PERSONAL AND SOCIAL
RESPONSIBILITY INVENTORY
An Institutional Climate Measure

Importance of Contributing to a Larger Community (α = .86 • M = 3.96 • SD = .88)
1. The importance of contributing to a larger community **is** a major focus of this campus
2. The importance of contributing to a larger community **should be** a major focus of this campus
3. Contributing to a larger community is a responsibility that this campus values and promotes
4. My experiences at this campus have helped expand my awareness of the importance of being involved in the community and contributing to the greater good

Advocating for Contributing to a Larger Community (α = .85 • M = 3.43 • SD = 1.00)
1. How often do **faculty members** publicly advocate the need for students to become active and involved students?
2. How often do **senior administrators** publicly advocate the need for students to become active and involved students?
3. How often do **student affairs professionals** publicly advocate the need for students to become active and involved students?
4. How often do **students** publicly advocate the need for students to become active and involved students?

Engaging with a Larger Community (α = .71 • M = 2.58 • SD = 1.05)
1. I participate in community-based projects that **are** officially connected to a course
2. I participate in community-based projects that are not officially connected to a course
3. I have meaningful discussions with other students about the need to contribute to the greater good

Importance of Perspective Taking (α = .90 • M = 3.90 • SD = .80)
1. Helping students recognize the importance of taking seriously the perspectives of others is a major focus of this campus
2. This campus helps students understand the connections between appreciating various opinions and perspectives and being a well-informed citizen
3. It is safe to hold unpopular positions on this campus
4. Faculty at this institution teach about the importance of considering diverse intellectual viewpoints
5. Faculty at this institution help students think through new and challenging ideas or perspectives
6. Students at this institution are respectful of one another when discussing controversial issues or perspectives
7. This campus has high expectations for students in terms of their ability to take seriously the perspectives of others, especially those with whom they disagree

Advocating for Perspective Taking (α = .88 • M = 3.62 • SD = .90)
1. Out-of-class activities help students explore diverse perspectives, cultures, and world views
2. Classes encourage students to research ideas and explore controversial issues with various perspectives using evidence-based claims
3. How often do **faculty members** advocate the need for students to respect perspectives different from their own?
4. How often do **senior administrators** advocate the need for students to respect perspectives different from their own?
5. How often do **student affairs professionals** the need for students to respect perspectives different from their own?
6. How often do **students** advocate the need for students to respect perspectives different from their own?

Developing Ethical and Moral Reasoning (α = .91 • M = 3.76 • SD = .87)
1. Helping students to develop their ethical and moral reasoning is a major focus of this campus
2. This campus helps students to develop their ethical and moral reasoning, including the ability to express and act upon personal values responsibly
3. The importance of developing a personal sense of ethical and moral reasoning is frequently communicated to students
4. This campus provides opportunities for students to develop their ethical and moral reasoning in their **academic work**
5. This campus provides opportunities for students to develop their ethical and moral reasoning in their **personal life**

Supporting Ethical and Moral Reasoning (α = .80 • M = 3.65 • SD = .88)
1. Students feel they can go to **faculty members** to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face
2. Students feel they can go to **senior administrators** to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face.
3. Students feel they can go to **student affairs professionals** to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face
4. Students feel they can go to **students** to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face

Table 1. Campus Climate Findings when Controlling for High-Impact Practices (n = 16,117)

	Model 3		Model 4	
Campus Climate Factors[1]				
Importance of Contributing to a Larger Community	0.322	***	0.252	***
Advocating for Contributing to a Larger Community	-0.034	***	-0.059	***
Engaging with a Larger Community	0.058	***	0.055	***
Importance of Perspective Taking	0.405	***	0.281	***
Advocating for Perspective Taking	0.121	***	0.078	***
Developing Ethical and Moral Reasoning			0.245	***
Supporting Ethical and Moral Reasoning			0.038	***
Model Summary				
σ^2(Level 1 Variance)	0.301	***	0.279	***
τ (Level 2 Variance)	0.017	**	0.017	**
Percent of Level 1 Variance Explained	55.14%		58.42%	
Percentage Change	+ 50.67		+ 3.28	

Note: * p < 0.05. ** p < 0.01. *** p < 0.001. [1] Group-Mean Centered.