PERSONAL AND SOCIAL RESPONSIBILITY INVENTORY
An Institutional Climate Measure

SAMPLE

Institutional Report of Student Responses

DATE

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An Institutional Climate Measure

Introduction

Thank you for participating in the Personal and Social Responsibility Inventory (PSRI). The Research Institute for Studies in Education (RISE) at Iowa State University, in partnership with the Association of American Colleges & Universities (AAC&U), would like to express our appreciation for your support, interest, and participation in the PSRI.

The PSRI is a climate instrument designed to assess students' and campus professionals' perceptions of institutional support and opportunities for education in personal and social responsibility. Your involvement, along with the involvement of other institutions, allows us to not only provide data for institutional improvement, but also continue exploration into interventions and strategies that will inform a national conversation on ways to strengthen learning for personal and social responsibility. The data in this report allow your campus to make empirically informed decisions and improve your students' learning; the research emerging from this project informs good practice for the development of personal and social responsibility for all students.

Along with this report, your institution receives a student dataset that can be linked directly to existing institutional datasets. This dataset can be used to contribute to understanding how perceptions vary within and across groups, analyzing assets and gaps in curricular and co-curricular offerings, confirming or challenging existing beliefs about the campus climate, making decisions about resources and future areas of work, and enhancing the educational experience of students.

Again, we thank you for your participation in this study, and we encourage your future involvement with the PSRI. If you have any questions, please contact the RISE office at (515) 294-6234 or email: psri@iastate.edu.

Sincerely,

Robert D. Reason
Professor of Education
Iowa State University

Using the Report

The report is organized into multiple sections that array data in meaningful and useful ways. The data include student respondent demographic and academic characteristics, item responses and factor scores, and a section listing all open-ended responses. For the purposes of this report, all national norms are calculated using data collected from the PSRI in the last four years. The report sections are listed below:

Student Characteristics and Activities: This section includes student responses to demographic characteristics, participation in high-impact practices (Table 1), and involvement in activities and student organizations (Tables 2 through 4).

Factor Scores: This section presents factor scores for survey respondents. A factor contains individual items that measure a similar concept. A complete explanation of factors, as well as how the PSRI factors were derived, can be found on the PSRI website (www.psri.hs.iastate.edu). Table 5 provides a comparison of student factor scores, which are averages of responses for each set of items, for the institution and the national norms. Table 6 provides the mean and standard deviation of the growth factor that spans the five dimensions of the PSRI. It also includes the means and standard deviations of the component items of the factor.

Dimension-Specific Items and Factor Scores: This section (Tables 7 through 38) provides frequency and descriptive summaries of PSRI items and factors within each of the five dimensions. Each dimension sub-section begins with tables displaying the number and percentage of students indicating a particular response, the institutional mean and standard deviation, and the national mean and standard deviation. The end of each dimension section provides a summary of the factors associated with each dimension and the component items of that factor. The factor tables include the means and standard deviations of the component items and the factor.

Open-ended Responses: The final section of this report includes all open-ended responses in the PSRI. The final item for each dimension on the survey allowed participants to provide a written response. These responses have not been edited, although PSRI staff members have attempted to identify and remove any names/other identifiable information included in the responses in order to avoid the negative-targeting of a member of the campus community. [Note: Although we took great pains to clean these responses in this manner, we cannot guarantee that we eliminated all personally identifiable information.]

PSRI Dimension Descriptions

The Personal and Social Responsibility Inventory assesses campus climate on five dimensions of personal and social responsibility that describe developmentally appropriate goals for students in college.

Striving for Excellence

- Developing a strong work ethic and consciously doing one's very best in all aspects of college

Cultivating Academic Integrity

- Recognizing and acting on a sense of honor, ranging from honesty, fairness, and respect for others and their work to engaging with a formal academic honors code

Contributing to a Larger Community

- Recognizing and acting on one's responsibility to the educational community and the wider society, locally, nationally, and globally

Taking Seriously the Perspectives of Others

- Recognizing and acting on the obligation to inform one's own judgment; engaging diverse and competing perspectives as a resource for learning, citizenship, and work

Developing Competence in Ethical and Moral Reasoning and Action

- Developing ethical and moral reasoning in ways that incorporate the other four responsibilities; using such reasoning in learning and in life

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Respondent Characteristics

	N	Percent
Gender		
Male	2	20
Female	2	20
Transgender/Gender Nonconforming	3	30
Rather Not Say	3	30
Total	10	
Age		
18 or younger	1	10
19	0	0
20	1	10
21	0	0
22	0	0
23	0	0
24 or older	8	80
Total	10	
Race		
Nonresident (International)	0	0
Hispanic of any race	0	0
American Indian/Alaska Native	0	0
Asian American/Asian	0	0
African American/Black	0	0
Native Hawaiian/Pacific Islander	0	0
White/Caucasian	0	0
Multiracial	10	100
Total	10	

Respondent Characteristics cont.

	N	Percent
Enrollment Status		
Full-time	5	50
Part-time	5	50
Total	10	
Class Year		
First year	2	20
Sophomore	4	40
Junior	1	10
Senior	3	30
Total	10	
Major Category		
Art and Humanities	0	0
Biological Science	2	20
Business	1	10
Education	1	10
Engineering	1	10
Physical Science	0	0
Professional	1	10
Social Science	2	20
Technical	2	20
Other Field	0	0
Total	10	
Residence		
On-campus	3	30
Off-campus	7	70
Total	10	

Table 1: Participation

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

	N	Never	Once	Twice	Three or more times	Not sure
First-year seminar or first-year experience program	9	3 33%	0 0%	4 44%	2 22%	1
Core course in general education taken by all students	4	0 0%	0 0%	3 75%	1 25%	6
Learning community	9	2 22%	4 44%	1 11%	2 22%	1
Community service as part of a course (i.e., service learning)	6	2 33%	1 17%	2 33%	1 17%	4
Internship	8	2 25%	3 38%	2 25%	1 12%	2
Original research with a faculty member	7	1 14%	1 14%	1 14%	4 57%	3
Study abroad	9	3 33%	4 44%	2 22%	0 0%	1
Capstone course or senior thesis or culminating project	10	7 70%	0 0%	2 20%	1 10%	0
Required diversity or global course or program	10	2 20%	3 30%	1 10%	4 40%	0

Note: Percentages may not equal 100% because of rounding.

Table 2: Activities

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

	N	None	1 to 2	3 to 5	6 to 10	11 to 15	16 to 20	More than 20
Studying/homework	10	1 10%	2 20%	1 10%	1 10%	2 20%	2 20%	1 10%
Talking with faculty during office hours	10	0 0%	3 30%	2 20%	1 10%	1 10%	2 20%	1 10%
Interacting with faculty outside of class/office hours	10	2 20%	1 10%	1 10%	2 20%	0 0%	1 10%	3 30%
Volunteering/community service outside of class	10	1 10%	2 20%	3 30%	2 20%	0 0%	2 20%	0 0%
Employment on campus	10	2 20%	2 20%	3 30%	2 20%	0 0%	0 0%	1 10%
Employment off campus	10	2 20%	0 0%	1 10%	1 10%	0 0%	2 20%	4 40%
Digital media entertainment (TV, movies, video games)	10	2 20%	1 10%	0 0%	0 0%	3 30%	2 20%	2 20%
Prayer/worship	10	0 0%	1 10%	2 20%	3 30%	2 20%	1 10%	1 10%
Fitness/exercise	10	3 30%	3 30%	1 10%	1 10%	0 0%	1 10%	1 10%
Meditation/Mindfulness practices	10	0 0%	2 20%	1 10%	1 10%	1 10%	2 20%	3 30%
Socializing with friends (online or in person)	10	3 30%	0 0%	1 10%	2 20%	2 20%	2 20%	0 0%

Note: Percentages may not equal 100% because of rounding.

Table 3: Activities cont.
Please select the on-campus activities in which you are involved (Select all that apply).

	N	Percent
Student government	2	20
Fraternity/sorority life	5	50
Intramural sports	6	60
Student organizations	5	50
Religious or faith-based activities	6	60
Residence Hall Association	3	30
Intercollegiate Athletics (e.g., NCAA, NAIA)	6	60
Club sports	1	10

Note: Percentages do not add up to 100%.

Table 4: Activities cont.

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

	N	Percent
Partisan political	7	70
Ethnic/cultural/identity-based	7	70
Social advocacy/issues-based	9	90
Academic/Honors	7	70
Social or recreational	9	90
Religious/faith-based	8	80
Community service-based	4	40
Other (please specify)	8	80

Note: Percentages do not add up to 100%.

Student Factor Score and Component Items

Table 5: Institutional and National Student Factor Scores

	Institutional		National	
	Mean	SD	Mean	SD
Students' Perceptions of Their Growth on the Dimensions	2.97	0.65	3.99	0.77
Striving for Excellence				
Overall Climate for Excellence	3.15	0.85	3.86	0.91
Motivation to Develop a Strong Work Ethic	2.85	0.58	3.88	0.79
Communicating Expectations about Excellence	2.67	0.87	3.86	0.98
Developing a Strong Work Ethic	2.83	0.94	4.59	0.57
Cultivating Academic Integrity				
General Climate for Academic Integrity	2.96	0.71	4.02	0.78
Faculty Roles in Academic Integrity	3.06	0.84	4.51	0.59
Developing Academic Integrity	2.60	1.18	2.46	1.14
Contributing to a Larger Community				
General Climate for Contributing to a Larger Community	3.15	0.60	4.02	1.07
Advocating for Contributing to a Larger Community	2.97	0.95	3.58	0.95
Developing a Commitment to Contributing to a Larger Community	3.07	1.19	2.78	1.03
Taking Seriously the Perspectives of Others				
General Climate for Perspective Taking	3.12	0.57	3.93	0.80
Advocating for Perspective Taking	3.02	0.76	3.70	0.85
Developing Perspective Taking	2.50	0.96	4.27	0.79
Refining Ethical and Moral Reasoning and Action				
General Climate for Ethical and Moral Reasoning	2.65	0.63	3.88	0.84
Sources of Support for Ethical and Moral Reasoning	2.79	1.31	3.76	0.85

Table 6: Students' Perceptions of Their Growth on the Dimensions

	Institutional		National	
	Mean	SD	Mean	SD
Students' perceptions of their growth on the dimensions	**2.97**	**0.65**	**3.99**	**0.77**
Students develop a stronger work ethic because of their experiences at this campus	3.00	1.77	3.94	0.99
My experiences at this campus have helped me to further develop my own work ethic	2.63	1.41	4.09	1.04
My experiences at this campus have helped me develop a better understanding of academic integrity	3.11	1.69	3.94	1.06
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	3.71	1.50	3.85	1.27
My experiences at this campus have helped me deepen my commitment to contribute to the greater good	3.22	1.20	3.77	1.28
My experiences at this campus have increased my ability to learn from diverse perspectives	2.50	1.51	4.23	0.91
My experiences at this campus have further developed my ability to consider the moral/ethical dimensions of issues	2.63	1.41	4.09	0.97

Striving for Excellence

Table 7: Striving for Excellence

	N	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment	Institutional Mean	SD	National Mean	SD
Helping students to develop a strong work ethic is a major focus of this campus	5	1 20%	1 20%	2 40%	0 0%	1 20%	5	**2.80**	**1.48**	3.95	1.01
Helping students to develop a strong work ethic should be a major focus of this campus	10	2 20%	1 10%	2 20%	3 30%	2 20%	0	**3.20**	**1.48**	4.59	0.57
The characteristics of a strong work ethic are frequently emphasized and discussed in this campus community	9	3 33%	0 0%	1 11%	1 11%	4 44%	1	**3.33**	**1.87**	3.66	1.08
This campus makes clear connections between having a strong work ethic and success in college	8	1 12%	4 50%	12%	1 12%	1 12%	2	**2.63**	**1.30**	3.89	1.06
This campus makes clear connections between having a strong work ethic and success after college	6	0 0%	0 0%	4 67%	1 17%	1 17%	4	**3.50**	**0.84**	3.88	1.08
This campus community has high expectations for students in terms of their personal work ethic in non-academic areas	8	1 12%	2 25%	1 12%	2 25%	2 25%	2	**3.25**	**1.49**	3.91	1.09

Note: Percentages may not equal 100% because of rounding.
Scale: (1) Strongly Disagree to (5) Strongly Agree.

Table 8: Striving for Excellence cont.

At this campus, the following groups help motivate students to become more self-disciplined, accountable, and responsible in their work:

	N	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment	Institutional Mean	SD	National Mean	SD
Faculty members	7	0 0%	2 29%	2 29%	0 0%	3 43%	3	**3.57**	**1.40**	4.36	0.84
Senior administrators	9	2 22%	5 56%	0 0%	1 11%	1 11%	1	**2.33**	**1.32**	3.58	1.22
Student affairs professionals	9	1 11%	3 33%	1 11%	1 11%	3 33%	1	**3.22**	**1.56**	3.70	1.16
Students	10	2 20%	3 30%	2 20%	3 30%	0 0%	0	**2.60**	**1.17**	3.67	1.05

Note: Percentages may not equal 100% because of rounding.

Scale: (1) Strongly Disagree to (5) Strongly Agree.

Table 9: Striving for Excellence cont.

	N	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment	**Institutional**		National	
								Mean	**SD**	Mean	SD
I came to college with a strong work ethic	7	1 14%	2 29%	0 0%	1 14%	3 43%	3	**3.43**	**1.72**	3.50	1.50
Students develop a stronger work ethic because of their experiences at this campus	8	2 25%	2 25%	1 12%	0 0%	3 38%	2	**3.00**	**1.77**	3.94	0.99
My experiences at this campus have helped me to further develop my own work ethic	8	3 38%	0 0%	2 25%	3 38%	0 0%	2	**2.63**	**1.41**	4.09	1.04
It is important to develop a strong work ethic in my academic activities	9	3 33%	2 22%	2 22%	1 11%	1 11%	1	**2.44**	**1.42**	4.65	0.66
It is important to develop a strong work ethic in my non-academic involvements	8	2 25%	2 25%	1 12%	2 25%	1 12%	2	**2.75**	**1.49**	4.61	0.68

Note: Percentages may not equal 100% because of rounding.
Scale: (1) Strongly Disagree to (5) Strongly Agree.

Table 10: Striving for Excellence cont.

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

	N	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment	Institutional		National	
								Mean	SD	Mean	SD
Faculty members	7	1 14%	1 14%	1 14%	2 29%	2 29%	3	3.43	1.51	4.37	0.84
Senior administrators	7	2 29%	3 43%	0 0%	0 0%	2 29%	3	2.57	1.72	3.63	1.32
Student affairs professionals	8	2 25%	3 38%	2 25%	0 0%	1 12%	2	2.38	1.30	3.58	1.25
Students	8	0 0%	4 50%	3 38%	1 12%	0 0%	2	2.63	0.74	3.50	1.50

Note: Percentages may not equal 100% because of rounding.
Scale: (1) Almost Never to (5) Almost Always.

Table 11: Overall Climate for Excellence

	Institutional		National	
	Mean	SD	Mean	SD
Overall climate for excellence	**3.15**	**0.85**	**3.86**	**0.91**
Helping students develop a strong work ethic is a major focus of this campus	2.80	1.48	3.95	1.01
The characteristics of a strong work ethic are frequently emphasized and discussed in this campus community	3.33	1.87	3.66	1.08
This campus makes clear connections between having a strong work ethic and success in college	2.63	1.30	3.89	1.06
This campus makes clear connections between having a strong work ethic and success after college	3.50	0.84	3.88	1.08
This campus community has high expectations for students in terms of their personal work ethic in non-academic areas	3.25	1.49	3.91	1.09

Table 12: Motivation to Develop a Strong Work Ethic

	Institutional		National	
	Mean	SD	Mean	SD
Motivation to develop a strong work ethic	**2.85**	**0.58**	**3.88**	**0.79**
At this campus, **faculty members** help motivate students to become more self-disciplined, accountable, and responsible in their work	3.57	1.40	4.36	0.84
At this campus, **senior administrators** help motivate students to become more self-disciplined, accountable, and responsible in their work	2.33	1.32	3.58	1.22
At this campus, **student affairs professionals** help motivate students to become more self-disciplined, accountable, and responsible in their work	3.22	1.56	3.70	1.16
At this campus, **students** help motivate students to become more self-disciplined, accountable, and responsible in their work	2.60	1.17	3.67	1.05
My experiences at this campus have helped me to further develop my own work ethic	2.63	1.41	4.09	1.04

Table 13: Communicating Expectations about Excellence

	Institutional		National	
	Mean	SD	Mean	SD
Communicating expectations about excellence	**2.67**	**0.87**	**3.86**	**0.98**
How often do **senior administrators** communicate high expectations for students in terms of their academic work?	2.57	1.72	3.63	1.32
How often do **faculty members** communicate high expectations for students in terms of their academic work?	3.43	1.51	4.37	0.84
How often do **student affairs professionals** communicate high expectations for students in terms of their academic work?	2.38	1.30	3.58	1.25

Table 14: Developing a Strong Work Ethic

	Institutional		National	
	Mean	SD	Mean	SD
Developing a strong work ethic	**2.83**	**0.94**	**4.59**	**0.57**
Helping students develop a strong work ethic **should be** a major focus of this campus	3.20	1.48	4.59	0.57
It is important to develop a strong work ethic in my academic activities	2.44	1.42	4.65	0.66
It is important to develop a strong work ethic in my non-academic involvements	2.75	1.49	4.61	0.68

Cultivating Academic Integrity

Table 15: Cultivating Academic Integrity

	N	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment	**Institutional**		National	
								Mean	**SD**	Mean	SD
Helping students develop a strong sense of academic integrity is a major focus of this institution	7	1 14%	1 14%	3 43%	0 0%	2 29%	3	**3.14**	**1.46**	4.32	0.88
Helping students develop a strong sense of academic integrity should be a major focus of this campus	7	1 14%	1 14%	1 14%	1 14%	3 43%	3	**3.57**	**1.62**	3.50	1.50
Students at this institution are academically honest	8	1 12%	4 50%	1 12%	2 25%	0 0%	2	**2.50**	**1.07**	3.91	0.99
Students at this institution conduct themselves with respect for others	9	3 33%	1 11%	3 33%	2 22%	0 0%	1	**2.44**	**1.24**	3.96	0.97
Faculty at this institution understand the campus academic honesty policies	8	1 12%	1 12%	2 25%	2 25%	2 25%	2	**3.38**	**1.41**	4.60	0.70
Faculty at this institution support the campus academic honesty policies	10	2 20%	2 20%	1 10%	2 20%	3 30%	0	**3.20**	**1.62**	4.62	0.69
The campus academic honesty policies help stop cheating	7	0 0%	2 29%	1 14%	2 29%	2 29%	3	**3.57**	**1.27**	3.88	1.10
I came to college with a well-developed understanding of academic integrity	7	0 0%	2 29%	4 57%	1 14%	0 0%	3	**2.86**	**0.69**	3.50	1.50
My experiences at this campus have helped me develop a better understanding of academic integrity	9	3 33%	0 0%	1 11%	3 33%	2 22%	1	**3.11**	**1.69**	3.94	1.06

Note: Percentages may not equal 100% because of rounding.
Scale: (1) Strongly Disagree to (5) Strongly Agree.

Table 16: Cultivating Academic Integrity cont.

How often do the following occur at this campus?

	N	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment	Institutional		National	
								Mean	**SD**	Mean	SD
Faculty reinforce the campus academic honesty policies	8	0 0%	3 38%	2 25%	2 25%	1 12%	2	**3.13**	**1.13**	4.15	1.00
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.)	7	2 29%	2 29%	3 43%	0 0%	0 0%	3	**2.14**	**0.90**	4.67	0.70
I have thought seriously about issues of academic integrity since I have been in college	9	6 67%	1 11%	0 0%	1 11%	1 11%	1	**1.89**	**1.54**	3.37	1.28
I have had meaningful discussions about academic integrity with faculty members	8	2 25%	2 25%	3 38%	0 0%	1 12%	2	**2.50**	**1.31**	2.44	1.36
I have had meaningful discussions about academic integrity with senior administrators	8	3 38%	2 25%	1 12%	1 12%	1 12%	2	**2.38**	**1.51**	1.99	1.32
I have had meaningful discussions about academic integrity with student affairs professionals	9	1 11%	3 33%	1 11%	3 33%	1 11%	1	**3.00**	**1.32**	2.03	1.33

Note: Percentages may not equal 100% because of rounding.

Scale: (1) Almost Never to (5) Almost Always.

Table 17: General Climate for Academic Integrity

	Institutional		National	
	Mean	SD	Mean	SD
General climate for academic integrity	**2.96**	**0.71**	**4.02**	**0.78**
Helping students develop a strong sense of academic integrity **is** a major focus of this institution	3.14	1.46	4.32	0.88
Students at this institution are academically honest	2.50	1.07	3.91	0.99
Students at this institution conduct themselves with respect for others	2.44	1.24	3.96	0.97
The campus academic honesty policies help stop cheating	3.57	1.27	3.88	1.10

Table 18: Faculty Roles in Academic Integrity

	Institutional		National	
	Mean	SD	Mean	SD
Faculty roles in academic integrity	**3.06**	**0.84**	**4.51**	**0.59**
Faculty at this institution understand the campus academic honesty policies	3.38	1.41	4.60	0.70
Faculty at this institution support the campus academic honesty policies	3.20	1.62	4.62	0.69
Faculty reinforce the campus academic honesty policies	3.13	1.13	4.15	1.00
Formal course syllabi define academic dishonesty (plagiarism, improper citation of Internet sources, buying papers from others, cheating on assignments or tests, etc.)	2.14	0.90	4.67	0.70

Table 19: Developing Academic Integrity

	Institutional		National	
	Mean	SD	Mean	SD
Developing academic integrity	**2.60**	**1.18**	**2.46**	**1.14**
I have thought seriously about issues of academic integrity since I have been in college	1.89	1.54	3.37	1.28
I have had meaningful discussions about academic integrity with **faculty members**	2.50	1.31	2.44	1.36
I have had meaningful discussions about academic integrity with **senior administrators**	2.38	1.51	1.99	1.32
I have had meaningful discussions about academic integrity with **student affairs professionals**	3.00	1.32	2.03	1.33

Contributing to a Larger Community

Table 20: Contributing to a Larger Community

	N	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment	Institutional		National	
								Mean	**SD**	Mean	SD
The importance of contributing to a larger community is a major focus of this campus	8	3 38%	2 25%	1 12%	1 12%	1 12%	2	**2.38**	**1.51**	3.97	1.20
The importance of contributing to a larger community should be a major focus of this campus	10	2 20%	2 20%	1 10%	3 30%	2 20%	0	**3.10**	**1.52**	4.23	1.14
Contributing to a larger community is a responsibility that this campus values and promotes	8	2 25%	0 0%	2 25%	1 12%	3 38%	2	**3.38**	**1.69**	4.04	1.19
This campus actively promotes awareness of U.S. social, political, and economic issues	8	3 38%	2 25%	1 12%	1 12%	1 12%	2	**2.38**	**1.51**	3.50	1.50
This campus actively promotes awareness of global social, political, and economic issues	7	1 14%	2 29%	0 0%	1 14%	3 43%	3	**3.43**	**1.72**	3.50	1.50
I came to college with a strong commitment to contribute to the greater good	7	2 29%	3 43%	1 14%	1 14%	0 0%	3	**2.14**	**1.07**	3.50	1.50
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	7	1 14%	0 0%	2 29%	1 14%	3 43%	3	**3.71**	**1.50**	3.85	1.27
My experiences at this campus have helped me learn the skills necessary to effectively change society for the better	9	2 22%	0 0%	2 22%	4 44%	1 11%	1	**3.22**	**1.39**	3.50	1.50
My experiences at this campus have helped me deepen my commitment to contribute to the greater good	9	0 0%	3 33%	3 33%	1 11%	2 22%	1	**3.22**	**1.20**	3.77	1.28

Note: Percentages may not equal 100% because of rounding.
Scale: (1) Strongly Disagree to (5) Strongly Agree.

Table 21: Contributing to a Larger Community cont.
How often do the following groups publicly advocate the need for students to become active and involved citizens?

	N	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment	**Institutional**		National	
								Mean	**SD**	Mean	SD
Faculty members	9	1 11%	1 11%	3 33%	2 22%	2 22%	1	**3.33**	**1.32**	3.70	1.08
Senior administrators	9	0 0%	3 33%	1 11%	2 22%	3 33%	1	**3.56**	**1.33**	3.37	1.29
Student affairs professionals	9	2 22%	3 33%	2 22%	1 11%	1 11%	1	**2.56**	**1.33**	3.55	1.27
Students	8	4 50%	1 12%	2 25%	1 12%	0 0%	2	**2.00**	**1.20**	3.70	1.07

Note: Percentages may not equal 100% because of rounding.
Scale: (1) Almost Never to (5) Almost Always.

Table 22: Contributing to a Larger Community cont.

How often do the following occur at this campus?

	N	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment	Institutional		National	
								Mean	SD	Mean	SD
I participate in community-based projects that are officially connected to a course	8	0 0%	2 25%	0 0%	5 62%	1 62%	2	**3.63**	**1.06**	2.47	1.32
I participate in community-based projects that are not officially connected to a course	8	4 50%	1 12%	1 12%	0 0%	2 25%	2	**2.38**	**1.77**	2.76	1.29
I have meaningful discussions with other students about the need to contribute to the greater good	8	0 0%	2 25%	3 38%	1 12%	2 25%	2	**3.38**	**1.19**	3.10	1.29

Note: Percentages may not equal 100% because of rounding.
Scale: (1) Almost Never to (5) Almost Always.

Table 23: General Climate for Contributing to a Larger Community

	Institutional		National	
	Mean	SD	Mean	SD
General climate for contributing to a larger community	**3.15**	**0.60**	**4.02**	**1.07**
The importance of contributing to a larger community **is** a major focus of this campus	2.38	1.51	3.97	1.20
The importance of contributing to a larger community **should be** a major focus of this campus	3.10	1.52	4.23	1.14
Contributing to a larger community is a responsibility that this campus values and promotes	3.38	1.69	4.04	1.19
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	3.71	1.50	3.85	1.27

Table 24: Advocating for Contributing to a Larger Community

	Institutional		National	
	Mean	SD	Mean	SD
Advocating for contributing to a larger community	**2.97**	**0.95**	**3.58**	**0.95**
How often do **senior administrators** publicly advocate the need for students to become active and involved citizens?	3.56	1.33	3.37	1.29
How often to **faculty members** publicly advocate the need for students to become active and involved citizens?	3.33	1.32	3.70	1.08
How often do **student affairs professionals** publicly advocate the need for students to become active and involved citizens?	2.56	1.33	3.55	1.27
How often do **students** publicly advocate the need for students to become active and involved citizens?	2.00	1.20	3.70	1.07

Table 25: Developing a Commitment to Contributing to a Larger Community

	Institutional		National	
	Mean	SD	Mean	SD
Developing a commitment to contributing to a larger community	**3.07**	**1.19**	**2.78**	**1.03**
I participate in community-based projects that **are** officially connected to a course	3.63	1.06	2.47	1.32
I participate in community-based projects that **are not** officially connected to a course	2.38	1.77	2.76	1.29
I have meaningful discussions with other students about the need to contribute to the greater good	3.38	1.19	3.10	1.29

Taking Seriously the Perspectives of Others

Table 26: Taking Seriously the Perspectives of Others

	N	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment	Institutional		National	
								Mean	**SD**	Mean	SD
Helping students recognize the importance of taking seriously the perspectives of others is a major focus of this campus	10	0 0%	2 20%	1 10%	3 30%	4 20%	0	**3.90**	**1.20**	3.97	1.02
Helping students recognize the importance of taking seriously the perspectives of others should be a major focus of this campus	7	2 29%	1 14%	2 29%	1 14%	1 14%	3	**2.71**	**1.50**	3.50	1.50
This campus helps students understand the connection between appreciating various opinions and perspectives and being a well-informed citizen	9	4 44%	0 0%	0 0%	4 44%	1 11%	1	**2.78**	**1.72**	3.93	1.03
It is safe to hold unpopular positions on this campus	9	0 0%	0 0%	2 22%	3 33%	4 44%	1	**4.22**	**0.83**	3.54	1.22
Faculty at this institution teach about the importance of considering diverse intellectual viewpoints	7	3 43%	0 0%	2 29%	2 29%	0 0%	3	**2.43**	**1.40**	4.05	0.97
Faculty at this institution help students think through new and challenging ideas or perspectives	8	2 25%	2 25%	0 0%	3 38%	1 12%	2	**2.88**	**1.55**	4.22	0.89
Students at this institution are respectful of one another when discussing controversial issues or perspectives	9	1 11%	3 33%	3 33%	2 22%	0 0%	1	**2.67**	**1.00**	3.81	1.09

Note: Percentages may not equal 100% because of rounding.
Scale: (1) Strongly Disagree to (5) Strongly Agree.

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Table 27: Taking Seriously the Perspectives of Others cont.

	N	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment	Institutional		National	
								Mean	SD	Mean	SD
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	8	1 12%	2 25%	2 25%	2 25%	1 12%	2	3.00	1.31	3.97	1.04
I consistently respected perspectives different from my own when I first came to college	8	3 38%	3 38%	2 25%	0 0%	0 0%	2	1.88	0.83	3.50	1.50
My experiences at this campus have further developed my respect for perspectives different from my own	9	2 22%	3 33%	1 11%	2 22%	1 11%	1	2.67	1.41	3.50	1.50
My experiences at this campus have increased my ability to learn from diverse perspectives	8	3 38%	1 12%	2 25%	1 12%	1 12%	2	2.50	1.51	4.23	0.91
My experiences at this campus increased my ability to gather and thoughtfully use evidence to support my ideas	10	2 20%	3 30%	2 20%	0 0%	3 30%	0	2.90	1.60	4.30	0.84
My experiences at this campus increased my ability to understand the evidence, analysis, and perspectives of others even when I disagree with them	9	3 33%	2 22%	3 33%	1 11%	0 0%	1	2.22	1.09	4.26	0.86

Note: Percentages may not equal 100% because of rounding.
Scale: (1) Strongly Disagree to (5) Strongly Agree.

Table 28: Taking Seriously the Perspectives of Others cont.
How often do the following occur at this campus?

	N	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment	Institutional		National	
								Mean	**SD**	Mean	SD
Classes help explore diverse perspectives, cultures, and world views	7	2 29%	0 0%	0 0%	2 29%	3 43%	3	**3.57**	**1.81**	3.50	1.50
Out-of-class activities help students explore diverse perspectives, cultures, and world views	8	3 38%	3 38%	1 12%	1 12%	0 0%	2	**2.00**	**1.07**	3.63	1.06
Classes encourage students to research ideas and explore controversial issues with various perspectives using evidence-based claims	8	2 25%	1 12%	3 38%	2 25%	0 0%	2	**2.63**	**1.19**	3.78	1.03

Note: Percentages may not equal 100% because of rounding.
Scale: (1) Almost Never to (5) Almost Always.

Table 29: Taking Seriously the Perspectives of Others cont.

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

	N	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment	Institutional Mean	SD	National Mean	SD
Faculty members	7	1 14%	1 14%	2 29%	1 14%	2 29%	3	**3.29**	**1.50**	3.96	1.01
Senior administrators	8	1 12%	2 0%	0 0%	1 12%	4 50%	2	**3.63**	**1.69**	3.55	1.26
Student affairs professionals	7	1 14%	1 14%	0 0%	1 14%	4 57%	3	**3.86**	**1.68**	3.65	1.24
Students	5	1 20%	2 40%	2 40%	0 0%	0 0%	5	**2.20**	**0.84**	3.64	1.06

Note: Percentages may not equal 100% because of rounding.
Scale: (1) Almost Never to (5) Almost Always.

Table 30: General Climate for Perspective Taking

	Institutional		National	
	Mean	SD	Mean	SD
General climate for perspective taking	**3.12**	**0.57**	**3.93**	**0.80**
Helping students recognize the importance of taking seriously the perspectives of others **is** a major focus of this campus	3.90	1.20	3.97	1.02
This campus helps students understand the connection between appreciating various opinions and perspectives and being a well-informed citizen	2.78	1.72	3.93	1.03
It is safe to hold unpopular positions on this campus	4.22	0.83	3.54	1.22
Faculty at this institution teach about the importance of considering diverse intellectual viewpoints	2.43	1.40	4.05	0.97
Faculty at this institution help students think through new and challenging ideas or perspectives	2.88	1.55	4.22	0.89
Students at this institution are respectful of one another when discussing controversial issues or perspectives	2.67	1.00	3.81	1.09
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	3.00	1.31	3.97	1.04

Table 31: Advocating for Perspective Taking

	Institutional		National	
	Mean	SD	Mean	SD
Advocating for perspective taking	**3.02**	**0.76**	**3.70**	**0.85**
Out-of-class activities help students explore diverse perspectives, cultures, and world views	2.00	1.07	3.63	1.06
How often do **senior administrators** publicly advocate the need for students to respect perspectives different from their own?	3.63	1.69	3.55	1.26
How often do **faculty members** publicly advocate the need for students to respect perspectives different from their own?	3.29	1.50	3.96	1.01
How often do **student affairs professionals** publicly advocate the need for students to respect perspectives different from their own?	3.86	1.68	3.65	1.24
How often do **students** publicly advocate the need for students to respect perspectives different from their own?	2.20	0.84	3.64	1.06
Classes encourage students to research ideas and explore controversial issues with various perspectives using evidence-based claims	2.63	1.19	3.78	1.03

Table 32: Developing Perspective Taking

	Institutional		National	
	Mean	SD	Mean	SD
Developing perspective taking	**2.50**	**0.96**	**4.27**	**0.79**
My experiences at this campus have increased my ability to learn from diverse perspectives	2.50	1.51	4.23	0.91
My experiences at this campus have increased my ability to gather and thoughtfully use evidence to support my ideas	2.90	1.60	4.30	0.84
My experiences at this campus have increased my ability to understand the evidence, analysis, and perspectives of others, even when I disagree with them	2.22	1.09	4.26	0.86

Refining Ethical and Moral Reasoning and Action

Table 33: Refining Ethical and Moral Reasoning and Action

	N	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment	Institutional		National	
								Mean	**SD**	Mean	SD
Helping students to develop their ethical and moral reasoning is a major focus of this campus	9	4 44%	2 22%	0 0%	0 0%	3 33%	1	**2.56**	**1.88**	3.85	1.02
Helping students to develop their ethical and moral reasoning should be a major focus of this campus	10	0 0%	3 30%	3 30%	1 10%	3 30%	0	**3.40**	**1.26**	3.50	1.50
This campus helps students to develop their ethical and moral reasoning, including the ability to express and act upon personal values responsibly	8	3 38%	0 0%	2 25%	1 12%	2 25%	2	**2.88**	**1.73**	3.88	0.99
The importance of developing a personal sense of ethical and moral reasoning is frequently communicated to students	9	1 11%	4 44%	0 0%	4 44%	0 0%	1	**2.78**	**1.20**	3.74	1.07

Note: Percentages may not equal 100% because of rounding.
Scale: (1) Strongly Disagree to (5) Strongly Agree.

Table 34: Refining Ethical and Moral Reasoning and Action cont.
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.

	N	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment	Institutional		National	
								Mean	SD	Mean	SD
Faculty members	7	2 29%	2 29%	1 14%	0 0%	2 29%	3	2.71	1.70	4.02	1.01
Senior administrators	7	2 29%	1 14%	1 14%	2 29%	1 14%	3	2.86	1.57	3.33	1.28
Student affairs professionals	5	3 60%	0 0%	1 20%	1 20%	0 0%	5	2.00	1.41	3.65	1.15
Students	7	2 29%	2 29%	2 29%	0 0%	1 14%	3	2.43	1.40	4.03	0.98

Note: Percentages may not equal 100% because of rounding.
Scale: (1) Strongly Disagree to (5) Strongly Agree.

Table 35: Refining Ethical and Moral Reasoning and Action cont.

	N	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment	Institutional		National	
								Mean	**SD**	Mean	SD
I came to college with a well-developed ability to consider the moral or ethical dimensions of issues	9	1 11%	2 22%	3 33%	2 22%	1 11%	1	**3.00**	**1.22**	3.50	1.50
I came to college with a well-developed ability to consider the moral or ethical consequences of my own actions	8	1 12%	4 50%	3 38%	0 0%	0 0%	2	**2.25**	**0.71**	3.50	1.50
My experiences at this campus have further developed my ability to consider the moral/ethical dimensions of issues	8	2 25%	2 25%	2 25%	1 12%	1 12%	2	**2.63**	**1.41**	4.09	0.97
My experiences at this campus have further developed my ability to consider the moral or ethical consequences of my own actions	9	5 56%	1 11%	1 11%	0 0%	2 22%	1	**2.22**	**1.72**	3.50	1.50

Note: Percentages may not equal 100% because of rounding.
Scale: (1) Strongly Disagree to (5) Strongly Agree.

Table 36: Refining Ethical and Moral Reasoning and Action cont.

	N	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment	Institutional		National	
								Mean	**SD**	Mean	SD
This campus provides opportunities for students to develop their ethical and moral reasoning in their academic work	9	4 44%	2 22%	0 0%	2 22%	1 11%	1	**2.33**	**1.58**	4.04	0.95
This campus provides opportunities for students to develop their ethical and moral reasoning in their personal life	7	2 29%	1 14%	2 29%	0 0%	2 29%	3	**2.86**	**1.68**	3.90	0.99
Students at this campus are encouraged to take actions to promote a more moral and ethical world	9	3 33%	0 0%	3 33%	2 22%	1 11%	1	**2.78**	**1.48**	3.50	1.50

Note: Percentages may not equal 100% because of rounding.
Scale: (1) Strongly Disagree to (5) Strongly Agree.

Table 37: General Climate for Ethical and Moral Reasoning

	Institutional		National	
	Mean	SD	Mean	SD
General climate for ethical and moral reasoning	**2.65**	**0.63**	**3.88**	**0.84**
Helping students develop their ethical and moral reasoning is a major focus of this campus	2.56	1.88	3.85	1.02
This campus helps students to develop their ethical and moral reasoning, including the ability to express and act upon personal values responsibly	2.88	1.73	3.88	0.99
The importance of developing a personal sense of ethical and moral reasoning is frequently communicated to students	2.78	1.20	3.74	1.07
This campus provides opportunities for students to develop their ethical and moral reasoning in their **academic work**	2.33	1.58	4.04	0.95
This campus provides opportunities for students to develop their ethical and moral reasoning in their **personal life**	2.86	1.68	3.90	0.99

Table 38: Sources of Support for Ethical and Moral Reasoning

	Institutional		National	
	Mean	SD	Mean	SD
Sources of support for ethical and moral reasoning	**2.79**	**1.31**	**3.76**	**0.85**
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	2.86	1.57	3.33	1.28
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	2.71	1.70	4.02	1.01
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	2.00	1.41	3.65	1.15
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	2.43	1.40	4.03	0.98

Open-Ended Responses

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 Colleges, Columbia University, who consulted with Richard Hersh, Council for Aid to Education, and drew on the research assistance of Lauren Ruff. The initiation 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.

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