

New Student-Athlete Orientation



Name of Assessment Project: New Student-Athlete Orientation

Name(s) of Person(s) Responsible for Assessment Project: Senior Assoc Athletic Director (Wendy Taylor-May)

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Providing Department: Intercollegiate Athletics

Other Units/Departments Involved in Assessment Project:
Program, Service, or Event Related to Assessment Project:

Annually new freshmen and transfer student-athletes are required to attend an orientation program the day prior to classes starting for the fall term that includes speakers on academics, health and department expectations as well as small group discussions with student-athlete mentors regarding bystander interventions and safe practices. The New Student-Athlete Orientation is intended to support the health, retention, and future professional success of students. It provides an overview of campus resources, an understanding of student-athlete expectations and responsibilities, and encourages new meaningful relationships, and a sense of community.

Assessment Project Description: The New Student-Athlete Orientation program includes athletic department staff providing information on department expectations and NCAA academic requirements, a panel presentation on academic success strategies, academic integrity and faculty communication, a panel presentation on health and sports performance issues, as well as small group discussions with upper-class student-athlete mentors building relationships with students from other teams. The assessment of this project intends to analyze how well the student-athlete is absorbing the information presented as well as the overall impact of the orientation through survey questions linking to specific material and more general questions regarding comfort level and awareness of the overarching intended results, respectively.

Unit/Program Specific Goals and Learning Outcomes: Upon completion of the New Student-Athlete Orientation, students will be able to;

- Identify the expectations of behavior for Triton Student-Athletes.
- Recognize the Athletics Department Staff and structure, including sport supervisors.
- Identify what issues the Academic Integrity office handles and strategies to avoid problems of academic integrity.
- Recall the appropriate manner to contact faculty regarding class absences and ways to communicate appropriately with faculty.
- Describe components of healthy behaviors needed to be successful student-athletes.
- Interact with other new student-athletes on different teams as well as find an upperclassman as a mentor.
- Summarize the importance of a strong bond among members of our campus community, as well as the community at large and alumni.
- Be knowledgeable about department location and contact information so that future questions may be directed appropriately.
- Identify and appropriately utilize health and wellness resources available to them on and off campus.
- Explain the academic requirements of the university as well as NCAA eligibility requirements.
- Develop an understanding of the Triton Athletics tradition and principles of community and serve as campus ambassadors for Athletics (#TritonsRising)
- knowledgeable of the Bystander Intervention Techniques Model as well as resources available regarding sexual assault, relationship violence, stalking, and alcohol.

SALOs

2.4 Confidently approach and engage in meaningful conversation with new people in new settings

3.2 Acquire time management skills

3.5 Engage in experiences that complement their personal, academic and professional pursuits

3.6 Develop a sense of integrity and clarify values

3.7 Understand the effects of individual behavior on oneself, on others, and on the community

4.8 Engage with others comfortably in unfamiliar environments either abroad or in the U.S.

5.1 Acquire knowledge about what constitutes a healthy lifestyle

5.2 Engage in healthy eating, exercise, and sleep behaviors

- 5.4 Use healthy coping strategies to manage stress
- 5.5 Form and maintain healthy relationships
- 5.6 Manage and regulate one's emotions
- 5.7 Demonstrate knowledge of when and where to seek assistance
- 5.8 Achieve balance between academic work and personal life
- 6.3 Demonstrate behaviors that reflect awareness of the UC San Diego Principles of Community

Relationship to Student Affairs: Communicate Effectively, Advance a Plan for Personal, Academic, and Professional Success, Lead in a Diverse Global Society, Engage in a Healthy Lifestyle, Promote Social Justice and Community Responsibility

Learning Outcomes:

Assessment Project Start: 7/1/2014

Assessment Project End: 6/30/2015

Population/Sample: 174 students participated in the program and 99 students participated in the assessment.

Type of Assessment: Student learning outcomes and/or behavioral outcomes

Other Assessment Type(s):

Assessment Methods: Surveys

Other Assessment Method(s):

Data Collection Tools: Campus Labs Baseline Survey

..... New Student-Athlete Orientation Survey

Data Analysis Methods: Review and compare survey results to previous year's results. Data is collected to determine changes to future programming.

How Your Results Will Be Presented: Findings are presented to the Athletic Department Staff at monthly Staff Meeting. Findings have also been incorporated into the Intercollegiate Athletics yearly program report.

Progress: 100%

Link Assessment Project in Campus Labs Baseline :	Name	Source
	No items to display.	

Summary of Findings: Findings indicate that the program is successful in most aspects of informing new Student-Athletes about behavior and academic expectations, resources available within the Athletic Department and university. Based on previous year's results, students were more knowledgeable of department staff and the faculty representative, gained a greater understanding of department and University expectations, as well as, opportunities available to them as Student-Athletes.

100% of respondents were able to recall the number of units they need to be enrolled in maintain athletic eligibility. 98.94% of respondents understood the consequences of violating academic integrity standards, even if the incident was unintentional.

Further, the expansion the alcohol education section from 2013-14, resulted in greater understanding of the effects of alcohol on the body and on athletic performance. As a result, in the alcohol education section, 97.88% of Student-Athletes were able to identify at least one strategy from the UCSD Bystander Intervention Technique Model and 100% of the respondents indicated that consuming 5+ alcoholic drinks in one night can affect the brain and body activities for up to 3 days.

Additionally, 93.75% of students were able to identify CAPS as a resource for confidential counseling support. Overall, Students reported higher levels of understanding what the Athletics Department Staff's role within the program, and who to contact for specific issues.

A record 96.81% of participants were able to recognize the Triton Athletic Council as a forum for Student-Athletes to have a voice within the department and within the University.

When asked to identify activities that TAC helps coordinate;

The most predominant responses: fundraisers, school spirit challenges, community outreach and community service projects.

Sample of responses: "coordinate community service events so athlete can go out and support the local community", "TAC challenges, campus fundraisers like can food drives, interaction events with local school children like IMPACT", "Supporting other athletes by going to their games, and encouraging their own teammates to attend" and "they help promote the overall school spirit for athletics at UCSD."

When asked to identify best practices for avoiding class conflicts with competition;

100% of students responded "Compare your competition schedule to your syllabus"

97.92% of students responded "during the first week of classes, give the missed class absence letter to your professor"

94.79% of students responded "Look into other class options if your professor is not willing/able to make accommodations"

93.75% of students responded "One week prior to the conflict, remind your professor of your conversation that took place during Week 1 about making arrangements for the conflict"

Impact of Assessment: We will use these findings to adjust our programming for the 2015-16 New Student-Athlete Orientation. We will continue the sections involving department behaviors and expectations, expand sections on Alcohol and Bystander Intervention Trainings, and add a section that address campus resources available outside of the Athletic Department. Further, programming will be altered to promote interactions between Student-Athletes and provide more opportunities for New Student-Athletes to engage with Orientation Leaders.

Lessons Learned: The results of this survey clearly indicate that New Student-Athlete Orientation has an immense impact on the lives of Student-Athlete as they join the Triton Family. The program continues to provide a thorough overview of campus resources, an in depth understanding of student-athlete expectations and responsibilities, and encourages new meaningful relationships, and a sense of community.

Supplemental Information:

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