

# Texas Christian University

Values, Interfaith Engagement, and  
Worldview Survey



## 2018 Campus Report



**VIEWS**  
Values, Interfaith Engagement,  
and Worldview Survey

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# Background

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There are both opportunities and challenges associated with religious and worldview diversity within U.S. higher education. Understanding how students perceive themselves, others, and their campus contexts is critical in cultivating the types of learning possible from religious and worldview diversity. The Values, Interfaith Engagement, and Worldview Survey (VIEWS) is an assessment tool designed to help campus leaders learn about their students' perceptions of the campus climate, attitudes toward diverse others, and behaviors related to interfaith engagement. VIEWS takes into account students' diverse worldviews, allowing campuses to gain a nuanced understanding of their students' worldview identities, engagement, and attitudes. Such insights can inform curricular, programmatic, or policy-related decision making.

Since 2011, Interfaith Youth Core (IFYC) has collaborated with Dr. Alyssa Rockenbach (North Carolina State University) and Dr. Matthew Mayhew (The Ohio State University) to provide campuses with a survey that assesses the climate for religious and worldview diversity. In 2014, as part of their ongoing examination of interfaith outcomes—and the institutional conditions and educational practices that lead to their development—Drs. Mayhew and Rockenbach and their partners at IFYC received funding to launch the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS), a national, longitudinal, multi-institutional study. The IDEALS research team continues to collect data, following a large sample of students from diverse institutions over the course of their undergraduate years, to illuminate students' interfaith learning and development. This has allowed the team to refine their understanding and measurement of the campus climate and the collegiate environmental features that are critical to effective interfaith work.

The measures included in VIEWS, many of which are informed by the IDEALS study, comprise a well-refined and comprehensive instrument designed to assist postsecondary administrators and educators in making decisions about interfaith engagement and worldview diversity on their campuses. To that end, this report presents your institution's VIEWS findings alongside data from other institutions participating in VIEWS and from institutions who participated in the IDEALS study.

# Defining Key Concepts

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



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



**Pluralism** involves actively engaging with diversity; moving from tolerance to acceptance of others; recognizing worldview 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” represents the extent to which students are open to and accepting of people with religions and/or worldviews that differ from their own (Bryant Rockenbach & Mayhew, 2013).



**Interfaith** depicts the engagement of people from diverse traditions, including but not limited to: atheism, agnosticism, Baha’i, Buddhism, Christianity, Hinduism, Humanism, Islam, Jainism, Judaism, Secularism, Sikhism, and all other religious, non-religious, and philosophical traditions. In particular, it refers to intentional experiences, both formal and informal, that facilitate meaningful interaction across worldview differences.

# Terminology

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This section provides basic descriptions of the statistical terms used in this report. Like the previous section, these definitions can also be useful when interpreting the report.

## Comparison Group

IEWS report tables contain three primary fields of data: your institution-specific data, data from the IEWS sample, and data from the IDEALS national sample. The IEWS sample consists of all institutional responses for this administration of IEWS, inclusive of your institution's responses. The IDEALS sample contains the pooled results of every institution participating in IDEALS and reflects the responses of students who completed their first year of college in Spring 2016. IEWS and IDEALS data are included to help give context to your institutional data.

## Factor Scale

A factor scale is a measure comprised of multiple 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. The items that comprise IEWS factor scales are listed in the Factor Scale Descriptions section at the end of this report.

## Survey Item

Survey items are individual questions asked of students on the survey. In this report, we sometimes share student responses to a single survey question, or item, rather than reporting on that item as part of a larger factor scale.

## Mean

The mean (M) reflects the average response for a given survey item or series of items that comprise a factor scale. The mean is calculated by adding the individual scores for a single item or scale and dividing the sum by the total number of individuals who responded.

## 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.

## P-Value

A p-value demonstrates the likelihood that an actual relationship exists between two groups. Put simply, a p-value of .05 means there is a 95% chance that the difference between two groups is not simply due to chance. Statistically significant between-group differences ( $p < .05$ ) reported in this report are marked with a significance symbol (see "Statistical Significance" below).

## T-Test

T-Tests are used to compare mean values throughout this report. These tests reveal whether or not a significant statistical difference exists between groups of interest.

## Statistical Significance

For purposes of this report, statistical significance (Sig.) indicates whether or not there is a statistically relevant difference between two groups. In educational research, p-values are often used to denote statistical significance. VIEWS measures significance at  $p < .05$ , which is standard practice for most social science and educational research. 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 men and women students may find that women have a statistically significant advantage relative to men, with women averaging a 3.22 and men averaging a 3.01. Practically, however, each of these GPA values represents a B average on a standard 4.0 grading scale. In these cases, it is useful to consider practical significance by using effect sizes.

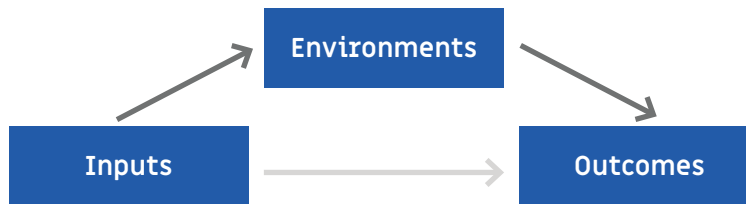
## Effect Size

Effect size (Effect) is a measure of the practical difference found between groups. It is distinct from the previously discussed significance levels. Where significance testing highlights whether or not statistical differences between groups exist, effect size attempts to quantify the magnitude of difference between groups. There are a number of different measures for effect size; VIEWS relies 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 types, Cohen (1988) suggested effect size measures greater than 0.8 should be classified as large, values between 0.5 and 0.8 should be classified as medium, values between 0.2 and 0.5 should be classified as small, and values less than 0.2 should be classified as trivial. VIEWS adheres to these classifications and effect size indicators are used throughout the report when applicable.

Effect sizes can help you interpret your institutional data as they relate to comparison group data. That is, effect sizes (small, medium, or large) can indicate which differences between your institution's scores and comparison group scores are meaningful. For factors or items with statistically significant differences between means but trivial effect sizes, you may want to carefully consider whether these differences are of practical importance. It is also advisable to consider that Cohen (1988) cautioned against blanket application of effect size values, suggesting they are relative to the specific context of the research and may not meaningfully apply in similar fashion across disciplines. We echo these concerns here, and readers are encouraged to consider effect size differences in light of specific campus and cultural contexts.

# Survey Measures

IEWS uses factor scales, which are collections of survey items, to represent certain complex concepts (sometimes called constructs) and experiences. The factor scales have been refined through previous administrations of IDEALS and related surveys (e.g., the Campus Religious and Spiritual Climate Survey, or CRSCS). Single items also appear as measures throughout this report. Individual items and factor scales within IEWS are categorized into three overarching groups: inputs, environments, and outcomes.



IEWS is informed by Astin’s (1993) Inputs-Environments-Output model (I-E-O), which is a framework for understanding student development. The model explores the relationship between inputs (the personal set of characteristics with which students enter college), environments (the experiences of students on campus), and outcomes (the end results, products, or produced talents).

## Inputs

Worldview Identification

Basic Demographics (e.g., gender, sexual orientation, race/ethnicity, political leaning)

Academic Background (e.g., degree aspirations)

## Environments

Structural Worldview Diversity

Divisiveness on Campus

Space for Support and Spiritual Expression

Welcoming Campus

Insensitivity on Campus

Coercion on Campus

Provocative Encounters with Worldview Diversity

Negative Interworldview Engagement

General Religious/Spiritual Engagement

Informal Interfaith Engagement

Formal Interfaith Engagement

Other Civic and Diversity Engagement

Curricular Religious and Spiritual Engagement

## Outcomes

Self-Authoring Worldview Commitment

Appreciative Attitudes toward Other Social Identity Groups

Global Citizenship

Goodwill Toward Others of Different Worldviews

Appreciation of Worldview Commonalities and Differences

Commitment to Interfaith Leadership and Service

Overall Pluralism Orientation

# Comparison Groups

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This report compares students at your institution to the complete sample of VIEWS participants, as well as the national sample of IDEALS participants. Of the students who participated:

- 34% (VIEWS) and 44% (IDEALS) are enrolled at Public Institutions
- 23% (IDEALS) are enrolled at Private Nonsectarian Institutions (no VIEWS participants in this category)
- 51% (VIEWS) and 18% (IDEALS) are enrolled at Protestant Institutions
- 9% (IDEALS) are enrolled at Catholic Institutions (no VIEWS participants in this category)
- 15% (VIEWS) and 6% (IDEALS) are enrolled at Evangelical Protestant Institutions

The chart below provides a) the survey response rate, reflecting the number of students who completed VIEWS divided by the total number of students who received the survey invitation, and b) the usable response rate, which indicates the percentage of total surveys submitted that were at least 80% complete.

VIEWS Response Rates	Institution		VIEWS Sample		IDEALS Sample	
	N	%	N	%	N	%
Response rate	375	11.6%	1,274	13.8%	8,728	43.0%
Usable data rate	287	76.5%	992	77.9%	7,146	81.9%



# Report Sections

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This report is organized into several sections for easy navigation and interpretation of findings. It begins with institution and respondent characteristics. Next, factor scales and items from the survey are presented. Comparison tables that illustrate the relationship between inputs, environments, and outcomes are also included. Finally, complete lists of survey items and factor scales are provided at the back of the report.

## Comparison Group Characteristics

Understanding the pool of institutions that participated in VIEWS and IDEALS informs how you interpret comparisons between your institution and these groups. In this section, we provide a breakdown of participating institutions by a range of characteristics, including Carnegie classification, religious affiliation, and selectivity. These tables clarify the institutional composition of the VIEWS and IDEALS samples to ensure accurate interpretations of the data.

## Respondent Characteristics

Next, your institution's respondent characteristics are provided alongside those of the VIEWS and IDEALS samples. You should consider who responded to the survey from your institution when interpreting findings. Knowing to what degree the respondent group reflects the student body will help you discern whether and how it is appropriate to generalize information to the larger population.

One of the respondent characteristics provided in this section is **Worldview (Collapsed)**, which groups students with similar self-identified worldviews 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, LDS/Mormonism, Native American traditions, Paganism, Sikhism, Unitarian Universalism, and Zoroastrianism. Students identifying as "spiritual" are also included in the Worldview Minority group.
- The **Non-religious** category includes students who identify as Agnostic, Atheist, Non-Religious, "None," or Secular Humanist.
- Finally, students who selected **Another Worldview** on the survey had the opportunity to report a worldview identity or combination of identities not included in the list provided. They are thus identified separately in the collapsed worldview section of the report.

## Factor Scales and Items

In the third section of this report, means and standard deviations are reported for each of the factor scales and items. T-tests were performed to identify statistically significant mean differences ( $p < .05$ ) between your institution and the VIEWS and IDEALS samples. If a statistically significant difference exists, an effect size is also reported. Thus, all significant differences are accompanied by symbols indicating high, medium, low, or trivial effect sizes. For factor scales, graphs depicting "high," "medium," and "low" scorers are also included to highlight differences within and between institutions. See the Factor Scale Descriptions section of this report to view which items comprise each of the factor scales.

## I-E-O Comparison Tables

This section provides a more nuanced understanding of the relationship between inputs, environments, and outcomes. Tables provided include means, standard deviations, and tests of significant difference for your institution alongside the VIEWS and IDEALS samples. The tables are organized into three groups:

- **Outcomes by Respondent Characteristics.** In this subsection, mean responses for outcomes (O) are disaggregated by respondent characteristics (inputs, or I). For example, readers can see how means for overall pluralism orientation (O) vary by gender (I).
- **Environments by Respondent Characteristics.** The tables in this subsection consist of environment (E) means disaggregated by respondent characteristics (I). For example, in this section you might observe that students of different worldview identities (I) participate in formal interfaith activities (E) at varying rates.
- **Outcomes by Environments.** This subsection includes mean responses for outcomes (O) disaggregated by environments (E). The environment factor scales are grouped into “low,” “medium,” and “high” in these tables for ease of comparison. For example, a “high” scorer would average at least a “4” out of “5” for all items within a given environment scale, whereas a “low” scorer would average “2” or less on the corresponding items, and “medium” scorers include everyone in between. In one of these tables, you might notice that reported means for self-authored worldview commitment (O) vary based on student rates of participation in informal interfaith engagement (E).

## Survey Items

In this section of the report, you are provided with a list of all survey items along with the percentage of students who responded affirmatively to each survey item. These percentages are available for your institution, as well as for the VIEWS and IDEALS samples. When there is a statistically significant difference between your institution’s percentage and that of the VIEWS or IDEALS sample, an effect size is indicated. Observing the effect size can help you put into context the magnitude of the statistical significance.

## Factor Scale Descriptions

This final section of the report lists each of the VIEWS factor scales along with the items that comprise them. It serves as a guide to help make meaning of the results reported in the Outcome Factor Scales and Environment Factor Scales tables and graphs.

# Navigating the Report

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This report contains a wealth of data about student attitudes and experiences at your institution. Instead of reading through the report as you would a book, we recommend tracing threads of data that are important to you. In this section, we introduce some strategies for interpreting your campus data.

## What Do You Most Want to Know from Your VIEWS Findings?

It is always useful to first understand what you hope to learn from any assessment. Below we pose two important questions that will help guide your review of the data. We encourage you to write your answers below in the space provided. Particular situational or institutional realities may have elevated the priority to understand your students' perceptions of the campus climate and/or their learning and development related to interfaith engagement.

### 1. What situation(s) drove your interest in participating in VIEWS? \_\_\_\_\_

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It is also useful to think of assessment in terms of learning something specific about your campus climate and/or students' interfaith engagement, learning, and development. Below are some examples of what your campus may want to learn through its VIEWS findings.

- To what extent do students of diverse worldviews perceive positive (i.e., accepting, supportive) and negative (i.e., divisive, discriminatory) aspects of their campus climates?
- Do students perceive that their campus provides meaningful opportunities to engage across worldview diversity?
- How do students perceive their interactions on campus across worldview difference?
- In what ways are students learning and developing as a result of interfaith engagement?
- Should our interfaith programs consider changes or improvements?

### 2. Based on what drove your interest in administering VIEWS on your campus, what do you hope to learn from your VIEWS findings? \_\_\_\_\_

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Answers to the two questions above can guide the VIEWS findings you closely examine in this report. You can refer to the I-E-O Comparison Tables and focus on those that align with your answers above. You can also read on for additional strategies for navigating your report to learn about other aspects of your campus and students.

## Focus on Outcomes or Environments You Value

By adopting this approach to navigating the report, you can focus on an outcome or two of particular interest. These may be factor scales that intrigued you upon registering for VIEWS, or items that represent desired outcomes of existing campus programs or interventions. We recommend the following steps:

- Review the scale(s) or items you value in the tables labeled **Outcomes by Environments**.
  - » How does your institutional mean compare with the VIEWS or IDEALS mean? What does a reported difference or lack thereof mean to you?
- Review the **Outcomes by Respondent Characteristics** or **Environments by Respondent Characteristics** table to explore how means reported by diverse students vary for an experience or outcome that you value.
  - » Are certain subpopulations' means higher or lower than their peers? Why might this be?
- Use the **Outcomes by Environments** tables to understand how student perceptions and experiences on campus are related to outcomes of interest.
  - » In what ways are the relationships between environments and outcomes consistent with your expectations? In what ways are they inconsistent? If they are not consistent, why might this be?

## Focus on Outcomes That Stand Out to You

Sometimes several factor scales or items are of equal interest, so no one or two outcomes command your attention. In this situation, it may be helpful to see what stands out to you when you peruse the I-E-O Comparison Tables with an eye toward outcomes. Particular outcomes may stand out for many different reasons. Some may show significantly higher or lower means than comparison groups; others may not be significantly different from comparison groups even though you expected to see a difference. In these cases, consider selecting a few outcomes of interest and dig a little deeper. We recommend the following steps:

- After reviewing the **Outcomes by Respondent Characteristics** or **Outcomes by Environments** tables, ask yourself a few questions.
  - » For outcomes with a meaningfully higher or lower institutional mean than the comparison groups, how is this consistent with what you expected to see?
  - » For outcomes where the institutional mean is on par with the comparison groups when you expected to see a difference, what does that mean for your campus?
- Use the comparison tables to gain a more nuanced understanding of the outcomes you noticed.
  - » In the **Outcomes by Respondent Characteristics** tables, do certain subpopulations' means differ from their peers on outcomes of interest? Why might this be?
  - » In the **Outcomes by Environments** tables, how are the relationships between environments and outcomes consistent with your expectations? In what ways are they inconsistent? If they are not consistent, why might this be?

## Focus on a Subpopulation of Interest

Often, campuses know of particular student subpopulations that are less engaged or more engaged. These can be students of a particular gender, race, or religious affiliation. For example, an administrator may notice that men seem to be generally disengaged on campus and may want to take a closer look at their survey responses. In these cases, we recommend the following steps:

- Review the **Outcomes by Respondent Characteristics** tables.
  - » How does the subpopulation of interest compare with other students on various outcomes?
  - » In what ways do the responses of a particular subpopulation align with your perceptions of that group? In what ways are their responses surprising?
- Examine the **Environments by Respondent Characteristics** tables.
  - » How does the subpopulation of interest perceive or engage within their campus environment compared to other groups of students?
  - » In what ways do perceptions or experiences on campus vary by subpopulation?
- Explore the **Outcomes by Environments** tables to discern which experiences on campus may influence outcomes. If certain subpopulations have lower means on particular outcomes, you can investigate whether they are participating in experiences that tend to have positive relationships with those outcomes.

# In Lay Terms

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We realize many readers are not familiar with statistical techniques. Although we have explained many terms and concepts in this introduction, we also want to offer some guidelines for general audiences reading this report.

- Consider the institutional characteristics of the VIEWS and IDEALS samples. The composition of these samples influences how you interpret differences between your institution and comparison groups.
- Keep in mind who completed your survey. Knowing the make-up of students who responded to VIEWS will help you determine how and to what degree you can generalize findings to the larger campus population.
- When looking at means for factor scales or items that are significantly different from the comparison groups, consider effect sizes to help you determine practical significance. You might want to place less emphasis on factor scales or items with trivial effect sizes and focus on more meaningful differences.
- It is easy to concentrate on factor scales or items with means that are significantly different from comparison groups. However, we also encourage you to explore differences or similarities within your institutional data. For example, when looking at students' appreciative attitudes toward different worldview groups, you might compare the institutional means to see which worldview groups are viewed more or less favorably on campus. Please note: you can only compare factor scales with the same maximum values (denoted as "max = x" throughout the report).

# Reading Tables

## Respondent Characteristics

Variable being measured

Institutional responses

IEWS responses, inclusive of institutional responses

IDEALS responses

Respondent Characteristics	Institution		IEWS Sample		IDEALS Sample	
Worldview (Collapsed)	N	%	N	%	N	%
Worldview majority	28	51.85%	419	65.47%	3624	51.68%
Worldview minority	6	11.11%	83	12.97%	1105	15.76%
Non-religious	18	33.33%	131	20.47%	2197	31.33%
Another worldview	2	3.70%	7	1.09%	86	1.23%

Response options

Number (N) of respondents for each option

Percent (%) of respondents for each option

## Outcome Factor Scales and Items

Factor scale

Mean (M) is the average value for a specific factor scale among respondents.

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

Outcome Factor Scales	Institution		IEWS Sample			IDEALS Sample		
Self-Authored Worldview and Appreciative Attitudes (max = 20)	M	SD	M	SD	Effect	M	SD	Effect
Self-Authored Worldview Commitment	13.23	3.87	11.48	3.91	-	14.18	4.30	
Appreciative Attitudes toward Atheists	17.06	3.19	16.31	2.83		15.75	3.16	+

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

## Environment Factor Scales and Items

Environment factor scale

Mean (M) is the average value for a specific factor scale among respondents.

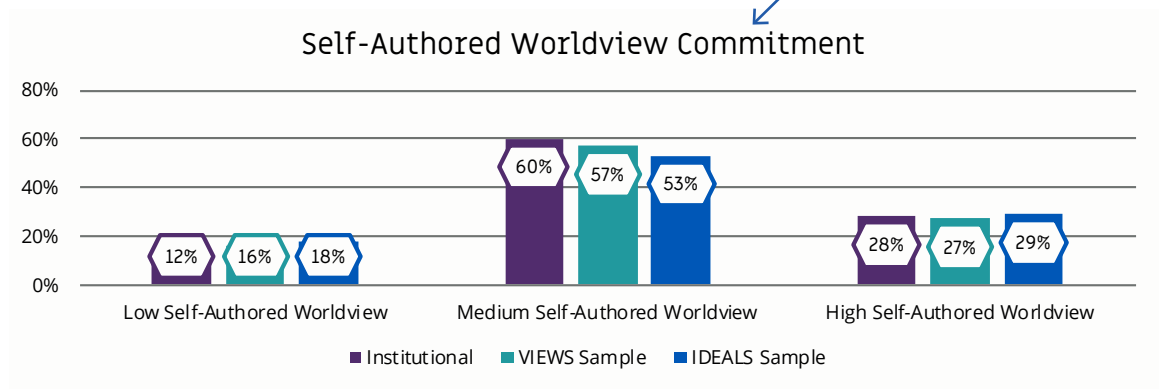
Standard Deviation (SD) represents how respondents tend to vary from the mean.

Environment Factor Scales	Institution		VIEWS Sample		IDEALS Sample			
Environment Factor Scales	M	SD	M	SD	Effect	M	SD	Effect
Space for Support and Spiritual Expression (max = 20)	16.69	2.59	16.53	2.57		16.77	2.51	
Welcoming Campus (max = 50)	40.13	3.00	41.16	2.95		40.68	2.83	

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

## Environment and Outcome Charts

Charts depicting the percentage of low, medium, and high responses for each outcome and environment factor scale. Institution responses are presented alongside VIEWS and IDEALS samples.





## I-E-O Comparison Tables

- Outcomes by Respondent Characteristics
- Environments by Respondent Characteristics
- Outcomes by Environments

Variable name

Mean (M) is the average value of a given factor among respondents in each group.

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

Primary variables of interest, either Outcomes or Environments

Outcomes by Respondent Characteristics									
Self-Authored Worldview Commitment									
	Institution			VIEWS Sample			IDEALS Sample		
Aggregate Worldview	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) Worldview majority	12.89	4.82	3	12.21	4.38	2, 3	11.73	4.50	2,3,4
(2) Worldview minority	10.17	4.33		10.93	4.54	1	13.40	4.27	1,3,4
(3) Non-religious	8.06	3.10	1	9.59	3.00	1,4	13.09	3.35	1,2
(4) Another worldview	.	.		12.29	5.25	3	15.19	3.47	1,2

Overall Pluralism Orientation									
	Institution			VIEWS Sample			IDEALS Sample		
Aggregate Worldview	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) Worldview majority	39.34	6.14		40.54	6.91	2	41.16	5.02	2
(2) Worldview minority	41.89	7.87		42.92	6.13	1	43.80	5.04	1,3
(3) Non-religious	43.21	5.13		41.96	6.83		41.11	5.14	2
(4) Another worldview	.	.		38.57	8.35		42.78	6.56	

If a row contains only ".", there were fewer than five respondents for that particular category; to protect student anonymity, M, SD, and Sig are not listed.

The significance (Sig) column denotes significant mean differences between groups within a single category. If the column is empty, there is no significant difference between the groups. If significant mean differences exist, the number(s) listed indicate where these differences are observed. For example, among VIEWS respondents, worldview minority (2) students score significantly higher in overall pluralism orientation than do worldview majority (1) students.

Comparisons in the I-E-O tables are only made between groups within the same respondent pool. In other words, institution respondents are only compared to other institution respondents, VIEWS respondents only to other VIEWS respondents, and IDEALS respondents only to other IDEALS respondents.

# Survey Items

Survey Items	Institution		VIEWS Sample		IDEALS Sample			
	N	%	N	%	Effect	N	%	Effect
<b>Self-Authored Worldview Commitment (those indicating "very accurate" or "extremely accurate")</b>								
I have thoughtfully considered other religious and non-religious perspectives before committing to my current worldview.	98	20.59%	244	20.35%		4,793	23.38%	
I have had to reconcile competing religious and non-religious perspectives before committing to my current worldview.	38	7.98%	112	9.34%		2,157	10.52%	
I talked and listened to people with points of view different than my own before committing to my worldview.	47	9.87%	107	8.92%		1,612	7.86%	
I integrated multiple points of view into my existing worldview before committing to it.	17	3.57%	41	3.42%		806	3.93%	

Individual survey item

Number of respondents for each item

Percentage of respondents with the indicated responses

When we consider differences between your institution and comparison groups on specific survey items, effect size reflects the magnitude of the difference between the proportion of students that responded to a given item on your campus and the proportion of students in the VIEWS and IDEALS samples who responded the same way. Effect size markers only appear if there is a statistically significant difference between your institution and respective comparison groups.

# Comparison Group Characteristics

Comparison Group Characteristics	VIEWS Sample		IDEALS Sample	
	N	%	N	%
<b>Institutional Status</b>				
Public institution	1	25.00%	32	26.45%
Private institution - No religious affiliation	0	0.00%	28	23.14%
Private institution - Roman Catholic	0	0.00%	14	11.57%
Private institution - Mainline Protestant	2	50.00%	32	26.45%
Private institution - Evangelical Protestant	1	25.00%	15	12.40%
<b>Population(s) Served</b>				
Historically Black College or University (HBCU)	0	0.00%	4	3.28%
Women's College or University	0	0.00%	5	4.10%
<b>Carnegie Classification</b>				
RU/VH: Research universities (very high research activity)	1	25.00%	15	12.30%
RU/H: Research universities (high research activity)	0	0.00%	9	7.38%
DRU: Doctoral/research universities	0	0.00%	5	4.10%
Master's/L: Master's colleges and universities (larger programs)	1	25.00%	27	22.13%
Master's/M: Master's colleges and universities (medium programs)	0	0.00%	11	9.02%
Master's/S: Master's colleges and universities (smaller programs)	0	0.00%	5	4.10%
Bac/A&S: Baccalaureate colleges—arts & sciences	0	0.00%	35	28.69%
Bac/Diverse: Baccalaureate colleges—diverse fields	2	50.00%	13	10.66%
Special focus: Theological seminaries, Bible colleges, and other faith-related institutions; schools of art, music, and design	0	0.00%	2	1.64%
<b>Region</b>				
New England (CT, ME, MA, NH, RI, and VT)	0	0.00%	6	4.96%
Mid East (DE, DC, MD, NJ, NY, and PA)	0	0.00%	24	19.83%
Great Lakes (IL, IN, MI, OH, and WI)	0	0.00%	26	21.49%
Plains (IA, KS, MN, MO, NE, ND, and SD)	1	25.00%	13	10.74%
Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, and WV)	1	25.00%	31	25.62%
Southwest (AZ, NM, OK, and TX)	2	50.00%	6	4.96%
Rocky Mountains (CO, ID, MT, UT, and WY)	0	0.00%	5	4.13%
Far West (AK, CA, HI, NV, OR, and WA)	0	0.00%	9	7.44%
Outlying Areas (AS, FM, GU, MH, MP, PR, PW, and VI)	0	0.00%	1	0.83%
<b>Selectivity (per Barron's Profiles of American Colleges, 2015)</b>				
Most competitive	0	0.00%	12	9.92%
Highly competitive	1	25.00%	12	9.92%
Very competitive	1	25.00%	43	35.54%
Competitive	1	25.00%	40	33.06%
Less competitive	1	25.00%	6	4.96%
Noncompetitive	0	0.00%	1	0.83%
Special	0	0.00%	2	1.65%
Unavailable	0	0.00%	5	4.13%

# Respondent Characteristics

Respondent Characteristics	Institution		VIEWS Sample		IDEALS Sample	
	N	%	N	%	N	%
<b>Worldview (Disaggregated)</b>						
Agnosticism	26	9.06%	78	7.86%	889	12.68%
Atheism	15	5.23%	55	5.54%	665	9.48%
Baha'i Faith	0	0.00%	0	0.00%	9	0.13%
Buddhism	2	0.70%	6	0.60%	114	1.63%
Christianity, The Church of Jesus Christ of Latter-day Saints (Mormonism)	3	1.05%	23	2.32%	262	3.74%
Christianity, Evangelical Protestant	74	25.78%	249	25.10%	1166	16.63%
Christianity, Mainline Protestant	31	10.80%	84	8.47%	832	11.87%
Christianity, Orthodox	5	1.74%	14	1.41%	175	2.50%
Christianity, Roman Catholic	50	17.42%	131	13.21%	1411	20.12%
Christianity, Non-denominational	40	13.94%	145	14.62%	42	0.60%
Confucianism	0	0.00%	0	0.00%	6	0.09%
Daoism	0	0.00%	0	0.00%	4	0.06%
Hinduism	2	0.70%	3	0.30%	86	1.23%
Islam	4	1.39%	12	1.21%	145	2.07%
Jainism	0	0.00%	0	0.00%	3	0.04%
Judaism	2	0.70%	4	0.40%	182	2.60%
Native American Tradition(s)	0	0.00%	1	0.10%	4	0.06%
Non-religious	8	2.79%	63	6.35%	408	5.82%
None	3	1.05%	19	1.92%	207	2.95%
Paganism	0	0.00%	5	0.50%	46	0.66%
Secular Humanism	1	0.35%	5	0.50%	28	0.40%
Sikhism	0	0.00%	0	0.00%	13	0.19%
Spiritual	6	2.09%	29	2.92%	181	2.58%
Unitarian Universalism	0	0.00%	0	0.00%	50	0.71%
Zoroastrianism	0	0.00%	0	0.00%	0	0.00%
Another Worldview	7	2.44%	49	4.94%	84	1.20%
More than One Worldview	8	2.79%	17	1.71%	.	.
<b>Worldview (Collapsed)</b>						
Worldview majority	200	69.69%	623	62.80%	3626	51.71%
Worldview minority	19	6.62%	83	8.37%	1105	15.76%
Non-religious	53	18.47%	220	22.18%	2197	31.33%
Another worldview	15	5.23%	66	6.65%	84	1.20%
<b>Identify as Evangelical or Born-Again Christian</b>						
No	203	70.73%	680	68.55%	5605	77.91%
Yes	84	29.27%	312	31.45%	1589	22.09%

Respondent Characteristics (cont.)	Institution		VIEWS Sample		IDEALS Sample	
<b>Spiritual and Religious Self-Identification</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Both religious and spiritual	147	51.22%	484	48.79%	2909	40.48%
Religious, but not spiritual	22	7.67%	88	8.87%	613	8.53%
Spiritual, but not religious	87	30.31%	273	27.52%	2086	29.02%
Neither spiritual nor religious	31	10.80%	147	14.82%	1579	21.97%
<b>Political Leaning</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Very conservative	15	5.23%	47	4.74%	218	3.05%
Conservative	64	22.30%	186	18.75%	1151	16.08%
Moderate	120	41.81%	466	46.98%	2748	38.40%
Liberal	67	23.34%	205	20.67%	2158	30.15%
Very liberal	21	7.32%	88	8.87%	882	12.32%
<b>Year in College</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
First	48	16.84%	214	21.68%	.	.
Second	62	21.75%	213	21.58%	.	.
Third	72	25.26%	242	24.52%	.	.
Fourth	51	17.89%	202	20.47%	.	.
Fifth or higher	52	18.25%	116	11.75%	.	.
<b>Current GPA</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
4.0 or above	26	9.12%	57	5.78%	739	10.33%
3.50-3.99	152	53.33%	451	45.69%	3518	49.18%
3.00-3.49	70	24.56%	298	30.19%	1972	27.57%
2.50-2.99	33	11.58%	144	14.59%	651	9.10%
2.00-2.49	4	1.40%	31	3.14%	186	2.60%
Less than 2.00	0	0.00%	6	0.61%	87	1.22%
<b>Lives in Campus Housing</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Does not live in campus housing	157	55.09%	510	51.67%	1722	24.06%
Lives in campus housing	128	44.91%	477	48.33%	5434	75.94%
<b>First Parent/Guardian Education</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Not applicable	2	0.82%	8	0.90%	.	.
Elementary school or less	8	3.29%	17	1.91%	157	2.20%
Some high school	12	4.94%	43	4.84%	223	3.13%
High school diploma	36	14.81%	177	19.93%	894	12.53%
Some college	26	10.70%	169	19.03%	1023	14.34%
College degree	74	30.45%	249	28.04%	2340	32.80%
Some graduate school	7	2.88%	30	3.38%	187	2.62%
Graduate degree	78	32.10%	195	21.96%	2310	32.38%

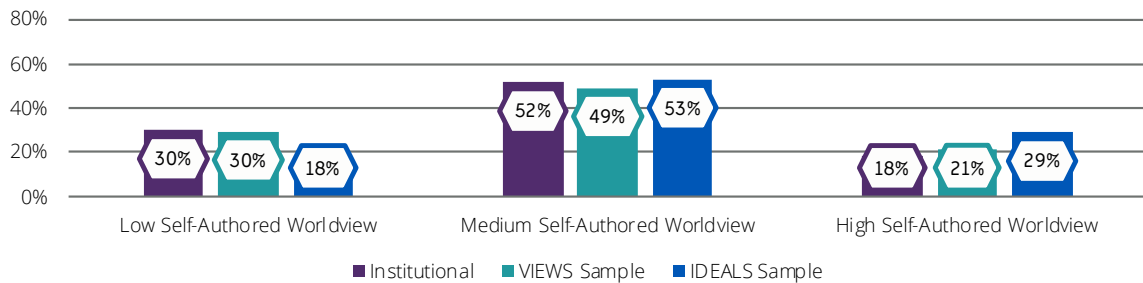
Respondent Characteristics (cont.)	Institution		VIEWS Sample		IDEALS Sample	
<b>Second Parent/Guardian Education</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Not applicable	7	3.30%	29	3.64%	.	.
Elementary school or less	2	0.94%	10	1.26%	157	2.20%
Some high school	10	4.72%	42	5.28%	223	3.13%
High school diploma	17	8.02%	130	16.33%	894	12.53%
Some college	38	17.92%	186	23.37%	1023	14.34%
College degree	72	33.96%	231	29.02%	2340	32.80%
Some graduate school	19	8.96%	52	6.53%	187	2.62%
Graduate degree	47	22.17%	116	14.57%	2310	32.38%
<b>Gender</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Woman	201	71.28%	641	65.47%	4976	69.48%
Man	79	28.01%	321	32.79%	2105	29.39%
Another gender	2	0.71%	12	1.23%	81	1.13%
Transgender	0	0.00%	5	0.51%	.	.
<b>Sexual Orientation</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Bisexual	10	3.61%	51	5.28%	372	5.41%
Gay	3	1.08%	17	1.76%	96	1.40%
Heterosexual	261	94.22%	856	88.61%	6009	87.45%
Lesbian	1	0.36%	16	1.66%	89	1.30%
Queer	1	0.36%	7	0.72%	70	1.02%
Another sexual orientation	1	0.36%	19	1.97%	235	3.42%
<b>Race/Ethnicity</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
African American/Black	14	4.93%	100	10.16%	376	5.23%
Asian/Pacific Islander	19	6.69%	40	4.07%	957	13.32%
Latino/a/x	30	10.56%	74	7.52%	525	7.31%
Native American	0	0.00%	6	0.61%	16	0.22%
White	185	65.14%	660	67.07%	4474	62.28%
Another race	7	2.46%	15	1.52%	91	1.27%
Multiracial	29	10.21%	89	9.04%	745	10.37%
<b>International Student</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
No	265	92.98%	921	93.31%	6855	95.35%
Yes	20	7.02%	66	6.69%	334	4.65%

Respondent Characteristics (cont.)	Institution		VIEWS Sample		IDEALS Sample	
Planned Academic Major	N	%	N	%	N	%
Arts	44	15.44%	112	11.35%	464	6.54%
Humanities	12	4.21%	48	4.86%	318	4.48%
Social Sciences	47	16.49%	155	15.70%	832	11.73%
Religion or Theology	1	0.35%	9	0.91%	27	0.38%
Biological Science	15	5.26%	73	7.40%	814	11.48%
Computer Science	1	0.35%	12	1.22%	272	3.83%
Physical Science	3	1.05%	17	1.72%	200	2.82%
Mathematics/Statistics	1	0.35%	6	0.61%	130	1.83%
Engineering	6	2.11%	8	0.81%	775	10.93%
Health professional	36	12.63%	121	12.26%	774	10.91%
Business	49	17.19%	164	16.62%	491	6.92%
Education	17	5.96%	93	9.42%	350	4.93%
Undecided	4	1.40%	16	1.62%	548	7.73%
Double major	32	11.23%	79	8.00%	760	10.71%
Another major	17	5.96%	74	7.50%	338	4.77%

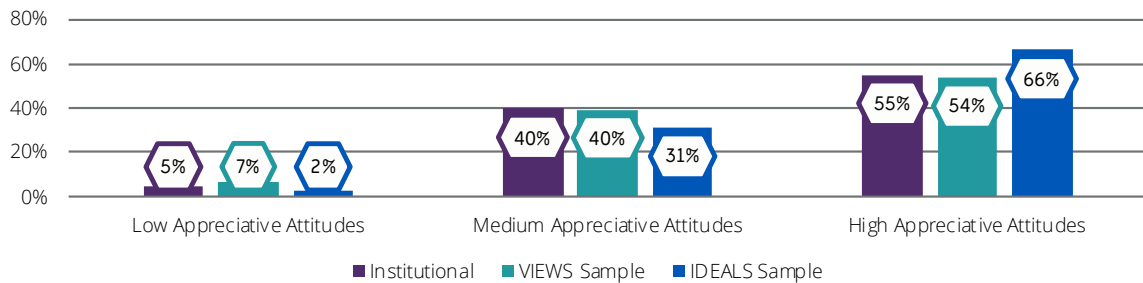
# Outcome Factor Scales

Outcome Factor Scales	Institution		VIEWS Sample			IDEALS Sample		
Self-Authored Worldview Commitment and Appreciative Attitudes (max = 20)	M	SD	M	SD	Effect	M	SD	Effect
Self-Authored Worldview Commitment	11.24	4.29	11.49	4.45		12.79	4.15	-
Appreciative Attitudes toward Atheists	15.29	3.91	15.29	3.95		16.50	3.39	-
Appreciative Attitudes toward Buddhists	16.30	3.18	16.05	3.26		16.90	2.91	-

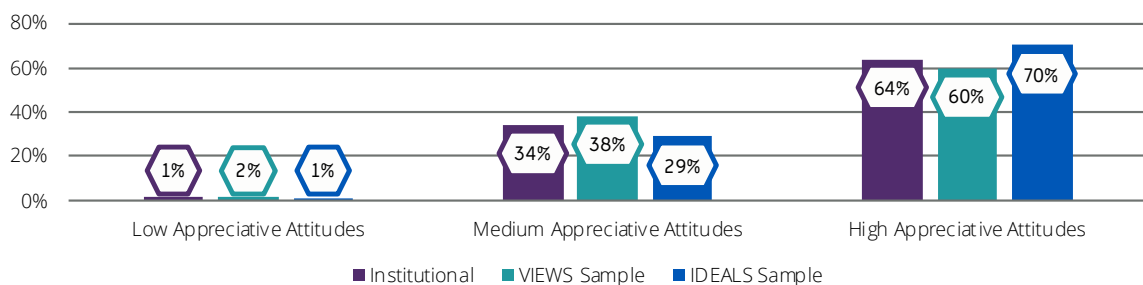
## Self-Authored Worldview Commitment



## Appreciative Attitudes toward Atheists



## Appreciative Attitudes toward Buddhists

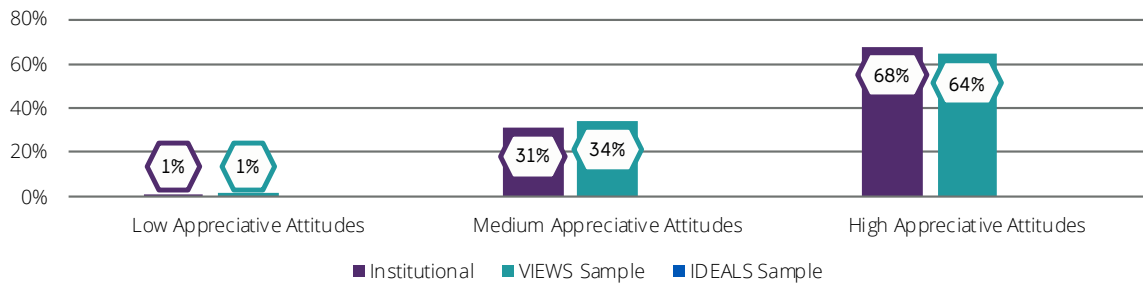


Note: Effect size indicators included if  $p < .05$ ; “-” represents Cohen’s  $d < .20$ , “+” between  $.20$  and  $.49$ , “++” between  $.50$  and  $.79$ , and “+++”  $.80$  or larger.

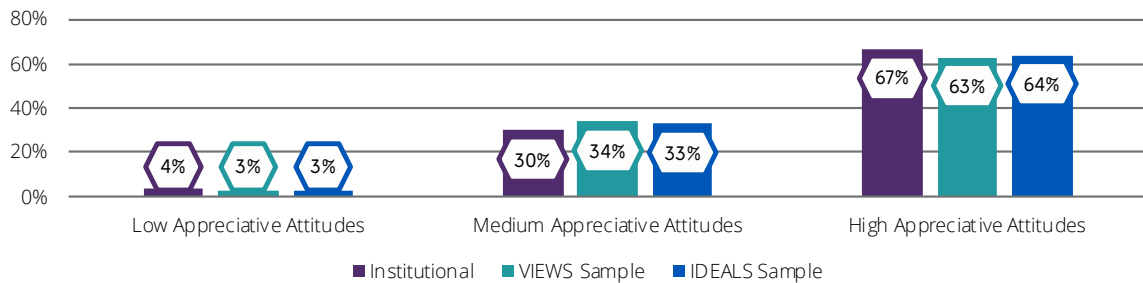


Outcome Factor Scales (cont.)	Institution		VIEWS Sample			IDEALS Sample		
Appreciative Attitudes Scales (max = 20)	M	SD	M	SD	Effect	M	SD	Effect
Appreciative Attitudes toward Catholics	16.67	2.91	16.37	3.03				
Appreciative Attitudes toward Evangelical Christians	16.30	3.35	16.10	3.34		16.24	3.44	
Appreciative Attitudes toward Hindus	15.77	3.43	15.66	3.31		16.53	3.04	-

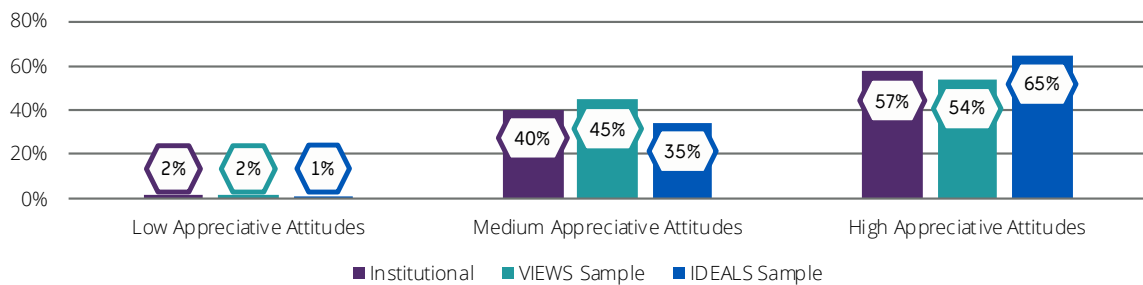
### Appreciative Attitudes toward Catholics



### Appreciative Attitudes toward Evangelical Christians



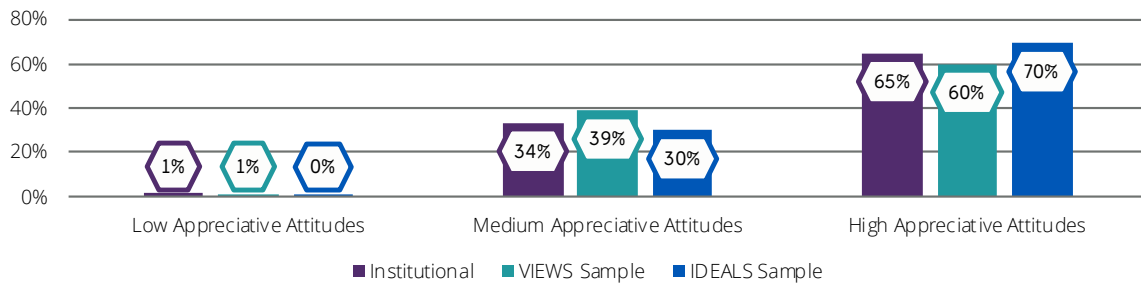
### Appreciative Attitudes toward Hindus



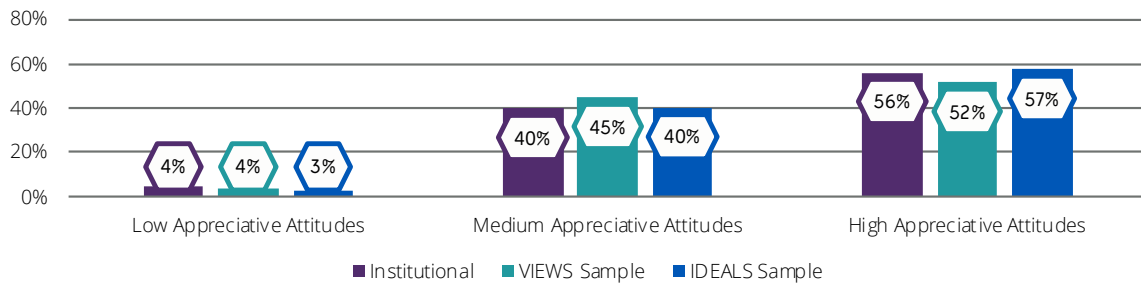
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Outcome Factor Scales (cont.)	Institution		VIEWS Sample			IDEALS Sample		
Appreciative Attitudes Scales (max = 20)	M	SD	M	SD	Effect	M	SD	Effect
Appreciative Attitudes toward Jews	16.43	3.15	16.18	3.02		16.86	2.85	-
Appreciative Attitudes toward Latter-day Saints/Mormons	15.45	3.72	15.33	3.53		15.88	3.39	
Appreciative Attitudes toward Muslims	15.47	3.78	15.39	3.58		16.31	3.31	-

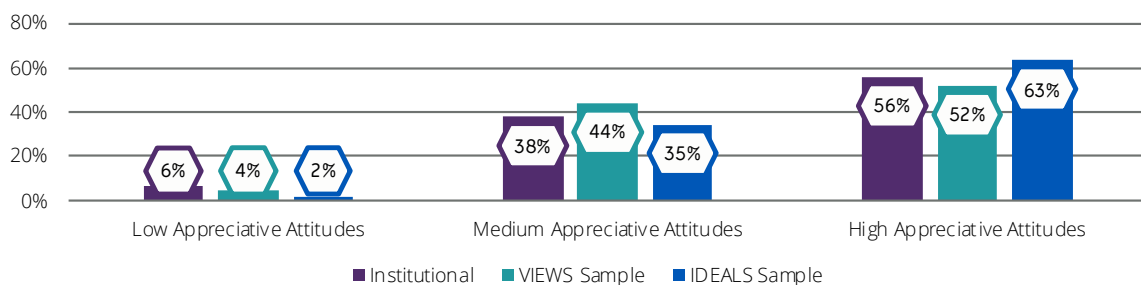
### Appreciative Attitudes toward Jews



### Appreciative Attitudes toward Latter-day Saints/Mormons



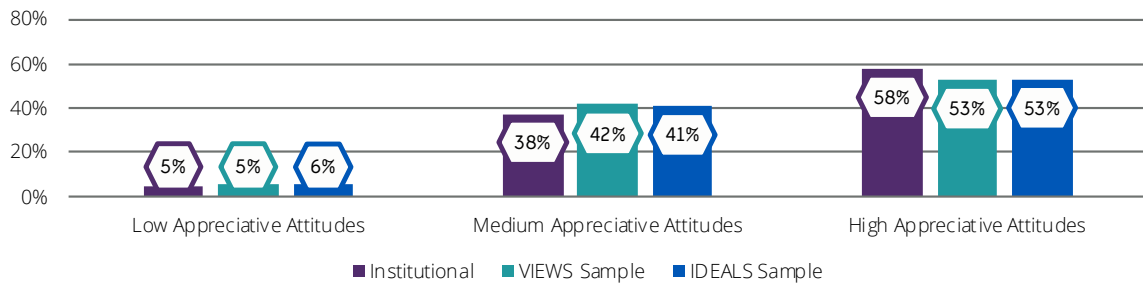
### Appreciative Attitudes toward Muslims



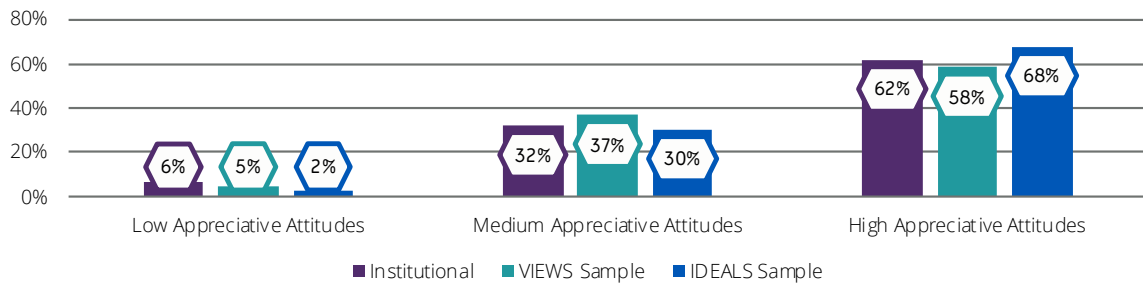
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Outcome Factor Scales (cont.)	Institution		VIEWS Sample			IDEALS Sample		
Appreciative Attitudes Scales (max = 20) and Overall Pluralism Orientation (max = 50)	M	SD	M	SD	Effect	M	SD	Effect
Appreciative Attitudes toward politically conservative people	15.50	3.83	15.20	3.73		15.29	3.73	
Appreciative Attitudes toward politically liberal people	15.71	3.86	15.67	3.61		16.59	3.33	-
Overall Pluralism Orientation	41.54	5.96	40.74	6.26	-	42.06	5.46	

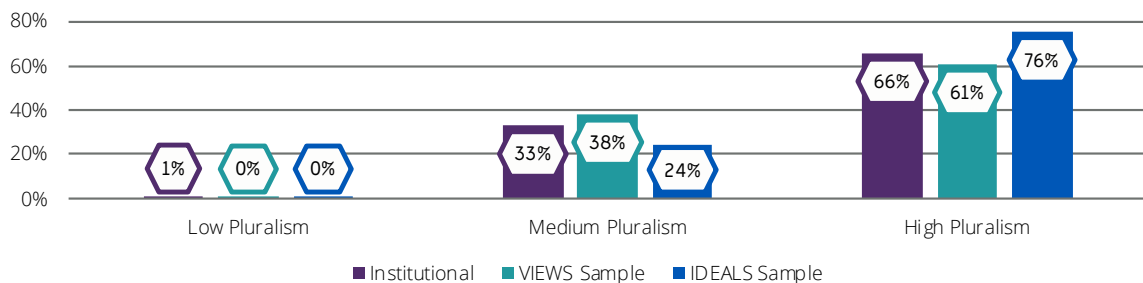
### Appreciative Attitudes toward Politically Conservative People



### Appreciative Attitudes toward Politically Liberal People



### 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.

# Outcome Items

Outcome Items	Institution		VIEWS Sample			IDEALS Sample		
<b>Global Citizenship Items (max = 5)*</b>	M	SD	M	SD	Effect	M	SD	Effect
I am actively working to foster justice in the world.	3.67	1.04	3.54	1.01		3.75	0.93	
I am currently taking steps to improve the lives of people around the world.	3.86	0.97	3.78	0.95		3.63	0.97	+
<b>Goodwill toward Others of Different Worldviews Items (max = 5)*</b>	M	SD	M	SD	Effect	M	SD	Effect
I feel a sense of good will toward people of other religious and non-religious perspectives.	4.20	0.85	4.13	0.85		4.41	0.76	-
There are people of other faiths or beliefs whom I admire.	4.50	0.80	4.35	0.85	-	4.54	0.72	
<b>Appreciation of Worldview Commonalities and Differences Items (max = 5)*</b>	M	SD	M	SD	Effect	M	SD	Effect
World religions share many common values.	4.32	0.87	4.24	0.88		4.39	0.77	
There are essential differences in spiritual practices that distinguish world religions.	3.99	0.89	3.96	0.88		4.17	0.82	-
<b>Commitment to Interfaith Leadership and Service Items (max = 5)*</b>	M	SD	M	SD	Effect	M	SD	Effect
My worldview inspires me to serve with others on issues of common concern.	4.24	0.88	4.12	0.91	-	4.26	0.83	
We can overcome many of the world's major problems if people of different religious and non-religious perspectives work together.	4.30	0.97	4.30	0.88		4.42	0.80	-
I am committed to leading efforts in collaboration with people of other religious and non-religious perspectives to create positive changes in society.	3.87	1.06	3.84	1.01		3.88	0.96	

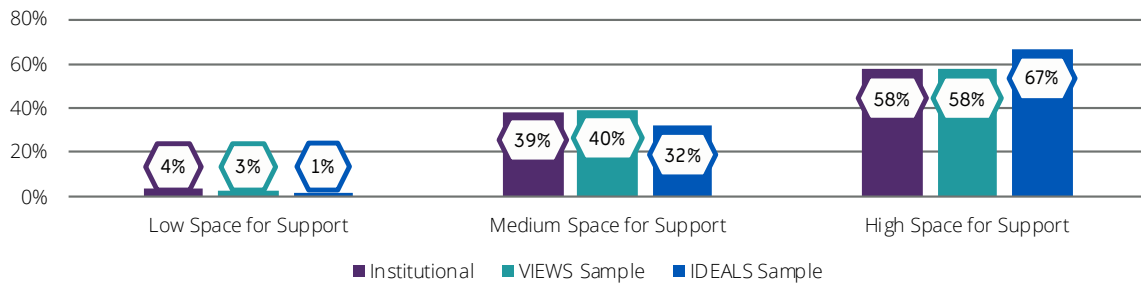
\*These items are measured on a scale ranging from "Disagree Strongly" to "Agree Strongly."

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.

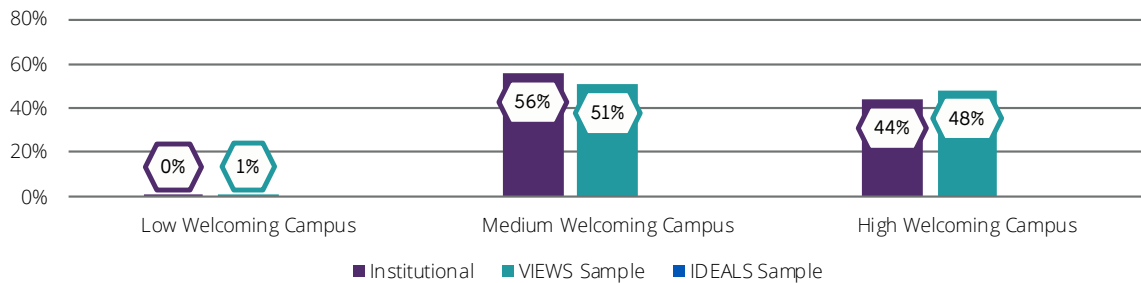
# Environment Factor Scales

Environment Factor Scales	Institution		VIEWS Sample			IDEALS Sample		
Environment Factor Scales	M	SD	M	SD	Effect	M	SD	Effect
Space for Support and Spiritual Expression (max = 20)	15.50	3.42	15.64	3.33		16.47	2.96	-
Welcoming Campus (max = 50)	7.17	2.80	7.29	3.08				
Insensitivity on Campus (max = 20)	7.17	2.80	7.29	3.08		7.09	2.93	

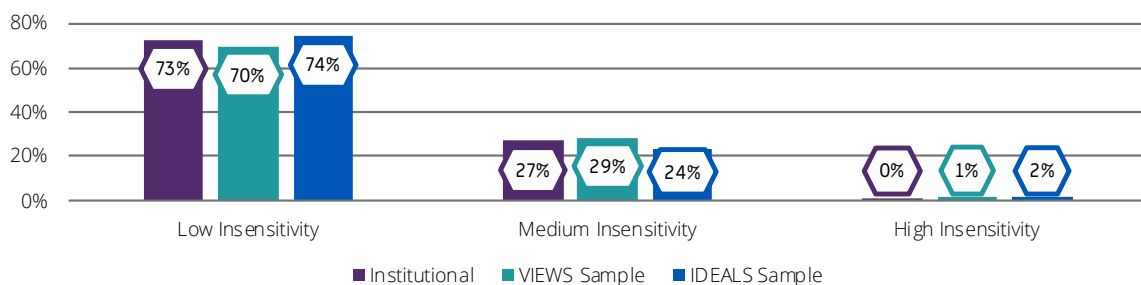
## Space for Support and Spiritual Expression



## Welcoming Campus



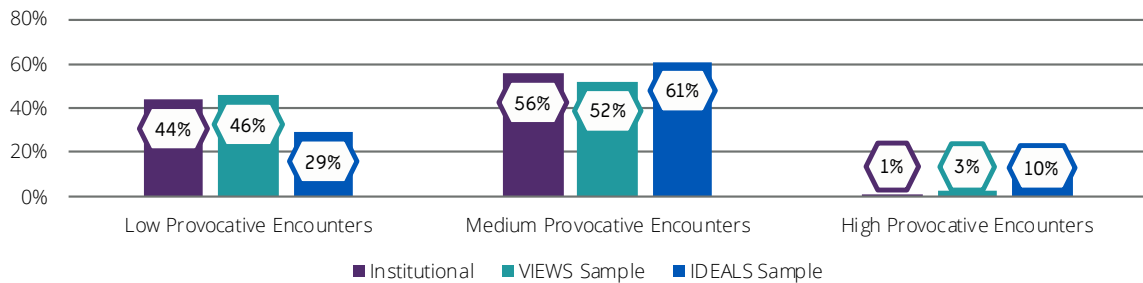
## Insensitivity on Campus



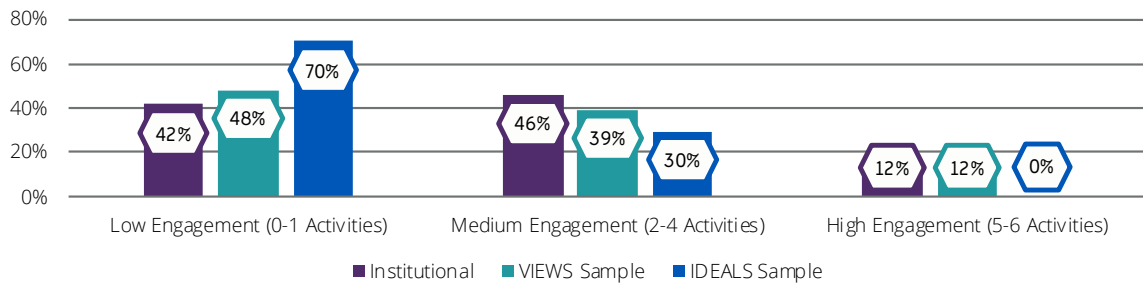
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Environment Factor Scales (cont.)	Institution		VIEWS Sample			IDEALS Sample		
Environment Factor Scales	M	SD	M	SD	Effect	M	SD	Effect
Provocative Encounters with Worldview Diversity (max = 20)	9.04	2.78	9.00	3.38		10.63	3.60	-
General Religious/Spiritual Engagement (max = 6)	2.16	1.83	1.97	1.84		1.05	1.15	+++
Informal Interfaith Engagement (max = 4)	3.13	1.22	2.98	1.34		3.08	1.17	

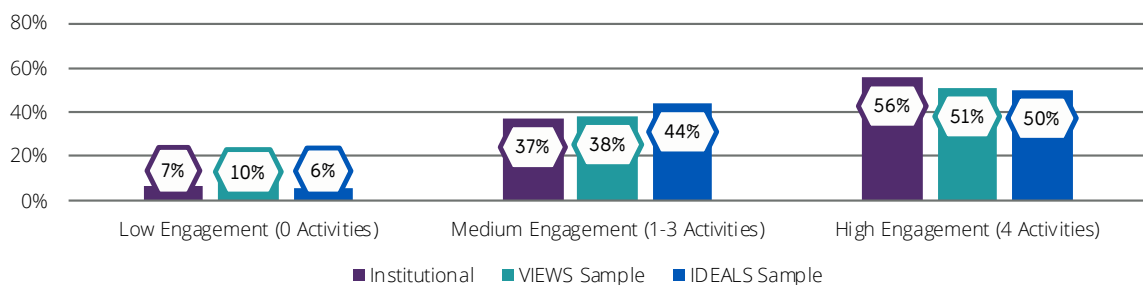
### Provocative Encounters with Worldview Diversity



### General Religious/Spiritual Engagement



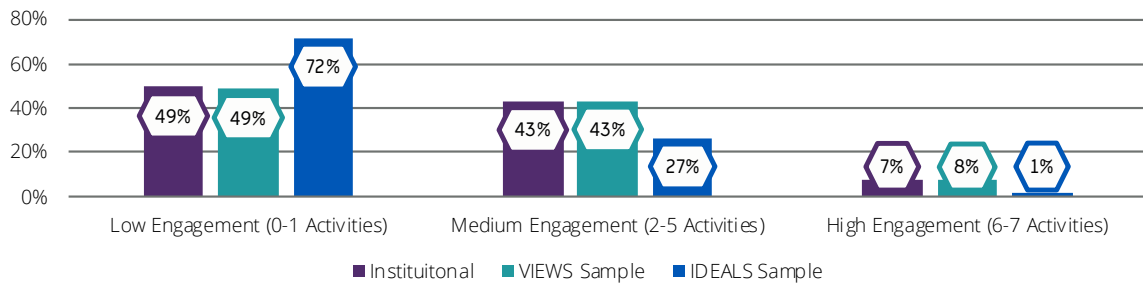
### Informal Interfaith Engagement



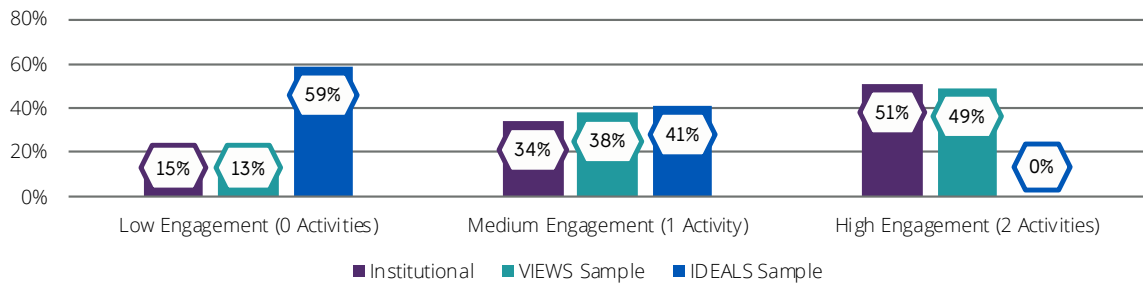
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Environment Factor Scales (cont.)	Institution		VIEWS Sample			IDEALS Sample		
Environment Factor Scales	M	SD	M	SD	Effect	M	SD	Effect
Formal Interfaith Engagement (max = 7)	1.97	1.88	2.03	1.94		1.07	1.40	++
Other Civic and Diversity Engagement (max = 2)	1.37	0.73	1.36	0.70		0.41	0.49	+++
Curricular Religious and Spiritual Engagement (max = 12)	5.49	3.13	5.02	3.24	-	2.68	2.37	+++

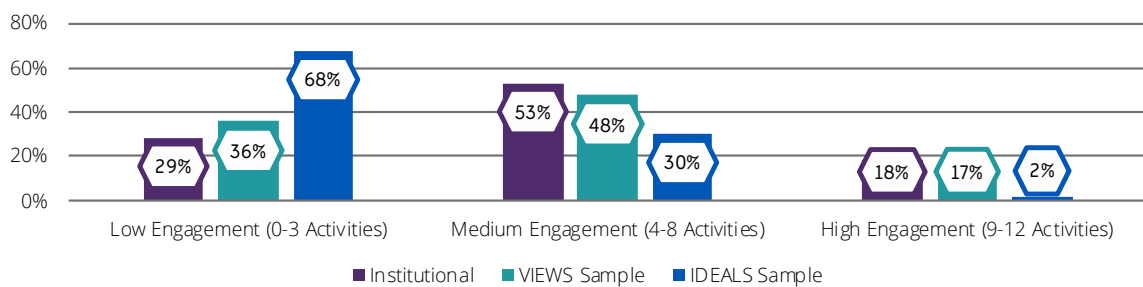
### Formal Interfaith Engagement



### Other Civic and Diversity Engagement



### Curricular Religious and Spiritual Engagement



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.

# Environment Items

Environment Items	Institution		VIEWS Sample			IDEALS Sample		
<b>Structural Worldview Diversity Items (max = 5)*</b>	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>	<b>Effect</b>	<b>M</b>	<b>SD</b>	<b>Effect</b>
This campus is religiously diverse.	2.91	1.22	3.38	1.16	-	3.77	1.10	-
Students on this campus represent many different religious backgrounds and worldviews.	3.11	1.20	3.64	1.13	-	.	.	.
<b>Divisiveness Items (max = 5)*</b>	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>	<b>Effect</b>	<b>M</b>	<b>SD</b>	<b>Effect</b>
There is a great deal of conflict among people of different worldviews on this campus.	2.57	1.07	2.74	1.19	-	2.07	1.08	+
<b>Coercion Items (max = 5)**</b>	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>	<b>Effect</b>	<b>M</b>	<b>SD</b>	<b>Effect</b>
Felt pressured by others on campus to change your worldview	2.17	1.05	2.10	1.09		1.90	1.07	+
Felt pressured to listen to others' perspectives when you didn't want to hear about them	2.41	1.16	2.41	1.17		2.18	1.17	-
<b>Negative Engagement Items (max = 5)**</b>	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>	<b>Effect</b>	<b>M</b>	<b>SD</b>	<b>Effect</b>
Had tense, somewhat hostile interactions	1.60	0.79	1.66	0.86		1.68	0.93	
Had hurtful, unresolved interactions	1.38	0.64	1.46	0.77		1.50	0.84	-

\*These items are measured on a scale ranging from "Disagree Strongly" to "Agree Strongly."

\*\*These items are measured on a scale ranging from "Never" to "All the Time."

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.



# Outcomes by Respondent Characteristics

Outcomes by Respondent Characteristics	Self-Authored Worldview Commitment								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Aggregate Worldview</b>									
(1) Worldview majority	12.19	4.33	2,3,4	12.52	4.31	2,3	11.92	4.25	2,3,4
(2) Worldview minority	9.37	2.89	1	10.11	4.23	1	13.16	4.13	1,3,4
(3) Non-religious	9.11	3.30	1	9.08	3.54	1,4	13.98	3.64	1,2
(4) Another worldview	8.60	4.00	1	11.48	5.24	3	15.01	3.72	1,2

	Overall Pluralism Orientation								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Aggregate Worldview</b>									
(1) Worldview majority	41.22	6.06		40.57	6.15		41.94	5.44	2
(2) Worldview minority	41.11	5.96		42.01	6.08	4	43.31	5.32	1,3
(3) Non-religious	42.87	5.55		41.22	6.06		41.79	5.36	2
(4) Another worldview	41.64	6.05		39.08	7.74	2	42.84	6.23	

	Self-Authored Worldview Commitment								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Born Again/Evangelical Christian</b>									
(0) Not Evangelical	10.61	4.11	1	10.98	4.39	1	13.08	4.08	1
(1) Evangelical	12.75	4.36	0	12.61	4.40	0	11.77	4.24	0

	Overall Pluralism Orientation								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Born Again/Evangelical Christian</b>									
(0) Not Evangelical	41.64	5.76		40.86	6.12		42.24	5.43	1
(1) Evangelical	41.30	6.46		40.47	6.57		41.43	5.52	0

	Self-Authored Worldview Commitment								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Religious and Spiritual Beliefs</b>									
(1) Both religious and spiritual	12.16	4.53	3,4	12.30	4.39	2,3,4	12.11	4.30	2,3,4
(2) Religious, but not spiritual	12.91	4.08	3,4	13.67	4.03	1,3,4	11.33	4.33	1,3,4
(3) Spiritual, but not religious	10.06	3.56	1,2	10.04	4.09	1,2	13.90	3.72	1,2,4
(4) Neither spiritual nor religious	9.03	3.44	1,2	10.21	4.39	1,2	13.12	3.92	1,2,3

Outcomes by Respondent Characteristics (cont.)	Overall Pluralism Orientation								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Religious and Spiritual Beliefs</b>									
(1) Both religious and spiritual	41.41	6.07		40.78	6.51		42.56	5.31	2,4
(2) Religious, but not spiritual	41.95	6.61		39.09	6.42	3	40.77	5.71	1,3
(3) Spiritual, but not religious	41.81	5.99		41.79	5.68	2,4	42.74	5.21	2,4
(4) Neither spiritual nor religious	41.16	5.08		39.65	6.04	3	40.72	5.63	1,3

	Self-Authored Worldview Commitment								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Political Leaning</b>									
(1) Very conservative	14.00	5.42	4,5	13.46	4.97	4,5	11.20	4.48	3,4,5
(2) Conservative	12.77	4.17	3,4,5	12.48	4.13	4,5	11.62	4.09	3,4,5
(3) Moderate	10.88	4.23	2	11.76	4.44	4,5	12.52	4.24	1,2,4,5
(4) Liberal	10.36	3.74	1,2	10.36	4.17	1,2,3	13.28	3.90	1,2,3,5
(5) Very liberal	9.62	4.10	1,2	9.53	4.38	1,2,3	14.39	3.72	1,2,3,4

	Overall Pluralism Orientation								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Political Leaning</b>									
(1) Very conservative	38.73	8.55		38.68	7.19	4,5	39.45	6.27	2,3,4,5
(2) Conservative	39.61	6.16	4,5	38.96	6.42	3,4,5	40.89	5.38	1,4,5
(3) Moderate	41.72	5.77		40.54	5.98	2,5	41.38	5.63	1,4,5
(4) Liberal	43.05	5.12	2	41.91	6.19	1,2	42.98	5.06	1,2,3,5
(5) Very liberal	43.85	4.53	2	43.92	5.23	1,2,3	44.13	4.67	1,2,3,4

	Self-Authored Worldview Commitment								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Gender</b>									
(1) Woman	11.73	4.22	2	11.81	4.31	2	12.53	4.18	2,3
(2) Man	10.17	4.38	1	10.98	4.68	1	13.31	4.03	1,3
(3) Another gender	.	.	.	9.08	3.45		15.04	3.38	1,2
(4) Transgender	.	.	.	7.80	3.90		.	.	.

	Overall Pluralism Orientation								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Gender</b>									
(1) Woman	41.67	5.79		41.09	6.03		42.42	5.31	2
(2) Man	41.31	6.44		40.01	6.72		41.16	5.73	1,3
(3) Another gender	.	.	.	42.50	5.02		43.74	4.55	2
(4) Transgender	.	.	.	44.00	4.42		.	.	.

Outcomes by Respondent Characteristics (cont.)	Self-Authored Worldview Commitment								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Sexual Orientation									
(1) Bisexual	9.70	4.62		10.14	4.24		14.34	3.63	3
(2) Gay	.	.	.	9.12	3.71		14.09	3.67	3
(3) Heterosexual	11.46	4.31		11.73	4.44		12.57	4.18	1,2,5,6
(4) Lesbian	.	.	.	9.94	4.40		13.80	3.56	
(5) Queer	.	.	.	9.00	4.97		14.90	3.60	3
(6) Another sexual orientation	.	.	.	9.47	3.66		14.91	3.25	3

	Overall Pluralism Orientation								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Sexual Orientation									
(1) Bisexual	42.40	6.42		42.80	5.44		42.95	5.08	3
(2) Gay	.	.	.	43.35	5.75		43.68	5.17	3
(3) Heterosexual	41.42	5.99		40.52	6.33		41.95	5.47	1,2,5,6
(4) Lesbian	.	.	.	41.25	4.80		42.56	5.24	
(5) Queer	.	.	.	43.29	3.95		43.99	4.42	3
(6) Another sexual orientation	.	.	.	42.74	5.91		43.27	4.68	3

	Self-Authored Worldview Commitment								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Race/Ethnicity									
(1) African American/Black	14.50	5.35	5	13.06	4.88	5,7	11.73	4.55	3,5,7
(2) Asian/Pacific Islander	12.00	4.64		11.95	4.72		12.46	4.02	5,7
(3) Latino/a/x	11.73	3.62		11.52	4.36		12.56	4.36	1
(4) Native American	.	.	.	9.83	5.08		12.56	5.70	
(5) White	10.97	4.26	1	11.31	4.36	1	12.93	4.08	1,2
(6) Other Race	11.29	2.75		11.40	4.56		12.20	4.44	
(7) Multiracial	10.55	4.36		10.87	4.35	1	13.10	4.17	1,2

	Overall Pluralism Orientation								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Race/Ethnicity									
(1) African American/Black	40.62	8.43		38.56	8.05	5,7	41.80	6.17	
(2) Asian/Pacific Islander	38.35	6.27		39.84	6.41		41.03	5.79	3,5,6,7
(3) Latino/a/x	40.97	5.78		40.34	6.21		42.03	5.59	2
(4) Native American	.	.	.	45.33	5.09		40.44	5.89	
(5) White	41.89	5.87		40.99	5.97	1	42.20	5.32	2
(6) Other Race	44.86	3.39		40.73	7.22		43.22	4.60	2
(7) Multiracial	41.76	5.12		41.88	5.48	1	42.64	5.26	2

Outcomes by Respondent Characteristics (cont.)	Self-Authored Worldview Commitment								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
International Student									
(0) Not an international student	11.25	4.34		11.48	4.43		12.78	4.15	
(1) International student	11.25	3.85		11.58	4.90		12.96	4.04	

	Overall Pluralism Orientation								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
International Student									
(0) Not an international student	41.52	5.91		40.84	6.12		42.09	5.44	1
(1) International student	41.80	6.71		39.27	7.96		41.43	5.76	0

	Self-Authored Worldview Commitment								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Current Major									
(1) Arts, Humanities, or Religion	11.47	4.62		10.69	4.21		13.34	4.03	2,3,5
(2) Social Science or Education	10.89	3.86		11.60	4.47		12.64	4.31	1
(3) Health	12.06	4.63		12.18	4.39		12.09	4.34	1,4,6
(4) Science, Math, or Engineering	11.54	3.84		11.35	4.18		12.89	3.98	3,5
(5) Business	11.14	4.33		11.48	4.40		12.09	4.44	1,4,6
(6) Undecided, double, or other major	10.89	4.50		11.71	4.90		12.99	4.06	3,5

	Overall Pluralism Orientation								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Current Major									
(1) Arts, Humanities, or Religion	41.91	5.44		42.32	5.24	3,5,6	42.47	5.19	3,4,5
(2) Social Science or Education	41.79	6.66		41.20	6.43		42.73	5.21	3,4,5
(3) Health	40.69	6.58		40.08	6.25	1	41.52	5.90	1,2,6
(4) Science, Math, or Engineering	42.50	4.85		40.49	5.73		41.62	5.45	1,2,6
(5) Business	41.39	6.12		39.51	6.73	1	40.94	5.69	1,2,6
(6) Undecided, double, or other major	41.08	5.69		40.31	6.54	1	42.58	5.32	3,4,5

# Environments by Respondent Characteristics

Environments by Respondent Characteristics	Space for Support and Spiritual Expression								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Aggregate Worldview</b>									
(1) Worldview majority	16.04	3.30	2,3	16.11	3.21	2,3	16.72	2.94	2,3,4
(2) Worldview minority	12.95	3.60	1	14.71	3.76	1	16.34	3.07	1
(3) Non-religious	14.45	3.19	1	14.75	3.23	1	16.20	2.90	1
(4) Another worldview	15.33	3.64		15.26	3.37		15.67	3.33	1

	Welcoming Campus								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Aggregate Worldview</b>									
(1) Worldview majority	38.75	7.09		39.60	7.49	3	.	.	.
(2) Worldview minority	36.16	8.61		37.74	8.41		.	.	.
(3) Non-religious	37.08	5.97		37.38	6.45	1	.	.	.
(4) Another worldview	38.14	6.78		39.08	7.17		.	.	.

	Insensitivity on Campus								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Aggregate Worldview</b>									
(1) Worldview majority	7.18	2.87		7.29	3.11	2	7.30	2.98	3,4
(2) Worldview minority	8.53	2.93		8.36	3.21	1,3,4	7.35	3.11	3,4
(3) Non-religious	6.77	2.44		7.08	2.95	2	6.65	2.70	1,2
(4) Another worldview	6.87	2.56		6.64	2.75	2	6.18	2.70	1,2

	Provocative Encounters with Worldview Diversity								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Aggregate Worldview</b>									
(1) Worldview majority	9.01	2.62		9.04	3.26	4	10.88	3.49	3,4
(2) Worldview minority	9.42	2.69		9.68	3.66	4	10.84	3.70	3
(3) Non-religious	9.17	3.29		8.96	3.51		10.17	3.63	1,2
(4) Another worldview	8.60	3.22		7.91	3.52	1,2	9.82	3.94	1

	General Religious/Spiritual Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Aggregate Worldview</b>									
(1) Worldview majority	2.58	1.78	3	2.42	1.83	3,4	1.45	1.16	2,3,4
(2) Worldview minority	2.00	1.83		2.00	1.84	3	1.33	1.22	1,3,4
(3) Non-religious	0.85	1.47	1	0.77	1.35	1,2,4	0.30	0.61	1,2,4
(4) Another worldview	1.47	0.99		1.65	1.61	1,3	0.73	1.07	1,2,3

Environments by Respondent Characteristics (cont.)	Informal Interfaith Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Aggregate Worldview									
(1) Worldview majority	3.02	1.25		2.91	1.34		3.05	1.18	3
(2) Worldview minority	3.26	1.10		3.23	1.22		3.15	1.15	
(3) Non-religious	3.38	1.16		3.06	1.35		3.15	1.14	1
(4) Another worldview	3.53	0.92		3.12	1.32		3.19	1.09	

	Formal Interfaith Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Aggregate Worldview									
(1) Worldview majority	2.06	1.89		2.17	1.99	3	1.22	1.45	3
(2) Worldview minority	2.16	2.17		2.70	2.24	3,4	1.33	1.63	3
(3) Non-religious	1.53	1.75		1.40	1.56	1,2	0.71	1.10	1,2
(4) Another worldview	2.13	1.85		1.88	1.78	2	1.00	1.37	

	Other Civic and Diversity Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Aggregate Worldview									
(1) Worldview majority	1.43	0.68		1.42	0.66	3	0.41	0.49	2
(2) Worldview minority	1.16	0.83		1.34	0.75		0.48	0.50	1,3
(3) Non-religious	1.25	0.81		1.21	0.75	1	0.38	0.49	2
(4) Another worldview	1.27	0.88		1.35	0.77		0.45	0.50	

	Curricular Religious and Spiritual Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Aggregate Worldview									
(1) Worldview majority	5.32	3.07		5.09	3.32		2.86	2.43	3
(2) Worldview minority	6.68	3.53		5.73	3.49		2.87	2.41	3
(3) Non-religious	5.49	3.17		4.67	2.81		2.37	2.22	1,2
(4) Another worldview	6.27	3.17		4.68	3.39		2.37	2.01	

	Space for Support and Spiritual Expression								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Political Leaning									
(1) Very conservative	14.67	4.79		15.60	3.87		15.60	3.79	2,3,4,5
(2) Conservative	16.35	2.86	5	15.91	3.29		16.37	3.06	1
(3) Moderate	15.79	3.37		15.82	3.31		16.55	2.92	1
(4) Liberal	14.96	3.27		15.18	3.02		16.53	2.84	1
(5) Very liberal	13.62	3.87	2	15.16	3.78		16.43	3.00	1

Environments by Respondent Characteristics (cont.)	Welcoming Campus								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Political Leaning									
(1) Very conservative	38.20	10.02		38.85	9.15		.	.	.
(2) Conservative	40.81	5.76	4,5	40.36	7.05	4,5	.	.	.
(3) Moderate	38.48	7.07		39.38	7.58	4,5	.	.	.
(4) Liberal	36.67	6.28	2	37.55	6.54	2,3	.	.	.
(5) Very liberal	34.48	7.50	2	36.76	7.07	2,3	.	.	.

	Insensitivity on Campus								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Political Leaning									
(1) Very conservative	8.53	3.85		8.51	4.36	3,4	8.67	3.98	2,3,4,5
(2) Conservative	7.69	2.95		7.67	3.07		7.77	3.12	1,3,4,5
(3) Moderate	6.82	2.66		7.05	3.04	1	6.98	2.92	1,2,4
(4) Liberal	6.74	2.42		7.11	2.82	1	6.71	2.64	1,2,3,5
(5) Very liberal	8.05	2.91		7.47	2.87		7.09	2.84	1,2,4

	Provocative Encounters with Worldview Diversity								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Political Leaning									
(1) Very conservative	7.47	2.64		8.74	3.61		10.23	3.80	5
(2) Conservative	8.83	2.63		8.96	3.07		10.63	3.52	5
(3) Moderate	9.36	2.74		8.74	3.28	5	10.36	3.64	4,5
(4) Liberal	9.10	2.76		9.30	3.48		10.83	3.53	3
(5) Very liberal	8.80	3.33		9.91	4.00	3	11.10	3.62	1,2,3

	General Religious/Spiritual Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Political Leaning									
(1) Very conservative	2.33	1.29		2.04	1.55		1.54	1.17	3,4,5
(2) Conservative	2.67	1.85	4,5	2.54	1.85	3,4,5	1.50	1.15	3,4,5
(3) Moderate	2.29	1.73		2.00	1.83	2	1.05	1.14	1,2,4,5
(4) Liberal	1.70	1.89	2	1.60	1.80	2	0.87	1.11	1,2,3
(5) Very liberal	1.24	1.87	2	1.42	1.84	2	0.75	1.05	1,2,3

	Informal Interfaith Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Political Leaning									
(1) Very conservative	3.27	1.10		2.66	1.51		2.77	1.32	4,5
(2) Conservative	3.00	1.20		2.94	1.31		2.96	1.22	4,5
(3) Moderate	3.13	1.27		2.91	1.38		2.99	1.22	4,5
(4) Liberal	3.18	1.21		3.17	1.26		3.24	1.05	1,2,3
(5) Very liberal	3.24	1.18		3.26	1.14		3.25	1.08	1,2,3

Environments by Respondent Characteristics (cont.)	Formal Interfaith Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Political Leaning									
(1) Very conservative	2.40	1.92		1.96	1.86		1.13	1.38	
(2) Conservative	1.72	1.61		2.10	2.01		1.15	1.39	3
(3) Moderate	2.04	1.87		1.98	1.90		1.02	1.37	2
(4) Liberal	2.15	2.05		2.07	1.89		1.09	1.42	
(5) Very liberal	1.43	2.13		2.03	2.24		1.06	1.46	

	Other Civic and Diversity Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Political Leaning									
(1) Very conservative	1.40	0.63		1.21	0.72		0.31	0.46	4,5
(2) Conservative	1.28	0.72		1.37	0.67		0.35	0.48	4,5
(3) Moderate	1.42	0.71		1.36	0.70		0.39	0.49	4,5
(4) Liberal	1.37	0.76		1.40	0.70		0.46	0.50	1,2,3
(5) Very liberal	1.29	0.85		1.39	0.76		0.48	0.50	1,2,3

	Curricular Religious and Spiritual Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Political Leaning									
(1) Very conservative	5.67	2.94		4.79	3.22		2.96	2.21	3
(2) Conservative	4.84	3.09		4.86	3.25		2.82	2.40	3
(3) Moderate	5.68	3.27		4.97	3.37		2.50	2.36	1,2,5
(4) Liberal	5.87	2.83		5.27	2.97		2.68	2.35	5
(5) Very liberal	5.05	3.38		5.19	3.17		2.97	2.38	3,4

	Space for Support and Spiritual Expression								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Gender									
(1) Woman	15.73	3.26		15.78	3.30		16.49	2.94	3
(2) Man	15.09	3.72		15.45	3.37		16.48	2.98	3
(3) Another gender	.	.	.	15.42	3.29		15.29	3.30	1,2
(4) Transgender	.	.	.	.	.	.	.	.	.

	Welcoming Campus								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Gender									
(1) Woman	38.22	6.99		38.86	7.54		.	.	.
(2) Man	38.49	7.11		39.12	7.10		.	.	.
(3) Another gender	.	.	.	38.44	8.43		.	.	.
(4) Transgender	.	.	.	.	.	.	.	.	.



Environments by Respondent Characteristics (cont.)	Insensitivity on Campus								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) Woman	7.08	2.63		7.22	2.93		7.13	2.89	3
(2) Man	7.19	3.13		7.28	3.31	3	6.96	2.99	3
(3) Another gender	.	.	.	8.64	3.67	2	8.10	3.48	1,2
(4) Transgender	.	.	.	.	.	.	.	.	.

	Provocative Encounters with Worldview Diversity								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) Woman	9.06	2.73		9.03	3.26		10.78	3.53	2
(2) Man	9.12	2.94		8.99	3.61		10.23	3.72	1,3
(3) Another gender	.	.	.	7.64	2.80		11.56	3.59	2
(4) Transgender	.	.	.	.	.	.	.	.	.

	General Religious/Spiritual Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) Woman	2.28	1.81		2.05	1.84		1.09	1.15	2
(2) Man	1.85	1.84		1.84	1.86		0.96	1.14	1
(3) Another gender	.	.	.	1.50	1.93		0.96	1.11	
(4) Transgender	.	.	.	.	.	.	.	.	.

	Informal Interfaith Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) Woman	3.06	1.26		3.01	1.31		3.14	1.13	2
(2) Man	3.28	1.14		2.91	1.40		2.94	1.23	1,3
(3) Another gender	.	.	.	3.42	1.16		3.33	1.00	2
(4) Transgender	.	.	.	.	.	.	.	.	.

	Formal Interfaith Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) Woman	1.93	1.78		2.06	1.96		1.13	1.42	2
(2) Man	2.06	2.12		1.96	1.91		0.91	1.34	1
(3) Another gender	.	.	.	1.50	2.07		1.09	1.41	
(4) Transgender	.	.	.	.	.	.	.	.	.

Environments by Respondent Characteristics (cont.)	Other Civic and Diversity Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) Woman	1.38	0.71	.	1.40	0.69	.	0.43	0.50	2,3
(2) Man	1.32	0.76	.	1.31	0.72	.	0.35	0.48	1,3
(3) Another gender	.	.	.	1.08	0.90	.	0.60	0.49	1,2
(4) Transgender	.	.	.	.	.	.	.	.	.

	Curricular Religious and Spiritual Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) Woman	5.37	3.06	.	5.03	3.19	.	2.85	2.41	2
(2) Man	5.71	3.28	.	4.98	3.37	.	2.27	2.24	1,3
(3) Another gender	.	.	.	4.75	2.45	.	3.04	2.23	2
(4) Transgender	.	.	.	.	.	.	.	.	.

	Space for Support and Spiritual Expression								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) Bisexual	14.50	4.45	.	15.47	3.41	.	16.09	3.11	3
(2) Gay	.	.	.	16.35	2.50	.	16.61	2.74	.
(3) Heterosexual	15.65	3.37	.	15.71	3.34	.	16.54	2.92	1,5,6
(4) Lesbian	.	.	.	14.00	3.31	.	16.13	3.20	.
(5) Queer	.	.	.	14.00	4.16	.	15.41	3.32	3
(6) Another sexual orientation	.	.	.	14.84	3.11	.	15.71	3.13	3

	Welcoming Campus								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) Bisexual	37.10	6.72	.	39.04	6.25	.	.	.	.
(2) Gay	.	.	.	40.71	6.30	.	.	.	.
(3) Heterosexual	38.54	7.00	.	39.07	7.41	.	.	.	.
(4) Lesbian	.	.	.	35.13	9.35	.	.	.	.
(5) Queer	.	.	.	.	.	.	.	.	.
(6) Another sexual orientation	.	.	.	36.71	8.72	.	.	.	.

Environments by Respondent Characteristics (cont.)	Insensitivity on Campus								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) Bisexual	6.70	3.16		7.35	2.97		7.32	2.93	
(2) Gay	.	.	.	6.47	2.90		7.18	2.92	
(3) Heterosexual	7.08	2.75		7.16	3.00		7.02	2.89	5
(4) Lesbian	.	.	.	8.69	3.22		7.71	3.51	
(5) Queer	.	.	.	8.86	2.04		8.19	4.08	3,6
(6) Another sexual orientation	.	.	.	9.11	4.24		7.01	2.41	5

	Provocative Encounters with Worldview Diversity								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) Bisexual	9.20	2.44		10.29	3.69	3	10.78	3.61	
(2) Gay	.	.	.	12.71	4.34	3,6	11.20	3.83	
(3) Heterosexual	9.05	2.73		8.83	3.31	1,2	10.56	3.57	
(4) Lesbian	.	.	.	9.44	2.90		11.24	3.87	
(5) Queer	.	.	.	9.50	3.39		11.67	3.69	
(6) Another sexual orientation	.	.	.	9.26	2.90	2	10.82	3.48	

	General Religious/Spiritual Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) Bisexual	1.50	1.65		1.51	1.69		0.69	0.93	3
(2) Gay	.	.	.	1.41	2.00		0.69	0.99	3
(3) Heterosexual	2.22	1.82		2.01	1.84		1.09	1.17	1,2,6
(4) Lesbian	.	.	.	1.69	1.89		0.91	1.13	
(5) Queer	.	.	.	1.14	1.46		0.76	0.91	
(6) Another sexual orientation	.	.	.	2.21	2.02		0.81	1.03	3

	Informal Interfaith Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) Bisexual	3.50	0.85		3.41	0.92		3.27	1.05	3
(2) Gay	.	.	.	3.35	1.17		3.09	1.15	
(3) Heterosexual	3.11	1.23		2.94	1.37		3.08	1.16	1,6
(4) Lesbian	.	.	.	3.13	1.09		3.29	1.05	
(5) Queer	.	.	.	3.86	0.38		3.29	1.11	
(6) Another sexual orientation	.	.	.	3.42	0.90		3.43	0.97	3

Environments by Respondent Characteristics (cont.)	Formal Interfaith Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) Bisexual	1.50	1.90	.	2.39	1.91	.	0.93	1.24	.
(2) Gay	.	.	.	2.76	2.11	.	1.08	1.55	.
(3) Heterosexual	1.98	1.88	.	1.96	1.92	.	1.06	1.41	.
(4) Lesbian	.	.	.	2.31	2.09	.	1.12	1.36	.
(5) Queer	.	.	.	1.86	1.77	.	1.11	1.41	.
(6) Another sexual orientation	.	.	.	2.11	2.18	.	1.11	1.38	.

	Other Civic and Diversity Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) Bisexual	1.20	0.79	.	1.37	0.69	.	0.40	0.49	.
(2) Gay	.	.	.	1.29	0.69	.	0.49	0.50	.
(3) Heterosexual	1.38	0.72	.	1.36	0.70	.	0.40	0.49	.
(4) Lesbian	.	.	.	1.38	0.72	.	0.43	0.50	.
(5) Queer	.	.	.	1.43	0.79	.	0.54	0.50	.
(6) Another sexual orientation	.	.	.	1.58	0.61	.	0.47	0.50	.

	Curricular Religious and Spiritual Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) Bisexual	5.80	3.19	.	5.35	2.78	.	2.59	2.11	.
(2) Gay	.	.	.	5.65	3.84	.	2.55	2.45	.
(3) Heterosexual	5.48	3.12	.	4.98	3.27	.	2.64	2.38	6
(4) Lesbian	.	.	.	3.75	2.72	.	2.69	2.12	.
(5) Queer	.	.	.	5.29	2.63	.	3.33	2.21	.
(6) Another sexual orientation	.	.	.	5.79	3.22	.	3.13	2.38	3

	Space for Support and Spiritual Expression								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) African American/Black	14.43	3.99	.	15.01	3.60	.	15.63	3.32	3,5,7
(2) Asian/Pacific Islander	15.11	3.55	.	15.72	3.05	.	15.98	2.86	3,5
(3) Latino/a/x	15.43	3.33	.	16.01	3.38	.	16.55	2.94	1,2
(4) Native American	.	.	.	15.67	3.08	.	16.31	2.12	.
(5) White	15.72	3.42	.	15.69	3.32	.	16.66	2.90	1,2
(6) Other race	14.00	4.36	.	14.80	4.46	.	16.33	3.08	.
(7) Multiracial	15.59	3.01	.	15.89	3.02	.	16.37	3.14	1

Environments by Respondent Characteristics (cont.)	Welcoming Campus								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Race/Ethnicity									
(1) African American/Black	36.86	9.94		39.08	8.38		.	.	.
(2) Asian/Pacific Islander	37.11	8.29		39.71	8.31		.	.	.
(3) Latino/a/x	37.87	6.74		38.21	7.79		.	.	.
(4) Native American	.	.	.	41.50	6.47		.	.	.
(5) White	38.76	6.80		38.95	7.18		.	.	.
(6) Other race	35.71	4.57		37.08	8.66		.	.	.
(7) Multiracial	38.07	6.95		39.43	6.94		.	.	.

	Insensitivity on Campus								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Race/Ethnicity									
(1) African American/Black	6.86	3.32		7.29	3.41		7.43	3.45	
(2) Asian/Pacific Islander	7.47	2.72		7.60	2.77		7.33	3.15	5
(3) Latino/a/x	7.03	2.56		7.30	3.51		7.12	2.94	
(4) Native American	.	.	.	8.67	2.88		7.44	4.32	
(5) White	6.97	2.75		7.22	3.01		6.98	2.83	2
(6) Other race	8.14	2.85		7.13	2.80		6.81	2.66	
(7) Multiracial	8.14	2.97		7.58	3.07		7.25	2.94	

	Provocative Encounters with Worldview Diversity								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Race/Ethnicity									
(1) African American/Black	7.29	3.05		8.07	3.63	5	9.97	4.08	3,5,7
(2) Asian/Pacific Islander	9.21	2.57		9.55	2.66		10.26	3.72	3,5
(3) Latino/a/x	8.37	2.33		8.70	3.49		10.84	3.99	1,2
(4) Native American	.	.	.	8.67	4.27		9.69	4.36	
(5) White	9.18	2.76		9.16	3.35	1	10.73	3.45	1,2
(6) Other race	10.29	1.25		7.93	2.87		10.88	3.95	
(7) Multiracial	9.31	3.30		9.09	3.54		10.67	3.66	1

	General Religious/Spiritual Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Race/Ethnicity									
(1) African American/Black	2.36	1.34		2.02	1.90		1.05	1.13	2,3,6
(2) Asian/Pacific Islander	2.58	1.54		2.48	1.92		0.82	1.07	1,5,6
(3) Latino/a/x	1.77	1.61		1.89	1.73		0.78	0.94	1,5,6
(4) Native American	.	.	.	1.83	1.72		0.81	0.83	
(5) White	2.19	1.90		1.97	1.86		1.14	1.18	2,3,7
(6) Other race	2.14	2.12		1.53	1.81		1.46	1.24	1,2,3,7
(7) Multiracial	2.00	1.81		1.82	1.70		0.95	1.12	5,6

Environments by Respondent Characteristics (cont.)	Informal Interfaith Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) African American/Black	2.36	1.65		2.38	1.56	5,7	2.72	1.38	2,5,6,7
(2) Asian/Pacific Islander	3.05	1.18		2.88	1.40		2.96	1.27	1,5,7
(3) Latino/a/x	2.93	1.26		2.97	1.25		2.92	1.21	5,7
(4) Native American	.	.	.	3.17	1.17		2.50	1.46	
(5) White	3.23	1.17		3.07	1.30	1	3.14	1.13	1,2,3
(6) Other race	3.14	0.90		2.93	1.39		3.22	1.02	1
(7) Multiracial	3.10	1.29		3.10	1.25	1	3.22	1.06	1,2,3

	Formal Interfaith Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) African American/Black	1.86	2.28		2.05	2.00		1.25	1.57	2,3
(2) Asian/Pacific Islander	2.68	1.83		2.60	2.10		0.91	1.36	1,5,6
(3) Latino/a/x	1.83	1.91		2.45	2.13		0.87	1.25	1,5,6
(4) Native American	.	.	.	1.83	1.60		0.81	1.17	
(5) White	1.94	1.87		1.94	1.92		1.11	1.39	2,3
(6) Other race	3.00	2.00		2.20	2.01		1.44	1.73	2,3
(7) Multiracial	1.45	1.45		1.99	1.81		1.05	1.45	

	Other Civic and Diversity Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) African American/Black	1.21	0.80		1.37	0.75		0.50	0.50	5
(2) Asian/Pacific Islander	1.63	0.60		1.55	0.71		0.49	0.50	5
(3) Latino/a/x	1.37	0.76		1.46	0.69		0.44	0.50	5
(4) Native American	.	.	.	1.17	0.75		0.50	0.52	
(5) White	1.35	0.73		1.34	0.69		0.36	0.48	1,2,3,6,7
(6) Other race	1.86	0.38		1.33	0.90		0.54	0.50	5
(7) Multiracial	1.24	0.74		1.39	0.70		0.51	0.50	5

	Curricular Religious and Spiritual Engagement								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
(1) African American/Black	5.14	4.07		4.52	3.75		2.28	2.21	5,7
(2) Asian/Pacific Islander	6.32	3.32		5.90	3.51		2.06	2.18	5,6,7
(3) Latino/a/x	5.07	3.14		5.22	3.35		2.34	2.27	5
(4) Native American	.	.	.	4.17	1.60		2.31	2.41	
(5) White	5.44	3.13		4.99	3.17		2.87	2.39	1,2,3
(6) Other race	5.14	2.19		3.87	3.09		2.95	2.67	2
(7) Multiracial	5.90	2.58		5.54	2.96		2.74	2.41	1,2

# Outcomes by Environments

Outcomes by Environments	Self-Authored Worldview Commitment								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Space for Support and Spiritual Expression</b>									
(1) Low (scale value 8 or lower)	9.73	4.34		11.03	4.73		12.13	4.96	
(2) Medium (scale value between 9 and 15)	11.32	4.32		11.56	4.38		12.49	4.01	3
(3) High (scale value 16 or greater)	11.25	4.27		11.49	4.50		12.94	4.18	2

	Overall Pluralism Orientation								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Space for Support and Spiritual Expression</b>									
(1) Low (scale value 8 or lower)	39.55	7.54		38.45	7.14	3	39.98	8.60	3
(2) Medium (scale value between 9 and 15)	40.65	6.33		39.23	6.43	3	40.29	5.61	3
(3) High (scale value 16 or greater)	42.29	5.52		41.88	5.86	1,2	42.96	5.05	1,2

	Self-Authored Worldview Commitment								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Welcoming Campus</b>									
(1) Low (scale value 20 or lower)	17.00	.		13.71	4.35		.	.	.
(2) Medium (scale value between 21 and 39)	11.33	4.10		11.37	4.23		.	.	.
(3) High (scale value 40 or greater)	11.07	4.49		11.63	4.69		.	.	.

	Overall Pluralism Orientation								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Welcoming Campus</b>									
(1) Low (scale value 20 or lower)	20.00	.		31.86	11.44	2,3	.	.	.
(2) Medium (scale value between 21 and 39)	40.98	6.32		39.89	6.21	1,3	.	.	.
(3) High (scale value 40 or greater)	42.51	5.03		41.91	5.90	1,2	.	.	.

	Self-Authored Worldview Commitment								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Insensitivity on Campus</b>									
(1) Low (scale value 8 or lower)	11.26	4.33		11.56	4.50		12.65	4.13	2,3
(2) Medium (scale value between 9 and 15)	11.25	4.23		11.43	4.37		13.03	4.16	1,3
(3) High (scale value 16 or greater)	11.00	.		9.58	4.10		15.15	4.10	1,2

Outcomes by Environments (cont.)	Overall Pluralism Orientation								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Insensitivity on Campus</b>									
(1) Low (scale value 8 or lower)	42.09	5.67	2	41.27	6.04	2	42.19	5.30	2
(2) Medium (scale value between 9 and 15)	40.20	6.38	1	39.47	6.56	1	41.69	5.81	1
(3) High (scale value 16 or greater)	27.00	.		37.55	7.43		41.59	6.85	

	Self-Authored Worldview Commitment								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Provocative Encounters with Worldview Diversity</b>									
(1) Low (scale value 8 or lower)	12.08	4.54	2	12.41	4.68	2,3	11.58	4.38	2,3
(2) Medium (scale value between 9 and 15)	10.66	3.97	1	10.84	4.09	1,3	13.08	3.90	1,3
(3) High (scale value 16 or greater)	6.00	2.83		7.63	3.28	1,2	14.48	4.00	1,2

	Overall Pluralism Orientation								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Provocative Encounters with Worldview Diversity</b>									
(1) Low (scale value 8 or lower)	40.52	6.28	2	39.78	6.66	2	40.35	5.89	2,3
(2) Medium (scale value between 9 and 15)	42.36	5.64	1	41.51	5.77	1	42.47	5.09	1,3
(3) High (scale value 16 or greater)	38.50	2.12		42.40	6.10		44.53	4.86	1,2

	Self-Authored Worldview Commitment								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>General Religious/Spiritual Engagement</b>									
(1) Low (scale value 1 or lower)	10.48	4.00	2	11.34	4.46		12.84	4.15	
(2) Medium (scale value between 2 and 4)	11.79	4.44	1	11.84	4.47		12.65	4.15	
(3) High (scale value 5 or greater)	11.80	4.38		10.97	4.35		.	.	.

	Overall Pluralism Orientation								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>General Religious/Spiritual Engagement</b>									
(1) Low (scale value 1 or lower)	41.36	5.70		39.97	6.31	2,3	41.54	5.58	2
(2) Medium (scale value between 2 and 4)	41.14	6.07		41.36	6.00	1	43.30	4.95	1
(3) High (scale value 5 or greater)	43.79	6.17		41.80	6.55	1	.	.	.



Outcomes by Environments (cont.)	Self-Authored Worldview Commitment								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Informal Interfaith Engagement</b>									
(1) Low (scale value 0)	12.60	4.63		12.61	4.49	3	11.32	4.51	2,3
(2) Medium (scale value between 1 and 3)	12.18	4.00	3	12.59	4.36	3	12.12	4.19	1,3
(3) High (scale value 4)	10.45	4.28	2	10.45	4.27	1,2	13.53	3.92	1,2

	Overall Pluralism Orientation								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Informal Interfaith Engagement</b>									
(1) Low (scale value 0)	39.20	7.77	3	36.63	7.81	2,3	38.28	6.95	2,3
(2) Medium (scale value between 1 and 3)	40.17	6.25	3	39.77	5.98	1,3	41.02	5.58	1,3
(3) High (scale value 4)	42.75	5.22	1,2	42.28	5.57	1,2	43.38	4.73	1,2

	Self-Authored Worldview Commitment								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Formal Interfaith Engagement</b>									
(1) Low (scale value 1 or lower)	11.35	4.05		11.85	4.31	3	12.51	4.13	2,3
(2) Medium (scale value between 2 and 5)	11.28	4.50		11.34	4.52		13.46	4.10	1
(3) High (scale value 6 or greater)	10.33	4.69		10.13	4.69	1	14.28	4.30	1

	Overall Pluralism Orientation								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Formal Interfaith Engagement</b>									
(1) Low (scale value 1 or lower)	40.95	5.98	3	39.66	6.41	2,3	41.44	5.53	2,3
(2) Medium (scale value between 2 and 5)	41.76	5.51		41.61	5.51	1	43.50	4.93	1,3
(3) High (scale value 6 or greater)	44.40	7.67	1	42.67	7.86	1	46.44	4.30	1,2

	Self-Authored Worldview Commitment								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
<b>Other Civic and Diversity Engagement</b>									
(1) Low (scale value 0)	11.26	4.24		12.17	4.61		12.47	4.20	2
(2) Medium (scale value 1)	12.05	4.19	3	11.66	4.40		13.23	4.03	1
(3) High (scale value 2)	10.69	4.31	2	11.19	4.44		.	.	.

Outcomes by Environments (cont.)	Overall Pluralism Orientation								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Other Civic and Diversity Engagement									
(1) Low (scale value 0)	39.39	5.84	3	38.13	6.37	2,3	41.17	5.56	2
(2) Medium (scale value 1)	40.60	6.50	3	40.11	6.00	1,3	43.33	5.05	1
(3) High (scale value 2)	42.81	5.32	1,2	41.91	6.17	1,2	.	.	.

	Self-Authored Worldview Commitment								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Curricular Religious and Spiritual Engagement									
(1) Low (scale value 3 or lower)	11.73	4.26		12.48	4.41	2,3	12.36	4.15	2,3
(2) Medium (scale value between 4 and 8)	11.27	4.32		11.08	4.40	1	13.64	3.98	1
(3) High (scale value 9 or greater)	10.38	4.17		10.55	4.35	1	14.30	4.12	1

	Overall Pluralism Orientation								
	Institution			VIEWS Sample			IDEALS Sample		
	M	SD	Sig	M	SD	Sig	M	SD	Sig
Curricular Religious and Spiritual Engagement									
(1) Low (scale value 3 or lower)	41.10	6.20		39.14	6.51	2,3	41.21	5.58	2,3
(2) Medium (scale value between 4 and 8)	41.17	5.50		41.26	5.69	1,3	43.72	4.71	1,3
(3) High (scale value 9 or greater)	43.33	6.66		42.70	6.51	1,2	45.55	4.57	1,2

# Survey Items

Survey Items	Institution		VIEWS Sample			IDEALS Sample		
	N	%	N	%	Effect	N	%	Effect
<b>Self-Authored Worldview Commitment (those indicating "very accurate" or "extremely accurate")</b>								
I have thoughtfully considered other religious and non-religious perspectives before committing to my current worldview.	81	28.32%	302	30.51%		3,139	43.66%	+
I have had to reconcile competing religious and non-religious perspectives before committing to my current worldview.	117	40.77%	450	45.64%		2,247	31.27%	-
I talked and listened to people with points of view different than my own before committing to my worldview.	72	25.09%	264	26.67%		3,856	53.67%	++
I integrated multiple points of view into my existing worldview before committing to it.	70	24.39%	266	26.87%		3,795	52.82%	++
<b>College Expectations (those indicating "important" or "very important")</b>								
A welcoming environment for people of diverse religious and non-religious perspectives.	243	84.67%	846	85.28%		6,212	86.39%	
A welcoming environment for people of diverse racial identities.	252	87.80%	891	89.82%		6,472	90.09%	
A welcoming environment for people of diverse sexual orientations and gender identities.	215	75.17%	771	77.96%		5,641	78.60%	
Opportunities to get to know students of other religious and non-religious perspectives.	206	71.78%	747	75.30%		5,166	71.91%	
Opportunities to participate in community service with students of diverse religious and non-religious perspectives.	195	67.94%	710	71.64%		4,879	67.93%	
Courses and other educational programs to help you learn about different religious traditions around the world.	201	70.03%	726	73.19%		4,675	65.07%	
<b>Structural Worldview Diversity (those indicating "agree somewhat" or "agree strongly")</b>								
This campus is religiously diverse.	112	39.02%	534	53.83%	+	4,959	68.96%	++
Students on this campus represent many different religious backgrounds and worldviews.	127	44.25%	620	62.63%	+	.	.	.

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.

Survey Items (cont.)	Institution		VIEWS Sample			IDEALS Sample		
<b>Space for Support and Spiritual Expression (those indicating “agree somewhat” or “agree strongly”)</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>Effect</b>	<b>N</b>	<b>%</b>	<b>Effect</b>
This campus is a safe place for me to express my worldview.	204	71.33%	698	70.65%		6,142	85.57%	+
Faculty and staff on my campus accommodate my needs with regard to celebrating religious holidays and other important religious observances.	171	59.79%	622	62.76%		4,615	64.35%	
There is a place on this campus where I can express my personal worldview.	213	74.22%	721	72.68%		5,925	82.60%	+
My classes are safe places for me to express my worldview.	194	67.60%	680	68.76%		5,472	76.30%	-
<b>Divisiveness on Campus (those indicating “agree somewhat” or “agree strongly”)</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>Effect</b>	<b>N</b>	<b>%</b>	<b>Effect</b>
There is a great deal of conflict among people of different religious and non-religious perspectives on this campus.	54	18.82%	256	25.88%	-	842	11.73%	-
<b>Coercion on Campus (those indicating “all the time” or “frequently”)</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>Effect</b>	<b>N</b>	<b>%</b>	<b>Effect</b>
Felt pressured by others on campus to change your worldview	33	11.50%	117	11.81%		631	8.79%	
Felt pressured to listen to others’ perspectives when you didn’t want to hear about them	51	17.77%	180	18.18%		1,049	14.61%	
<b>Welcoming Campus (those indicating “agree somewhat” or “agree strongly”)</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>Effect</b>	<b>N</b>	<b>%</b>	<b>Effect</b>
This campus is a welcoming place for atheists.	158	55.05%	572	57.84%		5,813	81.69%	++
This campus is a welcoming place for Buddhists.	140	49.12%	543	55.13%		5,208	73.30%	++
This campus is a welcoming place for Catholics.	253	88.46%	840	84.93%		.	.	.
This campus is a welcoming place for Evangelical Christians.	256	89.51%	827	83.70%	-	5,796	81.54%	+
This campus is a welcoming place for Hindus.	132	46.32%	523	53.15%	-	5,197	73.25%	++
This campus is a welcoming place for Jews.	172	60.35%	615	62.50%		5,729	80.62%	+
This campus is a welcoming place for Latter-day Saints/Mormons.	162	56.84%	589	59.74%		4,915	69.19%	+
This campus is a welcoming place for Muslims.	117	41.20%	521	52.89%	+	5,074	71.59%	++
This campus is a welcoming place for politically conservative people.	238	83.22%	743	75.13%	+	4,917	69.28%	+
This campus is a welcoming place for politically liberal people.	192	67.13%	707	71.41%		6,244	87.80%	++

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.

Survey Items (cont.)	Institution		VIEWS Sample			IDEALS Sample		
	N	%	N	%	Effect	N	%	Effect
<b>Insensitivity on Campus (those indicating “all the time” or “frequently”)</b>								
Heard/read insensitive comments about your worldview from friends or peers	55	19.16%	187	18.85%		1,171	16.29%	
Heard/read insensitive comments about your worldview from faculty	16	5.57%	61	6.15%		373	5.19%	
Heard/read insensitive comments about your worldview from campus staff or administrators	9	3.14%	37	3.74%		275	3.83%	
Been mistreated on campus because of your worldview	0	0.00%	14	1.42%	+	161	2.24%	+
<b>Provocative Encounters with Worldview Diversity (those indicating “all the time” or “frequently”)</b>								
Had class discussions that challenged you to rethink your assumptions about another worldview	8	2.79%	97	9.80%	+	1,944	27.04%	++
Felt challenged to rethink your assumptions about another worldview after someone explained their worldview to you	14	4.90%	166	16.78%	+	2,351	32.70%	++
Heard critical comments from others about your worldview that made you question your worldview	7	2.44%	105	10.60%	+	1,406	19.57%	++
Had a discussion with someone that made you feel like you did not know enough about your own worldview	2	0.70%	69	6.96%	+	1,008	14.04%	++
<b>Negative Interworldview Engagement (those indicating “all the time” or “frequently”)</b>								
Had tense, somewhat hostile interactions	1	0.35%	28	2.83%	+	376	5.23%	+
Had hurtful, unresolved interactions	0	0.00%	15	1.51%	+	270	3.76%	+
<b>General Religious/Spiritual Engagement (those responding they participated in the activity)</b>								
Utilized a multi-faith space on campus	56	19.51%	177	17.84%		1,676	23.30%	
Attended religious services within your own religious or non-religious tradition	171	59.58%	572	57.66%		3,346	46.51%	+
Participated in a student organization that is affiliated with your religion or worldview (e.g., InterVarsity, Hillel, Secular Student Alliance)	103	35.89%	305	30.75%		1,478	20.54%	+
Participated in a faith community off-campus	162	56.45%	456	45.97%	+	.	.	.
Met one-on-one with a chaplain or other religious/non-religious advisor	80	27.87%	257	25.91%		1,034	14.37%	+
Participated in campus-sponsored spiritual development or exploration, such as sharing spiritual journeys	49	17.07%	185	18.65%		.	.	.

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.

Survey Items (cont.)	Institution		VIEWS Sample			IDEALS Sample		
	N	%	N	%	Effect	N	%	Effect
<b>Informal Interfaith Engagement (those responding they participated in the activity)</b>								
Had conversations with people of diverse religious or non-religious perspectives about the values you have in common	199	69.34%	668	67.34%		4,321	60.06%	-
Dined with someone of a different religious or non-religious perspective	215	74.91%	698	70.36%		5,408	75.17%	
Studied with someone of a different religious or non-religious perspective	226	78.75%	744	75.00%		5,970	82.99%	
Socialized with someone of a different religious or non-religious perspective	258	89.90%	851	85.79%		6,492	90.24%	
<b>Formal Interfaith Engagement (those responding they participated in the activity)</b>								
Attended religious services for a religious tradition that is not your own	130	45.30%	429	43.25%		1,687	23.45%	+
Participated in an interfaith activity (dialogue, reflection, etc.) in conjunction with a service activity	93	32.40%	348	35.08%		1,371	19.06%	+
Attended an interfaith prayer vigil/memorial on campus	61	21.25%	203	20.46%		1,104	15.35%	-
Participated in an interfaith dialogue on campus	73	25.44%	259	26.11%		1,165	16.19%	+
Attended a lecture or panel discussing religious diversity or interfaith cooperation	95	33.10%	364	36.69%		1,468	20.41%	+
Participated in the leadership of your campus' interfaith initiatives	35	12.20%	132	13.31%		299	4.16%	+
Participated in interfaith action, such as having an impact on critical issues like hunger or poverty	78	27.18%	274	27.62%		582	8.09%	++
<b>IFYC Engagement (those responding they participated in the activity)</b>								
Participated in an event offered by the Interfaith Youth Core	20	6.97%	87	8.77%		.	.	.
<b>Other Civic and Diversity Engagement (those responding they participated in the activity)</b>								
Participated in community service	221	77.00%	796	80.24%		.	.	.
Participated in multicultural campus activities	171	59.58%	558	56.25%		2,958	41.12%	+

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.

Survey Items (cont.)	Institution		VIEWS Sample			IDEALS Sample		
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Curricular Religious and Spiritual Engagement (those responding they participated in the activity)	N	%	N	%	Effect	N	%	Effect
Enrolled in a religion course on campus specifically designed to enhance your knowledge of different religious traditions	166	57.84%	490	49.40%	-	1,445	20.09%	++
Enrolled in a course on campus specifically designed to discuss interfaith engagement	68	23.69%	220	22.18%		605	8.41%	+
Discussed religious diversity in at least one of your general education courses	223	77.70%	748	75.40%		3,263	45.36%	++
Discussed religious diversity in at least one course for your major	152	52.96%	514	51.81%		.	.	.
Brainstormed a solution to a societal issue by working with students from other religious or non-religious perspectives	120	41.81%	381	38.41%		1,725	23.98%	+
Used a case study as a way to examine religious and non-religious diversity in the world	78	27.18%	257	25.91%		831	11.55%	+
Participated in contemplative practices (e.g., meditation, prayer, moment of silence) in the classroom	91	31.71%	293	29.54%		1,484	20.63%	+
Visited a religious space off campus as part of a class	100	34.84%	245	24.70%	+	846	11.76%	++
Discussed other students' religious or non-religious perspectives in class	171	59.58%	539	54.33%		2,708	37.64%	+
Discussed your personal worldview in class	164	57.14%	538	54.23%		3,277	45.55%	+
Reflected on your own worldview in relationship to another religious or non-religious perspective as part of a class	154	53.66%	453	45.67%	-	2,215	30.79%	+
Reflected on why interfaith cooperation is relevant to your field of study	89	31.01%	306	30.85%		860	11.95%	+

Appreciative Attitudes (those responding "agree somewhat" or "agree strongly")	N	%	N	%	Effect	N	%	Effect
<b><i>In general, people in this group make positive contributions to society:</i></b>								
Atheists	193	67.25%	619	62.65%		5,265	73.35%	-
Buddhists	216	75.26%	677	68.59%	-	5,497	76.65%	
Catholics	224	78.32%	726	73.71%		.	.	.
Evangelical Christians	221	77.00%	702	70.91%	-	5,119	71.31%	-
Hindus	201	70.28%	640	64.97%		5,280	73.64%	
Jews	218	76.22%	698	70.72%		5,554	77.45%	
Latter-day Saints/Mormons	192	67.37%	603	61.28%		4,875	68.05%	
Muslims	194	67.60%	626	63.36%		5,209	72.68%	
Politically conservative people	195	67.94%	618	62.55%		4,644	64.81%	
Politically liberal people	202	70.38%	664	67.14%		5,413	75.50%	-

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.

Survey Items (cont.)	Institution	IEWS Sample	IDEALS Sample
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<i>In general, individuals in this group are ethical people:</i>			
Atheists	177 61.89%	598 60.47%	5,027 70.02% -
Buddhists	209 73.08%	696 70.30%	5,587 77.84%
Catholics	213 74.74%	703 71.23%	. . .
Evangelical Christians	206 72.03%	677 68.52%	5,184 72.23%
Hindus	200 69.93%	656 66.40%	5,363 74.71%
Jews	205 71.68%	691 69.94%	5,519 76.90% -
Latter-day Saints/Mormons	193 67.48%	628 63.69%	5,079 70.78%
Muslims	193 67.48%	634 64.37%	5,218 72.84% -
Politically conservative people	184 64.34%	593 59.96%	4,590 63.90%
Politically liberal people	183 63.99%	616 62.35%	5,089 70.91% -

<i>I have things in common with people in this group:</i>			
Atheists	172 59.93%	585 59.21%	5,379 74.98% +
Buddhists	190 66.20%	590 59.84%	5,057 70.66%
Catholics	234 81.82%	720 72.87%	+ . . .
Evangelical Christians	224 78.32%	701 71.02%	- 5,087 70.99% -
Hindus	158 55.24%	508 51.73%	4,404 61.64% -
Jews	200 70.18%	616 62.47%	- 5,022 70.14%
Latter-day Saints/Mormons	163 56.99%	507 51.58%	4,167 58.29%
Muslims	162 56.64%	517 52.54%	4,491 62.88% -
Politically conservative people	206 71.78%	633 63.94%	- 4,624 64.58% -
Politically liberal people	212 73.87%	668 67.61%	- 5,505 76.79%

<i>In general, I have a positive attitude toward people in this group:</i>			
Atheists	190 66.67%	683 69.06%	5,634 78.45% +
Buddhists	231 80.77%	770 77.78%	6,047 84.22%
Catholics	222 77.62%	768 77.65%	. . .
Evangelical Christians	213 74.48%	735 74.39%	5,362 74.75%
Hindus	208 73.24%	717 72.72%	5,767 80.38% -
Jews	226 79.02%	775 78.28%	5,999 83.66% -
Latter-day Saints/Mormons	187 65.38%	676 68.35%	5,074 70.82% -
Muslims	200 70.42%	690 69.84%	5,568 77.68% -
Politically conservative people	188 65.73%	650 65.72%	4,645 64.76%
Politically liberal people	205 71.68%	707 71.41%	5,614 78.31% -

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.



Survey Items (cont.)	Institution		VIEWS Sample			IDEALS Sample		
<b>Have Close Friends of Different Social Identities (those responding “yes”)</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>Effect</b>	<b>N</b>	<b>%</b>	<b>Effect</b>
Atheist	212	73.87%	682	68.75%		4,889	67.96%	-
Buddhist	66	23.00%	191	19.25%		1,413	19.64%	
Catholic	267	93.03%	863	87.00%	+	.	.	.
Evangelical Christian	204	71.08%	656	66.13%		3,788	52.65%	+
Hindu	56	19.51%	136	13.71%	-	1,650	22.94%	
Jewish	149	51.92%	456	45.97%		3,223	44.80%	-
Latter-day Saint/Mormon	102	35.54%	297	29.94%		1,424	19.79%	+
Muslim	113	39.37%	331	33.37%		2,613	36.32%	
Politically conservative	254	88.50%	811	81.75%	-	.	.	.
Politically liberal	259	90.24%	830	83.67%	-	.	.	.
<b>Interactions Since Starting College (those responding they experienced the interaction)</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>Effect</b>	<b>N</b>	<b>%</b>	<b>Effect</b>
Had a significant disagreement with a friend about religion and remained friends	130	45.30%	441	44.46%		2,782	38.67%	-
Stayed close to someone I care about even though our religious or non-religious perspectives are incompatible	195	67.94%	637	64.21%		4,574	63.58%	
Formed a new relationship with someone of different religious or non-religious beliefs	255	88.85%	838	84.48%		.	.	.
Spoke up in defense of someone with a different religious or non-religious perspective	189	65.85%	653	65.83%		3,652	50.76%	+
<b>Behaviors or Perspectives Since Starting College (those indicating “extremely accurate” or “very accurate”)</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>Effect</b>	<b>N</b>	<b>%</b>	<b>Effect</b>
I feel a need to conceal my worldview from others.	40	13.94%	144	14.53%		.	.	.
My worldview is a private matter that I shouldn’t discuss with other people.	27	9.41%	119	12.01%		.	.	.
<b>Global Citizenship (those indicating “agree somewhat” or “agree strongly”)</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>Effect</b>	<b>N</b>	<b>%</b>	<b>Effect</b>
I am actively working to foster justice in the world.	169	59.51%	507	51.52%	-	4,457	62.23%	
I am currently taking steps to improve the lives of people around the world.	195	68.66%	624	63.41%		4,047	56.54%	+

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.

Survey Items (cont.)	Institution		VIEWS Sample			IDEALS Sample		
<b>Goodwill toward Others of Different Worldviews (those indicating “agree somewhat” or “agree strongly”)</b>	N	%	N	%	Effect	N	%	Effect
I feel a sense of good will toward people of other religious and non-religious perspectives.	229	80.63%	761	77.26%		6,186	86.60%	-
There are people of other faiths or beliefs whom I admire.	250	88.03%	825	83.76%		6,405	89.69%	
<b>Appreciation of Worldview Commonalities and Differences (those indicating “agree somewhat” or “agree strongly”)</b>	N	%	N	%	Effect	N	%	Effect
World religions share many common values.	241	84.56%	795	80.79%		6,321	88.42%	-
There are essential differences in spiritual practices that distinguish world religions.	214	75.35%	691	70.30%		5,810	81.48%	-
<b>Commitment to Interfaith Leadership and Service (those indicating “agree somewhat” or “agree strongly”)</b>	N	%	N	%	Effect	N	%	Effect
My worldview inspires me to serve with others on issues of common concern.	227	80.21%	721	73.42%	-	5,785	80.95%	
We can overcome many of the world’s major problems if people of different religious and non-religious perspectives work together.	232	81.40%	794	80.77%		6,183	86.54%	-
I am committed to leading efforts in collaboration with people of other religious and non-religious perspectives to create positive changes in society.	178	62.46%	595	60.41%		4,588	64.19%	
<b>Additional Attitudes and Values Statements (those indicating “agree somewhat” or “agree strongly”)</b>	N	%	N	%	Effect	N	%	Effect
It is possible to have strong relationships with those of religiously diverse backgrounds and still strongly believe in my own worldview.	261	91.58%	872	88.53%		6,574	92.03%	

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.

# Factor Scale Descriptions

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## Outcome Factor Scales

### Overall Pluralism Orientation

*Please indicate the extent to which you agree with each of the following statements:*

- I am actively working to foster justice in the world.
- I am currently taking steps to improve the lives of people around the world.
- I feel a sense of good will toward people of other religious and non-religious perspectives.
- There are people of other faiths or beliefs whom I admire.
- World religions share many common values.
- There are essential differences in spiritual practices that distinguish world religions.
- My worldview inspires me to serve with others on issues of common concern.
- We can overcome many of the world's major problems if people of different religious and non-religious perspectives work together.
- I am committed to leading efforts in collaboration with people of other religious and non-religious perspectives to create positive changes in society.
- It is possible to have strong relationships with those of religiously diverse backgrounds and still strongly believe in my own worldview.

### Self-Authored Worldview Commitment

*Please indicate the accuracy of each of the following statements about how you developed your worldview:*

- I have thoughtfully considered other religious and non-religious perspectives before committing to my current worldview.
- I have had to reconcile competing religious and non-religious perspectives before committing to my current worldview.
- I talked and listened to people with points of view different than my own before committing to my worldview.
- I integrated multiple points of view into my existing worldview before committing to it.

### Appreciative Attitudes

*Please indicate the extent to which you agree with the following statements for...Atheists, Buddhists, Catholics, Evangelical Christians, Hindus, Jews, Latter-day Saints/Mormons, Muslims, politically conservative people, and politically liberal people:*

- In general, people in this group make positive contributions to society.
- In general, people in this group are ethical people.
- I have things in common with people in this group.
- In general, I have a positive attitude toward people in this group.

## Environment Factor Scales

### Space for Support and Spiritual Expression

Please indicate the extent to which you agree with each of the following statements:

- This campus is a safe place for me to express my worldview.
- Faculty and staff on my campus accommodate my needs with regard to celebrating religious holidays and other important religious observances.
- There is a place on this campus where I can express my personal worldview.
- My classes are safe places for me to express my worldview.

### Welcoming Campus

Please indicate the extent to which you agree with the following statements:

- This campus is a welcoming place for atheists.
- This campus is a welcoming place for Buddhists.
- This campus is a welcoming place for Catholics.
- This campus is a welcoming place for Evangelical Christians.
- This campus is a welcoming place for Hindus.
- This campus is a welcoming place for Jews.
- This campus is a welcoming place for Latter-day Saints/Mormons.
- This campus is a welcoming place for Muslims.
- This campus is a welcoming place for politically conservative people.
- This campus is a welcoming place for politically liberal people.

### Insensitivity on Campus

On this campus, how often have you:

- Heard/read insensitive comments about your worldview from friends or peers
- Heard/read insensitive comments about your worldview from faculty
- Heard/read insensitive comments about your worldview from campus staff or administrators
- Been mistreated on campus because of your worldview

### Provocative Encounters with Worldview Diversity

While you have been enrolled at your college or university, how often have you:

- 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 their worldview to you
- Heard critical comments from others about your worldview that made you question your worldview
- Had a discussion with someone that made you feel like you did not know enough about your own worldview

## **General Religious/Spiritual Engagement**

*Please indicate whether you participated in any of the following activities while attending your college or university:*

- Utilized a multi-faith space on campus
- Attended religious services within your own religious or non-religious tradition
- Participated in a student organization that is affiliated with your religion or worldview (e.g., InterVarsity, Hillel, Secular Student Alliance)
- Participated in a faith community off-campus
- Met one-on-one with a chaplain or other religious/non-religious advisor
- Participated in campus-sponsored spiritual development or exploration, such as sharing spiritual journeys

## **Informal Interfaith Engagement**

*Please indicate whether you participated in any of the following activities while attending your college or university:*

- Had conversations with people of diverse religious or non-religious perspectives about the values you have in common
- Dined with someone of a different religious or non-religious perspective
- Studied with someone of a different religious or non-religious perspective
- Socialized with someone of a different religious or non-religious perspective

## **Formal Interfaith Engagement**

*Please indicate whether you participated in any of the following activities while attending your college or university:*

- Attended religious services for a religious tradition that is not your own
- Participated in an interfaith activity (dialogue, reflection, etc.) in conjunction with a service activity
- Attended an interfaith prayer vigil/memorial on campus
- Participated in an interfaith dialogue on campus
- Attended a lecture or panel discussing religious diversity or interfaith cooperation
- Participated in the leadership of your campus' interfaith initiatives
- Participated in interfaith action, such as having an impact on critical issues like hunger or poverty

## **Other Civic and Diversity Engagement**

*Please indicate whether you participated in any of the following activities while attending your college or university:*

- Participated in community service
- Participated in multicultural campus activities

## **Curricular Religious and Spiritual Engagement**

*Please indicate whether you participated in any of the following activities while attending your college or university:*

- Enrolled in a religion course on campus specifically designed to enhance your knowledge of different religious traditions
- Enrolled in a course on campus specifically designed to discuss interfaith engagement
- Discussed religious diversity in at least one of one of your general education courses
- Discussed religious diversity in at least one courses for your major
- Brainstormed a solution to a societal issue by working with students from other religious or non-religious perspectives
- Used a case study as a way to examine religious and non-religious diversity in the world
- Participated in contemplative practices (e.g., meditation, prayer, moment of silence) in the classroom
- Visited a religious space off campus as part of a class
- Discussed other students' religious or non- religious perspectives in class
- Discussed your personal worldview in class
- Reflected on your own worldview in relationship to another religious or non- religious perspective as part of a class
- Reflected on why interfaith cooperation is relevant to your field of study

# Appendix

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## About the Research Team

### **Alyssa N. Rockenbach**

Alyssa Rockenbach is Professor of Higher Education in the Department of Educational Leadership, Policy, and Human Development at North Carolina State University. Her interdisciplinary research centers on the effects of college environments and experiences on student learning; religious and worldview diversity issues in higher education; intergroup dynamics, cooperation, and attitudes; young adult psychosocial development; and gender and LGBTQ equity issues in education and society. She is co-Principal Investigator of a five-year national study, The Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS), which explores how educational experiences affect college students' capacity to engage and cooperate with people of diverse worldviews. Dr. Rockenbach has authored or co-authored more than 80 publications, including peer-reviewed articles, books and book chapters, reports and monographs, and other scholarly works. Her work has been featured in media outlets such as The Chronicle of Higher Education, Inside Higher Ed, and The Conversation. Dr. Rockenbach received her B.A. in Psychology from California State University, Long Beach and her M.A. and Ph.D. in Education from the University of California, Los Angeles.

### **Matthew J. Mayhew**

Matt Mayhew is the William Ray and Marie Adamson Flesher Professor of Educational Administration at The Ohio State University. Dr. Mayhew is interested in how collegiate conditions, educational practices, and student experiences influence learning and democratic outcomes. Mayhew has received over 17 million dollars in grants for exploring the impact of college on student outcomes, including, but not limited to, moral reasoning, spirituality, high-risk drinking, and innovative entrepreneurship. Dr. Mayhew has published over 80 articles, is lead author on the most recent volume of *How College Affects Students: 21st Century Evidence that College Works* and has contributed to a variety of media outlets, such as The Huffington Post, The Chronicle of Higher Education, Inside Higher Education, the Conversation, and BusinessInsider. He currently directs the College Impact Laboratory where he directs the Assessment of Co-Curricular Residential Experiences and Outcomes (ACREO), a survey designed to measure the associations between residential environments and student achievement of timely and relevant outcomes, such as intention to innovate, bystander intervention, and financial health and wellness. He earned his doctorate in higher education administration with a focus on research, evaluation, and assessment from the University of Michigan in 2004.

### **Interfaith Youth Core**

Interfaith Youth Core (IFYC) is a nonprofit organization that partners with institutions of higher education to make interfaith cooperation a social norm. Too often, religion is seen as a barrier of division. IFYC believes faith can be a bridge of cooperation, strengthening our civil society and promoting the common good. IFYC has worked with over 500 institutions of higher education, and IFYC staff have trained over a thousand college students and allies in principles of interfaith leadership. In 2011, IFYC partnered with Drs. Mayhew and Rockenbach to integrate new measures specifically intended to assess interfaith action and attitudinal outcomes into the CRSCS. As an organizational partner, IFYC offers support to campuses and helps interpret survey data through short- and long-term partnerships.

## Resources from Interfaith Youth Core

You have the opportunity to make interfaith cooperation a norm on your campus. IFYC has the tools and resources to help you realize that goal.

### Develop Student Interfaith Leaders Through IFYC Training

Interfaith Leadership Institutes (ILIs) equip undergraduates, staff, and faculty with the skills to engage religious and non-religious identities to build the interfaith movement on their campuses. Learn more at <http://www.ifyc.org/ili>.

### Get Free Educational Resources

Faculty, staff, and administrators directly impact students and can contribute to a sustainable culture of interfaith cooperation on campus. IFYC gathers and produces resources to support this work, from tools for the classroom to reports on best practices from the field. Get resources at <http://ifyc.org/resources>.

### Participate in Faculty Interfaith Initiatives

The classroom is home to much untapped potential for the campus interfaith movement. Faculty can partner with IFYC to explore pedagogies for teaching interfaith understanding, help create models of on-campus interfaith engagement, and support the development of the field of interfaith cooperation in higher education. Learn more at <http://ifyc.org/faculty>.

**To talk with IFYC about how they can support you in advancing interfaith cooperation on your campus, contact a staff member at [info@ifyc.org](mailto:info@ifyc.org).**

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