## 2017-2018 Assessment Cycle PRES\_Athletics

## **Mission (due 12/4/17)**

## **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 / VP and Program / Department Mission**

## Mission of College or VP-area

Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."

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

#### **Mission of Program / Department**

Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."

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.

#### **Attachment (optional)**

Upload any documents which support the program / department assessment process.

## Assessment Plan (due 12/4/17)

## Assessment Plan (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.(Imported)
Legends	OO - Outcome/Objective (administrative units);
Standards/Outcome s	

Evaluations       Cajuns Program, formerly named The Game Plan Initiative, provides total development programming to student- athletes throughout the course of a four-year cycle. The Geaux Cajuns Program depicts programming topics and educational opportunities for eight semesters in order to       x       GEAUX_CAJUNS_Update_Coaches08.31.17.docx	Measures		Attachmente
Student Evaluations       Geaux Cajuns Program, formerly named The Game Plan Initiative, provides total development programming to student- athletes throughout the course of a four-year cycle. The Geaux Cajuns Program depicts programming topics and educational opportunities for eight semesters in order to       Geaux_Cajuns_Four_Year_PlanRevised_06.28.17.do x GEAUX_CAJUNS_Update_Coaches08.31.17.docx			Attachments
Evaluations       Cajuns Program, formerly named The Game Plan Initiative, provides total development programming to student- athletes throughout the course of a four-year cycle. The Geaux Cajuns Program depicts programming topics and educational opportunities for eight semesters in order to       GEAUX_CAJUNS_Update_Coaches08.31.17.docx			
Program, formerly       GEAUX_CAJUNS_Update_Coaches08.31.17.docx         Game Plan       Initiative, provides total development programming to student- athletes throughout the course of a four-year cycle. The Geaux Cajuns       GEAUX_CAJUNS_Update_Coaches08.31.17.docx         Program       Geaus       Geaus       Geaus         Cajuns       Program depicts programming topics and educational opportunities for eight       Geaus			
student- athlete welfare as well as prepare student- athletes for life after college. An etiquette dinner for upper classmen will be conducted on a bi-yearly basis in	Stude	t Geaux Geaux Cajuns Program, formerly named The Game Plan Initiative, provides total development programming to student- athletes throughout the course of a four-year cycle. The Geaux Cajuns Program 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 on a bi-yearly	Geaux_CajunsFour_Year_PlanRevised_06.28.17.doc x

programs per
semester will
be sponsored
by the
Student-
Athlete
Advisory
Committee
and The
Geaux
Cajuns
Program that
highlight the
specific
Geaux
Cajuns topic
for the
respective
semester. Fall
2017 topic will
be "Healthy
Relationships
" and Spring
2018 topic will
be "Coping
with the
Challenge of
Change." (1c)
Survey
attendees
after each
program and
ask them
about the
degree to
which they
gained a
better
understandin
g 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
Geaux
Cajuns
Programming
following the
program and
gage
feedback
from SAAC
Members.
(1d) The
SAAC and
The Geaux
Cajuns
Program 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 acader	nic excellence for all student-a	athletes.(Imported)				
Legends	OO - Outcome/C	Dbjective (administrative units)	;				
Standards/Outcomes							
Assessment Measures							
	Assessment Measure						
	Indirect - Academic	(2a) All Athletic programs multi-year APR scores to meet or exceed 960. (2b)	2016_17_APR_Institutional_Report.pdf BASELINE_Procedure_Manual.docx GET_AMPedJob_Announcement_Flyer.doc				

Indirect	Increase the overall GPA	
(Other)	for all sports to a 3.1 or	
(0)	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.	
	(2e) Continue to utilize	
	Student-Athlete Academic	
	Center services for all	
	student-athletes. This	
	includes the BASELINE	
	Assessment for freshmen	
	and transfer student-	
	athletes, identifying at-risk	
	student-athletes and the	
	application of the Get	
	AMPed Mentor Program.	

Goal/Objective	Maintain high le	Maintain high levels of satisfaction with student-athlete support services.(Imported)				
Legends	OO - Outcome/0	Objective (administrative ur	nits);			
Standards/Outcomes						
Assessment Measures						
	Assessment Measure	Criterion	Attachments			
	Indirect - Exit Interviews	(3a) Provide head coaches with a list of	Exit_Interview_Survey.docx Head_Coach_Performance_Evaluation.docx			

seniors needing to	Proposed_Exit_	Interview_	Schedule_201	7_18.pub
complete exit interviews				
and at the start of the				
2017-18 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.				

#### **Program / Department Assessment Narrative**

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

1) What strategies exist to assess the outcomes?

2) What does the program/department expect to achieve with the goals and objectives identified above?

3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?

4) What is the plan for using data to improve student learning and/or operations?

5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

**Assessment Process** 

## **Results & Improvements (due 9/15/18)**

## **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.(Imported)

Goal/Objective	Enhance the quality of the student-athlete experience within the context of higher education.(Imported)				
Legends	00 - Outcome/Ob	jective (administrative units);			
Standards/Out comes					
Assessment Measures	_				
	Assessment Measure	Criterion			
	Indirect - Student Evaluations	(1a) The Geaux Cajuns Program, formerly named The Game Plan Initiative, provides total development programming to student-athletes throughout the course of a four-year cycle. The Geaux Cajuns Program 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 on a bi-yearly basis in addition to the annual Geaux Cajuns Programming. (1b) A minimum of 2 programs per semester will be sponsored by the Student-Athlete Advisory Committee and The Geaux Cajuns Program that highlight the specific Geaux Cajuns topic for the respective semester. Fall 2017 topic will be "Healthy Relationships" and Spring 2018 topic will be "Coping with the Challenge of Change." (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 Geaux Cajuns Programming following the program and gage feedback from SAAC Members. (1d) The SAAC and The Geaux Cajuns			

		Inter of st	est as to which	r a minimum of 2 community service projects ea project to support will be gaged by SAAC feedba d = all student-athletes will be provided a survey	ck. Number
Assessment Findings	Assess ment Measure	Criterion	Summary	Attachments of the Assessments	Improvem ent Narrative s
	Indirect - Student Evaluatio ns	Has the criterion (1a) The Geaux Cajuns Program, formerly named The Game Plan Initiative, provides total developm ent program ming to student- athletes throughou t the course of a four- year cycle. The Geaux Cajuns Program depicts program depicts program ming topics and education al opportunit ies for eight semester s in order to	(1a) The Geaux Cajuns Program, formerly named The Game Plan Initiative, has been designed to provide total development programming to student- athletes throughout the course of a four-year cycle. Re- branding of The Geaux Cajuns Program began in 2017-18. While maintaining the 8 semester cycle that was established in 2015-16 through the Game Plan, the goal of re-branding the Geaux Cajuns Leadership Program was for staff, coaches and	Fall_and_Spring_GEAUX_CAJUNS_Progra         mming_Notes.docx         GEAUX_CAJUNS_PROGRAM.mp4         Geaux_Cajuns_Updates_for_CoachesU         AC.zip         Greg_Saloom_Sign_In_Sheets.pdf         SA_Career_Fair_Sign_In_Sheets.pdf         Resume_Cafe.jpg         Save_the_DateCareer_Fair.pdf         Lori_Hart_Sign_In_Sheets.pdf         DiSC_Workshop_Sign_In_Sheets.pdf         Developing_the_Championship_Mindset_Sig         n_In_Sheets.pdf         Sun_Belt_Mental_Health_FACEBOOK_COV         ER.jpg         Developing_the_Championship_Mindset_Sli         deshow.ptx         CAREER_FAIR_2017_1mp4         MENTAL_HEALTH_WEEKFINAL.mp4         Geaux_Cajuns_Program_Survey_Results_2         017_18.pdf         Advertisement_for_Second_HarvestEYF         T.jpg         SAAC_FLOUR_CHALLENGE.mp4         ADOPT_A_FAMILY_CHRISTMAS.mp4         Helper_Helper_Report.xlsx	- Assessme nt Process: Continuou s monitoring : The Geaux Cajuns Program will continue to enhance the quality of the student- athlete experienc e within the context of higher education. Our goals will be to improve the participati on rate amongst all sports program through increased communic ation and to ensure all student- athlete feedback

enhance	student-		is heard
student-	athletes to		we will
athlete	understand		provide
welfare	the overall		hard
as well as	goal of the		copies of
prepare	program and		the Geaux
student-	to increase		Cajuns
athletes	support for		Survey at
for life	the program.		the End of
after	Staff,		the
college.	coaches and		Season
An	student-		Team
etiquette	athletes were		Meetings.
dinner for	introduced to		J
upper	the newly		
classmen	revised		
will be	Geaux		
conducte	Cajuns		
d on a bi-	Program at		
yearly	the Welcome		
basis in	Back		
addition	Convocation		
to the	on Tuesday,		
annual	August 22nd,		
Geaux	2017 through		
Cajuns	the Geaux		
Program	Cajuns		
ming. (1b)			
A A	video.		
minimum	Coaches and		
of 2	the		
programs	University		
per	Athletics		
semester	Committee		
will be	were		
sponsore	provided with		
d by the	timely		
Student-	updates on		
Athlete	The Geaux		
Advisory	Cajuns		
Committe	Program		
e and The	throughout		
Geaux	the academic		
Cajuns	year. The		
Program	overall goal		
that	of the Geaux		
highlight	Cajuns		
the	Program is		
specific	to; empower		
Geaux	student-		
Cajuns	athletes to		
topic for	begin the		
the	process of		
respectiv	developing		
e	as		
semester.	professionals		
		I	I

Fall 2017	through	
topic will	recognizing,	
be	improving	
"Healthy	and building	
Relations	a	
hips" and	professional	
Spring	skill set,	
2018	providing	
topic will	student-	
be	athletes with	
"Coping	various tools,	
with the	techniques,	
Challenge	and support	
of	to achieve	
Change."	their goals	
(1c)	and	
Survey	equipping	
attendees	student-	
after each	athletes with	
program	the	
and ask	resources to	
them	overcome	
about the	the	
degree to	challenges	
which	associated	
they	with change	
gained a	and	
better	transition.	
understan	(1a) The	
ding of	theme for	
the topic	The Geaux	
being	Cajuns	
discussed	Program in	
as a	the Fall 2017	
result of	semester	
the	was "Healthy	
program.	Relationships	
All		
student-	Educational	
athletes	topics	
will be	covered	
asked to	included:	
complete	sexual	
the	assault,	
	alcohol and	
survey		
following	drug	
each	prevention as	
program.	well as keys	
The	to healthy	
Student-	relationships	
Athlete	with family,	
Advisory	teammates,	
Committe	coaches and	
e (SAAC)	significant	
will	others.	
discuss	Programming	
0130033	riogramming	

	The	efforts	
	Geaux	included	l
	Cajuns	hosting Greg	I
	Program	Saloom as a	l
	ming	guest	
	following	speaker for	
	the	all male	
	program	student-	
	and gage	athletes,	
	feedback	providing	
	from	self-defense	
	SAAC	training	
	Members.	through	
	(1d) The	Acadiana	
	SAAC	Karate to all	
	and The	female	l
	Geaux	student-	
	Cajuns	athletes and	l
	Program	the	
	will	opportunity	
	sponsor a	to attend Lori	
	minimum	Hart's	
	of 2	presentation	
	communit	on "You Be	
	y service	You". The	
	projects	theme for	l
	each	The Game	
	year.	Plan in the	
	Interest	Spring 2018	
	as to	semester	
	which	was "Coping	
	project to	with the	
	support	Challenge of	
	will be	Change".	
	gaged by	Educational	
	SAAC	topics	
	feedback.	covered	l
	Number	included:	
	of	mental	1
	students	health, self-	
	assessed	discovering	1
	= all	and self-	
	student-	esteem.	1
	athletes	Programming	1
	will be	efforts	1
	provided	included a	
	a survey	DiSC	1
	for each	Assessment	
	Game	and	1
	Plan	Workshop	
	program	through	
	been met	Athlete	1
	yet?	Assessment,	
	Met	speaker	1
11			
		Hollis	

	12
"Developing	
the	
Championshi	
p Mindset"	
and hosting	
the Sun Belt	
Conference	
Mental	
Health Week.	
(1b) In	
September of	
2017, The	
Geaux	
Cajuns	
Program	
hosted	
attorney,	
Greg	
Saloom, as a	
guest	
speaker. The	
speaker was	
mandatory	
for all male	
student-	
athletes.	
Greg Saloom	
spoke to all	
male	
student-	
athletes on	
the	
importance	
of Healthy	
Relationships	
. Using	
interactive	
methods	
student-	
athletes	
learned the	
importance	
of	
understandin	
g federal and	
state laws as	
well as	
university	
codes and	
regulations.	
Approximatel	
y 90% of	
male	
student-	
athletes	
attended the	

event	
representing	
5 out of 6	
male sports.	
Throughout	
the Fall 2017	
semester	
Acadiana	
Karate	
hosted 4 out	
of 6 female	
sports.	
Acadiana	
Karate	
conducted	
self-defense	
training and	
emphasized	
the	
importance of being oble	
of being able	
to protect yourself and	
how to avoid	
compromisin	
g situations.	
In September	
a Resumé	
Clinic and	
Student-	
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	
29 different	
employers to	
get	
information	
about	
internships,	
part-time	

	14
employment,	
full-time	
employment	
and	
postgraduate	
options. The	
Student-	
Athlete	
Career Fair	
also provided	
the	
opportunity	
for student-	
athletes to	
have a	
LinkedIn	
headshot	
taken, sign-	
up for	
LinkedIn and	
conduct	
mock	
interviews.	
Finally, the	
opportunity	
was provided to all student-	
athletes to	
attend Lori	
Hart's	
presentation	
on "You Be	
You". 142	
student-	
athletes	
attended the	
presentation	
and all sports	
were	
represented.	
(1b) January	
2018 began	
the Coping	
with the	
Challenge of	
Change	
component	
of the Geaux	
Cajuns	
Program.	
The first	
program	
focused on	
self-	
discovery.	
During the	

	15
week of	
February 5th	
to 9th,	
coaches,	
staff and	
student-	
athletes	
completed a	
DiSC	
Assessment	
and	
participated	
in a	
Workshop	
hosted by	
four-time	
Olympian Bo	
Hanson from	
Athlete	
Assessment.	
The goal of	
the program was to	
increase self-	
awareness in	
order for our	
department to be their	
to be their	
best,	
increase their	
understandin	
g of their	
teammates	
and	
colleagues	
and apply	
these skills to	
improve	
communicati	
on,	
teamwork,	
team	
chemistry	
and	
ultimately win	
championshi	
ps. The	
second	
program	
focused on	
self-esteem	
and mental	
health. Hollis	
Conway	
shared	
mental	

	10
strategies	
with the	
student-	
athletes that	
will help	
them build a	
championshi	
p mindset	
and	
overcome	
obstacles	
and	
behaviors	
that may	
prevent them	
from being	
successful.	
On-campus	
resources for	
counseling	
and mental	
health	
awareness	
were shared	
with student-	
athletes as	
well as Sun	
Belt	
Conference	
wristbands	
with the	
hashtag	
#StrongAint	
Wrong.	
Finally during	
the week of	
April 9th to	
15th, the	
Geaux	
Cajuns	
Program	
promoted the	
Sun Belt	
Conference	
wide initiative	
on Mental	
Health. The	
Sun Belt	
Conference	
Mental	
Health	
Initiative was	
developed to	
educate and	
bring	
awareness to	

	17
student-	
athletes	
about what	
mental health	
consists of	
and what	
resources	
are available	
to student-	
athletes on	
an	
institutional	
level and	
national	
level. (1c)	
Following	
Greg	
Saloom's	
presentation,	
the 207	
student-	
athletes that attended	
were sent an online	
evaluation.	
11 student-	
athletes	
responded.	
Due to the	
low response	
rate it was	
determined	
that one	
Geaux	
Cajuns	
Program	
Survey would	
be sent out	
at the end of	
the academic	
year. This	
survey	
yielded 26	
responses in	
regards to	
Greg Salaam'a	
Saloom's	
presentation of which 69%	
indicated	
they were	
either	
satisfied or	
very satisfied	
with his	

	10
presentation	
and the	
remaining	
31%	
indicating a	
neutral	
response.	
The Geaux	
Cajuns	
Program	
Survey had	
18 student-	
athletes	
respond in	
regards to	
the Student-	
Athlete	
Career Fair.	
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.	
83.33% of	
student-	
athletes	
surveyed	
indicated that	
they were	
either	
satisfied or	
very satisfied	
with the Self	
Defense	
Training at	
Acadiana	
Karate with	
many	
indicating that they felt	
that they felt they learned	
how to	
defend	
themselves	

	18
in times of	
trouble. The	
DiSC	
Assessment	
had the	
highest	
attendance	
of any	
program	
offered in	
2017-18 with	
247 student-	
athletes	
attending	
and another	
113 staff,	
coaches and	
student-	
athletes	
completing	
their	
assessment.	
92% of	
student-	
athletes	
indicated	
they were	
either	
satisfied or	
very satisfied	
with the	
program.	
36%	
indicated that	
it was the	
best program	
so far and	
another 49%	
ranked it in	
the top 3	
programs.	
100% of	
student-	
athletes	
surveyed felt	
that the DiSC	
Assessment	
accurately	
reflects their	
personality &	
behavioral	
traits and	
87% felt the	
DISC	
Assessment	
helped	
Ποίροα	

	20
improve	
communicati	
on among	
their team. It	
is believed	
that the high	
success rate	
came from	
the individual	
team	
workshops	
and smaller	
group	
scenarios.	
Finally, of the	
229 student-	
athletes in	
attendance,	
37 student-	
athletes	
provided	
feedback on	
Hollis	
Conway's	
presentation.	
95%	
indicated	
they were	
satisfied or	
very satisfied	
with his	
presentation	
and 97% of	
student-	
athletes felt	
informed	
about their	
resources	
on-campus	
which was the main goal	
of the	
presentation	
and Sun Belt	
Conference	
Mental	
Health Week	
Initiative. (1d)	
The SAAC	
and the	
Geaux	
Cajuns	
Program	
sponsored	
multiple	
community	
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 2017	
the student-	
athletes	
collected	
diapers in	
conjunction	
with the	
college of	
nursing,	
fundraised	
for flood	
victims	
effected by Hurricane	
Humcane Harvey,	
hosted a	
Jambalaya	
Fundraiser in	
exchange for	
canned	
goods for	
Second	
Harvest Food	
Drive and	
monetary	
donations for	
Extra Yard	
for Teachers,	
participated	
in the "Flour	
in Your Face	
Challenge"	
on behalf of	
Lane	
Begnaud	
who is	
battling	
Osteosarcom	
a, donated	
their time to	

	22
visit children	
in the	
hospital for	
Halloween,	
and	
sponsored a	
family for	
Christmas	
which	
included	
fundraising	
over \$2,600,	
hosting "a	
Cajun	
Christmas	
Experience"	
at Russo	
Park,	
shopping,	
wrapping and	
delivering	
gifts. In the	
Spring 2018	
student-	
athletes	
continued to	
donate their	
time through	
hospital visits	
on	
Valentine's	
Day, Read	
Across	
America,	
visiting the	
Boys & Girls	
Club on	
multiple	
occasions,	
hosting a	
FoodNet	
Food Drive in	
conjunction	
with the	
football	
spring game	
and	
collecting	
toiletries for	
various non-	
profits in	
Acadiana.	
Through the	
2017-18	
academic	
year,	

student- athletes donated 7,201 hours of their time.	

## Assessment List Findings for the Assessment Measure level for Prioritize academic excellence for all studentathletes.(Imported)

Goal/Objective	Prioritize acad	Prioritize academic excellence for all student-athletes.(Imported)					
Legends	OO - Outcom	e/Objectiv	e (administrative units)	;			
Standards/Outco mes							
Assessment Measures							
	Assessmen Measure	t Cr	iterion				
	Indirect - Academic(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 Improvemen 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 				ederal oth the Sun Improvement cademic University's uty Athletic nonitored o ensure the (2e) Continue ent-athletes. nsfer student-		
Assessment Findings							
	Assessm ent Measure	Criterior	n Summary	Attachments of the Assessments	Improveme nt Narratives		
	Indirect - Academic Indirect (Other)	Has the criterion (2a) All Athletic programs multi-yea APR scores to meet or exceed 960. (2b) Increase	ar and the institution's report has been released. All athletic programs, other	2016_17_APR_Institutional_Repo rt.pdf Final_Report_GSR_2010_11_Coh ort.pdf FA17_Academic_Overall_Highligh ts.docx SP18_Academic_Overall_Highligh ts.docx 2017_2018_Academic_Highlights. docx	- Student/Fac ulty Support (for Administrativ e Units): After reviewing the results, the athletic department has		

the	overall basketball and		determined
GPA	for all football, met or		that there
spor	ts to a exceeded a		are still three
3.1 0	or multi-year APR		areas of
high	er. (2c) score of 960.		improvemen
Fede	eral Two teams had		t in regard to
Grad	duation perfect single-		prioritizing
Rate	of year scores;		academic
70%	or women's cross		excellence
high	er country and		for all
while			student-
cont	inuing volleyball. Five		athletes. 1.
	ad in teams had		Not all
both	the perfect single-		programs
Sun	Belt year		achieved a
	ference eligibility/gradu	a	multi-year
and	State tion scores;		APR score
of	men's		of 960 or
	siana. basketball,		higher. a)
	Create women's cross		Football
	demic country,		2016-17
Impi	oveme women's		Multi-Year
	ans for softball,		APR = 957
each	n team women's tennis		(Improved
with	a and women's		from 2015-
mult	i-year volleyball. Thre	e	16 by 3
APR	score teams had		points) b)
belo	w 930. perfect single-		Men's
Acad	demic year retention		Basketball
	oveme scores;		2016-17
nt P			Multi-Year
will t			APR = 956
revie	wed women's track		2. The
by a	and women's		average
	esentat volleyball. (2b)		student-
	of the In the Fall 2017	,	athlete GPA
	rersity's semester the		and sports
Athle	5		program
	mittee adjusted GPA		GPA was
who			not a 3.1 or
repo			higher. a) 8
his/h			programs
	ngs to female student	.	did not
	Deputy athlete		obtain a 3.1
Athle			GPA or
	ctor for achieving an		higher. b)
Inter	5		The average
Affa	irs/Seni semester GPA		student-
	oman of 3.199 and th	e	athlete GPA
	inistrat male student-		was 2.896
or. T			for 2017-18.
	itored population		3. The
	rt will achieving an		Federal
	oused average		Graduation
in th			Rate was
	of 2.857. 57.8		not at or
		1	

e Office	percent of all	above 70%.
and	student-athletes	a) The most
assessed	earned a 3.0	recent public
to ensure	GPA or above	data had the
the target	for Fall 2017	University's
APR score	which is up 4.2	FGR at
is met prior	percent from	62%. It
to the next	Fall 2016. 72.2	should be
APR	percent of all	noted that
reporting	female student-	these goals
period. (2e)	athletes earned	were set in
Continue to	a 3.0 or above	July 2016
utilize	semester GPA	after an
Student-	for Fall 2017 up	extensive
Athlete	5.31 percent	review by an
Academic	from Fall 2016.	outside
Center	53.6 percent of	consulting
services for	all male	firm. These
all student-	student-athletes	goals are
athletes.	earned a 3.0 or	aspirational
This	above semester	and the
includes	GPA for Fall	Athletic
the	2017 up 2.35	Department
BASELINE	percent from	is enacting
Assessmen	Fall 2016. 37	multiple
t for	student-athletes	steps to
freshmen	earned a 4.0	work toward
and	semester GPA	these goals
transfer	and at Fall 2017	in the five-
student-	Convocation, 27	year plan.
athletes,	student-athletes	These steps
identifying	graduated, 7 of	include the
at-risk	which	hiring of
student-	graduated with	Director of
athletes	honors. Two	Student-
and the	teams posted	Athlete
application	their highest	Academic
of the Get	recorded team	Services,
AMPed	semester GPA;	Philip
Mentor	Women's Cross	Pinkston,
Program.	Country (3.747)	and
been met	and Women's	advancemen
yet?	Track (3.185).	t of Christy
Not met	In the Spring	Alford to
	2018 semester	Assistant
	the average	Director of
	adjusted GPA	Athletics for
	for all student-	Student-
	athletes was 3.013 with the	Athlete Academic
	female student- athlete	Services,
		pre-
	population	assessment for all
	achieving an	student-
	average semester GPA	athletes and
	Semesier GFA	anneles dilu

of 3.049 and the	renovations,
male student-	improvemen
athlete	ts and
population	relocation of
achieving an	Student-
average	Athlete
semester GPA	Academic
of 2.630. 48.4	Services to
percent of all	the third
student-athletes	floor of the
earned a 3.0	library.
GPA or above	Although
for Spring 2018.	there was
63.6 percent of	significant
all female	academic
student-athletes	improvemen
earned a 3.0 or	t from Fall
above semester	2016 to Fall
GPA for Spring 2018 and 39.1	2017, we saw a
percent of all	decrease in
male student-	results from
athletes earned	Spring 2017
a 3.0 or above	to Spring
semester GPA	2018. The
for Spring 2018.	growth of
26 student-	the Student-
athletes earned	Athlete
a 4.0 semester	Academic
GPA and at	Services
Spring 2018	staff and
Convocation, 35	hiring of
student-athletes	Philip
graduated, 3 of	Pinkston will
which	devote a full-
graduated with	time position
honors. Two	to work
teams posted	specifically
their highest	with football.
recorded team	Previously,
semester GPA;	Christy
Women's Cross	Alford,
Country (3.803)	Assistant
and Men's Golf	Director of
(3.554). Seven	Athletics for
programs	Student-
achieved above	Athlete
a 3.1 GPA for	Academic
the academic	Services
year; women's	was
cross country	managing
(3.778), men's	her time
golf (3.406),	between
women's soccer	running the
(3.381),	Student-
women's tennis	Athlete

(3.307), softball	Academic
(3.165), men's	Services
tennis (3.153)	and
and men's cross	monitoring
country (3.133).	football
Together 397	student-
student-athletes	athletes.
achieved an	This
average GPA of	increased
2.896 of which	attention on
148 student-	football
athletes (37.2%)	should
achieved a 3.0	assist in
or higher GPA	increasing
and 13 student-	their APR to
athletes achieve	above a 960
a perfect 4.0 in	as well as
the 2017-18	their overall
academic year.	GPA. The
Women's cross	Learning
country posted	Specialist
the highest GPA	has
in the Sun Belt Conference for	increased participation
the 2017-18	in the Get
academic year.	AMPed
(2c) University	Mentor
of Louisiana at	Program to
Lafayette	15 out of 16
student-athletes	teams for
are graduating	2018-19.
at a rate of 62	Student-
percent	Athlete
according to the	Academic
most current 4-	Services has
year Federal	been
Graduation	relocated to
Rate. This is the	a brand new
second highest	facility on
rate of	the third
graduation	floor of the
among student-	library. This
athletes in the	allows
state's 11	easier
Division I public	access for
institutions and	student-
the sixth highest	athletes as
rate among	well as an
student-athletes	enhanced
in the Sun Belt	learning
Conference.	environment
(2d) All sixteen	. The
UL teams	updated
competing at	facility
the NCAA	includes
Division I level	private tutor

	20
scored above	rooms, a
the minimum	smart
NCAA	classroom,
Academic	new
Performance	computer
Rate score	lab and
required for the	individual
2016-17	study
academic year	carousels.
(930 multi-year	The
score). Due to	Student-
the fact that all	Athlete
teams at the	Academic
University of	Services
Louisiana at	Staff is
Lafayette have	located
a multi-year	within the
APR score of	facility
930 or higher,	versus down
no teams were	the hall,
required to	allowing
create an	them direct
academic	access to all
	student-
improvement plan this year	athletes.
	almeles.
per NCAA	
requirements.	
(2e) The	
Student-Athlete	
Academic Center	
continued to	
enhance their	
academic	
services	
provided to	
student-	
athletes. 12 out	
of 16 sports	
utilized the Get	
AMPed Mentor	
Program in	
2017-18 which	
served 137 total	
student-athletes	
with 15	
mentors. 57% of	
student-athletes	
using the Get	
AMPed Mentor	
Program saw an	
increase in their	
GPA.	
BASELINE was	
administered to	
30 football	
· · · · ·	

	29
student-	
athletes, 10	
women's	
basketball	
student-	
athletes, 3	
men's	
basketball	
student-athletes	
and 3 baseball	
student-	
athletes.	
BASELINE	
results	
determined	
testing for 6	
student-athletes	
with Julie	
Spedale, an	
Educational	
Diagnostician,	
in order to	
acquire	
accommodation	
s through the	
university. The	
Student-Athlete	
Academic	
Center	
maintained 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 enables	
student-athletes	
to acquire a	
prescription if	
necessary. 10	
student-athletes	

	have utilized this service thus far, an increase from 3 student- athletes in 2016-17.	

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

Goal/Objective	Maintain high levels of satisfaction with student-athlete support services.(Imported)					
Legends	OO - Outcor	me/Objective	(administrative u	inits);		
Standards/Out comes						
Assessment Measures						
	Assessme Measure	ent Criter	rion			
	Indirect - E Interviews	interv year-e copies his/he Exit Ir the U Comp Admir finding create The A of the	iews and at the s end team meeting s of exit interview er eligibility to evanterviews will be on inversity's Athletic pliance. Collected instrator (SPA). T gs to the Athletic gs to the coach's e an action plan for thletic Director w academic year.	ches with a list of seniors needing to complete tart of the 2017-18 academic year schedule da gs where Exit Interviews will be conducted. Pro rs in-person to all student-athletes who have ex- luate student-athletes' overall collegiate experi- collected at year-end team meetings by a repre- cs Committee and Associate Athletic Director for data will be analyzed and brought to the Sport he SPA will compile results from exit interviews Director. (3c) The SPA will evaluate the finding annual evaluation and meet with the respective or areas identified as problematic in the exit inter- ill report all findings and action plan to the FAR Number of students assessed = all student-ath r eligibility will be provided an exit interview.	tes for vide hard hausted ence. (3b) sentative of or Program s and report is, add the e coach to erview. (3d) a the end	
Assessment Findings						
	Assess ment Measure	Criterion	Summary	Attachments of the Assessments	Improve ment Narrative s	
	Indirect - Exit Interview s	Has the criterion (3a) Provide head coaches with a list of seniors needing	3(a) List of seniors were provided to all head coaches prior to their season starting by the Associate Athletic	University_Athletics_Committee_Agenda _May_2018.docx Exit_Interview_Summaries_by_Sport.zip Exit_Interview_Summaries_by_Department. zip List_of_Seniors_for_Exit_Interviews.zip	- Assessm ent Process: Continuou s monitorin g: Exit Interviews	

		L. L.
to	Director for	will
complete	Compliance.	continue
exit	Meeting dates	to be
interviews	were set in	used to
and at the	advance and	evaluate
start of	seniors were	student-
the 2017-	made aware	athletes'
18	of the date of	overall
	their exit	
academic		collegiate
year	interview	experienc
schedule	dates. Hard	e. Exit
dates for	copies of the	Interview
year-end	exit interview	Process
team	were provided	will
meetings	to all seniors	continue
where	in attendance.	to be
Exit	The overall	used due
Interviews	response rate	to its high
will be	was 84.1	response
conducted	percent a	rate.
. Provide	15.5 percent	
hard	improvement	
copies of	from 2016-17.	
exit	Individual	
interviews	team	
in-person	response	
to all	rates were as	
student-	follows:	
athletes	Baseball =	
who have	100%	
exhausted	response rate	
his/her	(5/5) Men's	
eligibility	Basketball =	
to	100%	
evaluate	response rate	
student-	(5/5) Football	
athletes'	= 83%	
overall	response rate	
collegiate	(20/24) Men's	
experienc	Golf = N/A -	
e. (3b)	No Seniors	
Exit	Men's Tennis	
Interviews	= 100%	
will be	response rate	
collected	(1/1) Men's	
at year-	Track & Field	
end team	= 58%	
meetings	response rate	
by a	(7/12)	
represent	Women's	
ative of	Basketball =	
the	75%	
University'	response rate	
s Athletics	(3/4)	
s Athletics Committe	(3/4) Women's	

Associate	100%	
Athletic	response rate	
Director	(7/7) Softball	
for	= 100%	
Complian	response rate	
ce.	(5/5)	
Collected	Women's	
data will	Tennis =	
be	100%	
analyzed	response rate	
and	(4/4)	
brought to	Women's	
the Sport	Track & Field	
Program	= 82%	
Administr	response rate	
ator	(9/11)	
(SPA).	Women's	
The SPA	Volleyball =	
will	75%	
compile	response rate	
results	(3/4) 3(b)	
from exit	Hard copies	
interviews	of exit	
and report	interviews	
findings to	were	
the	collected and	
Athletic	inputted into	
Director.	surveymonke	
(3c) The	y.com to	
SPA will	analyze	
evaluate	results.	
the	Following	
findings,	each	
add the	respective	
findings to	sport	
the	program's	
coach's	season, Sport	
annual	Program	
evaluation	Administrator	
and meet	s (SPA) were	
with the	provided with	
respective	a summary of	
coach to	the exit	
create an	interviews for	
action	their	
plan for	respective	
areas	sport. The	
identified	SPA inputted	
as	their findings	
problemat	into the head	
ic in the	coach	
exit	evaluation.	
interview.	The	
(3d) The	Associate	
Athletic	Athletic	
Director	Director for	

	will report	Compliance	
	all	also compiled	
	findings	the exit	
	and action	interview	
	plan to	results by	
	the FAR	department	
	at the end	and shared	
	of the	the findings	
	academic	with the	
	year.	respective	
	Number	head of each	
	of	area. 3(c)	
	students	Problematic	
	assessed	areas and	
	= all	findings from	
	student-	the exit	
	athletes	interviews	
	who have	were included	
	exhausted	in head coach	
	his/her	evaluations.	
	eligibility	The SPA	
	will be	reviewed	
	provided	these areas	
	an exit	with the head	
	interview.	coach and the	
	been met	SPA was	
	yet?	instructed to	
	Met	develop an	
		action plan to	
		improve these	
		problematic	
		areas. 3(d)	
		The Athletic	
		Director	
		reported all	
		findings to the	
		FAR at the	
		end of the	
		academic	
		year. The	
		FAR then	
		shared these	
		findings and	
		the action	
		plan with the	
		University	
		Athletics	
		Committee.	
		Committee.	

## Reflection (Due 9/15/18)

## Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department? 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?

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) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

The Department saw considerable improvement in all three goals as a result of applied changes. Specifically the department noted the following:

a) Goal #1 – Student-athlete attendance rates improved at all Geaux Cajuns Program events due to increased buy-in and communication with student-athletes, coaches and staff. Many events saw attendance rates of 75% or higher. 7,201 community service hours were recorded for 2017-18, the highest on record as well as an increase in Student-Athlete Advisory Committee Meeting attendance. 96 student-athletes provided feedback through the Geaux Cajuns Program Survey allowing Geaux Cajuns Program Staff to better prepare for 2018-19 events.

b) Goal #2 – Significant increase in academic success from Fall 2016 to Fall 2017. Unfortunately we saw a decrease in academic success from Spring 2017 to Spring 2018. Additional staff members will allow us to work towards our goal of a 3.10 GPA. APR benchmarks will be monitored more accurately by the Compliance Staff and provide timely updates to coaching staff after the Fall semester. Student-athlete academic services will continue to enhance the goal of prioritizing academic excellence for all student-athletes through enhanced facilities and services.

c) Goal #3 – Overall response rate on Exit Interviews increased by 15.5 percent from 2016-17 to 2017-18 with six sports programs having 100 percent response rate. This information increases the Department's understanding of student-athlete satisfaction and is used to enhance the student-athletes' overall collegiate experience.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

The Athletic Department has learned the following through "closing the loop":

a) In order to enhance the quality of the student-athlete experience within the context of higher education we must communicate with the student-athletes directly to determine their needs and goals. Student-Athlete Advisory Committee driven initiatives and events tend to have a higher attendance rate as well as a higher satisfaction rate. By "closing the loop" with the Geaux Cajuns Program Survey we can continue to enhance their experience and provide meaningful programming topics, educational opportunities and service projects.

b) Student learning and academic opportunities have continued to be enhanced through the Get AMPed Program and BASELINE Assessment Testing. We will continue to prioritize academic excellence for all student-athletes and communicate academic shortcomings with coaches, staff and the University Athletics Committee. There will be an increase emphasis on timely APR updates, academic updates and increasing the Federal Graduation Rate.
c) 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.

## **Attachments (optional)**

Upload any documents which support the program / department assessment process.