

# University of Louisiana at Lafayette

## Detailed Assessment Report

### 2015-2016 Athletics

As of: 11/18/2016 10:11 AM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

## Mission / Purpose

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As an integral part of a comprehensive, coeducational public institution of higher learning, the stated philosophy of the UL Lafayette Athletics Department is to subscribe to high standards of academic quality, as well as breadth of academic opportunities; and to provide athletic competition at the highest level of intercollegiate athletics.

The Athletics Department is committed to the promotion of social mobility, integration and equality of opportunity. In accordance with the stated philosophy, the following goals have been established for UL Lafayette Athletics:

- a. Provide the tools and resources necessary to achieve high retention and graduation rates for student-athletes;
- b. Provide the tools and resources necessary for coaches and student-athletes to be successful at the highest feasible level of competition;
- c. Provide the tools and resources necessary to support equitable opportunity for all student-athletes and staff, regardless of race and sex;
- d. Maintain NCAA Division I classification;
- e. Maximize opportunities for athletic competition within the framework of currently sponsored sports; and,
- f. Maintain responsible fiscal control in accord with University, conference and NCAA rules and regulations.

## Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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### **SLO 2: Prioritize Academic Excellence**

Prioritize academic excellence for all student-athletes.

#### Connected Documents

[APR data 07-08](#)

[APR data 08-09](#)

[APR data 09-10](#)

[APR data 10-11](#)

[APR Data 11-12](#)

[APR Data 12-13](#)

[APR data 13-14](#)

[APR data 14-15](#)

[APR data 15-16](#)

## Related Measures

### **M 2: Create Academic Improvement Plans for Individual Teams**

(2a) Create academic improvement plans for each team with a multi-year APR score below 930.

(2b) Increase each team's multi-year APR score to meet or exceed the goal score established in the academic improvement plan prior to the next year's APR reporting period.

(2c) Academic improvement plans will be reviewed by a representative of the University's Athletics Committee who will report his/her findings to the Associate Director of Athletics for Compliance and Academics/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.

Source of Evidence: Academic indirect indicator of learning - other

#### **Connected Documents**

[APR data 07-08](#)

[APR data 08-09](#)

[APR data 09-10](#)

[APR data 10-11](#)

[APR Data 11-12](#)

[APR Data 12-13](#)

[APR data 13-14](#)

[APR data 14-15](#)

[APR data 15-16](#)

#### **Target:**

Create academic improvement plans for teams with an APR score below 930.

#### **Connected Documents**

[APR data 07-08](#)

[APR data 08-09](#)

[APR data 09-10](#)

[APR data 10-11](#)

[APR Data 11-12](#)

[APR Data 12-13](#)

[APR data 13-14](#)

[APR data 14-15](#)

[APR data 15-16](#)

#### **Finding (2015-2016) - Target: Met**

The 2014-15 APR data (reported in 2015-16) has been finalized and the institution's report has been released. All teams at the University of Louisiana at Lafayette have a multi-year APR score of 930 or higher, so no teams were required to create an academic improvement plan this year per NCAA requirements. Additionally, in the fall 2015 semester, 57.2 percent of all student-athletes earned a 3.0 GPA or above. Over 60 percent of all female student-athletes earned a 3.0 GPA or above. The average GPA for all student-athletes in the fall 2015 semester (2.958) surpassed the general student body (2.746). In the spring 2016 semester, 52.6 percent of all student-athletes earned a 3.0 GPA or above. 66.6 percent of all female

student-athletes earned a 3.0 GPA or above, while 29 student-athletes earned a 4.0 GPA and 38 student-athletes graduated. The average GPA for all student-athletes in the spring 2016 semester was 2.940. University of Louisiana at Lafayette student-athletes are graduating at a rate of 65 percent according to the most current 4-year Federal Graduation Rate. This is the highest rate of graduation among student-athletes in the state's 11 Division I public institutions and the Sun Belt Conference. All sixteen UL teams competing at the NCAA Division I level scored above the minimum NCAA Academic Performance Rate score required for the 2014-15 academic year (930 multi-year score).

#### **Related Action Plans (by Established cycle, then alpha):**

##### **Procedure for Developing Academic Improvement Plans**

2007-2008 was the first year APR goal scores were projected in academic improvement plans. Each team is required to meet the goal score for the ensuing academic year. During the academic improvement plan creation process, head coaches, academic advisors, the FAR, and the Assistant Athletic Director for Compliance are all required to be present. Academic Improvement Plans will now be required for any team with a multi-year APR score below 930, which is an increase in expectations above and beyond that which the NCAA requires.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

##### **Relationships (Measure | Outcome/Objective):**

**Measure:** Create Academic Improvement Plans for Individual Teams | **Outcome/Objective:** Prioritize Academic Excellence

##### **Connected Documents**

[APR data 08-09](#)

[APR data 09-10](#)

[APR data 10-11](#)

## **Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

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### **O/O 1: Enhance Student-Athlete Experience**

Enhance the quality of the student-athlete experience within the context of higher education.

#### **Connected Documents**

[CHAMPS Life Skills Events 07-08](#)

[CHAMPS Life Skills Programming 08-09](#)

[CHAMPS Life Skills Programming 09-10](#)

[CHAMPS Life Skills Programming 10-11](#)

[CHAMPS Life Skills Programming 11-12](#)

[CHAMPS Life Skills Programming 12-13](#)

[CHAMPS Life Skills Programming 13-14](#)

[CHAMPS Life Skills Programming 14-15](#)

[CHAMPS Life Skills Programming 15-16](#)

## Related Measures

### **M 1: Student Satisfaction of CHAMPS Life Skills Program**

(1a) The Game Plan Initiative, designed to provide total development programming to student-athletes throughout the course of a four-year cycle, will replace the former student-athlete interest surveys. The Game Plan Initiative depicts programming topics and educational opportunities for eight semesters.

(1b) A minimum of 2 programs will be sponsored by the Student-Athlete Advisory Committee and the CHAMPS Life Skills program annually to address issues of interest as defined in the Game Plan Initiative.

(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.

Number of students assessed = all student-athletes will be asked to complete the interest survey and survey following each program

Source of Evidence: Student course evaluations on learning gains made

#### **Target:**

The Student-Athlete Advisory Committee and CHAMPS Life Skills Program will sponsor a minimum of 2 programs each year. Programs will be planned according to results in the student-athlete interest survey. Additionally, student-athletes will be provided the opportunity to participate in a minimum of 2 community service projects each year.

#### **Connected Documents**

[Evaluation of Adopt-A-Family Fundraiser Fall 2013](#)  
[Evaluation of Charles Tillman - Spring 15](#)  
[Evaluation of Dave Stephens Fall 2012](#)  
[Evaluation of Donald Hooten's 9-27-10 presentation](#)  
[Evaluation of Dr. Fournet - Nutrition and Wellness speaker - Fall 2014](#)  
[Evaluation of Hollis Conway Spring 2013](#)  
[Evaluation of Spencer Wood Spring 2014](#)  
[Financial Literacy Survey - further explanation of results](#)  
[Financial Literacy Survey Results Spring 2012](#)  
[Financial Management Speaker Presentation Survey Fall 2015](#)  
[Further explanation of answers for Nutrition and Etiquette Survey](#)  
[Nutrition and Etiquette Presentation Survey Fall 2011](#)  
[Professional Athlete Presentation Survey Spring 2016](#)  
[Social Media Check-Up evaluation Spring 2016](#)  
[Stress/Time Management Speaker Spring 2011](#)  
[Student-Athlete Affairs Events and Activities Interest Survey 2011](#)  
[Student-Athlete Affairs Interest Survey 2012](#)  
[Student-Athlete Affairs Interest Survey 2013-14](#)

#### **Finding (2015-2016) - Target: Met**

1(a) With the establishment of The Game Plan Initiative in 2015-16, student-athlete interest surveys are no longer distributed. The Game Plan has been designed to provide total development programming to student-athletes

throughout the course of a four-year cycle. This change was implemented as a result of continuous low response rates received from the student-athlete interest surveys and in an effort to rely on experts in the field to guide future programming efforts. The theme for The Game Plan in the Fall 2015 semester was Financial Literacy. Educational topics covered included: personal budgeting, debt management, saving, and protecting against identity theft. Programming efforts included hosting Eric Smith, a Financial Literacy Speaker and Balling on a Budget (personal budget building workshop). The theme for The Game Plan in the Spring 2016 semester was Professional Athletes (Developing your personal brand). Educational topics covered included: networking, self-promotion, social media – using it the right way, and goal setting. Programming efforts included hosting Jonathan Lucroy, current professional major league player and a social media checkup (workshop to identify improvements to be made on personal social media accounts). 1(b) In September of 2015, the Student-Athlete Advisory Committee and Student-Athlete Affairs, sponsored Eric Smith, an expert in financial literacy. His presentation was tailored to his specific audience with freshmen and sophomores combined initially, while juniors and seniors participated in the second session. The goal was to address financial management needs based on issues being faced in a particular age group. In an effort to provide meaningful programming following Eric Smith's presentation, the Student-Athlete Advisory Committee hosted "Balling on a Budget," which provided student-athletes the opportunity to participate in a personal budgeting workshop headed by professionals from the University's Credit Union. 1(b) In January of 2016, Jonathan Lucroy, current MLB player and UL Lafayette Alumnus, spoke to student-athletes about taking advantage of opportunities to make it to the next level. As a follow up to key points made by Lucroy, the Student-Athlete Affairs Committee combined efforts with a social media expert from the University's Marketing and Communications Department to conduct a "Social Media Checkup" for all student-athletes. Student-athletes were able to discuss their personal accounts with the expert and receive feedback to promote themselves in a positive manner. 1(c) Following Eric Smith's presentation, the 255 student-athletes that were in attendance for the presentation were sent an online evaluation. Eleven student-athletes responded. The majority of respondents answered correctly when asked what compound interest is, best practices for using a debit card, to identify safety measures for protecting one's identity, and for the best spending/saving/giving model. Student-athletes also provided new information that they had learned throughout the presentation, further indicating an increase in knowledge gained. 1(c) Of the 244 student-athletes that were in attendance for Jonathan Lucroy's presentation, 17 responded to an online evaluation. The majority of student-athletes responding answered correctly when asked what two things Lucroy believes every athlete should work on, the number of times Lucroy recommends reviewing one's tweet/post prior to making it public, and the most important thing athletes should do for their teammates. The "social media checkup" that was provided to all student-athletes following Lucroy's presentation was also evaluated. The majority of attendees were very satisfied with this programming and felt that the information provided was extremely helpful.

#### **Related Action Plans (by Established cycle, then alpha):**

##### **Implementation of Student-Athlete Surveys**

Our goal was achieved in regard to providing programming and surveying student-athletes. Our response rate declined

drastically in the spring, so we may implement paper surveys immediately following a presentation in order to increase response rate.

**Established in Cycle:** 2010-2011

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Student Satisfaction of CHAMPS Life Skills Program | **Outcome/Objective:** Enhance Student-Athlete Experience

### **Game Plan Initiative**

The Student-Athlete Advisory Committee has elected to follow an initiative called The Game Plan to provide total development programming to student-athletes throughout the course of a four-year cycle. The Game Plan was developed by our Student-Athlete Support Services team. The Student-Athlete Advisory Committee recognizes that the Athletics Department continues to receive a low response rate on CHAMPS Life Skills Interest Surveys and would like to rely on experts in the field to guide future programming that will better enhance all student-athletes' collegiate experiences. The Game Plan consists of five themes that will be addressed through various programming initiatives throughout a four-year cycle. Specifically, speakers and programming will address the following themes: financial fitness, career readiness, understanding the transition, developing a personal brand, and leadership. The Game Plan will replace Measure 1a in determining programming for student-athletes.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Student Satisfaction of CHAMPS Life Skills Program | **Outcome/Objective:** Enhance Student-Athlete Experience

**Implementation Description:** The Game Plan initiative will go into effect in the 2015-16 academic year.

**Responsible Person/Group:** The Student-Athlete Advisory Committee in conjunction with the Student-Athlete Affairs Program will sponsor all programming related to The Game Plan.

**Additional Resources:** There are no additional resources needed at this time.

### **O/O 3: Satisfaction with Student-Athlete Support Services**

Maintain high levels of satisfaction with student-athlete support services.

#### **Connected Documents**

[Current Exit Interview Instrument](#)

[Exit Interview summary 07-08](#)

[Exit Interview summary 09-10](#)

[exit interview summary 12-13](#)

[Exit Interview Summary 2010-11](#)

[Exit Interview summary fall 2008](#)

[Exit Interview Summary spring 2009](#)

[Exit Interviews 11-12](#)

[Exit Interviews 2013-14](#)

[Exit Interviews 2014-15](#)

[Exit Interviews 2015-16](#)

### **Related Measures**

#### **M 3: Evaluate Exit Interviews**

(3a) Provide exit interviews to all student-athletes who have exhausted his/her eligibility to evaluate student-athletes' overall collegiate experience.

(3b) Exit interviews will be collected by a representative of the University's Athletics Committee who will bring collected data to the Faculty Athletic Representative (FAR). The FAR will compile results from exit interviews and report findings to the Athletic Director and respective coach.

(3c) The Athletic Director will evaluate the findings 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

Source of Evidence: Exit interviews with grads/program completers

#### **Target:**

Administer exit interviews to all student-athletes who have exhausted eligibility or who are departing the university. These exit interviews will be evaluated by the Athletic Director and reports will be shared with head coaches.

#### **Connected Documents**

[Exit Interview summary 07-08](#)

[Exit Interview summary 09-10](#)

[exit interview summary 12-13](#)

[Exit Interview Summary 2010-11](#)

[Exit Interview summary fall 2008](#)

[Exit Interview Summary spring 2009](#)

[Exit Interviews 11-12](#)

[Exit Interviews 2013-14](#)

[Exit Interviews 2014-15](#)

[Exit Interviews 2015-16](#)

#### **Finding (2015-2016) - Target: Met**

As identified in the 2014-15 Action Plan, the Athletic Department's policy for distributing and collecting exit interviews from student-athletes who have exhausted their eligibility has changed. The Deputy Director for Athletics/Senior Woman Administrator now oversees the scheduling of exit interview meetings with each team. Exit interviews were administered to all student-athletes who have exhausted eligibility following the conclusion of the

sport's season. The University Athletics Committee representative for each sport was invited to attend their sport's exit interview team meeting. The majority of surveys were administered in-person on paper. The paper versions were inputted into Survey Monkey to calculate results. The Athletic Director and FAR were provided with the final results. The Athletic Director then met with each head coach to discuss the results of the exit interview.

#### Related Action Plans (by Established cycle, then alpha):

##### **Revised Instrument and Evaluation Procedure**

The Athletic Director will now meet with the head coach to discuss exit interview results and will require a plan of action from the head coach for any problematic responses. These findings and action plans will also be reported to the FAR. The FAR will use these findings to work in conjunction with the University's Athletics Committee to revise the exit interview instrument.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

##### **Relationships (Measure | Outcome/Objective):**

**Measure:** Evaluate Exit Interviews | **Outcome/Objective:** Satisfaction with Student-Athlete Support Services

##### **Evaluating Exit Interviews**

In the 2014-15 cycle, the Athletic Department changed the exit interview collection process to increase response rates and to ensure that all teams were adequately represented in the sample population. While our efforts in 2015-16 were successful in increasing the response rate by 33.33%, involving Athletics Senior Staff members as well as University Athletics Committee members in the process, and providing student-athletes an open forum to evaluate their sport program, we did not successfully close the loop when evaluating the exit interview results for all teams. Moving forward, the Compliance Staff will be charged with updating the Athletic Director and FAR at the end of each academic semester with the survey monkey results. The Athletic Department implemented a performance evaluation instrument that is in place for the 2016-17 year. Exit interview results will be reviewed by the Athletic Director and the Head Coach during the formal performance evaluation process following the conclusion of the sport's season.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

##### **Relationships (Measure | Outcome/Objective):**

**Measure:** Evaluate Exit Interviews | **Outcome/Objective:** Satisfaction with Student-Athlete Support Services

**Implementation Description:** Evaluations of all coaches and staff members will be conducted following the end of the 2016-17 academic year by the staff member's immediate supervisor. The Athletic Director will evaluate the Head Coaches immediately following the conclusion of the sport's season. During this evaluation, the results of the exit



interviews will be reviewed and discussed. Documentation of the performance evaluations will remain on file in personnel folders within the Athletic Director's Office.

**Responsible Person/Group:** Compliance Staff, Athletic Director

## Analysis Questions and Analysis Answers

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### How were assessment results shared and evaluated within the unit?

The Athletic Department's first objective, to enhance the student-athlete experience through programming efforts sponsored by the Student-Athlete Advisory Committee and the Student-Athlete Affairs Program, was successful during the 15-16 cycle. Specifically, the Game Plan initiative provided well rounded educational opportunities in the areas of financial management and competing at the professional level. The presentations and follow-up workshops/seminars were positively received by the majority of student-athletes. Evaluations taken following the presentations were reviewed and suggestions for future improvements have been saved for the future rotation of these topics in the Game Plan initiative.

The Department's emphasis on prioritizing academics was evidenced by APR scores exceeding NCAA requirements. Both the fall and spring semester GPAs exceeded that of the general student body. The student-athletes' Federal Graduation Rate ranked above all public institutions in the state of Louisiana and all Sun Belt Conference institutions. The Athletic Department has evaluated the academic statistics from 15-16 and set higher goals for 16-17, placing an emphasis on increasing the semester GPA above 3.0.

Student-athletes' satisfaction with student-athlete support services was evaluated through exit interviews completed by those student-athletes exhausting his/her eligibility in the 15-16 year. As a result of a change in the data collection process, the response rate increased by 33%. The Athletic Director reviewed the summaries of each team's exit interview results and met with the respective Head Coach to discuss concerns and plans for future improvements.

### Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

The Game Plan Initiative was implemented in the 15-16 cycle in an effort to provide total development programming to student-athletes throughout the course of a four-year cycle. Perceived effects of the 15-16 programming included student-athlete satisfaction and value in seminars that were hosted to further reiterate skills prescribed by professionals during initial presentations. The findings indicate that there was a decrease in student-athlete attendance at both the fall and spring presentation. This decrease may be a result of multiple factors including publicity of event, location, and time. The Student-Athlete Advisory Committee will evaluate this concern to make improvements moving forward in 16-17.

Implementation of the revised exit interview survey data collection method yielded immediate positive results. The response rate increased by 33%, and all sports were represented in the evaluations. In an effort to improve the environment in which exit interviews were administered, the staff provided each team with a dessert celebration prior to the team's final competition. While congratulating the team on the success of their season, seniors were asked to complete the exit interview. The University Athletics

Committee liaison attended each meeting, should the student-athletes desire to speak to a representative outside of athletics.

**What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?**

The Athletic Department has learned the perception of those in attendance at Game Plan Initiative programming has been well received. The follow-up seminars have improved the opportunity for student-athletes to master a particular skill beyond simply listening to a professional for a single presentation. The Student-Athlete Advisory Committee needs to further evaluate the factors affecting attendance at these events in an effort to improve attendance rates.

In regard to prioritizing academic excellence, the Athletic Department is pleased with continuous improvement throughout the last six years. In order to continue making strides, the department has challenged all coaches and student-athletes to raise the bar academically. The 16-17 goal is to earn a semester GPA of 3.1 or higher.

While the exit interview data collection process has greatly improved, it was an internal challenge for compliance staff to prioritize setting team meeting dates prior to the team's final date of competition. The end of any season quickly becomes a busy time. For the 16-17 cycle, Head Coaches have already been provided with a list of seniors needing to complete the exit interview along with a request to schedule a tentative team meeting date. The Athletic Department is pleased with the increased response rate and totality of perceptions included in the results. However, the review of results with Head Coaches was not always completed in a timely fashion. This was a result of the timing in which the actual team meeting took place. Now that the Athletic Department has a new performance evaluation instrument for all head coaches, exit interview results will be included in this formal evaluation immediately following the conclusion of the season. The FAR will be updated on the results of this discussion.