

1. Proposal Cover Page

2008 AIR Dissertation Fellowship Proposal

Persistence and Academic Success of Students Receiving Athletically-Related Aid from the Community
College: An Analysis of the State of Florida

Data sets of interest:

Florida Department of Education K-20 Data Warehouse (EDW: 2003-2007)

Grant Amount Requested: \$19,999

Doctoral Student: **David Horton Jr.**

Doctoral Student

Department of Educational Administration and Policy

College of Education

University of Florida

PO Box 117049

Gainesville, Florida 32611-7049

Phone: 352.392.2391 Fax: 352.392.0038

Email: hortond@ufl.edu

Faculty Dissertation Director: **Dr. Linda Serra Hagedorn**

Professor and Chair

Department of Educational Administration and Policy

College of Education

University of Florida

P.O. Box 117049

Gainesville, FL 32611-7049

Phone: 352.392.2391 ext. 263 Fax: 352.392.0038

Email: Hagedorn@coe.ufl.edu

Authorized Institutional Representative: **Mr. Brian Prindle**

Associate Director of Research

Division of Sponsored Research

University of Florida

219 Grinter Hall

PO Box 115500

Gainesville, FL 32611-5500219

Phone: 352.392.1582 Fax: 352.392.9605

Email: prindle@ufl.edu

Mr. David Horton Jr.
Graduate Student

Mr. Brian Prindle
Authorized Institutional Representative

Linda Serra Hagedorn, Ph.D.
Faculty Dissertation Director

2. Project Summary

Community colleges enroll more than 40% of all first time enrolled students who enter higher education each year. Furthermore, a large proportion of community college students (3 out of 5) intend to complete a four-year degree within six years (Boswell, K., 2004). For students who cannot or elect not to immediately enroll in a four-year institution, community colleges serve as a viable entry way to higher education. However, despite the best of intentions, the research has illustrated that students who begin at the community college are likely to leave their initial institution prior to completing a certificate or associate degree program. Of the millions of students who annually enroll in the community college, only 26 % will transfer to a four-year college or university within three years (Laanan, F. S., 1996; Doyle, W. R., 2006) despite their initial goal.

The intent and goal of this study is to examine community college student athletes' academic success and persistence to degree attainment. Using data from the Florida Department of Educations' K-20 Education Data Warehouse (EDW), this study specifically examined the academic success and persistence to the baccalaureate degree of community college students who received athletically related aid from 2003-2007. Data will be used to measure student success through college GPA, course completion, four-year transfer and degree attainment. Students who first gained access to higher education through an accredited public community college, and received athletically related financial aid in at least one academic semester will be identified, and compared to a similar randomly selected non-athlete student sample. The researcher seeks to make a distinct contribution to current literature through the examination of the academic behaviors of this student subgroup that has all but been ignored in current empirical research and best practice literature.

Scholars have provided evidence of a positive correlation between integration, persistence and academic success. The presented study examined these assumptions within the models and theories provided by Tinto (1987), Pascarella & Terenzini (2005), and Lannan (2003). It was hypothesized that student participation in intercollegiate athletics and the award of athletically related aid would serve as integrating factors and motivation for persistence to the baccalaureate degree for community college students. The proposed study will provide analysis of academic behaviors including course credits earned, semester retention, and transfer and graduation rates for student athletes in the state of Florida, the study will also provide insight into this population's academic experiences, and add value to the current body of literature. Furthermore, the study and its findings seeks to provide community colleges, their

administrators and policy makers with additional tools to mitigate some of the barriers which hinder students' success and persistence to the baccalaureate degree. The study further intends to provide these constituents with a progress report of the academic successes and shortcomings of students who are financially supported through their participation in institutionally sponsored athletic programs.

3. Table of Contents

1. Proposal Cover Page..... 1

2. Project Summary 2

3. Table of Contents 4

4. Project Description..... 5

 a. Statement of problem and variables 5

Variable Table 8

 b. Plan of work and database of interest..... 9

 c. Dissemination plan 10

 d. Description of policy relevance 11

 e. Discussion of innovative aspects of project..... 12

 f. Discussion of audience to whom the project is important 12

 g. Appendix..... 12

5. References Cited..... 13

6. Biographical Sketches 14

 a. Doctoral student – David Horton Jr. 14

 b. Curriculum Vitae - David Horton Jr. 16

 c. Faculty Dissertation Director – Linda Serra Hagedorn, Ph.D. 19

7. Budget 20

 a. Budget Justification..... 20

8. Current and Pending Support 21

9. Facilities, Equipment and Other Resources 21

10. Special Information and Supplementary Documentation 22

 a. Documentation of Institutional Review Board Approval..... 22

 b. Letter of recommendation from faculty dissertation director..... 23

4. Project Description

a. Statement of problem and variables

“It’s no longer enough for community colleges to get students in the door. Now they must get more of them out the door with a degree or a ticket to a four-year university” (Ashburn, E., 2007).

It has been said that, “education is fundamental to the development of individual citizens and the progress of our Nation as a whole” (S.580, 1990). However, even today, access to higher education is not easily attainable for every person who seeks entry due to cost, location and scholastic ability (Gleezer, E. J., Jr., 1998). For thousands of students who do attend college each year, community colleges and intercollegiate athletics serve as agencies of entry to the world of higher education (Laanan, F. S., 2003; Doyle, W. R., 2006). In comparison to their four-year counterpart, community colleges are typically viewed as being less-expensive and more accessible, making them increasingly more attractive to minority and “non-traditional” students (Wellman, J. V., 2002). Accordingly, associate degree granting institutions are appealing because of their open door mission, low tuition rates, flexible scheduling and course offerings and their close proximity to an individual’s home or place of employment (Culp, M. M., 2005; Jacobson, D. L., 2005). For student athletes, in addition to the previously stated characteristics of the community college, access is accomplished through the award of athletically related financial aid by national sport organizations, athletic conferences and their member institutions.

During the 2006-2007 academic year more than 360,000 part-time and full-time students attended a public community colleges in the state of Florida. Of students enrolled, 40 % were classified as an ethnic minority, and 60% were women (Florida Fact Book, 2007). Moreover, during the preceding academic year, more than 1,500 men and women participated in athletics at the community college (Office of Postsecondary Education, 2007). Similar to the general student population, a majority of the student athletes in the state were women. Nationally, as well as in the state of Florida, enrollment trends over the past decade continue to illustrate the ever-increasing role community colleges play in opening post-secondary education to students of all backgrounds and academic proficiencies (Boswell, K., 2004).

Access to higher education has been examined extensively by internal and external constituents over the three past decades. In *Access & excellence: Dream or reality* (Roueche, J. E. & Baker, G. B. III., 1987), the authors examined the co-existence of student academic and professional success and the open-door college. Specifically,

they sought to answer the question of whether higher learning institutions can maintain open access for all students, while concurrently demanding a level of satisfactory achievement. Roueche and Baker's study and others have resulted in federal and institutional initiatives aimed at making access to higher education more equitable to all who seek entry. However, gaining access to higher education is just one hurdle a student must conquer. Successful completion of course requirements present additional barriers for many students once they are admitted. Hagedorn, Moon, Cypers, Scott and Lester (2006) found in their study of community college students in California that students were not typically transferring to four-year institutions within two years of entering their initial institution. They found that it can take up to nine semesters for a student to become transfer ready. This continued focus on factors leading to institutional and system retention of students in general and under-served students more specifically, is critical to the economic future of the U.S. and the success of the American higher education system.

When examining literature on student retention and persistence, a topic that has been negligible to this conversation is the retention and academic success of community college student athletes. Studies that have examined student athletes and intercollegiate athletics have been more focused on topics inclusive to four-year institutions. This tapered focus has created a gap in the current literature. Empirical studies of community college athletics and student athletes, and the impact of athletics on institutional and system wide retention are not readily available (Peterman, D. S. & Matz, M., 2000). One can assume that this population is included in the literature on four-year student athletes by default: community college student athletes eventually become four-year students and athletes through the progression of time. One can also assume that there are no inherent differences between student athletes at these different institutions. Thus far, these assumptions have yet to be answered conclusively in the literature.

The proposed study will examine the academic success of first-time full time enrolled community college students who received athletically related aid from a community college in the state of Florida. Athletically related aid is defined by the U.S. Department of Education as, "Any scholarship, grant, or other form of financial assistance, offered by an institution, and the terms of which require the recipient to participate in a program of intercollegiate athletics at the institution" (2006). The enrollment behaviors and academic performance of students who receive athletically related aid will be compared to a similar, randomly selected sample of community college students who

did not receive any athletically related aid for the same four year period. The dependent variable, student success and persistence, will be measured using a multi-leveled outcome variable. A student will be deemed successful if they meet one of the following three criteria: 1) complete academic requirements leading to the award of an associate's degree within three years of initial enrollment; 2) completes academic requirements leading to the award of an associate's degree and transfer to a four-year institution within three years of initial enrollment; or 3) transfers to a four-year institution and graduate with a bachelor degree within six years of their initial enrollment.

To help close this gap in the current literature base, the proposed study will seek to make a contribution through the critical examination of student success in the state of Florida, and the influences of athletic participation on institutional and system retention. Five research questions will guide this analysis of persistence and academic success for this particular student population:

- 1) Do students receiving athletically related aid complete associate degree requirements or transfer to a four-year institution within three years (or 150% of the required time to degree) of their initial enrollment?
- 2) Do students receiving athletically related aid successfully complete more credits hour per academic year than students who do not receive athletically related aid?
- 3) What pre-college predictors and enrollment behaviors lead to success for community college students who receive athletically related aid?
- 4) What predictions can be made from previous trends about the future success of community college students who are awarded athletically related aid in the state of Florida?
- 5) Does the award of athletically related aid and participation in athletics at the community college lead to higher levels of success for racial and gender minority groups compared to the general student population and non-minority groups?

To answer these guiding questions, variables included in the table below were collected from the Florida Department of Education K-20 Data Warehouse.

Variable Table

Variables	Description	EDW Label
Filter Variable		
Athletically Related Aid Indicator	Code to report the sport for which a scholarship, grant, or other form of financial assistance is offered by the institution where the terms require the student to participate in a program of intercollegiate athletics in order to be eligible to receive such assistance.	1042
Demographic Variables		
Gender	The gender of the student, as reported by the student.	1006
Ethnic Origin	Ethnic origin of the student, as reported by the student.	1003
Fee Classification Residency	The student's domicile, within or without the state of Florida, identified for the purpose of assessing fees at the institution. For the purpose of assessing registration fees, a student shall be classified as Florida resident or non-resident as of the first day of class.	1004
Disabled Classification	Code indicating whether the student is classified as disabled. Disabled is defined as any type of physical or mental impairment that substantially limits or restricts one or more major life activities, including walking, seeing, hearing speaking, learning, and working. Primary disability is determined by the disability which has the highest cost for the institution to accommodate.	1002
State Code at Time of Admission	The Federal Information Processing Standards (FIPS) code for the state in which the student resides at the first time of admission to the institution.	1018
High School Graduation Date	The date the diploma or certificate certifying the successful completion of a prescribed secondary school program of study or the attainment of satisfactory scores on the tests of General Education Development (GED) was issued.	1009
Pre-Entry Variables		
High school GPA	Earned Grade Point Average at time of graduation from attended high school.	
Entry Level /Exit Test Score	Numeric score assigned to the student based on their performance on the associated examination.	1101
Entry Level/Exit Test	Code indicating the examination (ACT, SAT, etc).	1104
Reporting Institution	The community college reporting this information.	1017
Dependent Variable		
Transfer Institution	The last postsecondary institution a student transferred from (includes both two and four-year institutions student attended previously).	1034
Completion Degree Granted	The degree, certificate, or diploma awarded to the student this term.	2103
Total Institutional Hours for GPA	Total credit hours attempted in the current degree level at the reporting institution, which are used for calculation of the grade point average 9GPA). The Total Institutional Hours for GPA will consist of the reporting term data as well as historical term data for the student.	1031
Total Credit Hours Toward Award	A cumulative count of credit hours earned, prior to and after formal admission, which apply to the current program CIP. This includes transfer credit hours and non-instructional credit hours (CLEP, etc.) awarded.	2008

Total Institutional Grade Points	Total Institutional Grade Point Equivalents (Quality) generated in the current degree level, at the reporting institution, based on a 4.0 scale. Total Institutional Grade Points will consist of the reporting term data as well as historical term data for the student.	1030
Term Course Load Credit Hours	The total number of credit hours for which a student enrolled. This excludes courses being audited, all credits awarded during the term through credit examination and/or CLEP.	1023
Term Credit Hours Earned	Total credit hours for which the student earned a passing grade in the term being reported.	1025

b. Plan of work and database of interest

Plan of work. This document has been prepared and submitted for consideration for the 2008 Association for Institutional Research (AIR) Dissertation Fellowship for the term of one academic year beginning June 1, 2008 and culminating May 31, 2009. This time period will provide adequate time for the researcher to complete the presented study prior to the above stated end date. At the time of submission, approval for data collection has also been granted by the Institutional Review Board at the University of Florida, and the researcher's dissertation committee. Data have also been requested and approved by the Florida Department of Education's K-20 Educational Data Warehouse. The plan for the successful completion of the proposed study by May 2009 is as follows:

Spring 2008. Complete an exhaustive review of relevant literature.

Spring/Summer 2008. Present draft of first three chapters of dissertation to dissertation committee for review and perform any necessary draft corrections. Begin analysis of data set.

Summer/Fall 2008. Working closely with dissertation chair, continue data analysis and begin work on the final chapters of study.

Spring 2009. Present dissertation and findings during scheduled dissertation proposal hearing. Following the successful defense of proposal, complete necessary documents in order to complete degree requirements as instituted by the University of Florida in order to participate in the May 2009 commencement ceremony.

Database of interest. The data sets utilized for this analysis will be obtained from the Florida Department of Education's K-20 Educational Data Warehouse (EDW). The request for data has already been granted. The EDW extracts and collects statewide student data from multiple sources. As such, the EDW serves the single repository of

data on K-20 students attending secondary and post-secondary institutions throughout the state of Florida. The state of Florida is the first and only state in the U.S. currently, with the ability to track individual students from secondary school to community college to four-year institution. As a result of the data collected by EDW, the researcher is able to collect individual student data such as high school GPA, pre-college entrance scores, and student transcript data from both the attended community college and four-year institution

As with any data, this particular data set has limitations. Data were only attainable for students who received athletically related aid while attending a community college or four-year institution in the state of Florida. Data were not collected for all student athletes in the state, as the only indicator of a student's participation in athletics is based on their award of financially related aid. As a result, some students who may not have received financially related aid, but participated in intercollegiate athletics at the community college during the designated years, may have been omitted from this study. It must also be noted that some data for students who graduated from a high school outside of the state of Florida or who transferred to a four-year institutions out side the state may not be attainable.

Variables included in this study were selected upon review of previous empirical studies that have examined student and student athlete academic success and retention. Descriptive analysis of nominal data will be performed to provide a descriptive picture of the students who are represented in this population. To answer the presented research questions, an analysis of data will be performed for the purpose of quantifying completion and transfer rates for the given population. Analysis of pre-entry variables, and other non-cognitive variables (hours completed, credits earned, semesters enrolled, time to degree) will be performed in order to separate possible predictors of academic success. A corresponding randomly selected sample of students who attended a community college in the state of Florida and did not receive athletically related financial aid will be used as the control group.

c. Dissemination plan

The proposed study will represent the preliminary work of the researcher's dissertation. Upon completion of this study in its entirety, the researcher intends to disseminate the major findings through national conference presentations including, but not limited to, the 2009 Association for Institutional Research Forum, College Sport Research Institute (CSRI), and the American Educational Research Association. Specific focus will be placed on

disseminating findings at conferences within the U.S. that concentrate on the study of higher education, community colleges, and intercollegiate athletics and student athletes. Additionally, this study will serve as the basis for future academic job talks and presentations as required for consideration of tenure-track faculty positions. Gaining a tenure-track faculty position is the goal of the researcher for which the request has been completed and submitted.

d. Description of policy relevance

While this study focuses its attention on the state of Florida, it is believed the findings will be generalizable to states with a similar community college and intercollegiate athletic systems. There are a number of commonalities between the post-secondary education system in Florida and other systems through the continental U.S. The state of Florida offer students an array of higher education institutions to choose from. Currently, there are well over 150 accredited institutions operating in the state of Florida. Institutions include community and four-year colleges, public and private institutions, and vocational and technical colleges.

Furthermore, as the ability to quantify community college student athletes transfer rates and academic success is in its infancy, this study hopes to increase national awareness of the successes and/or failures that are found regarding this non-traditional student population.

It is also important to note that under the purview of their respective governing body, institutions are held by strict guidelines for student conduct both on and off the field of play. Currently there are three major national sport organizations which regulate college athletics at two and four-year universities and colleges: the National Collegiate Athletic Association (NCAA), National Junior College Athletic Association (NJCAA), and the National Association of Intercollegiate Athletics (NAIA). These national organizations have played a pivotal role in both athletic and academic reform since the early twentieth century. They have a long standing history of working with higher education institutions to improve the student athlete experience. Each governing association holds their respective institutions to standards aimed at improving the academic success of their student athletes. They have each worked individually and collectively with the Federal government through legislative measures to ensure academic success and ethical conduct is paramount. However, to date, there has been no report of progress or report card of the efforts being waged by community colleges to develop both successful students and student athletes. Difficulties in examining the academic behaviors of particular student groups, particularly athletes, are due to the

lack of state or national student data bases. That is why this particular study and future studies which examine the academic behaviors (course completion, transfer and graduation rates) of students receiving athletically related aid statewide are of such importance. Within the state of Florida for the 2005-2005 academic year, there were more than 11 thousand student athletes at two-year and four-year institutions who received athletically related aid for their participation in intercollegiate athletics. Of this total student athlete participation, more than 1,500 attended and participated in athletics at one of the 20 sponsoring community colleges (U.S. Department of Education, 2006). Each year, more than 5.5 million dollars are allocated for award to students receiving athletically related aid for their participation or involvement in intercollegiate athletics (2006). Accordingly, with such a large portion of financial resources provided for that purpose, it is paramount that we seek out data leading to a better understanding of how this investment in student athletes' academic future comes to fruition.

e. Discussion of innovative aspects of project

The EDW provides access to longitudinal data for examining individual student academic behaviors for the state of Florida. For researchers who study community colleges, access to this information provides a wealth of data that is not currently available to persons in other states. This project is seen as being innovative because of the particular student population that is being studied and the data base that will be utilized to conduct future analysis.

f. Discussion of audience to whom the project is important

In spite of the multitude of scholarly research that has been conducted on student persistence through baccalaureate degree attainment, very few studies have discussed retention and the persistence of community college student athletes. This is an area where further investigation is needed and can be of value to the discussion of student retention as a whole. Investigating current trends in particular student sub-groups can assist to better understand the global problem retention. It is reasonable to expect that every student sub-group represented in higher education is confronted with different hurdles which can impede their persistence through baccalaureate degree attainment. Likewise, community college student athletes are also confronted with hurdles throughout their studies leading to varied retention patterns that may be different or similar to those of other non-traditional student groups.

g. Appendix

Not Applicable.

5. References Cited

- Ashburn, E. (2007). A 2-year start on the future: Community colleges put renewed emphasis on helping their students succeed. *Chronicle of Higher Education*, 54(9).
- Boswell, K. (2004). Bridges or barriers? *Change*, 36(6), 22-29.
- Culp, M. M. (2005). Doing more of what matters: The key to student success. *New Directions for Community Colleges*, 2005(131), 77-87.
- Doyle, W. R. (2006). Community college transfers and college graduation. *Change*, 38(3), 56-58.
- Florida Department of Education. (2007). *Report for the Florida community college system*. Tallahassee.
- Gleezer, E. J., Jr. (1998). *Values, vision & vitality*. Washington, D. C.: Community College Press.
- Hagedorn, L. S., Moon, H. S., Cypers, S., Maxwell, W. E., & Lester, J. (2006). Transfer between community colleges and four-year colleges: The all American game. *Community College Journal of Research & Practice*, 30(3), 19.
- Jacobson, D. L. (2005). The new core competence of the community college. *Change*, 37(4), 52-61.
- Laanan, F. S. (1996). Making the transition: Understanding the adjustment process of community college transfer students. *Community College Review*, 23(4), 69.
- Laanan, F. S. (2003). Degree aspirations of two-year college students. *Community College Journal of Research & Practice*, 27(6), 495.
- Department of Education Office of Postsecondary Education (2007). Equity in Athletics Data Analysis (EADA) databse. Retrieved January 2008: <http://ope.ed.gov/athletics/index.asp>
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research* (Vol. 2). San Francisco: Jossey-Bass.
- Peterman, D. S., & Matz, M. (2000). Athletics and student development in the community college. *Community College Journal of Research & Practice*, 24(9), 767.
- Roueche, J. E., & Iii, G. A. B. (1987). *Access & excellence: The open door college*. Washington, D. C.: The Community College Press.
- S. 580, 101s Cong. 1 (1990).
- Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: University of Chicago Press.
- Wellman, J. V. (2002). *State policy and community college-baccalaureate transfer*. San Jose.

6. Biographical Sketches

a. Doctoral student – David Horton Jr.

I am a fourth year Ph.D. student at the University of Florida in the Department of Educational Administration and Policy in the College of Education, where my major area of study is Higher Education Administration. My research interests include the study of community colleges and community college students. Specifically, my interests include policy and policy implementation, intercollegiate athletics, student athletes and underserved student populations. In addition to the study of community colleges, other research interests include equity issues, higher education access, ethnic/racial minority groups and faculty of color.

My research interests are a product of my academic experiences as a student, and have evolved over time as a result of the professional and academic positions I have held. I attended grade school in Austin, Texas and eventually graduated with my high school diploma from A. N. McCallum High School. Following high school graduation, I attended Panola College as a student athlete and earned an Associates of Science degree in general studies. From Panola College, I continued my studies and participation in intercollegiate athletics at Dallas Baptist University, where I earned a Bachelor of Science degree in History and a Masters of Liberal Arts degree in History.

Over the past seven years I have served in various academic and professional positions at both public and private institutions of higher education. While completing my graduate studies at Dallas Baptist University, I held a full-time appointment as the Coordinator of Graduate Admissions for the Office of Graduate Admissions. Upon completion of my master's degree, I was invited to join the faculty as an adjunct professor in the College of Humanities & Social Sciences at DBU. In 2004, I embarked on my journey to the Ph.D. at the University of Florida. During my first year at the UF, I served as the Recruitment Coordinator for the Office of Recruitment, Retention & Multicultural Affairs. In this position I recruited both undergraduate and graduate students for the College of Education. In addition to my role as student and part-time employee, I worked as an academic tutor in the University Athletic Association (UAA). As an academic tutor I worked one-on-one with student athletes in an academic and mentoring role. Beginning in the summer 2005, I began working in the Department of Housing and Residence Education as a Graduate Hall Director for an undergraduate co-ed residential complex which housed 530 residents.

This past academic year I was awarded a position as a Research Assistant for two faculty members in my academic department, Drs. Linda Serra Hagedorn and Luis Ponjuan. Under their supervision and mentorship, I have been able to enhance my proficiency in and knowledge of quantitative and qualitative research methodology beyond my formal class room experiences. I have conducted both qualitative and quantitative studies examining students of color in the STEM fields, through projects funded by the Howard Hughes Medical Institute, both leading to future journal publications and national conference presentations. Over the past five months I have also been involved in quantitative analysis of data collected by the Collaborative on Academic Careers in Higher Education (COACHE) on faculty satisfaction. As a result of this work I will participate with a team which will be presenting our research findings during the 2008 annual Association for Institutional Research Forum. And lastly, over the next 12 months I will be working with Dr. Hagedorn as the co-editor of a future volume of *New Directions for Community Colleges* to be published during the 2009 calendar year. In addition to serving as the co-editor, I will author and co-author two of the volume's chapters entitled, *Class and Cleats: Community College Student Athletes and Academic Success* and *Fiscal Implications: Considerations for the Addition of New Athletic Programs*.

The goal for which I have been working toward these past years is to gain a tenure-track faculty position upon completion of degree in May 2009. Being awarded a dissertation fellowship from AIR this coming will provide funding as I complete my final year of studies at the University of Florida, and will provide funds to present my research findings at future academic conferences such as the Association for Institutional Research (AIR), American Educational Research Association (AERA), and the College Sport Research Institute (CSRI).

b. Curriculum Vitae - David Horton Jr.

Education

Higher Education Administration, Doctor of Philosophy (Ph.D.), Department of Educational Leadership and Policy, College of Education, University of Florida

December 2006 – Present

Dissertation title: *Analysis of student persistence and academic success for students receiving athletically related financial aid in the state of Florida from 1995-2005.*

Dissertation chair: Linda Serra Hagedorn, Ph.D.

Anticipated date of degree completion: May 2009

Higher Education Administration, Educational Specialists (Ed.S.), Department of Educational Leadership and Policy, College of Education, University of Florida

Date of degree completion: December 2006

Awards & Honors

EAP “Student of the Month” (2007, September), Department of Educational Administration and Policy, College of Education, University of Florida.

Walter L. Smith Endowed Scholarship (2007-08), Department of Educational Administration and Policy, College of Education, University of Florida.

Barbara L. Jackson Scholar (2006– 2008), University Council for Educational Administration (UCEA).

Minority Education Scholarship (2004– Present), Office for Recruitment, Retention and Multicultural Affairs, College of Education, University of Florida

Research Experience

Graduate Research Assistant, Department of Educational Administration and Policy, University of Florida
June 2007 – Present

Journal Staff Member, Journal of the Professoriate, Stylus Publishing, LLC.

May 2005 – Present

Assist Editor-In-Chief with locating individuals to serve as journal reviewers and assistant editors in preparation for inaugural journal issue.

Manuscript Reviewer, Florida Journal of Educational Administration & Policy (FJEAP).

November 2007 – Present

Review manuscripts using quantitative, qualitative and mixed-methods of inquiry submitted to FJEAP for publication.

Invited published works

Ponjuan, L., Horton, D., Jr. Tenure and Black Faculty. Encyclopedia of African American Education (In press).

Horton, D., Jr. Critical issues for student affairs. [Review of book *Critical issues for student affairs: Challenges and opportunities*]. *Florida Journal of Educational Administration and Policy*. (In press)

Works in review

Hagedorn, L. S., & Horton, D., Jr. (Eds). (2009). Community college student athletes and athletics. *New Directions for Community Colleges*. San Francisco: Jossey-Bass.

Horton, D., Jr. (2009) Class and cleats: Community college student athletes and academic success. In L. S. Hagedorn & D. Horton, Jr. (Eds.), Community college student athletes and athletics. *New Directions for Community Colleges*. San Francisco: Jossey-Bass.

Mullin, C., & Horton, D., Jr. (2009) Fiscal implications: Considerations for the addition of new athletic programs. In L. S. Hagedorn & D. Horton, Jr. (Eds.), *Community college student athletes and athletics. New Directions for Community Colleges*. San Francisco: Jossey-Bass.

Presentations

Horton, D. (2006, February 24). "What does higher education mean to you?" Celebrating over 100 Years of Black Higher Education: 1865-1900. Presented at Black Graduate Student Organization, Gainesville, Florida.

Horton, D., Jr., Hall, M., Leko, M., & Vanderbilt, A. (2007). A qualitative investigation of the academic publishing process for graduate students. Proposal submitted to the American Educational Research Association (AERA). (Proposal rejected).

Instructional Positions

Instructor, New Student Programs, Dean of Students Office, University of Florida
July 2007 to August 2007
Instructed: First-Year Florida (1 credit hour undergraduate course)

Adjunct Professor, College of Humanities and Social Sciences, Dallas Baptist University June 2003 to present
Instructed: "American History to 1877" and "American History since 1865"

Co-Instructor, Department of Housing and Residence Education, University of Florida
January 2006 to May 2006
Instructed: Resident Assistant (RA) Training Course (2 credit hour undergraduate course)

Academic Tutor, University Athletic Association (UAA), University of Florida
September 2004 to May 2005
Courses tutored: "Women in Modern South Asian History, 1800 to Present"; "United States to 1877"; "United States since 1877"

Professional Experience

Interim Residence Director, Department of Housing & Residence Education, University of Florida,
June 2006 – August 2006; July 2007- August 2007.

Staffing responsibilities:

- Co-manage undergraduate residential complex housing 528 male and female residents;
- Supervise undergraduate staff consisting of 13 Resident Assistants (RA) and 2 full-time office staff;
- Facilitate weekly staff meetings;

Other responsibilities:

- Manage crisis and emergency situations;
- Serve as judicial officer for conduct hearings involving Lakeside residents;
- Work with maintenance and custodial supervisors to ensure proper upkeep and maintenance of halls were in order.

Graduate Hall Director, Department of Housing & Residence Education, University of Florida,
July 2005 - June 2007.

Staffing responsibilities:

- Co-manage undergraduate residential complex housing 528 male and female residents;
- Supervise staff consisting of 12 Resident Assistants (RA);
- Assist staff with daily activities, area programming and community building efforts;

Recruitment Coordinator, Office for Recruitment, Retention and Multicultural Affairs, University of Florida, August 2004 –August 2005.

Responsibilities and duties:

- Recruited undergraduate and graduate students for all academic departments;
- Organized and coordinated undergraduate and graduate recruitment events at higher education institutions within the US, and K-12 school districts throughout the state of Florida;
- Bi-annually reviewed applications and selected students for the Minority Education Scholarship (MES) and Minority Teacher Education Scholarship (MTES);
- Organized monthly professional and academic development workshops and Graduate Records Exam (GRE) training sessions for prospective students.

Coordinator of Graduate Admissions, Office of Graduate Programs, Dallas Baptist University, June 2001 – August 2004.

Responsibilities:

- Created new position and job description to facilitate and enhance admission and maintenance of admission files and filing system;
- Supervised all processes and procedures involving admissions files and filing system; academic monitor;
- Served as advisor and recruiter for all graduate programs; screened, hired and trained office support staff;
- Supervised graduate admissions documents data entry;
- Developed process and manual for digitally imaging files and records;
- Prepared weekly staff schedules and schedules for graduate programs recruitment events;
- Worked directly with Registrar's Office to insure Office of Graduate Programs were compliant with FERPA and SACS regulations.

University Service

Dissertation Award Selection Committee, College of Education, University of Florida (2007-2008 academic year).

Faculty Policy Council Awards Committee, College of Education, University of Florida (2007, spring).

Assistant Professor Search Committee, Department of Educational Leadership and Policy, College of Education, University of Florida (2006-2007).

Outstanding Graduate Selection Committee, Community College Futures Assembly, Institute of Higher Education, University of Florida (2007, January).

Residence Director Search Committee, Department of Housing and Residence Education, University of Florida (2006, spring).

University Intercollegiate Athletics Committee, Dallas Baptist University (2001-2002; 2002-2003).

Professional Memberships

- ❖ Alpha Phi Alpha Fraternity, Incorporated
- ❖ American Educational Research Association, AERA
- ❖ Black Graduate Student Organization, BGSO, University of Florida
- ❖ National Association of Graduate Admissions Professionals, NAGAP (2001-2004)
- ❖ University Council of Educational Administrators, UCEA. (2006-present)

c. Faculty Dissertation Director – Linda Serra Hagedorn, Ph.D.

Linda Serra Hagedorn is Professor and Chair of the Educational Administration and Policy Department at the College of Education at the University of Florida. She is also the Director of the University's Institute of Higher Education (IHE). Under her direction, IHE has become a partner in the national Achieving the Dream Initiative covering 15 states and 85 community colleges. She is currently developing online instruction for community college institutional researchers.

Professor Hagedorn's research focuses on community college student success, retention, and transfer. She is especially interested in issues pertaining to underrepresented student groups, and equity. She was the Director of the Transfer and Retention of Urban Community College Students Project (TRUCCS); a longitudinal study of over 5,000 students enrolled in the Los Angeles Community College District. Although Dr. Hagedorn performs both quantitative and qualitative research, she is especially known for developing techniques to analyze enrollment and other college files. She has written extensively and presented her work on transcript analysis. Her most recent published works include; *An investigation of critical mass: The role of Latino representation in the success of urban community college students* and *Hispanic Community College Students and the Transfer Game: Strikes, Misses, and Grand Experiences*.

Dr. Hagedorn teaches courses in higher education administration, grantwriting, community college issues, as well as research methods and design.

She has served on the editorial boards of various scholarly journals, and is the founding editor of the *Florida Journal of Educational Administration and Policy*. Dr. Hagedorn holds a Ph.D. in Public Policy Analysis - Higher Education from the University of Illinois at Chicago.

Address: University of Florida, P.O. Box 117049, Gainesville, FL 32611-7049 Ph: (352)392-2391 x263; Email: Hagedorn@coe.ufl.edu

7. Budget

Category	Requested Funds
a. Salaries and Wages	
<i>Doctoral Student - David Horton Jr</i> Salary: 26.1 biweekly periods @ \$462 per pay period (June 1, 2008 – May 31, 2009)	\$12,058
b. Fringe Benefits	
<i>Tuition Remission: 18 credits @ \$252</i> (6-Summer 2008, 6-Fall 2008, 6-Spring 2009)	\$4,536
<i>Health Insurance:</i> (\$580 fall, \$580 spring, and \$280 for the summer semester)	\$1,440
c. Travel	
<i>AIR Forum 2009 (Hotel, airfare, registration, dining, etc.)</i>	\$900
<i>One additional conferences (TBA) (Hotel, airfare, registration, dining, etc)</i>	\$850
d. Participant Support	
N/A	\$0
e. Other Direct Costs	
<i>Books and Journals (Resource manuals, textbooks, etc.)</i>	\$150
<i>Materials and Printing (dissemination, printing, binding)</i>	\$65
f. Indirect Cost and Cost Sharing	
N/A	\$0
TOTAL:	\$19,999

a. Budget Justification

Salary estimates are based on a 12 month period at .05 FTE beginning June 1, 2008 and culminating May 31, 2009. The salary and fringe benefit estimates are within the guidelines established by the University of Florida and Graduate Assistants United (GAU), and is commensurate with my current annual graduate assistant stipend. Fringe benefits estimates (tuition remission and health insurance) are also based on current levels of funding as a .05 FTE. Tuition waivers have been included for three semesters during the 12 month period, providing tuition payment, minus fees, for a total of 18 dissertation hours and graduate student health benefits at an annual rate of \$1,440. I budget a total of \$1,750 for registration, airfare, lodging and a per die m for the 2009 AIR Forum and another conference to be determined later based on proposal acceptance. These estimates are based on prior experiences attending professional and academic conferences throughout the U.S. Other direct costs have been budgeted for are books and materials pertaining to the topic under investigation and also include costs associated with printing of materials for conference presentations and dissertation submission.

8. Current and Pending Support

I am currently employed as a Research Assistant for Drs. Linda Serra Hagedorn and Luis Ponjuan at the University of Florida in the Department of Educational Administration and Policy. However, my funding is due to expire May 31, 2008, and is not renewable for the upcoming fiscal year due to institutional mandated budget cuts. As such, I will no longer receive funding from the Department of Educational Administration and Policy or the University of Florida. Future sources of funding for the 2008-2009 academic year have not been requested nor granted.

9. Facilities, Equipment and Other Resources

Not Applicable.

10. Special Information and Supplementary Documentation

a. Documentation of Institutional Review Board Approval



Institutional Review Board

98A Psychology Bldg.
PO Box 112250
Gainesville, FL 32611-2250
Phone: (352) 392-0433
Fax: (352) 392-9234
E-mail: irb2@ufl.edu
<http://irb.ufl.edu>

August 22, 2006

TO: David Horton, Jr.
53010301 Lakeside Complex
Gainesville, FL 32612

FROM: Ira S. Fischler, PhD, Chair *ISF*
University of Florida Institutional Review Board 02

SUBJECT: UFIRB Protocol #2006-U-0719
What do we know and what can we learn about student athletes?: A quantitative data analysis of student athlete records for the state of Florida from 1995-2005

FUNDING: None

Because only existing data will be used in this protocol, it is exempt from further review by the Board in accordance with 45 CFR 46.101b(4), as no human participants are involved in this research. It is understood that information will be recorded by the investigator in such a manner that individuals cannot be identified, directly or through identifying links.

Should the nature of your study change or you need to revise this protocol in any manner, please contact this office before implementing the changes.

IF/dl

b. Letter of recommendation from faculty dissertation director