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 qu	Enhance the quality of the student-athlete experience within the context of higher education.					
Legends	OO - Outcome/0	Objective (administra	ative units);				
Standards/Outcomes							
Assessment Measures							
	Assessment Measure						

r		1	ГТТТТ
	Indirect -	(1a) The Game	The_Game_PlanFour_Year_PlanRevised_7.25.16.pdf
	Student	Plan Initiative	Fall_Programming_Handout.pdf
	Evaluations	provides total	Spring_Programming_Handout.pdf
		development	Spring_Programming_nandout.put
		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.	
		(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)	

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	

Goal/Objective	Prioritize academic excellence for all student-athletes.
Legends	OO - Outcome/Objective (administrative units);

Standards/Outcomes			
Assessment Measures			
	Assessment Measure	Criterion	Attachments
	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 le	Maintain high levels of satisfaction with student-athlete support services.				
Legends	OO - Outcome/0	OO - Outcome/Objective (administrative units);				
Standards/Outcomes						
Assessment Measures						
	Assessment Measure	Criterion	Attachments			
	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			

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.

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.

Goal/Objective	Enhance the qual	ity of the student-athlete experience within the context of higher education.				
Legends	OO - Outcome/Ob	pjective (administrative units);				
Standards/Out comes						
Assessment Measures						
	Assessment Measure	Criterion				
	Indirect - Student Evaluations	(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. (1b) A minimum of 2 programs per semester will be sponsored by the Student-Athlete Advisory				

		topic Read - Me and a topic to co Com prog Gam Inter of stu	for the respecti diness" and Spri entoring and Cor ask them about being discusse mplete the surve mittee (SAAC) w ram and gage fe e Plan will spon est as to which p	Game Plan Initiative that highlight the specific Gar ve semester. Fall 2016 topic will be "After the Gan ng 2017 topic will be "Giving Back / Leadership De nmunity Service." (1c) Survey attendees after each the degree to which they gained a better understa d as a result of the program. All student-athletes w ey following each program. The Student-Athlete A will discuss The Game Plan Programming following eedback from SAAC Members. (1d) The SAAC and sor a minimum of 2 community service projects each project to support will be gaged by SAAC feedback d = all student-athletes will be provided a survey for	ne - Career evelopment h program nding of the <i>i</i> ll be asked dvisory g the d The ach year. K. Number
Assessment Findings	Assess ment Measure	Criterion	Summary	Attachments of the Assessments	Improve ment Narrative s
	Indirect - Student Evaluatio ns	Has the criterion (1a) The Game Plan Initiative provides total developm ent programm ing to student- athletes throughou t the course of a four- year cycle. The Game Plan Initiative depicts programm ing topics and education al opportunit ies for eight semesters in order to	1(a) The Game Plan has been designed to provide total development programmin g to student- athletes throughout the course of a four-year cycle. While maintaining the 8 semester cycle that was established in 2015-16 through the Game Plan, re-branding will begin in 2017-18 through the Geaux Cajuns Leadership Program. The goal of re-branding the Geaux Cajuns	Fall_Programming_Handout.pdf Spring_Programming_Handout.pdf Game_Plan_Panel_Script1docx Game_Plan_Survey_Results.pdf Game_Plan_Panel_Sign_In_Sheets.pdf Resume_Cafe_Sign_in_Sheet.pdf Etiquette_Dinner_Sign_In_Sheet.pdf Etiquette_Dinner_Invite_with_Menupdf Etiquette_Dinner_Survey_Results.pdf Career_Fair_Survey_Results.pdf Habitat_for_Humanity_KickoffSA_Sign_In_ Sheet_1.23.17.pdf 2016_2017_Community_Service_Totals.xlsx	- Assessm ent Process: Continuou s monitorin g: The Geaux Cajuns Program will continue to will continue to will continue to will continue to will continue to enhance the quality of the student- athlete experienc e within the context of higher education . One goal will be to improve the low response rate from

enhance	Leadership	student-
student-	Program is	athletes
athlete	for staff,	on
welfare as	coaches and	surveys
well as	student-	after
prepare	athletes to	Geaux
student-	understand	Cajuns
athletes	the overall	events.
for life	goal of the	We will do
after	program and	this by
college.	to increase	providing
An	support for	both
etiquette	the program.	online
dinner for	The theme	and hard
upper	for The	copies of
classmen	Game Plan	the
will be	in the Fall	
	2016	survey
conducted		and
prior to	semester	encourag
December	was "After	e student-
1, 2016	the Game –	athletes
and will	Career	to
be	Readiness".	complete
conducted	Educational	the
on a bi-	topics	survey on
yearly	covered	the same
basis.	included:	day of the
(1b) A	identifying	event.
minimum	your skills	event.
of 2		
	and	
programs	experience,	
per	seeking and	
semester	securing	
will be	internships,	
sponsore	resumé	
d by the	building and	
Student-	dress for	
Athlete	success.	
Advisory	Programmin	
Committe	g efforts	
e and The	included	
Game	hosting an	
Plan	alumni	
Initiative	panel,	
that	student-	
highlight	athlete	
the	resumé	
specific	clinic,	
Game	student-	
Plan topic	athlete	
for the	career fair	
respective	and an	
semester.		
	etiquette	
Fall 2016	dinner. The	
topic will	theme for	
be "After	The Game	

the Game	Plan in the	
- Career	Spring 2017	
Readines	semester	
s" and	was "Giving	
Spring	Back &	
2017 topic	Leadership	
will be		
	Developmen	
"Giving	t – Mentoring	
Back /	&	
Leadershi	Community	
р	Service".	
Developm	Educational	
ent –	topics	
Mentoring	covered	
and	included:	
Communit	mentoring	
y	local youth,	
Service."	benefits of	
(1c)	volunteerism	
Survey	, peer	
attendees	mentoring,	
after each	and learning	
	from leaders	
program and ask	in the	
them	community/f	
about the	ormer	
degree to	student-	
which	athletes.	
they	Programmin	
gained a	g efforts	
better	included a	
understan	Habitat for	
ding of	Humanity	
the topic	Community	
being	Service Kick-	
discussed	Off Event,	
as a result	Habitat for	
of the	Humanity	
program.	Volunteer	
All	Service	
student-	Project and	
athletes	Pack the	
will be	Pantry Party.	
asked to	An etiquette	
complete	dinner was	
the survey	held for all	
following	junior and	
each	senior	
program.	student-	
The	athletes on	
Student-	October 17,	
Athlete	2016. The	
Advisory	etiquette	
Committe	dinner	
e (SAAC)	allowed	
will	upperclassm	

	1	
discuss	en to	
The	educate	
Game	themselves	
Plan	on how to	
Program	conduct	
ming	themselves	
following	in a	
the	professional	
program	setting for	
and gage	their future	
feedback	careers. The	
from	dinner was	
SAAC	sponsored	
Members.	by	
(1d) The	Northwester	
SAAC	n Mutual.	
and The	1(b) In	
Game	September	
Plan will	of 2016, the	
sponsor a	SAAC and	
minimum	Student-	
of 2	Athlete	
communit	Affairs,	
y service	hosted an	
	Alumni	
projects		
each	Panel. The	
year.	panel was	
Interest	mandatory	
as to	for all	
which	freshman	
project to	and	
support	sophomores	
will be	and	
gaged by	consisted of	
SAAC	current and	
feedback.	former	
Number	student-	
of	athletes. The	
students	panel	
assessed	provided	
= all	information	
student-	on options	
athletes	after	
will be	graduation	
provided	including	
a survey	entering a	
for each	career field	
Game	and/or	
Plan	graduate	
	school.	
program been met	Following	
yet?	the Alumni	
Met	Panel a	
	Resumé	
	Clinic and	
	Student-	

	10
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.	
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 Kiek	
Service Kick-	
Off Party	
allowed	
student-	
athletes to	

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	

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	

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	
and voted on	
by SAAC	
members. In	
the Fall 2016	⊥

	14
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	

	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.	
--	---	--

Assessment List Findings for the Assessment Measure level for Prioritize academic excellence for all studentathletes.

Goal/Objective	Prioritize academic excellence for all student-athletes.				
Legends	OO - Outcome/Objective (administrative units);				
Standards/Outcomes					
Assessment Measures					
	Assessment Measure	Criterion			
	Indirect - Academic Indirect (Other	(2b) Increas Graduation Belt Confere Improvemer Academic Ir University's Deputy Athle The monitor	 (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					
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	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 GSRFinal_Report.pdf	- Student/Faculty Support (for Administrative Units): After reviewing the

APR scores to meet orfinalized and the exceed 960.results, the athletic department ha determined that there are still there are still GPA for all or higher. (2c)report has programs, programs, or exceeded a or exceeded a or exceeded a or higher while continuing to lead in bothresults, the athletic programsAPR scores to meet orAPR scores to the exceed 960.institution's determined that determined that there are still there are still three areas of improvement in regard to prioritizing academic excellence for student-athlete continuing to lead in bothresults, the athletic programs	ti-
exceed 960.institution'sdepartment has(2b) Increasereport hasdetermined thatthe overallbeenthere are stillGPA for allreleased. Allthree areas ofsports to a 3.1athleticimprovement inor higher. (2c)programs,regard toFederalother thanprioritizingGraduationfootball, metacademicRate of 70%or exceeded aexcellence foror higher whilemulti-yearstudent-athletecontinuing toAPR score of1. Not all	ti-
(2b) Increase the overall GPA for all sports to a 3.1 or higher. (2c)report has been released. All athletic programs, federal Graduation Rate of 70% or exceeded a or higher while continuing todetermined that there are still three areas of improvement in regard to prioritizing academic excellence for student-athlete	ti-
the overallbeenthere are stillGPA for allreleased. Allthree areas ofsports to a 3.1athleticimprovement inor higher. (2c)programs,regard toFederalother thanprioritizingGraduationfootball, metacademicRate of 70%or exceeded aexcellence foror higher whilemulti-yearstudent-athletecontinuing toAPR score of1. Not all	all s. ti-
GPA for all sports to a 3.1released. All athleticthree areas of improvement in regard to prioritizing academicor higher. (2c) 	all s. ti-
sports to a 3.1 or higher. (2c) Federalathletic programs, other thanimprovement in regard to prioritizing 	all s. ti-
or higher. (2c) Federalprograms, other thanregard to prioritizing academicGraduation Rate of 70%football, met or exceeded a 	all s. ti-
or higher. (2c)programs,regard toFederalother thanprioritizingGraduationfootball, metacademicRate of 70%or exceeded aexcellence foror higher whilemulti-yearstudent-athletecontinuing toAPR score of1. Not all	s. ti-
Federalother thanprioritizingGraduationfootball, metacademicRate of 70%or exceeded aexcellence foror higher whilemulti-yearstudent-athletecontinuing toAPR score of1. Not all	s. ti-
Graduationfootball, metacademicRate of 70%or exceeded aexcellence foror higher whilemulti-yearstudent-athletecontinuing toAPR score of1. Not all	s. ti-
Rate of 70% or higher while continuing toor exceeded a multi-year APR score ofexcellence for student-athlete	s. ti-
or higher whilemulti-yearstudent-athletecontinuing toAPR score of1. Not all	s. ti-
continuing to APR score of 1. Not all	9
, , , , , , , , , , , , , , , , , , ,	9
	9
the Sun Belt teams had achieved a mu	9
Conference perfect single- year APR scor	
and State of year scores; of 960 or higher	ſ.
Louisiana. (2d) men's cross a) Football 201	
Create country, 16 Multi-Year	-
Academic women's APR = 954 2.	
Improvement tennis and The average	
Plans for each women's student-athlete	
team with a volleyball. The GPA and sport	
multi-year men's cross program GPA	·
APR score country was not a 3.1 c	r
below 930. posted a higher. a) 8	
Academic perfect multi-	ot
Improvement year score of obtain a 3.1 G	
Plans will be 1,000 and or higher. b) T	
reviewed by a was honored average stude	
representative for this athlete GPA w	
of the achievement 2.960 for 2016	
University's with the 17.3. The	
Athletics national level.	
Committee 2(b) In the Graduation Ra	
who will report Fall 2016 was not at or	5
his/her semester the above 70%. a)	
	,t
Deputy for all student- public data had Athletic athletes the University's	
Director for (2.947) FGR at 66%. If	
Internal surpassed the should be note	
Affairs/Senior general that these goa Woman student body were set in Jul	
The monitored percent of all extensive revie	N
report will be student- by an outside	
housed in the athletes consulting firm	
Compliance earned a 3.0 These goals at CEA or above	
Office and GPA or above aspirational an	1
assessed to for Fall 2016. the Athletic	
ensure the The female Department is	
target APR student- enacting multip	e
score is met athlete steps to work	
prior to the population toward these	
next APR earned a goals in the fiv	:-

reporting	semester	year plan. These
period. been	GPA of 3.10	steps include the
met yet?	and 66.89	hiring of Learning
Not met	percent of all	Specialist,
	female	Ashlee Jennings,
	student-	pre-assessment
	athletes	for all student-
	earned a 3.0	athletes and
	or above	renovations,
	semester	improvements
	GPA. 37	and relocation to
	student-	the Student-
	athletes	Athlete Academic
	earned a 4.0	Center. Since
	semester	Ms. Jennings
	GPA and at	start with the
	Fall 2016	Student-Athlete
	Convocation,	Academic Center
	22 student-	on June 19, 2017
	athletes	she has
	graduated, 6	implemented and
	of which	completed the
	graduated	following: •
	with honors.	Created a pre-
	In the Spring	screen
	2017 55.6	assessment
	percent of all	called BASELINE
	student-	for freshmen and
	athletes	transfer student-
	earned a 3.0	athletes. It is
	GPA or	made up of a
	above. 69.7	basic 15 question
	percent of all	Algebra test, the
	female	Nelson-Denny
	student-	reading
	athletes	comprehension
	earned a 3.0	assessment, and
	GPA or	an Adult Self
	above, which	Report Scale that
	is up from last	measures
	year's Spring	attention issues
	2016 average	that may be
	of 66.6	present. •
	percent. 34	Administered
	student-	BASELINE to 30
	athletes	football players,
	earned a 4.0	10 women's
	semester	basketball
	GPA and at	players, 3 men's
	Spring 2017	basketball
	Convocation,	
	40 student-	players and 3
		baseball players.
	athletes	• Used BASELINE
	graduated, 12	
	of which	results to
	graduated	determine testing

with honors. for 4 student- athletes with Julie Spedale, an student- athletes in the spring 2016 order to acquire accomnodations athletes in the spring 2016 order to acquire accomnodations accomnodations 2.973. Eight university. • accomnodations programs university. • accomnodations achieved Formed a accomnodations above a 3.1 partmership with UL's Psychology academic department, women's the department, which enables year, women's the department or cross country receive a full (3.552), softball comprehensive, soccer athiets. This soccer (3.333), men's educational women's athiets. This soccer athiets. This socier (3.329), women's tallest. This socer athiets. This socier (3.320), men's track conditions deficit diagnosis; (3.207), women's track achable student- ditiets to athletes to athletes to athletes to track (3.100), men's track acquire a service thus far. * of 2.960 of which 168 Modified acquire a service thus far. * of 2.960 of which 168 Modified student- achieved an average GPA thetes have utilized this student- athletes that services 95 GPA and 13		
The average GPA for all student- athletes in the paprositician, in spring 2016 semester was 2.973. Eight accommodations 2.973. Eight deversion achieved above a 3.1 deversion 	with honors.	for 4 student-
GPA for allJulie Spedale, an Educationalstudent- athletes in the semester was 2.973. EightDiagnostician, in order to acquire accomodations 2.973. Eightprograms achieveduniversity Formed a above a 3.1 GPA for the ull.'s Psychology academic geartiment, women's the department to rcross country (3.343), men's cross country (3.343), men's cross country (3.343), men's cross country (3.329), women's softballeducational educational department of rcoss country (3.3303), could include women's softball (3.303), could include women's tention (3.303), could include women's tention (3.303), could include women's tention (3.269), men's tention (3.269), tention track (3.100), reserved track (3.100), reserved and track (3.100), reserved and track (3.100), reserved and track (3.100), reserved and track (3.100), reserved and track (3.100), reserved and achieved an achieved an achieved an achieved an achieved an achieved an achieved an achieved an achieved a achieved an achieved a achieved a achie		athletes with
student- athletes in the spring 2016 semester was 2.973. Eight through the programs achieved above a 3.1 UL's Psychology academic wear; women's cross country (3.352), comprehensive, softball (3.343), men's cross country cross cross cross co		Julie Spedale, an
athletes in the spring 2016 semester was 2.973. Eight programs achieved above a 3.1 GPA for the uviersity.• academic users; women's softball (3.552), softball (3.552), softball (3.343), men's cross country (3.343), men's cross country (3.343), men's comprehensive, psycho- (3.343), men's could include teaming disability teaming disability disability disable disability disability disability disable <th></th> <th></th>		
spring 2016order to acquiresemester wasaccommodations2.973. Eightthrough theprogramsuniversity.achievedFormed aabove a 3.1patnership withGPA for theUL's Psychologyacademicdepartment,year;which enableswomen'sthe department,cross countryreceive a full(3.552),comprehensive,softballpsycho-(3.343), men'seducationalcross countryassessment of(3.329),some of the mostwomen'sat-risk student-soccerathietes. This(3.303),could includewomen'slearning disabilitytennis (3.269),or attentionmen's tennisdeficit diagnosis;(3.207),it also wouldwomen's trackenable student-achieved anathietes toacquire arogether 397rogether 397prescription ifstudent-necessary. 3 ofathietesour student-achietesProgram to formstudent-Academic CoachathietesProgram to form(42.3%)the Get AMPedachiered aModifiedstudent-Academic Coachachiered aModifiedstudent-Academic Coachachiered aModifiedstudent-Academic Coachachiered aModifiedstudent-Which Programachier		
semester was accommodations 2.973. Eight through the programs university. achieved Formed a above a 3.1 partnership with UL's Psychology academic department, year; which enables the department, year; which enables women's the department, year; comprehensive, softball psycho- (3.33), men's educational cross country assessment of (3.329), some of the most women's athietes. This (3.303), could include women's tenning disability tennis deficit diagnosis; (3.207), it also would women's track enable student- (3.151), men's athletes to acquire a acquire a table student- achieved an achieved an athletes actietes our student- athletes Program to form athletes Program to form <th></th> <th></th>		
2.973. Eight programs achieved above a 3.1 		
programs achieved above a 3.1university. Formed a patnership with UL's Psychology academic department, weich enables the department, weich enables the department, weich enables the department of (3.552), softball (3.343), men's cross country (3.343), men's cross country (3.3329), some of the most at-risk student- soccer athetes. This could include (3.303), could include women's at-risk student- athetes this (3.303), could include learning disability tennis (3.269), men's tennis (3.151), men's track (3.151), men's track (3.100), track (3.100), track (3.101), regether 397 rescription if necessary. 3 of athletes our student- athletes track (3.267) track (3.207), track athletes track (3.100), track (3.101), regether 397 rescription if student- athletes track (3.100), track (3.101), regether 397 rescription if athletes track (3.267) track athletes for track (3.101), track (3.101), acquire a average GPA utilized this deficied this student- athletes the deficied this student- athletes track (3.267) track (3.267) track (3.101), track (3.102), track (3.101), track (3.102), track (3.102), track (3.102), track (3.101), track (3		
achieved above a 3.1Formed a partnership with UL's Psychology department, which enables the department to cross country (3.552), softball cross country (3.343), men's cross country (3.329), women's ter department of educational active a full cross country (3.329), women's ter set at risk student- ternis (3.269), men's ternis (3.303), could include uomen's ternis (3.269), men's ternis (3.307), ternis (3.269), men's ternis (3.307), ternis (3.269), men's ternis (3.207), ternis (3.269), men's ternis (3.207), tit also would women's track (3.151), men's ternis (3.269), men's ternis track (3.100), tracquire a track (3.100), tracquire a track (3.100), tracquire a track (3.100), tractiont of student- tachieved an average GPA which 168 tudent- the service thus far. the service thus far. the service thus far. the service thus far. the service set subent- athletes the service set subent- athletes the service thus far. the service set subent- athletes the service set subent- athletes the service set subent- athletes the service set subent- athletes the department beneric coach the service set subent- athletes student- the service set subent- athletes student- the service set subent- that services set subent- athletes student- the student- the student- the student- the service set set subent- the service set set student- the student- the student- the student- the student- the student- the service set set student- the service set set student- the student		
above a 3.1 GPA for the academic year; women'spatnership with UL's Psychology department, which enables the department to receive a full (3.552), softball (3.343), men's educational cross country (3.329), women's some of the most at-risk student- soccer (3.303), could include learning disability tennis (3.268), women's tennis (3.307), tennis deficit diagnosis; (3.207), women's tatability tennis (3.269), women's tatability tennis (3.269), women's tatability tennis (3.269), women's tatability tennis (3.269), women's tatability tennis (3.269), women's tatability tennis (3.267), women's tatability tennis (3.269), women's tatability tennis (3.269), women's tatability tennis (3.269), women's tatability tennis (3.269), women's tatability tennis (3.269), women's tatability tennis (3.269), women's tatability tennis (3.269), women's tablets to acquire a prescription if necessary, 3 of acquire a average GPA which 188 student- athletes tabletes to ur student- achieved an tabletes deficit diagmosis of 2.960 of which 188 student- athletes deficit diagmosis deficit diag		
GPA for the academicUL's Psychology department, which enables the department to receive a full (3.552), softballUL's Psychology department to receive a full comprehensive, psycho- (3.343), men's cores country assessment of (3.329), women's soccar atrisk student- athetes. This (3.303), could include women's tennis (3.269), men's tennis (3.269), rescription if tensis (3.207), women's tarks tudent- athetes to athetes to achieved his athetes to athetes to achieved a 3.0 or higher to or student- athetes to achieved a 3.0 or higher the department to the department to the department to tensis tudent- athetes achieved a the department to the department to tensis tudent- athetes the department to tensis tudent- athetes to or student to or athetes to athetes the department to tensis tudent- athetes to athetes the department to tensis to athetes tensis tudent- athetes to athetes the department to tensis tudent- athetes the department to tensis tudent- athetes tensis tudent- athetes tensis tudent- tensis tudent- tensis tudent- tensis tudent- tensis tudent		
academic year; women's cross country (3.552), softball cross country (3.343), men's cross country creceive a full comprehensive, psycho- (3.343), men's cross country assessment of (3.329), some of the most at-risk student- athietes. This (3.303), women's tennis (3.303), women's tennis (3.303), tennis (3.303), tennis (3.303), tennis (3.303), tennis (3.303), tennis (3.303), tennis (3.303), tennis (3.303), tennis (3.303), tennis (3.303), tennis (3.303), tennis (3.303), tennis (3.303), tennis (3.303), tennis (3.303), tennis (3.303), tennis (3.303), tennis (3.303), tennis (3.303), tennis (3.307), tennis (3.307), tennis (3.307), tennis (3.307), tennis (3.307), tennis (3.307), tennis (3.307), tennis track (3.151), men's track track (3.100), acquire a track (3.161), men's student- athletes to ur student- athletes have average GPA utilized this service thus far. • Which 168 Modified that services 95 GPA and 13 student- achieved a 3.0 or higher that services 95 GPA and 13 student- with a current		
year; women's cross country (3.552), softball (3.552), comprehensive, psycho- (3.343), men's cross country (3.329), women's soccer (3.343), men's could include women's tennis (3.303), could include women's tennis (3.269), men's tennis (3.269), women's tennis (3.269), men's tennis (3.269), men's tennis (3.269), men's tennis (3.269), men's tennis (3.269), men's tennis (3.269), men's tennis (3.269), men's tennis track (3.100). men's track (3.151), men's track (3.100). men's tudent- athletes track (3.100). men's tudent- acquire a Together 397 prescription if student- achieved an average GPA utilized this of 2.960 of which 168 Modified student- achieved a achieved a 3.0 or higher (42.3%) the Get AMPed achieved a 3.0 or higher (42.3%) the Get AMPed achieved a thetes be that services 95 GPA and 13 student-athletes		
women'sthe department to receive a full(3.552),comprehensive, psycho-(3.343), men'seducational cross country(3.329),some of the most at-risk student- soccer(3.303),could includewomen'sat-risk student- soccer(3.303),could includewomen'slearning disability tennistennisdeficit diagnosis; (3.207),(3.151), men'sathletes to track (3.100).women's track track (3.100).acquire a track (3.151), men's athletes to track (3.160).Together 397 student- achieved an average GPAprescription if service thus far. • Wohich 168which 168 student- athletesModified Academic Coach Program to form (42.3%) achieved a a.0 or highera.0 or higher data services 95 GPA and 13 student- achieves 95		
cross countryreceive a full comprehensive, softball(3.552), softballcomprehensive, psycho- educational assessment of (3.329), women'sat-risk student- soccerat-risk student- athetes. This could includewomen'slearning disability tennis (3.269), women'swomen'slearning disability tennis (3.269), men's tennis(3.151), men'senable student- athetes to athetes to acquire a track (3.100).active d an average GPA which 168athetes Modified service thus far. • Which 168which 168 athetesModified tathetesachieved an achieved a 3.0 or higherMentor Program that services 95 student- achieved aachieved a achieved aMentor Program that services 95 student- achieved aachieved a achieved aMentor Program that services 95 student- achieved a		
(3.552), softball (3.343), men's cross country (3.329), women's soccer (3.303), women's soccercould include assessment of some of the most at-risk student- soccer athletes. This could include learning disability or attention men's tennis (3.269), women's tennis (3.207), women's track (3.207), women's track (3.207), women's track (3.100). Together 397 student- athletes track (3.100). Together 397 student- athletes athletes to cur student- athletes achieved an average GPA which 168 student- achieved a 3.0 or higher GPA and 13 student-tachieved a student-tachieved a student-tachieved a student- athletes(42.3%) GPA and 13the Get AMPed student-tachieved a student-tachieved a <th></th> <th></th>		
softballpsycho- educational(3.343), men's cross country (3.329), 		
(3.343), men's cross country (3.329), women's soccer (3.303), women's soccer athietes. This could include learning disability tennis (3.269), women's tennis (3.269), it also would women's tennis (3.207), women's track (3.151), men's track (3.100). Together 397 student- achieved an athietes to athietes the achieved an athietes athietes the socre thus far. which 168 student- achieved a 3.0 or higher (42.3%)educational assessment of student- achieved a 3.0 or higher deficit diagnosis that services 95 GPA and 13 student- achieved a		
cross country (3.329),assessment of some of the most at-risk student- athletes. This could includesoccer (3.303),athieles. This could includewomen's tennis (3.269),or attention or attention men's tennis(3.151), men's track (3.100),it also would women's track (3.151), men's track (3.100),Together 397 student- athletesprescription if necessary. 3 of our student- athletes achieved an average GPAwhich 168 student- athletesModified student- athletesverage GPA of 2.960 of which 168Modified student- athletesstudent- athletesAcademic Coach athletesathletes student- achieved a 3.0 or higherProgram to form that services 95 GPA and 13GPA and 13 student-With a current		
(3.329), women's soccersome of the most at-risk student- athletes. This could include learning disability tennis (3.303), women's tennis (3.269), men's tennis (3.207), women's track (3.207), women's track (3.151), men's track (3.100). acquire a Together 397 track (3.100). acquire a track (3.100). track (3.100). acquire a track (3.100). track (3.100). track (3.100). acquire a track (3.100). track (3.		
women's soccer (3.303),at-risk student- athletes. This could include learning disability or attention deficit diagnosis; (3.207),at-risk student- athletes to acquire a prescription if necessary. 3 of our student- athletes achieved an average GPA our student- athletesathletes achieved an average GPA our student- athletes bor 2.960 of service thus far. • Which 168 student- athletesModified Academic Coach Program to form (42.3%) achieved a athletes42.3%) achieved a athletesAcademic Coach Program to form (42.3%) achieved a 3.0 or higher GPA and 13 student- achieved aModified student- that services 95 student- that services 95 student- that services 95 student- that services 95 student- that services 95		
soccerathletes. This could include(3.303), women'slearning disability or attention men's tennisor attention deficit diagnosis; it also would women's track (3.207), women's track (3.151), men's track (3.100). Together 397or attention deficit diagnosis; it also would acquire a prescription if necessary. 3 of our student- achieved an average GPA which 168titletes student- achieved an average GPA (42.3%) acquire diagnosis the Get AMPed achieved a 3.0 or higher GPA and 13 student-achieved a	. ,	
(3.303),could includewomen'slearning disabilitytennis (3.269),or attentionmen's tennisdeficit diagnosis;(3.207),it also wouldwomen's trackenable student-(3.151), men'sathletes totrack (3.100).acquire aTogether 397prescription ifstudent-necessary. 3 ofathletesour student-achieved anathletes haveaverage GPAutilized thisof 2.960 ofservice thus far. •which 168Modifiedstudent-Academic CoachathletesProgram to form(42.3%)the Get AMPeda.0 or higherthat services 95GPA and 13student-athletesstudent-student-athletesachieved aMentor Programstudent-this services 95gPA and 13student-athletes		
women'slearning disabilitytennis (3.269), men's tennisor attentiondeficit diagnosis; (it also would women's track (3.151), men'senable student- athletes to acquire aTogether 397 student- achieved an average GPA of 2.960 of which 168 student- athletesprescription if necessary. 3 of our student- athletes have utilized this student- achieved an average GPA of 2.960 of which 168men's track men's track men's track men's track student- achieved an average GPA men's track student- athletesachieved an average GPA of 2.960 of which 168 student- athletesmen's track men's trac		
tennis (3.269), men's tennis (3.207), women's track (3.151), men's track (3.100).or attention deficit diagnosis; it also would enable student- (3.151), men's track (3.100).Together 397 student- achieved an average GPA of 2.960 of which 168 student- athletesor student- athletes have utilized this of 2.960 of which 168 student- athletesWhich 168 student- athletesModified Academic Coach athletes student- athletes or student- athletes student- athletes student- athletes student- athletes student- athletes student- athletes student- athletes student- athletes student- athletes student- athletes student- athletes student- athletes student- athletes student- athletes student- athletes student- athletes student- athletes student- athletes student- achieved a achieved a achi		
men's tennisdeficit diagnosis; it also would enable student- athletes to acquire a prescription if student- athletesTogether 397prescription if necessary. 3 of our student- achieved an average GPA of 2.960 of which 168 student- athletesour student- athletes have utilized this service thus far. • Modified Academic Coach athletesWhich 168 student- achieved a athletesModified Modified Academic Coach athletes student- achieved a athletes000 achieved a athletesModified Modified Academic Coach athletes student- achieved a 3.0 or higher GPA and 13 student- activent- with a current		
(3.207),it also would enable student- athletes to acquire a prescription if necessary. 3 of our student- achieved an average GPA of 2.960 of which 168 student- athletesit also would enable student- acquire a prescription if necessary. 3 of our student- athletes have utilized this service thus far. • Modified Academic Coach athletes achieved a athletes student- athletes student- athletes student- athletes student- achieved a academic Coach achieved a 3.0 or higher GPA and 13 student- athletes		
women's track (3.151), men's track (3.100).enable student- athletes to acquire a prescription if necessary. 3 of our student- athletes athletes achieved an average GPA of 2.960 of which 168 student- athletesenable student- achieved an athletes have utilized this service thus far. • Modified Academic Coach Program to form the Get AMPed dachieved a 3.0 or higher GPA and 13 student-		
(3.151), men's track (3.100). Together 397 student- achieved an average GPA which 168 student- achieved aathletes 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 Achieved a 3.0 or higher GPA and 13 student-		
track (3.100).acquire aTogether 397prescription ifstudent-achieved anachieved anathletes haveaverage GPAutilized thisof 2.960 ofservice thus far. •which 168Modifiedstudent-achieved aathletesProgram to form(42.3%)the Get AMPedachieved a3.0 or higher3.0 or higherthat services 95GPA and 13student-student-student-		
Together 397prescription ifstudent- athletesour student- athletesachieved an average GPAathletes have utilized thisof 2.960 of which 168service thus far. • Modifiedwhich 168 student- athletesAcademic Coach Program to form (42.3%) achieved a 3.0 or higher3.0 or higher GPA and 13 student-that services 95 student- which a current		
student- athletes achieved an average GPAnecessary. 3 of our student- athletes have utilized thisof 2.960 of which 168 student- athletesservice thus far. • ModifiedWhich 168 student- athletesAcademic Coach Program to form (42.3%) the Get AMPed achieved a 3.0 or higher GPA and 13 student- a student- which a current		
athletesour student- athletes have utilized thisachieved an average GPAutilized thisof 2.960 of which 168service thus far. • Modifiedwhich 168 student- athletesAcademic Coach Program to form the Get AMPed Mentor Program 3.0 or higher GPA and 13 student-achieved a student- achieved a student- achieved aMentor Program that services 95 student-athletes with a current		
achieved an average GPA of 2.960 of which 168 student- athletes (42.3%)athletes have utilized this service thus far. • Modified4Academic Coach Program to form (42.3%) achieved a 3.0 or higher GPA and 13 student- athletes with a current		
average GPA of 2.960 of which 168 student- athletes (42.3%) achieved a 3.0 or higher GPA and 13 student- athletesutilized this service thus far. • Modified Academic Coach Program to form the Get AMPed Mentor Program that services 95 student- with a current		
of 2.960 of which 168 student- athletesservice thus far. • ModifiedAcademic Coach athletesAcademic Coach Program to form (42.3%)(42.3%)the Get AMPed Mentor Program 3.0 or higher GPA and 13 student-Student- with a current		
which 168Modifiedstudent- athletesAcademic Coach(42.3%)the Get AMPedachieved aMentor Program3.0 or higherthat services 95GPA and 13student-athletesstudent-with a current		
student- athletesAcademic Coach(42.3%)Program to form(42.3%)the Get AMPedachieved aMentor Program3.0 or higherthat services 95GPA and 13student-athletesstudent-with a current		
athletesProgram to form(42.3%)the Get AMPedachieved aMentor Program3.0 or higherthat services 95GPA and 13student-athletesstudent-with a current		
(42.3%)the Get AMPedachieved aMentor Program3.0 or higherthat services 95GPA and 13student-athletesstudent-with a current		
achieved aMentor Program3.0 or higherthat services 95GPA and 13student-athletesstudent-with a current		U U
3.0 or higherthat services 95GPA and 13student-athletesstudent-with a current		
GPA and 13 student-athletes student-		Ŭ
student- with a current		
achieve a mentors.		
perfect 4.0 in Student-Athlete		
the 2016-17 Academic Center		
academic Steps Once a		
year. 2(c) Student-Athlete		
University of is Marked as "At-		
Louisiana at Risk": 1.The		
Lafayette sport specific		
student- academic		
athletes are counselor meets	athletes are	counselor meets

	19
graduating at	one-on-one with
a rate of 66	the student-
percent	athlete to assess
according to	the at-risk status
the most	(e.g. failed
current 4-year	exam(s), missed
Federal	assignment(s),
Graduation	absences).
Rate. This is	Professor
the highest	comments are
rate of	not viewable by
graduation	the student-
among	athlete; these
student-	comments are
athletes in the	used by the
state's 11	academic
Division I	counselor to
public	develop
institutions	strategies for
and the Sun	improvement. 2.
Belt	An academic
Conference.	improvement
At the Spring	plan is created by
Sun Belt	the academic
Conference	counselor and
Meetings, the	the student-
University	athlete to outline
was honored	action items the
with the	student-athlete
Graduation Achievement	should achieve
Award for	(e.g. tutoring, study groups,
achieving the	meeting with the
highest	professor,
student-	specific study
athletes	strategies). Many
graduation	times the items
rate in the	are mandated,
Sun Belt	such as tutoring
Conference.	sessions, and
2(d) All	there are
sixteen UL	consequences
teams	for not adhering
competing at	to the mandates.
the NCAĂ	3. The student-
Division I level	athlete's
scored above	academic mentor
the minimum	(student
NCAA	employees in our
Academic	office) and the
Performance	learning
Rate score	specialist are
required for	also informed of
the 2015-16	the at-risk reports
academic	and implement
year (930	weekly objectives

multi-year	to hold the
score). Due to	student-athlete
the fact that	accountable for
all teams at	making
the University	improvements. 4.
of Louisiana	The student-
at Lafayette	athlete's athletic
have a multi-	head coach and
year APR	assistant
score of 930	coaches are
or higher, no	forwarded all at-
teams were	risk emails as
required to	they are reported
create an	by the professor.
academic	There is also
improvement	continuous
plan this year	communication of
per NCAA	improvements or
requirements.	lack of
	improvements
	made by the
	student-athlete.

Assessment List Findings for the Assessment Measure level for Maintain high levels of satisfaction with studentathlete support services.

Goal/Objective	Maintain high levels of satisfaction with student-athlete support services.		
Legends	OO - Outcome/Objective (administrative units);		
Standards/Outc omes			
Assessment Measures			
	Assessment Measure	Criterion	
	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 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.	

Assessment					
Findings		Criterion	Summore	Attachments of the Assessments	Improvers
	Assessm ent Measure	Criterion	Summary	Attachments of the Assessments	Improvem ent Narrative s
	Indirect - Exit Interviews	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	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 Men's Golf = 75% response rate Men's Tennis = 67% response rate Men's Track &	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	- Assessme nt Process: Continuou s monitoring :

to	Field = 73%	
evaluate	response rate	
student-	Women's	
athletes'	Basketball =	
overall	50% response	
collegiate	rate Women's	
experienc	Soccer = 86%	
e. (3b) Exit	response rate	
Interviews	Softball =	
will be	100%	
collected	response rate	
at year-	Women's	
end team	Tennis =	
meetings	100%	
by a	response rate	
representa	Women's	
tive of the	Track & Field	
University'	= 38%	
s Athletics	response rate	
Committee	Women's	
and	Volleyball =	
Associate	50% response	
Athletic	rate 3(b) Hard	
Director	copies of exit	
for	interviews	
	were collected	
Complianc		
e. Collected	and inputted	
	into	
data will	surveymonkey	
be	.com to	
analyzed	analyze	
and	results. In	
brought to	June 2017,	
the Sport	Sport Program	
Program	Administrators	
Administra	were provided	
tor (SPA).	with a	
The SPA	summary of	
will	the exit	
compile	interviews for	
results	their	
from exit	respective	
interviews	sport. The	
and report	SPA inputted	
findings to	their findings	
the	into the head	
Athletic	coach	
Director.	evaluation.	
(3c) The	The Associate	
SPA will	Athletic	
evaluate	Director for	
the	Compliance	
findings,	also compiled	
add the	the exit	
findings to	interview	
the	results by	
	,	

	coach's	department	
	annual	and shared	
	evaluation	the findings	
	and meet	with the	
	with the	respective	
	respective	head of each	
	coach to	area. 3(c)	
	create an	Problematic	
	action plan	areas and	
	for areas	findings from	
	identified	the exit	
	as	interviews	
	problemati	were included	
	c in the	in head coach	
	exit	evaluations.	
	interview.	The SPA	
	(3d) The	reviewed	
	Athletic	these areas	
	Director	with the head	
	will report	coach and the	
	all findings	SPA was	
	and action	instructed to	
	plan to the	develop an	
	FAR at the	action plan to	
	end of the	mprove these	
	academic	problematic	
	year.	areas. 3(d)	
	Number of	Due to the	
	students	hiring of a new	
	assessed	Director of	
	= all	Athletics, exit	
	student-	nterview	
	athletes	findings were	
	who have	shared with	
	exhausted	the Faculty	
	his/her	Athletic Rep	
	eligibility	by the	
	will be	Associate	
	provided	Athletic	
	an exit	Director for	
	interview.	Compliance in	
	been met	June 2017.	
	yet?		
	Met		
	<u>I</u>	I	 l

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.