

## 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/Outcomes	

Assessment Measures	Assessment Measure	Criterion	Attachments
	Indirect - Student Evaluations	<p>(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.</p> <p>(1b) A minimum of 2</p>	<p>Geaux_Cajuns_Info___Final.docx            Geaux_Cajuns___Four_Year_Plan___Revised_06.28.17.docx            GEAUX_CAJUNS_Update_Coaches___08.31.17.docx</p>

	<p>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</p>	
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	<p>(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</p>	
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Goal/Objective	Prioritize academic excellence for all student-athletes.(Imported)		
Legends	OO - Outcome/Objective (administrative units);		
Standards/Outcomes			
Assessment Measures			
	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>
	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_AMPed__Job_Announcement_Flyer.doc

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

	<p>seniors needing to 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.</p>	Proposed_Exit_Interview_Schedule_2017_18.pub
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### 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	OO - Outcome/Objective (administrative units);	
Standards/Outcomes		
Assessment Measures	<b>Assessment Measure</b>	<b>Criterion</b>
	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

	<p>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</p>														
Assessment Findings	<table border="1"> <thead> <tr> <th data-bbox="316 541 456 674">Assessment Measure</th> <th data-bbox="456 541 607 674">Criterion</th> <th data-bbox="607 541 797 674">Summary</th> <th data-bbox="797 541 1357 674">Attachments of the Assessments</th> <th data-bbox="1357 541 1523 674">Improvement Narratives</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 674 456 1986">Indirect - Student Evaluations</td> <td data-bbox="456 674 607 1986">Has the criterion (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</td> <td data-bbox="607 674 797 1986">(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</td> <td data-bbox="797 674 1357 1986">Fall_and_Spring_GEAUX_CAJUNS_Programming_Notes.docx GEAUX_CAJUNS_PROGRAM.mp4 Geaux_Cajuns_Updates_for_Coaches__UAC.zip Greg_Saloom_Sign_In_Sheets.pdf SA_Career_Fair_Sign_In_Sheets.pdf Resume_Cafe.jpg Save_the_Date__Career_Fair.pdf Lori_Hart_Sign_In_Sheets.pdf DiSC_Workshop_Sign_In_Sheets.pdf Developing_the_Championship_Mindset_Sign_In_Sheets.pdf Sun_Belt_Mental_Health_FACEBOOK_COVER.jpg Developing_the_Championship_Mindset_Slideshow.pptx CAREER_FAIR_2017_1_.mp4 MENTAL_HEALTH_WEEK__FINAL.mp4 Geaux_Cajuns_Program_Survey_Results_2017_18.pdf Advertisement_for_Second_Harvest__EYFT.jpg SAAC_FLOUR_CHALLENGE.mp4 ADOPT_A_FAMILY_CHRISTMAS.mp4 Helper_Helper_Report.xlsx</td> <td data-bbox="1357 674 1523 1986">- Assessment Process: Continuous monitoring : The Geaux Cajuns Program will continue to enhance the quality of the student-athlete experience within the context of higher education. Our goals will be to improve the participation rate amongst all sports program through increased communication and to ensure all student-athlete feedback</td> </tr> </tbody> </table>					Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Indirect - Student Evaluations	Has the criterion (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	(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_Programming_Notes.docx GEAUX_CAJUNS_PROGRAM.mp4 Geaux_Cajuns_Updates_for_Coaches__UAC.zip Greg_Saloom_Sign_In_Sheets.pdf SA_Career_Fair_Sign_In_Sheets.pdf Resume_Cafe.jpg Save_the_Date__Career_Fair.pdf Lori_Hart_Sign_In_Sheets.pdf DiSC_Workshop_Sign_In_Sheets.pdf Developing_the_Championship_Mindset_Sign_In_Sheets.pdf Sun_Belt_Mental_Health_FACEBOOK_COVER.jpg Developing_the_Championship_Mindset_Slideshow.pptx CAREER_FAIR_2017_1_.mp4 MENTAL_HEALTH_WEEK__FINAL.mp4 Geaux_Cajuns_Program_Survey_Results_2017_18.pdf Advertisement_for_Second_Harvest__EYFT.jpg SAAC_FLOUR_CHALLENGE.mp4 ADOPT_A_FAMILY_CHRISTMAS.mp4 Helper_Helper_Report.xlsx	- Assessment Process: Continuous monitoring : The Geaux Cajuns Program will continue to enhance the quality of the student-athlete experience within the context of higher education. Our goals will be to improve the participation rate amongst all sports program through increased communication and to ensure all student-athlete feedback
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		<p>enhance student-athlete welfare as well as prepare student-athletes for life after college. An etiquette dinner for upper classmen will be conducted on a bi-yearly basis in addition to the annual Geaux Cajuns Program ming. (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.</p>	<p>student-athletes to understand the overall goal of the program and to increase support for the program. Staff, coaches and student-athletes were introduced to the newly revised Geaux Cajuns Program at the Welcome Back Convocation on Tuesday, August 22nd, 2017 through the Geaux Cajuns Program video. Coaches and the University Athletics Committee were provided with timely updates on The Geaux Cajuns Program throughout the academic year. The overall goal of the Geaux Cajuns Program is to; empower student-athletes to begin the process of developing as professionals</p>		<p>is heard we will provide hard copies of the Geaux Cajuns Survey at the End of the Season Team Meetings.</p>
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		<p>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</p>	<p>through recognizing, improving and building a professional skill set, providing student-athletes with various tools, techniques, and support to achieve their goals and equipping student-athletes with the resources to overcome the challenges associated with change and transition. (1a) The theme for The Geaux Cajuns Program in the Fall 2017 semester was "Healthy Relationships". Educational topics covered included: sexual assault, alcohol and drug prevention as well as keys to healthy relationships with family, teammates, coaches and significant others. Programming</p>		
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		<p>The Geaux Cajuns Program 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 been met yet? Met</p>	<p>efforts included hosting Greg Saloom as a guest speaker for all male student-athletes, providing self-defense training through Acadiana Karate to all female student-athletes and the opportunity to attend Lori Hart's presentation on "You Be You". The theme for The Game Plan in the Spring 2018 semester was "Coping with the Challenge of Change". Educational topics covered included: mental health, self-discovering and self-esteem. Programming efforts included a DiSC Assessment and Workshop through Athlete Assessment, speaker Hollis Conway on</p>		
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			<p>“Developing the Championship 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 understanding federal and state laws as well as university codes and regulations. Approximately 90% of male student-athletes attended the</p>	
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			<p>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 able to protect yourself and how to avoid compromising 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</p>	
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			<p>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.</p> <p>(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</p>	
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			<p>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 best, increase their understanding of their teammates and colleagues and apply these skills to improve communication, teamwork, team chemistry and ultimately win championships. The second program focused on self-esteem and mental health. Hollis Conway shared mental</p>		
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			<p>strategies with the student-athletes that will help them build a championship 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 #StrongAintWrong. 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</p>	
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			<p>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 Saloom's presentation of which 69% indicated they were either satisfied or very satisfied with his</p>	
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			<p>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 they learned how to defend themselves</p>		
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			<p>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 &amp; behavioral traits and 87% felt the DiSC Assessment helped</p>		
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			<p>improve communication 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</p>		
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			<p>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 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 Osteosarcoma, donated their time to</p>	
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			<p>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 &amp; 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,</p>		
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			student-athletes donated 7,201 hours of their time.	
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**Assessment List Findings for the Assessment Measure level for Prioritize academic excellence for all student-athletes.(Imported)**

Goal/Objective	Prioritize academic excellence for all student-athletes.(Imported)				
Legends	OO - Outcome/Objective (administrative units);				
Standards/Outcomes					
Assessment Measures	<b>Assessment Measure</b>		<b>Criterion</b>		
	Indirect - Academic Indirect (Other)		(2a) All Athletic programs multi-year APR scores to meet or exceed 960. (2b) Increase the overall GPA for all sports to a 3.1 or higher. (2c) Federal Graduation Rate of 70% or higher while continuing to lead in both the Sun Belt Conference and State of Louisiana. (2d) Create Academic Improvement Plans for each team with a multi-year APR score below 930. Academic Improvement Plans will be reviewed by a representative of the University's Athletics Committee who will report his/her findings to the Deputy Athletic Director for Internal Affairs/Senior Woman Administrator. The monitored report will be housed in the Compliance Office and assessed to ensure the target APR score is met prior to the next APR reporting period. (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.		
Assessment Findings	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Indirect - Academic Indirect (Other)	Has the criterion (2a) All Athletic programs multi-year APR scores to meet or exceed 960. (2b) Increase	(2a) The 2016-17 APR data (reported in 2017-18) has been finalized and the institution's report has been released. All athletic programs, other than men's	2016_17_APR_Institutional_Report.pdf Final_Report_GSR_2010_11_Cohort.pdf FA17_Academic_Overall_Highlights.docx SP18_Academic_Overall_Highlights.docx 2017_2018_Academic_Highlights.docx	- Student/Faculty Support (for Administrative Units): After reviewing the results, the athletic department has

		<p>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</p>	<p>basketball and football, met or exceeded a multi-year APR score of 960. Two teams had perfect single-year scores; women's cross country and women's volleyball. Five teams had perfect single-year eligibility/graduation scores; men's basketball, women's cross country, women's softball, women's tennis and women's volleyball. Three teams had perfect single-year retention scores; women's cross country, women's track and women's volleyball. (2b) In the Fall 2017 semester the average adjusted GPA for all student-athletes was 2.998 with the female student-athlete population achieving an average semester GPA of 3.199 and the male student-athlete population achieving an average semester GPA of 2.857. 57.8</p>		<p>determined that there are still three areas of improvement in regard to prioritizing academic excellence for all student-athletes. 1. Not all programs achieved a multi-year APR score of 960 or higher. a) Football 2016-17 Multi-Year APR = 957 (Improved from 2015-16 by 3 points) b) Men's Basketball 2016-17 Multi-Year APR = 956 2. The average student-athlete GPA and sports program GPA was not a 3.1 or higher. a) 8 programs did not obtain a 3.1 GPA or higher. b) The average student-athlete GPA was 2.896 for 2017-18. 3. The Federal Graduation Rate was not at or</p>
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		<p>e 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. been met yet? Not met</p>	<p>percent of all student-athletes earned a 3.0 GPA or above for Fall 2017 which is up 4.2 percent from Fall 2016. 72.2 percent of all female student-athletes earned a 3.0 or above semester GPA for Fall 2017 up 5.31 percent from Fall 2016. 53.6 percent of all male student-athletes earned a 3.0 or above semester GPA for Fall 2017 up 2.35 percent from Fall 2016. 37 student-athletes earned a 4.0 semester GPA and at Fall 2017 Convocation, 27 student-athletes graduated, 7 of which graduated with honors. Two teams posted their highest recorded team semester GPA; Women's Cross Country (3.747) and Women's Track (3.185). In the Spring 2018 semester the average adjusted GPA for all student-athletes was 3.013 with the female student-athlete population achieving an average semester GPA</p>	<p>above 70%. a) The most recent public data had the University's FGR at 62%. It should be noted that these goals were set in July 2016 after an extensive review by an outside consulting firm. These goals are aspirational and the Athletic Department is enacting multiple steps to work toward these goals in the five-year plan. These steps include the hiring of Director of Student-Athlete Academic Services, Philip Pinkston, and advancement of Christy Alford to Assistant Director of Athletics for Student-Athlete Academic Services, pre-assessment for all student-athletes and</p>
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		<p>of 3.049 and the male student-athlete population achieving an average semester GPA of 2.630. 48.4 percent of all student-athletes earned a 3.0 GPA or above for Spring 2018. 63.6 percent of all female student-athletes earned a 3.0 or above semester GPA for Spring 2018 and 39.1 percent of all male student-athletes earned a 3.0 or above semester GPA for Spring 2018. 26 student-athletes earned a 4.0 semester GPA and at Spring 2018 Convocation, 35 student-athletes graduated, 3 of which graduated with honors. Two teams posted their highest recorded team semester GPA; Women's Cross Country (3.803) and Men's Golf (3.554). Seven programs achieved above a 3.1 GPA for the academic year; women's cross country (3.778), men's golf (3.406), women's soccer (3.381), women's tennis</p>	<p>renovations, improvements and relocation of Student-Athlete Academic Services to the third floor of the library. Although there was significant academic improvement from Fall 2016 to Fall 2017, we saw a decrease in results from Spring 2017 to Spring 2018. The growth of the Student-Athlete Academic Services staff and hiring of Philip Pinkston will devote a full-time position to work specifically with football. Previously, Christy Alford, Assistant Director of Athletics for Student-Athlete Academic Services was managing her time between running the Student-Athlete</p>
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		<p>(3.307), softball (3.165), men's tennis (3.153) and men's cross country (3.133). Together 397 student-athletes achieved an average GPA of 2.896 of which 148 student-athletes (37.2%) achieved a 3.0 or higher GPA and 13 student-athletes achieve a perfect 4.0 in the 2017-18 academic year. Women's cross country posted the highest GPA in the Sun Belt Conference for the 2017-18 academic year. (2c) University of Louisiana at Lafayette student-athletes are graduating at a rate of 62 percent according to the most current 4-year Federal Graduation Rate. This is the second highest rate of graduation among student-athletes in the state's 11 Division I public institutions and the sixth highest rate among student-athletes in the Sun Belt Conference. (2d) All sixteen UL teams competing at the NCAA Division I level</p>	<p>Academic Services and monitoring football student-athletes. This increased attention on football should assist in increasing their APR to above a 960 as well as their overall GPA. The Learning Specialist has increased participation in the Get AMPed Mentor Program to 15 out of 16 teams for 2018-19. Student-Athlete Academic Services has been relocated to a brand new facility on the third floor of the library. This allows easier access for student-athletes as well as an enhanced learning environment . The updated facility includes private tutor</p>
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			<p>scored above the minimum NCAA Academic Performance Rate score required for the 2016-17 academic year (930 multi-year score). Due to the fact that all teams at the University of Louisiana at Lafayette have a multi-year APR score of 930 or higher, no teams were required to create an academic improvement plan this year per NCAA requirements. (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</p>		<p>rooms, a smart classroom, new computer lab and individual study carousels. The Student-Athlete Academic Services Staff is located within the facility versus down the hall, allowing them direct access to all student-athletes.</p>
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			<p>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 accommodations 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</p>		
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			have utilized this service thus far, an increase from 3 student-athletes in 2016-17.		
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**Assessment List Findings for the Assessment Measure level for Maintain high levels of satisfaction with student-athlete support services.(Imported)**

Goal/Objective	Maintain high levels of satisfaction with student-athlete support services.(Imported)				
Legends	OO - Outcome/Objective (administrative units);				
Standards/Out comes					
Assessment Measures	<b>Assessment Measure</b>		<b>Criterion</b>		
	Indirect - Exit Interviews	(3a) Provide head coaches with a list of seniors needing to 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.			
Assessment Findings	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Indirect - Exit Interviews	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	- Assessment Process: Continuous monitoring: Exit Interviews

		<p>to 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</p>	<p>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 84.1 percent a 15.5 percent improvement from 2016-17. Individual team response rates were as follows:          Baseball = 100%          (5/5) Men's Basketball = 100%          response rate (5/5) Football = 83%          response rate (20/24) Men's Golf = N/A – No Seniors          Men's Tennis = 100%          response rate (1/1) Men's Track &amp; Field = 58%          response rate (7/12) Women's Basketball = 75%          response rate (3/4) Women's Soccer =</p>		<p>will continue to be used to evaluate student-athletes' overall collegiate experience. Exit Interview Process will continue to be used due to its high response rate.</p>
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		<p>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</p>	<p>100% response rate (7/7) Softball = 100% response rate (5/5) Women's Tennis = 100% response rate (4/4) Women's Track &amp; Field = 82% response rate (9/11) Women's Volleyball = 75% response rate (3/4) 3(b) Hard copies of exit interviews were collected and inputted into surveymonkey.com to analyze results. Following each respective sport program's season, Sport Program Administrators (SPA) were provided with a summary of the exit interviews for their respective sport. The SPA inputted their findings into the head coach evaluation. The Associate Athletic Director for</p>		
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		<p>will report all findings and action plan to the FAR at the end of the academic year. Number of students assessed = all student-athletes who have exhausted his/her eligibility will be provided an exit interview. been met yet? Met</p>	<p>Compliance also compiled the exit interview results by department and shared the findings with the respective head of each area. 3(c) Problematic areas and findings from the exit interviews were included in head coach evaluations. The SPA reviewed these areas with the head coach and the SPA was instructed to develop an action plan to improve these problematic areas. 3(d) 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.</p>		
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## 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.*