

# The Spiritual Campus Climate for Diverse Learners

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@k\_fosnacht  
@NSSEsurvey  
#RSSIConference



# Agenda

- Overview of NSSE & student engagement
- Study overview
  - Relationship between the spiritual aspects of the campus climate & and the overall campus climate
  - Relationship between religion and institution type and the spirituality campus climate
  - Frequency of experiencing religious discrimination
- Q&A

# Student Engagement Theory

Time and effort → Learning and development

Institutions can effect student time and effort through environmental factors (e.g., curriculum, pedagogy, co-curricular activities, culture, structure)

# National Survey of Student Engagement

- Housed at Indiana University
- Measures student engagement in effective educational practices
- About 6 million students at 1,600+ colleges have taken the survey since 2000
- Focuses on first year and senior experiences



*Has your institution participated?*

Check here: <http://nsse.indiana.edu>

If so, ask your IR office for the results!

**National Survey of Student Engagement**  
The College Student Report

This is a version of the 2012 NSSE survey (version 41 items, 40-41-01/02/03/04/05). The survey brief will be distributed in fall.

**1. During the current school year, about how often have you done the following? Mark your answers in the boxes. Examples:  or**

	Very often	Often	Sometimes	Rarely
a. Asked questions or contributed to class discussions in other ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Read or listened to a new study of a topic or assignment before taking it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Came to class without completing any part of assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Arrived at an activity, play or other extra-curricular (clubs, music, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Asked another student to help you understand course material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Sought out course material on-line or from students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Prepared for class, or discussed or worked through course material with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with other students on course projects or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Gave a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Compared class with different courses when completing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Connected your learning to social problems or issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Included diverse perspectives (gender, religious, racial/ethnic, gender, etc.) in course discussions or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Examined the structure and needs, purposes of your own writing/learning topic or issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Tried to better understand complex class issues from the perspective of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Learned something that changed the way you understand an issue or concept	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Connected ideas from your courses to your prior experiences and knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Met with other class members with a focus on learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Met with a faculty member on an issue other than homework (conferences, student groups, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Discussed course topics, ideas, or concepts with a faculty member outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed your academic performance with a faculty member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2. During the current school year, how much has your coursework emphasized the following?**

	Very much	Quite a bit	Some	Very little
a. Memorizing course material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Applying facts, theories, or methods to practice problems or new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Analyzing an idea, issue, topic, or line of reasoning in depth to evaluate its merits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Evaluating a point of view, method, fact, or information source	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Forming a new idea or understanding that goes beyond the information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3. During the current school year, to what extent have your instructors done the following?**

	Very much	Quite a bit	Some	Very little
a. Clearly explained course goals and requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The right course texts in an organized way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Used examples or illustrations to explain difficult concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provided feedback on a draft or work in progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Provided concept and detailed feedback on class or assigned assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4. During the current school year, about how often have you done the following?**

	Very often	Sometimes	Rarely	Never
a. Reached conclusions based on your own analysis of relevant information (research, reports, statistics, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Used statistical information to examine a social issue, problem or issue (e.g., employment, climate change, public health, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Compared what others have concluded from relevant information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Faith-Based Institution Consortia

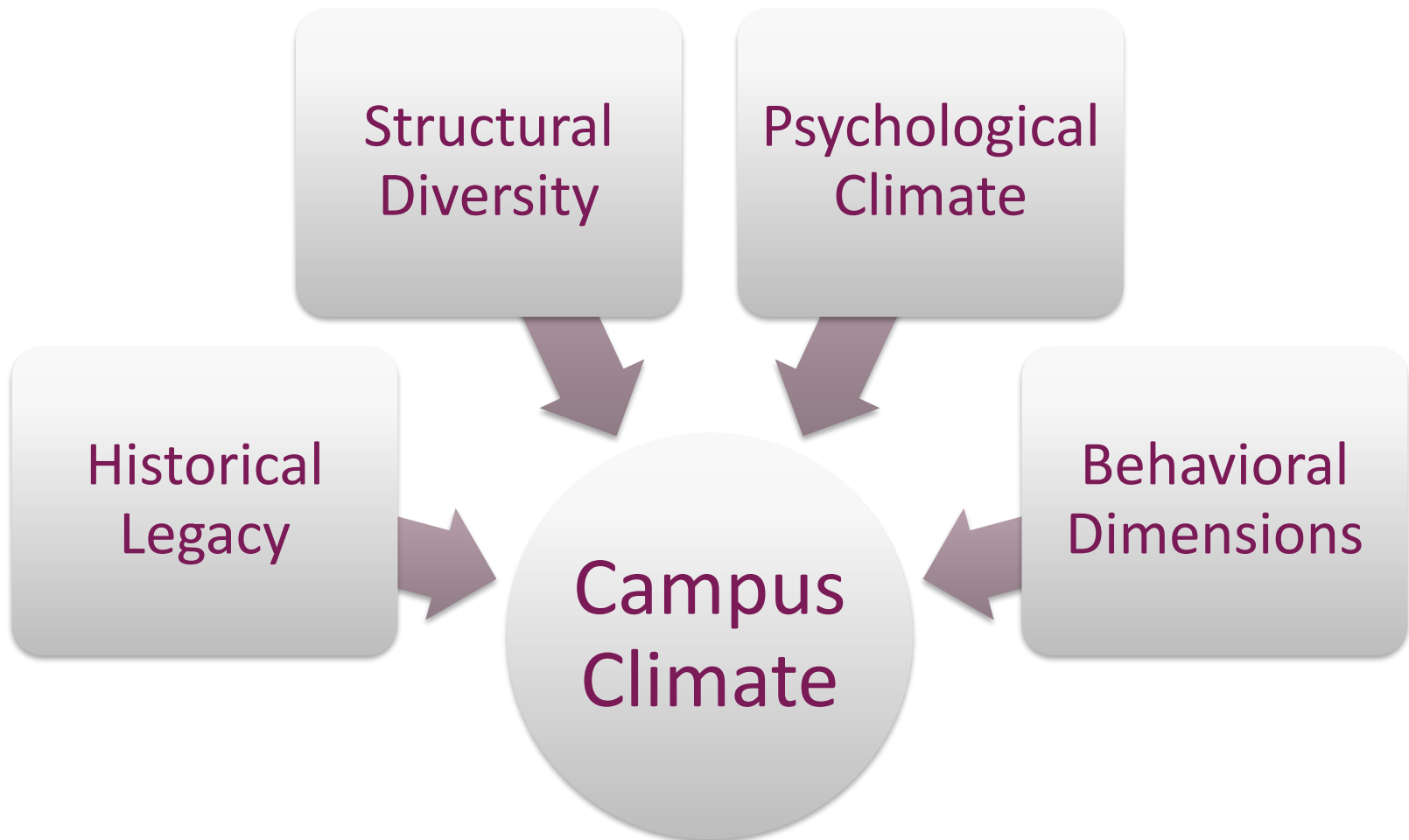
- Catholic Colleges & Universities
- Council for Christian Colleges & Universities
- Jesuit Colleges and Universities
- Mission Engagement Consortium for Independent Colleges
- Seventh Day Adventist Colleges and Universities

# Project Overview

- Campus climate is an important factor in student success
- Most campus climate research has focused on racial minority students or females in STEM
- Religion plays an important role in identity formation in young adults
- 9/11 generation

***How does the religious campus climate influence the student experience?***

# Theoretical Framework



# Data

## Data

National Survey of Student Engagement (NSSE):  
2016

38 institutions that received supplemental  
items on students' perceptions of the  
religious/spirituality campus climate

First-year students: 4,495

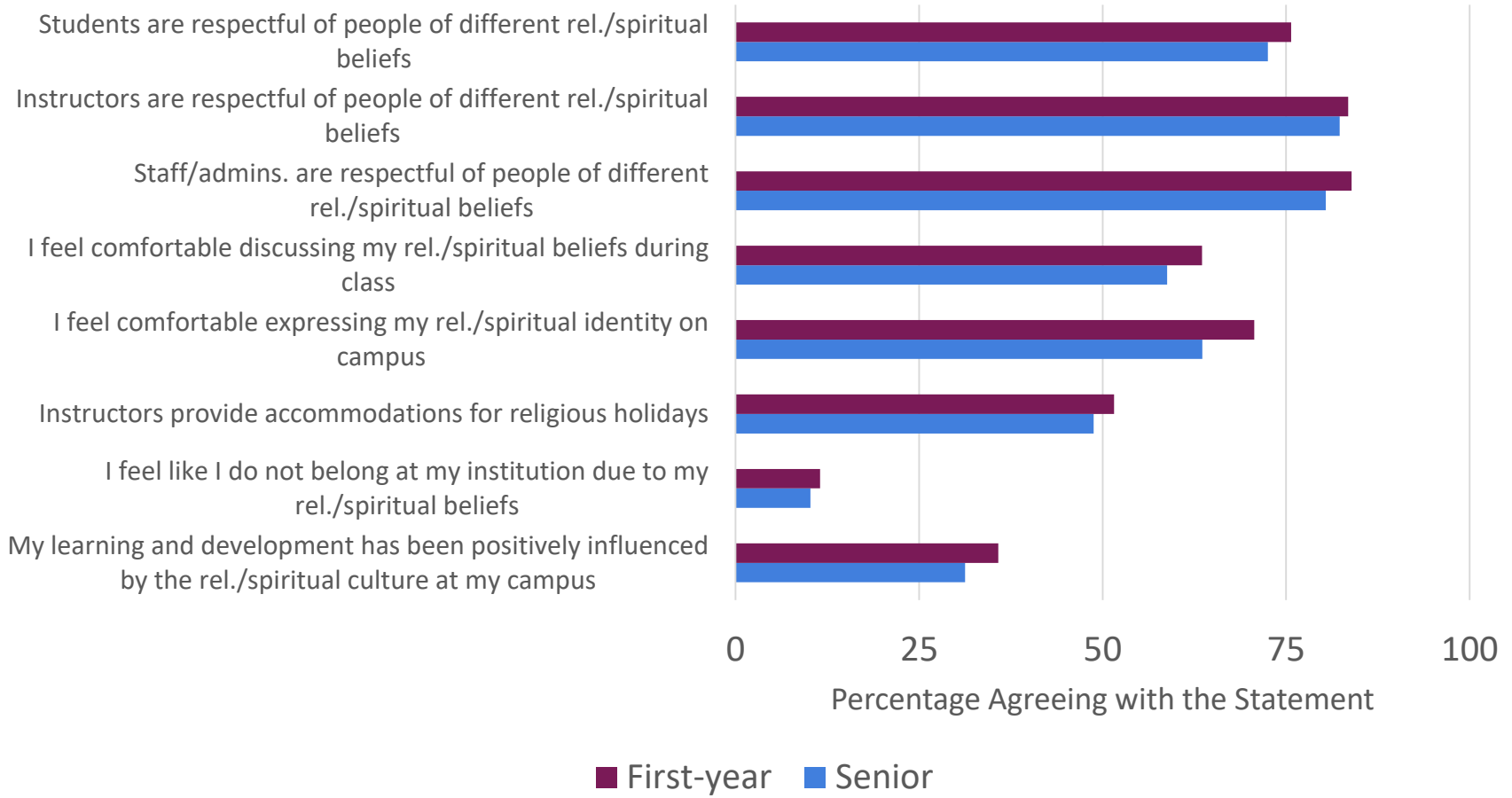
Seniors: 6,670



# Study 1

1. To what extent do undergraduate students felt uncomfortable at their postsecondary institutions due to their religious or spiritual beliefs?
2. How do students' perceptions of the campus religious/spiritual climate relate to their overall perception of the campus climate?

# Frequencies



# Factors

## Respect for beliefs ( $\alpha=.87$ )

- The students at my institution are respectful of people of different religious or spiritual beliefs
- Instructors at my institution are respectful of people of different religious or spiritual beliefs
- Staff and administrators at my institution are respectful of people of different religious or spiritual beliefs

## Expression of beliefs ( $\alpha=.79$ )

- I feel comfortable discussing my religious or spiritual beliefs during class
- I feel comfortable expressing my religious or spiritual identity on campus
- Instructors provide accommodations for religious holidays and observances of various religious traditions
- My learning and development has been positively influenced by the religious or spiritual culture at my campus

# Quality of Interactions

	First-year	Senior
Religion (Ref: Christian)		
World faith	-.02	.00
Unaffiliated	.00	-.04
Prefer not to respond	.00	-.08*
Respect for beliefs	.22***	.24***
Expression of beliefs	.23***	.20***

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Notes: Selected results holding other factors constant.  
Coefficients expressed in effect sizes.

# Supportive Environment

	First-year	Senior
Religion (Ref: Christian)		
World faith	-.16*	.01
Unaffiliated	.01	-.05
Prefer not to respond	.00	-.09*
Respect for beliefs	.19***	.20***
Expression of beliefs	.29***	.27***

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Notes: Selected results holding other factors constant.  
Coefficients expressed in effect sizes.

# Study 1: Takeaways

- Most students believe that students, faculty, and staff respect their religious/spirituality beliefs
- About 2/3rds of students feel comfortable expressing their religious/spiritual beliefs
- The spirituality campus climate is an important aspect of students' perception of the campus climate
- No substantial differences in climate perceptions by religion after accounting for spirituality campus climate perceptions

# Study 2

1. How does students' religion influence their perception of the spirituality campus climate?
2. How does attending a religiously affiliated institution influence students' perception of the spirituality campus climate?
3. Does the relationship between perceptions of the spirituality campus climate and religion vary by attending a religiously-affiliated institution?

# Respect for Beliefs

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Religion (Ref: Christian)	
World faith	-.10
Unaffiliated	-.03
Prefer not to respond	-.23***
Religiously-affiliated institution	.14

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*\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$*

Notes: Selected results holding other factors constant.  
Coefficients expressed in effect sizes.



# Respect for Beliefs

	Non- sectarian	Religious	$\Delta$
	Est.	Est.	Est.
Christian	.00	.18 *	-.18 *
World faith	-.08	.02	-.10
Unaffiliated	-.01	.07	-.08
Prefer not to respond	-.17 **	-.24 *	.07

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Note: The first two panes compare the predicted means to the average student. The third pane compares the predicted means by institution type within a faith group. All other covariates held at their mean. Respect for beliefs standardized with a mean of 0 and SD of 1.

# Expression of Beliefs

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Religion (Ref: Christian)

World faith	-.23**
Unaffiliated	-.29***
Prefer not to respond	-.45***
Religiously-affiliated institution	.44***

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\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Notes: Selected results holding other factors constant.  
Coefficients expressed in effect sizes.

# Expression of Beliefs

	Non- sectarian	Religious	$\Delta$
	Est.	Est.	Est.
Christian	-0.02	0.57 ***	-0.59 ***
World faith	-0.15 *	0.00	-0.14
Unaffiliated	-0.21 ***	-0.14	-0.07
Prefer not to respond	-0.38 ***	-0.17	-0.21

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Note: The first two panes compare the predicted means to the average student. The third pane compares the predicted means by institution type within a faith group. All other covariates held at their mean.

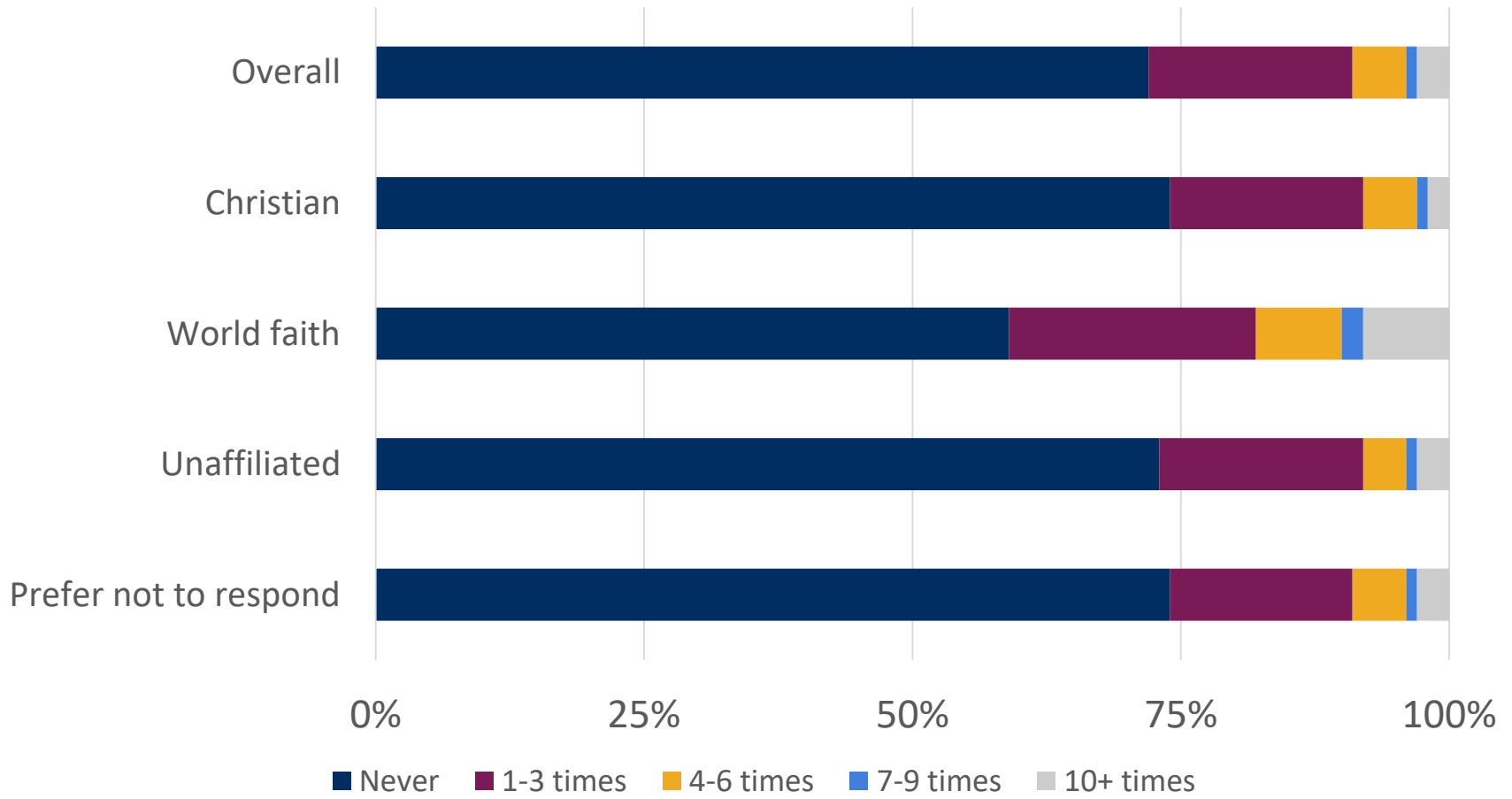
# Study 2: Takeaways

- Respect for beliefs
  - Little difference overall by religion or institution-type
  - Institution type moderates the relationship between religion and respect for beliefs
- Expression of Beliefs
  - Substantial differences by religion and institution type
  - Institution type moderates the relationship between religion and expression

# Study 3

1. How frequently do students experience religious intolerance?
2. What student and institutional characteristics are related with experiencing religious intolerance?
3. How does the religious campus climate influence students' frequency of experiencing religious intolerance?

# Frequency of Experiencing Religious Intolerance



Note: First-year students

# First-year Multivariate Results

## More incidents

- World Faith
- On-campus resident
- Ed. Asp: Some college
- Ed. Asp: Doctoral/prof.
- Transfer
- Full-time enrollment
- UG enrollment\*
- Expression of beliefs\*

## Less incidents

- African American
- Asian/Pacific Isl.
- Latina/o
- Age
- Major: Busin., Engin., Health prof.
- Respect for beliefs\*

\* Institution-level variable

# Study 3: Takeaways

- About 1 in 4 students experienced religious intolerance
- Campus climate
- Engagement/exposure to religious topics
- What is the right balance of discussing religion & spirituality?
- Should interfaith dialogue be required?



# Concluding Thoughts

- Most students feel that others at the college respect their religious views, but fewer are comfortable expressing their beliefs
- Students are reporting more acts of religious intolerance than I expected
- Need more and regularized collection of religion data (especially for non-Christian groups)
- Institutional environments matter!
  - Intergroup relations

# Q & A

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Download the Papers!

Study 1: <http://go.iu.edu/1u0X>

Study 2: <http://go.iu.edu/28Nx>

Study 3: <http://go.iu.edu/1JU3>

Slides: <http://go.iu.edu/28Ny>

