

# **Values as the Foundation of Citizenship: Policies for Building Efficacy and Civic Responsibility**

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The Penn Democracy Project began in the Spring of 2003 as a study of how the undergraduate experience shapes students' democratic development. The survey includes a wide range of measures of citizenship. In particular, the survey focuses on four major areas developed by the students who run the survey<sup>1</sup>:

Literacies and Understandings: Includes understanding of the workings of local and national government. It also includes critical thinking skills

Competencies and Communications: Includes dialogue and discourse about political and social issues, as well as the breadth of information a student is exposed to.

Values and Dispositions: Includes the beliefs about society and human nature as well as beliefs about the respondents themselves.

Actions and Engagements: Includes active participation in the community and nationally. This can be political participation, voting, or volunteering.

This report will give a brief overview of the findings of the Fall 2005 survey, and breakdown the most important indicators. However, the primary purpose of this report is to translate these findings into policy recommendations. In particular, Part I will establish a hypothesis that political values are the strongest indicators for all areas of democratic development and provide the most powerful area for improvement of democratic development in undergraduates. Part II will explore this hypothesis and policies that could help achieve these goals.

## **Part I: The Fall 2005 Penn Democracy Survey Primary Findings**

### I. Administration

The administration of the 2005 survey was expanded from a sample of the student body, to a study of the population. The census approach was intended to allow closer inspections of subgroups around Penn. A conclusion of the preceding survey was that the undergraduate body could best be understood as a collection of small groups. These groups center around the activities and interests of the students, and tend to have little cross over of members. Further, the survey was administered online. Two years prior, the survey was tested across different techniques and the online approach showed no different response than written or interview methods. Response rates were as follows:

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<sup>1</sup> In depth discussion on the nature of these dimensions can be found in previous project reports, particularly: Dubin, Inguaggiato, Morello. "The Penn Model, Index, and Survey." (2005)

Year	Responses	Class Size	Response Rate
Freshmen	315	2726	11.6
Sophomore	325	2386	13.6
Junior	248	2047	12.1
Senior	198	2981	6.6
Unknown Year	63		
Total	1149	10140	11.3%

Overall, the response rate was low. In the 2004 survey, students were able to be targeted and encouraged to complete the survey. In 2005, the population was too large to encourage directly. Instead, a broad publicity campaign was used. Students put up posters in hall ways, e-mails were sent to list serves around campus, and an article was written about the survey in the school newspaper, the *Daily Pennsylvanian*. These techniques did raise the response rates.

Further, the length of the survey lowered response rate. There were 98 partially completed surveys. They were begun by students but cannot be used in the study. Another hindrance was that the survey was all on one web page and not broken into several sections.

The results, which will be discussed later, revealed little more than the sampled survey. The sample allowed for the surveyors to boost response rate by targeting the participants. Further, the shortening of the survey, which will also be discussed later, will make the survey more enticing to students with little spare time.

## II. Democratic Index

The only responses used in the evaluation of the survey were ones who answered the whole survey. The democratic index score is an initial overview of the results. The democratic index was developed for the former administration, and aggregates the responses across several categories. While the essential components were kept the same, the index score was altered slightly to give equivalent weight to each of the four categories: Values and Dispositions, Literacies and Understandings, Competencies and Communication, and Actions and Engagement. Beyond changing the weighting, the scoring structure was altered to reflect the time when the survey was administered. The index was designed during the 2004 presidential election, and many of the actions and engagement questions assigned points on how recently the respondent participated in certain political activities. Since the 2005 administration occurred at a much less charged political time, point values were equal no matter how recently the political action was performed.

The distribution of the general index was similar to the previous administration.

	Index Mean	Index Std Dev
Total	36.7	9.77
Freshmen	36.0	9.21
Sophomores	37.4	8.42
Juniors	37.8	8.50
Seniors	39.4	8.34
College	38.6	8.30
Wharton	36.6	8.13
Engineering	34.2	7.92
Nursing	34.8	9.85

These means show a gradual increase in scores over the years at Penn, however, the distribution of schools within each year is skewed. The senior respondents had a higher proportion of respondents from the College, while the freshmen had a lower percentage than the norm.

### III. Democratic Profiles

Using the democratic index score, three general profiles were created so that general comparisons could be made between different “levels of democracy.” For the Fall 2005 administration, the profiles were designed so that a third of the respondents fell in each category. The ranges were as follows:

Reluctant Democrat: {0-33.5}

Moderate Democrat: {33.5-41.0}

Committed Democrat: {41.0-58.43}

The most powerful differences could be found at the extremes. Many of the moderate democrats ranged in their characteristics, since aggregating points could happen in many ways. However, the reluctant and committed democrats had clear characteristics that distinguished them from other students.

#### Pearson Correlations

	Reluctant Democrat (0-33.5)	Moderate Democrat (33.5-41)	Committed Democrat (41-58.4)
For Credit Service	-.076*	-.031	.107**
Non Credit Service	-.157**	.023	.134**
Athletics	.056	.035	-.091**
Student Govt	-.097**	-.031	.128**
Cultural Organizations	-.069*	-.028	.096**
Political Advocacy	-.206**	-.112**	.316**
Religious Organizations	-.039	-.049	.088**

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Committed democrats tend to be highly involved in for credit and not for credit community service and avoid athletics. In the previous administration, participation in religious organizations did not correlate with democratic tendencies, but in this administration, these activities were highly correlated with committed democrats. Most powerfully, participation in political advocacy groups strongly separated committed democrats from all others, who strongly tended to not be involved in these organizations.

	Pearson Correlations		
	Reluctant Democrat (0-33.5)	Moderate Democrat (33.5-41)	Committed Democrat (41-58.4)
Votes in Stud Govt	-.103**	-.038	.137**
Marches, Demonstrations, Protests	-.267**	-.095**	.359**
Contact Public Official	-.291**	-.072*	.362**
Boycott	-.240**	-.059*	.298**
Canvass for Campaign	-.182**	-.111**	.292**
Found an Organization	-.064*	-.040	.104**
Run for Stud Govt	-.142**	-.021	.157**

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Participation in overtly political activities has been shown to be a good indicator of democratic tendencies. The table above goes deeper and highlights the direct actions and engagements involved in political participation. All of them show a powerful correlation between highly democratic students and many have a significant negative correlation for both moderate and reluctant democrats. These results tie into the general argument that efficacy is an important key to highly democratic citizens. Students who feel that they make a difference are participating in activities that require them to give a great deal of time and energy. However, moderate democrats do not have strong negative tendencies with campus related activities because they require less effort.

	Pearson Correlations		
	Reluctant Democrat (0-33.5)	Moderate Democrat (33.5-41)	Committed Democrat (41.0-58.4)
Efficacy 1	-.205**	-.069*	.271**

(16B)	Efficacy 2	-.261**	-.103**	.360**
(16C)	Efficacy 3	-.276**	-.044	.316**
(16D)	Participation 1	-.217**	.057	.158**
(16E)	Participation 2	-.103**	.034	.067*
(16F)	Equality 2	-.093**	-.081**	.172**
(16G)	Civic Responsibility 1	-.202**	-.024	.223**
(16I)	Civic Responsibility 2	-.179**	-.016	.192**
(16K)	Civic Responsibility 3	-.089**	-.003	.090**
(16L)	Participation 3	-.100**	-.017	.115**
(16M)				

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

#### IV. Values

A powerful finding of the survey over its administrations has been that democratic values are the best predictors of overall democratic tendencies and engagement. In the 2005 administration, values questions became more important. Question 16 has thirteen values questions and a Varimax factor analysis was performed to get three clean components. Each of these components had three questions that lended each category to a specific trait: Efficacy, Participation, and Civic Responsibility. Four questions, noted below, were inverted to make a positive response the more democratic answer.

##### Efficacy

- 16.B I feel that I could do as good a job in public office as most people.
- 16.C I consider myself well-qualified to participate in politics.
- 16.D I feel I have a pretty good understanding of the important political issues facing our country.

##### Participation

- 16.E (Inverted) So many other people vote in the national election that it doesn't matter if I vote or not.

16.F (Inverted)	The complexity of modern day issues requires that only the more simple questions should be considered publicly.
16.M (Inverted)	Participation of the people is not necessary if decision-making power is left in the hands of a few competent leaders.
<u>Civic Responsibility</u>	
16.I	It is my responsibility to get involved to make things better for society.
16.K	Being a good citizen means having some special responsibilities.
16.L (Inverted)	Being a good person is enough to make someone a good citizen.

The factor scores associated with these categories all correlated strongly with each other, the Index, and many of the actions and engagements. Further, these nine questions were combined to form a new indicator. The sum of the responses on these nine questions (after they were inverted) were added together equally creating a score ranging from 9-36.

The Values Score was tested against the Democratic Index to see if the new, less complex indicator could equally predict responses, particularly in the non-values dimensions. Through the entire survey, the Values Score was an equally powerful indicator of responses and was correlated with the same variables as the Democratic Index. The importance of this finding is twofold. First, this indicator is a streamlined version, that allows for just nine questions to replace the Index score, which aggregates over 50 responses. The smaller pool of questions also allows the Values Score to better test other responses cleanly. Most of the survey's questions were part of the Index, so clean comparisons could not be made. Secondly, the Values Score shows the importance of values as a general predictor of all the other components of citizenship. Values, and particularly efficacy, have proven over both administrations to be cutting points for students between strong and weak democratic tendencies.

	Pearson Correlations	
	Democratic Index	Values Score
For Credit Service	.095**	.113**
Non Credit Service	.143**	.144**
Political Advocacy	.300**	.353**
West Philadelphia Involvement	.325**	.180**
Takes discussion based classes	.263**	.176**
Discuss Politics in the Home	.400**	.244**
Discusses/Debates	.425**	.379**

Controversial Issues		
Takes Classes that will	.411**	.268**
Challenge Beliefs		

- \*\* Correlation is significant at the 0.01 level (2-tailed).
- \* Correlation is significant at the 0.05 level (2-tailed).

The variables above are some of the most powerful indicators of democratic development and they show that the Values Score, like the Index, is a powerful predictor of these responses.

## V. Free Response

The first question of the survey asks students to define “a good citizen in a democracy.” This is designed to get an initial gauge of what the respondent feels makes a good citizen before he/she reads the survey. To measure the significance of the responses they were coded into eight basic categories: Vote/Pays Taxes, Obeys the Laws and Duties of a Citizen, Stay/Be Informed, Contribute to Society, Participate/Be Active, Respect/Tolerate Others, Social Responsibilities, Other. Staying and being informed was an answer that correlated both highly with committed democratic and was negatively correlated with reluctant democrats. The responses were also aggregated. Respondents were marked for each category covered, and the total was the summation of all of these categories and represents the complexity of the open-ended response. A high total free response score was predictive of a high democratic index and values score. This finding gives reinforces the findings of the survey. High scoring students did not just know what were the “right answers” for the survey. Students who scored high on the survey began it with a richer understanding of the meaning of good citizenship.

## Part II: Policy Recommendations for Universities

### I. Efficacy Centered Approach

The findings of the survey indicate the a core set of values best indicates a wide range of measures of democratic development in students at Penn. The nine values questions focused on in the previous section were broken up into three values areas: Efficacy, Participation, and Civic Responsibility. The focus of these policy recommendations will be primarily on efficacy for two reasons. First , among a group of powerful indicators, it is the strongest. In correlations against every question of citizenship in the survey, efficacy was always the strongest of the three, if there was any significant correlation at all. Regressions were preformed to prove the same conclusion. In these regressions, each of the three values areas were aggregates to create a score of 3-12 for each area. These three scores were regressed against important democratic indicators to test their importance. In the first one, they were regressed against the Penn Democracy Index. While these scores are included in the

index, they all are included equally, and their effects are damped by a large number of variables. In this test, the efficacy score proves most powerful.

**Regression of the three values groups against the Index**  
 $R^2 = .493$  F-Sig = .000

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-6.220	1.083		-5.746	.000
	EFFICA	.546	.061	.258	8.961	.000
	PARTI	.402	.082	.142	4.888	.000
	CIVRESP	.339	.084	.119	4.049	.000

a. Dependent Variable: Actions and Engagements Dim

While all of the values groups were significant, efficacy was more powerful than the others since they all have the same score range. In another test, these values were tested against the Actions and Engagements aggregate score.

**Regression of the three values groups against Actions and Engagements**  
 $R^2 = .135$  F-Sig = .000

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.126	.137		.920	.358
	EFFICA	2.874E-02	.008	.116	3.783	.000
	PARTI	-8.66E-03	.010	-.026	-.833	.405
	CIVRESP	1.753E-02	.010	.052	1.676	.094

a. Dependent Variable: LeadershipPosition

Here, efficacy is the only value group that is significant. The model does not predict the outcome strongly, it is an important indicator of the power of efficacy to indicate civic mindedness.

## II. Efficacy: Areas of Focus

The efficacy values center around a student's feeling of power and ability to make a difference in their community. This concept expands into many realms of the student experience. The components of the efficacy score ask how much of a

difference that a student can make in his or her community. Efficacy was correlated against activities and experiences of students to determine where improvement can be made by universities. Some of the most powerful and interesting correlations are listed below.

Pearson Correlations		
	Efficacy Score	Efficacy Factor Score
Academic Organizations	.071*	.071*
Classes that Challenge Political and Cultural Beliefs	.232**	.223**
Take Classes with Significant Discussion	.147**	.121**
Cooperate With Others Often	.077*	.039
Have your Views Challenged Often	.213**	.203**
Discuss and Negotiate Controversial Issues Often	.362**	.341**
Engage in Political and Social Debate Often	.400**	.387**
Interact with People of West Philly	.083**	.065**
Involved in Projects in West Philly	.100**	.083**
Leadership Position on Campus	.129**	.124**
Founding Member of an Organization	.133**	.124**

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

These outcomes suggest three major areas of focus for improving efficacy: Academic, Extracurricular Programs, and Community.

### III. Academic

Students with academic efficacy challenge themselves and their peers in the classroom. The undergraduate experience is primarily educational; however, there exists a range of experiences in the classroom. Students who are efficacious in the classroom feel that they bring a unique perspective to their studies. This goes to the heart of thesis of the original Penn Democracy Project paper, “The Penn Model.” The paper defines citizenship broadly, encompassing not just traditional outlets, like letter writing and protesting, but including discussing, debating, and sharing in your community. This is the democratic experience explained by Robert Putnam and applies to a wider audience of the citizenry.

In the classroom, academically efficacious students felt that they do substantive work. A conference<sup>2</sup> was held on March 18, 2006 at the University of Pennsylvania in conjunction with this project, to celebrate Ben Franklin’s democratic vision for a college education and determine how the current educational experience could be improved in this regard. A major discussion that arose in every breakout session was that the undergraduate system is designed to allow students to “float” to their degree. Many classes tend to be impersonal and do not challenge the students to initiate new ideas. This concept can be seen in the data. Students who take classes that rely primarily on discussion, or are willing to challenge their professor, or partake in debate with their peers score higher on the overall index, as well as the values indicator. Below is a linear regression on the democratic index on questions of academic efficacy: how likely are you to challenge a professor in class, take a class that challenges your cultural and political beliefs, and take classes that discussion is a significant part. With an R<sup>2</sup> of .268, these questions explain a significant part of the variation in the index score. Further tests on these and similar variables strengthen this explanation.

**Regression Output of the Democratic Index v. Academic Efficacy**

**R<sup>2</sup>= .268 F-Sig= .000**

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.984	.877		28.488	.000
	ChallengeClass	6.953	.460	.403	15.104	.000
	ChallengeProf	1.814	.255	.186	7.124	.000
	Discuss Total (39)	1.358	.238	.153	5.709	.000

a. Dependent Variable: INDEX

Academic efficacy shows the greatest area of promise for improvement in universities since their primary goal is education. The data and anecdotes from the Ben Franklin Summit suggest that students who are not engaged in their education are less efficacious in the classroom, and tend to react similarly outside of school. An undergraduate education should not just absorb information, but should create it. Students clearly benefit from greater discussion and debate. Certainly, a greater number of small, similar classes would achieve this goal. However, in a large institution, this can be difficult to achieve on a wide scale. There are other ways to achieve these experiences. Student output can strengthen a sense of purpose in school. Classes rely on exams and papers that ask students to repeat what they have learned. Many assignments that do attempt to challenge students can fall flat since little attention or response can come back to the student.

<sup>2</sup> Ben Franklin 300 Summit: Hosted by the Penn Library System, Center for Community Partnerships, and the Penn Democracy Project

To increase efficacy, students need to become part of academia, not observers of it. A larger emphasis should be put onto research, challenging students to enter a debate and provide a new perspective on it. At Penn, a research requirement has been floated, but there has been hesitation on how this could be achieved on a large scale. A program should be created to make this a reality, since a student not only gains insight into a field of study, but they become active learners. The data shows that gains can be made across a wide range of indicators if students feel the ability to share novel ideas. Similarly, research papers should be part of a library database, or shared and reviewed by peers. Most students' work is lost, and bears little meaning past a grade. Sharing our work as a community allows students to share their insight, see responses to it, and become engaged learners. Problem solving learning is another approach schools can take. Tying the classroom to real life problems shows students that they can use their education for tangible results that can improve the world. The approach fits across all disciplines. Students who typically go from semester to semester with little thought can be switched on by their approach. These are all approaches to providing substance to the undergraduate education. The classroom experience can be transformed into more engaged comminutes in these, and many other ways. Not only is it likely to cerate lifelong learners, but it can increase academic efficacy. Students who feel comfortable formulating and sharing ideas and solving real world problems gain the confidence to engage themselves in their community. This approach provides the most fertile place for universities to make significant improvements in their students' educations and on their democratic development.

#### IV. Extracurricular

There is little surprise that students who are engaged in campus activities are generally more engaged. This sector of the efficacy hypothesis argues that while students who have a developed sense of citizenship likely tend to partake in these activities disproportionately, these activities also bolster democratic development. The data shows that students who participate in for credit and not for credit community service, found or lead campus organizations, and partake in traditional political activities are more efficacious and generally, more democratically inclined. Self selection in these activities may be a factor, but the correlations between the activities and the values indicators are very strong, and suggest that participation in these actives strengthens the values.

Extracurricular activities are a way for students to interact and pursue passions, as well as give them leadership experiences. These opportunities give students important responsibilities, as well as the ability to work with others. An aggregate score of the level or participation in activities on campus correlates powerfully with all of the democratic and values indicators.

#### **Correlations**

Aggregate Activities

	Participation
Efficacy Total	.124**
Democratic Index	.612**
Values Index	.183**

\*\* Correlation is significant at the 0.01 level (2-tailed).

While, engagement in activities on campus likely strengthens a student's efficacy, particularly since they are able to interact with peers who are passionate about similar fields, it is difficult for universities to have policy to improve this experience. Schools should provide a support network to help student groups organize and find the resources that they need to be successful, whether it be money, advisement, or facilities. To improve on this, the work under academic efficacy is the best policy option for universities. By building an academic community that includes undergraduates, they will be able to pressure their interests through clubs, more undergraduate academic magazines, and student faculty interaction.

## V. Community

Finally, interaction with the community beyond the campus can increase efficacy by taking the skills and knowledge gained at school, and putting them to use for the betterment of others. Like extracurricular activities, there is self selection in the students who choose to engage themselves in their communities. However, the strong correlations with question such as involvement in problem solving in West Philadelphia and your home community, canvassing, writing political leaders, taking part in for credit and not for credit community service, and other forms of community interaction. Students who take part in these activities are able to tangibly affect change, which is at the heart of the efficacy hypothesis. Students interact with other engaged students and community members. It is likely that most students are efficacious to start going into the community, but encouraging greater participation of the student body could show others their ability to do good. This translates into the long term democratic development schools should be fostering. Increased efficacy gives students the confidence to remain engaged through their life.

Universities can improve this relationship in many ways. Often town-gown relationships are hostile, and universities can work to improve relations and make participation easier for students. They can also actively create opportunities for their students to participate, which Penn does well. From an administrative standpoint, the best avenue for schools is to combine community engagement with their curriculum. This can mean problem solving learning, where classes directly go into the community as part of their education. There are also more subtle ways. The class associated with the Penn Democracy Project is a seminar where students learn to collect and analyze data on democratic development, draw conclusions, and then make policy recommendations. Community involvement can extend beyond the direct community, and trying education with real world problems through collaborative work can increase a student's efficacy, they can make a difference in the

world, and also may improve civic responsibility, a value also studied in the Democracy Project.

## VI. Conclusion

Looking at the experiences and values of students at Penn, efficacy has proven to be a powerful tool in predicting a measures of citizenship and engagement. Efficacious students feel that they provide a substantive good to the world. This is a crucial key to democratic development. In a democracy, citizens must feel that they can participate. To do so, he must feel that he has something unique to bring. This report breaks down this value into three sectors based on the undergraduate experience. The most promising policy improvements available to universities is by increasing academic efficacy. By giving students the tools to participate in academia, and bring new ideas into debates, students build the confidence that is a key to academic engagement, community involvement, and lifelong public service.

***Penn Democracy Project  
Sophomore, Junior, and Senior Survey 2005***

**1) What is your idea of a good citizen in a democracy?**

**2) How involved are you in the following activities at Penn?**

	<b>Not at All</b>	<b>A Little</b>	<b>Somewhat</b>	<b>Very</b>
For-Credit Community Service (in a seminar or class)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-Credit Community Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Varsity/Club/Intramural Sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student government (includes Undergraduate Advisory Boards)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural/Support Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-Professional Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political/Advocacy Organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic/Honors Organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications and Media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performing Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greek Life / Social Clubs or Societies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3) We know that most Penn students don't vote in student government elections. Usually between one-quarter to one-half of those eligible actually vote. Did you vote in the last student government election?**

- a. Voted
- b. Did Not Vote

**4) If you did not vote, what was the primary reason?**

- a. Just not interested.
- b. Dislike politics.
- c. Unfamiliar with candidates and/or issues.
- d. Feel student government is ineffective.
- e. Other (please indicate):

**5) In the past 12 months, have you taken part in a march, demonstration, protest, or rally?**

- a. No, have not done it
- b. Yes, have done it, but not in last 12 months
- c. Yes, have done it, and within last 12 months
- d. Have done it, don't know whether in last 12 months or not

**6) In the past 12 months, have you contacted or visited a public official - at any level of government - to ask for assistance or to express your opinion?**

- a. No, have not done it
- b. Yes, have done it, but not in last 12 months
- c. Yes, have done it, and within last 12 months
- d. Have done it, don't know whether in last 12 months or not

**7) In the past 12 months, have you bought/not bought a certain product or service because you like/dislike the social or political values**

**of the company  
that produces or provides it?**

- a. No, have not done it
- b. Yes, have done it, but not in last 12 months
- c. Yes, have done it, and within last 12 months
- d. Have done it, don't know whether in last 12 months or not

**8) In the past 12 months, have you worked as a canvasser -  
having gone door  
to door for a political or social group or candidate?**

- a. No, have not done it
- b. Yes, have done it, but not in last 12 months
- c. Yes, have done it, and within last 12 months
- d. Have done it, don't know whether in last 12 months or not

**9) Have you ever been a founding member of a student group on  
your campus?**

- a. Yes
- b. No

**10) Have you ever run or applied for student government or an  
undergraduate advisory board?**

- a. Yes
- b. No

**11) Have you ever enrolled in a class that you thought might  
challenge your political or cultural beliefs?**

- a. Yes
- b. No

<b>12) How likely are you to:</b>	<b>Very Unlikely</b>	<b>Unlikely</b>	<b>Likely</b>	<b>Very Likely</b>
Challenge derogatory comments pertaining to Race?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenge derogatory comments pertaining to Religion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenge derogatory comments pertaining to Sexual Orientation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenge derogatory comments pertaining to Gender?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenge a professor with whom you disagree?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**13) We know that most citizens don't vote in all elections. Usually between one-quarter to one-half of those eligible actually vote. How often do you vote in local and national elections?**

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

**14) If you answered "Rarely" or "Never," what is the primary reason?**

- a. Just Not Interested.
- b. Dislike Politics.
- c. Unfamiliar with candidates and/or issues.
- d. Feel powerless and unable to change things.
- g. Other (please indicate):

**15) Who is the Secretary of State**

- a. Donald H. Rumsfeld.
- b. Thomas Ridge.

- c. Colin L. Powell.
- d. Condoleeza Rice.

**16) To what extent do you agree or disagree with the following statements?**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. If people were treated more equally, we would have fewer problems in this country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I feel that I could do as good a job in public office as most people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I consider myself well-qualified to participate in politics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I feel I have a pretty good understanding of the important political issues facing our country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. So many other people vote in the national election that it doesn't matter if I vote or not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The complexity of modern day issues requires that only the more simple questions should be considered publicly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Every citizen should have an equal chance to influence government policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The government has a responsibility to make sure everyone has a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. It is my responsibility to get involved to make things better for society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. It is my choice to get involved to make things better for society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Being a good citizen means having some special responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

l. Being a good person is enough to make someone a good citizen.

m. Participation of the people is not necessary if decision-making power is left in the hands of a few competent leaders.

**17) Reflecting on the problems you see in society, how much a difference do you believe *you* can personally make in working to solve the problems you see?**

- a. A great deal of difference.
- b. Some difference.
- c. A little difference.
- d. Almost no difference.
- e. No difference at all.

**18) How often do you interact, either formally or informally, with the residents of West Philadelphia outside of Penn's campus?**

- a. Very Often.
- b. Often.
- c. Occasionally.
- d. Almost never.
- e. Never.

**19) How often do you use the following sources to find out about news?**

	At least once a day	Once every few days	Once a week	Not at all
Print Media (newspapers, magazines, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Television Media (local news, network news, cable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

news)

Radio Media

Internet Media (msnbc.com,  
cnn.com, etc...)

**20) Have you ever worked informally with someone or some group to solve problems in the *University City/West Philadelphia Community* If *yes*, was this in the last 12 months or not?**

- a. Yes, within the last 12 months.
- b. Yes, but not within the last 12 months.
- c. No, haven't done it.
- d. Don't know.

**21) Have you ever worked informally with someone or some group to solve problems in *your home community* If *yes*, was this in the last 12 months or not?**

- a. Yes, within the last 12 months.
- b. Yes, but not within the last 12 months.
- c. No, haven't done it.
- d. Don't know.

**22) How often do you engage in the following practices?**

	Not often at all Valuable	Somewhat often Valuable	Often Valuable	Very Often Valuable
a. Working cooperatively with diverse people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Having your views challenged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Discussing and negotiating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

controversial issues

d. Engaging in political or social debate with your friends

**23) The University City Science Center...**

- a. ...is located on Market Street between 34th and 38th streets, resting on the site of a once vibrant neighborhood now called the "Black Bottom."
- b. ...was built in the early 1990s by Daniel Libeskind, Penn's Paul Philippe Cret Professor of Architecture, who is known for his winning design of the World Trade Center memorial.
- c. ...came to financial ruin in the early 1970s after only five years in existence and is regarded as the most costly venture in the history of the University.
- d. ...was welcomed by residents of West Philadelphia as a means of using science and technology to improve the quality of life in their community.

**24) To what extent do you agree or disagree with the following statements?**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. Almost all humans are competitive with most other humans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Almost all humans have a potential for good that exceeds their potential for bad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Almost all humans have a potential for honesty that exceeds their potential for dishonesty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Almost all humans have a potential for collaboration that exceeds their potential for personal ambition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Almost all humans have the potential to make intelligent,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

moral decisions.

f. Almost all humans put their own self-interest ahead of the common good.

g. Almost all humans are prejudiced or intolerant of others.

h. Almost all humans have the capacity to collaborate with others.

**25) In the past 12 months, did you contribute money to a candidate, a political party, or any organization that supported candidates?**

- a. No, have not done it
- b. Yes, have done it, but not in last 12 months
- c. Yes, have done it, and within last 12 months
- d. Have done it, don't know whether in last 12 months or not

**26) In the past 12 months, did you volunteer for a political organization or candidate(s) running for office?**

- a. No, have not done it
- b. Yes, have done it, but not in last 12 months
- c. Yes, have done it, and within last 12 months
- d. Have done it, don't know whether in last 12 months or not

**27) To what extent do you agree or disagree with the following statements?**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. The world is divided into two parts: the weak and the strong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. People of different	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

backgrounds should have different rights and responsibilities.

c. Democracy requires schooling systems that produce citizens who work for the common good.

d. Democratic societies are only possible if almost all citizens can achieve their potential for good.









**28) What should be the primary goal of an undergraduate education?**

*Please choose only one of the following*

- a. Preparing students for specific careers.
- b. Developing highly intelligent and creative students.
- c. Preparing students for admission to top graduate programs.
- d. Fostering in students an inclination and ability to serve the common good.

**29) Please identify the branch of student government that specializes in:**

	UA Disagree	SCUE	NEC	SPEC
a. Issuing proposals related to the academic curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Organizing class and university wide social events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Running elections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Improving campus policy and distributing over \$1 million to its sister branches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**30) Who is the mayor of Philadelphia?**

- a. Ed Rendell
- b. Rick Santorum

- c. Sam Katz
- d. John Street

**31) In the line of presidential succession, the vice president is followed by**

- a. Secretary of State.
- b. President Pro Temp of the Senate.
- c. Speaker of the House.
- d. Secretary of Homeland Security

**32) What is the Declaration of Independence?**

- a. A document passed by the American colonies that defines the fundamental American civil liberties that government cannot defy.
- b. A text that ensures a system of "checks and balances" by clearly defining the powers of the President, federal courts, and Congress.
- c. A three-part document issued by the American colonies that includes a discussion of the rights of man and a lengthy list of grievances aimed at King George III.
- d. The first Constitution of the United States, which was written during the early stages of the American Revolution and called for a strong central government.

**33) The USA PATRIOT Act...**

- a. ...was passed on the first Memorial Day of the new millennium and commended the Minutemen for their service at Lexington and Concord.
- b. ...gave the President the power to declare war on any state aiding and abetting terrorists.
- c. ...was passed in the wake of September 11th and mandated significantly reduced immigration from all nations other than the major Western democracies.
- d. ...gave law enforcement agencies greater surveillance and investigative powers through amendments to such laws as the Foreign Intelligence Surveillance Act (FISA).

**34) Which of the following is not a permanent member state of the United Nations Security Council**

- a. United States
- b. Russian Federation
- c. United Kingdom
- d. Japan
- e. Both "b" and "d"

**35) All of the following are democracies *except for*:**

- a. Mexico
- b. South Korea
- c. Saudi Arabia
- d. Germany
- e. Both "b" and "c"

**36) In political matters, people often talk of "liberal" and "conservative." On a scale of 1 to 10, with one being the most liberal and 10 being the most conservative, where do you think your views fall generally speaking?**

**37) Since your arrival on campus for the fall semester, have you been contacted or approached to register to vote?**

- a. Yes
- b. No

**38) If you were contacted or approached, did you register or change your registration status as a result?**

- a. No, and I am not registered to vote.
- b. No, and I am registered to vote.
- c. Yes, and I registered for the first time in Pennsylvania.
- d. Yes, and I changed my registration to Pennsylvania from another state.

**39) How many courses have you taken in which discussion is a significant part? (Include current classes)**

- a. None
- b. Very Few
- c. Few
- d. Many
- e. Most

**40) Have you ever been elected or chosen for a leadership position at an organization at Penn?**

- a. Yes
- b. No

### ***Background Information***

**1) School (check all that apply)**

- College
- Engineering
- Wharton
- Nursing

**2) Majors(s)/Concentration(s)**

**3) Minor(s)**

**4) Class**

- Freshman
- Sophomore
- Junior
- Senior

**5) Are you a transfer student?**

- Yes
- No

**6) Sex?**

- Male
- Female

**7) Are you a US citizen?**

- Yes
- No

**8) Are you currently registered to vote for state/national elections?**

- a. Yes
- b. No

**9) Please indicate the group or groups in which you would include yourself.  
(Check all that apply)**

- African American
- Pacific Islander

- |   |  |
|---|--|
| <input type="checkbox"/> Caribbean American                   | <input type="checkbox"/> Mexican American                      |
| <input type="checkbox"/> Caucasian (including Middle Eastern) | <input type="checkbox"/> Puerto Rican- Commonwealth            |
| <input type="checkbox"/> Chinese                              | <input type="checkbox"/> Puerto Rican- Mainland                |
| <input type="checkbox"/> Korean                               | <input type="checkbox"/> Cuban American                        |
| <input type="checkbox"/> Japanese                             | <input type="checkbox"/> Other Latino:<br><input type="text"/> |
| <input type="checkbox"/> Filipino                             | <input type="checkbox"/> Native American                       |
| <input type="checkbox"/> Vietnamese-Laotian-Cambodian         | <input type="checkbox"/> Other:<br><input type="text"/>        |
| <input type="checkbox"/> South Asian-Indian-Pakistani         |  |

**10) In what type of area were you raised?**

- Rural
- Suburban
- Urban

**11) In what country or US state were you raised?**

**12) What type of high school did you attend?**

- Public
- Parochial
- Private
- Other

**13) What was the approximate size of your graduating class?**

- <50
- 50 to 100
- 101 to 250
- 251 to 500
- >500

**14) What is the highest degree that your parents attained?**

	<b>Some High School</b>	<b>High School or Equiv.</b>	<b>Some College</b>	<b>College</b>	<b>Graduate or Professional</b>
<i>Mother</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Father</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**15) Mother's Occupation?**

**16) Father's Occupation?**

**17) What is your approximate household income?**

- < \$30,000 / year
- \$30,000 - \$50,000 / year
- \$50,000 - \$70,000 / year
- \$70,000 - \$100,000 / year
- > \$100,000 / year

**18) How religious do you consider yourself?**

- Very religious
- Religious

- Somewhat religious
- Not religious

**19) How many semesters have you lived in each of the following locations while at Penn (including this semester)?**

Quad:	<input type="checkbox"/>	Mayer :	<input type="checkbox"/>
Hill:	<input type="checkbox"/>	Sansom Place:	<input type="checkbox"/>
KC/EH:	<input type="checkbox"/>	Greek (on or off campus):	<input type="checkbox"/>
High Rises:	<input type="checkbox"/>	Off Campus (West Philly):	<input type="checkbox"/>
Dubois:	<input type="checkbox"/>	Off Campus (Center City):	<input type="checkbox"/>
Gregory:	<input type="checkbox"/>	Abroad:	<input type="checkbox"/>
Stouffer:	<input type="checkbox"/>	N/A:	<input type="checkbox"/>

**20) What are your plans after graduation?**

- a. Law School
- b. Medical School
- c. Other Professional or Graduate School
- d. Work
- e. Service (e.g., Teach for America, Peace Corps, Americorps)
- f . Military/Armed Services
- g . Undecided

**22) When you were growing up, how often were politics discussed in your household?**

- a. Regularly.
- b. Sometimes.
- c. Rarely.
- d. Never.

We would like to do a follow up survey in a year or two. If you would be willing to participate, please fill out your email. Your responses will remain confidential and your e-mail will only be used for a follow up.