



# 2017 National Study of Catholic Campus Ministry

September 2017

Preliminary Summary of the Research

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Vinea Research





# Agenda

- Research Overview
- Campus Ministers
- Students
- Next Steps

# Research Background

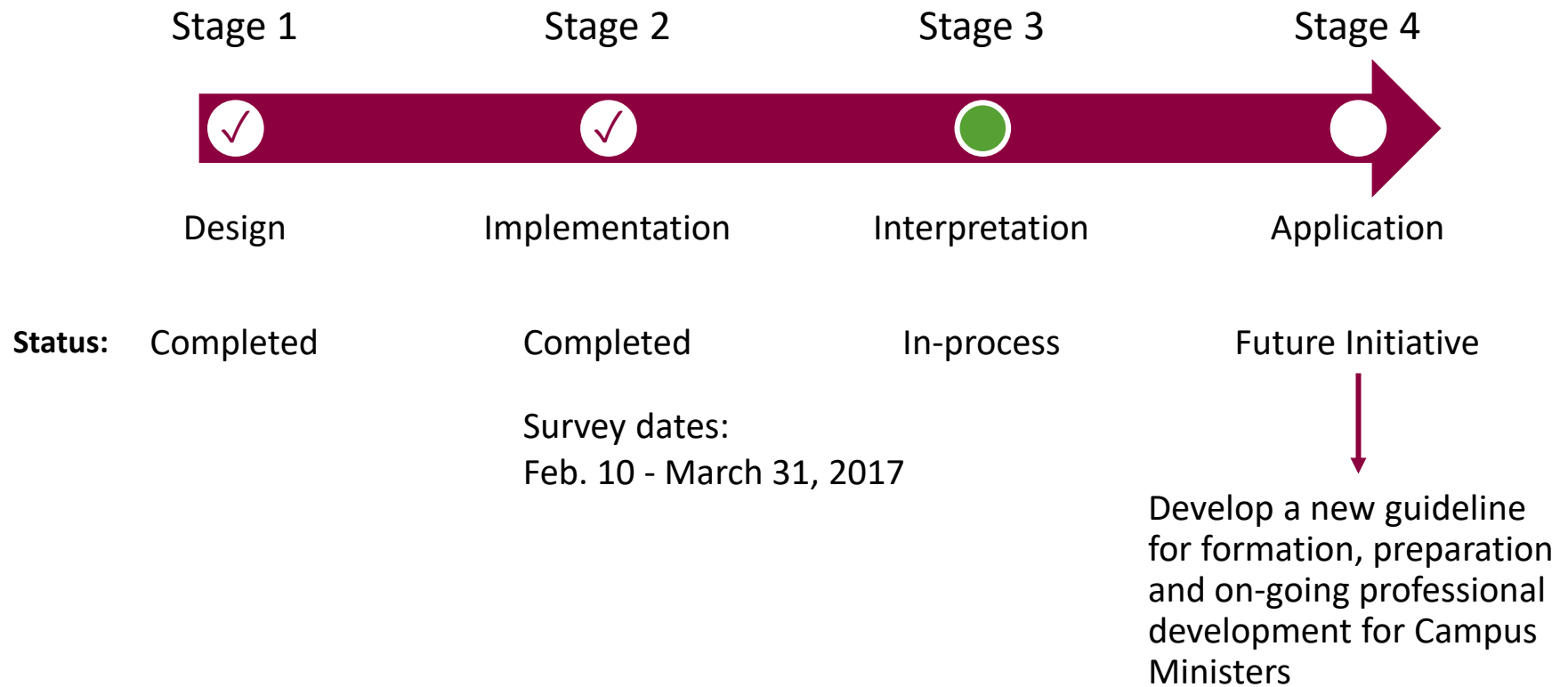
- Case Statement: The Secretariat of Catholic Education seeks to rejuvenate the vision of campus ministry through dynamic engagement of the faithful.
- As a result, we had two objectives:
  - **Renew a national vision of campus ministry** as a community of faith, evangelization and discipleship
  - **Revise the existing guideline to orient campus ministers**, building on Empowered by the Spirit



These objectives led to 4 goals:

1. Conduct a national study of campus ministry;
2. Explore the impact Catholic campus ministry has on individuals;
3. Identify necessary formation, enrichment and development components; and
4. Engage bishops, campus ministers, campus ministry organizations, networks, and stakeholders in rejuvenating campus ministry.

# Stages of the Research:





# To address these needs, we designed two instruments.

## *Campus Ministers*

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- Defined: those serving on campus whose primary role is the pastoral care of the campus community.
- Identified 1,911 active campus ministers nationally
- Representing 816 campuses
- Response rate: 57% (1,047)

## *Students*

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- Sent through the campus ministers.
- Not statistically sound, since we do not know how many were sent out.
- Responses: 3,336

# State of Campus Ministry





# Campus ministers are likely to be white, lay, single, and work many hours.

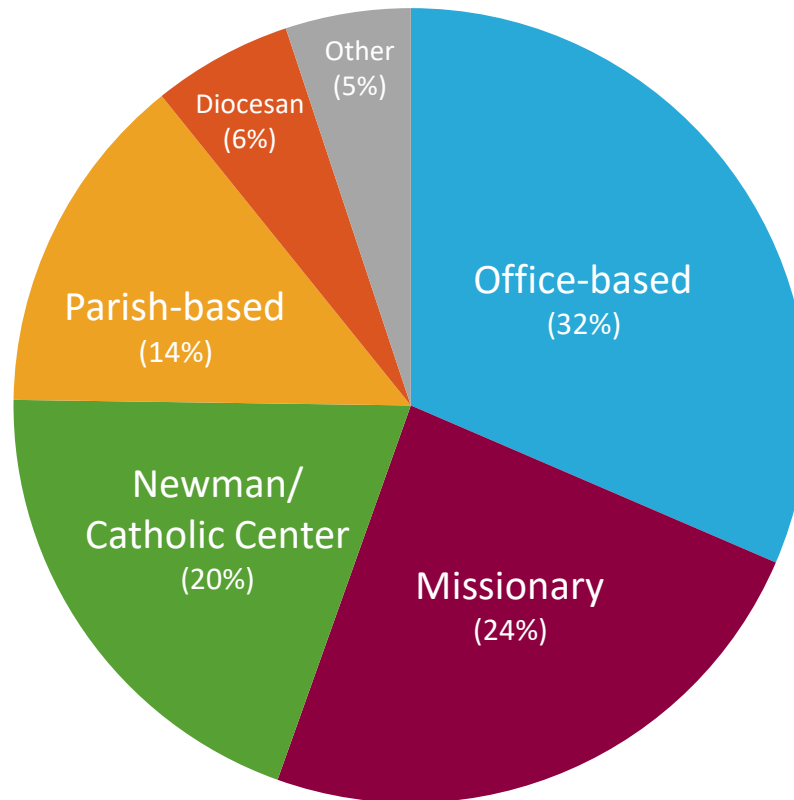
Personal Summary		Work Summary	
Gender	Mix of men (54%) and women (46%) (predominantly women (60%) among laity)	Full/part-time	90% work full-time
Age	Avg. = 40 years, 40% are 30 or younger	Hours worked	23% work <40 hours 34% work 40-49 hours 27% work 50-59 hours 16% work 60+ hours
Race	Predominantly white Caucasian (82%)		
Marital	68% single, 30% married (no difference in gender distribution)		
Vocation	70% lay, 23% priest, 8% deacon or religious	Roles	33% have other roles
		Experience	Average 7.1 years experience Average 5.4 years in current role

n= approx. 1,047



# Our sampling of campus ministers represents a mix of different types of organizations.

## Campus Ministers: Organization Type of Ministry



Q6 Which best describes your campus ministry?

n=1,043



A number of items differ substantially by type of ministry, suggesting that advanced analytics will show this to be a key driver of differences in other survey questions.

### Campus Ministers: Organization Type of Ministry

		Parish-based	Office-based	Newman/ Catholic Center	Missionary
College Type	Public 4 year	80%	5%	81%	76%
	Catholic	2%	85%	<1%	12%
	Private	15%	10%	17%	12%
College Size	≤2,000	9%	36%	4%	10%
	2,001-5,000	15%	34%	16%	11%
	5,001-10,000	16%	26%	21%	22%
	10,001-20,000	24%	3%	30%	27%
	>20,000	37%	1%	29%	31%
Campus Minister Demographics	Average Age	42	46	42	25
	% Male	63%	53%	64%	41%
	% Married	34%	41%	28%	15%

Highlights defining characteristics

Highlights areas where different from other ministry type

n= up to 1,047

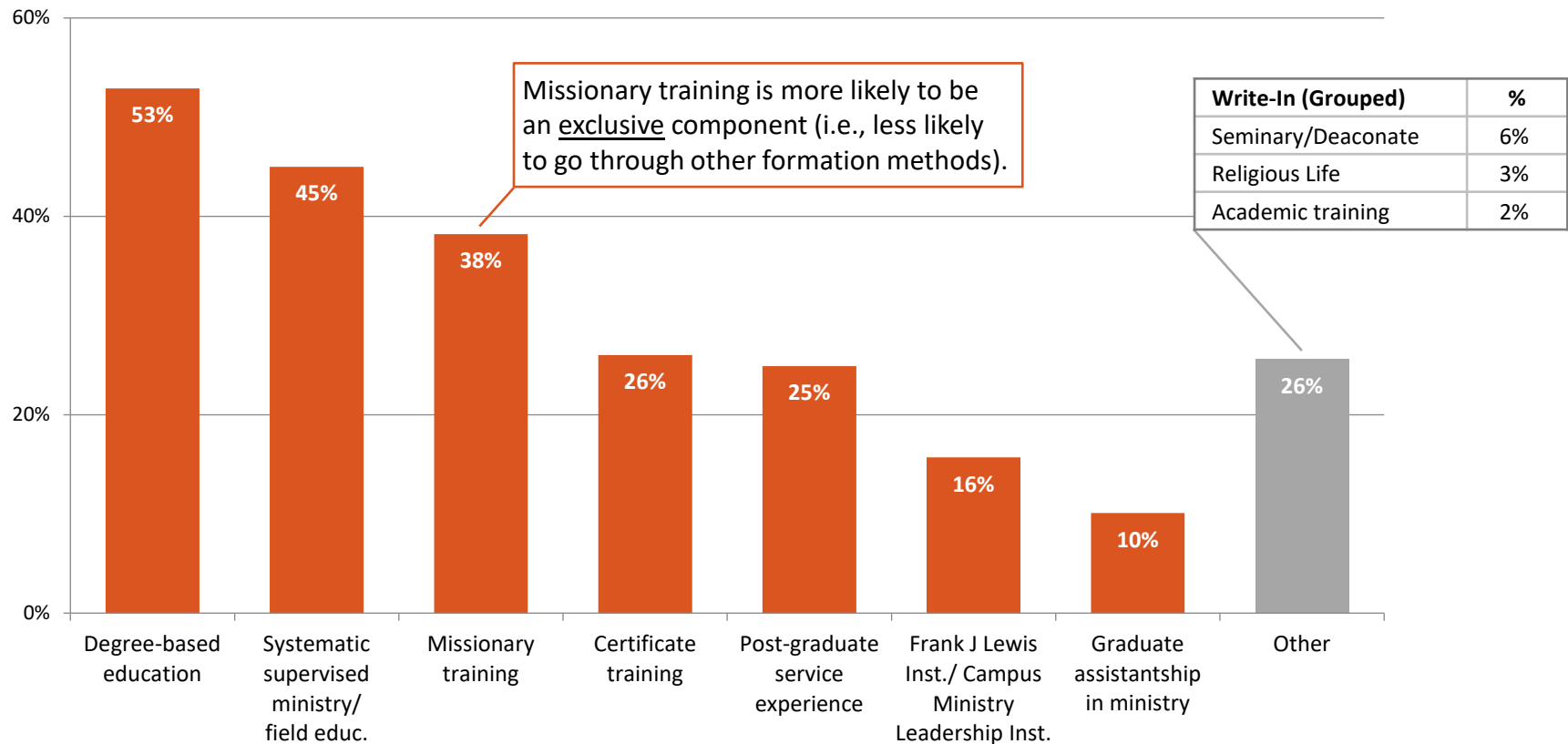
# Formation, Training & Professional Development





Campus ministers have been formed in a number of different ways, most notably via degree-based education, supervised field work, and missionary training.

## Methods of Ministerial Formation

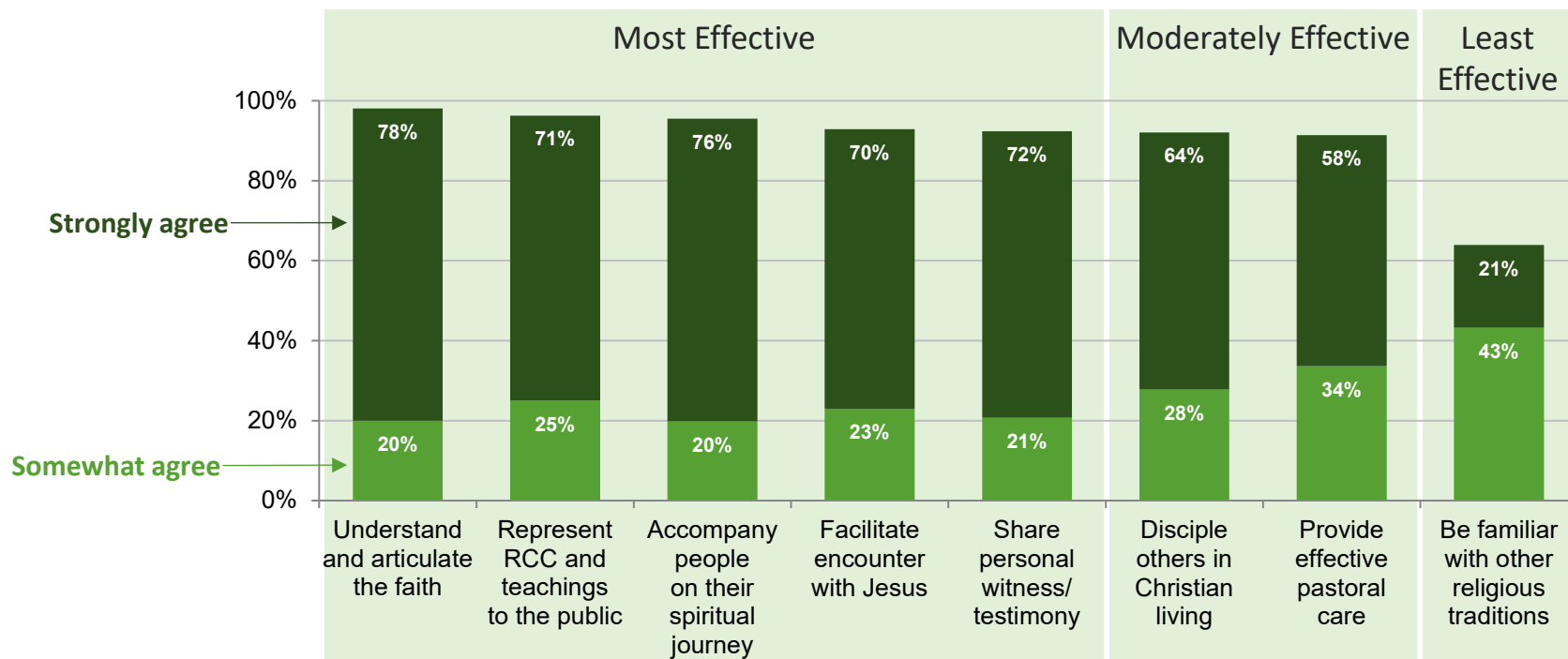


Q28 Which of the following were components in your ministerial formation: (Choose all that apply)

n=1,047

# Generally speaking, campus ministers feel they are receiving effective formation for most faith-related activities.

Level of Agreement with Ministry Formation Efficacy in FAITH-RELATED Activities  
(Strongly or Somewhat Agree)

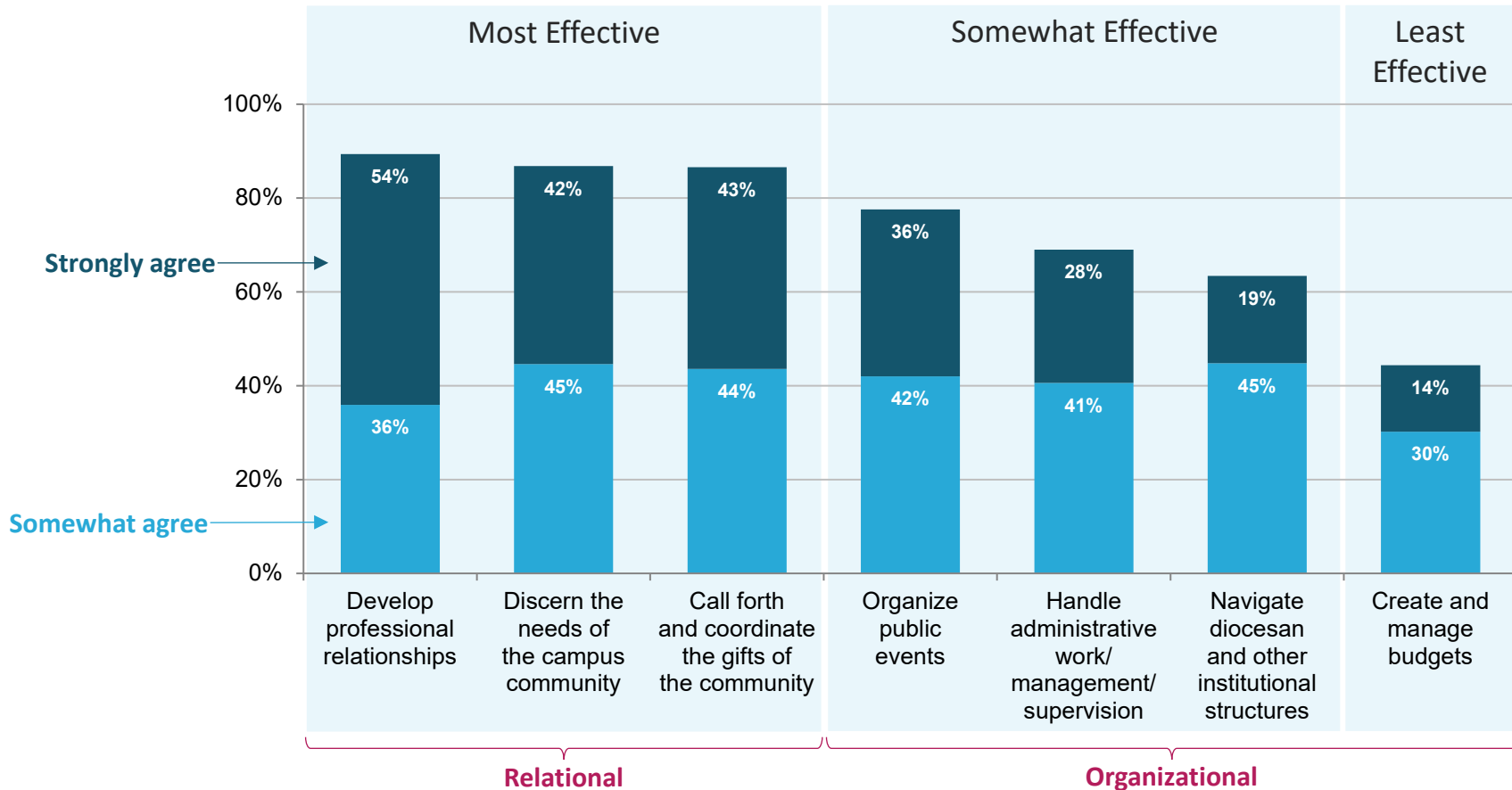


Q90-105 My ministry formation effectively equipped me to...  
Response options: Strongly agree, Somewhat agree, Somewhat disagree, Strongly disagree

n=1,040 - 1,044

# Campus ministers feel better prepared for relational- vs. organizational-related activities. Budgeting is an area where formation is most lacking.

Level of Agreement with Ministry Formation Efficacy in ADMINISTRATIVE Activities  
(Strongly or Somewhat Agree)



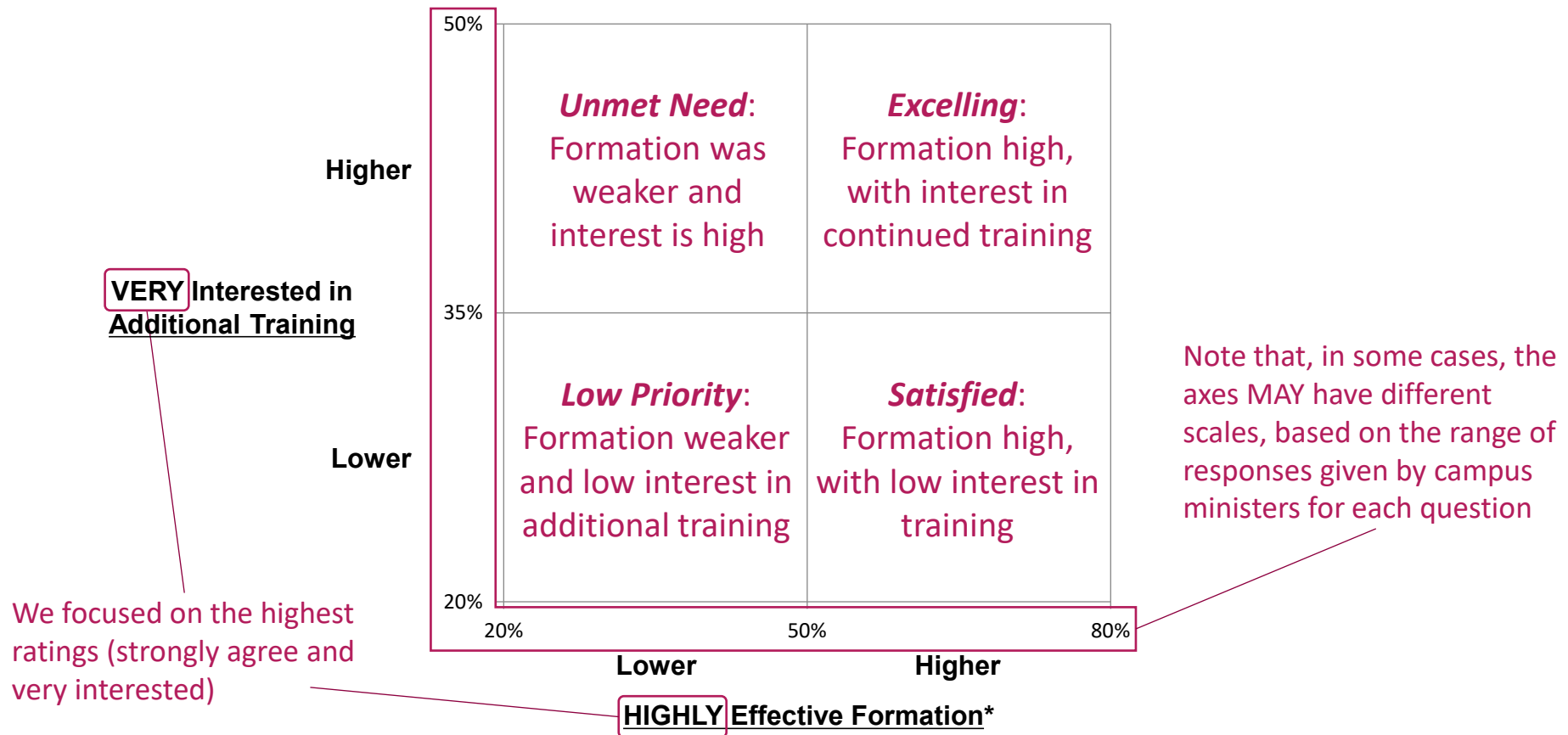
Q90-105 My ministry formation effectively equipped me to...  
Response options: Strongly agree, Somewhat agree, Somewhat disagree, Strongly disagree

n=1,040 - 1,043

# Formation: effectiveness by interest

## How to read this matrix

Matrix Evaluating 1) Effectiveness of Formation and 2) Interest in Additional Training



Q136, 116 Interest in additional training or formation focused on:

Response options: Very, Moderately, Somewhat, A little, Not at all interested

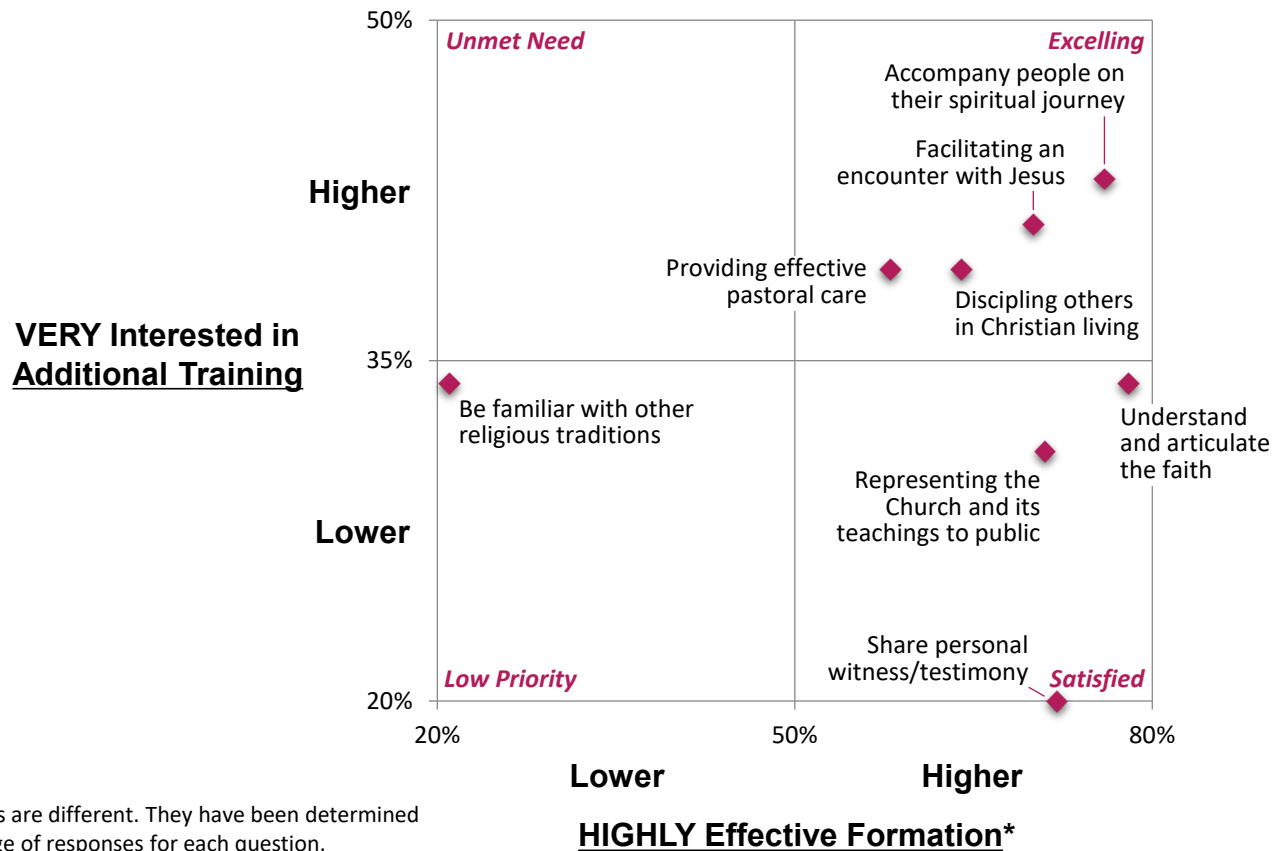
\* Defined as strongly agree that formation effectively equipped them

n=1,047

# The four areas where campus ministers are interested in “excelling” are all pastorally focused.

## PASTORAL ACTIVITIES:

Matrix Evaluating 1) Effectiveness of Formation and 2) Interest in Additional Training



Note that the axes are different. They have been determined based on the range of responses for each question.

Q136, 116 Interest in additional training or formation focused on:

Response options: Very, Moderately, Somewhat, A little, Not at all interested

\* Defined as strongly agree that formation effectively equipped them

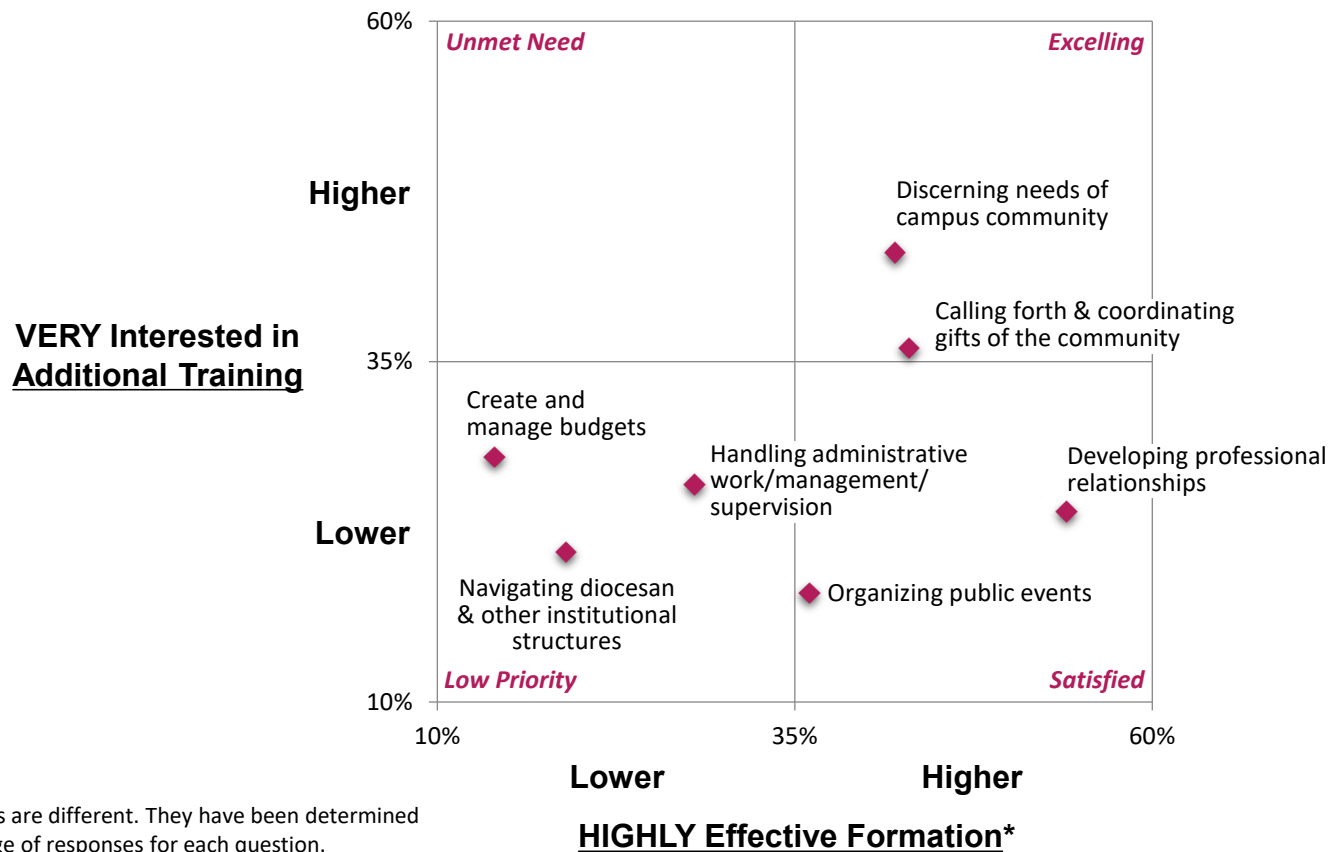
n=1,047



# For administrative-related activities, training in areas relating to the community are most desired.

## ADMINISTRATIVE ACTIVITIES:

Matrix Evaluating 1) Effectiveness of Formation and 2) Interest in Additional Training



Note that the axes are different. They have been determined based on the range of responses for each question.

Q136, 116 Interest in additional training or formation focused on:

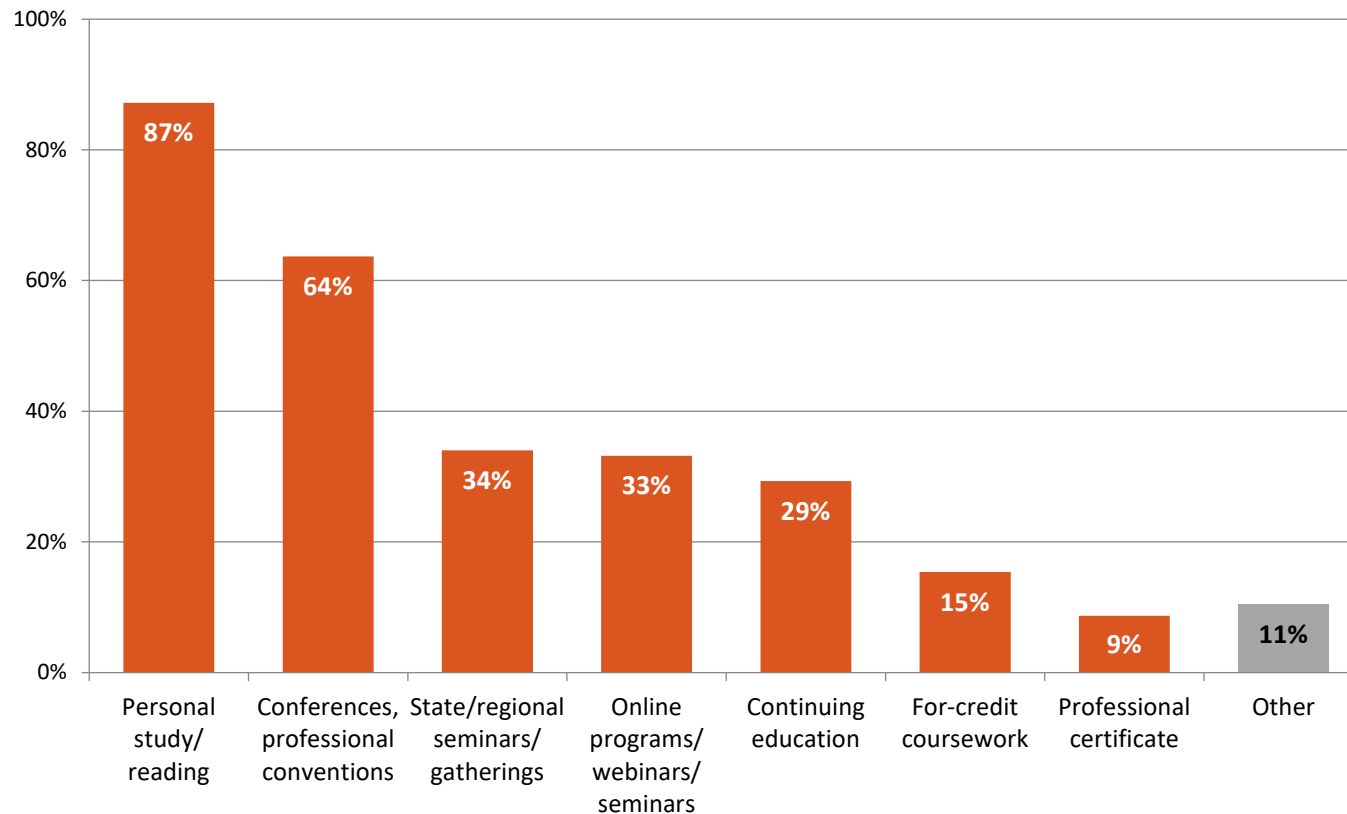
Response options: Very, Moderately, Somewhat, A little, Not at all interested

\* Defined as strongly agree that formation effectively equipped them

n=1,047

**Campus ministers have used a variety of professional development methods recently. While most have done personal study, many have also attended conferences.**

### Education Advancements Completed in the Last 2 Years



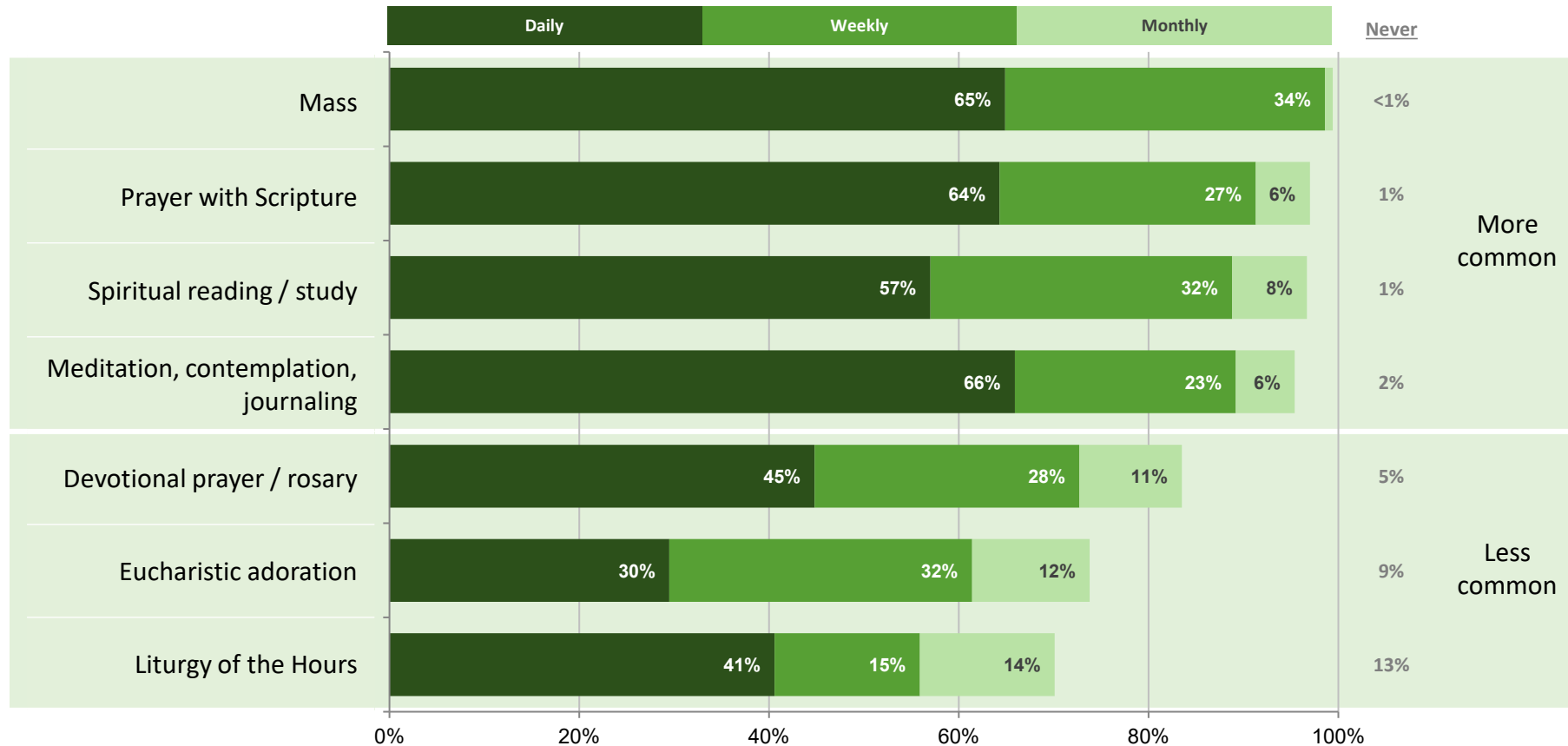
Q66 Which of the following have you completed in the last two years for your professional development? (Choose all that apply)

n=1,047

# Spiritual Discipline



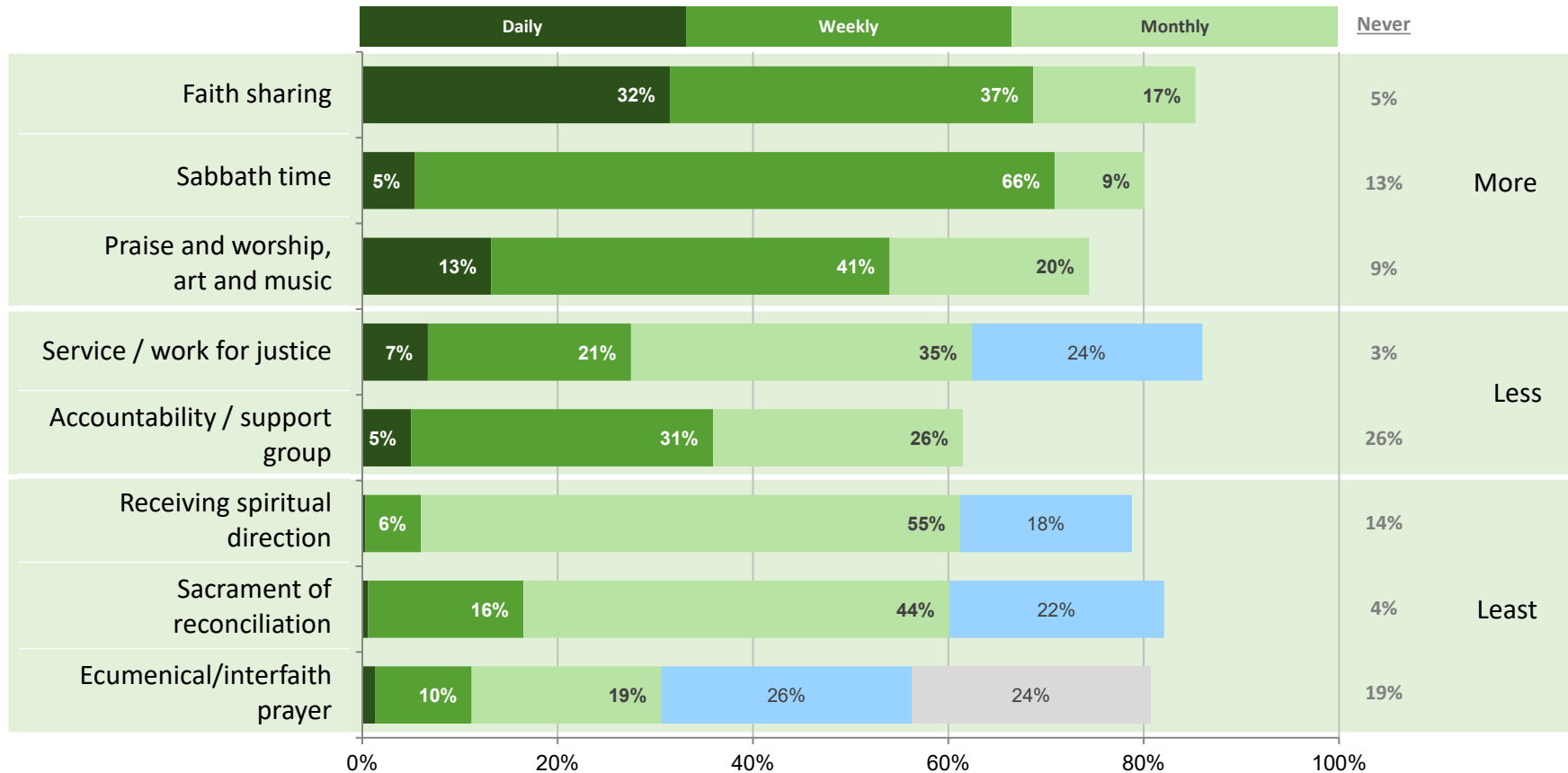
# More Frequent Participation in Spiritual Disciplines



Q26 How often do you participate in the following spiritual disciplines in your personal practice?  
 Response options: Daily, Weekly, Monthly, Quarterly, Annually, Never

n=1,022 - 1,030

# Less Frequent Participation in Spiritual Disciplines

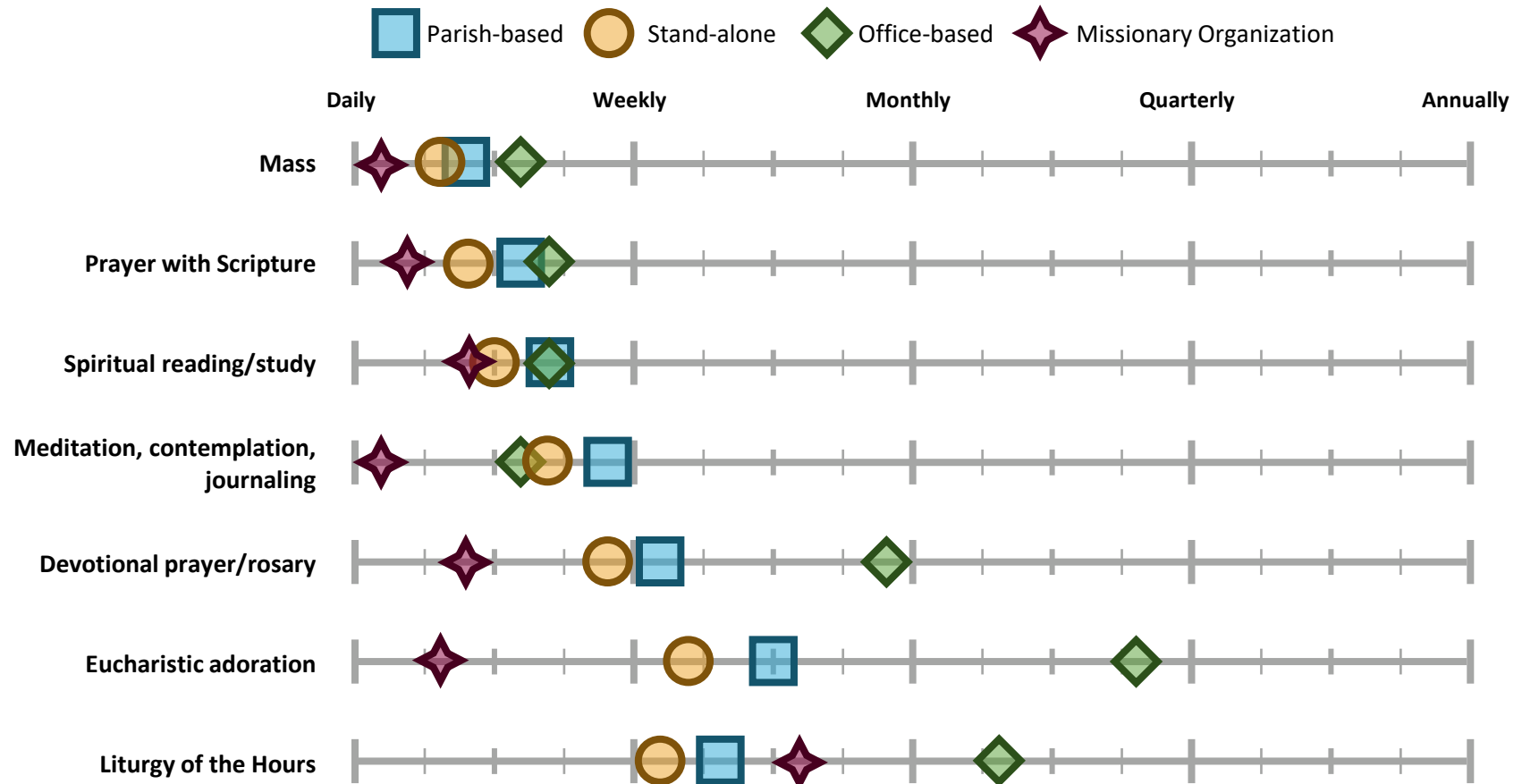


Q106 How often do you participate in the following spiritual disciplines in your personal practice?  
Response options: Daily, Weekly, Monthly, Quarterly, Annually, Never

Quarterly Yearly

n=1,010 - 1,025

# More Frequent Participation in Spiritual Disciplines : By Organization Type



Q26 How often do you participate in the following spiritual disciplines in your personal practice?

Response options: Daily, Weekly, Monthly, Quarterly, Annually, Never

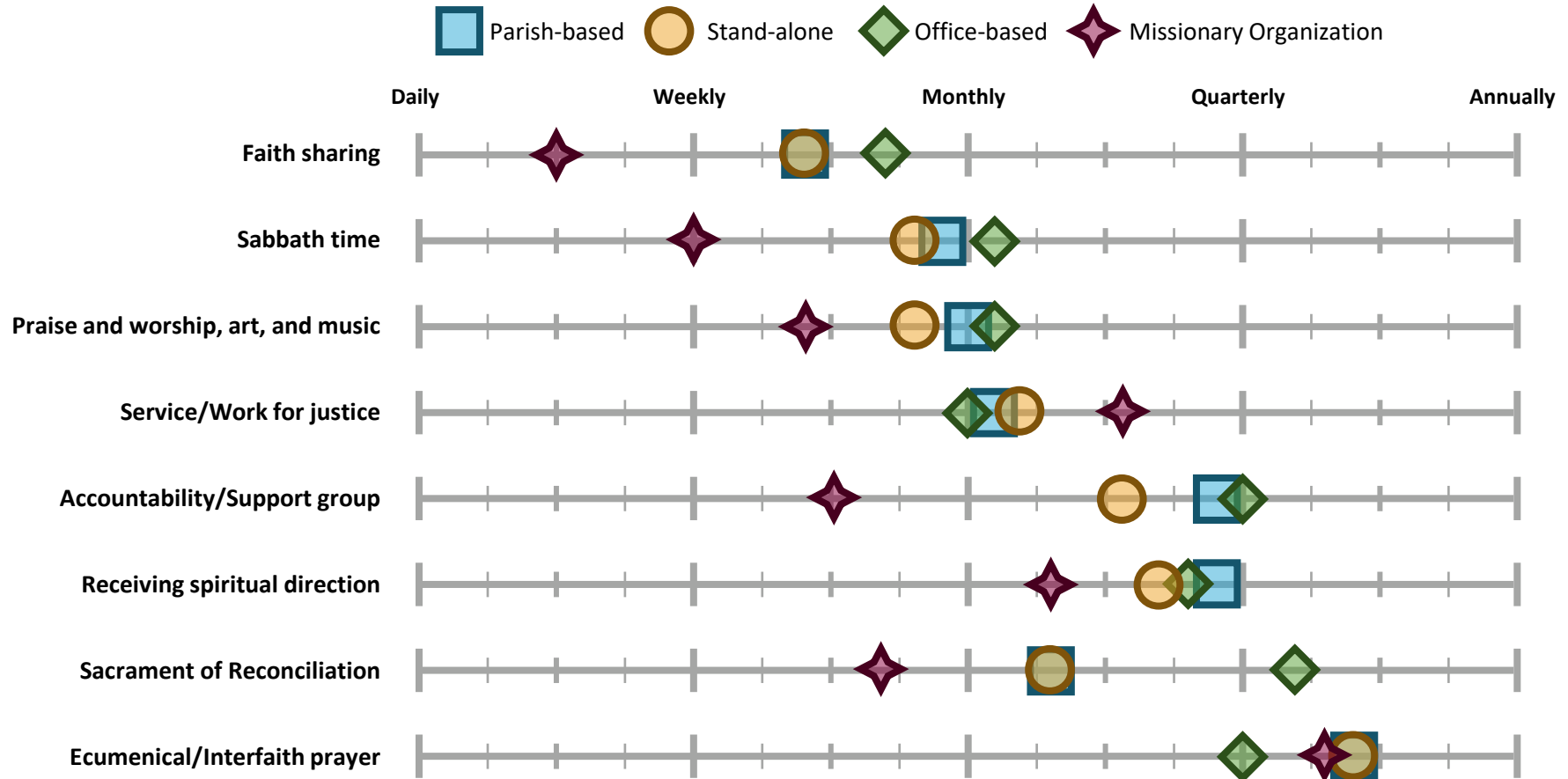
Parish-based n=146

Missionary Organization n=250

Stand-alone Newman n=206

Office-based n=329

# Less Frequent Participation in Spiritual Disciplines: By Organization Type



Q106 How often do you participate in the following spiritual disciplines in your personal practice?  
 Response options: Daily, Weekly, Monthly, Quarterly, Annually, Never

Parish-based n=146  
 Missionary Organization n=250  
 Stand-alone Newman n=206  
 Office-based n=329

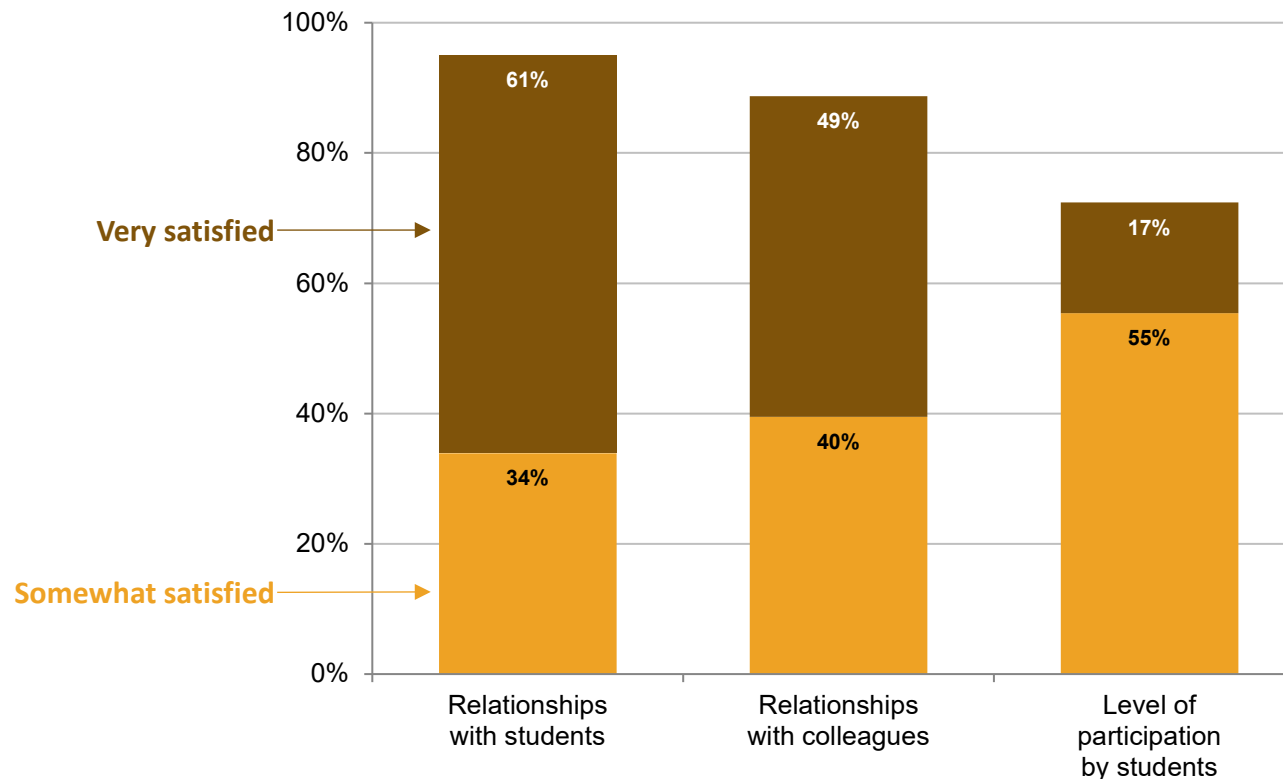


# Job Satisfaction



# While campus ministers are quite satisfied with their relationships with students, they are not as satisfied with the level of participation by students.

## Satisfaction with INTERPERSONAL Aspects of Ministry

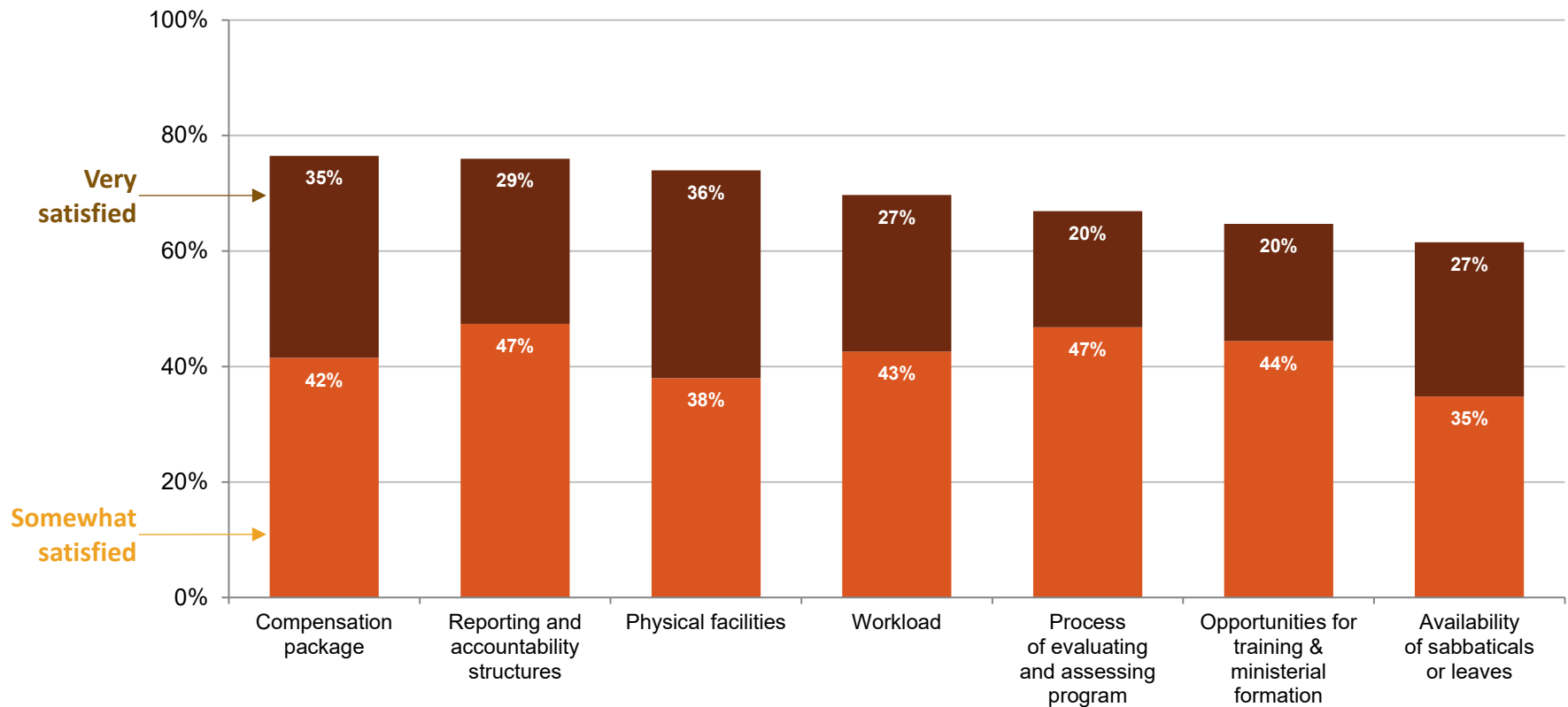


Q18ff This next section explores your level of satisfaction with different aspects of your current ministry. Would you say that you are currently: very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied with the following aspects of your job at your institute?

n=1,022 - 1,028

# Satisfaction is lower across most administrative aspects of ministry.

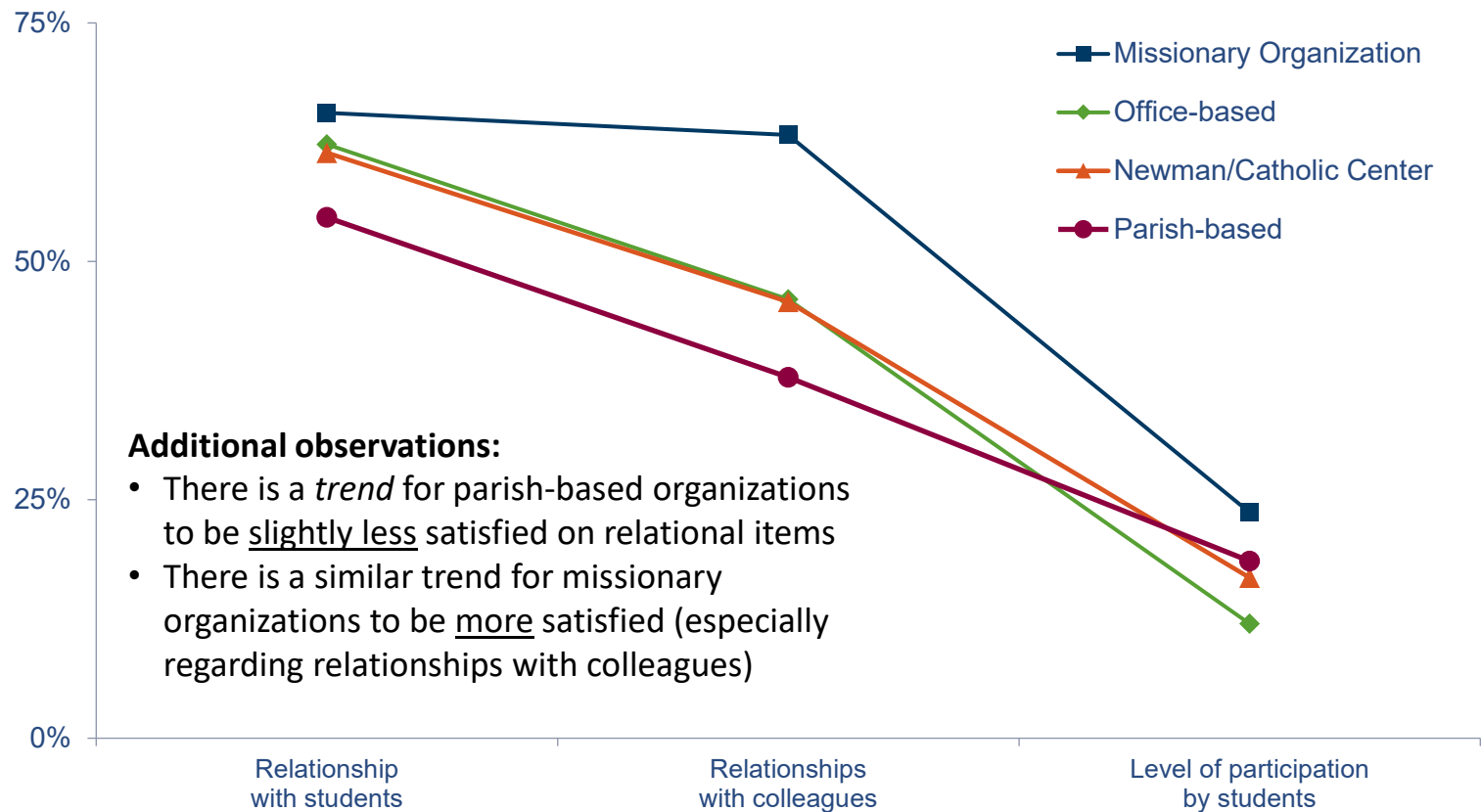
## Satisfaction with ADMINISTRATIVE Aspects of Ministry



Q18ff This next section explores your level of satisfaction with different aspects of your current ministry. Would you say that you are currently: very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied with the following aspects of your job at your institute? n=1,011 - 1,027

# For the most part, different types of organizations are equally likely to be most satisfied with their relationships with students.

## VERY SATISFIED with INTERPERSONAL Aspects of Ministry: By Organization Type

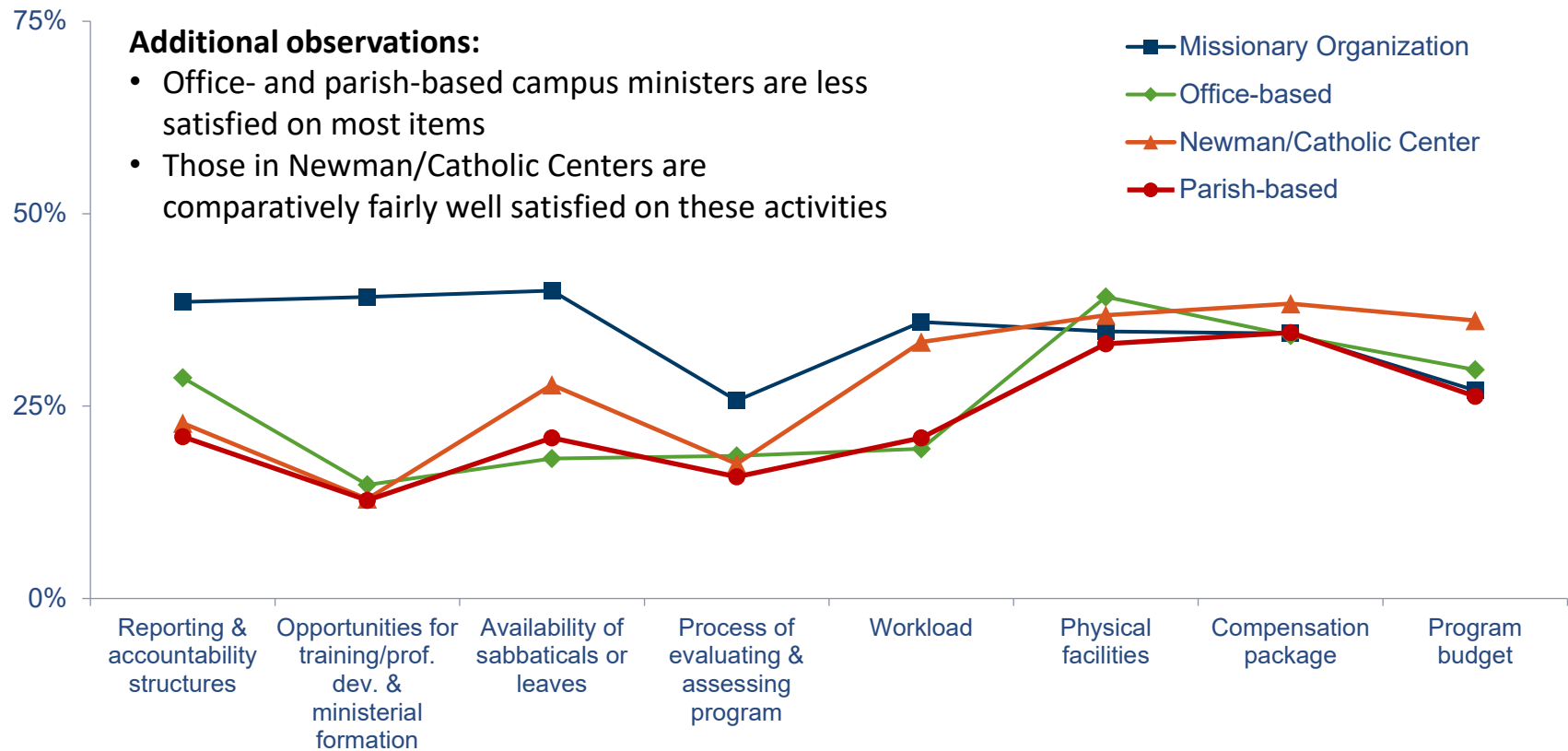


Q18ff This next section explores your level of satisfaction with different aspects of your current ministry. Would you say that you are currently: very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied with the following aspects of your job at your institute?

n=1,022 - 1,028

# Missionary organizations report higher satisfaction with several administrative functions.

## VERY SATISFIED with ADMINISTRATIVE Aspects of Ministry: By Organization Type



Q18ff This next section explores your level of satisfaction with different aspects of your current ministry. Would you say that you are currently: very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied with the following aspects of your job at your institute?

n=1,022 - 1,028

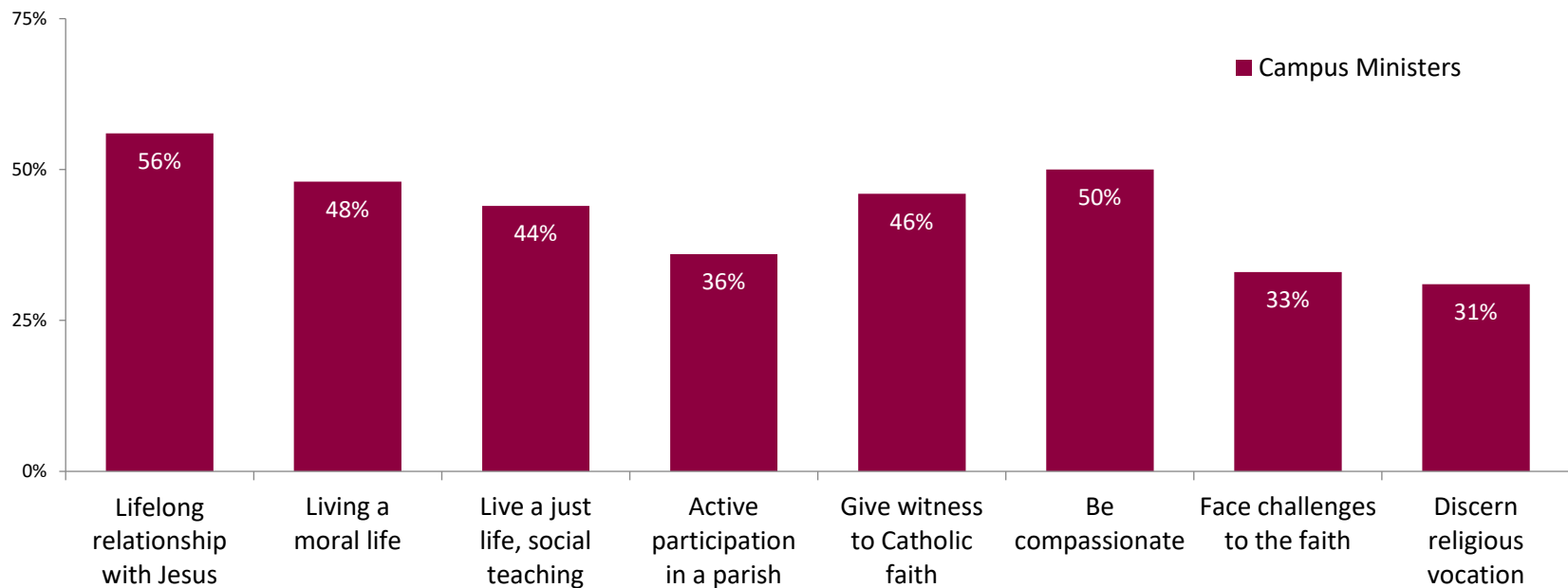
# Campus Ministry Prepares Me





# Campus ministers report that their ministry does well on relationship with Jesus, compassion, and living a moral life, but less well on facing challenges and discerning a vocation.

## Extent to Which Campus Ministry Prepares Students: Strongly Agree



Students: Q33-40 My campus ministry effectively prepares me....

Campus Ministers: Q54-135 Campus ministry on my campus effectively prepares students....

Response options:

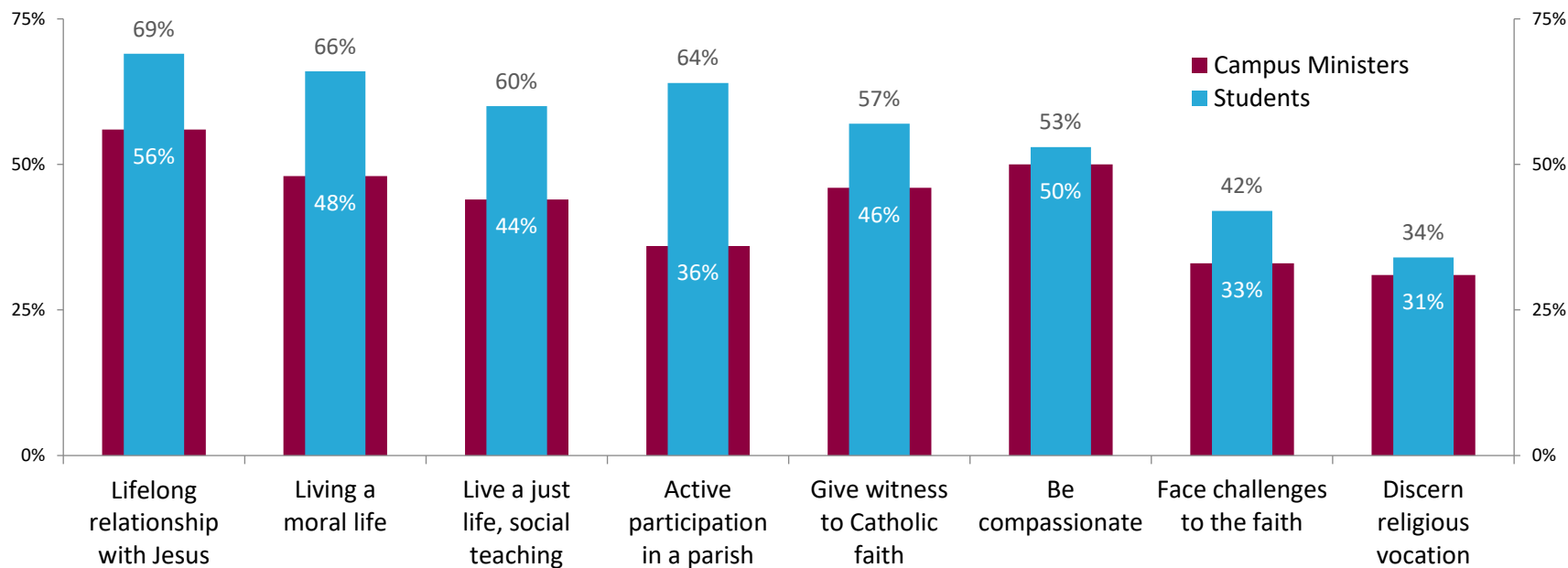
Strongly agree, somewhat agree, somewhat disagree, strongly agree



# Students report a general agreement that campus ministry does well on relationship with Jesus and living a moral life, and less well on facing challenges and discerning a vocation.

## Extent to Which Campus Ministry Prepares Students: Strongly Agree

Students	✓	✓	✓	✓	~	~	✗	✗
Campus Ministers	✓	✓	✓	✗	✓	✓	✗	✗



Students: Q33-40 My campus ministry effectively prepares me....

Campus Ministers: Q54-135 Campus ministry on my campus effectively prepares students....

Response options:

Strongly agree, somewhat agree, somewhat disagree, strongly agree



Research participants were predominantly women from a mix of year in college. Many had some level of Catholic education, with most considering themselves to be “traditional” or “moderate” Catholics.

Students: Demographics

Personal Summary		Identity Summary	
Gender	Mostly women (66%; men = 34%)	Catholic Education	47% Elementary or Middle 36% High School 35% College
Age	Median age is 21 years		
Race and Ethnicity	Predominantly white Caucasian (88%) 11% consider self to be Hispanic	Confirmed	95% have received Sacrament of Confirmation
Class Standing	18% Freshman 24% Sophomore 24% Junior 23% Senior	Self-Designation	43% Traditional Catholic 33% Moderate Catholic 15% Liberal Catholic 10% “None of the above”

n=3,336

# Campus Ministry Activities



Personal

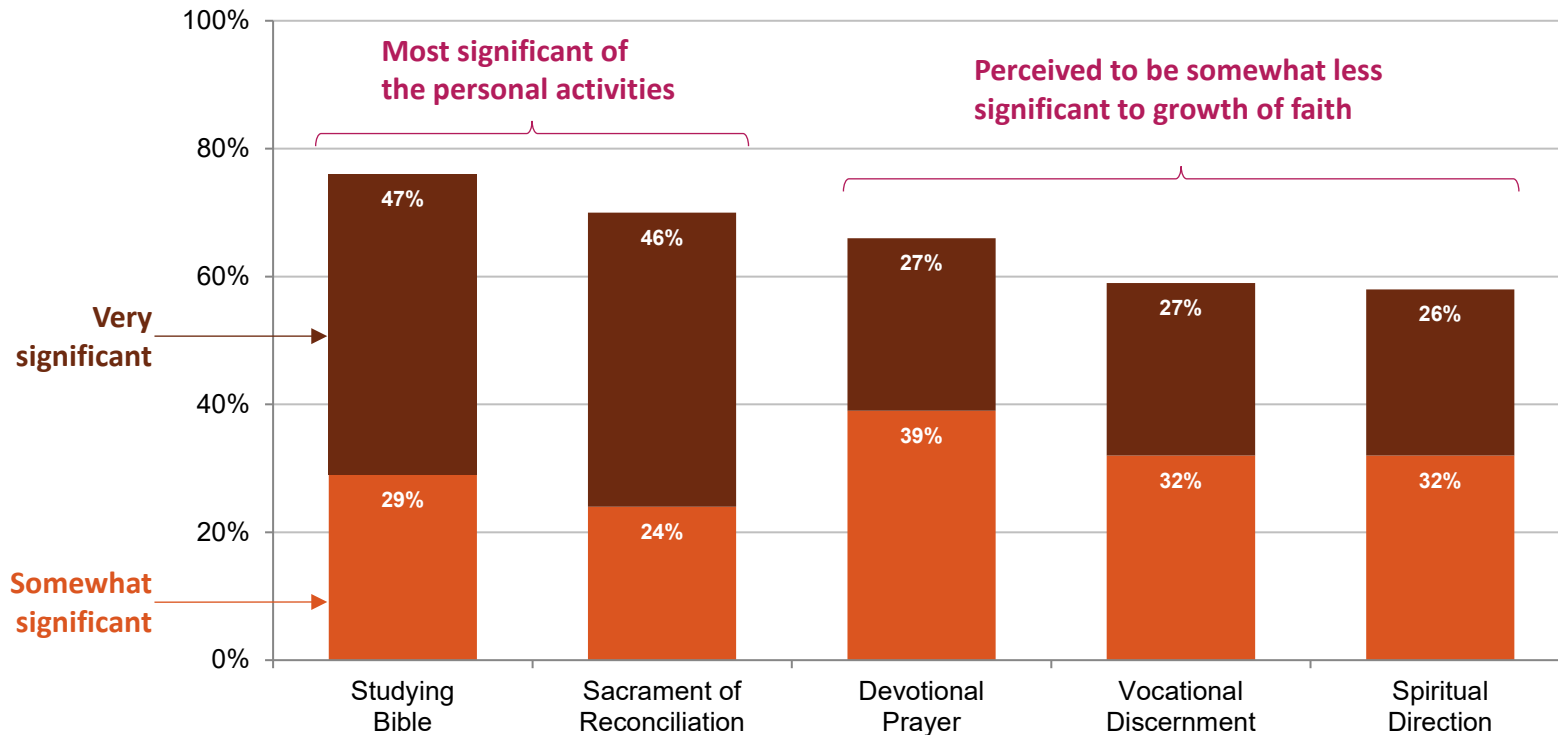
Ecclesial

Apostolic

# Among personal activities, Bible study and reconciliation stand apart from other activities as contributing to students' growth in faith.

## CAMPUS MINISTERS:

Significance of PERSONAL activities on Students' Growth in Faith: Very or Somewhat Significant



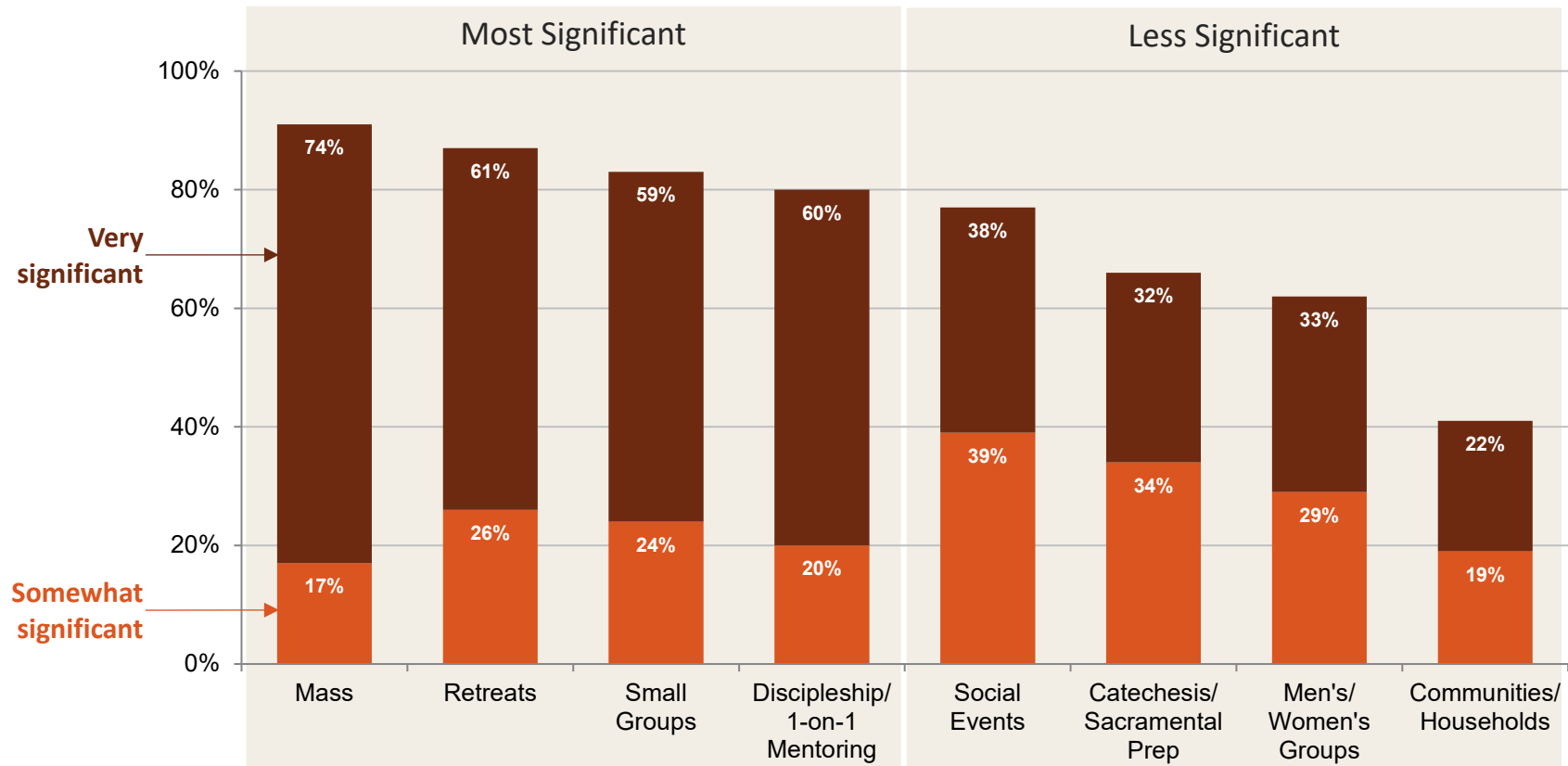
Q125ff How significant is [activity] for campus ministry participants' growth in faith  
Response options: very, moderately, somewhat, not at all significant, not currently offered through campus ministry

n=1,011 - 1,027

# There is a clear separation of ecclesial activities that are very significant from ones that are less so.

## CAMPUS MINISTERS:

Significance of ECCLESIAL/COMMUNAL activities on Students' Growth in Faith: Very or Somewhat Significant



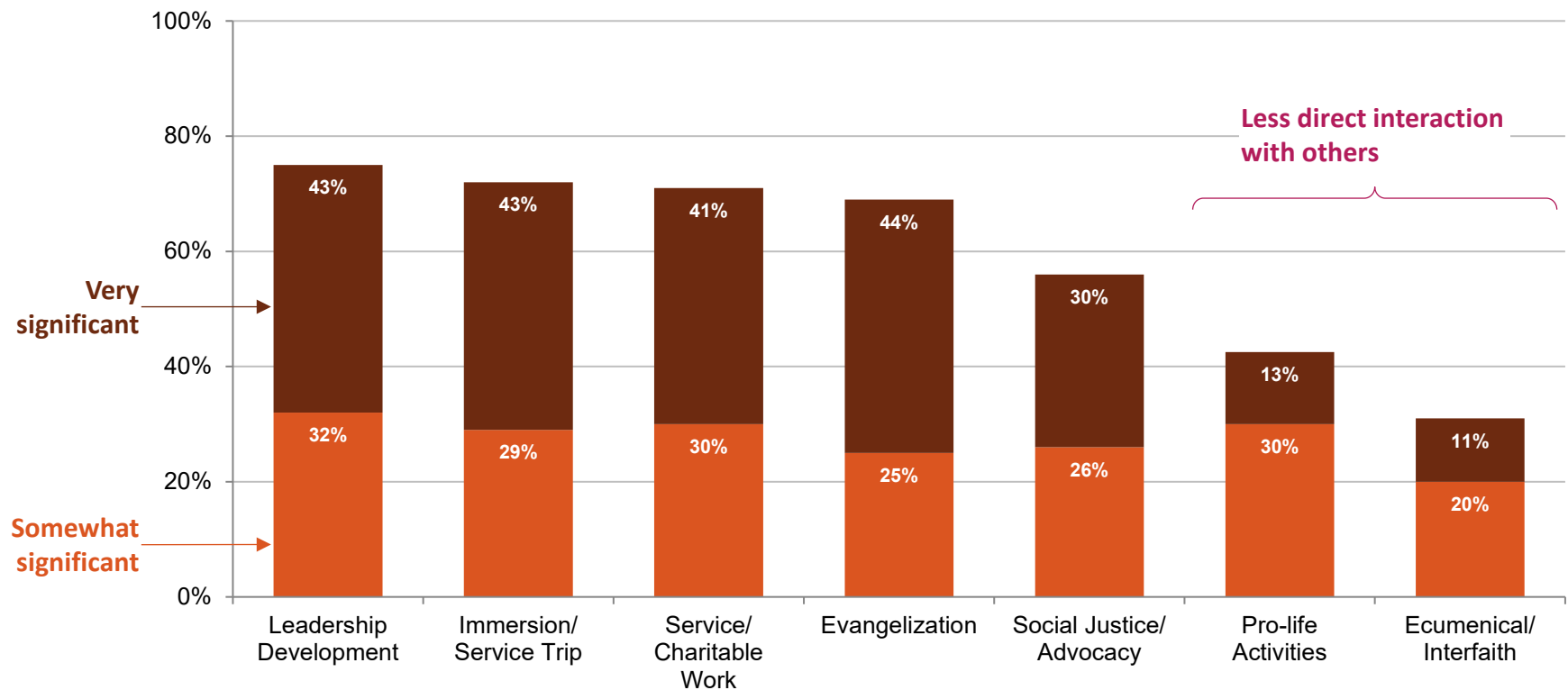
Q125ff How significant is [activity] for campus ministry participants' growth in faith  
Response options: very, moderately, somewhat, not at all significant, not currently offered through campus ministry

n=1,011 - 1,027

# The more significant faith growth activities include leadership development plus those activities which more directly involve interacting with others.

## CAMPUS MINISTERS:

Significance of APOSTOLIC activities on Students' Growth in Faith: Very or Somewhat Significant



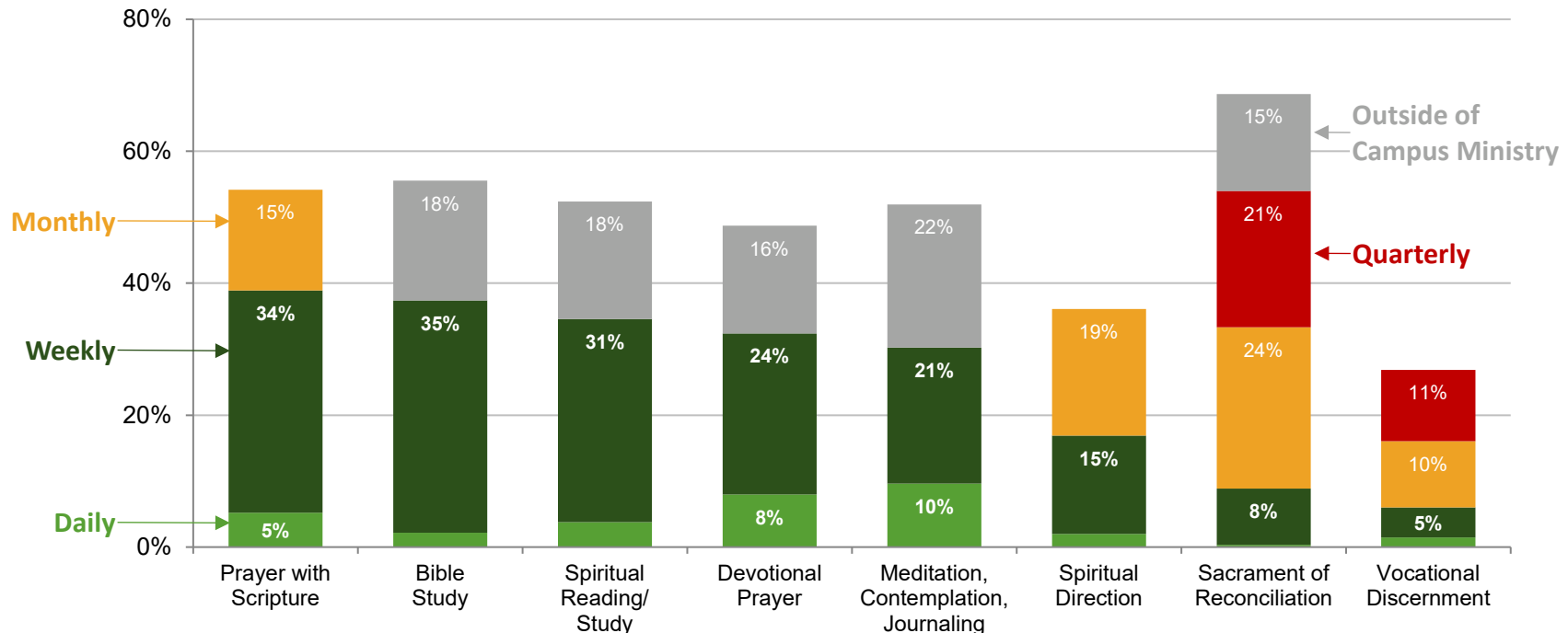
Q125ff How significant is [activity] for campus ministry participants' growth in faith  
Response options: very, moderately, somewhat, not at all significant, not currently offered through campus ministry

n=1,011 - 1,027

# Students report weekly involvement in several personal activities (through campus ministry), with no single activity standing out a great deal.

## STUDENTS:

### Frequency of Participating in PERSONAL activities through Campus Ministry



Note: Monthly, Quarterly, and Outside of Campus Ministry responses shown if 15% or more of students selected this option

Q7ff How often have you participated in [activity] through your campus ministry in the past year?  
Response options: daily, weekly, monthly, quarterly, annually, never, participate OUTSIDE of campus ministry

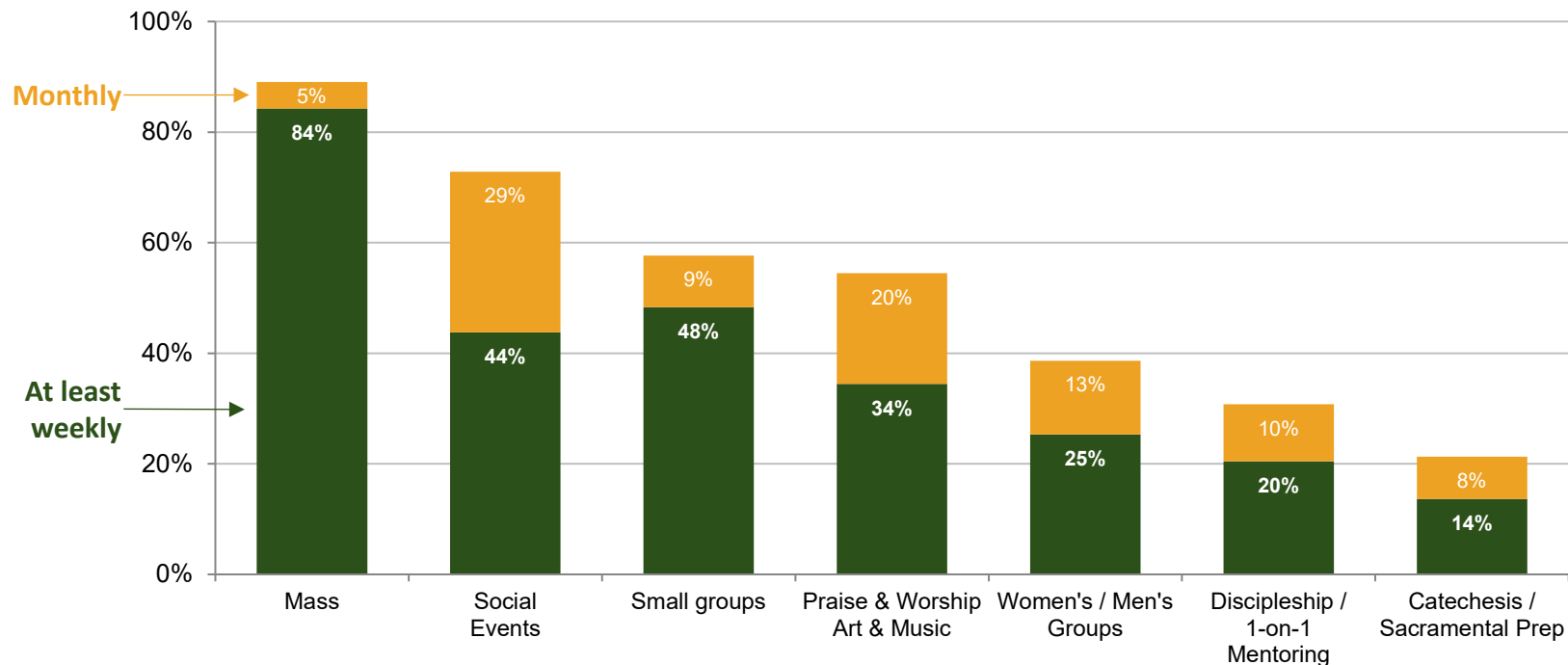
n=1,011 - 1,027



# Weekly Mass is a regular part of most study participant's (students) lives. Nearly half are involved weekly with social events or small groups.

## STUDENTS:

Participation in ECCLESIAL/COMMUNAL activities through Campus Ministry Monthly or More Often



Q7ff How often have you participated in [activity] through your campus ministry in the past year?  
Response options: daily, weekly, monthly, quarterly, annually, never, participate OUTSIDE of campus ministry

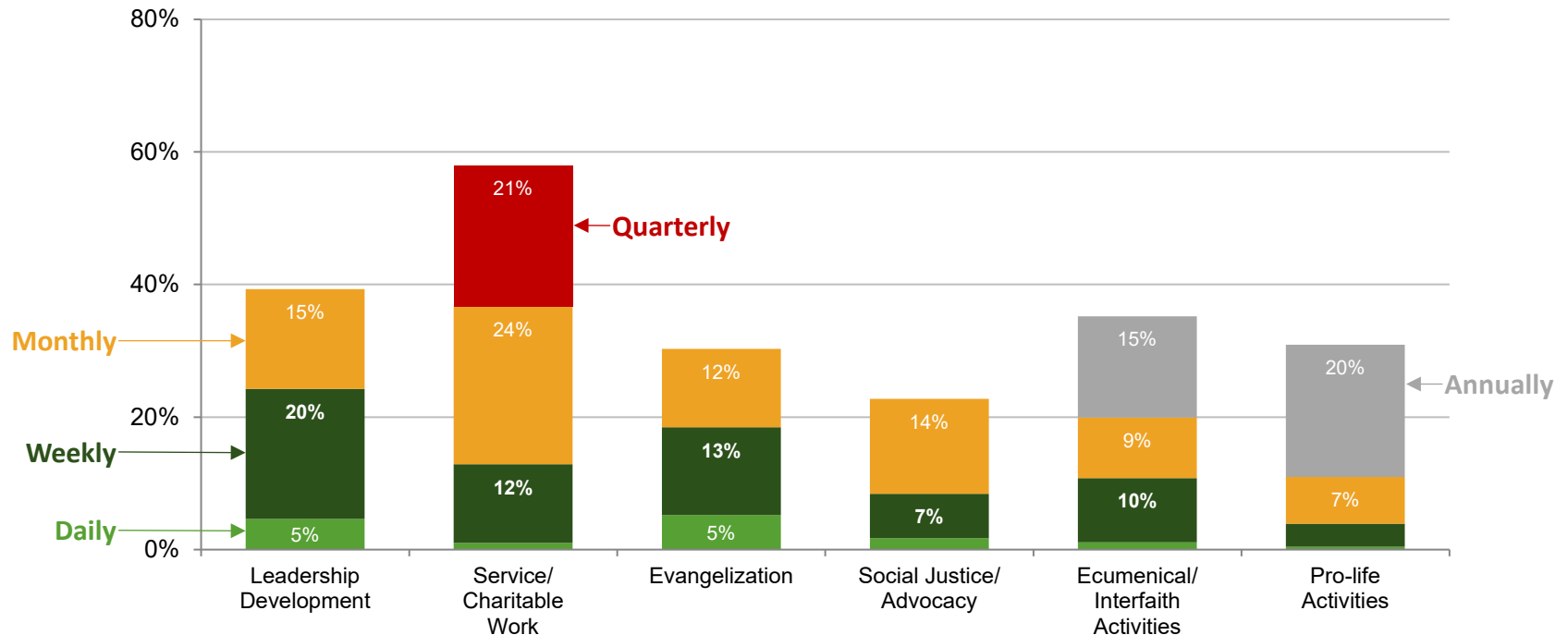
n=1,011 - 1,027



Students are further involved in a number of notable activities, most notably service/charitable works. A fair number are also involved in leadership development.

## STUDENTS:

Frequency of Participating in APOSTOLIC activities through Campus Ministry



Note: Quarterly and Annually responses shown if 15% or more of students selected this option

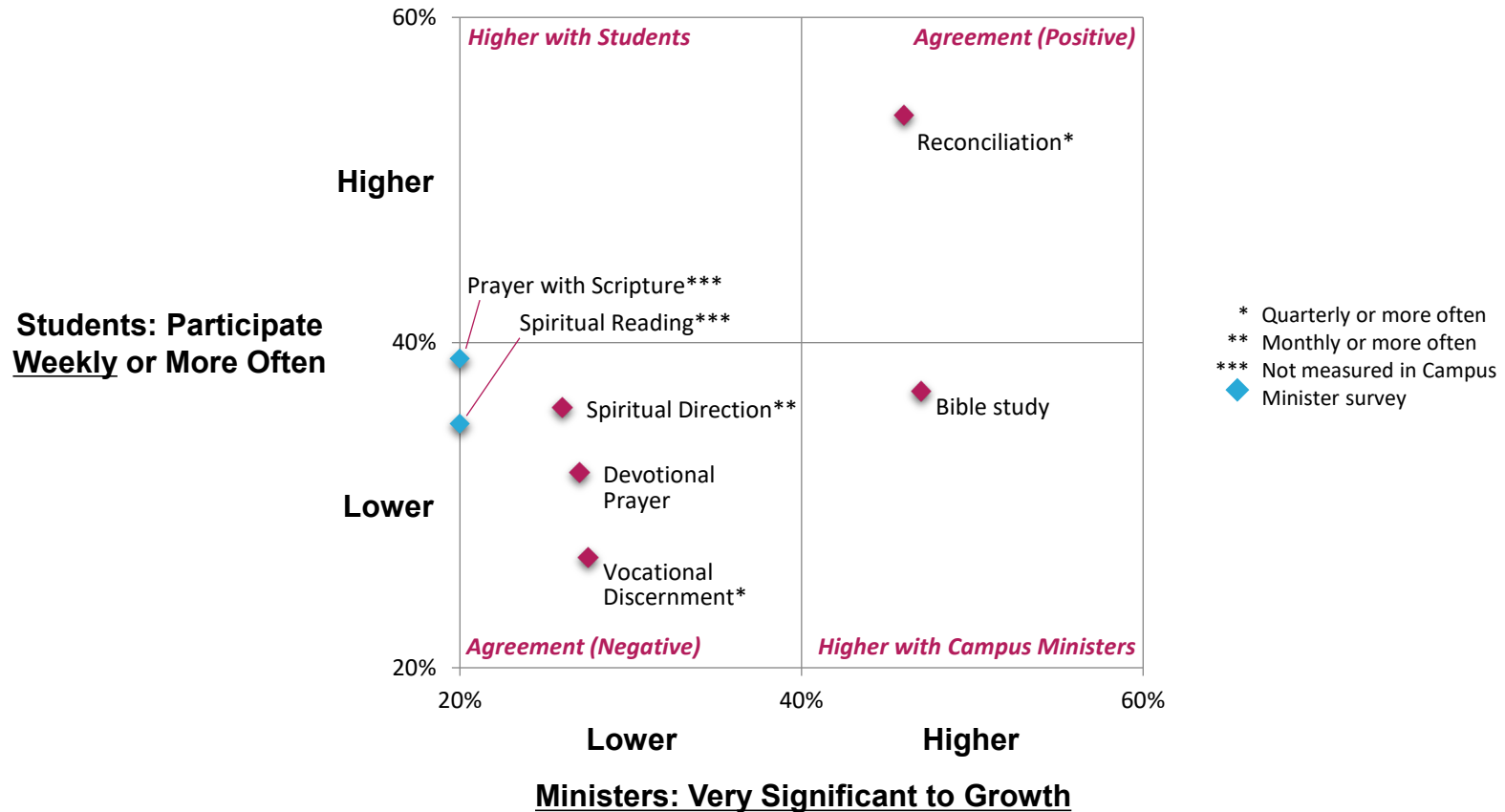
Q7ff How often have you participated in [activity] through your campus ministry in the past year?  
Response options: daily, weekly, monthly, quarterly, annually, never, participate OUTSIDE of campus ministry

n=1,011 - 1,027

# Of the personal activities, the sacrament of reconciliation stands out as being both significant to growth (ministers) and commonly practiced (students).

## PERSONAL activities:

Matrix Evaluating 1) Significance in Growing Faith (Ministers) and 2) Frequency of Participation (Students)



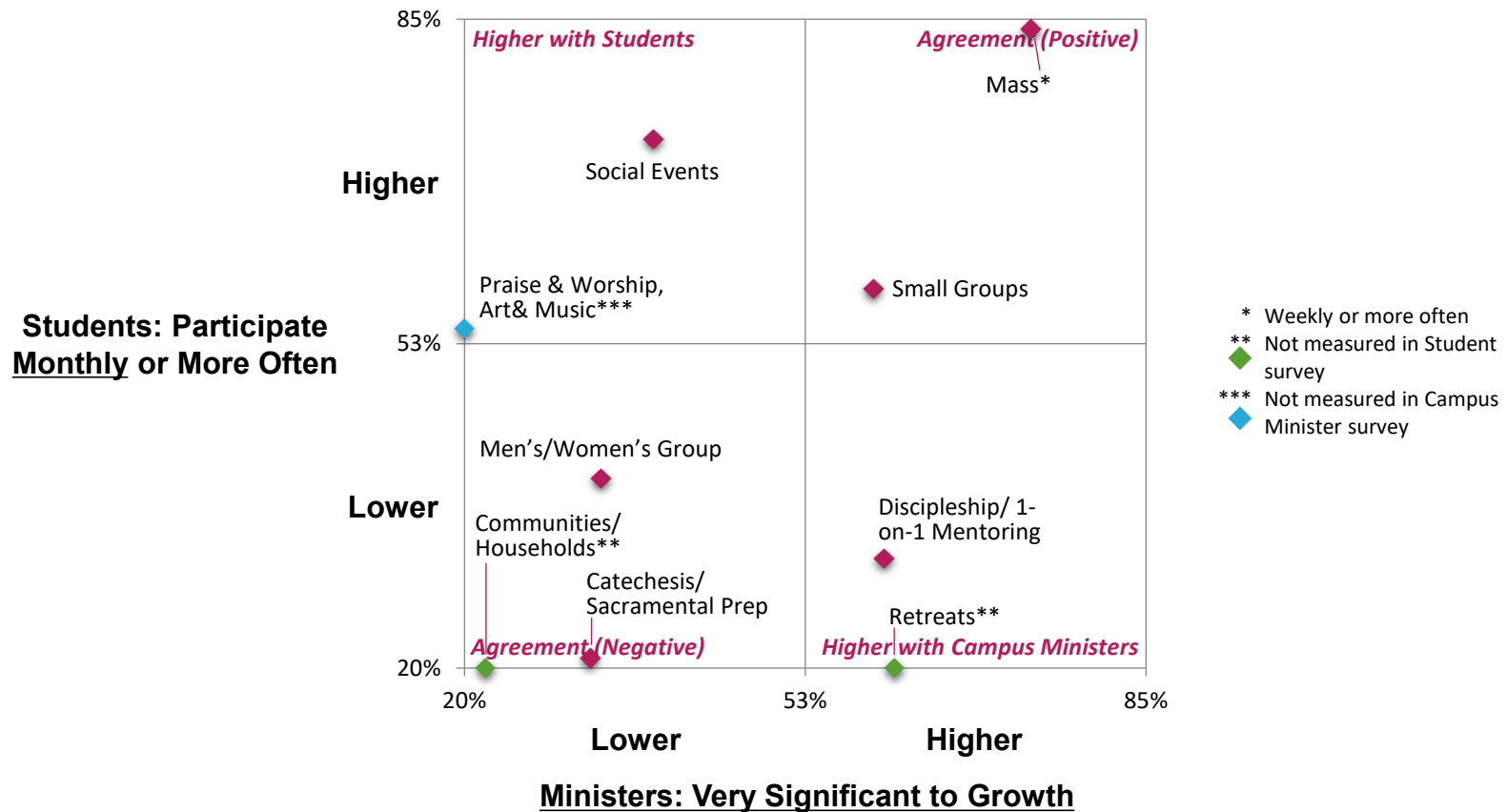
Q136, 116 Interest in additional training or formation focused on:  
 Response options: Very, Moderately, Somewhat, A little, Not at all interested

n=1,047

Concerning ecclesial activities, the value of the Mass to both parties in the research is evident. While many campus ministers see 1-on-1 mentoring as very significant to growth, relatively few students are doing this activity frequently.

### ECCLESIAL/COMMUNAL activities:

Matrix Evaluating 1) Significance in Growing Faith (Ministers) and 2) Frequency of Participation (Students)



Q136, 116 Interest in additional training or formation focused on:  
Response options: Very, Moderately, Somewhat, A little, Not at all interested

n=1,047

# Personal Struggles: Students





# In the student questionnaire, we measured several potential areas where students personally struggled.

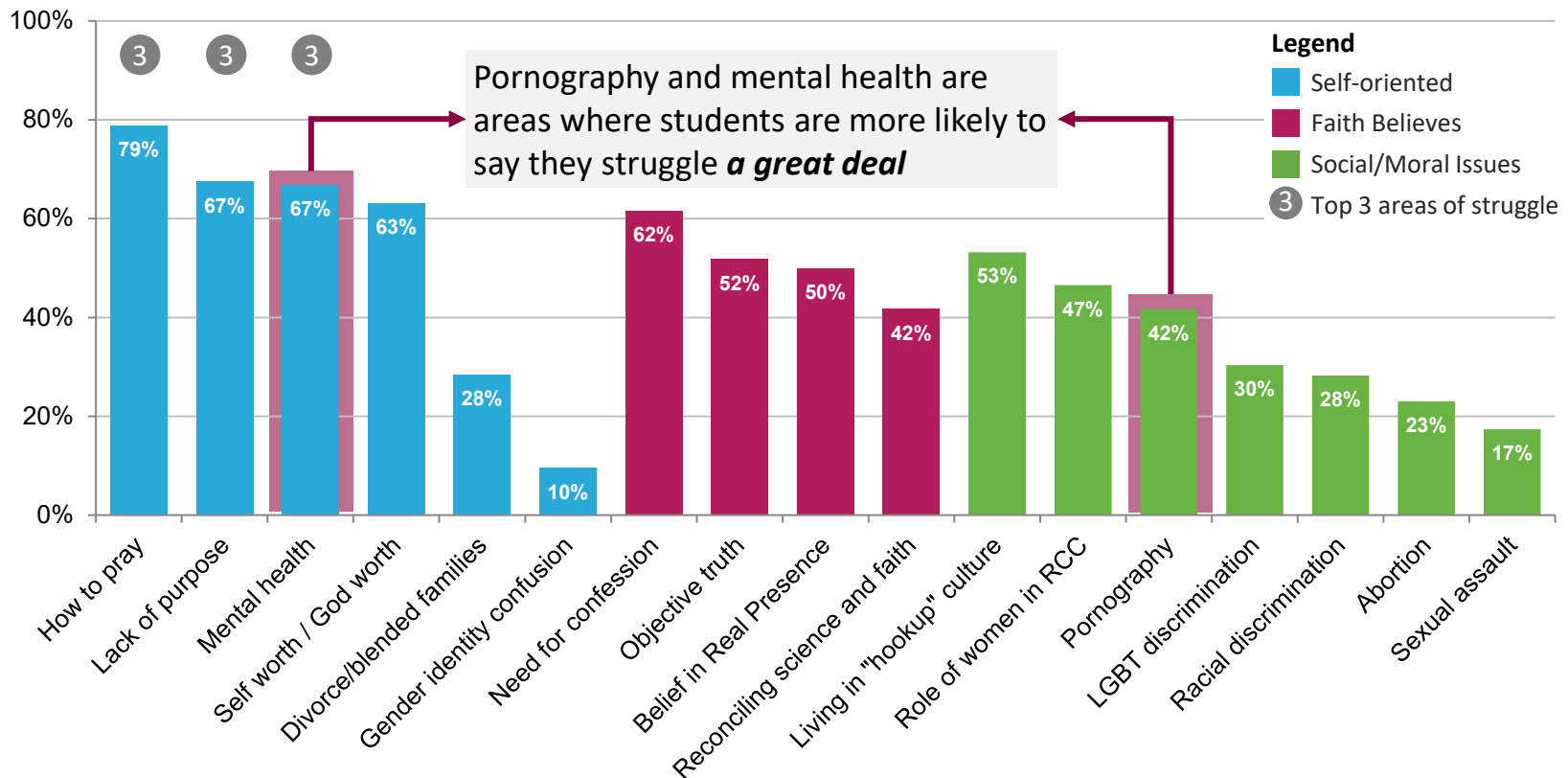
While not categorized in this way for students, this method of organizing the items helps to evaluate the results.

Self-oriented	Faith Beliefs	Social/Moral Issues
<ul style="list-style-type: none"><li>• Self-worth / does God love me?</li><li>• Mental health</li><li>• Lack of purpose</li><li>• Gender identity</li><li>• Divorce / blended families</li><li>• How to pray</li></ul>	<ul style="list-style-type: none"><li>• Realizing need for confession</li><li>• Belief in the Real Presence</li><li>• Objective truth</li><li>• Reconciling science and faith</li></ul>	<ul style="list-style-type: none"><li>• Living faithfully in a hookup culture</li><li>• Pornography</li><li>• Abortion</li><li>• Racial discrimination</li><li>• LGBT discrimination</li><li>• Sexual assault</li><li>• Role of women in the Church</li></ul>

Q7-17 To what extent do you personally struggle with...  
Response options: Not at all, A little, A moderate amount, A great deal

# These are areas where students struggle (a little, moderate amount, or great deal)

Areas Where Students Struggle At All (A Little, Moderate Amount, or Great Deal)



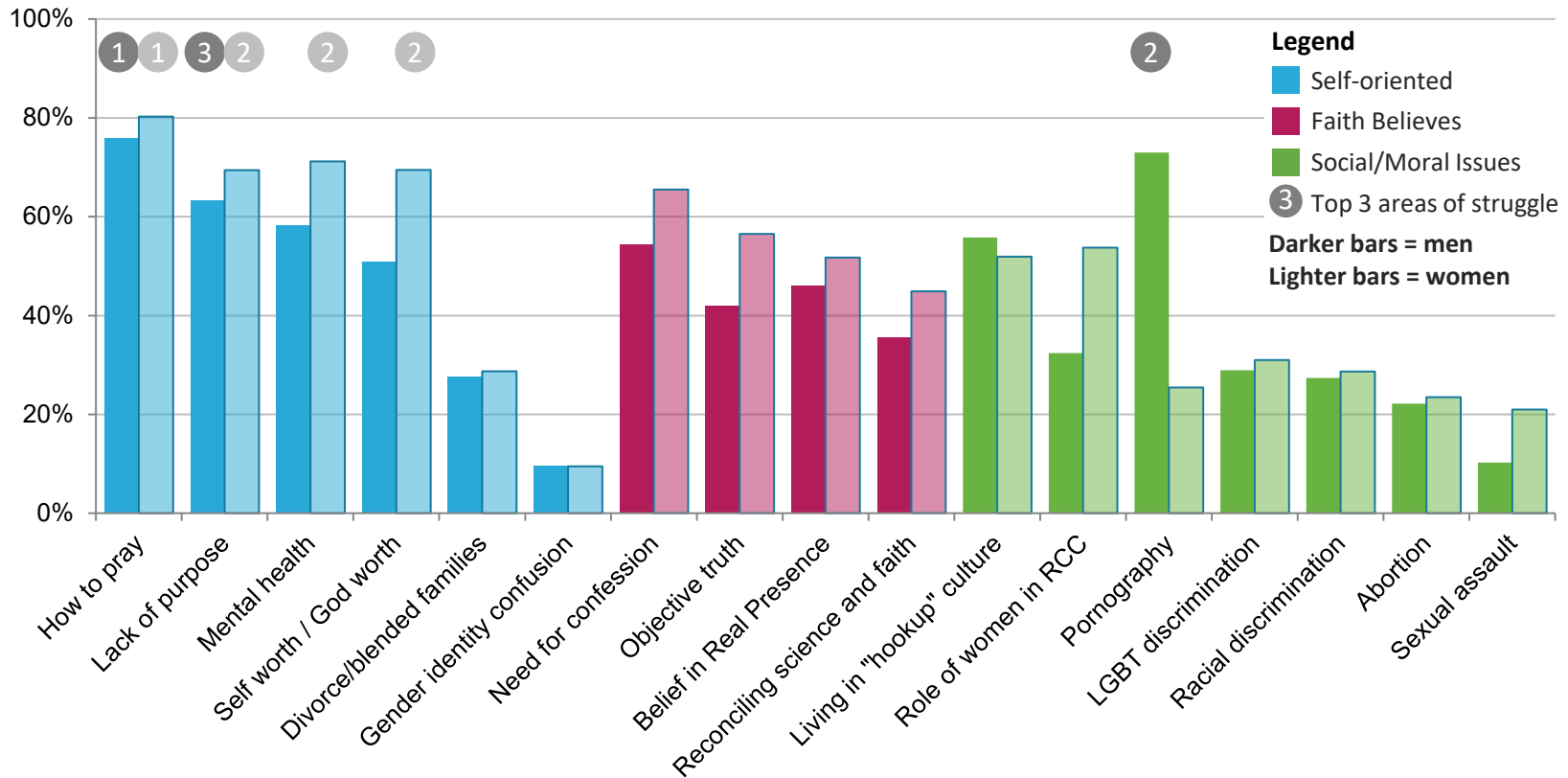
Q7-17 To what extent do you personally struggle with...  
Response options: Not at all, A little, A moderate amount, A great deal

n=3,336

# Whereas women struggle more in the self-oriented category and faith beliefs, men struggle more with pornography.



Areas Where Students Struggle At All (A Little, Moderate Amount, or Great Deal): Men vs. Women



Q7-17 To what extent do you personally struggle with...

Response options: Not at all, A little, A moderate amount, A great deal

Men: n=1,133

Women: n=2,194

# Social Issues Concerns: Students

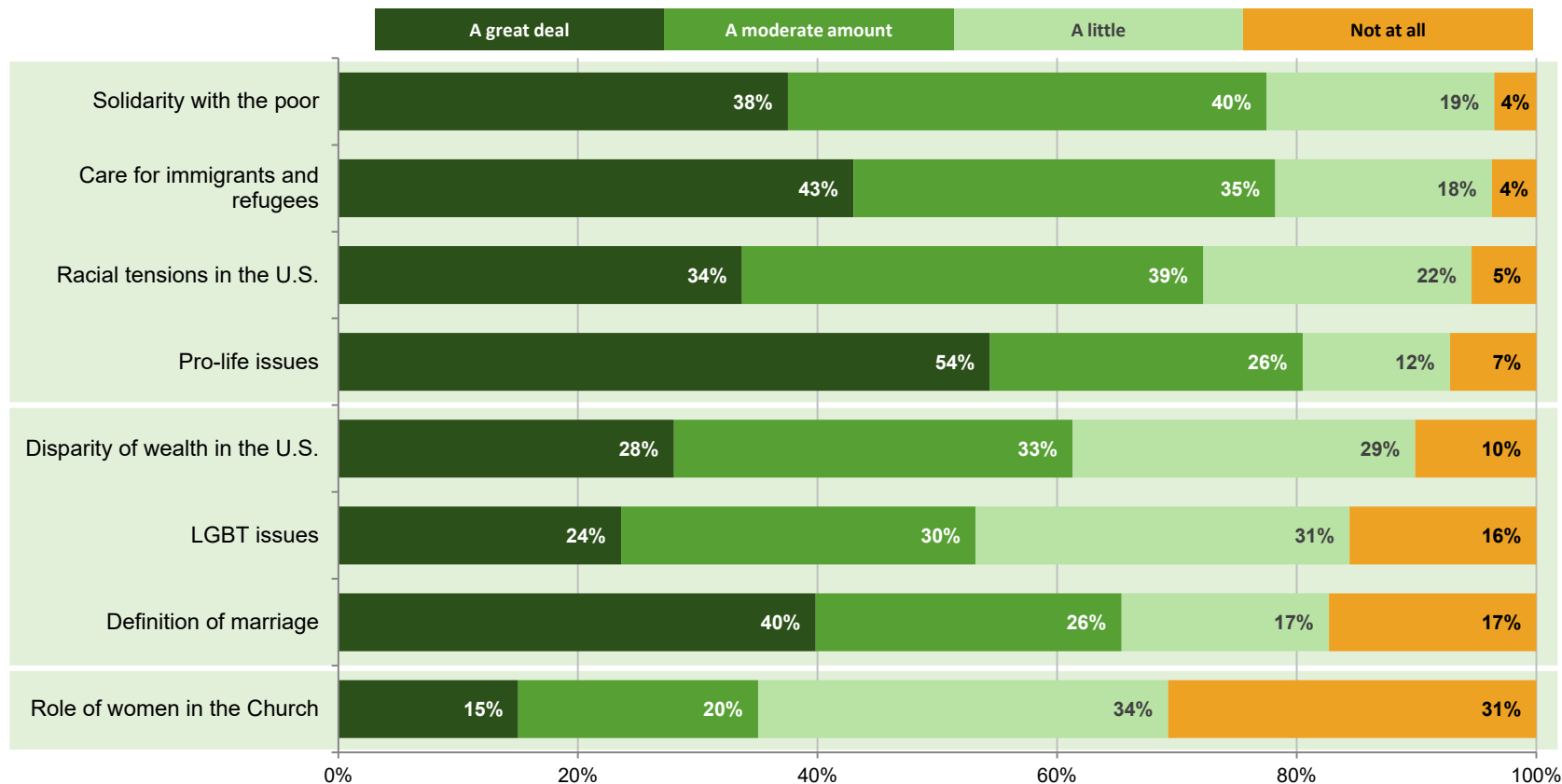






# Among students, concern is greatest with four areas: caring for the poor and immigrants, racial tensions, and pro-life issues.

## Concern with Social Issues

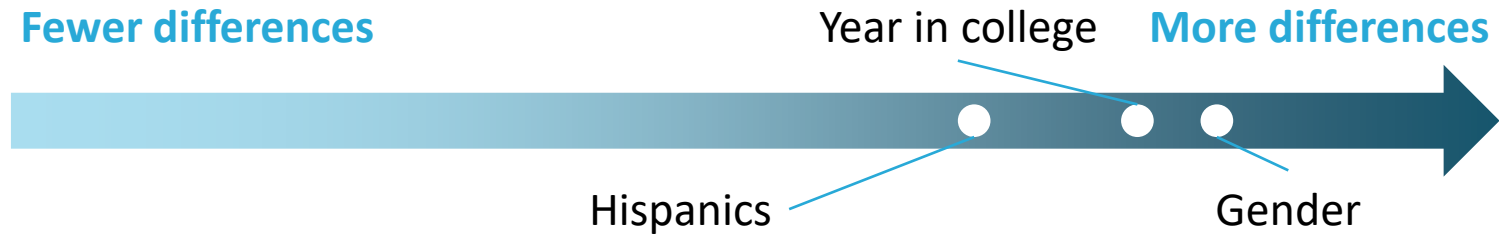


Q57-64 To what extent are you concerned about...

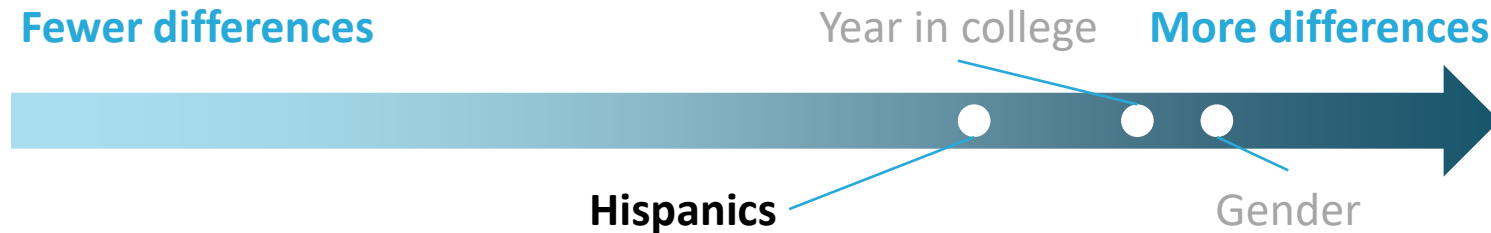
Response options: A great deal, A moderate amount, A little, Not at all

n=3,327-3,335

# Differences in the level of concern with social issues are evident when looking at specific demographics.



# Differences in the level of concern with social issues are evident when looking at specific demographics.



- Hispanics were concerned “a great deal” with disparity of wealth, racial tensions, and solidarity with the poor than non-Hispanics.
- Pro-life issues was the only concern where Hispanics were less concerned “a great deal” than non-Hispanics.

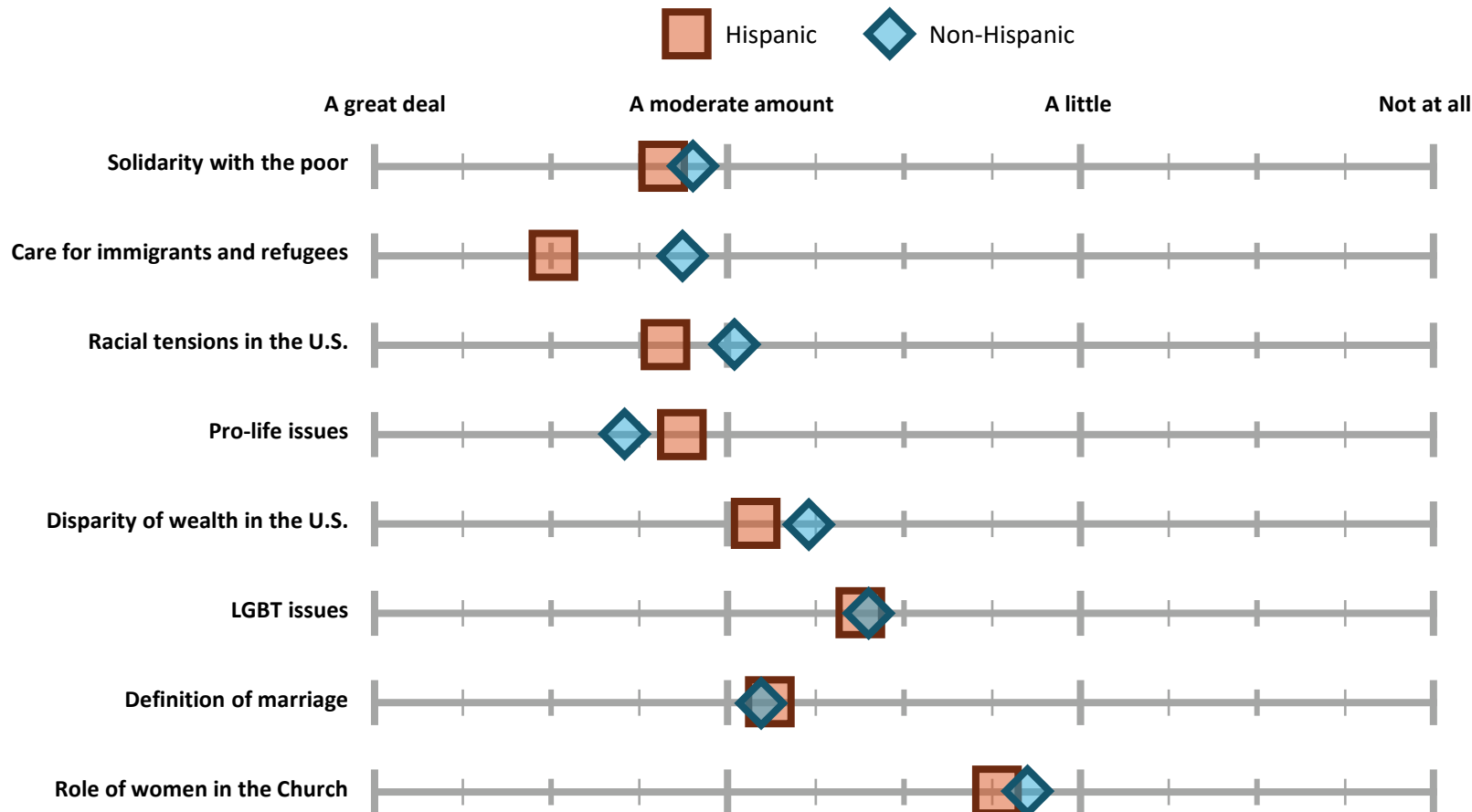
Q# Do you consider yourself to be of Hispanic, Latino, or Spanish origin?  
Response options: Yes, No

Hispanic n=354  
Non-Hispanic n=2,965

# Differences in the level of concern with social issues are evident when looking at specific demographics.



## Concern with Social Issues: Mean Scores by Hispanic Identity

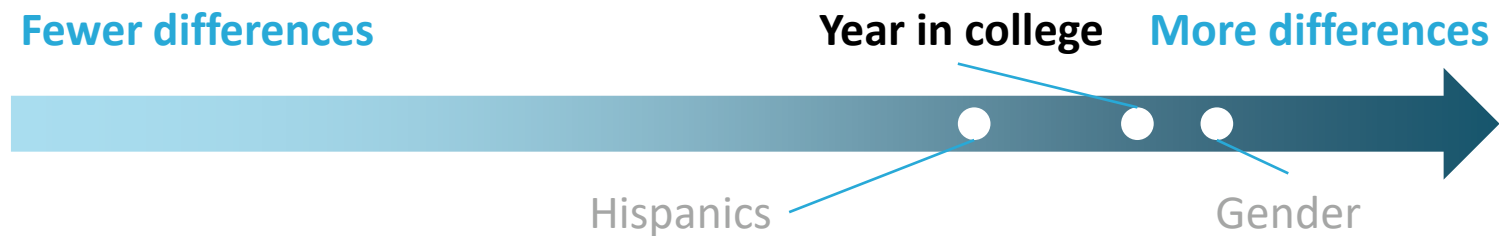


Q# Do you consider yourself to be of Hispanic, Latino, or Spanish origin?  
Response options: Yes, No

Hispanic n=354  
Non-Hispanic n=2,965



# Differences in the level of concern with social issues are evident when looking at specific demographics.



- Seniors were more concerned “a great deal” with disparity of wealth and racial tensions than freshmen, and higher in solidarity with the poor, care for immigrants, and LGBT issues than other groups.
- Graduate students were far less concerned with pro-life issues and the definition of marriage than other groups.
- Freshmen were the group most concerned with pro-life issues.

Q# What is your current class standing?  
Response options: First Year/Freshman, Sophomore, Junior, Senior, 5th+ Year Senior, Graduate Student

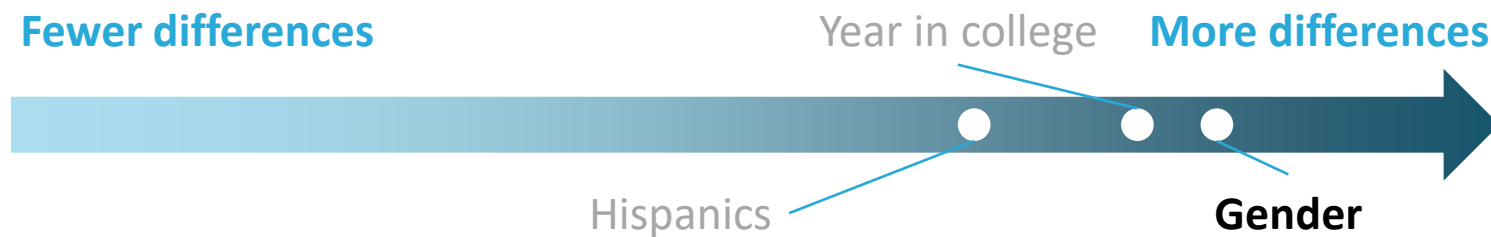
Freshman n=615  
Sophomore n=783

Junior n=803  
Senior n=772

5<sup>th</sup>+ Year Senior n=103  
Graduate Student n=260



# Differences in the level of concern with social issues are evident when looking at specific demographics.



- Females are generally more concerned with more social issues than males; this is especially found in care for immigrants and refugees, racial tensions, disparity of wealth, LGBT issues, and the role of women in the Church.
- Males are slightly more concerned with the definition of marriage than are females.

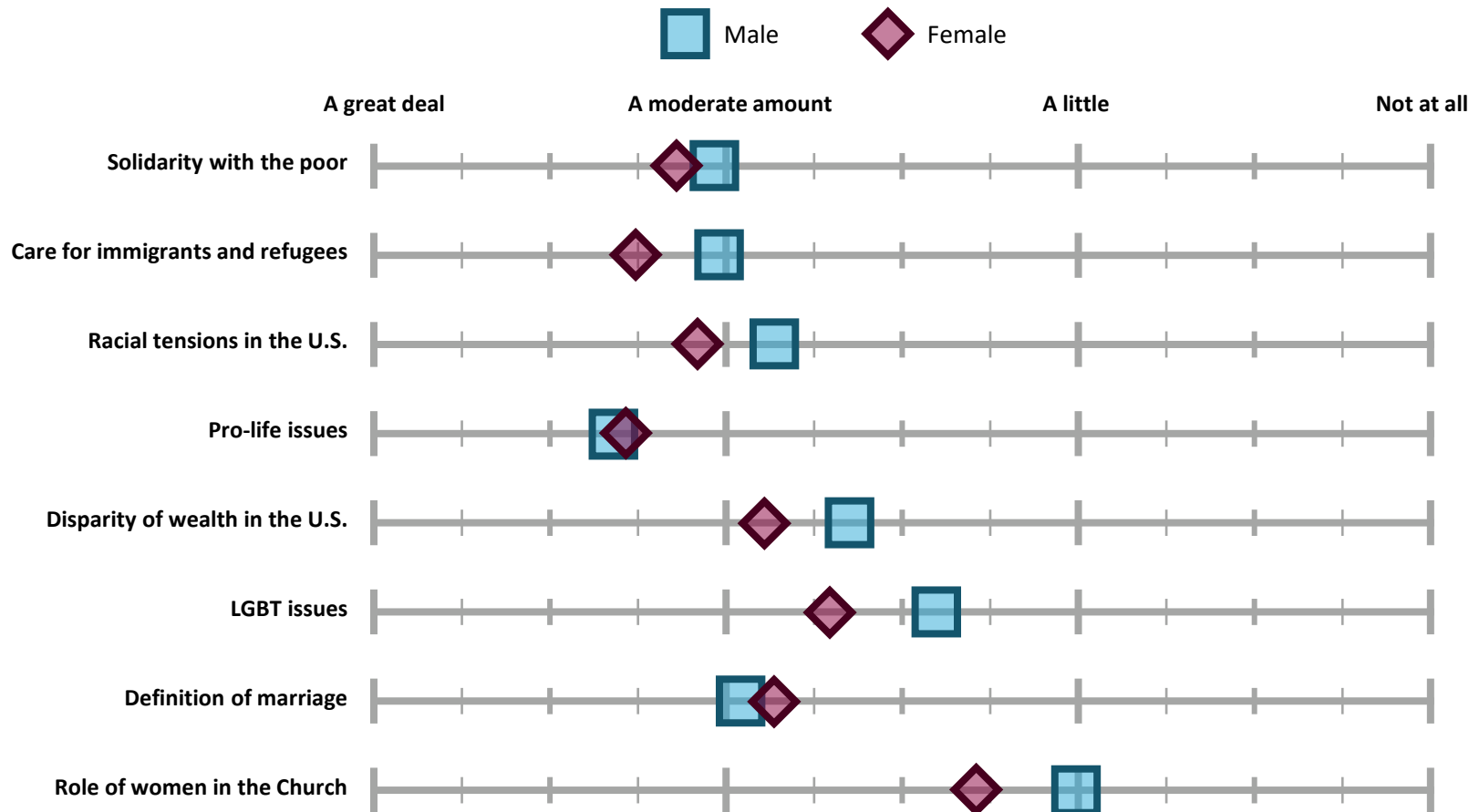
Q# Are you...?  
Response options: Male, Female

Male n=1,133  
Female n=2,194

# Differences in the level of concern with social issues are evident when looking at specific demographics.



## Concern with Social Issues: Mean Scores by Gender



Q# Are you...?  
Response options: Male, Female

Male n=1,133  
Female n=2,194

# Next Steps







## Next Steps

- Interpretation conference October 9-11
- Additional advanced analysis following the conference
- Transition to Stage 4: Application