



STUDENT-ATHLETES STUDY 2010

Reporting Period: Fall, 2007 – Fall, 2009

**San Diego Mesa College
Office of Instructional Services, Resource Development, and Research**

INTRODUCTION

The focus of the Student-Athletes Study is all students on Mesa athletic teams. This study examines cohorts of Mesa College athletes from Fall 2007 through Fall 2009. The cohorts are based on term and year of entry into a Mesa athletic team. For example, the Fall 2007 cohort comprises all students who joined a Mesa athletic team in Fall 2007. Students who played two or more sports were counted as part of the term cohort for each sport played. Ethnicity and gender, retention, success, and cohort-term GPAs, and transfer eligibility of cohort-term course-loads are compared for student-athletes and non-athletes. **Non-athletes are defined as first-time, full-time students (enrolled in 12 or more term units) as of census, who did not participate in Mesa athletics during their first terms, i.e., cohort terms.** Degree and certificate attainment, as well as transfer to four-year institutions, is also examined for the student-athlete population. Appendix A lists the fall-term and spring-term sports, and Appendix B has detailed information concerning the Mesa Academics and Athletics Program (MAAP).

STUDENT CHARACTERISTICS

Gender

Females were under-represented among student-athletes, while males were over-represented, in fall terms during which football, the sport with the highest level of participation, is active. During the spring terms when football, the most heavily enrolled and exclusively male sport, is not active, the gender compositions of the student-athlete and non-athlete cohorts were comparable (see Table 1).

Table 1. Gender: Comparison of Student-Athletes and Non-Athletes
Fall 2007 through Fall 2009 Cohorts

		GENDER				
		FEMALE		MALE		TOTAL
		Count	%	Count	%	Count
Fall 2007 Cohort	Student-athletes	43	30%	102	70%	145
	Non-athletes	411	49%	424	51%	835
Spring 2008 Cohort	Student-athletes	42	39%	65	61%	107
	Non-athletes	77	39%	118	61%	195
Fall 2008 Cohort	Student-athletes	62	35%	113	65%	175
	Non-athletes	433	50%	434	50%	867
Spring 2009 Cohort	Student-athletes	53	44%	67	56%	120
	Non-athletes	93	47%	107	54%	200
Fall 2009 Cohort	Student-athletes	45	30%	106	70%	151
	Non-athletes	371	45%	449	55%	820

Ethnicity

In order to examine ethnicity, the Fall 2007 through Fall 2009 Cohorts were combined in order to create larger aggregate groups and then unduplicated, which means that students who appeared in more than one cohort were only counted once. Table 2 displays the total ethnic comparison of student-athletes and non-athletes over this five-term period.

African-American students were over-represented among student-athletes when compared to their proportion among non-athletes (all cohorts combined and unduplicated: 18% of the total student-athlete population v. 7% of the total non-athlete population).

Latino students were underrepresented among student-athletes (all cohorts combined and unduplicated: 19% of total student-athlete population v. 24% of total non-athlete population). Asian-American students also were under-represented among student-athletes (all cohorts combined and unduplicated: 7% of the total student-athlete population v. 15% of the total non-athlete population).

Table 2. Ethnicity: Comparison of Student-Athletes and Non-Athletes
Fall 2007 through Fall 2009 Cohorts Combined and Unduplicated

	Student athletes		Non-athletes	
	Count	%	Count	%
African-American	117	18%	197	7%
Amer. Indian	8	1%	30	1%
Asian-Pacific	46	7%	428	15%
Filipino	12	2%	115	4%
Latino	123	19%	712	24%
White	282	44%	1,161	40%
Other	19	3%	93	3%
Unreported	35	5%	181	6%
Total	641	100%	2,917	100%

Note: Figures in table represent unduplicated headcount over the five terms.

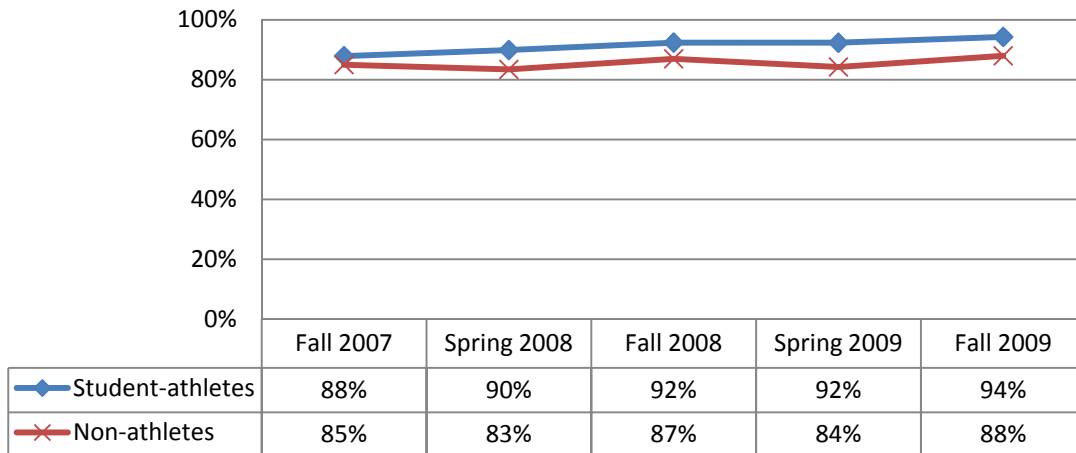
STUDENT OUTCOMES

The examination of student outcomes, comprises retention, successful course completion, term GPA, and transfer-eligibility of course-load, and excluded tutoring classes from the analysis.

Retention

Retention rates were calculated by dividing the number of enrollments associated with all letter grades other than “W” (Withdrawal) by the total number of enrollments as of first census. Comparison of retention rates during the cohort term reveals that student-athlete cohorts consistently demonstrated higher retention rates than non-athlete cohorts (see Figure 1).

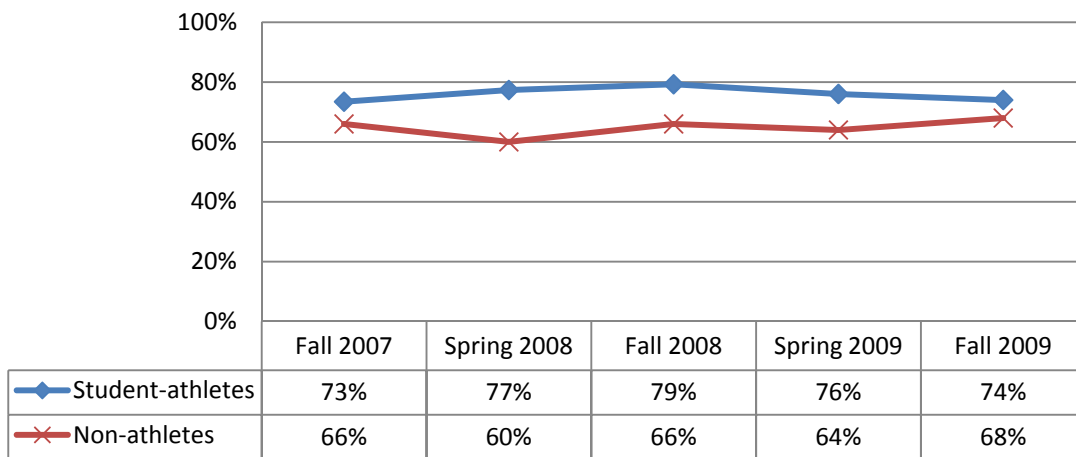
Figure 1. Retention Rates: Comparison of Student-Athletes and Non-Athletes
Fall 2007 through Fall 2009 Cohorts



Successful Course Completion

Successful course completion rates were calculated by dividing the number of enrollments associated with letter grades A, B, C, or P (Pass) by the total number of enrollments as of first census. Comparison of successful completion rates during the cohort term reveals that the student-athlete cohorts consistently showed higher successful completion rates than those of the non-athlete cohorts (see Figure 2).

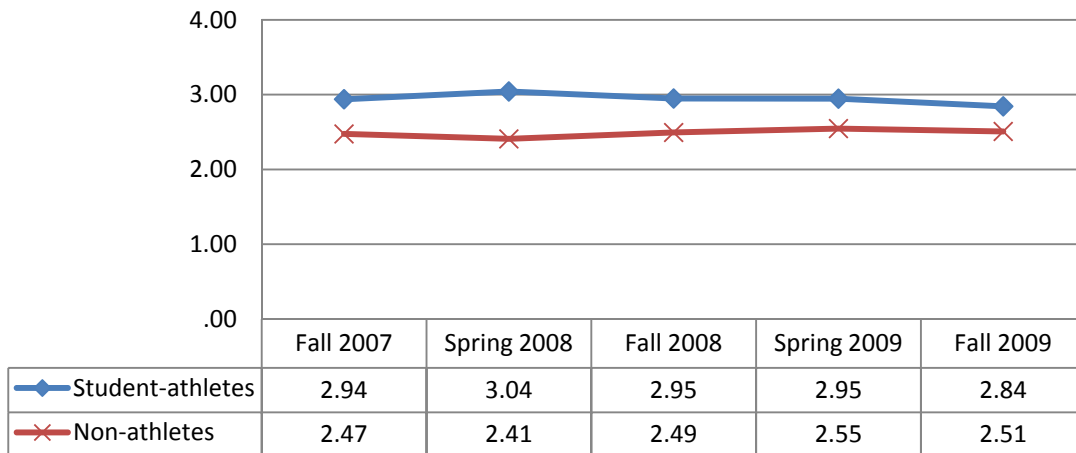
Figure 2. Successful Completion Rates: Comparison of Student-Athletes and Non-Athletes
Fall 2007 through Fall 2009 Cohorts



Term GPA

Comparison of cohort-term grade point averages (GPAs) reveals that the student-athlete cohorts consistently earned higher term GPAs than those of the non-athlete cohorts (see Figure 3).

Figure 3. Cohort-term GPA: Comparison of Student-Athletes and Non-Athletes
Fall 2007 through Fall 2009 Cohorts



Transfer-Eligibility of Cohort-Term Course Load

During their cohort-terms, the Fall 2007 through Fall 2009 student-athlete cohorts were enrolled in a greater proportion of transfer-eligible courses than were non-athletes, while non-athletes were enrolled in a higher proportion of non-credit and Associate Degree-applicable courses than were student-athletes, as shown in Table 3.

Table 3. Transfer-Eligibility of Cohort-Term Unit Load and Course Load:
Comparison of Student-Athletes and Non-Athletes in the Fall 2007 through Fall 2009 Cohorts

		Student-athlete		Non-athlete	
		Count	%	Count	%
Fall 2007	NOT FOR CREDIT	37	5%	515	14%
	ASSOCIATE CREDIT	38	5%	645	17%
	CSU_PRIVATE	55	7%	318	8%
	CSU_PRIVATE_UC	630	83%	2,280	61%
Spring 2008	NOT FOR CREDIT	43	6%	164	19%
	ASSOCIATE CREDIT	42	6%	113	13%
	CSU_PRIVATE	40	6%	90	11%
	CSU_PRIVATE_UC	559	82%	485	57%
Fall 2008	NOT FOR CREDIT	70	8%	838	22%
	ASSOCIATE CREDIT	30	3%	336	9%
	CSU_PRIVATE	63	7%	329	9%
	CSU_PRIVATE_UC	758	82%	2,358	61%
Spring 2009	NOT FOR CREDIT	72	9%	191	21%
	ASSOCIATE CREDIT	34	4%	66	7%
	CSU_PRIVATE	41	5%	108	12%
	CSU_PRIVATE_UC	612	81%	524	59%
Fall 2009	NOT FOR CREDIT	83	10%	791	22%
	ASSOCIATE CREDIT	18	2%	99	3%
	CSU_PRIVATE	53	6%	265	7%
	CSU_PRIVATE_UC	705	82%	2,420	68%

DEGREES / CERTIFICATES / TRANSFER

Up to this point, comparisons have been drawn between the student-athletes and non-athletes. During their first term, the two populations are sufficiently similar for justifiable comparisons to be drawn as both comprise full-time students who are either new to MAAP or new to the institution. Degree and certificate attainment and transfer to four-year institutions cannot be soundly compared for student-athletes and non-athletes for three main reasons: 1) a substantial proportion of non-athletes may have no intention to earn a degree or certificate or transfer to a four-year institution, 2) a substantial proportion of non-athletes may drop to part-time status after the first term, and 3) student-athletes, who are not necessarily first-term students if they started coursework prior to entering an athletic cohort, may have been enrolled at Mesa for a longer period of time than non-athletes, who are by definition first-term students and would have had a shorter period of time during which to complete their certificate requirements, Associate degree-level studies, and/or transfer. Approximate benchmarks for the transfer figures are provided as a point of reference with the caveat that slightly different parameters were used, which are noted in the discussion.

Associate Degree and/or Certificate Attainment

Table 4 shows degree and certificate attainment occurring from Fall 2007 through Spring 2010 for all student-athletes in the Fall 2007 Cohort, thus examining a window of time comprising three academic years starting with the cohort term. Data comprised all awards captured through July 12, 2010. During the three-year timeframe, 31 of the 145 student-athletes in the Fall 2007 cohort earned a degree, yielding a percentage of 21%. The number of students earning certificates was very small ($n = 2$, <1% of 145 student-athletes from the Fall 2007 cohort).

Table 4. Associate Degree and/or Certificate Attainment occurring through Spring 2010
Fall 2007 Student-Athlete Cohort

	Total size of Fall 2007 student-athletes cohort	Award recipients (within 3 years)	
	Count	Count	%
Associate degree(s)	145	31	21%
Certificate(s)	145	2	<1%

Transfer to Four-Year Institutions

A transfer analysis for the Fall 2007 student-athlete cohort was conducted using National Student Clearinghouse data that reflected transfers occurring through July, 2010, which constituted the most recent data available at the time that this report was produced. Table 5 shows transfers occurring between Spring 2008 and Summer 2010 for all student-athletes in the Fall 2007 Cohort, thus examining a window of time comprising three academic years. During the three-year timeframe, 47 of the 145 student-athletes in the Fall 2007 cohort transferred, yielding a percentage of 32%.

Table 5. Transfer to Four-Year Institutions occurring Spring 2008 – Summer 2010
Fall 2007 Student-Athlete Cohort

	Total size of Fall 2007 student-athletes cohort	Transfer students (within 3 years)	
	Count	Count	%
Fall 2007 Student-Athletes	145	47	32%

The most recently reported Student-Right-To-Know (SRTK) transfer rate, which was calculated by tracking the Fall 2006 cohort of all certificate-, degree-, and transfer-seeking first-time, full-time students over a three-year period, was 22%. The transfer rate for the Fall 2007 student-athlete cohort was higher by a difference of 10%.

DISCUSSION AND IMPLICATIONS

Student-athletes strive to succeed in two demanding areas simultaneously. They have the responsibility of developing and working toward an educational goal as well as training in their sports. This study found that student-athletes were enrolled in a greater proportion of transfer-eligible courses during the cohort-term than were non-athletes. The student-athletes also earned higher retention rates, successful completion rates, and term GPAs than did the non-athlete comparison cohorts. The student-athletes also transferred at a higher rate than the most recently reported Student-Right-to-Know transfer rate. Their academic attainments may be due in part to the specialized counseling they receive and the rigorous standards they must meet. The Mesa Academics and Athletics Program (MAAP) uses a three-pronged approach of focusing counseling and guidance on academic, athletic, and personal goals. By the start of the second term of enrollment, student-athletes are required to meet with a counselor to develop an approved Educational Plan. Minimum unit loads and GPAs required of student-athletes who wish to transfer to and compete at Division I, II, and III schools are listed in Appendix B.

Appendix A Sports by Term

Fall Sports

Basketball-- Men

Basketball-- Women

Cross-Country-- Men

Cross-country-- Women

Football

Volleyball-- Women

Soccer-- Men

Soccer-- Women

Water polo-- Men

Water polo-- Women

Spring Sports

Baseball

Softball

Swimming-- Men

Swimming-- Women

Tennis-- Men

Tennis-- Women

Track and field-- Men

Track and field-- Women

Volleyball-- Men

Badminton-- Women

Appendix B
Mesa Academics and Athletics Program (MAAP)

NCAA Transfer Rules

I. NCAA Transfer Rules for a Transfer Student-Athlete (2-4 Transfer)

A) Qualifier

Division I

Qualifier, at the two-year school, did you:

- Complete at least one term (that means one semester or one quarter) as a full-time student. Summer school does not count.
- Earn an average of 12 semester or 12 quarter credit hours for each term you started full-time. These credit hours must be transferable toward your degree at the four-year school.
- Earn a GPA of 2.0 in those transferable credit hours

Division II

- Spend one full-time semester or quarter at the two-year school.
- Have a cumulative GPA of 2.0
- Complete an average of 12 semester or 12 quarter credit hours for each full-time term. These credits must be transferable toward the degree at the four-year school. *

Division III

- Did you practice or play in intercollegiate sports?

If yes:

You can practice and play provided that you would have considered academically and athletically eligible if you have stayed at your community college.

If no:

You can practice and you can play right away after you transfer.

* Additional progress-toward-degree rules from the NCAA, the conference or the school may affect whether you play.

Partial Qualifier (DII and DIII only)

Division II

Partial Qualifier, at the two-year school did you:

- Complete at least two full semesters or three quarters as a full-time student. Summer school does not count.

AND

- Earn an Associate degree. You must earn 25 percent of the credit hours at the two-year school that awards the degree.

OR

- Complete an average of 12 semester or 12 quarter credit hours for each full-time term. These credit hours must be transferable toward the degree at the four-year school.
- Earn a GPA of 2.0 in those transferable credit hours.

Non-Qualifier, at the two-year school, did you:
Division I

- Complete at least 3 semesters or 4 quarters as a full-time student. Summer school does not count.
- Earn an Associates degree. You must earn 25 percent of the credit hours at the two-year school that awards the degree.
- Earn 48 semester or 72 quarter credit hours. These credit hours must be transferable toward your degree at the four-year school.
- The transfer credits MUST include 6 semester units or 8 quarter units of English and 3 semester or 4 quarter units of math.
- Earn a GPA of 2.0 in those transferable units.
- 40-60-80 percent of degree completed towards the four-year school (% depends on # of full-time terms).

Division II

- Complete at least two full-time semesters or 3 quarters as a full-time student. Summer school does not count.

AND

- Earn an Associate degree. You must earn 25 percent of the credit hours at the two-year school that awards your degree.

OR

- Complete an average of 12 semester or 12 quarter credit hours for each full-time term. These credit hours must be transferable toward your degree at the four-year school.
- Earn a GPA of 2.0 in those transferable credit hours

Division III

If yes:

You can practice and play provided that you would have considered academically and athletically eligible if you have stayed at your community college.

If no:

You can practice and you can play right away after you transfer.

NAIA

- 24 transferable units in the last two full time terms, can use summer except summer before first full time enrollment

* Additional progress-toward-degree rules from the NCAA, the conference or the school may affect whether you play.

II. NCAA Transfer Rules for a Transfer Student-Athlete (4-2-4 Transfer)

Qualifier, at the two-year school, did you:

Division I

- Complete an average of 12 semester or quarter credit hours for each term of full-time attendance that can be transferred toward your degree at the four-year college.
- Earn a GPA of 2.0 in those transferable credit hours.
- Graduate from the two-year college have one-calendar year elapse after you left the four-year school.

Division II

- Complete at least two full semesters or three full quarters. Summer school does not count.

AND

- Earn an Associate degree. You must earn 25 percent of the credit hours at the two-year school that awards your degree.

OR

- Complete an average of 12 semester or 12 quarter credit hours for each full-time term. These credit hours must be transferable toward your degree at the four-year school.

AND

- Earn a GPA of 2.0 in those transferable credit hours

Division III

- Were you both academically and athletically eligible at the four-year school?

OR

- Did you successfully complete 24 semester or 36 quarter credit hours at the two-year school that can be transferred toward your degree?

AND

- Did you spend at least two semesters or 3 quarters at the two-year school?

If yes:

You can practice and you can play right away during the first year of transfer.

If no:

You can practice and you cannot play until you complete one full year of residence.*

* Additional progress-toward-degree rules from the NCAA, the conference or the school may affect whether you play.

B) Non-Qualifier, at the two year college, did you:

Division I

- Complete an average of 12 semester or quarter credit hours for each term of full-time attendance that can be transferred toward your degree at the four-year college.
- Earn a GPA of 2.0 in those transferable credit hours
- Graduate from the two-year college and have one-calendar year elapse after you left the four-year school.

Division II

- Complete at least two full semesters or three full quarters. Summer school does not count.

AND

- Earn an Associate degree.Â You must earn 25 percent of the credit hours at the two-year school that awards your degree.

OR

- Complete an average of 12 semester or 12 quarter credit hours for each full-time term.Â These credit hours must be transferable toward your degree at the four-year school.
- Have a cumulative GPA of 2.0

Division III

- Were you both academically and athletically eligible at the four-year school?

OR

- Did you successfully complete 24 semester or 36 quarter credit hours at the two-year school that can be transferred toward your degree?

AND

- Did you spend at least two semesters or 3 quarters at the two-year school?

If yes:

You can practice and you can play right away during the first year of transfer.

If no:

You can practice and you cannot play until you complete one full year of residence. *

* Additional progress-toward-degree rules from the NCAA, the conference or the school may affect whether you play.