### University Students: Civic Engagement, Leadership, and Service Learning Questionnaire

1. Full Name  

2. Email Address  

3. Gender  
   - [ ] Male  
   - [ ] Female  

4. Age  
   - [ ] 18  
   - [ ] 19  
   - [ ] 20  
   - [ ] 21  
   - [ ] 22  
   - [ ] 23  

5. Please identify yourself racially/ethnically (mark all that apply)  
   - [ ] Of African descent  
   - [ ] Of Asian descent (including the Indian subcontinent)  
   - [ ] Of Pacific Island descent  
   - [ ] Indigenous Person (Māori, Aboriginal, Native American, Alaskan Native etc.)  
   - [ ] Hispanic, Latino/Chicano  
   - [ ] Of Arab or Middle Eastern descent  
   - [ ] Of Caucasian European descent, not Hispanic  

6. Which of the following best describes where you grew up? (Mark one)  
   - [ ] Urban area  
   - [ ] Small town  
   - [ ] Suburban area  
   - [ ] Rural area  

7. Which of the following choices best describes where you lived for most of your life before University?  
   (Mark one only, using the last five years as a guide)  
   - [ ] Urban area
☐ Small town
☐ Suburban area
☐ Rural area
9. What type of secondary or high school did you last attend? (Mark one)

- Public or state school, non-religious
- Home school
- Religious-affiliated, public or private
- Finished by examination (e.g., GED)
- Private, non-religious

10. How well do you think you did academically in high school?

- Top 5%
- Top 10%
- Top 25%
- Top 50%
- Don't know

11. Have you engaged in community service, or service learning before? (Mark all that apply)

- I have not participated in community service or service learning
- Participated in community service or service learning for a one (single) day event
- Participated in community service or service learning for 1-3 hours weekly for 1-3 weeks
- Participated in community service or service learning for 3-6 hours weekly for 1-3 weeks
- Participated in community service or service learning for more than 6 hours weekly for 1-3 weeks
- Participated in community service or service learning for 1-3 hours weekly for 6-10 weeks
- Participated in community service or service learning for 3-6 hours weekly for 6-10 weeks
- Participated in community service or service learning for more than 6 hours weekly for 6-10 weeks
- Participated in community service or service learning for 1-3 hours weekly for a semester
- Participated in community service or service learning for 3-6 hours weekly for a semester
- Participated in community service or service learning for more than 6 hours weekly for a semester
- Participated in community service or service learning for 1-3 hours weekly for a year
- Participated in community service or service learning for 3-6 hours weekly for a year
- Participated in community service or service learning for more than 6 hours weekly for a year
- Participated in community service or service learning for 1-3 hours weekly for greater than a year
- Participated in community service or service learning for 3-6 hours weekly for greater than a year
- Participated in community service or service learning for more than 6 hours weekly for greater than a year
12. Please briefly define civic engagement in your own words:

13. In your opinion, what are the benefits and challenges of civic engagement?

14. Please briefly define representation/representative government in your own words:

15. In your opinion, what are the benefits and challenges associated with representative government?
16. What are the factors that encourage or discourage active participation by youth in the civic life of communities? In representative government?

17a. Describe the community around the Health Science Campus.

17 b. Describe the community around the University Park Campus.
17c. Name and describe your current community.

18. What role does USC play in the community?

19. In your opinion, what role should USC play in the community?
Beliefs and Points of View on Civic Engagement

The list below includes typical examples of points of view about aspects related to civic and community engagement. Please indicate the extent to which the items most closely describe your beliefs, thoughts and values with each of the following statements by marking the response that most closely matches your experiences and/or self-perception. Importantly, some items may appear to be in direct contrast to your view to accommodate a continuum of diversity in student beliefs. Please be candid in your responses, as no individual will be identified from the index in analyses.

1 = Strongly Disagree
2 = Somewhat Disagree
3 = Somewhat Agree
4 = Strongly Agree

1. Generally an individual’s actions are too small to have an effect on the community.
2. I think that there is much I can do to make the world a better place to live.
3. It is important that universities that prepare our nation’s citizenry to provide programs designed to promote understanding among students of different ethnic and cultural backgrounds.
4. I think my country needs to do more to promote the engineering workforce of different racial and ethnic groups.
5. The present distribution of the community’s wealth and resources should be maintained because it represents the evolution of technology and survival of the fittest.
6. There is little or nothing I can do to improve the condition under which some people in the world live by using my knowledge and skills.
7. People have an obligation to “give back” to the community in some way, monetarily or otherwise, using individual talents.
8. Higher education should concentrate on developing knowledge and skills and students’ future careers, not on exploring citizenry and good will.
9. Some degree of inequality is necessary in a society that wants to be the best in the world.
10. If I do the best I can to help others, it will change the way society operates.
Chapter 18: “Collaborative Civic Engagement: A Multidisciplinary Approach to Teaching Democracy with Elementary and University Students” by Crigler, Goodnight, Armstrong, and Ramesh

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Diversity and Community Work

The list below includes statement yourself and the way you work in comparison to your peer group(s). Please rate yourself on each item in comparison to your same aged peers. Please be candid in your responses, as no individual will be identified from the index in analyses.

1  =  Below Average
2  =  Average
3  =  Above Average
4  =  Far Above Average

11. Enhancing a student’s ability to be a part of a multicultural group should be a part of higher education in today’s colleges and universities.
12. I feel very concerned about the lives of people who live in politically repressive regimes.
13. I feel a strong kinship with the nation’s human family.
14. I believe that my personal decisions can affect the welfare of others and what happens on a local and national level.
15. I think it is important to change things that are unfair for society.
16. Each generation of citizens has a responsibility to consider how its decisions affect the kind of nation and world passed on to future generations.
17. Conflict between people who are from different backgrounds is unavoidable when the differences are bigger than the similarities between them.
18. People have a moral obligation to share their resources and knowledge with less fortunate people.

1. Ability to see the world from someone else’s perspective.
2. Tolerance of others with differing beliefs.
3. Openness to having my own views challenged.
4. Ability to discuss and negotiate controversial issues.  
5. Ability to work cooperatively with diverse individuals and groups.  
6. Ability to shift people toward consensus who have diverse points of view.  
7. Ability to take initiative.  
8. Ability to pay attention to details.
INTERPERSONAL REACTIVITY INDEX

The following statements inquire about your thoughts and feelings in a variety of situations. For each item, indicate how well it describes you by choosing the appropriate letter on the scale at the top of the page: A, B, C, D, or E. When you have decided on your answer, fill in the letter on the line at the end of each item. READ EACH ITEM CAREFULLY BEFORE RESPONDING. Answer as honestly as you can. Thank you.

**ANSWER SCALE:**

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tbody>
<tr>
<td></td>
<td>DOES NOT DESCRIBE ME WELL</td>
<td></td>
<td></td>
<td></td>
<td>DESCRIBES ME VERY WELL</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Question</th>
<th>Letter</th>
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<tbody>
<tr>
<td>1. I daydream and fantasize, with some regularity, about things that might happen to me.</td>
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<td>2. I often have tender, concerned feelings for people less fortunate than me.</td>
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<td>3. I sometimes find it difficult to see things from the &quot;other guy's&quot; point of view.</td>
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<td>4. Sometimes I don't feel very sorry for other people when they are having problems.</td>
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<td>5. I really get involved with the feelings of the characters in a novel.</td>
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<td>6. In emergency situations, I feel apprehensive and ill-at-ease.</td>
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<td>7. I am usually objective when I watch a movie or play, and I don't often get completely caught up in it.</td>
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<td>8. I try to look at everybody's side of a disagreement before I make a decision.</td>
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<td>9. When I see someone being taken advantage of, I feel kind of protective towards them.</td>
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<td>10. I sometimes feel helpless when I am in the middle of a very emotional situation.</td>
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<td>11. I sometimes try to understand my friends better by imagining how things look from their perspective.</td>
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<td>12. Becoming extremely involved in a good book or movie is somewhat rare for me.</td>
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<td>13. When I see someone get hurt, I tend to remain calm.</td>
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<td>14. Other people's misfortunes do not usually disturb me a great deal.</td>
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<td>15. If I'm sure I'm right about something, I don't waste much time listening to other people's arguments.</td>
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<td>16. After seeing a play or movie, I have felt as though I were one of the characters.</td>
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<td>17. Being in a tense emotional situation scares me.</td>
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<td>18.</td>
<td>When I see someone being treated unfairly, I sometimes don't feel very much pity for them.</td>
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<td>19.</td>
<td>I am usually pretty effective in dealing with emergencies.</td>
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<td>20.</td>
<td>I am often quite touched by things that I see happen.</td>
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<td>21.</td>
<td>I believe that there are two sides to every question and try to look at them both.</td>
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<td>22.</td>
<td>I would describe myself as a pretty soft-hearted person.</td>
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<td>23.</td>
<td>When I watch a good movie, I can very easily put myself in the place of a leading character.</td>
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<td>24.</td>
<td>I tend to lose control during emergencies.</td>
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<td>25.</td>
<td>When I'm upset at someone, I usually try to &quot;put myself in his shoes&quot; for a while.</td>
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<td>26.</td>
<td>When I am reading an interesting story or novel, I imagine how I would feel if the events in the story were happening to me.</td>
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<td>27.</td>
<td>When I see someone who badly needs help in an emergency, I go to pieces.</td>
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<tr>
<td>28.</td>
<td>Before criticizing somebody, I try to imagine how I would feel if I were in their place.</td>
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