

Student Development Survey Data Assessment Report

2015-16

Student Development Assessment Plan

Learning Outcome:

PLO#1 Cognitive Complexity - Engages with others in constructive ways, assessing assumptions and considering alternative ideas, perspectives and solutions.

Outcome Measure:

NSSE:

During the current school year, about how often have you done the following?

Included diverse perspectives in course discussions or assignments (Very Often, Often, Sometimes, Never)

Examined the strengths and weaknesses of your own views on a topic or issue (Very Often, Often, Sometimes, Never)

Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (Very Often, Often, Sometimes, Never)

Panel Survey – While Students

About how much are your abilities in the following areas being enhanced by your total undergraduate experience at PLNU?

Working effectively with others (Very much enhanced, Much enhanced, Enhanced, Not Enhanced, N/A)

Integrating knowledge from many sources. (Very much enhanced, Much enhanced, Enhanced, Not Enhanced, N/A)

During the last school year, in which of the following activities have you been engaged?

Interacted with persons who challenged my basic values

Sought the perspectives and opinions of others

If I have a conflict with my roommate, I tend to:

Avoid my roommate

Discuss the conflict with my roommate

Immediately attempt to move out

Seek a mediator

Panel Survey - Alumni

How much are your abilities in the following areas being enhanced by your total undergraduate experience at PLNU?

Working effectively with others (Very much enhanced, Much enhanced, Enhanced, Not Enhanced, N/A)

Integrating knowledge from many sources. (Very much enhanced, Much enhanced, Enhanced, Not Enhanced, N/A)

Criteria for Success (how do you judge if the students have met your standards):

Participants will report that their time at PLNU gave them opportunities to engage with a diverse range of people, ideas and views. Participants will also report that PLNU significantly enhanced their practical abilities to work effectively with others.

Longitudinal Data:

The following crosstabs come from questions asked on the NSSE Survey. This is a national survey that is administered to Point Loma students in their freshman and senior years of undergraduate work.

included diverse perspectives in course discussions/assignments (Freshman) * Included diverse perspectives in course discussions/assignments (Senior) Crosstabulation

			Included diverse perspectives in course discussions/assignments (Senior)				Total
			Never	Sometimes	Often	Very often	
included diverse perspectives in course discussions/assignments (Freshman)	Sometimes	Count	0	5	3	3	11
		Row %	0.0%	45.5%	27.3%	27.3%	100.0%
	Often	Count	2	4	8	2	16
		Row %	12.5%	25.0%	50.0%	12.5%	100.0%
	Very often	Count	0	0	3	6	9
		Row %	0.0%	0.0%	33.3%	66.7%	100.0%
Total	Count	2	9	14	11	36	
	Row %	5.6%	25.0%	38.9%	30.6%	100.0%	

Examined strengths and weaknesses of your own views (Freshman) * Examined strengths and weaknesses of your own views (Senior) Crosstabulation

			Examined strengths and weaknesses of your own views (Senior)			Total
			Sometimes	Often	Very often	
Examined strengths and weaknesses of your own views (Freshman)	Sometimes	Count	2	7	1	10
		Row %	20.0%	70.0%	10.0%	100.0%
	Often	Count	1	7	7	15
		Row %	6.7%	46.7%	46.7%	100.0%
	Very often	Count	1	5	5	11
		Row %	9.1%	45.5%	45.5%	100.0%
Total	Count	4	19	13	36	
	Row %	11.1%	52.8%	36.1%	100.0%	

Tried to better understand someone else's views by thinking from their perspective (Freshman) * Tried to better understand someone else's views by thinking from their perspective (Senior) Crosstabulation

			Tried to better understand someone else's views by thinking from their perspective (Senior)			Total
			Sometimes	Often	Very often	
Tried to better understand someone else's views by thinking from their perspective (Freshman)	Sometimes	Count	2	3	1	6
		Row %	33.3%	50.0%	16.7%	100.0%
	Often	Count	1	13	6	20
		Row %	5.0%	65.0%	30.0%	100.0%
	Very often	Count	2	2	6	10
		Row %	20.0%	20.0%	60.0%	100.0%
Total	Count	5	18	13	36	
	Row %	13.9%	50.0%	36.1%	100.0%	

The following crosstabs come from questions asked on the Homegrown Survey. This is administered to students every year; however, the crosstabs below show the results of only the freshman year and the most recent response recorded for a given individual.

Enhanced working with others (Freshman) * Enhanced working with others (Most Recent Response) Crosstabulation

			Enhanced working with others (Most Recent Response)					Total
			Very much enhanced	Much enhanced	Enhanced	Not enhanced	N/A	
Enhanced working with others (Freshman)	Very Much Enhanced	Count	179	40	12	2	0	233
		Row %	76.8%	17.2%	5.2%	0.9%	0.0%	100.0%
	Much Enhanced	Count	10	210	24	2	0	246
		Row %	4.1%	85.4%	9.8%	0.8%	0.0%	100.0%
	Enhanced	Count	5	15	136	3	1	160
		Row %	3.1%	9.4%	85.0%	1.9%	0.6%	100.0%
	Not Enhanced	Count	0	0	0	4	0	4
		Row %	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
	Total	Count	194	265	172	11	1	643
		Row %	30.2%	41.2%	26.7%	1.7%	0.2%	100.0%

Enhanced knowledge integration (Freshman) ^ Enhanced knowledge integration (Most Recent Response) Crosstabulation

			Enhanced knowledge integration (Most Recent Response)				Total
			Very much enhanced	Much enhanced	Enhanced	Not enhanced	
Enhanced knowledge integration (Freshman)	Very Much Enhanced	Count	213	21	16	4	254
		Row %	83.9%	8.3%	6.3%	1.6%	100.0%
	Much Enhanced	Count	17	212	20	4	253
		Row %	6.7%	83.8%	7.9%	1.6%	100.0%
	Enhanced	Count	8	15	112	1	136
		Row %	5.9%	11.0%	82.4%	0.7%	100.0%
	Not Enhanced	Count	0	1	0	3	4
		Row %	0.0%	25.0%	0.0%	75.0%	100.0%
Total	Count	238	249	148	12	647	
	Row %	36.8%	38.5%	22.9%	1.9%	100.0%	

Engaged in interaction with persons who challenged values (Freshman) ^ Engaged in interaction with persons who challenged values (Most Recent Response) Crosstabulation

			Engaged in interaction with persons who challenged values (Most Recent Response)		Total
			Not Engaged	Engaged	
Engaged in interaction with persons who challenged values (Freshman)	Not Marked	Count	93	18	111
		Row %	83.8%	16.2%	100.0%
	Marked	Count	19	517	536
		Row %	3.5%	96.5%	100.0%
Total	Count	112	535	647	
	Row %	17.3%	82.7%	100.0%	

Engaged in seeking opinions of others (Freshman) ^ Engaged in seeking opinions of others (Most Recent Response) Crosstabulation

			Engaged in seeking opinions of others (Most Recent Response)		Total
			Not Engaged	Engaged	
Engaged in seeking opinions of others (Freshman)	Not Marked	Count	93	23	116
		Row %	80.2%	19.8%	100.0%
	Marked	Count	12	519	531
		Row %	2.3%	97.7%	100.0%
Total	Count	105	542	647	
	Row %	16.2%	83.8%	100.0%	

If conflict with roommate, avoid (Freshman) * If conflict with roommate, avoid (Most Recent Response) Crosstabulation

			If conflict with roommate, avoid (Most Recent Response)		Total
			Not Engaged	Engaged	
If conflict with roommate, avoid (Freshman)	Not Engaged	Count	592	30	622
		Row %	95.2%	4.8%	100.0%
	Engaged	Count	7	18	25
		Row %	28.0%	72.0%	100.0%
Total		Count	599	48	647
		Row %	92.6%	7.4%	100.0%

If conflict with roommate, discuss (Freshman) * If conflict with roommate, discuss (Most Recent Response) Crosstabulation

			If conflict with roommate, discuss (Most Recent Response)		Total
			Not Engaged	Engaged	
If conflict with roommate, discuss (Freshman)	Not Engaged	Count	56	17	73
		Row %	76.7%	23.3%	100.0%
	Engaged	Count	27	547	574
		Row %	4.7%	95.3%	100.0%
Total		Count	83	564	647
		Row %	12.8%	87.2%	100.0%

If conflict with roommate, attempt to move out (Freshman) * If conflict with roommate, attempt to move out (Most Recent Response) Crosstabulation

			If conflict with roommate, attempt to move out (Most Recent Response)		Total
			Not Engaged	Engaged	
If conflict with roommate, attempt to move out (Freshman)	Not Engaged	Count	644	0	644
		Row %	100.0%	0.0%	100.0%
	Engaged	Count	1	2	3
		Row %	33.3%	66.7%	100.0%
Total		Count	645	2	647
		Row %	99.7%	0.3%	100.0%

If conflict with roommate, seek a mediator (Freshman) * If conflict with roommate, seek a mediator (Most Recent Response) Crosstabulation

			If conflict with roommate, seek a mediator (Most Recent Response)		Total
			Not Engaged	Engaged	
If conflict with roommate, seek a mediator (Freshman)	Not Engaged	Count	352	4	356
		Row %	98.9%	1.1%	100.0%
	Engaged	Count	72	219	291
		Row %	24.7%	75.3%	100.0%
Total		Count	424	223	647
		Row %	65.5%	34.5%	100.0%

The following tables show data from the WASC Survey given to Point Loma alumni a few years after graduation.

Question	Year	Very much enhanced (4)	Much enhanced (3)	Enhanced (2)	Not enhanced (1)	Mean
How much were your abilities in the following areas enhanced by your total undergraduate experience at PLNU (in and out of the classroom)? Working effectively with others	2015	32.4%	39.2%	24.6%	3.8%	3.00
	2012	28.9%	36.3%	29.9%	4.9%	2.89

Question	Year	Very much enhanced (4)	Much enhanced (3)	Enhanced (2)	Not enhanced (1)	Mean
How much were your abilities in the following areas enhanced by your total undergraduate experience at PLNU (in and out of the classroom)? Integrating knowledge from many sources	2015	31.6%	39.9%	25.7%	2.8%	3.00
	2012	28.5%	38.0%	27.1%	6.3%	2.89

Conclusions Drawn from Data:

The following analyses are based on data retrieved from the NSSE Survey given to Point Loma students in the freshman and senior years.

In the question asking students how often they have included diverse perspectives in course discussions or assignments, the largest group of freshmen and most recent responders reported "Often". This means that how often students included diverse perspectives in their course discussions and assignments stayed relatively the same during their time at Point Loma. Of those who changed their response from freshman year, most made a change in the negative direction.

In the question asking students how often they examined the strengths and weaknesses of their own view on a topic, the most often selected response in both the freshman year and the most recent response was "Often". This means that the amount that students examined the strengths and weaknesses of their own views stayed relatively the same throughout their time at Point Loma. Of those who did change their response from freshman year, most made a change in the positive direction.

When asked how often students tried to better understand someone else's views by thinking from their perspective, the most often selected response in both the freshman year and the most recent response was "Often". This means that students did not really change how much they partook in this activity throughout their time at Point Loma. Of those who did change their response from freshman year, most made a change in the positive direction, meaning that more people were partaking in this activity more often as they progressed through their time at Point Loma.

The following analyses are drawn from questions asked of then-current Point Loma students on the Homegrown Survey.

In the question on how much students' ability to work effectively with others will be or is currently being enhanced by their total undergraduate experience at PLNU, we see that a large majority of students do not change their opinion. Of those that do change their opinion between freshman year and their most recent response, we see that most of them are changing in a negative direction. This means that over time, Point Loma students feel that their undergraduate experience is not enhancing their ability to work effectively with others as much as it had been in the past. This could also mean that people's expectations of how much PLNU would enhance their ability was much higher than their actual experience. Students may feel that it is harder to interact with others because they are in a new place and are away from the comforts of home and friends. Also, as one journeys through his or her college experience, one settles into a group of friends and is not being challenged as much in this area with the passage of time. On the positive side, we see that in the freshman year and the most recent response, the response that was chosen most commonly was "Much enhanced", meaning that most often, students were selecting this response.

There is a question that asks students how much their ability to integrate knowledge from many sources will be or is currently being enhanced by their total undergraduate experience at PLNU. The two most selected responses to this question in the freshman year and the most recent response are "Very much enhanced" and "Much enhanced". Most people remain with the response that they gave freshman year, but those that do change do not tend to change in any

one direction, either negative or positive. A reason for a change in the positive direction occur may be that through certain courses, students are being stretched to search for knowledge from a variety of sources in ways that they were not previously. A reason that students may move in the negative direction may be that they are beginning to rely solely on their textbooks or their professors for information in their courses.

There is a question which asks students if they have interacted with persons who challenged their basic values in the last year. We can see that a large majority of students indicated that they did engage in this activity in their freshman response as well as their most recent response. Of those who changed their response, more of them changed from “Engaged” to “Not Engaged” than changed from “Not Engaged” to “Engaged”; however, there is only a one-person difference in the number of positive and negative changes observed in this question. This means that, over time, students are neither becoming more or less engaged in interactions with people who challenge their basic values. In college, students are often on their own for the first time in their lives. Thus, for many, they are figuring out their beliefs and opinions for themselves for the first time as well. This means that some students will begin to develop very strong beliefs that may counter those of their parents and other like-minded peers. When this happens, there is bound to be more interaction between students of opposing views and thus the positive changes in the above crosstab make sense. As for the negative changes, these may be due to the fact that Point Loma is a Christian institution and thus many students may hold similar beliefs.

There is a question which asks students if they have sought the opinions and perspectives of others in the last school year. In the freshman response as well as the most recent response, an overwhelming majority of students selected “Engaged”, indicating that they had sought the opinions and perspectives of others within the last school year. Of those who changed their response, more changed from “Not Engaged” to “Engaged” than changed from “Engaged” to “Not Engaged”; this means that the majority of students who changed their answer between freshman year and their most recent response sought the opinions of others when they previously had not done so. One reason that this may be the case is that college is a very formative time of life and there are so many important decisions to be made; thus, students may be more likely to seek the guidance of others such as advisors, mentors, parents, and peers in order to help them navigate through life.

There is a question that asks students if they avoid their roommate if they have a conflict with their roommate. The vast majority of students said that they did not do this in both their freshman year and in their most recent response. Also, of those who changed their response between years, more (in terms of number) changed from “Engaged” to “Not Engaged” than changed from “Not Engaged” to “Engaged”. This means that more students were avoiding their roommates if they had a conflict with them. One reason for this may be that students do not think that bringing up any conflict is worth the possibility of hurting others’ feelings or creating an awkward living situation.

There is a question which asks whether or not students will discuss a conflict with their roommate if they have a conflict with their roommate. A majority of students responded that they would do this in both their freshman year and in their most recent response. Of those who changed their response, more changed from “Engaged” to “Not Engaged” than changed from “Not Engaged” to “Engaged”; this means that as time passed, more students said that they would not discuss a conflict with their roommate if one ever came up. One reason for this may be that, as students progress through their time in college, they are living with their friends more often than they would be during their freshman year when roommates are generally put together by PLNU. Because they may be living with their friends, either there are not as many conflicts,

so students do not really consider discussion to be an option, or they do not want to upset their friends and thus do not want to bring up in discussion any conflicts.

There is a question which asks if students will immediately attempt to move out if they encounter a conflict with their roommate. An overwhelming majority of students said that they would not engage in this activity. Those who responded this way in their freshman year remained true to their response in their most recent response as well. One person who said that they would immediately try to move out in their freshman year changed their response to say that they would not do this in their most recent response. One reason for the results of this question looking as such might be that the question is worded in such a way that it seems very drastic and many students would not think of themselves doing something so rash and dramatic.

There is a question that is asking if a student will seek a mediator if they have a conflict with their roommate. In the freshman year and the most recent response, most students said that they would not seek a mediator. Those that changed their response tended to change from “Engaged” to “Not Engaged” rather than from “Not Engaged” to “Engaged”. This means that as time passed, students were not seeking a mediator to help with a roommate conflict as much as they were before. A reason for this may be that, after freshman year, students become more comfortable at Point Loma and no longer feel as though they need to seek the help of others who would be considered their superiors.

The following analyses come from questions that are on a survey sent to Point Loma alumni.

In 2012 and 2015, the largest percent of alumni reported that they felt that their total undergraduate experience at PLNU much enhanced their ability to work effectively with others. From 2012 to 2015, the percent who responded “Very much enhanced” and “Much enhanced” increased while the percent who responded “Enhanced” and “Not enhanced” decreased. The mean value increased from 2012 to 2015; however, when rounded, both years are the same value and indicate that, on average, alumni felt that their total undergraduate experience at PLNU much enhanced their ability to work effectively with others.

In 2012 and 2015, the largest percent of respondents reported that they felt that their undergraduate experience much enhanced their ability to integrate knowledge from many sources. From 2012 to 2015, the percent who responded “Very much enhanced” and “Much enhanced” increased while the percent who responded “Enhanced” and “Not enhanced” decreased. The mean value increased from 2012 to 2015 and in both years it indicates that, on average, alumni reported that their undergraduate experience much enhanced their ability to integrate knowledge from many sources.

The following is a summary of the data presented above:

The Standard Learning Outcome Cognitive Complexity deals with the ability of students to “[engage] with others in constructive ways, assessing assumptions and considering alternative ideas, perspectives, and solutions.” A majority of students reported that they often included diverse perspectives in course assignments and discussions, examined the strengths and weaknesses of their own views, and tried to better understand someone else’s views by thinking from their perspective. These results all show that students are able to consider alternative ideas, perspectives, and solutions. Also, students reported that they felt that their undergraduate experience at PLNU was much enhancing their ability to work effectively with

others and to integrate knowledge from many sources. This shows that students were able to reach beyond themselves and out into the world for solutions and knowledge. A majority of students said that they had interacted with persons who challenged their basic values and that they had sought the opinions of others. Students, when faced with the idea of being in a conflict with their roommate, were given multiple options of things that they might do to remedy the situation. Of all of these options, there was only one in which a majority of students said that they would engage themselves. The students said that they would discuss the conflict with their roommate, but they would not avoid their roommate, attempt to move out, or seek a mediator. This means that this group of students was more prone to dealing with the problem head on and by themselves. This would definitely be considered a constructive way of dealing with another person and satisfies the Standard Learning Outcome well. As alumni, Point Loma students reported that they felt that PLNU much enhanced their ability to work with others effectively and their ability to integrate knowledge from many sources. This means that Point Loma is having a positive impact on the ability of its students to retain their cognitive complexity skills. Overall, the results for this Standard Learning Outcome are positive and show that Point Loma both attracts and nurtures personalities which engage with others in constructive ways, assess assumptions, and consider alternative ideas, perspectives, and solutions.

Changes to be Made Based on Data:

Given that the data are fairly positive, effective programs and opportunities will be continued. Efforts need to be made to increase student comfort levels with differences, especially in the areas of holding divergent ideas and working through conflicts.

Student Development Assessment Plan

Learning Outcome:

PLO2: Knowledge, Acquisition, Integration, & Application - Seeks new information and uses co-curricular and curricular experiences to integrate knowledge with beliefs, values, and actions.

Outcome Measure:

NSSE:

During the current school year, about how often have you done the following?
Connected your learning to societal problems or issues
Included diverse perspectives in course discussions or assignments
Connected ideas from your courses to your prior experiences and knowledge

How much has your experience at the institution contributed to your knowledge, skills, and personal development in the following areas:

Developing or clarifying a personal code of values and ethics

Criteria for Success (how do you judge if the students have met your standards):

Participants will affirm the integration of knowledge with beliefs, values and actions took place both through learning in and out of the classroom. Particularly the range from first year students to graduating seniors should reflect a greater ability to hold and integrate diverse experiences as part of the learning process.

Longitudinal Data:

The following crosstabs contain data from the NSSE Survey given to PLNU students in their freshman and senior years.

included diverse perspectives in course discussions/assignments (Freshman) * Included diverse perspectives in course discussions/assignments (Senior) Crosstabulation

			Included diverse perspectives in course discussions/assignments (Senior)				Total
			Never	Sometimes	Often	Very often	
included diverse perspectives in course discussions/assignments (Freshman)	Sometimes	Count	0	5	3	3	11
		Row %	0.0%	45.5%	27.3%	27.3%	100.0%
	Often	Count	2	4	8	2	16
		Row %	12.5%	25.0%	50.0%	12.5%	100.0%
	Very often	Count	0	0	3	6	9
		Row %	0.0%	0.0%	33.3%	66.7%	100.0%
Total	Count	2	9	14	11	36	
	Row %	5.6%	25.0%	38.9%	30.6%	100.0%	

This institution contributed to your development of personal values/ethics (Freshman) * This institution contributed to your development of personal values/ethics (Senior) Crosstabulation

			This institution contributed to your development of personal values/ethics (Senior)			Total
			Some	Quite a bit	Very much	
This institution contributed to your development of personal values/ethics (Freshman)	Some	Count	1	2	2	5
		Row %	20.0%	40.0%	40.0%	100.0%
	Quite a bit	Count	3	7	7	17
		Row %	17.6%	41.2%	41.2%	100.0%
	Very much	Count	2	1	10	13
		Row %	15.4%	7.7%	76.9%	100.0%
Total	Count	6	10	19	35	
	Row %	17.1%	28.6%	54.3%	100.0%	

Conclusions Drawn from Data:

The following analyses are based on data retrieved from the NSSE Survey given to Point Loma students in the freshman and senior years.

When asked how often they had included diverse perspectives in course discussions or assignments, the largest group of freshmen and seniors reported “Often”. There is a slightly negative trend that can be observed from this data in that there were no freshmen who responded “Never”, but there were 2 seniors who responded this way. Also, the number of people who responded “Often” decreased between the years. Of those who changed their response, 9 made a change in the negative direction while 8 made a change in the positive direction.

Students were asked how much they felt that Point Loma contributed to their development or clarification of a personal code of values and ethics. In their freshman year, the largest group of students reported “Quite a bit” and in their senior year, the largest group of students reported “Very much”. Of those who changed their response from freshman year, more made a change in the positive direction than made a change in the negative direction. This means that as students progress through their time at Point Loma, they feel that PLNU is contributing to their development of personal values and ethics more and more.

The following is a summary of the data presented above:

Overall, it seems as though Point Loma students are able to satisfy the Knowledge Standard Learning Outcome well. The majority of students respond positively to the questions and retain these positive responses through their senior year.

Changes to be Made Based on Data:

While the data are fairly positive, PLNU can continue to look for ways to enhance and elevate the learning that takes place as students are given diverse experiences that challenge and support previously held beliefs and worldview.

Student Development Assessment Plan

Learning Outcome:

PLO3: Humanitarianism & Civic Engagement - Engages in humanitarianism & civic engagement, showing a willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds.

Outcome Measure:

NSSE:

During the current school year, about how often have you had discussions with people from the following groups?

People of a race or ethnicity other than your own (Very often, Often, Sometimes, Never)

People from an economic background other than your own (Very often, Often, Sometimes, Never)

People with religious beliefs other than your own (Very often, Often, Sometimes, Never)

People with political views other than your own (Very often, Often, Sometimes, Never)

How often does your institution emphasize the following?

Encouraging contact among students from different backgrounds (Very much, Quite a bit, Some, Very little)

About how many hours do you spend in a typical 7-day week doing the following?

Doing community service or volunteer work

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Understanding people of other backgrounds (Very much, Quite a bit, Some, Very little)

Being an informed and active citizen (Very much, Quite a bit, Some, Very little)

Panel Survey – While Students

About how much are your abilities in the following areas being enhanced by your total undergraduate experience at PLNU?

Seeking cross-cultural experiences (Very much enhanced, Much enhanced, Enhanced, Not enhanced, N/A)

My undergraduate experience at PLNU is having a positive impact on ((Strongly agree, Agree, Neutral, Disagree, Strongly Disagree, n/a)

My life of service to society

My sensitivity and concern for others

My understanding of people of different racial and ethnic backgrounds

My affirmation of equality of all people

How important are the following areas to you personally (Essential, Very important, Somewhat important, Not important)

- Helping others who are in difficulty
- Helping to promote racial understanding
- Becoming a community leader

During the last school year, in which of the following activities have you been engaged:

- Given money for charitable work in the US
- Given money to a Christian organization
- Given money for disaster relief
- Written letters to political official or signed a political petition.
- Volunteered time to help the poor
- Volunteered time to a Christian organization

During the last school year, in which of the following activities have you been engaged:

- Had meals with people of different racial and ethnic backgrounds
- Worshiped with people of different racial and ethnic backgrounds
- Followed an international news story in depth
- Given money for charitable work in other countries
- Volunteered time to help the poor in other countries

Survey Panel – Alumni

In terms of your general education and course work in your major, how well did PLNU prepare you for each of the following:

- Performing volunteer service (Very well, Well, Neutral, Poorly, N/A)

About how often do you engage in the following activities?

- Join a local outreach
- Join in global missions work

About how much are your abilities in the following areas were enhanced by your total undergraduate experience at PLNU?

- Seeking cross- cultural experiences (Very much enhanced, Much enhanced, Enhanced, Not enhanced, N/A)

My undergraduate experience at PLNU had a positive impact on:

- My life of service to society
- My sensitivity and concern for others
- My understanding of people of different racial and ethnic backgrounds
- My affirmation of the equality of all people

How important are the following areas to you personally?

- Helping others in difficulty.
- Helping promote racial understanding
- Becoming a community leader

During the last couple of years, in which of the following activities have you been engaged:

- Given money for charitable work in the US

- Given money to a Christian organization
- Given money for disaster relief
- Written letters to political official or signed a political petition.
- Volunteered time to help the poor
- Volunteered time to a Christian organization

During the last couple of years, in which of the following activities have you been engaged:

- Had meals with people of different racial and ethnic backgrounds
- Worshiped with people of different racial and ethnic backgrounds
- Followed an international news story in depth
- Given money for charitable work in other countries
- Volunteered time to help the poor in other countries

Criteria for Success (how do you judge if the students have met your standards):

Participants will report that their time at PLNU had a significantly positive impact on their life of service, their concern for others, and their understanding of diversity and the equality of all people. Participants will also report that this understanding translates to practical and hands-on methods of response and service.

Longitudinal Data:

The following crosstabs contain data from the NSSE Survey, a nationally distributed survey that Point Loma students take during their freshman and senior years at Point Loma.

Discussions with people of another race/ethnicity (Freshman) * Discussions with people of another race/ethnicity (Senior) Crosstabulation

			Discussions with people of another race/ethnicity (Senior)			Total
			Sometimes	Often	Very often	
Discussions with people of another race/ethnicity (Freshman)	Sometimes	Count	3	4	1	8
		Row %	37.5%	50.0%	12.5%	100.0%
	Often	Count	4	5	7	16
		Row %	25.0%	31.2%	43.8%	100.0%
	Very often	Count	2	5	5	12
		Row %	16.7%	41.7%	41.7%	100.0%
Total	Count	9	14	13	36	
	Row %	25.0%	38.9%	36.1%	100.0%	

Discussions with people with different religious beliefs (Freshman) * Discussions with people with different religious beliefs (Senior) Crosstabulation

			Discussions with people with different religious beliefs (Senior)			Total
			Sometimes	Often	Very often	
Discussions with people with different religious beliefs (Freshman)	Never	Count	1	0	0	1
		Row %	100.0%	0.0%	0.0%	100.0%
	Sometimes	Count	5	3	1	9
		Row %	55.6%	33.3%	11.1%	100.0%
	Often	Count	10	4	2	16
		Row %	62.5%	25.0%	12.5%	100.0%
	Very often	Count	3	4	3	10
		Row %	30.0%	40.0%	30.0%	100.0%
Total	Count	19	11	6	36	
	Row %	52.8%	30.6%	16.7%	100.0%	

This institution contributed to your understanding people of other backgrounds (Freshman) * This institution contributed to your understanding people of other backgrounds (Senior) Crosstabulation

			This institution contributed to your understanding people of other backgrounds (Senior)				Total
			Very little	Some	Quite a bit	Very much	
This institution contributed to your understanding people of other backgrounds (Freshman)	Very little	Count	1	2	0	0	3
		Row %	33.3%	66.7%	0.0%	0.0%	100.0%
	Some	Count	1	2	4	7	14
		Row %	7.1%	14.3%	28.6%	50.0%	100.0%
	Quite a bit	Count	0	2	6	3	11
		Row %	0.0%	18.2%	54.5%	27.3%	100.0%
	Very much	Count	1	1	1	3	6
		Row %	16.7%	16.7%	16.7%	50.0%	100.0%
Total	Count	3	7	11	13	34	
	Row %	8.8%	20.6%	32.4%	38.2%	100.0%	

Institution's emphasis on contact between diverse people (Freshman) * Institution's emphasis on contact between diverse people (Senior) Crosstabulation

			Institution's emphasis on contact between diverse people (Senior)				Total
			Very little	Some	Quite a bit	Very much	
Institution's emphasis on contact between diverse people (Freshman)	Very little	Count	0	1	2	1	4
		Row %	0.0%	25.0%	50.0%	25.0%	100.0%
	Some	Count	1	7	0	3	11
		Row %	9.1%	63.6%	0.0%	27.3%	100.0%
	Quite a bit	Count	0	6	4	3	13
		Row %	0.0%	46.2%	30.8%	23.1%	100.0%
	Very much	Count	0	1	1	5	7
		Row %	0.0%	14.3%	14.3%	71.4%	100.0%
Total	Count	1	15	7	12	35	
	Row %	2.9%	42.9%	20.0%	34.3%	100.0%	

The following crosstabs contain data from the Homegrown survey administered to panels of students every year during their time at Point Loma. In the crosstabs, we see the results of the freshman survey and the most recent response we have for any given student.

Enhanced cross-cultural experiences (Freshman) * Enhanced cross-cultural experiences (Most Recent Response) Crosstabulation

			Enhanced cross-cultural experiences (Most Recent Response)					Total
			Very much enhanced	Much enhanced	Enhanced	Not enhanced	N/A	
Enhanced cross-cultural experiences (Freshman)	Very much enhanced	Count	165	10	14	7	1	197
		Row %	83.8%	5.1%	7.1%	3.6%	0.5%	100.0%
	Much enhanced	Count	13	180	20	9	2	224
		Row %	5.8%	80.4%	8.9%	4.0%	0.9%	100.0%
	Enhanced	Count	4	13	160	12	0	189
		Row %	2.1%	6.9%	84.7%	6.3%	0.0%	100.0%
	Not enhanced	Count	1	2	0	28	0	31
		Row %	3.2%	6.5%	0.0%	90.3%	0.0%	100.0%
	N/A	Count	0	0	0	0	4	4
		Row %	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
	Total	Count	183	205	194	56	7	645
		Row %	28.4%	31.8%	30.1%	8.7%	1.1%	100.0%

Positive impact on life of service (Freshman) * Positive impact on life of service (Most Recent Response) Crosstabulation

			Positive impact on life of service (Most Recent Response)					Total	
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		N/A
Positive impact on life of service (Freshman)	Strongly Agree	Count	252	30	11	6	1	0	300
		Row %	84.0%	10.0%	3.7%	2.0%	0.3%	0.0%	100.0%
	Agree	Count	12	239	14	2	0	2	269
		Row %	4.5%	88.8%	5.2%	0.7%	0.0%	0.7%	100.0%
	Neutral	Count	0	7	56	2	0	0	65
		Row %	0.0%	10.8%	86.2%	3.1%	0.0%	0.0%	100.0%
	Disagree	Count	0	0	0	3	0	0	3
		Row %	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%
	Strongly Disagree	Count	0	0	0	0	1	0	1
		Row %	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
	N/A	Count	0	0	0	0	1	1	2
		Row %	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
Total	Count	264	276	81	13	3	3	640	
	Row %	41.2%	43.1%	12.7%	2.0%	0.5%	0.5%	100.0%	

Positive impact on concern for others (Freshman) * Positive impact on concern for others (Most Recent Response) Crosstabulation

			Positive impact on concern for others (Most Recent Response)					Total	
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		N/A
Positive impact on concern for others (Freshman)	Strongly Agree	Count	249	33	7	0	1	0	290
		Row %	85.9%	11.4%	2.4%	0.0%	0.3%	0.0%	100.0%
	Agree	Count	22	257	9	2	1	1	292
		Row %	7.5%	88.0%	3.1%	0.7%	0.3%	0.3%	100.0%
	Neutral	Count	2	9	43	1	0	0	55
		Row %	3.6%	16.4%	78.2%	1.8%	0.0%	0.0%	100.0%
	Disagree	Count	0	0	0	5	0	0	5
		Row %	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%
	N/A	Count	0	0	0	0	0	1	1
		Row %	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
	Total	Count	273	299	59	8	2	2	643
		Row %	42.5%	46.5%	9.2%	1.2%	0.3%	0.3%	100.0%

Positive impact on understanding of diverse people (Freshman) * Positive impact on understanding of diverse people (Most Recent Response)
Crosstabulation

			Positive impact on understanding of diverse people (Most Recent Response)					Total	
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		N/A
Positive impact on understanding of diverse people (Freshman)	Strongly Agree	Count	175	24	8	1	1	0	209
		Row %	83.7%	11.5%	3.8%	0.5%	0.5%	0.0%	100.0%
	Agree	Count	8	245	33	7	2	2	297
		Row %	2.7%	82.5%	11.1%	2.4%	0.7%	0.7%	100.0%
	Neutral	Count	3	9	103	3	0	1	119
		Row %	2.5%	7.6%	86.6%	2.5%	0.0%	0.8%	100.0%
	Disagree	Count	0	0	2	9	0	0	11
		Row %	0.0%	0.0%	18.2%	81.8%	0.0%	0.0%	100.0%
	Strongly Disagree	Count	0	0	0	0	1	0	1
		Row %	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
	N/A	Count	0	0	0	0	0	4	4
		Row %	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
	Total	Count	186	278	146	20	4	7	641
		Row %	29.0%	43.4%	22.8%	3.1%	0.6%	1.1%	100.0%

Positive impact on belief in equality of all people (Freshman) * Positive impact on belief in equality of all people (Most Recent Response)
Crosstabulation

			Positive impact on belief in equality of all people (Most Recent Response)					Total	
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		N/A
Positive impact on belief in equality of all people (Freshman)	Strongly Agree	Count	237	27	7	1	0	2	274
		Row %	86.5%	9.9%	2.6%	0.4%	0.0%	0.7%	100.0%
	Agree	Count	11	230	17	4	1	1	264
		Row %	4.2%	87.1%	6.4%	1.5%	0.4%	0.4%	100.0%
	Neutral	Count	3	11	79	0	0	0	93
		Row %	3.2%	11.8%	84.9%	0.0%	0.0%	0.0%	100.0%
	Disagree	Count	0	1	0	4	0	0	5
		Row %	0.0%	20.0%	0.0%	80.0%	0.0%	0.0%	100.0%
	N/A	Count	0	0	0	0	0	3	3
		Row %	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
	Total	Count	251	269	103	9	1	6	639
		Row %	39.3%	42.1%	16.1%	1.4%	0.2%	0.9%	100.0%

**Importance of promoting racial understanding (Freshman) * Importance of promoting racial understanding (Most Recent Response)
Crosstabulation**

			Importance of promoting racial understanding (Most Recent Response)				Total
			Essential	Very Important	Somewhat Important	Not Important	
Importance of promoting racial understanding (Freshman)	Essential	Count	63	6	1	0	70
		Row %	90.0%	8.6%	1.4%	0.0%	100.0%
	Very Important	Count	13	140	15	3	171
		Row %	7.6%	81.9%	8.8%	1.8%	100.0%
	Somewhat Important	Count	6	20	282	12	320
		Row %	1.9%	6.2%	88.1%	3.8%	100.0%
	Not Important	Count	0	2	15	66	83
		Row %	0.0%	2.4%	18.1%	79.5%	100.0%
Total	Count	82	168	313	81	644	
	Row %	12.7%	26.1%	48.6%	12.6%	100.0%	

Engaged in giving money for charity in US (Freshman) * Engaged in giving money for charity in US (Most Recent Response) Crosstabulation

			Engaged in giving money for charity in US (Most Recent Response)		Total
			Not Engaged	Engaged	
Engaged in giving money for charity in US (Freshman)	Not Engaged	Count	299	24	323
		Row %	92.6%	7.4%	100.0%
	Engaged	Count	42	281	323
		Row %	13.0%	87.0%	100.0%
Total	Count	341	305	646	
	Row %	52.8%	47.2%	100.0%	

Engaged in giving money to a Christian organization (Freshman) * Engaged in giving money to a Christian organization (Most Recent Response) Crosstabulation

			Engaged in giving money to a Christian organization (Most Recent Response)		Total
			Not Engaged	Engaged	
Engaged in giving money to a Christian organization (Freshman)	Not Engaged	Count	203	14	217
		Row %	93.5%	6.5%	100.0%
	Engaged	Count	53	377	430
		Row %	12.3%	87.7%	100.0%
Total	Count	256	391	647	
	Row %	39.6%	60.4%	100.0%	

Engaged in giving money for disaster relief (Freshman) * Engaged in giving money for disaster relief (Most Recent Response) Crosstabulation

			Engaged in giving money for disaster relief (Most Recent Response)		Total
			Not Engaged	Engaged	
Engaged in giving money for disaster relief (Freshman)	Not Engaged	Count	464	14	478
		Row %	97.1%	2.9%	100.0%
	Engaged	Count	35	134	169
		Row %	20.7%	79.3%	100.0%
Total		Count	499	148	647
		Row %	77.1%	22.9%	100.0%

Engaged in writing letters to political official/signing political petition (Freshman) * Engaged in writing letters to political official/signing political petition (Most Recent Response) Crosstabulation

			Engaged in writing letters to political official/signing political petition (Most Recent Response)		Total
			Not Engaged	Engaged	
Engaged in writing letters to political official/signing political petition (Freshman)	Not Engaged	Count	531	13	544
		Row %	97.6%	2.4%	100.0%
	Engaged	Count	20	83	103
		Row %	19.4%	80.6%	100.0%
Total		Count	551	96	647
		Row %	85.2%	14.8%	100.0%

Engaged in volunteering time to help the poor (Freshman) * Engaged in volunteering time to help the poor (Most Recent Response) Crosstabulation

			Engaged in volunteering time to help the poor (Most Recent Response)		Total
			Not Engaged	Engaged	
Engaged in volunteering time to help the poor (Freshman)	Not Engaged	Count	181	24	205
		Row %	88.3%	11.7%	100.0%
	Engaged	Count	52	390	442
		Row %	11.8%	88.2%	100.0%
Total		Count	233	414	647
		Row %	36.0%	64.0%	100.0%

Engaged in volunteering time to a Christian organization (Freshman) * Engaged in volunteering time to a Christian organization (Most Recent Response) Crosstabulation

			Engaged in volunteering time to a Christian organization (Most Recent Response)		Total
			Not Engaged	Engaged	
Engaged in volunteering time to a Christian organization (Freshman)	Not Engaged	Count	149	9	158
		Row %	94.3%	5.7%	100.0%
	Engaged	Count	64	425	489
		Row %	13.1%	86.9%	100.0%
Total		Count	213	434	647
		Row %	32.9%	67.1%	100.0%

Engaged in meals with diverse peoples (Freshman) * Engaged in meals with diverse peoples (Most Recent Response) Crosstabulation

			Engaged in meals with diverse peoples (Most Recent Response)		Total
			Not Engaged	Engaged	
Engaged in meals with diverse peoples (Freshman)	Not Engaged	Count	57	17	74
		Row %	77.0%	23.0%	100.0%
	Engaged	Count	17	556	573
		Row %	3.0%	97.0%	100.0%
Total		Count	74	573	647
		Row %	11.4%	88.6%	100.0%

Engaged in worship with diverse peoples (Freshman) * Engaged in worship with diverse peoples (Most Recent Response) Crosstabulation

			Engaged in worship with diverse peoples (Most Recent Response)		Total
			Not Engaged	Engaged	
Engaged in worship with diverse peoples (Freshman)	Not Engaged	Count	92	17	109
		Row %	84.4%	15.6%	100.0%
	Engaged	Count	27	511	538
		Row %	5.0%	95.0%	100.0%
Total		Count	119	528	647
		Row %	18.4%	81.6%	100.0%

Engaged in following an international news story in depth (Freshman) * Engaged in following an international news story in depth (Most Recent Response) Crosstabulation

			Engaged in following an international news story in depth (Most Recent Response)		Total
			Not Engaged	Engaged	
Engaged in following an international news story in depth (Freshman)	Not Engaged	Count	365	28	393
		Row %	92.9%	7.1%	100.0%
	Engaged	Count	36	218	254
		Row %	14.2%	85.8%	100.0%
Total		Count	401	246	647
		Row %	62.0%	38.0%	100.0%

Engaged in giving money for charity in other countries (Freshman) * Engaged in giving money for charity in other countries (Most Recent Response) Crosstabulation

			Engaged in giving money for charity in other countries (Most Recent Response)		Total
			Not Engaged	Engaged	
Engaged in giving money for charity in other countries (Freshman)	Not Engaged	Count	358	13	371
		Row %	96.5%	3.5%	100.0%
	Engaged	Count	42	234	276
		Row %	15.2%	84.8%	100.0%
Total		Count	400	247	647
		Row %	61.8%	38.2%	100.0%

Engaged in volunteering time to help poor in other countries (Freshman) * Engaged in volunteering time to help poor in other countries (Most Recent Response) Crosstabulation

			Engaged in volunteering time to help poor in other countries (Most Recent Response)		Total
			Not Engaged	Engaged	
Engaged in volunteering time to help poor in other countries (Freshman)	Not Engaged	Count	396	14	410
		Row %	96.6%	3.4%	100.0%
	Engaged	Count	44	193	237
		Row %	18.6%	81.4%	100.0%
Total		Count	440	207	647
		Row %	68.0%	32.0%	100.0%

The following tables contain data from the surveys given to Point Loma alumni in 2005, 2012, and 2015.

Question	Year	Very Well (4)	Well (3)	Neutral (2)	Poorly (1)	Mean
In terms of your general education and your coursework, how well did PLNU prepare you for each of the following? Performing volunteer service	2015	38.0%	41.3%	17.9%	2.8%	3.15
	2012	34.9%	36.9%	23.7%	4.4%	3.02

Question	Year	Daily	A few or more times a week	Weekly	A few times a month	A few times a year	Rarely if ever
About how often do you engage in each of the following activities? Join in local outreach	2015	1.5%	3.0%	5.1%	7.9%	24.2%	58.4%
	2012	1.2%	2.8%	4.0%	12.3%	34.9%	44.8%

Question	Year	Daily	A few or more times a week	Weekly	A few times a month	A few times a year	Rarely if ever
About how often do you engage in each of the following activities? Join in global missions work	2015	1.3%	0.9%	1.5%	3.4%	24.2%	68.7%
	2012	0.6%	0.3%	1.5%	3.7%	20.1%	73.7%

Question	Year	Very much enhanced (4)	Much enhanced (3)	Enhanced (2)	Not enhanced (1)	Mean
How much were your abilities in the following areas enhanced by your total undergraduate experience at PLNU (in and out of the classroom)? Seeking cross-cultural experiences	2015	30.8%	22.2%	29.9%	17.1%	2.67
	2012	26.1%	28.6%	26.8%	18.6%	2.62

Question	Year	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)	Mean
Please indicate your level of agreement or disagreement with the following statements: My undergraduate experience has had a positive impact on... My life of service to society	2015	35.8%	40.2%	18.8%	4.0%	1.2%	4.05
	2012	27.2%	45.2%	22.6%	3.9%	1.0%	3.94

Question	Year	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)	Mean
Please indicate your level of agreement or disagreement with the following statements: My undergraduate experience had a positive impact on... My sensitivity toward and concern for others	2015	40.7%	43.2%	12.9%	1.9%	1.3%	4.20
	2012	29.5%	49.4%	15.9%	3.6%	1.6%	4.02

Question	Year	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
I am more sensitive to gender issues.	2005	13.8%	24.5%	43.3%	13.0%	3.9%	1.6%

Question	Year	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)	Mean
Please indicate your level of agreement or disagreement with the following statements: My undergraduate experience had a positive impact on... My understanding of people of different racial and ethnic backgrounds	2015	24.5%	36.3%	24.7%	9.5%	5.0%	3.66
	2012	20.8%	37.0%	31.2%	8.1%	2.9%	3.65

Question	Year	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
I am more sensitive to issues of race and class.	2005	14.2%	28.8%	35.4%	15.0%	4.5%	1.9%

Question	Year	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)	Mean
Please indicate your level of agreement or disagreement with the following statements: My undergraduate experience had a positive impact on... My affirmation of the equality of all people	2015	31.5%	39.1%	20.2%	6.0%	3.1%	9.90
	2012	28.8%	38.2%	24.9%	6.1%	1.9%	3.86

Question	Year	Essential (4)	Very important (3)	Somewhat important (2)	Not important (1)	Mean
How important are the following areas to you personally? Helping others who are in difficulty	2015	39.9%	46.8%	13.4%	0.0%	3.27
	2012	36.6%	50.2%	12.6%	0.6%	3.23

Question	Year	Essential (4)	Very important (3)	Somewhat important (2)	Not important (1)	Mean
How important are the following areas to you personally? Helping to promote racial understanding	2015	14.0%	32.7%	40.3%	13.0%	2.48
	2012	12.9%	30.0%	39.7%	17.4%	2.38

Question	Year	Essential (4)	Very important (3)	Somewhat important (2)	Not important (1)	Mean
How important are the following areas to you personally? Becoming a community leader	2015	11.7%	29.1%	37.3%	22.0%	2.3
	2012	11.0%	27.0%	38.1%	23.9%	2.25

Question	Year	Percent
During the last couple of years, in which of the following activities have you been engaged? Given money for charitable work in the US	2015	65.8%
	2012	64.8%

Question	Year	Percent
During the last couple of years, in which of the following activities have you been engaged? Given money to a Christian organization	2015	68.6%
	2012	71.8%

Question	Year	Percent
During the last couple of years, in which of the following activities have you been engaged? Given money for disaster relief	2015	26.3%
	2012	37.0%

Question	Year	Percent
During the last couple of years, in which of the following activities have you been engaged? Written letters to a political official or signed a political petition	2015	31.3%
	2012	33.0%

Question	Year	Percent
During the last couple of years, in which of the following activities have you been engaged? Volunteered time to help the poor	2015	49.8%
	2012	45.5%

Question	Year	Percent
During the last couple of years, in which of the following activities have you been engaged? Volunteered time to a Christian organization	2015	57.9%
	2012	50.9%

Question	Year	Percent
During the last couple of years, in which of the following activities have you been engaged? Had meals with people of other racial and ethnic backgrounds	2015	81.4%
	2012	84.2%

Question	Year	Percent
During the last couple of years, in which of the following activities have you been engaged? Worshipped with people of different racial and ethnic backgrounds	2015	63.2%
	2012	63.9%

Question	Year	Percent
During the last couple of years, in which of the following activities have you been engaged? Followed an international news story in depth	2015	55.3%
	2012	53.0%

Question	Year	Percent
During the last couple of years, in which of the following activities have you been engaged? Given money for charitable work in other countries	2015	52.0%
	2012	53.9%

Question	Year	Percent
During the last couple of years, in which of the following activities have you been engaged? Volunteered time to help the poor in other countries	2015	24.3%
	2012	20.6%

Conclusions Drawn from Data:

The following conclusions are drawn from questions that appear on the NSSE Survey given to Point Loma students in their freshman and senior year.

When asked how often they had engaged in discussions with people of a race or ethnicity other than their own, the largest number of freshmen and seniors reported “Often”. This number decreased from the freshman year to senior year and of those who changed their response from freshman year, 12 made a change in the positive direction and 11 made a change in the negative direction.

When asked how often they had discussions with people with different religious beliefs, freshmen most commonly responded “Often” and the seniors most commonly responded “Sometimes”. Of those who changed their response from freshman year, more made a change in the negative direction than made a change in the positive direction. This means that people were having discussions with people with different religious beliefs less often as they progressed through their time at Point Loma. This may simply be due to the fact that Point Loma is a Christian institution and thus many people hold the same beliefs, unlike in high school where there may be a much wider variety of beliefs.

Students were asked how much they felt that PLNU emphasized contact between students of different backgrounds. In response to this question, the largest number of freshmen reported “Quite a bit” and the largest number of seniors reported “Some”. While this may seem like a negative change, it is important to note that the amount who reported “Very much” increased from freshman to senior year and the amount who reported “Very little” decreased from

freshman to senior year. Of those who changed their response from freshman year, 9 made a change in the positive direction and 8 made a change in the negative direction.

When asked how much they felt that Point Loma contributed to their understanding of people of other backgrounds, the largest number of freshmen reported “Some” and the largest number of seniors reported “Very much”. Of those who changed their response from freshman year, more made a change in the positive direction than made a change in the negative direction. This means that, throughout their time at PLNU, students feel that Point Loma is contributing more and more to their understanding of people of other backgrounds.

The following analyses are drawn from questions asked of then-current Point Loma students on the Homegrown Survey.

There is a question that asks students how much their ability to seek cross-cultural experiences will be or has been enhanced by their total undergraduate experience at PLNU. The majority of responses for the freshman year and the most recent response fall within either “Very much enhanced”, “Much enhanced”, or “Enhanced”. Of those students who changed their answer between freshman year and the most recent response, most of them tended to change their response in a negative direction. One reason for this may be that as students progress through their time in college, they become settled in their routines and are less apt to go out of their comfort zones and into cross-cultural experiences.

There is a question asking how strongly students agree with the statement that their undergraduate experience at PLNU will have or is currently having a positive impact on their life of service to society. In their freshman year and their most recent response, most students say that they either “Strongly Agree” or “Agree” with the statement. The majority of people stick with the response that they gave freshman year, but of those who do change their response, most move in a negative direction. This means that students’ expectations of how much their undergraduate experience at PLNU would have a positive impact on their lives of service exceeded their realities. One reason for this may be that, as freshman, the students were very positive and hopeful about all of the things that they would be able to accomplish in college; however, once they were fully immersed, they realized how difficult it would be to invest in things such as service and the like.

There is a question that asks students how much they agree with the statement that their undergraduate experience at Point Loma will have or is currently having a positive impact on their sensitivity toward and concern for others. In the freshman year responses and the most recent responses recorded, most students say that they either “Strongly Agree” or “Agree” with the statement. While most students report the same way in both their freshman and most recent response, those that do change generally change in the negative direction. This means that the expectations of students in terms of how much of a positive impact their undergraduate experience would have on their sensitivity toward and concern for others exceeded their realities. One reason for this may be that as students become busier during their college careers, they do not have as much time to spend on investing in others and thus they feel as though their concern for others is lacking.

There is a question which asks students how much they agree with the statement that their undergraduate experience at PLNU will have or is currently having a positive impact on their understanding of people of different racial and ethnic backgrounds. In the freshman year and the most recent response, the most commonly selected response was “Agree”, with “Strongly Agree” and “Neutral” being the next most often selected responses. While most students

remained with their response from freshman year, those that did change generally moved in the negative direction. This means that the reality of how much students were being positively impacted in their understanding of people of different racial and ethnic backgrounds did not meet their expectations. One reason for this may be that as students progress through college, they become settled into a group of friends and tend to not branch out as much or interact with others as they may have when they first entered college and were eager to meet many new people.

One question is asking how strongly students agree with the statement that their undergraduate experience will have or is currently having a positive impact on their affirmation of the equality of all people. In the freshman year and the most recent response, a majority of students say that they either “Strongly Agree” or “Agree” with the statement. Of those students whose responses change in between their freshman year and their most recent response, most tend to make a change in the negative direction. This means that the reality of how much the PLNU undergraduate experience positively impacted their affirmation of the equality of all people did not match their expectations. It may not necessarily be that the students are not believing in the equality of all people as much as they used to, but it may instead be that they feel that PLNU as an institution is not increasing their belief in the equality of all people.

There is a question asking students how important helping others who are in difficulty is to them. In the freshman year and the most recent response, most students said that this was either “Essential” or “Very Important” to them. Of those who change their response, most of them move in a positive direction. This means that as students progress throughout their time at Point Loma, they find helping others who are in difficulty to be of greater importance to them than it was previously. One reason for this may be that students are exposed to a variety of ministries and service opportunities during their time at Point Loma, which may cause them to recognize the importance of helping others in ways that they never saw before.

There is a question asking students how important helping to promote racial understanding is to them. In the freshman year and the most recent response, the most commonly selected response is “Somewhat Important” and of those who changed their response from freshman year, most of them make a shift in the positive direction. 37 students make a change in the negative direction while 56 students make a change in the positive direction. A reason for the majority of students making positive shifts may be that through ministries and chapels where racial understanding is emphasized, students are being exposed to ideas that may begin to shape their own beliefs.

When asked if they had engaged in giving money for charity in the US in the past year, the freshmen responses were split directly down the middle with half reporting that they had and half reporting that they had not. In the most recent response, this shifts so that a majority of students reported that they had not engaged in giving money for charity in the US in the last year. This means that the amount of students who were giving to US charities decreased as students progressed through their time at Point Loma.

When asked if they had given money to a Christian organization, a majority of the freshmen and most recent responses show that students had engaged in this activity in the last year. Even so, the percent who responded this way decreased from freshman year to the most recent response. This means that the number of students engaging in giving money to Christian organizations decreased as students progresses through their time at Point Loma.

The majority of students who were asked if they had given money for disaster relief in the past year as both freshmen and in their most recent response said that they had not done so. Also, there was a slight shift in the responses between the freshman year and the most recent response in that more students reported that they had not given money for disaster relief in the past year in their most recent response than had done so in their freshman year.

When asked if they had written letters to political officials or signed political petitions in the past year, the majority of students in the freshman and most recent response surveys reported “Not Engaged”. Also, the number who reported this way increased from the freshman year to the most recent response, indicating that as students go through their time at Point Loma, they become less engaged in writing letters to political officials or signing political petitions.

The majority of freshmen and most recent responders report that they had volunteered time to help the poor in the past year. However, the number who responded this way decreased from the freshman year to the most recent response. This means that as students progressed through their time at Point Loma, they became less involved in volunteering their time to help the poor.

When asked if they had volunteered time to a Christian organization in the last year, a majority of students responded that they had in both the freshman and the most recent response surveys. However, the number who responded this way actually decreased from freshman year; this means that students volunteer their time to Christian organizations less as they go through their time at Point Loma.

In the freshman and most recent response surveys, the majority of students reported that they had engaged in meals with diverse people within the last couple of years. The number who reported this way stayed the same from freshman year to the most recent response; however, there were changes made in both the positive and negative direction. These changes cancelled each other out though and thus the numbers are the same from year to year.

In both the freshman and most recent response data, a majority of students responded that they had engaged in worship with diverse peoples within the last couple of years. From freshman year to the most recent response, there was a larger jump from “Not Engaged” to “Engaged” than there was from “Engaged” to “Not Engaged”. This means that during their time at Point Loma, students were becoming more engaged in worship with diverse peoples. This type of result is what Point Loma would hope to find.

When asked if they had followed an international news story in depth in the last couple of years, a majority of students in the freshman and most recent response surveys reported “Not Engaged”. The number who reported this way increased from the freshman year to the most recent response. Of those who made a change from their freshman year response, more made a change from “Engaged” to “Not Engaged” than made a change from “Not Engaged” to “Engaged”. This means that as students progress through their time at Point Loma, they are following international news stories in depth less and less.

One question asks students if they have given money for charitable work in other countries in the last school year. In the freshman year and the most recent response, most respondents report that they had not engaged in this activity. Of those who change their response between freshman year and the most recent response, more change from “Engaged” to “Not Engaged” than change from “Not Engaged” to “Engaged”. One reason for this may be that, as freshman, students may be more prone to have given money for charity in other countries because their

friends may have been going on missions trips as something that they wanted to do before graduating high school. In this case, the number of people who would give money for charitable work in other countries would decrease as students get older because they would not have as many opportunities to help support these missions trips.

There is a question asking students if they have volunteered time to help the poor in other countries in the last school year. In the freshman year and the most recent response, a majority of students responded that they had not engaged in this activity. Of those who changed their response between freshman year and the most recent response, more changed from “Engaged” to “Not Engaged” than changed from “Not Engaged” to “Engaged”. This means that there are more students who are stopping their activity of volunteering time to help the poor in other countries than there are students who are starting this activity. Oftentimes, senior year of high school is a time when young Christians will take missions trips and thus the number of students who volunteered time to help the poor in other countries in the last year will be higher than would be later on in a student’s college career.

The following analyses come from questions that are on a survey sent to Point Loma alumni.

Most commonly, alumni in 2012 and 2015 responded that they felt that their general education and coursework prepared them well for performing volunteer service. The second most selected response to this question was “Very Well”. These are very good results for Point Loma and the mean values, which are both above 3, also speak well to Point Loma’s ability to equip its students for the performance of volunteer work after graduation. A mean value above 3 indicates that, on average, alumni felt well prepared for performing volunteer service. Another positive result that can be seen from the data above is that from 2012 to 2015, the percent of students who selected “Very Well” or “Well” increased while the percent of students who selected “Neutral” or “Poorly” decreased. This means that Point Loma has done a better job of preparing its students for volunteer work as time has passed.

The most common response to the question of how often alumni engage in local outreach was “Rarely if ever”. The percent who said that they joined in local outreach “Daily”, “A few or more times a week”, or “Weekly” all increased from 2012 to 2015; these are all positive changes. On the other hand, the percent who said that they joined in local outreach “A few times a month” or “A few times a year” decreased; also the percent who said that they joined “Rarely if ever” increased. These are all negative trends to observe.

A majority of respondents reported that they join in global missions work “Rarely if ever”. The percent who responded this way, however, decreased from 2012 to 2015 and the percent who responded “Daily”, “A few of more times a week”, and “A few times a year” increased between 2012 and 2015.

In 2012, the most often selected response to the question of how much the PLNU undergraduate experience enhanced the alumni’s ability to seek cross-cultural experiences was “Much enhanced”. In 2015, the most common response was “Very much enhanced”. The percent who answered “Very much enhanced” increased from 2012 to 2015 while the percent who answered “Much enhanced” decreased from 2012 to 2015. The percent who answered “Enhanced” increased from 2012 to 2015 as well. The mean values indicate that most people were in between “Enhanced “ and “Much enhanced” in their answering of this question.

In 2012 and 2015, the most commonly selected response to the question of how much alumni agree with the statement that their undergraduate experience had a positive impact on their life

of service to society was “Agree”. The mean values for both years are right around 4, meaning that, on average, most alumni agreed with the above statement. The percent who responded “Strongly agree” increased from 2012 to 2015 while the percent who responded “Agree” or “Neutral” decreased from 2012 to 2015.

In response to the question of how much they agree with the statement that their undergraduate experience had a positive impact on their sensitivity and concern for others, the largest percent of alumni in 2012 and 2015 both said “Agree”. In this data, we can see that the percent who responded “Agree”, “Neutral”, or “Disagree” in 2012 decreased in 2015. Also, the percent who responded “Strongly agree” increased drastically between 2012 and 2015. The mean value increased between the 2012 and 2015 groups of alumni as well. When rounded, both mean values are 4, meaning that, on average, alumni reported that they agreed with the above statement. A similar question was asked in 2005, in which alumni were asked to rate how much they agreed with the statement that they were more sensitive to gender issues; in response to this question, the most common response was “Neutral”. Because this question was not the same as the one asked in 2012 and 2015, it is hard to compare the two results; however, we can see that there may have been less sensitivity in the 2005 group of alumni than there was in the 2012 and 2015 alumni.

In response to the 2012 and 2015 question of how much they agreed with the statement that their undergraduate experience had a positive impact on their understanding of people of different racial and ethnic backgrounds, alumni most commonly responded “Agree”. When asked if they agreed with the statement that they were more sensitive to issues of race and class in 2005, the largest percent of alumni stated that they felt neutrally. There is thus a large shift to be recognized here between the 2005 alumni and their 2012 and 2015 counterparts. Between the 2012 and 2015 alumni, the percent who strongly disagreed, disagreed, and strongly agreed with the statement increased. Also, the percent reporting “Agree” and “Neutral” decreased from 2012 to 2015. There are both positive and negative trends to be noticed here. The mean value between 2012 and 2015 only increased by .01, so even with all of the shifting that was going on, on average, alumni felt somewhere in between “Neutral” and “Agree” in regards to the statement in both 2012 and 2015.

Alumni were asked how much they agreed with the statement that their undergraduate experience had a positive impact on their affirmation of the equality of all people. In 2012 and 2015, the most common response to this question was “Agree”. The percent who responded “Strongly agree”, “Agree”, and “Strongly disagree” in 2012 increased in 2015. Also, the percent who responded “Neutral” and “Disagree” in 2012 decreased in 2015. The mean values for 2012 and 2015 are very similar and indicate that, on average, alumni agreed with the above statement.

When asked how important helping others who are in difficulty was to them, alumni in 2012 and 2015 most commonly responded “Very important”. The percent who responded that this was essential to them increased from 2012 and the percent who responded that this was not important to them decreased; however, the percent who responded that this was very important to them decreased and the percent who responded that this was somewhat important to them increased. The mean value increased slightly from 2012 to 2015 and indicates that, on average, alumni report that helping others in difficulty is very important to them, which is a very positive result for Point Loma.

In 2012 and 2015, the largest group of alumni reported that they felt that helping to promote racial understanding was “Somewhat important” to them. The percent who reported “Essential”,

“Very important”, or “Somewhat important” increased from 2012 to 2015, while the percent who reported “Not important” decreased from 2012 to 2015. The mean value increased slightly from 2012 to 2015; however, both scores are similar and indicate that, on average, alumni find that helping to promote racial understanding is somewhat important to them.

In 2012 and 2015, the largest group of alumni reported that becoming a community leader was somewhat important to them. All of the percentages remained about the same between 2012 and 2015 and the mean value was very similar as well. The mean value indicates that, on average, alumni find becoming a community leader somewhat important to them.

The percent of alumni who engaged in giving money for charitable work in the US increased between 2012 and 2015. That being said, the percent who engaged in this activity was already quite large and represents well over half of the respondents.

In 2012 and 2015, most of the alumni reported that they had given money to a Christian organization within the last couple of years. While this is a good trend to observe, the percent who said that they had done this activity actually decreased between 2012 and 2015. This means that a smaller portion in 2015 said that they had engaged in giving Money to a Christian organization than the portion who said the same in 2012.

In 2012 and 2015, the percent of alumni who said that they had given money for disaster relief in the last couple of years was fairly low and well under 50%. Also, the already low percentage in 2012 dropped a staggering 11% in 2015.

Very few alumni reported that they had written letters to a political official or signed a political petition in the last couple of years. About a third or fewer respondents said that they had been engaged in this activity. Also, the percent who said that they had done this actually decreased from 2012 to 2015.

From 2012 to 2015, the percent of alumni who reported that they had volunteered time to help the poor increased so that it rests just under fifty percent.

Over half of respondents in 2012 and 2015 said that they had volunteered time to a Christian organization in the last couple of years. Also, between 2012 and 2015, the percent who said that they had engaged in this activity increased by 7%.

A large majority of alumni responded that they had eaten meals with people of other racial and ethnic backgrounds in the last couple of years. This percentage did drop, however, between the 2012 and 2015 groups of alumni.

The results from the 2012 and 2015 groups of alumni are almost identical; in both groups, about 63% of respondents reported that they had worshipped with people of different racial and ethnic backgrounds in the last couple of years.

Over half of alumni in 2012 and 2015 reported that they had followed an international news story in depth in the last couple of years. The percent who said they had done this actually increased from 2012 to 2015.

Over half of the respondents in the 2012 and 2015 alumni surveys reported that they had given money for charitable work in other countries in the last couple of years. Unfortunately, the percent who said this decreased by about 2% from 2012 to 2015.

Less than a quarter of respondents in 2012 and 2015 reported that they had volunteered time to help the poor in other countries in the last few years. Between 2012 and 2015, however, the percent did increase by about 4%.

The following is a summary of the data presented above:

One of the Standard Learning Outcomes for Student Development is called Humanitarianism and Civic Engagement and it deals with students' abilities to "[show] a willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds". From the data retrieved from the NSSE, Homegrown, and WASC Surveys, we are able to see what sort of beliefs students hold in this arena and we are also able to witness how Point Loma is making an impact, if any, on these students' beliefs. A majority of students reported that they often had discussions with people of another race or ethnicity and often or sometimes had discussions with people of different religious beliefs. This means that as undergraduates, students were already comfortable with conversation with people of different backgrounds than their own. A majority also reported that PLNU contributed very much to their understanding of people of other backgrounds. Here we see a growth aspect coming into play where Point Loma is actually having an effect on students' understanding. The same can be said of the following statements. Most students felt that their ability to seek cross-cultural experiences was much enhanced by their undergraduate experience at PLNU. Students also agreed that Point Loma was having a positive impact on their life of service, their concern for others, their understanding of diverse people, and their belief in the equality of all people. These same feelings of agreement held true for the alumni who reported similar results for Point Loma having a positive impact in these areas of their lives. Most students also felt that it was essential to help others in difficulty and somewhat important to promote racial understanding. During their time at PLNU, the largest group of students reported that they had given money to a Christian organization, volunteered time to help the poor, volunteered time to a Christian organization, had meals with people of different racial and ethnic backgrounds, and worshipped with people of different racial and ethnic backgrounds. The alumni reported that they had done all of these things as well; however, there are a few activities that a majority of undergrads were not participating in which a majority of alumni did participate in. Most alumni gave money for charitable work in the US, followed international news stories in depth, and gave money for charitable work in other countries. These results are very positive for Point Loma because they indicate that the largest percentage of students are engaging in acts of humanitarianism and civic engagement; students are willing to enter into situations where they interact with others who come from different backgrounds and they do not shy away from opportunities to broaden the scope of their worldview.

Changes to be Made Based on Data:

Given that the data are very positive regarding humanitarian and civic engagement, appropriate departments can consider enhanced funding and support of the areas already contributing to this successful endeavor.

Student Development Assessment Plan

Learning Outcome:

PLO4: Interpersonal & Intrapersonal Competence -Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual) and practices self-efficacy

Outcome Measure:

NSSE:

How much of your experience at this institution contributed to your knowledge, skills, and personal development in the following areas:

Developing or clarifying personal code of values and ethics

Panel Survey – While Students

How much are your abilities in the following areas enhanced being enhanced by your total graduate experience at PLNU?

Thinking analytically and logically

Developing intellectual curiosity and a desire for life-long learning

Learning effectively on your own

Panel Survey - Alumni

In terms of your general education and coursework in your major, how well did PLNU prepare you for

Understanding yourself

How much were your abilities in the following areas were enhanced by your total graduate experience at PLNU?

Thinking analytically and logically

Developing intellectual curiosity and a desire for life-long learning

Learning effectively on your own

Criteria for Success (how do you judge if the students have met your standards):

Participants will demonstrate that their time at PLNU played an important part in the development of their personal values and ethics, along with their analytical and critical thinking skills. Relatedly, this growth will be reported to have translated beyond the undergraduate years so that alumni report the ability to understand themselves as well as think analytically and logically in the complexity of day to day life.

Longitudinal Data:

The following crosstabs contain data from the NSSE Survey, a nationally distributed survey that Point Loma students take during their freshman and senior years at Point Loma.

This institution contributed to your development of personal values/ethics (Freshman) * This institution contributed to your development of personal values/ethics (Senior) Crosstabulation

			This institution contributed to your development of personal values/ethics (Senior)			Total
			Some	Quite a bit	Very much	
This institution contributed to your development of personal values/ethics (Freshman)	Some	Count	1	2	2	5
		Row %	20.0%	40.0%	40.0%	100.0%
	Quite a bit	Count	3	7	7	17
		Row %	17.6%	41.2%	41.2%	100.0%
	Very much	Count	2	1	10	13
		Row %	15.4%	7.7%	76.9%	100.0%
Total	Count	6	10	19	35	
	Row %	17.1%	28.6%	54.3%	100.0%	

This institution contributed to your analytical/critical thinking (Freshman) * This institution contributed to your analytical/critical thinking (Senior) Crosstabulation

			This institution contributed to your analytical/critical thinking (Senior)			Total
			Some	Quite a bit	Very much	
This institution contributed to your analytical/critical thinking (Freshman)	Some	Count	1	0	1	2
		Row %	50.0%	0.0%	50.0%	100.0%
	Quite a bit	Count	1	5	8	14
		Row %	7.1%	35.7%	57.1%	100.0%
	Very much	Count	1	4	12	17
		Row %	5.9%	23.5%	70.6%	100.0%
Total	Count	3	9	21	33	
	Row %	9.1%	27.3%	63.6%	100.0%	

The following crosstabs contain data from the Homegrown survey administered to panels of students every year during their time at Point Loma. In the crosstabs, we see the results of the freshman survey and the most recent response we have for any given student.

Enhanced analytical and logical thinking (Freshman) * Enhanced analytical and logical thinking (Most Recent Response) Crosstabulation

			Enhanced analytical and logical thinking (Most Recent Response)					Total
			Very much enhanced	Much enhanced	Enhanced	Not enhanced	N/A	
Enhanced analytical and logical thinking (Freshman)	Very Much Enhanced	Count	263	30	14	2	0	309
		Row %	85.1%	9.7%	4.5%	0.6%	0.0%	100.0%
	Much Enhanced	Count	23	211	12	2	0	248
		Row %	9.3%	85.1%	4.8%	0.8%	0.0%	100.0%
	Enhanced	Count	2	5	76	0	1	84
		Row %	2.4%	6.0%	90.5%	0.0%	1.2%	100.0%
	Not Enhanced	Count	0	0	0	5	0	5
		Row %	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
	N/A	Count	0	0	0	0	1	1
		Row %	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
	Total	Count	288	246	102	9	2	647
		Row %	44.5%	38.0%	15.8%	1.4%	0.3%	100.0%

Enhanced learning on your own (Freshman) * Enhanced learning on your own (Most Recent Response) Crosstabulation

			Enhanced learning on your own (Most Recent Response)					Total
			Very much enhanced	Much enhanced	Enhanced	Not enhanced	N/A	
Enhanced learning on your own (Freshman)	Very Much Enhanced	Count	232	27	12	1	0	272
		Row %	85.3%	9.9%	4.4%	0.4%	0.0%	100.0%
	Much Enhanced	Count	21	192	18	0	1	232
		Row %	9.1%	82.8%	7.8%	0.0%	0.4%	100.0%
	Enhanced	Count	6	15	102	3	0	126
		Row %	4.8%	11.9%	81.0%	2.4%	0.0%	100.0%
	Not Enhanced	Count	0	2	0	13	0	15
		Row %	0.0%	13.3%	0.0%	86.7%	0.0%	100.0%
	N/A	Count	0	0	0	0	1	1
		Row %	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
	Total	Count	259	236	132	17	2	646
		Row %	40.1%	36.5%	20.4%	2.6%	0.3%	100.0%

The following tables contain data from the surveys given to Point Loma alumni in 2005, 2012, and 2015.

Question	Year	Very Well (4)	Well (3)	Neutral (2)	Poorly (1)	Mean
In terms of your general education and coursework in your major, how well did PLNU prepare you for each of the following? Understanding yourself	2015	40.1%	47.1%	9.8%	2.9%	3.15
	2012	34.1%	44.4%	17.5%	4.1%	3.08

Question	Year	Very much enhanced (4)	Much enhanced (3)	Enhanced (2)	Not enhanced (1)	Mean
How much were your abilities in the following areas enhanced by your total undergraduate experience at PLNU (in and out of the classroom)? Thinking analytically and logically	2015	39.0%	34.7%	24.1%	2.3%	3.10
	2012	31.8%	34.6%	28.6%	4.9%	2.93

Question	Year	Very much enhanced (4)	Much enhanced (3)	Enhanced (2)	Not enhanced (1)	Mean
How much were your abilities in the following areas enhanced by your total undergraduate experience at PLNU (in and out of the classroom)? Developing intellectual curiosity and desire for life-long learning	2015	42.6%	31.1%	21.6%	4.7%	3.12
	2012	39.4%	29.9%	23.2%	7.4%	3.01

Question	Year	Very much enhanced (4)	Much enhanced (3)	Enhanced (2)	Not enhanced (1)	Mean
How much were your abilities in the following areas enhanced by your total undergraduate experience at PLNU (in and out of the classroom)? Learning effectively on your own	2015	30.9%	41.1%	24.1%	4.0%	2.99
	2012	30.2%	36.1%	28.4%	5.3%	2.91

Conclusions Drawn from Data:

The following conclusions are drawn from questions that appear on the NSSE Survey given to Point Loma students in their freshman and senior year.

When current freshmen were asked how much they felt that Point Loma would contribute to their development of personal values and ethics, the largest number of them responded “Quite a

bit". When asked this same question as seniors, the largest number of these students responded "Very much", which is a more positive response than "Quite a bit". This means that the expectations that freshmen had for how much PLNU would contribute to their development of personal values and ethics was surpassed by the reality of their PLNU experience. Of those who changed their response from freshman year, more changed in the positive direction than in the negative direction, which indicates the previous statement as well.

As freshmen, the largest number of students stated that they thought that their undergraduate experience at Point Loma would contribute very much to their analytical and critical thinking skills. When asked this same question as seniors, the largest group of students responded the same way; although, there were more who answered this way in the senior year than in the freshman year. This means that, of those students who made a change from their freshman response, more made a change in the positive direction than made a change in the negative direction. In other words, the expectations that freshmen had for how much PLNU would contribute to their analytical and critical thinking skills was met by how much PLNU actually contributed to these skills.

The following analyses are drawn from questions asked of then-current Point Loma students on the Homegrown Survey.

When asked how much they expected their ability to think analytically and logically to be enhanced by their undergraduate experience at PLNU, the largest number of freshmen reported "Very much enhanced". In the most recent responses that we have from this same group of freshmen, the results are similar in that the largest number of them reported "Very much enhanced" as well. This means that, for the most part, the expectations and the reality of the enhancement of analytical and logical thinking abilities were the same. Of those who changed their response from freshman year, more made a change in the negative direction than the positive direction; however, not enough changed in the negative direction to change what the largest group of respondents reported.

In their freshman year, the largest group of respondents expected that their ability to learn on their own would be "Very much enhanced" by their undergraduate experience. In their most recent response, this same group of students reported that their ability to learn on their own was currently being "Very much enhanced" by their undergraduate experience, like they thought that it would be. This means that the expectations for how much PLNU would enhance the ability to learn on their own was met by the reality of the students' undergraduate experience. Of those who changed their response from freshman year, more changed in the negative direction than changed in the positive direction.

The following analyses come from questions that are on a survey sent to Point Loma alumni.

When alumni were asked how well they believed that their general education and coursework in their major prepared them for understanding themselves, the largest percent of them responded "Well" and the second largest percent responded "Very Well". From 2012 to 2015, the percent who responded "Very Well" and "Well" increased while the percent who responded "Neutral" and "Poorly" decreased. The mean value also increased from 2012 to 2015; however, both means indicate that, on average, alumni felt that their general education and coursework in their major prepared them well for understanding themselves.

In 2012, the largest percent of alumni reported that they felt that their total undergraduate experience at PLNU much enhanced their ability to think analytically and logically. In 2015, the largest percent of alumni reported “Very much enhanced” in response to this same question. From 2012 to 2015, the percent responding “Very much enhanced” increased drastically while the percent who responded “Enhanced” and “Not enhanced” decreased. The mean value also increased from 2012 to 2015; when rounded, the mean values from both years indicate that, on average, alumni reported that their total undergraduate experience “Much enhanced” their ability to think analytically and logically.

In 2012 and 2015, alumni reported that they felt that their total undergraduate experience had “Very much enhanced” their ability to develop intellectual curiosity and a desire for life-long learning. From 2012 to 2015, the percent of alumni reporting “Very much enhanced” and “Much enhanced” increased while the percent reporting “Enhanced” and “Not enhanced” decreased. The mean value increased from 2012 to 2015; both means indicate that, on average, alumni reported that their ability to develop intellectual curiosity and a desire for life-long learning was much enhanced by their total undergraduate experience at PLNU.

When asked how much they felt that their total undergraduate experience at PLNU enhanced their ability to learn effectively on their own, the largest percent of alumni in 2012 and 2015 reported “Much enhanced”. From 2012 to 2015, the percent who responded “Much enhanced” increased while the percent who responded “Enhanced” and “Not enhanced” decreased. The mean value increased from 2012 to 2015 as well; however, when rounded, both means indicate that, on average, alumni felt that their total undergraduate experience at PLNU “Much enhanced” their ability to learn effectively on their own.

The following is a summary of the data presented above:

The Standard Learning Outcome focused on in this document is titled Interpersonal & Intrapersonal Competence and it deals with students “[gaining] holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual) and [practicing] self-efficacy”. As undergraduates, a majority of students reported that Point Loma was contributing quite a bit or very much to their development of personal values and ethics. Most undergraduates also said that PLNU was contributing very much to their analytical and critical thinking skills. Both of these observations are positive for Point Loma because they point out that the institution itself is improving the way that students are able to think about themselves in terms of their part in the larger world around them. Similarly, we can see that the alumni reported that PLNU prepared them well for the ability to understand themselves and much enhanced their ability to think analytically and logically. This is important to note because it shows that Point Loma is not just having an impact on current students, but rather this impact extends beyond graduation and into the “real” world. From the Homegrown survey, student data shows that the largest group of students reports that PLNU has very much enhanced their ability to think analytically and logically and also their ability to learn on their own. These results hold true for the alumni data as well and indicate, as stated above, that Point Loma is not simply having an impact on its students while at the institution but it is leaving a lasting mark that carries on with the students throughout their lives. In regards to the Standard Learning Outcome, students both past and present are doing very well and are gaining an awareness of themselves while also believing in their ability to achieve their goals and make an impact.

Changes to be Made Based on Data:

With the understanding that the data are quite positive, consideration should be given to enhancing the main programs and departments contributing to this success. Similarly, consideration can be given to more collaborative approaches, linking together in ways that can better serve our students as they grow and progress in their holistic awareness of self.

Student Development Assessment Plan

Learning Outcome:

PLO5: Practical Competence - Engages in practical skill-building experiences in preparation for one's vocation.

Outcome Measure:

NSSE

Which of the following have you done or do you plan to do before you graduate?
Participate in an internship, co-op, field experience, student teaching, or clinical placement
Hold a formal leadership role in a student organization or group?

Indicate the quality of your interactions with the following people at your institution:

Student services staff (career services, student activities, housing)

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas:

Acquiring job or work related knowledge and skills

Panel Survey – While Students

About how much are your abilities in the following areas being enhanced by your total undergraduate experience?

Thinking analytically and logically

Writing effectively

Speaking effectively

Working effectively with others

Using technology

Solving problems

Learning effectively on your own

Integrating knowledge from many sources.

Panel Survey - Alumni

In terms of general education and coursework in your major, how well did PLNU prepare you for each of the following:

Working outside the home

Working inside the home.

About how much are your abilities in the following areas enhanced by your total undergraduate experience?

- Thinking analytically and logically
- Writing effectively
- Speaking effectively
- Working effectively with others
- Using technology
- Solving problems
- Learning effectively on your own
- Integrating knowledge from many sources.

Criteria for Success (how do you judge if the students have met your standards):

Participants will speak to a significant number of practical opportunities and interactions connected to vocational preparation. This should include a clear increase in skills and abilities connected to the world of work.

Longitudinal Data:

The following crosstabs contain data from the NSSE Survey, a nationally distributed survey that Point Loma students take during their freshman and senior years at Point Loma.

Plan to do an internship (Freshman) * Plan to do an internship (Senior) Crosstabulation

			Plan to do an internship (Senior)			Total
			Do not plan to do	Plan to do	Done or in progress	
Plan to do an internship (Freshman)	Have not decided	Count	0	0	4	4
		Row %	0.0%	0.0%	100.0%	100.0%
	Plan to do	Count	5	1	25	31
		Row %	16.1%	3.2%	80.6%	100.0%
	Done	Count	1	0	0	1
		Row %	100.0%	0.0%	0.0%	100.0%
Total	Count	6	1	29	36	
	Row %	16.7%	2.8%	80.6%	100.0%	

Quality of interactions with other administrative staff (Freshman) * Quality of interactions with other administrative staff (Senior) Crosstabulation

			Quality of interactions with other administrative staff (Senior)					Total	
			2	3	4	5	6		Excellent
Quality of interactions with other administrative staff (Freshman)	3	Count	0	0	0	0	1	0	1
		Row %	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
	4	Count	1	2	1	1	0	1	6
		Row %	16.7%	33.3%	16.7%	16.7%	0.0%	16.7%	100.0%
	5	Count	0	0	0	4	1	5	10
		Row %	0.0%	0.0%	0.0%	40.0%	10.0%	50.0%	100.0%
	6	Count	0	1	2	3	4	3	13
		Row %	0.0%	7.7%	15.4%	23.1%	30.8%	23.1%	100.0%
	Helpful, Considerate, Flexible	Count	0	0	0	0	3	3	6
		Row %	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
Total	Count	1	3	3	8	9	12	36	
	Row %	2.8%	8.3%	8.3%	22.2%	25.0%	33.3%	100.0%	

This institution contributed to your acquiring of job/work related skills (Freshman) * This institution contributed to your acquiring of job/work related skills (Senior) Crosstabulation

			This institution contributed to your acquiring of job/work related skills (Senior)				Total
			Very little	Some	Quite a bit	Very much	
This institution contributed to your acquiring of job/work related skills (Freshman)	Very little	Count	1	1	0	1	3
		Row %	33.3%	33.3%	0.0%	33.3%	100.0%
	Some	Count	0	1	1	3	5
		Row %	0.0%	20.0%	20.0%	60.0%	100.0%
	Quite a bit	Count	0	3	6	10	19
		Row %	0.0%	15.8%	31.6%	52.6%	100.0%
	Very much	Count	0	0	3	4	7
		Row %	0.0%	0.0%	42.9%	57.1%	100.0%
Total	Count	1	5	10	18	34	
	Row %	2.9%	14.7%	29.4%	52.9%	100.0%	

The following crosstabs contain data from the Homegrown survey administered to panels of students every year during their time at Point Loma. In the crosstabs, we see the results of the freshman survey and the most recent response we have for any given student.

Enhanced analytical and logical thinking (Freshman) * Enhanced analytical and logical thinking (Most Recent Response) Crosstabulation

			Enhanced analytical and logical thinking (Most Recent Response)					Total
			Very much enhanced	Much enhanced	Enhanced	Not enhanced	N/A	
Enhanced analytical and logical thinking (Freshman)	Very much enhanced	Count	263	30	14	2	0	309
		Row %	85.1%	9.7%	4.5%	0.6%	0.0%	100.0%
	Much enhanced	Count	23	211	12	2	0	248
		Row %	9.3%	85.1%	4.8%	0.8%	0.0%	100.0%
	Enhanced	Count	2	5	76	0	1	84
		Row %	2.4%	6.0%	90.5%	0.0%	1.2%	100.0%
	Not enhanced	Count	0	0	0	5	0	5
		Row %	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
	N/A	Count	0	0	0	0	1	1
		Row %	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
Total	Count	288	246	102	9	2	647	
	Row %	44.5%	38.0%	15.8%	1.4%	0.3%	100.0%	

Enhanced writing (Freshman) * Enhanced writing (Most Recent Response) Crosstabulation

			Enhanced writing (Most Recent Response)					Total
			Very much enhanced	Much enhanced	Enhanced	Not enhanced	N/A	
Enhanced writing (Freshman)	Very much enhanced	Count	206	26	17	6	0	255
		Row %	80.8%	10.2%	6.7%	2.4%	0.0%	100.0%
	Much enhanced	Count	11	207	29	4	1	252
		Row %	4.4%	82.1%	11.5%	1.6%	0.4%	100.0%
	Enhanced	Count	5	14	112	3	0	134
		Row %	3.7%	10.4%	83.6%	2.2%	0.0%	100.0%
	Not enhanced	Count	0	1	2	3	0	6
		Row %	0.0%	16.7%	33.3%	50.0%	0.0%	100.0%
Total	Count	222	248	160	16	1	647	
	Row %	34.3%	38.3%	24.7%	2.5%	0.2%	100.0%	

Enhanced speaking (Freshman) * Enhanced speaking (Most Recent Response) Crosstabulation

			Enhanced speaking (Most Recent Response)				Total
			Very much enhanced	Much enhanced	Enhanced	Not enhanced	
Enhanced speaking (Freshman)	Very much enhanced	Count	198	20	18	3	239
		Row %	82.8%	8.4%	7.5%	1.3%	100.0%
	Much enhanced	Count	9	216	34	5	264
		Row %	3.4%	81.8%	12.9%	1.9%	100.0%
	Enhanced	Count	2	10	122	3	137
		Row %	1.5%	7.3%	89.1%	2.2%	100.0%
	Not enhanced	Count	0	1	2	4	7
		Row %	0.0%	14.3%	28.6%	57.1%	100.0%
Total	Count	209	247	176	15	647	
	Row %	32.3%	38.2%	27.2%	2.3%	100.0%	

Enhanced working with others (Freshman) * Enhanced working with others (Most Recent Response) Crosstabulation

			Enhanced working with others (Most Recent Response)					Total
			Very much enhanced	Much enhanced	Enhanced	Not enhanced	N/A	
Enhanced working with others (Freshman)	Very Much Enhanced	Count	179	40	12	2	0	233
		Row %	76.8%	17.2%	5.2%	0.9%	0.0%	100.0%
	Much Enhanced	Count	10	210	24	2	0	246
		Row %	4.1%	85.4%	9.8%	0.8%	0.0%	100.0%
	Enhanced	Count	5	15	136	3	1	160
		Row %	3.1%	9.4%	85.0%	1.9%	0.6%	100.0%
	Not Enhanced	Count	0	0	0	4	0	4
		Row %	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
Total	Count	194	265	172	11	1	643	
	Row %	30.2%	41.2%	26.7%	1.7%	0.2%	100.0%	

Enhanced use of technology (Freshman) * Enhanced use of technology (Most Recent Response) Crosstabulation

			Enhanced use of technology (Most Recent Response)					Total
			Very much enhanced	Much enhanced	Enhanced	Not enhanced	N/A	
Enhanced use of technology (Freshman)	Very Much Enhanced	Count	113	9	13	5	0	140
		Row %	80.7%	6.4%	9.3%	3.6%	0.0%	100.0%
	Much Enhanced	Count	7	185	20	9	1	222
		Row %	3.2%	83.3%	9.0%	4.1%	0.5%	100.0%
	Enhanced	Count	5	18	206	11	0	240
		Row %	2.1%	7.5%	85.8%	4.6%	0.0%	100.0%
	Not Enhanced	Count	1	3	6	31	0	41
		Row %	2.4%	7.3%	14.6%	75.6%	0.0%	100.0%
	N/A	Count	0	0	1	0	3	4
		Row %	0.0%	0.0%	25.0%	0.0%	75.0%	100.0%
Total	Count	126	215	246	56	4	647	
	Row %	19.5%	33.2%	38.0%	8.7%	0.6%	100.0%	

Enhanced problem solving (Freshman) * Enhanced problem solving (Most Recent Response) Crosstabulation

			Enhanced problem solving (Most Recent Response)				Total
			Very much enhanced	Much enhanced	Enhanced	Not enhanced	
Enhanced problem solving (Freshman)	Very Much Enhanced	Count	171	22	14	3	210
		Row %	81.4%	10.5%	6.7%	1.4%	100.0%
	Much Enhanced	Count	13	236	25	3	277
		Row %	4.7%	85.2%	9.0%	1.1%	100.0%
	Enhanced	Count	5	15	131	3	154
		Row %	3.2%	9.7%	85.1%	1.9%	100.0%
	Not Enhanced	Count	0	0	0	3	3
		Row %	0.0%	0.0%	0.0%	100.0%	100.0%
Total	Count	189	273	170	12	644	
	Row %	29.3%	42.4%	26.4%	1.9%	100.0%	

Enhanced learning on your own (Freshman) * Enhanced learning on your own (Most Recent Response) Crosstabulation

			Enhanced learning on your own (Most Recent Response)					Total
			Very much enhanced	Much enhanced	Enhanced	Not enhanced	N/A	
Enhanced learning on your own (Freshman)	Very Much Enhanced	Count	232	27	12	1	0	272
		Row %	85.3%	9.9%	4.4%	0.4%	0.0%	100.0%
	Much Enhanced	Count	21	192	18	0	1	232
		Row %	9.1%	82.8%	7.8%	0.0%	0.4%	100.0%
	Enhanced	Count	6	15	102	3	0	126
		Row %	4.8%	11.9%	81.0%	2.4%	0.0%	100.0%
	Not Enhanced	Count	0	2	0	13	0	15
		Row %	0.0%	13.3%	0.0%	86.7%	0.0%	100.0%
	N/A	Count	0	0	0	0	1	1
		Row %	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
Total	Count	259	236	132	17	2	646	
	Row %	40.1%	36.5%	20.4%	2.6%	0.3%	100.0%	

Enhanced knowledge integration (Freshman) * Enhanced knowledge integration (Most Recent Response) Crosstabulation

			Enhanced knowledge integration (Most Recent Response)				Total
			Very much enhanced	Much enhanced	Enhanced	Not enhanced	
Enhanced knowledge integration (Freshman)	Very Much Enhanced	Count	213	21	16	4	254
		Row %	83.9%	8.3%	6.3%	1.6%	100.0%
	Much Enhanced	Count	17	212	20	4	253
		Row %	6.7%	83.8%	7.9%	1.6%	100.0%
	Enhanced	Count	8	15	112	1	136
		Row %	5.9%	11.0%	82.4%	0.7%	100.0%
	Not Enhanced	Count	0	1	0	3	4
		Row %	0.0%	25.0%	0.0%	75.0%	100.0%
Total		Count	238	249	148	12	647
		Row %	36.8%	38.5%	22.9%	1.9%	100.0%

The following tables contain data from the surveys given to Point Loma alumni in 2005, 2012, and 2015.

Question	Year	Very Well (4)	Well (3)	Neutral (2)	Poorly (1)	Mean
In terms of your general education and coursework in your major, how well did PLNU prepare you for each of the following? Working inside the home	2015	18.1%	38.9%	39.1%	3.9%	2.71
	2012	16.9%	36.7%	39.7%	6.8%	2.64

Question	Year	Very Well (4)	Well (3)	Neutral (2)	Poorly (1)	Mean
In terms of your general education and coursework in your major, how well did PLNU prepare you for each of the following? Working outside the home	2015	38.8%	49.1%	6.4%	2.8%	3.24
	2012	35.1%	48.7%	13.3%	2.8%	3.16

Question	Year	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
I was well prepared with the skills necessary for the world of work.	2005	27.8%	48.3%	14.1%	7.1%	2.1%	0.6%
I was well prepared with the knowledge necessary for the world of work.	2005	27.6%	49.8%	15.2%	4.7%	2.1%	0.6%

Question	Year	Very much enhanced (4)	Much enhanced (3)	Enhanced (2)	Not enhanced (1)	Mean
How much were your abilities in the following areas enhanced by your total undergraduate experience at PLNU (in and out of the classroom)? Thinking analytically and logically	2015	39.0%	34.7%	24.1%	2.3%	3.10
	2012	31.8%	34.6%	28.6%	4.9%	2.93

Question	Major	Moderate	Minor	None
Level of impact of PLNU in: Developing critical thinking and analytical skills.	44.1%	47.4%	7.5%	1.0%

Question	Year	Very much enhanced (4)	Much enhanced (3)	Enhanced (2)	Not enhanced (1)	Mean
How much were your abilities in the following areas enhanced by your total undergraduate experience at PLNU (in and out of the classroom)? Writing effectively	2015	28.0%	36.6%	30.1%	5.3%	2.87
	2012	27.0%	31.9%	36.2%	5.0%	2.81

Question	Major	Moderate	Minor	None
Level of impact of PLNU in: Developing effective written communication.	42.4%	44.1%	11.7%	1.8%

Question	Year	Very much enhanced (4)	Much enhanced (3)	Enhanced (2)	Not enhanced (1)	Mean
How much were your abilities in the following areas enhanced by your total undergraduate experience at PLNU (in and out of the classroom)? Speaking effectively	2015	27.1%	38.3%	29.5%	5.1%	2.87
	2012	24.7%	32.5%	33.9%	8.8%	2.73

Question	Major	Moderate	Minor	None
Level of impact of PLNU in: Developing effective verbal communication.	40.9%	46.7%	10.3%	2.1%

Question	Year	Very much enhanced (4)	Much enhanced (3)	Enhanced (2)	Not enhanced (1)	Mean
How much were your abilities in the following areas enhanced by your total undergraduate experience at PLNU (in and out of the classroom)? Working effectively with others	2015	32.4%	39.2%	24.6%	3.8%	3.00
	2012	28.9%	36.3%	29.9%	4.9%	2.89

Question	Year	Very much enhanced (4)	Much enhanced (3)	Enhanced (2)	Not enhanced (1)	Mean
How much were your abilities in the following areas enhanced by your total undergraduate experience at PLNU (in and out of the classroom)? Using technology	2015	15.7%	27.6%	39.3%	17.4%	2.42
	2012	18.7%	25.0%	40.1%	16.2%	2.46

Question	Year	Very much enhanced (4)	Much enhanced (3)	Enhanced (2)	Not enhanced (1)	Mean
How much were your abilities in the following areas enhanced by your total undergraduate experience at PLNU (in and out of the classroom)? Solving problems	2015	29.4%	36.0%	30.7%	4.0%	2.91
	2012	24.2%	34.4%	35.8%	5.6%	2.77

Question	Year	Very much enhanced (4)	Much enhanced (3)	Enhanced (2)	Not enhanced (1)	Mean
How much were your abilities in the following areas enhanced by your total undergraduate experience at PLNU (in and out of the classroom)? Learning effectively on your own	2015	30.9%	41.1%	24.1%	4.0%	2.99
	2012	30.2%	36.1%	28.4%	5.3%	2.91

Question	Year	Very much enhanced (4)	Much enhanced (3)	Enhanced (2)	Not enhanced (1)	Mean
How much were your abilities in the following areas enhanced by your total undergraduate experience at PLNU (in and out of the classroom)? Integrating knowledge from many sources	2015	31.6%	39.9%	25.7%	2.8%	3.00
	2012	28.5%	38.0%	27.1%	6.3%	2.89

Conclusions Drawn from Data:

The following conclusions are drawn from questions that appear on the NSSE Survey given to Point Loma students in their freshman and senior year.

One question asks students if they plan to do or have already done an internship during their time at Point Loma. In their freshman year, a majority of students say that they plan to do an internship; by their senior year, the majority of these students say that an internship has already been done or is in progress. Because most students that do an internship complete it in their junior or senior year, this makes sense. Also, 93.5% of those who said that they planned to do an internship ended up actually doing it, which is a good percentage.

Another question asked to Point Loma students deals with how the students rate the quality of their interactions with administrative staff at the school. The responses are based on a scale from 1 (Unhelpful, Inconsiderate, Inflexible) to 7 (Helpful, Considerate, Flexible). In the freshman year, the responses were widely spread out; however, one response was chosen more often than the others. This was response option number 6, indicating a good level for quality of interactions with administrative staff. In the senior year, the most often selected response was 7, indicating that the interactions with administrative staff was excellent.

There is a question that asks students how much they feel that PLNU has contributed to their acquisition of job or work related skills. In the freshman year, the majority of students responded “Quite a bit”; in the senior year, the majority of students responded “Very much”. This means that the reality of how much PLNU contributed to students’ acquisition of job or work related skills exceeded their expectations from freshman year.

The following analyses are drawn from questions asked of then-current Point Loma students on the Homegrown Survey.

There is a question asking how much a student’s ability to think analytically and logically will be or is currently being enhanced by his or her total undergraduate experience. The response that is most often selected in the freshman year and the most recent response is “Very much enhanced”. Many people stick with their original freshman year response, but those who do change do not tend to move in any one direction. For instance, those who change their response from “Very much enhanced” always change it to a lower level of enhancement;

however, this makes sense because the only direction to move from “Very much enhanced” is the negative direction because it is the highest response option. Overall, it seems as though there is a generally positive response to this question, meaning that most Point Loma students feel that their undergraduate experience is enhancing their ability to think analytically and logically. This may be the case because, as one progresses through his or her time in college, he or she is obtaining more information and growing as a person overall.

There is a question which asks students how much they felt that their ability to write effectively will be or is currently being enhanced by their undergraduate experience. In the freshman year and the most recent response, the two most commonly selected responses were “Very much enhanced” and “Much enhanced”. Of those who changed their response from freshman year, a majority made a change in the negative direction, meaning that the reality of how much students’ writing abilities were enhanced did not meet the expectations that students had. This may be the case because students may expect that they are going to write a lot more than they actually do in college.

There is a question that asks students how much they feel that their undergraduate experience at PLNU is enhancing their ability to speak effectively. In the freshman year and the most recent response, the most commonly selected response was “Much enhanced”. Of those who changed their response from freshman year, a majority made a change in the negative direction. This means that students’ speaking abilities were not enhanced as much as they thought they would be due to their undergraduate experience at PLNU. When students are placed in a new environment, they may feel less comfortable with the idea of public speaking and thus they may not stretch themselves as much as they normally would.

There is a question about how much students feel that their undergraduate experience has enhanced their ability to work effectively with others; in this question, we see that a large majority of students do not change their opinion on how much their ability to work effectively with others will be or is currently being enhanced by their total undergraduate experience at Point Loma. Of those that do change their opinion between freshman year and their most recent response, we see that most of them are changing in a negative direction. This means that over time, Point Loma students feel that their undergraduate experience is not enhancing their ability to work effectively with others as much as it had been in the past. This could also mean that people’s expectations of how much PLNU would enhance their ability was much higher than their actual experience. Students may feel that it is harder to interact with others because they are in a new place and are away from the comforts of home and friends. Also, as one journeys through his or her college experience, one settles into a group of friends and is not being challenged as much in this area with the passage of time. On the positive side, we see that in the freshman year and the most recent response, the response that was chosen most commonly was “Much enhanced”, meaning that most often, students were selecting this response.

When asked how much their undergraduate experience at Point Loma was enhancing their ability to use technology, the response most often selected for freshmen and in the most recent response was “Enhanced”. This means that the expectations and the reality for enhanced technology use were the same. Of those who changed their response from freshman year, most made a change in the negative direction, but not enough did so to make the general spread of responses change that drastically.

When asked how much they felt that their undergraduate experience enhanced their problem solving abilities, the most often selected response in the freshman and most recent response surveys was “Much enhanced”. This means that students’ expectations and realities for how

much PLNU would enhance their problem solving abilities were the same. Of those who changed their response from freshman year, more made a change in the negative direction than in the positive direction.

There is a question that asks students how much they feel that their undergraduate experience at PLNU is having a positive impact on their ability to learn effectively on their own. In the freshman year and the most recent response, the most commonly selected response was “very much enhanced”. Of those who changed their response from freshman year, 62 made a change in the negative direction while 44 made a change in the positive direction. A reason for this negative change may be that, in group settings, students become more accustomed to working with others, decreasing their ability to learn on their own.

There is a question which is asking students how much their ability to integrate knowledge from many sources will be or is currently being enhanced by their total undergraduate experience at PLNU. The two most selected responses to this question in the freshman year and the most recent response are “Very much enhanced” and “Much enhanced”. Most people remain with the response that they gave freshman year, but those that do change do not tend to change in any one direction, either negative or positive. A reason for a change in the positive direction occur may be that through certain courses, students are being stretched to search for knowledge from a variety of sources in ways that they were not previously. A reason that students may move in the negative direction may be that they are beginning to rely solely on their textbooks or their professors for information in their courses.

The following analyses come from questions that are on a survey sent to Point Loma alumni.

When asked how well PLNU prepared them for working inside the home, the largest percentage of alumni in 2012 and 2015 responded “Neutral”. The percent who responded “Very Well” and “Well” increased from 2012 to 2015; also the percent who responded “Poorly” decreased from 2012 to 2015. The mean value increased slightly from 2012 to 2015 and indicates that in both years, alumni reported between “Neutral” and “Well” on average.

In 2012 and 2015, the largest group of reporting alumni said that they felt that their general education and coursework prepared them well for working outside the home. In 2005, the largest group of reporting alumni said that they agreed that they were well prepared with the skills and knowledge necessary for the world of work. Because the questions are not exactly the same between 2005 and 2012/2015, it is hard to make a direct comparison, but we can see that the results from the three different years are fairly similar. From 2012 to 2015, the percent who responded “Very Well” increased and the percent who responded “Neutral” decreased. The mean value increased from 2012 to 2015; in both 2012 and 2015, the mean values indicate that, on average, alumni felt that their general education and coursework prepared them well for working outside the home.

When asked how much their ability to think analytically and logically was enhanced by their total undergraduate experience, the largest group of alumni in 2012 responded “Much enhanced” and the largest group of alumni in 2015 responded “Very much enhanced”. In 2005, alumni were asked what level of impact PLNU had on the development of their critical thinking and analytical skills; the largest group responded that PLNU had a moderate impact on this ability. Although these questions are not exactly the same, we can try to compare them and, when we do, we observe that alumni in 2012 and 2015 may have felt as though their undergraduate experience caused a bigger impact for them in terms of their ability to think analytically and

logically. The percent who responded “Very much enhanced” increased from 2012 to 2015 and the percent who responded “Enhanced” and “Not enhanced” decreased from 2012 to 2015. The mean value increased from 2012 to 2015 and, when rounded, both mean values indicate that, on average, alumni felt that their ability to think analytically and logically was much enhanced.

In 2012, the largest group of respondents reported that they felt that their ability to write effectively was enhanced by their total undergraduate experience while in 2015, the largest group of respondents reported that their ability to do this was much enhanced by their total undergraduate experience. In 2005, the largest group of respondents reported that PLNU had a moderate level of impact in their development of effective written communication. There seems to be a general increasing trend in the amount of impact the PLNU undergraduate experience had on students’ effective writing skills. From 2012 to 2015, the percent who responded “Very much enhanced” and “Much enhanced” increased while the percent who responded “Enhanced” decreased. The mean value increased slightly from 2012 to 2015, indicating that, on average, alumni felt that their ability to write effectively was either enhanced or much enhanced by their total undergraduate experience.

When asked how much their ability to speak effectively was enhanced by their total undergraduate experience, the largest percent of alumni in 2012 responded “Enhanced” and the largest percent of alumni in 2015 responded “Much enhanced”. In 2005, the largest percent of alumni reported that PLNU had a moderate level of impact on their development of effective verbal communication. Because the questions and response options are not exactly the same between 2005 and 2012/2015, it is hard to make a direct comparison; however, we can see that there seems to be a trend in which the level of enhancement in effective speaking is increased throughout the years. From 2012 to 2015, the percent who responded “Very much enhanced” and “Much enhanced” increased while the percent who responded “Enhanced” and “Not enhanced” decreased. The mean value increased from 2012 to 2015 as well; in both years, the rounded mean value indicates that, on average, alumni felt that their total undergraduate experience much enhanced their ability to speak effectively.

In 2012 and 2015, the largest percent of alumni reported that they felt that their total undergraduate experience at PLNU much enhanced their ability to work effectively with others. From 2012 to 2015, the percent who responded “Very much enhanced” and “Much enhanced” increased while the percent who responded “Enhanced” and “Not enhanced” decreased. The mean value increased from 2012 to 2015; however, when rounded, both years are the same value and indicate that, on average, alumni felt that their total undergraduate experience at PLNU much enhanced their ability to work effectively with others.

When asked about how much their total undergraduate experience enhanced their ability to use technology, the largest percentage in both 2012 and 2015 responded “Enhanced”. The percent who responded “Very much enhanced” decreased from 2012 to 2015 while the percent who responded “Much enhanced” and “Not enhanced” increased. The mean value decreased slightly from 2012 to 2015 as well; however, both mean values are very similar and indicate that alumni felt that their ability to use technology was either enhanced or much enhanced by their total undergraduate experience.

In 2012, the largest percent of alumni reported that they felt that their total undergraduate experience enhanced their ability to solve problems, while in 2015, the largest percent of alumni reported that they felt that their total undergraduate experience much enhanced their ability to solve problems. From 2012 to 2015, the percent who responded “Very much enhanced” and

“Much enhanced” increased while the percent who responded “Enhanced” and “Not enhanced” decreased. The mean value increased from 2012 to 2015 as well; however, both mean values are very similar and, when rounded, indicate that on average, alumni reported that their total undergraduate experience much enhanced their ability to solve problems.

When asked how much they felt that their total undergraduate experience enhanced their ability to learn effectively on their own, the largest percent of respondents from 2012 and 2015 reported “Much enhanced”. From 2012 to 2015, the percent who responded “Much enhanced” increased while the percent who responded “Enhanced” and “Not enhanced” decreased. The mean value increased from 2012 to 2015 and indicates that, on average, alumni feel that their total undergraduate experience much enhanced their ability to learn effectively on their own

In 2012 and 2015, the largest percent of respondents reported that they felt that their undergraduate experience much enhanced their ability to integrate knowledge from many sources. From 2012 to 2015, the percent who responded “Very much enhanced” and “Much enhanced” increased while the percent who responded “Enhanced” and “Not enhanced” decreased. The mean value increased from 2012 to 2015 and in both years it indicates that, on average, alumni reported that their undergraduate experience much enhanced their ability to integrate knowledge from many sources.

The following is a summary of the data presented above:

One of the Standard Learning Outcomes that Student Development is interested in is called Practical Competence and it has to do with students “[engaging] in practical skill-building experiences in preparation for one’s vocation”. As undergraduates, a majority of freshmen report that they plan to do an internship; then, as seniors, a majority report that they have done or are currently doing an internship. Students also rate their interactions with administrative staff to be very good or excellent. They felt that PLNU was contributing either quite a bit or very much to their acquisition of job and work related skills. The alumni reported similar results when they either felt neutral about or agreed with the statement that PLNU prepared them well for working inside the home and either well or very well for working outside the home. They also agreed that they were prepared with the skills and knowledge necessary for the world of work. The current students reported that they felt their analytical and logical thinking skills and their ability to learn on their own were being very much enhanced; their writing, speaking, and problem solving skills and ability to work well with others and integrate knowledge from many sources were being much enhanced; and their ability to use technology was being enhanced by their undergraduate experience at PLNU. The results were much the same for the alumni who felt that all of the above skills and abilities were wither enhanced, much enhanced, or very much enhanced by their PLNU undergrad experience. Overall, the results from the NSSE, Homegrown, and WASC Surveys provide positive results for Point Loma in how much its students gained practical skills for post-grad life. This is very important as Point Loma’s mission statement is “to teach, shape, and send” its students; it wants to make sure that it is equipping its students well for the world they will enter into after they graduate.

Changes to be Made Based on Data:

The data are noticeably positive and can be used to justify the continued support of programs and departments that are offering students the practical opportunities and interactions needed as they prepare for their vocations and the world of the workplace.