

Annual Assessment Report

Department: Psychology

Academic Year: 2022-2023

Date of Submission:

Department Chair: Carmel Saad, PhD

I. Response to the previous year PRC's recommendations

Item: Consider devoting time in a department meeting to discussing the results of the assessment findings, rather than simply sharing them electronically	Response: We took this recommendation and discussed the results of the 2021-2022 assessment findings in person during our department meeting on Friday, October 21, 2022. Additionally, we discussed the results of this past year's (2022–2023) assessment findings in our first department meeting (September 8, 2023) of this year.
Item: Be sure to address PRC recommendations from the previous year's annual report	Response: We reviewed and addressed the recommendations from the previous year's report.
Item: Consider adding an indirect assessment method to your annual assessment repertoire	Response: Thank you for this recommendation. We chose to use direct assessment methods this year in order to gain the most effective and accurate measure of Values and Character; we will consider adding indirect assessment in the years to come.
Notes:	

II A. Program Learning Outcome (PLO) assessment

Program Learning Outcome	Values and Character
Who is in Charge /Involved?	Andrea Gurney served as the principal investigator, working with all department members (Carmel Saad, Steve Rogers, Gawnhi Park, Ronald See [sabbatical Fall 2022], Chloe Liebengood) in discussing the decision to evaluate the Values and Character PLO, the data collection and administration methodology, the results, and the “closing the loop” activities.
<u>Direct Assessment</u>	The Defining Issues Test 2 (DIT-2) was the direct assessment method administered. The DIT-2, which is distributed by the

Methods	<p>University of Alabama Center for the Study of Ethical Development, is a validated and widely-used assessment tool that examines individual moral development and moral reasoning (see Appendix A). The assessment is based on Lawrence Kohlberg’s stages of moral development. It presents respondents with moral dilemmas and asks them to rank or rate statements representing different moral principles or perspective. We elected to use the DIT-2 because it takes between 30-45 minutes to complete, as opposed to the longer, original DIT. The test provides developmental indices, experimental and development profiles and phase, which will be explained in detail below. The current data were compared to the norms data collected by the University of Alabama Center for the Study of Ethical Development from 2005 to 2009 (see Appendix B).</p> <p>The DIT-2 was administered to PSY-111 students in class via Qualtrics on Tuesday, March 23, 2023. PSY-111 is a senior capstone course required of seniors in the psychology major. A total of 27 students (23 females, 4 males) completed the assessment. Four students were absent on March 23, 2023 and therefore did not participate in the assessment. The students who participated were granted extra credit.</p>
Major Findings	<p>To understand the major findings of the DIT-2, it is first necessary to outline Kohlberg’s stages of moral development. The stages describe how individuals develop their moral reasoning and ethical decision-making abilities over the course of their lifetimes. Kohlberg's theory is based on the work of Jean Piaget, a prominent developmental psychologist. The theory consists of six stages grouped into three levels (pre-conventional, conventional, and post-conventional), with each stage representing a different level of moral reasoning.</p> <p>Pre-Conventional Levels (referred to as “personal interests schema” by the DIT) Individuals are primarily focused on avoiding punishment and seeking personal reward.</p> <p>Stage 1: Obedience and Punishment Orientation</p> <ul style="list-style-type: none">• Obey rules to avoid punishment.• Moral decisions guided by fear of authority and consequences of disobedience.• Little consideration for the feelings or needs of others. <p>Stage 2: Individualism and Exchange</p> <ul style="list-style-type: none">• Focus on self-interest and personal gain.• Moral decisions based on reciprocity, seeking to gain something in return for one’s actions.• The concept of fairness emerges, but is defined in terms of what benefits oneself. <p>Conventional Levels (referred to as “maintaining norms schema” by the DIT)</p>

Individuals begin to internalize societal norms and values, basing their moral judgements on social expectations.

Stage 3: Good Interpersonal Relationships

- Value interpersonal relationships and seek to conform to social norms.
- Moral decisions influenced by a desire to gain approval and maintain good relationships with others.
- Conformity and being seen as a “good” person are important.

Stage 4: Maintaining Social Order

- Concern with maintaining social order and following established rules and laws.
- Moral decisions guided by a sense of duty, respect for authority, and desire to uphold societal institutions.
- Conformity to rules and laws is paramount, even it conflicts with personal desires.

Post-Conventional Levels

Individuals develop their own moral principles and ethical reasoning that may transcend societal norms and laws.

Stage 5: Social Contract and Individual Rights

- Recognized the importance of social contracts and agreements in maintaining a just society.
- Moral decisions based on a sense of fairness, and individuals are willing to challenge unjust laws or rules.
- Consider the greater good and individual rights when making ethical choices.

Stage 6: Universal Principles

- Well-defined, universal ethical principles.
- Moral decisions guided by a deep commitment to justice, equality, and ethics, regardless of societal norms or laws.
- Personal conscience and abstract moral reasoning are central to decision-making.

DIT-2 Results

The DIT-2 provides three main categories for assessment:

1. Developmental Indices: Personal Interest Schema Score, Maintaining Norms Score, Postconventional Schema Score, and N2 Score)
2. Experimental Indices: Number of Can't Decide Choices, Humanitarian/Liberalism, and Political Liberalis
3. Development Profiles and Phase Indices: Consolidation/Transition, Type Indicator, and Utilizer Score)

Scores in these categories are used to gain a comprehensive understanding of an individual's moral reasoning abilities.

A. Personal Interest Schema Score

	M	SD	N
Westmont	26.59	10.29	27
Norms	25.04	12.36	32898

The personal interest schema score reflects the degree to which an individual's moral reasoning is influenced by personal interests and self-benefit. A higher score suggests a greater tendency to prioritize self-interest in moral decision-making (stage 2 of Kohlberg model), while a lower score indicates a greater consideration of broader ethical principles and the welfare of others (stage 3 of Kohlberg model). In other words, when an individual scores high on personal interest schema, she may prioritize her own needs, desires, or well-being over broader ethical considerations.

Scores tend to decrease with level of education.¹ Gravitating towards a personal interest schema represents an overall less developed moral schema.

Our students score slightly above normative levels for personal interest schema, suggesting a less developed moral schema. Our students more often selected items representing personal interest considerations compared to the normative data. However, these scores were not statistically different, $t(32923) = .65, p = .51$.

B. Maintaining Norms Schema Score

	M	SD	N
Westmont	27.78	16	27
Norms	35.06	13.89	32898

The maintaining norms schema score is characterized by an emphasis on adhering to societal norms, laws, and rules without much consideration of underlying moral principles or ethical reasoning. Thus, this score is reflective of stage 4 in Kohlberg's model. A higher score on this item indicates a greater maintenance of societal norms. Put another way, individuals who score high on this item tend to make moral judgements primarily based on whether an action is socially acceptable or legal, rather than delving into the ethical or moral principles behind the action.

¹ *About the DIT*. Center for the Study of Ethical Development. (n.d.). <https://ethicaldevelopment.ua.edu/about-the-dit.html>

Scores tend to decrease with level of education.² Having a lower maintaining norms schema score indicates an overall more developed moral schema.

Our students score substantially below normative levels for maintaining norms schema, demonstrating a more developed moral schema. In other words, our students were less likely to select items that represented a maintenance of societal norms as compared to the normative data. These findings were statistically significant, $t(32923) = 2.72, p = .007$

C. Postconventional Schema Score

	M	SD	N
Westmont	40.96	18.64	27
Norms	35.09	15.21	32898

The postconventional schema score reflects, as its name might suggest, postconventional considerations, including majority rules, due process, and basic human rights. This score appeals to stages 5 and 6 of the Kohlberg model; thus, individuals who score high on this item exhibit strong moral and ethical reasoning that goes beyond societal norms and laws. These individuals often have deep commitments to justice, equality and ethics, and use their commitments to guide their moral decision making. Individuals who score high on the postconventional schema have more developed moral reasoning.

P-score ranges from 0 to 95. Scores tend to increase with level of education. It has largely been replaced by the N2 score (see the next index score) because the N2 score has greater construct validity.³

Our students score above normative levels for the P score. These findings were statistically significantly different, $t(32923) = 2.00, p = .05$

D. N2 Score

	M	SD	N
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²About the DIT. Center for the Study of Ethical Development. (n.d.). <https://ethicaldevelopment.ua.edu/about-the-dit.html>

³ *Ibid.*

Westmont	39.07	15.82	27
Norms	34.76	15.45	32898

Similar to the postconventional schema score, the N2 score reflects postconventional thinking, *while also* taking into account an individual's response to personal interest items. Accordingly, a true postconventional thinker would rate postconventional items higher, as well as rate personal interest items lower. In other words, an individual who scores high on this item would select items that reflect his own moral and ethical principles and avoid items that appeal to personal considerations and self-benefit. A higher N2 score indicates greater postconventional thinking, thus reflecting greater moral development.

N2 scores are adjusted to have the same mean and standard deviation as the P score so that comparisons between P and N2 can be made.⁴

Our students score above normative levels for the N2 score. However, this difference was not statistically significant, $t(32923) = 1.45, p = 0.15$.

E. Consolidation/Transition

Consolidation/Transition	N = 27
1	15
2	12

A consolidated profile is reflective of individuals who show a preference for a particular schema type (personal interests schema, maintaining norms schema, or postconventional schema). In other words, individuals with a consolidated profile operate out of a particular schema and respond to the scenarios in line with that particular schema. For example, someone with a consolidated personal interests schema would elect items that appeal to an avoidance of punishment, self-benefit, and fear of authority. On the other hand, a transitional profile indicates individuals who do not differentiate between schema types, showing a preference for at least two schema types. These individuals demonstrate moral development as they transition between moral schemas. For example, someone with a transitional profile may choose some items that reflect a personal interests schema, but also a few items that demonstrate a maintaining norms schema. This individual is said to be transitioning between schemas, growing into the more developed maintaining norms schema.

⁴ *Ibid.*

These profiles were reported on an individual basis.⁵ Our students are almost evenly split between a consolidated and transitional developmental profile.

F. Type Indicator

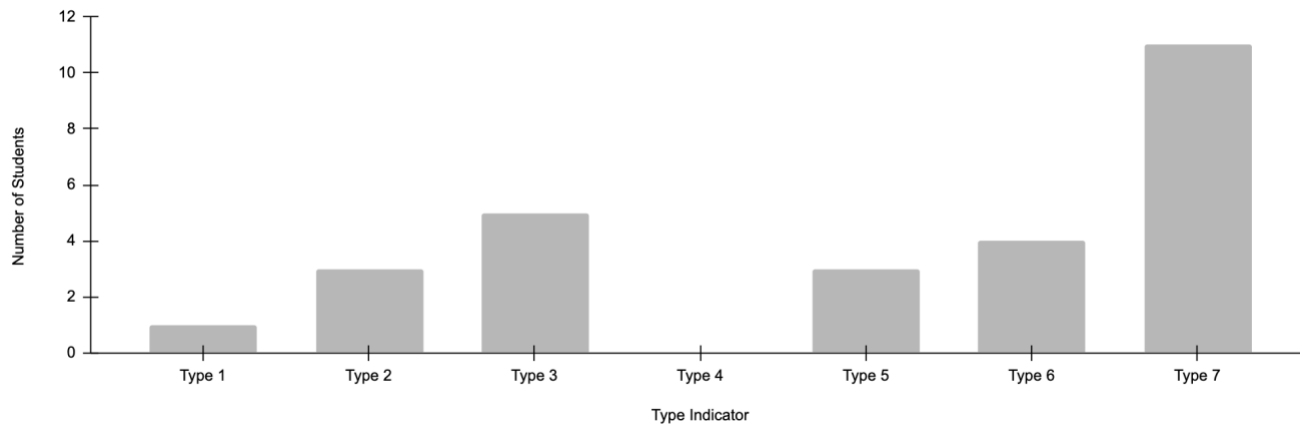
Type Indicator	Number of Students
1- predominant in personal interests schema and consolidated	1
2- predominant in personal interests schema, but transitional*	3
3- predominant in maintaining norms schema, but transitional; personal interests secondary schema*	5
4- predominant in maintaining norms schema and consolidated	0
5- predominant in maintaining norms schema and transitional; postconventional secondary schema*	3
6- -predominant in postconventional schema, but transitional*	4
7- predominant in postconventional schema and consolidated ⁶	11

Type indicators are reported on an individual basis.

Type Indicator Distribution

⁵ *Ibid.*

⁶ *Ibid.*



The majority of our students are at least transitioning to a postconventional schema. A little over half of our students are in a transitional phase.

G. Humanitarian/Liberalism

	M	SD	N
Westmont	2.07	1.21	27

The humanitarian/liberalism score reflects the degree to which an individual demonstrates a humanitarian liberal perspective on moral issues. A humanitarian liberal perspective places a strong emphasis on the principles of individual rights, human dignity, social justice, and international cooperation, all principles that are reflective of a postconventional moral schema. Researchers found that professionals in political science and philosophy, who hold humanitarian liberal perspectives, had the highest P scores. Their scores are used as an “anchor” for the top range of scores. The humanitarian/liberalism score measures the number of times an individual’s choice matches the high scoring group. Therefore, a higher humanitarian/liberalism score demonstrates that an individual preferred postconventional items, suggesting greater moral development. A respondent's score can range from 0 (no matches) to five (all matches).⁷

Our students’ responses matched to the high scoring group on a little under half of the items.

⁷ *Ibid.*

H. Religious Orthodoxy

	M	SD	N
Westmont	4.19	2.65	27

The religious orthodoxy score reflects “the notion that only God can determine whether or not someone should live or die.” This score ranges from 1 (not important) to 9 (the most important). In other words, individuals who rank item 9 highly believe that only God has a say in life or death, and thus reflect greater religious orthodoxy. ⁸

Our students scored in the mid-range for religious orthodoxy.

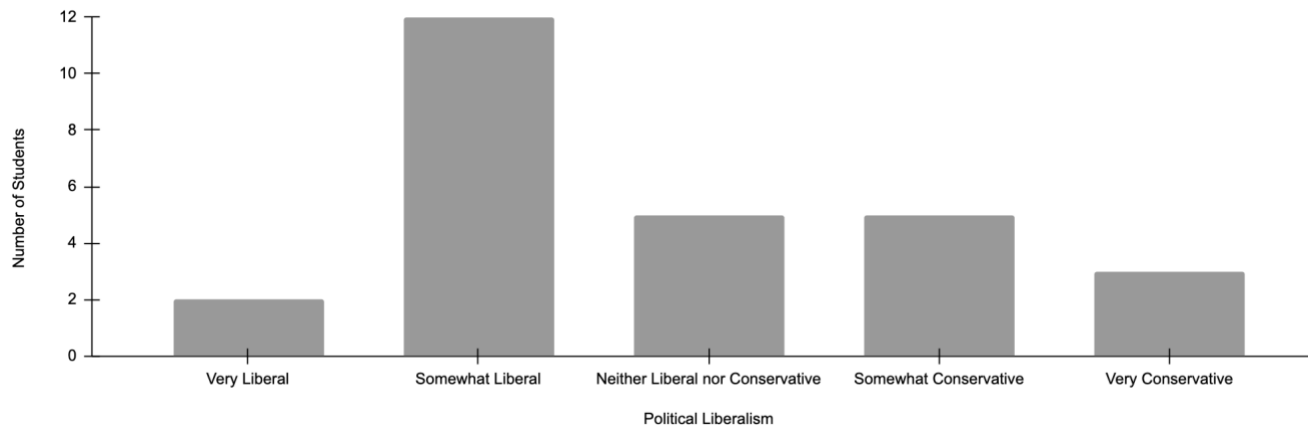
I. Political Liberalism

	M	SD	N
Westmont	2.8	1.2	27

Political Liberalism	Number of Students
Very Liberal	2
Somewhat Liberal	12
Neither Liberal nor Conservative	5
Somewhat Conservative	5
Very Conservative	3

Political Liberalism Distribution

⁸ *Ibid.*



In general, as level of education increases, conservative individuals have higher maintaining norms scores than liberal individuals. Liberal individuals have higher P scores.

The majority of our students fall into the liberal category, followed by “neither liberal nor conservative”, and conservative.

Closing the Loop Activities

These results provide a comprehensive profile of our students’ moral reasoning and development. Overall, our students demonstrated greater moral development, scoring above normative levels as compared to their peers. For example, our students scored significantly lower on maintaining norms items compared to normative levels. This means that our students less often elected items that reflected a conventional moral schema, suggesting they preferred postconventional items. This finding was further evidenced by a significant difference on the P-score. Our students scored significantly higher on the P-score than the normative data, meaning that they preferred items reflecting a postconventional moral schema. Taken together, these findings suggest that our students have more developed moral schemas than their peers.

It is worth noting that there was not a significant difference between our students and the norms data on the N2 score, an indicator that has largely replaced the P-score due to its greater construct validity. This is an important finding because the N2 score not only takes into account postconventional thinking (P-score), but also an individual’s discrimination against personal interest items. Hence, while our students do demonstrate postconventional thinking, many still appeal to personal interest items. Perhaps, this is reflective of the sometimes personal, individual nature of the application of psychology.

While these data do seem to suggest that our students are ahead of the norms in terms of moral development, our students did

score above normative levels for personal interest schema, suggesting less development in this regard. This finding was, however, not statistically significantly different. Additionally, our students did not score very high on the humanitarian/liberalism score, as their responses only matched the high scoring group for a little under half of the items. These findings may be explained by the distribution of profiles among our students. About a third of our students had a moral developmental profile that demonstrated a personal interests schema as either the primary or secondary schema type. The remaining two-thirds of our students had profiles reflecting postconventional schemas as either the primary or secondary schema type. Though most of our students demonstrated greater moral development (evidenced by a preference for postconventional items), a few of our students still gravitated toward personal interest items. In other words, most of our students seem to be in stages 5-6 of Kohlberg's moral development, yet a small number are in stages 2 and 3 of Kohlberg's moral development. More assessment and research is needed to understand why this divide in moral developmental profiles exists among our students. Perhaps the divide can be explained by the growing diversity in background and experiences of Westmont students. For example, it is well-known that the number of non-Christian students enrolled at Westmont has grown over the past several years.

As a final point, it is interesting to note that our students scored in the mid-range for religious orthodoxy. This score is reflective of the notion that only God has a say in life or death. A higher score means that an individual rated this a more important when considering the moral dilemma. Given that our students attend a Christian liberal arts college, where they are required to take courses in biblical studies and theology, it is surprising that our students did not rate this item as more important (however, it is arguable that the way in which religious orthodoxy is operationalized is very limited). In general, our courses include some element of integration of Christianity and psychology (e.g. Christianity and Mental Health paper in Abnormal Psychology; class discussions and assignments in Personality and Clinical Neuropsychology). Perhaps, it is worth considering how our courses can more greatly emphasize the integration of Christianity and psychology.

In conclusion, based on these findings, it is evident that overall our students have well developed, robust moral schema profiles. This may be reflective of class discussions and assignments that encourage students to wrestle with moral issues, particularly as they relate to the field of psychology. For example, our students examine the relationship between mental health and Christianity, an often contentious and heated topic; they are asked to consider the implications of when mental health issues bring people away from God and their faith. Discussion topics, assignments, and questions like these help develop rich moral profiles.

Collaboration and Communication

On October 21, 2022, the psychology department discussed their multi-year assessment plan for years 2018-2024 during their monthly meeting. Together they determined to assess Values and Character as the next outcome. They also discussed options for assessment,

including the possibility of using the Defining Issues Test and administering it to junior and senior psychology majors. They suggested administering it in PSY-111 and made plans to check with Ron See, who serves as instructor for the course.

On October 31, 2022, Andrea Gurney sent to the entire department, including Ron See on sabbatical, an email follow-up about administering the DIT-2 to the PSY-111 students. The content of the email to the department was as follows:

“Hi team,

As a follow up to our last department meeting, I would like to move forward with the [DIT-2](#) being administered next semester (spring 2023) in PSY 111 and PSY 198 as part of our annual assessment.

[Ron - I know you were not present with us, so I am hoping it might work to use 30 minutes of PSY 111 class time to administer this. Let me know your thoughts.]

Please review the information on the DIT-2 [here](#) and let me know if we can proceed with ordering it. It’s going to cost \$5.50 per student to score (see info [here](#)).

Carmel and Judy -- let me know what our budget is for this as I have no clue how that aspect works these days!! I believe we will have an N = 50, does that sound right?

*Thanks all,
Andrea”*

On February 24, 2023, during their monthly meeting, the psychology department discussed methods for administering the DIT-2, including timing, administration options, and incentive possibilities. Together they decided to administer the DIT-2 to PSY-111 during class on March 23, 2023. Extra credit would be given to the students who participated in the assessment. It was decided that Chloe Liebengood would upload the assessment to Qualtrics and provide Ron See with instructions on how to administer the assessment.

On March 8, 2023, Ron See, Andrea Gurney, Judy Williams, and Chloe Liebengood corresponded over email (see Appendix C). Ron reminded Chloe and Andrea that he was to administer the DIT-2 to PSY-111 on March 23, 2023. They decided to keep the students’ responses anonymous. Chloe provided Ron with instructions on how to administer the DIT-2, including a link to the survey via Qualtrics.

On March 23, 2023, Ron See, Andrea Gurney, and Chloe Liebengood corresponded over email (see Appendix C). Ron confirmed that 27 students completed the assessment and received extra credit for participation. Four students were absent and did not receive extra credit.

On March 27, 2023, Judy Williams and Chloe Liebengood met together to submit the DIT-2 survey responses for analysis to the University of Alabama Center for the Study of Ethical Development.

On May 17, 2023, Andrea Gurney and Chloe Liebengood met together to review the results of the DIT-2 and begin a draft of the assessment report. Following their meeting, Andrea Gurney corresponded with Carmel Saad over email to continue drafting the annual assessment.

Throughout the summer of 2023, Andrea Gurney, Chloe Liebengood and Judy Williams continued to analyze the data and compose the draft of the annual assessment. This draft was sent to department members for review and feedback. Members' feedback was then incorporated into the final report.

On September 8, 2023, during their first department meeting of the academic year, the psychology department incorporated previous feedback and reviewed final edits to the annual assessment. The final draft was sent to department members for final review and feedback on September 13, 2023.

or/and

II B. Key Questions

Key Question	
Who is in Charge/Involved?	
<u>Direct Assessment Methods</u>	
<u>Indirect Assessment Methods</u>	
Major Findings	
Recommendations	
Collaboration and Communication	

III. Follow-ups

Program Learning Outcome or Key Question	
Who was	

involved in implementation?	
What was decided or addressed?	
How were the recommendations implemented?	
Collaboration and Communication	

IV. Other assessment or Key Questions related projects

Project	
Who is in Charge /Involved?	
Major Findings	
Action	
Collaboration and Communication	

V. Adjustments to the Multi-year Assessment Plan (optional)

Proposed adjustment	Rationale	Timing

VI. Appendices

A. Prompts or instruments used to collect the data

Defining Issues Test 2

DIT-2

Defining Issues Test

Version 3.1

University of Minnesota

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University of Alabama

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Center for the Study of Ethical Development

Instructions

This questionnaire is concerned with how you define the issues in a social problem. Several stories about social problems will be described. After each story, there will be a list of questions. The questions that follow each story represent different issues that might be raised by the problem. In other words, the questions / issues raise different ways of judging what is important in making a decision about the social problem. You will be asked to rate and rank the questions in terms of how important each one seems to you.

This questionnaire is in two parts: one part contains the **INSTRUCTIONS** (this part) and the stories presenting the social problems; the other part contains the questions (issues) and the **ANSWER SHEET** on which to write your responses.

Here is an example of the task:

Presidential Election

Imagine that you are about to vote for a candidate for the Presidency of the United States. Imagine that before you vote, you are given several questions, and asked which issue is the most important to you in making up your mind about which candidate to vote for. In this example, 5 items are given. On a rating scale of 1 to 5 (1=Great, 2=Much, 3=Some, 4=Little, 5=No) please rate the importance of the item (issue) by filling in with a pencil one of the bubbles on the answer sheet by each item.

1

Assume that you thought that item #1 (below) was of great importance, item #2 had some importance, item #3 had no importance, item #4 had much importance, and item #5 had much importance. Then you would fill in the bubbles on the answer sheet as shown below.

<p>GREAT MUCH SOME LITTLE NO</p>	<p>① ② ③ ④ ⑤</p>	<p>① ② ③ ④ ⑤</p>	<p>① ② ③ ④ ⑤</p>	<p>① ② ③ ④ ⑤</p>	<p>① ② ③ ④ ⑤</p>	<p>① ② ③ ④ ⑤</p>	<p>① ② ③ ④ ⑤</p>	<p>① ② ③ ④ ⑤</p>	<p>① ② ③ ④ ⑤</p>	<p>① ② ③ ④ ⑤</p>	<p>① ② ③ ④ ⑤</p>
<p>Rate the following 12 issues in terms of importance (1-5)</p>											
<p>● ② ③ ④ ⑤ 1. Financially are you personally better off now than you were four years ago?</p>											
<p>① ● ④ ⑤ 2. Does one candidate have a superior moral character?</p>											
<p>① ② ③ ④ ● 3. Which candidate stands the tallest?</p>											
<p>① ● ③ ④ ⑤ 4. Which candidate would make the best world leader?</p>											
<p>① ● ③ ④ ⑤ 5. Which candidate has the best ideas for our country's internal problems, like crime and health care?</p>											

Further, the questionnaire will ask you to rank the questions in terms of importance. In the space below, the numbers 1 through 12, represent the item number. From top to bottom, you are asked to fill in the bubble that represents the item in first importance (of those given you to choose from), then second most important, third most important, and fourth most important. Please indicate your top four choices. You might fill out this part, as follows:

Rank which issue is the most important (item number).

Most important item ● ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ Third most important ① ② ③ ● ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
 Second most important ① ② ③ ④ ● ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ Fourth most important ① ● ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Note that some of the items may seem irrelevant to you (as in item #3) or not make sense to you—in that case, **rate** the item as "No" importance and do not **rank** the item. Note that in the stories that follow, there will be 12 items for each story, not five. Please make sure to consider all 12 items (questions) that are printed after each story.

In addition you will be asked to state your preference for what action to take in the story. After the story, you will be asked to indicate the action you favor on a three-point scale (1 = strongly favor some action, 2 = can't decide, 3 = strongly oppose that action).

In short, read the story from this booklet, and then fill out your answers on the answer sheet. Please use a #2 pencil. If you change your mind about a response, erase the pencil mark cleanly and enter your new response.

[Notice the second part of this questionnaire, the Answer Sheet. The Identification Number at the top of the answer sheet may already be filled in when you receive your materials. If not, you will receive instructions about how to fill in the number. If you have questions about the procedure, please ask now.]

Please turn now to the Answer Sheet.]

2

Famine— (Story #1)

The small village in northern India has experienced shortages of food before, but this year's famine is worse than ever. Some families are even trying to feed themselves by making soup from tree bark. Mustaq Singh's family is near starvation. He has heard that a rich man in his village has supplies of food stored away and is hoarding food while its price goes higher so that he can sell the food later at a huge profit. Mustaq is desperate and thinks about stealing some food from the rich man's warehouse. The small amount of food that he needs for his family probably wouldn't even be missed.

[If at any time you would like to reread a story or the instructions, feel free to do so. Now turn to the Answer Sheet, go to the 12 issues and rate and rank them in terms of how important each issue seems to you.]

Reporter— (Story #2)

Molly Dayton has been a news reporter for the *Gazette* newspaper for over a decade. Almost by accident, she learned that one of the candidates for Lieutenant Governor for her state, Grover Thompson, had been arrested for shop-lifting 20 years earlier. Reporter Dayton found out that early in his life, Candidate Thompson had undergone a confused period and done things he later regretted, actions which would be very out-of-character now. His shop-lifting had been a minor offense and charges had been dropped by the department store. Thompson has not only straightened himself out since then, but built a distinguished record in helping many people and in leading constructive community projects. Now, Reporter Dayton regards Thompson as the best candidate in the field and likely to go on to important leadership positions in the state. Reporter Dayton wonders whether or not she should write the story about Thompson's earlier troubles because in the upcoming close and heated election, she fears that such a news story could wreck Thompson's chance to win.

[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]

School Board— (Story #3)

Mr. Grant has been elected to the School Board District 190 and was chosen to be Chairman. The district is bitterly divided over the closing of one of the high schools. One of the high schools has to be closed for financial reasons, but there is no agreement over which school to close. During his election to the school board, Mr. Grant had proposed a series of "Open Meetings" in which members of the community could voice their opinions. He hoped that dialogue would make the community realize the necessity of closing one high school. Also he hoped that through open discussion, the difficulty of the decision would be appreciated, and that the community would ultimately support the school board decision. The first Open Meeting was a disaster. Passionate speeches dominated the microphones and threatened violence. The meeting barely closed without fist-fights. Later in the week, school board members received threatening phone calls. Mr. Grant wonders if he ought to call off the next Open Meeting.

[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]

Cancer— (Story #4)

Mrs. Bennett is 62 years old, and in the last phases of colon cancer. She is in terrible pain and asks the doctor to give her more pain-killer medicine. The doctor has given her the maximum safe dose already and is reluctant to increase the dosage because it would probably hasten her death. In a clear and rational mental state, Mrs. Bennett says that she realizes this; but she wants to end her suffering even if it means ending her life. Should the doctor give her an increased dosage?

[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]

Demonstration — (Story #5)

Political and economic instability in a South American country prompted the President of the United States to send troops to "police" the area. Students at many campuses in the U.S.A. have protested that the United States is using its military might for economic advantage. There is widespread suspicion that big oil multinational companies are pressuring the President to safeguard a cheap oil supply even if it means loss of life. Students at one campus took to the streets, in demonstrations, tying up traffic and stopping regular business in the town. The president of the university demanded that the students stop their illegal demonstrations. Students then took over the college's administration building, completely paralyzing the college. Are the students right to demonstrate in these ways?

[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]

DIT-2 Answer Sheet

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IDENTIFICATION NUMBER

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

Please read story #1 in the INSTRUCTIONS booklet.

Famine -- (Story #1)

What should *Mustaq Singh* do? Do you favor the action of taking the food? (Mark one.)

- ① Should take the food ② Can't decide ③ Should not take the food

GREAT
MUCH
SOME
LITTLE
NO

Rate the following 12 issues in terms of importance (1-5)

1. Is *Mustaq Singh* courageous enough to risk getting caught for stealing?
2. Isn't it only natural for a loving father to care so much for his family that he would steal?
3. Shouldn't the community's laws be upheld?
4. Does *Mustaq Singh* know a good recipe for preparing soup from tree bark?
5. Does the rich man have any legal right to store food when other people are starving?
6. Is the motive of *Mustaq Singh* to steal for himself or to steal for his family?
7. What values are going to be the basis for social cooperation?
8. Is the epitome of eating reconcilable with the culpability of stealing?
9. Does the rich man deserve to be robbed for being so greedy?
10. Isn't private property an institution to enable the rich to exploit the poor?
11. Would stealing bring about more total good for everybody concerned or wouldn't it?
12. Are laws getting in the way of the most basic claim of any member of a society?

Rank which issue is the most important (item number).

- Most important item ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ Third most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
 Second most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ Fourth most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Now please return to the Instructions booklet for the next story.

Reporter -- (Story #2)

Do you favor the action of reporting the story? (Mark one.)

- ① Should report the story ② Can't decide ③ Should not report the story

GREAT
MUCH
SOME
LITTLE
NO

Rate the following 12 issues in terms of importance (1-5)

1. Doesn't the public have a right to know all the facts about all the candidates for office?
2. Would publishing the story help Reporter Dayton's reputation for investigative reporting?
3. If Dayton doesn't publish the story wouldn't another reporter get the story anyway and get the credit for investigative reporting?
4. Since voting is such a joke anyway, does it make any difference what reporter Dayton does?
5. Hasn't Thompson shown in the past 20 years that he is a better person than his earlier days as a shop-lifter?
6. What would best serve society?
7. If the story is true, how can it be wrong to report it?
8. How could reporter Dayton be so cruel and heartless as to report the damaging story about candidate Thompson?
9. Does the right of "habeas corpus" apply in this case?
10. Would the election process be more fair with or without reporting the story?
11. Should reporter Dayton treat all candidates for office in the same way by reporting everything she learns about them, good and bad?
12. Isn't it a reporter's duty to report all the news regardless of the circumstances?

Rank which issue is the most important (item number).

- Most important item ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ Third most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
 Second most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ Fourth most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Now please return to the Instructions booklet for the next story.

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School Board -- (Story #3)

Do you favor calling off the next Open Meeting?

- ① Should call off the next open meeting ② Can't decide ③ Should have the next open meeting

GREAT
MUCH
SOME
LITTLE
NO

Rate the following 12 issues in terms of importance (1-5)

1. Is Mr. Grant required by law to have Open Meetings on major school board decisions?
2. Would Mr. Grant be breaking his election campaign promises to the community by discontinuing the Open Meetings?
3. Would the community be even angrier with Mr. Grant if he stopped the Open Meetings?
4. Would the change in plans prevent scientific assessment?
5. If the school board is threatened, does the chairman have the legal authority to protect the Board by making decisions in closed meetings?
6. Would the community regard Mr. Grant as a coward if he stopped the open meetings?
7. Does Mr. Grant have another procedure in mind for ensuring that divergent views are heard?
8. Does Mr. Grant have the authority to expel troublemakers from the meetings or prevent them from making long speeches?
9. Are some people deliberately undermining the school board process by playing some sort of power game?
10. What effect would stopping the discussion have on the community's ability to handle controversial issues in the future?
11. Is the trouble coming from only a few hotheads, and is the community in general really fair-minded and democratic?
12. What is the likelihood that a good decision could be made without open discussion from the community?

Rank which issue is the most important (item number).

- Most important item ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ Third most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
 Second most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ Fourth most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Now please return to the Instructions booklet for the next story.

Cancer -- (Story #4)

Do you favor the action of giving more medicine?

- ① Should give Mrs. Bennett an increased dosage to make her die ② Can't decide ③ Should not give her an increased dosage

GREAT
MUCH
SOME
LITTLE
NO

Rate the following 12 issues in terms of importance (1-5)

1. Isn't the doctor obligated by the same laws as everybody else if giving an overdose would be the same as killing her?
2. Wouldn't society be better off without so many laws about what doctors can and cannot do?
3. If Mrs. Bennett dies, would the doctor be legally responsible for malpractice?
4. Does the family of Mrs. Bennett agree that she should get more painkiller medicine?
5. Is the painkiller medicine an active heliotropic drug?
6. Does the state have the right to force continued existence on those who don't want to live?
7. Is helping to end another's life ever a responsible act of cooperation?
8. Would the doctor show more sympathy for Mrs. Bennett by giving the medicine or not?
9. Wouldn't the doctor feel guilty from giving Mrs. Bennett so much drug that she died?
10. Should only God decide when a person's life should end?
11. Shouldn't society protect everyone against being killed?
12. Where should society draw the line between protecting life and allowing someone to die if the person wants to?

Rank which issue is the most important (item number).

- Most important item ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ Third most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
 Second most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ Fourth most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Now please return to the Instructions booklet for the next story.

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Demonstration -- (Story #5)

Do you favor the action of demonstrating in this way?

- 1 Should continue demonstrating in these ways
- 2 Can't decide
- 3 Should not continue demonstrating in these ways

GREAT
MUCH
SOME
LITTLE
NO

Rate the following 12 issues in terms of importance (1-5)

- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5

Rank which issue is the most important (item number).

- Most important item 1 2 3 4 5 6 7 8 9 10 11 12
- Second most important 1 2 3 4 5 6 7 8 9 10 11 12
- Third most important 1 2 3 4 5 6 7 8 9 10 11 12
- Fourth most important 1 2 3 4 5 6 7 8 9 10 11 12

Please provide the following information about yourself:

- 1. Age in years: 0 1 2 3 4 5 6 7 8 9
- 2. Sex (mark one): Male Female
- 3. Level of Education (mark highest level of formal education attained, if you are currently working at that level [e.g., Freshman in college] or if you have completed that level [e.g., if you finished your Freshman year but have gone on no further].)
 - Grade 1 to 6
 - Grade 7, 8, 9
 - Grade 10, 11, 12
 - Vocational/technical school (without a bachelor's degree) (e.g., Auto mechanic, beauty school, real estate, secretary, 2-year nursing program).
 - Junior college (e.g., 2-year college, community college, Associate Arts degree)
 - Freshman in college in bachelor degree program.
 - Sophomore in college in bachelor degree program.
 - Junior in college in bachelor degree program.
 - Senior in college in bachelor degree program.
 - Professional degree (Practitioner degree beyond bachelor's degree) (e.g., M.D., M.B.A., Bachelor of Divinity, D.D.S. in Dentistry, J.D. in law, Masters of Arts in teaching, Masters of Education [in teaching], Doctor of Psychology, Nursing degree along with 4-year Bachelor's degree)
 - Masters degree (in academic graduate school)
 - Doctoral degree (in academic graduate school, e.g., Ph.D. or Ed.D.)
 - Other Formal Education. (Please describe: _____)
- 4. In terms of your political views, how would you characterize yourself (mark one)?
 - Very Liberal
 - Somewhat Liberal
 - Neither Liberal nor Conservative
 - Somewhat Conservative
 - Very Conservative
- 5. Are you a citizen of the U.S.A.?
 - Yes No
- 6. Is English your primary language?
 - Yes No

Thank You.

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Dilemma #6

Do you favor the action?

- 1 Strongly Favor
- 2 Favor
- 3 Slightly Favor
- 4 Neutral
- 5 Slightly Disfavor
- 6 Disfavor
- 7 Strongly Disfavor

GREAT
MUCH
SOME
LITTLE
NO

Rate the following 12 issues in terms of importance (1-5)

- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5

Rank which issue is the most important (item number).

- Most important item 1 2 3 4 5 6 7 8 9 10 11 12
- Second most important 1 2 3 4 5 6 7 8 9 10 11 12
- Third most important 1 2 3 4 5 6 7 8 9 10 11 12
- Fourth most important 1 2 3 4 5 6 7 8 9 10 11 12

Dilemma #7

Do you favor the action?

- 1 Strongly Favor
- 2 Favor
- 3 Slightly Favor
- 4 Neutral
- 5 Slightly Disfavor
- 6 Disfavor
- 7 Strongly Disfavor

GREAT
MUCH
SOME
LITTLE
NO

Rate the following 12 issues in terms of importance (1-5)

- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5

Rank which issue is the most important (item number).

- Most important item 1 2 3 4 5 6 7 8 9 10 11 12
- Second most important 1 2 3 4 5 6 7 8 9 10 11 12
- Third most important 1 2 3 4 5 6 7 8 9 10 11 12
- Fourth most important 1 2 3 4 5 6 7 8 9 10 11 12

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B. Rubrics used to evaluate the data
DIT-2 Norms: 2005-2009

Table 1. 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.

Educational Level	Schema Scores											
	Personal Interest (Stage 2/3)			Maintain Norms (Stage 4)			Post Conventional (P score)			N2 Score		
	Mean	Standard Deviation	N	Mean	Standard Deviation	N	Mean	Standard Deviation	N	Mean	Standard Deviation	N
Grade 7-9	35.21	14.41	37	41.69	11.01	37	15.78	13.05	37	12.84	12.17	37
Grade 10-12	28.25	12.62	667	33.24	14.79	667	33.13	17.04	667	31.69	17.18	667
Voc/Tech	24.87	12.20	111	37.55	12.63	111	32.19	15.19	111	28.70	17.00	111
Jr. College	26.27	12.30	236	37.32	13.80	236	31.06	14.22	236	29.48	15.09	236
Freshman	28.53	12.32	2,096	33.57	12.96	2,096	32.32	13.92	2,096	31.05	14.42	2,096
Sophomore	29.27	12.35	1,028	32.36	13.62	1,028	32.62	14.77	1,028	31.24	14.94	1,028
Junior	27.36	12.77	1,333	32.93	13.59	1,333	34.45	15.57	1,333	32.65	16.04	1,333
Senior	24.80	12.53	2,441	32.40	14.01	2,441	37.84	15.44	2,441	36.85	15.53	2,441
MS degree	21.69	11.82	853	32.64	14.35	853	41.06	15.77	853	40.56	15.06	853
Prof. degree	19.76	11.28	1,582	31.41	15.06	1,582	44.87	15.86	1,582	44.97	14.87	1,582
Ph.D./Ed.D	18.71	11.63	169	27.24	14.05	169	50.69	16.16	169	48.99	15.60	169
Total	25.48	12.71	10,553	32.73	14.00	10,553	36.74	16.05	10,553	35.67	16.23	10,553

Note: Of the 13,386 valid responses, 1134 (8.5%) were excluded because they did not report their educational level, and 113 (.8%) were excluded who reported their educational level as Grade 1-6 (n = 5) or as 'other'. Finally, of the 12,139 responses, 1586 (13%) were excluded because English was not their native language.

C. Relevant assessment-related documents (optional)

Email Correspondence

I. March 8, 2023

Ron See:

“Hi Andrea,

Just a reminder that I will administer the DIT in my class on Thursday, March 23 at 10 am. What do I need for this?”

Chloe Liebengood:

“Hi Ron!

The assessment is in Qualtrics. I will give you a link to distribute to the students, which will direct them to the assessment. I have already tested it out, so it should work well.

Andrea: Are the answers supposed to be anonymous? I can get a trackable link or an anonymous link.

Let me know what is best and I will distribute the assessment to you, Ron.”

Andrea Gurney:

“Yes – what would we do without Chloe!

Great question about the answers and whether they’re supposed to be anonymous. I actually do not know and cannot recall what we did last time. I believe anonymity is the best as students will answer most honestly; in regards to the actual report section on participants, all we simply need to say is senior psychology majors, and there’s no reason in our assessment they would need to know specific names, so ... thinking out loud here – let’s go with it being anonymous. Ron – I assume you agree?”

Ron See:

“Anonymous sounds good!”

Chloe Liebengood

“Alrighty, then! Here's the link you can use to distribute the survey to students. It is an anonymous, non-trackable link.

Link:

https://westmontcsn.az1.qualtrics.com/jfe/form/SV_6ofrTmPjtf4L0a

Let me know if you have more questions or concerns regarding its distribution. I am happy to help!”

II. March 23, 2023

Ron See

“So the students in PSY111 finished the DIT this morning. There were a total of 27, as 4 did not show up in class, which I required for the extra credit.”

Andrea Gurney

“Yes - thanks, Ron!!

Chloe and Judy - can you look into next steps for scoring and payment, getting results etc?"

Chloe Liebengood

"Yes! I was able to see the responses. They're supposed to go in a drop box right, Judy? Maybe we can touch base today or next week to figure it out, Judy?"

Andrea Gurney

"That'd be awesome if you guys can get it submitted and paid for asap as ideally we'll discuss results and draft the report in our next meeting!"