



**POINT LOMA**  
NAZARENE UNIVERSITY

# **ATHLETIC DEPARTMENT ANNUAL REPORT**

**June 15, 2012**

PLNU *forward*

## SUMMARY OF PROGRAM IMPACT

The 2011-12 year in the PLNU Athletic Department was a historical one with 14 Sea Lion teams competing for the final time in the National Association of Intercollegiate Athletics (NAIA) and in the Golden State Athletic Conference (GSAC).

In the midst of that finality, a road was being paved towards PLNU's athletic future in NCAA Division II and the Pacific West Conference. While 2010-11 was spent putting together Point Loma's NCAA application, 2011-12 was devoted to Year One of Candidacy requirements, which included over 1,200 pages of plans, policies and procedures to be written.

Though tedious and time consuming, the assignments spurred the Athletic Department to collaborate with many different departments across campus to write and implement much needed road maps in the areas of organization, compliance, operations, eligibility and retention. Compliance and Intercollegiate Athletics Committees were formed, comprised of faculty members and staff from Records, Student Financial Services and Admissions, to name a few.

Before all of these things were formed, the athletic department mission statement was updated to read as follows: ***PLNU champions a Christ-centered environment where student-athletes experience holistic growth while pursuing academic and athletic distinction.*** All blueprints that followed were formed with this mission statement in mind.

Last fall, the NCAA presented PLNU with a list of 68 action items to be pursued as a part of our Year One Assessment of Readiness. A small sampling of those items include....

- Re-design of the Athletic Organizational Chart
- Created a direct line of reporting from the Athletic Director to the President
- Redefined the Faculty Athletic Representative position to comply with NCAA guidelines
- Created a Student-Athlete Advisory Committee and SAAC advisor
- Established a Compliance Committee that has met weekly since August, 2011
- Created a Compliance Manual
- Established an Intercollegiate Athletic Committee, chaired by the FAR
- Developed and implemented a comprehensive rules education program for the entire athletic department
- Conducted surveys with student-athletes and exit interviews with seniors
- Developed a student-athlete handbook
- Developed an operations manual
- Further developed the position of Senior Woman Administrator
- Began process of bringing booster club (PLSA) under control of institution

The following five attachments will further highlight this past year's accomplishments.

The second attachment is the Year in Review in athletics, including a video link to season highlights.

The third attachment is a collection of data from a survey conducted by 186 of our student-athletes. This was the first time that we have surveyed each of our teams at the end of their seasons. In addition to the data, essay questions were also asked and compiled in an additional document. This valuable information has been used in coach's evaluations and to assess team and department policies while living within our philosophy and mission.

The fourth attachment is a summary of our Senior Student-Athlete Exit Interviews. This first-time attempt was accomplished with over 70 percent of departing senior student-athletes after their winter and spring seasons (we will add fall sports in 2012-13). The setting for this interview was less formal and more personal in nature, allowing student to speak more freely about his/her experience and giving closure in wrapping up their collegiate careers.

The fifth section speaks to six-year graduation rates. The report has categories for the general student population, for student-athletes, and then specifically by team sport for the freshman cohort entering school in 2005-06. These charts will bring light to the positive number of student-athletes who graduate from this institution. This report includes only first-time freshman who received athletic aid and does not include transfer students; these are instructions pursuant to NCAA policies.

The sixth and final attachment is also academic related—a list of team GPA's for the fall and spring semesters. It is very impressive, as the 2011-12 grade point average for our student-athletes was 3.18. Each team who has a grade point average of 3.0 or higher qualifies for a team scholar award.

<b>PLNU Athletics GPA</b>		
<b>Sport</b>	<b>GPA</b>	
Women's Soccer	3.48	
Women's Tennis	3.42	
Women's Cross Country	3.3	
Women's Track and Field	3.27	
Volleyball	3.25	
Men's Tennis	3.22	
Men's Cross Country	3.11	
Men's Track and Field	3.04	
Baseball	2.98	
Men's Basketball	2.89	
Women's Golf	2.87	
Women's Basketball	2.85	
Men's Soccer	2.84	
Men's Golf	2.77	
Cumulative GPA for		
all athletic teams	<b>3.18</b>	

# Point Loma Nazarene University

## FRESHMAN-COHORT GRADUATION RATES

	All Students	Student-Athletes #
2005-06 Graduation Rate	72%	78%
Four-Class Average	72%	78%
Student-Athlete Academic Success Rate		90%

## 1. Graduation-Rates Data

### a. All Students

	Freshman Rate Men				Freshman Rate Women				Freshman Rate Total			
	2005-06		4-Class		2005-06		4-Class		2005-06		4-Class	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Ind./AN	***	***	***	***	***	***	***	***	***	***	***	***
Asian	7	57	7	57	12	67	12	67	19	63	19	63
Black	4	0	4	0	6	100	6	100	10	60	10	60
Hispanic	26	62	26	62	39	72	39	72	65	68	65	68
Nat. Haw./PI	***	***	***	***	***	***	***	***	***	***	***	***
N-R Alien	***	***	***	***	***	***	***	***	***	***	***	***
Two or More	3	33	3	33	4	25	4	25	7	29	7	29
Unknown	0	-	0	-	3	100	3	100	3	100	3	100
White	180	72	180	72	266	77	266	77	446	75	446	75
Total	223	69	223	69	339	75	339	75	562	72	562	72

### b. Student-Athletes

	Freshman Rate Men						Freshman Rate Women						Freshman Rate Total					
	2005-06		4-Class		ASR		2005-06		4-Class		ASR		2005-06		4-Class		ASR	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Am. Ind./AN	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Asian	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Black	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Hispanic	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Nat. Haw./PI	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
N-R Alien	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Two or More	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Unknown	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
White	6	83	6	83	5	100	13	85	13	85	11	100	19	84	19	84	16	100
Total	9	67	9	67	8	75	14	86	14	86	12	100	23	78	23	78	20	90

c. Student-Athletes by Sport Category

<b>Baseball</b>				<b>Men's Basketball</b>				<b>Men's CC/Track</b>			
Freshman Rate				Freshman Rate				Freshman Rate			
2005-06	4-Class	ASR		2005-06	4-Class	ASR		2005-06	4-Class	ASR	
Am. Ind./AN	-	-	-					Am. Ind./AN	-	-	-
Asian	-	-	-					Asian	-	-	-
Black	-	-	-					Black	-	-	-
Hispanic	-	-	-					Hispanic	-	-	-
Nat. Haw./PI	-	-	-					Nat. Haw./PI	-	-	-
N-R Alien	-	-	-					N-R Alien	-	-	-
Two or More	-	-	-					Two or More	-	-	-
Unknown	-	-	-					Unknown	-	-	-
White	50-a	50-a	100-a					White	100-a	100-a	100-a
Total	50-a	50-a	100-a					Total	100-a	100-a	100-a
<b>Football</b>				<b>Men's Other</b>							
Freshman Rate				Freshman Rate							
2005-06 4-Class ASR				2005-06 4-Class ASR							
				Am. Ind./AN	-	-	-				
				Asian	100-a	100-a	100-a				
				Black	0-a	0-a	0-a				
				Hispanic	-	-	-				
				Nat. Haw./PI	-	-	-				
				N-R Alien	-	-	-				
				Two or More	0-a	0-a	0-a				
				Unknown	-	-	-				
				White	100-a	100-a	100-a				
				Total	50-a	50-a	50-a				
<b>Women's Basketball</b>				<b>Women's CC/Track</b>				<b>Women's Other</b>			
Freshman Rate				Freshman Rate				Freshman Rate			
2005-06	4-Class	ASR		2005-06	4-Class	ASR		2005-06	4-Class	ASR	
Am. Ind./AN	-	-	-	Am. Ind./AN	-	-	-	Am. Ind./AN	-	-	-
Asian	-	-	-	Asian	-	-	-	Asian	-	-	-
Black	-	-	-	Black	-	-	-	Black	-	-	-
Hispanic	-	-	-	Hispanic	-	-	-	Hispanic	100-a	100-a	100-a
Nat. Haw./PI	-	-	-	Nat. Haw./PI	-	-	-	Nat. Haw./PI	-	-	-
N-R Alien	-	-	-	N-R Alien	-	-	-	N-R Alien	-	-	-
Two or More	-	-	-	Two or More	-	-	-	Two or More	-	-	-
Unknown	-	-	-	Unknown	-	-	-	Unknown	-	-	-
White	50-a	50-a	100-a	White	100-a	100-a	100-a	White	86-b	86-b	100-b
Total	50-a	50-a	100-a	Total	100-a	100-a	100-a	Total	88-b	88-b	100-b

Values for N (a. 1-5, b. 6-10, c. 11-15, d. 16-20, e. greater than 20)

## 2. Undergraduate-Enrollment Data (All full-time students enrolled Fall 2011-12)

a. All Students	Men N	Women N	Total N	b. Student-athletes	Men N	Women N	Total N
Am. Ind./AN	20	23	43	Am. Ind./AN	0	2	2
Asian	66	89	155	Asian	2	6	8
Black	19	45	64	Black	5	9	14
Hispanic	170	213	383	Hispanic	13	4	17
Nat. Haw./PI	5	8	13	Nat. Haw./PI	3	1	4
N-R Alien	6	5	11	N-R Alien	4	1	5
Two or More	12	10	22	Two or More	3	1	4
Unknown	7	10	17	Unknown	2	0	2
White	599	1001	1600	White	47	52	99
Total	904	1404	2308	Total	79	76	155

### c. Student-Athletes # By Sports Category

Men	Basketball	Baseball	CC/Track	Football	Other
Am. Ind./AN	0	0	0	0	0
Asian	0	0	1	0	1
Black	4	1	0	0	0
Hispanic	1	2	2	0	8
Nat. Haw./PI	1	1	0	0	1
N-R Alien	1	0	1	0	2
Two or More	1	1	0	0	1
Unknown	0	1	1	0	0
White	7	15	8	0	17
Total	15	21	13	0	30

Women	Basketball	CC/Track	Other
Am. Ind./AN	0	1	1
Asian	0	1	5
Black	6	3	0
Hispanic	0	0	4
Nat. Haw./PI	0	0	1
N-R Alien	0	1	0
Two or More	0	0	1
Unknown	0	0	0
White	7	16	29
Total	13	22	41

#Only student-athletes receiving athletics aid are included in this report.

## INFORMATION ABOUT THE GRADUATION RATES REPORT

### Introduction.

This information sheet and the 2012 NCAA Graduation Rates Report have been prepared by the NCAA, based on data provided by the institution in compliance with NCAA Bylaw 18.4.2.2.1 (admissions and graduation-rate disclosure) and the Federal Student Right-to-Know and Campus Security Act. The NCAA will distribute this sheet and the report to prospective student-athletes and parents.

The Graduation Rates Report provides information about two groups of students at the college or university identified at the top of the form: (1) all undergraduate students who were enrolled in a full-time program of studies for a degree and (2) student-athletes who received athletics aid from the college or university for any period of time during their entering year. [Note: Athletics aid is a grant, scholarship, tuition waiver or other assistance from a college or university that is awarded on the basis of a student's athletics ability.]

Caution should be exercised when using Division III student-athlete data. Federal regulations calculate graduation rates for student-athletes who receive athletics aid, but only a very small number of Division III member institutions grant athletics aid (i.e., institutions that sponsor a sport at the Division I level and institutions that are moving from Division II or National Association of Intercollegiate Athletics to Division III). Since it is only those student-athletes receiving athletics aid who appear in this report in accordance with federal law, the majority of Division III student-athletes are not reflected in these data.

The report gives graduation information about students and student-athletes entering in 2005. This is the most recent graduating class for which the required six years of information is available. The report provides information about student-athletes who received athletics aid in one or more of eight sports categories: football, men's basketball, baseball, men's track/cross country, men's other sports and mixed sports, women's basketball, women's track/cross country and other women's sports. For each of those sports categories, it includes information in six self-reported racial or ethnic groups: American Indian or Alaska Native, Asian, Black or African-American, Hispanic or Latino, Native Hawaiian or Pacific Islander, nonresident alien, two or more races, White or non-Hispanic and unknown (not included in one of the other eight groups or not available) and the total (all nine groups combined).

A graduation rate (percent) is based on a comparison of the number (N) of students who entered a college or university and the number of those who graduated within six years. For example, if 100 students entered and 60 graduated within six years, the graduation rate is 60 percent. It is important to note that graduation rates are affected by a number of factors: some students may work part-time and need more than six years to graduate, some may leave school for a year or two to work or travel, some may transfer to another college or university or some may be dismissed for academic deficiencies.

### Graduation Rates Report.

1. Graduation Rates Data. The box at the top of the Graduation Rates Report provides freshman-cohort graduation rates for all students and for student-athletes who received athletics aid at this college or university. Additionally, this box provides Graduation Success Rate (GSR) data for the population of student-athletes. [Note: Pursuant to the Student-Right-to-Know Act, anytime a cell containing cohort numbers includes only one or two students, the data in that cell and one other will be suppressed so that no individual can be identified.]

a. All Students. This section provides the freshman-cohort graduation rates for all full-time, degree-seeking students by race or ethnic group. It shows the rate for men who entered as freshmen in 2005-06, and the four-class average, which includes those who entered as freshmen 2002-03, 2003-04, 2004-05 and 2005-06. The same rates are provided for women. The total for 2005-06 is the rate for men and women combined and the



four-class average is for all students who entered in 2002-03, 2003-04, 2004-05 and 2005-06.

b. Student-Athletes. This section provides the freshman-cohort graduation rates and also the GSR for student-athletes in each race and ethnic group who received athletics aid. Information is provided for men and women separately and for all student-athletes.

c. Student-Athletes by Sports Categories. This section provides the identified graduation rates as in 1-b for each of the eight sports categories. (The small letters indicate the value of N.)

## 2. Undergraduate Enrollment Data.

a. All Students. This section indicates the number of full-time, undergraduate, degree-seeking students enrolled for the 2011 fall term and the number of men and women in each racial or ethnic group.

b. Student-Athletes. This section identifies how many student-athletes were enrolled for the 2011 fall term and the number of men and women in each racial or ethnic group.

c. Student-Athletes by Sports Categories. This section provides the enrollment data as identified in 3-b for each of the eight sports categories.

## Academic Success Rate.

For Division II institutions, the NCAA Division II Academic Success Rate (ASR) adds transfer students, second-term enrollees and those freshmen who did not receive athletics aid to the equation. Students from the entering cohort who are considered allowable exclusions (i.e., those who either die or become permanently disabled, those who leave the school to join the armed forces, foreign services or attend a church mission), as well as those who would have been academically eligible to compete had they returned to that institution are removed from the equation.

## **2011-12 PLNU Senior Student-Athlete Exit Interviews**

This past winter, per NCAA guidelines, we began the process of conducting “exit” interviews at the end of the season with senior student-athletes who have exhausted their eligibility at PLNU.

The process began with men’s and women’s basketball, continued into the spring with men’s and women’s track and field, baseball, men’s and women’s tennis, and men’s golf.

Russ Blunck conducted all of the interviews. We settled on a format that included a non-formal time of getting to know the student-athlete’s future plans and their random thoughts on the recently completed season. From there, each student-athlete completed a two-page survey that included 11 questions involving a 1-5 rating system, similar to the survey that they would have also taken with their respective teams a few weeks earlier.

The time concluded with me taking notes on a variety of questions, designed to allow the student-athletes to open up and share their thoughts and emotions regarding their time at PLNU.

We had close to a 70% success rate on landing the interview. Interview requests were sent out through their PLNU email accounts, up to two times per student-athlete.

Of the 15 interviews conducted, here were some thoughts, data and comments that stand out.

\*When asked the question about whether or not they would make the same decision to attend PLNU again, 12 said “Yes”, 2 said “No”, and 1 said “Maybe”.

\*14 of the 15 reported having a very positive experience academically and spiritually.

\*A concerning 75% reported that there was some form of alcohol or drug abuse on their team.

\*100% of respondents spoke of the dire need for a better weight room and a fitness facility.

\*12 of the 15 said that they thought it would be important to give back financially to the school after they graduate.

\*All said that they enjoyed the interview, and would even have appreciated doing it sooner than their senior year—since it was easier to voice concerns to a third party rather than to their coach. Having this conversation sooner might lead to changes that would positively affect them.

Overall, some of the methods and questions in the Exit Interview need to be tweaked, but the overall goal of granting a personal touch and closure to their experience was very positive.

# Point Loma Nazarene University

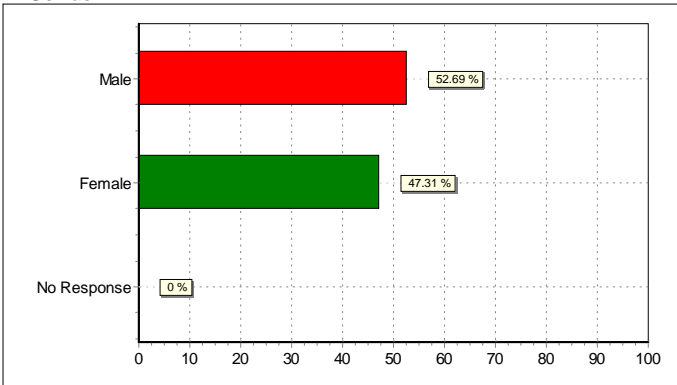


## 2011-2012 Year-End

*Prepared by:*

LifeTrack Services, Inc.  
1271 Port Drive, Clarkston, WA 99403  
1-800-738-6466

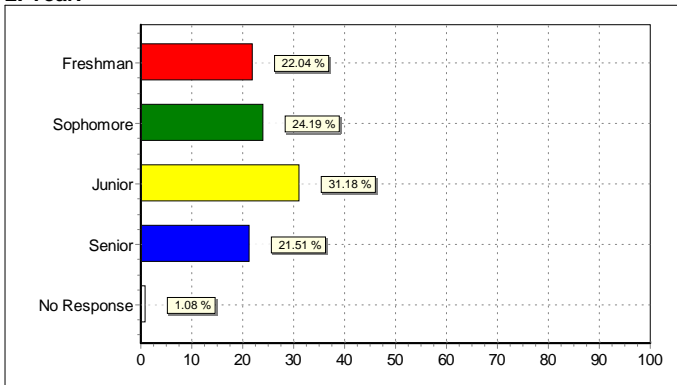
1. Gender:



1. Gender:

Response (n = 186)	Frequency	Percent
Male	98	52.7%
Female	88	47.3%
No Response	0	0.0%

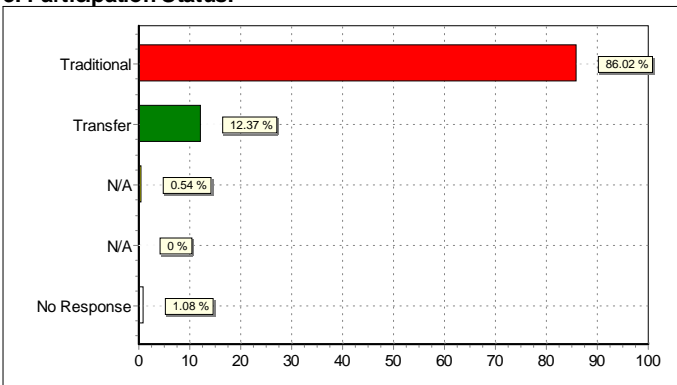
2. Year:



2. Year:

Response (n = 186)	Frequency	Percent
Freshman	41	22.0%
Sophomore	45	24.2%
Junior	58	31.2%
Senior	40	21.5%
No Response	2	1.1%

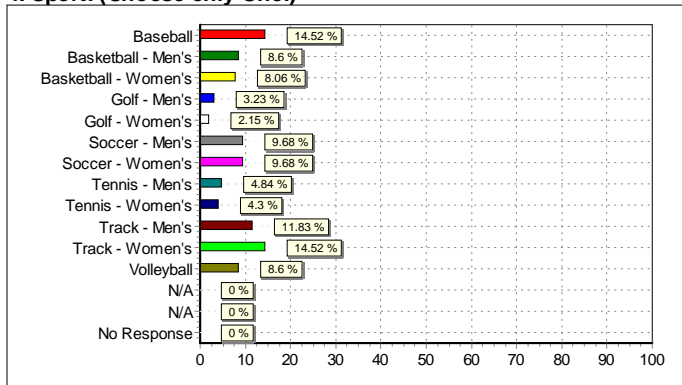
3. Participation Status:



3. Participation Status:

Response (n = 186)	Frequency	Percent
Traditional	160	86.0%
Transfer	23	12.4%
N/A	1	0.5%
N/A	0	0.0%
No Response	2	1.1%

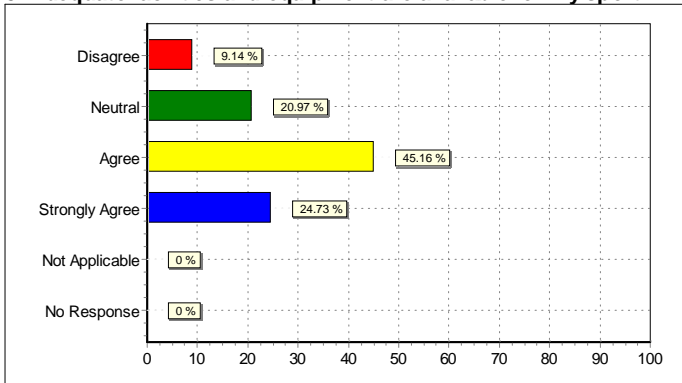
4. Sport: (Choose only One!)



4. Sport: (Choose only One!)

Response (n = 186)	Frequency	Percent
Baseball	27	14.5%
Basketball - Men's	16	8.6%
Basketball - Women's	15	8.1%
Golf - Men's	6	3.2%
Golf - Women's	4	2.2%
Soccer - Men's	18	9.7%
Soccer - Women's	18	9.7%
Tennis - Men's	9	4.8%
Tennis - Women's	8	4.3%
Track - Men's	22	11.8%
Track - Women's	27	14.5%
Volleyball	16	8.6%
N/A	0	0.0%
N/A	0	0.0%
No Response	0	0.0%

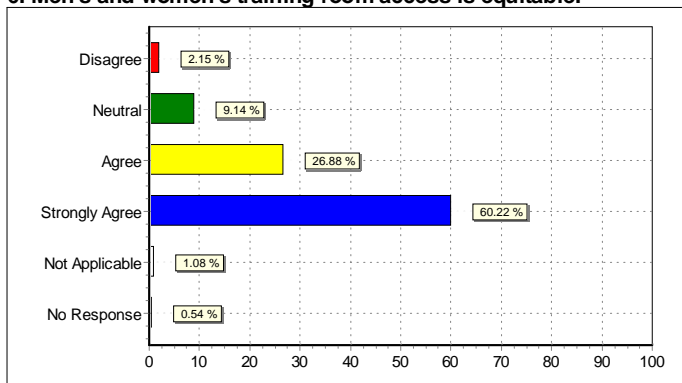
5. Adequate facilities and equipment are available for my sport.



5. Adequate facilities and equipment are available for my sport.

Response (n = 186)	Frequency	Percent
Disagree	17	9.1%
Neutral	39	21.0%
Agree	84	45.2%
Strongly Agree	46	24.7%
Not Applicable	0	0.0%
No Response	0	0.0%

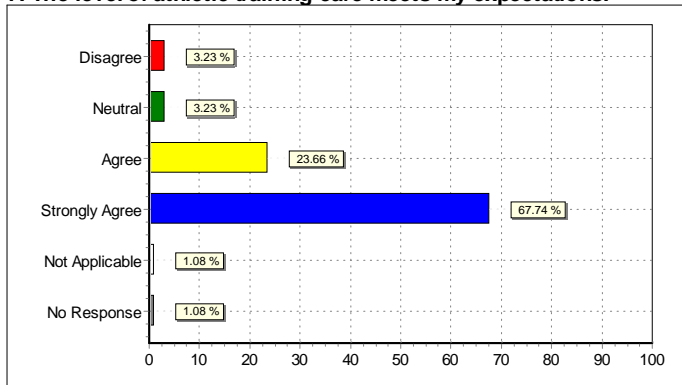
6. Men's and women's training room access is equitable.



6. Men's and women's training room access is equitable.

Response (n = 186)	Frequency	Percent
Disagree	4	2.2%
Neutral	17	9.1%
Agree	50	26.9%
Strongly Agree	112	60.2%
Not Applicable	2	1.1%
No Response	1	0.5%

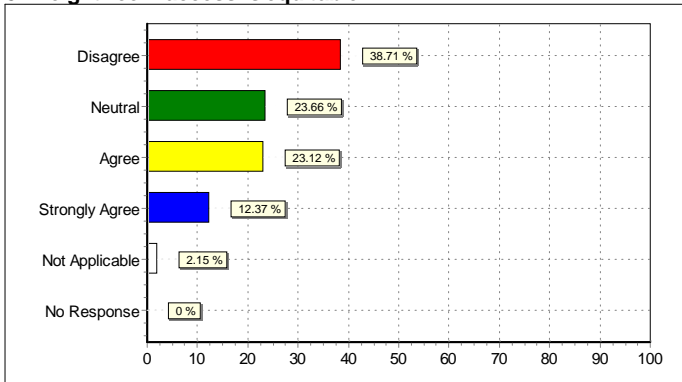
7. The level of athletic training care meets my expectations.



7. The level of athletic training care meets my expectations.

Response (n = 186)	Frequency	Percent
Disagree	6	3.2%
Neutral	6	3.2%
Agree	44	23.7%
Strongly Agree	126	67.7%
Not Applicable	2	1.1%
No Response	2	1.1%

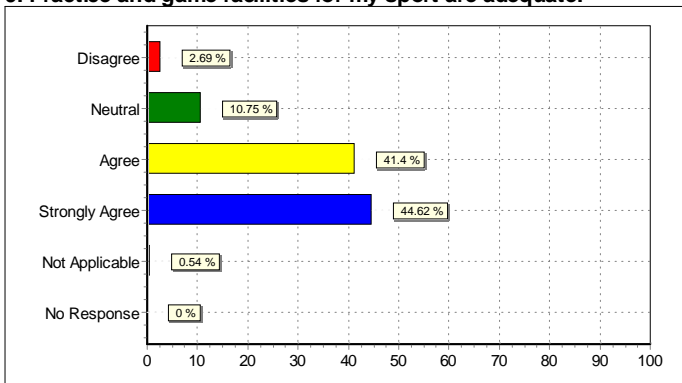
8. Weight room access is equitable.



8. Weight room access is equitable.

Response (n = 186)	Frequency	Percent
Disagree	72	38.7%
Neutral	44	23.7%
Agree	43	23.1%
Strongly Agree	23	12.4%
Not Applicable	4	2.2%
No Response	0	0.0%

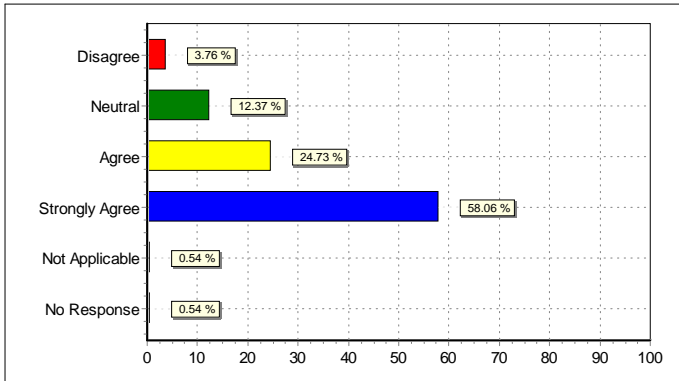
9. Practice and game facilities for my sport are adequate.



9. Practice and game facilities for my sport are adequate.

Response (n = 186)	Frequency	Percent
Disagree	5	2.7%
Neutral	20	10.8%
Agree	77	41.4%
Strongly Agree	83	44.6%
Not Applicable	1	0.5%
No Response	0	0.0%

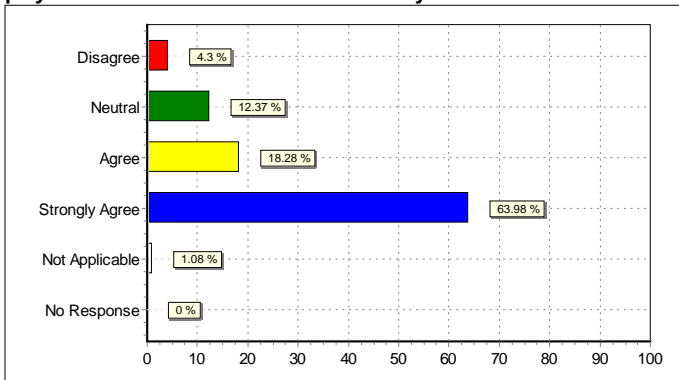
10. I consider my coaches to be a positive influence on my teammates and me.



10. I consider my coaches to be a positive influence on my teammates and me.

Response (n = 186)	Frequency	Percent
Disagree	7	3.8%
Neutral	23	12.4%
Agree	46	24.7%
Strongly Agree	108	58.1%
Not Applicable	1	0.5%
No Response	1	0.5%

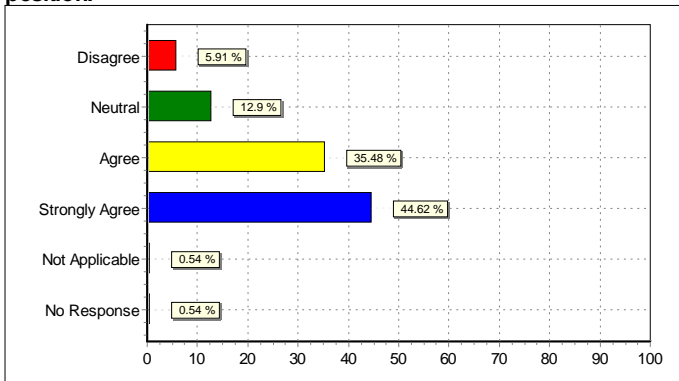
11. I feel my coaches really care about me as a person, as well as a player. I know I can talk to them about my concerns.



11. I feel my coaches really care about me as a person, as well as a player. I know I can talk to them about my concerns.

Response (n = 186)	Frequency	Percent
Disagree	8	4.3%
Neutral	23	12.4%
Agree	34	18.3%
Strongly Agree	119	64.0%
Not Applicable	2	1.1%
No Response	0	0.0%

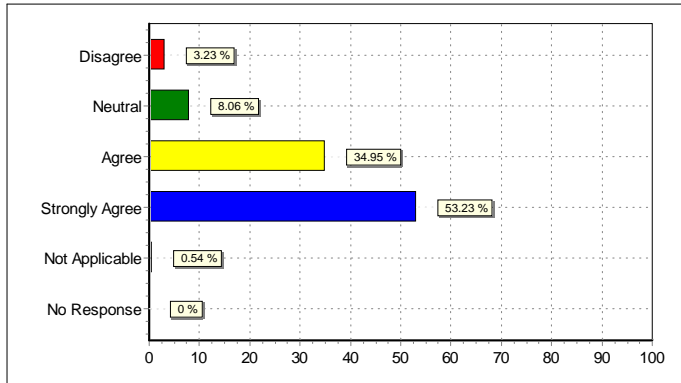
12. My coaches are knowledgeable about my sport, and are good at teaching me the skills necessary to improve and compete at my position.



12. My coaches are knowledgeable about my sport, and are good at teaching me the skills necessary to improve and compete at my position.

Response (n = 186)	Frequency	Percent
Disagree	11	5.9%
Neutral	24	12.9%
Agree	66	35.5%
Strongly Agree	83	44.6%
Not Applicable	1	0.5%
No Response	1	0.5%

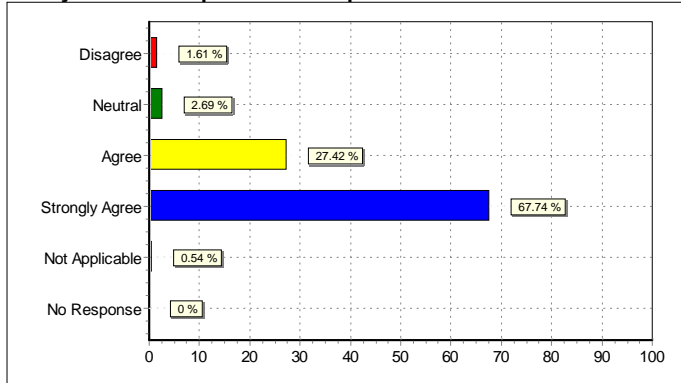
**13. My coaches consistently model appropriate behavior-win or lose.**



**13. My coaches consistently model appropriate behavior-win or lose.**

Response (n = 186)	Frequency	Percent
Disagree	6	3.2%
Neutral	15	8.1%
Agree	65	34.9%
Strongly Agree	99	53.2%
Not Applicable	1	0.5%
No Response	0	0.0%

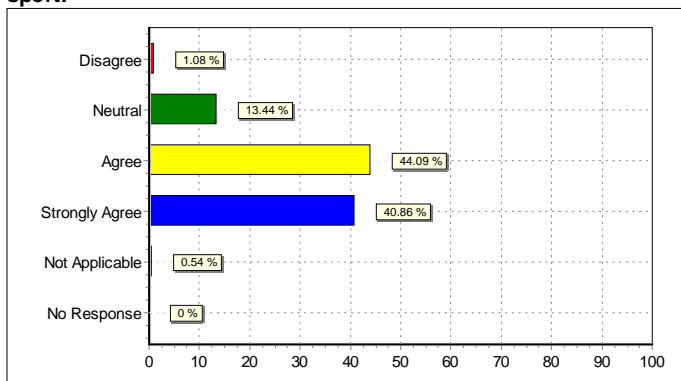
**14. My coaches emphasize the importance of academics.**



**14. My coaches emphasize the importance of academics.**

Response (n = 186)	Frequency	Percent
Disagree	3	1.6%
Neutral	5	2.7%
Agree	51	27.4%
Strongly Agree	126	67.7%
Not Applicable	1	0.5%
No Response	0	0.0%

**15. I am able to focus on academics (my grades) while playing this sport.**

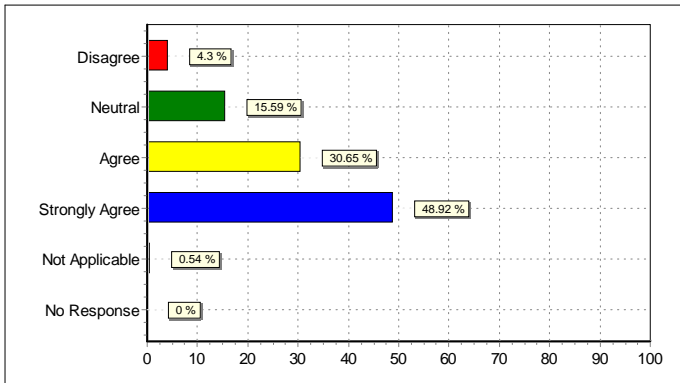


**15. I am able to focus on academics (my grades) while playing this sport.**

Response (n = 186)	Frequency	Percent
Disagree	2	1.1%
Neutral	25	13.4%
Agree	82	44.1%
Strongly Agree	76	40.9%
Not Applicable	1	0.5%
No Response	0	0.0%



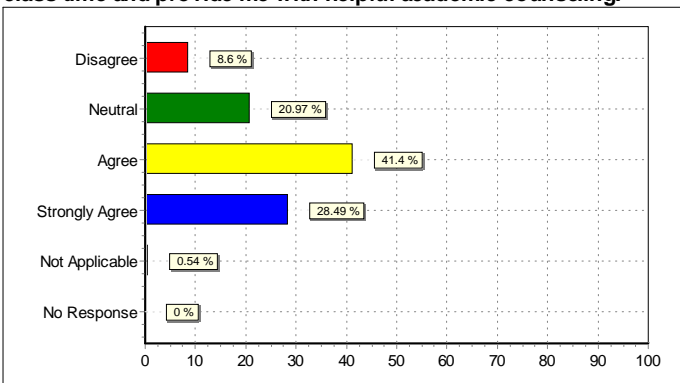
**16. While involved in this sport, I feel more connected to our school.**



16. While involved in this sport, I feel more connected to our school.

Response (n = 186)	Frequency	Percent
Disagree	8	4.3%
Neutral	29	15.6%
Agree	57	30.6%
Strongly Agree	91	48.9%
Not Applicable	1	0.5%
No Response	0	0.0%

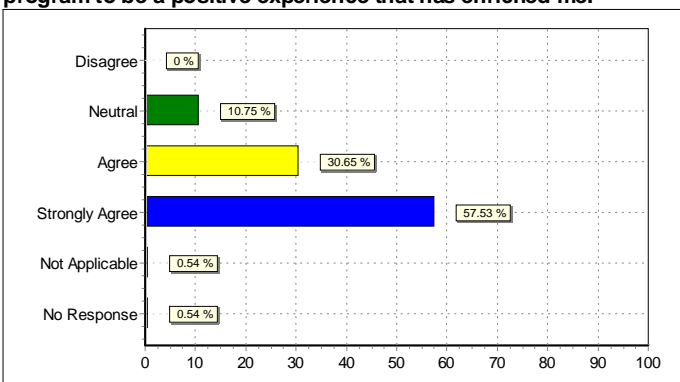
**17. PLNU professors are willing to work with me regarding missed class time and provide me with helpful academic counseling.**



17. PLNU professors are willing to work with me regarding missed class time and provide me with helpful academic counseling.

Response (n = 186)	Frequency	Percent
Disagree	16	8.6%
Neutral	39	21.0%
Agree	77	41.4%
Strongly Agree	53	28.5%
Not Applicable	1	0.5%
No Response	0	0.0%

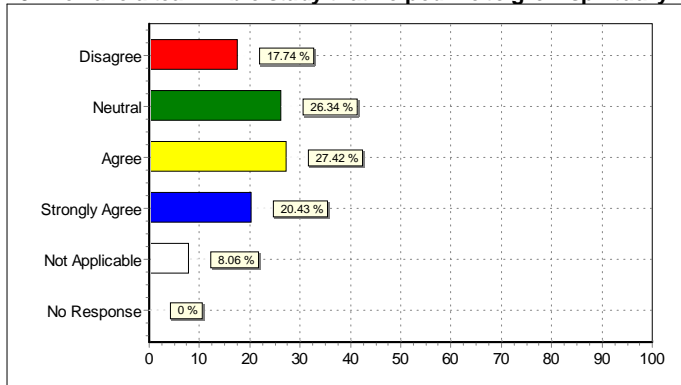
**18. Overall, I would consider my participation in the athletic program to be a positive experience that has enriched me.**



18. Overall, I would consider my participation in the athletic program to be a positive experience that has enriched me.

Response (n = 186)	Frequency	Percent
Disagree	0	0.0%
Neutral	20	10.8%
Agree	57	30.6%
Strongly Agree	107	57.5%
Not Applicable	1	0.5%
No Response	1	0.5%

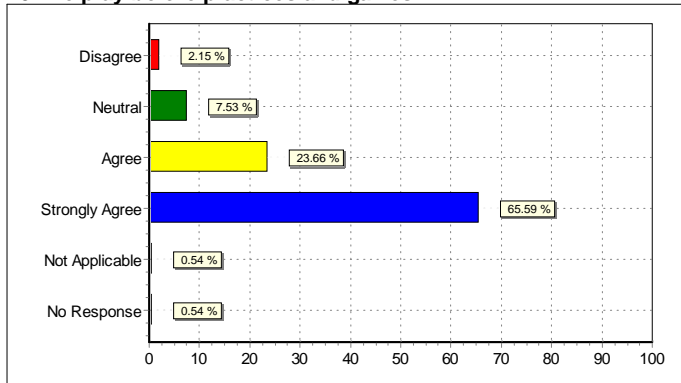
19. We have a team Bible study that helped me to grow spiritually.



19. We have a team Bible study that helped me to grow spiritually.

Response (n = 186)	Frequency	Percent
Disagree	33	17.7%
Neutral	49	26.3%
Agree	51	27.4%
Strongly Agree	38	20.4%
Not Applicable	15	8.1%
No Response	0	0.0%

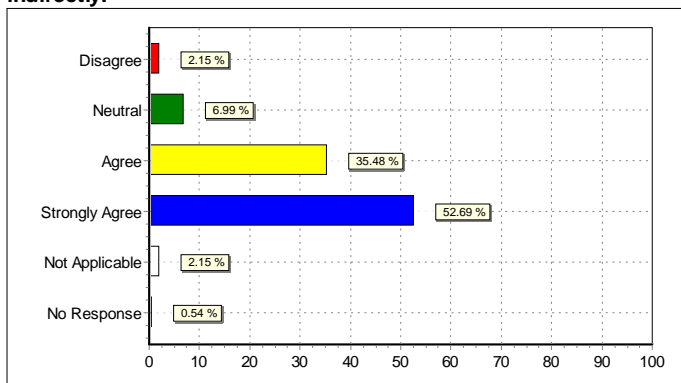
20. We pray before practices and games.



20. We pray before practices and games.

Response (n = 186)	Frequency	Percent
Disagree	4	2.2%
Neutral	14	7.5%
Agree	44	23.7%
Strongly Agree	122	65.6%
Not Applicable	1	0.5%
No Response	1	0.5%

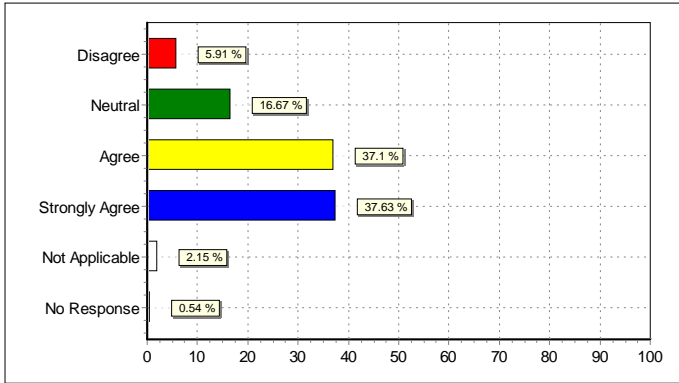
21. My coaches encourage my spiritual growth, either directly or indirectly.



21. My coaches encourage my spiritual growth, either directly or indirectly.

Response (n = 186)	Frequency	Percent
Disagree	4	2.2%
Neutral	13	7.0%
Agree	66	35.5%
Strongly Agree	98	52.7%
Not Applicable	4	2.2%
No Response	1	0.5%

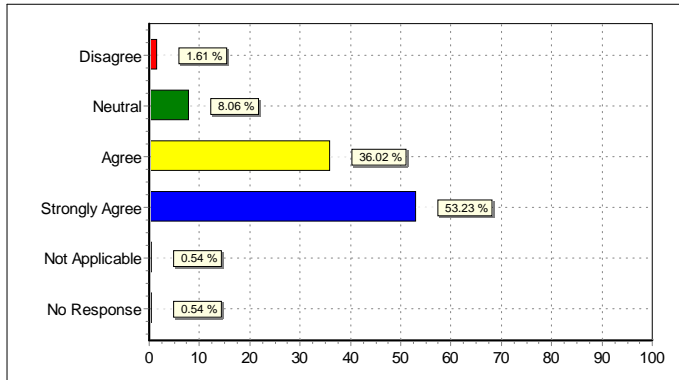
22. I feel our team is a good example of what a Christian team should be.



22. I feel our team is a good example of what a Christian team should be.

Response (n = 186)	Frequency	Percent
Disagree	11	5.9%
Neutral	31	16.7%
Agree	69	37.1%
Strongly Agree	70	37.6%
Not Applicable	4	2.2%
No Response	1	0.5%

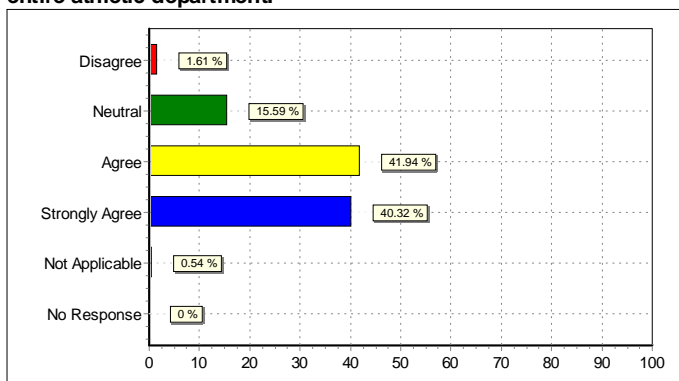
23. My coaches are a good example of what Godly men or women should be.



23. My coaches are a good example of what Godly men or women should be.

Response (n = 186)	Frequency	Percent
Disagree	3	1.6%
Neutral	15	8.1%
Agree	67	36.0%
Strongly Agree	99	53.2%
Not Applicable	1	0.5%
No Response	1	0.5%

24. There is an emphasis on overall spiritual development in the entire athletic department.



24. There is an emphasis on overall spiritual development in the entire athletic department.

Response (n = 186)	Frequency	Percent
Disagree	3	1.6%
Neutral	29	15.6%
Agree	78	41.9%
Strongly Agree	75	40.3%
Not Applicable	1	0.5%
No Response	0	0.0%

# *Thank You!*

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## **2011-12 PLNU Athletics in Review**

PLNU athletics recently wrapped up the 2011-12 season, the program's final year of competition in the National Association of Intercollegiate Athletics (NAIA) and the Golden State Athletic Conference (GSAC). Starting in the fall of 2012, the Sea Lions will compete in the National Collegiate Athletic Association (NCAA) Division II as a member of the Pacific West Conference (PacWest).

This past year, former GSAC foe California Baptist made the move to the PacWest. Azusa Pacific and Fresno Pacific will make the transition to the new association and conference alongside Point Loma in 2012-13.

PLNU had a long affiliation with the NAIA. Pasadena College joined the association in 1952. Point Loma was also a charter member of the GSAC, a conference formed in 1986.

Since 1952, Pasadena/PLNU had its share of near misses in chasing a NAIA championship but failed to win a national title; coming in as the runner-up on five occasions: volleyball (1996), softball (2002 & 2006), baseball (2009) and women's soccer (2009).

Still, the Point Loma athletic program was often near the top of the annual National Association of Collegiate Directors of Athletics (NACDA) Director's Cup rankings, including placing in the top-20 in 12 of the last 14 NACDA rankings, with an all-time best fourth place finish in 2004-05. In addition, the school won 43 GSAC titles and had multiple individual national champions in golf and track & field.

The 2011-12 athletic year was a successful one for the Sea Lions. 12 of the 14 teams qualified for conference or regional playoffs, with the following squads or qualifying team members advancing to national tournaments--volleyball, women's soccer, men's basketball, men's tennis, women's tennis, men's golf, women's golf and members of both the cross country and track & field teams. PLNU finished 23rd out of over 300 schools in the 2011-12 NACDA standings.

Highlights of the past year included a conference championship and a third-place finish at nationals by the women's soccer team, along with 13 NAIA All-American honors and 29 NAIA Scholar-Athletes named. PLNU then ended 2012 – and 60 years in the NAIA – in style. The final-ever event for athletic program in the association was the men's 400 meter hurdle race at the national meet in Marion, Indiana on May 26. There, junior sprinter Sean Lewis set a school-record in the event and was nearly a second faster than the next runner, winning a national championship in the process.

For a video recap of 2011-12, click here.

[http://www.youtube.com/watch?v=lxSPFaEw4oU&feature=player\\_embedded#!](http://www.youtube.com/watch?v=lxSPFaEw4oU&feature=player_embedded#!)