PERSONAL AND SOCIAL RESPONSIBILITY INVENTORY

RESPONSIBILITY INVENTORY

An Institutional Climate Measure

St. Philip's College

Institutional Report

January 2016

PERSONAL AND SOCIAL RESPONSIBILITY INVENTORY
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Introduction

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

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

Along with this report, your institution receives two datasets: one with student data that can be linked directly to existing institutional datasets and one with professional responses that has been de-identified to protect the anonymity of respondents. These datasets can be used to contribute to understanding how perceptions vary within and across groups, analyzing assets and gaps in curricular and co-curricular offerings, confirming or challenging existing beliefs about the campus climate, making decisions about resources and future areas of work, and enhancing the educational experience of students.

Again, we thank you for your participation in this study and we encourage your future involvement with the PSRI. If you have any questions, please contact the RISE office at (515) 294-7009 or email: psri@iastate.edu.

Sincerely,

Robert D. Reason
Professor of Education
Iowa State University

Director of Research & Assessment
Core Commitments Initiative, AAC&U

Using the Report

The report is organized into multiple sections that array data in meaningful and useful ways. The data include student and professional respondent demographic and academic characteristics, and a section listing all open-ended responses. The sections are organized by respondent group: students and campus professionals.

Student Responses: The student section includes responses to demographics items followed by responses by item within each of the dimensions. Each table (Tables 4 through 13) in this section includes the number and percentage of students indicating a particular response, as well as the institutional mean and standard deviation.

Factor Scores and Comparisons: The next section focuses on factor scores. Factors are groups of individual items that appear to measure similar concepts. A complete explanation of factors, as well as how the PSRI factors were derived, can be found on the PSRI website (http://www.psri.hs.iastate.edu/). The tables in this section report factor scale scores, which are averages of responses for each set of items. In these tables only means and standard deviations are reported.

Tables 14 through 23 provide factor scores and standard deviations for student respondents, with comparison means and standard deviations for the national sample. These tables provide information about campus students (institutional average) and all students who completed the PSRI over the last four years (national average).

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

PSRI Dimension Descriptions

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

Striving for Excellence

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

Cultivating Academic Integrity

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

Contributing to a Larger Community

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

Taking Seriously the Perspectives of Others

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

Developing Competence in Ethical and Moral Reasoning and Action

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

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Student Responses

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Student Respondent Characteristics

	N	Percent
Gender		
Male	283	31%
Female	609	68%
Transgender/Gender Nonconforming	2	<1%
Rather Not Say	7	1%
Total	901	100%
Age		
18	86	10%
19	90	10%
20	74	9%
21	61	7%
22	38	4%
23	31	4%
24 or older	487	56%
Total	867	100%
Race		
Nonresident (International)	9	1%
Hispanic of any race	430	48%
American Indian/Alaska Native	7	1%
Asian American/Asian	31	3%
African American/Black	127	14%
Native Hawaiian/Pacific Islander	1	<1%
White/Caucasian	189	21%
Two or more races	106	12%
Total	900	100%

Note: Racial percentages cannot be calculated because participants are asked to mark all that apply.

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Student Respondent Academic Characteristics

	N	Percent
Enrollment Status		
Full-time	572	69%
Part-time	259	31%
Total	831	100%
Class Year		
First year	324	39%
Sophomore	373	45%
Junior	73	9%
Senior	65	8%
Total	835	100%
Major Category		
Art and Humanities	60	7%
Biological Science	74	9%
Business	78	9%
Education	50	6%
Engineering	38	5%
Physical Science	14	2%
Professional	159	19%
Social Science	40	5%
Technical	73	9%
Other Field	244	29%
Total	830	100%
Residence		
On-campus	50	6%
Off-campus	779	94%
Total	829	100%

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Table 1: Participation

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

	Student Respondents					
	Valid Responses	Never	Once	Twice	Three or more times	Not sure
First-year seminar or first-year experience program	**762**	404	314	26	18	64
	100%	53%	41%	3%	2%	
Core course in general education taken by all students	**729**	188	279	75	187	94
	100%	26%	38%	10%	26%	
Learning community	**736**	493	150	47	46	80
	100%	67%	20%	6%	6%	
Community service as part of a course (i.e., service learning)	**771**	541	106	57	67	50
	100%	70%	14%	7%	9%	
Internship	**784**	664	74	24	22	35
	100%	85%	9%	3%	3%	
Original research with a faculty member	**786**	681	61	23	21	33
	100%	87%	8%	3%	3%	
Study abroad	**783**	730	35	7	11	33
	100%	93%	4%	1%	1%	
Capstone course or senior thesis or culminating project	**780**	726	34	9	11	40
	100%	93%	4%	1%	1%	
Required diversity or global course or program	**769**	702	51	6	10	48
	100%	91%	7%	1%	1%	

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%.

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Table 2: Activities
In a typical week, during the current term, how many hours, on average, do you spend doing the following activities?

	Student Respondents							
	Valid Responses	None	1-2	3-5	6-10	11-15	16-20	21-30	More than 30
Studying or homework	**834**	10	88	259	209	94	90	35	49
	100%	1%	11%	31%	25%	11%	11%	4%	6%
Attending classes or labs	**821**	49	60	169	205	181	77	35	45
	100%	6%	7%	21%	25%	22%	9%	4%	5%
Talking with faculty during office hours	**824**	401	322	66	11	8	7	5	4
	100%	49%	39%	8%	1%	1%	1%	1%	*
Interacting with faculty outside of class or office hours	**831**	535	215	43	14	9	5	5	5
	100%	64%	26%	5%	2%	1%	1%	1%	1%
Student government	**831**	772	32	11	9	1	2	1	3
	100%	93%	4%	1%	1%	*	*	*	*
Fraternity or sorority life	**831**	782	26	13	5	1	1	1	2
	100%	94%	3%	2%	1%	*	*	*	*
Intercollegiate athletics	**828**	782	19	14	3	3	4	2	1
	100%	94%	2%	2%	*	*	*	*	*
Intramural sports	**828**	773	23	17	5	2	4	3	1
	100%	93%	3%	2%	1%	*	*	*	*
Volunteering or community service outside of class	**830**	548	130	90	35	6	9	3	9
	100%	66%	16%	11%	4%	1%	1%	*	1%
Student organizations or groups	**825**	654	90	44	13	7	11	1	5
	100%	79%	11%	5%	2%	1%	1%	*	1%
Socializing with friends in person	**831**	190	255	204	96	33	27	10	16
	100%	23%	31%	25%	12%	4%	3%	1%	2%
Socializing with friends online	**830**	307	249	142	71	18	17	6	20
	100%	37%	30%	17%	9%	2%	2%	1%	2%

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%.

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Table 3: Activities cont.
In a typical week, during the current term, how many hours, on average, do you spend doing the following activities?

	Student Respondents							
	Valid Responses	None	1-2	3-5	6-10	11-15	16-20	21-30	More than 30
Partying	**828**	617	125	53	20	5	4	1	3
	100%	75%	15%	6%	2%	1%	*	*	*
Employment on campus	**825**	769	10	5	5	17	9	5	5
	100%	93%	1%	1%	1%	2%	1%	1%	1%
Employment off campus	**829**	373	15	39	43	39	48	84	188
	100%	45%	2%	5%	5%	5%	6%	10%	23%
Commuting	**815**	207	185	210	109	41	23	15	25
	100%	25%	23%	26%	13%	5%	3%	2%	3%
Texting or e-mailing	**828**	42	310	204	93	55	31	28	65
	100%	5%	37%	25%	11%	7%	4%	3%	8%
Playing video games	**830**	579	127	68	21	10	12	5	8
	100%	70%	15%	8%	3%	1%	1%	1%	1%
Watching TV or movies	**823**	98	269	245	114	40	27	14	16
	100%	12%	33%	30%	14%	5%	3%	2%	2%
Housework	**829**	33	194	300	150	74	39	18	21
	100%	4%	23%	36%	18%	9%	5%	2%	3%
Childcare	**824**	476	44	44	55	27	26	14	138
	100%	58%	5%	5%	7%	3%	3%	2%	17%
Reading that is not connected to a class (print or online)	**823**	238	284	181	67	25	14	5	9
	100%	29%	35%	22%	8%	3%	2%	1%	1%
Prayer or worship	**830**	323	282	140	40	16	10	5	14
	100%	39%	34%	17%	5%	2%	1%	1%	2%
Fitness or exercise	**829**	207	271	200	97	23	16	7	8
	100%	25%	33%	24%	12%	3%	2%	1%	1%
Meditation	**829**	575	165	61	10	3	5	2	8
	100%	69%	20%	7%	1%	*	1%	*	1%

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%.

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Striving for Excellence

Table 4: Striving for Excellence

	Student Respondents								
	Valid Responses	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment	Mean	Standard deviation
Helping students develop a strong work ethic is a major focus of this campus	**630**	29	26	127	165	283	51	4.03	1.11
	100%	5%	4%	20%	26%	45%			
Helping students develop a strong work ethic should be a major focus of this campus	**640**	20	15	104	129	372	42	4.28	1.02
	100%	3%	2%	16%	20%	58%			
The characteristics of a strong work ethic are frequently emphasized and discussed in this campus community	**628**	28	40	146	165	249	54	3.90	1.13
	100%	4%	6%	23%	26%	40%			
This campus makes clear connections between having a strong work ethic and success in college	**630**	26	30	126	164	284	51	4.03	1.10
	100%	4%	5%	20%	26%	45%			
This campus makes clear connections between having a strong work ethic and success after college	**629**	34	32	132	149	282	50	3.97	1.16
	100%	5%	5%	21%	24%	45%			
The campus community has high expectations for students in terms of their personal work ethic in non-academic areas	**611**	31	34	164	134	248	69	3.87	1.16
	100%	5%	6%	27%	22%	41%			

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%. Scale: (1) Strongly disagree to (5) Strongly agree.

Table 5: Striving for Excellence cont.

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

	Student Respondents								
	Valid Responses	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment	Mean	Standard deviation
Faculty members	**628**	28	20	98	168	314	50	4.15	1.08
	100%	4%	3%	16%	27%	50%			
Senior administrators	**557**	43	30	162	123	199	122	3.73	1.22
	100%	8%	5%	29%	22%	36%			
Student affairs professionals	**555**	36	30	165	125	199	123	3.76	1.18
	100%	6%	5%	30%	23%	36%			
Students	**596**	32	29	167	170	198	81	3.79	1.12
	100%	5%	5%	28%	29%	33%			

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%. Scale: (1) Strongly disagree to (5) Strongly agree.

Table 6: Striving for Excellence cont.

	Student Respondents								
	Valid Responses	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment	Mean	Standard deviation
I came to college with a strong work ethic	**661**	23	23	84	123	408	20	4.32	1.05
	100%	3%	3%	13%	19%	62%			
Students develop a stronger work ethic because of their experiences at this campus	**631**	21	36	141	192	241	50	3.94	1.06
	100%	3%	6%	22%	30%	38%			
My experiences at this campus have helped me to further develop my own work ethic	**642**	24	31	143	167	277	40	4.00	1.09
	100%	4%	5%	22%	26%	43%			
It is important to develop a strong work ethic in my academic activities	**653**	16	5	83	113	436	30	4.45	0.92
	100%	2%	1%	13%	17%	67%			
It is important to develop a strong work ethic in my non-academic involvements	**645**	15	5	109	119	397	36	4.36	0.95
	100%	2%	1%	17%	18%	62%			

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%. Scale: (1) Strongly disagree to (5) Strongly agree.

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Table 7: Striving for Excellence cont.
How often do the following groups communicate high expectations for students in terms of their academic work?

	Student Respondents								
	Valid Responses	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment	Mean	Standard deviation
Faculty members	**621**	27	30	105	159	300	65	4.09	1.11
	100%	4%	5%	17%	26%	48%			
Senior administrators	**525**	54	42	130	115	184	160	3.63	1.31
	100%	10%	8%	25%	22%	35%			
Student affairs professionals	**518**	54	41	124	114	185	166	3.65	1.32
	100%	10%	8%	24%	22%	36%			
Students	**576**	48	51	163	131	183	109	3.61	1.25
	100%	8%	9%	28%	23%	32%			

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%. Scale: (1) Almost never to (5) Almost always.

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Cultivating Academic Integrity

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Table 8: Cultivating Academic Integrity

	Student Respondents								
	Valid Responses	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment	Mean	Standard deviation
Helping students develop a strong sense of academic integrity is a major focus of this institution	**649**	22	20	128	145	334	38	4.15	1.06
	100%	3%	3%	20%	22%	51%			
Helping students develop a strong sense of academic integrity should be a major focus of this campus	**651**	18	9	107	126	391	38	4.33	0.98
	100%	3%	1%	16%	19%	60%			
Students at this institution are academically honest	**619**	17	47	181	172	202	70	3.80	1.06
	100%	3%	8%	29%	28%	33%			
Students at this institution conduct themselves with respect for others	**643**	23	24	139	202	255	47	4.00	1.04
	100%	4%	4%	22%	31%	40%			
Faculty at this institution understand the campus academic honesty policies	**634**	21	10	100	130	373	53	4.30	1.01
	100%	3%	2%	16%	21%	59%			
Faculty at this institution support the campus academic honesty policies	**635**	19	10	107	120	379	51	4.31	1.00
	100%	3%	2%	17%	19%	60%			
The campus academic honesty policies help stop cheating	**611**	26	31	141	150	263	76	3.97	1.12
	100%	4%	5%	23%	25%	43%			
I came to college with a well-developed understanding of academic integrity	**651**	21	12	93	123	402	41	4.34	1.00
	100%	3%	2%	14%	19%	62%			
My experiences at this campus have helped me develop a better understanding of academic integrity	**641**	26	22	156	138	299	43	4.03	1.10
	100%	4%	3%	24%	22%	47%			

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%. Scale: (1) Strongly disagree to (5) Strongly agree.

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Table 9: Cultivating Academic Integrity cont.
How often do the following occur at this campus?

	Student Respondents								
	Valid Responses	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment	Mean	Standard deviation
Faculty reinforce the campus academic honesty policies	**604**	22	44	127	155	256	85	3.96	1.12
	100%	4%	7%	21%	26%	42%			
Formal course syllabi define academic dishonesty (including such issues as plagiarism, improper citation of Internet sources, buying papers from others, cheating on assignments or tests, etc.)	**630**	27	19	86	110	388	61	4.29	1.08
	100%	4%	3%	14%	17%	62%			
I have thought seriously about issues of academic integrity since I have been in college	**627**	72	65	152	118	220	63	3.56	1.36
	100%	11%	10%	24%	19%	35%			
I have had meaningful discussions about academic integrity with faculty members	**599**	169	68	140	85	137	85	2.92	1.52
	100%	28%	11%	23%	14%	23%			
I have had meaningful discussions about academic integrity with senior administrators	**580**	228	68	114	67	103	107	2.57	1.53
	100%	39%	12%	20%	12%	18%			
I have had meaningful discussions about academic integrity with student affairs professionals	**583**	222	71	111	72	107	105	2.61	1.53
	100%	38%	12%	19%	12%	18%			

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%. Scale: (1) Almost never to (5) Almost always.

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Refining Ethical and Moral Reasoning and Action

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Table 10: Refining Ethical and Moral Reasoning and Action

	Student Respondents								
	Valid Responses	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment	Mean	Standard deviation
Helping students to develop their ethical and moral reasoning is a major focus of this campus	**617** **100%**	25 4%	22 4%	142 23%	157 25%	271 44%	64	4.02	1.09
Helping students to develop their ethical and moral reasoning should be a major focus of this campus	**634** **100%**	18 3%	17 3%	130 21%	155 24%	314 50%	43	4.15	1.02
This campus helps students to develop their ethical and moral reasoning, including the ability to express and act upon personal values responsibly	**621** **100%**	28 5%	24 4%	132 21%	174 28%	263 42%	57	4.00	1.09
The importance of developing a personal sense of ethical and moral reasoning is frequently communicated to students	**624** **100%**	31 5%	24 4%	139 22%	187 30%	243 39%	55	3.94	1.10

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%. Scale: (1) Strongly disagree to (5) Strongly agree.

Table 11: Refining Ethical and Moral Reasoning and Action cont.
Students feel they can go to the following groups to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face.

	Student Respondents								
	Valid Responses	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment	Mean	Standard deviation
Faculty members	**606** **100%**	26 4%	24 4%	131 22%	142 23%	283 47%	77	4.04	1.11
Senior administrators	**540** **100%**	34 6%	31 6%	171 32%	114 21%	190 35%	141	3.73	1.18
Student affairs professionals	**545** **100%**	32 6%	19 3%	171 31%	124 23%	199 37%	135	3.81	1.15
Students	**590** **100%**	26 4%	28 5%	166 28%	150 25%	220 37%	91	3.86	1.11

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%. Scale: (1) Strongly disagree to (5) Strongly agree.

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Table 12: Refining Ethical and Moral Reasoning and Action cont.

	Student Respondents								
	Valid Responses	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment	Mean	Standard deviation
I came to college with a well-developed ability to consider the moral or ethical dimensions of issues	**653**	14	15	100	154	370	38	4.30	0.96
	100%	2%	2%	15%	24%	57%			
I came to college with a well-developed ability to consider the moral or ethical consequences of my own actions	**652**	15	7	89	118	423	37	4.42	0.93
	100%	2%	1%	14%	18%	65%			
My experiences at this campus have further developed my ability to consider the moral/ ethical dimensions of issues	**635**	27	28	159	157	264	52	3.95	1.11
	100%	4%	4%	25%	25%	42%			
My experiences at this campus have further developed my ability to consider the moral or ethical consequences of my own actions	**638**	23	24	154	152	285	51	4.02	1.08
	100%	4%	4%	24%	24%	45%			

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%. Scale: (1) Strongly disagree to (5) Strongly agree.

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Table 13: Refining Ethical and Moral Reasoning and Action cont.

	Student Respondents								
	Valid Responses	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment	Mean	Standard deviation
This campus provides opportunities for students to develop their ethical and moral reasoning in their academic work	**627** **100%**	19 3%	24 4%	132 21%	163 26%	289 46%	62	4.08	1.05
This campus provides opportunities for students to develop their ethical and moral reasoning in their personal life	**617** **100%**	22 4%	28 5%	140 23%	176 29%	251 41%	71	3.98	1.07
Students at this campus are encouraged to take actions to promote a more moral and ethical world	**628** **100%**	23 4%	17 3%	142 23%	158 25%	288 46%	61	4.07	1.06

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%. Scale: (1) Strongly disagree to (5) Strongly agree.

Student Factor Score and Component Items

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Table 14: Institutional and National Student Factor Scores

	Student Respondents			
	Institutional		National	
	Mean	Standard deviation	Mean	Standard deviation
Striving for Excellence				
General Climate for Excellence	3.96	1.02	3.75	0.94
Motivation to Develop a Strong Work Ethic	3.91	.96	3.75	0.81
Communicating Expectations about Excellence	3.86	1.14	3.69	0.99
Developing a Strong Work Ethic	4.37	.86	4.53	0.63
Cultivating Academic Integrity				
General Climate for Academic Integrity	4.00	.90	3.87	0.81
Faculty Roles in Academic Integrity	4.22	.88	4.45	0.65
Developing Academic Integrity	2.98	1.35	2.52	1.11
Refining Ethical and Moral Reasoning and Action				
General Climate for Ethical and Moral Reasoning	4.01	.96	3.74	0.87
Sources of Support for Ethical and Moral Reasoning	3.90	.99	3.62	0.88

Striving for Excellence

PERSONAL AND SOCIAL RESPONSIBILITY INVENTORY
An Institutional Climate Measure

Table 15: Overall Climate for Excellence

	Student Respondents			
	Institutional		National	
	Mean	Standard deviation	Mean	Standard deviation
Overall climate for excellence	3.96	1.02	3.75	0.93
Helping students develop a strong work ethic **is** a major focus of this campus	4.03	1.11	3.83	1.02
The characteristics of a strong work ethic are frequently emphasized and discussed in this campus community	3.90	1.13	3.61	1.06
This campus makes clear connections between having a strong work ethic and success in college	4.03	1.10	3.81	1.07
This campus makes clear connections between having a strong work ethic and success after college	3.97	1.16	3.81	1.08
The campus community has high expectations for students in terms of their personal work ethic in non-academic areas	3.87	1.16	3.70	1.11

Table 16: Motivation to Develop a Strong Work Ethic

	Student Respondents			
	Institutional		National	
	Mean	Standard deviation	Mean	Standard deviation
Motivation to develop a strong work ethic	3.91	.96	3.75	0.81
At this campus, **faculty members** help motivate students to become more self-disciplined, accountable, and responsible in their work.	4.15	1.08	4.21	0.92
At this campus, **senior administrators** help motivate students to become more self-disciplined, accountable, and responsible in their work.	3.73	1.22	3.43	1.16
At this campus, **student affairs professionals** help motivate students to become more self-disciplined, accountable, and responsible in their work.	3.76	1.18	3.57	1.14
At this campus, **students** help motivate students to become more self-disciplined, accountable, and responsible in their work.	3.79	1.12	3.57	1.04
My experiences at this campus have helped me to further develop my own work ethic	4.00	1.09	3.96	1.07

PERSONAL AND SOCIAL RESPONSIBILITY INVENTORY
An Institutional Climate Measure

Table 17: Communicating Expectations about Excellence

	Student Respondents			
	Institutional		National	
	Mean	Standard deviation	Mean	Standard deviation
Communicating expectations about excellence	3.86	1.14	3.69	0.99
How often do **senior administrators** communicate high expectations for students in terms of their academic work?	3.63	1.31	3.43	1.28
How often do **faculty members** communicate high expectations for students in terms of their academic work?	4.09	1.11	4.19	0.92
How often do **student affairs professionals** communicate high expectations for students in terms of their academic work?	3.65	1.32	3.46	1.21

Table 18: Developing a Strong Work Ethic

	Student Respondents			
	Institutional		National	
	Mean	Standard deviation	Mean	Standard deviation
Developing a strong work ethic	4.37	.86	4.53	0.63
Helping students develop a strong work ethic **should be** a major focus of this campus	4.28	1.02	4.45	0.80
It is important to develop a strong work ethic in my academic activities	4.45	.92	4.59	0.71
It is important to develop a strong work ethic in my non-academic involvements	4.36	.95	4.55	0.74

PERSONAL AND SOCIAL RESPONSIBILITY INVENTORY
An Institutional Climate Measure

Cultivating Academic Integrity

Table 19: General Climate for Academic Integrity

	Student Respondents			
	Institutional		National	
	Mean	Standard deviation	Mean	Standard deviation
General climate for academic integrity	4.00	.90	3.87	0.81
Helping students develop a strong sense of academic integrity **is** a major focus of this institution	4.15	1.06	4.19	0.94
Students at this institution are academically honest	3.80	1.06	3.69	1.01
Students at this institution conduct themselves with respect for others	4.00	1.04	3.85	0.99
The campus academic honesty policies help stop cheating	3.97	1.12	3.79	1.12

Table 20: Faculty Roles in Academic Integrity

	Student Respondents			
	Institutional		National	
	Mean	Standard deviation	Mean	Standard deviation
Faculty roles in academic integrity	4.22	.88	4.45	0.65
Faculty at this institution understand the campus academic honesty policies	4.30	1.01	4.50	0.78
Faculty at this institution support the campus academic honesty policies	4.31	1.00	4.52	0.77
Faculty reinforce the campus academic honesty policies	3.96	1.12	4.16	0.98
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, etc.)	4.29	1.08	4.62	0.75

Table 21: Developing Academic Integrity

	Student Respondents			
	Institutional		National	
	Mean	Standard deviation	Mean	Standard deviation
Developing academic integrity	2.98	1.35	2.52	1.11
I have thought seriously about issues of academic integrity since I have been in college	3.56	1.36	3.49	1.27
I have had meaningful discussions about academic integrity with faculty members	2.92	1.52	2.48	1.35
I have had meaningful discussions about academic integrity with senior administrators	2.57	1.53	2.03	1.29
I have had meaningful discussions about academic integrity with student affairs professionals	2.61	1.53	2.07	1.31

Refining Ethical and Moral Reasoning and Action

PERSONAL AND SOCIAL RESPONSIBILITY INVENTORY
An Institutional Climate Measure

Table 22: General Climate for Ethical and Moral Reasoning

	Student Respondents			
	Institutional		National	
	Mean	Standard deviation	Mean	Standard deviation
General climate for ethical and moral reasoning	4.01	.96	3.74	0.87
Helping students to develop their ethical and moral reasoning is a major focus of this campus	4.02	1.09	3.66	1.04
This campus helps students to develop their ethical and moral reasoning, including the ability to express and act upon personal values responsibly	4.00	1.09	3.72	1.01
The importance of developing a personal sense of ethical and moral reasoning is frequently communicated to students	3.94	1.10	3.62	1.08
This campus provides opportunities for students to develop their ethical and moral reasoning in their **academic work**	4.08	1.05	3.93	0.98
This campus provides opportunities for students to develop their ethical and moral reasoning in their **personal life**	3.98	1.07	3.76	1.01

Table 23: Sources of Support for Ethical and Moral Reasoning

	Student Respondents			
	Institutional		Institutional	
	Mean	Standard deviation	Mean	Standard deviation
Sources of support for ethical and moral reasoning	3.90	.99	3.62	0.88
Students feel they can go to **senior administrators** to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face	3.73	1.18	3.23	1.23
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	4.04	1.11	3.85	1.06
Students feel they can go to **student affairs professionals** to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face	3.81	1.15	3.50	1.15
Students feel they can go to **students** to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face	3.86	1.11	3.88	0.98

Open-Ended Responses

PERSONAL AND SOCIAL
RESPONSIBILITY INVENTORY
An Institutional Climate Measure

Student Responses

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

- You may have a lot pf assignments due at one time and you have to determine what's the highest importance first. Also after completing something rewarding myself was an intensive to do well.
- Writing research papers on ethical thinking and behavior.
- Working in groups and not wanting to let anyone down
- Working in a clinical setting, labs that have same expectations
- working hard gets you further
- Work study and class demonstrations.
- Work harder and smarter, independent and perseverance.
- When things are due in the future you realize it's best not to wait till last minute
- When other professors are there to help you better understand on what is going on around you or in your work studies.
- When I realized how much work I had to put into my classes to keep my good grades it made me want to work harder for it.
- When I need help with an assignment,the instructor assist me on what I can do differently.
- when I finally realized I will get no were if I don't try and give it my all and work for it. Also when I failed my first test and knew I had to really give it my all.
- When I failed a class and when I went through vet tech school
- Well first of all it is the homework, it allowed me to organize my self, and to balance out my study time, work and other activities.
- Understanding time limits and expectations.
- two of my professor's have really shown me that through any hardships you have to stick with school, getting this degree is going to really help me in life and I'm so thankful that I've gotten to meet these professors.
- To take quizzes better. As in, I take my time to read the material and to take small breaks so I do not overwhelm my brain. Another one would be time management. As in, which assignment is due and for how long that I would be working on it so I could do y other assignments.
- to be honest with my professors
- Time Management and Responsibility. As a college student you have to prioritize and balance school work, home life and work if applicable. You learn quickly that no one is going to do anything for you, you have to watch out for yourself and carry your on weight.
- Through our QEP plan
- This is one of the worst college campuses I have ever attended. The only way they help me with my work ethic is to drive me to complete my studies so I no longer have to attend this campus.
- this campus has greatly helped me to better my work ethic by showing me the real meaning of discipline and responsibility.
- They have always helped me when needed.
- there is so many opportunities that come across to help the community.
- There is a lot of helping hand at this campus. They provide help for all your school work and for personal things as well.
- There are labs/math labs for specific courses that students take. Those labs do help the students that attend the labs. I can testify that my grades have improved so much since attending labs.
- the tutor center
- the teachers helped and some students

- the stuff i learn in business and professional communications, the volunteer work i've done, and the internship i'm currently taking.
- the study labs for math and science
- the student activity day.
- the PTA program is very challenging and I have had to manage my time to be successful. The program requires a great deal of time studying and this has helped me to further develop my work ethic. The instructors have very high expectations of the students.
- The professors are always available when you need to communicate with them as well as faculty and staff.
- The people and Advisor helping me every step in the way
- The need to be punctual and the need to have all your work done on time when needed.
- The MathWord is helping me a lot.
- The Math world taught me new ways to study.
- The Lab classes.
- The internship that I received through the Alamo Aerospace Academy. The hands on training and experience I get to have here at St. Philip's on various aircraft and aircraft components.
- The high standards needed to be successful in the professional program push me to better myself.
- the faculty on campuss are preparing me to have the skills i need to be successful in my feld
- The facultly and staff on this campus appear to be lost on this subject. It is common to avoid responsibility for anything on this campus. The norm is to blame someone else. All that I have was brought to this campus and this campus has only taught to he negative. That is the reason for the neutral response on developing on and off campus ethics. I, in my opinion, doubt this campus can teach anyone on this subject.
- The experiences that have furthered by work ethic are my classes, that push me to be creative and turn it good quality work.
- The experiences at this campus that have helped me to further develop my work ethic is giving speeches and learning how to collaborate better with other group members.
- The experience that has helped me further develop my work is the people I hang out with. They make me realize that you're not always going to do great as long as you try your best that is what counts.
- The ethical decision making
- The deadlines are super crazy their is no organization and teachers are very unwilling to explain.
- The amount of help there is on campus
- That I am able to advance faster if I do more work.
- Teachers helping me through my journey.
- Teachers are great
- Teachers always push student to do their best work teachers assist in everyday they can help
- Teacher helps to make sure we are getting work done on time.
- Talking to people about college and getting their inputs at seminars.
- Talking to my academic advisor.
- Taking online classes hasost definitely assisted me in my area of time. Not every class if time consuming and others are.which helps in the long run because one day you can focus on one class the next day complete assignments from another and get it all dne in a timely manner.
- Taking a couple of flex classes where the amount of work is almost doubled as opposed to taking a regular 16 week class. Also, I took some online courses where it seemed the work was more than taking classes on campus.
- studying
- student life
- Staff always there to help have great experience .

- Speaking with my two instructors this semester and Bob in the Math Lab.
- Showing up to class on time and being respectful to those that are in a superior postion.
- Seeing that students were getting higher grades than me and more knowledge.
- School and work
- Reported no basis for judgement on nearly all questions
- Recommending public speaking techniques, presentations, networking and up to resume techniques. Also, in certain programs, uniforms are required and strictly inforced.
- Receiving good grades and a high GPA help reinforce the value of hard work in school.
- READING THE POSTERS AND GOING TO CLASS EVERYDAY
- programs
- professors I've had, express how important it is to care about what you do in life. I have had at least 4 of them express themselves. I had a first aid teacher get onto us about keeping track with assignments shown online. She would check to see how many imes we viewed the material. She would stress the importance of taking care of patients/people and ask, would you rather have a nurse who somewhat knows what they're doing and barely passed helping you at the hospital? Or would you rather have a nurse carng for you that passed and knows her material about 95%? It made me think. Another, made us study our butts off in human anatomy. He expected to know the body and we should. He also told us to be proud of what we do and be proud of our science class. He tld us to say the body parts correctly because we'll be saying them to doctors in the future. If we say them wrong don't tell them Mr. Williams taught us at our campus! It's important to know what you're doing to get it done and done right and to be proud.
- Professor Hester and Bell have truly assisted me in equipping me in my work ethics
- pressure in test and quizzes has forced me to develop a work ethic and dedication to my academic responsibilities.
- President needs to have session with night student at SWC with refreshments.
- Participating in Work-Study opportunities and in academicaly and participate in student organizations.
- Our instructors tell stories of their experiences with dealing with ethics when they were in the workforce often. Some of our instructors grade rather harshly. If you don't have good work ethic, it will reflect in your grade.
- Opportunities to grow as a person and create a positive work ethic are built into each class I have taken. I believe the college affords anyone who is interested the opportunity to grow in all areas included in this survey if they chose to participate.
- open my mind to interpret other peoples emotions and attitudes and provide great customer service around that specific individual.
- Online courses and labs
- Online classes required me to have self-discipline. I learned to make time for assignments and stay on schedule. Professors that place due dates for assignments at the end of the semester cause me to plan ahead and decide not to procrastinate before competing them.
- one instructor was strict on his ways of how to turn in the papers, where your name and date and class should be written at on the sheet or its a complete zero. this instructor was tough on students but only to get them to focus in class and help studentsfully understand what he was saying. he was the best instructor i have had.
- Nursing School really helped me structure a strong work ethic
- Nursing school
- Notifications of being at risk Motivation from peers
- nothing has developed my work ethic with the exception of blatant threats of failure from teachers.
- Nothing , In fact campus is not that good

- Not much as I said I do not really talk to anyone.
- None. I have always had an extremely high work ethic before attending college. This was instilled in me by my family.
- No need to, when you had a formal military experience ethics is a way of life
- No experiences have helped me.
- my work ethics have very positive morals I love my job and the professional level that is required helps me stayed focused on it. This campus has always had in influence on me because the great experiences former colleagues had shared with me I am excite to be a part of this campus because I have just applied to the LVN program and hoping to begin in the spring of 2016.
- My Student Development course helped me extremely on how to better my work ethic, especially with online courses. With online courses they encouraged us to share our contact information to help each other by giving each other advice on how to improve on hw to manage our time wisely.
- My professors helping me with deciding the best way to go about with a group.
- my professors expectations to get my work done on time.
- My physics teacher always encouraged me to spend all my energy on studying and practicing problems, and gave me lots of tips on how to do quality work. My chemistry professor included a "student success" section in the syllabus that mentioned points such s "regular participation and preparation, reading the book before class, allowing ample study time, and seeking assistance and tutoring.
- My personal ethics have changed while communicating with new people
- my peers motivating me to try my best on my school work
- My one experience that developed my work ethic has to be having a study group.
- My medical lab tech program has been rigorous and has helped me devote myself more regularly to classwork simply because this has been necessary in order to succeed in the program.
- My math class takes a lot of time, effort and attention that's helped me gain even more work enthinc than I had before.
- My math class is a little difficult for me so I have to study more for it. As I get more challenging work I tend to work harder and more often to make it easier for myself.
- my lack of organization forced me to organize myself or fail. So i had to rearrange my life to accommodate everything
- My first aid instructor brpugh in a visitor from the advisory team who made me feel confident in my career of choice.
- My field of culinary studies require a team approach in the lab. We are required to be in proper uniform, tools and equipment or else sent home.
- MY FELLOW CLASSMATES AND MY MOM. MY TEACHERS HAVE MOTIVATED ME TO KEEP PUSHING, THEY ARE ALWAY'S WORKING WITH ME IN A WAY THAT I UNDERSTAND.
- My experiences with my instructors have helped me to further develop my work ethic. They're awesome!
- My experience during the study abroad program required more than just attending class: if I wanted to fully enjoy the culture and learn the language of the host country, then I had to become an active participant and engage in activities that took me out f my comfort zone. As an online student, I had to set and adhere to a rigorous study and work schedule if I were going to be successful and not just memorize the material, but learn it.
- My counselor
- My advisors
- My advisor was acutely the one that helped me too actually know which classes i actually had to take.
- My advisers and my grades showing me there is room for improvement!

- Motivational professors have helped motivate due to their hands on attitude and unique and engaging assignments. The online interface is great as it provides the student freedom and direct control over their schedules- it prompts self motivation and buils towards a great work ethic while figuring hinge out for yourself
- Mostly all my classes so far have shown me to do the Smart Method, which it really does help. The Smart Method stands for Specific Measurable Attainable Relevant Timely. Its a way to give you clear focus and a sense of purpose as you plan to accomplish yor goals !
- Most of the student advisors have great intentions but I have experienced a couple that seem like they are being bothered by your inquiries. This can be very disheartening, especially when you are trying to do everythying in your power to be a good studet to include developing/practicing strong ethics.
- Mental health clinical was an eye opening experience and showed me that people that might need my help may not know how to ask. I need to be aware of sign and symptoms of people and not take advantage of them.
- meeting deadlines being accountable
- Mathworld and Student Development class.
- Math world with Alekks program increasing my class level for the Refreshers this summer and INRW Lab constantly helping me with my writing by increasing my essays with an A in INRW 0420.
- Many of my instructors made it a point to know what my futher career goals were and what plan I had in place to achieve those goals. Where I did not have a plan they were there to help me look deeper into how to achieve my goals and focus on what I had todo to achieve these goals. This has shown me the importance to having a good work ethic.
- Making sure our assignments are on time and following the syllabus
- library visits
- Learning about the ethical decision making
   The professor, classmates, and advisor welcome ways
- Knowledge of new things and dealing with all tyles of people.
- Knowing how much work their is and knowing my goals in life develop my strong work ethic
- Joining the PTK is one. The other is being a member of the St Philip's Choir.
- ive always maintain a large level of dedication and work ethic due to my 11 years with my current job
- It was a diverse college with many students abroad.
- It is mainly when i received my first grades and was not pleased. I know i could do better but i had to adjust my work ethic in order to do so.
- Interpersonal working groups in the departments. Serving on different committes with diverse people.
- In high school, I had to attend classes every day and went home with assignments every night, and when I got behind, I had no hope of feeling together again until the end of the year, if that. So far at my college, they have given us an ideal amount of asignments that were somewhat challenging but not overwhelming, and have given us enough time to work at a steady pace, which I think has helped my work ethic tremendously. Now, instead of getting stressed and procrastinating, I get my assignments done eficiently and even have time to put more work into studying.
- If this survey is truly about improving the institutional climate, this question would ask students how the students' experiences can contribute to developing the ethical climate of the campus.... Not, how the campus is already great and contributes to th students. The students are your greatest resource.

- I've had at least three faculty experiences that have motivated me to push my academic and personal success' forward.
- I wouldn't say many experiences have helped me, since my expectations for myself have always been really high and I've always worked hard for high grades, but I do believe that I've seen some instances where others have developed a strong work ethic. My hsband never had a good work ethic, but coming to campus has developed his work ethic because of his professor and his peers. He enjoys being in classes so he takes his classes a lot more seriously than others would.
- i would say the tutoring services and the library.
- I was accepted into the Work Study Program and I realize I can work and go to school without any problems.
- I WANT TO DO MORE THAN JUST COME TO SCHOOL EVERYDAY. GETTING INVOLVED YOU MEET FACULY MEMBERS AND SO ON. I FEEL THE MORE YOU ARE ACTIVE, THE MORE THEY WANT YOU APART OF THEIR TEAM. MAYBE SOMEDAY YOU CAN BE PERMIT.
- I took a speech class that spoke about the seven habits of successful students
- I think that the ethic can develop but it begin until each education by parents.
- I take online classes not sure
- I take an online course so I can't state my opinion about this campus.
- I like how the faculty is willing to help and seem excited to see me on their office hours. I never experience this in the other college campus I transferred from. It motivated me to know they won't judge me for not understanding a topic and is patient wih me without making me feel like a waste of time. I like how engaging the majority of the campus faculty are to the students. I feel more confident on campus and have a brighter perspective in finishing college.
- I help plan my organizations meetings, just can't let my fellow classmates down. Meetings Needs to be productive and inspirational.
- I haven't had those experiences yet.
- I have only taken online courses at this campus.
- I have not had any experience that furthered the development of my work ethic. I developed my own work ethic using my own forms of self discipline and perseverance.
- I have all work done before deadlines
- i have a child. going back to school and raising a child has made a large impact on my work ethics in that the are better than they aware previously. it just so happened to be this school that i was attending. not i work an attend school as well as raise y child. it is imperative that i have strong work ethics.
- I had meet wit my adivicer at the welcome center to get advices to not fall in financial probation.
- I entered a short story in to the Tiger Paw and was published.
- I don't know. I guess the study guides and professors giving deadlines for assignments all create a need to put school as a priority.
- I don't feel that some faculty members care about work ethic outside of classes. It's difficult sometimes to get faculty to understand that we have jobs that are not always helpful with school schedules and that certain classes are needed during certain hurs.
- I couldn't really say because I don't attend this campus, I do go to school online and as far as the class, it is pretty easy, my professor has pushed me to diffrent study levels even though I became impatient at times she still I still managed to put my rustration into studying harder to show her that I was able to learn the material no matter how she threw it at me.
- I cant think of any
- I came to this college with a high work ethic. I am retired as a business owner and general contractor. I learned at a young age that nobody was going to do the work for you, so you better

get busy and do it yourself. I have seen many younger students be atified with just a passing grade. Many do not apply themselves to their fullest potential. The ones that do stand out.

- I came to this campus with a strong work ethic. When I received the Student Engagement Grant for President of an on-campus organization, my work ethic was pushed higher than I ever expected. I was not only responsible for my work ethic, but the work ethic of those with in my organization. In order to be successful, I needed people who had the same work ethic that I have, and that is challenging.
- I came to college with a strong work ethic
- I became 100% disabled during semesters in 2014. I took an emergency break for a semester and the senior administrators and Tracy Sheldon, Grace Zapata, and professors, Tryell Williams, Dr Doris K. Williams, professors Jane Folch-Hansen, Charles Falcon an mY DSS advocate Lydia Hannawi kept me going and supported my baby stepts to retun. I raduate this December Phi Theta Kappa with my youngest daughter and a 3.87 current GPA. Never have I experienced or expected the overwhelming support from staff.
- I am responsible for getting to class on time and for completing all of my assignments. Making myself accountable will help me be successful in my future job.
- I am currently a work study at the Testing Center. Working there, I learn how to keep a proper work ethic and I learn a lot from working.
- How important it is to have the right tools and equipment to do your job correctly and efficiently.
- How to priorotise my tim
  The technics of reading
- Homework, being dedicated and consistant.
- heni need help some student will help me out.
- Helps me with time management. Increases my discipline to study.
- helping be a better writer in my class and not put other people work in. to be able to write in my own words
- Having to see the different adviser's and listen to their lectures is helping me develop a stronger work ethic.
- Having to have my work to red in on time and having to transition from high school where you were let off easy a kit your work and didn't have to take as much responsibility
- having others help you out. working together
- Having one deadline to turn in my assignments helped me pace myself
- Having faculty and administrators constantly explain the importance of good work ethics, and helping us understand how bad work ethics affect everyone involved.
- Having a schedule on when assignments are due and it has helped me with time mmanagement
- having a job and studying at the same time while thinking ahead on paying for classes.
- Group work further develops my work ethic because it reminds me that I must complete the assignment, I am not the only one going to be let down.
- Group work during my student development class.
- Going to my clinicals gave me a better view on work ethics
- Getting work both online and in class. Also getting assingments that require extra thinking.
- Getting to talk to people and growing confident in my decision making.
- Getting my homework in on time. Showing up to class when I'm suppose to.
- Getting help from my teacher and letting her tell me what i need to work on.
- Front desk administration will always take the time to talk with the students. Whether its asking how a class is going, where you stand, if you need help with anything. You can always find words of encouragement from the ladies there. Absolutely awesome saff! St. Phillips college at Lackland
- freshman seminar class

- foundation college learning has help me with my work ethic .
- FIRST WAS SETTING MY CALSS EARLY SO I CAN GGET MY DAY STARED SECONED IS GETTING WORK DONE ON TIME
- fg
- failing a class for the first time
- Faculty, advisors and student discussions
- Faculty that I work with on a daily basis
- Faculty members at college campus show us how to admitted register for classes using ACES.
- Facilitate learning, give students every possibility to learn in their learning style.
- Everything
- Every help on the campus helps every single student to go further in life.
- every faculty member and professors ive spoken to have gave me good advice to futher my education and they would help me with my work and to attend tutoring.
- ethical perspective
- Ensuring my GPA stays above 3.8
- during school the faculty is very influential on getting students to graduate as well as the opportunities an educated future may bring.
- Due dates. Being on academic probation continued and working myself to become on good standing.
- Do the work study program has helped me by balancing both work and school. Knowing that you can work and it helps out with extra money for school then they also want you to make sure your school is great wanting to make sure your passing and enjoying yourtime here at school. most places outside of college wont care what you have to do but its not like that here, I really do feel like people care for my well being and future.
- Demand dictates the work ethic in each class. Classes that are setup to be easy do not demand a strong work ethic.
- Conversations amongst college friends with similiar ideals and goals encourage working hard and doing our best.
- Completing my projects on time and seeing other projects have points deducted for not being turned in on time. Students being held accountable for tardiness and absences.
- Coming back to school in 2012 was key and everyone was helpful. Also, becoming a work study.
- classes has helped me understand better.
- choosing the right career goal and also giving handouts on all the specs of our classes and career choice
- By using an incentive system to complete all my daily responsibilities first and then enjoy the rest of my day.
- BY failing
- By becoming aware that it is up to me to pass the course by doing my work on the date it is due.
- Being on table for class and going to class.
- Being involved in Jessica's Project. Attending the science byrd lab
- Being in the LVN 1-year certificate program is a condensed course and you don't flourish if you don't have a strong work ethic.
- Being in my Foundation of College for learning has been a lot of help to further and develop my work ethic.
- Being able to contact my teachers in a timely manner when i am in doubt of anything.
- Because I am paying for my college tuition myself I have to manage my job and college. Because of that I've had to work around a strict schedule that helps me focus on each thing for a certain amount of time and my ethics teacher would talk about how he hs time to balance his family and his job.

- be on time to class in a proper dress code and following my instructors rules and guide lines
- attending to class on time.
- Attending college has helped me develop my work ethic.
- Attendance expectations, accountability for personal decisions and actions, and reminders of what we are striving for from the part of our professors. The college rewarding students with merit based opportunities and scholarships that keep students motivted in finishing our degrees.
- Attendance affects your grade and status as a student. I see students getting dropped from classes for attendance issues. Computer work on our own helps with accountability in and out of the classroom.
- At the very beginning the campus policies are important resources that help me to develop work ethic. Also, all the staff is always interested in put forth themselves the work ethic, so their example is the best way for develop work ethic.
- assignments due within days and still having test to study for
- As an international student met many people around the world help me in order to grow up in my culture and to know more about the other and have a better interpersonal development with my partners, friends, classmates, family, and professors.
- An experience that helped me further my work ethic is when I slacked on an assignment and I had to accept the grade it was. It was an act of procrastination that got me the grade I deserved. That grade brought my average down and I was only determined to et it back up.
- An experience at this campus to help me further develop my work ethic is the way the teachers teach are willing to help.
- An experience at this campus has helped me further my work ethic was that communicating with other people to help me further my education.
- Alamo Colleges Student Leadership Institute Student Government Association President
- Advising day
- 1) At Professional Cooking and Dining class, we could learn some ethical manners especially for dining service.
- 1.) Having strict deadlines 2.) Relying on group members to fulfill their part as it affect my grade.
- 1. The Byrd Sancturary tutoring center
- 1. My classes have further developed my knowledge on what i need to know for my future career. 2. Has helped me find a calling for what for i want to do for a career.
- 1. I have learned how to respect other people's ethics while at this college. 2. This college has offered help in every way to make me achieve my goals.
- 1. Taking care of application and registration requirements by following directions 2. Taking online courses require a high work ethnic practice
- professors who care. I am an online student and have been emailed by mu professors when they noticed I was falling behind. I have also been told several times that it is perfectly ok to reach out to my professors when I need advice
- My first examplelies in the fact that my primary instructor is an entrpreneur. Through him I learned, through hands on field work, what is necessary to succed in the field that I chose. The second experience lies in my first year where we were encouragedto not only to make mistakes but to learn how to problem solve and work towards a number of solutions.
- As a new student we have to take this class, that explains the general of college and universities and they teach us how to use what the school offers us and tips on being successful not just in your class but setting your goals and plans to achieve yourdegree. Well I incorporated what I learned and my working ethic has improve and they have guide me to my goal. Even some of the class I have taken have taught me so much in how to incorporate what I learned even better, and how to incorporated as well in y personal life to manage both not just school but my personal life.

> Understanding where I want to go and how I can reach it has not just improve my work ethic but has gave me the confidence on myself to be able to keep going toward I am working for.

- Attending class's and going to practicum.

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

- You try to study and work if gives you charater, and going to college and attending classes shows motivation and charater.
- work hard in producing your best work. Help other students take pride in the work the submit.
- work ethic and honesty.
- With each syllabus I have received, it has explicitly stated what the consequences are for plagerism. As well with each assignment.
- Why are you so worried about academic integrity? In this course it doesn't matter if you cheat or not. You still have to go through the FAA to get your certifications.
- While taking a test, professors give us that trust of honesty and as a student you have to respect that trust, in a way this has helped me strengthen my understanding of academic integrity.
- When writing one need to quote a source.
   Attain lectures
- When the professors push you to your limits to be successful.
- when i first start they have help me with understanding
- When I first began college and actually learned to talk to people
- When I am doing an assignment, I must be honest and not use write something that is not mine.
- What has helped me has been how my action and/or reactions have reflected on the way that my grades and/or schoolwork show.
- well I've always had academic integrity, this is my livelihood and I'm not going to lie or cheat about anything.
- We talk about them in class alot. I have to write papers on academic integrity.
- We do not have some necessary equipment needed to help us train in the technical trades.
- using my experiences from when i was in high school
- Understanding each by day the classes are somewhat hard, for me in personal someday's I do not get the time to organize myself, but my instructors always tries to help me and when the do I always get to organize myself.
- Two teachers have proved to be great role models for young minds at the school and continue to help me learn and understand and ingrain the ideals of ethical decision making.
- tutoring other students.
- Turnitin.com allowed me to develop my personal ideas instead of using someone else's work.
- To organize my time
- to concentrate in class
- to be honest with yourself and if there is any problem going on to communicate with your adviser or professor to let them know whats going on .
- Time manage for assignmnets of when they are due, and how long I should be working on it to help better the time I need. Study and do my classwork/homework when given by the instructor.
- THESE TEACHERS HERE AT ST PHILPS ARE SOME COOKIES. IT IS THE WAY THEY CARRY THEMSELVES AND WHAT THEY ASPECT FROM YOU, AND NOTHING ELSE.
- the welcome center
- The way our Chefs conduct their lab classes. Making sure everyone is able to do their work themselves.
- The way My advidor is always There when I need her

- the tutoring sites
- The tutoring from teachers
- The teachers always explain that dishonesty will never be tolerated.
- The syllabus is the only thing that really explains any of the policies.
- The syllabus for every course presents topics about academic integrity
- The syllabi from the professors helped me understand the academic policies which in turn strengthened my academic integrity.
- The services that are provided to students to get help from any subject so that they don't cheat and better understand the work.
- The professors at this college are always reminding us about integrity and how we should conduct I=ourselves.
- the process of the instructors are great
- The president and fellow professors.
- the more you stayed involved with your class and learning new things the better off you end up then trying to do things on your own in your own way
- the instructors
- The information posted on the campus and on the campus website.
- the focus and theme of the college and the way all staff members and student develop this as a habit
- The fact that my instructors talk about it and give great reasoning why it is important. The classes I'm involved are a reason as well as the school "motto" which is specifically about ethic and academic integrity.
- The fact that is in all the class syllabi.
- The fact I take courses help me
- The experiences that have helped me strengthen my understanding of academic integrity are seeing it so often in all of the course syllabuses.
- The essays and projects help me have more awareness on academic integrity such as power points and citing my information in my essays.
- The courses that have tooking with some instrutor are so lazy to show no effect to take the time to show you the step by step,and just take your money,and no strengthen and understanding to succeed in class thats not right and i dont care if they know tha i respond to this msg please help me make a change.
- The clear syllabus requirements provided by my professors. The mandatory student development class.
- the byrd sanction
- testing makes me realize i should not cheat on homework because then i will not really know anything for the exam
- teachers
- teacher , some not all go over the understanding of academic honesty as part of the sylabi
- Taught to not just chase the grade but learn the material.
- talking with professors and discussing QEP
- Talking with other fellow believers
- Talking with my teacher ans other classmates.
- Talking with my professors about academic integrity.
- Talking to the administrations.
- Talking to my teachers about people I've seen cheating and what is considered cheating.
- Taking test's or exams that cannot be cheated because it is a hands on test. Having to verbally explain something to the professor encourages me to really know what i'm supposed to know.

- taking pride on work that I known it could been done easier if i looked up the answer but by working it out and understanding what was been ask work towards a problem and coming up with the right solution. On my own is very rewarding
- Taking online classes and doing all my course work and seeing results.
- Taking an English course has helped strengthen my understanding of academic integrity. Plagiarism is not tolerated, and using an online website like turnitin.com helps.
- Taking a student success class and having cited work incorrectly have helped me better understand academic integrity.
- Syllabi handed out at the beginning of the course.
- study in a timely order and stay focus and disciplined.
- study and do my work
- students that have positive role models experience the positive feelings in themselves which help the individual believe in them themselves and estatblish that honesty and your own hard work will help you accomplish any goal you are intending to excel in.
- Students should study hard every semester to be successful on homework, quizzes and tests.
- Spending time with advisors
- Speaking with fellow students and upon re-enrollment, taking the student development course, which they didn't have when I first enrolled in Fall 2004.
- Some of the assignments online are submitted into a program to see if it has been plagiarized in any shape or form; moreover, in the discussion boards we're not allowed to copy and paste responses and our teachers instruct us of the consequences of any unthical behavior.
- Some assignments about ethics in the work place have shed light on the topic.
- So much to learn, education is infinity.
- Seeing how otherpeople is not doing ethical activities.
- Reminded about what can be copied and what cannot. Although faculty have not made it very clear as to how they want sources sited.
- Reading the syllabus
- Professor always make enfasis in avoiding plagiarism.
- Proctoring students tests, and watching the teachers and advisors work to do their best to give everyone a chance.
- Pretty much the stories the instructors tell. Leaving tools and fessing up about it seems to be a big sticking point.
- President needs to have session with night student at SWC with refreshments.
- Posters! Posters everywhere! I enjoy having something to read while I wait in a line.
- Our campus' quality enhancement program which is Ethical Decision Making helped me understand a bit more about academic integrity. When it comes to cheating we have to make an ethical decision on whether or not it's the right thing to do.
- only the course syllabi
- Online courses require a high level of integrity. Writing assignments keep work original to avoid plagiarism.
- One student in a class of mine was cought cheating and that set the example!
- Not plagiarizing in english
- None.This issue I believe is common sense that should be displayed by all.
- None. I've always been honest academically.
- None, my integrity was instilled as a youth. I never had to cheat, I just did my best.
- none I already had an understanding about academic integrity
- My teachers talk about it all the time in class. I also understand it because its not something people shouldn't be doing cheating gets you no were.
- My teacher teaching us the way of college and integrity.

- my student foundation clas.
- My private music teacher pushes me a lot.
- My medical laboratory program helped me streghtn my understand of academic integrity.
- My experiences at this campus have helped strengthen my understanding of academic integrity by exemplifying what not to do. They have also shown me that teachers arbitrarily assign grades, do not review or read QEP assignments, and/or will look the otherway when sexual harassment is reported. The campus police even send out links regarding mandatory reporting of certain crimes and don't realize those links are broken because no one has clicked on them in months. The apathy is overwhelming.
- Mostly just the professors talking about how important it is.
- Most of my coursework involves hands on applications and teamwork. I think we had more problems facing academic integrity when I was in high school. It is a rare thing for me to hear about a student or faulty member being dishonest.
- meeting with the advisors and getting feed backand teaching us about our major and classes we have to take.
- Meeting with an advisor regularly gives me more undestanding about academic integrity
- Math world. Writing lab
- many work ethnics
- Many of my instructors focus very heavily on stressing the importance of getting the most out of college. They generally offers all the programs through the college designated to help me succeed, like math lab. My instructors illustrate that there is helpfor us as students and how important it is to retain the knowledge we are learning. My instructors and the programs set up to help students have both shown me the importance of academic integrity.
- Learning about how to properly cite things during research to prevent plagiarism.
- learning about ethical issue situation and comparing yourself to that situation based on your values cultural, professionally, socially, and personal
- just honest to myself
- just annotating the academic honesty policy in the syllabus and reiterating everything about the syllabus in class.
- It was very educational. I understood alot of my classes.
- Instructors always insert plagerism statement on modules. Papers are submitted for plagerism review.
- In my Student Development class, academic integrity was emphasized in the beginning and explained thoroughly.
- In my composition class, with discussed, reaserched and wrote a paper on ethics.
- I've noticed a lot of issues and spend a lot of my time trying to write notes and flashcards in order to help study more and rely on my textbook less.
- I'm a returning student that's already been in the workforce. Rack of integrity seems to be a bit more common upon my return, but I've not seen it with my classmates at St. Philips.
- I was not aware until my Anatomy teacher brought it up in class how on the recent lab test on muscles, there were many students trying to cheat. My teacher, then reminded us the consequences of cheating and how we should not cheat and instead study for th tests.
- I take classes online and am enrolled in a statistics class at NWV so have not actually visited the campus. The syllabus always includes the standards for honor and code of ethics.
- I really like the structure about the each class or the professors give as morale with the grades and the things that can help as.
- I once found a fellow student plagiarized some online content. I called them out and conferred with the instructor, who supported and reinforced my response.
- I haven't experienced anything.

- I have talked to my adviser about my grades she also gave me alot of chances for getting scholarships to help paid my education. thats one of my biggest experiences at St philips college.
- I have overheard peers discussing cheating and try to dissuade them from following through with it.
- I have not experienced much in my few months of college that has really strengthened my understanding of academic integrity, probably because I haven't been around many places where I would have the opportunity. But they do have things online that talk aout ethical decision making.
- I have never been tested on material that I felt the need to cheat off of others.
- I have learned the consequences of cheating and doing the right thing. Teachers have been the main influence on me to always do what is right.
- I have learned about more about what college changes you into a different person. Makes you become a better role model for yourself and others. and i have learned about ethic thinking. to learn about how to think much wiser.
- I have had to write many papers for science, English, and speech, which has taught me the importance of things like always giving credit for ideas that are not my own and using sources that are credible.
- I have had a strong sense of academic integrity since high school and because of personal morality, no matter how much or little it is discussed I would never cheat on school work no matter what.
- I have had a few professors that take a special interest in making sure that all students understand material and are helpful to those that are not understanding the material. I have been fortunate to have some very good professors. As a student we are xpected to read before class. I appreciate those professors that take the time to prepare for a lecture instead of reading the powerpoints to the class.
- I have found that I am not the only student that needs assistance in many subjects. Have worked in small study groups has really assisted me in my goals. Some professors are willing to assist me when I inform them that I need extra assistance and others tll me to just study harder.. Well sometimes just studying does not help if you do not understand what you are doing. Otherwise I have found most are understanding and am trying to participate in on campus functions when I can.
- I have attended all 4 of alamo colleges campus locations online and two in person on campus. St. Phillips staff and admiistrators is by far the best at working with students. My disabilities have made me a better student. Grabted I am obsessed with my stuies and grades, but my DSS advocate has been extremely helpful and understanding.
- I have always had academic understanding mostly because of my faith and probably my age.
- I have always had a high standard when it comes to academic integrity. I have a teaching degree and was a teacher and I always expected for my students to be honest. The instructors are always stressing the importance of academic integrity, but I have notchanged since I have gone back to school.
- I have a simple philosophy. I am here to learn, and by cheating, I learn nothing. I am just cheating myself. I do not need to cheat because I complete all the required reading, assignments, and work. I actually enjoy my learning experience.
- I don't think I've had any.
- I don't know how to describe this, I never have any problem with anything or either way, I consider my self to have a I high standard of morals and respect.
- I come from a military background so integrity as a whole is very well ingrained in me. At my campus, the importance of academic integrity is both taught and stressed.
- I believe the QEP Ethical Decision has all the proffers and administrators enforce the Ethical decision making skills. My different proffers have given plenty of types of "ethical decision

stories" and what we would do, what we think, and how to handle te decision and different ways or consequences that may come with our decision.

- I am learning to be a student. All I am having to do is really update my study skills.
- I am an online student.
- How important it is to maintain integrity in order to keep healthy relationships with staff and peers on campus
- Having good instructors and classmates who help with better understanding the materiaal.
- Having discussions in class about our future in the workplace setting
- Having a conversation with the professors.
- good
- Going to my classes and finding out all the information that I could learn helps me believe that I can take on so much more. it makes me wanna push myself to learn more and explore more new things in my profession
- Going to class everyday seeing how hard others work.
- going over policies
- Giving speeches and having to do research and pick my own topic. Doing all hoe work required in all classes
- Getting advice from co-workers as well as some of the teachers
- fwlejlekjfekjf;skf;lekf'lkljweqlkfwlkejfklsffd
- Friendly environment   Helpful resources
- freshman seminar class
- Formal course syllabi define academic dishonesty (including such issues as plagiarism, improper citation of Internet sources, buying papers from others, cheating on assignments or tests, etc.)
- Formal course syllabi clearly defines academic integrity, and how they hold their students accountable for their actions
- Focus Groups Committee Meetings Advisory Board Meetings
- Firstly, my professors have constantly repeated and enforced regulations on avoiding plaigiarism. Secondly, i have witnessed people trying to cheat and copy eachothers work so it makes me more willing to avoid such situations in my personal academic caree.
- Financial Aid have been honest with their work since I been on campus.
- Faculty that rely heavily on group work strengthen my understanding that academic integrity does not always happen. Often students piggy back through group assignments with no will to learn or contribute to the assignment.
- Faculty
- Faculty Students
- experiences with professors.
- Expectations and guidelines are clearly stated in the syllabus and also enforced.
- Examples of leadership.
- Everything
- English teachers are very strict on plagiarism
- english 101 experiences. Watching a professor kick a student out of class for plagurism on a paper. The lesson sunk in very well into my memory
- ENGL 1301 has strengthened my understanding of properly crediting both ideas and direct quotes of others in my written work.
- encouragment
- during the beginning of the course we went over all academic policies regarding academic integrity, teaching me more about how cheating can impact you incredibly
- Doing my work
- Do not do it or there will be no more college degree

- Discussion of the individual's grades throughout the semester. Doing more classwork and going over it to get the right answer.
- discussion about the academic integrity.
- Disabilty Resource Center
- Different culture and religion.
- Definitely not some of the professors. they just bring me down in some cases. Friends are the ones who keep me going strong, letting me know it'll be okay.
- couse syllabis and professors.
- Coming to class and learning also taking time to study as well
- college foundation success has help me understand acadenic intergity .
- class work, and professors have helped me understand academic integrity.
- Cheating is not going to help you succeed in life. Learn your material so you understand it.
- BY TALKING TO MY INSTRUCTORS, AND GETTING OFFERED HELP
- Bio-sig Verification
- Being taught by Solomon Nfor.
- being 100% with people about any opinions or questions. and greeting teachers and students nice and fairly.
- been a student
- Because I have written many papers during my time here at school, I have had to pay close attention to my essays and make sure i use proper citations and quotes. I have dealt with this issue in my Ethics course as well as others and the teachers always eplain the school policies concerning this issue.
- At this campus this is not the norm. Students have to do what they have to do to play the game. Most of this type of behavior is taught at home and learned as you go about life, but to say this campus teaches in any way, shape, of form? I would have tosay they promote the negative which I guess you could call teaching by non example.
- Assignments pertaining to academic integrity based on scenarios
- AS A PERSON ALONE I ONLY DO MY WORK AND I ALWAY'S KEEP MY EYES ON MY OWN PAPER. MOST STUDENTS ON THIS CAMPUS ARE VERY OPEN ABOUT WORKING WITH EACHOTHER ON WORK AND PROJECT ASSIGNMENTS.
- An instructor being form on being on time or you will miss a quiz, emphasizing the importance of being on time to class.
- An experience at this campus is when you are expected todo things for class, not thy tell you something
- always having different test forms
- Almost every class syllabus has a policy explaining cheating and ever student should be aware!
- All the teacher's that have taught me have strengthen academic integrity.
- All syllabi strongly focus and inform students about what it means to possess academic honesty. We are reminded about how to conduct ourselves during class regularly.
- All has been well.
- About how we should be honest well we are in class and if someone doing something wrong we should tell that person
- A couple of students in my math class were caught cheating on a test and the professor told them they needed to leave the class and they were removed from the class and never came back. The professors take things very seriously at SPC and I appreciate tha they do
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- 1) I transferred from another community college in another state and I had graduated from a University of Tokyo, Japan so I eventually had some issues to ask and compare some credits with those in other college and university. It was actually somewhat har and took much time to deal

with some transferring classes. For example, if the semester is different from that in college, then even though it is the same content almost and the difference is just 0.1 or so, I had to take the additional test and so on. S I focused on my mandatory classes first because for example, I earned A at American History class in another college in another state but because of the difference of the semester, I cannot transfer it to this college so I almost had to abandon it. (it i not mandatory now)

- 1. Other student views help strengthen my thoughts on life. 2. Talking to students just helps personally as well.
- 1. Instructors help us help ourselves for the future by creating real life experiences in todays life. 2. If I were to cheat in any of my classes? How is that gonna help me in my personal life in the future? Instructors have thought me that even if we mae mistakes, they're there to help us and show us how things are done.
- Talikig to my advisor.
- Just being in college and taking the classes everything that I do for class work and homework. I have academic integrity to be successful in school.
- I have a few core friends most are older and we work to help each other with problems within our course of study. Most of the younger folks just don't seem to care much at all about it one way or the other.

What experiences at this campus have helped you to further develop your ethical and moral reasoning? Please describe 1-2 examples below.

- you can go to a professor and talk about a problem whenever you need help. uch formal way then just a low way.
- Working with my two instructors this semester.
- Working on the ethical issue case in SDEV class and stating the perspective of each characters in the case study. Putting yourself in the similar situation then stating whether or not shall you do the right thing.
- Working in a hospital setting.
- working hard on many things
- working as work-study
- Work-Study Student
- With having so much studying, the faculty have made it easy to talk to about all types of things. Whether it's a personal question or a question with homework everybody has been willing to help or at least direct you towards the answer. Additionally, the ssignments regarding ethics have made me really consider the process of making ethical decisions and made me truly think about what qualities are the most important for me to uphold.
- With a compassionate faculty I was able to feel comfortable to trust what they are saying to help me succeed.
- Why is this being brought up in our schools? I don't find it helpful to courses I'm taking. I'm here to get a degree and that's it. not worry about moral and ethical decisions. Chances are if you haven't learned moral and ethical decision making at this pint, I'm almost certain its too late.
- when the professors push you to your true potential. they want you to succeed.
- when someone needs help
- When I had to decide what I should do in a situation when I found out other students were cheating.
- When i decided to take the first step to come back tocollege I spoe to an advisor who really helped me make most of my decisions based on the ethical.

- When I choose to do my own class work with little to no help; furthermore, I always cite my sources to give credit where credit is due.
- Well that one thing happened and then this other time that other thing happened so yea
- Well I've recently in two classes been asked to take ethical decisions as a homework assignment and it has helped to understand more about ethical decisions.
- Watching the drama production at our school about our schools founder Artemisia Bowden. Having a great foundation to start with like Artemisia's and then hearing Dr. Loston speak at any event is a great motivator and a great way to do a self check of ones moral compass.
- Using the ethical approach as a goal in the SPC or Alamo Community in general allows students to make it apart of everyday lives rather than just at school.
- turn in my work on time and also do it on time to
- Try to be better at my self to get to where I want to be.
- To early to tell.
- TO BE FAIR AND WITH MYSELF AND EVERYONE ELSE.
- To be completely honest, this campus has not improved any aspect of myself; on the other hand, it has not made me any worse. I remain the same.
- Timing and priorities in my personal life such as balancing studying and work with pleasures such as going out and being with my significant other.
- This is a tough question in terms of positive examples. The negative examples are obvious and numerious. Students have to guess at many things or learn from other students, if they want to succeed. Completion of successful projects is not a matter of sill or effort but the instructors opinion of the student. What is correct for one student can be incorrect for another with the same answer. Instructors teaching from outdated guidelines old lesson plans no personal integrity to revamp their instruction The list goes on. Students have no option or incentive to develop ethical or moral reasoning, if they wish to succeed. Improvement noted once it was brought up to the President, Academic Dean, and any other faculty or staff that would pretend to listen
- this campus helps you with moral and ethical reasoning by having seminars
- They talk about plagiarism a lot and how its just absolutely not accepted.
- they have give me the understanding how to reach my golas in life
- The views of my peers have influenced me, making me never want to cheat or let someone else cheat off of me in exams. The Quality Enhancement Plan (QEP) for this semester has involved writing an essay about ethical communication and decision making in my usiness and professional communication class.
- the tutor center.
- the tesachers
- The teachers are very helpful
- the teachers are excellent examples for that and the classmates are good
- The school offers different events to get the student involved.
- The responsibility that is thrown upon us as students.
- The reminder of our QEP by our instructors and my own personal decisions.
- The QEP assignment that were given to us, and the situation that are in the case study help you identify wether or not you will own up to your mistakes or action or lie. Also chapters covered in SDEV classes.
- The QEP OTHER STUDENTS
- THE PROJECTS DONE THRU MY CLASSES
- The professors at this college have helped me further develop my ethical and moral reasoning.
- The people I named above and a few other professors have pushed me to push myself and supported me when I doubted myself
- the people are really nice and motivating.

- The nursing program has improved my ethical and moral reasoning and allows me to take care of people in a caring manner.
- The medical laboratory program has helped me significantly build my ethical views in a better way. Like leavening different diseases and better taking of my body. Taking an ethical course helped me cope and have better out look on life.
- The faculty that I work with on a daily basis
- The experience's that have helped me develop my ethical moral reasoning are all the classes I have taken at Alamo colleges.
- The ethics classes in this shaped the way I reason about morality.
- The ethical decision making quality enhancement plan and my ethics class this semester.
- The challenge of transitioning from high school to college life has taught me to be more mature and get things done in a more timely manner se to focus more on my studies rather than constantly going out with friends.
- The campus and professors have always allowed me to demonstrate my ethical and moral resoning
- The ability to state that I have completed all of my assignments on my own.
- Teacher help the student inferior their social life.
- Talking with students
- Talking with friends.
- Talking to other students and instructors.
- Talking among my fellow students and being able to ask them for help.
- Talking about situations that we may encounter in the workplace of our degree.
- talking
- Taking the required humanities study -- I chose Ethics and World Religions. My professor was very good at his job and made it easy for the class to have meaningful discussions while remaining civil. I decided to take World Religions because I believe it SOULD be a required course, even as an atheist, I find it important to understand different religious beliefs and practices. Both classes helped me think critically and expand my mindset.
- taking business and professional communications
- Studying with Mr.Hill
- Student development course
- St. Philip's is a wonderful college with many great opportunities to achieve. The staff is very nice and help me learn a lot of new information.
- Sometimes, when communicating I get random advice from other students and many of the advice work.
- Some of the courses I have taken to develop in my career field.
- Since i mostly interact with my instructors and other education profesional, this people are good caouch and are welcoming.
- seeing people copy hmw from somebody else, cheat on tests, etc.
- sdev has also help me with my moral reasoning.
- QEP that every professor i have is having us do. Also the logo head is everywhere.
- QEP reinforcement in class. Socializing with other students from different backgrounds.
- President needs to have session with night student at SWC with refreshments.
- positive guideance I receive in my studies and the future goals I have set for myself have become more reassured through the knowledge I have obtained. Staying positive and focused helps develop the reasoning required to be the best.
- Our QEP plan this year is ethical decision making and as a future chef ethical decision making is a huge part of my job.
- organizations.

- Open discussions during class time with students of every background in a safe environment. Faculty reaching out to students and encouraging us to become more involved with school and extracurricular activities.
- one example i have experienced was to think through a situation before i made action. Another example would be for me to help others make wise decisions to stop them from making unwise decisions.
- On my campus we have a Quality Enhancement Plan that helps develop ethical decision making. Weekly we are given a "what would you do" prompt and students respond based to the four step process provided by QEP.
- Nursing school is basically learning how to be moral and ethical to be able to do your job right.
- Nothing at all , campus not that good Even tho the cafeteria super bad And I don't know what to say Guys you have to fix this
- Not judging so quickly. Thinking before you speak.
- not everything is all about me
- not cheating.
- None. On the contrary, faculty staff in the campus should be taught to respect their students.
- None. I believe that should depend on the persone. However, for myself, I just go to class and do my work.
- My student development class has helped me a lot. Other than that nothing really helps unless you go talk to someone
- My social psychology class when using the ethical decision making process
- my psyc class and my classmates
- My online assignments when the internet is just a click away to find the answers
- My moral experiences have came a long way because would always choose the wrong way but now that I've learned the right way of doing things. I always second think about what is more important now. Getting work done and staying focused. Staying on track.
- My interactions with fellow students
- My experiences that has helped at this campus was attending student development course that has brought the ethical and moral reasoning to my attention.
- My ethics course I'm currently taking
- my ethics class has really made an impact on what my morals and values are.
- MY CLASSES ARE VERY IMPORTANT TO ME AND I TAKE THEM SERIOUSLY, THERE IS NO REASON I WOULDN'T WANT TO PRIORITIZE ALL OF MY CLASSES AND MAKE THE BEST OF THEM.
- my bio professor is a really good help
- my Art design class.
- Mr O's smile and great attitude =0)
- mathlab, and the english lab
- mainly just the way the people carry themselves, helps me have a better understanding of my moral and ethical reasoning.
- listening to other students opinions on moral issues and cheating. Interesting on how many people don't want to get involved when things are wrong. I try to keep strong moral values.
- Learning to treat customers fairly always.
- ken MN
- Keep on asking for positive input and it will make it seem like this place is incredibly super oober ethical and awesome! Ask one more time, do it, I bet this survey will...Rather than ask for any constructive criticism. Why don't you ask for examples of ow this campus can strive to improve ethical and moral reasoning in their students? How about asking for specific examples of how this campus has failed to further develop ethical and moral reasoning? Maybe you'd get some

input that is actually relevant o improving the campus. But that wouldn't look good on paper, now would it?

- just being in the classroom
- jessica's project brought awareness to social issues and hunger banquet to hunger and other social issues
- It may be because I am an older student, but I feel that my ethical and moral reasoning was already in place when I returned to school. I have high ethical and moral standards. The instructors talk about moral reasoning in regards to certain situations tht may occur in the workplace after we graduate and that has been helpful.
- It is something not talked about regularly but it is reminded at the right times. For example in a regular class talk or discussion and poster all around this college.
- It is mandatory for first time students at my campus to take a Student Development course. This course teaches may important life skills to include ethical and morale reasoning.
- Issues around the world.
- Interacting with classmates and proffesors
- Instructors. Stories. Not much else goes on.
- In the career plan, part of the requirement is an ethics class; in this course we discussed many topics that otherwise I was not aware of. In all our classes, a requirement on an ethics research paper was conducted and also a presentation of the discussin was implemented. We discuss onging ethical problems in the medical system, different laws and also implemented different ethical theories.
- IN personal conduct and good moral reasoning.
- In my visits to the student life center, I have forgotten some things, but i can rely on good people to either save it for me, or turn it in to the office. i also forgot my headphones in the Tech lab 210 and they were returned to me the next time u was thre
- in my student development class thought me that there is no second chances
- In my classes I've worked on QEP papers for grades and we've even done group discussions and presentations in order to share ideas for options. I'd say it's helped open my eyes to looking at different perspectives more often.
- I'm not sure I take online classes
- I would have to say I took a class on Ethics and that seemed to open my eyes more to it.
- i was a work study. as such i had access to personal information. the responsibilities associated with this position further exploited the need for ethical and moral reasoning.
- I used to LOVE this school, but that changed overtime. This school is still a great school, and i think they are really on point with their Quality Enhancement Plan; the approach and step are very strong!!! However, seeing how they treat some of their sudents is not cool. I think that not everyone is treated fairly and i have seen it several times and experienced for myself. I think the "school" is capable of teaching the 4 steps to making ethical decsions. However, as a whole i think they can't makeEthical Decsions themselves, because they are too busy worrying about what would look good for the school, instead of doing the right thing for the right reasons. By me seeing it and experiencing it has helped me to make ethical descions, espcially if it nvolves other people. I want to be fair and do the right thing for the right reasons, not because it'll make me look good. This school is great in many ways, because it showed me the kind of person i do not want to become. So i know it is not a bad schol it just sometimes makes bad decsions. Another, example is when my old pyschology instructor helped me make an ethical decsion by using our 4 steps. She told me i needed to step back.
- I took a student development class which really help me found helpful solutions to get through school. Not just that it also gave me different resources to help with everyday life.
- I think the teachers have a high ethical standards that make feel like I have to be in the same level of ethical/moral standards too. Very simple.

- I stick to my own values. Im doing a career change. I am not here to be apart of a community. im here for a better future with my family. I am very introverted and I don't like going out. So the thought of people pushing that on me very much stresses me ot
- I see other people doing things unethical and I learn to follow my own perspectives on ethical discion making what my morals are from right or wrong
- I really do not spend much time outside of class on campus.
- I learned that as soon as when I came to college I'm starting to become a better person. And, trying to stay focused on assignments for my college classes first and do fun activities later on.
- I have one particular professor in mind. He is always handing us ethical decision making scenarios and this is helpful self-reflection on how I view the world I live in.
- i have never had any ethical or moral reasoning
- I have made friends with people from different ethical stand points that have taught me about a different way to look at a situation.
- I HAVE LEARNED IN SCHOOL THAT MY ACTIONS CAN IMPACT OTHERS BUT MOSTLY MYSELF.
- I have learned how to study better and become more involved. I learned how to say what i need help with and what i dont understand.
- I have gotten better at socializing and speaking with professors and talking with administrating with any problems
- I have experienced a general consciousness of time spent on academics in my life, as well as the time spent on personal leisure and the consequences of both actions as an insite into my own ethical and moral reasoning.
- I have been introduced to apps that assist in the prevention of pledgerism
- I have attended only online classes with SPC.
- I have a well formed moral and ethical basis from my family. And it is not the school's job to form this in students. That is one reason I was home schooled, so was everyone in my family. Except for the academic issue of plagerism, school should not fom the moral conscience of students. I am here to learn academically and go onto a four year university. If some students do not have the benefit of the wonderful home life I have had, perhaps the school's role is mentoring.
- I had a great experience in a Humanities class regarding ethical/moral reasoning, but it was at a sister campus, Northwest Vista.
- I feel like the teachers have to go easy on us so i don't always feel overwhelmed.
- I developed a moral and ethical basis while running a company for so many years. I had learned that honesty was the best policy, perform your job to the best of your ability, and know that there is always room to improve.
- I can't think of any.
- I came to college with a well-developed ability to consider the moral/ethical consequences of my own actions
- I believe because I was out of school for so many years and having to relearn the subjects tested me, it's when you can walk away knowing that you've done your best without having to make a choice between the right way and the wrong way. .
- I am accountable for my own actions.
- I always said that the respect is the first, in my opinion I can see all the people without judge the others, If someone have a different culture, religion, sexual preference it's appropriate respect them. I like this country with a open mind.
- Helping student veterans in need academicly and personally. Group discustions without teacher present.
- Helping others in the community with fund raisers. Maintaing personal truth and honesty.
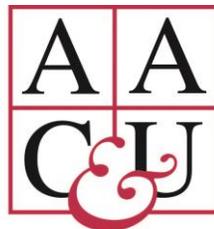- havent had any at this time

- good
- Fund and create an electric vehicle project that would rally the college to a singular purpose Taking care of school work and prioritizing in my life
- freshman seminar class
- first off is with the president she said no obstacle should stop you from getting your education and achieving your goals, thats why they are here to help not just to make sure you come to school.
- Faculty constantly explaining the importance of ethical and moral reasoning, and explaining the consequences for everyone when bad ethical and moral reasoning is expressed.
- Experiences on how the classmates help each other when answers are needed, instructors walking around to see the students needs.
- Everybody in the campus shows very good behavior with respect, courtesy, sense of equality, etc. for others.
- events
- Ethical reasoning: study habits Moral reasoning: constant reminders to reach out to professors for advice and expertise
- Ethical morar is when somebody respects the decisions of other people. have respect for each other.
- Enrolling in an Ethics course has definitely broadened my view of the world around me.
- Due to my class online I have learned that alot of ethics that you think or actual in a book so always do the right thing. Go with your 1st mind it is usual right.
- Dr.Cate
- doing a test with out cheating. learning to have patience with teachers and staff, they are servicing other students
- Discussion in class on ethical/moral reasoning
- discussing the qep and talking with professors
- definitely some of the assignments I've gotten have helped me with a lot of moral critical thinking, they change my views on many things and help me to open up my mind about different things.
- Deciding whether to go to study labs or go out with friends.
- deciding what good for the future and develop a stonger decision making skills
- Dealing with the intermediaries of the bureaucratic system of our local govt, who are transparently corrupt, we learned that we should hold ourselves to a higher standard than them.
- communication and reasoning
- Clinical rounds as an LVN student in 2002
- Class discussions, namely government or humanities courses. Variety of students in classes.
- Class discussions always bring forward different points of views that may have never been heard before this creates a new view of the person sharing this view which helps create respect towards them.
- Class dedication
- Being with people who i was not often around.
- Being involved with the student leadership coalition during my second semester.   Also many of the exercises we did as class participation in my Ethics course.
- Being involved in the Spirit and Pride Crew Also being apart of the Student Life dept.
- Being able to work with different kinds of people. Discussing different topics in class and being able to maturely express each others views on topics.
- Because I am on my own

- At 53 years old I am attending college for the first time. The syllabus itself was a sense of how both ethics and morals that take place in this institute are highly regarded. Our instructor did deviate from our schedule at all.
- Assistance from some students and professors.
- Assignments we did
- As I previously mentioned, I think discussions with students push me to think more about ethical reasoning.
- As I mentioned before, our campus has a quality enhancement program in which it encourages all the students to make ethical decisions both in their academic and personal lives.
- As a club member and leader, I am surrounded by valuable equipment that must be protected and cared for so that the school can have it available for the next thirsty students. This equipment and money, as I have been responsible for fundraisers, is alwayscared for and respected. Doing the right thing is important to me. I must be beyond reproach.
- an orientation discussion about it's importance and writing a QEP project
- Although I do not actually attend classes at the campus, I receive emails regarding the availability of all the above mentioned topics provided by the college.
- All the tutoring sites here
- All the faculty
- All the events they have were all the groups of diffrent activitys and beliefs gather outside and teach kids to join there group and explain their beliefs.
- 1)Re-inforcement in ethical conduct 2)See on first hand not ethical activities
- 1) At Ethics class, we had to discuss various kinds of topics worldwide so that we could develop our ethical and moral reasoning.
- 1.) There are programs that encourage students to help further develop ethical and moral reasoning. 2.) Students get out of this experience what they want to. Life is only as good as we make it.
- 1. The emphasis of ethical reasoning posters around campus 2. Taking an ethics class
- 1. It has changed my mind on what i want to do with my life instead of mechanical i want to do chemical now. 2. My fellow peers help by discussing what they want to do with their lives then others tell them how they feel and say if its a good idea or not.
- 1. By sharing experiences with other students and faculty members, i have learned to respect other people's point of view al9ng with their work. 2. I have learned how to respect and accept other ethics and beliefs while in tis college.

About the PSRI and AAC&U

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

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