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A Youth Revolt: Discerning the Impact of “One-and-Done” Rule On Major Collegiate Championship Teams at the Division I Level

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A YOUTH REVOLT: DISCERNING THE IMPACT OF “ONE-AND-DONE”
RULE ON MAJOR COLLEGIATE CHAMPIONSHIP TEAMS AT
THE DIVISION I LEVEL

BY

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SUBMITTED IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE
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ABSTRACT

The National Basketball Association (“NBA”) implemented a new age policy in the collective bargaining agreement in the summer after the 2005-2006 season. As a part of that agreement, the NBA required all potential draftees to be at least one year removed from their high school graduation. This new policy required supremely talented high school basketball players to spend a year in college instead of declaring for the NBA draft upon their graduation. Most college basketball fans are familiar with some of the names of famous freshmen who have graced college basketball for one season in recent seasons. These freshmen receive a great deal of publicity and exposure and have the opportunity to elevate the profile of their respective institutions.

Up until this point, research on the impact of these “one-and-done” players has focused on the economic impact that they have brought to their respective institutions. Other research has focused on how the media has chosen to frame the issues surrounding the debate of propriety of the rule. Unfortunately, the research has not focused on whether this influx of talented freshmen are having success while they are in college basketball and if they are a part of a growing trend that will see freshmen playing a larger role in championship teams at each juncture of the college basketball season. The hope was that at the conclusion of this paper, the research will indicate that freshmen are playing a larger role in successful collegiate teams playing at the highest level of Division I basketball.

The methodology of the study included researching every men’s basketball team that captured a championship at the regular season, conference tournament, and national tournament level from the years 2001-2011 (which covers a period of five years

before as well as five years after the implementation of the NBA's age policy). Teams were further stratified depending on their respective level of play and the strength of their conference, relative to others, within Division I. More than three hundred teams were profiled in the statistics gathered for this paper. In order to analyze the change in playing time for freshmen among the different tiers of competition, several statistical tests were performed on the minutes collected from each conference including standard deviation and z-scores.

Ultimately, the study was not able to reflect a growth in playing time among freshmen playing at the highest level of Division I basketball. The data is unpredictable from year-to-year and does not reflect a pattern or linear relationship. The same can be said for the two lower levels of Division I basketball. Their data is unpredictable from conference-to-conference on a yearly basis though the study was able to identify a regression in the overall playing time among the lower tiers of competition. Thus, while the highest tier cannot be said to be playing freshmen *more* as a result of the implementation of the NBA age policy, it also cannot be said to be playing freshmen *less* either. This is in stark contrast to the lower tiers of the Division I level which have been playing their freshmen fewer minutes after the implementation of the rule.

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INTRODUCTION

In 2012, the University of Kentucky ostensibly made college basketball history when they started three freshmen and captured the National Collegiate Athletic Association's (NCAA) tournament championship. One year later, the University of Michigan fell one win short on a campaign led by three freshmen and a sophomore. There appears to be a shift in the landscape of major college basketball towards youth. A sport that once seemed to crown only those teams led by upperclassmen has been dominated in recent years by the notable freshmen like John Wall, Anthony Davis, and Greg Oden.¹ This change is due, at least in part, to a change implemented by the National Basketball Association (NBA) on its policy regarding draft eligibility status. Instead of declaring for the NBA draft after their high school graduation, high school wunderkinds are forced to spend one year in college and *then* opt for the NBA Draft which is why these players are commonly referred to as "one-and-done."²

LUCRATIVE BUSINESS WITH HIGH STAKES INVOLVED

College basketball is no longer simply a local sporting attraction; it is a business and a source of revenue for institutions and their athletic programs. Each year, the NCAA rewards the participants of their annual tournament, known in popular culture as "March Madness", with distributions from their total revenue for that year. In 2011-12 alone, the NCAA distributed \$503 million to conferences and member institutions (NCAA "Distributions", 2013). There is even evidence to prove that retaining the services of a "one-and-done" player can boost an institution's earning potential (Fanney, 2009). However, money from the NCAA is just a start for these schools.

School administrators and athletic directors reward tournament success by giving coaches more assets.³ The recent trend among Division I institutions is to reward success by giving their programs the best facilities in which to train, practice and compete. These costs have gone up significantly in recent years creating a pseudo “arms race” as schools try to compete for what is thought to be a limited pool of top recruits by impressing them with their state-of-the-art facilities and other luxuries (Breitbach, 2007).

POSTSEASON PLAY

Earning a berth to participate in the NCAA tournament is the goal of every Division I coach and player. The inaugural tournament in 1939 only featured eight teams. The field began growing soon after, reaching 16 teams from 1951 to 1952 and varying between 22 and 25 teams from 1953 to 1974. It then steadily increased from 32 teams in 1975 to 64 teams in 1985. The most recent expansion came in 2011, when 68 teams were invited to participate (Greenspan, 2013).

“March Madness” is comprised of the champions from 31 athletic conferences who are awarded automatic bids to the tournament. The remaining 37 teams are selected by a committee, which also seeds all 68 teams on the tournament bracket and assigns the teams to regional playing sites using the NCAA championship structure regulations (NCAA “Committee changes bracketing guidelines for Division I tournament”, 2013). The number of conference championships and tournament appearances a coach has will go a long way in determining his place among peers and, thus, his value to the university.

YOUTH VERSUS EXPERIENCE

According to Rule 15.5.5.1 of the NCAA's *Division I Manual*, every team has a limit of 13 scholarships⁴ to give to student-athletes. Most teams will often include additional players who are not on athletic scholarship (called "walk-ons") strictly for depth and practicing purposes. Players on a team may range in academic year from freshmen to graduate students; this is because, per Rule 14.2.1, players have five calendar years in which to use their four years of athletic eligibility (NCAA Academic and Membership Affairs Staff, 2013).

Most coaches spend a number of games per year trying to find the right combination of players that will enable the team to compete at the highest level. Coaches are forced to make tough decisions about whether to go with newcomers (e.g., freshmen) or upperclassmen (e.g., junior, senior, graduate). Often times a recruit will base his decision on which school he will attend, at least in part, on whether or not a coach has shown the willingness to play freshmen in past seasons. However, playing only underclassmen may alienate older players on the team or have disastrous results on the court.

THE FOCUS

In order to be eligible for the NBA Draft, a player must be "at least 19 years of age during the calendar year in which the Draft is held, and with respect to a player who is not an international player, at least one (1) NBA Season has elapsed since the player's graduation from high school (or, if the player did not graduate from high school, since the graduation of the class with which the player would have graduated had he graduated from high school)" (NBPA, 2011). Critics of the NBA's age rule will point to

the eligibility scandals that have followed at institutions attended by “one-and-done” players.⁵ They point to the revenue generated by the universities and note that, often times, the players do not even complete their degrees so they cannot be said to be receiving a free education (Rhoden, 2008). Supporters believe that it has brought greater parity to college basketball by allowing the relatively unheralded and unknown schools to compete against their more renowned counterparts (Wharton, 2013). This is due to the fact that, often times, NCAA tournament games pair “high-major” schools featuring inexperienced “one-and-done” players against more-seasoned “mid-major” or “low-major” teams who are, often times, led by juniors and seniors.

The purpose of this research is to examine the impact that the “one-and-done” rule has had on the percentage of playing time that freshmen receive on championship teams at varying levels of Division I competition. In order to properly address this topic, the research will answer the following questions:

1. During the regular season, what percentage of minutes have freshmen accounted for on regular season championship teams? How has that relationship changed since the imposition of the NBA’s “one-and-done” rule?
2. During the conference tournament, what percentage of minutes have freshmen accounted for on conference tournament championship teams? How has that relationship changed since the imposition of the NBA’s “one-and-done” rule?

3. What percentage of minutes have freshmen accounted for on national championship teams at the Division I level? How has that relationship changed since the imposition of the NBA's "one-and-done" rule?
4. To what extent, if any, does the amount of playing time given to freshmen depend on a champion's placement in the conference hierarchy? How has that relationship been impacted by the NBA's "one-and-done" rule if at all?

LITERATURE REVIEW

THE HISTORY OF NBA DRAFT ELIGIBILITY

In the early days of the NBA, the league imposed a rule that required players to wait four years after graduating from high school before they were deemed eligible for the draft (Medcalf “Roots”, 2012). In the early 1970s, Spencer Haywood, who was only three years out of high school, signed a contract with an NBA team and challenged the rule in federal court. In 1971, the Supreme Court struck down the rule and allowed Haywood to pursue a professional career in the NBA. In the few years following the Haywood ruling, Moses Malone, Darryl Dawkins, and Bill Willoughby entered the professional ranks straight from high school; however, they were the exception and not the norm (Medcalf “Roots”, 2012).⁶

The modern pioneers who opted for the NBA over college include notable stars like Kevin Garnett (1995), Kobe Bryant (1996), and Tracy McGrady (1997). These individuals were able to carve out illustrious careers for themselves in the NBA. But not everyone was able to share in that success. For every Kevin Garnett there is a Leon Smith (1999) who did not fare nearly as well.⁷ For every Kobe Bryant there is a Korleone Young (1998) whose dreams never materialized.⁸

After a string of high-profile misses in the early 2000s⁹, the NBA seemed poised to make a change. Team owners and league officials were frustrated by the threat of missing on a player with a draft pick and took the issue up with NBA Commissioner David Stern (Medcalf “Roots”, 2012). In 2005, the collective bargaining agreement expired between the NBA and the National Basketball Players Association (NBPA), the union for the players. During negotiations for a new agreement, as a part of their

concessions, the NBPA accepted a new eligibility requirement. For his part, Stern has not backed away from the ideology behind the rule claiming that “for our business purposes, the longer we can get to look at young men playing against first-rate competition, that’s a good thing. Because draft picks are very valuable things [to NBA teams]” (Howard, 2012).¹⁰

The NBA is not the only party that benefits as a result of the age limit. College basketball burst onto the national scene in 1979 when Larry Bird’s Indiana State team took on Magic Johnson’s Michigan State squad.¹¹ A decade or so later, the University of Michigan caught the nation’s attention when they started five freshmen, known in popular culture as the “Fab 5,” on their way to a national championship game appearance. However, from the late 1990s to the mid-2000s, prior to the implementation of the “one-and-done” rule, many of the elite high school players decided against playing college basketball and the NCAA watched its profits substantially decrease as a result (Beaulieu, 2012). After the NBA changed the eligibility rules, the NCAA immediately benefited by having elite talent that would have otherwise skipped college to play in the NBA.

THE EFFECT OF THE “ONE-AND-DONE” RULE

A recent study was conducted to determine the effect that these “one-and-done” college basketball players had on the success of college basketball programs (Fanney, 2009). In order to measure the impact of these players, Fanney (2009) measured the following variables: winning percentage, number of NCAA tournament games played, attendance, merchandise sales, and roster turnover. The study analyzed players who left college after one season beginning in 1995 up until 2006. The researcher predicted

that certain variables (e.g., attendance, winning percentage, and number of NCAA tournament games played) would experience a slight bump, or increase, while the “one-and-done” player was at school followed by a slight regression upon his departure. Conversely, Fanney (2009) hypothesized that merchandise sales would spike during the season that the “one-and-done” player was at the institution, but that there would be a carry-over effect the season after they left which would not see merchandise sales regress to their pre “one-and-done” levels. Roster turnover would be higher for the season after a “one-and-done” player than before or during the tenure of the player, according to Fanney (2009).

The methodology included collecting information from pre-existing databases for a school having a “one-and-done” player and comparing those results against a school that did not have such a player. Fanney (2009) was able to conclude from his findings that a “one-and-done” player can help a college play 0.75% more NCAA tournament games for the season that he is on the team. Fanney posited that, for 2008, such a player could minimally generate roughly \$155,000¹² in NCAA payouts for his university and/or conference, depending on how the school’s conference divides NCAA revenues. At the close of his study, Fanney (2009) concluded that the success that comes with recruiting a “one-and-done” player “will not go unnoticed by coaches on the hot seat.”¹³ Some may begin focusing their recruiting efforts on one-and-done players like Derrick Favors¹⁴ in a calculated attempt to save their jobs.”

The findings were limited by the unavailability of merchandise and ticket sales for the seasons closest in proximity to the study. Fanney (2009) was also unable to ascertain whether “one-and-done” players also impact college basketball by hurting the

institution's academic standing with the NCAA. Ultimately, when considering the benefits afforded to coaches and universities against the value of the scholarship the player receives, Fanney (2009) concluded "it appears that the one-and-done players' scholarships are not equitable compensation." However, Fanney (2009) cautions against fully embracing this proposition until a study can be done to determine the impact that playing one year of college basketball has on a player's marketability.

FRAMING THE DEBATE

Through his research Daniel Beaulieu (2012) analyzed the way the media has chosen to frame the "one-and-done" rule since its implementation in 2006. Beaulieu (2012) performed a content analysis using a quantitative study to make inferences about the messages within the text, the writer(s), the audience, as well as the culture of both the messages' senders and receivers. The goal of the research was to examine the existing media coverage of the "one-and-done" rule and how the different parties involved chose to frame their arguments or beliefs about the rule. At the outset, Beaulieu (2012) admits that two parties, the NCAA and the NBA, are "multi-billion dollar corporations that not only have a major influence on the media, but also quite a large economic stake that has been influenced by this rule." In addition, the researcher wanted to focus on the way the media uses past players' performances to frame the "one-and-done" rule and the impact the rule has had on not only the sport, but also the respective associations.

To gather results, Beaulieu (2012) selected and evaluated news stories from a range of six years (2006-2012). The articles were sorted into categories based on their size, theme, and player presence. The findings of the research indicate that, since the

implementation of the rule, in the majority of articles (at least 65%) in which a frame was present were found to be positive. Conversely, during that same time span, the rule's impact has been presented as having a negative effect on the NCAA. The researcher notes the widespread notoriety that academic scandals involving these "one-and-done" players have generated as a possible explanation for this result.¹⁵ According to Beaulieu (2012), from 2008-2011, articles that had a negative frame of the "one-and-done" rule's effect on the players were at least 400% more prevalent than articles that were positive. In explaining this finding, Beaulieu notes that some media have chosen to frame the issue as one in that high school players are being cheated out of the opportunity to pursue their dreams in the NBA.

Beaulieu (2012) recommended that future research delve into how the media frames a "student/athlete's" rights versus the rights of a university. For researchers looking to repeat his study, Beaulieu (2012) recommended separating players instead of grouping them like he did. He notes that his research was limited by the fact that a number of the individuals profiled are still playing professionally and thus have not closed the chapter on their athletic careers. Another limitation was the fact that the researcher separated the article based on how it framed the issues and then noted the players mentioned in that particular article; in the future, Beaulieu (2012) would like research to focus on the player first and then examine the framing of the article.

THE ROAD LESS TRAVELED

Not every prospect who dreams of playing in the NBA opts for college. In 2006, Brandon Jennings, a highly-decorated recruit, became the first high school player to go directly from high school to play in the professional ranks overseas (Broussard, 2008).

Jennings played one season in Italy for Lottomatica Roma before entering his name in the 2009 NBA Draft. Jennings has managed to carve out a solid four-year career with the NBA's Milwaukee Bucks before being traded to the Detroit Pistons in the summer of 2013.

A couple years after Jennings shocked the basketball world, Latavious Williams made history of his own. After graduating from high school, Williams struggled to qualify academically at the University of Memphis and, instead, opted to put his name in the draft pool of the National Basketball Development League (NBDL), the NBA's minor league (Spears, 2009). Fortunately for Williams, the NBDL does not possess the same eligibility rules as its parent organization. Williams played one year in the NBDL before being drafted in the second round of the 2010 draft. He has yet to appear in an NBA game.

Finally, there is Jeremy Tyler who followed in Jennings' footsteps, but added his own wrinkle. Instead of opting for an overseas career after graduating from high school, Tyler decided to forego his senior year of high school and play professionally overseas. After two mostly nondescript seasons abroad in Israel and Japan respectively, Tyler was selected in the second round of the 2011 NBA Draft. As of the writing of this paper, Tyler has been unable to sustain consistent employment and, in his relative few years in the NBA, has bounced around to several different franchises (Conn, 2012).

METHODOLOGY

This research is designed to explore the following questions:

1. During the regular season, what percentage of minutes have freshmen accounted for on regular season championship teams? How has that relationship changed since the imposition of the NBA's "one-and-done" rule?
2. During the conference tournament, what percentage of minutes have freshmen accounted for on conference tournament championship teams? How has that relationship changed since the imposition of the NBA's "one-and-done" rule?
3. What percentage of minutes have freshmen accounted for on national championship teams at the Division I level? How has that relationship changed since the imposition of the NBA's "one-and-done" rule?
4. To what extent, if any, does the amount of playing time given to freshmen depend on a champion's placement in the conference hierarchy? How has that relationship been impacted by the NBA's "one-and-done" rule if at all?

HYPOTHESIS

The purpose of this research is to examine the impact that the "one-and-done" rule has had on college basketball. Specifically, the research will attempt to support the notion that the teams earning championships at the Division I level are getting younger (or "playing younger") as a result of the rule. The researcher is of the opinion that this

youth movement will manifest itself in schools hailing from “high major” conferences in regular season, conference tournament, and NCAA tournament play, and not in their counterparts from smaller conferences. In order to properly assess the impact the rule has had on college basketball, the research will include championship teams both before *and* after the implementation of the “one-and-done” rule. The study will cover a period of time spanning from five seasons before the rule (2001-2006) to five seasons after the rule (2006-2011) for a total of ten seasons of college basketball.

RESEARCH DESIGN

The research will be an archival research, which requires the locating, evaluating, and systematic interpretation and analysis of sources found in archives. Original source materials will be analyzed for purposes other than those for which they were originally collected - to ask new questions of old data, provide a comparison over time or between different particularized strata, or draw together evidence from disparate sources to provide a bigger picture (Lewis-Beck, Bryman & Liao, 2004). The data to be collected for this study is both qualitative (class of athletic participation, e.g., freshmen) and quantitative (e.g., amount of playing time). The levels of measurements for this study are both ordinal (e.g., class of athletic participation) and ratio (e.g., minutes played by freshmen as a percentage of the entire minutes played by the team).

POPULATION AND SAMPLE

The population for this study are Division I men’s basketball teams from the 2001-2011 seasons. To qualify as a member of the population a team must: (1) be a member of an NCAA Division I athletic conference, and (2) their conference must have

been in existence for the duration of the years taken into consideration for this study. The sample being extracted from this population are those teams who, during the specified time period, have won either a regular season championship, a conference tournament championship, or a NCAA tournament championship.

The researcher stratified the sample in order to separate the members into non-overlapping groups (Sullivan III, 2013). Schools were placed into one of three categories depending on the status of their athletic conference within the hierarchy of college basketball: the first group will be referred to as “high major” conferences, the second group will be the “mid major” conferences, and the third group will be the “low major” conferences. Conferences, and not schools, were distributed into these three strata based on their measure of strength during the duration of the study (2001-2011). To measure strength, the research took the Rating Percentage Index (commonly referred to in college basketball by its acronym “RPI”), which is a measure of the strength of schedule and how a team does against that schedule, for each conference. RPI is one of the many factors used by the NCAA sports committees when evaluating Division I teams for postseason selection, seeding and bracketing (ncaa.org).

The researcher collected the RPI statistics for the years of the study (2001-2011) and found the mean for each athletic conference for each year. From the collection of conference means, the researcher was able to calculate the standard deviation for each specific conference in order to determine the distance of that conference’s average mean from the average mean of all conferences. Conferences falling between one and two standard deviations above the mean were considered “high major” conferences and were the strongest conferences. Conferences between the average mean and one

standard deviation were considered “mid major” conferences. Those conferences below the average mean were considered “low major” conferences and were typically the weakest conferences year in and year out

The labels (e.g., “high major”, “mid major”, and “low major”) are common terms used by those who follow not only college basketball, but all college sports. A “high major” school is typically one that is a member of one of the Bowl Championship Series (BCS) conferences for football (e.g., Big Ten or ACC).¹⁶ Members institutions hailing from these conferences typically possess large student bodies, an even larger alumni network, lucrative sports television contracts, and boast substantial athletic budgets. “Mid majors” (e.g., MVC) are harder to define. Typically, these conferences boast high quality competition year in and year out with the ability to compete against “high majors” without having the same resources at their disposal. “Low majors” (e.g., SWAC) are not in a position to compete with their high major counterparts on a consistent basis because they possess neither the money in their athletic budget nor the athletic facilities to attract premium talent.

DATA COLLECTION

The data for this study will be obtained from the each respective institution’s athletic website (e.g., University of Miami – www.hurricanesports.com). Typically, an institution’s athletic website will contain an archive that possesses information from previous seasons. When an athletic website did not possess the needed information, the researcher would utilize www.statsheet.com¹⁷ (hereinafter “Statsheet”) to find the needed statistics. Statsheet was also used to find the statistics for the individual games.

All data for this study were collected and grouped into Excel spreadsheets or Google docs.

At the outset of the data collection process, the researcher went to each individual conference website (ex. Atlantic Coast Conference – www.theacc.com) to compile a list of past regular season and conference tournament champions. A list of past NCAA tournament champions was compiled with the help of the NCAA's website, www.ncaa.org. Each regular season champion from each respective conference was placed in order by season (e.g., 2001-2002, 2002-2003 ...) into one of three databases that were differentiated by the strength of the conference (e.g., high major, low major, etc.).

The same was done for conference tournament winners; however, one must note the potential for more than one school to share a regular season championship and, thus, at times, there was more than one school representing a conference (e.g., Ohio State and Michigan State shared the Big Ten regular season championship during the 2009-2010 season). Data gathering differed for the NCAA tournament winners because there were only ten during the relevant time period. Therefore, all NCAA tournament winners were profiled in this study and they were grouped into a separate Excel spreadsheet and separated by year. The strength designation did not apply for NCAA tournament winners as all were members of “high major” conferences.

For “high major” and “mid major” conferences, the researcher was able to utilize all regular season and conference tournament champions in the study. These two levels possess six conferences and nine conferences, respectively. Conversely, fifteen conferences were identified as being “low major” and analyzing each regular season

and conference tournament champion over a period of ten years proved a herculean task.¹⁸ In order to get a manageable number of schools to profile for this study, the researcher separated “low majors” by year and then took a simple random sample (ten for regular season champions and eight for conference tournament champions) for each year without regard to their respective conference. Throughout the research, more often than not in the “high majors” and “mid majors”, there were numerous cases of overlapping, where one team from particular conference won both a regular season and conference championship in the same year (ex. University of Northern Iowa, 2008-2009) which reduced the burden of data gathering. Nevertheless, more than three hundred teams were profiled in this study.

The bulk of the research time was spent compiling regular season freshmen minute totals. Often times, the hardest data to find was those for the early years profiled in this paper (e.g., 2001-2002, 2002-2003 ...). Data found on a school’s athletic website was often incomplete or no longer accessible. This was especially the case for schools hailing from the “low major” conference designation. Individual statistics were not hard to find because of Statsheet; however, Statsheet is not reliable when it comes to a player’s class designation.¹⁹ The researcher would then have to resort to using search engines to look up old media guides or old newspaper articles that could lend a clue about a player’s year of athletic eligibility.

Regular season minutes were hard to come by because they are not routinely kept by athletic departments. Instead, athletic departments – and their governing bodies – collect statistics for all games played, all conference games played, and all NCAA tournament games played. Therefore, in order to distill the regular season totals,

the researcher was forced to manually record the total minutes played and then retrieve the statistics for each individual postseason game played – whether in the conference tournament or in the NCAA tournament – and subtract all postseason minutes played from the total minutes played. This was done for every regular season champion profiled in this paper.

Conference tournament minutes were more manageable. Most conference tournament winners play two to four games and they are, most often, in succession. For those regular season winners who were also conference tournament winners, their respective statistics would already be recorded. There was also considerably less time and effort involved in recording NCAA tournament winners' statistics. Winners only play six games and, due to the notoriety involved in winning the NCAA tournament, these statistics are easy to find.

Once the totals for each freshmen class for each team were recorded, they were then divided by the total number of minutes played by the team for the entire season²⁰ in order to find the percentage of minutes played by the freshmen for that particular season. This was done for each team, at each of the three levels, for each year of the study. The researcher then found the average percentage of playing time given to freshmen for each year for each of the three levels. The total mean for each respective level of play was calculated by taking the average playing time for all years studied. The standard deviation was then calculated to determine the dispersion of the data.

Finally, the z-score for each year was calculated which represents the distance that a data value – for purposes of this paper, the average amount of playing time given to freshmen at a particular level during a particular season, e.g., “high major” 2001-2002

– is from the mean in terms of the number of standard deviations. Again, the hope is that reference to these figures will help the researcher predict whether the “one-and-done” rule has had a greater impact on freshmen playing time at “high major” conferences relative to their counterparts.

FINDINGS

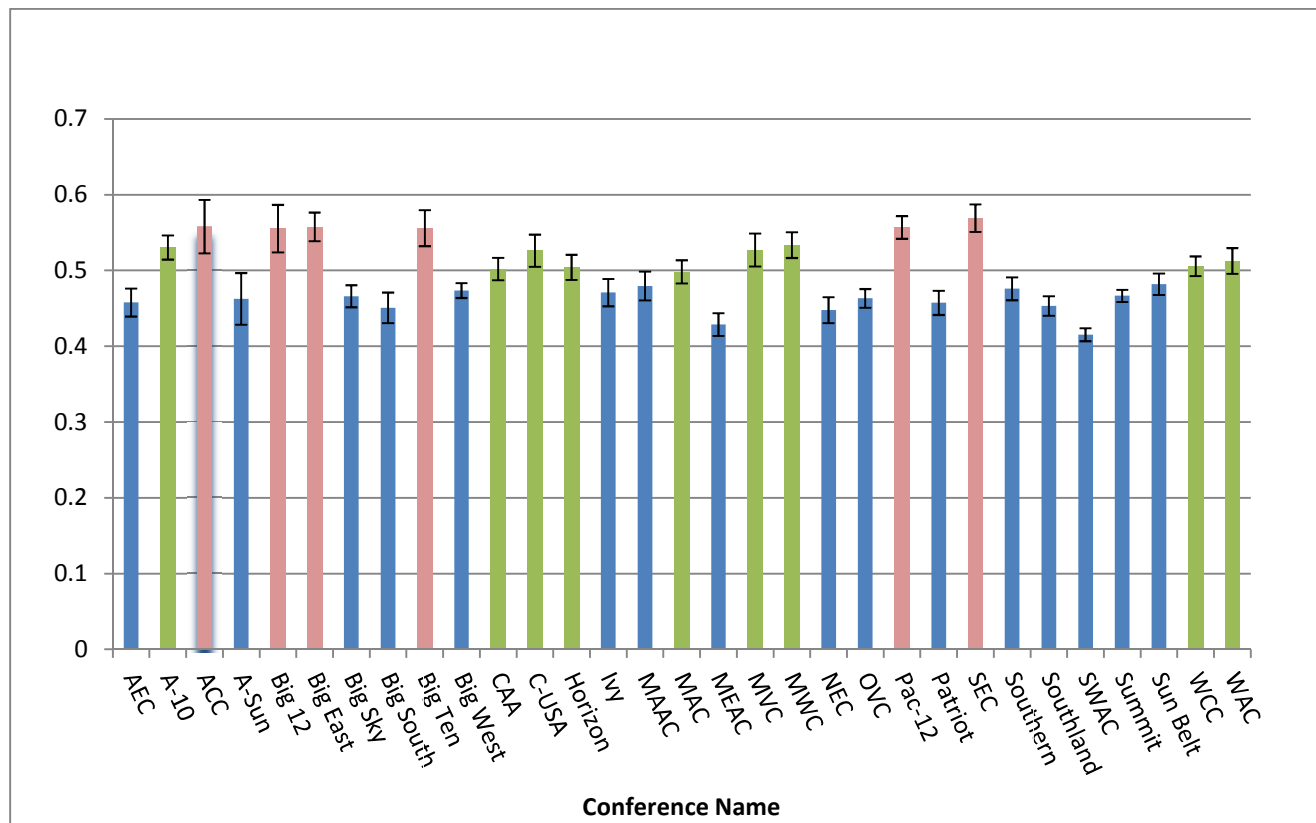
This section of the paper is dedicated to presenting the statistics gathered during this study. Included in this section are tables, graphs, and other figures relevant to the hypothesis and subsequent research. Other pieces of information that are typically found in this section of other papers will not necessarily be included in this paper because they do not apply to the type of research performed. Therefore, this paper will not delve into the response rate because every school that was designated by the researcher was examined. The rate of return was one hundred percent.²¹ There is also no need to discuss the demographic data of the schools profiled. The difference between the relative strength of conferences has already been discussed and, in the interest of efficiency, the conversation will not be steered back to that subject.

CONFERENCE STRENGTH

As previously stated, the conference strength was determined by referring to the RPI statistics for each conference during the period in question (2001-2011). Once that data was gathered, placed into charts, and separated by year, the researcher then calculated average RPI for each conference over the relevant time period as well as the standard deviation. Figure 1 displays the average RPI from 2001 through 2011 for every conference studied. The average RPI for all conferences was found to be 0.49503. As stated in the methodology section, conferences whose ten-year average fell between one and two standard deviations were grouped into the “high major” category. RPI is a measure of strength, therefore the higher the RPI the stronger the conference is in relation to others.

Figure 1 shows that six conferences (SEC, 0.56914; ACC, 0.55793; Big East, 0.55679; Pac-12, 0.55696; Big Ten, 0.55608; and Big-12, 0.55538) all fell between one and two standard deviations of the mean and, thus, they – along with their member institutions – were placed into the category of “high majors.” The next group of nine conferences (MWC, 0.53356; A-10, 0.53039; MVC, 0.52722; C-USA, 0.52623; WAC, 0.51267; WCC, 0.50579; Horizon, 0.50426; CAA, 0.50202; and MAC, 0.49832) fell between one and zero standard deviations of the mean and were placed into the “mid major” category. The remaining conferences fell mostly between zero and negative one standard deviation from the mean with only a few falling between negative one and negative two standard deviations. When referencing Figure 1, please note that the horizontal values are the conferences and the vertical value is the average RPI. RPI is a unitless measurement. Also note that the “high majors” are fuchsia, “mid majors” are olive, and “low majors” are blue. The figures used to amass Figure 1 are included for reference in the Appendix and they can be found in Table 10.

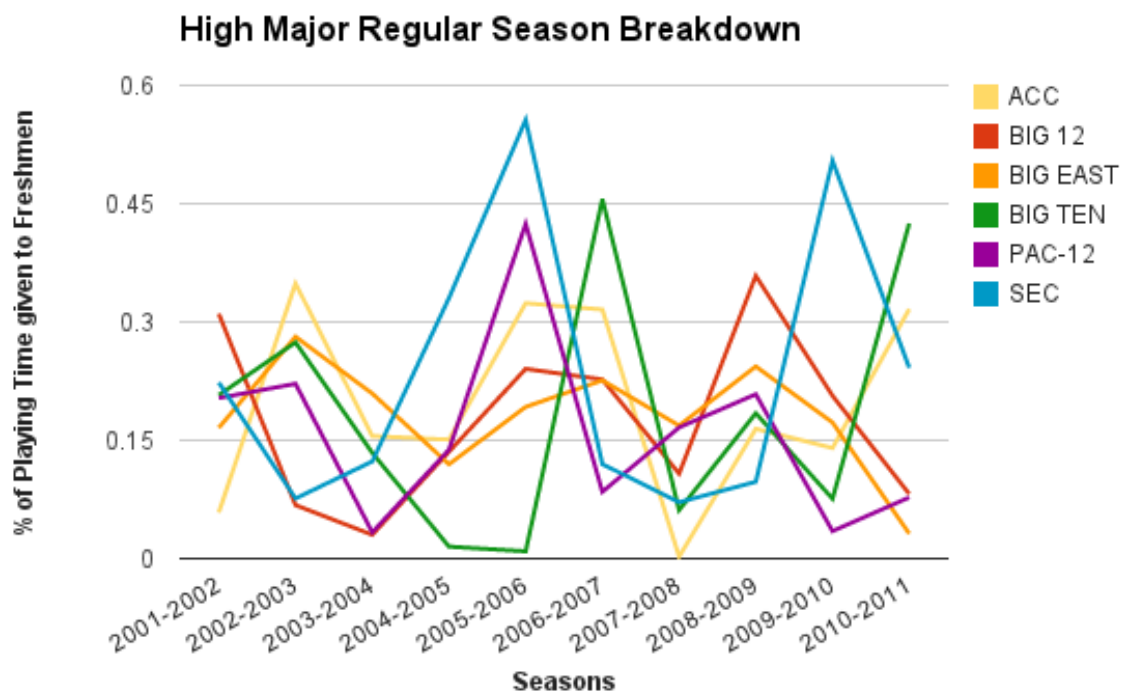
Figure 1 Conference Strength Breakdown



REGULAR SEASON CHAMPIONS

Data regarding the breakdown of playing time given to the freshmen of regular season champions among the “high major” conferences can be found in Figure 2 (the raw data can be found in Table 3 in the Appendix). The greatest percentage of playing time given to freshmen on a regular season championship team came from the SEC during the 2005-2006 season, 0.55621 or 55.6%. The least amount of playing time given to freshmen came during the 2007-2008 season from ACC conference champion the University of North Carolina - Chapel Hill who allowed their freshmen to grace the court for only 0.00242 or 0.242% of the total team minutes.

Figure 2

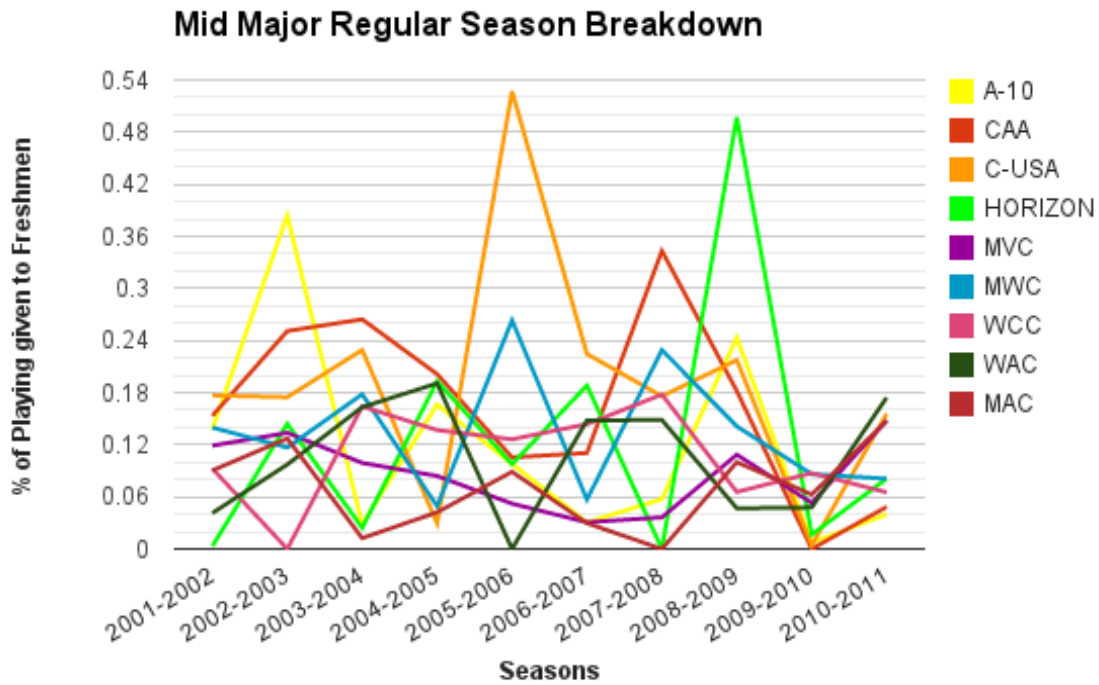


For the most part, the Big East and the ACC conferences remained somewhat constant during the length of the study and were not prone to the same volatility that characterized their “high major” counterparts.

“Mid major” regular season champions have, for the most part, relegated their freshmen to less than 25% of the total available regular season minutes. This has been a trend and was never more apparent than in the 2009-2010 basketball season. During that season, the Atlantic-10 champion, Xavier, played their freshmen only 0.00733 or 0.733% of the total available regular season minutes. The University of Texas at El Paso, the Conference-USA champion, was not much better at 0.00431 or 0.431%. In fact, no “mid major” regular season champion played their freshmen more than 0.08733 or 8.8733% of the team’s total available regular season for that particular year.²² Figure

3 contains the display for “mid major” regular season champions (the raw data can be found in Table 4 located in the Appendix).

Figure 3

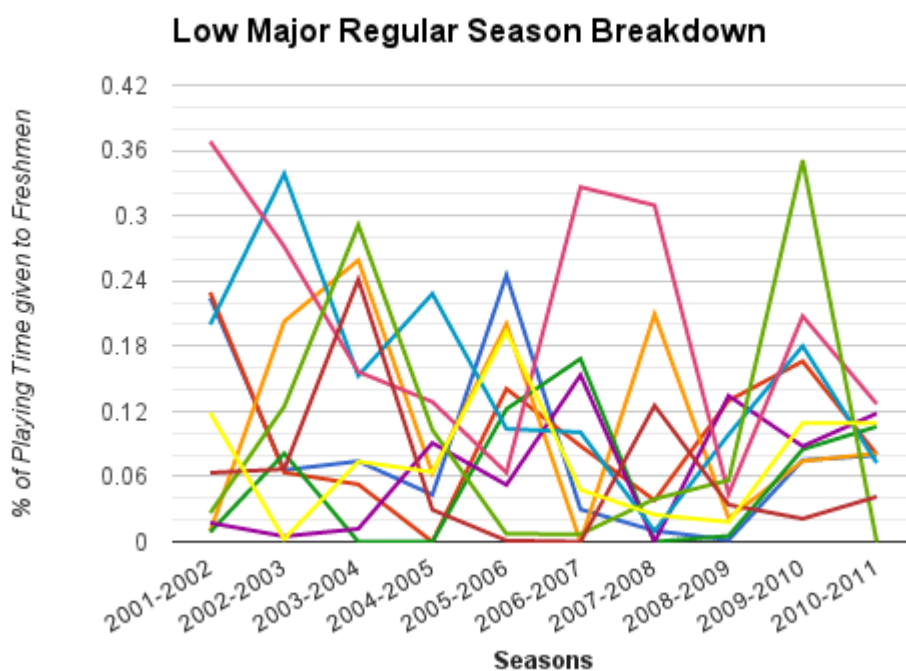


While most of the data stays within the range described in the preceding paragraph, there are two values that stick out. The University of Memphis, the winner of the Conference-USA regular season championship for the 2005-2006 season, and Butler University, the winner of the Horizon League regular season championship for the 2008-2009 season, both played their respective freshmen classes roughly half of the available playing time.

The data displayed in Figure 4 are the “low major” regular season championship winners. The majority of winners for this group played their freshmen less than 0.25 or

25% of the total available minutes. The highest percentage of minutes given to freshmen came during the 2001-2002 season when Central Connecticut State University won the NEC regular season championship while playing their freshmen 0.36821 or 36.821% of the total available minutes. The following year, Manhattan

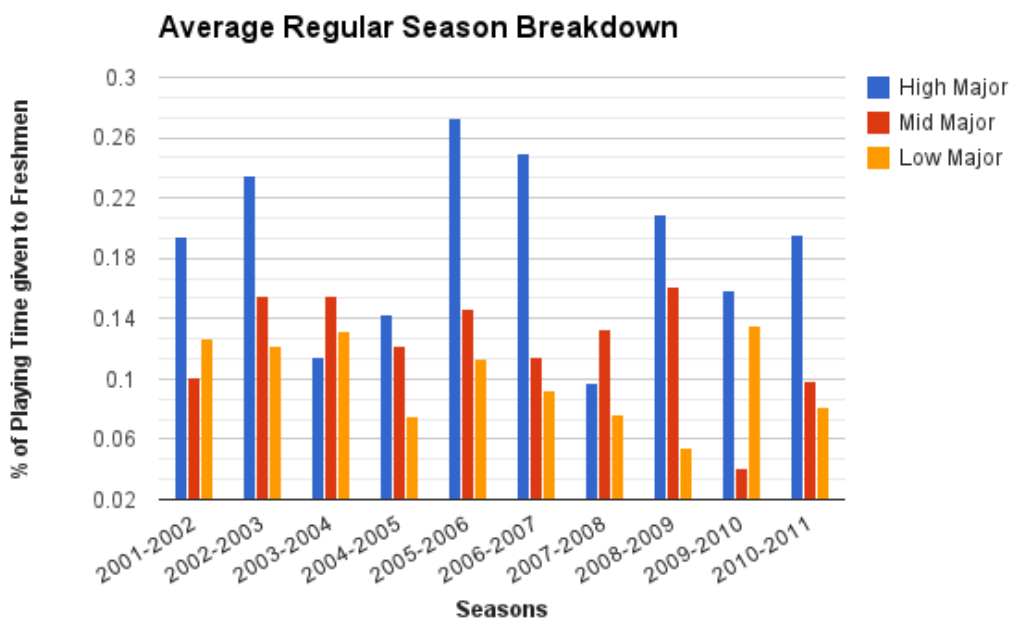
Figure 4



College played their freshmen 0.33852 or 33.852% of the total available minutes en route to capturing the MAAC regular season title. Recently, during the 2009-2010 season, Lehigh captured a Patriot League regular season championship while playing their freshmen 0.35103 or 35.103% of the total available playing time. These statistics, and more, can be found by referencing Figure 4 above (the raw data can be found in Table 5 of the Appendix).

Figure 5 provides a comparison between the averages of the three levels of conference strength for each particular year studied. Except for two years, “high majors” regular season champions consistently play their freshmen a larger percentage of regular season minutes than their counterparts at the other levels. True to form, “mid majors” are typically in the middle of the pack and “low majors” tend to bring up the rear. However, the chart clearly shows that, in most of the years studied, the gap between “high majors” and “mid majors” is wider than that of the gap between “mid majors” and “low majors.” The only anomalies on this graph are the 2003-2004 season which saw the average of the “high major” regular season champions dip to 0.11424 or 11.424% of the total available regular season minutes. This value was less than that of the average “mid major”, 0.15491 or 15.491%, and the average “low major”, 0.13132 or 13.132% for that particular season.

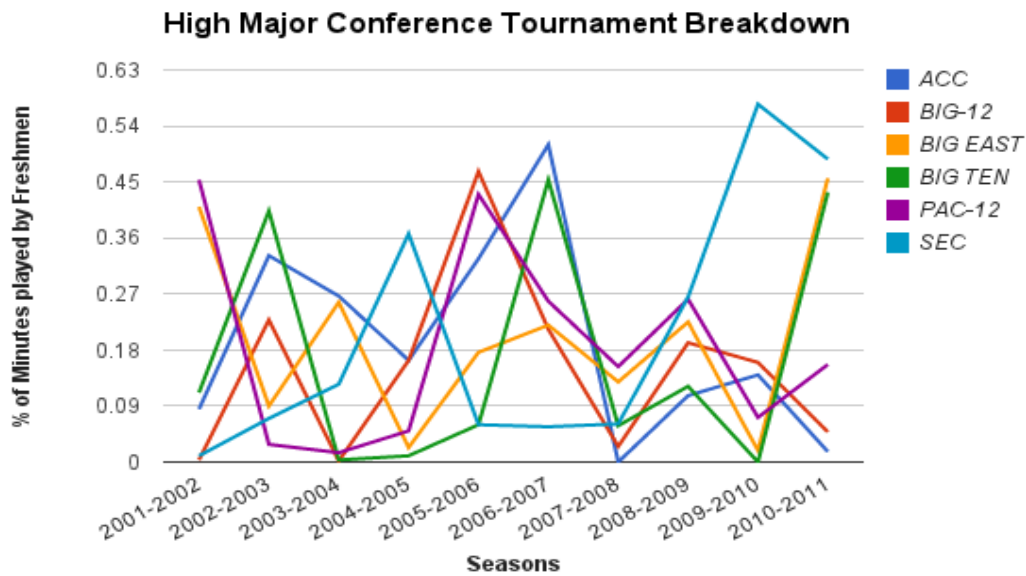
Figure 5



CONFERENCE TOURNAMENT

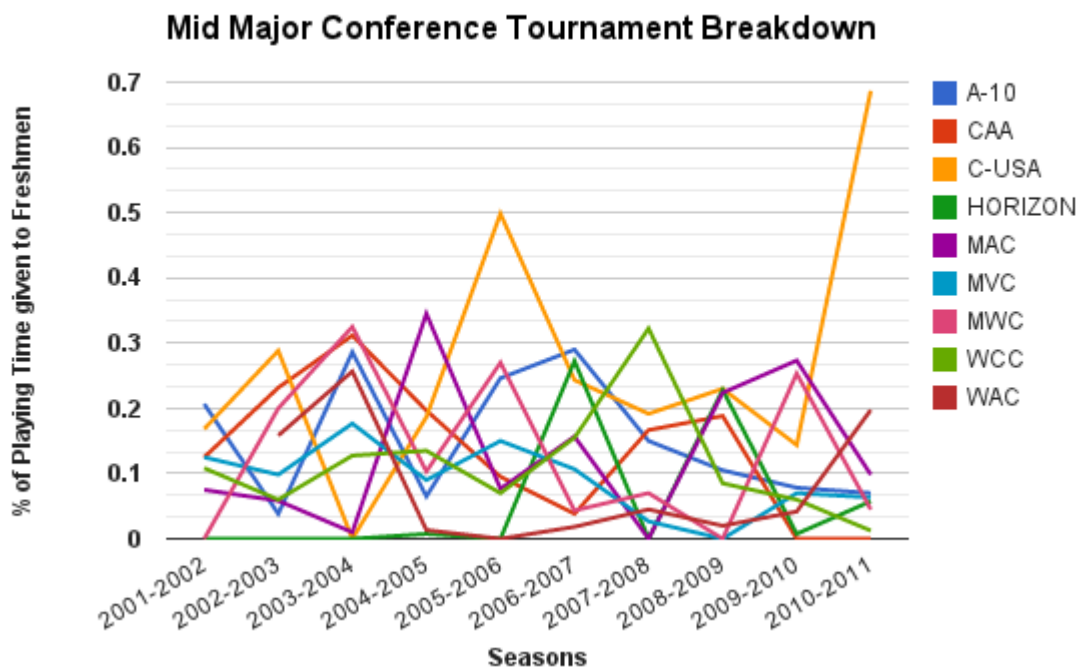
The data in Figure 6 shows the percentage of playing time given to freshmen members of “high major” programs that have won their conference championship during the period of time studied. The Big 12 Conference had the greatest percentage of conference tournament minutes, 0.46667 or 46.667%, played by freshmen during the 2005-2006 season as did the Pac-12 Conference courtesy of UCLA and their freshmen who played 0.43 or 43% of the total available minutes during the conference tournament. Overall, the data suggests that freshmen are losing playing time in the conference tournament for the eventual winners. The University of Connecticut winners of 2010-2011 Big East Conference tournament championship and the University of Kentucky winners of back-to-back SEC tournament championships, from 2009-2011, have proved to be the exception to this trend playing their freshmen 0.456 or 45.6%, 0.575 or 57.5%, and 0.48667 or 48.667% respectively. (Please note the raw data for this graph can be found in Table 6 of the Appendix).

Figure 6



During the same time span, “mid majors” have allotted their freshmen a relatively consistent amount of playing time. Most of the data values in Figure 7 are between 0.10 and 0.30. Once again with the “mid majors” there are a few data that are markedly different from the rest of the contemporaries. In 2005-2006, the same Memphis team that stood out in the regular season findings was again noteworthy, 0.49833 or 49.833%, in the conference tournament findings. Five seasons later, the University of Memphis would once again prove to be an exception to the rest of the “mid major” group playing their freshmen a whopping 0.68667 or 68.667% of the total available conference tournament minutes in route to capturing a C-USA tournament championship. (For the individual data values please refer to Table 7 of the Appendix located at the back of this paper).

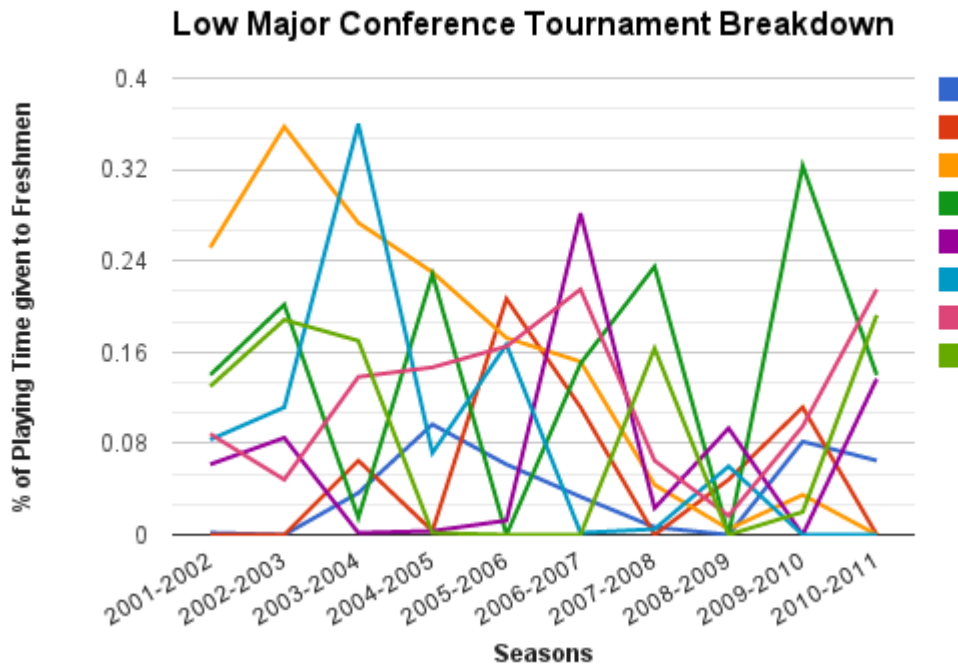
Figure 7



“Low major” conferences were, once again, the harshest on their freshmen. Most of the data values fell below 0.20 or 20% of the total playing time available for the conference tournament. In every season, except 2003-2004 and 2004-2005, there was at least one conference winner that did not play one freshmen during their conference tournament. The two highest percentages of playing time given to freshmen came early on in the study. The same Manhattan team that was referenced in the regular season champion section went on to win their conference tournament. In doing so, they played their freshmen 0.3575 or 35.75% of the total available minutes. But the most minutes doled out to the freshmen class of a conference tournament winner came the following year when Lehigh University snared the Patriot League conference tournament due, at least in part, to a strong freshmen contribution of 0.36 or 36.0%. These statistics and

more can be found by referencing Figure 8 below and raw data by referencing Table8 in the Appendix.

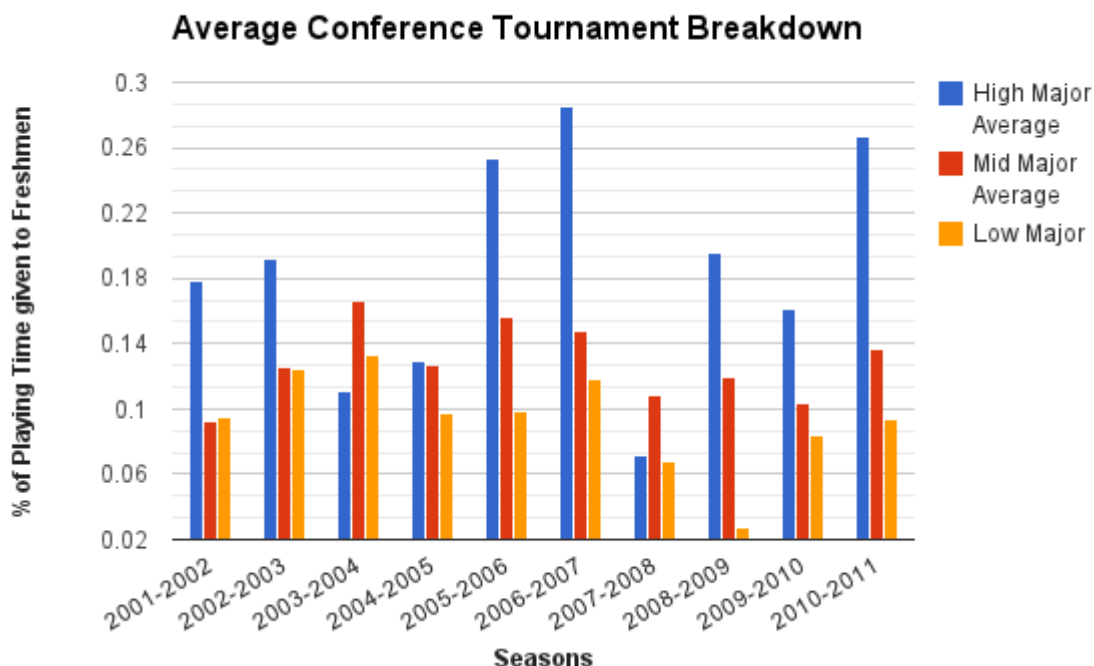
Figure 8



The breakdown of the data for the average playing time given to freshmen during the conference tournament for each of the three strength levels is depicted in Figure 9. As expected, the “high major” conferences routinely play their freshmen more than their “mid major” or “low major” counterparts. The highest average was that of the “high major” programs during the 2005-2006 season. Coincidentally, just as the 2007-2008 season yielded the lowest average playing time for freshmen among regular season champions such as the case for “high major” conference tournament champions who played their freshmen an underwhelming 0.06776 or 6.776% of the total available

conference tournament minutes. In two seasons, 2003-2004 and 2007-2008, the average amount of playing time given to freshmen was the greatest among “mid majors.”

Figure 9



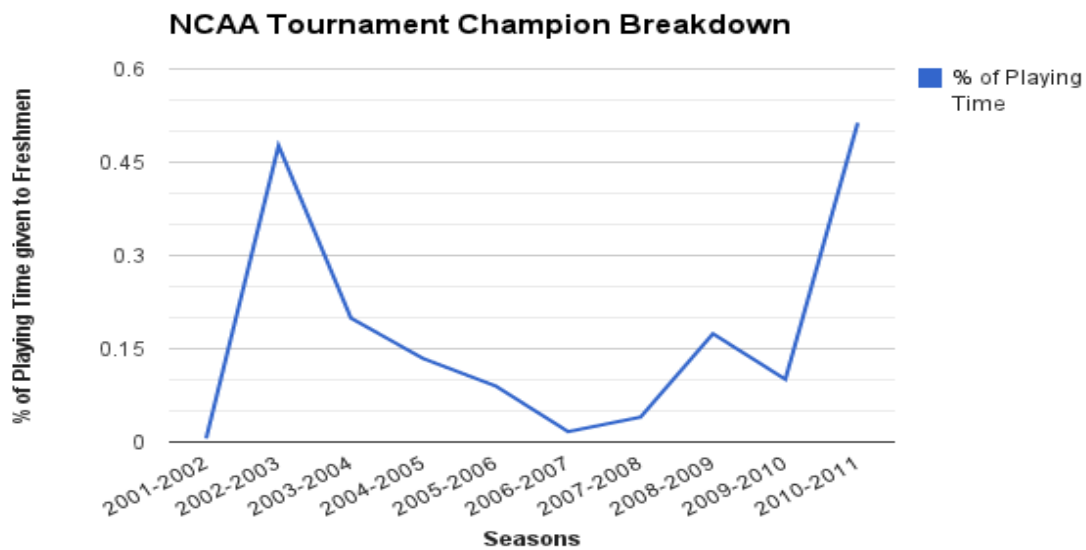
NCAA TOURNAMENT

The data for the NCAA tournament has started to trend in positive direction for freshmen. Prior to the implementation of the rule, playing time for freshmen had been on a downward trend. It climaxed during the University of Syracuse’s run to the 2002-2003 NCAA tournament championship that witnessed a freshmen class account for 0.47667 or 47.667% of the total available NCAA tournament playing time. The years following that would see the percentage drop from 0.19917 or 19.917% (University of

Connecticut) to 0.13417 or 13.417% (University of North Carolina, Chapel Hill) to 0.09 or 9.0% (University of Florida, Gainesville). The low point came during the second of the University of Florida's back-to-back NCAA championship runs in the 2007-2008 seasons where freshmen accounted for a putrid 0.01667 or 1.667% of the total available NCAA tournament playing time.

However, since that time freshmen have been receiving more playing time on college basketball's biggest stage. This culminated in the University of Connecticut's NCAA tournament run of 2010-2011 where freshmen accounted for 0.51333 or 51.333% of the total available NCAA tournament minutes. These statistics are included in Figure 10 below and the raw data can be found in Table 9 of Appendix.

Figure 10



ANALYSIS

In order to properly analyze the statistics gathered and reconcile them with the objectives laid out at the beginning of this paper, the research problem will be restated. The purpose of this research was to examine the impact that the “one-and-done” rule has had on the percentage of playing time that freshmen receive on championship teams at varying Division I conferences. In order to properly address this topic, the research will answer the following questions:

1. During the regular season, what percentage of minutes have freshmen accounted for on regular season championship teams? How has that relationship changed since the imposition of the NBA’s “one-and-done” rule?
2. During the conference tournament, what percentage of minutes have freshmen accounted for on conference tournament championship teams? How has that relationship changed since the imposition of the NBA’s “one-and-done” rule?
3. What percentage of minutes have freshmen accounted for on national championship teams at the Division I level? How has that relationship changed since the imposition of the NBA’s “one-and-done” rule?
4. To what extent, if any, does the amount of playing time given to freshmen depend on a champion’s placement in the conference hierarchy? How has that relationship been impacted by the NBA’s “one-and-done” rule if at all?

The researcher was of the opinion that the effect of the “one-and-done” rule would affect “high major” conferences where there would be a marked increase in freshmen participation at all stages of the season (e.g., regular season, conference tournament, and NCAA tournament). This section will only concern itself with addressing the latter portion regarding the change in the relationship over time rather than addressing specific numbers for a certain year (which can be referenced by going to the tables located in the Appendix).

To get a better sense of how the playing time has changed among freshmen at the different levels of Division I basketball since the imposition of the “one-and-done” rule, the researcher collected z-scores for all years studied. The z-score represents the distance that a data value is from the mean in terms of standard deviations, thus, for purposes of this study, it paints a clear picture of which of the three levels of play has seen the greatest increase in the amount of time given to freshmen for a particular season relative to its established mean. Table 1 shows the calculated z-scores for each level of Division I basketball for each particular year.

Table 1 Regular Season Z-Scores

	Low Major	Mid Major	High Major
YEAR	Z-SCORE	Z-SCORE	Z-SCORE
2001-2002	0.28013	-0.20856	0.05685
2002-2003	0.23201	0.31041	0.36806
2003-2004	0.33079	0.31367	-0.55902
2004-2005	-0.28045	-0.01217	-0.33746
2005-2006	0.13140	0.23071	0.65639
2006-2007	-0.09465	-0.07415	0.47851
2007-2008	-0.26292	0.10242	-0.68403
2008-2009	-0.50436	0.37262	0.17275
2009-2010	0.37849	-0.80035	-0.21910
2010-2011	-0.21045	-0.23459	0.06703

Reviewing the data from Table 1 and reconciling it with the earlier graphs depicted in the preceding section, suggests that, during the relevant time period, “high major” conferences have tended to play their freshmen more minutes than their weaker contemporaries. However, there is no evidence that would suggest that the “one-and-done” rule has added to the playing time that freshmen have received on regular season championship teams. In fact, the z-score peaked in year immediately following the implementation of the age policy, 2006-2007. Since that year, there has been either a small difference or a negative z-score which would indicate a value falling below the mean. In two succeeding seasons, 2007-2009, “high major” regular season champions played their freshmen at a level relatively less than that of their “mid major” and “low major” counterparts. When taken into consideration along with Figure 2, there seems to be no evidence that the rule has had any impact on the amount of time freshmen received on “high major” regular season championship teams. The relationship has remained relatively constant, albeit volatile.

The behavior of conference tournament winners has pointed towards a trend in the years studied for this paper. Since the imposition of the NBA’s “one-and-done” rule, the playing given to freshmen at “high major” conferences has alternated between positive and negative z-scores. There is simply no way to predict what might happen in the future except that certain conferences (e.g., SEC) and certain schools (e.g., the University of Kentucky) tend to play freshmen more than their contemporaries. Table 2 shows the z-scores during the conference tournament for each of the three levels at each of the years profiled in this study.

Table 2 Conference Tournament Z-Scores

	Low Major		Mid Major		High Major
YEAR	Z-SCORE		Z-SCORE		Z-SCORE
2001-2002	0.00845		-0.29754		-0.03378
2002-2003	0.31728		-0.01889		0.04665
2003-2004	0.40567		0.31041		-0.44961
2004-2005	0.04120		-0.01050		-0.33839
2005-2006	0.04557		0.23046		0.42443
2006-2007	0.25509		0.15546		0.62165
2007-2008	-0.27256		-0.16581		-0.69776
2008-2009	-0.68995		-0.06723		0.06721
2009-2010	-0.10940		-0.20656		-0.14500
2010-2011	-0.0014		0.07019		0.50461

Coincidentally, there has been a trend among the “low major” and “mid major” conferences. The winners of these conference tournaments are playing their freshmen at noticeably smaller percentages of the total available playing time. The University of Memphis is an outlier to this trend, but that is because they have more in common with “high major” institutions than the “mid majors” that they are grouped with.²³ They are also the reason for some of the extreme values depicted in Figures 3 and 7. The other outlier school in Figure 3 is Butler University during the 2008-2009 season. That same group of freshmen that helped Butler capture the Horizon League regular season championship would lead them to within a missed shot of winning the 2010 NCAA championship. Extreme outliers, especially among the “mid major” and “low major” conferences can often be explained by the presence of a future NBA player on the roster (e.g., Lehigh University played their freshmen over .32333 or 32.333% of total available conference playing time and a member of that freshmen class, C.J. McCollum, was a 2013 NBA first round draft pick).

Finally, with respect to the role that freshmen play on NCAA tournament winners, the trend is pointing upward. Though the years immediately following the implementation of the age policy had the lowest levels of freshmen participation, there needs to be time for a system such as college basketball to adjust and calibrate itself to the influx of new talent, to then assemble that talent, and to acclimate it to playing at the highest level. Since the 2009-2010 season, freshmen have played an integral role in each of the recent NCAA tournament winners. In 2010-2011, the University of Connecticut played their freshmen 0.51333 or 51.333% of the total available NCAA tournament minutes. Though they were not included in the years studied, this paper began by talking about the 2012 team from the University of Kentucky team that captured a national championship and was led by three dynamic “one-and-done” freshmen.

Overall, the only hypothesis that proved remotely true is that freshmen are playing a greater role on NCAA championship teams in recent years. Aside from that, every other remaining hypothesis was disproved and there was no relationship that could be shown for the data as it pertains to “high major” conferences which were the focus of this paper. The research was able to answer the questions that were set out at the beginning of this paper and, thus, it must be considered a successful endeavor.

CONCLUSION

The data gathered has led to the conclusion that, regardless of the strength of a particular conference in comparison to others, there has been no statistical impact on the percentage of playing time that freshmen have received at each stage of the season. The literature review conducted by the researcher revealed that no similar studies have been conducted in this area. Other studies of the “one-and-done” rule or “one-and-done” players have focused on the economic impact that the rule has had on institutions or the way the media chooses to frame the issues surrounding the debate on both sides of the issue.

The hope was that, in conducting this research, the data would uncover that freshmen are playing more throughout the season at the “high major” level. However, if the data suggests anything, it is that the “mid major” and “low major” conferences have turned to their upperclassmen in order combat the young and inexperienced talent that now floods the college basketball game. The researcher was unable to uncover any sort of relationship in the wake of the NBA’s “one-and-done” rule. The amount of playing time given to freshmen at a particular juncture in the season is perhaps more dependent upon the particular school as some schools, and their respective coaches, have a reputation for playing their freshmen large amounts of minutes.

Any subsequent research should perhaps take into account all members of Division I college basketball and not just those teams that have won championships at the various junctures within the season. These “one-and-done” individuals *are* playing but because of the data, or lack thereof, they are not winning at the college level. Additional research into this subject area may want to delve into the enrollment benefits

or repercussions of a “one-and-done” player on a university. Exploring such areas as alumni support, application spike, and the impact on the athletic budget in successive years after a “one-and-done” player has left a university. This phenomenon does not seem to be going away any time soon and there is still so much to learn about the educational, financial, psychological, and intangible effects that these individuals have on an institution. Everyone seems to have an opinion. Perhaps it is best not to arm those opinions with speculation and misinformation, but with facts and figures which can only be collected by research like this over time.

LIMITATIONS

There were several limitations of this study. First, the classification system used to classify the schools into a hierarchy. Admittedly, there is much argument and disagreement in college basketball over what constitutes a “mid major” and what separates them from “high majors.” There are some schools (e.g., Gonzaga University or University of Memphis) that seemingly blur the lines between the two. Also, in performing the research and data gathering, only whole minutes were recorded and, thus, the study was not able to encompass partial minutes played as those statistics are very hard, if not impossible, to determine. This study was only for true freshmen and, thus, redshirt freshmen were left out of any calculations. The research was also limited by classifying schools by conference and not simply classifying the schools themselves. Another limitation was the fact that this research was being done during a time of uncertainty for conferences. Now more than ever, institutions are moving among the conferences hoping to increase their profile. Also, because the study will only consider

those schools that have been in conferences throughout the duration of the years examined, some schools will not be considered. Independent schools were not considered in this research. For the most part these schools would belong to what is termed in this study as “low major” programs. Finally, it must be noted that some teams may appear twice in the population sample for Question 1 and Question 2 if they captured both regular season and conference championship in the same athletic season.

Definitions

AEC – American East Conference, designated as a “low major” conference for purposes of this paper.

Athletic conference – administrative body that organizes a group of similar schools for the purpose of athletic competition.

A-10 – Atlantic 10 Conference, designated as a “mid major” conference for purposes of this paper.

ACC – Atlantic Coast Conference, designated as a “high major” conference for purposes of this paper.

A-Sun – Atlantic Sun Conference, designated as a “low major” conference for purposes of this paper.

Automatic Bid – invitation to the NCAA tournament received by a team for winning its conference tournament (or, in some cases, regular season tournament). Each year 38 automatic bids are given away, one for each of the athletic conferences.

Bracketing – the act or process the NCAA Selection Committee uses to field teams for the NCAA Basketball tournament.

CAA – Colonial Athletic Conference, designated as a “mid major” conference for purposes of this paper.

Conference Tournament – single elimination tournament held within each respective conference to determine the winner of the automatic bid to the NCAA tournament. Teams are seeded according to how they finish in the regular season standings. Conference tournaments are held after the end of the regular season and before the start of the NCAA tournament.

C-USA – Conference-USA, designated as a “mid major” conference for purposes of this paper.

Division I – the highest level of intercollegiate athletic competition. Schools with the most national notoriety play on this level as opposed to the remaining two levels (Division II and Division III).

“High-major” – conferences or schools competing at the highest level of college athletics and tend to have the greatest name recognition and media exposure.

“Low-major” - conferences or schools that are form the remainder of schools who are members of Division I but cannot compete with their “high-majors” counterparts on a consistent basis.

MAAC – Metro Atlantic Athletic Conference, designated as a “low major” conference for purposes of this paper.

MAC – Mid-American Conference, designated as a “mid major” conference for purposes of this paper.

MEAC – Mid-Eastern Athletic Conference, designated as a “low major” conference for purposes of this paper.

MVC – Missouri Valley Conference, designated as a “mid major” conference for purposes of this paper.

MWC – Mountain West Conference, designated as a “mid major” conference for purposes of this paper.

NEC – Northeastern Conference, designated as a “low major” conference for purposes of this paper.

OVC – Ohio Valley Conference, designated as a “low major” conference for purposes of this paper.

“Mid-major” - conferences or schools that are the subject of much debate throughout college basketball. Generally, these conferences and schools are not “high-majors” but are nonetheless able to produce quality teams and are often the culprits behind the upsets that the NCAA tournament is known for.

NBA Commissioner – the chief executive of the NBA who is elected by the NBA franchise owners.

NBA Draft – an annual event held each June by the National Basketball Association where member teams, in a predetermined order, select college basketball players, international basketball players, or players from other junior leagues to build their roster.

NCAA Division I men’s basketball tournament – also known as the “NCAA Tournament” or, in popular culture, as “March Madness” this single elimination tournament includes 68 teams and is held every year during March and April in order to determine the Division I champion. In order to win the tournament, a team must win either six or seven games.

“One and done” – term used to describe an extremely talented college basketball freshmen who has the ability to or already has bypassed the remainder of their college basketball eligibility in order to declare for the NBA Draft.

Pac-12 – Pacific 12 Conference, designated as a “high major” conference for purposes of this paper.

SEC – Southeastern Conference, designated as a “high major” conference for purposes of this paper.

Seeding – preliminary rankings used in tournaments to arrange teams by pitting lower-ranked teams against higher-ranked teams.

SWAC – Southwestern Athletic Conference, designated as a “low major” conference for purposes of this paper.

WCC – West Coast Conference, designated as a “mid major” conference for purposes of this paper.

WAC – Western Athletic Conference, designated as a “mid major” conference for purposes of this paper.

Endnotes

- ¹ Each of these players stayed one year at their respective institution before declaring for the NBA Draft.
- ² Please refer to the “Definitions” section located on pages 41-43 for an explanation of college basketball specific terms.
- ³ For example, between 1995 and 2001, athletic budgets increased more than twice as fast as did university budget as a whole (Sylwester & Witosky, 2004).
- ⁴ Scholarships cover such as expenses as tuition, housing, meals, books, etc.
- ⁵ Consider, for example, the case of Derrick Rose, the first overall pick in the 2008 NBA Draft. Rose led the University of Memphis to the national championship in his only year in college. A year later, Rose was involved in a controversy where it was alleged that certain grades were changed on his high school transcript to help him qualify at Memphis. The NCAA ultimately vacated all of Memphis’ wins during the 2007-2008 season and placed Memphis on three years’ probation.
- ⁶ Two of those individuals, Moses Malone and Darryl Dawkins, went on to have Hall-Of-Fame NBA careers.
- ⁷ Smith, like Garnett, came from a Chicago-area high school and was selected with the last pick in the first round of the 1999 NBA Draft. Unfortunately, those are where their similarities begin and end. In the months that would follow his arrival in the NBA, Smith would clash with management and attempted suicide before being released by the team in 2000. For a player that showed so much promise in high school, Rose played in only fifteen NBA games.
- ⁸ Young entered his name into the 1998 Draft and was selected in the second round by the Detroit Pistons. Young appeared in three games his rookie year and was cut the following summer. He never played in the NBA again.
- ⁹ The greatest case came in the 2001 NBA Draft. Three of the first four picks were high school players. None would last more than five seasons with the franchise that drafted them.
- ¹⁰ Another study posits that the age limit allows NBA teams who select these elite players to benefit from the player already having been marketed to the national audience by the NCAA (Beaulieu, 2012).
- ¹¹ To date, the 1979 title game is the most-watched NCAA game in history with 35.11 million viewers.
- ¹² This was calculated by taking the NCAA payout for each tournament game played, \$206,020, in 2008 and multiplying by 0.75.
- ¹³ The expression “on the hot seat” is often used in sports to refer to a coach whose future with the team or, in this case, with the college is incumbent upon immediate success.
- ¹⁴ Favors, the national high school player of the year and consensus number one recruit of the 2009 high school class, played one year at Georgia Tech winning the Atlantic Coast Conference rookie of the year award in 2010 averaging 12.4 points and 8.4 rebounds

before being selected number three overall in the 2010 NBA Draft by the New Jersey Nets.

- ¹⁵ Critics often note that “one-and-done” players will often only attend the fall semester of classes and forego their spring classes despite participating in games during both semesters.
- ¹⁶ Please refer to the “Definitions” section located on pages 41-43 for conference abbreviations.
- ¹⁷ Statsheet.com is copyrighted by *The Sports Network* and *Icon Sports Media*. Partner with USA Today Sports Digital Properties.
- ¹⁸ During the ten year period studied, there were 150 conference tournament winners from conferences identified as “low major” and more than 175 teams that won all or a share of a regular season championship in that same time span.
- ¹⁹ There were numerous times where a player would be designated as a “freshman” on Statsheet, but would actually be in a different class. This is because Statsheet automatically designates a player playing in their first year at a Division I school as a “freshman.” This does not account for certain unique circumstances such as players who start their careers at a lower collegiate level and then transfer to a Division I institution.
- ²⁰ Total minutes played by the entire team can be found by taking multiplying the number of minutes in one game (5 players on the court at one time x 40 minute game = 200 minutes available per game).
- ²¹ It would be remiss, on the part of the researcher, to not thank those schools who have taken the time to provide accurate and accessible statistics dating back to the turn of the twenty-first century.
- ²² Old Dominion was the worst. They did not play any freshmen for the entire 2009-2010 season.
- ²³ The University of Memphis is the only school labeled as a “mid major” in this paper to have had multiple “one-and-done” players, Derrick Rose during the 2007-2008 season and Tyreke Evans during the 2008-2009 season.

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APPENDIX

Table 3 High Major Regular Season Breakdown

Team	Total Minutes (Frosh)	Games Played	Total Minutes (200min/game)	% of Team Minutes	STDEV
Maryland (01-02)	327	28	5600	0.05839	
Kansas (01-02)	1800	29	5800	0.31034	
Uconn (01-02)	1458	27	5400	0.27	
Pitt (01-02)	358	29	5800	0.06172	
Illinois (01-02)	949	30	6000	0.15817	
Indiana (01-02)	668	29	5800	0.11517	
Wisconsin (01-02)	2023	29	5800	0.34879	
Oregon (01-02)	1181	29	5800	0.20362	
Alabama (01-02)	1340	30	6000	0.22333	
			2001-2002 Average =	0.194392222	0.104647
Wake Forest (02-03)	1884	27	5400	0.34889	
Kansas (02-03)	407	30	6000	0.06783	
Boston College (02-03)	1673	27	5400	0.30981	
Uconn (02-03)	1545	27	5400	0.28611	
Syracuse (02-03)	2376	27	5400	0.44	
Pittsburgh (02-03)	483	27	5400	0.08944	
Wisconsin (02-03)	1535	28	5600	0.27411	
Arizona (02-03)	1197	27	5400	0.22167	
Kentucky (02-03)	442	29	5800	0.07621	
			2002-2003 Average =	0.234896667	0.131937
Duke (03-04)	901	29	5800	0.15534	
Oklahoma State (03-04)	163	27	5400	0.03019	
Pittsburgh (03-04)	1256	30	6000	0.20933	
Illinois (03-04)	724	27	5400	0.13407	
Stanford (03-04)	180	27	5400	0.03333	
Mississippi State (03-04)	665	27	5400	0.12315	
			2003-2004 Average =	0.114235	0.070448
North Carolina (04-05)	875	29	5800	0.15086	
Oklahoma (04-05)	638	29	5800	0.11	
Kansas (04-05)	869	27	5400	0.16093	
Boston College (04-05)	530	27	5400	0.09814	

Uconn (04-05)	762	27	5400	0.14111	
Illinois (04-05)	91	30	6000	0.01517	
Arizona (04-05)	828	30	6000	0.138	
Kentucky (04-05)	1784	27	5400	0.33037	
			2004-2005 Average =	0.1430725	0.088609
Duke (05-06)	1943	30	6000	0.32383	
Texas (05-06)	621	30	6000	0.1035	
Kansas (05-06)	2190	29	5800	0.37759	
Uconn (05-06)	1302	29	5800	0.22448	
Villanova (05-06)	865	27	5400	0.16019	
Ohio State (05-06)	50	27	5400	0.00926	
UCLA (05-06)	2546	30	6000	0.42433	
LSU (05-06)	3226	29	5800	0.55621	
			2005-2006 Average =	0.27242375	0.181265
UNC (06-07)	2894	31	6200	0.46677	
Virginia (06-07)	956	29	5800	0.16483	
Kansas (06-07)	1408	31	6200	0.2271	
Georgetown (06-07)	1311	29	5800	0.22603	
Ohio State (06-07)	2734	30	6000	0.45567	
UCLA (06-07)	508	30	6000	0.08467	
Florida (06-07)	743	31	6200	0.11984	
			2006-2007 Average =	0.249272857	0.153793
UNC (07-08)	15	31	6200	0.00242	
Texas (07-08)	840	31	6200	0.13548	
Kansas (07-08)	496	31	6200	0.08	
Georgetown (07-08)	978	29	5800	0.16862	
Wisconsin (07-08)	369	30	6000	0.0615	
UCLA (07-08)	1031	31	6200	0.16629	
Tennessee (07-08)	443	31	6200	0.07145	
			2007-2008 Average =	0.097965714	0.061308
UNC (08-09)	987	30	6000	0.1645	
Kansas (08-09)	2223	31	6200	0.35855	
Louisville (08-09)	1462	30	6000	0.24367	
Michigan State (08-09)	1106	30	6000	0.18433	
Washington (08-09)	1292	31	6200	0.20839	
LSU (08-09)	604	31	6200	0.09742	
			2008-2009 Average =	0.209476667	0.087869
Duke (09-10)	979	31	6200	0.1579	

Maryland (09-10)	735	30	6000	0.1225	
Kansas (09-10)	1280	31	6200	0.20645	
Syracuse (09-10)	1070	31	6200	0.17258	
Purdue (09-10)	919	30	6000	0.15317	
Ohio State (09-10)	7	31	6200	0.00113	
Michigan State (09-10)	454	31	6200	0.07323	
California (09-10)	209	30	6000	0.03483	
Kentucky (09-10)	3128	31	6200	0.5045	
			2009-2010 Average =	0.158476667	0.146146
UNC (10-11)	1898	30	6000	0.31633	
Kansas (10-11)	508	31	6200	0.08194	
Pittsburgh (10-11)	196	31	6200	0.03161	
Ohio State (10-11)	2634	31	6200	0.42484	
Arizona (10-11)	481	31	6200	0.07758	
Florida (10-11)	1452	30	6000	0.242	
			2010-2011 Average =	0.195716667	0.156856
			TOTAL MEAN =	0.186992871	
			TOTAL STDEV =	0.130151748	

Table 4 Mid Major Regular Season Champions

Team	Total Minutes (Frosh)	Games Played	Total Minutes (200min/game)	% of Team Minutes	STDEV
Xavier (01-02)	744	27	5400	0.13778	
UNC-W (01-02)	859	28	5600	0.15339	
Cincinnati (01-02)	1061	30	6000	0.17683	
Butler (01-02)	18	29	5800	0.0031	
Southern Illinois (01-02)	830	30	6000	0.13833	
Creighton (01-02)	538	27	5400	0.09963	
Wyoming (01-02)	755	27	5400	0.13981	
Gonzaga (01-02)	537	29	5800	0.09259	
Hawaii (01-02)	106	29	5800	0.01828	
Tulsa (01-02)	373	29	5800	0.06431	
Kent State (01-02)	524	29	5800	0.09034	
			2001-2002 average =	0.101308182	0.055413

Xavier (02-03)	2151	28	5600	0.38411	
UNC-W (02-03)	1355	27	5400	0.25093	
Marquette (02-03)	944	27	5400	0.17481	
Butler (02-03)	836	29	5800	0.14414	
Southern Illinois (02-03)	722	27	5400	0.1337	
BYU (02-03)	0	29	5800	0	
Utah (02-03)	1449	31	6200	0.23371	
Gonzaga (02-03)	0	29	5800	0	
Fresno State (02-03)	525	27	5400	0.09722	
Central Michigan (02-03)	687	27	5400	0.12722	
			2002-2003 average =	0.154584	0.115956
St. Joes (03-04)	164	29	5800	0.02828	
VCU (03-04)	1428	27	5400	0.26444	
DePaul (03-04)	1384	27	5400	0.2563	
Memphis (03-04)	1374	27	5400	0.25444	
UAB (03-04)	1916	27	5400	0.35481	
Cincinnati (03-04)	275	27	5400	0.05093	
Milwaukee (03-04)	132	27	5400	0.02444	
Southern Illinois (03-04)	535	27	5400	0.09907	
Air Force (03-04)	962	27	5400	0.17815	
Gonzaga (03-04)	886	27	5400	0.16407	
Nevada (03-04)	1829	28	5600	0.32661	
UTEP (03-04)	0	28	5600	0	
Western Michigan (03-04)	67	27	5400	0.01241	
			2003-2004 average =	0.154919231	0.126997
St. Joes (04-05)	898	27	5400	0.1663	
ODU (04-05)	1208	30	6000	0.20133	
Milwaukee (04-05)	159	27	5400	0.029444	
Louisville (04-05)	1159	30	6000	0.19317	
Southern Illinois (04-05)	521	31	6200	0.08403	
Utah (04-05)	305	31	6200	0.04919	
Gonzaga (04-05)	739	27	5400	0.13685	
Nevada (04-05)	1106	29	5800	0.19069	
Miami (OH) (04-05)	228	27	5400	0.04222	
			2004-2005 average =	0.121469333	0.07065
GW (05-06)	528	27	5400	0.09778	
UNC-W (05-06)	745	29	5800	0.12845	
George Mason (05-06)	462	28	5600	0.0825	
Memphis (05-06)	3163	30	6000	0.52717	

Milwaukee (05-06)	527	27	5400	0.09759	
Wichita State (05-06)	313	30	6000	0.05217	
San Diego State (05-06)	1527	29	5800	0.26328	
Gonzaga (05-06)	707	28	5600	0.12625	
Nevada (05-06)	0	29	5800	0	
Kent State (05-06)	533	30	6000	0.08883	
			2005-2006 Average		
			=	0.146402	0.149752
Xavier (06-07)	183	30	6000	0.0305	
VCU (06-07)	663	30	6000	0.1105	
Memphis (06-07)	1347	30	6000	0.2245	
Butler (06-07)	546	31	6200	0.08806	
Wright State (06-07)	1732	30	6000	0.28867	
Southern Illinois (06-07)	184	30	6000	0.03067	
BYU (06-07)	341	30	6000	0.05683	
Gonzaga (06-07)	891	31	6200	0.14371	
Nevada (06-07)	888	30	6000	0.148	
Toledo (06-07)	154	26	5200	0.02962	
			2006-2007 Average		
			=	0.115106	0.088025
Xavier (07-08)	356	31	6200	0.05742	
VCU (07-08)	1991	29	5800	0.34328	
Memphis (07-08)	1091	31	6200	0.17596	
Butler (07-08)	0	30	6000	0	
Drake (07-08)	211	29	5800	0.03638	
BYU (07-08)	1420	31	6200	0.22903	
Gonzaga (07-08)	1067	30	6000	0.17783	
Nevada (07-08)	1268	30	6000	0.21133	
Boise State (07-08)	400	30	6000	0.06667	
Utah State (07-08)	1073	32	6400	0.16766	
Kent State (07-08)	0	31	6200	0	
			2007-2008 Average		
			=	0.133232727	0.109296
Xavier (08-09)	1460	30	6000	0.24333	
VCU (08-09)	1092	30	6000	0.182	
Memphis (08-09)	1348	31	6200	0.21742	
Butler (08-09)	2883	29	5800	0.49707	
Creighton (08-09)	402	31	6200	0.06484	
Northern Iowa (08-09)	914	30	6000	0.15233	
BYU (08-09)	589	30	6000	0.09817	
Utah (08-09)	282	30	6000	0.047	

New Mexico (08-09)	1725	31	6200	0.27823	
Gonzaga (08-09)	381	29	5800	0.06569	
Utah State (08-09)	290	31	6200	0.04677	
Bowling Green (08-09)	553	30	6000	0.09217	
Buffalo (08-09)	624	29	5800	0.10759	
			2008-2009 Average		
			=	0.16097	0.126845
Xavier (09-10)	44	30	6000	0.00733	
ODU (09-10)	0	31	6200	0	
UTEP (09-10)	25	29	5800	0.00431	
Butler (09-10)	99	30	6000	0.0165	
Northern Iowa (09-10)	307	29	5800	0.05293	
New Mexico (09-10)	534	31	6200	0.08613	
Gonzaga (09-10)	524	30	6000	0.08733	
Utah State (09-10)	296	31	6200	0.04774	
Kent State (09-10)	389	31	6200	0.06274	
			2009-2010 Average		
			=	0.040556667	0.034646
Xavier (10-11)	239	30	6000	0.03983	
GMU (10-11)	291	30	6000	0.0485	
UAB (10-11)	902	29	5800	0.15552	
Butler (10-11)	664	30	6000	0.11067	
Milwaukee (10-11)	428	30	6000	0.07133	
Cleveland State (10-11)	391	32	6400	0.06109	
Missouri State (10-11)	887	30	6000	0.14783	
BYU (10-11)	725	31	6200	0.11694	
San Diego State (10-11)	278	31	6200	0.04484	
Gonzaga (10-11)	404	31	6200	0.06516	
Utah State (10-11)	1081	31	6200	0.17435	
Kent State (10-11)	915	31	6200	0.14758	
			2010-2011 Average		
			=	0.098636667	0.048995
			TOTAL MEAN =	0.122718481	
			TOTAL STDEV =	0.102656875	

Table 5 Low Major Regular Season Champions

Team	Total Minutes (Frosh)	Games Played	Total Minutes (200min/game)	% of Team Minutes	StDev
Boston U (01-02)	1257	28	5600	0.22446	
Vermont (01-02)	1239	27	5400	0.22944	
Troy (01-02)	52	27	5400	0.00963	
Montana State (01-02)	48	27	5400	0.00889	
Utah State (01-02)	94	27	5400	0.01741	
Penn (01-02)	1239	31	6200	0.19984	
CCSU (01-02)	2062	28	5600	0.36821	
American (01-02)	143	27	5400	0.02648	
Valpraiso (01-02)	368	29	5800	0.06345	
WKU (01-02)	665	28	5600	0.11875	
			2001-2002 Average =	0.126656	0.12356993
Boston U (02-03)	356	27	5400	0.06593	
Mercer (02-03)	344	27	5400	0.0637	
Winthrop (02-03)	1135	28	5600	0.20268	
UC-SB (02-03)	471	29	5800	0.08121	
Penn (02-03)	27	27	5400	0.005	
Manhattan (02-03)	1828	27	5400	0.33852	
SCSU (02-03)	1466	27	5400	0.27148	
Wagner (02-03)	697	28	5600	0.12446	
Holy Cross (02-03)	361	27	5400	0.06685	
Col. Of Charleston (02-03)	14	29	5800	0.00241	
			2002-2003 Average =	0.122224	0.11302843
Boston U (03-04)	400	27	5400	0.07407	
Troy (03-04)	285	27	5400	0.05278	
Liberty (03-04)	1502	29	5800	0.25897	
Utah St (03-04)	0	27	5400	0	
Pacific (03-04)	69	29	5800	0.0119	
Coppin St (03-04)	886	29	5800	0.15276	
SCSU (03-04)	844	27	5400	0.1563	
Lehigh (03-04)	1574	27	5400	0.29148	
American (03-04)	1351	28	5600	0.24125	
SELA (03-04)	398	27	5400	0.0737	
			2003-2004 Average =	0.131321	0.10508529
GWU (04-05)	225	26	5200	0.04327	
Pacific (04-05)	0	27	5400	0	

Penn (04-05)	352	28	5600	0.06286	
Niagara (04-05)	0	25	5000	0	
Del St (04-05)	527	29	5800	0.09086	
Tenn Tech (04-05)	1232	27	5400	0.22815	
Holy Cross (04-05)	695	27	5400	0.1287	
Davidson (04-05)	556	27	5400	0.10296	
SELA (04-05)	171	29	5800	0.02948	
Denver (04-05)	346	27	5400	0.06407	
			2004-2005 Average =	0.075035	0.06828666
Belmont (05-06)	1324	27	5400	0.24519	
Lipscomb (05-06)	788	28	5600	0.14071	
N. Arizona (05-06)	1161	29	5800	0.20017	
Pacific (05-06)	708	29	5800	0.12207	
Penn (05-06)	293	28	5600	0.05232	
Manhattan (05-06)	561	27	5400	0.10389	
FDU (05-06)	356	28	5600	0.06357	
NW St (05-06)	42	29	5800	0.00724	
IUPUI (05-06)	6	27	5400	0.00111	
WKU (05-06)	1044	27	5400	0.19333	
			2005-2006 Average =	0.11296	0.08319237
Weber St (06-07)	173	29	5800	0.02983	
Penn (06-07)	529	30	6000	0.08817	
Marist (06-07)	0	30	6000	0	
CCSU (06-07)	1010	30	6000	0.16833	
Austin Peay (06-07)	889	29	5800	0.15328	
Holy Cross (06-07)	604	30	6000	0.10067	
Davidson (06-07)	1958	30	6000	0.32633	
MSV St (06-07)	42	30	6000	0.007	
Oral Roberts (06-07)	0	30	6000	0	
S. Alabama (06-07)	287	30	6000	0.04783	
			2006-2007 Average =	0.092144	0.10249704
UMBC (07-08)	59	29	5800	0.01017	
Portland St (07-08)	229	30	6000	0.03816	
Winthrop (07-08)	1256	30	6000	0.20933	
UC-SB (07-08)	0	30	6000	0	
CS Fullerton (07-08)	0	29	5800	0	
Cornell (07-08)	53	27	5400	0.00981	
Rider (07-08)	1857	30	6000	0.3095	
Austin Peay (07-08)	244	31	6200	0.03935	
SF Austin (07-08)	727	29	5800	0.12534	

Oral Roberts (07-08)	144	29	5800	0.02483	
			2007-2008 Average =	0.076649	0.10561435
Binghamton (08-09)	9	28	5600	0.00161	
Jacksonville U (08-09)	753	29	5800	0.12983	
Radford (08-09)	126	29	5800	0.02172	
CS Northridge (08-09)	30	28	5600	0.00536	
Cornell (08-09)	806	30	6000	0.13433	
Siena (08-09)	592	30	6000	0.09867	
UT-Martin (08-09)	254	29	5800	0.04379	
American (08-09)	317	28	5600	0.05661	
Davidson (08-09)	211	31	6200	0.03403	
Alabama St (08-09)	102	28	5600	0.01821	
			2008-2009 Average =	0.054416	0.04959852
Lipscomb (09-10)	435	29	5800	0.075	
Jacksonville U (09-10)	963	29	5800	0.16603	
UC-SB (09-10)	401	27	5400	0.07426	
Pacific (09-10)	510	30	6000	0.085	
Siena (09-10)	527	30	6000	0.08783	
Quinnipiac (09-10)	1044	29	5800	0.18	
Robert Morris (09-10)	1287	31	6200	0.20758	
Lehigh (09-10)	2036	29	5800	0.35103	
Sam Houston St (09-10)	123	29	5800	0.02121	
Oakland (09-10)	677	31	6200	0.10919	
			2009-2010 Average =	0.135713	0.09460342
Belmont (10-11)	493	31	6200	0.07952	
N. Colorado (10-11)	466	29	5800	0.08034	
Princeton (10-11)	487	30	6000	0.08117	
Bethune-Cookman (10-11)	657	31	6200	0.10597	
LIU Brooklyn (10-11)	685	29	5800	0.1181	
Murray St (10-11)	435	30	6000	0.0725	
Col. of Charleston (10-11)	786	31	6200	0.12677	
McNeese St (10-11)	0	28	5600	0	
Texas Southern (10-11)	240	29	5800	0.04144	
Florida Atlantic (10-11)	654	30	6000	0.109	
			2010-2011 Average =	0.081481	0.0381188
			TOTAL MEAN =	0.1008599	
			TOTAL STDEV =	0.092084644	

Table 6 High Major Conference Tournament Champions

Team	Total Minutes (Frosh)	Games Played	Total Minutes (200min/game)	% of Team Minutes	STDEV
Duke (01-02)	51	3	600	0.085	
Oklahoma (01-02)	2	3	600	0.00333	
Uconn (01-02)	246	3	600	0.41	
Ohio State (01-02)	67	3	600	0.11167	
Arizona (01-02)	272	3	600	0.45333	
Mississippi state (01-02)	6	3	600	0.01	
2001-2002 Average =				0.17888333	0.200703
Duke (02-03)	199	3	600	0.33167	
Oklahoma (02-03)	137	3	600	0.22833	
Pittsburgh (02-03)	54	3	600	0.09	
Illinois (02-03)	242	3	600	0.40333	
Oregon (02-03)	17	3	600	0.02833	
Kentucky (02-03)	42	3	600	0.07	
2002-2003 Average =				0.191943333	0.153339
Maryland (03-04)	160	3	600	0.26667	
Oklahoma State (03-04)	1	3	600	0.00167	
Uconn (03-04)	154	3	600	0.25667	
Wisconsin (03-04)	2	3	600	0.00333	
Stanford (03-04)	9	3	600	0.015	
Kentucky (03-04)	75	3	600	0.125	
2003-2004 Average =				0.11139	0.125228
Duke (04-05)	98	3	600	0.16333	
Oklahoma State (04-05)	98	3	600	0.16333	
Syracuse (04-05)	14	3	600	0.02333	
Illinois (04-05)	6	3	600	0.01	
Washington (04-05)	30	3	600	0.05	
Florida (04-05)	220	3	600	0.36667	
2004-2005 Average =				0.129443333	0.13447
Duke (05-06)	196	3	600	0.32667	
Kansas (05-06)	280	3	600	0.46667	
Syracuse (05-06)	141	4	800	0.17625	
Iowa (05-06)	36	3	600	0.06	

UCLA (05-06)	258	3	600	0.43	
Florida (05-06)	36	3	600	0.06	
2005-2006 Average =				0.253265	0.180443
UNC (06-07)	306	3	600	0.51	
Kansas (06-07)	128	3	600	0.21333	
Georgetown (06-07)	132	3	600	0.22	
Ohio State (06-07)	272	3	600	0.45333	
Oregon (06-07)	155	3	600	0.25833	
Florida (06-07)	34	3	600	0.05667	
2006-2007 Average =				0.285276667	0.168028
UNC (07-08)	0	3	600	0	
Kansas (07-08)	15	3	600	0.025	
Pittsburgh (07-08)	103	4	800	0.12875	
Wisconsin (07-08)	35	3	600	0.05833	
UCLA (07-08)	92	3	600	0.15333	
Georgia (07-08)	49	4	800	0.06125	
2007-2008 Average =				0.07111	0.059204
Duke (08-09)	64	3	600	0.10667	
Missouri (08-09)	115	3	600	0.19167	
Louisville (08-09)	135	3	600	0.225	
Purdue (08-09)	77	3	600	0.12167	
USC (08-09)	157	3	600	0.26167	
Mississippi State (08-09)	212	4	800	0.265	
2008-2009 Average =				0.19528	0.068462
Duke (09-10)	84	3	600	0.14	
Kansas (09-10)	96	3	600	0.16	
West Virginia (09-10)	11	3	600	0.01833	
Ohio State (09-10)	0	3	600	0	
Washington (09-10)	43	3	600	0.07167	
Kentucky (09-10)	345	3	600	0.575	
2009-2010 Average =				0.160833333	0.212647
Duke (10-11)	10	3	600	0.01667	
Kansas (10-11)	29	3	600	0.04833	
Uconn (10-11)	456	5	1000	0.456	
Ohio State (10-11)	260	3	600	0.43333	
Washington (10-11)	94	3	600	0.15667	
Kentucky (10-11)	292	3	600	0.48667	
2010-2011 Average =				0.266278333	0.216468

TOTAL MEAN = 0.184370833
TOTAL STDEV = 0.162320026

Table 7 Mid Major Conference Tournament Champions

Team	Total Minutes (Frosh)	Games Played	Total Minutes (200min/game)	% of Team Minutes	STDEV
Xavier (A-10) (01-02)	124	3	600	0.20667	
UNCW (CAA) (01-02)	75	3	600	0.125	
Cincinnati (C-USA)(01-02)	101	3	600	0.16833	
UIC (Horizon) (01-02)	0	3	600	0	
Kent State (MAC) (01-02)	45	3	600	0.075	
Creighton (MVC) (01-02)	75	3	600	0.125	
San Diego St (MWC) (01-02)	0	3	600	0	
Gonzaga (WCC) (01-02)	65	3	600	0.10833	
Hawai'I (WAC) (01-02)	12	3	600	0.02	
2001-2002 Average =				0.092036667	0.074011
Dayton (02-03)	23	3	600	0.03833	
UNC-W (02-03)	139	3	600	0.23167	
Louisville (02-03)	173	3	600	0.28833	
Milwaukee (02-03)	0	2	400	0	
Central Michigan (02-03)	35	3	600	0.05833	
Creighton (02-03)	59	3	600	0.09833	
Colorado State (02-03)	120	3	600	0.2	
San Diego (02-03)	24	2	400	0.06	
Tulsa (02-03)	95	3	600	0.15833	
2002-2003 Average =				0.125924444	0.098299
Xavier (03-04)	229	4	800	0.28625	
VCU (03-04)	187	3	600	0.31167	
Cincinnati (03-04)	0	3	600	0	
UIC (03-04)	0	2	400	0	
Western Michigan (03-04)	6	3	600	0.01	

UNI (03-04)	106	3	600	0.17667	
Utah (03-04)	195	3	600	0.325	
Gonzaga (03-04)	51	2	400	0.1275	
Nevada (03-04)	154	3	600	0.25667	
2003-2004 Average =				0.165973333	0.137034
George Washington (04-05)	39	3	600	0.065	
Old Dominion (04-05)	118	3	600	0.19667	
Louisville (04-05)	112	3	600	0.18667	
Milwaukee (04-05)	3	2	400	0.0075	
Ohio (04-05)	207	3	600	0.345	
Creighton (04-05)	54	3	600	0.09	
New Mexico (04-05)	62	3	600	0.10333	
Gonzaga (04-05)	54	2	400	0.135	
UTEP (04-05)	8	3	600	0.01333	
2004-2005 Average =				0.126944444	0.105461
Xavier (05-06)	197	4	800	0.24625	
UNC-W (05-06)	57	3	600	0.095	
Memphis (05-06)	299	3	600	0.49833	
Milwaukee (05-06)	0	2	400	0	
Kent State (05-06)	46	3	600	0.07667	
Southern Illinois (05-06)	90	3	600	0.15	
San Diego St (05-06)	162	3	600	0.27	
Gonzaga (05-06)	28	2	400	0.07	
Nevada (05-06)	0	3	600	0	
2005-2006 Average =				0.15625	0.159863
GW (06-07)	174	3	600	0.29	
VCU (06-07)	23	3	600	0.03833	
Memphis (06-07)	146	3	600	0.24333	
Wright State (06-07)	109	2	400	0.2725	
Miami (OH) (06-07)	94	3	600	0.15667	
Creighton (06-07)	64	3	600	0.10667	
UNLV (06-07)	26	3	600	0.04333	
Gonzaga (06-07)	62	2	400	0.155	
New Mexico St (06-07)	11	3	600	0.01833	
2006-2007 Average =				0.147128889	0.103908
Temple (07-08)	90	3	600	0.15	
George Mason (07-08)	100	3	600	0.16667	
Memphis (07-08)	115	3	600	0.19167	
Butler (07-08)	0	2	400	0	

Kent State (07-08)	0	3	600	0	
Drake (07-08)	16	3	600	0.02667	
UNLV (07-08)	42	3	600	0.07	
San Diego (07-08)	129	2	400	0.3225	
Boise State (07-08)	27	3	600	0.045	
	2007-2008 Average =			0.108056667	0.108151
Temple (08-09)	63	3	600	0.105	
VCU (08-09)	113	3	600	0.18833	
Memphis (08-09)	138	3	600	0.23	
Cleveland State (08-09)	137	3	600	0.22833	
Akron (08-09)	179	4	800	0.22375	
UNI (08-09)	0	3	600	0	
Utah (08-09)	0	3	600	0	
Gonzaga (08-09)	34	2	400	0.085	
Utah State (08-09)	12	3	600	0.02	
	2008-2009 Average =			0.120045556	0.099699
Temple (09-10)	47	3	600	0.07833	
Old Dominion (09-10)	0	3	600	0	
Houston (09-10)	115	4	800	0.14375	
Butler (09-10)	3	2	400	0.0075	
Ohio (09-10)	164	3	600	0.27333	
UNI (09-10)	42	3	600	0.07	
San Diego St (09-10)	152	3	600	0.25333	
Gonzaga (09-10)	24	2	400	0.06	
New Mexico St (09-10)	25	3	600	0.04167	
	2009-2010 Average =			0.103101111	0.100193
Richmond (10-11)	42	3	600	0.07	
Old Dominion (10-11)	0	3	600	0	
Memphis (10-11)	412	3	600	0.68667	
Butler (10-11)	23	2	400	0.0575	
Akron (10-11)	59	3	600	0.09833	
Indiana State (10-11)	38	3	600	0.06333	
San Diego St (10-11)	27	3	600	0.045	
Gonzaga (10-11)	5	2	400	0.0125	
Utah State (10-11)	79	2	400	0.1975	
	2010-2011 Average =			0.136758889	0.213969
	TOTAL MEAN =			0.128222	
	TOTAL STDEV =			0.121616839	

Table 8 Low Major Conference Tournament Champions

Team	Total Minutes (Frosh)	Games Played	Total Minutes (200min/game)	% of Team Minutes	STDEV
Montana (Big Sky) (01-02)	1	3	600	0.00167	
UC-SB (Big West) (01-02)	0	3	600	0	
CCSU (NEC) (01-02)	151	3	600	0.25167	
Holy Cross (Patriot) (01-02)	84	3	600	0.14	
Davidson (Southern) (01-02)	37	3	600	0.06167	
Alcorn St (SWAC) (01-02)	50	3	600	0.08333	
Valpraiso (Summit) (01-02)	53	3	600	0.08833	
W. Ky (Sun Belt) (01-02)	78	3	600	0.13	
2001-2002 Average =				0.09458375	0.081785
Troy (A-Sun) (02-03)	0	3	600	0	
Utah St (Big West) (02-03)	0	3	600	0	
Manhattan (MAAC) (02-03)	143	2	400	0.3575	
S. Carolina St (MEAC) (02-03)	121	3	600	0.20167	
Wagner (NEC) (02-03)	51	3	600	0.085	
Holy Cross (Patriot) (02-03)	67	3	600	0.11167	
IUPUI (Summit) (02-03)	29	3	600	0.04833	
W. Ky (Sun Belt) (02-03)	113	3	600	0.18833	
2002-2003 Average =				0.1240625	0.121211
Vermont (AE) (03-04)	22	3	600	0.03667	
UCF (A-Sun) (03-04)	39	3	600	0.065	
Liberty (Big South) (03-04)	164	3	600	0.27333	
Pacific (Big West) (03-04)	6	2	400	0.015	
Murray St (OVC) (03-04)	1	3	600	0.00167	
Lehigh (Patriot) (03-04)	216	3	600	0.36	
ETSU (Southern) (03-04)	83	3	600	0.13833	
Valpraiso (Summit) (03-04)	102	3	600	0.17	
2003-2004 Average =				0.1325	0.129665
Vermont (AE) (04-05)	58	3	600	0.09667	
UCF (A-Sun) (04-05)	2	3	600	0.00333	
Montana (Big Sky) (04-05)	138	3	600	0.23	
Winthrop (Big South) (04-05)	137	3	600	0.22833	
Del St. (MEAC) (04-05)	2	3	600	0.00333	
E. Ky (OVC) (04-05)	43	3	600	0.07167	

Alabama A&M (SWAC) (04-05)	88	3	600	0.14667	
UL-Lafayette (Sun Belt) (04-05)	1	3	600	0.00167	
2004-2005 Average =				0.09770875	0.096123
Albany (AE) (05-06)	37	3	600	0.06167	
Belmont (A-Sun) (05-06)	124	3	600	0.20667	
Montana (Big Sky) (05-06)	69	2	400	0.1725	
Iona (MAAC) (05-06)	0	3	600	0	
Hampton (MEAC) (05-06)	10	4	800	0.0125	
Monmouth (NEC) (05-06)	100	3	600	0.16667	
Southern (SWAC) (05-06)	99	3	600	0.165	
S. Alabama (Sun Belt) (05-06)	0	3	600	0	
2005-2006 Average =				0.09812625	0.088157
Belmont (A-Sun) (06-07)	20	3	600	0.03333	
Winthrop (Big South) (06-07)	67	3	600	0.11167	
Niagara (MAAC) (06-07)	91	3	600	0.15167	
CCSU (NEC) (06-07)	90	3	600	0.15	
E. Ky (OVC) (06-07)	169	3	600	0.28167	
TX-AM CC (Southland) (06-07)	1	3	600	0.00167	
Jackson St (SWAC) (06-07)	129	3	600	0.215	
Oral Roberts (Summit) (06-07)	0	3	600	0	
2006-2007 Average =				0.11812625	0.102134
UMBC (AE) (07-08)	4	3	600	0.00667	
Portland St (Big Sky) (07-08)	0	3	600	0	
Coppin St (MEAC) (07-08)	35	4	800	0.04375	
Mt St Marys (NEC) (07-08)	141	3	600	0.235	
Austin Peay (OVC) (07-08)	14	3	600	0.02333	
MV St (SWAC) (07-08)	3	3	600	0.005	
Oral Roberts (Summit) (07-08)	39	3	600	0.065	
W. Ky (Sun Belt) (07-08)	98	3	600	0.16333	
2007-2008 Average =				0.06776	0.086125
Binghamton (AE) (08-09)	0	3	600	0	
ETSU (A-Sun) (08-09)	29	3	600	0.04833	
Portland St (Big Sky) (08-09)	2	2	400	0.005	
Morgan St (MEAC) (08-09)	0	3	600	0	
Morehead St (OVC) (08-09)	56	3	600	0.09333	
American (Patriot) (08-09)	36	3	600	0.06	
SF Austin (Southland) (08-09)	10	3	600	0.01667	
NDSU (Summit) (08-09)	0	3	600	0	
2008-2009 Average =				0.02791625	0.035284

Vermont (AE) (09-10)	49	3	600	0.08167	
Winthrop (Big South) (09-10)	67	3	600	0.11167	
Siena (MAAC) (09-10)	21	3	600	0.035	
Lehigh (Patriot) (09-10)	194	3	600	0.32333	
Wofford (Big South) (09-10)	0	3	600	0	
Sam Houston St (Southland) (09-10)	0	3	600	0	
Oakland (Summit) (09-10)	57	3	600	0.095	
N. Texas (Sun Belt) (09-10)	12	3	600	0.02	
	2009-2010 Average =			0.08333375	0.106084
Belmont (A-Sun) (10-11)	39	3	600	0.065	
St. Peters (MAAC) (10-11)	0	3	600	0	
Hampton (MEAC) (10-11)	0	3	600	0	
LIU-BK (NEC) (10-11)	84	3	600	0.14	
Bucknell (Patriot) (10-11)	82	3	600	0.13667	
Wofford (Big South) (10-11)	0	3	600	0	
UT-SA (Southland) (10-11)	129	3	600	0.215	
UA-LR (Sun Belt) (10-11)	154	4	800	0.1925	
	2010-2011 Average =			0.09364625	0.089145
	TOTAL MEAN =			0.093776375	
	TOTAL STDEV =			0.095456562	

Table 9 NCAA Tournament Champion Breakdown

Year	% of Playing Time	Z-Score
2001-2002	0.00583	-0.939073916693287
2002-2003	0.47667	1.67329307573151
2003-2004	0.19917	0.133636631083901
2004-2005	0.13417	-0.227003617211937
2005-2006	0.09	-0.472072536707739
2006-2007	0.01667	-0.878930219900566
2007-2008	0.04	-0.749488112319921
2008-2009	0.17417	-0.005071156722191
2009-2010	0.10083	-0.41198432303014
2010-2011	0.51333	1.87669417577037
AVERAGE	0.175084	
SD	0.180235013443868	

Table 10 RPI Breakdown by Conference

CONF.	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	AVG RPI	STDEV
AEC	0.425	0.4495	0.4376	0.4875	0.4582	0.477	0.4504	0.4715	0.4603	0.4606	0.45776	0.01844
A-10	0.5217	0.5363	0.5506	0.5054	0.516	0.5139	0.5408	0.5474	0.5455	0.5263	0.53039	0.015864
ACC	0.5737	0.5662	0.6082	0.5054	0.5615	0.5741	0.5681	0.5764	0.5574	0.4883	0.55793	0.035231
A-Sun	0.4787	0.4493	0.4493	0.4471	0.4201	0.4505	0.4463	0.456	0.5455	0.4844	0.46272	0.034096
Big 12	0.5587	0.5791	0.5579	0.5664	0.5583	0.5491	0.5582	0.5578	0.5941	0.4742	0.55538	0.031363
Big East	0.5509	0.5589	0.5689	0.5623	0.5711	0.5455	0.5578	0.5658	0.5828	0.5129	0.55769	0.018931
Big Sky	0.4644	0.4801	0.4637	0.4431	0.4863	0.4569	0.4652	0.4504	0.4868	0.4644	0.46613	0.014549
Big South	0.4184	0.4532	0.4302	0.4391	0.4701	0.4398	0.4439	0.4783	0.4587	0.4767	0.45084	0.020131
Big Ten	0.5671	0.5639	0.5515	0.5581	0.5784	0.562	0.5403	0.592	0.5429	0.5046	0.55608	0.023814
Big West	0.483	0.4674	0.4794	0.4797	0.4494	0.4717	0.4783	0.4766	0.4806	0.4708	0.47369	0.009859
CAA	0.5003	0.4785	0.4921	0.4892	0.5125	0.5095	0.4942	0.4993	0.516	0.5286	0.50202	0.014739
C-USA	0.5404	0.555	0.554	0.5305	0.4963	0.5018	0.5093	0.5405	0.5106	0.5239	0.52623	0.021215
Horizon	0.4763	0.4958	0.4919	0.4861	0.4982	0.5162	0.5241	0.5181	0.5161	0.5198	0.50426	0.016607
Ivy	0.4901	0.4694	0.4526	0.4876	0.4569	0.4758	0.4651	0.4429	0.4679	0.5006	0.47089	0.017992
MAAC	0.4472	0.482	0.4809	0.4678	0.5098	0.4557	0.484	0.4759	0.4979	0.4947	0.47959	0.019078
MAC	0.5075	0.505	0.4851	0.5247	0.4921	0.4936	0.5089	0.4972	0.5015	0.4676	0.49832	0.015375
MEAC	0.4326	0.4183	0.3937	0.424	0.4356	0.4264	0.4484	0.4416	0.4318	0.4347	0.42871	0.014994
MVC	0.5078	0.515	0.5151	0.535	0.557	0.5659	0.5408	0.515	0.5206	0.5	0.52722	0.021693
MWC	0.5463	0.5479	0.5388	0.5137	0.5065	0.5381	0.5139	0.5344	0.5374	0.5586	0.53356	0.016904
NEC	0.4455	0.4314	0.4385	0.4319	0.4515	0.4376	0.4538	0.4799	0.4343	0.4728	0.44772	0.017013
OVC	0.4551	0.4756	0.4672	0.4714	0.4713	0.4517	0.4385	0.4701	0.4762	0.4556	0.46327	0.012405
Pac-12	0.5727	0.5628	0.5452	0.5718	0.5421	0.5671	0.5572	0.5748	0.5354	0.5405	0.55696	0.014974
Patriot	0.4451	0.4464	0.439	0.4698	0.4696	0.4805	0.4757	0.4452	0.4395	0.4624	0.45732	0.015903
SEC	0.587	0.589	0.5863	0.552	0.5675	0.5789	0.5501	0.5843	0.5545	0.5418	0.56914	0.018116
Southern	0.4832	0.468	0.4743	0.4649	0.4594	0.4877	0.4937	0.4505	0.4964	0.4818	0.47599	0.015157
Southland	0.4506	0.4546	0.4333	0.4471	0.4719	0.4591	0.4745	0.4387	0.4516	0.4525	0.45339	0.01288
SWAC	0.4161	0.4181	0.4044	0.3981	0.4223	0.4226	0.416	0.4237	0.4107	0.4215	0.41535	0.008538
Summit	0.4623	0.4578	0.471	0.4664	0.4504	0.4701	0.4745	0.4655	0.4741	0.4748	0.46669	0.008007
Sun Belt	0.4753	0.4949	0.4808	0.5087	0.4935	0.4735	0.4901	0.4713	0.4675	0.4653	0.48209	0.014139
WCC	0.4948	0.5064	0.5133	0.5323	0.5135	0.506	0.5035	0.4827	0.5043	0.5011	0.50579	0.01292
WAC	0.5152	0.5028	0.53	0.5122	0.5261	0.5235	0.4736	0.5274	0.5159	0.5	0.51267	0.01705

