



October 18, 2019

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[www.ncaa.org](http://www.ncaa.org)

Dr. Thomas Paskus  
Dr. Lydia Bell  
National Collegiate Athletic Association  
P.O. Box 6222  
Indianapolis, Indiana 46206-6222

Dear Drs. Paskus and Bell:

I am pleased to inform you that the NCAA Research Review Board (RRB) conducted a full board review of, and approved, the "2020 NCAA National Survey on Collegiate Wagering and Social Environments."

The RRB also approved a waiver of documentation of consent for the study.

According to the RRB Standard Operating Procedures, a continuing review for this study must be scheduled within 12 months. Therefore, to ensure adherence to the protocol, please forward all required documentation to the RRB Administrator by October 1, 2020. The RRB Administrator will issue a reminder for you closer to the deadline.

Please let me know if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve L. Willborn", written in a cursive style.

Steven L. Willborn  
Chair, NCAA Research Review Board

SLW:mm

N a t i o n a l   C o l l e g i a t e   A t h l e t i c   A s s o c i a t i o n

*An association of more than 1,200 members serving the student-athlete*

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## **NCAA RESEARCH PROJECT COVER SHEET**

(Please use this form for all new submissions, resubmissions, and major changes.)

### **SECTION A**

PROJECT TITLE: \_\_\_\_\_

PRINCIPAL INVESTIGATOR NAME: \_\_\_\_\_

EMAIL: \_\_\_\_\_ EXTENSION: \_\_\_\_\_

GROUP/DEPARTMENT: \_\_\_\_\_

CO-PRINCIPAL INVESTIGATOR NAME: \_\_\_\_\_

EMAIL: \_\_\_\_\_ EXTENSION: \_\_\_\_\_

GROUP/DEPARTMENT: \_\_\_\_\_

TODAY'S DATE: \_\_\_\_\_

ANTICIPATED START DATE: \_\_\_\_\_

ANTICIPATED COMPLETION DATE: \_\_\_\_\_

### **SECTION B**

**Proposal.** Attach a detailed summary of the research to be undertaken; i.e., a clear statement of purpose, an indication of the practical application of the results and a statement outlining the importance of this research to the NCAA membership. Include any additional background or rationale pertinent to the request.

### **SECTION D**

**Human Subjects Certification.** If this research involves the use of human subjects, NCAA Research Review Board (RRB) must certify that this project has been reviewed to ensure the protection of human subjects. Please refer to the RRB Standard Operating Procedures should you have questions about the terms or general procedures herein. Consult the, RRB Administrator, Chair, or Vice Chair for more detailed information.

1. Is this a ☐ NEW PROPOSAL;
- ☐ RESUBMISSION OF A PROPOSAL NOT PREVIOUSLY REVIEWED BY THE RRB;
- ☐ resubmission of a proposal PREVIOUSLY REVIEWED BY THE RRB; OR A
- ☐ submission of a MAJOR CHANGE TO AN RRB approved PROPOSAL?

2. Are human subjects involved? ☐ YES ☐ NO

*Human subjects* are defined as a living individual about whom an investigator conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information.

If **NO** then skip to the end, sign and return the document to the NCAA Research Department.

3. Do you consider this research to involve greater than minimal risk? ☐ YES ☐ NO

"Minimal risk" means that the probability and magnitude of harm or discomfort anticipated in the research are not greater, in and of themselves, than those ordinarily encountered in daily life or during the performance of routine psychological examinations or tests.

4. Are you requesting: (please see the RRB Standard Operating Procedures for definitions)

☐ Exempt Status

☐ Expedited Review

☐ Full Board Review

*NOTE: The Research Review Board will make the final determination as to the level of review necessary for the proposed project.*

**No study can commence prior to RRB approval or waiver determination.**

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**PRINCIPAL INVESTIGATOR SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

## **2020 NCAA NATIONAL SURVEY ON COLLEGIATE WAGERING AND SOCIAL ENVIRONMENTS**

### **Background and Purpose**

This study will examine issues of NCAA student-athlete gambling and sports wagering behavior, as well as an assessment of the social environment of student-athletes. Through a survey comprised of two independent sections, a national sample of student-athletes across all divisions will participate. The gambling and sports wagering section of the survey is a revised version of a national survey the NCAA previously conducted in 2004, 2008, 2012, and 2016. The social environments section of the survey is a revised version of the 2012 and 2016 surveys and deals with issues such as a student-athlete's perceived connection to the campus and community, potential feelings of entitlement, issues of safety and trust on campus, and an assessment of how educated and empowered student-athletes feel they are to help/intervene in social difficulties they may face.

### **Purpose**

The purpose of the gambling/sports wagering section of the survey is to provide additional national trend data related to student-athlete wagering behaviors, potential presence of outside gambling interests on campus and educational programming effectiveness. The purpose of the social environments survey is to enhance our understanding of the ways in which student-athletes interact with their teammates, other students, faculty, community members, fans and the media. We also hope to assess student-athlete attitudes toward various difficulties that may arise for them within each of those social environments. In particular, we hope to learn about how well student-athletes feel their coaches and others are preparing them for those difficulties and about ways they can be optimally empowered to handle such situations. Both these issues have been identified by NCAA leaders as important to member colleges and to student-athlete well-being.

### **Methods**

#### **Sampling**

All active member institutions of the NCAA will be asked to participate, and each institution will be sampled. This sampling plan was devised to achieve an appropriate representation of all NCAA student-athletes while minimizing the burden to institutions by asking that all student-athletes on not more than three teams be surveyed on any campus. The teams surveyed will be determined by a clustered randomized sample (that is, teams are chosen randomly and then all members of those teams are asked to participate). Schools may opt to replace teams with the assistance of NCAA research staff. The sampling plan also acknowledges states where wagering has been legally approved at the time of administration to assess differing wagering environments ascribed to those states. Approximately 15 percent of teams within each NCAA championship sport will be asked to participate under this plan. Any institution asked to survey football would only survey that sport due to the typical size of football squads.

#### **Survey Administration (See also attached FAR Directions)**

All surveys will be administered via paper and pencil. No online option will be provided (as was done in the last faculty athletics representative [FAR] administration of the GOALS survey) due to the need to better protect participant anonymity than can be guaranteed in an online setting. Once institutions are contacted for participation and sports assigned, a letter will be sent to the FAR at each member institution. The letter asks for the FAR's cooperation in conducting the survey, and identifies the athletics teams that the institution is asked to survey. Detailed instructions for administration of the survey are provided to the FAR, including sample materials to assist with submission to the campus institutional review board (IRB). These instructions, and the instructions that are printed on the survey form, make it clear to the student-athletes that cooperation in this study is completely voluntary and that all responses will be totally anonymous. The FAR is instructed to give the survey to all members of a particular team in a classroom type setting. The FAR is provided with a pre-addressed, pre-paid envelope into which student-athletes are to deposit surveys upon completion. Then, the last student-athlete to complete the survey is asked to seal the envelope and see that it is ready to send to the contracted data vendor (Scantron Corporation). No identifying information about the student-athletes or the institution will be collected. It is intended that these procedures will reassure student-athletes that the process will be anonymous. Even with these

measures to ensure anonymity, self-report data of this kind can be problematic due to the sensitive nature of the issues and analyses have been designed to try and account for potential self-report inaccuracies.

## **Survey Instrument**

There will be two versions of the survey used to distinguish between schools within states that have legal wagering as compared to states that do not at the time of the administration. The content will be identical on both versions of the survey, and the only difference will be a simple print code created by the printing vendor (Scantron Corporation). No geographic or school identification will be possible with the different surveys administered.

The paper survey consists of three sections. The first is a brief set of demographics questions. The second is a revamped version of the NCAA National Study on Collegiate Wagering administered previously in 2004, 2008, 2012, and 2016. Similar to how the 2016 survey represented a significant modification of the 2004, 2008, and 2012 versions, the 2020 survey has also been improved based on feedback from FARs and outside scholars (such as Dr. Jeffrey Derevensky, Director of the International Center for Youth Gambling at McGill University who served as lead consultant in the development of this study). The survey questions were updated and revised, shortening the survey to the most important information for assessing gambling trends among student-athletes and evaluating educational initiatives. The primary topics include:

- current general gambling behaviors/frequency;
- sports wagering behaviors/frequency;
- use of the Internet and mobile devices to gamble;
- fantasy sports participation (against NCAA rules when money is involved);
- participation in simulated gambling activities (such as free online poker, which can be a precursor to gambling for money);
- contact from outside sources for inside information (including how these behaviors have changed due to the proliferation of social networking);
- awareness and understanding of NCAA rules on gambling, and
- beliefs about gambling and student-athlete opinions on education initiatives.

In the third section of the survey, we will attempt to garner a more nuanced understanding of the social environments that student-athletes experience on their campuses. These complex environments may include teammates, other student-athletes, other students, faculty, coaches and administrators, community members, fans and the media. A number of pre-existing scales (modified for use with student-athletes in many places) and newly devised ones attempt to assess:

- student-athlete comfort in/perception of various social environments;
- attitudes toward smartphone use, social media, and gaming activities (such video games, mobile games);
- current gaming behaviors/frequency;
- feelings of entitlement;
- relationship behaviors (including measures of trust);
- perceived expectations for behavior in various social environments;
- perceived consequences of bad behavior in these environments;
- sources of support when social problems arise;
- attitudes toward mental well-being and seeking help;
- attitudes toward intervening when various social problems are confronted, and
- desire for education/empowerment in helping self or others.

## **Data Preparation / Analysis**

Once the surveys are received by the data vendor (Scantron Corporation), the survey data will be entered into an electronic database by Scantron. They will scan the forms and forward data to the NCAA in standard electronic database form. The data will then be checked for inconsistencies, and questionable data will be removed from the database based on pre-established methods developed during previous FAR surveys. Scantron will shred the processed surveys after the NCAA

has received and approved the final data. At no point will NCAA staff have access to the paper survey forms. Analyses will be conducted by select NCAA staff and contractors.

## MEMORANDUM

<DATE>

TO: Faculty Athletics Representatives of NCAA Member Institutions.

FROM: Kelsey Gurganus, Assistant Director of Research.

SUBJECT: 2020 NCAA National Survey on Collegiate Sports Wagering and Social Environments.

I am writing to ask for your assistance in administering the **2020 NCAA National Study on Collegiate Wagering and Social Environments** to a sample of student-athletes at your school.

This survey is composed of two major sections. The first is a revised version of the NCAA National Survey on Collegiate Sports Wagering, now in its fifth national iteration since 2004. This is an especially important issue for the NCAA membership to understand given the rapidly shifting sports wagering landscape. The second section of the survey is part of an ongoing effort to describe the social environments that student-athletes experience on campus and in the community. Understanding how student-athletes interact within a complex social environment is essential to promoting student-athlete well-being and academic persistence. The materials accompanying this memo will assist you in administering the survey. There is no online option for this survey due to participant anonymity requirements.

[NAME OF INSTITUTION] has been randomly selected to survey the following sports:

«SPORT1»

«SPORT2»

«SPORT3»

If, for any reason, you will be unable to sample any of the teams listed, please contact me at [kgurganus@ncaa.org](mailto:kgurganus@ncaa.org) or 317/917-6566, and we will develop a substitution plan.

NCAA MEMORANDUM

<DATE>

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Included in this package you will find:

- An approval letter from the NCAA Research Review Board (RRB). The complete RRB application is available on the NCAA research website at [www.ncaa.org/research](http://www.ncaa.org/research);
- Survey administration instructions;
- A scripted statement to read when administering the survey to your student-athletes;
- Copies of the survey instrument;
- One UPS return envelope per team sampled for returning the surveys to the third-party vendor that will scan the surveys; and
- Copies of a survey contact sheet to be distributed to student-athletes.

FARs are asked to provide student-athletes with contact information for the local campus IRB administrator and local support agencies. If you did not receive the items listed above or you need additional copies, please contact Kelsey Gurganus at [kgurganus@ncaa.org](mailto:kgurganus@ncaa.org) or 317-917-6566.

Completed surveys should be returned by **June 1, 2020**. Please contact Kelsey Gurganus with any questions related to survey administration/procedures, human subjects issues or the study timeline. Thank you again for your willingness to participate in this important initiative.

KG:ld

Enclosures



**DIRECTIONS FOR ADMINISTRATION OF SURVEY INSTRUMENT  
FOR THE 2020 NCAA NATIONAL SURVEY ON  
COLLEGIATE WAGERING AND SOCIAL ENVIRONMENTS**

1. The faculty athletics representative (FAR) at each NCAA member school participating in this study will receive the following materials:
  - Notification of study approval by NCAA Research Review Board (RRB);
  - Notification of the sports to be surveyed at each school (see cover memo);
  - Copies of the survey instrument;
  - Directions for administration of the survey instrument with a scripted statement for the FAR;
  - A contact information sheet for distribution to the student-athletes; and
  - Pre-printed packages for shipment of surveys to an independent processing company.
2. This study has been reviewed and approved for human subject considerations by the RRB. Individual campuses may still ask that this study be reviewed by their local institutional review board (IRB). It is the responsibility of the FAR on each campus to ensure that institutional policies are followed.

The FAR is asked to make arrangements with the athletics department to schedule a session to survey all student-athletes on team(s) selected for participation in the study.

The survey should be administered by the FAR in a group setting with all members of the team(s) that are participating in the study present. If the FAR is being asked to survey more than one team, she or he may survey each team separately or combine the teams into one group. The time, date and location of the survey administration session should be made known to all student-athletes on the team(s) being surveyed. Most student-athletes should be able to complete the survey within approximately 30 minutes but FARs should secure a room for 45 to 60 minutes.

**ALL SURVEYS SHOULD BE ADMINISTERED AND RETURNED BY June 1, 2020.**

3. Sufficient copies of the surveys should be included in each packet. Kelsey Gurganus ([kgurganus@ncaa.org](mailto:kgurganus@ncaa.org); 317/917-6566) at the NCAA national office should be notified if additional copies are needed. The FAR should not photocopy additional surveys as the scanning devices will not be able to read responses on photocopied forms.

The FAR will place the pre-printed, pre-paid return package supplied by the NCAA's survey vendor in a convenient location in the room where the testing is being done so that each student-athlete may place his/her completed survey directly into that package without anybody else handling the survey. **Completed surveys should not be handled by the FAR or anybody else in the room.**

4. Before administering the surveys, the FAR should obtain a contact phone number for a campus or local counseling service that will offer free or low cost counseling to any student-athlete who may wish to speak with a counseling professional. This contact information should be clearly posted in the room in which the surveys are administered to supplement the national contact information sheet that is to be distributed to the student-athletes.
5. The FAR should bring No. 2 pencils or pens with dark ink for use by student-athletes during the survey administration. The survey must not be completed in red ink.
6. The FAR and any assistants from his/her staff will administer the survey to the student-athletes. All staff from the athletics department (e.g., coaches) should leave the room before the survey is distributed. The FAR will read the attached scripted statement to the student-athletes detailing the purpose of the study and directions for the completion of the survey. Student-athletes who are not yet 18 years of age should be thanked for their time, but excused from study participation and asked to leave the room.

The FAR should explain the survey instrument to the student-athletes, describe the purpose of the national study and note that responses will not be personally identifiable once the survey is turned in. The student-athletes must be informed that participation in the survey is entirely voluntary and that they are free to turn in their survey at any time during the testing procedure. Student-athletes who do not wish to complete the survey in its entirety may complete only those questions they wish to answer (if any) and return the survey to the pre-printed return package. Student-athletes should be advised that the NCAA will begin publishing aggregate results of the survey in fall 2020. Those results, reports from previous NCAA studies and other student-athlete survey data are available to them via the NCAA website at [www.ncaa.org/research](http://www.ncaa.org/research).

The FAR will inform the student-athletes that they should place their completed surveys directly into the return package that is addressed to the survey processing company. Nobody, including the FAR, other teammates, or any member of the athletics department should handle any student's survey. The FAR should remain in the room to answer any questions that may arise.

7. The last student-athlete present should place his or her survey into the return package and seal the package. All surveys that are handled by a student-athlete (completed or not completed) should have been placed in the package. All survey forms must be returned before the student-athletes leave the session. Extra surveys not administered to the student-athletes can be destroyed by the FAR.
8. The FAR will send the sealed package of surveys to the survey processing company in the pre-printed, pre-paid return package supplied by the vendor.
9. Questions regarding administration of the surveys should be referred to:

Kelsey Gurganus, Assistant Director of Research, [kgurganus@ncaa.org](mailto:kgurganus@ncaa.org) (317/917-6566)

The NCAA research department thanks you for your assistance with this important research project!

**2020 NCAA NATIONAL SURVEY ON  
COLLEGIATE WAGERING AND SOCIAL ENVIRONMENTS**

**SCRIPTED STATEMENT FOR FACULTY ATHLETICS REPRESENTATIVE**

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*Instruct the students not to begin the survey until you finish reading the following statement:*

Thank you for your participation in the 2020 NCAA National Survey on Collegiate Wagering and Social Environments. Your participation in this study is greatly appreciated.

If there is anyone here who is under 18 years of age, you are excused from participation in this study and should leave at this time. Thank you for your time.

This is a short survey with two major sections. In the first section, you will be asked for opinions on issues about gambling and college sports wagering. In the second part, you will be asked to relate how you feel about your social experiences on this campus. Your responses will be used by the NCAA to formulate effective strategies for programming, education and intervention among student-athletes, coaches, administrators and faculty.

Participation in this study is completely voluntary. You may choose not to answer any question, or to discontinue your participation at any time without penalty. Your voluntary completion of this study constitutes your informed consent to participate. This survey should take about 30 minutes, on average, to complete. When you have finished the survey, please place it in the return package located here. (*Show student-athletes where the package is located.*) The last person to complete their survey will be asked to seal the package to ensure that it is ready to be mailed and that nobody else has access to the completed surveys. Nobody besides you will handle your survey. **Do not return any surveys directly to me.** All surveys, whether you have completed them or not, should be put directly into the return package.

For this study to help future student-athletes, it is important that the responses you give be thoughtful and honest. **This information is being collected anonymously. We will not ask you to identify yourself or your school. That means nobody, including the NCAA or the researchers, will know your identity or be able to match your responses to your team or your school. The study protocols were designed specifically to help you maintain complete anonymity.** Do not write your name or your school's name anywhere on the survey form.

The surveys will be sent directly to an independent company for scanning and will be destroyed once a research database has been created. Results will only be reported in terms of national and subgroup (for example, sport, division, whether your state has legalized sports wagering) averages and trends. National reports from previous student-athlete surveys are available from the NCAA's website (the address is listed at the end of your survey). We hope you will take a look at these interesting data provided by previous student-athlete participants.

Some of the questions in this survey deal with personal topics. You do not have to answer any question that you do not wish to answer. You have received a contact information sheet with information on national support organizations. I have also posted the contact number for a local counseling center in case you should feel the need to discuss any issues raised by this survey. Thank you again for your participation in this very important study. Remember that you should not write your name or school name on your survey. Please take a few minutes now to complete the survey.

## **INSTITUTIONAL REVIEW BOARD GUIDE FOR THE 2020 NCAA NATIONAL STUDY ON COLLEGIATE WAGERING AND SOCIAL ENVIRONMENTS**

Dear Faculty Athletics Representative:

The purpose of an institutional review board (IRB) is to ensure that the rights and welfare of human participants involved in the proposed research are adequately protected. IRBs have the right to approve, disapprove or require modification of all research involving students on their campus. While the NCAA has received approval from its own Research Review Board (RRB), a national external board consisting of faculty and community representatives, it is important that you consult with your campus IRB to determine whether additional approval is required to carry out this research on your campus.

The NCAA's full RRB materials and approval letter are included in an accompanying document. However, in order to make the IRB process at your school as simple as possible as you administer this study on behalf of the NCAA, we have also included summary information below that may be of use in answering questions posed to you directly by your campus IRB.

Please contact Kelsey Gurganus at [kgurganus@ncaa.org](mailto:kgurganus@ncaa.org) or 317/917-6566 if you have any questions or would like assistance in completing your IRB application.

Note that it is possible your local IRB will require changes to the standard study administration procedures as a condition for conducting the study on your campus. If this is the case, please contact Kelsey at [kgurganus@ncaa.org](mailto:kgurganus@ncaa.org) or 317/917-6566 to work with you in implementing such changes. In most instances, study procedures can be modified in ways that will meet the requirements of a particular IRB while maintaining the integrity of the study's research methodology.

### **Project Information**

#### **Project Title:**

2020 NCAA National Study on Collegiate Wagering and Social Environments.

#### **Project Dates:**

Start Date (11-1-2019);

End Date (10-31-2020).

#### **Number of Participants:**

Previous wagering studies conducted in 2004, 2008, 2012 and 2016 have included data from approximately 20,000 student-athletes surveyed at over 600 NCAA member institutions. We anticipate a similar number of respondents in the 2020 study.

#### **Project Description/Purpose:**

The 2020 NCAA National Study on Collegiate Wagering and Social Environments will provide NCAA policymakers and member institutions with detailed information on two topics of interest within the college athletics community. In the first section of the survey, student-athletes will be asked about behaviors and attitudes around gambling and sports wagering. This information will be

used to assess trends and design appropriate educational initiatives in this rapidly changing area. In the second portion of the survey, issues related to the social environments of student-athletes will be assessed. These include how student-athletes interact with various on-campus and community groups, comfort and trust within the campus community, perceived ability to intervene when teammates and peers need help, and expectations/education provided by coaches and others in dealing with various issues that arise in a student-athlete's social environment.

**Project History:**

The wagering portion of the study marks the fifth time that the NCAA has assessed gambling behaviors and attitudes. The 2020 version of the study is a revision based on similar surveys administered in 2004, 2008, 2012 and 2016. The social environments section is revised from the surveys conducted in 2012 and 2016.

**Prior NCAA RRB Approval:**

The study commenced November 1, 2019, after it was approved by the RRB. The RRB is an external body composed of seven non-staff members who represent individual colleges/universities or the community, and follows policies and procedures similar to a campus IRB. The RRB is assisted by a staff member who works with the RRB members to communicate their decisions and concerns back to relevant NCAA staff and member institution representatives.

**Federal-wide Assurance:**

The NCAA is registered with the U. S. Health and Human Services Department, Office of Human Research Protections (IORG #0007717). The NCAA RRB is a registered IRB (IRB #00009263). The Federal-wide Assurance number is 00020028. Institutions interested in pursuing IRB Authorization Agreements are encouraged to contact Kelsey Gurganus at [kgurganus@ncaa.org](mailto:kgurganus@ncaa.org) or 317/917-6566.

**Scientific or Academic Merit of Current Study:**

Considerable care has gone into designing a study, survey instrument and sampling protocol that will lead to unbiased, generalizable results. From a sampling perspective, we attempt to minimize bias via strict stratified random sampling of teams, comparison of obtained demographic profiles of the sample versus known demographics of the student-athlete population and subsequent (as necessary) weighting of individual responses to create aggregate estimates that are likely to best represent the behavior of the national student-athlete population.

**Instruments:**

The only instrument in this study will be a survey taken by the participating student-athlete. The survey is comprised of three sections: (1) A very brief demographics section; (2) A section of gambling activities/attitudes; and (3) A section on issues related to the social environments of student-athletes. Most survey items have been used in previous studies, were derived from standard scales or were designed specifically for this study by subject matter experts.

Testing of the survey indicates that it typically takes about 30 minutes to complete.

The survey will be administered completely anonymously. No attempt will be made by the researchers to tie individual responses to particular individuals or institutions.

**Study Administration:**

After the sample for the current study was determined by NCAA staff, an email was sent to the faculty athletics representative (FAR) at each member institution. The email solicited the FAR's participation in conducting the study and identified the athletics teams that the institution is being asked to survey. Detailed study materials are provided to each FAR that highlight appropriate study protocols for producing scientifically useful data and protecting the well-being of student-athlete participants.

**Survey Administration:**

To best ensure that student-athlete and institution anonymity are maintained, the survey will be administered in paper form only. Detailed instructions for administration of the survey will be provided to the FAR. These instructions, and the instructions that are printed on the survey form, will make it clear to the student-athletes that their participation in this study is completely voluntary and that their responses will be totally anonymous. The FAR will be instructed to give the survey to all members of a particular team on the same occasion in a classroom-type proctored setting. All staff from the athletics department (e.g., coaches, trainers, etc.) will be asked to leave the room before the survey is distributed. The FAR will be provided with a pre-addressed, pre-paid envelope into which student-athletes are to deposit surveys on completion. The last student-athlete to complete the survey will be asked to seal the envelope in the FAR's presence and see that it is ready to send to the third-party vendor that will scan the survey forms and create a national database for analysis. After verification of the data entry, the paper surveys and any survey images will be destroyed. The resulting database will have no student or school identifying information.

**Other Frequently Asked Question**

**Describe the setting in which the research will be conducted.**

It is suggested that the research take place in a classroom setting. The FAR on each campus is asked to administer the survey to the student-athletes. All staff from the athletics department (e.g., coaches, trainers, etc.) will leave the room before the survey is distributed. The FAR will read the attached scripted statement to the student-athletes detailing the purpose of the study and the directions for completion of the survey. All student-athletes who are not yet 18 years of age will be excused from further participation and asked to leave the room.

**Is this a collaborative project?**

Yes. All 1,100+ schools participating in NCAA athletics are asked to participate. In studies conducted each year using similar methods, institutional response rates have tended to be 60-70 percent. The NCAA takes the lead in IRB review, but each FAR must submit to their campus IRB as required.

**Please explain how you intend to manage information obtained in multi-site research that could be relevant to the protection of research participants, such as reporting unanticipated problems involving risks to participants or others.**

In addition to reporting any unanticipated problems to their own campus IRBs, the survey administrators are instructed to also report any such incidents to the NCAA RRB. This will allow the NCAA RRB to track and correct unanticipated problems should they occur.

**Sampling**

**Explain your recruitment process and enrollment procedures.**

All active member institutions of the NCAA will be asked to participate and a sample of the student-athletes at each institution will be surveyed. This sampling plan was devised to achieve an appropriate representation of all NCAA student-athletes while minimizing the burden to institutions by asking that all student-athletes on not more than three teams be surveyed on any campus. The teams surveyed will be determined by a computer-generated random draw that is stratified by sport and NCAA competitive division. Schools may opt to replace teams only with the assistance of NCAA research staff. The NCAA does its best to ensure that teams that have been recently sampled in other FAR-administered studies are not sampled again in this study.

The FAR will contact the coach and/or athletics department to arrange a time and place to administer the survey to all student-athletes on the sampled teams.

**Participants**

**Will the subject's identity remain anonymous, confidential or other?**

The identity of specific schools, teams and student participants will be anonymous. That is, no identifying information is collected that could identify a school or an individual student-athlete participant. All results from this study will be reported in aggregate and in terms of national and subgroup (for example, sport, division, aggregate of states that have legalized sports wagering) averages and trends. The identity of a particular school, team or student will not be known at any point by the researchers.

**Does your research involve an investigation into legal matters, illegal activities, admissions of guilt, breaches of duties or noncompliant matters?**

Possibly, as some questions deal with wagering activities that may be illegal in some jurisdictions. Additionally, some of the questions relate to behaviors that may violate NCAA regulations.

**Describe the informed consent process in detail.**

The participants will be read instructions that will make clear that they are consenting to participate by filling out the survey. The instructions on the survey also state that, by filling out the survey they are consenting to be a participant. A waiver of documentation of consent has been approved by the NCAA RRB.

**Do you intend to obtain a Certificate of Confidentiality?**

No.

**Please explain how you intend to protect the privacy interests of participants during the research.**

We have attempted to be sensitive to these issues in designing the suggested procedures for administering and collecting the survey forms. Only the participant will handle their own completed survey form until it is deposited and sealed in the return envelope that goes to the third-party data entry vendor.

**Please explain how you intend to protect the privacy interests of participants after their involvement in the research.**

Once the data are entered and checked, survey forms and any resulting images will be destroyed. Only NCAA researchers will have access to the database, but even that file will contain no identifying information. Any data shared with researchers outside of the NCAA will be completely unidentifiable at the individual or school level. Only aggregate information will be published.

**Describe the procedure(s) in place for research participants to ask questions and voice concerns or complaints to the research investigator(s).**

Participants can report concerns or ask questions to the on-campus survey administrator, to NCAA researchers or to the NCAA RRB administrator. Contact information is provided on the first page of the paper survey and on the informational handout sheet.

**How do you intend to minimize the risks to the subjects?**

In the event that any questions asked are disturbing to the student-athlete, he or she may stop responding to the survey at any time. Student-athletes who experience discomfort will be encouraged to contact your college student-health offices or one of the national hotlines listed on a contact sheet distributed at each site. The survey administrator is being instructed to provide information on local mental health resources at the beginning of the survey administration.

The questions contained in this survey are generally not expected to cause psychological discomfort or pose more than minimal risk. The primary risk in this study relates to possible violation of student-athlete anonymity if survey administration procedures are not followed as designed. This risk is minimized if on-campus survey administrators adhere to study protocols.

**What benefits to society may result from this research?**

The 2020 NCAA National Study on Collegiate Wagering and Social Environments will provide NCAA policymakers and member institutions with detailed information on two topics of interest within the college athletics community. Issues around gambling and sports wagering are important to understand because prior research has shown that student-athletes are prone to certain attitudes and behaviors that could impact their well-being, their eligibility for athletics competition and the integrity of the sports they play. Currently, there are open questions about how to best design education/intervention programs that are optimal for student-athletes.

In relation to the second portion of the survey, there is growing recognition that student-athletes reside in social environments that are somewhat unique in comparison to other college students. Student-



athletes often face intense scrutiny from other students, faculty, community members, fans and media. How they view and manage those environments may impact their happiness at the school and their ability and willingness to effect changes to those environments when needed. It is hoped that the results of this portion of the study will provide much-needed insight for coaches, athletics administrators and other campus officials into some infrequently-studied issues that can strongly impact student-athletes and others involved in athletics.

**About the NCAA.**

The NCAA is a membership-led nonprofit association of colleges and universities committed to supporting academics and athletics opportunities for nearly 500,000 student-athletes at more than 1,100 member colleges and universities. Each year, more than 52,500 student-athletes compete in NCAA championships in Division I, II and III sports.



*National  
Study on  
Collegiate  
Wagering  
and Social  
Environments*

*Thank you for your  
participation in this very  
important study.*

The NCAA Research Staff



# National Study on Collegiate Wagering and Social Environments

Dear Student:

Thank you for your willingness to participate in the NCAA's National Study on Collegiate Sports Wagering and Social Environments. The first part of this study seeks to assess opinions toward gambling and sports wagering among current student-athletes. The second part asks questions about the social environments of student-athletes. Your opinions and experiences will be used to develop programming and educational initiatives that will assist all of us associated with college sports. For this study to help future student-athletes, it is important that you read all questions carefully and give thoughtful and honest responses.

**This information is being collected anonymously. We will not ask you to identify yourself or your school. That means nobody, including the NCAA and its researchers, will know your identity or be able to match your responses to your team or your school. The study protocols were designed specifically to help you maintain complete anonymity.** Results that are reported will be in terms of national and subgroup (for example, sport, division, whether your state has legalized sports wagering) averages and trends; an individual's responses will never be reported in isolation.

Your participation in this study is completely voluntary so you may choose not to answer specific questions, or to discontinue your participation at any time without penalty. The information about the study provided to you by your campus faculty athletics representative is intended to inform you of the purpose, benefits and risks associated with the study. Your voluntary completion of this survey indicates that you are consenting to participate in this study.

**If you are under 18 years of age, or below the age of legal consent to participate in this study in your state, you are excused from further participation in this research study.**

If you have questions regarding the study, survey instrument or the survey procedures, please contact the survey administrator, Kelsey Gurganus, at 317-917-6566 or [kgurganus@ncaa.org](mailto:kgurganus@ncaa.org).

## MARKING INSTRUCTIONS

Use Blue or Black ink pen or Black Lead Pencil Only

Incorrect Mark:  Correct Mark: 

*Thank you for your participation in this important study on student experiences!*

## PART 1: DEMOGRAPHICS

### 1. Are you playing on men's or women's team(s)?

- ☐ Men's
- ☐ Women's

### 2. NCAA sport(s) you are playing: (Mark all that apply)

- |                                     |   |
|-------------------------------------|---|
| <input type="radio"/> Baseball      | <input type="radio"/> Rifle                     |
| <input type="radio"/> Basketball    | <input type="radio"/> Rowing                    |
| <input type="radio"/> Bowling       | <input type="radio"/> Skiing                    |
| <input type="radio"/> Cross Country | <input type="radio"/> Soccer                    |
| <input type="radio"/> Fencing       | <input type="radio"/> Softball                  |
| <input type="radio"/> Field Hockey  | <input type="radio"/> Swimming/Diving           |
| <input type="radio"/> Football      | <input type="radio"/> Tennis                    |
| <input type="radio"/> Golf          | <input type="radio"/> Track (Indoor or Outdoor) |
| <input type="radio"/> Gymnastics    | <input type="radio"/> Volleyball (Indoor)       |
| <input type="radio"/> Ice Hockey    | <input type="radio"/> Volleyball (Beach)        |
| <input type="radio"/> Lacrosse      | <input type="radio"/> Water Polo                |
|                                     | <input type="radio"/> Wrestling                 |

### 3. In what NCAA division does your team compete?

- ☐ Division I
- ☐ Division II
- ☐ Division III

### 4. What is your current academic standing?

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Completed bachelor's degree

5. How do you describe yourself? (Mark all that apply)

- ☐ American Indian or Alaskan Native  
☐ Asian  
☐ Black or African American  
☐ Hispanic or Latino  
☐ Native Hawaiian or Pacific Islander  
☐ White  
☐ Other

6. Do you rely on the following to help pay for college? (Please respond to each item)

	Yes	No
a. Family contribution .....	<input type="radio"/>	<input type="radio"/>
b. Personal contribution or job.....	<input type="radio"/>	<input type="radio"/>
c. Pell Grant .....	<input type="radio"/>	<input type="radio"/>
d. Need-based financial aid (including state or institutional grants) .....	<input type="radio"/>	<input type="radio"/>
e. Academic scholarship .....	<input type="radio"/>	<input type="radio"/>
f. Athletics scholarship .....	<input type="radio"/>	<input type="radio"/>
g. Loans .....	<input type="radio"/>	<input type="radio"/>

7. Are you concerned that financial considerations may affect your ability to finish your degree?

- ☐ Yes, I'm very concerned  
☐ Yes, I'm somewhat concerned  
☐ No, I'm not concerned

8. With whom do you currently live during the school year? (Choose one best response)

- ☐ I live alone  
☐ With parents, family or a significant other  
☐ With teammates or other student-athletes only  
☐ With a mix of student-athletes and others  
☐ Only with other students who are not athletes  
☐ Other living arrangement

9. Where did you attend high school?

- ☐ In the United States  
☐ In Canada  
☐ In another country



PART 2: GAMBLING ACTIVITIES

In the following questions, the terms "**GAMBLING**," "**WAGERING**" and "**BETTING**" refer to any activity in which one risks money in an attempt to win money.

10. Listed below are several types of gambling activities. How often have you done each of the listed activities during the past 12 months for money? Enter one response for each type of activity.

Activities	Frequency (in the past 12 months)			
	Less than once a month Not at all	At least once a month	At least once a week	Daily
a. Played cards for money (such as poker) .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Gambled in a casino for money .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Bet on horses, dogs or other animals for money .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Bet on sports for money (in any form such as betting on individual games, sport pools, fantasy leagues with money involved, etc.) .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Bet on games of personal skill (e.g., pool, golf, bowling, video games) with friends for money .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Played dice games or craps for money .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Played slots or other gambling machines .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Played casino games (including poker) on the Internet for money ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Bought lottery or scratch tickets .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Traded on the stock market for money (e.g., day trading) .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Played bingo for money .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Have you engaged in any of these forms of sports betting for money during the past 12 months?

- |  | Yes                   | No                    |
|--|-----------------------|-----------------------|
| a. Bets on individual games (e.g., point spread, win/loss, over/under) .....                 | <input type="radio"/> | <input type="radio"/> |
| b. Online daily or weekly fantasy sports contests (e.g., via DraftKings, FanDuel, etc.)..... | <input type="radio"/> | <input type="radio"/> |
| c. Season-long fantasy sports contests .....   | <input type="radio"/> | <input type="radio"/> |
| d. Parlays .....   | <input type="radio"/> | <input type="radio"/> |
| e. Pools or bracket contests .....   | <input type="radio"/> | <input type="radio"/> |
| f. Prop bets.....  | <input type="radio"/> | <input type="radio"/> |
| g. Live in-game or in-play betting .....   | <input type="radio"/> | <input type="radio"/> |
| h. Betting on eSports .....  | <input type="radio"/> | <input type="radio"/> |
| i. Futures bets .....  | <input type="radio"/> | <input type="radio"/> |

12. If you indicated in Questions 10d or 11 that you bet on sports for money during the past 12 months, on what sports did you bet? If you did not bet on sports for money in the past 12 months, mark "Not at all" on each row below. Betting on a sport includes brackets, pools and fantasy contests (daily or season-long) in which entry fees are paid and prizes/money given.

Sports	Frequency (in the past 12 months)		
	Not at all	Yes, but less than once a month when the sport is in-season	Yes, at least once a month when the sport is in-season
a. NFL .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. NBA.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Major League Baseball .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. College football .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. NCAA men's basketball (including pools or bracket contests with an entry fee).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. NHL .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Soccer .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. UFC / MMA or Boxing .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Golf .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Tennis.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Auto racing .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Other pro sports (e.g., WNBA) .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Other college sports (e.g., college baseball, lacrosse).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. High school or youth sports.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



13. Listed below are several ways to place bets on sports. If you indicated in Questions 10d or 11 that you have bet on sports for money during the past 12 months, how did you typically place your bets?

**Methods for Placing Bets**

- |   | Yes                   | No                    |
|---|-----------------------|-----------------------|
| a. In-person at a sportsbook or other authorized location <u>in the USA</u> .....       | <input type="radio"/> | <input type="radio"/> |
| b. Mobile wagering through a legal online sportsbook based <u>in the USA</u> .....      | <input type="radio"/> | <input type="radio"/> |
| c. Mobile or online wagering through a sportsbook based <u>outside of the USA</u> ..... | <input type="radio"/> | <input type="radio"/> |
| d. With a local or student bookie .....   | <input type="radio"/> | <input type="radio"/> |
| e. Among family or friends .....  | <input type="radio"/> | <input type="radio"/> |

14. What is the total largest amount of money you have ever lost wagering on sports in a single day?

- ☐ I've never bet on sports for money  
☐ Less than \$10  
☐ \$10 to \$49  
☐ \$50 to \$99  
☐ \$100 to \$299  
☐ \$300 to \$499  
☐ \$500 to \$999  
☐ \$1,000 or more

15. What is the total largest amount of money you have ever lost gambling in any form in a single day?

- ☐ I've never gambled for money  
☐ Less than \$10  
☐ \$10 to \$49  
☐ \$50 to \$99  
☐ \$100 to \$299  
☐ \$300 to \$499  
☐ \$500 to \$999  
☐ \$1,000 or more

16. The following questions are specifically about fantasy sports and NCAA men's basketball tournament pools (including bracket contests):

- |   | Yes                   | No                    |
|---|-----------------------|-----------------------|
| a. Have you ever participated in a free fantasy sports league? .....  | <input type="radio"/> | <input type="radio"/> |
| b. Do you consider participation in a fantasy sports league with an entry fee and a prize to be gambling?.....                  | <input type="radio"/> | <input type="radio"/> |
| c. Have you ever participated in a free NCAA men's basketball tournament pool?.....   | <input type="radio"/> | <input type="radio"/> |
| d. Have you ever participated in an NCAA men's basketball tournament pool with an entry fee and a prize offered? .....          | <input type="radio"/> | <input type="radio"/> |
| e. Do you consider participation in an NCAA men's basketball tournament pool with an entry fee and a prize to be gambling?..... | <input type="radio"/> | <input type="radio"/> |

17. What is the highest entry fee you have ever paid for an NCAA men's basketball tournament pool or bracket contest?

- ☐ I've never participated in such a pool  
☐ There was no fee  
☐ Less than \$10  
☐ \$10 to \$49  
☐ \$50 to \$99  
☐ More than \$100

18. When did you first wager on sports?

- ☐ Before high school  
☐ High school  
☐ College  
☐ I've never wagered on sports

19. When did you gamble in any form for money for the first time?

- ☐ Before high school  
☐ High school  
☐ College  
☐ I've never gambled for money

**20. When you gambled that first time for money, which of the following did you do? (Mark one)**

- ☐ Played cards (including poker)
- ☐ Bet on horses, dogs or other animals
- ☐ Bet on sports (including pools or fantasy leagues)
- ☐ Bet on a game of personal skill (e.g., bowling or video games)
- ☐ Played dice games or craps
- ☐ Played slots or other gambling machines
- ☐ Bought/received lottery or scratch tickets
- ☐ Traded on the stock market (e.g., day trading)
- ☐ Played bingo
- ☐ Other
- ☐ I've never gambled for money

**21. Have you ever:**

- |  | Yes                   | No                    |
|--|-----------------------|-----------------------|
| a. Bet on a college game that involved your team? .....                      | <input type="radio"/> | <input type="radio"/> |
| b. Bet on a college game that involved another team at your school?.....     | <input type="radio"/> | <input type="radio"/> |
| c. Bet on a college game in your sport, but not involving your school? ..... | <input type="radio"/> | <input type="radio"/> |

**22. Who are you most likely to gamble with? (Mark one)**

- ☐ I have never gambled
- ☐ Alone (including online gambling)
- ☐ Boyfriend, girlfriend, spouse or family member(s)
- ☐ Teammates or other people I know through sports
- ☐ Friends outside of sports

**23. Have you ever:**

- |  | Yes                   | No                    |
|--|-----------------------|-----------------------|
| a. Been contacted by an outside source to share inside information about your team? ...                              | <input type="radio"/> | <input type="radio"/> |
| b. Been asked to influence the outcome of a game in which you played? .....  | <input type="radio"/> | <input type="radio"/> |
| c. Been asked by a team member for help in influencing the outcome of a game? .....                                  | <input type="radio"/> | <input type="radio"/> |
| d. Known of a teammate who has been asked to try to influence the outcome of a game in which he or she played? ..... | <input type="radio"/> | <input type="radio"/> |
| e. Known of a teammate who accepted money or other reward for playing poorly?....                                    | <input type="radio"/> | <input type="radio"/> |
| f. Known a bookie?.....  | <input type="radio"/> | <input type="radio"/> |
| g. Known of a student-athlete at your school who was a bookie?.....  | <input type="radio"/> | <input type="radio"/> |
| h. Been aware of a sportsbook offering a prop bet related to your individual performance?..                          | <input type="radio"/> | <input type="radio"/> |

**24. Have you ever:**

- |   | Yes                   | No                    |
|---|-----------------------|-----------------------|
| a. Provided confidential (inside) information about a college game to an outside source? .....        | <input type="radio"/> | <input type="radio"/> |
| b. Asked a teammate to influence the outcome of a game? .....   | <input type="radio"/> | <input type="radio"/> |
| c. Accepted money or other reward for playing poorly in a game?.....                                  | <input type="radio"/> | <input type="radio"/> |
| d. Been helped by anyone to pay a gambling debt? .....  | <input type="radio"/> | <input type="radio"/> |
| e. Received help for a gambling problem? .....  | <input type="radio"/> | <input type="radio"/> |
| f. Been told by someone that they won or lost money betting on your team?.....                        | <input type="radio"/> | <input type="radio"/> |
| g. Been told by a coach not to post certain information about you or your team on social media? ..... | <input type="radio"/> | <input type="radio"/> |



25. Below is a list of reasons why some people gamble. Please indicate how often you gamble for each of the following reasons. If you have never gambled, mark almost never/never for each item:

	Almost Never/Never	Sometimes	Often	Almost Always
a. Because you enjoy thinking about what you would do if you won a jackpot .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Because you like the feeling.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. To win money .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Because it's what most of your friends do when you get together.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. To forget your worries.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Because it's exciting.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. To be sociable .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Because you feel more self-confident or sure of yourself .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Because winning would change your lifestyle .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Because it helps when you are feeling nervous or depressed .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Because it makes a social gathering more enjoyable.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Because it makes you feel good .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next question is a standard measurement scale that is used in wagering studies throughout North America. There are no right or wrong answers to the questions that follow. Please try to be as honest as possible, and remember that all information is anonymous.

26. In the past 12 months...

	Yes	No
a. Have there been periods in the past year where you spent a lot of time thinking about past gambling experiences, thinking about future gambling experiences or thinking about ways of getting money with which to gamble? .....	<input type="radio"/>	<input type="radio"/>
b. During the past year, have you needed to gamble with larger amounts of money or with larger bets in order to obtain the same feeling of excitement? .....	<input type="radio"/>	<input type="radio"/>
c. Have you tried to cut down or stop your gambling several times in the past year and been unsuccessful? .....	<input type="radio"/>	<input type="radio"/>
d. Did you feel quite restless or irritable after you tried to cut down or stop gambling? .....	<input type="radio"/>	<input type="radio"/>
e. Do you feel that you gamble as a way to run away from personal problems, or to relieve uncomfortable emotions such as nervousness or sadness? .....	<input type="radio"/>	<input type="radio"/>
f. After you lose money gambling, do you often return another day to try to win back your losses? .....	<input type="radio"/>	<input type="radio"/>
g. Have you lied to family members, friends or others in order to hide your gambling? .....	<input type="radio"/>	<input type="radio"/>
h. Have you committed any illegal acts (such as theft, forgery, embezzlement or fraud) to finance your gambling? .....	<input type="radio"/>	<input type="radio"/>
i. Have you almost lost, or actually lost, a relationship with someone important to you, or a job, school or career opportunity because of your gambling? .....	<input type="radio"/>	<input type="radio"/>
j. Have you relied on others to bail you out and pay your gambling debts, or to pay your bills when you have financial problems because of gambling? .....	<input type="radio"/>	<input type="radio"/>
k. Have you ever felt you had a problem with gambling? .....	<input type="radio"/>	<input type="radio"/>



27. Have you received information on the NCAA rules concerning gambling?

- ☐ Yes  
☐ No

28. Would your coaches generally be aware of whether your teammates are gambling on sports?

- ☐ Yes  
☐ No

29. Would your teammates generally be aware of whether a particular teammate was gambling on sports?

- ☐ Yes  
☐ No

30. Do you agree or disagree that the following people, educational initiatives or events can be effective in influencing student-athletes not to wager on sports?

	Strongly Agree	Somewhat Agree	Disagree	Strongly Disagree
a. Coach.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Athletics department presentation or information .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teammates.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. NCAA presentation or educational materials.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. NCAA penalties.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Law enforcement presentation.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Former bookie / gambler presentation .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Presentation from former athlete who had a gambling problem .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Parents .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Is sports wagering currently legal in the state where your college is located?

- ☐ Yes  
☐ No  
☐ I don't know

32. If sports wagering is currently legal in the state where your college is located, are you old enough to participate?

- ☐ Yes, I meet the age requirement  
☐ No  
☐ I don't know  
☐ Sport wagering is not legal in this state

33. How much do you agree or disagree with each statement?

	Strongly Agree	Somewhat Agree	Disagree	Strongly Disagree
a. Most college student-athletes violate NCAA rules that prohibit sports wagering.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Sports wagering is acceptable so long as you wager on a sport other than the one in which you participate.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I think sports wagering is a harmless pastime.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. If I chose to wager on sports, I could consistently make a lot of money.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Coaches take NCAA rules against sports wagering seriously .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. It makes me uncomfortable that people bet on college sports.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I enjoy watching sports telecasts and other shows (e.g., ESPN's "Daily Wager") that talk about sports specifically from a betting perspective.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## PART 3: SOCIAL ENVIRONMENTS

34. How comfortable do you feel in each of these environments (that is, you feel respected and cared about; you fit in)?

	Extremely Comfortable	Somewhat Comfortable	Not at all Comfortable
a. With my team .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Among other student-athletes at the school .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. With other students at this college who aren't athletes .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Among members of the off-campus community near your school .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. With fans of your team .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. In your classes .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. In social areas on campus outside of athletic facilities (e.g., at the dining hall or student union) .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. How much do you agree or disagree with the following statements about how other students perceive student-athletes?

	Strongly Agree	Somewhat Agree	Strongly Disagree
a. I feel like I can be myself around other students on this campus .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students on this campus assume I'm not a good student because I'm also an athlete .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Generally, students at this college hold stereotypes about athletes that negatively impact my daily experiences here .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I want other students to know I am a student-athlete .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. How much do you agree or disagree with the following statements about how professors perceive student-athletes?

	Strongly Agree	Somewhat Agree	Strongly Disagree
a. Professors at this school are understanding of my dual roles as student and athlete .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Professors on this campus assume I'm not a good student because I'm also an athlete .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Generally, professors at this college hold stereotypes about athletes that negatively impact my daily experiences here .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. Do you consider yourself to be:

- ☐ Heterosexual or straight
- ☐ Gay, lesbian or homosexual
- ☐ Bisexual or pansexual
- ☐ Questioning or unsure
- ☐ Prefer not to answer

38. How much do you agree or disagree with the following statements?

	Strongly Agree	Somewhat Agree	Disagree	Strongly Disagree
a. Faculty are accessible to me when I need their help.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am satisfied with my current living situation.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am satisfied with my current social environment at this school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I would like to be more involved on campus outside of athletics .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I have friends here who share my interests and values .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I am sometimes lonely at this school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. It is easy to find people on campus with similar cultural backgrounds as me.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. In general, people on campus value the experiences of people in my cultural community.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. This school's traditions and celebrations play an important role in my life as a student-athlete .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I am proud of this school's history and culture.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. How much do you agree or disagree with the following statements about social media and fans?

	Strongly Agree	Somewhat Agree	Disagree	Strongly Disagree
a. I am active on social media (e.g., Instagram, Facebook, Twitter, Snapchat, etc.).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I pay a lot of attention to what's said about me and my team on social media .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I sometimes receive negative or threatening messages from fans via social media.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Social media distracts me from doing the things I need to do each day.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I feel pressure to live up to the expectations of my team's fans.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. How much do you agree or disagree with the following statements about your smartphone use?

	Strongly Agree	Somewhat Agree	Disagree	Strongly Disagree
a. At times, I find myself using my phone instead of spending time with people who are important to me .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I use my phone first thing when I wake up in the morning .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My phone use often makes it hard for me to get to sleep at night.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Coaches should set limits on our phone use when we're with our team .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



41. How many hours each week do you spend gaming (e.g., video games, mobile games, tabletop RPGs)?

- ☐ None at all
- ☐ Less than 1 hour a week
- ☐ 1–2 hours a week
- ☐ 3–4 hours a week
- ☐ 5–7 hours a week
- ☐ 8–12 hours a week
- ☐ 13–20 hours a week
- ☐ More than 20 hours a week

42. I typically play games:

- |   | Never                 | Sometimes             | Often                 |
|---|-----------------------|-----------------------|-----------------------|
| a. In person with friends .....           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Online with friends.....               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Online with people I may not know..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Alone .....                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

43. How much do you agree or disagree with the following statements?

- |  | Strongly Agree        | Somewhat Agree        | Disagree              | Strongly Disagree     |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Gaming is an effective way to relieve stress in college .....                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Gaming helps you fit in socially at this college .....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Gaming is an important way for our team to build togetherness.....                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Coaches express concern over how much time members of my team spend gaming.....                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. I have at least one teammate who can't seem to control the amount of time they spend gaming ..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

44. How much do you agree or disagree with the following statements?

- |   | Strongly Agree        | Somewhat Agree        | Disagree              | Strongly Disagree     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a. I am willing to admit that I feel I am due more in life than other people .....                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. I deserve more success in my life than others who have had it easy.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. I am entitled to get into the career that I want .....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. I deserve the best things in life.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. If I am struggling in a class, the professor should approach me and offer to help .....                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Grades in a class often have more to do with how much a professor likes you than with how much work you do ..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. If I miss a class, it is my responsibility to get the notes.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. The professor is responsible for how well I do in class .....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. It's a professor's obligation to be flexible when student-athletes have conflicts due to games or practices..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. This school provides me with the resources I need to succeed academically here .....                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

45. How much do you agree or disagree with the following statements?

- |  | Strongly Agree        | Somewhat Agree        | Disagree              | Strongly Disagree     |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. I always feel safe in my team locker room.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. I always feel safe on campus .....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. I always feel safe when my teammates and I socialize out in the community .....         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. My coach would strongly discipline my teammates and I for poor off-field behavior ..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

46. How much do you agree or disagree with the following statements?

- |  | Strongly Agree        | Somewhat Agree        | Disagree              | Strongly Disagree     |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. If you're not careful, people will take advantage of you.....                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. People mostly just look out for themselves .....                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. I trust my teammates as much as anybody in my life.....                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. My teammates have my back regardless of the situation.....                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. My coaches can be trusted .....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. I'm satisfied with my friendships on my team .....                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. I'm satisfied with my friendships outside of athletics .....                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. There are people on campus I can trust to give me support when I need it..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. I know where to go on campus if I have mental health concerns .....           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

47. If the following situations came up, how likely do you think you would be to engage in the following behaviors?

- |   | Extremely Likely      | Somewhat Likely       | Not at all likely     |
|---|-----------------------|-----------------------|-----------------------|
| a. Accompany a teammate home if they've had a lot to drink at a party .....                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Seek help to stop a fight that involves a teammate.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Walk away from a confrontation even if your toughness is being questioned.....                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Confront a teammate if you think they are treating a boyfriend/girlfriend inappropriately..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Report a teammate's involvement in academic misconduct.....                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Stop a teammate from driving after consuming alcohol .....                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Intervene in a situation that could lead to unwanted sexual behavior .....                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

48. Have you participated in bystander intervention training (e.g., StepUP! or Green Dot training) on your campus?

- ☐ Yes  
☐ No

49. How much do you agree or disagree: As a result of bystander intervention training I received on campus, I feel prepared to intervene when necessary?

- ☐ Strongly agree  
☐ Agree  
☐ Somewhat agree  
☐ Somewhat disagree  
☐ Disagree  
☐ Strongly disagree  
☐ I haven't had this training

50. How much do you agree or disagree with the following statements?

	Strongly Agree	Somewhat Agree	Disagree	Strongly Disagree
a. It is important to me to be an active and engaged citizen .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I would be comfortable taking a public stance on a social issue .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My athletics department would support me for taking a public stance on a social issue .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I keep up with current political and social issues .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Student-athletes have a responsibility to participate in volunteer or service activities within the local community .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

51. How often do you typically communicate with your parents/guardians (talk, text, use social media)? (Fill only one circle)

- ☐ Multiple times daily
- ☐ Once a day
- ☐ A few times a week
- ☐ Once a week
- ☐ Less than weekly

52. How often do you ask a family member...

	Sometimes Never	Often
a. To contact one of your professors? .....	<input type="radio"/>	<input type="radio"/>
b. To contact one of your coaches? .....	<input type="radio"/>	<input type="radio"/>
c. For help with a bill or money problem? .....	<input type="radio"/>	<input type="radio"/>
d. To help you make academic decisions (e.g., choose classes)? .....	<input type="radio"/>	<input type="radio"/>
e. For advice on athletics issues (e.g., advice on training or how to deal with coaches)? .....	<input type="radio"/>	<input type="radio"/>
f. For help dealing with stress or other mental well-being issues? .....	<input type="radio"/>	<input type="radio"/>

53. How much do you agree or disagree with the following statements about your family?

	Strongly Agree	Somewhat Agree	Disagree	Strongly Disagree
a. Giving back to my family is a priority to me .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I feel a lot of pressure to live up to my family's expectations of me .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My family is very interested in my academic progress.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My family and I struggle to make ends meet .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My family can relate to my experiences as a college student-athlete .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



54. How strongly do you personally agree or disagree with the following statements about mental well-being?

	Strongly Agree	Somewhat Agree	Strongly Disagree	Disagree
a. I would feel inadequate if I went to a therapist for psychological help ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Seeking psychological help would make me feel less intelligent .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My self-esteem would increase if I talked to a therapist .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I feel that student-athletes' mental health is a priority to our athletics department .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My coaches take mental health concerns of student-athletes seriously .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Student-athletes take mental health concerns of their teammates seriously .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I know how to help a teammate who is experiencing a mental health issue .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I would feel comfortable talking to someone on this campus about my mental health .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

55. What is the highest level of education your parent(s) have completed? (Mark one circle per column)

	Parent 1	Parent 2
a. Did not finish high school .....	<input type="radio"/>	<input type="radio"/>
b. Graduated from high school .....	<input type="radio"/>	<input type="radio"/>
c. Attended college but did not complete degree .....	<input type="radio"/>	<input type="radio"/>
d. Completed an associate's degree (A.A., A.S., etc.) .....	<input type="radio"/>	<input type="radio"/>
e. Completed a bachelor's degree (B.A., B.S., etc.) .....	<input type="radio"/>	<input type="radio"/>
f. Completed a master's degree (M.A., M.S., etc.) .....	<input type="radio"/>	<input type="radio"/>
g. Completed a doctoral degree (PhD., J.D., M.D., etc.) .....	<input type="radio"/>	<input type="radio"/>
h. Don't know .....	<input type="radio"/>	<input type="radio"/>



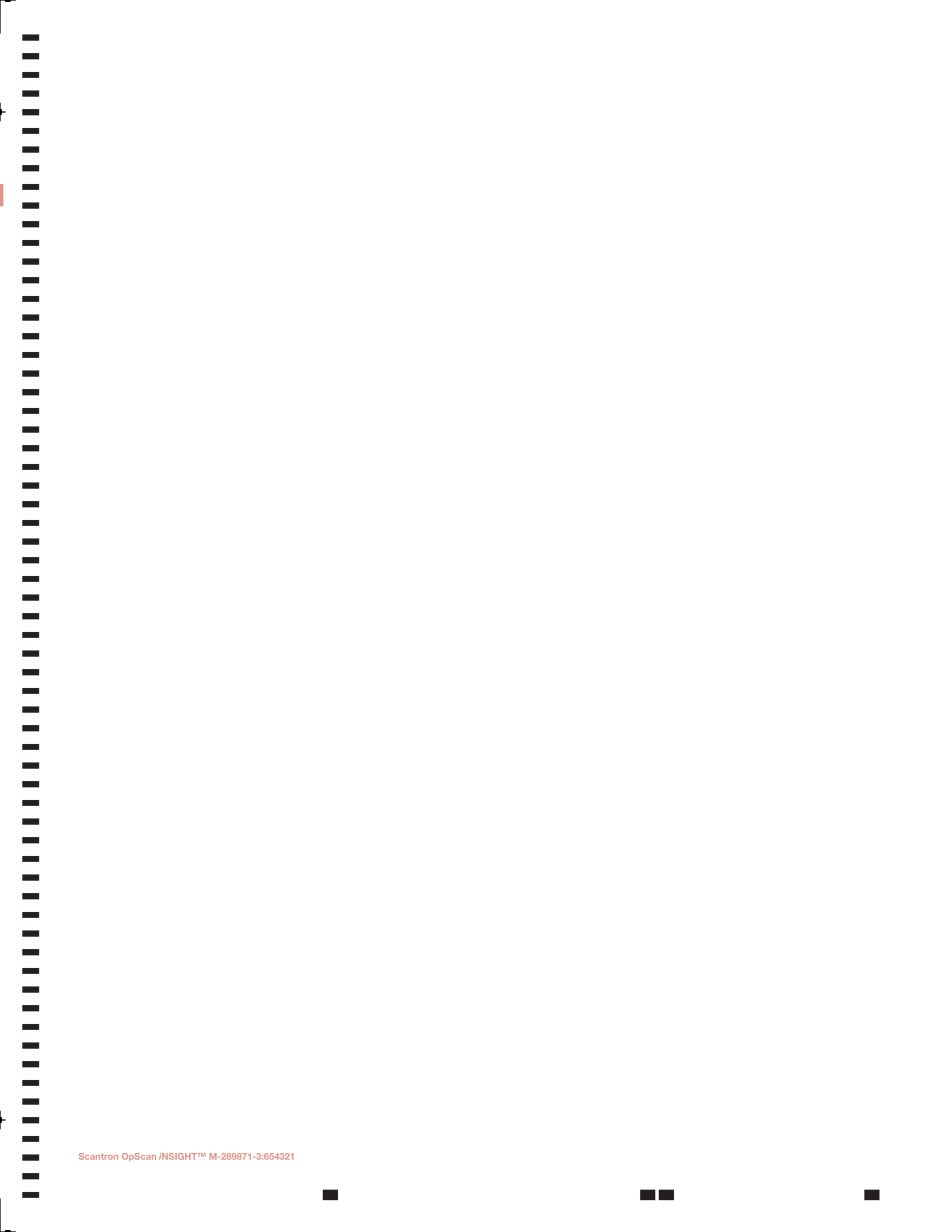
**Thank you for your participation in this important study on student experiences!**

Results of previous student-athlete surveys are available on the NCAA Research website:

<http://www.ncaa.org/research>









## National Study on Collegiate Sports Wagering and Social Environments

For information about the study, its administration or results contact:

Kelsey Gurganus  
NCAA Research  
317-917-6566 or [kgurganus@ncaa.org](mailto:kgurganus@ncaa.org)

OR

Visit the NCAA Research Website at:  
[www.ncaa.org/research](http://www.ncaa.org/research)

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For information or support on issues related to gambling, please visit the following sites or contact your campus student health office.

**National Council on Problem Gambling**  
1-800-522-4700  
<http://www.ncpgambling.org>

**CollegeGambling.org**  
<http://www.collegegambling.org/>

**Gamblers Anonymous**  
<http://www.gamblersanonymous.org>  
1-888-GA-HELPS (1-888-424-3577)

**NCAA Sports Wagering Information**  
<http://www.dontbetonit.org>

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For information or support related to social environments, please visit the following sites or contact your campus student health office.

**MentalHealth.org**  
<https://www.mentalhealth.org>

**National Alliance on Mental Illness (NAMI)**  
<https://www.nami.org>

**Athletes Connected**  
<https://athletesconnected.org>

**National Suicide Prevention Lifeline**  
1-800-273-8255  
1-888-628-9454 (Spanish)

**Love is Respect**  
Dating Abuse & Healthy Relationships  
<https://www.loveisrespect.org>

**Step UP!**  
Bystander Intervention Program  
<http://stepupprogram.org/>

**Rape, Abuse, & Incest National Network (RAINN)**  
<https://www.rainn.org>  
1-800-656-4673

**LGBT National Help Center**  
<http://www.glbthotline.org/>  
1-888-843-4564

**NCAA Sport Science Institute**  
<http://www.ncaa.org/ssi>

**Hazing Prevention**  
<http://hazingprevention.org>