

Overview

Informed Consent

Please print a copy of this page for your records.

Thank you for your time in responding to the Personal and Social Responsibility Inventory (PSRI). This study is being conducted by researchers at Iowa State University in cooperation with staff from <Name of Participating Institution>.

The PSRI collects information about five dimensions of personal and social responsibility: striving for excellence, cultivating academic integrity, contributing to a larger community, taking seriously the perspectives of others, and developing competence in ethical and moral reasoning and action. The survey is used to evaluate the extent to which there are opportunities on your campus to develop these dimensions. This study has received approval from Institutional Review Board at Iowa State University (IRB 11-451).

Your participation in this study is completely voluntary. If you agree to participate, you will complete the PSRI survey that follows this page. The survey will take you approximately 20 minutes to complete. There are no foreseeable risks to you as a participant in this study.

Your responses will be kept confidential and stored on password-protected computers accessible only to the researchers at Iowa State University and personnel in the <Name of Campus Office> at your institution. Your institution and the PSRI researchers will make every effort to keep your responses confidential. The <Name of Campus Office> at your institution, will however, receive identifiable survey data for use with other institutional data for the purpose of improving campus programs and services.

Records identifying participants will be kept confidential to the extent allowed by applicable laws and regulations and will not be made publicly available. However, federal government regulatory agencies, auditing departments of Iowa State University, and the ISU Institutional Review Board (a committee that reviews and approves research studies with human subjects) may inspect and/or copy your records for quality assurance and analysis. These records may contain private information.

Data collected from this survey may be released to other investigators for their research purposes. Data may be used to further study how colleges and universities support the development of personal and social responsibility. Data may also be used for other studies focusing on one or more of the dimensions of personal and social responsibility. Future investigators will not be provided with identifiers linking data to specific students. Data supplied to investigators will use a randomly generated alphanumeric code to mark unique records, but they will not be linked back to you in any way. Future investigators will be required to complete a data sharing agreement contractually obligating them to use data without identifiers and to store such information on a secure, password-protected network. Questions about this database and requests for removal of your data from this database should be made to Robert D. Reason, Ph.D., (rreason@iastate.edu) the Principal Investigator on this project.

You do not have to take this survey if you do not want to. If you agree to take this survey, but later change your mind, you may exit the survey at any time. You may also skip any question you do not wish to answer. There are no penalties or consequences of any kind if you decide that you do not want to participate.

If you have any questions about the rights of research subjects or research-related injury, please contact the IRB Administrator at Iowa State University by calling 515-294-4566 or by email at IRB@iastate.edu; or by mail at Director, Office of Responsible Research, 1138 Pearson Hall, Ames, IA 50011. If you have questions about this particular study, please contact the Principal Investigator, Robert Reason, at rreason@iastate.edu or the Co-Principal Investigator, Andrew Ryder, at aryder@iastate.edu.

Thank you very much for your time.

Please print a copy of this page for your records.

Consent

I acknowledge that I am 18 years of age or older, understand the statements above, and freely consent to participate in the study. Click on the "I Agree" button to begin the survey.

- ☐ I Agree
- ☐ I Do Not Agree



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Demographic

Demographic questions

Are you considered a full-time employee at this institution for at least 9 months out of the current academic year?

- ☐ Yes
- ☐ No

What is the highest degree you currently hold?

- ☐ Bachelors
- ☐ Masters
- ☐ Terminal professional degree (JD, MSW, etc.)
- ☐ PhD or EdD
- ☐ Other (please specify):

Please indicate:

- ☐ Male
- ☐ Female
- ☐ Transgender

Please indicate your racial/ethnic background (mark all that apply):

- | | |
|---|---|
| <input type="checkbox"/> White/Caucasian | <input type="checkbox"/> Mexican American/Chicano |
| <input type="checkbox"/> African American/Black | <input type="checkbox"/> Puerto Rican |
| <input type="checkbox"/> American Indian/Alaskan Native | <input type="checkbox"/> Other Latino |
| <input type="checkbox"/> Asian American/Asian | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Native Hawaiian/Pacific Islander | <input type="text"/> |

Which of the following choices best describes your current professional role at this institution?

- ☐ Academic Administration
- ☐ Faculty Member (e.g., primary teaching and/or research)
- ☐ Student Affairs Administration

What is your present academic rank?

- ☐ Does Not Apply
- ☐ Instructor
- ☐ Lecturer
- ☐ Assistant Professor
- ☐ Associate Professor
- ☐ Professor
- ☐ Other (please specify):

What is your tenure status at this institution?

- ☐ Does not apply
- ☐ Not on tenure track, but institution has a tenure system
- ☐ On tenure track, but not tenured
- ☐ Tenured
- ☐ Institution has no tenure system

How long have you been employed at this institution?

- ☐ Less than 1 year
- ☐ 1 to 3 years
- ☐ 4 to 7 years
- ☐ 8 to 15 years
- ☐ 16 to 24 years
- ☐ 25 years or more

In what area do you hold your primary academic appointment(s)?Choose a category: Choose a field: **Do you currently hold an administrative appointment? (Please mark all that apply.)**

- ☐ Not Applicable
- ☐ Department chair/Program coordinator
- ☐ Dean/Associate/Assistant dean
- ☐ Senior administrator (e.g., President, Provost, Vice President)

Excellence**Dimension: Striving for excellence**

This dimension includes developing a strong work ethic and consciously doing one's best in all aspects of college. A work ethic is a set of values that guide you in how you go about your personal and academic work that encompass a sense of personal accountability, responsibility, and dependability as well as being

self-disciplined, persistent, and resilient. It also includes having purpose, motivation, and the interpersonal skills to work well with others.

Please Rate your level of agreement with each statement

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
Helping students to develop a strong work ethic is a major focus of this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students to develop a strong work ethic should be a major focus of this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The characteristics of a strong work ethic are frequently emphasized and discussed in this campus community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This campus makes clear connections between having a strong work ethic and success in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This campus make clear connections between having a strong work ethic and success after college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my professional role at this institution, I help motivate students to become more self-disciplined, accountable, and responsible in their work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This campus community has high expectations for students in terms of their personal work ethic in non-academic areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your level of agreement with each statement.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgments
Students here typically have developed a strong work ethic prior to coming to college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have a stronger work ethic at the end of their studies here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional role at this institution helps students to further develop their work ethic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students feel it is important to develop a strong work ethic in their academic activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students feel it is important to develop a strong work ethic in their non-academic involvements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do the following groups communication high expectations for students in terms of their academic work?

	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment
Faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student affairs professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What programs or practices at this institution are especially effective at helping students to develop their work ethic? Please describe 1 or 2 examples below.

Integrity

Dimension: Cultivating academic integrity

This dimension involves having a sense of academic integrity. Academic integrity includes such qualities as honesty, fairness, and respect for others and their work. It also includes not allowing yourself or others to cheat or engaging in improper academic behaviors.

Please rate your level of agreement with each statement

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgments
Helping students develop a strong sense of academic integrity is a major focus of this institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students develop a strong sense of academic integrity should be a major focus of this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at this institution are academically honest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at this institution conduct themselves with respect for others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty at this institution understand the campus academic honesty policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty at this institution support the campus academic honesty policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The campus academic honesty policies help stop cheating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your level of agreement with each statement

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
Students on this campus typically come to college with a well-developed understanding of academic integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students usually have a better understanding of academic integrity when they graduate than they demonstrated at the beginning of college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do the following occur at this campus

	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment
Faculty reinforce the campus academic honesty policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal course syllabi define academic dishonesty (plagiarism, improper citation of Internet sources, buying papers, from	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment
others, cheating on assignments or tests, etc.)						
I have had meaningful discussions about academic integrity with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What experiences at this campus have helped students to strengthen their understanding of academic integrity? Please describe 1-2 examples below.

Community

Dimension: Contributing to a larger community

This dimension includes recognizing and acting on one's responsibility to your campus community, the local community, and the wider society, both nationally and globally. It also includes contributing to the greater good and an ability to accurately respond to the needs of others.

Please rate your level of agreement with each statement.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
The importance of contributing to a larger community and the greater good is a major focus of this institution		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The importance of contributing to a larger community and the greater good should be a major focus of this institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to a larger community and the greater good is a responsibility that this campus values and promotes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This campus actively promotes awareness of U.S. social, political, and economic issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This campus actively promotes awareness of global social, political, and economic issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your level of agreement with each statement.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
Students on this campus are aware of the importance of being involved in the community and contributing to the greater good prior to coming to college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students usually have an expanded awareness of the importance of being involved in the community and contributing to the greater good at the end of their time on campus than they had at the beginning of college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students usually have learned the skills necessary to effectively change society for the better by the end of their time on campus compared to the beginning of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
college						
Students usually have deepened their commitment to contribute to the greater good by the end of their time on campus compared to the beginning of college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do the following groups publicly advocate the need for students to become active and involved citizens?

	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment
Faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student affairs professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Within the past three years, how often have you done the following?

	Never	Not Very Often	Occasionally	Often	Almost Always
Overseen community-based projects that were officially connected to my courses or programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included materials on global, political, and economic issues in my courses or programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had meaningful discussions with students about the need to contribute to the greater good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged students to participate in community-based projects that were not connected to courses or programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in community-based projects that were not connected to my courses or programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What programs or practices at this campus are especially effective at helping students deepen their commitment to contributing to the larger community? Please describe 1 or 2 examples below.

Perspectives of others

Dimension: Taking seriously the perspectives of others

This dimension involves respecting the right of others to have different interpretations of the world. It includes the appreciation of well-founded opinions and perspectives that differ from your own and understanding that engaging with varied and unique viewpoints is necessary for excellence in learning.

Please rate your level of agreement with each statement.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
Helping students recognize the importance of taking seriously the perspectives of others is a major focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
of this campus						
Helping students recognize the importance of taking seriously the perspectives of others should be a major focus of this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This campus helps students understand the connection between appreciating various opinions and perspectives and being a well-informed citizen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is "safe" to hold unpopular positions on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
Faculty at this institution teach about the importance of considering diverse intellectual viewpoints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty at this institution help students think through new and challenging ideas or perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at this institution are respectful of one another when discussing controversial issues or perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This campus has high expectations for students in terms of their ability to take seriously the perspectives of others, especially those with whom the disagree	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please rate your level of agreement with each statement.						
	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
Students here are respectful of diverse perspectives when they first come to college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students usually have an increased capacity to learn from diverse perspectives at graduation than they had at the beginning of college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students here develop an increased ability to gather and thoughtfully use evidence to support their ideas during their studies on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During the time students are here, they develop an increased ability to understand evidence, analysis, and the perspectives of others even when they disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often do the following occur at this campus						
	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment
Classes help students explore diverse perspectives, cultures, and world views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out-of-class activities help students explore diverse perspectives, cultures, and world views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment
Classes encourage students to research ideas and explore controversial issues with various perspectives using evidence-based claims	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do the following groups publicly advocate the need for students to respect perspectives different from their own?

	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment
Faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student affairs professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What programs or practices at this institution are especially effective at helping students to further develop their ability to take seriously (but not necessarily agree with) the perspectives of others? Please describe 1 or 2 examples below.

Ethical and moral reasoning

Dimension: Refining ethical and moral reasoning and action

This dimension involves developing one's own personal and social values and being able to express and act upon those values responsibly. It requires that one develop a mature sense of moral sensitivity, reasoning, and personal character, and that one be able to identify and evaluate moral dilemmas and act appropriately.

Please rate your level of agreement with each statement.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
Helping students to develop their ethical and moral reasoning is a major focus of this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students to develop their ethical and moral reasoning should be a major focus of this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This campus helps students to develop their ethical and moral reasoning, including the ability to express and act upon personal values responsibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The importance of developing a personal sense of ethical and moral reasoning is frequently communicated to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Students feel they can go to the following groups to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
Faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student affairs professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your level of agreement with the each statements.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
Students have a well-developed capacity for moral and ethical reasoning when they first come to college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students usually have an increased capacity for ethical and moral reasoning at graduation than they had at the beginning of college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This campus provides opportunities for students to develop their ethical and moral reasoning in their academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This campus provides opportunities for students to develop their ethical and moral reasoning in their personal life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do the following occur at this campus?

	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment
Class activities, and the curriculum in general, provide opportunity for students to further develop their ethical and moral reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are opportunities outside the classroom for students to develop their ethical and moral reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my professional role, I encourage students to discuss the ethical aspects of the subject matter they are studying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What programs or practices at this institution are especially effective at helping students develop their ethical and moral reasoning? Please describe 1 or 2 examples below.

Thank you

Thank you

Thank you for taking the time to complete this survey. Your responses will help advance campus efforts to educate students for personal and social responsibility.