Cañada College

Reassigned Time Scope of Work: Academic Years 2021-2023

Coordinators & Program: Jessica Kaven & Erik Gaspar, Community of Learning Through Sports (COLTS)

COLTS Overview & Rationale:

Over the past several years, the athletics department serves roughly 160 students-athletes who all require specialized recruiting, academic counseling, academic support and retention efforts. With only one counselor working with the entire athletics department just a few hours a week on average (~5 hours/week) and with no retention specialist on staff, coaches are often the ones who provide many of the support services to their student-athletes. With only two full-time faculty members in men's and women's soccer, the other five teams rely on adjunct faculty to provide this additional support, which is not realistic nor is it sustainable. If the coaches do not provide this additional support, it is unclear if and how support is given to this specialized student population.

It is paramount for the athletics department to create innovative opportunities for support outside of counseling and sport specific coaches to ensure academic success and retention for all student-athletes. In becoming more confident in academics, student-athletes will also improve athletically. Team dynamics improve on and off the field as student-athletes become more confident and successful in both areas. COLTS can successfully demonstrate the reciprocal power of the partnership fostered.

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. Beyond demographics, student athletes are held to a more stringent transfer and unit completion timeline. For example, the average student at Cañada attends part-time and completes their transfer goal within 6 years. However, this timeline does not work for college athletes as their eligibility would have expired before they even transferred (see CCCAA Constitution & Bylaw 1. Student Athlete Eligibility; Student Eligibility Form). Student athletes are also required to attend school full-time in order to be eligible to compete (play their sport). For many, this means, in addition to working at least part-time, student athletes must also take a full load of classes, while also being mindful of their transfer curriculum so that they can transfer in as few as two years.

Participation in COLTS is designed to help students take advantage of academic resources on campus, and to help them to build strong study, communication, and math skills with the goal of improving their overall educational performance. Additionally, the objective of COLTS is to

improve the ability of instructional, counseling, and coaching faculty to collaborate in support of student-athletes' academic success. Cultivating an effective educational experience focused on success is a reflection of [Cañada College's mission](#).

To participate in COLTS the student must be a member of an intercollegiate sports team at Cañada College. The program is led by two faculty coordinators (one from athletics and one from instruction, who also teach in the COLTS program). The coordinators work closely with the faculty teaching in the learning cohort, along with the students and their coaches. Currently, faculty collaborations have resulted in courses being taught in the cohort by the following departments: Communication Studies, Math, Kinesiology, and Career/Counseling.

Support Includes:
- Deans
  - Interim Dean of KAD, Matt Lee (Athletic Director)
  - Dean of Humanities & Social Sciences, James Carranza (Co-creator of Writing in the endzone at CSM)
  - Dean of Science & Technology, Ameer Thompson
- Faculty
  - Professor Michael Hoffman (MATH)
  - Professor Jessica Kaven (COMM & COLTS Co-coordinator)
  - Professor Nick Martin (CRER & Athletic Counselor)
  - Professor Erik Gaspar (KINE, Men's Soccer Coach & COLTS Co-coordinator)

Schedule of Classes:
Current offerings:
- COMM 130: Interpersonal Communication
  - Transfer credit: 3 units, CSU GE Area A1, IGETC Area 1C
- MATH 200: Elementary Probability & Statistics
  - Transfer credit: 4 units, CSU GE Area B4, IGETC Area 2A
- MATH 800: Just-in-Time Support for Elementary Probability & Statistics
  - Transfer credit: 2 units, not transferrable
- CRER 137: Life & Career Planning
  - Transfer credit: 3 units, CSU GE Area E1, UC
- KINE 137: Athlete Skill Success 1st Year
  - Transfer credit: 1 unit, CSU
- KINE 138: Athlete Skill Success 2nd Year
  - Transfer credit: 1 unit, CSU
Potential future offerings (based on data):
- HIST 201
- ENGL 110

Successes of the Program:

Faculty co-coordinators work collaboratively with PRIE. Our comparison groups include student-athletes (non-COLTS), COLTS student-athletes, and general students (non-student-athletes, non-COLTS). Themes pulled from past data analyses can be found below.

• Compared with the college at-large, Athletes and Athletes in COLTS continue to have higher average GPA, larger percentage of students enrolled as full-time, more courses taken at transfer level, and higher course success rates
• Athletes in COLTS again have the highest percentage of students who receive any financial aid compared to other Athletes and the college at-large
• Athletes and Athletes in COLTS have larger percentage of male students compared to the college at-large, but a similar race ethnicity breakdown with slightly higher Hispanic and black non-Hispanic representation
• 2019-2020 COLTS athletes were primarily first-time students and had a higher proportion of first-time students than Athletes and the college at-large

COLTS Purpose, Objectives, & Goals:

Purpose:

- Research and develop a sustainable learning program that links athletics with classroom achievement
- Demonstrate the benefits of cross-campus collaboration COLTS creates for student-athletes, coaches, and faculty
- Work with participating professors, which includes the seven athletics teams across campus, to enhance teaching
- Create specialized curriculum for the learning community courses specifically designed for a population of students and their unique backgrounds. Specifically, curriculum in COLTS learning community courses is designed to utilize and empower the student-athlete experience and is responsive to student-athletes' cultural backgrounds.

Objectives:

- Improve reading, writing, oral communication, critical thinking and study skills
- Build student self-esteem and confidence in academics and athletics
- Measure and increase student success, persistence, and retention (with a focus on closing equity gaps)
- Measure and increase athletic success, in terms of team GPA, wins/losses, recruitment, and 4-year athletic scholarships
- Track students in COLTS courses, from initial semester to transferring
- Communicate, share and provide support to participating faculty about the successes and challenges of the program

Goals:

Students will:

- Persist and succeed at a higher rate in participating transfer-level courses
- Increase self-esteem, trust, and confidence in academics and athletics
- Develop ability to read, write, and think critically

Further Support Needed:

- Innovate an Athletic Department (which includes COLTS) academic tracking procedures and process
- Develop a system/process for tracking the COLTS program related to athletic success (e.g., team GPA, wins/losses, 4-year scholarships, 4-year transfer)
- Scheduling of COLTS courses in collaboration with COLTS co-coordinators, teaching faculty and deans

Work Plan:

Objective/Action	Action Steps	Target Date for Completion	Responsible Person(s)/ program(s)	Notes

• Improve reading, writing, oral communication, critical thinking and study skills	• Maintain current course offerings:
	  ○ COMM 130, MATH 200/800, CRER 137, KINE 137/138
	• Consider new offerings based on data:
	  ○ ENGL 110
	  ○ HIST 201
	• Continue discussion on curriculum development specific to athletics and how best to address reading, writing, oral comm, critical thinking and study skills
	• Examine student data specific to success, persistence and retention
	• Examine course offerings, with a focus on distance education (courses and training)
		ongoing	Co-coordinators	**Current course rotation includes:
				
				Fall Semester
				• COMM 130 TTH 9:45am-11am
				• MATH 200/800 MWF 9:10am-11am
				• KINE 137/138 TBA
				
				Spring Semester
				• CRER 137 MW 9:45am-11am
				• KINE 137-138 TBA

• Build student self-esteem and confidence in academics	• Faculty coordinators act as a bridge between athletics and instructional faculty focused on classroom, athletics and life successes (e.g., Flex sessions, division meetings, trainings) • Examine curriculum to address building esteem and confidence • Sustain use of COLTS office hour	ongoing	Co-coordinators	**COMM 130 course addresses the development of self-esteem and the self-concept (perceptions of the self). Required presentation focused on the self-concept. Reflections include group check-in related to the self, self-esteem and athletics **KINE 137/138

• Measure and increase student success, persistence, and retention	• Collaborate with PRIE on data gathering, understanding and implications • Examine athletic success, in terms of team GPA, wins/losses, recruitment, and 4-year athletic scholarships*	ongoing	• PRIE • KAD Dean/Athletic Director	*Future support needed **Also look at Cal-Pass Plus for data specific to college athletes
• Track students in COLTS courses	• Maintain master list so we can follow students throughout educational and athletic careers	ongoing	• PRIE • Co-coordinators • KAD Dean/Athletic Director	
• Communicate with participating faculty about the successes and challenges of the cohort	• Regular check-ins with participating faculty (e.g., before drop with 'W') (at last 2-4 times a semester) • Collaborate with other support programs on campus (e.g., Umoja) • Identify clear expectations for all coaching faculty related to participating in COLTS • Meet with coaching faculty (ask for reflections related what's working and what's not) (at least 2-4 times a semester) • Discuss and provide solutions to challenges addressed	ongoing	• Co-coordinators • KAD Dean/Athletic Director	*Create operational calendar for faculty check-ins **Share COLTS expectations and information to help prepare faculty to teach in COLTS

Program Component: **Building Community Within Athletics, Outreach & Cohort Data**

Objective/Action	Action Steps	Target Date for Completion	Responsible Person(s)/ program(s)	Notes
• Establish needs/wants from coaches	• Meet with coaches: What do they need? • Attend office hours, practices • Introduction email	ongoing	• Co-coordinators	**Volleyball & basketball have their students taking classes at CSM due to gym **Discuss Building 1 impacts
• Establish needs/wants from athletes	• Meet with athletes • Clarify what we do (coordinators and counselor) • Attend practices • Attend KINE 137/138 • Use COLTS expectations documents in all courses	ongoing	• Co-coordinators	
• Outreach to campus	• Connect with professors, attend division meetings, and/or present to campus community	ongoing	• Co-coordinators	**Will represent all athletes opposed to just those in COLTS

• Examine COLTS course offerings	• Add KINE 137/138 for all athletes
	• Consider new offerings based on data:
	  o ENGL 110
	  o HIST 201
		TBD	• Co-coordinators
			• Deans
				**Current sports now have KINE 137/138 courses: Men's Soccer, Women's Soccer, Baseball & Basketball
				
				**MATH 200/800