

# **Personal Growth 2003**

## **ACT Senior Exit Survey Results**

**Report prepared: June, 2005**

### **Learning Outcome**

The academic and co-curricular experiences of students at the University of La Verne will lead to personal growth and development.

### **Method**

The ACT Senior Exit Survey was administered to samples of Freshman Entry and Transfer Entry students in 2003 who were registered in Senior Seminar classes at the main campus and at off campus sites.

Items dealing with personal growth were identified and analyzed. These were the same items identified for assessment purposes in the 1998 administration of the ACT Senior Exit Survey.

### **Findings**

Generally speaking, ULV responses tended to be more favorable than the comparison group of National Privates.

Although, there were some differences between transfer (Off-campus and on-campus combined) and freshman entry students, the pattern of discrepancies between ULV's contribution and their growth or perceived importance were quite similar. However, the discrepancies appear to be more prominent among the Freshman Entry students. The entire list of Personal Growth items is presented below.

The findings indicate that ULV could better contribute to student growth in the following areas:

1. Identifying long term life goals and coping with change as they occur
2. Learning to manage personal finances
3. Developing self-confidence and enhancing social skills to relate to others
4. Learning ways to maintain physical and emotional wellbeing

### **Action recommendations**

1. The career center could conduct targeted outreach to help seniors, especially traditional age students, develop long-term life and career plans, besides learning job-search skills.
2. Train faculty advisors to engage students in long-term career planning

3. Offer workshops for students to advance basic financial literacy
4. Increase the frequency of outreach by the counseling center and student services to promote emotional wellness, interpersonal self-confidence and physical fitness skill

**Dissemination and Action Planning**

During the 2006-2007 academic year this information will be shared during luncheon meetings with stakeholder, such as students, faculty, student affairs officers, and University Counseling Center staff, to develop action plans.

Table 1  
 Percentage of responses of ULV Seniors (02-03) on items related to **Personal Growth** at ULV by **entry status**, compared to the ACT norms of national private universities

ACT Items	ULV Freshman Entry n=53	ULV Transfer Entry n=196	National Privates
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12. Learning to formulate and re-shape my lifetime goals			
(Importance: Very Great/Great) (II-A12)	75	77	73
(Progress: Very Much/Much) (II-A12)	55	69	58
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18. Discovering productive and rewarding uses of my talents and leisure time			
(Importance: Very Great/Great) (II-A18)	62	69	64
(Progress: Very Much/Much) (II-A18)	46	52	45
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19. Learning principles for improving physical and mental health			
(Importance: Very Great/Great) (II-A19)	71	66	64
(Progress: Very Much/Much) (II-A19)	48	48	43
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6. My experiences here have helped motivate me to make something of my life			
(Strongly Agree/Agree)(II-C6)	71	76	71
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8. I am proud of my accomplishments at this college			
(Strongly Agree/Agree)(II-C8)	89	95	82
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4. Improving my ability to relate to others			
(Personal Growth: Very Much/Much) (II-D4)	77	73	69
(College Contribution: Very Great/Great) (II-D4)	43	59	52
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5. Preparing to cope with changes as they occur (e.g. in career, relationships, lifestyle)			
(Personal Growth: Very Much/Much) (II-D5)	66	74	67

(College Contribution: Very Great/Great) (II-D5)	34	56	46
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6. Developing leadership skills			
(Personal Growth: Very Much/Much) (II-D6)	68	76	67
(College Contribution: Very Great/Great) (II-D6)	49	65	52
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20. Developing a sense of purpose, value, and meaning for my life			
(Personal Growth: Very Much/Much) (II-D20)	78	75	68
(College Contribution: Very Great/Great) (II-D20)	50	52	45
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21. Learning how to manage finances (personal, family, or business)			
(Personal Growth: Very Much/Much) (II-D21)	59	63	57
(College Contribution: Very Great/Great) (II-D21)	48	40	34
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24. Acquiring appropriate social skills for use in various situations			
(Personal Growth: Very Much/Much) (II-D21)	74	71	64
(College Contribution: Very Great/Great) (II-D24)	47	62	47
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28. Setting long-term or “life” goals			
(Personal Growth: Very Much/Much) (II-D28)	72	79	68
(College Contribution: Very Great/Great) (II-D28)	45	61	50
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29. Constructively expressing both emotions and ideas			
(Personal Growth: Very Much/Much) (II-D29)	68	66	61
(College Contribution: Very Great/Great) (II-D29)	43	52	44
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30. Understanding myself, my talents, and my interests			
(Personal Growth: Very Much/Much) (II-D30)	79	71	66
(College Contribution: Very Great/Great) (II-D30)	49	57	46
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31. Developing self-confidence			
(Personal Growth: Very Much/Much) (II-D31)	74	73	67
(College Contribution: Very Great/Great) (II-D31)	49	60	49

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32. Becoming more willing to change and learn new things

(Personal Growth: Very Much/Much) (II-D32)	77	74	68
(College Contribution: Very Great/Great) (II-D32)	53	60	52

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A1. Intellectual Growth (Acquiring Knowledge, Skills, Ideas, Concepts, Analytical Training)

(Very Great/Great)(IV-A1)	81	83	72
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A2. Personal Growth (Developing Self-Understanding, Self-Discipline, and Mature Attitudes, Values, and Goals)

(Very Great/Great)(IV-A2)	62	76	65
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A3. Social Growth (Understanding Others and Their Views, Adapting Successfully to a Variety of Social Situations)

(Very Great/Great)(IV-A3)	61	75	62
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A4. Preparation for Further Study

(College Contribution: Very Great/Great) (IV-A4)	71	76	65
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A5. Preparation for Career

(College Contribution: Very Great/Great) (IV-A4)	59	70	64
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2. Required courses *outside* my area of specialization helped me...develop as a “whole person”

(Strongly Agree/Agree) (II-B2)	72	72	67
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1. This college has helped me meet the goals I came here to achieve

(Strongly Agree/Agree) (II-C1)	87	89	77
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