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

Agree/Strongly Agree: Fall 73%, Spring 63%
Neutral: Fall 20%, Spring 27%
Disagree/Strongly Disagree: Fall 6%, Spring 10%
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

- Small School: 46% Teaching Clarity, 12% Meaningful Discussions
- Large School: 29% Teaching Clarity, 7% Meaningful Discussions
Wabash National Study - Developing Moral and Ethical Reasoning and Action
Change in moral reasoning over first year

DIT N2 Scores

Small School

Large School

DIT Fall  DIT Spring
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

- Reflection: 64% Small School, 36% Large School
- Negative Experiences: 24% Small School, 25% Large School