

Character Climate on College Campuses V3

23 Item Measure

Tausen et al., (in prep). Character Climate Scale: Development and multi-site validation of a new tool for measuring the moral ecosystem of a university

All items are measured on a 1 – 5 scale.

1 = Completely Disagree

2 = Somewhat Disagree

3 = Neutral

4 = Somewhat Agree

5 = Completely Agree

For the following questions, think about **the students at [university]**. Then, indicate how much you agree or disagree with the following statements.

Students at [university]...

Are committed to a greater good (something beyond one's self).

Are kind to one another.

Are committed to learning from a variety of perspectives.

Demonstrate strong moral character.

For the following questions, think about **the professors you have had at [university]**. Then, indicate how much you agree or disagree with the following statements.

Professors at [university]...

Inspire students to be the best versions of themselves.

Support student character development.

Model what it looks like to have strong moral character.

Encourage students to contribute to societal good.

For the following questions, think about **the courses you have taken at [university]**. Then, indicate how much you agree or disagree with the following statements.

Courses at [university]...

Prompt students to consider what it means to be a good person.

Challenge students to reflect on their virtue strengths and weaknesses.

Encourage students to define their own values and purpose.

Provide opportunities for students to develop character strengths.

Emphasize why developing virtue matters for everyday life.

For the following questions, think about **extracurricular activities at [university]**. These include activities outside of the formal classroom like **chapel, clubs, events and speakers on campus, and service opportunities**. Then, indicate how much you agree or disagree with the following statements.

Extracurricular activities at [university]...

Prompt students to take actions that support a greater good (something beyond one's self).

Challenge students to reflect on their virtue strengths and weaknesses.

Encourage students to define their own values and purpose.

Challenge students to empathize with perspectives other than their own.

Provide opportunities for students to develop character strengths.

For the next set of questions, think about **your personal experiences at [university]** both **inside and outside the classroom**. Then, indicate how much you agree or disagree with the following statements.

My experiences at [university] have helped me...

Deepen my commitment to the greater good (something beyond one's self).

Become a better person.

Deepen my commitment to learning from a variety of perspectives.

Think deeply about the importance of strengthening my character.

Understand that strengthening virtues takes practice.

Additional (optional) qualitative questions for further program assessment.

What extracurricular activities are you participating in on campus this quarter[semester]?

Examples include, but are not limited to chapel, clubs, athletics, service/volunteer opportunities, speakers and events on campus (list all that apply).

Extracurricular 1 _____

Extracurricular 2 _____

Extracurricular 3 _____

Extracurricular 4 _____

Extracurricular 5 _____

Extracurricular 6 _____