

Texas State University

**INTERFAITH DIVERSITY
EXPERIENCES & ATTITUDES
LONGITUDINAL SURVEY**

Time I Report: Summer/Fall 2015



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The United States is a religiously diverse nation and the most religiously devout nation in the West. Equipping a generation of leaders to engage such diversity constructively has never been more important for the success of U.S. American democracy domestically and internationally. The potential of defaulting to divisiveness is a reality: Recent studies show that global religious tension is at a six-year high, and evidence of religious discord dominates the nightly news. We need graduates who have the vision and skills to engage religious identity productively and proactively for the common good.

Higher education provides a critical opportunity to address this often overlooked form of identity. Students are in an intensive stage of identity and belief formation, with religion and spirituality playing a central role. The university context affords an unparalleled incubator to cultivate and deploy a skillset for engaging religious identity. Colleges and universities provide the infrastructure and support to enable campus-wide interfaith learning, which in turn has the potential to transform the way U.S. society fosters religious and nonreligious identities.

In 2011, we launched a partnership investigating the question: How are students experiencing and engaging worldview diversity? The resulting Campus Religious and Spiritual Climate Survey (CRSCS) provided a snapshot of the collegiate experience as it relates to students' encounters with diverse religious and nonreligious perspectives. Over 14,000 students at more than 60 U.S. campuses participated in the project over four years, revealing that understanding students' interfaith development is essential to provide safe and enriching environments for students of all backgrounds and walks of life. However, we found ourselves asking deeper questions about what precise educational experiences most effectively cultivate interfaith learning. Thus, our team created the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS) expressly to examine the influence of interfaith engagement on student growth and development during the college years.

We hope the data presented herein, collected through the first IDEALS administration, provide your campus community with valuable information to better understand and create developmental interventions for your student population. This report is the first of three reports you will receive over the next five years. Within this document, you will find baseline data for your first-year sample, painting a picture of who they are, how they perceive other worldview groups, and their pre-college attitudes toward worldview diversity. Information gleaned from this report can equip you to more effectively create and implement programs that promote interfaith awareness and growth. The research team has also analyzed data at the national level, and our findings will be made available to you.

Thank you for supporting our collective efforts through your participation in IDEALS. We are pleased that your campus is a partner in this exciting and important endeavor!

Sincerely,

Dr. Matthew Mayhew, Co-Principal Investigator and Associate Professor, New York University

Dr. Alyssa Rockenbach, Co-Principal Investigator and Associate Professor, North Carolina State University

Eboo Patel, CEO and Founder Interfaith Youth Core

ABOUT IDEALS

Campus environment assessment has long been instrumental in helping colleges and universities grapple with issues of identity and diversity. As religious diversity becomes an increasingly salient reality in American public discourse and civic life, campus leaders have worked to realize the transformative potential of higher education by providing educational programming designed to encourage college students' compassionate engagement in a religiously diverse world. Yet, many questions remain regarding the impact of campus environments and college experiences on students' abilities to cooperate across religious and worldview differences.

To determine the best strategies for practice, we developed the national Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS) to examine the impact of college on students' interfaith behaviors and pluralism attitudes over time. The concept of pluralism is informed by two constructs in the extant literature, "ecumenical worldview" and "ecumenical orientation," both of which have been studied in relation to campus contexts and student engagement (see Bryant 2011a, 2011b; Bryant Rockenbach & Mayhew, 2013; Mayhew, 2012). IDEALS builds upon what is already known about these constructs to examine the multi-dimensional nature of students' interfaith experiences and pluralism development in college.

The project is led by Dr. Alyssa Rockenbach (North Carolina State University), Dr. Matt Mayhew (New York University), and Interfaith Youth Core (www.ifyc.org), who have partnered to develop a comprehensive survey responsive to the many questions and challenges with which postsecondary administrators and educators are currently contending. IDEALS builds on more than five years of research examining the campus climate for religious and spiritual diversity by tracking students on more than 120 campuses across the U.S.—large, small, public, private, secular, and sectarian—over a four-year period to identify high-impact experiences with worldview diversity.

DEFINING KEY TERMS

Because IDEALS is designed for students of diverse perspectives, we gave particular attention to identifying language that would ensure students from a variety of backgrounds understood the questions being asked. Below are definitions of several terms that may prove helpful when interpreting report findings:

Ecumenical worldview refers to "the extent to which the student is interested in different religious traditions, seeks to understand other countries and cultures, feels a strong connection to all humanity, and believes that love is at the root of all the great religions" (Astin, Astin, & Lindholm, 2011, p. 24).

Interfaith depicts the engagement of people from diverse religious traditions and other nonreligious and philosophical traditions. In particular, it refers to intentional experiences, both formal and informal, that facilitate meaningful interaction across worldview difference.

Pluralism involves actively engaging with diversity; moving from tolerance to acceptance of others; recognizing commitment as distinct from, and possible amidst, relativism; and recognizing and appreciating worldview differences as well as commonalities (Eck, 1993). Relatedly, the term "pluralism orientation" also appears in this report and represents the extent to which students are open to and accepting of people from religions and/or worldviews that differ from their own (Bryant Rockenbach & Mayhew, 2013).

Worldview describes a guiding life philosophy, which may be based on a particular religious tradition, spiritual orientation, nonreligious perspective, or some combination of these.

IDEALS MEASURES

Measures used in IDEALS are based on scales that have been developed and tested over seven years, most recently in the Campus Religious and Spiritual Climate Survey (CRSCS). Data from IDEALS were analyzed after each administration to confirm that the following scales are appropriately reliable and valid¹:

- **Self-Authored Worldview Commitment** measures the degree to which students reflect upon and consider other worldviews prior to committing to their own worldview.
- **Appreciative Attitudes** measures how positively students view different worldviews and social identity groups (e.g., atheists; Buddhists; Evangelical Christians; Hindus; Jews; Latter-day Saints/Mormons; Muslims; politically liberal people; politically conservative people; gay, lesbian, and bisexual people; transgender people; people of other races; people from other countries).
- **Appreciative Knowledge of Different Worldviews** measures students' religious literacy and factual knowledge as it relates to major religious and philosophical traditions.
- **Global Citizenship** measures students' engagement with a global society through both action and reflection on global issues.
- **Goodwill toward Others of Different Worldviews** represents the extent to which students feel respect, admiration, and/or benevolence toward individuals of different worldviews.
- **Appreciation of Worldview Commonalities and Differences** refers to the degree to which students embrace the shared values and distinct differences between their worldview and other worldviews.
- **Commitment to Interfaith Leadership and Service** reflects students' commitments to working with individuals across different religious and nonreligious perspectives to serve others and create positive change.
- **Overall Pluralism Orientation** captures the extent to which students are open to and accepting of others with different worldviews, believe that worldviews share many common values, consider it important to understand differences between world religions, and believe it is possible to have strong relationships with diverse others and still hold to their own worldview.

¹ Individual survey items are listed within the scales in the IDEALS Items section.

USING THIS REPORT

This report compares students at your institution to the national sample of IDEALS participants, as well as the comparison group you selected during the initial administration of the survey. Of the students who participated:

- 41% are enrolled at Public Institutions
- 23% are enrolled at Private Nonsectarian Institutions
- 21% are enrolled at Protestant Institutions
- 8% are enrolled at Catholic Institutions
- 7% are enrolled at Evangelical Protestant Institutions

The chart below provides the response rates based on the different methods of survey administration at your institution. If your campus distributed the survey using only unique links, then you will see numbers and percentages for both response rate and usable data rate. If your institution distributed multiple forms of the survey (i.e. paper survey, generic link, or any combination of those forms), then you will see only the usable data rate. The response rate represents the percentage of students on your campus who received a survey and submitted a response. The usable data rate indicates the percentage of the total number of survey responses that were at least 80% complete.

IDEALS Response Rates	Institution		Peer Group		National	
	N	%	N	%	N	%
Response rate	721	12.5%	N/A	N/A	N/A	N/A
Usable data rate	700	97.1%	8,382	93.1%	20,436	90.1%

The findings presented in this report should be considered as part of a larger whole. No single percentage or mean can capture the essence of a college or university. Rather than placing tremendous weight on any particular numerical result, these findings are best viewed as pieces of a complex picture explaining how students experience their campus. After considering how these results complement and contradict campus stakeholders' perceptions, findings can serve as the basis for discussion that may lead to a more comprehensive understanding of students' interfaith experiences and attitudes at your institution.

REPORT SECTIONS

Institutional Characteristics – Understanding the pool of institutions that participated in IDEALS informs how you interpret comparisons between your institution and benchmark groups. In this section, we provide a breakdown of participating institutions by a range of characteristics, including Carnegie classification, affiliation, selectivity, and so forth. These tables clarify the institutional composition of the national dataset to foster accurate interpretations.

Respondent Characteristics – Next, we provide your institution’s respondent characteristics alongside those of your peer group and the national sample of IDEALS participants. You should also consider who responded to the survey from your institution. Knowing to what degree the respondent group reflects the larger population will help you discern the ways in which it is appropriate to generalize information.

One of the respondent characteristics provided in this section is **Collapsed Worldview**, which groups students with similar self-identifications together into four distinct categories:

- Students in the **Worldview Majority** category identify as Protestant, Orthodox, or Roman Catholic Christians.
- **Worldview Minority** students belong to a faith tradition that is a numerical minority in the United States, including the Baha’i faith, Buddhism, Confucianism, Daoism, Hinduism, Islam, Jainism, Judaism, Latter-day Saints/Mormons, Native American traditions, Paganism, Sikhism, Unitarian Universalism, and Zoroastrianism. Students identifying as “spiritual” are also included in the Worldview Minority group.
- The **Nonreligious** category includes students who identify as Agnostic, Atheist, Nonreligious, “None,” or Secular Humanist.
- Finally, students who selected **Another Worldview** are identified as such in a fourth category. When selecting “Another Worldview,” students were able to enter a worldview identity not included in the list provided or a combination of worldview identities.

IDEALS Factor Scales – In the third section of this report, we present means and standard deviations for each of the factor scales listed above (see **IDEALS Measures**). T-tests were performed to identify statistically significant mean differences ($p < .05$) between your institution, its peer group, and the national sample. If a statistically significant difference exists, an effect size was calculated. Thus, all significant differences are indicated by effect size symbols.

Additionally, graphs depicting “high,” “medium,” and “low” scorers on each of the factors are included to highlight how students score at the institution, within the peer group, and nationally. Many of the items on the survey are based on 5-point Likert scales. A “high” scorer would average at least a “4” for all items within a given scale; a “low” scorer would average “2” or less on the corresponding items; and “medium” scorers include everyone in between.

IDEALS Items – In the final section, percentages of students who indicate affirmative responses for all IDEALS items are provided for your institution, as well as for your peer group¹ and the national sample. Similar to the factor scales, when there is a statistically significant difference between your institution’s percentage of affirmative responses and your peer group and/or the national sample, we indicate the effect size². Observing the effect size can help you put into context the magnitude of the statistical significance.

² See page 9 for explanation of a variety of terms including, but not limited to, effect size, t-test, and significance.

TERMINOLOGY

Peer Group

IDEALS report tables contain three primary fields—institution-specific results, the results of the peer group, and the results of the national sample. Peer group options included Carnegie Classification, institutional religious affiliation, or Barron's Selectivity Index. **Your campus was compared with schools based on religious affiliation, with specific comparisons made to institutions classified as Public.**

National Sample

The national sample contains the pooled results of every institution participating in IDEALS, including your institution's data.

Factor Scale

A factor scale is a measure comprised of related survey items confirmed by a statistical technique known as factor analysis. A factor scale is used to represent a concept that cannot be measured with one question.

Mean

The mean (M) reflects the average response for a given question or statement. The mean is calculated by adding the individual scores for a single item and dividing the sum by the total number of individuals who responded to the item.

Standard Deviation

The standard deviation (SD) is a measure of the amount of variation in relation to the reported mean. Larger standard deviations are indicative of more inconsistent responses across the sample, while smaller standard deviations represent individual values closer to the reported mean.

T-Test

T-Tests are used in IDEALS to compare institutional mean values to both peer group mean values and national sample mean values. These tests reveal whether or not a significant statistical difference exists between groups. IDEALS measures significance at $p < .05$. The p-value is chosen by the researcher and sets the level at which researchers believe the observed values are statistically significant. The level we chose is standard for most social science and educational research.

Significance

Statistical significance (Sig.) indicates whether or not there is a statistical difference between groups. The null hypothesis always assumes there is no statistical difference, though significance levels (often referred to as p-values) allow researchers to reject the null hypothesis and suggest a difference does exist. In educational research, p-values less than .05, .01, and .001 are

commonly used to denote significance; IDEALS measures significance at $p < .05$. Put simply, a p-value less than .05 means there is a 95% probability the difference found between groups is not simply due to chance. Differences found to be statistically significant are populated with an effect size symbol (see effect size description below). It is important to note that while a given difference might be statistically significant, it may not be practically significant. For example, a study comparing grade point averages among male and female students may find that female students have statistically significant GPA differences, with females averaging a 3.22 and males averaging a 3.01. Practically, however, each of these GPA values represent a B average on a standard 4.0 grading scale. Ultimately, each institution must determine whether or not the differences identified (significant or not) are of practical value.

Effect Size

Effect size (Effect) is a measure of the difference found between groups. It is separate from the previously discussed significance levels. Where significance testing attempts to identify whether or not statistical differences between groups exist, effect size measures attempt to quantify the magnitude of the difference.

There are a number of different measures for effect size; IDEALS relies specifically on Cohen's d and Cohen's h (Cohen, 1988). Specifically, Cohen's d is a standardized measure of the distance between two means. Cohen's h is a measure used to determine meaningful differences between two proportions. For both measures, Cohen (1988) suggested an effect size greater than 0.8 could be classified as large, values between 0.5 and 0.8 could be classified as medium, values between 0.2 and 0.5 could be classified as small, and values less than 0.2 could be classified as trivial. IDEALS makes use of these suggested labels when comparing means and proportions in the report.

Notably, Cohen (1988) cautioned against blanket application of these values, suggesting they are relative to the specific context of the research and may not meaningfully apply in similar fashion across disciplines. These concerns are echoed here, and readers are encouraged to consider effect size differences in light of specific campus and cultural contexts. However, effect sizes can provide helpful starting points when interpreting differences in means. You may want to direct your attention to effect sizes that are small, medium, or large because these categories may reflect more meaningful differences between your institution's scores and the benchmark average scores. For factors or items with statistically significant differences between means but trivial effect sizes, you may want to carefully consider whether these differences are practically meaningful.

IN LAY TERMS

We realize many readers are not familiar with statistical techniques. Although we have explained many of the terms and concepts in this introduction, here are some general guidelines for lay people reading this report.

- Consider the pool of colleges and universities in the peer group and national sample. The composition of these groups influences how you interpret comparisons between your school and national and peer groups.
- Keep in mind who completed your survey. Knowing the make-up of students who responded to IDEALS will help you determine how and to what degree you can generalize findings to the larger population represented (the first-year class).
- When looking at factors or items that are significantly different from the comparison groups, consider effect size to help you determine relative practical significance. This means you might want to place less emphasis on factors or items with smaller effect sizes because the significant difference may not be meaningful.
- When you see significant differences for a particular factor scale, you can gain a nuanced understanding of that difference by exploring individual item differences.

Respondent Characteristics

Variable being measured

Peer group responses

Institutional Responses

National responses, inclusive of institutional responses

Respondent Characteristics	Institution		Peer Group		National	
	N	%	N	%	N	%
Worldview (collapsed)						
Worldview majority	250	54.8%	677	59.4%	10,723	54.6%
Worldview minority	45	9.4%	130	11.4%	3,113	15.8%
Nonreligious	149	32.7%	309	27.1%	5,513	28.1%
Another worldview	12	2.5%	23	2.0%	305	1.6%

Response options

Number of respondents for each option

Percent of respondents for each option

IDEALS Factors

IDEALS Factors	Institution			Peer Group				National			
	N	M	SD	N	M	SD	Effect	N	M	SD	Effect
Pluralism Sub-Scales (maximum = 20)											
Global Citizenship	460	14.64	3.19	1,192	14.61	3.12		20,395	15.20	2.99	-
Goodwill toward Others of Different Worldviews	463	17.34	2.67	1,178	17.15	2.70		20,332	17.57	2.66	++
Appreciation of Interreligious Commonalities and Differences	472	16.69	2.59	1,183	16.53	2.57		20,266	16.77	2.51	
Commitment to Interfaith Leadership and Service	463	16.31	3.00	1,172	16.16	2.95		20,198	16.68	2.83	-

Number of respondents at each scale level

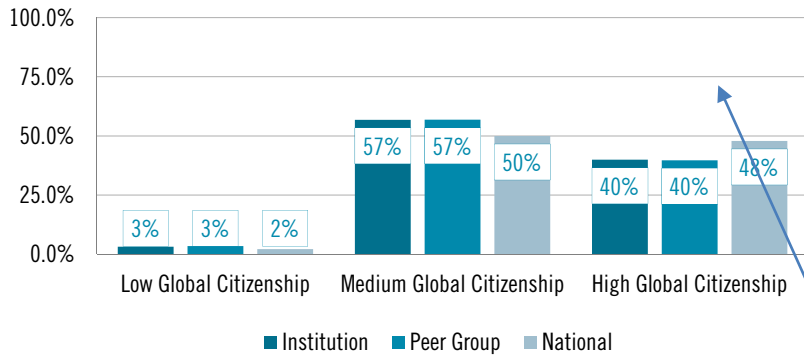
Mean (M) of factor. This the average value among respondents.

Standard Deviation (SD) is how respondents tend to vary from the mean.

Effect size represents the magnitude of the difference between the institution mean and respective comparison group means. Effect size only appears if there is a statistically significant difference between your institution and respective comparison group means.

Factor scale

Global Citizenship



Goodwill toward Others of Different Worldviews

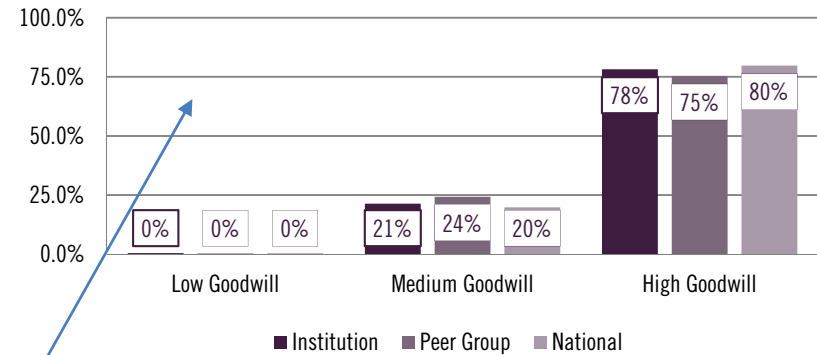
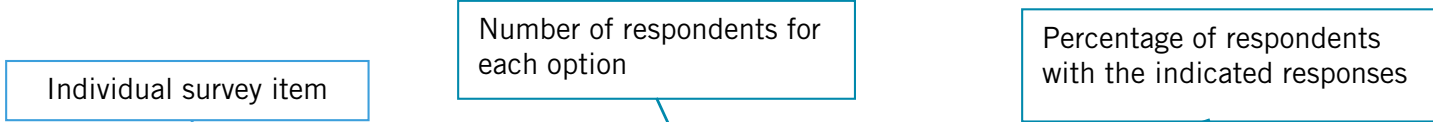


Chart depicting the percentage of respondents at each construct scale level by institution, peer group, and national sample.

IDEALS Items



IDEALS Items	Institution		Peer Group			National		
Elements Influencing Worldview (those responding "most influential")	N	%	N	%	Effect	N	%	Effect
Religious beliefs/faith	98	20.59%	244	20.35%		4,793	23.38%	
Nonreligious beliefs/perspective	38	7.98%	112	9.34%		2,157	10.52%	
Philosophical tradition	47	9.87%	107	8.92%		1,612	7.86%	
Political views	17	3.57%	41	3.42%		806	3.93%	
Family background and traditions	194	40.76%	465	38.78%		7,357	35.89%	-
Cultural background and traditions	20	4.20%	59	4.92%		1,277	6.23%	
Social class and/or socioeconomic background	27	5.67%	61	5.09%		1,241	6.05%	
Racial/ethnic identity	16	3.36%	37	3.09%		551	2.69%	
Gender identity	6	1.26%	25	2.09%		327	1.60%	
Sexual orientation	6	1.26%	21	1.75%		297	1.45%	
Other (asked to specify)	5	1.05%	19	1.58%		215	1.05%	

Effect size represents the magnitude of the difference between your institution mean and respective comparison group means. Effect size only appears if there is a statistically significant difference between your institution and respective comparison group means.

NATIONAL SAMPLE CHARACTERISTICS

National Sample Characteristics

Institutional Status	N	%
Public institution	32	26.2%
Private institution - No religious affiliation	29	23.8%
Private institution - Roman Catholic	14	11.5%
Private institution - Mainline Protestant	32	26.2%
Private institution - Evangelical Protestant	15	12.3%

Population(s) Served	N	%
Historically black college or university (HBCU)	4	3.3%
Women's college or university	5	4.1%

Carnegie Classification	N	%
RU/VH: Research universities (very high research activity)	15	12.3%
RU/H: Research universities (high research activity)	9	7.4%
DRU: Doctoral/research universities	5	4.1%
Master's/L: Master's colleges and universities (larger programs)	27	22.1%
Master's/M: Master's colleges and universities (medium programs)	11	9.0%
Master's/S: Master's colleges and universities (smaller programs)	5	4.1%
Bac/A&S: Baccalaureate colleges—arts & sciences	35	28.7%
Bac/Diverse: Baccalaureate colleges—diverse fields	13	10.7%
Special focus: Theological seminaries, Bible colleges, and other faith-related institutions; schools of art, music, and design	2	1.6%

NATIONAL SAMPLE CHARACTERISTICS

National Sample Characteristics (continued)

Region	N	%
New England (CT, ME, MA, NH, RI, and VT)	6	4.9%
Mid-East (DE, DC, MD, NJ, NY, and PA)	24	19.7%
Great Lakes (IL, IN, MI, OH, and WI)	26	21.3%
Plains (IA, KS, MN, MO, NE, ND, and SD)	13	10.7%
Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, and WV)	32	26.2%
Southwest (AZ, NM, OK, and TX)	6	4.9%
Rocky Mountains (CO, ID, MT, UT, and WY)	5	4.1%
Far West (AK, CA, HI, NV, OR, and WA)	9	7.4%
Outlying areas (AS, FM, GU, MH, MP, PR, PW, VI)	1	0.8%

Selectivity (per Barron's Profiles of American Colleges, 2015)	N	%
Most competitive	13	10.7%
Highly competitive	12	9.8%
Very competitive	43	35.2%
Competitive	40	32.8%
Less competitive	6	4.9%
Noncompetitive	1	0.8%
Special	2	1.6%
Unavailable	5	4.1%

RESPONDENT CHARACTERISTICS

Respondent Characteristics	Institution		Peer Group		National	
	N	%	N	%	N	%
Worldview (disaggregated)						
Agnosticism	62	9.2%	943	11.7%	1,940	9.9%
Atheism	51	7.6%	771	9.5%	1,518	7.7%
Baha'i Faith	1	0.1%	21	0.3%	25	0.1%
Buddhism	8	1.2%	179	2.2%	316	1.6%
Christianity, The Church of Jesus Christ of Latter-day Saints (Mormonism)	22	3.3%	571	7.1%	969	4.9%
Christianity, Evangelical Protestant	104	15.5%	1,136	14.0%	3,188	16.3%
Christianity, Mainline Protestant	80	11.9%	733	9.1%	2,266	11.6%
Christianity, Orthodox	29	4.3%	227	2.8%	637	3.3%
Christianity, Roman Catholic	202	30.1%	1,621	20.0%	4,427	22.6%
Christianity, other	12	1.8%	85	1.1%	170	0.9%
Confucianism	2	0.3%	15	0.2%	22	0.1%
Daoism	0	0.0%	15	0.2%	28	0.1%
Hinduism	0	0.0%	135	1.7%	253	1.3%
Islam	6	0.9%	163	2.0%	379	1.9%
Jainism	0	0.0%	10	0.1%	18	0.1%
Judaism	2	0.3%	177	2.2%	486	2.5%
Native American tradition(s)	0	0.0%	9	0.1%	19	0.1%
Nonreligious	37	5.5%	533	6.6%	1,124	5.7%
None	21	3.1%	369	4.6%	868	4.4%
Paganism	3	0.4%	28	0.3%	78	0.4%
Secular humanism	3	0.4%	21	0.3%	50	0.3%
Sikhism	0	0.0%	24	0.3%	40	0.2%
Spiritual	13	1.9%	147	1.8%	362	1.8%
Unitarian Universalism	5	0.7%	29	0.4%	101	0.5%
Zoroastrianism	0	0.0%	3	0.0%	4	0.0%
Another worldview	8	1.2%	124	1.5%	305	1.6%

RESPONDENT CHARACTERISTICS

Respondent Characteristics (continued)	Institution		Peer Group		National	
	N	%	N	%	N	%
Worldview (collapsed)						
Worldview majority	427	63.6%	3,802	47.0%	10,688	54.6%
Worldview minority	62	9.2%	1,526	18.9%	3,100	15.8%
Nonreligious	174	25.9%	2,637	32.6%	5,500	28.1%
Another worldview	8	1.2%	124	1.5%	305	1.6%
Identify as Evangelical or Born-Again Christian						
No	493	70.4%	6,399	76.3%	15,149	74.1%
Yes	207	29.6%	1,983	23.7%	5,287	25.9%
Spiritual and Religious Self-Identification						
Both religious and spiritual	255	36.4%	3,102	37.1%	8,342	41.0%
Religious, but not spiritual	92	13.1%	874	10.4%	2,296	11.3%
Spiritual, but not religious	228	32.6%	2,282	27.3%	5,248	25.8%
Neither spiritual nor religious	125	17.9%	2,109	25.2%	4,461	21.9%
Political Leaning						
Very conservative	22	3.1%	233	2.8%	662	3.3%
Conservative	84	12.0%	1,272	15.2%	3,386	16.6%
Moderate	312	44.6%	3,404	40.7%	8,240	40.5%
Liberal	196	28.0%	2,577	30.8%	5,758	28.3%
Very liberal	86	12.3%	871	10.4%	2,291	11.3%

RESPONDENT CHARACTERISTICS

Respondent Characteristics (continued)	Institution		Peer Group		National	
	N	%	N	%	N	%
First Parent/Guardian Education						
Elementary school or less	29	4.2%	260	3.1%	444	2.2%
Some high school	52	7.5%	363	4.4%	733	3.6%
High school diploma	133	19.1%	1,135	13.7%	2,720	13.4%
Some college	142	20.4%	1,244	15.0%	2,992	14.8%
College degree	211	30.4%	2,691	32.4%	6,553	32.4%
Some graduate school	12	1.7%	218	2.6%	504	2.5%
Graduate degree	116	16.7%	2,403	28.9%	6,280	31.0%
Second Parent/Guardian Education						
Elementary school or less	33	4.9%	258	3.2%	455	2.3%
Some high school	67	10.0%	455	5.6%	931	4.8%
High school diploma	136	20.3%	1,255	15.5%	3,042	15.6%
Some college	174	26.0%	1,490	18.4%	3,369	17.3%
College degree	172	25.7%	2,726	33.6%	6,736	34.6%
Some graduate school	12	1.8%	211	2.6%	529	2.7%
Graduate degree	75	11.2%	1,716	21.2%	4,434	22.7%
Family Income						
Less than \$25,000	92	14.7%	865	12.3%	1,887	11.3%
\$25,000-\$49,999	167	26.7%	1,194	16.9%	2,693	16.2%
\$50,000-\$74,999	107	17.1%	1,142	16.2%	2,755	16.5%
\$75,000-\$99,999	91	14.5%	1,001	14.2%	2,389	14.3%
\$100,000-\$124,999	67	10.7%	933	13.2%	2,279	13.7%
\$125,000-\$149,999	33	5.3%	511	7.2%	1,176	7.1%
\$150,000-\$174,999	33	5.3%	430	6.1%	994	6.0%
\$175,000-\$199,999	11	1.8%	249	3.5%	569	3.4%
\$200,000 or more	25	4.0%	735	10.4%	1,912	11.5%

RESPONDENT CHARACTERISTICS

Respondent Characteristics (continued)	Institution		Peer Group		National	
	N	%	N	%	N	%
Gender						
Female	515	73.8%	5,441	65.1%	13,189	64.9%
Male	176	25.2%	2,844	34.0%	6,933	34.1%
Another gender identity	7	1.0%	68	0.8%	194	1.0%
Sexual Orientation						
Bisexual	46	6.9%	451	5.6%	1,024	5.2%
Gay	11	1.7%	129	1.6%	253	1.3%
Heterosexual	569	85.4%	7,185	89.0%	17,346	88.8%
Lesbian	16	2.4%	90	1.1%	244	1.2%
Queer	6	0.9%	53	0.7%	163	0.8%
Another sexual orientation	18	2.7%	169	2.1%	500	2.6%
Race/Ethnicity						
African American/Black	66	9.4%	474	5.7%	1,491	7.3%
Asian/Pacific Islander	23	3.3%	1,460	17.4%	2,570	12.6%
Latino/a	208	29.8%	867	10.4%	1,648	8.1%
Native American	0	0.0%	15	0.2%	46	0.2%
White	279	39.9%	4,478	53.5%	12,284	60.2%
Another race	3	0.4%	110	1.3%	239	1.2%
Multiracial	120	17.2%	966	11.5%	2,131	10.4%
International Student						
No	696	99.4%	7,875	94.0%	19,237	94.3%
Yes	4	0.6%	502	6.0%	1,164	5.7%
Full-time Student						
No	7	1.0%	94	1.1%	192	0.9%
Yes	693	99.0%	8,281	98.9%	20,212	99.1%

RESPONDENT CHARACTERISTICS

Respondent Characteristics (continued)	Institution		Peer Group		National	
	N	%	N	%	N	%
Transfer Student						
No	677	96.9%	7,337	87.6%	19,051	93.4%
Yes	22	3.1%	1,039	12.4%	1,356	6.6%
Age						
17 or younger	4	0.6%	104	1.3%	251	1.2%
18	430	62.0%	4,975	60.7%	12,313	61.3%
19	253	36.5%	2,053	25.1%	6,014	29.9%
20	3	0.4%	320	3.9%	554	2.8%
21	0	0.0%	272	3.3%	367	1.8%
22 or older	3	0.4%	468	5.7%	586	2.9%
Entrance Examination Scores						
SAT Critical Reading (<25th %)	210	52.4%	813	21.6%	2,001	24.7%
SAT Critical Reading (25th-50th %)	104	25.9%	879	23.4%	1,914	23.6%
SAT Critical Reading (50th-75th %)	62	15.5%	981	26.1%	1,949	24.1%
SAT Critical Reading (>75th %)	25	6.2%	1,091	29.0%	2,238	27.6%
SAT Mathematics (<25th %)	224	55.7%	775	20.5%	1,970	24.2%
SAT Mathematics (25th-50th %)	125	31.1%	868	23.0%	1,991	24.5%
SAT Mathematics (50th-75th %)	40	10.0%	851	22.5%	1,872	23.0%
SAT Mathematics (>75th %)	13	3.2%	1,287	34.0%	2,303	28.3%
SAT Writing (<25th %)	230	57.5%	789	21.1%	1,925	24.2%
SAT Writing (25th-50th %)	116	29.0%	938	25.1%	2,024	25.4%
SAT Writing (50th-75th %)	37	9.3%	903	24.2%	1,796	22.6%
SAT Writing (>75th %)	17	4.3%	1,106	29.6%	2,216	27.8%
ACT Composite (<25th %)	139	43.4%	1,041	20.6%	2,613	20.6%
ACT Composite (25th-50th %)	107	33.4%	1,277	25.2%	3,358	26.4%
ACT Composite (50th-75th %)	60	18.8%	1,116	22.0%	2,932	23.1%
ACT Composite (>75th %)	14	4.4%	1,631	32.2%	3,795	29.9%

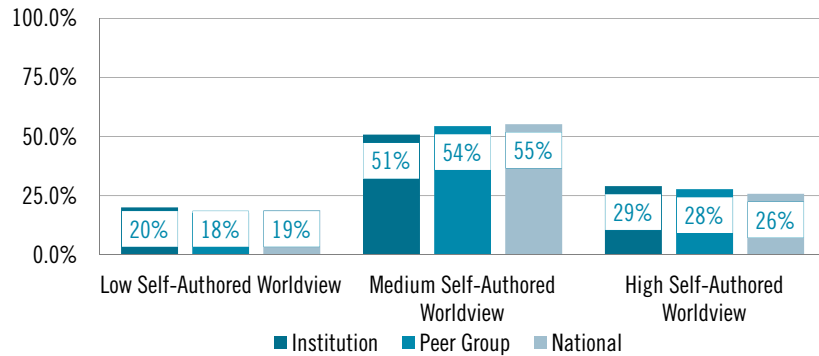
RESPONDENT CHARACTERISTICS

Respondent Characteristics (continued)	Institution		Peer Group		National	
	N	%	N	%	N	%
High School GPA						
4.0 or above	117	17.1%	3,164	38.4%	6,968	34.7%
3.50-3.99	343	50.0%	3,242	39.3%	8,321	41.4%
3.00-3.49	198	28.9%	1,409	17.1%	3,668	18.3%
2.50-2.99	23	3.4%	341	4.1%	919	4.6%
2.00-2.49	5	0.7%	62	0.8%	181	0.9%
Less than 2.00	0	0.0%	23	0.3%	40	0.2%
Planned Academic Major						
Arts	93	13.4%	527	6.3%	1,412	7.1%
Humanities	14	2.0%	331	4.0%	782	3.9%
Social Sciences	94	13.6%	1,043	12.6%	2,337	11.7%
Religion or Theology	1	0.1%	9	0.1%	74	0.4%
Biological Science	68	9.8%	1,038	12.5%	2,257	11.3%
Computer Science	18	2.6%	345	4.2%	688	3.5%
Physical Science	7	1.0%	227	2.7%	524	2.6%
Mathematics/Statistics	8	1.2%	169	2.0%	321	1.6%
Engineering	22	3.2%	1,167	14.1%	1,939	9.7%
Health professional	147	21.2%	919	11.1%	2,431	12.2%
Business	62	9.0%	663	8.0%	1,808	9.1%
Education	42	6.1%	365	4.4%	974	4.9%
Undecided	43	6.2%	501	6.0%	1,584	8.0%
Double major	31	4.5%	580	7.0%	1,822	9.1%
Another major	42	6.1%	419	5.0%	971	4.9%
Highest Degree Sought						
No degree	1	0.1%	47	0.6%	149	0.7%
Bachelor's degree	209	30.3%	2,086	25.2%	5,059	25.1%
Master's degree	301	43.6%	3,723	44.9%	9,089	45.0%
Doctoral degree	179	25.9%	2,427	29.3%	5,895	29.2%

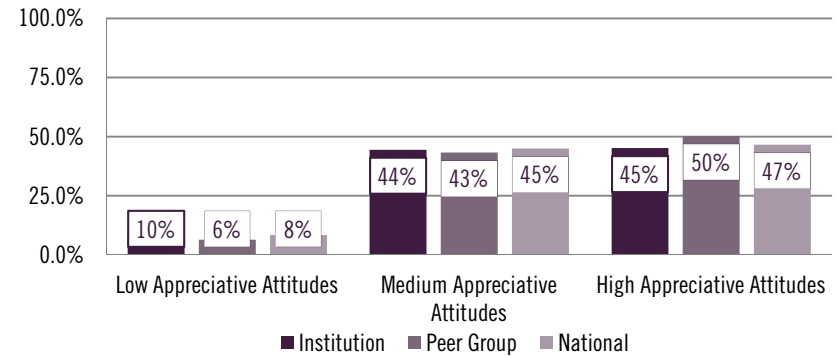
IDEALS FACTORS

IDEALS Factors	Institution			Peer Group				National			
Self-Authored Worldview and Appreciative Attitudes (maximum = 20)	N	M	SD	N	M	SD	Effect	N	M	SD	Effect
Self-Authored Worldview Commitment	698	12.68	4.31	8,356	12.69	4.15		20,309	12.48	4.14	
Appreciative Attitudes toward Atheists	695	14.47	4.22	8,320	15.11	3.87	-	20,184	14.73	4.05	
Appreciative Attitudes toward Buddhists	695	15.56	3.20	8,289	15.97	3.07	-	20,134	15.67	3.28	
Appreciative Attitudes toward Evangelical Christians	696	15.33	3.47	8,306	15.31	3.54		20,096	15.35	3.52	

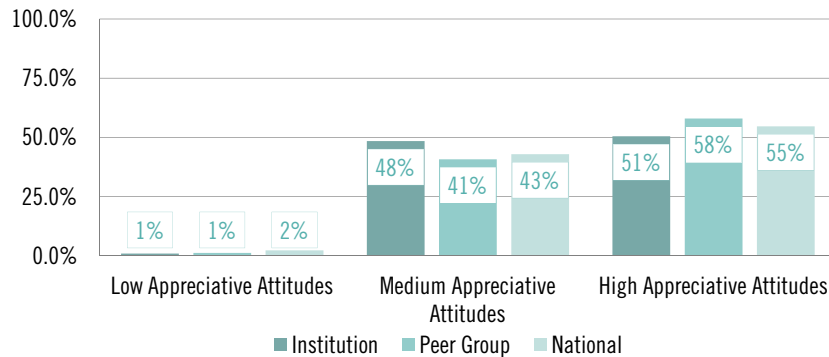
Self-Authored Worldview Commitment



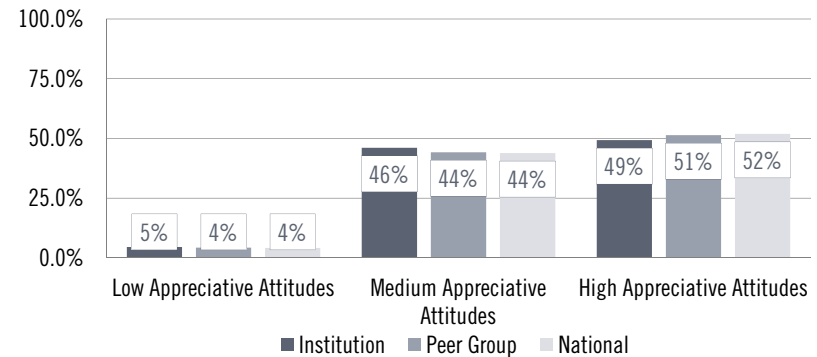
Appreciative Attitudes: Atheists



Appreciative Attitudes: Buddhists



Appreciative Attitudes: Evangelical Christians

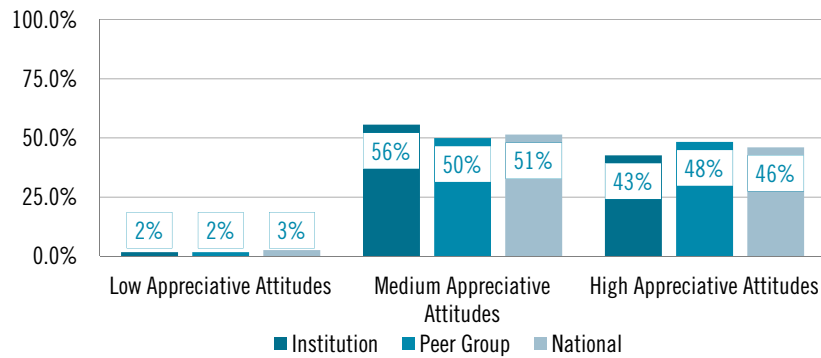


Note: Effect size indicators included if $p < .05$; “-” represents Cohen's $d < .20$, “+” between $.20$ and $.49$, “++” between $.50$ and $.79$, and “+++” $.80$ or larger.

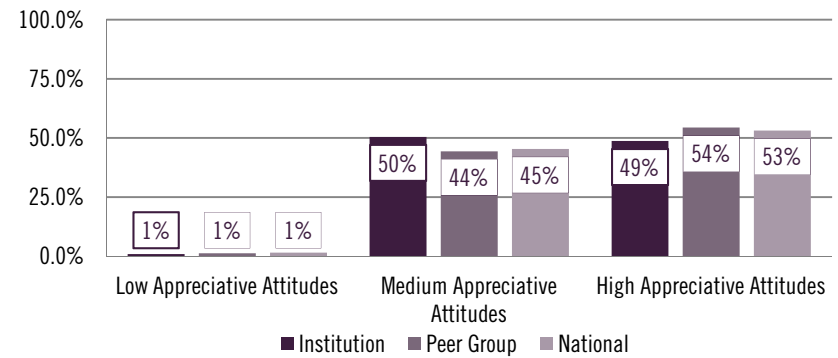
IDEALS FACTORS

IDEALS Factors (continued)	Institution			Peer Group				National			
Appreciative Attitude Scales (maximum = 20)	N	M	SD	N	M	SD	Effect	N	M	SD	Effect
Appreciative Attitudes toward Hindus	692	14.95	3.16	8,282	15.35	3.12	-	20,093	15.13	3.26	
Appreciative Attitudes toward Jews	694	15.39	3.00	8,289	15.75	2.99	-	20,092	15.66	3.06	-
Appreciative Attitudes toward Latter-day Saints/Mormons	695	14.52	3.33	8,281	14.68	3.53		20,064	14.43	3.54	
Appreciative Attitudes toward Muslims	695	14.53	3.65	8,279	14.82	3.56	-	20,057	14.67	3.65	

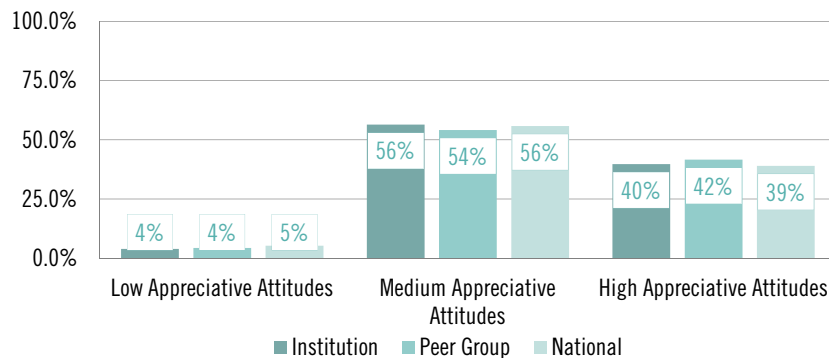
Appreciative Attitudes: Hindus



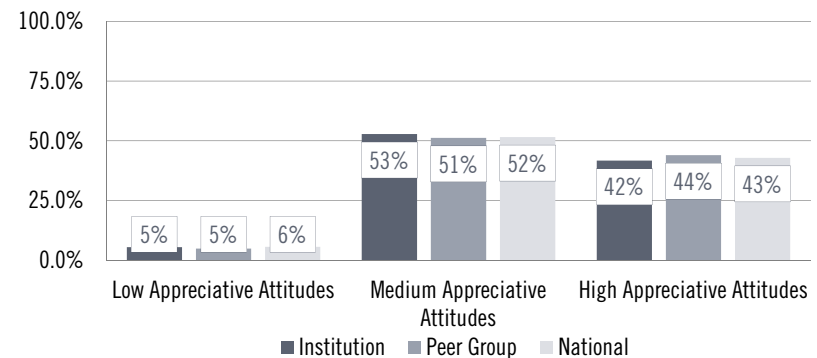
Appreciative Attitudes: Jews



Appreciative Attitudes: Latter-day Saints/Mormons



Appreciative Attitudes: Muslims

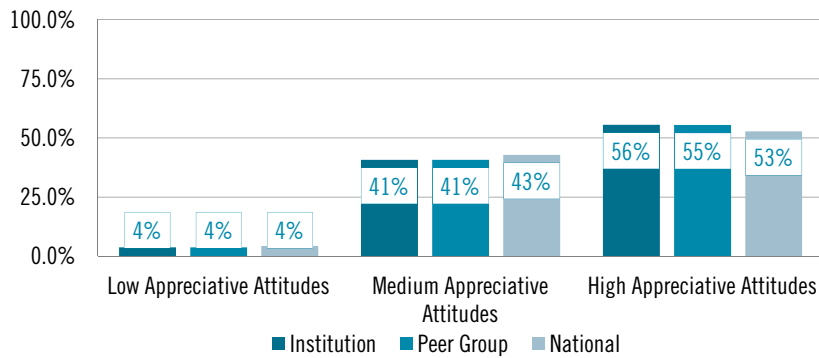


Note: Effect size indicators included if $p < .05$; “-” represents Cohen's $d < .20$, “+” between $.20$ and $.49$, “++” between $.50$ and $.79$, and “+++” $.80$ or larger.

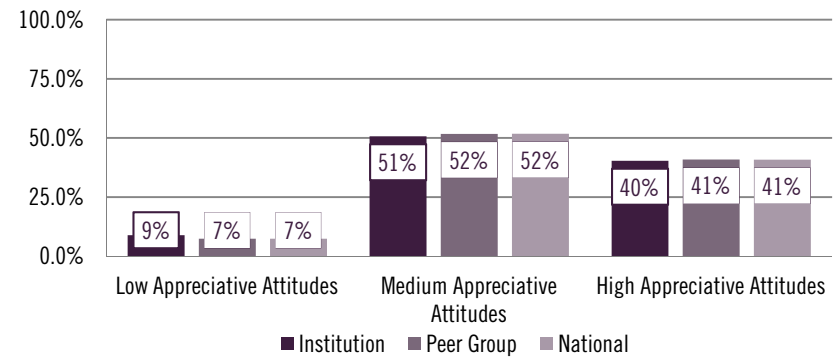
IDEALS FACTORS

IDEALS Factors (continued)	Institution			Peer Group				National			
Appreciative Attitude Scales (maximum = 20)	N	M	SD	N	M	SD	Effect	N	M	SD	Effect
Appreciative Attitudes toward politically liberal people	695	15.66	3.48	8,306	15.64	3.46		20,099	15.43	3.58	
Appreciative Attitudes toward politically conservative people	696	14.23	3.81	8,293	14.37	3.69		20,068	14.35	3.70	
Appreciative Attitudes toward gay, lesbian, and bisexual people	694	15.67	3.60	8,309	15.44	3.59		20,135	15.27	3.72	-
Appreciative Attitudes toward transgender people	695	15.14	3.75	8,304	14.94	3.75		20,107	14.79	3.87	-

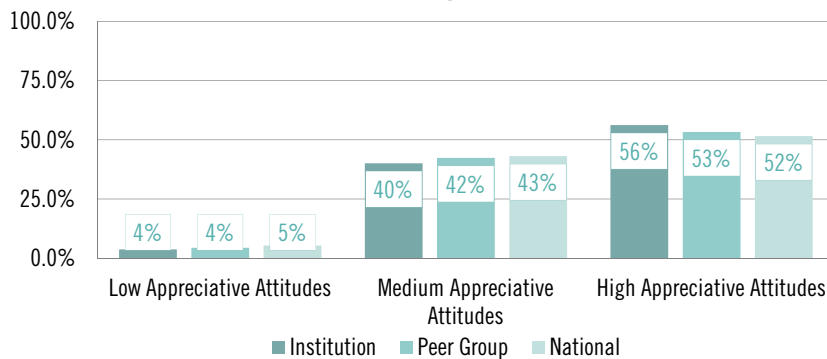
Appreciative Attitudes: Politically Liberal People



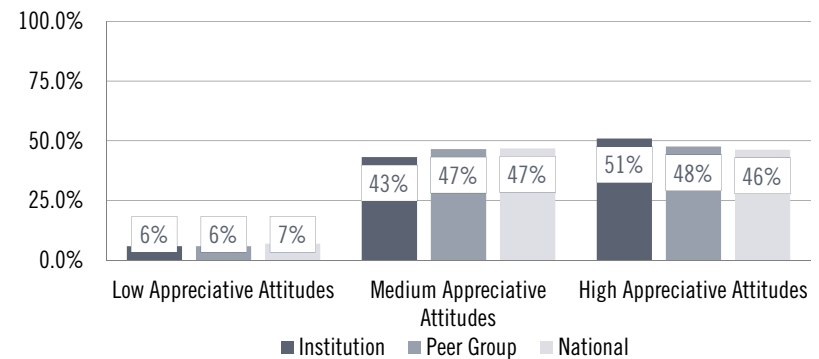
Appreciative Attitudes: Politically Conservative People



Appreciative Attitudes: Gay, Lesbian, and Bisexual People



Appreciative Attitudes: Transgender People

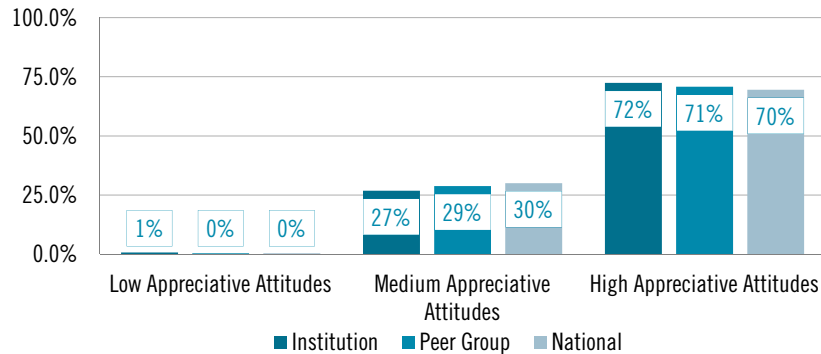


Note: Effect size indicators included if $p < .05$; “-” represents Cohen's $d < .20$, “+” between $.20$ and $.49$, “++” between $.50$ and $.79$, and “+++” $.80$ or larger.

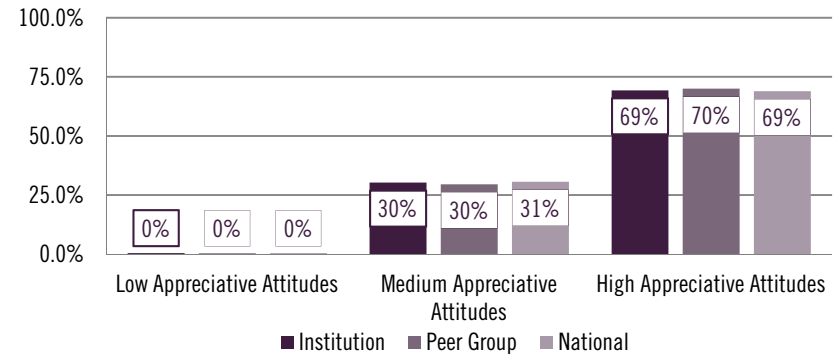
IDEALS FACTORS

IDEALS Factors (continued)	Institution			Peer Group				National			
Appreciative Attitude Scales (maximum = 20) and Appreciative Knowledge Score (maximum = 8)	N	M	SD	N	M	SD	Effect	N	M	SD	Effect
Appreciative Attitudes toward people of a race different than my own	697	16.90	2.82	8,324	16.87	2.70		20,125	16.79	2.74	
Appreciative Attitudes toward people from a country different than my own	697	16.76	2.77	8,313	16.82	2.70		20,079	16.74	2.75	
Appreciative Knowledge score	700	4.02	1.92	8,382	4.46	1.96	+	20,436	4.34	2.02	-

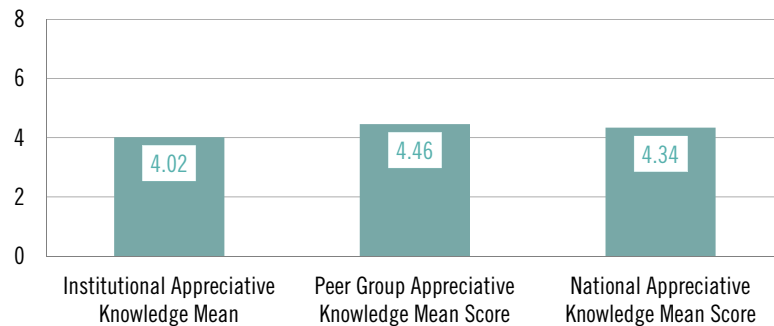
Appreciative Attitudes: People of a Different Race



Appreciative Attitudes: People from a Different Country



Appreciative Knowledge: Mean Score Comparison

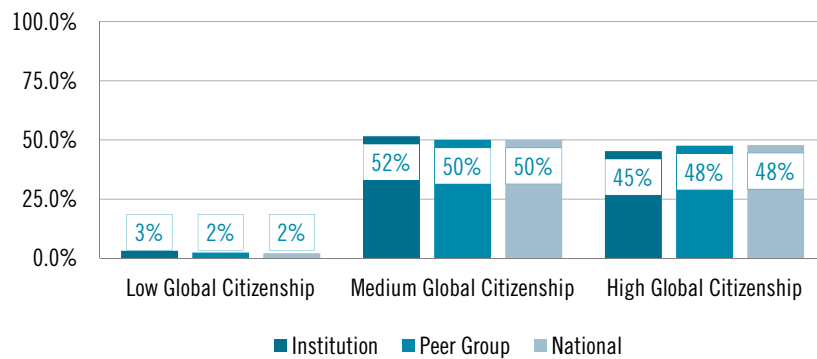


Note: Effect size indicators included if $p < .05$; “-” represents Cohen's $d < .20$, “+” between $.20$ and $.49$, “++” between $.50$ and $.79$, and “+++” $.80$ or larger.

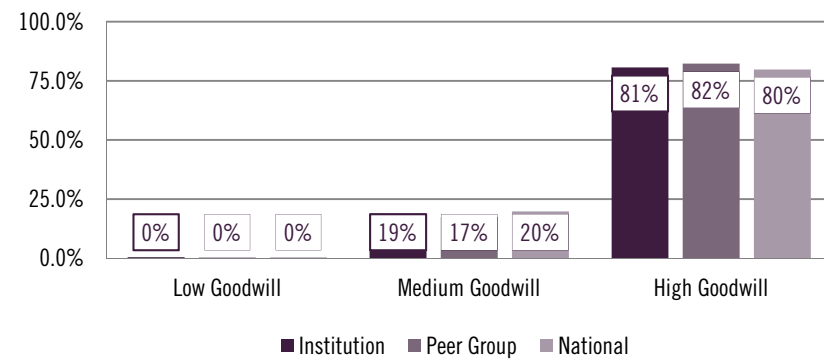
IDEALS FACTORS

IDEALS Factors (continued)	Institution			Peer Group				National			
Pluralism Sub-Scales (maximum = 20)	N	M	SD	N	M	SD	Effect	N	M	SD	Effect
Global Citizenship	700	15.05	3.10	8,369	15.19	3.02		20,335	15.19	2.99	
Goodwill toward Others of Different Worldviews	698	17.65	2.56	8,339	17.73	2.53		20,272	17.57	2.66	
Appreciation of Interreligious Commonalities and Differences	698	17.00	2.53	8,328	16.86	2.44		20,206	16.78	2.51	-
Commitment to Interfaith Leadership and Service	696	16.86	2.81	8,309	16.74	2.77		20,138	16.68	2.82	

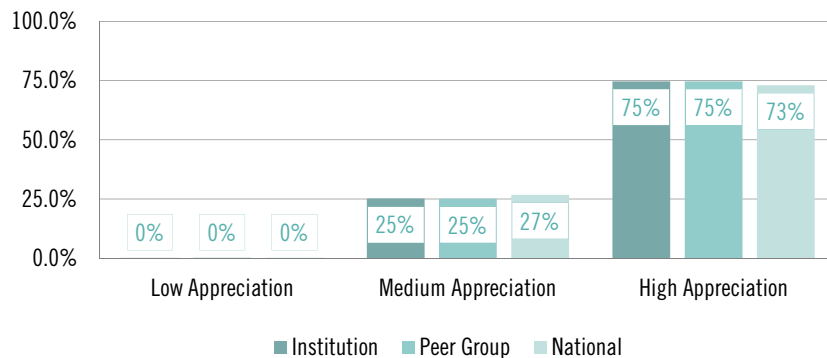
Global Citizenship



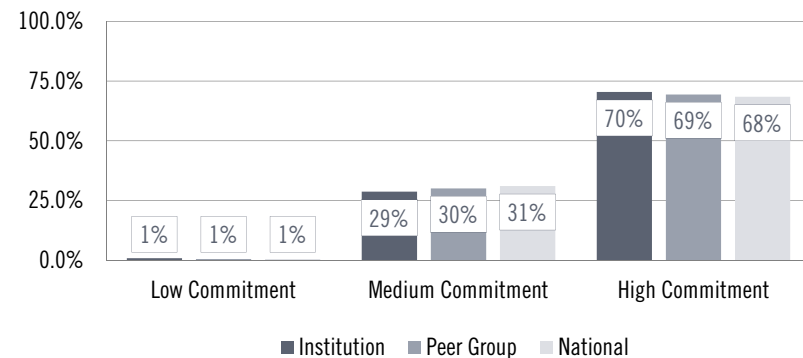
Goodwill toward Others of Different Worldviews



Appreciation of Interreligious Commonalities and Differences



Commitment to Interfaith Leadership and Service

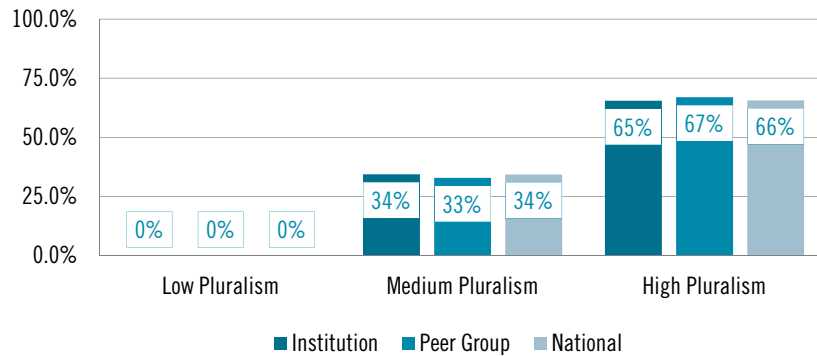


Note: Effect size indicators included if $p < .05$; “-” represents Cohen's $d < .20$, “+” between $.20$ and $.49$, “++” between $.50$ and $.79$, and “+++” $.80$ or larger.

IDEALS FACTORS

IDEALS Factors (continued)	Institution			Peer Group				National			
Overall Pluralism (maximum = 95)	N	M	SD	N	M	SD	Effect	N	M	SD	Effect
Overall Pluralism Orientation	695	79.10	10.68	8,255	79.15	10.25		19,849	78.85	10.54	

Overall Pluralism Orientation



Note: Effect size indicators included if $p < .05$; “-” represents Cohen's $d < .20$, “+” between $.20$ and $.49$, “++” between $.50$ and $.79$, and “+++” $.80$ or larger.

IDEALS ITEMS

IDEALS Items	Institution		Peer Group			National		
	N	%	N	%	Effect	N	%	Effect
Elements Influencing Worldview (those responding "most influential")								
Religious beliefs/faith	169	24.14%	1,757	20.96%	–	4,782	23.40%	
Nonreligious beliefs/perspective	60	8.57%	991	11.82%	–	2,152	10.53%	
Philosophical tradition	62	8.86%	668	7.97%		1,610	7.88%	
Political views	26	3.71%	315	3.76%		802	3.92%	
Family background and traditions	234	33.43%	2,866	34.19%		7,336	35.90%	
Cultural background and traditions	40	5.71%	517	6.17%		1,272	6.22%	
Social class and/or socioeconomic background	41	5.86%	591	7.05%		1,237	6.05%	
Racial/ethnic identity	27	3.86%	223	2.66%		548	2.68%	
Gender identity	6	0.86%	98	1.17%		324	1.59%	
Sexual orientation	17	2.43%	113	1.35%	–	297	1.45%	–
Other (asked to specify)	5	0.71%	98	1.17%		213	1.04%	
Self-Authored Worldview Commitment (those indicating "very accurate" or "extremely accurate")								
I have thoughtfully considered other religious and nonreligious perspectives before committing to my current worldview.	294	42.06%	3,544	42.32%		8,129	39.83%	
I have had to reconcile competing religious and nonreligious perspectives before committing to my current worldview.	194	27.79%	2,322	27.77%		5,166	25.40%	
I talked and listened to people with points of view different than my own before committing to my worldview.	385	55.08%	4,660	55.68%		11,072	54.30%	
I integrated multiple points of view into my existing worldview before committing to it.	388	55.51%	4,456	53.26%		10,612	52.09%	

Note: Effect size indicators included if $p < .05$; “–” represents Cohen's $h < .20$, “+” between $.20$ and $.49$, “++” between $.50$ and $.79$, and “+++” $.80$ or larger.

IDEALS ITEMS

IDEALS Items (continued)	Institution		Peer Group			National		
	N	%	N	%	Effect	N	%	Effect
Pre-College Activities (those responding they participated in the activity)								
Attended religious services within your own religious tradition	454	64.86%	5,193	61.95%		13,396	65.55%	
Attended religious services for a religious tradition that is not your own	258	36.86%	3,012	35.93%		7,152	35.00%	
Participated in community service	560	80.00%	7,041	84.00%	–	17,407	85.18%	–
Traveled to a country outside of the U.S.	248	35.43%	3,711	44.27%	–	8,809	43.11%	–
Attended an interfaith prayer vigil/memorial	123	17.57%	1,480	17.66%		3,741	18.31%	
Participated in an interfaith dialogue	91	13.00%	1,523	18.17%	–	3,851	18.84%	–
Worked together with people of other religious or nonreligious perspectives on a service project	339	48.43%	4,316	51.49%		10,186	49.84%	
Had conversations with people of diverse religious or nonreligious perspectives about the values you have in common	519	74.14%	5,840	69.67%	–	13,691	66.99%	–
Had conversations with people of diverse religious or nonreligious perspectives about your different values	479	68.43%	5,741	68.49%		13,202	64.60%	–
Shared a meal with someone of a different religious or nonreligious perspective	560	80.00%	6,932	82.70%		16,370	80.10%	
Studied with someone of a different religious or nonreligious perspective	437	62.43%	5,899	70.38%	–	13,477	65.95%	–
Socialized with someone of a different religious or nonreligious perspective	616	88.00%	7,430	88.64%		17,785	87.03%	
Discussed religious diversity in at least one of your high school courses	419	59.86%	4,689	55.94%	–	11,787	57.68%	–
Discussed religious or spiritual topics with teachers	311	44.43%	3,686	43.98%		9,759	47.75%	
Discussed your personal worldview in class	354	50.57%	3,912	46.67%	–	10,161	49.72%	–
Grew up in a multi-faith family	164	23.43%	1,672	19.95%	–	3,870	18.94%	–
Discussed religious diversity with family or friends	505	72.14%	5,815	69.37%		13,892	67.98%	–
College Expectations (those responding "important" or "very important")								
A welcoming environment for people of diverse religious and nonreligious perspectives	625	89.29%	7,235	86.35%	–	17,335	84.94%	–
A welcoming environment for people of diverse racial identities	635	90.71%	7,486	89.39%		18,108	88.83%	
A welcoming environment for people of diverse sexual orientations and gender identities	584	83.43%	6,611	79.00%	–	15,710	77.13%	–
Opportunities for you to get to know students of other religious and nonreligious perspectives	546	78.00%	5,874	70.15%	–	14,513	71.21%	–
Opportunities to participate in community service with students of diverse religious and nonreligious perspectives	543	77.57%	5,664	67.63%	+	13,899	68.20%	+
Courses and other educational programs to help you learn about different religious traditions around the world	491	70.14%	5,296	63.24%	–	13,145	64.52%	–

Note: Effect size indicators included if $p < .05$; “–” represents Cohen's $h < .20$, “+” between $.20$ and $.49$, “++” between $.50$ and $.79$, and “+++” $.80$ or larger.

IDEALS ITEMS

IDEALS Items (continued)	Institution		Peer Group			National		
	N	%	N	%	Effect	N	%	Effect
In general, people in this group make positive contributions to society (those responding "agree somewhat" or "agree strongly")								
Atheists	339	48.43%	4,752	56.75%	–	10,728	52.65%	–
Buddhists	395	56.43%	5,412	64.67%	–	12,480	61.28%	–
Evangelical Christians	415	59.29%	4,959	59.25%		11,950	58.72%	
Hindus	350	50.00%	4,838	57.84%	–	11,184	54.94%	–
Jews	405	57.86%	5,348	63.93%	–	12,574	61.77%	–
Latter-day Saints/Mormons	329	47.00%	4,275	51.13%	–	9,746	47.91%	
Muslims	339	48.43%	4,574	54.71%	–	10,611	52.16%	
Politically liberal people	442	63.14%	5,459	65.24%		12,564	61.72%	
Politically conservative people	362	51.71%	4,500	53.80%		10,625	52.23%	
Gay, lesbian, and bisexual people	458	65.43%	5,391	64.39%		12,643	62.06%	
Transgender people	426	60.86%	4,960	59.25%		11,650	57.20%	
People of a race different than my own	549	78.43%	6,520	77.89%		15,536	76.27%	
People from a country different than my own	541	77.29%	6,512	77.78%		15,461	75.93%	
In general, individuals in this group are ethical people (those responding "agree somewhat" or "agree strongly")								
Atheists	356	50.93%	4,624	55.30%	–	10,478	51.46%	
Buddhists	436	62.37%	5,814	69.62%	–	13,343	65.58%	
Evangelical Christians	412	58.94%	5,188	62.10%		12,348	60.74%	
Hindus	391	56.02%	5,316	63.63%	–	12,187	59.97%	–
Jews	421	60.23%	5,513	65.98%	–	12,953	63.70%	
Latter-day Saints/Mormons	363	51.93%	4,806	57.52%	–	10,927	53.76%	
Muslims	367	52.50%	4,863	58.20%	–	11,253	55.38%	
Politically liberal people	419	59.94%	4,985	59.64%		11,479	56.44%	
Politically conservative people	356	50.93%	4,378	52.39%		10,340	50.86%	
Gay, lesbian, and bisexual people	416	59.51%	5,067	60.62%		11,772	57.90%	
Transgender people	400	57.22%	4,865	58.22%		11,303	55.60%	
People of a race different than my own	476	68.10%	5,803	69.40%		13,777	67.78%	
People from a country different than my own	461	65.95%	5,736	68.64%		13,631	67.10%	

Note: Effect size indicators included if $p < .05$; “–” represents Cohen's $h < .20$, “+” between $.20$ and $.49$, “++” between $.50$ and $.79$, and “+++” $.80$ or larger.

IDEALS ITEMS

IDEALS Items (continued)	Institution		Peer Group			National		
	N	%	N	%	Effect	N	%	Effect
I have things in common with people in this group (those responding "agree somewhat" or "agree strongly")								
Atheists	379	54.38%	5,348	63.93%	-	12,088	59.36%	-
Buddhists	369	52.94%	5,058	60.56%	-	11,392	55.99%	
Evangelical Christians	407	58.31%	5,037	60.22%		12,168	59.84%	
Hindus	268	38.56%	3,852	46.14%	-	8,923	43.88%	-
Jews	322	46.26%	4,722	56.54%	+	11,362	55.86%	+
Latter-day Saints/Mormons	264	37.88%	3,632	43.49%	-	8,273	40.69%	
Muslims	262	37.59%	3,817	45.69%	-	9,016	44.32%	-
Politically liberal people	469	67.29%	5,831	69.72%		13,393	65.82%	
Politically conservative people	379	54.30%	4,711	56.38%		11,084	54.51%	
Gay, lesbian, and bisexual people	393	56.47%	4,485	53.64%		10,522	51.66%	-
Transgender people	324	46.48%	3,770	45.11%		8,869	43.59%	
People of a race different than my own	536	76.68%	6,463	77.20%		15,276	74.98%	
People from a country different than my own	510	72.96%	6,339	75.78%		15,006	73.75%	
In general, I have a positive attitude toward people in this group (those responding "agree somewhat" or "agree strongly")								
Atheists	478	68.38%	5,854	69.98%		13,613	66.79%	
Buddhists	525	75.11%	6,559	78.48%	-	15,409	75.66%	
Evangelical Christians	499	71.39%	5,856	70.03%		14,242	69.96%	
Hindus	494	70.67%	6,056	72.47%		14,363	70.54%	
Jews	507	72.53%	6,382	76.34%	-	15,435	75.86%	-
Latter-day Saints/Mormons	457	65.38%	5,261	62.99%		12,413	61.04%	-
Muslims	466	66.67%	5,564	66.60%		13,314	65.45%	
Politically liberal people	521	74.54%	6,062	72.51%		14,319	70.42%	-
Politically conservative people	427	61.09%	4,941	59.12%		12,124	59.61%	
Gay, lesbian, and bisexual people	553	79.11%	6,253	74.79%	-	14,869	73.04%	-
Transgender people	515	73.68%	5,771	69.01%	-	13,833	67.99%	-
People of a race different than my own	594	84.98%	7,114	85.05%		17,126	84.22%	
People from a country different than my own	589	84.26%	7,103	84.94%		17,128	84.28%	

Note: Effect size indicators included if $p < .05$; “-” represents Cohen's $h < .20$, “+” between $.20$ and $.49$, “++” between $.50$ and $.79$, and “+++” $.80$ or larger.

IDEALS ITEMS

IDEALS Items (continued)	Institution		Peer Group			National		
	N	%	N	%	Effect	N	%	Effect
Appreciative Knowledge of Different Worldviews (correct responses)								
The foundational sacred text in the Jewish tradition is the Torah.	441	77.78%	5,957	86.25%	+	14,554	81.09%	+
A distinguishing characteristic between atheists and agnostics is that atheists do not believe in God, while agnostics are uncertain about whether God exists.	531	87.48%	6,434	89.13%		15,213	83.45%	-
In the Muslim tradition, fasting takes place from dawn until dusk during the month of Ramadan.	516	89.74%	6,351	91.63%		15,269	85.92%	-
In the Christian tradition, the "gospel" refers to the "good news" shared by Jesus Christ.	251	40.61%	3,556	50.00%	-	8,880	48.86%	-
The notion of Nirvana in the Buddhist tradition refers to a state of enlightenment and freedom from suffering.	405	78.49%	5,398	85.49%	-	12,612	76.08%	
The Latter-day Saint movement, or Mormonism, was founded by Joseph Smith.	232	69.88%	4,082	81.98%	+	9,045	65.10%	
The religious identity of Mahatma Gandhi was Hindu.	366	62.46%	4,769	66.67%	-	10,901	59.94%	
The Catholic social activist is Dorothy Day.	71	31.00%	847	28.62%		2,267	21.72%	-
Close Friends of Another Religious/Nonreligious Perspective								
None	50	7.15%	521	6.22%		1,510	7.40%	
One to four	341	48.78%	3,703	44.24%	-	9,131	44.78%	-
Five or more	308	44.06%	4,147	49.54%	-	9,752	47.82%	

Note: Effect size indicators included if $p < .05$; "-" represents Cohen's $h < .20$, "+" between $.20$ and $.49$, "++" between $.50$ and $.79$, and "+++" $.80$ or larger.

IDEALS ITEMS

IDEALS Items (continued)	Institution		Peer Group			National		
	N	%	N	%	Effect	N	%	Effect
At Least One Close Friend Who Is... (those responding "yes")								
Atheist	442	63.14%	5,361	63.96%		12,764	62.46%	
Agnostic	273	39.00%	3,965	47.30%	-	9,034	44.21%	-
Buddhist	126	18.00%	1,966	23.46%	-	4,130	20.21%	
Evangelical Christian	362	51.71%	4,430	52.85%		9,988	48.87%	
Hindu	94	13.43%	1,804	21.52%	+	4,121	20.17%	+
Jewish	197	28.14%	3,257	38.86%	+	8,591	42.04%	+
Latter-day Saint/Mormon	167	23.86%	2,109	25.16%		4,243	20.76%	-
Muslim	155	22.14%	2,659	31.72%	+	6,303	30.84%	+
Multifaith	90	12.86%	1,136	13.55%		2,892	14.15%	
Spiritual but not religious	400	57.14%	4,563	54.44%		11,049	54.07%	
Very different from me politically	382	54.57%	4,827	57.59%		11,664	57.08%	
Of a different sexual orientation than I am	496	70.86%	5,132	61.23%	+	12,455	60.95%	+
Of a different racial background than I am	552	78.86%	6,359	75.86%		15,347	75.10%	-
Global Citizenship (those responding "agree somewhat" or "agree strongly")								
I am actively working to foster justice in the world.	413	59.00%	5,109	60.98%		12,472	61.18%	
I frequently think about the global problems of our time and how I will contribute to resolving them.	518	74.00%	6,316	75.38%		14,970	73.43%	
I am currently taking steps to improve the lives of people around the world.	379	54.14%	4,705	56.17%		11,554	56.70%	
I am actively learning about people across the globe who have different religious and cultural ways of life than I do.	448	64.00%	5,482	65.43%		13,469	66.09%	
Goodwill toward Others of Different Worldviews (those responding "agree somewhat" or "agree strongly")								
I respect people who have religious or nonreligious perspectives that differ from my own.	648	92.57%	7,705	92.01%		18,491	90.76%	
Cultivating interreligious understanding will make the world a more peaceful place.	575	82.38%	6,897	82.51%		16,384	80.56%	
I feel a sense of good will toward people of other religious and nonreligious perspectives.	574	82.23%	6,981	83.54%		16,551	81.36%	
There are people of other faiths or beliefs whom I admire.	585	83.81%	7,251	86.82%	-	17,164	84.41%	

Note: Effect size indicators included if $p < .05$; “-” represents Cohen's $h < .20$, “+” between .20 and .49, “++” between .50 and .79, and “+++” .80 or larger.

IDEALS ITEMS

IDEALS Items (continued)	Institution		Peer Group			National		
	N	%	N	%	Effect	N	%	Effect
Appreciation of Interreligious Commonalities and Differences (those responding "agree somewhat" or "agree strongly")								
World religions share many common values.	588	84.24%	7,204	86.32%		17,086	84.13%	
There are essential differences in beliefs that distinguish world religions.	556	79.66%	6,584	78.94%		15,670	77.26%	
There are essential differences in spiritual practices that distinguish world religions.	573	82.09%	6,791	81.47%		16,006	78.93%	–
Love is a value that is core to most of the world's religions.	576	82.52%	6,716	80.50%		16,173	79.64%	
Commitment to Interfaith Leadership and Service (those responding "agree somewhat" or "agree strongly")								
It is important to serve with those of diverse religious backgrounds on issues of common concern.	566	81.09%	6,701	80.30%		15,951	78.62%	
My worldview inspires me to serve with others on issues of common concern.	548	78.74%	6,646	79.80%		15,834	78.17%	
We can overcome many of the world's major problems if people of different religious and nonreligious perspectives work together.	603	86.64%	7,117	85.49%		16,886	83.36%	–
I am committed to leading efforts in collaboration with people of other religious and nonreligious perspectives to create positive changes in society.	460	66.09%	5,301	63.67%		12,811	63.28%	
Additional Attitudes and Values Statements (those responding "agree somewhat" or "agree strongly")								
It is possible to have strong relationships with those of religiously diverse backgrounds and still strongly believe in my own worldview.	629	90.11%	7,577	90.64%		18,254	89.70%	
My faith or beliefs are strengthened by relationships with those of diverse religious and nonreligious backgrounds.	510	73.07%	6,017	72.01%		14,427	70.96%	
I am open to adjusting my beliefs as I learn from other people and have new life experiences.	460	66.19%	5,878	70.57%	–	13,994	69.15%	

Note: Effect size indicators included if $p < .05$; “–” represents Cohen's $h < .20$, “+” between $.20$ and $.49$, “++” between $.50$ and $.79$, and “+++” $.80$ or larger.

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