Abstract
The purpose of this assessment was to discover if students in the P.A.T.H.S. program who participated in Career Coaching could explain the importance of career capital, had applied the concept by identifying career resources at DePaul, and could articulate their career plans in the context of their personal values and common good concerns. To answer the question we conducted an online survey and individual interviews of Career Coaching participants. The findings indicated students who received Career Coaching benefited from personalized advising in choosing a career-relevant major, sought out additional DePaul career resources, and connected their values and interests to their career goals. This study forms a basis to increase the use of Career Coaching through the P.A.T.H.S. program and OMSS to increase student career development.

Introduction and Context
In an effort to improve the student experience in the P.A.T.H.S. program, OMSS initiated one-to-one Career Coaching. In the program, students meet with their Career Coach at least once a quarter and cover an individualized version of the P.A.T.H.S. curriculum (See Appendix 1). The initial meeting introduces the student to the concept of career capital. As defined in the
P.A.T.H.S. program career capital stems from the idea of social capital. It promotes the idea to first-generation students, low-income students, and students of color, to access personal networks of people, resources, and career exploration experiences to gain information about the career they aspire to earn. Since many higher risk students do not have access to career capital through their families and personal networks, theory is the more career capital students gain on campus, the more information they receive to make an informed decision about the career they want to pursue before they graduate college. In subsequent meetings, the career coach discusses and advises the student on their choice of major, professionalism, forecasting financial needs, personal money management, and connections to personal values and common good concerns in their career search.

**Career Coaching**

Career Coaching engages students in the career development process by presenting relevant information to their post-college plans, encouraging specific exploration of their goals, facilitating a reflection process, and helping students make connections between their career and common good values. Career Coaching introduces students to concrete examples of career capital necessary to building attainable career goals. By providing a sounding board for student questions and concerns about their potential careers, Career Coaching provides a space of reflection and discernment to help them in decide on a major, seek the right internships, or create an action plan to earn the right career. In meetings, Career Coaches encourage students to career-relevant experiences such as taking a UIP 240 course, visiting the Career Center for targeted assistance, or finding a mentor in their chosen field. As students gain experiences, the coach works with students to reflect on their skills, interests, goals, and personal values. The concept of social responsible leadership compels students to see their possible careers as
opportunities to serve others and improve society. As students make a commitment to a certain career goal, the coach helps the student clarify goals and steps to achieve their aspirations.

Students in the career-coaching program should emerge able to articulate their career goal, plans to achieve it, and their values-based reasoning for striving for it. Fig. 1 is a visual of the impact of Career Coaching. **Inputs** represent the topics discussed during Career Coaching meetings, while the **Outputs** represent the impact on students and the action higher risk students take toward their career exploration.

Fig 1.
In the past academic year, 64 students participated in the Career Coaching, representing 44% of P.A.T.H.S program participants. This assessment set out to discover the effectiveness of Career Coaching concerning two central learning goals. First, would students who receive Career Coaching be able to identify concrete examples of relevant career capital on the DePaul University campus. Additionally, would students who met with a career coach be able to articulate their personal values and social concerns in connection with their career or graduate school goals. This inquiry relates to the mission of the OMSS as it aims to serve higher risk students to achieve retention, persistence and graduate during their campus experience at DePaul University and after; specifically the Post-College Success area within OMSS, which seeks to cultivate a culture of career discernment for OMSS participants in order to equip students for a successful transition to life after DePaul. Answering this question will improve how students experience the P.A.T.H.S. program by making it more individually tailored and meaningful. Additionally, an expansion of the Career Coaching program will broaden opportunities for graduate students interested in career development and advising for higher risk students.

The Career Coaching program offers several opportunities to advance the Student Affairs strategic plan in the area of access to resources for higher risk students and increasing the depth of student reflection in the area of career development. Goal 2 outlines the Division’s desire to expand student access to programing by reducing barriers to participation and improving delivery methods to maximize student learning. Career Coaching does both. Students with heavier loads of coursework, restrictive job schedules, family commitments, and extracurricular activities reported being unable to attend P.A.T.H.S. program events. Career Coaching strengthens the work and goals of the P.A.T.H.S. program by reaching out to students with busier schedules. Career Coaching reduces barriers to participation by compacting the learning
goals into meeting sessions set in accordance with the student’s schedule. Through the one-on-one delivery method, Career Coaching sessions also reduce confidence barriers by increasing student motivation to seek out a career mentor, take a UIP class, or go to the Career Center with concrete goals and questions.

<table>
<thead>
<tr>
<th>Student Affairs Strategic Plan</th>
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<tr>
<td><strong>Goal 2:</strong> Broaden, diversify and strengthen our points of student engagement.</td>
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<tr>
<td>- Reduces barriers to participation by compacting the learning goals into meeting sessions set in accordance with the student’s schedule.</td>
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<tr>
<td>- Increases student motivation and confidence to seek out a career mentor, take a UIP class, or go to the Career Center.</td>
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Career Coaching also promotes institutional goals in the Vision Twenty18 statement including improving career development outcomes, improving the experience of higher risk students, and strengthening the academic and professional experiences of diverse students. Career Coaching represents an innovative approach to career advising, tailored to students with less access to career capital. The model also aims to increase student self-efficacy through one-on-one conversations, individualized post-college career plans, and accountability measures. Career Coaching focuses on building the career capital of students, increasing their knowledge, creating relationships, and opportunities to build successful post-college plans. This endeavor enhances the learning and success outcomes for underrepresented students in the OMSS office pipeline by expanding their access to career development and mentorship opportunities.

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<th>Vision Twenty18 Goals</th>
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<td><strong>1A:</strong> Focus the entire university community on student learning and success.</td>
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<td>Targeted career development to students with less prior access to career-relevant information and opportunities.</td>
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<td><strong>4A:</strong> Strengthen campus-wide diversity by providing support for career development, retention and success.</td>
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<tr>
<td>Expands access to career development and mentorship opportunities for higher risk students.</td>
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<td><strong>4B:</strong> Improve communication, reduce barriers and enhance opportunities for collaboration among members of the university community.</td>
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<tr>
<td>Removes barriers to student access to P.A.T.H.S learning goals around post-college success by tailoring sessions to the student’s schedule.</td>
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Relevant Literature

Career Coaching focuses on enhancing student career capital, which not only increases student knowledge of career related resources, but also can improve career related self-efficacy. Career capital, access to relationships with people and groups to aid in securing a profession, represents an important barrier to students of higher risk. First generation college students often experience additional barriers when making the transition to the professional environment (Olsen, 2013). Even though all college students face challenges mastering course material and finding a career, first generation students reported facing additional challenges related to “uncovering and understanding a middle-class, college educated lifestyle” (Olsen, 2013, p. 3). Specifically, these students wanted to know more about retirement planning, managing savings, and finding work-appropriate apparel to adjust to the professional sphere (Olsen, 2013). First generation college graduates hesitated sharing their social-status related concerns with their collegiate peers, instead seeking professional mentors as a support system in navigating the middle class standards of the workplace (Olsen, 2013). For this population, Career Coaching serves two important functions: delivering career relevant information and creating a safe space to ask questions and discuss transition concerns.

Research on Latina/o college students reveals the importance of career capital and advising. Social capital is often cast as a transactional and dichotomous, leading professionals to ignore the valuable social ties students already possess (Rios Agular & Deil-Amen, 2012). In a study of Latina/o college students, participants reported strong and effective social network support in navigating the college acceptance and acclamation process (Rios Agular & Deil-Amen, 2012). However, students lacked social network support for post-college actions such as choosing a major, seeking professional information, or postgraduate options after college (Rios
Rios Agular and Deil-Amen (2012) observed “students’ networks of support emphasize getting into college, and to some extent, surviving academically and socially once there, as the ‘happily ever after’” (p. 192). To bolster Latina/o student social capital, career counselors can increase student access to career relevant social networks and information (Rios Agular & Deil-Amen, 2012). Guidance on leveraging academic experiences, choosing a mentor, and information about careers and graduate schools can help students increase their professionally relevant capital.

Career Coaching represents an innovative method to bridge career and identity development tasks. For students of color, many struggle with family related stresses in the context of career planning (Constantine & Flores, 2006). These concerns include pressure to support family members financially, misalignment of academic or career goals and family values, and anxiety from trying to gain approval from parents (Constantine & Flores, 2006). In an investigation of career indecision and psychological distress related to family, Constantine and Flores (2006) found African American, Latina/o, and Asian American students exhibited more ambiguity about their career paths when they also experienced psychological distress from family concerns (Constantine & Flores, 2006). Personalized Career Coaching addresses these identity related issues by providing needed career information and a venue to express family-related stress. For first generation college students, entering the college-educated workforce may cause confusion and stress (Olsen, 2013). In observing the blue-collar labor of their parents and family members, first generation college graduates may question the validity and usefulness of white-collar occupations and environments (Olsen, 2013). In addition, first generation graduates need support to integrate their new professional identity with their family background identity.
A Career Coach would be able to begin these valuable discussions, helping students anticipate possible identity conflicts and process them.

Career coaching can adapt to target specific career concerns for women and men. Luzzo (1995) found female students scored higher in career maturity, career decision-making, and congruence between career aspiration and career interests. However, undergraduate women worried more about gender-related barriers such as child-care or an inability to balance professional and personal goals (Luzzo, 1995). Women, in anticipating greater barriers, may be more apt to seek Career Coaching to explore multiple career options and make career plans. Male students scored lower on career maturity and decision-making, reporting sporadic career orientated actions and a less thoughtful planning process (Luzzo, 1995). Men mainly indicated financial issues as potential barriers to career success (Luzzo, 1995). Financial literacy and career information may draw men into career coaching, giving advisors the opportunity to broach more nuanced concerns with male students.

The focus on social responsible leadership in choosing a career distinguishes Career Coaching at DePaul University from typical career advising programs. Responding to a career calling or finding a meaningful vocation often led a student’s interest in a particular profession. Duffy and Sedlacek (2010) defined career calling as “areas of work that help others in some way and that also provide personal life meaning” (p. 29). Students with post-graduate educational aspirations (law, medicine, etc.) or the belief their life had meaning expressed having a career calling (Duffy & Sedlacek, 2010). Interestingly, religiousness, gender, and racial background had non-significant or minimal effects on the presence of a career calling (Duffy & Sedlacek, 2010). Any student, regardless of their faith or interest, may be searching for a way to contribute to the common good through an eventual career. Working with students to choose meaningful
majors and reflect on their life purpose in regard to their career plans will assist students in forming career plans tied to their values and goals (Duffy & Sedlacek, 2010). Career coaching provides students with time and space to discuss their values, personal histories, and life goals, aiming to integrate these elements into a meaningful career commitment.

**Methodology**

To explore the impact of the Career Coaching we surveyed and interviewed participants in the P.A.T.H.S. program who received Career Coaching in the 2012-2013 school year. To ensure clarity of our goals and receive consent, emails were sent to all possible subjects explaining the assessment, how their answers would be used, and a commitment to their individual confidentiality if they participated. Interview participants received consent forms giving permission to use their recorded comments in the assessment report. Participation was optional and students received gift cards ($10 for completing the survey and $20 for the interview) for their assistance. A group of 45 students were invited to take the survey, with 22 students completing it. Survey participants were overwhelmingly female, with one male student taking part. No other identifying information was solicited in the survey since we were not looking at other variables. Following the survey, 53 students received requests to be interviewed, with five female students agreeing to be included. Response rates for the survey and interview were 49% and 9% respectfully. Gender represents one limitation of this assessment, however career development literature and overall participation in the Career Coaching program reflects higher female student participation. Efforts to directly reach out to male students through programming and connection to other OMSS programs are recommended to increase male participation.

The survey, administered through Qualtrics, asked students about the process of forming their career goals, the DePaul resources they used, and how Career Coaching influenced their
selection of career resources and goals. Prior to completing the survey, students read a statement ensuring the security of their personal information and how the information provided would be used. Students provided their consent and permission before starting the survey (See Appendix 2). The interviews assessed how students applied their learning from coaching sessions to form concrete career goals. In the beginning of the survey, students were informed about the research study, how their answers would be used in the assessment, and if the interview could be recorded. Interview participants received release forms further detailing the assessment and the use of their comments (See Appendix 3). The extent to which students had integrated their personal values, explored various DePaul resources, and felt confident in a career goal were discussed in the interview. Both methods provide information on the delivery of content, understanding of concepts, application of learning goals, and ways to bolster the program.

**Key Findings**

*Career Coaching helped*  
*students connect to DePaul resources*  

Students who received Career Coaching exhibited their motivation to seek out multiple career-related resources on DePaul’s campus. A majority of students (82%) affirmed their use of DePaul resources in their career search and planning (Fig 2). Further, students identified multiple helpful DePaul resources encouraged by Career
Career Coaching including DePaul Experience (17), visits to the Career Center (12), discussions with a DePaul staff member or mentor (20), and researching graduate school options (6). Career Coaching, through stressing the importance of building career capital, brainstorming concrete resources on the DePaul campus, and formulating action plans, helps students find career relevant tools and follow through with goals (Fig 3).

**Career Coaching stressed the importance of finding a mentor and building career-relevant relationships.**

Students derive career capital through forging relationships with people and organizations that bolster their ability to find and excel in a profession. Students who received Career Coaching overwhelmingly demonstrated an understanding of the importance of relationships, finding mentors, and discussing their career goals with knowledgeable others. When asked to
identify which career-related resources they used, 20 out of 22 students reported discussing their career plans with a faculty member, staff member, or personal member at DePaul. Additionally, 91% of students felt confident they had a person or persons they could field career questions and concerns.

*Career Coaching helped students consider a wider variety of career options.*

A majority of students (77%) surveyed experienced some change in their career plans since their undergraduate study began, indicating Career Coaching and the P.A.T.H.S. program encouraged exploration and reflection on career plans. When asked how Career Coaching helped students form their post-college goals, students most often mentioned the multiple options they were exposed to through the process. Some students wrote:

*Career coaching enabled me to think about all options, not just the options I had in mind*

*Grad school consideration*

*Opened my eyes to different options*

*Opening up my options for graduate school*

*Introduced me to new opportunities*

*It made me take all the options into consideration*

The exploration and consideration of multiple options, particularly graduate school, indicates Career Coaching expanded the bounds of student thinking about their careers and educational aspirations.

*Career Coaching did not motivate students to complete CEA forms*

One glaring weakness of Career Coaching was the lack of follow up to complete Career Exploration Activities (CEA). Students in the P.A.T.H.S. program typically complete a CEA reflection through OrgSync following a career-related workshop. CEAs assist OMSS staff in
assessing the usefulness of an activity and glean student reflection on a particular event. However, only seven students who received Career Coaching reported completing CEAs, indicating this activity was of less importance or insufficiently motivated. The use of CEAs in conjunction with Career Coaching, which is already reflection centered, should be reassessed.

*Students demonstrated an understanding and application of career capital.*

In individual interviews, Career Coaching participants reported ways they interpreted the concept of career capital, ways they sought to build their skills and relationships, and appreciation for Career Coaching motivating their decisions. One student specifically mentioned career capital in her desire to build a professional network:

*I definitely want to be able to establish a stronger networking base, just because, my career coach, was talking about career capital and how crucial that is for everyone’s success and that’s something I want to be able to establish.*

Further, students solely attributed Career Coaching to their participation in the UIP Course, indicating their coach informed them of the opportunity and increased their confidence to follow through with the action. A sophomore stated, "I probably would have never known about this class and the program, anything like that. This class is really helping me kind of figure out- I mean it’s helping me with resumes, cover letters, and it’s also teaching me how to use Experience.com.” If not for Career Coaching one student felt, "...if I did not meet my [career coach] I probably would not have taken the [UIP] course … I wouldn’t have felt right.” This sentiment reveals possible connections between Career Coaching and greater career decision self-efficacy. According to Metheny and McWhirter (2013), career decision self-efficacy measures student confidence in taking career related strides toward their goals. Metheny and McWhirter (2013) observed increased career related self-efficacy when students reported greater
family support and increased access to aspects of perceived class status such as having health insurance, meeting and building relationships with people in authority, and becoming more engaged in the community. Career Coaching gives students the experience of forging a cooperative relationship with an authority figure, in this case a professional staff and faculty member, increasing their self-confidence to take additional career related steps. Further study should specifically investigate linkages to self-efficacy and career coaching.

**Career Coaching helped students remain accountable to their career goals.**

Students in the Career Coaching program typically have multiple commitments, preventing them from attending P.A.T.H.S. program scheduled sessions. Students felt the Career Coaching program allowed them to stay on track by keeping them accountable to their goals and making them reflect on the various aspects of the career goals. One student admitted, “... if it wasn’t for the meeting times that made me motivated to go and search for what I wanted to do… I’ve had a lot going on this quarter; I mean the whole year has been busy, so if it wasn’t for the scheduled meetings I wouldn’t have done these things.” Another student described career coaching as “structured in regards to actually keeping track of things” such as personal values. Career coaching assists students in remaining accountable to their goals and integrating multiple concepts in their career search.

**Students articulated the connection between their career goals, personal life purpose, and common good values.**

Across all the interviews, students clearly articulated how their career goals were grounded in social concerns and desires for a life of meaning. One student described her career and life goal as wanting to “help out where I came from, whereas just succeeding basically for myself.” Students in Career Coaching connected their personal histories to their career plans, feeling
motivated to use their talents for others. Students also reported how gaining greater awareness of social problems informed their career goals. Describing this process, one student stated:

*I feel that in my career I want to be able to implement what I’ve learned because I’m in Women Empowered and DePaul Alliance for Latino Empowerment and a lot of the things I’ve learned from my members, a lot of the things I’ve learned from people in the community have really changed my perspective of how I want to be able to change the world*

In addition to OMSS and CIP programs contributing to student career development, community service through DePaul Community Service Association augmented one student’s perspective, increasing their awareness of issues such as poverty, immigration, and youth work. Career Coaching encourages students to reflect on multiple facets of their experience (identity, social concerns, and personal histories) to form meaningful career goals.

**Students felt supported by their Career Coach**

Students who participated in Career Coaching felt supported and validated by their Career Coach. When asked to describe the Career Coach, one student responded, “[My career coach] is such a personable guy that he makes me feel really comfortable when I’m meeting with him and he has all these ideas.” A combination of multiple perspectives and personality contributed greatly to student learning and comfort. Students described their Career Coach as “genuine” and “helpful,” emphasizing the importance of the coach’s ability to listen and thoughtfully respond to concerns. Another student added:

*And the fact that he is part of the minority group that is in the career coaching, the people that usually get the career coaching, I felt more connected and comfortable. The whole personality that he has made me more comfortable and helped me believe what he was saying*
Students in Career Coaching, particularly students of color, benefited from talking to someone who could understand their experience. Having Career Coaches who reflect the multiple identities of the students in the P.A.T.H.S. program should benefit students, bolstering their confidence and comfort with the career process.

**Implications**

The Office of Multicultural Success is moving toward a curricular model for all programs offered to students beginning July 2013. This resulted in a creation of a new Post-College Success area. The Post College Success mission seeks to cultivate a culture of career discernment for OMSS participants in order to equip students for a successful transition to life after DePaul. This study will provide a foundation to integrate Career Coaching as training for undergraduate Post College Success guides that will provide career coaching to our sophomore students of color, first-generation students, and low-income students to help them achieve career capital, discernment, and action planning at DePaul University. To accomplish this, information will be shared with campus partner in various partnership meetings throughout the summer with the following departments:

- Career Center
- Student Leadership Institute
- Financial Fitness
- OMSS Program managers
- University Internship Program
- Alumni Sharing Knowledge
- Alumni Relations
- Center for Intercultural Programs
- Office of Student Employment

Furthermore, this project can serve as an example on how to create high impact learning experiences by creating “mini-lesson plans” to generate reflection and learning during one-on-one meeting with students. This approach can be also used to create learning focused on career
discernment in high impact learning cohorts such as S.T.A.R.S. mentor meetings, MOC Career Academies, E.D.G.E. program, Egan Scholars, DePaul Leadership Scholars and students who earn student leadership positions within Student Affairs.

Finally, this assessment report suggested that students “who receive career coaching sessions also reduce confidence barriers by increasing student motivation to seek out a career mentor, take a UIP class, or go to the Career Center with concrete goals and questions” (p. 5). The discovery of this information asks questions about how career coaching or other high impact experiences around career discernment and development increase self-efficacy among first-generation students, low-come students, and students of color. This question could serve as follow up assessment for OMSS.

References


P.A.T.H.S. Curriculum Overview

DePaul University
Division of Student Affairs
Office of Multicultural Student Success

Learning Domain: Career & Graduate School

Students attend and Reflect on Career & Graduate School Awareness experiences

Any experience that helps students with their career or graduate school development, and helps them learn about their career or graduate school options.
- Attending Career Exploration Activities.
- How to Build a Career Portfolio on Digication
- Learning how to access DePaul Experience.
- Seeking mentors, faculty, staff to build capital.
- Career PATHS Field Trips

Learning Domain: Financial Fitness

Students attend and reflect on Financial Fitness experiences.

Any experience that helps students become more aware of their finances and helps them create a plan to manage their finances during or after college.
- Debt 101: So You're Thinking About Credit
- Managing Your Paycheck
- Debt 101: Demystifying Student Loans
- UIP 240: Needs vs. Wants and Career Choice

Learning Domain: Social Responsible Leadership

Students attend and Reflect on Social Responsible Leadership Awareness experiences

Any experience that helps students engage in a reflection about Social Responsible Leadership at DePaul University.
- CIP Diversity Programs
- Vincentian Services Day
- UIP 240: Social Responsible Leadership and You.
- STARS Mentor Meetings and EDGE Team

Learning Domain: Values, Identity, Academic Success

Students attend and Reflect on Values and Academic Success Awareness experiences

Any experience that helps students choose further develop awareness about their values and declared major.
- Values and vocational discernment workshops.
- Men of Color Career Academies
- Women Empowered: Coffee, Cakes and Conversations
- Attend an EXCEL Study Jam
- Online Academic Success Seminars

Higher risk students gain holistic information and discern across all four learning domains to make an informed career choice before graduation.
The PATHS Program aims to aid students in preparing for careers or graduate school after graduation. We would like your feedback in this short survey. Complete the survey by Wednesday, March 20th and have a chance to win a $10 gift card from Starbucks.

I authorize the use of my answers by DePaul University and the Office of Multicultural Student Success for research and evaluation purposes. All personal and directory information will remain confidential.

Name

Date

Email Address

Student ID Number

My post college plans have

- Reminded consistent since my first year
- Changed somewhat
- Changed dramatically
- Still unsure

I have used resources at DePaul to form my post-college plan.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Please identify resources you have used here at DePaul. (Check all that apply)

- Signed up for DePaul Experience
- Visited the Career Center
- Used the Alumni Sharing Knowledge Program to seek a mentor
- Completed Career Exploration Activities (CEAs)
- Researched Graduate School Programs
- Discussed career thoughts and plans with a faculty member, staff member of personal mentor at DePaul

Other
When I have a question about career planning or graduate school, I know who I can talk to

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Participating in the PATHS Program has helped me plan for my career/graduate school

- Yes
- No

I have used Career Coaching as part of the PATHS Program

- Yes
- No

If No, why not?

If yes, please answer the following two questions.

Career Coaching was important to forming my post-college plan

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

In what ways did Career Coaching impact your post-college planning

Thank you for your participation. You are now entered to win a $10 gift card from Starbucks!

Block 1
Principal Investigator: Kamaria Porter

Institution: DePaul University, Chicago, Illinois, USA

Department (School, College): Office of Multicultural Student Success

Faculty Advisor: Richard Morales

What is the purpose of this research?

We are asking you to be in a research study because we are trying to learn more about the effect of Career Coaching in the PATHS Program. This study is being conducted by Kamaria Porter, graduate student at Loyola University Chicago and Richard Morales in the OMSS Office at DePaul University.

Why are you being asked to be in the research?

You are invited to participate in this study because you participated in Career Coaching this year.

What is involved in the research?

Participating in this research involves a 10-15 minute interview regarding the Career Coaching Program. There are no risks involved in this research. This research will benefit continuing and future students in the PATHS Program formulate their career goals through one-to-one coaching.

Is there any kind of payment, reimbursement or credit for being in this study?

You will receive a $20 gift card in exchange for your participation.

Who will see my study information and how will the confidentiality of the information collected for the research be protected?

The research records will be kept and stored securely. Your information will be combined with information from other people taking part in the study. When we write about the study or publish a paper to share the research with other researchers, we will write about the combined information we have gathered. We will not include your name or any information that will directly identify you. We will make every effort to prevent anyone who is not on the research team from knowing that you gave us information, or what that information is.

The audio recordings will be kept until accurate written notes have been made, then they will be destroyed.
This research has been reviewed and approved by the DePaul Institutional Review Board (IRB). If you have questions about your rights as a research subject you may contact Susan Loess-Perez, DePaul University’s Director of Research Compliance, in the Office of Research Services at 312-362-7593 or by email at sloesspe@depaul.edu.

You may also contact DePaul’s Office of Research Services if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.

You will be given a copy of this information to keep for your records.

**Statement of Consent from the Subject:**

I have read the above information. I have had all my questions and concerns answered. By signing below, I indicate my consent to be in the research. I authorize DePaul University to use audio recordings of me in connection with the research study. The audio recordings will be destroyed after the research study is completed.

Signature:_______________________________________________

Printed name: ____________________________________________

Date: _________________