

Wabash National Study details

- 49 institutions
- More than 17,000 students to date
- Longitudinal
 - Follow one class for *at least* 4 years
- Purpose
 - To identify teaching practices and institutional conditions that promote critical thinking, moral reasoning, openness to diversity, leadership, psychological well-being, need for cognition

What changes?

	Increase	No Change	Decline
Critical Thinking	✓		
Contribution to Science			✗
Contribution to the Arts			✗
Political/Social Involvement			✗
Leadership		—	
Academic Motivation			✗
Well-Being		—	
Literacy		—	
Openness to Diversity/Challenge			✗
Moral Reasoning	✓		
Need for Cognition		—	
Universality/Diversity		—	

**What practices and
conditions make a difference?**

What experiences promote growth on multiple outcomes?



High impact practices and conditions

- **Good Teaching and High-Quality Interactions with Faculty**
 - Faculty interest in teaching and student development
 - Organization, clarity, prompt feedback
 - Faculty enthusiasm for teaching
- **Academic Challenge and High Expectations**
 - Hard work, challenging assignments and interactions
- **Diversity Experiences**
 - Meaningful interactions
- **NSSE Deep Learning**
 - Synthesis, judgment, integration, and reflection

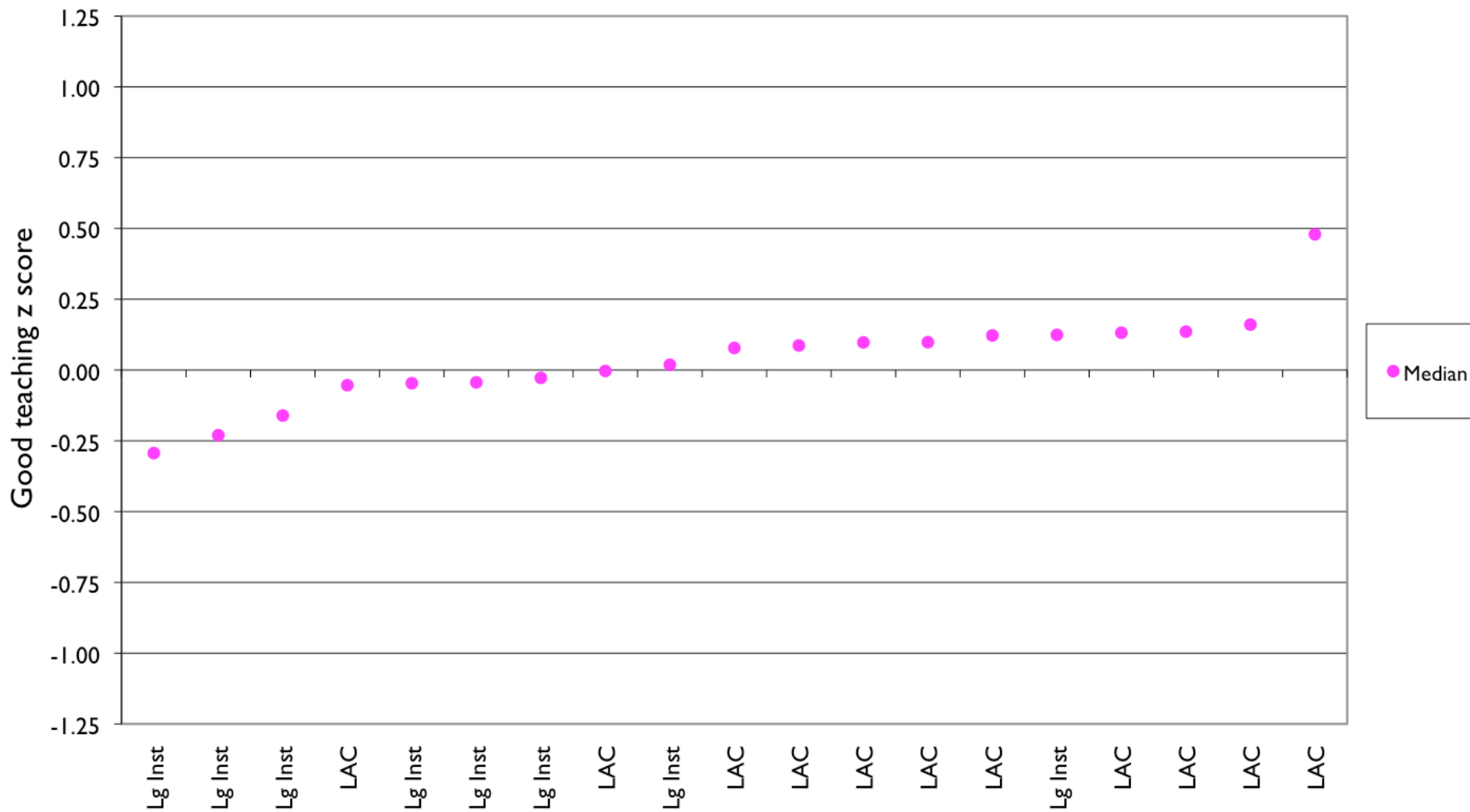
	Good Teaching	Academic Challenge	Diversity Experiences	NSSE Deep Learning
Critical Thinking	✓			
Contribution to Science				✓
Contribution to the Arts			✓	✓
Political/Social Involvement		✓	✓	✓
Leadership	✓	✓		✓
Academic Motivation	✓	✓	✗	✓
Well Being	✓	✓	✗	✓
Literacy	✓	✓	✓	✓
Openness to diversity/challenge	✓	✓	✓	✓
Moral Reasoning	✓	✓	✓	✓
Need for Cognition	✓	✓	✓	✓
Universality/Diversity	✓	✓	✓	✓

High Levels

NSSE Deep Learning	39%
Good Teaching	23%
Academic Challenge	19%
Diversity Experiences	5%

What's inside counts more
than what's outside

Good Teaching and High Quality Interactions with Faculty



Good Teaching and High Quality Interactions with Faculty

