



THE SPIRITUAL LIFE STORY OF CONCORDIA UNIVERSITY ANN ARBOR

October 2019



MISSION INSIGHTS
Insights that fuel innovation

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PROLOGUE: UNDERSTANDING YOUR STORY

Goal: To start with an overview of how to view and interpret the spiritual life story of your school

GOD'S FIRST QUESTION

God's first question appears in Genesis 3:9 when He asks Adam,

Where are you?

He's not asking about Adam's physical location. Instead he's probing Adam's shame and confusion resulting from his disobedience by asking, "Where are you, Adam, (inferring) in relationship to me?"

This Scripture is the hallmark of the University Spiritual Life Survey because it reflects the heart of the survey's two goals:

- In the Student Profile, to answer God's first question for your students to give you a snapshot of their spiritual health.
- In the School Support, to identify high-potential opportunities for the school to help deepen students' relationship with God.



TWO PIECES OF ADVICE

IT'S ABOUT YOUR STUDENTS

Remember that this report is more about your **students** than your school.

- When they first came to your school, your students brought with them a lifetime of spiritual experiences, biases, beliefs, and habits that had nothing to do with you.
- The intent of this survey is to measure the impact of their spiritual history, plus their experiences with your school, on their current relationship with God.

NUMBERS TELL A STORY

Find your story in the numbers.

- This report contains many numbers.
- Please don't get bogged down by them.
- Look instead for themes—the one or two big issues reinforced across multiple slides that will catapult the spiritual growth of your students if you address them.





CHAPTER 1: BACKGROUND & DEMOGRAPHICS

Goal: For you to get a picture of who responded to the Spiritual Life Survey.

CONCORDIA UNIVERSITY ANN ARBOR: BACKGROUND

Spiritual Life Survey Approach

- The University Spiritual Life Survey captures insights for school leaders on the spiritual health of their students and the role the school plays in their spiritual growth.
- It includes over 50 questions about a student's spiritual attitudes, beliefs, and behaviors as well as the importance and satisfaction with the school meeting various spiritual growth needs.
- The survey is fielded on a web-only platform. Participation is voluntary.

Spiritual Life Survey Results

- Concordia University Ann Arbor responses = 478 (55% of your university enrollment)



CONCORDIA UNIVERSITY ANN ARBOR: DEMOGRAPHICS

Gender



Male Female

Class



Freshmen Sophomores Juniors Seniors

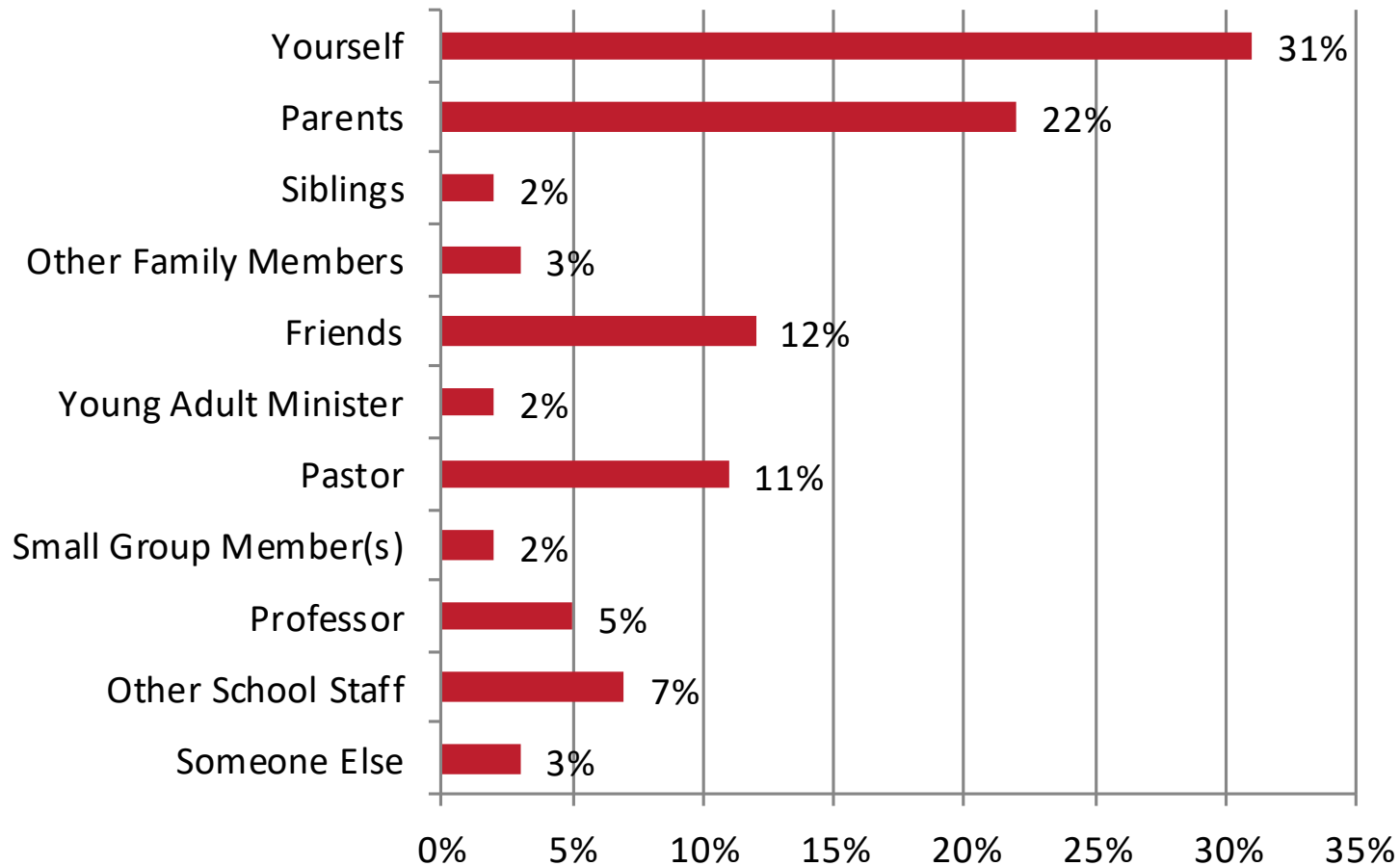


CONCORDIA UNIVERSITY ANN ARBOR: STUDENT-INDICATED CHURCH AFFILIATION

Church Denomination:	Total
Association of Vineyard	0%
Assemblies of God	0%
Baptist	8%
Brethren/Mennonite	0%
Christian Reformed/ Reformed Church	2%
Christian & Missionary Alliance	2%
Church of Christ	2%
Church of God	2%
Episcopalian	0%
Evangelical Free	1%
Lutheran	38%
Base:	396

Church Denomination:	Total
Methodist	3%
Nazarene	1%
Orthodox	0%
Presbyterian	3%
Roman Catholic	14%
Seventh Day Adventist/ Adventist	1%
United Church of Christ	0%
Wesleyan	0%
Non-Denominational	15%
Other	3%
I am not sure	5%
Base:	396

CONCORDIA UNIVERSITY ANN ARBOR: STUDENT'S BIGGEST INFLUENCE ON SPIRITUAL GROWTH





MISSION INSIGHTS
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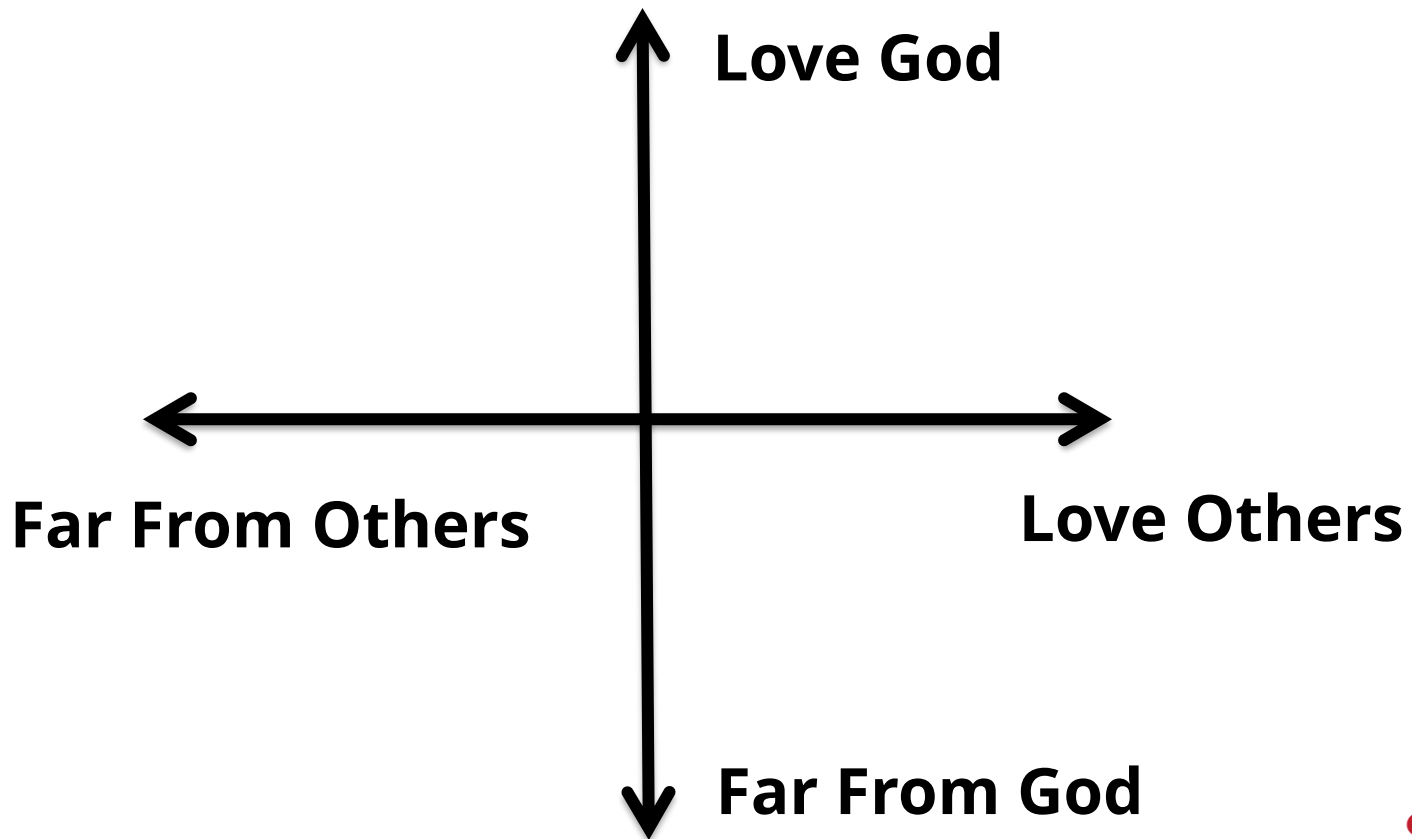
CHAPTER 2: SPIRITUAL JOURNEY

Goal: For you to get a broad understanding of ...

Where are you?

TWO DIMENSIONS OF SPIRITUAL VITALITY

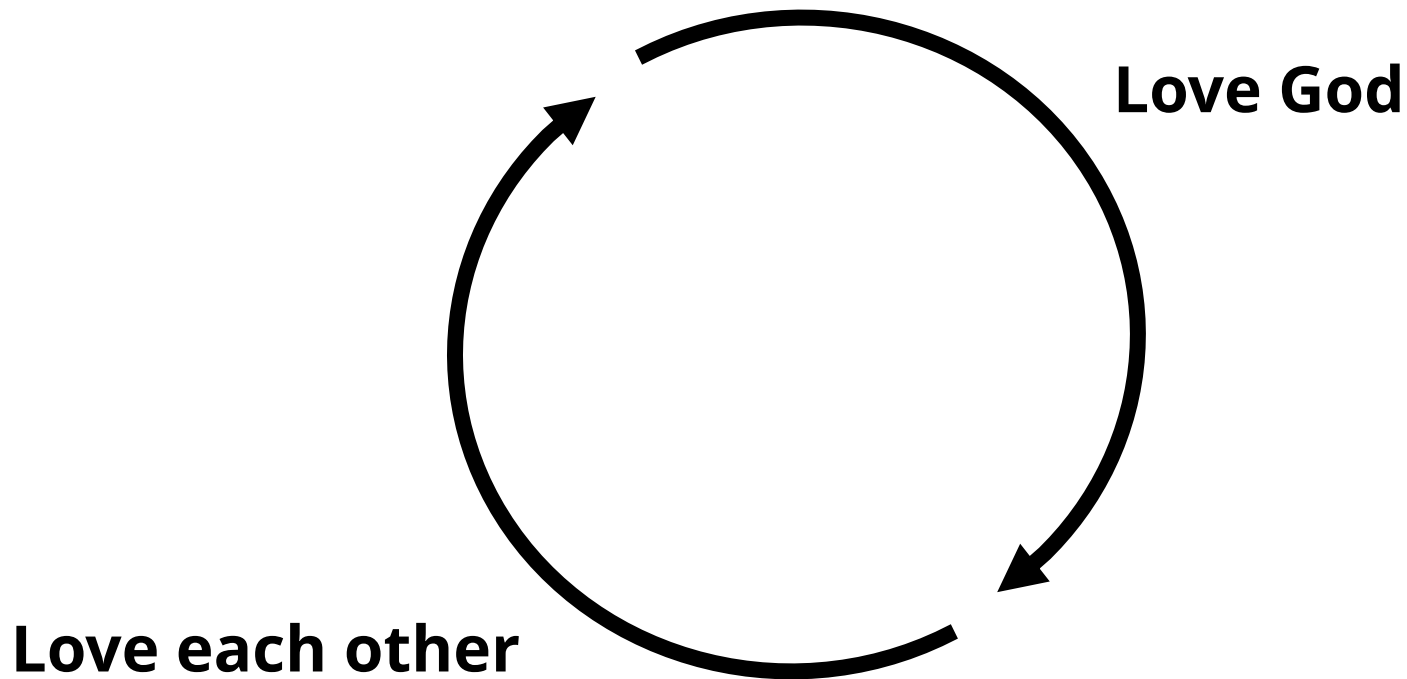
There is a vertical dimension to our life (that is, loving God) and a horizontal dimension to our life (that is, loving others).



Source: Connecting Church – Randy Frazee

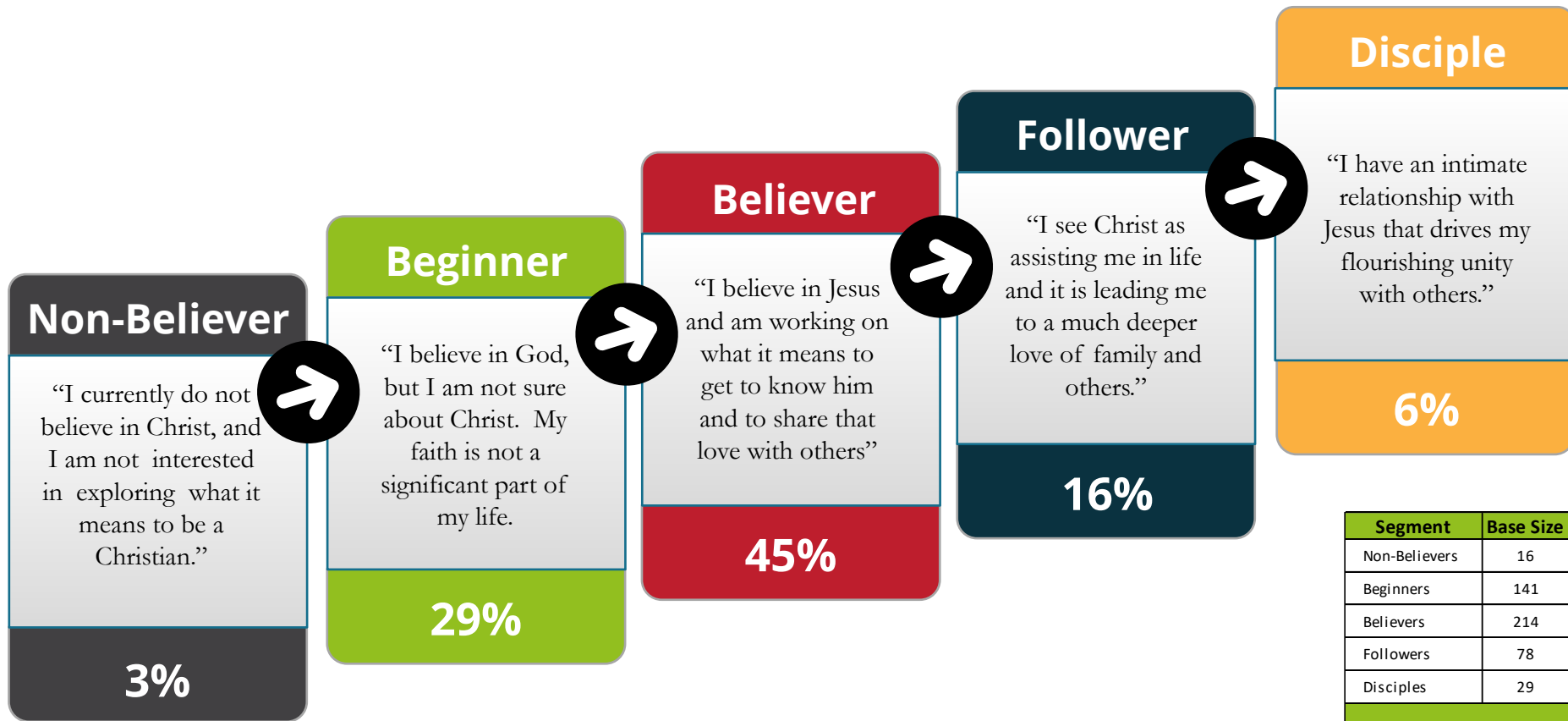
GROWING IN SPIRITUAL VITALITY

Loving God and loving each other are not mutually exclusive. Rather, they feed off each other to produce the end objective - becoming a disciple.



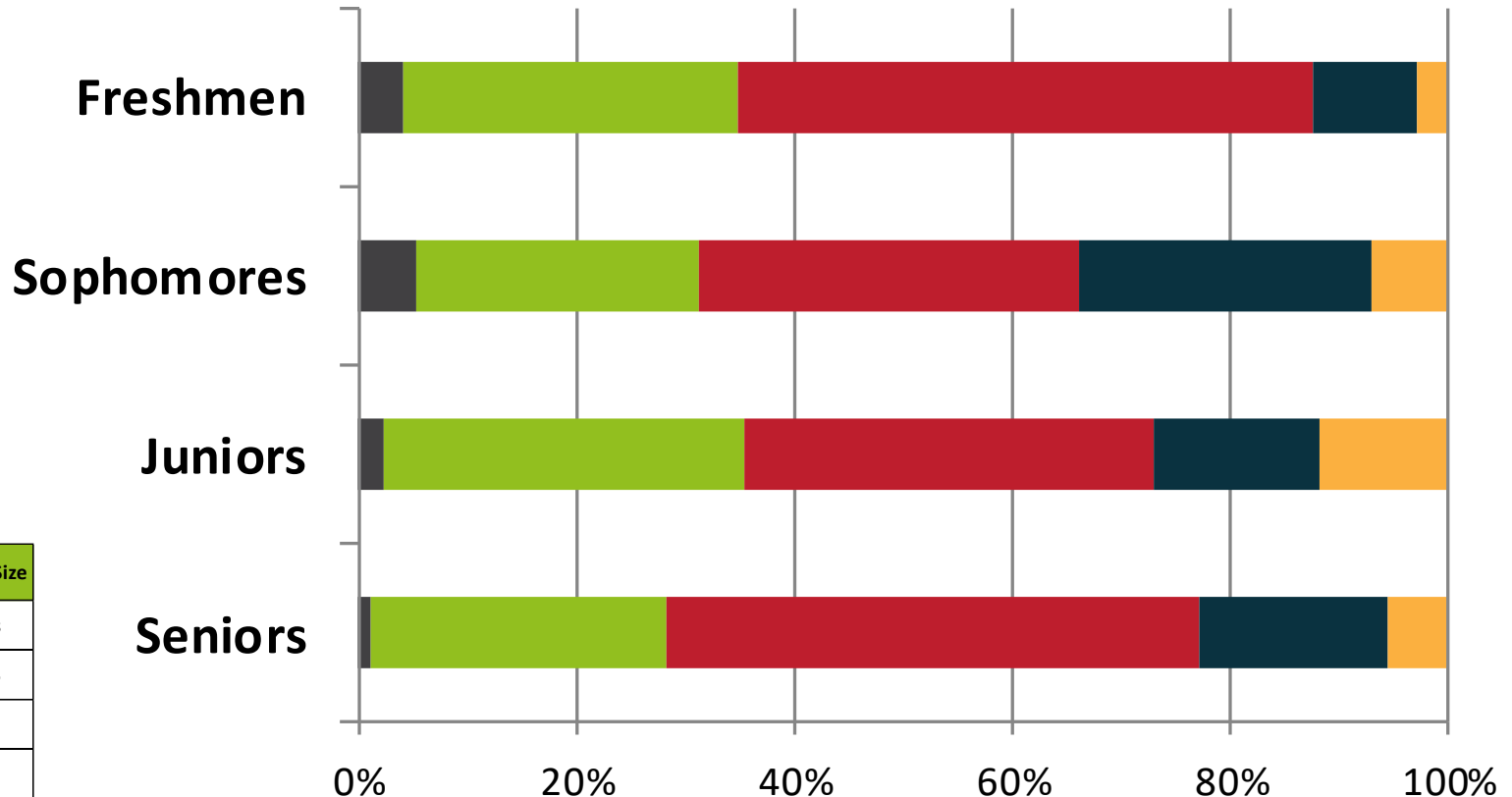
Source: Connecting Church – Randy Frazee

CONCORDIA UNIVERSITY ANN ARBOR: SPIRITUAL CONTINUUM PROFILE



CONCORDIA UNIVERSITY ANN ARBOR: SPIRITUAL CONTINUUM PROFILE BY CLASS

■ Non-Believer ■ Beginner ■ Believer ■ Follower ■ Disciple



Class	Base Size
Freshmen	178
Sophomores	115
Juniors	93
Seniors	92

STUDENT SPIRITUAL VITALITY GAUGE

The Student Spiritual Vitality Gauge (StVG) was developed to provide a comprehensive measure of students' spiritual growth. The specific statements included in the StVG were chosen from 30 possible Christian Life Profile items (CLP) to represent:

1. Spiritual Beliefs
2. Spiritual Practices
3. Faith in Action

The items selected were those found to be most discriminating between students in different stages of spiritual maturity in a discriminant function analysis.

In essence, this single number score allows campus ministers and administrators to assess the impact of the school on student spiritual formation and to evaluate programming changes.

KEY COMPONENTS OF THE STVG

SPIRITUAL BELIEFS

- To what level do students agree with the core Christian belief of the Trinity?
- How much do students believe that they exist to know, love and serve God?
- Finally, to what extent do students believe that God is actively involved in their life?

SPIRITUAL PRACTICES

- Are students seeking to grow closer to God in prayer?
- Do they study the Bible on their own?
- Are they willing to allow other Christians to hold them accountable for their actions?

FAITH IN ACTION

- How much are students willing to risk everything that is important in their life for Jesus Christ?
- Do students agree that God's grace enables them to forgive people who have hurt them?
- Are they using their spiritual gifts to fulfill God's purpose?

CONCORDIA UNIVERSITY ANN ARBOR: STUDENT SPIRITUAL VITALITY GAUGE

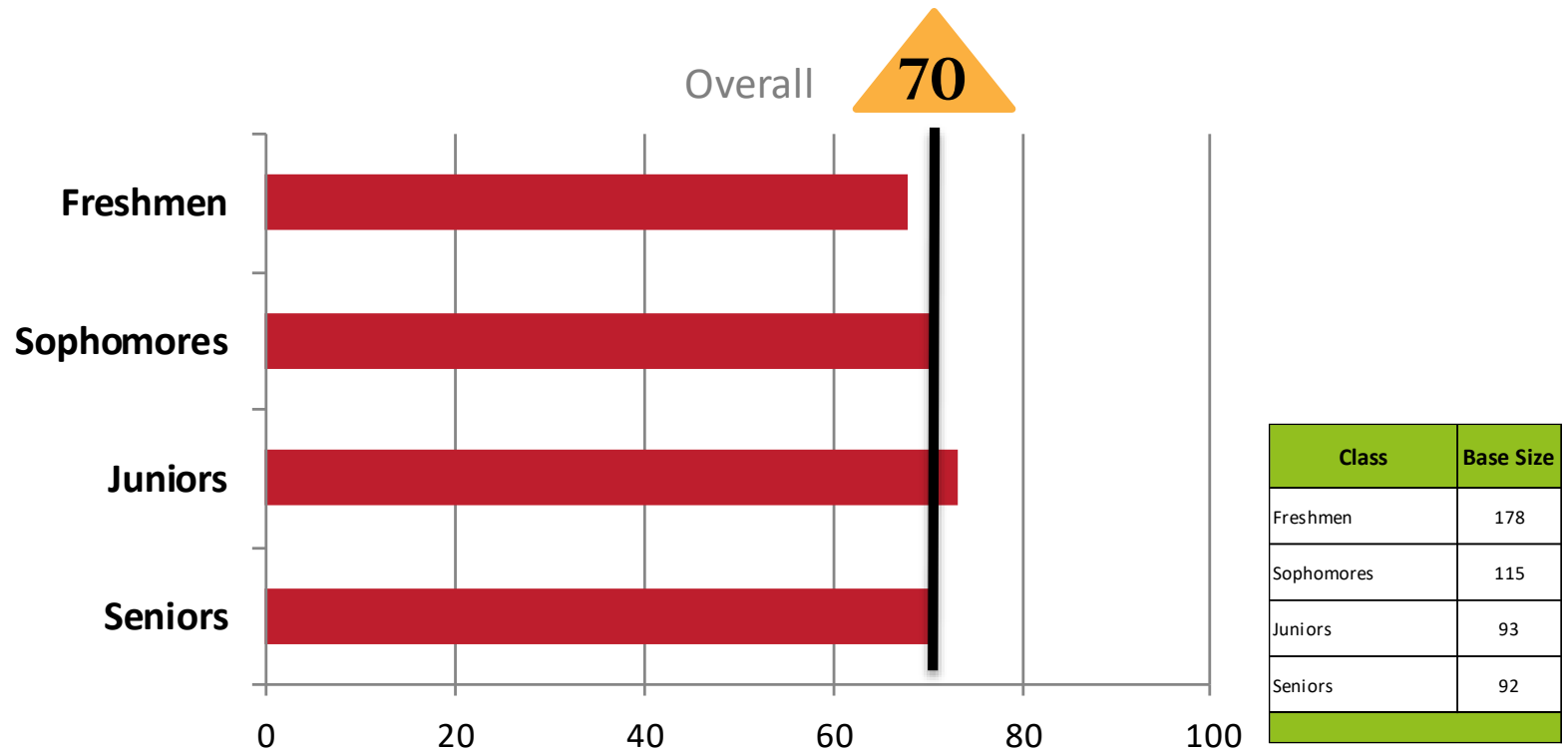
How the StVG is Calculated

In calculating the StVG, all nine items were given equal weight. The numerical scores for each student's responses to the nine items were summed and then divided by the total possible score for this set of items.

The resulting decimal was converted to a percentage and averaged across all students to produce a score that represents the school's StVG on a scale of 0 to 100.

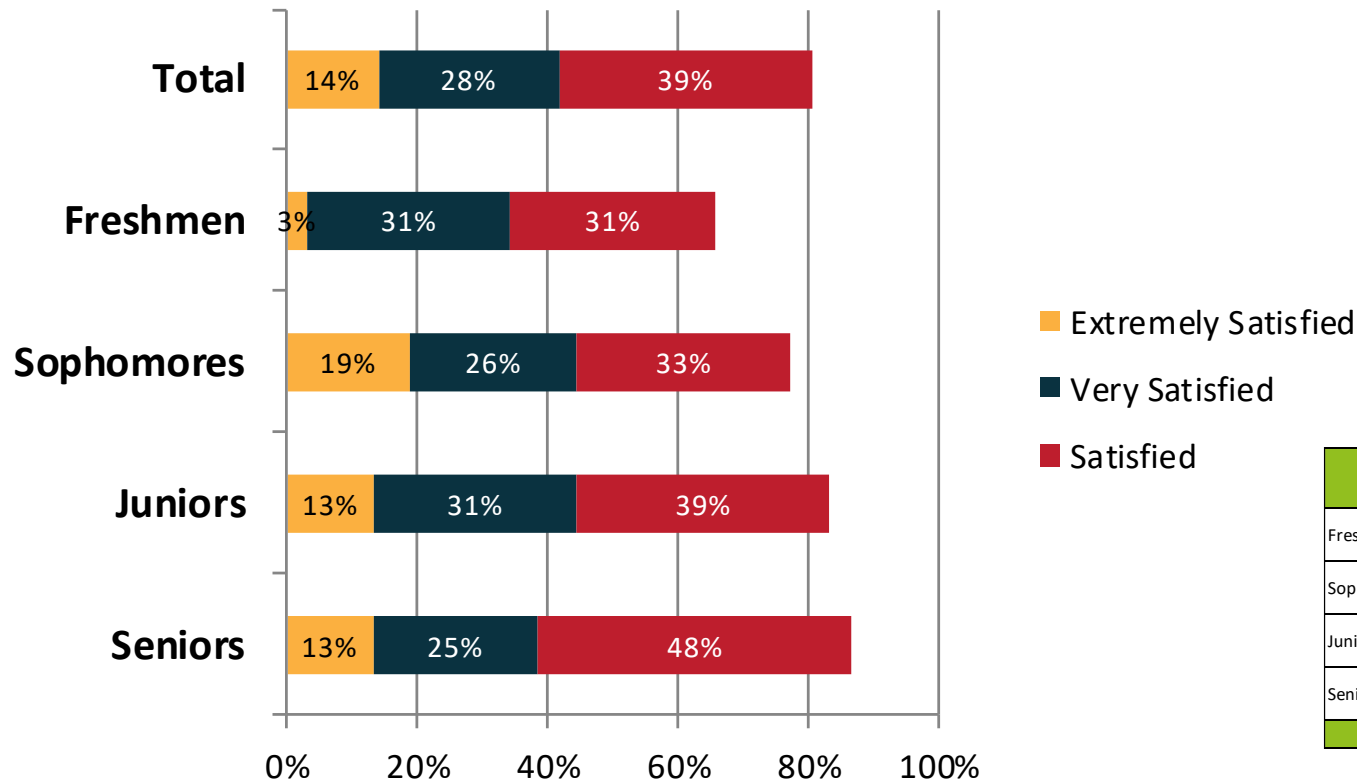


CONCORDIA UNIVERSITY ANN ARBOR: STUDENT SPIRITUAL VITALITY GAUGE BY CLASS



CONCORDIA UNIVERSITY ANN ARBOR: RETURNING STUDENTS' SATISFACTION

SCHOOL'S ROLE IN SPIRITUAL GROWTH BY CLASS



Class	Base Size
Freshmen	32
Sophomores	101
Juniors	90
Seniors	91

SCHOOL SUPPORT

The University Spiritual Life Survey not only collects information on where students are spiritually, it also endeavors to identify high-potential opportunities for a school to help deepen students' relationship with God.

Five Foundational Areas

The survey specifically targets five foundational areas in which a school can encourage, equip and support making disciples:

1. Overall Spiritual Journey
2. Spiritual Beliefs
3. Spiritual Practices
4. Spiritual Relationships
5. Faith-In-Action

Students indicate how important each foundational area is to their spiritual life and how effective the school is at ministry in that area by evaluating specific focal attributes of each foundational area.

SCHOOL SUPPORT, CONTINUED

For example, in the foundational area of “Overall Spiritual Journey” are the following five focal attributes:

- A1: Helps me develop a personal relationship with Christ
- A2: Challenges me to grow and take next steps spiritually
- A3: Has teachers/faculty that model and consistently reinforce how to grow spiritually
- A4: Encourages me to take personal responsibility for my own spiritual growth
- A5: Provides opportunities to build meaningful relationships with others who support my spiritual journey

UNDERSTANDING SCHOOL SUPPORT

New students are only asked about importance because they have not been on campus long enough to evaluate the effectiveness of the school on these attributes. Consequently, two separate analyses are conducted.

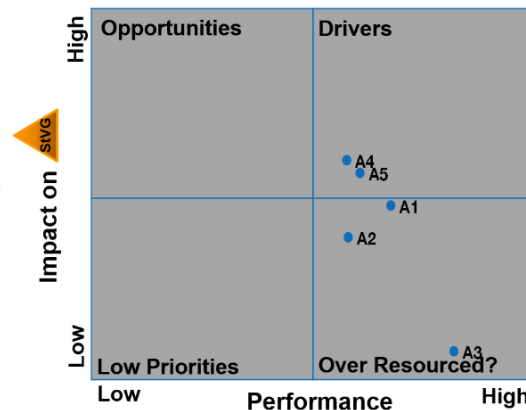
NEW STUDENTS

RETURNING STUDENTS

Priority Analysis – Helps prioritize those focal attributes valued by more spiritually mature new students.

University Support of One's Spiritual Journey (Importance)	Total		Beginner/ Believer		Follower/ Disciple	
	Beta Weight	Rank	Beta Weight	Rank	Beta Weight	Rank
A1: Helps me develop a personal relationship with Christ	-1	17	-5	20	-181	24
A2: Challenges me to grow and take next steps spiritually	-25	24	-23	24	217	3
A3: Has teachers/faculty that model and consistently reinforce how to grow spiritually	-13	22	2	16	29	14
A4: Encourages me to take personal responsibility for my own spiritual growth	19	6	16	7	82	10
A5: Provides opportunities to build meaningful relationships with others who support my spiritual journey	29	3	22	4	72	13

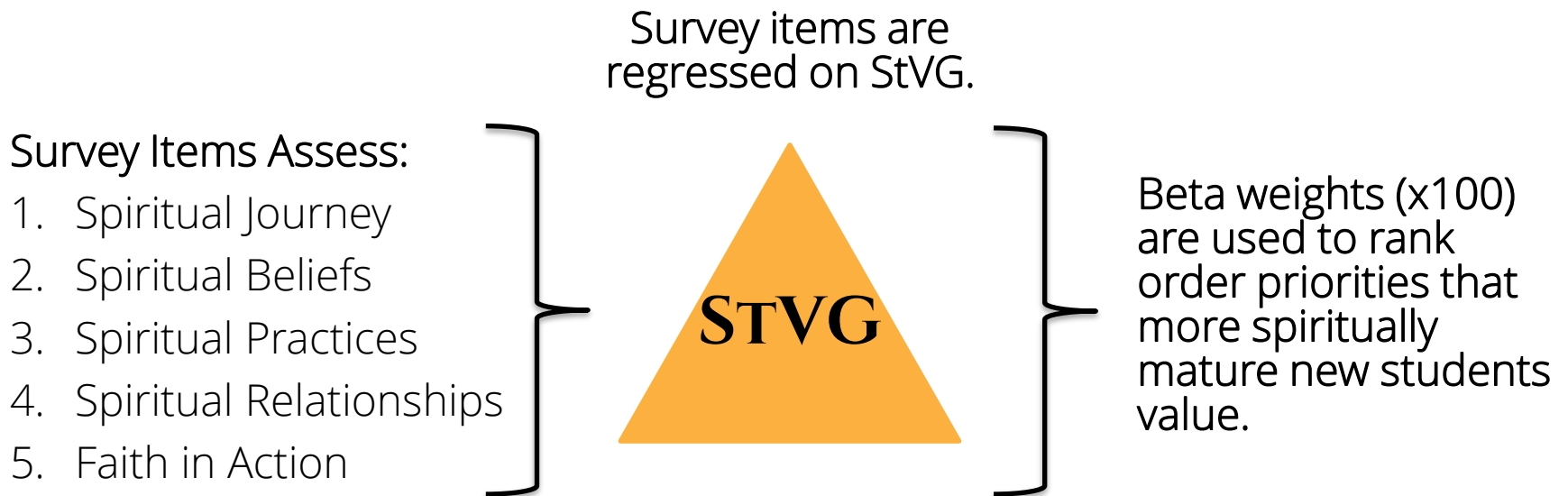
Quadrant Analysis – Helps identify which focal attributes are areas of strength and which ones might need improvement based on responses from returning students.



NEW STUDENTS' PRIORITY ANALYSIS CALCULATION

The priority analysis results from the following:

Priority = Importance of school spiritual growth priorities effect on the Student Spiritual Vitality Gauge (StVG).



PRIORITY ANALYSIS SURVEY ITEMS

SPIRITUAL JOURNEY

- A1: Helps me develop a personal relationship with Christ
- A2: Challenges me to grow and take next steps spiritually
- A3: Has teachers/faculty that model and consistently reinforce how to grow spiritually
- A4: Encourages me to take personal responsibility for my own spiritual growth
- A5: Provides opportunities to build meaningful relationships with others who support my spiritual journey

SPIRITUAL BELIEFS

- B1: Helps me practice talking about my faith
- B2: Teaches me the words, stories and key messages of my faith
- B3: Inspires me to make my faith an active part of my life
- B4: Provides worthwhile suggestions on how to work through barriers in my faith development
- B5: Helps me process doubts that I might have about my faith in a constructive way

SPIRITUAL PRACTICES

- C1: Helps me understand the Bible in greater depth
- C2: Helps me develop a prayer life that connects me with God regularly
- C3: Helps me learn how to develop quiet time when I can listen to God
- C4: Provides a school chapel service that helps you grow spiritually
- C5: Provides a school chapel service which is challenging and thought provoking
- C6: Provides a school chapel service with “next steps” – things I can do in response to the service

PRIORITY ANALYSIS SURVEY ITEMS

SPIRITUAL RELATIONSHIPS

- D1: Helps me in my time of emotional need
- D2: Helps me develop relationships that encourage accountability
- D3: Helps me feel like I belong
- D4: Helps me develop relationships that provide a safe place to process the issues I am facing in my life
- D5: Helps me develop relationships that provide guidance for better decision making in my life
- D6: Helps me develop relationships that provide an opportunity for others to directly pray for me

FAITH IN ACTION

- E1: Provides opportunities for me to serve those in need
- E2: Creates a serving culture that is so impactful that it is widely recognized by others
- E3: Encourages me to seek serving opportunities outside those provided at school
- E4: Gives me an opportunity to serve in an area I am passionate about
- E5: Allows me to use and develop my spiritual gifts

CONCORDIA UNIVERSITY ANN ARBOR: SUPPORT OF ONE'S SPIRITUAL JOURNEY

New Students Only

University Support of One's Spiritual Journey (Importance)	Total		Beginner/ Believer		Follower/ Disciple *	
	Beta Weight	Rank	Beta Weight	Rank	Beta Weight	Rank
A1: Helps me develop a personal relationship with Christ	-3	19	1	16		
A2: Challenges me to grow and take next steps spiritually	0	17	6	13		
A3: Has teachers/faculty that model and consistently reinforce how to grow spiritually	7	13	-2	18		
A4: Encourages me to take personal responsibility for my own spiritual growth	11	8	16	8		
A5: Provides opportunities to build meaningful relationships with others who support my spiritual journey	-2	18	-13	22		



= Ranked in Top 5

* Not enough records to report results

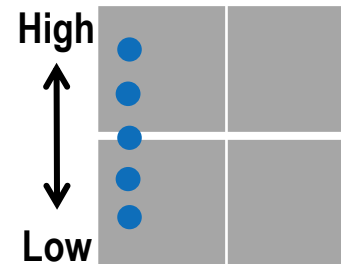
Segment	Base Size
Beginners/Believers	132
Followers/Disciples	25



RETURNING STUDENTS: QUADRANT ANALYSIS CALCULATION – TWO STEPS

The quadrant analysis results from the following questions/techniques:

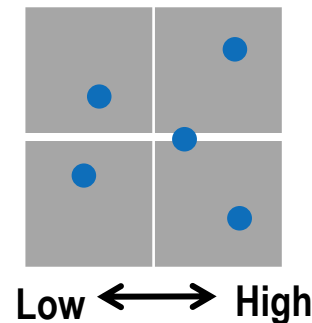
1. How **impactful** is this school benefit on students' growth?
 - Impact = effect on Student Spiritual Vitality Gauge (StVG)



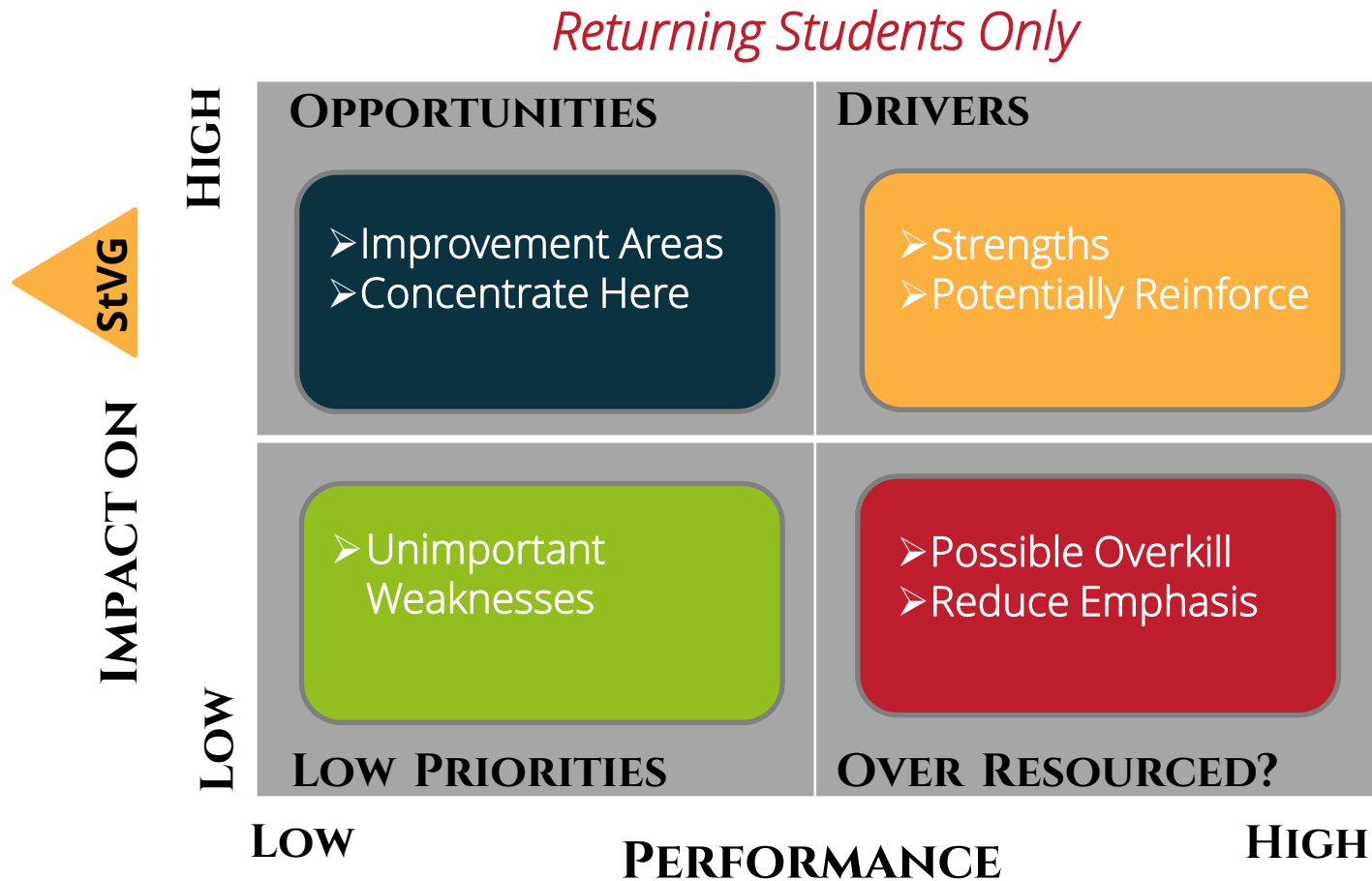
Regression of school benefits on



2. How **satisfied** students are with the school on this benefit?
 - Performance = number of standard deviations from the mean

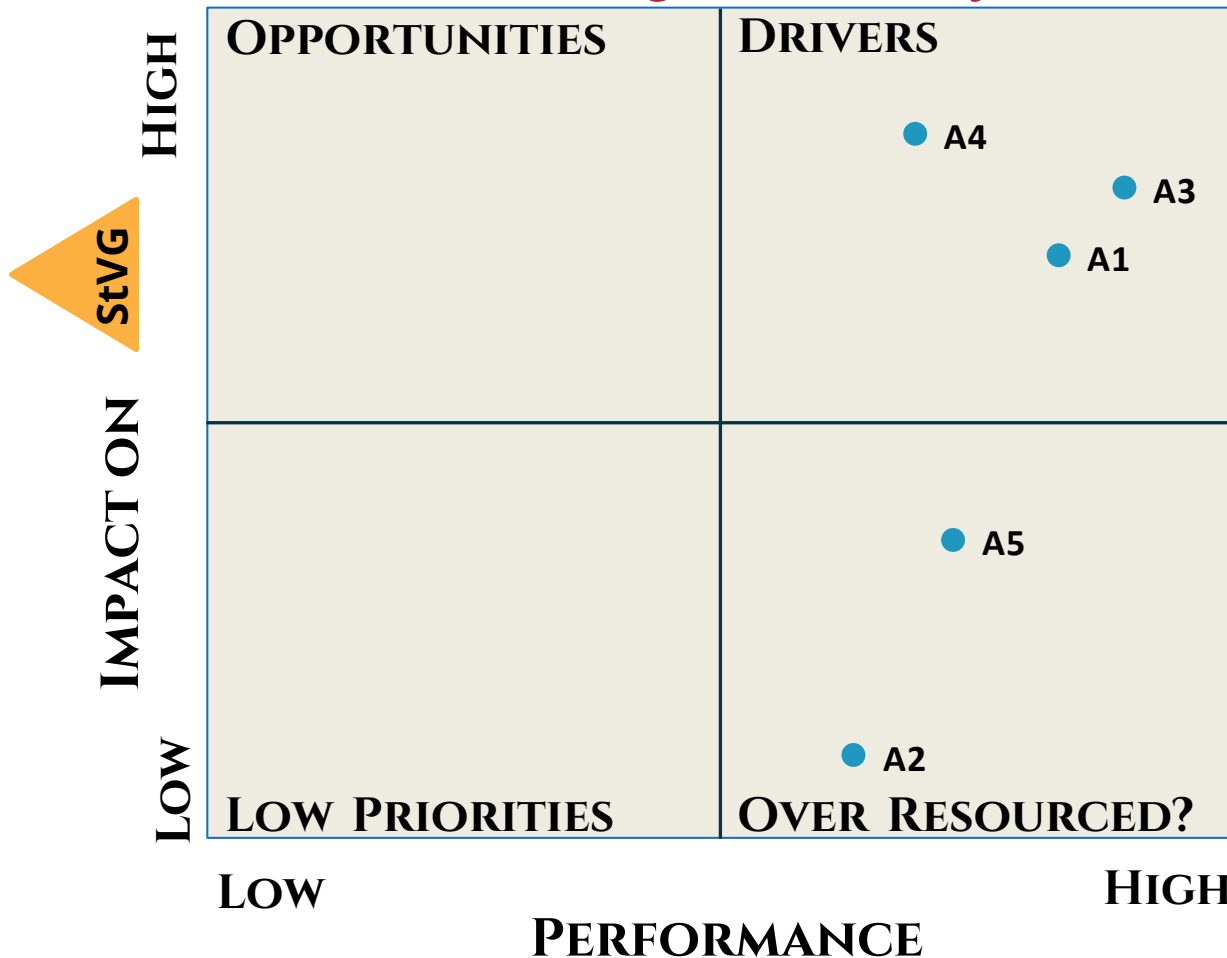


QUADRANT ANALYSIS EXPLANATION



CONCORDIA UNIVERSITY ANN ARBOR: SUPPORT OF ONE'S SPIRITUAL JOURNEY

Returning Students Only



A1: Helps me develop a personal relationship with Christ

A2: Challenges me to grow and take next steps spiritually

A3: Has teachers/faculty that model and consistently reinforce how to grow spiritually

A4: Encourages me to take personal responsibility for my own spiritual growth

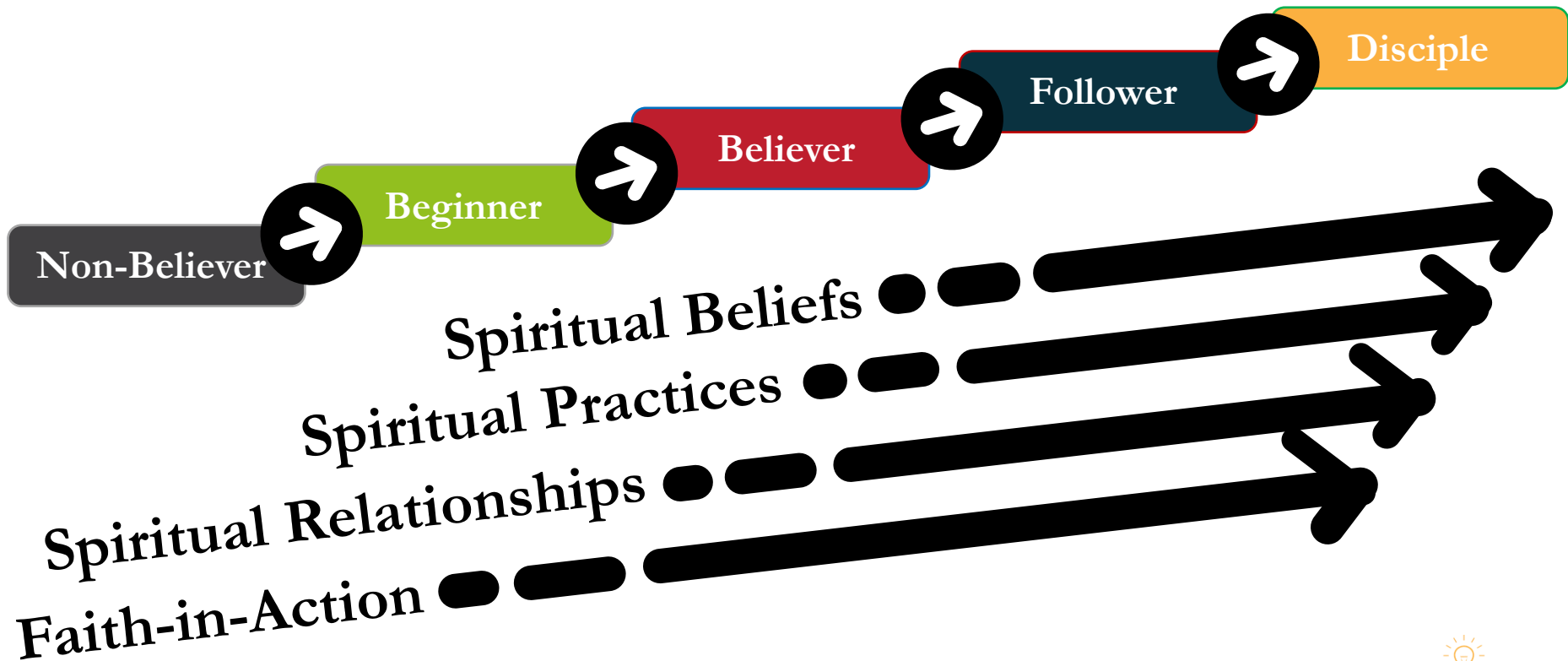
A5: Provides opportunities to build meaningful relationships with adults who support my spiritual journey

Base: 314



SPIRITUAL CATALYSTS

We looked at four categories of spiritual catalysts that advance spiritual growth.



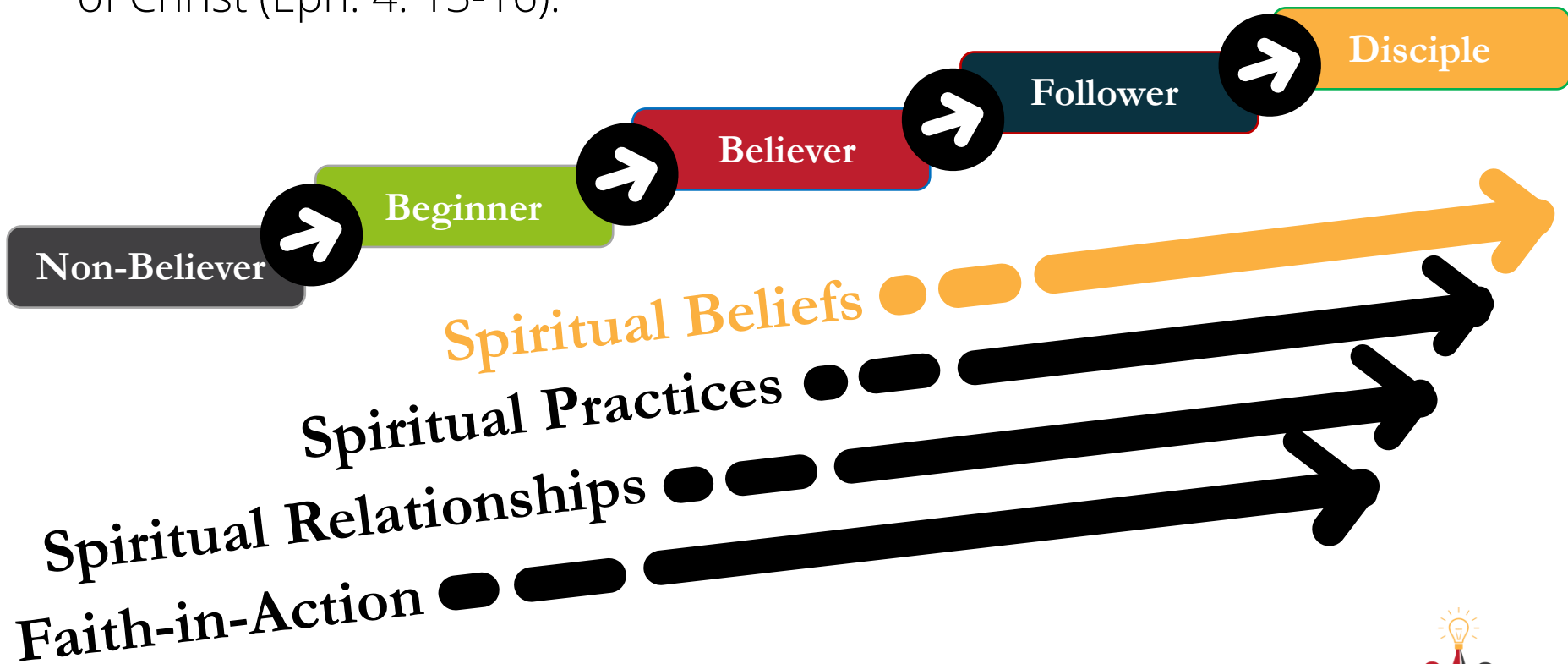


CHAPTER 3: SPIRITUAL BELIEFS

Goal: For you to get a better understanding of how spiritual beliefs are catalytic to movement from Non-Believer to Beginner, Believer, Follower, and Disciple.

SPIRITUAL BELIEFS CATALYZE GROWTH

Growing Spiritual Beliefs catalyze spiritual maturity among Christian college and university students, helping them “grow up” into the image of Christ (Eph. 4: 13-16).



CONCORDIA UNIVERSITY ANN ARBOR: SPIRITUAL CONTINUUM PROFILED AGAINST CLP BELIEFS*

Key CLP Beliefs: <i>(Very Strongly Agree or Strongly Agree)</i>	Total	Non-Believers	Beginners	Believers	Followers	Disciples
Trinity	63%	6%	31%	73%	95%	93%
Salvation by Grace	38%	0%	18%	40%	63%	79%
Authority of the Bible	34%	0%	13%	33%	62%	90%
Personal God	58%	0%	26%	67%	92%	93%
Identity in Christ	54%	0%	21%	61%	92%	93%
Church	37%	0%	18%	39%	55%	79%
Humanity	67%	13%	44%	75%	90%	93%
Compassion	47%	0%	26%	48%	73%	90%
Eternity	36%	0%	15%	35%	64%	83%
Stewardship	44%	0%	17%	50%	68%	86%
Base:	478	16	141	214	78	29

*CLP Beliefs from the Christian Life Profile by Randy Frazee. See appendix for more detail.

CONCORDIA UNIVERSITY ANN ARBOR: SPIRITUAL CONTINUUM PROFILED AGAINST IMAGE OF GOD

Image of God: (Very Strongly Agree or Strongly Agree) or (Disagree or Somewhat disagree)	Total	Non-Believers	Beginners	Believers	Followers	Disciples
It does not matter if I pray or not (Disagree)	69%	6%	43%	80%	92%	83%
God does not seem to notice when I am sad (Disagree)	59%	25%	38%	64%	83%	79%
God helps me to keep going, even when things are hard	50%	0%	16%	57%	85%	93%
I am not good enough for God to love (Disagree)	65%	31%	53%	71%	77%	62%
I see the direct hand of God in many areas of my life	41%	0%	16%	40%	76%	93%
Base:	478	16	141	214	78	29

CONCORDIA UNIVERSITY ANN ARBOR: NEW STUDENTS PRIORITY ANALYSIS: SUPPORT OF DEVELOPING ONE'S FAITH

New Students Only

University Support of Developing One's Faith (Importance)	Total		Beginner/ Believer		Follower/ Disciple *	
	Beta Weight	Rank	Beta Weight	Rank	Beta Weight	Rank
B1: Helps me practice talking about my faith	21	4	0	17		
B2: Teaches me the words, stories and key messages of my faith	6	15	20	3		
B3: Inspires me to make my faith an active part of my life	19	6	28	1		
B4: Provides worthwhile suggestions on how to work through barriers in my faith development	4	16	4	15		
B5: Helps me process doubts that I might have about my faith in a constructive way	10	10	14	9		



= Ranked in Top 5

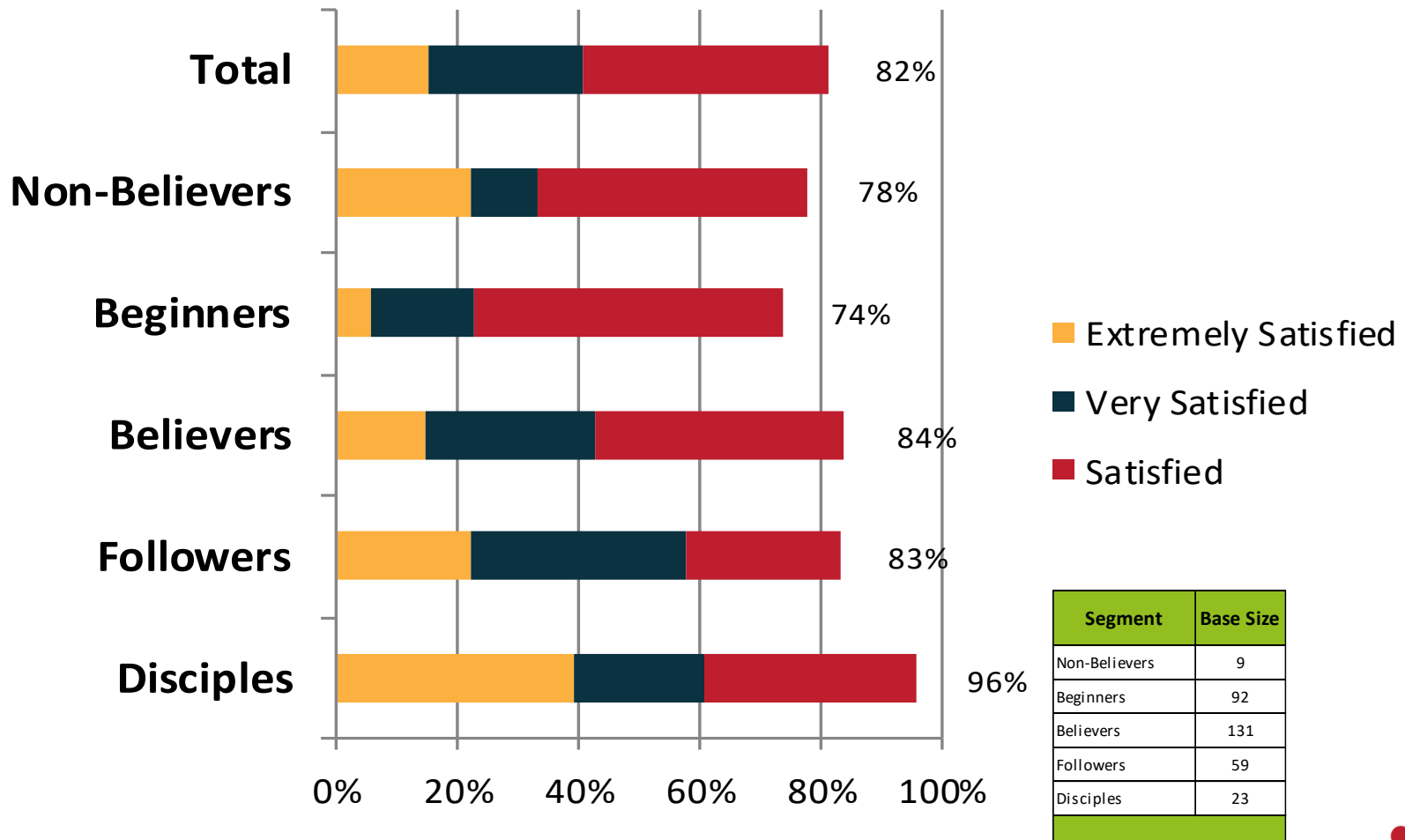
* Not enough records to report results

Segment	Base Size
Beginners/Believers	132
Followers/Disciples	25



CONCORDIA UNIVERSITY ANN ARBOR: SATISFACTION WITH SCHOOL'S ROLE IN DEVELOPING ONE'S FAITH

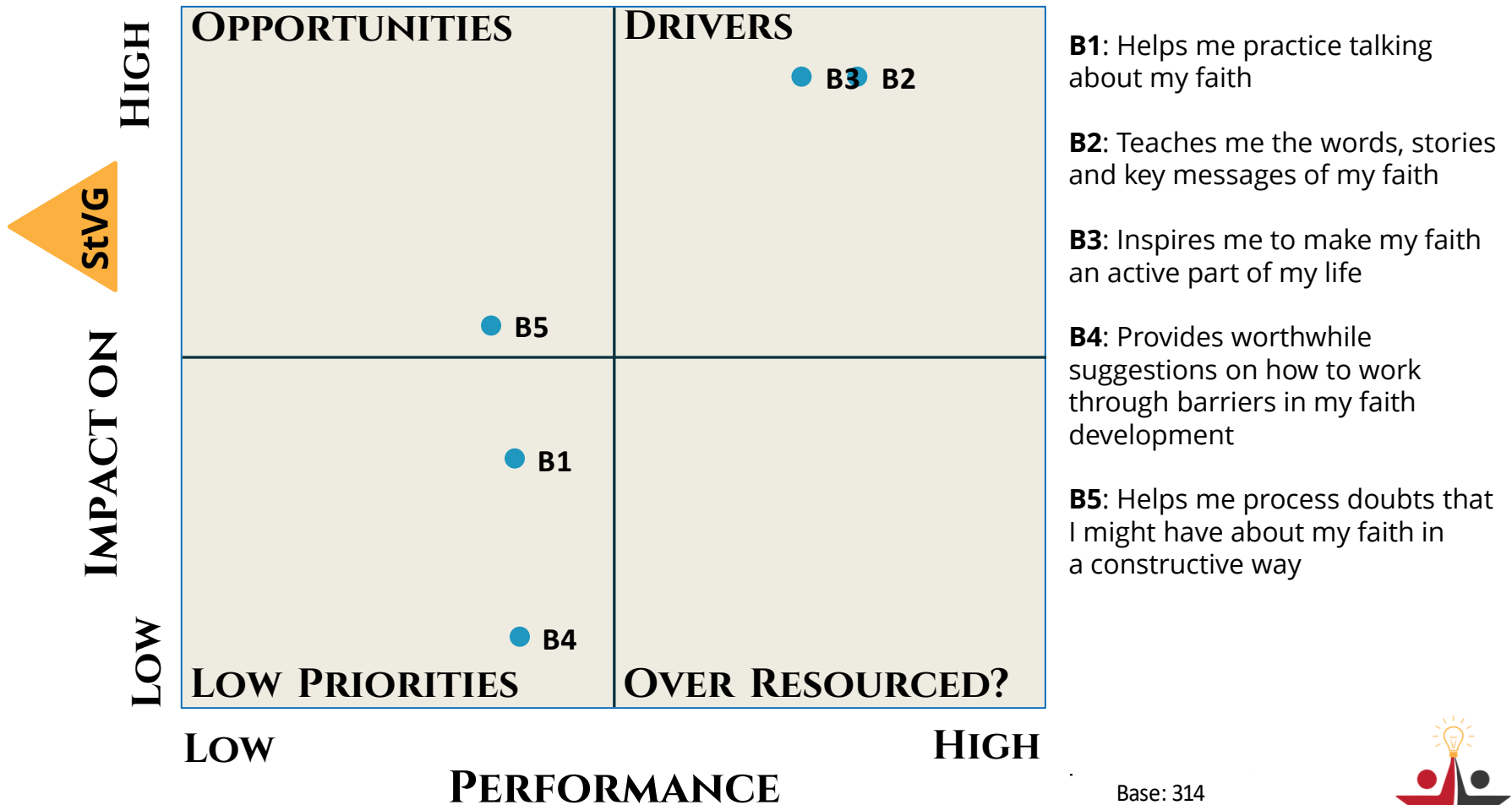
Returning Students Only



CONCORDIA UNIVERSITY ANN ARBOR

QUADRANT ANALYSIS: SUPPORT OF DEVELOPING ONE'S FAITH

Returning Students Only



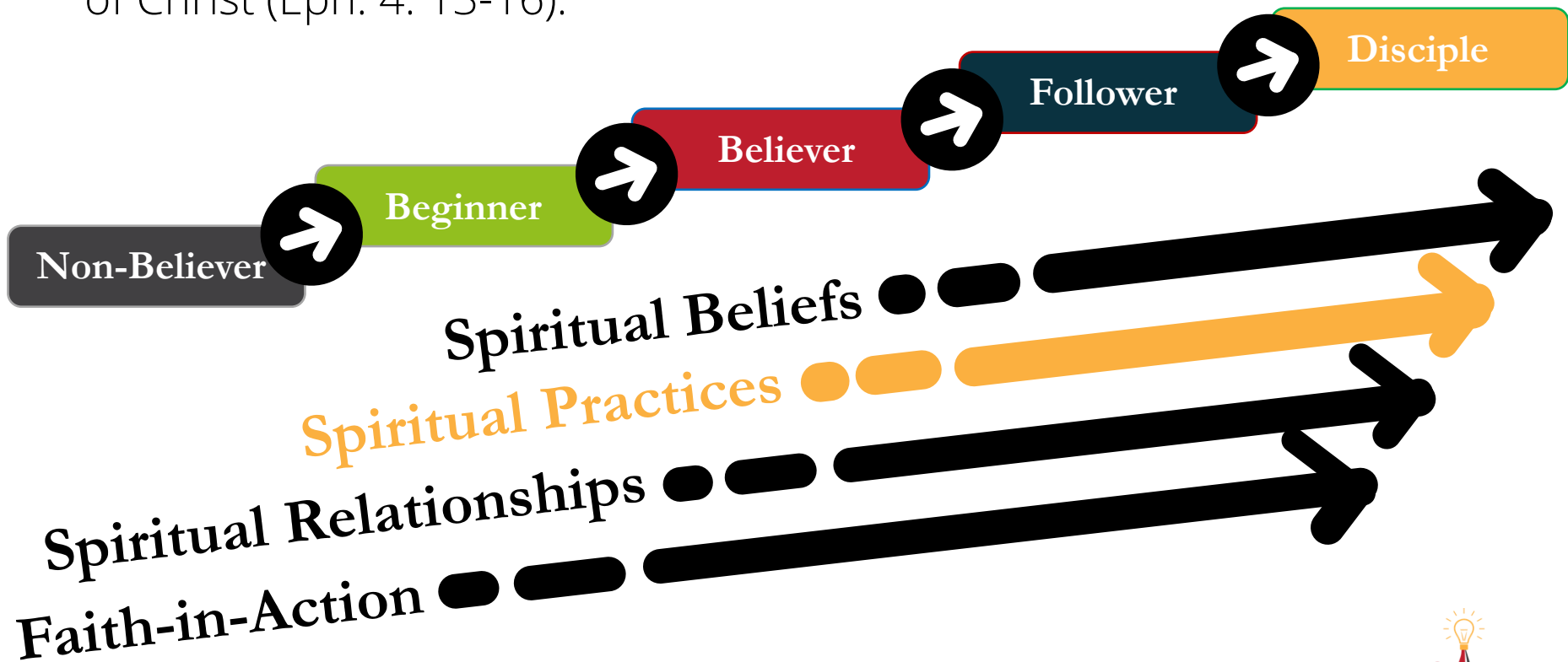


CHAPTER 4: SPIRITUAL PRACTICES

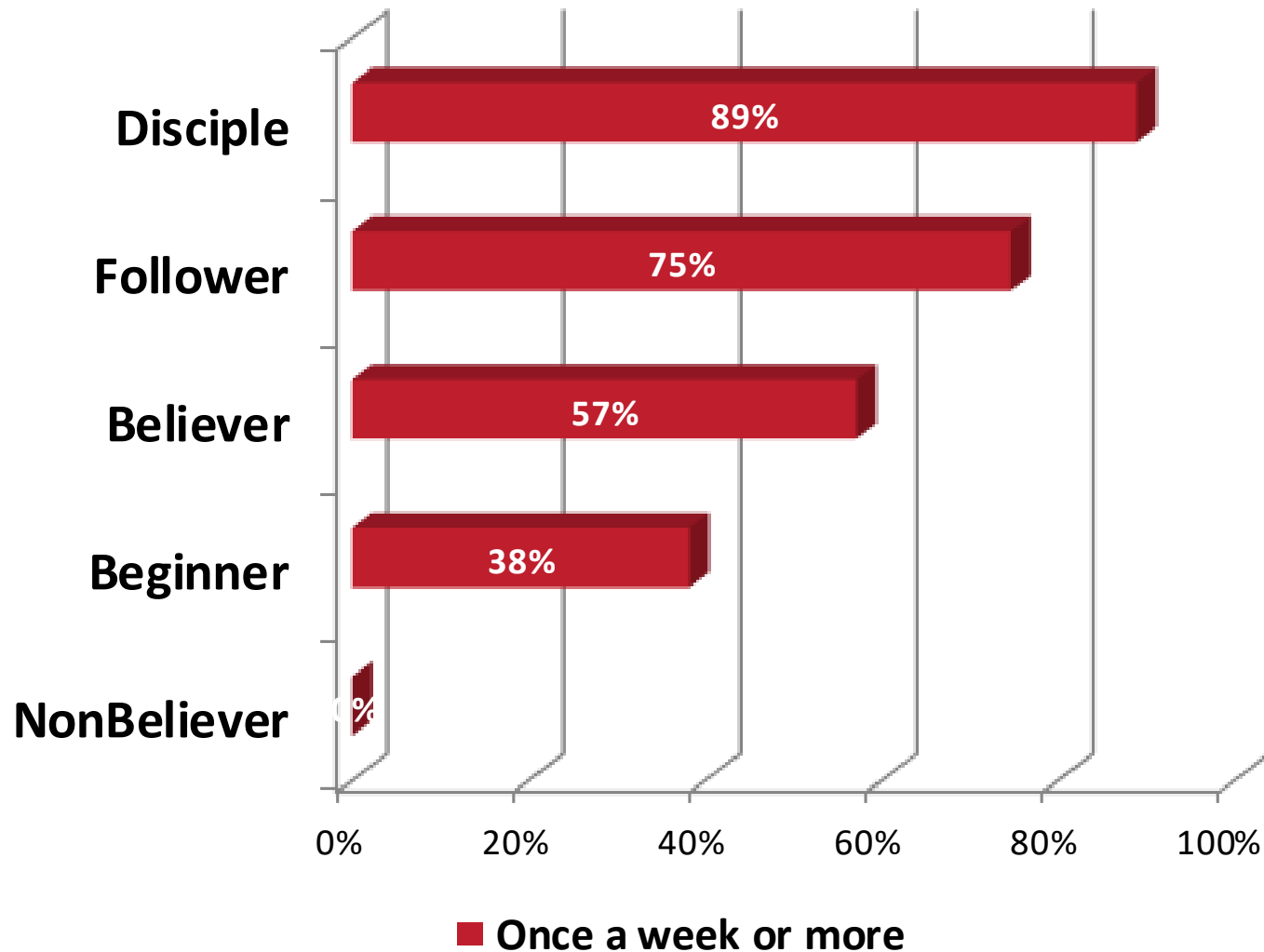
Goal: For you to get a better understanding of how spiritual practices are catalytic to movement from Non-Believer to Beginner, Believer, Follower, and Disciple.

SPIRITUAL PRACTICES CATALYZE GROWTH

Growing Spiritual Practices catalyze spiritual maturity among Christian college and university students, helping them “grow up” into the image of Christ (Eph. 4: 13-16).



CONCORDIA UNIVERSITY ANN ARBOR: SPIRITUAL CONTINUUM BY CHURCH ATTENDANCE



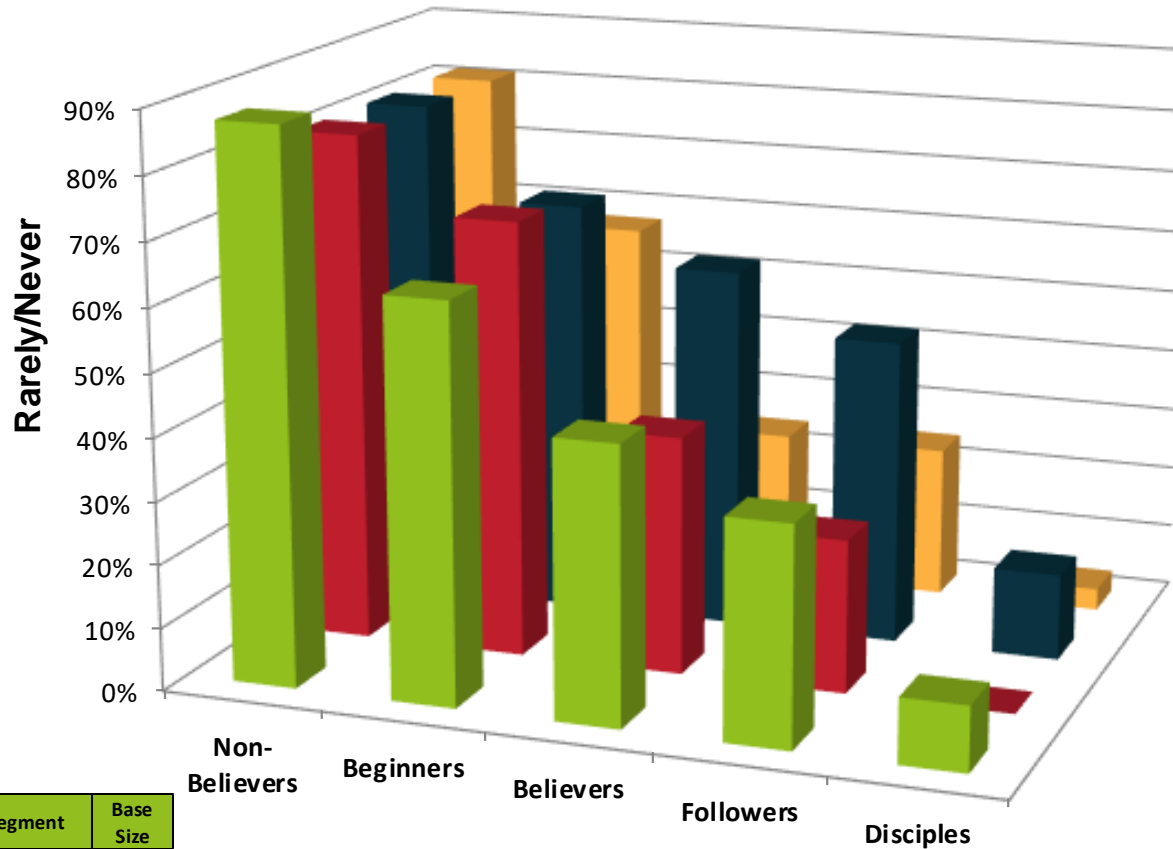
Segment	Base Size
Non-Believers	16
Beginners	141
Believers	214
Followers	78
Disciples	29



CONCORDIA UNIVERSITY ANN ARBOR: SPIRITUAL CONTINUUM BY PERSONAL SPIRITUAL PRACTICES

Spiritual Practices: <i>(Several Times a Week or More – Outside of School)</i>	Total	Non-Believers	Beginners	Believers	Followers	Disciples
I read the Bible	31%	0%	11%	29%	63%	72%
I reflect on the meaning of Scripture in my life	36%	0%	11%	34%	74%	86%
I pray for others	63%	13%	32%	73%	96%	86%
I pray to give thanks to God	64%	6%	28%	74%	97%	97%
I pray to express my love of God	51%	6%	19%	58%	82%	90%
I pray to seek guidance for my life	60%	0%	26%	69%	95%	93%
I pray to confess my sins	48%	6%	14%	55%	83%	90%
I specifically set time aside for solitude with God	27%	0%	13%	25%	53%	62%
Base:	478	16	141	214	78	29

CONCORDIA UNIVERSITY ANN ARBOR: SPIRITUAL CONTINUUM BY FAMILY SPIRITUAL PRACTICES



- Parent(s) ask how they can pray for you
- Parent(s) discuss how Scripture guides your family
- Participate in service projects as a family
- Parent(s) speak to you about their life with God

Segment	Base Size
Non-Believers	16
Beginners	141
Believers	214
Followers	78
Disciples	29

Students who responded "Rarely" or "Never".

CONCORDIA UNIVERSITY ANN ARBOR:

PRIORITY ANALYSIS: SUPPORT OF SPIRITUAL PRACTICES

New Students Only

University Support of Spiritual Practices (Importance)	Total		Beginner/ Believer		Follower/ Disciple *	
	Beta Weight	Rank	Beta Weight	Rank	Beta Weight	Rank
C1: Helps me understand the Bible in greater depth	23	3	24	2		
C2: Helps me develop a prayer life that connects me with God regularly	-19	24	-25	26		
C3: Helps me learn how to develop quiet time when I can listen to God	20	5	18	5		
C4: Provides a school chapel service that helps you grow spiritually	-38	27	-23	25		
C5: Provides a school chapel service which is challenging and thought provoking	7	12	-3	20		
C6: Provides a school chapel service with "next steps" – things I can do in response to the service	11	7	12	11		



= Ranked in Top 5

* Not enough records to report results

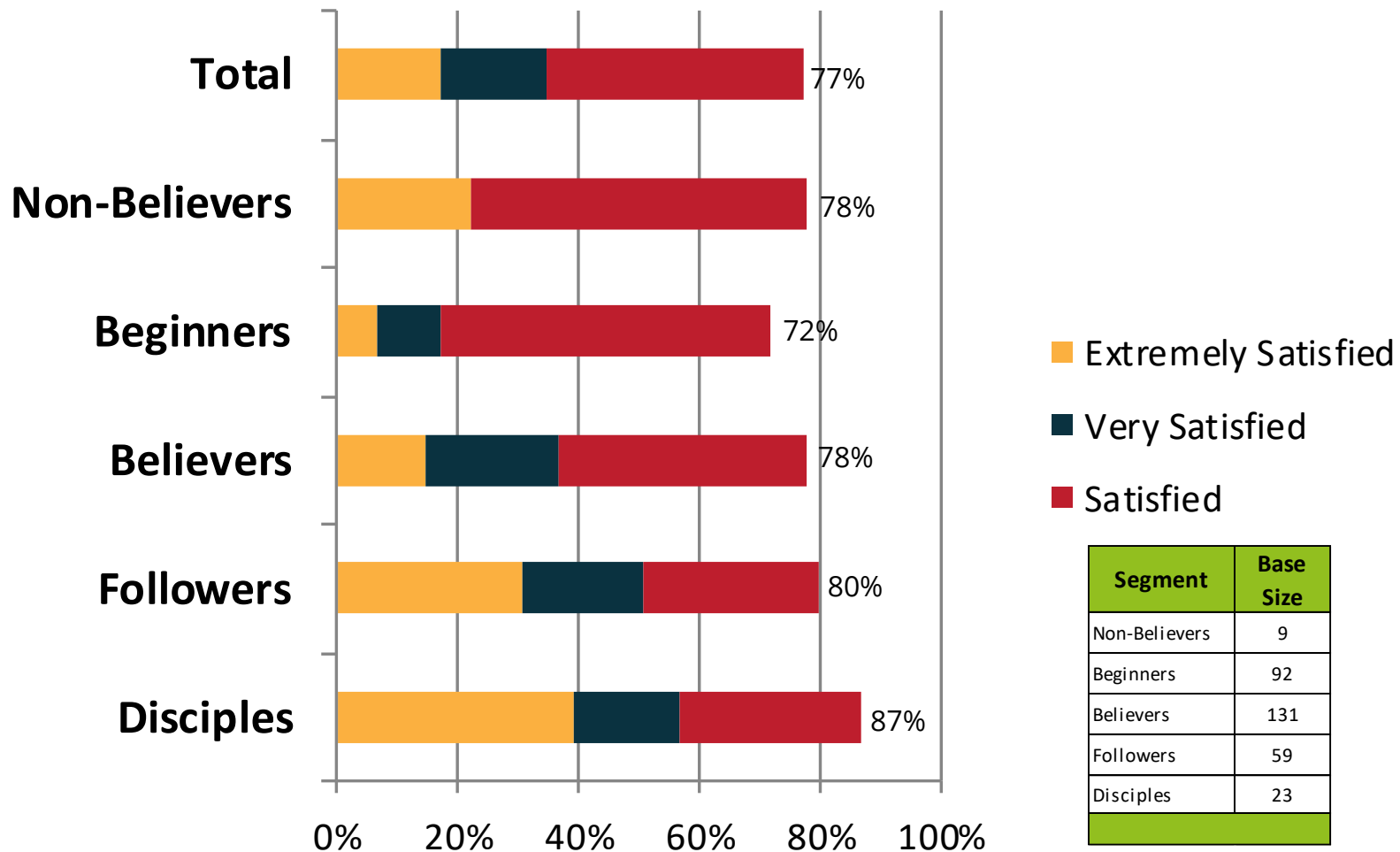
Segment	Base Size
Beginners/Believers	132
Followers/Disciples	25



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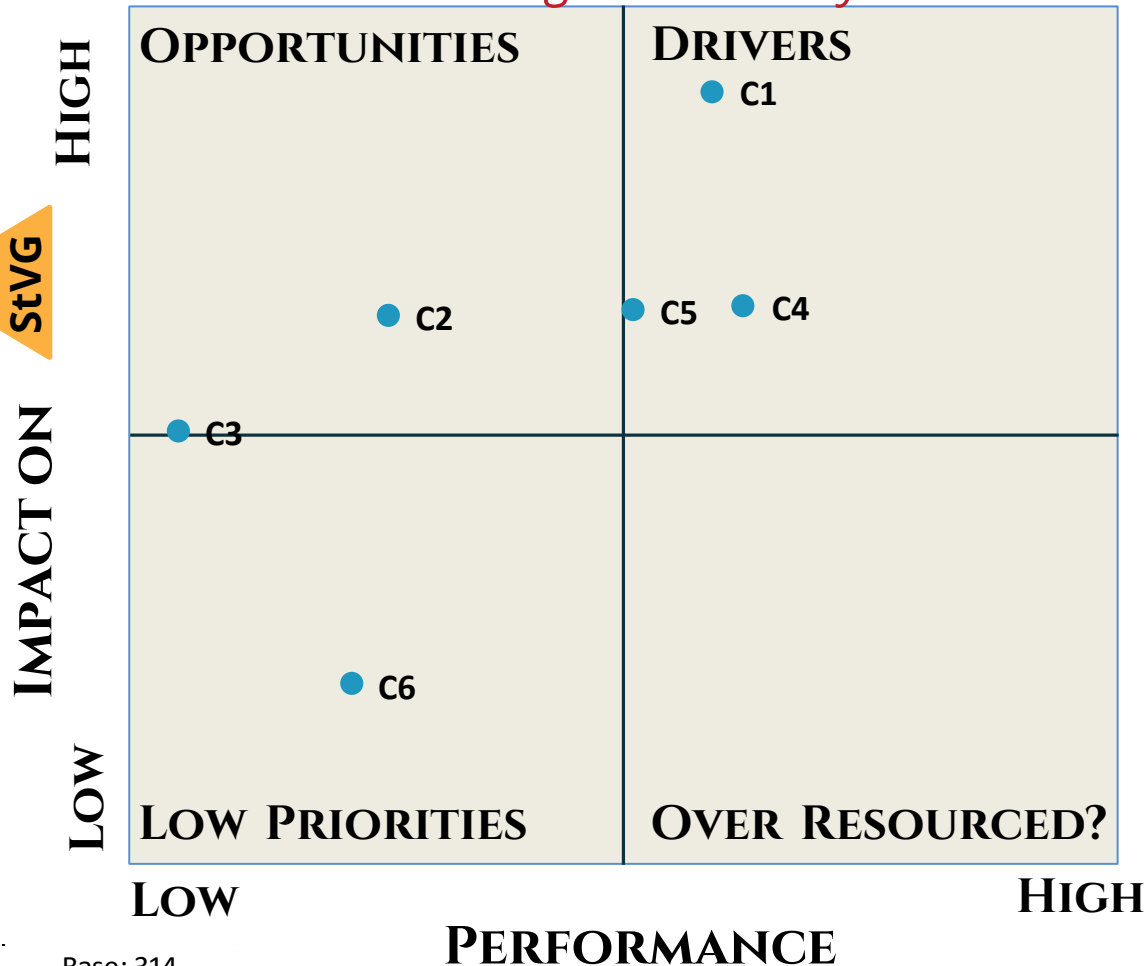
SATISFACTION WITH SCHOOL'S ROLE IN SUPPORTING SPIRITUAL PRACTICES

Returning Students Only



CONCORDIA UNIVERSITY ANN ARBOR: QUADRANT ANALYSIS: SUPPORT OF SPIRITUAL PRACTICES

Returning Students Only



C1: Helps me understand the Bible in greater depth

C2: Helps me develop a prayer life that connects me with God regularly

C3: Helps me learn how to develop quiet time when I can listen to God

C4: Provides a university chapel service that helps me grow spiritually

C5: Provides a university chapel service which is challenging and thought provoking

C6: Provides a university chapel service with "next steps" – things I can do in response to the service

Base: 314

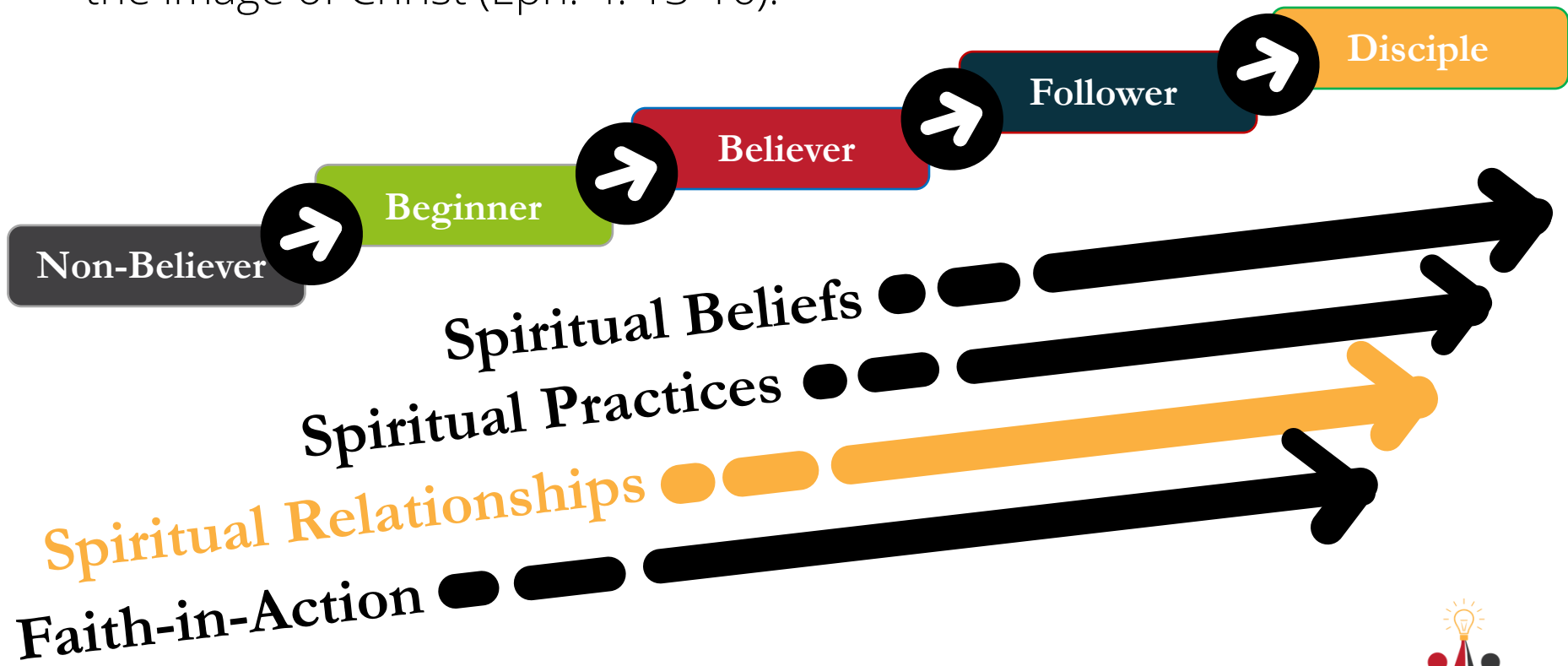


CHAPTER 5: SPIRITUAL RELATIONSHIPS

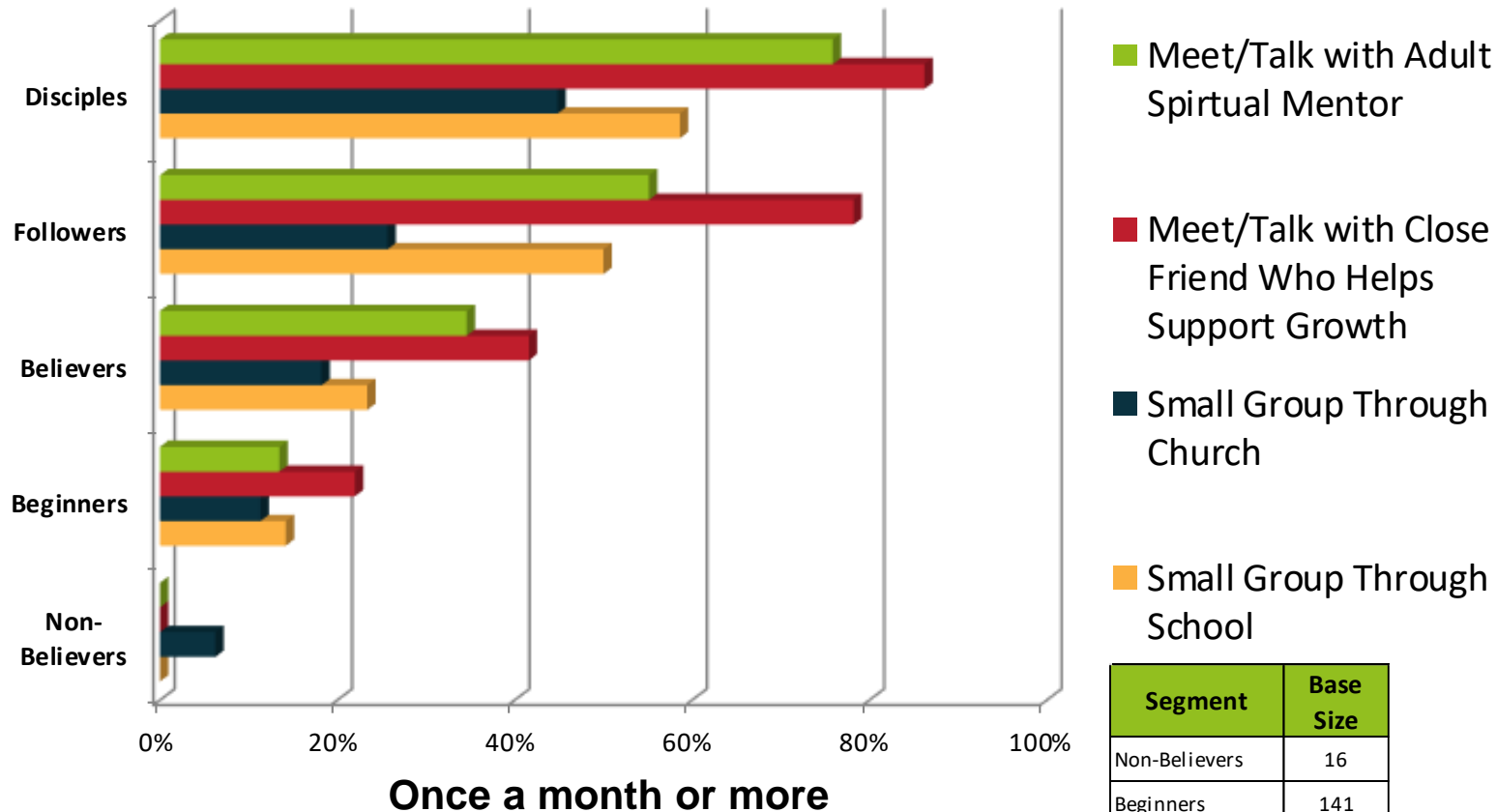
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SPIRITUAL RELATIONSHIPS CATALYZE GROWTH

Growing Spiritual Relationships catalyze spiritual maturity among Christian college and university students, helping them “grow up” into the image of Christ (Eph. 4: 13-16).



CONCORDIA UNIVERSITY ANN ARBOR: SPIRITUAL CONTINUUM BY SPIRITUAL RELATIONSHIPS



Segment	Base Size
Non-Believers	16
Beginners	141
Believers	214
Followers	78
Disciples	29

CONCORDIA UNIVERSITY ANN ARBOR:

PRIORITY ANALYSIS: SUPPORT OF SPIRITUAL RELATIONSHIPS

New Students Only

University Support of Spiritual Relationships (Importance)	Total		Beginner/ Believer		Follower/ Disciple *	
	Beta Weight	Rank	Beta Weight	Rank	Beta Weight	Rank
D1: Helps me in my time of emotional need	32	1	20	4		
D2: Helps me develop relationships that encourage accountability	7	14	17	7		
D3: Helps me feel like I belong	-22	26	7	12		
D4: Helps me develop relationships that provide a safe place to process the issues I am facing in my life	-6	22	-26	27		
D5: Helps me develop relationships that provide guidance for better decision making in my life	-5	21	-6	21		
D6: Helps me develop relationships that provide an opportunity for others to directly pray for me	9	11	6	14		

Segment	Base Size
Beginners/Believers	132
Followers/Disciples	25

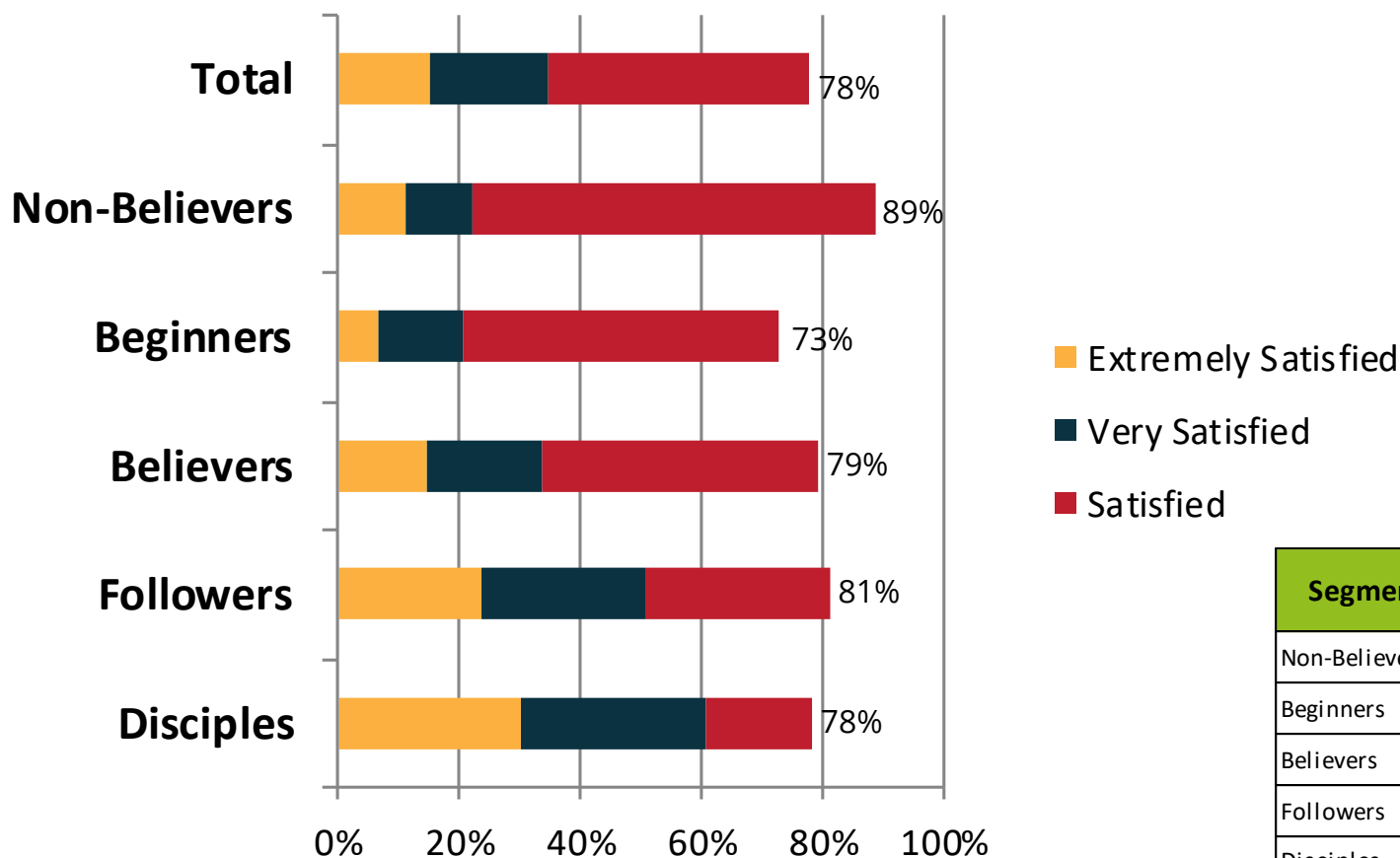
 = Ranked in Top 5

* Not enough records to report results

CONCORDIA UNIVERSITY ANN ARBOR:

SATISFACTION WITH SCHOOL'S ROLE IN SUPPORTING SPIRITUAL RELATIONSHIPS

Returning Students Only



Segment	Base Size
Non-Believers	9
Beginners	92
Believers	131
Followers	59
Disciples	23

CONCORDIA UNIVERSITY ANN ARBOR: QUADRANT ANALYSIS: SUPPORT OF SPIRITUAL RELATIONSHIPS

Returning Students Only



D1: Helps me in my time of emotional need

D2: Helps me develop relationships that encourage accountability

D3: Helps me feel like I belong

D4: Helps me develop relationships that provide a safe place to process the issues I am facing in my life

D5: Helps me develop relationships that provide guidance for better decision making in my life

D6: Helps me develop relationships that provide an opportunity for others to directly pray for me

Base: 314



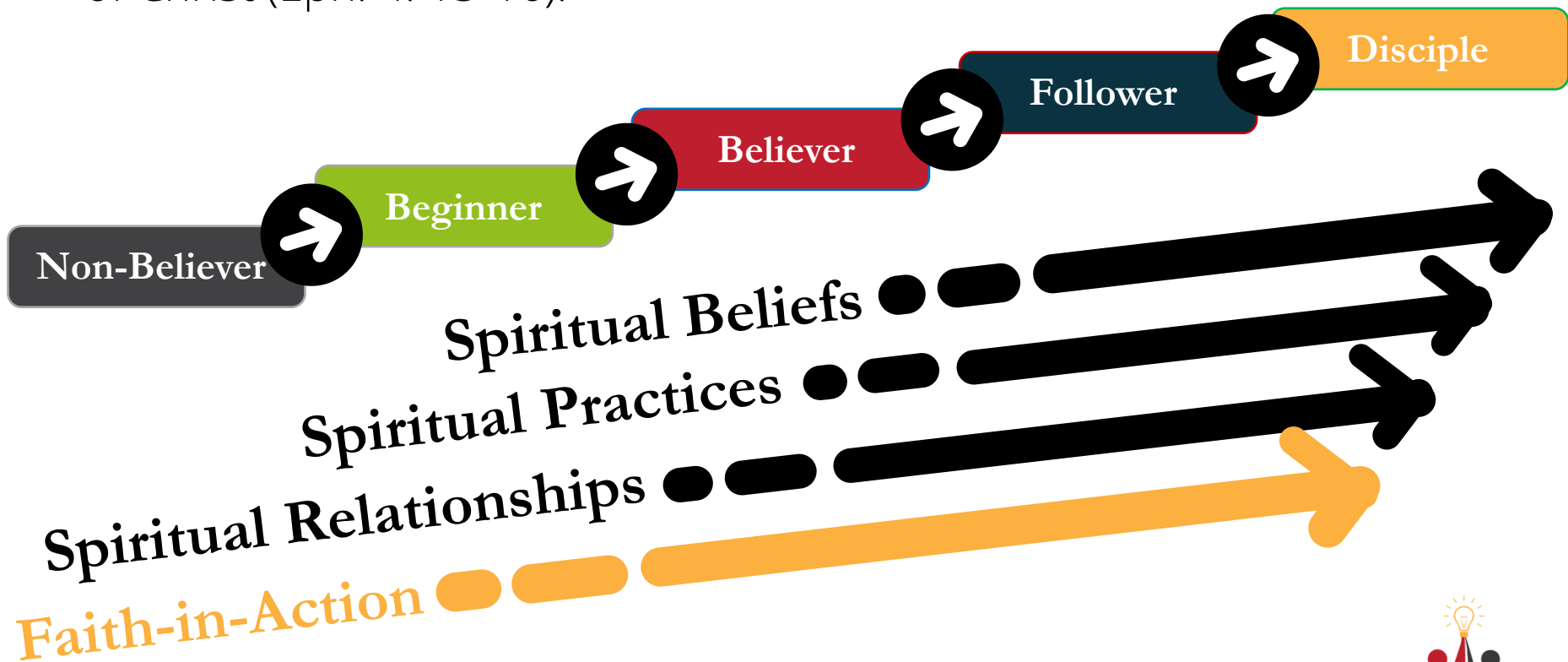


CHAPTER 6: FAITH IN ACTION

Goal: For you to get a better understanding of how living out one's faith is catalytic to movement from Non-Believer to Beginner, Believer, Follower, and Disciple.

ACTING ON FAITH CATALYZES GROWTH

Putting faith into action catalyzes spiritual maturity among Christian college and university students, helping them “grow up” into the image of Christ (Eph. 4: 13-16).



CONCORDIA UNIVERSITY ANN ARBOR: SPIRITUAL CONTINUUM PROFILED AGAINST CLP VIRTUES*

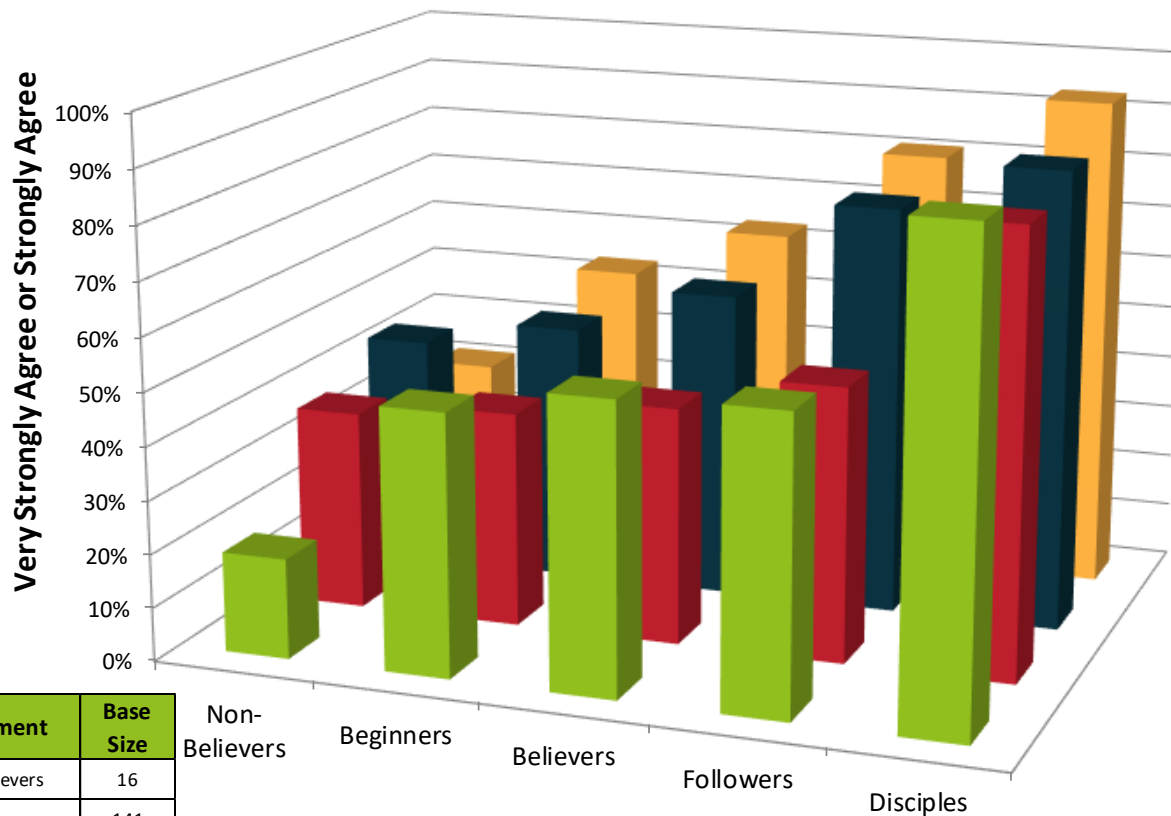
Key CLP Virtues: <i>(Very Strongly Agree or Strongly Agree)</i>	Total	Non-Believers	Beginners	Believers	Followers	Disciples
Love	40%	13%	15%	41%	72%	83%
Joy	28%	13%	21%	28%	33%	66%
Peace	21%	6%	11%	21%	28%	48%
Patience	36%	25%	30%	31%	45%	76%
Kindness	45%	13%	25%	45%	73%	86%
Faithfulness	32%	0%	16%	28%	60%	86%
Gentleness	39%	19%	24%	38%	60%	69%
Self-Control	28%	19%	20%	28%	33%	66%
Hope	40%	0%	12%	44%	72%	90%
Humility	37%	0%	16%	35%	71%	93%
Base:	478	16	141	214	78	29

*CLP Virtues from the Christian Life Profile by Randy Frazee. See appendix for more detail.

CONCORDIA UNIVERSITY ANN ARBOR:

SPIRITUAL CONTINUUM PROFILED AGAINST

ATTITUDES TOWARD SCHOOL WORK AND TEACHERS



Segment	Base Size
Non-Believers	16
Beginners	141
Believers	214
Followers	78
Disciples	29

- When I am given a course assignment, I do my best at it even if it isn't something I enjoy
- I tell the truth even when doing so will get me into trouble with my professors or my parents
- I am careful not to represent papers or parts of papers posted on the Internet as my work
- When working on papers or exams, I am careful not to copy the work of other students

CONCORDIA UNIVERSITY ANN ARBOR: SPIRITUAL CONTINUUM PROFILED AGAINST FAITH IN ACTION

Faith in Action:	Total	Non-Believers	Beginners	Believers	Followers	Disciples
Advocating and Working for Peace and Justice						
# Hours Serve @ School - 3+ per month	11%	11%	8%	11%	15%	22%
# Hours Serve on Own - 3+ per month	13%	11%	15%	11%	15%	17%
Caring for and Serving Those in Need						
# Hours Serve @ School - 3+ per month	25%	0%	15%	26%	39%	30%
# Hours Serve on Own - 3+ per month	24%	11%	25%	19%	29%	39%
# Meaningful Spiritual Conversations - 3+ per year	42%	13%	30%	40%	68%	66%
Base (Serve @ School):	314	9	92	131	59	23
Base (Serve on Own, Meaningful Conversations):	478	16	141	214	78	29

CONCORDIA UNIVERSITY ANN ARBOR:

PRIORITY ANALYSIS: SUPPORT OF FAITH IN ACTION

New Students Only

University Support of Faith in Action (Importance)	Total		Beginner/ Believer		Follower/ Disciple *	
	Beta Weight	Rank	Beta Weight	Rank	Beta Weight	Rank
E1: Provides opportunities for me to serve those in need	-15	23	-14	23		
E2: Creates a serving culture that is so impactful that it is widely recognized by others	11	9	-3	19		
E3: Encourages me to seek serving opportunities outside those provided at the university	-20	25	-15	24		
E4: Gives me an opportunity to serve in an area I am passionate about	28	2	12	10		
E5: Allows me to use and develop my spiritual gifts	-3	20	18	6		



= Ranked in Top 5

* Not enough records to report results

Segment	Base Size
Beginners/Believers	132
Followers/Disciples	25



CONCORDIA UNIVERSITY ANN ARBOR:

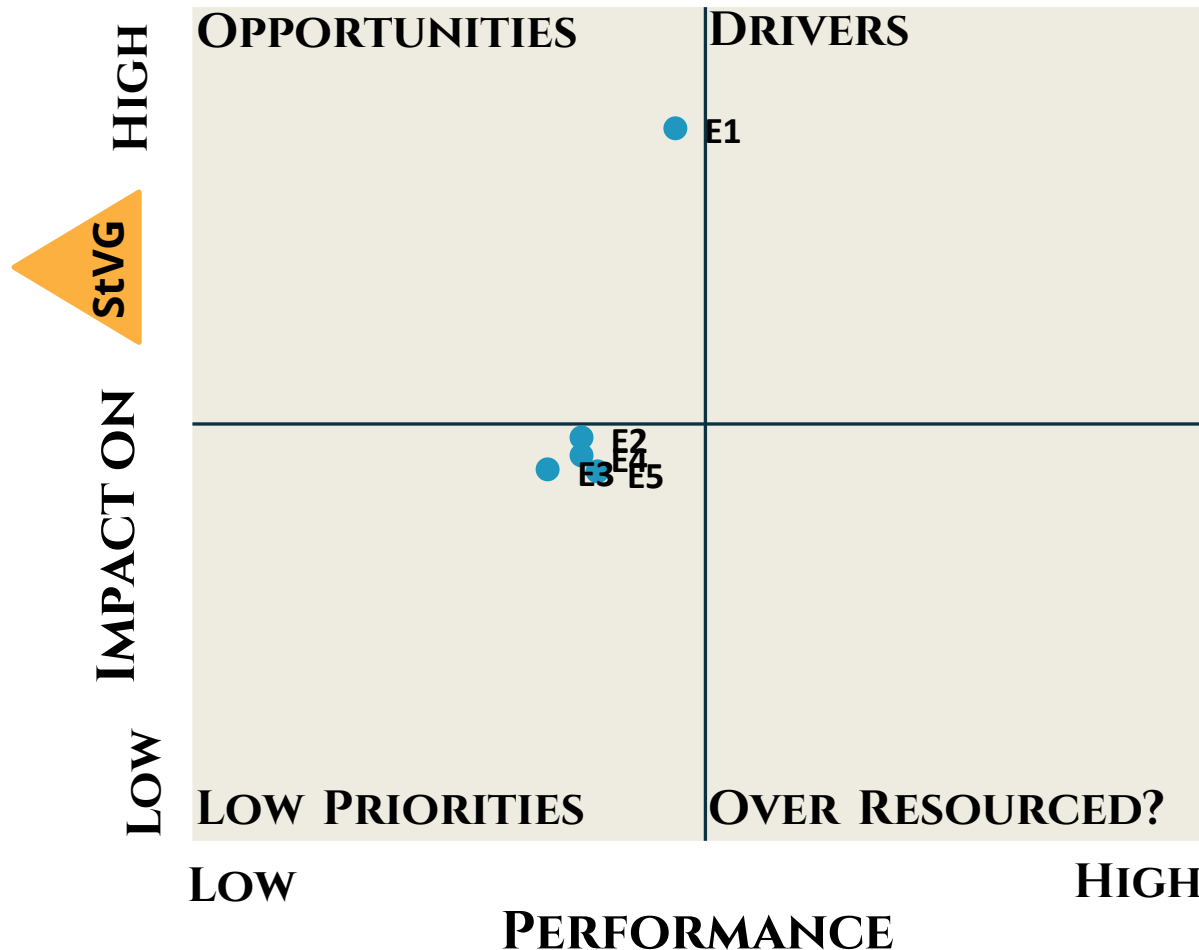
SATISFACTION WITH SCHOOL'S ROLE IN SUPPORT OF LIVING OUT ONE'S FAITH

Returning Students Only

Spiritual Continuum Segment	Overall Satisfaction with the School's Role in Helping You Serve Others <i>(Extremely Satisfied, Very Satisfied, or Satisfied)</i>		Overall Satisfaction with the School's Role in Helping You to Learn to Share Your Faith <i>(Extremely Satisfied, Very Satisfied, or Satisfied)</i>	
	Base Size	Percentage	Base Size	Percentage
Total School Sample	147	88%	314	76%
Non-Believer	2	100%	9	78%
Beginner	38	87%	92	73%
Believer	63	89%	131	76%
Follower	31	90%	59	80%
Disciple	13	77%	23	87%

CONCORDIA UNIVERSITY ANN ARBOR: QUADRANT ANALYSIS: SUPPORT OF FAITH IN ACTION

Returning Students Only



E1: Provides opportunities for me to serve those in need

E2: Creates a serving culture that is so impactful that it is widely recognized by others

E3: Encourages me to seek serving opportunities outside those provided at the university

E4: Gives me an opportunity to serve in an area I am passionate about

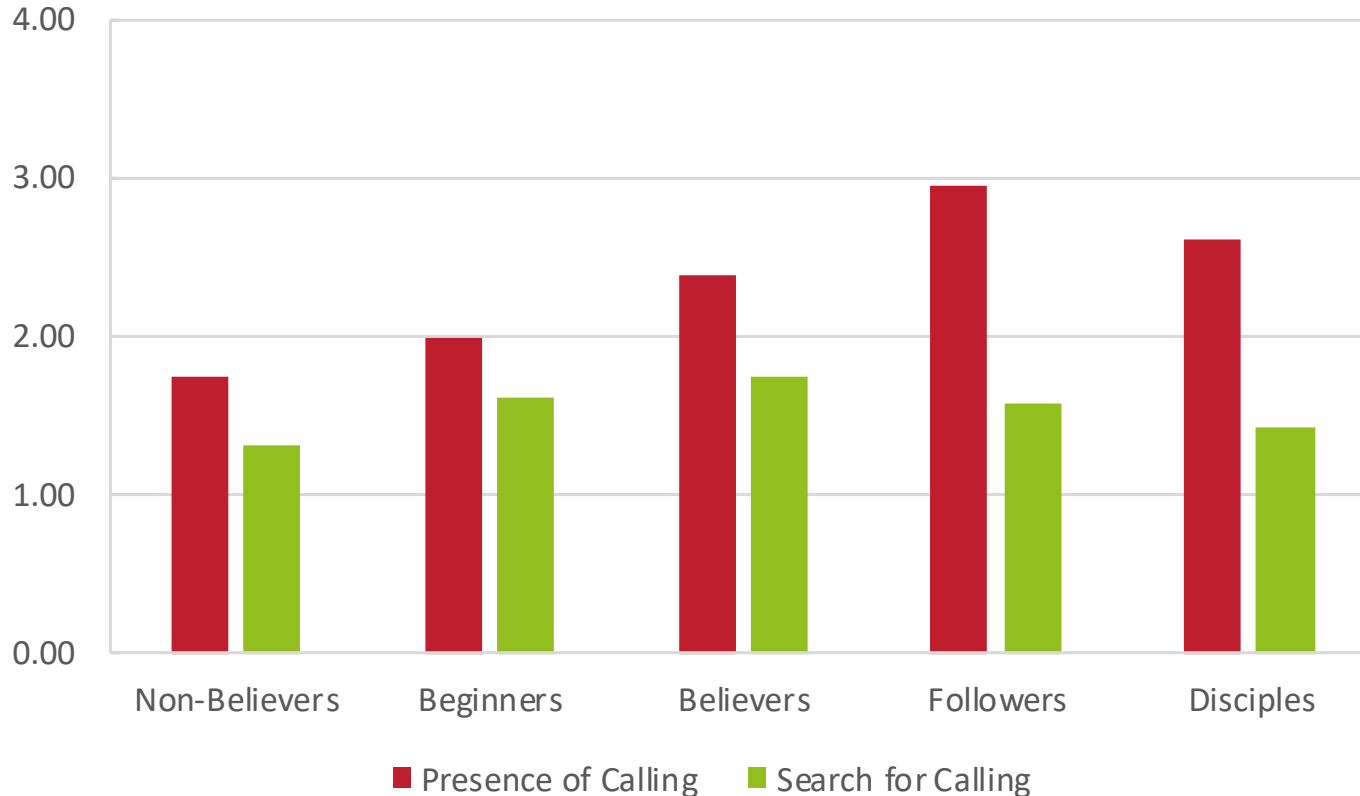
E5: Allows me to use and develop my spiritual gifts

Base: 314



CONCORDIA UNIVERSITY ANN ARBOR:

SPIRITUAL CONTINUUM PROFILED AGAINST PRESENCE OF CALLING & SEARCH FOR CALLING



Segment	Base Size
Non-Believers	16
Beginners	141
Believers	214
Followers	78
Disciples	29





CHAPTER 7: IDENTITY FORMATION

Goal: For you to gain an understanding of the relationship between students' self-described stage of identity development and where they are spiritually.

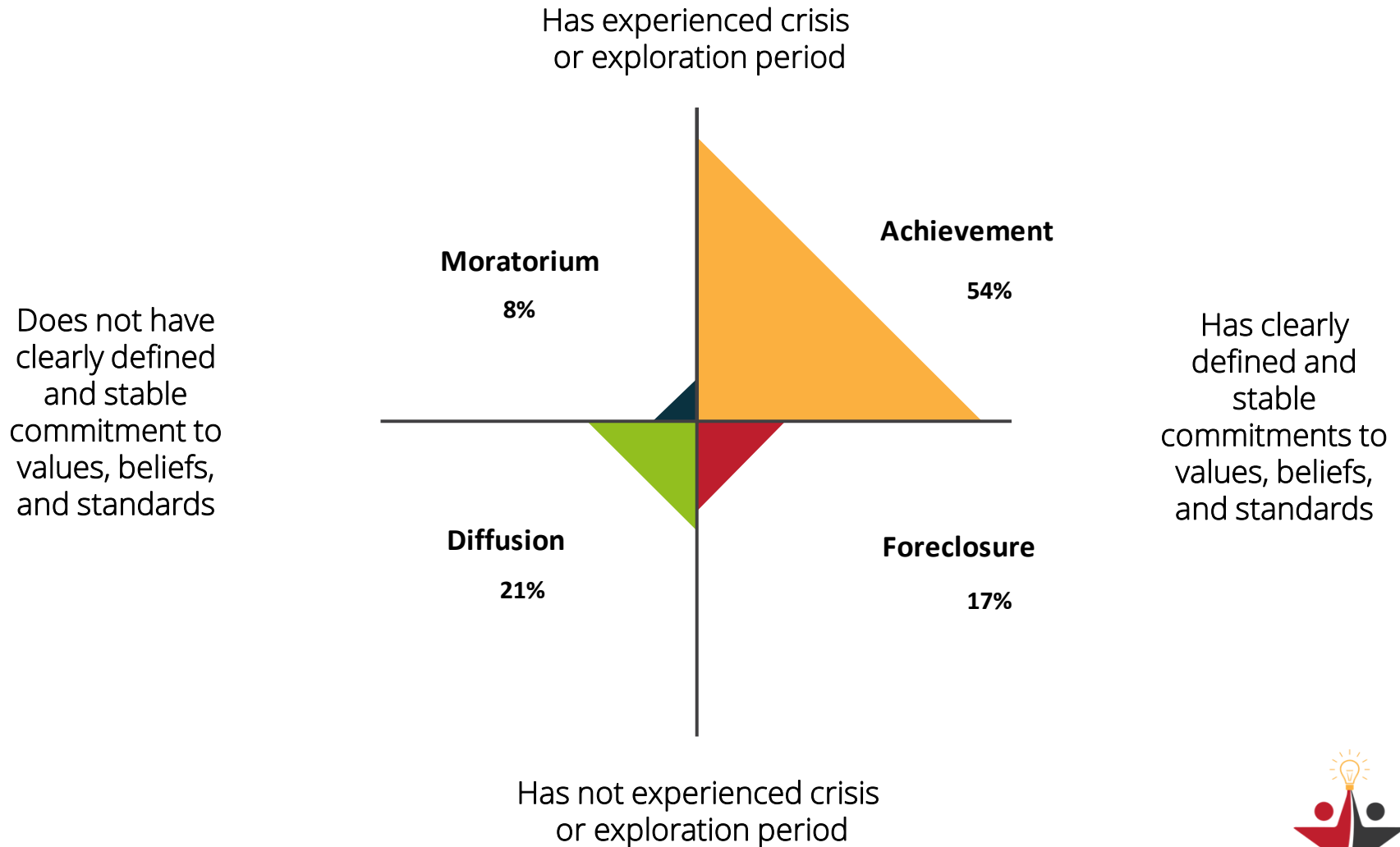
IDENTITY FORMATION

Beginning in the 1960's, psychologist James Marcia (based on Erik Erikson's work) developed four basic phases of identity development:

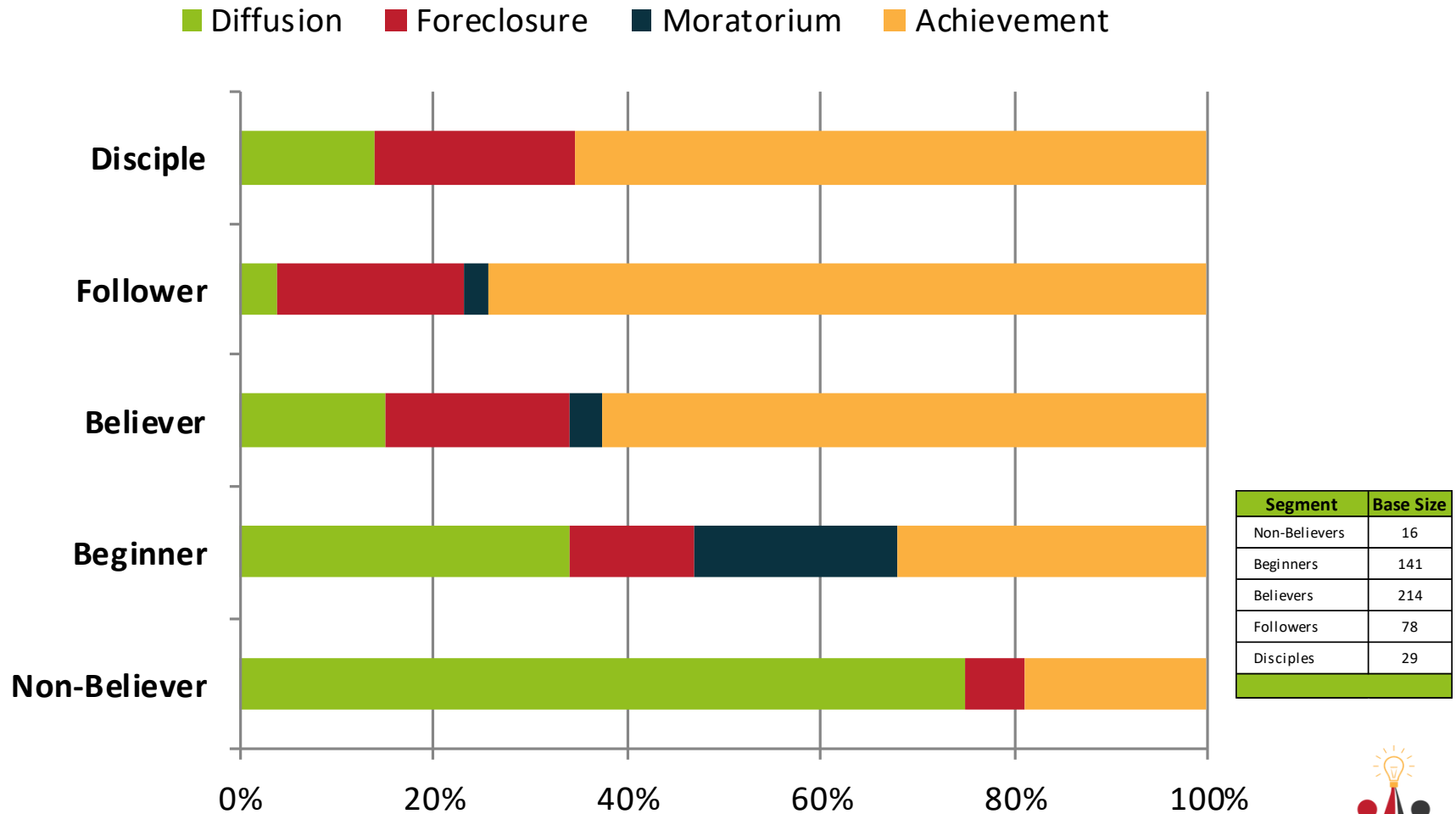
Marcia's research in the area of identity development suggests some sort of moratorium (i.e., "stalling") might be an important stage for teenagers in moving from identity foreclosure to a more internalized sense of identity (i.e., moving away from my parents' faith to my own faith).



CONCORDIA UNIVERSITY ANN ARBOR: SPIRITUAL IDENTITY DEVELOPMENT PROFILE

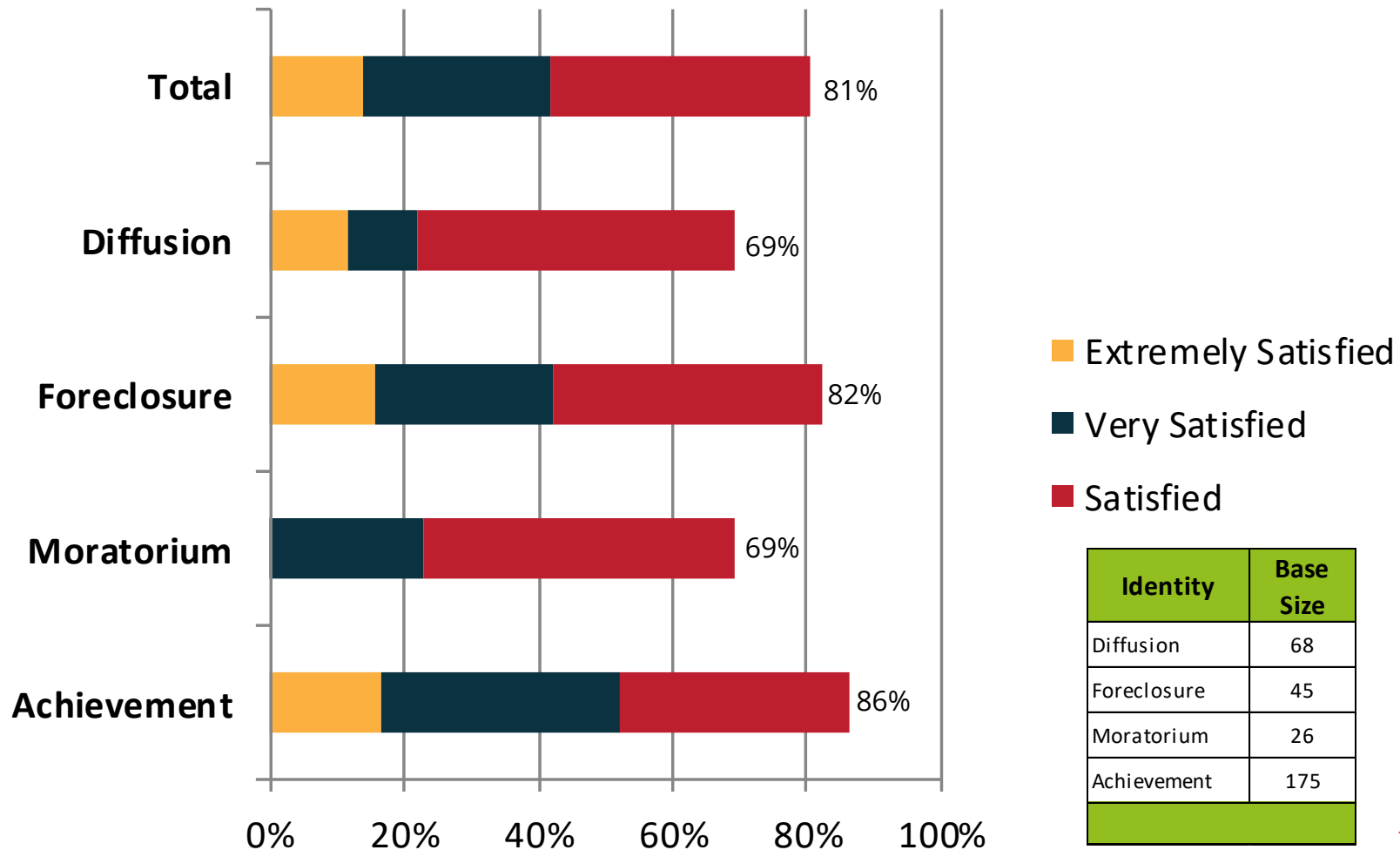


CONCORDIA UNIVERSITY ANN ARBOR: RELATIONSHIP BETWEEN THE SPIRITUAL LIFE CONTINUUM AND SPIRITUAL IDENTITY DEVELOPMENT



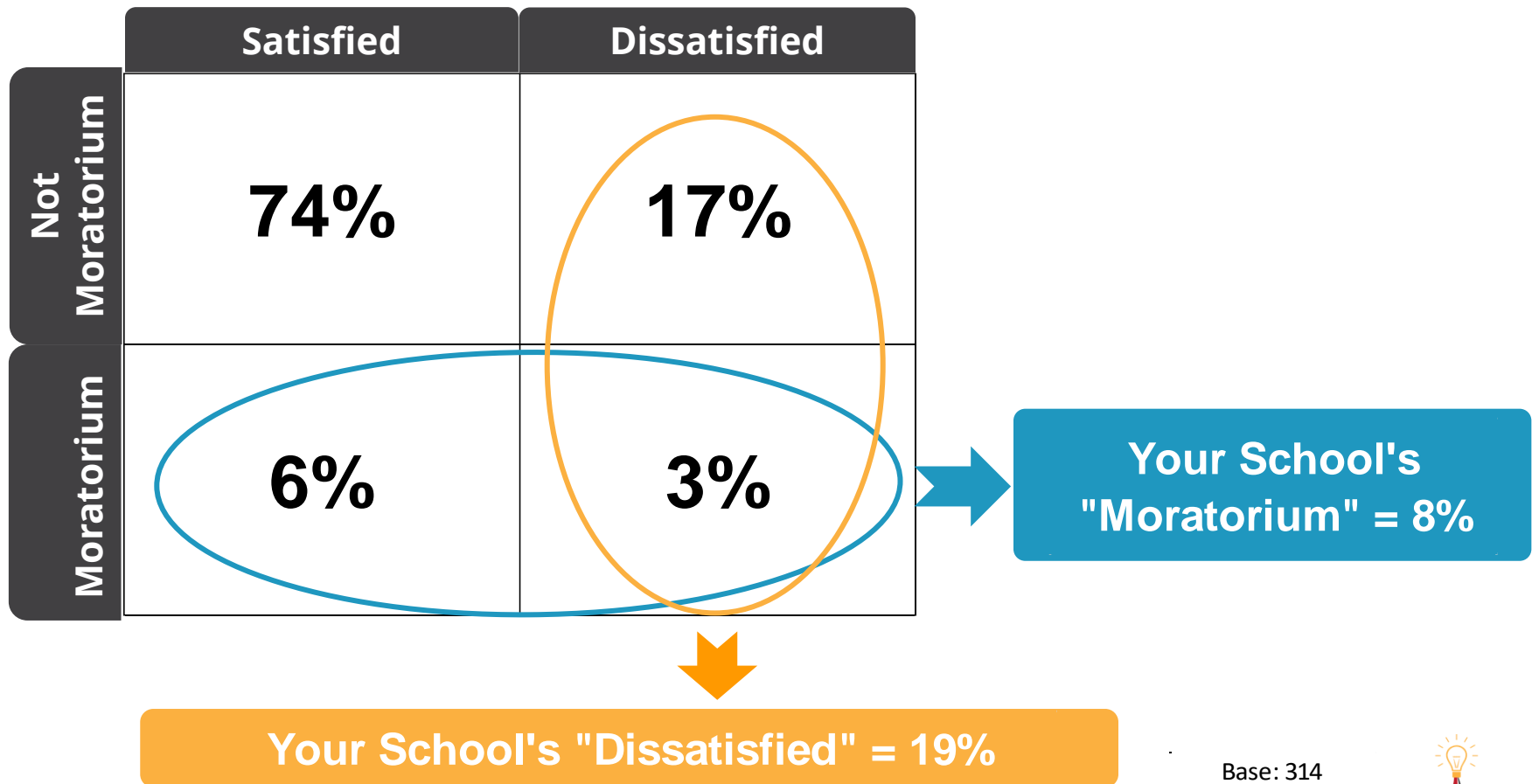
CONCORDIA UNIVERSITY ANN ARBOR: SATISFACTION WITH SCHOOL'S ROLE IN SPIRITUAL GROWTH BY IDENTITY STAGE

Returning Students Only



CONCORDIA UNIVERSITY ANN ARBOR: OVERLAP BETWEEN "MORATORIUM" DEVELOPMENT STAGE AND "DISSATISFIED"

Returning Students Only



Base: 314

CONCORDIA UNIVERSITY ANN ARBOR: TOP 5 PRIORITIES FOR “MORATORIUM + DISSATISFIED” STUDENTS

Returning Students Only

Priority Ranking	Top Five School Priorities (Based on Level of Importance and Satisfaction)	Importance Score (Scale: 6 is high; 1 is low)	Satisfaction Score (Scale: 6 is high; 1 is low)	Priority Score *	
1	Helps process doubts	3.9	2.6	4.8	Highest Priority
2	Teaches words, stories, key messages of faith	3.9	3.0	3.4	
3	Provides ideas to work through faith barriers	3.6	2.8	3.2	
4	Challenges one to grow and take next steps	3.5	2.8	2.6	
5	Teachers model how to grow	4.0	3.4	2.5	

Base: 8

*** Priority Score:** This score merges importance and satisfaction together to rank order your “Moratorium + Dissatisfied” students’ view of the school’s highest priorities for action. The higher the score, the greater the sense of urgency for change.
(Priority Score Calculation: (Importance - Satisfaction) x Importance)

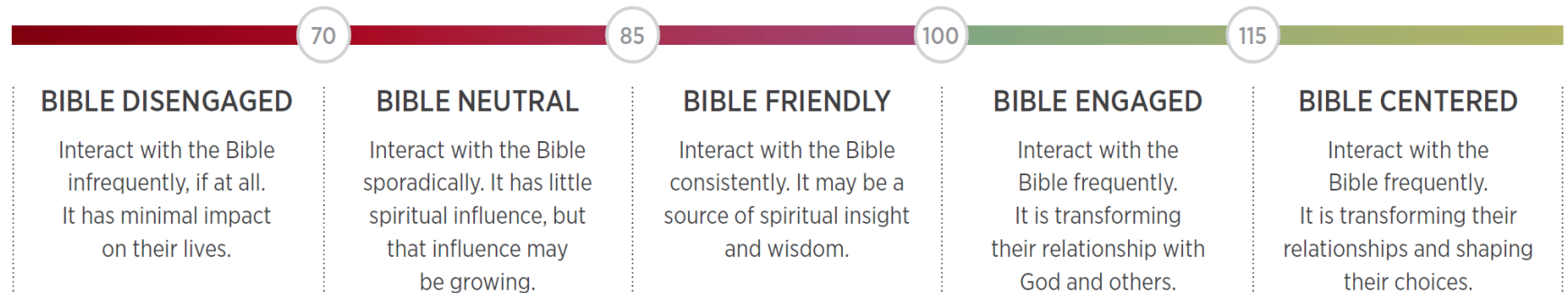


CHAPTER 8: SCRIPTURE ENGAGEMENT

Goal: For you to gain an understanding of the relationship between students' engagement with the Bible and their overall spiritual vitality.

SCRIPTURE ENGAGEMENT

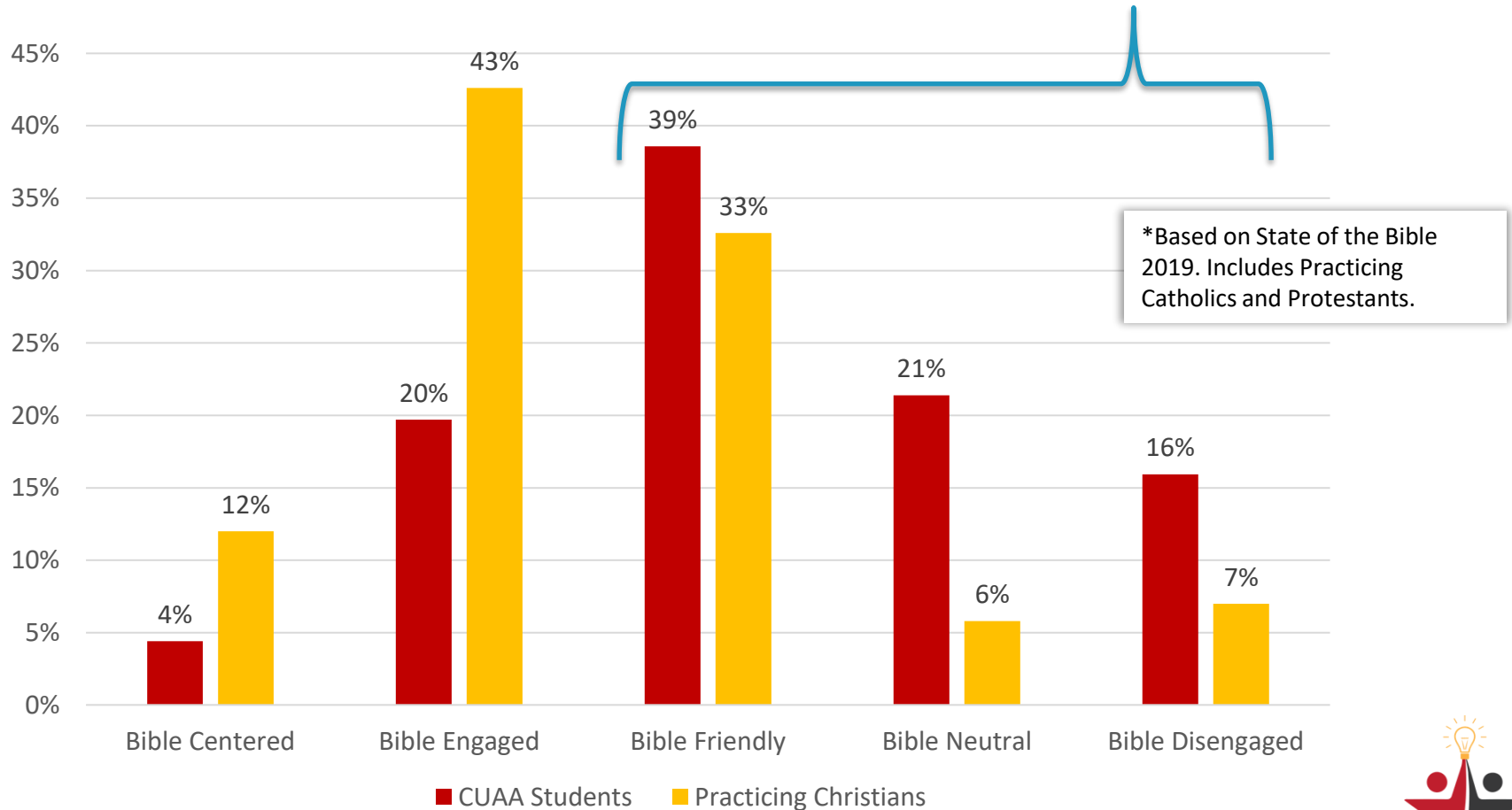
In the fall of 2017, American Bible Society conducted a landmark study of Scripture engagement in the United States. They determined that Scripture Engagement is measured as *consistent interaction with the Bible that shapes people's choices and transforms their relationships with God, self, and others.*



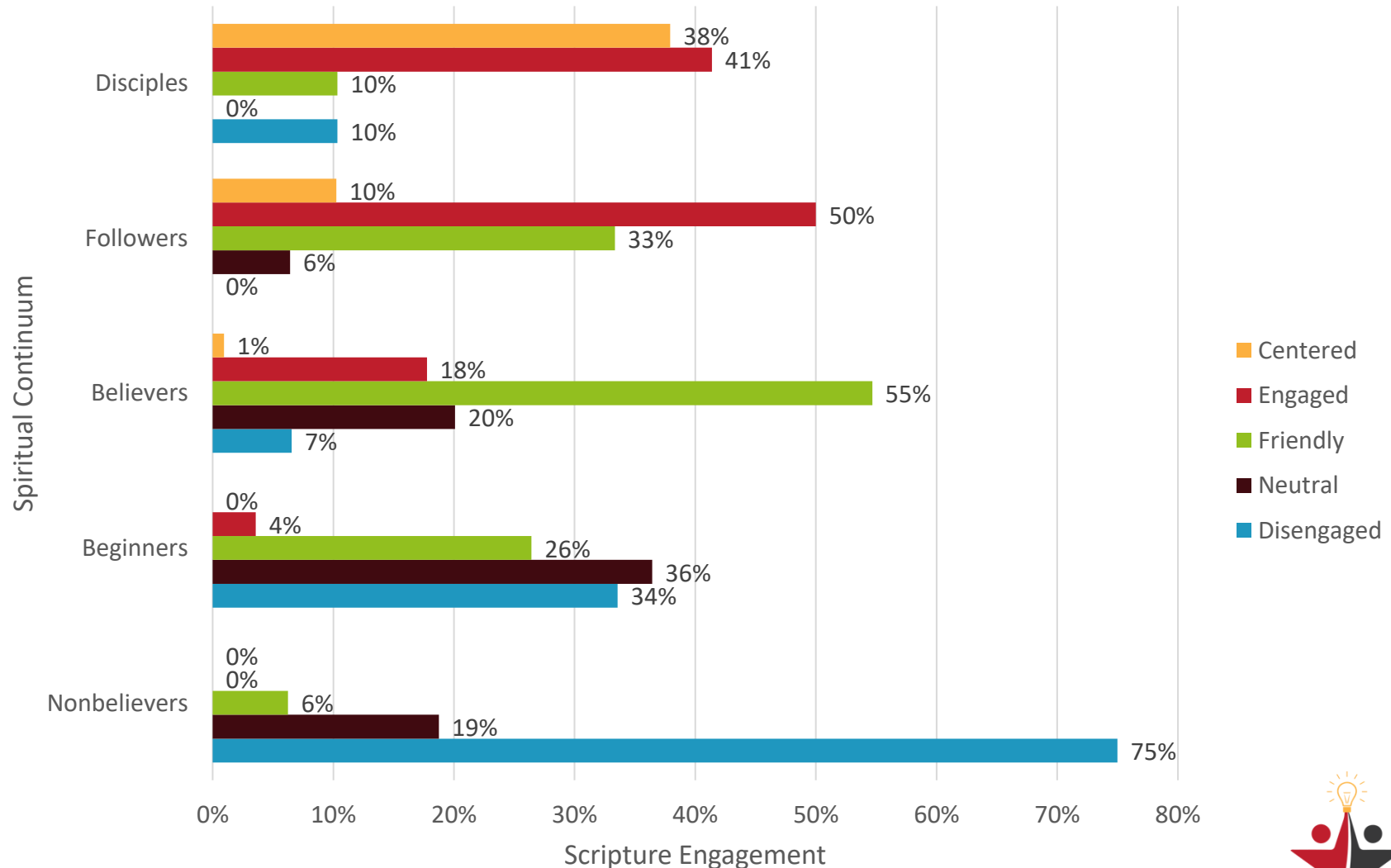
The three domains of Scripture Engagement are known as (1) **Frequency**, (2) **Moral Centrality**, and (3) **Spiritual Impact**, respectively. All Bible users can be scored on the Scripture Engagement Scale (above). Scoring 100 or higher is considered Bible Engagement, which is strongly correlated with spiritual vitality.

SCRIPTURE ENGAGEMENT: CUAA VS. U.S. PRACTICING CHRISTIANS*

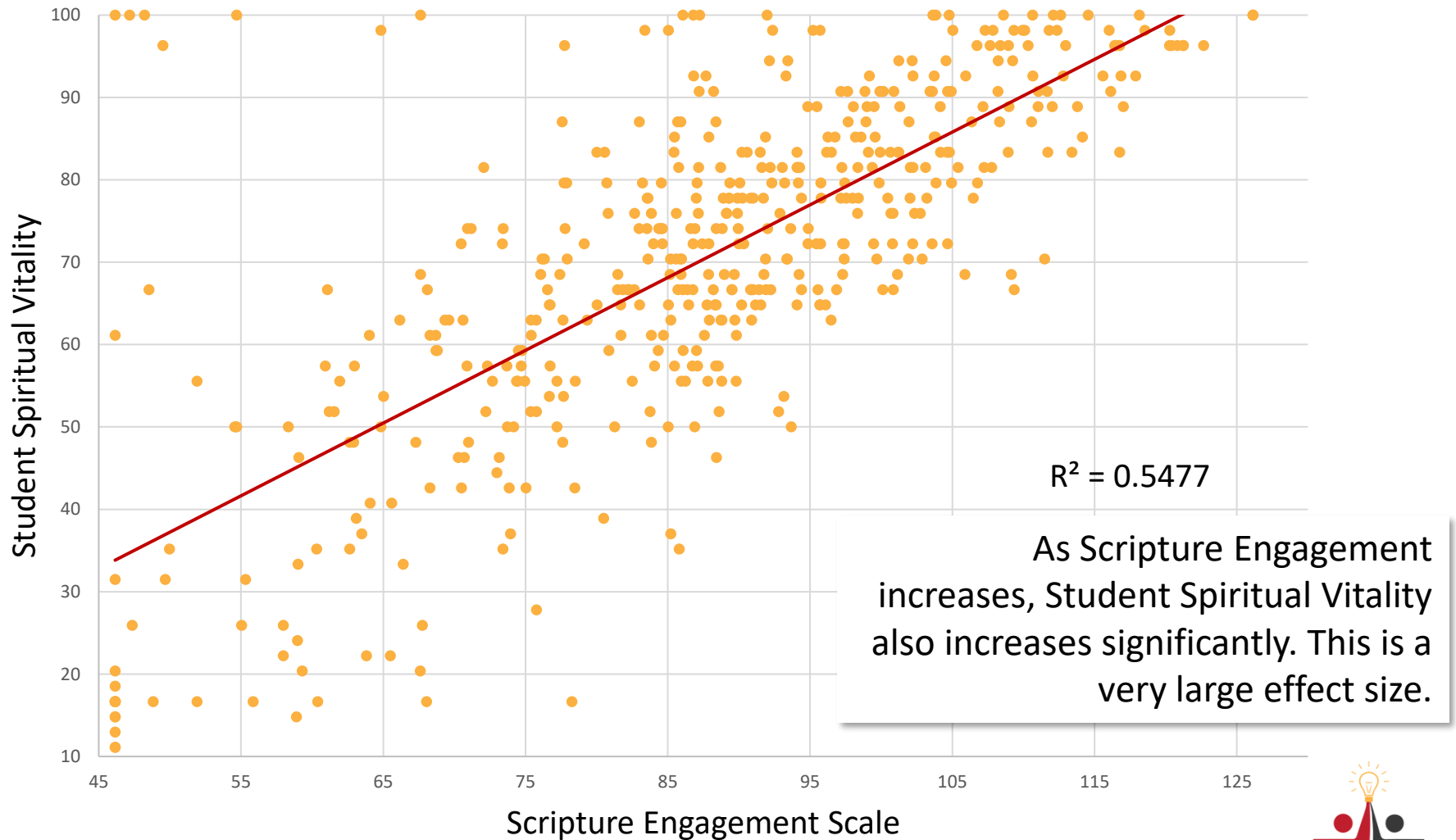
76% of CUAA Students are unengaged in the Bible. These students need to develop a deeper connection to God through the Bible to mature as followers of Christ.



CONCORDIA UNIVERSITY ANN ARBOR: SPIRITUAL CONTINUUM BY SCRIPTURE ENGAGEMENT



CONCORDIA UNIVERSITY ANN ARBOR: SCRIPTURE ENGAGEMENT & STUDENT SPIRITUAL VITALITY





CHAPTER 9: PRIORITY SCORES

Goal: To help you set priorities for action to serve the spiritual needs of your students.

CONCORDIA UNIVERSITY ANN ARBOR: ALL PRIORITIES

Beginner and Believer Returning Students Only – Page 1 of 2

Priority Ranking	Priorities for All Needs (Based on Level of Importance and Satisfaction)	Importance Score (Scale: 6 is high; 1 is low)	Satisfaction Score (Scale: 6 is high; 1 is low)	Priority Score *	
1	Helps with emotional needs	4.4	4.0	1.5	Highest Priority
2	Helps process doubts	4.4	4.1	1.4	
3	Helps develop relationships to process life issues	4.4	4.1	1.0	
4	Challenges one to grow and take next steps	4.5	4.3	0.9	
5	Gives opportunity to serve in area passionate about	4.3	4.1	0.9	
6	Provides ideas to work through faith barriers	4.3	4.1	0.9	
7	Gives one a feeling of belonging	4.4	4.2	0.8	
8	Provides opportunity to serve those in need	4.3	4.1	0.8	
9	Helps develop relationships for better decision making	4.3	4.1	0.8	
10	Helps develop accountable relationships	4.3	4.1	0.7	
11	Encourages service outside of school opportunities	4.2	4.1	0.6	
12	Helps develop prayer life	4.2	4.0	0.6	
13	Helps build relationships with adults to support growth	4.4	4.3	0.6	
14	Allows one to use spiritual gifts	4.2	4.1	0.5	

Base: 223



CONCORDIA UNIVERSITY ANN ARBOR: ALL PRIORITIES

Beginner and Believer Returning Students Only – Page 2 of 2

Priority Ranking	Priorities for All Needs (Based on Level of Importance and Satisfaction)	Importance Score (Scale: 6 is high; 1 is low)	Satisfaction Score (Scale: 6 is high; 1 is low)	Priority Score *	
15	Helps one to practice talking about faith	4.2	4.1	0.5	Lowest Priority
16	Help understand Bible in-depth	4.2	4.1	0.4	
17	Provides chapel service that supports growth	4.3	4.2	0.3	
18	Inspires making faith active part of life	4.3	4.2	0.3	
19	Creates serving culture recognized by others	4.2	4.1	0.3	
20	Helps learn to develop quiet time w/ God	4.0	3.9	0.2	
21	Provide chapel service with "next steps"	4.1	4.0	0.2	
22	Helps develop relationship w/ Christ	4.4	4.3	0.2	
23	Encourages personal responsibility for one's spiritual growth	4.3	4.3	0.1	
24	Helps develop relationships for others to pray for you	4.1	4.1	0.0	
25	Provides chapel service that is challenging	4.1	4.1	-0.1	
26	Teachers model how to grow	4.4	4.4	-0.2	
27	Teaches words, stories, key messages of faith	4.2	4.3	-0.3	

Base: 223



CONCORDIA UNIVERSITY ANN ARBOR: ALL PRIORITIES

Follower and Disciple Returning Students Only – Page 1 of 2

Priority Ranking	Priorities for All Needs (Based on Level of Importance and Satisfaction)	Importance Score (Scale: 6 is high; 1 is low)	Satisfaction Score (Scale: 6 is high; 1 is low)	Priority Score *	
1	Helps develop prayer life	5.4	4.4	5.7	Highest Priority
2	Helps process doubts	5.5	4.5	5.3	
3	Provides ideas to work through faith barriers	5.3	4.3	5.0	
4	Challenges one to grow and take next steps	5.4	4.5	4.6	
5	Gives opportunity to serve in area passionate about	5.3	4.4	4.6	
6	Helps learn to develop quiet time w/ God	5.0	4.1	4.5	
7	Helps develop relationship w/ Christ	5.5	4.7	4.1	
8	Provides chapel service that is challenging	5.4	4.6	4.1	
9	Allows one to use spiritual gifts	5.2	4.4	3.9	
10	Helps one to practice talking about faith	5.3	4.5	3.9	
11	Helps develop accountable relationships	5.2	4.5	3.9	
12	Creates serving culture recognized by others	5.1	4.4	3.7	
13	Provides chapel service that supports growth	5.4	4.7	3.6	
14	Provide chapel service with "next steps"	5.0	4.3	3.6	

Base: 82



CONCORDIA UNIVERSITY ANN ARBOR: ALL PRIORITIES

Follower and Disciple Returning Students Only – Page 2 of 2

Priority Ranking	Priorities for All Needs (Based on Level of Importance and Satisfaction)	Importance Score (Scale: 6 is high; 1 is low)	Satisfaction Score (Scale: 6 is high; 1 is low)	Priority Score *	
15	Helps develop relationships to process life issues	5.2	4.6	3.5	Lowest Priority
16	Helps with emotional needs	5.2	4.5	3.4	
17	Encourages service outside of school opportunities	5.1	4.4	3.4	
18	Provides opportunity to serve those in need	5.2	4.6	3.4	
19	Helps develop relationships for better decision making	5.2	4.5	3.4	
20	Helps build relationships with adults to support growth	5.2	4.6	3.3	
21	Inspires making faith active part of life	5.4	4.8	3.2	
22	Help understand Bible in-depth	5.4	4.9	3.1	
23	Encourages personal responsibility for one's spiritual growth	5.2	4.6	3.1	
24	Teachers model how to grow	5.2	4.6	3.0	
25	Helps develop relationships for others to pray for you	5.1	4.6	2.6	
26	Gives one a feeling of belonging	5.2	4.8	2.2	
27	Teaches words, stories, key messages of faith	5.2	4.9	1.9	

Base: 82



CONCORDIA UNIVERSITY ANN ARBOR: ALL PRIORITIES

All Returning Students – Page 1 of 2

Priority Ranking	Priorities for All Needs (Based on Level of Importance and Satisfaction)	Importance Score (Scale: 6 is high; 1 is low)	Satisfaction Score (Scale: 6 is high; 1 is low)	Priority Score *	
1	Helps process doubts	4.6	4.1	2.2	Highest Priority
2	Helps with emotional needs	4.5	4.2	1.8	
3	Provides ideas to work through faith barriers	4.5	4.2	1.7	
4	Gives opportunity to serve in area passionate about	4.5	4.2	1.7	
5	Challenges one to grow and take next steps	4.7	4.3	1.7	
6	Helps develop prayer life	4.4	4.1	1.6	
7	Helps develop relationships to process life issues	4.5	4.2	1.4	
8	Provides opportunity to serve those in need	4.5	4.2	1.4	
9	Helps develop accountable relationships	4.5	4.2	1.3	
10	Allows one to use spiritual gifts	4.4	4.2	1.2	
11	Helps develop relationships for better decision making	4.5	4.2	1.2	
12	Encourages service outside of school opportunities	4.4	4.1	1.2	
13	Helps one to practice talking about faith	4.4	4.2	1.1	
14	Helps learn to develop quiet time w/ God	4.2	4.0	1.1	

Base: 314



CONCORDIA UNIVERSITY ANN ARBOR: ALL PRIORITIES

All Returning Students – Page 2 of 2

Priority Ranking	Priorities for All Needs (Based on Level of Importance and Satisfaction)	Importance Score (Scale: 6 is high; 1 is low)	Satisfaction Score (Scale: 6 is high; 1 is low)	Priority Score *	
15	Helps build relationships with adults to support growth	4.6	4.4	1.1	Lowest Priority
16	Gives one a feeling of belonging	4.6	4.3	1.1	
17	Creates serving culture recognized by others	4.4	4.2	1.0	
18	Provides chapel service that supports growth	4.5	4.3	0.9	
19	Helps develop relationship w/ Christ	4.6	4.4	0.9	
20	Provide chapel service with "next steps"	4.3	4.1	0.9	
21	Help understand Bible in-depth	4.5	4.3	0.9	
22	Inspires making faith active part of life	4.6	4.4	0.9	
23	Provides chapel service that is challenging	4.4	4.2	0.7	
24	Encourages personal responsibility for one's spiritual growth	4.5	4.3	0.7	
25	Helps develop relationships for others to pray for you	4.3	4.2	0.5	
26	Teachers model how to grow	4.6	4.5	0.5	
27	Teaches words, stories, key messages of faith	4.4	4.4	0.1	

Base: 314





EPILOGUE: OVERALL SUMMARY

Goal: For you to get a ONE number snapshot of the overall spiritual vitality of your school

THE SCHOOL SPIRITUAL VITALITY GAUGE

The **School Spiritual Vitality Gauge** (ScVG) was developed to provide a comprehensive measure of the school's role in a student's spiritual growth. The specific statements included in the ScVG were chosen from 27 possible aspects of a school's effort to aid students in their spiritual growth. The items selected were those found to be most discriminating between students in different stages of spiritual maturity in a discriminant function analysis. In essence, this single number score allows school administrators to assess the role the school plays in student spiritual formation.

SUPPORTING SPIRITUAL GROWTH

- To what extent does the school help students develop a relationship with Christ?
- Do the teachers/faculty model and consistently reinforce how to grow spiritually?
- Does the school inspire students to make their faith an active part of their life?

DEVELOPING SPIRITUAL PRACTICES

- Does the school help students understand the Bible in depth and develop a prayer life?
- Does the school provide a chapel service that helps students grow spiritually?

MAKING FAITH ACTIVE

- Does the school provide ways for students to make their faith come alive by allowing them to develop their spiritual gifts, providing them opportunities to serve in areas they are passionate about and encouraging them to look outside the walls of the school to be God's hands and feet?

CONCORDIA UNIVERSITY ANN ARBOR: SCHOOL SPIRITUAL VITALITY GAUGE

How the ScVG is Calculated

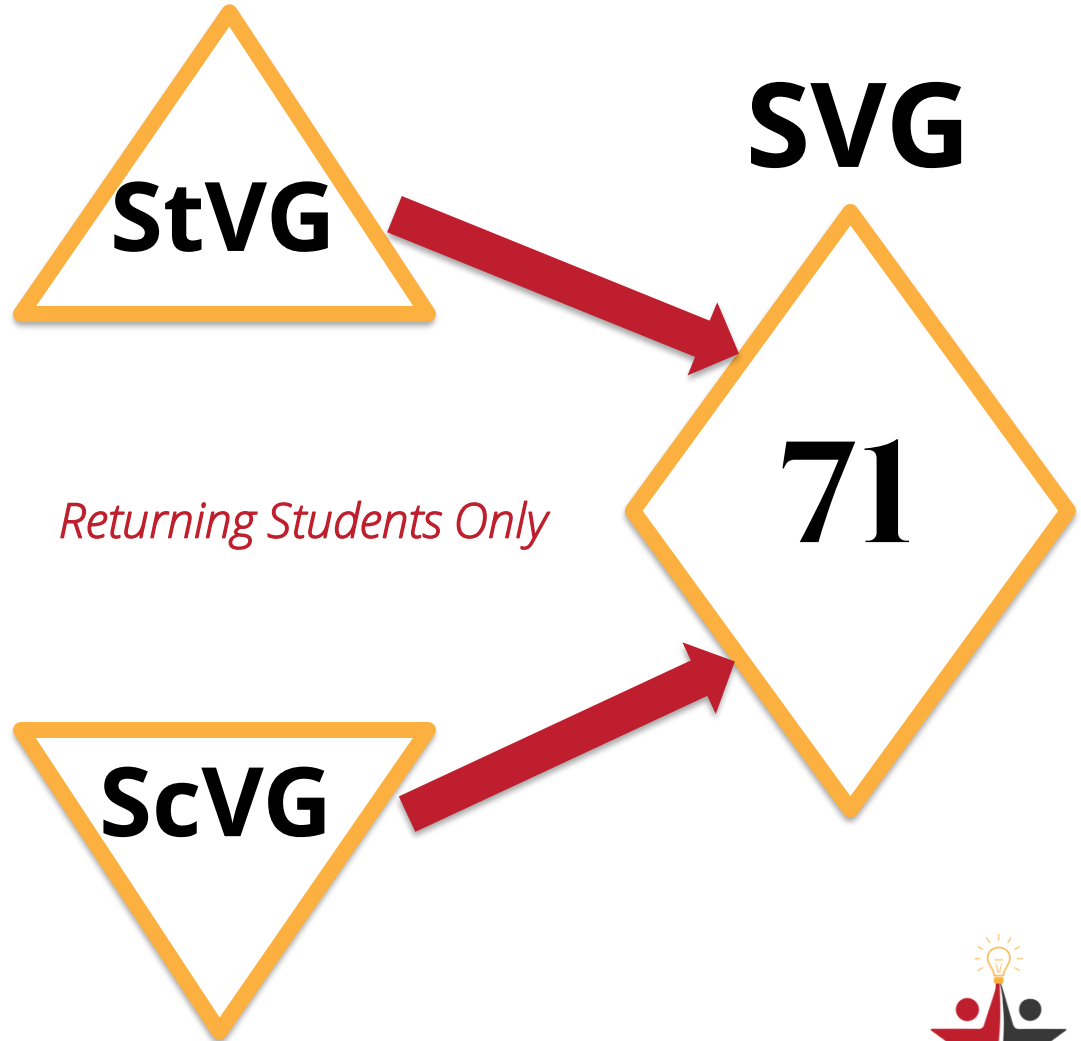
- In calculating the ScVG, all nine items were given equal weight.
- The numerical scores for each student's responses to the nine items were summed and then divided by the total possible score for this set of items.
- The resulting decimal was converted to a percentage and averaged across all students to produce a score that represents the school's ScVG on a scale of 0 to 100.



CONCORDIA UNIVERSITY ANN ARBOR: OVERALL SUMMARY – SCHOOL SPIRITUAL VITALITY GAUGE

How the SVG is Calculated:

In calculating the SVG, all nine items from the StVG and all nine items from the ScVG were given equal weight. The numerical scores for each student's responses to the eighteen items were summed and then divided by the total possible score for this set of items. The resulting decimal was converted to a percentage and averaged across all students to produce a score that represents the school's SVG on a scale of 0 to 100.



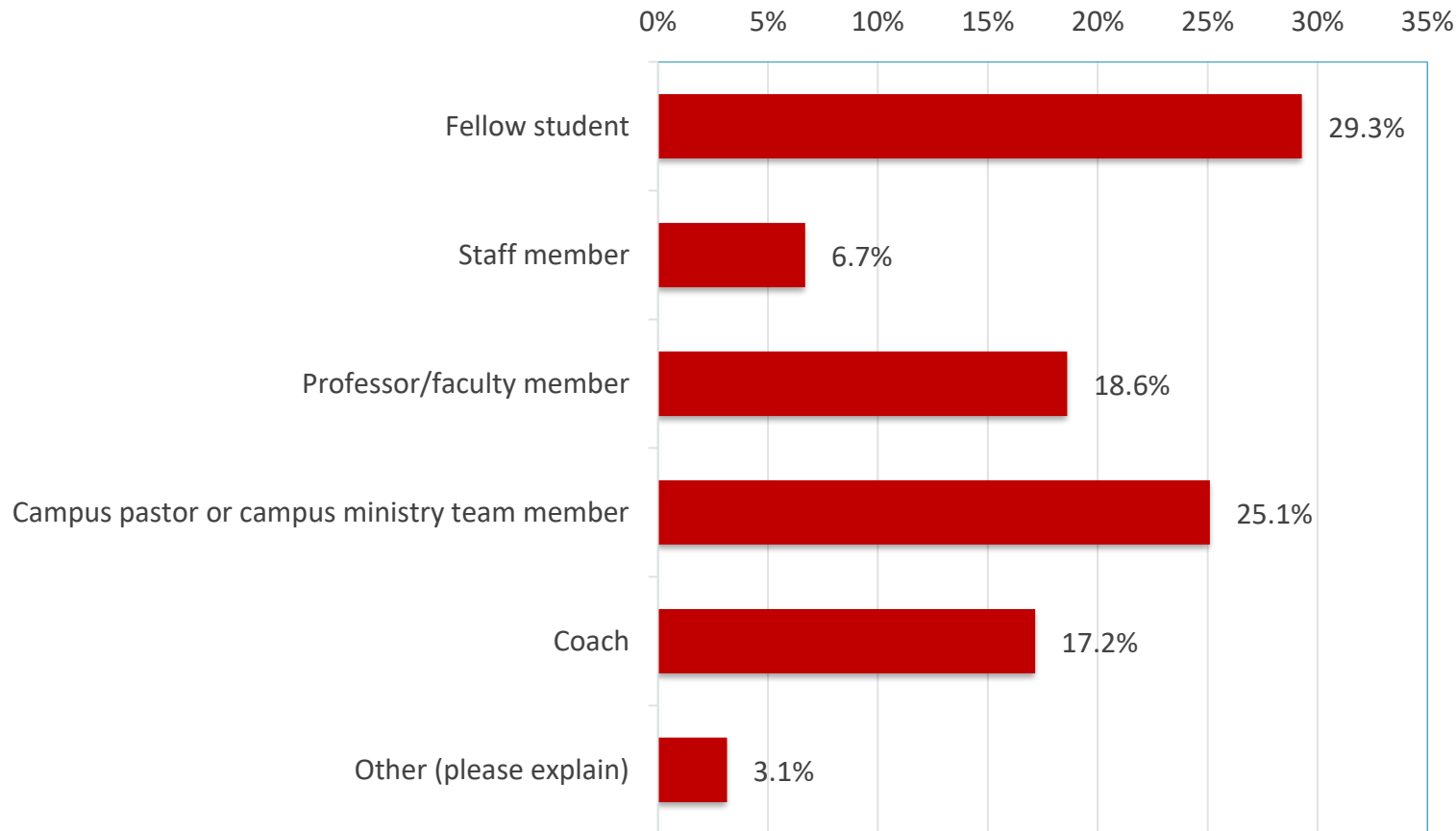


APPENDIX A: CAMPUS-SPECIFIC ITEMS

Goal: To report on survey questions that were of particular interest to your institution or denomination.

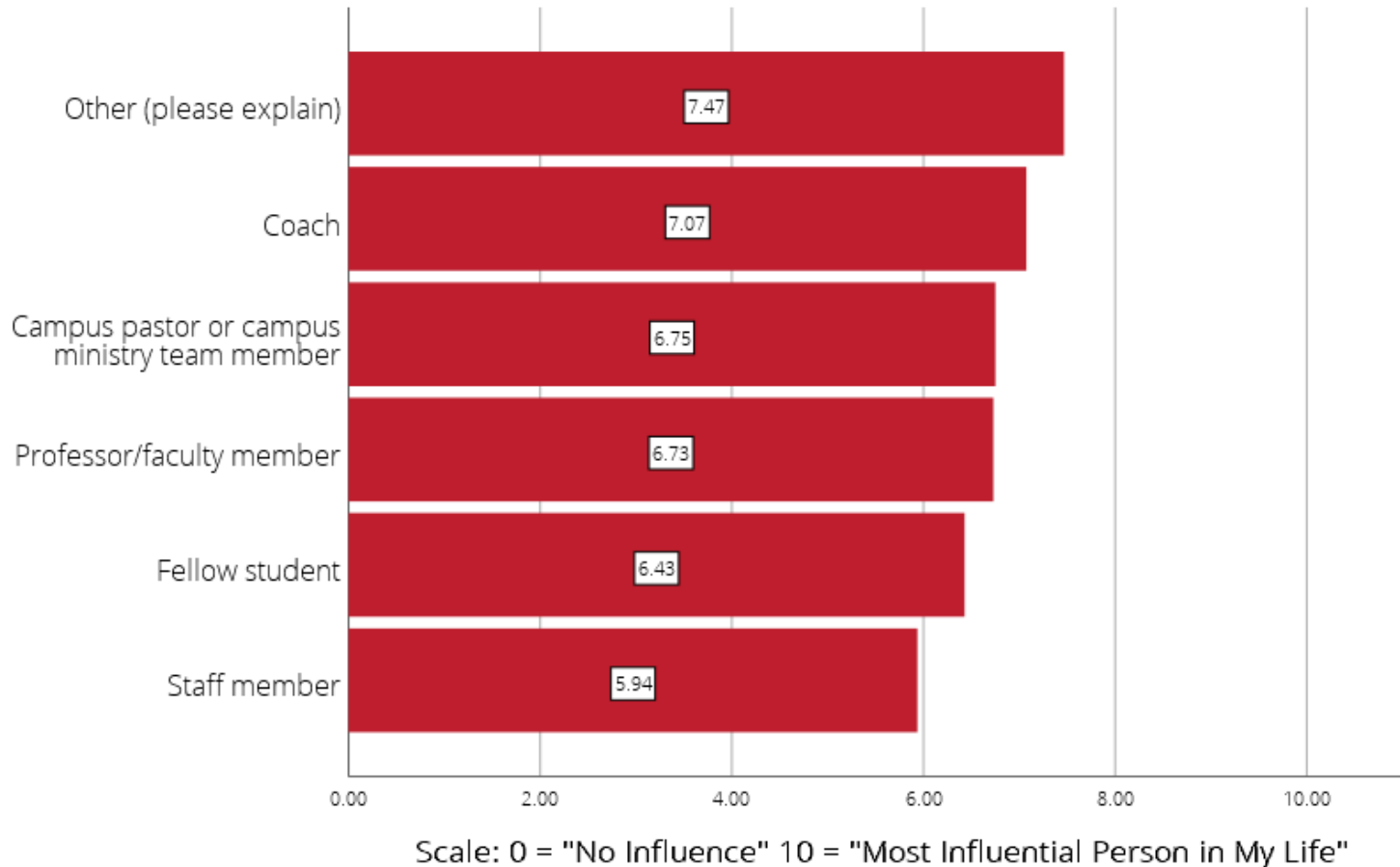
SPIRITUALLY INFLUENTIAL PEOPLE AT CONCORDIA UNIVERSITY ANN ARBOR

Q141. Who at Concordia University has had the greatest influence on your spiritual life?



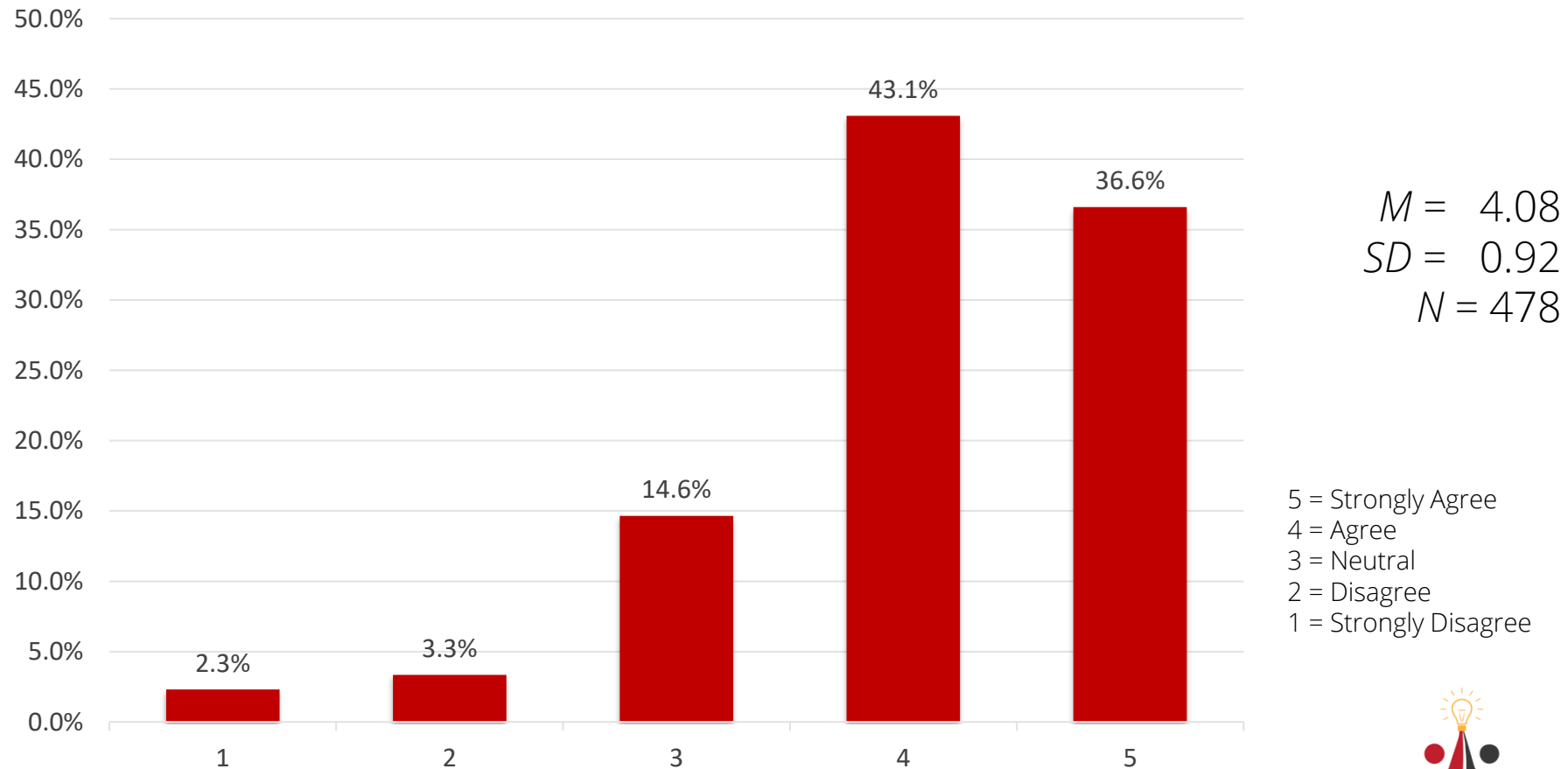
POSITIVE INFLUENCE OF PEOPLE AT CONCORDIA UNIVERSITY ANN ARBOR

Q142. Please rate the influence of the person you selected in the previous question.

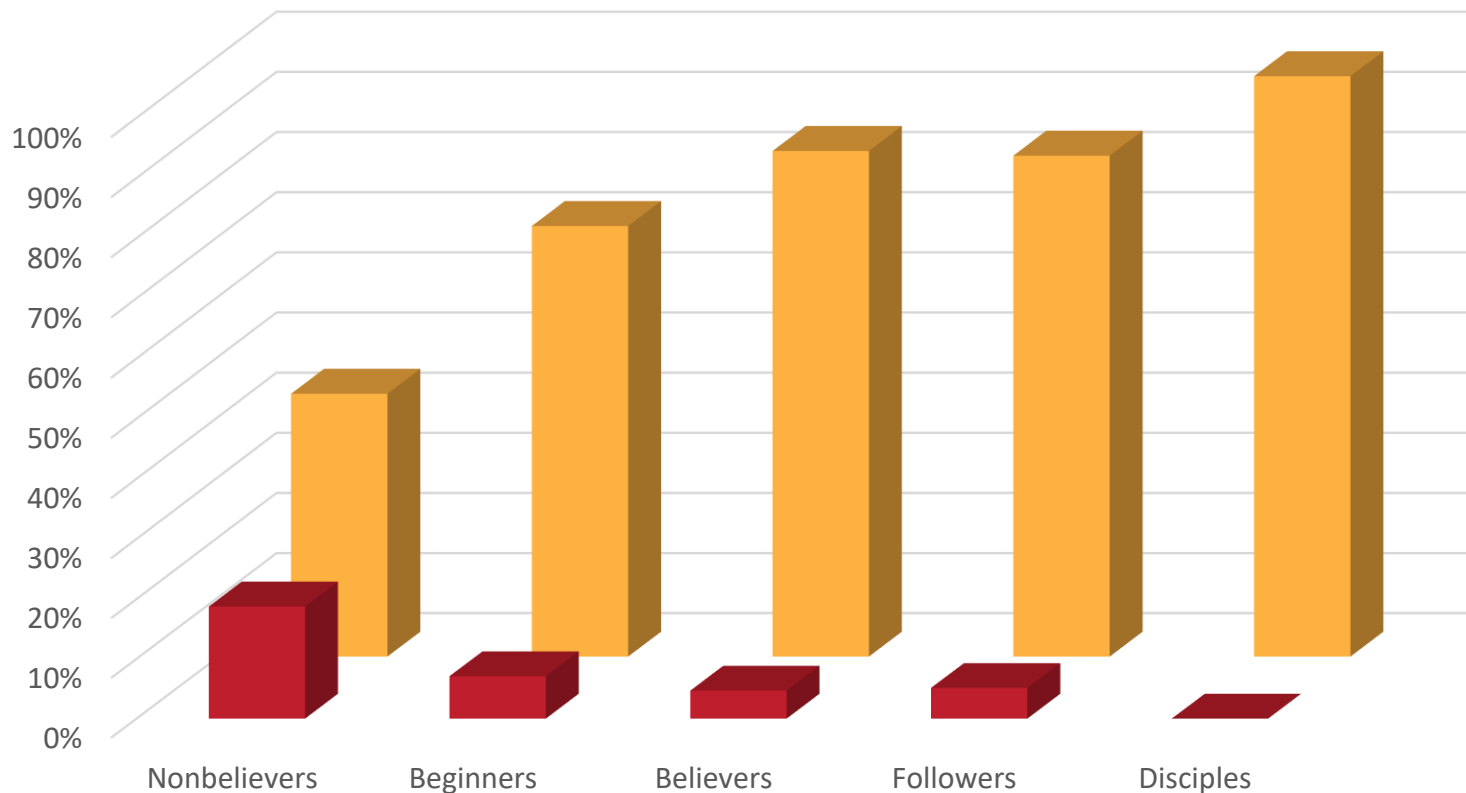


ATTITUDE TOWARD CAMPUS MINISTRY AT CONCORDIA UNIVERSITY ANN ARBOR

Q143. I have a favorable attitude toward the Campus Ministry at Concordia University Ann Arbor.



ATTITUDE TOWARD CAMPUS MINISTRY PROFILED BY SPIRITUAL CONTINUUM



Segment	Base Size
Non-Believers	16
Beginners	141
Believers	214
Followers	78
Disciples	29

$r = .207, p < .001$

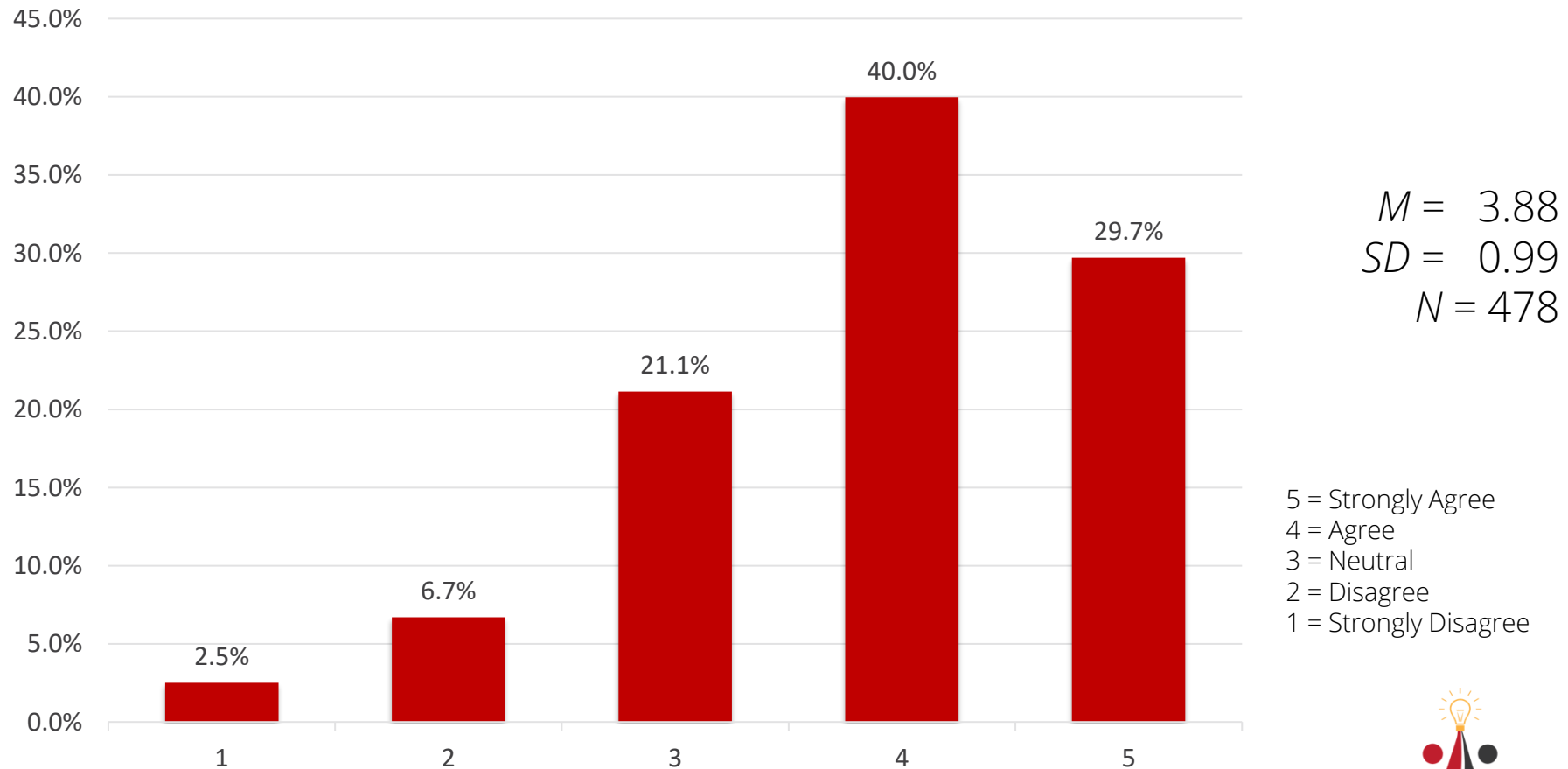
■ Strongly Disagree or Disagree

■ Strongly Agree or Agree

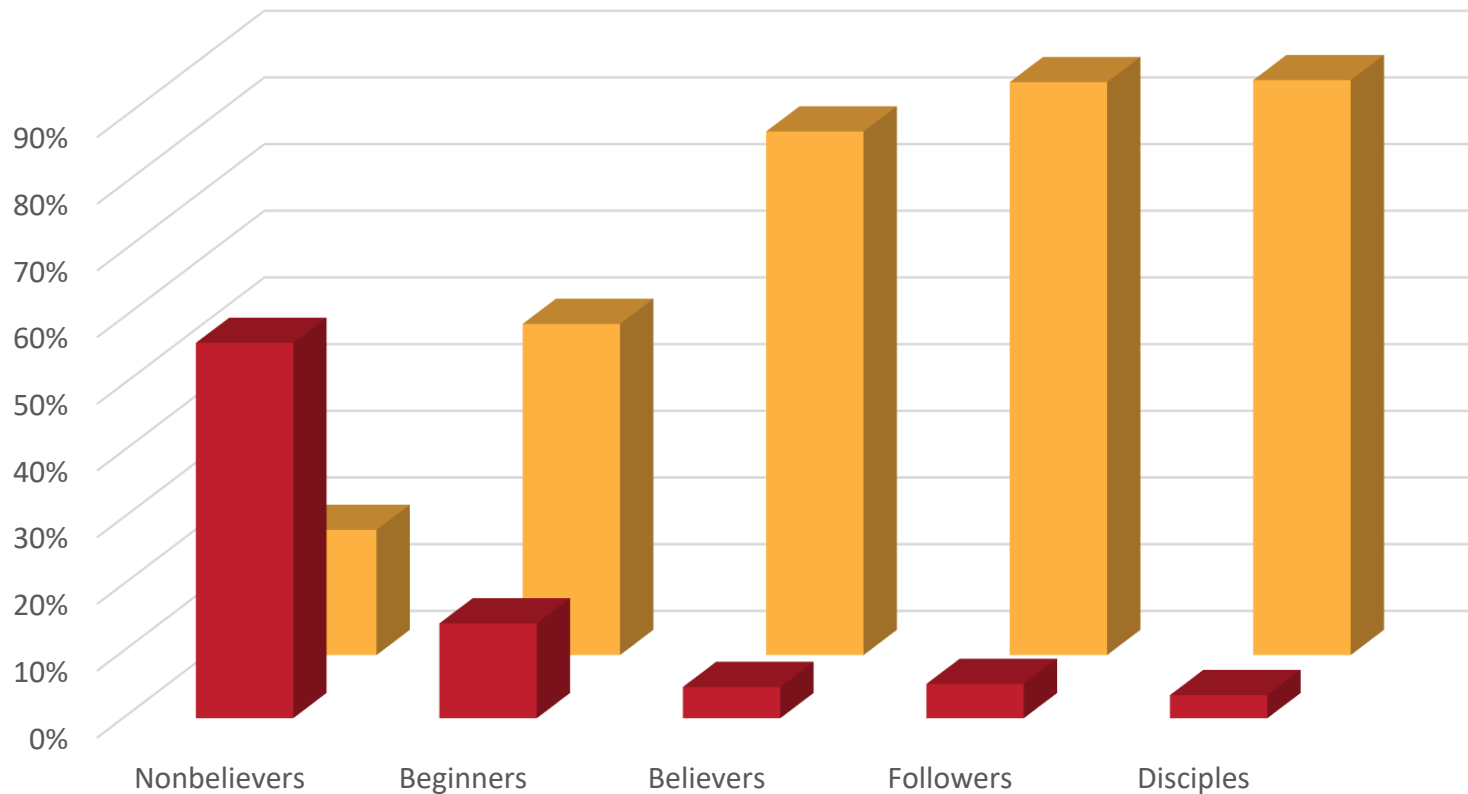


IMPORTANCE OF CAMPUS MINISTRY AT CONCORDIA UNIVERSITY ANN ARBOR

Q144. Campus Ministry (chapel, mission activities, etc.) is important to my Concordia University experience.



IMPORTANCE OF CAMPUS MINISTRY PROFILED BY SPIRITUAL CONTINUUM



Segment	Base Size
Non-Believers	16
Beginners	141
Believers	214
Followers	78
Disciples	29

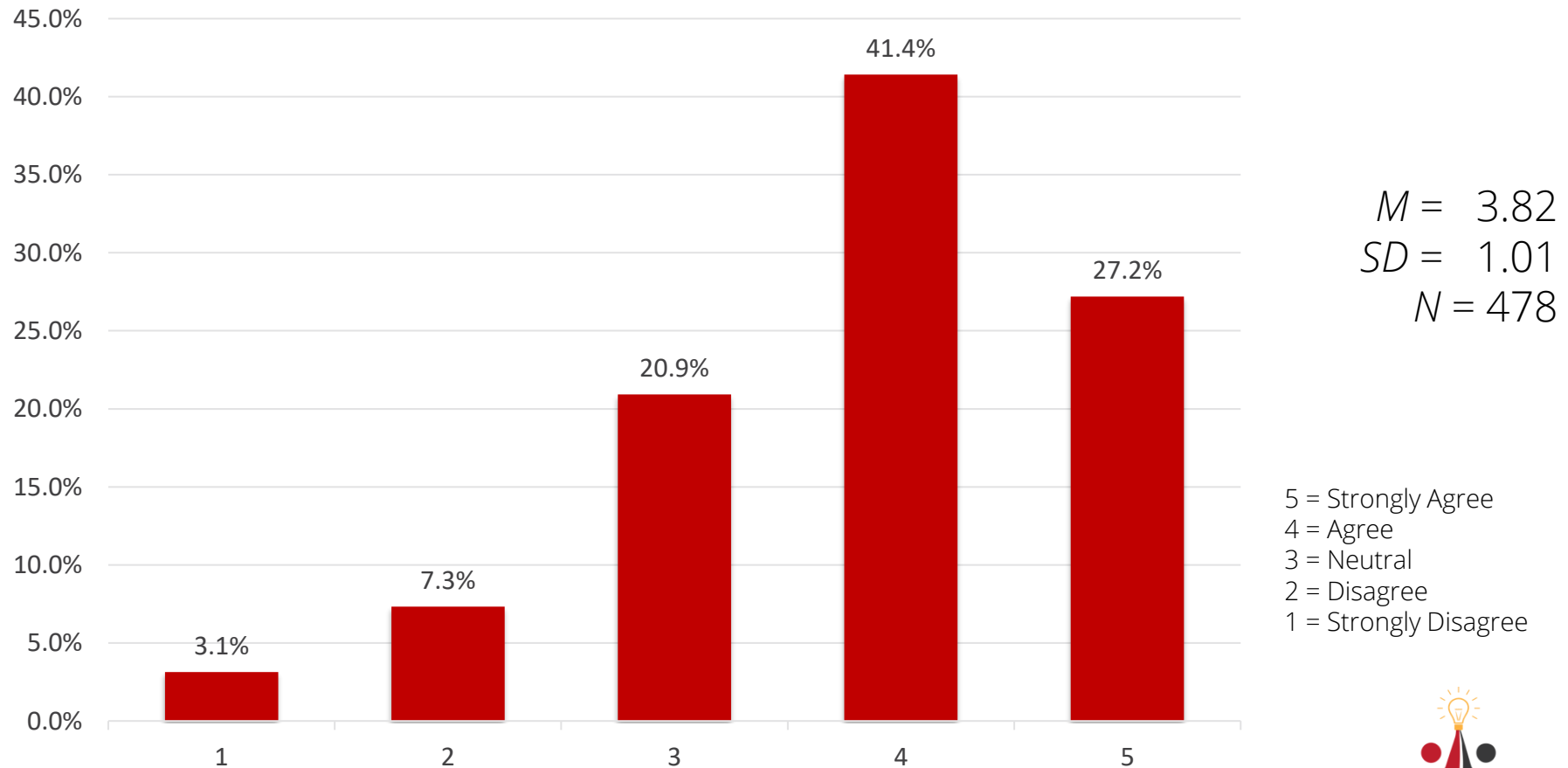
$r = .394, p < .001$

■ Strongly Disagree or Disagree

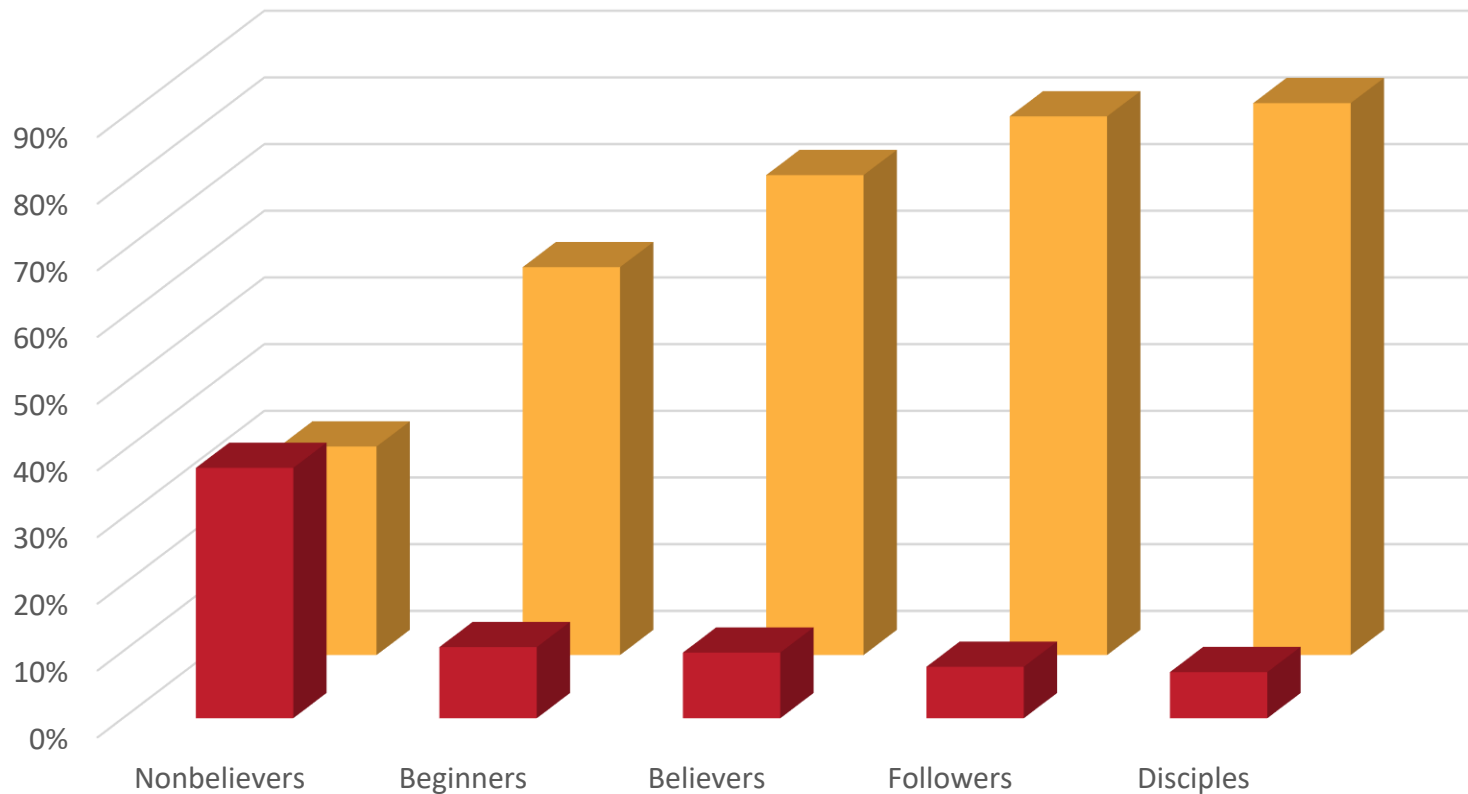
■ Strongly Agree or Agree

CONCORDIA UNIVERSITY IMPACT ON UNDERSTANDING LUTHERAN DOCTRINE

Q145. Being at Concordia University has given me a greater understanding of the teachings of the Lutheran Church Missouri Synod.



IMPACT ON UNDERSTANDING DOCTRINE PROFILED BY SPIRITUAL CONTINUUM



Segment	Base Size
Non-Believers	16
Beginners	141
Believers	214
Followers	78
Disciples	29

$r = .275, p < .001$

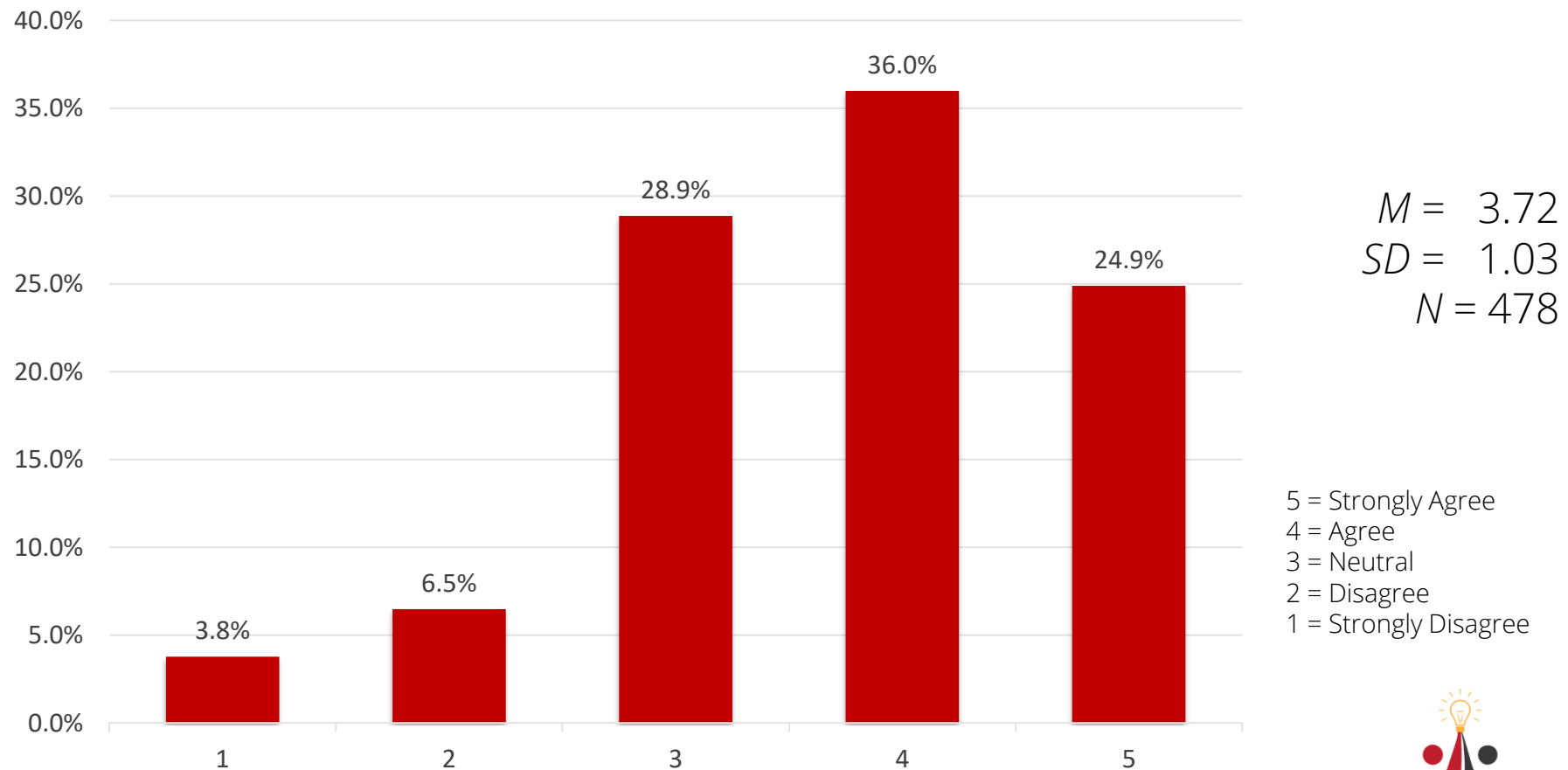
■ Strongly Disagree or Disagree

■ Strongly Agree or Agree

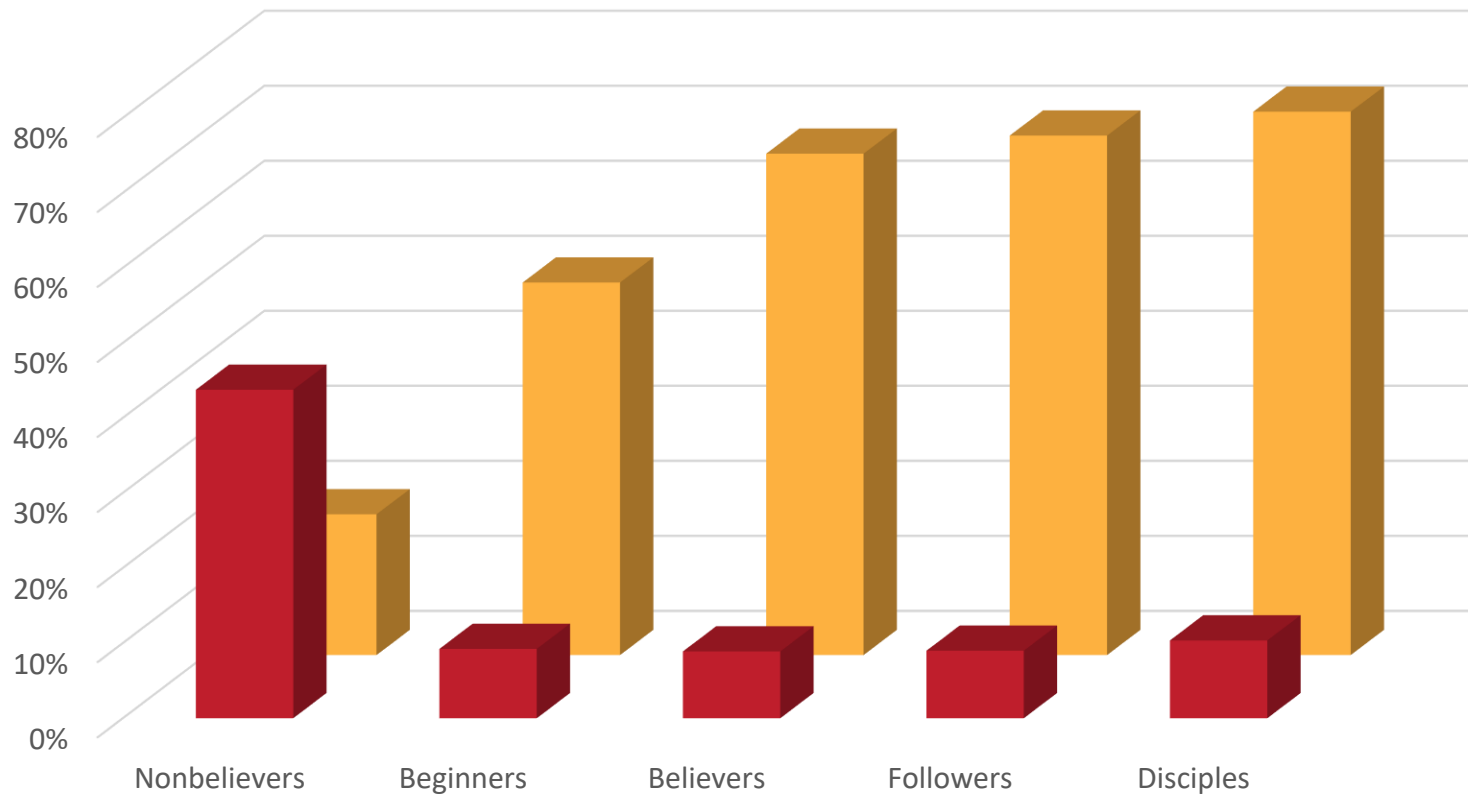


CONCORDIA UNIVERSITY IMPACT ON APPRECIATION FOR LUTHERAN DOCTRINE

Q146. Being at Concordia University has given me a greater appreciation for the teachings of the Lutheran Church Missouri Synod.



IMPACT ON APPRECIATION FOR DOCTRINE PROFILED BY SPIRITUAL CONTINUUM



Segment	Base Size
Non-Believers	16
Beginners	141
Believers	214
Followers	78
Disciples	29

$r = .259, p < .001$

■ Strongly Disagree or Disagree

■ Strongly Agree or Agree



SIGNIFICANT CORRELATIONS

The survey data reveal several significant correlations related to the Concordia University campus-specific questions, outlined in the previous ten slides. Following are **four key findings** and possible interpretations of the data.

FINDING #1:

Concordia University students' attitudes toward campus ministries are significantly correlated with Scripture Engagement, StVG, and ScVG.

- Correlations between **attitude toward** campus ministries (Q143) and both dependent variables are moderate to strong and significant:
 - **Scripture Engagement:** $r = .313, p < .001$
 - **StVG:** $r = .338, p < .001$
 - **ScVG:** $r = .585, p < .001$

INTERPRETATION:

Students with higher Scripture Engagement, overall spiritual vitality (StVG), and satisfaction with the spiritual support they receive from CUAA (ScVG) tend to be more satisfied with CUAA's campus ministries than their classmates do.



SIGNIFICANT CORRELATIONS

FINDING #2:

Concordia University students' beliefs about the **importance of campus ministries** are significantly correlated with Scripture Engagement, StVG, and ScVG.

- Correlations between **importance of campus ministries** (Q144) and these dependent variables are strong:
 - Scripture Engagement: $r = .511, p < .001$
 - StVG: $r = .548, p < .001$
 - ScVG: $r = .523, p < .001$

INTERPRETATION:

Students with higher Scripture Engagement, overall spiritual vitality (StVG), and satisfaction with the spiritual support they receive from CUAA (ScVG) tend to place higher importance on CUAA's campus ministries than their classmates do.

SIGNIFICANT CORRELATIONS

FINDING #3:

Questions 145 (increased understanding of Lutheran doctrine) and 146 (increased appreciation for Lutheran doctrine) are strongly correlated ($r = .760, p < .001$).

INTERPRETATION:

Students who have found the Concordia University experience to increase their understanding of Lutheran doctrine have also expressed increased appreciation for that doctrine.

SIGNIFICANT CORRELATIONS

FINDING #4:

Scripture Engagement is a key predictor of **Student Spiritual Vitality** (StVG, $r = .740, p < .001$), **School Spiritual Vitality** (ScVG, $r = .331, p < .001$), and of every **campus-specific question** (items Q142 – Q146). Correlations were moderate to strong, varying from $r = .301$ to $r = .511$ and were significant at the $p < .001$ level.

INTERPRETATION:

Evidence is growing that students who are actively engaged in the Bible are spiritually healthy and are meaningfully engaged in the spiritual life of their campus. Encouraging Bible engagement, particularly in the domains of spiritual impact and moral centrality (see page 70) may have important and significant impacts on students' spiritual health.





APPENDIX B: STATISTICAL PROPERTIES

Goal: To provide statistical evidence of the validity and reliability of this report, assisting you in interpreting and applying the results.

INTRODUCTION

FOUNDATIONS OF THE UNIVERSITY SPIRITUAL LIFE SURVEY

The University Spiritual Life Survey is an adaptation of a much larger nationwide survey of over 425,000 churchgoers in approximately 2,000 churches across North America. Participants have responded to the church survey since 2007, and researchers' understanding of participants' spiritual vitality has grown with each wave of responses.

A GROWING BODY OF EVIDENCE

The *University SLS* has been under development since 2010, and researchers have collected more than 42,000 responses, from students attending 18 Christian colleges and universities. Unlike the church survey, the *University SLS* has not been distributed to a wide enough variety of institutions for the researchers to have developed so-called “norms.” However, participating institutions may use the survey's data to better understand their students' and their university's levels of spiritual vitality. Longitudinal reporting, available since 2015, helps universities understand how their students grow and what factors may predict differential growth patterns.



SAMPLE DEMOGRAPHICS

YOUR STUDENT BODY

Enrollment = 865

GPA (M = 3.18, SD = 0.55)

Age (M = 20.89, SD = 4.12, Median = 20)

Gender Breakdown

- Female = 53.8%
- Male = 46.2%

College Level Breakdown

- Freshman = 32.4%
- Sophomore = 22.4%
- Junior = 20.3%
- Senior = 24.9%

YOUR SURVEY RESPONDENTS

Respondents = 478 (55.3%)

Sample GPA = 3.22 [3.16, 3.28]

Sample Age 19.99 [19.74, 20.23]*

Gender Breakdown

- Female = 49.2%
- Male = 50.8%

College Level Breakdown

- Freshman = 37.2%
- Sophomore = 24.1%
- Junior = 19.5%
- Senior = 19.2%

*Statistically significant difference from population values.

SAMPLE DEMOGRAPHICS, CONTINUED

YOUR STUDENT BODY

Residence Breakdown

- Resident = 45.1%
- Commuter = 54.9%

Intercollegiate Athletics

- Athletes = 57.8%
- Non-Athletes = 42.2%

YOUR SURVEY RESPONDENTS

Residence Breakdown

- Resident = 53.8%
- Commuter = 46.2%

Intercollegiate Athletics*

- Athletes = 71.5%
- Non-Athletes = 28.5%

SUMMARY:

Your survey response rate was excellent, producing a 3% margin of error at the 95% confidence level. Respondents were not entirely typical of the Concordia University Ann Arbor student body, slightly favoring younger intercollegiate athletes. Deviations from the population were small, overall, even when statistically significant. Care should be taken when generalizing these results to under-represented populations.



CONFIDENCE INTERVALS

At the core of the University Spiritual Life Survey are three important scale measures:

- Student Spiritual Vitality Gauge (StVG)
- School Spiritual Vitality Gauge (ScVG)
- Overall Spiritual Vitality Gauge (SVG)

Following are the distributional characteristics of these scales within your respondent pool. Recall that the StVG is calculated on all respondents, while the ScVG and SVG are calculated using only scores from returning students, regardless of their college level (class).

Scale	M	SD	SE	Median	Min	Max
StVG	70.22	20.81	0.95	72.22	11.11	100.00
ScVG	71.15	16.42	0.93	68.52	16.67	100.00
SVG	71.05	16.30	0.92	71.30	16.67	100.00



INTERNAL CONSISTENCY RELIABILITY

Internal consistency is a common measure of scale reliability. In the church-based survey, *Christian Life Profile* scales measuring Spiritual Beliefs, Spiritual Disciplines, and Spiritual Virtues were subjected to reliability testing, yielding Cronbach's coefficient α of 0.97, 0.96, and 0.88, respectively. The Love of Others scale includes eleven items, which has also been tested in the church-based environment, displaying internal consistency of $\alpha = 0.88$ across over 24,000 cases.

The University Spiritual Life Survey's Spiritual Vitality Gauge scores, including StVG, ScVG, and SVG, are regularly tested for internal consistency. In your university, the following reliabilities were found:

Scale	α	<i>N</i>
StVG	.938	478
ScVG	.939	314
SVG	.943	314



APPENDIX C: CHRISTIAN LIFE PROFILE

CHRISTIAN LIFE PROFILE

The *Christian Life Profile Assessment Tool* was created by Randy Frazee, senior minister of Oak Hills Community Church in San Antonio, Texas. Dozens of church leaders, theologians and others engaged in a rigorous process of biblical inquiry to find the core repeatable characteristics of a follower of Christ. The statements were then tested and refined in a number of forums, including The Spiritual State of the Union, an ongoing benchmark of the “spiritual temperature” in America, sponsored by The Gallup Organization. Among the experts contributing to the comprehensive effort were Dallas Willard, J.I. Packer, and Larry Crabb. The thoroughness of this approach, as well as the caliber of people engaged in the process, prompted us to adopt these statements for use in our research.

CLP BELIEFS

- **Trinity:** "I believe the God of the Bible is the one true God – Father, Son and Holy Spirit."
- **Salvation by Grace:** "I believe nothing I do or have done can earn my salvation."
- **Authority of the Bible:** "I believe the Bible has decisive authority over what I say and do."
- **Personal God:** "I believe God is actively involved in my life."
- **Identity in Christ:** "I exist to know, love and serve God."
- **Church:** "I believe the church is God's primary way to accomplish his purposes on earth today."
- **Humanity:** "I believe we are created in the image of God and therefore have equal value, regardless of race, religion, or gender."
- **Compassion:** "God calls me to be involved in the lives of the poor and suffering."
- **Eternity:** "I believe people who deliberately reject Jesus Christ as Savior will not be granted eternal life."
- **Stewardship:** "I believe a Christian should live a sacrificial life that is not driven by pursuit of material things."



CLP DISCIPLINES

- **Worship:** "I thank God daily for who he is and what he is doing in my life."
- **Prayer:** "I seek to grow closer to God by listening to him in prayer."
- **Bible Study:** "I study the Bible to know God, the truth, and to find direction for my life."
- **Single-Mindedness:** "I desire Jesus to be first in my life."
- **Biblical Community:** "I allow other Christians to hold me accountable for my actions."
- **Spiritual Gifts:** "I know and use my spiritual gifts to fulfill God's purposes."
- **Giving Away My Time:** "I give away my time to serve and help others in my community."
- **Giving Away My Money:** "I regularly give money to serve and help others."
- **Giving Away My Faith:** "I feel fully equipped to share my faith with people who do not attend church."
- **Giving Away My Life:** "I am willing to risk everything that is important in my life for Jesus Christ."



CLP VIRTUES

- **Love:** "God's grace enables me to forgive people who have hurt me."
- **Joy:** "I have inner contentment, even when things go wrong."
- **Peace:** "I am not anxious about my life as I have an inner peace from God."
- **Patience:** "I keep my composure, even when people or circumstances irritate me."
- **Kindness:** "I am known as a person who speaks words of kindness to those in need of encouragement."
- **Faithfulness:** "I take unpopular stands when my faith dictates."
- **Gentleness:** "I am known as a person who is sensitive to the needs of others."
- **Self-Control:** "I control my tongue."
- **Hope:** "When I am in a crisis, I find hope in my faith of God."
- **Humility:** "No task is too menial, if God calls me to it."

