



## Part I: Follow-up Assessment Report Template

**Date of Follow-up Report Submission: 10/30/2020**

**Name of Department / Unit: Athletics Academic Advising**

**Name of Contact Person: Terri Sullivan**

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

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

During the 2018-2019 academic year, AAA conducted a benchmarking assessment by comparing aspects of the AAA Tutoring Program as well as the Student-Athlete Development program to similar programs within the Big East Conference. After data collection, and analysis, the assessment ended with the following four recommendations and what AAA specific actions were taken to implement them:

1. Increase the amount of space available for student-athlete use
  - a. AAA lost some space for periods of time throughout the day as one of the tutor rooms was lent to a staff sports psychologist during the week. AAA staff had to work to schedule the room for periods when the staff psychologist was not using it.
  - b. A former office was turned into a group tutor room for student-athlete use complete with a white board, two tables and 8 chairs.
  - c. In adjusting to circumstances caused by the pandemic, AAA built a virtual office structure, maximizing space and using technology for virtual tutoring, meetings, and student-athlete development events. AAA will continue to use some of the virtual office features especially for tutoring even when we are back on campus in-person.
2. Increase fulltime staff in AAA
  - a. AAA advocated for a new fulltime staff member at the beginning of 2019-2020. After initially getting the position approved, the position was put on hold due to circumstances beyond control. AAA will continue to advocate for a fulltime staff member moving forward, and the position should be filled when financial circumstances at the university improve.
  - b. AAA began to define the new position as an advisor with ancillary responsibilities. The new role would mean the elimination of the part-time position. In defining the responsibilities for the new position, AAA was cognizant to make sure responsibilities of the part-time position that was being lost would be covered.

3. Increase graduate tutor salaries and add scheduling and tracking/feedback software
  - a. Due to the pandemic, the AAA tutoring budget was cut. Despite the cut, salaries remained the same, but there was no longer a budget to increase graduate tutor salaries.
  - b. When budgets return or increase, AAA will work to get graduate tutor salaries up to the most competitive level possible as well as continuing to advocate to be able to hire non-student tutors similar to what other programs have in the BIG EAST Conference.
  - c. In June 2020, AAA implemented a new scheduling and tracking/feedback software for student-athlete use. The program was fully implemented in the fall of 2020 and the processes and procedures are currently be directed to ensure maximum efficiency and ease of use.
4. Create or Fund a separate student-athlete development budget
  - a. AAA began work with the athletics director and athletics development to determine the feasibility of a separate student-athlete development budget. Due to staff changes, those conversations are on hold, but AAA is hopeful that they will continue and be resolved in the near future.
  - b. AAA had the budget all events for the student-athlete development program approved during the 2019-2020 academic year.
  - c. Further growth and expansion of the student-athlete development program continues with greater detail in order to help determine a consistent cost to be budgeted for the program.

AAA was able to implement aspects of all four recommendations quickly during the 2019-2020 academic year. Many improvements were made despite significant operational changes due to the pandemic hitting at the end of the spring quarter. AAA will continue to evaluate the recommendations and implement as much as possible in order to meet benchmarking goals that were constructed as a result of the 2018-2019 Assessment Project.



## **Part II: Annual Assessment Report Template: Alternative Reflection**

Academic Year: 2019-2020

**Date of Report Submission: 10/30/2020**

**Name of Department / Unit: Athletics Academic Advising**

**Name of Contact Person: Terri Sullivan**

**Name of Person(s) completing report or contributing to the project: Terri Sullivan, Ben Gutman**

### **I. Reflection on Student-facing Program-areas**

As the Athletics Academic Advising staff navigated our way through the 2020 winter and spring quarters, we gained knowledge that will aid us in effectively overcoming the challenges and implementing the activities within our program-area map. The two program areas we reflected on were supporting our student-athletes academic success and assisting them with their holistic development.

The Athletics Academic Advising staff studied first how our student-athletes learn best, and found that they thrive when having a very regimented, daily schedule. The challenge these students faced during the winter and spring quarters, was for the first time in their academic and athletic lives, they had time within their day that was not filled with mandatory practices, meetings and workouts. One of the biggest pressures a student-athlete has ordinarily to deal with is time, and the demands in their daily schedules that fill time. Last winter and spring quarters, students had more time, and our athletic academic advising staff concluded we needed to help our student-athletes productively use their time and manage it in a new way.

Next, we look at student-athlete engagement as it relates to our program area map and found that our student-athletes clearly find motivation, fulfillment and joy from interacting with one another on a daily basis. Student-athletes grow through sharing stories about the ups and downs of practices and competitions with one another, as well as class expectations and demands. Our athletics academic advising staff concluded we needed to be sure we have multiple opportunities to allow our student-athletes to spend time with one another remotely, as they did when on campus together at the Sullivan Athletics Center and in the advising offices.

Last, through one on one meetings with our student-athletes, the athletic academic advising staff was keenly aware that they needed our support more than ever in all areas of their lives, academics, athletics and personal wellness. This need specifically is at the forefront of our program area map and the services we provide to student-athletes aimed at assisting with their holistic development.

Our staff also observed how the unique strengths of our student-athletes would help them manage the unprecedented times they now encountered in college. DePaul University student-athletes handle adversity and challenge, know the importance of persevering in the face of obstacles, keep positive attitudes, multi task well, and can come together and work as a team to address the needs of others. Our staff has concluded these student-athletes are uniquely equipped to overcome obstacles especially when given clear, kind hearted and intentional support.

The athletic academic advising staff communicated with one another as well as colleagues in the athletic department and throughout campus to address what we needed to confront the challenges a new academic year would bring amidst the pandemic. We concluded that we needed to continue to have a space for student-athletes to study, meet and participate in workshops just as they do when in person. This space is provided in the athletic academic advising remote zoom office. We are able to daily review the activity and programming offered in this remote office closely and discuss how to improve our services.

Such discussions have allowed us to take immediate action to better serve our student-athletes with their academic pursuits, career aspirations, and personal health and wellness. Our athletic academic advising staff believes that we can successfully meet our program area map goals for the 2020-2021 academic year by having constant interaction and dialogue with our student-athletes, faculty and staff and being open to change in how we work and deliver outstanding services to our student-athletes.