

## 2016-2017 Assessment Cycle PRES\_Athletics

### Mission (due 1/20/17)

#### University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

#### University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

#### University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

#### College / Department / Program Mission

##### College Mission

*Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."*

To inspire champions and prepare leaders by fostering an environment which enables student--athletes to realize personal, academic and athletic aspirations.

##### Department / Program Mission

*Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".*

The Athletics Department embodies the diverse culture that is our community, and recognizes the responsibility we have to maintain the highest standards of character. We are committed to the academic, athletic, and social development of student--athletes, instilling values of integrity, service, and competitive success.

### Assessment Plan (due 1/20/17)

#### Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

##### Assessment List

Goal/Objective	Enhance the quality of the student-athlete experience within the context of higher education.		
Legends	OO - Outcome/Objective (administrative units);		
Standards/Outcomes			
Assessment Measures			
	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>

	Indirect - Student Evaluations	<p>(1a) The Game Plan Initiative provides total development programming to student-athletes throughout the course of a four-year cycle. The Game Plan Initiative depicts programming topics and educational opportunities for eight semesters in order to enhance student-athlete welfare as well as prepare student-athletes for life after college. An etiquette dinner for upper classmen will be conducted prior to December 1, 2016 and will be conducted on a bi-yearly basis.</p> <p>(1b) A minimum of 2 programs per semester will be sponsored by the Student-Athlete Advisory Committee and The Game Plan Initiative that highlight the specific Game Plan topic for the respective semester. Fall 2016 topic will be "After the Game - Career Readiness" and Spring 2017 topic will be "Giving Back / Leadership Development – Mentoring and Community Service." (1c)</p>	<p>The_Game_Plan__Four_Year_Plan__Revised_7.25.16.pdf  Fall_Programming_Handout.pdf  Spring_Programming_Handout.pdf</p>
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		<p>Survey attendees after each program and ask them about the degree to which they gained a better understanding of the topic being discussed as a result of the program. All student-athletes will be asked to complete the survey following each program. The Student-Athlete Advisory Committee (SAAC) will discuss The Game Plan Programming following the program and gage feedback from SAAC Members. (1d) The SAAC and The Game Plan will sponsor a minimum of 2 community service projects each year. Interest as to which project to support will be gaged by SAAC feedback. Number of students assessed = all student-athletes will be provided a survey for each Game Plan program</p>	
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Goal/Objective	Prioritize academic excellence for all student-athletes.
Legends	OO - Outcome/Objective (administrative units);

Standards/Outcomes			
Assessment Measures			
	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>
	Indirect - Academic Indirect (Other)	(2a) All Athletic programs multi-year APR scores to meet or exceed 960. (2b) Increase the overall GPA for all sports to a 3.1 or higher. (2c) Federal Graduation Rate of 70% or higher while continuing to lead in both the Sun Belt Conference and State of Louisiana. (2d) Create Academic Improvement Plans for each team with a multi-year APR score below 930. Academic Improvement Plans will be reviewed by a representative of the University's Athletics Committee who will report his/her findings to the Deputy Athletic Director for Internal Affairs/Senior Woman Administrator. The monitored report will be housed in the Compliance Office and assessed to ensure the target APR score is met prior to the next APR reporting period.	2015_16_APR.pdf

Goal/Objective	Maintain high levels of satisfaction with student-athlete support services.		
Legends	OO - Outcome/Objective (administrative units);		
Standards/Outcomes			
Assessment Measures			
	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>
	Indirect - Exit Interviews	Complete revamp of the process in which Exit Interviews are conducted. (3a) Provide head coaches with a list of seniors needing to complete exit interviews and at the start of the 2016-17 academic year schedule dates for year-end team meetings where Exit Interviews will be conducted. Provide hard copies of exit interviews in-person to all student-athletes who have exhausted his/her eligibility to evaluate student-athletes' overall collegiate experience. (3b) Exit Interviews will be collected at year-end team	Exit_Interview_Survey.docx Head_Coach_Performance_Evaluation.docx

		<p>meetings by a representative of the University's Athletics Committee and Associate Athletic Director for Compliance. Collected data will be analyzed and brought to the Sport Program Administrator (SPA). The SPA will compile results from exit interviews and report findings to the Athletic Director. (3c) The SPA will evaluate the findings, add the findings to the coach's annual evaluation and meet with the respective coach to create an action plan for areas identified as problematic in the exit interview. (3d) The Athletic Director will report all findings and action plan to the FAR at the end of the academic year. Number of students assessed = all student-athletes who have exhausted his/her eligibility will be provided an exit interview.</p>	
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## Results & Improvements (due 9/15/17)

### Results and Improvement Narratives

#### Assessment List Findings for the Assessment Measure level for Enhance the quality of the student-athlete experience within the context of higher education.

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		<p>enhance student-athlete welfare as well as prepare student-athletes for life after college. An etiquette dinner for upper classmen will be conducted prior to December 1, 2016 and will be conducted on a bi-yearly basis. (1b) A minimum of 2 programs per semester will be sponsored by the Student-Athlete Advisory Committee and The Game Plan Initiative that highlight the specific Game Plan topic for the respective semester. Fall 2016 topic will be "After</p>	<p>Leadership Program is for staff, coaches and student-athletes to understand the overall goal of the program and to increase support for the program. The theme for The Game Plan in the Fall 2016 semester was "After the Game – Career Readiness". Educational topics covered included: identifying your skills and experience, seeking and securing internships, resumé building and dress for success. Programmin g efforts included hosting an alumni panel, student-athlete resumé clinic, student-athlete career fair and an etiquette dinner. The theme for The Game</p>		<p>student-athletes on surveys after Geaux Cajuns events. We will do this by providing both online and hard copies of the survey and encourage student-athletes to complete the survey on the same day of the event.</p>
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		<p>the Game - Career Readiness" and Spring 2017 topic will be "Giving Back / Leadership Development – Mentoring and Community Service." (1c) Survey attendees after each program and ask them about the degree to which they gained a better understanding of the topic being discussed as a result of the program. All student-athletes will be asked to complete the survey following each program. The Student-Athlete Advisory Committee (SAAC) will</p>	<p>Plan in the Spring 2017 semester was "Giving Back &amp; Leadership Development – Mentoring &amp; Community Service". Educational topics covered included: mentoring local youth, benefits of volunteerism, peer mentoring, and learning from leaders in the community/former student-athletes. Programming efforts included a Habitat for Humanity Community Service Kick-Off Event, Habitat for Humanity Volunteer Service Project and Pack the Pantry Party. An etiquette dinner was held for all junior and senior student-athletes on October 17, 2016. The etiquette dinner allowed upperclassm</p>		
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		<p>discuss The Game Plan Program ming following the program and gage feedback from SAAC Members. (1d) The SAAC and The Game Plan will sponsor a minimum of 2 communit y service projects each year. Interest as to which project to support will be gaged by SAAC feedback. Number of students assessed = all student- athletes will be provided a survey for each Game Plan program been met yet? Met</p>	<p>en to educate themselves on how to conduct themselves in a professional setting for their future careers. The dinner was sponsored by Northwester n Mutual. 1(b) In September of 2016, the SAAC and Student- Athlete Affairs, hosted an Alumni Panel. The panel was mandatory for all freshman and sophomores and consisted of current and former student- athletes. The panel provided information on options after graduation including entering a career field and/or graduate school. Following the Alumni Panel a Resumé Clinic and Student-</p>		
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			<p>Athlete Career Fair were held for all student-athletes. The Student-Athlete Career Fair was mandatory for all Junior and Senior student-athletes and allowed student-athletes the opportunity to meet with different employers to get information about internships, part-time employment and postgraduate employment.</p> <p>1(b) January 2017 began the Community Service component of the Game Plan module. Throughout January and February, student-athletes partnered with Habitat for Humanity. In January the Habitat for Humanity Community Service Kick-Off Party allowed student-athletes to</p>		
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			<p>hear from a Habitat for Humanity community service coordinator who spoke on the importance of giving back to your community. Following the Kick-Off Party, student-athletes had a two week period to volunteer with Habitat for Humanity and help in the building of a home for a family. Student-athletes brought things full circle when they hosted "Pack the Pantry"; an opportunity to collect canned goods for families that are about to move into their new Habitat Homes. 1(c) Following the Alumni Panel, the 130 student-athletes that attended were sent an online evaluation. Four student-athletes</p>		
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			<p>responded. Of the student-athletes that responded 75% stated that they were very satisfied / satisfied with the presentation. An online evaluation was sent following the Student-Athlete Career Fair to the 119 student-athlete in attendance. Nine student-athletes responded. Feedback was also gathered from the SAAC about the Student-Athlete Career Fair and their main response was that they would like to see a greater variety of employers present. 1(c) 242 student-athletes attended the Habitat for Humanity Kick-Off Party and another 138 student-athletes donated their</p>		
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			<p>time to volunteer with Habitat for Humanity. 11 of 16 sports were represented in the building project for Habitat for Humanity and when asked "what was the best part of the Habitat for Humanity initiative", many SAAC members answered that it was seeing all of the sports programs come together for one common goal and mission. 1(d) The SAAC and the Game Plan sponsored multiple community service initiatives throughout the academic year. The decision as to which charities to support as a whole were determined at the SAAC meetings and voted on by SAAC members. In the Fall 2016</p>		
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			<p>the student-athletes donated their time to visit children in the hospital for Halloween, fundraised for flood victims both locally and in the Carolina region, unloaded goods delivered from South Alabama to the Lafayette region, loaded goods to be sent to Coastal Carolina for flood victims, and sponsored a family for Christmas which included fundraising, hosting "a Cajun Christmas Experience", shopping, wrapping and delivering gifts. In the Spring 2017 student-athletes continued to donate their time through hospital visits on Valentine's Day, Habitat for Humanity, Reading in</p>	
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			Red and collecting toiletries for various non-profits in Acadiana. Through the 2016-17 academic year, student-athletes donated 6,905.34 hours of their time.	
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**Assessment List Findings for the Assessment Measure level for Prioritize academic excellence for all student-athletes.**

Goal/Objective	Prioritize academic excellence for all student-athletes.				
Legends	OO - Outcome/Objective (administrative units);				
Standards/Outcomes					
Assessment Measures	<b>Assessment Measure</b>		<b>Criterion</b>		
	Indirect - Academic Indirect (Other)	(2a) All Athletic programs multi-year APR scores to meet or exceed 960. (2b) Increase the overall GPA for all sports to a 3.1 or higher. (2c) Federal Graduation Rate of 70% or higher while continuing to lead in both the Sun Belt Conference and State of Louisiana. (2d) Create Academic Improvement Plans for each team with a multi-year APR score below 930. Academic Improvement Plans will be reviewed by a representative of the University's Athletics Committee who will report his/her findings to the Deputy Athletic Director for Internal Affairs/Senior Woman Administrator. The monitored report will be housed in the Compliance Office and assessed to ensure the target APR score is met prior to the next APR reporting period.			
Assessment Findings	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Indirect - Academic Indirect (Other)	Has the criterion (2a) All Athletic programs multi-year	2(a) The 2015-16 APR data (reported in 2016-17) has been	2015_16_APR.pdf FA16_Statistics_flyer.jpg SP17_Statistics_flyer.pdf GSR___Final_Report.pdf	- Student/Faculty Support (for Administrative Units): After reviewing the

		<p>APR scores to meet or exceed 960. (2b) Increase the overall GPA for all sports to a 3.1 or higher. (2c) Federal Graduation Rate of 70% or higher while continuing to lead in both the Sun Belt Conference and State of Louisiana. (2d) Create Academic Improvement Plans for each team with a multi-year APR score below 930. Academic Improvement Plans will be reviewed by a representative of the University's Athletics Committee who will report his/her findings to the Deputy Athletic Director for Internal Affairs/Senior Woman Administrator. The monitored report will be housed in the Compliance Office and assessed to ensure the target APR score is met prior to the next APR</p>	<p>finalized and the institution's report has been released. All athletic programs, other than football, met or exceeded a multi-year APR score of 960. Three teams had perfect single-year scores; men's cross country, women's tennis and women's volleyball. The men's cross country posted a perfect multi-year score of 1,000 and was honored for this achievement with the national level. 2(b) In the Fall 2016 semester the average GPA for all student-athletes (2.947) surpassed the general student body (2.87). 53.6 percent of all student-athletes earned a 3.0 GPA or above for Fall 2016. The female student-athlete population earned a</p>		<p>results, the athletic department has determined that there are still three areas of improvement in regard to prioritizing academic excellence for all student-athletes. 1. Not all programs achieved a multi-year APR score of 960 or higher. a) Football 2015-16 Multi-Year APR = 954 2. The average student-athlete GPA and sports program GPA was not a 3.1 or higher. a) 8 programs did not obtain a 3.1 GPA or higher. b) The average student-athlete GPA was 2.960 for 2016-17. 3. The Federal Graduation Rate was not at or above 70%. a) The most recent public data had the University's FGR at 66%. It should be noted that these goals were set in July 2016 after an extensive review by an outside consulting firm. These goals are aspirational and the Athletic Department is enacting multiple steps to work toward these goals in the five-</p>
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		<p>reporting period. been met yet? Not met</p>	<p>semester GPA of 3.10 and 66.89 percent of all female student-athletes earned a 3.0 or above semester GPA. 37 student-athletes earned a 4.0 semester GPA and at Fall 2016 Convocation, 22 student-athletes graduated, 6 of which graduated with honors. In the Spring 2017 55.6 percent of all student-athletes earned a 3.0 GPA or above. 69.7 percent of all female student-athletes earned a 3.0 GPA or above, which is up from last year's Spring 2016 average of 66.6 percent. 34 student-athletes earned a 4.0 semester GPA and at Spring 2017 Convocation, 40 student-athletes graduated, 12 of which graduated</p>		<p>year plan. These steps include the hiring of Learning Specialist, Ashlee Jennings, pre-assessment for all student-athletes and renovations, improvements and relocation to the Student-Athlete Academic Center. Since Ms. Jennings start with the Student-Athlete Academic Center on June 19, 2017 she has implemented and completed the following: • Created a pre-screen assessment called BASELINE for freshmen and transfer student-athletes. It is made up of a basic 15 question Algebra test, the Nelson-Denny reading comprehension assessment, and an Adult Self Report Scale that measures attention issues that may be present. • Administered BASELINE to 30 football players, 10 women's basketball players, 3 men's basketball players and 3 baseball players. • Used BASELINE results to determine testing</p>
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			<p>with honors. The average GPA for all student-athletes in the spring 2016 semester was 2.973. Eight programs achieved above a 3.1 GPA for the academic year; women's cross country (3.552), softball (3.343), men's cross country (3.329), women's soccer (3.303), women's tennis (3.269), men's tennis (3.207), women's track (3.151), men's track (3.100). Together 397 student-athletes achieved an average GPA of 2.960 of which 168 student-athletes (42.3%) achieved a 3.0 or higher GPA and 13 student-athletes achieve a perfect 4.0 in the 2016-17 academic year. 2(c) University of Louisiana at Lafayette student-athletes are</p>		<p>for 4 student-athletes with Julie Spedale, an Educational Diagnostician, in order to acquire accommodations through the university. • Formed a partnership with UL's Psychology department, which enables the department to receive a full comprehensive, psycho-educational assessment of some of the most at-risk student-athletes. This could include learning disability or attention deficit diagnosis; it also would enable student-athletes to acquire a prescription if necessary. 3 of our student-athletes have utilized this service thus far. • Modified Academic Coach Program to form the Get AMPed Mentor Program that services 95 student-athletes with a current staff of 16 mentors. Student-Athlete Academic Center Steps Once a Student-Athlete is Marked as "At-Risk": 1.The sport specific academic counselor meets</p>
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			<p>graduating at a rate of 66 percent according to the most current 4-year Federal Graduation Rate. This is the highest rate of graduation among student-athletes in the state's 11 Division I public institutions and the Sun Belt Conference. At the Spring Sun Belt Conference Meetings, the University was honored with the Graduation Achievement Award for achieving the highest student-athletes graduation rate in the Sun Belt Conference.</p> <p>2(d) All sixteen UL teams competing at the NCAA Division I level scored above the minimum NCAA Academic Performance Rate score required for the 2015-16 academic year (930</p>		<p>one-on-one with the student-athlete to assess the at-risk status (e.g. failed exam(s), missed assignment(s), absences). Professor comments are not viewable by the student-athlete; these comments are used by the academic counselor to develop strategies for improvement. 2. An academic improvement plan is created by the academic counselor and the student-athlete to outline action items the student-athlete should achieve (e.g. tutoring, study groups, meeting with the professor, specific study strategies). Many times the items are mandated, such as tutoring sessions, and there are consequences for not adhering to the mandates. 3. The student-athlete's academic mentor (student employees in our office) and the learning specialist are also informed of the at-risk reports and implement weekly objectives</p>
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			<p>multi-year score). Due to the fact that all teams at the University of Louisiana at Lafayette have a multi-year APR score of 930 or higher, no teams were required to create an academic improvement plan this year per NCAA requirements.</p>		<p>to hold the student-athlete accountable for making improvements. 4. The student-athlete's athletic head coach and assistant coaches are forwarded all at-risk emails as they are reported by the professor. There is also continuous communication of improvements or lack of improvements made by the student-athlete.</p>
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**Assessment List Findings for the Assessment Measure level for Maintain high levels of satisfaction with student-athlete support services.**

Goal/Objective	Maintain high levels of satisfaction with student-athlete support services.					
Legends	OO - Outcome/Objective (administrative units);					
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Assessment Measures	<table border="1"> <thead> <tr> <th data-bbox="302 1337 526 1480">Assessment Measure</th> <th data-bbox="526 1337 1547 1480">Criterion</th> </tr> </thead> <tbody> <tr> <td data-bbox="302 1480 526 1976">Indirect - Exit Interviews</td> <td data-bbox="526 1480 1547 1976"> <p>Complete revamp of the process in which Exit Interviews are conducted. (3a) Provide head coaches with a list of seniors needing to complete exit interviews and at the start of the 2016-17 academic year schedule dates for year-end team meetings where Exit Interviews will be conducted. Provide hard copies of exit interviews in-person to all student-athletes who have exhausted his/her eligibility to evaluate student-athletes' overall collegiate experience. (3b) Exit Interviews will be collected at year-end team meetings by a representative of the University's Athletics Committee and Associate Athletic Director for Compliance. Collected data will be analyzed and brought to the Sport Program Administrator (SPA). The SPA will compile results from exit interviews and report findings to the Athletic Director. (3c) The SPA will evaluate the findings, add the findings to the coach's annual evaluation and meet with the respective coach to create an action plan for areas identified as problematic in the exit interview. (3d) The Athletic Director will report all findings and action plan to the FAR at the end of the academic year. Number of students assessed = all student-athletes who have exhausted his/her eligibility will be provided an exit interview.</p> </td> </tr> </tbody> </table>	Assessment Measure	Criterion	Indirect - Exit Interviews	<p>Complete revamp of the process in which Exit Interviews are conducted. (3a) Provide head coaches with a list of seniors needing to complete exit interviews and at the start of the 2016-17 academic year schedule dates for year-end team meetings where Exit Interviews will be conducted. Provide hard copies of exit interviews in-person to all student-athletes who have exhausted his/her eligibility to evaluate student-athletes' overall collegiate experience. (3b) Exit Interviews will be collected at year-end team meetings by a representative of the University's Athletics Committee and Associate Athletic Director for Compliance. Collected data will be analyzed and brought to the Sport Program Administrator (SPA). The SPA will compile results from exit interviews and report findings to the Athletic Director. (3c) The SPA will evaluate the findings, add the findings to the coach's annual evaluation and meet with the respective coach to create an action plan for areas identified as problematic in the exit interview. (3d) The Athletic Director will report all findings and action plan to the FAR at the end of the academic year. Number of students assessed = all student-athletes who have exhausted his/her eligibility will be provided an exit interview.</p>	
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<p>Assessment Findings</p>	<p><b>Assessment Measure</b></p>	<p><b>Criterion</b></p>	<p><b>Summary</b></p>	<p><b>Attachments of the Assessments</b></p>	<p><b>Improvement Narratives</b></p>
	<p>Indirect - Exit Interviews</p>	<p>Has the criterion Complete revamp of the process in which Exit Interviews are conducted . (3a) Provide head coaches with a list of seniors needing to complete exit interviews and at the start of the 2016-17 academic year schedule dates for year-end team meetings where Exit Interviews will be conducted . Provide hard copies of exit interviews in-person to all student-athletes who have exhausted his/her eligibility</p>	<p>3(a) List of seniors were provided to all head coaches prior to their season starting by the Associate Athletic Director for Compliance. Meeting dates were set in advance and seniors were made aware of the date of their exit interview dates. Hard copies of the exit interview were provided to all seniors in attendance. The overall response rate was 68.6 percent. Individual team response rates were as follows: Baseball = 90% response rate Men's Basketball = 50% response rate Football = 62% response rate Men's Golf = 75% response rate Men's Tennis = 67% response rate Men's Track &amp;</p>	<p>Exit_Interview_Summaries_by_Sport_2016_17.zip Exit_Interview_Summaries_by_Department_2016_17.zip List_of_Seniors_for_Exit_Interviews_2016_17.zip</p>	<p>- Assessment Process: Continuous monitoring :</p>

		<p>to evaluate student-athletes' overall collegiate experience. (3b) Exit Interviews will be collected at year-end team meetings by a representative of the University's Athletics Committee and Associate Athletic Director for Compliance. Collected data will be analyzed and brought to the Sport Program Administrator (SPA). The SPA will compile results from exit interviews and report findings to the Athletic Director. (3c) The SPA will evaluate the findings, add the findings to the</p>	<p>Field = 73% response rate          Women's Basketball = 50% response rate          Women's Soccer = 86% response rate          Softball = 100% response rate          Women's Tennis = 100% response rate          Women's Track &amp; Field = 38% response rate          Women's Volleyball = 50% response rate          3(b) Hard copies of exit interviews were collected and inputted into surveymonkey.com to analyze results. In June 2017, Sport Program Administrators were provided with a summary of the exit interviews for their respective sport. The SPA inputted their findings into the head coach evaluation. The Associate Athletic Director for Compliance also compiled the exit interview results by</p>		
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		<p>coach's annual evaluation and meet with the respective coach to create an action plan for areas identified as problematic in the exit interview. (3d) The Athletic Director will report all findings and action plan to the FAR at the end of the academic year. Number of students assessed = all student-athletes who have exhausted his/her eligibility will be provided an exit interview. been met yet? Met</p>	<p>department and shared the findings with the respective head of each area. 3(c) Problematic areas and findings from the exit interviews were included in head coach evaluations. The SPA reviewed these areas with the head coach and the SPA was instructed to develop an action plan to improve these problematic areas. 3(d) Due to the hiring of a new Director of Athletics, exit interview findings were shared with the Faculty Athletic Rep by the Associate Athletic Director for Compliance in June 2017.</p>		
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**Reflection (Due 9/15/17)**

**Reflection**

**1) How were assessment results shared in the unit?**

*Please select all that apply. If "other", please use the text box to elaborate.*

Distributed via email (selected)

Presented formally at staff / department / committee meetings (selected)

Discussed informally (selected)

Other (explain in text box below)

## 2) How frequently were assessment results shared in the unit?

Frequently (>4 times per cycle) (selected)

Periodically (2-4 times per cycle)

Once per cycle

Results were not shared this cycle

## 3) With whom were assessment results shared?

*Please select all that apply.*

Department Head (selected)

Dean / Asst. or Assoc. Dean

Departmental assessment committee

Other faculty / staff (selected)

## 4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

The Department maintained the same overall goals for 2016-17 from 2015-16 however the measures were re-evaluated. For Goal #2 (Prioritize Academic Excellence for Student-Athletes) the measures were significantly increased after an outside consultant reviewed our department and provided suggestions. The Department will maintain these measures for 2017-18 as they were not met in 2016-17 and are aspirational.

The Department made enhancements and improvements to Goal #3 (Maintain High Levels of Satisfaction with Student-Athlete Support Services) after reviewing the 2015-16 action plan. In 2016-17 the results from Exit Interviews were shared in a timely and efficient manner with all units and coaches. The response rate increased exponentially when hard copies were provided to student-athletes at end of the year team meetings and completed on-site.

## 5) What has the unit learned from the current assessment cycle?

The Athletic Department has learned the following through the assessment cycle:

a) The Department would like to increase the student-athlete response rate. In order to provide the greatest experience for our student-athletes their feedback is essential. To increase response rates the department will provide hard copies of surveys after events along with an incentive for teams and student-athletes to complete the surveys.

b) The Department has been effective at following through with providing exit interview findings in the coaches evaluations. This has brought about positive change in different areas of the department.

c) The Department is looking forward to re-branding "The Game Plan" into the "Geaux Cajuns Program." There is much excitement around the program and should improve coach and student-athlete buy-in.

## Attachments

### Attachments

Upload any supporting documents related to your assessment plans, results, or improvements. Documents may include rubrics, survey questions, reports, etc. There is no limit to the number of documents you can upload.

Click "Select File" to upload document(s)



