University of Wisconsin-River Falls
Co-Curricular Assessment Plan

Requirements
1. Use this co-curricular assessment plan template to write the unit’s assessment plan (i.e. this becomes the assessment plan).
2. Links to and/or references to other documents/materials may be included but all materials must be in a single, electronic co-curricular assessment plan (e.g. A link to a unit’s mission statement is insufficient. The mission statement must be pasted into the assessment plan and can be supported by a link.)
3. Send an electronic copy of the assessment plan to your divisional leader by the second Monday in September, and verify that it has been forwarded to academicaffairs@uwrf.edu by the 4th Monday in September.
4. Update and resubmit the program’s assessment plan every three years.

Basic Information

Office/Department: Athletics

Program Being Assessed: First Year Mentoring Program

Division: ________________________________

Unit: ________________________________

Date Plan Submitted: ________________________________

Assessment Plan Evaluation Components

Mission Statement: Provide the mission statement and discuss how it links to UWRF’s current strategic planning goals, https://www.uwrf.edu/PathwayToDistinction/Goals.cfm.

"The mission of the University of Wisconsin-River Falls Athletic Department is to recruit quality student-athletes, coaches and staff who strive for excellence in academics and athletics. Falcon Athletics builds campus and community pride, while enhancing recognition regionally and nationally."

UWRF Athletics mission link directly to the University’s strategic goals through the following avenues:

Distinctive Academic Excellence: UWRF student-athletes are consistently recognized for the academic efforts in the classroom. While directly mentioning “academic excellence” in the mission statement, UWRF coaches and staff perform progress reports, hold academic meetings, and connect with campus partners for the overall academic success for all student-athletes.

Global Education and Engagement: UWRF Athletics continues to foster an environment in which the department seeks and encourages opportunities to engage our campus and greater community in globally related initiatives. Student-athletes have been recruited from all over the world, events have coincided with the University’s “Year of” celebration at athletics events, and student-athletes are encouraged to participate in the study abroad program the same as other students do.

Innovation and Partnerships: UWRF Athletics has established many partnerships in the region and the country through participation in national organizations and other avenues. UWRF staff and coaches have presented on a multitude of
initiatives that have been enacted over the last four years to educate colleagues at peer institutions. These have included student-athlete success strategies, diversity and inclusion efforts, and promotion of a healthy and safe campus culture through respectful interactions within the UWRF campus and the River Falls community.

**Co-Curricular Learning Outcomes**

*Co-Curricular Learning Outcomes should be focused on student performance, clearly stated, and measurable*

First year student-athletes will be able to learn about the campus community and resources, the culture of UWRF athletics, integrate and learn from each other, and identify avenues of self-care in various areas of their campus life to maximize their experience. Student-athlete mentors learn how to facilitate conversations with their peers, share their experiences at UWRF to help other students succeed, and strengthen their leadership skills. The program overall is student centered, reinforces a sense of community and inclusiveness, academic success, leadership, and utilization of available campus resources to enhance the overall experience of each student and to assist the University in its retention efforts.

Identify and discuss the co-curricular learning outcomes. Then, either provide narratives with each outcome or footnoted tied to each outcome that discuss

The mentoring program is comprised of six (6) sessions, three (3) each semester, that cover topics that have been identified after receiving feedback from current student-athletes. The first year cohort gathers together to have the topic presented to the group as a whole with main ideas shared out. Then, student-athletes break out into smaller groups with a returning student-athlete mentor leading a group of first year mentees. In these smaller groups, questions are prepared for the mentor to ask to facilitate conversations while questions from the mentees are encouraged as well. The program was developed in line with the NCAA (NCAA) Division III philosophy and best practices established by the National Association of Academic and Student-Athlete Development Professionals (N4A).

**September** — “We Are Falcons” month focuses on the culture that has been established within the athletics department as a whole and the privilege that has been given for being a student-athlete. The campus is discussed as a whole and important campus resources are highlighted to aid student-athletes in finding assistance with various things they might need during their time as a Falcon.

**October** — Success in Academics as a Student-Athlete highlights the specific rules and regulations that accompany being a student-athlete at the college level while also pointing out specific resources on campus that aid in academic success. Topics include time management tips, scheduling for the spring, assessing the impact of remedial coursework, and general classroom success tips from mentors in each group.

**November** — Mental Health on Campus is a critically important topic, especially during the latter part of the semester when coursework and athletics schedules become more stressful. Members of UWRF Counseling Services discuss the services offered by their department. Overall encouragement is offered for anyone who feels like they are struggling with anything mentally and this is an important topic to have conversations about to take any negative stigma away surrounding mental health.

**February** — Campus Life and Values welcomes the staff of Student Involvement in to share the numerous opportunities to get involved on campus outside of athletics. Student organizations are highlighted, as are the events that take place year round. This topic is important as it reinforces the NCAA Division III philosophy of student-athletes participating in activities beyond their sport.

**March** — UWRF Career Services speaks to the student-athletes during March to start the process of helping the student-athletes think about internships, career planning and how to utilize their UWRF resources to their advantage. Starting this process in year one will help student-athletes realize the importance of doing these things earlier and can aid in retention efforts if they can connect their studies to a career they have had help identifying through Career Services. Mentors also reinforce this topic by sharing tips on their internship experiences, finding jobs in the area, and more.
April – The final month of the program consists of a panel of graduating student-athletes who share some of their favorite memories and experiences of their time as a student-athlete on campus. Student-athletes not only discuss their athletics memories but also share their insights on internships, finding balance between academics and athletics, participating in study abroad programs, and more.

Learning Activities

- Identify the activities (e.g. tutorials, readings, webpages, training, etc.) that provide the student with the ability to learn what is expected for each outcome.

Activities for this program include a group presentation and/or discussion followed by smaller group discussions led by selected returning student-athletes. Each of the six programs will focus on a different topic that relates to the overall student-athlete and UWRF campus experience as a whole.

Instruments for Assessing Co-Curricular Learning Outcomes
Data is collected indirectly through Qualtrics surveys that are sent out to both the mentors and the mentees at the end of the program in mid-April. Questions include what topic they felt was the most useful, rating the preparedness of the group mentor, recommendations for future topics, and other trips to make the overall experience more beneficial for all involved. A retention report will also be directly generated with the assistance of Institutional Research to determine if percentage of student-athletes retained was positively impacted since program inception compared with previous years. Data will be stored in the athletics dept’s T drive within the Falcon Success Services folder and results will be also shared on the mentoring page outlined at uwrfsports.com.

Assessment Process
Once data has been collected over a three week period from the mentor and mentee surveys noted above in mid-April, the results are reviewed by the assistant athletics director. During this three week time period, the mentor group for the following academic year has been identified and created. The week before the final exam period of the spring semester, the athletics administration gathers the next group of mentors together to review the upcoming program schedule and looks to see where possible improvements can be made and also where to add in the additional programming suggestions can be implemented. The revised program for the following year is created and then reviewed one more time for approval prior to mid-August.

Appendices (important materials/documents that are pertinent to the to the plan)

Appendices include mentoring program feedback questions for mentors and mentees.
2018-2019 Athletics Mentoring Program Feedback - Mentors

Q1 The UWRF Athletics Mentoring Program is a brand new offering to first year and transfer student-athletes to encourage cross connection among teams and highlight resources that are available on campus. Please complete the following short survey so that we can continue this program and make improvements where possible.

Q15 Full Name

Q2 Please rank the topics covered from most engaging to least engaging.

_____ September - Introducing Falcon Athletics & Campus
_____ October - Success in Academics as a Student-Athlete
_____ November - Mental Health on Campus
_____ February - Campus Life and Values
_____ March - UWRF Career Services
_____ April - Panel of Upperclass Student-Athletes

Q7 Please list ideas for future topics that you wish had been discussed.


Q12 How prepared did you feel you were to lead the discussions in your small groups?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all

Q13 What improvements can be made to help better prepared you?

Q5 Did the length of each program (45-60 mins) seem about right?

- Yes, it worked out well
- No, too long
- No, not long enough

Q6 Did you like the format of an opening speaker presenting on the topic and then breaking into small groups?

- Yes
- No and see my suggestion below

Q8 If you answered no, how can we improve the format?

Q9 What were the most positive experiences you had during the mentoring program this year?
Q10 What were some negative experiences you had during the mentoring program this year?

Q14 If you have eligibility remaining and will be returning for a full academic year, would you be willing to serve as a mentor again?

☐ Yes

☐ No

Q11 Please share your final thoughts and anything else you got out of the program that helped you be a better leader.


The UWRF Athletics Mentoring Program is a brand new offering to first year and transfer student-athletes to encourage cross connection among teams and highlight resources that are available on campus. Please complete the following short survey so that we can continue this program and make improvements where possible.

Please rank the topics covered from most engaging to least engaging.

_____ September - Introducing Falcon Athletics & Campus
_____ October - Success in Academics as a Student-Athlete
_____ November - Mental Health on Campus
_____ February - Campus Life and Values
_____ March - UWRF Career Services
_____ April - Panel of Upperclass Student-Athletes
Please list ideas for future topics that you wish had been discussed.

Did the time of the program, 8 PM on Mondays, work within your schedule?

- Yes
- No
- Another time may be better, see time suggestion

What might be another time this could be done during the month, week, day or time?

How well do you feel your group mentors engaged with you/your group?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all

Did the length of each program (45-60 mins) seem about right?

- Yes, it worked out well
- No, too long
- No, not long enough
Did you like the format of an opening speaker presenting on the topic and then breaking into small groups?

☐ Yes

☐ No and see my suggestion below

If you answered no, how can we improve the format?

______________________________________________________________

What were the most positive experiences you had during the mentoring program this year?

______________________________________________________________

What were some negative experiences you had during the mentoring program this year?

______________________________________________________________

Was the Mentoring Program helpful for creating friendships with student-athletes from other teams?

☐ Yes

☐ No
Authorization Signatures

Signature, Person Submitting the Plan

Date

Signature, Supervisor

10-28-2019

Date

Signature, Department Head (if applicable)

Date

The division head must review the proposed plan and either return to the unit unsigned for revision or approve and sign the plan, forwarding it to academicaffairs@uwrf.edu. Note that the final, approved and signed report is due by the fourth Monday in September (i.e. submitted to academicaffairs@uwrf.edu, with a copy to the unit that submitted the report).

Signature, Division Head

6/30/19

Date

To Be Completed by Co-Curricular Assessment Committee

Date Received: ________________ Date Reviewed with Committee: ________________

Signature, Committee Chair

Date