

Office of Institutional Effectiveness

IDEALS SURVEY RESULTS

Time 2 Administration of the Interfaith Diversity Experiences &
Attitudes Longitudinal Survey

Presented by Elizabeth Silk, Director of Institutional Research
Office of Mission and Ministry Staff Meeting
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Agenda

- Overview of Project
- Methodology
- Definitions
- Summary results
- Review specific indicators
- Discuss implications



Overview of Project

The Interfaith Diversity Experiences & Attitudes Longitudinal Survey (IDEALS) is a research project developed by the Interfaith Youth Core (IFYC) to provide institutions with a tool to help them better understand student encounters with religious, spiritual, and worldview diversity while in college.



Methodology

It is a longitudinal survey project that follows a cohort of students at three points in time:

- Time 1: Initial Survey – Incoming Freshmen – Fall 2015
- Time 2: Follow-Up Survey – Fall 2016
- Time 3: Final Survey – Spring 2019

Currently being administered at 122 campuses nationwide that vary by size, sector and religious affiliation.



Methodology

Response Rates

	Dominican	Peer Group	National
<i>Number of Institutions:</i>	1	27	122
Time 1 Sample	482		
Responses	101	3,776	20,436
Response Rate	21.0%		
Time 2 Sample	101	3,776	20,436
Responses	54	1,726	8,782
Response Rate	53.5%	45.7%	43.0%



Definitions: Key Terms

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

- **Worldview Majority:** Protestant, Orthodox or Roman Catholic Christians
- **Worldview Minority:** Identify with a faith tradition that is a numerical minority in the U.S.
- **Non-Religious:** Agnostic, Atheist, Non-Religious, Secular Humanist, 'None'
- **Another Worldview:** Not listed in the survey



Definitions: Key Terms

Pluralism involves actively engaging with diversity; moving from tolerance to acceptance of others. The term 'pluralistic orientation' represents the extent to which students are accepting of people from worldviews that differ from their own.

Interfaith depicts the engagement of people from diverse traditions, such as Christianity, Hinduism, Islam, Secular Humanism, Judaism, atheist, agnostic, 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 difference.



IDEALS Outcome Measures

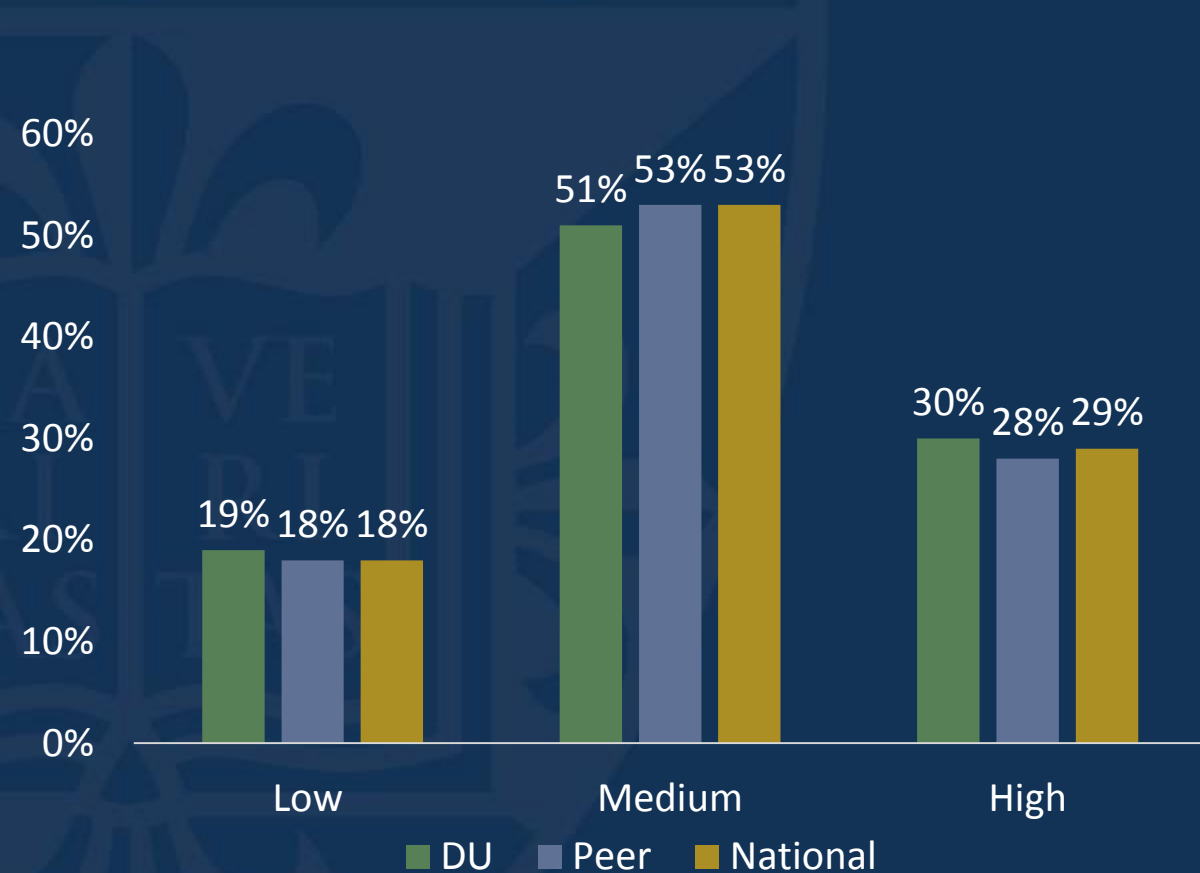
(see handout for definitions)

- **Self-Authored Worldview Commitment**
- **Appreciative Attitudes**
- **Appreciative Knowledge of Different Worldviews**
- **Global Citizenship**
- **Goodwill toward Others of Different Worldviews**
- **Appreciation of Worldview Commonalities and Differences**
- **Commitment to Interfaith Leadership and Service**
- **Overall Pluralism Orientation**



Self Authored Worldview Commitment

measures degree to which students reflect upon and considered other worldviews prior to committing to their own.



- No change from Time 1 to Time 2
- No significant difference from Peer or National Group



Appreciative Attitudes:

measures how positively students view people with different worldviews and social identities

	% High Level (Positive) Attitudes	% change T1 to T2	Significant Diff w Peers	Significant Diff w National
Atheists	66%	9.5%		
Buddhists	70%	8.2%		
Evangelical Christians	69%	8.4%		
Hindus	72%	10.8%		
Jews	74%	9.1%		
Mormons	68%	12.4%		
Muslims	72%	10.7%	+ (pos.)	+ (pos.)



Appreciative Attitudes

measures how positively students view people with different worldviews and social identities

	% High Level (Positive) Attitudes	% change T1 to T2	Significant Diff w Peers	Significant Diff w National
Political Liberals	77%	9.9%	+ (pos.)	
Political Conservative	65%	12.6%		+ (pos.)
Gay, Lesbian Bisexual	72%	6.8%		
Transgender	72%	8.8%		
Different Race	82%	5.2%		
Different Country	82%	4.3%		
Appreciative Knowledge*	N/A	0.0%	- (neg.)	- (neg.)

* Measures student' religious literacy and factual knowledge about other religious and philosophical traditions.



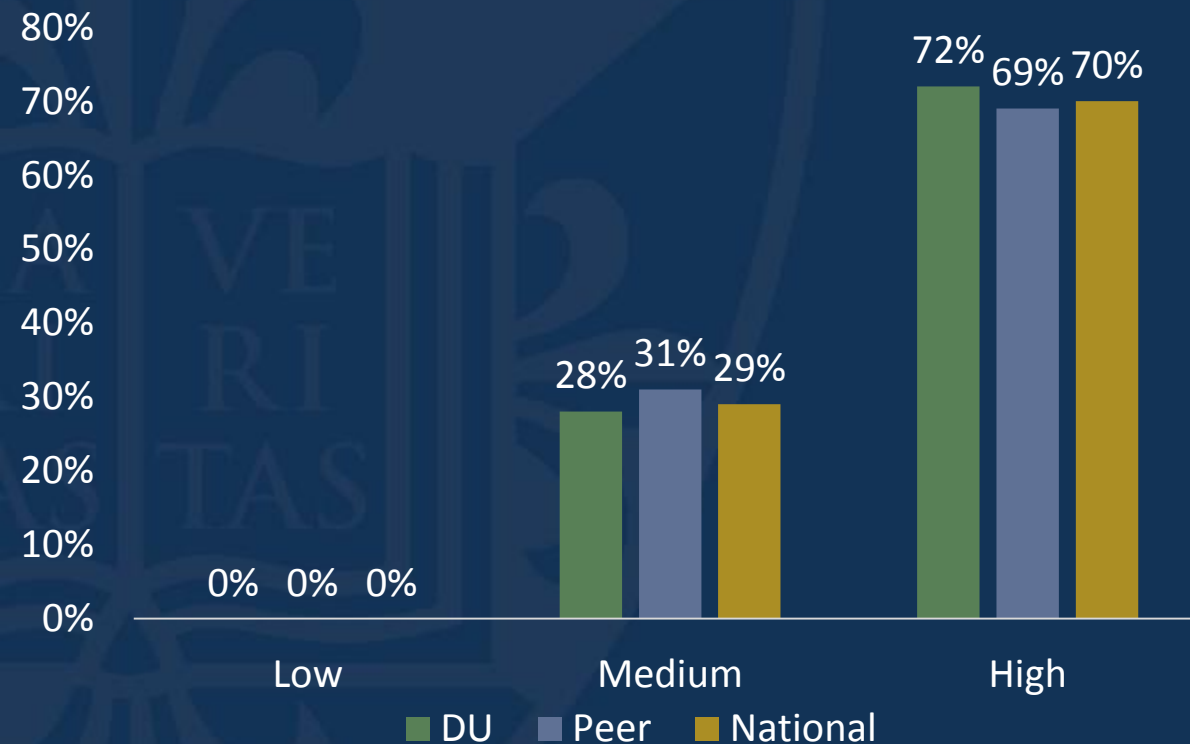
Appreciative Knowledge Items:

	DU % Correct	Peer % Correct	Natl % Correct
The foundational sacred text in the Jewish tradition is:	66%	78%	82% +
Which of the following statements correctly distinguishes atheists and agnostics?	62%	83% +	82% +
In the Muslim tradition, this spiritual practice takes place from dawn until dusk during the month of Ramadan:	79%	82%	84%
In the Christian tradition, the “gospel” refers to:	45%	53%	55%
The notion of Nirvana in the Buddhist tradition refers to:	60%	70%	74% +
The Latter Day Saint movement, or Mormonism, was founded by:	26%	52% ++	54% ++
Name the religious identity of Mahatma Gandhi:	45%	57%	62% +
The social activist who is Catholic is:	15%	14%	16%



Overall Pluralism Orientation

extent students are accepting of other with different worldviews, believe worldviews share many common values, consider it important to understand differences between world religions, and believe it possible to have strong relationships with diverse others and still hold own worldview



- 1.46% change from Time 1 to Time 2
- No significant difference from Peer or National Group



Pluralism Sub-Scales:

	% High Level (Positive)	% change T1 to T2	Significant Diff w Peers	Significant Diff w National
Global Citizenship	47%	-0.95%		
Goodwill toward others of different worldviews	87%	2.02%		
Appreciation of interreligious commonalities and differences	77%	0.36%		
Commitment to interfaith leadership	74%	2.48%		



Campus Environment Sub-Scales

Measure students perceptions
of and experiences on
campus.



Campus Environment Sub-Scales

	Dominican Mean	Peer Mean	National Mean
Campus Worldview (religious) Diversity (max=20)	16.8	15.8	15.7 (+)
Divisiveness on Campus (max=20)	9.3	9.4	9.6
Space for Support and Spiritual Expression (max=20)	17.3	16.7	16.5
Welcoming Campus (max=70)	63.8	59.8 (+)	58.5 (++)
Insensitivity on Campus (max=35)	11.3	10.8	11.1
Coercion on Campus (max=20)	6.9	8.0	8.4 (+)
Provocative Encounters w Worldview Diversity (max=30)	17.9	16.1	16.5
Negative Worldview Engagement (max=20)	6.4	7.0	7.35 (+)



Campus Environment Sub-Scales: Engagement

	Dominican Mean	Peer Mean	National Mean
General Religious/Spiritual Engagement (max=5)	1.3	1.1	1.1
Informal Interfaith Engagement (max=4)	2.7	3.0	3.1 (+)
Formal Interfaith Engagement (max=15)	3.8	2.7 (+)	2.7 (+)
Other Civic and Diversity Engagement (max=4)	1.8	1.6	1.7
Curricular Religious and Spiritual Engagement (max=18)	6.4	4.4 (++)	4.2 (++)



Welcoming Campus: Items Significantly More Positive than Peer and/or National Group

Item	Peer Group	National Group
This campus is a welcoming place for people of different religious and nonreligious perspectives.		+
People on this campus interact most often with others of their same worldview		+
This campus is a welcoming place for Muslims	+	+
This campus is a welcoming place for political conservatives		+
This campus is a welcoming place for gays, lesbians and bisexuals		+
This campus is a welcoming place for people of diff. socioeconomic backgrounds		+



Curricular Interfaith Engagement: Items Significantly More Positive than Peer and/or National Group

Item	Peer Group	National Group
Had course that was designed to enhance your knowledge of different religious traditions	++	++
Discussed your worldview/other students perspectives in class	+	+
Visited a religious space off campus as part of class	+++	+++
Participated in contemplative practices in the classroom	+	+
Discussed religious topics with faculty	+	++
Developed a deeper skill set to interact with people of diverse religious and nonreligious perspectives	+	



Formal Interfaith Engagement: Items Significantly More Positive than Peer and/or National Group

Item	Peer Group	National Group
Attended religious services for a religious tradition other than your own	+	+
Participated in an interfaith dialogue on campus	+	+
Attended a lecture discussing religious diversity or interfaith cooperation	+	+
Participated in interfaith or religious diversity training on campus	+	+
Attended an off-campus event designed to promote interfaith cooperation	+	+



Provocative Encounters: Items Significantly Higher than Peer and/or National Group

Item	Peer Group	National Group
Had class discussions that challenged assumptions about your worldview	+	
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 worldview	+	



Dominican Challenges: Items Significantly Less Positive than Peer and/or National Group

Item	Peer Group	National Group
Participated in a student organization that is affiliated with your religion or worldview		+
Dined with someone of a different religious or nonreligious perspective	+	+
Socialized with someone of a different religious or nonreligious perspective	+	+
Lower scores on items related to knowledge of other worldviews/religious traditions	+	+

Major Conclusions

Curricular infusion of interfaith concepts is high, but knowledge of different religious practices is low.

Can more be done in this area?

Informal Interactions had lower scores.

What are the possible reasons?

What can DU do to improve this indicator?



Discussion

What themes and data points resonated most with the work you do in Mission and Ministry?

