

Wabash National Study - *Taking Seriously the Perspective of Others*

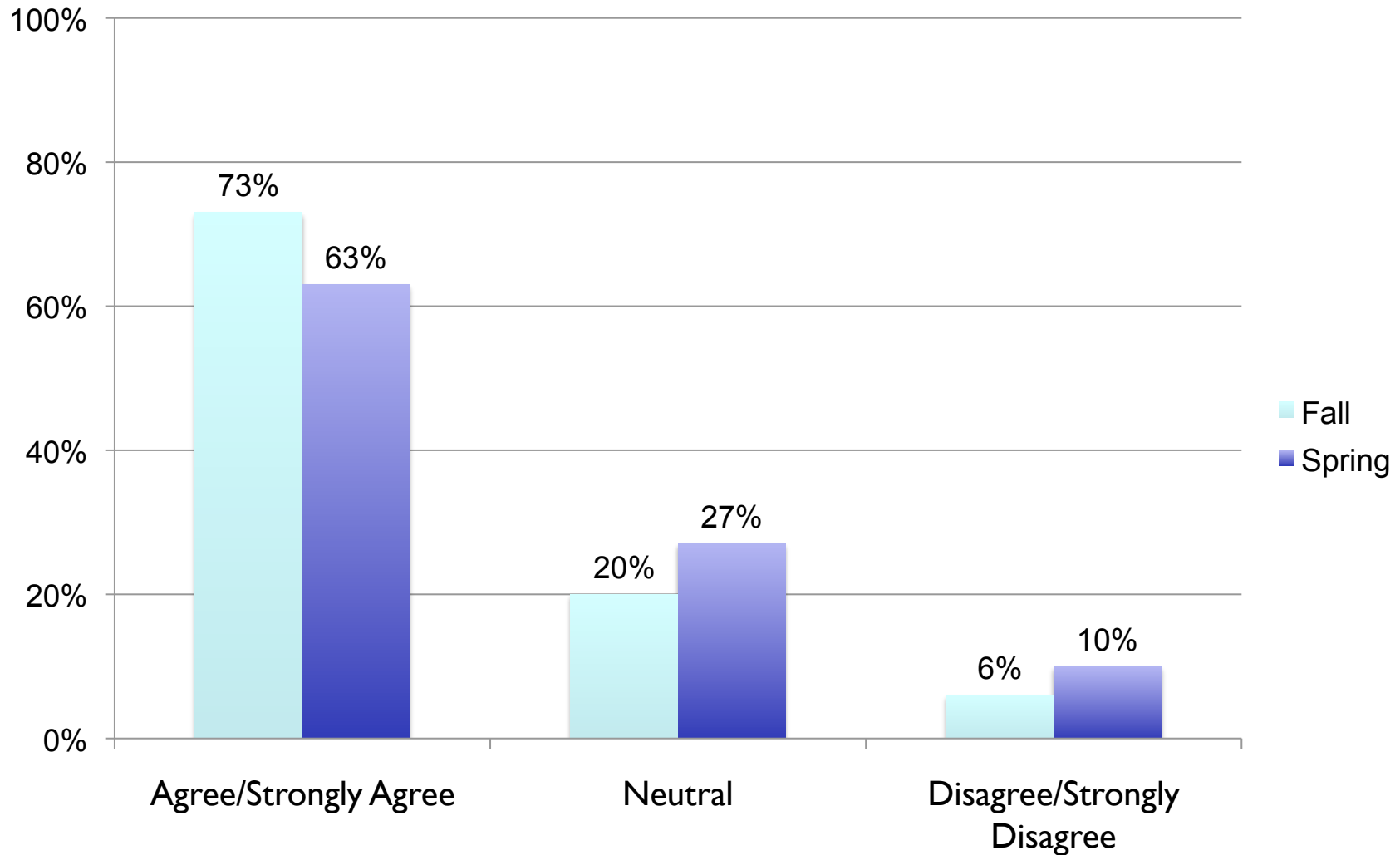
Openness to Diversity Scale

- I enjoy having discussions with people whose ideas and values are different from my own
- The real value of a college education lies in being introduced to different values
- I enjoy talking with people who have values different from mine because it helps me better understand myself and my values
- Learning about people from different cultures is a very important part of my college education
- I enjoy taking courses that challenge my beliefs and values
- The courses I enjoy most are those that make me think about things from a different perspective
- Contact with individuals whose backgrounds (e.g., race, national origin, sexual orientation) are different from my own is an essential part of my college education

Openness to Diversity Scale

- I enjoy having discussions with people whose ideas and values are different from my own
- The real value of a college education lies in being introduced to different values
- I enjoy talking with people who have values different from mine because it helps me better understand myself and my values
- *Learning about people from different cultures is a very important part of my college education*
- I enjoy taking courses that challenge my beliefs and values
- *The courses I enjoy most are those that make me think about things from a different perspective*
- *Contact with individuals whose backgrounds (e.g., race, national origin, sexual orientation) are different from my own is an essential part of my college education*

Contact with individuals different from me is essential



Experiences that matter

- Meaningful discussions with diverse peers
- Teaching clarity and organization
- Negative experiences with diversity
- NSSE Deep Learning - Reflection

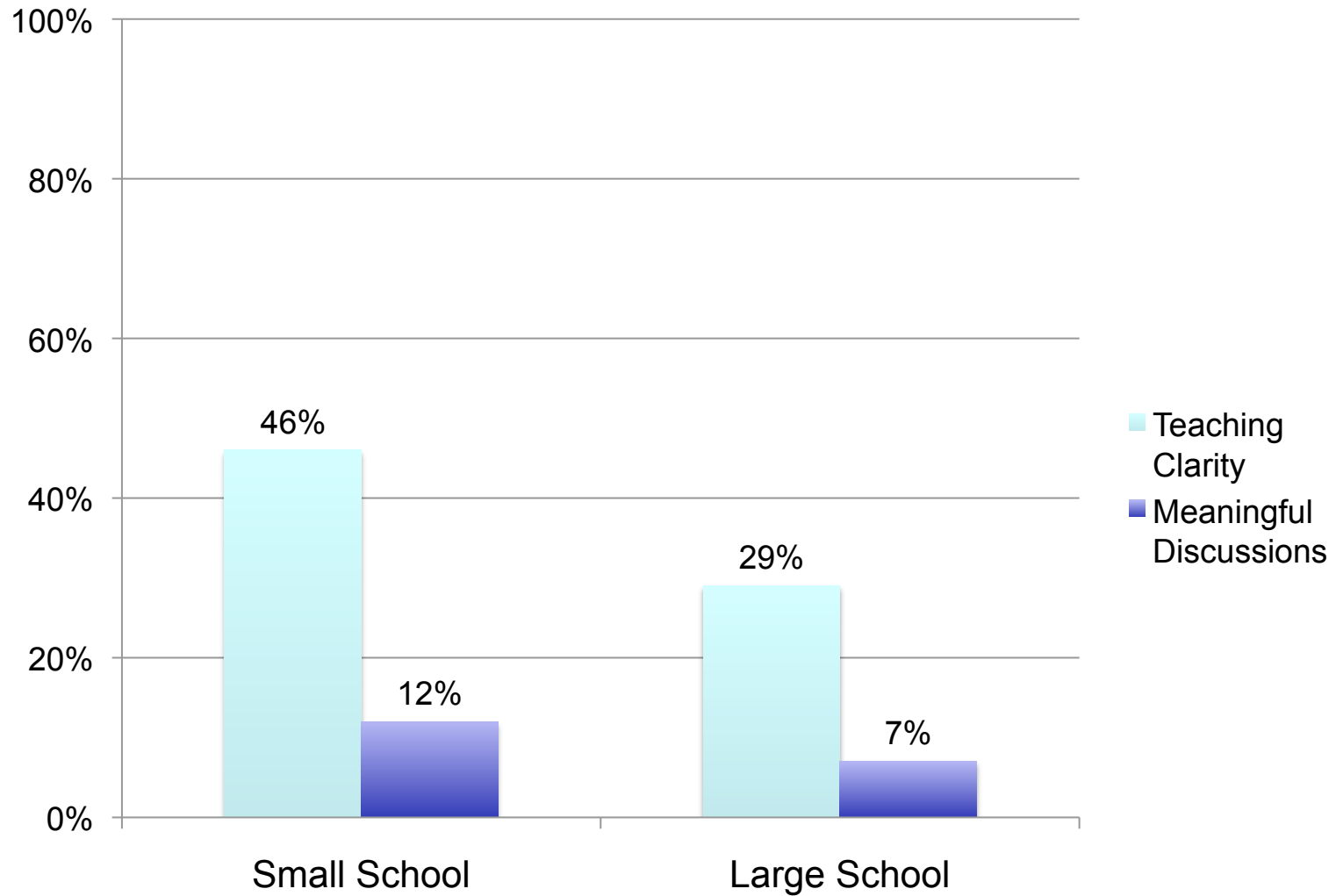
Meaningful discussions with diverse peers (larger impact)

- How often have you
 - had discussions regarding inter-group relations with diverse students?
 - had meaningful and honest discussions about issues related to social justice with diverse students?
 - shared personal feelings and problems with diverse students?

Teaching clarity and organization (smaller impact)

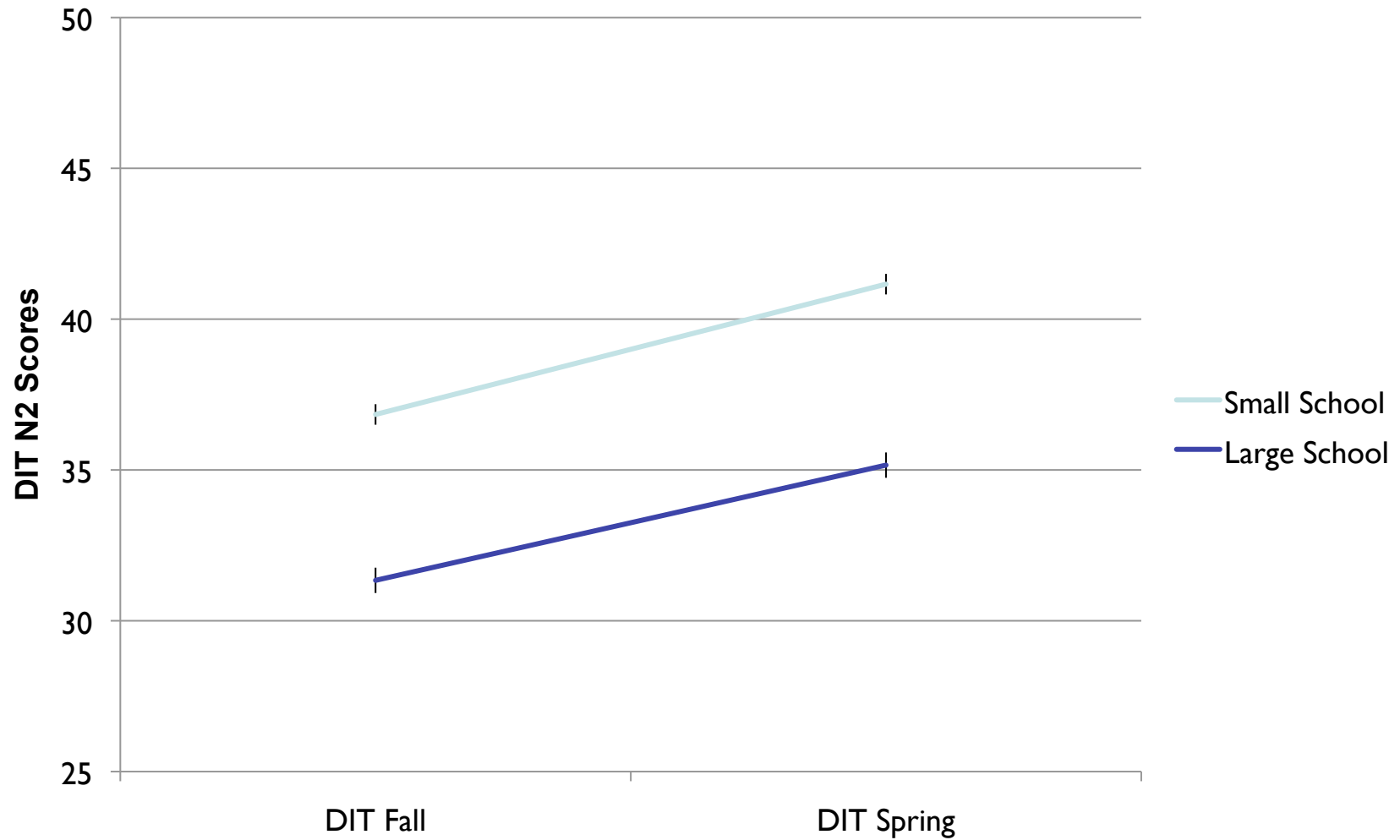
- How often did your faculty:
 - give clear explanations?
 - interpret abstract ideas and theories clearly?
 - present material in a well-organized way?
 - come to class well prepared?
 - have a good command of what they were teaching?

High levels of clarity & conversation

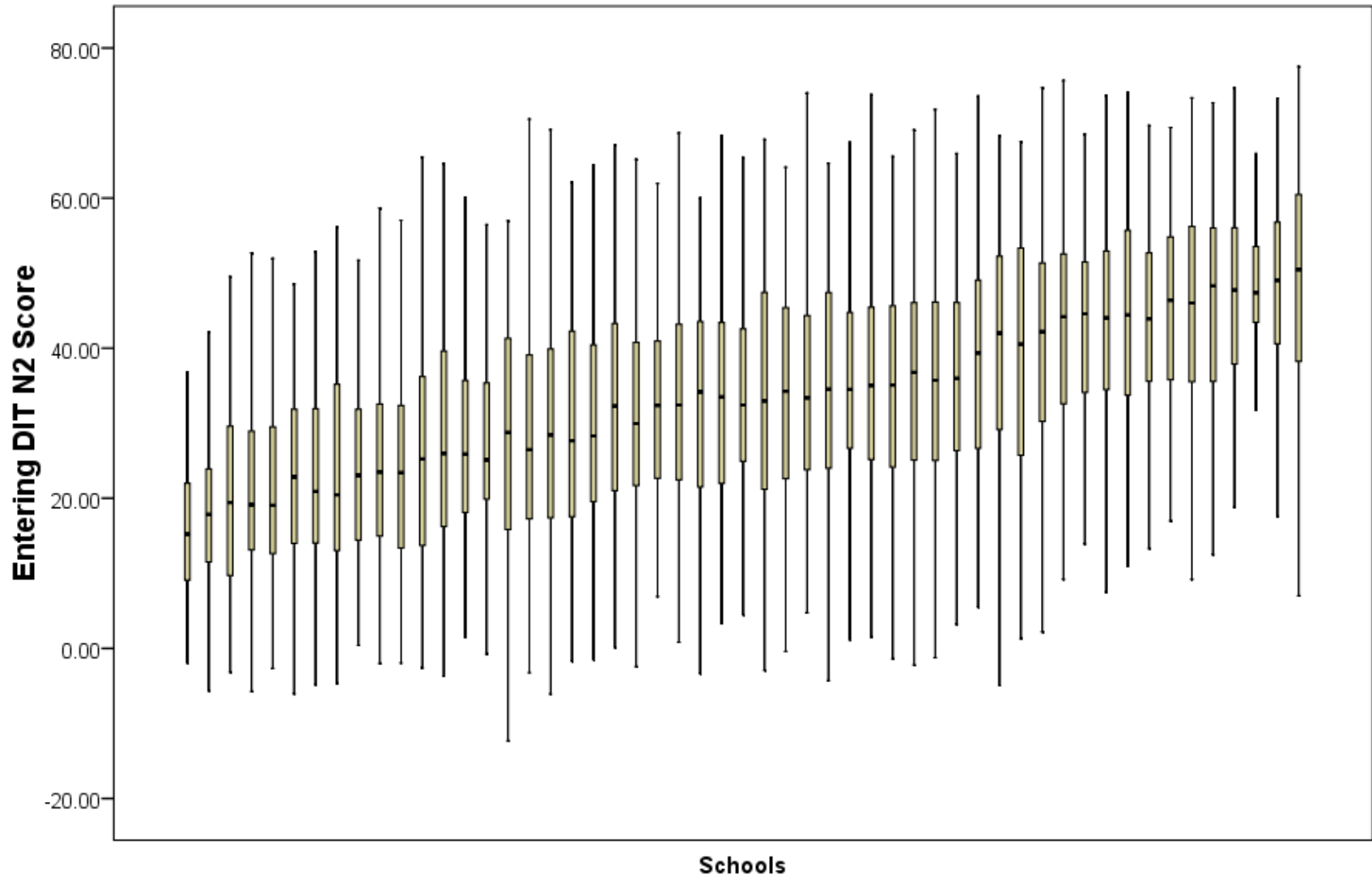


Wabash National Study -
*Developing Moral and Ethical
Reasoning and Action*

Change in moral reasoning over first year



Within and between institution variability



Negative experiences with diversity (larger impact)

- How often have you
 - had guarded, cautious interactions with diverse students?
 - felt silenced by prejudice and discrimination from sharing personal experiences with diverse students?
 - had hurtful, unresolved interactions with diverse students?

NSSE - Reflection (smaller impact)

- How often have you
 - examined the strengths and weaknesses of your own views on a topic or issue?
 - tried to better understand someone else's views by imagining how an issue looks from his or her perspective?
 - learned something that changed the way you understand an issue or concept?

High levels of reflection & negative diversity experiences

