

# Bergen Community College

---

## ASSESSMENT REPORT FORM ADMINISTRATIVE AND EDUCATIONAL SUPPORT

**Assessment Period:** 2013-2015

**AES Department:** Athletics

**Department Head:** Jorge Hernandez

**Department Assessment Liaison:** Jill Rivera

**Date Submitted:** 05/25/15

❖ **Mission/goal statement or description of the Department:**

The Bergen Community College's Department of Athletics seeks to advance their student-athletes towards person responsibility, character, leadership and high academic achievement. We aim to provide participation opportunities for both genders and cultural diversity.

❖ **Department's Core Objectives/Outcomes:**

- Is to retain student-athletes in college and keep them from dropping out.
- Guide student-athletes to continue on to graduation from BCC.
- Be the bridge for the student-athletes to transfer to a four year institution.

---

### SEMESTER 1: CREATING A DEPARTMENT-LEVEL ASSESSMENT PLAN

**1. Department's Goal(s) or Outcome(s) to be assessed (from the above section):**

Athletic Department goal is to retain student-athletes and keep them from dropping out.

- 2. Means of Assessment:** Student-athletes retention will be measured per 3<sup>rd</sup> semester retention from fall to fall. The items measured would be number freshmen who reached their third semester compared to previous years. Also, compare freshmen that reached 36 credits or more, 48 credits or more and the number of graduates compared to previous years. The athletic department hopes to increase these four measurements by implementing the following strategies.

- Having the student-athletes sign a code of conduct that states they will not drop under 12 credits during their season of participation

- Department would provide progress reports for professors to fill out and report mid semester analysis of student-athletes progress.
- The athletic department has provided student-athlete advisors for every team. The student-athlete advisors will help guide student-athletes toward 3<sup>rd</sup> semester retention and graduation. The Student-Athlete Advisors will do this by communicating with the student-athletes on what classes they should take that will lead them towards graduation. The Student-Athlete Advisors will do this by guiding student-athletes on how to register for classes & determining where those classes will conflict with practice/game schedules. They will also be able to communicate with the coaches and athletic director if they notice any academic problems with the student-athletes. The student-athlete's advisor information is posted on the athletic department website.

▪ **Feedback from Vice President:**

**SEMESTER 2: DEVELOPING ASSESSMENT TOOL (s) and TIMELINE**

**3A. Describe or attach assessment tool (s), including sources of data, timeline for data collection and how data will be analyzed.**

The assessment tool would be the amount of credits passed compared to previous years. The number of graduates compared to previous years. The retention of student-athletes will be compared from fall to fall. The years that will be assessed are 2012-13, 2013-14 & 2014-15.

**3B. Desired results department and Vice President would like to see.**

An increase in average of third semester retention of student-athletes from Fall to Fall. Also, an increase in average of credits earned by student-athletes in groups of 36+ and 48+ credits. Finally the number of student-athlete graduates increased every spring.

▪ **Feedback from CIE:**

## **SEMESTER 3: COLLECTING AND ANALYZING DATA**

### **4. Summary of Results (attach aggregated data table, survey tool, etc., to support the summary)**

There was a significant increase in the average of third semester retention of student-athletes in both men and women sports. The increase in third semester retention of student-athletes was more significant in the men's sports.

The minimum 36 credits showed a major increase from 2011-12 to 2012-12 for the athletic department as whole. The minimum 48 credit charts did not show much of a difference, but we can speculate that it will increase within the next year, because of the amount of student-athlete still in school at BCC. The same can be said for the graduate chart, because there are still student-athletes in school that began in 2013-14.

All the men's charts show significant improvement from 2011-12 to 2012-13 when we began to assign student-athlete advisors to each sport, student-athlete code of conduct and progress reports.

The progress reports asked the professor to give an estimated grade at the time the progress report was being filled out. It also asked the professor to check whether the student was excellent, good, average, unacceptable & not applicable for attendance, exams & quizzes, punctuality, class participation, attitude, assignments/labs and papers/projects. The progress reports also provided a space where the professor could right down comments about the student's progress. The instructor had to sign the progress report before turning it in.

There were a several of problems associated with the progress reports. The major problem was that not all professors returned them at first. The second time around we questioned whether the student-athlete signed the progress report. Finally, we came across having the professors send them to the athletic director via interoffice mail, which minimized the potential that the students were forging the progress reports. Still, there were the problems with getting a response from the professor. It did help inform us on the student's progress for those professors that did fill them out.

Another issue we had with the progress reports was that we were receiving them before mid-term exams for some classes. We would have to gauge the timeframe when the progress reports are sent out or ask the professors on the progress reports to not fill them out until the mid-term exam has been graded. Once the progress reports were received they did give the athletic department an understanding of where a student needed help.

### **5. Recommendations for Improvement:**

Recommendation for improvement would be to add student-athlete counselors that will support the incoming freshmen throughout their college career. The reason for counselors is to provide more support for the student-athlete. A student-athlete counselor would help a student-athlete fill out applications, gather letters of recommendation, and complete college essays. They can also walk incoming freshmen through each step of the college application process, from taking the college placement test to sending in the final paperwork needed for admission and registration. The

student-athletes will know about the counselors through the coaches when they are being recruited. The help will give the student-athlete a better opportunity to get things done in a timely manner, so when August hits they are prepared and informed. The student-athletes will also have an opportunity to meet the counselors during the Student-Athlete Orientation in August. We will continue to have student-athlete advisors to guide the student-athletes toward degree.

- **Feedback from Vice President:**

## **SEMESTER 4: CLOSING THE LOOP AND SHARING KNOWLEDGE**

### **6. Use of Results:**

The results show a few things that the athletic department can improve on, but also shows that it has improved in other areas. The men's teams show a significant improvement in retention. The GPA for both teams this past year has gone down after a big jump the past two years. Below there will be an explanation of the four charts (36+ Credits, 48+ Credits, Minimum Three Semesters, GPA and Graduation Charts) and if anything can be done to help increase the results in the future.

The result from the 36+ Credit Chart for the women's team has a consistent percentage. The drop in 2014-15 is a result of the student-athletes only having one year under their belt.

The results from the 36+ Credit Chart for the men's team shows an inconsistent percentage. It does show that there was a significant improvement from 2011-12 to 2012-13 that increased by 20%. The drop in 2014-15 is a result of the student-athletes only having one year under their belt.

The results from the 36+ Credit Chart for both the men's & women's team show a consistent percentage from 2011-12 thru 2013-14. The drop in 2014-15 is a result of student-athletes only having one year under their belt.

The athletic department can improve these numbers by getting student-athletes more information on support BCC offers both financially and academically.

The results from the 48+ Credit Chart for the women's team has shown a consistent drop since 2011-12. The drop in 2014-15 is a result of the student-athletes still in school and having transferred or having fewer than four semesters.

The results from the 48+ Credit Chart for the men's teams shows an increase in percentage. It does show that there was a significant improvement from 2011-12 to 2012-13 year that increased 20%. The drop in 2014-15 is a result of the student-athletes still in school and having transferred or having fewer than four semesters.

The results from the 48+ Credit Chart for both the men's & women's team show a consistent percentage from 2011-12 & 2013-14. It also shows an increase from 2011-12 by 9%. The drop in 2014-15 is a result of the student-athletes still in school and having fewer than four semesters.

The athletic department can improve these numbers by getting student-athletes more information on support BCC offers both financially and academically.

The result from the Minimum Three Semesters chart for the women's team shows an increase in percentage. There is a major increase in third semester retention in 2013-14 of above 90%.

The results from the Minimum Three Semesters chart for the men's team show an increase in percentage. It does show that there was a significant improvement from 2011-12 to 2012-13 that increased around 20%.

The results from the Minimum Three Semesters chart for both the men's & women's team show an increase in percentage. It does show that there was a significant improvement from 2011-12 to 2012-13 that increased by 18%.

The athletic department has shown improvement in third semester retention in these charts. This could be the result of the implementation of team academic advisors in 2012.

The result from the GPA Average Chart for the women's team has an inconsistent percentage that is steadily declining.

The result from the GPA Average Chart for the men's team shows an increased percentage every year except for the 2014-15. It does show that there was a significant improvement from 2011-12 to 2012-13 that increased by .1. It increased again by .2 from 2012-2013 to 2013-14. The last year there was a major drop of .3 in 2014-15.

The results from the GPA Average Chart for both the men's & women's teams show an inconsistent percentage from 2011-12 thru 2014-15. There is a .1 increase in GPA from 2012-13 to 2013-14. The chart shows a significant drop in GPA by .2 from 2013-14 to 2014-15

The athletic department can improve these numbers by mandating tutoring at 3-6 hours per week during the season of participation.

The result from the Graduation Chart for the women's team has an inconsistent percentage that is steadily declining from 2011-12 to 2013-14. It also shoots back up in 2014-15 by 20%. This could be a result of the academic advisors assigned to each team. The academic advisors help the student-athletes stay on track, by guiding them in taking the correct classes, which would lead them towards graduation.

The result from the Graduation Chart for the men's team shows a decrease in percentage from 2011-12 to 2013-14. The men's graduation percentage drops by 20% from 2012-13 to 2013-14. The chart does show that there was a slight improvement from 2013-14 to 2014-15.

The results from the Graduation Chart for both the men's & women's team show an inconsistent percentage from 2011-12 thru 2014-15. The chart also shows an increase in 2014-15 by 8%.

The athletic department can improve these academic numbers by adding more support. The support can come from using counselors and assign one to each team. A student-athlete counselor would help a student-athlete fill out applications, gather letters of recommendation, and complete college essays. They can also walk incoming freshmen through each step of the college application process, from taking the college placement test to sending in the final paperwork needed for admission and registration.

The more support the student-athlete receives the better chance they will have to graduate with a higher GPA.

- **Feedback from CIE:**