

Report of the Results of the Personal and Social Responsibility Inventory

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Background and Method .....	3
Results .....	6
Responses of Undergraduate Students .....	6
Responses of Full-Time Faculty Members, Academic Administrators, and Selected Student Affairs Staff Members .....	13
Comparisons Among Responses of Full-Time Faculty Members, Academic Administrators, and Selected Student Affairs Staff Members .....	19
Comparisons of Students and Faculty/Staff Member Responses .....	21
Comparisons of Student Responses by Class Level .....	26
Comparisons of Student Responses by Residential Learning Community Involvement .....	32
Comparisons of Student Responses by First-Year Course/Program Involvement .....	33
Conclusions and Implications .....	34
References .....	35

## Abstract

This report provides the results of the Personal and Social Responsibility Inventory, which was administered to undergraduate students, full-time faculty members, academic administrators, and selected student affairs staff members at BGSU in September and October 2007. Response rates were 10% (n=1,771) from students and 36% (n=401) from faculty and staff members. First-year, male, Caucasian, off-campus, and Bowling Green campus students and female faculty members were somewhat under-represented.

Frequency analyses revealed that the majority of students and faculty and staff members gave positive responses concerning the University's climate for support of education for personal and social responsibility, although students were significantly more positive than faculty and staff members about BGSU's support for education for personal and social responsibility and about students' support for and growth within this area for about one-half of the survey items. Significant differences were found between the responses of faculty members, academic administrators, and student affairs staff members for 10 survey items; several patterns were apparent in the results, with the most common one being that student affairs staff were more positive about the institutional climate for personal and social responsibility than academic administrators who, in turn, were more positive than faculty members. The level of students' perception that the University provides a supportive climate development of education for personal and social responsibility generally decreased as class levels progressed. Very few significant differences were found in the survey responses on the basis of whether students participated in residential learning communities or in special courses or programs in their first year at BGSU.

These results will serve as a springboard for campus dialogs that will take place as part of the Core Commitments Project and as a pre-measure for a future re-administration of the survey.

## Background and Method

Bowling Green State University (BGSU) has recognized student learning and success as the central tenet of its mission since 1996 following the conclusion of detailed discussions, analysis, and collaboration among hundreds of members of the community (faculty, students, staff, trustees, alumni, and community members) as well as a critical examination of BGSU's strengths, weaknesses, opportunities, and threats. The University's efforts, organizational structures, and resources have shifted in response. Much cross-functional collaboration has resulted in the creation and strengthening of a variety of residential learning communities, first-year experiences, and other student academic enrichment efforts. Numerous activities have focused upon improving student success through graduation. One of BGSU's signature efforts has been the critical thinking about values initiative, which has been actualized through the BG Experience Program (BGeX). The institution has also strengthened and broadened service-learning efforts, collaborations between academic and student affairs, and the educational purposefulness of student organizations (Gonzalez, Knight, McRoberts, and Ruhl-Smith, 2005).

This background led administrators at BGSU to become interested in joining the Core Commitments Project, sponsored by the Association of American Colleges and Universities (AAC&U) when it was announced. Core Commitments is described by AAC&U (2007) as follows:

At a time when our nation faces unprecedented ethical and civic challenges of daunting complexity, it is essential that we acknowledge personal and social responsibility as a learning outcome that is no longer optional.

Core Commitments asserts that ethical, civic, and moral development should not be addressed in isolation from students' basic responsibilities as learners. Instead, it should be tied to a substantive vision for student learning in college and understood as a collective obligation across institutional units. Personal and social responsibility must be woven into the educational goals of a college degree and developed with increasing sophistication over time.

Core Commitments seeks to foster leadership that generates innovative and transparent opportunities for student learning and assesses student and institutional progress. As a major multi-project initiative, Core Commitments includes a presidential Call to Action, a climate survey instrument (the new Personal and Social Institutional Inventory), and a Leadership Consortium of 23 institutions that will identify and disseminate promising practices and innovative programs to the field – all designed to promote a national reengagement with personal and social responsibility.

Through Core Commitments, AAC&U calls on its members to test and adopt new ways of engaging students with core questions about their ethical responsibilities

to self and others, and about their responsibilities in a diverse democracy and interdependent world.

BGSU applied to be a member of the Core Commitments leadership consortium and was accepted. The institutional Core Commitments action plan, developed in 2007, calls for the University to use its involvement in the project as a springboard for expanding the BGeX program beyond the focus on critical thinking about values in students' first semester throughout the undergraduate experience, increasing faculty members' understanding of and involvement in service-learning, and improving personal and social stewardship within student organizations.

In addition to these campus-based activities, all Core Commitments institutions are required to administer the Personal and Social Responsibility Inventory (PSRI), which was developed by the Core Commitments advisory board and staff, and to use the results as context for a series of campus dialogs about improving the climate for students development of educational and personal responsibility.

The PSRI, which was developed in two versions, one for undergraduate students and another for faculty members, selected academic administrators, and selected student affairs staff members, was administered at BGSU between September 24 and October 5, 2007. Email addresses for all undergraduate students, all full-time faculty members, and academic administrators and student affairs staff members with titles specified by the Core Commitments project were sent to the University of Michigan's Center for the Study of Higher and Postsecondary Education, which coordinated the survey administration. Responses were received from 1,777 students (10.1%) and 401 faculty members, academic administrators, and student affairs staff members (35.7%). Among the undergraduates, first-year students were under-represented (23% for the survey vs. 32% in the population) and seniors were over-represented (35% for the survey vs. 27% in the population); females were over-represented (69% for the survey vs. 55% in the population); students of color were over-represented (25% for the survey vs. 19% in the population); students who live off-campus were slightly over-represented (63% for the survey vs. 59% in the population); and Firelands students were slightly under-represented (9% for the survey vs. 11% in the population). Comparing the characteristics of faculty and staff member participants to the population of all full-time faculty members, females were slightly under-represented (53% for the survey vs. 57% in the population) and the percentages of faculty of color were exactly equal at 15%.

Results were analyzed by noting the percentages of undergraduates and faculty and staff members who agreed somewhat or agreed strongly or who gave the responses of frequently or occasionally to each item. Significant differences were explored between the responses of faculty members, academic administrators, and student affairs staff members. Data sets were merged for students and faculty and staff members and significant differences were analyzed for items that were posed to both groups. Also, significant differences were investigated for students across class levels, according to whether or not they participated in a residential learning community during their first year, and by the number of special classes or programs in which they participated in their

first year. Please note that all percentages may not sum to 100 due to rounding. Significant differences were evaluated at  $p < .05$  and lower.

## Results

Undergraduate students' responses (the percentage agreeing somewhat or agreeing strongly with each statement or providing responses of frequently or occasionally) are provided in Table 1. The majority of students gave positive responses to all of the statements.

Table 1. Undergraduate Student Responses

Item	Strongly Agree or Agree Somewhat
Helping students develop a strong work ethic is a major focus of this campus.	81%
Helping students develop a strong work ethic should be a major focus of this campus.	97%
The characteristics of a strong work ethic are frequently emphasized and discussed in this campus community	70%
This campus makes clear connections between having a strong work ethic and success in college.	79%
This campus helps students connect having a strong work ethic with success after college.	79%
Faculty members at this campus help motivate students to become more self-disciplined, accountable, and responsible in their work.	85%
Campus administrators on this campus help motivate students to become more self-disciplined, accountable, and responsible in their work.	74%
Student affairs staff members at this campus help motivate students to become more self-disciplined, accountable, and responsible in their work.	78%
Students at this campus motivate one another to become more self-disciplined, accountable, and responsible in their work.	68%
The campus community has high expectations for students in terms of their personal work ethic in non-academic areas.	73%
I came to college with a strong work ethic.	92%
Students have a stronger work ethic at the end of their studies here.	85%
My experiences at this campus helped me to further develop my work ethic.	84%

The academic workload is more demanding than the workload I experienced in high school. 88%

It is important to develop a strong work ethic in my academic activities. 98%

It is important to develop a strong work ethic in my non-academic involvements. 98%

Item % Frequently or Occasionally

Syllabi list expectations for students and indicate the kind of work that is required for excellence in particular courses. 98%

I participate in out-of-class programming (e.g., campus events, residence hall activities, clubs and organizations). 99%

Out-of-class programming encourages students to become self-disciplined, accountable, and responsible for their own work and personal behavior. 94%

I explicitly seek out faculty feedback in order to improve my own work. 90%

I am up-to-date with my reading and other homework assignments. 98%

Senior campus administrators communicate high expectations for students in terms of their academic work. 90%

Faculty members communicate high expectations for students in their academic work. 97%

Student affairs staff members communicate high expectations for students in their academic work. 89%

Students at this institution communicate high expectations for themselves in their academic work. 91%

Item Strongly Agree or Agree Somewhat

Helping students develop a strong sense of personal and academic integrity is a major focus of this institution. 91%

Helping students develop a strong sense of personal and academic integrity should be a major focus of this institution. 98%

Personal and academic integrity (honesty, fairness, respect for others, and having a personal honor code) is emphasized by the campus community. 91%

The judicial process for conduct violations helps reinforce campus standards.	84%
Students on this campus are academically honest.	76%
Students on this campus conduct themselves with respect for others.	78%
The amount of drinking on this campus negatively affects the quality of the academic environment.	58%
Students' improper personal behavior on this campus negatively affects the quality of the academic environment.	61%
Students understand academic honesty policies.	87%
Faculty members understand academic honesty policies.	96%
Students know they are responsible for personal and academic integrity.	92%
Faculty members support the academic honesty policies of this campus.	96%
Academic honesty policies on this campus help stop cheating.	73%
I came to this college with a well developed sense of personal and academic integrity.	98%
I believe that I have gained a better understanding about academic integrity since I have been in college.	84%
I believe that I have gained an increased sense of personal integrity since I have been in college.	87%
Faculty members reinforce academic honesty policies of the institution.	98%
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).	99%
I have thought seriously about issues of academic integrity since I have been in college.	84%
I have thought seriously about issues of personal conduct (drinking, vandalism, interpersonal behavior, Internet piracy, etc.) since I have been in college.	88%
I have had meaningful discussions about personal and academic integrity with others on this campus.	73%

The importance of contributing to a larger community is a major focus of this campus.	85%
The importance of contributing to a larger community should be a major focus of this campus.	93%
Contributing to a larger community is a responsibility that this campus values and promotes.	89%
This campus actively promotes awareness of U.S. social, political, and economic issues.	81%
This campus actively promotes awareness of global social, political, and economic issues.	78%
I came to college aware of the importance of contribution to the greater good through my community involvement.	87%
This campus has helped me expand my own awareness of the importance of being involved in the community and contributing to the greater good.	76%
This campus provides opportunities to participate in actions to make society better.	89%
This campus has helped me learn the skills necessary to effectively change society for the better.	75%
My commitment to change society for the better has grown during my time on campus.	77%
Senior campus administrators publicly advocate the need for students to become active and involved citizens.	88%
Faculty members publicly advocate the need for students to become active and involved citizens.	90%
Student affairs staff members publicly advocate the need for students to become active and involved citizens.	90%
Students here publicly advocate the need for students to become active and involved citizens.	93%
I participate in community-based projects that are officially connected to a course.	58%

I participate in community-based projects that are not connected to a course.	74%
I have meaningful discussions with other students about the need to contribute to the greater good.	75%
Helping students recognize the importance of taking seriously the perspectives of others is a major focus of this campus.	86%
Helping students recognize the importance of taking seriously the perspectives of others should be a major focus of this campus.	86%
This campus helps students understand the importance of the connection between appreciating various opinions and perspectives and being a well-informed citizen.	86%
It is “safe” to hold unpopular opinions on this campus.	78%
Faculty members teach about the importance of considering diverse intellectual viewpoints.	86%
Faculty members help students think through new and challenging ideas or perspectives.	91%
Students are respectful to one another when discussing controversial issues or perspectives.	81%
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.	86%
Students try to persuade others of their opinion quickly when discussing controversial issues or perspectives.	72%
I respected perspectives different from my own when I first came to college.	95%
I developed an increased ability to learn from diverse perspectives during the time I have been in college.	92%
I have developed an increased ability to gather and thoughtfully use evidence to support my own ideas during the time I have been in college.	96%
I have developed an increased ability during college to understand the evidence, analysis, and perspectives of others, even when I disagree with them.	95%

Out-of-class activities help students explore diverse perspectives, cultures, and world views.	94%
Senior campus administrators publicly advocate the need for students to respect perspectives different from their own.	86%
Faculty members publicly advocate the need for students to respect perspectives different from their own.	94%
Student affairs staff members publicly advocate the need for students to respect perspectives different from their own.	91%
Students here publicly advocate the need for other students to respect perspectives different from their own.	92%
Classes on this campus encourage me to research ideas and explore controversial issues with various perspectives using evidence-based claims.	93%
I reconsider my own perspective after listening to the views of others.	96%
Helping students develop their own ethical and moral reasoning is a major focus of this campus.	82%
Helping students develop their own ethical and moral reasoning should be a major focus of this campus.	92%
This campus helps students develop their ethical and moral reasoning capacities, including the ability to express and act upon personal values responsibly.	84%
The importance of developing a sense of ethical and moral reasoning is frequently communicated to students.	76%
Students feel they can go to senior campus administrators to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face.	59%
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.	75%
Students feel they can go to student affairs staff members to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face.	72%
Students feel they can go to their peers to discuss questions or concerns they	

have about their own ethical and moral thinking and the challenges they face.	91%
I came to college with a well-developed capacity for moral and ethical reasoning.	95%
I have expanded my capacity for ethical and moral reasoning since I have been in college.	89%
Students feel “safe” to take stances on important issues that differ from the official stance of the campus.	81%
This campus provides opportunities for students to develop their moral and ethical reasoning with academic work.	87%
This campus provides opportunities for students to develop their moral and ethical reasoning in their personal lives.	84%
Students are encouraged to take action to promote a more moral and ethical world.	81%
My courses provide opportunities for me to further develop my ethical and moral reasoning capacity.	93%
There are opportunities outside the classroom to further develop my ethical and moral reasoning capacity.	94%
Senior campus administrators take public stands on ethical and moral issues.	81%
Faculty members take public stands on ethical and moral issues.	89%
Student affairs staff members take public stands on ethical and moral issues.	87%
Students take public stands on ethical and moral issues.	97%

Responses of faculty members, academic administrators, and student affairs staff members are provided in Table 2. There were only three statements with which a majority of faculty and staff members did not agree or provide responses of frequently or occasionally: “Students here typically have developed a strong work ethic prior to coming to college,” “I have encouraged students to participate in community-based projects that are not connected to courses or programming,” and “Students come to college with a well-developed capacity for moral and ethical reasoning.”

Table 2. Responses of Faculty Members, Academic Administrators, and Student Affairs Staff Members

Item	Strongly Agree or Agree Somewhat
Helping students develop a strong work ethic is a major focus of this campus.	77%
Helping students develop a strong work ethic should be a major focus of this campus.	96%
The characteristics of a strong work ethic are frequently emphasized and discussed in this campus community	55%
It is an important part of my professional role at this institution to discuss the characteristics of a strong work ethic with students.	85%
This campus makes clear connections between having a strong work ethic and success in college.	65%
This campus helps students connect having a strong work ethic with success after college.	65%
In my professional role at this institution, I help motivate students to become more self-disciplined, accountable, and responsible in their work.	95%
The campus community has high expectations for students in terms of their personal work ethic in non-academic areas.	58%
Students here typically have developed a strong work ethic prior to coming to college.	29%
Students have a stronger work ethic at the end of their studies here.	81%
My professional role at this institution helps students to further develop their work ethic.	93%

The academic workload is more demanding than the workload students experienced in high school.	94%
Students feel it is important to develop a strong work ethic in their academic activities.	57%
Students feel it is important to develop a strong work ethic in their non-academic involvements.	59%

Item	% Frequently or Occasionally
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Out-of-class programming encourages students to become more self-disciplined, accountable, and responsible for their own work and personal behavior.	97%
Students independently seek out faculty feedback in order to improve their academic work.	96%
Faculty members consistently provide academic feedback and assist in motivating students to become more self-disciplined, accountable, and responsible for their own work and personal behavior.	100%
Students are current and up-to-date with my reading and other homework assignments.	95%
Senior campus administrators communicate high expectations for students in terms of their academic work.	85%
Faculty members communicate high expectations for students in their academic work.	99%
Student affairs staff members communicate high expectations for students in their academic work.	93%

Item	Strongly Agree or Agree Somewhat
Having personal and academic integrity is emphasized by the campus community.	84%
The judicial process for conduct violations helps reinforce campus standards.	84%
Students on this campus are academically honest.	73%
Students on this campus conduct themselves with respect for others.	83%

The amount of drinking on this campus negatively affects the quality of the academic environment.	78%
Students' improper personal behavior on this campus negatively affects the quality of the academic environment.	59%
Students understand academic honesty policies.	59%
Faculty members understand academic honesty policies.	85%
Students know they are responsible for personal and academic integrity.	74%
Faculty members support the academic honesty policies of this campus.	91%
Academic honesty policies on this campus help stop cheating.	64%
Students on this campus typically come to college with a well developed sense of personal and academic integrity.	64%
Students usually have a better understanding about academic integrity when they graduate than at the beginning of college.	91%
Students usually have a better understanding of personal integrity when they graduate than at the beginning of college.	87%
Faculty members reinforce academic honesty policies of the institution.	99%
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).	100%
Students have thought seriously about issues of personal conduct (drinking, vandalism, interpersonal behavior, Internet piracy, etc.).	95%
I have had meaningful discussions about personal and academic integrity with students on this campus.	92%
The importance of contributing to a larger community is a major focus of this campus.	82%
The importance of contributing to a larger community should be a major focus of this campus.	99%
Contributing to a larger community is a responsibility that this campus values and promotes.	87%

This campus actively promotes awareness of U.S. social, political, and economic issues.	75%
This campus actively promotes awareness of global social, political, and economic issues.	75%
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.	64%
Students usually have a stronger 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.	86%
Senior campus administrators publicly advocate the need for students to become active and involved citizens.	96%
Faculty members publicly advocate the need for students to become active and involved citizens.	98%
Student affairs staff members publicly advocate the need for students to become active and involved citizens.	97%
Students here publicly advocate the need for students to become active and involved citizens.	96%
I have included community-based projects that were officially connected to my courses or programs.	65%
I have included material on global social, political, and economic issues in my programs or courses for students.	90%
I participate in community-based projects that are not connected to courses or programming.	80%
I have meaningful discussions with students about the need to contribute to the greater good.	89%
I have encouraged students to participate in community-based projects that are not connected to courses or programming.	36%
Helping students recognize the importance of taking seriously the perspectives of others is a major focus of this campus.	83%
Helping students recognize the importance of taking seriously the perspectives of others should be a major focus of this campus.	99%

Helping students develop their own ethical and moral reasoning is a major focus of this campus.	79%
Helping students develop their own ethical and moral reasoning should be a major focus of this campus.	94%
This campus helps students develop their ethical and moral reasoning capacities, including the ability to express and act upon personal values responsibly.	83%
The importance of developing a sense of ethical and moral reasoning is frequently communicated to students.	73%
Students feel they can go to senior campus administrators to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face.	52%
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.	75%
Students feel they can go to student affairs staff members to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face.	84%
Students feel they can go to their peers to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face.	90%
Students come to college with a well-developed capacity for moral and ethical reasoning.	31%
Students usually have an increased capacity for ethical and moral reasoning at graduation than they had at the beginning of college.	89%
Students feel “safe” to take stances on important issues that differ from the official stance of the campus.	62%
This campus provides opportunities for students to develop their moral and ethical reasoning with academic work.	87%
This campus provides opportunities for students to develop their moral and ethical reasoning in their personal lives.	84%
Students are encouraged to take action to promote a more moral and ethical world.	80%

Class activities, and the curriculum in general, provide opportunities for students to further develop their ethical and moral reasoning capacities.	97%
In my professional role, I encourage students to discuss ethical aspects of the subject mater they are studying.	96%
There are opportunities outside the classroom to further develop their ethical and moral reasoning capacity.	98%
Senior campus administrators take public stands on ethical and moral issues.	84%
Faculty members take public stands on ethical and moral issues.	96%
Student affairs staff members take public stands on ethical and moral issues.	87%
Students take public stands on ethical and moral issues.	97%

As indicated in Table 3, 10 statistically significant differences in survey responses were found among full-time faculty members, academic administrators, and selected student affairs staff members. This represents 10% of the total survey items. Several patterns were apparent in the results, with the most common one being that student affairs staff were more positive about the institutional climate for personal and social responsibility than academic administrators who, in turn, were more positive than faculty members.

Table 3. Significant Differences in Responses of Full-Time Faculty Members, Academic Administrators, and Selected Student Affairs Staff Members

Item	Strongly Agree or Agree Somewhat		
	FT Fac	Admin	Stu Aff
The judicial process for conduct violations helps reinforce campus standards. (p < .01)	78%	90%	95%
Students' improper interpersonal behavior on this campus negatively affects the quality of the academic environment. (p < .05)	52%	68%	79%
Faculty understand academic honesty policies. (p < .01).	89%	67%	81%
Students feel they can go to their peers to discuss questions and concerns they have about their own ethical and moral thinking and the challenges they face. (p < .05)	91%	100%	80%
Item	% Frequently or Occasionally		
	FT Fac	Admin	Stu Aff
Student affairs staff members communicate high expectations for students in terms of their academic work. (p < .05)	90%	93%	98%
Faculty publicly advocate for the need for students to become active and involved citizens. (p < .05)	99%	95%	94%
I have encouraged students to participate in community-based projects that were not connected to courses or programming. (p < .001)	34%	47%	29%

Out-of-class activities on this campus help students explore diverse perspectives, cultures, and world views. ( p < .01)	98%	100%	100%
Senior campus administrators publicly advocate the need for students to respect perspectives different from their own. (p < .05)	95%	88%	98%
Student affairs staff members publicly advocate the need for students to respect perspectives different from their own. (p < .01)	93%	93%	100%

Significant differences in responses of students and faculty/staff members' to statements that were common between the two surveys are shown in Table 4. Significant differences were found among 48 of the 88 common items (55%). Students were more positive about the University's support for education for personal and social responsibility and about students' support for and growth within this area than were faculty/staff members. The item for which responses varied most between the two groups was "Students come to college with a well-developed capacity for moral and ethical reasoning;" 95% of students but only 31% of faculty and staff members agreed.

Table 4. Significant Differences in Responses of Students vs. Faculty Members, Academic Administrators, and Student Affairs Staff Members

Item	Strongly Agree or Agree Somewhat	
	Faculty and Staff Members	Students
Helping students develop a strong work ethic is a major focus of this campus. (p < .05)	77%	81%
The characteristics of a strong work ethic are frequently emphasized and discussed in this campus community. (p < .001)	55%	71%
This campus makes clear connections between having a strong work ethic and success in college. (p < .001)	65%	79%
This campus helps students connect having a strong work ethic with success after college. (p < .001)	65%	79%
Faculty members at this campus help motivate students to become more self-disciplined, accountable, and responsible in their work. (p < .001)	95%	84%
The campus community has high expectations for students in terms of their personal work ethic in non-academic areas. (p < .001)	58%	73%
Students have a stronger work ethic at the end of their studies here. (p < .001)	81%	85%
The academic workload is more demanding than the workload students experienced in high school. (p < .001)	94%	89%

Students feel it is important to develop a strong work ethic in their academic activities. (p < .001)	57%	98%
Students feel it is important to develop a strong work ethic in their non-academic involvements. (p < .001)	59%	98%
Item	% Frequently or Occasionally	
Out-of-class programming encourages students to become more self-disciplined, accountable, and responsible for their own work and personal behavior. (p < .001)	97%	94%
Students independently seek out faculty feedback in order to improve their academic work. (p < .001)	96%	90%
Students are current and up-to-date with my reading and other homework assignments. (p < .001)	94%	98%
Senior campus administrators communicate high expectations for students in terms of their academic work. (p < .01)	85%	90%
Faculty members communicate high expectations for students in their academic work. (p < .01)	99%	97%
Item	Strongly Agree or Agree Somewhat	
Having personal and academic integrity is emphasized by the campus community. (p < .001)	84%	91%
Students on this campus are academically honest. (p < .001)	73%	77%
Students on this campus conduct themselves with respect for others. (p < .01)	83%	78%
The amount of drinking on this campus negatively affects the quality of the academic environment. (p < .001)	78%	58%
Students understand academic honesty policies. (p < .001)	59%	87%
Faculty members understand academic honesty		

policies. (p < .001)	85%	96%
Students know they are responsible for personal and academic integrity. (p < .001)	74%	92%
Faculty members support the academic honesty policies of this campus. (p < .001)	91%	96%
Academic honesty policies on this campus help stop cheating. (p < .001)	64%	72%
Students on this campus typically come to college with a well developed sense of personal and academic integrity. (p < .001)	64%	98%
Students usually have a better understanding about academic integrity when they graduate than at the beginning of college. (p < .001)	91%	84%
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). (p < .001)	100%	98%
I have had meaningful discussions about personal and academic integrity with students/faculty members on this campus. (p < .001)	92%	73%
The importance of contributing to a larger community should be a major focus of this campus. (p < .001)	99%	95%
Contributing to a larger community is a responsibility that this campus values and promotes. (p < .05)	87%	89%
This campus actively promotes awareness of U.S. social, political, and economic issues. (p < .001)	75%	81%
This campus actively promotes awareness of global social, political, and economic issues. (p < .01)	75%	79%
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. (p < .001)	64%	87%
Students usually have a stronger 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. (p < .01)	86%	75%
Senior campus administrators publicly advocate the need for students to become active and involved citizens. (p < .001)	96%	88%
Faculty members publicly advocate the need for students to become active and involved citizens. (p < .001)	98%	90%
Student affairs staff members publicly advocate the need for students to become active and involved citizens. (p < .00)	97%	90%
Students here publicly advocate the need for students to become active and involved citizens. (p < .001)	96%	93%
I have included community-based projects that were officially connected to my courses or programs. (p < .001)	65%	58%
I participate in community-based projects that are not connected to courses or programming. (p < .01)	80%	74%
I have meaningful discussions with students about the need to contribute to the greater good. (p < .001)	89%	75%
The importance of developing a sense of ethical and moral reasoning is frequently communicated to students. (p < .05)	73%	76%
Students feel they can go to student affairs staff members to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face. (p < .05)	84%	72%
Students come to college with a well-developed capacity for moral and ethical reasoning.	31%	95%
Students feel “safe” to take stances on important issues that differ from the official stance of the campus. (p < .001)	62%	81%
Class activities, and the curriculum in general, provide opportunities for students to further develop their ethical		

and moral reasoning capacities. ( $p < .01$ )	97%	93%
There are opportunities outside the classroom for students to further develop their ethical and moral reasoning capacity. ( $p < .05$ )	98%	94%
Faculty members take public stands on ethical and moral issues. ( $p < .01$ )	96%	89%

Significant differences among students' responses by class level are shown in Table 5. They were found for 48 of the 102 items presented to students (47%). The level of students perception that the University provides a supportive climate development of education for personal and social responsibility generally decreased as class levels progressed.

Table 5. Significant Differences in Responses of by Students' Class Level

Item	Strongly Agree or Agree Somewhat			
	First Year	Sophomores	Juniors	Seniors
Helping students develop a strong work ethic is a major focus of this campus. (p < .01)	92%	83%	81%	76%
The characteristics of a strong work ethic are frequently emphasized and discussed in this campus community. (p < .001)	83%	75%	73%	64%
This campus makes clear connections between having a strong work ethic and success in college. (p < .001)	89%	82%	85%	73%
This campus helps students connect having a strong work ethic with success after college. (p < .001)	82%	75%	83%	73%
Faculty members at this campus help motivate students to become more self-disciplined, accountable, and responsible in their work. (p < .001)	94%	89%	85%	80%
Campus administrators on this campus help motivate students to become more self-disciplined, accountable, and responsible in their work. (p < .001)	88%	76%	77%	67%
Student affairs staff members at this campus help motivate students to become more self-disciplined, accountable, and responsible in their work. (p < .001)	88%	80%	83%	70%

Students at this campus motivate one another to become more self-disciplined, accountable, and responsible in their work. (p < .01)	78%	70%	78%	63%
The campus community has high expectations for students in terms of their personal work ethic in non-academic areas. (p < .001)	88%	77%	74%	67%
Students have a stronger work ethic at the end of their studies here. (p < .001)	95%	89%	90%	79%
I participate in out-of-class programming (e.g., campus events, residence hall activities, clubs and organizations). (p < .05)	83%	87%	85%	83%
Senior campus administrators communicate high expectations for students in terms of their academic work. (p < .001)	96%	97%	89%	86%
Student affairs staff members communicate high expectations for students in terms of their academic work. (p < .01)	94%	94%	89%	84%
Students at this institution communicate high expectations for themselves in terms of their academic work. (p < .01)	95%	91%	93%	88%
Item			Strongly Agree	or Agree Somewhat
The judicial process for conduct violations helps reinforce campus standards. (p < .05)	91%	90%	83%	78%
Students on this campus are academically honest. (p < .001)	84%	80%	79%	73%

Students on this campus conduct themselves with respect for others. (p < .01)	87%	76%	78%	76%
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). (p < .01)	98%	100%	99%	98%
Item			Strongly Agree or Agree Somewhat	
The importance of contributing to a larger community is a major focus of this campus. (p < .001)	93%	88%	84%	80%
Contributing to a larger community is a responsibility that this campus values and promotes. (p < .05)	94%	92%	90%	85%
This campus actively promotes awareness of U.S. social, political, and economic issues. (p < .01)	90%	81%	81%	77%
This campus actively promotes awareness of global social, political, and economic issues. (p < .01)	87%	89%	92%	74%
Senior campus administrators publicly advocate the need for students to become active and involved citizens. (p < .01)	92%	86%	91%	83%
Student affairs staff members publicly advocate the need for students to become active and involved citizens. (p < .01)	95%	91%	94%	85%
I participate in community-based projects that are not connected to a course. (p < .001)	62%	78%	75%	82%
Helping students recognize the importance of taking seriously the				

perspectives of others is a major focus of this campus. (p < .001)	73%	86%	87%	84%
This campus helps students understand the importance of the connection between appreciating various opinions and perspectives and being a well-informed citizen. (p < .001)	93%	89%	92%	81%
It is “safe” to hold unpopular opinions on this campus. (p < .05)	89%	83%	80%	86%
Students are respectful to one another when discussing controversial issues or perspectives. (p < .001)	90%	86%	85%	76%
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. (p < .001)	97%	91%	84%	82%
I respected perspectives different from my own when I first came to college. (p < .001)	94%	97%	95%	94%
I have developed an increased ability to gather and thoughtfully use evidence to support my own ideas during the time I have been in college. (p < .05)	95%	98%	96%	94%
Helping students develop their own ethical and moral reasoning is a major focus of this campus. (p < .001)	90%	87%	82%	76%
This campus helps students develop their ethical and moral reasoning capacities, including the ability to express and act upon personal values responsibly. (p < .01)	89%	83%	85%	88%
The importance of developing a sense of ethical and moral reasoning is				

frequently communicated to students. (p < .001)	88%	77%	75%	69%
Students feel they can go to senior campus administrators to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face. (p < .001)	78%	61%	59%	50%
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. (p < .01)	84%	76%	72%	72%
Students feel they can go to student affairs staff members to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face. (p < .001)	87%	78%	74%	59%
I have expanded my capacity for ethical and moral reasoning since I have been in college. (p < .05)	83%	91%	89%	92%
Students feel “safe” to take stances on important issues that differ from the official stance of the campus. (p < .01)	92%	84%	82%	78%
This campus provides opportunities for students to develop their moral and ethical reasoning with academic work. (p < .05)	93%	90%	85%	85%
This campus provides opportunities for students to develop their moral and ethical reasoning in their personal lives. (p < .01)	91%	86%	88%	80%
Students are encouraged to take action to promote a more moral and ethical world. (p < .001)	91%	84%	84%	76%

My courses provide opportunities for me to further develop my ethical and moral reasoning capacity. (p < .05)	86%	95%	94%	92%
There are opportunities outside the classroom to further develop my ethical and moral reasoning capacity. (p < .01)	96%	95%	94%	92%
Senior campus administrators take public stands on ethical and moral issues. (p < .001)	92%	83%	80%	75%
Faculty members take public stands on ethical and moral issues. (p < .01)	93%	90%	91%	85%
Student affairs staff members take public stands on ethical and moral issues. (p < .001)	84%	93%	88%	84%

Table 6 highlights significant differences in responses of students based upon whether they did or did not participate in residential learning communities during their first year at the University. Such differences were found for only four items (4% of the total). Three of the four responses on the part of students who participated in residential learning communities during their first year were less positive about the University's climate for support of education for personal and social responsibility than were those who did not participate.

Table 6. Significant Differences in Responses of Undergraduate Students Based Upon Whether They Did or Did Not Participate in Residential Learning Communities During Their First Year at BGSU

Item	% Frequently or Occasionally	
	Participated in RLC	Did Not Participate in RLC
Students at this institution communicate high expectations for themselves in terms of their academic work. ( $p < .05$ )	73%	88%
Faculty members publicly advocate the need for students to become active and involved citizens. ( $p < .01$ )	94%	89%
Item		Strongly Agree or Agree Somewhat
The amount of drinking on this campus negatively affects the quality of the academic environment. ( $p < .05$ )	67%	63%
Helping students develop their own ethical and moral reasoning should be a major focus of this campus. ( $p < .05$ )	91%	93%

Significant differences in the responses of students based upon the number of first-year courses/programs in which they participated during their first year at the University are shown below in Table 6. They appeared for only five items (5% of those possible), and the directions for those differences were mixed.

Table 6. Significant Differences in Responses of Undergraduate Students Based Upon The Number of First-Year Courses/Programs in Which They Participated During Their First Year at BGSU

Item	Strongly Agree or Agree Somewhat			
	0	1	2	3
The judicial process for conduct violations helps reinforces campus standards. (p < .01)	75%	86%	81%	92%
Students know they are responsible for personal and academic integrity. (p < .05)	80%	91%	89%	85%
This campus actively promotes awareness of U.S. social, political, and economic issues. (p < .05)	93%	84%	70%	70%
Item	% Frequently or Occasionally			
	0	1	2	3
Out-of-class activities here help students explore diverse perspectives, cultures, and world views. (p < .01)	98%	84%	100%	95%
I came to college with a well-developed capacity for moral and ethical reasoning. (p < .01)	82%	96%	96%	96%

## Conclusions and Implications

The fact that the majority of both students and faculty and staff members provided generally positive responses to the survey suggests that BGSU has established a good foundation to support its involvement in Core Commitments Project. Three findings from the PSRI serve as background for the campus dialogs that are required as part of the project. These include:

- the differences between the responses of students and those of faculty and staff members;
- the differences between the responses of faculty members, academic administrators, and student affairs staff members;
- the generally less positive student responses as class levels increase; and
- the few significant differences that were found between students who took advantage of academic enrichment experiences such as residential learning communities and special first-year courses and those who did not, as well as the mixed directions of those differences that were found.

The PSRI was designed to serve as a preliminary diagnostic instrument to gage the campus environment before activities that are implemented as a result of the Core Commitments Project. It will be fruitful to re-administer the survey in a few years as one means of assessing the impact of these activities. The Office of Institutional Research is pleased to support these efforts.

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