The Role of Religion and Spirituality in Promoting a Positive Campus Culture:

A Multi-Institutional Study

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Abstract

Discriminatory acts against religious minorities at our nation's college campuses has been too common. Previous research has linked discrimination to perceptions of a hostile campus climate, which negatively influences students learning and development. This study investigated the correlates of two measures that capture students' perception of the campus climate. It pays particular attention to the role of religious identity and attending a religiously affiliated institution to assess how these factors influence students' perception of the respect for their beliefs and comfort in expressing their views on campus. The results indicate few differences by religious identity in students' perception of the respect for their beliefs, but significant differences by religion in their comfort in expressing their views. Additionally, attending a religiously-affiliated institution was positively correlated with students' comfort in expressing their beliefs, even for religious minorities.

Keywords: Religion, Spirituality, Campus Climate, Higher Education

Introduction

Discriminatory incidents against religious minorities have become increasingly common at American college campuses. Students from various faith traditions have been victims of these incidents, but Jewish and Muslim students have become particularly vulnerable to being a target of one these incidents (Bishop, 2015; Dreid, 2016; Siddiqi, 2016). While much scholarly attention has been devoted to understanding the campus climate for racial and ethnic minorities and women (Hurtado & Harper, 2007; Mayhew et al., 2016), research on how religion influences campus climate perceptions is relatively rare. Understanding how religion influences the campus climate is important due to the voluminous research indicating that a negative campus climate can inhibit students' learning and development (Mayhew et al., 2016). While the scarcity of research in this realm may be due to a lack of data on students' religion in many of the most prominent higher education data sources, the gap of research in this area is notable as religion is an important factor in the identity of young, college-aged adults (Furrow, King, & White, 2004; King, 2003). In this study, we utilized a multi-institutional sample to investigate the correlates of students' perception of the religious and spiritual aspects of the campus climate. In a previous study (Fosnacht & Broderick, 2017), we found that roughly one in four students experience religious intolerance at least once in the past year and that the religious and spirituality dimensions of the campus climate accounted for a substantial and unique portion of students' perceptions of the overall campus climate.

Numerous scholars have detailed how student background characteristics (i.e., race/ethnicity, gender, sexual orientation, age) influence both the student experience and their perceptions of college (Hurtado & Harper, 2007; Mayhew et al. 2016). This work has become increasingly important due to the diversification of the college student population from one that

was predominately young, white, and male to the current environment that features substantially

higher enrollment and participation from historically underrepresented populations.

Of particular interest to this study is the religious and spiritual experiences of students.

Colleges today serve a students from variety of faith traditions, including an increasingly share

of students who are atheist or agnostic (Pew Research Center, 2015). However, many students

continue to be interested and involved in religious and spirituality activities and exhibit high

levels of religious commitment (Higher Education Research Institute [HERI], 2004, 2005).

Existing research indicates that religion is important to college students and influences their

well-being (HERI, 2005; Small & Bowman, 2011). Additionally, perceptions of the religious and

spiritual dimensions of the campus climate have been demonstrated to be an important factor in

how students perceive the overall campus climate (Fosnacht & Broderick, 2017). Yet, the

religion and spirituality dimensions have largely been over looked in the campus climate

literature.

Literature Review

Increasing attention has been placed on how religion and spirituality influence

undergraduates. A frequent topic of attention by scholars is students' spiritual growth (Bowman

& Small 2010, 2011, 2012a, 2012b; Cole & Ahmadi, 2010; Paredes-Collins, 2014). Others have

examined how religion influences engagement in spirituality activities and how spirituality

integration influences persistence at religiously-affiliated institutions (Gonyea & Kuh, 2006;

Morris, Smith, & Cejda, 2003; Patten & Rice, 2009; Speers, 2008). In recent years, scholars have

started to pay attention to the role of religion and spirituality play in students perceptions of the

campus climate (Bowman & Smedley, 2013; Mayhew, Bowman, & Rockenbach, 2014;

Rockenbach & Mayhew, 2014; Rockenbach, Mayhew, & Bowman, 2015).

The emerging campus climate research is derived from data from the Campus Religious and Spiritual Climate Survey (CRSCS) which "assess[es] dimensions of campus climate pertaining to religious and worldview pluralism" (Rockenbach, Mayhew, & Bowman, 2015). Rockenbach and Mayhew (2014) found that religious minority students were more satisfied with the spirituality campus climate than religious majority students. Additionally, their results demonstrated that structural worldview diversity, the psychological climate, and engagement in various activities were predictive of satisfaction with the spirituality campus climate; however, these relationships did not vary by religion. Additionally, they found differences in satisfaction with the spirituality campus climate by race as Asian and African Americans were less satisfied than Whites, holding constant other factors.

In a subsequent study, atheists were found perceive a negative campus climate for nonreligious students (Rockenbach, Mayhew, & Bowman, 2015). However, students' commitment to their worldview was positively correlated to perceptions of a positive campus climate for non-religious students. The authors explain these disparate findings by pointing to previous research suggesting that many Christians feel unwelcome on campus (Magolda & Gross, 2009; Moran, 2007). Therefore, Christians may conversely feel that non-religious students are more accepted by their campuses than members of their own faith.

A study by Fosnacht and Broderick (2017) examined the role of the religious and spirituality dimensions of the campus climate contributed to students' perception of the overall campus climate. They found that roughly one in four undergraduates experienced religious intolerance at some time in the past year. Their multivariate results indicated that two measures of the campus climate related to religion and spirituality accounted for approximately 15% of the variance in students' perception of their quality of interactions and their institution's support for

their education after holding constant other variables. Additionally, after accounting for students'

perception of the respect for and comfort in expressing their religious beliefs, few differences on

the study's overall campus climate measures were observed by religion.

The study of the religious and spiritual dimensions of the campus climate should be

informed by the history of U.S. higher education. Christianity, particularly its protestant

branches, had a large influence on the development of the American higher education system

(Geiger, 2015; Rudolph, 1962). The original colonial colleges were created to "uphold orthodox

Puritanism" and religion was an important motive in their creation (Geiger, 2015, p. 1). The

missions of the first colleges focused on educating ministers and the political elite (Geiger,

2015). This legacy can be commonly seen by students through the inclusion of chapels on many

campuses and architecture inspired by religious buildings. Additionally, Christian churches

devoted to serving students occupy prominent locations immediately on- or off-campus at many

institutions. Christians also comprise over half of the young adults that comprise the "traditional"

aged college student body (Pew Research Center, 2015).

Due to these factors, Christian privilege is an important concept in the study of the

religious aspects of the campus climate. Christian privilege is "the conscious and subconscious

advantages often afforded to the Christian faith in America's colleges and universities" (Seifert,

2007, p. 11). The privilege is embedded into a range of higher education structures ranging from

the academic calendar to food offerings in a cafeteria to the physical buildings at a campus

(Bowman & Smedley, 2013; Seifert, 2007). These embedded structures may alienate students

with views outside of the dominant institutional culture. While other forms of privilege like

racial, gender, and heterosexual have been extensively studied among college students, less

attention has been placed on the role Christian privilege influences higher education outcomes.

Consequently, in this study, we investigate the correlates of two factors components of the religious and spiritual campus climate and pay particular attention to the role of religion and institution type.

Theoretical Framework

Our study adapted Hurtado, Milem, Clayton-Pederson, and Allen's (1999) campus climate framework to incorporate religious diversity as a guiding theoretical framework. The original framework focuses on racial and ethnic diversity and can be used as a guide to improve the campus climate for racial minority students. It focuses on identifying and delimiting the various factor that shape students' perceptions of the campus climate. The four factors are: the historical legacy, structural diversity, psychological climate, and behaviors. We adapted the framework to focus on the role religion and spirituality play in the campus climate.

Research Questions

Guided by Hurtado and colleague's (1999) campus climate framework, we investigated the following research questions:

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?

Methods

Data

To answer these research questions, we utilized data from the 2016 administration of the National Survey of Student Engagement (NSSE). NSSE is administered annually to first-year

and senior students attending bachelor's-granting institutions in the U.S. and Canada. It focuses

on various aspects of the college experience ranging from time-use to participation in effective

educational practices to perceptions of the campus climate. In 2016, students attending a subset

of institutions received questions on the religious and spirituality campus climate, in addition to

the main NSSE questions. We focused our data analyses on 6,670 senior students attending 38

U.S. institutions who received these additional questions. The response rate for the sample was

21%.

The institutions selected to receive the additionally questions on the religious and

spirituality campus climate were relatively diverse. Roughly 40% of the sample attended an

institution with a Basic 2015 Carnegie Classification (aggregated) of doctoral, 40% master's, and

20% bachelor's. Six in ten of the students attended a public institution and 25% attended a

religiously-affiliated institution[1]. About half of the respondents attended an institution with an

undergraduate enrollment of less than 5,000 students, while about 40% attended and institution

with an undergraduate enrollment greater than 10,000.

61 percent of the sample was Christian, 6% were members of a non-Christian, world

faith, 22% were unaffiliated with a formal religion, and 11% preferred not to disclose their

religious preference. About two-thirds of the sample was female. Half of the respondents were

first-generation college students. One in ten students were members of a fraternity or sorority.

Half of the students transferred from another institution. About 80% of the respondents were

enrolled full-time.

Our data was primarily collected via the core NSSE instrument and the supplemental

items focusing on aspects of the religious and spirituality campus climate. Our dependent

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[1] All of the religiously-affiliated institutions sampled were affiliated with a Christian faith.

variables, respect for beliefs and expression of beliefs, were factors identified from the

supplemental item set. The Cronbach's α for these variables were .87 and .81, respectively.

Details on the psychometric properties and creation of these variables are available in Fosnacht

and Broderick (2017). The same study demonstrated that these two measures account for a

substantial and unique proportion in the variance of students' perceptions of the overall campus

climate. Both variables were standardized to have a mean of 0 and standard deviation of 1. We

also utilized data on students' religious preferences from the supplemental items. Students were

able to choose from 28 religious/spirituality choices that we collapsed in to four groups:

Christian, non-Christian world faith, unaffiliated, and prefer not to respond. Both the options on

the original survey and the collapsed variable were informed by the Pew Research Center's

(2015) Religious Landscape Study.

In addition to the data from the supplemental item set, we used data on students' sex, on-

campus residency, Greek-life affiliation, age, race/ethnicity, first-generation status, educational

aspirations, transfer status, grades, major field, and enrollment intensity. These variables were

primarily obtained from the demographics portion of NSSE, although some data elements were

provided by institutions. We also utilized data on the characteristics of the students' institutions.

Data on the religious affiliation of the institution was obtained from the Integrated Postsecondary

Education Data System (U.S. Department of Education, n.d.). Data on institutional control

(public vs. private), Basic 2015 Carnegie Classification, and undergraduate enrollment were

obtained from the Indiana University Center for Postsecondary Research (n.d.). Data on the

Barron's rating of the institutions was collected by NSSE researchers.

Analyses

To answer our first two research questions, we estimated ordinary least squares regression models that predicted our dependent variables, respect for beliefs and expression of beliefs using the student and institutional characteristics described above. While our data does have a multi-level structure, we chose not to utilize multi-level modeling due to the relatively low intra-class correlations (ICCs) for our dependent variables. The ICCs were .02 and .07 for respect for beliefs and expression of beliefs, respectively. Additionally, preliminary models indicated that the residual ICCs were 0 after controlling for institutional characteristics, suggesting that there is little, if any, unexplained institution-level variation in our models. However, we utilized robust standard errors that accounted for the nesting of students within institutions.

To answer our third research question about if the relationship between perception of the religious/spirituality campus climate and attending a religiously-affiliated institution varies by religion, we added interaction terms between religiously-affiliated institution and students' religion to our models. To aid in the interpretation of the interaction effects, we calculated the predicted estimates for the four religion categories by religious affiliation holding other characteristics constant. As the dependent variables were standardized, the estimates showed the difference from the average student and allowed us to statistically compare the groups to the sample average. We also compared the expected means within a religion by institution type using Wald tests.

Limitations

Our study is subject to a handful of limitations. First, our analyses only focused on senior students at bachelor's-granting colleges. The results may differ for students at community

colleges or students with a lower academic standing. Second, our data is comprised of students who were randomly sampled within institutions choosing to participate in NSSE. Consequently, our sample may be subject to some degree of self-selection bias, although at the institution level. Third, our data was mostly self-reported by students and could be prone to self-reporting error. Fourth, our results are correlational, not causal, as we were not able to randomly assign students to a particular institution. Finally, to achieve adequate statistical power, we aggregated students into four religious groups. While the assignment was based off of prior work by the Pew Research Center (2015), there is considerable diversity within these four groups and the results may not be consistent for all of the faiths within these groups.

Results

To answer our research questions, we estimated two separate regression models for dependent variables: respect for beliefs and expression of beliefs. The results from these models are displayed in Table 1 and will be discussed by dependent variable. Unless otherwise noted, the results described refer to Model 1, which did not contain interaction terms between religion and religiously-affiliated institution.

Respect for Beliefs

After holding constant other factors, students who preferred not to respond to the religion question perceived less respect for their beliefs than Christian students. International students perceived a greater respect for their religious/spirituality beliefs than White students. Students who earned grades lower than As reported less respect for their beliefs than their peers with A grades. Students majoring in the health professions perceived more respect for their beliefs than social science majors. Coefficients for the other variables in Model 1 were not significant at $p <$ .05.

Table 2 contains the predicted levels of students' respect for beliefs by religion and religiously-affiliated institution derived from the Model 2 estimates, when all other variables are held at their mean. As the dependent variable was standardized, the estimates in the first two panes contain the estimated mean for students of a particular faith by institution type. The third pane compares the estimate within a faith group by institution type. Among students at secular institutions, students who preferred not to provide their religious identity reported less respect for their religious beliefs on campus than the average student. No significant differences were observed between the means for Christians, non-Christian, members of a world faith, and the unaffiliated and the average student. Among students attending a religiously-affiliated institution, Christians perceived a greater respect for their faith views than the average student. The magnitude of the difference was .18 SDs. In contrast, students who preferred not to provide their religion perceived less respect for their faith views than the typical student. The effect size of this difference was nearly a quarter SD. The predicted values for members of a non-Christian, world faith and the unaffiliated were not significantly different from 0. When comparing the estimates within a faith by institution type, Christians who attended religiously-affiliated institutions perceived a greater respect for their beliefs than their peers at secular institutions. The estimates for the other faith groups were not significantly different by institution type.

Expression of Beliefs

Students who were members of a non-Christian, world faith, unaffiliated with a religion, or preferred not to provide their religious identity indicated that they were less comfortable expressing their religious and/or spirituality views than Christian students, after controlling for other factors. The magnitude of these differences were roughly a quarter SD for members of a non-Christian world faith or the unaffiliated and a third of a SD for those who preferred not to

respond. African American and international students were more likely to be comfortable

expressing their religious views than White students. Grades were negatively correlated with

expression of beliefs. Students majoring in the biological sciences and engineering were less

comfortable expressing their beliefs than social science majors. However, the catch-all "all

other" major category was more likely to feel comfortable expressing their beliefs than social

science majors. Students enrolled full-time felt more comfortable expressing their beliefs than

part-time students. Undergraduate enrollment size was negatively correlated with expression of

beliefs. Students attending a religiously-affiliated institution were more likely to score higher on

our expression of beliefs measure than students enrolled at secular institutions. Coefficients for

the other variables in Model 1 were not significant at $p < .05$.

The results from Model 2 indicate that the influence of attending a religiously-affiliated;

institution on expression of beliefs varies by religion. Table 3 contains the predicted level of

expression of beliefs by religion and religiously-affiliated institution attendance using the

coefficient estimates from Model 2 and holding all other covariates at their mean. Table 3 is

formatted in the same manner as Table 2. As the expression of beliefs variable was standardized

with a mean of 0 and standard deviation of 1, the predicted levels indicate the standardized

degree of difference from the average student. Among students at secular institutions, Christians

were not significantly different from the average student on our expression of beliefs measure. In

contrast, the estimates for non-Christian, world faith, the unaffiliated, and prefer not to respond

groups were significantly lower than the typical student. For students attending religiously-

affiliated institutions, Christians were substantially more likely to feel comfortable expressing

their religious views than the average students. Members of a non-Christian world faith at a

religiously-affiliated institution approximated the average student on the expression of beliefs

measure. Members of the unaffiliated and prefer not to respond groups had lower than average means on the expression of belief measure; however, the difference was not statistically significant at $p < .05$. When comparing students by institution type within a religion, Christians were more likely to feel comfortable expressing their religious or spiritual views. The magnitude of the difference was substantial at nearly .60 SDs. The differences between the other religion groups by institution type were not significant. However, it should be noted that, on average, students of these minority faith groups felt more comfortable expressing their views at religiously-affiliated institutions and we have less statistical power for these smaller groups.

Discussion

Over the past few years, discriminatory incidents against religious minority students have become too common (e.g., Bishop, 2015; Dreid, 2016; Siddiqi, 2016). These incidents can lead to a perception of a hostile campus climate for religious minority students, which in turn can negatively influence students' learning and development, arguably the chief function of a college education. Most research focusing on the campus climate has examined the experiences of racial/ethnic minorities or women, largely overlooking how religion and spiritual views influence perceptions of the campus climate. While this lack of attention on religion and spirituality may be due to a lack of data on religious identity in many of the higher profile education datasets, the oversight is nonetheless concerning due to the importance of religion in students' identity development (Furrow, King, & White, 2004; King, 2003).

In response to this lack of research, we developed and appended a set of survey questions that inquire about the religious and spirituality aspects of the campus climate to a large, multi-institutional study. A prior study utilizing this data demonstrated that the religious and spiritual dimensions of students' perceptions of the campus climate account for a substantial amount of

the variation of students' view of the overall campus climate (Fosnacht & Broderick, 2017). The present study examined the correlates of two measures focusing on the religious and spiritual dimensions of the campus climate: respect for beliefs and expression of beliefs. Additionally, it paid particular attention to the role of religion and attending a religiously-affiliated institution.

The study's results found little difference in by religion on the respect for beliefs measure, after holding constant other characteristics. The exception was for the prefer not to respond group, which scored roughly a quarter SD lower on this measure than Christians. Additionally, we found no significant relationship for attending a religiously-affiliated institution on our respect for beliefs measure. The results differed for expression of beliefs. Non-Christians reported lower scores than Christians on our expression of beliefs measure, holding constant other factors. The magnitude of the difference ranged from .23 SDs to .45 SDs for non-Christian, world faith members and the prefer not to respond group, respectively. Additionally, enrollment at a religiously-affiliated institution was positively correlated with feeling comfortable with expressing your religious/spirituality beliefs on campus.

We further investigated these relationships by examining if the relationship between our dependent variables and religion differed between students who attended religiously-affiliated and secular institutions. Our results indicated that Christians felt a greater level of respect for their religious and spirituality views and felt more comfortable expressing their views at religiously affiliated institutions than Christians at secular institutions, holding constant other factors. Our results also indicated that students with minority faith views tended to feel more comfortable expressing their views at religious institutions. The effect size difference tended to be non-trivial for these groups, however, the results were not significant. The most likely reason for this discrepancy is that we have less statistical power to detect significant effects in these

smaller populations. In combination, the results suggest that students at religious institutions feel more comfortable expressing their religious and spirituality viewpoints regardless of their religion. Unfortunately, we are unable to identify the causal reason for this difference. However, we suspect that that religiously-affiliated institutions require students of all faiths to complete course(s) on religion that incorporate dialogue on different faith traditions. We suspect that these courses function like intergroup dialogue courses or experiences, which have been shown to promote relationships between individuals from different backgrounds and knowledge of students' biases (Zúñiga, Nagda, Chesler, & Cytron-Walker, 2007).

In addition to these main findings, our models indicate that other characteristics are associated with our religious and spirituality campus climate measures. International student status was positively correlated with both respect for and expression of beliefs. A possible rationale for this correlation is that international students emigrated from nations without protections for religious minorities. African Americans felt more comfortable expressing their views compared to Whites, holding other factors constant. This difference may be caused by the central role religion plays in the African American experience (Taylor, Chatters, & Levin, 2003). Grades were positively correlated with both of our outcomes, as students earning As perceived more respect for the beliefs and felt more comfortable expressing their beliefs. Students majoring in a health professions perceived more respect for their beliefs than social science majors. However, students in the biological sciences and engineering felt less comfortable expressing their beliefs than social science majors. While it is difficult to interpret these relationships, we suspect that biological science majors from faith traditions that reject evolution may feel uncomfortable expressing their religious views due to the conflict between their faith views and disciplinary teaching. Engineering has long been associated with conservatism (Astin, 1993) and

students in this discipline may feel uncomfortable discussing their views with more liberal students. Part-time students felt less comfortable expressing their beliefs, which we suspect is related to the lower levels of integration into the campus community compared to full-time students. Finally, students at larger institutions felt less comfort with expressing their faith views than students at institutions with lower enrollments.

Implications and Future Research

This study follows-up on a previous study that investigated how the religious and spirituality dimensions of the campus climate influence students' perceptions of the overall campus climate (Fosnacht & Broderick, 2017). The previous study found that the spirituality dimensions accounted for a unique and substantial proportion of the variance of two measures of the campus climate. This study dug deeper into the data and examined the correlates of two campus climate measures focusing on religion and spirituality. It also focused both on the main effects and interactions between students' religion and attending a religious institution. We found that Christians, non-Christian members of a world faith, and students unaffiliated with a religion perceived similar levels of respect for their beliefs. However, members of a minority faith group felt less comfortable expressing their spirituality beliefs. We also found that attending a religiously-affiliated institution was positively correlated with our expression of beliefs measure. We also discovered that the relationship between religion and expression of beliefs varied by institution type (religious affiliation). Attending a religiously-affiliated institution strongly influenced Christians' comfort with expressing their beliefs; however, the strength of this relationship diminished for members of minority faith groups. Although, it should be noted that members of minority faith groups felt more comfortable expressing their views at religiously-affiliated institutions than at secular colleges and universities.

We suspect that the relationship between comfort in expressing your beliefs and attendance at a religious institution is caused by curriculum requirements mandating student take courses on religion at religiously-affiliated institutions. It is possible that these courses perform a similar function to intergroup dialogue courses and programs, which have been demonstrated to promote cross-cultural competence and empathy towards different students (Zúñiga et al., 2007). While legal restraints prevent the mandatory courses on religion at public institutions, we speculate that intergroup dialogue courses or programs could help promote religious tolerance among the student body, which may prevent the frequency that students experience discriminatory actions related to their religion or faith views. Consequently, the implementation or expansion of intergroup dialogue courses or programs, which have already demonstrate their efficacy in improving race relations, maybe a primary strategy to prevent incidences of religion-based discriminatory incidents on college campuses.

Compared to the campus climate literature on race and gender, the existing literature on the religious aspects of the campus climate is relatively sparse leaving ample opportunities for future research. Researchers should evaluate the efficacy of intergroup dialogue courses or programs on promoting religious tolerance. Additionally, future research focusing on the religious and spiritual dimensions of the campus climate should utilize large samples that will allow for the further disaggregation of students by religion. While previous campus climate literature focusing on race and gender indicates that a negative perception of the campus climate results in less learning and development (Mayhew et al., 2016), this finding has not yet been empirically tested in respect to the religious and spiritual dimensions of the campus climate.

Conclusion

Incidents of religious intolerance and discrimination have become too common on our nation's campuses. In this study, we examined the correlates of students' perceptions of the religious and spirituality campus culture using a diverse, multi-institutional sample. We found relatively little difference in whether students believed that students, faculty, and staff at their institution respected their beliefs by religion. However, members of minority faith groups felt less comfortable expressing their beliefs than Christians. Additionally, the results show that minority faith groups felt *more* comfortable expressing their beliefs at religiously-affiliated institution, despite that all of the institutions were affiliated with a Christian denomination. Further research should focus on how institutions of all types can promote religious tolerance and inclusion.

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Table 1.
Predictors of Respect for Beliefs and Expression of Beliefs

	Respect for Beliefs		Expression of Beliefs	
	Model 1	Model 2	Model 1	Model 2
	Coef.	Coef.	Coef.	Coef.
Religion (Ref: Christian)				
World faith	-0.10	-0.08	-0.23 **	-0.12
Unaffiliated	-0.03	-0.01	-0.29 ***	-0.19 ***
Prefer not to respond	-0.23 ***	-0.17 **	-0.45 ***	-0.36 ***
Male	0.04	0.04	0.02	0.02
On-campus resident	-0.08	-0.08	-0.03	-0.04
Greek-life member	-0.05	-0.05	0.00	-0.01
Age (10 years)	0.04	0.04	0.02	0.02
Race/ethnicity (Ref: White)				
Asian/Pacific Isl.	-0.05	-0.05	0.18	0.19
Black	0.05	0.06	0.26 ***	0.28 ***
Hispanic/Latina/o	-0.02	-0.02	0.07	0.07
International	0.21 **	0.21 **	0.28 **	0.31 **
Other	-0.08	-0.07	-0.02	-0.01
First-generation	0.05	0.05	0.01	0.01
Educational aspirations (Ref: Bachelor's)				
Some college	-0.06	-0.06	0.00	-0.01
Master's	0.02	0.02	-0.01	-0.01
Doctoral/professional	0.00	0.00	-0.03	-0.03
Transfer student	0.03	0.03	-0.01	-0.01
Grades (Ref: Mostly As)				
Mostly Bs	-0.09 *	-0.09 *	-0.12 **	-0.12 **
Mostly Cs or lower	-0.24 ***	-0.24 ***	-0.21 ***	-0.21 ***
Major field (Ref: Social Science)				
Arts & Humanities	-0.05	-0.05	-0.06	-0.06
Biological Sciences	-0.03	-0.04	-0.11 *	-0.11 *
Physical Sciences	0.10	0.10	-0.02	-0.02
Business	0.06	0.06	0.00	0.00
Communications	0.09	0.09	0.07	0.07
Education	0.00	0.00	0.01	0.01
Engineering	-0.07	-0.07	-0.22 **	-0.24 **
Health Professions	0.12 *	0.12 *	0.04	0.04
Social Service Prof.	0.04	0.05	0.05	0.06
All Other	0.01	0.01	0.13 *	0.13 *
Undecided	-0.14	-0.14	0.07	0.07

Table 1. (continued).

	Respect for Beliefs		Expression of Beliefs	
	Model 1	Model 2	Model 1	Model 2
	Coef.	Coef.	Coef.	Coef.
Full-time	0.03	0.03	0.10*	0.10*
Private institution	-0.14	-0.13	-0.10	-0.10
Basic 2015 Carnegie Classification (aggregated; Ref: Doctoral)				
Master's	-0.08	-0.09	0.01	-0.02
Baccalaureate	0.04	0.04	0.03	0.01
Barron's rating	0.04	0.03	0.00	0.00
UG Enrollment (1,000s)	-0.01	-0.01	-0.01**	-0.01***
Religiously-affiliated institution	0.14	0.18*	0.44***	0.59***
Rel. inst.*Religion (Ref: Christian)				
World faith		-0.08		-0.45*
Unaffiliated		-0.10		-0.52***
Prefer not to respond		-0.25		-0.38*
Constant	-0.12	-0.13	0.03	0.02
R^2	.03	.03	.11	.12

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

Table 2.
Predicted Values of Respect for Beliefs by Religion and Religiously-Affiliated Institution Attendance

	Secular		Religious		Δ	
	Est.		Est.		Est.	
Christian	0.00		0.18	*	-0.18	*
World faith	-0.08		0.02		-0.10	
Unaffiliated	-0.01		0.07		-0.08	
Prefer not to respond	-0.17	**	-0.24	*	0.07	

*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.

Table 3.
Predicted Values of Expression of Beliefs by Religion and Religiously-Affiliated Institution Attendance

	Secular		Religious		Δ	
	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.