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2013 NCAA National Study of Substance Use Habits of College Student-Athletes

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About the Study

- Survey is administered on a quadrennial basis.
- Surveys are administered on campuses with the assistance of Faculty Athletic Representatives.
- Data were weighted relative to national participation rates within the sampled sports in order to produce the most accurate population estimates possible.
- Approximately 21,000 student-athletes surveys were completed this year.

Survey Instrument

The survey includes:

- Demographic information.
- Substance use experience.
- Drug testing beliefs.

Substances included in the study:

Alcohol

Amphetamines

Anabolic Steroids

Cigarettes

Cocaine

Ephedrine

Marijuana

Spit Tobacco

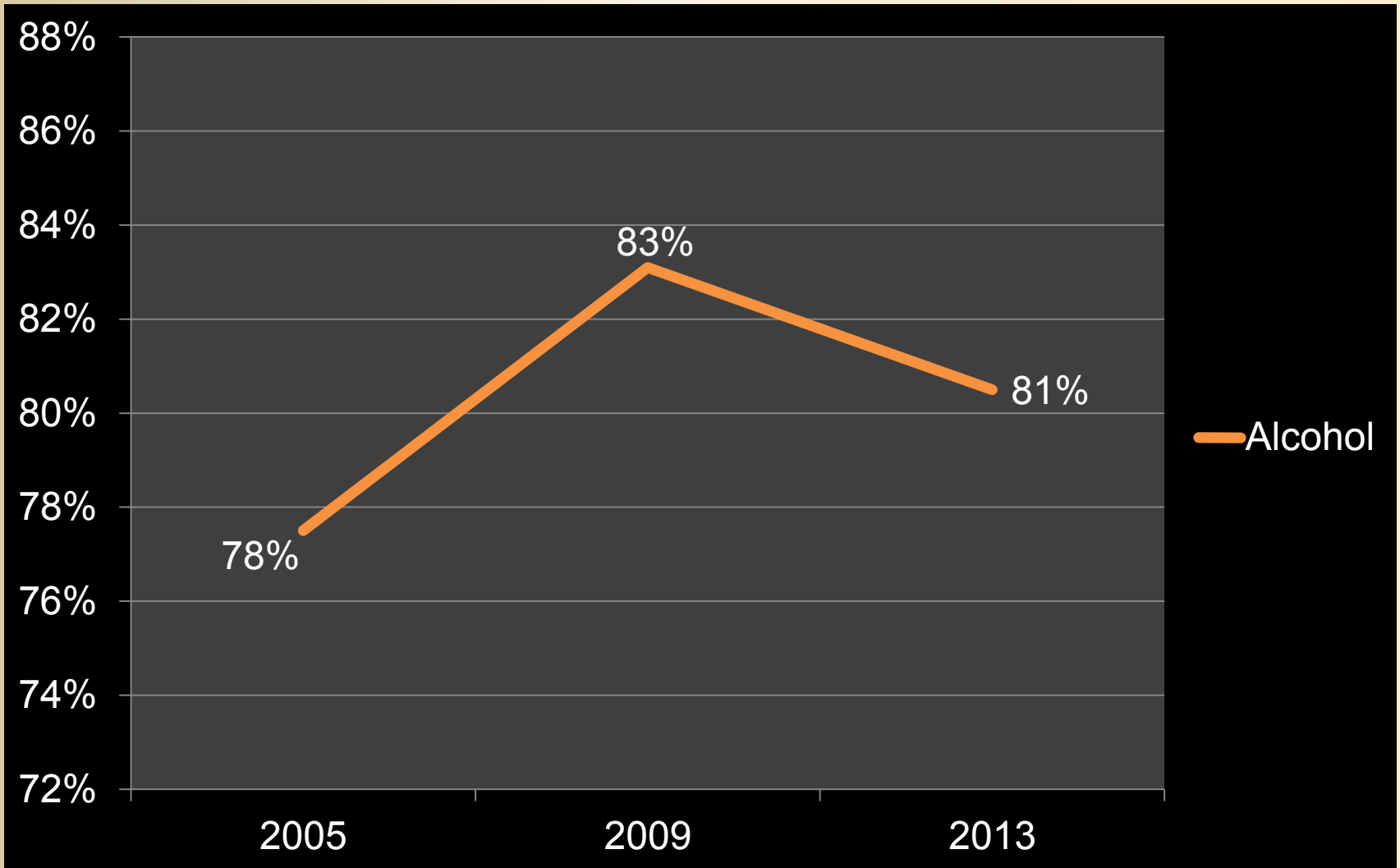
Synthetic Marijuana

“Never Used” Substance

Ephedrine	99.1%
Anabolic Steroids	99.0%
Cocaine	96.8%
Synthetic Marijuana	94.3%
Amphetamines	93.9%
Cigarettes	83.5%
Spit Tobacco	79.6%
Marijuana	67.1%
Alcohol	14.8%

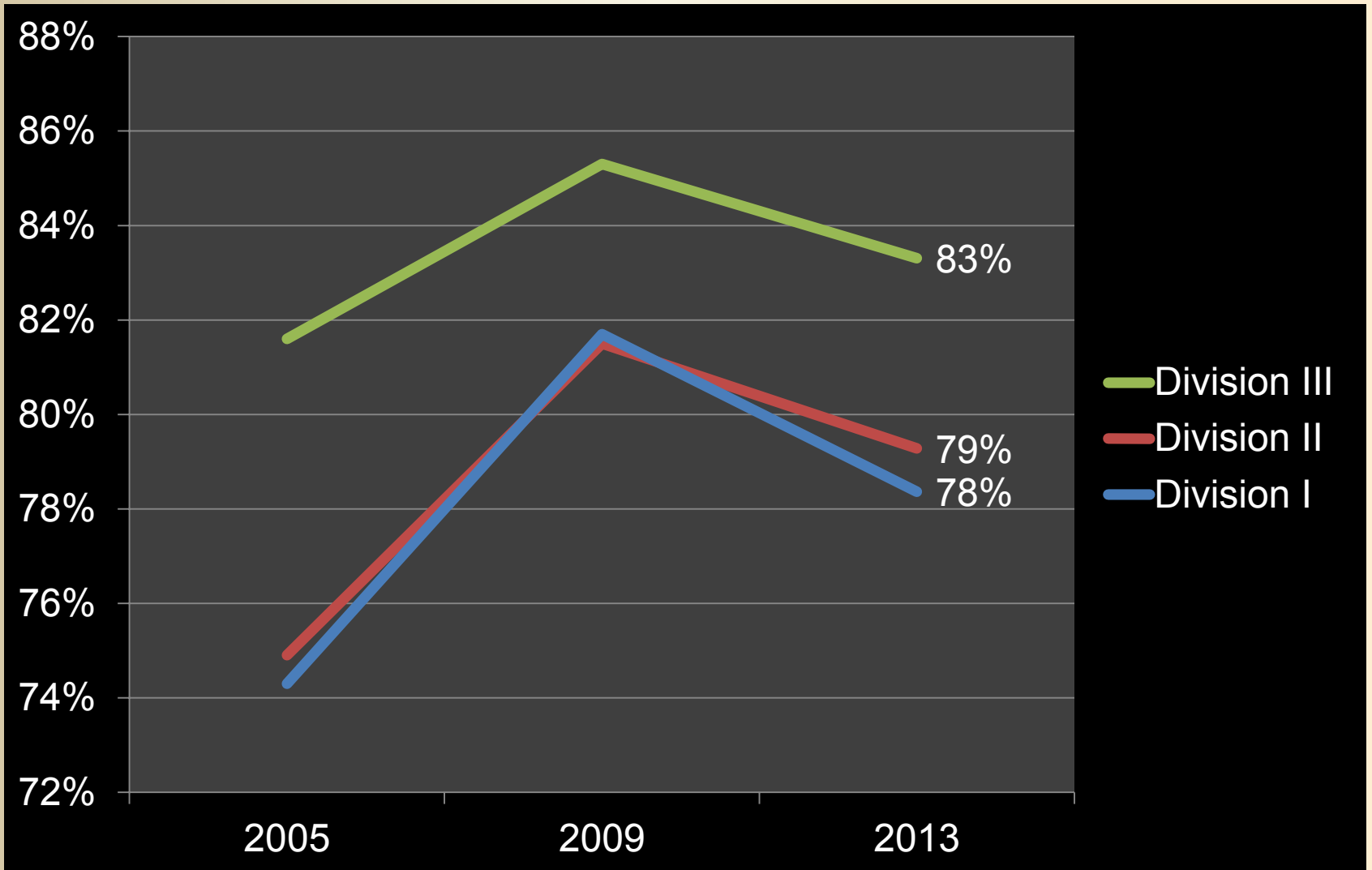
Alcohol Use

(Within the Last 12 Months)



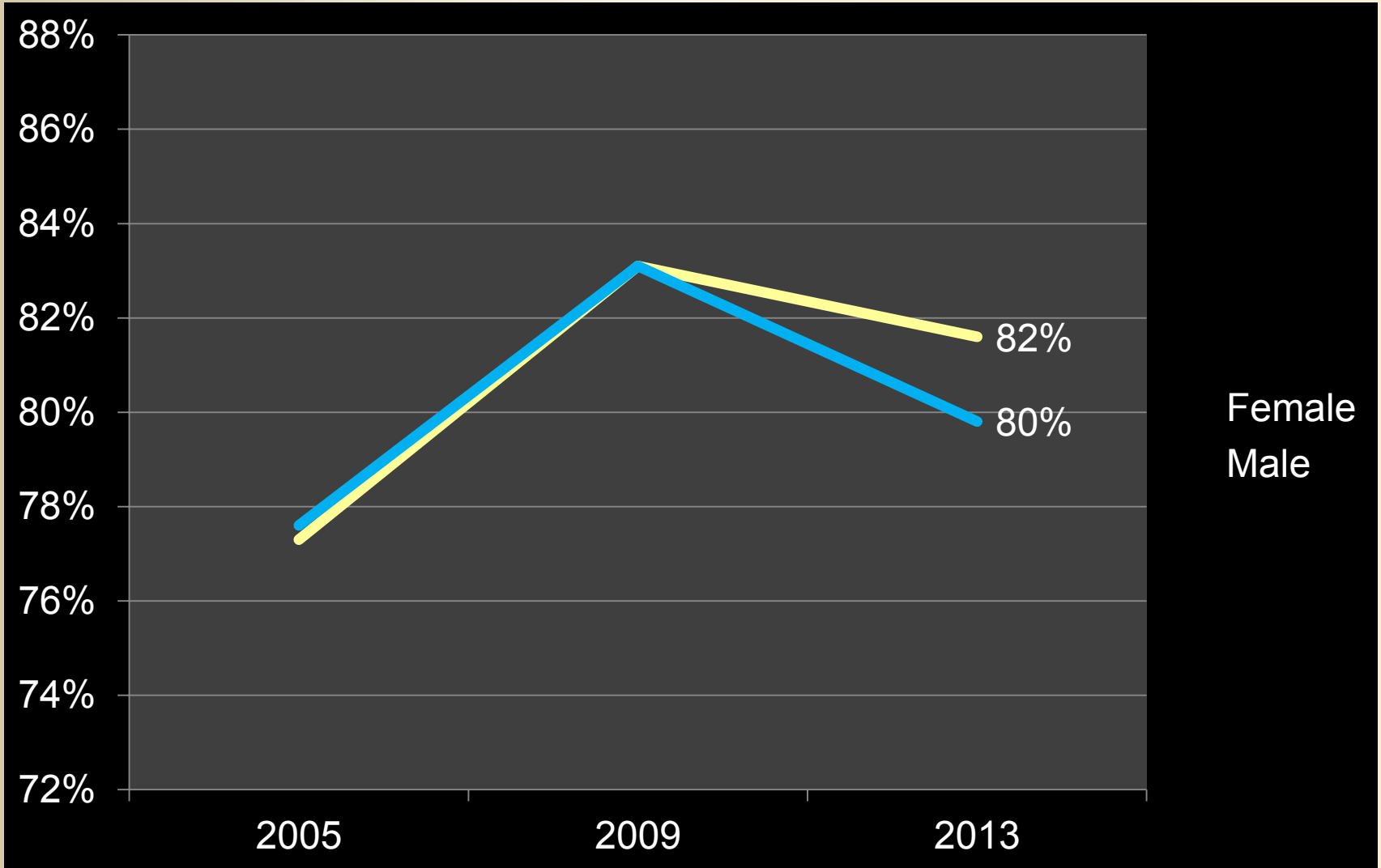
Alcohol Use by Division

(Within the Last 12 Months)



Alcohol Use by Sex

(Within the Last 12 Months)



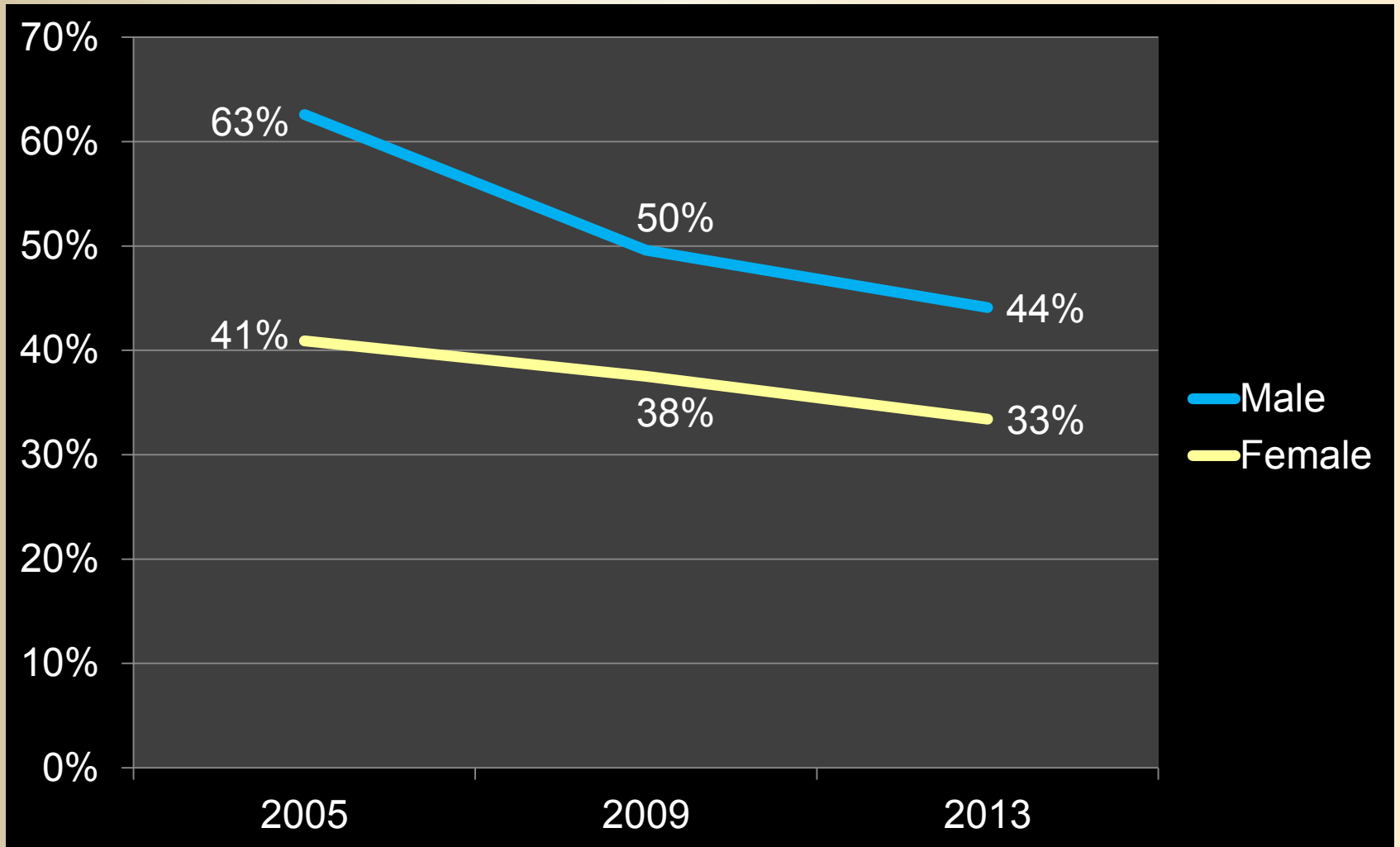
Excessive Drinking by Sex

When you drink alcohol, typically how many drinks do you have in one sitting?

Females		Males	
4+ drinks	33%	5+ drinks	44%
10+ drinks	3%	10+ drinks	18%

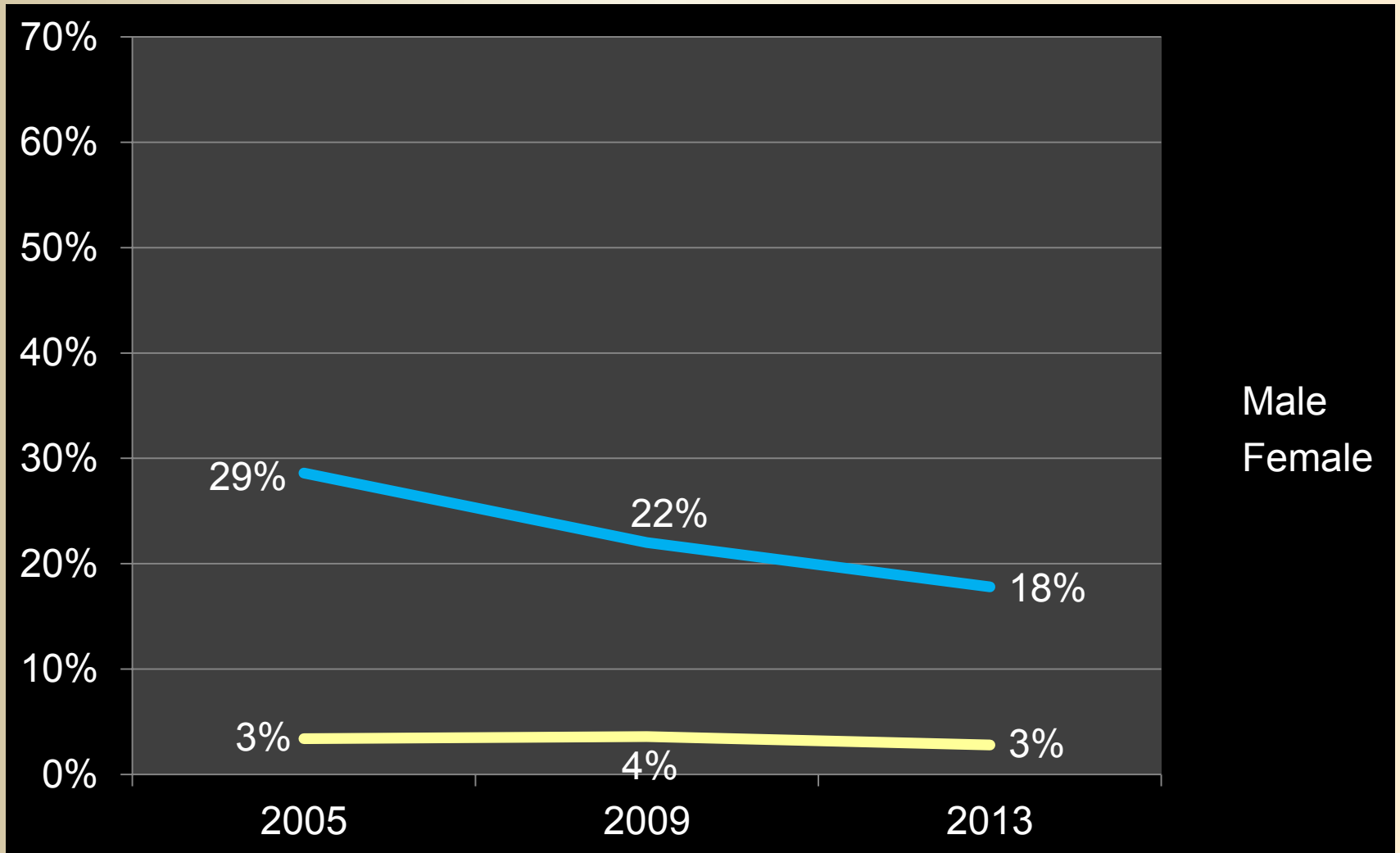
Excessive Drinking Trend

(4+ Drinks/ 5+ Drinks)



Excessive Drinking Trend

(10+ Drinks in One Sitting)



Drinking Behaviors

(Within the Last 12 Months)

- 63% of student-athletes reported that they had a hangover and 51% reported getting nauseated or vomiting at least once due to the use of alcohol.
- 30% of student-athletes indicated that as a result of drinking they experienced:
 - Memory loss
 - Doing something that they later regretted
- 25% of student-athletes had been criticized by someone they knew about their alcohol use, yet only 6% thought they had a drinking or drug problem.

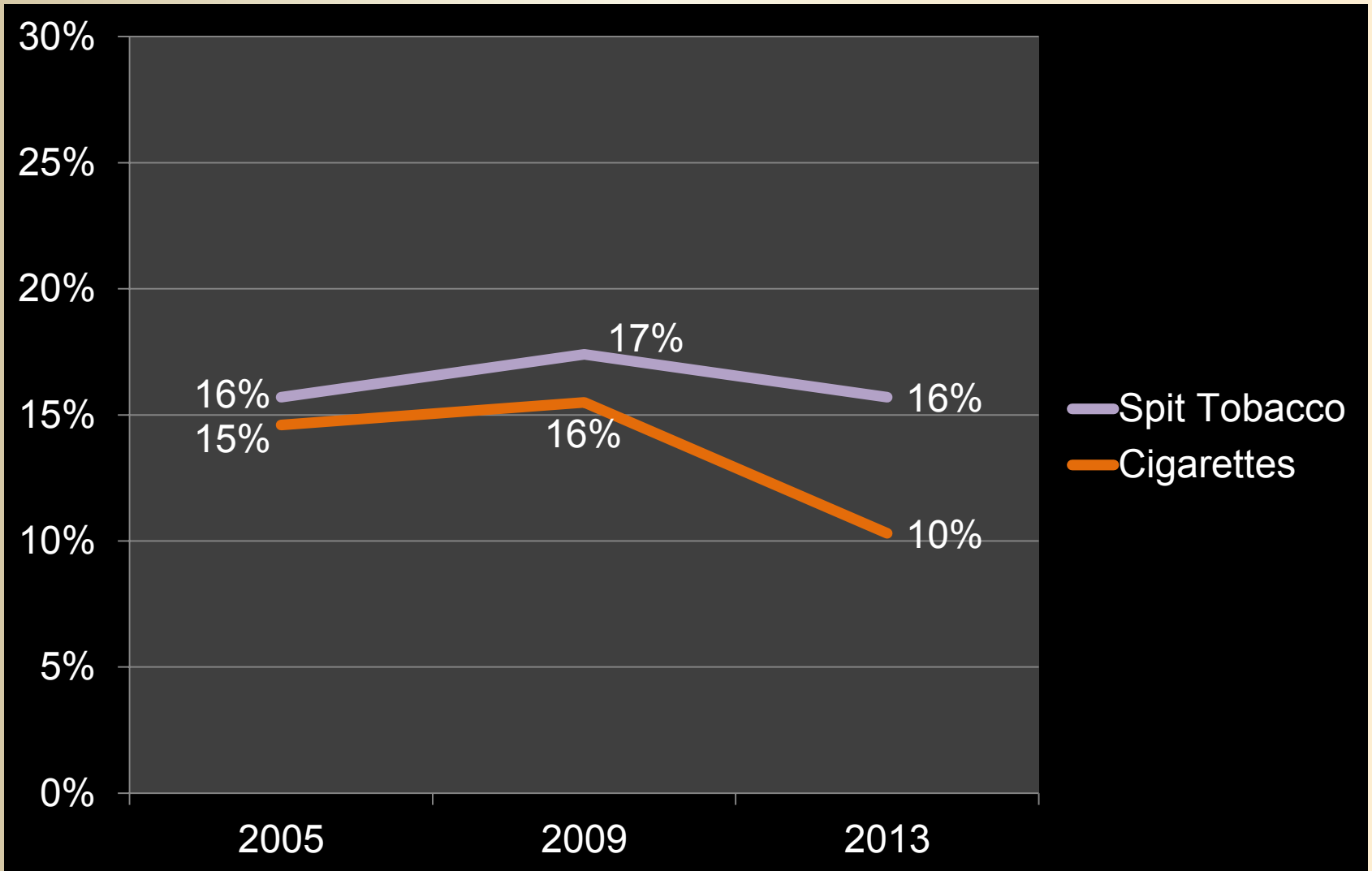
Drinking Behaviors

(Within the Last 12 Months)

- 9% of student-athletes indicated that they had been in trouble with police or other college authorities and 7% percent indicated that they had damaged property, pulled fire alarm, etc. due to the use of alcohol.
- 23% of student-athletes reported having gotten into a fight/argument one or more times due to their drinking.
- 14% of student-athletes reported having driven a car while under the influence at least once, although only 1% had been arrested for a DWI/DUI.

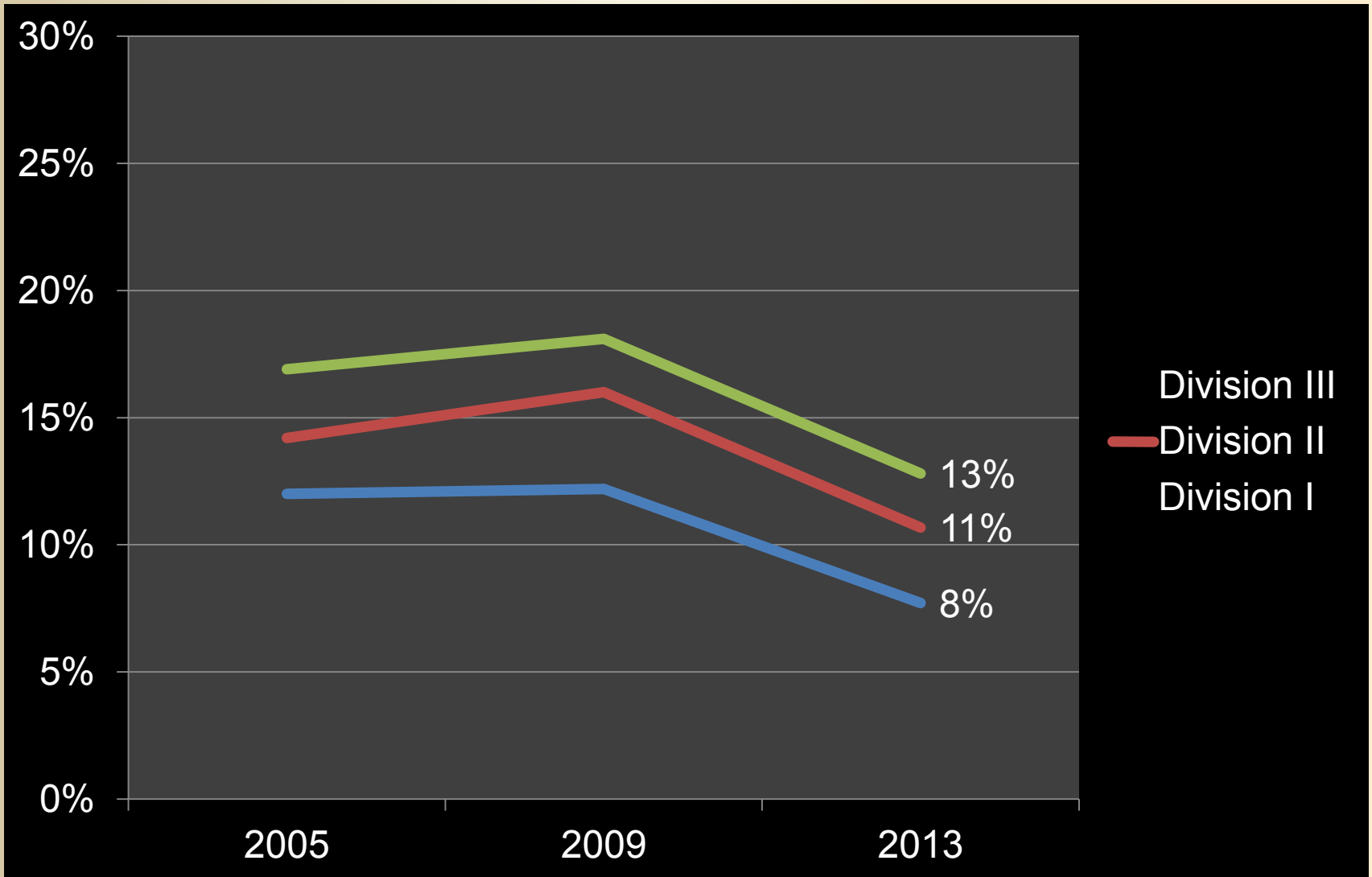
Tobacco Use

(Within the Last 12 Months)



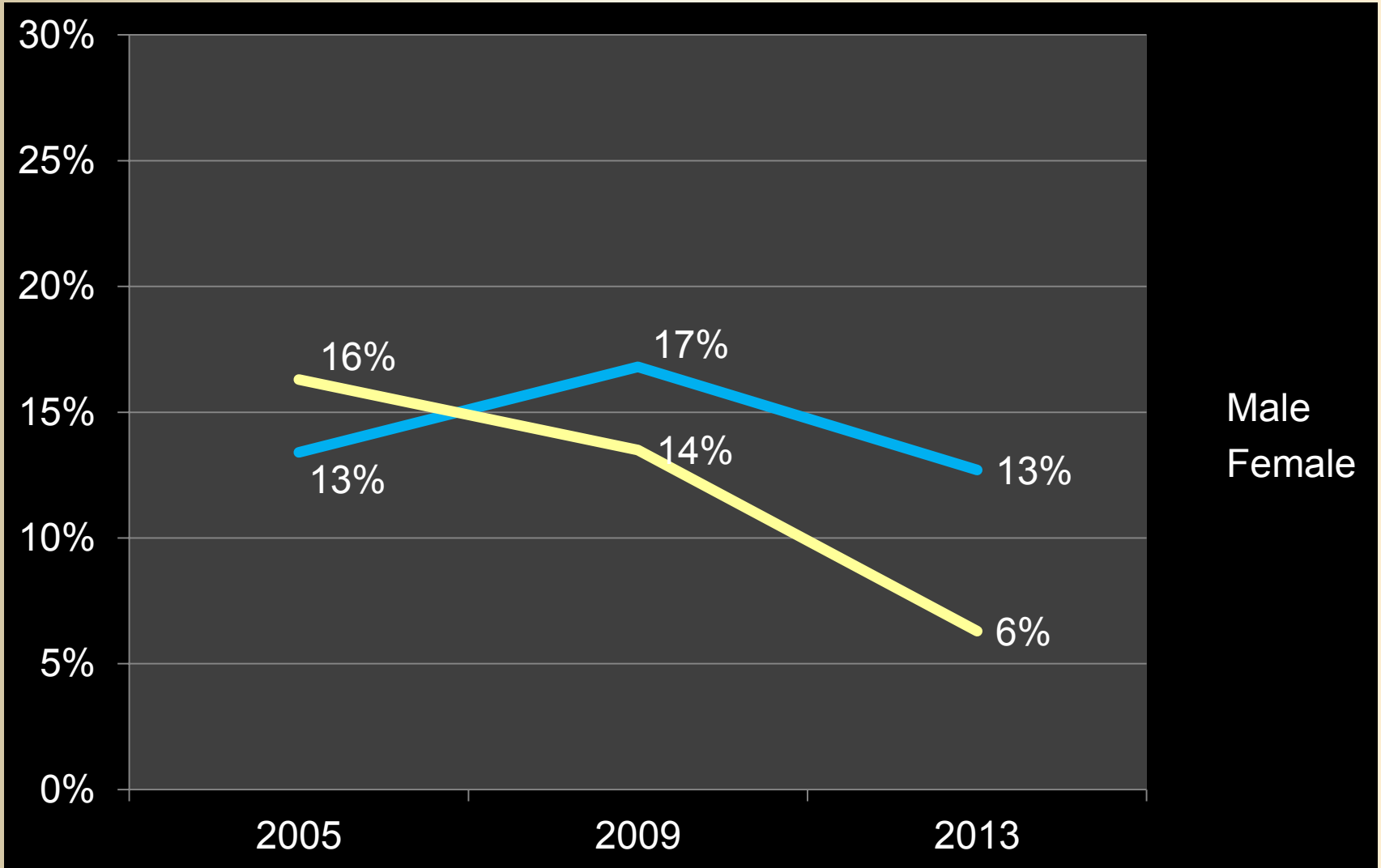
Cigarette Use by Division

(Within the Last 12 Months)



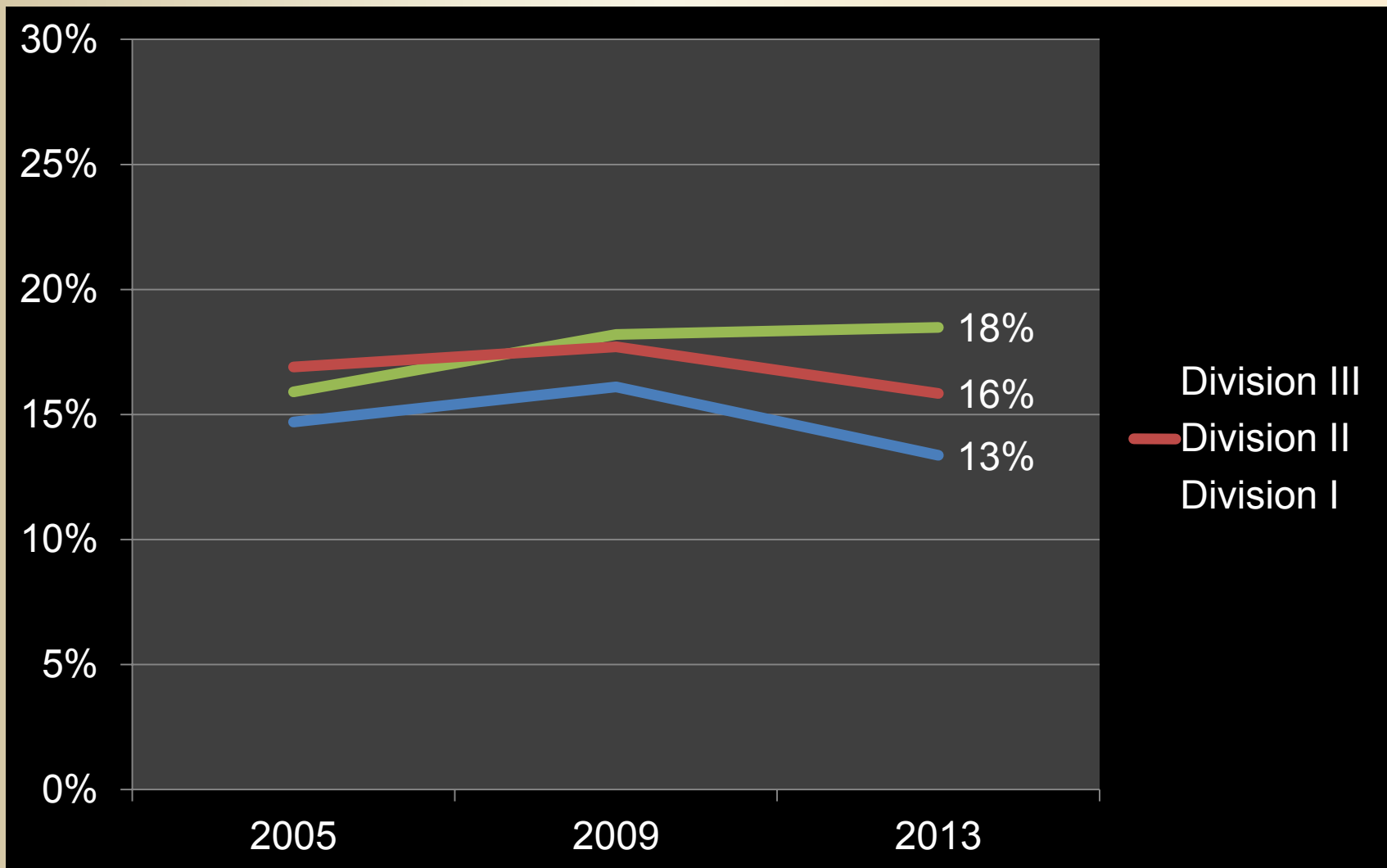
Cigarette Use by Sex

(Within the Last 12 Months)



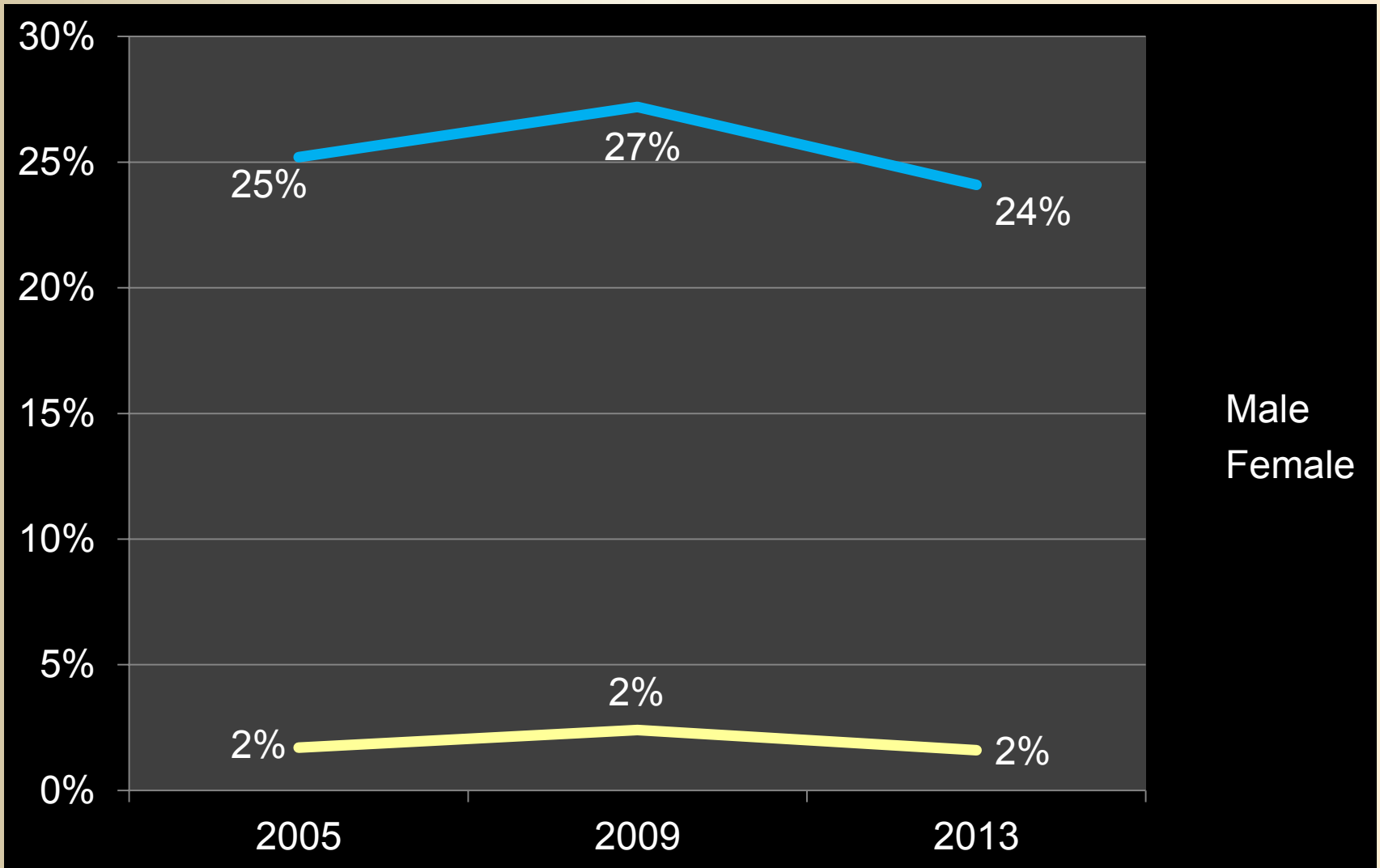
Spit Tobacco Use by Division

(Within the Last 12 Months)



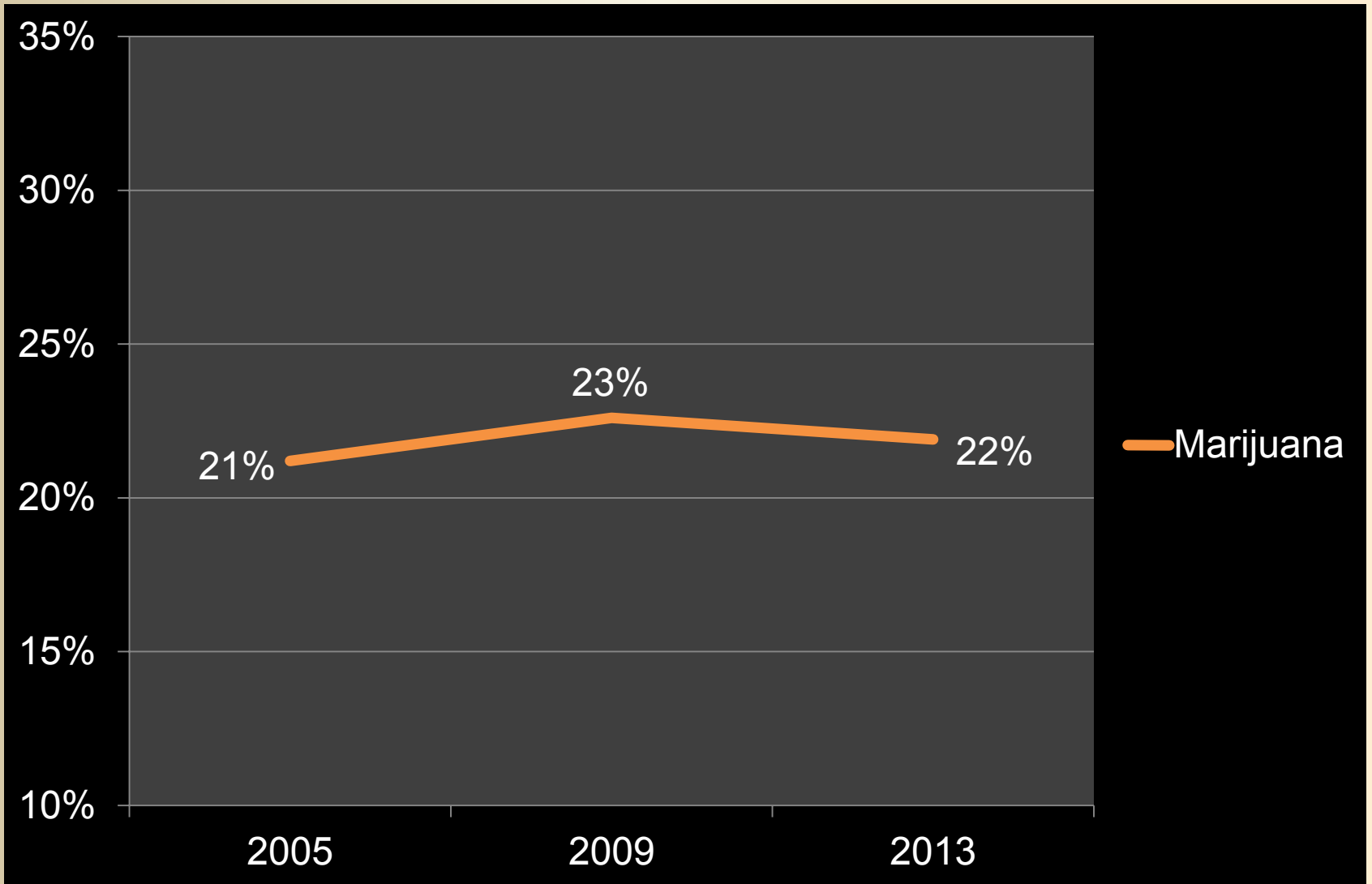
Spit Tobacco Use by Sex

(Within the Last 12 Months)



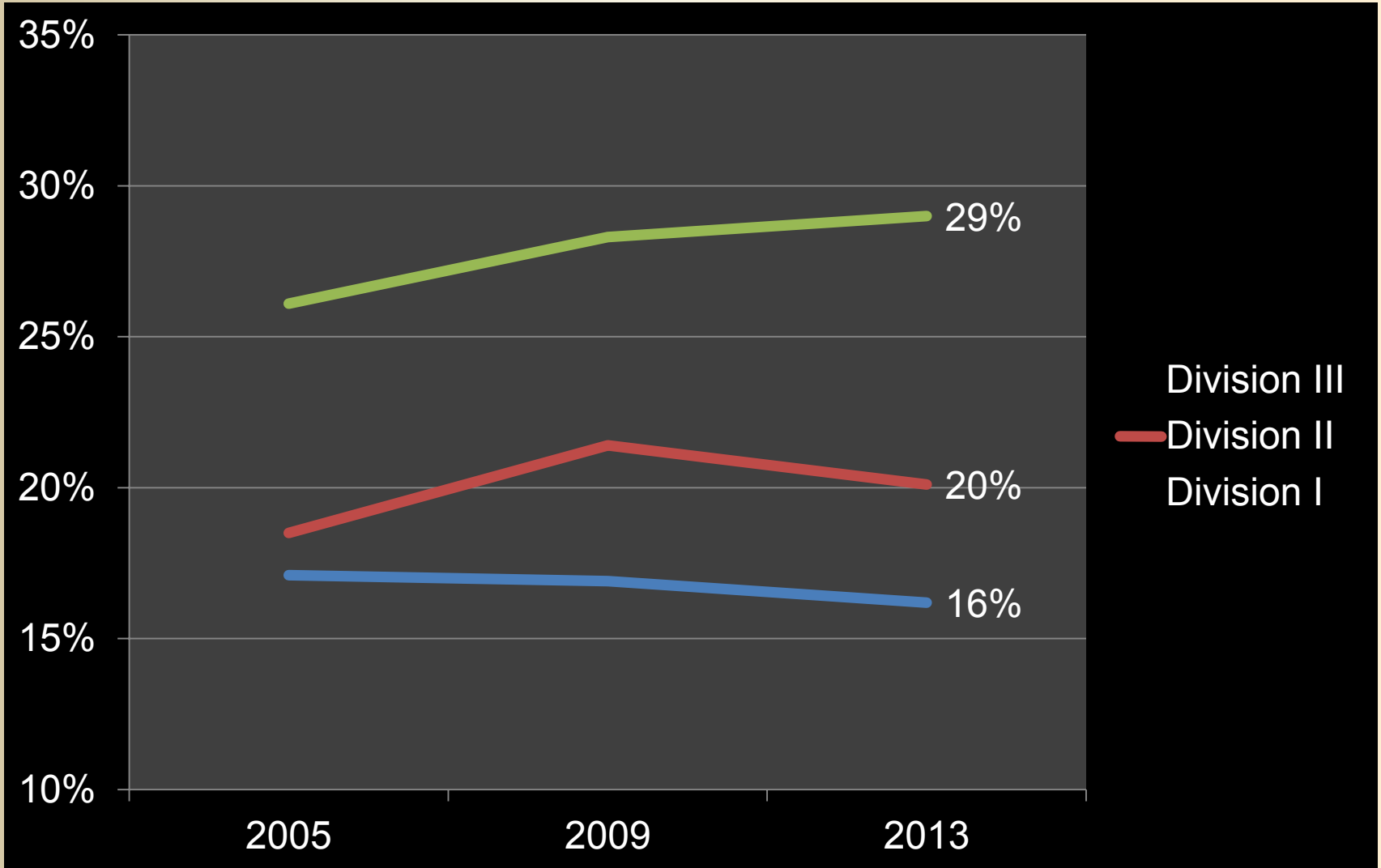
Marijuana Use

(Within the Last 12 Months)



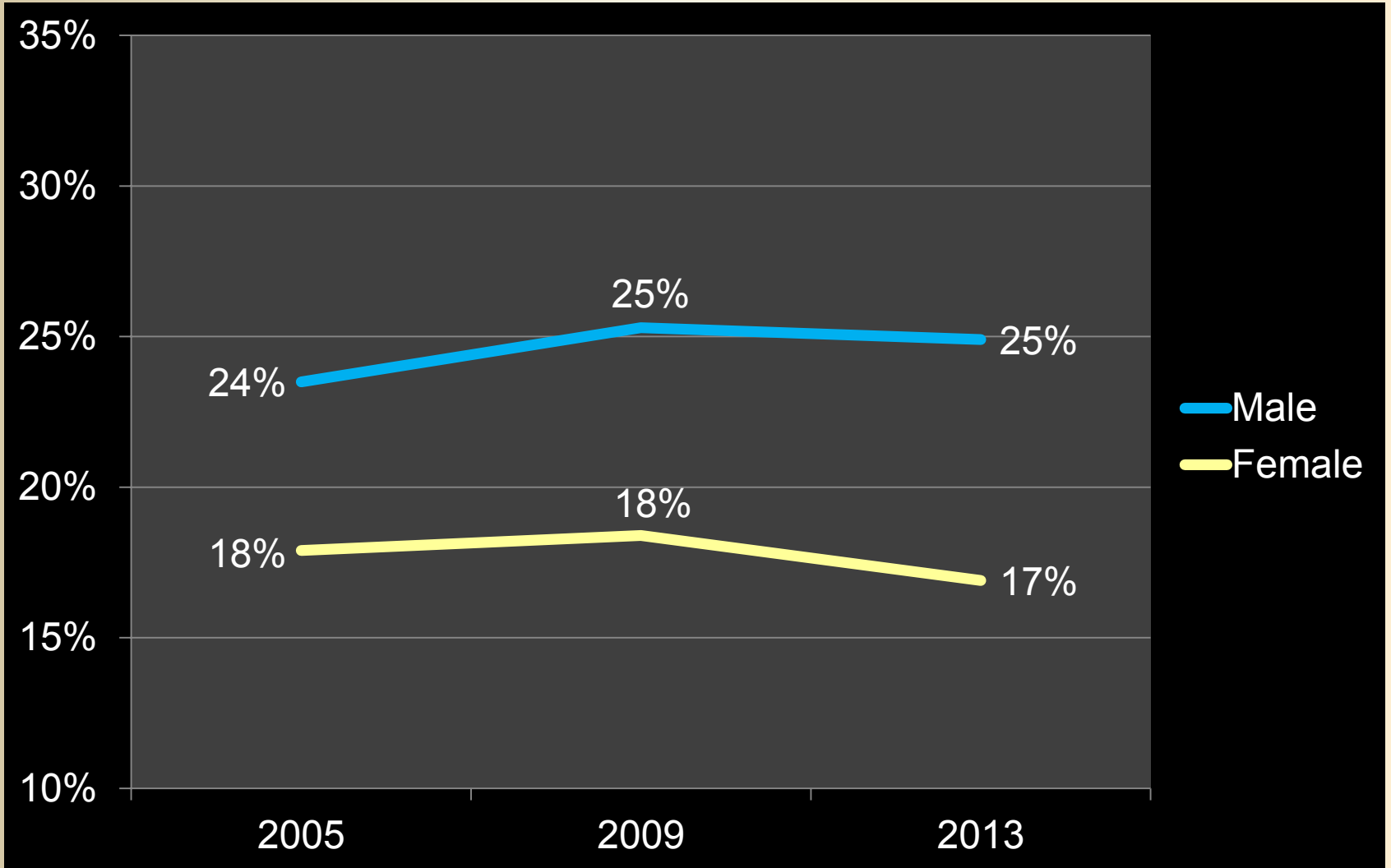
Marijuana Use by Division

(Within the Last 12 Months)



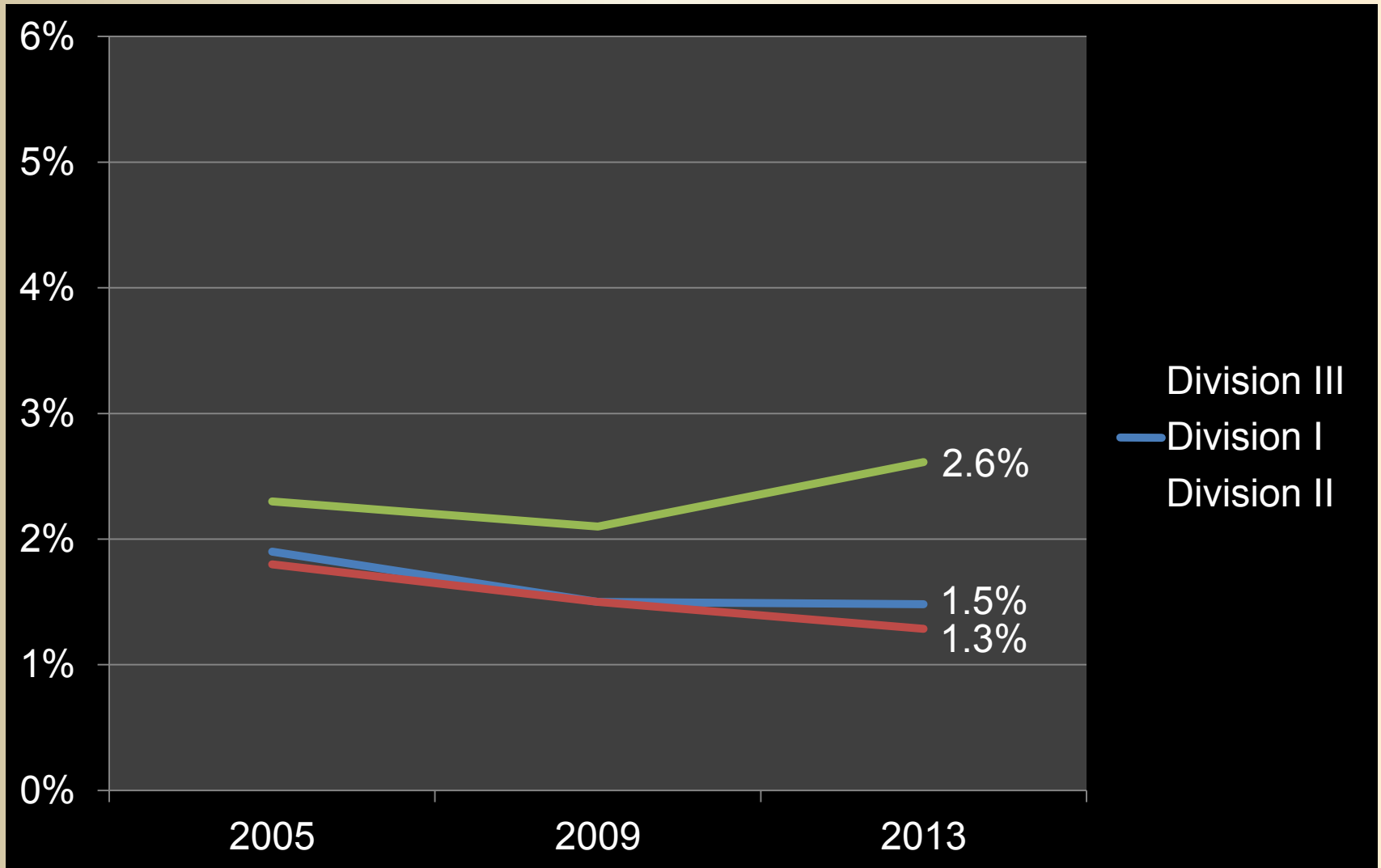
Marijuana Use by Sex

(Within the Last 12 Months)



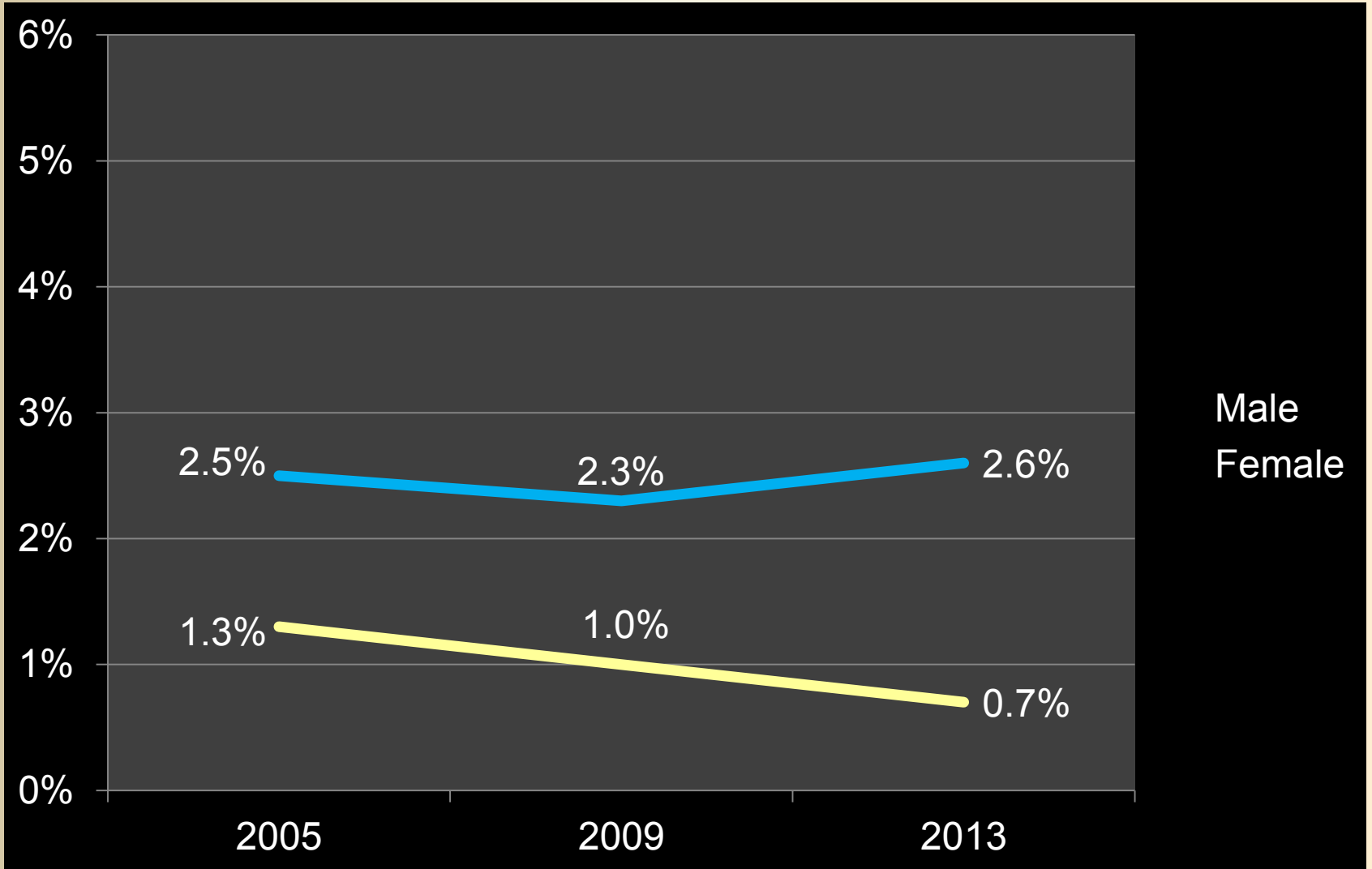
Cocaine Use by Division

(Within the Last 12 Months)



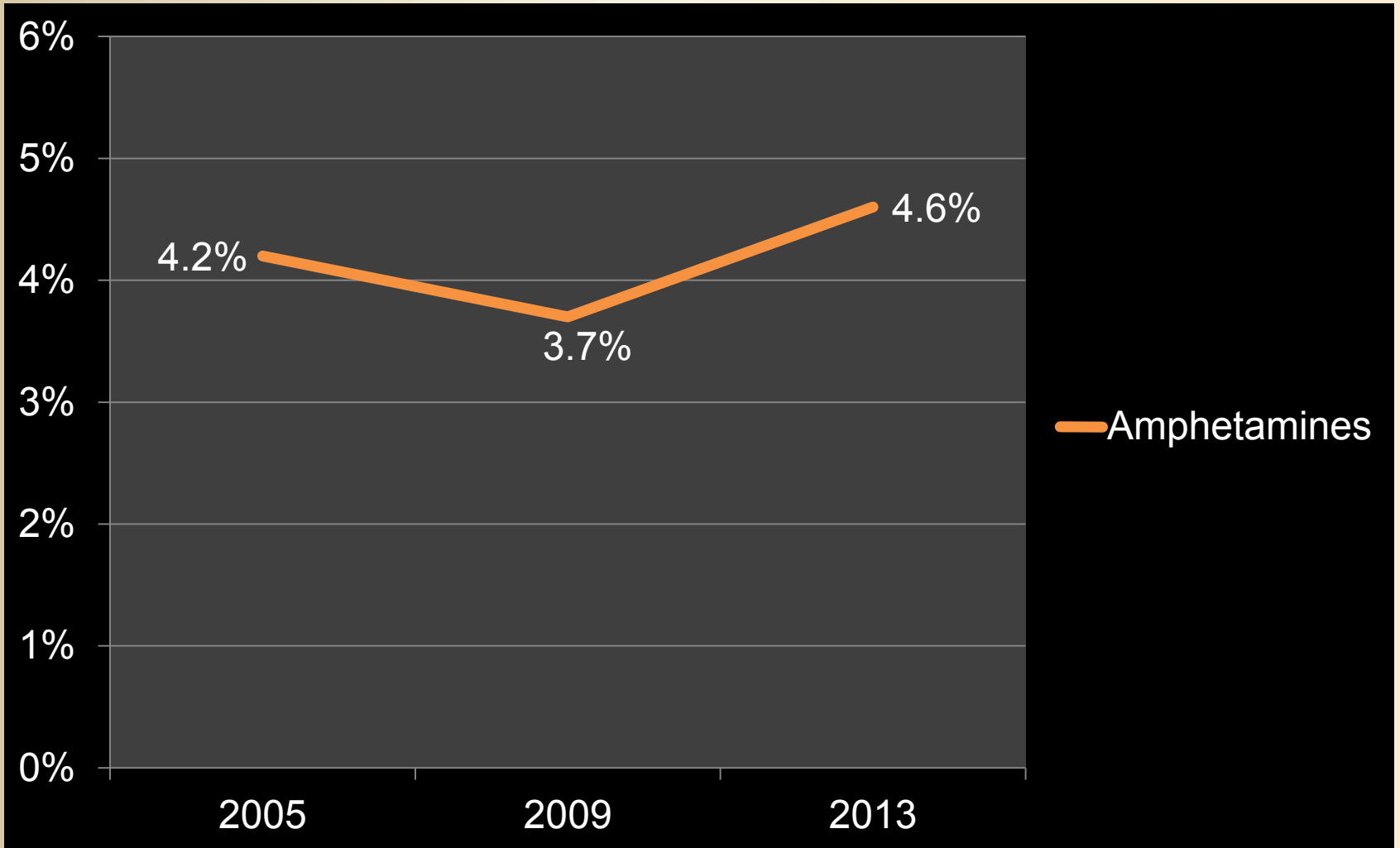
Cocaine Use by Sex

(Within the Last 12 Months)



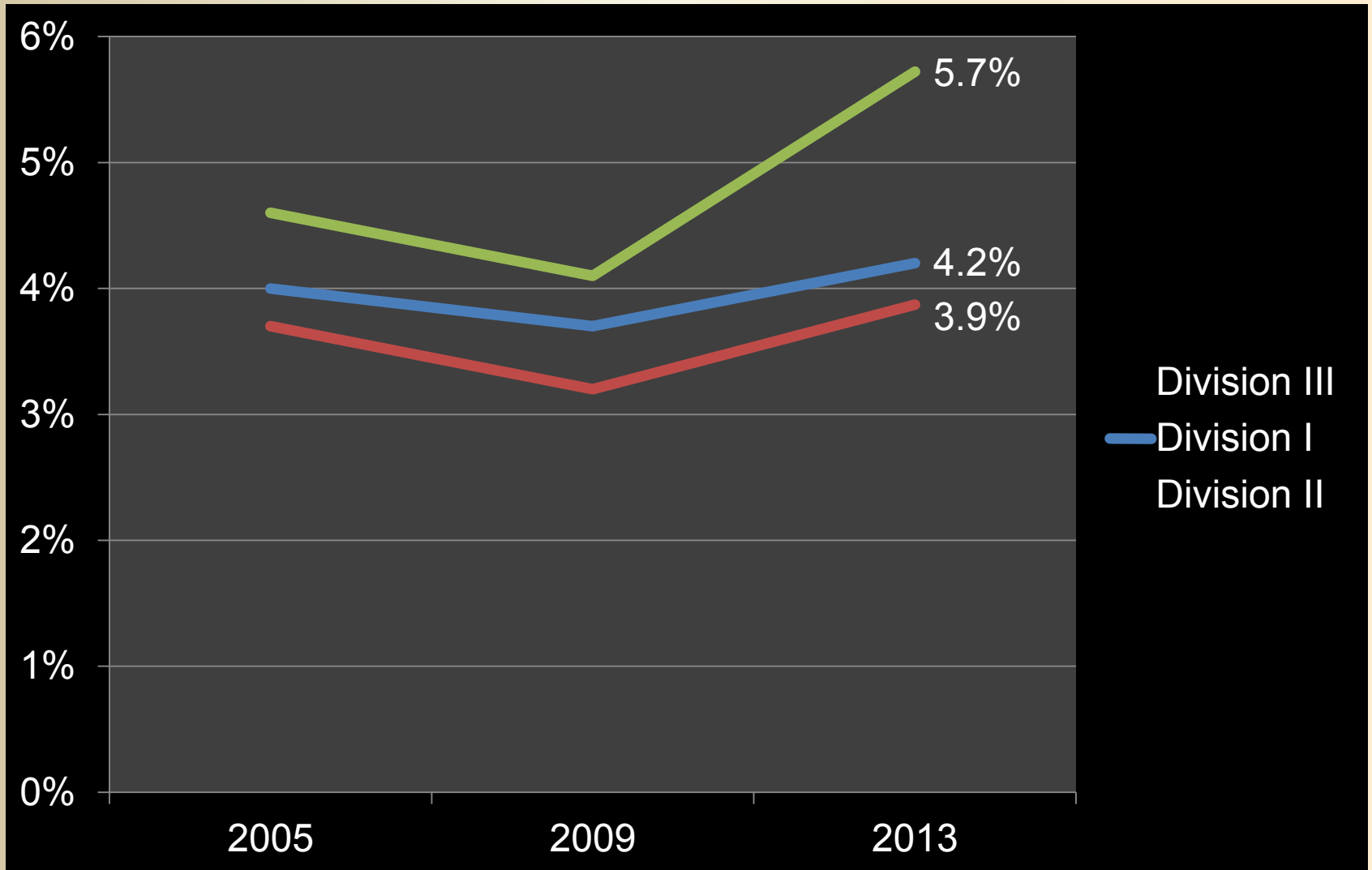
Amphetamine Use*

(Within the Last 12 Months)



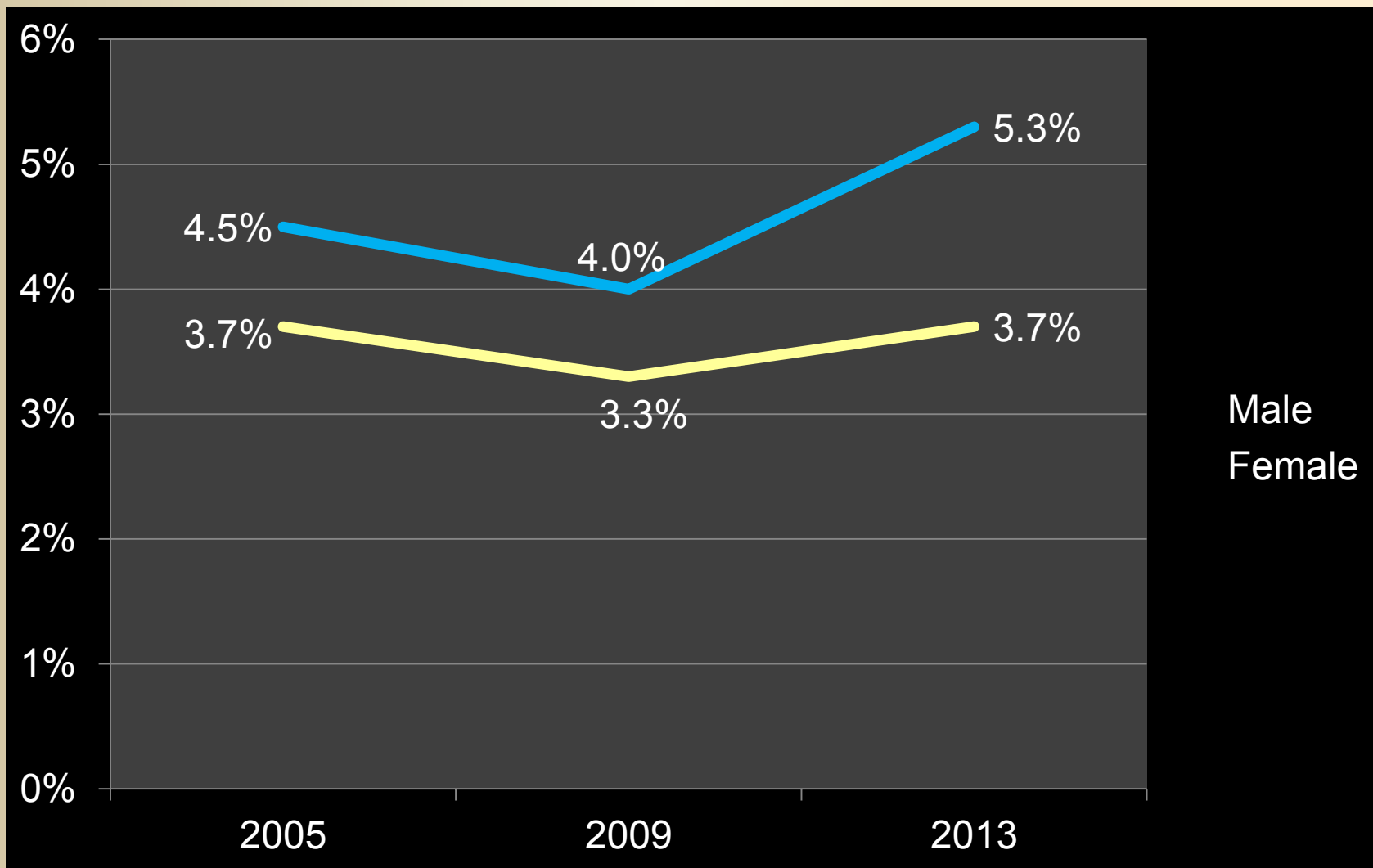
Amphetamine Use by Division*

(Within the Last 12 Months)



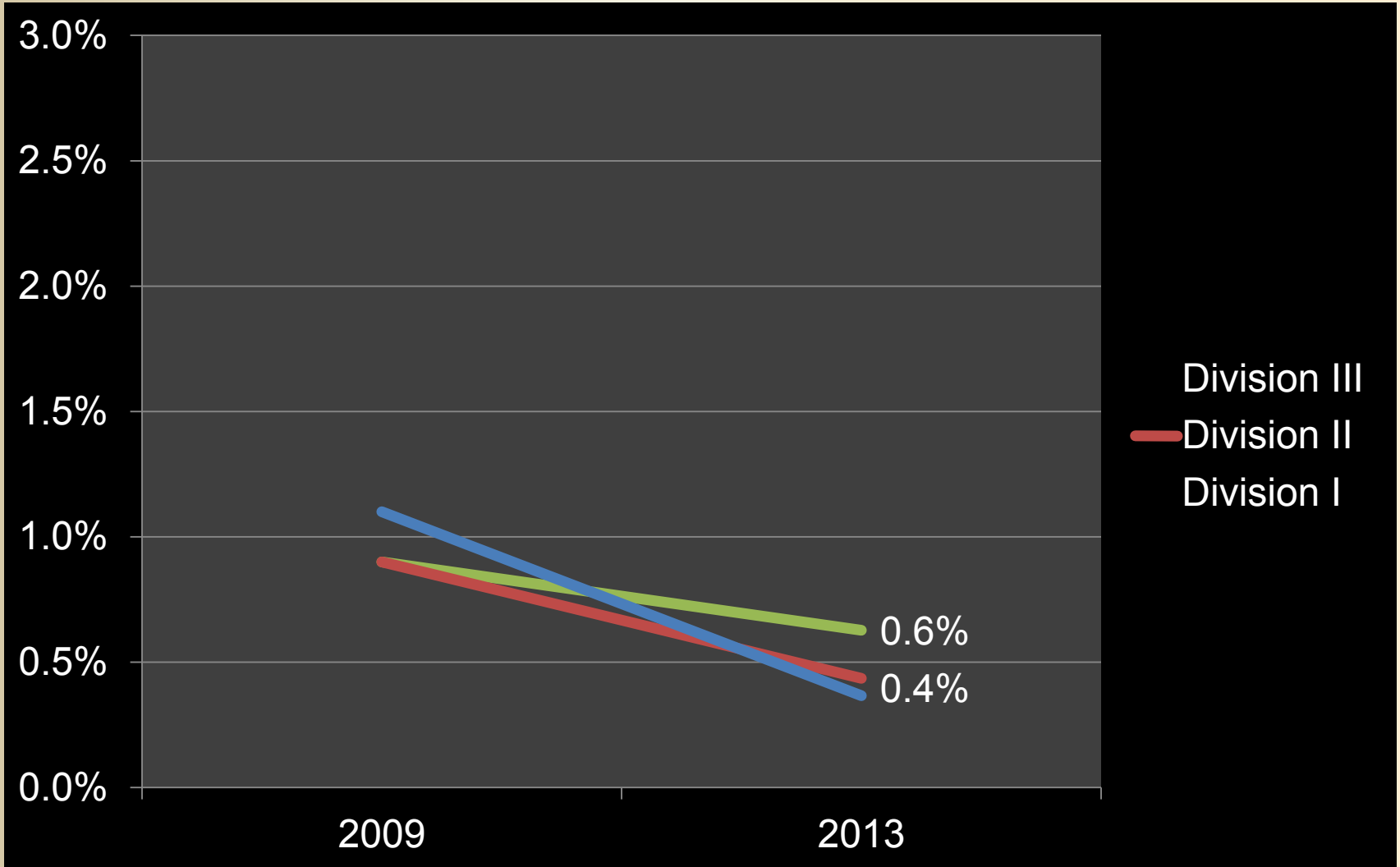
Amphetamine Use by Sex*

(Within the Last 12 Months)



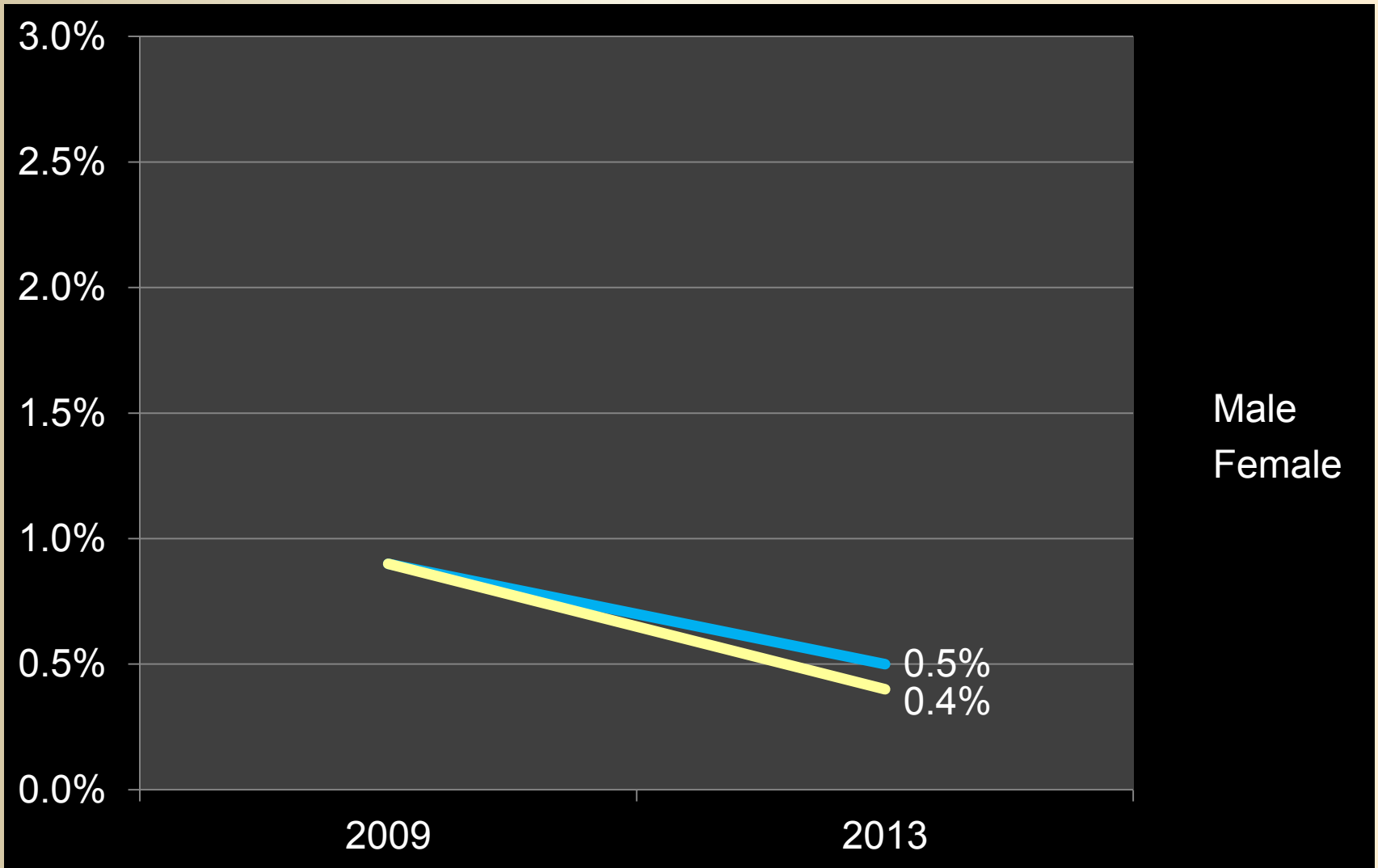
Ephedrine Use by Division

(Within the Last 12 Months)

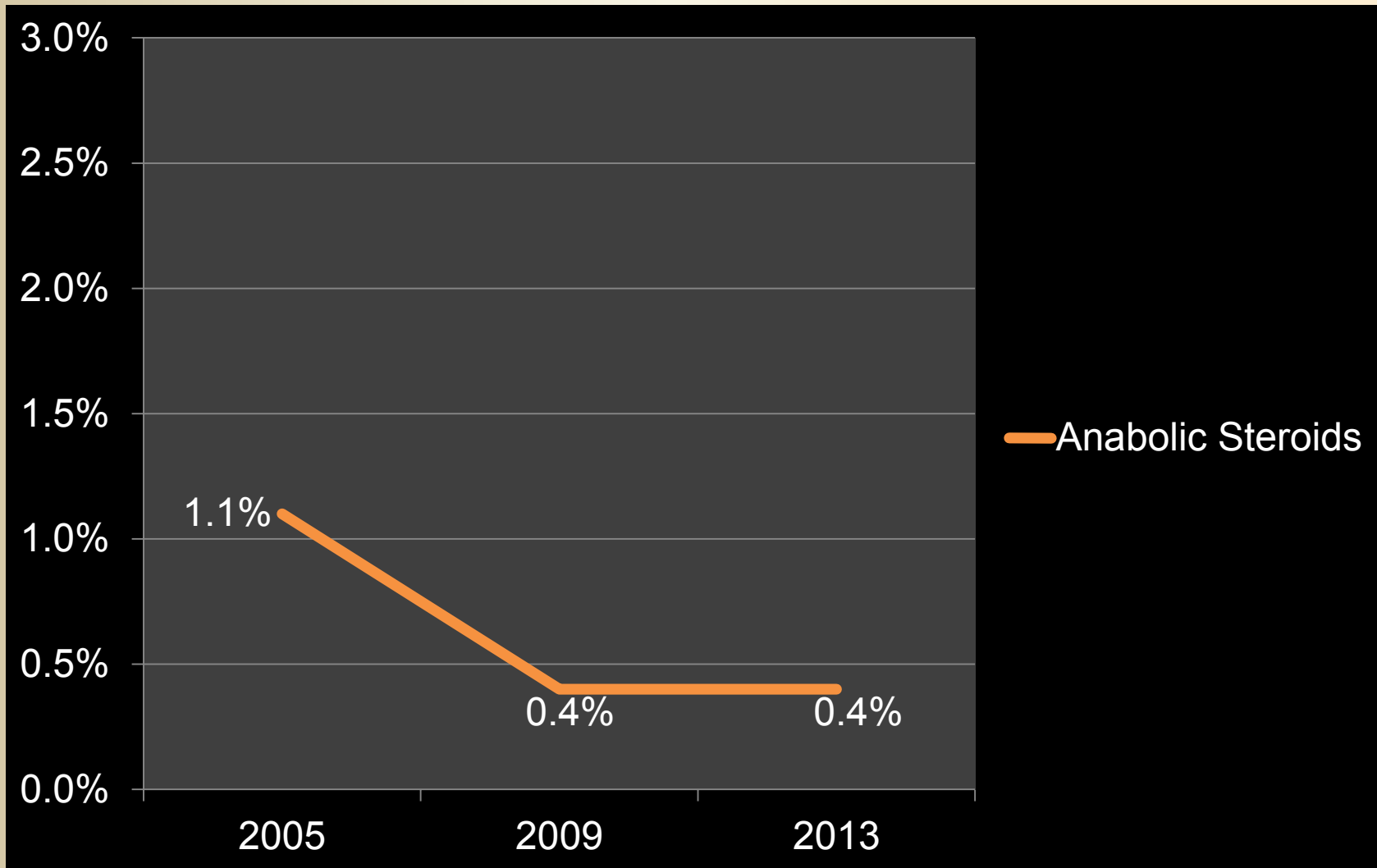


Ephedrine Use by Sex

(Within the Last 12 Months)

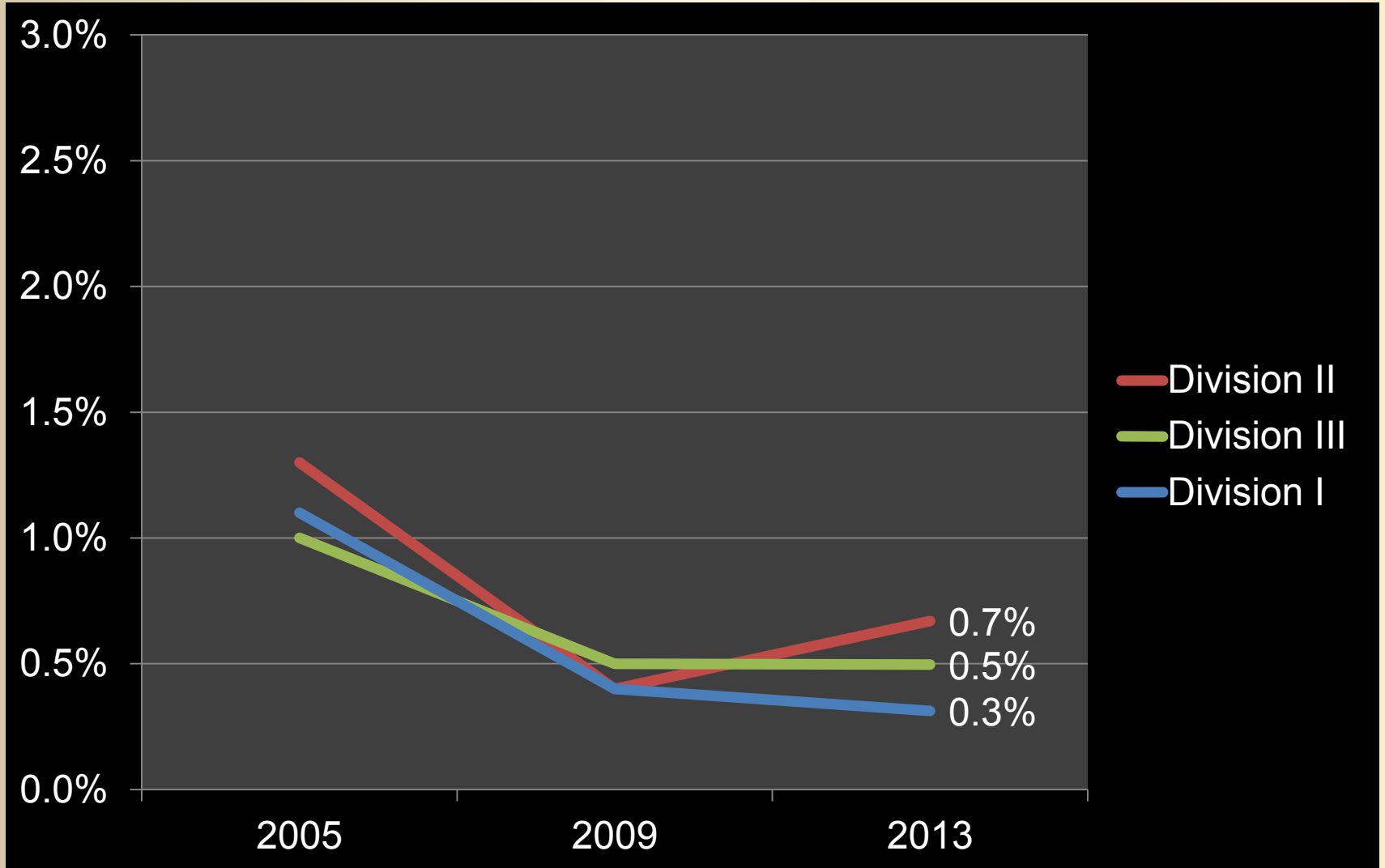


Anabolic Steroid Use (Within the Last 12 Months)



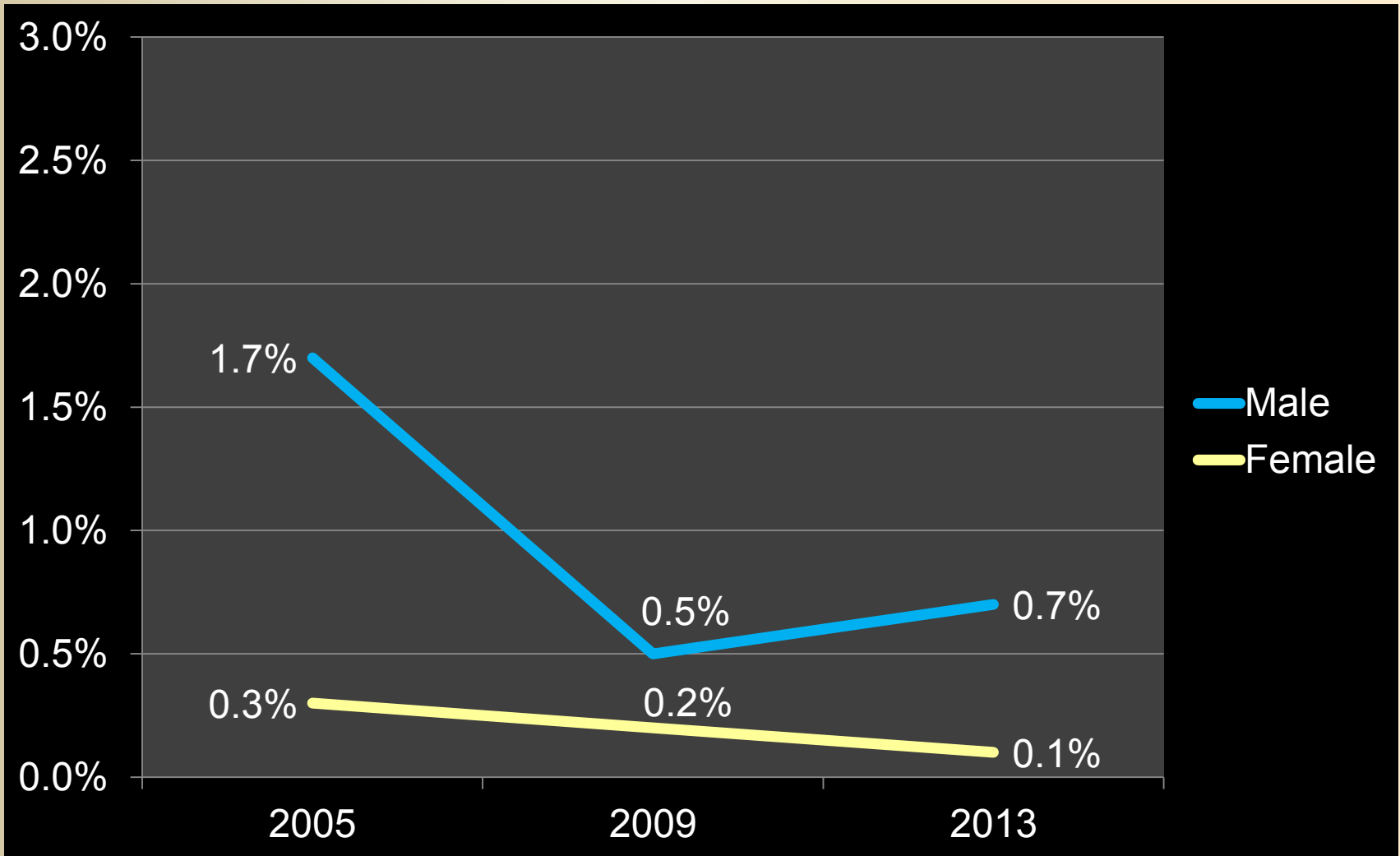
Anabolic Steroid Use by Division

(Within the Last 12 Months)



Anabolic Steroid Use by Sex

(Within the Last 12 Months)



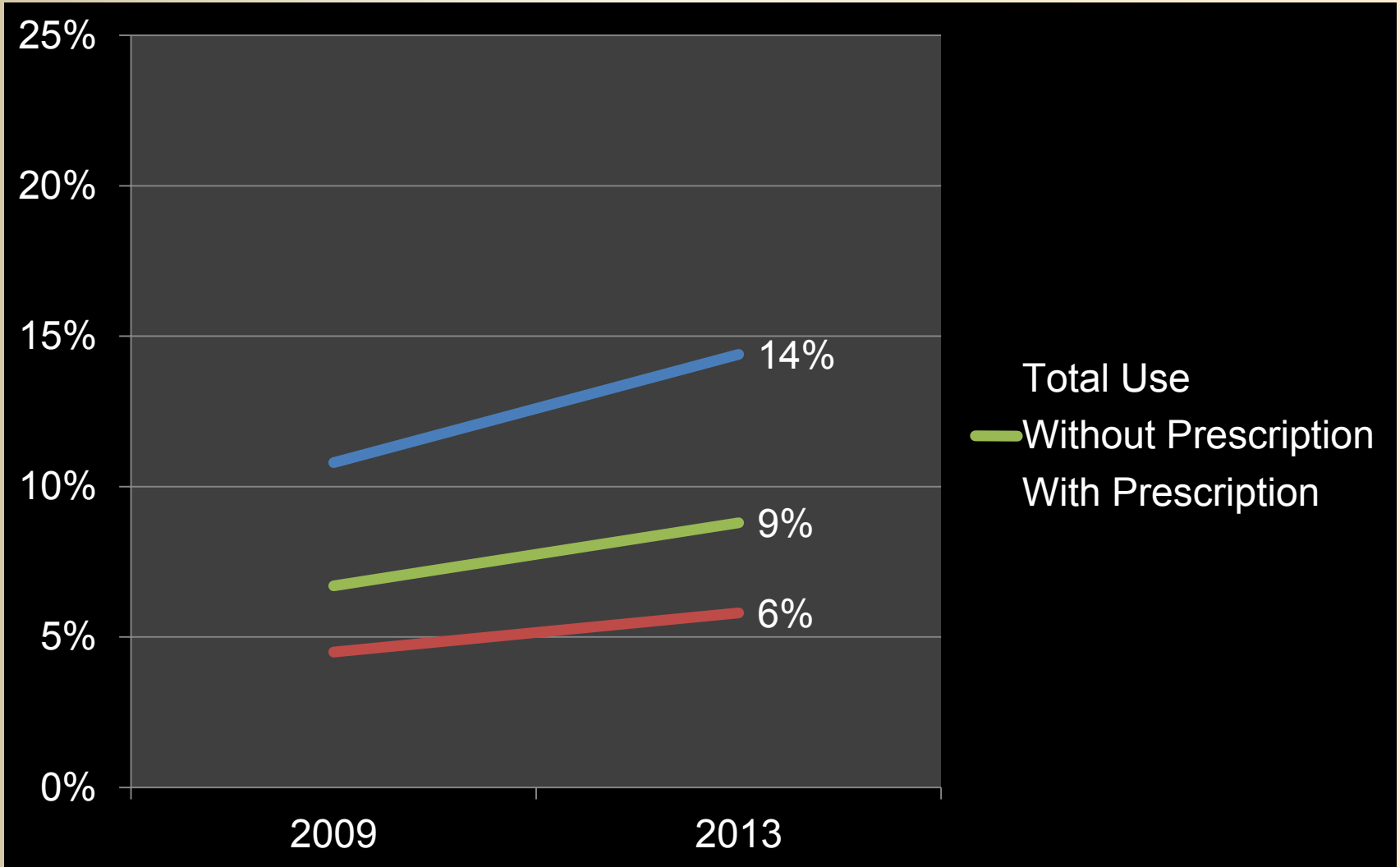
2012-13 Comparative Data

Use Within the Last 12 Months

	NCAA	CORE [2011]	MTF [2012]
Alcohol	80.5%	81.4%	79.2%
Cigarettes	10.3%	34.3% ("Tobacco")	23.4%
Marijuana*	21.9%	32.0%	34.9%
Amphetamines*	4.7%	5.9%	11.1%
Cocaine*	1.8%	4.3%	3.1%
Anabolic Steroids*	0.5%	0.8%	0.3%
Synthetic Marijuana*	1.6%	--	4.3%

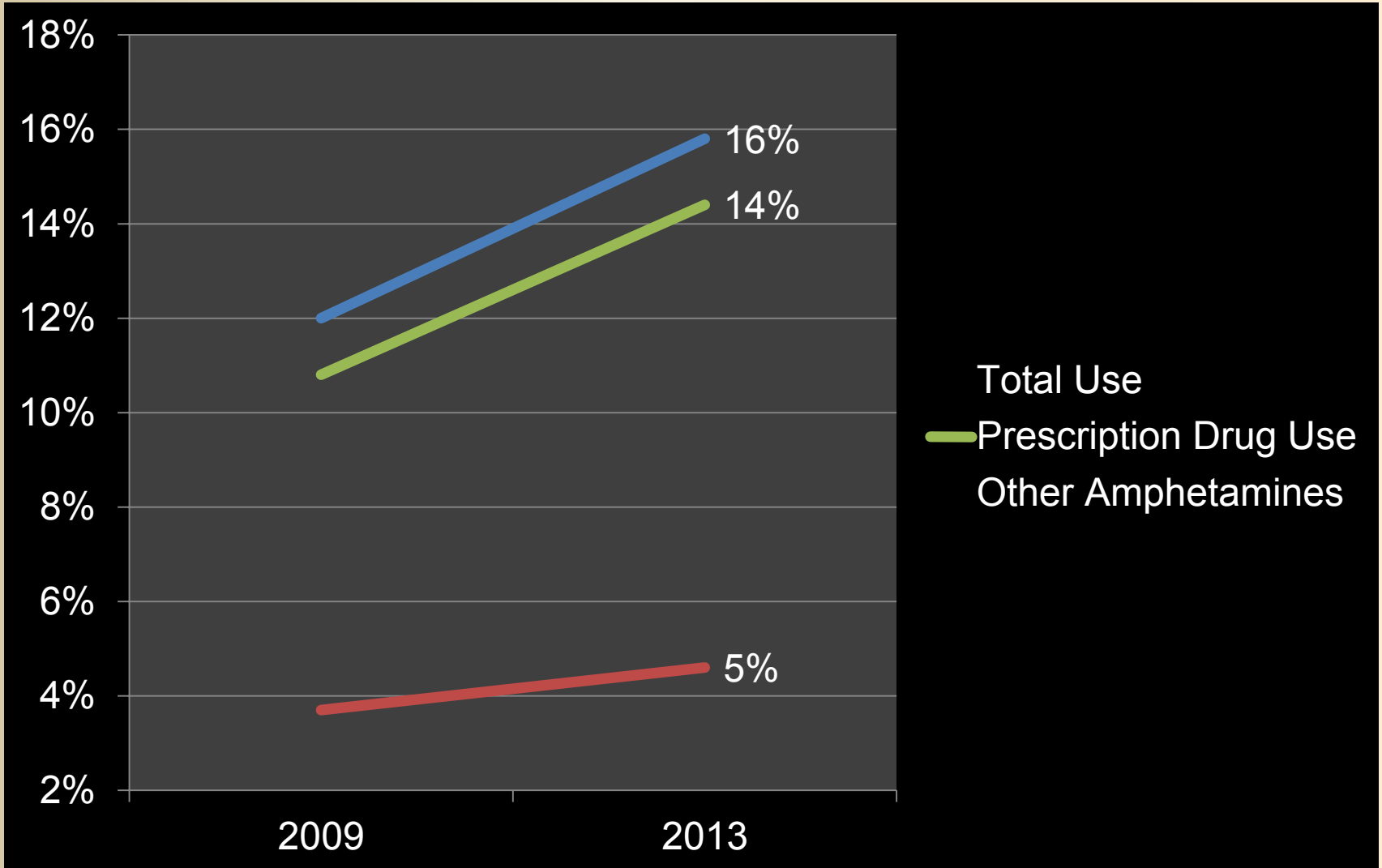
*Substance banned for use by the NCAA.

Prescription ADHD Medication (Use Within the Last 12 Months)

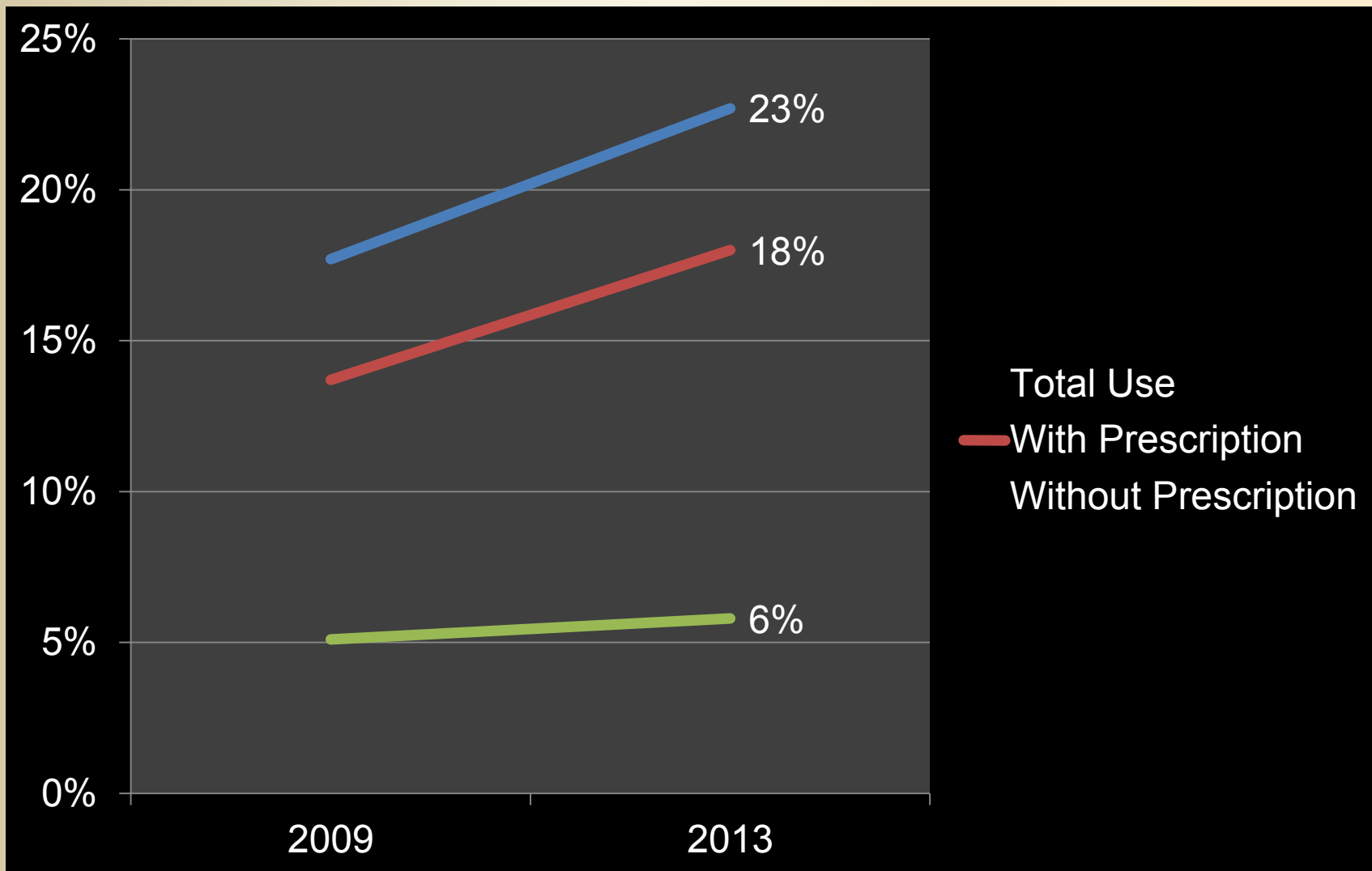


Amphetamine Use Overall

(Within the Last 12 Months)



Prescription Pain Medication (Use Within the Last 12 Months)



Drug Testing Beliefs

	2009	2013
Drug testing by individual colleges has deterred college athletes from using drugs	51%	56%
Drug testing by the NCAA has deterred college athletes from using drugs	55%	58%
All college athletes should be tested by the NCAA	59%	60%
All college athletes should be tested by their school	58%	60%
Imposing team penalties would be fair and appropriate	61%	61%
All professional athletes should be tested	82%	78%
All Olympic athletes should be tested	89%	85%

Conclusion

- Substance use is typically highest among Division III student-athletes and for most substances appears to be on the rise relative to trends in Division I and Division II.
- With the exception of alcohol use, substance use is higher among male student-athletes.
- Excessive drinking (10+ drinks in one sitting) is 6 times higher in male student-athletes than female student-athletes.
- Contrary to popular belief, excessive drinking overall is going down among student-athletes.

Conclusion

- Spit tobacco use has remained relatively consistent and is currently being used at a higher level than cigarettes. Cigarette use is declining.
- Marijuana is used most among Division III student-athletes, at a rate approximately 10% higher than Division I and Division II student-athletes.
- The large majority of student-athletes who reported using synthetic marijuana also used natural marijuana.

Conclusion

- Compared with general college student cohorts, student-athletes are using cigarettes, marijuana, amphetamines, cocaine and synthetic marijuana at a lower rate.
- Prescription drug use of ADHD medication is the driver for most amphetamine use.
- Student-athletes are using prescription pain medication more frequently with a prescription than without a prescription.
- Beliefs about drug testing have not changed notably; most student-athletes believe professional and Olympic athletes should be drug tested, but are less likely to say college athletes should be tested.

Contact Information

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Questions?

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NCAA STUDY OF STUDENT-ATHLETE SOCIAL ENVIRONMENTS

Research Design

- FARs at all NCAA member institutions—across the three divisions—asked to administer the survey on student-athlete social environments to 1, 2 or 3 pre-specified squads on their campus (in conjunction with the NCAA 2012 sports wagering survey).
- Teams selected through a stratified random sampling protocol designed to provide representative samples within sports and divisions.
- Study protocols were designed to standardize the administration and maximize the anonymity of participating student-athletes and schools.

Participants

- We do not know the identities of student-athlete participants or their colleges. We felt this was an important protection in this study but it does limit our ability to dissect results by institutional characteristics.
- Usable data were obtained from 21,500 student-athletes. It is estimated that approximately 65% of NCAA schools participated.
- Data were weighted relative to national participation rates within the sampled sports in order to produce the most accurate population estimates possible.

Constructs Measured

- Campus Environment for Student-Athletes
 - Comfort and satisfaction with team, campus and community environments.
 - Perceptions of how other students, faculty/administrators and community members feel about them.
 - Engagement with fans and the media.
 - Trust issues.
- Entitlement and Aggression
 - Sense of academic and exploitive entitlement.
 - On-field aggression.
 - Off-field aggression / anger.
- Social Support
 - People to whom they turn for support in various situations.
 - Feelings of safety.
- Willingness to Intervene and Character Education
 - Predictors of willingness to intervene.
 - Athletic department training on character/ethical decision making provided and desired.

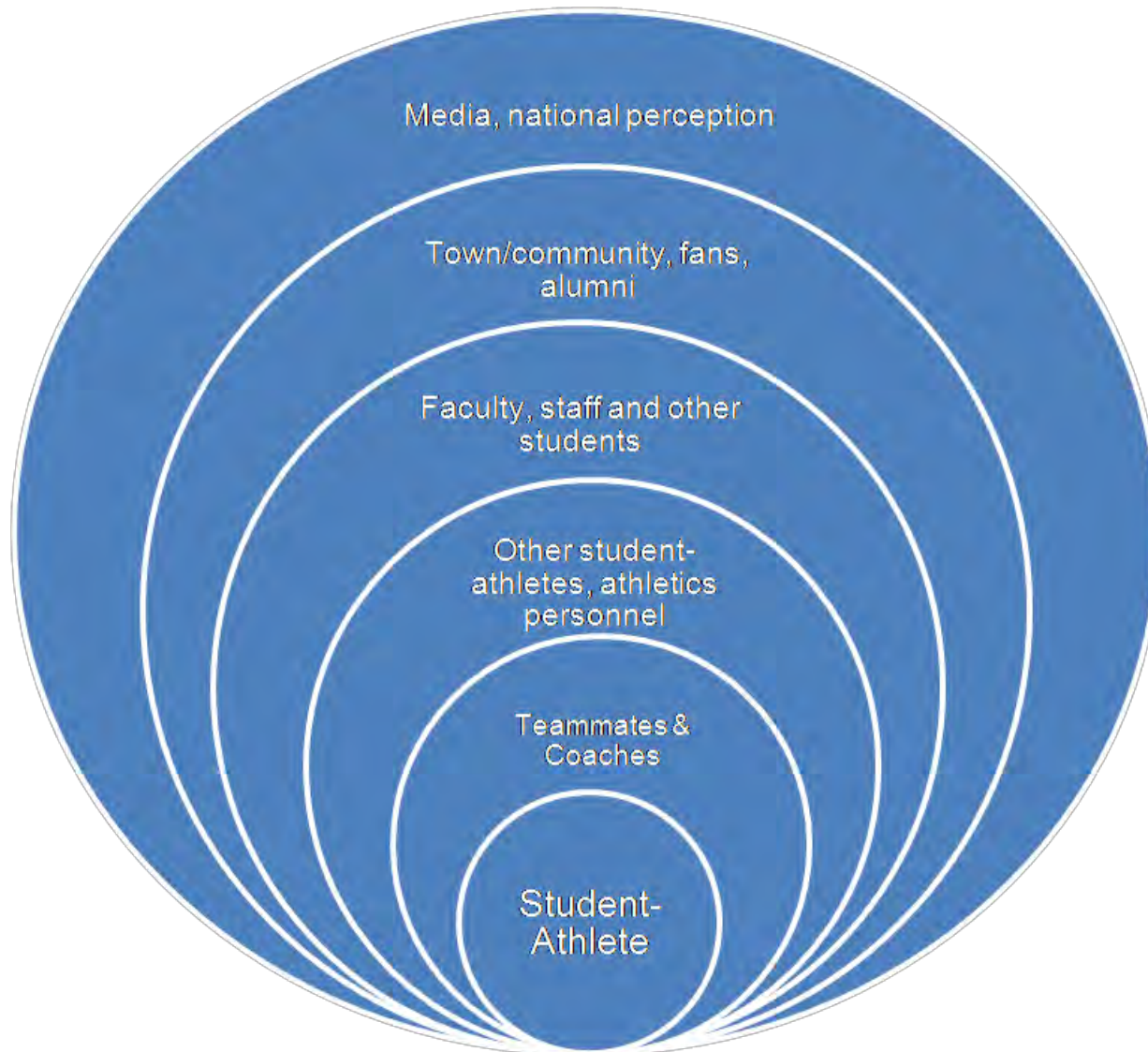


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CAMPUS ENVIRONMENT FOR STUDENT-ATHLETES

Student-Athlete Social Environments

(Kristy Wanner, University of Missouri)



Comfort in Various Social Environments

% Extremely or Mostly Comfortable in each environment...	Men	Women
Team	93%	92%
Other student-athletes at the school	82%	81%
Star athletes at the school	85%	79%
Non-athlete students at the school	81%	82%
Community members near the school	63%	58%
Fans of your team	83%	82%

Team Environment

% Agree or Strongly Agree with the following...	Men	Women
Most people can be trusted	29%	28%
I trust my teammates as much as anybody in my life	42%	45%
My teammates have my back regardless of the situation	54%	52%
My coaches can be trusted	63%	68%

Living Arrangements

Current living situation	Division I		Division II		Division III	
	Men	Women	Men	Women	Men	Women
Exclusively w/ teammates or other SAs	53%	49%	44%	39%	33%	21%
Mix of SAs and others	23%	26%	27%	30%	39%	45%
Alone	6%	4%	8%	6%	6%	6%
Parents or family	5%	4%	9%	10%	9%	8%
Non-athlete students or non-students only	13%	17%	12%	15%	13%	20%

Agree or Strongly Agree	Division I		Division II		Division III	
	Men	Women	Men	Women	Men	Women
Satisfied with current living situation	68%	74%	63%	70%	72%	79%
Satisfied with friends outside athletics	69%	76%	70%	79%	74%	83%

Student-Athlete Perceptions of How They Are Viewed by Other Students

% Agree / Strongly Agree with the following...	Men	Women
Student-athletes are viewed favorably by other students.	53%	57%
Students on this campus support SAs and their teams.	54%	60%

% Agree / Strongly Agree with the following...	Men			Women		
	D1	D2	D3	D1	D2	D3
Students on this campus <u>assume I'm not a good student</u> because I'm also an athlete.	40%	32%	25%	28%	19%	12%
Students on this campus are <u>jealous</u> of the treatment that athletes receive.	44%	29%	22%	42%	26%	15%
Generally, students at this college hold <u>stereotypes</u> about athletes that <u>negatively impact my daily experiences</u> here.	34%	28%	23%	21%	17%	11%
I want other students to know I am a student-athlete.	51%	57%	58%	60%	66%	65%

Student-Athlete Perceptions of How They Are Viewed by Faculty

% Agree / Strongly Agree with the following...	Men	Women
Student-athletes are viewed favorably by professors here.	27%	30%
Faculty/administrators on this campus support SAs and their teams.	51%	60%

% Agree / Strongly Agree with the following...	Men			Women		
	D1	D2	D3	D1	D2	D3
Professors on this campus <u>assume I'm not a good student</u> because I'm also an athlete.	20%	18%	14%	13%	11%	6%
Professors on this campus are <u>resentful</u> of the treatment that athletes receive.	18%	16%	13%	11%	11%	6%
Generally, professors at this college hold <u>stereotypes</u> about athletes that <u>negatively impact my daily experiences</u> here.	19%	17%	13%	10%	10%	5%
I want my professors to know I am a student-athlete.	50%	57%	56%	68%	73%	67%

Connections with the School

% Agree / Strongly Agree with the following...	Men	Women
I am satisfied with my current social environment at this school.	70%	78%
I have friends here who share my interests and values.	80%	89%
I am sometimes lonely at this school.	22%	21%

% Agree / Strongly Agree with the following...	Men			Women		
	D1	D2	D3	D1	D2	D3
This school's traditions and celebrations play an important role in my life.	47%	38%	44%	55%	42%	52%
I am proud of this school's history and culture.	57%	46%	53%	68%	51%	66%
There are lots of opportunities here to interact with people of different backgrounds and opinions.	66%	58%	63%	72%	65%	67%

Connection with the Community

% Agree / Strongly Agree with the following...	Men			Women		
	D1	D2	D3	D1	D2	D3
SA are viewed favorably by community members.	60%	54%	51%	66%	58%	51%
There are generally good relations here between students and community members.	66%	64%	61%	70%	67%	64%
I always feel safe when my teammates and I socialize in the community.	77%	75%	78%	76%	77%	81%
Generally, community members hold stereotypes that negatively impact my daily experiences here.	20%	18%	17%	9%	11%	7%
SAs have a responsibility to participate in volunteer or service activities within the community.	62%	55%	52%	75%	66%	60%

Perceptions of the Media

% Agree or Strongly Agree with the following...	Men	Women
Our <u>local media</u> does a good job of <u>promoting</u> our team and publicizing our results.	29%	28%
Our <u>local media</u> are more likely to <u>report an arrest</u> or a crime if a student-athlete is involved.	40%	37%
The way that college athletics is currently <u>portrayed</u> in the <u>national media</u> is unfair.	23%	12%
College student-athletes are <u>viewed</u> more as <u>entertainers</u> than as students.	33%	24%

Social Media and Fan Relations

% Agree or Strongly Agree with the following...	Men	Women
My <u>coaches like</u> my teammates and I to <u>interact with fans</u> over social networking sites such as Facebook and Twitter.	27%	25%
I <u>pay a lot of attention</u> to what's said about me and my team in the media and on social networking sites.	28%	32%
I receive <u>positive wishes</u> and encouragement from fans via social networking sites.	39%	46%
I sometimes receive <u>negative or threatening messages</u> from fans via social networking sites.	10%	4%
Fans take college sports too seriously.	17%	11%



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ENTITLEMENT AND AGGRESSION AMONG STUDENT-ATHLETES

Measures of Entitlement

% Agree/Strongly Agree that...	Men	Women
Because of the things I have been through, others should cut me a break in life.	12%	7%
If I am in a hurry, people should let me move ahead in a line.	10%	5%
I am willing to admit that I feel I am due more in life than other people	10%	5%
I deserve more success in my life than others who have had it easy.	13%	6%

Measures of Academic Entitlement

% Agree/Strongly Agree that...	Men	Women
If the grades on a test are low, the professor should curve the grades.	25%	22%
If I'm struggling in a class, the professor should approach me and offer to help.	20%	13%
It's a professor's obligation to be flexible when SAs have conflicts due to games or practices.	49%	51%
If I turn in all the assignments for a class, I am entitled to a good grade.	21%	18%
The professor is responsible for how well I do in class.	11%	5%

Athletic Aggression

% Agree/Strongly Agree that...	Men	Women
I've been trained to compete with aggression.	42%	25%
Being fiercely aggressive during competition is a key to being a good athlete.	40%	23%
During a competition I would do whatever it takes to win.	45%	29%
Winning is more important to me than good sportsmanship.	21%	5%
I perform better in competition if angry.	26%	14%
If an athlete is fouled hard, he/she is justified in retaliating physically.	15%	5%

Aggressive Behavior Outside of Sport

% Agree/Strongly Agree that...	Men	Women
I have trouble controlling my temper.	13%	7%
Some of my friends think I get angry easily.	13%	7%
When frustrated, I let my irritation show.	17%	18%
Given enough provocation, I may hit another person.	19%	6%
I have become so mad that I have broken things.	19%	8%



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SOCIAL RELATIONSHIPS AND HELP-SEEKING BEHAVIOR

Importance of Family

Significant Relationships	Men			Women		
	White	Black	Other	White	Black	Other
Mother is extremely important.	92%	91%	92%	95%	92%	93%
Father is extremely important.	89%	69%	79%	90%	70%	80%
Grandparents are extremely important.	64%	70%	64%	67%	70%	65%
Siblings are extremely important.	81%	83%	82%	88%	88%	86%

Help-Seeking

Who would you 1st seek out for help/advice/support with the following?	Men	Women
Romantic relationships	Parents (44%)	Parents (33%)
Loneliness	Parents (52%)	Parents (54%)
Personal substance abuse	Parents (42%)	Parents (39%)
Discrimination of self/others	Parents (31%)	Parents (38%)
Hazing & bullying	Teammate (27%)	Parents (29%)
Teammate's romantic relationship	Teammate (64%)	Teammate (71%)
Friend's substance abuse	Teammate (37%)	Teammate (33%)
Teammate's negative behavior	Teammate (36%)	Coach (41%)



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CHARACTER EDUCATION AND WILLINGNESS TO INTERVENE

Topics for Discussion With the Team

Coach/athletic department education topic:	Men		Women	
	Discussed	Want more	Discussed	Want more
Conducting self appropriately on campus and in community	90%	29% (#2)	94%	31% (#3)
Drinking/substance use	87%	25% (#3)	93%	32% (#2)
Respecting diversity	83%	21%	78%	26%
Diffusing/avoiding confrontations	83%	22%	79%	26%
Responsible use of social networking	80%	19%	82%	27%
Speaking up when you see things around you that aren't right	80%	35% (#1)	77%	47% (#1)
Appropriate treatment of members of the opposite sex	80%	16%	66%	19%
Hazing/bullying	78%	16%	74%	20%
Interacting with the media	73%	16%	71%	17%
Relationship violence	67%	13%	54%	18%

Willingness to Intervene

% Likely/Extremely Likely to do the following...	Men	Women
Accompany a teammate home if he/she has had a lot to drink.	87%	93%
Stop a teammate from driving if drinking.	81%	93%
Step in to stop a fight if someone threatens a teammate.	82%	74%
Walk away from a confrontation.	58%	74%
Get in a fight if the situation calls for it.	50%	19%
Confront a teammate if he/she is treating partner inappropriately.	59%	47%
Intervene in a situation if it could lead to inappropriate sexual behavior.	63%	71%

Considerations for Intervention

% who Agree/Strongly Agree with the following statements about deciding whether or not to help someone in trouble...		
	Men	Women
INCENTIVES		
All community members play a role in keeping people safe.	78%	85%
I like thinking of myself as a helper.	77%	89%
Teammates will look up to me if I intervene.	59%	57%
DRAWBACKS		
I could get physically hurt by intervening.	45%	40%
Intervening might make my teammates angry with me.	43%	41%
People might think I'm overreacting to the situation.	40%	37%
Sometimes it's just too much trouble to intervene.	37%	29%
I could get in trouble if I intervene.	37%	32%

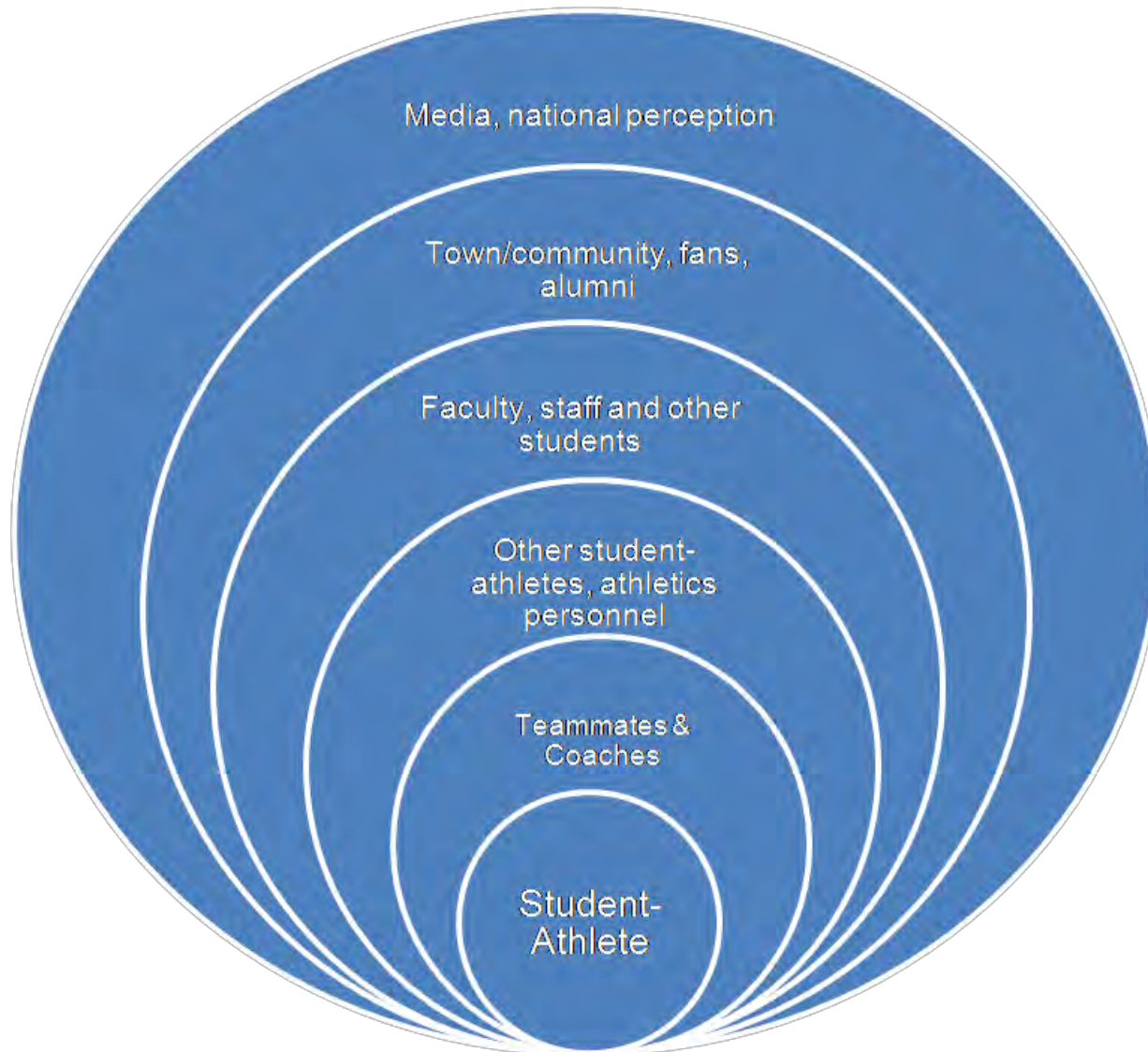


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CONCLUDING THOUGHTS

Student-Athlete Social Environments

(Kristy Wanner, University of Missouri)



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