



Part I: Follow-up Assessment Report Template

Date of Follow-up Report Submission:

Name of Department / Unit: Student Affairs-Athletic Academic Advising

Name of Contact Person:

Name of Person(s) Completing Follow-up Report:

I. Follow-Up on Last Year's Assessment Report Recommendations

Our 2019-2020 Assessment Recommendations provided the Athletic Academic Advising team (AAA) with a road map for planning a successful 2020-2021 academic year for our student-athletes. Athletic teams returned to competition and therefore, regimented, and mandatory practice and playing schedules resumed and filled a great deal of their time. Student-athletes did have to manage stops and starts to their seasons due to the pandemic, but the AAA staff remained a consistent supporter of such change.

The first conclusion made from our 2019-2020 assessment report was that AAA needed to continue to have a space during the pandemic for student-athletes to study, meet, and participate in student-athlete development programming, just as they did when on campus. Therefore, we created a AAA virtual office to meet these needs that was open during regular office hours with AAA staff present. Any one-on-one meeting a student-athlete had with an advisor or other events planned for student-athletes were held in the AAA Zoom Office. All student-athletes and staff became familiar with the zoom link and knew that a familiar face would greet them at the virtual front desk upon their entry.

Second, our AAA staff concluded from our report that we needed to have multiple opportunities to allow our student-athletes to spend time with one another remotely as they did when on campus at the Sullivan Athletic Center. Therefore, we moved forward with a full calendar of events open to all student-athletes as well as study table sessions and both group and individual tutoring. Our interactive programming was created with the recognized need to support the holistic development of our students, as they tried to navigate the effects the pandemic had on their athletic, academic, and personal lives.

This programming encompassed both Build-Your-Blueprint (professional and career development events) and Take Care DePaul Athletics (health and wellness initiatives). Student-athletes could attend something in AAA's remote office almost every week that covered academic, athletic, and personal wellness needs.

The AAA staff frequently met to evaluate how our team was doing in serving the student-athletes in all areas of their college experience at DePaul. We believe we offered our student-

athletes comprehensive assistance that would give them the best chance to succeed under difficult circumstances and everyone adjusted to a new way of learning.



Part II: Annual Assessment Report Template: Learning
Academic Year: 2020-2021

Date of Report Submission: July 2, 2021

Name of Department: Athletic Academic Advising

Name of Contact Person: Terri Sullivan

Name of Person(s) completing report or contributing to the project: Terri Sullivan and Emmy Sehmman

I. Abstract

This assessment project explores how wellness check-ins, as part of the Student-Athlete Development program, positively aid student-athletes with their athletic, academic, and interpersonal successes. The goal of these check-ins was for student-athletes (SA's) to understand the importance of holistic wellness.

An internally created short answer learning survey was distributed to all participating students at the completion of check-ins. Results found that SA's who attend wellness check-ins at DePaul can articulate the importance of personal wellness for athletic, academic, and interpersonal success. our specified learning outcomes, regardless of age, race, or gender. Our specific questions did not allow us to gather knowledge on what topics are needed moving forward other than the basics of nutrition, sleep, relationships, etc. that were offered in our programming this year. For the 2021-2022 academic year, AAA will ask students for their feedback to explore what topics may be most interesting and important in the future.

II. Assessment Question

To what extent are Student-Athletes able to articulate the importance of personal wellness for athletic, academic, and interpersonal success after participating in wellness check-ins throughout the academic year?

III. Introduction & Context

Project Overview

The project consisted of evaluating the knowledge a student-athlete gains in the area of wellness from participation in Student-Athlete (SA) Development Check-Ins. The specific topics of the 30-minute wellness check-ins were: Sleep Health, Covid Q and A, Stress and Anxiety, Mental Health, and Healthy Relationships.

Learning Outcomes Assessed

Students who participate in activities and services that support holistic student-athlete development will be able to articulate the importance of personal wellness for athletic, academic, and interpersonal success.

Context for This Year's Report

The objective of this unit was to provide holistic experiences involving athletic, academic, and interpersonal wellness during their time at DePaul during a Global Pandemic. The goal of the University and the Division of Student Affairs is to create an inclusive and engaging environment for all students, exposing them to campus divisions and resources that may be helpful during their time at DePaul. AAA collaborates frequently with other campus departments to best support our student-athletes. In the previous two academic years, SA attendance at three wellness check-ins was mandatory, however, enthusiasm to participate in online events declined throughout the year as students were required to spend more time online in all facets of their academic lives. Our overall goal is to determine what changes need to be made in order to make SAs feel most comfortable and included during their time at DePaul. By analyzing attendance and understanding through our SA Development Programming, we can see what changes may be necessary to complete our goals.

IV. Data Collection & Methodology

Population and Sample

Our population included all student-athletes who chose to attend a remote wellness check-in for the 2020-2021 academic year. Due to added stresses of online learning it was not mandatory for SA's to attend check-ins (normally a program requirement). 85 students attended the check-ins this year out of 217 total student-athletes. The demographics collected in the post check-in survey were Race, Gender, Sport Participation, and Year in School.

Data Collection

AAA collected data via an internally developed, online learning survey administered via Qualtrics. We asked students to provide their Student ID numbers to avoid disclosing students' names, but still allow us to compile demographic data. The learning survey included four open-ended questions that related to the knowledge students gained from a wellness check-in and their ability to apply that knowledge to their life as an athlete, student, and person overall (*see appendix a*). This learning survey was designed specifically for this assessment project and distributed to students after each wellness check-in. Scott Tharp, Assessment and Effectiveness Specialist in the Division of Student

Affairs, helped AAA create the tools used to collect data for this project. The survey was available online until the last day of the Spring Quarter Exam Period, June 11th, 2021.

Data Analysis

Data was analyzed by Emmy Sehmman and Terri Sullivan using an analytic rubric. This rubric had five domains. The five domains were scored across three rating levels: Does Not Meet, Meets, or Exceeds Expectations to identify two or more elements of health and wellness (*see appendix b*).

Participant Consent

Student participation in the project was optional and students were able to stop completing the learning survey at any time. Students were directed to include their ID numbers in the survey to gain relevant information on their race, gender, age, and sport. Survey results were analyzed by Emmy Sehmman and Terri Sullivan.

V. Data & Findings

Response Rate and Demographics

A total of 28 students participated in the project out of 85 students who received the learning survey, resulting in a 33% response rate. Of the students who participated in the project, most of them were in their first (n=7) or second (n=8) years. There was a total of 4 third year students, 7 fourth year students, and 2 Fifth Years. Additionally, the majority were female (n=22) and identified as White (n=13). The highest response rate came from students participating on the women's basketball team (n=11) and women's soccer team (n=6). Exact demographics can be found in Appendix C.

Key Findings

Overall, 17 out of 29 student athletes successfully demonstrated learning per our learning outcome. 27 student athletes successfully knowledge of personal wellness topics. 22 students were successfully able to apply health and wellness to their experience as a student-athlete. 14 of those students exceeded expectations, 8 students met expectations, and 6 students were below expectations. Applying these same principles to their role as a student, 15 exceeded expectations, 5 met expectations, and 8 were below expectations. This means that only 20 students demonstrated learning overall in this realm. In terms of a student's personal wellness 11 exceeded expectations, 8 met expectations, and 9 were below expectations. Per the learning expectations, 19 students were successful in this task overall.

When reviewing these findings but also including the overall success of participants in each of the surveyed questions, we see lower margins of learning. 11 participants did not

meet learning expectations, but the majority did well in overall knowledge as a student-athlete, with a 79% success rate. As a student there is a 71% success rate of meeting learning expectations and as an individual there is a 68% success rate.

Aside from the 17 students who demonstrated learning in all four leaning domains, 3 students successfully demonstrated learning in 3 of the 4 domains, 4 students in 2 out of the 4 domains, 3 students demonstrated learning in only 1 and only one student completely got all 0's.

When exploring how many students successfully completed learning based on race, 9 out of 13 white students demonstrated learning and 4 were below. Students of color demonstrated 57% of learning overall while students who are white demonstrated 69%.

Out of 22 female students and 6 male, 14 females are meeting expectations and 8 are below. 4 males met or exceeded expectations and 2 were below.

When studying student responses defined by grade-level, there are 15 lower and 13 upperclassmen. 9 lowerclassmen met or exceeded learning expectations, and 6 were below. 8 upperclassmen met or exceeded the learning expectations, and 5 were below.

Program Level Learning Outcome	Number of Students Assessed	Number of Students with Acceptable or Better Performance
Students who participate in activities and services that support holistic student-athlete development will be able to articulate the importance of personal wellness for athletic, academic, and interpersonal success	28	17

Success was determined if students met or exceeded expectations by a) identifying 2 or more components of health and wellness and b) applying the importance of their own health and wellness in all three the categories of athletic, academic, and interpersonal success.

VI. Discussion & Interpretation of Findings

One of our goals in AAA, as stated in the Program Area Learning Outcomes for our unit, is to support the holistic development of our student-athletes. We strive to create relevant and specific student-athlete development programs that will best serve the needs of our current population. After looking at our findings, we only see a 60% rate of learning overall. A general threshold of success should be close to 80%. This specific outcome does not meet our goal but is not surprising because our wellness check-ins were focused more on content than application and interpretation. The wellness check-ins have room for improvement, specifically applying knowledge of health and wellness to student-athletes' personal wellness and academics.

When we look at the four learning domains and overall learning, we see that students are not failing to meet learning expectations completely. Of all the students who only met expectations in a single survey question, each one got the exact same question correct, which was being able to demonstrate knowledge of at least 2 health and wellness components. Students who answered two questions that met expectations were still consistently not able to show examples of applying wellness to themselves as a person, reinforcing that we need to focus more on this area of holistic development. For students only missing one question, they are consistently missing it when applying wellness to their experiences as a student. This informs us that students are not focusing as much on their academic or personal wellness as they are on their athletic wellness.

Reviewing our findings on race, gender, and grade-level we discovered that race had a significant effect on overall learning. A 12% difference in learning is notable between the two, but in raw numbers, it is quite small due to our limited response rate. We do not see any recognizable differences due to gender or grade-level.

VII. Recommendations and Plans for Action

Recommendations

The first recommendation we have for our wellness check-ins is to invest more time or be more explicit in how we can teach student-athletes to focus on their health and wellness in each of our three categories: academically, athletically, and personally. We are committed to re-examining the curriculum and reviewing the check-ins for explicit application to all three aspects because we believe it will increase our overall success rate.

We are also committed to meeting the needs of our entire population of students. Although it was a small response rate, we will continue to focus on learning differences and the needs of our student-athletes based on all demographic data: gender, race, grade-level, sport.

Being remote we found it difficult to authentically engage all students in the wellness check-ins and therefore are committed to discovering creative ways to drive participation in the workshops.

Action Plan

We received approval from the athletic administration and coaches to implement the mandatory component once again for the wellness check-ins (this was required all but last year).

Wellness topics for the 2021-2022 academic year will be determined by September 10th, 2021.

Sharing the results

Results can be shared with students through a mass email and on D2L, a SA portal where upcoming events and class information can be found.

Our AAA Staff will meet September 7th to review and discuss recommendations based on our data trends to schedule the 2021-2022 Student-Athlete Development programs.

We will follow the timeline the University and Student Affairs has for sharing assessment project findings.

VIII. Appendix

Appendix A



Throughout this past year AAA has provided opportunities for student-athletes to learn about and reflect upon the importance of health and wellness as an athlete, student, and person in general. Take a moment now to reflect on various elements of health and wellness and answer the following questions:

Please enter your student ID:

Please identify **and** describe/define at least two elements of health and wellness that are important for student-athletes. Please be explicit in your response.

Based upon the elements of health and wellness discussed above, explicitly explain how important they are to your life as a) an athlete, b) a student, and c) a person overall. Please provide at least 2 sentences for each response below:

...as an athlete

...as a student

...as a person overall

Appendix B

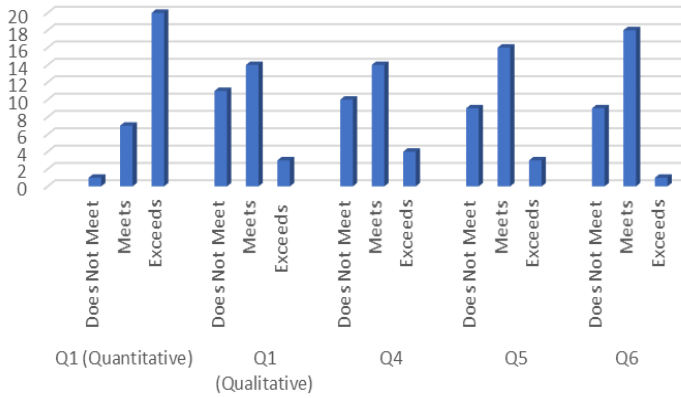
	Below	Meets	Exceeds
Q1: # Health & Wellness Identified (*only things that matter-Check-Ins: Quantitative)	Identifies 0 or 1 elements of health and wellness	Identifies 2 elements of health and wellness	Identifies 3+ elements of health and wellness
Q1: Accuracy of health and wellness components (Qualitative)	Explicitly providing a simplistic what and why for only 1 element of health and wellness OR providing a simplistic what OR why	Explicitly providing a simplistic what and why for both elements of health and wellness	Explicitly providing a detailed what and why for both elements of health and wellness
Q2 (Athlete):	Either does not incorporate one of the elements above OR one elements & provides an incomplete explanation	Incorporated at least one of the elements listed above AND provided a generic explanation	Incorporated at least one of the elements listed above AND provided a personalized explanation
Q3 (Student):	Either does not incorporate one of the elements above OR one elements & provides an incomplete explanation	Incorporated at least one of the elements listed above AND provided a generic explanation	Incorporated at least one of the elements listed above AND provided a personalized explanation
Q4 (Person):	Either does not incorporate one of the elements above OR one elements & provides an incomplete explanation	Incorporated at least one of the elements listed above AND provided a generic explanation	Incorporated at least one of the elements listed above AND provided a personalized explanation

Appendix C

Year		
	1st	7
	2nd	8
	3rd	4
	4th	7
	5th	2
Gender		
	Male	6
	Female	22
Race		
	Black/African American	4
	Non-Resident Alien	1
	Hispanic/Latino	3
	Asian	1
	White/Non-Hispanic	13
	Two or more races	6

Sport		
	W Basketball	11
	M Basketball	0
	W Soccer	6
	M Soccer	0
	M Golf	1
	M Tennis	1
	W Tennis	2
	M Track & Field/CC	3
	W Track & Field/CC	0
	Softball	3
	Volleyball	1
Invited	Participated	
85	28	

Data Response Efficiency



Demographics

