

Student-Athlete Privilege and Community Service

To what extent do first-year student-athletes learn about their privilege as DePaul University student-athletes and the importance of service within the community?

Learning Outcome

- Student-athletes who participate in Athletic Academic Advising's Life Skills programs and services will recognize the value of their student-athlete experience.

Methodology

- Data was collected from student-athletes' mandatory reflection papers submitted during week 8 of their Explore Chicago course.
- Department staff created and used a three-tiered, analytic rubric to analyze reflection papers.

Demographics

- 52 first-year student-athlete papers from 2 sections of the Explore Chicago: Socioeconomic Impact of Sports course were assessed.
- 28 student-athletes (54%) identified as female while 24 (46%) identified as male.

“There are so many ways that we are able to serve the community with the skills and benefits we have gotten here at DePaul and now it is up to us to do it.”

Key Findings

- 46 student-athletes (88%) demonstrated their understanding about their privilege, expectations and responsibilities associated with being a student-athlete.
- The mean rubric score for all student-athletes was 6.23 out of 8 possible points.
- 6 student-athletes (12%) received at least one score of zero on the rubric.
- 23 student athletes (44%) received the highest rubric score (8 points) while 5 student-athletes (10%) received the lowest score of 2 points.

Plan of Action

- Implement a pre-survey for first-year student-athletes as they begin Fall quarter and a post-survey after the Fall quarter ends to assess learning throughout the quarter related to student-athlete privilege.
- Implement annual evaluations with a sample of student-athletes at the end of each year related to understanding student-athlete privilege.
- Provide service opportunities for student-athletes to enhance their understanding of their community responsibilities.