

DOES PLAYING DIVISION III BASKETBALL HURT OF HELP THE
OVERALL GPA OF STUDENTS?

By

DANIEL ROIBAL

A capstone submitted to the

Graduate School-Camden

Rutgers, The State University of New Jersey

In partial fulfillment of the requirements

For the degree of Master of Arts

Graduate Program in Liberal Studies

Written under the direction of

Bryan Sacks

And approved by

Bryan Sacks

Camden, New Jersey

May 2021

CAPSTONE ABSTRACT

Does Playing Division III Basketball Hurt Or Help The Overall GPA Of Students?

By DANIEL ROIBAL

Capstone Director:
Bryan Sacks

This paper examines whether playing sports at a Division III college or university appears to help or hurt the student-athlete's academic performance. To gather information about this question I surveyed Division III college athletes around the Rutgers-Newark campus as well as six other Division III institutions. In this paper, I will present and review the data I found by my own study and relate them to other studies that I found throughout this process. The specific purpose of my study is to determine whether, and if so to what extent, playing a Division III sport has any impact on the overall grade point average (GPA) of the student athletes I surveyed, and in what direction it affects them. The information I sought from them during the survey is their overall GPA, whether they participate in any extracurricular activities, and if so, which ones, how many, and how many hours a week are spent on those activities. I then compare the GPA information I have gathered from my surveyed athletes to the performance of non-sports playing division III students. I will also consider possible confounding factors and limitations associated with my project.

Moving on, I also want to see the significant impact this study has on both sides of the argument. I believe this study will not only help me understand student-athletes more but also figure out if the sport that I coach at the Division III level, basketball, is

hurting them in the classroom. I want to figure out whether or not we need to spend less time at practice and more time in the study hall. My hypothesis about this study, to start, is that sports help students succeed in the classroom because it provides the discipline to get through school successfully for student-athletes who might not be otherwise motivated to make the sacrifices necessary to complete their schoolwork at the highest grade-attaining level possible. I personally experienced this during my stint as a Division III student athlete, and I am curious to determine whether or not the experience I had is representative of other Division III student-athletes around the United States.

Method

Procedure

How I conducted my research was to make a survey with questions that were designed to help me understand the Division III student-athletes background information at the university they attended, and to also understand what their thoughts were about this topic. My survey consisted of nine simple questions that took the average student-athlete under five minutes to complete. I asked the questions in a certain way to make sure the easy and simple questions came first before diving into questions that required more thought. This was an effort to diminish the chances the student athlete would get distracted and not finish the survey. My survey questions consisted of nine different questions that ranged over a few different topics. I asked certain questions to get a background on who is filling out the survey to fully understand the student athlete. The order of the questions were listed as follows:

“Q1: What institution are you currently attending?”

“Q2: What grade are you currently in?”

“Q3: Do you play male or female sports?”

“ Q4: Do you play more than one sport at your institution?”

“ Q5: Do you live on-campus or off-campus?”

“Q6: How many hours per week do you spend on your respective sport?”.

I regarded my closing questions as the most important:

“Q7: What is your current GPA?”

“Q8: Do you feel more motivated to get better grades because you are a part of a team?”

“Q9: Would you say playing a collegiate sport helps or hurts your GPA? Why?”

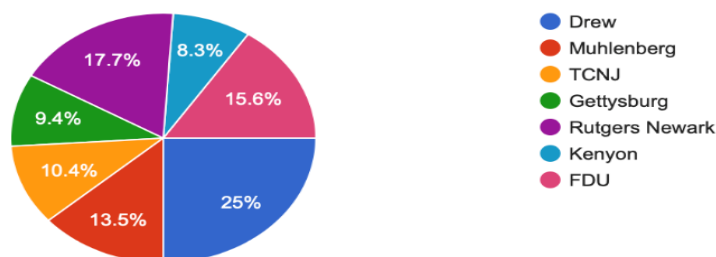
Seven out of the nine questions were multiple choice to ensure that the survey was easy enough to get filled out by as many people as possible. Moving forward from the survey, I got in contact with multiple Division III head coaches, assistant coaches, and the players themselves and asked them to fill out this short and easy survey. With the help of a few of my ex-coaches, friends, and even family members I got my survey filled out with enough people and information to test my hypothesis.

Participants

_____ First things first, I needed to break down the information given to me after all 96 participants filled out my survey. All of the 96 participants that completed the survey played college basketball at the varsity level. My study was sent to many different schools, for example, I have responses from Drew University (24-96 or 25%), The College Of New Jersey (10-96 or 10.4%), Gettysburg (9-96 or 9.4%), Kenyon College (8-96 or 8.3%), Fairleigh Dickinson-Madison (15-96 or 15.6%), Rutgers University-Newark (17-96 or 17.7%), and Muhlenberg College (13-96 or 13.5%) (shown in Figure #1). My study has a range of schools that have different environments around them. This will help my study because it shows that I have a large and somewhat varied demographic of subjects. I did not just get my results from one type of school because I felt like that information would not give me a good representation of my hypothesis. Five out of seven schools in my study come from urban areas or 78.1% of the participants.

What University do you attend?

96 responses



(Figure #1)

That includes Drew, TCNJ, FDU, Gettysburg, and Rutgers Newark. To break it down further, Rutgers Newark is a different type of urban school. Rutgers is in the city of Newark while the rest of them are in towns or suburbs. With that being said, Rutgers University-Newark was named the most diverse school in the nation by Best Value Colleges, back in 2018 and still is in the top 5 in 2021. This is good for my study because almost 20% of my participants are from Rutgers- Newark. I can assume that my demographic of participants ranges all over to get a better understanding of the average division III student athlete. The other two schools, Kenyon and Muhlenberg are more rural and make up 21.9% of my participants. They are located in smaller towns outside the college walls making them more urban than rural.

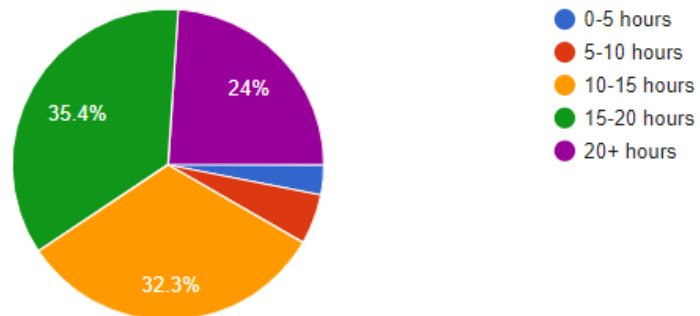
I also have a good mix of private and public schools. This will also get me a more well rounded demographic within my study. Out of the seven schools, five of them are private and two of them are public. This makes sense after I look at the numbers. There are 442 Division III institutions and 354, or 80%, are private institutions. The private ones in my survey consist of Muhlenberg, Drew, Kenyon, Gettysburg, and FDU and make up 71.9% of my study. The public schools are TCNJ and Rutgers Newark and make

up the other 28.1% of participants. My final point of my demographic of participants is that the colleges and universities come from different states. I have seven institutions from three different states. Two of them being within the northeast region of the United States of America, New Jersey and Pennsylvania, and the other being in the Midwest region, that state being Ohio. It was important to this study to get the most diverse group of people possible, given the time and reach constraints.

A majority of the 96 participants put in a lot of time when it comes to their respective sports. Over 90% of the respondents claimed to spend at least 10 hours per week on their sports obligations. Broken down further, 23-96 or 24% claim that they spend 20 plus hours per week on their sport, while 34-96 or 35.4% claim they spent 15-20 hours per week on their sport, and another 31-96 or 32.3% claim they spend 10-15 hours per week. The balance of the population surveyed claimed to spend under 10 hours on their sport, or near an hour a day (see figure #2 below on the next page). From this graph I can make the assumption that over 50% of my participants are fully invested in sport, defined as spending 15 hours a week or more on their sport. If they are spending 15 hours a week on their sport and there are roughly 30 weeks in a college school year, these Division III athletes are devoting roughly 450 hours of time to play the sport they live. While under 10% of my participants take it less seriously because they claim they spend less than 10 hours a week on their sport. This shows you how much even Division III athletes care about their respective sport and dedicate an absurd amount of time to getting nothing in return financially.

6. How many hours a week do you spend on average on your sport?

96 responses

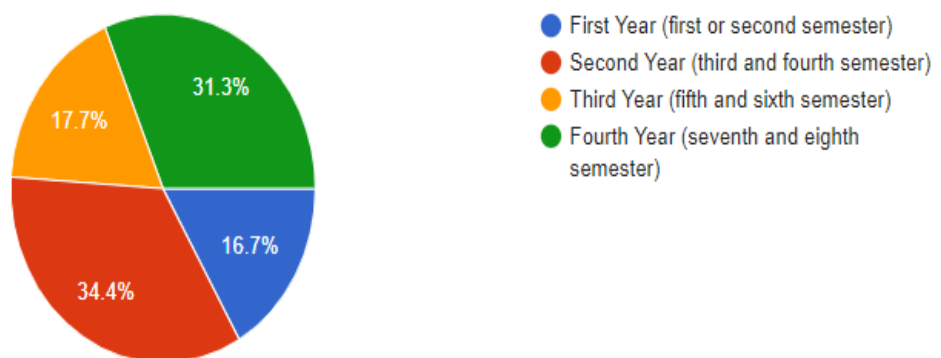


(Figure #2)

Out of all 96 participants, 16 or 16.7% of them are freshmen, 33 or 34.4% of them are sophomores, 17 or 17.7% are juniors, and 30 or 31.3% are seniors. (see figure #3). This shows that my sample appears to be satisfactorily representative of the population of DIII athletes playing basketball (cite this). My sample population has an age range of 18-22 years old.

2. What year or term are you in?

96 responses

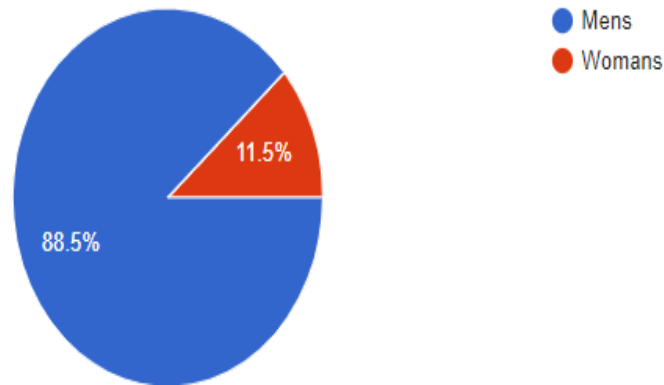


(Figure #3)

Out of my 96 participants, 34-96 or 35.4% live on campus and 62-96 or 64.6% live on campus. The last thing to figure out about our population is what gender they associate with. Out of my 96 participants, 11 or 11.5% are female and 85 or 88.5% are male. Out of all the information I have gathered, this one is the most lopsided. There is over a 70% difference between how many males to females filled out my survey. This may limit the applicability of my study because while there are more males that play Division III sports, the percentage of males is far less than 70% more. Shown in figure #4 on the next page.

3. Do you play men's or women's basketball?

96 responses

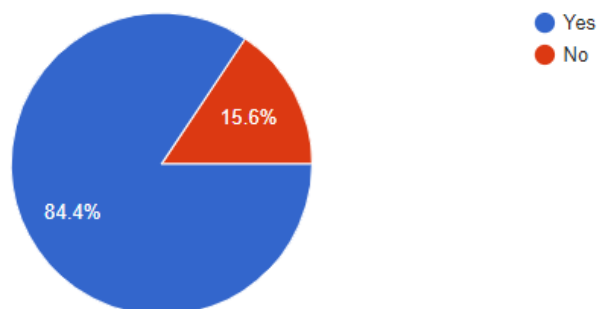


(Figure #4)

Results and Findings

8. Do you feel more motivated to get better grades because you are a part of a team?

96 responses



(Figure#5)

_____ Throughout my survey, I was able to learn a great deal of information regarding the student-athletes and how they feel about being on a team, as well as what they thought about being held to a higher standard in the classroom. One of my questions asked the student-athletes “Do you feel more motivated to get better grades because you are a part of a team?”. Out of the 96 participants, 81 or 84.4% claimed that they feel motivated to perform better in the classroom because they are representing a team. Shown in figure #5 below. From these findings, I can reasonably assume that because they are part of a team they will expend greater than average effort in the classroom. These standards will change between each program because every program is different and has different goals in place.

Even though 84.4% claim to want to do better how do we figure out if they actually do? That’s when my next question comes into play. Question number 7 in my survey asks each student-athlete what their current overall GPA is, counting from the end of the last semester. From this question, I figured out that 5-96 or 5.2% of student-athletes

in this survey have a 2.5-2.75 GPA, 9-96 or 9.3% have a 2.75-3.0 GPA, 33-96 or 34.4% have a 3.0-3.25 GPA, 26-96 or 27% have a 3.25-3.5 GPA, and 5-96 or 5.2% have a 3.74-4.0 GPA. Even though at the Division III level the NCAA does not require a certain GPA to be able to play, the individual programs often set grade-level requirements that the players must maintain. Most schools follow the guidelines they have set in place for DII and DI which is only a 2.0 GPA. In my results, the average GPA from my 96 participants is a 3.30 GPA. Samatha Lindsey from PrepScholar.com states that the average college GPA is somewhere between 3.0 and 3.15 (1). Other Case studies I have found, such as "An Examination of Academic and Athletic Integration: A Case Study of an NCAA Division III Institution" by Diercks, Kelly Anderson backs this claim up when he states in his writing that "When looking at the data set as a whole, over the four-year period, non-athletes had a mean undergraduate GPA of 3.153, while athletes had a mean GPA of 3.125." (2). If these numbers are correct this will show that playing Division III college sports appears not to injure and may even positively impact academic success more than conventional wisdom is prone to believe.

Discussion

_____ While doing my research and trying to figure out if Division III college athletes do better academically because they are playing a varsity sport or not, I came across multiple sources that claim that Division III college athletes have less time to devote to school work. Therefore, from this it might be assumed that Division III athletes will not do as well compared to those students not playing a sport. I would dispute this claim in light of the fact that playing a Division III sport teaches a student-athlete many things

that help students succeed in the classroom even though it consumes nearly 20 hours a week of potential school work time.

Before diving into my discussion on the information I found through my survey I want to talk about how 87 percent of all DIII athletes graduate from college. Although the other two divisions are not that far behind, that's the highest percentage of any NCAA Division. Going off that point I found an article by Paige Maslen entitled "The Social and Academic Benefits of Team Sports" and another by Kristen Glodfelter called "College athletes share the real pros and cons of playing sports". Maslen states in her article that "more than 97% of student-athletes graduated high school, 10% higher than those students who had never participated in sports. Athletes were also shown to have better GPA outcomes than non-athletes." While, Glodfelter claims that a ton of college athletes do not have enough time outside of sports to get their studies in. Richards, Shaunette, and Elizabeth Aries in "The Division III Student-Athlete: Academic Performance, Campus Involvement, and Growth." state that "This study reveals that at a Division III school athletes (a) make more than double the time commitment to extracurricular activities than nonathletes, (b) graduate with GPAs that do not differ from nonathletes, (c) are as involved in most aspects of campus life as nonathletes.... The data challenge negative stereotypes of student-athletes and suggest that when the full range of athletes across a variety of sports are considered, involvement in college athletics may not be problematic in some college settings."

In my study I asked the question "Would you say playing a collegiate sport helps or hurts your GPA? Why?" Some of the responses I got backed up my claim that playing a Division III sport helps your GPA while others showed mixed emotions about it. For

example, one Division III student that is an upperclassman at Rutgers-Newark writes “I would say it helps because basketball teaches time management skills and being part of a team and setting goals both athletically and academically go hand in hand.”. Another student athlete from The College of New Jersey wrote “It certainly helped me improve my GPA, my Coaches definitely stressed the importance of maintaining a respectable GPA. Also, having mandatory study halls also guarantees that I will have an allotted time to focus on school work.”. Across all Division III schools coaches, for the most part, understand that these kids are student-athletes, notice how students came first. When these students fall behind ever so slightly, sports hold them to a higher standard. At Rutgers Newark, for example, if a student shows a slow start in a class we make them do an extra study hall per week for the remainder of the semester. This forces students-athletes at Rutgers Newark to get a head and stay ahead to boost that GPA as much as possible. We preach on the basketball court to never take a play off. The same comes to the classroom, never take an assignment off because it is not worth a lot of your grade. Other schools, like Kenyon College and TCNJ, force their players to log in at least 15 hours per week at the study hall. Normal students do not get this structure and mandatory time to study. This helps student athletes stay on track while so many other things are going on.

These claims really back up what I'm trying to prove but at the same time I understand that devoting that much time to something that's not school has to play somewhat of a burden when it comes to school. One student athlete wrote “I would say both honestly. It hurts because time is “taken” away from doing school work but other than that I feel like you are more accountable for your grades with teammates and

coaches which is helpful (It makes me want to do better with having teammates and coaches).” Another student athlete wrote that “It’s a really hard combination. You have to be extremely devoted to both! Just so you can maintain a healthy mindset. It’s reward is also huge because it builds a strong mentality in you. Most importantly you have to make a lot of sacrifices. Going to sleep late most times, not hanging out with the team during the weekends, frequent communication with your teacher that is office hours every chance you get. This is a lot of sacrifice.”

The responses I received from my survey indicate that at the division III level, the majority of athletes may be playing because they truly love the game, not because they are getting a scholarship. That is, as Bernard Suits (1988) describes it, sport is primarily an autotelic activity for them, rather than an instrumental one. The internal goods offered by sport (MacIntyre, 1981) become the primary reason for playing, instead of the external goods associated with elements of its play. One student athlete said in the survey that “ At this level there are no scholarships and no money that you get from participating. For the most part playing a Division III sport is only sacrificing time for student athletes. No one is holding a scholarship over your head as a Division III student-athlete. You have the freedom to stop playing and still pay the same amount for school each year”.

In my opinion, the Division III level school is taken much more seriously because people have less aspirations on becoming a professional at their sport. To narrow it down just to basketball. The NCAA website states that, “Tracking 2018-19 international opportunities for the 2018 draft cohort, it was determined that an additional 839 former NCAA student-athletes played internationally, in the G-League or in the NBA as undrafted players (606 from Division I, 194 from Division II and 39 from Division III)

after leaving college; this includes international players who attended NCAA institutions.”Only 4 percent of those players are Division III players that made it professionally. Division III players have a less than a one percent chance of making it professionally. For this reason, it seems safe to say that most Division III players understand that the odds are against them becoming professionals. With that being said they must get good grades to land a job after college is over because basketball will most likely not pay their bills.

One objection that might be made against my claims in this paper is that the overall GPA for your study should be higher than average. The schools I surveyed are harder to get into than the average Division III school, and thus one might expect the average student to be a better grade-earner than average. . Such as Gettysburg, Rutgers, Kenyon, Muhlenberg, and even TCNJ. All those schools average grade point averages are over the national average, with that being said, my data should show that. Where my data is helpful lies within what the NCAA rule is for Division III athletes. The rule for required GPA, according to the NCAA rulebook “There are no set NCAA GPA requirements for Division 3 as schools set their own admissions standards you must meet in order to compete. These GPA standards are outlined in the overall NCAA academic requirements.” (3). Going off that point, Division III schools, like the ones in my study, all pick their own GPA at which the athlete is eligible to play. After talking to all of the coaches in my study and asking them “what GPA do you hold your players too?” Four out of the seven schools in my study held their players to a higher standard than what the Division II and Division I standards are. Those schools being Drew, TCNJ, Gettysburg, and Muhlenberg. These schools held their players to a 2.5 GPA while the other schools

held their players to the 2.0 GPA minimum. These results are not surprising. When I averaged the grade point averages of the basketball players that have filled out my survey from each school, I found out that three out of the top four GPAs came from programs committed to the higher standard of having a 2.5 GPA. The order from highest to lowest GPA from my survey was Drew (3.46 gpa), TCNJ (3.35 gpa), Muhlenberg (3.28 gpa), FDU (3.22 gpa), Gettysburg (3.18 gpa), Kenyon (3.14 gpa), and the only school under the national average of a 3.1 gpa is Rutgers-Newark (3.08 gpa). Though this is admittedly a small sample size, these coaches of these programs are setting the bar higher than comparable programs, and the students may be responding to it positively. Going off of my data that shows 84.4% of these players feel more motivated to get better grades because of being part of a team, 93% of that 84.4% (or 78% of my total survey participants) came from schools that require the higher GPA (TCNJ, Drew, Muhlenberg, Gettysburg). Another fact from my study is that 100% of the players that answered yes to “Do you feel more motivated to get better grades because of being part of a team?”. Out of all the participants that felt more motivated had a GPA over the national average. Out of the 96 participants 82 said yes to this question. Further, their GPAs averaged nearly 3.4, a number well above the national average.

At each college and university there are usually three different levels at which you can play a sport and stay active. At the bottom there are Intramural sports that are the most casual and affordable way to join organized athletics. They typically impose the fewest and least stringent demands on students. Then we have club sports, which are usually more competitive, hold tryouts, and travel to play other local schools. On top of that the teams usually have coaches and players are expected to take club sports contests

more seriously than intramurals. In sum, club sports programs can often approach the level of structural demands placed on players of varsity sports, which makes up the top category. Division III sports fall within this rubric, and they are the most demanding of all the undergraduate sports. They are typically highly competitive and well organized. They are funded through the NCAA and the school itself. This is what keeps Division III collegiate sports alive. Through the NCAA you are able to give out scholarships to athletes that land within Division I and Division II sports. At the division III, intramural, and club level they do not give out any sort of scholarships. The reason I am bringing this up is because division III sports, intramurals, and club sports all have a lot in common. These student athletes are getting no financial gain playing these sports. Their chances of ever earning enough revenue to live are extremely small coming from one of these three levels, and rarely provides the primary motivation for participation at these levels.

In her article “Club and Intramural Sports Participation and College Student Academic Success.” Kerri Vasold goes into depth on club and intramural sports and how it hinders or helps academic success. The study, Vasold tells us, “was to determine the relationship between university club and intramural sports participation and student grades via the ACHA/NCHA survey, while controlling for confounding variables. Overall, the results of this study support the proposed hypothesis that students reporting participation in club and/or intramural sports report higher grade averages than students who do not.”(Vasold 5).The results of this study are fascinating and could be argued to relate to Division III sports as well. As discussed earlier, differences between club and division III collegiate sports can be relatively minimal.

One major reason why I believe playing a sport in college will help you academically was touched upon in the same article, Vasold states that, “Physical activity (PA) has been found to have numerous benefits for both physical and mental health. Being physically active can decrease the risk of many chronic diseases such as cardiovascular disease, type 2 diabetes, stroke, various cancers, and even reduce the risk of premature death (Blair & Morris, 2009; Haskell, Blair, & Hill, 2009; Reiner, Niermann, Jekauc, & Woll, 2013). Physical activity has also been found to improve mental health indicators. For instance, physical activity has been shown to reduce anxiety and stress, improve mood and self-esteem, and increase cognitive functioning (DiLorenzo et al., 1999; Etnier et al., 1997; Harvey, Hotopf, Overland, & Myk- letun, 2010). Unfortunately, research has also shown that as age increases, physical activity levels decline (Sallis, 2000). These declines occur most rapidly when individuals transition from late adolescence to early adulthood, which, for many, encompasses the college years (Douglas et al., 1997; Kwan, Cairney, Faulkner, & Pullenayegum, 2012; Zick, Smith, Brown, Fan, & Kowaleski- Jones, 2007).” (Vasold 5).

This study suggests that during these years in college doing physical activity of most kinds, will help students improve aspects of physical and mental health relevant to academic performance. Regarding the related question in my survey, “Do you feel more motivated to get better grades because you are a part of a team?. With the motivation from the team aspect combined with the performance of physical activity , a boost inboost overall performance in the classroom may be expected to follow in the absence of other confounding considerations. My study has shown that 78% of my study participants feel motivated because they are on a team and also have a higher GPA than the average

3.1. This would seem to suggest that being part of a team, for the most part, may well contribute to being more accomplished in the classroom.

Conclusion

With all the information above you can build your own conclusion on whether or not playing college sports, at the division III level, helps you academically. I think the numbers and information I have gathered throughout my study tells me what I hoped and somewhat expected to happen. My numbers show me what I experienced as a student athlete. From the information I have gathered throughout my study shows me that sports do help students succeed, for the most part, in the classroom at the Division III level. The biggest argument that was brought up to me throughout this process was that “students spend less time in schoolwork because they are devoted to a sport”. On average, the information that this study gathered shows that these division III athletes spend more than 15 hours a week on being an athlete. That is nearly 450 hours per school year. With that being said, my study shows that you can be devoted to a sport and still get it done academically. In my results, the average GPA from my 96 participants falls between 3.25-3.5 GPA. Proving that you can play a division III sport and succeed. One of the main reasons why this can happen because the participants answered the question on whether or not being on a team motivates you to do better? and the majority said that it does. I believe this to be accurate because of the wide margin of participation I got. Gathering information from different teams, different institutions, and from different states makes my findings more accurate to the general division III student athlete population.

Overall my participants have shown that they can balance the two and also have a higher than average GPA. I think this study can help kids on their decision making prior to becoming a college athlete. From my experiences alone, I have seen and heard of tons of good athletes not playing a college sport because they hear how hard it is to balance both school and sports. From what I have gathered I believe that this study will help those kids decide the correct choice. The correct choice being playing a sport because it teaches you many life lessons that normal students might not understand. Things like time management, knowing what it takes to be on a team, sacrificing time, and managing your energy, are all benefits of being a student athlete.

With that being said, the specific purpose of my study is to determine whether, and if so to what extent, playing a Division III sport has any impact on the overall grade point average (GPA) of the student athletes I surveyed, and in what direction it affects them. I would like to say that playing a sport directly affects your grades in a positive way, but I can not. It depends on the student themselves and whether or not they truly need a sport to manage their school, like myself. Playing a sport will help you because you have certain standards to live up to with people around you that are willing to help. Being a student athlete helps you more to stay on track and in school because playing sports at the division III level shows you that it is bigger than just you. You are a team and represent a campus, coaching staff, and teammates; not just yourself. That is why I believe that almost 80% of my participants claimed that being a part of a team motivated them more to be better in the classroom.

To conclude, what I found from this study is that playing a division III sport will help you and show you a path on how to succeed but will not do it for you. It depends on

the person at the end of the day on whether or not playing a division III sport will affect your overall GPA in college.

Limitations

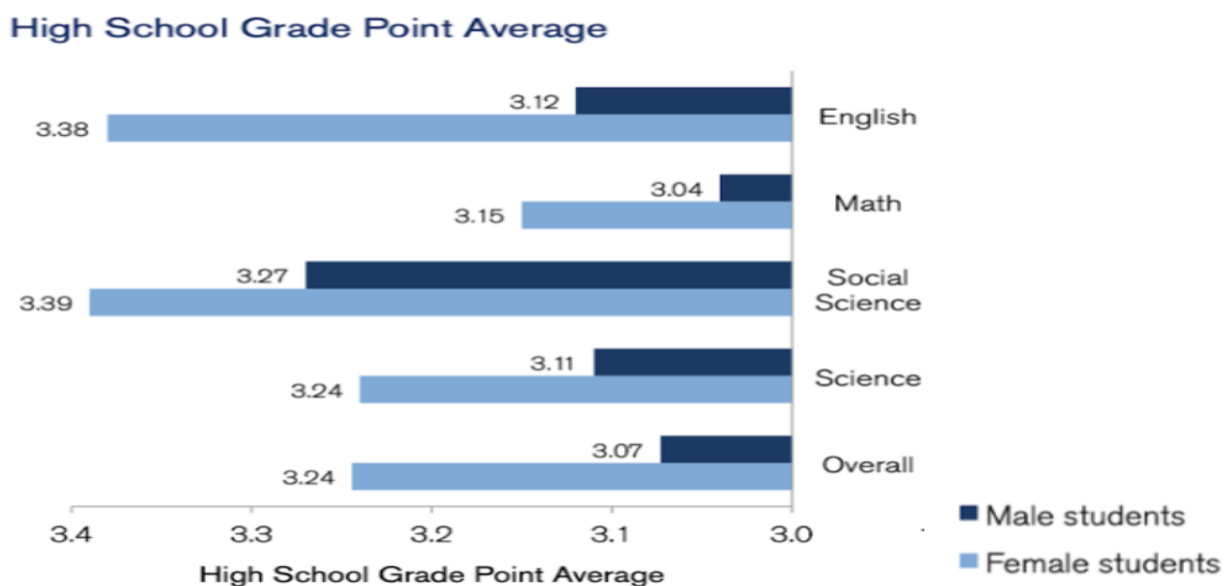
My first major limitation is around the question of sample representativeness. I can not adequately represent the general population because my study only has 96 participants out of the nearly 200,000 student athletes at the Division III level. I can only talk about trends that I am seeing with my group and numbers that accumulate from that. I can only relate that information to other studies I found online. A Second limitation is the amount of journals and studies on this topic that is specific to Division III sports. Most studies have a mixture of athletes from all different NCAA Divisions. It has been hard to find certain studies that relate exactly to my hypothesis at this level specifically. There appears to be a relative gap in the literature on this point.

Another limitation would be my somewhat biased opinion that playing a Division III sport helps you because it helped me. Without playing Division III college basketball for Drew University I would have not made it through college. Without the constant pressure from my team and coaching staff to be better forced me to get through. Without the sport of basketball I never even think about attending college. So with that being said I think I might have somewhat of a biased opinion on this topic.

Other limitations I came across is that only 11.5% of my participants were female. This might play a factor in my number and findings I took from the survey. I found studies that show the difference between males and females academically. This study specifically, from www.ACT.org, claims “Female students who graduated from

high school in 2013 averaged higher grades than their male counterparts in all subjects, but male graduates earned higher scores on the math and science sections of the ACT.”

(6) This information is shown in figure #6 below.



(Figure #6)

Though this information pertains to high school performance, it may support an assumption that female students will tend to have better overall GPA in college than their male counterparts. As you can see from this chart, females have nearly 0.2 higher of a GPA. Even though that does not sound like a lot, it is! With that information present, I know my study will be skewed because 88.5% of my participants are male and on average would have a lower scoring GPA. However, if this is so and if I found a higher GPA among my male-dominated survey sample, it would not appear to injure my hypothesis and may even offer additional support for it.

One huge limitation is around verification: my method does not allow for me to verify the GPA claims of my respondents. I do not have access to their academic records so this is all based on their word. There are various incentives for both student athletes

and non-athlete students to exaggerate their GPAs when questioned about them, so that must be considered. Some students might have a 2.5 GPA but either aspire to or believe they are in the process of attaining or will shortly attain better grades so they might put down 3.0 GPA. There is no way of truly telling whether or not my data is reliable because I am trusting respondents to give me exact information they might not want to give. If this limitation is true it makes my study potentially far less revealing.

Another limitation that needs to be talked about is school population size.

According to collegedata.com, "*Colleges considered "small" have fewer than 5,000 students.* These are typically private colleges like Hobart, Colgate, Grinnell, and Reed..... *Many colleges fall into the "medium" category, between 5,000 to 15,000 students.* Yale, Brown, Howard, Duke, University of Arkansas, University of Montana, and Binghamton University are all medium-sized. *"Large" usually means more than 15,000 students.* University of Southern California, New York University, and University of Pennsylvania qualify as large on the private side; UCLA, Michigan State, and University of Texas at Austin on the public side. A label of "huge" would be more accurate for those public universities that have more than 30,000 students (7). This is a limitation because I do not have samples from what is considered a large school or a huge school. My schools fall mostly in the small school category with only two schools being considered a medium sized school. My medium sized schools are Rutgers-Newark who has the largest student population that is roughly 11,800 students and The college of New Jersey who has roughly 7,500 students. After those two schools we have a big drop off of the student population. The next biggest would be Farleigh Dickson which has roughly 2,800 students followed by my other 4 schools (Drew, Gettysburg, Muhlenberg, and Kenyon) all have

less than 2,500 students at their institution. I can not find any studies that relate school population size and academic success which makes this information a limitation. The fact that my group of schools are all mostly labeled as small schools might play a factor on the results I found related to my hypothesis that is if playing a Division III sport has any impact on the overall grade point average (GPA) of the student athletes.

Work Cited

1. Lindsay, Samantha. *What's the Average College GPA? By Major?*, blog.prepscholar.com/average-college-gpa-by-major#:~:text=The%20average%20GPA%20for%20students,3.15%2C%20or%20a%20B%20average.
2. Diercks, Kelly Anderson. *An Examination of Academic and Athletic Integration: A Case Study of a NCAA Division III Institution*. Order No. 10624604 University of Minnesota, 2017 Ann Arbor ProQuest. 30 Mar. 2021 .
3. CollegeData. *College Sizes: Small, Medium, or Large*. 18 Nov. 2020, www.collegedata.com/resources/the-facts-on-fit/college-size-small-medium-or-large.
4. Richards, Shaunette, and Elizabeth Aries. "The Division III Student-Athlete: Academic Performance, Campus Involvement, and Growth." *Journal of College Student Development* 40.3 (1999): 211. ProQuest. 30 Mar. 2021 .
5. Vasold, Kerri L., et al. "Club and Intramural Sports Participation and College Student Academic Success." *Recreational Sports Journal*, vol. 43, no. 1, Apr. 2019, pp. 55–66, doi:10.1177/155886611984008
6. *The Difference in the College Division Levels*. www.ncsasports.org/recruiting/how-to-get-recruited/college-divisions.
7. CollegeData. *College Sizes: Small, Medium, or Large*. 18 Nov. 2020, www.collegedata.com/resources/the-facts-on-fit/college-size-small-medium-or-large.
8. Vasold, Kerri L. *Impacts of Recreational Sports Participation on College Student Academic Success*. ProQuest Dissertations Publishing, 2019.
9. Hoyt, Donald P. *Forecasting Academic Success in Specific Colleges* . Research and Development Division, American College Testing Program, 1968.
10. Wethington, Charles. *Attitudes and Academic Success*. [University of Kentucky], 1966.