



**Annual Assessment Report: AAA**  
Academic Year: 2016-2017

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**Part I: Follow-Up on Last Year's Assessment Report Recommendations**

Last year AAA assessed part of our career development program. Specifically, we assessed the Junior Year Mock Interview Night Program. Alumni, faculty and staff interviewers assessed our student-athletes' (SA) readiness for the interviewing process. As a result of this assessment, AAA learned that our SAs have many skills that they can transfer to their careers and job search strategies. However, we also learned SAs need more practice when it comes to follow up questions encountered in the interview process. As such, during this year's event, we "coached" athletes through this process. In follow up meetings with the SAs, advisors also reviewed this skill and addressed this specific task. Over the past year we have maintained our relationship with the career center and also partnered with them on life skills workshops that were put on by AAA throughout the year that included resume workshops, social media and branding presence and LinkedIn training. One of the newest graduate assistants in AAA completed a training on DePaul's job networking site, Handshake. Overall, however, results indicated that over 95% of SAs were rated as "meets expectations" or above on their ability to articulate transferable skills learned in athletics that can be applied to future careers. In addition, SAs indicated their participation allowed them to practice articulating such skills.

**Part II: Report on This Year's Assessment Project**

**I. Abstract**

Student athletes (SA) face significant time demands, however, identifying privilege and position within their community is an important learning outcome.

This assessment examined what SAs learned about privilege and the importance of service within the community after participating in the 'Bring the Blue' Blanket Drive, serving students at St. Vincent DePaul Center and attending lectures in Chicago Explore Class discussing these topics.

After participating in each activity, SAs were asked to identify their privilege, expectations placed upon them as a student-athlete relating to their responsibility to participate in community service activities, and plan of action through essay questions on the final exam for their Explore Chicago class.

Results indicate that 88% of first year SAs (N = 52) understand privilege, expectations and responsibilities, as well as action steps that come with their SA role. All SAs met or exceeded expectations on how their status connects to responsibilities within the community.

## **II. Assessment Question**

As a result of participating in AAA's Life Skills program Student-Athlete orientation and Explore Chicago specific activities consisting of the 'Bring the Blue' Blanket Drive, serving students at St. Vincent DePaul Center and attending the Explore Chicago lecture with Athletic Department Chaplain during Explore Chicago Class, to what extent do first year, SAs learn about their privilege as a DePaul University SA and the importance of service within the community?

## **III. Introduction & Context**

### **Project Overview**

The Division of Student Affairs is often focused on persistence and retention. The literature suggests service can assist in improved student learning (Prentice & Robinson, 2010). Many of the AAA programs focus heavily on academic and career oriented learning and assistance, but service is required of all student-athletes. Teams and SAs participate in a variety of different service activities each year as part of the Life Skills Programming in AAA as well as with individual teams, and all freshman SAs participate in three specific service activities overseen by AAA through Student-Athlete Orientation and Explore Chicago Class. As such, having students reflect upon their learning through service may further our understanding of their experiences, learning and persistence.

This assessment looks at the value of service to the SA experience through participation in AAA's Life Skills program and the service learning components of Student-Athlete orientation and the Explore Chicago Class. One of the goals of the Life Skills program is that SAs are able to identify their privilege and how it relates to the expectations that come with it of service within the community. Though the specific activities in the first year programs put on by AAA are only a small part of service learning opportunities, the extent to which student-athletes are able to understand and identify their privilege and the expectations of service given their positions as SAs at the University is important information to have when determining requirements and value of the service component throughout the SA experience. Assessing first year students who participate in AAA programs service opportunities attempts to learn how much SAs know or have learned about privilege expectations and status.

### **Learning Outcomes Assessed**

#### ***Departmental Learning Outcome Statement***

SAs who engage in Athletic Academic Advising's Life Skills programs and services will apply the leadership and teamwork skills learned through athletic involvement to their academic, personal, and professional lives.

### ***Programmatic Learning Outcome Statement***

SAs who utilize Athletic Academic Advising's Life Skills programs and services will recognize the value of their SA experience.

### **Context for This Year's Report**

With the goals of persistence and retention as a main focus within the Division of Student Affairs and AAA, examining ways to achieve this objective are critical. Much of the current literature suggests service can help enhance student learning (Prentice & Robinson, 2010). When students are learning and connected to their communities, they have a greater likelihood of persisting in college. Because Prentice and Robinson (2010) argue there may be a correlation between Community Service Learning and improved "personal awareness, increased social awareness, and improved student learning outcomes that are all rooted in learning conditions that ultimately engage and retain students in post-secondary institutions" (p. 3), this is a significant objective for DePaul University SAs. Therefore, providing students the opportunity to reflect upon their learning through service opportunities, may offer a chance for each to further his/her learning and also persist.

Additionally, this assessment is connected to DePaul University's Vision Twenty18 goals specifically through Goal 3: "Strengthen our Catholic and Vincentian Identity", as well as Objective 3a: "Elevate our distinctive Catholic and Vincentian identity across the university" and "Expand curricular and co-curricular opportunities for interfaith/interreligious engagement and learning" ([www.depaul.edu](http://www.depaul.edu)).

Finally, understanding privilege as it relates to the SA role is not only an important goal of AAA's life skills program overall, but also an important outcome of specific activities within the life skills program. As such, this assessment helps provide a clearer perspective on how SAs understand privilege and its impact on the broader community.

## **IV. Data Collection & Methodology**

### **Population and Sample**

SAs come from varying backgrounds with diverse demographics and intersecting identities. However, with their SA identity comes inherent privilege that is important to understand as they navigate the larger University community. As such, studying SAs' perspective on their privilege is an important aspect of assessing programs within AAA that seek to help SAs understand privilege. Because of the importance of this topic, assessing first year students within the confines of the specific activities within the larger programs that AAA provides allows for the opportunity gauge the extent from this group has an understanding of their privilege. The results of the assessment can be used in decision making in order to provide further programming throughout the SAs' tenure as they matriculate through the University. Therefore, all first year SAs who were enrolled in Explore Chicago: Socioeconomic Impact of Sports (2 sections), were invited to participate (N=52). The following provides more specific details:

- a. First year SAs enrolled in Explore Chicago: Socioeconomic Impact of Sports (2 sections—N=52), were assessed.
- b. The total population included 52 SAs in their first year at DePaul University.
- c. 28 SAs identifying as females and 24SAs identifying as males were assessed.
- d. The 52 SAs assessed were enrolled in Explore Chicago: Socioeconomic Impact of Sports (2 sections) and were in their first year at DePaul University making it a group who had attended Student-Athlete Orientation, specifically the ‘Bring the Blue’ Blanket Drive, and also were enrolled in the Explore Chicago Class where specific activities included serving students at St. Vincent DePaul Center and attending the lecture with Athletic Department Chaplain on service learning.

### **Data Collection**

Data collection methods involved the following:

- a. Analyzing reflection papers (see appendix a) assigned in class.
- b. These methods were assigned as a mandatory reflection paper for class (prompt in Appendix A) that was turned in during Week 8 of Fall Quarter.
- c. The rubric was created specifically for this project by the AAA staff with help from the Student Affairs Assessment Coordinator.

### **Data Analysis**

The analysis methods included an initial read of the reflection papers and an assessment using the rubric created for this assessment.

- AAA staff analyzed the data. Accurate knowledge of privilege is based off AAA’s understanding and experience with privilege as it relates to SAs and the service expectations of SAs within the community. 52 papers were distributed amongst AAA staff and individually coded. Therefore each staff member’s expertise was used to complete the rubric.
- Each essay was read initially and then analyzed by AAA staff and evaluated using a rubric (see appendix b) that included needs improvement, meets expectations and exceeds expectations in four areas. These four areas were:
  - 1) Knowledge of privilege
  - 2) Accurate identification of expectations and responsibilities for community service
  - 3) Connecting SA role to the expectations and responsibilities for community service
  - 4) Relevant action toward service (Action plan for service participation)
- Acceptable performance was defined by AAA staff after comparing specific elements of the first year SA’s reflection to a rubric designed to assess knowledge of privilege. AAA staff analyzed answers to specific prompts for the reflection and determined if first year, SAs were able to identify privilege in various categories. First year SAs knowledge of their privilege was assessed in four separate categories. If the first year SA identified the

required number of elements of privilege as designated by AAA staff for each prompt, they were said to have met expectations and earned a score of 1 on the rubric for the category. If they offered additional elements in a category, they were said to have exceeded expectations earning 2 points on the rubric for the category. If they were unable to identify the required number of elements in a category, they were said to need improvement earning 0 points on the rubric for the category. A first year SA was said to meet expectations overall with a score of four units on the rubric and scoring at least one unit in each individual category.

- See attached rubric in Appendix B.

### **Participant Consent**

By completing the assessment essay, students agreed to participate in the assessment. This was verbally articulated prior to the assessment. The students had the option to not participate in the assessment by not returning the essay to AAA. SAs were informed that their answers would be used for this assessment project, and their grade was based off completion and participation in the assignment.

In addition to gaining consent, once completed, evaluations were kept in a locked office cabinet and a password locked computer.

## **V. Data & Findings**

### **Response Rate and Demographics**

All 52 first year SAs enrolled in AAA’s Explore Chicago class participated for a 100% response rate. The group included SAs from every team and was comprised of 28 SA who identified as female and 24 who identified as male.

### **Key Findings**

Forty-six (88%) first year SAs exhibited they understand their privilege, expectations and responsibilities associated with being a SA. The remaining 6 (12%) need improvement. Additionally, with a maximum total of 8 units the average SA total response was 6.23 (Appendix C.)

<b>Program Level Learning Outcome</b>	<b>Department Level Learning Outcome</b>	<b>Number of Students Assessed</b>	<b>Number of Students with Acceptable or Better Performance</b>
SAs who utilize Athletic Academic Advising’s Life Skills programs and services will recognize the value of their SA experience.	SAs who engage in Athletic Academic Advising’s Life Skills programs and services will apply the leadership and teamwork skills learned through athletic involvement	52	46

	to their academic, personal, and professional lives.		
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## VI. Discussion & Interpretation of Findings

- Of the six SAs who needed improvement, one met the requirement with a score of 4, but also received a score of 0 in one or more categories. The remaining five scored one or below in each category.
- Only six SAs received a score of zero in any category and a total of 12 (~7.69%) scores of zero out of 208 possible scores were given. 196 (~92.30%) of the scores at least Met Expectations (1 or above) and the majority 128 (~61.54%) Exceeded Expectations (2). 23(~44.23%) of the possible 52 SAs achieved the maximum total score of 8 units and the lowest total score was 2 which was given to 5(~9.52%) SAs (Appendix D.)
  - Most first year SAs are successfully able to identify their privilege as an SA and expectations associated with their SA role.
  - With little experience of the SA life, we expected overall results to be lower.
  - The results indicate the process of evaluating “understanding” is difficult and an adjustment of the process could be warranted.
- Using course assigned papers, may influence the data in that the content may reflect the goal of meeting the assigned requirement as opposed to true understanding. It is also challenging to measure understanding.
- This assessment provided evidence that DePaul SAs have an understanding of their privilege as SAs and the responsibilities of serving within the community that go along with it. It is important for AAA to continue programming that allows SAs to reflect on this.

## VII. Recommendations and Plans for Action

### Recommendations

- Given that 12% of the participants did not meet expectations, it is also a call to action to better provide opportunities for SAs to understand their privilege as SAs and participate in service
- AAA should consider exploring additional opportunities to measure SA’s understanding of privilege.
- After evaluating such a high level of understanding from SAs, providing more opportunities for SAs to develop their understanding of their SA privilege and the responsibilities and expectations that are associated with their role may enhance the overall SA experience.
- AAA can explore a weekly service email to SAs highlighting activities on campus or in the community so they are aware of service opportunities and receive consistent messaging that service is important.

## **Action Plan**

This year's assessment confirmed that AAA is meeting the goal within the Life Skills Program of having SA understand their SA privilege and the responsibilities and expectations that are associated with their role. AAA will continue to make this a priority in our work and can implement various ways of measuring this outcome over time (pre- and post-surveys, focus groups, re-evaluation after each year as a SA, etc.). SAs are generally part of AAA programming and services for four years. At the end of each year, asking for a sample of SA's to be evaluated by responding to prompts that speak to their understanding of privilege in a similar manner would improve the sustainability of the goals that AAA has for SAs.

With the time demands on SAs, it can be difficult for SAs to participate in as much service and explore aspects of their experience that help them gain an understanding of their privilege as much as they may desire. However, offering opportunities coordinated by Athletics or AAA that work around SAs schedules may provide opportunities for SA understanding of their community responsibilities and would at least give SAs the option to participate. These offerings have already started to be implemented. One such example is this summer's donor-sponsored service trip to Guatemala. AAA will also partner with University ministry to expand service opportunities at St. Vincent DePaul Center starting in the fall quarter.

## **Sharing the Results**

Results of this assessment will be shared with the Division of Student Affairs and the Department of Athletics via dialogue in meetings and at a poster board presentation.

## **References**

Prentice, M., & Robinson, G. (2010). Improving student learning outcomes with service learning. American Association of Community Colleges. [http://www.aacc.nche.edu/Resources/aaccprograms/horizons/Documents/slorb\\_jan2010.pdf](http://www.aacc.nche.edu/Resources/aaccprograms/horizons/Documents/slorb_jan2010.pdf).

## **Appendix A: Reflection Paper Prompt**

Please take a moment to think back over your time at DePaul when you participated in the following service-oriented activities...

- We made blankets at Student-Athlete Orientation for the “Bring the Blue” Blanket Drive
- We heard from Tom Judge, Athletic Department Chaplain, at Student-Athlete Orientation and in Explore Chicago
- We visited the Saint Vincent de Paul Center and delivered the blankets we made
- We talked about identity and privilege in class

Keeping these activities in mind, please respond to the following questions in a 2 page paper giving specific examples. Make sure you address each question in your paper but do not simply respond to each in an outline form.

1. Identify at least 2 benefits/privileges you have experienced in your student-athlete role at DePaul University and describe the context when you experienced these benefits.
2. Identify at least 2 expectations/responsibilities for community service that you have as a student-athlete at DePaul University and describe why each expectation is connected to your role as a student-athlete?
3. Explicitly describe how you would (or already do) use your benefits as a student-athlete in order to meet your obligation to serve the community.

**Appendix B: Privilege Assessment Rubric**

		Needs Improvement 0	Meets Expectations 1	Exceeds Expectations 2
1. Knowledge of Privilege	Accurately Identify Privilege	<2 Identified benefits - privileges	2 Identified benefits - privileges	3+ Identified benefits - privileges
2. Expectations & Responsibilities for Community Service	Accurate Identification	<2 Identified expectations - responsibilities	2 Identified expectations - responsibilities	3+ Identified expectations - responsibilities
	Connection to SA Role	0-1	2	3+
3. Action	Accurate Id Relevant	0 uses	1 use	2+ uses
<b>TOTAL:</b>				

### Appendix C: Results of SA Responses

Response Rate	
# True	46
# False	6
% True	88.46%
Avg Student Score	6.23

## Appendix D: Frequency Distribution

Total # of Units Frequency Table		
Total # of Units	Frequency	Frequency %
0	0	0.00%
1	0	0.00%
2	5	9.62%
3	0	0.00%
4	7	13.46%
5	4	7.69%
6	9	17.31%
7	4	7.69%
8	23	44.23%