

Results from LACCD Student-Athletes Survey, Spring 2025 | LAHC

Revised 6/9/25

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Background

Purpose

The LACCD Ad Hoc Committee on Athletics requested a survey of student-athletes. The purpose of the survey was to learn about students' experiences as student-athletes to enhance services and support available to them. The survey covered topics such as: experiences with athletics facilities/equipment, coaching/athletics staff, strength & conditioning training, sports medicine, and nutrition; understanding of rules, education, and resources; deciding factors in recruitment; personal/academic development; future goals; concerns and challenges; and student endorsement of their athletics program.

Survey Administration

The survey was administered online from March 4, 2025 to April 30, 2025. Survey participation was voluntary and not incentivized monetarily.

Initially, the survey was sent to students with priority registration for student athletes for the Spring 2025 term. However, the criteria was too restrictive and did not encompass all of the students that the athletic directors were interested in surveying. Each athletic director was asked to submit a list of their student-athletes for 2023-24 or have their college's Office of Institutional Effectiveness send a list on their behalf. The final survey population was defined as the students in the lists from the athletic directors, along with 22 students from the priority registration lists who completed the survey but were not on the athletic directors' lists.

Table 1. Survey Response Rate Districtwide

	# Invited	# Respondents	Response Rate
District	1599	353	22%

Note: This rate is unduplicated so that students at multiple campuses are only counted once.

The next table summarizes the college-level response rate.

Table 2. Survey Response Rate by College

Colleges	# Invited	# Respondents	Response Rate (Approximate)*
Harbor	168	62	37%

* Respondents' college affiliation is reported by the colleges they selected in response to Question 1, "Please list the colleges within this district where you are currently a student-athlete (Select all that apply)."

To protect student privacy, respondents' sports affiliations have been suppressed in college-level reporting.

Unless otherwise indicated, percentages in this report are calculated out of all respondents.

Limitations

Due to the low overall response rate the survey results may not be generalizable to the entire population of student-athletes districtwide. Readers should exercise caution when interpreting the findings for that reason. However, the data can still provide valuable insight into the experiences and needs of the subset of student-athletes who chose to participate in the survey.

Requested Sports

Respondents were asked, “If the college offered a sport you are passionate about but is not currently available, what sport would you like to participate in?” (Question 3).

Table 3. All Requested Sports

Harbor

Sport	#
Swimming	4
Basketball	3
Beach Volleyball	3
Track and Field	3
Volleyball	3
Badminton	1
Cheer	1
Cycling	1
Dance	1
Diving	1
Flag Football	1
Gymnastics	1
Kart Racing	1
Soccer	1
Softball	1
Tennis	1
Weight Lifting	1

Athletic Experience and Satisfaction: Athletic Facilities/Equipment

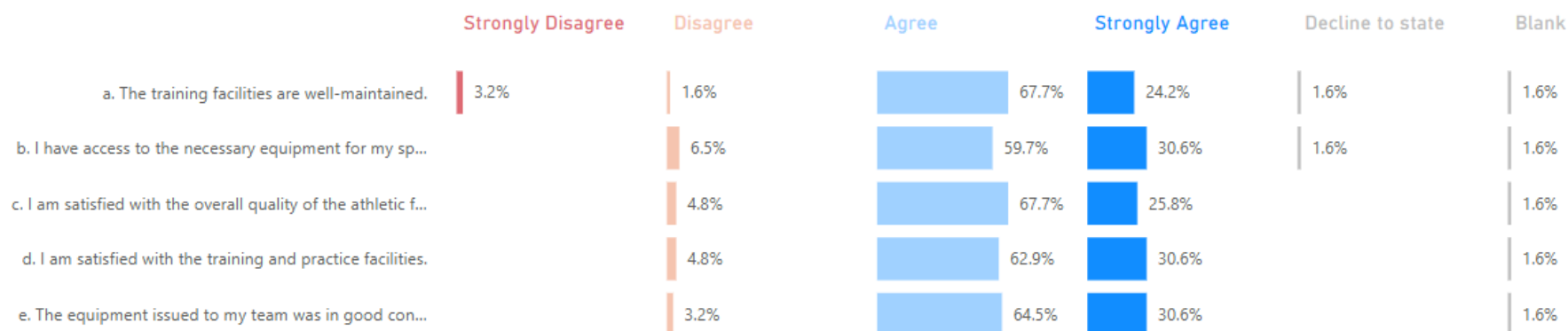
Overall, most respondents (over 90%) expressed satisfaction with the athletic facilities and equipment at their college.

Agreement Ratings

Respondents were asked to rate their agreement with statements about their experience and satisfaction with athletic facilities and equipment. Those statements were:

- a. The training facilities are well-maintained.
- b. I have access to the necessary equipment for my sport.
- c. I am satisfied with the overall quality of the athletic facilities.
- d. I am satisfied with the training and practice facilities.
- e. The equipment issued to my team was in good condition.

Figure 1. Athletic Facilities/Equipment (Q4)



Open-ended responses, presented later in this report, offer additional insights into areas requiring improvement.

Athletic Experience and Satisfaction: Coaching/Athletics Staff

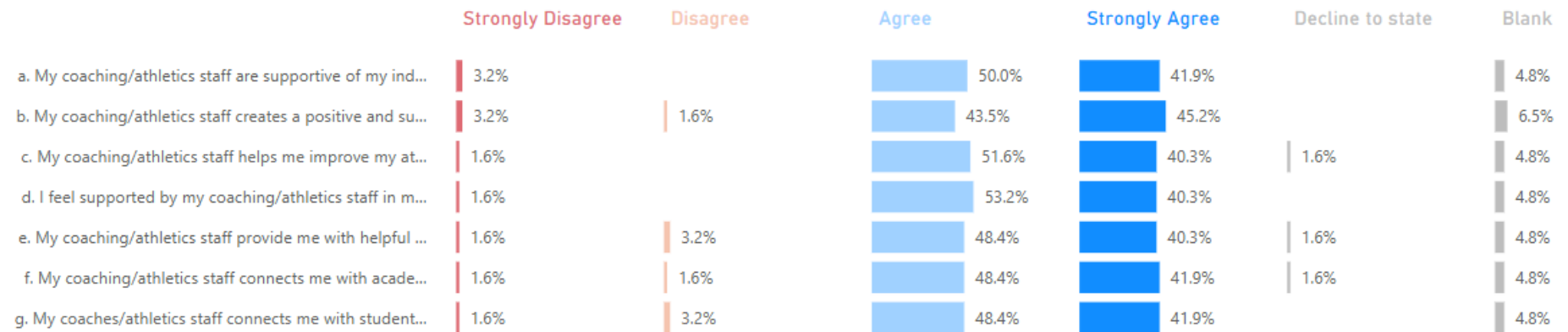
Overall, most respondents (over 80%) expressed satisfaction with the coaching/athletics staff at their college. Very few respondents (less than 5%) expressed dissatisfaction in this area.

Agreement Ratings

Respondents were asked to rate their agreement with statements about their experience and satisfaction with coaching/athletics staff. Those statements were:

- My coaching/athletics staff are supportive of my individual needs.
- My coaching/athletics staff creates a positive and supportive team environment.
- My coaching/athletics staff helps me improve my athletic performance.
- I feel supported by my coaching/athletics staff in my academic pursuits.
- My coaching/athletics staff provide me with helpful advice on balancing athletics and academics.
- My coaching/athletics staff connects me with academic resources, such as tutoring or advising.
- My coaches/athletics staff connects me with student services resources, such as basic needs, financial aid, counseling, etc.

Figure 2. Coaching/Athletics Staff (Q6)



Open-ended responses, presented later in this report, offer additional insights into areas requiring improvement.

Athletic Experience and Satisfaction: Strength and Conditioning Training

Overall, most respondents (over 90%) expressed satisfaction with the Strength and Conditioning training at their college. The most frequently noted area for improvement was a desire for expanded hours of operation for Strength & Conditioning training (7% of respondents).

Use of Services

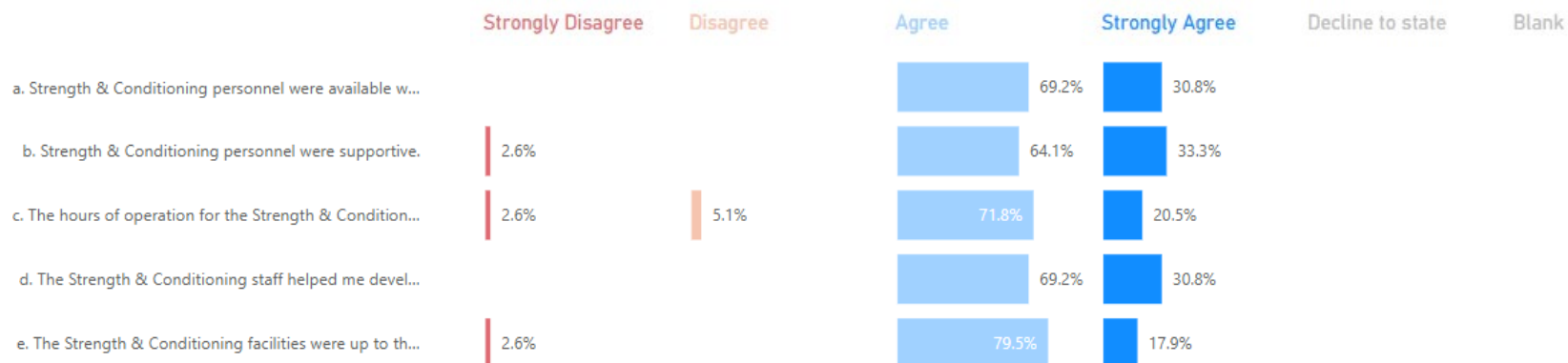
Most respondents (63%; N=39) reported they had received support from Strength & Conditioning personnel.

Agreement Ratings

Respondents who reported they had received support from Strength & Conditioning personnel from their college were asked to rate their agreement with statements about their experience and satisfaction with Strength & Conditioning Training. Those statements were:

- Strength & Conditioning personnel were available when needed.
- Strength & Conditioning personnel were supportive.
- The hours of operation for the Strength & Conditioning were compatible with my schedule.
- The Strength & Conditioning staff helped me develop sport-specific fitness.
- The Strength & Conditioning facilities were up to the standard I would expect for a college.

Figure 3. Strength & Conditioning Training (Q8)



Athletic Experience and Satisfaction: Sports Medicine

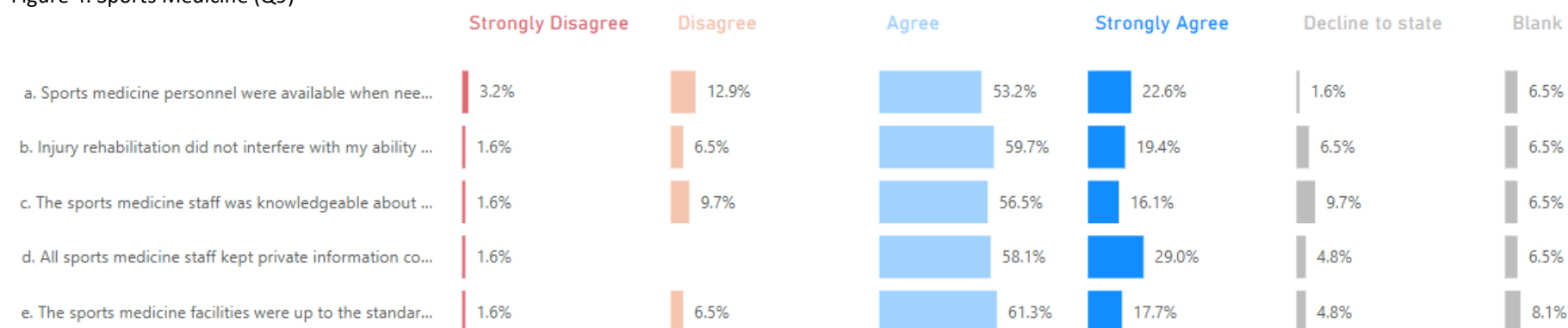
Overall, most respondents (over 70%) expressed satisfaction with the sports medicine at their college. The most frequently reported area for improvement was need for increased availability of sports medicine personnel when needed (16%) and sport medicine personnel's knowledge of students' personal medical needs (11%).

Agreement Ratings

Respondents were asked to rate their agreement with statements about their experience and satisfaction with sports medicine. Those statements were:

- Sports medicine personnel were available when needed.
- Injury rehabilitation did not interfere with my ability to attend class and study.
- The sports medicine staff was knowledgeable about my personal medical needs.
- All sports medicine staff kept private information confidential.
- The sports medicine facilities were up to the standard I would expect for a college.

Figure 4. Sports Medicine (Q9)



Athletic Experience and Satisfaction: Nutrition

Overall, most respondents (over 80%) expressed satisfaction with nutrition at their college. The most frequently noted area for improvement was nutrition staff's knowledge of the students' personal nutritional needs (11% of respondents).

Use of Services

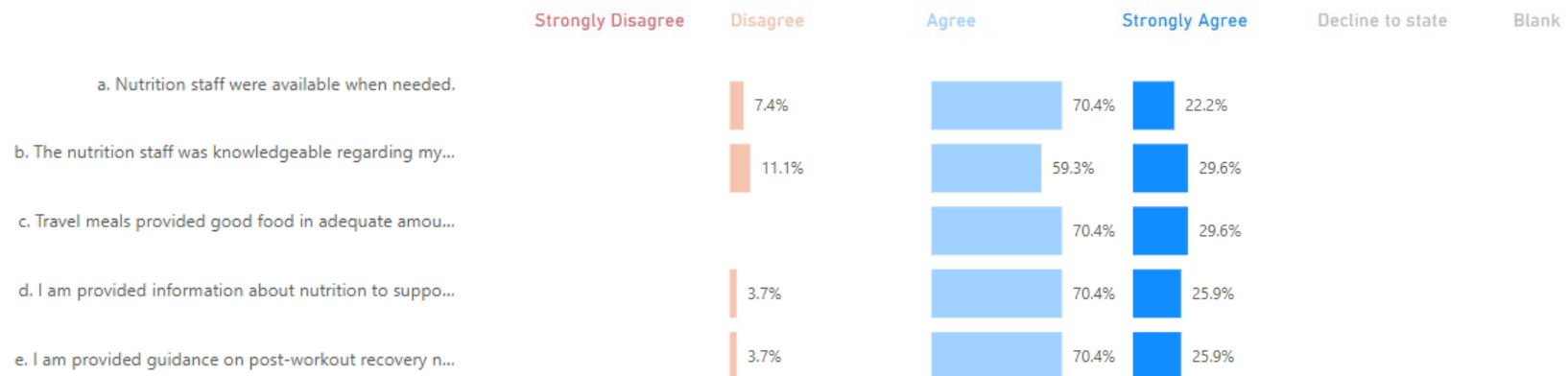
Most respondents (44%; N=27) reported they had received support from nutrition staff.

Agreement Ratings

Respondents who reported they had received support from nutrition staff at their college were asked to rate their agreement with statements about their experience and satisfaction with nutrition. Those statements were:

- Nutrition staff were available when needed.
- The nutrition staff was knowledgeable regarding my personal nutrition needs.
- Travel meals provided good food in adequate amounts to support competition.
- I am provided information about nutrition to support my athletic performance by the athletics department.
- I am provided guidance on post-workout recovery nutrition by the athletics department.

Figure 5. Nutrition (Q11)



Athletic Experience and Satisfaction: Rules, Education, and Resources

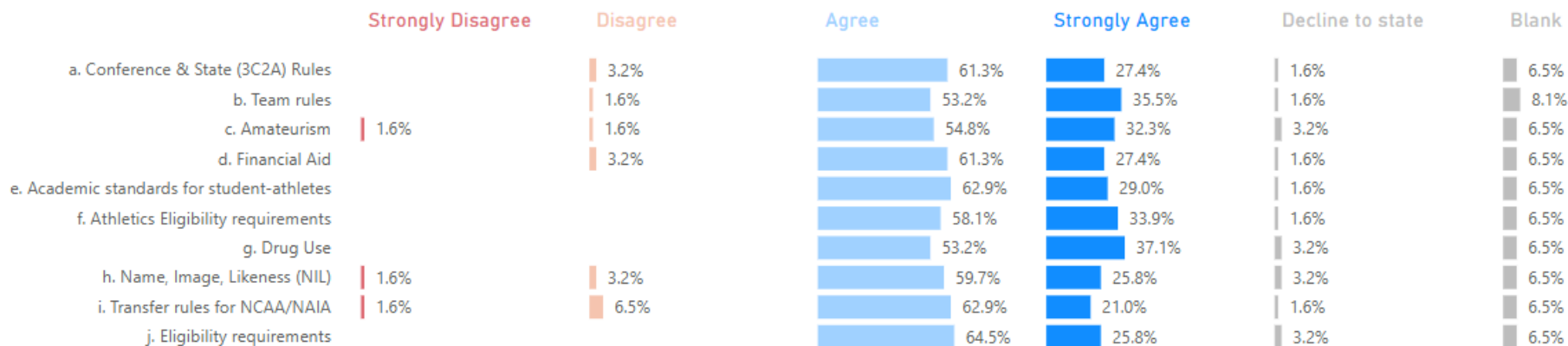
Overall, most respondents (over 80%) agreed that they had a good understanding of the topics posed to them in this section. The areas respondents were least familiar with transfer rules for NCAA/NAIA.

Agreement Ratings

Respondents were asked to rate their agreement that they had a good understanding of the following topics:

- Conference & State (3C2A) Rules
- Team rules
- Amateurism
- Financial Aid
- Academic standards for student-athletes
- Athletics Eligibility requirements
- Drug Use
- Name, Image, Likeness (NIL)
- Transfer rules for NCAA/NAIA
- Eligibility requirements

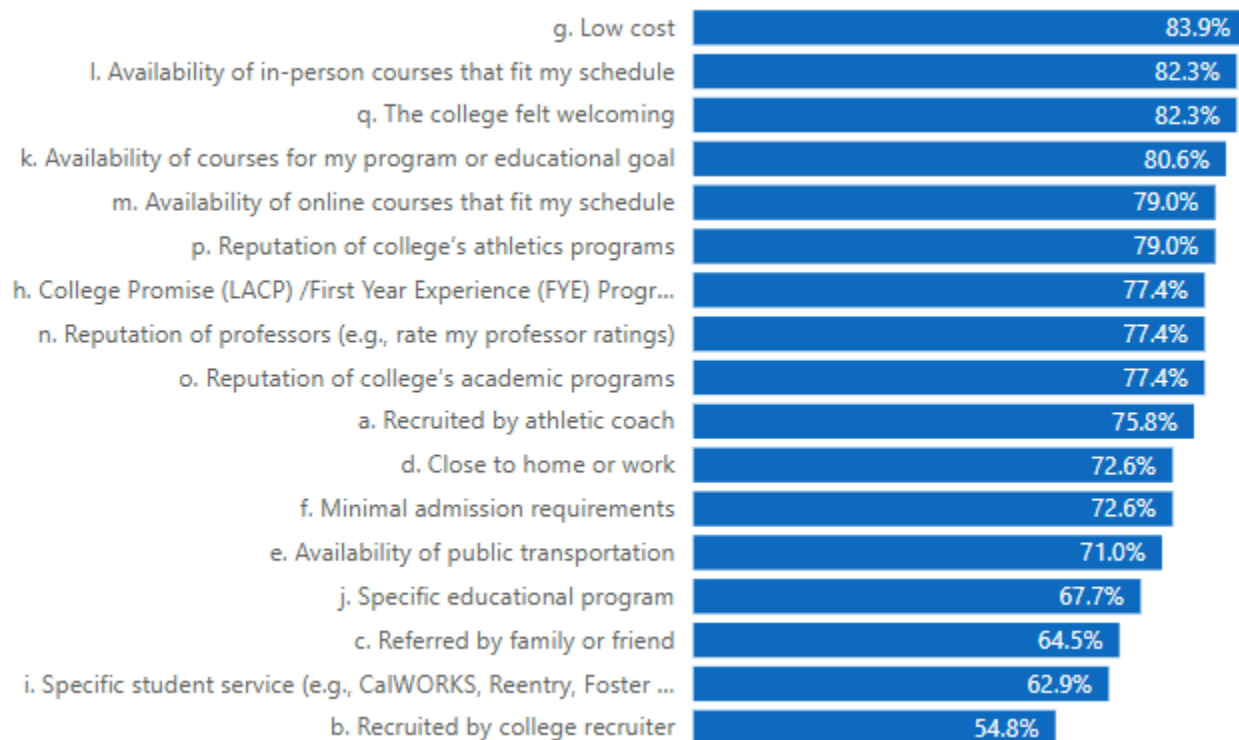
Figure 6. Has a Good Understanding of Topics (Q13)



Athletic Experience and Satisfaction: Recruitment

Respondents were asked to rate the importance of various factors in their decision to attend the college as a student-athlete. The percentage of respondents rating each factor as either “Very Important” or “Important” is shown below.

Figure 7. Very Important or Important Deciding Factors in Attending College as a Student-Athlete (Q14)



Personal and Academic Development: Academic/Athletic Balance

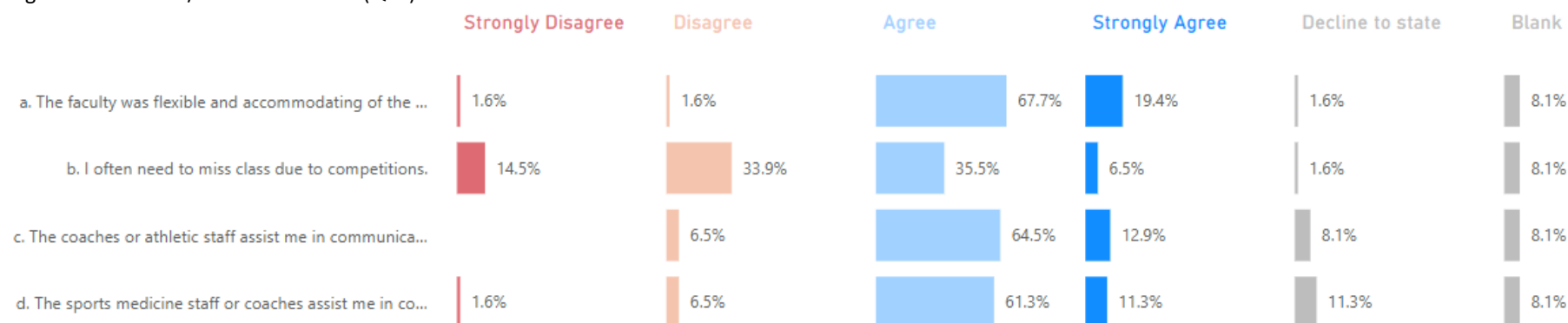
A majority of respondents (over 70%) indicated that faculty, coaches/athletic staff, and sports medicine staff assisted them with balancing academic and athletic responsibilities. A substantial percentage of respondents (42%) reported that they often needed to miss class due to competitions.

Agreement Ratings

Respondents were asked to rate their agreement with statements about their experience and satisfaction with balancing their academic and athletic responsibilities. Those statements were:

- The faculty was flexible and accommodating of the unique demands of student-athlete schedules.
- I often need to miss class due to competitions.
- The coaches or athletic staff assist me in communicating with my other teachers when I need to miss class due to my competition schedule.
- The sports medicine staff or coaches assist me in communicating with my other teachers if I have to miss class due to an injury or concussion.

Figure 8. Academic/Athletics Balance (Q15)



Note: Question 15B "I often need to miss class due to competitions" is worded so that strongly agree/agree indicates that respondents are experiencing a problem in this area.

Personal and Academic Development: Personal Development

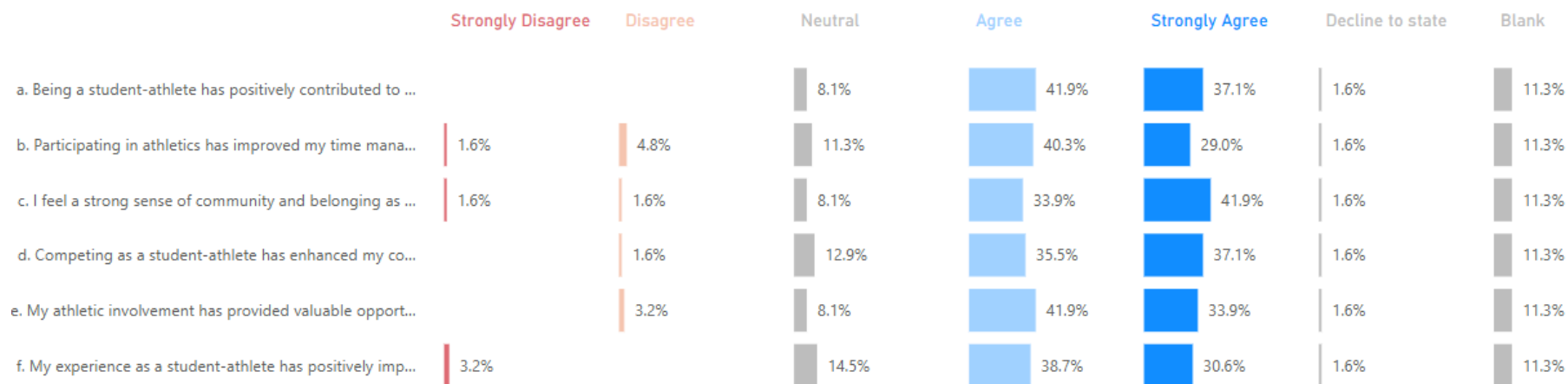
A majority of respondents (over 60%) strongly agreed or agreed that their student-athlete experience had positively impacted their personal development. This percentage may be lower due to the high percentage of respondents who chose to skip this set of questions (11% of respondents); this section was towards the end of the survey.

Agreement Ratings

Respondents were asked to rate their agreement with statements about their personal development. Those statements were:

- Being a student-athlete has positively contributed to my personal growth and discipline.
- Participating in athletics has improved my time management and organizational skills.
- I feel a strong sense of community and belonging as part of my athletic team.
- Competing as a student-athlete has enhanced my confidence and resilience.
- My athletic involvement has provided valuable opportunities for leadership and teamwork.
- My experience as a student-athlete has positively impacted my academic and career goals.

Figure 9. Personal Development (Q16)



Future Goals

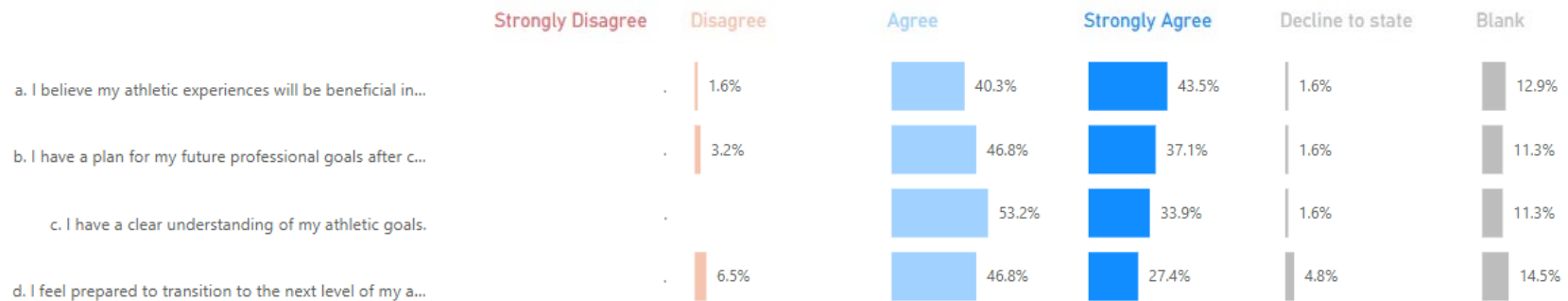
Most respondents (over 70%) felt their athletics experience would benefit their future career and reported having clear goals. This percentage may be lower due to the high percentage of respondents who chose to skip this set of questions (11-15% of respondents) which was towards the end of the survey. Most respondents wanted to continue their athletic career at a four-year college/university or graduate from college with their certificate or degree.

Agreement Ratings

Respondents were asked to rate their agreement with statements about their future goals. Those statements were:

- I believe my athletic experiences will be beneficial in my future career.
- I have a plan for my future professional goals after community college.
- I have a clear understanding of my athletic goals.
- I feel prepared to transition to the next level of my athletic career.

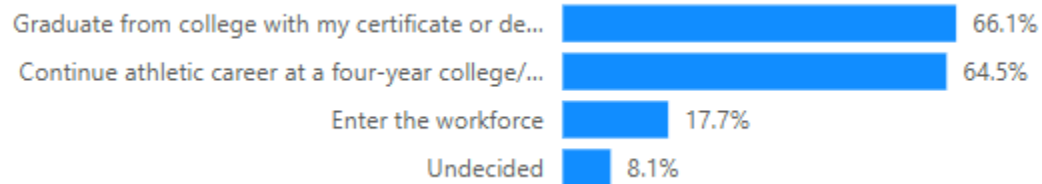
Figure 10. Future Goals (Q17)



Personal Goals

Respondents were asked select all applicable options from a list of personal goals. Most respondents wanted to continue their athletic career at a four-year college/university or graduate from college with a certificate or degree. Very few respondents planned to immediately enter the workforce.

Figure 11. Personal Goals after Athletic Career as a Student-Athlete by Individual Option (Q18)



Concerns and Challenges

Student-athletes face a range of challenges affecting both their academic and personal well-being, often intensified by the demands of athletic participation.

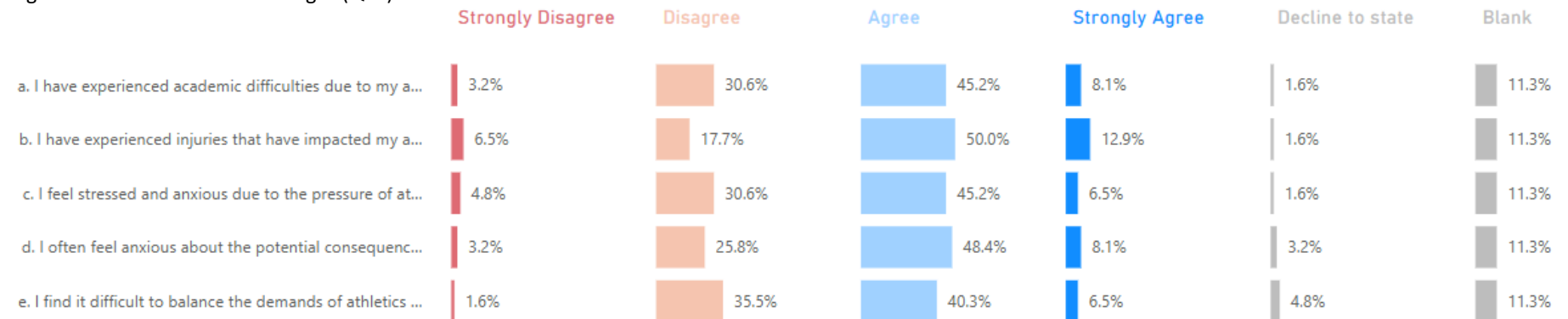
Agreement Ratings

Respondents were asked to rate their agreement with statements about their concerns and challenges. Those statements were:

- I have experienced academic difficulties due to my athletic commitments.
- I have experienced injuries that have impacted my athletic performance.
- I feel stressed and anxious due to the pressure of athletics.
- I often feel anxious about the potential consequences of losing or underperforming.
- I find it difficult to balance the demands of athletics with my personal life.

Respondents identified with many concerns and challenges with athletics participation.

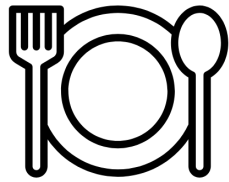
Figure 12. Concerns and Challenges (Q19)



Basic Needs

Respondents were asked if they had experienced food insecurity, housing insecurity, or homelessness since the beginning of the year. Approximately 23% of respondents reported challenges with one of these basic needs.

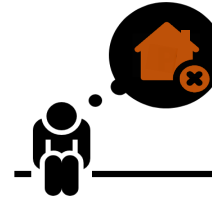
Table 4. Challenges with Basic Needs (Q20)



Food Insecurity
19% (N=12)



Housing Insecurity
13% (N=8)



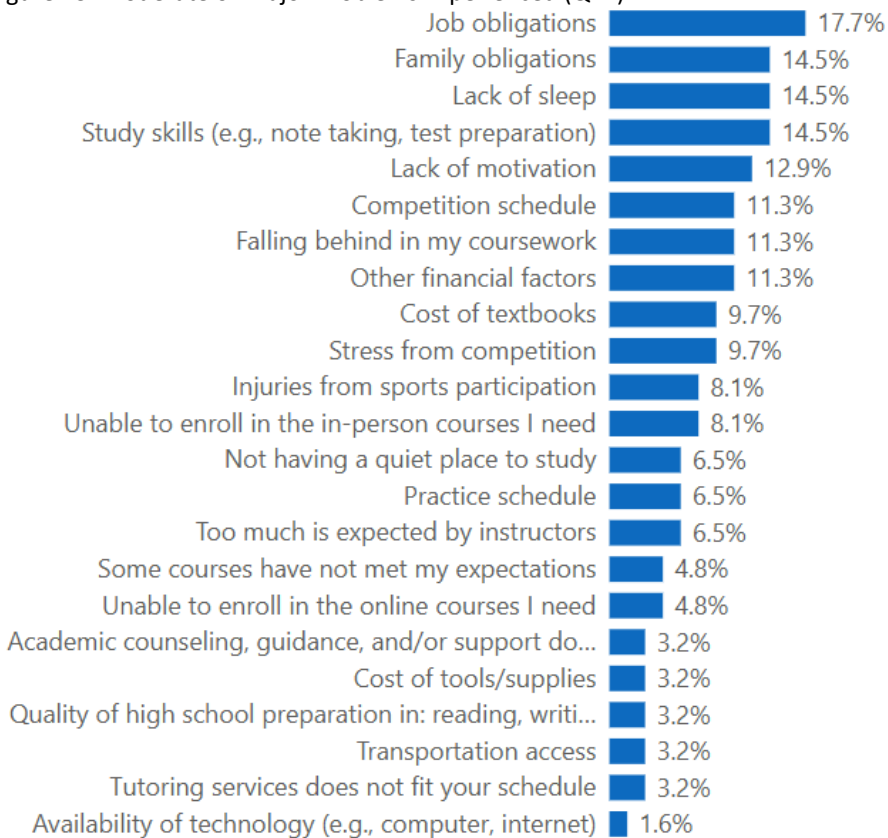
Homelessness
8% (N=5)

**Food Insecurity, Housing
Insecurity or Homelessness**
23% (N=14)

College Obstacles

Respondents were asked to identify problems they faced in reaching their academic goals from a list of problems. Respondents could indicate if the problem was not applicable, not a problem, a minor problem, a moderate problem, or a major problem. The figure below ranks the problems based on the percentage of respondents who reported each as a moderate or major issue.

Figure 13. Moderate or Major Problems Experienced (Q21)



College Endorsement

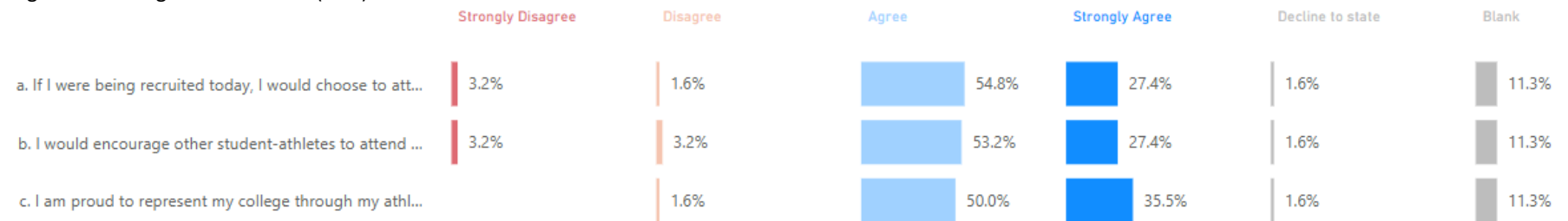
A majority of respondents (over 80%) endorsed their college athletics program. This percentage may be lower due to the high percentage of respondents who chose to skip this set of questions (11% of respondents); this section was towards the end of the survey. The highest percentage of agreement (86%) was to the statement that they would be proud to represent their college through athletic participation.

Agreement Ratings

Respondents were asked to rate their agreement with statements about their endorsement of their college athletics program. Those statements were:

- If I were being recruited today, I would choose to attend this college again.
- I would encourage other student-athletes to attend this college.
- I am proud to represent my college through my athletic participation.

Figure 14. College Endorsement (Q22)



Open-Ended Feedback: Athletic Facilities/Equipment

Positive Feedback

Some illustrative quotes are shared below.

Harbor

- “Good equipment”
- “Everything is good and reliable for all student athletes here.”
- “I love this place”

Areas in Need of Improvement

To reduce the identifiability of students’ responses, particularly in the case where only a few respondents from their college/team completed the survey or where their affiliations with multiple sports and/or colleges is recognizable, critical feedback has been summarized by theme. Additionally, more feedback related to this topic can be found in response to Question 23, “Do you have other thoughts you would like to share about improving the student-athlete experience at your college?”

Harbor

- Request for sand volleyball courts on campus (N=2)
- Need more track and field equipment, including more steeples and blocks (N=2)
- Unclear suggestion for more support (N=1)

Open-Ended Feedback: Coaches/Athletic Staff

Positive Feedback

Some illustrative quotes are shared below.

Harbor

- “amazing, flawless coaching, caring”
- “great staff”
- “[Name] and [Name] were very great with helping me improve my volleyball skills indoor, and learn a new sport (beach volleyball) and advance in a short span of time with the available resources we were provided!”
- “Thank you for being awesome and keep doing what you’re doing!!!”
- “They’re GREAT!!!”
- “very good and care about overall being of players”
- “Coach [Name] is awesome”
- “Good coaches”
- “I greatly appreciate my coaches support throughout this journey”
- “My coaches are the most hardworking and passionate, I have become a better athlete and person while under their wing.”

Areas in Need of Improvement

To reduce the identifiability of students’ responses, particularly in the case where only a few respondents from their college/team completed the survey or where their affiliations with multiple sports and/or colleges is recognizable, critical feedback has been summarized by theme. Additionally, more feedback related to this topic can be found in response to Question 23, “Do you have other thoughts you would like to share about improving the student-athlete experience at your college?”

Harbor

- More funding for “Champs Snacks” for cross county athletes (N=1)
- Environment created by softball staff was unhealthy and negative (N=1)
- Softball coaches need to respect personal boundaries and not comment on player’s personal life when it does not impact performance (N=1)
- More funding for “Champs Snacks” for Track & Field athletes (N=1)

Open-Ended Feedback: Other Comments

Respondents were asked if there were any additional comments that they wanted to share about improving the student-athlete experience at their college. Those themes are shared below.

Areas in Need of Improvement

To reduce the identifiability of students' responses, particularly in the case where only a few respondents from their college/team completed the survey or where their affiliations with multiple sports and/or colleges is recognizable, critical feedback has been summarized by theme.

Harbor

- Sports medicine staff support needs to be equitably shared among sports (N=1)
- Athletics staff, including trainers and sports medicine staff, need to improve trust with student-athletes that they will not misunderstand the students' medical situation and wrongly prevent them from playing (N=1)
- Improve accessibility of mental health support, specifically a sports psychologist (N=1)
- Add beach volleyball courts (N=1)
- Add a beach volleyball team (N=1)
- Provide more food and snacks to the Cross Country team (N=1)
- Provide more food and snacks to the Track & Field team (N=1)
- Study hall requirements should be reduced for student-athletes with high GPAs (N=1)
- Study hall hours added strain for student-athletes who are balancing work, school, and athletics (N=1)
- Athletics staff should consider that some student-athletes study better at home (N=1)

Positive Feedback

Some respondents used this question as an opportunity to share positive feedback. Some illustrative quotes are shared below.

Harbor

- "I like my coaches, athletic director, and staff they make my college experience even better."