

Longitudinal Data Collection Procedures (2007)

In 2004, a special six-page expanded version of the annual Cooperative Institutional Research Program (CIRP) Freshman Survey that is conducted annually by UCLA's Higher Education Research Institute was administered to 112,232 entering first-year students from 236 colleges and universities nationwide. This extensive survey included questions about students' backgrounds, high school experiences, expectations about college (including majors and careers), and attitudes about social issues. In addition to the regular four page freshman survey, the instrument included a two page addendum containing 160 specially designed questions that pertained directly to students' perspectives and practices with respect to spirituality and religion. This addendum is known as the College Students Beliefs and Values (CSBV) Survey¹.

In Spring 2007, 14,527 students who were completing their junior year at a selected subsample of 136 of the original 236 institutions provided us with longitudinal follow-up survey data that included information on most of the 160 questions contained on the 2004 CIRP/CSBV Survey, thus enabling us to measure *change* in students' spiritual and religious qualities during college. This sample of respondents includes sizable numbers of students from most religious denominations and racial/ethnic groups, and their colleges represent all types of public, private nonsectarian, and religiously-affiliated (mostly Roman Catholic, mainline Protestant, and Evangelical) institutions. A complex weighting scheme was employed that allows us to estimate how the entire population of juniors attending baccalaureate institutions would have responded to the survey.

¹ Please see 2004 CSBV Survey Methodology for more information.

Development of 2007 CSBV Survey

Since the 2007 CSBV Survey was created as a follow-up to the 2004 CIRP/CSBV Survey, it was particularly important to post-test key items from the 2004 survey, including those that were used to construct the factor scales measuring different aspects of spirituality, religiousness, and related factors². To understand how students' undergraduate experiences may impact their spiritual development, questions concerning college activities, classroom teaching methods, interactions with faculty, discussions on religion and spirituality, and other academic and nonacademic experiences as well as satisfaction with college were added to the follow-up survey. The follow-up questionnaire was four pages in length, including 150 items having to do with spirituality and/or religion, 59 items covering students' activities and achievements since entering college, and post-tests on selected items from the freshman questionnaire such as student's degree aspirations and political orientation.

Data Collection Procedures

At the end of March 2007, a sample of 43,761 students from the selected 148 institutions was sent a postcard reminding them of their earlier participation in the 2004 CIRP/CSBV Survey, and alerting them that a follow-up survey packet would be arriving in the mail shortly. In early April, a packet contained a letter introducing the survey, a copy of the survey questionnaire, and a web link where students could access the survey online if they wished to do so was sent to students. A stamped return envelope was also included as well as a cash incentive of either \$2 or \$5. Several email reminders were also

² See Tab 2 in this binder for description of these factor scales.

sent to students throughout the course of the administration and proved to be highly effective in boosting response rates.

Sample Description and Weighting

From the original sample of 43,761 potential CSBV follow-up participants, those students with undeliverable mailing addresses (including those few who had been followed up only via email but had faulty email addresses) were deleted from the mail-out sample. An additional 3,050 students from 12 schools were eliminated from the mail-out sample due to systematic errors in their addresses or because the institutions had response rates of less than 25%, thus leaving 36,703 eligible participants. The final sample of respondents from this group consisted of 14,527 students from 136 institutions, reflecting an overall response rate of 40 percent.

The respondents' answers were weighted to reduce the effects of response bias. Because we had extensive personal information from their 2004 freshman survey available on each respondent and non-respondent, we were able to devise a correction for response bias based on student characteristics. Response bias was also corrected based on differential sampling of students from different types of institutions. These weighting procedures were conducted separately for men and women.