When and how do people change in openness to experience? Theory and research suggest that changes in individuals’ cultural behavior, such as reading or attending theater performances, may trigger changes in openness. Those who increase their investment in cultural behavior may grow more open over time. To test this hypothesis, we used seven-year longitudinal data from a representative Dutch sample and examined change in openness, reading, and cultural activities across the adult lifespan using latent growth curve models. We then tested whether and how changes in openness were related to changes in reading and cultural activities in young, middle-aged, and older adults using latent difference score models. Results indicated significant developmental links between openness and cultural behavior across different life stages. Discussion focuses on the implication of findings for theory and research on lifespan development in openness to experience.

PA 17.3 A new measure of university students’ social engagement

Kristina MOUZAKIS, University of California Riverside, USA
Daniel OZER, University of California Riverside, USA

Student engagement has been measured with tools such as the National Survey of Student Engagement (NSSE; Kuh, 2001), and the UC Undergraduate Experience Survey (Brint & Cantwell, 2008). Both of these measures primarily assess students’ academic engagement and their social engagement as it pertains to academic activities. However, there may be a benefit to measuring university students’ social engagement beyond academic activities. A new measure includes questions about both extracurricular academic activities (e.g., participation in clubs and organizations) but also questions about general socializing habits with other students outside of the academic context. Preliminary analyses using undergraduate students (N=413) show this measure to be correlated with important variables associated with academic success, such as students’ extraversion, conscientiousness, and academic engagement (Mouzakis & Ozer, in preparation).

PA 17.4 Predictive validity of the Big Five personality dimensions assessed with traditional and quasipsative measures regarding academic dishonesty

Dámaris CUADRADO, University of Santiago de Compostela, Spain
Jesús F. SALGADO, University of Santiago de Compostela, Spain
Inmaculada OTERO, University of Santiago de Compostela, Spain
Alexandra MARTÍNEZ, University of Santiago de Compostela, Spain
Pamela ALONSO, University of Santiago de Compostela, Spain
Silvia MOSCOSO, University of Santiago de Compostela, Spain