

INDIRECT EFFECTS OF RECLASSIFICATION FROM THE FOOTBALL
CHAMPIONSHIP SUBDIVISION TO THE FOOTBALL BOWL SUBDIVISION

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ABSTRACT

**ROSS ADAM SCHWARZBER: Indirect Effects of Reclassification from the Football Championship Subdivision to the Football Bowl Subdivision
(Under the direction of Coyte G. Cooper)**

The purpose of this study was to investigate and analyze the indirect effects of an NCAA member institution's reclassification from the Football Championship Subdivision (FCS) to the Football Bowl Subdivision (FBS) during the years 2003 to 2012. The study analyzed the impacts of reclassification on financial contributions to the athletic department and to the general university fund, and the nonfinancial impacts of reclassification on student applications, student enrollment, student admission, university selectivity, and student quality. Descriptive statistics were used to examine the raw data totals over the time period analyzed and to examine the differences in averaged totals between a four-year pre-reclassification time period and a four-year post-reclassification time period at the reclassified institutions, a control group of FBS institutions, and a control group of FCS institutions.

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LIST OF ABBREVIATIONS

ACC	Atlantic Coast Conference
BCS	Bowl Championship Series
CDS	Common Data Set
FAU	Florida Atlantic University
FBS	Football Bowl Subdivision
FCS	Football Championship Subdivision
FIU	Florida International University
FY	Fiscal Year
IPEDS	Integrated Postsecondary Education Data System
NCAA	National Collegiate Athletic Association
SEC	Southeastern Conference
VSE	Voluntary Support of Education
WKU	Western Kentucky University

CHAPTER I

INTRODUCTION

In 1906, the organization known today as the National Collegiate Athletic Association (NCAA) was created to reform the game of football. This action was in response to serious concerns held by many, including President Theodore Roosevelt, about the violent conduct within the game that led to several deaths and a great number of injuries (“1905 Movement to Reform Football,” n.d.). Today, over one century later, the NCAA is a member-driven organization of over 1,200 schools that exists to govern intercollegiate athletics and the experience of student-athletes who participate in a sport (“Membership,” 2014).

Today’s NCAA divisional structure consists of three main divisions that have identical purposes, but apply it in different philosophical, operational, and legislative ways (Frieder & Fulks, 2007). Division I institutions must sponsor at least 14 sports and “generally have the biggest student bodies, manage the largest athletics budgets and offer the most generous number of scholarships” (“About,” 2014). Division II members also provide athletic scholarships, but fewer than Division I, and generally operate with far fewer financial resources while supporting at least 10 sports (Frieder & Fulks, 2007). Division III institutions must also sponsor at least 10 sports, but do not offer financial aid to students based on athletic ability, and integrate athletics more fully into the university’s academic and social experience (“Divisional Differences and the History of Multidivision Classification,” 2014).

In 1978, NCAA legislation split football-sponsoring Division I institutions into two subdivisions: Division I-A and Division I-AA (Director, 1978). The bylaw established a set of minimum criteria for I-A membership (including sport sponsorship, scheduling, and attendance), and 139 of 144 members initially joined the I-A subdivision, with the other five joining 28 Division II institutions reclassifying upward to form the I-AA subdivision (Director, 1978). However, in the first few years after the subdivision establishment, nearly 30 Division I-A members left the subdivision and found a home in Division I-AA (FBS Members Since 1978, 2013).

Today, members of the Football Bowl Subdivision (FBS, formerly known as Division I-A) are required to sponsor 16 sports (at least 8 of which must be all-female sports), meet football scheduling requirements against FBS opponents, average 15,000 actual or paid attendance for home football games over a rolling two-year period, and meet a minimum financial aid requirement to spend at least \$4 million on athletics grants-in-aid annually (NCAA Division I Manual, 2013, p. 351). Members of the Football Championship Subdivision (FCS, formerly known as Division I-AA) must sponsor 14 sports (at least 7 of which must be all-female sports), meet a less restrictive scheduling requirement, and meet the overall financial aid requirements expected of all Division I institutions (NCAA Division I Manual, 2013, p. 353).

Prior to 1984, NCAA contracts restricted television broadcasts of college football games. The restrictions limited the number of games specific networks were allowed to air each weekend and the number of times any one university could appear on television in a given season (Staples, 2012). The rules existed because the NCAA feared that televising games would cause fans to stay home and adversely affect game attendance and revenues

(Staples, 2012). The landmark decision issued that year by the United States Supreme Court in *NCAA v. Board of Regents of the University of Oklahoma* ruled that the NCAA television agreements were in violation of antitrust law, and opened the door for universities to sign their own television contracts (*NCAA v. Board of Regents of Univ. of Okla.*, 1984). The business of college football was never the same again.

Changing technology, viewing habits, and the business of television created a perfect storm of events to bring unprecedented revenue to college football that continues to grow to record levels today (Staples, 2012). In 1996, the Southeastern Conference (SEC) signed a five-year, \$17-million per year deal with CBS. Just twelve years later in 2008, the SEC began 15-year contracts with CBS and ESPN worth a total of \$2.85 billion (Staples, 2012).

As conferences began signing their own valuable television deals in the early-1990s, FBS institutions competing as independents or in weaker conferences looked for new affiliations that could offer a larger share of the television pie (Staples, 2012). The introduction of the Bowl Championship Series (BCS) in 1997 provided a new way of determining a FBS national champion, which encouraged institutions to position themselves in conferences with guaranteed access to the exclusive bowl games and the accompanying financial rewards (Maisel, 2014). Forty-four FBS schools changed conference between 1997 and 2014, with some moving conferences multiple times (Maisel, 2014). During that time period, twelve additional schools formerly without a football program, or with one in the FCS, decided to also make their way into the FBS (Maisel, 2014). The College Football Playoff, successor to the BCS system, stands to make invited schools even richer as a result of its 12-year, \$5.6-billion deal with ESPN (Fowler, 2014).

With conferences creating their own television networks and television revenue payouts to institutions reaching multiples of tens of millions of dollars per year, institutions across the country are researching the feasibility of reclassifying from FCS to the more lucrative FBS (Alden & Associates, 2010; CarrSports Consulting, LLC., 2013). However, the financial picture is not all positive. The cost of participating in the FBS has never been higher. Median total expenses of a FBS institution's athletic department have increased by 94.1% since the 2004 fiscal year, while median generated revenues, spurred by the growth of television revenue, have only increased by 77.5% in the same time period (Fulks, 2013). The difference between the median athletic department budget size between the two subdivisions is substantial: \$56,265,000 in FBS compared to \$14,115,000 in FCS.

With the grim financial commitments of participating in the FBS, why then would FCS schools want to reclassify? A former University of Massachusetts administrator declared,

Everyone in I-AA loses money and doesn't get much for it. But even a crummy team in I-A football has higher visibility than a great team in I-AA. So while there are more costs to move up, the universities think that maybe they'll at least get something for it (Pennington, 2012, para. 57).

The additional exposure expected by administrators could result in "an increase in applications, an increased academic pool, greater diversity and immeasurable intrinsic benefits" (Frieder & Fulks, 2007, p. 7). This study aims to measure and examine the indirect effects of reclassification from FCS to FBS on an NCAA Division I institution to better inform university and athletic administrators in their reclassification decision-making process.

NCAA FCS to FBS Reclassification History

Since the establishment of the Division I subdivisions in 1978, a total of 22 institutions have reclassified from FCS to FBS (Appendix A). In 2007, the NCAA Division I Board of Directors adopted Proposal No. 2007-10, a four-year moratorium that stated:

No institution may begin the Division I provisional or reclassification member process (including the exploratory process), no institution may begin the multidivisional membership reclassification and no new single-sport or multisport conference shall be elected to Division I conference membership (NCAA Membership – Division I Membership – Moratorium, 2007, “Intent”, para. 1).

The moratorium’s prohibition of multidivisional membership reclassification prevented FCS institutions from beginning the process of reclassifying to FBS. Western Kentucky University began the reclassification process prior to the adoption of the proposal and was permitted to complete the process, becoming a full FBS member in 2009. The purpose of this legislation was to address the large number of institutions seeking to reclassify to Division I and potentially adopt new requirements of institutions looking joining Division I (Copeland, 2007).

NCAA FCS to FBS Reclassification Bylaws and Requirements

According to Bylaw 20.4.2 of the 2013-14 NCAA Division I Manual (2013), an institution must first have a “bona fide invitation” to become a member of a FBS conference before they are permitted to begin the reclassification process. To begin the process, the NCAA national office must receive a written intention to reclassify from the chancellor or president of the FCS institution by June 1st two years prior to when the institution wants to have full FBS membership. As described in Bylaw 22, the application must also include a strategic plan showing a commitment to the philosophy of Division I, and consideration of the institutional performance program, which involves an institutional self-study and external

peer review (NCAA Division I Manual, 2013, p. 377). As soon as the national office receives the application, the institution becomes immediately ineligible for participation in the FCS Championship playoffs (NCAA Division I Manual, 2013, p. 341).

A reclassifying institution must meet specific requirements during each year of the transitional process. During the first year, an institution must send representatives to the NCAA national office to attend an orientation regarding FBS membership requirements, must submit an updated strategic plan with an annual report recapping the first year of the process and addressing any feedback received, and must self-report any violations to the Administration Cabinet (NCAA Division I Manual, 2013, p. 340). During the second year, an institution must send an updated strategic plan and new annual report that shows satisfactory compliance with FBS membership requirements, and must again self-report any violations (NCAA Division I Manual, 2013, p. 340). The membership requirements certification document confirms (a) compliance with FBS sports sponsorship requirements, (b) compliance with FBS scheduling requirements, (c) compliance with FBS attendance requirements, and (d) compliance with FBS financial aid requirements (“NCAA Division I Membership Requirements Certification - Football Bowl Subdivision,” 2013). During the two-year period, the institution must also hire a third party to complete a compliance review that is subject to approval by the Administration Cabinet (NCAA Division I Manual, 2013, p. 340).

An institution that meets all FBS membership criteria and has complied with all steps of the reclassification process is elected to full FBS membership by the Division I Board of Directors on August 1 two years after the start of the process (NCAA Division I Manual, 2013, p. 340).

The Future of NCAA FCS to FBS Reclassification

As of August 2013, five institutions were in the FCS to FBS reclassification process (“Multidivision and Reclassifying for 2013-14,” 2013). Georgia State University and the University of Texas at San Antonio are in the middle of year two and are scheduled to become full FBS members in August 2014, pending satisfactory completion of all aforementioned steps. Appalachian State University, Georgia Southern University, and Old Dominion University are all completing year one of the two-year reclassification process and are scheduled to have active FBS membership for the 2015-16 academic year.

The future of NCAA membership is presently up for debate. The five “power” conferences with priority in the College Football Playoff – the ACC, Big Ten, Big 12, Pac 12, and SEC – have pushed for the ability to provide better support to student-athletes (“SEC ponders ‘Division IV,’” 2014). Such support could include the ability “to pay full cost of college attendance, provide long-term medical coverage and offer incentives to kids who return to school and complete degrees” (“SEC ponders ‘Division IV,’” 2014, para. 4). SEC Commissioner Mike Slive has threatened the possibility of the five conferences breaking away from the rest of Division I, FBS and FCS, to create their own “Division IV” that would provide autonomy for those institutions to decide on its own bylaws for governance of student-athlete support (“SEC ponders ‘Division IV,’” 2014). Big Ten Commissioner Jim Delaney has made comments that suggest the power conferences want to wrest hold of creating and administering the rules, leaving the NCAA with little responsibility (Infante, 2014, April 22).

Some speculate that any autonomy given to the power conferences holds the potential to “shrink” Division I and force smaller programs to reclassify down in the NCAA

membership structure (Infante, 2014, May 7). Should legislation pass that permits institutions to provide the full cost of attendance to student-athletes, the 93 FBS institutions that already operate at an annual net loss will be challenged to fund millions of dollars in new expenses (Ringo, 2014). Institutions considering reclassification to FBS must carefully consider the current and potential future costs of reclassification. Historically, no Division I-A or FBS institution has reclassified to Division I-AA or FCS since 1981; seven institutions that were Division I-A members have altogether dropped their football program since 1981 (“Classification history,” 2013).

Statement of Purpose

The purpose of this study is to investigate and analyze the indirect effects of an NCAA member institution’s reclassification from the Football Championship Subdivision to the Football Bowl Subdivision during the years 2003 to 2012. This study will analyze (a) impacts of reclassification on financial contributions to the athletic department and to the general university fund, and (b) the nonfinancial impacts of reclassification on student applications, student enrollment, student admission, university selectivity, and student quality.

Research Question

1) Are there differences in the following variables at institutions that reclassified from FCS to FBS between 2003 and 2012 in the years prior to reclassification compared to the years after reclassification, and in comparison to a control group of FBS institutions that remained full members of the FBS during the listed time period, and a control group of FCS institutions that remained full members of the FCS during the listed time period?

[1A] Total Athletic Gift

[1B] Total Academic Gift

[1C] Athletic Donations Allocation Percentage

[1D] Total Applicants

[1E] Total Admissions

[1F] Total Freshmen Enrollment

[1G] University Selectivity

[1H] Incoming Freshmen Student Quality

Definition of Terms

- *Allocated revenues*: Financial support given to an athletics department from sources that includes “student fees directly allocated to athletics; financial transfers directly from the general fund to athletics (i.e. direct institutional support); indirect institutional support, such as the payment of utilities, maintenance, support salaries, etc. by the institution on behalf of athletics; and direct governmental support which is the receipt of funds from state and local governmental agencies that are designated for athletics” (Fulks, 2013, p. 9).
- *Athletic success*: An athletic program that wins at a greater frequency than it loses and participates in postseason competition. Operationally defined in different specific ways by multiple studies in Chapter II.
- *Bowl Championship Series (BCS)*: Football postseason showcase involving five games featuring ten teams from the Football Bowl Subdivision that is designed to select the two best college football teams in the country to compete for the national championship (“The BCS is...,” 2013). The BCS began in 1998 and was replaced for the 2014 season by the College Football Playoff.

- *Bylaw*: Legislation adopted by the NCAA membership and applied to its members with the purpose of governing conduct, fostering competition, and promoting its values (NCAA Division I Manual, 2013).
- *College Football Playoff*: A new postseason format for determining the Football Bowl Subdivision national championship beginning in 2014. The College Football Playoff features two semifinal games, and a national championship game that will rotate between six major bowl game sites (“College football playoff set,” 2013).
- *Donations*: Financial contributions made by an individual to an athletic department foundation or a university general academic fund.
- *Feasibility study*: A thorough report conducted by a university, or by a third party on behalf of a university, that is an evaluation of the viability of reclassifying its athletic program to membership in a different NCAA subdivision.
- *Fiscal year*: The accounting period used by athletic departments, running from July to June, that aligns with the academic year.
- *Football Bowl Subdivision (FBS)*: Formerly known as Division I-A. The FBS is subdivision of NCAA Division I that is comprised of member institutions that compete at the most competitive level of intercollegiate athletics. Member institutions must meet specific subdivision requirements involving sport sponsorship, attendance, scheduling, and financial aid. More information can be found in Bylaw 20.9.9 (NCAA Division I Manual, 2013).
- *Football Championship Subdivision (FCS)*: Formerly known as Division I-AA. The FCS is a subdivision of NCAA Division I that is comprised of member institutions that must meet specific subdivision requirements involving sport sponsorship,

scheduling, and financial aid, but do not have a specific football attendance requirement. More information can be found in Bylaw 20.9.10 (NCAA Division I Manual, 2013).

- *Fundraising*: The actions taken by an athletic department or university to cultivate financial contributions to the department or institution.
- *Generated revenues*: Revenues “produced by the athletics department and include ticket sales, radio and television receipts, alumni contributions, guarantees, royalties, NCAA distributions and other revenue sources that are not dependent upon institutional entities outside the athletics department” (Fulks, 2013, p. 9).
- *Incoming student quality*: The academic quality of an institution’s incoming freshmen class, as measured by the student body’s SAT scores.
- *Indirect effects of college athletics*: Quantified in two ways: indirect financial effects and indirect nonfinancial effects (Litan, Orszag, & Orszag, 2003). Indirect financial effects include donations to the athletic department or university academic fund. Indirect nonfinancial effects include improvements in the number and quality of freshmen applications.
- *“Power” Conference*: The five Football Bowl Subdivision “power” conferences have priority in the College Football Playoff: the Atlantic Coast Conference, the Big Ten Conference, the Big Twelve Conference, the Pac Twelve Conference, and the Southeastern Conference.
- *Reclassification*: The process in which an NCAA member institution leaves one divisional classification and joins a new divisional classification, meeting the bylaws and obligations required of membership in its new division.

- *Student Admissions*: The number of applied prospective students selected by an institution of higher education to matriculate as freshmen in the upcoming academic year.
- *Student Applications*: The number of prospective students who submit formal applications to an institution of higher education to potentially enroll in the upcoming academic year.
- *Student Enrollment*: The number of prospective students who accepted offers of admission conferred by an institution of higher education.
- *University Selectivity*: The percentage of applied prospective students who are presented offers of admission by an institution of higher education.

Assumptions

- It is assumed that all data reported in accessed published databases and university published reports is accurate.

Limitations

- Variables will be analyzed for fiscal years 2003 to 2013 due to the limited availability of data in selected published databases.
- Institutions missing one or more years of data in the selected databases for a particular variable will not be analyzed for that variable.
- Athletic department budgeted financial data collected prior to fiscal year 2004 cannot be used for comparison due to numerous changes in the data reporting survey used by the NCAA (Fulks, 2013).
- Data from individual institutions used in the NCAA's 2013 Revenues & Expenses Report is unavailable due to confidentiality agreements. This will not allow an

accurate replication of the analysis of operating revenues and operating expenses conducted by Orszag and Israel (2009).

Delimitations

- This study will only include institutions that reclassified from FCS to FBS between 2003 and 2012. The landscape of college athletics changed significantly in the last decade with conference realignment and the exponential increases in athletic expenses. Limiting the study to the universities that reclassified during the proposed time frame will provide a relevant and representative profile of the effects of reclassification in today's collegiate athletics landscape.

Significance of the Study

The results of this study are beneficial for Football Championship Subdivision university administrators and athletic administrators who are researching the decision to enter the reclassification process to join the Football Bowl Subdivision. It may also be beneficial for university administrators and athletic administrators at Football Bowl Subdivision institutions who are considering reclassifying down to the Football Championship Subdivision. It is important for decision-makers to be aware of the direct and indirect effects of reclassification on the institution so that they can make an informed decision. Financial analysis shows that the majority of FBS athletic departments operate at a net loss and require direct financial subsidies from the university and student body. As a result, any tangible, quantifiable evidence that the indirect effects of reclassification benefit the institution will make it easier for decision-makers to gather the support of university stakeholders behind the decision to reclassify. Tangible, quantifiable evidence that the effects of reclassification will negatively impact the institution may prevent an institution from reclassifying when it cannot

afford to. A gap in the research exists in the lack of a comprehensive study on the indirect effects of reclassification from FCS to the FBS. This study aims to provide and analyze empirical evidence of these effects to empower university administrators and athletic administrators to make an informed decision for their institution.

CHAPTER II

REVIEW OF LITERATURE

A university decides to reclassify its intercollegiate athletics program when it determines that its current NCAA divisional membership is no longer appropriate. In the case of upward reclassification, membership in a higher division is seen as a positive gain for the university and athletics program. Branding is the process by which an organization searches for an appropriate identity and positions itself in the marketplace. As a result, brand theory will be used as the theoretical framework to guide this research.

Brand Theory

What is a brand? Complicating the literature on brand theory is the realization that there is no consensus on the definition of brand (Chapleo, 2005; Hankinson, 2001). Aaker (1991) defines brand as “a distinguishing name and/or symbol intended to identify the goods or services of either one seller or a group of sellers, and to differentiate those goods or services from those of competitors” (p. 7). Others believe a brand is more than just a logo, symbol or design (Chapleo, 2005). Murphy (1998) proposes a more all-encompassing definition in which “the brand is a synthesis of all the elements, physical, aesthetic, rational and emotional” (p. 3).

Through consideration of multiple definitions, differentiation as an element of branding becomes a consistent theme. A brand is the identity an organization creates to distinguish itself from the competition (Aaker, 1991; Doyle, 1990). Elaborating further, branding “is a process for distinguishing one product from another (brand positioning) and

the features that enable stakeholders to choose one product over another (brand personality)” (Frost & Cooke, 1999, p. 22).

The branding concept is composed of both tangible and intangible elements, and as a result, defining success in branding is highly subjective (Chapleo, 2005). However, it is generally accepted that some brands achieve greater “success” than others (Chapleo, 2005). The ability for a brand to be a source of competitive advantage is widely recognized by both managers and academics (Louro & Cunha, 2001). A successful brand communicates the organization’s identity and mission through clear and consistent outreach efforts that distinguish it in the marketplace (Chapleo, 2009; Kurz, Scannell, & Veeder, 2008). According to Doyle (1990), “a successful brand is a name, symbol, design, or some combination, which identifies the ‘product’ of a particular organization as having a sustainable differential advantage” (p. 6). Frost and Cooke (1999) broke the branding concept into four components – identity, image, performance and reputation. They believe effective branding involves a clear, positive organizational identity, which is executed honestly, and conveyed clearly to stakeholders. Successful branding leads to positive interactions and organizational credibility with stakeholders (Frost & Cooke, 1999).

Branding in Higher Education

University branding has become a popular topic in literature on higher education. Ali-Choudhury, Bennett, and Savani (2009) define university brand as the composition of brand management actions conducted by an institution. The purpose of university branding is to create awareness, and promote attraction and loyalty (Bulotaite, 2003). Branding in higher education involves building, managing, and developing the associations, emotions, and images that the thought of a university evokes (Bulotaite, 2003). The process of defining the

brand involves a university confronting itself with questions of “what are we”, “what do we stand for”, “what do we want to be”, and “what do we want to stand for” (Waeraas & Solbakk, 2009). In this process, a university must precisely define its values and characteristics (Waeraas & Solbakk, 2009), and must understand how the brand will be perceived in the mind of their targeted public (Lockwood & Hadd, 2007; Yavas & Shemwell, 1996).

In addition to its own marketing efforts, a university’s image is shaped from word of mouth and past experiences (Ivy, 2001). The brand identity is felt by university stakeholders, which include students, faculty, administration, alumni, funding sources, business leaders, elected officials, and the media (Ali-Choudhury et al., 2009; Joseph, Mullen, & Spake, 2012). The brand must be communicated clearly and consistently to gain positive equity with all of the relevant stakeholders and targeted publics (Alessandri, Yang, & Kinsey, 2006; Melewar & Akel, 2005; Waeraas & Solbakk, 2009).

The importance of university branding is underscored in light of declining worldwide student enrollment and funding sources. Universities are in competition with one another to recruit students and academic staff (Ali-Choudhury et al., 2009; Melewar & Akel, 2005; Veloutsou, Lewis, & Paton, 2004). Lockwood and Hadd (2007) state, “Virtually all students are brand shoppers – but not all colleges have developed effective brand strategies” (p. 3). A university’s image is perceived in relation to the images of its competitors (Ivy, 2001), and universities must carefully determine their brand to differentiate themselves to attract prospective students, potential donors, and research funding (Ivy, 2001; Joseph et al., 2012).

Establishing differentiation as a pillar of a university branding platform is a common theme in the university branding literature (Bulotaite, 2003; Hemsley-Brown &

Goonawardana, 2007; Lockwood & Hadd, 2007; Yavas & Shemwell, 1996). The student marketplace is not homogenous and students are subject to a wide range of messaging from interested universities (Veloutsou et al., 2004). Universities must research their prospective students' wants and needs (Veloutsou et al., 2004). With this information, a university can establish a competitive advantage by developing a brand strategy that matches its unique selling points with the type of students it wants to recruit (Melewar & Akel, 2005; Veloutsou et al., 2004).

Chapleo (2005) found that institutions with a focused public relations strategy and consistent visual identity are more frequently considered as having a "successful brand" (p. 57). According to Sevier (2007), a successful university brand results in "more and better students, more full and fuller-paying students, more students who will persist, better faculty and staff, more donated dollars, more media attention, more research dollars, and more strategic partners" (p. 46).

Many obstacles can stand in the way of developing a successful university brand. By nature, a university is a complex organization (Bulotaite, 2003). Chapleo (2005) found that an institution could face issues where a strong subbrand within the university can outshine and potentially conflict with the institution's overall brand. Developing a consistent identity can be difficult for a university with many strong, unique departments (Waeraas & Solbakk, 2009). Universities can also experience branding challenges when administrators believe there is very little that differentiates their institution from competitors (Ali-Choudhury et al., 2009; Chapleo, 2005). Additionally, administrators face challenges in building a brand that does not alienate any segments of prospective students (Ali-Choudhury et al., 2009).

A university's brand can face significant issues if leadership is not unified in support of the brand identity (Chapleo, 2009; Lockwood & Hadd, 2007). Internally this can be demonstrated when an established university culture and restrictive budgets hinder branding efforts (Chapleo, 2005). Antorini and Schultz (2005) believe there exists a paradox where branding can both encourage homogeneity between institutions and discourage a university from promoting its unique elements. This "conformity trap" consists of four independent "blind spots" that can reflect unrecognized issues in the search for branding: the uniqueness paradox, the narcissism dynamic, the leadership monopoly, and path dependency (Antorini & Schultz, 2005). The uniqueness paradox refers to an organization's efforts to promote its individuality that unintentionally results in clichéd and widely used messaging. The narcissism dynamic describes the potential narcissistic motives behind an organization's quest for individuality. Leadership monopoly refers to the idea that the organization's management employs a closed-minded branding decision-making process that encourages groupthink and enables erroneous decision-making. Lastly, path dependency describes management's tendency to lose flexibility and fully commit to promises made to stakeholders that may not actually be the best course of action (Antorini & Schultz, 2005). These "blind spots" can eliminate a brand's competitive advantage in the marketplace.

Waeraas & Solbakk (2009) found that a pragmatic approach to branding might be more appropriate when considering the complexity of a higher education institution. This method allows for emphasizing the many strengths and voices within the institution and presents the institution with a better chance at becoming a strong brand (Waeraas & Solbakk, 2009). Although this approach is counter to traditional thoughts of branding, administrators

can avoid the pitfalls of the aforementioned “uniqueness paradox” and support a unified university brand.

Intercollegiate Athletics and Branding in Higher Education

The literature shows the higher education industry has become highly competitive in its efforts to recruit students and faculty. Institutions face critical decisions to allocate resources to initiatives that will strengthen the university’s brand (Bouchet & Hutchinson, 2010; Toma, 1999). Universities are unique from other organizations because they often present two distinct identities to the public – an academic identity, and an athletic identity (Alessandri et al., 2006). As one of the largest units within the university structure, the athletics program has become very influential (Padilla & Baumer, 1994; Putler & Wolfe, 1999). The athletics department is often referred to as the “front porch” of a university, becoming the most visible element of the institution, and receiving significant media exposure (Judson & Carpenter, 2005; Padilla & Baumer, 1994; Putler & Wolfe, 1999; Toma, 1999). This exposure has forced administrators “to consider the desired brand image of both the university and the athletic department” (Hutchinson & Bennett, 2012, p. 435). Because of this, a university’s athletic department is a unique tool available to universities to differentiate their brand identity in the higher education marketplace (Kurz et al, 2008; Toma & Cross, 1998).

Intercollegiate athletics has become a defining element of higher education in America (Toma, 1999). A university’s success, or mere participation, in intercollegiate athletics can alone significantly enhance awareness of an institution (Goff, 2000; Judson & Carpenter, 2005). Big-time athletics departments are often viewed as “distinctive, central, and enduring” and perceived positively (Toma, 1999, p. 83), and as a result, universities

entrust athletics to be a program that is the face of the institution to most external constituents (Toma & Cross, 1998). It is important to note that athletics' influence on university branding is not restricted to "big-time" athletics programs (Putler & Wolfe, 1999), and is seen throughout the divisions of NCAA competition.

A university's brand equity is derived from the public's knowledge of and perceptions of the institution's assets (Roy, Graeff, & Harmon, 2008). When a university finds it difficult to distinguish its academic offerings and prestige in the eyes of external constituents, its intercollegiate athletic program may be used as a source of differentiation (Toma, 1999). For institutions with widely respected academic offerings, "many potential donors and potential students are more likely to become aware of, and interested in, the institution due to its participating in a major bowl game...than they are due to the work of a Nobel prize-winning chemist" (Goff, 2000, p. 91). For outsiders who may not have any personal interaction with a university's academic product, perceptions created about the athletic department can help shape perceptions about the academic side of the institution (Roy et al., 2008). However, a university brand cannot rely exclusively on athletics. It is important for universities to use athletics as a branding tool, but to also have a strong academic product to sell. Otherwise, the university risks being seen as a football factory (Toma, 1999). Toma (1999) summarized the difficulties of finding balance and differentiation when branding in higher education:

The importance we often attach to intercollegiate athletics underscores the limited control that college and universities have over the way people receive the messages that they attempt to relate. That means that shaping or reshaping identity is a difficult proposition, even under the best circumstances. (p. 89)

When the differences between universities' overall institutional profiles are very limited, it is critical to take advantage of any assets, including athletics, which can help strengthen the brand.

In athletics, universities have an asset that can spread the institution's brand to a much wider targeted demographic. While the marketing of academics may only target prospective students and faculty, athletics as a key element of university brand is effective even from afar, as interest in athletics on TV or the Internet can bond external constituents to a university and lead to positive outcomes in identification and support (Toma, 1999).

Gladden, Milne, and Sutton (1998) defined support as central to a college's brand equity. An athletics program's support can be separated into five subgroups: students, alumnae, faculty/staff, local supporters who adopt the university's athletic teams as their own, and remote supporters who are not local, but remain engaged with the athletic teams through the various forms of media (Gladden et al., 1998). University administrators within admissions, advancement, development, alumni relations, community relations, and governmental relations all have a unique opportunity to advance various institutional efforts through the intercollegiate athletic program (Toma, 1999).

Athletics as a focal point of university branding has the potential for great benefits. Understanding brand equity and how to manipulate it can allow administrators to increase the image, awareness, and revenues of an athletic department (Gladden et al., 1998; Judson & Carpenter, 2005; Lee, Miloch, Kraft, & Tatum, 2008). A university that develops a strong brand through athletics can realize potential benefits in student applications and enrollment increases (Judson & Carpenter, 2005; Putler & Wolfe, 1999), increased fundraising (Gladden et al., 1998; Judson & Carpenter, 2005; Putler & Wolfe, 1999; Toma, 1999), alumni relations

(Putler & Wolfe, 1999; Toma, 1999), governmental relations (Toma, 1999), merchandise and ticket revenues, sponsorship revenues, and event atmosphere (Gladden et al., 1998).

Reclassification through Football as a Branding Vehicle

Institutional participation in intercollegiate athletics most often takes place in one of three NCAA divisions. Generally, the amount of resources an institution devotes to its athletics program determines where it competes in the NCAA division structure (Sweitzer, 2009). The larger institutions cluster in Division I, the most costly and most competitive level of athletics, while smaller schools tend to group in Division III (Sweitzer, 2009). Movement between NCAA divisions and athletic conferences can be part of an institutional brand positioning strategy (Roy et al., 2008). Roy et al. (2008) stated, “By moving their football teams to NCAA Division I-A football membership, universities can reposition their athletic brand using product category as a basis for positioning, benefiting from shared associations with established I-A institutions” (p. 17).

Many institutions with football programs aspire to obtain membership in Division I in an attempt to realize the benefits and attention associated with high-profile spectator sports like football (Sweitzer, 2009). Within the athletics program, football has become a focal element of the overall brand building strategy and a vehicle through which an institution can connect with internal and external constituents (Roy et al., 2008). According to Toma and Cross (1998), football has become one of the main points of reference for university outsiders when considering the qualities of a university. A high-profile football program can generate intense emotions and identification with the university among students and external constituents (Toma, 1999). Football’s significance to the university is on display when on a football Saturday, “students, faculty, alumni, and friends of universities come together as part

of a social experience” (Roy et al., 2008, p. 11). The general public, who may never experience a university’s academic offering, “may identify with it through its football team” and the football team “can be a source of civic pride” (Roy et al., 2008, p. 12). Roy et al. (2008) found the general public believes football has a greater impact on a university’s image than academics. The authors propose an explanation attributing this belief to the public’s lack of exposure to university academics and their established interest in university athletics. As Roy et al. (2008) note, some university stakeholders may have reservations about the importance football is perceived to have compared to academics; however, the authors believe “athletics can actually help to develop and enhance the academic image of a university” (p. 28).

Within their NCAA divisional membership, universities also aspire to group themselves within athletic conferences with peer institutions that share their approach, characteristics, and location (Sweitzer, 2009). Institutions typically compete with fellow conference members on the field and off the field in recruiting students, hiring and retaining faculty, or attracting funding (Sweitzer, 2009). The similar missions and geographic closeness “creates a peer group useful in benchmarking, one that may even heighten competition between and among members” (Sweitzer, 2009, p. 55).

Direct Financial Effects of Intercollegiate Athletics and Reclassification

Litan et al. (2003) summarize two contrasting views about the effects of intercollegiate athletics on higher education institutions. The first perspective suggests “athletic programs generate a variety of direct and indirect benefits for the school sponsoring them” and is often reflected in stories about athletic success bringing national attention and additional student interest to an institution (Litan et al., 2003, p. 8). The contrasting view

believes that intercollegiate athletics “impose substantial financial and other costs on universities and undermine the academic mission of higher education” (Litan et al., 2003, p. 8). We will address the concerns about the financial costs of partaking in intercollegiate athletics first.

The NCAA’s most recent Revenues & Expenses report compiles financial data from every institution that participates in intercollegiate athletics within the membership divisions from Fiscal Year (FY) 2004 to 2012. To fairly compare financial health of institutions participating in FCS with institutions that participate in FBS we will analyze total expenses of intercollegiate athletic programs and total generated revenues. Total generated revenues only includes revenues earned by the athletics department and does not include allocated revenues that come from outside athletics, such as direct institutional support, indirect institutional support, student fees, and governmental support (Fulks, 2013).

Despite the downturn in the U.S. economy during the recession of the late 2000s, intercollegiate athletics spending was mostly unaffected (Fulks, 2013). Median total expenses of intercollegiate athletic programs in both the FBS and the FCS have nearly doubled in the last eight years (Fulks, 2013). FBS median expenses for Fiscal Year 2012 increased by an average of 10.8% over the prior year while median generated athletic revenues only increased 4.6% (Fulks, 2013). Additionally, only 23 of 120 athletics programs at the FBS level reported positive net revenues in 2012 (Fulks, 2013). The median net deficit for the remaining 97 schools, all of which reported losses, was \$14,645,000 in 2012 – a deficit that grew over 20% from 2011. Institutions must subsidize their athletic programs with allocated revenues to make up budget deficits. Institutional subsidies average 20 percent of the total athletic budget at the FBS level and 71 percent at the FCS level (Fulks, 2013).

While reclassification is a way for institutions to create a branding strategy through athletics, “repositioning an institution via a move to NCAA Division I-A football membership does not guarantee acceptance from stakeholder groups” (Roy et al., 2008, p. 17). Stakeholders must perceive the university is committed to competing in the new division and investing the necessary resources, otherwise “the effectiveness of repositioning the institution brand via the football program could be diminished” (Roy et al., 2008, p. 17). The costs of competing in FBS are substantial in comparison to FCS. In FY2012, the median budget size at the FBS level was \$56,265,000, while the median budget size at the FCS level is \$14,115,000 (Fulks, 2013). In other words, an FCS team with a budget that falls exactly in the middle of their FCS peers that wants to reclassify to the FBS would need to increase their budget nearly 300% to fall exactly in the middle of their new FBS peers. Fulks (2013) notes, “Over the past two years, expenses at the FBS level have increased at rates nearly double those of the other two subdivisions” (p. 8).

The trend of the increasing costs of participating in intercollegiate athletics is expected to continue. The Knight Commission on Intercollegiate Athletics’ 2010 report “Restoring the Balance: Dollars, Values and the Future of College Sports” predicts that by 2020, the top FBS programs are expected to have athletics budgets exceeding \$250 million. A 2009 Knight commission survey found that a large majority of university presidents “believe today’s revenue and spending trends are not sustainable for athletics programs as a whole” (Knight Commission on Intercollegiate Athletics, 2010, p. 8) The survey found half of university presidents are concerned about the amount of institutional resources needed to subsidize athletics programs, and nearly half of presidents also fear that their financial

situation may eventually force them to cut sports (Knight Commission on Intercollegiate Athletics, 2010).

Frieder and Fulks (2007) note that reclassifying schools hope the increase in revenues that may come from ticket sales, conference distributions, postseason appearances, and athletic fundraising will overcome the inevitable increases in expenditures. Unfortunately, Jones (2014) states that “the cost of athletic scholarships, escalating coaches’ salaries, and the need to improve athletic facilities means that many schools which move to the FBS lose millions of dollars on football” (p. 2). Bouchet and Hutchinson (2010) note that the university often has to absorb the losses of its athletics program, and suggest the current landscape of collegiate athletics has created an unintended consequence of “a group of institutions that do not have the resources to compete at such a level, yet battle constant isomorphic pressures to stay the course regarding their athletic pursuits” (p. 291).

In 2007, in response to the large number of institutions who had reclassified and the large number that were looking to reclassify, the NCAA Division I Board of Directors instituted a four-year moratorium that prevented any institution from beginning the Division I provisional or reclassification member process or the multidivisional membership reclassification process, and prohibited any new single-sport or multisport conference from obtaining Division I conference membership (NCAA Membership – Division I Membership – Moratorium, 2007). The purpose of this legislation was to address the large number of institutions seeking to reclassify to Division I and potentially adopt new standards for joining Division I (Copeland, 2007). The moratorium on reclassification prevented all FCS institutions (aside from Western Kentucky University, who already began the reclassification process to FBS) from beginning the reclassification process for four years. Despite the

aforementioned financial concerns about FBS participation, three schools – the University of Massachusetts, Amherst, the University of South Alabama, and Texas State University–San Marcos – each lined up to submit paperwork declaring their intent to reclassify as soon as the moratorium was lifted in 2011 (Brown, 2011). In the past three years, several more institutions have begun the reclassification process and many other universities are conducting internal feasibility studies to consider the possibility of future reclassification (Pennington, 2012).

Anecdotal evidence of schools that reclassify projects an uphill battle. At the University of Massachusetts, football expenses have far surpassed projections and revenues have fallen short of projections just one year into full FBS membership (Dosh, 2013). The university's Ad Hoc Committee on FBS Football released a report that concluded football expenses for 2013 totaled \$9 million, while projected generated revenue was only \$2.7 million – a \$6.3 million cost to the university, and double what it spent on its football budget in its final season at the FCS level (Dosh, 2013). Daniel Fulks, an accounting professor at Transylvania University and also an NCAA researcher states that “the reality is that football schools who move up a division almost always lose even more money” (Pennington, 2012, para. 9).

With the financial picture seemingly so bleak, why do universities still choose to reclassify? From an institutional perspective, reclassification “may yield an increase in reputation and prestige, as the perceived quality of an institution's academic program is often tied to the success of its athletics program” (Frieder & Fulks, 2007, p. 7). This is the most cited reason by administrators whose institutions have made the move to FBS (Estes, 2012).

Additionally, improving the research profile of the university by association with a

new athletic conference at the FBS level can be a motivating factor for reclassification (Sweitzer, 2009). Quantitatively measuring these types of benefits is impossible, “partly because so many are psychological and intended to generate prestige instead of revenue” (Sweitzer, 2009, p. 57).

Sweitzer (2009) states that institutions that choose to reclassify understand the financial risks involved with their investment in athletics, “but they also covet the benefits that can come with increased exposure” (p. 56). An administrator at the University of Buffalo stated, “the purpose of FBS football is to brand the university – it gives us exposure in places we could never go before” (Pennington, 2012, para. 54). In deference to the slim prospects of on-field success in the immediate years after reclassification, a former University of Massachusetts administrator proclaimed,

Everyone in I-AA loses money and doesn’t get much for it. But even a crummy team in I-A football has higher visibility than a great team in I-AA. So while there are more costs to move up, the universities think that maybe they’ll at least get something for it. (Pennington, 2012, para. 57).

The additional exposure expected by administrators could result in “an increase in applications, an increased academic pool, greater diversity and immeasurable intrinsic benefits” (Frieder & Fulks, 2007, p. 7).

Indirect Effects of Intercollegiate Athletics and Reclassification

This brings us back to the other view of college athletics – one that suggests a variety of indirect effects may exist from expanded or more successful athletic programs (Litan et al., 2003). Litan et al. (2003) describe, “Indirect effects come in two quantifiable forms: indirect financial effects and indirect non-financial but nonetheless quantifiable effects” (p. 10). Indirect financial effects include donations to athletics or the university, while indirect non-financial effects include improvements in the number and quality of freshmen

applications (Litan et al., 2003). The authors add that non-quantifiable effects, such as improved school spirit, “are difficult to examine in an empirical fashion but may manifest themselves indirectly through quantifiable factors (e.g., applications)” (p. 10).

Indirect financial effects. Finding external sources of revenue has become critical for institutions of higher education as the recession of the late 2000s caused institutional budgets to tighten and caused governmental support for public institutions to shrink (Stinson & Howard, 2010). Institutions have turned to the athletic program to attract private donations to both the athletic program and the institution (Getz & Siegfried, 2010; Gladden et al., 1998; Goff, 2000; Roy et al., 2008). Getz & Siegfried (2010) write,

As a form of advertising, public relations, and consumption (entertainment), intercollegiate athletics may increase financial donations to a university from former athletes, from sports fans who are not alumni, from alumni who are not sports fans, or from people who are not directly connected to the institution. (p. 4).

Bouchet and Hutchinson’s (2010) interviews of university administrators at Southern Methodist University revealed that they believe athletics is a focal point of their brand strategy, and football specifically, will have a positive effect on contributions to the university.

Athletic administrators view on-campus athletic competitions as key events for activating fundraising efforts (Gladden et al., 1998). Athletic departments can build value-added attractions surrounding the athletic contests to captivate the supporters who come to campus and potentially increase donations (Gladden et al., 1998). Often members of the athletics fundraising staff meet with current and potential donors on the concourse, in the seating area, and especially in any premium club locations during football and men’s and women’s basketball games. Alumni are especially targeted at these events. Roy et al. (2008) found that alumni believe FBS football is the best way to remain involved with the university

after graduation, and that returning to campus allows them to maintain old bonds and create new ones that can potentially lead to future generations affiliating with the institution and attending the university. Athletic administrators can also activate increases in school spirit and pride for students at athletic contests (Roy et al., 2008) through priority seating and interactive promotions to draw them to games. Roy et al. (2008) state, “Identifying with an institution’s football team can be instrumental in building bonds between students and an institution that will extend for years beyond their time on campus” (p. 11).

The existing literature on private giving to athletics and universities focuses primarily on its relationship with athletic success, however a few studies examined overall donor motivations, and the effects of athletics fundraising on academic fundraising.

Donor motivation studies brought mixed results. Surveys of donors at NCAA Division I-A institutions found that giving to athletics was based more on reciprocity (i.e., to receive priority seating for athletic contests) than philanthropic purposes. However, Hebing’s (2004) survey of donor motivations found that alumni were more motivated to give out of loyalty to the school and a desire to build a successful athletic program and institution than non-alumni. Stinson and Howard (2010) interviewed sixty-five donors from two Division I-A institutions and found several consistent themes about intercollegiate athletics’ role in donor development. They found that intercollegiate athletics acts as the “window” through which external stakeholders are introduced to the university; this introduction occurs most often through football and at a young age. Additionally, the institution can leverage the emotional connection stakeholders have with the athletic program and cultivate gifts to the academic side of the university (Stinson & Howard, 2010).

Research has also been mixed on whether athletic fundraising has a symbiotic effect on academic fundraising, or whether there is a crowding-out effect (Stinson & Howard, 2010). Stinson and Howard (2010) state, “The increased need for fundraising by both academic and athletic programs can lead to tensions between the two groups of fundraisers” (p. 313). McCormick and Tinsley (1990) found no truth to the belief that donations to the athletic department come at the expense of donations to the university. Their study found a positive, significant relationship between donations to a university’s general fund and donations to support athletics. A qualitative study by Stinson and Howard (2010) found that most donors had very different motives for making academic or athletic donations, but the authors still concluded that types of donations are possible depending on the institution’s fundraising structure and strategy.

Empirical research on the effects of athletics success on private giving is mixed. Some studies believe athletic achievements substantially increase donations to universities (Goff, 2000), while others believe success sometimes increases donations to a “small and transitory” degree (Frank, 2004, p. 33), and still others assert “it is a popular myth that there is direct correlation” between athletic success and donations to a university (Bouchet & Hutchinson, 2010, p. 290).

Studies on the effects of athletics success on private giving approach the topic from different perspectives. For comparison purposes, it is important to note who is doing the giving and to whom they’re giving. The existing research sometimes breaks down general giving between alumni giving and nonalumni giving, and also sometimes differentiates private giving to either the athletic department or to the general academic fund.

Sigelman and Carter analyzed all Division I programs with an intercollegiate football program over a multi-year time period and found no relationship between measures of athletic success and increased alumni giving to the university annual fund (Sigelman & Carter, 1979).

Brooker and Klastorin (1981) selected 58 institutions that were members of major athletic conferences or major independents and found significant relationships over a nine-year period between athletic success and alumni giving to the university annual fund, but emphasized the dependence on institutional factors such as conference groupings, whether the institution is public or private, the size of the institution, and others. Two years later, Sigelman and Bookheimer (1983) challenged Brooker and Klastorin's findings and once again found no significant relationship between athletic success and alumni donations to the university annual fund at 60 major universities during the 1980-81 academic year. However, Sigelman and Bookheimer did find a significant positive relationship in a parallel study that showed football success leads to an increase in donations to the athletics program.

Coughlin and Erikson's (1984) survey of 56 Division I-A institutions in 1980-81 that included "nearly all of the schools playing big-time college football" found that participation in a football post-season bowl game, as well as conference affiliation were two of the primary determinants of contributions to athletic departments. In an analysis of thirty years of donations at Mississippi State, Grimes and Chressanthis (1994) found overall athletic department success had a positive impact on alumni contributions to the institution's academic endowment, and that the television exposure gained by the athletic program is associated with an increase in donations. Their study also found that NCAA sanctions for

violations committed by the football team might negatively effect donations made by alumni, suggesting that alumni expect a balance of ethics with athletic success.

Baade and Sundberg (1996) studied alumni giving to the university annual fund at over 300 institutions in the NCAA membership between 1973-90. The authors found that Division I-A institutions' (both public and private) football postseason bowl appearances had a significant positive relationship with levels of alumni giving to the university annual fund.

Rhoads and Gerking's (2000) study of 87 NCAA Division I universities who have made a commitment to athletics, analyzed over a ten-year period, found a significant positive relationship between football bowl victories and alumni donations to academics, but no impact of athletic success on donations by nonalumni.

Turner, Meserve and Bowen (2001) studied alumni giving over a ten-year period at fifteen private institutions with high academic standards – including 5 Division I-A institutions, and 4 Division I-AA institutions. The study focused on the giving records of the incoming freshman class of 1976 as alumni. The authors found no relationship between athletic success and alumni donations to either the athletic department or university general fund.

In studies of Division I-A schools from 1993-2007, Litan et al. (2003) found no evidence of a relationship between football spending or success and alumni giving to the football program. This result was confirmed in two follow-up studies by Orszag and Orszag (2005) and Orszag and Israel (2009).

Humphreys and Mondello's (2007) survey of Division I institutions over a twenty-year period found that postseason football bowl game appearances had a positive relationship

with “restricted donations”, a data source variable that includes donations to athletics, but does not provide specific athletic donation data.

Stinson and Howard (2007) studied Division I-A over a six-year period to determine if there were relationships between athletic success, individual donations by alumni and nonalumni, and whether donations were made to athletics or academics. The authors found that athletic success does not differently affect donations by alumni or nonalumni. Football success was found to have a significant positive impact on individual donations to the athletic department, but no impact on academic giving (Stinson & Howard, 2007). In fact, football success significantly increases the percentage of total donations that go to athletics, while decreasing the percentage of total donations going to academics.

Cohen, Whisenant, and Walsh (2011) studied overall levels of donations to athletics at the University of Miami, a successful Division I-A football program, over an eleven-year period during which they participated in two football national championship games. The authors found no positive relationship between the football team’s winning percentage and the amount of donations to the athletic department, but did find a negative relationship between winning percentage and the size of the average contribution. The authors believe this is due in part to donations motivated by access to tickets during the years in which the team played for the national championship. Donors who wanted to secure championship game tickets had to reach a minimum donation level, and most simply met that level rather than surpass it with additional contributions (Cohen et al., 2011).

Existing empirical research into donations to athletic departments and institutional academic funds has a clear specific focus on the impact of athletic success. The overall findings show a clear lack of consensus regarding the effects of athletic success on donations

to athletic departments and institutional academic funds. However, there is a significant gap in the literature regarding the impact of NCAA divisional reclassification on donations to athletics and academics. This is addressed later in the chapter.

Indirect nonfinancial effects. With regard to the direct financial effects of intercollegiate athletics and risks involved with an institution's increasing commitment to athletics, Tucker (2005) ponders, "the intriguing sports economics research question is whether or not there is a rationale that justifies these athletic programs in terms of spillover benefits to universities" (p. 222).

Institutions have realized that athletics can be an effective marketing tool to reach new prospective students, higher-quality students (Dodd, 1997), and differentiate itself from competing universities (Toma & Cross, 1998). Roy et al. (1998) found that students are attracted to the presence of a big-time athletic program on campus. The effect of athletic success on prospective students appears to be unique to the media exposure of football and men's basketball (Dodd, 1997). Toma and Cross (1998) found that football success has a more substantial effect on applications received than basketball, and proposes an explanation that "college football remains more significant in the hearts and minds of those who follow sports" (p. 655).

The size of the impact athletic success can have on academic admissions became well known after the 1984 football season. That fall, Boston College quarterback Doug Flutie threw a final-seconds "Hail Mary" touchdown pass to defeat the defending national champion University of Miami football team. Applications to the university increased nearly 30 percent the following two years, and a narrative was created attributing the increase in applications to the attention garnered by the Flutie-led victory (McDonald, 2003). The

“Flutie Factor” was cited by officials at the University of South Florida, University of Connecticut, and University of Buffalo when each institution reclassified up to Division I-A at the turn of the century (McDonald, 2003).

However, a story in the spring 2003 issue of Boston College magazine cautioned that the increases in applications—factually, 16 percent in 1984 and another 12 percent in 1985—were not out of the ordinary at Boston College (McDonald, 2003). The institution had already seen a steady increase in enrollment including increases in 12 out of 13 years leading up to the infamous 1984 season and had recently executed a program to market the school to prospective students nationwide (McDonald, 2003).

While the “Flutie Factor” appears to be just one of many factors that led to a large application increase at Boston College, the effect of athletic success on prospective students has been seen anecdotally throughout Division I athletics in recent decades. After Northwestern University reached the Rose Bowl in 1995, the institution experienced a 30% increase in freshman applications and saw the average SAT score of the incoming freshman class increase by 19 points (Dodd, 1997). Boise State University’s undefeated football season in 2007, featuring a nationally televised overtime upset win over the heavily favored University of Oklahoma in the Fiesta Bowl, led to an 18% increase in applications the following year (Chung, 2013). Texas Christian University’s football program sustained success in the decade following its first AP Top 25 ranking in over 40 years and contributed to a 105% increase in applications between 2000 and 2008 (Chung, 2013).

Surveys of athletic administrators have confirmed that there is strong belief in the impact of athletics on prospective students. Dunham (2007) surveyed athletic administrators at the 33 NCAA members that added college football between 1996 and 2005 about their

motivations for adding the football program. The study found that increasing enrollment and increasing the number of student applications were important factors behind the decision to add football. Respondents generally believed enrollment, applications, and prestige increased due to the university adding football (Dunham, 2007). Yeargan (2013) conducted a similar survey of university administrators at the 42 NCAA members that added college football between 2001 and 2011, asking about their motivations for adding the football program. The study found the following among their motivations: increasing enrollment, increasing the amount of freshman applications, and improving school spirit. Administrators believed these motivations were realized after adding football, but not to as large of an extent as expected (Yeargan, 2013). In both studies, the desire to increase enrollment was the most cited and most important factor in the decision to add football.

Bouchet and Hutchinson (2010) interviewed administrators at Southern Methodist University, an institution with a FBS football program, and found that senior level university administrators believe football helps the university achieve its goal of increasing the number of student applications, through which they can selectively admit higher quality students. Additionally, administrators said increasing student enrollment helps the university's financial health through the receipt of additional amounts of student tuition and fees (Bouchet & Hutchinson, 2010). Toma and Cross (1998) state that another benefit of increasing applications is the ability for the institution to bring more diversity to the student body – racially, ethnically, and geographically. Getz and Siegfried (2010) agree that “a larger applicant pool could permit an institution to enroll fewer students requiring financial assistance, or to choose a more diversified student body” (p. 10).

The existing literature shows that athletic success in big-time athletics does have a significant positive correlation on student interest and applications to an institution (Basten, 2002). Existing literature on the effects of athletics success on quality of incoming students is more mixed. To review existing studies, we address incoming freshman applications and quality of incoming freshman separately.

Incoming freshmen applications. Murphy and Trandel (1994) studied institutions with major football conference membership and found the more successful football schools see a statistically significant, but moderate, increase in student applications.

Toma and Cross (1998) sampled 16 institutions that won outright or shared a football national championship and studied the immediate change in student applications in the three years following the victory in absolute terms and in comparison with peer institutions. They found that the majority of institutions (10 of 16) realized an increase in the number of admissions applications received in year-one post-championship and over a three-year period. However, results were mixed when comparing those gains with selected peer institutions. The authors state, “The attention that follows a championship does not last forever, but it does appear to last beyond a single admissions cycle” (Toma & Cross, 1998, p. 655).

Zimbalist (1999) studied data on 86 Division I-A institutions over a 15-year period and found “there was some tendency for athletic success to increase applications” (p. 171).

Goff (2000) examined freshman applications at Georgia Tech, an institution with selective admission policies, over a 14-year period during which the university won a share of the national football championship once. The study found a statistically significant increase (28%) in applications in the three-year period following the championship compared

to the three-year period prior to winning the championship. The author concluded that major achievements in athletics could lead to an improved entering freshman class at universities with more selective admission policies due to the university's ability to selectively admit students with higher aptitude test results.

McEvoy (2005) studied a random sampling of NCAA Division I-A intercollegiate athletic programs within subgroups accounting for dramatic increases or decreases in winning percentage within four different sports and found that only football winning percentage had a significant positive relationship with the number of admissions applications received.

Jones' (2009) study of all NCAA Division I-A football participants between the 2002-2007 seasons sought to measure the impact of athletics success on an institution's attractiveness by examining the relationship between postseason football bowl game appearances and the games' television ratings, and the number of applications received by the university and its admissions yield. The study found a modest, statistically significant relationship between postseason bowl appearances and applications received from male students only, and found no relationship between postseason bowl appearances and admissions yield. The author also found statistically significant results of a small magnitude for relationships between bowl television ratings and both total applications received and admissions yield.

Pope and Pope (2009) analyzed all of the approximately 330 NCAA Division I institutions from 1983 to 2002, and found that institutions with a football team who finished in the top 20 of the national rankings saw a significant increase in applications the following year of between 2-8%. These same institutions also saw a significant increase in enrollment

the following year of between 3-10%. However, the institutions with a Top 20 nationally ranked football team saw a positively suggestive, but non-significant relationship with SAT scores. Cox and Roden (2010) studied the NCAA Division I-A football national champions from 1992 to 2006 and in the two years post-championship found a significant decline in acceptance rates and a significant increase in SAT scores, both effects consistent with a greater number of applications.

To study the effect of athletics success on student admissions, Chung (2013) utilized a data set that included all 120 institutions that participated in the NCAA Division I Football Bowl Subdivision. His research found that athletic success had a significant impact on the number of freshman applications received and the average SAT score of the incoming freshman class in the sampled institutions. When a school improves from “mediocre” (defined as 4 wins) to performing “well” (defined as 10 wins), applications increase by 17.7% (Chung, 2013). Additionally, athletic success allows schools to be more selective with their student admissions (Chung, 2013).

The literature is clear that athletic success has a significant effect on undergraduate admissions applications. McEvoy (2005) found that the increase in applications resulting from athletics success could also have an indirect economic impact on an institution:

Just a 5 percent increase in undergraduate admissions applications could result in millions of dollars in increased tuition revenue over several years for large university if the additional applicants had qualifications similar to the university norm and the university chose to admit the additional qualified applicants. (p. 21)

University administrators would have the financial flexibility to make improvements throughout academic departments as a result of the additional income (McEvoy, 2005).

Quality of incoming freshmen. McCormick and Tinsley (1987) studied 63 major conference football schools and found a marginally significant positive correlation between

average SAT scores of admitted students and major conference football success. Bremmer and Kesselring (1993) revamped the model used in McCormick and Tinsley's study and disproved their results, finding no significant impact by athletic success or major conference membership on SAT scores of admitted students. Tucker and Amato (1993) then adapted McCormick and Tinsley's model and used the same sample to corroborate the finding of a positive correlation, but admitted their model did not have satisfactory explanatory power.

Zimbalist's (1999) study of 86 Division I-A institutions over a 15-year period found no relationship between athletic success and the incoming freshman applicants' SAT scores. Similarly, in studies of Division I-A schools from 1993-2007, no evidence was found of a relationship between football spending or success and incoming SAT scores or the university's acceptance rate (Litan et al., 2003; Orszag & Israel, 2009; Orszag & Orszag, 2005).

Finally, Tucker (2005) studied the relationship between athletic success and incoming student SAT scores with a unique time series approach focused around the implementation of the Bowl Championship Series (BCS). The author found no relationship between football success and freshman SAT scores during the time period prior to the formation of the BCS. For the time period 1996-2002, the author found significant positive correlations for football success criteria including winning percentage, rank in the Associated Press poll, and bowl appearances. A 10% increase in winning percentage over a five-year period should result in an increase of 14 points in SAT scores, and one additional bowl game appearance in a five-year period should increase SAT scores by more than 12 points (Tucker, 2005).

Results on the relationship between athletic success and quality of incoming students are certainly mixed, but Tucker's (2005) study presents intriguing results as it reflects an era

during which college football's national popularity began to increase with the advent of both the Bowl Championship Series and the growing accessibility of the Internet.

Indirect effects from reclassification. There is value to examining the relationship of athletic success with the indirect benefits of participation in top-level intercollegiate athletics. However, institutions that reclassify from Division I-AA upwards to Division I-A often do not achieve on-field success in the early years after reclassification (Roy et al., 2008). Thus, results of studies using athletic success as an independent variable are not always representative of reclassifying institutions.

Empirical research on the motivations, feasibility, and impacts of reclassification is limited. The research that exists (Cross, 1999; Frieder & Fulks, 2007; Jones, 2014; Roy et al., 1998; Schwarz, 1998; Tomasini, 2005; Weaver, 2010) overwhelmingly agrees that a university should thoroughly research the impact of reclassification on its academics and athletics because of the significant investment in resources required to join the FBS.

The existing literature on reclassification within NCAA member divisions approaches the topic using very different methodologies. Schwarz (1998) studied athletic departments that reclassified upward between NCAA divisions between 1985 and 1997 and surveyed the athletic directors to determine the various factors that are analyzed when an institution conducts a feasibility study into the move. Tomasini (2005) studied the economic differences associated with reclassification that occurred at institutions that moved from Division II or Division III up to Division I-AA over a seven-year time period. Dwyer, Eddy, Havard, and Braa (2010) analyzed stakeholder perceptions of reclassification from Division II to Division I-AA within a case study format. Fenex (2009) investigated the phenomenon of movement between NCAA divisions and the commonalities and characteristics of the schools that

moved upward. Weaver (2010) performed a case study analysis of two institutions that reclassified upward to Division I and found that both institutions (one Division I-AA, the other Division I-AAA) repositioned their athletic department to benefit the overall profile and marketability of the university.

Cross (1999) performed a case study on three institutions that reclassified upward to Division I between 1987 and 1997 and found that undergraduate admissions enhancement and alumni support were unanimously cited as factors for reclassification. The extent to which reclassification affected undergraduate admissions is mixed among institutions analyzed in the study. Reclassification was found to have a positive impact on donor contributions to athletics, but data was inconclusive regarding donor contributions to the general university (Cross, 1999).

A few studies focused their assessment of the motivations, feasibility, and impacts of reclassification on college football programs that move from NCAA Division I-AA to NCAA Division I-A and are examined in-depth in this section.

The impact of reclassification from Division II to Division I-AA and from Division I-AA to Division I-A on NCAA Member Institutions from 1993 to 2003. Frieder and Fulks (2007) studied the financial and non-financial effects of the reclassification process on institutions that changed divisions between 1993 and 2003. Their study was motivated by the rising number of reclassifying institutions, and included those who reclassified from NCAA Division II to NCAA Division I-AA, and NCAA Division I-AA to NCAA Division I. The authors sought to examine variables related to financial wealth, enrollment, and academic standards for applicants both pre-reclassification and post-reclassification.

Eleven institutions were identified as having reclassified from Division I-AA to Division I-A during the selected time period (Frieder & Fulks, 2007). However, the authors incorrectly included Portland State University (an institution that did not reclassify and remains in Division I-AA), and so their results must only be viewed as guidance for future research.

The authors found no statistically significant increase in revenues after reclassification, but did find statistically significant increases in expenses. After reclassification, there was a statistically significant decrease in average net profits. In fact, a control group of schools from the same division that did not reclassify saw an increase in average revenues compared to the schools that did reclassify. In summary, “the financial picture of reclassifying schools does not improve...the scope of both total revenues and total expenses, and in most cases net losses, simply gets larger” (Frieder & Fulks, 2007, p. 8).

The student enrollment effects of reclassification were studied from an overall perspective, and a gender and demographic perspective. Increases were found in total enrollment for the reclassifying schools and the control group, and increases were also found for reclassifying schools before and after reclassification (Frieder & Fulks, 2007).

Frieder & Fulks (2007) concluded that “there are neither obvious financial nor considerable nonfinancial measurable benefits from reclassification and that the primary motivation to reclassify is intangible (e.g., perceived increased prestige)” (p. 12). The study also concluded that “reclassification is a financial drain to the athletics department” and posited that schools choose to reclassify for “nonmonetary prerequisites, perceived increases in status, and a ‘keeping up with the Joneses’” mentality (Frieder & Fulks, p. 12).

FCS to FBS Analysis. NCAA vice president of administration and chief financial officer Kathleen McNeely presented an extension of Frieder & Fulks’ study at the 2013 annual meeting of the College Athletic Business Management Association. The longitudinal follow-up was requested by FCS university presidents in January 2013 at the FCS Championship game with a “goal to provide Presidents with speaking points as the discussion on FCS to FBS occurs in-house and with Trustees” (McNeely, 2013). Nineteen institutions reclassified from FCS to FBS between 1979 and 2010. The trended data shows that after reclassification, revenue increases, expenses increase by a larger amount than revenues, and institutional subsidies increase by \$1-2 million per year (McNeely, 2013). The highest FCS general revenues are equal to the bottom FBS institutions’ general revenues (McNeely, 2013). The study also found that the winning percentage of reclassifying institutions went from 55.7% in FCS to 44.8% in FBS, and that teams had winning seasons 64.4% of the time in FCS, but only 37.2% in FBS. McNeely (2013) emphasized “FCS institutions provide more sports and more opportunities for student-athletes, providing a well-rounded collegiate experience” (p. 30).

Repositioning a university through Division I-A NCAA football membership. Roy et al. (2008) explored whether reclassification to Division I-A had positive impacts on an institution beyond any criteria of on-field success. The authors selected one large public university that reclassified to Division I-A football in the late 1990s and surveyed a sample of three groups of stakeholders – students, alumni, and residents – regarding perceptions of Division I-A football, the university’s move to Division I-A, and their behavioral intentions related to the institution’s move to Division I-A membership (Roy et al., 2008).

The survey found perceptions of Division I-A participation were positive for all three stakeholder groups (Roy et al., 2008). The authors found that all three groups believe I-A football is more prestigious than I-AA football, and has positive impacts on the image of the university, student interest in the university, alumni relations, and overall school spirit. These beliefs hold true for the stakeholder groups' perception of their university's recent move to Division I-A football. Roy et al. (2008) suggest that reclassification to Division I-A football is a marketing asset that can be leveraged in communication with the stakeholder groups.

Roy et al. (2008) asserted that reclassification could be expected to generate additional ticket and merchandise revenue. However, the results of the study show that the effects of reclassification to Division I-A on behavioral intentions were less positive than on perceptions. According to the survey, the general public is less likely to attend home football games as a result of reclassification than students and alumni to a statistically significant degree. The authors state, "The pattern of results suggests...that the effect of the move on behavioral intentions related to game attendance, wearing university apparel, and donating money are modest, at best" (Roy et al., 2008, p. 23).

The authors also conclude from the results that "the potential benefits of a move to I-A are not tied directly to on-field success" (Roy et al., 2008, p. 24). The stakeholders surveyed had favorable views of the move despite the lack of on-field football success since reclassification to Division I-A.

Finally, the authors also believe that the benefits of reclassification may be long-term in nature, stating "repositioning a university through a move to Division I-A membership should be viewed as a beginning, not an end, of a process to build and strengthen relationships with key stakeholders" (Roy et al., 2008, p. 26). This foundational relationship

can be built upon and lead to eventually greater financial gains for the university (Roy et al., 2008).

Reclassification to the NCAA Division I Football Bowl Subdivision: a case study at Western Kentucky University. Upright (2009) completed a qualitative case study of Western Kentucky University (WKU) as it went through the NCAA reclassification process from FCS upward to FBS. Her study sought to identify why Western Kentucky chose to reclassify, how NCAA reclassification procedures affected the university, and what the expected effects of reclassification on the university and its stakeholders were.

Several themes emerged from the research, most notably that university stakeholders felt NCAA FBS membership fit the overall mission and reputation of the university most closely, with a desire to become “A Leading American University with International Reach” (Upright, 2009, p. 108). One administrator interviewed said, “Prior to us making the move there were 119 FBS institutions and 123 FCS institutions. You cannot name a FCS institution you would seriously consider a leading American University” (Upright, 2009, p. 73). Reclassification of the athletic department was one element of the university’s overall efforts to improve itself (Upright, 2009).

Reclassification from FCS to FBS was a natural fit, as WKU was one of only two institutions (Villanova University was the other) that were members of a FBS conference, but competed in FCS football (Upright, 2009). The Sun Belt Conference welcomed WKU with open arms as the move allowed the conference to schedule football more easily (Upright, 2009).

Upright (2009) found that expected effects of reclassification included increased private giving and financial support. The author found that during the two-year

reclassification process, the number of donors and amount of money donated to the athletic fund increased each year. Reclassification was also expected to enhance the quality of the other sports sponsored by the university, and to improve the image and profile of the university and local community. Because the study was completed at the end of the university's reclassification process, there is no longitudinal data available to measure if expectations were realized.

Does becoming a member of the Football Bowl Subdivision increase institutional attractiveness to potential students? While many empirical studies have analyzed the effects of a successful FBS team on student applications, few have explored the ability of simply becoming a FBS member to attract students to an institution. Jones (2014) examined freshmen application trends at the three institutions—Florida Atlantic University (FAU), Florida International University (FIU), and Western Kentucky University—that reclassified from FCS to the FBS in the mid-2000s to determine if reclassification had a significant effect on the number of freshman applications received after the reclassification process.

Jones (2014) utilized a “difference-in-differences” regression technique to analyze the number of freshman applications both before and after reclassification, and in comparison to peer institutions. His research found statistically significant effects for reclassification on total applications received at FAU and FIU relative to control institutions in the years after moving to FBS. Jones (2014) cautions that the results should be viewed as three independent case studies of the treatment effect of moving to FBS on freshmen applications to an institution. The results at FAU were dramatic – a 32% increase in total admissions applications, and consistent findings for both male and female applications. At FIU, there was an 8.8% increase in total admissions applications, with an 11.8% increase in male

applications, but not a statistically significant increase in female applications. Finally, at WKU, freshman applications were not significantly correlated at all with the reclassification to FBS. In each case where statistically significant results were not found, applications did slightly increase, but not enough to be attributable to the move to FBS.

Summary

This study builds upon the current body of literature by exploring the impact of recent reclassification to FBS on the indirect effects of participating in intercollegiate athletics and filling in the gaps where certain indirect effect variables have received little prior analysis.

CHAPTER III

METHODOLOGY

The purpose of this study is to determine the indirect effects of reclassification at NCAA Division I member institutions that moved from the FCS to the FBS between 2003 and 2012. The study is designed to determine if there is a difference in the indirect effect variables at each institution in the years prior to reclassification compared to the years after reclassification. It also seeks to determine if there is a difference in the indirect effect variables at each reclassifying institution in comparison to a control group of similar institutions that remained full members of the FBS between 2003 and 2012, and a control group of similar institutions that remained full members of the FCS between 2003 and 2012. The results will help better inform university administrators and athletic administrators involved in the reclassification decision-making process at institutions considering moving to the FBS.

Sample

The sample used for this study consists of the three institutions that reclassified from the FCS to the FBS between 2003 and 2012. The three institutions are: Florida Atlantic University, Florida International University, and Western Kentucky University. The time period analyzed for each institution varied based on the year that the institution completed the reclassification process.

The three institutions were individually compared with two control groups constructed using the example set by Jones' (2014) study of freshman application trends.

According to Jones (2014), using a comparison group that accounts for institutional control, location, and membership affiliation can “control for unobservable characteristics which could impact” the selected variables at a college or university in a given year. Jones (2014) stated that public institutions in the southeast region where all three reclassifying institutions are located are “ideal comparisons”, since according to Zhang (2011), “states in a same region, especially from the same educational compact, are often used as the comparison group...because they share similar demographic, social, economic and labor market conditions” (p. 398).

One control group consisted of public, non-Historically Black, non-military colleges and universities located in the southeast region of the United States that were full members of the FBS between 2003 and 2012 [n=13]. The second control group consisted of non-Power conference institutions that were full members of the FCS between 2003 and 2012 [n=16]. A full list of institutions in each control group is found in Table 3.1.

Data Collection

Information on contributions to athletics and academics were retrieved from the Council for Aid to Education’s Voluntary Support of Education (VSE) Survey Data Miner. The VSE survey is conducted annually and yields a robust database of hundreds of variables related to charitable giving in higher education (“VSE Survey,” 2014). Data retrieved through the University of North Carolina institutional subscription was available for fiscal years 2002-2003 through 2012-2013. There was no secondary source of data for indirect financial effect variables.

Information on incoming student quantity and quality was retrieved from the National Center for Education Statistics’ Integrated Postsecondary Education Data System (IPEDS).

Table 3.1

List of FCS and FBS control group institutions

FBS Control Group [n=13]	FCS Control Group [n=16]
University of Alabama at Birmingham	Appalachian State University
Arkansas State University	Austin Peay State University
University of Central Florida	College of William and Mary
East Carolina University	Eastern Kentucky University
University of Louisiana at Lafayette	Georgia Southern University
University of Louisiana at Monroe	Jacksonville State University
Louisiana Tech University	James Madison University
Marshall University	McNeese State University
University of Memphis	Morehead State University
Middle Tennessee State University	Murray State University
University of South Florida	Nicholls State University
University of Southern Mississippi	Northwestern State University of Louisiana
Troy University	Tennessee Tech University
	University of Tennessee at Chattanooga
	University of Tennessee-Martin
	Western Carolina University

IPEDS is a free-use database that allows for searching and comparison of variables related to higher education. The data is compiled through annual surveys completed by institutions of higher education that participate in federal student financial aid programs (“About IPEDS,” 2014). Data is available for fiscal years 2001-2002 through 2012-2013.

For institutions missing years of data for any indirect nonfinancial effect variable, secondary efforts were made to retrieve the missing information through university-published Common Data Set documents which institutions may voluntarily make available on their main institutional website. The Common Data Set (CDS) initiative is a collaboration between the

higher education community and publishers to “improve the quality and accuracy of information provided to all involved in a student’s transition into higher education, as well as to reduce the reporting burden on data providers” (“Common Data Set Initiative,” 2014). The CDS document is a standardized form completed by university administrators that provides standards and definitions of data items pertaining to a specific cohort year. If data for indirect nonfinancial effect variables could not be found through both the IPEDS database and CDS documents, the institution was considered to have an incomplete data set.

To create consistency in the time period analyzed for each variable, data was collected for each institution during fiscal years 2002-2003 through 2012-2013 – an eleven-year time period. The availability of data for 2001-2002 in the IPEDS database was omitted due to unavailability of data for that year in the VSE database.

Variables

Several variables that may represent the indirect effects on an institution from reclassification from FCS to FBS were examined in this study. The indirect financial effects variables, retrieved from the VSE database, are:

- Total Athletic Gift (VSE Variable: “Total Current Operations/Athletics”)
 - Defined as “gifts that the donor has restricted for the athletic department, including intramural and extramural activities” (“VSE Survey and Data Miner Guide,” 2014).
- Total Academic Gift (VSE Variable: “Total Current Operations/Academic Divisions”)
 - Defined as “gifts that the donor has restricted for use in a particular academic division of the institution – such as a college of medicine, school of law, or

department of English – but upon which no further restriction has been placed” (“VSE Survey and Data Miner Guide,” 2014).

- Athletic Donations Allocation Percentage (Derived by dividing Total Athletic Gift by the sum of Total Athletic Gift and Total Academic Gift)

The total athletic gift and total academic gift variables are important because they display any year-to-year significant increases in donations to either fund. The athletic donations allocation percentage variable is important when viewed in conjunction with the total gift variables because it determines if donations did not increase, but rather simply shifted from academic donations to athletic donations.

The indirect nonfinancial effects variables focus on the quantity and quality of an institution’s incoming freshmen students. The variables studied, retrieved from the IPEDS database or university published Common Data Set, are:

- Total Applicants (IPEDS Variable: “Applicants total”)
 - Defined as the number of first-time, degree or certificate-seeking undergraduate students who have fulfilled the institution’s requirements to be considered for admission (“IPEDS Data Center,” 2014).
- Total Admissions (IPEDS Variable: “Admissions total”)
 - Defined as the number of first-time, degree or certificate-seeking undergraduate students who have received an offer of admission from an institution (“IPEDS Data Center,” 2014).
- Total Freshmen Enrollment (IPEDS Variable: “Enrolled total”)
 - Defined as the number of first-time, degree or certificate-seeking undergraduate students who have accepted an offer of admission from an

institution and enrolled at an institution for the fall academic period, or the summer academic period immediately prior (“IPEDS Data Center,” 2014).

- University Selectivity (Derived from subtracting Total Admissions from Total Applicants and dividing result by Total Applicants)
 - This derived variable represents the percentage of students who applied to the institution who are declined offers of admission from the institution.
- Incoming Freshmen Student Quality
 - Defined as the 75th-percentile standardized test score submitted with initial entrance applications by first-time, degree or certificate-seeking undergraduate students who enrolled at an institution in a given year.
 - To decide which standardized test data to use for a particular institution, data was retrieved from IPEDS regarding the percentage of applying students who submitted the SAT and/or ACT test score to the university. Due to variability in application requirements between institutions, whichever test was submitted by a higher percentage of students was chosen as the data source for the incoming student quality variable.
 - The incoming freshmen student quality variable was represented by either (a) calculating the sum of the institution’s incoming freshmen SAT Critical Reading 75th percentile score and SAT Math 75th-percentile score, as calculated by Orszag and Israel (2009), or (b) converting the institution’s ACT Composite 75th-percentile score to an SAT Critical Reading & Math single score, as allowed by a joint concordance study between the ACT and the SAT-administering College Board (“Compare ACT and SAT scores,” 2008).

The concordance between ACT Composite score and the sum of SAT Critical Reading & Math scores is found in Appendix B.

- The SAT score was chosen to represent the incoming student quality variable because there is more variability in the SAT scoring scale than the ACT scoring scale.

The total applicants, total admissions, and total freshmen enrollment variables are important because they show changes in prospective student interest, the university's selectivity in admissions, and the number of students accepted who then decided to enroll. The incoming freshmen student quality variable is important because it can be viewed in conjunction with the university selectivity variable to see if the institution has decided to admit a higher quality student or whether it seeks the financial gain from additional sources of tuition.

Data Availability

Data was collected for each reclassifying and control group institution during fiscal years 2002-2003 through 2012-2013 – an eleven-year time period. If an institution had no data or incomplete data for a specific variable after accessing both main databases and the university's official website, it was omitted from analysis for that variable.

Western Kentucky University, one of the three reclassifying institutions, was omitted from analysis of all eight variables due to incomplete submissions of VSE surveys, incomplete reporting of data to the National Center of Education Statistics, and university-published data through Common Data Set that is inconsistent with incomplete reported data in IPEDS.

Several institutions in each control group submitted incomplete VSE surveys for one or more years of indirect financial effect variables and were omitted from the analysis for

total academic donations, total athletic donations, and athletic allocation percentage. Those institutions are listed in Table 3.2.

Table 3.2

Institutions omitted from indirect financial effect variable analysis

Variable Name(s)	Institution(s) Omitted
Total academic donations	<u>Reclassifying Institutions (1)</u> : Western Kentucky University
Total athletic donations	
Athletic allocation percentage	<u>FBS Control Group (6)</u> : University of Louisiana at Lafayette; University of Louisiana at Monroe; Marshall University; University of Memphis; University of Southern Mississippi; Troy University <u>FCS Control Group (10)</u> : Austin Peay State University; Eastern Kentucky University; Georgia Southern University; Jacksonville State University; McNeese State University; Morehead State University; Nicholls State University; Northwestern State University of Louisiana; University of Tennessee at Chattanooga; University of Tennessee-Martin

Only one institution in each control group was omitted from analysis of the incoming freshmen student quality variable due to incomplete data reported to the IPEDS database. In the FBS control group, the University of Louisiana Monroe was omitted due to missing ACT data for the year 2002-2003. In the FCS control group, Jacksonville State University was omitted due to missing ACT data for the year 2002-2003. Institutions omitted from indirect nonfinancial effect analysis are listed in Table 3.3.

Nonfinancial variable data was retrieved for Nicholls State University from the Common Data Set documents published by the institution on its website. This source

Table 3.3

Institutions omitted from indirect nonfinancial effect variable analysis

Variable Name(s)	Institution(s) Omitted
Incoming Freshmen Student Quality	<u>Reclassifying Institutions (1)</u> : Western Kentucky University <u>FBS Control Group (1)</u> : University of Louisiana at Monroe <u>FCS Control Group (1)</u> : Jacksonville State University

provided data for 2002-03, 2003-04, and 2004-05 to complete the data set for full analysis of the total applications, total admissions, and total freshmen enrollment variables. It also provided data for years 2002-03 through 2009-10 to complete the data set for full analysis of the incoming freshmen student quality variable.

The decision to use SAT test scores or converted ACT test scores in analysis of the incoming freshmen student quality variable was determined by the higher percentage of incoming freshmen students that submitted one of the test scores with their application to their respective institutions. The list of institutions, the percentage of students submitting the SAT and/or ACT test score averaged yearly for the period 2002-2003 through 2012-2013, and the test score that was used in analysis of the variable are presented in Appendix C.

Data Analysis

Data for reclassifying institutions were analyzed in two ways. First, for a pre-reclassification period and post-reclassification period individually determined by the institution's FBS reclassification completion year. To allow for accurate comparison of available data, the pre-reclassification and post-reclassification time periods analyzed are four years each. At the reclassifying institutions, the time periods analyzed are:

- Florida Atlantic University (Full FBS membership in 2006)
 - Pre-reclassification (4 years): 2002-2003, 2003-2004, 2004-2005, 2005-2006
 - Post-reclassification (4 years): 2006-2007, 2007-2008, 2008-2009, 2009-2010
- Florida International University (Full FBS membership in 2006)
 - Pre-reclassification (4 years): 2002-2003, 2003-2004, 2004-2005, 2005-2006
 - Post-reclassification (4 years): 2006-2007, 2007-2008, 2008-2009, 2009-2010

Data at FAU and FIU for the pre-reclassification and post-reclassification time periods are average totals over the four-year time period for each variable. Data for institutions in each control group were analyzed for the same time periods but using the median of the control group's yearly totals averaged over the four year time period for each variable. The calculated median was used to control for large raw differences in institutional student body size and financial resources between control group institutions and minimize the effects of any outlier data. The mean, standard deviation, maximum, and minimum for each variable were also computed for each control group. The analyzed pre-reclassification and post-reclassification data and the difference in average yearly total between the pre-reclassification time period and post-reclassification time period are listed in tables in Chapter IV and analyzed for FAU, FIU, and the two control groups.

The second method of data analysis was through the year-to-year raw data totals for each variable at FAU and FIU, and the median of raw data totals calculated yearly for each variable for each control group. This data was plotted on a marked line graph for each variable and presented in Chapter IV.

CHAPTER IV

RESULTS

The following section summarizes the results for each group of institutions for each variable analyzed. The section will be separated by variable, with separate analysis for each group based on the research questions.

Research Question 1A: Total Athletic Gift

Descriptive statistics were used to analyze the raw figures representing total yearly donations to the athletic department at FAU, FIU, the FBS Control Group (n=7), and FCS Control Group (n=6). The yearly raw figures are listed in tables in Appendix D. The average yearly total athletic gift during the four years pre-reclassification is compared with the immediate four years post-reclassification in Table 4.1. Listed figures for the FBS Control Group and FCS Control Group represent the average of the yearly-calculated median of their respective included institutions. Pre-reclassification and post-reclassification data on an institutional level for each control group is also available in Appendix D.

Table 4.1

Total athletic gift pre-reclassification vs. post-reclassification

	Pre-reclassification	Post-reclassification	% Change
Florida Atlantic University	\$461,914	\$248,877	-46.12%
Florida International University	\$593,791	\$498,029	-16.13%
FBS Control Group	\$1,449,306	\$2,331,449	60.87%
FCS Control Group	\$419,786	\$427,426	1.82%

Based on Table 4.1, FAU and FIU both saw a decrease in average yearly total donations to athletics in the post-reclassification period. FAU saw a large decrease of almost 50% following their move from FCS to FBS.

Both FAU and FIU's average yearly total donations to athletics before and after reclassification are very comparable to the averaged median values of the FCS Control Group over the same time period. The reclassifying institution's donation totals are substantially smaller than the averaged median values of the FBS Control Group. Unlike FAU and FIU, both control groups had increases in their averaged median total donations to athletics during the post-reclassification time period, with the FBS control group seeing a large increase of over 60%.

The yearly raw figures before and after the completion of reclassification in August 2006 are plotted in a marked line graph in Figure 4.1. Figures for the FBS Control Group and FCS Control Group represent the median of their respective included institutions. The vertical dotted line represents the time of reclassification for Florida Atlantic University and Florida International University.

Florida Atlantic University and Florida International University felt no real immediate impact of the completion of reclassification. In 2006-07, FAU received more total athletic gifts than in the year prior to the completion of reclassification, but did not see a return to the level of donations received in 2002-03. Florida International University saw a decrease in the total amount of athletic donations in the first year after reclassification, but did begin to see an upward trend in donations received beginning in the second year after reclassification.

Figure 4.1 illustrates the substantial difference between yearly total athletic gifts to

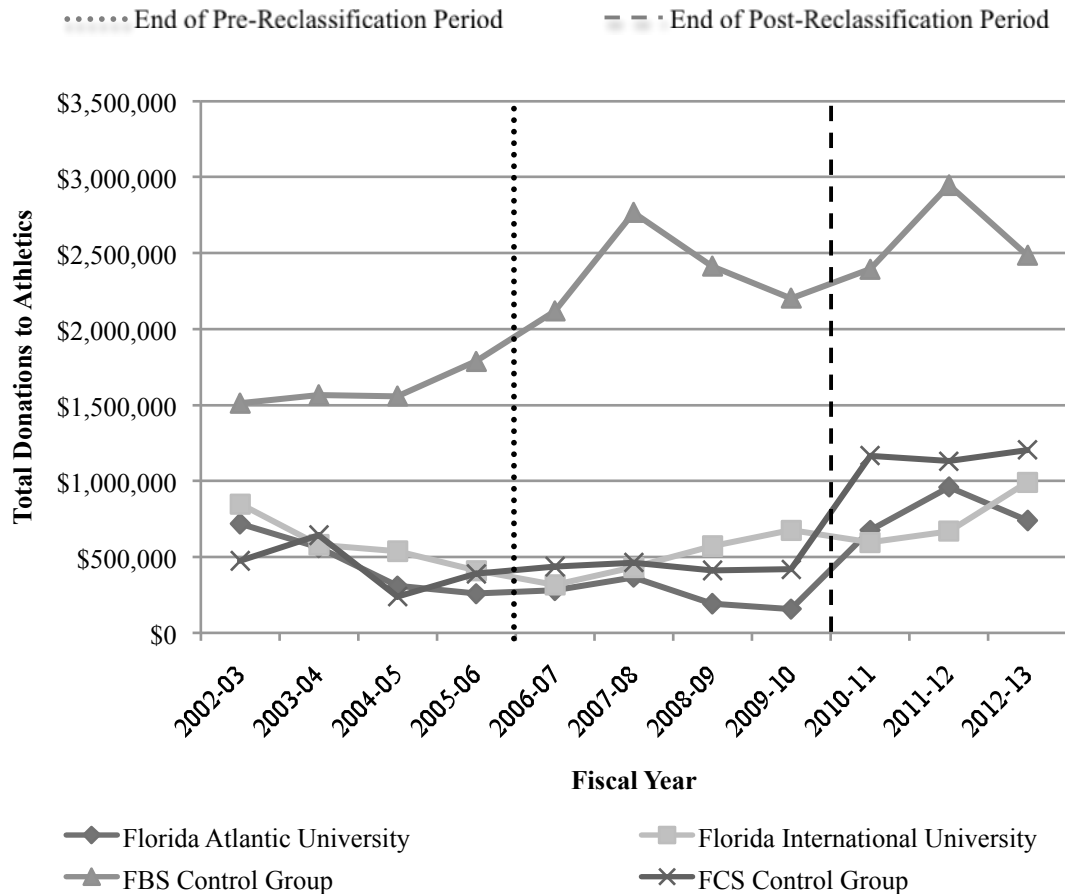


Figure 4.1. Year-to-year total donations to athletics

the FBS Control Group and yearly total athletic gifts to FAU, FIU, and the FCS Control Group. The FBS Control Group had a median total athletic gift of at least \$1.5 million in every year analyzed while FAU, FIU, and the FCS Control Group did not approach \$1 million in total donations to athletics until the three most recent years analyzed. When the data is extended to the three most recent years available, increases are found for FAU, FIU, and the FCS Control Group.

Research Question 1B: Total Academic Gift

Descriptive statistics were used to analyze the raw figures representing total yearly donations to academics at FAU, FIU, the FBS Control Group (n=7), and FCS Control Group

(n=6). The yearly raw figures are listed in tables in Appendix E. The average yearly total academic gift during the four years pre-reclassification is compared with the immediate four years post-reclassification in Table 4.2. Listed figures for the FBS Control Group and FCS Control Group represent the average of the yearly-calculated median of their respective included institutions. Pre-reclassification and post-reclassification data on an institutional level for each control group is also available in Appendix E.

Table 4.2
Total academic gift pre-reclassification vs. post-reclassification

	Pre-reclassification	Post-reclassification	% Change
Florida Atlantic University	\$3,440,368	\$2,281,725	-33.68%
Florida International University	\$4,506,999	\$2,404,263	-46.65%
FBS Control Group	\$1,254,661	\$2,681,516	113.72%
FCS Control Group	\$1,440,920	\$2,040,814	41.63%

Based on Table 4.2, Florida Atlantic University and Florida International University both received substantially less average yearly total academic gifts after reclassification to the FBS. Prior to reclassification, both institutions received nearly three times the amount of averaged median total academic gifts as the FBS or FCS Control Group. After reclassification, FAU, FIU, and both control groups received between \$2-3 million in donations to academics on average. The FBS Control Group saw an increase of over 100% in averaged median yearly total academic gifts during the post-reclassification time period, while the FCS Control Group also saw a large increase.

The yearly raw figures before and after the completion of reclassification in August 2006 are plotted in a marked line graph in Figure 4.2. Figures for the FBS Control Group and FCS Control Group represent the median of their respective included institutions. The

vertical dotted line represents the time of reclassification for Florida Atlantic University and Florida International University.

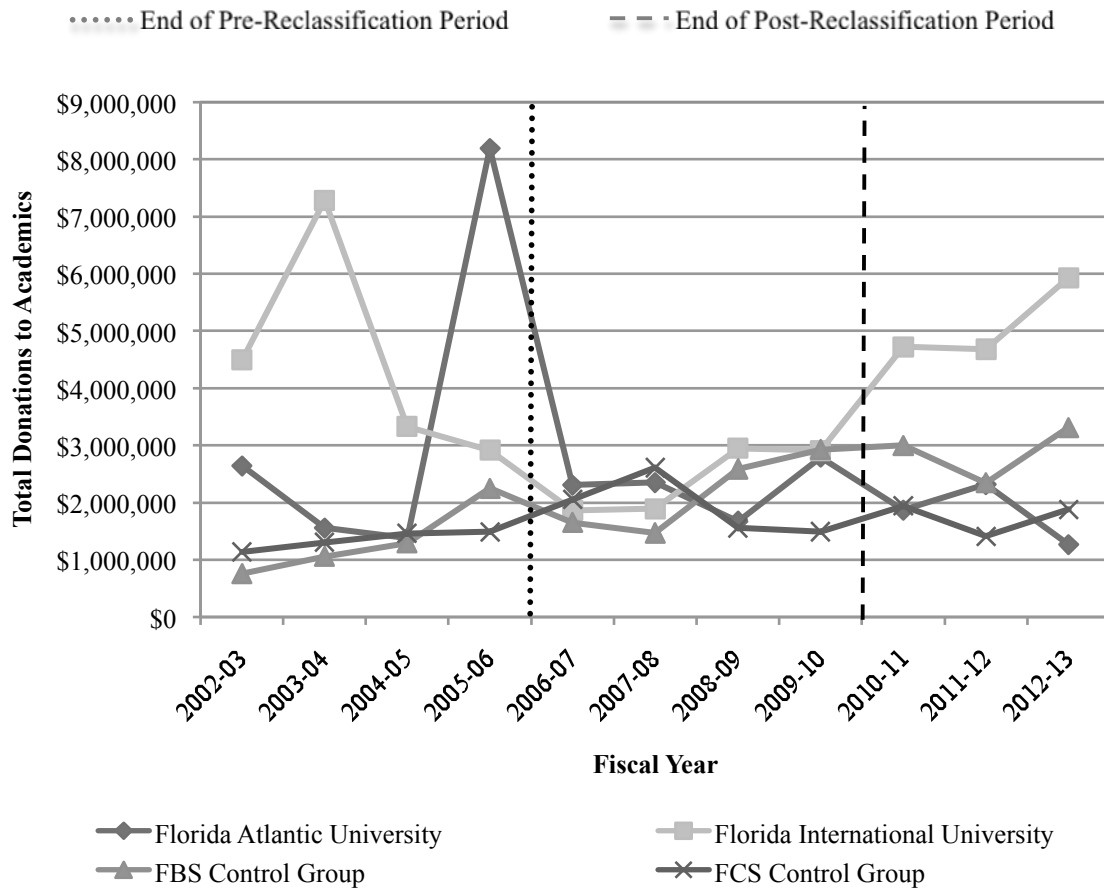


Figure 4.2. Year-by-year total academic gift.

Both Florida Atlantic and Florida International saw significant one-year spikes in yearly total academic gifts during the pre-reclassification time period. Both institutions also saw substantial decreases in yearly total gifts to academics in the first year after reclassification. When data is trended out to the three most recent years available, Florida

International receives a significantly higher amount of donations to academics than FAU and both control groups.

Research Question 1C: Athletic Donations Allocation Percentage

Descriptive statistics were used to analyze the yearly athletic allocation percentage at FAU, FIU, the FBS Control Group (n=7), and FCS Control Group (n=6). The yearly raw figures are listed in tables in Appendix F. The average yearly athletic allocation percentage during the four years pre-reclassification is compared with the immediate four years post-reclassification in Table 4.3. Listed figures for the FBS Control Group and FCS Control Group represent the average of the yearly-calculated median of their respective included institutions. Pre-reclassification and post-reclassification data on an institutional level for each control group is also available in Appendix F.

Table 4.3
Athletic donations allocation percentage pre-reclassification vs. post-reclassification

	Pre-reclassification	Post-reclassification	% Change
Florida Atlantic University	17.33%	9.98%	-7.35%
Florida International University	12.36%	17.01%	4.65%
FBS Control Group	56.21%	59.09%	2.88%
FCS Control Group	34.22%	35.73%	1.51%

Based on Table 4.3, average yearly donations to athletics account for a small percentage of overall total donations to athletics and academics at FAU and FIU. At FAU, the average yearly athletic donation allocation percentage decreased after reclassification to FBS. At FIU the opposite occurred, though the institution's percentage of donations to athletics still remains under 20%. In both control groups, there was a very slight increase in

the averaged median percentage of donations to athletics compared to the averaged median donations to academics during the post-reclassification time period.

The yearly raw figures representing the percentage of total donations to athletics and academics that went to athletics before and after the completion of reclassification in August 2006 are plotted in a marked line graph in Figure 4.3. Figures for the FBS Control Group and FCS Control Group represent the median of their respective included institutions. The vertical dotted line represents the time of reclassification for Florida Atlantic University and Florida International University.

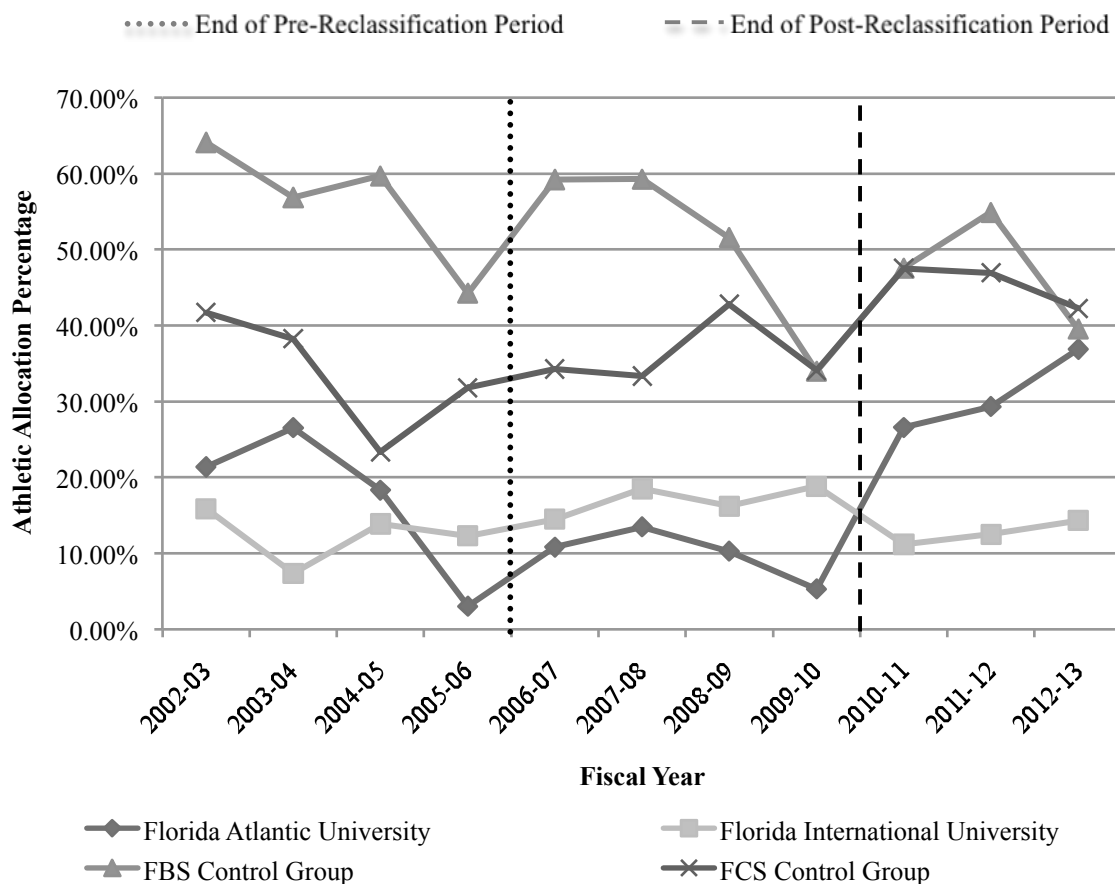


Figure 4.3. Year-by-year athletic donations allocation percentage

Figure 4.3 illustrates the consistency in the percentage of total donations to athletics and academics that are allocated to athletics at Florida International University. The athletic donations allocation percentage is approximately 15-percent in both the first and last year of the eleven-year time period analyzed.

There was a small immediate impact felt at FAU and FIU in the first year after the completion of reclassification. FAU increased from 3% in 2005-06 to almost 11% in 2006-07, while FIU increased at a smaller rate from approximately 12% to 14%.

When the data is trended out over the three most recent years available, Florida Atlantic University sees a substantial increase in the percentage of donations allocated to athletics, surpassing the athletic donations allocation percentage during their years pre-reclassification. The FBS Control Group sees a drop in median athletic allocation percentage in the final year of analysis, while the FCS Control Group's median athletic allocation percentage is in a steady, small decline during the final two years of analysis, falling from a peak rate in 2011-12.

Research Question 1D: Total Applicants

Descriptive statistics were used to analyze the yearly total applications by prospective freshmen students at FAU, FIU, the FBS Control Group (n=13), and FCS Control Group (n=16). The yearly raw figures are listed in tables in Appendix G. The average yearly application total during the four years pre-reclassification is compared with the immediate four years post-reclassification in Table 4.4. Listed figures for the FBS Control Group and FCS Control Group represent the average of the yearly-calculated median of their respective included institutions. Pre-reclassification and post-reclassification data on an institutional level for each control group is also available in Appendix G.

Table 4.4

Total applicants pre-reclassification vs. post-reclassification

	Pre-reclassification	Post-reclassification	% Change
Florida Atlantic University	9095	12702	39.65%
Florida International University	10686	14076	31.73%
FBS Control Group	4725	5224	10.57%
FCS Control Group	3497	4442	27.03%

Both institutions that reclassified from FCS to FBS saw an increase in average yearly applications in the post-reclassification time period of over 30%. The raw total application numbers at both reclassified institutions are substantially larger than the application totals at the two control groups. The two control groups also saw increases in averaged median applications in the post-reclassification time period, but to a smaller degree.

The yearly totals before and after the completion of reclassification in August 2006 are plotted in a marked line graph in Figure 4.4. Figures for the FBS Control Group and FCS Control Group represent the median of their respective included institutions. The vertical dotted line represents the time of reclassification for Florida Atlantic University and Florida International University.

Both reclassified institutions saw a small decrease in total applications in the year immediately following reclassification in 2006-07. Florida International saw a steady, large increase in total applications beginning in the second year after reclassification. When data is trended over the three most recent years available, both FAU and FIU sustained increases in total applications until 2012-13, and FAU saw a nearly 100% increase in applications in 2011-12.

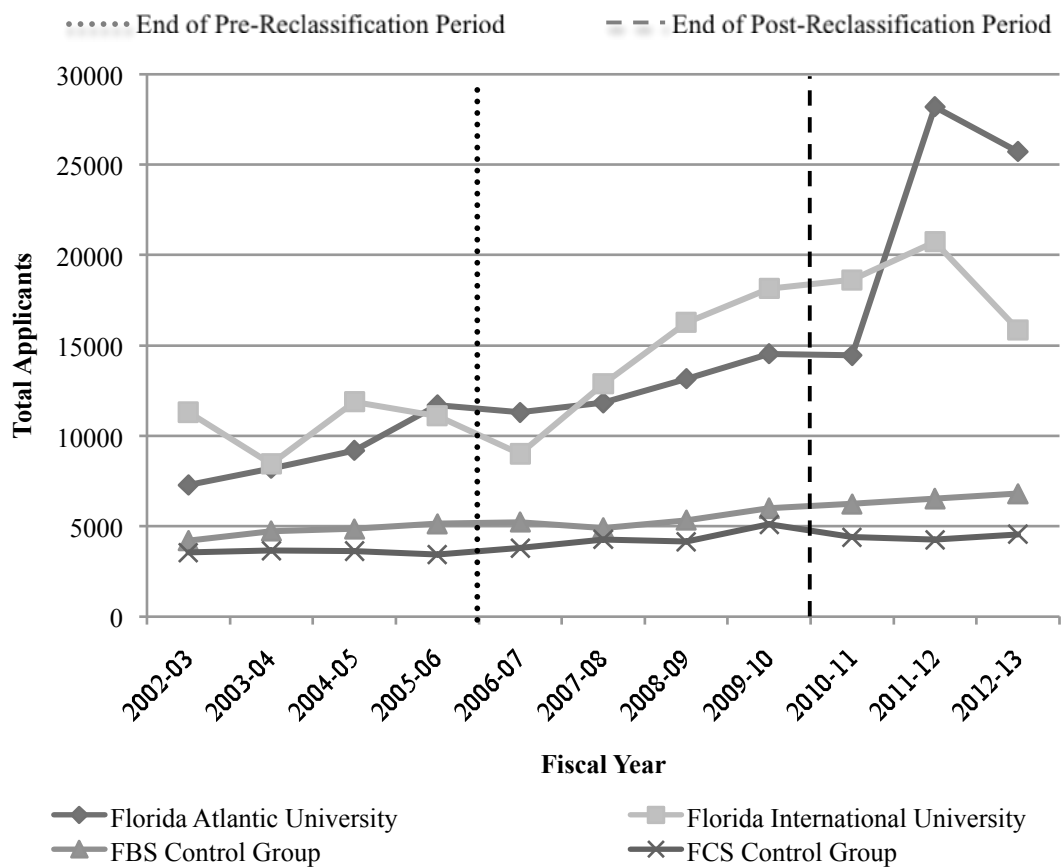


Figure 4.4. Year-by-year total applicants

Median total applications within both control groups remained relatively constant over the entire time period analyzed and were significantly less than the two reclassified institutions.

Research Question 1E: Total Admissions

Descriptive statistics were used to analyze the yearly prospective student admissions totals at FAU, FIU, the FBS Control Group (n=13), and FCS Control Group (n=16). The yearly raw figures are listed in tables in Appendix H. The average yearly prospective student admissions totals during the four years pre-reclassification is compared with the immediate four years post-reclassification in Table 4.5. Listed figures for the FBS Control Group and

FCS Control Group represent the average of the yearly-calculated median of their respective included institutions. Pre-reclassification and post-reclassification data on an institutional level for each control group is also available in Appendix H.

Table 4.5
Total admissions pre-reclassification vs. post-reclassification

	Pre-reclassification	Post-reclassification	% Change
Florida Atlantic University	5839	6484	11.06%
Florida International University	5333	5862	9.93%
FBS Control Group	3617	3862	6.77%
FCS Control Group	2889	3337	15.51%

Average total admissions increased at FAU and FIU, and averaged median total admissions increased at both control groups during the post-reclassification time period. When comparing raw totals, both FAU and FIU admit a substantially larger number of students than the median of the FBS and FCS control groups.

The yearly totals before and after the completion of reclassification in August 2006 and are plotted in a marked line graph in Figure 4.5. Figures for the FBS Control Group and FCS Control Group represent the median of their respective included institutions. The vertical dotted line represents the time of reclassification for Florida Atlantic University and Florida International University.

Florida Atlantic University saw a steady, small climb in yearly total admissions during the pre-reclassification and post-reclassification time periods. Florida International University saw a wildly varying number of total admissions from year to year. Each control group had comparable median values of total admissions during the entire time period studied and saw little to no increase in total admissions.

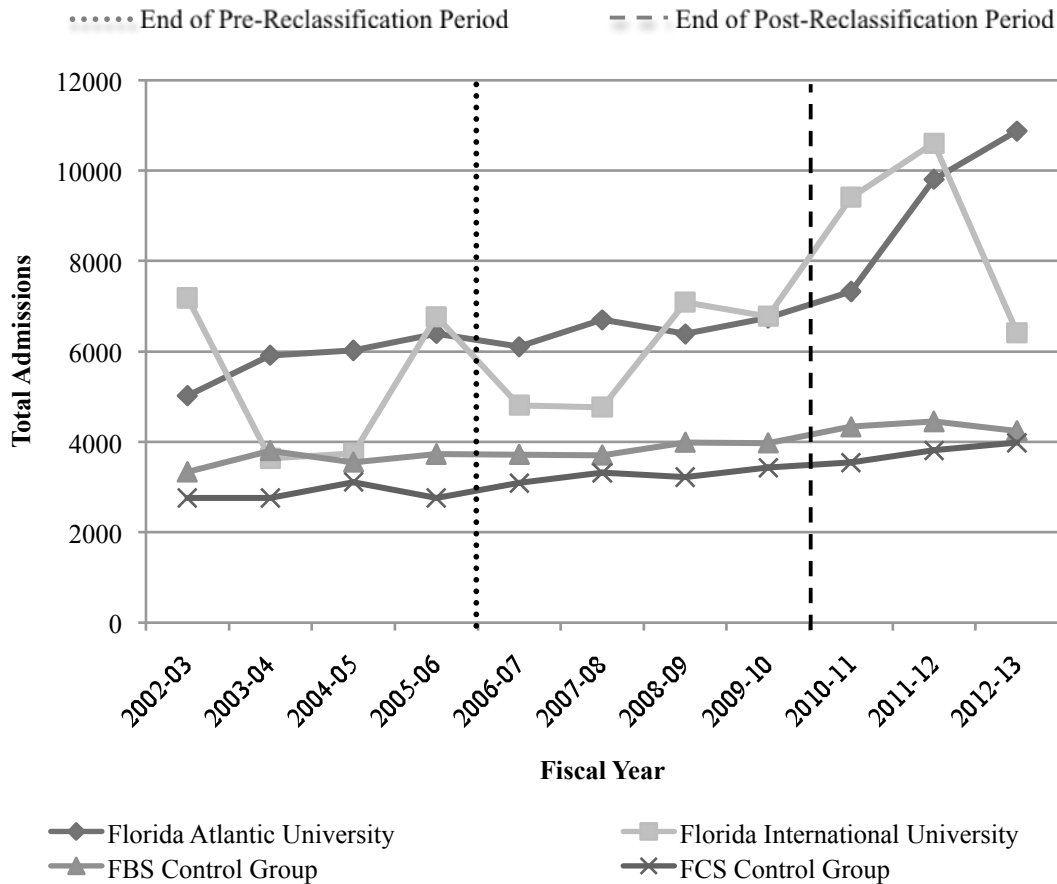


Figure 4.5. Year-by-year total admissions

When data is trended out to include the three most recent years available, there is a large increase in yearly total admissions at Florida Atlantic University, while there is a transitory increase in yearly total admissions at Florida International University between 2009-10 and 2012-13.

Research Question 1F: Total Freshmen Enrollment

Descriptive statistics were used to analyze the yearly total freshmen enrollment at FAU, FIU, the FBS Control Group (n=13), and FCS Control Group (n=16). The yearly raw figures are listed in tables in Appendix I. The average yearly total freshmen enrollment during the four years pre-reclassification is compared with the immediate four years post-

reclassification in Table 4.6. Listed figures for the FBS Control Group and FCS Control Group represent the average of the yearly-calculated median of their respective included institutions. Pre-reclassification and post-reclassification data on an institutional level for each control group is also available in Appendix I.

Table 4.6

Total freshmen enrollment pre-reclassification vs. post-reclassification

	Pre-reclassification	Post-reclassification	% Change
Florida Atlantic University	2430	2599	6.95%
Florida International University	2891	3002	3.84%
FBS Control Group	2031	2098	3.29%
FCS Control Group	1449	1386	-4.36%

Total freshmen enrollment remained mostly steady at both reclassified institutions and the FBS Control Group during the time periods studied. Small increases were seen in average values at FAU, FIU, and the averaged median values of the FBS Control Group during the post-reclassification period, while a small decrease was seen in averaged median values in the FCS Control Group. The average yearly total freshmen enrollment at FIU and FAU both before and after reclassification was larger than the averaged median values of both control groups.

The yearly totals before and after the completion of reclassification in August 2006 are plotted in a marked line graph in Figure 4.6. Figures for the FBS Control Group and FCS Control Group represent the median of their respective included institutions. The vertical dotted line represents the time of reclassification for Florida Atlantic University and Florida International University.

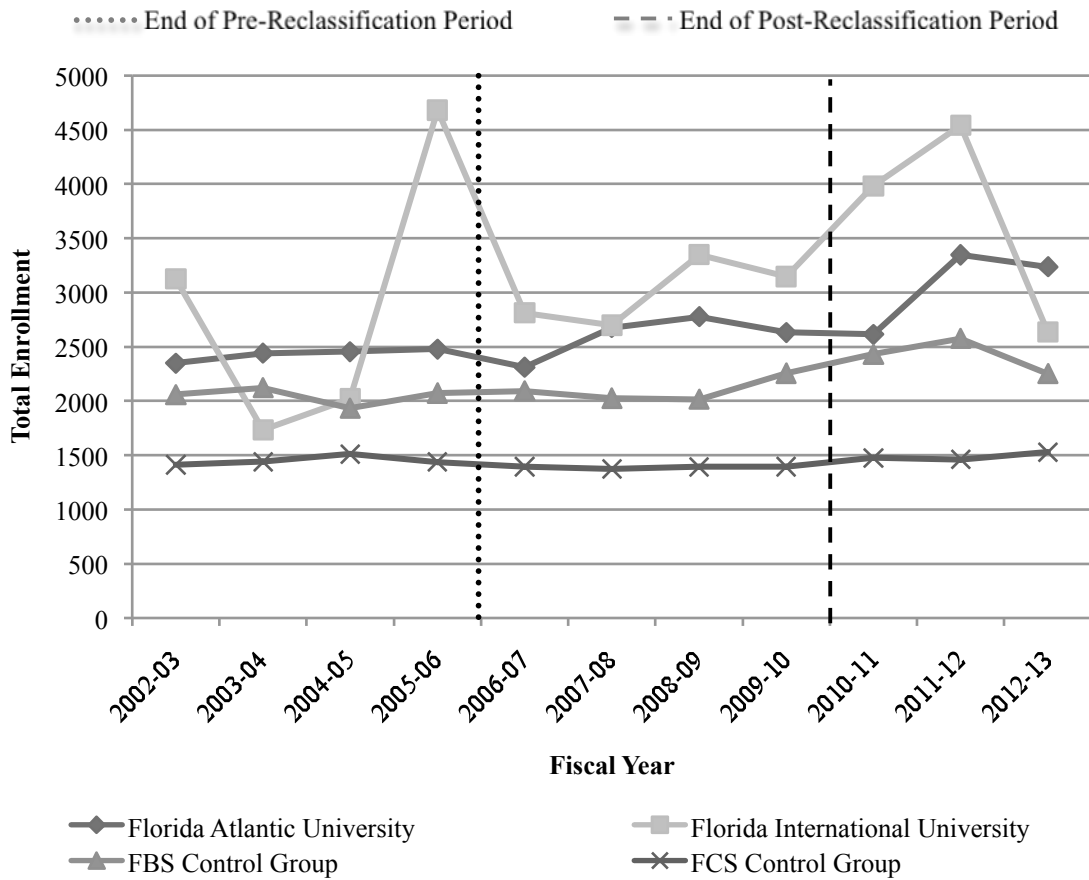


Figure 4.6. Year-by-year total freshmen enrollment

The yearly total freshmen enrollment remained mostly steady at FAU and both control groups, while Florida International saw significant changes in freshmen enrollment from year-to-year including a spike of over 100% from 2004-05 to 2005-06. When data is trended out to the three most recent years available, temporary increases in freshmen enrollment are seen at FAU, FIU, and in median values of both control groups during 2011-12, but enrollment decreases in 2012-13.

Research Question 1G: University Selectivity

Descriptive statistics were used to analyze the yearly university selectivity at FAU, FIU, the FBS Control Group (n=13), and FCS Control Group (n=16). The yearly raw figures are listed in tables in Appendix J. The average yearly university selectivity during the four years pre-reclassification is compared with the immediate four years post-reclassification in Table 4.7. Listed figures for the FBS Control Group and FCS Control Group represent the average of the yearly-calculated median of their respective included institutions. Pre-reclassification and post-reclassification data on an institutional level for each control group is also available in Appendix J.

Table 4.7
University selectivity pre-reclassification vs. post-reclassification

	Pre-reclassification	Post-reclassification	% Change
Florida Atlantic University	34.70%	48.58%	13.89%
Florida International University	50.25%	57.16%	6.91%
FBS Control Group	22.60%	30.41%	7.82%
FCS Control Group	26.65%	22.62%	-4.03%

The average yearly university selectivity increased at the two reclassified institutions after reclassification. This increase means that a greater percentage of students who applied were declined admission to the institution. The averaged median university selectivity at the FBS Control Group increased as well during the post-reclassification time period. The FCS Control Group saw a small decrease in the averaged median percentage of students declined admission.

The yearly percentages of applied students admitted to the institution are plotted in a marked line graph in Figure 4.7. Figures for the FBS Control Group and FCS Control Group

represent the median of their respective included institutions. The vertical dotted line represents the time of reclassification for Florida Atlantic University and Florida International University.

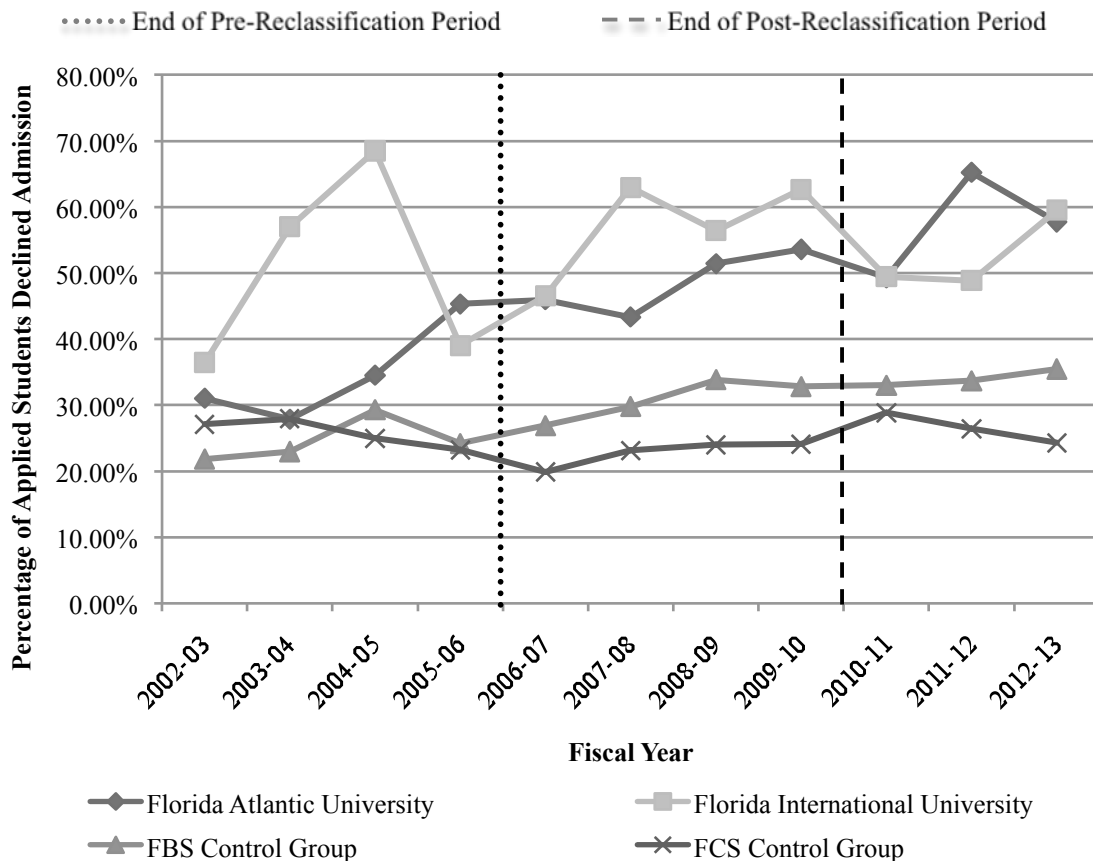


Figure 4.7. Year-by-year university selectivity

Both FAU and FIU declined admission to a greater percentage of students over the time period analyzed while both control groups' averaged median university selectivity remained relatively the same. Florida Atlantic's university selectivity increased on a gradual basis, while Florida International's selectivity varied to a large degree. Data trended out to

the three most recent years available continues the trends evident in the rest of the time period.

Research Question 1H: Incoming Freshmen Student Quality

Descriptive statistics were used to analyze the incoming freshmen student quality variable, represented by the yearly 75th-percentile standardized test score of the incoming freshmen class at FAU, FIU, the FBS Control Group (n=12), and FCS Control Group (n=15). The yearly raw figures are listed in tables in Appendix K. The source of data for the incoming freshmen student quality variable is an institution's 75th percentile SAT Critical Reading & Math score or 75th-percentile ACT Composite score, as determined by the greater percentage of students submitting one of the two scores, as displayed in Appendix C. Institutions with ACT Composite scores as a variable source were converted to SAT Critical Reading & Math scores according to a joint concordance study by the creators of the two tests, as seen in Appendix B. Scores from the SAT test were chosen to be the standard due to the greater variability in the assigned range of test scores.

The average yearly 75th-percentile SAT Critical Reading & Math during the four years pre-reclassification is compared with the immediate four years post-reclassification in Table 4.8. Listed figures for the FBS Control Group and FCS Control Group represent the average of the yearly-calculated median of their respective included institutions. Pre-reclassification and post-reclassification data on an institutional level for each control group is also available in Appendix K.

Florida Atlantic University saw a small decrease in average yearly 75th-percentile SAT Critical Reading & Math score of the incoming freshmen class, while Florida International University saw a large increase during the years after reclassification.

Table 4.8

Incoming freshmen student quality score pre-reclassification vs. post-reclassification

	Pre-reclassification	Post-reclassification	Raw change
Florida Atlantic University	1130	1125	-5
Florida International University	1168	1188	20
FBS Control Group	1121	1125	24
FCS Control Group	1110	1113	20

Florida Atlantic's average yearly scores during the time periods are comparable to the averaged median scores of the FBS Control Group and minimally higher than the averaged median scores of the FCS Control Group.

Florida International University's scores increased by 20 in the years after reclassification and are significantly higher than the averaged median value scores in each control group even though they increased by a similar percentage to the control groups in the post-reclassification time period.

The yearly 75th-percentile incoming freshmen SAT Critical Reading & Math scores are plotted in a marked line graph in Figure 4.8. Figures for the FBS Control Group and FCS Control Group represent the median of their respective included institutions. The vertical dotted line represents the time of reclassification for Florida Atlantic University and Florida International University.

The 75th-percentile SAT Critical Reading & Math score increased at both reclassified institutions and both control groups from the beginning to end of the time period analyzed. With data trended out to the three most recent years available, the raw change in scores was a minimal increase at FAU and the two control groups. Florida International University saw an 80-point increase in their 75th-percentile SAT Critical Reading & Math score from 2002-03

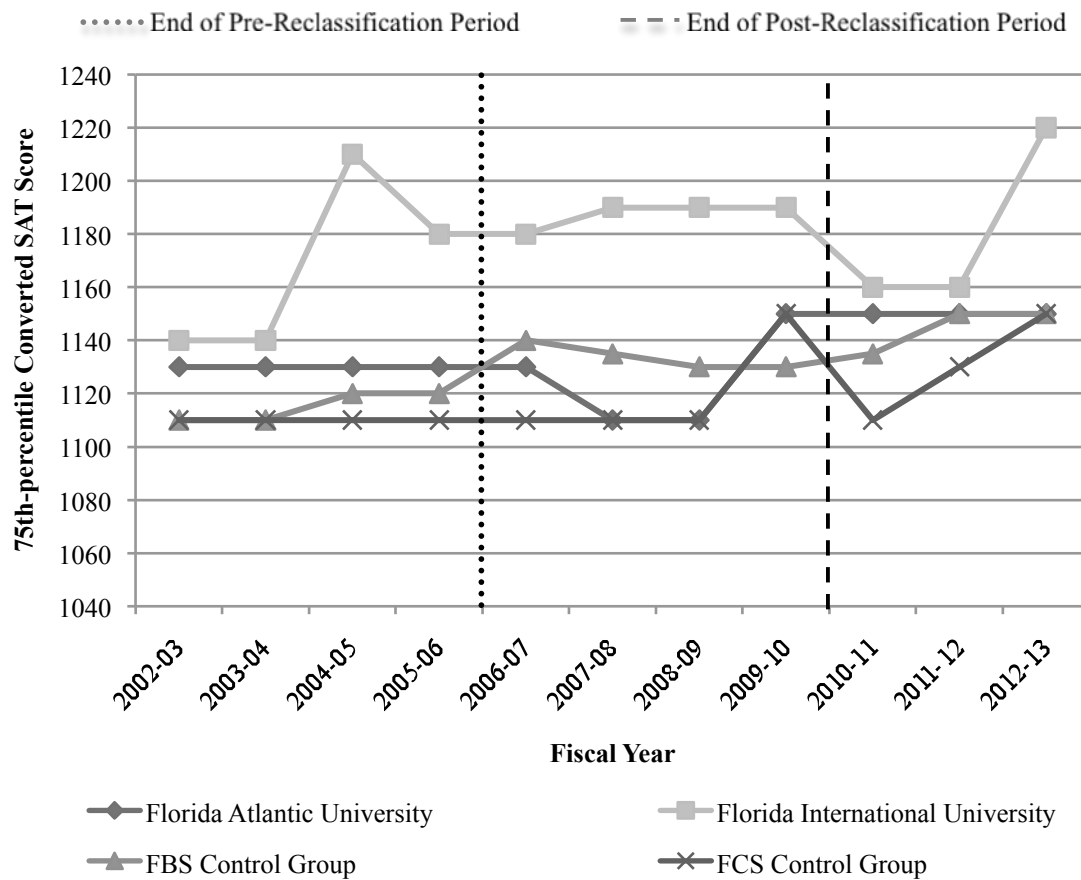


Figure 4.8. Year-by-year incoming freshmen student quality score

to 2012-13, with a 70-point one-year increase seen in 2004-05, and a 60-point increase from 2011-12 to 2012-13.

CHAPTER V

DISCUSSION

An institution of higher education has a unique opportunity to leverage its brand through the use of their athletic program (Kurz et al, 2008; Toma & Cross, 1998). The brand theory concept applied to intercollegiate athletics illustrates that sports can influence the financial and nonfinancial variables of an institution (Toma, 1999). Existing data shows that the cost of participation at the Football Bowl Subdivision level is profitable for less than one-quarter of member institutions (Fulks, 2013). Existing literature examined the impacts of athletic success on financial and nonfinancial variables with mixed results. Despite these truths, university and athletic administrators still believe there is value in repositioning their university brand through reclassification to the FBS due to added exposure expected as a result of the move and subsequent expected improvements in the quantity and quality of incoming students (Bouchet, 2010; Pennington, 2012; Sweitzer, 2009). Few studies have looked at the relationship between reclassification from the FCS to the FBS and its indirect effects on an institution's financial and nonfinancial variables.

The purpose of this study was to analyze variables that represent the indirect effects of an institution's decision to reclassify its athletic program from the FCS to the FBS. The results of the study will be discussed in three ways: (a) the effect on the reclassified institutions, Florida Atlantic University and Florida International University; (b) the differences between the impact of reclassification on the reclassified institutions and the

trends within an FBS Control Group and FCS Control Group over the same time period; and (c) the raw data differences between the reclassified institutions and the control groups.

Effect of Reclassification on FAU and FIU

From analysis of the four years immediately preceding reclassification and the four years immediately after reclassification, reclassification has an overall negative indirect effect on financial variables at the reclassified institutions. Average yearly total donations to athletics and academics decreased at both institutions by moderate to large amounts. Reclassification increased the athletic donations allocation percentage from 12% to 17% at FIU, indicating athletic gifts comprised a greater percentage of total donations to athletics and academics after reclassification. The opposite occurred at FAU, where the athletic donations allocation percentage dropped from 17% to 10% after reclassification. From these results, there is no conclusive evidence that reclassification causes a “crowding out effect” where donations to athletics replace donations to academics, as discussed by Stinson and Howard (2010). The results of this study and the direct financial data available about trends in athletic budgets indicate that there are no immediate financial benefits – direct or indirect – from reclassification from the FCS to the FBS.

When data is extended to years five through seven post-reclassification, FAU and FIU do show increases in total athletic gift and FIU also shows significant increases in total academic gift. These results suggest that the indirect effects of reclassification on donations may be mixed in the short-term, but become positive in the long-term. The athletic donations allocation percentage also increases at both institutions, with a significant increase at FAU and a slight increase at FIU.

From analysis of the four years immediately preceding reclassification and the four years immediately after reclassification, FAU and FIU both saw large increases in average yearly total freshmen applications of over 30% after reclassification, moderate increases in average yearly total admissions of approximately 10% after reclassification, and minimal increases in average yearly total freshmen enrollment of under 7% after reclassification. Both institutions also saw a decrease in the percentage of applied students admitted, which indicates the institution became more selective in admissions. At FIU, this correlated with an increase in average yearly incoming freshmen student quality 75th-percentile score of 20 points on the SAT test. At FAU, the increase in selectivity was met with a drop in average yearly incoming freshmen student quality 75th-percentile score of 5 points on the SAT test. At FIU, this indicates that the institution may have been attempting to attract a higher quality student by admitted a smaller percentage of applied students. These results indicate an overall positive indirect effect on nonfinancial variables from reclassification from FCS to FBS.

When data is extended to years five through seven post-reclassification, FAU had a substantial increase in total applicants, a sustained large increase in total admissions, but only a relative moderate increase in total freshmen enrollment. The institution's selectivity increased overall during these years. At FIU, applications, admissions and enrollment continued a steady increase during years five and six post-reclassification and then dropped off significantly in year seven. The institution also become more selective during year seven, seeing a 60-point increase in yearly incoming freshmen student quality 75th-percentile score from year six to year seven, indicating a university strategy to admit and enroll fewer students to increase the quality of the student body. These results suggest that reclassification

has a positive long-term indirect nonfinancial effect on an institution and that the trend can only be halted or reversed by an overall university recruiting strategy.

Differences When Compared to Trends Within FBS and FCS Control Groups

The FBS Control Group and FCS Control Group both saw increases in total athletic gift, and total academic gift when analyzed over the same two four-year periods between which FAU and FIU reclassified. These results are the opposite of what was found at the reclassified institutions, confirming Frieder and Fulks' (2007) study that found no statistically significant increase in revenues at reclassified institutions after reclassification to FBS. This suggests that the differences seen by FAU and FIU were true indirect effects of reclassification.

Like FIU, both control groups saw slight increases in athletic donations allocation percentage from the pre-reclassification to post-reclassification time periods. Unlike FIU and the control groups, FAU realized a minor decrease in athletic donations allocation percentage.

The two control groups saw averaged median total applicants increase during the post-reclassification time period by a moderate amount – 11% in the FBS Control Group and 27% in the FCS Control Group, but still to a smaller degree than the increase realized by FAU (40%) and FIU (32%). These results confirmed Jones' (2014) study that found statistically significant increases in total applications received at FAU and FIU relative to control institutions in the years after reclassifying to FBS.

Averaged median total admissions increased in the FBS Control Group (7%) and FCS Control Group (15%) at levels comparable to FAU (11%) and FIU (10%).

The total freshmen enrollment variable saw the FBS Control Group (3%) rise at a similar minor level as FAU (7%) and FIU (4%), while the FCS Control Group decreased at a minor level (4%). These results confirmed increases in total enrollment at reclassified institutions found by Frieder and Fulks' (2007) study. However, Frieder and Fulks' (2007) study found similar increases in total enrollment within its control group while this study shows a minor increase in the FBS Control Group and a minor decrease in the FCS Control Group.

Subjectively, while totals increased at both reclassifying institutions for all three aforementioned nonfinancial variables, only the total applicants variable saw FAU and FIU have a moderate improvement in values relative to the control groups during the post-reclassification time period.

University selectivity increased at FAU, FIU and the FBS Control Group during the post-reclassification time period. More students were denied admission at FAU (35% to 49%), FIU (50% to 57%) and within the FBS Control Group (median value increase of 23% to 30%). At the FCS Control Group, median university selectivity decreased 4% in the post-reclassification time period. Incoming freshmen student quality improved by approximately 20 points at FIU and both control groups in the four-year time period post-reclassification, while decreasing a minor amount at FAU (5 points).

There are few consistent differences between the reclassified institutions and the two control groups when the pre-reclassification period is compared with the post-reclassification period. Only the total athletic gift and total academic gift variables saw both reclassified institutions have a different post-reclassification trend than both control groups. Within the nonfinancial variables, FAU and FIU saw positive impacts of reclassification, but are not

different to a large enough degree from averaged median values of the control groups between the time periods. When there was a difference in trends between the control groups, the difference was very minor.

Raw Data Differences Between FAU and FIU and Control Groups

Analyzing the raw data differences between the reclassified institutions and the two control groups allows for patterns to develop where an institution may be seen as a better fit within one of the two subdivision classifications.

Both FAU and FIU received yearly total athletic gifts similar to the yearly median values of the FCS Control Group over the course of the entire 11-year time period analyzed. Neither reclassified institution received a yearly total athletic gift that would have fallen within the range of the FBS Control Group, which saw values that often doubled that of the reclassified institutions and FCS Control Group.

Yearly academic gifts were similar at FAU and the two control groups aside from a one-year spike at FAU during 2005-06. Total academic gift was higher at FIU than at FAU and the two control groups during the years prior to reclassification, and in the three-year extension of data after reclassification. Athletic donations allocation percentage remained lower at the two reclassified institutions when compared to yearly median values of the control groups, although FAU realized a large increase in percentage during the three-year extension of data to approach the similar median values of the two control groups.

In regard to total applications, total admissions, and total freshmen enrollment, FAU and FIU have much higher raw data totals than the control groups for each variable. There is also little difference between the control groups. Likewise, both FAU and FIU are more

selective with the percentage of students they choose to admit than each of the control groups and there is little difference in university selectivity between the control groups.

Florida International University had a much better yearly 75th-percentile incoming freshmen student quality score than did FAU and both control groups. Florida Atlantic University received comparable scores to the median yearly values of both control groups, and there was little variation between the control groups.

In summary, FAU and FIU fit in with the FCS Control Group in regard to yearly total athletic gifts, but do not consistently fit in with one of the control groups for the other two financial variables. The two reclassified institutions also had more applications, admissions, freshmen enrollment, and more selective admissions than either of the control groups. Overall it cannot be argued through raw data totals that either reclassified institution would be a better fit within one subdivision classification over the other. There was very little difference in median values between the FBS Control Group and FCS Control Group except in the case of Total Donations to Athletics and Athletic Donations Allocation Percentage.

Practical Implications of Research

The results of this study indicate that the indirect effects of reclassification on fundraising were negative in the first four years after reclassification at the two institutions analyzed. University and athletic administrators should not expect immediate direct or indirect financial benefits from the move from FCS to FBS. Although the trend for years five through seven suggests positive long-term benefits, more data and future research is needed to confirm the trends.

The indirect effects of reclassification on an institution's student quantity and quality are favorable but still somewhat mixed. Administrators may see a larger increase in

applications, admissions, and enrollment than they would have otherwise. However, there is no discernable effect of reclassification on the quality of the incoming freshmen student body. University and athletic administrators should use the quantifiable results of this study as they consider the potential costs and benefits of reclassification from FCS to FBS.

University and athletic administrators considering reclassification down from FBS to FCS can use the results of this study as proof that participating in FCS compared to FBS may only have a noticeable negative effect on total athletic gift and the percentage of donations allocated to athletics. There was little difference found between median values of the two control groups for all other variables analyzed.

Recommendations for Future Research

Recommendations for future research begin with efforts to obtain a complete and accurate data set for Western Kentucky University for the years analyzed in this study. This study is limited by only having two reclassified institutions during the time period studied, both of which reclassified during the same year. The addition of WKU would bring greater variability to the study and provide a more representative picture of the indirect effects of reclassification during the studied time period.

Future research should also investigate the effect of reclassification on total athletic gifts to an athletic department and the effect of such changes on the athletic department's overall budget. Institutions have become more reliant on institution subsidies to balance their budget (Fulks, 2013; McNeely, 2013), and changes in donation revenue may have a large effect on the amount of money an institution must allocate to its athletic department.

The availability of four years of pre-reclassification data allows for a longitudinal study to be conducted every four years post-reclassification. A longitudinal extension of the

study every four years would enable researchers to identify any long-term indirect effects and trends of reclassification on FAU and FIU.

With the influx of new institutions reclassifying from FCS to FBS since the ending of the moratorium in 2011, a similar study should be conducted five to ten years after the most recent institutions reclassified to provide a larger pre-reclassification time period to be compared to a post-reclassification time period. Researchers can also use the same time period framework from this study to compare results of the indirect effects of reclassification on FAU and FIU with the indirect effects of reclassification on the most recent institutions to reclassify to FBS. The results of such a study would help identify changes in the landscape of intercollegiate athletics between the time periods studied.

APPENDIX A: LIST OF INSTITUTIONS THAT RECLASSIFIED FROM FCS TO FBS FROM 1978 TO 2013

Table A1

Reclassified Institutions' FBS Membership History

Institution	FBS Membership
University of Akron	1987-present
University of Alabama at Birmingham	1996-present
Arkansas State University	1978-81, 1992-present
Boise State University	1996-present
University of Buffalo	1999-present
University of Central Florida	1996-present
University of Connecticut	2002-present
Florida Atlantic University	2006-present
Florida International University	2006-present
University of Idaho	1996-present
University of Louisiana-Monroe	1978-81, 1994-present
Louisiana Tech University	1978-81, 1989-present
Marshall University	1978-81, 1997-present
University of Massachusetts-Amherst	2013-present
Middle Tennessee State University	1999-present
University of Nevada	1992-present
University of North Texas	1978-81, 1995-present
University of South Alabama	2013-present
University of South Florida	2001-present
Texas State University	2013-present
Troy University	2002-present
Western Kentucky University	2009-present

Note. Adapted from "FBS Members Since 1978," 2013, in *2013 NCAA Football Records*, p.125. Retrieved from http://fs.ncaa.org/Docs/stats/football_records/2013/FBS.pdf Copyright 2013 by the National Collegiate Athletic Association

APPENDIX B: CONCORDANCE BETWEEN ACT COMPOSITE SCORE AND SUM OF SAT CRITICAL READING AND MATHEMATICS SCORES

Table B1

Concordance between ACT and SAT scores

ACT Composite Score	SAT CR+M (Single Score)
36	1600
35	1560
34	1510
33	1460
32	1420
31	1380
30	1340
29	1300
28	1260
27	1220
26	1190
25	1150
24	1110
23	1070
22	1030
21	990
20	950
19	910
18	870
17	830
16	790
15	740
14	690
13	640
12	590
11	530

Note. Adapted from “Compare ACT and SAT Scores”, 2008. Retrieved from <http://www.act.org/solutions/college-career-readiness/compare-act-sat/> Copyright 2014 by ACT, Inc.

APPENDIX C: PERCENTAGE OF INCOMING STUDENTS SUBMITTING SAT
AND/OR ACT SCORES & STANDARDIZED TEST SCORE USED IN DATA
ANALYSIS (AVERAGE OF YEARS 2002-2003 THROUGH 2012-13)

Table C1

Standardized Test Scores Submitted at Reclassified Institutions

Institutions (n=2)	SAT Score	ACT Score	Used in analysis
Florida Atlantic University	81.73%	44.18%	SAT
Florida International University	78.18%	31.36%	SAT

Table C2

Standardized Test Scores Submitted at FBS Control Group Institutions

Institutions (n=12)	SAT Score	ACT Score	Used in analysis
University of Alabama at Birmingham	7.36%	90.18%	ACT
Arkansas State University	2.83%	91.82%	ACT
University of Central Florida	64.36%	38.56%	SAT
East Carolina University	94.00%	14.00%	SAT
University of Louisiana at Lafayette	5.20%	93.91%	ACT
Louisiana Tech University	3.17%	94.36%	ACT
Marshall University	22.60%	88.45%	ACT
University of Memphis	6.73%	92.45%	ACT
Middle Tennessee State University	7.45%	92.27%	ACT
University of South Florida	68.00%	43.73%	SAT
University of Southern Mississippi	4.91%	95.82%	ACT
Troy University	2.29%	58.27%	ACT

Table C3

Standardized Test Scores Submitted at FCS Control Group Institutions

Institutions (n=15)	SAT Score	ACT Score	Used in analysis
Appalachian State University	98.36%	21.64%	SAT
Austin Peay State University	5.09%	78.82%	ACT
College of William and Mary	94.45%	18.27%	SAT
Eastern Kentucky University	5.88%	97.33%	ACT
Georgia Southern University	86.73%	31.91%	SAT
James Madison University	97.55%	22.70%	SAT
McNeese State University	4.44%	91.55%	ACT
Morehead State University	3.56%	97.64%	ACT
Murray State University	2.50%	95.70%	ACT
Nicholls State University	1.60%	95.38%	ACT
Northwestern State University	7.67%	88.73%	ACT
Tennessee Tech University	11.00%	96.18%	ACT
University of Tennessee at Chattanooga	76.00%	84.82%	ACT
University of Tennessee-Martin	0.00%	84.64%	ACT
Western Carolina University	95.82%	18.09%	SAT

APPENDIX D: EXPANDED DATA – TOTAL ATHLETIC GIFT

Table D1

Raw Data: Total Athletic Gift at Reclassified Institutions

Institutions (n=2)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Florida Atlantic University	\$718,466	\$562,335	\$308,729	\$258,125	\$280,583	\$366,257	\$192,128	\$156,538	\$676,125	\$959,911	\$739,920
Florida International University	\$848,500	\$579,933	\$537,384	\$409,346	\$316,017	\$430,194	\$571,432	\$674,471	\$594,920	\$669,659	\$991,803

Table D2

Raw Data: Total Athletic Gift at FBS Control Group Institutions

Institutions (n=7)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
University of Alabama at Birmingham	\$2,026,948	\$3,858,164	\$3,583,014	\$3,324,173	\$2,118,661	\$2,766,594	\$2,318,986	\$2,121,555	\$1,713,799	\$1,586,638	\$1,425,795
Arkansas State University	\$1,511,897	\$1,565,355	\$1,215,619	\$1,206,061	\$1,127,189	\$1,173,016	\$1,272,204	\$1,447,800	\$1,513,443	\$1,689,466	\$1,624,985
University of Central Florida	\$1,003,156	\$1,185,225	\$1,392,186	\$1,732,674	\$4,002,926	\$4,222,448	\$2,949,530	\$3,560,126	\$4,602,285	\$4,218,801	\$4,179,181
East Carolina University	\$4,467,656	\$4,643,163	\$4,509,345	\$4,575,601	\$4,944,226	\$5,655,070	\$5,651,801	\$5,731,689	\$5,081,676	\$4,351,999	\$4,926,301
Louisiana Tech University	\$1,354,141	\$1,097,705	\$1,558,515	\$1,786,861	\$1,756,008	\$1,679,372	\$2,412,800	\$2,202,090	\$2,394,822	\$2,952,604	\$2,895,237
Middle Tennessee State University	\$792,527	\$680,049	\$751,543	\$882,488	\$1,154,449	\$1,089,690	\$1,205,487	\$1,365,779	\$1,386,649	\$1,118,889	\$1,389,916
University of South Florida	\$3,075,987	\$2,295,709	\$2,299,148	\$2,426,915	\$2,668,106	\$3,118,319	\$2,811,264	\$3,074,514	\$2,810,924	\$2,947,544	\$2,485,742
Mean	\$2,033,187	\$2,189,339	\$2,187,053	\$2,276,396	\$2,538,795	\$2,814,930	\$2,660,296	\$2,786,222	\$2,786,228	\$2,695,134	\$2,703,880
Median	\$1,511,897	\$1,565,355	\$1,558,515	\$1,786,861	\$2,118,661	\$2,766,594	\$2,412,800	\$2,202,090	\$2,394,822	\$2,947,544	\$2,485,742
Standard Deviation	\$1,313,212	\$1,510,230	\$1,377,532	\$1,292,975	\$1,451,712	\$1,688,377	\$1,487,535	\$1,524,786	\$1,497,212	\$1,285,914	\$1,397,849
Max	\$4,467,656	\$4,643,163	\$4,509,345	\$4,575,601	\$4,944,226	\$5,655,070	\$5,651,801	\$5,731,689	\$5,081,676	\$4,351,999	\$4,926,301
Min	\$792,527	\$680,049	\$751,543	\$882,488	\$1,127,189	\$1,089,690	\$1,205,487	\$1,365,779	\$1,386,649	\$1,118,889	\$1,389,916

Table D3

Raw Data: Total Athletic Gift at FCS Control Group Institutions

FCS Control Group (n=6)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Appalachian State University	\$26,390	\$657,366	\$260,227	\$409,849	\$1,352,944	\$2,440,816	\$2,052,502	\$652,451	\$3,133,675	\$3,468,320	\$3,586,873
College of William and Mary	\$2,420,120	\$2,082,697	\$2,697,713	\$3,958,437	\$3,555,702	\$3,368,843	\$3,351,574	\$3,726,539	\$3,259,482	\$3,481,854	\$3,495,007
James Madison University	\$633,328	\$685,867	\$200,090	\$198,440	\$107,160	\$64,570	\$67,896	\$138,946	\$1,633,757	\$1,482,291	\$1,485,998
Murray State University	\$314,765	\$628,000	\$417,226	\$519,188	\$553,210	\$595,287	\$510,085	\$520,669	\$698,274	\$777,285	\$817,881
Tennessee Technological University	\$187,913	\$358,621	\$217,219	\$286,677	\$320,133	\$292,862	\$311,683	\$315,481	\$303,056	\$306,424	\$348,918
Western Carolina University	\$705,296	\$380,215	\$187,973	\$367,076	\$179,770	\$331,437	\$213,371	\$163,557	\$397,296	\$161,263	\$922,812
Mean	\$714,635	\$798,794	\$663,408	\$956,611	\$1,011,487	\$1,182,303	\$1,084,519	\$919,607	\$1,570,923	\$1,612,906	\$1,776,248
Median	\$474,047	\$642,683	\$238,723	\$388,463	\$436,672	\$463,362	\$410,884	\$418,075	\$1,166,016	\$1,129,788	\$1,204,405
Standard Deviation	\$874,802	\$644,871	\$1,000,134	\$1,474,614	\$1,325,683	\$1,376,503	\$1,326,363	\$1,389,633	\$1,344,900	\$1,514,266	\$1,414,272
Max	\$2,420,120	\$2,082,697	\$2,697,713	\$3,958,437	\$3,555,702	\$3,368,843	\$3,351,574	\$3,726,539	\$3,259,482	\$3,481,854	\$3,586,873
Min	\$26,390	\$358,621	\$187,973	\$198,440	\$107,160	\$64,570	\$67,896	\$138,946	\$303,056	\$161,263	\$348,918

Table D4

Pre- vs. Post-Reclassification: Total Athletic Gift at Reclassified Institutions

Institutions (n=2)	Pre-Reclassification	Post-reclassification	% Change
Florida Atlantic University	\$461,914	\$248,877	-46.12%
Florida International University	\$593,791	\$498,029	-16.13%

Table D5

Pre- vs. Post-Reclassification: Total Athletic Gift at FBS Control Group Institutions

FBS Control Group (n=7)	Pre-reclassification	Post-reclassification	% Change
University of Alabama at Birmingham	\$3,198,075	\$2,331,449	-27.10%
Arkansas State University	\$1,374,733	\$1,255,052	-8.71%
University of Central Florida	\$1,328,310	\$3,683,758	177.33%
East Carolina University	\$4,548,941	\$5,495,697	20.81%
Louisiana Tech University	\$1,449,306	\$2,012,568	38.86%
Middle Tennessee State University	\$776,652	\$1,203,851	55.01%
University of South Florida	\$2,524,440	\$2,918,051	15.59%
Mean	\$2,171,494	\$2,700,061	24.34%
Median	\$1,449,306	\$2,331,449	60.87%
Standard Deviation	\$1,331,892	\$1,514,704	13.73%
Max	\$4,548,941	\$5,495,697	20.81%
Min	\$776,652	\$1,203,851	55.01%

Table D6

Pre- vs. Post-Reclassification: Total Athletic Gift at FCS Control Group Institutions

Institutions (n=6)	Pre-reclassification	Post-reclassification	% Change
Appalachian State University	\$338,458	\$1,624,678	380.02%
College of William and Mary	\$2,789,742	\$3,500,665	25.48%
James Madison University	\$429,431	\$94,643	-77.96%
Murray State University	\$469,795	\$544,813	15.97%
Tennessee Technological University	\$262,608	\$310,040	18.06%
Western Carolina University	\$410,140	\$222,034	-45.86%
Mean	\$783,362	\$1,049,479	33.97%
Median	\$419,786	\$427,426	1.82%
Standard Deviation	\$985,654	\$1,321,893	34.11%
Max	\$2,789,742	\$3,500,665	25.48%
Min	\$262,608	\$94,643	-63.96%

APPENDIX E: EXPANDED DATA – TOTAL ACADEMIC GIFT

Table E1

Raw Data: Total Academic Gift at Reclassified Institutions

Institutions (n=2)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Florida Atlantic University	\$2,641,481	\$1,555,045	\$1,376,909	\$8,188,036	\$2,307,284	\$2,348,761	\$1,675,613	\$2,795,243	\$1,867,696	\$2,315,292	\$1,266,457
Florida International University	\$4,493,653	\$7,285,841	\$3,332,166	\$2,916,334	\$1,863,401	\$1,892,567	\$2,951,590	\$2,909,492	\$4,720,356	\$4,680,784	\$5,928,126

Table E2

Raw Data: Total Academic Gift at FBS Control Group Institutions

FBS Control Group (n=7)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
University of Alabama at Birmingham	\$7,600,842	\$10,087,088	\$15,824,002	\$7,847,061	\$13,388,679	\$8,525,129	\$5,122,504	\$4,121,383	\$4,794,390	\$5,044,168	\$4,243,420
Arkansas State University	\$425,653	\$719,650	\$386,735	\$392,653	\$776,568	\$681,068	\$302,529	\$2,926,145	\$4,592,348	\$359,136	\$483,559
University of Central Florida	\$2,947,662	\$3,234,791	\$1,796,055	\$3,098,318	\$2,779,176	\$1,825,717	\$1,456,953	\$2,091,419	\$2,998,648	\$2,347,479	\$2,253,819
East Carolina University	\$766,467	\$1,562,120	\$1,575,119	\$1,114,936	\$1,654,135	\$1,470,447	\$5,307,062	\$2,294,418	\$1,987,882	\$1,157,178	\$1,264,394
Louisiana Tech University	\$758,636	\$833,340	\$1,053,458	\$2,251,755	\$3,726,136	\$1,154,044	\$2,588,332	\$4,396,985	\$2,641,478	\$2,426,448	\$4,432,642
Middle Tennessee State University	\$681,870	\$824,554	\$1,296,123	\$10,088,959	\$594,613	\$1,318,423	\$404,570	\$651,772	\$837,348	\$1,040,366	\$3,311,002
University of South Florida	\$245,429	\$1,058,702	\$1,178,604	\$1,600,083	\$821,744	\$2,742,093	\$4,530,809	\$6,144,392	\$5,896,984	\$8,274,179	\$6,684,231
Mean	\$1,918,080	\$2,617,178	\$3,301,442	\$3,770,538	\$3,391,579	\$2,530,989	\$2,816,108	\$3,232,359	\$3,392,725	\$2,949,851	\$3,239,010
Median	\$758,636	\$1,058,702	\$1,296,123	\$2,251,755	\$1,654,135	\$1,470,447	\$2,588,332	\$2,926,145	\$2,998,648	\$2,347,479	\$3,311,002
Standard Deviation	\$2,663,884	\$3,408,792	\$5,539,819	\$3,707,476	\$4,559,112	\$2,719,833	\$2,179,346	\$1,805,608	\$1,774,743	\$2,797,113	\$2,112,287
Max	\$7,600,842	\$10,087,088	\$15,824,002	\$10,088,959	\$13,388,679	\$8,525,129	\$5,307,062	\$6,144,392	\$5,896,984	\$8,274,179	\$6,684,231
Min	\$245,429	\$719,650	\$386,735	\$392,653	\$594,613	\$681,068	\$302,529	\$651,772	\$837,348	\$359,136	\$483,559

Table E3

Raw Data: Total Academic Gift at FCS Control Group Institutions

Institutions (n=6)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Appalachian State University	\$1,323,258	\$1,176,383	\$2,276,620	\$1,623,740	\$2,708,916	\$2,764,952	\$1,854,875	\$1,772,610	\$2,345,354	\$3,711,919	\$2,508,158
College of William and Mary	\$3,148,136	\$3,040,605	\$4,199,194	\$3,197,763	\$1,972,817	\$2,896,722	\$2,799,169	\$2,988,520	\$3,707,402	\$3,905,730	\$4,830,764
James Madison University	\$951,986	\$1,437,905	\$1,440,500	\$1,640,285	\$2,136,957	\$2,455,717	\$1,738,384	\$1,843,872	\$1,752,973	\$1,689,136	\$2,009,750
Murray State University	\$1,521,137	\$1,702,093	\$1,483,448	\$1,350,006	\$2,419,659	\$3,137,444	\$1,381,344	\$1,213,131	\$2,131,032	\$1,135,949	\$1,749,517
Tennessee Technological University	\$148,606	\$109,237	\$660,182	\$513,876	\$588,713	\$1,186,220	\$631,388	\$512,090	\$1,276,583	\$955,318	\$521,027
Western Carolina University	\$273,844	\$487,370	\$224,761	\$230,436	\$118,618	\$158,615	\$165,781	\$103,381	\$136,725	\$117,346	\$309,226
Mean	\$1,227,828	\$1,325,599	\$1,714,118	\$1,426,018	\$1,657,613	\$2,099,945	\$1,428,490	\$1,405,601	\$1,891,678	\$1,919,233	\$1,988,074
Median	\$1,137,622	\$1,307,144	\$1,461,974	\$1,486,873	\$2,054,887	\$2,610,335	\$1,559,864	\$1,492,871	\$1,942,003	\$1,412,543	\$1,879,634
Standard Deviation	\$1,089,368	\$1,029,566	\$1,410,606	\$1,047,977	\$1,051,297	\$1,173,347	\$936,870	\$1,035,721	\$1,186,373	\$1,549,342	\$1,635,818
Max	\$3,148,136	\$3,040,605	\$4,199,194	\$3,197,763	\$2,708,916	\$3,137,444	\$2,799,169	\$2,988,520	\$3,707,402	\$3,905,730	\$4,830,764
Min	\$148,606	\$109,237	\$224,761	\$230,436	\$118,618	\$158,615	\$165,781	\$103,381	\$136,725	\$117,346	\$309,226

Table E4

Pre- vs. Post-Reclassification: Total Academic Gift at Reclassified Institutions

Institutions (n=2)	Pre-reclassification	Post-reclassification	% Change
Florida Atlantic University	\$3,440,368	\$2,281,725	-33.68%
Florida International University	\$4,506,999	\$2,404,263	-46.65%

Table E5

Pre- vs. Post-Reclassification: Total Academic Gift at FBS Control Group Institutions

Institutions (n=7)	Pre-reclassification	Post-reclassification	% Change
University of Alabama at Birmingham	\$10,339,748	\$7,789,424	-24.67%
Arkansas State University	\$481,173	\$1,171,578	143.48%
University of Central Florida	\$2,769,207	\$2,038,316	-26.39%
East Carolina University	\$1,254,661	\$2,681,516	113.72%
Louisiana Tech University	\$1,224,297	\$2,966,374	142.29%
Middle Tennessee State University	\$3,222,877	\$742,345	-76.97%
University of South Florida	\$1,020,705	\$3,559,760	248.76%
Mean	\$2,901,809	\$2,992,759	3.13%
Median	\$1,254,661	\$2,681,516	113.72%
Standard Deviation	\$3,424,636	\$2,335,204	-31.81%
Max	\$10,339,748	\$7,789,424	-24.67%
Min	\$481,173	\$742,345	54.28%

Table E6

Pre- vs. Post-Reclassification: Total Academic Gift at FCS Control Group Institutions

Institutions (n=6)	Pre-reclassification	Post-reclassification	% Change
Appalachian State University	\$1,600,000	\$2,275,338	42.21%
College of William and Mary	\$3,396,425	\$2,664,307	-21.56%
James Madison University	\$1,367,669	\$2,043,733	49.43%
Murray State University	\$1,514,171	\$2,037,895	34.59%
Tennessee Technological University	\$357,975	\$729,603	103.81%
Western Carolina University	\$304,103	\$136,599	-55.08%
Mean	\$1,423,390	\$1,647,912	15.77%
Median	\$1,440,920	\$2,040,814	41.63%
Standard Deviation	\$1,124,572	\$986,189	-12.31%
Max	\$3,396,425	\$2,664,307	-21.56%
Min	\$304,103	\$136,599	-55.08%

APPENDIX F: EXPANDED DATA – ATHLETIC DONATIONS ALLOCATION PERCENTAGE

Table F1

Raw Data: Athletic Donations Allocation Percentage at Reclassified Institutions

Institutions (n=2)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Florida Atlantic University	21.38%	26.56%	18.32%	3.06%	10.84%	13.49%	10.29%	5.30%	26.58%	29.31%	36.88%
Florida International University	15.88%	7.37%	13.89%	12.31%	14.50%	18.52%	16.22%	18.82%	11.19%	12.52%	14.33%

Table F2

Raw Data: Athletic Donations Allocation Percentage at FBS Control Group Institutions

Institutions (n=7)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
University of Alabama at Birmingham	21.05%	27.67%	18.46%	29.76%	13.66%	24.50%	31.16%	33.98%	26.33%	23.93%	25.15%
Arkansas State University	78.03%	68.51%	75.86%	75.44%	59.21%	63.27%	80.79%	33.10%	24.79%	82.47%	77.07%
University of Central Florida	25.39%	26.81%	43.67%	35.87%	59.02%	69.81%	66.94%	62.99%	60.55%	64.25%	64.96%
East Carolina University	85.36%	74.83%	74.11%	80.41%	74.93%	79.36%	51.57%	71.41%	71.88%	79.00%	79.58%
Louisiana Tech University	64.09%	56.85%	59.67%	44.24%	32.03%	59.27%	48.25%	33.37%	47.55%	54.89%	39.51%
Middle Tennessee State University	53.75%	45.20%	36.70%	8.04%	66.00%	45.25%	74.87%	67.69%	62.35%	51.82%	29.57%
University of South Florida	92.61%	68.44%	66.11%	60.27%	76.45%	53.21%	38.29%	33.35%	32.28%	26.27%	27.11%
Mean	60.04%	52.61%	53.51%	47.72%	54.47%	56.38%	55.98%	47.99%	46.53%	54.66%	48.99%
Median	64.09%	56.85%	59.67%	44.24%	59.21%	59.27%	51.57%	33.98%	47.55%	54.89%	39.51%
Standard Deviation	28.29%	19.82%	21.33%	25.96%	23.26%	17.86%	18.71%	18.29%	19.04%	23.15%	24.13%
Max	92.61%	74.83%	75.86%	80.41%	76.45%	79.36%	80.79%	71.41%	71.88%	82.47%	79.58%
Min	21.05%	26.81%	18.46%	8.04%	13.66%	24.50%	31.16%	33.10%	24.79%	23.93%	25.15%

Table F3

Raw Data: Athletic Donations Allocation Percentage at FCS Control Group Institutions

Institutions (n=6)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Appalachian State University	1.96%	35.85%	10.26%	20.15%	33.31%	46.89%	52.53%	26.90%	57.19%	48.30%	58.85%
College of William and Mary	43.46%	40.65%	39.11%	55.31%	64.32%	53.77%	54.49%	55.50%	46.79%	47.13%	41.98%
James Madison University	39.95%	32.29%	12.20%	10.79%	4.78%	2.56%	3.76%	7.01%	48.24%	46.74%	42.51%
Murray State University	17.14%	26.95%	21.95%	27.78%	18.61%	15.95%	26.97%	30.03%	24.68%	40.63%	31.86%
Tennessee Technological University	55.84%	76.65%	24.76%	35.81%	35.22%	19.80%	33.05%	38.12%	19.19%	24.29%	40.11%
Western Carolina University	72.03%	43.82%	45.54%	61.43%	60.25%	67.63%	56.28%	61.27%	74.40%	57.88%	74.90%
Mean	38.40%	42.70%	25.64%	35.21%	36.08%	34.43%	37.85%	36.47%	45.08%	44.16%	48.37%
Median	41.71%	38.25%	23.35%	31.79%	34.27%	33.34%	42.79%	34.08%	47.51%	46.94%	42.24%
Standard Deviation	25.47%	17.67%	14.21%	19.85%	23.13%	25.31%	20.67%	19.90%	20.52%	11.21%	15.68%
Max	72.03%	76.65%	45.54%	61.43%	64.32%	67.63%	56.28%	61.27%	74.40%	57.88%	74.90%
Min	1.96%	26.95%	10.26%	10.79%	4.78%	2.56%	3.76%	7.01%	19.19%	24.29%	31.86%

Table F4

Pre- vs. Post-Reclassification: Athletic Donations Allocation Percentage at Reclassified Institutions

Institutions (n=2)	Pre-Reclassification	Post-Reclassification	% Change
Florida Atlantic University	17.33%	9.98%	-7.35%
Florida International University	12.36%	17.01%	4.65%

Table F5

Pre- vs. Post-Reclassification: Athletic Donations Allocation Percentage at FBS Control Group Institutions

Institutions (n=7)	Pre-Reclassification	Post-Reclassification	% Change
University of Alabama at Birmingham	24.23%	25.83%	1.59%
Arkansas State University	74.46%	59.09%	-15.37%
University of Central Florida	32.93%	64.69%	31.76%
East Carolina University	78.68%	69.32%	-9.36%
Louisiana Tech University	56.21%	43.23%	-12.98%
Middle Tennessee State University	35.92%	63.46%	27.53%
University of South Florida	71.86%	50.33%	-21.53%
Mean	53.47%	53.71%	0.23%
Median	56.21%	59.09%	2.88%
Standard Deviation	22.38%	15.20%	-7.18%
Max	78.68%	69.32%	-9.36%
Min	24.23%	25.83%	1.59%

Table F6

Pre- vs. Post-Reclassification: Athletic Donations Allocation Percentage at FCS Control Group Institutions

Institutions (n=6)	Pre-Reclassification	Post-Reclassification	% Change
Appalachian State University	17.05%	39.91%	22.85%
College of William and Mary	44.64%	57.02%	12.38%
James Madison University	23.81%	4.53%	-19.28%
Murray State University	23.46%	22.89%	-0.57%
Tennessee Technological University	48.26%	31.55%	-16.72%
Western Carolina University	55.71%	61.36%	5.65%
Mean	35.49%	36.21%	0.72%
Median	34.22%	35.73%	1.51%
Standard Deviation	15.98%	21.36%	5.38%
Max	55.71%	61.36%	5.65%
Min	17.05%	4.53%	-12.53%

APPENDIX G: EXPANDED DATA – TOTAL APPLICANTS

Table G1

Raw Data: Total Applicants at Reclassified Institutions

Institutions (n=2)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Florida Atlantic University	7283	8202	9198	11698	11303	11822	13150	14532	14442	28197	25726
Florida International University	11307	8450	11888	11099	9005	12872	16277	18151	18623	20736	15863

Table G2

Raw Data: Total Applicants at FBS Control Group Institutions

Institutions (n=13)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
University of Alabama at Birmingham	3532	4730	4318	4255	4221	4221	5106	4418	4667	5575	5575
Arkansas State University	2823	3088	3171	3488	3556	3298	4235	4053	4472	4806	5289
University of Central Florida	19307	20533	22367	20265	24345	22022	28659	32335	32876	33968	33281
East Carolina University	10433	11333	11005	10960	11629	12520	14653	14459	15221	15085	15299
University of Louisiana at Lafayette	4604	4766	5165	6309	7140	7203	7479	7584	8426	9062	9262
University of Louisiana-Monroe	1180	1405	2423	2762	2703	2758	2529	2702	2295	2043	2641
Louisiana Tech University	3607	3768	3897	3519	4216	4362	4354	4734	4980	5271	4580
Marshall University	2890	2830	2578	2577	2412	2305	2405	2409	2604	2912	3729
University of Memphis	4205	4514	5049	5131	5234	6025	6025	6156	6584	6713	6798
Middle Tennessee State University	7051	7205	7503	7683	15607	14182	9583	9431	10542	10814	9405
University of South Florida	13535	15491	19411	18321	22462	25152	27031	27932	29182	29194	28547
University of Southern Mississippi	6034	4997	4862	5179	5709	4652	5334	5107	5895	6426	7099
Troy University	2438	3089	4073	4886	4758	4902	5237	5999	6238	6530	6269
Mean	6280	6750	7371	7333	8769	8739	9433	9794	10306	10646	10598
Median	4205	4730	4862	5131	5234	4902	5334	5999	6238	6530	6798
Standard Deviation	5214	5652	6435	5774	7480	7512	8780	9599	9836	9929	9607
Max	19307	20533	22367	20265	24345	25152	28659	32335	32876	33968	33281
Min	1180	1405	2423	2577	2412	2305	2405	2409	2295	2043	2641

Table G3

Raw Data: Total Applicants at FCS Control Group Institutions

Institutions (n=16)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Appalachian State University	8853	8874	9598	9683	9923	10419	11468	13182	13039	12434	12959
Austin Peay State University	2336	2336	2166	2679	2608	2514	2575	2865	3111	3464	3342
College of William and Mary	8917	10161	9606	10610	10722	10854	11636	12110	12537	12825	13660
Eastern Kentucky University	4744	5003	5513	4869	6208	6776	6948	7213	8339	9159	9461
Georgia Southern University	8146	8181	7921	8434	8302	7360	8090	8620	9214	9817	11032
Jacksonville State University	2600	2452	2419	2839	2799	3299	3452	2919	2794	3400	3161
James Madison University	14114	15639	15056	15013	16388	17765	18352	19245	20963	22221	22349
McNeese State University	2066	2183	2313	1985	2217	2267	2798	2859	2903	2778	2964
Morehead State University	5171	5122	5183	5194	5092	4757	5257	5720	2768	2461	3342
Murray State University	2743	2742	2972	2833	3057	2916	3108	3072	4233	4057	4282
Nicholls State University	2467	2472	2883	2541	2075	2129	2420	1890	2579	2174	2336
Northwestern State University of Louisiana	3805	4389	3992	2852	2898	2891	2677	2785	2643	2756	3238
Tennessee Technological University	3294	3182	3169	3292	2937	3790	3499	4486	4553	4447	4844
The University of Tennessee at Chattanooga	2686	3156	3258	3582	4524	4916	5849	6704	6661	6703	7677
The University of Tennessee-Martin	2324	2536	2975	2938	2773	3010	3333	3625	3588	3512	3730
Western Carolina University	3979	4121	4606	4905	4964	4830	4792	7331	12325	14979	13993
Mean	4890	5159	5227	5266	5468	5656	6016	6539	7016	7324	7648
Median	3550	3652	3625	3437	3791	4274	4146	5103	4393	4252	4563
Standard Deviation	3405	3755	3593	3724	4000	4223	4439	4784	5345	5787	5755
Max	14114	15639	15056	15013	16388	17765	18352	19245	20963	22221	22349
Min	2066	2183	2166	1985	2075	2129	2420	1890	2579	2174	2336

Table G4

Pre- vs. Post-Reclassification: Total Applicants at Reclassified Institutions

Institutions (n=2)	Pre-Reclassification	Post-Reclassification	% Change
Florida Atlantic University	9095	12702	39.65%
Florida International University	10686	14076	31.73%

Table G5

Pre- vs. Post-Reclassification: Total Applicants at FBS Control Group Institutions

Institutions (n=13)	Pre-Reclassification	Post-Reclassification	% Change
University of Alabama at Birmingham	4209	4492	6.72%
Arkansas State University	3143	3786	20.46%
University of Central Florida	20618	26840	30.18%
East Carolina University	10933	13315	21.79%
University of Louisiana at Lafayette	5211	7352	41.08%
University of Louisiana-Monroe	1943	2673	37.61%
Louisiana Tech University	3698	4417	19.44%
Marshall University	2719	2383	-12.36%
University of Memphis	4725	5860	24.03%
Middle Tennessee State University	7361	12201	65.76%
University of South Florida	16690	25644	53.65%
University of Southern Mississippi	5268	5201	-1.28%
Troy University	3622	5224	44.25%
Mean	6934	9184	32.45%
Median	4725	5224	10.57%
Standard Deviation	5738	8253	43.82%
Max	20618	26840	30.18%
Min	1943	2383	22.66%

Table G6

Pre- vs. Post-Reclassification: Total Applicants at FCS Control Group Institutions

Institutions (n=16)	Pre-Reclassification	Post-Reclassification	% Change
Appalachian State University	9252	11248	21.57%
Austin Peay State University	2379	2641	10.98%
College of William and Mary	9824	11331	15.34%
Eastern Kentucky University	5032	6786	34.86%
Georgia Southern University	8171	8093	-0.95%
Jacksonville State University	2578	3117	20.94%
James Madison University	14956	17938	19.94%
McNeese State University	2137	2535	18.65%
Morehead State University	5168	5207	0.75%
Murray State University	2823	3038	7.64%
Nicholls State University	2591	2129	-17.84%
Northwestern State University of Louisiana	3760	2813	-25.18%
Tennessee Technological University	3234	3678	13.72%
The University of Tennessee at Chattanooga	3171	5498	73.42%
The University of Tennessee-Martin	2693	3185	18.27%
Western Carolina University	4403	5479	24.45%
Mean	5136	5920	15.27%
Median	3497	4442	27.03%
Standard Deviation	3609	4346	20.42%
Max	14956	17938	19.94%
Min	2137	2129	-0.39%

APPENDIX H: EXPANDED DATA – TOTAL ADMISSIONS

Table H1

Raw Data: Total Admissions at Reclassified Institutions

Institutions (n=2)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Florida Atlantic University	5021	5915	6023	6396	6106	6698	6388	6745	7325	9805	10873
Florida International University	7185	3634	3744	6767	4812	4768	7090	6778	9411	10605	6418

Table H2

Raw Data: Total Admissions at FBS Control Group Institutions

Institutions (n=13)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
University of Alabama at Birmingham	3220	3807	3710	3731	3705	3705	4345	3692	3847	4027	4027
Arkansas State University	2051	2039	2029	2259	2627	2633	3305	3122	3021	3040	3732
University of Central Florida	11923	12289	12388	12542	12552	13251	13831	15125	15247	15303	15388
East Carolina University	8155	8730	8423	8536	8568	9647	12328	10680	10196	10489	9283
University of Louisiana at Lafayette	3887	4148	4388	4782	5219	5059	5074	5095	5635	5975	5591
University of Louisiana-Monroe	1172	1387	2188	2454	2226	2272	1931	2003	1673	1878	2414
Louisiana Tech University	3335	3454	3368	2932	2949	2866	2817	2973	3029	3274	3243
Marshall University	2674	2685	2274	2169	1982	1877	2089	2006	2324	2368	2730
University of Memphis	3713	3998	3547	3665	3721	3986	3986	4120	4381	4452	4243
Middle Tennessee State University	5509	5398	5306	5430	5391	5559	6202	6616	7511	7600	6289
University of South Florida	8414	9567	9917	5186	11509	12493	12326	11853	12997	11107	12334
University of Southern Mississippi	1505	3078	3139	1924	3328	2678	2919	2869	3641	4060	4581
Troy University	1766	2320	2751	3949	3866	3626	3363	3974	4336	4667	3905
Mean	4410	4838	4879	4581	5203	5358	5732	5702	5988	6018	5982
Median	3335	3807	3547	3731	3721	3705	3986	3974	4336	4452	4243
Standard Deviation	3234	3308	3290	2995	3486	3892	4221	4199	4282	4016	3968
Max	11923	12289	12388	12542	12552	13251	13831	15125	15247	15303	15388
Min	1172	1387	2029	1924	1982	1877	1931	2003	1673	1878	2414

Table H3

Raw Data: Total Admissions at FCS Control Group Institutions

Institutions (n=16)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Appalachian State University	5770	5720	6293	6553	6832	7145	7397	7655	8224	8418	8006
Austin Peay State University	1249	1249	2027	2456	2367	1478	2340	2520	2802	3034	2790
College of William and Mary	3089	3488	3368	3292	3468	3655	3966	4058	3978	4443	4394
Eastern Kentucky University	3760	3937	4211	4561	4552	4410	4788	5213	5742	6023	6272
Georgia Southern University	5000	4503	4277	4575	4585	3486	3669	4335	5154	5493	5456
Jacksonville State University	2009	2188	2130	2499	2428	2853	2964	2558	2346	2844	2602
James Madison University	9080	9048	9404	9472	11094	11137	11660	12522	12872	13307	13706
McNeese State University	1744	1927	2048	1629	1742	1768	2131	2210	1966	1903	2035
Morehead State University	3767	3706	3686	3422	3528	3300	3740	3118	2181	2185	3099
Murray State University	2411	2421	2599	2382	2509	2416	2636	2629	3108	3305	3566
Nicholls State University	2442	2447	2854	2134	1815	1787	1993	1478	2007	1830	2144
Northwestern State University of Louisiana	3805	4313	3620	2206	2522	2385	2214	2253	2200	2270	2750
Tennessee Technological University	2615	2570	2458	2475	2707	3329	3185	3786	4277	4318	4515
The University of Tennessee at Chattanooga	1473	1638	2308	3023	3763	4328	4606	5306	4512	4938	5826
The University of Tennessee-Martin	1288	1138	1474	2184	2264	2318	2528	2701	2639	2579	2818
Western Carolina University	2903	2958	3392	3738	3705	3705	3254	3743	5441	5813	5409
Mean	3275	3328	3509	3538	3743	3719	3942	4130	4341	4544	4712
Median	2759	2764	3111	2761	3088	3315	3220	3431	3543	3812	3980
Standard Deviation	2016	1981	1964	2012	2348	2405	2465	2712	2863	2970	2942
Max	9080	9048	9404	9472	11094	11137	11660	12522	12872	13307	13706
Min	1249	1138	1474	1629	1742	1478	1993	1478	1966	1830	2035

Table H4

Pre- vs. Post-Reclassification: Total Admissions at Reclassified Institutions

Institutions (n=2)	Pre-Reclassification	Post-Reclassification	% Change
Florida Atlantic University	5839	6484	11.06%
Florida International University	5333	5862	9.93%

Table H5

Pre- vs. Post-Reclassification: Total Admissions at FBS Control Group Institutions

Institutions (n=13)	Pre-Reclassification	Post-Reclassification	% Change
University of Alabama at Birmingham	3617	3862	6.77%
Arkansas State University	2095	2922	39.50%
University of Central Florida	12286	13690	11.43%
East Carolina University	8461	10306	21.80%
University of Louisiana at Lafayette	4301	5112	18.84%
University of Louisiana-Monroe	1800	2108	17.09%
Louisiana Tech University	3272	2901	-11.34%
Marshall University	2451	1989	-18.85%
University of Memphis	3731	3953	5.96%
Middle Tennessee State University	5411	5942	9.82%
University of South Florida	8271	12045	45.63%
University of Southern Mississippi	2412	2949	22.27%
Troy University	2697	3707	37.48%
Mean	4677	5499	17.57%
Median	3617	3862	6.77%
Standard Deviation	3146	3931	24.95%
Max	12286	13690	11.43%
Min	1800	1989	10.46%

Table H6

Pre- vs. Post-Reclassification: Total Admissions at FCS Control Group Institutions

Institutions (n=16)	Pre-Reclassification	Post-Reclassification	% Change
Appalachian State University	6084	7257	19.28%
Austin Peay State University	1745	2176	24.70%
College of William and Mary	3309	3787	14.43%
Eastern Kentucky University	4117	4741	15.14%
Georgia Southern University	4589	4019	-12.42%
Jacksonville State University	2207	2701	22.40%
James Madison University	9251	11603	25.43%
McNeese State University	1837	1963	6.85%
Morehead State University	3645	3422	-6.14%
Murray State University	2453	2548	3.84%
Nicholls State University	2469	1768	-28.39%
Northwestern State University of Louisiana	3486	2344	-32.77%
Tennessee Technological University	2530	3252	28.55%
The University of Tennessee at Chattanooga	2111	4501	113.26%
The University of Tennessee-Martin	1521	2453	61.26%
Western Carolina University	3248	3602	10.90%
Mean	3413	3883	13.80%
Median	2889	3337	15.51%
Standard Deviation	1963	2470	25.83%
Max	9251	11603	25.43%
Min	1521	1768	16.26%

APPENDIX I: EXPANDED DATA – TOTAL FRESHMEN ENROLLMENT

Table I1

Raw Data: Total Freshmen Enrollment at Reclassified Institutions

Institutions (n=2)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Florida Atlantic University	2348	2440	2455	2478	2312	2677	2776	2632	2613	3347	3237
Florida International University	3126	1734	2022	4680	2813	2698	3348	3147	3983	4541	2636

Table I2

Raw Data: Total Freshmen Enrollment at FBS Control Group Institutions

Institutions (n=13)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
University of Alabama at Birmingham	1471	1708	1628	1587	1531	1531	2213	1517	1571	1605	1605
Arkansas State University	1632	1525	1378	1584	1733	1733	1902	1725	1716	1562	1671
University of Central Florida	5701	5966	5984	6387	6650	6582	6315	6364	6153	6301	6082
East Carolina University	3197	3580	3534	3512	3273	3855	4222	4538	3956	4210	3891
University of Louisiana at Lafayette	2527	2734	2785	2819	2914	2845	2629	2606	2955	2966	2728
University of Louisiana-Monroe	1172	1387	1548	1571	1461	1432	1187	1340	1030	1091	1323
Louisiana Tech University	2060	2107	1914	1797	1706	1592	1557	1507	1600	1632	1307
Marshall University	2208	2276	1934	1803	1724	1549	1692	1686	1960	2007	1911
University of Memphis	1869	2121	2062	2073	2093	2026	2017	2256	2432	2577	2252
Middle Tennessee State University	3136	3036	3143	3208	3373	3576	3456	3596	3777	3439	3120
University of South Florida	4084	4715	4875	4305	4465	4054	4507	3874	4531	3476	3872
University of Southern Mississippi	1505	1547	1546	1348	1587	1396	1527	1602	1591	1727	1945
Troy University	857	987	1286	2084	2250	2597	1873	2908	3323	2989	2486
Mean	2417	2591	2586	2621	2674	2674	2700	2732	2815	2737	2630
Median	2060	2121	1934	2073	2093	2026	2017	2256	2432	2577	2252
Standard Deviation	1338	1434	1455	1443	1503	1518	1507	1502	1483	1420	1350
Max	5701	5966	5984	6387	6650	6582	6315	6364	6153	6301	6082
Min	857	987	1286	1348	1461	1396	1187	1340	1030	1091	1307

Table I3

Raw Data: Total Freshmen Enrollment at FCS Control Group Institutions

Institutions (n=16)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Appalachian State University	2312	2419	2473	2516	2543	2716	2737	2781	2743	2829	2972
Austin Peay State University	1100	1100	1191	1606	1408	1403	1356	1471	1647	1718	1551
College of William and Mary	1323	1326	1341	1347	1350	1345	1387	1395	1398	1485	1467
Eastern Kentucky University	2146	2352	2561	2554	2500	2487	2493	2495	2564	2593	2421
Georgia Southern University	2665	2609	2764	3010	3145	2750	3058	3131	3539	3622	3542
Jacksonville State University	1109	1078	1057	1151	1144	1302	1299	1252	1272	1414	1332
James Madison University	3249	3283	3388	3285	3798	3748	3867	7913	3952	4001	4029
McNeese State University	1361	1488	1673	1405	1316	1298	1336	1342	1317	1332	1383
Morehead State University	1587	1546	1520	1284	1300	1306	1409	1338	1260	1180	1372
Murray State University	1428	1425	1427	1313	1337	1276	1339	1311	1391	1390	1536
Nicholls State University	1499	1456	1640	1301	1119	1202	1268	1247	1218	1135	1253
Northwestern State University of Louisiana	2162	2173	1980	1539	1382	1345	1236	1344	1135	1222	1370
Tennessee Technological University	1398	1388	1485	1423	1527	1661	1677	1893	1909	1968	2058
The University of Tennessee at Chattanooga	1201	1411	1502	1454	1782	1954	2091	2213	1948	2181	2290
The University of Tennessee-Martin	1086	1000	1201	1261	1231	1311	1397	1394	1288	1304	1320
Western Carolina University	1180	1224	1495	1578	1557	1568	1259	1224	1555	1440	1520
Mean	1675	1705	1794	1752	1777	1792	1826	2109	1884	1926	1964
Median	1413	1441	1511	1439	1395	1374	1392	1395	1477	1463	1528
Standard Deviation	642	658	661	681	792	743	798	1663	868	893	866
Max	3249	3283	3388	3285	3798	3748	3867	7913	3952	4001	4029
Min	1086	1000	1057	1151	1119	1202	1236	1224	1135	1135	1253

Table I4

Pre- vs. Post-Reclassification: Total Freshmen Enrollment at Reclassified Institutions

Institutions (n=2)	Pre-Reclassification	Post-Reclassification	% Change
Florida Atlantic University	2430	2599	6.95%
Florida International University	2891	3002	3.84%

Table I5

Pre- vs. Post-Reclassification: Total Freshmen Enrollment at FBS Control Group Institutions

Institutions (n=13)	Pre-Reclassification	Post-Reclassification	% Change
University of Alabama at Birmingham	1599	1698	6.22%
Arkansas State University	1530	1773	15.92%
University of Central Florida	6010	6478	7.79%
East Carolina University	3456	3972	14.94%
University of Louisiana at Lafayette	2716	2749	1.19%
University of Louisiana-Monroe	1420	1355	-4.54%
Louisiana Tech University	1970	1591	-19.24%
Marshall University	2055	1663	-19.10%
University of Memphis	2031	2098	3.29%
Middle Tennessee State University	3131	3500	11.80%
University of South Florida	4495	4225	-6.00%
University of Southern Mississippi	1487	1528	2.79%
Troy University	1304	2407	84.66%
Mean	2554	2695	5.53%
Median	2031	2098	3.29%
Standard Deviation	1405	1490	6.07%
Max	6010	6478	7.79%
Min	1304	1355	3.95%

Table I6

Pre- vs. Post-Reclassification: Total Freshmen Enrollment at FCS Control Group Institutions

Institutions (n=16)	Pre-Reclassification	Post-Reclassification	% Change
Appalachian State University	2430	2694	10.87%
Austin Peay State University	1249	1410	12.83%
College of William and Mary	1334	1369	2.62%
Eastern Kentucky University	2403	2494	3.77%
Georgia Southern University	2762	3021	9.38%
Jacksonville State University	1099	1249	13.70%
James Madison University	3301	4832	46.35%
McNeese State University	1482	1323	-10.71%
Morehead State University	1484	1338	-9.84%
Murray State University	1398	1316	-5.90%
Nicholls State University	1474	1209	-17.98%
Northwestern State University of Louisiana	1964	1327	-32.43%
Tennessee Technological University	1424	1690	18.69%
The University of Tennessee at Chattanooga	1392	2010	44.40%
The University of Tennessee-Martin	1137	1333	17.26%
Western Carolina University	1369	1402	2.39%
Mean	1731	1876	8.35%
Median	1449	1386	-4.36%
Standard Deviation	648	973	50.02%
Max	3301	4832	46.35%
Min	1099	1209	10.03%

APPENDIX J: EXPANDED DATA – UNIVERSITY SELECTIVITY

Table J1

Raw Data: University Selectivity at Reclassified Institutions

Institutions (n=2)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Florida Atlantic University	31.06%	27.88%	34.52%	45.32%	45.98%	43.34%	51.42%	53.59%	49.28%	65.23%	57.74%
Florida International University	36.46%	56.99%	68.51%	39.03%	46.56%	62.96%	56.44%	62.66%	49.47%	48.86%	59.54%

Table J2

Raw Data: University Selectivity at FBS Control Group Institutions

Institutions (n=13)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
University of Alabama at Birmingham	8.83%	19.51%	14.08%	12.31%	12.22%	12.22%	14.90%	16.43%	17.57%	27.77%	27.77%
Arkansas State University	27.35%	33.97%	36.01%	35.24%	26.12%	20.16%	21.96%	22.97%	32.45%	36.75%	29.44%
University of Central Florida	38.25%	40.15%	44.61%	38.11%	48.44%	39.83%	51.74%	53.22%	53.62%	54.95%	53.76%
East Carolina University	21.83%	22.97%	23.46%	22.12%	26.32%	22.95%	15.87%	26.14%	33.01%	30.47%	39.32%
University of Louisiana at Lafayette	15.57%	12.97%	15.04%	24.20%	26.90%	29.77%	32.16%	32.82%	33.12%	34.07%	39.64%
University of Louisiana-Monroe	0.68%	1.28%	9.70%	11.15%	17.65%	17.62%	23.65%	25.87%	27.10%	8.08%	8.60%
Louisiana Tech University	7.54%	8.33%	13.57%	16.68%	30.05%	34.30%	35.30%	37.20%	39.18%	37.89%	29.19%
Marshall University	7.47%	5.12%	11.79%	15.83%	17.83%	18.57%	13.14%	16.73%	10.75%	18.68%	26.79%
University of Memphis	11.70%	11.43%	29.75%	28.57%	28.91%	33.84%	33.84%	33.07%	33.46%	33.68%	37.58%
Middle Tennessee State University	21.87%	25.08%	29.28%	29.32%	65.46%	60.80%	35.28%	29.85%	28.75%	29.72%	33.13%
University of South Florida	37.84%	38.24%	48.91%	71.69%	48.76%	50.33%	54.40%	57.56%	55.46%	61.95%	56.79%
University of Southern Mississippi	75.06%	38.40%	35.44%	62.85%	41.71%	42.43%	45.28%	43.82%	38.24%	36.82%	35.47%
Troy University	27.56%	24.89%	32.46%	19.18%	18.75%	26.03%	35.78%	33.76%	30.49%	28.53%	37.71%
Mean	23.20%	21.72%	26.47%	29.79%	31.47%	31.45%	31.79%	33.03%	33.32%	33.80%	35.01%
Median	21.83%	22.97%	29.28%	24.20%	26.90%	29.77%	33.84%	32.82%	33.01%	33.68%	35.47%
Standard Deviation	19.51%	13.30%	12.96%	18.64%	15.39%	14.09%	13.49%	12.57%	12.20%	13.71%	12.13%
Max	75.06%	40.15%	48.91%	71.69%	65.46%	60.80%	54.40%	57.56%	55.46%	61.95%	56.79%
Min	0.68%	1.28%	9.70%	11.15%	12.22%	12.22%	13.14%	16.43%	10.75%	8.08%	8.60%

Table J3

Raw Data: University Selectivity at FCS Control Group Institutions

Institutions (n=16)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Appalachian State University	34.82%	35.54%	34.43%	32.32%	31.15%	31.42%	35.50%	41.93%	36.93%	32.30%	38.22%
Austin Peay State University	46.53%	46.53%	6.42%	8.32%	9.24%	41.21%	9.13%	12.04%	9.93%	12.41%	16.52%
College of William and Mary	65.36%	65.67%	64.94%	68.97%	67.66%	66.33%	65.92%	66.49%	68.27%	65.36%	67.83%
Eastern Kentucky University	20.74%	21.31%	23.62%	6.33%	26.68%	34.92%	31.09%	27.73%	31.14%	34.24%	33.71%
Georgia Southern University	38.62%	44.96%	46.00%	45.76%	44.77%	52.64%	54.65%	49.71%	44.06%	44.05%	50.54%
Jacksonville State University	22.73%	10.77%	11.95%	11.98%	13.25%	13.52%	14.14%	12.37%	16.03%	16.35%	17.68%
James Madison University	35.67%	42.14%	37.54%	36.91%	32.30%	37.31%	36.46%	34.93%	38.60%	40.12%	38.67%
McNeese State University	15.59%	11.73%	11.46%	17.93%	21.43%	22.01%	23.84%	22.70%	32.28%	31.50%	31.34%
Morehead State University	27.15%	27.65%	28.88%	34.12%	30.71%	30.63%	28.86%	45.49%	21.21%	11.21%	7.27%
Murray State University	12.10%	11.71%	12.55%	15.92%	17.93%	17.15%	15.19%	14.42%	26.58%	18.54%	16.72%
Nicholls State University	1.01%	1.01%	1.01%	16.02%	12.53%	16.06%	17.64%	21.80%	22.18%	15.82%	8.22%
Northwestern State University of Louisiana	0.00%	1.73%	9.32%	22.65%	12.97%	17.50%	17.30%	19.10%	16.76%	17.63%	15.07%
Tennessee Technological University	20.61%	19.23%	22.44%	24.82%	7.83%	12.16%	8.97%	15.60%	6.06%	2.90%	6.79%
The University of Tennessee at Chattanooga	45.16%	48.10%	29.16%	15.61%	16.82%	11.96%	21.25%	20.85%	32.26%	26.33%	24.11%
The University of Tennessee-Martin	44.58%	55.13%	50.45%	25.66%	18.36%	22.99%	24.15%	25.49%	26.45%	26.57%	24.45%
Western Carolina University	27.04%	28.22%	26.36%	23.79%	25.36%	23.29%	32.10%	48.94%	55.85%	61.19%	61.34%
Mean	28.61%	29.46%	26.03%	25.44%	24.31%	28.19%	27.26%	29.98%	30.29%	28.53%	28.66%
Median	27.10%	27.93%	24.99%	23.22%	19.89%	23.14%	24.00%	24.09%	28.86%	26.45%	24.28%
Standard Deviation	17.47%	19.63%	17.57%	15.80%	15.24%	15.44%	15.64%	16.16%	16.27%	17.53%	18.78%
Max	65.36%	65.67%	64.94%	68.97%	67.66%	66.33%	65.92%	66.49%	68.27%	65.36%	67.83%
Min	0.00%	1.01%	1.01%	6.33%	7.83%	11.96%	8.97%	12.04%	6.06%	2.90%	6.79%

Table J4

Pre- vs. Post-Reclassification: University Selectivity at Reclassified Institutions

Institutions (n=2)	Pre-Reclassification	Post-Reclassification	% Change
Florida Atlantic University	34.70%	48.58%	13.89%
Florida International University	50.25%	57.16%	6.91%

Table J5

Pre- vs. Post-Reclassification: University Selectivity at FBS Control Group Institutions

Institutions (n=13)	Pre-Reclassification	Post-Reclassification	% Change
University of Alabama at Birmingham	33.14%	22.80%	-10.34%
Arkansas State University	22.60%	22.82%	0.22%
University of Central Florida	11.53%	34.21%	22.68%
East Carolina University	10.06%	16.57%	6.51%
University of Louisiana at Lafayette	26.39%	47.85%	21.46%
University of Louisiana-Monroe	26.02%	28.58%	2.56%
Louisiana Tech University	13.69%	13.95%	0.26%
Marshall University	40.28%	48.31%	8.03%
University of Memphis	16.95%	30.41%	13.46%
Middle Tennessee State University	5.70%	21.20%	15.49%
University of South Florida	20.36%	32.42%	12.05%
University of Southern Mississippi	49.17%	52.76%	3.59%
Troy University	52.94%	43.31%	-9.63%
Mean	25.29%	31.94%	6.64%
Median	22.60%	30.41%	7.82%
Standard Deviation	14.90%	12.73%	-2.17%
Max	52.94%	52.76%	-0.17%
Min	5.70%	13.95%	8.24%

Table J6

Pre- vs. Post-Reclassification: University Selectivity at FCS Control Group Institutions

Institutions (n=16)	Pre-Reclassification	Post-Reclassification	% Change
Appalachian State University	34.28%	35.00%	0.72%
Austin Peay State University	26.95%	17.90%	-9.05%
College of William and Mary	66.24%	66.60%	0.36%
Eastern Kentucky University	18.00%	30.10%	12.10%
Georgia Southern University	43.83%	50.44%	6.61%
Jacksonville State University	14.36%	13.32%	-1.04%
James Madison University	38.06%	35.25%	-2.81%
McNeese State University	14.18%	22.49%	8.32%
Morehead State University	29.45%	33.92%	4.47%
Murray State University	13.07%	16.17%	3.10%
Nicholls State University	4.76%	17.01%	12.25%
Northwestern State University of Louisiana	8.43%	16.72%	8.29%
Tennessee Technological University	21.78%	11.14%	-10.63%
The University of Tennessee at Chattanooga	34.51%	17.72%	-16.78%
The University of Tennessee-Martin	43.96%	22.75%	-21.21%
Western Carolina University	26.35%	32.42%	6.07%
Mean	27.39%	27.44%	0.05%
Median	26.65%	22.62%	-4.03%
Standard Deviation	15.94%	14.84%	-1.11%
Max	66.24%	66.60%	0.36%
Min	4.76%	11.14%	6.38%

APPENDIX K: EXPANDED DATA – INCOMING FRESHMEN STUDENT QUALITY

Table K1

Raw Data: Incoming Freshmen Student Quality at Reclassified Institutions

Institutions (n=2)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Florida Atlantic University	1130	1130	1130	1130	1130	1110	1110	1150	1150	1150	1150
Florida International University	1140	1140	1210	1180	1180	1190	1190	1190	1160	1160	1220

Table K2

Raw Data: Incoming Freshmen Student Quality at FBS Control Group Institutions

Institutions (n=12)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
University of Alabama at Birmingham	1150	1110	1150	1190	1190	1220	1220	1220	1220	1220	1220
Arkansas State University	1150	1150	1110	1110	1110	1110	1110	1110	1150	1190	1150
University of Central Florida	1230	1230	1250	1230	1250	1260	1270	1270	1280	1280	1280
East Carolina University	1110	1120	1130	1130	1130	1120	1100	1110	1120	1120	1130
University of Louisiana at Lafayette	1070	1070	1110	1110	1150	1110	1110	1110	1110	1110	1150
Louisiana Tech University	1110	1110	1150	1150	1150	1150	1190	1190	1190	1190	1220
Marshall University	1110	1110	1110	1150	1150	1150	1150	1150	1150	1110	1110
University of Memphis	1150	1110	1110	1110	1110	1150	1150	1110	1110	1150	1150
Middle Tennessee State University	1110	1110	1110	1110	1110	1110	1110	1150	1110	1110	1110
University of South Florida	1150	1190	1190	1210	1180	1230	1240	1260	1230	1250	1270
University of Southern Mississippi	1070	1070	1150	1070	1110	1110	1110	1110	1070	1150	1150
Troy University	1110	1110	1070	1070	1070	1070	1030	1070	1070	1110	1110
Mean	1127	1124	1137	1137	1143	1149	1149	1155	1151	1166	1171
Median	1110	1110	1120	1120	1140	1135	1130	1130	1135	1150	1150
Standard Deviation	43	46	47	51	48	58	69	65	66	60	61
Max	1230	1230	1250	1230	1250	1260	1270	1270	1280	1280	1280
Min	1070	1070	1070	1070	1070	1070	1030	1070	1070	1110	1110

Table K3

Raw Data: Incoming Freshmen Student Quality at FCS Control Group Institutions

Institutions (n=15)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Appalachian State University	1190	1210	1210	1220	1220	1220	1210	1250	1250	1220	1230
Austin Peay State University	1110	1110	1070	1070	1110	1110	1110	1110	1070	1070	1070
College of William and Mary	1440	1440	1440	1440	1440	1450	1440	1450	1440	1450	1460
Eastern Kentucky University	1070	1030	1070	1070	1070	1070	1070	1110	1070	1070	1110
Georgia Southern University	1110	1130	1140	1150	1170	1150	1180	1190	1170	1180	1180
James Madison University	1250	1250	1250	1250	1250	1230	1230	1250	1240	1290	1240
McNeese State University	1070	1030	1030	1030	1070	1070	1070	1070	1070	1110	1110
Morehead State University	1030	1030	1030	990	1030	1110	1110	1110	1110	1110	1150
Murray State University	1110	1110	1150	1150	1150	1150	1150	1150	1150	1150	1150
Nicholls State University	990	1030	1030	1030	1070	1070	1070	1070	1110	1110	1070
Northwestern State University of Louisiana	1030	1030	990	1030	1070	1070	1070	1070	1070	1110	1110
Tennessee Technological University	1150	1190	1190	1190	1150	1150	1190	1190	1190	1190	1190
The University of Tennessee at Chattanooga	1110	1110	1110	1070	1110	1110	1070	1150	1150	1150	1150
The University of Tennessee-Martin	1110	1110	1150	1110	1110	1110	1150	1150	1110	1110	1110
Western Carolina University	1100	1110	1110	1120	1110	1110	1110	1120	1110	1130	1130
Mean	1125	1128	1131	1128	1142	1145	1149	1163	1154	1163	1164
Median	1110	1110	1110	1110	1110	1110	1110	1150	1110	1130	1150
Standard Deviation	108	111	113	115	102	98	98	98	99	98	96
Max	1440	1440	1440	1440	1440	1450	1440	1450	1440	1450	1460
Min	990	1030	990	990	1030	1070	1070	1070	1070	1070	1070

Table K4

Pre- vs. Post-Reclassification: Incoming Freshmen Student Quality at Reclassified Institutions

Institutions (n=2)	Pre-Reclassification	Post-Reclassification	% Change
Florida Atlantic University	1130	1125	-5
Florida International University	1168	1188	20

Table K5

Pre- vs. Post-Reclassification: Incoming Freshmen Student Quality at FBS Control Group Institutions

Institutions (n=12)	Pre-Reclassification	Post-Reclassification	% Change
University of Alabama at Birmingham	1150	1213	63
Arkansas State University	1130	1110	-20
University of Central Florida	1235	1263	28
East Carolina University	1123	1115	-8
University of Louisiana at Lafayette	1090	1120	30
Louisiana Tech University	1130	1170	40
Marshall University	1120	1150	30
University of Memphis	1120	1130	10
Middle Tennessee State University	1110	1120	10
University of Southern Mississippi	1090	1110	20
Troy University	1090	1060	-30
University of South Florida	1185	1228	43
Mean	1131	1149	18
Median	1121	1125	24
Standard Deviation	43	59	27
Max	1235	1263	63
Min	1090	1060	-30

Table K6

Pre- vs. Post-Reclassification: Incoming Freshmen Student Quality at FCS Control Group Institutions

Institutions (n=15)	Pre-Reclassification	Post-Reclassification	% Change
Appalachian State University	1208	1225	18
Austin Peay State University	1090	1110	20
College of William and Mary	1440	1445	5
Eastern Kentucky University	1060	1080	20
Georgia Southern University	1133	1173	40
James Madison University	1250	1240	-10
McNeese State University	1040	1070	30
Morehead State University	1020	1090	70
Murray State University	1130	1150	20
Nicholls State University	1020	1070	50
Northwestern State University of Louisiana	1020	1070	50
Tennessee Technological University	1180	1170	-10
The University of Tennessee at Chattanooga	1100	1110	10
The University of Tennessee-Martin	1120	1130	10
Western Carolina University	1110	1113	3
Mean	1128	1150	22
Median	1110	1113	20
Standard Deviation	111	98	23
Max	1440	1445	70
Min	1020	1070	-10

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