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THE PSRI INTERPRETERS' GUIDE: USING THE RESULTS

L. Lee Knefelkamp and Nancy O'Neill

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Core Commitments:
Educating Students for Personal and Social Responsibility

An initiative of



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of American
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The PSRI Interpreters' Guide: Using the Results

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The Personal and Social Responsibility Inventory (PSRI): An Institutional Climate Measure was developed as part of the initiative, *Core Commitments: Educating Students for Personal and Social Responsibility*, led by the Association of American Colleges and Universities (AAC&U) with funding from the John Templeton Foundation. Core Commitments is an ambitious multiyear initiative designed to reclaim and revitalize the academy's role in fostering students' development of personal and social responsibility. More information on the initiative can be found at www.aacu.org/core_commitments.

INTRODUCTION

The Personal and Social Responsibility Inventory (PSRI) is a campus climate survey designed to gauge individuals' perceptions about the degree which opportunities for education for personal and social responsibility are available across an institution. Data from the PSRI helps illuminate where robust activity is occurring and where little is apparent. As such, the findings can guide how to broaden and deepen an institution's educational efforts.

The *PSRI Interpreters' Guide: Using the Results* is one of three resources in the PSRI package. The other two are the PSRI itself and *The PSRI Technical Guide* for administering it. It is helpful to have read the inventory's preface and the technical manual and to have the inventory handy while reading this guide.

The PSRI examines *five dimensions of personal and social responsibility*: (1) striving for excellence; (2) cultivating personal and academic integrity; (3) contributing to a larger community; (4) taking seriously the perspectives of others; and (5) developing competence in ethical and moral reasoning and action. The instrument surveys *four constituent groups*—students, faculty, student affairs professionals, and academic administrators. Users can examine similarities and differences in perceptions within and across dimensions as well as groups.

The PSRI was developed for the initiative, *Core Commitments: Educating Students for Personal and Social Responsibility*, led by the Association of American Colleges and Universities (AAC&U) and funded by the John Templeton Foundation. Core Commitments focuses national attention on the importance of college students developing ethical responsibilities to self and others. The initiative specifically calls on colleges and universities to be more explicit, purposeful, and consistent in creating environments that enhance students' competencies in these areas.

The PSRI allows users to move beyond anecdotal information about students' and others' experiences with respect to education for personal and social responsibility. It helps campuses *use data* to

- analyze gaps *and* assets in curricular and cocurricular offerings;
- understand how perceptions vary within and across groups;
- confirm or challenge existing beliefs about the campus climate;
- make decisions about resources and future areas of work; and
- enhance the educational experience of students.

This *Interpreters' Guide* is designed for campus leaders who, in conjunction with their institutional research office or similar entity, want to make PSRI data *meaningful and accessible* to campus constituents. We recommend that the data be used in conjunction with campus dialogues about *what* education for personal and social responsibility constitutes in light of an institution's specific mission and purpose and *how* to make education for personal and social responsibility pervasive across majors, in general education, throughout the co-curriculum, and within the overall institutional ethos.

The *Interpreters' Guide* is divided into four sections. Section I outlines a conceptual framework for examining campus climate generally and education for personal and social responsibility specifically. Section II highlights the different types of items found within the Inventory and offers some suggestions for analyzing them. Section III offers recommendations for how to use the Inventory's data in a larger process to build institutional capacity to educate students for personal and social responsibility. Finally, section IV provides strategies for visually presenting the data. Appendices, referenced at various points throughout the guide, are also included.

SECTION I. A FRAMEWORK FOR UNDERSTANDING CAMPUS ENVIRONMENTS

Theories of Organizational Climate

In the early stages of conceptualizing the PSRI, the developers designed the instrument to assess the institutional climate/culture with respect to *pervasiveness* along the five dimensions.

Institutional pervasiveness has two aspects:

- *breadth*: the degree to which efforts to promote personal and social responsibility are present and connected throughout the institution (versus absent or isolated), and
- *depth*: the degree to which those efforts are deeply embedded in various areas of the campus culture (versus superficially addressed).

All organizational climate measures are based on the conceptual work of psychologist Kurt Lewin (1890–1947), who studied the interactive relationship between the *influence (climate) of an organization and its culture* (in the case of the PSRI, the campus culture) and *the people who make up the organization*. His famous formulation (Lewin 1935) posits that behavior is a function of people in the context of their environment. In Lewin’s framing, organizations and the people who work in them have a mutual, shaping influence on one another.

Benjamin Schneider added to this framing in his landmark article, “The People Make the Place” (Schneider 1987). Schneider suggested that one could characterize *environments* by studying the *behaviors* of the *people* in the environment. Climate measures are designed to produce a profile of the perceptions people have of the environment in which they work or are engaged.

Thus, climate is most often measured by asking various groups within an organization the same questions about key characteristics of that organization, such as behaviors, experiences, and expectations. Data from organizational climate measures are most often used to:

- understand the perceptions of climate by each group studied, and
- compare groups with one another in terms of similar perceptions (*congruence*) and dissimilar perceptions (*dissonance*).

Behavioral Dimensions of Personal and Social Responsibility

The developers of the PSRI conducted an extensive review of the student development literature, psychological instruments, and measures of human characteristics and traits that were relevant to the domains of personal and social responsibility. In consultation with a group of national researchers in education and psychology, they then identified five dimensions of personal and social responsibility as important core capacities for students that were borne out by the research:

1. *Striving for excellence*: developing a strong work ethic and consciously doing one’s very best in all aspects of college;
2. *Cultivating personal and academic integrity*: recognizing and acting on a sense of honor, ranging from honesty in relationships to principled engagement with a formal academic honor code;
3. *Contributing to a larger community*: recognizing and acting on one’s responsibility to the educational community and the wider society, locally, nationally, and globally;

4. *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;
5. *Developing competence in ethical and moral reasoning and action*: developing ethical and moral reasoning in ways that incorporate the other four responsibilities; acting on such reasoning in learning and in life.

The developers then refined each of the five dimensions using the following categories (see appendix A):

- A basic definition (e.g., "What is a work ethic?")
- The character traits associated with the dimension
- The definitions of each trait associated with the dimension
- A discussion of why the traits are important

Markers of Campus Climate

Once the dimensions were defined and refined, it was then important to define key elements of campus climate that influence students and others.

Organizations can be characterized in many ways: their basic functions, practices, procedures, purpose and mission, reward systems, sub-organizational structures, and characteristics of the people who populate them. Well-designed climate measures seek to survey the most important of these elements. In creating the PSRI, the developers chose ten significant markers of campus climate:

1. Mission and educational purpose
2. Institutional leadership and advocacy
3. Policies and procedures
4. Expectations for competency and growth
5. Campus activities and organizations
6. Scholarly activities
7. Curriculum and pedagogy
8. Campus-community involvement
9. Evaluation and assessment
10. Reward systems

Each campus marker was defined by a set of examples (see appendix B). Below is the example of institutional leadership and advocacy:

Institutional leadership and advocacy

- a. Statements/official communications by campus leaders
- b. Clarity concerning the dimensions as goals and outcomes of a college education
- c. Degree of community awareness of the dimensions as educational outcomes
- d. Comprehensiveness of scope of the dimensions across multiple aspects of the campus culture
- e. Congruence of reward systems for the dimensions

SECTION II. ABOUT THE PSRI

The PSRI Technical Guide covers important information about the development of the PSRI, instrument testing and validation, survey administration, and post-administration data manipulation. While the PSRI surveys four constituent groups, for the purpose of test administration, the three nonstudent groups are clustered into “campus professionals.” For more nuanced analysis, *users should eventually disaggregate the ‘professionals’ data into the three constituent groups (faculty, student affairs professionals, and academic administrators)*. See *The PSRI Technical Guide* for more detail.

Following the refinement of the dimensions and the campus markers, the developers created a matrix of “dimensions × markers.” From it, the developers generated inventory items that were keyed to each area represented in the matrix. As is typical of instrument development, over time items were eliminated, refined, and tested until the current version was piloted and then finalized.

Types of Items

The PSRI consists of three types of items, tailored for students and for campus professionals.

- **Attitudinal items:** participants choose the degree to which they agree with a statement about the institution (choosing from Strongly Agree, Agree Somewhat, Disagree Somewhat, Strongly Disagree, No Basis for Judgment)
- **Behavioral items:** participants choose the degree to which they experience a particular phenomenon at the institution (choosing from Frequently, Occasionally, Never, No Basis for Judgment)
- **Open-ended items:** participants provide text related to experiences, programs, and practices at the institution that help students to develop personal and social responsibility.

Item Examples, Striving for Excellence

Attitudinal: This campus makes clear connections between having a strong work ethic and success in college.

Behavioral: Faculty communicate high expectations for students in terms of their academic work.

Open-ended: What experiences at this campus have helped you further develop your work ethic? Please describe 1-2 examples.

Item Analysis

Paired Items: Ideal/Real

Within the PSRI, the first set of items in each dimension asks the same question twice, once in the “should” form and once in the “is” form. This is often referred to as the “*ideal/real*” comparison. These items ask whether or not each of the five dimensions *should be* a major focus of the institution and then whether or not each dimension *actually is* a major focus. Presenting these paired items allows the institution to consider the following:

1. Is there congruence or dissonance between the ideal and the real?
2. Is a dimension rated as important or unimportant and is it institutionally pervasive?
3. Are there differences within or across groups with respect to the ideal or real generally?
Within particular dimensions?
4. What are the issues that should be discussed in campus dialogues based on reviewing the ideal/real data?

Paired items: Perceived developmental growth

Another type of paired items has to do with *the perceived developmental growth* of students from the time they arrive on campus compared to later in the college careers. The student survey asks respondents about their own development, while the professional survey asks about students' development generally.

Item Examples, Cultivating Personal and Academic Integrity

Student Survey:

- "I came to college with a well-developed sense of academic integrity."
- "My experiences at this campus have helped me develop a better understanding about academic integrity."

Campus Professional Survey:

- "Students on this campus typically come to college with a well-developed sense of academic integrity."
- "Students usually have a better understanding of academic integrity when they graduate than they demonstrate at the beginning of college."

Presenting these paired items allows the institution to consider the following:

1. Is there congruence or dissonance between what students perceive to be their developmental level and what other groups perceive? If, for example, students believe they arrive on campus with a highly developed sense of personal and academic integrity and the other campus constituents believe this is not the case, how can this gap be addressed?
2. Are there within-group differences that may relate to students' year in school? Do seniors have a different perception of these issues than first-year students, for example?
3. Does the student perception of developmental growth affect what campus programs and opportunities are seen as important to a college education?

Items by Dimension

Another important way to analyze the data is to examine items by dimension. When items are examined in this way, they can yield an indepth picture of what is being emphasized in the campus culture.

Item Examples, Taking Seriously the Perspectives of Others

There are numerous items across the markers and across constituent groups that relate to dimension four, Taking Seriously the Perspectives of Others. Here are some examples:

- “Faculty teach about the importance of considering diverse intellectual viewpoints.”
- “Students are respectful of one another when discussing controversial issues or perspectives.”
- “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.”
- “Out-of-class activities here help students explore diverse perspectives, cultures, and world views.”
- “Senior campus administrators publicly advocate the need for students to respect perspectives different from their own.”

Presenting *items by dimension* allows the institution to consider the following issues:

1. What areas of the campus are more or less successful in their emphasis and communication of the dimensions?
2. Are different areas of the campus climate more or less successful with different dimensions? If so, what is the impact on the institutional pervasiveness of education for personal and social responsibility?
3. If there is a judgment that the institution could be more deliberate and integrated across domains (e.g., student affairs and academic affairs), how could this be accomplished?
4. Is there congruence or dissonance within and across groups (e.g., faculty believe there is a strong institutional emphasis on cultivating personal and academic integrity, but students do not share that perception)?

Individual Items

Each campus is likely to encounter individual items that stand out in one of the following ways:

1. They have a strong degree of *congruence* across groups.
2. They have a strong degree of *dissonance* across groups.
3. They have a strong degree of difference *within* any group (e.g., tenured vs. nontenured faculty; seniors vs. first-year students).
4. They hold particular interest because of their content.

Such “critical items” will vary on each campus, but the PSRI developers included ten potential critical items to which users can pay particular attention. They are listed below.

Ten Potential Critical Items

- "Academic honesty policies on this campus help stop cheating."
- "It is 'safe' to hold unpopular positions on this campus."
- "Senior campus administrators publicly advocate the need for students to respect perspectives different from their own."
- "Faculty communicate high expectations for students in terms of their academic work."
- "Students on this campus conduct themselves with respect for others."
- "This campus actively promotes awareness of U.S. social, political, and economic issues."
- "This campus actively promotes awareness of global social, political, and economic issues."
- "Faculty teach about the importance of considering diverse intellectual viewpoints."
- "My experiences at this campus have increased my ability to learn from diverse perspectives."
- "The importance of developing a personal sense of ethical and moral reasoning is frequently communicated to students."

Presenting individual items for analysis may help constituents explore areas that are of special interest either to the institution as a whole or to particular groups within the institution.

A Note about Congruence and Dissonance

Congruence refers to agreement between different constituent groups or sub-groups on a dimension, a campus marker, or a cluster or individual item of interest. *Dissonance* refers to disagreement between different campus groups or subgroups on these same measures.

In general, when there is strong dissonance within or across groups, it indicates that perceptions of the campus climate are not shared and that elements of the campus culture are not experienced in similar ways (e.g., reward systems are frequently experienced differently). Campus leaders cannot expect constituents — students, faculty, student affairs professionals, or academic administrators — to focus on personal and social responsibility if the institutional environment does not articulate, support, and reward these aims. Strong areas of dissonance may well indicate that groups need to engage in more frequent and better communication about mutual purposes, goals, and responsibilities in order to create more effective and developmental learning environments for personal and social responsibility.

But congruence is not necessarily a positive outcome. For example, groups may be in agreement on the dimension, "contributing to a larger community," but that dimension may be ranked as of little importance on a campus whose mission names civic involvement as an important outcome of college. Similarly, dissonance is not necessarily a negative outcome. It would not be surprising, for example, that faculty and first-year students have differing perspectives on the degree to which students come to college developed along each of the dimensions.

SECTION III. USING DATA AND DIALOGUE FOR INSTITUTIONAL CAPACITY-BUILDING

The PSRI is a tool to help campus leaders expand their institution's capacity to facilitate student learning and development along the five dimensions. Institutional capacity cannot be accurately assessed without various campus constituents analyzing the data and discussing its possible meanings, interpretations, and implications. The data itself is neutral—it simply *is*. The dialogue regarding the data will be richer and more productive if attention is paid to the way in which the data is presented, the tone of the discussions, the inclusiveness of discussion groups, the degree to which participants feel that their perspectives have been taken seriously, and the extent to which meaningful action grows out of discussion.

Building Capacity through Data and Dialogues

The following is a suggested set of action steps that use PSRI data and pre- and post-survey dialogues in a process to expand institutional capacity to educate students for personal and social responsibility.

1. ***Form a leadership team.***

This team leads the data and dialogue process and should represent constituent groups that can help initiate reform efforts across many spheres of influence. Groups can include faculty, student affairs staff, academic administrators, students, institutional researchers (or others versed in quantitative and qualitative data analysis), development officers, alumni, and, potentially, community partners and employers. In order to maximize the variety of perspectives represented, the team should be also diverse in terms of race/ethnicity, rank and discipline (for faculty), year in school and majors (for students), and specific areas of expertise.

2. ***Complete the Personal and Social Responsibility Institutional Matrix*** (see appendix C).

The leadership team completes this paper-and pencil Matrix to catalog current opportunities to educate students for personal and social responsibility and gauges the breadth and depth of these opportunities across campus.

3. ***Sponsor pre-PSRI dialogues.***

These discussions serve to: (a) highlight what personal and social responsibility means within and across constituent groups, (b) identify aspects that resonate with different groups, (c) share Matrix results and confirm or amend team findings, and (d) develop common language and support for education for personal and social responsibility that reflects the institution's mission, purpose, and goals. These discussions can also be used to advertise the administration of the PSRI and to answer any questions constituents may have.

4. ***Complete the PSRI as a campus.***

Constituents complete the PSRI in order to share their perceptions about the nature and prevalence of current opportunities to educate students for personal and social responsibility.

5. ***Refine, analyze, and ready the data for discussion.***

The team, in conjunction with other key "data people" on campus, refines and analyzes the data and readies it for dissemination, discussion, and further interpretation.

6. ***Disseminate findings ahead of post-PSRI dialogues.***
Data findings should be in accessible, useable formats. Sections can be tailored to different constituent groups. Dissemination vehicles include the institution's web pages, press releases, newspaper and newsletter articles, and campuswide list-serves, and findings should also include information about post-PSRI dialogues.
7. ***Sponsor post-PSRI dialogues.***
These discussions serve to probe the reasons behind constituents' perceptions. Selected data findings may also be presented to key constituents groups such as boards of trustees, community partners, employers, etc.
8. ***Use PSRI findings to inform decision-making.***
Data gathered from both the PSRI and the campus dialogues should inform institutional, program, and departmental decision-making. This can include decisions made regarding curricular and co-curricular enhancement, assessment, and resource allocation. Early analyses can also provide direction for more refined analyses of the PSRI data.

Improving the Effectiveness of Dialogues

Campus dialogues provide an opportunity for members of each constituent group to come together to collectively learn more about the culture and context in which they learn, work, and communicate with one another. As such, it is best done in an atmosphere of mutual respect, open-mindedness, and patience, where participants surface a wide variety of perspectives and interpretations.

The purpose of public presentation of the data is to serve as a catalyst for dialogues that should take place within groups and across groups. Campus leaders will determine the strategy for dialogue that works best within the context of their institutional cultures. There are, however, some proven guidelines for successful presentation of data and dialogue sessions:

1. Ensure that people have the data in advance so that they come to the dialogue session able to be thoughtful and reflective.
2. Plan to make the data available through a variety of channels, such as the Web; session handouts; faculty, staff, and student newspapers/ newsletters; and reports.
3. Plan to present the data in settings comprised of different combinations of groups. These may include departmental meetings, gatherings comprised of members of the four constituent groups in gatherings such as those of boards of trustees, alumni, or community groups.
4. When planning a dialogue session take into consideration the size of the space, ease of the sample, larger public meetings that include constituents in the sample, and special constituency communication, and type of data presentation.
5. Use skilled and well-prepared dialogue facilitators.
6. At the start of each dialogue session, set ground rules for respectful speaking and listening.
7. Consider a combination of interactions: public presentation, small- and large-group discussions.
8. Don't present more data than the time allows. It is better to have focused sessions than sessions with too much data to be digested and discussed.
9. Avoid making judgments about members of the four constituent groups. It is especially important not to see some groups as more effective or more mature than others.

10. Always tie the data and discussion to the issue of how to build the institution's capacity to better educate students for personal and social responsibility and better serve all its constituents in the process. Keep in the forefront of discussion the notion that this work is *community* work—it takes everyone in their particular institutional role to create a more effective educational environment.

It is important to remember that the PSRI is neither a measure of student learning nor a measure of developmental maturity. It is a *climate measure* designed to capture individual, group, and subgroup *perceptions* of the campus environment with respect to the five dimensions of personal and social responsibility. With the possible exception of the open-ended responses, this data does not document what an institution is *actually doing* with regard to education for personal and social responsibility. Indeed, the PSRI data may point to: (a) a lack of *awareness* about existing programs and practices related to personal and social responsibility, (b) a lack of *impact* of these programs and practices on the overall institutional culture, or (c) actual *gaps* in programs and practices.

Both the dialogue process and the data are tools to drive decision-making. Only with informed decision-making can campus leaders begin to form more deliberate and integrated institutional structures and coherent educational experiences for students in the areas of personal and social responsibility.

SECTION IV. VISUAL PRESENTATIONS OF PSRI DATA

The goal of presenting the inventory data is to facilitate a basic understanding of the findings and thoughtful discussion of their possible meaning and implications. Users should plan on creating the most simple, straight-forward, and accurate presentation of the data, both numerically and graphically. Below are some important points to consider developing data presentations.

1. In general, the data obtained from the PSRI can be presented as follows:
 - a. Group averages on each overall dimension,
 - b. Subgroup averages on each overall dimension,
 - c. Group averages on specific items, and
 - d. Subgroup averages on specific items.

This allows a comparison among groups or sub-groups with respect to congruence or dissonance of perceptions. It also allows the data to be interpreted with respect to the depth and breadth of institutional pervasiveness (high, moderate, or low).

2. In general, there are two basic ways of numerically presenting the data to an audience:
 - a. use of percentages of agreement or disagreement and
 - b. use of mean scores (the average score on an item or dimension).
3. More sophisticated statistical analyses may be done on the data which would allow institutional researchers to search for correlations among items, review sub-group differences, or determine how strong the dissonance or congruence is between and among constituent groups.
4. Visual presentation of the data may include:
 - a. *line graphs*: Using line graphs to display the four constituent groups within each dimension captures the relative degree of institutional pervasiveness of each dimension. This technique can also be used to present data on sub-groups with each of the four larger groups or to present data on specific items or clusters of items.
 - b. *bar graphs (Histograms)*: Bar graphs are useful to depict the levels of importance each group or subgroup places on a dimension or a particular item.
 - c. *pie charts*: Pie charts can nicely illustrate the relative size of percentages in the data.
 - d. *correlation tables*: Correlation statistics are often helpful in showing meaningful group differences in the experiences of campus culture, as when relating demographic variables to either critical items or item clusters.

See appendix D for examples of these four types of visual presentation.

References

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APPENDIX A. CHARACTER TRAITS ASSOCIATED WITH THE FIVE DIMENSIONS OF PERSONAL AND SOCIAL RESPONSIBILITY

Dimension 1: Striving for Excellence—developing a strong work ethic and consciously doing one’s very best in all aspects of college

Character traits associated with Dimension 1:

- Accountability
- Responsibility
- Dependability
- Self-discipline
- Initiative
- Persistence
- Resilience
- Purpose
- Motivation
- Social intelligence

How are *accountability*, *responsibility*, *dependability*, and *self-discipline* defined?

- Having a clear understanding of the expectations and requirements that come with one’s role as a student
- Working hard to fulfill those expectations and requirements
- Recognizing liability for one’s conduct
- Understanding one’s role relative to other students, faculty, staff and administrators
- *Includes:* being able to prioritize tasks and complete them in a timely manner; dealing with competing obligations, and managing multiple roles (within the environment of the college/university as well as between school life, personal life, and social life)

How are *initiative*, *persistence*, and *resilience* defined?

- Having creativity and the ability to self-start a new project or to recognize the appropriate next step in a project that is ongoing
- Being able to adapt, stay positive, and persevere
- Working toward improvement rather than being satisfied with the status quo
- Being comfortable working independently
- Going above and beyond what is required
- Diligently working on a project, even when it is not going smoothly
- *Includes:* using perception to plan ahead and plan for contingency; making use of available resources; being confident in decision-making; being able to learn from, and then move on from, mistakes

How are *purpose* and *motivation* defined?

- Recognizing one’s role (in your family, at your college/institution, etc.) and how this fits into one’s short-term and long-term plans
- Knowing that there is value in one’s efforts
- Pushing oneself to the next level of growth, academically and socially
- *Includes:* goal setting; requesting and taking feedback in a positive manner; reflecting on failure and success, and, when necessary, reevaluating goals

How is *social intelligence* defined?

- Demonstrating interpersonal skills, such as cooperation, friendliness, respect, trust, and courtesy
- Being comfortable working as a team member
- *Includes:* being open to the ideas of others; equitably dividing work on shared projects; sharing resources; recognizing another’s job well-done; providing feedback to others when requested

Why are these traits important?

- They help to create a common “work” culture within the collegial environment
- These traits translate into the nouns of professional culture
- Understanding them will help students transition from school to work
- They are valuable across disciplines, professions, domains, and job levels

Dimension 2: Cultivating Personal and Academic Integrity—recognizing and acting on a sense of honor ranging from honesty in relationships to principled engagement with a formal academic honors code

Character traits associated with Dimension 2:

- Honesty
- Truthfulness
- Fairness
- Respect for others
- Honor
- Responsibility
- Trust

How are *honesty* and *truthfulness* defined?

- Acting in a manner that is straightforward and sincere
- Acting respectfully when hearing the truth from someone else, even when it is not what you want to hear
- Understanding that, in situations of wrongdoing, honesty and truth may come with warranted consequences
- Accepting responsibility for one's actions
- Admitting to mistakes/wrongdoing
- Acting without guilt to protect the values of the campus community
- *Includes:* reflecting on one's actions and thoughts, both positively and critically; taking pride in one's work; knowing one's limits; being diligent about accurately citing sources and using only one's own work in assignments; understanding why cheating on an exam amounts to cheating oneself

How are *fairness* and *respect for others* defined?

- Treating others how one wants to be treated
- Accepting personal differences
- Considering how one's actions impact the feelings, values, and efforts of others
- Recognizing the value of multiple points of view
- Understanding that some opinions are more valuable than others
- Making courtesy and politeness second-nature in daily interactions
- Making sound judgments
- *Includes:* attending class on time and prepared; acknowledging the good work of peers; sharing credit when work is shared; understanding that how one treats others and how one goes about one's daily work is as important as what is accomplished

How are *honor*, *responsibility*, and *trust* defined?

- Displaying loyalty to, and abiding by the goals and values of the institution
- Respecting the opportunity to participate in a scholarly community
- Considering how one's actions represent and reflect the mission of the institution
- Understanding one's role as a student relative to faculty, staff, administrators, and other students on a college campus
- *Includes:* signing, and putting into deliberate practice, the institution's honor code; recognizing the importance of the honor code for each course—on syllabi, on exams, and in class discussions; applying this code both inside and outside the classroom; seeing oneself as a representative of a scholarly community; not participating in any type of academic dishonesty (including permitting others to use one's work); appropriately reporting instances when the honor code is broken; thinking before one acts

Why are these traits important?

- These traits are often the essence of institutional mission statements
- The foundations of higher education were built upon these traits
- They support the culture of a scholarly community
- The collegial community relies on them to foster intellectual growth
- They are transferable to any realm of life

Dimension 3: Contributing to a Larger Community—recognizing and acting on one’s responsibility to the educational community (classroom, campus life), the local community, and the wider society, both national and global

Character traits associated with Dimension 3:

- Positive sense of self
- Purposefulness
- Self-reflection
- Social awareness
- Knowledge of context
- Humanitarian
- Nonjudgmental
- Collaborative
- Thinking “big picture”

How are *positive sense of self* and *purposefulness* defined?

- Understanding how strengths and weaknesses contribute to growth
- Having clear goals and actively working to achieve them
- Knowing what is important both in daily living and in the long run
- Seeking to be well-rounded intellectually, socially and culturally
- Confidently pursuing dreams while “keeping two feet on the ground”
- *Includes:* participating in activities that bring satisfaction; staying on-track amidst distraction; motivating others through one’s own actions; connecting with mentors; identifying what is necessary for success; using one’s knowledge for societal improvement

How are *self-reflection*, *social awareness*, and *knowledge of context* defined?

- Seeing one’s self, as well as society, as an ever-changing entity
- Developing an understanding of where one fits into a broader scheme
- Believing that one person can make a difference
- Making an effort to take in everything that is around you, even if beyond the range of the five senses
- Being conscious of connections between race, class, and privilege
- *Includes:* keeping up on local and world news, but not automatically accepting everything one sees, hears, or reads; seeking opinions from various constituent groups; acting on something one believes in; using past experiences to inform present decisions; being mindful that contexts vary and one may not always be able to fully relate

How are *humanitarian*, *nonjudgmental*, and *collaborative* defined?

- “Doing good for the sake of doing good,” without any expectation of compensation or reward
- Giving of oneself even in the absence of gratification
- Discerning need
- Recognizing the oneness of the human race
- *Includes:* putting the needs of others before one’s own; working to correct social and economic inequities; treating others how one would hope to be treated if the situation of need were reversed; proactively searching for ways to contribute, encouraging others to contribute, and identifying where contributions will go the farthest

How is *thinking “big picture”* defined?

- Being aware of details but not allowing them to impede progress
- Being able to look beyond what is immediate to what lies ahead
- Considering all of the individuals impacted by a given situation
- *Includes:* having a flexible but reasonable long-term plan; considering one’s participation in the lives of others; learning how to translate one’s values and priorities into actions; connecting with other individuals and groups in the community

Why are these traits important?

- They aid in individuals’ and groups’ abilities to accurately respond to their own needs and the needs of others
- They foster growth for the individual participant and improvement for the community, locally and globally
- They reinforce the notion of social justice
- They promote a lifestyle of courage and risk-taking in the name of learning and developing a better society

Dimension 4: 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, for citizenship, and for work

Character traits associated with Dimension 4:

- Attentiveness
- Thinking before responding
- Open-mindedness
- Social/cultural awareness
- Empathy
- Respect for self and others
- Self-confidence
- Self-efficacy
- Inquisitiveness
- Truth-seeking
- Exercising good judgment

How are *attentiveness* and *thinking before responding* defined?

- Being able to focus, concentrate on, and comprehend what another person is communicating—verbally or in writing, physically or affectively
- Focusing what is being communicated prior to responding
- Considering how one’s response will be interpreted by others
- *Includes:* paying full attention when another person is speaking—noticing tone of voice, facial expressions, and body language; making an effort to capture the “meaning behind the words” in written communications; responding to others with controlled emotion and well-founded thoughts, ideas, and opinions

How are *open-mindedness*, *cultural/social awareness*, and *empathy*

- Having flexibility in one’s opinions and beliefs, recognizing that they might evolve/change as a consequence of learning from other individuals, personal experience, and intellectual growth
- Understanding that the inherent and background differences of others contribute to their ways of thinking
- Making an effort to accurately understand the perspective of another individual and the affective state that accompanies that perspective, and having the capability to respond appropriately to that individual
- *Includes:* considering how “who one is” influences how one thinks, acts, and reacts; making one’s own decisions about what to believe, while also permitting oneself to change one’s mind and others to change their minds; seeking the opinions of other individuals with backgrounds different from one’s own; providing support to other individuals whose perspectives one can and cannot relate to

How are *respect for self and for others*, *self-confidence*, and *self-efficacy* defined?

- Trusting in one’s own knowledge and abilities
- Believing in oneself and one’s capabilities
- Recognizing the value that one adds to a situation or experience
- Being able to justify, express, and act upon one’s beliefs without feelings of guilt or wrongdoing
- *Includes:* being able to convey one’s opinion or perspective, even if it is in the minority; being able to explain and provide a basis for one’s beliefs; displaying one’s strengths with assertion but without arrogance

How are *inquisitiveness*, *truth-seeking*, and *exercising good judgment* defined?

- Having a perpetual interest in learning more
- Searching for knowledge through questioning and probing
- Seeking the opinions of experts and having the ability to distinguish the value associated with those opinions
- Being able to make a judgment without being judgmental
- *Includes:* asking questions to delve beyond what is on the surface; questioning information when one is skeptical about its merit; recognizing that even a “reliable” source of information may not always be reliable; examining competing and contradictory evidence; understanding that while everyone has the right to an opinion, not all opinions are equally worthwhile

Why are these traits important?

- They help to create a culture of mutual respect within the collegial environment
- They demonstrate intellectual maturity
- They are associated with being a lifelong learner
- By embracing these traits, others are likely to reciprocate and take your perspective seriously

Dimension 5: Developing Competence in Ethical and Moral Reasoning—developing one's own personal and social values and being able to express and act upon those values responsibly; developing a mature sense of moral sensitivity and personal character; being able to identify and evaluate moral dilemmas and act appropriately

Character traits associated with Dimension 5:

- Honesty
- Truth-seeking
- Integrity
- Responsibility
- Respect
- Courage
- Self-efficacy
- Compassion
- Empathy
- Social intelligence

How are *honesty* and *truth-seeking* defined?

- Being truthful with oneself and with others and establishing an expectation that others be truthful in return
- Actively pursuing the truth in order to communicate only accurate information to others
- Understanding that honesty is not always easy—to give or to take—and that it may come with consequences if a wrongdoing has occurred
- *Includes:* doing one's own work without cheating or plagiarizing, and encouraging others to do the same; accurately portraying who one is, no matter whose company one is in; questioning a statement or action that seems wrong; looking for missing pieces when a story seems incomplete; and seeking deeper understanding of context

How are *integrity*, *responsibility*, and *respect* defined?

- Staying true to oneself, one's commitments, and one's goals, and keeping one's word
- Owning up to one's actions
- Understanding that actions reflect who a person is and where one comes from
- Treating others the way one wishes to be treated
- Honoring the good work of others
- Recognizing one's impact on others and the impact others have in return
- *Includes:* expressing the right to one's own well-founded opinion and allowing others to do so as well; demonstrating follow-through with obligations; being loyal to individuals and institutions that have contributed to one's development; upholding the value of a promise

How are *courage* and *self-efficacy* defined?

- Taking a chance in the name of a positive outcome
- Knowing one will be able to deal with whatever outcome one might face
- Facing one's fears and tackling self-doubt
- Believing in one's capabilities
- Recognizing when a situation requires action and being able to determine the next appropriate step
- *Includes:* taking a stand with a minority opinion; respectfully questioning the actions of someone with power; being able to evaluate the relative risk and reward of a situation; challenging oneself in academic and social situations

How are *compassion*, *empathy*, and *social intelligence* defined?

- Showing understanding of others' emotions
- Knowing how to reach out to someone in need
- Taking the time to learn what is appropriate in dealing with a particular circumstance
- Knowing when and when not to relate one's own experiences to a situation
- Respecting the idea that different cultures have various ways of dealing with personal and social issues
- *Includes:* listening to the perspectives of others; asking what someone needs and how one can be helpful rather than imposing one's own ideals; knowing when to elicit the help of someone with more first-hand experience; engaging in interactions and experiences that will enhance one's abilities to relate to others

Why are these traits important?

- They are the foundation of both actions and reactions
- They provide the basic grounding for development as individuals and for development as a society
- These traits reflect the most basic philosophical underpinnings of humanity
- The presence of these traits in individuals is a reflection of the greater good of society

APPENDIX B. MARKERS OF CAMPUS CULTURE*

Overall, the campus climate is assessed in two ways: (1) by each dimension, and the consistency with which each dimension is addressed in multiple elements of the campus; and (2) by a sense of how well the campus is doing in addressing all five dimensions of personal and social responsibility, and how clearly the dimensions are a part of the comprehensive educational mission of the institution. Below are the campus elements, or markers, that were used in the development of the PSRI.

1. Mission and Educational Purpose

- a. Clarity concerning the dimensions as an important aspect of the institution's comprehensive educational mission
- b. College catalog
- c. Policy statements/handbooks (such as honor codes)
- d. Educational programming/orientation concerning the dimensions for students, faculty, and staff
- e. Public communications (websites, public letters, press releases, official publications)

2. Institutional Leadership and Advocacy

- a. Statements/official communications by campus leaders
- b. Clarity concerning the dimensions as goals and outcomes of a college education
- c. Degree of community awareness of the dimensions as educational outcomes
- d. Comprehensiveness of scope of the dimensions across multiple aspects of the campus culture
- e. Congruence of reward systems for the dimensions

3. Policies and Procedures

- a. Existence of public policies and procedures for students, faculty, and staff
- b. Consistencies of education and enforcement of policies and procedures (such as academic honor codes and student codes of conduct)
- c. Attention to diversity and equity for community members
- d. Congruence of reward system for development along the dimensions
- e. An integration of expectations of development along all five dimensions across academic and student affairs

4. Expectations for Competency and Growth

- a. Regular and consistent systems of feedback
- b. Ongoing evaluation and assessment
- c. Opportunities for reflection and demonstration of competency
- d. Education about and clarity of expectations in multiple aspects of campus life
- e. Reward systems consistent with competency and growth

5. Campus Activities and Organizations

- a. Civic engagement as a regular aspect of campus life
- b. Diversity and equity in training and membership in organizations
- c. Expectation of civil behavior
- d. Emphasis on active learning, reflection, and feedback
- e. Diverse opportunities for leadership and growth

6. Scholarly Activities

- a. Teaching and learning related to the five dimensions
- b. Opportunities to apply knowledge in practical ways
- c. Research related to the dimensions
- d. Assignments/tasks that: require development of competency in the dimensions
- e. Reward and reinforcement for scholarly work that relates to the dimensions

7. Curriculum and Pedagogy

- a. Diversity in ways of teaching and learning (pedagogies of engagement and integration)
- b. Clear expectations and requirements for excellence and integrative work
- c. Wide range of intellectual opportunities in courses, programs, majors
- d. Systematic feedback about progress in intellectual and ethical development
- e. Expectations of personal and academic integrity

8. Campus–Community Involvement

- a. Ongoing, collaborative projects and programs between community and campus leaders
- b. Recognition of scholarship and pedagogy that focus on the community
- c. Community-based projects and programs have ongoing assessment and feedback for student learning
- d. Community leaders serve as consultants for curriculum, programming, assessment design and evaluation
- e. There are designated offices for community involvement and learning and/or faculty and staff who have dedicated responsibilities for community-based learning

9. Evaluation and Assessment**

- a. Focus on key learning outcomes to be assessed
- b. Development of plans of study for all students
- c. Provision of diagnostic, milestone, and culminating assessments of key learning outcomes
- d. Assessment of student achievement in context of academic and citizen work
- e. Publicizing learning outcomes and expectations and how they can be achieved

10. Reward Systems

- a. Clarity of expectations for rewards across campus units
- b. Reward systems consistent and clear across campus units and campus populations
- c. Equity within the system
- d. Systems of consistent feedback and opportunity for improvement
- e. Recognition of individual differences and contributions to the larger community

Overall, the campus climate is assessed in two ways:

- a. By each dimension and the consistency with which the dimension is addressed in multiple aspects of the campus; and
- b. By a sense of how well the campus is doing in addressing all five dimensions of personal and social responsibility and how clearly the dimensions are a part of the comprehensive educational mission of the institution.

* Acknowledgement goes to Donna Talbot and her work summarizing stages of multicultural organizational development. See D. M. Talbot. 2003. Multiculturalism. In S. R. Komives, D. B. Woodard, Jr. and Associates, *Student services: A handbook for the profession*, 4th ed. San Francisco: Jossey-Bass.

** Taken from *Our students' best work: A framework for accountability worthy of our mission* (AAC&U 2005), with outcomes intended to span all five dimensions of personal and social responsibility.

APPENDIX C. PERSONAL AND SOCIAL RESPONSIBILITY INSTITUTIONAL MATRIX

Because the original matrix used in creating the PSRI proved to be helpful in thinking about the assessment of campus climate, it seemed logical that it would also be helpful for leadership teams to use a matrix to analyze their campuses with respect to institutional pervasiveness of education for personal and social responsibility.

Matrix Design

The Personal and Social Responsibility Institutional Matrix features the five dimensions and five of the original campus markers (mission and purpose, campus life, curriculum and pedagogy, campus–community involvement, and incentives and rewards). It is designed to map an institution’s overall commitment to educating for personal and social responsibility. A leadership team should fill in the boxes to catalogue the programs, policies and initiatives that fall into specific campus markers (vertical) and dimensions of personal and social responsibility (horizontal). For example, domestic and global diversity requirements would be listed under the domain of *curriculum and pedagogy* in *Dimension 4: Taking Seriously the Perspectives of Others*.

The matrix consists of three parts:

Horizontal Axis: Five Dimensions of Personal and Social Responsibility

See appendix A to review the traits associated with the five dimensions to help determine the extent to which education for each dimension takes place at the institution. Campus leaders are invited to refine and expand on the five dimensions in ways appropriate to their particular institutions.

Vertical Axis: Five Markers of Campus Culture

See appendix B to review the components of the five markers used in the Matrix: mission and purpose, campus life, curriculum and pedagogy, campus-community involvement, and incentives and rewards. As with the list of traits, campus leaders are invited to refine and expand on the five markers in ways appropriate to their particular institutions.

Institutional Pervasiveness: Determining the Degree of Pervasiveness of Campus Efforts

The matrix is designed to help capture the degree to which personal and social responsibility has been institutionalized at a campus at a particular time. It is designed to help answer the question: *How pervasive are the institution’s attempts to educate for personal and social responsibility?* Consistent with the literature on institutionalizing change, the matrix includes two mutually reinforcing aspects of institutionalization:

Breadth describes the degree to which efforts are present and connected throughout the institution: connections between academic affairs, student affairs, administrative units, hiring, etc. (*How many efforts are related to education for personal and social responsibility? How well-connected are they?*)

Depth captures the degree to which the efforts are deeply embedded as opposed to superficial. (*How deeply are efforts rooted in the culture and day-to-day practices of the institution?*)

The achievement of both breadth and depth would be demonstrated by effective and comprehensive institutionalization of programs, policies, and procedures that support education for personal and social responsibility.

The pages of the matrix include boxes to indicate the degree of pervasiveness for each dimension across campus markers, using the following scale:

Low (L) = no breadth and no depth (i.e., isolated and superficial attempts at educating for personal and social responsibility)

Medium (M) = some breadth and/or some depth

High (H) = strong breadth and strong depth (i.e., integrated and rooted education for personal and social responsibility)

Matrix Process

Leadership team members should work *individually* to complete the matrix, mapping institutional commitment to education for personal and social responsibility from their particular vantage point. The boxes can help catalogue the programs, policies and initiatives that fall into specific markers of campus culture (vertical) and dimensions of personal and social responsibility (horizontal). The team members should use readily available sources of information—their own experience and knowledge, information from colleagues, catalogues, and the campus website. *Team members should think of themselves as the institution's cartographers, sketching a map of how the campus visibly reveals its core values.*

Then, the team should meet to compare the individual results of the matrix exercise. How different or similar are the 'maps' among team members? Where are there gaps? Where are there assets? How did different team members respond in terms of the degree of pervasiveness (breadth and depth) across various dimensions and markers?

The team should combine the individual maps to create a single matrix. Are there obvious gaps in the team's combined matrix? How might dialogues help the team analyze these gaps in more detail? Who are the key people, offices, and constituents that should be included in such dialogue?

Evaluate the Matrix: Gap and Asset Analysis

As the matrix begins to offer a picture of the institution's commitment to education for personal and social responsibility, examine both the assets (patterns of clearly established programs and policies) and the gaps (areas where education for ethical reasoning and moral choices to self and others is missing). Summarize each of these in writing. The following questions can help prompt more indepth analysis.

General

- What made the areas of strength possible?
- What impedes efforts in particular markers and dimensions?

Mission and Vision

- What is your current institutional vision for undergraduate learning and where is personal and social responsibility situated in it (or in relation to it)?
- What changes, if any, might you and your colleagues anticipate making to your institution's mission and vision statements to bring personal and social responsibility into sharper focus there, and in the roles and responsibilities of various campus constituents?

Current Efforts

- What is your institution currently doing to foster personal and social responsibility among students?
- What is the scale of these efforts (e.g., how many students are meaningfully engaged in activities; how many faculty and staff are involved)?

- What specifically might suggest that your institution has achieved distinction in one or more of the five dimensions?

Future Work

- How might you and your colleagues build upon existing strengths and address any gaps found in your institution's efforts to educate for personal and social responsibility?
- What resistance or challenges, if any, do you anticipate, and what strategies might you employ to address them?

Assessment

- What assessment measures (e.g., climate measures, engagement measures, direct measures of student learning) do you and your colleagues currently use that relate to education for personal and social responsibility?
- Have the findings influenced how your institution structures student learning that is focused on excellence, integrity, and civic responsibility? If so, how?
- What changes in assessment do you foresee needing in the future? What new assessment measures might you develop?
- How prepared is your institution to conduct assessment to determine the longitudinal impact of your efforts to educate for personal and social responsibility?

Process

- Assuming the need for a campuswide team representing various constituent groups (e.g., faculty, student affairs, academic affairs, students, community members), what is already in place to facilitate collaboration and coordination among team members? How can you foster campuswide commitment and action beyond the team?
- What is the current level of commitment from administrators, faculty, and student affairs professionals with regard to teaching for personal and social responsibility?
- Do members of the campus community perceive consistent advocacy and support for education for personal and social responsibility from senior leaders?
- What level of openness exists on your campus to examine data honestly and to use results for educational improvement?
- Does the reward system of the institution reinforce faculty, staff, and student efforts to engage in initiatives related to personal and social responsibility?

Personal and Social Responsibility Institutional Matrix Summary Sheet

Summarize the scope of your institution's efforts to educate for personal and social responsibility

	Dimension 1	Dimension 2	Dimension 3	Dimension 4	Dimension 5	Degree of Pervasiveness (L, M, or H)
	Striving for excellence	Cultivating personal and academic integrity	Contributing to a larger community	Taking seriously the perspectives of others	Developing competence in ethical and moral reasoning and action	
Mission and Purpose						
Campus Life						
Curriculum and Pedagogy						
Campus-Community Involvement						
Incentives and Rewards						

Personal and Social Responsibility Institutional Matrix

	Dimension 1 Striving for excellence: developing a strong work ethic and consciously doing one's very best in all aspects of college	Degree of Pervasiveness (L, M, or H)
Mission and Purpose		
Campus Life		
Curriculum and Pedagogy		
Campus-Community Involvement		
Incentives and Rewards		

Personal and Social Responsibility Institutional Matrix

	Dimension 2 Cultivating personal and academic integrity: recognizing and acting on a sense of honor ranging from honesty in relationships to principled engagement with formal academic honors codes and expectations	Degree of Pervasiveness (L, M, or H)
Mission and Purpose		
Campus Life		
Curriculum and Pedagogy		
Campus–Community Involvement		
Incentives and Rewards		

Personal and Social Responsibility Institutional Matrix

	Dimension 3 Contributing to a larger community: recognizing and acting on one's responsibility to the educational community, the local community, and the wider national and global society	Degree of Pervasiveness (L, M, or H)
Mission and Purpose		
Campus Life		
Curriculum and Pedagogy		
Campus–Community Involvement		
Incentives and Rewards		

Personal and Social Responsibility Institutional Matrix

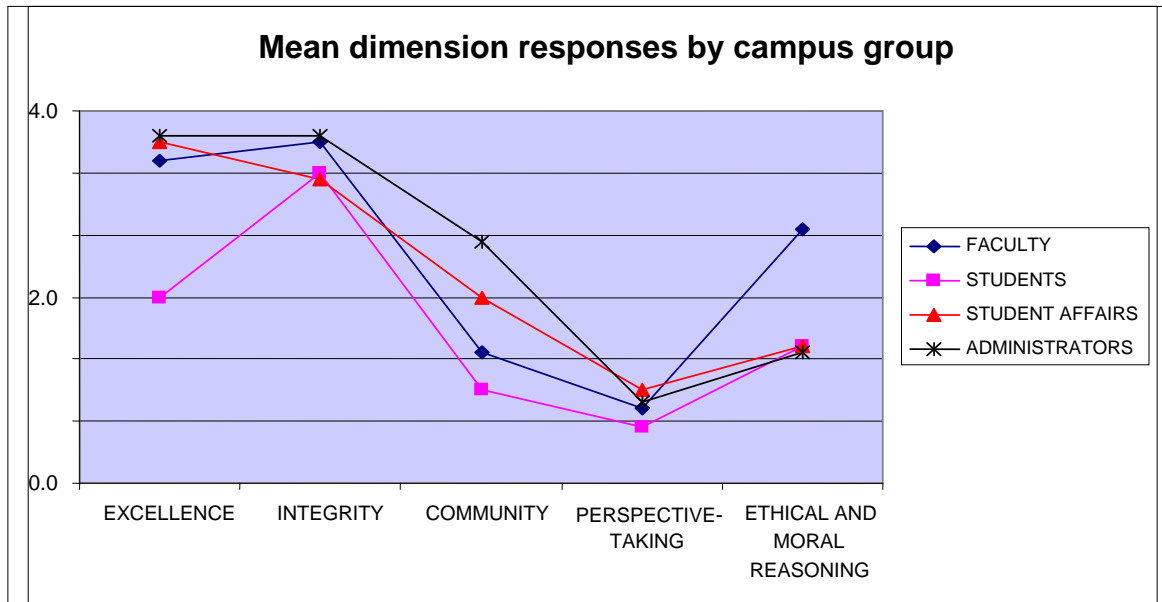
	Dimension 4 Taking seriously the perspectives of others: recognizing and acting on the obligation to inform one’s own judgment; relinquishing a sense of entitlement; engaging diverse and competing perspectives as a resource for learning, work, and responsible citizenship in both local and global communities	Degree of Pervasiveness (L, M, or H)
Mission and Purpose		
Campus Life		
Curriculum and Pedagogy		
Campus–Community Involvement		
Incentives and Rewards		

Personal and Social Responsibility Institutional Matrix

	Dimension 5 Developing competence in ethical and moral reasoning and action: developing ethical and moral reasoning in ways that incorporate the other four responsibilities; acting on such reasoning in learning and in life	Degree of Pervasiveness (L, M, or H)
Mission and Purpose		
Campus Life		
Curriculum and Pedagogy		
Campus–Community Involvement		
Incentives and rewards		

APPENDIX D. EXAMPLES OF VISUAL PRESENTATIONS OF PSRI DATA

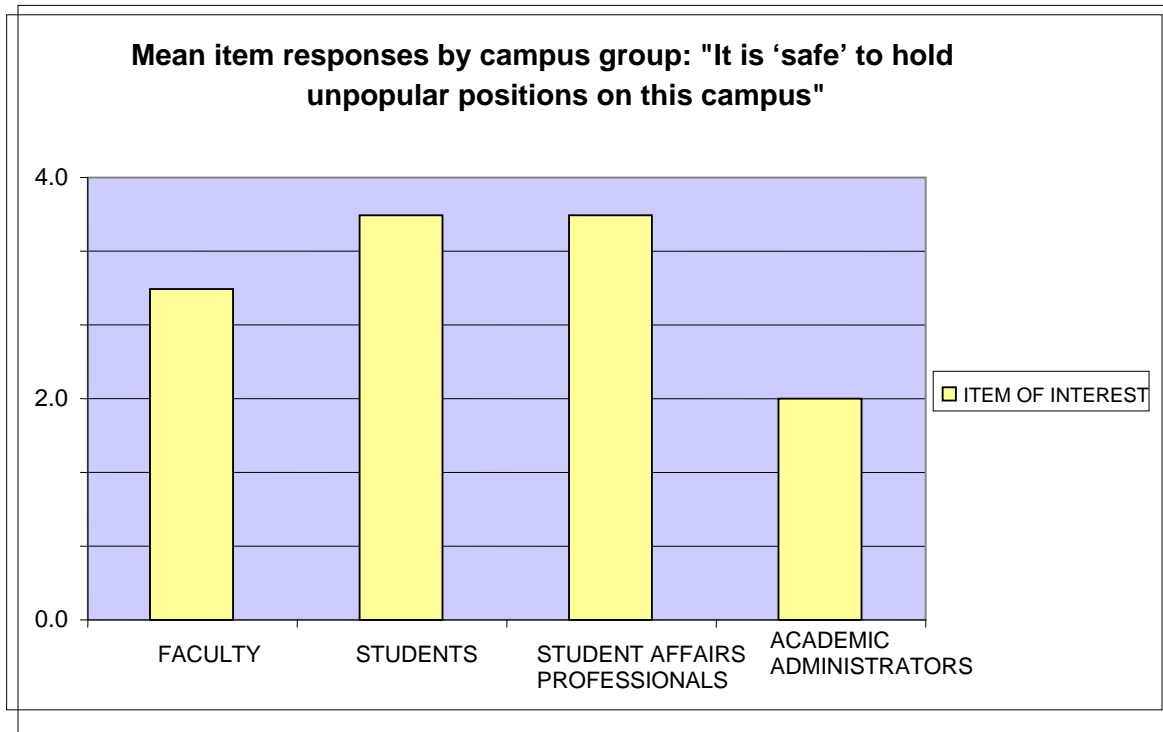
Example 1. Line graph



- There appears to be some disagreement (dissonance) between students and the other three campus groups on the excellence dimension.
- On integrity, agreement (congruence) among the four groups is high. That is, all agree or strongly agree that the institution cultivates academic and personal integrity among students.
- On perspective taking, congruence also exists among the four groups but it is low. That is, all disagree that the institution encourages students to take seriously other perspectives.

Note: All data used in these graphical depictions are fictional.

Example 2. Bar Graph



- In addition to comparing campus constituent groups on mean scores by dimension or marker, they can also be compared on mean scores by critical item(s).

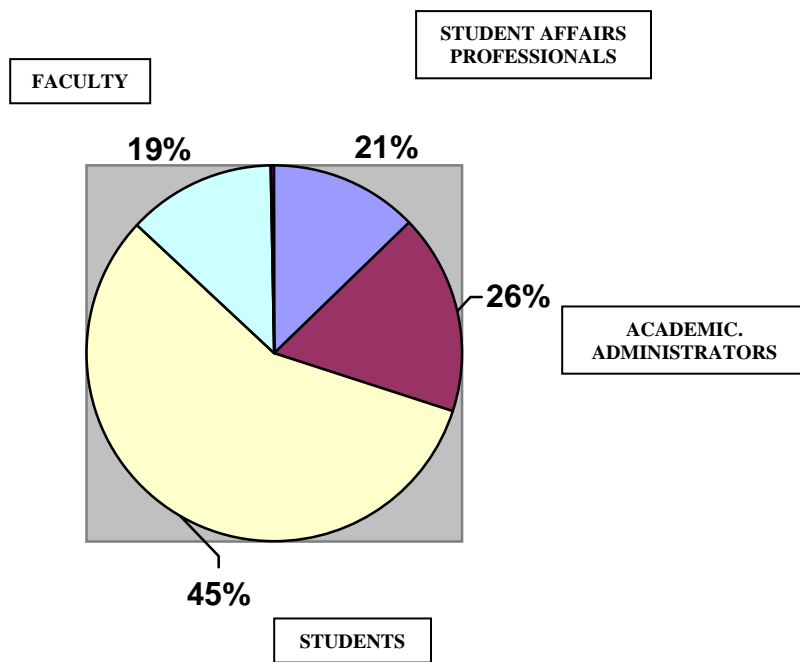
Note: All data used in these graphical depictions are fictional.

Example 3. Pie Chart

Say that the item, “It is safe to hold unpopular positions on this campus” yields the following percentages of individuals who “strongly agree” with the statement:

- Students—45 percent
- Faculty—19 percent
- Academic administrators—26 percent
- Student affairs professionals—21 percent.

All of the percentages are low, but students’ sense of safety is approximately double that of the other three groups. A pie chart can demonstrate the size differences quite dramatically. Such display can help facilitate important conversations about the possible factors that contribute to these percentages.



Percentage of constituents groups that “strongly agreed” with the statement: “It is safe to hold unpopular opinions on this campus.”

Note: All data used in these graphical depictions are fictional.

Example 4. Correlation Matrix

Correlations for commitment to social change and student engagement indicators

		Studying	Partying	Participation in community service	Agreement that “My commitment to change society for the better has grown during my time on campus”
Studying	Pearson Correlation Sig. (2-tailed)	1.000	-0.429*** 0.000	0.432 0.145	0.022 0.264
Partying	Pearson Correlation Sig. (2-tailed)	-0.429*** 0.000	1.000	-0.469*** 0.000	-0.077*** 0.000
Participation in community service	Pearson Correlation Sig. (2-tailed)	0.432 0.145	-0.469*** 0.000	1.000	0.009*** 0.000
Agreement that “My commitment to change society for the better has grown during my time on campus”	Pearson Correlation Sig. (2-tailed)	0.022 0.264	-0.077*** 0.000	0.009*** 0.000	1.000

*** p < 0.001, N = 2,545 students.

With regard to students in the sample, this correlation matrix indicates, for example, that there is a *significant, positive relationship* between hours spent participating in community service and level of agreement that their “commitment to change society for the better had grown during their time on campus.” That is, the more time students participated in community service, the higher their level of agreement that their commitment to social change had increased during college. Conversely, there is a *significant, negative relationship* between hours spent partying and the three other variables: hours spent participating in community service, hours spent studying, and level of agreement that their commitment to social change had deepened while in college.

Note: All data used in these graphical depictions are fictional.