



THE CAMPUS RELIGIOUS AND SPIRITUAL CLIMATE SURVEY SPRING 2012 ADMINISTRATION

OVERVIEW AND BACKGROUND

National research on college students in the last decade has documented student interest in and commitment to exploring spiritual issues of significance and the remarkable potential of the college years to enhance positive spiritual qualities (see *Cultivating the Spirit*, Astin, Astin, & Lindholm, 2011). At the same time, growing interest on the part of educators in providing avenues for student engagement with religious and spiritual matters has resulted in a groundswell of innovative curricular and co-curricular initiatives geared toward fostering students' individual spiritual development and positive relationships among students of diverse worldviews. Such efforts promise to bring a new, holistic approach to postsecondary education and prepare students for leadership and engagement with the religiously diverse world beyond campus.

Integrating interfaith and spiritual initiatives in higher education, however, is complicated by the realities of religious and worldview diversity, as well as the contentious discourse around religious diversity currently prevailing in American public life. Given these realities, there is a need to assess both the campus climate and the outcomes of emerging programming. The Campus Religious and Spiritual Climate Survey (CRSCS) is an assessment tool designed to assist campus leaders as they navigate the challenges and possibilities that religious and worldview diversity bring to higher education institutions. The survey gauges college students' perceptions of key climate dimensions and profiles attitudes and behaviors related to interfaith engagement.

The CRSCS was developed in 2009 and piloted on two occasions by higher education scholars, Dr. Alyssa Bryant Rockenbach (North Carolina State University) and Dr. Matthew Mayhew (New York University). Recently, Dr. Mayhew and Dr. Bryant Rockenbach partnered with Interfaith Youth Core (IFYC, www.ifyc.org) to integrate the campus climate dimensions of the instrument with new measures specifically intended to assess interfaith action and related attitudinal and behavioral outcomes. The partnership led to the development of a comprehensive instrument designed in response to the many questions and challenges with which postsecondary administrators and educators are currently contending:

- How do students perceive various spiritual and religious facets of campus life?
- Do students perceive campus as a safe space for diverse religious and non-religious identities, beliefs, and practices?
- What are the most positive aspects of campus climate? What areas of campus climate present challenges or opportunities for improvement?
- How are students engaging in curricular and co-curricular initiatives, particularly those that relate to interfaith action, dialogue, and service on campus?
- How do students respond to and interact with others representing different worldviews?
- What are students' attitudes toward diverse worldviews? How do they perceive their own capacities to effectively engage religious and worldview pluralism?
- To what extent are students committed to their spiritual, religious, or non-religious worldview?
- What changes or transformations do students perceive in themselves during their years in college?
- How do dimensions of the religious and spiritual campus climate influence students' attitudes and behaviors?

*If these questions resonate with existing or emerging priorities and concerns on your campus, **we invite you to partner with us in Spring 2012 as we administer the CRSCS to college students attending colleges and universities nationwide.***

THE INSTRUMENT

The CRSCS is an innovative, online survey that takes approximately 20 minutes for respondents to complete. The climate scales on the survey are theoretically based on the framework established by Hurtado, Milem, Clayton-Pedersen, and Allen (1999), which models the interrelated elements of the campus climate for racial/ethnic diversity. Several of the constructs that have been used to assess the climate for racial/ethnic diversity are relevant to understanding the religious and spiritual dimensions of campus climate in the past. Specifically, we have modified the Hurtado et al. model in an effort to assess: 1) structural worldview diversity (perceptions of the proportional representation of various religious and non-religious groups on campus); 2) the psychological climate (perceptions and attitudes between and among different worldview groups); and 3) the behavioral climate (formal or informal interactions among students of different worldviews).

The measures represented on the survey have been piloted and subsequently evaluated via confirmatory factor analysis. With reliabilities ranging from 0.682 to 0.916, the factor scales are both theoretically and empirically sound. The factors, select items, and psychometric properties are provided in Appendix A.

THE SURVEY ADMINISTRATION

REGISTRATION

Registration for the CRSCS Spring 2012 administration begins November 1, 2011. To confirm your institution's intent to participate, please send an email to survey@ifyc.org and indicate the name of your institution and the name and contact information for the individual who will serve as the campus representative for the CRSCS administration. At that point, you will receive:

- a confirmation email with a checklist of submission materials
- an invoice for your campus' participation
- the IRB Approval Notice for the study
- an Research Approval and Data Use Agreement form to be signed by the campus representative

The deadline to register for the spring administration is December 16, 2011.

SUBMITTING YOUR CAMPUS MATERIALS

All of the materials outlined below are due on **February 1, 2012 in a single email to survey@ifyc.org.**

RESEARCH APPROVAL & DATA USE AGREEMENT FORM

Upon registering for the CRSCS administration, we will provide you with the Institutional Review Board (IRB) approval notice for the study. North Carolina State University IRB has reviewed and approved the survey procedures, and the approval notice may be used to procure approval on your campus if required. In addition to the IRB approval notice, you will receive a Research Approval and Data Use Agreement form. The form must be signed by the campus representative and certify that you will obtain the necessary approvals on your campus to participate in the CRSCS and will adhere to standard data use policies once the data have been collected (i.e., data will be analyzed only in the aggregate and no individual cases will be investigated). The **Research Approval and Data Use Agreement form is due February 1, 2012 via email to survey@ifyc.org**, along with the other materials described on the following pages.

CAMPUS-SPECIFIC QUESTIONS

You will have the option to include up to 10 campus-specific questions on the CRSCS. These questions may be used to assess students' involvement in and experiences with particular campus initiatives and programs that your institution has implemented. In addition, these questions may be developed to measure specific student outcomes that reflect the mission and values of your institution. **The campus-specific questions are due February 1, 2012.**

INCENTIVES

To ensure an adequate response rate, we strongly recommend using incentives to encourage student participation. The incentive may involve a raffle of gifts, gift cards, or monetary prizes in the range of \$25-\$250. Information about the incentive will be provided in invitation and reminder emails to students, the informed consent form, and survey instrument. **A description of the incentive plan is due February 1, 2012.**

SAMPLING

The CRSCS is designed for students of all class levels (with the exception of first-semester, first-year students) and may be administered to all students on campus or a sample of the population. To administer the CRSCS to the students you wish to survey, your campus will need to provide an Excel spreadsheet with seven columns of information: 1) student identification number; 2) first name; 3) last name; 4) email address; 5) gender; 6) race/ethnicity; and 7) class level. Student identification numbers and email addresses will be maintained to enable your campus to link CRSCS data with other data sources and provide opportunities for follow-up studies in the future. Basic demographic information (gender, race/ethnicity, and class level) will enable us to examine non-response bias in the data collected. **The sampling spreadsheet is due February 1, 2012.**

PSEUDO EMAIL ADDRESS & CAMPUS SIGNATURE

Correspondence to students in the sample (e.g., via invitation and reminder emails) will be sent from a campus email address designated specifically for the CRSCS study. The intent of the "pseudo" email address is to streamline the receipt of student replies to invitation and reminder emails and avoid overloading the email account of the campus representative. Campuses should also indicate the name of the individual who will be listed in the signature line for all correspondence with students. The individual may be the campus representative or another campus official (e.g., president, campus chaplain, dean of students). **The pseudo email address and campus signature are due February 1, 2012.**

ADMINISTRATION

The CRSCS will be administered via our partnership with the survey vendor CampusLabs and is set to launch March 1, 2012 (with an anticipated closing date of March 31, 2012). Students will receive an email invitation with a link to the survey, as well as information regarding the incentive. Upon linking to the survey, students will first be directed to an informed consent form that details the survey procedures and delineates their rights as research participants. The survey questions follow from the consent form and take approximately 20 minutes to complete. The survey ends with the opportunity to enter the raffle (if applicable). During the survey administration period, two reminder emails will be sent to non-respondents.

DATA FILES AND ANALYTICAL REPORTS

An SPSS data file, including student responses to general and campus-specific survey questions, demographic characteristics, and identifiers for data linking and follow-up purposes, will be provided to your campus by June 1, 2012. Analytical reporting, if requested, will be provided by August 15, 2012.

TIMELINE

- December 16, 2011: CRSCS Registration Deadline
- February 1, 2012: Research Approval/Data Use Agreement Form, Campus-Specific Questions, Incentive Information, Sampling Spreadsheet, and Pseudo Email Address & Campus Signature due to IFYC via survey@ifyc.org in one email with all five attachments.
- March 1, 2012: Survey Opens
- March 30, 2012: Survey Closes
- June 1, 2012: Data Files Sent to Campuses
- August 15, 2012: Analytical Reports Sent to Campuses (If Applicable)

CONTACT INFORMATION

We would be pleased to answer any questions you may have regarding our plans for the Spring 2012 administration of the CRSCS. Please direct all inquiries to:

Danielle N. Davis

Campus Engagement Associate
Interfaith Youth Core
survey@ifyc.org

COSTS

The base fee to participate in the CRSCS administration is \$2,000 and is due at the time of registration. The fee covers the following benefits and services:

- Online administration of the CRSCS, a theoretically- and empirically-sound survey instrument
- Survey programming and management by our survey partner, CampusLabs
- Assurance of IRB-approved administration procedures (note: additional approvals may be necessary on your campus)
- The option to include up to ten campus-specific survey questions
- The option to include an incentive to enhance response rates (note: campuses provide the raffle prizes)
- The option to survey the entire student body on campus or a sample of the population
- Provision of campus-specific invitation emails, consent forms, and reminder emails
- Assistance with fielding student questions as they arise
- Use of random generator for selecting survey raffle winners (if applicable)
- Provision of a complete SPSS data file with student responses to general and campus-specific survey questions, demographic characteristics, and identifiers for data linking and follow-up purposes

CAMPUS-SPECIFIC REPORTING

In addition to basic participation in the CRSCS administration, your campus may request further analytical assistance. For an additional \$1,500, you will be provided campus-specific reporting that may involve a combination of descriptive and multivariate analyses (depending on your institution's needs) and provision of a top-line report summarizing analyses, campus issues and trends, and recommendations. If you wish to receive campus-specific reporting, you must make your request in your registration email by December 16, 2011.

TRAINING, PROGRAM VISIONING, AND STRATEGIC PLANNING

IFYC partners with colleges and universities to take a holistic, "ecological," approach to religious diversity and works with stakeholders across campus to foster sustainable commitment and measurable outcomes. These partnerships range from short-term training and capacity building sessions with students, faculty, and staff, to longer-term strategic planning and visioning sessions. If you're interested in partnering with IFYC to build on your CRSCS data, visit www.ifyc.org/content/faculty-staff to learn more or contact survey@ifyc.org.

APPENDIX A FACTOR SCALES, PSYCHOMETRIC PROPERTIES, AND SELECT ITEMS

- **Worldview Commitment (Cronbach's alpha=.893; Chi-square=36.228,23; NFI=.992; CFI=.997; RMSEA=.030)**
 - I have spent a lot of time throughout my life reflecting on what I believe and value.
 - I talked and listened to people with points of view different than my own before committing to my worldview.
 - My current worldview gives my life meaning.
- **Structural Worldview Diversity (Cronbach's alpha=.825; Chi-square =4.108,2; NFI=.997; CFI=.998; RMSEA=.041)**
 - There are students, faculty, and staff on this campus who represent diverse worldviews.
 - People who share my worldview are well-represented in number on this campus.
 - The religious organizations on this campus are diverse in terms of the faith traditions they represent.
- **Space for Support and Spiritual Expression (Cronbach's alpha=.770; Chi-square =1.416,2; NFI=.998; CFI=1.000; RMSEA=.000)**
 - This campus is a safe place for the expression of my worldview.
 - This campus accommodates my needs with regard to celebrating religious holidays and other important religious observances.
 - My classes are safe places for the expression of my personal worldview.
- **Religious and Spiritual Visibility and Expressions on Campus (Cronbach's alpha=.710; Other psychometric properties TBD)**
 - Religious and/or spiritual expression by students is very common on this campus.
 - Physical expressions (symbols, clothing, literature, etc.) of religion and spirituality are highly visible on this campus.
 - Institutional leaders reference religious and non-religious values when addressing the community.
- **Acceptance of Diverse Worldviews on Campus (Cronbach's alpha=.789; Chi-square=2.598,1; NFI=.997; CFI=.998; RMSEA=.050)**
 - On this campus it's acceptable to be non-religious or non-spiritual.
 - Evangelical or Born-Again Christians have a place on this campus.
 - Muslims share their perspectives openly on this campus.
 - Mormons are accepted on this campus.
- **Divisive Psychological Climate (Cronbach's alpha=.710; Chi-square=8.656,9; NFI=.989; CFI=1.000; RMSEA=.000)**
 - People of different worldviews on this campus seem separated into groups that rarely interact with one another.
 - There is a great deal of conflict among people of different worldviews on this campus.
 - This college or university seems to favor certain worldviews above others.
- **Insensitivity on Campus (Cronbach's alpha=.916; Chi-square=25.536,25; NFI=.995; CFI=1.000; RMSEA=.006)**
 - On this campus, how often have you heard/read insensitive comments about your worldview?
 - From friends or peers
 - From faculty
 - From campus staff or administrators
- **Coercion of Campus (Psychometric properties TBD)**
 - Religious organizations on this campus coerce students to join.
 - I feel pressured by others on campus to change my worldview.
 - I feel pressured to separate my academic experience from my personal religious or non-religious worldview.

- **Provocative Experiences with Worldview Diversity (Cronbach's alpha=.682; Chi-square=2.758,2; NFI=.993; CFI=.998; RMSEA=.024)**
 - Had class discussions that challenged you to rethink your assumptions about another worldview
 - Felt challenged to rethink your assumptions about another worldview after someone explained her/his worldview to you
 - Had a discussion with someone from your own worldview with whom you disagreed
- **Inter-Worldview Engagement (Cronbach's alpha=.790; Chi-square=1.625,2; NFI=.999; CFI=1.000; RMSEA=.000)**
 - Felt silenced from sharing your own experiences with prejudice and discrimination
 - Had meaningful and honest discussions about issues related to religion and spirituality
 - Had guarded, cautious interactions
- **Co-Curricular Religious and Spiritual Engagement (Cronbach's alpha=.703; Chi-square=6.167,4; NFI=.994; CFI=.998; RMSEA=.029)**
 - Attended a campus program designed to encourage students to discuss issues of life meaning and purpose
 - Attended a formal debate on campus between people with different worldviews
 - Worked together with students from other worldviews on a service project
- **Curricular or Faculty-Led Religious or Spiritual Engagement (Psychometric properties TBD)**
 - Enrolled in a religion course on campus designed to enhance your knowledge of different religious traditions
 - Enrolled in a course that addressed religious diversity
 - Visited a religious space off-campus as part of a class
- **Appreciative Knowledge and Interfaith Literacy (Psychometric properties TBD)**
 - Islam promotes tolerance and respect toward other worldviews.
 - There are historical examples of when Atheists have contributed to the common good.
 - In general, I have a positive attitude towards Evangelical Christians.
 - In general, Mormons are moral and ethical people.
 - In general, Buddhists positively contribute to society.
- **Private Personal Perspective on Religion/Worldview (Cronbach's alpha=.745; Chi-square=0.409,2; NFI=1.000; CFI=1.000; RMSEA=0.000)**
 - I don't share my beliefs openly with other students on my campus.
 - I don't ask questions about someone's worldview until we've gotten to know one another really well.
 - I feel a need to conceal my worldview from others.
- **Private Perspective on Religion/Spirituality in Higher Education (Cronbach's alpha=.828; Chi-square=2.337,2; NFI=.998; CFI=1.000; RMSEA=.016)**
 - Spirituality and religion should never be discussed in the college classroom.
 - Faculty should always keep their personal worldviews to themselves when interacting with students in the classroom.
 - Public colleges and universities should not address spiritual and religious topics because of the separation of church and state.
- **Pluralism Orientation (Cronbach's alpha=.771; Chi-square=2.973,3; NFI=.996; CFI=1.000; RMSEA=.000)**
 - World religions share many common values.
 - It's important to understand the differences between world religions.
 - It is possible to have strong relationships with those of religiously diverse backgrounds and still strongly believe in my own worldview.

- **Transformative Impact of College on Worldview (Cronbach's alpha=.883; Chi-square=10.360,6; NFI=.997; CFI=.999; RMSEA=.034)**
 - Overall, coming to college has:
 - Made me experience discomfort that resulted in a new way of looking at others' worldviews
 - Helped me learn to think critically about my religious or non-religious orientation
 - Helped me learn to appreciate other people's perspectives on religion and spirituality
- **Student Characteristics**
 - Religion/Worldview
 - Spiritual/Religious Self-Perceptions
 - Year in College
 - College GPA
 - Parental Educational Attainment
 - Gender
 - Race/Ethnicity
 - International Student Status
 - Academic Major
 - Student Identification Number
 - Student Email Address

