

PERSONAL AND SOCIAL RESPONSIBILITY INVENTORY

An Institutional Climate Measure

Student Survey Items
October 2016

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 your 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 at your institution. Your institution and the PSRI researchers will make every effort to keep your responses confidential. 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. Thank you very much for your time. Please print a copy of this page for your records.

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Consent

I acknowledge that I 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

About you

To help place your answers in context, we have a few questions to ask you.

What is the degree attained by your parent or guardian who has completed the most years of schooling?

- ☐ Do not know
- ☐ No high school
- ☐ Some high school
- ☐ High school graduate
- ☐ Some college
- ☐ Associate's/Technical degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctorate or professional degree (e.g., PhD, JD, MD, DDS)

Current religious affiliation:

- ☐ Baptist
- ☐ Buddhist
- ☐ Church of Christ
- ☐ Eastern Orthodox
- ☐ Episcopalian
- ☐ Hindu
- ☐ Jewish
- ☐ LDS (Mormon)
- ☐ Lutheran
- ☐ Methodist
- ☐ Muslim
- ☐ Presbyterian
- ☐ Quaker
- ☐ Roman Catholic
- ☐ Seventh Day Adventist
- ☐ United Church of Christ
- ☐ Other Christian
- ☐ Agnostic
- ☐ Atheist
- ☐ No religious affiliation
- ☐ Other (please specify): _____

When thinking about religious faith, which statement best describes you?

- ☐ I am deeply religious/devout in both faith and practice
- ☐ I consider myself to be religious and practice regularly
- ☐ I have faith, but it plays a modest role in my life
- ☐ Religion has no role in my life

Please indicate:

- ☐ Male
- ☐ Female
- ☐ Transgender/Gender Nonconforming
- ☐ Rather Not Say

Which of the following best describes you?

- ☐ Bisexual
- ☐ Heterosexual
- ☐ Lesbian/Gay
- ☐ Queer
- ☐ Questioning
- ☐ Rather Not Say

How old are you?

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

- ☐ Nonresident (International)
- ☐ Hispanics of any race
- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White

Are you an international student?

- ☐ Yes
- ☐ No

Please select all of the following conditions that you have been diagnosed with.

- ☐ Not applicable
- ☐ ADD/ADHD
- ☐ Autism spectrum (including Asperger's Syndrome)
- ☐ Blind or visual impairment
- ☐ Chronic health condition (e.g., diabetes, epilepsy)
- ☐ Deaf/Hard of hearing
- ☐ Learning disability
- ☐ Mobility or orthopedic impairment
- ☐ Psychological disability (e.g., bipolar disorder)
- ☐ Traumatic brain injury
- ☐ Other (please specify) _____

What is your current military status?

- ☐ Not Applicable
- ☐ Active Duty
- ☐ National Guard
- ☐ Reserves
- ☐ Retired
- ☐ ROTC
- ☐ Veteran
- ☐ Other (please specify) _____

Please indicate your service branch.

- ☐ Air Force
- ☐ Army
- ☐ Coast Guard
- ☐ Marine Corps
- ☐ Navy
- ☐ Other Defense Agency (please specify) _____

Your educational experiences

Did you begin college at this institution?

- ☐ Yes
- ☐ No

What year did you first enter this institution?

Are you enrolled as a:

- ☐ Full-time student
- ☐ Part-time student

Which best describes your current academic standing?

- ☐ First year
- ☐ Sophomore
- ☐ Junior
- ☐ Senior

What is your primary field of study?

(See appendix)

Since entering this college, how often have you participated in the following programs?

	Never	Once	Twice	Three or more times	Not sure
First-year seminar/first-year experience program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Core" course in general education taken by all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service as part of a course (i.e., service learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Original research with a faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capstone course/senior thesis/culminating project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Required diversity/global course/program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where do you currently reside?

- ☐ On-campus
- ☐ Off-campus

In a typical week, during the current term, how many hours do you spend doing the following activities?

	None	1-2	3-5	6-10	10-15	16-20	More than 20
Studying/homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with faculty during office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with faculty outside of class/office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering/community service outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital media entertainment (TV, movies, video games)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prayer/worship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fitness/exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meditation/Mindfulness practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends (online or in person)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please select the on-campus activities in which you are involved (Select all that apply).

- ☐ Student government
- ☐ Fraternity/sorority life
- ☐ Intramural sports
- ☐ Student organizations
- ☐ Religious or faith-based activities
- ☐ Residence Hall Association
- ☐ Intercollegiate Athletics (e.g., NCAA, NAIA)
- ☐ Club sports

Please select the type of student organizations in which you are involved (Select all that apply).

- ☐ Partisan political
- ☐ Ethnic/cultural/identity-based
- ☐ Social advocacy/issues-based
- ☐ Academic/Honors
- ☐ Social or recreational
- ☐ Religious/faith-based
- ☐ Community service-based
- ☐ Other (Please specify) _____

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 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 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 makes 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"/>
The 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. At this campus, the following groups help motivate students to become more self-disciplined, accountable, and responsible in their work.

	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"/>
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 each statement.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
I came to college with a strong work ethic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students develop a stronger work ethic because of their experiences at this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experiences at this campus have helped me to further develop my own work ethic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to develop a strong work ethic in my academic activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to develop a strong work ethic in my non-academic involvements	<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 following statement. How often do the following groups communicate 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 experiences at this campus have helped you to further develop your work ethic? Please describe 1-2 examples below.

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 Judgment
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 honest policies help stop cheating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I came 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"/>
My experiences at this campus have helped me develop a better understanding of academic integrity	<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 (including such issues as plagiarism, improper citation of Internet sources, buying papers from others, cheating on assignments or tests, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have thought seriously about issues of academic integrity since I have been in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had meaningful discussions about academic integrity with faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had meaningful discussions about academic integrity with senior administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had meaningful discussions about academic integrity with student affairs professionals	<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 you to strengthen your understanding of academic integrity? Please describe 1-2 examples below.

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 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"/>
The importance of contributing to a larger community 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"/>
Contributing to a larger community 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"/>
I came to college with a strong commitment to contribute to the greater good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experiences at this campus have helped me learn the skills necessary to effectively change society for the better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experiences at this campus have helped me deepen my commitment to contribute to the greater good	<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"/>

How often do the following events occur at this campus?

	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment
I participate in community-based projects that are officially connected to a course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in community-based projects that are not officially connected to a course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have meaningful discussions with other 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"/>	<input type="radio"/>

What experiences at this campus have helped you to deepen your commitment to contributing to the larger community? Please describe 1-2 examples below.

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 of this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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 connections 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"/>
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 they disagree	<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 following statement.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
I consistently respected perspectives different from my own when I first came to college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My experiences at this campus have:

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
further developed my respect for perspectives different from my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
increased my ability to learn from diverse perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
increased my ability to gather and thoughtfully use evidence to support my ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
increased my ability to understand the evidence, analysis, and perspectives of others, even when I disagree with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do the following events occur at this campus?

	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment
Classes help 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"/>
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 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 experiences at this campus have helped you to further develop your ability to take seriously (but not necessarily agree with) the perspectives of others? Please describe 1-2 examples below.

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 responsibly	<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"/>

Please rate your level of agreement with each statement. 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"/>
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 each statement.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
I came to college with a well-developed ability to consider the moral/ethical dimensions of issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I came to college with a well-developed ability to consider the moral/ethical consequences of my own actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experiences at this campus have further developed my ability to consider the moral/ethical dimensions of issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experiences at this campus have further developed my ability to consider the moral/ethical consequences of my own actions	<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"/>
Students at this campus are encouraged to take actions to promote a more moral and ethical world	<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 you to further develop your ethical and moral reasoning? Please describe 1-2 examples below.

Openness to Diversity and Challenge

Please rate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I enjoy having discussions with people whose ideas and values are different from my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The real value of a college education lies in being introduced to different values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy talking with people who have values different from mine because it helps me understand myself and my values better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning about people from different cultures is a very important part of my college education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy taking courses that challenge my beliefs and values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The courses I enjoy the most are those that make me think about things from a different perspective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contacts with individuals whose background (e.g., race, national origin, sexual orientation) is different from my own is an essential part of my college education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy courses that are intellectually challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mental Health Continuum-Short Form

In the past 2 weeks, how often did you feel...

	Never	Once or Twice	About Once a Week	2-3 Times a Week	Almost Every Day	Every Day
happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interested in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
satisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
that you had something important to contribute to society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
that you belonged to a community (like a social group, your neighborhood, your city)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
that our society is becoming a better place for people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
that people are basically good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
that the way our society works makes sense to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
that you liked most parts of your personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
good at managing the responsibilities of your daily life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
that you had warm and trusting relationships with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
that you have experiences that challenge you to grow and become a better person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
confident to think or express your own ideas and opinions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
that your life has a sense of direction or meaning to it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Activism Orientation Scale

Please respond to the following questions by indicating how likely it is that you will engage in each of the following activities in the future.

	Extremely Unlikely	Unlikely	Likely	Extremely Likely
Display a poster or bumper sticker with a political message?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Invite a friend to attend a meeting of a political organization or event?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Purchase a poster, t-shirt, etc. that endorses a political point of view?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serve as an officer in a political organization?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend an informational meeting of a political group?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organize a political event (e.g. talk, support group, march)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give a lecture or talk about a social or political issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go out of your way to collect information on a social or political issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campaign door-to-door for a political candidate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Present facts to contest another person's social or political statement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Donate money to a political candidate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vote in a non-presidential federal, state, or local election?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send a letter or e-mail expressing a political opinion to the editor of a periodical or television show?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confront jokes, statements, or innuendoes that opposed a particular group's cause?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please respond to the following questions by indicating how likely it is that you will engage in each of the following activities in the future.

	Extremely Unlikely	Unlikely	Likely	Extremely Likely
Boycott a product for political reasons?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distribute information representing a particular social or political group's cause?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send a letter or email about a political issue to a public official?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend a talk on a particular group's social or political concerns?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend a political organization's regular planning meeting?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sign a petition for a political cause?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage a friend to join a political organization?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try to change a friend's or acquaintance's mind about a social or political issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Donate money to a political organization?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try to change a relative's mind about a social or political issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wear a t-shirt or button with a political message?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep track of the views of members of Congress regarding an issue important to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in discussion groups designed to discuss issues or solutions of a particular social or political group?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campaign by phone for a political candidate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

Please click the next button to end the survey.

Appendix

1= Arts and Humanities	39= Aeronautical or Astronautical Engineering	73= Public Policy
2= Art, fine and applied	40= Civil Engineering	74= Social Work
3= English (language and humanities)	41= Chemical Engineering	75= Sociology
4= History	42= Computer Engineering	76= Women's Studies
5= Journalism	43= Electrical or Electronic Engineering	77= Other Social Science
6= Language and Literature (except English)	44= Industrial Engineering	78= Technical
7= Music	45= Mechanical Engineering	79= Building Trades
8= Philosophy	46= Other Engineering	80= Data Processing or Computer Programming
9= Speech	47= Physical Science	81= Drafting and Design
10= Theatre or Drama	48= Astronomy	82= Electronics
11= Theology or Religion	49= Atmosphere Science (including Meteorology)	83= Mechanics
12= Other Arts and Humanities	50= Chemistry	84= Other Technical
13= Biological Science	51= Earth Science	85= Other Fields
14= Biology (general)	52= Marine Science (including Oceanography)	86= Agriculture
15= Biochemistry or Biophysics	53= Mathematics	87= Communications
16= Botany	54= Physics	88= Computer Science
17= Environmental Science	55= Other Physical Science	89= Forestry
18= Marine (Life) Biology	56= Professional	90= Kinesiology
19= Microbiology or Bacteriology	57= Architecture or Urban Planning	91= Law Enforcement
20= Zoology	58= Family & Consumer Sciences	92= Military Science
21= Other Biological Science	59= Health Technology (medical, dental, laboratory)	93= Other Field
22= Business	60= Library or Archival Science	94= Undecided
23= Accounting	61= Medicine, Dentistry, Veterinary Medicine	
24= Business Admin. (general)	62= Nursing	
25= Finance	63= Pharmacy	
26= International Business	64= Therapy (occupational, physical, speech)	
27= Marketing	65= Other Professional	
28= Management	66= Social Science	
29= Secretarial Studies	67= Anthropology	
30= Other Business	68= Economics	
31= Education	69= Ethnic Studies	
32= Business Education	70= Geography	
33= Elementary Education	71= Political Science (government, international relations)	
34= Music or Art Education	72= Psychology	
35= Physical Education		
36= Special Education		
37= Other Education		
38= Engineering		

About the PSRI and AAC&U

The Personal and Social Responsibility Inventory (PSRI): An Institutional Climate Measure is a campus climate survey developed originally as part of an initiative called Core Commitments: Educating Students for Personal and Social Responsibility. Sponsored by the Association of American Colleges and Universities and directed by Caryn McTighe Musil, Core Commitments was supported by a grant from the John Templeton Foundation. The initial inventory was developed in 2006 by L. Lee Knefelkamp, Teachers College, Columbia University, who consulted with Richard Hersh, Council for Aid to Education, and drew on the research assistance of Lauren Ruff. The initial inventory was then refined in cooperation with Eric L. Dey and associates at the University of Michigan's Center for the Study of Higher and Postsecondary Education and refined after Dey's death by Robert D. Reason, at Iowa State University.

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises 1250 member institutions—including accredited public and private colleges and universities of every type and size.

