’s a professor’s obligation to be flexible when SAs have conflicts due to games or practices.	50%	52%
If I’m struggling in a class, the professor should approach me and offer to help.	17%	11%
The professor is responsible for how well I do in class.	12%	5%
If I miss a class, it is my responsibility to get the notes.	76%	93%
Professors are understanding of my dual roles as student and athlete.	59%	61%

Notes: Endorsement of top two scale points on a 6-point scale. Yellow indicates up 5% or more vs. 2012 study. Green indicates down by 5% or more vs. 2012.

Measures of Entitlement

(Percent responding “Agree” or “Strongly Agree”)

	Men		Women	
	2012	2016	2012	2016
I am willing to admit that I feel I am due more in life than other people.	10%	26%	5%	19%
I deserve more success in my life than others who have had it easy.	13%	23%	6%	15%
I am entitled to get into the career I want.	21%	24%	19%	21%
I deserve the best things in life.	30%	33%	38%	39%

Notes: Endorsement of top two scale points on a 6-point scale. Yellow indicates up 5% or more vs. 2012 study. Green indicates down by 5% or more vs. 2012.

Most student-athletes perceive a range of resources of their campus to enhance their experience.



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Campus Resources

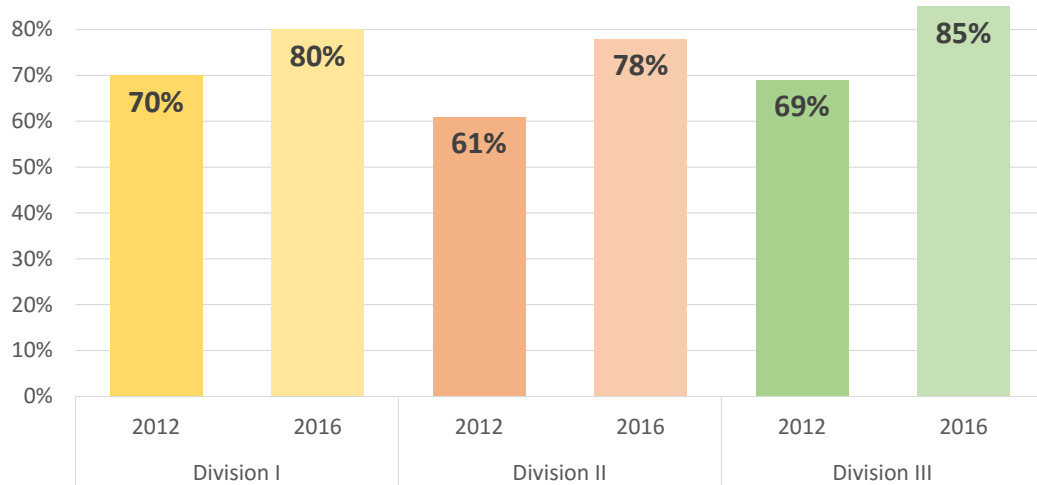
(Percent responding "Agree" or "Strongly Agree")

	Men	Women
Faculty are accessible to me when I need their help.	79%	84%
This school provides me with the resources I need to succeed academically here.	69%	81%
I know where to go on campus if I have mental health concerns.	67%	81%
There are people on campus I can trust to give me support when I need it.	68%	79%

Notes: Endorsement of top two scale points on a 6-point scale. Yellow indicates up 5% or more vs. 2012 study. Green indicates down by 5% or more vs. 2012.

This school provides me with the resources I need to succeed academically here.

(Percent responding "Agree" or "Strongly Agree")



Student-athletes of color may face greater campus fit challenges than White student-athletes.



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Campus Connectedness by Race

(Percent responding "Agree" or "Strongly Agree")

	White	Other
I feel like I can be myself around other students on this campus.	84%	77%
I have friends here who share my interests and values.	86%	77%
I'm satisfied with my friendships outside of athletics.	79%	73%
I am sometimes lonely at this school.	22%	27%
People on campus value the experiences of those in my cultural community.	64%	46%
I am proud of this school's history and culture.	66%	53%
This school's traditions and celebrations play an important role in my life.	54%	44%

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

Influential Others



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Most student-athletes are active on social media, however there are gender differences in engagement.



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Social Media Engagement

(Percent responding “Agree” or “Strongly Agree”)

	Men	Women
I am active on social media.	71%	85%
I pay a lot of attention to what’s said about me and my team on social media.	42%	52%
I receive positive wishes and encouragement from fans via social media	50%	58%
I sometimes receive negative or threatening messages from fans via social media.	12%	4%
My coaches don’t want us posting on social media.	16%	9%
Social media distracts me from doing the things I need to do each day.	20%	22%

Notes: Endorsement of top two scale points on a 6-point scale. Yellow indicates up 5% or more vs. 2012 study. Green indicates down by 5% or more vs. 2012.

I sometimes receive negative or threatening messages from fans via social media

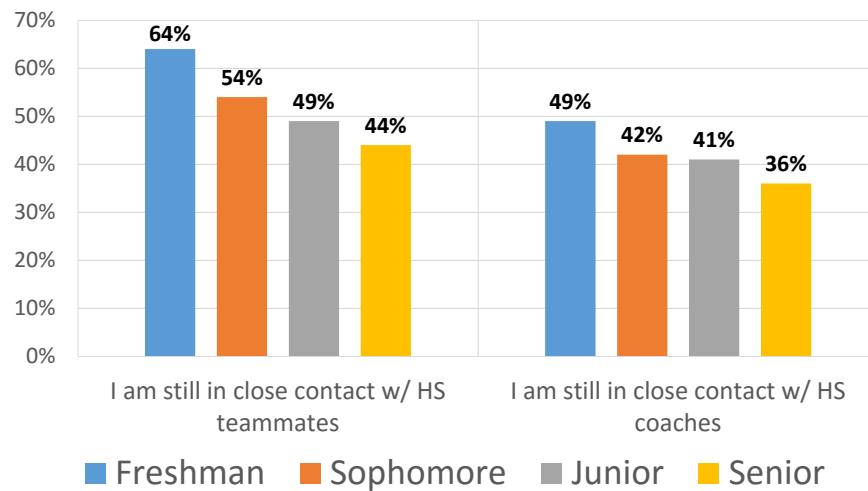
(Percent responding "Agree" or "Strongly Agree")

Baseball	Men's Basketball	Football	Men's Other	Women's Basketball	Women's Other
Division I					
16%	26%	18%	8%	10%	3%
Division II					
11%	15%	17%	9%	5%	5%
Division III					
14%	13%	8%	10%	6%	4%

Notes: Endorsement of top two scale points on a 6-point scale. Yellow indicates up 5% or more vs. 2012 study. Green indicates down by 5% or more vs. 2012.

Even as seniors, over a third of student-athletes remain in close contact with high school teammates and coaches.

Connections with High School Teammates and Coaches



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

Student-athletes are deeply connected to parents and family and rely on them for support across a wide range of issues.

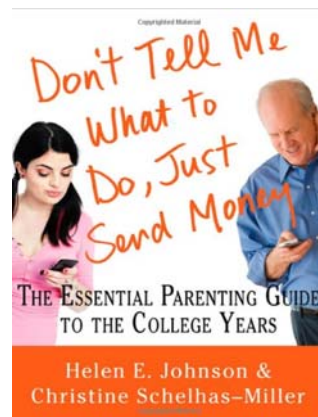


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I “often” or “sometimes” ask a family member...

	Men	Women
For help with a bill or a money problem.	72%	77%
For help dealing with stress or other mental well-being issues.	66%	83%
For advice on athletics issues (e.g. training advice, how to deal with coaches).	64%	78%
To help me make academic decisions (e.g. choose classes).	60%	69%
To contact one of my coaches.	16%	12%
To contact one of my professors.	11%	4%



How involved are your family members in these areas of your life?

	Overly involved	Appropriately involved	Not involved enough
Your finances	18%	77%	4%
Athletics	17%	79%	5%
Your mental well-being	12%	81%	7%
Career preparation	11%	82%	6%
Academics	11%	84%	5%
Your romantic relationships	9%	81%	10%
Your nutrition	8%	78%	13%
Visiting you at college	8%	80%	12%
Your friendships	7%	84%	9%

Willingness to take action in negative situations has risen since 2012.



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Willingness to Intervene

(Percent responding “Likely” or “Extremely Likely”)

	Men		Women	
	2012	2016	2012	2016
Accompany a teammate home if he/she has had a lot to drink.	87%	88%	93%	95%
Stop a teammate from driving if drinking.	81%	84%	93%	95%
Walk away from a confrontation.	58%	61%	74%	77%
Confront a teammate if he/she is treating partner inappropriately.	59%	70%	47%	67%
Intervene in a situation if it could lead to inappropriate* sexual behavior.	63%	78%	71%	90%

Notes: Endorsement of top two scale points on a 5-point scale. Yellow indicates up 5% or more vs. 2012 study. Green indicates down by 5% or more vs. 2012. * “Inappropriate” replaced with “unwanted” in 2016.

Measures of Trust

(Percent responding “Agree” or “Strongly Agree”)


	Men	Women
If you're not careful, people will take advantage of you.	64%	58%
People mostly just look out for themselves.	48%	39%
I trust my teammates as much as anybody in my life.	49%	50%
My teammates have my back regardless of the situation.	60%	58%
My coaches can be trusted.	67%	68%


Notes: Endorsement of top two scale points on a 6-point scale. Yellow indicates up 5% or more vs. 2012 study. Green indicates down by 5% or more vs. 2012.

Conditions to Increase Mental Health Care Access


(Percent responding "Strongly Agree")

	Men	Women
Free services	32%	48%
Practitioner who understands athletes	29%	44%
Online appointment scheduling	28%	41%
Anonymity	27%	39%
24-hour hotline	28%	39%
Flexible hours	31%	39%
Same day appointments	28%	38%
Services within athletics department	25%	36%
Services in less visible area	25%	35%
Online resources	24%	33%



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