It takes a team: The role of data and assessment in supporting community college student success.

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Higher Education and Student Affairs
Ohio University
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**Presentation Abstract**

This session will explore the role of data and assessment in developing community college student success by examining the curricular experiences of student athletes. Athletics provide a parallel extension of the open access mission of community colleges by offering opportunities for enhancement of individual’s academic and athletic skills. Once enrolled, institutions must be ready and equipped to support the needs of all students.
Goals for Today:

• Provide a brief introduction to community colleges – their purpose, mission, strengths and challenges
• Discuss my current research concerning community college students - the Community College Athletics Research Project (CCARP)
• Provide time for Q & A concerning my work and other related topics and issues.
The Community College

• What do they do (purpose and mission)?
• Who do they serve (strengths and challenges)?
• Why do they (students) go?
What Do They Do (purpose and mission):

• All things to all people (comprehensive mission)
• Provide citizens with access to higher education, regardless of academic ability or previous higher education experience
• Serve as a point of entry (or re-entry) to higher education for credit and non-credit seeking students
• Provide opportunities to “experience college”
• Are innovative and agile in meeting economic and workplace needs; provide value and service to individuals and communities
• Provide pathway to four-year institutions
Who Do They Serve (strengths)

- Serve 12 million credit and non-credit seeking students each year - approximately half of the entire college student population (AACC, 2014, np; Strayhorn & Johnson, 2014)
- A highly diverse student population (age, job experience, academic ability, socio-economic status, and academic ambitions).
- Those interested in activities leading to lifelong learning
- Students looking to transfer to a four-year institution
Who Do They Serve (challenges)

• Less than half earn a degree within six years of enrollment (Schuetz, 2014).
• Within this group of non-completers, part-time students, students of color and first generation students are most often overrepresented.
• Students from these marginalized backgrounds are more likely to first enroll at the community college and are also more likely to underperform and leave their institution before meeting their intended goals (Greene, Marti, & McClenny, 2008; Lee & Ransom, 2011)
• Achievement gap between African-American and Hispanic students and their White counterparts continues to widen (Greene, Marti, and McClenny, 2008)
Why Do They Go

• Proximity to home and work
• “Discounted” tuition and fees
• Classes are available when they (students) are available
• Provide opportunities to complete a class or two to improve specific skills
• Complete courses as needed to prepare for professional licensure or move to a better job
• Serve as a path to college athletics for those that have a desire to continue their athletic participation after high school
College Access Through Athletics

“Athletic programs often serve as the primary motivation for many individuals to pursue higher education, especially, perspective students from low-income and ethnic minority backgrounds...” (Mendoza, Horton and Mendez, 2012, p. 202).

• Approximately 60% of all public community colleges in the U.S. sponsor at least one varsity athletic team (Castañeda, Katsinas & Hardy, 2006; Hoffman, Sweitzer, & Horton, 2013).

• In 2012, more than 80,000 community college students participated in varsity athletics at two year and community colleges (EADA, 2014; Hoffman, Sweitzer, & Horton, 2013).
Community College Athletics Research Project

Purpose

• To better understand the academic experiences and enrollment patterns of student athletes at the community college (e.g., entry characteristics, performance, “success”)
• To explore faculty perceptions and involvement with athletics at their respective institutions
• Provide relevant research to assist institutions to better support student athlete success
Research Design

This study uses a three prong approach to collect data from student athletes and faculty at community colleges throughout the U.S.

- Community College Student Athlete Experience Survey (2014)
- Faculty Perceptions Survey (2014)
- Student level transcript data
Research Design

**Student Athlete Experiences Survey**
- Academic and Athletic goals
- Experiences with faculty in and out of class
- Perception and use of institutional resources
- Benefits and challenges associated with athletic participation

**Faculty Perceptions Survey**
- Degree of involvement with athletic program
- Experiences working with student athletes
- Perception of student athletes
- Perception of value and impact of athletics
Research Design

**Student Athlete Experiences - Transcript Data**

- Credits hours enrolled vs. credit hours earned
- Types of courses enrolled
- Enrollment in and completion of developmental courses

*The pilot study included three community colleges from three different states: Illinois, Kansas and North Carolina. Data are provided and discussed for only one institution.*
Data and Preliminary Findings

<table>
<thead>
<tr>
<th>Gender</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Athlete Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletes</td>
<td>123 (44.6)</td>
<td>153 (55.4)</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>226 (53.7%)</td>
<td>195 (46.3%)</td>
</tr>
<tr>
<td>Total</td>
<td>349</td>
<td>348</td>
</tr>
</tbody>
</table>
## Data and Preliminary Findings

### Race and Ethnicity

<table>
<thead>
<tr>
<th>Race and Ethnicity</th>
<th>Athletes</th>
<th>Non-Athletes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>0</td>
<td>1 (.2%)</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>7 (1.7%)</td>
<td>7</td>
</tr>
<tr>
<td>Black/African American</td>
<td>47 (17%)</td>
<td>17 (4%)</td>
<td>64</td>
</tr>
<tr>
<td>Hispanic of any race</td>
<td>16 (5.8%)</td>
<td>9 (2.1%)</td>
<td>25</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>1 (.4%)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>16 (5.8%)</td>
<td>5 (1.2%)</td>
<td>21</td>
</tr>
<tr>
<td>Race and Ethnicity unknown</td>
<td>4 (1.4%)</td>
<td>13 (3.1%)</td>
<td>17</td>
</tr>
<tr>
<td>Multiracial</td>
<td>8 (2.9%)</td>
<td>13 (3.1%)</td>
<td>21</td>
</tr>
<tr>
<td>White</td>
<td>184 (66.7%)</td>
<td>356 (84.6%)</td>
<td>540</td>
</tr>
<tr>
<td>Total</td>
<td>276</td>
<td>421</td>
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</table>
### Data and Preliminary Findings

#### First Generation Status

<table>
<thead>
<tr>
<th>Student Athlete Status</th>
<th>First Generation</th>
<th>Not First Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>100 (36.2%)</td>
<td>176 (63.8%)</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>140 (33.3%)</td>
<td>281 (66.7%)</td>
</tr>
<tr>
<td>Total</td>
<td>240</td>
<td>457</td>
</tr>
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</table>
Data and Preliminary Findings

Mean Cumulative GPA

<table>
<thead>
<tr>
<th>Student Athlete Status</th>
<th>Mean (n)</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>2.81 (276)</td>
<td>.740803</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>3.06369 (421)</td>
<td>.587359</td>
</tr>
</tbody>
</table>
Data and Preliminary Findings

### Percentage of Developmental Course Hours Attempted

<table>
<thead>
<tr>
<th>Student Athlete Status</th>
<th>Percentage (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>6.8% (422)</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>4.8% (244)</td>
</tr>
</tbody>
</table>
## Data and Preliminary Findings

### Developmental Credit Hours Attempted and Earned

<table>
<thead>
<tr>
<th></th>
<th>Hours Attempted (Std. Deviation)</th>
<th>Hours Earned (Std. Deviation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>9.63 (6.847)</td>
<td>7.67 (4.994)</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>8.11 (4.958)</td>
<td>7.18 (4.235)</td>
</tr>
</tbody>
</table>
Data and Preliminary Findings

**Percentage of Courses Taken Worth 2 Credit Hours or Less**

<table>
<thead>
<tr>
<th>Student Athlete Status</th>
<th>Percentage (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>23.9% (1487)</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>12.1% (616)</td>
</tr>
</tbody>
</table>
## Data and Preliminary Findings

### Degrees Earned By Cohort

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</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>30 (68.2%)</td>
<td>39 (59.1%)</td>
<td>34 (36.6%)</td>
<td>34 (46.6%)</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>41 (68.3%)</td>
<td>70 (57.9%)</td>
<td>91 (55.8%)</td>
<td>25 (32.5%)</td>
</tr>
</tbody>
</table>
Overview of Findings

• Males outnumber females within the non-student athlete population, but males outnumber females within the student athlete population
• When considering race, there is a substantial difference between White students and Students of Color
• Similar percentage of first generation and non-first generation students across students and student athletes
• Non-student athletes earned a higher cumulative GPA than student athletes, and enrolled in less developmental credit hours than student athletes
Discussion

• Major concerns when examining the academic experiences and performance of student athletes at this particular community college:
  o Number of remedial courses enrolled
  o GPA
  o Student athlete’s enrollment in two credit, one credit and no credit courses
The Team

• **College administrators**
  - Control resources allocated to athletics and other auxiliary activities
  - Have opportunities to explain to the academic community the importance of athletics and student athletes to their institution.

• **Faculty**
  - Daily interact with students and can positively impact student goals, enrollment patterns and class performance

• **Athletics Department**
  - Coaches have limited influence on campus, but have a great influence over students

• **IR and Assessment Offices**
  - Provide the above individuals with accurate and relevant data about student athlete’s performance, enrollment patterns and “red flags”
Looking Ahead

• Continued data analysis of key variables
• Begin examining survey data from faculty and student athletes
• Refine survey tool
Thank You!