# A Community College Student-Athlete Academic Success Program (ASP)

Presented by: Sedgwick Harris, Northampton Community College

Monday, November 3, 2019

3:00-4:00 pm

# Introduction

- Graduation and transfer rates are primary success indicators at most community colleges. However, these metrics are critical to athletic departments. This session will highlight an innovative partnership between Academic and Student Affairs at a Pennsylvania Community College to improve graduation, persistence, retention, and transfer rates. A Vice President's perspective on leveraging on-campus resources and developing essential partnerships with Academic Affairs for success.

# Learning Outcomes

- How to leverage current on-campus resources and develop partnerships with academic affairs.

- How to design and implement a student-athlete educational success model to improve graduation and transfer rates.

- How to better engage with the NJCAA to access their services, resources, and become knowledgeable of research projects in effect to enhance the experience of student-athletes nationwide.

# Senate Bill 580
## Student-Right-To-Know and Campus Security Act

- Also known as the "Student Right-to-Know and Campus Security Act" (P.L. 101-542), which was passed by Congress November 9, 1990. Title I, Section 103, requires institutions eligible for Title IV funding to calculate completion or graduation rates of certificate- or degree-seeking, full-time students entering that institution, and to disclose these rates to all students and prospective students.

- Further, Section 104 requires each institution that participates in any Title IV program and is attended by students receiving athletically-related student aid to submit a report to the Secretary of Education annually. This report is to contain, among other things, graduation/completion rates of all students as well as students receiving athletically-related student aid by race/ethnicity and gender and by sport, and the average completion or graduation rate for the four most recent years.

# The NCAA

- For the past three decades, the NCAA has devoted its attention to support environments to improve student-athlete graduation rates. According to Brown (2014), since the passage of the NCAA membership legislation which required schools to report rates disaggregated by race, gender and sport, the NCAA has continued to refine the data collection methods and improve the methodology by which the graduation rates are calculated in order to provide high academic institutions with more precise data on which to base educational policies.

# NCAA Academic/Graduation Progress Rating Formulas

- **Federal Graduation Rate (FGR)** is federally mandated for all schools that offer athletic scholarships. FGR is used to measure the percentage of first-time, full-time freshman student-athletes who graduate within six years of entering their original institution.

- **Graduation Success Rate (GSR)** which is used by Division I schools to account for transfers in and out as well as tracking graduation over six years. Student-athletes who leave school while academically eligible and student-athletes who transfer to a school after initially enrolling elsewhere are included.

- **Academic Success Rate (ASR)** which is used by Division II and III schools. It is similar to the GSR but includes student-athletes who transfer into a school in the calculation. However, it removes student-athletes who left school while academically eligible.

# NCAA Academic/Graduation Progress Rating Formulas

- In 2003, the NCAA created the Academic Progress Rate (APR) to hold Division I institutions accountable for student-athletes' academic progress through a team-based academic metrics which accounts for the eligibility and retention of students on a per term basis (Butterworth and Rich, 2013).

- In 2016, the NCAA raised the GPA to 2.3 for student-athletes to be eligible to practice, compete, and receive financial aid. It also required the completion of 10 core units prior to the start of the college athlete's senior year (The Drake Group, 2017).

# NJCAA

- Unfortunately, the NJCAA has not followed suit with the federal Student Right-to-Know Act from 1990. According to the S.580 (1990), "the Secretary, in conjunction with the NJCAA, shall develop and obtain data on completion or graduation rates from two-year colleges that award athletically related student aid." However, even with this clear stipulation, the NJCAA is not providing the necessary and required mandates to hold its members to the same accountability standards as the NCAA.

- Currently, the NJCAA does not have policies, guidelines, or a systematic approach in place to meet the requirements of Senate Bill 580. However, the NJCAA has begun to take the appropriate steps to become compliant with this law. A pilot project, launched in Fall 2018 will test a data collection system to assist community colleges with continuous improvement of graduation and transfer rates for student-athletes. The data points will provide the necessary feedback for thorough data analysis by which an academic success program can heighten its ability to meet the academic rigor at the collegiate level.

# Northampton Community College

# Northampton CC Athletic History

**Program Transition**

- Prior to 2007 the athletic program was not affiliated with the NJCAA

- As of 2008 the Athletic program transition from EPAC (independent) to a D-III NJCAA member.

- Culture and leadership changes within the Student Affairs division

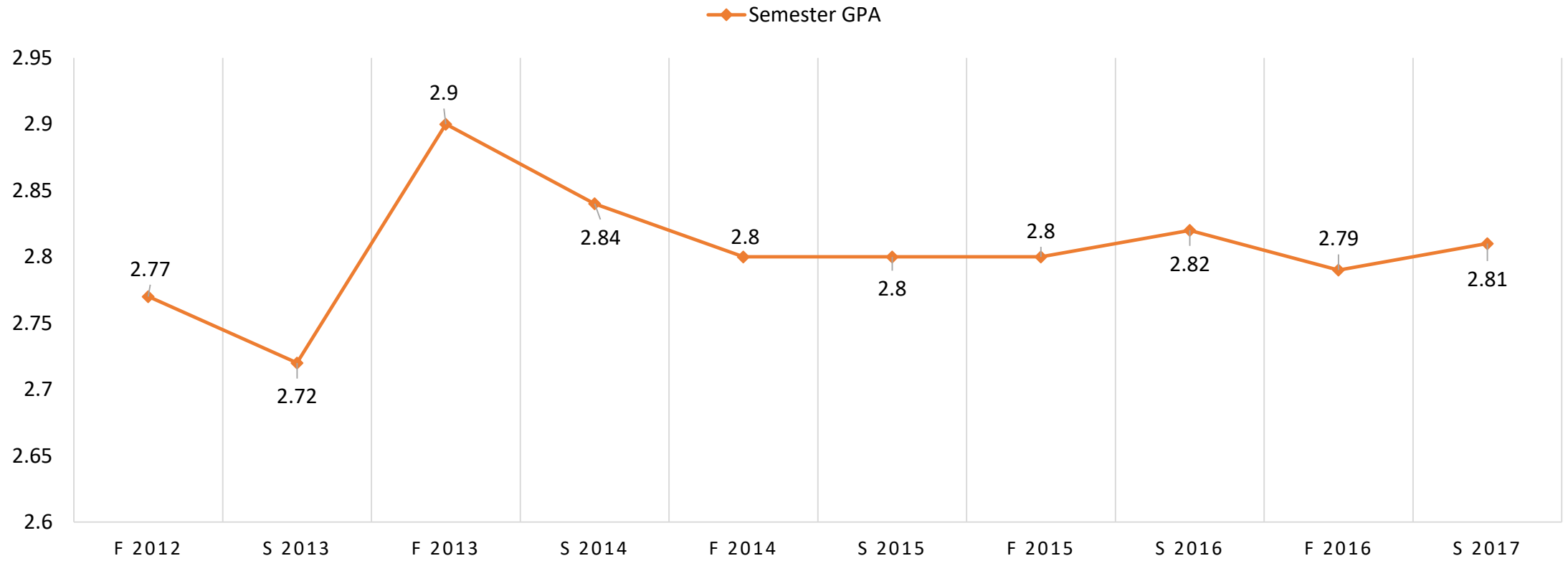- 2017 Student Development, Engagement, and Success Philosophy implemented

**Sports Offered & Established Date**

- Baseball (Spring 2009)
- Softball (Spring 2009)
- Men's Basketball (Winter 2009)
- Women's Basketball (Winter 2009)
- Volleyball (Fall 2010)
- Men's Soccer (Fall 2010)
- Men's Golf (Spring 2013)
- Men's Cross Country (Fall 2013)
- Women's Cross Country (Fall 2013)
- Women's Tennis (Fall 2013)
- Women's Soccer (Fall 2014)

# GPA

## SEMESTER GPA

━◆━ Semester GPA

| Semester | GPA |
|----------|-----|
| F 2012 | 2.77 |
| S 2013 | 2.72 |
| F 2013 | 2.9 |
| S 2014 | 2.84 |
| F 2014 | 2.8 |
| S 2015 | 2.8 |
| F 2015 | 2.8 |
| S 2016 | 2.82 |
| F 2016 | 2.79 |
| S 2017 | 2.81 |

# NCC Graduation Rate Analysis

- As part of a goal to improve overall departmental GPA it was discovered that Athletic department graduation rates (9%) was lower than college(18%) and state (14%) average respectively.

- Therefore, additional data collection was done for insight on what influences impacted student-athletes' lack of completion. The reoccurring influences were challenge of academic integration, athletic expectations, college readiness, first-generation status, and social integration.

- Therefore, in the Fall of 2017 step towards the development of a student success model is introduced to assist in addressing these influences, thus increasing graduation rates.

- The study analyzed institutional data of 163 student-athletes, both male, and female, enrolled from AY 2012-13 through AY 2015-16 as each individual reached the two-year athletic eligibility limitation. All personal identification of any subject was omitted. According to the records, 14 of the 163 or 9% met the necessary graduation requirements during that time period.

# Number of Student-Athletes Eligible to Graduate

N=163

| Student per Yr. | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|
| | 33 | 41 | 41 | 48 |
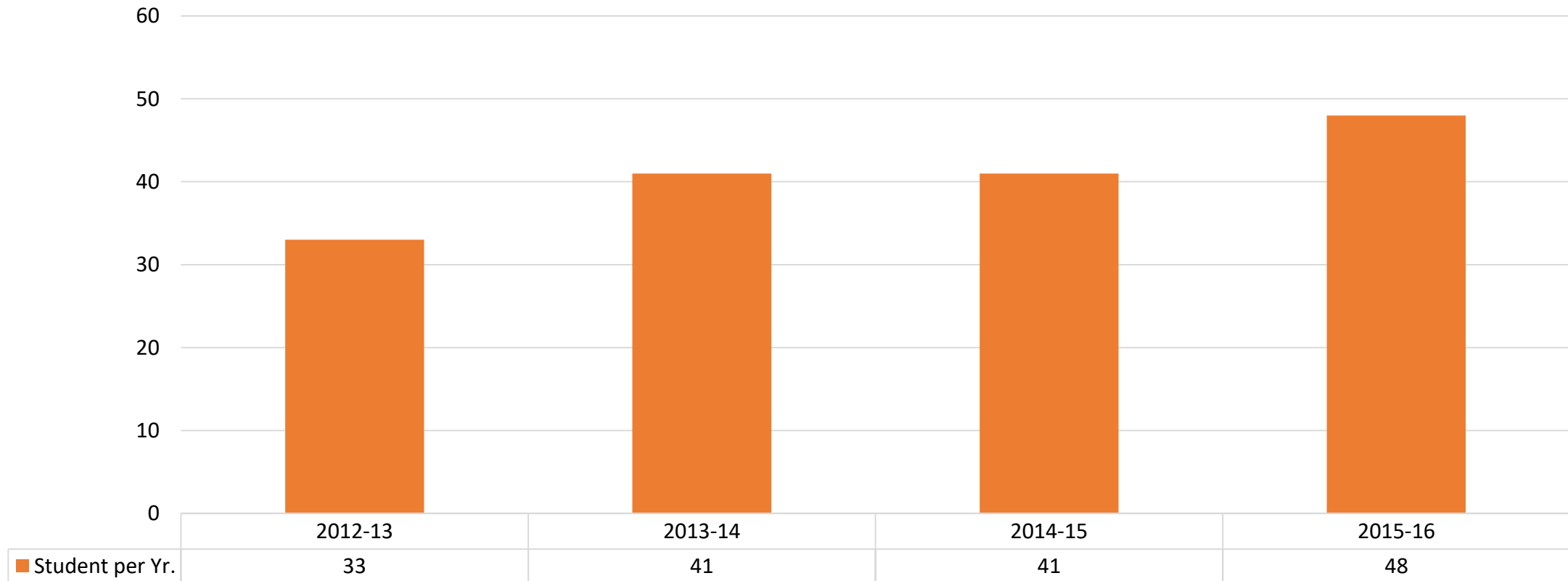
# Pilot

**Objectives**

- Increase Graduation rate by 10%
- Increase Persistence rate (Fall to Spring) by 5%
- Increase Retention rate (Fall to Fall) by 5%
- Track and Monitor Transfer rate
- Track and Monitor Tutoring hours
- Increase overall GPA to 3.00 or >

**Tactics**

- Intake Form
- Mandatory Athletic Orientation
- Mandatory Advising
- Champions Cup
- Professional Development Seminars
- AD Honor Roll Breakfast
- Develop Academic Success Center

# Academic Success Program (ASP)

# Three-Stages

- The Program is comprised of three stages. Each of the stages encompasses techniques and systematic approaches describing in detail implementation of a support program to increase successful outcomes of this unique student population.

Organization
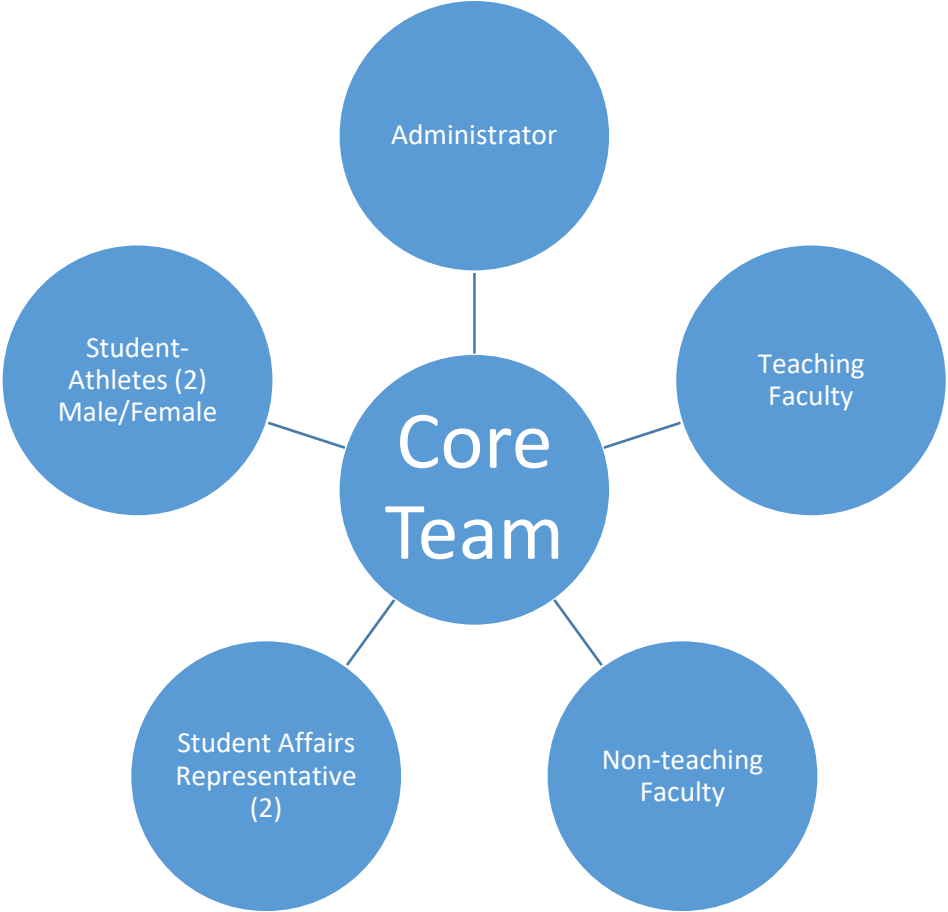
Orientation

Incorporation of Support Programming
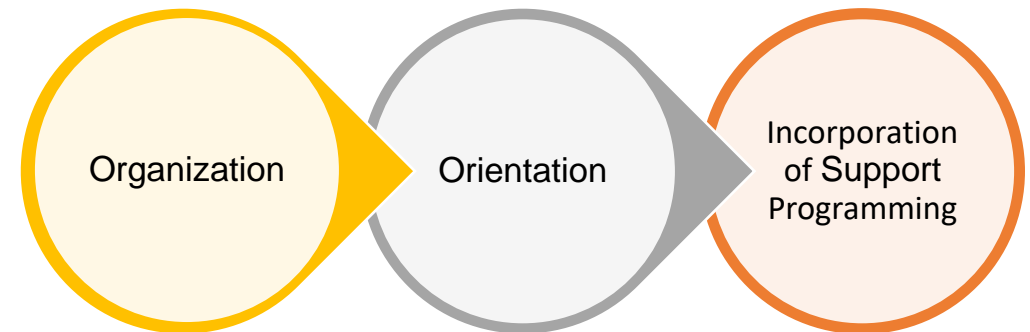
# Stage One-Organization

- The organization of the program is the first stage of execution to increase student-athletes' persistence, retention, transfer, and degree completion rates. Having a formulated plan creates a solid foundation for success to take place within a community college configuration.

- Program Duration

- Program Implementation Timeline

- Core Team

- Selecting & Assigning of Success Coaches / Mentors

- Selecting Peer Leaders

- Selecting Student-Athletes

# The Core Team

# Stage Two-Orientation

A mandatory orientation will be held prior to the start of the fall semester and will be structured specifically for student-athletes. Student-athletes should be expected to attend the college orientation, which offers a general perspective as it offers information that will assist students in becoming academically and socially integrated.

Sample Orientation Schedule:

Sample Athletic Orientation Informational Sessions and Activities

| SUGGESTED SCHEDULE | TOPIC / AGENDA ITEM |
|---|---|
| Morning Sessions | Academic expectations, integration, and integrity |
| Lunch (provided) | Meet & Greet with Success Coaches, student Peer Leaders, and Core Team Members. Includes announcement of student representative on Core Team |
| Afternoon Sessions | Athletic policies, procedures, and protocols |
| Late Afternoon | Campus Resources Scavenger Hunt Competition |
| Wrap Up | Recognize and award Scavenger Hunt winners. Take Group Photo. Announce Team meetings |

# Stage Three-Incorporation of Support Programming

The third stage of the Academic Success Program includes the integration of initiatives to support academic, social and professional growth and development. The Support Programming is comprised of four elements.
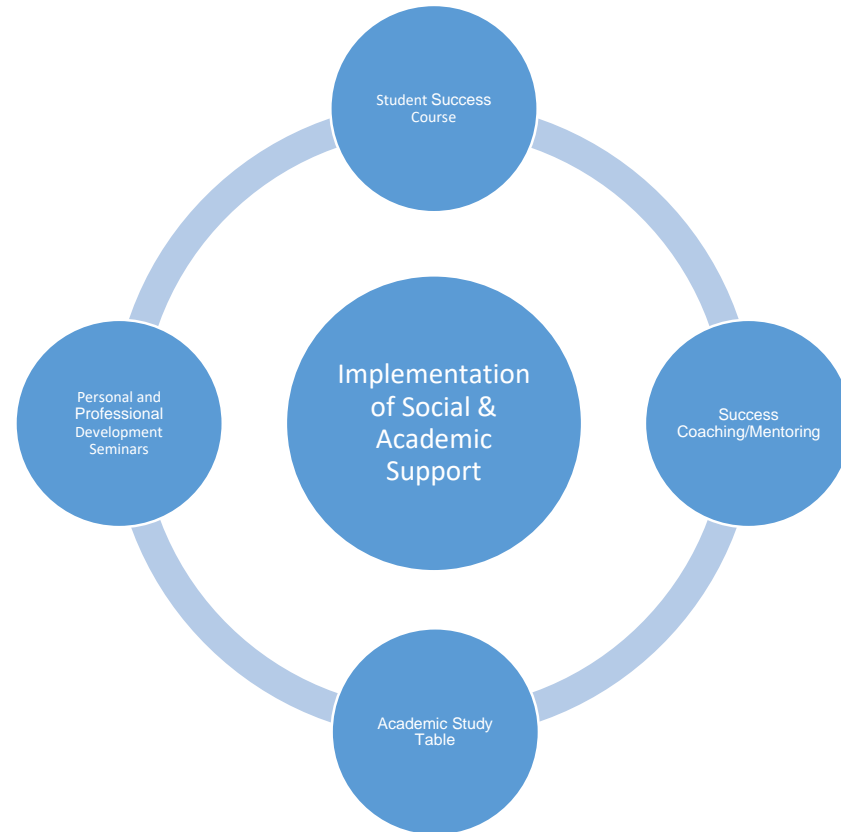
# Element 1: Student Success Course

- The student success course should be a required course for all first-time students. Students should be enrolled during their first term, as this element is critical to the success of the student.

- Classroom and study skill strategies, including time management, note-taking, textbook reading, test-taking techniques, and goal setting

- Awareness of institutional resources, including the tutoring center, academic advising, counseling, disability services, scholarship and financial aid, and registration

- Professional and career development activities, including career exploration, resume development, mock interviewing, and soft-skills training

- Personal development skills, including diversity, engagement, stress management, personal wellness, financial literacy, and interpersonal skill development

# Element 2: Success Coaching/Mentoring

- As described previously, Success Coaches are an essential support tool that can benefit all students. Success Coaches will be primarily assigned to first-year students and student-athletes who receive a poor academic monitoring report. Success Coaches will encourage successful completion of any courses, discuss available resources, identify challenges that the mentee is encountering while building a connection with the student-athlete The Success Coach will meet four times a semester with the student-athlete and the meetings will be correlated with the required academic monitoring report. Success Coaches will act as role models for problem-solving, responsible decision making, and the development of social awareness while providing academic guidance.

# Element 3: Academic Study Table

- All freshmen, transfers, student-athletes receiving a weak monitoring report, and those falling below the required grade point average are required to attend the Academic Study Table until their GPA can be re-evaluated. Participation in the Academic Study Table is essential to student success. Student-athletes will be placed in an Academic Study Table group to assist in the adjustment from high school to collegiate academic rigor, to improve their GPA, and to improve any deficient academic skills. A check-in/check-out system to monitor required study table hours will be established for accurate record keeping.

# Element 4: Social and Professional Development Seminars

- At least four seminars should be offered during each semester with all student-athletes required to attend two per term. With second-year students, attending the workshops will create additional opportunities to increase socialization. The seminar topics will likely vary, but the topics should be pertinent to this student population aimed at improving knowledge for growth and development. The selection of items will be developed by the Core Team with input from mentors, returning student-athletes, and trending topics in the field of athletics. Topics could include health, nutrition, and wellness, the negative effects of drug, alcohol, PEDs, financial management, transfer, athletic eligibility, diversity, and cultural awareness, and career development. The seminars should be designed to assist student-athletes with their transition from high school to college and then with their transition to their careers after their playing careers have concluded.

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# Q&A and Follow-up

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