



**Annual Assessment Report Template**  
Academic Year: 2014-2015

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**Name of Department:** AAA

**Name of Contact Person:** Kate O'Brien

**Name of Person(s) completing report or contributing to the project:** Kate O'Brien  
Jill Hollebeak  
Andrea Mosher-Childress  
Richie Fugiel

## **I. Abstract**

Because of the unique challenges student-athletes face, including demands on time and energy, finding ways to grow professionally in college through career development programs is critical. Transitioning from their role as student-athlete to their role as professional in their choice of career outside of sports is inevitable for most collegiate athletes. According to Harrison and Lawrence (2004), "many student-athletes who must terminate their participation experience adverse affects simply because making the transition from an athletic career to a new one can be extremely difficult" (p. 486). As such, career development programs like the one provided by AAA are essential to helping student-athletes make positive transitions to the real world. One event within DePaul's AAA career development program is Mock Interview night designed to provide student-athletes with a professional interview to help prepare them for their future professional vocations.

As such, this assessment project examined what student-athletes learn as a result of AAA's Mock Interview event. In particular, interviewers directly assessed how student-athlete interviewees relate past experience, specifically athletic examples, to potential skills used for future jobs. Likewise, student-athletes were indirectly assessed by asking how participation in DePaul Athletics Mock Interviews helped them practice articulating the transferable skills they have learned as student-athletes. Results indicate that over 80% of student-athletes are rated by interviewers as satisfactory or above on their ability to articulate transferable skills learned in athletics that can be applied to future careers. In addition, student-athletes indicate their participation in this event allows them to practice articulating such skills.

## **II. Learning Outcome Assessed**

Student-athletes who participate in AAA's Mock Interviews will practice articulating the transferable skills they learned as student-athletes.

### III. Introduction & Context

Assessing Mock Interview night is connected to the Vision Twenty18 goals specifically through objective 1a: “Focus the entire university community on student learning and success,” by strengthening the student experience and expanding learning support services. Mock Interview night, offered to our junior student-athletes, connects to this objective by providing specific programming that enhances connections between curricular and co-curricular programs and also enhancing career advising.

One *Divisional Learning Outcome* includes students gaining *Intellectual Skills and Practical Competence* surrounding career development. Practical competence of transferable skills is critical to this learning outcome. By providing specific events such as the one assessed, DePaul student-athletes are better prepared for life after college.

Finally, according to Burns, Jasinski, Dunn, and Fletcher (2013), “With regard to career development, athletes are more likely than non-athletes to face problems with career maturity, the clarity of educational plans, and adjustment to college” (p. 162). Often times, student-athletes’ career development self-efficacy (CDSE) is lower than their non-athlete peers because of the various commitments with which they are involved. Burns et al. (2013), suggest, “Fortunately, CDSE is malleable and can be increased by workshops specifically developed to help students” (p. 162). Since student-athletes may have less opportunity to develop career skills through on campus employment and internships, it is important that workshops are provided that enable student-athletes to improve their career development skills. Mock Interview night proposes to provide a time and space where student-athletes have the chance to practice articulating the transferable skills they have learned in athletics and school into their potential professional development, thus increasing their career confidence.

### IV. Data Collection & Methodology

Data was collected via surveys from the student-athletes themselves and the assigned interviewers to indirectly and directly assess their perceived learning and actual learning of transferable skills as they relate to athletics and potential career choice.

- The specific methods used to measure student learning indirectly included a qualitative survey for the student-athletes that asked specifically “how participation in AAA’s Mock Interview helped you practice articulating the transferable skills you have learned as a student-athlete?” Additionally, interviewers completed a survey that asked them to rank how the student-athlete relates past experiences, specifically athletic examples, to skills used on potential jobs that directly assessed the learning outcome. These rankings included three categories: Needs Improvement (NI), Satisfactory (S), and Excellent (E).
- All junior student-athletes who participated in Mock Interview night were assessed. This included 24 student-athletes in Winter Quarter 2015 and 12 student-athletes in Spring Quarter 2015.
- See survey for student-athletes in Appendix A and survey for interviewers in Appendix B.

How was the evidence you collected analyzed? Please explain:

- Rankings were calculated to gather the number of reported rankings including NI (n = 6), S (n = 14), and E (n = 14). Two surveys were left blank; as such these forms were eliminated from the total count (N = 34).
- Qualitative or indirect data was analyzed by examining the responses of the student-athletes participation and highlighting themes that emerged surrounding areas where student-athletes specifically spoke of transferable skills in their answers.
- AAA analyzed the direct assessment data by calculating the percentage of each ranked category.
- Acceptable performance was determined if a student-athlete was ranked in the “S” (Satisfactory) category or above.
- Informed consent was not obtained for this project as we do not intend to publish results.
- Anonymity was protected as student-athletes submitted their results to AAA randomly and no names were used. In addition, interviewer results were kept in a secure space in AAA.

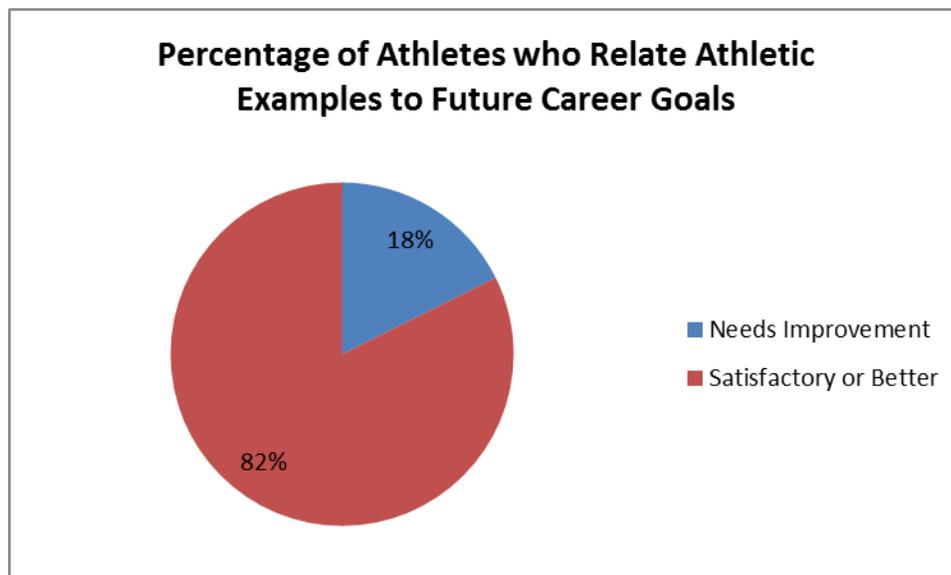
## V. Data & Results

- For the direct quantitative assessment, the total number of interviewers was 36, of which 34 evaluated the student-athletes on the proposed question for a response rate of 94%. In regards to the indirect assessment, of the 36 student-athletes who participated in the event, 21 answered the qualitative question about their transferable skills, for a response rate of 58%.
- 36 student-athletes in their third year participated in this assessment.
- While 21 of the student-athletes responded to the qualitative survey question, four quotes stood out as exemplifying the experience of Mock Interview night. These quotes include:
  - Mock Interview night “helped me work on verbalizing the skills I’ve learned as a student-athlete and put those into tangibles that would be beneficial for a company.”
  - Through Mock Interviews, “I was able to practice playing up my leadership skills and use my experiences as tangible examples to my answers.”
  - This event “allowed me to recognize my strengths as an athlete and how these apply to the real world.”
  - Through this event, “I came to the realization that my athletic endeavors very much apply to (my future career) and should not be underplayed.”

In the table below the primary learning outcome is listed along with the number of student-athletes assessed and the number of student-athletes with acceptable or better performance.

Learning Outcome	Number of Students Assessed	Number of Students with Acceptable or Better Performance
Student-athletes who participate in AAA’s Mock Interviews will practice articulating the transferable	36	28

skills they learned as student-athletes.		
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## VI. Discussion & Interpretation of Results

Evidence from this assessment indicates that the learning outcome of practicing articulating the transferable skills they learn as student-athletes is occurring. Direct and indirect evaluation suggests that student-athletes are learning, through practice situations like Mock Interview night, how to express the skills they have learned as a result of their experiences as student-athletes and are able to apply these transferable skills to potential career situations in a Mock Interview situation.

- As a result of qualitative analysis, 3 themes emerged highlighting that student learning is taking place as a result of the Mock Interview event. These themes include:
  1. Recognition (of transferable skills), i.e., Mock interviews “allowed me to recognize my strengths” (student-athlete response).
  2. Tangible/Practical implications of such knowledge; i.e., “I was able to practice playing-up my leadership skills and use my experiences as tangible examples to my answers” (student-athlete response).
  3. Connection between athletics and other contexts such as careers or graduate school; “My athletic endeavors very much apply to my career endeavors” (student-athlete response).
- Quantitative direct analysis also proved to be important. Key findings include the following:
  - Overall, student-athletes grade the program as positive with 34 student-athletes ranking the overall program grade as an A and one as a C; one student-athlete did not grade the event.

- Likewise, all of the student-athletes surveyed believe this event should continue to be required for student-athletes in their 3<sup>rd</sup> year and found the experience beneficial.
- More than 80% of student-athletes were able to satisfactorily relate athletic experiences to potential career experiences.
- More than 80% of student-athletes were able to satisfactorily articulate transferable skills learned as a result of their experiences as student-athletes to potential job interviews.
- Less than 18% of those who participated in this event need improvement with articulating transferable skills as related to career development and athletic participation.

As a result of this assessment, AAA reaffirmed that Mock Interview night is an important component of Life Skills programming. However, because there are a small number of junior student-athletes, it is difficult to generalize broadly about outcomes of this assessment. In addition, direct assessment measurements were not explained thoroughly to interviewers ahead of time as a result of project timing and understanding of proposed assessment. Despite these limitations, this project validates the need for continued career development programming for student-athletes on college campuses.

As student-athletes are a part of the larger student body, continued support of their career needs, and all students' career needs, is important for Student Affairs educators. Likewise, the continued need for connection to and partnership with various areas like the Career Center can provide support for developing career competence amongst a variety of students, including student-athletes. Finally, continued encouragement from coaches and advisors for our student-athletes to attend career events and practice articulating transferable skills will enable confidence building that is an invaluable part of career development in university settings like DePaul.

## **VII. Recommendations and Plans for Action**

- Results of this assessment will be shared with the Division of Student Affairs and the Athletic Department via dialogue in meetings and a poster board presentation as well as with the Academic Subcommittee of the University Athletic Board.
- Career development is an important component of the college experience for all students, including student-athletes. Continuing to partner with the Career Center and other departments that help students reach their full potential on and off the field of play is critical to Life Skills programming in AAA specifically and the university overall.
- While the majority of student-athletes successfully articulated their transferable skills, about 17% need improvement doing so. While time is the major barrier for programming, finding unique and creative ways to reach those students who still need assistance in this area will continue to be an important component of AAA's career development programming. Action plans will include encouraging coaches to help reinforce with student-athletes the importance of participation in multiple career development events, such as the Sophomore Career Day, as recommended by the Athletic Department and AAA. More exposure to practice can help student-athletes continue to develop their interview and career skills. Continued partnerships between the Career Center, AAA and

Athletics can help continue the strong foundation we are trying to build for our student-athletes' transition from college to the real world.

## Appendix A

### Mock Interview Review

Overall Program Grade:    A\_\_\_\_\_    B\_\_\_\_\_    C\_\_\_\_\_    D\_\_\_\_\_    F\_\_\_\_\_

Did your interviewer provide you with feedback on your résumé and interviewing skills?

Yes                  No

Did you find this experience beneficial?

Yes                  No

Is this something you think should be mandatory for all juniors?

Yes                  No

What was most helpful?

Are there any topics you wish to have covered in future Life Skills Programs?

Yes                  No                  If Yes, what topics:

What could AAA do to improve the program?

How did participation in AAA's Mock Interviews help you practice articulating the transferable skills you have learned as student-athletes (transferable skills = skills you have learned as a student-athlete that apply to other areas of life - i.e. team work, time management, leadership etc.)?

### Appendix B

## Mock Interview Critique Sheet

Interviewer: \_\_\_\_\_

Interviewee: \_\_\_\_\_

Date: \_\_\_\_\_

*Rating Key - NI: Needs Improvement, S: Satisfactory, E: Excellent*

FIRST IMPRESSIONS/IMAGE & APPEARANCE	NI	S	E
Submits an updated, targeted and professional looking resume prior to the interview			
Brings an additional copy of resume to the interview			
Expresses optimism and energy in initial greeting; offers a solid handshake			
Well groomed, has good hygiene and is appropriately dressed			
Smiles and speaks clearly and distinctly; words are not mumbled			
Additional comments...			
NONVERBAL BEHAVIOR/BODY LANGUAGE	NI	S	E
Demonstrates professionalism; sits squarely in chair; has good posture			
Demonstrates openness and receptiveness; open position (arms are not crossed)			
Demonstrates interest and enthusiasm; leans slightly forward; uses facial expressions			
Demonstrates confidence and attentiveness; maintains good eye contact			
Maintains poise; appears relaxed; doesn't shift and fidget excessively			
Additional comments...			
VERBAL COMMUNICATION/KEY INTERVIEW CONTENT	NI	S	E
Responds with concise, organized and well thought-out answers			
Articulates ideas clearly and uses proper grammar and appropriate vocabulary			
Demonstrates research and understanding of the desired career and position			
Demonstrates self awareness of work values and personal motivators			
Illustrates strengths and skills through specific examples			
Relates past experiences specifically athletic examples, to skills used in the job			
Avoids flat "yes" or "no" answers			
Discusses a weakness honestly but neutralizes it by explaining steps taken to improve			
Asks appropriate questions about the job			
Additional comments...			
CLOSING THE INTERVIEW	NI	S	E
Inquires about timeframe and next actions to be taken			
Thanks interviewer by name and acquires appropriate contact info. for follow-up			
Additional comments...			
BASED ON AN OVERALL IMPRESSION OF YOUR INTERVIEW <i>(Please check one)</i>			
You're hired!			
You may get the job, but you haven't edged out the competition yet!			
You need more practice and preparation before going on job interviews.			
Additional comments...			

### References

- Burns, G. N., Jasinski, D., Dunn, S., & Fletcher, D. (2013). Academic Support Services and Career Decision-Making Self-Efficacy in Student Athletes. *Career Development Quarterly*, 61(2), 161-167. doi:10.1002/j.2161-0045.2013.00044.x
- Harrison, C. K., & Lawrence, S. M. (December 01, 2004). Female and Male Student Athletes' Perceptions of Career Transition in Sport and Higher Education: A Visual Elicitation and Qualitative Assessment. *Journal of Vocational Education and Training*, 56, (4), 485-506.