



TO: Administrators, Faculty, & Staff
FROM: Dale L. Mort, DIRA
DATE: July 2009
RE: SSI & GSS Summaries for 2009

In the spring of 2009, LBC administered Noel-Levitz's Student Satisfaction Inventory (SSI) and LBC's Graduating Student Survey (GSS). This report summarizes the findings from these two instruments by looking at (1) the demographics of each, (2) LBC's current strengths and challenges, especially as compared to Four-Year Private Institutions and ABHE schools, and (3) a comparison of LBC's GSS results from the past three terms. [Complete findings of both instruments are available upon request.]

Executive Summary

The results of the Spring 2009 Student Satisfaction Inventory and Graduating Student Survey seem to indicate the following are LBC's current strengths and challenges.

Strengths

- Between 84% and 89% of our students are **satisfied overall** with their education; higher percentages than both Four-Year Private and ABHE institutions.
- Despite receiving lower ratings in 2009 than in 2007 (see Challenges), **Academic Advising** continues to be one of LBC's greatest strengths. Two out of ten strengths listed in the SSI are related to Academic Advising: #8 My academic advisor is knowledgeable about requirements in my major and #10 My academic advisor is approachable.
- Despite receiving lower ratings in 2009 than in 2007 (see Challenges), **Student Centeredness** and **Concern for the Individual student** are also strengths of the college. Student Centeredness is ranked third highest in importance and second highest in satisfaction. Concern for the Individual is ranked fourth highest in importance and third highest in satisfaction. One of the top ten strengths listed in the SSI is related to Student Centeredness: #6 The campus staff are caring and helpful. LBC's ratings for this question and four others falling within these categories proved to be significantly higher than those given by students at Four-Year Privates.
- While not rated particularly high in importance or satisfaction, LBC students rated their satisfaction with **Registration Effectiveness** significantly higher than students at the Four-Year Private Institutions. A mean difference of 0.57 was observed with a significance level of .001. This is the second highest mean difference of the twelve categories.

Challenges (?)

- LBC students rated **Instructional Effectiveness** as the most important of the twelve SSI categories, yet only fourth in satisfaction. However, the fairly large gap between importance and satisfaction belies the fact that five out of the top ten strengths are in the area of Instructional Effectiveness: #1 The instruction in my major field is excellent; #2 The content of the courses in my major is valuable; #3 I am able to experience intellectual growth here; #6 The quality of instruction I receive in most of my classes is excellent; and #9 There is a commitment to academic excellence on this campus. The LBC ratings for questions #1 and #3 proved to be significantly higher than those given by students at Four-Year Privates. The GSS findings also seem to indicate that Instructional Effectiveness is a strength at LBC with 86.5% of the graduating students stating that LBC met or exceeded their

expectations. In addition, 92.6% indicated their biblical and theological studies at LBC have helped to shape their view of the world, and 87.0% indicated LBC gave them a basic understanding of the major doctrines of the Christian faith. ***Therefore, Instructional Effectiveness could actually be considered a strength with the challenge being how to close the gap between ranked #1 in importance and #4 in satisfaction.***

- The SSI and GSS gave mixed reviews on **Recruitment and Financial Aid**. Of the SSI categories, this cluster had the widest gap; being ranked 6 out of 12 in importance but 11 out of 12 in satisfaction. In addition, the ratings given to this category experienced the greatest decrease by dropping 0.37 on the 7-point scale (see next bullet point). The true cause of the current wide gap can be seen when the two areas are analyzed separately. The three Recruitment questions were rated much lower in importance and received higher satisfaction ratings than the three Financial Aid questions. As a matter of fact, according to the SSI, 3 out of the 10 top challenges LBC faces have to do with Financial Aid: #1 Adequate financial aid is available for most students, #7 Financial aid counselors are helpful, and #9 Financial aid awards are announced to students in time to be helpful in college planning.

Nevertheless, being critical of Financial Aid is not unique to LBC students. When comparing the responses of LBC students to those at the Four-Year Private and ABHE Institutions, there is no significance difference in the responses for these three questions *except* that LBC students rated us significantly higher for question #9 (a 0.37 mean difference at a .05 significance level).

The GSS results indicate a somewhat higher level of satisfaction than the SSI when it comes to Financial Aid. Of the 38 respondents who borrowed student loans, 92.7% indicated the Financial Aid Office was helpful or extremely helpful in providing information. Of the 53 respondents who called or visited the Financial Aid Office, 90.6% indicated the staff was helpful or extremely helpful. The same 90.6% gave the Financial Aid Office an overall rating of extremely helpful (43.4%) or helpful (47.2%).

- **Most LBC ratings have decreased** over the last two sets of SSI results. When comparing the two sets, ten out of the twelve categories were rated lower by LBC students in 2009 than in 2007. The three areas that saw the largest decrease were Recruitment & Financial Aid (-0.37), Responsiveness to Diverse Populations (-0.27), Campus Support Service (-0.25), Academic Advising (-0.23) and Student Centeredness (-0.20). Only Safety & Security (+0.09) and Campus Life (+0.03) increased during this period, albeit slightly. Over the same period of time, ratings in all twelve areas increased for Private Four-Year Institutions and in all but Instructional Effectiveness (-0.01) for ABHE Institutions. Likewise, while the results of the GSS are still fairly positive, there is a noticeable decline in Expectations Being Met, in Preparation for Ministry, and in Community Life satisfaction.

The Top 5 Specific Strengths	The Top 5 Specific Challenges
<ol style="list-style-type: none"> 1. The instruction in my major field is excellent. 2. The content of the courses within my major is valuable. 3. I am able to experience intellectual growth here. 4. Nearly all of the faculty are knowledgeable in their field. 5. The campus staff are caring and helpful. 	<ol style="list-style-type: none"> 1. Adequate financial aid is (not) available for most students. 2. Faculty are (not) fair and unbiased in their treatment of individual students. 3. It is (not) an enjoyable experience to be a student on this campus. 4. Tuition paid is (not) a worthwhile investment. 5. There is (not) a good variety of courses provided on this campus.

I. Demographics

Spring 2009 Student Satisfaction Inventory Demographics

The following are significant observations concerning those students who took the **SSI**.

- **Sample:** Students in two sections of The Early Church (including an evening section) and one section of The Church & The Future were assigned the completion of the SSI as an online homework requirement. A total of 90 Students completed the inventory. [NOTE: While a representative sampling was sought through the selection of these two specific classes, including one evening section, all of the findings should be filtered through an understanding that this was still a convenience sampling and may not be a totally accurate representation of the population as a whole. Of particular note is that DCP students and graduate students were not represented in the sampling.]
- **Class Standing:** 13% were freshmen, 40% sophomores, 27% juniors, and 19% seniors, representing a fairly equal split of lower division students (53%) and upper division students (46%). (One student indicated “other class level” but not a “graduate” student.)
- **Major Program:** The largest groups of respondents included those majoring in Professional Counseling (16%), Elementary / Early Childhood Education (11%), Student Ministry (11%), and Bible Ministries (11%).
- **Gender:** 52% were female and 48% male.
- **Age:** 90% were under the age of 25 and 10% were over 25.
- **Class Times:** 95% day, 4% evening and 1% weekend; indicating that even though one class section was an evening class, most of the students in that section were still “day” students.
- **Employment:** 40% part-time on campus, 32% part-time off campus, 11% not employed, 9% full-time on campus, 7% full-time off campus, (4% no answer).
- **Residence:** 71% residence hall, 20% parents’ home, 6% own house, 3% rent.
- **Residency:** 72% in-state, 28% out-of-state. (None identified as international student.)
- **Disability:** 3% indicated they had a disability of some kind
- **Choice of Colleges:** 60% indicated LBC was their first choice of colleges, 29% indicated second choice, 11% indicated third choice or lower.

Spring 2009 Graduating Student Survey Demographics

The following are significant observations concerning those students who took the **GSS**.

- **Population/Sample:** All potential Spring 09 graduates were encouraged to complete the GSS online. An initial email invitation was followed by three follow-up email reminders (including one from the VPSS) over a period of one month. A total of 55 out of 114 potential graduates (48%) completed the survey, with 80.9% of them graduating from B.S. programs and 19.1% of them from A.S. programs. [NOTE: All of the findings should be filtered through an understanding that this was a convenience sampling and may not be an accurate representation of the population as a whole.]
- **Major Program:** The largest groups of respondents included those majoring in Bible Ministries - bachelor degree (15.4%), Professional Counseling (13.8%), Student Ministry (10.8%), Office Procedures (10.8%), and Elementary / Early Childhood Education (9.2%)
- **Residence:** 60.9% indicated they were primarily resident students during their time at LBC and 39.1% were primarily commuters. However, 27.9% indicated they split their time at LBC between being residents and commuters.

II. LBC's Current Strengths and Challenges

Overall Satisfaction

Student Expectations: On the SSI, LBC students rated LBC a 5.11 on a 7.0 scale when it comes to their college experience meeting their expectations. Of those responding, 89% indicated we at least met their expectations; that includes the 65% who indicated we exceeded their expectations. Of the 67 May 2009 graduating students who responded to this question on the GSS, 86% indicated we at least met their expectations; that includes the 16% who indicated we exceeded their expectations.

Student Satisfaction: On the SSI, students rated LBC a 5.78 on a 7.0 scale when it comes to their overall satisfaction. Of those responding, 84% indicated they were satisfied with the college, 7% were neutral, and 6% were not very satisfied or somewhat dissatisfied. (No one indicated that they were “not satisfied at all,” the lowest ranking.)

Enroll Again?: On the SSI, LBC students rated LBC a 5.96 on a 7.0 scale when it comes to a choice of enrolling at LBC again. Of those responding, 81% indicated they would enroll again at LBC if having the chance to do it all over, 10% were unsure, and 6% indicated maybe or probably not. Only 1 individual (1%) indicated definitely not. Of the 61 May 2009 graduating students who responded to a similar question on the GSS, only 59% indicated they would enroll again with 28% being unsure. Over 13% indicated they would not enroll at LBC again if they were a senior in high school.

Observations: The percentage of graduating students who reported that their expectations were met (86%) is fairly consistent with the percentages on the SSI (89%). It is also consistent with those SSI respondents who were satisfied overall (84%) and who would enroll again (81%). However, the percentage of graduating students who indicated they would enroll again was much lower (59%). So, despite their claim that their expectations were met, a large percentage of our graduating students are unsure (27.9%) as to whether or not they would re-enroll at LBC if they had the chance to do it all over again.

Observations: As can be seen in the following chart, not only has LBC increased in each of these three categories over the 2007 SSI results, but we continue to score higher than Four-Year Private and ABHE Institutions in all areas except Likelihood to Re-enroll where we are currently at the same percentage as ABHE Institutions (81%). Nevertheless, as mentioned in the Executive Summary, LBC has declined in most of the twelve individual categories.

	L B C			4-YEAR PRIVATE INSTITUTIONS			ABHE INSTITUTIONS		
	2007	2009	Diff	2007	2009	Diff	2007	2009	Diff
Exceeded Expectations	64%	65%	+ 1%	44%	46%	+ 2%	55%	56%	+ 1%
Overall Satisfaction	72%	84%	+ 12%	52%	72%	+ 20%	65%	82%	+ 17%
Likelihood to Re-Enroll	76%	81%	+ 5%	56%	67%	+ 11%	74%	81%	+ 7%

SSI Scale Reports compared to GSS Results

The SSI scale reports cluster certain questions together to form twelve categories. Each category is rated according to the importance the students place on the items within that category and their satisfaction with those areas (both on a 7-point scale). A third calculation highlights the gaps between importance and satisfaction. The following scales are listed in order of their calculated gap; narrowest to widest. In addition, the results of the SSI are compared to any corresponding questions from the Spring 2009 GSS.

Narrow SSI gaps but due to low importance

Safety & Security: Importance 5.76 Satisfaction 5.57 Gap 0.19

- This scale had the narrowest gap because, although ranked 7 out of 11 in satisfaction, it was the third lowest in importance.
- Despite the low importance level within the twelve categories, Safety & Security showed the greatest mean difference from the Four-Year Private Institutions (0.77 mean difference with a significance level of .001) and ABHE (0.36 mean difference with a significance level of .01) with LBC students rating this category higher.
- Of the 61 graduating students responding to the question, 47.6% indicated that the Campus Safety & Security team affected their time at LBC in a positive way. A large percentage, 29.5%, was unsure.

Campus Life: Importance 5.55 Satisfaction 5.27 Gap 0.28

- Lowest in both importance and satisfaction and, therefore, a very narrow gap.
- Despite the being the lowest in both areas, satisfaction with Campus Life is still rated significantly higher by LBC students than students at the Four-Year Private Institutions (0.47 mean difference with a significance level of .001).
- Of the 66 graduating students who answered the question, 56.1% rated their community life experiences at LBC as a 4 or 5 on a 5-point scale.

Narrow SSI gaps due to high satisfaction and importance – LBC STRENGTHS

Academic Advising: Importance 6.13 Satisfaction 5.84 Gap 0.29

- While the gap is a bit wider for this category than the first two in this list, Academic Advising is LBC's strongest area, being ranked second highest in importance and highest in satisfaction.
- LBC students rated their satisfaction with Academic Advising significantly higher than students at the Four-Year Private Institutions (0.53 mean difference with a significance level of .001) as well as at the ABHE Institutions (0.28 mean difference with a significance level of .05).
- [There is no corresponding question on the Graduating Student Survey.]

Student Centeredness: Importance 6.10 Satisfaction 5.79 Gap 0.31

- Ranked third highest in importance and second highest in satisfaction.
- LBC students rated their satisfaction with Student Centeredness significantly higher than students at the Four-Year Private Institutions (0.52 mean difference with a significance level of .001).
- [There is no corresponding question on the Graduating Student Survey.]

Concern for the Individual: Importance 6.03 Satisfaction 5.70 Gap 0.33

- Closely related to Student Centeredness, this area ranked fourth highest in importance and third highest in satisfaction.
- LBC students rated their satisfaction with Concern for the Individual significantly higher than students at the Four-Year Private Institutions (0.54 mean difference with a significance level of .001).
- [There is no corresponding question on the Graduating Student Survey.]

Registration Effectiveness: Importance 5.91 Satisfaction 5.58 Gap 0.33

[Note: While falling below the 6.00 Importance level used as one of the criteria for ranking the categories in this summary, the fact that LBC ranks significantly higher than Four-Year Private Institutions in this area has warranted its inclusion as an LBC Strength.]

- Ranked 7 out of 12 in importance and 6 out of 12 in satisfaction.
- LBC students rated their satisfaction with Registration Effectiveness significantly higher than students at the Four-Year Private Institutions (0.57 mean difference with a significance level of .001). This is the second highest mean difference of the twelve categories.
- While not specifically asking about effectiveness, 89.8% of the 59 graduating students answering the question indicated a satisfaction with the services provided by the Registrar's Office.

Narrow gaps due to mediocre importance and satisfaction

Service Excellence: Importance 5.83 Satisfaction 5.50 Gap 0.33

- Fourth lowest in both importance and in satisfaction.
- While fairly low in importance, LBC students rated their satisfaction with Service Excellence significantly higher than students at the Four-Year Private Institutions (0.46 mean difference with a significance level of .001).
- [Please refer to the report on the Spring 2009 Graduating Student Survey which provides ratings of many of the individual support units on campus.]

Campus Climate: Importance 6.00 Satisfaction 5.66 Gap 0.34

- Ranked 5 out of 12 in both importance and satisfaction.
- While fairly low in importance, LBC students rated their satisfaction with Campus Climate significantly higher than students at the Four-Year Private Institutions (0.48 mean difference with a significance level of .001).
- [There is no one corresponding question on the Graduating Student Survey.]

Campus Support Services: Importance 5.65 Satisfaction 5.29 Gap 0.36

- Second lowest in importance and third lowest in satisfaction.
- There is no significant difference between how our students rated LBC and those at Four-Year Private and ABHE institutions.
- [Please refer to the report on the Spring 2009 Graduating Student Survey which provides ratings of many of the individual support units on campus.]

Wide gaps indicating need for improvement – LBC's POTENTIAL CHALLENGES

Instructional Effectiveness: Importance 6.18 Satisfaction 5.70 Gap 0.48

- The highest rated in importance, but rated fourth in satisfaction.
- LBC students rated their satisfaction with Instructional Effectiveness significantly higher than students at the Four-Year Private Institutions (0.46 mean difference) but only at a significance level of .01.
- The Spring 2009 GSS indicates a somewhat higher level of satisfaction than the SSI. Of the 67 graduating students answering the questions, 86.5% indicated that LBC met or exceeded their expectations. In addition, 92.6% indicate their biblical and theological studies at LBC have helped to shape their view of the world, and 87.0% indicated LBC gave them a basic understanding of the major doctrines of the Christian faith. Of the 55 students graduating from a program with a second major, 73.2% felt the program they were in prepared them to step into ministry immediately upon graduation.

Recruitment and Financial Aid: Importance 5.96 Satisfaction 5.28 Gap 0.68

- The widest gap of all twelve categories; it is ranked 6 out of 12 in importance but 11 out of 12 in satisfaction.
- The Spring 2009 GSS indicates a somewhat higher level of satisfaction than the SSI. Of the 38 respondents who borrowed student loans, 92.7% indicated the Financial Aid Office was helpful or extremely helpful in providing information. Of the 53 respondents who called or visited the Financial Aid Office, 90.6% indicated the staff was helpful or extremely helpful. The same 90.6% gave the Financial Aid Office an overall rating of extremely helpful (43.4%) or helpful (47.2%).

Final Category

- Responsive to Diverse Populations: Satisfaction 5.44 [No importance measured]
- LBC students rated their satisfaction with Diverse Populations significantly higher than students at the Four-Year Private Institutions (0.37 mean difference) but only at a significance level of 0.05. Yet, this category has slipped a bit since the 2007 SSI, down 0.27 on a 7-point scale.

SSI Item Analysis

Of the 73 rating questions, the following are LBC’s top ten strengths and challenges as determined by Noel-Levitz.

The Top 10 Strengths	The Top 10 Challenges
<ol style="list-style-type: none"> 1. The instruction in my major field is excellent. 2. The content of the courses within my major is valuable. 3. I am able to experience intellectual growth here. 4. Nearly all of the faculty are knowledgeable in their field. 5. The campus staff are caring and helpful. 6. The quality of instruction I receive in most of my classes is excellent. 7. I am able to register for classes I need with few conflicts. 8. My academic advisor is knowledgeable about requirements in my major. 9. There is a commitment to academic excellence on this campus. 10. My academic advisor is approachable. 	<ol style="list-style-type: none"> 1. Adequate financial aid is available for most students. 2. Faculty are fair and unbiased in their treatment of individual students. 3. It is an enjoyable experience to be a student on this campus. 4. Tuition paid is a worthwhile investment. 5. There is a good variety of courses provided on this campus. 6. Faculty provide timely feedback about student progress in a course. 7. Financial aid counselors are helpful. 8. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.) 9. Financial aid awards are announced to students in time to be helpful in college planning. 10. There is an adequate selection of food available in the cafeteria.
<p><i>Observation: 4 out of 10 strengths are in the area of academic major and advisor.</i></p>	<p><i>Observation: 3 out of 10 challenges concern financial aid issues.</i></p>

Significant Differences

Of the 73 rating questions, the following 26 proved to have statistically significant differences between LBC and the Four-Year Private Institutions and ABHE Institutions. Note that for only two questions was LBC **rated lower**; “Computer labs are adequate” and “Bookstore staff are helpful.”

Item	4-Year Mean Diff.	Signif. level	ABHE Mean Diff.	Signif. level
26. Computer labs are adequate and accessible.	-0.60	***	-0.70	***
28. Parking lots are well-lighted and secure.	0.86	***	0.64	***
72. On the whole, the campus is well-maintained.	0.51	***	0.71	***
21. The amount of student parking space on campus is adequate.	1.67	***	0.57	**
33. My academic advisor is knowledgeable about requirements in my major.	0.66	***	0.50	**
52. The student center is a comfortable place for students to spend their leisure time.	0.94	***	0.43	**
54. Bookstore staff are helpful.	-0.23		-0.42	**
2. The campus staff are caring and helpful.	0.74	***	0.24	*
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	0.66	***	0.50	*
34. I am able to register for classes I need with few conflicts.	0.84	***	0.33	*
37. I feel a sense of pride about my campus.	0.62	***	0.44	*
40. Residence hall regulations are reasonable.	0.87	***	0.44	*
60. I generally know what's happening on campus.	0.60	***	0.35	*
3. Faculty care about me as an individual.	0.55	***	0.20	
10. Administrators are approachable to students.	0.56	***	0.06	
11. Billing policies are reasonable.	0.70	***	0.06	
14. My academic advisor is concerned about my success as an individual.	0.65	***	0.24	
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	0.68	***	0.20	
30. Residence hall staff are concerned about me as an individual.	0.72	***	0.09	
39. I am able to experience intellectual growth here.	0.60	***	0.14	
57. I seldom get the "run-around" when seeking information on this campus.	0.71	***	0.25	
59. This institution shows concern for students as individuals.	0.74	***	0.17	
61. Adjunct faculty are competent as classroom instructors.	0.53	***	0.14	
66. Tuition paid is a worthwhile investment.	0.70	***	0.02	
16. The instruction in my major field is excellent.	0.43	**	0.15	
89. Institution's commitment to students with disabilities	0.34		0.42	*

* significant at the 0.05 level

** significant at the 0.01 level

*** significant at the 0.001 level

Factors Relevant to Enrollment

The SSI asked students to rate nine factors when making a decision to enroll at LBC. The two related items of **Cost** and **Financial Aid** are **numbers one and two respectively**. Cost is also the number one factor for students attending ABHE schools. Academic Reputation is the number one factor for those enrolling at Four Year Private institutions and is the number two factor for ABHE students. LBC students rate **Academic Reputation as a distant third**.

SSI Questions (including original question #)	LBC	4-Year Private	ABHE
90. Cost as factor in decision to enroll	#1=6.18	#3=5.91	#1=5.95
91. Financial aid as factor in decision to enroll.	#2=6.01	#2=6.12	#3=5.85
92. Academic reputation as factor in decision to enroll.	#3=5.79	#1=6.13	#2=5.93
98. Personalized attention prior to enrollment as factor in decision to enroll.	5.31	5.62	5.27
96. Geographic setting as factor in decision to enroll.	5.16	5.36	4.82
95. Recommendations from family/friends as factor in decision to enroll.	5.06	4.82	5.42
93. Size of institution as factor in decision to enroll.	4.82	5.40	4.62
97. Campus appearance as factor in decision to enroll.	4.76	5.39	4.73
94. Opportunity to play sports as factor in decision to enroll.	3.47	3.55	3.30

Institution’s Commitment to Non-Traditional Students

LBC students rated our commitment to **evening, older/returning, and commuter students significantly higher** than students at Four-Year Private Institutions, but only to the .05 significance level. LBC students rate our commitment to **students with disabilities significantly higher** than students at ABHE Institutions, but only to the .05 significance level.

SSI Questions (including original question #)	LBC	4-Year Private		ABHE	
	Satisfaction/SD	Satisfaction/SD	GAP	Satisfaction/SD	GAP
84. Part-time students?	5.36 / 1.31	5.06 / 1.44	0.30	5.44 / 1.32	-0.08
85. Evening students?	5.47 / 1.30	5.05 / 1.48	0.42*	5.37 / 1.40	0.10
86. Older, returning learners?	5.62 / 1.13	5.17 / 1.42	0.45*	5.55 / 1.31	0.07
87. Under-represented populations?	5.33 / 1.46	5.06 / 1.44	0.27	5.35 / 1.43	-0.02
88. Commuters?	5.36 / 1.44	4.93 / 1.59	0.43*	5.26 / 1.51	0.10
89. Students with disabilities?	5.48 / 1.38	5.14 / 1.48	0.34	5.06 / 1.67	0.42*

* Significant at the .05 level

III. GSS Historical Data

While the results of the GSS are still fairly positive, there is a noticeable decline in Expectations being met, in preparation for Ministry, and in Community Life satisfaction.

- The percentage of students who feel LBC is meeting their expectations is decreasing overall with marked decrease in those who feel their expectations have been exceeded.

Did your LBC experience meet your expectations?				
	Spring 2008	Fall 2008	Spring 2009	Increase/Decrease
Exceeded	21.4%	25.5%	16.4%	-5.0
Met	71.4%	61.7%	70.1%	-1.3
Fell Short	7.1%	12.8%	13.4%	+6.3

- The percentage of students who agree that LBC is preparing them to step into ministry immediately upon graduation is decreasing quite a bit, with more and more students indicating they are unsure about this.

The program I was in prepared me to step into ministry immediately upon graduation.				
	Spring 2008	Fall 2008	Spring 2009	Increase/Decrease
Agree / Strongly Agree	85.7%	72.4%	62.2%	-23.5
Unsure / NA	10.7%	21.3%	31.8%	+21.1
Disagree / Strongly Disagree	3.6%	6.4%	6.1%	+2.5

- The percentage of students who rate their community life at LBC as a 5 has slipped dramatically with more individuals giving us a rating of 3 or 4. And while the number of 2s has decreased by 5.2, the number of 1s has increased by 7.6.

How would you rate your community life experiences at LBC? (1=lowest / 5= highest)				
	Spring 2008	Fall 2008	Spring 2009	Increase/Decrease
1	0	8.7	7.6	+7.6
2	14.3	15.2	9.1	-5.2
3	25.0	21.7	27.3	+2.3
4	39.3	34.8	47.0	+7.7
5	21.5	19.5	9.1	-12.4

- The percentage of students who agree that they are prepared and comfortable with discipling others is decreasing slightly. Yet, the number who disagree with this sentiment is also decreasing, meaning a larger percentage of students are unsure. [An argument could be made that, if they are unsure, then they must not be prepared or comfortable.]

I feel prepared and comfortable with discipling others.				
	Spring 2008	Fall 2008	Spring 2009	Increase/Decrease
Agree / Strongly Agree	73.0%	72.3%	70.4%	-2.6
Unsure / NA	11.5%	25.5%	19.7%	+8.2
Disagree / Strongly Disagree	15.4%	2.1%	9.8%	-5.6

- The percentage of students who agree that their time at LBC challenged them to grow in their relationship with God and provided them with the tools to do so has changed very little over the past three terms and continues to remain high.

LBC challenged me to grow in my relationship with God and provided me with tools to do so.				
	Spring 2008	Fall 2008	Spring 2009	Increase/Decrease
Agree / Strongly Agree	88.5%	91.5%	88.7%	+0.2
Unsure / NA	7.7%	4.3%	8.0%	+0.3
Disagree / Strongly Disagree	3.8%	4.3%	3.2%	-0.6

