

4th Year Student-Athlete Panel and Reception

 Public

Name of Assessment Project: 4th Year Student-Athlete Panel and Reception

Name(s) of Person(s) Responsible for Assessment Project: Senior Assoc Athletic Director (Wendy Taylor-May)

Email Address: kcbenjamin@ucsd.edu
Phone Number: 858-822-5892

Other Contacts: Intercollegiate Athletics
Providing Department:

Other Units/Departments Involved in Assessment Project: Intercollegiate Athletics
Program, Service, or Event Related to Assessment Project: 4th Year Student-Athlete Panel and Reception is designed to be a platform to discuss life after college and inform students on how to utilize skills acquired as a student-athlete to transition to the professional realm. Program also reviews current resources available to them as students and as alumni. In addition, panelists will offer insight and guidance on the transition from student-athlete to professional through the experiences of Alumni Athletes and Athletics Board Members. This program extends the overarching goal of providing a sense of community as an Alumni Athlete.
Assessment Project Description: The main purpose of this assessment project is to assess the levels of satisfaction, understanding, and benefits that the program had for 4th year student-athletes. This survey instrument was sent to 22 student with 7 students completing the survey.

Unit/Program Specific Goals and Learning Outcomes: As a result of participating in the 4th Year Student-Athlete Panel and Reception, students will be able to;

- **Identify 3 resources that are available to them as an Alumni and as current student-athletes**
- **Identify 3 current skills that are applicable to transitioning to post collegiate/professional life**
- **Confidently engage in conversations with alumni and identify opportunities for personal development**
- **Self-reflect and revise attitudes and beliefs, through working within and learning from diverse communities and cultures.**

SALOs

3.3- Engage in self-reflection to clarify purpose and determine their career interests

3.6- Develop a sense of integrity and clarify values

4.5- Demonstrate self-awareness and willingness to seek and receive the feedback on one's performance from other and to and to modify one's approach to leadership

4.8- Engage with others comfortably in unfamiliar environments either abroad or in the U.S.

5.5- Form and maintain healthy relationships

5.8- Achieve balance between academic work and personal life

6.3- Demonstrate behaviors that reflect awareness of the UC San Diego Principles of Community

Relationship to Student Affairs Learning Outcomes: Advance a Plan for Personal, Academic, and Professional Success, Lead in a Diverse Global Society, Engage in a Healthy Lifestyle, Promote Social Justice and Community Responsibility

Assessment Project Start: 3/2/2015

Assessment Project End: 3/27/2015

Population/Sample: 22 participants in program, 7 participants in assessment

Type of Assessment: Student learning outcomes and/or behavioral outcomes, Satisfaction study, Assessment of culture/climate
Other Assessment Type(s):

Assessment Methods: Surveys

Other Assessment Method(s):

Data Collection Tools: Campus Labs Baseline Survey

 4th Year Student-Athlete Panel and Reception

Data Analysis Methods: Survey results were compiled to address effectiveness of program and used to alter future programming.

How Your Results Will Be Presented: Findings were reviewed with Athletics Department Staff at All Staff Meeting

Progress: 100%

**Link Assessment
Project in Campus
Labs Baseline :**

Name

Source

No items to display.

Summary of Findings: Findings indicate that the Panel and Reception were successful in addressing life after college and tools for transitioning from playing collegiate sports to the professional realm as well as addressing challenges they might face and steps to overcoming them. Additionally the findings indicate that the event successfully promoted awareness of campus resources and increased confidence in ability to utilize those resources.

When asked to list three skills as a Student-Athlete that will improve the transition into professional, post- collegiate life, the most predominant answers included; time management, work ethic, ability to overcome obstacles and challenges, teamwork, leadership development, and communication.

When asked to list three resources available to stay connected to UCSD and help transition to post-collegiate life, the most predominant answers included; Career Services Center, Port Triton, UCSD Alumni, Athletes to Business.

When asked to evaluate how important they felt their interactions with former Student-Athletes were in regards to acquiring information about the transition into a career, students responded;

Prior to the event

After the event

71.43% responded 'Agree' or 'Strongly Agree'

85.71% responded 'Agree' or 'Strongly Agree'

28.57% responded 'neither agree nor disagree'

14.29% responded 'neither agree nor disagree'

Further, when asked if dedicating a great deal of time to connecting with former Student-Athletes is important in regards to acquiring information about the transition into a career, students responded;

Prior to the event

After the event

28.58% 'agree' or 'neither agree nor disagree'

14.29% 'neither agree nor disagree'

71.43% 'disagree' or 'strongly disagree'

85.71% 'agree' or 'strongly agree'

Impact of Assessment: This assessment will allow us to adjust our program for next year in order to ensure that the Student-Athletes are presented with the most pertinent information and diverse opportunities for engagement and development.

Lessons Learned: Results indicate that additional panelists with a more diverse representation of professional fields is required and that a longer reception would help promote more networking and community engagement. Results also indicated that as a result of participating in the event, students felt more confident about their ability to transition into life after college.

**Supplemental
Information:**

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