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Athletic Success and Its Influence on Freshman Enrollment

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ABSTRACT

NCAA Division I athletics have always been important, though in as recent as the early 2000s, athletic success did not have an effect on the number of freshmen enrolled at a university. This study shows between the years of 2010 and 2020, success in baseball, basketball, and football has begun to influence freshman enrollment at top universities in the United States. Using freshman enrollment data from the years before and after the university's athletic success, this study analyzes percent change using regression analysis in order to determine if there is a significant increase in freshman enrollment following athletic success at thirty-five selected universities from across the United States. The study found that, on average, universities experience a significant increase in freshman enrollment following athletic success, particularly following success in baseball and football. The increase is primarily seen at universities that are located in the Southeastern and Western United States and universities that are members of the Southeastern Conference, though universities in different athletic conferences and located in different geographic areas also had their freshman enrollment rates significantly impacted by athletic success. Using the results of the study, universities across the country experiencing success in athletics can better plan to accommodate an increased number of freshmen on campus following the success of one of their athletics teams.

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INTRODUCTION

The National Collegiate Athletic Association (NCAA) is an association that oversees most college sports in the United States. The NCAA consists of three divisions, ranging from large universities in Division I to very small universities in Division III. The NCAA oversees twenty-four collegiate sports, but three of the most popular in the nation are football, baseball, and basketball. Thousands of students compete at one of the three hundred and forty-seven universities that are classified as NCAA Division I (“Student Athletes”).

In the past, studies were conducted to determine whether or not success in NCAA Division I athletics impacted the attendance rates at universities in the following years. The studies, which were conducted between the 1990s and early 2000s, found that if there was an impact on enrollment following athletic success, it was slight. At the time, there was no evidence of universities experiencing significant impacts following athletic success (Frank). However, this phenomenon has changed over time. In the modern world, athletics seem to have a much larger impact on enrollment. More freshmen seem to go to universities based on their athletic performance, though this change has not been proven to be statistically significant. The original experiments studied success in basketball and football. This study replicates the previous experiments, though in a modern setting. Enrollment data from thirty-five universities around the country is collected and analyzed in order to determine if athletic success in baseball, basketball, or football significantly impacts freshman enrollment.

RESEARCH METHODS

UNIVERSITY SELECTION

Selecting which universities to include in the study was the first important step in the study. Certain criteria were developed in order to aide in this process and were different for each of the three sports studied. Though different criteria were used, the type of university chosen was somewhat consistent between sports. Results from the past ten years were used, and only universities that were ranked near the top of the country at the end of the season were selected. The study did not focus on only one particular geographic region of the country. The universities were spread out, so that it could be determined if geographic region influenced enrollment increase. The universities that were selected are also members of a variety of athletic conferences, in order to determine if conference can influence increases in enrollment. There is also a phenomenon known as a “Cinderella story” in college sports. “Cinderella story” teams are teams that are under-ranked or un-ranked at the beginning of the season. They are often smaller universities that many people have never heard of. The “Cinderella story” teams are very good during a particular year and make it far into postseason tournaments and high into the final season rankings. “Cinderella story” teams are most often found in baseball and basketball, as the large postseason tournament design allows for unusual teams to make it very far. “Cinderella story” universities were given priority over universities that are much more dominant with universities similar to them already selected.

For the baseball portion of the study, universities who participated in the College World Series were eligible to be included in the study. The College World Series is the final tournament to decide the baseball national championship every year. It is made up of eight universities, all of whom have won their way into the tournament through regionals and super-regionals. Six of the

previous ten winners of the tournament were selected for the study. These winning universities were from a variety of locations and athletic conferences. Also selected were four universities that lost at some point during the tournament. The four other schools that were chosen were from conferences that had not been represented in the winners or were “Cinderella story” teams. Teams that were consistently in the College World series were not selected, as there would be no particular year to study to determine if there was a significant change in freshman enrollment. Using these guidelines, ten universities were selected for their success in baseball: California State University Fullerton, Clemson University, Coastal Carolina University, Indiana University, Kent State University, Oregon State University, University of California Santa Barbara, University of Miami, University of South Carolina, and Vanderbilt University.

Universities chosen for their success in basketball were typically teams that had made it to at least the Final Four of the March Madness tournament. March Madness is a sixty-four team tournament that determines the basketball national champion each year. The Final Four are the last four teams remaining out of all sixty-four teams. Of the last ten winners, six were selected for this study. Three universities were chosen whose team had lost in the Final Four. These universities were selected because they were from conferences that were not represented by the winners and had made it far through the March Madness tournament. The universities were from a variety of locations around the country and were members of a variety of athletic conferences. There was one exception to these criteria. University of Maryland Baltimore County was selected for the study. Though the team lost in the second round of the tournament in the year that they were selected for, they beat the number one seed Virginia as the number sixteen seeded team. An upset of this scale had never happened before this, so the team was selected for the study. With these guidelines, ten universities were selected for the study: Duke University,

Loyola University of Chicago, University of Connecticut, University of Kentucky, University of Maryland Baltimore County, University of North Carolina, University of Oregon, University of South Carolina, University of Wisconsin, and Villanova University.

Success in football was determined through a variety of methods. In 2014, college football switched their method of determining a national champion. Prior to 2014, the national champion was determined by the winner of a single championship game. The two teams that played in the national championship game each year were selected by final rankings. This was changed after 2014 to a tournament-style championship. The sport switched to the College Football Playoff, a four team tournament. The teams playing in this tournament were selected by a playoff committee. After 2014, the teams that played in the playoff were eligible to be selected for the study. Prior to 2014, teams that played in the national championship were eligible to be chosen. College football also has five major bowl games that are played every year. These bowl games are the Cotton Bowl, Fiesta Bowl, Orange Bowl, Rose Bowl, and Sugar Bowl. Teams that played in these bowl games were eligible to be selected for the study, though the winners of the bowl games were preferred. Only two teams were selected from the major bowl games. All of the other universities that were selected played in either the College Football Playoff or the national championship game. The universities selected were from a variety of locations around the country. There were twelve universities selected: Clemson University, Michigan State University, Northern Illinois University, Ohio State University, University of Alabama, University of Central Florida, University of Georgia, University of Notre Dame, University of Oklahoma, University of Oregon, University of Washington, and Western Michigan University.

There were also three universities selected that were studied not for success in football, but rather for negative reasons. In 2015, Florida State University lost many of their best players

and fell in the rankings. In 2013 and 2014, the team one two Atlantic Coast Conference titles and one national championship title. After falling from the rankings following 2014, however, the team did not recover. They have continued to fall in the rankings since, so the university was selected for the study. The team has gone from one of the best in the country to one of the worst in their conference, so they were selected to determine if this can hurt enrollment over time. In 2011, Ohio State University faced backlash over failure to report players breaking NCAA rules. The players were profiting off of their image, which is a violation of college football rules. The team was placed under probation and had to vacate wins from the prior year. In order to determine if being placed on probation for a year can significantly decrease the number of freshmen enrolled, Ohio State University was selected. In 2016, a scandal arose surrounding University of Mississippi and their football team. The team faced twenty-one allegations from the NCAA, including paying players and fixing recruits' ACT scores to make them eligible to play in college. The university had been ranked near the top of the country in the previous years and was given heavy probation. Wins were vacated, the university's athletics were put on probation for four years, the amount of scholarships were reduced, and the football team was not allowed to play in the postseason for four years. The probation, though necessary, was very damaging to the university's football program. Because of the heavy restrictions that the university was given and the vast decrease in success of the football team, University of Mississippi was the last university selected for the purpose of studying the impact of football in decreases in freshman enrollment.

DATA COLLECTION

The amount of data necessary was not consistent for all thirty-five of the universities. In order to accurately determine the university's enrollment trend before the athletic success, prior years' data was required for the study. Several years' data after the athletic success was also necessary in order to determine if an enrollment increase was continuous or if an increase was a short, significant change. In some cases, only one or two years after the athletic success was available, as the success occurred recently. For the most part, though, three years' worth of data was collected following the athletic success in order to accurately analyze the continuity of the change. Three years' worth of data was also used as a baseline for years prior to the athletic success. Many of the universities had athletic success for several years in a certain sport. In many of these cases, three years' worth of prior enrollment data was not collected in order to keep the amount of data somewhat consistent between universities. A minimum of data from two years prior to the athletic success was collected in these cases.

In order to collect data that was correct and accurate, the data was only collected from the universities' websites. Though there are several sources, such as US Today, that track university data, it may not be entirely accurate, so outside data was not used. All of the data that was used for the study is public information that can be found on the university websites. For the majority of the thirty-five universities, the data was on the website of the universities' Office of Institutional Research, Office of Planning, or a similarly named office.

One data set that was used often were Fact Books published by the universities. The Fact Books were intended for incoming freshmen in order for them to be able to learn about the university before beginning classes. Included in the Fact Books were the number of freshmen that the university had in the previous year or, more typically, the previous two years. Past years'

Fact Books were available on the university website for the universities that create these books. The data collected from Fact Books is reliable, as these books are published by the universities. Though many of the studied universities use this method of providing data to their incoming students, Fact Books were not the data distribution method utilized by the majority of the studied universities.

By far, the most common method for the class-level specific enrollment data to be presented by the universities was on their Common Data Set. The Common Data Set Initiative is “an effort by members of the higher education community to improve the accuracy and quality of information provided by universities in the United States to the public” (“Newsworthy Items”). The data can be accessed by anyone, but is intended for students who are beginning the transition from high school to college in order for them to be able to better make a decision about what university to attend. The Common Data Set is required to contain certain information visible to the public and includes the number of first time freshman enrolled in a particular year. Although many of the universities’ websites vary in the number of years’ worth of Common Data Sets that are available, all of the information necessary for this study was available on the respective university websites. Because it was reported by the university, the data used in this study can confidently be considered accurate.

ANALYSIS

Once the data was collected, it was compiled into Excel sheets and separated by university so that it could be analyzed and a determination could be made to see if freshman enrollment was influenced by athletic success. First, the enrollment data was used to create line graphs for each university. Though the line graphs are not necessary to determining which

schools have enrollment changes that are significant, it is important to see these graphs in order to be able to visualize the changes over time. Line graphs for each university can be found in the appendices below. The next step of the analysis was to find percent change for every year with available data. To find this percentage, the formula $(\text{new enrollment} - \text{previous year enrollment}) / \text{previous year enrollment} * 100$ was used. Percent change was found for every year for all of the thirty-five universities. This data, as well as the yearly freshman enrollment data, can also be found in the appendices.

Next, average percent change over the period was found by averaging all of the yearly percent changes for each university. This was done in order to determine what the university's typical enrollment trend was. Using average percent change, the university's forecasted enrollment number was found for each year. This was calculated by multiplying the previous year by $1 + \text{average percent change}$. The forecasted enrollment numbers were calculated for every year over the period of the study for every university. Once these numbers were calculated, a regression analysis was run on the data. The yearly actual number of freshmen and the forecasted number of freshmen were used as the two inputs into the regression analysis. The regression was run for every school and generated a p-value for each school. The p-value showed whether there was a statistically significant difference between the actual and forecasted enrollment data. As is universally accepted, a p-value of less than 0.05 determined that the university's enrollment was significantly impacted over the period, and a p-value of greater than 0.05 showed that there was not a significant change in enrollment. Using the p-values, the results were determined for the selected universities.

RESULTS

BASEBALL

A slight majority of the universities that were chosen because of success in baseball were shown to have an increase in enrollment in the following years. Of the ten universities that were studied, six had significant increases in their freshman enrollment after success in baseball: California State University Fullerton, Coastal Carolina University, Kent State University, University of California Santa Barbara, University of Miami, and University of South Carolina. Four of the selected universities did not show significant enrollment increases and, in some cases, had decreases in their freshman enrollment in the years following baseball success. The universities that did not show significant increases were Clemson University, Indiana University, Oregon State University, and Vanderbilt University.

Of the six universities that had significant enrollment increases, there were two ranges of university size. Two were smaller-size, Coastal Carolina University and University of Miami, with freshman classes that typically ranged between 2000 and 2400. Four of the universities were much larger. California State University Fullerton, Kent State University, University of California Santa Barbara, and University of South Carolina had freshman classes that were between 4000 and 4500. On the other hand, the universities with no significant changes were much more spread out in their average freshman class size. Vanderbilt University had a class of approximately 1600; Clemson University's class size was almost double Vanderbilt at approximately 3200. Oregon State University averaged around 4000 freshmen per year, while Indiana University had almost 7000 freshmen every year. Though there was a large range in class size for all of the universities, there were a lot of similarities in the enrollment trend lines.

Universities with both significant increase and no significant increase in attendance followed very similar trend lines in the years leading up to the year of success. The time period

was different for each university, but many of the trend lines showed the same two or three-year increase followed by one or two years of decrease then another increase. Universities such as Clemson University, Coastal Carolina University, and Indiana University all followed this trend. Whether or not there was a significant increase in enrollment following the baseball success was not reliant on the presence of this trend, though the similarity between many of the universities' enrollment trend is both interesting to note and reinforces the legitimacy of the test that was conducted. Because many of the universities followed the same trend leading up to the baseball success, the regression analysis was able to accurately locate significant changes in the enrollment numbers.

The baseball portion of this study was highly successful. The majority of the universities were shown to have significant increases in their freshman enrollment following success in baseball. These findings are consistent with the hypothesis of this study that athletic success affects enrollment statistics.

BASKETBALL

Of the ten universities selected, only four showed significant increases in their freshman enrollment following success in basketball. University of Kentucky, University of South Carolina, University of Oregon, and University of Wisconsin had significant increases in their freshman enrollment, while Duke University, Loyola University of Chicago, University of Connecticut, University of Maryland Baltimore County, University of North Carolina, and Villanova University did not experience significant increases.

The universities that showed significant increases in freshman enrollment following success in basketball were very similar in nature. University of Kentucky, University of South

Carolina, University of Oregon, and University of Wisconsin are all members of major athletic conferences. Over the period of the study, all four of the universities had freshmen classes that averaged around 5000 students. University of South Carolina, University of Oregon, and University of Wisconsin are not typically thought of as basketball universities. University of Kentucky, on the other hand, has been historically good at basketball. It makes sense in both of these different cases that the universities would see significant increases in freshman enrollment following a season of basketball success.

Unlike the universities that showed significant increases in enrollment, the universities that did not show significant increases were very different in nature. These universities ranged in size from very small, with approximately 1600 students per freshman class, to much larger, with around 4500 freshmen every year. Only two of the six universities are members of major athletic conferences, while four are not. Two of the smaller universities had “Cinderella story” seasons, while the others have had very good basketball seasons in the past. There are few, if any, similarities between these universities, but none of them share the similarities that the universities that had significant increases share. Though it cannot be accurately proven, the qualities that these universities do not possess may be necessary in order to experience significant increases in enrollment after a season of basketball success as the other four universities did.

The results of the basketball portion of this study were much less successful than the other portions of the study. Over half of the selected universities did not have significant increases in their enrollment. Many of these universities had decreases in their freshman enrollment in the years following the basketball success, some of which were very large. Despite the fact that less than half of the selected universities experienced significant increases, the

results of the basketball portion of the study were not surprising. Four of the ten universities experienced significant increases, proving that, although it does not occur every time, freshman enrollment can be influenced by basketball success.

FOOTBALL

There was a large majority of the universities studied that showed significant increases in their freshman enrollment following a year of success in football. Of the twelve universities that were studied, only two did not show significant increases: Clemson University and Michigan State University. Ten universities did show significant increases in their freshman enrollment following football success: Northern Illinois University, Ohio State University, University of Alabama, University of Central Florida, University of Georgia, University of Notre Dame, University of Oklahoma, University of Oregon, University of Washington, and Western Michigan University.

There are vast differences between the ten universities that had significant increases in their freshman enrollment following football success. The universities are small and large, located all over the country, and are members of both major athletic conferences and non-major conferences. The results from this portion of the study were highly successful. As expected, almost all of the selected universities had significant increases in their freshman enrollment over the period. This is unsurprising, as football tends to be one of the most popular sports in the United States, with some universities drawing crowds of 100,000 fans per game. With the popularity of football in America, it is unsurprising that success in football would have the highest occurring influence over freshman enrollment in universities.

NEGATIVE FOOTBALL

There were three universities studied for negatives surrounding their football programs instead of success. Of these three universities, two showed significant decreases in their freshman enrollment after the negative events. Ohio State University and University of Mississippi experienced significant decreases in their enrollment following their football teams being put onto probation. Florida State University did not have significant decreases after a fall in rankings.

The results from these three universities were not surprising. The probation that the Ohio State and University of Mississippi football teams were given were far more severe than a fall in rankings like Florida State University faced. It is understandable that years long probation would have more effects on the university than less severe events. All three of these universities are from major athletic conferences and are large universities. Football is very important in these three campus communities, as the fans expect their teams to be in the best of the nation every year. Ohio State University and University of Mississippi were teams at the top of the rankings for years leading up to the probation and fell in the rankings in the following years. It is understandable that the enrollment would decrease significantly after these events, and the study is successful in this regard.

COMPARISON BETWEEN UNIVERSITIES

The three sports studied had varying success in influencing freshman enrollment following athletic success. Basketball success had little influence over enrollment, baseball success had more success, and football success was proven to influence freshman enrollment in the majority of cases. After the sport was analyzed, several other factors were studied to see if

they play a role in enrollment increases following athletic success. Two factors were shown to influence the significance of freshman enrollment changes.

Athletic conference was one of the factors that was determined to have influenced the enrollment increases. There are five major athletic conferences, called the Power Five Conferences: Atlantic Coast Conference (ACC), Big Ten Conference (B1G), Big Twelve Conference (BIG 12), Southeastern Conference (SEC), and Pacific Coast Conference (PAC 12). The conferences operate in different regions throughout the United States. Member universities are predominantly located in the eastern coast, Midwest, Southeast, Southeast, and Pacific coast, respectively. All of the conferences play in NCAA Division I and typically consist of the most dominant teams in major sports every year. Because of the dominance of the Power Five Conferences, most of the universities in this study were member universities of one of the Power Five Conferences. What conference a university is a member of was shown to influence the increase in enrollment following athletic success. The study showed that universities in the SEC experienced the most changes in enrollment. Of the seven SEC universities studied, six had significant changes in their enrollment, while only one did not see change. On the other hand, the ACC experienced the least change in freshman enrollment out of all of the Power Five Conferences. Six ACC universities were studied, and only one had a significant increase in their enrollment. The other three Power Five Conferences had a majority of studied universities experience significant increases in freshman enrollment. The study proved that, following a year of success in one of these three sports, universities in the SEC can expect a significant increase in freshman enrollment. Universities in the ACC should not expect any changes in enrollment following success in sports, and universities in the B1G, BIG 12, and PAC 12 can expect significant increases around half of the time.

There were, however, universities studied that were not a part of any of these conferences. The study showed that non-Power Five Conference universities showed significant increases in enrollment following football and baseball success. Baseball was shown to have the most influence over these types of universities. All of the universities that were not members of major conferences had significant increases in enrollment following success in baseball or football. On the other hand, none of the universities that were not members of major conferences had increases in enrollment following basketball success. All four of the universities in this case had insignificant increases and, in some cases, decreases in enrollment following basketball success. It is, therefore, shown that being in a non-major conference can have an influence over freshman enrollment following a year of athletic success. Should the university's football or baseball team excel, the university can expect an increase in freshman enrollment in the following years. Conference is not the only factor that was determined to have affected the significance of increases in enrollment, though.

University location was also studied to determine its effects on significant increases in enrollment. Five geographic regions were studied: Midwest, Northeast, Southeast, Pacific Northwest, and West. The Northeast was proven to have the least impact over significant increases in freshman enrollment. Three universities that are located in the Northeastern United States were studied. All three of these universities did not have significant changes in their enrollment following athletic success. Every other region had a majority of universities experience significant increases in enrollment. The Southeast was the region with the most number of universities experiencing significant changes in enrollment over the period of time. Universities in the West, Midwest, and Pacific Northwest also had significant increases in their enrollment a majority of the time. Using the results from this study, universities that are located

outside of the Northeast can expect a significant increase in enrollment following athletic success, while universities in the Northeast should not expect this increase. The study proved that both location and athletic conference can impact whether or not there is an increase in enrollment following athletic success. With this knowledge, universities may be able to use these results to avoid overpopulation following athletic success.

IMPLICATIONS

The results from this study could be very useful for universities in the future. The results give universities a better idea of whether or not they can expect to have increases in their attendance following a year of athletic success. Universities in the SEC or located outside of the Northeast can expect to have an increased freshman enrollment if their athletic teams are very successful. Though universities in the ACC or located in the Northeast are not as impacted by this study, other universities can use the results to better prepare their university for an increase in enrollment following athletic success.

There are several ways in which the affected universities could plan for an increase in enrollment. If the university were to have athletic success, they could adjust their acceptance rate for the several years following. The universities accept more students than will come to campus in the fall, as many students will decline their acceptance in order to attend another university. Knowing that the university will likely have a higher percentage of accepted offers following athletic success, universities can lower their acceptance rate. With fewer students accepted to the university, an increase in the percentage of accepted offers will not lead to a significant increase in the number of freshmen that the university has in the following years. This would benefit the

university, as they will not experience overpopulation as a result of having more freshmen than they planned for.

Universities could also use the knowledge that there will likely be more freshmen on campus following athletic success in order to better prepare and allocate resources. This method of usage for the results of this study is more likely to be used by universities. Adjusting an acceptance rate, though it would be effective in limiting the number of freshmen, may not be reliable, as it is hard to accurately forecast the percentage of offers accepted. Instead of this, universities can instead use the extra preparation time to plan for an increase of freshmen. Knowing that there may be more freshmen on campus than originally planned for, the university can block off more on-campus housing for freshmen only. They can add staff in their dining locations in order to help mitigate increased demand. Universities can hire professors and add additional classes so that more people can be accommodated. Existing resources on campus can be allocated in different measures so that a significant increase in freshmen does not negatively impact the college experience for any of the students. Understanding that there will be an increased number of freshmen on campus and planning for it accordingly could help reduce any negative impacts at universities that have success in their athletics.

CONCLUSION

The findings of this study were different from studies that were conducted in the past. Studies from the 1990s and before showed that athletics did not affect enrollment. This is not consistent with the results of the study, that showed success in athletics, specifically baseball and football, can significantly increase freshman enrollment. As the world has become increasingly globalized and a larger number of students are now perusing education after high school, it is unsurprising that the results of this study would differ from the studies conducted in the past. All of the universities that were included in this study had athletic success within the last ten years. Knowing that there has been an increase in the impact of sports on enrollment, it can be predicted that sports will continue to have an increased amount of significance in a university's freshman enrollment. In the future, universities should monitor athletic success and plan their acceptance rate or resources accordingly.

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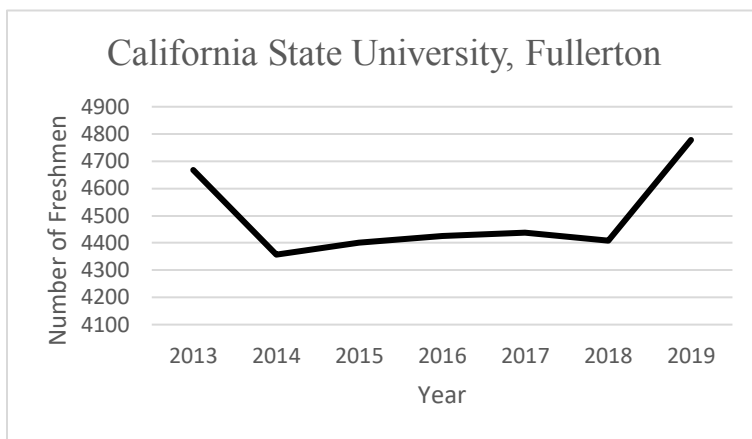
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“UGA Fact Book.” *University of Georgia - Office of Institutional Research*, oir.uga.edu/factbook/pastfactbooks/.

APPENDIX I

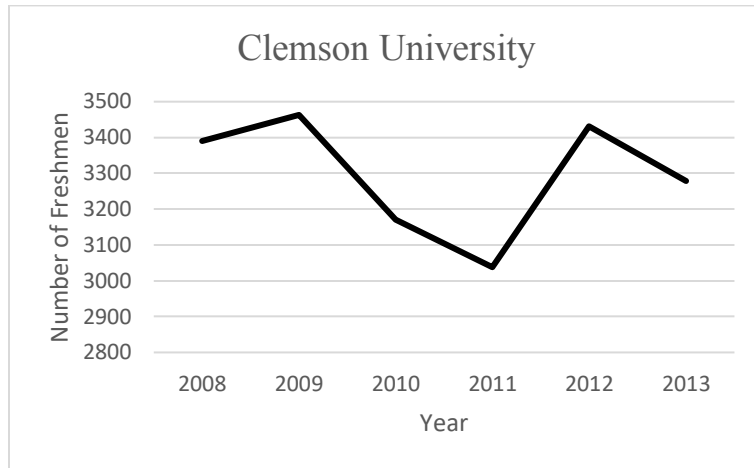
Appendix I contains the freshman enrollment numbers from the selected universities over the respective time periods, with the year studied highlighted in yellow. The appendix also contains the percent change between years and a line graph showing the enrollment trend over time. The universities in this section are the universities that were studied for success in baseball.

California State University, Fullerton



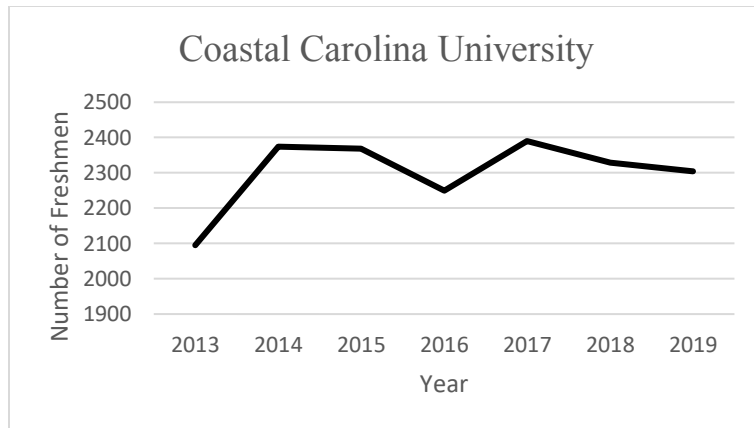
Cal State Fullerton							
Year	2013	2014	2015	2016	2017	2018	2019
Number of Students	4667	4357	4401	4426	4437	4408	4778
Percent Change	N/A	-6.642%	1.010%	0.568%	0.249%	-0.654%	8.394%

Clemson University



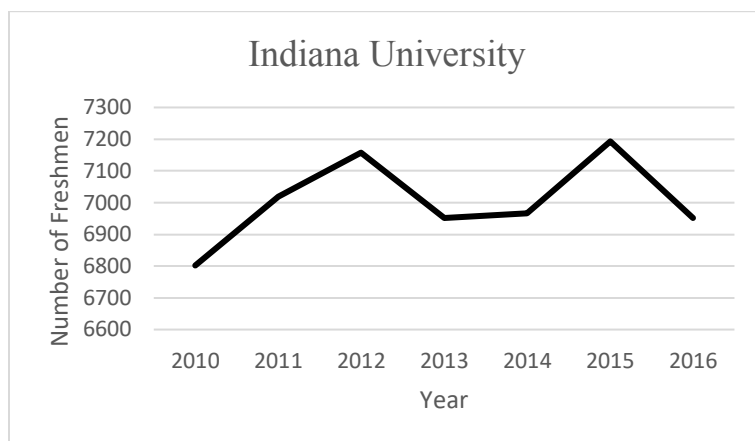
Clemson						
Year	2008	2009	2010	2011	2012	2013
Number of Students	3390	3463	3170	3038	3431	3279
Percent Change	N/A	2.153%	-8.461%	-4.164%	12.936%	-4.430%

Coastal Carolina University



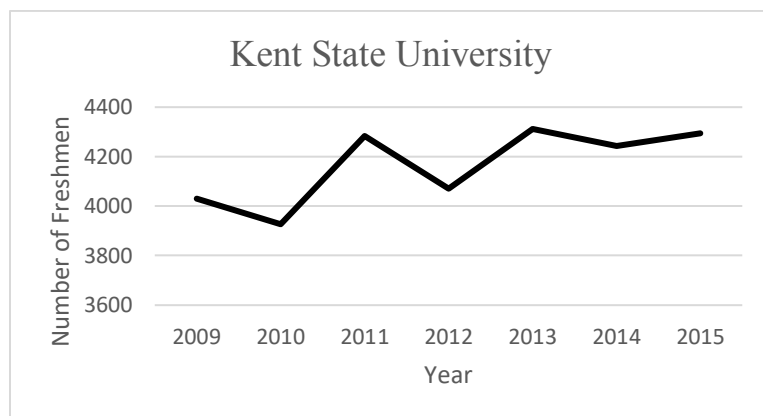
Coastal Carolina							
Year	2013	2014	2015	2016	2017	2018	2019
Number of Students	2095	2375	2368	2249	2390	2329	2304
Percent Change	N/A	13.365%	-0.295%	-5.025%	6.269%	-2.552%	-1.073%

Indiana University



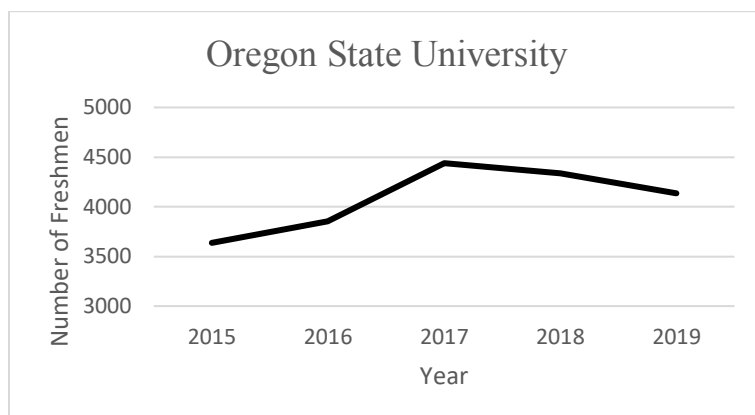
Indiana							
Year	2010	2011	2012	2013	2014	2015	2016
Number of Students	6802	7018	7158	6951	6967	7193	6952
Percent Change	N/A	3.176%	1.995%	-2.892%	0.230%	3.244%	-3.350%

Kent State University



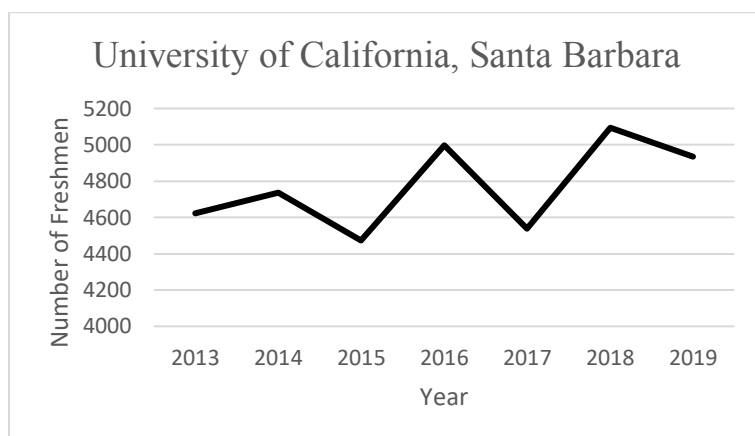
Kent State							
Year	2009	2010	2011	2012	2013	2014	2015
Number of Students	4029	3927	4284	4071	4312	4244	4294
Percent Change	N/A	-2.53%	9.09%	-4.97%	5.92%	-1.58%	1.18%

Oregon State University



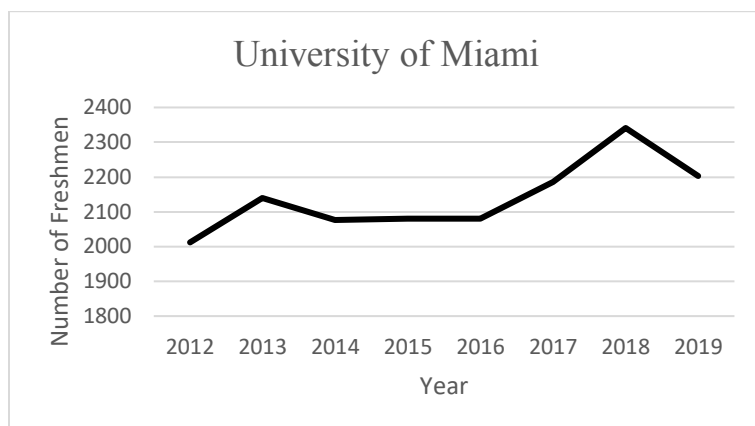
Oregon State					
Year	2015	2016	2017	2018	2019
Number of Students	3637	3856	4439	4336	4135
Percent Change	N/A	6.021%	15.119%	-2.320%	-4.636%

University of California, Santa Barbara



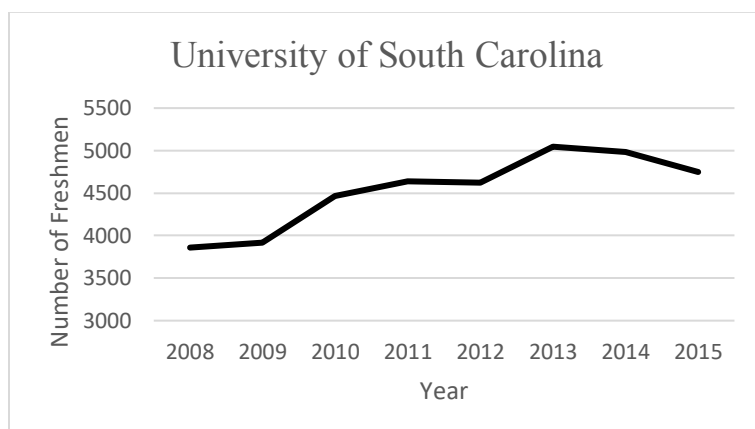
UCSB							
Year	2013	2014	2015	2016	2017	2018	2019
Number of Students	4624	4738	4473	4996	4538	5094	4935
Percent Change	N/A	2.465%	-5.593%	11.692%	-9.167%	12.252%	-3.121%

University of Miami



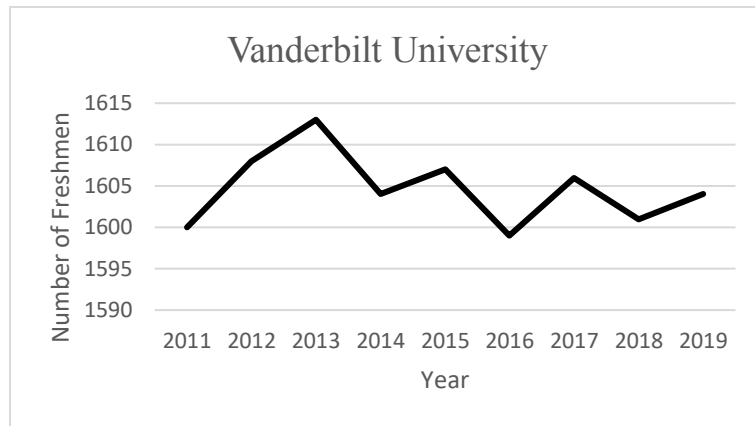
Miami								
Year	2012	2013	2014	2015	2016	2017	2018	2019
Number of Students	2012	2140	2076	2080	2080	2185	2341	2203
Percent Change	N/A	6.362%	-2.991%	0.193%	0.000%	5.048%	7.140%	-5.895%

University of South Carolina



South Carolina								
Year	2008	2009	2010	2011	2012	2013	2014	2015
Number of Students	3859	3917	4468	4636	4625	5046	4980	4751
Percent Change	N/A	1.503%	14.067%	3.760%	-0.237%	9.103%	-1.308%	-4.598%

Vanderbilt University

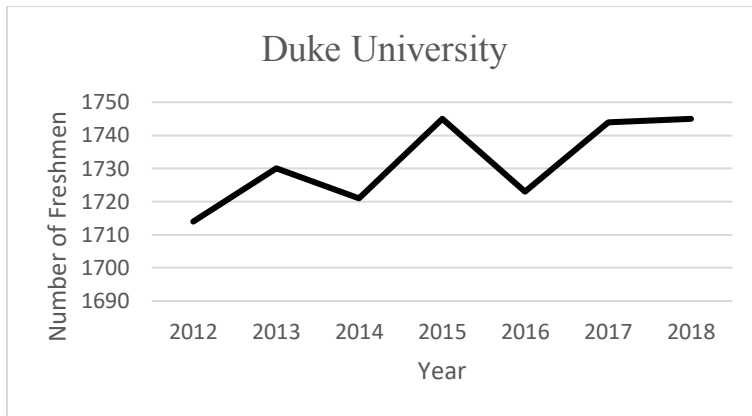


Vanderbilt									
Year	2011	2012	2013	2014	2015	2016	2017	2018	2019
Number of Students	1600	1608	1613	1604	1607	1599	1606	1601	1604
Percent Change	N/A	0.500%	0.311%	-0.558%	0.187%	-0.498%	0.438%	-0.311%	0.187%

APPENDIX II

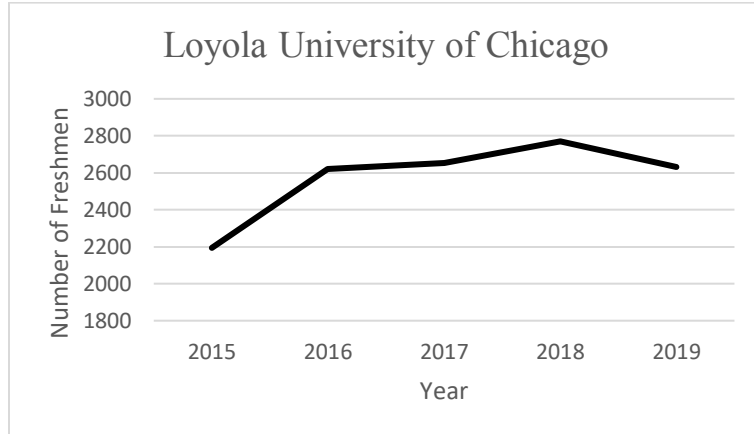
Appendix II contains the freshman enrollment numbers from the selected universities over the respective time periods, with the year studied highlighted in yellow. The appendix also contains the percent change between years and a line graph showing the enrollment trend over time. The universities in this section are the universities that were studied for success in basketball.

Duke University



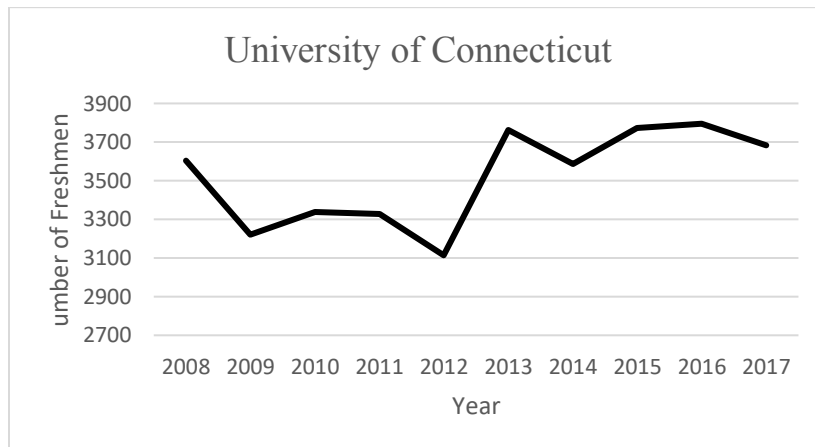
Duke							
Year	2012	2013	2014	2015	2016	2017	2018
Number of Students	1714	1730	1721	1745	1723	1744	1745
Percent Change	N/A	0.933%	-0.520%	1.395%	-1.261%	1.219%	0.057%

Loyola University of Chicago



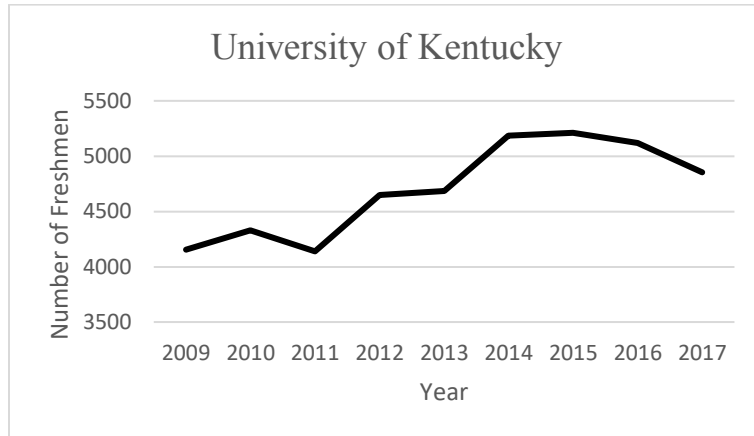
Loyola Chicago					
Year	2015	2016	2017	2018	2019
Number of Students	2194	2622	2654	2770	2630
Percent Change	N/A	19.508%	1.220%	4.371%	-5.054%

University of Connecticut



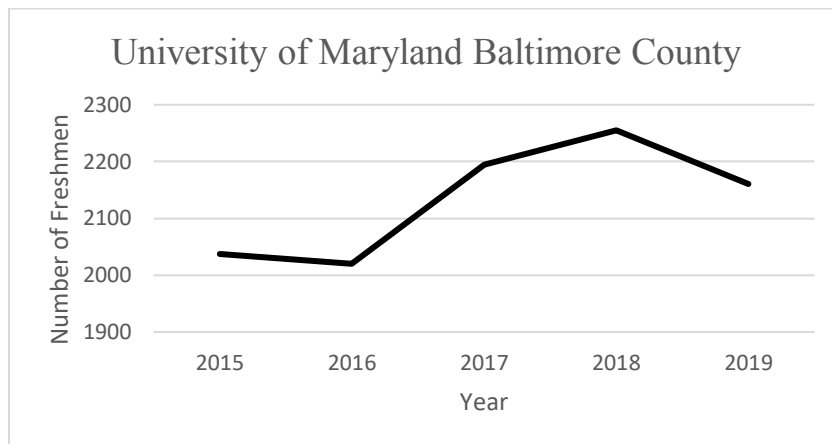
UConn										
Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Number of Students	3604	3221	3339	3327	3114	3764	3588	3774	3795	3683
Percent Change	N/A	-10.627%	3.663%	-0.359%	-6.402%	20.873%	-4.676%	5.184%	0.556%	-2.951%

University of Kentucky



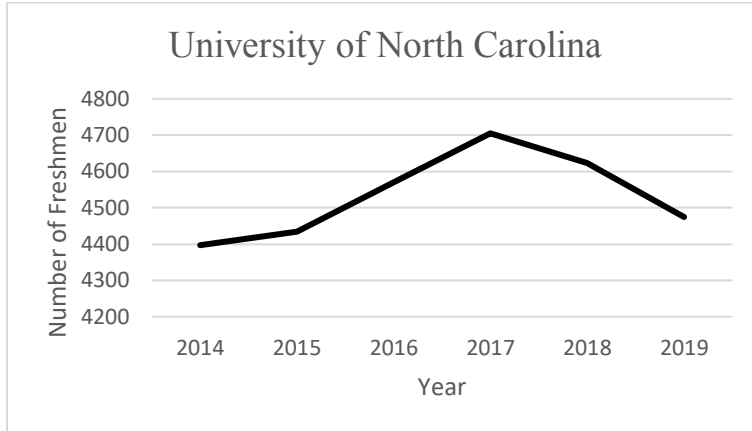
Kentucky									
Year	2009	2010	2011	2012	2013	2014	2015	2016	2017
Number of Students	4153	4328	4139	4647	4684	5185	5211	5117	4855
Percent Change	N/A	4.214%	-4.367%	12.273%	0.796%	10.696%	0.501%	-1.804%	-5.120%

University of Maryland, Baltimore County



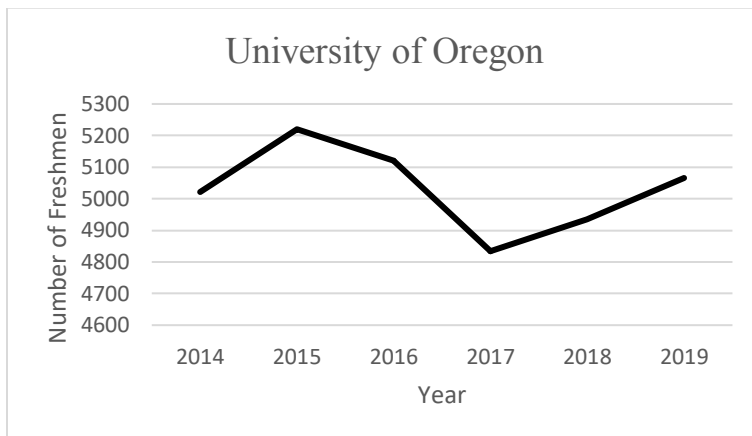
UMBC					
Year	2015	2016	2017	2018	2019
Number of Students	2037	2020	2195	2255	2160
Percent Change	N/A	-0.835%	8.663%	2.733%	-4.213%

University of North Carolina



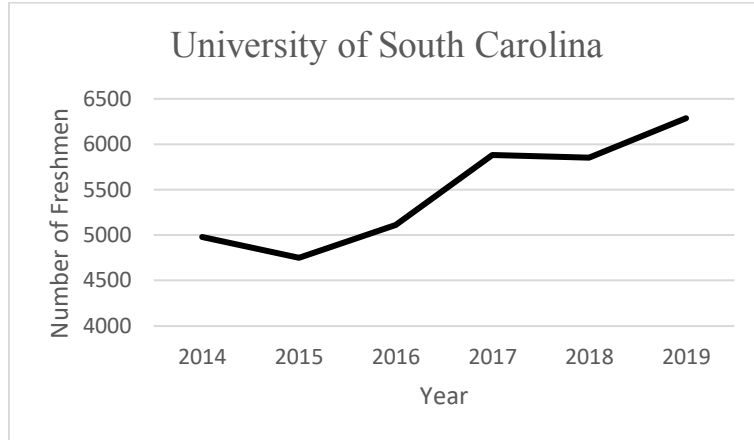
North Carolina						
Year	2014	2015	2016	2017	2018	2019
Number of Students	4397	4434	4570	4705	4624	4474
Percent Change	N/A	0.841%	3.067%	2.954%	-1.722%	-3.244%

University of Oregon



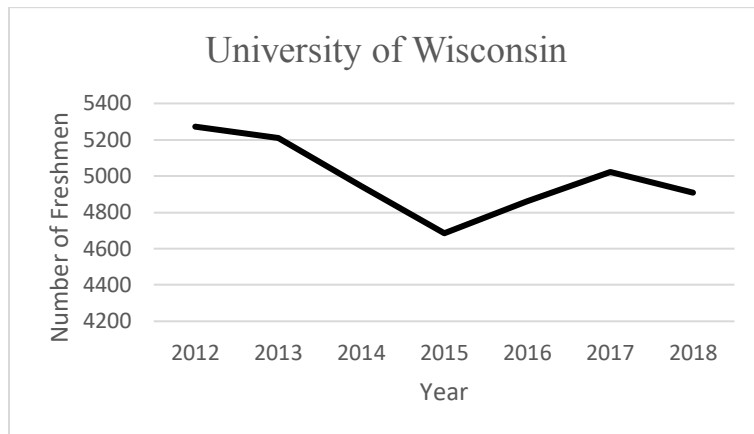
Oregon						
Year	2014	2015	2016	2017	2018	2019
Number of Students	5022	5220	5120	4834	4934	5066
Percent Change	N/A	3.943%	-1.916%	-5.586%	2.069%	2.675%

University of South Carolina



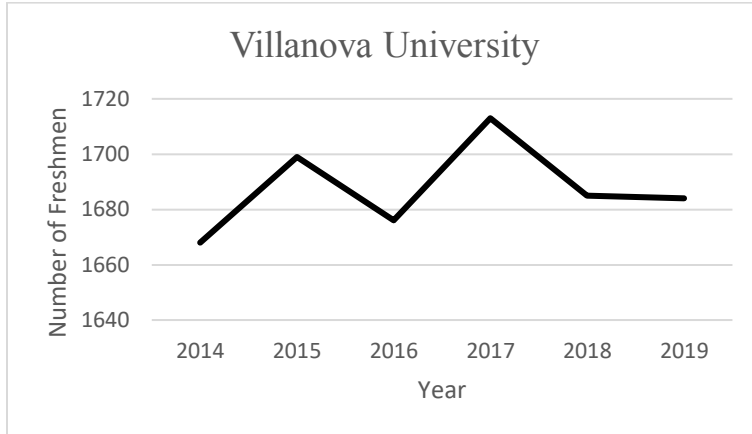
South Carolina						
Year	2014	2015	2016	2017	2018	2019
Number of Students	4980	4751	5110	5880	5854	6287
Percent Change	N/A	-4.598%	7.556%	15.068%	-0.442%	7.397%

University of Wisconsin



Wisconsin							
Year	2012	2013	2014	2015	2016	2017	2018
Number of Students	5272	5208	4946	4685	4860	5022	4909
Percent Change	N/A	-1.214%	-5.031%	-5.277%	3.735%	3.333%	-2.250%

Villanova University

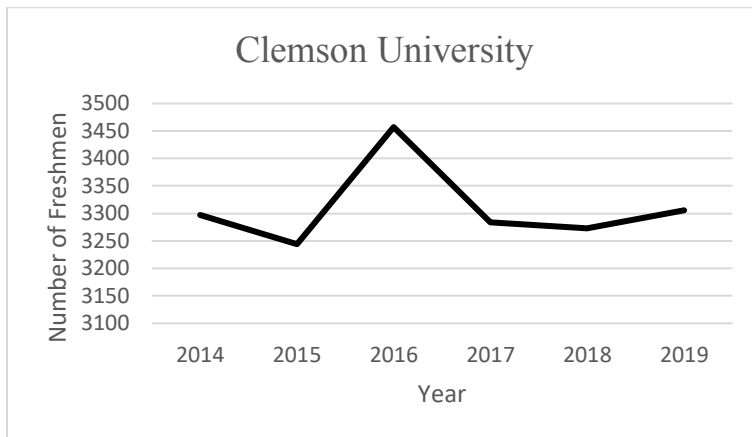


Villanova						
Year	2014	2015	2016	2017	2018	2019
Number of Students	1668	1699	1676	1713	1685	1684
Percent Change	N/A	1.859%	-1.354%	2.208%	-1.635%	-0.059%

APPENDIX III

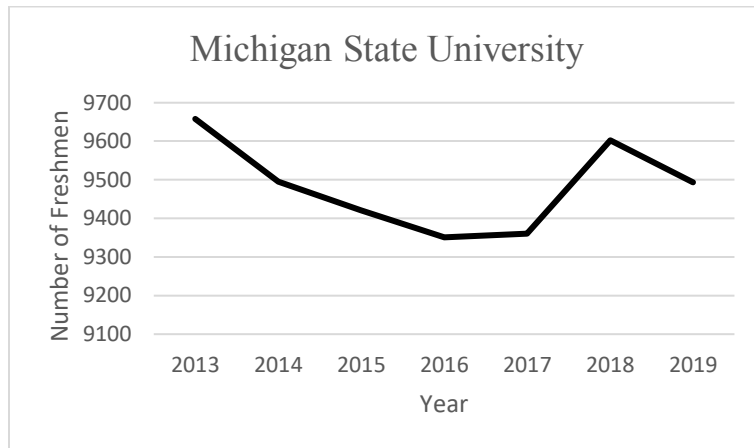
Appendix III contains the freshman enrollment numbers from the selected universities over the respective time periods, with the year studied highlighted in yellow. The appendix also contains the percent change between years and a line graph showing the enrollment trend over time. The universities in this section are the universities that were studied for success in football. The final three universities in this appendix were not studied for success in football and instead experienced falls in rankings, negative allegations, probations, and postseason bans.

Clemson University



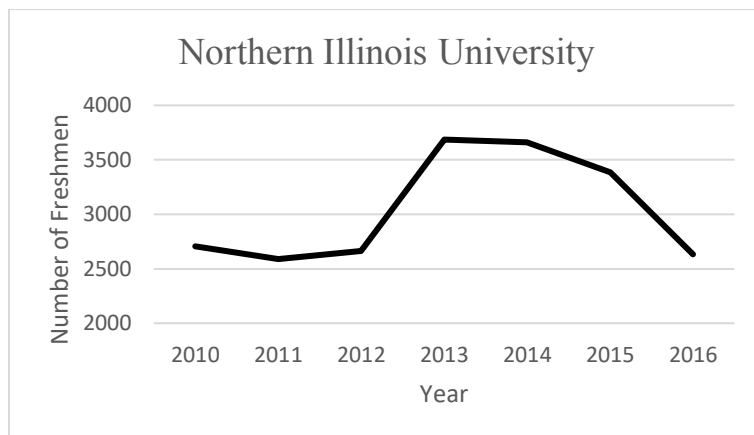
Clemson						
Year	2014	2015	2016	2017	2018	2019
Number of Students	3297	3244	3457	3284	3273	3306
Percent Change	N/A	-1.608%	6.566%	-5.004%	-0.335%	1.008%

Michigan State University



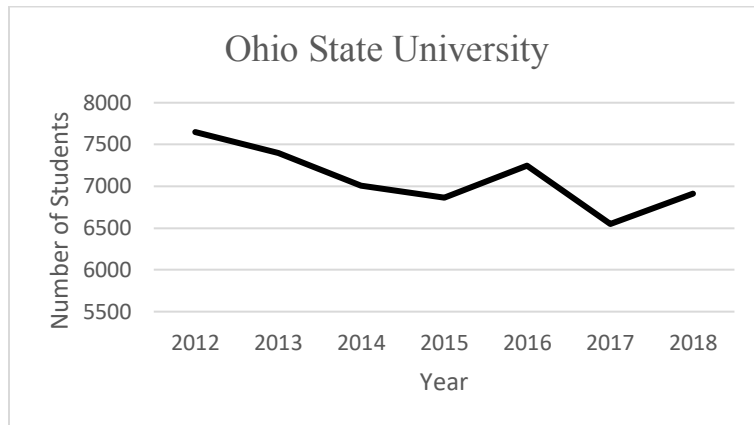
Michigan State							
Year	2013	2014	2015	2016	2017	2018	2019
Number of Students	9658	9496	9421	9351	9360	9602	9493
Percent Change	N/A	-1.677%	-0.790%	-0.743%	0.096%	2.585%	-1.135%

Northern Illinois University



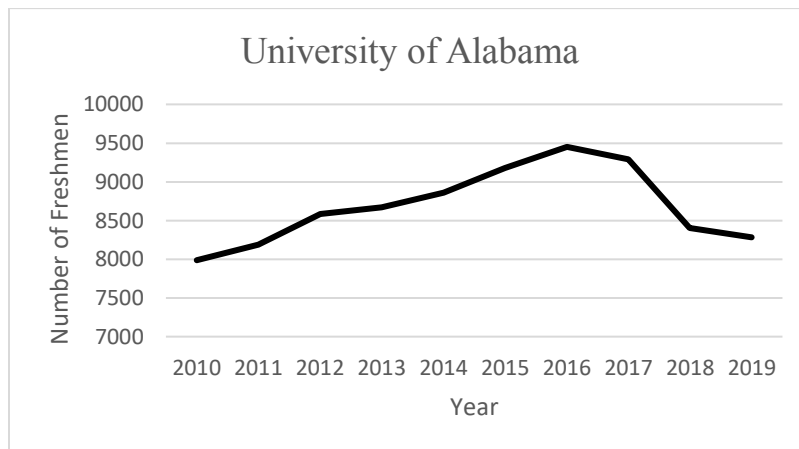
Northern Illinois							
Year	2010	2011	2012	2013	2014	2015	2016
Number of Students	2705	2589	2664	3686	3661	3384	2632
Percent Change	N/A	-4.288%	2.897%	38.363%	-0.678%	-7.566%	-22.222%

Ohio State University



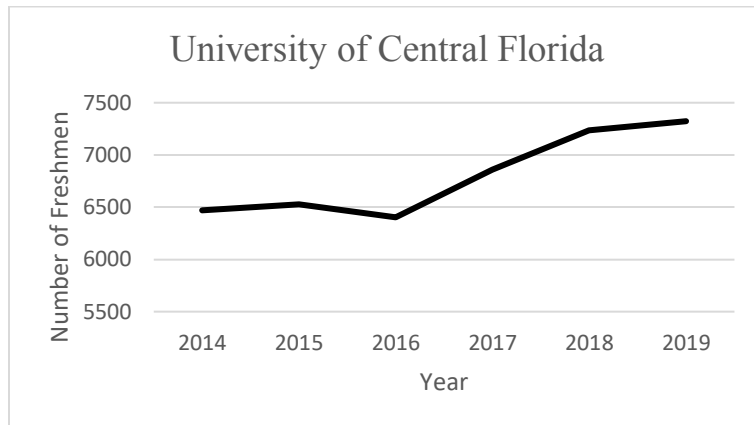
Ohio State							
Year	2012	2013	2014	2015	2016	2017	2018
Number of Students	7649	7400	7006	6861	7250	6549	6915
Percent Change	N/A	-3.255%	-5.324%	-2.070%	5.670%	-9.669%	5.589%

University of Alabama



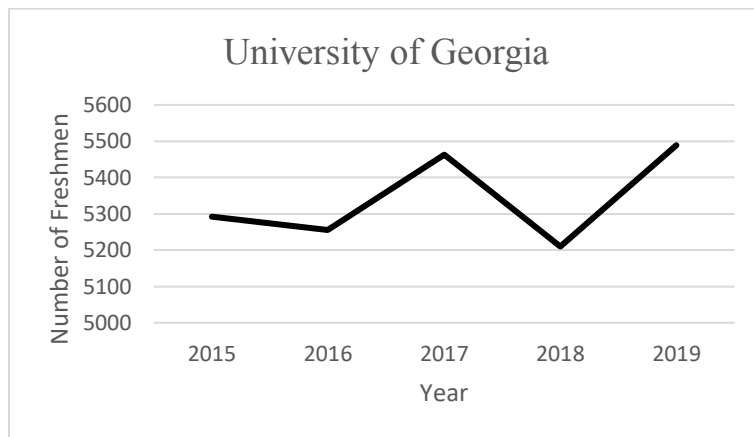
Alabama										
Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Number of Students	7987	8189	8585	8669	8857	9175	9451	9291	8402	8282
Percent Change	N/A	2.529%	4.836%	0.978%	2.169%	3.590%	3.008%	-1.693%	-9.568%	-1.428%

University of Central Florida



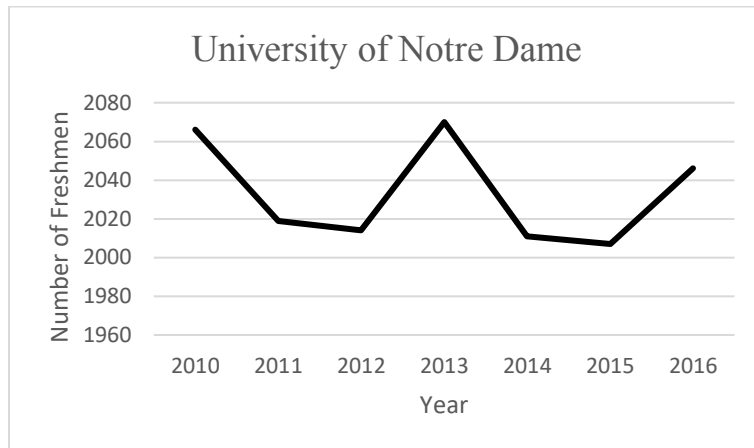
UCF						
Year	2014	2015	2016	2017	2018	2019
Number of Students	6467	6525	6403	6860	7234	7323
Percent Change	N/A	0.897%	-1.870%	7.137%	5.452%	1.230%

University of Georgia



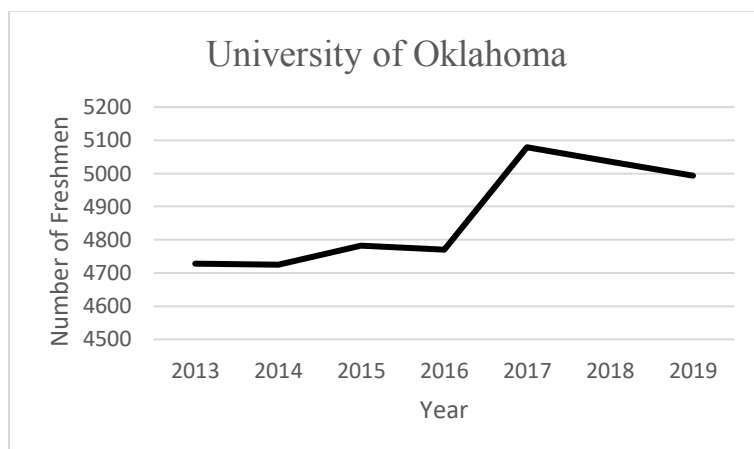
Georgia					
Year	2015	2016	2017	2018	2019
Number of Students	5292	5256	5463	5210	5489
Percent Change	N/A	-0.680%	3.938%	-4.631%	5.355%

University of Notre Dame



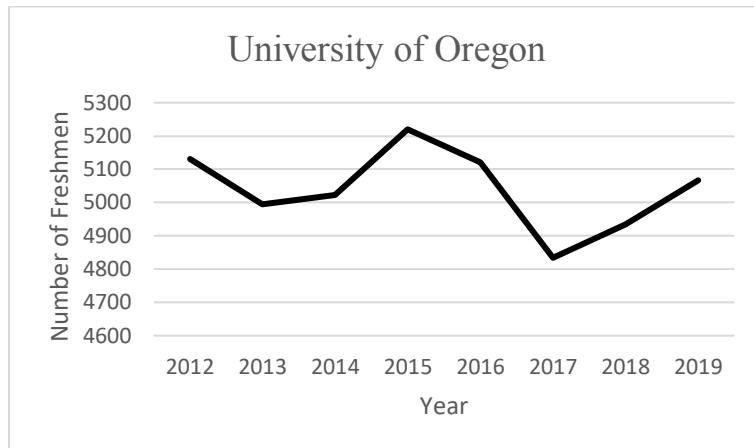
Notre Dame							
Year	2010	2011	2012	2013	2014	2015	2016
Number of Students	2066	2019	2014	2070	2011	2007	2046
Percent Change	N/A	-2.275%	-0.248%	2.781%	-2.850%	-0.199%	1.943%

University of Oklahoma



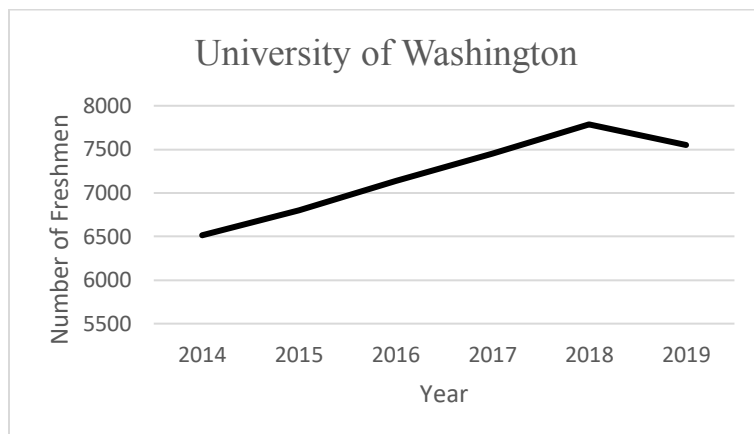
Oklahoma							
Year	2013	2014	2015	2016	2017	2018	2019
Number of Students	4728	4725	4782	4771	5079	5035	4993
Percent Change	N/A	-0.063%	1.206%	-0.230%	6.456%	-0.866%	-0.834%

University of Oregon



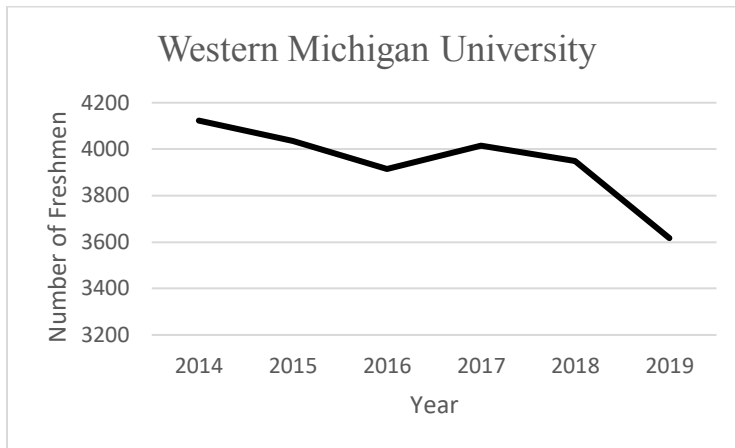
Oregon							
Year	2012	2013	2014	2015	2016	2017	2018
Number of Students	5131	4994	5022	5220	5120	4834	4934
Percent Change	N/A	-2.670%	0.561%	3.943%	-1.916%	-5.586%	2.069%

University of Washington



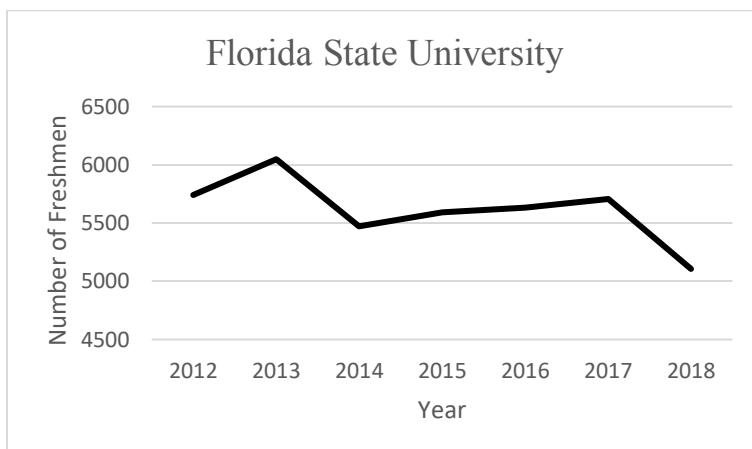
Washington						
Year	2014	2015	2016	2017	2018	2019
Number of Students	6514	6801	7136	7454	7786	7553
Percent Change	N/A	4.406%	4.926%	4.456%	4.454%	-2.993%

Western Michigan University



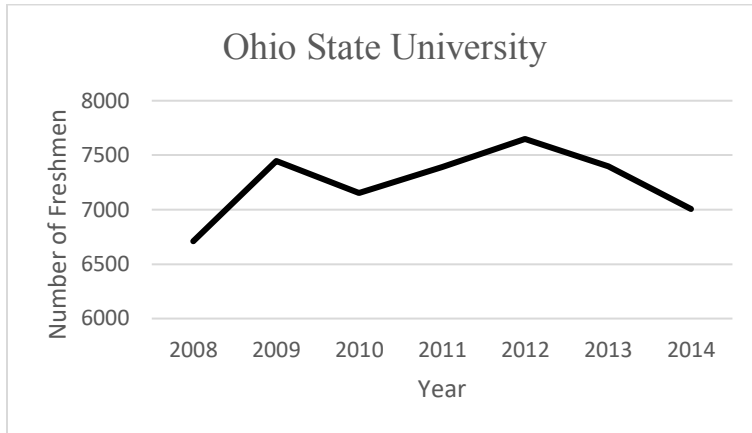
Western Michigan						
Year	2014	2015	2016	2017	2018	2019
Number of Students	4123	4034	3916	4015	3948	3617
Percent Change	N/A	-2.159%	-2.925%	2.528%	-1.669%	-8.384%

Florida State University



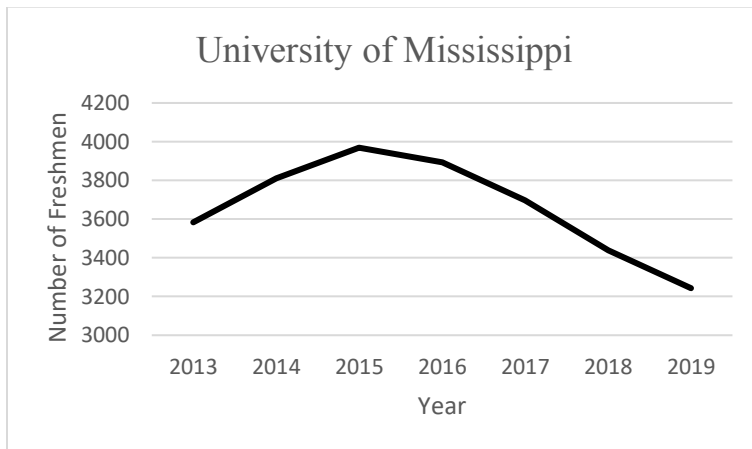
Florida State							
Year	2012	2013	2014	2015	2016	2017	2018
Number of Students	5738	6048	5470	5594	5632	5708	5106
Percent Change	N/A	5.403%	-9.557%	2.267%	0.679%	1.349%	-10.547%

Ohio State University



Ohio State							
Year	2008	2009	2010	2011	2012	2013	2014
Number of Students	6710	7445	7153	7393	7649	7400	7006
Percent Change	N/A	10.954%	-3.922%	3.355%	3.463%	-3.255%	-5.324%

University of Mississippi



Ole Miss							
Year	2013	2014	2015	2016	2017	2018	2019
Number of Students	3582	3809	3969	3895	3697	3438	3243
Percent Change	N/A	6.337%	4.201%	-1.864%	-5.083%	-7.006%	-5.672%