

**South Dakota Board of Regents
2007-08 Athletic Academic Report**

Executive Summary

Board Policy 5:15:2 establishes an annual report to the Board of Regents on athlete academic performance across the six Regental Institutions. The system level report provides a comparison of athletes and non-athletes for five cohorts (2003-04, 2004-05, 2005-06, 2006-07, and 2007-08). In those situations where sport specific differences are noted within the system, data are provided to depict how particular athletic groups compared with their fellow student counterparts. To develop the report, data are drawn from degree seeking undergraduate students with an enrollment status of first-time (F) or transfer (T) during the Fall and Spring semesters. Overall, the report (see Attachment II) synthesizes key features of athletes and non-athletes at the six Regental institutions.

The most recent cohort (2007-08 academic year) consists of 567 (8%) athletes and 6,506 (92%) non-athletes. SDSU had the largest number of athletes entering the system (27%); however, DSU had the largest percentage of athletes in the student population (20%). When compared across seven indicators, athletes and non-athletes perform at similar levels across the system. These indicators include:

Admission by Exception

In the 2007-08 cohort, 1.7% of athletes and 1.3% of non-athletes did not meet baccalaureate degree admissions requirements (AC3). This marks a continued decline over the past two years compared to the 2004-05 cohort, where 3.4% of athletes and 2.4% of non-athletes were admitted into the system with this admissions classification (see Attachment II, Figure 1). For students who did not meet regular admissions requirements for associate degree students (ACX), .7% of athletes and .7% of non-athletes were admitted as part of the 10% exception group. Non-athletes in the system continue to have the highest percentage for ACX classifications for each cohort (see Attachment II, Figure 2).

ACT Performance: English and Mathematics Sub-scores

No significant difference existed when comparing athletes and non-athletes who entered the system with ACT sub-scores in English and mathematics. Descriptive analysis indicates that non-athletes (21.2) obtained slightly higher ACT English sub-scores than athletes (20.9). The opposite was observed when comparing ACT mathematics sub-scores. Athletes (22.3) score slightly higher than non-athletes (22.1) in the system (see Attachment II, Table 3). Similar trends occurred for each sub-score when comparing athletes and non-athletes in each of the four previous cohorts (see Attachment II, Figure 3 and 4).

CAAP Performance

Student CAAP performance is one area where noticeable differences exist between athletes and non-athletes in the system. Across five cohorts, 13,126 students have completed the CAAP exam, including 1,251 (9.5%) athletes and 11,875 (90.5%) non-athletes. When comparing mean scores, athletes scored slightly lower on the reading, science reasoning, and writing portions of the exam, but scored slightly higher on the mathematics portion of the exam (see Attachment II, Table 5). However, more noticeable differences emerged when examining pass rates across each cohort (see Attachment II, Table 6).

- *Mathematics* – 98.5% pass rate for athletes and 98.2% for non-athletes
- *Reading* – 93.3% pass rate for athletes and 95.8% for non-athletes
- *Science Reasoning* – 98.6% pass rate for athletes and 99.3% for non-athletes
- *Writing* – 91.2% pass rate for athletes and 94.0% for non-athletes

When compared across cohorts, athletes see a marked decline in pass rates for newer cohorts when compared to non-athletes in these same groups.

Term Grade Point Average

Athletes in the most recent cohort average a significantly higher GPA of 2.78 when compared to a 2.46 for non-athletes. Trend analysis across the five cohorts showed similar findings. GPA continued to remain slightly higher for athletes across the system, and athlete and non-athlete GPA continued to improve for each cohort (see Attachment II, Figure 5). The only noticeable change for this year occurred when comparing the 2003-04 and the 2004-05 cohorts, whereby the initial cohort experienced a slight decline in the average GPA for this past year. This is largely due to the fact that a number of high performing students from this cohort would have graduated during their fourth year of tracking.

Graduation/Retention Rate

Graduation/Retention rates are determined by comparing students continued progression by tracking credit hour completion during the most recent academic year. For the 2006-07 cohort, a higher percentage of athletes (84%) either graduated or were retained into their second year when compared to non-athletes (78%). Similar findings were obtained for the 2005-06 (70% vs. 63%), 2004-05 (62% vs. 57%) and 2003-04 (59% vs. 53%) cohorts. Across the four athlete cohorts, SDSU maintained the highest graduation/retention percentage (see Attachment II, Table 9 & 10).

South Dakota Opportunity Scholarship

The South Dakota Opportunity Scholarship (SDOS) first became available to students during the Fall 2004 semester. As a result, students in the 2003-04 cohort were not eligible for the scholarship. For the past four years, a similar percentage of athletes (7%) were SDOS recipients as non-athletes (7%). For the most recent cohort, 76 (13%) athletes and 894 (14%) non-athletes received the SDOS.

Term Credit Hours

Term credit hours are calculated by aggregating the number of Fall and Spring credit hours completed. For the 2007-08 cohort, athletes averaged a higher number of term credit hours (13.3) when compared to non-athletes (12.0). Similar findings also emerged for athletes and non-athletes across each of the other four cohort groups (see Attachment II, Figure 8).

Individual Sport Comparisons

Students can participate in one of 21 men's and/or women's sports, resulting in 90 different individual sport teams across the six Regental Institutions. Sport type and institutional differences were noted for four of the seven variables described above including: GPA, Term Credit Hours, ACT English and Mathematics Sub-scores.

- *Grade Point Average* – 69 (77%) sport teams fell below the non-athlete system average of 2.65 (see Attachment II, Table 13).
- *Term Credit Hours* – 84 (93%) sport teams fell below the non-athlete system average of 12.2 (see Attachment II, Table 14).
- *ACT Mathematics Sub-score* – 59 (66%) sport teams fell below the non-athlete system average of 21.7 (see Attachment II, Table 15).
- *ACT English Sub-score* – 45 (50%) sport teams fell below the non-athlete system average of 21.3 (see Attachment II, Table 16)

Attachment II

2007-08 Athletic Academic Report

The 2007-08 *Athletic Academic Report* includes data from five academic cohorts (2003-04, 2004-05, 2005-06, 2006-07 and 2007-08). Cohorts consist of degree seeking athletes (scholarship and non-scholarship) and non-athletes with an enrollment status of first time (F) or transfer (T), and data in the report represents an academic year drawn from the Fall and Spring end of term extracts. The system level report provides a comparison of athletes and non-athletes for five cohorts across eight content areas. In those situations where sport specific differences are noted within the system, data are provided to depict how particular athletic groups compared with their fellow athlete counterparts. Any statistically significant findings identified by sport, cohort, and scholarship/non-scholarship athlete classifications are provided in the final section of the report.

Athletic Cohorts

The most recent cohort (2007-08 academic year) consists of 7,074 students classified as either athlete (568 or 8.0%) or non-athlete (6,506 or 92%) for reporting purposes. When comparing the number of athletes entering the system during this past academic year, SDSU (27%) had the largest number of athletes in the 2007-08 cohort, followed by USD (20%), NSU (19%), DSU (14%), SDSMT (9%), and BHSU (9%). Table 1 provides a five cohort trend representation of athletes represented in each cohort. Percentages represented here are consistent with previous cohorts, except for the 2003-04 cohort where USD rather than SDSU had the largest pool of athletes.

When compared with the total enrollment for the individual campus, DSU (19.9%) had the larger percentage of athletes in the student population, followed by, NSU (18.6%), SDSM&T (11.7%), USD (6.0%), SDSU (5.7%), and BHSU (5.3%). The bottom of Table 1 provides a comparison of the total percentage of athletes in the athlete population when compared with the total student population for each institution. Note that SDSU and USD had the largest division when comparing these two percentages across the system.

Table 1
Percentage in Athlete and Student Population: Institutional and Cohort Comparison

	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSMT</i>	<i>SDSU</i>	<i>USD</i>	<i>System</i>
<i>Athlete Population</i>							
<i>2007-08</i>	9.2%	14.1%	19.5%	9.2%	27.6%	20.4%	<i>8.0%</i>
<i>2006-07</i>	9.5%	13.8%	18.8%	9.6%	27.7%	20.6%	<i>9.1%</i>
<i>2005-06</i>	6.8%	12.9%	19.2%	8.5%	29.7%	22.9%	<i>8.7%</i>
<i>2004-05</i>	11.5%	14.0%	20.0%	7.1%	26.4%	21.1%	<i>7.6%</i>
<i>2003-04</i>	13.1%	11.4%	17.2%	10.7%	22.8%	24.8%	<i>8.8%</i>
<i>Average</i>	<i>10.0%</i>	<i>13.2%</i>	<i>18.9%</i>	<i>9.0%</i>	<i>26.8%</i>	<i>22.0%</i>	<i>8.4%</i>
<i>Student Population</i>							
<i>2007-08</i>	5.3%	19.9%	18.6%	11.7%	5.7%	6.0%	<i>8.0%</i>
<i>2006-07</i>	5.7%	19.6%	19.5%	16.9%	6.6%	7.1%	<i>9.1%</i>
<i>2005-06</i>	3.8%	16.5%	18.2%	10.8%	7.3%	7.6%	<i>8.7%</i>
<i>2004-05</i>	5.3%	18.5%	17.8%	7.9%	5.2%	6.6%	<i>7.6%</i>
<i>2003-04</i>	6.9%	17.0%	17.6%	12.2%	5.4%	9.0%	<i>8.8%</i>
<i>Average</i>	<i>5.4%</i>	<i>18.3%</i>	<i>18.3%</i>	<i>11.9%</i>	<i>6.0%</i>	<i>7.3%</i>	<i>8.4%</i>

Admission by Exception

In the 2007-08 cohort, 10 of 568 (1.7%) athletes and 85 of 6,506 (1.3%) non-athletes did not meet baccalaureate degree admissions requirements for high school graduates, and were admitted as part of the 3% exception group (AC3). Table 2 indicates that SDSU and USD had the highest percentage of athletes that received this admission classification (5 out of 157 or 3.2% at SDSU and 5 out of 116 or 4.3% athletes at USD). A smaller percentage of athletes (0.7%) did not meet regular admissions requirements for associate degree students; admitted as part of 10% exception group (ACX), however a smaller percentage of non-athletes were classified with this admission code (0.7%). NSU had the highest percentage of athletes that received this admission classification (1 out of 111 athletes or 0.9). Except for the 2004-05 and the 2007-08 athlete AC3 exception classification, athletes in all five cohorts have a slightly lower percentage of students classified into these two admission-by-exception categories when compared with non-athletes (see Figure 1 and 2).

Table 2

Frequency and Percentage of Admission By Exception for Athletes: Institutional and Cohort Comparisons

	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSMT</i>	<i>SDSU</i>	<i>USD</i>	<i>System</i>
AC3*							
<i>2007-08</i>	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (3.2%)	5 (4.3%)	10 (1.7%)
<i>2006-07</i>	1 (1.6%)	0 (0.0%)	0 (0.0%)	1 (1.6%)	3 (1.7%)	5 (3.7%)	10 (1.5%)
<i>2005-06</i>	0 (0.0%)	2 (2.4%)	1 (0.8%)	0 (0.0%)	3 (1.6%)	5 (3.4%)	11 (1.7%)
<i>2004-05</i>	1 (1.6%)	7 (9.0%)	0 (0.0%)	1 (2.6%)	6 (4.1%)	4 (3.3%)	20 (3.4%)
<i>2003-04</i>	1 (1.1%)	0 (0.0%)	0 (0.0%)	5 (7.5%)	1 (0.0%)	3 (1.7%)	10 (1.3%)
Total	3 (1.2%)	9 (2.7%)	1 (0.2%)	7 (3.0%)	13 (1.9%)	18 (3.2%)	61 (2.0%)
ACX**							
<i>2007-08</i>	0 (0.0%)	0 (0.0%)	1 (0.9%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.7%)
<i>2006-07</i>	0 (0.0%)	2 (2.2%)	5 (4.1%)	0 (0.0%)	1 (0.5%)	0 (0.0%)	8 (1.2%)
<i>2005-06</i>	0 (0.0%)	0 (0.0%)	2 (1.7%)	0 (0.0%)	1 (0.5%)	0 (0.0%)	3 (0.5%)
<i>2004-05</i>	0 (0.0%)	1 (1.3%)	4 (3.6%)	0 (0.0%)	1 (0.7%)	0 (0.0%)	6 (1.2%)
<i>2003-04</i>	1 (1.1%)	3 (3.8%)	3 (1.5%)	2 (2.5%)	1 (0.6%)	0 (0.0%)	10 (1.3%)
Total	1 (0.3%)	6 (1.8%)	14 (2.9%)	2 (0.8%)	4 (0.6%)	0 (0.0%)	28 (1.1%)

*AC3 represents those students who did not meet baccalaureate degree admissions requirements for high school graduates, and were admitted as part of 3% exception group. **ACX represents those students who did not meet regular admissions requirements for associate degree students, and were admitted as part of 10% exception group.

Figure 1

Percentage of Athletes & Non-Athletes Not Meeting Baccalaureate Degree Admission Requirement (AC3)

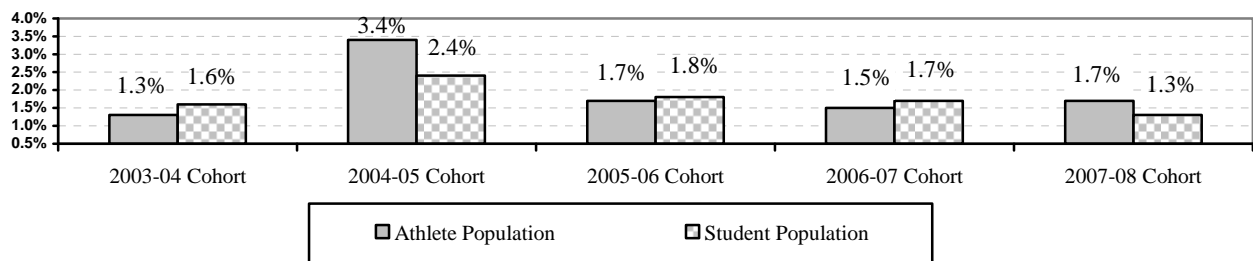
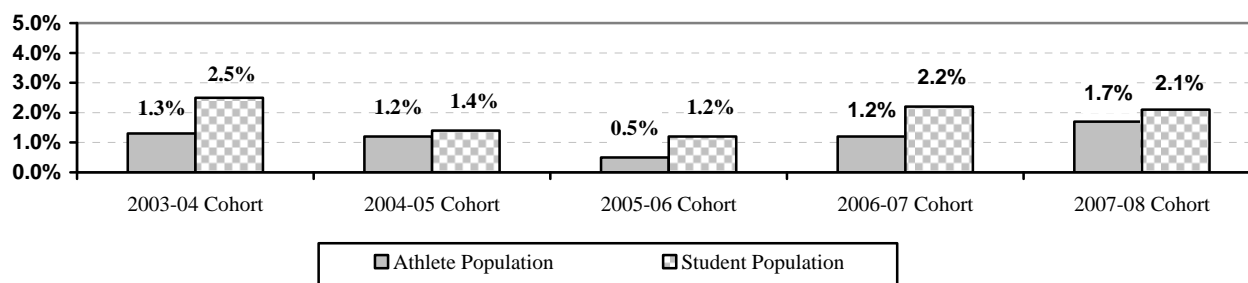


Figure 2
Percentage of Athletes & Non-Athletes Not Meeting Associate Degree Admission Requirements (ACX)



ACT Performance: English and Mathematics Sub-scores

Athletes in the 2007-08 cohort scored slightly lower on their ACT English sub-scores (20.9) when compared to non-athletes (21.2). However, analysis indicates no statistically significant differences when comparing English sub-scores across these two groups. When compared across the five cohorts, non-athletes scored consistently higher than athletes (see Figure 3). Furthermore, athlete ACT sub-scores in English vary slightly across the Regental Institutions; with athletes from SDSM&T and SDSU scoring above the system non-athlete average (21.7), yet athletes at the two remaining institutions obtained lower ACT sub-scores in English (see Table 3).

The opposite trend was observed for athletes' ACT mathematics sub-scores, whereby athletes (22.3) scored slightly higher than non-athletes (22.1). This is consistent with each of the four previous cohorts, whereby athletes have scored slightly higher on this particular ACT sub-score when compared across the system (see Figure 4). At the institutional level, athlete ACT sub-scores for the 2007-08 cohort were higher than the system non-athlete average (22.1) at SDSMT, SDSU, and USD, while athletes at the three remaining institutions fell below the system average (see Table 3).

Table 3
Athlete ACT English and Mathematics Sub-score Performance: Institutional & Cohort Comparison

	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSMT</i>	<i>SDSU</i>	<i>USD</i>	<i>System</i>
English Sub-scores							
<i>2007-08</i>	20.7	20.4	20.4	22.6	22.4	21.9	21.5
<i>2006-07</i>	21.3	19.7	19.9	22.9	21.4	20.9	21.0
<i>2005-06</i>	21.2	19.7	17.9	23.5	21.9	20.9	20.8
<i>2004-05</i>	19.3	19.9	19.1	22.9	21.8	21.5	20.8
<i>2003-04</i>	19.5	19.8	19.9	22.0	21.5	20.8	20.6
<i>Cohorts Average</i>	20.4	19.9	19.4	22.8	21.8	21.2	20.9
Mathematics Sub-score							
<i>2007-08</i>	21.4	21.7	21.7	26.0	23.3	23.4	22.9
<i>2006-07</i>	21.7	21.0	21.5	25.6	23.3	21.9	22.5
<i>2005-06</i>	20.7	20.5	20.3	24.7	23.1	22.1	21.9
<i>2004-05</i>	20.6	21.0	21.2	25.1	23.5	22.5	22.3
<i>2003-04</i>	20.6	22.3	20.7	25.1	20.7	21.8	22.1
<i>Cohorts Average</i>	21.0	21.3	21.1	25.3	22.8	22.3	22.3

Figure 3
Athlete and Non-athlete ACT Performance: English Sub-score

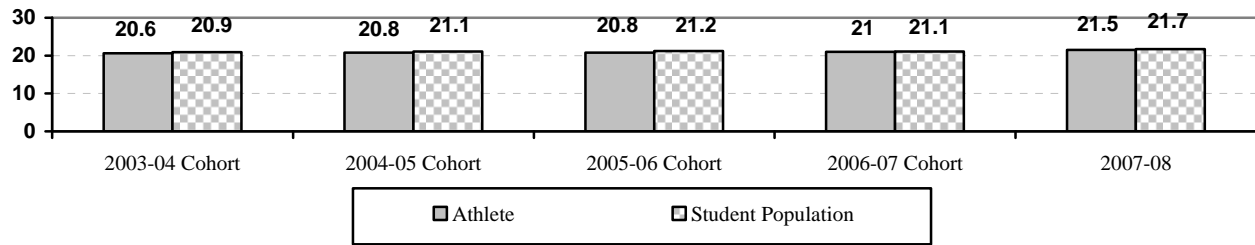
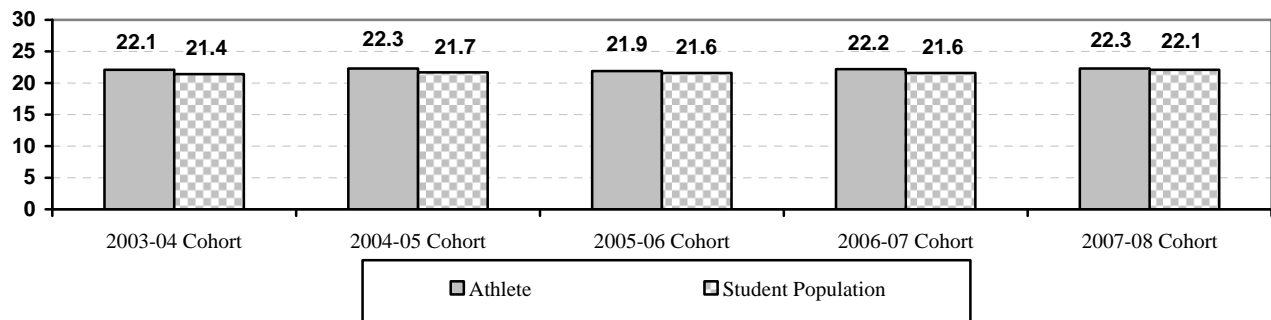


Figure 4
Athlete and Non-Athlete ACT Performance: Mathematics Sub-scores



CAAP Performance

A total of 13,126 of the students in the five cohorts have completed the CAAP exam. This included 1,251 (9.5%) athletes and 11,875 (90.5%) non-athletes (see Table 4). When examining athlete and non-athlete performance on the CAAP across each of the five cohorts, statistically significant differences existed for three of the four CAAP sub-scores. Those athletes completing the CAAP exam during the past four years scored slightly lower on the reading (62.5 vs. 63.7), science reasoning (62.7 vs. 63.1), and writing (64.5 vs. 65.2) portions of the exam. Athletes averaged slightly higher on the mathematics (59.7 vs. 59.5) portion of the exam. Similar findings emerged when comparing athlete and non-athlete performance across each cohort, and Table 5 provides a comparison of mean averages for each cohort.

Table 4
Frequency of Athletes and Non-athletes Taking CAAP Exam: Five Cohort Comparison

<i>Cohort</i>	<i>Athlete</i>	<i>Non-Athlete</i>
<i>2007-08</i>	52	750
<i>2006-07</i>	71	789
<i>2005-06</i>	268	2,494
<i>2004-05</i>	370	3,631
<i>2003-04</i>	490	4,211
<i>Total</i>	<i>1,251</i>	<i>11,875</i>

Table 5
Athlete and Non-Athlete Mean Performance on the CAAP Exam: Five Cohort Trend

<i>Cohort</i>	<i>Mathematics</i>		<i>Reading</i>	
	<i>Athlete</i>	<i>Non-Athlete</i>	<i>Athlete</i>	<i>Non-Athlete</i>
<i>2007-08</i>	59.9	58.3	62.0	63.3
<i>2006-07</i>	58.9	58.4	60.6	63.3
<i>2005-06</i>	59.7	60.0	62.7	63.9
<i>2004-05</i>	59.5	59.6	62.1	63.7
<i>2003-04</i>	59.7	59.3	62.7	63.7
<i>Average</i>	59.5	59.1	62.0	63.6

<i>Cohort</i>	<i>Science Reasoning</i>		<i>Writing</i>	
	<i>Athlete</i>	<i>Non-Athlete</i>	<i>Athlete</i>	<i>Non-Athlete</i>
<i>2007-08</i>	62.5	62.4	64.3	64.6
<i>2006-07</i>	61.0	61.9	63.2	64.7
<i>2005-06</i>	62.9	63.4	64.8	65.7
<i>2004-05</i>	62.5	63.1	64.4	65.2
<i>2003-04</i>	62.7	63.0	64.6	65.2
<i>Average</i>	62.3	62.8	64.3	65.1

Note: The 2003-04 cohort represent the first cohort to have all students reach the threshold for CAAP testing. As a result, the means for the following cohorts reflect only a portion of the students in these cohorts.

Additionally, all students are required to meet minimum qualifying scores for each portion of the CAAP exam as established by the Board of Regents. Non-athlete pass rate on the CAAP exam has been consistently higher across each exam type for each of the five cohorts (see Table 6 for a five-year comparison of pass rate percentages for each cohort). Table 7 identifies a noticeable trend for athletes when compared to non-athletes for the most recent cohort group. Athletes see a marked decline in pass rates between the 2006-07 and 2005-06 cohorts when compared to non-athletes in these same groups.

Table 6
Athlete and Non-Athlete CAAP Pass Rate on Initial Testing: Five Cohort Trend

<i>Cohort</i>	<i>Mathematics</i>		<i>Reading</i>	
	<i>Athlete</i>	<i>Non-Athlete</i>	<i>Athlete</i>	<i>Non-Athlete</i>
<i>2007-08</i>	100.0%	96.8%	96.2%	93.6%
<i>2006-07</i>	99.1%	98.6%	94.2%	97.0%
<i>2005-06</i>	97.0%	98.9%	90.9%	96.3%
<i>2004-05</i>	97.8%	98.5%	91.9%	96.4%
<i>2003-04</i>	98.6%	98.4%	93.2%	96.1%
<i>Average</i>	98.5%	98.2%	93.3%	95.8 %

<i>Cohort</i>	<i>Science Reasoning</i>		<i>Writing</i>	
	<i>Athlete</i>	<i>Non-Athlete</i>	<i>Athlete</i>	<i>Non-Athlete</i>
<i>2007-08</i>	98.1%	98.5%	94.2%	91.2%
<i>2006-07</i>	98.5%	99.5%	92.1%	95.7%
<i>2005-06</i>	99.1%	99.4%	89.2%	94.3%
<i>2004-05</i>	99.0%	99.6%	90.9%	94.2%
<i>2003-04</i>	98.5%	99.5%	89.7%	94.6%
<i>Average</i>	98.6%	99.3%	91.2%	94.0%

Table 7
Athlete Cohort CAAP Pass Rate on Initial Testing

	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSMT</i>	<i>SDSU</i>	<i>USD</i>	<i>System</i>
Mathematics							
<i>2007-08</i>	97.3%	93.5%	94.6%	100.0%	97.3%	96.9%	97.0%
<i>2006-07</i>	99.4%	98.2%	99.4%	100.0%	98.9%	97.6%	98.6%
<i>2005-06</i>	98.2%	97.7%	96.2%	100.0%	99.2%	98.4%	98.6%
<i>2004-05</i>	98.0%	98.8%	96.6%	99.0%	99.1%	97.6%	98.4%
<i>2003-04</i>	97.9%	99.1%	98.7%	98.5%	99.3%	96.9%	98.4%
<i>Average</i>	98.2%	97.5%	97.1%	99.5%	98.8%	97.5%	98.2%
Reading							
<i>2007-08</i>	92.9%	90.3%	97.4%	97.4%	91.8%	95.1%	93.8%
<i>2006-07</i>	97.0%	92.1%	95.5%	98.4%	97.4%	96.2%	96.6%
<i>2005-06</i>	95.1%	92.0%	89.5%	97.5%	97.2%	95.4%	95.6%
<i>2004-05</i>	95.8%	91.9%	93.4%	97.3%	96.6%	95.7%	95.8%
<i>2003-04</i>	94.8%	93.1%	95.6%	97.8%	95.9%	95.9%	95.7%
<i>Average</i>	95.1%	91.9%	94.3%	97.7%	95.8%	95.7%	95.5%
Science Reason.							
<i>2007-08</i>	99.1%	100.0%	97.4%	100.0%	98.8%	97.9%	98.5%
<i>2006-07</i>	100.0%	97.6%	98.9%	98.4%	100.0%	99.4%	99.4%
<i>2005-06</i>	99.1%	98.9%	97.8%	100.0%	100.0%	99.1%	99.3%
<i>2004-05</i>	100.0%	98.4%	97.8%	100.0%	100.0%	100.0%	100.0%
<i>2003-04</i>	99.4%	99.1%	99.7%	99.3%	99.6%	98.9%	99.3%
<i>Average</i>	99.5%	98.8%	98.3%	99.5%	99.7%	99.1%	99.3%
Writing							
<i>2007-08</i>	92.9%	90.3%	94.7%	92.1%	92.2%	89.9%	91.4%
<i>2006-07</i>	96.7%	89.6%	92.0%	98.4%	96.9%	93.6%	95.3%
<i>2005-06</i>	90.9%	92.4%	90.2%	95.6%	95.7%	92.5%	93.7%
<i>2004-05</i>	92.7%	89.9%	89.4%	96.0%	96.0%	92.3%	93.8%
<i>2003-04</i>	92.2%	89.3%	94.0%	94.1%	96.2%	92.3%	93.9%
<i>Average</i>	93.1%	90.3%	92.1%	95.2%	95.4%	92.1%	93.6%

Term Grade Point Average

Term grade point average is calculated by aggregating Fall and Spring GPA for athletes and non-athletes across each cohort. When combining cohorts athletes average a significantly higher GPA of 2.88 when compared to a 2.66 for non-athletes. Similar trends emerged when comparing each cohort separately (see Figure 5). The first cohort trended lower when compared to those who entered in 2004-05, largely due to the fact that a number of high performing students from this cohort would have graduated during their fourth year of tracking.

Figure 5
Athlete and Non-Athlete Term Grade Point Average: Five Cohort Trend

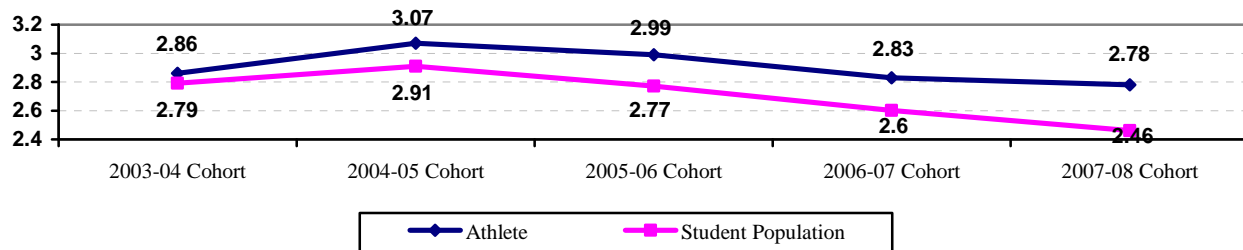


Table 8
Athlete Term Grade Point Average: Institutional & Cohort Comparison

<i>Cohorts</i>	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSMT</i>	<i>SDSU</i>	<i>USD</i>	<i>System</i>
<i>2007-08</i>	2.31	2.64	2.83	2.91	2.77	2.94	2.77
<i>2006-07</i>	2.61	2.70	2.70	2.92	2.95	2.94	2.83
<i>2005-06</i>	3.01	2.64	2.74	2.92	3.16	3.06	2.99
<i>2004-05</i>	2.64	2.87	2.85	3.22	3.24	3.30	3.07
<i>2003-04</i>	2.62	2.48	2.63	3.11	2.91	3.08	2.86
<i>Average</i>	2.64	2.67	2.75	3.02	3.01	2.66	2.90

Graduation/Retention Rate

Until the first cohort has reached its sixth year of tracking, it is difficult to provide an accurate representation of student graduation rates for athletes and non-athletes. As a result, the initial versions of this report will provide a comparative representation of athletes and non-athletes who have graduated or been retained within the Regental System (i.e., Graduation/Retention Rate). To be included in a cohort, a student must have a record for at least one term during the initial academic year they entered the system. Graduation/Retention rates are then determined by comparing students' continued progression by tracking credit hour completion during the most recent academic year. Thus, a 100% graduation/retention rate is common for the newest cohort. As a result, graduation/retention rates are only reported for the first four cohorts. A higher percentage of athletes graduated or were retained in the system during their first two years when compared to non-athletes (see Figure 6). At the institutional level, the graduation/retention rate for athletes varies slightly.

Figure 6
Athlete and Non-Athlete Overall Graduation/Retention Rate By Cohort

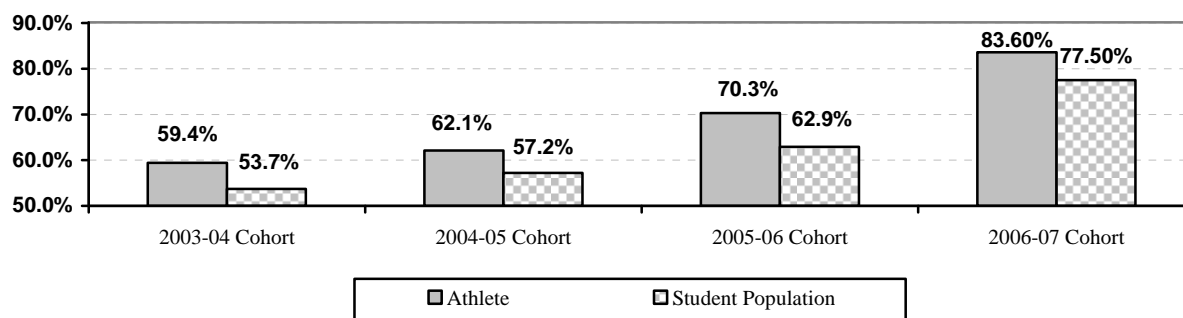


Table 9
Athlete Graduation/Retention Rates: Institutional & Cohort Comparison

	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSMT</i>	<i>SDSU</i>	<i>USD</i>	<i>System</i>
<i>2006-07</i>	86.9%	77.9%	85.2%	81.0%	85.0%	84.1%	83.6%
<i>2005-06</i>	69.8%	57.9%	59.0%	66.7%	78.4%	78.1%	70.0%
<i>2004-05</i>	58.7%	54.1%	55.5%	59.0%	72.1%	63.1%	62.0%
<i>2003-04</i>	47.8%	49.5%	60.7%	48.7%	69.6%	58.9%	59.4%
<i>Average</i>	65.8%	59.8%	65.1%	63.9%	76.3%	71.1%	68.8%

Table 10
Athlete Graduation/Retention Rates By Academic Standing

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
<i>2006-07</i>	84%	**	**	**
<i>2005-06</i>	84%	70%	**	**
<i>2004-05</i>	78%	66%	62%	**
<i>2003-04</i>	**	67%	63%	59%

South Dakota Opportunity Scholarship

The percentage of athletes (13.4%) receiving the South Dakota Opportunity Scholarship (SDOS) was slightly lower than non-athletes (13.6%) for the 2007-08 cohort. This was the first cohort since the 2004-05 non-athletes that had a higher percentage of SDOS recipients (see Figure 7). When comparing athlete recipients across Regental Institutions, SDSU and USD have had the highest percentage of athletes across the four years of the program, followed by NSU, DSU, SDSU, BHSU. Table 11 provides the frequency and percentage of SDOS recipients for athletes and non-athletes by cohort group.

Figure 7
SDOS Recipients for Athlete and Non-Athletes By Cohort

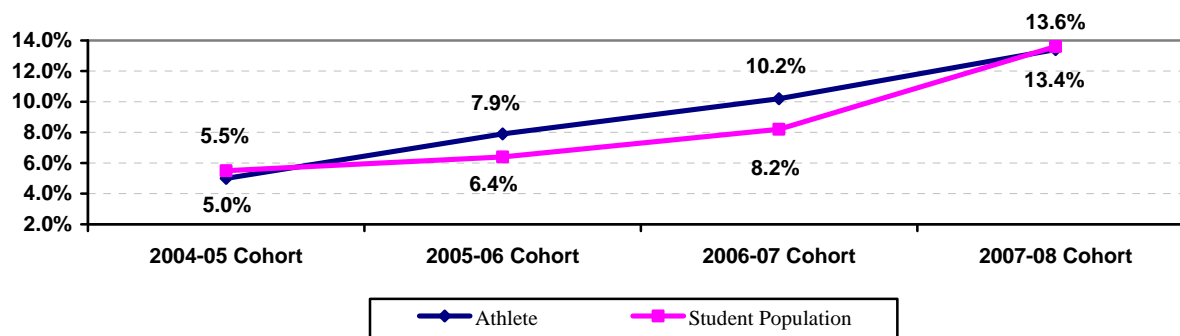


Table 11
Percentage & Frequency of SDOS Recipients: Institutional & Cohort Comparison

	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSMT</i>	<i>SDSU</i>	<i>USD</i>	<i>System</i>
Non-Athletes							
<i>2007-08</i>	55 (6%)	33 (4%)	40 (4%)	96 (11%)	444 (50%)	226 (25%)	894 (14%)
<i>2006-07</i>	53 (5%)	33 (9%)	27 (5%)	66 (21%)	371 (15%)	185 (11%)	735 (11%)
<i>2005-06</i>	33 (3%)	20 (5%)	18 (3%)	52 (12%)	260 (11%)	113 (6%)	496 (8%)
<i>2004-05</i>	13 (1%)	14 (4%)	20 (4%)	33 (7%)	228 (9%)	108 (7%)	416 (6%)
<i>Average</i>	99 (2%)	67 (4%)	65 (3%)	151 (9%)	859 (8%)	406 (6%)	2,541 (8%)
Athletes							
<i>2007-08</i>	5 (3%)	14 (18%)	14 (18%)	6 (21%)	23 (30%)	15 (19%)	76 (13%)
<i>2006-07</i>	5 (8%)	8 (9%)	12 (10%)	15 (24%)	20 (11%)	22 (16%)	82 (13%)
<i>2005-06</i>	2 (5%)	4 (5%)	5 (4%)	6 (11%)	17 (9%)	22 (15%)	56 (9%)
<i>2004-05</i>	2 (3%)	1 (1%)	4 (4%)	3 (8%)	17 (12%)	9 (8%)	36 (6%)
<i>Average</i>	9 (4%)	13 (4%)	21 (4%)	24 (10%)	54 (8%)	53 (9%)	250 (8%)

Term Credit Hours

Term credit hours are calculated by aggregating the number of Fall and Spring credit hours completed for athletes and non-athletes across each cohort. When combining cohorts across each of the six Regental Institutions, athletes average a significantly higher number of credit hours at 13.3 when compared to the 12.2 completed by non-athletes. This is consistent with expected participation requirements for athletes who have continued their eligibility within the system. Similar trends emerged when comparing cohorts (see Figure 8). Term credit hours for athletes and non-athletes rose during the second year, with those enrolled in the 2004-05 cohort averaging 13.2 credits per semester when compared to the 2003-04 (12.6), 2005-06 (12.9), and 2006-07 (12.5) cohorts. Table 12 provides a comparison of athlete term credit hours for each cohort by institution.

Figure 8
Athlete and Non-Athlete Term Credit Hours: Four Cohort Comparison

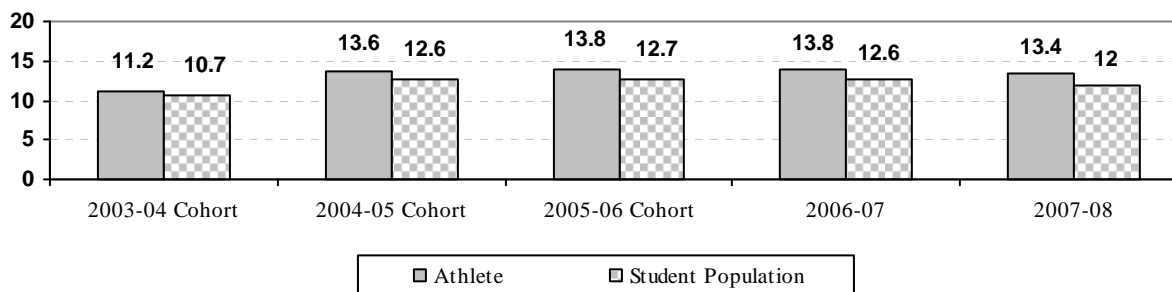


Table 12
Athlete Cohort Term Credit Hours Average: Institutional & Cohort Comparison

Cohorts	BHSU	DSU	NSU	SDSMT	SDSU	USD	System
2007-08	13.2	12.9	13.2	14.3	13.6	13.3	13.4
2006-07	13.5	14.0	12.4	14.6	14.1	13.4	13.8
2005-06	13.6	13.2	12.9	14.0	14.4	13.7	13.8
2004-05	13.2	13.7	12.8	14.4	14.1	13.3	13.6
2003-04	10.0	10.7	10.5	13.2	10.9	11.5	11.2
<i>Average</i>	13.0	13.1	12.8	14.2	13.7	13.2	13.3

Individual Sport Comparisons

Analyses of the seven variables described above indicate a number of slight differences when comparing athletes and non-athletes. However, Board policy also requires analysis by sport, scholarship/non-scholarship athletes, and student population for each variable. When comparing across each cohort based on an athlete's scholarship status, no notable differences emerged. Similar findings emerged when comparing institutions and respective sports across each cohort. However, sport type and institutional differences were noted for four of the seven variables including: GPA, Term Credit Hours, ACT English Sub-score, and ACT mathematics Sub-score. Differences across sport type and institution are reflected in the final section of this report.

Athlete GPA by Sport and Institution

Analysis of athlete GPA for each sport and institution noted a number of significant differences when compared to non-athletes. Students can participate in one of 21 men's and/or women's sports, resulting in 90 different individual sport teams across the six Regental Institutions. Nineteen (21%) of those sport teams fell below the non-athlete system average (2.65) for GPA (see shaded GPA averages depicted in Table 13). The Women's Cross Country program at SDSU produced the highest system average for an individual sport. Five sports within the system (Baseball, Men's Basketball, Men's Swimming, Men's Golf, and Wrestling) fell below the student population average.

Table 13
Athlete GPA Reported by Sport for Each Institution

	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSMT</i>	<i>SDSU</i>	<i>USD</i>	<i>System</i>
<i>Baseball</i>	**	2.49	2.38	**	2.83	**	2.58
<i>Basketball – Men's</i>	2.03	2.45	2.69	2.99	2.69	2.92	2.63
<i>Basketball – Women's</i>	2.94	2.97	3.36	3.21	3.62	3.55	3.25
<i>Cross Country – Men's</i>	2.78	2.76	2.91	3.04	2.74	3.12	2.85
<i>Cross Country – Women's</i>	2.82	3.18	3.03	2.85	3.56	3.34	3.21
<i>Equestrian</i>	**	**	**	**	3.14	**	3.14
<i>Football</i>	2.38	2.45	2.49	2.82	2.98	2.75	2.69
<i>Golf – Men's</i>	**	**	2.35	3.00	3.25	2.97	2.88
<i>Golf – Women's</i>	3.17	2.48	2.68	2.77	3.39	3.38	3.17
<i>Soccer</i>	**	**	3.27	**	3.21	3.28	3.25
<i>Softball</i>	2.35	2.59	2.86	**	2.86	3.26	2.84
<i>Swimming – Men's</i>	**	**	**	**	2.61	2.36	2.62
<i>Swimming – Women's</i>	**	**	2.57	**	3.01	3.23	3.08
<i>Tennis – Men's</i>	**	**	**	**	2.94	**	2.94
<i>Tennis – Women's</i>	**	**	3.26	**	3.19	3.12	3.17
<i>Track (Indoor) – Men's</i>	2.37	2.87	2.70	**	2.98	3.02	2.81
<i>Track (Indoor) – Women's</i>	2.84	3.24	2.92	**	3.45	3.20	3.11
<i>Track (Outdoor) – Men's</i>	2.47	3.10	2.62	3.03	2.70	2.99	2.77
<i>Track (Outdoor) – Women's</i>	2.62	3.18	2.86	3.05	3.32	3.24	3.12
<i>Volleyball</i>	3.02	3.23	3.48	3.25	3.13	3.04	3.20
<i>Wrestling</i>	**	**	2.75	**	2.51	**	2.61
Total	2.60	2.78	2.76	2.96	3.01	3.06	2.90

Note: The system average for Non-Athlete GPA was 2.65 for the five cohorts. Those sports and institutions with a mean GPA lower than this average are highlighted in the above table.

Athlete Term Credit Hour by Sport and Institution

Analysis of athlete Term Credit Hours for each sport and institution noted a number of significant differences when compared to non-athletes. Of the 90 individual sport teams, six (7%) fell below the non-athlete system average (12.2) for Term Credit Hours (see shaded Term Credit Hour averages depicted in Table 14). The Women's Cross Country at DSU and the Men's Golf program at SDSU produced the highest system average for an individual sport team.

Table 14
Athlete Total Term Credit Hours Reported by Sport for Each Institution

	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSMT</i>	<i>SDSU</i>	<i>USD</i>	<i>System</i>
<i>Baseball</i>	**	12.55	12.26	**	12.80	**	12.32
<i>Basketball – Men's</i>	11.90	12.54	11.52	14.34	12.76	12.26	12.50
<i>Basketball – Women's</i>	13.63	13.52	13.33	14.92	13.30	14.06	13.75
<i>Cross Country – Men's</i>	14.56	13.53	14.15	14.94	13.13	13.44	13.87
<i>Cross Country – Women's</i>	14.50	15.14	14.56	14.28	15.00	13.07	14.37
<i>Equestrian</i>	**	**	**	**	14.71	**	14.71
<i>Football</i>	11.84	12.88	11.56	13.58	13.38	12.52	12.69
<i>Golf – Men's</i>	**	**	12.23	12.83	15.14	14.69	13.98
<i>Golf – Women's</i>	14.75	9.50	14.00	14.10	14.10	14.81	14.33
<i>Soccer</i>	**	**	14.09	**	13.38	13.80	13.71
<i>Softball</i>	13.45	11.98	17.09	**	12.83	13.37	13.11
<i>Swimming – Men's</i>	**	**		**	14.32	13.46	13.93
<i>Swimming – Women's</i>	**	**	15.58	**	13.06	13.79	14.05
<i>Tennis – Men's</i>	**	**		**	14.00	**	14.00
<i>Tennis – Women's</i>	**	**	13.60	**	13.56	13.68	13.62
<i>Track (Indoor) – Men's</i>	12.91	13.35	13.47	**	13.10	12.75	13.11
<i>Track (Indoor) – Women's</i>	14.45	14.64	13.58	**	13.00	13.10	13.65
<i>Track (Outdoor) – Men's</i>	12.77	14.11	13.42	14.86	13.20	13.00	13.33
<i>Track (Outdoor) – Women's</i>	13.70	14.15	13.47	15.00	14.78	13.30	13.96
<i>Volleyball</i>	14.22	13.35	14.50	15.34	12.86	12.72	14.01
<i>Wrestling</i>	**	**	12.91	**	13.83	**	13.46
<i>Total</i>	<i>13.31</i>	<i>13.34</i>	<i>12.99</i>	<i>14.23</i>	<i>13.71</i>	<i>13.17</i>	<i>13.39</i>

Note: The system average for Non-Athlete Term Credit Hours was 12.2 for the five cohorts. Those sports and institutions with a mean Term Credit Hour lower than this average are highlighted in the above table.

Athlete ACT Mathematics Sub-score by Sport and Institution

Analysis was performed on those athletes and non-athletes who enter the system with ACT sub-scores in both mathematics and English. Initial analysis of athlete mathematics sub-scores noted significant difference when compared to non-athletes in the cohorts. Thirty-one (34%) individual sport teams fell below the non-athlete system average (21.7) for the Mathematics sub-score (see shaded sub-score averages depicted in Table 15). On average the Men's Golf team at SDSM&T had the highest system average when comparing by sport type. When creating an average by sport type, two sports fell below the system non-athlete mean of 21.6 for ACT mathematics sub-scores (Baseball and Softball).

Table 15
Athlete ACT Mathematics Sub-score Reported by Sport for Each Institution

	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSMT</i>	<i>SDSU</i>	<i>USD</i>	<i>System</i>
<i>Baseball</i>	**	22.4	20.7	**	23.2	21.8	22.1
<i>Basketball – Men's</i>	21.1	19.9	22.2	27.7	20.3	19.8	21.7
<i>Basketball – Women's</i>	21.0	20.9	21.9	23.3	23.7	23.9	22.4
<i>Cross Country – Men's</i>	20.8	21.6	21.1	26.5	24.0	22.4	22.6
<i>Cross Country – Women's</i>	21.0	21.7	22.5	25.6	23.6	23.7	23.0
<i>Equestrian</i>	**	**	**	**	22.6	**	22.6
<i>Football</i>	20.3	21.2	20.1	25.3	23.0	21.5	21.9
<i>Golf – Men's</i>	**	21.0	22.6	27.4	24.7	23.4	24.0
<i>Golf – Women's</i>	23.8	23.7	22.4	23.3	23.8	22.3	23.0
<i>Soccer</i>	**	**	21.9	**	23.7	22.7	23.0
<i>Softball</i>	21.3	21.0	21.1	**	22.8	21.5	21.6
<i>Swimming – Men's</i>	**	**	**	**	24.8	24.7	24.7
<i>Swimming – Women's</i>	**	**	22.3	**	23.9	22.0	22.8
<i>Tennis – Men's</i>	**	**	**	**	24.2	**	24.2
<i>Tennis – Women's</i>	**	**	21.4	**	22.2	22.4	22.2
<i>Track (Indoor) - Men's</i>	21.8	21.1	20.5	**	24.7	22.2	21.8
<i>Track (Indoor) – Women's</i>	21.1	21.1	21.5	**	24.4	23.1	22.2
<i>Track (Outdoor) - Men's</i>	21.1	21.7	21.0	26.1	23.6	22.4	22.4
<i>Track (Outdoor) – Women's</i>	21.6	21.2	21.4	25.0	23.5	23.2	22.7
<i>Volleyball</i>	21.8	21.9	23.8	23.6	22.8	22.7	22.7
<i>Wrestling</i>	**	**	20.6	**	23.1	**	22.0
<i>Total</i>	21.1	21.3	21.1	25.3	23.4	22.5	22.4

Note: The system average for Non-Athlete ACT Mathematics Sub-score was 21.7 for those students with sub-scores in the five cohorts. Those sports and institutions with a mean ACT Mathematics Sub-score lower than this average are highlighted in the above table.

Athlete ACT English Sub-score by Sport and Institution

Analysis of athletes' English sub-scores also noted significant differences when compared to non-athletes across the cohorts. Forty-five (50%) individual sport teams' fell below the non-athlete system average (21.3) for the English sub-score (see shaded sub-score averages depicted in Table 16). The Women's Golf program at SDSM&T produced the highest system average for an individual sport. Nine different sports (Baseball, Men's Basketball, Men's Cross Country, Football, Men's Golf, Softball, Men's Indoor and Outdoor Track, and Wrestling) fell below the system average of 21.3 on the English sub-score.

Table 16
Athlete ACT English Sub-score Reported by Sport for Each Institution

	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSMT</i>	<i>SDSU</i>	<i>USD</i>	<i>System</i>
<i>Baseball</i>	**	19.4	19.0	**	20.6	20.7	19.8
<i>Basketball – Men's</i>	20.2	17.7	20.5	23.4	18.4	18.8	19.6
<i>Basketball – Women's</i>	20.9	20.5	21.3	22.5	22.1	23.6	21.8
<i>Cross Country – Men's</i>	21.2	20.2	19.5	24.7	21.8	19.6	21.0
<i>Cross Country – Women's</i>	21.8	21.7	21.7	24.6	24.1	23.2	22.9
<i>Equestrian</i>	**	**	**	**	23.6	**	23.6
<i>Football</i>	19.1	19.5	18.1	22.0	20.6	19.4	19.7
<i>Golf – Men's</i>	**	18.0	19.6	26.0	21.1	20.6	21.1
<i>Golf – Women's[#]</i>	21.1	23.0	19.6	21.1	24.1	22.0	22.0
<i>Soccer</i>	**	**	21.5	**	22.2	22.9	22.3
<i>Softball</i>	20.7	20.4	20.4	**	22.5	20.9	21.0
<i>Swimming – Men's</i>	**	**	**	**	21.4	22.7	22.0
<i>Swimming – Women's</i>	**	**	22.3	**	23.9	22.5	23.1
<i>Tennis – Men's</i>	**	**	**	**	21.4	**	21.4
<i>Tennis – Women's</i>	**	**	21.6	**	22.9	23.8	23.2
<i>Track (Indoor) - Men's</i>	19.9	18.8	18.1	**	23.1	19.5	19.5
<i>Track (Indoor) – Women's</i>	22.1	20.4	20.5	**	24.2	22.6	21.8
<i>Track (Outdoor) - Men's</i>	19.7	19.4	18.2	23.0	22.0	19.7	20.1
<i>Track (Outdoor) – Women's</i>	21.6	20.3	20.3	23.7	23.2	22.7	22.2
<i>Volleyball</i>	21.8	21.3	22.6	23.3	22.7	22.0	22.2
<i>Wrestling</i>	**	**	18.5	**	20.2	**	19.4
<i>Total</i>	20.5	19.8	19.4	22.8	22.0	21.2	20.9

Note: The system average for Non-Athlete ACT English Sub-score was 21.3 for those students with sub-scores in the five cohorts. Those sports and institutions with a mean ACT English Sub-score lower than this average are highlighted in the above table.