



THE SPIRITUAL LIFE STORY OF CONCORDIA UNIVERSITY WISCONSIN

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 WISCONSIN: 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.

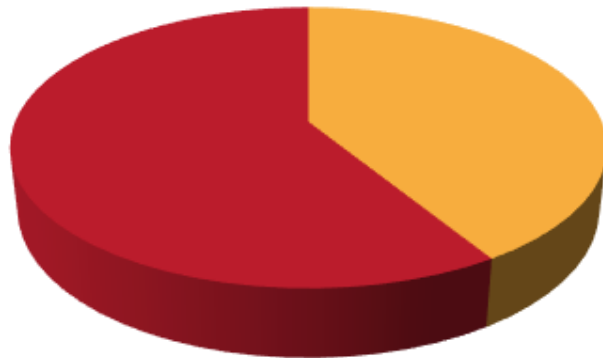
Spiritual Life Survey Results

- Concordia University Wisconsin responses = 971 (43% of your university enrollment)



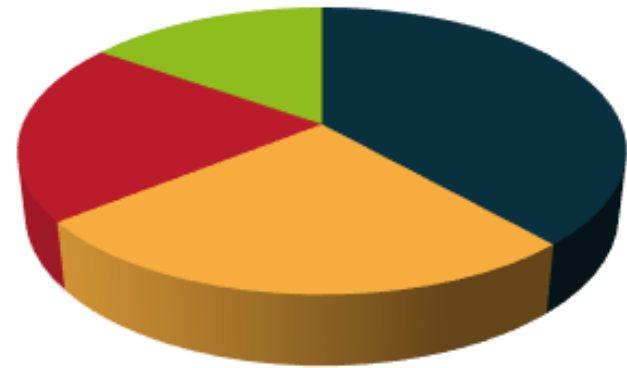
CONCORDIA UNIVERSITY WISCONSIN: DEMOGRAPHICS

Gender



■ Male ■ Female

Class



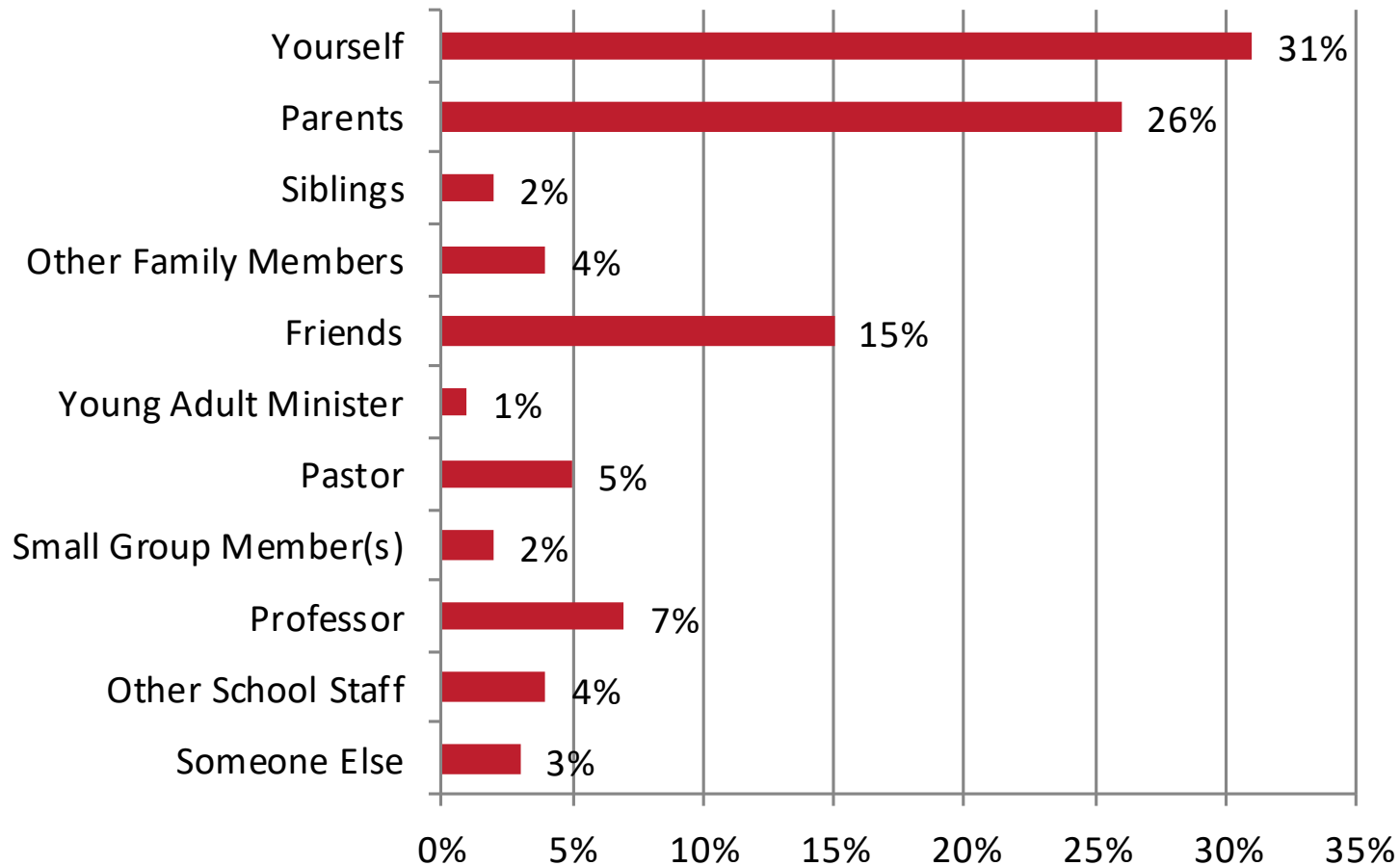
■ Freshmen ■ Sophomores ■ Juniors ■ Seniors

CONCORDIA UNIVERSITY WISCONSIN: STUDENT-INDICATED CHURCH AFFILIATION

| Church Denomination: | Total |
|--|-------|
| Association of Vineyard | 0% |
| Assemblies of God | 1% |
| Baptist | 4% |
| Brethren/Mennonite | 0% |
| Christian Reformed/ Reformed Church | 2% |
| Christian & Missionary Alliance | 2% |
| Church of Christ | 2% |
| Church of God | 0% |
| Episcopalian | 0% |
| Evangelical Free | 1% |
| Lutheran | 53% |
| Base: | 819 |

| Church Denomination: | Total |
|-------------------------------------|-------|
| Methodist | 2% |
| Nazarene | 0% |
| Orthodox | 0% |
| Presbyterian | 1% |
| Roman Catholic | 16% |
| Seventh Day Adventist/ Adventist | 0% |
| United Church of Christ | 0% |
| Wesleyan | 0% |
| Non-Denominational | 8% |
| Other | 2% |
| I am not sure | 3% |
| Base: | 819 |

CONCORDIA UNIVERSITY WISCONSIN: STUDENT'S BIGGEST INFLUENCE ON SPIRITUAL GROWTH





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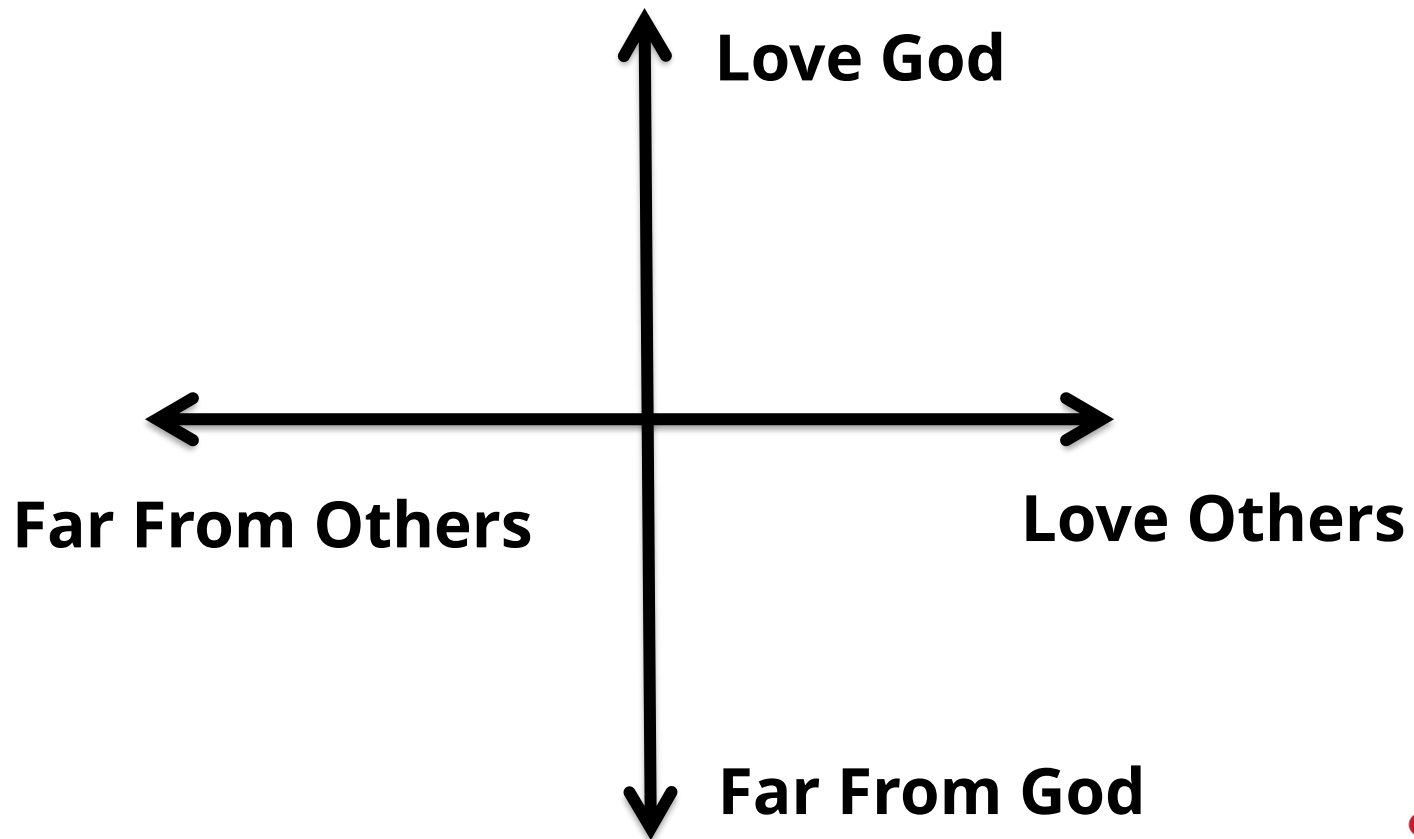
CHAPTER 2: SPIRITUAL JOURNEY

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

Where are you?

TWO DIMENSIONS OF SPIRITUAL VITALITY

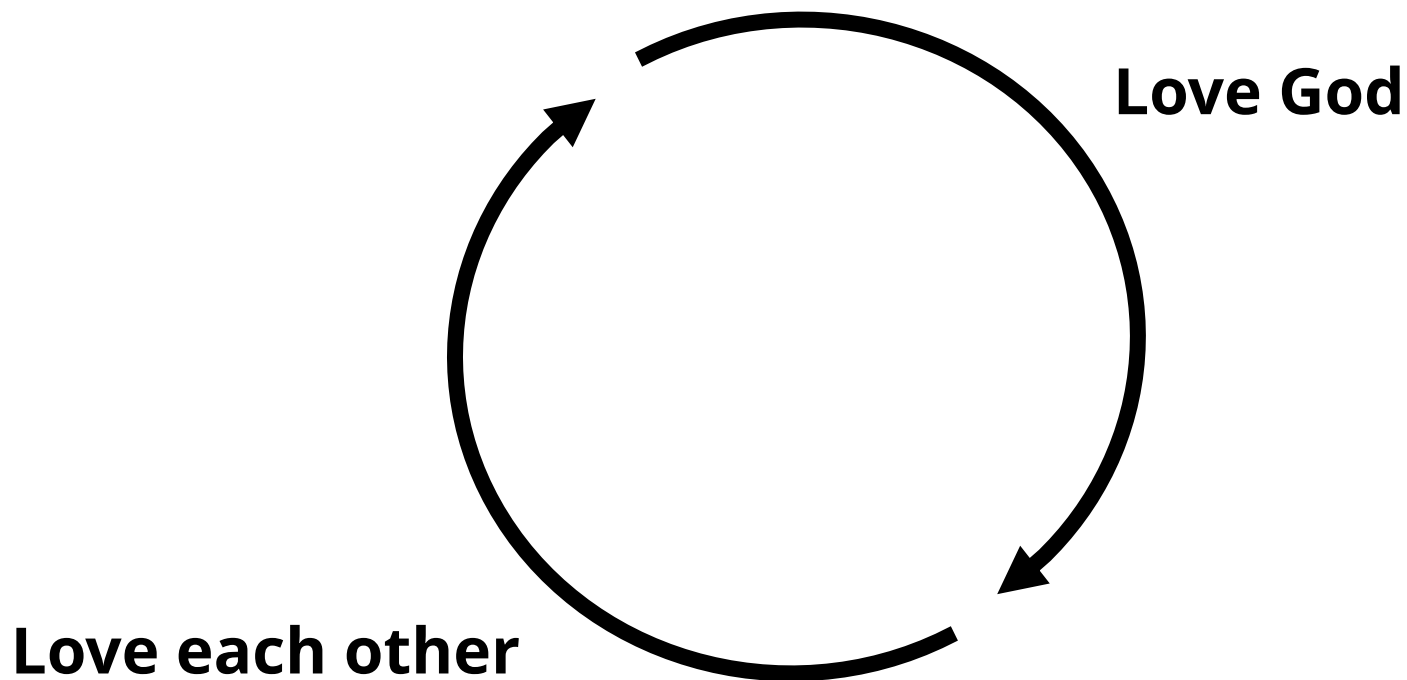
There is a vertical dimension to our life (that is, loving God) and a horizontal dimension to our life (that is, loving others).



Source: Connecting Church – Randy Frazee

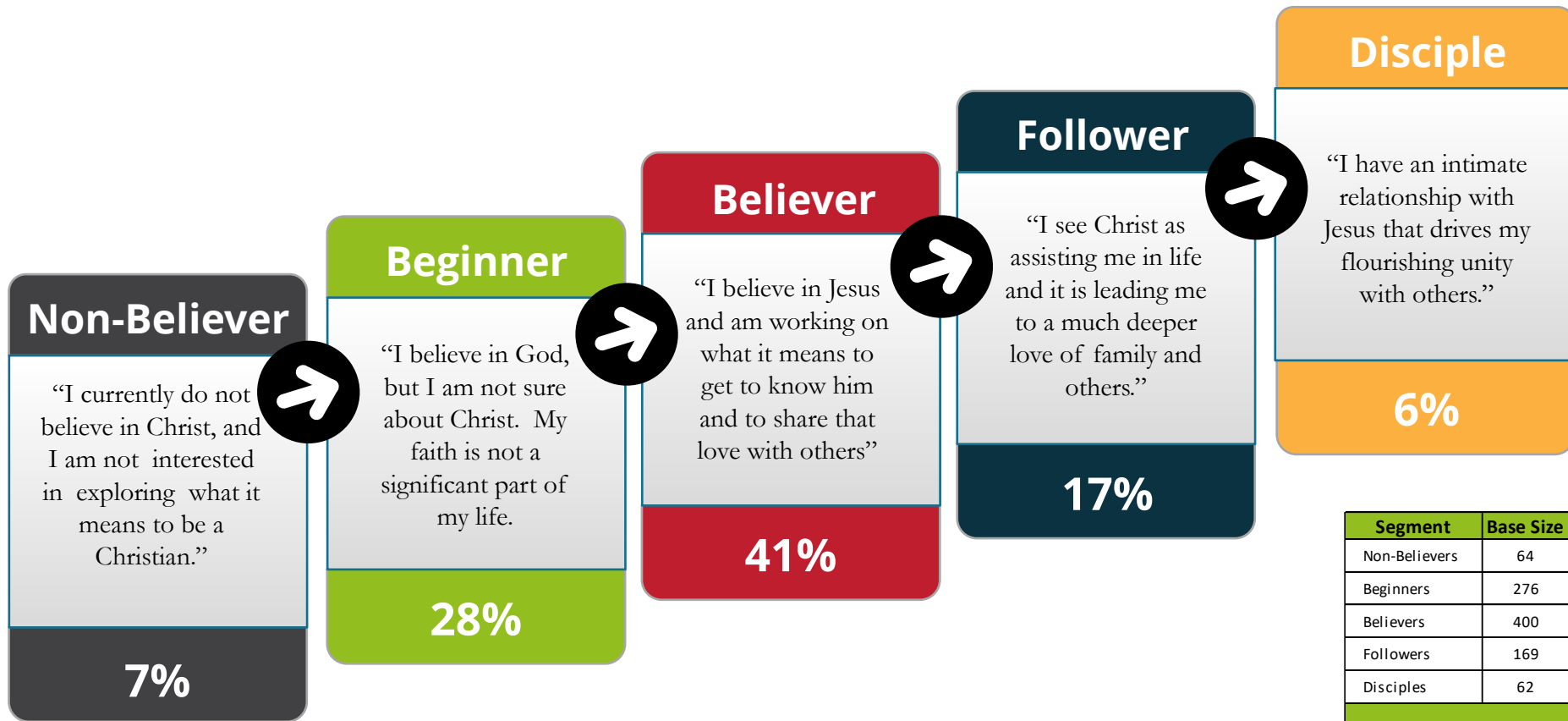
GROWING IN SPIRITUAL VITALITY

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



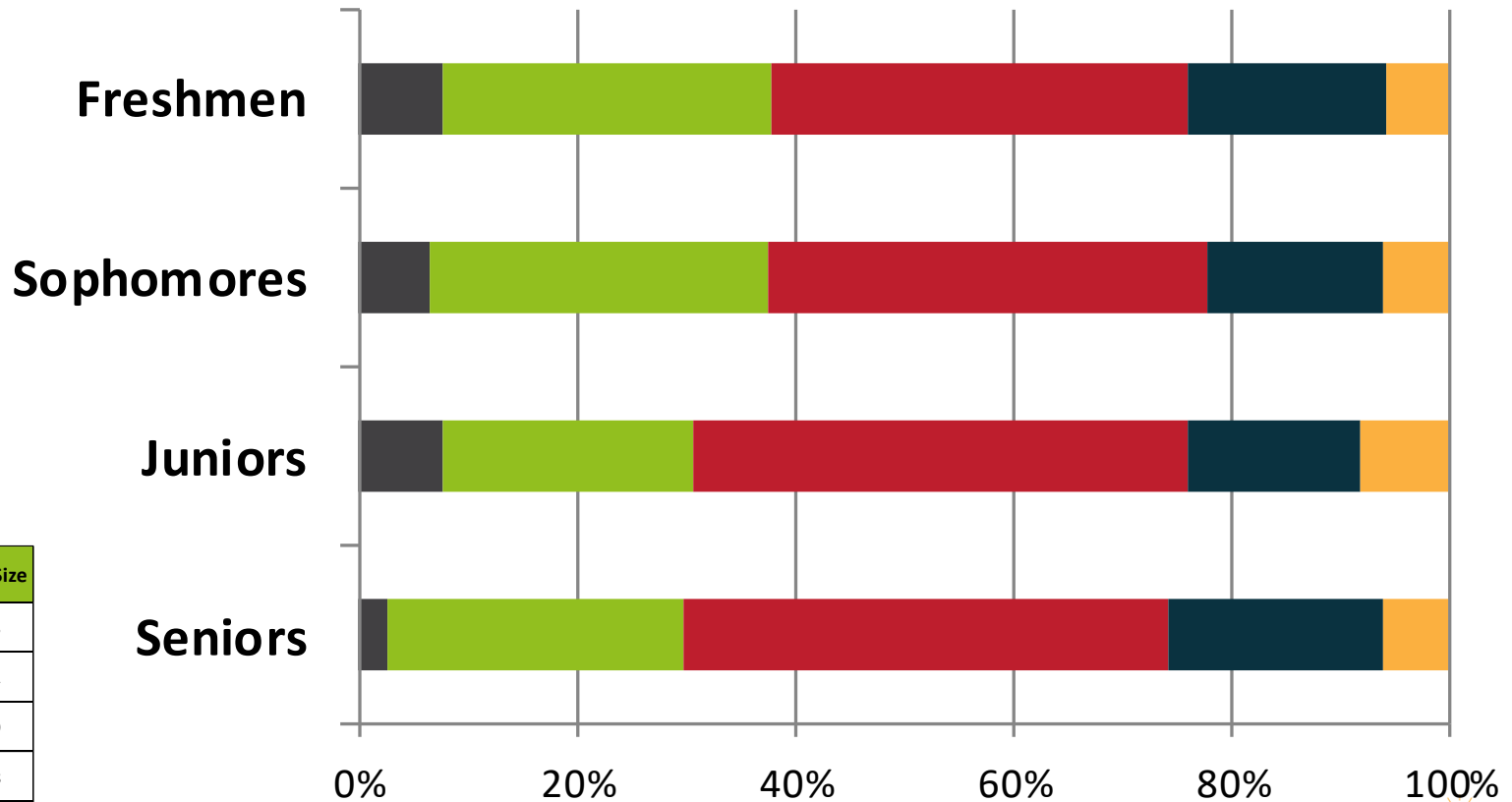
Source: Connecting Church – Randy Frazee

CONCORDIA UNIVERSITY WISCONSIN: SPIRITUAL CONTINUUM PROFILE



CONCORDIA UNIVERSITY WISCONSIN: SPIRITUAL CONTINUUM PROFILE BY CLASS

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



| Class | Base Size |
|------------|-----------|
| Freshmen | 373 |
| Sophomores | 251 |
| Juniors | 199 |
| Seniors | 148 |

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 WISCONSIN: STUDENT SPIRITUAL VITALITY GAUGE

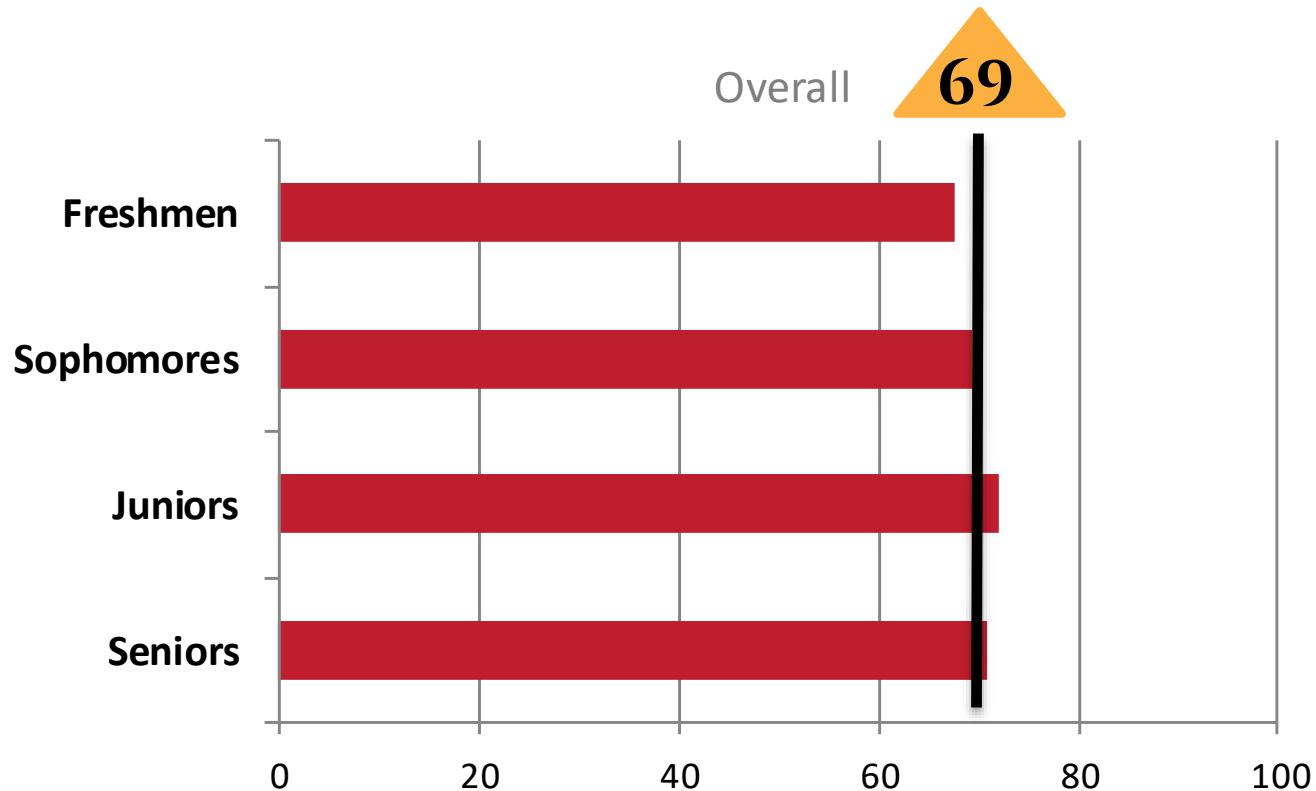
How the StVG is Calculated

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.



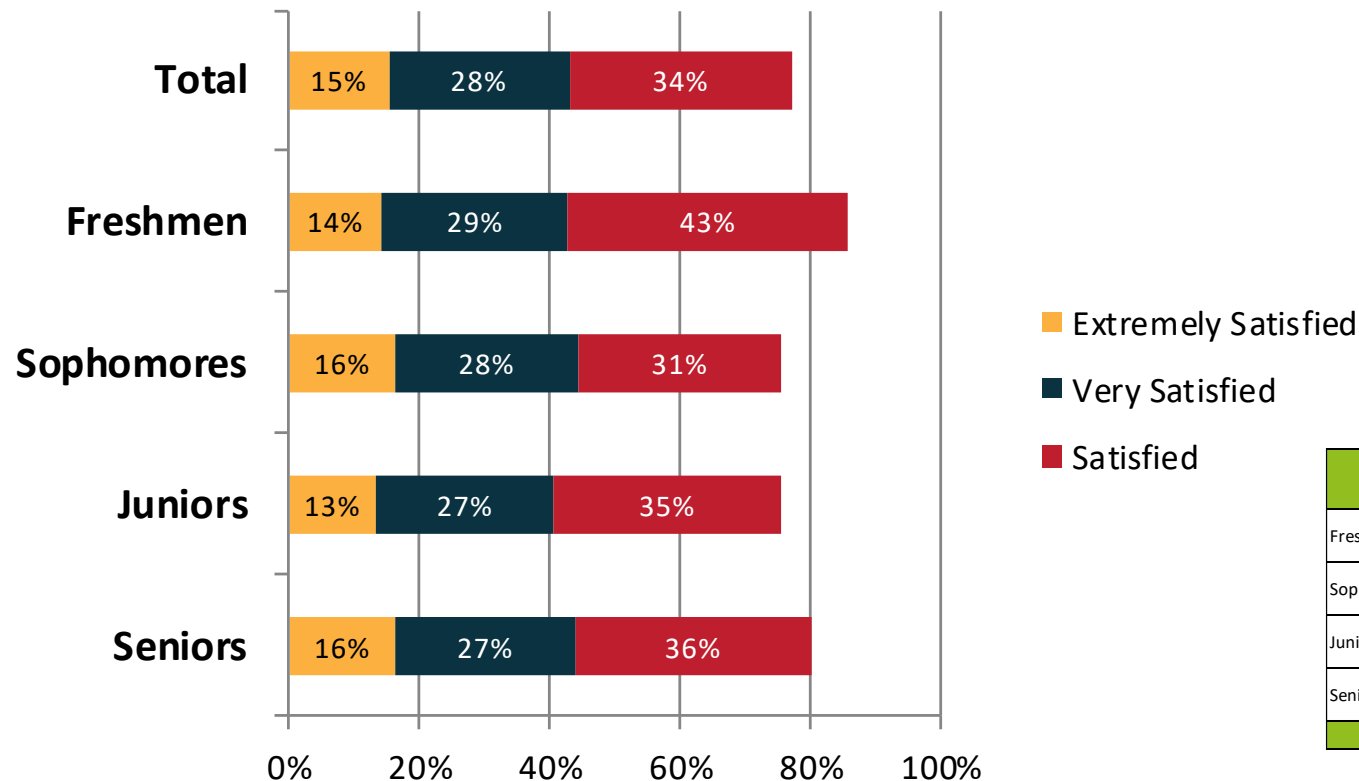
CONCORDIA UNIVERSITY WISCONSIN: STUDENT SPIRITUAL VITALITY GAUGE BY CLASS



| Class | Base Size |
|------------|-----------|
| Freshmen | 373 |
| Sophomores | 251 |
| Juniors | 199 |
| Seniors | 148 |

CONCORDIA UNIVERSITY WISCONSIN: RETURNING STUDENTS' SATISFACTION

SCHOOL'S ROLE IN SPIRITUAL GROWTH BY CLASS



| Class | Base Size |
|------------|-----------|
| Freshmen | 35 |
| Sophomores | 226 |
| Juniors | 187 |
| Seniors | 146 |

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.

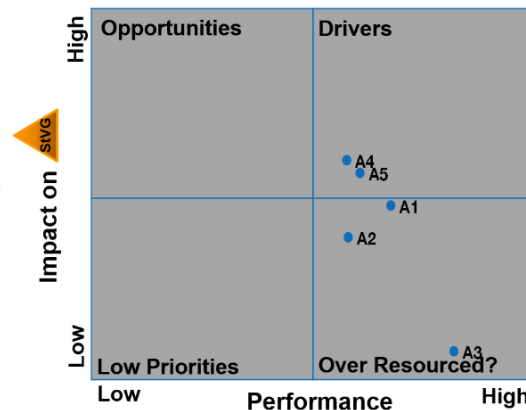
NEW STUDENTS

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 |

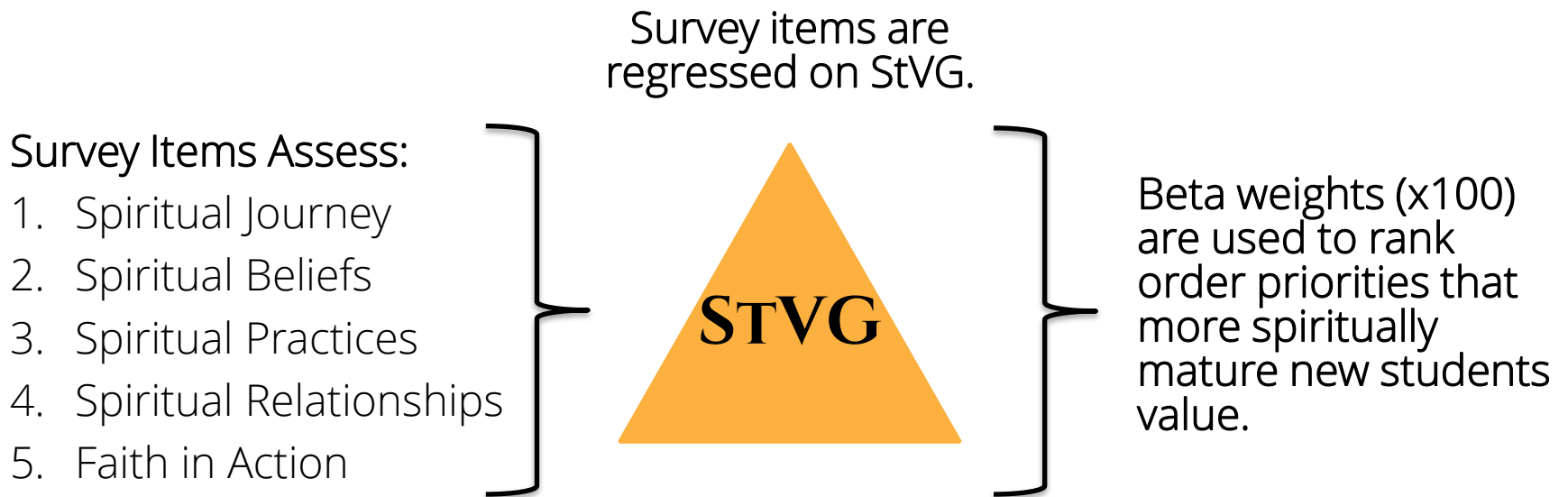
Quadrant Analysis – Helps identify which focal attributes are areas of strength and which ones might need improvement based on responses from returning students.



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 WISCONSIN: 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 | 14 | 3 | 3 | 14 | 15 | 4 |
| A2: Challenges me to grow and take next steps spiritually | -5 | 22 | -5 | 21 | -15 | 27 |
| A3: Has teachers/faculty that model and consistently reinforce how to grow spiritually | 8 | 10 | -1 | 18 | 7 | 12 |
| A4: Encourages me to take personal responsibility for my own spiritual growth | -7 | 23 | -2 | 19 | -10 | 23 |
| A5: Provides opportunities to build meaningful relationships with others who support my spiritual journey | -9 | 25 | -9 | 23 | -7 | 22 |



= Ranked in Top 5

| Segment | Base Size |
|---------------------|-----------|
| Beginners/Believers | 256 |
| Followers/Disciples | 93 |

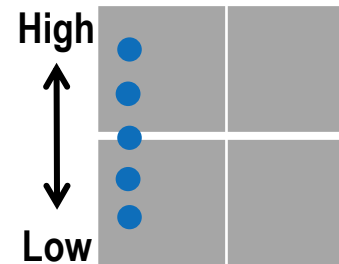


RETURNING STUDENTS: QUADRANT ANALYSIS CALCULATION – TWO STEPS

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)

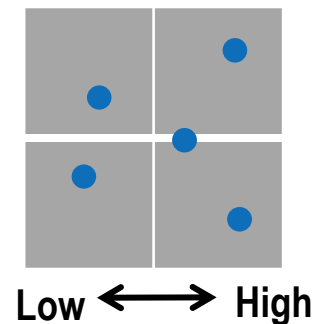


Regression of school benefits on

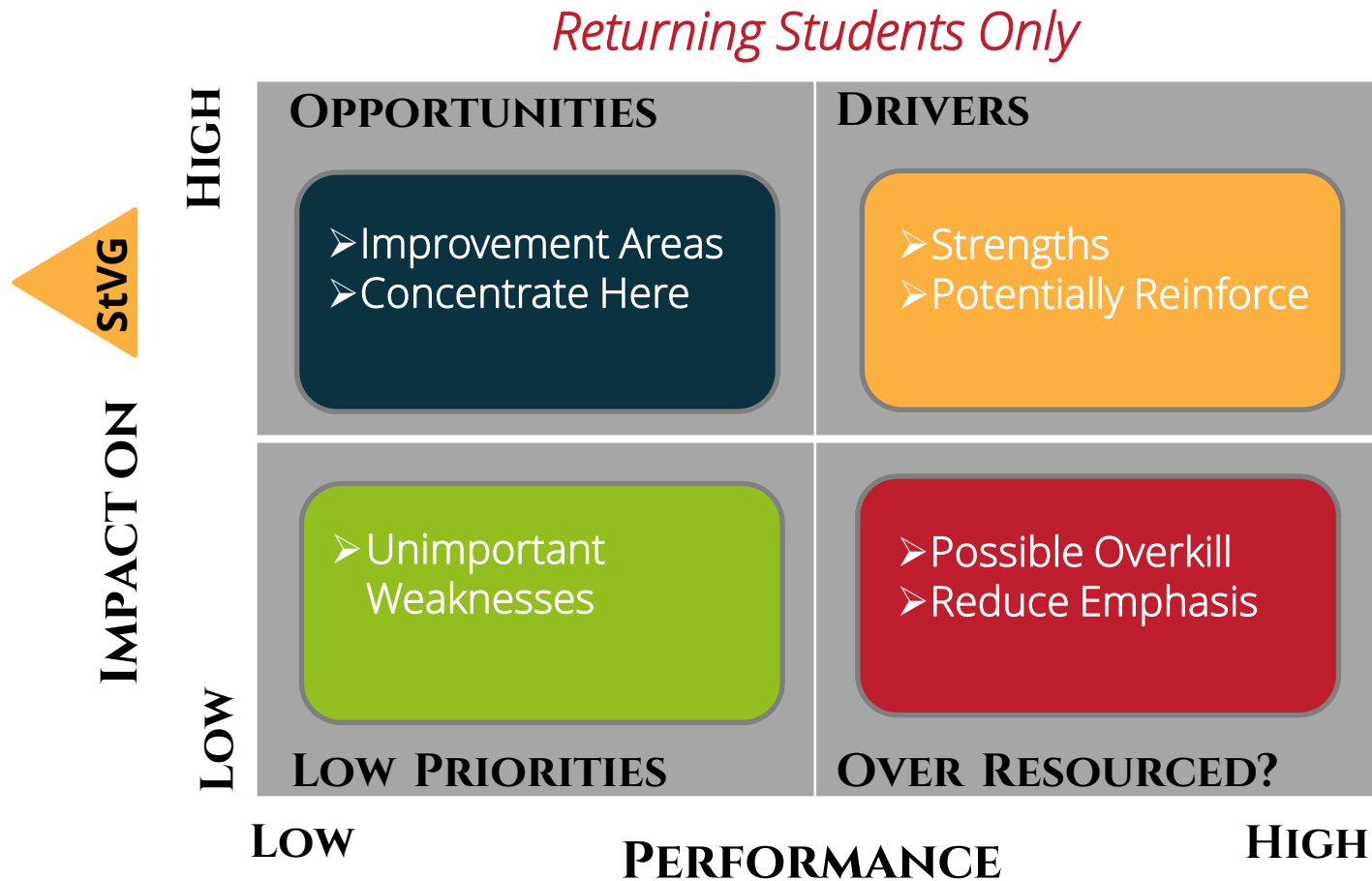


2. How **satisfied** students are with the school on this benefit?

- Performance = number of standard deviations from the mean

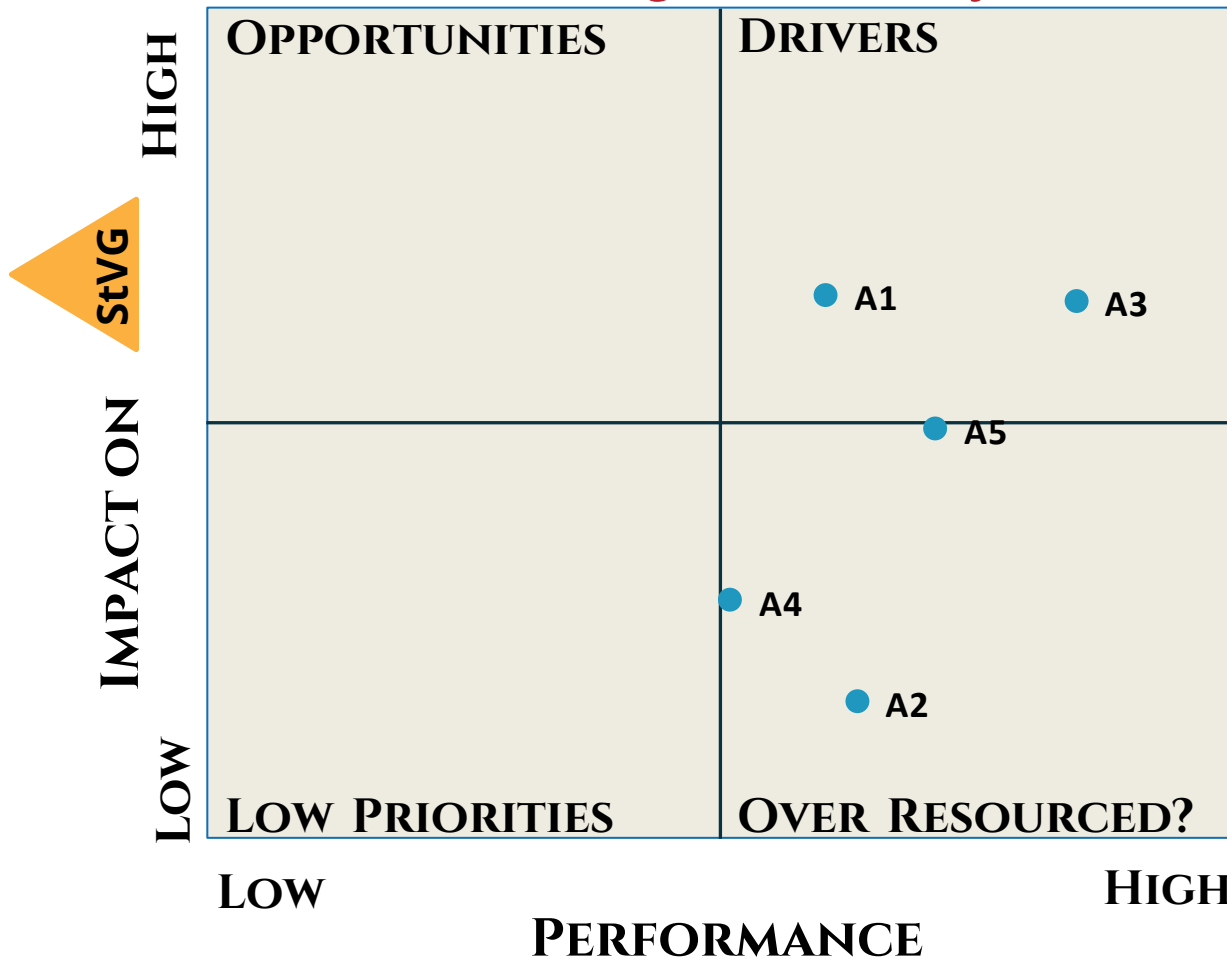


QUADRANT ANALYSIS EXPLANATION



CONCORDIA UNIVERSITY WISCONSIN: 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

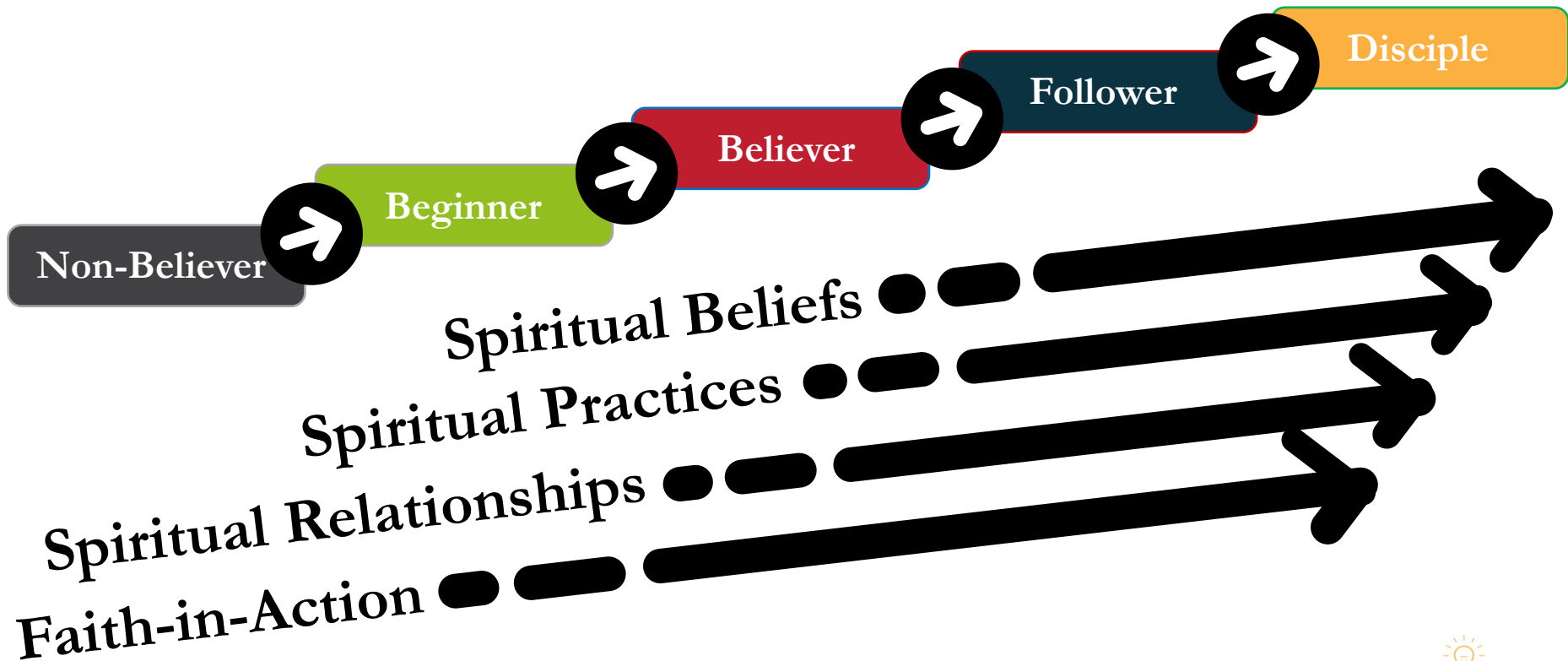
A5: Provides opportunities to build meaningful relationships with adults who support my spiritual journey

Base: 594



SPIRITUAL CATALYSTS

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



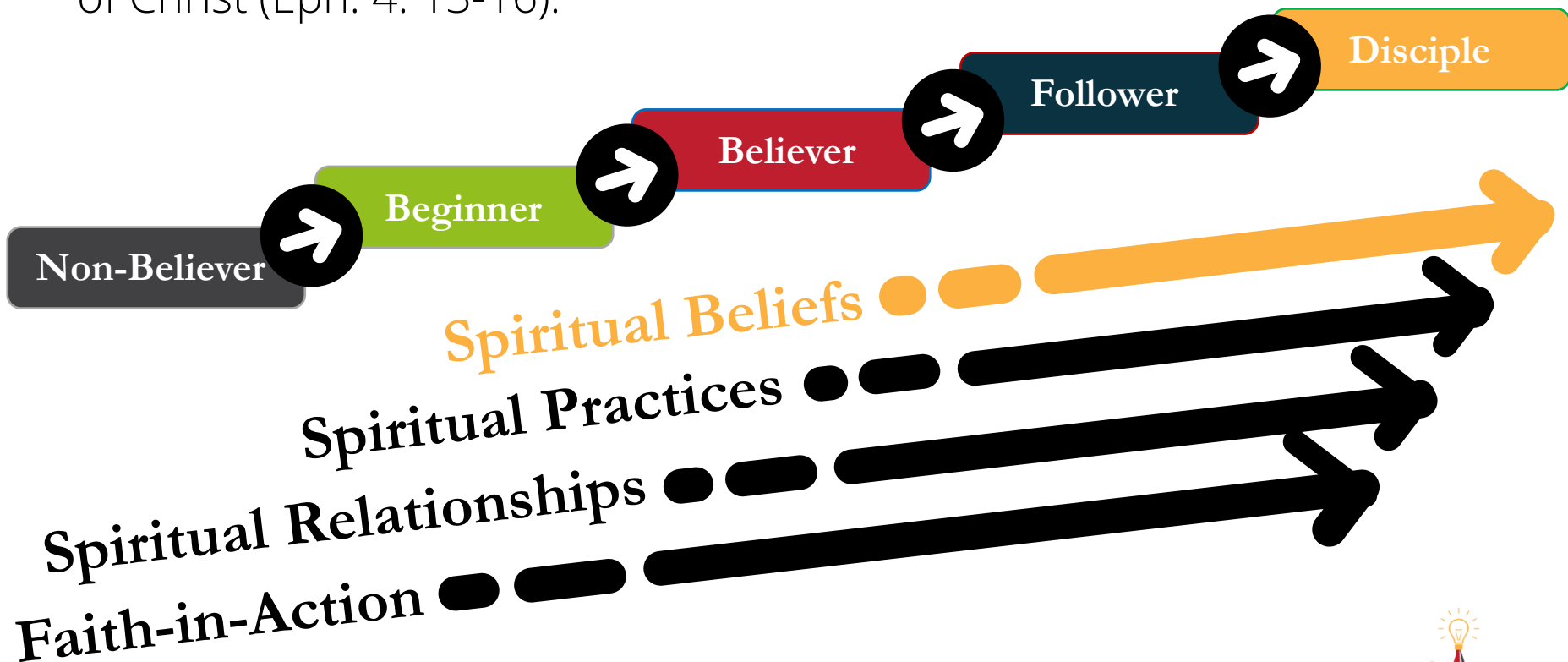


CHAPTER 3: SPIRITUAL BELIEFS

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 WISCONSIN: 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 | 66% | 6% | 33% | 80% | 96% | 97% |
| Salvation by Grace | 47% | 13% | 19% | 49% | 82% | 92% |
| Authority of the Bible | 44% | 5% | 15% | 46% | 84% | 90% |
| Personal God | 60% | 6% | 26% | 72% | 95% | 95% |
| Identity in Christ | 57% | 8% | 21% | 67% | 93% | 97% |
| Church | 41% | 3% | 18% | 44% | 70% | 82% |
| Humanity | 71% | 11% | 46% | 83% | 98% | 97% |
| Compassion | 50% | 11% | 25% | 54% | 79% | 89% |
| Eternity | 41% | 8% | 15% | 45% | 73% | 87% |
| Stewardship | 48% | 8% | 21% | 52% | 81% | 90% |
| Base: | 971 | 64 | 276 | 400 | 169 | 62 |

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

CONCORDIA UNIVERSITY WISCONSIN: 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) | 71% | 14% | 46% | 83% | 94% | 94% |
| God does not seem to notice when I am sad (Disagree) | 67% | 20% | 42% | 77% | 93% | 95% |
| God helps me to keep going, even when things are hard | 53% | 3% | 24% | 60% | 85% | 95% |
| I am not good enough for God to love (Disagree) | 65% | 45% | 63% | 67% | 70% | 71% |
| I see the direct hand of God in many areas of my life | 42% | 5% | 17% | 45% | 75% | 84% |
| Base: | 971 | 64 | 276 | 400 | 169 | 62 |

CONCORDIA UNIVERSITY WISCONSIN:

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 | 10 | 5 | 12 | 6 | -5 | 18 |
| B2: Teaches me the words, stories and key messages of my faith | 9 | 7 | 7 | 10 | 7 | 10 |
| B3: Inspires me to make my faith an active part of my life | 9 | 6 | 16 | 3 | -6 | 20 |
| B4: Provides worthwhile suggestions on how to work through barriers in my faith development | 2 | 16 | -5 | 22 | 25 | 1 |
| B5: Helps me process doubts that I might have about my faith in a constructive way | 4 | 13 | 2 | 16 | 10 | 8 |

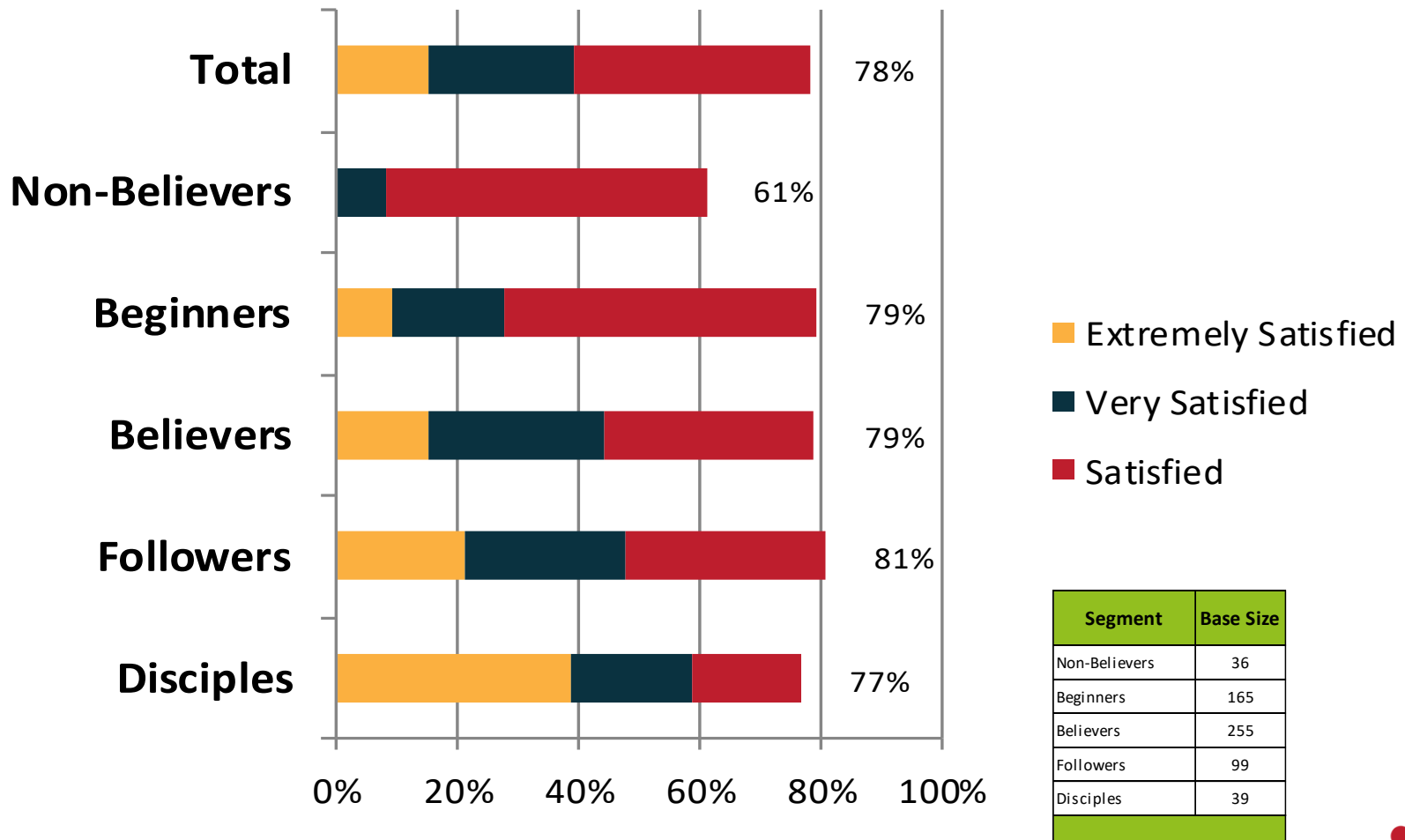
 = Ranked in Top 5

| Segment | Base Size |
|---------------------|-----------|
| Beginners/Believers | 256 |
| Followers/Disciples | 93 |

CONCORDIA UNIVERSITY WISCONSIN:

SATISFACTION WITH SCHOOL'S ROLE IN DEVELOPING ONE'S FAITH

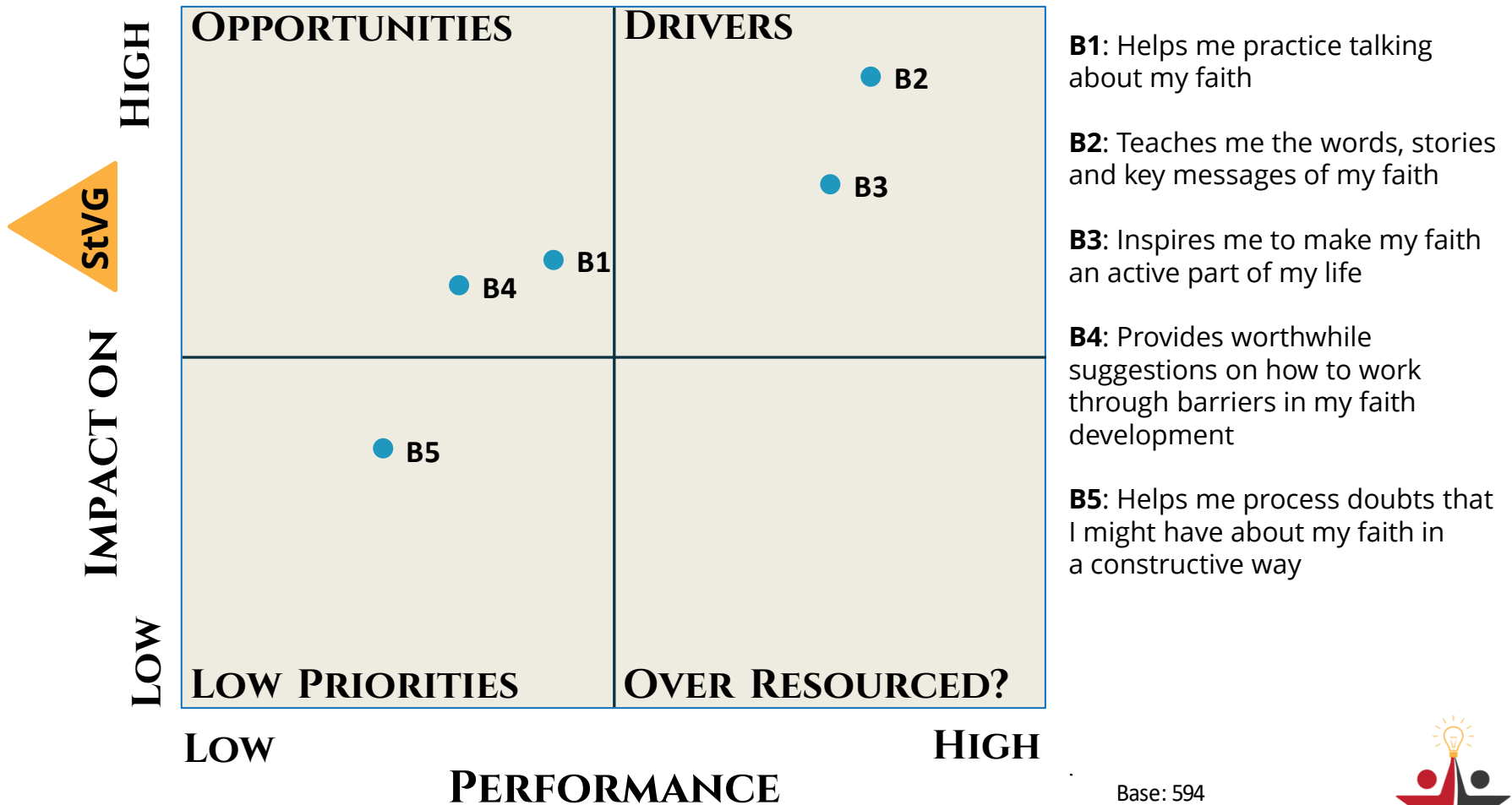
Returning Students Only



CONCORDIA UNIVERSITY WISCONSIN

QUADRANT ANALYSIS: SUPPORT OF DEVELOPING ONE'S FAITH

Returning Students Only



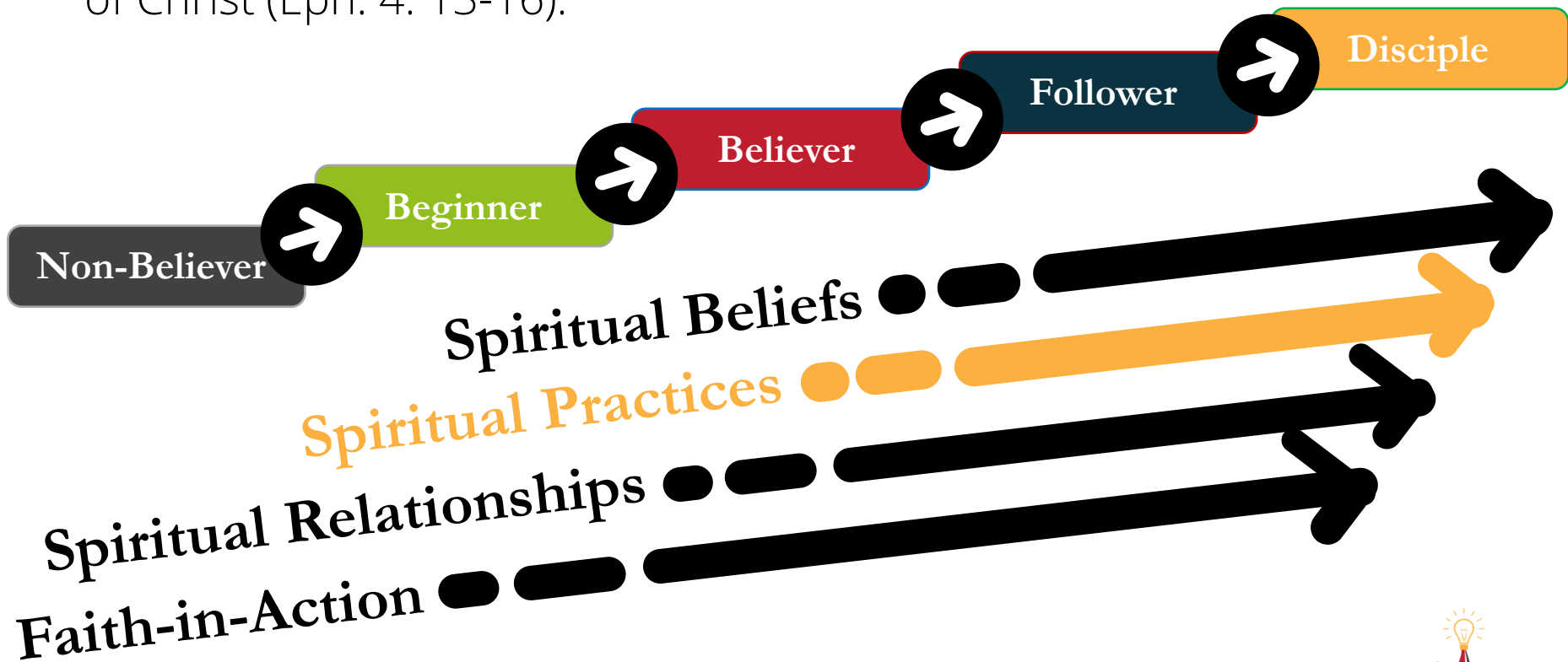


CHAPTER 4: SPIRITUAL PRACTICES

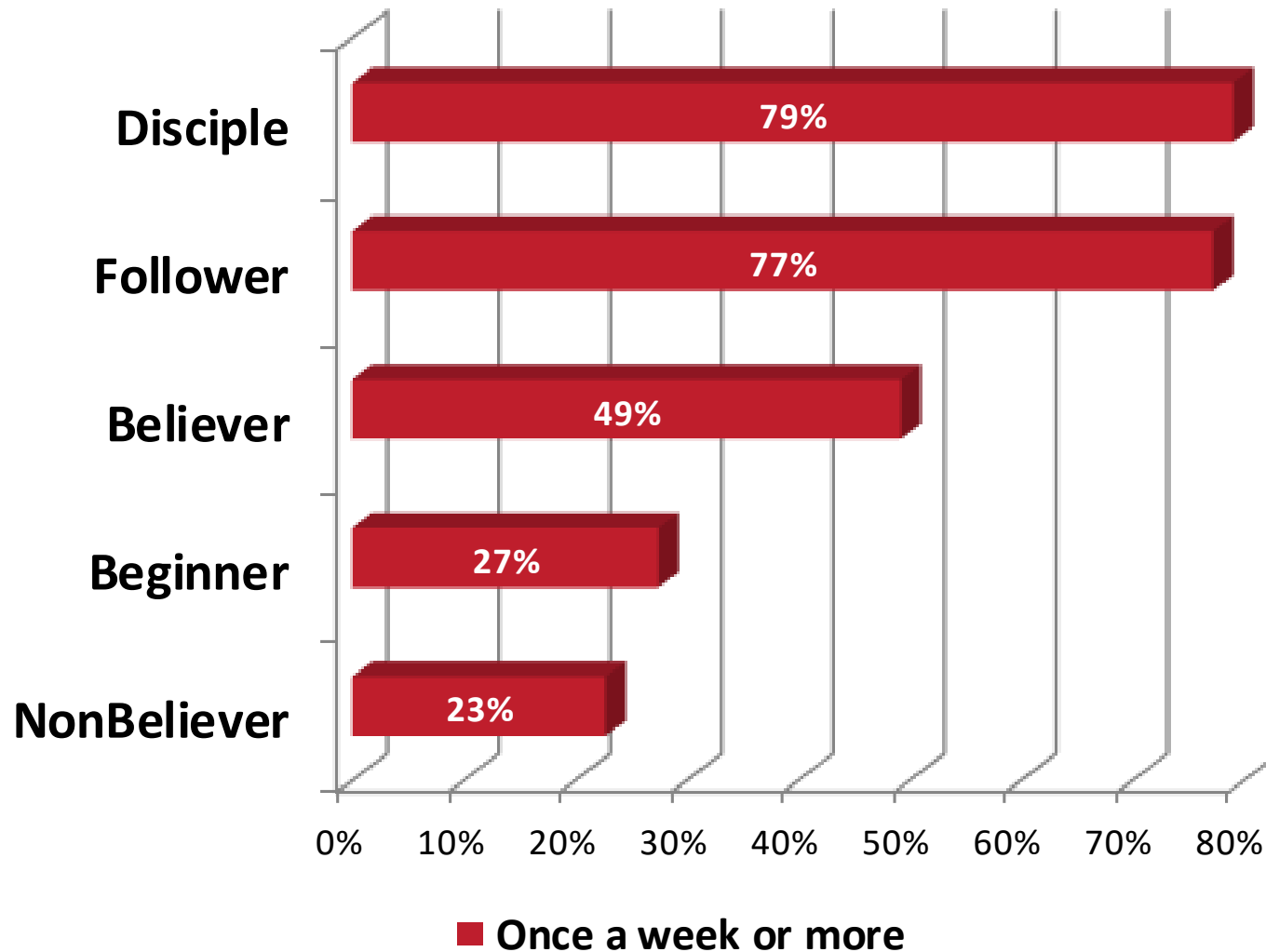
Goal: For you to get a better understanding of how spiritual practices are catalytic to movement from Non-Believer to Beginner, Believer, Follower, and Disciple.

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 WISCONSIN: SPIRITUAL CONTINUUM BY CHURCH ATTENDANCE



| Segment | Base Size |
|---------------|-----------|
| Non-Believers | 64 |
| Beginners | 276 |
| Believers | 400 |
| Followers | 169 |
| Disciples | 62 |

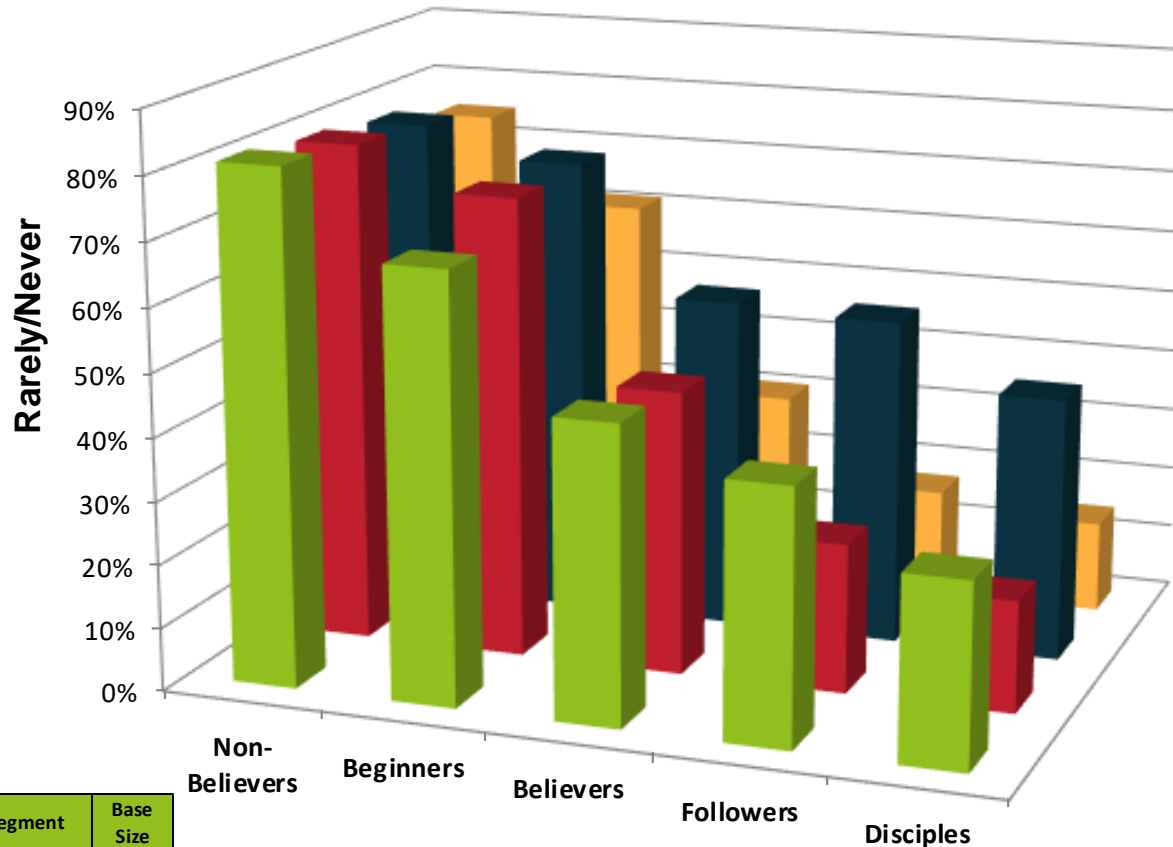
CONCORDIA UNIVERSITY WISCONSIN:

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 | 27% | 3% | 10% | 22% | 58% | 76% |
| I reflect on the meaning of Scripture in my life | 32% | 5% | 10% | 29% | 67% | 79% |
| I pray for others | 59% | 9% | 31% | 68% | 87% | 95% |
| I pray to give thanks to God | 60% | 9% | 28% | 72% | 91% | 94% |
| I pray to express my love of God | 51% | 11% | 20% | 61% | 83% | 89% |
| I pray to seek guidance for my life | 57% | 9% | 24% | 69% | 89% | 94% |
| I pray to confess my sins | 48% | 5% | 16% | 55% | 83% | 94% |
| I specifically set time aside for solitude with God | 24% | 6% | 9% | 22% | 46% | 58% |
| Base: | 971 | 64 | 276 | 400 | 169 | 62 |

CONCORDIA UNIVERSITY WISCONSIN:

SPIRITUAL CONTINUUM BY FAMILY SPIRITUAL PRACTICES



| Segment | Base Size |
|---------------|-----------|
| Non-Believers | 64 |
| Beginners | 276 |
| Believers | 400 |
| Followers | 169 |
| Disciples | 62 |

Students who responded "Rarely" or "Never".

CONCORDIA UNIVERSITY WISCONSIN:

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 | 11 | 4 | 14 | 5 | -1 | 17 |
| C2: Helps me develop a prayer life that connects me with God regularly | 17 | 2 | 16 | 2 | 8 | 9 |
| C3: Helps me learn how to develop quiet time when I can listen to God | 5 | 12 | 16 | 4 | 12 | 6 |
| C4: Provides a school chapel service that helps you grow spiritually | 3 | 14 | 2 | 15 | -11 | 24 |
| C5: Provides a school chapel service which is challenging and thought provoking | 7 | 11 | 5 | 11 | 21 | 3 |
| C6: Provides a school chapel service with "next steps" – things I can do in response to the service | -13 | 27 | -14 | 27 | -1 | 16 |



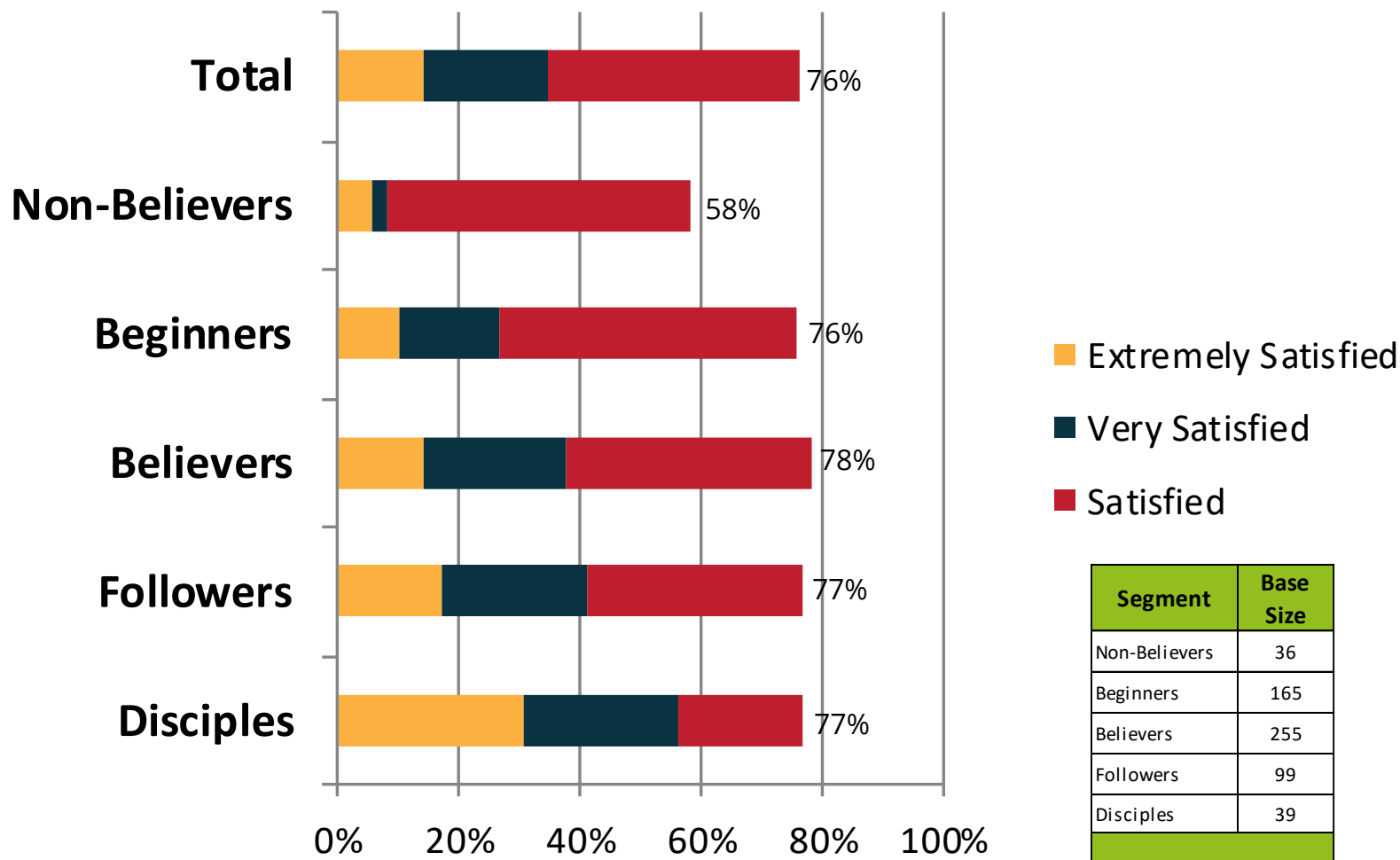
= Ranked in Top 5

| Segment | Base Size |
|---------------------|-----------|
| Beginners/Believers | 256 |
| Followers/Disciples | 93 |

CONCORDIA UNIVERSITY WISCONSIN:

SATISFACTION WITH SCHOOL'S ROLE IN SUPPORTING SPIRITUAL PRACTICES

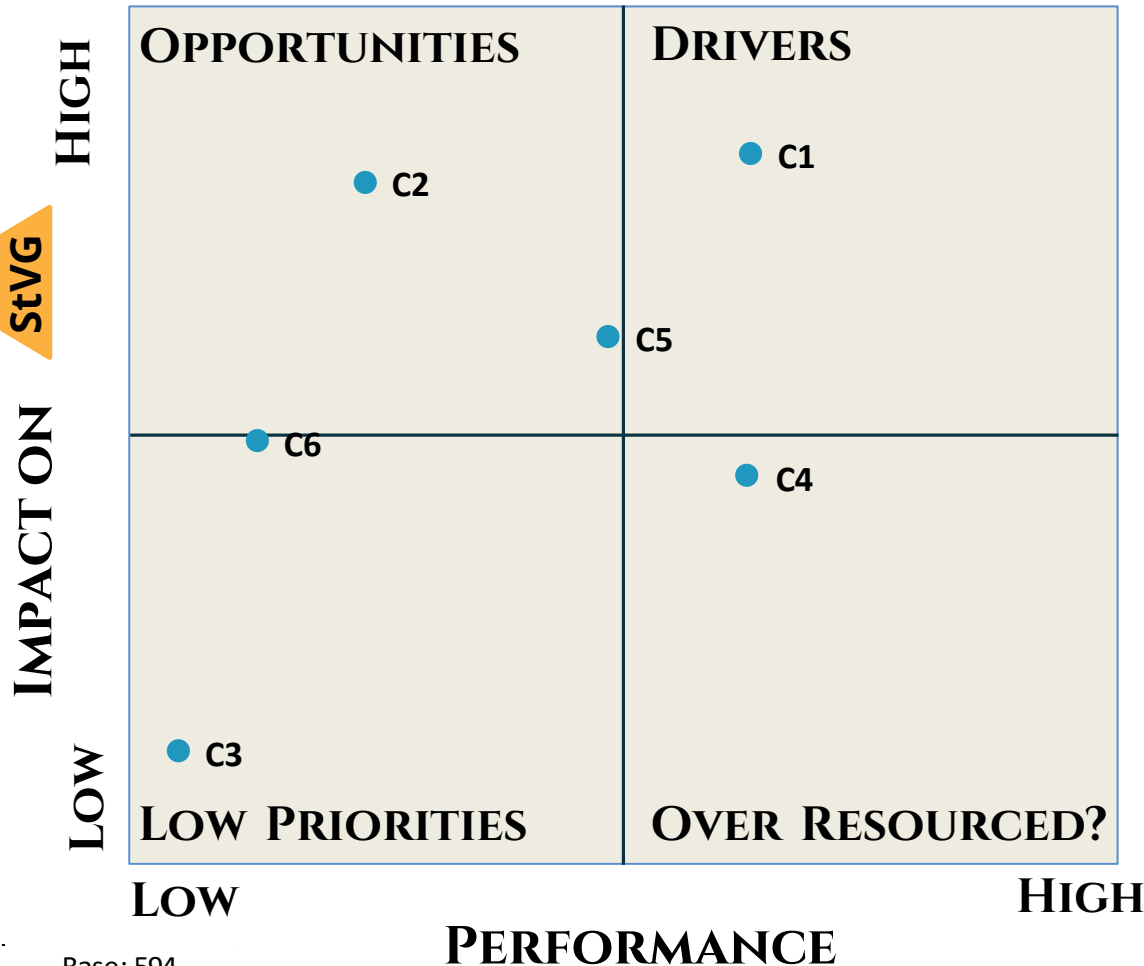
Returning Students Only



CONCORDIA UNIVERSITY WISCONSIN:

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: 594

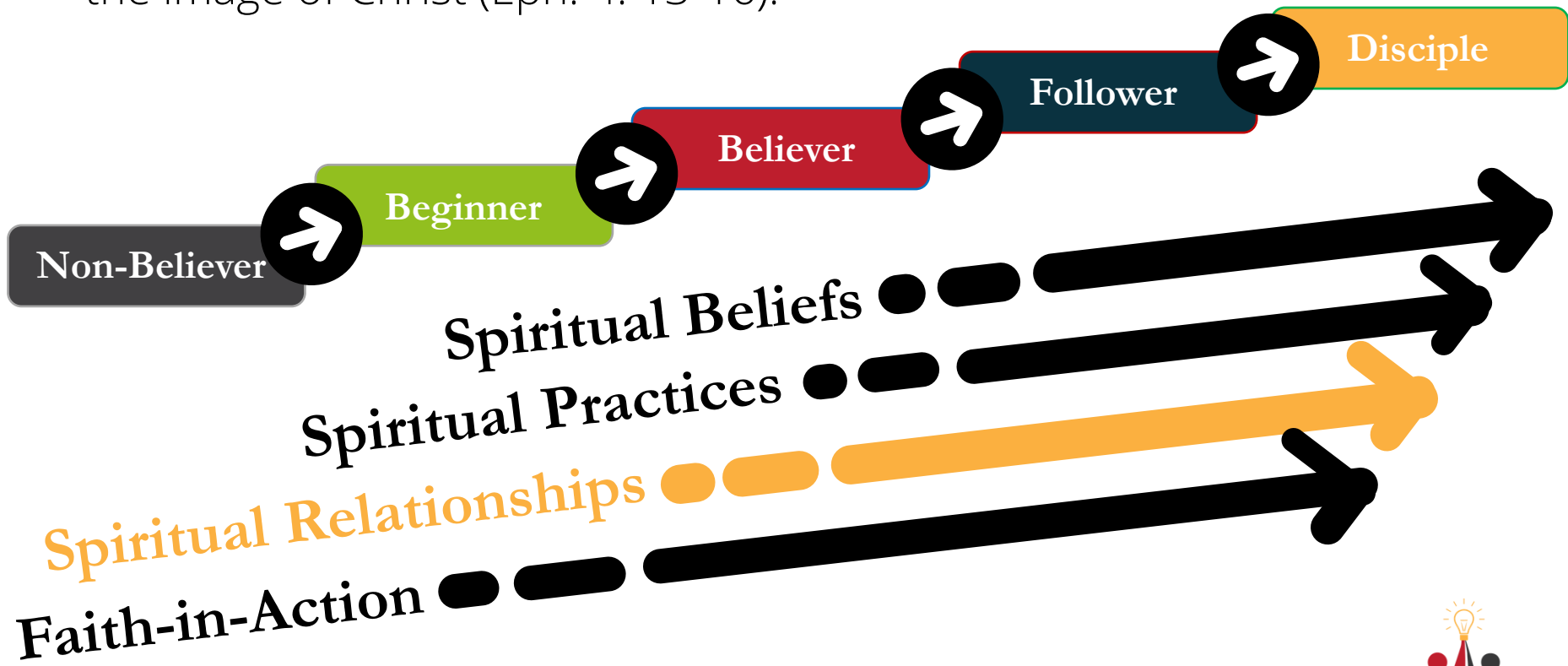


CHAPTER 5: SPIRITUAL RELATIONSHIPS

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

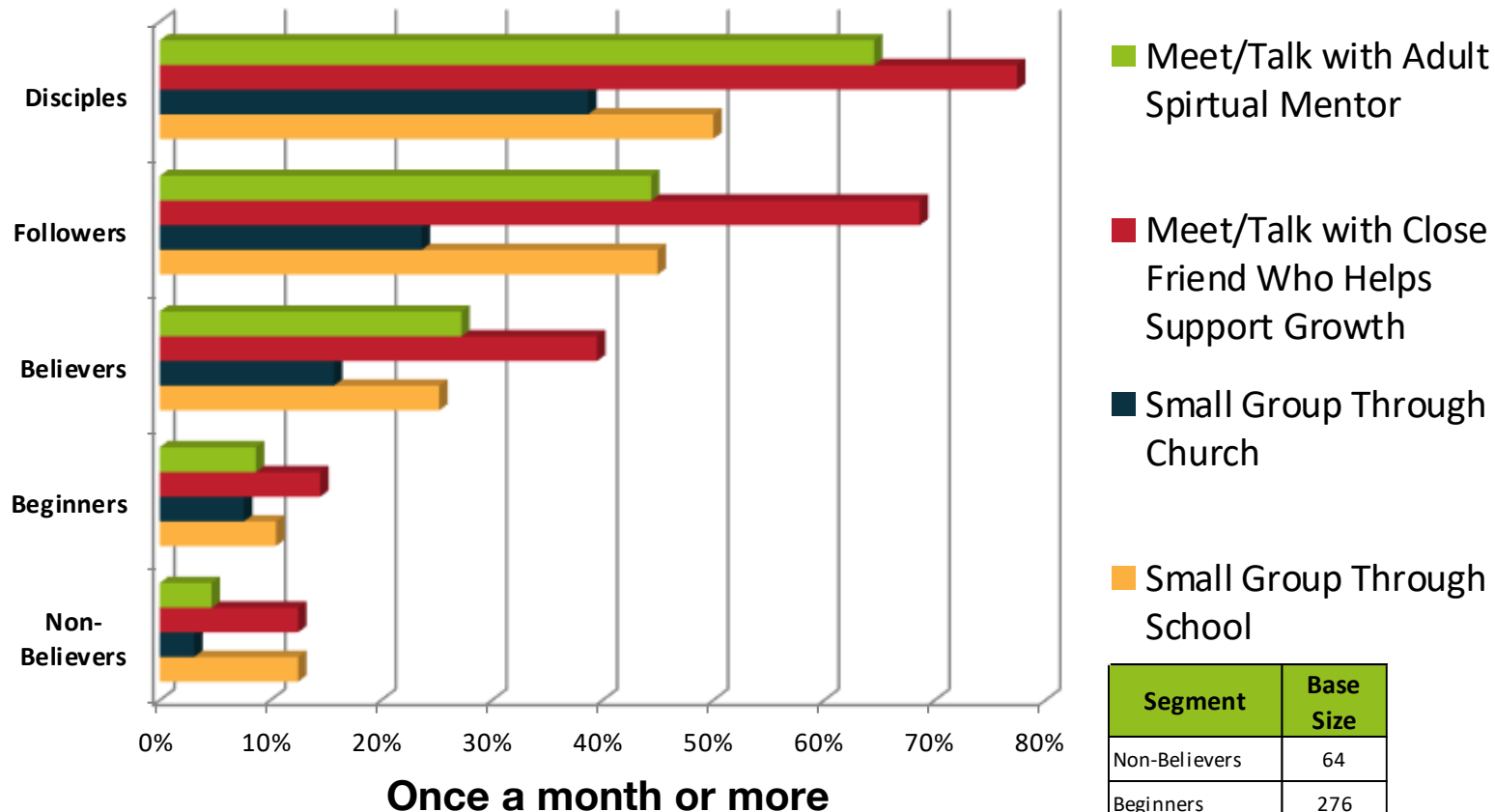
SPIRITUAL RELATIONSHIPS CATALYZE GROWTH

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 WISCONSIN:

SPIRITUAL CONTINUUM BY SPIRITUAL RELATIONSHIPS



| Segment | Base Size |
|---------------|-----------|
| Non-Believers | 64 |
| Beginners | 276 |
| Believers | 400 |
| Followers | 169 |
| Disciples | 62 |

CONCORDIA UNIVERSITY WISCONSIN:

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 | -10 | 26 | -11 | 25 | -11 | 26 |
| D2: Helps me develop relationships that encourage accountability | -2 | 20 | 8 | 9 | -6 | 21 |
| D3: Helps me feel like I belong | 1 | 17 | -4 | 20 | 25 | 2 |
| D4: Helps me develop relationships that provide a safe place to process the issues I am facing in my life | 3 | 15 | 4 | 12 | 7 | 11 |
| D5: Helps me develop relationships that provide guidance for better decision making in my life | 8 | 9 | 3 | 13 | -11 | 25 |
| D6: Helps me develop relationships that provide an opportunity for others to directly pray for me | 8 | 8 | 10 | 7 | 5 | 13 |

| Segment | Base Size |
|---------------------|-----------|
| Beginners/Believers | 256 |
| Followers/Disciples | 93 |

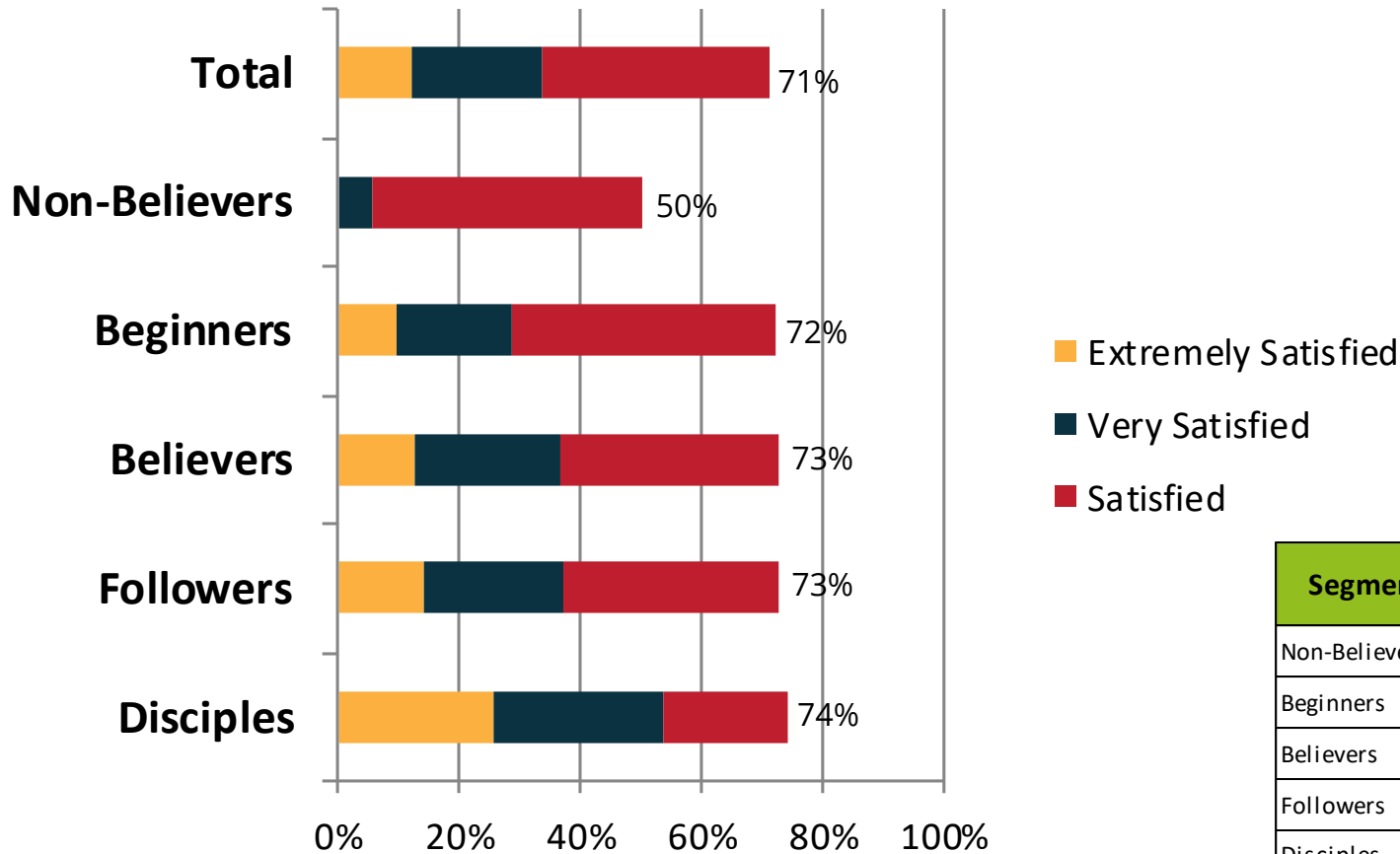


= Ranked in Top 5

CONCORDIA UNIVERSITY WISCONSIN:

SATISFACTION WITH SCHOOL'S ROLE IN SUPPORTING SPIRITUAL RELATIONSHIPS

Returning Students Only

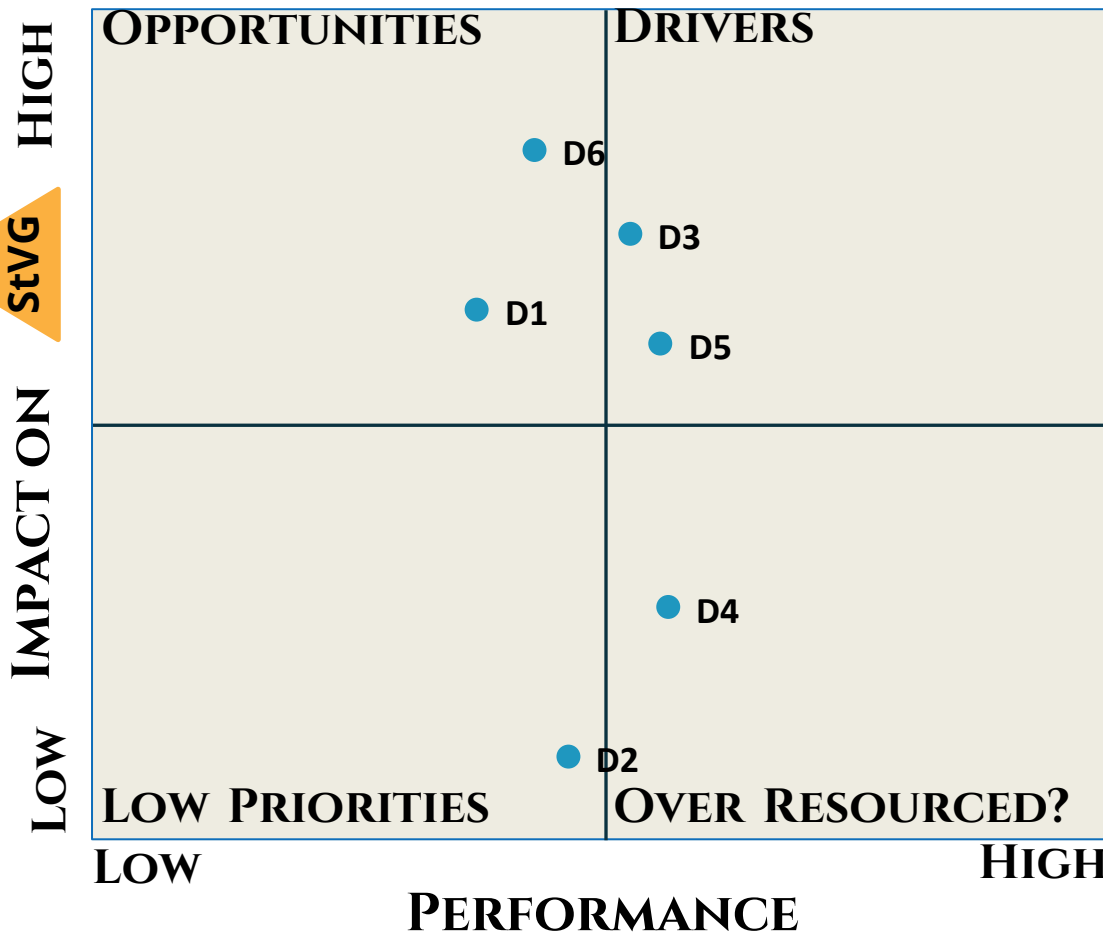


| Segment | Base Size |
|---------------|-----------|
| Non-Believers | 36 |
| Beginners | 165 |
| Believers | 255 |
| Followers | 99 |
| Disciples | 39 |

CONCORDIA UNIVERSITY WISCONSIN:

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: 594



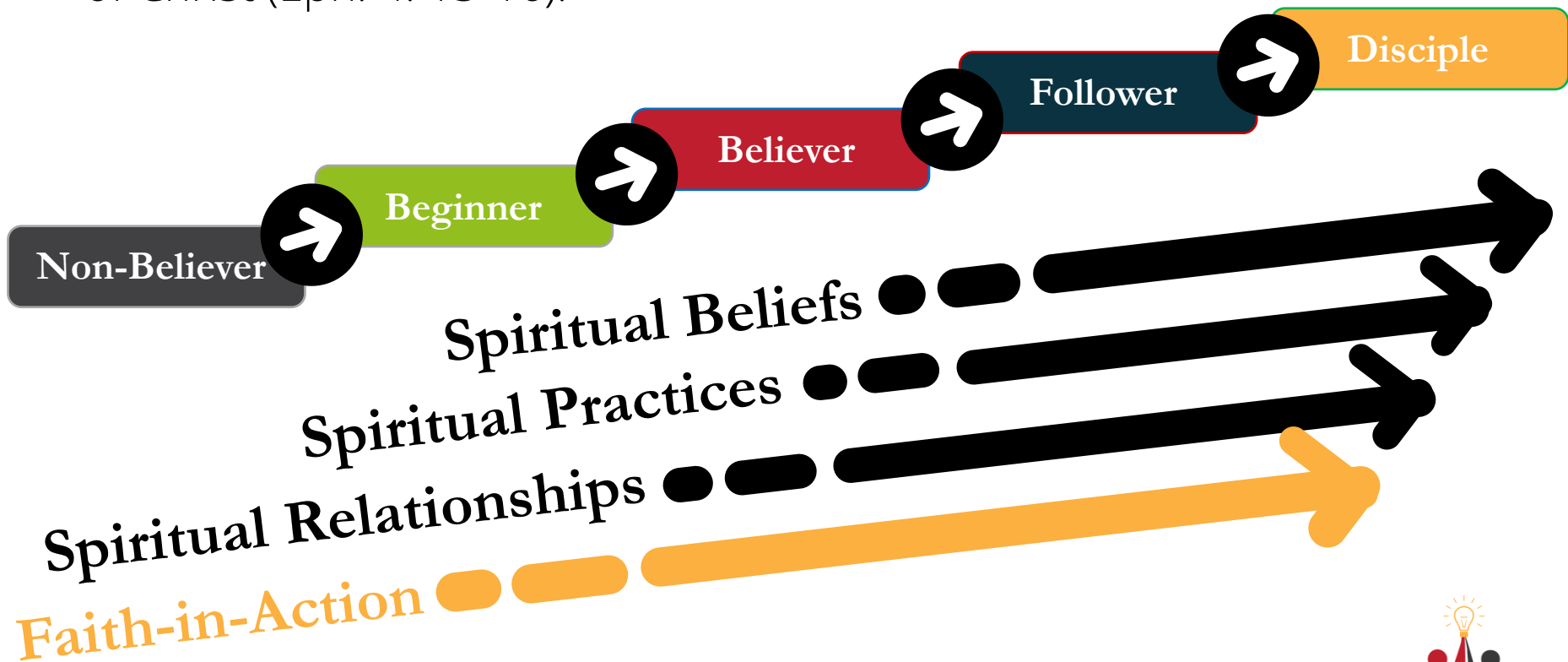


CHAPTER 6: FAITH IN ACTION

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 WISCONSIN: SPIRITUAL CONTINUUM PROFILED AGAINST CLP VIRTUES*

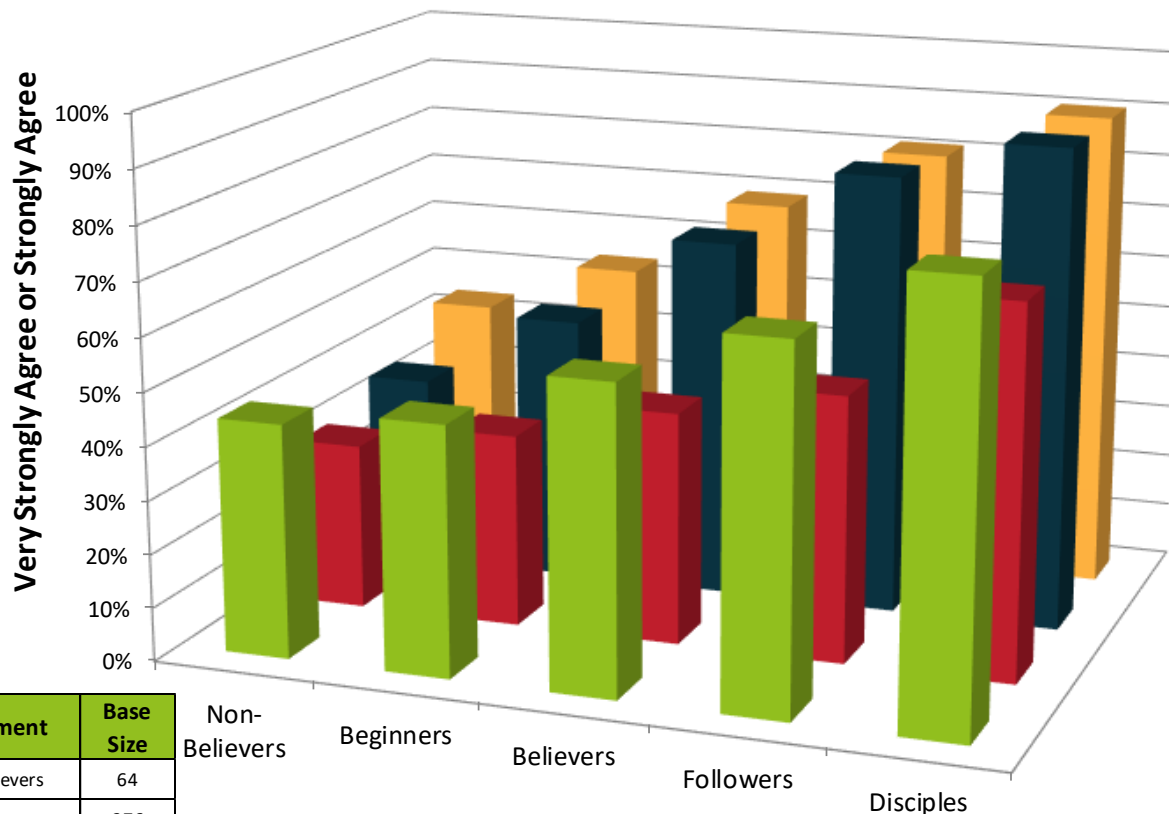
| Key CLP Virtues: <i>(Very Strongly Agree or Strongly Agree)</i> | Total | Non-Believers | Beginners | Believers | Followers | Disciples |
|---|--------------|----------------------|------------------|------------------|------------------|------------------|
| Love | 41% | 6% | 20% | 43% | 65% | 90% |
| Joy | 28% | 11% | 17% | 28% | 42% | 65% |
| Peace | 22% | 5% | 13% | 22% | 30% | 61% |
| Patience | 30% | 14% | 22% | 30% | 39% | 65% |
| Kindness | 48% | 27% | 35% | 47% | 67% | 87% |
| Faithfulness | 34% | 13% | 15% | 32% | 60% | 79% |
| Gentleness | 43% | 20% | 32% | 42% | 62% | 66% |
| Self-Control | 29% | 17% | 21% | 29% | 40% | 48% |
| Hope | 43% | 2% | 15% | 46% | 79% | 90% |
| Humility | 38% | 2% | 17% | 38% | 69% | 81% |
| Base: | 971 | 64 | 276 | 400 | 169 | 62 |

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

CONCORDIA UNIVERSITY WISCONSIN:

SPIRITUAL CONTINUUM PROFILED AGAINST

ATTITUDES TOWARD SCHOOL WORK AND TEACHERS



| Segment | Base Size |
|---------------|-----------|
| Non-Believers | 64 |
| Beginners | 276 |
| Believers | 400 |
| Followers | 169 |
| Disciples | 62 |

- 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 WISCONSIN: 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% | 8% | 12% | 9% | 11% | 18% |
| # Hours Serve on Own - 3+ per month | 10% | 8% | 12% | 7% | 8% | 28% |
| Caring for and Serving Those in Need | | | | | | |
| # Hours Serve @ School - 3+ per month | 29% | 25% | 23% | 27% | 41% | 41% |
| # Hours Serve on Own - 3+ per month | 22% | 17% | 19% | 21% | 25% | 41% |
| # Meaningful Spiritual Conversations - 3+ per year | 40% | 20% | 24% | 43% | 57% | 66% |
| Base (Serve @ School): | 594 | 36 | 165 | 255 | 99 | 39 |
| Base (Serve on Own, Meaningful Conversations): | 971 | 64 | 276 | 400 | 169 | 62 |

CONCORDIA UNIVERSITY WISCONSIN:

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 | -1 | 19 | 2 | 17 | -6 | 19 |
| E2: Creates a serving culture that is so impactful that it is widely recognized by others | 0 | 18 | 10 | 8 | 4 | 14 |
| E3: Encourages me to seek serving opportunities outside those provided at the university | -2 | 21 | -13 | 26 | 10 | 7 |
| E4: Gives me an opportunity to serve in an area I am passionate about | -8 | 24 | -9 | 24 | 3 | 15 |
| E5: Allows me to use and develop my spiritual gifts | 23 | 1 | 20 | 1 | 12 | 5 |

 = Ranked in Top 5

| Segment | Base Size |
|---------------------|-----------|
| Beginners/Believers | 256 |
| Followers/Disciples | 93 |

CONCORDIA UNIVERSITY WISCONSIN:

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

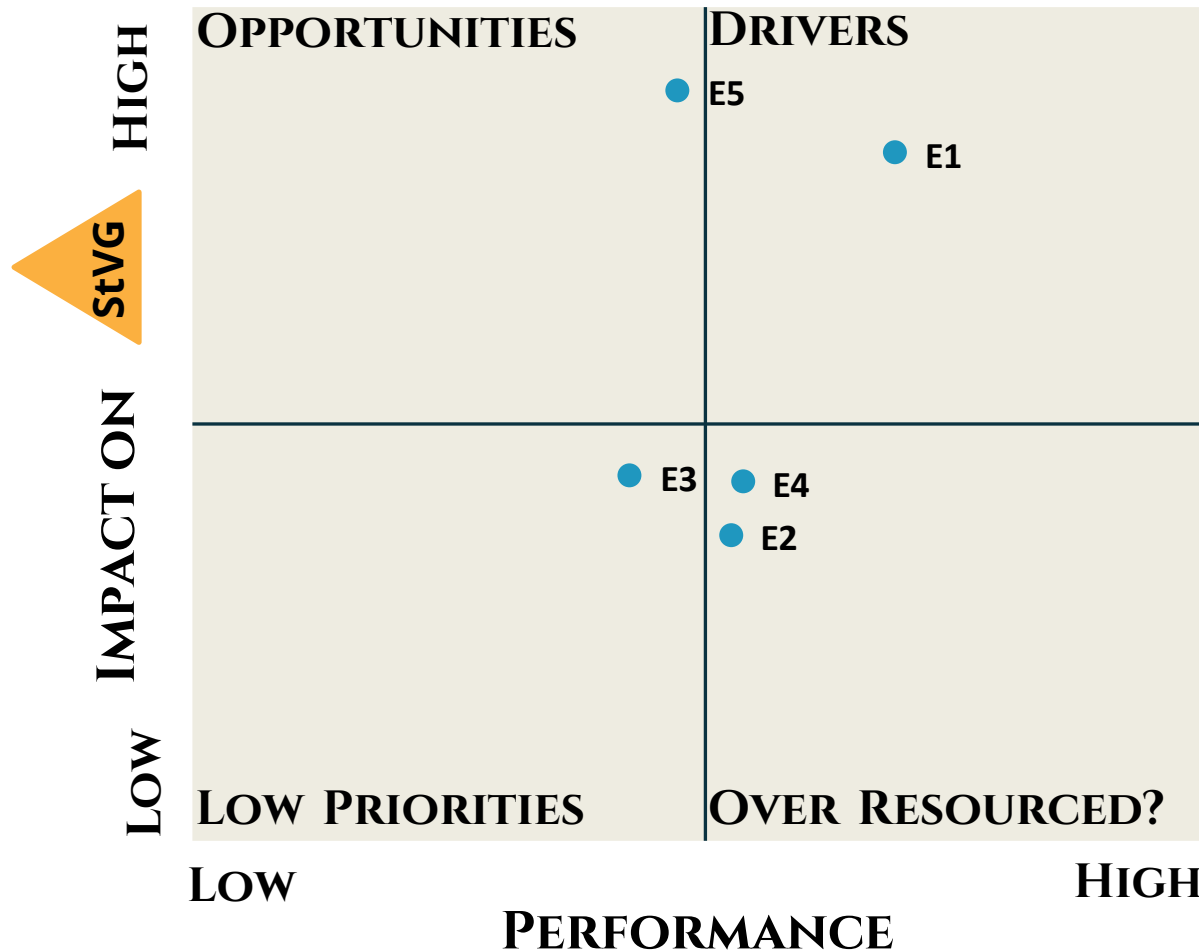
Returning Students Only

| 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 | 271 | 81% | 594 | 71% |
| Non-Believer | 10 | 80% | 36 | 53% |
| Beginner | 75 | 72% | 165 | 69% |
| Believer | 120 | 85% | 255 | 73% |
| Follower | 45 | 89% | 99 | 77% |
| Disciple | 21 | 76% | 39 | 74% |

CONCORDIA UNIVERSITY WISCONSIN:

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

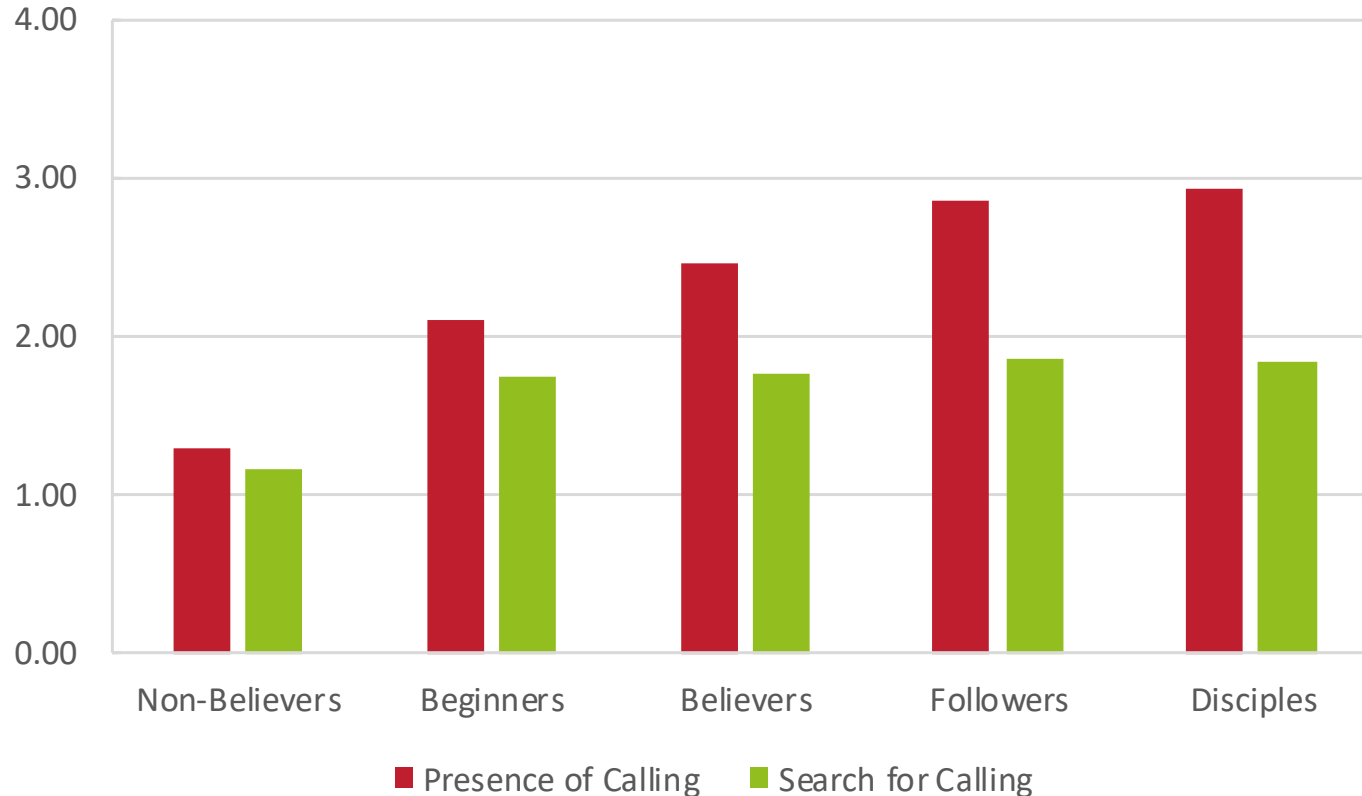
E5: Allows me to use and develop my spiritual gifts

Base: 594



CONCORDIA UNIVERSITY WISCONSIN:

SPIRITUAL CONTINUUM PROFILED AGAINST PRESENCE OF CALLING & SEARCH FOR CALLING



| Segment | Base Size |
|---------------|-----------|
| Non-Believers | 64 |
| Beginners | 276 |
| Believers | 399 |
| Followers | 169 |
| Disciples | 62 |





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.

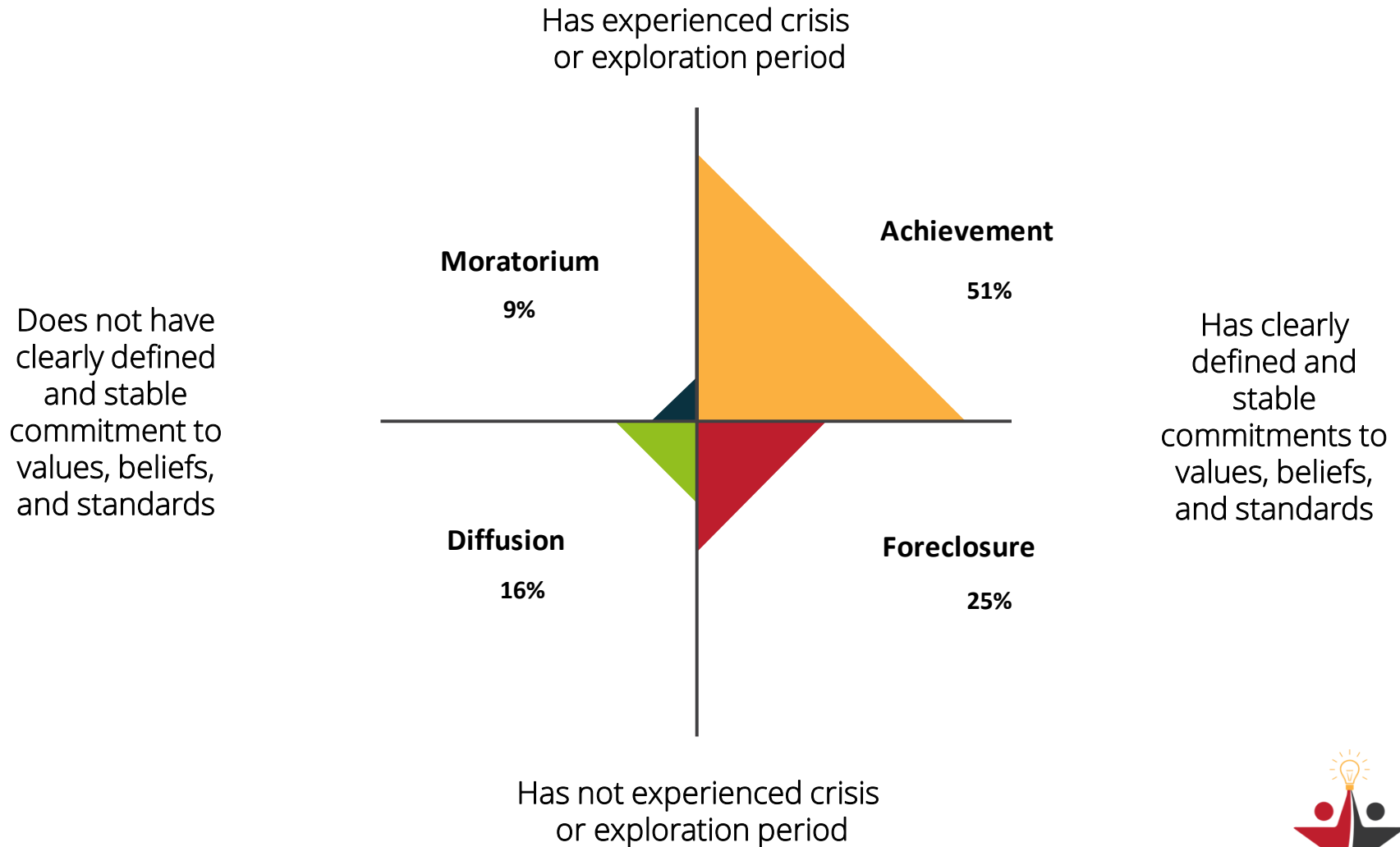
IDENTITY FORMATION

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).

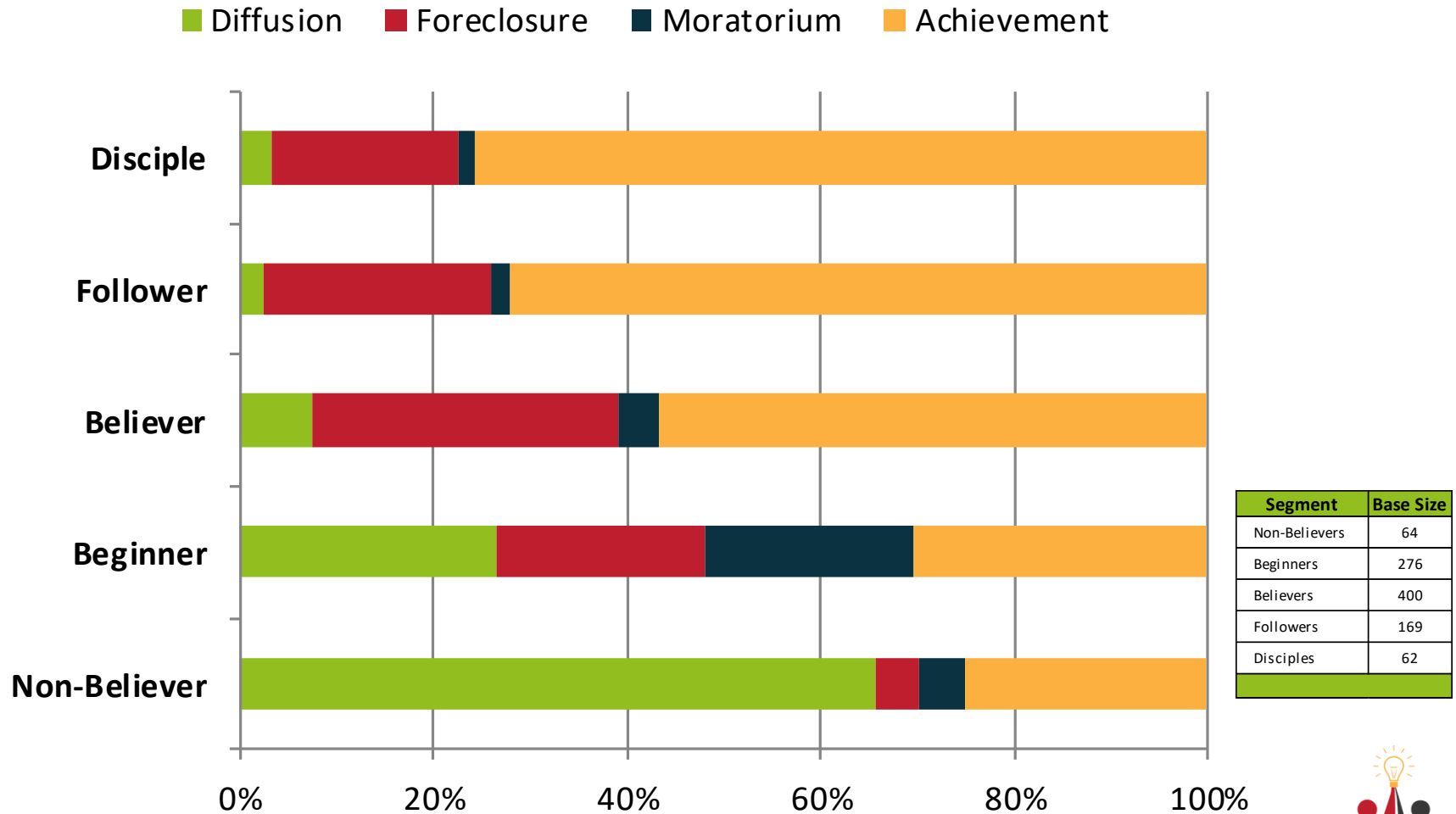


CONCORDIA UNIVERSITY WISCONSIN: SPIRITUAL IDENTITY DEVELOPMENT PROFILE



CONCORDIA UNIVERSITY WISCONSIN:

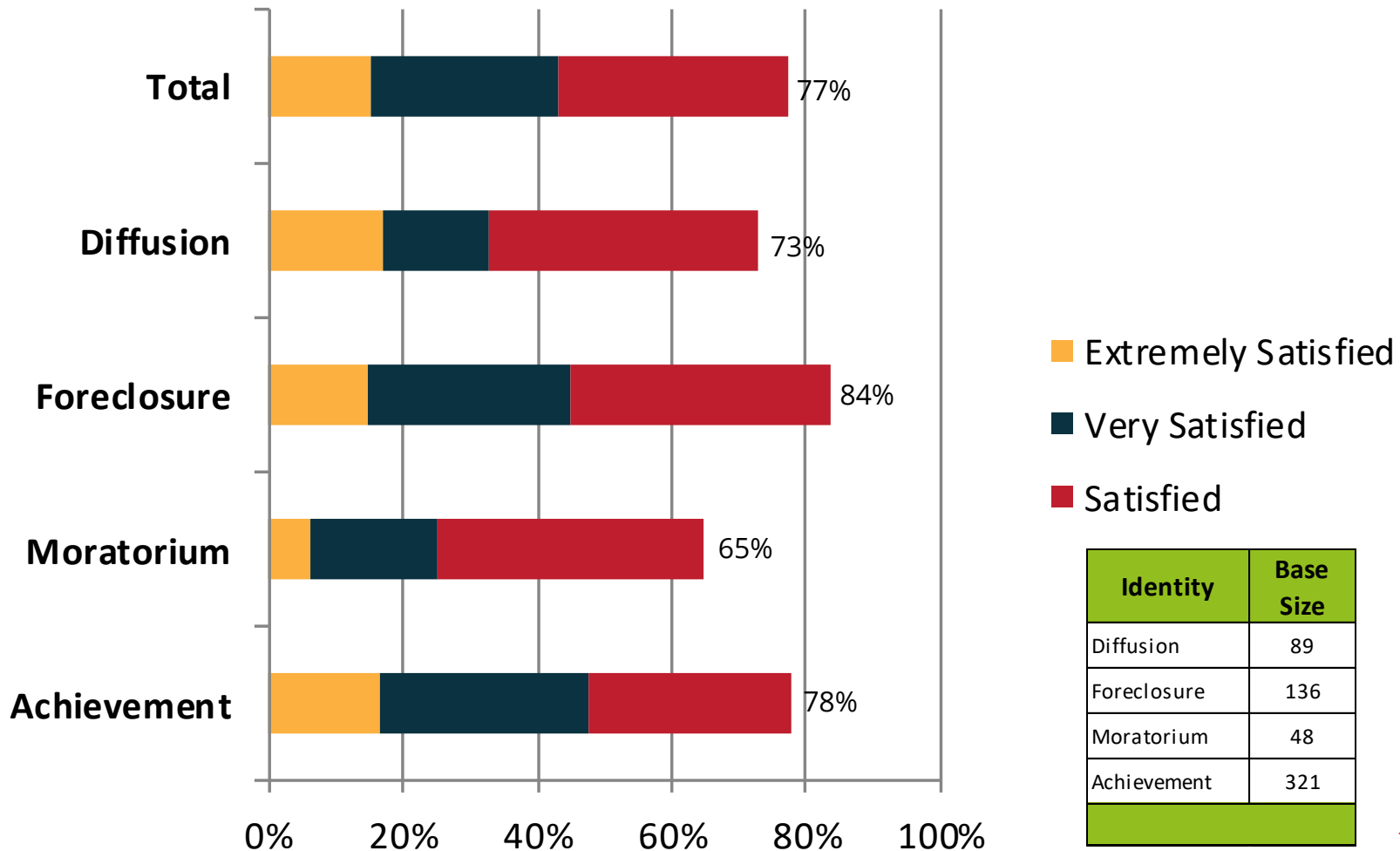
RELATIONSHIP BETWEEN THE SPIRITUAL LIFE CONTINUUM AND SPIRITUAL IDENTITY DEVELOPMENT



CONCORDIA UNIVERSITY WISCONSIN:

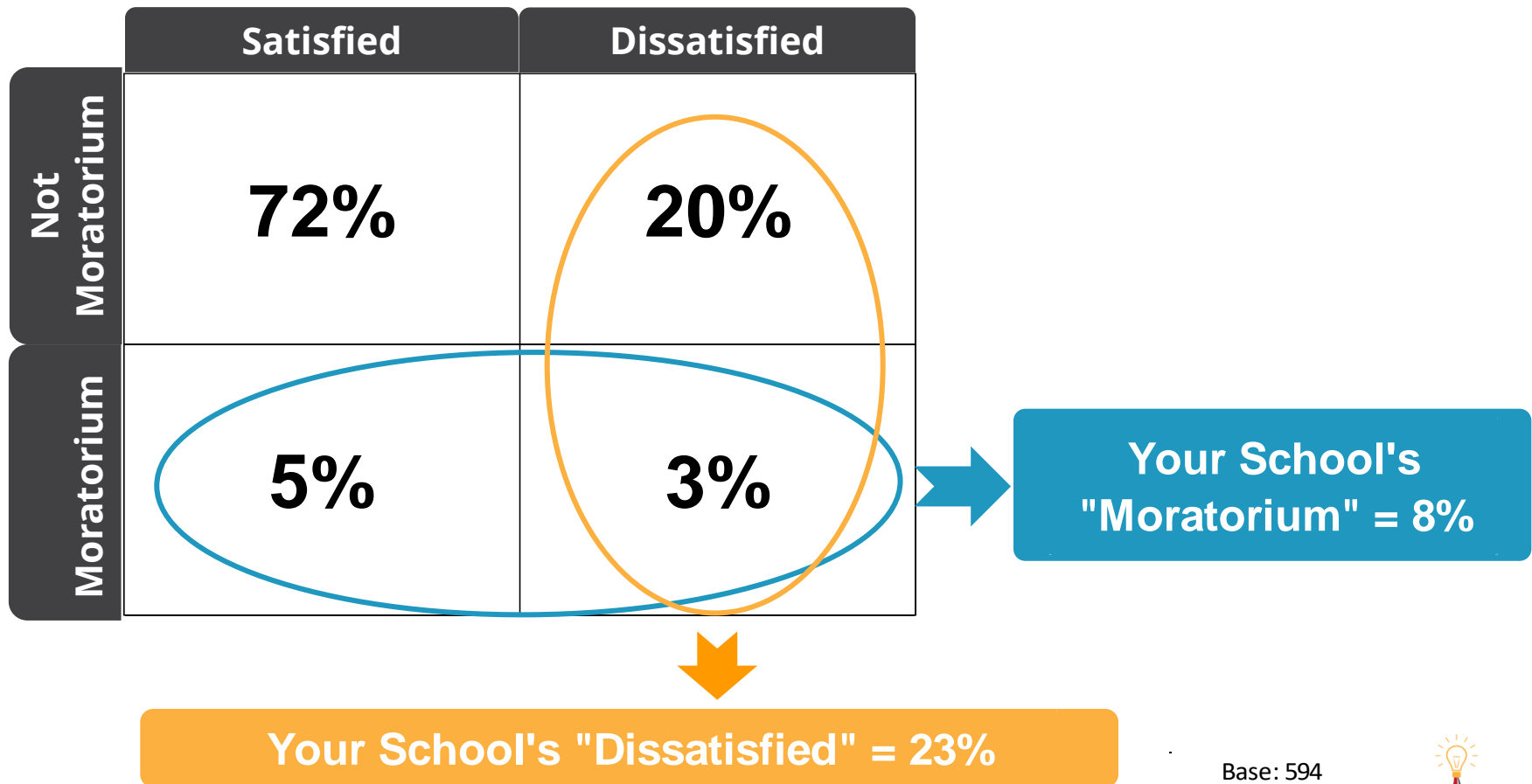
SATISFACTION WITH SCHOOL'S ROLE IN SPIRITUAL GROWTH BY IDENTITY STAGE

Returning Students Only



CONCORDIA UNIVERSITY WISCONSIN: OVERLAP BETWEEN “MORATORIUM” DEVELOPMENT STAGE AND “DISSATISFIED”

Returning Students Only



Base: 594

CONCORDIA UNIVERSITY WISCONSIN:

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 | Gives one a feeling of belonging | 4.2 | 2.7 | 6.1 | Highest Priority |
| 2 | Challenges one to grow and take next steps | 4.3 | 3.1 | 5.1 | |
| 3 | Helps process doubts | 3.8 | 3.0 | 3.1 | |
| 4 | Helps build relationships with adults to support growth | 4.1 | 3.3 | 3.1 | |
| 5 | Gives opportunity to serve in area passionate about | 3.9 | 3.1 | 3.0 | |

Base: 17

*** 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)



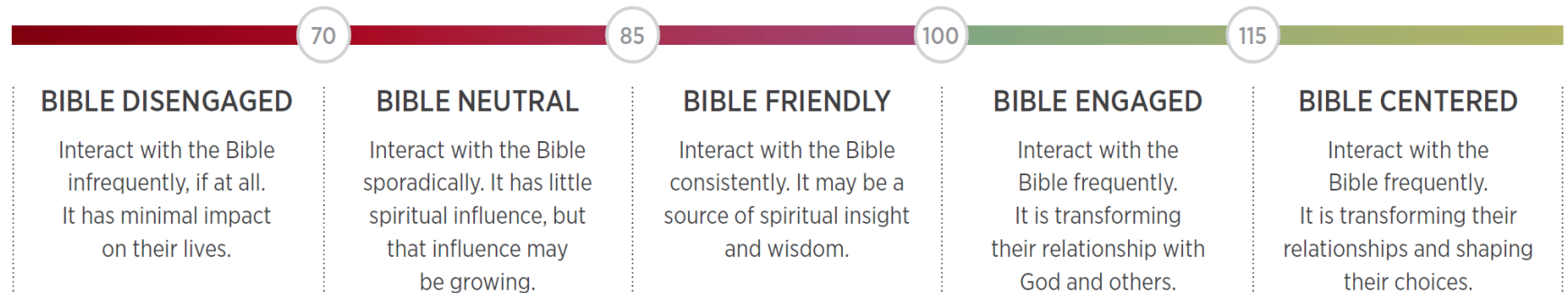


CHAPTER 8: SCRIPTURE ENGAGEMENT

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

SCRIPTURE ENGAGEMENT

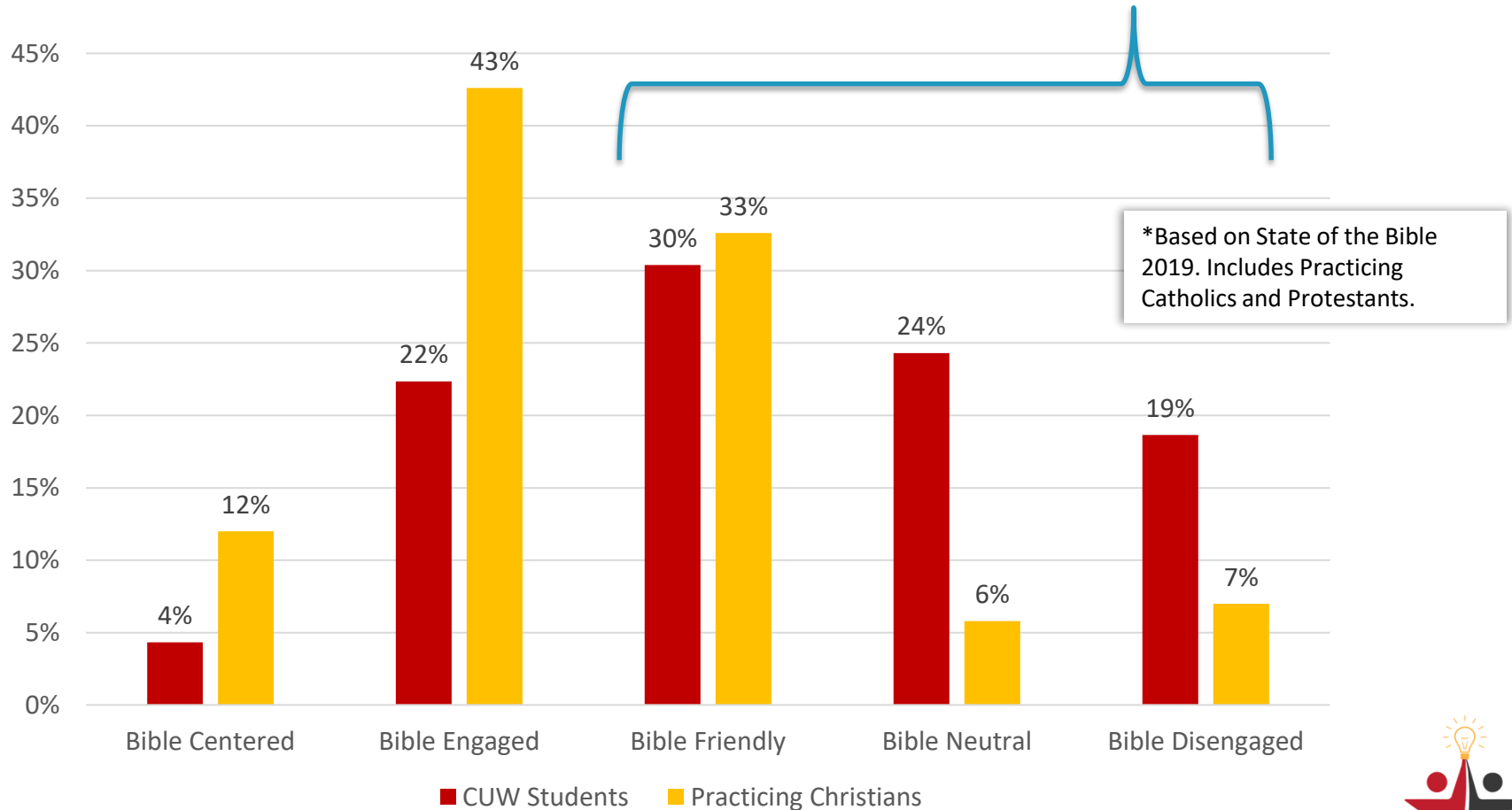
In the fall of 2017, American Bible Society conducted a landmark study of Scripture engagement in the United States. They determined that Scripture Engagement is measured as *consistent interaction with the Bible that shapes people's choices and transforms their relationships with God, self, and others.*



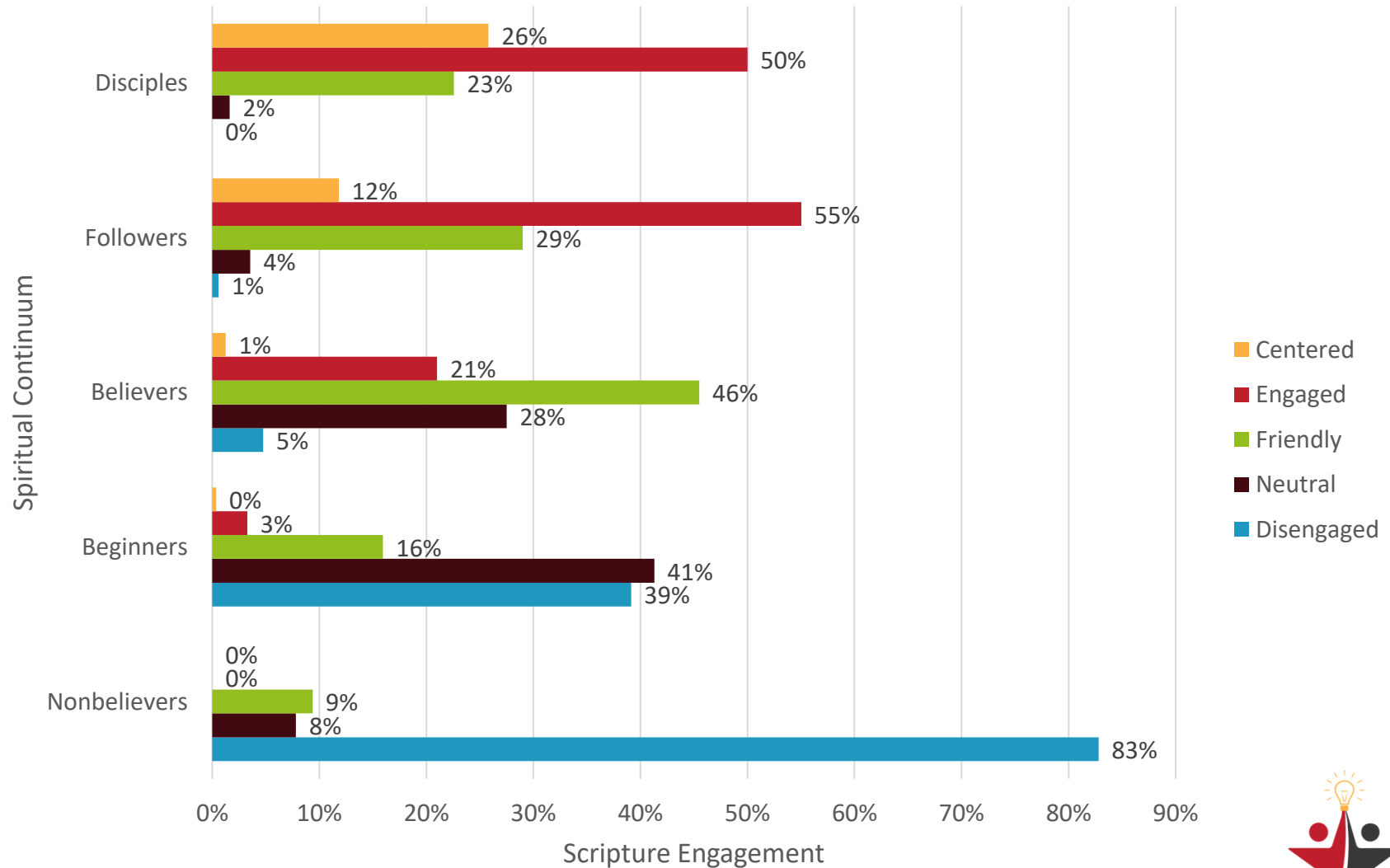
The three domains of Scripture Engagement are known as (1) **Frequency**, (2) **Moral Centrality**, and (3) **Spiritual Impact**, respectively. All Bible users can be scored on the Scripture Engagement Scale (above). Scoring 100 or higher is considered Bible Engagement, which is strongly correlated with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

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

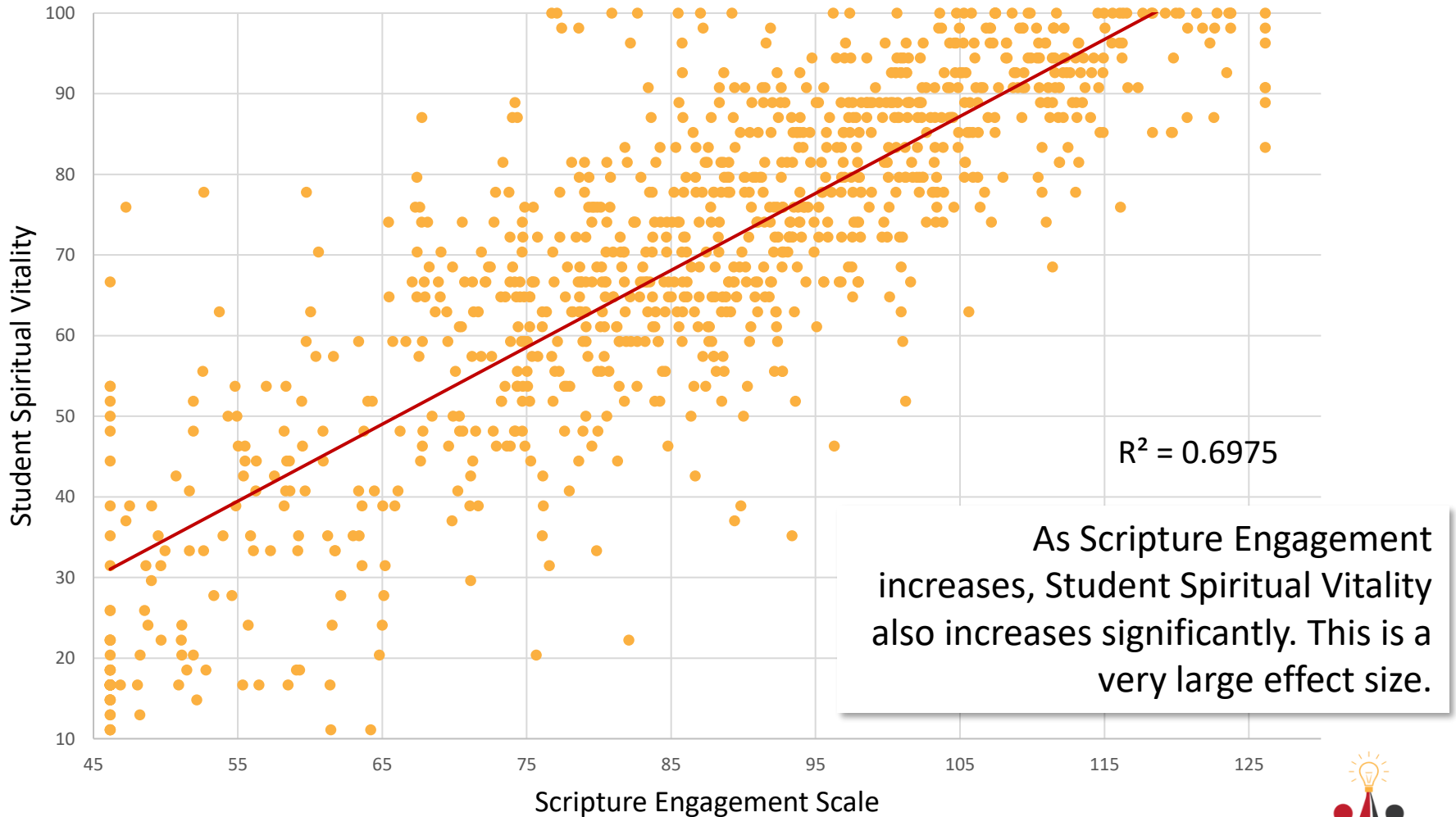
73% of CUW Students are unengaged in the Bible. These students need to develop a deeper connection to God through the Bible to mature as followers of Christ.



CONCORDIA UNIVERSITY WISCONSIN: SPIRITUAL CONTINUUM BY SCRIPTURE ENGAGEMENT



CONCORDIA UNIVERSITY WISCONSIN: 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 WISCONSIN:

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 | Gives one a feeling of belonging | 4.6 | 4.2 | 2.3 | Highest Priority |
| 2 | Helps with emotional needs | 4.5 | 4.1 | 2.0 | |
| 3 | Helps develop relationships to process life issues | 4.5 | 4.2 | 1.5 | |
| 4 | Helps process doubts | 4.3 | 4.0 | 1.4 | |
| 5 | Helps develop accountable relationships | 4.4 | 4.1 | 1.4 | |
| 6 | Gives opportunity to serve in area passionate about | 4.5 | 4.2 | 1.3 | |
| 7 | Helps develop relationships for better decision making | 4.5 | 4.2 | 1.1 | |
| 8 | Provides ideas to work through faith barriers | 4.3 | 4.1 | 0.9 | |
| 9 | Encourages personal responsibility for one's spiritual growth | 4.4 | 4.2 | 0.7 | |
| 10 | Challenges one to grow and take next steps | 4.5 | 4.3 | 0.6 | |
| 11 | Helps learn to develop quiet time w/ God | 4.0 | 3.8 | 0.6 | |
| 12 | Helps develop prayer life | 4.1 | 4.0 | 0.6 | |
| 13 | Allows one to use spiritual gifts | 4.2 | 4.1 | 0.5 | |
| 14 | Provides opportunity to serve those in need | 4.3 | 4.3 | 0.4 | |

Base: 420



CONCORDIA UNIVERSITY WISCONSIN:

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 | Encourages service outside of school opportunities | 4.2 | 4.1 | 0.3 | Lowest Priority |
| 16 | Helps one to practice talking about faith | 4.2 | 4.1 | 0.2 | |
| 17 | Inspires making faith active part of life | 4.4 | 4.4 | 0.2 | |
| 18 | Helps develop relationship w/ Christ | 4.3 | 4.3 | 0.2 | |
| 19 | Helps build relationships with adults to support growth | 4.3 | 4.3 | 0.0 | |
| 20 | Helps develop relationships for others to pray for you | 4.1 | 4.1 | 0.0 | |
| 21 | Creates serving culture recognized by others | 4.1 | 4.2 | -0.1 | |
| 22 | Provide chapel service with "next steps" | 3.9 | 4.0 | -0.3 | |
| 23 | Help understand Bible in-depth | 4.2 | 4.3 | -0.4 | |
| 24 | Provides chapel service that is challenging | 4.1 | 4.2 | -0.4 | |
| 25 | Teachers model how to grow | 4.3 | 4.5 | -0.5 | |
| 26 | Provides chapel service that supports growth | 4.1 | 4.3 | -0.7 | |
| 27 | Teaches words, stories, key messages of faith | 4.2 | 4.4 | -0.8 | |

Base: 420



CONCORDIA UNIVERSITY WISCONSIN:

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 process doubts | 5.3 | 4.3 | 5.6 | Highest Priority |
| 2 | Helps develop relationship w/ Christ | 5.4 | 4.4 | 5.3 | |
| 3 | Helps develop prayer life | 5.2 | 4.2 | 4.7 | |
| 4 | Helps learn to develop quiet time w/ God | 4.9 | 3.9 | 4.6 | |
| 5 | Encourages personal responsibility for one's spiritual growth | 5.1 | 4.3 | 4.3 | |
| 6 | Provides ideas to work through faith barriers | 5.2 | 4.3 | 4.3 | |
| 7 | Helps develop accountable relationships | 5.2 | 4.4 | 4.3 | |
| 8 | Challenges one to grow and take next steps | 5.1 | 4.3 | 4.3 | |
| 9 | Helps develop relationships to process life issues | 5.3 | 4.5 | 4.2 | |
| 10 | Provides chapel service that supports growth | 5.2 | 4.5 | 3.9 | |
| 11 | Helps with emotional needs | 5.1 | 4.3 | 3.7 | |
| 12 | Inspires making faith active part of life | 5.4 | 4.7 | 3.7 | |
| 13 | Helps one to practice talking about faith | 5.2 | 4.4 | 3.7 | |
| 14 | Gives opportunity to serve in area passionate about | 5.2 | 4.6 | 3.6 | |

Base: 138



CONCORDIA UNIVERSITY WISCONSIN:

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 | Teachers model how to grow | 5.3 | 4.6 | 3.5 | Lowest Priority |
| 16 | Allows one to use spiritual gifts | 5.2 | 4.6 | 3.4 | |
| 17 | Helps develop relationships for better decision making | 5.2 | 4.5 | 3.4 | |
| 18 | Help understand Bible in-depth | 5.3 | 4.7 | 3.4 | |
| 19 | Provides chapel service that is challenging | 5.0 | 4.4 | 3.3 | |
| 20 | Gives one a feeling of belonging | 5.2 | 4.6 | 3.2 | |
| 21 | Helps build relationships with adults to support growth | 5.1 | 4.5 | 3.1 | |
| 22 | Provide chapel service with "next steps" | 4.6 | 4.0 | 2.8 | |
| 23 | Helps develop relationships for others to pray for you | 4.9 | 4.4 | 2.6 | |
| 24 | Encourages service outside of school opportunities | 4.9 | 4.4 | 2.6 | |
| 25 | Provides opportunity to serve those in need | 5.2 | 4.7 | 2.5 | |
| 26 | Teaches words, stories, key messages of faith | 5.2 | 4.8 | 2.2 | |
| 27 | Creates serving culture recognized by others | 4.9 | 4.5 | 2.2 | |

Base: 138



CONCORDIA UNIVERSITY WISCONSIN:

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 | Gives one a feeling of belonging | 4.7 | 4.2 | 2.2 | Highest Priority |
| 2 | Helps with emotional needs | 4.6 | 4.1 | 2.1 | |
| 3 | Helps process doubts | 4.4 | 4.0 | 2.0 | |
| 4 | Helps develop relationships to process life issues | 4.6 | 4.2 | 1.8 | |
| 5 | Helps develop accountable relationships | 4.5 | 4.1 | 1.7 | |
| 6 | Helps develop relationships for better decision making | 4.5 | 4.2 | 1.5 | |
| 7 | Gives opportunity to serve in area passionate about | 4.5 | 4.2 | 1.4 | |
| 8 | Provides ideas to work through faith barriers | 4.4 | 4.0 | 1.3 | |
| 9 | Challenges one to grow and take next steps | 4.5 | 4.3 | 1.2 | |
| 10 | Encourages personal responsibility for one's spiritual growth | 4.4 | 4.2 | 1.2 | |
| 11 | Helps learn to develop quiet time w/ God | 4.1 | 3.8 | 1.1 | |
| 12 | Helps develop prayer life | 4.2 | 4.0 | 1.1 | |
| 13 | Helps develop relationship w/ Christ | 4.4 | 4.3 | 0.9 | |
| 14 | Helps one to practice talking about faith | 4.3 | 4.1 | 0.7 | |

Base: 594



CONCORDIA UNIVERSITY WISCONSIN:

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 | Allows one to use spiritual gifts | 4.3 | 4.2 | 0.7 | Lowest Priority |
| 16 | Inspires making faith active part of life | 4.5 | 4.4 | 0.6 | |
| 17 | Encourages service outside of school opportunities | 4.3 | 4.1 | 0.5 | |
| 18 | Provides opportunity to serve those in need | 4.4 | 4.3 | 0.5 | |
| 19 | Helps build relationships with adults to support growth | 4.4 | 4.3 | 0.4 | |
| 20 | Helps develop relationships for others to pray for you | 4.2 | 4.1 | 0.3 | |
| 21 | Provide chapel service with "next steps" | 4.0 | 3.9 | 0.2 | |
| 22 | Creates serving culture recognized by others | 4.2 | 4.2 | 0.2 | |
| 23 | Provides chapel service that is challenging | 4.2 | 4.2 | 0.1 | |
| 24 | Help understand Bible in-depth | 4.3 | 4.3 | 0.1 | |
| 25 | Teachers model how to grow | 4.4 | 4.4 | 0.1 | |
| 26 | Provides chapel service that supports growth | 4.3 | 4.3 | 0.0 | |
| 27 | Teaches words, stories, key messages of faith | 4.3 | 4.4 | -0.4 | |

Base: 594





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 WISCONSIN:

SCHOOL SPIRITUAL VITALITY GAUGE

How the ScVG is Calculated

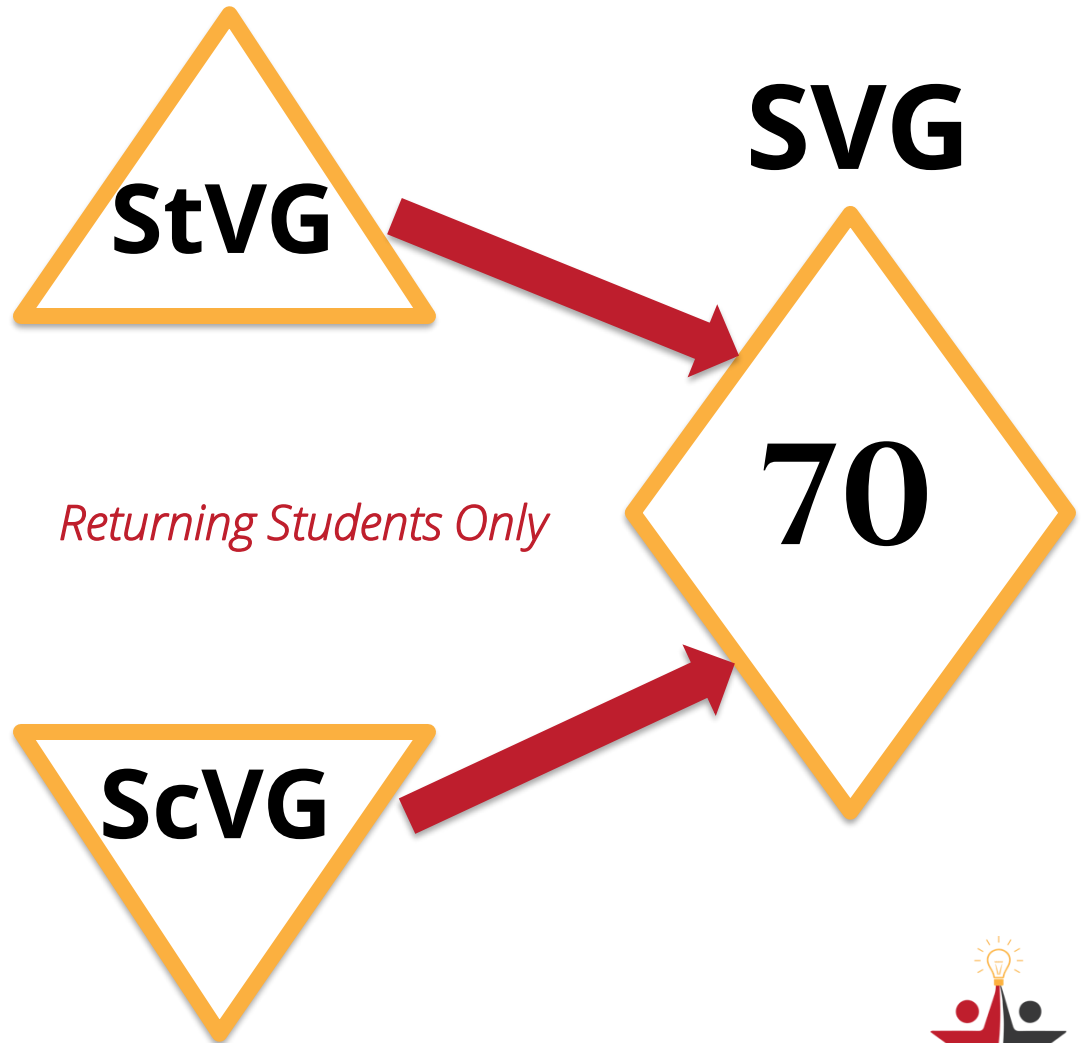
- In calculating the ScVG, all nine items were given equal weight.
- The numerical scores for each student's responses to the nine items were summed and then divided by the total possible score for this set of items.
- The resulting decimal was converted to a percentage and averaged across all students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



CONCORDIA UNIVERSITY WISCONSIN: 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.



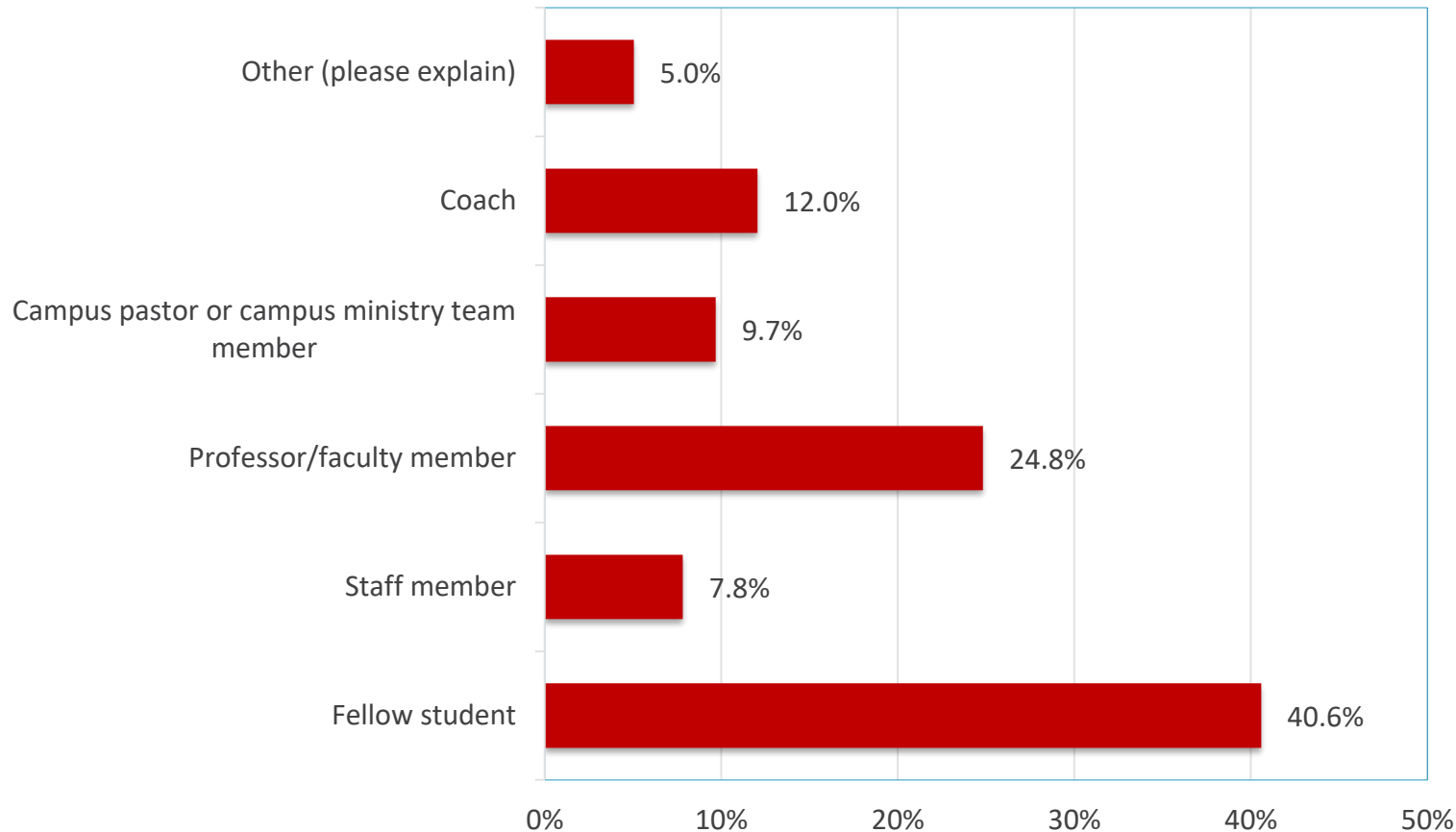


APPENDIX A: CAMPUS-SPECIFIC ITEMS

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

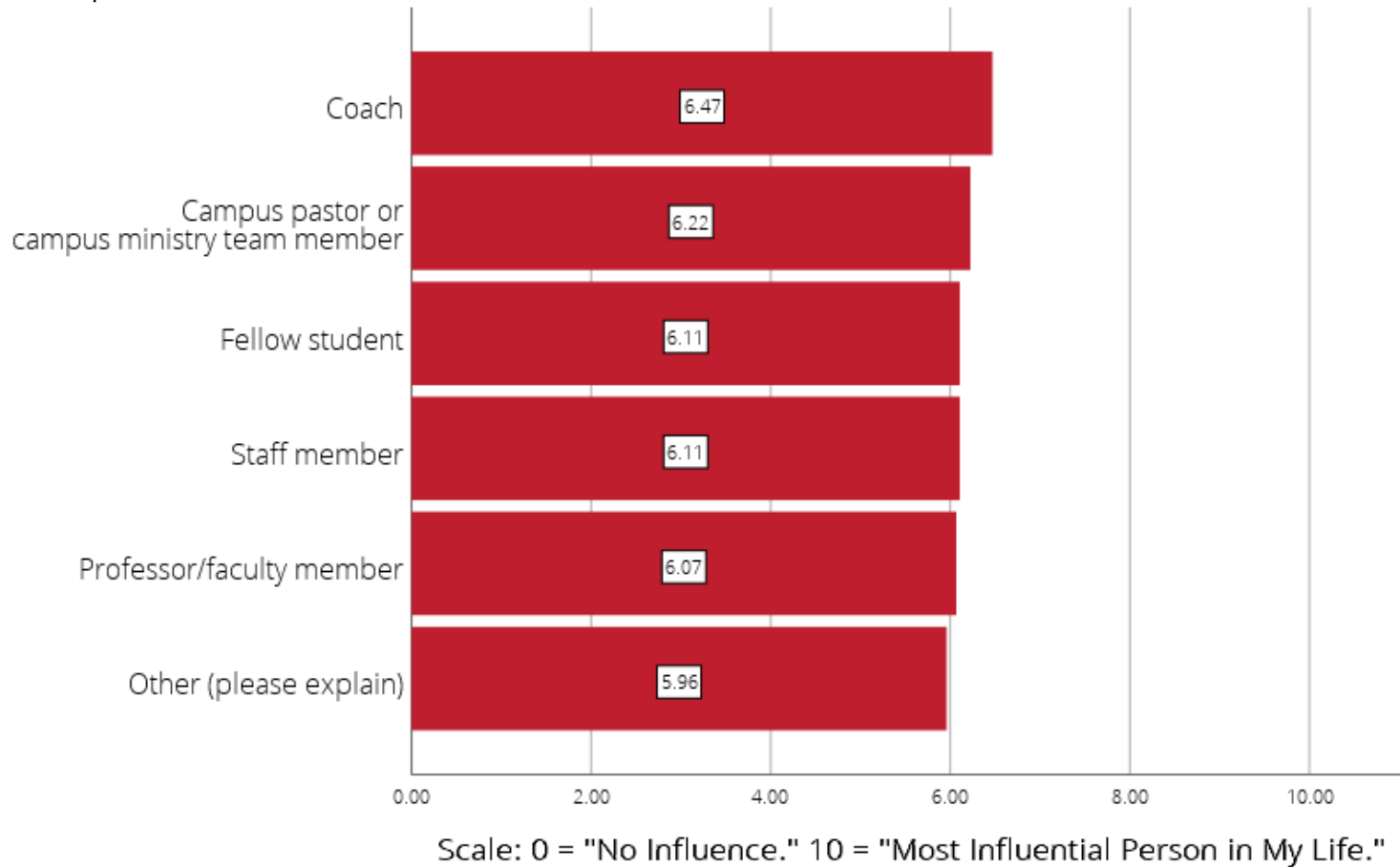
SPIRITUALLY INFLUENTIAL PEOPLE AT CONCORDIA UNIVERSITY

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



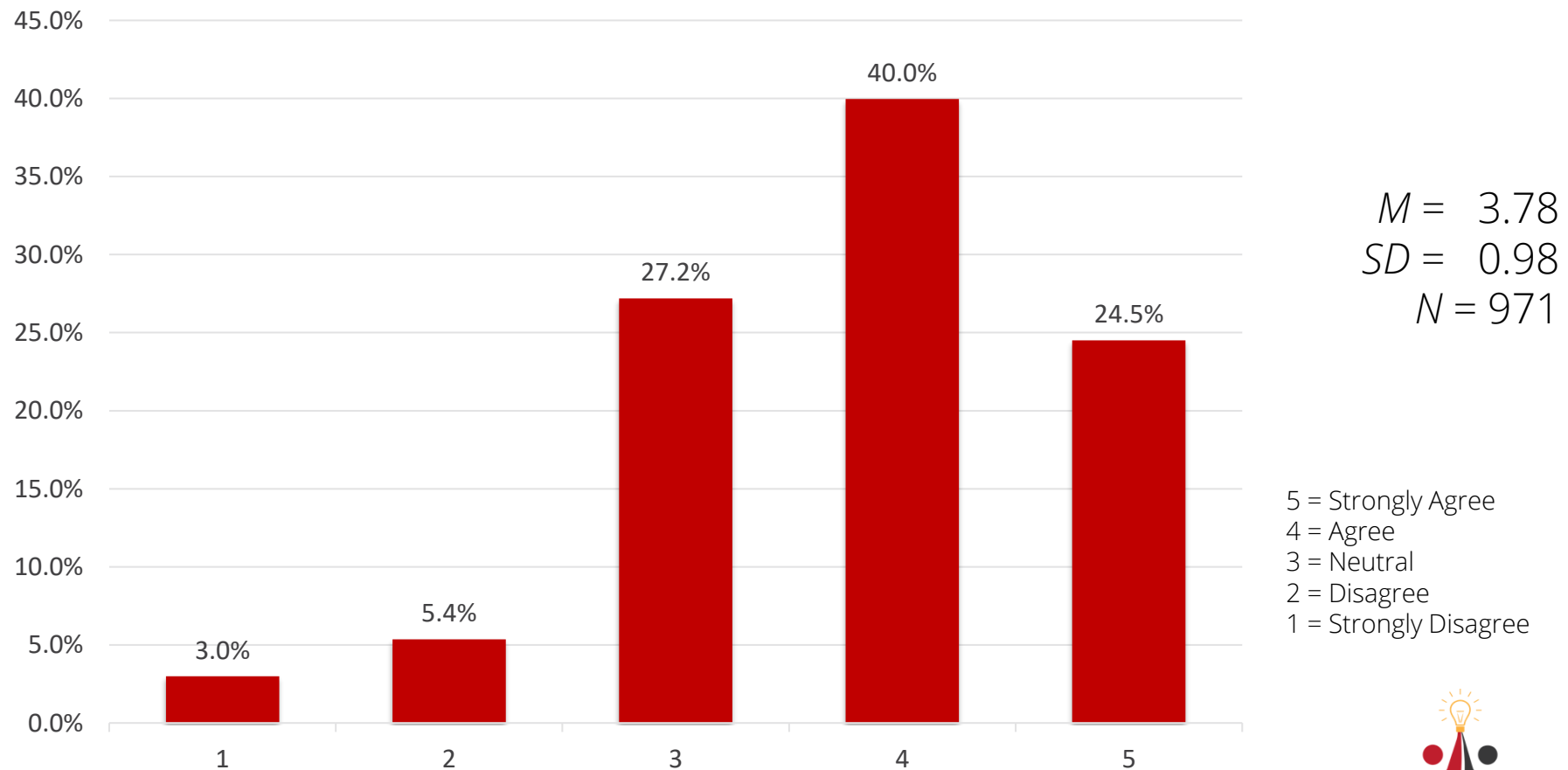
POSITIVE INFLUENCE OF PEOPLE AT CONCORDIA UNIVERSITY

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

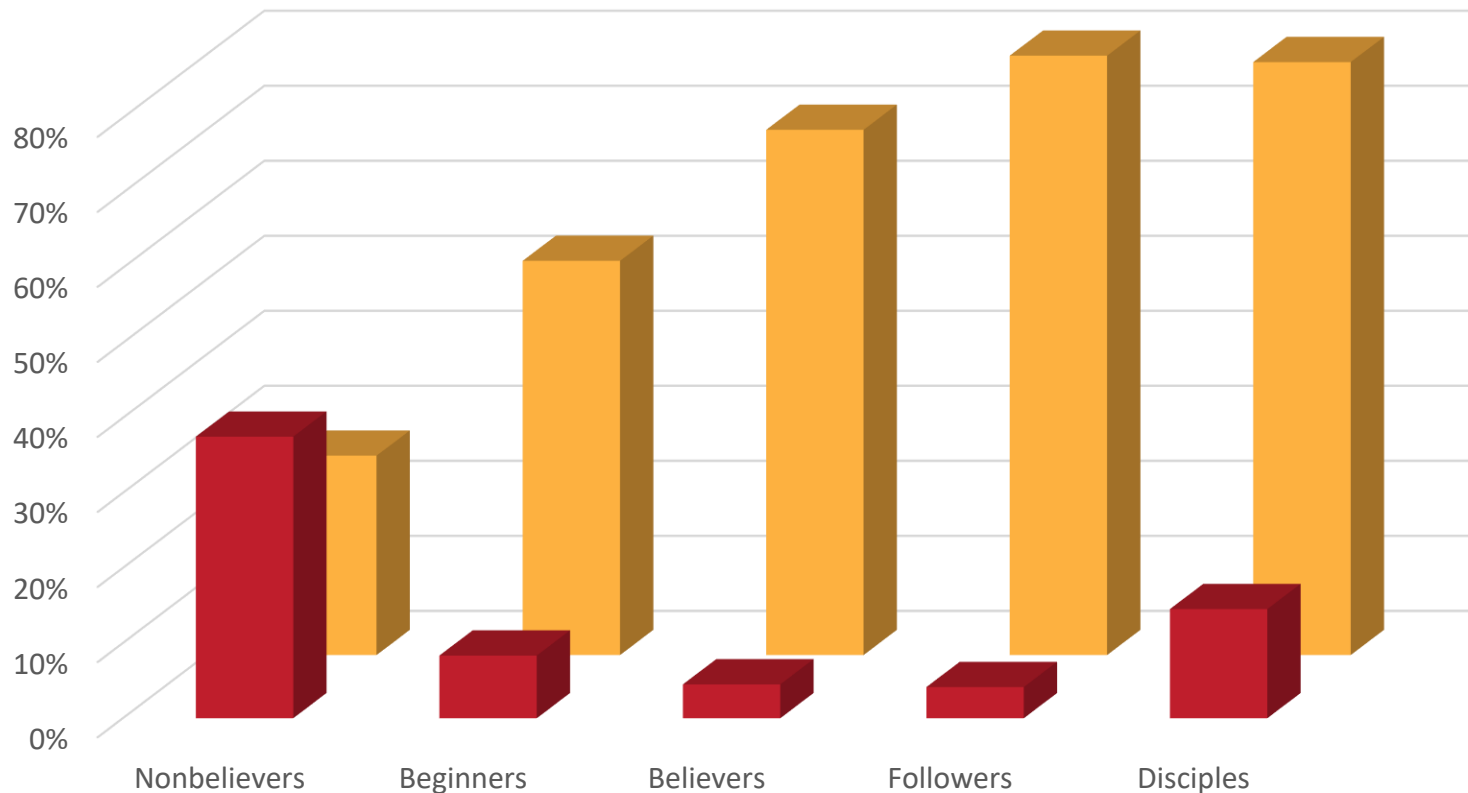


ATTITUDE TOWARD CAMPUS MINISTRY AT CONCORDIA UNIVERSITY

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



ATTITUDE TOWARD CAMPUS MINISTRY PROFILED BY SPIRITUAL CONTINUUM



| Segment | Base Size |
|---------------|-----------|
| Non-Believers | 64 |
| Beginners | 276 |
| Believers | 400 |
| Followers | 169 |
| Disciples | 62 |

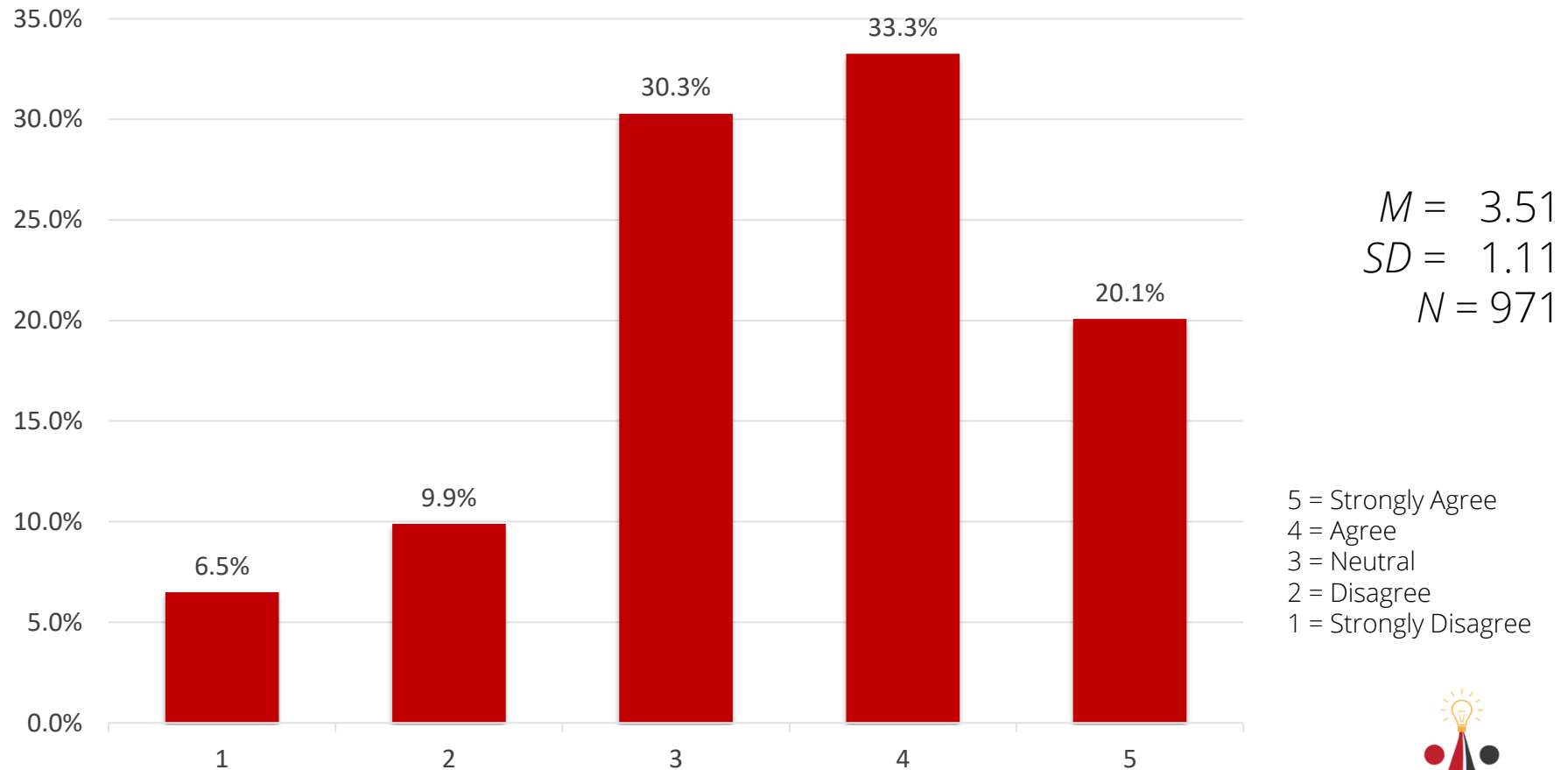
$r = .349, p < .001$

■ Strongly Disagree or Disagree

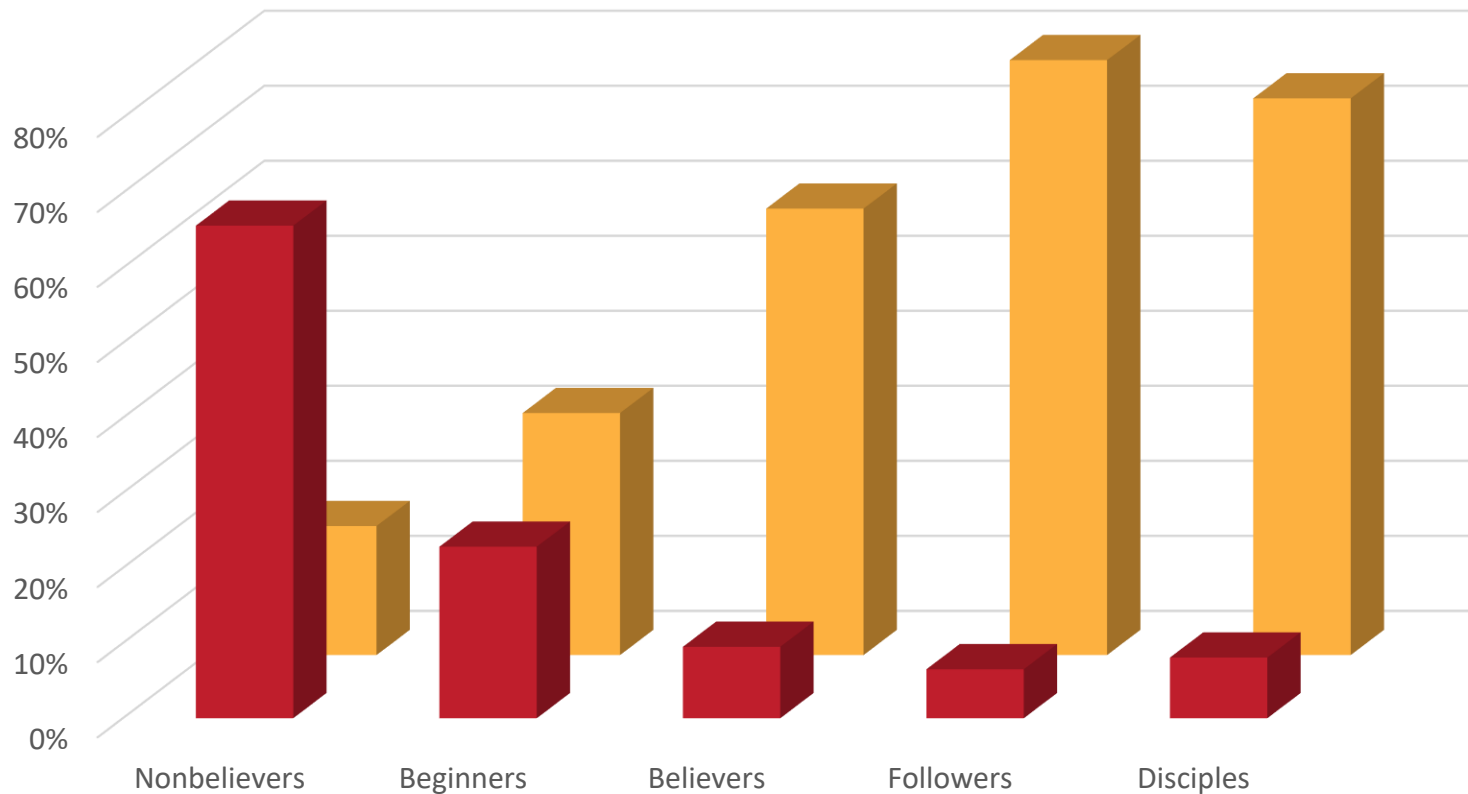
■ Strongly Agree or Agree

IMPORTANCE OF CAMPUS MINISTRY AT CONCORDIA UNIVERSITY

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 | 64 |
| Beginners | 276 |
| Believers | 400 |
| Followers | 169 |
| Disciples | 62 |

$r = .449, p < .001$

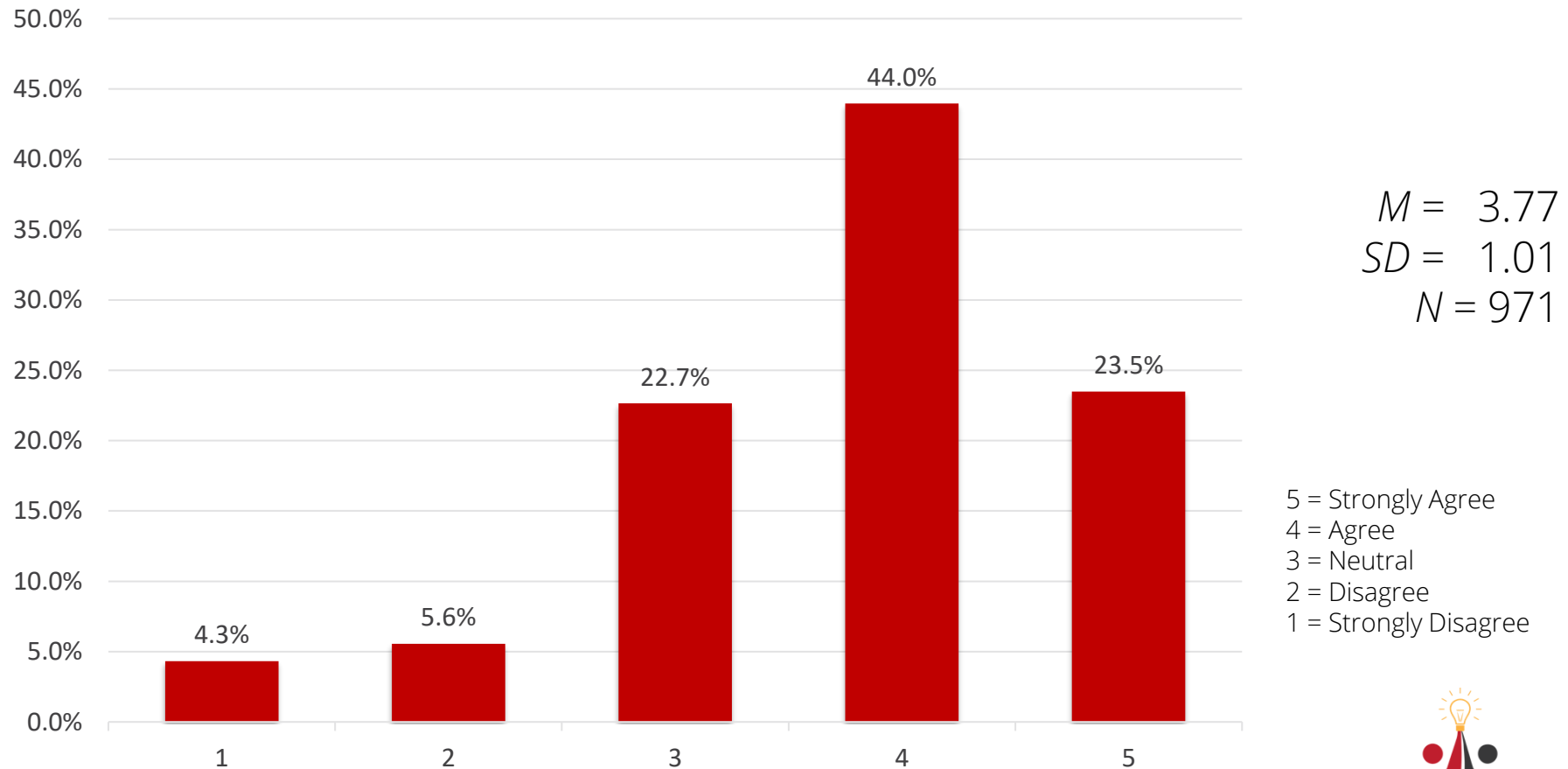
■ Strongly Disagree or Disagree

■ 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 | 64 |
| Beginners | 276 |
| Believers | 400 |
| Followers | 169 |
| Disciples | 62 |

$r = .308, p < .001$

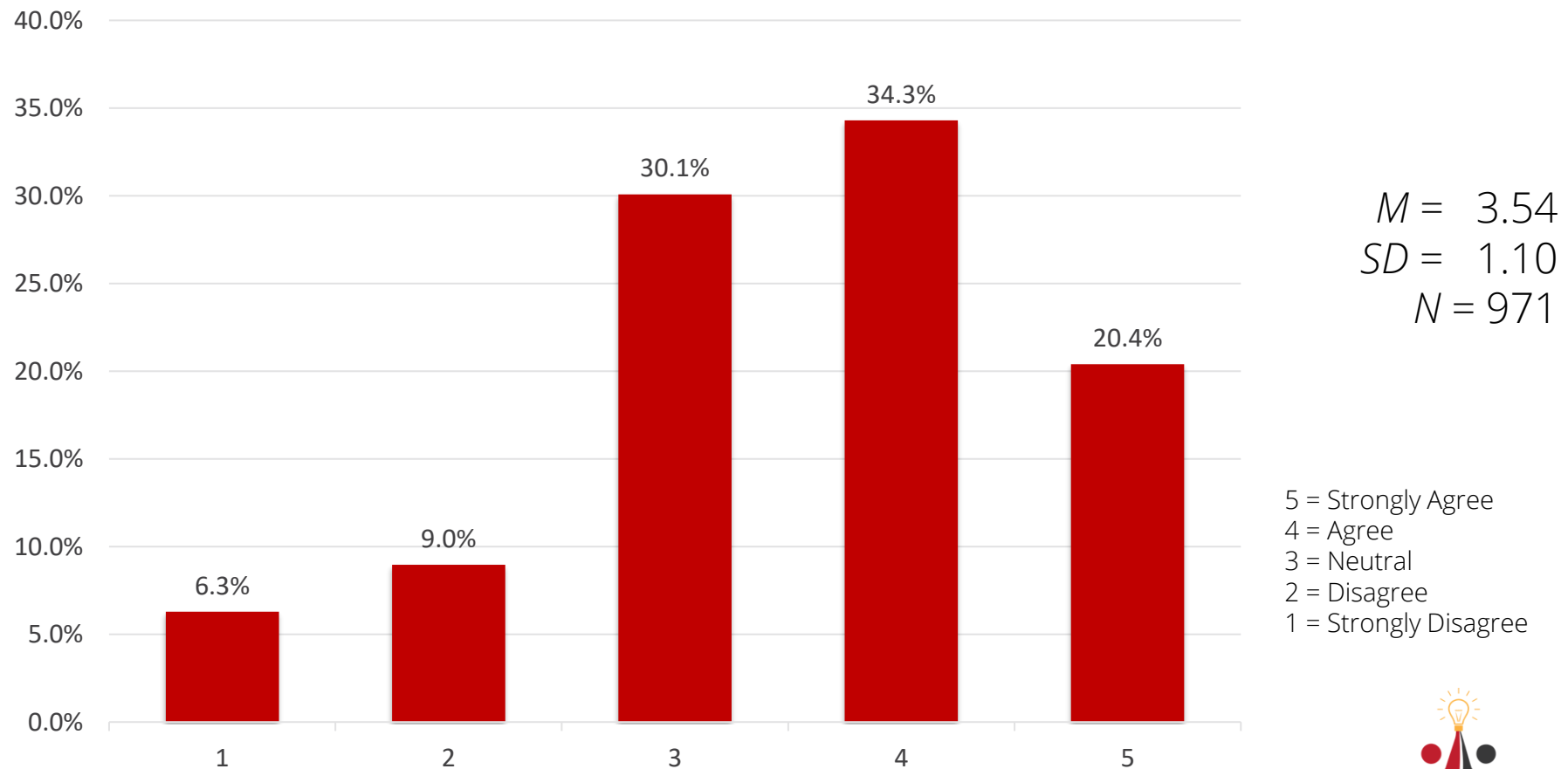
■ Strongly Disagree or Disagree

■ Strongly Agree or Agree

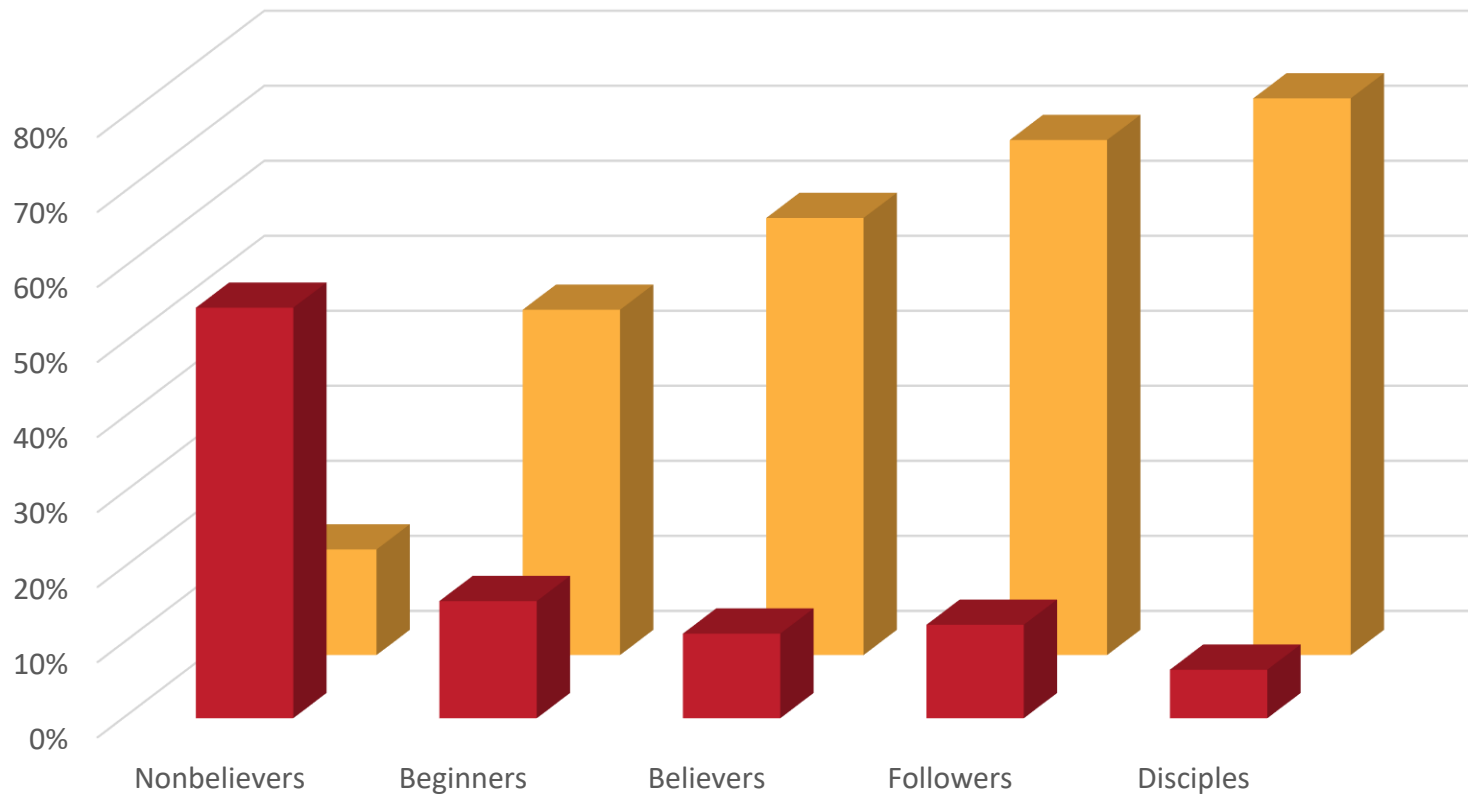


CONCORDIA UNIVERSITY IMPACT ON APPRECIATION FOR LUTHERAN DOCTRINE

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 | 64 |
| Beginners | 276 |
| Believers | 400 |
| Followers | 169 |
| Disciples | 62 |

$r = .318, p < .001$

■ 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:** $r = .410, p < .001$
 - **StVG:** $r = .432, p < .001$
 - **ScVG:** $r = .574, p < .001$

INTERPRETATION:

Students with higher Scripture Engagement, overall spiritual vitality (StVG), and satisfaction with the spiritual support they receive from CUW (ScVG) tend to be more satisfied with CUW'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: $r = .559, p < .001$
 - StVG: $r = .549, p < .001$
 - ScVG: $r = .529, p < .001$

INTERPRETATION:

Students with higher Scripture Engagement, overall spiritual vitality (StVG), and satisfaction with the spiritual support they receive from CUW (ScVG) tend to place higher importance on CUW'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 ($r = .709, p < .001$).

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, $r = .835, p < .001$), **School Spiritual Vitality** (ScVG, $r = .374, p < .001$), and of every **campus-specific question** (items Q142 – Q146). Correlations were moderate to strong, varying from $r = .308$ to $r = .559$ 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 = 2,243

GPA (M = 3.27, SD = 0.56)

Age (M = 20.41, SD = 4.49, Median = 20)

Gender Breakdown

- Female = 59.4%
- Male = 40.6%

College Level Breakdown

- Freshman = 34.2%
- Sophomore = 22.3%
- Junior = 21.0%
- Senior = 22.5%

YOUR SURVEY RESPONDENTS

Respondents = 971 (43.3%)

Sample GPA = 3.35 _[3.31, 3.40]*

Sample Age 19.60 _[19.44, 19.76]*

Gender Breakdown

- Female = 58.8%
- Male = 41.2%

College Level Breakdown

- Freshman = 38.4%
- Sophomore = 25.8%
- Junior = 20.5%
- Senior = 15.2%

*Statistically significant difference from population values.

SAMPLE DEMOGRAPHICS, CONTINUED

YOUR STUDENT BODY

Residence Breakdown

- Resident = 63.9%
- Commuter = 36.1%

Intercollegiate Athletics

- Athletes = 19.3%
- Non-Athletes = 80.7%

YOUR SURVEY RESPONDENTS

Residence Breakdown*

- Resident = 77.7%
- Commuter = 22.3%

Intercollegiate Athletics*

- Athletes = 33.3%
- Non-Athletes = 66.7%

SUMMARY:

Your survey response rate was excellent, producing a 2% margin of error at the 95% confidence level. Respondents were not entirely typical of the Concordia University Wisconsin student body, slightly favoring younger, residential students and 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 | 69.45 | 21.86 | 0.70 | 72.22 | 11.11 | 100.00 |
| ScVG | 70.44 | 17.35 | 0.71 | 70.37 | 16.67 | 100.00 |
| SVG | 70.49 | 16.77 | 0.69 | 70.37 | 14.81 | 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 | .944 | 971 |
| ScVG | .934 | 594 |
| SVG | .941 | 594 |



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."

