

Report on the Results of the Defining Issues Test
 Administered Spring 2007, Fall 2007, and Spring 2008
 Office of Institutional Effectiveness
 8/21/08

(This report borrows heavily from *The Guide for DIT2*, Center for the Study of Ethical Development and from *Moral Judgment Development In Higher Education: Insights from the Defining Issues Test* by Patricia M. King & Matthew J. Mayhew, published in the *Journal for Moral Education*, Vol. 31, No.3, 2002.)

Background

In May 2005, as required for re-accreditation by the Southern Association of Colleges and Schools, Mercer University adopted a Quality Enhancement Plan (QEP) entitled *The Engaged University: Learning Together*. The goal of Mercer’s QEP is to provide collaborative, interdisciplinary opportunities that nurture student moral development and enhance the climate of student engagement. A major challenge of this particular QEP is how to assess the “moral development” of our students. One measure selected by the QEP committee is the Defining Issues Test (DIT). Use of the DIT has also been proposed by the University General Education Committee to measure “moral discernment”. The Office of Institutional Effectiveness accepted the responsibilities of coordinating the administration and reporting the results of the DIT.

The DIT was devised by James Rest in 1979. Twenty years later the test was revised for brevity, clarity and more powerful validity as the DIT2. The DIT2 has been used in more than 500 studies and is the most common measure of levels of maturity of ethical judgment and moral reasoning. It should be noted that the “domain of morality is much broader than the moral judgment component that the DIT is designed to measure...”(*King & Mayhew*, pg. 247).

The DIT2 presents five hypothetical moral dilemmas and asks participants to rate and rank the importance of twelve issues for each on a five-item scale. The data are analyzed and condensed into three schema scores and one index.

DIT2 Score	Description	Interpretation
Personal Interest	Degree to which responses to moral dilemmas reflect concern for personal interest	Lower stage item Preference is for lower score
Maintain Norms	Degree to which responses to moral dilemmas reflect maintaining social laws and norms	Lower stage item Preference is for lower score.
Post Conventional Score (P Score)	Degree to which responses to moral dilemmas reflect moral ideals and/or theoretical frameworks for resolving complex moral issues.	Higher stage item. Preference is for higher score.

N2SCORE (N2 index)	Degree to which post-conventional items are prioritized plus the degree to which personal interest items receive lower ratings than the ratings given to post-conventional items.	Higher stage item. Preference is for higher score.
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During the spring 2007, fall 2007, and spring 2008 semesters, Mercer administered the DIT2 to students from all eleven colleges and schools in order to establish baseline assessments. The administration focused on first-time, first-year and senior students in the undergraduate programs and on first year and third year students in the professional programs. Because the College of Nursing does not have first year students, sophomore students were substituted instead.

For the most part, the DIT2 was administered during class time in courses that would be predominated by the level of student targeted. The deans and faculty identified appropriate courses, test locations and times. Administrative and academic support staff proctored all administrations of the DIT2.

Overall 1,010 students took the DIT2. Of those, 84 were purged from the data. Results are purged from further analysis if the subject fails the reliability check cutoff values. Cutoff values are empirically derived and provided by The Center for the Study of Ethical Development. Thirty-nine subjects were not identifiable by college and/or program, and 54 did not fit the class requirement leaving 833 scores.

Sample Demographics

Table 1 and chart 1 provides information for the QEP coordinator and the General Education committee to determine how well the DIT2 data represents Mercer's undergraduate student body and if any changes need to be made in the selection of students to take the DIT2. A review of table 1 and chart 1 points to several possible data issues: 1) over-representation of female students, 2) under-representation of minority students, and 3) uneven representation of program and class sizes.

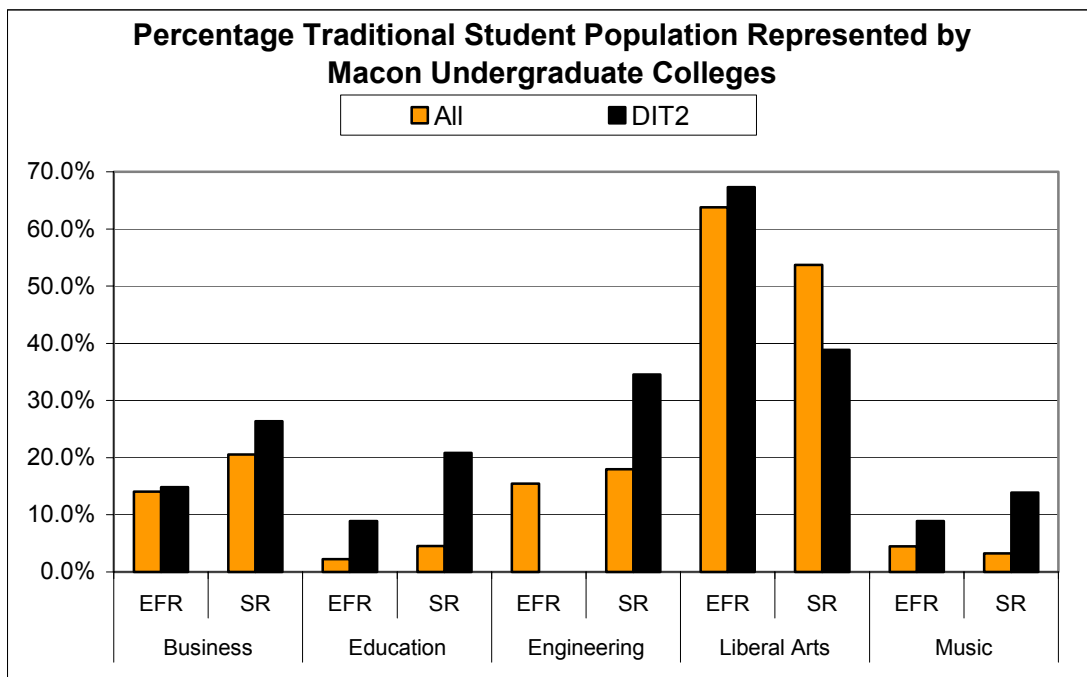
Table 1
Demographic Comparison Undergraduate Programs

College	Class	Term	% Female		% Minority		Count		% DIT2 Mercer
			Total Mercer	DIT2 Mercer	Total Mercer	DIT2 Mercer	Total Mercer	DIT2 Mercer	
Macon Undergraduate	SR	SPR07	57.4%	60.0%	22.8%	24.5%	462	110	23.8%
Macon Undergraduate	EFR	FALL07	55.2%	66.3%	35.8%	15.4%	583	101	17.3%
Centers	JR	SPR07	82.7%	89.5%	55.0%	16.7%	462	19	4.1%
Centers	SR	SPR07	82.7%	98.2%	55.7%	26.9%	375	56	14.9%

Centers	FR	FALL07	79.4%	84.2%	66.5%	52.6%	238	19	8.0%
Centers	JR	FALL07	84.3%	75.0%	56.5%	72.7%	479	12	2.5%
Centers	SR	FALL07	81.5%	85.7%	49.7%	66.7%	329	7	2.1%
Nursing	SR	SPR07	91.3%	90.7%	26.8%	30.0%	46	43	93.5%
Nursing	SO	FALL07	95.5%	91.7%	43.5%	36.4%	134	12	9.0%

Chart 1 below demonstrates the problems with the sample representation of the student enrollment in the Macon undergraduate colleges. Entering engineering first-year students were not included in the Fall 2007 administration of the DIT2. All other Macon undergraduate colleges are slightly over represented by the DIT2 first year data. In general, the senior year data over represents the undergraduate populations with the exception the College of Liberal Arts, which is under represented.

Chart 1



The main issue concerning the representation of Center students is the small sample sizes of the business, education and continuing professional studies programs. With the exception of the senior education student sample (52.7% of the education program's senior student population) all other sample sizes of freshman, junior, and senior classes in the individual adult learner programs are less than ten percent of the corresponding student populations.

For a complete listing of demographic information by undergraduate college see appendix 1.

Table 2 below presents the sample demographics of the professional schools. All schools have a strong representation of their first year classes. Only Pharmacy has a similarly high percentage of its third year students.

Table 2

			Professional Programs						
College	Class	Term	% Female		%Minority		Count		% DIT2 Mercer
			Total Mercer	DIT2 Mercer	Total Mercer	DIT2 Mercer	Total Mercer	DIT2 Mercer	
Law	3rd	SPR07	41.6%	47.1%	16.4%	12.5%	125	17	13.6%
Law	1st	SPR08	46.1%	47.4%	16.0%	20.7%	141	116	82.3%
Pharmacy	3rd	SPR07	70.2%	70.8%	23.1%	27.5%	131	97	74.0%
Pharmacy	1st	FALL07	68.5%	73.3%	37.1%	36.2%	149	101	67.8%
Medicine	3rd	SPR07	60.0%	54.5%	16.7%	0.0%	55	11	20.0%
Medicine	1st	FALL07	43.1%	41.9%	17.2%	18.0%	65	62	95.4%
Theology	3rd	SPR07	47.5%	54.5%	29.1%	18.2%	59	11	18.6%
Theology	1st	FALL07	69.1%	69.2%	44.4%	24.3%	97	39	40.2%

Gender and Ethnicity

Research on the effect of gender of DIT2 scores is mixed, however female students typically have higher post-conventional scores than their male counterparts. While differences between males and females appear to be very modest for lower educational levels, gender differences become more pronounced as educational level increases. The scores of professional, masters, and PhD degree women show significant differences with those of their male counterparts (*Guide for DIT2*, pg 37). See appendix 2 for the mean post-conventional scores for Mercer students by gender. Ethnicity as a factor in the variance of DIT2 scores has not been studied effectively.

DIT2 Results

The following tables present Mercer mean scores as well as the standard deviation for each score. Standard deviation measures the standard distance from the mean and gives an indication of the variability in the data. The tables include normative information provided by the Center of the Study of Ethical Development for DIT2 schema scores. “Norms were generated from 172 DIT2 data sets scored by the Center since 1998. Data sets represent diversity in age, education levels, and region within the U.S., though no effort was made to select data sets that would assure appropriate representation of age, education, region of the country, kind of educational program, etc.- all variables that could skew results.” *Guide for DIT2*, pg 33). The information should be used only as a general guide for comparison of Mercer’s data sets with larger samples. See appendix 3 for the complete DIT2 normative data table.

The *Guide for DIT2* states that, when using the DIT2 as an outcome measure, an increase in the post-conventional score and N2SCORE is the most effective way

to evaluate the effectiveness of moral education intervention. (*Guide for DIT2*, pg 32). Upper to lower level student comparisons are included where possible.

Traditional Macon Undergraduate Program

The below table provides the mean scores and standard deviations of Macon first-year and senior students. Since Engineering first-year students were not included in the DIT2 sample, the table includes two sets of scores for Macon undergraduate senior students. The first includes all seniors who took the DIT2; the second eliminates the thirty-eight engineering seniors who participated in the survey. (See appendix 4 for a complete table of DIT2 results by college.) Table 4 provides a comparison of first-year scores with senior scores.

Table 3

	Macon Undergraduate								
	Count	Personal Interest		Maintain Norms		Post Conventional		N2SCORE	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Mercer Entering First-year	101	27.63	10.92	34.58	13.34	33.02	14.14	32.33	14.68
DIT2 Norm Freshmen	2096	28.53	12.32	33.57	12.96	33.32	13.92	31.05	14.42
Mercer Seniors	110	22.28	10.30	37.10	15.61	35.19	14.95	35.36	14.12
Mercer Seniors(not Engineering)	72	22.10	9.75	35.72	15.31	37.59	15.39	38.62	13.86
DIT2 Norm Seniors	2441	21.69	12.53	32.40	14.01	37.84	15.44	36.85	15.53

Table 4

Difference between Senior and Freshman Mean Scores				
	Personal Interest	Maintain Norms	Post conventional	N2SCORE
Macon Undergraduate	-5.54	1.14	4.58	6.29
DIT2 Norm	-6.84	-1.17	5.52	5.80

Mercer Service Scholars

“The Mercer Service Scholars (MSS) program is a highly selective, intensive program that engages committed students in substantive service to local and international communities, while preparing them to be emerging leaders on campus, in their professions, and in their communities. While at Mercer, Mercer Service Scholars are singled out for special attention and programming from leadership professionals and community leaders. The University also provides the funds to send Service Scholars on a Mercer On Mission service-learning trip abroad. “ (Mercer Website, 7/1/2008)

Because of the special selection process of Mercer Servant Scholars and the commitment of the Mercer Service Scholars to leadership and service, the DIT2

performance of this group of students is of particular interest. Both the post-conventional and the N2SCORE mean are substantially higher than those of Mercer first-year traditional student program as well as the DIT2 norm for freshman students. Currently, this group is Mercer's only planned longitudinal study of DIT2 results; these same students will take the DIT2 during their senior year.

**Table 5
Mercer Service Scholars DIT Means**

Class	Term	Count	Personal Interest		Maintain Norms		Post Conventional		N2SCORE	
			Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
FR	Fall07	8	28.50	8.93	30.25	7.96	38.50	7.69	39.82	9.02
FR	Fall06*	11	24.23	10.26	32.50	7.52	37.09	6.53	37.36	11.99
FR	DIT2 Norm	2096	28.53	12.32	33.57	12.96	32.32	13.92	31.05	14.42

*DIT2 administered Spring 2007

Center Undergraduates and Nursing

Few students enter the adult learner programs as entering first-year students and the nursing program does not accept entering first-years. For the centers programs all freshman students have been combined into one data group. See *appendix 5 for DIT2 results by Business, Education, and CCPS*. The College of Nursing selected to administer the DIT2 to sophomores instead of freshmen.

Table 6

Non-traditional and Nursing Undergraduate Students

Class	Count	Personal Interest		Maintain Norms		Post Conventional		N2SCORE		
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	
Centers	FR	19	26.39	12.66	40.58	9.96	27.24	13.77	23.08	14.88
DIT2 Norm	FR	2096	28.52	12.32	33.57	12.96	32.32	13.92	31.05	14.42
Nursing	SO	12	23.83	9.28	41.83	16.85	30.33	9.57	30.40	12.33
DIT2 Norm	SO	1028	29.27	12.35	32.36	13.62	32.62	14.77	31.24	14.94
Centers	JR	31	22.84	10.53	40.84	11.18	30.84	12.96	30.44	14.91
DIT2 Norm	JR	1333	24.80	12.77	32.93	13.59	34.45	15.57	32.65	16.04
Centers	SR	63	25.67	10.96	38.64	12.58	30.52	12.52	27.69	12.76
Nursing	SR	43	25.58	11.66	39.16	12.41	32.88	13.53	31.84	13.27
DIT2 Norm	SR	2441	21.69	12.53	32.40	14.01	37.84	15.44	36.85	15.53

Professional Colleges and Schools

The Mercer students represented below are in either the first or third year of a professional program. The DIT2 norm used for comparison purposes is for respondents who indicated their highest educational level as Professional degree. Theology students have a much higher post conventional and N2 score mean. Theology also appears to be the only school where students show a significant change in scores from first year to third year.

Table 7

Professional First and Third Year DIT Score Means

College	Class	Term	Count	Personal Interest		Maintain Norms		Post Conventional		N2SCORE	
				Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Pharmacy	1ST	Fall07	101	22.99	11.51	35.03	11.89	36.83	14.07	35.64	13.02
Medicine	1ST	Fall07	62	21.95	11.70	38.41	14.99	35.34	12.92	37.98	11.43
Theology	1ST	Fall07	39	19.04	12.53	30.39	13.19	45.86	14.79	44.56	15.28
Law	1ST	Srg08	116	19.49	10.71	39.51	12.74	36.01	14.78	39.51	13.72

College	Class	Term	Count	Personal Interest		Maintain Norms		Post Conventional		N2SCORE	
				Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Pharmacy	3RD	Spr07	97	22.99	12.40	36.38	15.64	35.60	13.77	35.77	12.93
Medicine	3RD	Spr07	11	26.00	11.28	38.73	13.72	31.64	16.94	30.24	15.30
Theology	3RD	Spr07	11	15.27	8.36	27.82	17.15	52.91	14.76	49.63	13.51
Law	3RD	Spr07	17	20.59	14.08	41.88	17.92	32.47	15.91	36.09	14.87
DIT2 DATA Prof degree			1582	19.76	11.28	31.41	15.06	44.87	15.86	44.97	12.17

Table 8

Difference between Third Year and First Year DIT Score Means

College	Personal Interest	Maintain Norms	Post Conventional	N2SCORE
PHP	0.00	1.35	-1.23	0.13
SMD	4.05	0.31	-3.70	-7.73
THT	-3.76	-2.57	7.05	5.08
LWL	1.09	2.37	-3.53	-3.42

Discussions and Recommendations

The DIT2 results should be interpreted with caution. The DIT2 was administered to target segments of the population (first-time freshmen, seniors, 1st year professional students, and 3rd year professional students) in order to establish baselines. As noted earlier, the administration method resulted in: 1) an over-representation of female students, 2) an under-representation of minority students, and 3) uneven representation of programs and class sizes. Disaggregating the data by school and class level resulted in extremely small samples in some cases.

Score differences between lower and upper level students were presented above. This was done because the DIT2 guide suggested that when using the DIT2 as an outcome measure, increases in the post conventional and N2SCORES is the most effective way to evaluate the effectiveness of moral education intervention. Interpreting the differences at this stage is problematic for several reasons. First, the issues noted in the paragraph above. Second, the results do not represent pre- and post-testing of the same individuals. Third, determining if the differences are significant is complicated.

As stated in the article, *Moral Judgement Development in Higher Education*, “Intentionally or unintentionally, moral development is an outcome of higher education, at least as measured by the DIT.... collegiate experiences do promote moral development; more specifically, during college students tend to decrease their preference for conventional level reasoning and increase their preference for post-conventional moral reasoning” (King & Mayhew, pg. 249). Determining whether Mercer’s contribution to the development of our students’ moral judgment is in any way unique is problematic. Further complicating the issue is the variety of our programs. Numerous studies have demonstrated that DIT scores vary by types of collegiate institutions. “Based on these studies, it appears that the environment of liberal arts colleges tends to be more conducive to fostering the development of moral reasoning than that of other types of colleges and universities.” Perhaps a little more promising is the possibility that “collegiate context” is of more relevance than the “type”. Institutions, regardless of type, that encourage students to discuss values and to participate in a value-based framework may demonstrate a higher development of moral reasoning than institutions of a similar type that do not. (King & Mayhew, pg. 253-55)

Broadly testing freshmen and seniors, even if done in pre- and post-test scenario with the same individuals, will not provide answers to whether specific educational interventions were successful, but may only speak to the educational program as a whole.

The next administrations of the DIT2 will take place in the spring 2009 for graduating seniors and professional students and in the fall 2009 for entering first-year students. The usefulness of DIT2 results will be re-evaluated at that

time. Assuming the DIT2 continues to be an appropriate measure of the QEP and the general education “moral discernment” learning outcome, administrations will continue every two years. A longitudinal analysis of the results will determine if there is significant growth in the difference between first-year students and graduating students post-conventional scores and N2Scores.

In addition to the continued testing of first-year and graduating students, appropriate programs will be selected for pre- and post-testing. Currently, Mercer Service scholars are the only students targeted to test the effectiveness of specific interventions. Other programs under consideration include Mercer on Mission and the Center for Law and Public Service.

Appendix 1

Undergraduate Programs

College	Class	Term	% Female		%Minority		Count		% DIT2 Mercer
			Total Mercer	DIT2 Mercer	Total Mercer	DIT2 Mercer	Total Mercer	DIT2 Mercer	
Macon Undergraduate	SR	SPR07	57.4%	60.0%	22.8%	24.5%	462	110	23.8%
Business-Macon	SR	SPR07	54.7%	73.7%	17.2%	31.6%	95	19	20.0%
Education-Macon	SR	SPR07	90.5%	93.3%	35.0%	33.3%	21	15	71.4%
Engineering-Macon	SR	SPR07	32.5%	28.9%	22.8%	29.7%	83	38	45.8%
Liberal Arts-Macon	SR	SPR07	64.5%	71.4%	24.7%	16.0%	248	28	11.3%
Music-Macon	SR	SPR07	46.7%	70.0%	7.7%	0.0%	15	10	66.7%
Macon Undergraduate	EFR	FALL07	55.2%	66.3%	35.8%	15.4%	583	101	17.3%
Business-Macon	EFR	FALL07	45.1%	46.7%	20.8%	15.4%	82	15	18.3%
Education-Macon	EFR	FALL07	92.3%	100.0%	16.7%	12.5%	13	9	69.2%
Engineering-Macon	EFR	FALL07	18.9%	0.0%	34.5%	0.0%	90	0	0.0%
Liberal Arts-Macon	EFR	FALL07	65.1%	66.2%	41.8%	25.4%	372	68	18.3%
Music-Macon	EFR	FALL07	53.8%	66.7%	8.7%	14.3%	26	9	34.6%
Centers	JR	SPR07	82.7%	89.5%	55.0%	16.7%	462	19	4.1%
Business -Centers	JR	SPR08	68.8%	0.0%	59.3%	0.0%	93	0	0.0%
CCPS	JR	SPR07	76.8%	88.9%	64.3%	22.2%	168	9	5.4%
Education-Centers	JR	SPR07	94.0%	90.00%	51.7%	11.1%	201	10	5.0%
Centers	SR	SPR07	82.7%	98.2%	55.7%	26.9%	375	56	14.9%
Business -Centers	SR	SPR07	73.8%	0.0%	63.3%	0.0%	65	0	0.0%
CCPS	SR	SPR07	79.9%	87.5%	66.0%	50.0%	219	8	3.7%
Education-Centers	SR	SPR07	95.6%	100.0%	28.1%	23.9%	91	48	52.7%
Centers	FR	FALL07	79.4%	84.2%	66.5%	52.6%	238	19	8.0%
Business-Centers	FR	FALL07	75.0%	50.0%	57.1%	100.0%	40	2	5.0%
CCPS	FR	FALL07	74.0%	80.0%	83.7%	60.0%	123	9	7.3%
Education-Centers	FR	FALL07	90.7%	100.0%	61.3%	28.6%	75	7	9.3%
Centers	JR	FALL07	84.3%	75.0%	56.5%	72.7%	479	12	2.5%
CCPS	JR	FALL07	78.8%	72.7%	63.5%	70.0%	170	11	6.5%
Business-Centers	JR	FALL07	70.2%	100.0%	59.2%	100.0%	84	1	1.2%
Education-Centers	JR	FALL07	93.8%	0.0%	53.4%	0.0%	225	0	0.0%
Centers	SR	FALL07	81.5%	85.7%	49.7%	66.7%	329	7	2.1%
CCPS	SR	FALL07	77.0%	75.0%	61.9%	33.3%	161	4	2.5%
Business-Centers	SR	FALL07	76.9%	0.0%	50.0%	0.0%	65	0	0.0%
Education-Centers	SR	FALL07	91.3%	100.0%	30.7%	100.0%	103	3	2.9%
Nursing	SR	SPR07	91.3%	90.7%	26.8%	30.0%	46	43	93.5%
Nursing	SO	FALL07	95.5%	91.7%	43.5%	36.4%	134	12	9.0%

Appendix 2

Post-Conventional Score Means by Gender

College	Class	MALE				FEMALE			
		Count	% Male	Mean*	Standard Deviation	Count	% Female	Mean	Standard Deviation
Busniess-Centers	ALL	1	25.0%	.	.	3	75.0%	36.67	7.57
Macon Undergraduate	EFR	34	33.7	31.41	12.46	67	66.3	33.83	14.95
Business-Macon	EFR	8	53.3%	25.00	11.86	7	46.7%	32.29	14.16
Education-Macon	EFR	0	0.0%	.	.	9	100.0%	34.67	19.47
Liberal Arts-Macon	EFR	23	33.8%	33.90	11.87	45	66.2%	33.79	14.32
Music-Macon	EFR	3	33.3%	29.40	16.66	6	66.7%	34.67	17.10
Center Students	FR	3	15.8	22.67	11.39	16	84.2	28.09	13.06
CCPS-Centers	FR	1	11.1%	.	.	8	88.9%	31.44	15.51
Education-Centers	FR	0	0.0%	.	.	7	100.0%	22.29	7.70
DIT2 Norm	FR	808	38.9%	29.66	14.07	1271	61.1%	34.02	13.54
Nursing	SO	1	8.3%	.	.	11	91.7%	30.55	10.00
DIT2 Norm	SO	394	38.7%	29.77		625	61.3%	34.39	14.65
Center Students	JR	5	16.1%	26.00	11.14	26	83.9%	31.77	13.27
CCPS-Centers	JR	4	20.0%	24.00	11.78	16	80.0%	30.13	10.82
Education-Centers	JR	1	10.0%	.	.	9	90.0%	35.11	17.64
DIT2 Norm	JR	521	39.9%	15.68	14.63	786	60.1%	36.61	15.77
Macon Undergraduate	SR	44	40.0%	31.81	14.74	66	60.0%	37.44	14.77
Business-Macon	SR	5	26.3%	28.40	14.17	14	73.7%	33.41	17.29
Education-Macon	SR	1	6.7%	.	.	14	93.3%	37.33	12.25
Engineering-Macon	SR	27	71.1%	29.54	12.96	11	28.9%	33.32	13.63
Liberal Arts-Macon	SR	8	28.6%	40.25	21.10	20	71.4%	38.66	15.50
Music-Macon	SR	3	30.0%	38.67	5.03	7	70.0%	48.73	9.89
Nursing	SR	4	9.3%	24.50	15.00	39	90.7%	33.74	13.28
Center Students	SR	2	39.0%	.	.	61	96.8%	30.25	12.24
CCPS-Centers	SR	2	16.7%	.	.	10	83.3%	23.75	15.21
Education-Centers	SR	0	0.0%	.	.	51	100.0%	31.52	11.32
DIT2 Norm	SR	980	40.6%	34.58	15.06	1434	59.4%	40.03	15.23
Law	1ST	63	54.3%	35.31	14.60	53	45.7%	37.14	15.23
Pharmacy	1ST	27	26.7%	34.07	15.70	74	73.3%	37.84	13.40
Medicine	1ST	36	58.1%	32.74	11.98	26	41.9%	38.93	13.54
Theology	1ST	12	30.8%	49.83	13.47	27	69.2%	44.09	15.25
Law	3RD	9	52.9%	28.89	16.37	8	47.1%	36.50	15.41
Pharmacy	3RD	28	29.2%	35.94	14.87	68	70.8%	35.68	13.38
Medicine	3RD	5	45.5%	25.20	17.81	6	54.5%	37.00	15.63
Theology	3RD	5	45.5%	57.60	7.92	6	54.5%	49.00	18.58
DIT2 Norm	Prof Degree	791	50.6%	42.29	16.17	773	49.4%	47.66	15.05

Appendix 3

DIT2 Means and Standard Deviations for Schema Scores and N2 score by Educational Level for respondents who indicated their educational level in one of the following categories and reported that English was their primary language. (*DIT2 Guide*, pg.35)

Educational Level	Count	Personal Interest		Maintain Norms		Post Conventional		N2SCORE	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
GR7-9	37	35.21	14.41	41.69	11.01	15.78	13.05	12.84	12.17
GR10-12	667	28.25	12.62	33.24	14.79	33.13	17.04	31.69	17.18
Voc/Tech	111	24.87	12.20	37.55	12.63	32.19	15.19	28.70	17.00
Jr. College	236	26.27	12.30	37.32	13.80	31.06	14.22	29.48	15.09
FR	2096	28.53	12.32	33.57	12.96	32.32	13.92	31.05	14.42
SO	1028	29.27	12.35	32.36	13.62	32.62	14.77	31.24	14.94
JR	1333	24.80	12.77	32.93	13.59	34.45	15.57	32.65	16.04
SR	2441	21.69	12.53	32.40	14.01	37.84	15.44	36.85	15.53
MS Degree	853	19.76	11.82	32.64	14.35	41.06	15.77	40.56	15.06
Prof degree	1582	19.76	11.28	31.41	15.06	44.87	15.86	44.97	14.87
PhD/EdD	169	18.71	11.63	27.24	14.05	50.69	16.16	48.99	15.60
TOTAL	10553	25.48	12.71	32.73	14.00	36.74	16.05	35.67	16.23

Appendix 4

Macon Undergraduate Entering First-Year DIT2 Scores

College	Count	Personal Interest		Maintain Norms		Post Conventional		N2SCORE	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Macon Undergraduate	101	27.63	10.92	34.58	13.34	33.02	14.14	32.33	14.68
Business	15	32.93	8.58	33.73	14.26	28.40	13.05	28.52	10.82
Education	9	27.33	11.83	35.33	14.83	34.67	19.47	33.95	16.75
Liberal Arts	68	26.65	10.49	34.23	12.94	33.83	13.45	32.90	15.07
Music	9	26.54	15.39	37.88	15.13	32.91	16.09	32.73	16.57
DIT2 Freshman	2096	28.53	12.32	33.57	12.96	32.32	13.92	31.05	14.42

Macon Undergraduate Senior DIT2 Scores

College	Count	Personal Interest		Maintain Norms		Post Conventional		N2SCORE	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Macon Undergraduate	110	22.28	10.30	37.10	15.61	35.19	14.95	35.36	14.12
Business	19	25.55	11.38	36.75	15.60	32.09	16.30	32.26	12.90
Education	15	20.57	5.41	38.99	13.34	36.31	12.45	36.16	12.20
Engineering	38	22.63	11.42	39.71	16.04	30.63	13.09	29.18	12.61
Liberal Arts	28	22.31	10.06	35.01	17.54	39.11	16.88	41.14	15.08
Music	10	17.24	9.26	30.83	10.71	45.71	9.72	47.32	8.35
DIT2	2441	21.69	12.53	32.40	14.01	37.84	15.44	36.85	15.53

Appendix 5

Non-traditional Student DIT2 Scores										
College	Class	Count	Personal Interest		Maintain Norms		Post Conventional		N2SCORE	
			Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Business	All	4	25.50	7.19	32.50	7.19	36.50	6.19	38.84	7.94
Centers	FR	17	26.39	12.66	40.58	9.96	27.24	13.77	23.08	14.88
Education	FR	7	24.00	11.89	45.71	8.98	22.29	7.70	17.67	7.76
CCPS	FR	10	28.55	14.19	38.30	9.73	28.35	16.92	23.20	17.42
DIT2 Norm	FR	2096	28.53	12.32	33.57	12.96	32.32	13.92	31.05	14.42
Centers	JR	30	22.84	10.53	40.84	11.18	30.84	12.96	30.44	14.91
Education	JR	10	20.20	11.13	39.20	11.48	35.00	16.63	34.24	17.34
CCPS	JR	20	23.80	10.44	42.30	11.07	28.90	10.98	28.67	14.05
DIT2 Norm	JR	1333	24.80	12.77	32.93	13.59	34.45	15.57	32.65	16.04
Centers	SR	63	25.67	10.96	38.64	12.58	30.52	12.52	27.69	12.76
Education	SR	51	24.44	10.44	39.39	12.52	31.52	11.32	28.94	12.41
CCPS	SR	12	30.89	12.01	35.46	12.88	26.30	16.65	22.35	13.38
DIT2 Norm	SR	2441	21.69	12.53	32.40	14.01	37.84	15.44	36.85	15.53