



THE SPIRITUAL LIFE STORY OF SAMPLE UNIVERSITY

October 2015



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.

SAMPLE UNIVERSITY: 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.

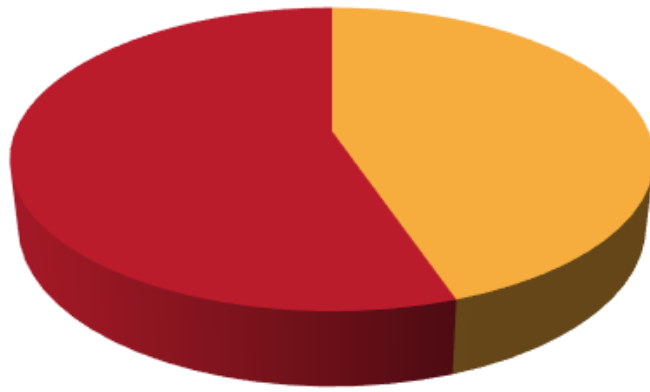
Spiritual Life Survey Results

- Sample University responses = 286 (32% of your university enrollment)



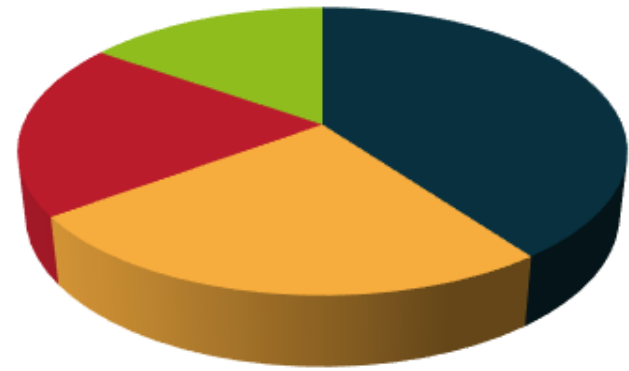
SAMPLE UNIVERSITY: DEMOGRAPHICS

Gender



■ Male ■ Female

Class



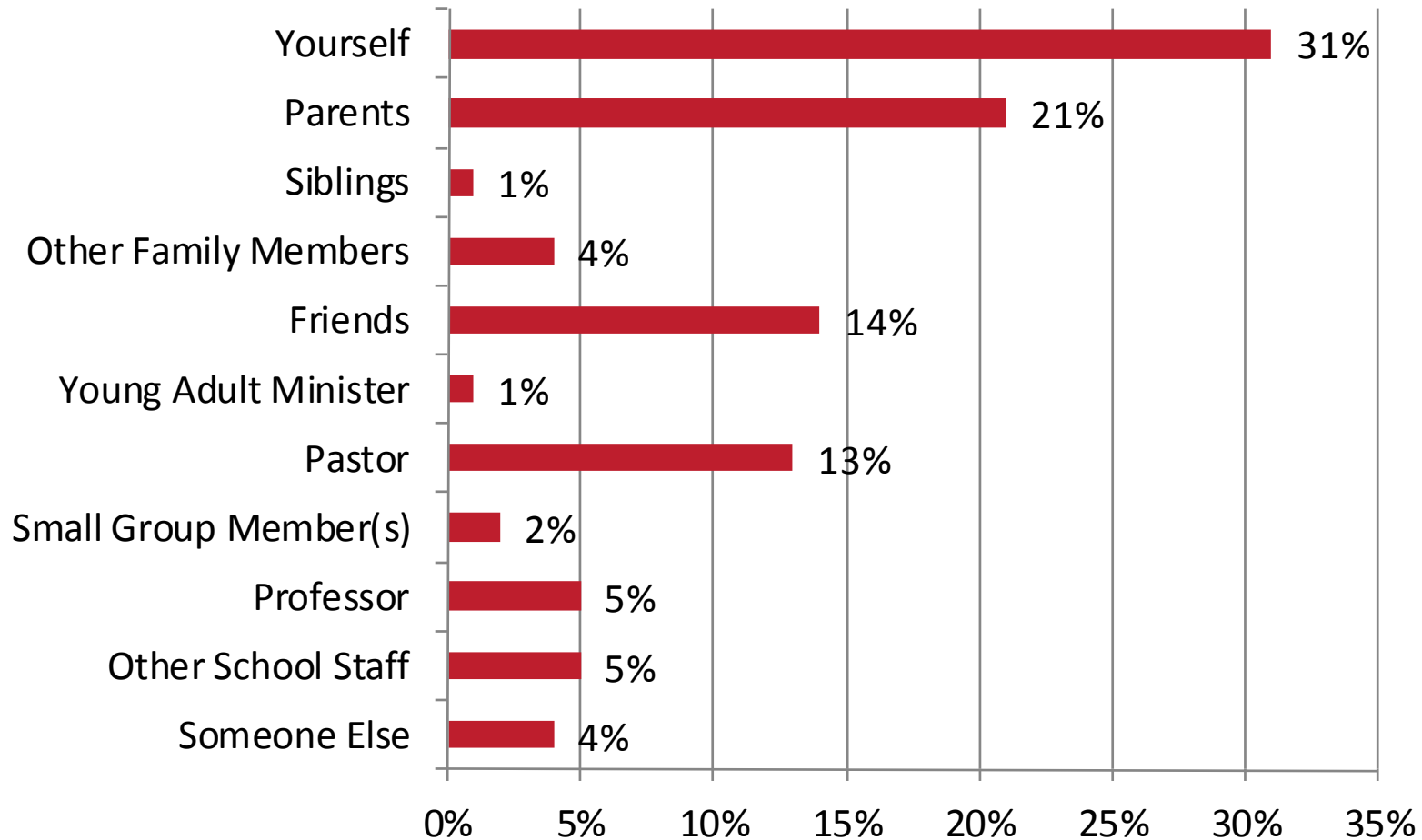
■ Freshmen ■ Sophomores ■ Juniors ■ Seniors

SAMPLE UNIVERSITY: STUDENT-INDICATED CHURCH AFFILIATION

Church Denomination:	Total
Association of Vineyard	0%
Assemblies of God	1%
Baptist	7%
Brethren/Mennonite	0%
Christian Reformed/ Reformed Church	2%
Christian & Missionary Alliance	0%
Church of Christ	1%
Church of God	2%
Episcopalian	0%
Evangelical Free	0%
Lutheran	49%
Base:	251

Church Denomination:	Total
Methodist	4%
Nazarene	0%
Orthodox	0%
Presbyterian	2%
Roman Catholic	14%
Seventh Day Adventist/ Adventist	0%
United Church of Christ	0%
Wesleyan	0%
Non-Denominational	10%
Other	3%
I am not sure	4%
Base:	251

SAMPLE UNIVERSITY: STUDENTS' BIGGEST INFLUENCE ON SPIRITUAL GROWTH





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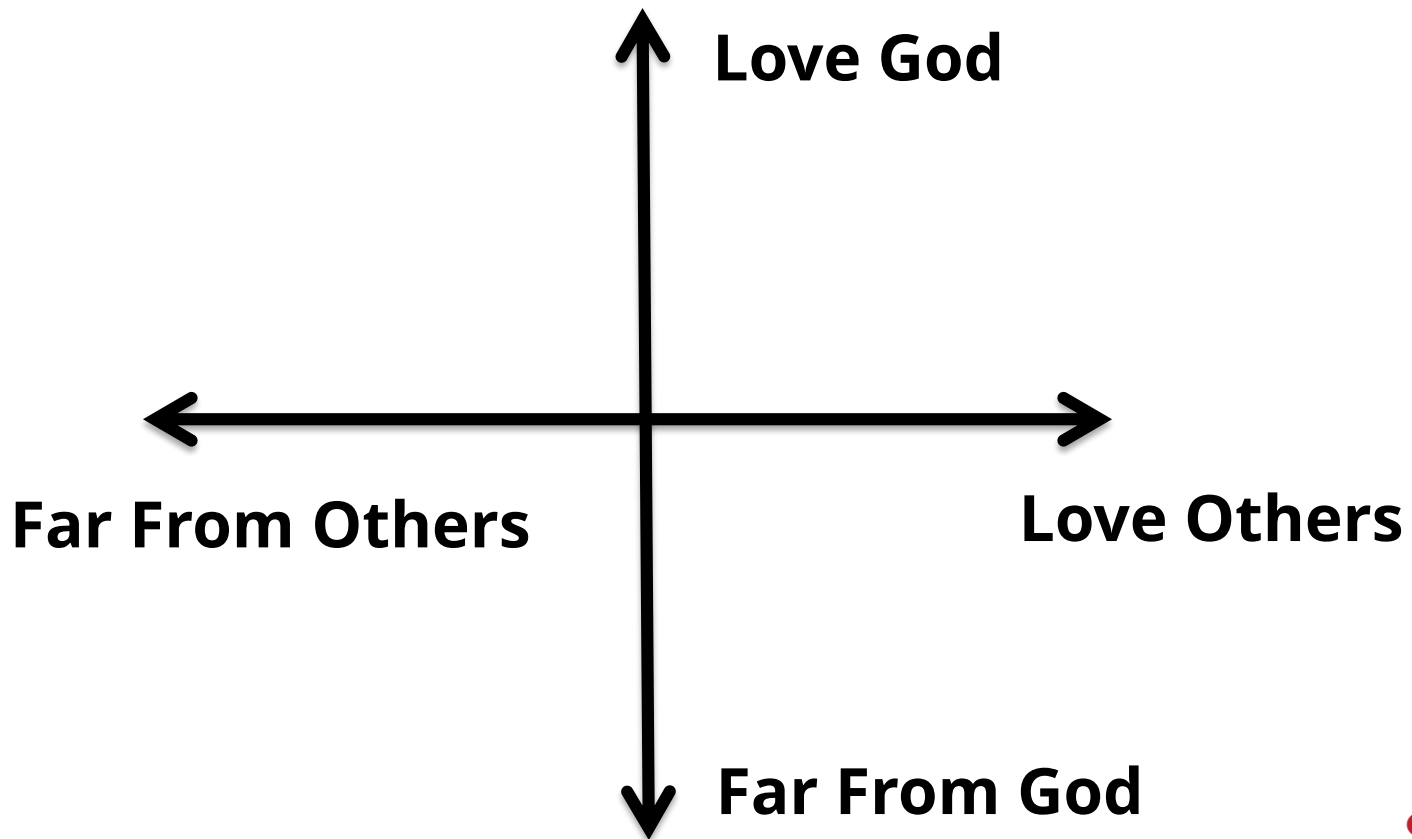
CHAPTER 2: SPIRITUAL JOURNEY

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

Where are you?

TWO DIMENSIONS OF SPIRITUAL VITALITY

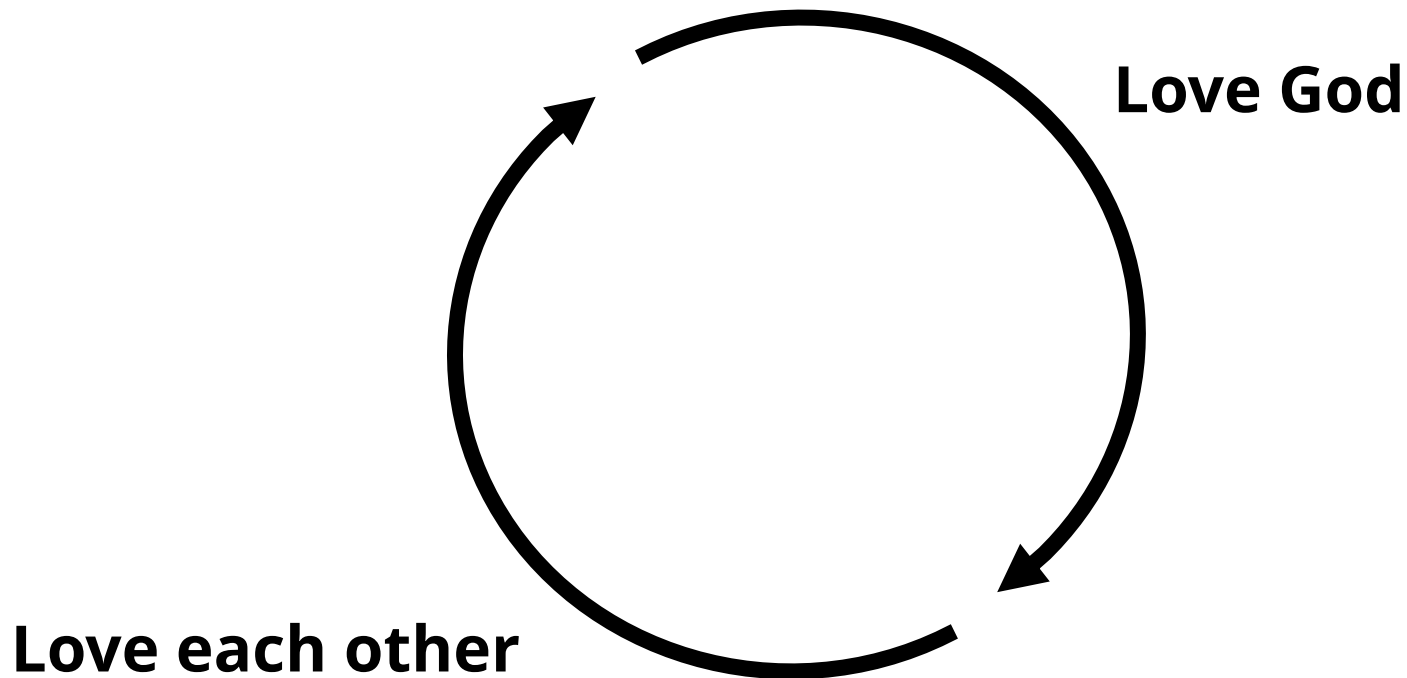
There is a vertical dimension to our life (that is, loving God) and a horizontal dimension to our life (that is, loving others).



Source: Connecting Church – Randy Frazee

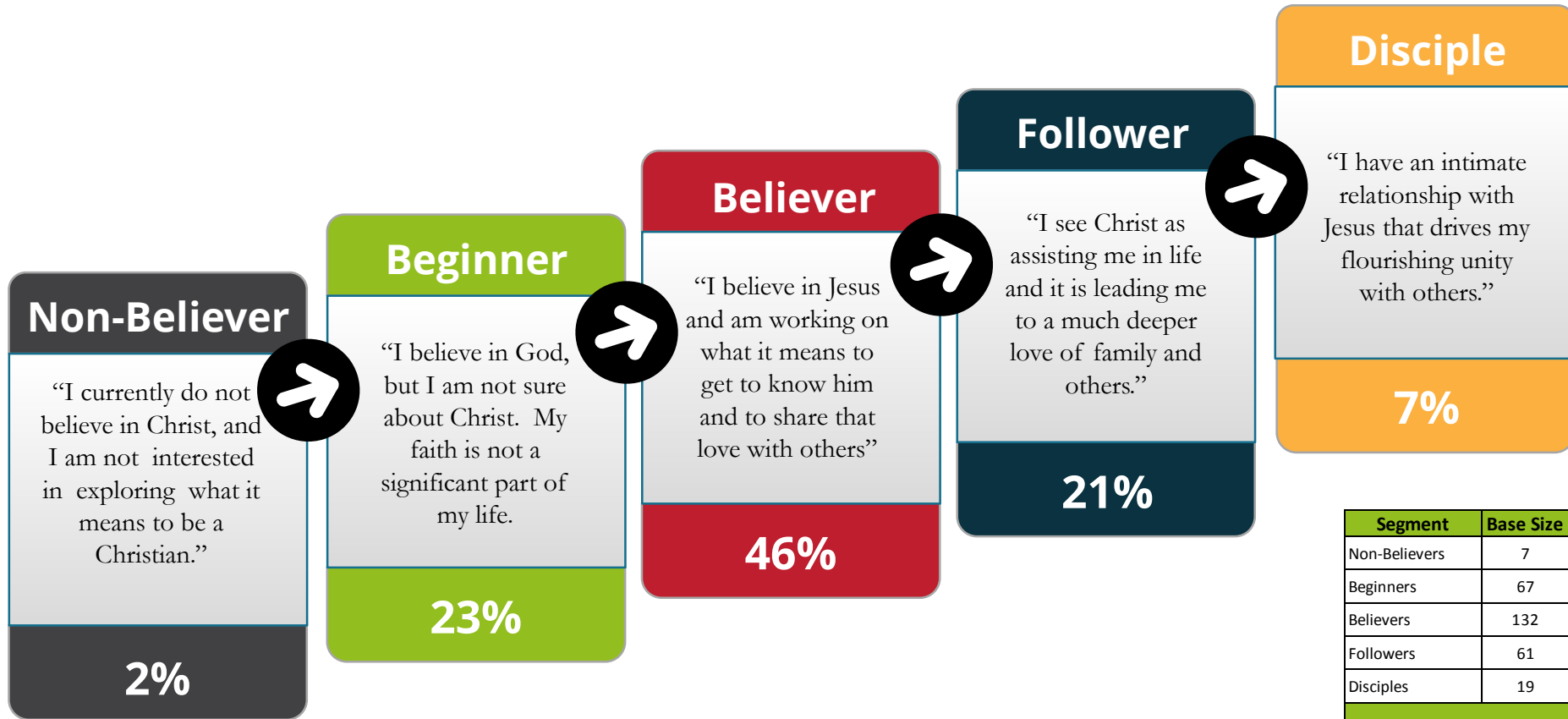
GROWING IN SPIRITUAL VITALITY

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



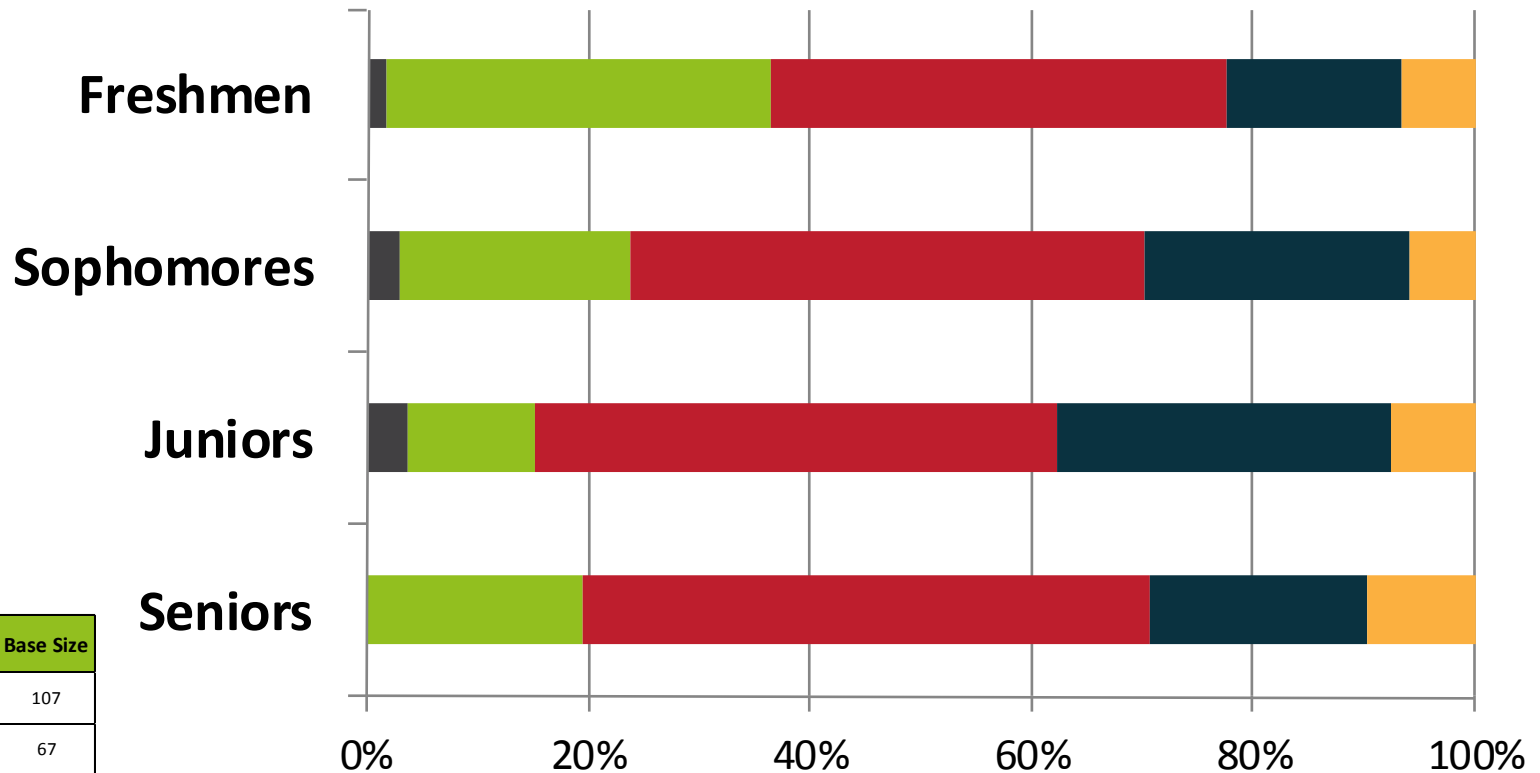
Source: Connecting Church – Randy Frazee

SAMPLE UNIVERSITY: SPIRITUAL CONTINUUM PROFILE



SAMPLE UNIVERSITY: SPIRITUAL CONTINUUM PROFILE BY CLASS

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



Class	Base Size
Freshmen	107
Sophomores	67
Juniors	53
Seniors	41

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?

SAMPLE UNIVERSITY: STUDENT SPIRITUAL VITALITY GAUGE

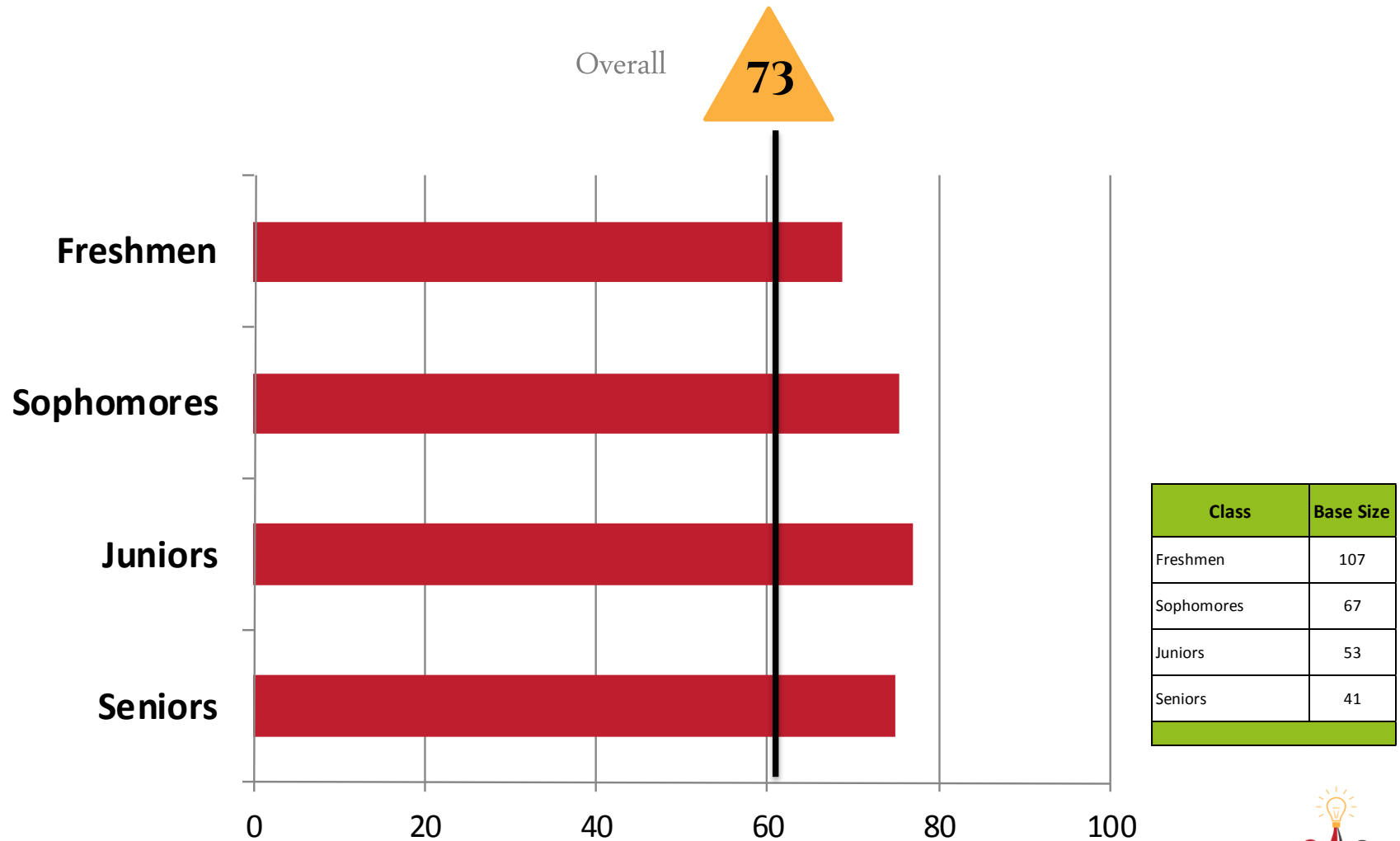
How the StVG is Calculated

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.

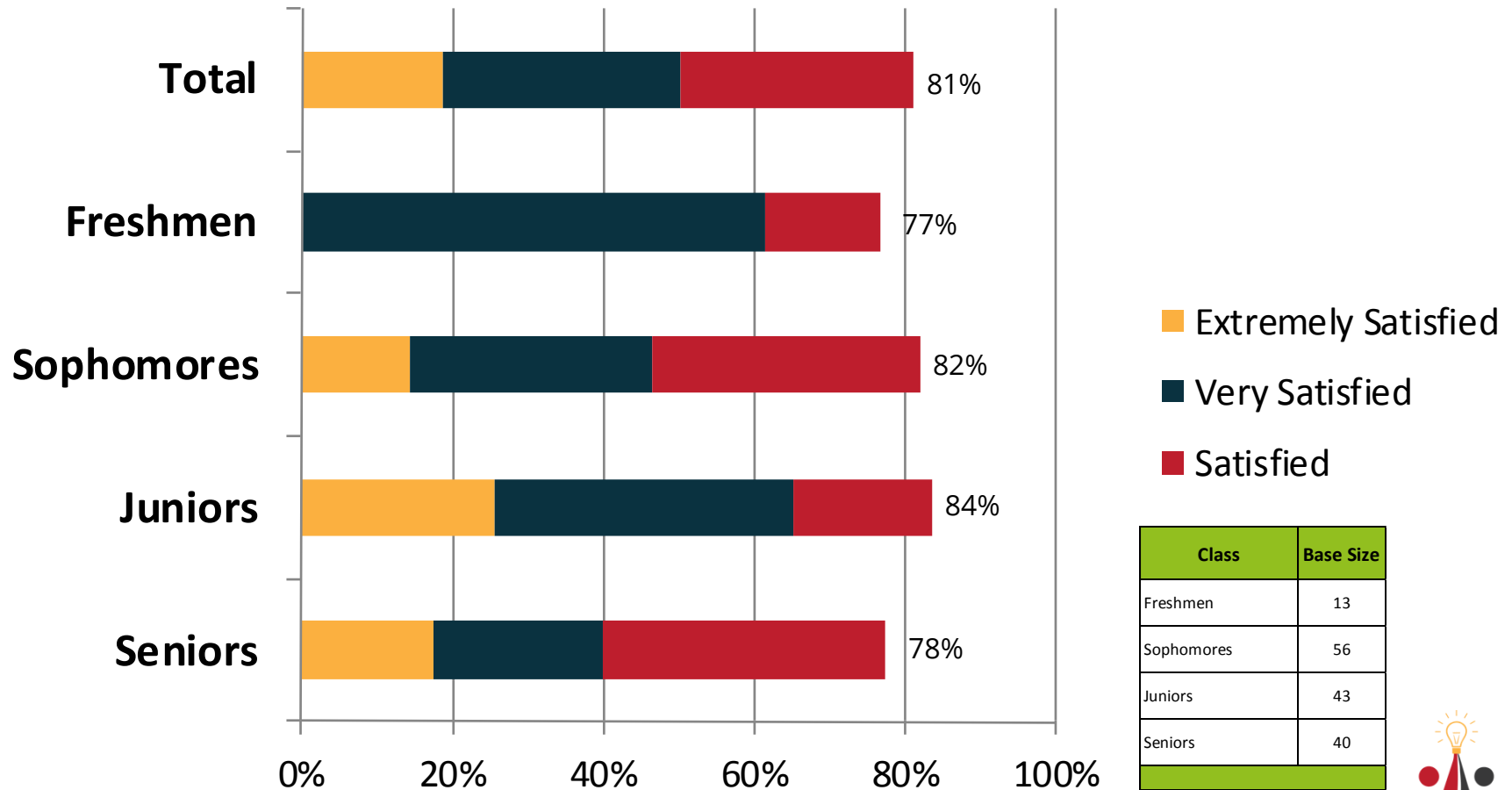


SAMPLE UNIVERSITY: STUDENT SPIRITUAL VITALITY GAUGE BY CLASS



SAMPLE UNIVERSITY: RETURNING STUDENTS' SATISFACTION

SCHOOL'S ROLE IN SPIRITUAL GROWTH BY CLASS



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.

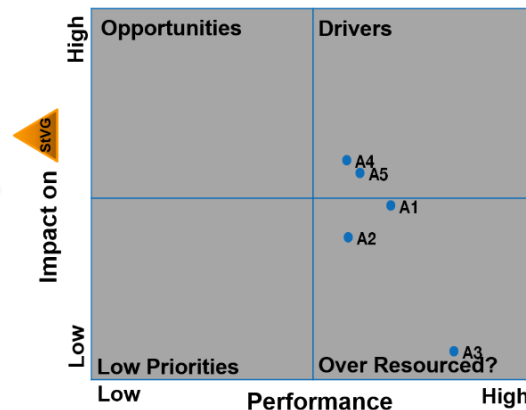
NEW STUDENTS

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

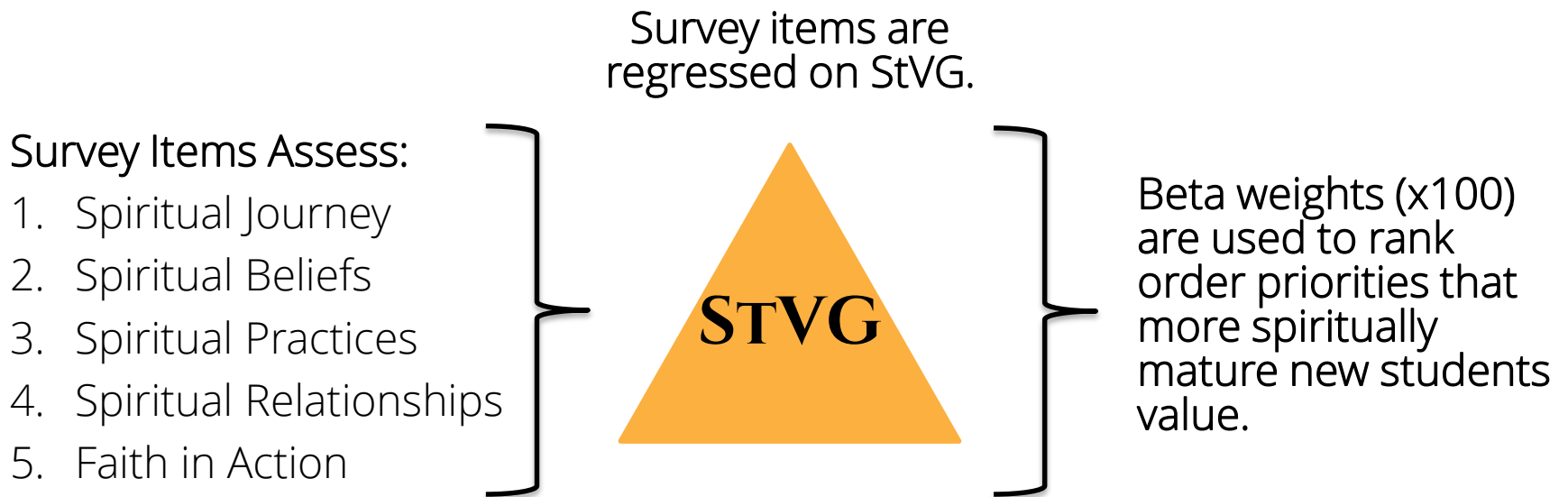
Quadrant Analysis – Helps identify which focal attributes are areas of strength and which ones might need improvement based on responses from returning students.



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



SAMPLE UNIVERSITY: 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	-24	26	-37	27	-288	22
A2: Challenges me to grow and take next steps spiritually	-6	17	-5	16	-195	18
A3: Has teachers/faculty that model and consistently reinforce how to grow spiritually	34	2	32	4	464	2
A4: Encourages me to take personal responsibility for my own spiritual growth	2	13	-9	20	217	9
A5: Provides opportunities to build meaningful relationships with others who support my spiritual journey	14	6	35	3	-308	23



= Ranked in Top 5

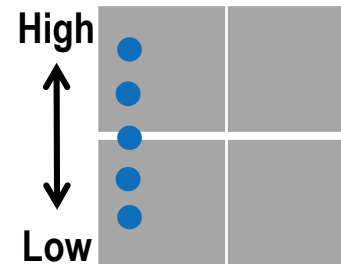
Segment	Base Size
Beginners/Believers	95
Followers/Disciples	28



RETURNING STUDENTS: QUADRANT ANALYSIS CALCULATION – TWO STEPS

The quadrant analysis results from the following questions/techniques:

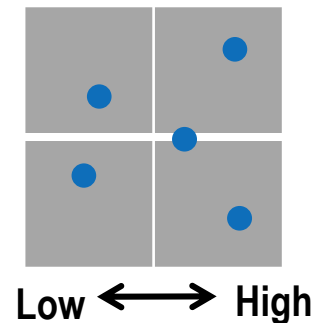
1. How **impactful** is this school benefit on students' growth?
 - Impact = effect on Student Spiritual Vitality Gauge (StVG)



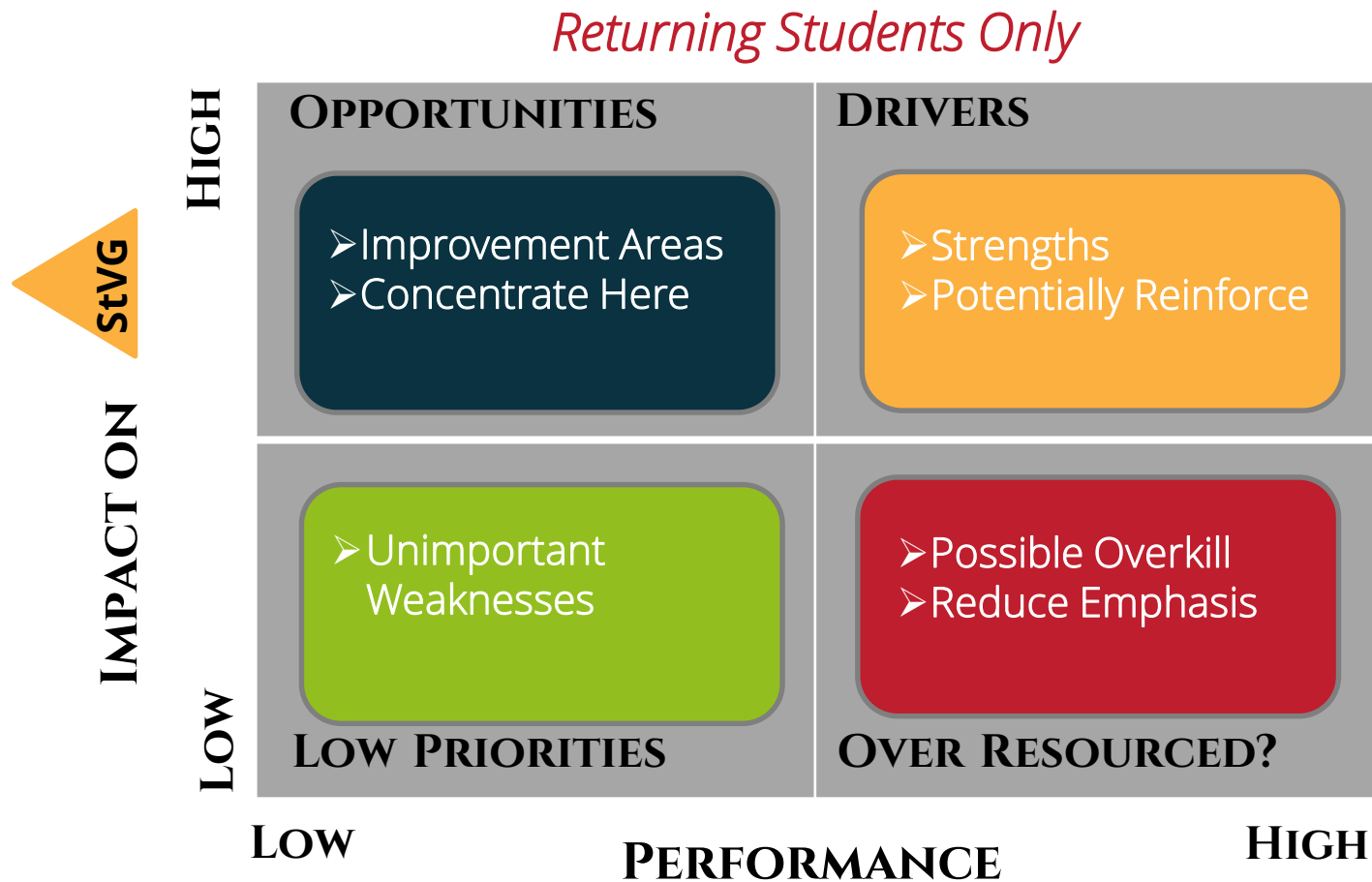
Regression of school benefits on



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

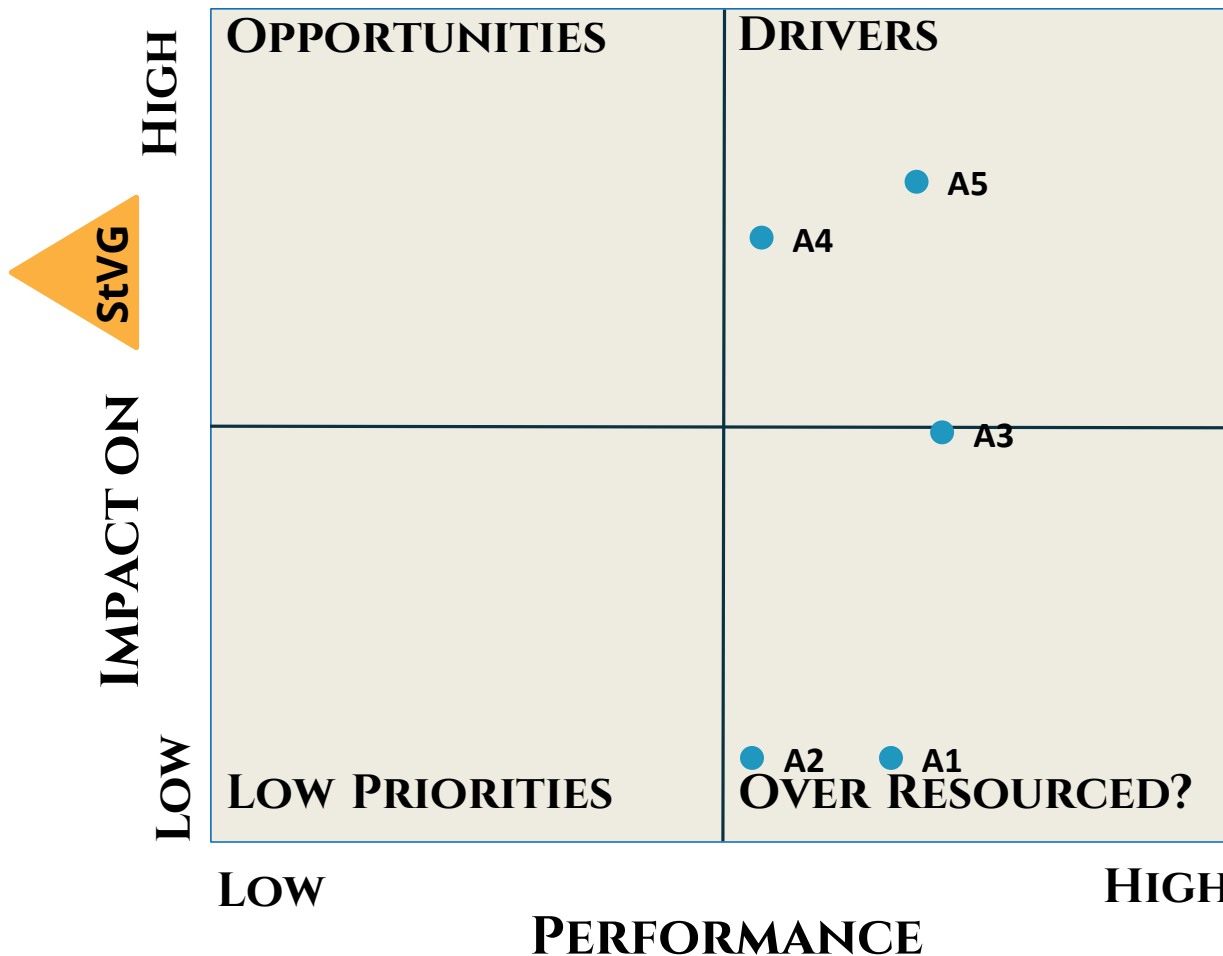


QUADRANT ANALYSIS EXPLANATION



SAMPLE UNIVERSITY: 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

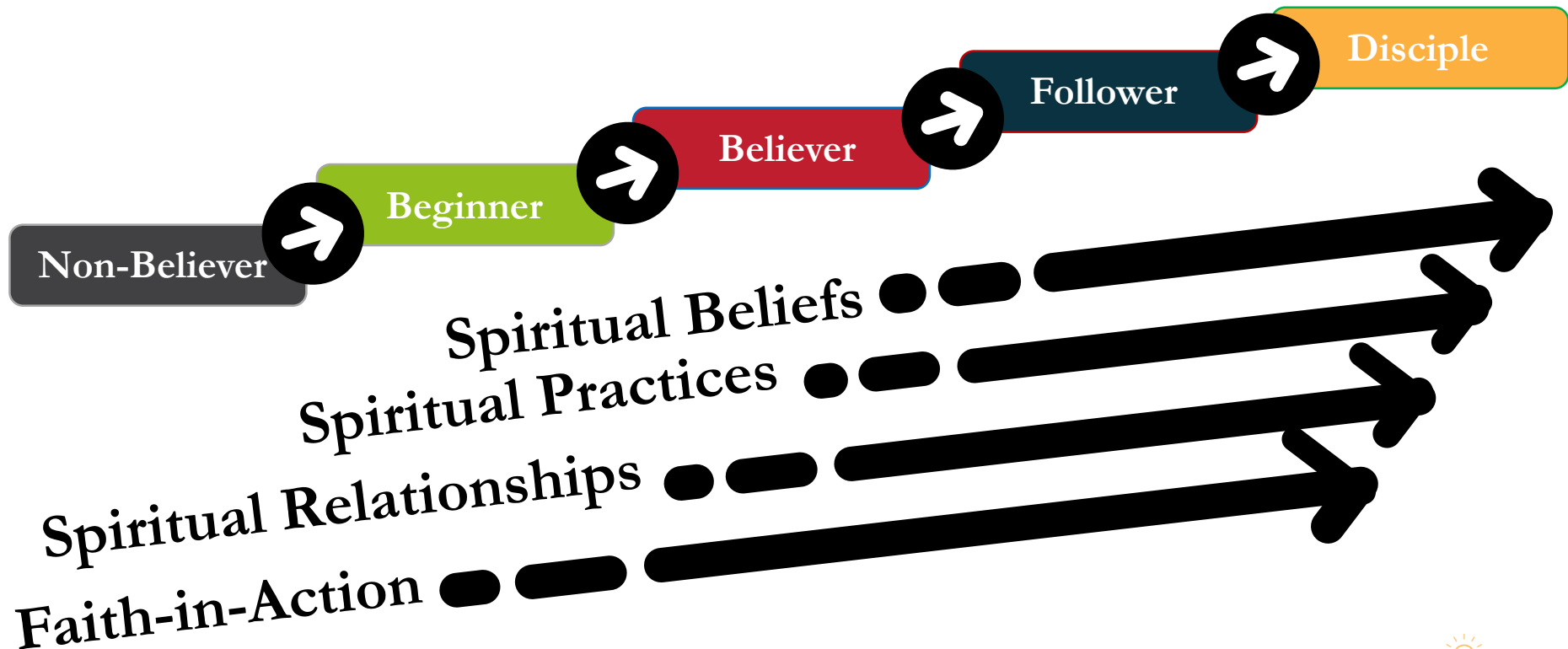
A5: Provides opportunities to build meaningful relationships with adults who support my spiritual journey

Base: 162



SPIRITUAL CATALYSTS

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



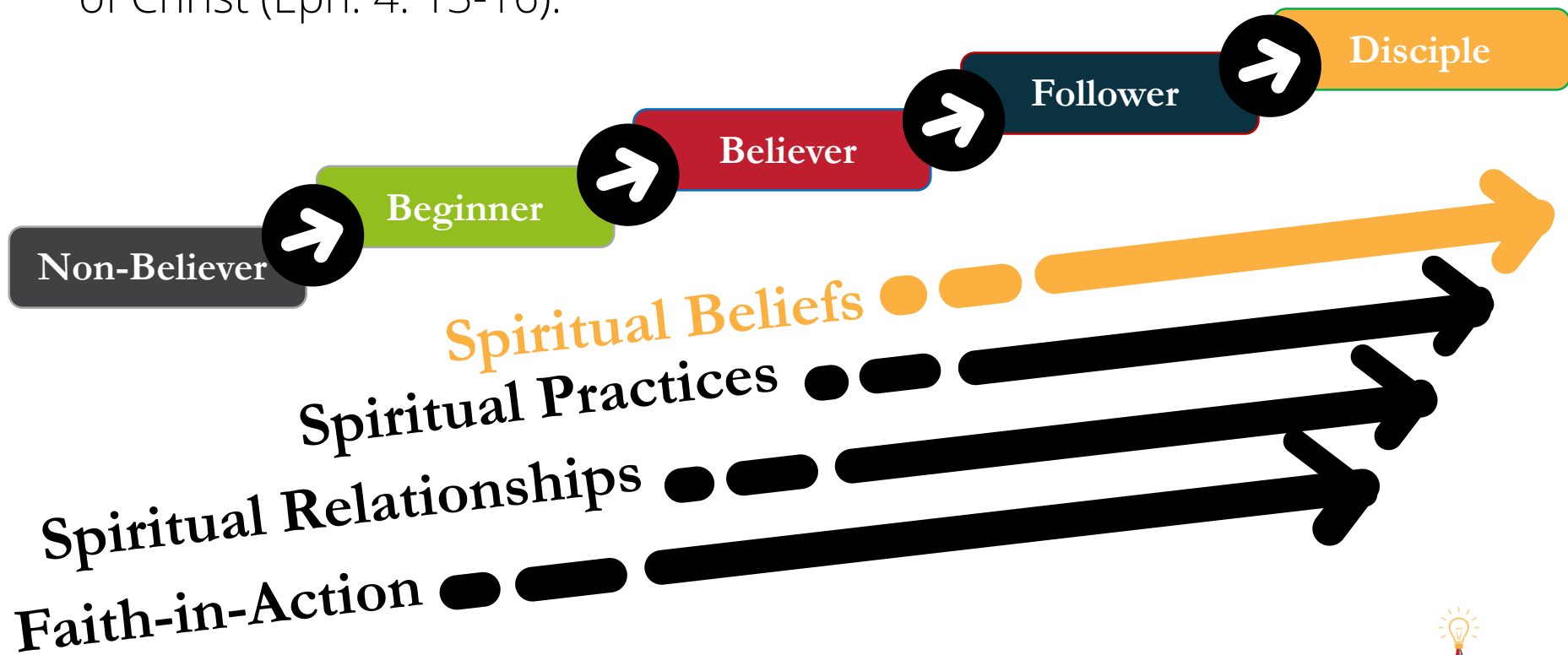


CHAPTER 3: SPIRITUAL BELIEFS

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).



SAMPLE UNIVERSITY: 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	72%	14%	25%	83%	98%	100%
Salvation by Grace	48%	0%	13%	48%	79%	79%
Authority of the Bible	42%	0%	3%	43%	82%	63%
Personal God	64%	29%	19%	71%	93%	95%
Identity in Christ	60%	29%	16%	62%	95%	100%
Church	40%	14%	13%	42%	56%	74%
Humanity	72%	29%	46%	73%	93%	100%
Compassion	49%	14%	15%	48%	80%	84%
Eternity	48%	0%	12%	48%	85%	74%
Stewardship	47%	14%	16%	45%	77%	74%
Base:	286	7	67	132	61	19

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

SAMPLE UNIVERSITY: 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)	78%	29%	42%	89%	92%	100%
God does not seem to notice when I am sad (Disagree)	74%	29%	39%	82%	93%	100%
God helps me to keep going, even when things are hard	60%	14%	18%	64%	92%	95%
I am not good enough for God to love (Disagree)	66%	86%	55%	69%	66%	84%
I see the direct hand of God in many areas of my life	46%	14%	12%	47%	70%	89%
Base:	286	7	67	132	61	19



SAMPLE UNIVERSITY: 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	5	12	2	12	-661	27
B2: Teaches me the words, stories and key messages of my faith	-21	25	-17	23	169	10
B3: Inspires me to make my faith an active part of my life	13	8	2	11	454	3
B4: Provides worthwhile suggestions on how to work through barriers in my faith development	13	7	30	5	-240	19
B5: Helps me process doubts that I might have about my faith in a constructive way	2	14	-5	15	0	15

Segment	Base Size
Beginners/Believers	95
Followers/Disciples	28

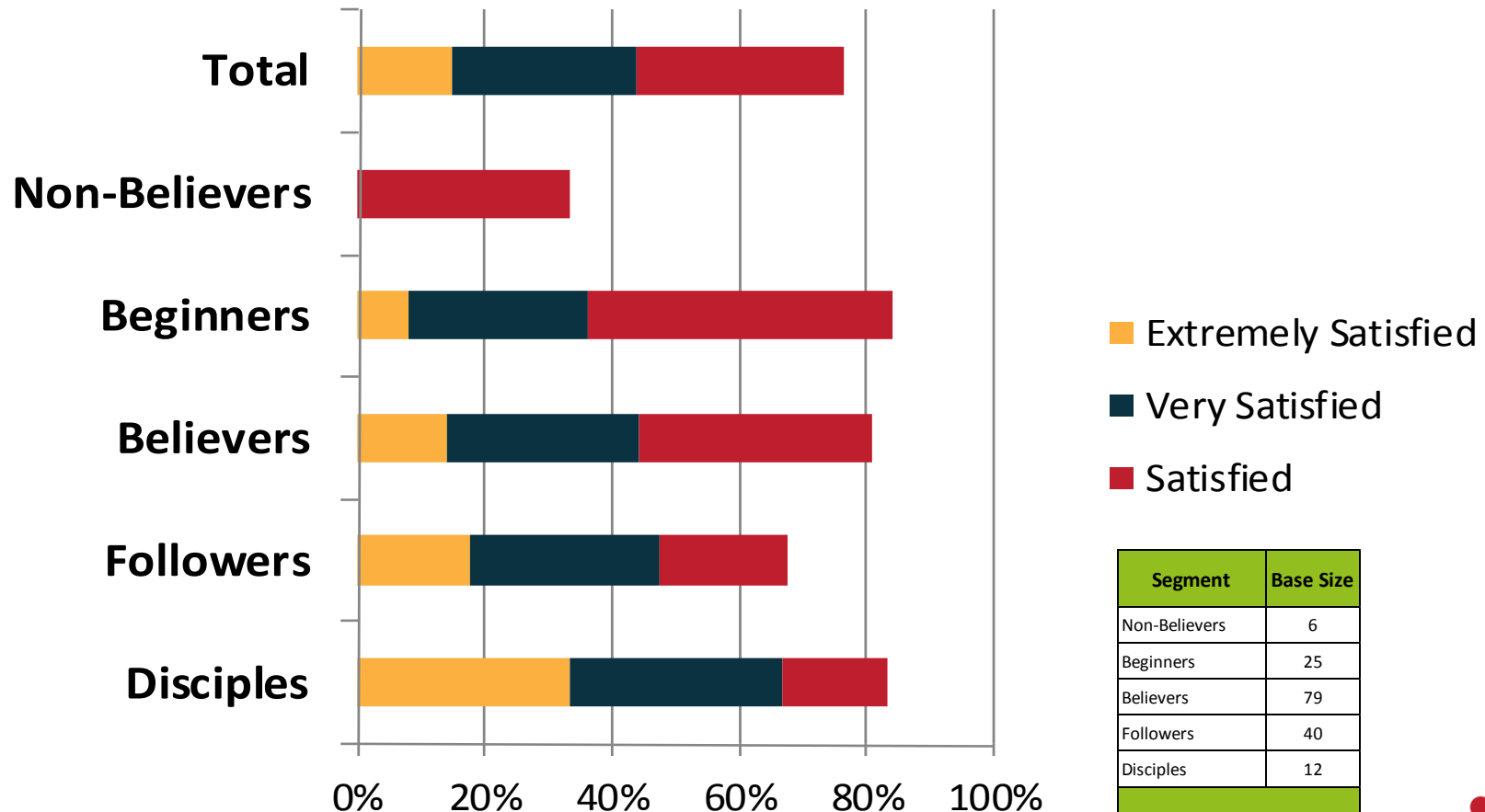


= Ranked in Top 5

SAMPLE UNIVERSITY:

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

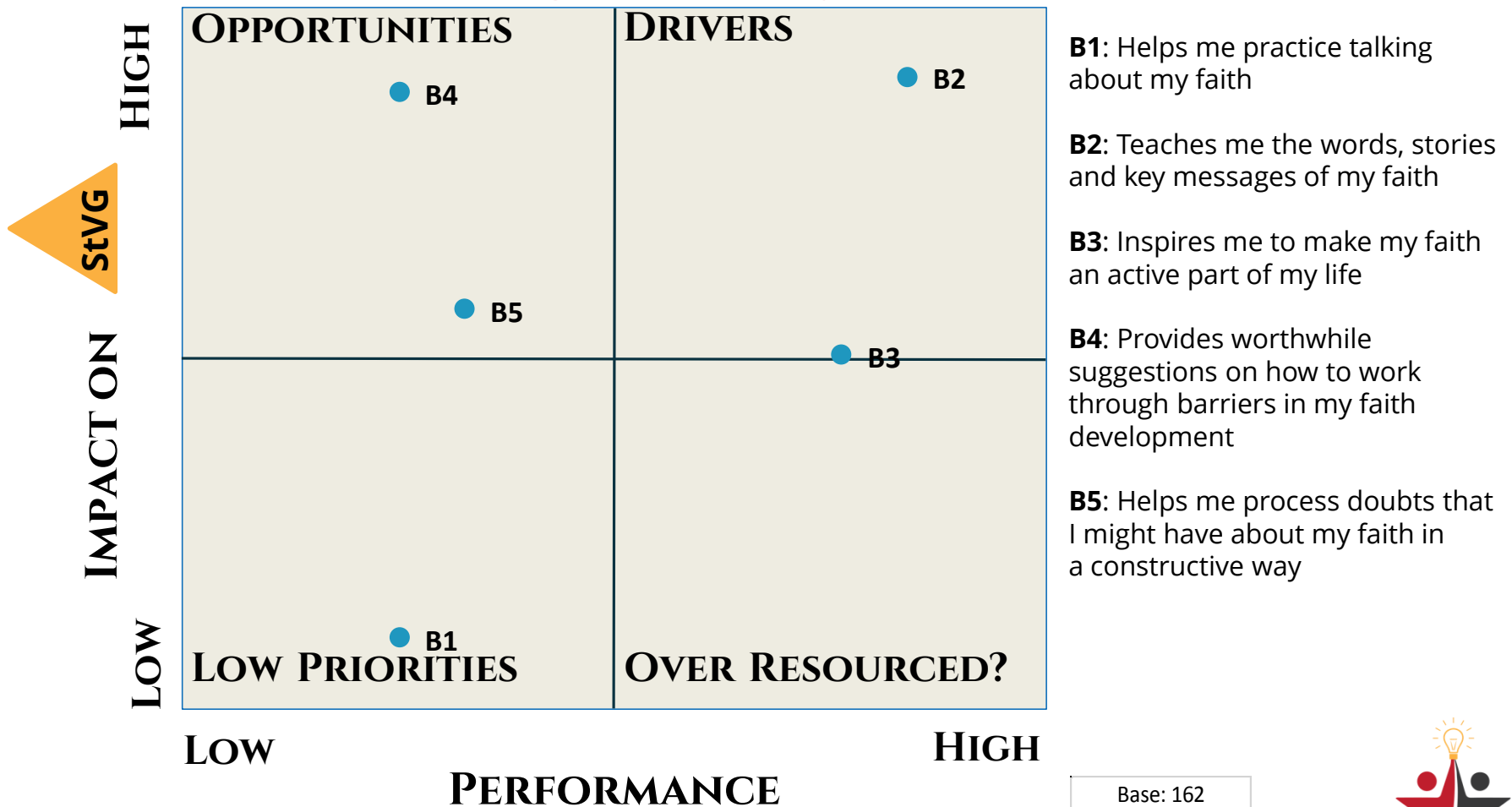
Returning Students Only



SAMPLE UNIVERSITY

QUADRANT ANALYSIS: SUPPORT OF DEVELOPING ONE'S FAITH

Returning Students Only



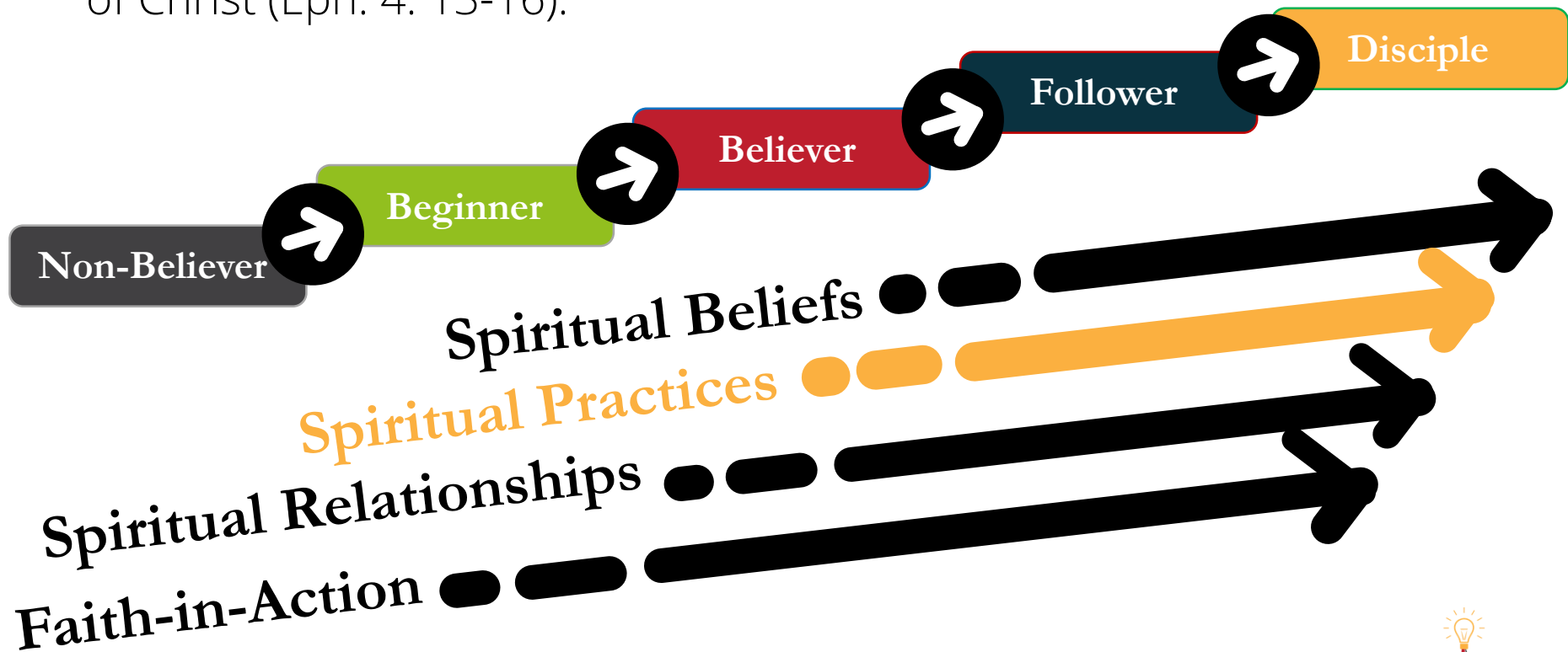


CHAPTER 4: SPIRITUAL PRACTICES

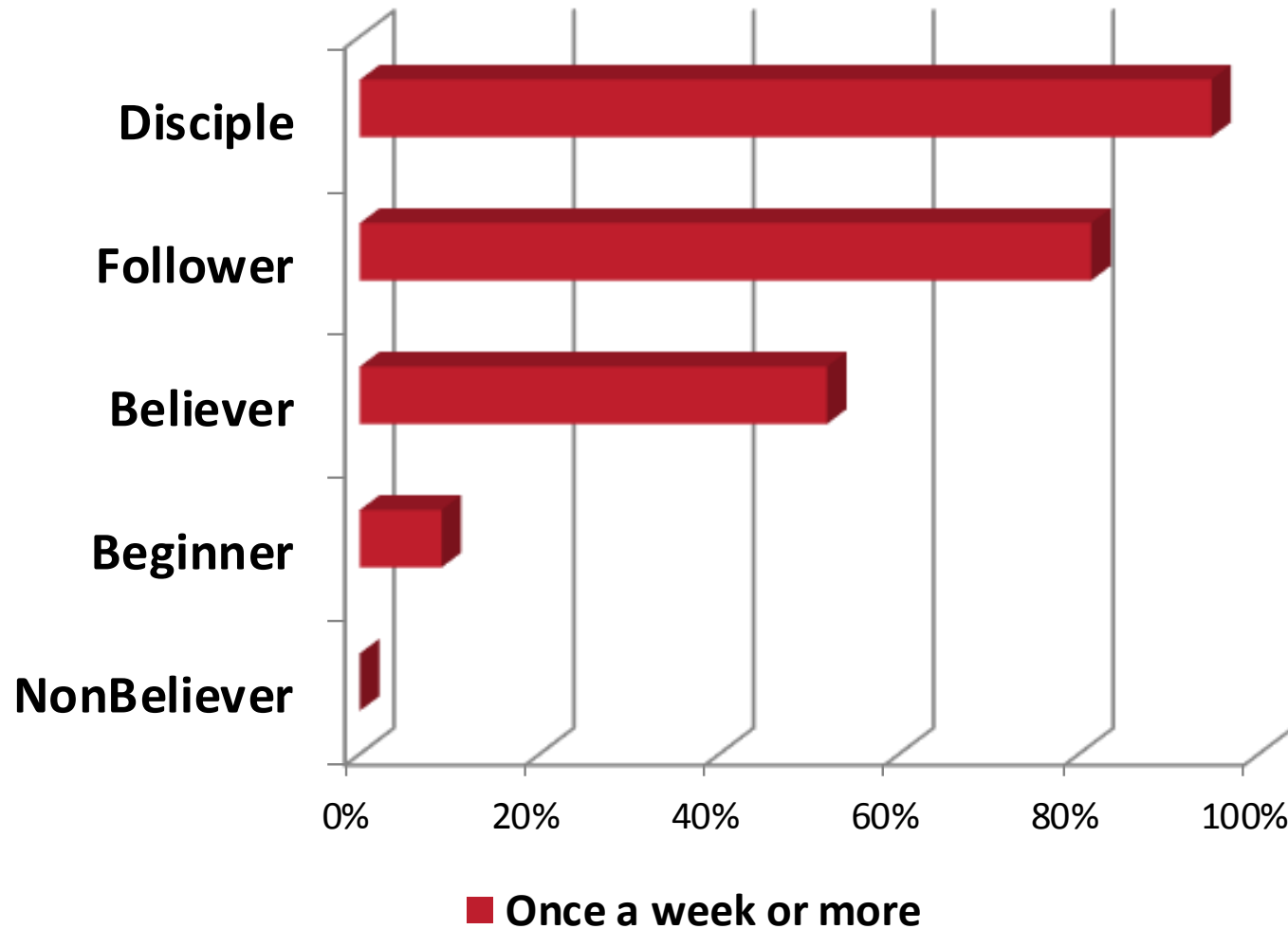
Goal: For you to get a better understanding of how spiritual practices are catalytic to movement from Non-Believer to Beginner, Believer, Follower, and Disciple.

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).



SAMPLE UNIVERSITY: SPIRITUAL CONTINUUM BY CHURCH ATTENDANCE



Segment	Base Size
Non-Believers	7
Beginners	67
Believers	132
Followers	61
Disciples	19

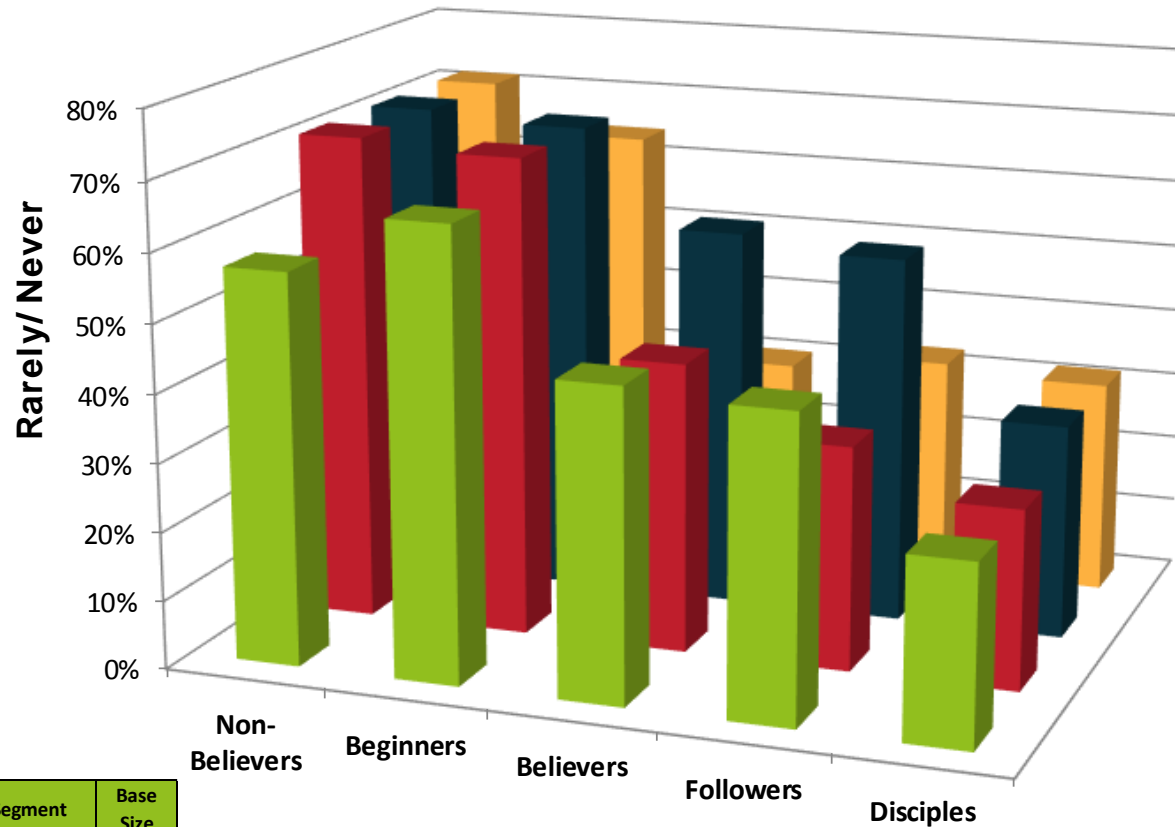


SAMPLE UNIVERSITY:

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	33%	0%	3%	27%	69%	84%
I reflect on the meaning of Scripture in my life	35%	14%	4%	31%	67%	74%
I pray for others	70%	29%	31%	77%	92%	100%
I pray to give thanks to God	70%	29%	28%	77%	95%	100%
I pray to express my love of God	59%	29%	9%	66%	90%	100%
I pray to seek guidance for my life	63%	14%	22%	69%	92%	95%
I pray to confess my sins	57%	14%	16%	64%	80%	95%
I specifically set time aside for solitude with God	30%	14%	7%	27%	52%	74%
Base:	286	7	67	132	61	19

SAMPLE UNIVERSITY: 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	7
Beginners	67
Believers	132
Followers	61
Disciples	19

Students who responded "Rarely" or "Never".

SAMPLE UNIVERSITY:

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	61	1	51	1	0	14
C2: Helps me develop a prayer life that connects me with God regularly	-6	19	-8	19	406	4
C3: Helps me learn how to develop quiet time when I can listen to God	-5	16	-11	21	-171	17
C4: Provides a school chapel service that helps you grow spiritually	9	10	48	2	-34	16
C5: Provides a school chapel service which is challenging and thought provoking	-15	23	-20	25	-241	20
C6: Provides a school chapel service with “next steps” – things I can do in response to the service	-7	20	-6	18	357	5

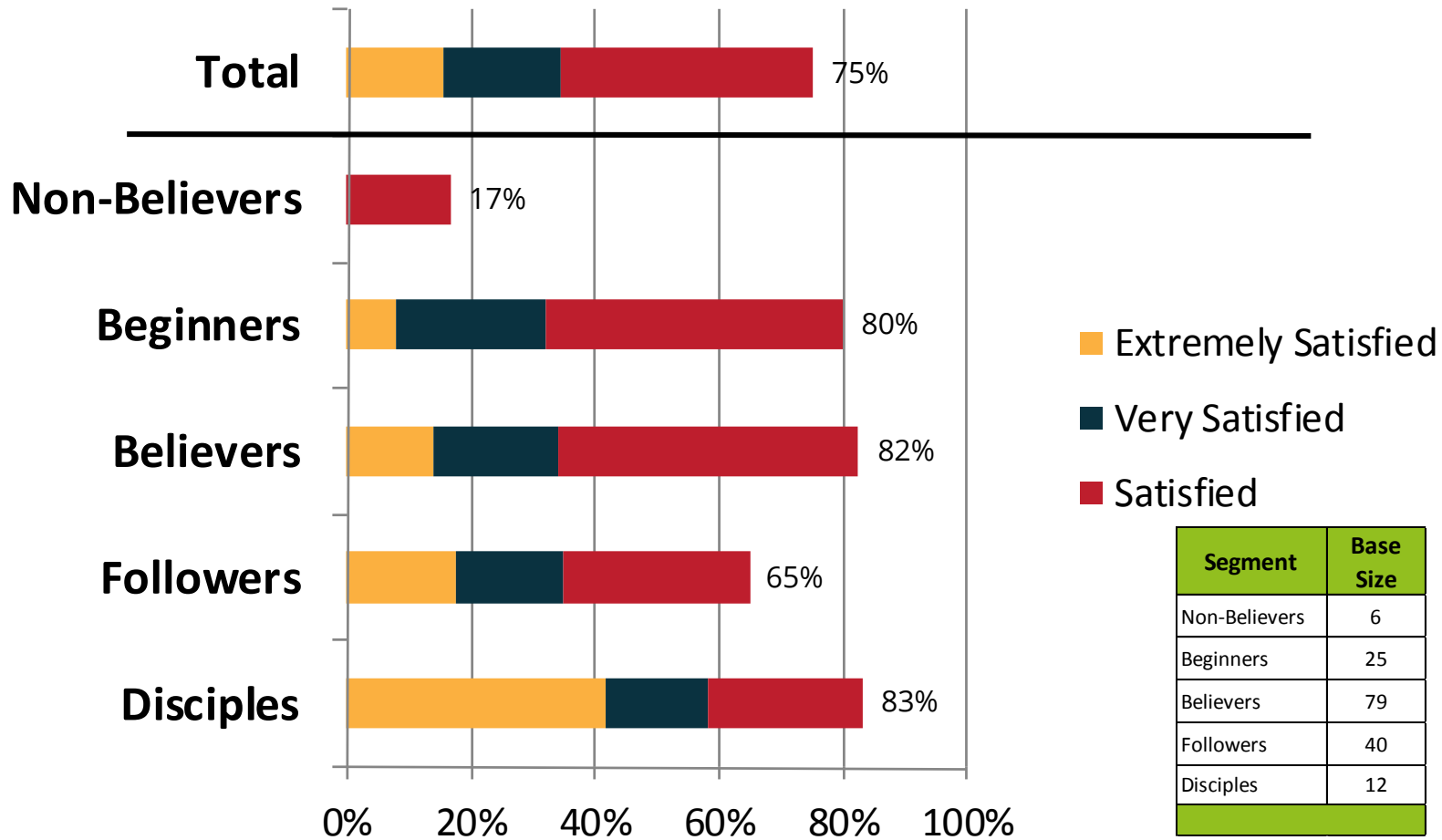
 = Ranked in Top 5

Segment	Base Size
Beginners/Believers	95
Followers/Disciples	28

SAMPLE UNIVERSITY:

SATISFACTION WITH SCHOOL'S ROLE IN SUPPORTING SPIRITUAL PRACTICES

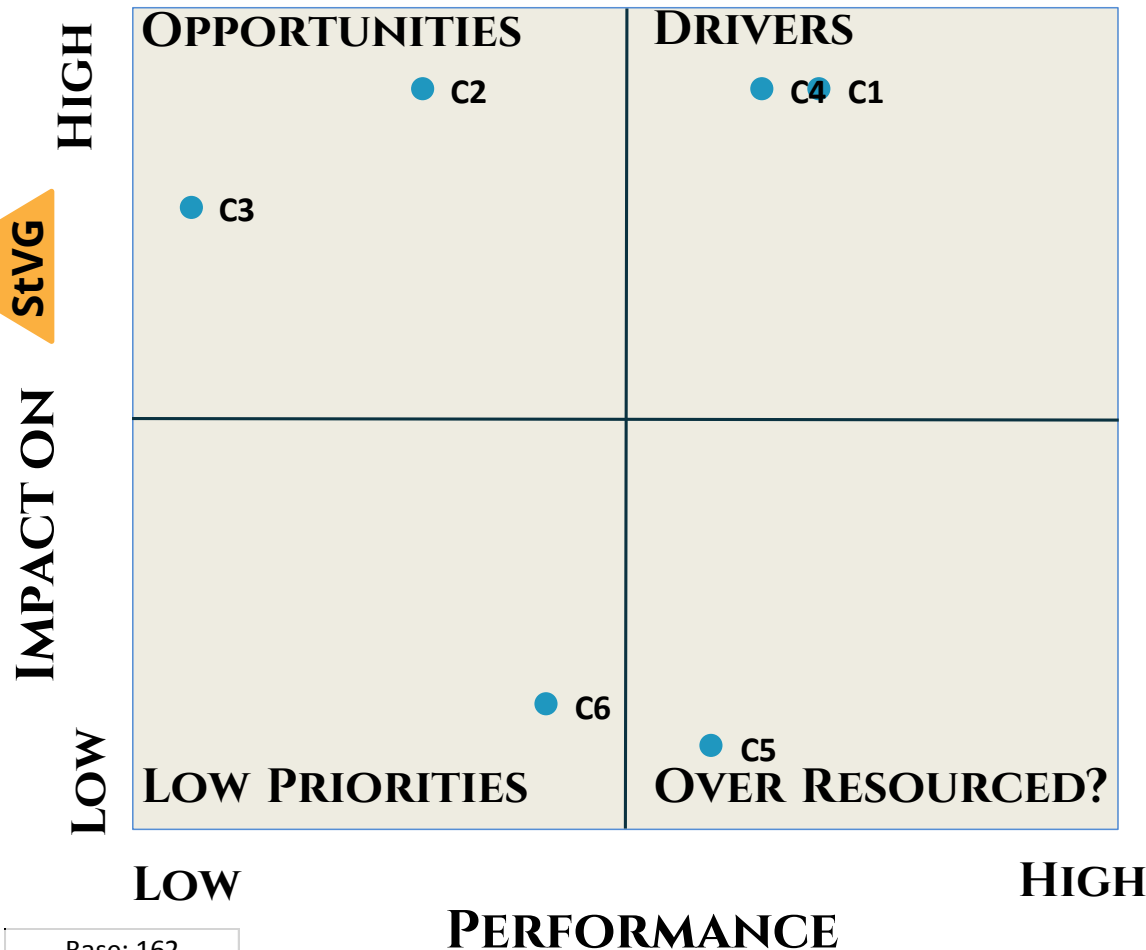
Returning Students Only



Segment	Base Size
Non-Believers	6
Beginners	25
Believers	79
Followers	40
Disciples	12

SAMPLE UNIVERSITY: 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: 162



CHAPTER 5: SPIRITUAL RELATIONSHIPS

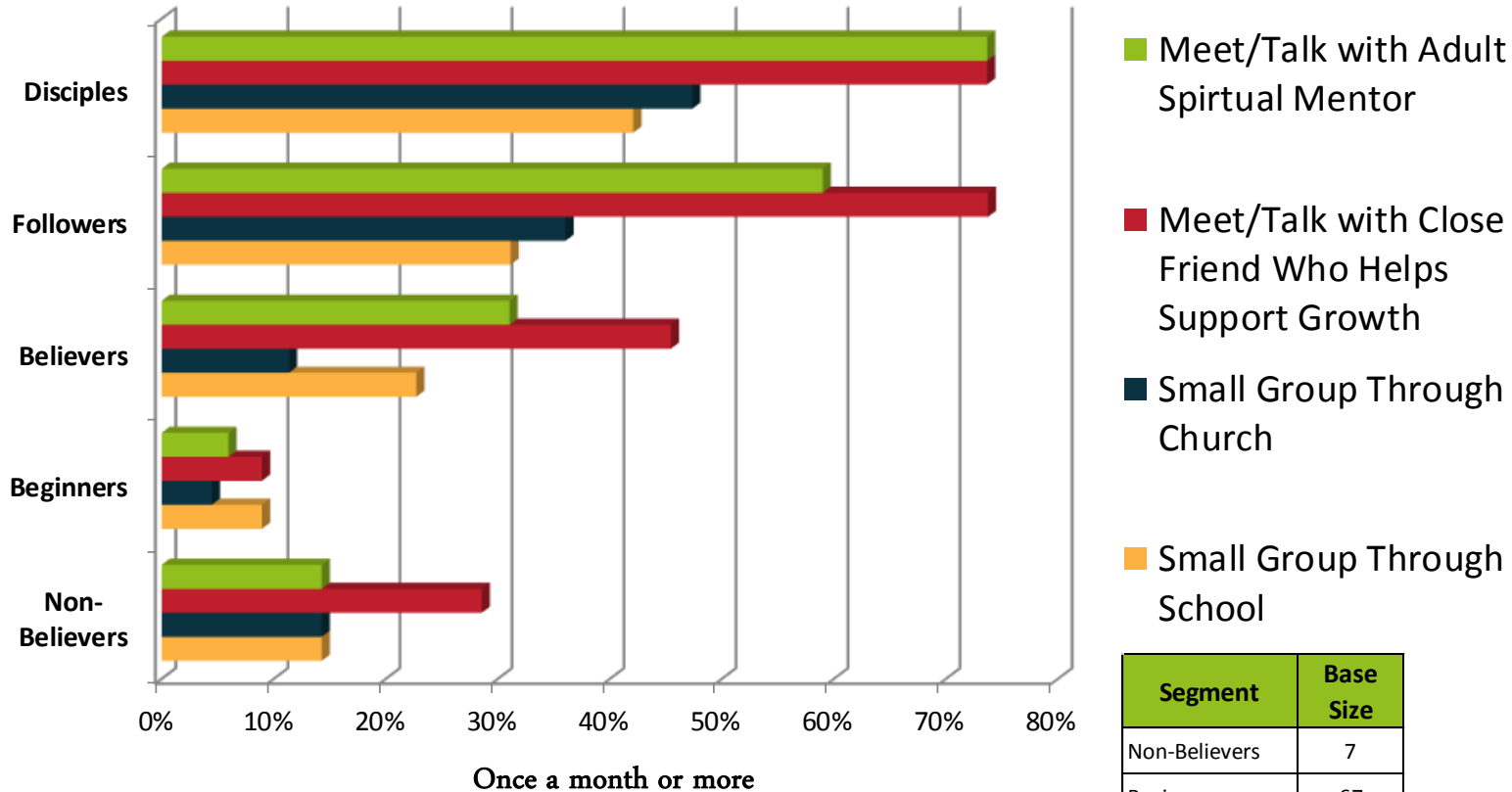
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SPIRITUAL RELATIONSHIPS CATALYZE GROWTH

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).



SAMPLE UNIVERSITY: SPIRITUAL CONTINUUM BY SPIRITUAL RELATIONSHIPS



Segment	Base Size
Non-Believers	7
Beginners	67
Believers	132
Followers	61
Disciples	19

SAMPLE UNIVERSITY:

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	-14	22	-2	13	42	11
D2: Helps me develop relationships that encourage accountability	-6	18	-15	22	-334	24
D3: Helps me feel like I belong	27	4	6	8	324	7
D4: Helps me develop relationships that provide a safe place to process the issues I am facing in my life	1	15	-5	17	-277	21
D5: Helps me develop relationships that provide guidance for better decision making in my life	-16	24	5	9	-545	26
D6: Helps me develop relationships that provide an opportunity for others to directly pray for me	9	9	5	10	721	1

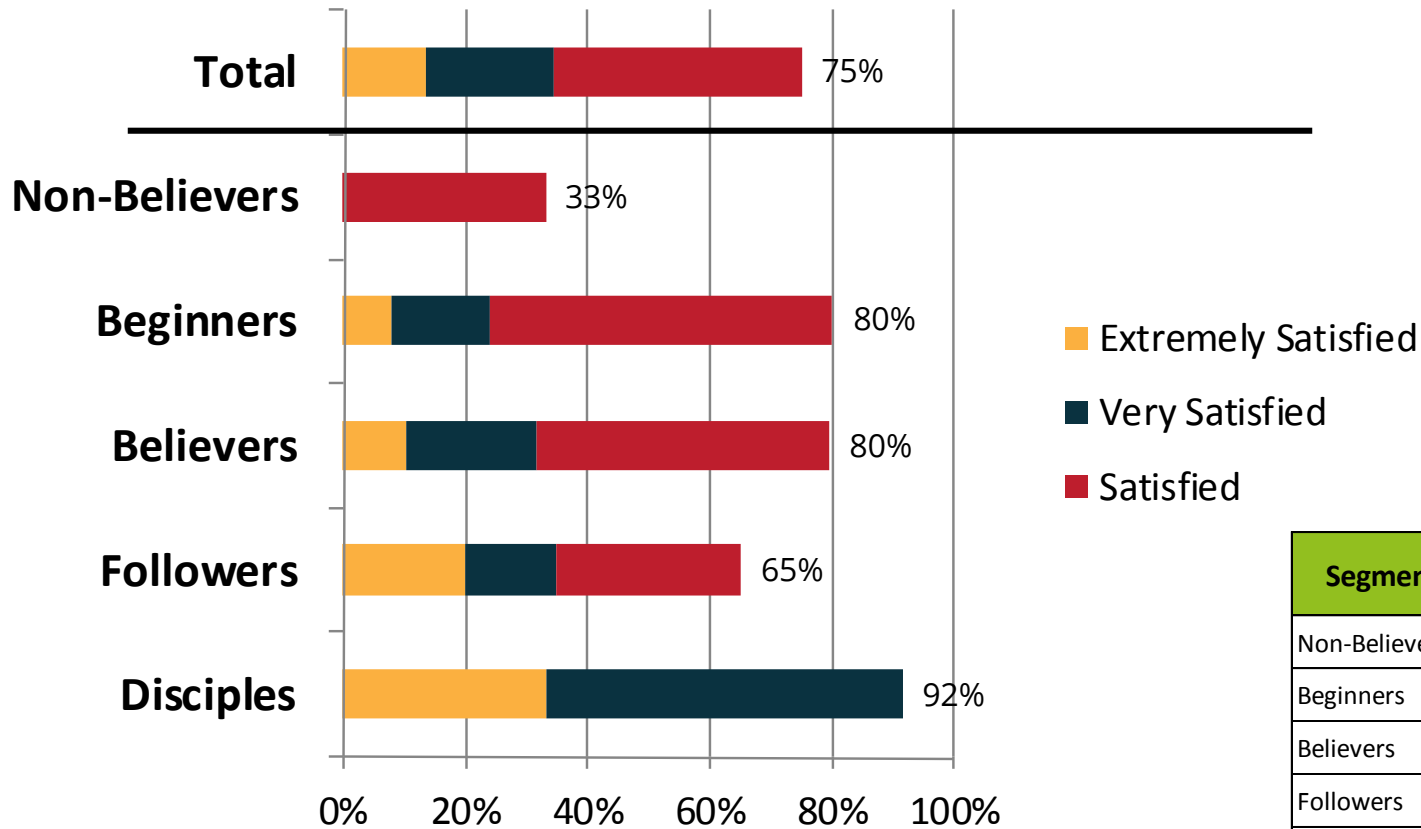
Segment	Base Size
Beginners/Believers	95
Followers/Disciples	28

 = Ranked in Top 5

SAMPLE UNIVERSITY:

SATISFACTION WITH SCHOOL'S ROLE IN SUPPORTING SPIRITUAL RELATIONSHIPS

Returning Students Only

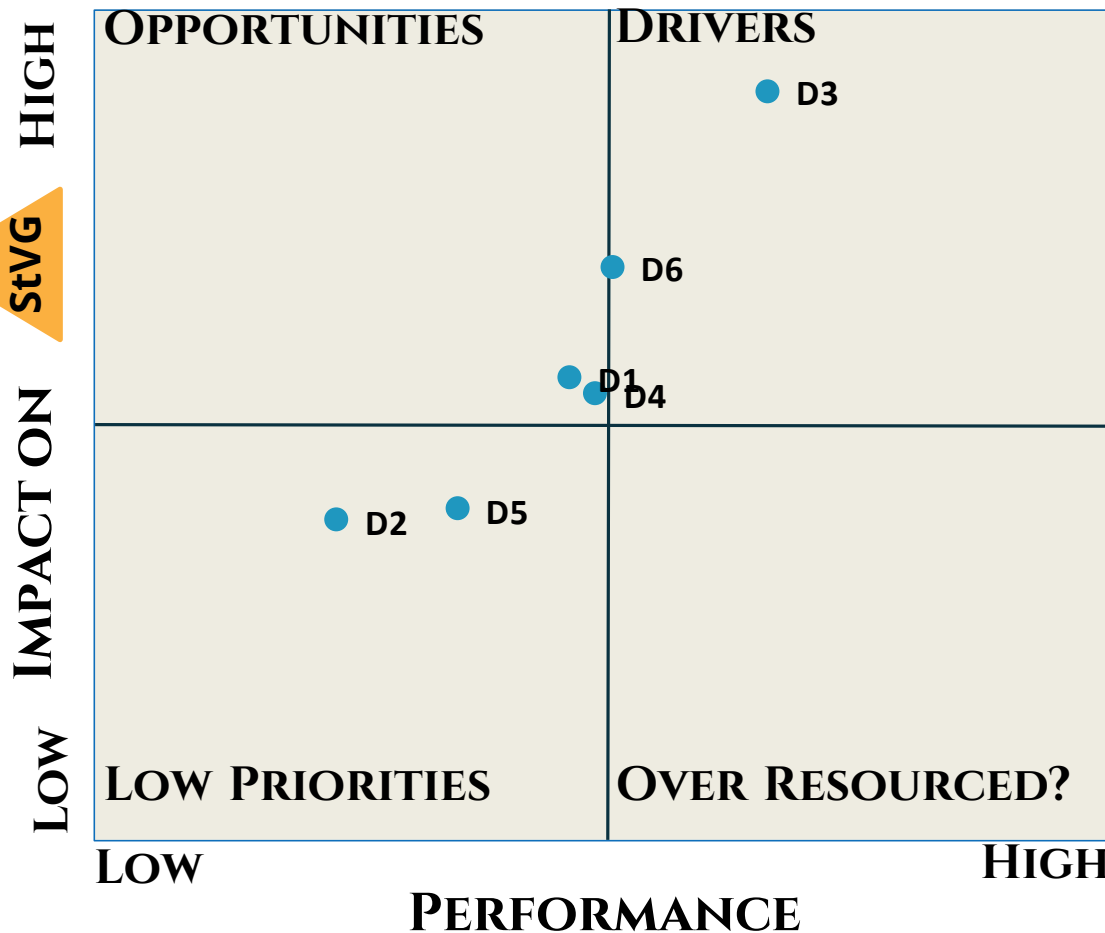


Segment	Base Size
Non-Believers	6
Beginners	25
Believers	79
Followers	40
Disciples	12

SAMPLE UNIVERSITY:

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: 162



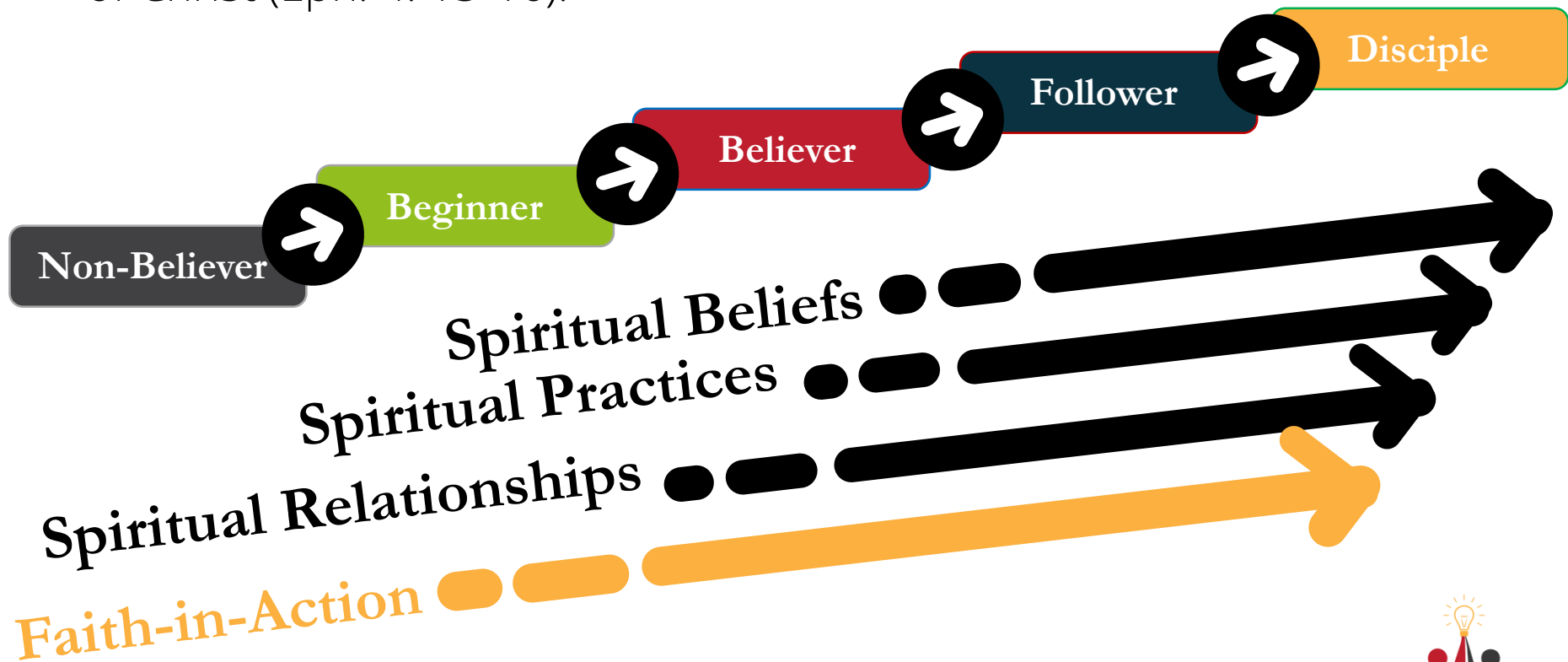


CHAPTER 6: FAITH IN ACTION

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).



SAMPLE UNIVERSITY:

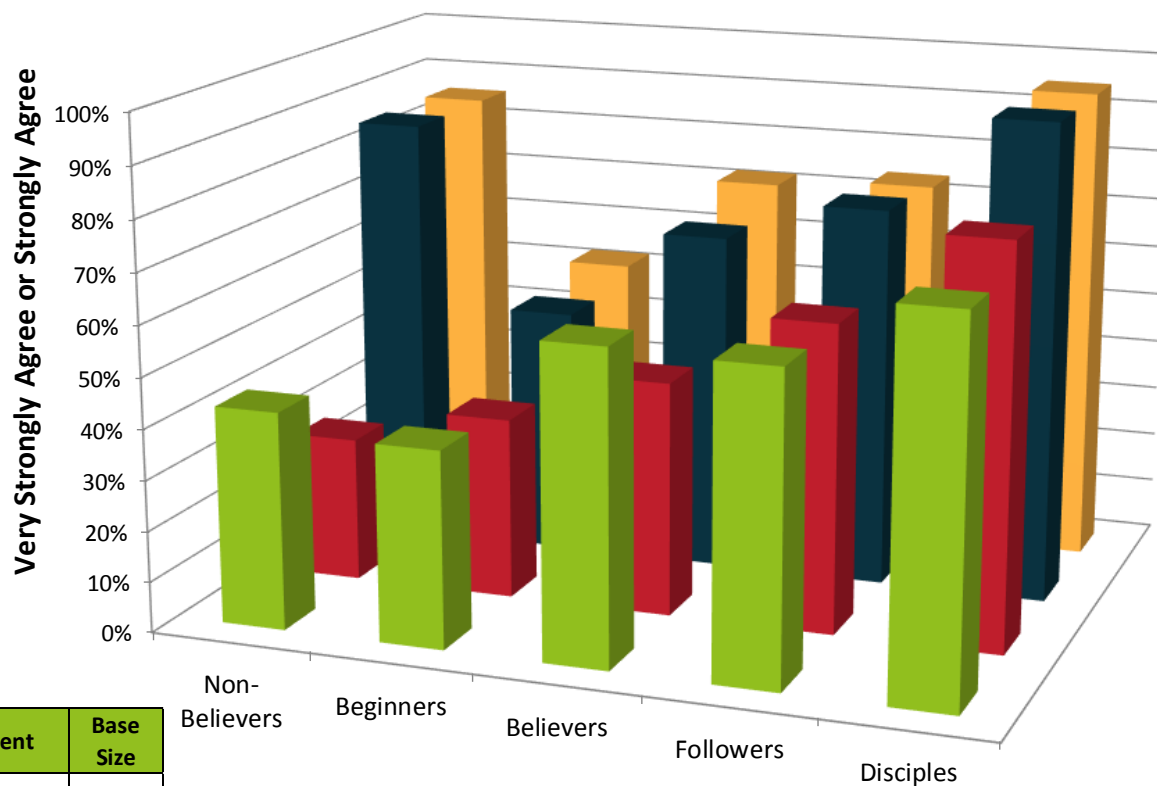
SPIRITUAL CONTINUUM PROFILED AGAINST CLP VIRTUES*

Key CLP Virtues: <i>(Very Strongly Agree or Strongly Agree)</i>	Total	Non-Believers	Beginners	Believers	Followers	Disciples
Love	44%	14%	18%	44%	62%	95%
Joy	33%	29%	19%	27%	44%	84%
Peace	24%	43%	9%	21%	33%	58%
Patience	36%	57%	19%	37%	44%	53%
Kindness	49%	57%	34%	52%	49%	84%
Faithfulness	41%	29%	15%	39%	62%	79%
Gentleness	45%	57%	27%	46%	52%	79%
Self-Control	30%	57%	22%	27%	36%	47%
Hope	44%	29%	6%	42%	79%	89%
Humility	41%	29%	9%	40%	67%	79%
Base:	286	7	67	132	61	19

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

SAMPLE UNIVERSITY:

SPIRITUAL CONTINUUM PROFILED AGAINST ATTITUDES TOWARD SCHOOL WORK AND TEACHERS



- 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

Segment	Base Size
Non-Believers	7
Beginners	67
Believers	132
Followers	61
Disciples	19

SAMPLE UNIVERSITY:

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	12%	33%	16%	8%	13%	25%
# Hours Serve on Own - 3+ per month	13%	33%	16%	9%	10%	33%
Caring for and Serving Those in Need						
# Hours Serve @ School - 3+ per month	27%	17%	32%	19%	33%	58%
# Hours Serve on Own - 3+ per month	29%	67%	28%	16%	38%	67%
# Meaningful Spiritual Conversations - 3+ per year	49%	43%	24%	52%	67%	63%
Base (Serve @ School):	162	6	25	79	40	12
Base (Serve on Own, Meaningful Conversations):	286	7	67	132	61	19

SAMPLE UNIVERSITY:

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	-11	21	-19	24	-393	25
E2: Creates a serving culture that is so impactful that it is widely recognized by others	18	5	27	6	351	6
E3: Encourages me to seek serving opportunities outside those provided at the university	8	11	-4	14	0	13
E4: Gives me an opportunity to serve in an area I am passionate about	-37	27	-25	26	17	12
E5: Allows me to use and develop my spiritual gifts	28	3	19	7	322	8

 = Ranked in Top 5

Segment	Base Size
Beginners/Believers	95
Followers/Disciples	28



SAMPLE UNIVERSITY:

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

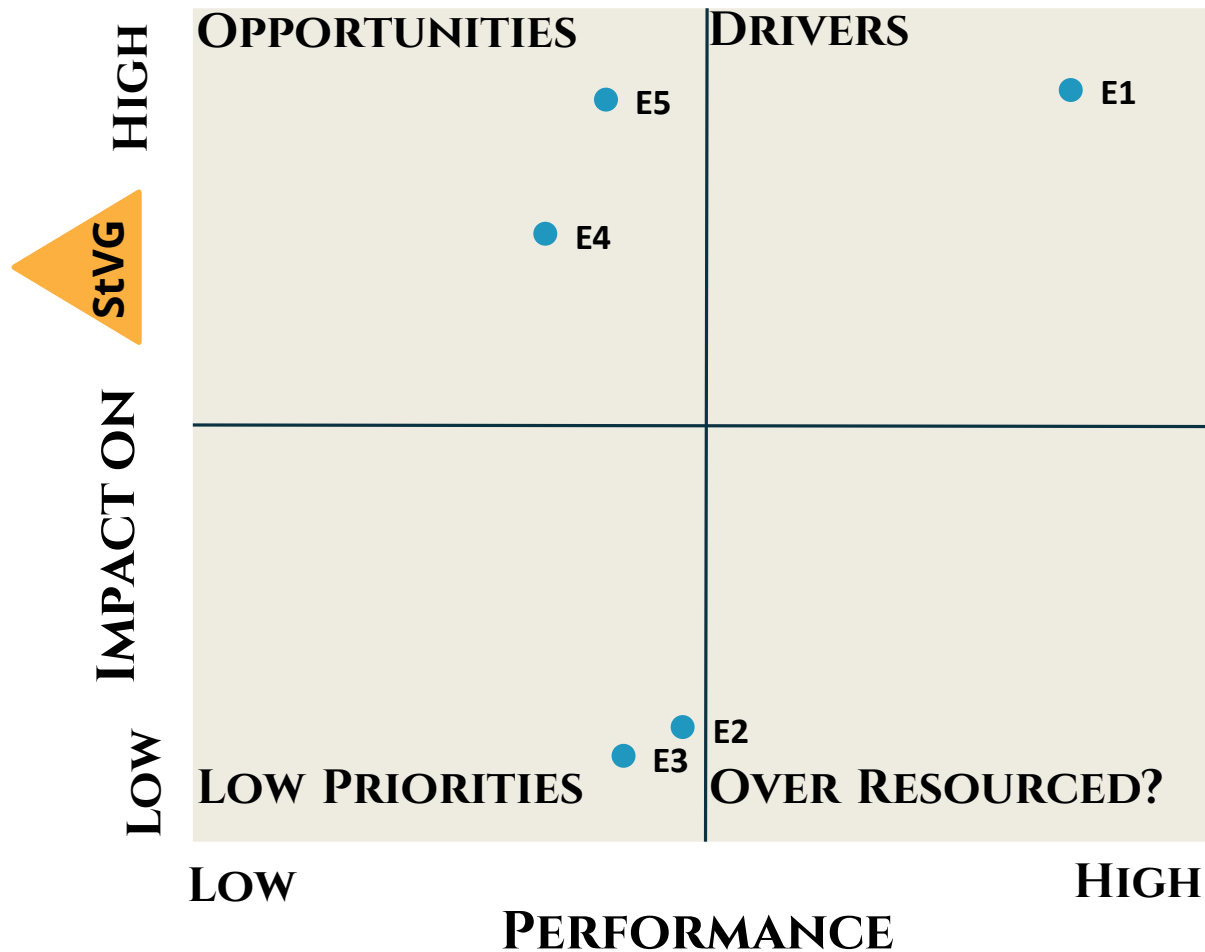
Returning Students Only

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>
Segment	Base Size		
Total School Sample	162	77%	72%
Non-Believer	6	50%	17%
Beginner	25	84%	72%
Believer	79	77%	75%
Follower	40	68%	70%
Disciple	12	100%	92%

SAMPLE UNIVERSITY:

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: 162





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.

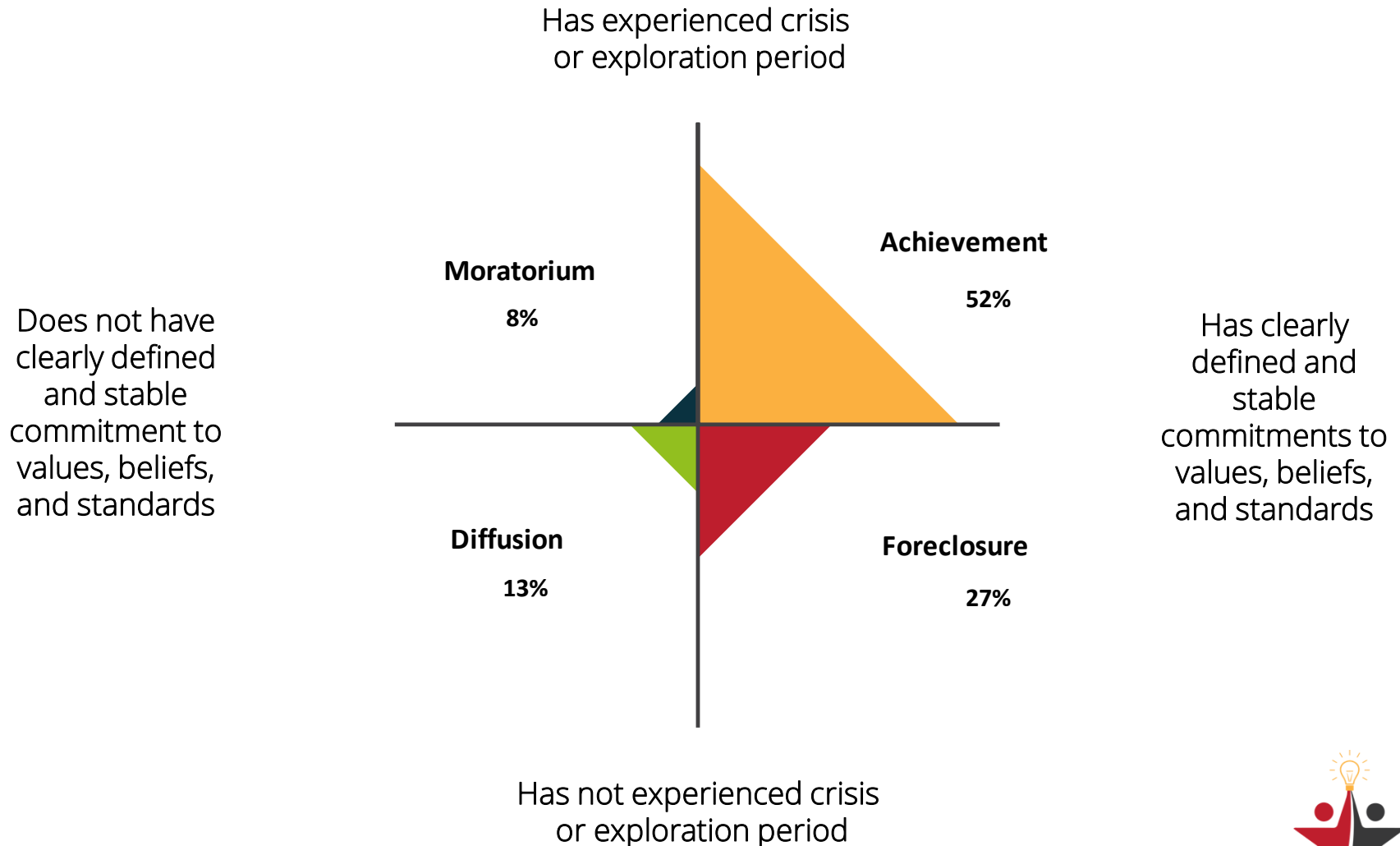
IDENTITY FORMATION

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).

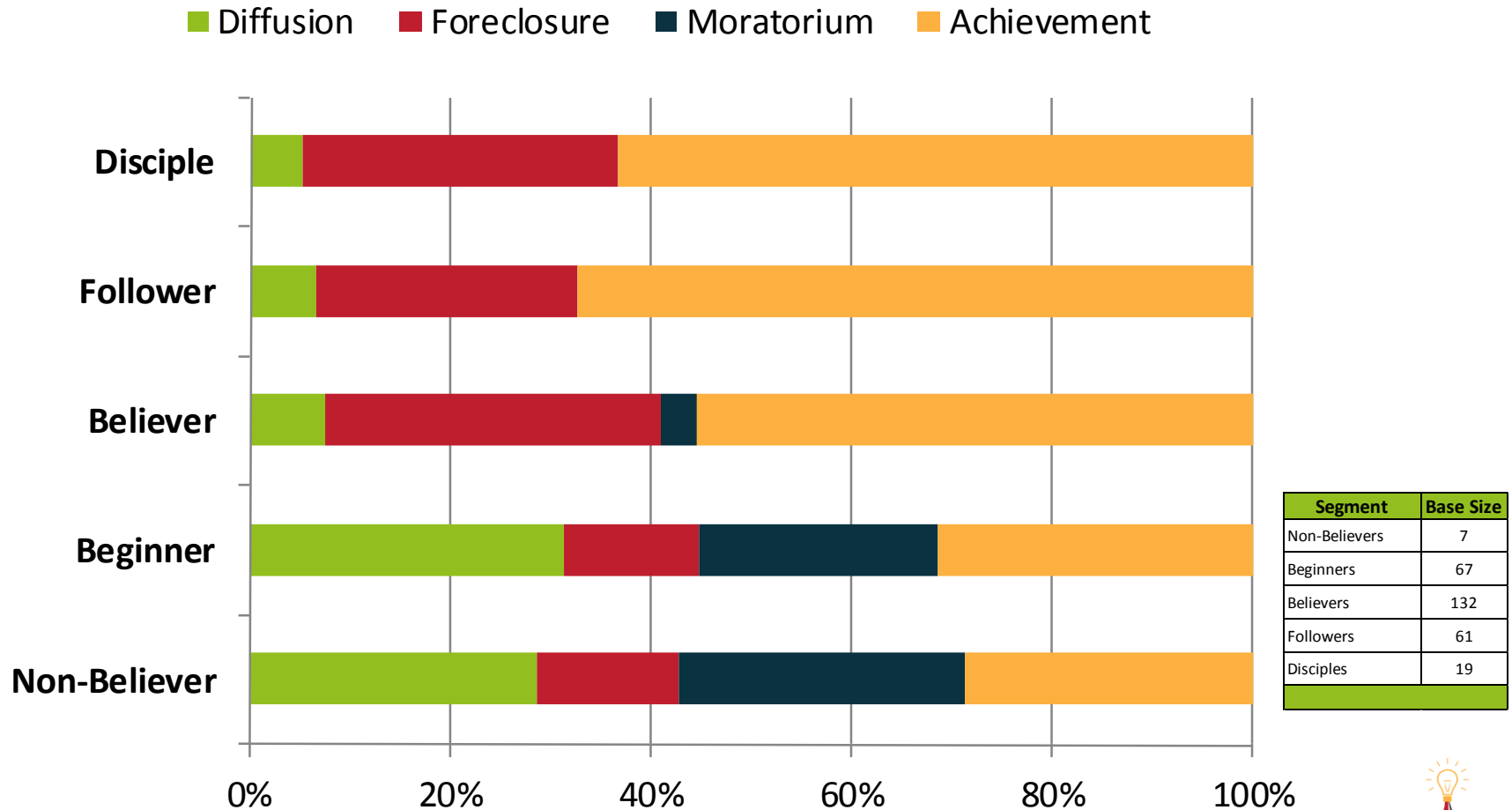


SAMPLE UNIVERSITY: SPIRITUAL IDENTITY DEVELOPMENT PROFILE



SAMPLE UNIVERSITY:

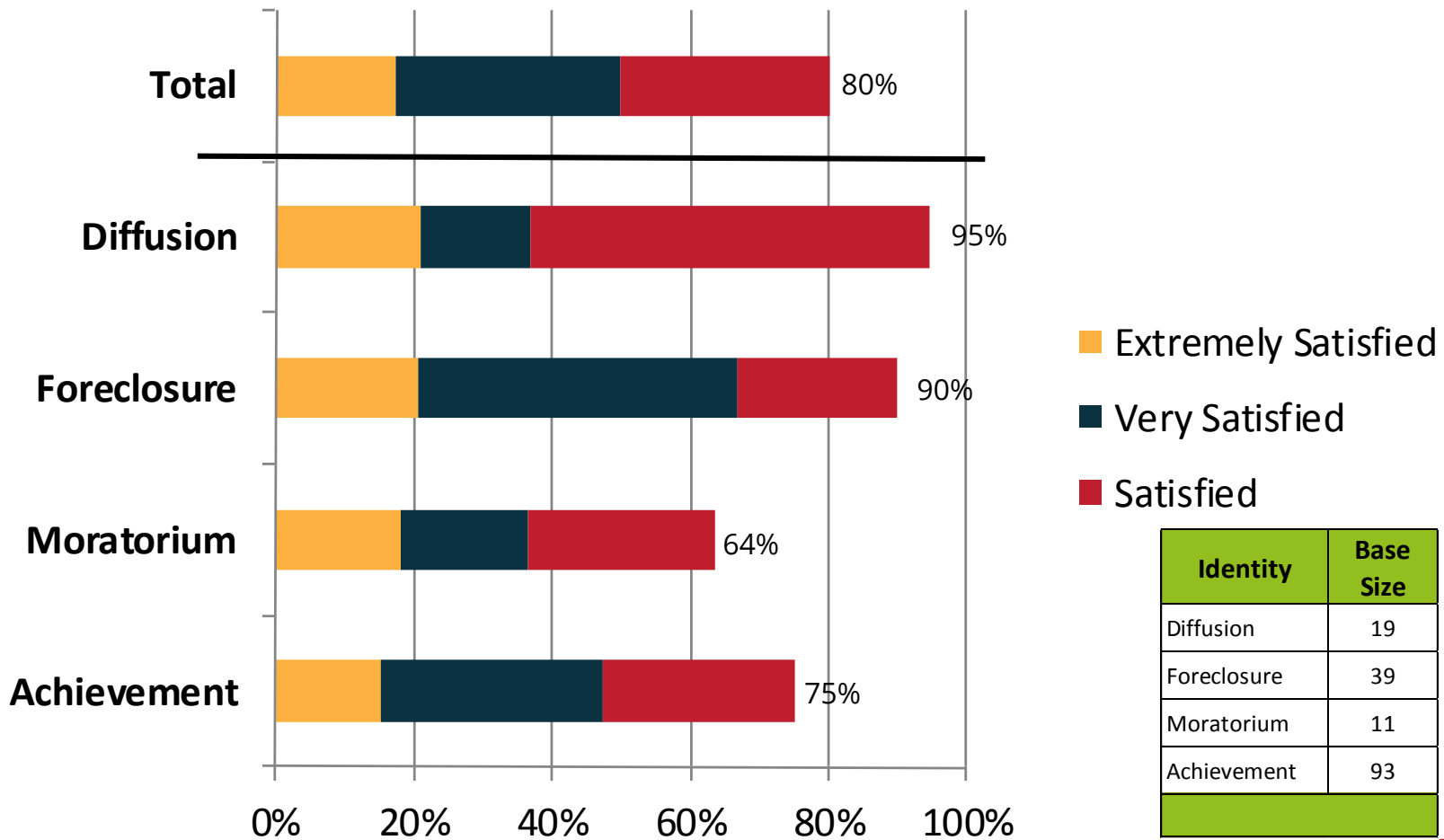
RELATIONSHIP BETWEEN THE SPIRITUAL LIFE CONTINUUM AND SPIRITUAL IDENTITY DEVELOPMENT



SAMPLE UNIVERSITY:

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

Returning Students Only

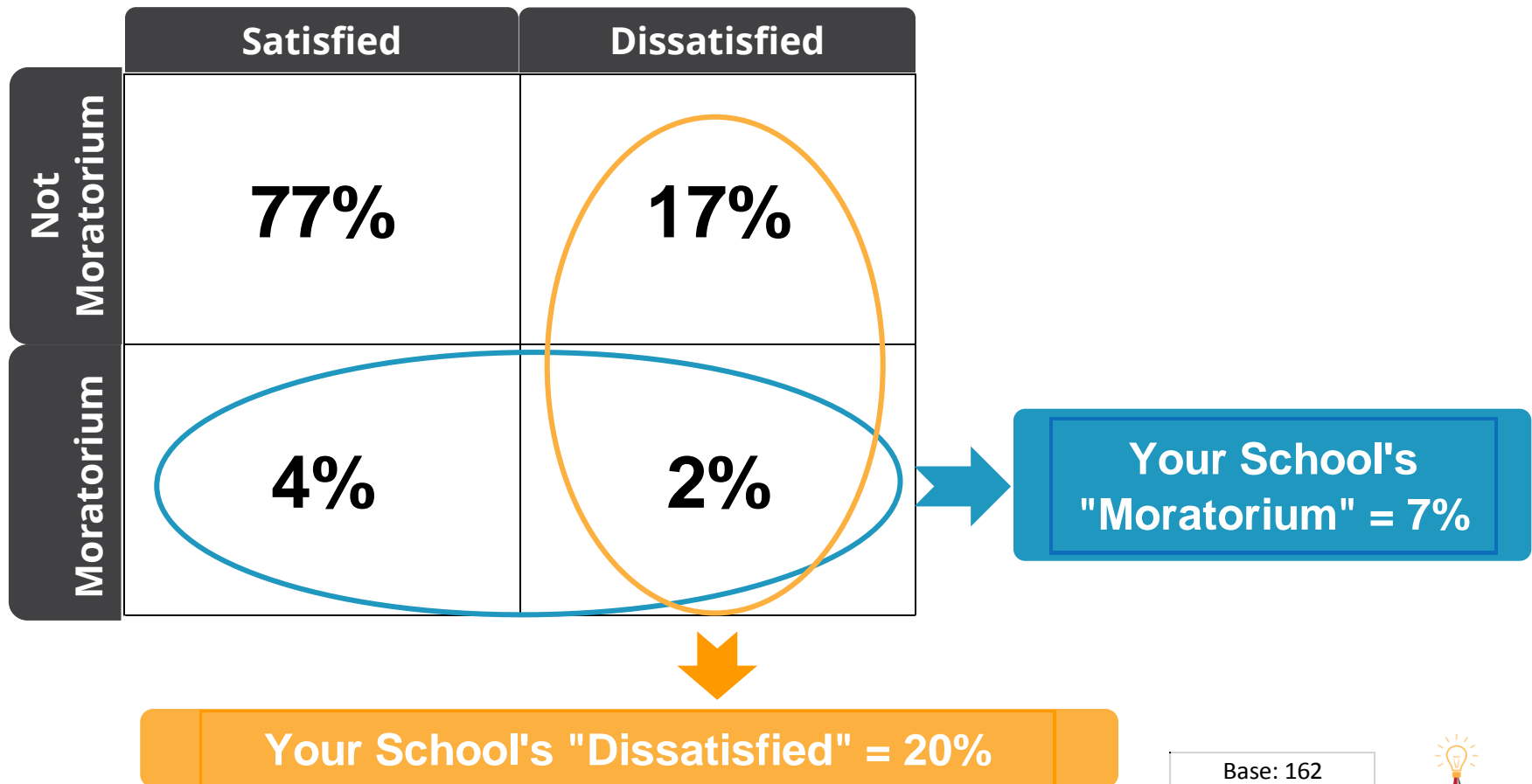


Identity	Base Size
Diffusion	19
Foreclosure	39
Moratorium	11
Achievement	93

SAMPLE UNIVERSITY:

OVERLAP BETWEEN "MORATORIUM" DEVELOPMENT STAGE AND "DISSATISFIED"

Returning Students Only



SAMPLE UNIVERSITY:

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	4.8	1.5	15.4	Highest Priority
2	Encourages personal responsibility for one's spiritual growth	5.0	2.8	11.3	
3	Helps develop relationships to process life issues	4.5	2.0	11.3	
4	Helps develop accountable relationships	4.3	1.8	10.6	
5	Gives one a feeling of belonging	4.0	1.8	9.0	

Base: 4

*** 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)





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?

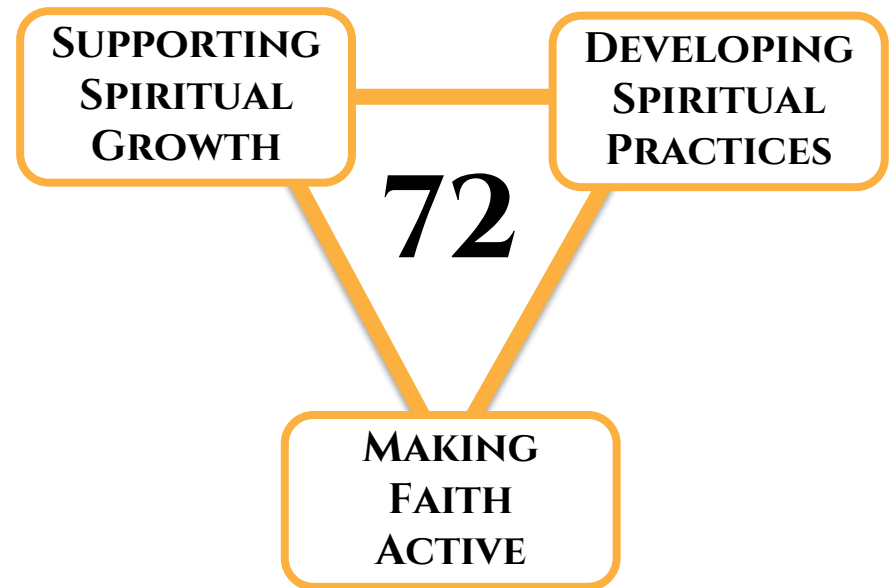
MAKING FAITH ACTIVE

- 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?

SAMPLE UNIVERSITY: SCHOOL SPIRITUAL VITALITY GAUGE

How the ScVG is Calculated

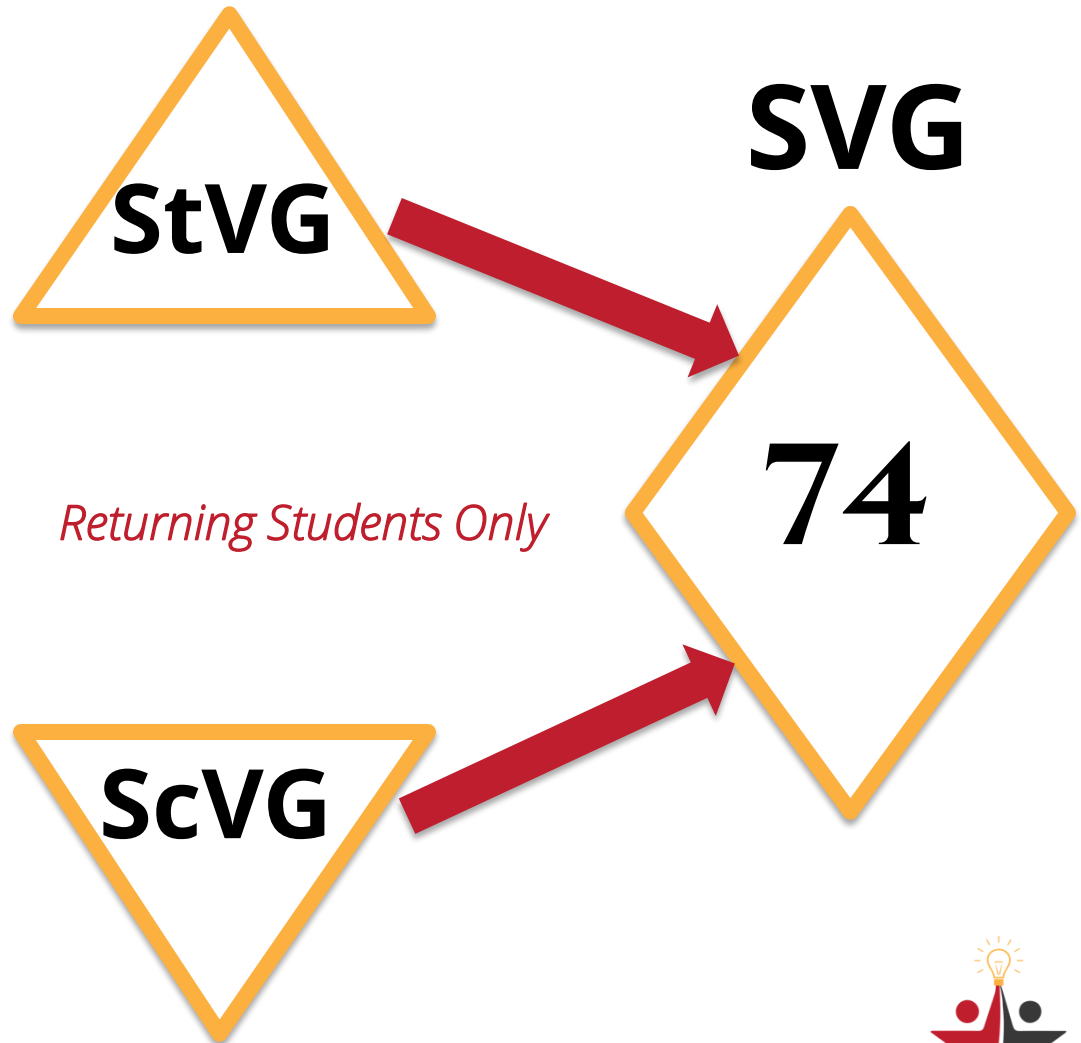
- In calculating the ScVG, all nine items were given equal weight.
- The numerical scores for each student's responses to the nine items were summed and then divided by the total possible score for this set of items.
- The resulting decimal was converted to a percentage and averaged across all students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



SAMPLE UNIVERSITY: OVERALL UNIVERSITY 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.



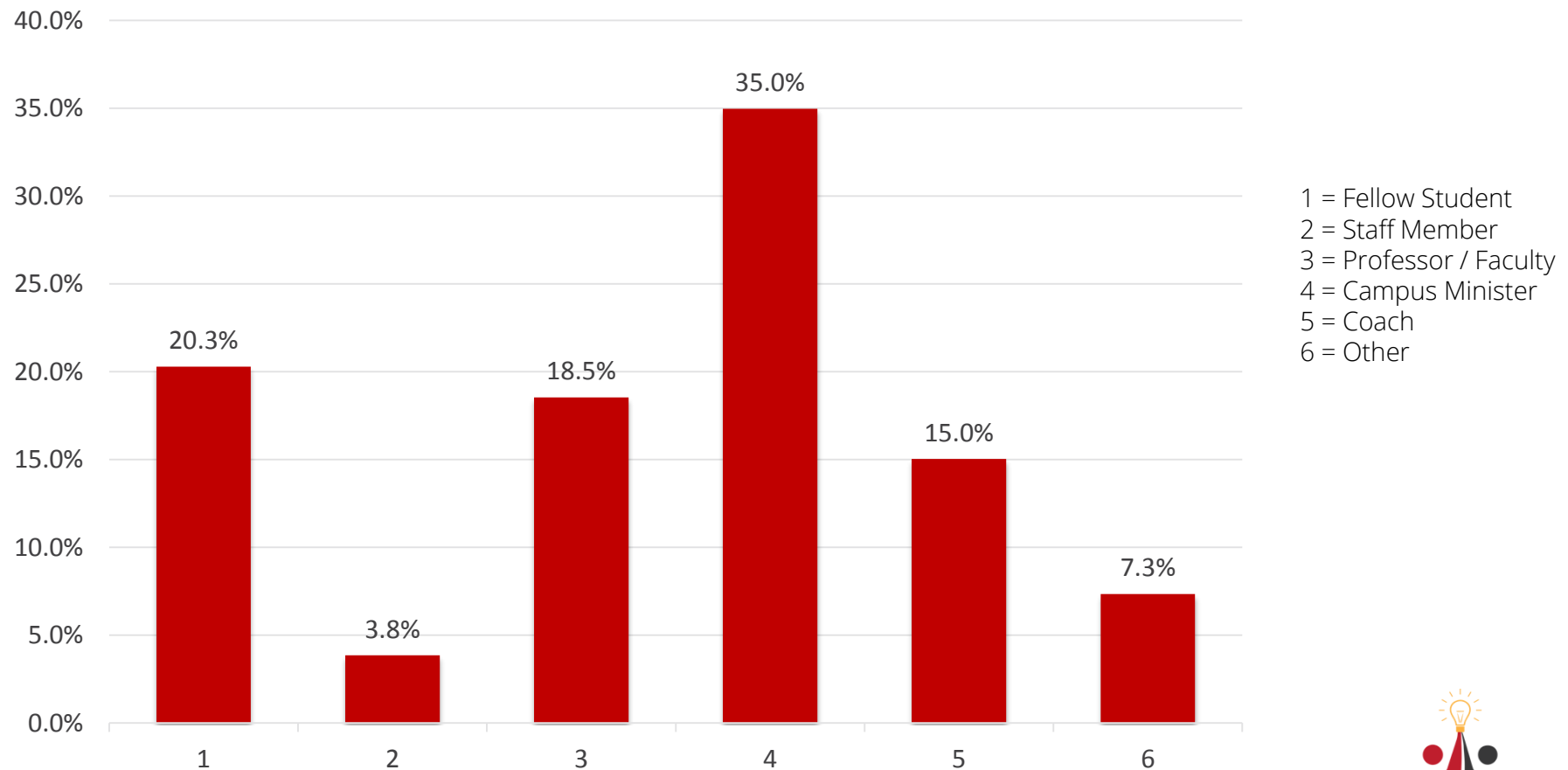


APPENDIX A: CAMPUS-SPECIFIC ITEMS

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

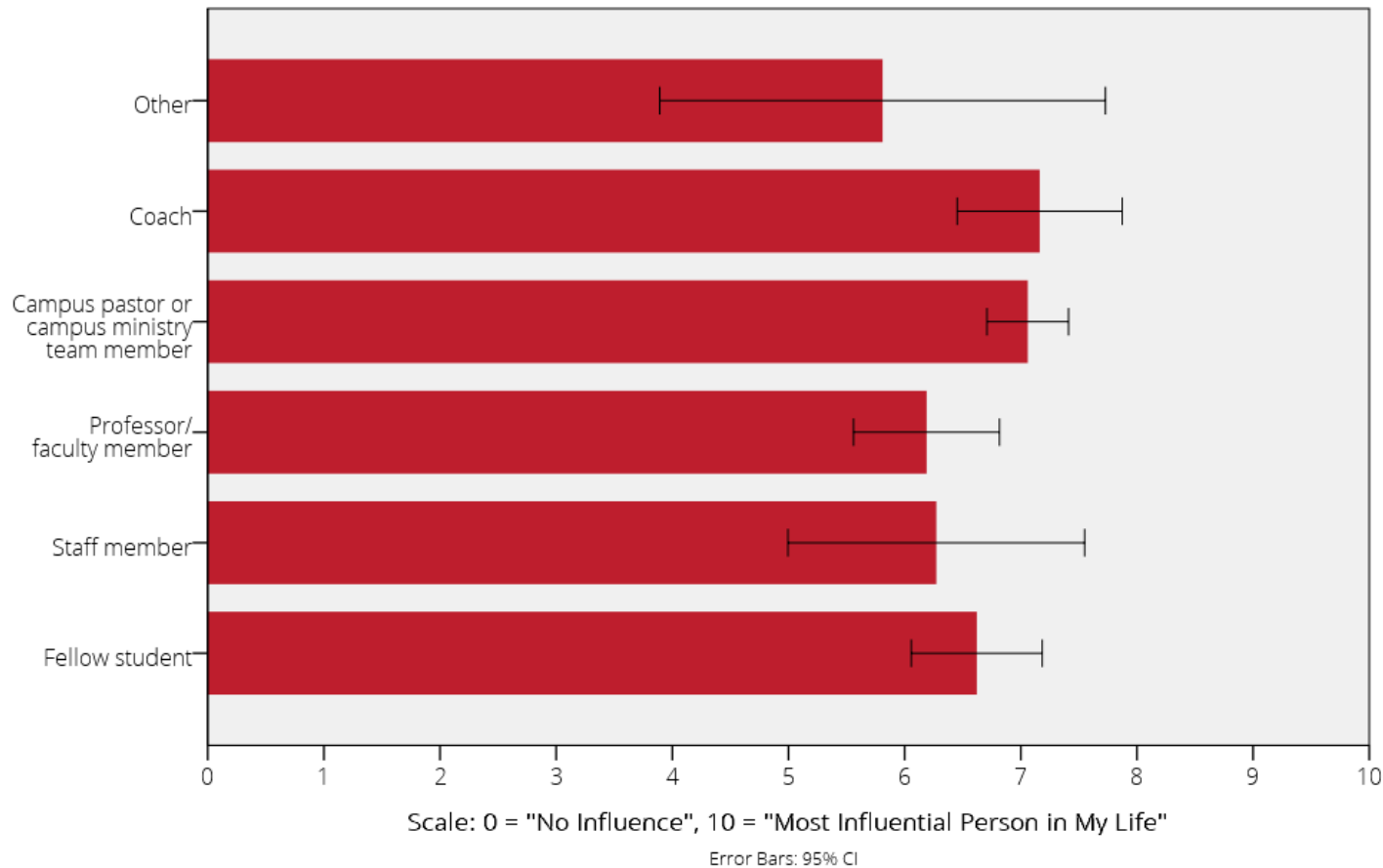
SPIRITUALLY INFLUENTIAL PEOPLE AT SAMPLE UNIVERSITY

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



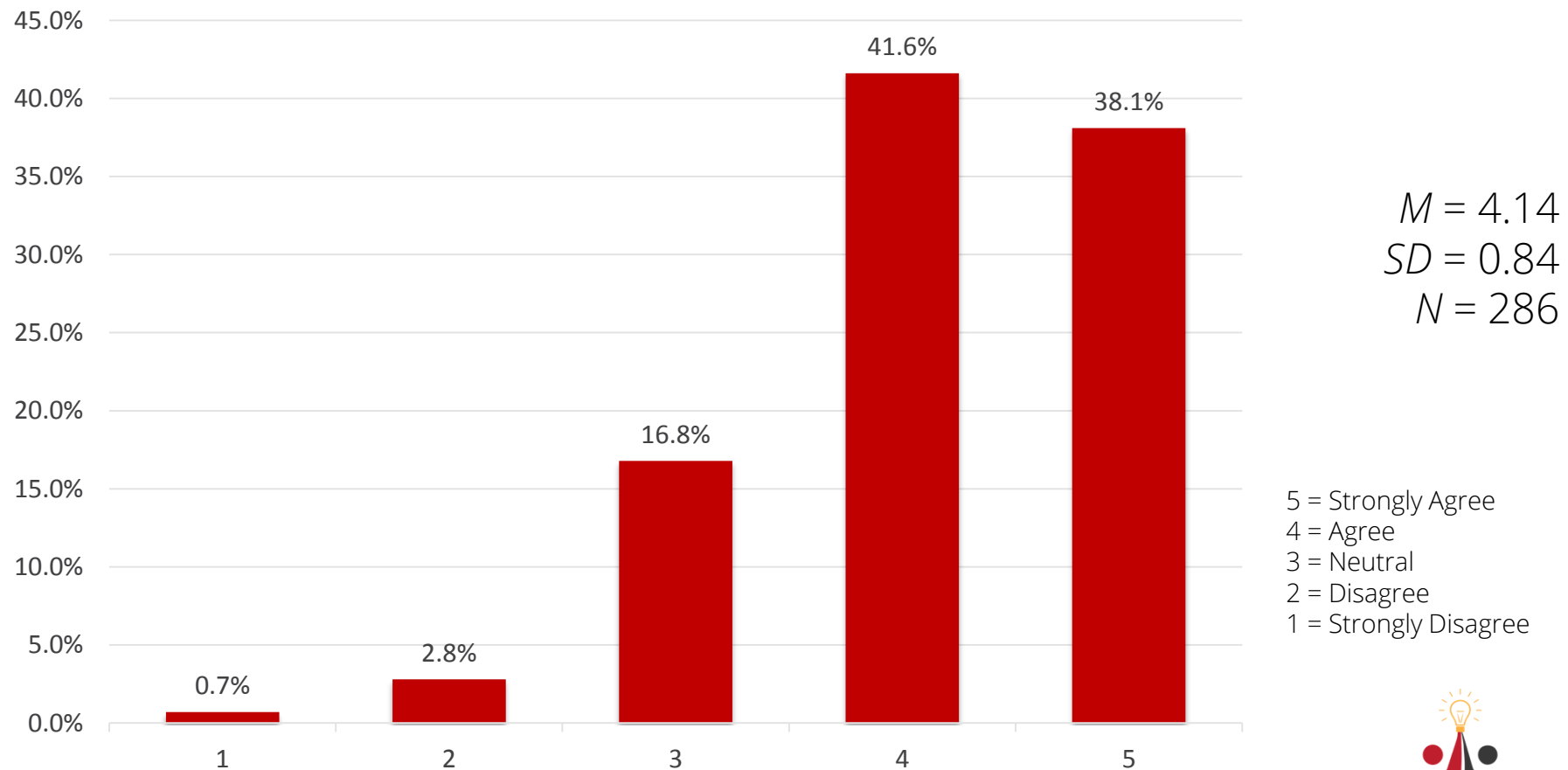
POSITIVE INFLUENCE OF PEOPLE AT SAMPLE UNIVERSITY

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

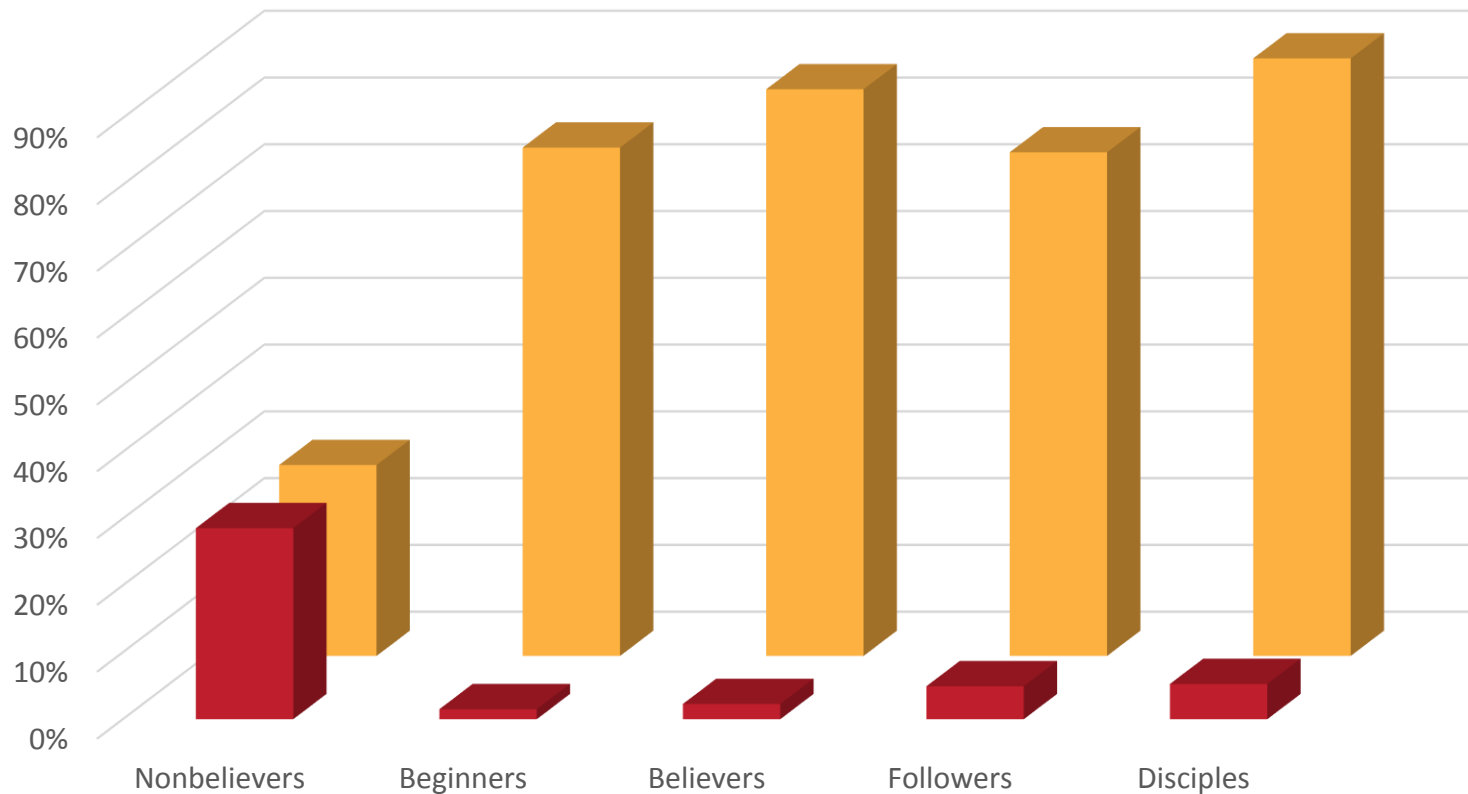


ATTITUDE TOWARD CAMPUS MINISTRY AT SAMPLE UNIVERSITY

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



ATTITUDE TOWARD CAMPUS MINISTRY PROFILED BY SPIRITUAL CONTINUUM



Segment	Base Size
Non-Believers	7
Beginners	67
Believers	132
Followers	61
Disciples	19

$r = .146, p < .05$

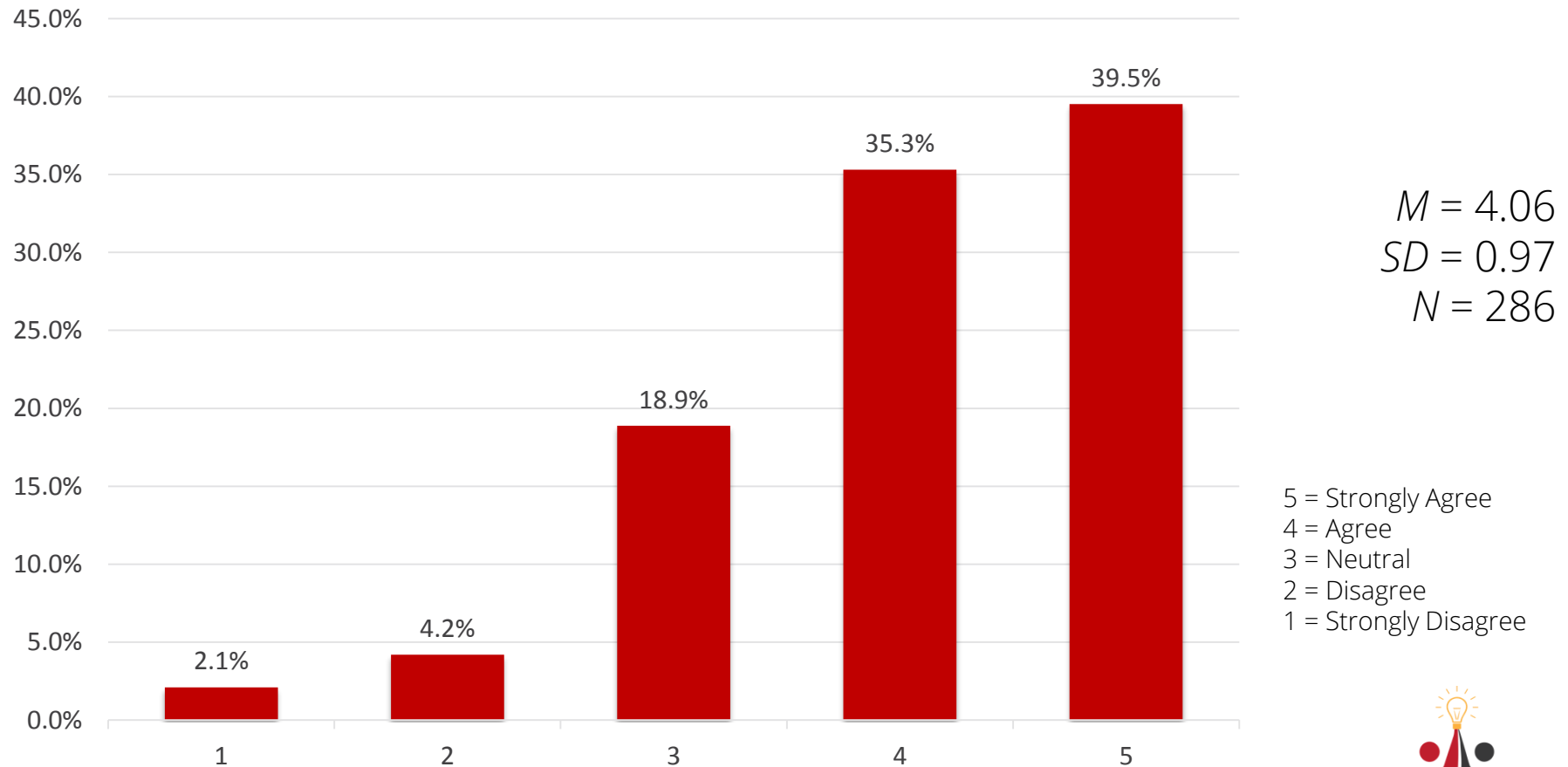
■ Strongly Disagree or Disagree

■ Strongly Agree or Agree

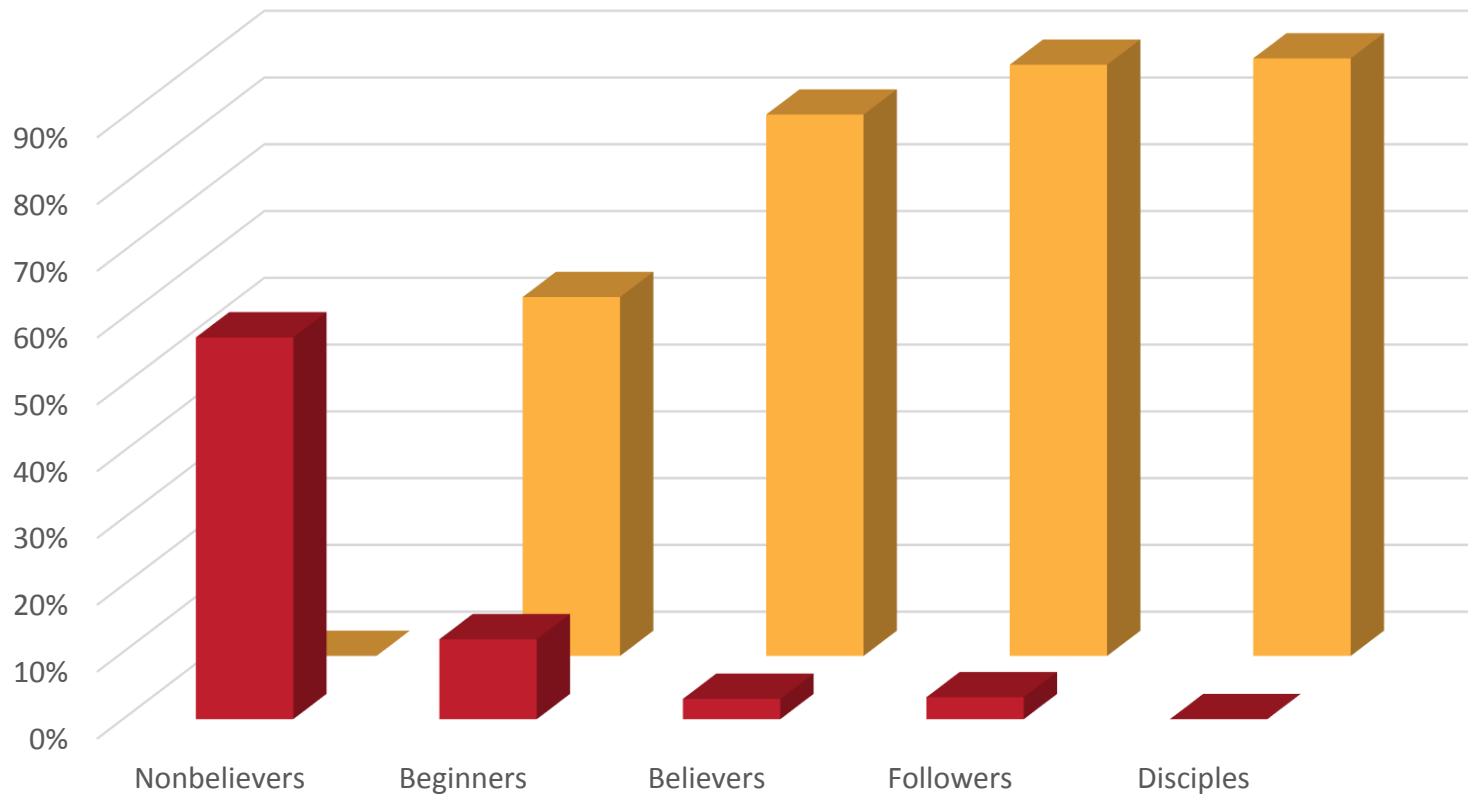


IMPORTANCE OF CAMPUS MINISTRY AT SAMPLE UNIVERSITY

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



IMPORTANCE OF CAMPUS MINISTRY PROFILED BY SPIRITUAL CONTINUUM



Segment	Base Size
Non-Believers	7
Beginners	67
Believers	132
Followers	61
Disciples	19

$r = .422, p < .001$

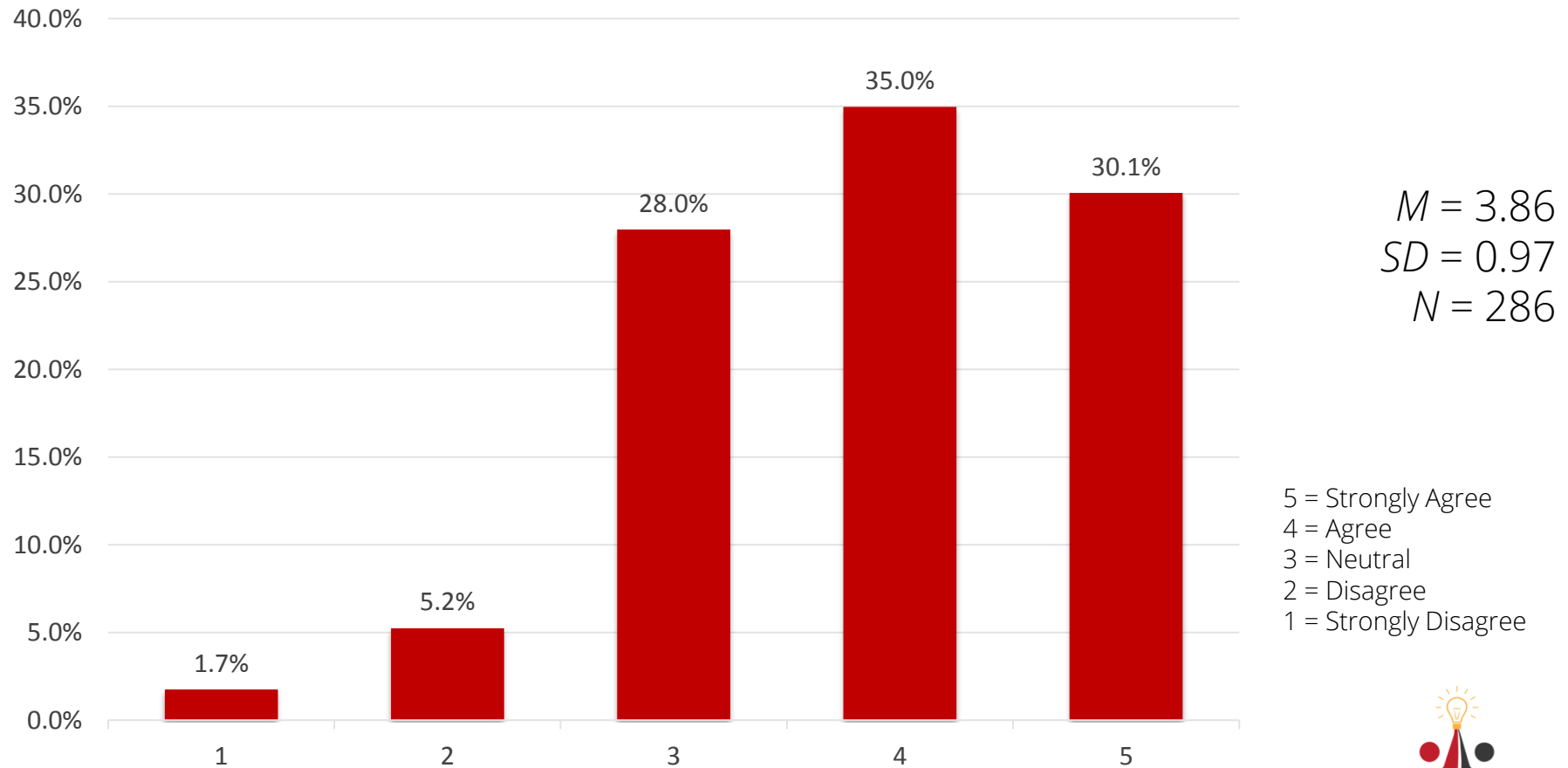
■ Strongly Disagree or Disagree

■ Strongly Agree or Agree

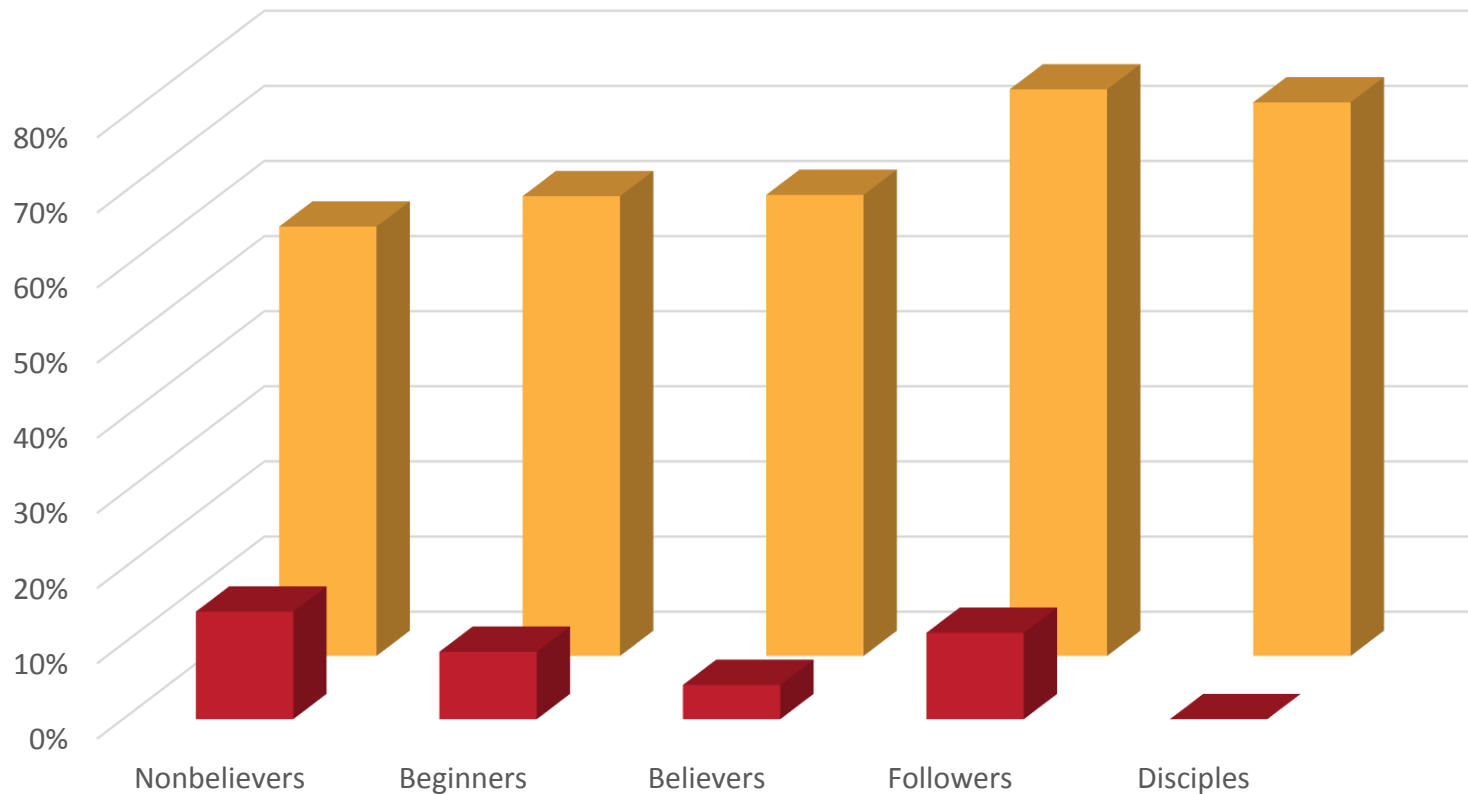


SAMPLE UNIVERSITY IMPACT ON UNDERSTANDING DOCTRINE

Q145. Being at Sample University has given me a greater understanding of the teachings of [our denomination].



IMPACT ON UNDERSTANDING DOCTRINE PROFILED BY SPIRITUAL CONTINUUM



Segment	Base Size
Non-Believers	7
Beginners	67
Believers	132
Followers	61
Disciples	19

$r = .171, p < .01$

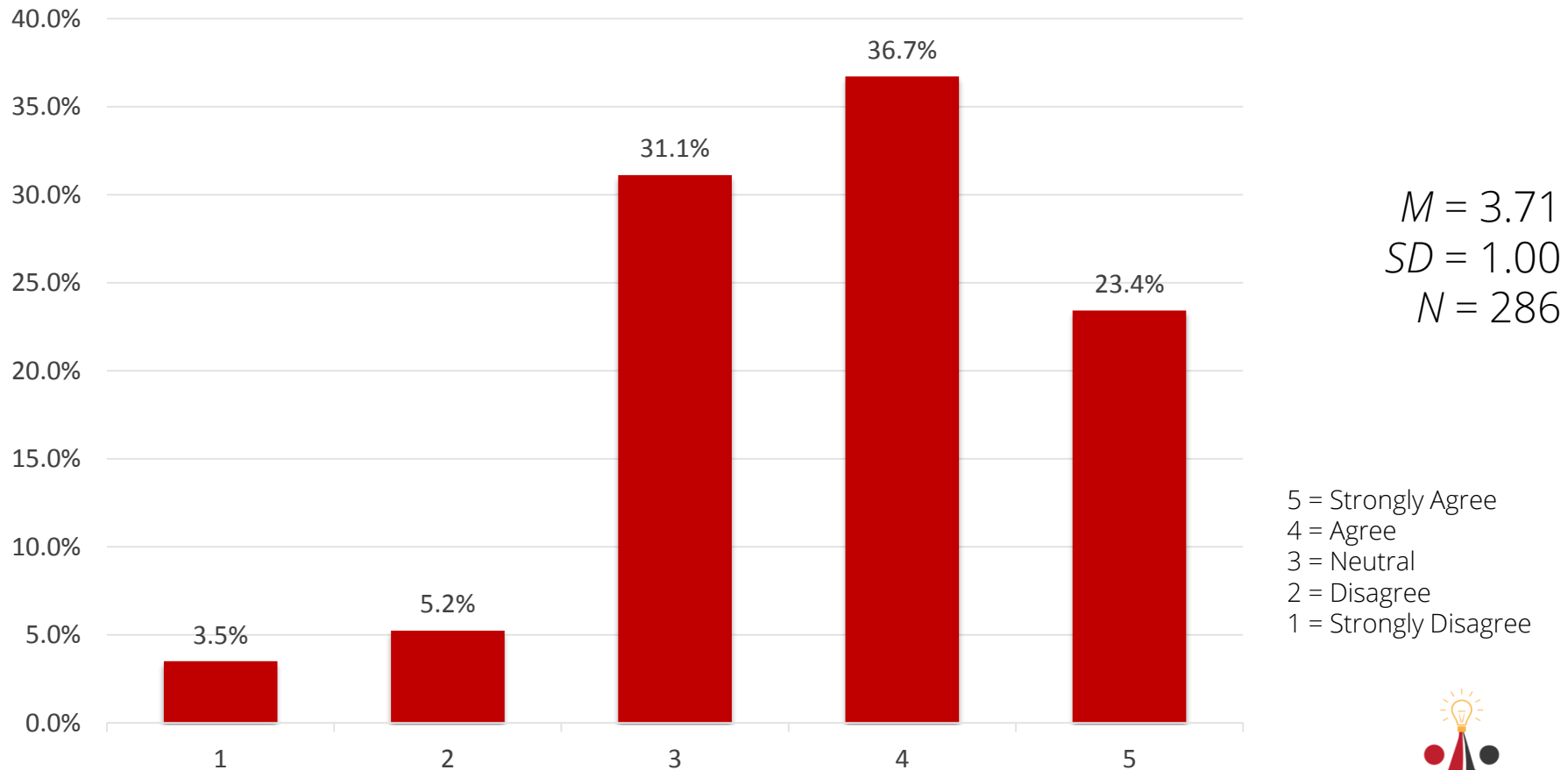
■ Strongly Disagree or Disagree

■ Strongly Agree or Agree

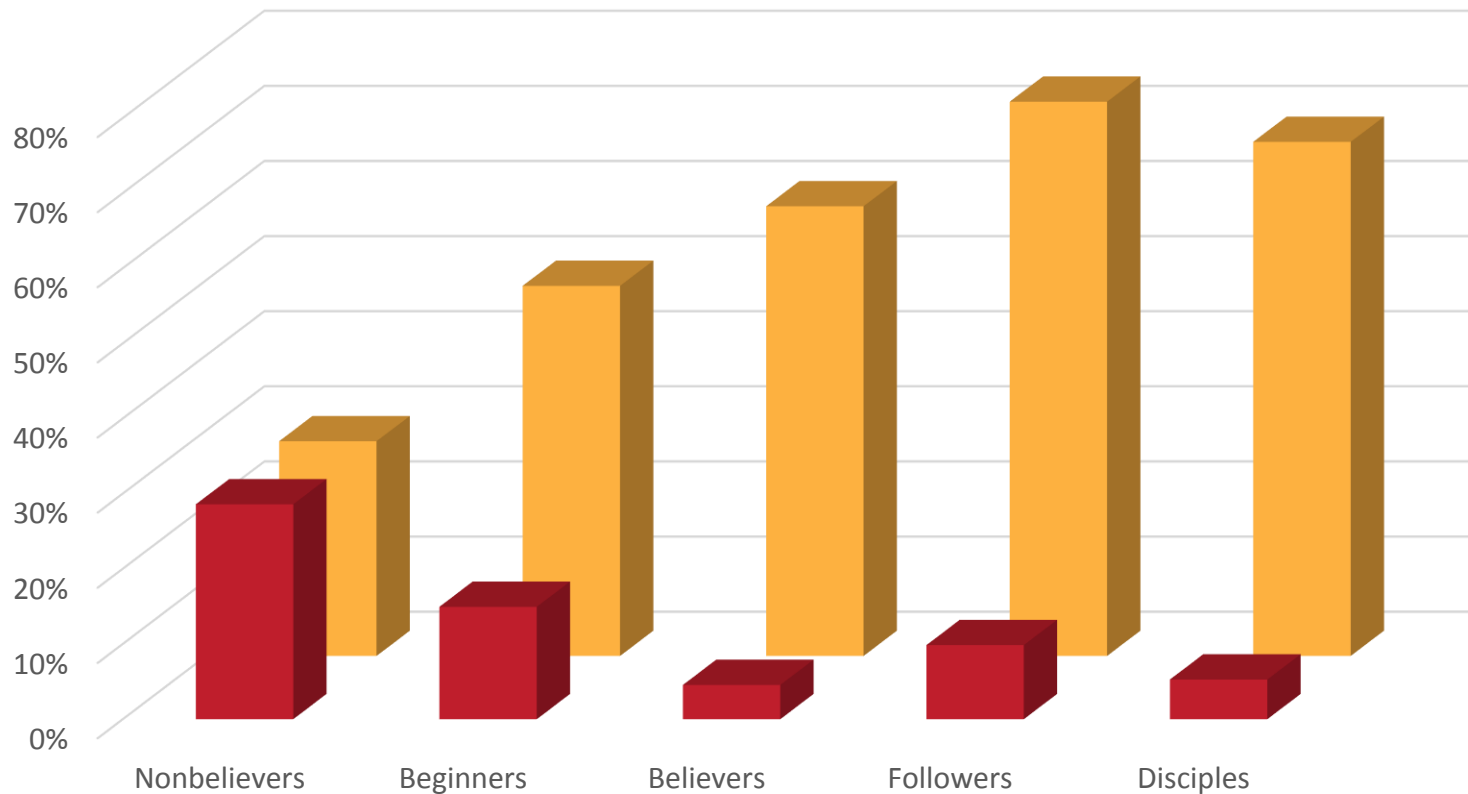


SAMPLE UNIVERSITY IMPACT ON APPRECIATION FOR DOCTRINE

Q146. Being at Sample University has given me a greater appreciation for the teachings of [our denomination].



IMPACT ON APPRECIATION FOR DOCTRINE PROFILED BY SPIRITUAL CONTINUUM



Segment	Base Size
Non-Believers	7
Beginners	67
Believers	132
Followers	61
Disciples	19

$r = .228, p < .001$

■ Strongly Disagree or Disagree

■ Strongly Agree or Agree



SIGNIFICANT CORRELATIONS

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

FINDING #1:

Sample University students' attitudes toward campus ministries are significantly correlated with both spiritual continuum and StVG.

- Correlations between **attitude toward** campus ministries (Q143) and both dependent variables are small but significant:
 - **Spiritual Continuum:** $r = .146, p < .05$
 - **StVG:** $r = .247, p < .001$

INTERPRETATION:

Students with higher self-described commitment to Christ (Spiritual Continuum) and with higher overall spiritual vitality (StVG) tend to be more satisfied with Sample University's campus ministries than their classmates do.



SIGNIFICANT CORRELATIONS

FINDING #2:

Sample University students' beliefs about the **importance of campus ministries** are significantly correlated with both spiritual continuum and StVG.

- Correlations between **importance of campus ministries** (Q144) and both dependent variables are moderate to strong:
 - **Spiritual Continuum:** $r = .422, p < .001$
 - **StVG:** $r = .571, p < .001$

INTERPRETATION:

Students with higher self-described commitment to Christ (Spiritual Continuum) and with higher overall spiritual vitality (StVG) tend to place higher importance on Sample University's campus ministries than their classmates do.

SIGNIFICANT CORRELATIONS

FINDING #3:

Questions 145 (increased understanding of [our] doctrine) and 146 (increased appreciation for [our] doctrine) are strongly correlated ($r = .722, p < .001$).

INTERPRETATION:

Students who have found the Sample University experience to increase their understanding of [our] doctrine have also expressed increased appreciation for that doctrine.

SIGNIFICANT CORRELATIONS

FINDING #4:

Campus Ministries staff and **coaches** are the most spiritually influential people at Sample University, followed by other students.

INTERPRETATION:

Analysis from other institutions who have participated in the *University Spiritual Life Survey* makes this finding noteworthy. Often, faculty are the most spiritually influential members of a university's employees. At Sample University, while faculty also present strong scores (see item A3, page 31), the university's campus ministries team is exceptionally highly regarded by students.

Even more uncommon is that students mean **attitude** (M = 4.14, page 76) toward Sample University campus ministries is *higher* than their mean **importance** scores (M = 4.06, page 78).





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 responses from more than 10,000 students, attending eleven 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. Currently researchers are developing longitudinal reporting to help universities understand how their students grow and what factors may predict differential growth patterns.



SAMPLE DEMOGRAPHICS

YOUR STUDENT BODY

Enrollment = 900

GPA (M = 3.32)

Age (M = 23.9, SD = 9.59)

Gender Breakdown

- Female = 52.8%
- Male = 47.2%

College Level Breakdown

- Freshman = 33.3%
- Sophomore = 17.1%
- Junior = 17.8%
- Senior = 14.1%
- Graduate = 17.7%

YOUR SURVEY RESPONDENTS

Respondents = 286 (31.7%)

Sample GPA = 3.31 [3.26, 3.36]

Sample Age = 20.92 [20.58, 21.26] *

Respondents by Gender

- Female = 55.2% (+ 2.4%)
- Male = 44.8.6% (- 2.4%)

College Level Breakdown

- Freshman = 37.4% (+ 4.1%)
- Sophomore = 23.4% (+ 6.3%)
- Junior = 18.5% (+ 0.7%)
- Senior = 14.3% (+ 0.2%)
- Graduate = 6.3% (- 11.4%)

SAMPLE DEMOGRAPHICS, CONTINUED

YOUR STUDENT BODY

Residence Breakdown

- Resident = 36.9%
- Commuter = 63.1%

YOUR SURVEY RESPONDENTS

Residence Breakdown

- Resident = 54.9% (+ 18.0)*
- Commuter = 45.1% (- 18.0)*

SUMMARY:

Your survey response rate was moderately strong, offering small margins of error. Respondents were not entirely typical of the Sample University student body, slightly residential undergraduates. Graduate and commuter students are systematically under-represented by these results. Care should be taken when generalizing results to these 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	Min	Max	Skew	Kurtosis
StVG	72.84	18.89	1.117	16.67	100.00	-0.802	0.478
ScVG	71.54	16.67	1.310	18.52	100.00	-0.371	0.239
SVG	73.69	14.80	1.163	17.59	100.00	-0.765	1.832



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	.927	286
ScVG	.928	162
SVG	.933	162



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."

