

## Student Support Services Review Stan Gray Academic Athletic Zone Department

### Introduction

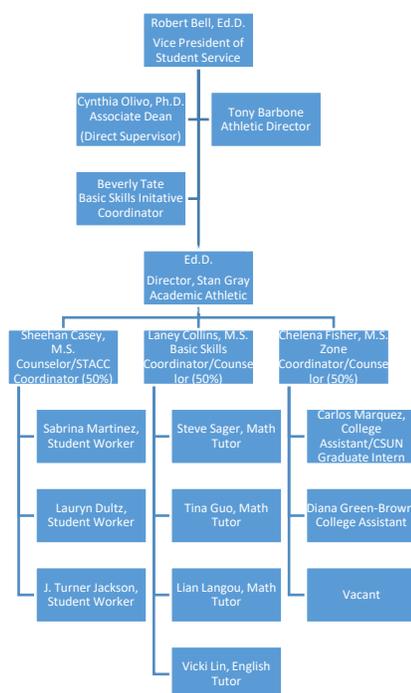
The Stan Gray Academic Athletic Zone (The Zone) was established at Pasadena City College (PCC) in 2001-2002 to address the matriculation and basic skills needs of student athletes. The Zone is considered a state model student support program for community college athletes. The staff consists of: (1) full-time program director/counselor; (3) coordinators/counselors (at 50%); (1) college assistant/intern; (1) front office manager; (5) basic skills tutors and (3) student workers. The staff is diverse, knowledgeable and experienced in tackling the ongoing challenges that this student population often faces.

The aim of the program is to empower student athletes to make informed decisions and choices that will lead to their academic and personal success.

Our program goals are to build a strong ongoing rapport with this population, assist them in becoming better students and provide them with timely and accurate information that will result in their eventual transfer.

Our Athletic Department at Pasadena City College is comprised of 16 male and female sports with approximately 400 student athletes. The Zone provides the following services: new student athlete orientations, financial aid assistance, course selection, educational planning, graduation and transfer assistance, and academic workshops. The program director and Zone staff collaborates with the Office of Institutional Effectiveness (OIE), PCC head coaches, and the Athletic Director annually to identify innovative ways to better serve our student athletes.

### Organizational Chart



**Mission Statement**

The mission of the Stan Gray Academic Athletic Zone is to actively engage student athletes by providing comprehensive support services which promotes academic and personal success.

**Program Outcomes**

Student athletes will:

Succeed in academic course completion.

Partner with the athletic counselors to develop an educational plan as well as determine their academic and career goals.

Utilize the Zone as a resource and express satisfaction of services provided.

Experience higher levels of success and retention rates compared to student athletes who do not access the Zone.

**Stan Gray Academic Athletic Department Review****Category I. Function****Component A: Services Provided**

**Outcome:** Students will succeed in academic course completion.

**Measure:** Collaborated with the Office of Institutional Effectiveness (OIE) to determine the number of student athletes that successfully complete all course work.

**Description of Measure:** Requested and received data from OIE (2010-2013) regarding persistence rates from term to term, in addition to success and retention rates. All data was categorized by team and sport.

**Acceptable Target and Rationale:** Our desired target was to have a completion rate of at least 70% for all student athletes in their coursework.

**Ideal Target and Rationale:** The ideal target would be  $\geq 70\%$ . Given that our results are currently 60% and with the launching of our new basic skills retention program this goal is still very attainable.

**What steps were taken to analyze the data?** To analyze the data student athletes were required to register for an Intercollegiate Athletics (PEACT/KINA) course during their season of competition. Next, a list of CRN's was compiled according to individual team and submitted to OIE. Lastly, OIE used these CRN's to help determine target athletic outcomes. In the future, all student athletes will be tagged in Banner by the Eligibility Compliance team. This tagging will provide a more accurate student-athlete population.

**Key/Responsible Personnel:** Interim Dean of OIE, Crystal Kollross and Program Director, Michael McClellan

## Supporting Attachments:

**Table 2: Course Level Overall Success and Retention by Team**

| Team                   | Values    | 2011 - 2012 |             | 2012 - 2013 |             | Grand Total |
|------------------------|-----------|-------------|-------------|-------------|-------------|-------------|
|                        |           | Fall 2011   | Spring 2012 | Fall 2012   | Spring 2013 |             |
| Badminton              | Success   |             | 64%         |             | 80%         | 75%         |
|                        | Retention |             | 95%         |             | 87%         | 90%         |
| Baseball               | Success   |             | 70%         |             | 61%         | 65%         |
|                        | Retention |             | 86%         |             | 82%         | 83%         |
| Cross Country          | Success   | 58%         |             | 71%         |             | 64%         |
|                        | Retention | 74%         |             | 82%         |             | 78%         |
| Football               | Success   | 52%         |             | 65%         |             | 59%         |
|                        | Retention | 78%         |             | 79%         |             | 79%         |
| Men's Basketball       | Success   | 68%         |             | 59%         |             | 64%         |
|                        | Retention | 86%         |             | 74%         |             | 81%         |
| Men's Soccer           | Success   | 58%         |             | 54%         |             | 56%         |
|                        | Retention | 78%         |             | 80%         |             | 79%         |
| Softball               | Success   |             | 69%         |             | 59%         | 64%         |
|                        | Retention |             | 87%         |             | 81%         | 84%         |
| Swimming               | Success   |             | 67%         |             | 62%         | 66%         |
|                        | Retention |             | 81%         |             | 78%         | 80%         |
| Track and Field        | Success   |             | 56%         |             | 56%         | 56%         |
|                        | Retention |             | 77%         |             | 84%         | 80%         |
| Volleyball             | Success   | 56%         |             | 63%         |             | 60%         |
|                        | Retention | 69%         |             | 80%         |             | 75%         |
| Water Polo             | Success   | 49%         |             | 61%         |             | 56%         |
|                        | Retention | 58%         |             | 67%         |             | 63%         |
| Women's Basketball     | Success   | 62%         |             | 51%         |             | 56%         |
|                        | Retention | 86%         |             | 60%         |             | 73%         |
| Women's Soccer         | Success   | 50%         |             | 65%         |             | 57%         |
|                        | Retention | 71%         |             | 79%         |             | 75%         |
| <b>Total Success</b>   |           | <b>56%</b>  | <b>63%</b>  | <b>63%</b>  | <b>61%</b>  | <b>60%</b>  |
| <b>Total Retention</b> |           | <b>76%</b>  | <b>82%</b>  | <b>77%</b>  | <b>83%</b>  | <b>79%</b>  |

**Summary of Findings:** Recent data supports the notion that students' retention rates are steady and gradually improving. Spring sport athletes seem to have more success than fall sport athletes. Current data only examines the success and retention rates of athletes during their season of competition.

### Results:

**Acceptable Target Achievement:** Not met

**Ideal Target Achievement:** Approaching

**Recommendations for Improvement:** Current data does not reflect the true academic condition of the entire athletic population. For example, we will request OIE to run data reports for both fall and spring athletes in and out of season collectively. This will help us understand how the rigors of their athletic schedule may impact their overall academic performance.

**Reflections/Notes:** While we are pleased that our overall data is sustaining; data reveals we need to do more for this student population. As a result, we must continue to identify better ways to assist student athletes toward academic course completion. Perhaps the next step requires that we find out from the participants what they feel they need in order to be successful. It is also imperative that we form an alliance with key on campus constituents to advance our program. Lastly, the ability to hire more

experienced staffers has helped us to closely monitor the progress of more students and in-turn empower students that are deemed “at-risk”. A major closing concern is the need for more space to meet the growing demands of both the students and staff.

**EMP:**

B. Professional Development

B1.1 Provide all faculty, staff, and managers with the training needed to work effectively with underprepared students

B1.4 Support a culture of innovation by rewarding new approaches and improvements in all areas of the college (facilities, administration, academics, and student services).

E. Student Support Services

E1 Support students effectively and efficiently in and out of the classroom

E1.1 Provide comprehensive, integrated, and sustained support to students (monitor, mentor, and stay-in-touch)

E1.4 Expand hours and ease of access to counseling/advisement

E5 Develop robust student support services (tutoring, cohort learning groups, library services, etc.) to help students achieve their goals

**Recommendations:** Our recommendations are as follows:

Teach Counseling 12 large group instruction (LGI) for this specific population. Data shows that if we interact with our population on a regular basis (2-3 times a week), success and retention rates will improve.

Continue to develop procedures in BANNER to provide the following: early alerts, academic and progress probation, mid-term report grades, academic holds, etc.

Re-establish a student athlete club (for campus engagement purposes).

Work with TLC (Pathways) to improve First-Year Experience programs for our athletic participants.

Work with division deans to establish accelerated English and mathematics learning communities for athletes.

Work with the Director of Facilities, Athletic Director, and the Senior VP/Assistant Superintendent to request more space in our center.

Provide CCCAA/NCAA workshops and input site links to the Zone webpage.

**Category II. Institutional Support**

**Component B: Space Allocation THIS PORTION IN PROGRESS >**

**Outcome:** Increase space for both students and staff.

**Description of Measure:**

**Acceptable Target and Rationale:**

**Ideal Target and Rationale:**

**What steps were taken to analyze the data?**

**Key/Responsible Personnel:**

**Supporting Attachments:**

**Summary of Findings:** The Stan Gray Academic Athletic Zone does not meet the space needs for the department. We have outgrown our current facility as we have increased services and hours to accommodate more students.

**Results:**

**Acceptable Target Achievement:**

**Ideal Target Achievement:**

**Recommendations for Improvement:**

**Reflections/Notes:**