

Defining “High” and “Low” Scores

Given that raw scores on factor scales such as these have no absolute meaning, it may be useful for certain research and policy purposes to be able to classify students. Since any student’s score on one of our measures of spirituality, religiousness, and related qualities reflects the degree to which the student possesses the quality. Equanimity is defined by five items, all of which happen to have three possible responses (scored 1, 2, and 3, respectively). The highest possible score (the highest

- Seeing each day, good or bad, as a gift
- Being thankful for all that has happened to me
- Feeling good about the direction in which my life is headed

To be classified as being “high” in Equanimity, we decided that the student should respond “to a great extent” to at least two of these items, and at least “to some extent” to the other two items comprising the Equanimity scale were preceded by the following instructions: “During the last year, how often have you...”, with the following

- Been able to find meaning in times of hardship
- Felt at peace/centered

A person possessing a high degree of Equanimity, we felt, would not respond “occasionally” to either of these items. Consequently, we decided that, in order to be classified as “high”, a student should answer “to a great extent” to at least two of the first three items, and “to some extent” to at least one of the other two items. At the other extreme, we decided that a student with a “low” degree of equanimity should answer “not at all” to at least one of the first three items, and no more than one of the other two items. A similar reasoning process was followed in choosing “high” and “low” cutting points on each of the eleven other measures.

2004 College Students' Beliefs and Values (CSBV) Factor Scales Table Using 2004/2007 Sample

Spiritual Identification 2004 (Cronbach's alpha=.88)	Response Category (%)							
	1	2	3	4	5	6	7	8
Personal goal ^a : Integrating spirituality into my life	28	30	22	20				
Personal goal ^a : Seeking out opportunities to help me grow spiritually	19	35	27	19				
Self-description ^c : Having an interest in spirituality	20	48	32					
Self-description ^c : Believing in the sacredness of life	19	47	34					
Self-rating ^f : Spirituality	8	17	37	25	13			
On a spiritual quest ^e	17	83						
Belief ^b : People can reach a higher spiritual plane of consciousness through meditation or prayer	11	20	47	22				
Spiritual experience while ^d : Listening to beautiful music	49	37	14					
Spiritual experience while ^d : Viewing a great work of art	72	23	5					
Spiritual experience while ^d : Participating in a musical or artistic performance	71	21	8					
Spiritual experience while ^d : Engaging in athletics	75	19	6					
Spiritual experience while ^d : Witnessing the beauty and harmony of nature	46	36	18					
Spiritual experience while ^d : Meditating	73	20	7					
Percent of students who are "high" scorers (≥ 33) on Spirituality: 16%								
Percent of students who are "low" scorers (< 22) on Spirituality: 35%								
Spiritual Identification 2007 (Cronbach's alpha=.89)	Response Category (%)							
	1	2	3	4	5	6	7	8
Personal goal ^a : Integrating spirituality into my life	23	27	23	27				
Personal goal ^a : Seeking out opportunities to help me grow spiritually	15	34	31	20				
Self-description ^c : Having an interest in spirituality	17	47	36					
Self-description ^c : Believing in the sacredness of life	13	43	44					
Self-rating ^f : Spirituality	8	17	38	28	9			
On a spiritual quest ^e	48	52						
Belief ^b : People can reach a higher spiritual plane of consciousness through meditation or prayer	7	19	50	24				
Spiritual experience while ^d : Listening to beautiful music	40	41	19					
Spiritual experience while ^d : Viewing a great work of art	66	28	6					
Spiritual experience while ^d : Participating in a musical or artistic performance	71	21	8					
Spiritual experience while ^d : Engaging in athletics	74	21	5					
Spiritual experience while ^d : Witnessing the beauty and harmony of nature	33	42	25					
Spiritual experience while ^d : Meditating	67	25	8					
Percent of students who are "high" scorers (≥ 33) on Spirituality: 21%								
Percent of students who are "low" scorers (≤ 22) on Spirituality: 31%								

2004 College Students' Beliefs and Values (CSBV) Factor Scales Table Using 2004/2007 Sample

Spiritual Quest 2004 (Cronbach's alpha=.83)	Response Category (%)							
	1	2	3	4	5	6	7	8
Engaged in ^q : Searching for meaning/purpose in life	25	55	20					
Engaged in ^q : Having discussions about the meaning of life with my friends	26	54	20					
Close friends ^k : Are searching for meaning/purpose in life	15	50	27	8				
Personal goal ^a : Finding answers to the mysteries of life	15	41	32	12				
Personal goal ^a : Attaining inner harmony	14	38	33	15				
Personal goal ^a : Attaining wisdom	4	19	47	30				
Personal goal ^a : Seeking beauty in my life	11	36	36	17				
Personal goal ^a : Developing a meaningful philosophy of life	24	34	27	15				
Personal goal ^a : Becoming a more loving person	7	26	40	27				
Percent of students who are "high" scorers (≥ 26) on Spiritual Quest: 24%								
Percent of students who are "low" scorers (≤ 19) on Spiritual Quest: 31%								

Spiritual Quest 2007 (Cronbach's alpha=.82)	Response Category (%)							
	1	2	3	4	5	6	7	8
Engaged in ^q : Searching for meaning/purpose in life	20	58	22					
Engaged in ^q : Having discussions about the meaning of life with my friends	26	55	19					
Close friends ^k : Are searching for meaning/purpose in life	11	52	27	8				
Personal goal ^a : Finding answers to the mysteries of life	14	48	26	12				
Personal goal ^a : Attaining inner harmony	7	30	38	25				
Personal goal ^a : Attaining wisdom	1	14	48	37				
Personal goal ^a : Seeking beauty in my life	5	29	40	26				
Personal goal ^a : Developing a meaningful philosophy of life	13	31	32	24				
Personal goal ^a : Becoming a more loving person	2	15	41	42				
Percent of students who are "high" scorers (≥ 26) on Spiritual Quest: 33%								
Percent of students who are "low" scorers (≤ 19) on Spiritual Quest: 20%								

2004 College Students' Beliefs and Values (CSBV) Factor Scales Table Using 2004/2007 Sample

Equanimity 2004 (Cronbach's alpha=.76)	Response Category (%)							
	1	2	3	4	5	6	7	8
Experience ^h : Been able to find meaning in times of hardship	16	58	26					
Experience ^h : Felt at peace/centered	11	57	32					
Self-description ^c : Feeling good about the direction in which my life is headed	5	45	50					
Self-description ^c : Being thankful for all that has happened to me	8	40	52					
Self-description ^c : Seeing each day, good or bad, as a gift	15	46	39					

Percent of students who are "high" scorers (≥ 14) on Equanimity: 19%

Percent of students who are "low" scorers (≤ 9) on Equanimity: 17%

Equanimity 2007 (Cronbach's alpha=.72)	Response Category (%)							
	1	2	3	4	5	6	7	8
Experience ^h : Been able to find meaning in times of hardship	9	60	31					
Experience ^h : Felt at peace/centered	9	62	29					
Self-description ^c : Feeling good about the direction in which my life is headed	4	44	52					
Self-description ^c : Being thankful for all that has happened to me	4	35	61					
Self-description ^c : Seeing each day, good or bad, as a gift	12	43	45					
	19	61	20					

Percent of students who are "high" scorers (≥ 14) on Equanimity: 23%

Percent of students who are "low" scorers (≤ 9) on Equanimity: 13%

2004 College Students' Beliefs and Values (CSBV) Factor Scales Table Using 2004/2007 Sample

Religious Commitment 2004 (Cronbach's alpha=.96)	Response Category (%)							
	1	2	3	4	5	6	7	8
Personal Goal ^a : Seeking to follow religious teachings in my everyday life	28	32	22	18				
Self-rating ^f : Religiousness	17	19	30	23	11			
Belief ^b : I find religion to be personally helpful	15	16	39	30				
Belief ^b : I gain spiritual strength by trusting in a Higher Power	17	18	37	28				
Self-description ^c : Feeling a sense of connection with God/Higher Power that transcends my personal self	27	43	30					
Experience ^h : Felt loved by God	21	34	45					
My spiritual/religious beliefs ^g : Are one of the most important things in my life	19	22	32	27				
My spiritual/religious beliefs ^g : Provide me with strength, support, and guidance	16	15	36	32				
My spiritual/religious beliefs ^g : Give meaning/purpose to my life	17	20	36	27				
My spiritual/religious beliefs ^g : Lie behind my whole approach to life	20	26	34	21				
My spiritual/religious beliefs ^g : Have helped me develop my identity	15	18	37	30				
My spiritual/religious beliefs ^g : Help define the goals I set for myself	17	22	38	23				
Percent of students who are "high" scorers (≥ 41) on Religious Commitment: 23%								
Percent of students who are "low" scorers (≤ 20) on Religious Commitment: 18%								

Religious Commitment 2007 (Cronbach's alpha=.97)	Response Category (%)							
	1	2	3	4	5	6	7	8
Personal Goal ^a : Seeking to follow religious teachings in my everyday life	31	29	22	18				
Self-rating ^f : Religiousness	16	21	32	24	7			
Belief ^b : I find religion to be personally helpful	14	18	38	30				
Belief ^b : I gain spiritual strength by trusting in a Higher Power	17	18	36	29				
Self-description ^c : Feeling a sense of connection with God/Higher Power that transcends my personal self	28	42	30					
Experience ^h : Felt loved by God	21	35	44					
My spiritual/religious beliefs ^g : Are one of the most important things in my life	19	24	31	26				
My spiritual/religious beliefs ^g : Provide me with strength, support, and guidance	16	16	39	29				
My spiritual/religious beliefs ^g : Give meaning/purpose to my life	17	21	35	27				
My spiritual/religious beliefs ^g : Lie behind my whole approach to life	19	26	33	22				
My spiritual/religious beliefs ^g : Have helped me develop my identity	13	17	42	28				
My spiritual/religious beliefs ^g : Help define the goals I set for myself	18	23	38	21				
Percent of students who are "high" scorers (≥ 41) on Religious Commitment: 23%								
Percent of students who are "low" scorers (≤ 20) on Religious Commitment: 19%								

2004 College Students' Beliefs and Values (CSBV) Factor Scales Table Using 2004/2007 Sample

Religious Struggle 2004 (Cronbach's alpha=.75)	Response Category (%)							
	1	2	3	4	5	6	7	8
Self-description ^c : Feeling unsettled about spiritual and religious matters	37	49	14					
Self-description ^c : Feeling disillusioned with my religious upbringing	60	33	7					
Experience ^h : Struggled to understand evil, suffering, and death	36	49	15					
Experience ^h : Felt angry with God	54	41	5					
Experience ^h : Questioned [my] religious/spiritual beliefs	44	42	14					
Experience ^h : Felt distant from God	36	50	14					
Experience ^h : Disagreed with [my] family about religious matters	50	38	12					
Percent of students who are "high" scorers (≥ 16) on Religious Struggle: 10%								
Percent of students who are "low" scorers (≤ 10) on Religious Struggle: 38%								

Religious Struggle 2007 (Cronbach's alpha=.77)	Response Category (%)							
	1	2	3	4	5	6	7	8
Self-description ^c : Feeling unsettled about spiritual and religious matters	36	48	16					
Self-description ^c : Feeling disillusioned with my religious upbringing	60	30	10					
Experience ^h : Struggled to understand evil, suffering, and death	32	52	16					
Experience ^h : Felt angry with God	59	37	5					
Experience ^h : Questioned [my] religious/spiritual beliefs	40	44	16					
Experience ^h : Felt distant from God	35	50	15					
Experience ^h : Disagreed with [my] family about religious matters	54	35	11					
Percent of students who are "high" scorers (≥ 16) on Religious Struggle: 12%								
Percent of students who are "low" scorers (≤ 10) on Religious Struggle: 38%								

2004 College Students' Beliefs and Values (CSBV) Factor Scales Table Using 2004/2007 Sample

Religious Engagement 2004 (Cronbach's alpha=.87)	Response Category (%)							
	1	2	3	4	5	6	7	8
Experience ^h : Attended a religious service	20	36	44					
Experience ^h : Attended a class, workshop, or retreat on matters related to religion/spirituality	53	32	15					
Activity ^j : Reading sacred texts	50	15	7	14	8	6		
Activity ^j : Religious singing/chanting	53	9	7	18	9	4		
Activity ^j : Other reading on religion/spirituality	48	21	9	11	8	3		
Activity ^j : Prayer	23	9	8	13	18	29		
Do you pray? ^m	31	69						
Hours per week ^l : Prayer/meditation	36	33	21	7	2	0	0	1
Close friends ^k : Go to church/temple/other house of worship	10	45	39	6				

Percent of students who are "high" scorers (≥ 29) on Religious Engagement: 20%

Percent of students who are "low" scorers (≤ 13) on Religious Engagement: 25%

Religious Engagement 2007 (Cronbach's alpha=.88)	Response Category (%)							
	1	2	3	4	5	6	7	8
Experience ^h : Attended a religious service	38	37	25					
Experience ^h : Attended a class, workshop, or retreat on matters related to religion/spirituality	58	31	11					
Activity ^j : Reading sacred texts	51	17	7	12	8	5		
Activity ^j : Religious singing/chanting	57	10	6	15	9	3		
Activity ^j : Other reading on religion/spirituality	49	22	11	9	7	2		
Activity ^j : Prayer	24	11	7	12	21	25		
Do you pray? ^m	33	67						
Hours per week ^l : Prayer/meditation	38	33	19	7	2	1	0	0
Close friends ^k : Go to church/temple/other house of worship	9	60	28	3				

Percent of students who are "high" scorers (≥ 29) on Religious Engagement: 17%

Percent of students who are "low" scorers (≤ 13) on Religious Engagement: 29%

2004 College Students' Beliefs and Values (CSBV) Factor Scales Table Using 2004/2007 Sample

Religious/Social Conservatism 2004 (Cronbach's alpha=.77)	Response Category (%)							
	1	2	3	4	5	6	7	8
Belief ^b : People who don't believe in God will be punished	39	26	19	16				
Belief ^b : If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time (reverse coded)	14	31	25	30				
Belief ^b : Abortion should be legal (reverse coded)	25	27	17	31				
Self-description ^c : Being committed to introducing people to my faith	49	37	14					
Close friends ^k : Share [my] religious/spiritual views	9	45	39	7				
Conception of God ^o : Father-figure	63	37						
Reason for prayer ⁱ : Forgiveness	38	25	37					

Percent of students who are "high" scorers (≥ 20) on Religious/Social Conservatism: 16%

Percent of students who are "low" scorers (≤ 10) on Religious/Social Conservatism: 18%

Religious/Social Conservatism 2007 (Cronbach's alpha=.81)	Response Category (%)							
	1	2	3	4	5	6	7	8
Belief ^b : People who don't believe in God will be punished	44	27	15	14				
Belief ^b : If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time (reverse coded)	19	33	26	22				
Belief ^b : Abortion should be legal (reverse coded)	31	29	18	22				
Self-description ^c : Being committed to introducing people to my faith	57	32	11					
Close friends ^k : Share [my] religious/spiritual views	7	50	39	4				
Conception of God ^o : Father-figure	59	41						
Reason for prayer ⁱ : Forgiveness	37	27	36					

Percent of students who are "high" scorers (≥ 20) on Religious/Social Conservatism: 14%

Percent of students who are "low" scorers (≤ 10) on Religious/Social Conservatism: 24%

2004 College Students' Beliefs and Values (CSBV) Factor Scales Table Using 2004/2007 Sample

Religious Skepticism 2004 (Cronbach's alpha=.83)	Response Category (%)							
	1	2	3	4	5	6	7	8
Self-description ^c : Believing in life after death (reverse coded)	50	35	15					
Relationship between science and religion ^p : Conflict; I consider myself to be on the side of science	87	13						
Belief ^b : The universe arose by chance	44	31	20	5				
Belief ^b : In the future, science will be able to explain everything	38	32	23	7				
Belief ^b : I have never felt a sense of sacredness	32	38	22	8				
Belief ^b : Whether or not there is a Supreme Being doesn't matter to me	47	28	16	9				
Belief ^b : What happens in my life is determined by forces larger than myself (reverse coded)	22	41	21	16				
Belief ^b : It doesn't matter what I believe as long as I lead a moral life	26	23	31	20				
Belief ^b : While science can provide important information about the physical world, only religion can truly explain existence (reverse coded)	25	29	26	20				
Percent of students who are "high" scorers (≥ 23) on Religious Skepticism: 19%								
Percent of students who are "low" scorers (≤ 13) on Religious Skepticism: 25%								

Religious Skepticism 2007 (Cronbach's alpha=.86)	Response Category (%)							
	1	2	3	4	5	6	7	8
Self-description ^c : Believing in life after death (reverse coded)	53	34	13					
Relationship between science and religion ^p : Conflict; I consider myself to be on the side of science	87	13						
Belief ^b : The universe arose by chance	47	28	18	7				
Belief ^b : In the future, science will be able to explain everything	40	33	22	5				
Belief ^b : I have never felt a sense of sacredness	31	42	20	7				
Belief ^b : Whether or not there is a Supreme Being doesn't matter to me	47	29	15	9				
Belief ^b : What happens in my life is determined by forces larger than myself (reverse coded)	19	45	24	12				
Belief ^b : It doesn't matter what I believe as long as I lead a moral life	21	21	33	25				
Belief ^b : While science can provide important information about the physical world, only religion can truly explain existence (reverse coded)	20	27	30	23				
Percent of students who are "high" scorers (≥ 23) on Religious Skepticism: 20%								
Percent of students who are "low" scorers (≤ 13) on Religious Skepticism: 27%								

2004 College Students' Beliefs and Values (CSBV) Factor Scales Table Using 2004/2007 Sample

Charitable Involvement 2004 (Cronbach's alpha=.68)	Response Category (%)							
	1	2	3	4	5	6	7	8
Hours per week ^l : Volunteer work	27	24	26	14	5	2	1	1
Experience ^h : Participated in community food or clothing drives	37	53	10					
Experience ^h : Performed volunteer work	18	55	27					
Experience ^h : Donated money to charity	30	57	13					
Experience ^h : Performed community service as part of a class	50	36	14					
Experience ^h : Helped friends with personal problems	5	38	57					
Personal goal ^a : Participating in a community action program	36	45	16	3				

Percent of students who are "high" scorers (≥ 19) on Charitable Involvement: 11%

Percent of students who are "low" scorers (≤ 10) on Charitable Involvement: 15%

Charitable Involvement 2007 (Cronbach's alpha=.71)	Response Category (%)							
	1	2	3	4	5	6	7	8
Hours per week ^l : Volunteer work	41	22	18	11	5	1	1	1
Experience ^h : Participated in community food or clothing drives	44	50	6					
Experience ^h : Performed volunteer work	26	55	19					
Experience ^h : Donated money to charity	25	60	15					
Experience ^h : Performed community service as part of a class	67	29	4					
Experience ^h : Helped friends with personal problems	1	42	57					
Personal goal ^a : Participating in a community action program	26	47	20	7				

Percent of students who are "high" scorers (≥ 19) on Charitable Involvement: 9%

Percent of students who are "low" scorers (≤ 10) on Charitable Involvement: 19%

2004 College Students' Beliefs and Values (CSBV) Factor Scales Table Using 2004/2007 Sample

Ethic of Caring 2004 (Cronbach's alpha=.79)	Response Category (%)							
	1	2	3	4	5	6	7	8
Engaged in ^q : Trying to change things that are unfair in the world	33	57	10					
Personal goal ^a : Helping others who are in difficulty	5	33	41	21				
Personal goal ^a : Reducing pain and suffering in the world	8	37	38	17				
Personal goal ^a : Helping to promote racial understanding	32	40	20	8				
Personal goal ^a : Becoming involved in programs to clean up the environment	36	47	13	4				
Personal goal ^a : Becoming a community leader	31	41	22	6				
Personal goal ^a : Influencing social values	21	44	28	7				
Personal goal ^a : Influencing the political structure	46	38	12	4				
Percent of students who are "high" scorers (≥ 22) on Ethic of Caring: 14%								
Percent of students who are "low" scorers (≤ 14) on Ethic of Caring: 28%								

Ethic of Caring 2007 (Cronbach's alpha=.82)	Response Category (%)							
	1	2	3	4	5	6	7	8
Engaged in ^q : Trying to change things that are unfair in the world	30	57	13					
Personal goal ^a : Helping others who are in difficulty	3	23	46	28				
Personal goal ^a : Reducing pain and suffering in the world	4	30	41	25				
Personal goal ^a : Helping to promote racial understanding	22	40	24	14				
Personal goal ^a : Becoming involved in programs to clean up the environment	20	50	23	7				
Personal goal ^a : Becoming a community leader	28	39	23	9				
Personal goal ^a : Influencing social values	14	38	36	12				
Personal goal ^a : Influencing the political structure	40	41	14	5				
Percent of students who are "high" scorers (≥ 22) on Ethic of Caring: 27%								
Percent of students who are "low" scorers (≤ 14) on Ethic of Caring: 19%								

2004 College Students' Beliefs and Values (CSBV) Factor Scales Table Using 2004/2007 Sample

Ecumenical Worldview 2004 (Cronbach's alpha=.72)	Response Category (%)							
	1	2	3	4	5	6	7	8
Self-description ^c : Having an interest in different religious traditions	40	45	15					
Self-description ^c : Believing in the goodness of all people	16	54	30					
Self-description ^c : Feeling a strong connection to all humanity	24	62	14					
Self-rating ^f : Understanding of others	1	3	34	44	18			
Engaged in ^q : Accepting others as they are	6	39	55					
Personal goal ^a : Improving my understanding of other countries and cultures	19	39	30	12				
Personal goal ^a : Improving the human condition	9	38	35	18				
Belief ^b : All life is interconnected	4	15	50	31				
Belief ^b : Love is at the root of all the great religions	13	15	40	32				
Belief ^b : Non-religious people can lead lives that are just as moral as those of religious believers	4	12	34	50				
Belief ^b : We are all spiritual beings	9	21	43	27				
Belief ^b : Most people can grow spiritually without being religious	12	25	41	22				
Percent of students who are "high" scorers (≥ 38) on Ecumenical Worldview: 13%								
Percent of students who are "low" scorers (≤ 29) on Ecumenical Worldview: 29%								

Ecumenical Worldview 2007 (Cronbach's alpha=.70)	Response Category (%)							
	1	2	3	4	5	6	7	8
Self-description ^c : Having an interest in different religious traditions	37	47	16					
Self-description ^c : Believing in the goodness of all people	13	55	32					
Self-description ^c : Feeling a strong connection to all humanity	19	61	20					
Self-rating ^f : Understanding of others	1	3	30	50	16			
Engaged in ^q : Accepting others as they are	2	39	59					
Personal goal ^a : Improving my understanding of other countries and cultures	9	35	33	22				
Personal goal ^a : Improving the human condition	6	31	40	23				
Belief ^b : All life is interconnected	3	10	51	36				
Belief ^b : Love is at the root of all the great religions	12	16	43	29				
Belief ^b : Non-religious people can lead lives that are just as moral as those of religious believers	3	7	31	59				
Belief ^b : We are all spiritual beings	7	20	45	28				
Belief ^b : Most people can grow spiritually without being religious	7	18	43	32				
Percent of students who are "high" scorers (≥ 38) on Ecumenical Worldview: 17%								
Percent of students who are "low" scorers (≤ 29) on Ecumenical Worldview: 19%								

2004 College Students' Beliefs and Values (CSBV) Factor Scales Table Using 2004/2007 Sample

Compassionate Self-Concept 2004 (Cronbach's alpha=.78)	Response Category (%)							
	1	2	3	4	5	6	7	8
Self-rating ^f : Kindness	0	1	25	49	25			
Self-rating ^f : Compassion	0	4	28	46	22			
Self-rating ^f : Forgiveness	2	7	35	38	18			
Self-rating ^f : Generosity	0	3	32	45	20			
Percent of students who are "high" scorers (≥ 17) on Compassionate Self-Concept: 29%								
Percent of students who are "low" scorers (≤ 13) on Compassionate Self-Concept: 26%								

Compassionate Self-Concept 2007 (Cronbach's alpha=.78)	Response Category (%)							
	1	2	3	4	5	6	7	8
Self-rating ^f : Kindness	0	1	27	52	20			
Self-rating ^f : Compassion	1	4	23	51	21			
Self-rating ^f : Forgiveness	1	10	35	39	15			
Self-rating ^f : Generosity	1	4	36	44	15			
Percent of students who are "high" scorers (≥ 17) on Compassionate Self-Concept: 25%								
Percent of students who are "low" scorers (≤ 13) on Compassionate Self-Concept: 28%								

2004 College Students' Beliefs and Values (CSBV) Factor Scales Table Using 2004/2007 Sample

Footnotes

- ^aPersonal goal measured on a 4-point scale, "Not important" to "Essential"
- ^bBelief measured on a 4-point scale, "Disagree strongly" to "Agree strongly"
- ^cSelf-description measured on a 3-point scale, "Not at all" to "To a great extent"
- ^dSpiritual experience measured on a 3-point scale, "Not at all" to "Frequently" ("Not applicable" recoded as "Not at all")
- ^eBeing on a spiritual quest measured on a 2-point scale, "No" or "Yes"
- ^fSelf-rating measured on a 5-point scale, "Lowest 10%" to "Highest 10%"
- ^gMy spiritual/religious beliefs measured on a 4-point scale, "Disagree strongly" to "Agree strongly"
- ^hExperience measured on a 3-point scale, "Not at all" to "Frequently"
- ⁱReason for prayer measured on a 3-point scale, "Not at all" to "Frequently"
- ^jActivity measured on a 6-point scale, "Not at all" to "Daily"
- ^kClose friends measured on a 4-point scale, "None" to "All"
- ^lHours per week measured on an 8-point scale, "None" to "Over 20"
- ^m"Do you pray?" measured on a 2-point scale, "No" or "Yes"
- ⁿCommunity service/volunteer activity measured on a 2-point scale, "No" or "Yes"
- ^oConception of God measured on a 2-point scale, "No" or "Yes"
- ^pRelationship between science and religion measured on a 2-point scale, "No" or "Yes"
- ^qEngagement measured on a 3-point scale, "Not at all" to "To a great extent"
- ^rUltimate spiritual quest measured on a 2-point scale, "No" or "Yes"
- ^sExpectation for this college measured on a 4-point scale, "Not important" to "Essential"
- ^tReason for attending college measured on a 3-point scale, "Not important" to "Very important"
- ^uState of current views about religious/spiritual matters measured on 2-point scale, "No" or "Yes"

Note: The 12 factor scales listed above represent dimensions of spirituality that were developed through a factor analytic technique. Items are clustered under each factor based on their relationship to each other.