

San Diego Mesa College
SUPPLEMENT TO THE STUDENT-ATHLETES STUDY 2010

A Comparison of Outcomes Based on the
Inclusion/Exclusion of Physical Education Activity Courses

The student-athlete 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. **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., their cohort terms.**

Figures 1 through 6 of this Supplement to the Student-Athletes Study 2010 display outcomes for the student-athlete and non-athlete cohorts, including retention rates, success rates, and term GPAs. Each type of outcome was calculated twice; once, excluding only tutoring classes, and again, excluding tutoring classes and physical education (PHYE) activity classes with course numbering lower than 240. Physical education classes with course numbering 240 or higher, which comprise theory-based and professional courses, were included in both types of calculations.

RETENTION RATES

Comparison of cohort-term retention rates that were calculated based on all coursework, excluding tutoring classes, reveals that the student-athlete cohorts consistently earned higher retention rates than those of the non-athlete cohorts (please see Figure 1).

Retention rates were re-calculated based on all coursework other than, or excluding, tutoring classes and Physical Education activity courses (PHYE courses with course numbering lower than 240). Recalculated retention rates excluding PHYE activity classes, displayed in Figure 2, were equal to or higher for student-athletes than for non-athletes during all terms except Fall 2007.

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

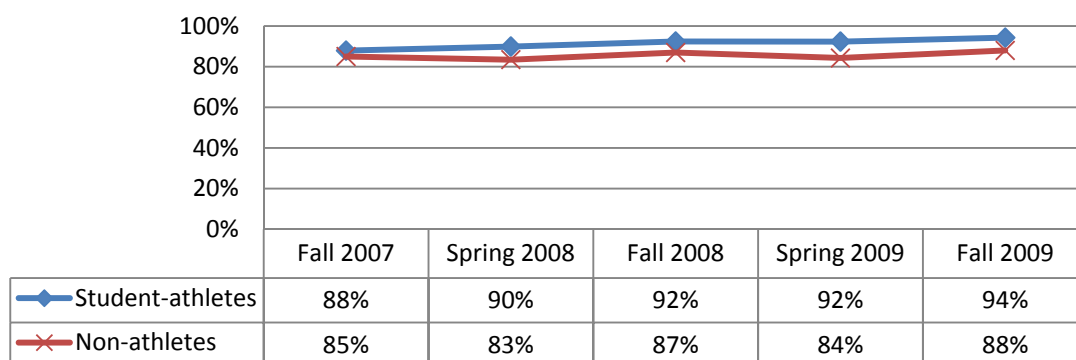
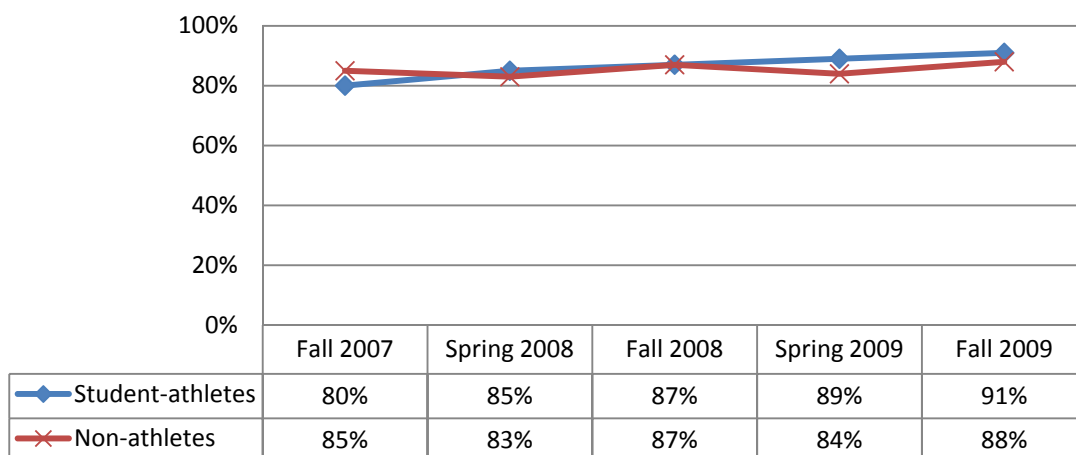


Figure 2. Retention Rates: Comparison of Student-Athletes and Non-Athletes Excluding PHYE Activity Courses
Fall 2007 through Fall 2009 Cohorts



SUCCESS RATES

Comparison of cohort-term success rates that were calculated based on all coursework, excluding tutoring classes, reveals that the student-athlete cohorts consistently earned higher success rates than those of the non-athlete cohorts (please see Figure 3).

Success rates were re-calculated based on all coursework other than, or excluding, tutoring classes and Physical Education activity courses (PHYE courses with course numbering lower than 240). Recalculated success rates excluding PHYE activity courses, displayed in Figure 4, were lower for student-athletes than for non-athletes during all fall terms from 2007 through 2009. During the spring terms of 2008 and 2009, however, student-athletes earned success rates that were higher than or equal to those of the non-athletes.

Figure 3. Successful Completion Rates: Comparison of Student-Athletes and Non-Athletes
Fall 2007 through Fall 2009 Cohorts

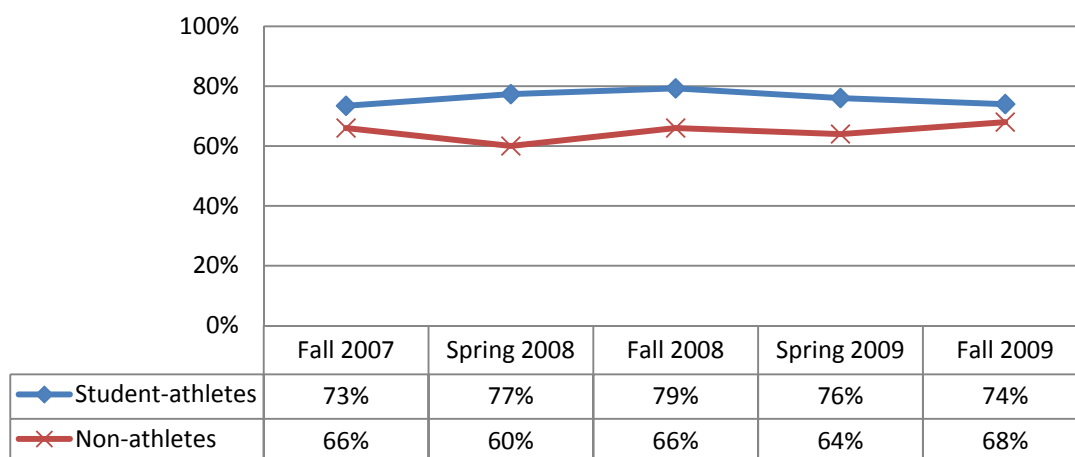
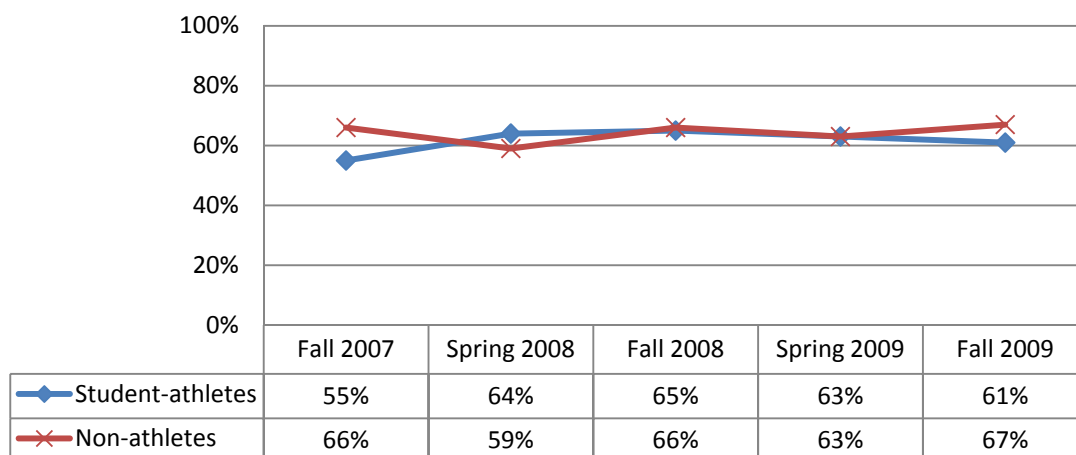


Figure 4. Success Rates: Comparison of Student-Athletes and Non-Athletes Excluding PHYE Activity Courses
Fall 2007 through Fall 2009 Cohorts



TERM GPA

Comparison of cohort-term grade point averages (GPAs) that were calculated based on all coursework, excluding tutoring classes, reveals that the student-athlete cohorts consistently earned higher term GPA than those of the non-athlete cohorts (please see Figure 5).

Cohort-term GPAs were re-calculated based on all coursework other than, or excluding, tutoring classes and Physical Education activity courses (PHYE courses with course numbering lower than 240). Recalculated cohort-term GPAs excluding PHYE activity courses, displayed in Figure 6, were lower for student-athletes than for non-athletes during all terms except Spring 2008.

Figure 5. Cohort-term GPA: Comparison of Student-Athletes and Non-Athletes in All Courses
Fall 2007 through Fall 2009 Cohorts

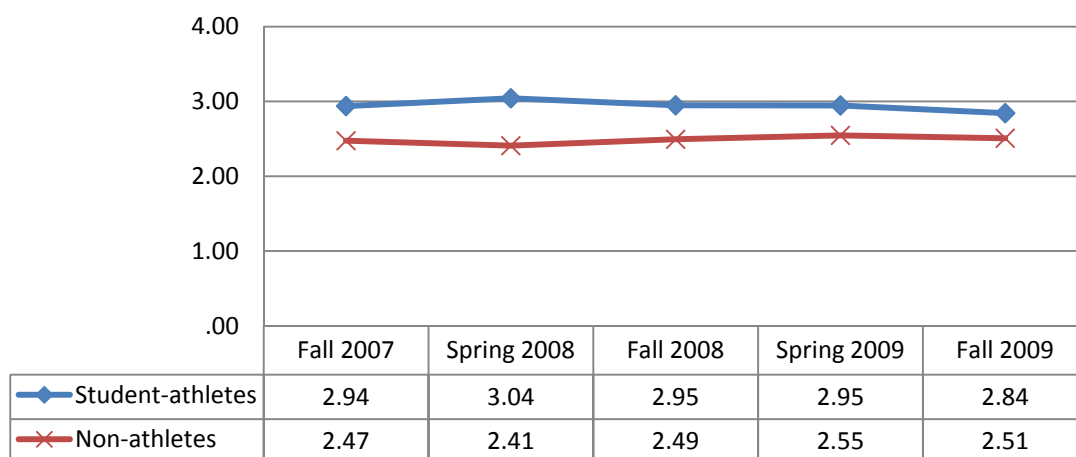
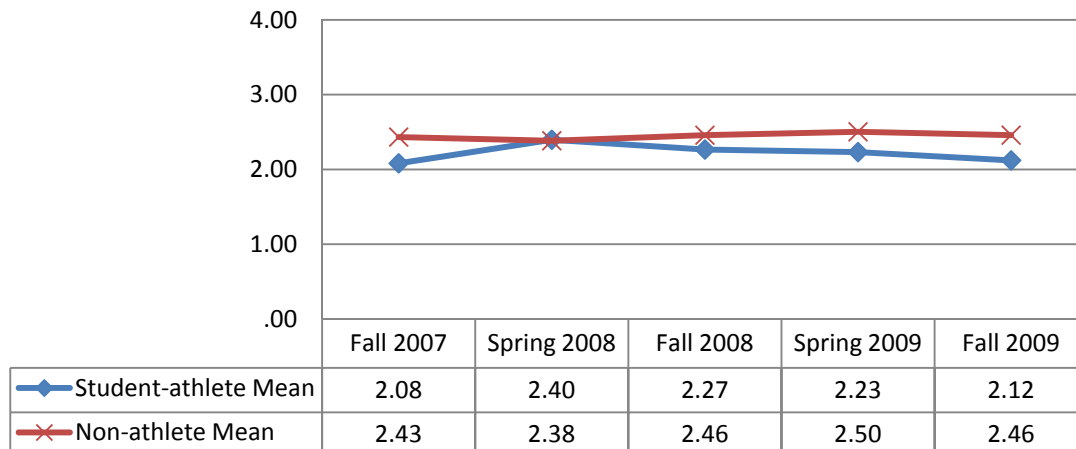


Figure 6. Cohort-term GPA: Comparison of Student-Athletes and Non-Athletes Excluding PHYE Activity Courses
Fall 2007 through Fall 2009 Cohorts



SUMMARY

Outcomes for student-athletes were higher than those for non-athletes across the board when excluding tutoring classes only. However, results were mixed when the outcomes were calculated the second way, which excluded physical education activity classes numbering lower than 240 and tutoring classes. When this second type of calculation was applied, in comparison with the non-athlete cohorts, student-athletes generally tended to earn higher or comparable retention and success outcomes only during spring terms and earned lower term GPAs in all terms except Spring 2008.

The rationale for the second type of calculation, which excludes physical education activity classes, rests upon the assumption that student-athletes generally tend to earn high marks across the board in their respective activity classes, thus “inflating” their outcome levels. This point of view fails to consider Howard Gardner’s (1993) theory of multiple intelligences, which embraces bodily-kinesthetic intelligence as a legitimate, necessary form of intelligence. Thus, the first type of calculation of outcomes provides a complete picture of the student-athlete in all areas of study, including the area of expertise, namely athletics, while the second type of calculation examines performance in areas of study other than physical education activity. By providing a review of both types of calculated outcomes, a fuller picture of the student-athlete therefore emerges.